COMPAC project

Assessing academic staff competency and professional development needs

asoc. prof. **Nora Jansone, Matīss Sīlis**
Centre for Educational Growth, Rīga Stradiņš University

Riga, 20.02.2026

Restricted Use - À usage restreint

Leading partner

RSU Riga Stradins University

VIDZEME UNIVERSITY OF APPLIED SCIENCES

1862 RIGA TECHNICAL UNIVERSITY

Partner

UNIVERSITAS LATVIENSIS 19 19 SCIENTIAE ET PATRIAE

UNIVERSITY OF LATVIA

Turība University

1862 RTU LIEPAJA

Restricted Use - À usage restreint

Project goal

To develop a **competence model for academic staff** – grounded in educational sciences, human resource management theories, and international best practices – **that supports the transition to the New Academic Career Framework** in Latvian higher education institutions and research institutes.

Restricted Use - À usage restreint

Project goal

The model will include components for:

- **competence assessment**,
- identification of **learning needs**,
- professional **development planning**,

aligned with institutional typologies and academic career stages.

Restricted Use - À usage restreint

Project goal

Components will be applicable for:

- institutional **human resource policy** development,
- internal and external **quality evaluation and enhancement**.

Restricted Use - À usage restreint

Outcomes

Validated prototype of an assessment tool

- Examples of micro-module designs for the professional development of academic staff
- Guidelines for higher education institutions and research institutes on implementing the competence model
- Policy recommendations for the implementation of the competence model
- Disseminated project results within the academic and professional community and to the wider public, both nationally and internationally

Restricted Use - À usage restreint

Completed tasks

1	**analysis of literature**, policy documents, and international practice

Restricted Use - À usage restreint

Completed tasks

1	**analysis of literature**, policy documents, and international practice
2	description of **competence levels**

Restricted Use - À usage restreint

Completed tasks

1	**analysis of literature**, policy documents, and international practice
2	description of **competence levels**
3	**performance level descriptors** aligned with career stages and academic positions

Restricted Use - À usage restreint

Work in progress

1	**analysis of literature**, policy documents, and international practice
2	description of **competence levels**
3	**performance level descriptors** aligned with career stages and academic positions
4	**assessment system**

Restricted Use - À usage restreint

Future deliverables

5	prototype of the **competence assessment** and learning-needs identification **tool**

Restricted Use - À usage restreint

Future deliverables

5	prototype of the **competence assessment** and learning-needs identification **tool**
6	sample designs of **micro-modules** for competence-based professional development

Restricted Use - À usage restreint

Future deliverables

5	prototype of the **competence assessment** and learning-needs identification **tool**
6	sample designs of **micro-modules** for competence-based professional development
7	**guidelines** for implementing the model in higher education institutions and research institutes

Restricted Use - À usage restreint

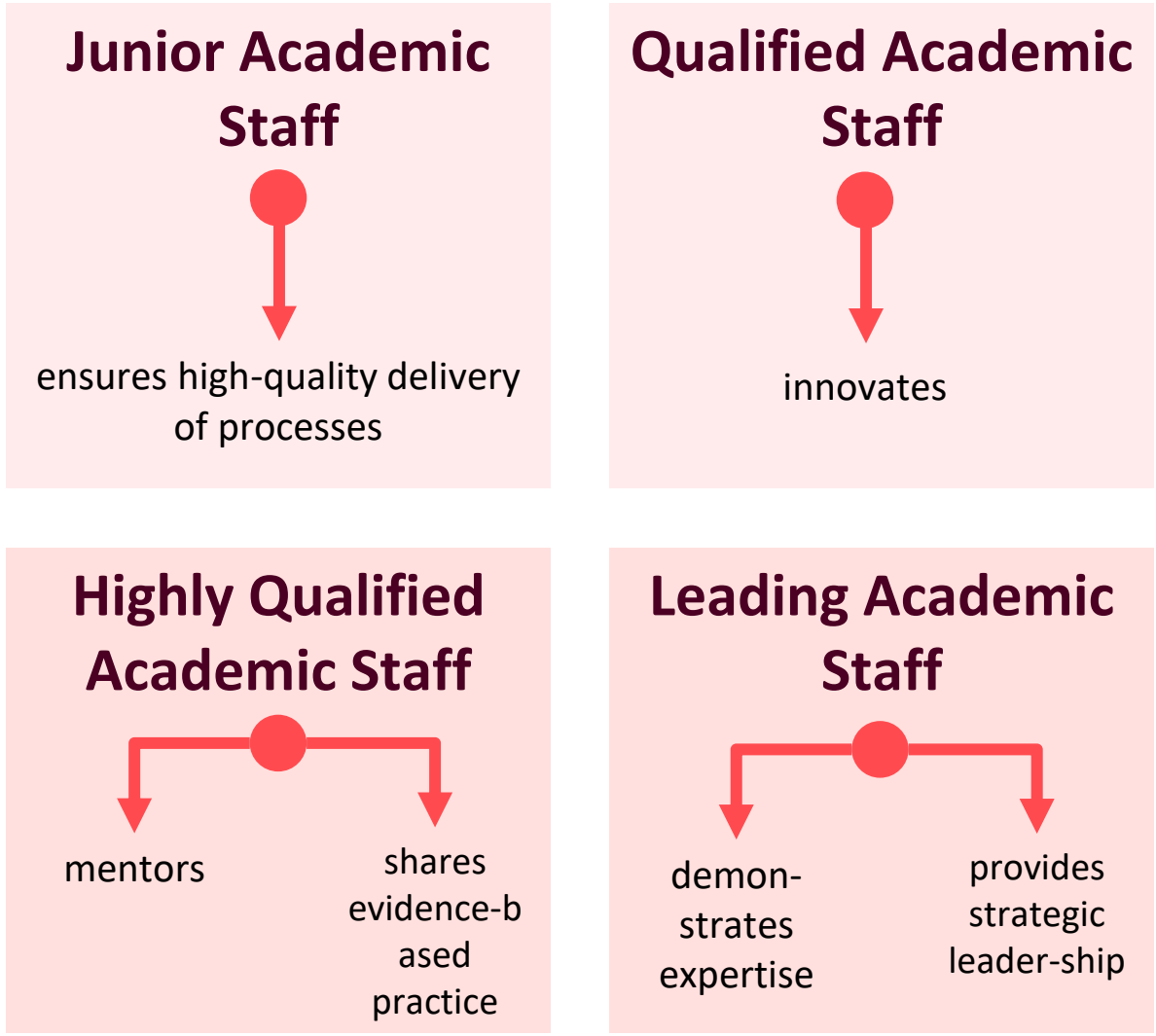
Future deliverables

5	prototype of the **competence assessment** and learning-needs identification **tool**
6	sample designs of **micro-modules** for competence-based professional development
7	**guidelines** for implementing the model in higher education institutions and research institutes
8	**recommendations** for education policy development and regulatory framework design

Restricted Use - À usage restreint

Competence descriptions

- descriptions of competences in **research**, **pedagogy**, **organization**, and **knowledge transfer**
- description of every competence is formulated **at a foundational level**
- **a guiding principle** assigned for each academic career stage



Restricted Use - À usage restreint

Thank you for your attention!

Questions?

Restricted Use - À usage restreint