MAPPING TEACHING MODES AND LEARNING OUTCOMES IN BELARUSIAN UNIVERSITIES

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NATIONAL INSTITUTE FOR HIGHER EDUCATION (BELARUS)
FOSTERC PROJECT KICK-OFF MEETING, 15 NOVEMBER 2016

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• MEMBER OF THE NIHE FOSTERC PROJECT TEAM
1. BELARUS HIGHER EDUCATION SYSTEM OVERVIEW
51 HEIs (42 STATE, 9 PRIVATE)
• 33 UNIVERSITIES, 10 ACADEMIES, 8 INSTITUTES
• MINISTRY OF EDUCATION AS THE MAIN GOVERNING BODY + OTHER AGENCIES

STUDENTS AND POSTGRADUATES

- 1st cycle students: 36000
- 2nd cycle students: 9000
- PhD candidates: 4900
- Higher doctorate researchers: 280
Students at public/private HEIs:
- 90% Public
- 10% Private

State funded/self-paid students:
- 60% State funded
- 40% Self paid

NATIONAL/INTERNATIONAL STUDENTS:
- 95% National students
- 5% International students
22,000 TEACHING STAFF

- 57% PhD or Doctor of Science holders
- 43% Others

I Cycle
- General secondary education (11 years)
  - 4 years (47% of programs)
  - 4.5 years (18% of programs)
  - 5 years (32% of programs)
  - 5.5 years (3% of programs)
  - 6 years

II Cycle
- 1 or 1.5 or 2 years
- 3 years PhD

Practice-oriented programs
- Academic-oriented programs (~60%)

24/11/2016
2. STATE REGULATION OF THE EDUCATION SYSTEM

Education system of Belarus is a strongly centralized one with a high level of state control.
National “Profiles and Qualifications” Classifier

Educational standard

Model curriculum
EDUCATIONAL STANDARD

- DEVELOPED BY AN ACADEMIC ASSOCIATION OF A HEI
- ASSOCIATION CONSISTS OF ACADEMIC STAFF, STAKEHOLDERS AND EXPERTS IN A SPECIFIC FIELD
- STANDARD DEFINES: ADMISSION REQUIREMENTS, OBJECTIVES, LIST OF COMPULSORY SUBJECTS, COMPETENCES ETC.
MODEL CURRICULUM

1st cycle model curriculum

- 35% Compulsory subjects
- 65% "Free" subjects

2nd cycle model curriculum

- 30% Compulsory subjects
- 70% "Free" subjects

MODEL SYLLABUS

- Defines: goals and objectives of the subject, minimum content, time allocation, learning outcomes etc.
- Is developed by an academic association of a HEI in the subject area
- Approved by the Ministry of Education
- The flexibility for a HEI in using the model syllabus is up to 30%
Model curriculum

Educational standard

National “Profiles and Qualifications” Classifier

3. develop a model curriculum and model syllabi for compulsory subjects

STEPS TO OPEN A NEW PROGRAM

1. introduce the new program into the “National Classifier”

2. develop a corresponding educational standard
• Student workload is measured both in academic hours and national credits
• The national credit system is attached to the student workload and not to learning outcomes
### Education profile

<table>
<thead>
<tr>
<th>Education profile</th>
<th>2013</th>
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<tbody>
<tr>
<td></td>
<td>Requests from organizations</td>
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<td>A Pedagogy</td>
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<td>D Humanities</td>
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<td>I Technology and equipment</td>
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<td>L Healthcare</td>
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Mismatch between graduates and the real labor market needs
- lack of employers involvement in formulating graduates competencies
- lack of direct linkage between educational standards and learning outcomes formulated: input/content based approach
- absence of the National Qualifications Framework

4. ONGOING REFORMS
BELARUS AND EHEA

Roadmap for Belarus

- Development of the National Qualifications Framework
- Development of a 3 cycle Higher Education Degree-structure with ECTS
- Establishing an Independent Quality Assurance Agency
- Issuing the Diploma Supplement
- Increasing Academic Mobility
- Enhancing Academic Freedom and Institutional Autonomy

(1) The Development of the National Qualifications Framework and Establishment of a Three-Cycle System
<table>
<thead>
<tr>
<th>Cycle</th>
<th>Bachelor Degree</th>
<th>Master Degree</th>
<th>PhD</th>
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<tbody>
<tr>
<td>I Cycle</td>
<td>4 years (240 ECTS)</td>
<td>1-2 years (60-120 ECTS)</td>
<td>3 years</td>
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<tr>
<td>II Cycle</td>
<td>4.5 years (270 ECTS)</td>
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<td>Continuous (long cycle) programs 5-5.5-6 years (300-360 ECTS)</td>
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Revision of the National “Profiles and Qualifications” Classifier

The overall idea is to generalize existing study programs and to increase autonomy of HEIs in programs development.
REVISION OF EDUCATIONAL STANDARDS

• Keep the competence-based approach in the design of educational standards and use the Dublin descriptors
• Introduce the modular approach in designing educational programs
• Agreed development of educational standards of 1st and 2nd cycles
• Change the principle of designing higher education programs: formulating competences – development of relevant tools – development of standards
• To increase the flexibility of educational standards (up to 50% at 1st cycle and up to 70% at 2nd cycle)

WIDENING THE USE OF CREDIT SYSTEM

• Credits as main tool of students achievements registration
• Credits in student transfer from one institution to another as well as for academic mobility purposes
• Credits as an accumulating tool
1. Degree structure adjustment
2. Revision of the National “Profiles and Qualifications” Classifier
3. New Educational Standards
4. Widening the use of credit system

4. Expectations from the Fosterc Project
EXPECTATIONS

• THE SHIFT FROM SUBJECT BASED PRINCIPLE OF DESIGNING CURRICULA TO MODULAR BASED + MECHANISMS

• IMPLEMENTATION OF THE METHODOLOGY OF USING LEARNING OUTCOMES AND COMPETENCES AS KEY ELEMENTS IN THE EDUCATIONAL PROGRAMS BUILDUP

• DEVELOPMENT OF RELEVANT TOOLS OF LEARNING OUTCOMES AND COMPETENCIES ASSESSMENT

• BROADER INVOLVEMENT OF EMPLOYERS AND STUDENTS IN DRAFTING TRAINING PROGRAMS

• DEVELOPMENT OF INTERNAL AND EXTERNAL QUALITY ASSURANCE SYSTEMS AND METHODOLOGIES

5. ARRANGEMENTS OF THE SEMINAR IN MINSK
Seminar in Minsk (work package 1):
- Date: 30-31 March 2017
- Place: National Institute for Higher Education, Moskovskaya, 15 Minsk Belarus
- Working languages: Russian, English
- Expected number of participants: 80

Organizers: Ministry of Education, National Institute for Higher Education, Belarusian State University
Target participants:
- FOSTERC project partners
- Belarusian HEIs representatives (academic staff involved in standards and curricula development)