



Conference: Measuring the Value of a Postsecondary
Education

Toronto 19-20 May 2011

What's Happening in Europe?

Modernization of Higher Education
Programs in Europe: Student-Centered and
Learning Outcomes Based

Robert Wagenaar

Joint co-ordinator Tuning Projects



university of
 groningen



Modernization of Higher Education programs in the framework of Bologna

Outline of presentation



1. What is Tuning ?
2. Basing curricula on descriptors and internationally established reference points
3. How to develop competences and how to measure student learning outcomes ?

Tuning Educational Structures in Europe has been developed in the framework of the Bologna Process and has obtained strong moral and financial support from the European Commission

Coordinating institutions: Universities of Deusto, Bilbao (ES) and Groningen (NL)



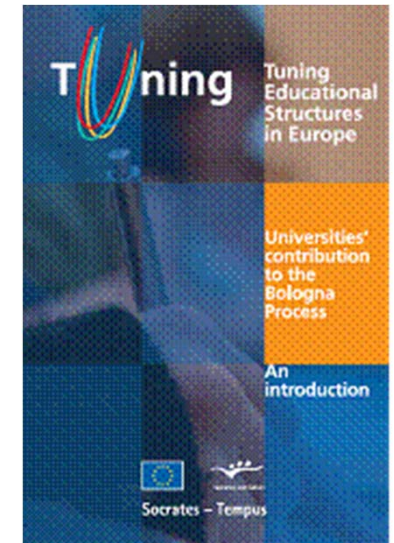


Profiles, Competences and Learning Outcomes in Europe



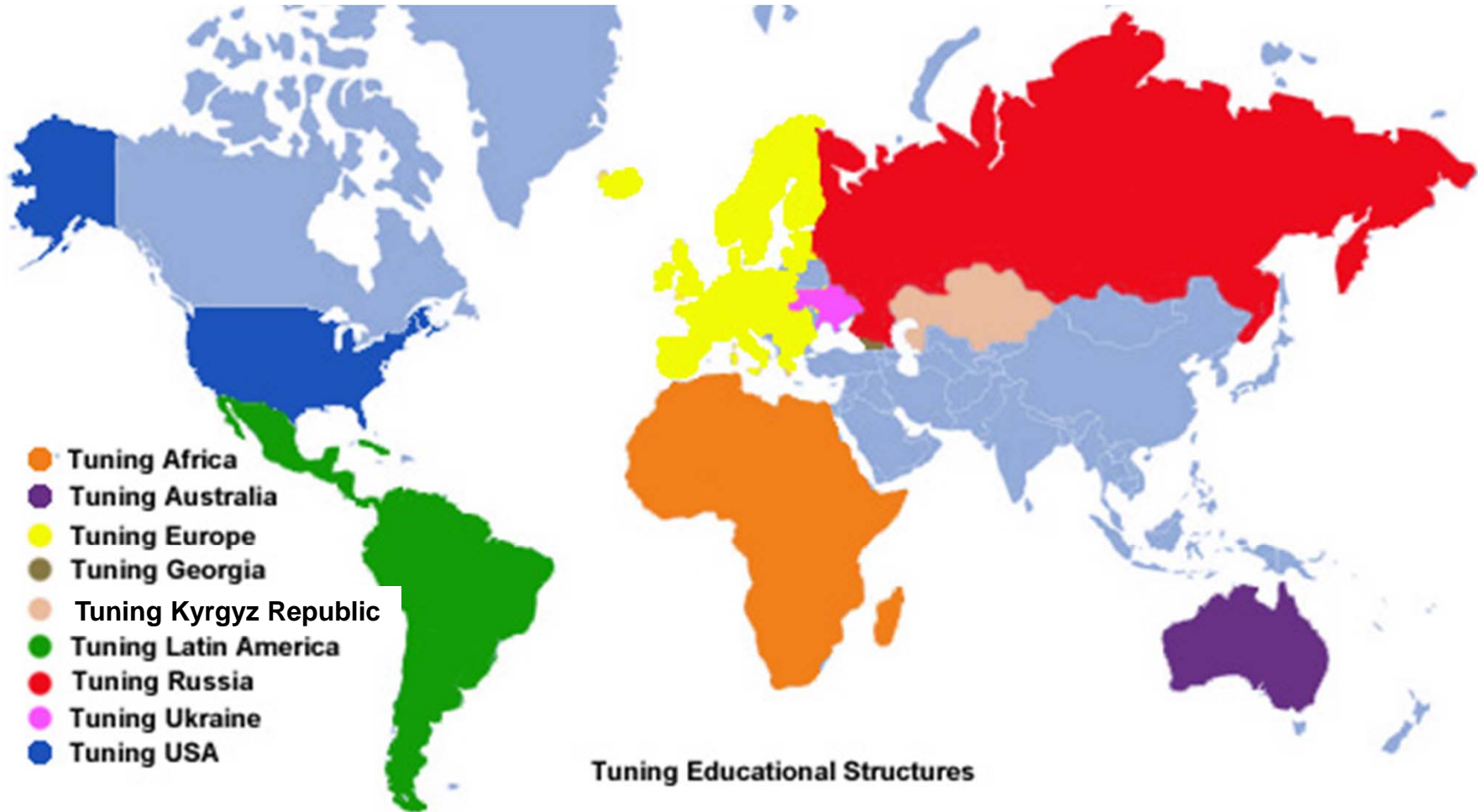
What is Tuning?

- Developed by and for **academics** and **students**
- Offers:
 - A transparent way to (re-)design degree programmes based on the concept of student centred learning: **learning outcomes** and **workload based credits**
 - A **language** understood by all stakeholders (employers, professionals and academics): **generic and subject specific competences**
 - An approach respecting and allowing for **differentiation / diversity**
 - An approach for developing **flexible and divers degree programs** in a Life Long Learning context
 - Shared reference points (not standards) at **subject area level**
 - **Methodology** for high standard degree programs in terms of process and outcomes



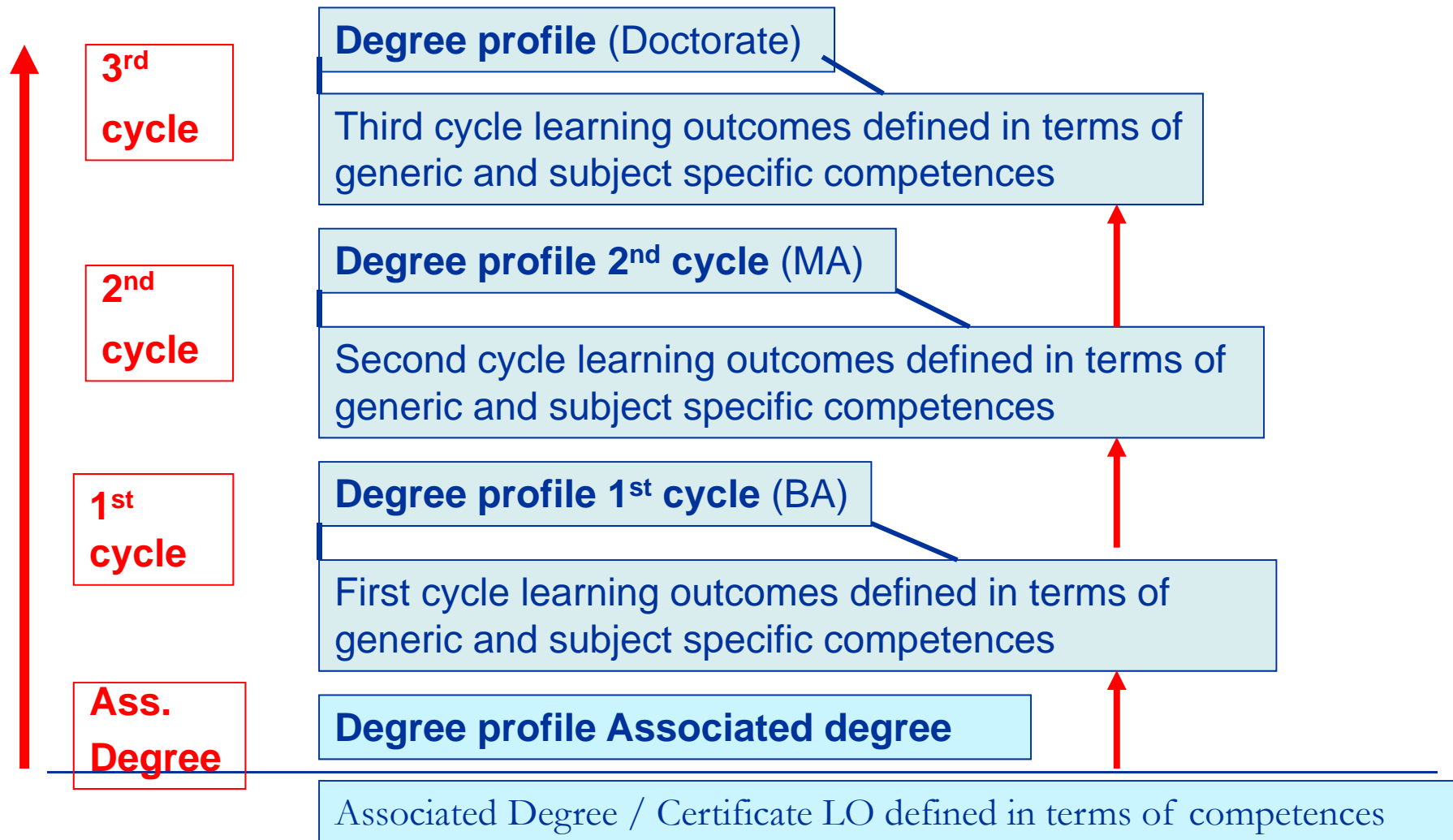


TUNING the World





Profiles, Competences and Learning Outcomes in Europe

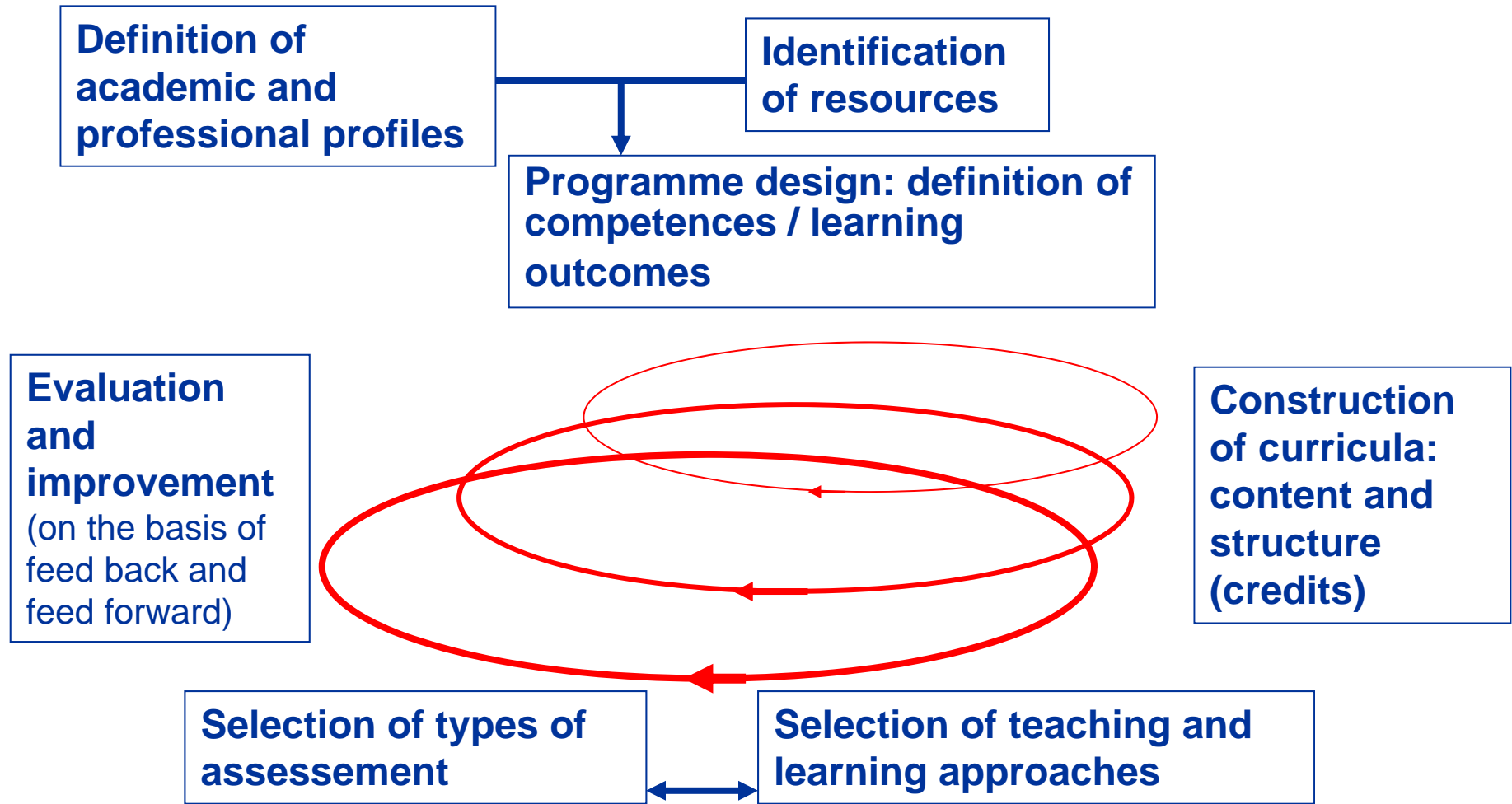




Profiles, Competences and Learning Outcomes in Europe



THE TUNING DYNAMIC QUALITY DEVELOPMENT CIRCLE





Competences and Learning Outcomes in Higher Education



Competences

- Competences represent a dynamic combination of knowledge, understanding, skills and abilities, attitudes and values.
- Fostering competences is the object of educational programmes.
- Level of competence is expressed in terms of learning outcomes.

Learning outcomes

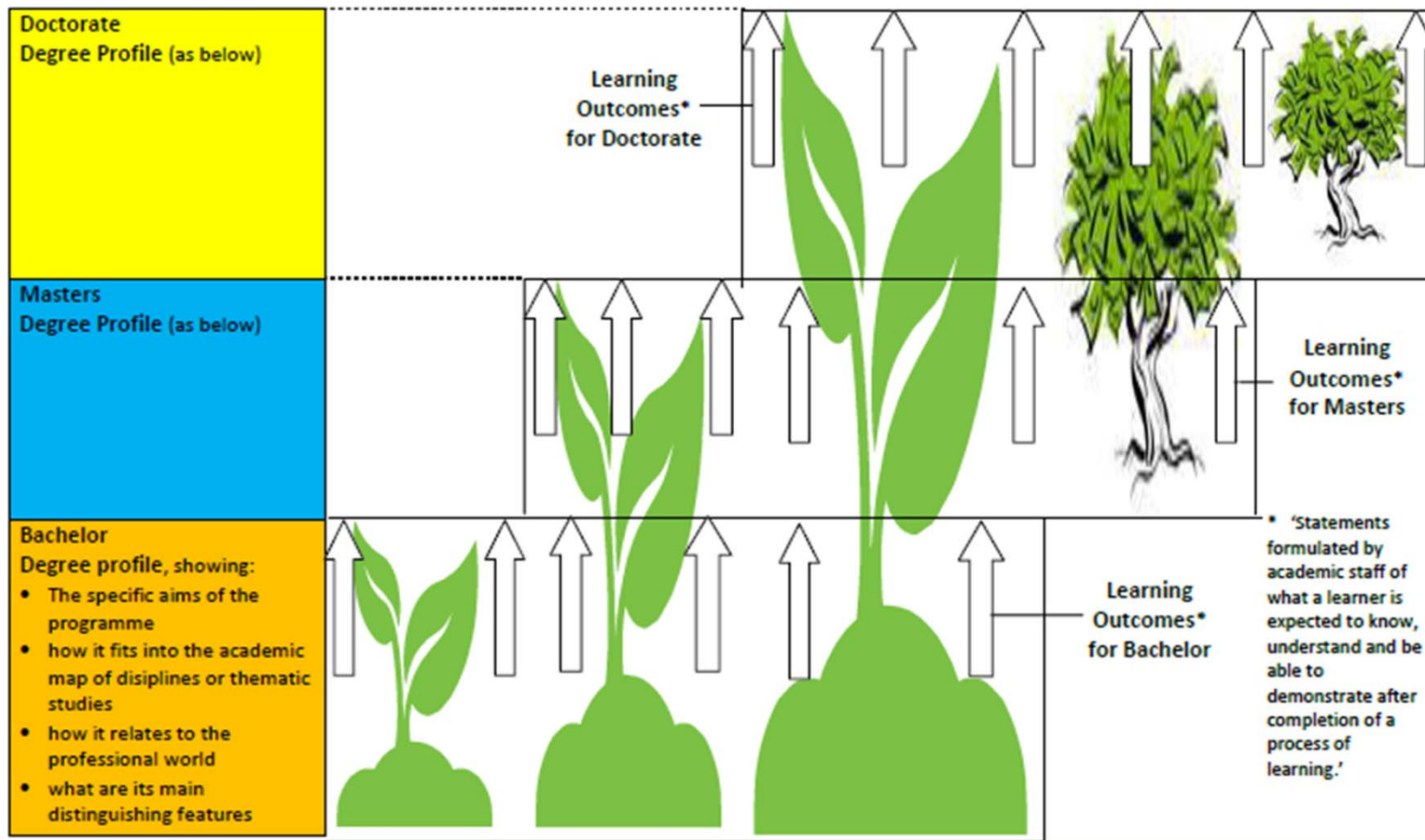
- Learning outcomes are statements of what a learner is expected to know, understand and be able to demonstrate after completion of a period of learning.
-



Relation between Competences and Learning Outcomes



Competences: 'a dynamic combination of knowledge, understanding, skills and abilities [...] formed in different course units and assessed at different stages'



Source: Jeremy Cox (Polifonia Network) for Tuning



Level indicators in Higher Education



We distinguish the following level indicators:

- General Cycle descriptors (Ba, Ma, PhD)
- Tuning reference points for a particular Subject Area
- Generic / transferable competences and subject specific competences
- Degree Program Learning Outcomes
- Module / Unit Learning Outcomes



Qualifications Frameworks



General (cycle) **descriptors** are based on meta, sectoral or national / regional qualifications frameworks

For Europe:

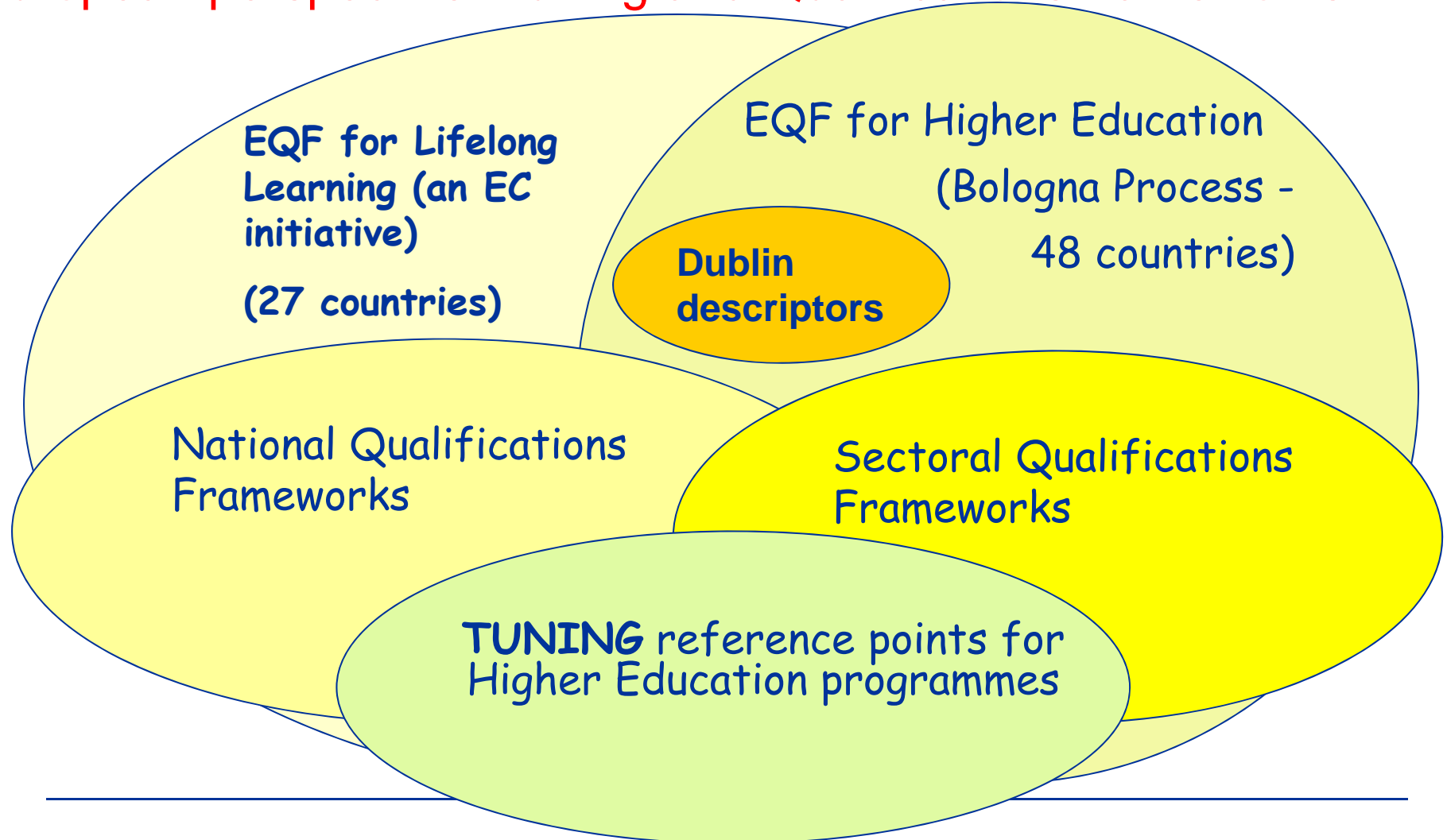
- Qualifications Framework for the EHEA
 - European Qualifications Framework for LLL
-



Qualifications Frameworks



European perspective: Tuning and Qualifications frameworks



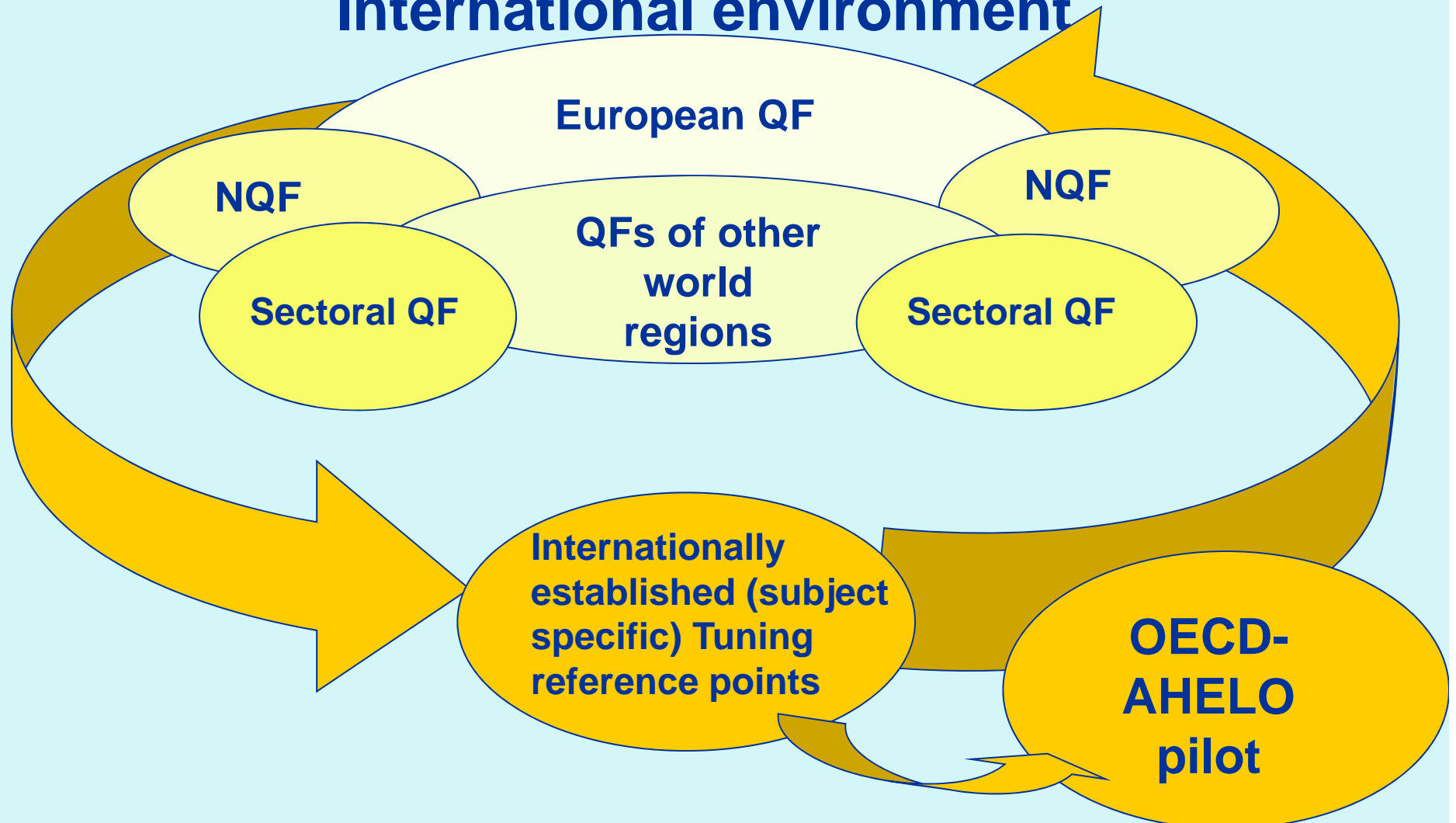


Qualifications Frameworks



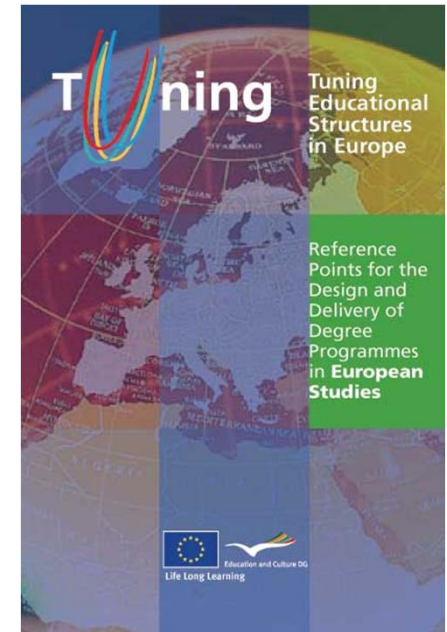
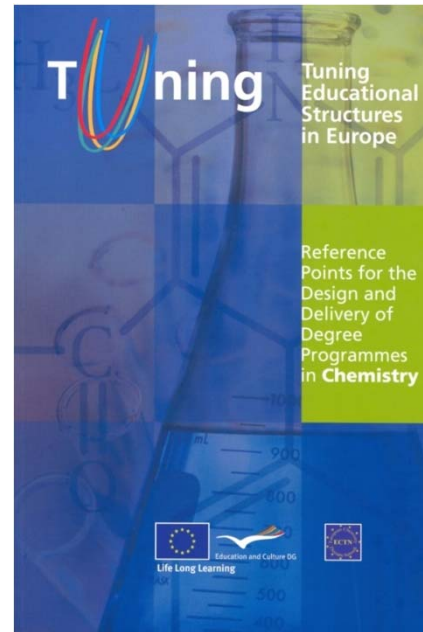
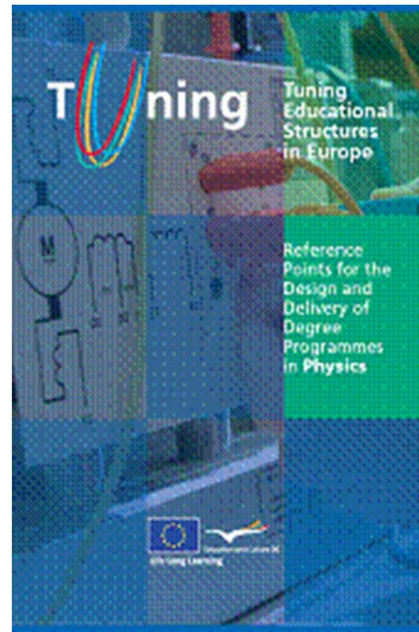
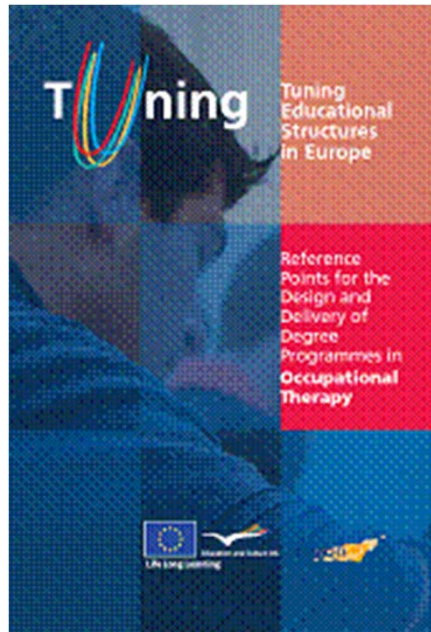
Word wide perspective: Tuning and Qualifications Frameworks

International environment





Tuning Subject Area Reference Points publications



Other subject area brochures: **Business Administration**, **Earth Sciences**, **Educational Sciences**, **Gender Studies**, **Music**, **Social Sciences**

To be published soon: **Architecture**, **Arts and Design**, **Dance and Theatre**, **History**, **Mathematics**, **Medicine**, **Nursing**, **Physiotherapy**

Also published: **Tuning AHELO conceptual frameworks for Economics and Engineering** (first cycle)



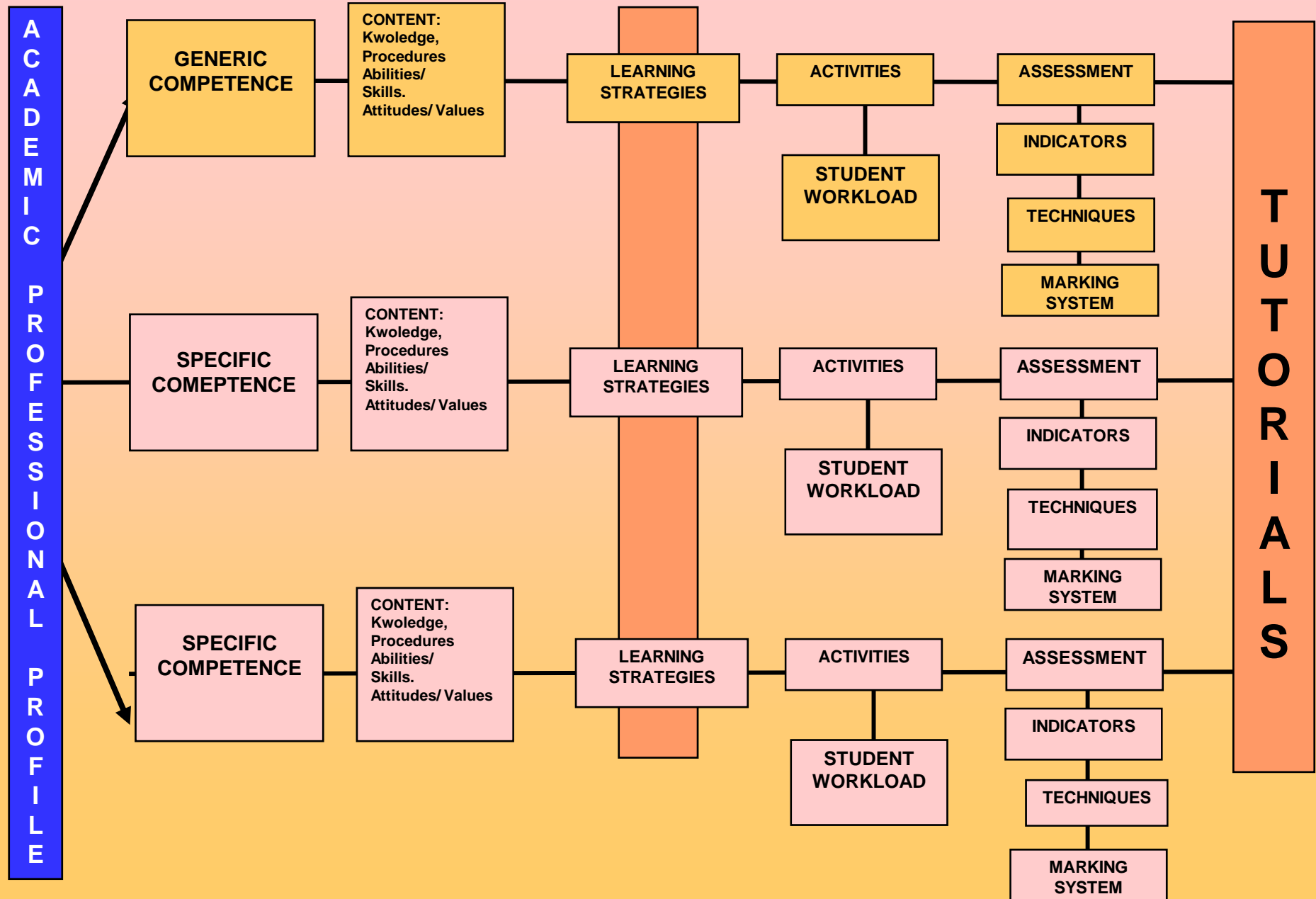
Modernization of Higher Education Programs in Europe



3. How to develop competences and how to measure learning outcomes ?

- From profile to tutorials
 - Example of a profile
 - Example of a generic competence
 - How to write measurable learning outcomes statements
-

DEVELOPMENT OF COMPETENCES





Example of a profile:

Erasmus Mundus Master of Excellence
Euroculture: Europe in the Wider World



“The mission of the programme is to provide graduates with the following **profile**:

- a deep understanding of European identity, civil society, the ongoing European unification process in itself, its cultural and social dynamics and the consequences for its citizens and the wider world;
 - the ability to identify and problematise what Europe and the EU represent for its citizens and for the wider world;
 - the ability to translate analysis of current turmoil regarding the handling of multicultural society issues into feasible solutions.”
-



EQF-descriptor MA / Profile / Learning Outcomes



Graduates have achieved the following programme learning outcomes at graduation.

KNOWLEDGE
- highly specialised knowledge, some of which is at the forefront of knowledge in a field of work or study, as the basis for original thinking and/or research
- critical awareness of knowledge issues in a field and at the interface between different fields

**Level 7
EQF**

Deep understanding of European identity/is, civil society/ies, the ongoing European unification process in itself, its cultural and social dynamics and the consequences for its citizens and the wider world:

- Thorough knowledge and understanding of the phenomena of multiculturalism, national and European identity, current political governance, and evolving social-political processes on the basis of four concepts, namely: Communication, Cooperation, Mobility of Citizens and Active Citizenship;
- Thorough (historical) understanding of the European integration process in a global perspective;
- Thorough knowledge and understanding of theoretical and methodological approaches, in particular comparativism and constructivism, which allow for independent research in the academic field involved;
- Experienced knowledge and understanding of different regional and national perceptions of the European integration process from a cultural-social perspective including awareness of the push and pull factors in the process of European identity formation and in relation to third countries;
- High level of sensitiveness based on knowledge and insight regarding cultural-social differences and comparabilities at group, local, regional, national, European and global level;
- Performing and presentation of the outcomes (in oral and written form) of independent research by making efficient use of primary and secondary sources (e.g. libraries, computerised material, bibliographical material).



Example of a generic competence / skill



Levels of Achievement : *TEAMWORK*

- **FIRST LEVEL OF ACHIEVEMENT:** Actively participates and collaborates in team tasks, and encourages trust, friendliness and focus on the common goal through the attitudes he/she conveys.
 - **SECOND LEVEL OF ACHIEVEMENT:** Contributes to the consolidation and development of the team, encouraging communication, fair distribution of tasks, a pleasant atmosphere, and cohesion.
 - **THIRD LEVEL OF ACHIEVEMENT:** Is capable of running work groups, guaranteeing the integration of all group members, and their focus on an excellent level of work achieved.
-



LEVELS OF ACHIEVEMENT

**TEAMWORK: THIRD LEVEL OF ACHIEVEMENT (1/2)
DESCRIPTIONS**



INDICATORS

1

2

3

4

5

THIRD LEVEL:
Is capable of running work groups, guaranteeing the integration of all group members, and their focus on an excellent level of work achieved.

Actively co-operates in the planning of group work, the distribution of tasks, and deadlines.	Does things without any prior planning	Makes last minute plans, and leaves loose ends. Unrealistic deadlines.	Makes concrete suggestions for the distribution of tasks, and sets reasonable deadlines.	Stimulates the participation of other group members, coordinating their contributions.	Distributes feasible tasks to members, along with clear aims, in time-pressured situations when there are many elements to be dealt with.
Efficiently manages meetings.	Is not capable of coordinating a meeting for which he/she is responsible.	Attempts to manage the meeting but is not in control of the timetable, commitments made, nor the results.	Efficiently manages meetings, and achieves objectives.	Efficiently manages meetings, achieving balanced participation from all those present.	Achieves balanced participation and commitment from all team members.
Suggests ambitious and well-defined goals for the group.	Is incapable of forming clear objectives for the group.	Suggests 'fuzzy' goals that confuse the group	Suggests attractive goals for the group, and defines them clearly.	Encourages the team, defining achievable goals and a clear vision for the future.	Energizes the team so that they take on group objectives as their own.



TEAMWORK: THIRD LEVEL OF ACHIEVEMENT (2/2)

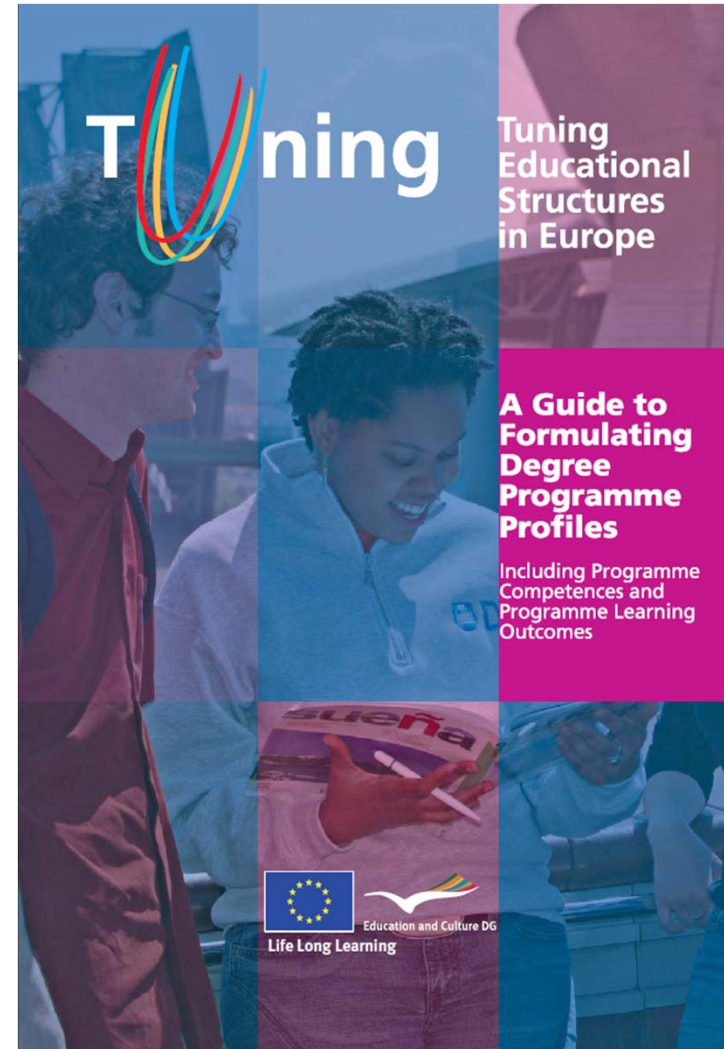
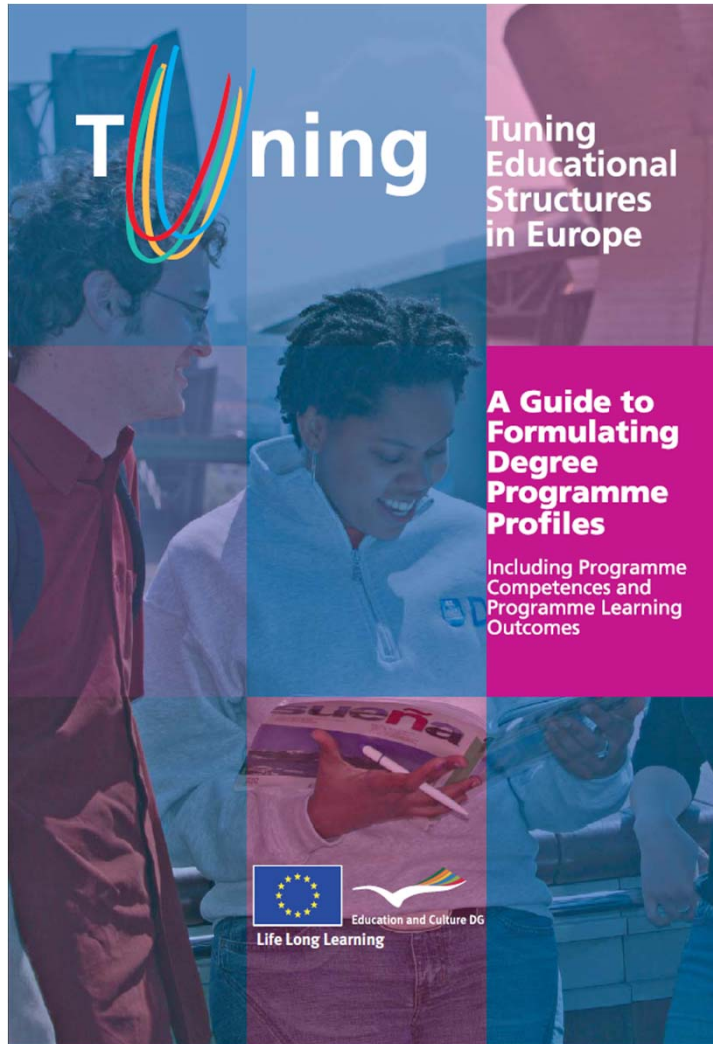


LEVELS OF ACHIEVEMENT	INDICATORS	DESCRIPTIONS				
		1	2	3	4	5
<u>THIRD LEVEL:</u> Is capable of running work groups, guaranteeing the integration of all group members, and their focus on an excellent level of work achieved	Facilitates the positive management of differences, disagreements, and conflicts that arise within the team.	Encourages conflicts by exaggerating differences.	Gets lost and does not know how to reconcile differences expressed by others without completely removing him/herself from the situation.	Faces up to conflicts, dealing with all contributions and differences that there are in the team.	Faces up to conflicts, balancing contributions, and coming out successfully.	Makes others see differences are enriching, and enables the achievement of agreements pleasing to everybody.
	Encourages all team members to commit themselves to the management and running of the group.	Does not get a personal commitment from the members of the team, damaging group dynamics and motivation.	Finds it difficult to get a basic commitment from members for the functioning of the group.	Gets the commitment of every participant, meaning that the team works as such.	Gets a personal and collective commitment from the team regarding all key aspects of the project.	Achieves a state in which team members show commitment and accept the suggestions of others as their own.

Developed by Aurelio Villa and Manuel Poblete (Universidad de Deusto, 2007)



A Guide to Formulating Degree Program Profiles



netherlands-norwegian accreditation organisation



Outline of Tuning Guide to Formulating Degree Program LOs



Degree profile (professional and/or academic)

Key elements:

- A. Purpose
- B. Characteristics
- C. Employability & further education
- D. Education style
- E. Program competences
- F. List of program learning outcomes

As part of the Competence and Recognition Project (CoRe) a **Template** as been developed which also contains guidelines for formulating Program Competences and good Program Learning Outcomes.



Writing good Program Learning Outcomes (F)



The following are characteristics of good verifiable, comprehensible and observable PLOs. They should be:

- **Specific** (giving sufficient detail, written in clear language)
- **Objective** (formulated in a neutral way, avoiding opinions and ambiguities)
- **Achievable** (feasible in the given timeframe and with the resources available)
- **Useful** (they should be perceived as relevant for higher education studies and civil society)
- **Relevant** (should contribute to the aim of the qualification involved)
- **Standard-setting** (indicate the standard to be achieved)



Writing good Program Learning Outcomes (F)



CoRe - Tuning model to define Learning Outcomes

A Learning Outcome should contain 5 elements:

1. An **active verb form**
2. An indication of the **type** of LO: knowledge, cognitive processes, skills, or other competences
3. The **topic** area of the LO: this can be specific or general and refers to the subject matter, field of knowledge or a particular skill
4. An indication of the **standard** or the **level** that is intended / achieved by the LO
5. The **scope** and/or **context** of the LO.



Writing good Program Learning Outcomes (F)



The CoRe-Tuning model in practice:

[The student has] demonstrated capability to address a research problem, retrieving the appropriate sources and bibliography, and giving critical, narrative form to his/her findings in a text of around 60 pages.

b) to address	retrieving the appropriate sources and bibliography <i>(skill)</i>	a research problem	critical, narrative form	findings in a text of around 60 pages.
<i>verb</i>	<i>type</i>	<i>subject</i>	<i>standard</i>	<i>scope/context</i>



Writing good Program Learning Outcomes (F)



Examples of levels in the subject area History

BA

- that he/she is able to formulate texts and briefs based on up-to-date historical information such as can be of use in e.g. journalism, for local bodies and museums.
- ability to speak and write simple texts and presentations as well as the more complex and scholarly text required in the final year, using the appropriate communication registers

MA

- ability to formulate and refine a significant research problem, gathered the necessary information to address it and formulated a conclusion which can be defended in a scholarly context.
- awareness of and commitment to scientific standards in accuracy and breadth of the documentation located, utilised and cited in assignments and in the final dissertation.

PhD

- ability to elaborate and present convincingly to a group of qualified researchers a relevant and well-argued research plan for dealing with a significant problem.
- capability to carry out an extended original research product based on critical examination of sources and provided with the necessary scientific apparatus in terms of notes, bibliographies and publication of relevant documents.



Writing good Program Learning Outcomes (F)



Different levels and types: Nursing

Level	Programme learning outcome
First cycle/ Bachelors	The nurse can work closely with individuals, groups and carers, using a range of skills to carry out comprehensive, systematic and holistic assessments. The assessments must take into account current and previous physical, social, cultural, psychological, spiritual, genetic and environmental factors that may be relevant to the individual and their families.
Second cycle/ Masters	In his/her designated speciality, the nurse must demonstrate his/her mastery of advanced nursing skills, (including diagnostic and therapeutic techniques) to assess and manage patients with complex health/illness states.
Clinical Doctorate	The nurse can demonstrate leadership in his/her chosen clinical area; able to influence and set strategic practice development and research agendas.
Doctorate/ PhD	Can demonstrate a systematic acquisition and understanding of a substantial body of knowledge which is at the forefront of the discipline of nursing, or an area of professional nursing practice.



Modernization of Higher Education Programs in Europe



Thank you for your attention !

