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A comparison with the competencies of classroom education programme

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Abstract

Education has been adapting itself to the constant change and renewal of the world in every field. Higher education in Turkey also suffered from this situation and one of the steps taken to improve the quality of education must be included in the Bologna Process. This study examines the programme competencies of the undergraduate programmes of the classroom education in the seven selected universities, to make comparisons among the universities and to make arrangements. A case study was used in qualitative research methods. As a result, it was seen that there were mistakes in writing and expressing programme competences. Also, some of the universities have never implemented programme competencies, even when it is wrong to classify programme competencies into sub-dimensions as knowledge, skills and competence. Regulations can be made in terms of distribution in the sub-dimensions of language proficiency and competences in programme competencies, and seminars related to programme competencies can be given to universities.

Keywords: Bologna Process, programme competencies, classroom education programme competencies, national qualifications framework for higher education in Turkey.

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1. Introduction

The economic and technological developments in the world reveal the value of information. Higher education is also affected by this situation and is seeking various ways to respond to these developments. The role of higher education in this context is to equip students with the knowledge, skills and competencies they need and to enable them to maintain these skills and competencies throughout their professional lives. (Working Group on Employability, 2009 as cited in Eurydice, 2015). One of the ways in which you can do all this is to increase the quality of education.

Examples of work done to increase competencies in education can be included, including the Bologna Process. 'The Bologna Process first emerged with the Sorbonne Declaration, which was published in 1998 after the meetings of the Ministers of Education of France, Italy, Germany and the United Kingdom in Sorbonne. For the first time in the Declaration, the idea of creating a common higher education area in Europe has been developed' (YoK, 2010). Turkey has joined the Bologna Process in 2001. Bologna is the institution which oversees the process and the first is YoK.

Turkey within the scope of the Bologna Process National Qualifications Framework for Higher Education in Turkey occurred a general framework for the higher education institutions with competence framework has been established. According to the competences under this roof, field-specific competencies have been identified, in particular, programme competencies have been determined for each programme. When the Bologna Process is thought to be a vigorous and moving process, it may be said that the programme competencies that depend on it may also change over time to provide the necessary response.

Various definitions are made about the concept of competence. Proficiency in the Turkish Language Association defines 'special knowledge, competency, competence that provides the power to do a job' (Turk Dil Kurumu (TDK), 2018). Agten (2008) states that 'the knowledge, understanding, skills and attitudes that a professional identify when he or she is critically intelligent in different professional settings' (ECSPRESS, 2008). The Council of Higher Education (YoK) has declared the competency as 'the type of degree, diploma or certificate issued by a competent authority that certifies that the achievement of the learning outcomes for the programme has been achieved and that the result of successful completion of a validated higher education programme is certified' (YoK, 2011). 'Competence in the field of higher education refers to what a person who successfully completes any degree of higher education can know, do and will be competent' (YoK, n.d.).

The definition of programme competencies is 'Programme competencies are expressions that define the knowledge, skills and competence that students need to earn from a programme to become a graduate. It is expressed by the programme competencies that what the learner knows when he/she graduates, what he/she can do and where he/she is competent' (YoK, 2010). There are three sub-dimensions in the title of programme competency. These are knowledge, skills and competence. YoK (2010) refers to knowledge as all the events and practices in any area. Skill is the ability to apply learned knowledge. 'Competence: the ability to use information, personal, social and/or methodological skills in work and work environments and professional and personal development' (YoK, 2010).

From programme competency, you can have an idea about the content and achievements of the courses in that programme. Nevertheless, it is important for students to see clearly and qualitatively and accurately the competency of the programme, when they are expected to graduate and then use it, to see where and how graduates will use all the accumulations they have in their working lives.

2. Method

This study examines the selected class education degree programme competencies from Turkey's seven regions. The case study from the qualitative research method was used in this study. McMillan (2000) describes state studies as a method of in-depth analysis of one or more events, the environment

of the programme, the social status of the programme or other interrelated systems (Buyukozturk, Cakmak, Akgun, Karadeniz &Demirel, 2017).

3. Findings

In this study, the classroom education programme competencies in a total of seven universities selected from each region of Turkey were examined in terms of writing the qualifications of the competency numbers in universities, writing of competency expression, distribution of competencies in universities and expression of competency titles.

3.1. Competency numbers in universities

The competencies of the selected universities are given in Table 1. The maximum competency according to Table 1 is at University A with 24 while the minimum competency is at University E with 6. The competency numbers of other universities are relatively close together. The numbers of competencies in universities differ from each other.

Table 1. Competency numbers in universities

Universities	Competency numbers
A	24
B	21
C	12
D	15
E	6
F	16
G	16

3.2. Writing of competency expression

When examining the programme competencies of the seven selected universities, it is seen that some universities have competency statements there are expressions involving both knowledge and skill.

Another situation is that no half gauge is used in the competencies cues. When the curriculum competencies of the universities are examined, it is seen that the actions used are written with a wide range of time forms such as ‘behaviours, attitudes, developments, practices, etc.’

3.3. Distribution of competencies in universities

Table 2 gives the distribution of the competencies of universities according to their sub-dimensions as knowledge, skills and competence. The distribution of competencies in A University is that there are 8 competencies for knowledge, 11 for skill and 5 for competence. In the competencies at B university, there are 3 competencies for knowledge, 3 for skill and 15 for competence. D University has 2 competencies for knowledge, 5 for skill and 8 for competence. In F University, there are 5 competencies for knowledge, 2 for skill and 9 for competence. The competencies at C, E and G universities are indicated by the symbol ‘-’ because they are not allocated to their sub-dimensions on the related web page. When examining the universities that divide their competencies into sub-dimensions, it is seen that there are some mistakes in the classification. Programme competencies, which has the knowledge on some programmes of universities are classified as skill competency. The sentences expressing competence are classified as skill.

Table 2. Distribution of knowledge, skill and competency

Universities	Competencies			Total
	Knowledge	Skill	Competence	
A	8	11	5	24
B	3	3	15	21
C	-	-	-	12
D	2	5	8	15
E	-	-	-	6
F	5	2	9	16
G	-	-	-	16

3.4. Expression of competency titles

Table 3 lists the expressions that the universities use for the title 'programme competencies' in the web pages. Universities B, C, E and F expressed their 'Programme Learning Outcomes' while University D referred to 'Key Learning Outcomes', University G 'Objectives and Learning Outcomes' and University A as 'Learning Outcomes'. There are differences in terms of expression among universities.

Table 3. Expression of competency titles

Universities	Expression of competency titles
A	Learning Outcomes
B	Programme Learning Outcomes
C	Programme Learning Outcomes
D	Key Learning Outcomes
E	Programme Learning Outcomes
F	Programme Learning Outcomes
G	Objectives & Learning Outcomes

4. Conclusion and recommendations

In this study, the competencies of the classroom education programme of seven universities were examined. In the study, the results in the context of the number of competencies in selected universities, the expression of competencies, the writing of competency cues and the titles of competency titles are given below.

The competency numbers in universities differ from each other. Among the selected universities, there are 6 competencies at E university while the university A has the highest with 24 competencies. Although it is normal for proficiency numbers to vary, this difference between the two universities will also cause a difference among students in programmes.

It is worth noting that when the writing of the programme competency of universities is examined, they have used a wide range of resources and that you are involved in the schedules. Competency statements must be contiguous. Where a competency sub-dimension ends, the boundary of the other must begin. A competency should have only one sub-dimension (knowledge, skill or competence). For example, the competency statement within the university includes the knowledge, skills and competence dimensions of 'having scientific and analytical thinking skills, knowing scientific research methods and techniques and take on the role of researcher teacher'. The sentence can be divided into three groups. The sentence 'Having scientific and analytical thinking skills' expresses knowledge. 'Knowledge of scientific research methods and techniques' expresses the skill of skill. 'Take on the role of researcher teacher.' expresses the competence of the sentence.

When the distribution of competencies is examined, it has been seen that some universities do not allocate programme competencies to knowledge, skills and competence sub-dimensions. In some

universities, the number of sub-dimensions is almost equal while in some universities there are large differences in the number of sub-dimensions. According to this distinction, some universities can be interpreted as skills-oriented while some universities will give graduates with competence. In addition, some universities have made mistakes in classifications. This indicates that the universities have not yet fully implemented the applications and definitions in the Bologna Process.

When examining how university professions are expressed on the Internet pages of universities, it is seen that there is not a common title. The concepts of 'learning outcomes', 'objectives & learning outcomes' and 'key learning outcomes' were also used when most of the universities use the heading 'programme learning outcomes'. For example, it can be said that there is confusion in terms of using learning outcomes instead of programme competencies. 'The learning outcome is defined in a clear, observable and measurable way' (YoK, 2010). The learning outcome is what learners know, what they will understand and what can be done after the completion of a learning process. While competency is achieved until graduation, learning achievements represent what is achieved at the end of the process. Therefore, the two concepts and the things they tell are different from each other. Universities cannot reach a consensus on the concepts of 'competency' and 'outcomes'.

As a result, there are some mistakes in writing such as the writing of programme competencies, sub-dimensions and distributions. Some suggestions are presented for this situation. Universities may be given seminars on programme competencies and a common and correct language can be created. When it is considered that the teaching profession is able to transfer the acquired knowledge, regulations can be made without neglecting the skill subdivision in programme competencies. Clear statements can be written by rearranging the expressions of the programme competencies and removing the language knowledge and context. A balanced distribution of the numbers of knowledge, skills and competence sub-dimensions can be achieved. Universities may benefit from general proficiency in the teaching profession and special field competencies while establishing programme competencies.

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