



**Approaches for Implementation
Competence-based Programmes
Need for Evidence-based Policy
in Higher Education**

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Critical factors for success

- Favourable governance; institutional «agility» to transform curricular and adapt them to the needs of society
- Strong policy for T&L – A student-centered policy
- Policy to promote Excellence in T&L – HRM
- Stakeholder engagement
- Innovative physical arrangements

« Favourable » governance, leadership and management

- Institutional « agility » - From traditional teacher-centered towards student centered programmes
- Work across disciplines

Clark – Let the “periphery” flourish. Strong steer. Strong leadership

Strong Policy for Teaching and Learning

- Formulation of policy
- Organisational implications
 - Finances
 - HR
 - Quality Assurance
 - Blended learning
 - Internationalisation at home

- ➔ Clear and transparent profile of educational offer

Competence-based learning – One concrete example (PBL)

- Medical, engineering fields (discipline/faculty level)
- Institutional level – Transformative effects
 - University of Aalborg (DK)
 - University of Maastricht (NL)
- Acquisition of strong knowledge (based on R & I) and focusing on skill development/student empowerment

Problem-based learning (PBL) – Organisational demands:

- Resources (people/finances) – Policy/Institutional choices
- Planning & organization across the institution:
 - Changing the T & L culture
 - Designing the PBL curriculum & defining the learning outcomes
 - Adapting the assessment methodology

Policy to promote Excellence in T&L – HRM

- Strong institutional frameworks to support the changes
- Strong stimulus for innovative learning across the institution – Reaching a critical mass
- Appropriate mechanisms, incentives and recognition – Rewarding Excellence in T&L

Stakeholder engagement

Critical in the design of competence-based programmes

- Business world
- Professional associations

Strategic intelligence on new trends in the sector

First concrete experience with the world of work

The spacing issue for competence-based education

- Physical infrastructure/Spatial solutions
- Creative ways of working
- Enhance interdisciplinary
- Experimental

To conclude:

- Major progress towards competence-based programmes (many good examples; many tools)
- Address issues related to university management and organisation
- Lack of evidence and lack longitudinal studies
 - to measure impact of competence-based education in concrete terms
 - to support policy towards critical mass development



THANK YOU!

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