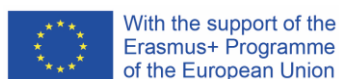




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Definition of ENHANCE Certificate in Higher Education Teaching

Executive summary

This report presents the general concept and a detailed description of the ENHANCE Certificate in Higher Education Teaching (CHET).

CHET is intended for a large spectrum of academic staff with the diversified theoretical background and practical experience in teaching. Two levels of CHET are offered in order to address the needs of various groups of learners as far as their diversified theoretical background and practical experience in teaching are concerned. These offered levels of CHET are basic and advanced. CHET can be obtained in several ways. At the same time flexible requirements based on learning outcomes and ECTS would make it possible to individualise the learning/education pathway leading to CHET.

CHET is one of the micro-credentials offered by the Alliance and its specification complies with the earlier defined ENHANCE micro-credentials template presented in the *“Template for micro-credentials, ENHANCE Certificate and Labels”* report (deliverable D2.5).

The CHET development process draws from the experience of ENHANCE universities in the professional development of academic staff, in particular from numerous courses and other forms of learning opportunities offered to academic staff listed in the *“The Overview of Course Offer - teaching & learning”* report, July 2021 (deliverable D3.9). It also is based on the experience and best practices reported by internationally recognised institutions offering credentials that certify high-level competencies in higher education teaching.

Defining the learning outcomes, which is the key part of the CHET development process, has been based on the division of teachers’ competencies into three main topical categories. The comparison of the proposed learning outcomes with the level descriptors of the European Qualifications Framework indicates that CHET should be assigned EQF level 7 or 8, depending on the certificate level (basic or advanced).

A learner is expected to complete a number of learning modules (courses or other learning activities) offered by the ENHANCE universities in order to receive CHET. These modules should jointly cover the learning outcomes defined for the two certificates (basic and advanced). The mapping between the learning outcomes for the CHET and learning outcomes defined for a particular learning module will be carried out by the university that offers this particular module. This university will also have to verify that the module learning outcomes have been achieved by a learner.

Konzept des “ENHANCE Certificate in Higher Education Teaching“

Kurzdarstellung

In diesem Bericht werden das allgemeine Konzept und eine detaillierte Beschreibung des ENHANCE Certificate in Higher Education Teaching (CHET) vorgestellt.

CHET richtet sich an verschiedene Zielgruppen des wissenschaftlichen Personals mit unterschiedlichem Theorie-Hintergrund und praktischer Erfahrung in der Lehre. Es werden zwei CHET-Niveaus angeboten, um den Bedürfnissen verschiedener Gruppen von Lernenden mit unterschiedlichem theoretischem Hintergrund und praktischer Lehrerfahrung gerecht zu werden. Die angebotenen CHET-Niveaus sind Basis und Vertiefung. CHET kann auf verschiedene Weisen erworben werden. Gleichzeitig ermöglichen flexible Anforderungen auf der Grundlage von Lernergebnissen und ECTS eine individuelle Gestaltung des Curriculums, das zum Erhalt des Zertifikats CHET führt.

CHET ist eines der von der Allianz angebotenen Zertifikatsprogramme und seine Definition basiert auf dem zuvor erstellten Rahmenkonzept “Template for micro-credentials, ENHANCE Certificate and Labels” (Deliverable D2.5).

Die Entwicklung von CHET stützt sich auf die Erfahrungen der ENHANCE Universitäten mit beruflicher Weiterbildung des akademischen Personals, insbesondere auf zahlreiche Kurse und andere Formen von Lernangeboten für das akademische Personal, die im Bericht "The Overview of Course Offer - teaching & learning", Juli 2021 (Deliverable D3.9), aufgeführt sind. Es basiert auch auf den Erfahrungen und best practices dieser international anerkannter Einrichtungen, die Zertifikate und Kurse anbieten, mit denen vertiefte Kompetenzen in der Hochschuldidaktik erworben werden können.

Die Definition der Lernergebnisse, die der wichtigste Teil in der Entwicklung von CHET ist, basiert auf der Einteilung der Kompetenzen von Lehrkräften in drei thematische Hauptkategorien. Der Vergleich der vorgeschlagenen Lernergebnisse mit den Niveaubeschreibungen des Europäischen Qualifikationsrahmens (EQR) zeigt, dass CHET je nach Zertifikatsniveau (Basis oder Vertiefung) dem EQR-Niveau 7 oder 8 zugeordnet werden sollte.

Um das Zertifikat CHET zu erhalten, wird von einem Lernenden erwartet, dass er eine Reihe von Modulen (Kurse oder andere Lernaktivitäten) absolviert, die von den ENHANCE-Universitäten angeboten werden. Diese Module sollten gemeinsam die Lernergebnisse abdecken, die für die beiden Zertifikate (Basis und Vertiefung) definiert worden sind. Die Zuordnung der Lernergebnisse für CHET zu denen für ein bestimmtes Modul definierten Lernergebnissen wird von der Universität vorgenommen, die dieses spezielle Modul anbietet. Diese Hochschule muss auch überprüfen, ob die Lernergebnisse des Moduls von einem Lernenden erreicht wurden.

Definizione del Certificato ENHANCE di Insegnamento nell'Istruzione Superiore

Executive summary

La presente relazione presenta il concetto generale ed una descrizione dettagliata del Certificato ENHANCE di Insegnamento nell'Istruzione Superiore (CHET).

Il certificato CHET è destinato ad un'ampia gamma di personale accademico con un background teorico diversificato nonché esperienza pratica nell'insegnamento. Vengono offerti due livelli di CHET al fine di rispondere alle esigenze di vari gruppi di discenti per quanto riguarda il loro background teorico diversificato e l'esperienza pratica nell'insegnamento. I livelli offerti di CHET sono il livello base e quello avanzato. Il certificato CHET può essere ottenuto in vari modi. Al contempo, la previsione di requisiti flessibili basati sui risultati dell'apprendimento e sull'ECTS consente di individualizzare il percorso di apprendimento/didattico che conduce al CHET.

Il certificato CHET è una delle microcredenziali offerte dall'Alleanza, le cui specifiche sono conformi al modello per microcredenziali ENHANCE precedentemente definito, presentato nella relazione *"Modello per microcredenziali, Certificato ed Etichette ENHANCE"* (prodotto D2.5).

Il processo di sviluppo del CHET trae spunto dall'esperienza acquisita dalle università ENHANCE nello sviluppo professionale del personale accademico, in particolare dai numerosi corsi e da altre forme di opportunità di apprendimento offerte al personale accademico ed elencate nella relazione *"Panoramica dei corsi offerti - insegnamento & apprendimento"* del luglio 2021 (prodotto D3.9). Si basa anche sull'esperienza e sulle migliori pratiche riportate da istituzioni riconosciute a livello internazionale che offrono credenziali attestanti competenze didattiche di alto livello nell'istruzione superiore.

La definizione dei risultati di apprendimento, una componente essenziale del processo di sviluppo del CHET, si è basata sulla suddivisione delle competenze dei docenti in tre categorie tematiche principali. Il raffronto tra i risultati di apprendimento proposti ed i descrittori di livello del Quadro Europeo delle Qualifiche indica che al CHET dovrebbe essere attribuito un livello QEQ 7 o 8, a seconda del livello del certificato (base o avanzato).

Il discente dovrebbe completare un certo numero di moduli di apprendimento (corsi o altre attività di apprendimento) offerti dalle università ENHANCE per ottenere il CHET. Tali moduli dovrebbero coprire congiuntamente i risultati di apprendimento definiti per i due certificati (base e avanzato). La mappatura tra i risultati di apprendimento per il CHET e i risultati di apprendimento definiti per un particolare modulo di apprendimento sarà effettuata dall'università che offre questo particolare modulo. Tale università dovrà anche verificare se i risultati di apprendimento del modulo sono stati raggiunti dal discente.

Definisjon på ENHANCE Attest for høyere utdanning

Kort sammendrag

Denne rapporten presenterer det generelle konseptet bak og en detaljert beskrivelse av ENHANCE-attesten, *Certificate in Higher Education Teaching (CHET)*

CHET er beregnet for et bredt spekter av vitenskapelig ansatte med variert teoretisk bakgrunn og praktisk erfaring med undervisning. Attesten tilbys på to ulike nivåer (grunnleggende eller avansert) for å imøtekomme de ulike behovene som følger av at personene i målgruppen har så varierte erfaringer både når det gjelder teoretisk bakgrunn og praktisk undervisningserfaring. CHET kan oppnås på flere ulike måter. Flexibilitet når det gjelder krav til læringsutbytte og studiepoeng vil gjøre det mulig å individualisere lærings/utdanningsveien som leder til CHET.

CHET er kategorisert som en *microcredential*, og dens spesifikasjoner samsvarer med den tidligere definerte malen presentert i rapporten *Malen for ENHANCE Microcredentials, ENHANCE attest og etiketter* (leveranse D2.5).

Proessen som har ledet frem til utviklingen av CHET bygger på erfaringer ENHANCE-universitetene har gjort seg når det gjelder faglig utvikling for vitenskapelig ansatte, spesielt i form av kurs og andre former for læringsmuligheter oppført i rapporten fra juli 2021 som er titulert *Oversikt over kurstilbud – undervisning og læring* (leveranse D3.9). Den er også basert på erfaring og beste praksis fra internasjonalt anerkjente institusjoner som tilbyr attester som dokumenterer et høyt nivå av kompetanse når det gjelder undervisning i høyere utdanning.

Å definere læringsutbytte har vært en viktig del av prosessen for utviklingen av CHET. Denne definisjonen er basert på en inndeling av læreres kompetanse i tre ulike kategorier. En sammenligning av det foreslåtte læringsutbyttet med nivåbeskrivelsene i det europeiske kvalifikasjonsrammeverket indikerer at CHET bør tildeles nivå 7 for den grunnleggende versjonen eller 8 for den avanserte.

For å kunne motta CHET er det forventet at man fullfører flere opplæringsmoduler som tilbys av ENHANCE-universitetene (kurs eller andre læringsaktiviteter). Modulene bør til sammen dekke det læringsutbyttet som er definert for de to attestene (grunnleggende og avansert). Det universitetet som tilbyr den aktuelle modulen vil være ansvarlig for å kartlegge forholdet mellom læringsutbyttet for CHET og læringsutbyttet som er definert for modulen, og vil også ha ansvar for å verifisere at læringsutbyttet er oppnådd.

Definicja Certyfikatu ENHANCE w zakresie kształcenia akademickiego

Streszczenie

Niniejszy raport przedstawia ogólną koncepcję i szczegółowy opis Certyfikatu ENHANCE w zakresie kształcenia akademickiego (ang. Certificate in Higher Education Teaching – CHET).

CHET przeznaczony jest dla szerokiego spektrum kadry akademickiej o zróżnicowanym przygotowaniu teoretycznym i doświadczeniu praktycznym w prowadzeniu zajęć. Aby zaspokoić potrzeby różnych grup nauczycieli o zróżnicowanym przygotowaniu teoretycznym i praktycznym doświadczeniu, CHET jest oferowany na dwóch poziomach: podstawowym (ang. basic) i zaawansowanym (ang. advanced). CHET można uzyskać w różny sposób. Elastyczne wymagania oparte na efektach uczenia się i punktach ECTS umożliwiają indywidualizację ścieżki kształcenia prowadzącej do zdobycia CHET.

CHET jest jedną z mikrokwalifikacji oferowanych przez konsorcjum ENHANCE, a jego specyfikacja jest zgodna z wcześniej zdefiniowanym szablonem mikrokwalifikacji, przedstawionym w raporcie *“Template for micro-credentials, ENHANCE Certificate and Labels”* (rezultat D2.5).

Proces tworzenia CHET czerpie z doświadczeń uczelni ENHANCE w doskonaleniu zawodowym kadry akademickiej, w szczególności z licznych kursów i innych oferowanych kadrze akademickiej form kształcenia, które są wymienione w raporcie *„The Overview of Course Offer - teaching & learning”* (rezultat D3.9). Opiera się również na doświadczeniach i dobrych praktykach opisanych przez uznane na arenie międzynarodowej instytucje oferujące poświadczenia kompetencji w zakresie kształcenia na poziomie akademickim.

Definiowanie efektów uczenia się, które są kluczową częścią procesu opracowywania CHET, zostało oparte na podziale kompetencji zdobywanych przez nauczycieli na trzy główne kategorie tematyczne. Porównanie proponowanych efektów uczenia się z deskryptorami poziomów Europejskiej Ramy Kwalifikacji (ang. European Qualifications Framework, skr. EQF) wskazuje, że CHET powinien być przypisany do poziomu 7 albo 8 EQF, w zależności od poziomu certyfikatu (podstawowy albo zaawansowany).

Aby uzyskać CHET, należy zrealizować pewną liczbę modułów kształcenia (kursów lub innych form zajęć) oferowanych przez uczelnie ENHANCE. Moduły te powinny umożliwić uzyskania wszystkich efekty uczenia się zdefiniowanych dla danego poziomu certyfikatu (podstawowego lub zaawansowanego). Mapowanie między efektami uczenia się dla CHET a efektami uczenia się zdefiniowanymi dla konkretnego modułu kształcenia zostanie przeprowadzone przez uczelnię, która oferuje ten konkretny moduł. Uczelnia ta będzie również musiała zweryfikować, czy efekty uczenia się modułu zostały osiągnięte przez osobę ubiegającą się o CHET.

Definición del Certificado ENHANCE en la enseñanza de la educación superior

Resumen ejecutivo

Este informe presenta el concepto general y una descripción detallada del Certificado ENHANCE en Enseñanza Superior (CHET).

El CHET está destinado a un amplio espectro de personal académico con una formación teórica diversificada y experiencia práctica en la enseñanza. Se ofrecen dos niveles del CHET para responder a las necesidades de los distintos grupos de alumnos en cuanto a su diversa formación teórica y experiencia práctica en la enseñanza. Estos niveles ofrecidos del CHET son el básico y el avanzado. El CHET puede obtenerse de varias maneras. Al mismo tiempo, los requisitos flexibles basados en los resultados del aprendizaje y el ECTS permitirían individualizar el itinerario de aprendizaje/educación que conduce al CHET.

El CHET es una de las microcredenciales ofrecidas por la Alianza y su especificación se ajusta a la plantilla de microcredenciales de ENHANCE anteriormente definida y presentada en el informe "Plantilla para microcredenciales, certificado y etiquetas de ENHANCE" (entregable D2.5).

El proceso de desarrollo del CHET se basa en la experiencia de las universidades ENHANCE en el desarrollo profesional del personal académico, en particular en los numerosos cursos y otras formas de oportunidades de aprendizaje ofrecidas al personal académico que se enumeran en el informe "The Overview of Course Offer - teaching & learning", julio de 2021 (entregable D3.9). También se basa en la experiencia y las mejores prácticas comunicadas por instituciones reconocidas internacionalmente que ofrecen credenciales que certifican competencias de alto nivel en la enseñanza de la educación superior.

La definición de los resultados del aprendizaje, que es la parte clave del proceso de desarrollo del CHET, se ha basado en la división de las competencias de los profesores en tres categorías temáticas principales. La comparación de los resultados de aprendizaje propuestos con los descriptores de nivel del Marco Europeo de Cualificaciones indica que al CHET se le debería asignar el nivel 7 u 8 del MEC, dependiendo del nivel del certificado (básico o avanzado).

Se espera que un alumno complete una serie de módulos de aprendizaje (cursos u otras actividades de aprendizaje) ofrecidos por las universidades de ENHANCE para recibir el CHET. Estos módulos deben cubrir conjuntamente los resultados de aprendizaje definidos para los dos certificados (básico y avanzado). La correspondencia entre los resultados de aprendizaje para el CHET y los resultados de aprendizaje definidos para un módulo de aprendizaje concreto será llevada a cabo por la universidad que ofrece este módulo concreto. Esta universidad también tendrá que verificar que los resultados de aprendizaje del módulo han sido alcanzados por el alumno.

Definition för ENHANCE Certifikat för undervisning i högre utbildning

Sammanfattning

Den här rapporten redovisar grundprinciperna och en detaljerad definition för ENHANCE Certifikat för undervisning i högre utbildning, (ENHANCE Certificate in Higher Education Teaching, CHET).

CHET är avsett för ett brett spektrum av universitetslärare och forskare med olika teoretisk bakgrund och praktiska erfarenheter av undervisning. CHET finns i två versioner, på olika nivåer, för att bäst svara mot behoven bland olika grupper av undervisande personal baserade på deras olika teoretiska bakgrund och praktisk erfarenhet av undervisning. Nivåerna benämns *grundläggande* respektive *avancerad*. CHET kan uppnås på flera sätt. Genom att samtidigt använda flexibla krav baserad på lärande och ECTS blir det möjligt att individanpassa de lär-/utbildningsvägar som leder till CHET.

CHET är en av de mikromeriter som erbjuds inom alliansen och specifikationerna för CHET är i överensstämmelse med ENHANCE ramverk för mikromeriter så som de beskrivs i rapporten "*Template for micro-credentials, ENHANCE Certificate and Labels*" (leverabel D2.5).

Arbetet med att utveckla CHET baseras på erfarenheter bland ENHANCE-universiteten av kompetensutveckling för undervisande personal, i synnerhet det stora antalet kurser och andra former för kompetensutveckling som sammanställts i "The Overview of Course Offer - teaching & learning", rapport från juli 2021 (leverabel D3.9). Arbetet baseras också på erfarenheter och goda exempel som rapporterats från internationellt erkända organisationer som utfärdar certifikat som intygar uppnådd hög kompetens i undervisning i högre utbildning.

Definition av lärandemål, som är en central del arbetet att ta fram CHET, har baserats på lärarnas kompetens indelat i tre ämnesbaserade huvudkategorier. Jämförelse av de föreslagna lärandemålen med nivåbeskrivningarna i det europeiska kvalifikationsramverket (European Qualifications Framework, EQF) visar att CHET bör knytas till EQF-nivå 7 eller 8, beroende på CHET-nivån (grundläggande eller avancerad).

För att erhålla CHET förväntas en deltagande lärare genomgå ett antal moduler (kurser eller andra former för kompetensutveckling) som erbjuds av ENHANCE-universiteten. Modulerna ska sammantaget täcka de lärandemål som definieras för ett av de två certifikaten (grundläggande och avancerad). Kartläggning och jämförelse av lärandemålen för CHET och lärandemålen för de specifika modulerna görs av det universitet som erbjuder respektive modul. Det universitet ska också kontrollera att modulens lärandemål uppnåtts av deltagaren.

1. Introduction

This report describes the development of the ENHANCE Certificate in Higher Education Teaching (suggested acronym – CHET) awarded upon completing a set of courses or other learning activities.

This initiative will foster the professional development of academic staff by providing them with various opportunities to enhance their knowledge and skills – one of the measures to achieve our strategic goals (see the ENHANCE Education Strategy). This will also emphasise the importance of high-quality education and serve as an incentive for academic staff.

This report presents the underlying assumptions of the certification of academic teachers. These assumptions will be respected on a common and equal basis by all partners of the ENHANCE consortium. Certification will be recognised by all partner universities.

In what follows, we first present basic assumptions regarding the CHET concept. Then, we identify and categorise the target groups of teachers who could benefit from CHET and describe the incentives offered to them. Finally, constitutive elements of CHET are discussed, including the framework for learning outcomes.

2. Assumptions

The following assumptions regarding the concept of the ENHANCE Certificate in Higher Education Teaching (CHET) are taken:

- CHET complies with the concept of ENHANCE micro-credentials, presented in the report “Template for micro-credentials, ENHANCE Certificate and Labels”, July 2021 (deliverable D2.5), hereafter referred to as “ENHANCE micro-credentials template report”. With the taxonomy proposed in this report, CHET belongs to the category “certificates of specialisation/professional achievement, alternatively referred to as specialisation certificates”.
- CHET is intended for a large spectrum of academic staff with a diversified theoretical background and practical experience in teaching.
- CHET can be obtained in several ways. Flexible requirements, based on learning outcomes and ECTS or equivalent learner’s workload measures, would make it possible to individualise the learning/education pathway leading to CHET.

The CHET development process is based on the following assumptions:

- It draws from the experience of ENHANCE universities in the professional development of academic staff, in particular from numerous courses and other forms of learning opportunities offered by our institutions to their academic staff, listed in report “The Overview of Course Offer – teaching & learning”, July 2021 (deliverable D3.9).
- It draws from the experience and best practices reported by internationally recognised institutions offering credentials that certify high-level competencies in higher education teaching (see Annex 3).

We envision the following future developments regarding CHET:

- An effort will be made to enable academic teachers from the ENHANCE partner universities to participate in continuing education programmes offered by other partner universities.

- This will eventually lead to launching the joint professional development offer for academic teachers, for which appropriate quality measures will be applied.
- This offer will include learning modules (courses and other learning activities), with defined learning outcomes related to learning outcomes defined for CHET and the specified number of ECTS, to allow teachers interested in obtaining the CHET to select modules best suited to their background and experience in teaching and needs.
- CHET will become recognised in the academic staff recruitment and promotion procedures at ENHANCE universities.

3. Target groups and beneficiaries of CHET

CHET is intended for all groups of academic teachers at the ENHANCE partner universities, including:

- beginners: doctoral candidates, teaching and research assistants,
- post docs with several years of experience, assistant professors, associate professors,
- newly appointed members of academic staff,
- experienced (life-long employed) professors,
- self-employed or industry enterprise-employed adjunct teaching staff, with temporary teaching tasks.

The target participant who wants to be certified will be an academic teacher wishing to:

- enhance teaching competencies,
- acquire new teaching competencies,
- obtain confirmation of the acquired teaching competences.

CHET, apart from being the proof of acquired knowledge and skills, can also be seen as an incentive for teachers. Depending on the university, obtaining CHET may be:

- necessary / useful in application for a position and hiring,
- necessary / useful for professional promotion and profile enhancement,
- necessary / useful for getting funds,
- internal motivation – own satisfaction with teaching and learning as well as quality improvement of personal teaching competencies, processes, and procedures,
- an opportunity to learn about the experience of other teachers / universities,
- an opportunity to learn from the experience of other teachers / universities,
- an opportunity to get personal contacts with other teachers / universities.

The two levels of CHET should motivate academic staff at various levels of professional development to refresh and enhance their competencies in teaching, in particular to learn about new concepts, methods and techniques, as well as to practice with new IT tools.

4. Constitutive elements of CHET

The ENHANCE Certificate in Higher Education Teaching is one of the micro-credentials offered by the consortium, and its specification is consistent with the template presented in the report *“Template for micro-credentials, ENHANCE Certificate and Labels”*.

In what follows, we focus on those elements of the CHET description that are specific to this particular micro-credential.

1. **Identification of the learner:** *Name and surname*
2. **Title of the micro-credential:** *ENHANCE Certificate in Higher Education Teaching, level basic/advanced (see items 7, 8 and 15)*
3. **Country/region of the issuer:** see item 4
4. **Awarding body:**

In the ENHANCE micro-credentials template report it is stated that: “It has, therefore, been decided that micro-credentials are awarded by individual universities – members of the ENHANCE Alliance on behalf of the Alliance. This means that the certification document will be signed by an eligible person from the relevant university and both the logo of that university and the logo of the ENHANCE Alliance will appear on the printed version of the document.”

If a micro-credential comprises learning activities carried out by different universities, which is the case with CHET, three options are proposed in the ENHANCE micro-credentials template report. We have selected the following one:

CHET is awarded by the university which offers most learning activities associated with this micro-credential.

5. **Date of issuing:** *Date*
6. **Notional workload needed to achieve the learning outcomes:**

X ECTS (1 ECTS is 25-30 hours of total workload of the learner)
where X is recommended to be at least 5.

7. **Level:**
 - *EQF level 7, for basic CHET*
 - *EQF level 8, for advanced CHET*

This has been determined by comparing the learning outcomes (see item 8) with the EQF level descriptors (see 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 (2017/C 189/03))

8. Learning outcomes:

The learners (CHET holders) should be able to:

Symbol of the learning outcome/ level	Learning outcome
	Knowledge
K01 basic	Identify and describe different pedagogic, teaching and learning approaches, like students' support, selected learning and teaching methods and techniques, organization of learning process.
K02a basic	Describe different methods for the development of students' transversal skills and attitudes, including teamwork, communication, sustainability, equality, and ethics.
K02b advanced	Reflect on different methods for the development of students' transversal skills and attitudes, including teamwork, communication, sustainability, equality, and ethics.
K03a basic	Identify and discuss current educational technologies, i.e., the combined use of computer hardware, software to facilitate learning and their applications in teaching and learning processes.
K03b advanced	Identify and discuss current educational technologies, i.e., the combined use of computer hardware, software, as well as educational theory and practice to facilitate learning and their applications in teaching and learning processes.
	Skills
S01 basic	Critically and efficiently plan and implement pedagogic and teaching approaches with an awareness of different learning styles.
S02a basic	Design, deliver and integrate different teaching methods in relevant learning contexts to meet the students' varying needs and objectives.
S02b advanced	Design and deliver new procedures and integrate different teaching methods in relevant learning contexts to meet the students' varying needs and objectives.
S03a basic	Integrate the development of students' transversal skills and attitudes into different disciplinary subjects.
S03b advanced	Integrate the development of students' transversal skills and attitudes into different disciplinary subjects following theoretical perspectives on learning.
S04 basic	Apply, adapt, and integrate current educational technologies and tools in teaching processes to meet the students' diverse requirements and purposes.
	Responsibility and Autonomy
R01 advanced	Reflect upon their teaching practice, current research and development of teaching and learning processes and responsibly transform and enhance the quality in teaching contexts that require new approaches.

The learning outcomes for the two levels of CHET are:

- *K01, K02a, K03a, S01, S02a, S03a, S04*, for basic CHET
- *K02b, K03b, S02b, S03b, R01*, for advanced CHET

In the case of learning outcomes that have some common part for both levels (basic and advanced), the difference between the levels is marked in red, reflecting the difference (progression) in descriptors of the EQF levels 7 and 8.

The development of the proposed set of learning outcomes has been based on the classification of teacher's competencies into three main topical categories (see Annex 4).

The learning outcomes requirements for the basic or advanced CHET need to be fulfilled by the learning modules (courses or other activities) offered at the ENHANCE universities (see item 9). The mapping between learning outcomes for CHET and learning outcomes defined for the learning modules will be carried out by each university for the modules offered at that specific university. The achievement of learning outcomes defined for a particular learning module by the learners will be assessed by the university that offers that module.

For illustration purposes, a draft mapping between learning outcomes for CHET and learning outcomes defined for a few modules offered by the ENHANCE universities is shown in Annex 5.

9. Form of participation in the learning activity:

Generally, the learner is expected to complete a number of learning modules or participate in other learning activities, which jointly cover the learning outcomes defined for CHET.

A wide spectrum of different forms of learning activities that could lead to CHET is envisioned (see the ENHANCE micro-credentials template report for possible learning activities leading to micro-credentials). These forms can be classified with regard to:

- the mode of delivery (determined by the physical proximity of the teacher and the learner). The basic modes are: on-site/on-campus, on-line and blended. When different forms of participation are possible and the learner can select one of them (on-site/blended or on-line), we would refer to such a form as hybrid.
- organisation of the learning activity. Possible forms of the learning activity organisation are: course (in particular, MOOC), group of courses (including MOOCs), training/workshop etc.
- timeframe. Some forms of learning activity (courses, training sessions) are offered in a specific timeframe, whereas other forms (some MOOCs) allow for flexible, self-paced learning.

The forms of participation will be defined flexibly based on the set of modules (learning activities) offered by the ENHANCE universities and jointly approved. This offer will evolve to meet the current requirements. The certificate issued to the learner (its supplement part) will contain a list of completed modules together with the description of the form of participation.

10. The prerequisites needed to enrol in the learning activity:

This element of the micro-credential description is optional. The analysis carried out during the work on CHET has led to the conclusion that within the ENHANCE alliance, as well as within each university, there are various levels of knowledge and experience in terms of teaching skills of academic staff. This is because some teachers develop and enhance teaching competences individually, independently of the university regular offer. Therefore, we have decided not to define formal prerequisites for enrolment in the learning activities leading to the basic CHET. However, applicants for the advanced CHET are expected to hold the basic CHET or otherwise demonstrate competencies comparable to the learning outcomes defined for the basic CHET.

11. Type of assessment:

In the ENHANCE micro-credentials template report it is stated that: “Various types/methods of learning outcomes assessment can be adopted, depending on the type of a micro-credential, learning outcomes and forms of participation in the learning activity (mode of delivery, organisation of the learning activity). Generally, for certificates, the assessment procedures are formal and comprehensive (...). Whatever methods of learning outcomes assessment are adopted for a particular micro-credential, they are part of the micro-credential description.”

Therefore, various methods of assessment will be used for different learning modules. For each module completed to achieve CHET, the method of assessment will be specified in the CHET supplement.

12. Supervision and identity verification during the assessment:

This element of the micro-credential description is optional. In case when the assessment of learning outcomes for a particular module involves tests/examinations, an appropriate method of supervision and identity verification during the assessment will be used, but will not be part of the CHET description.

13. Quality assurance of the credential and, where relevant, of the learning content:

The principles and procedures for quality assurance used by universities for their degree programmes (based on internal procedures or national quality assurance mechanisms, in line with the Standards and Guidelines for Quality Assurance in the European Higher Education Area – ESG) are to be applied to learning modules offered for learners seeking CHET.

14. Grade achieved:

This element of the micro-credential description is optional. For CHET, a grade is not specified.

15. Integration/stackability options:

This element of the micro-credential description is optional, but we will specify it. CHET will be awarded based on completion of some number of learning modules or participating in other learning activities, the content and delivery method of which will evolve continuously. To ensure flexibility, two levels of CHET have been proposed: basic and advanced. They are

stackable in the sense that the basic CHET (or comparable competencies) is assumed to be part of the requirements for the advanced CHET (see item 10).

The CHET template, including the above defined elements, with an example content based on learning activities currently offered to teachers at the ENHANCE universities is presented in Annex 1 and Annex 2.

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example



**Warsaw University
of Technology**

**ENHANCE Certificate in Higher Education Teaching
basic level**

**Awarded to [Title] Name Surname
Notional workload: 5 ECTS**

Warsaw University of Technology

example

**ENHANCE Certificate in Higher Education Teaching
Supplement**

Identification of the learner: *[Title] Name and surname*

Title of the micro-credential: *ENHANCE Certificate in Higher Education Teaching, basic level*

Country/region of the issuer: Poland

Awarding body: Warsaw University of Technology

Date of issuing: *October 19th, 2021*

Notional workload needed to achieve the learning outcomes: *5 ECTS*

Using Open Educational Resources in Teaching: *1 ECTS*

Diversity and Inclusion for Learning in Higher Education: *2 ECTS*

Competent Teacher: *2 ECTS*

Level: *Level 7, according to European Qualification Framework*

Learning outcomes: *K01, K02a, K03a, S01, S02a, S03a, S04 (see learning outcomes in the description of constitutive elements of CHET)*

Form of participation in the learning activity:

Using Open Educational Resources in Teaching: *MOOC*

Diversity and Inclusion for Learning in Higher Education: *blended*

Competent Teacher: *onsite*

Prerequisites needed to enrol in the learning activity. *None*

Type of assessment:

Using Open Educational Resources in Teaching: *testing*

Diversity and Inclusion for Learning in Higher Education: *application of skills*

Competent Teacher: *application of skills*

Quality assurance of the credential and, where relevant, of the learning content:

The principles and procedures for quality assurance met the requirements adopted at the Warsaw University of Technology (WUT Education Quality Manual) issued in accordance with The Polish Qualifications Framework and compliant with the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG 2015) and the Polish/European Qualifications Framework.

European institutions promoting the standardization of academic teachers education

In Great Britain the Higher Education Academy (HEA), which is the British professional membership scheme, promotes the excellence in higher education. It provides UK Professional Standards Framework for higher education practitioners. HEA issues the **Postgraduate Certificate in Higher Education**, also named **Postgraduate Certificate in Academic Practice**. It is a British teaching qualification for university lecturers and similar professionals. It has been designed to equip its holders with the skills needed to provide high-quality teaching and learning. Typically, the certification requires 60 credits (it is equivalent to 1/3 of a full academic year). (Source: Luisa Bunescu, Michael Gaebel. *National Initiatives in Learning and Teaching in Europe: A report from the European Forum for Enhanced Collaboration in Teaching (EFFECT) project. 2018*). In the Netherlands the Association of Universities in the Netherlands (VSNU) has created a quality certificate for lecturers. The University Teaching Qualification (UTQ, or Basis Kwalificatie Onderwijs, BKO) certifies the didactic competencies of lecturers in higher education. UTQ is a mark of quality and functions as a reference frame for didactic skills needed in higher education. It is now compulsory for all lecturers, university lecturers, senior university lecturers and professors. It is also important to stress that all Dutch universities recognize it. (Source: Luisa Bunescu, Michael Gaebel. *National Initiatives in Learning and Teaching in Europe: A report from the European Forum for Enhanced Collaboration in Teaching (EFFECT) project. 2018*).

DGHD (German Association for Educational and Academic Staff Development in Higher Education) is the association of German speaking countries (Germany, Austria, Switzerland). Its members are the institutions or persons that work and do research in the field of academic development or that are interested in developing the quality of Higher Education in German speaking countries. DGHD recommends a professional standard framework for a common certificate level for the competence development of academic teaching staff within continuing education programmes and offers corresponding accreditation procedures for German universities. The standard certificate for academic teachers' competence development comprises a minimum of three levels and a minimum of 200 work units in total. (Source: <https://www.dghd.de/wp-content/uploads/2017/07/2017-dghd-english-version.pdf> and other German subsites (25.10.2021))

Development of learning outcomes

The selected modules listed in report “The Overview of Course Offer - teaching & learning”, July 2021 (deliverable D3.9) will be considered as candidates for components of CHET. Therefore, the shared learning outcomes for all (including future) learning modules should be established. For this purpose, during the work on the database of courses, competencies were defined based on the content of courses in this database. These competences were then aggregated into three categories (see the above mentioned report).

In the following figures, these three main categories of competences are shown horizontally in highlighted colours, the subcategories are shown vertically in highlighted colours, and the components of subcategories are shown vertically in pale colours.

1. Pedagogics and teaching approaches

Pedagogics and teaching approaches															
Student support	Tutoring	Mentoring	Learning and teaching methods and techniques	Problem based learning	Project based learning	Research based learning	Service based learning	Active learning	Design thinking	Flipped classrooms	Trans-/multi-/inter-disciplinary education	Gamification	Organization of learning and teaching	Time management	Planning the didactic process

2. Development of student’ transversal skills and attitudes

Development of student’ transversal skills and attitudes																			
Soft skills	Intercultural competences	Social competences	Leadership	Critical thinking	Communication	Written communication	Oral communication	Self-presentation techniques	Group working	Teambuilding	Teamworking	Intercultural groups	Student’ attitudes	Ethics	Entrepreneurship	Professional responsibility	Innovation	System thinking	Creativity

3. Technology use

Technology use							
On-line learning	MOOC	Blended learning	Hybrid learning	E-learning	Tools	New technologies	IT tools

This classification has been used to define learning outcomes for CHET, so that

- K01 – knowledge acquired in **pedagogics and teaching approaches** category
- K02a, K02b – knowledge acquired in the **development of student’ transversal skills and attitudes** category
- K03a, K03b – knowledge acquired in **technology use** category
- S01, S02a, S02b – skills acquired in **pedagogics and teaching approaches** category
- S03a, S03b – skills acquired in the **development of student’ transversal skills and attitudes** category
- S04 – skills acquired in **technology use** category

and, even more important, can be used when defining learning outcomes for individual learning activities (modules).

Annex 5. Mapping for learning outcomes for CHET – an example

Mapping for learning outcomes for CHET – an example

The presented mapping applies to selected modules (learning activities) from the current offer of ENHANCE universities (source: report “The Overview of Course Offer - teaching & learning”, July 2021 – deliverable D3.9). Note that this is only an illustration.

Learning outcomes Module (learning activity)	Knowledge			Skills			
	K01	K02a	K03a	S01	S02a	S03a	S04
Using Open Educational Resources in Teaching			+				+
Diversity and Inclusion for Learning in Higher Education		+			+	+	
Competent Teacher	+	+		+			

Symbol “+” means that a given learning outcome is covered by the module (learning activity), i.e. upon completion of this module, the learner has achieved the marked competencies (knowledge and skills).