

NVAO-seminar “Good Practices in Internationalisation”

12 januari 2012

Learning outcomes in
internationaal perspectief:
Het CoRe2 project

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Netherlands organization
for international cooperation
in higher education

Recognition of foreign qualifications

- Purpose of recognition
- Quality of institution and programme (accreditation)
- National Qualifications Framework / Educational System
- Purpose of programme
- Rights attached to qualification
- Structure and contents of programme
- Workload / credits
- Learning outcomes

Credential Evaluation

Year 3	Semester 5	ECTS	Semester 6	ECTS
	Atomic and Molecular Physics	5	Medical Imaging	5
	Statistics of Measurement	5	Principles of Instrumentation	5
	Thermodynamics	5	Solid State Physics	5
	Physics Laboratory III	5	Physics Project	15
	Professional Skills III	5		
	Communicating Physics	5		

Context and Background (1)

Tuning educational structures in Europe

- supporting universities to implement Bologna process;
- design of output-based, student-centered programmes;
- description of learning outcomes and competences;

Competences in Education and Recognition (CoRe) project

Learning outcomes useful for credential evaluation?

→ More clarity and uniformity needed

Context and Background (2)

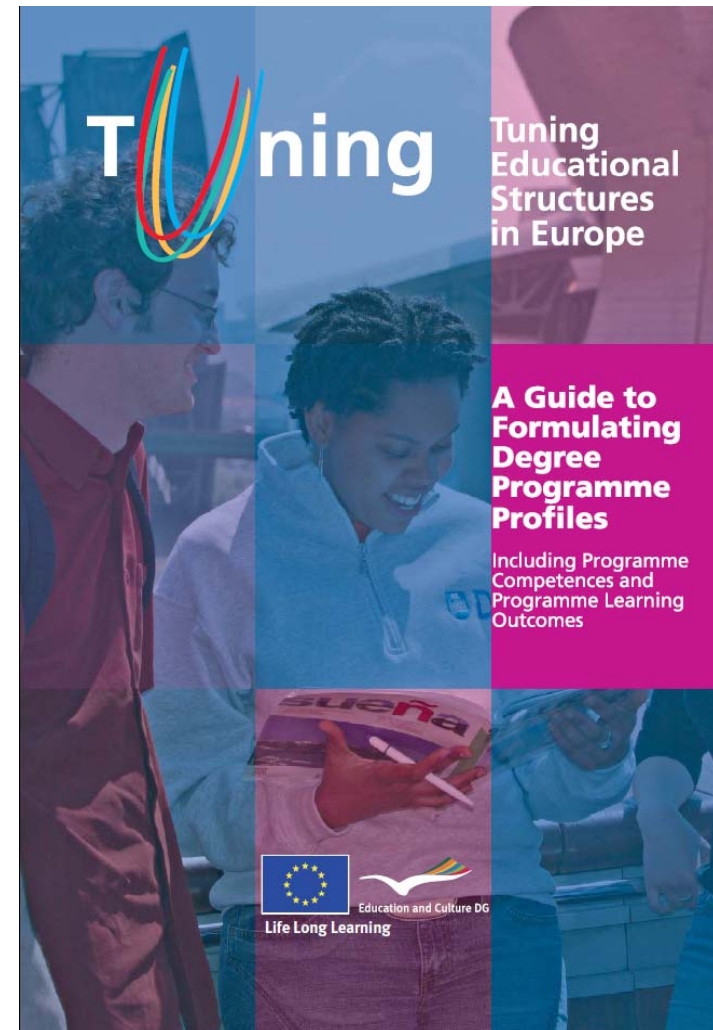
Examples CoRe project:

- *The graduate acquires generic skills which are applicable in many other contexts;*
- *The graduate is able to collect and process information;*
- *The graduate is able to solve problems from qualitative and quantitative information;*
- *The graduate has self-awareness;*

Objectives CoRe2

To develop a practical guide,
including:

- Template degree profile
- Guidelines on how to write learning outcomes
- Examples of degree profiles



Project team



■ 5 NARICs

- Nuffic (coordinator), UK NARIC, CIEP, Archimedes Foundation, Czech NARIC

■ Tuning network

- Joint coordinator
- Physics, History & Nursing coordinators

■ NVAO

■ 9 Test partners (Higher education institutions)



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Degree Profile (Tuning)

Definition:

*“A description of the **character of a degree programme** or qualification. This description gives the **main features** of the programme which are based on the **specific aims** of the programme, how it fits into the **academic map** of disciplines or thematic studies and how it relates to the professional world”.*

Sections Degree Profile

- General information
 - A – Purpose
 - B – Characteristics
 - C – Employability and Further Education
 - D – Education Style
 - E – Programme Competences
 - F – Complete List of Learning Outcomes

Programme Competences (E) and Programme Learning Outcomes (F)

■ Programme Competences

- belong to the student / describe what the student can do;
- similar to requirements short job descriptions;
- contains information on the context in which the competence is applied;
- Generic: transferable between subject areas;
- Specific: relates to a specific subject area.

■ Learning Outcomes:

- a longer statement describing a measurable outcome of a competence;

Overall Guidelines Degree Profile

- Readable in 5 minutes
- Maximum of 2 pages
- Coherent impression of degree programme
- Succinct and to the point, yet detailed and informative

Example of Degree Profile



DEGREE PROFILE OF		
<i>BACHELOR IN PHYSICS</i>		
A	PURPOSE	To provide education in Physics, envisaging various employment capabilities and further studies, and to prepare students with particular interest in specialized areas of Physics.
B	CHARACTERISTICS	
1	DISCIPLINES(s) / SUBJECT AREA(s)	Physics; Mathematics; Informatics; Others (50: 30: 5: 15).
2	GENERAL / SPECIALIST FOCUS	General education in experimental and theoretical physics and specializations in Biophysics, Medical Physics or Informatics
3	ORIENTATION	Research-oriented, based on previous research and exposed to current research; the specializations are aimed at specific employment/career opportunities.
4	DISTINCTIVE FEATURES	-

Example of Degree Profile

C	EMPLOYABILITY & FURTHER EDUCATION	
1	EMPLOYABILITY	Positions in companies/small enterprises and institutions (research, quality assurance, commerce).
2	FURTHER EDUCATION	Master <u>programmes</u> in Physics (theoretical, applied physics), Biophysics, Medical Physics, Geophysics, Engineering or Informatics.
D	EDUCATION STYLE	
1	LEARNING & TEACHING APPROACHES	Lectures, laboratory classes, seminars, small group work, individual study, individual consultations with academic staff, preparing Bachelor Thesis.
2	ASSESSMENT METHODS	Written exams, oral exams, laboratory reports, oral presentations, continuing assessments, final comprehensive exam, assessment of Bachelor Thesis.

Example of Degree Profile

E	PROGRAMME COMPETENCES
1	GENERIC
1	<ul style="list-style-type: none">▪ Analysis and synthesis: Capacity for analysis and synthesis using logical arguments and proven facts.▪ Flexible mind: acquisition of a flexible mind, open to apply basic physical knowledge and competences in a wide range of job opportunities and in everyday life.▪ Team-work: capability to perform guided teamwork in a lab setting and capacity for handling the rigor of the discipline and for time management.▪ Communication skills: Ability to communicate effectively and to present complex information in a concise manner orally and in writing and using ICT.▪ Popularization skills: Ability to communicate with non-experts, including some teaching skills.

Example of Degree Profile

2	SUBJECT SPECIFIC
	<ul style="list-style-type: none">▪ Deep knowledge and understanding: Ability to analyze physical phenomena (both natural and technological) in terms of fundamental physics principles and by means of appropriate mathematical methods.▪ Experimental skills: Ability to perform experiments independently, as well as to describe, analyze and critically evaluate experimental data.▪ Problem solving: Ability to solve a wide range of problems by identifying their fundamental aspects and using both theoretical and experimental methods as derived from physics curriculum.▪ Physics culture: Ability to provide explanations of a wide range of natural processes and objects (both natural and technological) ranging in scale from the universe as a whole to subatomic particles and processes.▪ Learning ability: ability, through independent study, to enter new fields by using mathematics and physics knowledge.

Example of Degree Profile

F	LIST OF PROGRAMME LEARNING OUTCOMES
	<ul style="list-style-type: none"><li data-bbox="371 405 1843 603">▪ Ability to demonstrate knowledge and understanding of classical mechanics, vibrations and waves, optics and spectroscopy, thermodynamics, electromagnetism and quantum physics at the level needed for working with established areas of knowledge.<li data-bbox="371 611 1843 809">▪ Ability to demonstrate knowledge and understanding of mathematics relevant for physics, i.e. differential and integral calculus, analytic functions of real and complex variables, vector calculus, ordinary and partial differential equations, statistics, Fourier methods and capability of using such tools in physics.<li data-bbox="371 817 1843 908">▪ Ability to demonstrate experimental skills in physics under supervision, in order to test hypotheses and to investigate phenomena and their physical laws.<li data-bbox="371 916 1843 1007">▪ Ability to demonstrate knowledge and understanding of elements of theoretical physics and the role of models and theories in the development of physics.<li data-bbox="371 1015 1843 1165">▪ Ability to demonstrate knowledge and understanding of modern physics (atomic and molecular, nuclear and sub-nuclear, astrophysics) with some exposure to research frontiers.<li data-bbox="371 1173 1843 1370">▪ Acquisition of good working habits concerning both working alone (e.g. diploma thesis) and in teams (e.g. lab reports, including team-leading), achieving results within a specified time-frame, with an emphasis on awareness about professional integrity.

Programme Learning Outcomes (F)

Verifiable learning outcomes (SOAURS):

- Specific
- Objective
- Achievable
- Useful
- Relevant
- Standard Setting

Programme Learning Outcomes (F)

5 key elements:

- Active verb
- Type of learning outcome:
 - Knowledge,
 - Cognitive process,
 - Skills
 - Wider competence
- Topic area of the learning outcome
- Indication of the standard or the level intended
- The scope and/or the context of the learning outcome

Users

- Students
- Higher Education Institutions
 - Design and improvement of programmes
 - Accreditation
 - Admissions officers
- Credential evaluators
- Employers

International and Intercultural Learning Outcomes

NVAO: Frameworks for the Assessment of Internationalisation (Nov 2011)

- Intended international and intercultural learning outcomes need to be clear and specific;
- Involving subject-related aspects, social/communicative skills and attitude-related features;
- Assessments should demonstrate whether students achieve the learning outcomes.

Writing Learning Outcomes

“Ability to cooperate and collaborate in joint efforts across national and cultural boundaries”

<i>cooperate and collaborate</i>	<i>in joint efforts</i>			<i>across national and cultural boundaries</i>
active verb	type	subject	standard	scope/ context

Writing Learning Outcomes

“Ability to obtain and utilise ideas and experiences from different parts of the world”

<i>obtain and utilise</i>	<i>ideas and experiences</i>			<i>from different parts of the world</i>
active verb	type	subject	standard	scope/ context

Writing Learning Outcomes

“Ability to participate in group work productively and taking the lead on occasion, presiding over debates and discussions in an international group”

<i>participate</i>	<i>in group work</i>		<i>productively</i>	<i>in an international group</i>
<i>presiding over</i>	<i>debates and discussions</i>		<i>taking the lead on occasion</i>	
active verb	type	subject	standard	scope/ context



Education and Culture DG

Lifelong Learning Programme

DOWNLOAD THE CORE2 Guide At:

www.core-project.eu

More information:

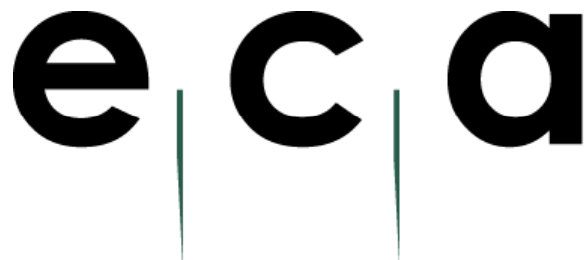
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ECA Certificate on Internationalisation

Rolf Heusser, Chairman of ECA



european consortium for accreditation

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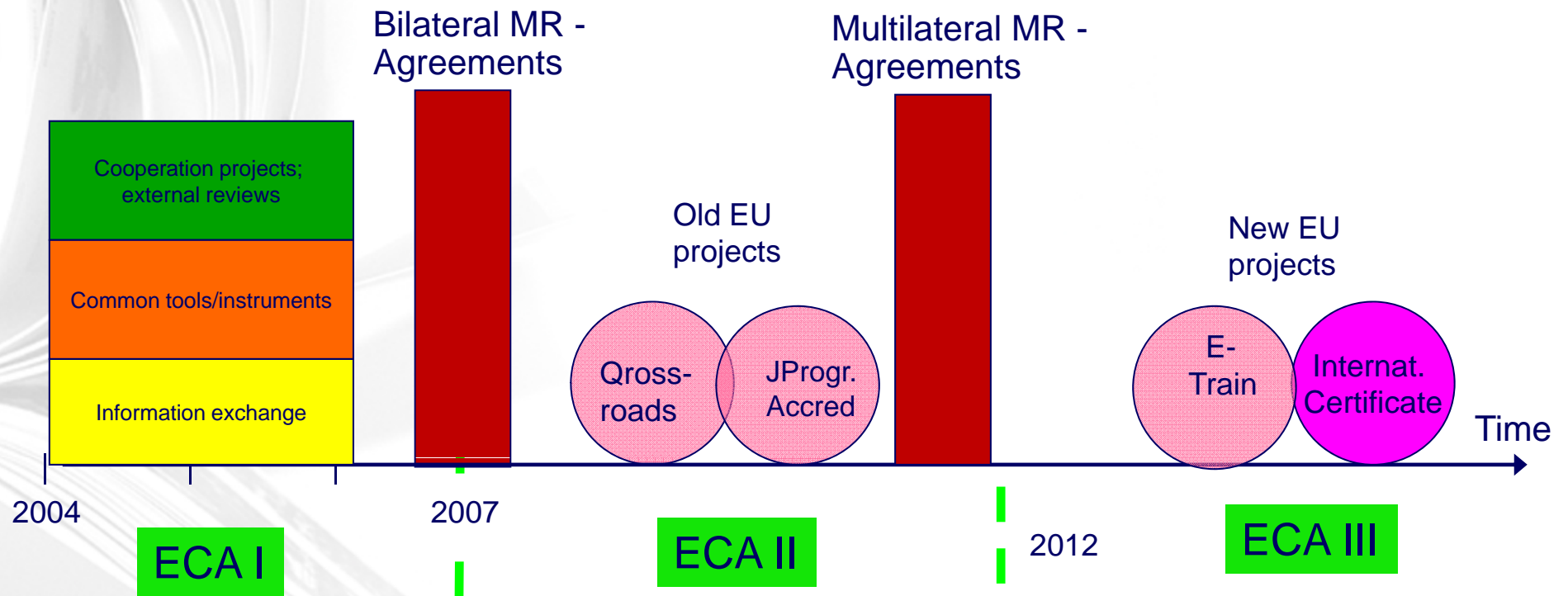
WORKS





european consortium for accreditation e

The ECA Project – Phases I - III



Purposes of Accreditation

Standard Accreditation

ECA Certificate



Accountability

Enhancement

Relevance of project for HE Institutions

- Benchmarking against good practices
- Brings internationalisation of curriculum to new quality level
- Attracts new students and staff
- Positive Impact on internationalisation activities of involved HEI/study programmes

Relevance of project for Students + Employers

- Guarantees that students achieve high international and intercultural competences in the certified study programmes or institutions
- Facilitates transborder recognition of qualifications and mobility
- Valuable orientation for labour market ---> enhanced employability options for graduates of certified programmes/institutions

Relevance of project for Society and QAAs

- Increase of transparency in internationalisation
- Promotes goals of Bologna process, supports creation of coherent EHEA
- Supports transborder cooperation of QAA
- Fits to goals of ECA
- Opens channel between QAAs and HEIs outside of accountability pathway

Facts - ECA certificate on Internationalisation (I)

Eligibility

HEIs/programmes of participating ECA member countries

Character of participation

Voluntary

Process

Stand alone or embedded in national accreditation procedure

Procedure

Three step procedure

Facts - ECA certificate on Internationalisation (II)

Criteria

Based on NVAO catalogue;
Establishment of a European
framework for internationalisat.

Decisions

ECA management group

Certificate

For good and for excellent
performances

Validity of stamp

Six years

Special features of ECA Project

- Pilot tests (8 study programmes and 4 institutions)
- Development of European framework for internationalisation
- Consultation group of ca. 15-20 HEIs
- Establishment of good practices database
- Special training of experts
- Dissemination strategy
- Strong ties with other relevant HE stakeholder groups in Europe

Sustainability of project

- Rapid spread of ECA label expected once first certificates are on the market
- No interferences with national QA systems
- Sustainable tools will be set up: robust framework for interationalisation, knowledge base/database on good practices; dissemination tools, etc
- Ongoing cooperation of QAAs within ECA and between ECA and involved partner organisations

Open questions (I)

„Do you consider to participate in ECA certificate ?“

Likely

Possible

Unlikely

I don't know

Open question (II)

„If participation in the ECA certificate is possible / likely, would you apply for:“

- The Institutional certificate of ECA
- The Programme certificate of ECA

Open questions (III)

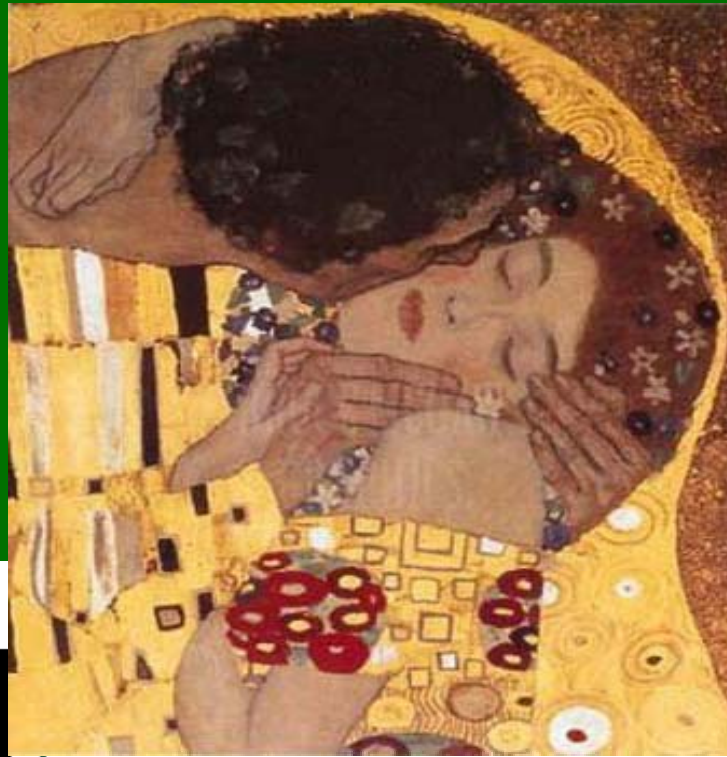
„Do you judge a price of 15'000 Euro to be adequate for the ECA label on internationalisation ?“

Yes

No, too high

No, too low

Gustav Klimt, The Kiss, 1907



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European Consortium for Accreditation

Thank you for your attention

For more information: secretariat@ecaconsortium.net

www.grossroads.eu

www.eacaconsortium.net

