

Joint EU/CoE Project
Strategic Development of Higher Education and Qualification Standards



The Minimal Elements of Qualifications Standard

1. BASIC CHARACTERISTICS

1.1 Name(s) of qualification (generic + subject specific)

UNMO	SVEMO	UNTZ	UNBL	Graz
Teacher of English Language and Literature	<i>Bachelor of English Language and Literature</i>	Bachelor of English Language and Literature	Teacher of English Language and Literature	Bachelor of English Studies/American Studies Bachelor of Arts

1.2 Minimal volume

UNMO	SVEMO	UNTZ	UNBL	Graz
240 ECTS	180 ECTS	240 ECTS	240 ECTS	180 ECTS 110 core 30 professional electives 40 electives (optional)

1.3 Level

UNMO	SVEMO	UNTZ	UNBL	Graz
6	6	6	6	

1.4 Entry routes

UNMO	SVEMO	UNTZ	UNBL
Four-year secondary school	Four-year secondary school and entrance examination passed. 5th level	Completed four-year secondary school in BiH, or completed secondary school abroad (validated school certificate), and entrance examination passed.	There are general and specific requirements for admission to the first-cycle programme of the English Language and Literature. The general requirement is to have completed a secondary school. The average school result is evaluated and ranked. Special requirements are determined during the admission examination, which includes two parts: a) assessment of the knowledge of English; b) assessment of the knowledge of Serbian.

2. COMPETENCIES / LEARNING OUTCOMES

2.1 List of competencies at the level of qualification

UNMO	SVEMO	UNTZ	UNBL
At the end of the first-cycle studies, the student will possess the following skills: <ul style="list-style-type: none"> ○ Have English language skills at the B2 level of the CEF scale (Vantage - advanced level) in terms of the four basic skills (comprehension, reading, writing, speaking) ○ Have translation (written) skills at the level required for 	General competencies: <ul style="list-style-type: none"> - identifying, describing and analysing problems and devising different strategies to solve them - coherent transfer of information, ideas, arguments, in spoken and written language, appropriate to the target audience. - collecting, processing and critically assessing information from various newspaper, audio-visual and electronic sources - use of IT technology as a means of communication and as a learning aid - responsibility when working with others and capacity for teamwork. 	1. have English language skills which are appropriate to the academic level of oral and written communication; 2. have a broad knowledge of fundamental linguistic disciplines (phonology, morpho-syntax, syntax and semantics) based on an analysis of the English language; 3. have capacity for independent critical thinking, knowledge of English and American literatures as well as critical	Outcomes of the learning process: <ol style="list-style-type: none"> 1. Command of fundamental linguistic, literary-theory, professional-methodical, teaching methods and didactic knowledge of relevance for competent planning, execution and assessment of English language teaching. 2. Ability to apply existing innovations and contemporary educational technologies in English

<p>identifying types of written translation and the ability to identify and overcome most common translation pitfalls and also the ability to independently translate texts at the target level of language use</p> <ul style="list-style-type: none"> ○ Have teaching methods and pedagogical knowledge, skills and views required for working in primary and secondary schools as a teacher of English ○ Use technical aids such as computer programmes required for word processing, presentations, as well as typical teaching tools such as <i>the smart board</i>, which the Department has available ○ Communicate and be able to work in teams, but also to conduct individual research of linguistic and teaching methods problems. 	<p>Specific competencies:</p> <ul style="list-style-type: none"> - English language proficiency at C1 level; - knowledge of the structure, register and distinct variants of the English language; - basic knowledge of some technical languages (general business language, economics, law, advertising and media, natural and technical sciences); - use of linguistic principles in analysing the English language; - fundamental knowledge of the literature of the English-speaking world; - ability to critically evaluate, using different methodologies, one or more aspects of literature, culture, linguistic context, history, politics, geography and social and economic structures of the society in a country or countries in the English-speaking world. 	<p>theories and cultures of the countries in the English-speaking world;</p> <p>4. have knowledge and command of practices in pedagogical disciplines such as pedagogy, psychology and English teaching methods;</p> <p>5. have advanced translation knowledge and skills.</p>	<p>language teaching, with the focus on linguistic competence because this represents the essence of this study, but also an increased interest in English literature as part of the world literature;</p> <p>3. Preparedness of students to analyse strengths and weaknesses of contemporary educational work in order to develop and improve educational and extracurricular activities in English language teaching, whereby the students will gain competence for valid application of acquired knowledge and experience, and also the ability to apply specialised knowledge in resolving professional issues</p>
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2.1 Learning outcomes

(organised in Units of learning outcomes and other groups/modules, where Units have additional information, e.g. ECTS)

UNMO	SVEMO	UNTZ	UNBL	Graz
<p>At the end of the first-cycle studies, the student will possess the following skills:</p> <ul style="list-style-type: none"> - Have English language skills at the B2 level of the CEF scale (Vantage - advanced level) in terms of the four basic skills (comprehension, reading, writing, speaking) - Have translation (written) skills at the level required for identifying types of written translation and the ability to identify and overcome most common translation pitfalls and also the ability to independently translate texts at the target level of language use - Have teaching methods and pedagogical knowledge, skills and views required for working in primary and secondary schools as a teacher of English - Use technical aids such as computer programmes required for word processing, presentations, as well as typical teaching tools such as <i>the smart board</i>, which the Department has available - Communicate and be able to work in teams, but also to 	<p>Having completed undergraduate studies, the student will be able to/know how to:</p> <ul style="list-style-type: none"> - define and interpret fundamental linguistic notions in different disciplines, from phonetics and phonology to morphology, syntax, semantics and the sociolinguistics of the English language; - interpret and linguistically analyse texts at various linguistic levels (listed above); - critically analyse fundamental aspects of language use and compare them with the native language and other foreign languages; - independently write short or long texts, such as business documents (from CVs and applications to reviews, essays, etc.); - research specific topics, depending on the courses, by working in groups and be able to present the results of such research; - identify, describe and analyse literary works from different periods of the British and 	-	-	<p>Generic educational objectives:</p> <ul style="list-style-type: none"> -capacity to openly and critically address one's social and cultural environment -competencies in text comprehension (in various media - multimedia competence) -capacity for independent production/expression in oral and written form and in any other cross-media text by using ICT -knowledge of culture (especially the language, literature and history of a previous epoch in relation to the contemporary culture) -skills and knowledge in terms of dialogue with other cultures (cross-cultural competence) -scientific knowledge and methods, ability to identify issues and conduct research work and projects <p>Specific objectives:</p>

<p>conduct individual research of linguistic and teaching methods problems.</p>	<p>American literatures;</p> <ul style="list-style-type: none"> - identify and define fundamental notions of literary criticism, and compare different types of literary texts. - write a final paper. 			<ul style="list-style-type: none"> -capacity to differentiate the command of a language -capacity to assess language skills (one's own level) -capacity to take into account the requirements of one's future professional profile -linguistic (fundamental knowledge of the English language, fundamental knowledge of the history of the English language and knowledge of national, regional, social and functional variants of the English language)
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For example:

Databases, minimum 5 ECTS

- describe and explain the basic terms, technologies and principles of organisation of relational databases;
- model databases at the conceptual level, and transform the conceptual model into the relational model;
- specify the scheme of a specific relational database in the SQL programming language;
- specify constructions to work with data in the relational database in relational algebra, relational calculation and SQL;
- work with a specific DBMS system (MySQL) and modelling tools (ERWin);
- optimise the organisation of a relational database through the normalisation process.

3. RELEVANCE

3.1 Labour market

UNMO	SVEMO	UNTZ	UNBL	Graz
<p>Employability and transferable skills In addition to specific language, linguistic and literary competencies, it should be noted that the study of language always provides</p>	<p>Bachelors of English Language and Literature will have the knowledge</p>	<p>Trained for work in preschool institutions; primary and secondary</p>	<p>-</p>	<p>Culture manager, manager of</p>

<p>communication and socio-linguistic competencies due to the very nature of language as a means of communication. Furthermore, the English language provides advanced IT competencies due to the association of this language with Information Technologies. Transferable skills are offered as part of specific courses (Information Technologies, Correspondence, Methodology for Writing the Graduation Paper) within which the student learns how to properly communicate in written English and his/her native language, how to use options offered by Information Technologies, and develops analytical thinking for independent research of issues. Furthermore, teaching and assessment methods offered as part of other courses enable the student to develop communication and presentation skills, individual and team work, as well as constructive discussion and analysis.</p> <p>All of these skills facilitate easier integration into any working environment where the student may find him/herself.</p> <p>During the fourth year, the students are required to hold supplemental English classes at a partner school, and as part of this they work in a group on a methodical research which is then presented at the end of the fourth year. During this practical work, each group of students is assigned one class to hold one lecture per week during the semester, including: regular preparation for the lecture; individual work with children of primary school age; the need for independent decision-making and response to various teaching situations; analytical observation of one's one lecture and the class one works with in order to define the issues to be treated in the research; conducting one's own research on a teaching methods issue; and finally, the presentation of research in class before colleagues and discussion of the subject covered. This practical work gives students a realistic experience of their future profession and additional practical competencies.</p>	<p>and skills that enable them to enter postgraduate English Studies or to enter various areas of work, e.g. working in publishing and bookselling; the media; government; public and private institutions of culture, politics and cultural mediation; advertising, marketing and public relations; and various freelance professions (e.g. publicists, writers, etc.)</p>	<p>schools; public, cultural, governmental and non-governmental organisations; tourism organisations and similar institutions that require an adequate level of English language proficiency.</p>	<p>communications, advertising manager, corporate communications, information and research institution manager and administrative management: publishing, librarianship, film archives, adult education and training, as well as in the media and the economy.</p>
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3.2 Further education / progression

UNMO	SVEMO	UNTZ	UNBL
<p><i>Second cycle of humanities</i></p>	<p><i>Further education at postgraduate studies, English Studies or related studies.</i></p>	<p>Following completed first cycle, the student may enter the second cycle of studies.</p>	<p><i>Second cycle of humanities – not defined in the document</i></p>

3.3 Other needs

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4. QUALITY ASSURANCE

4.1 Working group members

UNMO	SVEMO	UNTZ	UNBL	UNSA
<i>Edina Špago Ćumurija Samra Međedović (Qualification of the Bachelor of Education in Physics)</i>	<i>Ivan Madžar (Qualification of the Bachelor of Education in Physics) Marijana Sivrić</i>	<i>Meliha Bijedić and Alma Dizdarević (Qualification of the Bachelor of Special Education and Rehabilitation) Selma Porobić</i>	<i>Draženko Jorgić Svetlana Mitić</i>	<i>Vanes Mešić (Qualification of the Bachelor of Education in Physics)</i>

Additional instructions:

- Search for examples of study programmes for acquiring similar qualifications in relevant foreign universities, or other relevant documents (Tuning, Subject benchmark statements, ...)

The working group has found a few comparable programmes which offer an English Language and Literature programme (or English Studies in the broadest sense) in the first cycle. These are study programmes at the University of Osijek, Burch University in BiH, International University of Sarajevo and the University of Graz. All these study programmes are related to international educational practices as they are not based on the educational system in BiH (Burch and IUS are operating in BiH, but actually originate from the Turkish and British education systems, respectively)

- Critically compare your learning outcomes with the learning outcomes in the above relevant programmes and identified documents, and, as necessary, supplement/amend your learning outcomes.

The study programmes at the universities represented in the working group differ from these study programmes as follows:

- Teaching methods and pedagogical competences are generally absent from the first cycle, i.e. the first cycle in Croatia and at international universities in BiH lasts a maximum of three years (in some places, two-year English language programmes are offered). The universities participating in our working group are generally based on four-year studies (offering teaching methods competencies) and three-year studies (UNSA and SVEMO), which do not provide teaching methods competencies in the first cycle.
 - The University of Graz, i.e. its Department of English, offers a set of courses dealing with English language teaching and learning, and these are integrated into other study programmes, probably in accordance with individual study programmes. What is interesting in this case is that these courses apply to all language study programmes (students of German, English, B/H/S, Slovenian etc. attend the same courses in this group of courses)
 - Our proposal is that our experimental programme, similarly to the programme in Graz, should group all courses that deal with foreign language teaching and learning and the acquisition of cultural competence and student practice. Right now, our programmes feature only some elements of these segments of the programme. (analysed during the previous workshop)
 - The documents that we used for comparison with our programmes provide a detailed classification of occupations available to students after the first cycle (all non-teaching occupations: legal adviser, publishing, culture, etc.). There is no description of teaching occupations, as they are not offered in the first cycle.
 - Our programmes are close to the aforementioned programmes when it comes to the breadth of competencies offered to students. In addition to key teaching methods skills, students are also offered translation, literature or culture, usually as an option to select additional competencies through elective courses. Also important is the share of the so-called transferable skills that enable the students to find employment in various sectors.
 - All of this has raised the question of the amount or the number of competences in teaching methods in our first cycles and the differentiation of the two types of the first cycle, the teaching ones and those that are not teaching in nature.
- Write about challenges during the work and how you overcame them
 - A key issue that was raised in this working group was the issue of employability of our students, i.e. the scope (duration) of studies required for work in preschool institutions and primary and secondary schools.
 - Relationship between admissions policies and requirements and the final examination after the secondary school, which has been planned or has already started in some Cantons.
 - Inability to access study programmes in English