

IMPROVING THE RECOGNITION SYSTEM

*Developments along
subject lines and their
impact on Recognition*

December 3rd, University of Latvia, Riga

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RECOGNITION: DEVELOPMENT ALONG SUBJECT LINES

Introduction - Initial Reflections

1. Degrees in the European Higher Education Area

1st Cycle

2nd Cycle

3rd Cycle

2. Periods of Study

3. Joint Degrees

Conclusions

Initial Reflections

- **Recognition**
- **Along subject lines - interdisciplinary
- degree**
- **By whom? - Role of academic community
Internal - external**

What is to be recognized?

- **Degree profiles**
- **Learning Outcomes expressed in competences**
- **Students workload**
- **Level**

How to recognize?

A) Degrees in the European Higher Education Area

1st Cycle

2nd Cycle

3rd Cycle



**Specificities
and
differences**

B) Periods of study of these degrees

C) Joint degrees

A) Degrees in the EHEA

- **The Vertical and all embracing Q.F.**
- **The Horizontal - Specific degree lines**

A) Degrees in the EHEA (cont)

In the Horizontal - Specific degree line

- **It presupposes the Framework**
- **The role of academic communities in EHEA**
- **In the process of degree design and recognition (Faculty level)**
- **In the specific identity of the degree**

A) Degrees in the EHEA (cont)

The Specific identity of the degree

- **Specific academic profile**
- **Dialogue with professional bodies**
- **Learning outcomes and competences (subject specific)**
 - **Reference points**
 - **Agreed by European subject platforms**
 - **Widely contrasted**
 - **Updated**

A) Degrees in the EHEA (cont)

- Level
- Workload
- Approaches to learning, teaching, Evaluation

becomes more precise when linked to competences

- Internal consistency of programme
 - quality can be developed

Development along subject lines

- **In terms of Subject areas**
- **In terms of methodology**

In terms of subject areas

A) Nine Tuning Core Areas

- **Business**
- **Mathematics**
- **Education**
- **History**
- **Geology**
- **Physics**
- **Chemistry**
- **Nursing**
- **European Studies**

In terms of subject areas

B) Thematic TNP / Ass

- **Arts**
- **Agriculture / Forestry**
- **Engineering**
- **Sports Sciences**
- **Languages**
- **Architecture**
- **Geodesia / Cartography and surveying**
- **Humanitarian Development**
- **Legal Studies**
- **Political Sciences**
- **Social Work**
- **Biotechnology**
- **Medicine**
- **Occupational Therapy**
- **Radiography**

C) Case Studies

- **Children's Identity**
- **Gender Studies**
- **Food Studies**
- **Health & Social welfare policy**

In terms of
methodology

Template for summary of Tuning subject area findings

[Name of Subject Area]

- **Introduction to the subject area**
- **Degree profile(s)**
- **Learning outcomes & competences - level
cycle descriptors**
- **Workload and ECTS**
- **Learning, teaching & assessment**
- **Quality enhancement**

Introduction to the subject area

[maximum 2000 characters including spaces]

A general description of the subject area and its key characteristics: is it understood in the same way in all European countries or are there relevant differences; are there any other particular aspects that should be mentioned in an overview.

Degree profile(s)

[in table form]

Typical degrees offered in the subject area

- First cycle in (name subject area / specific parts)
- Second cycle in (name subject area / specific parts)
- Third cycle in (name subject area / specific parts)

Typical occupations of the graduates in the subject area (map of professions)

- First cycle
- Second cycle
- Third cycle

Role of subject area in other degree programmes

[maximum 1000 characters including spaces]

Which programmes and in what way.

Learning outcomes & competences - level cycle descriptors

[in table form]

- First cycle (subject specific and generic)
- Second cycle (subject specific and generic)
- Third cycle (subject specific and generic)

Which are the main learning outcomes expressed in the relevant subject specific and generic competences (from the Tuning list of generic competences) for the different cycles, taking into account the level of the competence (what the graduate knows and is able to do) that has to be achieved.

Workload and ECTS

Workload of the typical degree programmes expressed in ECTS-credits:

- **First cycle (180-240?)**
- **Second cycle (60-90-120?)**
- **Third cycle (120-180-240?)**

Trends and differences within the European higher education area in this subject area.

[maximum 2000 characters including spaces]

Learning, teaching & assessment

[maximum 4000 characters including spaces]

Three example of best practice in learning, teaching and assessment to achieve competences relevant to the subject area.

Quality enhancement

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Subject area related observations on the use of Tuning tools in programme design, delivery, monitoring and improvement.

2. Recognition: Period of Study

**In Degrees designed according to
Tuning methodology**

**Units and credits according to
Workload, level, competences and
Profile**

Tuning model for European comparable degrees

IDENTIFICATION OF SOCIAL NEEDS

CONSULTATION AT EUROPEAN LEVEL

EMPLOYERS AND
OTHER
STAKEHOLDERS

ACADEMIC
COMMUNITY:
COMMON
REFERENCE
POINTS

PROFESSIO-
NALS AND
PROFESSIO-
NAL BODIES

DEFINITION OF ACADEMIC AND
PROFESSIONAL PROFILES

TRANSLATION INTO DESIRED
LEARNING OUTCOMES:
• GENERIC COMPETENCES
• SUBJECT SPECIFIC COMPETENCES

TRANSLATION INTO CURRICULA:
• CONTENT (KNOWLEDGE,
UNDERSTANDING AND SKILLS)
• STRUCTURE (MODULES AND CREDITS)

APPROACHES TO TEACHING AND
LEARNING

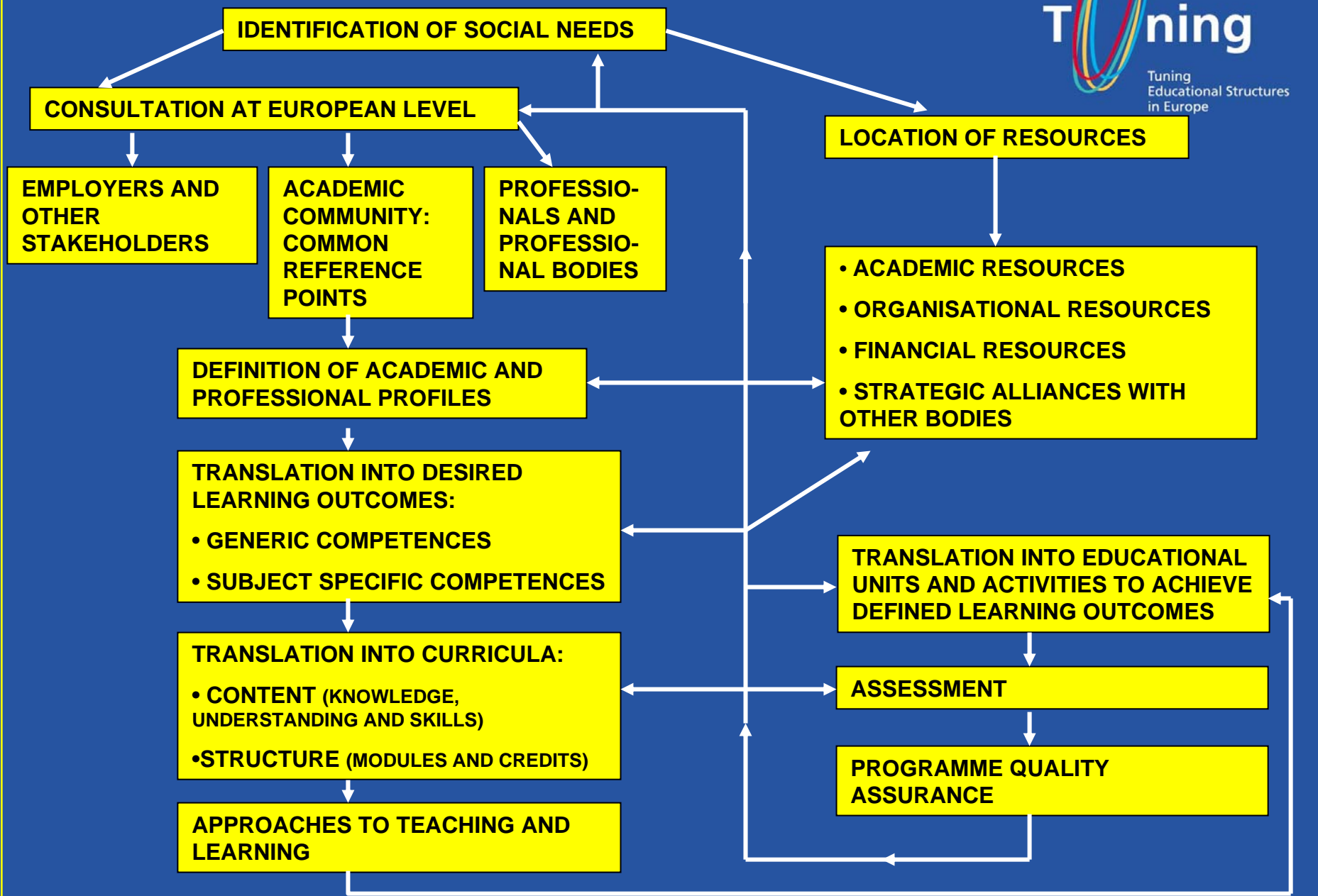
LOCATION OF RESOURCES

- ACADEMIC RESOURCES
- ORGANISATIONAL RESOURCES
- FINANCIAL RESOURCES
- STRATEGIC ALLIANCES WITH OTHER BODIES

TRANSLATION INTO EDUCATIONAL
UNITS AND ACTIVITIES TO ACHIEVE
DEFINED LEARNING OUTCOMES

ASSESSMENT

PROGRAMME QUALITY
ASSURANCE



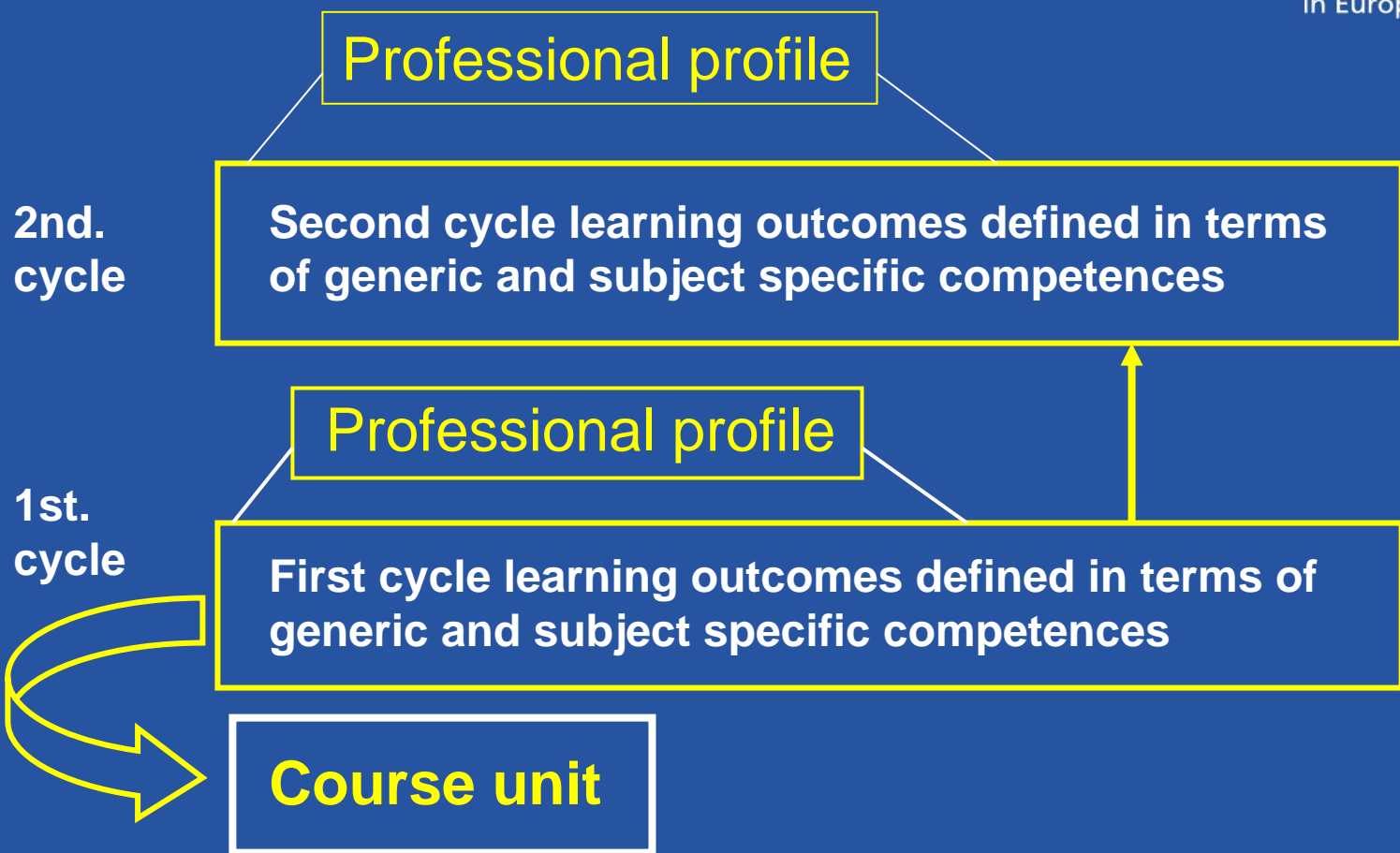
TUNING METHODOLOGY: learning outcomes and competences



Steps in designing degrees:

- 1. Identification of social needs**
- 2. Definition of academic and professional profiles:
translation into learning outcomes and generic and
subject specific competences**
- 3. Translation into curricula**
- 4. Translation into modules and approaches towards
teaching, learning and assessment**
- 5. Programme quality assurance: built in monitoring,
evaluation and updating procedures**

LEARNING OUTCOMES AND COMPETENCES IN STUDY PROGRAMMES



3. Joint Degrees

General Framework in place

- **Lisbon Convention**
- **European QF**

Universities from different countries

- **Identified**
- **In a network**
- **With internal agreements**

Following Tuning they would have:



- **Identified needs and potential**
- **Developped:**
 - **Specific profile**
 - **Competences**
 - **Students workload**
 - **Learning, teaching and assessment approaches**
 - **Internal quality systems**

**Developped
jointly**

Mutual recognition of degrees

CONCLUSIONS