

Competency-Based education (CBE) Module

1-Module description

CBC is divided into three themes: competency based education, Competency based curriculum and Key & teacher competencies. The aim is to introduce the teacher students to a higher education system that keep up with the changes in the job market and a higher education system in which students deserve freedom to improve certain competencies that fit their target professions in the labour market.

The curriculum the teacher students pursue during their studies should be tailored to a certain job of the students' preferences. This is in conformity with both student centered learning and The Bologna Process.

Teacher students need to be introduced to all the key competences that they need to have. They will also be introduced to the competencies teacher students need to master in order to become effective teachers.

Objectives

CBE primarily tries to draw attention of the teacher students to the strong bondage between curriculum in higher education institutions and the job market. Thus, it trains the participants of the course to design a curriculum that answer the needs of the local area and simultaneously justifies the existence of the universities. It establishes a closer link between educational programmes and societal requirements and enhances interaction with all stakeholders, including the world of work and wider society. Some competences are subject-area related (specific to a field of study), others are generic (common to any degree course). It is normally the case that competence development proceeds in an integrated and cyclical manner throughout a programme.

The teacher trainers will be trained to be familiar with different layers of competencies (soft skills). 1. The competencies needed for each citizen such as digital competencies, team work, math, science. 2. Teachers need to have some competences to work professionally. This includes effective communication, digital competency, the ability to assess and give feedback.

3. And finally there are some subject-specific competencies. A teacher of history or physics should have special competencies in his/her own discipline.

He/She is capable of engaging in multidisciplinary cooperation to achieve the students' vocational objectives and to promote their well-being.

The teacher student is able to utilize pedagogical models and methods in teaching. He/She is able to assess the learning and competence of students as well as comply with the principles of recognition and accreditation of prior learning applicable to the relevant level of education.

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2-Content of CBE Module

Competency-Based Education (CBE) Module – Content

Week/Day No.		Content	Learning process
1	Day 1	Competency-Based Education (CBE)	<i>Lecture Group discussion In class Poster</i>
	Day 2	1-Type of Competences : - Key - Transversal 2- Teacher Competences	<i>Group seminar (team work)</i>
2	Day 1	Bologna Process: - Introduction (History) - Elements - ECTS	<i>Lecture Group discussion Presentation</i>
	Day 2	1- Other aspects of Bologna Process: - Learning Methods and Environment, Assessment - ECTS calculations 2- Challenges (application in Kurdistan)	<i>Lecture Group discussion Presentation</i>
3	Day 1	Competency-based Curriculum (CBC): - Structure (Who) - Process (How)	<i>Lecture Group discussion In class Poster</i>
	Day 2	Elements (criteria) of CBC	<i>Lecture Group discussion</i>
4	Day 1	Design of CBC : - Elements - Aims & Learning outcomes (LOs) - Blooms taxonomy - Mapping of LOs	<i>Lecture Presentation</i>
	Day 2	Module Catalogue Final Project	<i>Lecture Presentation</i>

3- Assessment and ECTS

Competency-Based Education (CBE) Module –ECTS and Assessment method

Week No.	Content	ECTS	Assessment method
1	Competency-based Education (CBE)	1.0	<i>Poster</i>
	1-Type of Competences : <ul style="list-style-type: none"> - Key - Transversal 2- Teacher Competences		<i>Presentation and Reflection</i>
2	Bologna Process: <ul style="list-style-type: none"> - Introduction (History) - Elements - ECTS 	1.0	<i>Presentation and Reflection</i>
	1- Other aspects of Bologna Process: <ul style="list-style-type: none"> - Learning Method and Environment, Assessment - ECTS calculations 2- Challenges (application in Kurdistan)		<i>Presentation and Reflection</i>
3	Competency-based Curriculum (CBC): <ul style="list-style-type: none"> - Structure (Who) - Process (How) 	1.5	<i>Presentation and Model</i>
	Elements (criteria) of CBC		<i>Presentation and poster</i>
4	Design of CBC : <ul style="list-style-type: none"> - Elements - Aims & Learning outcomes (LOs) - Blooms taxonomy - Mapping of LOs 	1.5	<i>Presentation and project</i>
	Module Catalogue Final Project		

4-Learning Outcomes

Students who pass this module successfully will be able to:

1. **Recognize** the competency based education (CBE) and Bologna Process .
2. **Identify** the characteristics of CBE and Bologna process.
3. **Identify** the structure of competence-based curriculum (CBC) and **analyze** the process of developing CBC
4. **Analyze and design** the alignment of learning outcomes, assessment, learning environments and pedagogical practices.
5. **Identify and analyze** the important elements (criteria) of competence-based curriculum.
6. **Design** competence-based curriculum for a specific subject; and
7. **Demonstrate** how a curriculum can be developed to meet the needs of enterprises (stakeholders).

4-References

- Everwijn, S.E.M.; Bomers, G.B.J. & Knubben, J.A. (1993) Ability-or competence-based education: bridging the gap between knowledge acquisition and ability to apply. Higher Education, 25, 4, 425-438.
- Mulder, M. (2008). Competence-based education – about frequently asked questions. Presentation at the National Curriculum Workshop on Competence- Based Horticulture Education at JUCAVM, Jimma, Ethiopia, July 26, 2008.
- Biggs, J & Tang C. 2011. “Teaching for Quality Learning at University”, fourth edition.
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