



# Introduction to Competence-Based HE

## Why competence based Higher Education (HE)?

To prepare students for their graduate future, secure the relevance and longevity of their qualification and give students every chance to succeed HE must:

- Secure disciplinary relevance in fast changing and uncertain times;
- Be ready for the Fourth Industrial Age;
- Build graduate 'human traits' that cannot be automated;
- Instil commitment to lifelong learning, professional and personal development;
- Build graduate identity and professional profiles;
- Be inclusive to students with protected characteristics and/or historically excluded from HE.

Competence-based HE responds to these global needs

## What is Competence-based Higher Education?

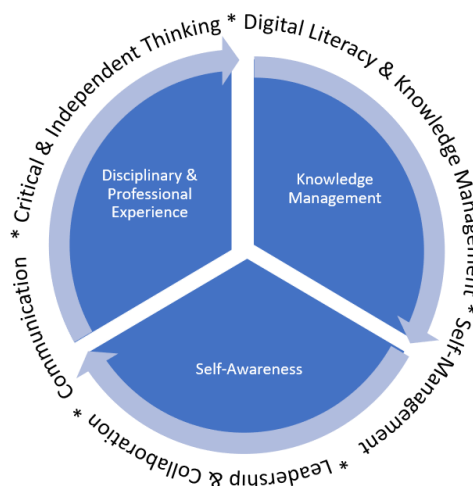
To be competent is to have the necessary experience, knowledge and self-awareness to do something effectively. We have nuanced this definition to suit contemporary society. University of Hull graduates are able to source, select and apply disciplinary approaches, knowledge and skills to any given task or practice and work with autonomy and responsibility.

**Disciplinary and Professional Experience:** The action and critical thought necessary to address a real-world task / practice in context, working independently or with a team

**Knowledge Management:** Source, understand, create and communicate knowledge

**Self Awareness:** Self-assessment and -regulation in public and private domains, in independent or team working

Our graduate attributes circle the competence framework:





## What do I need to know to teach Competence-based HE?

Teaching, studying or supporting a University of Hull programme of study is competence based. To develop a competence-based programme of study you will need to draw on the following:

### Experience

- Individual life experience is integral to and valuable in T&L
- Academic practice (teaching & scholarship, research)
- Professional / disciplinary practice

### Knowledge

- HE: local, national, international
- Institution: processes, policies; support services
- Discipline
- Inclusive, decolonised T&L
- Stakeholders: Students (past, present, future); Employers; PSRBs

### Self-Awareness

- Situatedness (personal, professional/disciplinary identity)
- Personal strengths & limits
- Personal/professional responsibilities (EDI policy and legislation, PSRB)

The Teaching Excellence Academy and wider University can support you in developing your pedagogic practice and designing a competence-based HE programme of study.

