Presentation of the concept of Competences.

Generic Competences in different contexts

Pablo Beneitone and Robert Wagenaar

Tokyo, March 2015

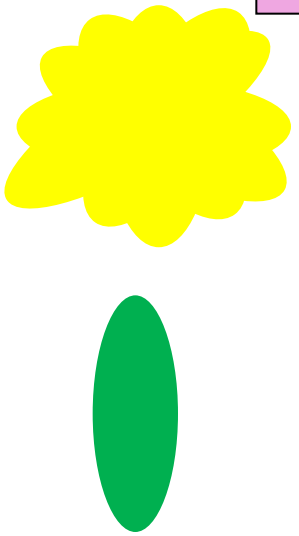
Outline

1. Definitions. Main Concepts and procedures.

2. Generic Competences in different contexts.

3. Consultation: how it was done in other Tuning projects.

Key elements



Meta profile

Degree profile

Programme

Key Competences

Year	Semester	Course/Module	Credits
1	1st Semester	Agricultural Chemistry and Soil Science	6
		Animal Production: Principles and Techniques	6
		Agronomy and Horticultural Crop Production	6
		Applied Economics, Extension and Systems	6
	2nd Semester	Microbiology and Genetics I	6
		Agrochemistry and Climate Change	6
		Food Science and Technology	6
		Agricultural Engineering and Applications	6
2	3rd Semester	Statistical Methods for Agricultural Sciences	6
		Biochemistry and Biotechnology	6
		Soils, Diseases and Weeds Control	6
		Animal Production and Science I	6
	4th Semester	Botany and Crop Physiology	6
		Scientific Communication Skills	6
		Microbiology and Genetics II	6
		Animal Science and Production II	6
3	5th Semester	Crop Production Technologies	6
		Postharvest Management and Agricultural Produce Processing	6
		Project I	6
		Agricultural Management and Marketing	6
	6th Semester	Entrepreneurship for Small and Medium Agribusiness	4
		Project II	6
		Practical Training	10

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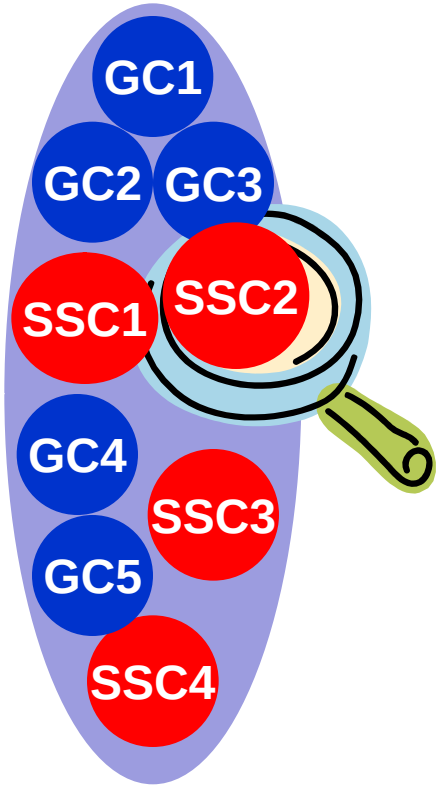
LEARNING OUTCOMES

Concepts. Definitions



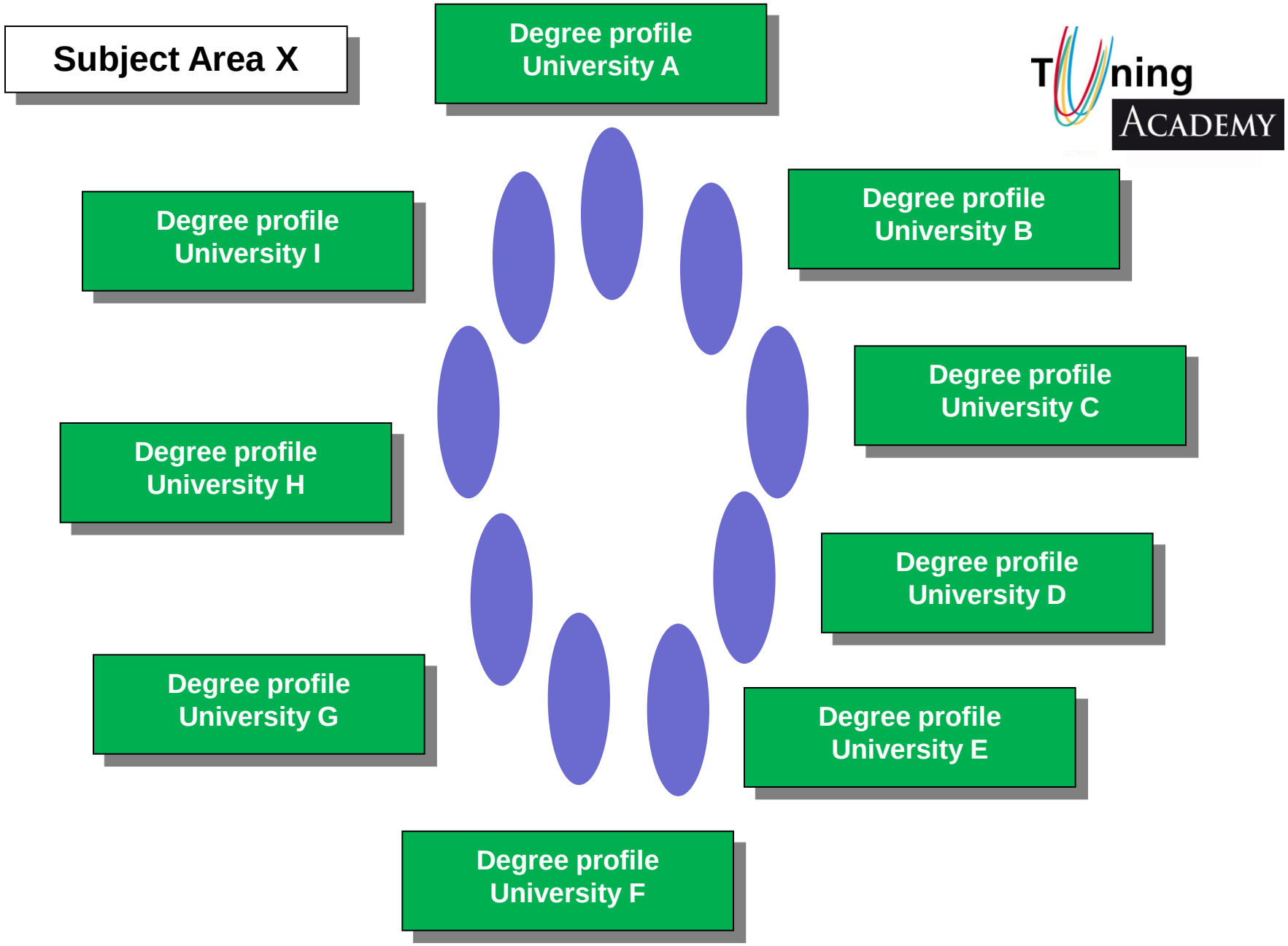
Degree profile

Describes in terms of competences and learning outcomes what graduates will know, understand and be able to do by the time they have successfully completed the programme.

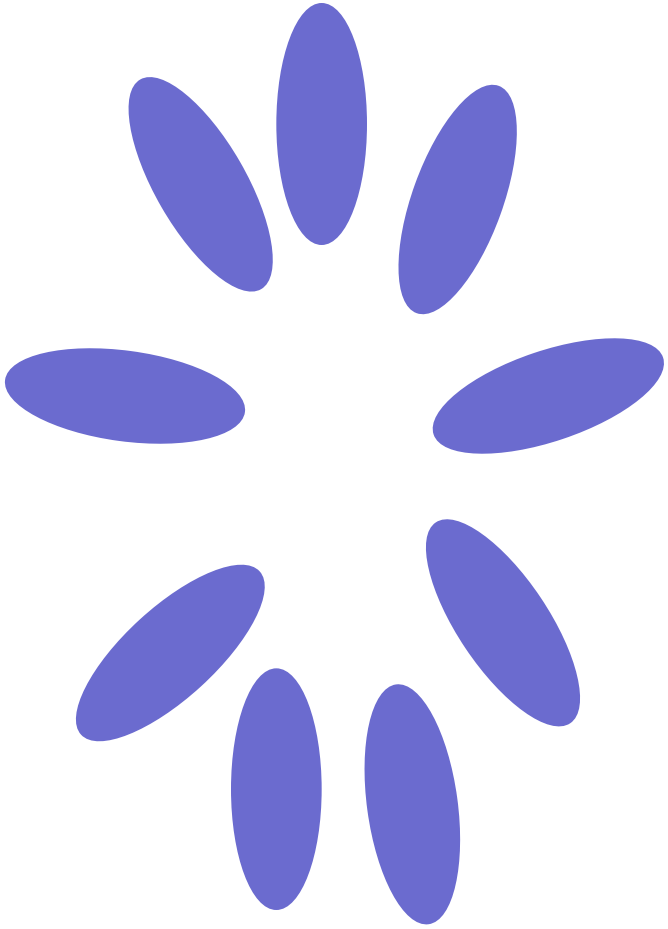
A set of key competences (Generic (GC) and Subject Specific (SS)) to be developed by the learners in the framework of a programme.

Should be very concise and it needs to be very clear.

Provides a tool for: COMMUNICATION, TRANSPARENCY and RECOGNITION


Subject Area X
Degree profile University A
Degree profile University B
Degree profile University C
Degree profile University D
Degree profile University E
Degree profile University F
Degree profile University G
Degree profile University H
Degree profile University I
Tuning Academy

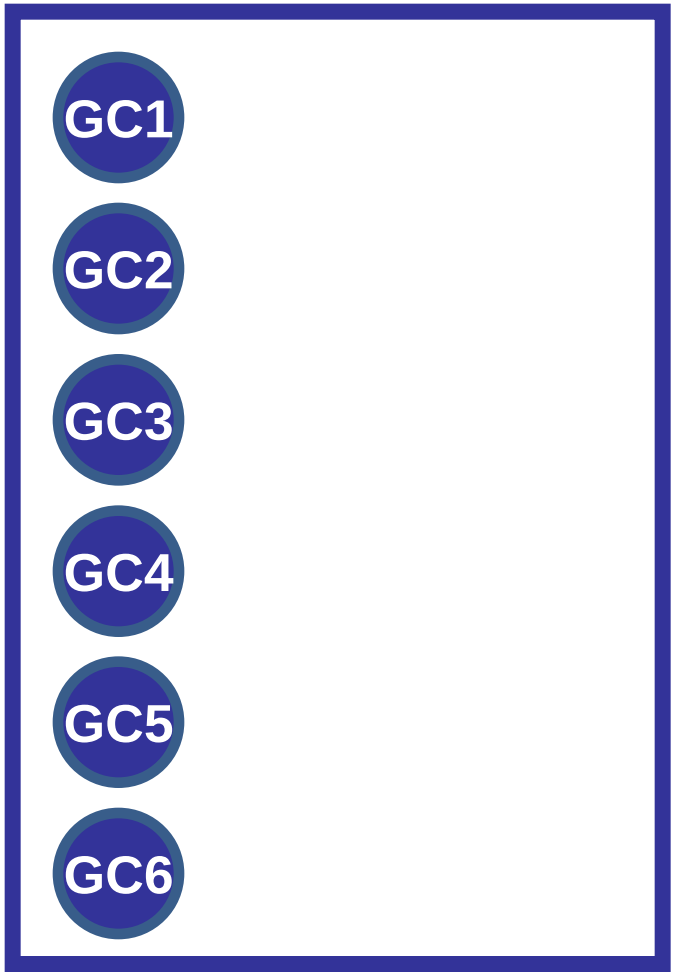
Subject Area X



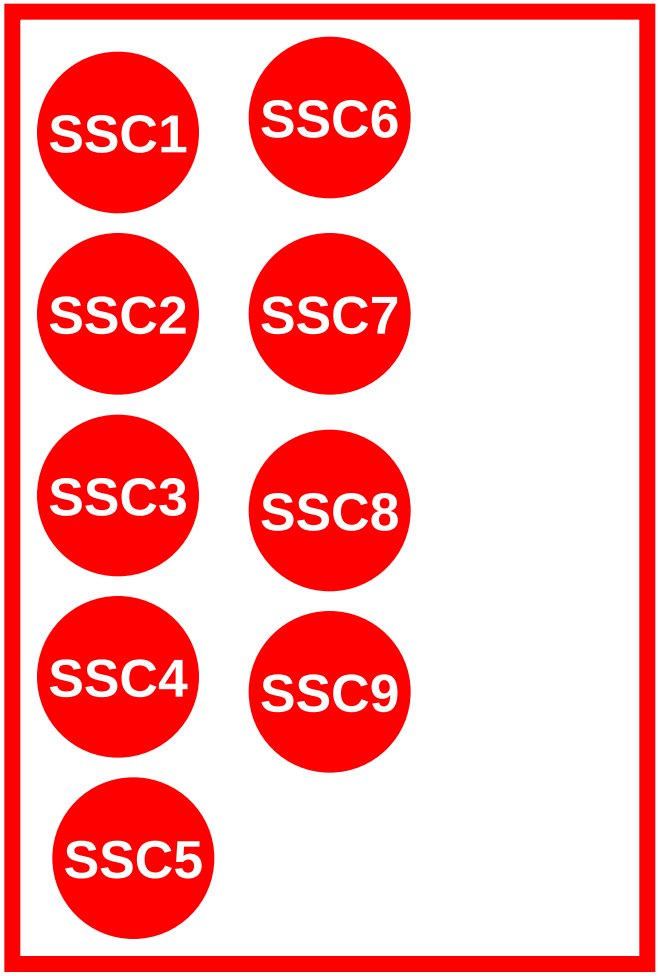
Subject Area X

Tuning Academy

List of Generic Competences



List of Subject Specific Competences



Concepts. Definitions

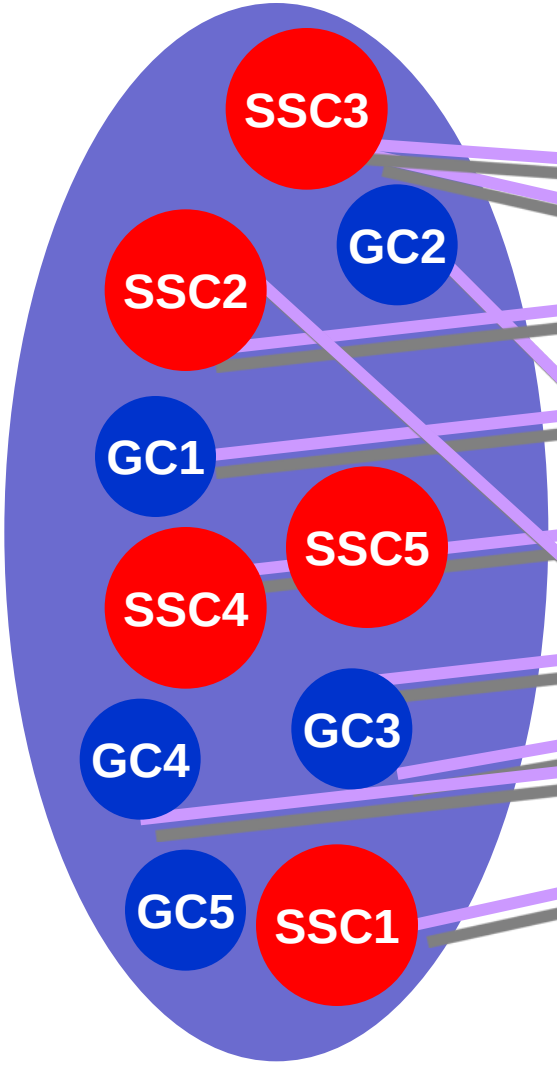
Competence

What is a competence according to Tuning?

- Is a broad concept
- Represents a dynamic combination of:
  - Knowledge and understanding at different levels
  - Skills and abilities
  - Attitudes and values
- Competences are used to define degree profiles
- Competences are formed in various course units and assessed at different stages.
- Some competences are subject area related (specific to a field of study) while others are generic (common to any degree programme)

Degree profile

Programme



Year	Semester	Course/Module	Credits
1		Agricultural Chemistry and Soil Science	6
		Animal Pro tion: Principles and Techniques	6
	Semes	and Horticultural Crop Production	6
		pplied Economics, Extension and Systems	6
		Microbi y and Genetics I	6
		ology and Climate Change	6
		and Technology	6
		Agricultural Engineering and Applications	6
3	3rd Semes	Statistical Methods for Agricultural Sciences	5
		Biochemistr	6
		Pests, Diseases and Weeds Control	6
		Animal Prod and Science I	6
		Physiology	4
	emester	Scientific Communication Skills	8
		ology and Genetics II	6
		Anima Science and Production II	6
		Crop Production Technologies	6
	5th Semester	stharvest Management and ricultural Produce Processing	6
		Pr ject I	8
		Agric tural Management and Marketing	6
	6th Semester	Entreprene ship for Small and Medium gribusiness	4
		ject II	8
		Practical Training	10

Generic Competences

Generic Competences in different contexts

Tuning Academy

16 GLOBAL COMPETENCES
10 COMMON COMPETENCES IN 4 REGIONS/COUNTRIES
3 COMMON COMPETENCES IN 3 REGIONS/COUNTRIES
1 COMMON COMPETENCE IN 2 REGIONS/COUNTRIES
6 COMPETENCES ONLY IDENTIFIED IN ONE REGION/COUNTRY

16 GLOBAL Generic Competences

Generic Competences in different contexts

Tuning Academy

- Problem solving
- Decision making
- Creativity
- Concern for quality
- Oral and written communication
- Ethical commitment
- Interpersonal skills
- Teamwork
- Critical and self-critical abilities
- Ability to work autonomously
- Capacity to learn actively
- Computing skills
- Information management skills
- Ability to apply knowledge in practice
- Commitment to the conservation of the environment
- Capacity for abstract thinking, analysis and synthesis

16 GLOBAL Generic Competences

Generic Competences in different contexts

Tuning Academy

Concern for quality	
Ability to evaluate and mantain the quality of work produced	EU
Commitment to quality	LA
Ability to evaluate, review and enhance quality	RU
Ability to focus on quality	AF
Concern for quality	CH

Different phrasing, same meaning

16 GLOBAL Generic Competences

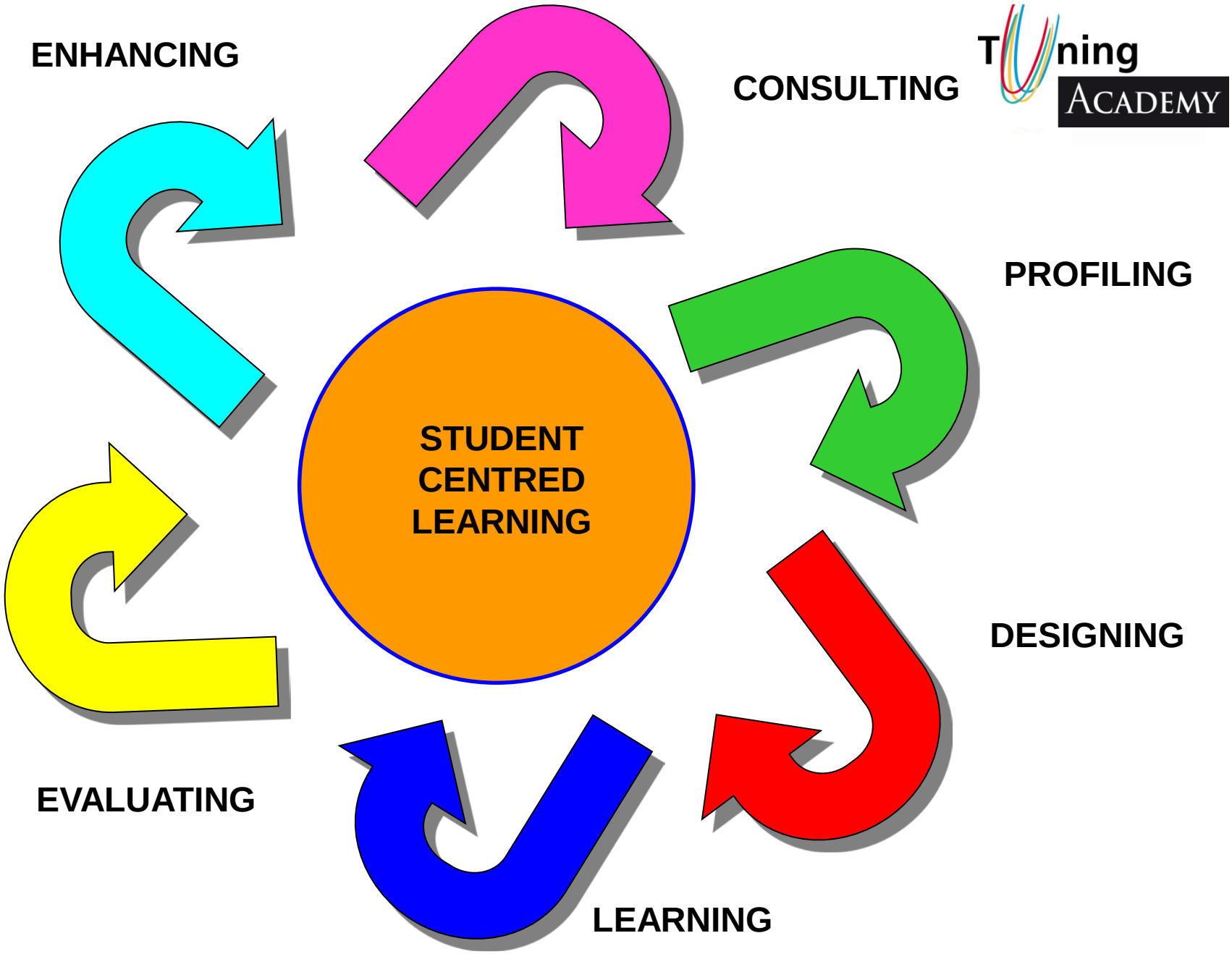
Generic Competences in different contexts

Tuning Academy

•There are **16 competences which are highlighted internationally** and seen to be necessary to define any university degree.

•The 16 global competences are part of a larger list in each region, where there are **other competences** that can match in some regions and some others that are exclusively linked to a context and do not appear in the rest. (**singularity that coexists with globality**).

• The **relevance of the context** is critical. The education systems of different countries refer to various combinations of competences. Each list of generic competences is abstracted from a context in which they have meaning. When generic competences are described without context, their meaning is left unanchored, and they imply learning without context.


ENHANCING
CONSULTING
PROFILING
STUDENT CENTRED LEARNING
DESIGNING
EVALUATING
LEARNING

Consultating

WHAT was CONSULTED in the different Tuning projects?

3 VARIABLES:

- **IMPORTANCE**
- **ACHIEVEMENT**
- **RANKING**

WHO was CONSULTED ?

ACADEMICS

EMPLOYERS

STUDENTS

GRADUATES

Analysis

Generic competences	General analysis (common for 4 Subject Areas)	In relation to the 4 groups
		In relation to the 3 variables
		In relation to other regions
	Analysed from the perspective of each Subject Area	In relation to the 4 groups
		In relation to the 3 variables
		In relation to general results
Subject Specific competences	Analysed from the perspective of each Subject Area	In relation to the 4 groups
		In relation to the 3 variables

Analysis

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ACADEMICS

RATING – Importance vs. Achievement

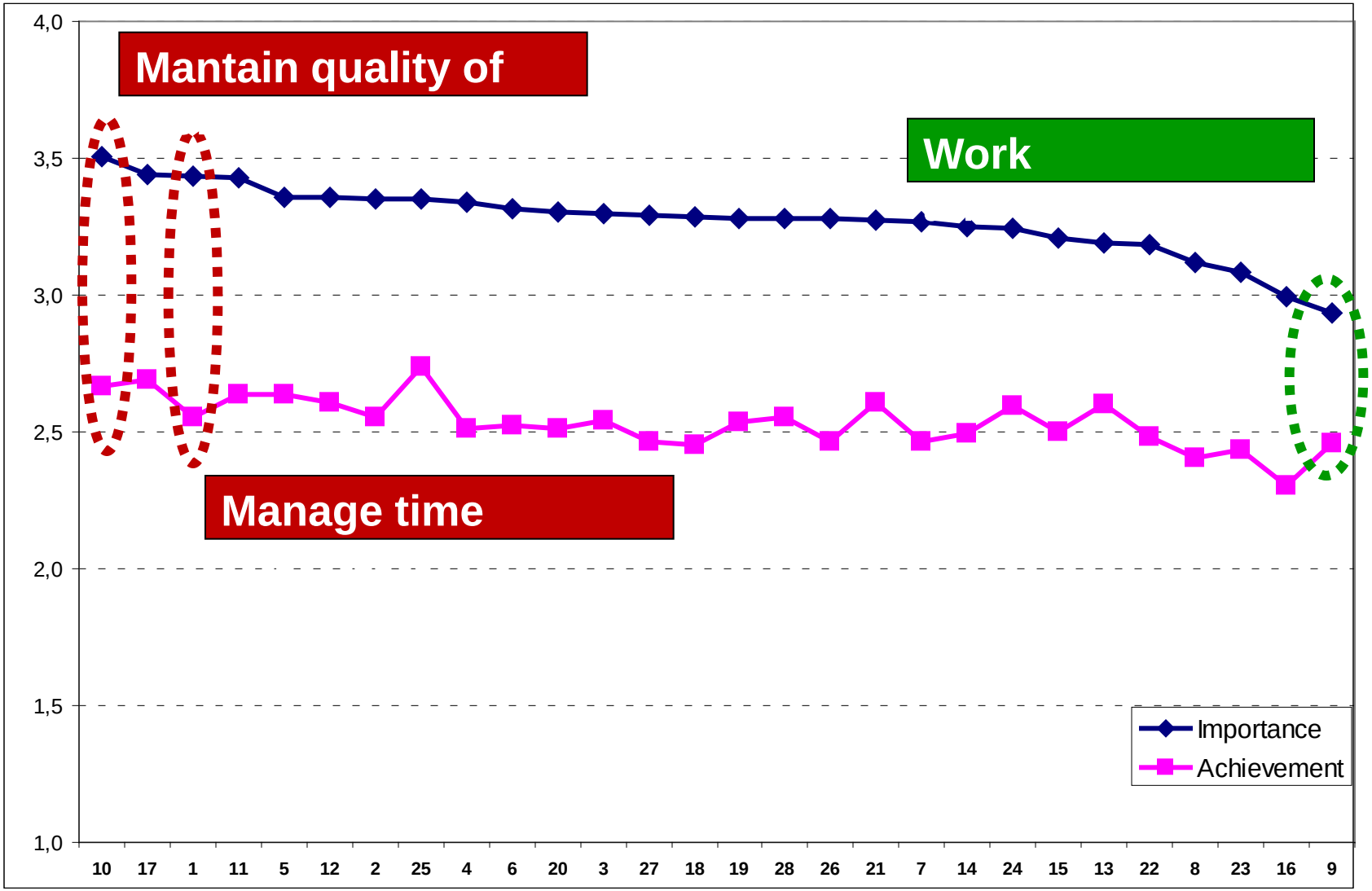
#	Description	Importance	Achievement
10	Maintain quality of work	3,50	2,66
17	Search for information from a variety a sources	3,44	2,69
1	Manage time effectively	3,43	2,55
11	Act ethically with social responsibility	3,43	2,63
5	Identify and resolve problems	3,36	2,64
12	Apply knowledge in practical situations	3,36	2,61
2	Communicate orally and in writing with different audiences	3,35	2,56
25	Skills in the use of information and communication technologies	3,35	2,74
4	Have critical thinking, analysis and synthesis	3,34	2,51
6	Make logical decisions	3,32	2,52
20	Health and safety procedures	3,31	2,51
3	Maintain continuous education	3,30	2,54
27	Self-motivated	3,29	2,47
18	The protection and preservation of the environment	3,29	2,45
19	Human rights	3,28	2,53
28	Assertive	3,28	2,55
26	Initiative	3,28	2,46
21	The preservation of cultural heritage and values	3,27	2,61
7	Work in an interdisciplinary team	3,27	2,46
14	Be innovative and creative	3,25	2,49
24	Respect for diversity and multiculturalism	3,24	2,59
15	Be flexible and adapt to different situations.	3,21	2,50
13	Communicate in a second language	3,19	2,60
22	Oganizational skills	3,18	2,48
8	Lead effectively	3,12	2,40
23	Sense of dedication	3,08	2,43
16	Empower others	3,00	2,30
9	Work autonomously	2,93	2,46

27 competences over 3

ALL competences below 3

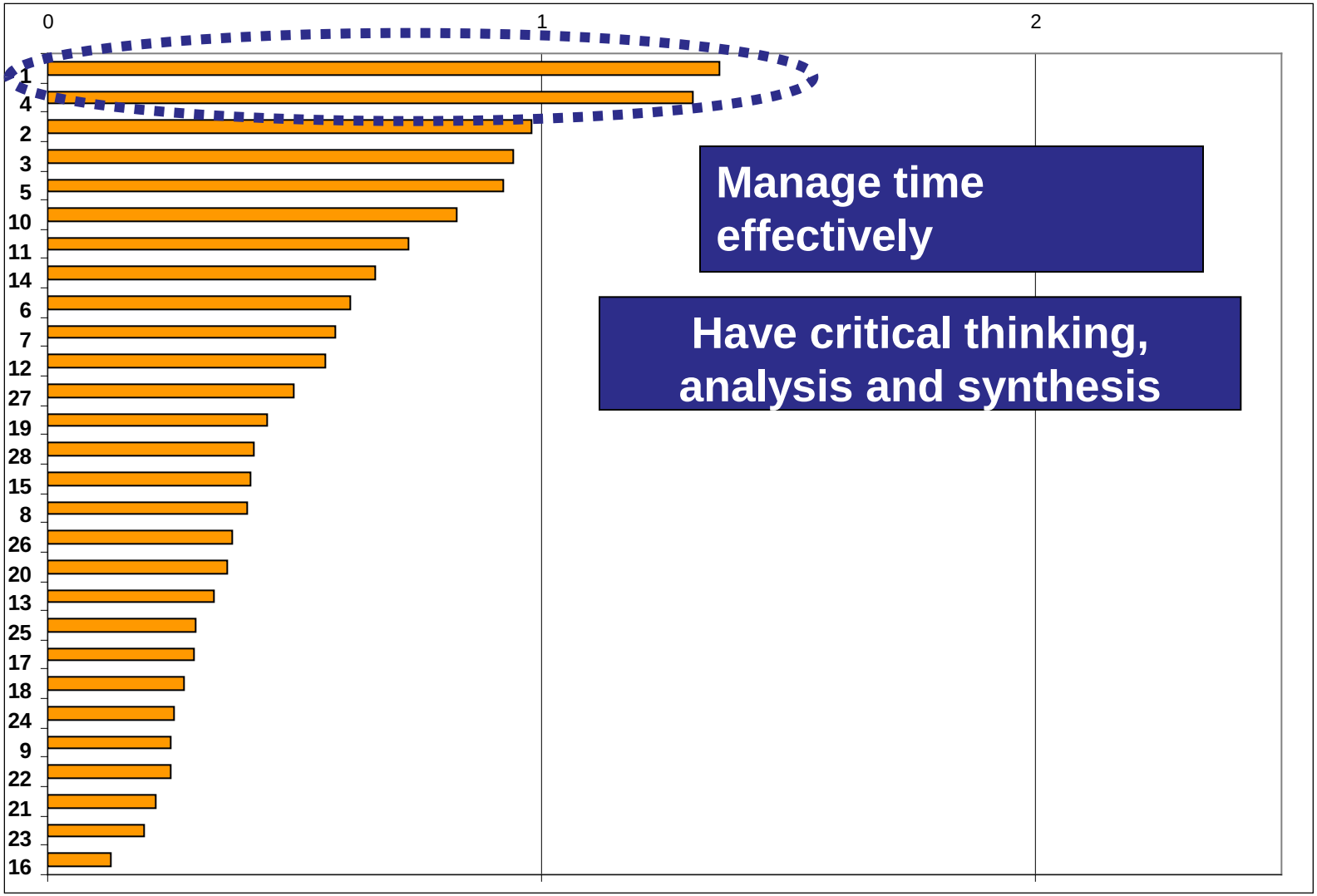
ACADEMICS

RATING – Importance vs. Achievement



ACADEMICS

RANKING



Analysis

Generic competences	General analysis (common for 4 Subject Areas)	In relation to the 4 groups
		In relation to the 3 variables
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	Analysed from the perspective of each Subject Area	In relation to the 4 groups
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		In relation to general results
Subject Specific competences	Analysed from the perspective of each Subject Area	In relation to the 4 groups
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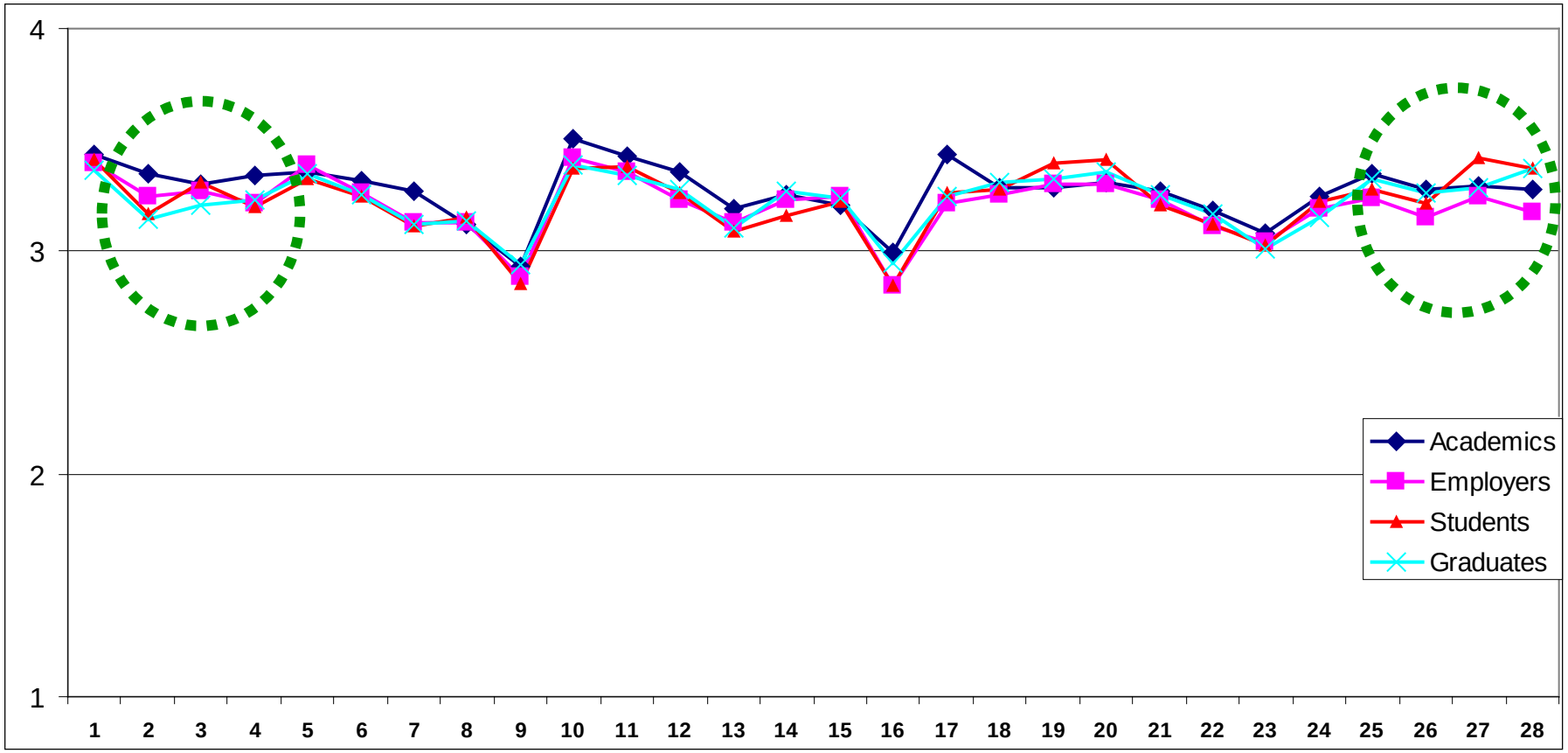
Importance


4
3
2
1
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28
Academics
Employers
Students
Graduates

Importance

	Academics	*Employers*	*Students*	*Graduates*
Academics	1,0000			
Employers	0,8918	1,0000		
Students	0,8188	0,8999	1,0000	
Graduates	0,8377	0,8878	0,9309	1,0000

Analysis

Generic competences	General analysis (common for 4 Subject Areas)	In relation to the 4 groups
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MEDA

CHINA

EUROPE

AFRICA

LATINAMERICA

ALL GROUPS: Ranking, Top 5

Common 1 competence equal:

Have critical thinking, analysis and synthesis

Analysis

Generic competences	General analysis (common for 4 Subject Areas)	In relation to the 4 groups
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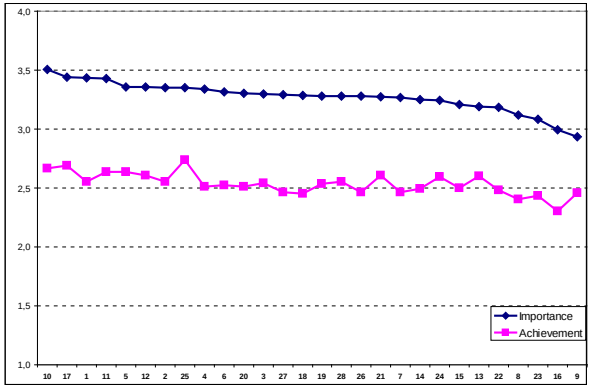
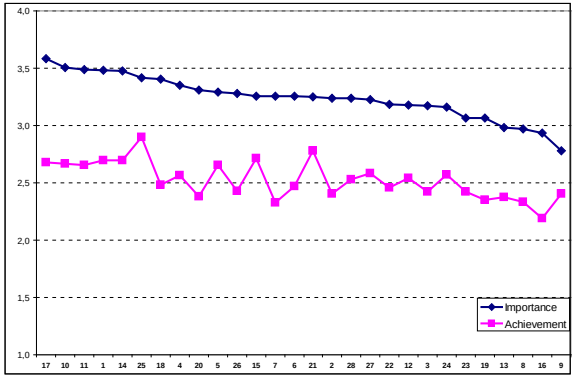
ACADEMICS

RATING – Importance vs. Achievement

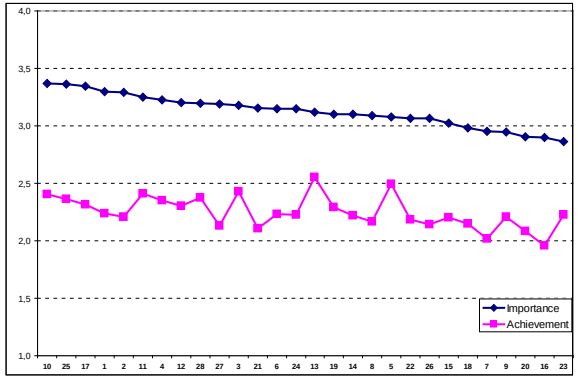
ALL Subject Areas



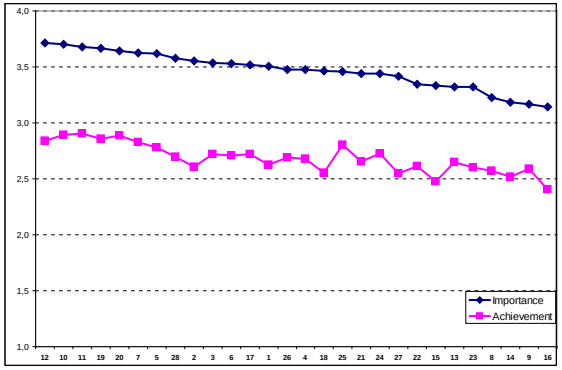
ARCHITECTURE



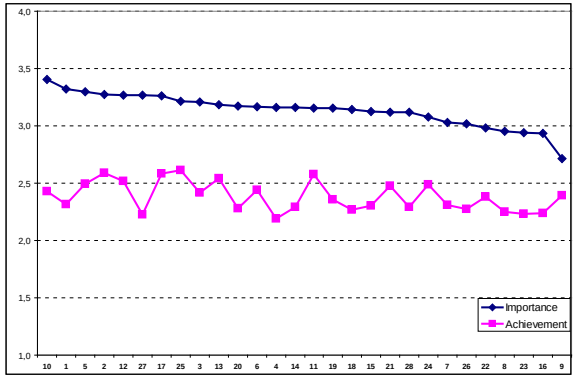
LAW



NURSING



TOURISM

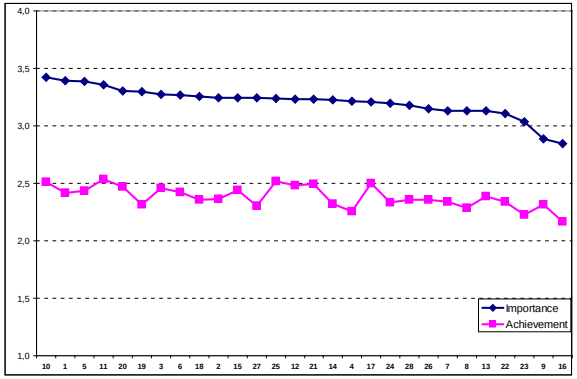


Bigger gap between both variables in Law

EMPLOYERS

RATING – Importance vs. Achievement

ALL Subject Areas



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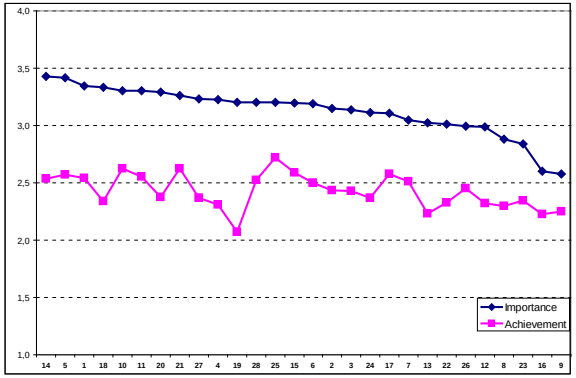

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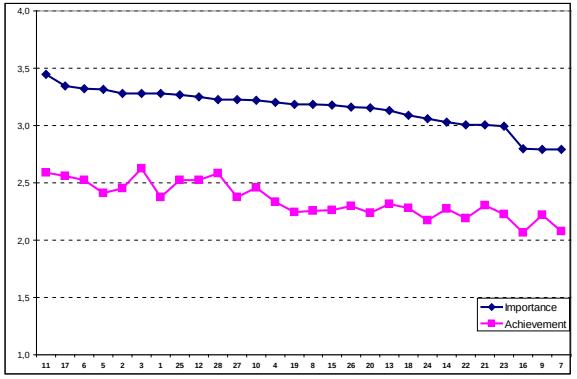

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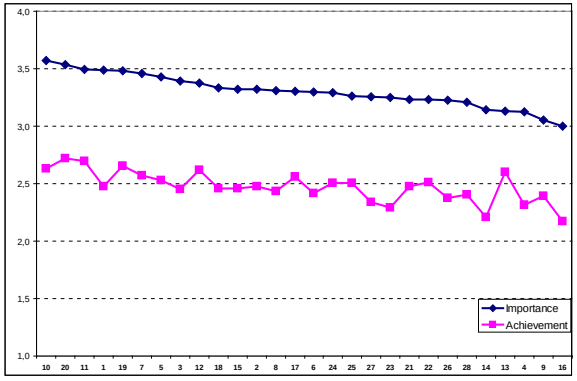
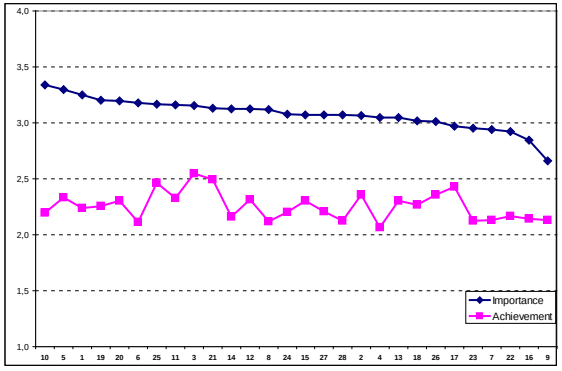


TOURISM

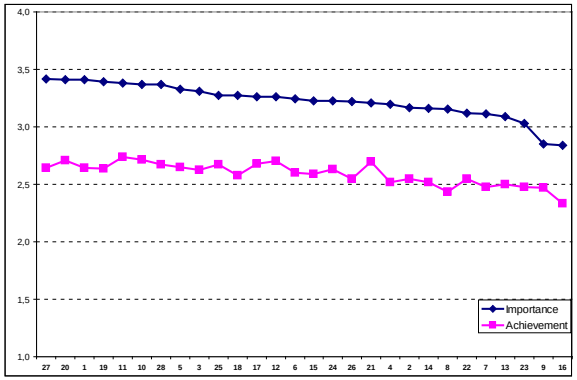


Bigger gap between both variables in Tourism

STUDENTS

RATING – Importance vs. Achievement

ALL Subject Areas



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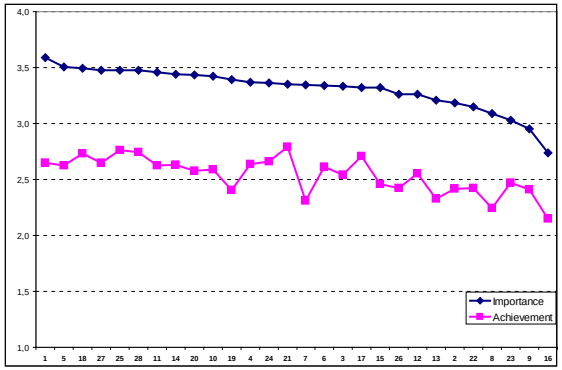

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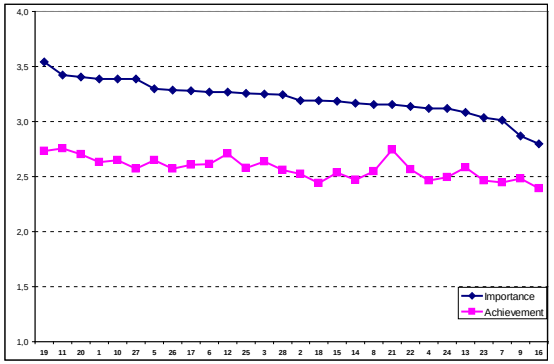

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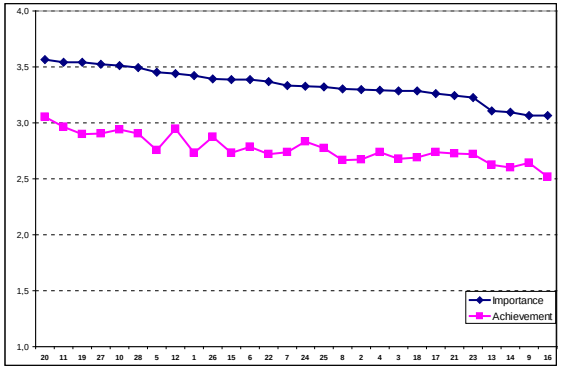

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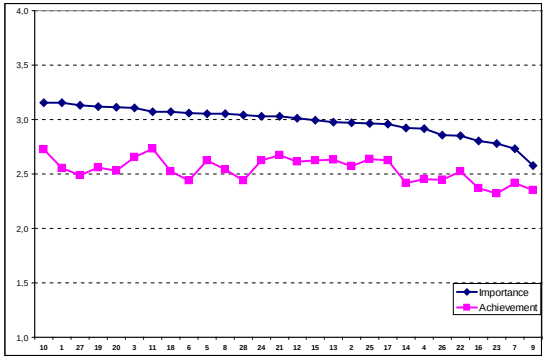
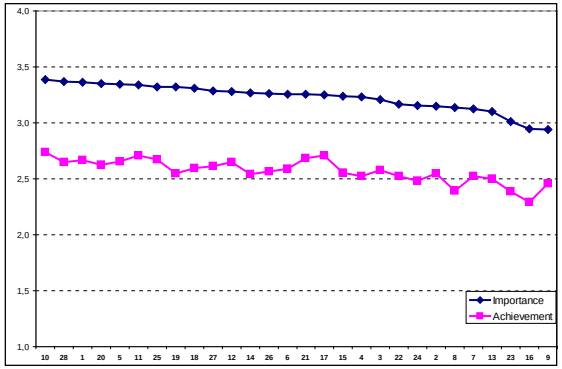


Bigger gap between both variables in Architecture

GRADUATES

RATING Importance vs. Achievement

ALL Subject Areas



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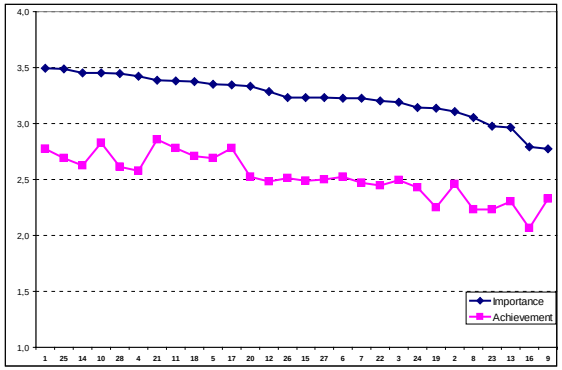

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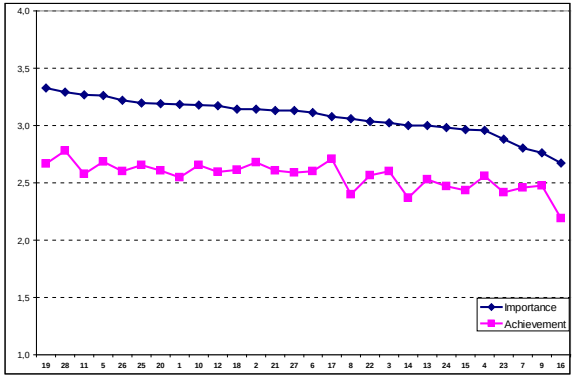

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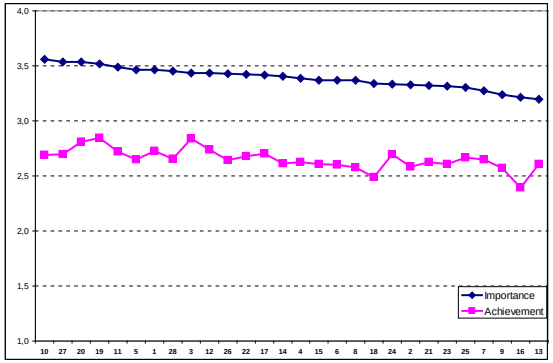
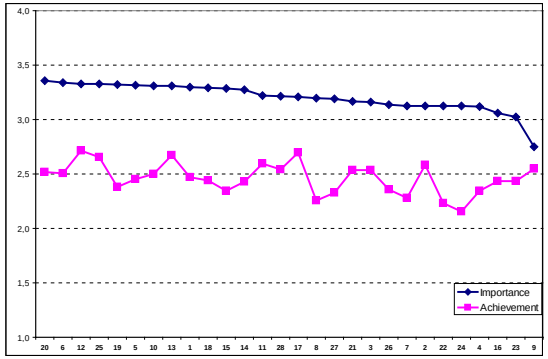


TOURISM



Bigger gap between both variables in Tourism

ARCHITECTURE

ACADEMICS

RATING – Importance vs. Achievement

#	Description	Importance	Achievement
17	Search for information from a variety a sources	3,58	2,68
10	Maintain quality of work	3,51	2,67
11	Act ethically with social responsibility	3,49	2,66
1	Manage time effectively	3,48	2,70
14	Be innovative and creative	3,48	2,69
25	Skills in the use of information and communication technologies	3,42	2,90
18	The protection and preservation of the environment	3,40	2,48
4	Have critical thinking, analysis and synthesis	3,35	2,57
20	Health and safety procedures	3,31	2,38
5	Identify and resolve problems	3,29	2,66
26	Initiative	3,28	2,43
15	Be flexible and adapt to different situations.	3,26	2,71
7	Work in an interdisciplinary team	3,26	2,33
6	Make logical decisions	3,26	2,47
21	The preservation of cultural heritage and values	3,25	2,78
2	Communicate orally and in writing with different audiences	3,24	2,41
28	Assertive	3,24	2,53
27	Self-motivated	3,22	2,58
22	Oganizational skills	3,18	2,46
12	Apply knowledge in practical situations	3,18	2,54
3	Maintain continuous education	3,17	2,42
24	Respect for diversity and multiculturalism	3,16	2,57
23	Sense of dedication	3,07	2,42
19	Human rights	3,06	2,35
13	Communicate in a second language	2,98	2,38
8	Lead effectively	2,97	2,33
16	Empower others	2,94	2,19
9	Work autonomously	2,78	2,41

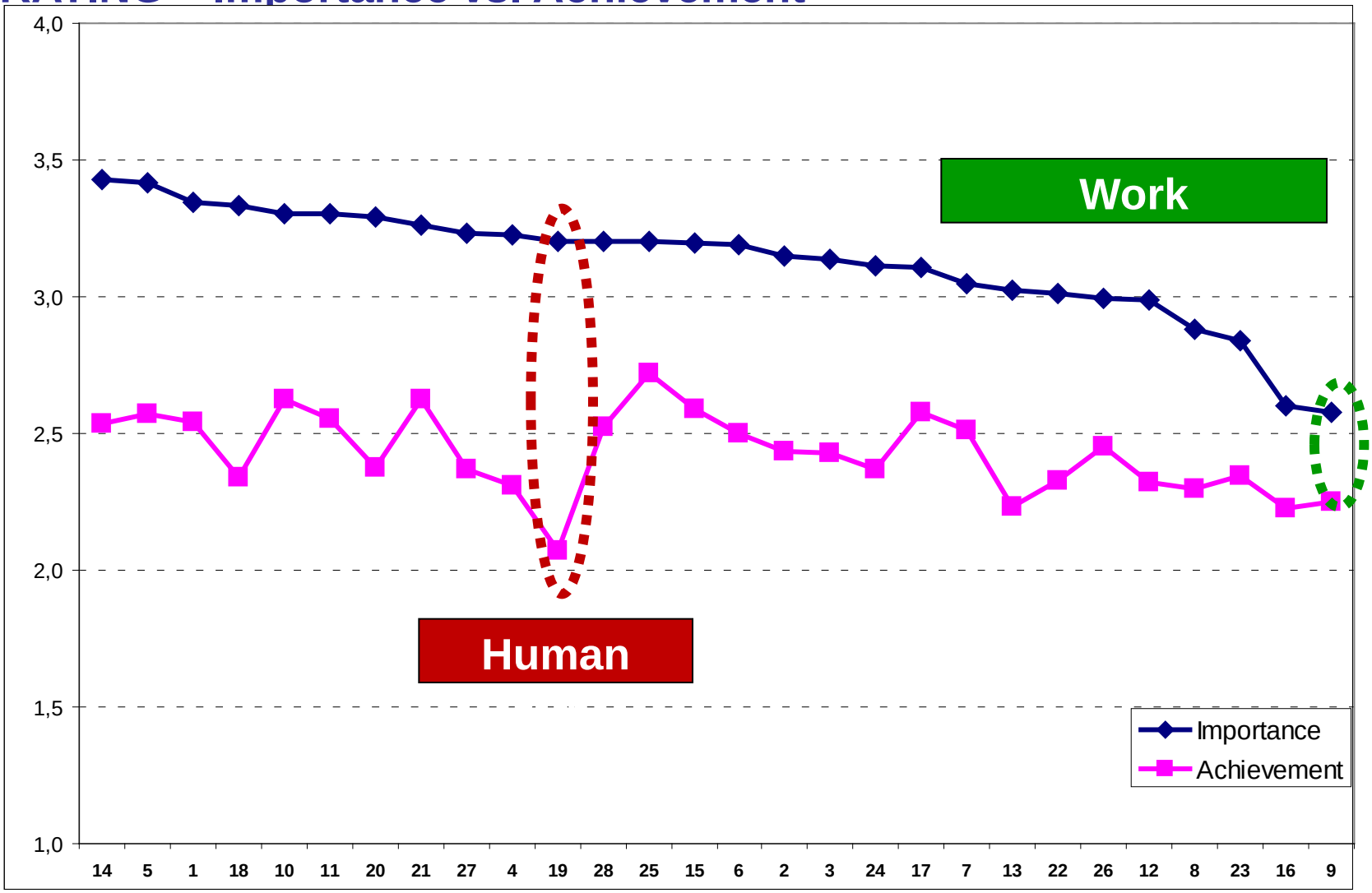
24 competences over 3

ALL competences below 3

LAW

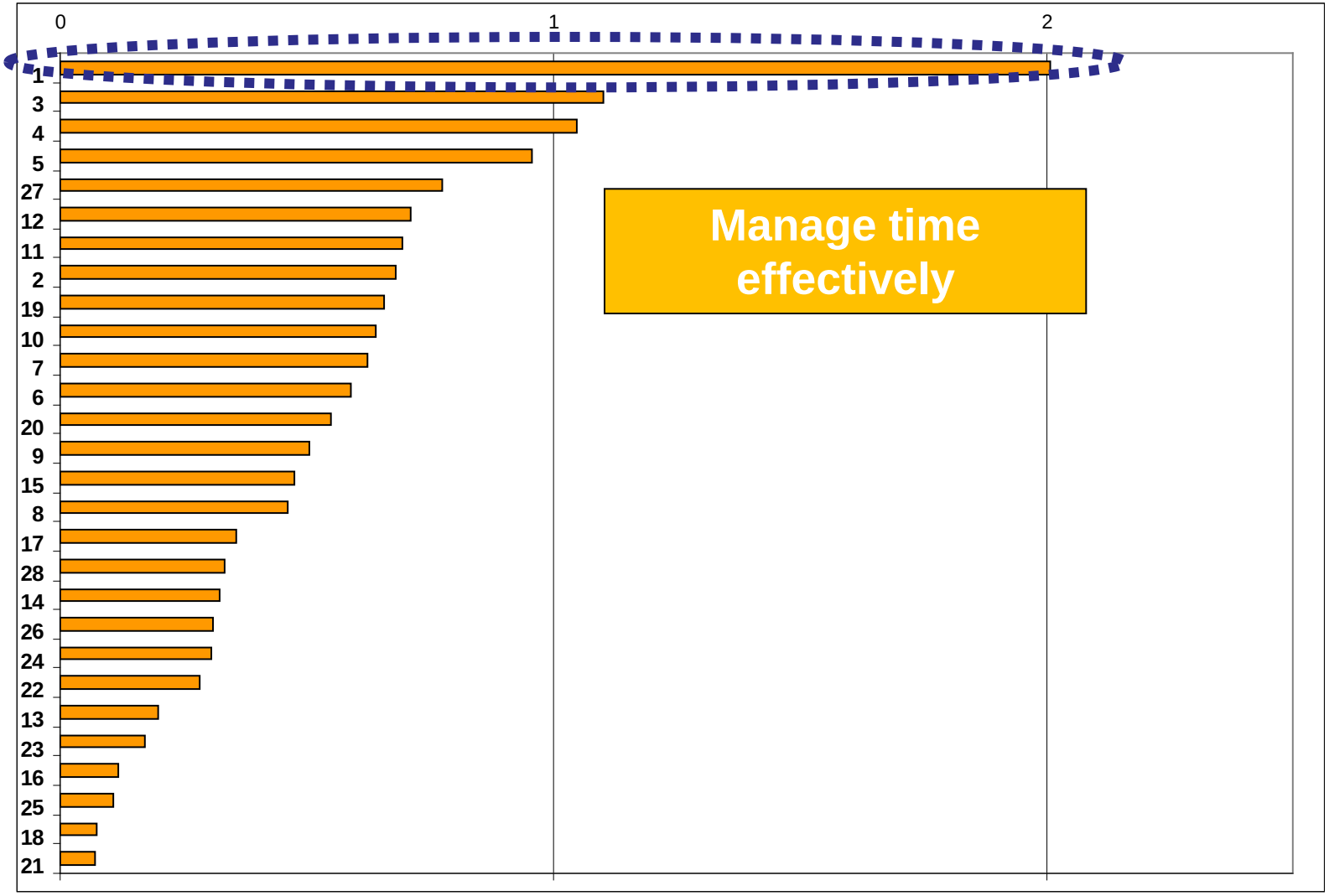
EMPLOYERS

RATING – Importance vs. Achievement



NURSING

STUDENTS RANKING

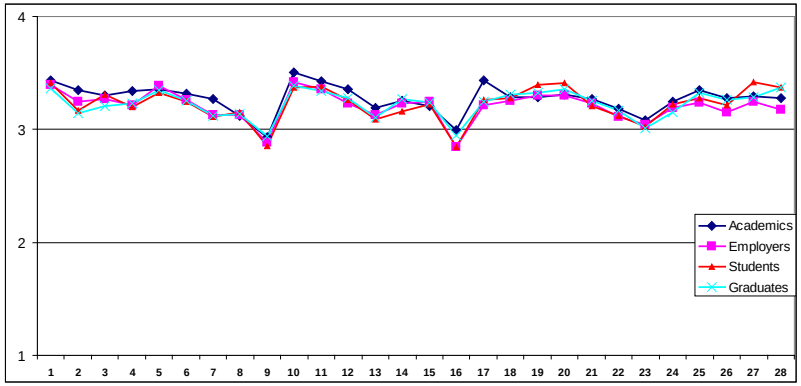


Analysis

Generic competences	General analysis (common for 4 Subject Areas)	In relation to the 4 groups
		In relation to the 3 variables
		In relation to other regions
	Analysed from the perspective of each Subject Area	In relation to the 4 groups
		In relation to the 3 variables
		In relation to general results
Subject Specific competences	Analysed from the perspective of each Subject Area	In relation to the 4 groups
		In relation to the 3 variables

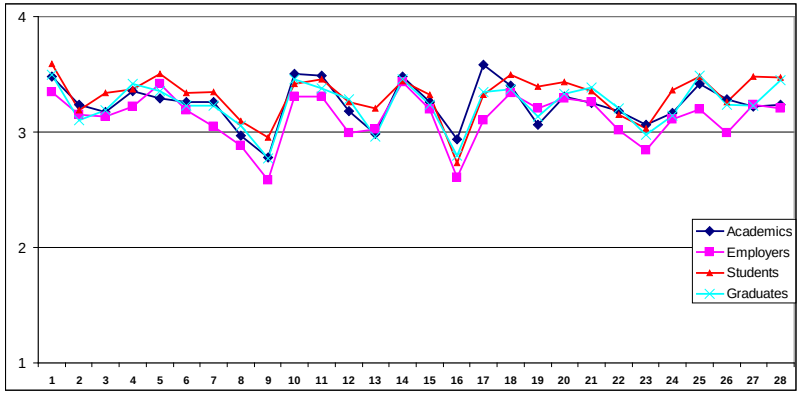
IMPORTANCE

ALL Subject Areas

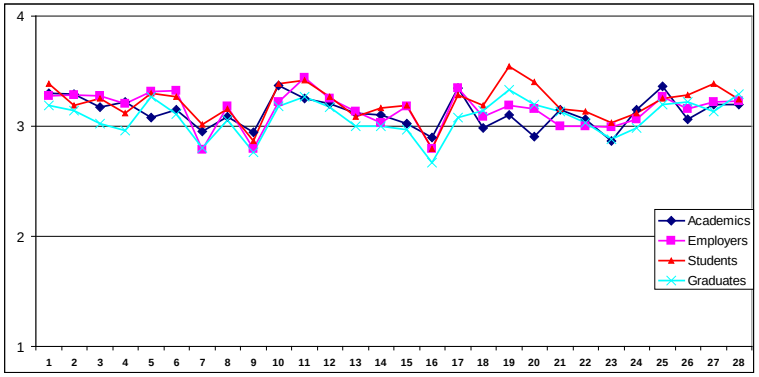


Tuning Academy

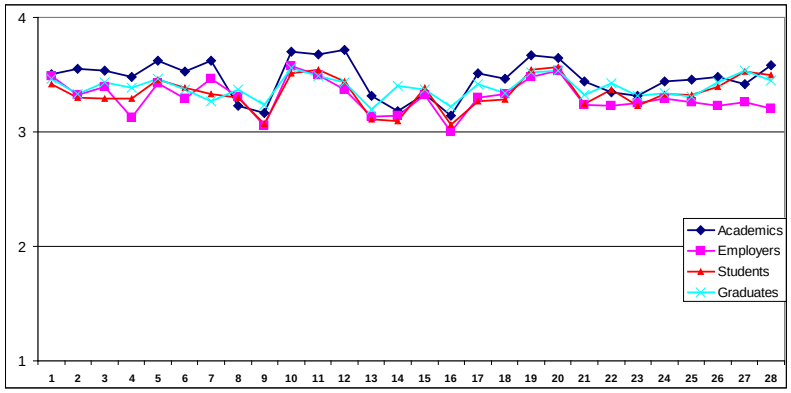
ARCHITECTURE



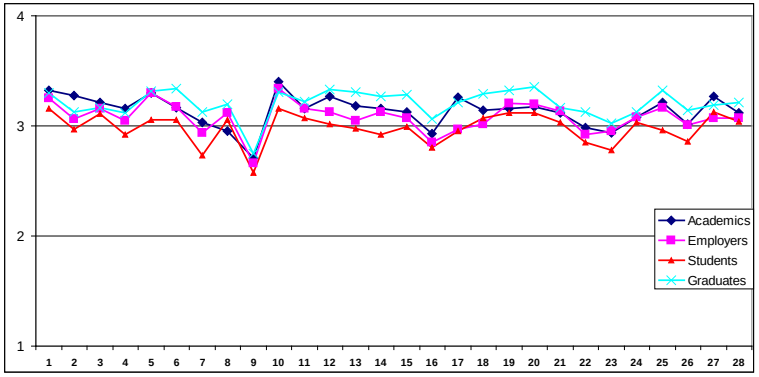
LAW



NURSING



TOURISM



Importance

ALL Subject Areas

	Academics	*Employers*	*Students*	*Graduates*
Academics	1,0000			
Employers	0,8918	1,0000		
Students	0,8188	0,8999	1,0000	
Graduates	0,8377	0,8878	0,9309	1,0000

TOURISM

	Academics	*Employers*	*Students*	*Graduates*
Academics	1,0000			
Employers	0,8011	1,0000		
Students	0,7711	0,8608	1,0000	
Graduates	0,7610	0,8167	0,7788	1,0000

The End