

# Samo-ocena usvojenih kompetenc po končanem visokošolskem študiju

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## Povzetek

**Raziskovalno vprašanje (RV):** Kakšna je samo-ocena usvojenih kompetenc študentov po končanem visokošolskem študiju?

**Namen:** Namen naše raziskave je bil ugotoviti v kolikšni meri so študenti bolonjskega prvostopenjskega študijskega programa fizioterapije Zdravstvene fakultete Univerze v Ljubljani (ZFUL) usvojili kompetence, ki so predstavljene kot cilj študija, na fakulteti in v kliničnem okolju po končanem študiju.

**Metoda:** Ciljna populacija v raziskavi so bili diplomanti bolonjskega študijskega programa, generacije diplomantov študijskih let od 2012 do 2015. Izvedena je bila presečna deskriptivna raziskava. ZFUL ponuja triletni študij fizioterapije (180 kreditnih točk – KT, po ECTS) in ga sestavljajo teoretični del študija (46%) in praktično usposabljanje na ZF in v kliničnih ustanovah (54%). Študenti morajo tekom študija opraviti 20-tedensko klinično prakso in praktično usposabljanje. Za namen raziskave smo sestavili vprašalnik, ki je bil sestavljen na podlagi učnih načrtov o splošnih in predmetno-specifičnih kompetencah iz študijskega programa. Vseboval je dva vsebinska dela. Prvi del je zajemal samo-ocenjevanje kompetenc (12 vprašanj o splošnih kompetencah in 12 vprašanj o predmetno-specifičnih kompetencah). Diplomanti so bili naprošeni, da odgovorijo, koliko so v času študija v akademskem okolju (predavanja, seminarji, seminarske/laboratorijske vaje) in koliko so v kliničnem okolju razvili določene kompetence. Vprašanja so bila zaprtega tipa in so imela možnosti odgovorov oceno od 1-5: 1 - nič, 2 - malo, 3 - srednje, 4 - dobro, 5 - zelo dobro. Drugi del vprašalnika je vseboval demografska vprašanja. Po opravljeni pilotni anketi (n = 10), nismo ugotovili nejasnosti pri sestavi vprašalnika, zato smo jo preko elektronske pošte in spletne aplikacije 1KA ([www.1ka.si](http://www.1ka.si)) razposlali 118 diplomantom. Pred izpolnjevanjem vprašalnika, so bili vsi udeleženci obveščeni o namenu raziskave, prostovoljni udeležbi in anonimnosti. Izpolnjen in poslan vprašalnik je pomenil informirano soglasje. Zbirane niso bile nobene informacije, ki bi jih lahko uporabili za identifikacijo posameznikov, zato ni bila potrebna etična odobritev. Anketo je v celoti izpolnilo 53 diplomantov (8 moških in 45 žensk; odzivna stopnja 44,9%), starih povprečno 22,8 let (razpon od 22 do 29 let), katerih odgovore smo uporabili za analizo podatkov. Za interpretacijo rezultatov je bila uporabljena univariatna analiza z opisno statistiko. Izračunane so bile povprečne vrednosti in standardni odkloni (SO). Za analizo razmerja med demografskimi podatki in pridobljenimi kompetencami je bila uporabljena bivariatna korelacijska analiza med obema spremenljivkama. Pearsonov korelacijski koeficient je bil uporabljen za ugotovitev povezav med starostjo pridobljenimi kompetencami ( $P = 0 < 0,01$ ), Kendalov tau-b test pa za povezavo med kompetencami in spolom ( $P = 0 < 0,01$ ). Rezultati so bili analizirani s pomočjo programske opreme SPSS Statistics 22 (IBM Corporation, ZDA).

**Rezultati:** Diplomanti so ocenili, da je bila vrednost usvojenih vseh kompetenc, splošnih in predmetno-specifičnih, v povprečju 3,58 (SO = 0,67). Povprečna ocena vseh kompetenc, pridobljenih na fakulteti je bila 3,41 (SO = 0,74) in v kliničnem okolju 3,74 (SO = 0,68). Najvišja povprečna ocena splošnih kompetenc, pridobljenih na fakulteti je bila 4,21 (SO = 1,02) in v kliničnem okolju 4,53 (SO = 0,80). Najnižja povprečna ocena je bila na fakulteti 3,51 (SO = 1,01) in v kliničnem okolju 3,06 (SO = 1,2). Najvišja povprečna ocena predmetno-specifičnih kompetenc, pridobljenih na fakulteti je bila 3,60 (SO = 0,98) in v kliničnem okolju 4,11 (SO = 0,93). Najnižja povprečna ocena, pridobljena na fakulteti je bila 3,26 (SO = 1,02) in v kliničnem okolju in 3,11 (SO = 1,07). Korelacije med demografskimi značilnostmi študentov in pridobljenimi kompetencami niso bile ugotovljene.

**Organizacija:** Naše ugotovitve so pokazale, da so študentje razkrili nekatere kritične vidike, ki jih je treba upoštevati pri razvoju njihovih kompetenc med študijem. Kompetence študijskega

programa so usvojili boljše v kliničnem okolju kot na fakulteti. Tak rezultat je bil pričakovan, ker študentje dobijo natančnejšo sliko o zapletenosti delovnega mesta v kliničnem okolju in tako lažje primerjajo lastno dojetje kompetenc z zahtevami delovnega mesta.

**Družba:** Da bi dobili natančnejšo sliko razvojnega procesa kompetenc študentov med študijem, bi bile potrebne longitudinalne raziskave, kot so vrednotenje kompetenc po določenem času na opravljanju trgu dela. Ker je razvoj kompetenc glavni cilj izobraževanja, je pomembno, da vse zainteresirane strani izrecno razumejo, kaj je kompetenca. Potrebna je analiza, kako učitelji, študenti in sestavljavci učnih načrtov konceptualizirajo kompetence, ki jih zahteva njihovo strokovno področje. Specifične kompetence so cilj posameznih predmetov, splošne pa se pridobivajo pri več različnih predmetih. Ne glede na to morajo biti (ene in druge) transferabilne, prenosljive in uporabne v različnih situacijah, in ne zgolj v kontekstu, kjer so bile pridobljene.

**Originalnost:** Po našem vedenju do sedaj še nobena študija ni raziskovala samo-oceno kompetenc pri diplomantih fizioterapije v Sloveniji.

**Omejitve/nadaljnje raziskovanje:** Glavna omejitev naše raziskave je majhen vzorec, zato naših rezultatov ni mogoče posploševati in dejstvo, da je bila raziskava izvedena samo v eni disciplini. Menimo, da so lahko ugotovitve o lastnem dojetanju študentov fizioterapije o kompetencah po zaključku študija, pomembne tudi za druga izobraževalna poklicna področja v visokem šolstvu.

**Ključne besede:** študijski dosežki, visoko šolstvo, kompetence, samo-ocena, strokovno znanje, spretnosti, študenti.

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# Self-assessment of Acquired Competencies After Completing Higher Education

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## Abstract

**Research Question (RQ):** What is the self-assessment of acquired competences of students after completion of higher education?

**Purpose:** The aim of our study was to determine the extent to which the students of the Bologna first cycle program of physiotherapy at the Faculty of Health Sciences of the University of Ljubljana (FHSUL) acquired the competences presented as the goal of the study program at the faculty and in the clinical setting.

**Method:** The target population of the study was the generations of graduates from the academic years 2012 to 2015. A descriptive cross-sectional study was conducted. ZFUL offers a three-year degree program in physiotherapy (180 ECTS) and consists of a theoretical part of the study (46%) and practical training at FHSUL and clinical institutions (54%). Students are required to complete 20 weeks of clinical practice and practical training during their studies. A questionnaire was developed for the purpose of study based on the curricula on general and subject-specific competencies. It consisted of two parts. The first part included self-assessment of competencies (12 questions on general competencies and 12 questions on subject-specific competencies). Graduates were asked to answer to what extent they had developed competencies in the academic environment (lectures, seminars, seminar/laboratory work) and to what extent they had developed competencies in the clinical environment. The questions were closed type and had the possibility to give answers from 1-5: 1 – not at all, 2 - low, 3 - medium, 4 - good, 5 - very good. The second part of the questionnaire contained demographic data. After conducting a pilot survey ( $n = 10$ ), we found no ambiguities in the content of the questionnaire, so we emailed it to 118 graduates (www.1ka.si application). Prior to completing the questionnaire, all participants were informed of the purpose of the survey, voluntary participation, and anonymity. The completed and sent questionnaire signified informed consent. No information was collected that could be used to identify individuals, so no ethical approval was required. The survey was completed by 53 graduates (8 men and 45 women; response rate 44.9%), aged an average of 22.8 years (range 22 to 29 years), whose answers were used for data analysis. Univariate analysis with descriptive statistics was used to interpret the results. Means and standard deviations (SD) were calculated. Bivariate correlation analysis between the two variables was used to analyse the relationship between demographic data and acquired competencies. The Pearson correlation coefficient was used to determine the relationships between age and acquired competencies ( $P = 0 < 0.01$ ), and the Kendall tau-b test was used to determine the relationship between competencies and gender ( $P = 0 < 0.01$ ). The results were analysed using SPSS Statistics 22 software (IBM Corporation, USA).

**Results:** The respondents' self-assessed value of all competencies, general and subject-specific, was 3.58 (SD = 0.67). The mean value of all competencies acquired in the faculty was 3.41 (SD = 0.74) and in the clinical setting 3.74 (SD = 0.68). The highest mean score of general competencies acquired in the faculty was 4.21 (SD = 1.02) and in the clinical setting was 4.53 (SD = 0.80). The lowest mean score was 3.51 in the faculty (SD = 1.01) and 3.06 in the clinical setting (SD = 1.2). The highest mean score of subject-specific competencies acquired in the faculty was 3.60 (SD = 0.98) and 4.11 in the clinical setting (SD = 0.93). The lowest mean score was 3.26 (SD = 1.02) in the faculty and 3.11 (SD = 1.07) in the clinical setting. No correlations were found between student demographic characteristics and competencies acquired.

**Organization:** Our results showed that students revealed some critical aspects that need to be considered in the development of their competencies during their studies. The competencies were better mastered in the clinical setting than in the faculty. Such a result was to be expected because students in the clinical setting get a more accurate picture of the complexity of the workplace and are thus better able to compare their own conceptions of competencies with the requirements of the workplace.

**Society:** To get a more accurate picture of the development process of students' competences during their studies, longitudinal studies would be necessary, such as the assessment of competences after a certain period on the labour market. Since the development of competences is the main goal of education, it is important that all stakeholders explicitly understand what competence is. It is necessary to analyse how teachers, students and curriculum designers conceptualize the competences required for their subject area. Specific competencies are the goal of individual subjects, while general competencies are acquired in several different subjects. Nevertheless, they must be (both) transferable and usable in different situations, and not only in the context in which they were acquired.

**Originality:** To the best of our knowledge, no study has investigated self-assessment of competencies among graduates of physiotherapy in Slovenia.

**Limitations / further research:** The main limitation of our research is the small sample, so our results cannot be generalized, and the fact that the research was conducted in only one discipline. We believe that the findings on physiotherapy students' self-perceptions of their competencies after graduation may be important for other professions in higher education.

**Keywords:** academic achievement, higher education, competencies, self-assessment, expertise, skills, students.

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