



DEVELOPMENT, ASSESSMENT AND VALIDATION
OF SOCIAL COMPETENCES IN HIGHER EDUCATION

Social competences in higher education of six European countries

DASCHE team



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DASCHE

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DASCHE general overview

- ◆ Consortium of 6 countries/institutions:
 - SGH/Warsaw School of Economics, PL (leader)
 - University of Bremen, Germany
 - Durham University, UK
 - CHEPS, University of Twente, NL
 - Academic Information Center, LV
 - Center for Higher Education Studies, CZ
- ◆ Associated partners
- ◆ Agenda – where we are now?
 - Kick-off – October 2017
 - Final conference in Warsaw – February 2020
- ◆ Objectives, methodology, findings, recommendations
- ◆ **Country reports: see - <http://dasche.eu/> - publications**

DASCHE project objectives

[2017]

- ◆ The MAIN OBJECTIVE of DASCHE project is to support policy learning between countries and higher education institutions in curricula development, assessment and validation of social competences.
- ◆ the purpose of DASCHE is not only to provide a better understanding of the social competences issues but also to develop models of formulating and assessing these competences within HE programmes and provide sets of good practices serving as an inspiration or guidance for decision makers, universities and quality assurance agencies, designers of curricula, teachers, students and other participants of the project.

[2019] – new contexts

- ◆ „more ambitious strategy” for the Bologna Process (2020-2030)
- ◆ „socially responsible university”
- ◆ Recommendations for decision makers on any level - the most important

Methodology

- ◆ **Case studies method (see methodology report (IO1))**
 - Selecting the HE institutions and their units for case studies
 - Desk research of strategic national and institutional documents
 - Field research - individual in-depth interviews (IDI) with senior management staff at the HEIs
 - Field research – focus group Interviews (FDI) with teachers
 - Field research – focus group Interviews (FDI) with students
- ◆ **Country reports (IO2-7)**
- ◆ **Consultations of findings and recommendations with associated partners and other external stakeholders (seminars, IDIs)**
- ◆ **Dissemination of results**
- ◆ **Recommendations (IO8)**

For more information see: DASCHE Methodology Report
<http://dasche.eu/>

Definition (?) of „social competences”

What are „social competences”?

What do we mean by „social competences”?

What do our partners mean by „social competences”?

◆ Contexts:

■ Role of legislation

- Qualification Frameworks (Eu and national)

- „key competences”

■ Intentionally implemented or „side effect” of T&L?

■ Involvement of values

■ Other

◆ Variety of meanings and approaches

United Kingdom – key findings

- ❑ No clear articulation of social competence development, assessment or evaluation in national qualification frameworks or subject benchmarks
- ❑ Social competence development often confused with social skills development
- ❑ Key institutional stakeholders (academic developers, academics, students) share a common understanding of HE as a public good with social impact, but struggle to translate their values into educational practice
- ❑ These stakeholders often view social competence development in relation to professional competences and extracurricular activities

Example of good practice

For more information see the UK country report: <http://dasche.eu/> - publications

Latvia – key findings

At institutional level

- ◆ Targeted development of social competences requires both the methodological support of institutional policy-making and implementation of pedagogical approaches
- ◆ HEIs often need to compensate for the skills that have not been fully acquired at previous levels of education
- ◆ The wave of digitalisation is important for strengthening the teachers'/students' social competences
- ◆ Teachers need up-to-date knowledge, skills and attitudes in order to effectively promote the development of students' social competences

At national level there is a lack of common understanding about:

- concept of social competences
- general social competences necessary for 21st century professional
- levels of acquisition of specific knowledge, skills and attitudes in HE
- settings for the development of social competences in study programme and courses
- succession of development of social competence in study courses
- division of responsibilities between fields and teachers in study programme
- the necessary evidence of the development of social competences in the assessment

Example of good practice

For more information see the LV country report: <http://dasche.eu/> - publications

Germany – key findings

- ◆ **Research on social competence in HE is lacking (definition, model, evidence in development)**
- ◆ **Social competence is considered very important in HEIs, but still lacking a common concept:**
 - Scientificism, employability, key competences and citizenship are identified learning fields
 - „taxonomy“ or logic of social competence development not available
 - Specific descriptions are missing, the national framework is not used as orientation
 - Implementation concepts are missing, especially for huge courses
 - Best practice examples appear isolated
 - Extent of HE teachers' responsibility to developing students social competence appears controversial
- ◆ **Social competence development in teaching depends mainly on individual engagement of HE teachers:**
 - Experiences are available on individual level, exchange often not exists
 - Social competence is interpreted against the background of a HE teacher's profession, what makes the expressions very individual
 - Further education offers in centres of HE didactics are available, but still not yet strongly taken up
- ◆ **Structural embedding of social competences appears marginal:**
 - On formal level: Learning fields and goals in module descriptions only in single cases and „general studies“ do not necessarily focus on social competence development
 - On informal level: Common „agenda“ on institutional level is missing

Example of good practice

For more information see the German country report: <http://dasche.eu/> - publications

Czech Republic – key findings

People model: SC are mostly about communication and functioning in society
Missing national and mostly institutional strategic approach for SC development. Missing common concept of SC
Mostly developed on the level of course

Selected good practices

- ◆ Liberal art studies, interdisciplinarity (support of critical thinking, respecting Others)
- ◆ Assessing voluntary activities connected with social competencies (e.g camp leader) for ECTS
- ◆ Course of personal development focused on social competences
- ◆ Institutional Social corporate responsibility – courses, HEI code of ethics
- ◆ Simulation training (interactive activities, course of intercultural communication)
- ◆ Lectures from outsiders – successful people from different areas, BUT also patients (nursing), homeless (different kind of experiences)
- ◆ Praxis during studies
- ◆ Project work, 2 semestrial cross faculty HR modul – task: create own team start up

The Netherlands– key findings

- ◆ **Social competences are embedded legally for universities, but not for UAS (universities of applied sciences)**
 - In the sense of traditional ‘broad education’, without reference to recent European frameworks and documents
- ◆ **Social competences do not get much attention in the accreditation frameworks that regulate recognition of all bachelor and master programmes**
 - Exception: broad bachelor programmes in the ‘liberal arts & sciences’ tradition, i.e. university colleges, liberal arts programmes, additional honours education
- ◆ **Social competences teaching depends mostly on institutional strategies**
 - In UAS as well as in universities
 - Entrepreneurialism gained more attention than (other) social competences
- ◆ **Research on social competences in higher education is largely limited to liberal arts & sciences**

For more information see the NL country report: <http://dasche.eu/> - publications

Selected good practices in the Netherlands

- ◆ **Good practices but not ideal...**
- ◆ **Entrepreneurialism education for arts students**
 - ≥ 10 EC out of 240 for the bachelor programme
 - Entrepreneurialism is understood broadly: earning a decent living as an artist
 - Artists' other social skills and special role in society are largely taken as self-evident, but also stimulated (less formally) throughout the curriculum
- ◆ **Honours education for social science students**
 - Extra-curricular addition to the bachelor programme, knowledge focus (deeper and/or broader) rather than social competences per se
 - Only for 'good' students, though motivation is the prime determinant of success
 - 'Trickle down' of engagement expected in regular classes, but not proven
- ◆ **Project-based learning as educational model for engineering students**
 - Focuses on work-oriented team skills rather than on students' broad orientation on society
 - Choice of project themes *may* help engender socially-conscious professional attitudes

Poland– key findings

- ◆ **HEIs consider „social competences” as important element of education**
- ◆ **„Social competences” embedded in legislation for all HEIs by the PL/NQF**
 - Following the PL „social competences” descriptors compulsory – description has to be put into curricula
 - Should be „intentionally” done – in practice „side effect” – difficulty of S.C. designing
- ◆ **But HEIs are free for interpretation and implementation**
 - variety – full spectrum of forms, methods, contents: from „civic” and „ethical” to „professionally” oriented approach
 - Each of „case studies” adopted its own way for developing social competences
- ◆ **Supervision of PKA – but not effective**
- ◆ **No tendency to any „common model” or „standardisation” of social competences**
- ◆ **Extremely positive reaction of associated partners:**
 - ESU, Eurodoc – planning the debates
 - EUA, PL Rectors Conference → Bologna documents
 - Main Council for HE – debate on SC and DASCHE results
 - EQF Advisory Group - presentation of DASCHE results

Examples of good practices.

For more information see the PL country report: <http://dasche.eu/> - publications

Conclusion

See the Intellectual Output 8

DASCHE project final conference – draft

Provisional title:

“Social competences – the new dimensions of university (HE?) traditional mission”

- ◆ **Venue:** SGH – Warsaw School of Economics, Warsaw, Poland
- ◆ **28-29 February 2020 (lunch-to-lunch: to be confirmed)**
- ◆ **Objectives: to discuss the issue of shaping social competences by HEIs in context of:**
 - Recent European documents on higher education
 - DASCHE results (on basis of the final report abstract)
 - Revolution 4.0 and other challenges of nowadays
- ◆ **Announcements:**
 - First announcement: July 2019 on the DASCHE website
 - Invitations: September 2019
- ◆ **Participants:**
 - Representatives of academic community: teachers and students
 - Associated partners of DASCHE project
 - Decision makers: national and the EU level
 - Other stakeholders
- ◆ **Provisional agenda:**
 - Keynote speaker (EUA): ” Social competences and the T&L priorities for EHEA”
 - Round table discussion on DASCHE results.
 - Panel discussion 1: “Social competences and the revolution 4.0 and other challenges of nowadays”. Panellists: academics and associated partners.
 - Panel discussion 2: “What kind of social competences do we need? ”. Panellists: mostly students (ESU, the PL students organization)
 - Parallel sessions: due to the decision about call for papers.