Tuning
Tuning
Educational Structures
in Europe

Generic and Subject Specific Competences in Higher Education degree programmes
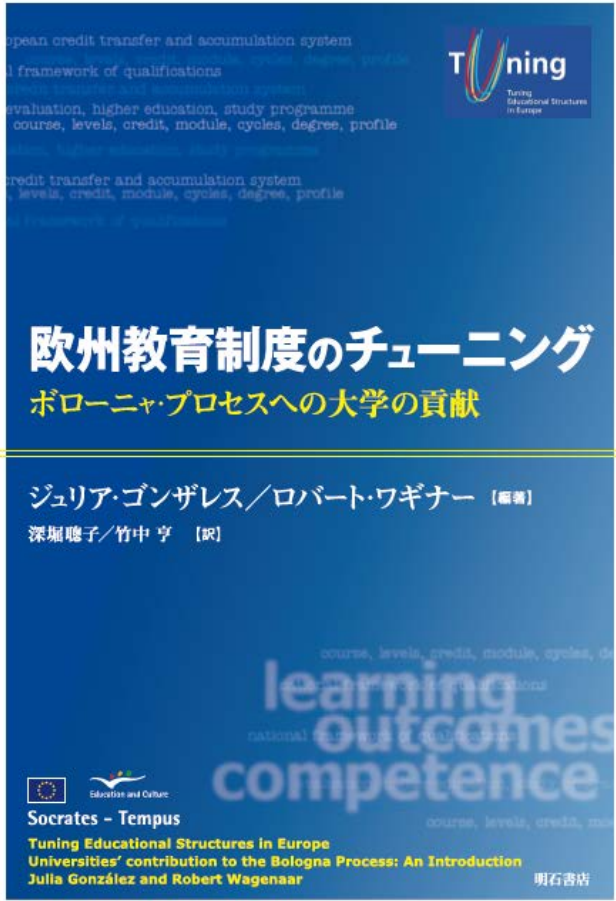
Competence Development
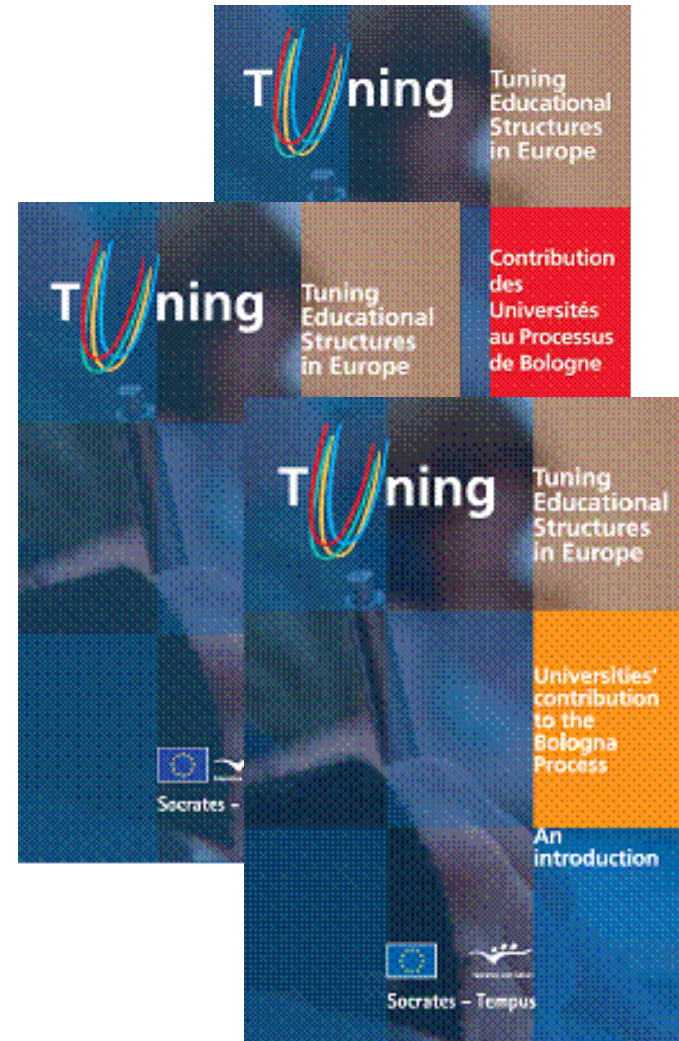## Mastery Levels, Indicators and Descriptors

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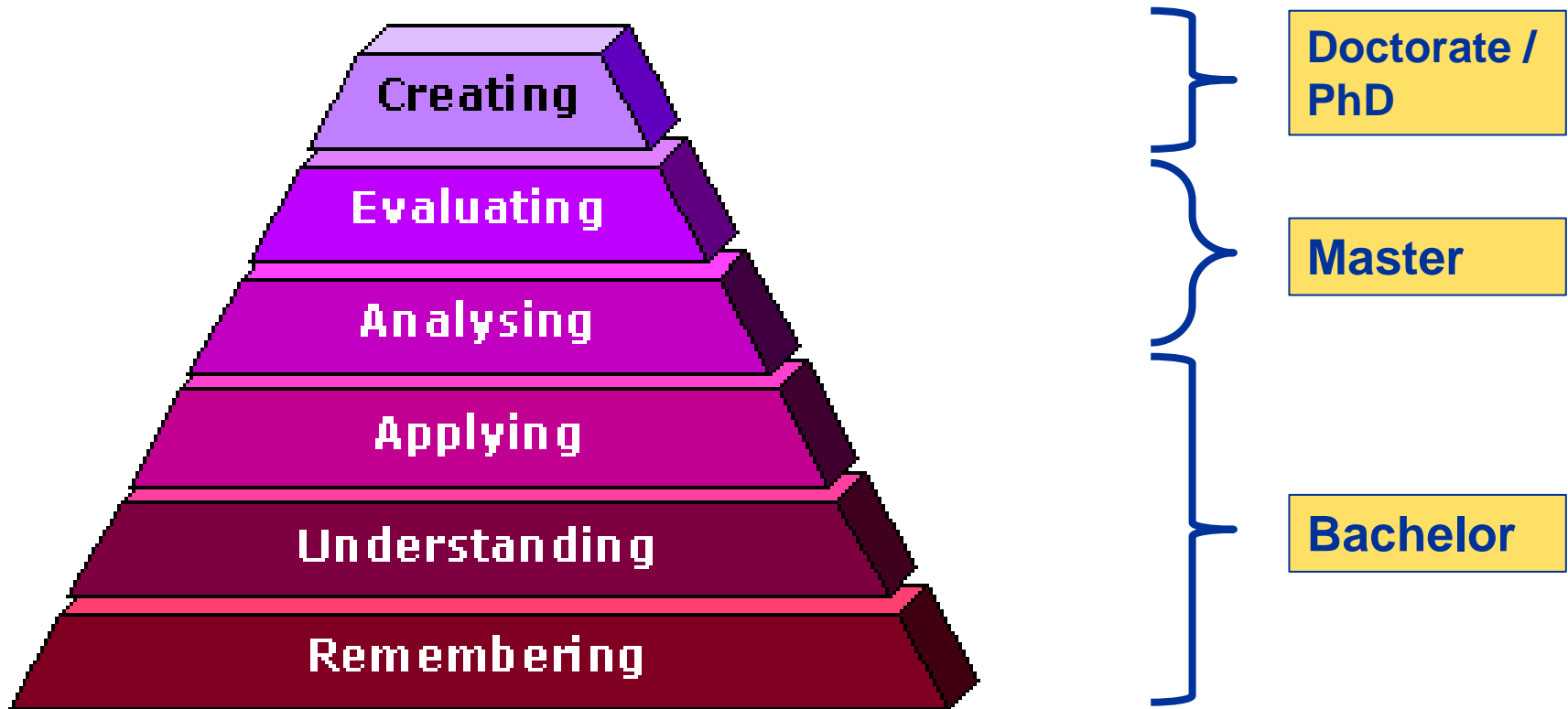university of
groningen

Competence Development

Outline of presentation

1. Distinguishing levels of learning

2. Identifying key competences

   ➤ Indicators

   ➤ Descriptors

3. Writing good Learning Outcomes

Bloom's Taxonomy (Classification) of Learning (1956)

Creating

Evaluating

Analysing

Applying

Understanding

Remembering

Doctorate / PhD

Master

Bachelor

Revised taxonomy of the cognitive domain following Anderson and Krathwohl (2001)

Mastery levels according to Tuning

➢ **B**asic level course (meant to give an introduction in a subject);

➢ **I**ntermediate level course (intended to deepen basic knowledge and skills);

➢ **A**dvanced level course (intended to further strengthening of expertise);

➢ **S**pecialized level course (meant to build up knowledge and experience in a special field or discipline).
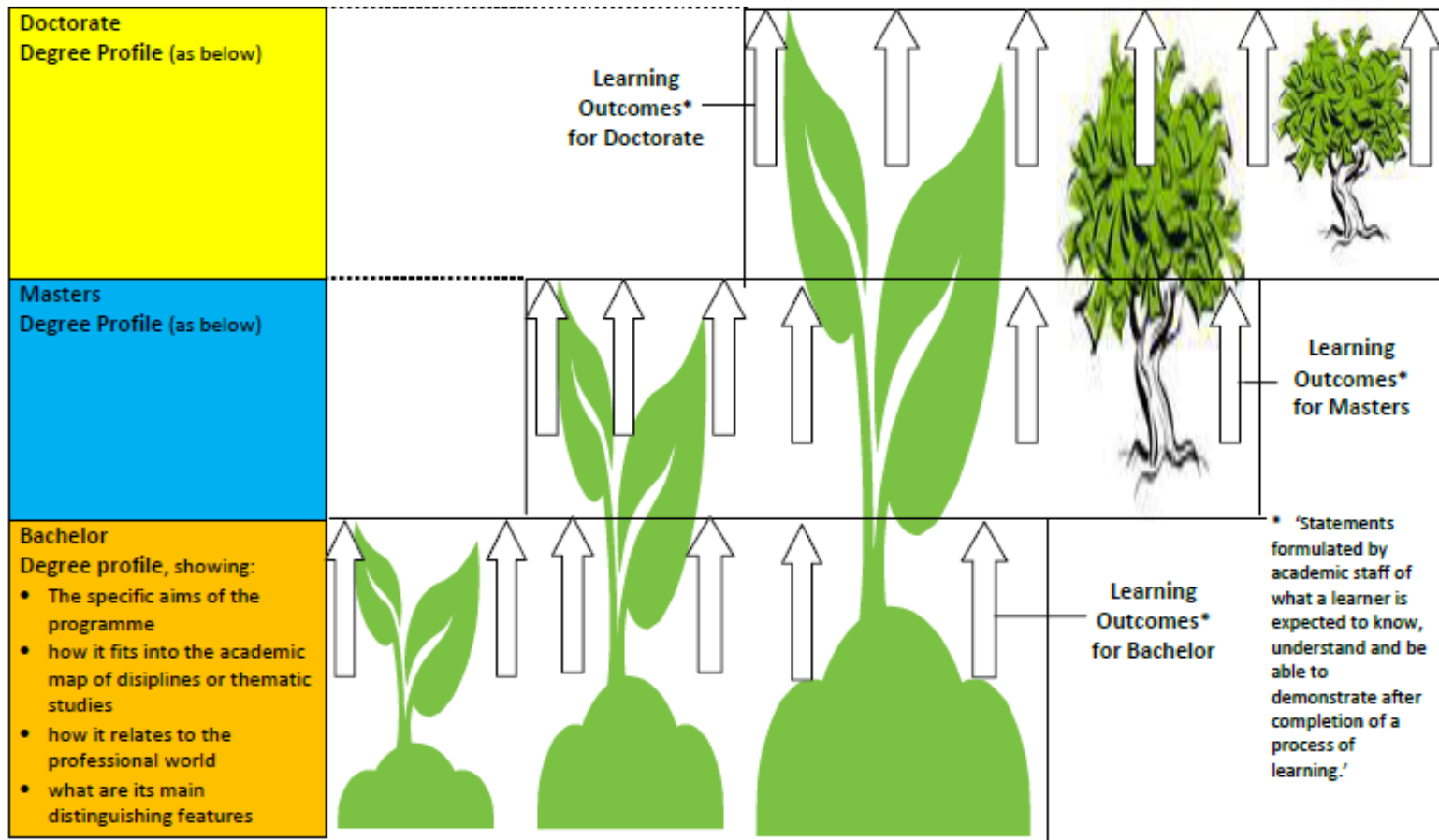
Tuning definitions:

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'

Doctorate
Degree Profile (as below)

Masters
Degree Profile (as below)

Bachelor
Degree profile, showing:
- The specific aims of the programme
- how it fits into the academic map of disiplines or thematic studies
- how it relates to the professional world
- what are its main distinguishing features

Learning Outcomes* for Doctorate

Learning Outcomes* for Masters

Learning Outcomes* for Bachelor

* 'Statements formulated by academic staff of what a learner is expected to know, understand and be able to demonstrate after completion of a process of learning.'

Source: Jeremy Cox (Polifonia Network) for Tuning

Relation between Competences and Learning Outcomes

Progression of Mastery

LEARNING OUTCOMES AND COMPETENCES IN STUDY PROGRAMMES

Example

Course unit/ learning outcome	Competence									
	A	B	C	D	E	F	G	H	I	J
Unit 1		X			X					
Unit 2	X			X			X			
Unit 3		X				X			X	
Unit 4	X		X							X

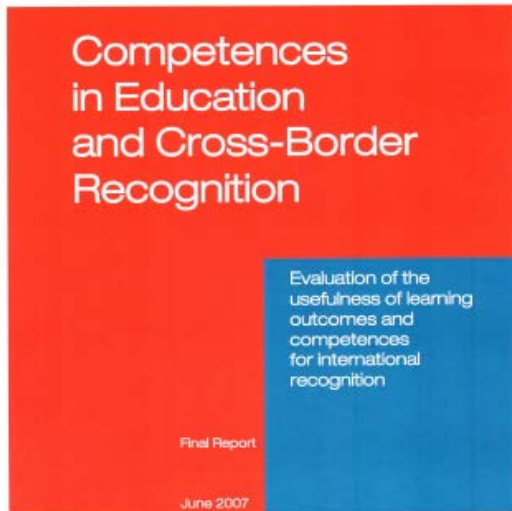(X: This competence is developed and assessed and is mentioned in the learning outcomes of this Unit)

Tuning distinguishes:

❑ Generic competence (transferable skills)

❑ Subject specific competences

➢ Generic competences are general to any degree programme and can be transferred from one context to another (see the Tuning EU list of 31)

➢ Subject specific competences are related to a specific subject area / discipline

Competences in Education and Cross-Border Recognition

Evaluation of the usefulness of learning outcomes and competences for international recognition

Final Report

June 2007

Netherlands organisation for international cooperation in higher education

nuffic

Education and Culture

Socrates

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UK NARIC

ENIC-NARICS

CoRe Project ENIC-Naric and Tuning:

Preparation and publication of Tuning – ENIC-NARIC manual to assist university staff in writing reliable degree profiles and sets of degree programme Learning Outcomes to be used for RECOGNITION purposes
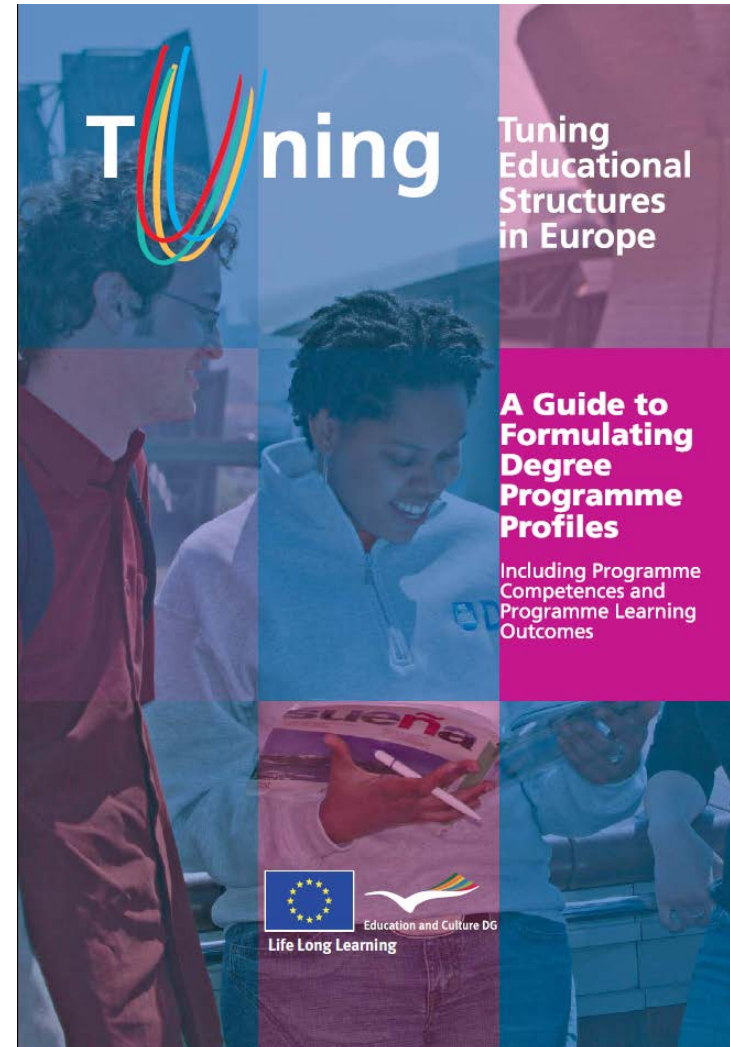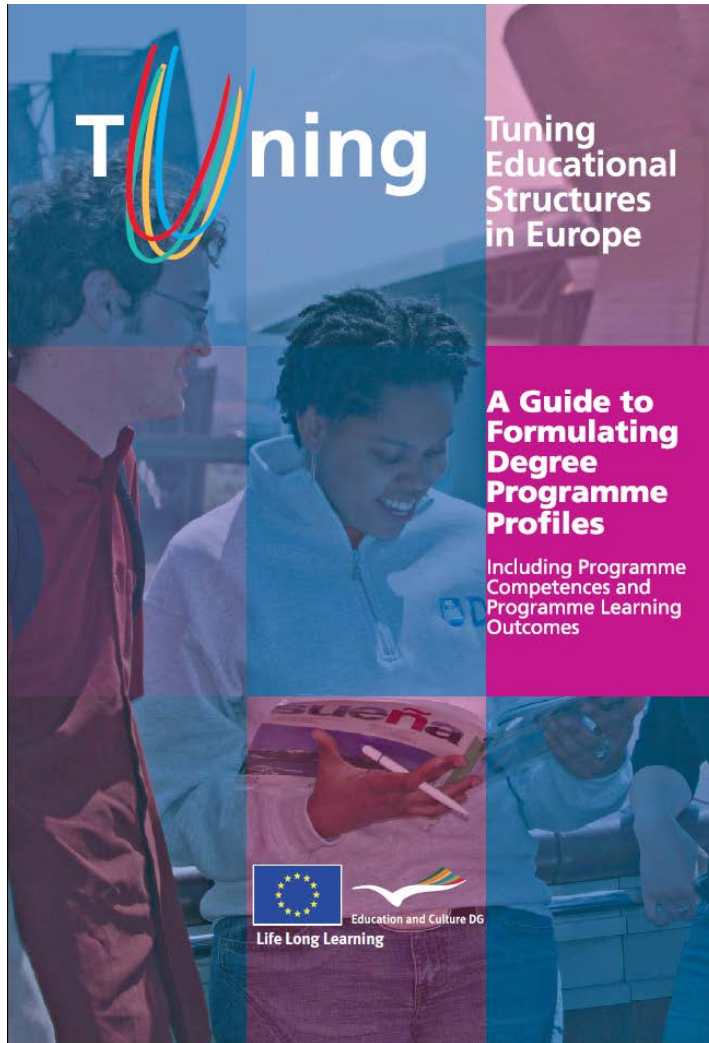
Input European Diploma Supplement

Degree profile (professional and/or academic)

Key elements:

A. Purpose
B. Characteristics
C. Employability & further education
D. Education style
E. Programme 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 Programme Learning Outcomes.

Example of a graduate profile:
Erasmus Mundus Master of Excellence
Euroculture: Europe in the Wider World

"The mission of the programme is to provide graduates with the following graduate **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 <u>achieved</u> 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	*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).

Level 7 EQF

Example of a generic key degree **programme competence:**

Creativity: *capacity to be creative in developing ideas and in pursuing research goals*

Level	Programme learning outcome
First cycle/ Bachelors	Demonstrable ability to generate and convey new ideas or to generate innovative solutions to known problems or situations
Second cycle/ Masters	Demonstrable ability to generate original, quality ideas that can be made explicit and defended in both known and unfamiliar situations
Doctorate	Demonstrable ability to contribute original, practical, applicable and complex ideas and solutions that affect self and own processes as well as others.

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

INDICA-TORS	1	2	3	4	5
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.

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.

LEVELS OF ACHIEVEMENT	INDICATORS	DESCRIPTIONS				
		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	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 manage-ment 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 commit-ment 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)

LEVELS OF ACHIEVEMENT	INDICATORS			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	Facilitates the positive management of differences, disagreements, and conflicts that arise within the team.			...aces up to ...onflicts, ...alancing ...ontributions, ...nd coming out ...uccessfully.	Makes others see differences are enriching, and enables the achievement of agreements pleasing to everybody.
	Encourages all team members to commit themselves to the manage-ment and running of the group.			...ets a personal ...nd collective ...ommitment ...om the team ...egarding all key ...spects of the ...roject.	Achieves a state in which team members show commitment and accept the suggestions of others as their own.

Aurelio Villa Sánchez & Manuel Poblete Ruiz (Eds.)

Competence-based learning

A proposal for the assessment of generic competences

T**u**ning

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

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)

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.

The 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 (skill)	a research problem	critical, narrative form	findings in a text of around 60 pages.
verb	type	subject	standard	scope/context

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 research-ers 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.