

This is an electronic reprint of the original article. This reprint may differ from the original in pagination and typographic detail.

Please cite the original version: Lahti, J. (2021) Competence-based education development. In Hoshimzoda, Homid Hasan; Aminov, Inomjon; Mirpochoev, Dalerjon; Mukhtorov, Saidqosim; Komarova, Anastasiya; Agzamova, Rukhsora (Eds.) Increasing the competitiveness of graduate economists based on the implementation of the principles of Bologna process. Proceedings of the international scientific and methodological online conference. Khujand: Tajik State University of Commerce, 64-69.



ВАЗОРАТИ МАОРИФ ВА ИЛМИ
ҶУМҲУРИИ ТОҶИКИСТОН



**БАЛАНД БАРДОШТАНИ РАҚОБАТПАЗИРИИ
ХАТМУНАНДАГОН-ИҶТИСОДЧИЁН ДАР АСОСИ ҶОРӢ
НАМУДАНИ ПРИНСИПҶОИ РАВАНДИ БОЛОНӢ**

**МАҶМУӢАИ МАҚОЛАҶОИ ИЛМИИ ОНЛАЙН-КОНФЕРЕНСИЯИ
БАЙНАЛМИЛАЛИИ ИЛМӢ-МЕТОДӢ**

15-16 июни соли 2021

**INCREASING THE COMPETITIVENESS OF GRADUATE
ECONOMISTS BASED ON THE IMPLEMENTATION OF THE
PRINCIPLES OF THE BOLOGNA PROCESS**

**PROCEEDINGS OF THE INTERNATIONAL
SCIENTIFIC AND METHODOLOGICAL ONLINE CONFERENCE**

June 15 - 16, 2021



COMPETENCE-BASED EDUCATION DEVELOPMENT

Johanna Lahti,

*Development Manager, Laurea University of Applied Sciences,
Finland*

This paper discusses competence-based education development. Competences are a dynamic combination of knowledge, understanding, skills and abilities and they form a whole which represent what students have gained from their university degrees.

The paper aims to describe and discuss how education and a curriculum could be developed so that they would be able to impart a sufficiently broad-scoped knowledge-base to the student for employment in the field as well as develop their general knowledge of work life.

Keywords: *competence, learning outcome, education, curriculum, employment, competitiveness.*

European Qualifications Framework - a bridge between national qualifications systems

The European Qualifications Framework (EQF) is a common European reference framework whose purpose is to make qualifications more readable and understandable across different countries and systems. Covering qualifications at all levels and in all sub-systems of education and training, the EQF provides a comprehensive overview over qualifications in the 39 European countries currently involved in its implementation. [1]

The core of the EQF is its eight reference levels defined in terms of learning outcomes, i.e. knowledge, skills and autonomy-responsibility. Learning outcomes express what individuals know, understand and are able to do at the end of a learning process. Countries develop national qualifications frameworks (NQFs) to implement the EQF. [1]

National qualifications frameworks (NQFs) classify qualifications by level, based on learning outcomes. This classification reflects the content and profile of qualifications - that is, what the holder of a certificate or diploma is expected to know, understand, and be able to do. The learning outcomes approach also ensures that education and training sub-systems are open to one another. Thus, it allows people to move more easily between education and training institutions and sectors. [1]

The Finnish National Framework for Qualifications (FiNQF) describes the qualifications, syllabi and other extensive competence modules that belong to the Finnish national education system. The Finnish learning-outcomes-based framework includes qualifications from all levels of the education system that are part of the general education, VET and higher education sectors. [2]

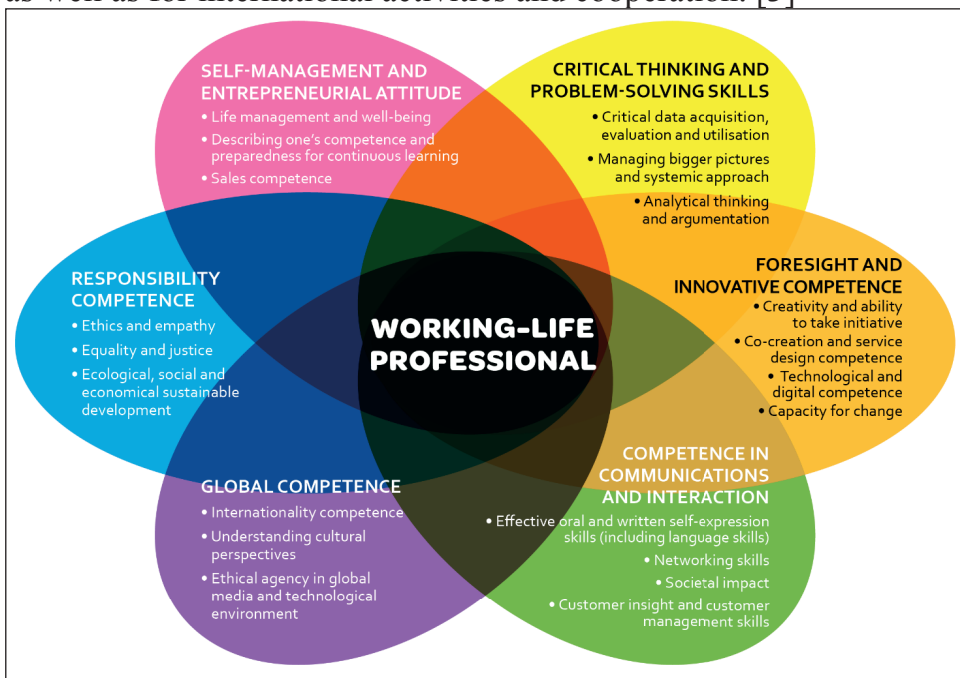
Competences

Competences are a dynamic combination of knowledge, understanding, skills and abilities developed during the process of learning. They form a whole which represent what students have gained from their university degrees. At Laurea University of Applied Sciences, competence descriptions in a curriculum draw on Bloom's taxonomy, where the development of competence is described at six different levels: knowledge, comprehension, application, analysis, synthesis and evaluation/creativity.

Competences can be divided into subject specific competences and generic competences. Subject specific competences are specific to a field of study and generic competences are common to all degree courses. When looking at students' employability and career development, generic competences are becoming increasingly important.

At Laurea University of Applied Sciences, generic working-life competences common to all degree programmes have been defined. The education aims for an extensive and strong professional competence and develops generic working-life competences (Picture 1). The graduates

will have capabilities for following and promoting the development of their professional fields and for continuous improvement of their personal professional competence. The education imparts the students adequate communication and linguistic skills for tasks in their fields as well as for international activities and cooperation. [3]



Picture 1. Generic working-life competences common for all degree programmes. [3]

Learning outcomes based degree programmes in Finland

Learning outcomes are »statements of what a learner is expected to know, understand and be able to demonstrate after completion of a learning experience«. Learning outcomes are expressed in terms of the level of the competence to be obtained by the learner. [4]

In Finland, the legislation governing higher education degrees provides general learning outcomes for the degrees, but the higher education institutions have moved further at their own initiative. Some universities have revised and modernised their bachelor degree programmes and are shifting towards degrees that provide broader

knowledge, skills and competence. The purpose of these revisions is two fold:

1) learning outcomes based programmes result in increased employability of Bachelor degree holders and

2) prepare graduates for further study in more varied master programmes, including those from a different discipline and cross disciplinary programmes.

Higher education institutions, universities and universities of applied sciences, prepare specific learning outcomes for the programmes they offer. All programmes are learning outcomes based and the higher education institutions write descriptions of the specific learning outcomes for all units of study. Universities of applied sciences have also adopted learning outcomes to student assessment.

At Laurea UAS the assessment criteria are based on the European (EQF) and national (NQF) qualifications frameworks. The assessments draw on the students' self and peer assessments and the assessments of employer representatives. Assessment helps students to monitor the development of their competence and the achievement of their personal goals in relation to the competence requirements set for the degree. [3]

Requirements for curricula arise from numerous sources

First of all, a curriculum needs to meet the requirements set on the European and national qualification frameworks. Laws and provisions as well as national regulations and the field's recommendations will set framework conditions for curriculum development. At Laurea UAS, additionally, Laurea's strategy, strategic intent, profile and the strategic research themes will act as a framework for our work on curricula.

The curriculum is developed by using evaluation, monitoring and feedback data. Feedback is received from students, personnel and workplaces for the development of the curriculum. [3]

The curriculum must be able to impart a sufficiently broad-scope knowledge-base to students for employment in the field as

well as develop their general knowledge of work life. The objective is to produce the kind of expertise that workplace will require in the future. For this reason, it is extremely important to take into account feedback we receive from companies and employers.

One way to collect this feedback is a workplace steering group, which responsibility is to anticipate changes in workplaces and to ensure the degree's relevance in terms of workplace needs. This group is composed by Development Manager in charge of the degree, degree coordinator(s) of the degree, representative of teacher responsible for the Master's programmes, student representative and, most importantly, six to ten company representatives. This group meets approximately twice a year.

The development of the curriculum also takes into consideration the changing needs of society by reviewing different types of studies and reports on matters during development work. In addition, the curriculum is regularly assessed using predefined assessment criteria.

Conclusions

The society and working life are constantly changing. The role of the education is to impart a broad-scoped knowledge-base to students for employment as well as develop their general working-life competences. A student graduating should be able to act in new situations, anticipate future trends, develop new operating models and examine the world with open eyes.

Universities of Applied Sciences (UAS) have the mission to train professionals with emphasis on labour market needs. The objective is to produce the kind of expertise that workplace will require in the future. To identify the future needs for workplaces it is important to have a close collaboration between the university and working life.

A curriculum creates links between learning and the working life. If the learning outcomes are defined on the basis of workplace needs, as well as the future needs, we can provide students with necessary competences and ensure their competitiveness on the labor market after graduation. Also, identification and recognition of the acquired

competence and work-based learning will become as a natural part of competence-based education.

References

1. Cedefop. European Qualification Framework. Retrieved 17 June 2021 from: <https://www.cedefop.europa.eu/fi/events-and-projects/projects/european-qualifications-framework-eqf>
2. Finnish National Agency for Education. The Finnish National Framework for Qualifications (FiNQF). Retrieved 17 June 2021 from: <https://www.oph.fi/en/education-and-qualifications/qualifications-frameworks>
3. Laurea University of Applied Sciences. Curriculum. Information on education, degree structure and competence assessment HMA221SN.docx. Retrieved 17 June 2021 from: <https://ops.laurea.fi/index.php/en/212701/en/206647/HMA221SN/year/2021>
4. González, J & Wagenaar, R (Eds.) (2008, page 9). Universities contribution to the Bologna Process: An introduction.

РАЗВИТИЕ ОБРАЗОВАНИЯ НА ОСНОВЕ КОМПЕТЕНЦИЙ

Йоханна Лахти,

*менеджер по развитию, Университет прикладных наук
Лауреа, Финляндия*

В данной статье обсуждается развитие образования на основе компетенций. Компетенции представляют собой динамическую комбинацию знаний, понимания, навыков и способностей, и они образуют единое целое, которое отражает то, что студенты получили от своих университетских степеней.

Статья направлена на описание и обсуждение того, как образование и учебная программа могут быть разработаны так, чтобы они могли передать студенту достаточно обширную базу знаний для работы в этой области, а также развить их общие знания о трудовой деятельности.

Ключевые слова: *компетенция, результаты обучения, образование, учебная программа, трудоустройство, конкурентоспособность.*