



METHODOLOGY FOR PREPARING COUNTRY REPORTS

**Intellectual Output 1 of the DASCHE project:
“Development, assessment and validation of social
competences in higher education”**

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Final version



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1. Introduction

1.1. General context of the work on the DASHE project

The context of the DASCHE project consists of the Bologna Process. In the Bologna Declaration itself, 'awareness of shared values and belonging to a common social and cultural space' was mentioned as the main purpose of higher education, next to providing European citizens with 'the necessary competences to face the challenges of the new millennium'. Other relevant European strategies, like the Qualifications Framework for EHEA or European Qualification Framework (particularly in the pillar "competences: autonomy and responsibility") - requesting "social competences" of the HE graduates equally form part of the context.

Defining and including social competences in curricula and teaching/learning process is not an easy task. They are multidimensional, collecting a variety of learning outcomes under a single label - concerning ethical, cultural, group and civic-oriented attitudes of learners; often they point to meta-competences, which cannot be developed independently from knowledge and skills in learners' substantial areas of knowledge. Higher education institutions and national-level policy makers need assistance in designing, delivering and validating social competences of students. Systems of internal and external quality evaluation and assurance face the same difficulty, the European Standards and Guidelines of Quality Assurance (ESG) in the EHEA do not provide sufficient guidance. The DASCHE objectives responds to these needs and the intended project outcome includes offering some model approaches for addressing social competences in curricula and in student assessment.

The project is based on transnational cooperation, because:

1. It requires cross-country comparative approach.
2. Different institutional context need to be taken into account in order to develop model approaches and recommendations for policy makers. Approaches developed in one country may inspire development of similar approaches in other countries. Involving different types of institutions from different national backgrounds will provide additional impetus and create synergies in developing new knowledge in the area of TKC.
3. Formulating recommendations for the EU level requires taking into account different national perspectives.

1.2. The problems to be addressed by the project

The review of EU-funded projects, relevant literature on social competences in HE and opinions of the project's academic and social partners, confirmed the importance of DASCHE objectives and approaches. It also showed that only a limited number of EU projects of similar nature have been implemented so far.

(1) Justification by the literature and policy documents



In European (EHEA) and EU policies, as well as in national regulations on HE, social competences are accentuated as fundamental for each individual in a knowledge-based and diverse society (Gedviliene et al. 2014). Policy documents list them among the most important conditions of prosperity and social well-being in European states (Leganés-Laval et al. 2016).

Studies stress the importance of developing rational instruments for measurement of social competences (Karl-Heinz et al. 2012). They underline that until now there is a lack of clear, commonly agreed definitions (Knopp 2013). It is discussed whether they are certain general social skills that emerge in different situations, or whether they cover many specific, often unrelated skills. Social competences are conducive to school and academic success. There are no widely recognized tests for measuring them. There is a need for tools allowing to assess performance in real-life situations.

2) Complementarity

DASCHE is complementary to the Polish Integrated Qualifications System (IQS) project carried out by the Educational Research Institute in Warsaw, aimed to systematize qualifications and to develop the basic foundation of the national qualifications system, including quality assurance standards for the qualifications and the validation of competences. Within NQF the issue of social competences was analysed, too (e.g. Nowak-Dziemianowicz 2012).

DASCHE is complementary to the TRACK-VET project, which aimed to improve the quality, efficiency and effectiveness of vocational education & training systems in Europe, in order to encourage and improve HE institutions' contribution to society.

Our project also relates to three Lifelong Learning Projects (LLP) :

- 1) ENACT aimed at development of tools for measuring social competences, which responds to the need for flexible, accessible and affordable learning tools for improvement and assessment of social competences;
- 2) ERASMUS VOTING ASSESSMENT implemented research on the influence of the ERASMUS on European citizenship;
- 3) SKILL2E looking at how intercultural skill acquisition and enhancement through transnational student placements in enterprises can be integrated into educational offers, optimized and validated.

Within Erasmus+, the following undertakings might add value to DASCHE:

- 1) DESTINATION EVALIDATION aimed at visualization, documentation and recognition of formally, non-formally and informally acquired competences in the field of volunteering. It envisages the analysis about the NQF in the partner countries and validation tools for competences.

2) Innovativeness



1. DASCHE is focused on problems broadly recognized and targeted by national and EU policies relating both to HE system and their social environment. It received confirmation of its high value and engagement from key HE stakeholders in PL and abroad through mandate letters and letters of support. The partners realize that development of social competences is one of the most important objectives of teaching/learning process but at the same time very difficult to be properly defined and implemented. Therefore, it is crucial to be guided by best EU practices to be gathered by the partners within this project.
2. DASCHE's approach to fulfilling the need for providing applicable models of designing, evaluating and validating social competences in HE adds supplementary value to existing approaches. The analysis will cover six European countries selected to represent different education & social environment approaches. Each country analysis will be done according to a common methodology developed as part of the project.
3. DASCHE will produce new knowledge in the area of learning outcomes development in HE with respect to new approaches and conditions of success. This can be tested in practice by HE institutions and policy makers at national & EU levels, which is intended to achieve long-term effects on HE systems in Europe.
4. DASCHE envisages an innovative organizational approach also with respect to involvement of broadly recognized academics and public policy experts representing different scientific disciplines: economy, sociology, political sciences.
5. Moreover, DASCHE is partly complementary and adds value to the TRACK-VET project also carried by SGH Warsaw School of Economics and partners within 2017 KA2-VET call. In particular, analysis of national approaches and practices in IVET&CVET might be insightful in developing model approaches for HE.

1.3. Aims of the project

The MAIN OBJECTIVE of DASCHE project is to support learning policy between countries and higher education institutions in development, assessment and validation of learning outcomes relevant for social competences in all HEI activities, including the curriculum process. This main objective can be divided into two SPECIFIC OBJECTIVES:

1. A detailed analysis of the ways of forming the social competences by HEIs adopted in different countries including: inclusion of social competences in the qualifications awarded by HE; teaching/learning and assessment/examination methods; responsibilities of HEIs and other institutions; standards, criteria and processes of external and internal quality assurance; current debate on development of social competences.
2. Based on the analysis models and methodologies of introducing and assessing learning outcomes linked to social competences in the formal HE qualifications will be identified, further developed and include into the DASCHE recommendations addressed to the project participants.



Therefore, 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.

1.4. Intellectual outputs

During this project we expect to achieve 8 major results, presented in the Intellectual Output section. There are as follows:

- IO1 – Methodology for preparing country reports;
- IO2 – IO7 – six country reports;
- IO8 - model approaches regarding developing, assessing and validating social competences in Higher Education.

Intellectual outputs IO1 and six detailed country analyses (IO2-IO7) plus the model approaches for developing, assessing and validating the social competences (IO8) are intended to become mainstream publications in the area of forming social competences and the NQFs implementation and will be used by other Member States, in Europe and even internationally. Based on outputs O1-O8, at least four articles will be published in scientific journals and six articles will be published in national and international specialized media and/or EC portals. Two international conference discussion papers will be presented.

1.5. Target groups

There are three groups of participants (beneficiaries) of the project among whom are two direct beneficiaries and one indirect.

DIRECT BENEFICIARIES:

1. Group 1 – Project TARGET GROUPS: policy-makers at the EU and national and levels, accreditation/quality assurance agencies, HEIs, higher education councils and rectors' conferences involved in developing and assessing social competences of graduates in the higher education sector.
2. Group 2 – researchers, academicians, learners and other groups interested in HE policies nationally and in Europe

INDIRECT BENEFICIARIES:

3. Group 3 – HE learners who could benefit from better HE and LLL policies, society in general.

Target groups will be involved in the outputs production stage (IO2-IO8) and later in discussing final project results and outcomes. Each DASCHE partner will conduct a number of individual interviews and will conduct seminars with the key stakeholders of the project to



gain knowledge and opinions about approaches in HE and the further developments. Each Output report O2-O8 will be put on the project's website, but before the version is finalised all relevant stakeholders will be invited to submit comments during a two months' period. Then, these comments will be taken into consideration by the ISC and Work Packages Leaders Group in their final versions. To this group dissemination and exploitation activities will be designed and targeted. Target groups will be actively involved in the multiplayer events.

Associated partners agreed to support reaching and contacting with the TARGET GROUPS and to support dissemination and exploitation of project activities.

With regard to Group 2 and Group 3, DASCHE project will focus on informing these groups about the project activities and results via project web-page, newsletters, conferences and other dissemination activities. These groups might provide comments to produced intellectual outputs via project web page and participate in the project multiplayer events.

Developing outputs O2-O7, as well as by conducting multiplayer events and tailored dissemination activities, we will reach the entire population of our target group, and through this we expect to:

- Provide evidence based support to national governments, EU agencies, decision makers and key stakeholders in upgrading policies on developing social competences of the HE graduates.
- More impetus and greater efficiency of HEIs in developing graduates' social competences by using proposed methods of designing curricula, providing teaching/learning methods, validation of learning outcomes relevant for social competences as well as standards and criteria for evaluation of their quality.

The most important results of implementing the model approaches will be:

- Better understanding and acceptance of HEIs' obligations concerning forming social competences of graduates;
- Better opportunity of students to obtain social competences;
- Reliable validation of learning outcomes typical for social competences;
- Increased impact of the HEIs' graduates for social life including creation of civic societies.

We expect that TARGET GROUPS in other European countries will also use our project's results and that they will continue to be utilized after project completion. Any country wanting to develop social competencies of HE graduates will still be able to benefit from our project results, as the models and ways of implementing them will continue to be available through various Internet platforms. We also expect other countries to use the methodology developed to prepare country reports, so there will be more countries described using the same approach. The proposed approaches could also apply to other fields of education in the general and VET sectors.



1.6. Partners

There are seven members of the partnership:

- P1: SGH Warsaw School of Economics (PL)
- P2: The Institute Technology and Education (ITB) of the University of Bremen (DE)
- P3: Academic Information Centre – AIC (LV)
- P4: Centre for Higher Education Studies (CZ)
- P5: Durham University (UK)
- P6: Twente University – CHEPS (NL)

and ten Associated Partners (AP) - 'silent partner' - organizations who will support the project by providing information on national higher education systems and by reviewing project outcomes:

- AP1: The Students' Parliament of the Republic of Poland - PSRP (PL)
- AP2: European Students' Union ESU/ESIB – The National Unions of Students in Europe
- AP3: The European Council of Doctoral Candidates and Junior Researchers – Eurodoc
- AP4: The National Representation of PhD Candidates in Poland – KRD (PL)
- AP5: The Conference of Rectors of Academic Schools of Poland - CRASP (PL)
- AP6: The Czech Rectors Conference - CRC (CZ)
- AP7: The National Council for Science and Higher Education in Poland - RGNiSW (PL)
- AP8: The Council of Higher Education of Latvia AIP – (LV)
- AP9: The Polish Accreditation Committee - PKA (PL)
- AP10: University of Cologne (DE)



2. Basic terms and assumptions

2.1. Basic terms:

Social competences

Building common understanding of social competence in DASCHE project

The term 'social competences' has many characteristics and different meanings, which differ between countries and educational traditions. We decided not to limit the scope of our study to one, pre-selected definition, but to develop a better understanding of social competences by carefully embracing the diversity of approaches. This way, we aim to achieve additional value, by identifying differences and similarities in the understanding and functioning of social competences.

The conceptualization of social competence in DASCHE project is serving a double purpose, i.e. building common understanding of the concept in its variations, as well as defining the study subject and research field.

The process of developing common understanding of social competences started during the kick-off meeting. Partners proposed and discussed relevant aspects of the social competences, based on their experience, field expertise and review of literature. The definitions in European documents¹ have also been relevant to the discussion.

The results of the discussion will be further discussed via e-mails and on next project meeting in Prague.

Understanding of social competences developed so far

Social competences need to be analysed in a life-wide perspective, they are important for personal and social development of individuals, the functioning of societies, as well as economy and the labour market.

Social competences can be called a meta-competence. It is closely linked with attitudes, values and motivations (affective domain of learning), it cannot be separated from certain knowledge and cognitive skills (cognitive domain). It is "the ability to combine knowledge, skills and readiness to engage" that has been identified as key for understanding what social competence is.

¹ RECOMMENDATION OF THE EUROPEAN PARLIAMENT AND OF THE COUNCIL of 18 December 2006 on key competences for lifelong learning; COUNCIL RECOMMENDATION of 22 May 2017 on the European Qualifications Framework for lifelong learning and repealing the recommendation of the European Parliament and of the Council of 23 April 2008 on the establishment of the European Qualifications Framework for lifelong learning.



Social competence requires a developed sense of consciousness and responsibility related to oneself and society, which should help in achieving a sustainable future, not just stability (now). It has been said that the aim of social competence is “developing a collective ownership of the future”.

Social competence has been linked with the ability to judge (evaluate) reality and readiness for non-conformist thinking and actions, as well as civic participation.

We acknowledge the interrelation of civic competence and social competence.



Social competence in literature and documents

Source	Definition / Explanation
<p>RECOMMENDATION OF THE EUROPEAN PARLIAMENT AND OF THE COUNCIL of 18 December 2006 on key competences for lifelong learning</p>	<p><i>A. Social competence:</i></p> <p><i>Social competence is linked to personal and social well-being, which requires an understanding of how individuals can ensure optimum physical and mental health, including as a resource for oneself and one's family and one's immediate social environment, and knowledge of how a healthy lifestyle can contribute to this. For successful interpersonal and social participation it is essential to understand the codes of conduct and manners generally accepted in different societies and environments (e.g. at work). It is equally important to be aware of basic concepts relating to individuals, groups, work organisations, gender equality and non-discrimination, society and culture. Understanding the multi-cultural and socio-economic dimensions of European societies and how national cultural identity interacts with the European identity is essential.</i></p> <p><i>The core skills of this competence include the ability to communicate constructively in different environments, to show tolerance, express and understand different viewpoints, to negotiate with the ability to create confidence, and to feel empathy. Individuals should be capable of coping with stress and frustration and expressing them in a constructive way and should also distinguish between the personal and professional spheres.</i></p> <p><i>The competence is based on an attitude of collaboration, assertiveness and integrity. Individuals should have an interest in socio-economic developments and intercultural communication and should value diversity and respect others, and be prepared both to overcome prejudices and to compromise (Recommendation of EP, 2006/962/EC, L. 394/17).</i></p> <p><i>B. Civic competence:</i></p> <p><i>Civic competence is based on knowledge of the concepts of democracy, justice, equality, citizenship and civil rights, including how they are expressed in the Charter of Fundamental Rights of the European Union and international declarations and how they are applied by various institutions at the local, regional, national, European and international levels. It includes knowledge of contemporary events, as well as the main events and trends in national, European and world history. In addition, an awareness of the aims, values and policies of social and political movements should be developed. Knowledge of European integration and of the EU's structures, main objectives and values is also essential, as well as an awareness of diversity and cultural identities in Europe.</i></p> <p><i>Skills for civic competence relate to the ability to engage effectively with others in the public domain, and to display solidarity and interest in solving problems affecting the local and wider community. This involves critical and creative reflection, constructive participation in community or neighborhood activities, as well as decision-making at all levels, from local to national and European level, in particular through voting. Full respect for human rights, including equality as a basis for democracy, appreciation and understanding of differences between value systems of different religious or ethnic groups, lay the foundations for a positive attitude. This means displaying both, a sense of belonging to one's locality, country, the EU and Europe in general and to the world, and a willingness to participate in</i></p>



	<p><i>democratic decision-making at all levels. It also includes demonstrating a sense of responsibility, as well as showing understanding of and respect for the shared values that are necessary to ensure community cohesion, such as respect for democratic principles. Constructive participation also involves civic activities, support for social diversity and cohesion and sustainable development, and a readiness to respect the values and privacy of others. (Recommendation of EP, 2006/962/EC, L. 394/17).</i></p>
<p>COUNCIL RECOMMENDATION of 22 May 2017 on the European Qualifications Framework for lifelong learning and repealing the recommendation of the European Parliament and of the Council of 23 April 2008 on the establishment of the European Qualifications Framework for lifelong learning</p>	<p>(...) The term competence is defined as proven ability to use knowledge, skills and personal, social and/or methodological abilities, in work or study situations and in professional and personal development. (...)</p> <p>The third column of the EQF refers to Autonomy and Responsibility. Autonomy and responsibility are defined as the ability of the learner to apply knowledge and skills autonomously and with responsibility (...).</p> <p>Additional quote from explanatory note²:</p> <p>Clearly, this categorisation was inspired by and connected to other, very similar, differentiations in learning outcomes. In France, for example, one generally distinguishes between savoir, savoir-faire and savoir-être; in the German-speaking countries, the common differentiation is between Fachkompetenz, Methodenkompetenz, Personalkompetenz and Sozialkompetenz; while in the English-speaking countries, the conventional categorisation is between 'cognitive competence', 'functional competence' und 'social competence'.</p> <p>The EQF does not make any statements about the specific content of learning outcomes. What a country or society considers at the present or future as key competences (e.g. competence of foreign languages, communicative competence, entrepreneurial competence, cultural competence) might change between countries and societies, but also changes over time. The EQF does not refer to any specific key competences, but can cover all different types of key competences at different levels. There are also some other, more general, competences like 'learning to learn' or 'ethical competence', which have not been explicitly included in the EQF. These features, often referred to as meta-competences, have not been included because they cannot be seen independently from other knowledge, skills and competence. Thus, they have not been added as an additional dimension, but should be seen as an integral part of knowledge, skills and competence. For example, learning to learn plays an important role for gaining theoretical and factual knowledge; ethical competence is important for the development of autonomy and</p>

² https://ec.europa.eu/ploteus/sites/eac-eqf/files/brochexp_en.pdf



	responsibility.
<p>Karl-Heinz Arnold & Carola Lindner-Müller Assessment and development of social competence: introduction to the special issue.</p> <p>Journal for Educational Research Online Journal für Bildungsforschung Online Volume 4 (2012), No. 1, 7–19</p> <p>© 2012 Waxmann</p>	<p>(...) Regarding the construct of social competence, several attempts have been made to clarify the concept – all of them emphasizing the multi-facet nature of the construct. Social competence is described as the ability to effectively make and maintain positive social outcomes by organizing one’s own personal and environmental resources. Most frequently cited is the Rubin and Rose-Krasnor (1992) definition: Social competence is “the ability to achieve personal goals in social interaction while simultaneously maintaining positive relationships with others over time and across situations” (p. 285). This is quite in line with the definition provided by Riemann and Allgöwer (1993). In the special issue of this journal, the article of Lindner-Müller et al. reviews more deeply existing literature concerning construct definition.</p> <p>It seems to be clear that social competence has close relationships to both personality constructs and theories of skill development. Regarding personality traits, the variety of developmental conditions and situations cannot to be spelled out – traits arise by reason of multiple factors and experiences during the course of life. In contrast, skills are developed by practice and therefore primarily rely on learning processes. As the construct of social competence is bound to both, some crucial problems exist which may not be resolved easily and without significant trade-offs. (...)</p>
<p>Lang, N. C. (2010). Group work practice to advance social competence : A specialized methodology for social work. New York: Columbia University Press. (p.19-20)</p>	<p>The elements that make up social competence appear to include:</p> <ul style="list-style-type: none"> • a sense of self and some knowledge of one’s capabilities; • a sense of others and some recognition of their capabilities; • a measure of self-management and internalized control; • a degree of self-directedness; • an ability to engage relationally with others, to achieve synchrony and appropriateness in social interaction with others;



- | | |
|--|--|
| | <ul style="list-style-type: none">• awareness of norms of interaction and some recognition of cues and patterns in interaction;• an ability to relate to others empathically, sensitively;• an ability to join with others as a participant in and contributor to a collective enterprise. |
|--|--|



2.2. Assumptions regarding data collection

The research of social competence is very sensitive to the emphasised values, social needs and historical paradigms, therefore the usefulness of historic data is limited. This is why we concentrate on primary research.

The main source of information will be primary, empirical research. The following methods will be used: qualitative case studies based on document analysis, focus group interviews and individual in-depth interviews (see more in section 3.2). Thanks to qualitative methods, the diversity of approaches to 'social competences' in different national systems and institutions will be highlighted, however we will also look for similarities and possibilities for comparative analysis (which will enable developing common models). Case studies allow to reach more valuable outcomes of the research and deliver more context-sensitive recommendation (modelling) approaches (IO8).

The sampling of the case studies will be based on the results of desk research and discussed between partners of the project to avoid bias. The field study will be conducted simultaneously in all partner countries.



3. Proposed structure of the country reports [IO2-IO7]

3.1. Outline

No	CHAPTER OF COUNTRY REPORT	SIZE (in pages)	SIZE Together (in pages)
1	Preface	1	1
2	National abbreviations and acronyms	1	2
3	Methods applied	2	4
4	Higher Education Sector in [PL, DE, LV, CZ, UK, UK]	5	9
5	The national contexts of 'social competences'	6	15
6	Evaluation of social competences in internal and external QA systems	4	19
7	'Social competences' in HEIs – case studies	20	39
8	Findings and Conclusions	4	43
9	Recommendations	6	49
10	Executive Summary	1	50
11	Appendices	max. 25	max. 75

3.2. Comments to the proposed structure of the country reports

-1- Preface

The foreword to each country report should have a common “core” in which the reader is informed that the country report is the result of this, international project, which aims to support learning policy between countries and higher education institutions in development, assessment and validation of social competences in curricula.



Each country report can also serve national needs and, if so, indicate this in the foreword.

It might also include acknowledgements to persons and institutions who helped in the preparation of the CR.

-2- National abbreviations and acronyms

A list of country-specific abbreviations and acronyms used in the country report.

-3- Methods applied

This part should present, how the country report was prepared, i.e. reference to the common methodology (=the current document), who worked on the report, with whom it was consulted, which institutions provided contributions (and what kind), when it was prepared, which approach(es) did the authors adopt in collecting data and which sources were used.

Information about research conducted for the Country Report. For example:

- A. The list of research activities (case studies, IDIs, FGIs)
- B. Selection methods of the research activities – why did the team decide to conduct this type of research? What is the value of research for the outputs?
- C. Limitations to the list of activities – where the initial plans were not achieved? Why?

Proposed methods of data collection:

- Desk research of strategic national and institutional documents
- Field research (FGI) with national decision-makers (e.g. ministries)
- Field research (seminar) with associations/organizations representing HEIs (e.g. Conference of Rectors, ...)
- Field research with external stakeholders at the national level (labor unions? NGO's in the social work area such as gender equity groups, (ethnic) minority organizations, associations for democracy, ... ?)

-4- Higher Education Sector in [PL, DE, LV, CZ, NL, UK]

-5- The national contexts of 'social competences'

[seminar]

-6- Evaluation of social competences in external QA systems

This section should analyze the activities, documents, and standards of QA in the field of 'social competencies'.



Research questions:

- What standards and criteria of evaluation are dedicated to learning outcomes relevant for “social competencies”?
 - Are there criteria specifically dedicated to them?
 - What are the QAA’s reasons for this approach to assessing learning outcomes relevant for “social competencies”
- What evidence is required from higher education institutions to confirm the achievement of “social competences” by students/graduates?
- How is achievement of “social competences” by students/graduates assessed in the process of external evaluation (i.e. during site visits)? [is this the same question as the following one?]
- How does QAA evaluate HEIs/study programmes to improve higher inclusion and better verification of ‘social competencies’?
- How does QAA motivate HEIs/study programmes to improve higher inclusion and better verification of ‘social competencies’?
- How (criteria and procedures) does the QAA assess whether the expected learning outcome for social competences are appropriately designed and validated?
- What is the impact of evaluation of ‘social competencies’ (design – validation – achievement) on the final evaluation of assessed HEI/study programmes?
- QAA’s satisfaction with ES&G in context of social competences

Methods of data collection:

- desk research of documents of QAA (guidelines/manuals + reports)
- desk research of internal QA Systems at HEIs (guidelines/manuals + reports)
- field research (interviews) with QAA

[1 interview or more]

-7- ‘Social competences’ in HEIs – case studies

Conclusion for each case.

[together: 5 case studies]

-8- Findings and results

[with regard to current state of developing, assessing and validating social competencies in higher education]

Meaning of ‘social competencies’ on HEIs and National level

Based on the research the team should assess the present situation on the national and institutional level. Please especially pay attention to stakeholders of ‘social competencies’.

- How is in term ‘social competencies’ answers to the documents of European Commission, National level?
- Do the HEIs define stakeholders for learning outcomes linked with ‘social competencies’?



- Is stakeholder defined in the national system for 'social competencies'?

-9- Recommendations

Based on the research the team should form recommendation concerning the 3 levels from its national perspective:

- 1) Institutional level
- 2) National level
- 3) EHEA (European) level

Please form recommendation, if you have any, to European level but from your national perspective. For example, if there is an area of improvement discovered from national research and it is caused by an European regulation, it is the field for constructing a recommendation

-10- Executive summary

Executive summary of findings, conclusions and recommendations. Please dedicate to this chapter max. 1 page.

-11- Appendices

If necessary (max. 25 pages)

— **End of country report** —



4. Intellectual Output 8 – proposed structure

4.1. Best practices on the Institutional Level HEI

Cases of HEIs will be used to identify the best practices in developing and verifying social competences on the institutional level.

4.2. Recommendations on the National Level

Research conducted in section 5 and 6 of Country Reports and also some outputs of research on the institutional level (section 7 of CR) will enable to form some recommendation to National Level.

4.3. Recommendations on the EHEA (European) Level

The comparison of CR enables to form some recommendation to EHEA.