

PRE-SURVEY RESULTS
HERE Study Visit: Competence-Based Learning: Basics, perspectives, implementation

Vienna, Austria

9-10 September 2019

Number of answers: 41

Countries that answered the pre-survey

Country	Number of answers
Albania	2
Algeria	2
Armenia	1
Austria (Bologna promoters)	2
Azerbaijan	2
Bosnia and Herzegovina	2
Egypt	2
Georgia	2
Israel	1
Jordan	1
Kazakhstan	2
Kyrgyzstan	2
Lebanon	2
Libya	1
Moldova	2
Morocco	2
Palestine	2
Russia	2
Tajikistan	2
Tunisia	3
Ukraine	2
Uzbekistan	2

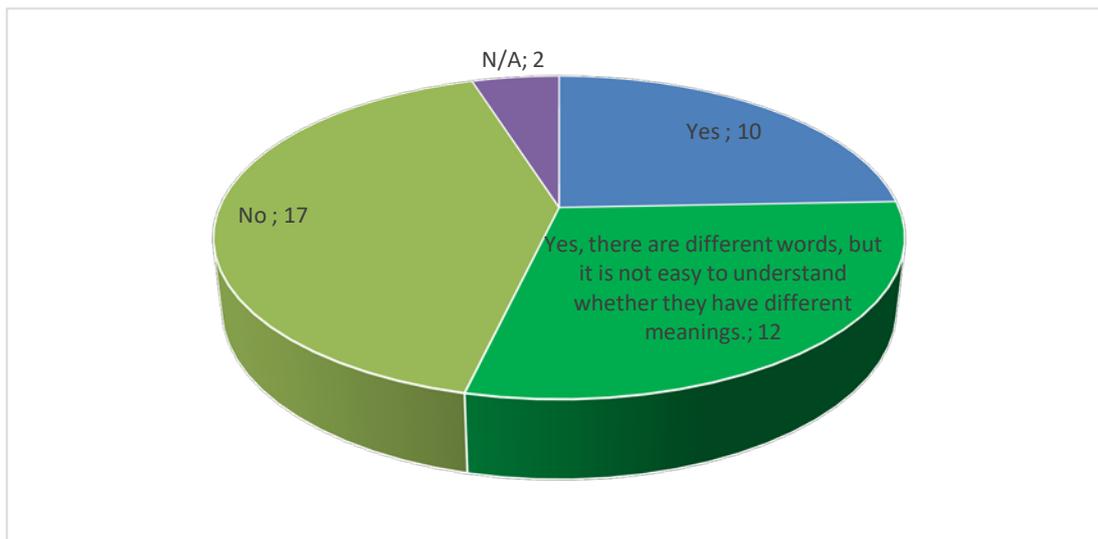
1. Reason for/interest in attending this event (highlighted answers)

- To gain a better understanding of CBL and its impact.
- To get a practical understanding of how CBL is incorporated at HEI.
- To know more about institutional practice on CBL, specifically in an Austrian HEI . In addition to know more about specific teaching strategies on CBL from professors, students and also, how to glimpse it into a classroom.

- Understand different definitions for Competency-based learning (CBL) and deepening of the CBL approach. Interest in the terminology of ‘competence’ or ‘competency’ and application of CBL in another countries.
- Know the method of use in different disciplines & know the evaluation methods in the CBL
- Exchange of good practices (developing curriculum, introduction in the strategy of the university, involvement of the socio-economic sector, teaching development support ...)
- There are still problems regarding formulating module/programme learning outcomes; linking learning outcomes with teaching-learning and assessment approaches; Study visit provides good opportunity to receive detailed information on the above mentioned topics as well as discuss specific examples.
- National and Institutional Initiatives to Bridge the Gap between Teaching Practices and Research and the Market
- To learn about good practice at Vienna to disseminate for the benefit of decision-makers
- Competence-based learning is one of the main directions for our institutional and national strategy, so it is very important to study new good practices.
- (Russia) Russian Federation joined the Bologna Process in 2003. The most of HEIs have followed up BP since 2011, after adopting 3-cycle system and introducing new generation competences-based federal educational standards by the Ministry of education. All HEIs had to develop new BA, MA and PhD educational programmes and curricular based on learning requirements. But neither HEIs nor teaching/administrative staff had background and expertise to implement new ideas in the changed environment. That’s why the shift in the national policy hasn’t led to the corresponding changes in the institutional teaching and learning strategies (in curricula design, pedagogy and assessment). It’s still old approaches, delivery tools and content put into new forms of educational documents. At the same time enhancing the quality and relevance of learning and teaching is the main mission of the EHEA. That is why the reason for/interest in attending this event is an opportunity to obtain first-hand experience of CBL and the ways to implement it both at the policy making level and the higher education institutional level.
- (Uzbekistan) : One of the big change in country’s educational field is the introduction of private non-governmental sector. Yeoju Technical Institute in Tashkent (YTIT) is the first private higher educational institution in Uzbekistan, which is established jointly between Uzbek and South Korean partners. Being the first Rector of the first private institute in Uzbekistan, it is clear that traditional educational methods are not acceptable under the growing competition in higher education sector. YTIT understands CBL plays crucial role to survive in increasing competitive environment in higher education system. That is why the institutional practice on CBL of Wien University of Applied Sciences brings big interest to YTIT and to me personally. During the seminar, I expect to discuss and learn specific teaching mission and strategy, to hear from professors of different disciplines, from students and also, potentially, to glimpse into a classroom. After returning, I am planning to start implementing CBL techniques and mechanisms in YTIT.

Bologna promoters (Austria):

2. Does your native/working language possess different words for “learning outcome” and “competence”?

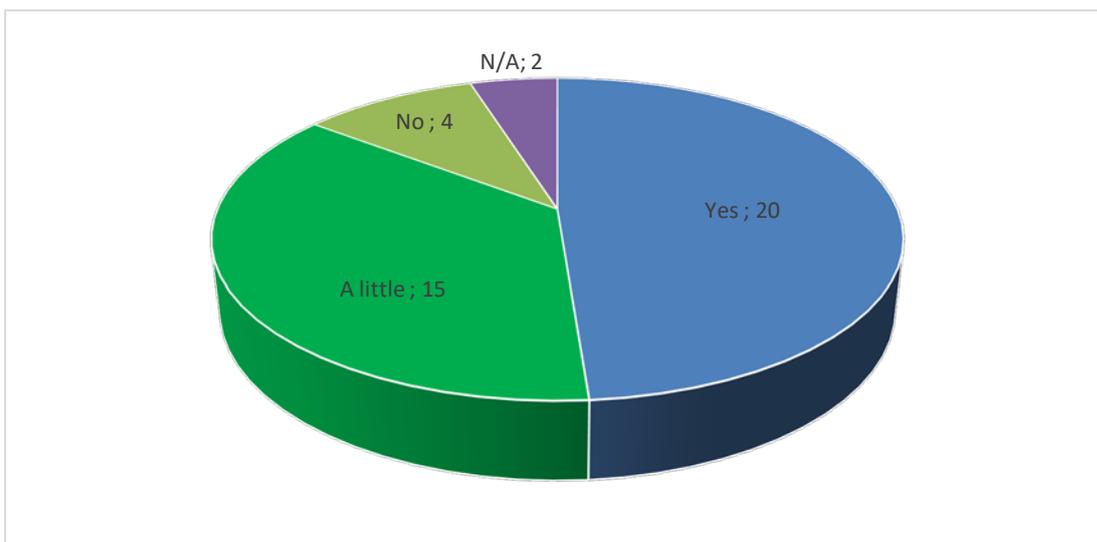


2.1 (for “yes and “yes, but”) could you provide the word for

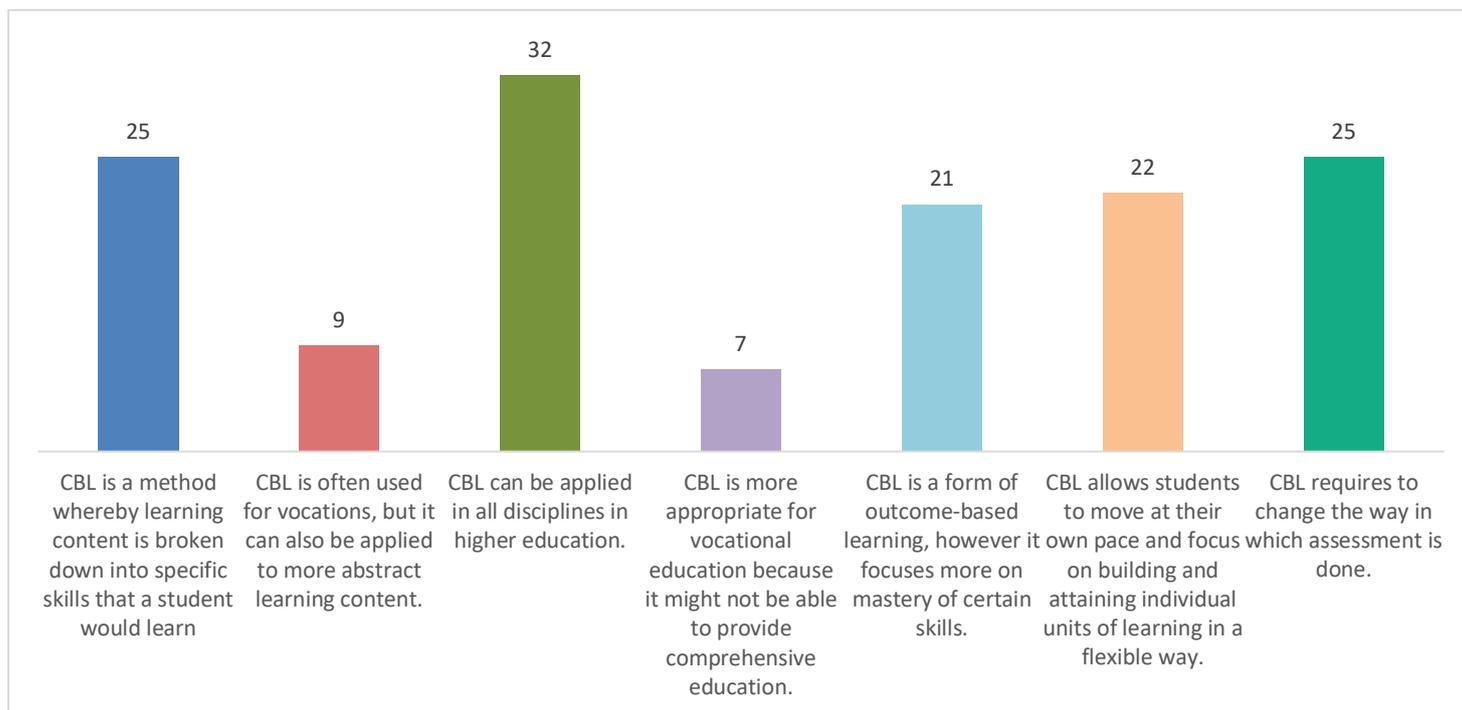
Country	Answers – Learning outcomes	Answers – Competences
Albania	rezultat i te nxenit	kompetence
Austria	Lernergebnisse, Lernziele	Kompetenz
Bosnia and Herzegovina	ishodi učenja	Kompetencije
Georgia	სწავლის შედეგი	კომპეტენცია
Georgia	statements regarding knowledge and understanding, skills and/or responsibility and autonomy achieved by a person. (Law on education quality enhancement)	ability to use adequately the learning outcomes in appropriate context (in work or study process and in professional and personal development) (Law on VET)
Kazakhstan	formulations of what the learner is expected to know, understand and/or be able to demonstrate (do) after the completion of the training period or academic course	They are a dynamic combination of knowledge, understanding and skills Key competencies: Forming and systematizing: - cognitive; - operational; Research:

		<ul style="list-style-type: none"> - self-improvement <p>Subject competencies:</p> <ul style="list-style-type: none"> - communicative; - legislation and right
Kyrgyzstan	expectation that the student will know	educational goals
Lebanon	التعلم مخرج	مؤهلات
Moldova	Rezultate ala învățării	competenta
Morocco	sometimes. it can be only knowledges	To be able to...
Russia	результат обучения	компетенция
Tunisia	التعلم مخرجات/acquis de l'apprentissage	الكفاءة/compétence
Ukraine	a set of knowledge, skills, abilities and other competencies, acquired by a person in the process of studying in a certain educational-professional, educational-scientific program that can be identified, quantified and measured.	a dynamic combination of knowledge, skills and practical skills, ways of thinking, professional, ideological and civic qualities, moral and ethical values, which determines the person's ability to successfully carry out professional and further educational activities and is the result of studying at a certain level of higher education.
Ukraine	результати навчання	компетентність
Uzbekistan	результаты обучения	компетенции

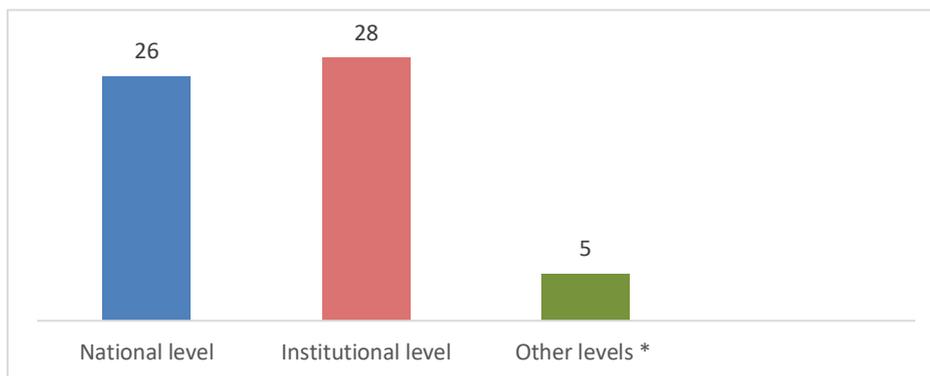
3. Are you familiar with the concept of Competence-Based Learning (CBL)?



4. Please tick what you believe to be most true, with regard to your experience in the higher education sector (you may tick all that apply):



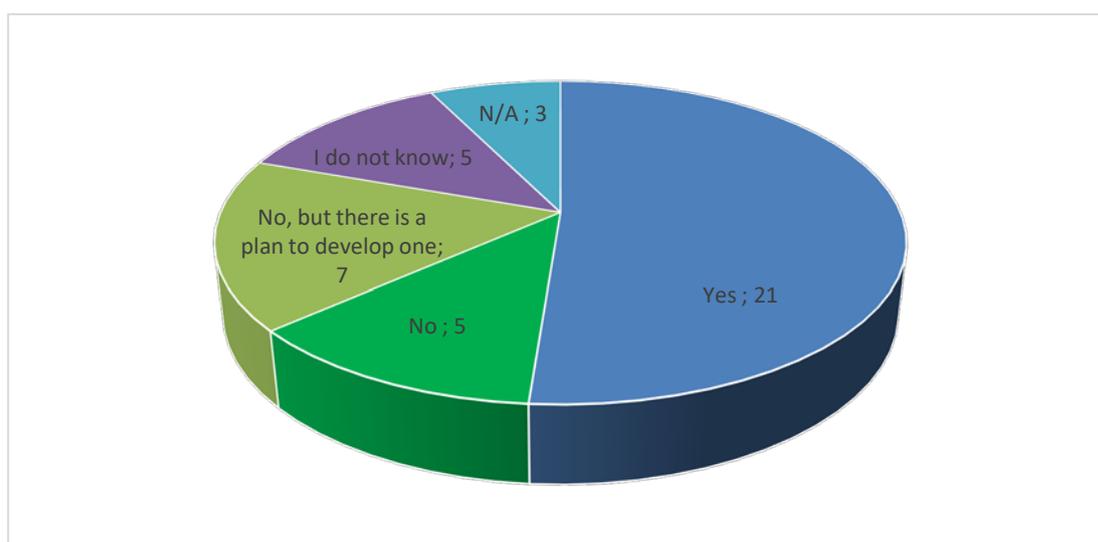
5. Has there been any discussion on CBL at



* Other levels

Country	Answers
Austria	All of the above thoughts can be discussed; no easy yes or no.
Morocco	In the framework of ERASMUS Plus projects in which I participated such as the implementation of ECTS and that on the improvement of the performance of quality assurance in universities
Egypt	Quality Assurance Agencies Professional Sectors
Georgia	We use the term "LO-based learning", which has been discussed at national level.
Lebanon	Within the HEREs team

6. Is there any national strategy or initiative that encourages the use of CBL? Please choose one option.

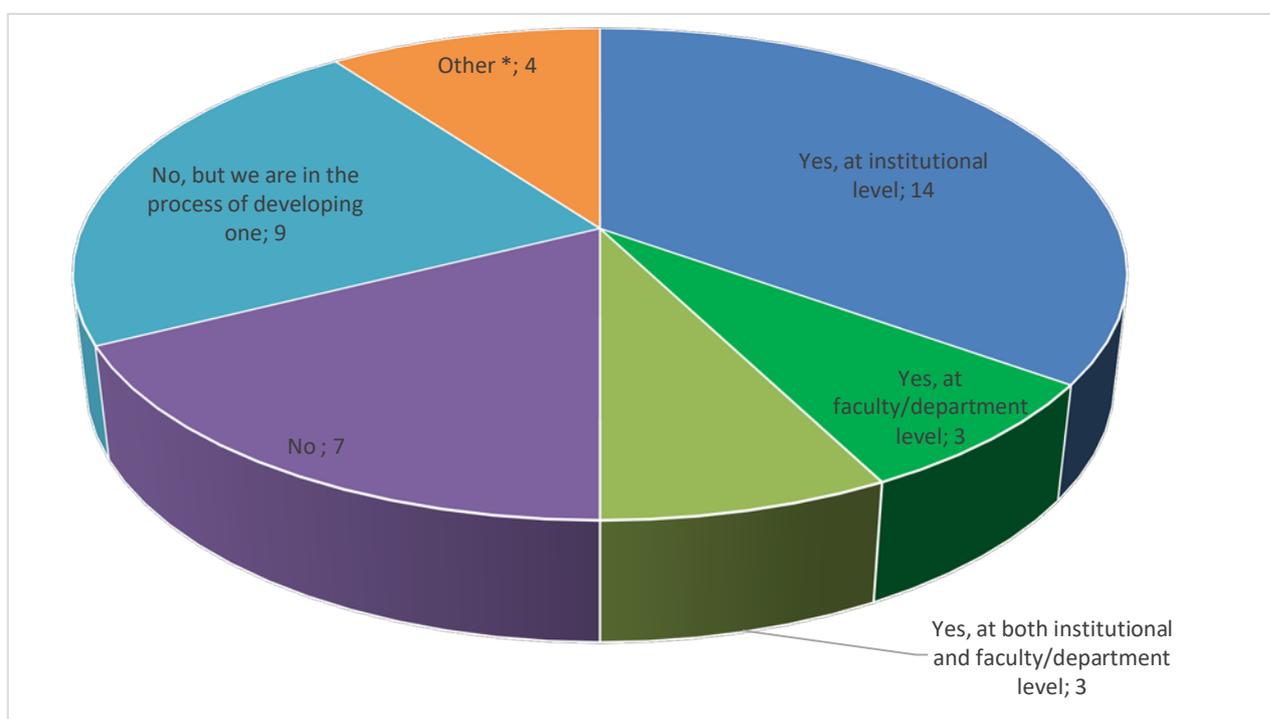


6.1 Please elaborate

Country	Answers	
Tunisia	No, but there is a plan to develop one	Currently, in addition to the diploma, mention is made of the skills acquired by the student during his training
Bosnia and Herzegovina	No	At the state level, there is no unified higher education strategy. Education is a domain of counties and entities.
Ukraine	Yes	competence-based approach to higher education is mandated by Law on Higher Education
Moldova	Yes	Curriculum Framework for higher education
Morocco	Yes	Introducing ECTS in HE system is a national priority. And we know that is based on elaborating cursus on CBL
Georgia	Yes	Law on Higher Education of Georgia, NQF of Georgia, Authorization/Institutional Accreditation and Accreditation Standards
Georgia	Yes	Legislation requires that all programmes should be based on LOs.
Kyrgyzstan	Yes	national education standards are based on competencies
Morocco	No, but there is a plan to develop one	national strategy 2015-2030 in Morocco
Austria	Yes	Not explicitly, but CBL is an aspect in many papers etc.
Moldova	Yes	The CBL is approved in the National Qualification Framework
Ukraine	Yes	The law on Higher education orders to use CBL.
Egypt	Yes	The National Authority for Quality Assurance and Accreditation of Education (NAQAAE) that I head, has led an initiative to shift to Competency Based Education / Learning. This has been accompanied by a plan that started the shift to competency-based standards and led to a national strategy to transform Medicine, Pharmacy and Engineering Education in Egypt. This has also been coupled by a national strategy to apply CBL in TVET
Kazakhstan	Yes	The State Program for the Development of Education of the Republic of Kazakhstan for 2011–2020 of December 7, 2012 No. 1118, according to which, by 2020, the quality of higher education in Kazakhstan should be consistent with the best international practices in the field of education, graduates of domestic higher

		education institutions are in demand by employers.
Azerbaijan	Yes	There are some State Programmes and State Strategy on the Improvement of Education in Azerbaijan which requires to build up new study programmes by the competence-based approach.
Uzbekistan	No	There is no national strategy on CBL in Uzbekistan yet.

7. (If applicable) Does your institution have a strategy, policy or any initiative that encourages or promotes CBL? Please choose one option.

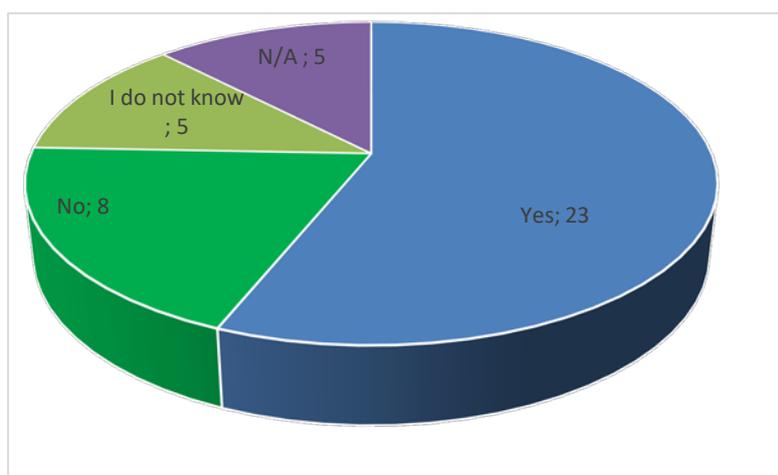


*** Other – please specify**

Country	Answers
Georgia	All state recognized HEIs have policy on development and approval of the LO-based programmes. It is requirement of the authorization standards (external QA).
Egypt	At the level of the Quality assurance agency we have started this initiative to shift to competency-based education
Kazakstan	Strategy of university development for years 2018-2025. Transformation of teaching process. https://aues.kz/wp-content/uploads/2018/08/jpg2pdf-6.pdf

Azerbaijan	Yes, at the national level
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8. Is competence-based learning discussed with external partners, such as business and industry, public employers, international partners, etc?



8.1 If yes, please elaborate

Country	If yes, please elaborate
Algeria	<p>1. Erasmus + CBHE : COFFEE Project : Co-construction of a Curriculum Offer with a High Employability Purpose (COFFEE is a national structural project, funded by the Erasmus + Capacity Building program, for a period of 3 years Oct. 2015 - Dec. 2019)</p> <p>2. Training-Employment-Qualification Support Program (AFEQ) is a development aid program financed by Algeria and the European Union. Its execution period is 36 months, from September 15, 2017 to September 15, 2020. The Ministry of Labor, Employment and Social Security is the main beneficiary, plus ANEM, the Ministry of Labor, Employment and Social Security. Education and Training and the Ministry of Higher Education and Scientific Research</p>
Russia	Competence-based learning is discussed with business through mechanism of development of professional standards

Azerbaijan	Currently, the Twinning project (Strengthening Higher Education System in Azerbaijan) is realizing by the MoE which is preparing 15 priority for the country specialties by the CSL approach. In the framework of this project, competence-based learning is discussing business and industry, public employers, international partners, etc.
Austria	Depends on level and subject.
Georgia	Educational programmes for regulated professions are discussed with partners. Other programmes are trying to involve stakeholders in programme development as well, because programme accreditation standards require that LOs of educational programme should be discussed with appropriate stakeholders.
Morocco	especially for vocational cursus
Bosnia and Herzegovina	In recent years, special attention has been paid to the CBL at the University of Mostar. Conferences are organized with representatives of the economy, chambers of commerce and the social community. If necessary, the thematic sessions of the Senate dedicated to CBL are organized.
Uzbekistan	In the frame of new reforms in education including higher education in the country, there is a discussion among government, business structures/employees and the public about opportunities for new majors and response to labor market's needs.
Morocco	international partners
Kazakhstan	International partners Erasmus+ CBHE project InnoCENS - Innovation pedagogy. Turku University of Applied Sciences (Finland)
Moldova	National Qualification Framework of Republic of Moldova
Tunisia	Some initiatives in the TEMPUS and Erasmus Mundus projects
Ukraine	Such discussion is being promoted and even forced by national initiatives but effectiveness of it varies greatly between specialties and universities
Kyrgyzstan	the creation of a new educational program is discussed with representatives of the labor market
Georgia	There is a discussion without any tangible result.

9. People who attended the 2018 HERE Study visit on Professional teaching staff development at LSE/King's College, London and if there were any topics that arose from that event that they would like to explore during this study visit

Sanja Bijakšić	Bosnia and Herzegovina	
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Uzbekistan	professional development; research-based teaching
Kyrgyzstan	Development and embedding of academic practice: Research-based education
Georgia	
Lebanon	Implementing CBL: Challenges, experiences, lessons learnt CBL as seen through Students' Eyes

10. People who attended the 2016 HERE Study visit on student-centred learning in Tallinn and if there were any topic that arose from that event that they would like to explore during this study visit.

Moldova	1. What learning outcomes and student-centred learning are. 2. The role of and collaboration with external stakeholders (employers and industry).
Ukraine	N/A