Recognition of competencies and WBL – Development of the „Bologna – process" in the European Qualifications Framework

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Structures and conditions

> Bologna declaration June 1999 Creation of a European Higher Education Area until 2010

> Copenhagen declaration Nov. 2002 European cooperation in vocatinal education and training
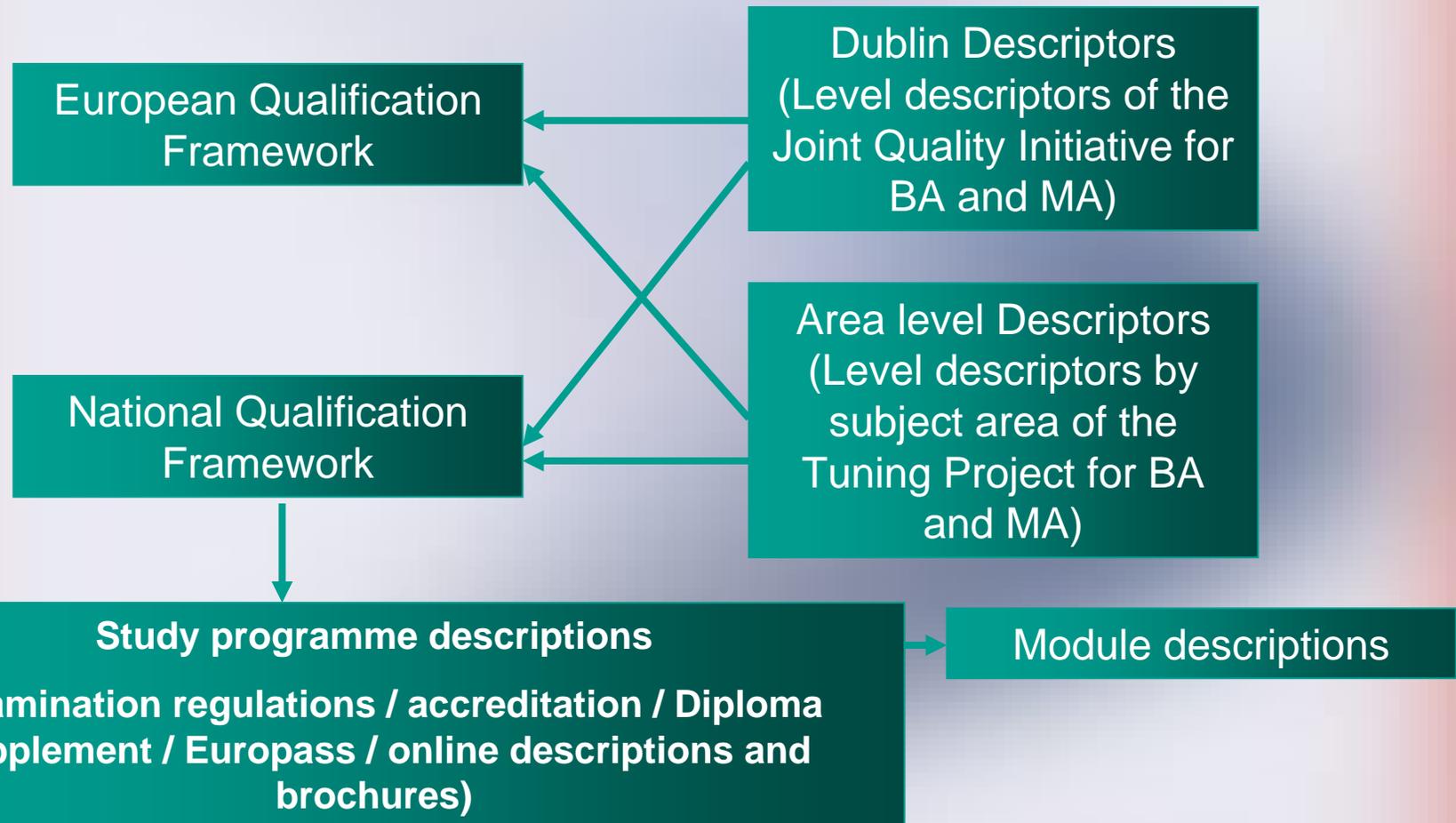
> ECTS
> Qualification framework (for awarded degrees)

> ECVET
> Framework of transparency (for vocational education and training)

> Maastricht Communique Dec. 2004

> European Qualification Framework (EQF)

Where are Learning Outcomes located?

European Qualification Framework

Dublin Descriptors (Level descriptors of the Joint Quality Initiative for BA and MA)

National Qualification Framework

Area level Descriptors (Level descriptors by subject area of the Tuning Project for BA and MA)

Study programme descriptions

(Examination regulations / accreditation / Diploma Supplement / Europass / online descriptions and brochures)

Module descriptions

EQF: planned developments

|	knowledge	skills	competencies
Level 5* To achieve the learning outcommes requested for level 5	Use broad theoretical and practical knowlege, that is often specialised withina field and show awareness of limits to knowledge base	Develop strategic and creative responses in researching solutions to well defined concrete and abstract problems	Manage projects independently that require problem solving where there are many factors some of which interact and lead to unpredictable change. Show creativity in developing projects. Manage people and review performance of self and others. Train others and develop team performance.
Level 6** To achieve the learning outcommes requested for level 6	Use detailed theoretical and practical knowledge of a field. Some knowledge is at the forefront of the field and will involve a critical understanding of theories and principles.	Demonstrate mastery of methods and tools in a complex and specialised field and demonstrate innovation in terms of methods used. Devise and sustain arguments to solve problems.	Demonstrate administrative design, resource and team management responsibilities in work and study contexts that are unpredictable and require that complex probllems are solved where are many interacting factors. Show creativity in developing projects and show initiative in management procesesses that includes the training of others to develop team performance.

EQF: planned developments (2)

|			
Level 7*** To achieve the learning outcommes requested for level 7***	Use highly specialised theoretical and practical knowledge some of which is ate the forefront of knowledge in the field. This knowledge forms the basis for originality in devoloping and/or apllying ideas. Demonstrate critical awareness of knowledge issues in the field and at the interface between different fields.	Create a research based diagnosis to problems by integrating knowledge from new or interdisciplinary fields and make judgements with incomplete or limited information. Develop new skills in response to emerging knowledge and techniques.	Demonstrate leadership and innovation in work and study contexts that are unfamiliar, complex and unpredictable and that require solving problems involving many interacting factors. Review strategic performance of teams.
Level 8**** To achieve the learning outcommes requested for level 8****	Use specialised knowledge to critically analyse, evaluate and synthesise new and complex ideas that are at the most advanced frontier of a field. Extend or rediefine existing knowledge and/or professional practice within a field or at the interface between fields.	Research, conceive, design, impement and adapt projects that lead to new knowledge and new procedural solutions.	Demonstraate substantial leadership, innovation and autonomy in work and study contexts that are novel and require the solving of problems that involve many interacting factors.

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European Qualifications Framework
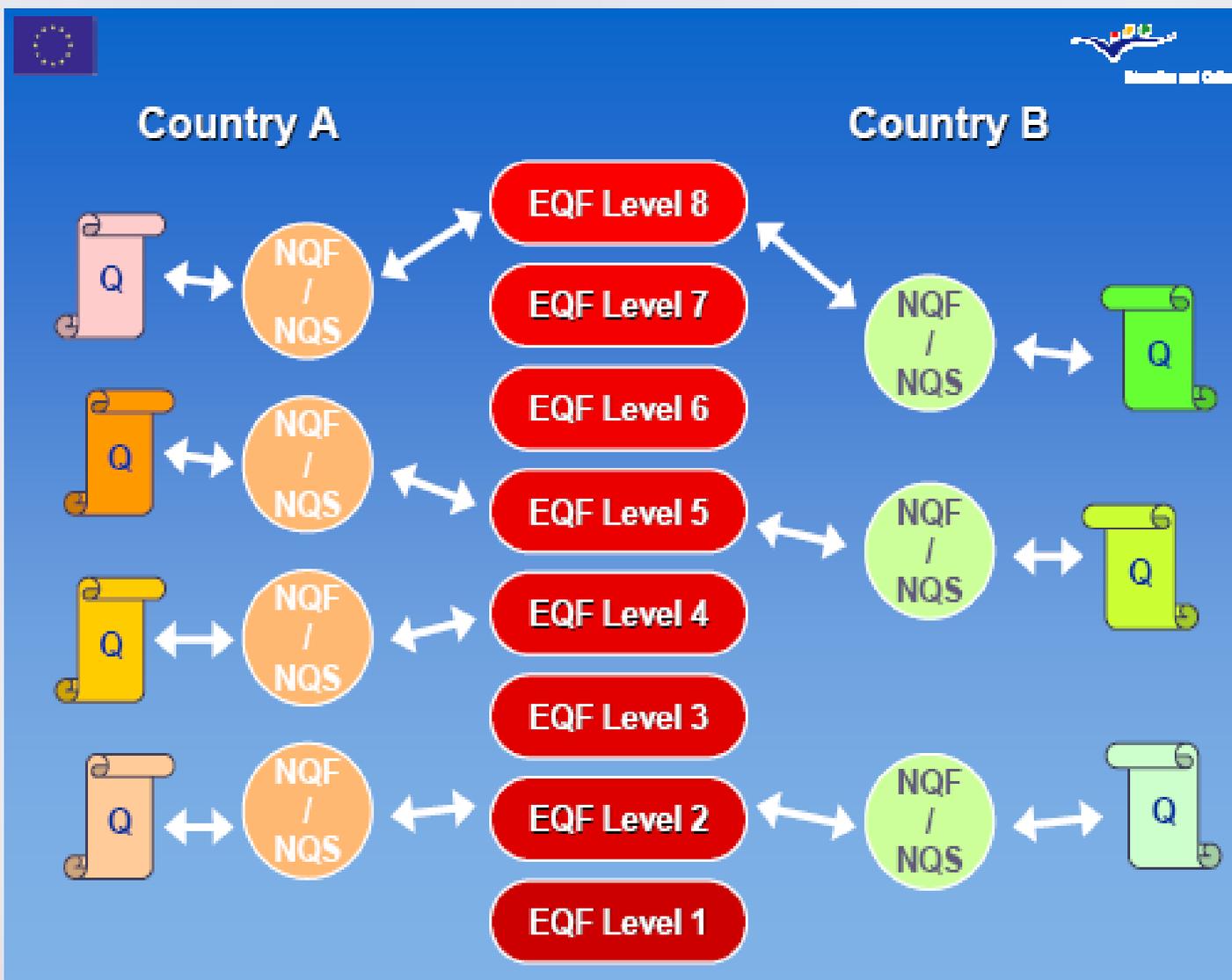
Focus on Learning Outcomes
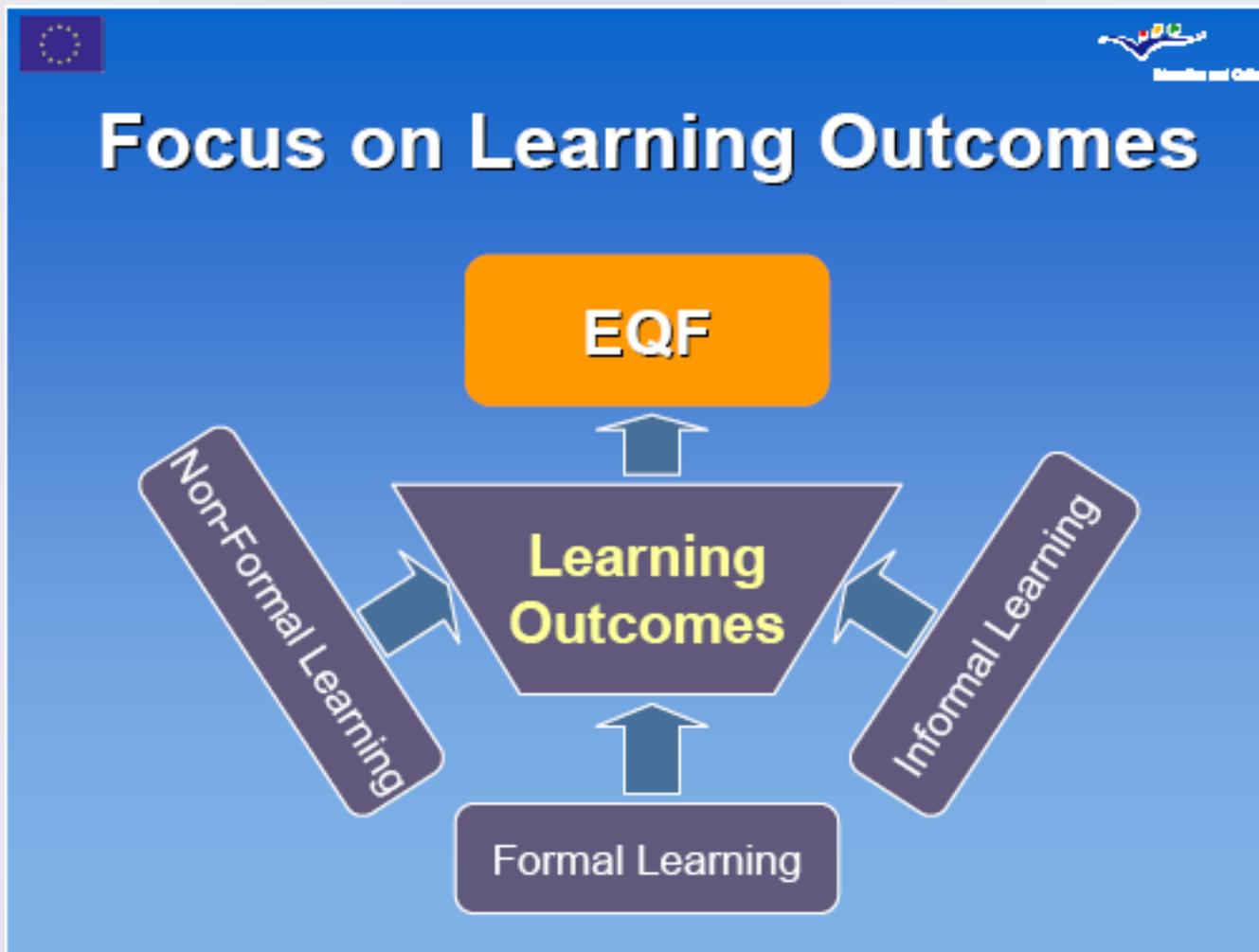
Tuning Educational Structures in Europe

Tuning - project by and for universities as response to the challenge of the Bologna Declaration (Phase III)

FHA - represented with the Business Department in the Business Group

Website: http://relint.deusto.es/TuningProject/index.htm

General tendencies in higher education

➢ Shift of paradigm from a staff-oriented approach to a student-centred approach

➢ Less specialised academic education in the first cycle

➢ More flexibility in first and second cycle programmes

➢ Life Long Learning approach

➢ New approaches of learning, teaching and assessment

What should a student know, understand and be able to do to?

Tuning Educational Structures in Europe

Focus on generic competences
(in general academic abilities)

Target groups
➢ graduates
➢ employers
➢ Academic professions

➢ What should one know, understand and be able to do to be employable?
How these competences are communicated
and to which extent?

Comparison of the most important competencies

graduates	employer	academics
• Ability to analyse and to synthesise • Learning ability • Use of knowledge at the work place • Elementary computer skills • Adaptability and flexibility	• Learning ability • Use of knowledge at the workplace • Adaptability and flexibility • interaction	• Basic knowledge acquired during the study period • Ability to analyse and to synthesise • Learning ability • creativity • Use of knowledge at the workplace

Generic Competences

Generic Competences

Can do Statements" presenting the employability of a learning programme

The use of the proved abilities, knowledge and skills as well as personal, social and/or methodological abilities in working and/or learning situations and for the professional and/or personal development.

The EQF describes competence as responsibility and autonomy.

What are Learning Outcomes?

- **Statements about what a learner is expected to know, understand and/or be able to demonstrate.**
- **Learning outcomes refer to modules or entire programmes.**
- **ECTS credits quantify the time that is needed to achieve a specific learning outcome.**
- **Learning outcomes are the link between teaching, learning and assessment**
- **Learning outcomes are expressed in competences**
- **Learning outcomes refer to level descriptors and/or qualification frameworks**

Learning outcomes are formulated by academic staff.

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Description of levels, knowledge deepening

- **Activities giving evidence of knowledge:**
  Define, describe, identify, label, list, name, outline, reproduce, recall, select, state, present, be aware of, extract, organise, recount, write, recognise, measure, underline, repeat, relate, know, match.

- **Activities giving evidence of comprehension:**
  Interpret, translate, estimate, justify, comprehend, convert, clarify, defend, distinguish, explain, extend, generalise, exemplify, give examples of, infer, paraphrase, predict, rewrite, summarise, discuss, perform, report, present, restate, identify, illustrate, indicate, find , select, understand, represent, name, formulate, judge, contrast, translate, classify, express, compare.

- **Activities giving evidence of knowledge / understanding**
  Apply, solve, construct, demonstrate, change, compute, discover, manipulate, modify, operate, predict, prepare, produce, relate, show, use, give examples, exemplify, draw (up), select, explain how, find, choose, assess, practice, operate, illustrate, verify. **Activities giving evidence of analysis**
  Recognise, distinguish between, evaluate, analyse, break down, differentiate, identify, illustrate how, infer, outline, point out, relate, select, separate, divide, subdivide, compare, contrast, justify, resolve, devote, examine, conclude, criticise, question, diagnose, identify, categorise, point out, elucidate.

- **Activities giving evidence of synthesis**
  Propose, present, structure, integrate, formulate, teach, develop, combine compile, compose, create, devise, design, explain, generate, modify, organize, plan, re-arrange, reconstruct, relate, re-organise, revise, write, summarise, tell, account for, restate, report, alter, argue, order, select, manage, generalise, precis, derive, conclude, build up, engender, synthesise, put together, suggest, enlarge.

- **Activities giving evidence of evaluation**
  Judge, appraise, assess, conclude, compare, contrast, describe how, criticise, discriminate, justify, defend, evaluate, rate, determine, choose, value, question.

How to document competences and learning outcomes??

➢ **Diploma Supplement / EUROPASS**

• **Standardised descriptions of degrees and the necessary qualifications and competencies**

• **Description of the study programme including a profile**

• **Modules**

• **Additional competences e.g. studying abroad, foreign language, working in boards etc.**

➢ **For universities (to establish if the student is suitable for further studies)**

➢ **For students (documentation of the achieved competences)**

➢ **For employers (to rank whether the applicant is adequate for the position)**

German Qualification Framework
for HE-institutions

Structure of studies inside the European Higher Education Area		
Qualification levels	Formal aspects	Degrees of HE
1st level: Bachelor	Degree of Bachelor-level: 3; 3,5; or 4 years full-time studies; 180, 210 or 240 ECTS credits	B. A.; B. Sc.; B. Eng.; B.F.A.; B. Mus.; LLB; Diploma (University of Applied Sciences); "Staatsexamen" (Exam recognized by the Federal Republic of Germany)
2nd level: Master	Degree of Master-level: Normally 5 years full-time studies; 300 ECTS credits; Studies in several steps 1; 1,5; or 2 years; 60, 90 or 120 ECTS credits on Master-level; Types of Master degrees: more applications-orientated, more focused on research, artistic profile, profile for teaching professions; All degrees authorise the application for doctorate graduation	M.A.; M. Sc.; M. Eng.; M.F.A.; M. Mus.; LLM; etc. Diploma (University), Magister, "Staatsexamen" (Exam recognized by the Federal Republic of Germany); non-consecutive and advancing Master-level
3rd level: Doctorate	(Degrees usually require a grade of Master-level, i.e. 300 ECTS credits or more)	Dr.; Ph.D.

Subject Specific Competences

Knowledge Acquisition and Widening	Knowledge Acquisition and Deepening	Methodology Skills/Competences to learn and transfer
Core Modules	**Specialisation modules / major / minor / electives / options**	**Support modules**

Knowledge Acquisition and Widening

Core Modules

Which syllabi are the essential charac-teristics of this degree programme?

Without which course would no one consider this as the identified degree programme?

Knowledge Acquisition and Deepening

Specialisation modules / major / minor / electives / options

Which areas could be identified – vertically, horizontally or laterally – for further useful studies?

(*vertical:* specialisation in a narrow sense = deepening; *horizontal:* interdisciplinary = enlargement; *lateral:* unrelated subject areas, supplying additional areas, diversification)

Methodology Skills/Competences to learn and transfer

Support modules

What else is needed to understand issues, identify and to express them in different ways?

To which extent can a quantitative approach help to explain things?

Organisation- and communication modules

How can I learn and organise myself?

How can I present / express best what I want to say?

Transfer modules

How does theory relate to practice?

How can I relate theory to practice? What are the methods?

Tuning
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Educational Structures
in Europe

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Example Qualification Framework social work

General skills and professional qualities in social work						
Task / problem	Understanding task / problem	Analyzed task / problem	Concept	Research	Execution	

Professional acting	Knowledge, comprehension, understanding	Description, analysis, assessment	Planning, conception	Inquiry, research	Organisation	Evaluation
0-level						
BA-Level	Expertise, experience, general knowledge, specialized knowledge					
MA-level	Advanced, deepened expertise and specialized knowledge					
Dr.-level	?	?				

Scientific Qualification and responsibility (budget, personnel, professional)

Personality traits and attitudes	
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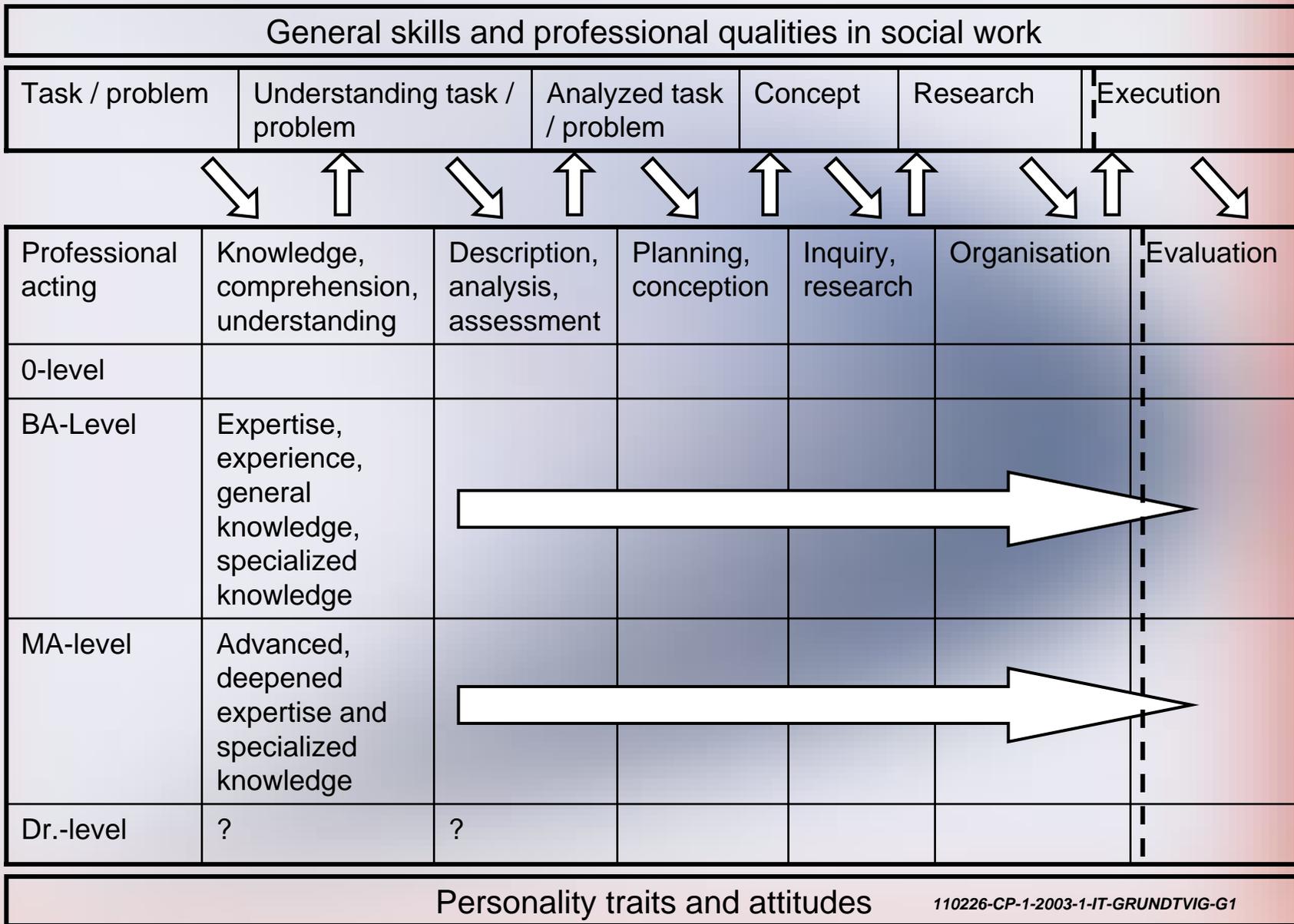
What is work based learning?

- **A modern way of creating university-level learning in the workplace**

- **Special WBL methods and facilities allow learning that occurs at, through and for work recognized on an academic level, without leaving their workplace.**

- **Both employee and employer/enterprise can benefit from WBL, because WBL centers the business objectives.**

What is work based learning?

Development of study models in European Higher Education that integrate the learning process of work experience (WBL).

•Basic assumption:

•Work is a process of learning (acquirement of competences)

•Results can be recognized and integrated into a study programme (LLL)

•Different educational and institutional policy circumstances

•Common need for WBL in Europe

Situation: Need for WBL

➢ **Changes in technology and organisational sturctures require updating of competences**

➢ **Possibilites for the accreditation of competences (required informally or formally)**

➢ **Employees/citizens do not accept the lack of accreditation of prior learning**

➢ **Private and public organisations undergo changes towards „learning organisations" – improvement of performance through learning process**
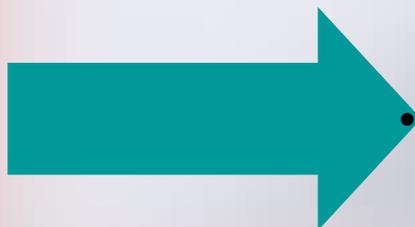
•**Work Based Learning addresses to the situation**

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Work Based Learning Projekt
DEWBLAM

Program criteria:

➢ **Learning Process: Integration of professional experiences, Modules in classroom attendance and distance learning (formation en alternance)**

➢ **Importance of learning environment at the work place**

➢ **Admission procedure with analysis, assessment and recognition of <u>all</u> prior competences**

➢ **Tutorial system as support structure at the university and supervision at the work place**

Work Based Learning Projekt DEWBLAM

Aim of the project

➢ **Increase access for previously excluded adults to relevant customised Higher Education qualifications through the extensive use of accreditation of prior and experiential learning**

➢ **Development and testing of a range of European models of flexible work based learning accreditation and certification systems**

➢ **Development of a European framework for WBL-Degrees under the aspekts of relevant movements in Europe**

➢ **Development of programs concerning the training of tutors and equivalent tools**

➢ **E-Learning and distance learning**

➢ **Promotion of equal opportunities**

➢ **Connection between university partners, individual enterprises and federations of employers**

Work Based Learning Projekt DEWBLAM

Phase 1 / Year 1

➢ **the study of relevant theoretic articles and compilation of significant practical experiences**

➢ **identification of a local demand regarding WBL and excisting obstacles**

➢ **application of existing methods of accreditation and competence analysis of work based learning**

➢ **Composition of a joint framework regarding WBL**

➢ **project web site**

Work Based Learning Projekt DEWBLAM

Phase 2 / Year 2

➢ **local version of the European framework**

➢ **development of local WBL pilot programs in chosen disciplines and qualifications**

➢ **training of organisers and academic tutors**

➢ **diffusion of the new approach in the professional world and at universities**

➢ **accreditation**

➢ **testing of long distance learning and e-learning tools**

Work Based Learning Projekt DEWBLAM

Phase 3 / Year 3

➢ **consolidation of the WBL approach within the local institutional context**

➢ **promotion of campaigns which support the substainability**

➢ **development of a multicultural WBL-model**

➢ **development of a multilingual guide**

➢ **self-financed study courses**

➢ **dissemination of results through publications / closing meetings**

Work Based Learning Project DEWBLAM

Results

➢ **New possibilities to qualify for an academic degree while staying in employment – in particular:**

➢ **innovative European model; platform of modularised WBL programs, defined through competences and credit points (ECTS/ECVET)**

➢ **tools and methods for accreditation of prior learning and learning by experiences, adjusted to WBL by the use of ECTS on LLL**

➢ **implementation of pilot models of the WBL approach against various European backgrounds**

➢ **training for lecturers and tutors; guide**

➢ **public relations**

➢ **website**

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Example: Recognition of competencies through WBL

- General precondition for verifying competences are high-qualified examiners (who participate continously in further trainings)

Quick Scan

(to examine if the applicant is able to study, based on the EQF, level 5

Submssion of a portfolio showing own activities and learning experiences

Review of the portfolio and the potential student with help of the level 4 and the ECVET by the HE-institutions /

Individual task is evaluated an the basis of competence-orientated assessment standards

- With help of the LA between students, employers and HE is agreed how the student will prove missing competences

- He will check which compentencies will be acquired at tha work place and which competencie will be recognized

- Creation of a personal development plan

Students will work on an individual task at the work place (which will be supervised by qualified mentor at the work place) The student will also get mentor of the HE as well as acquiring competencies by doing other things.

Students will receive equivalent material (e.g. by e-learning) regarding the missing modul which has to be recognized by the HE

Review by the HE-institution

Awarding of credit points and recognition of equivalent modules through the HE-institution

Execution 1

- Step by step
  - Start up
  - Development
  - Implementation
  - Consolidation
- General approach
  - School policy/policies
  - Human development
    - Administrators
    - Teaching staff
    - Learners
  - System development

- Means
  - Financial
  - People
    - External
    - Internal
  - Organisational
- Methods
  - Awareness creation
  - Information
  - Outreach
  - Framework
  - Competence based teaching
  - Open and distance learning
  - Work Based Learning
  - Project based learning

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Execution 2

- ➢ **Instruments**
  - ➢ **Quick Scan**
  - ➢ **Learning review**
  - ➢ **APEL**
  - ➢ **Assessment**
  - ➢ **Progress Portfolio**
    - ➢ **Personal Development Plan**
    - ➢ **Personal Action Plan**

Administration and Logistics   Dealing with Constraints

➢ **Legal Matters**
➢ **Quality Management**
➢ **Support Chain**

➢ **Teacher and Administration**
➢ **Learner related**
➢ **Workfield related**
➢ **Content related**
➢ **System related**
➢ **Other**

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Empfehlung des Europäischen Parlaments und des Rates (20060163 (COD))

The council requests the member states to improve their co-operation regarding the combination of formal,non-formal and informal learning. This a a precondition for the creation of an European area for LLL, which is based on the Bologna process and which strives for promotion of professional education.

Thank you for your attention!