

## Measuring and Comparing Achievements of Learning Outcomes in Higher Education in Europe (CALOHEE)

### *CALOHEE Questionnaires on typical degree programmes and typical occupations and tasks*

#### Responses of the Subject Area of Education and Teacher Training

Number of responses: 17

Countries covered by Inner and Outer Circle Higher Education (HE) institutions: BE, DE(2x), ES, HU (2x), IT (2x), LV, NL, LT, LUX, PL (2x), RO, TR, UK

How would you characterise your HE institution:

[ 9 ] Comprehensive university

[ 1 ] Specialized university

[ 9 ] Research university

[ 2 ] University of Applied Sciences

Some HE Institutions crossed more than one box.

Is your HE institution typical / representative for your country? [ 16 ] yes; [ 1 ] no

#### *Typical degree programmes*

Is / are the degree programme(s) at your HE institution on offer representative for comparable degree programmes in the subject area concerned offered by other HE institutions in your country: [ 16 ] yes; [ 1 ] no

The HE institutions that completed the questionnaire cover a broad spectrum of programmes. Some offer BA and MA programmes, others only BA programmes, others again Master on Master programmes focussing on Teacher Training. Also with regard to Teacher Training different types are represented: programmes meant for primary education, others to prepare for a job in secondary education.

What is the length of your programme in the subject area concerned measured in terms of ECTS credit points:

**Bachelor:** [ 10 ] 180; [ - ] 210; [ 5 ] 240 ECTS credits

**Master:** [ 1 ] 60; [ 1 ] 90; [ 10 ] 120 ECTS credits

Master on Master: [ 2 ] 60 ECTS credits

What are the names/titles of your **BACHELOR** programme(s):

1. Bachelor of Arts
2. Bachelor of Science
3. Education Sciences

Other:

- English Language Teaching
- Special Psycho-pedagogy (Special education)
- Pedagogy of Preschool or Primary School
- Bachelor of Science Wirtschaftspädagogik (Business and Economics Education)
  - Corso di Laurea Triennale in Scienze dell'Educazione e della Formazione - Sede di Padova (which includes 2 tracks: Formazione e sviluppo delle risorse umane; Scienze dell'educazione)
  - Corso di Laurea Triennale in Scienze dell'Educazione e della Formazione - Sede di Padova (which includes 2 tracks: Educazione della prima infanzia; Educazione sociale e animazione culturale)
- Social Education
- Primary Education Teacher
- Early childhood education teacher
- Pedagogic
  - Early Childhood Pedagogy.
  - Pedagogy of Primary Education.
  - Social Pedagogy
- English/German/French language teaching and French/English/German language teaching
- Teaching the English/German/French language and 'History and civic education' French language
- BA English Language and Linguistics
- Primary School Teacher Training
- Preschool Teacher Training
- Early Childhood Education
- Special Education – Remedial Education
- Social and Educational Care
- Socio-Cultural Animation
- BA en Sciences de l'Éducation
- BA en Sciences Sociales et Educatives
- Business programmes

How can your **bachelor** programme be characterized in terms of its profile, as a:

[ 7 ] broad programme covering typical elements of the sector involved (e.g. Social Sciences, etc.), followed by specialization in a particular subject area / discipline (later)

[ ] broad programme covering different paradigms?, which are / can also (be) positioned outside the realm of the sector

[ 8 ] specialized programme focusing (mainly or only) on the subject area involved

Does your **bachelor** programme distinguish one or more types / tracks / orientations:

[ 10 ] yes; [ - ] no

If so, can these be distinguished in (a) more research oriented type(s) / track(s) and (a) more applied type(s) / track(s)? [ 5 ] yes; [ 5 ] no. Please explain:

If so, do these tracks have different (well-defined):

[ 6 ] aims and objectives (general description of topics covered / taught by the programme and for what purpose, e.g. to prepare the student for (an) occupation(s) for which these are relevant)

[ 6 ] learning outcomes (statements of what the student should know and is able to do after completion of the programme)

Does your **bachelor** programme include:

[ 5 ] minor(s)

[ 11 ] electives

[ 1 ] double major

If applicable, can the minor(s) / electives be taken outside your faculty at another faculty of your HE institution?  [ 8 ] yes;  [ 2 ] no

What is the space included in your **bachelor** programme for (a) minor(s) / electives in terms of ECTS credits:

[ - ] 0;  [ 2 ] 1-10;  [ 2 ] 11-20;  [ 3 ] 21-30;  [ 1 ] 31-45;  [ 4 ] 46-60

Does your **bachelor** programme include a mobility window (a period that is reserved to take course units in another country which will replace course units (obligatory / electives / minors) of the degree programme that the student is taking at your HE institution:

[ 9 ] yes;  [ 5 ] no

If so what is the number of ECTS credits involved:  [ 1 ] 15;  [ 5 ] 30;  [ 2 ] 60;  [ 1 ] different

How do you characterise your **bachelor** programme (*up to two answers are possible, except if the programme covers a more academic and a more applied track; then three answers are possible*):

[ 7 ] a traditional programme in which the focus is mainly on knowledge acquisition and transfer: the programme is largely based on lecture classes, which might be supported by seminar groups and, if applicable, limited laboratory work

[ 8 ] a student-centred programme<sup>1</sup> which requires active student learning, which is mainly based on a seminar / exercise course unit model and, if applicable, extended laboratory work

[ 2 ] based on research driven education

[ 5 ] based on applied driven education

Does your **bachelor** programme include a work based learning component (work placement / entrepreneurship / traineeship)?  [ 12 ] yes;  [ 1 ] no

Please explain: .....

If so, what is the size of this component expressed in ECTS credits:

[ ] 1-5;  [ 1 ] 6-10;  [ 1 ] 11-15;  [ 2 ] 16-20;  [ 1 ] 21 – 25;  [ 3 ] 26-30;  [ 3 ] different (specify): 44 and 64.

Is your **bachelor** programme based on:

[ 13 ] (well-defined) aims and objectives (general description of topics covered / taught by the programme and for what purpose, e.g. to prepare the student for (an) occupation(s) for which these are relevant)

If so, how many:  [ 4 ] one general description;  [ 1 ] 1-5 more explicitly formulated;  [ 5 ] 6 or more; more explicitly formulated

Are these included in the course catalogue:  [ 8 ] yes;  [ 3 ] no

Are these included in the course description / syllabi:  [ 9 ] yes;  [ 3 ] no

and/or

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<sup>1</sup> Definition of student-centred learning according to the European Student Union (ESU 2010): A learning approach characterised by innovative methods of teaching which aim to promote learning in communication with teachers and students and which takes students seriously as active participants in their own learning, fostering transferable skills such as problem-solving, critical and reflective thinking.

[ 10 ] (well-defined) programme competence statements (broadly defined statements of the competences to be developed in the **bachelor** programme)

If so, how many: [ 2 ] up to 5; [ 4 ] 6-10; [ 2 ] 11 or more

[ 8 ] (well-defined) unit competence statements

If so, how many on average per unit: [ 5 ] up to 5; [ - ] 6-10; [ 3 ] 11 or more

Are these included in the course catalogue: [ 6 ] yes; [ 1 ] no

Are these included in the course description / syllabi: [ 7 ] yes; [ 1 ] no

and/or

[ 7 ] (well-defined) programme learning outcomes (statements of what the student should know and is able to do after completion of the **bachelor** programme)

If so, how many: [ 3 ] up to 5; [ - ] 6-10; [ 1 ] 11 – 15; [ 3 ] 16 or more

[ 7 ] (well-defined) course unit learning outcomes (statements of what the student should know and is able to do after completion of the unit)

If so, how many on average per unit: [ 3 ] up to 5; [ 3 ] 6-10; [ 1 ] 11 or more

Are these included in the course catalogue: [ 8 ] yes; [ 1 ] no

Are these included in the course description / syllabi: [ 7 ] yes; [ ] no

**Attention: From the responses it is clear that there is confusion about the use of the terms 'aims and objectives', 'competences' and 'learning outcomes statements'.**

Are the following skills / competences 'trained' in the framework of the **bachelor** programme (a full list of Tuning generic competences is attached to this questionnaire):

[ 9 ] Abstract and analytical thinking

[ 10 ] Ethical reasoning

[ 8 ] Design and manage projects

[ 2 ] Entrepreneurship

[ 13 ] Oral communication

[ 9 ] Problem solving

[ 9 ] Learn-to-learn and stay up-to-date with learning

[ 10 ] Critical and self-critical awareness

[ 9 ] Planning and Time management

[ 10 ] Collect, select, process and analyse information

[ 11 ] Teamwork

[ 6 ] Leadership (Taking responsibility)

[ 9 ] Intercultural communication

[ 9 ] Social responsibility and civic awareness

[ 6 ] Generate new ideas (creativity)

[ 12 ] Information and Communication Technologies

[ 1 ] Other: Preservation of the European cultural heritage

[ 1 ] Other: Ethical dimensions of academic and didactic work

[ 1 ] Other: designing educational programs adapted to different age and training levels and target groups

[ 1 ] Other: evaluation of the learning processes

[ 1 ] Other: counselling, orientation and psycho-pedagogical assistance of different social categories/educational groups (preschool, primary school, secondary school children, families, teachers, employees, etc.)

[ 1 ] Other: teaching methods

[ 1 ] Other: Statistics

Are students expected to write (a) (research-based) paper(s) (besides a final thesis) in the framework of their **bachelor** programme? [ 12 ] yes; [ 1 ] no.

If so, are research skills explicitly trained? [ 11 ] yes; [ ] no

If so, are writing skills explicitly trained? [ 7 ] yes; [ 3 ] no

If so, are papers written which should have:

[ 1 ] up to 2.500 characters (words / up to 5 pages?)

[ 1 ] 2.500 – 5.000 characters (words / 5-10 pages?)

[ 8 ] more than 5.000 characters (words / more than 10 pages?)

**Attention: In the above mistakenly incorrect numbers of characters were included; they should have been a factor 5 higher to correspond with the information to be collected.**

If so, what is the character of the (fast majority of) paper(s) to be written:

[ 9 ] Based on a well-defined research question, meeting the requirements of the disciplinary field

[ 6 ] Based on an identified topic and having the character of an essay

[ ] Other,.....

Are students expected to prepare reports as a part of their **bachelor** programme?

[ 6 ] yes; [ 3 ] no

If so, for what purpose? Please explain: portfolio report traineeship, research report, internship report, teaching experience and lessons observation, school practice

What are the main modes / strategies for learning and teaching in your **bachelor** programme:

[ 14 ] lectures

[ 13 ] seminars

[ 11 ] tutorials

[ 8 ] exercise courses / practical classes

[ 8 ] fieldwork

[ 12 ] oral assignments

[ 12 ] written assignments

[ 6 ] role play

[ 4 ] peer reviewing

[ 11 ] work based practice

[ 5 ] problem-solving sessions

[ 3 ] flipped classroom (combination of Internet instruction and classes)

[ ] blended learning

[ 5 ] laboratory assignments

[ 1 ] Others: group presentations

[ ] Others: .....

[ ] Others: .....

Is your **bachelor** programme completed by a final thesis? [ 13 ] yes; [ 1 ] no

If so, are there minimum requirements in terms of length: [ 12 ] yes; [ ] no

If so, how many: .....characters

There proofs to be a large variation in the required length of the final BA thesis. The length is expressed in number of pages, words, and characters:

[ 1 ] 15.000 characters (equals 3.000 words)

[ 1 ] 25.000 characters (equals 5000 words)

[ 1 ] 30.000 characters (equals 6.000 words)

- [ 1 ] 36.000 characters (equals 7.200 words)
- [ 2 ] 50.000 characters (equals 10.000 words)
- [ 2 ] 50.000 – 70.000 characters (equals 14.000 – 16.000 words)
- [ 1 ] 87.000 characters (equals 17.500 words, ca. 30 pages)
- [ 1 ] 100.000 characters (equals 20.000 words)
- [ 1 ] 50 pages (equals 22.500 – 25.000 words)

What are the titles of your **MASTER** programme(s):

1. Master of Education (M.Ed.) (Wirtschaftspädagogik)
2. Master of Science (Business and Economics Education)
3. Teacher of Education

Others:

- English Language Teaching
- Business Studies
- Corso di Laurea Magistrale in Culture, Formazione, Società Globale (which includes 2 tracks: Scienze pedagogiche; Sociologia e ricerca sociale)
- Laurea Magistrale Interclasse in Management dei Servizi Educativi e Formazione Continua (which includes 2 tracks: Programmazione e gestione dei servizi educativi; Scienze dell'educazione degli adulti e della formazione continua)
- Laurea magistrale a ciclo unico in Scienze della formazione primaria
- Educational Management
- Therapies and compensation in communication disorders
- ICT in education: analysis and design of processes, resources and training practices
- Specific Teacher Training
- Lerarenopleidingen Voorbereidend Hoger onderwijs; Science Education and Communication; Talenonderwijs en Communicatie; Mens- en maatschappijonderwijs en communicatie; Kuntsonderwijs en communicatie.
- Arts in Cultural Settings
- Child Studies
- Social and Educational Care
- Socio-Cultural Animation
- Remedial Education
- School Education
- Primary/Junior and Preschool Education
- School Education and Pedagogical Therapy
- School Education and Career Consulting
- Social, Educational and Gerontological Care
- MA en Enseignement Secondaire
- MA in Learning and Communication in multilingual and multicultural contexts

How can your **master** programme be characterized in terms of its profile, as a:

- [ 5 ] broad programme covering typical elements of the sector involved (e.g. Social Sciences, etc.), followed by specialization in a particular subject area / discipline (later)
- [ 1 ] broad programme covering different paradigms?, which are / can also (be) positioned outside the realm of the sector
- [ 10 ] specialized programme focusing (mainly or only) on the subject area involved

Does your **master** programme distinguish one or more types / tracks / orientations:

[ 11 ] yes; [ - ] no

If so, can these be distinguished in (a) more research oriented type(s) / track(s) and (a) more applied type(s) / track(s)? [ 5 ] yes; [ 6 ] no. Please explain:

.....

If so, do these tracks have different (well-defined):

[ 7 ] aims and objectives (general description of topics covered / taught by the programme and for what purpose, e.g. to prepare the student for (an) occupation(s) for which these are relevant)

[ 6 ] learning outcomes (statements of what the student should know and is able to do after completion of the programme)

Does your **master** programme include:

[ 3 ] minor(s)

[ 12 ] electives

[ 1 ] double major

If applicable, can the minor / electives be taken outside your faculty at another faculty of your HE institution? [ 6 ] yes; [ 4 ] no

What is the space included in your **master** programme for (a) minor(s) / electives in terms of ECTS credits:

[ - ] 0; [ 4 ] 1-10; [ 2 ] 11-20; [ 1 ] 21-30; [ 2 ] 31-45; [ 3 ] 46-60

Does your **master** programme include a mobility window (a period that is reserved to take course units in another country which will replace course units (obligatory / electives / minors) of the degree programme that the student is taking at your HE institution:

[ 10 ] yes; [ 4 ] no

If so what is the number of credits involved: [ 1 ] 15; [ 3 ] 30; [ 1 ] 60; [ 1 ] different, please specify: 18 ECTS credits

How do you characterise your **master** programme (up to two answers are possible):

[ 5 ] a traditional programme in which the focus is mainly on knowledge acquisition and transfer: the programme is largely based on lecture classes, which might be supported by seminar groups and if applicable limited laboratory work

[ 7 ] a student-centred programme<sup>2</sup> which requires active student learning, which is mainly based on a seminar / exercise course unit model and if applicable extended laboratory work

[ 3 ] based on research driven education

[ 4 ] based on applied driven education

Does your **master** programme include a work based learning component (work placement / entrepreneurship / traineeship)? [ 9 ] yes; [ 2 ] no

Please explain: .....

If so, what is the size of this component expressed in ECTS credits:

[ 1 ] 1-5; [ 3 ] 6-10; [ 1 ] 11-15; [ 2 ] 16-20; [ 3 ] 21 – 25; [ 1 ] 26-30; different, please specify:

.....

Is your **master** programme based on:

[ 12 ] (well-defined) aims and objectives (general description of topics covered / taught by the programme and for what purpose, e.g. to prepare the student for occupation for which

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<sup>2</sup> See note 1

these are relevant)

If so, how many: [ 5 ] one general description; [ 4 ] 1-5 more explicitly formulated; [ 2 ] 6 or more; more explicitly formulated

Are these included in the course catalogue: [ 7 ] yes; [ 3 ] no

Are these included in the course description / syllabi: [ 6 ] yes; [ 2 ] no

and/or

[ 8 ] (well-defined) programme competence statements (broadly defined statements of the competences to be developed in the **master** programme)

If so, how many: [ 2 ] up to 5; [ 3 ] 6-10; [ 1 ] 11 or more

[ 5 ] (well-defined) unit competence statements

If so, how many on average per unit: [ 3 ] up to 5; [ - ] 6-10; [ 2 ] 11 or more

Are these included in the course catalogue: [ 6 ] yes; [ 1 ] no

Are these included in the course description / syllabi: [ 7 ] yes; [ - ] no

and/or

[ 9 ] (well-defined) programme learning outcomes (statements of what the student should know and is able to do after completion of the **master** programme)

If so, how many: [ 3 ] up to 5; [ 3 ] 6-10; [ - ] 11 – 15; [ 1 ] 16 or more

[ 7 ] (well-defined) course unit learning outcomes (statements of what the student should know and is able to do after completion of the unit)

If so, how many on average per unit: [ 5 ] up to 5; [ 2 ] 6-10; [ 1 ] 11 or more

Are these included in the course catalogue: [ 7 ] yes; [ 1 ] no

Are these included in the course description / syllabi: [ 8 ] yes; [ - ] no

***Attention: From the responses it is clear that there is confusion about the use of the terms 'aims and objectives', 'competences' and 'learning outcomes statements'.***

Are the following skills / competences 'trained' in the framework of the **master** programme (a full list of Tuning generic competences is attached to this questionnaire):

[ 11 ] Abstract and analytical thinking and synthesising of ideas

[ 9 ] Ethical reasoning

[ 8 ] Design and manage projects

[ 6 ] Entrepreneurship

[ 10 ] Oral communication

[ 12 ] Problem solving

[ 12 ] Learn-to-learn and stay up-to-date with learning

[ 10 ] Critical and self-critical awareness

[ 7 ] Planning and Time management

[ 10 ] Collect, select, process and analyse information

[ 11 ] Teamwork

[ 7 ] Leadership (Taking responsibility)

[ 6 ] Intercultural communication

[ 10 ] Social responsibility and civic awareness

[ 6 ] Generate new ideas (creativity)

[ 8 ] Use of Information, Communication and Information Technologies

[ 1 ] Other: Teaching

[ 1 ] Other: Advanced statistical methods



- Other: Complex thinking
- Other: Post-colonial reasoning
- Other: Creative and innovative thinking
- Other: Multi-lingualism

Are students expected to write (a) research-based paper(s) in the framework of their **master** programme? [ 11 ] yes; [ 1 ] no

If so, are research skills explicitly trained? [ 11 ] yes; [ 1 ] no

If so, are writing skills explicitly trained? [ 8 ] yes; [ 3 ] no

If so, are papers written which should have:

[ 1 ] up to 2.500 characters (words / up to 5 pages?)

[ 2.500-5.000 characters (words / 5-10 pages?)

[ 9 ] more than 5.000 characters (words / more than 10 pages?)

**Attention: In the above mistakenly incorrect numbers of characters were included; they should have been a factor 5 higher to correspond with the information to be collected.**

If so, what is the character of the (fast majority of) paper(s) to be written:

[ 8 ] Based on a well-defined research question, meeting the requirements of the disciplinary field

[ 5 ] Based on an identified topic and having the character of an essay

[ ] Other,.....

Are students expected to prepare reports as a part of their **master** programme?

[ 9 ] yes; [ 2 ] no

If so, for what purpose? Please explain: report traineeship, portfolio's, research report, internship report, project report, research projects

What are the main modes / strategies for learning and teaching in your **master** programme:

[ 12 ] lectures

[ 11 ] seminars

[ 8 ] tutorials

[ 8 ] exercise courses / practical classes

[ 9 ] fieldwork

[ 11 ] oral assignments

[ 13 ] written assignments

[ 8 ] role play

[ 5 ] peer reviewing

[ 10 ] work based practice

[ 8 ] problem-solving sessions

[ 2 ] flipped classroom (combination of Internet instruction and classes)

[ 6 ] blended learning

[ 3 ] laboratory assignments

[ 1 ] Others: group presentation

[ 1 ] Others: intervision

[ ] Others: .....

Is your **master** programme completed by a final thesis? [ 11 ] yes; [ 2 ] no

If so, are there minimum requirements in terms of length: [ 8 ] yes; [ 1 ] no

If so, how many: .....characters

There proofs to be a large variation in the required length of the final BA thesis. The length is expressed in number of pages, words, and characters:

- [ 2 ] 80.000 characters (equals 16.000 words)
- [ 2 ] 145.000 characters (29.000 words / 50 pages)
- [ 2 ] 150.000 characters (equals 30.000 words)
- [ 1 ] 200.000 characters (equals 40.000 words)
- [ 2 ] 450.000-500.000 characters (equals 90.000-100.000 words)

### **Typical occupations**

Given the fact that both regulated professions and non-regulated professions are covered in the CALOHEE project, some questions might be of more relevance for some subject areas than for others. However, in all cases it is of relevance to obtain a better understanding of typical tasks and roles which are performed by holders of a bachelor and a master degree, and at what level. The information collected will be compared with the lists of competences / Learning outcomes on which the existing documents are based. Two surveys were implemented for Europe: one in 2001 and one in 2008. Furthermore, there is information available of Tuning surveys executed for some of the disciplines in other world regions at later dates.

An up-to-date overview of typical tasks which are performed in practice will help to identify / to confirm the competences to be developed (and assessed) in a typical degree programme, taking into account that there are more research driven and more applied degree programmes, both at bachelor and master level.

In which **type of sectors** do (most of) your graduates find employment?

- [ 5 ] Government (including departments, statutory authorities and government owned businesses)
- [ 6 ] Local Government
- [ 7 ] Public Company
- [ 9 ] Private Enterprise
- [ 6 ] Not for Profit Organisation
- [ 1 ] Other: Education
- [ 1 ] Other: school boards

In which of the following industry classifications do (most of) your graduates find employment? If possible and data available, please give an indication of the percentage involved. A distinction is made between bachelor and master graduates.

Employment sector:	Bachelor [%]	Master [%]
[ 1 ] Armed forces and Emergency services	[ ]	[ ]
[ 2 ] Banking, finance and insurance	[ ]	[ ]
[ 3 ] Business and management	[ ]	[ ]
[ 6 ] Charities and voluntary work	[ ]	[ ]
[ 5 ] Creative arts and culture	[ ]	[ ]
[ ] Energy and utilities	[ ]	[ ]
[ ] Engineering, manufacturing and production	[ ]	[ ]
[ ] Environment and agriculture	[ ]	[ ]
[ 7 ] Further or Higher education or Research	[ ]	[ ]
[ 8 ] Government and public administration	[ ]	[ ]
[ 1 ] Health and social care	[ ]	[ ]
[ 2 ] Hospitality, tourism and sport	[ ]	[ ]
[ 1 ] IT, information services and telecommunication	[ ]	[ ]
[ ] Law and legal services	[ ]	[ ]
[ 2 ] Marketing, advertising and PR	[ ]	[ ]

<input checked="" type="checkbox"/> [ 2 ] Media and publishing	<input type="checkbox"/> [ ]	<input type="checkbox"/> [ ]
<input type="checkbox"/> [ ] Physical Resources (mining, quarrying, oil, gas,...)	<input type="checkbox"/> [ ]	<input type="checkbox"/> [ ]
<input type="checkbox"/> [ ] Property and construction	<input type="checkbox"/> [ ]	<input type="checkbox"/> [ ]
<input checked="" type="checkbox"/> [ 2 ] Recruitment and HR	<input type="checkbox"/> [ ]	<input type="checkbox"/> [ ]
<input type="checkbox"/> [ ] Retail and sales	<input type="checkbox"/> [ ]	<input type="checkbox"/> [ ]
<input type="checkbox"/> [ ] Science, pharmaceuticals and food	<input type="checkbox"/> [ ]	<input type="checkbox"/> [ ]

Please list the **ten most common jobs** (if possible) of your graduates (e.g. policy officer, policy analyst, (education) administrator, team leader, (site) manager, teacher, researcher, technician, registered nurse, clinical nurse leader, healthcare service manager, human resources worker, journalist, text writer, communication officer, marketing director, operator, programmer, supervisor, inspector, counsellor, international relations officer, self employed, etc). Please complete for Bachelor and Master graduates separately:

### **Bachelor graduates**

1. teacher
2. steward/stewardess
3. bank officer
4. project manager
5. audit assistant
6. insurance specialist
7. marketing specialist
8. founder of private company.
9. accountant
10. tax administrator
11. financial specialist
12. analyst.
13. freelancer
14. Trainer/tutor in training
15. Specialist in education for people with disabilities
16. HR assistant
17. Reintegration and social integration specialist
18. Vocational education teacher/trainer
19. Library technician employment services technician
20. care workers for children
21. teacher for kindergarten or primary school
22. educational (school) counsellor
23. educational expert
24. referent specialized education
25. educational mentor
26. special education teacher in special kindergartens and special schools for children with various types of disabilities;
27. support teacher in integrated or in inclusive education for children with special educational needs (including those with disabilities);
28. speech therapist in various professional settings;
29. educational counsellor in schools;
30. psychological diagnostician for persons with disabilities
31. teaching assistant
32. officer
33. school secretary
34. educational assistant

35. research assistant

**Master graduates**

1. instructor at universities
2. teacher in primary school (5-years master degree)
3. teacher in kindergarten (5-years master degree)
4. lecturer in higher education institutions (mainly teacher education)
5. educational scientists
6. employee in educational publishing industry
7. senior auditor
8. head of department
9. portfolio manager
10. CFO
11. CEO
12. quality manager
13. senior consultant
14. project manager
15. Finance partner.
16. risk manager
17. education administrator
18. human resources worker / specialist
19. researcher (preparing for Ph.D program)
20. pedagogist
21. trainer
22. sociologist, specialist in social politics
23. counsellor / coach
24. educational inspector
25. school manager
26. speech therapist
27. teacher for special education,
28. researcher in special education
29. educational inspector for special education,
30. research assistant
31. teaching assistant
32. teacher of pedagogy
33. teacher assistant for kids having special education needs
34. officer in the field of education
35. project leader in the field of education
36. statisticians in the field of education
37. communication officer
38. event organizer
39. translator
40. educationalist
41. marketing officer
42. IT programmer
43. language teacher

Please list **10 typical tasks** performed by your graduates. These should be formulated in more general terms, e.g. for *nursing*, for example, hands-on care, administering medications, managing intravenous lines, observing and monitoring patients' conditions, maintaining records, provide advice and emotional support, etc.; for *historians*, for example,

policy and analytical papers writing, coaching, planning, forecasting, reporting, negotiating, organizing, delegating, representing, communicating including offering presentations, media contributions / publishing, research, teaching, etc.; e.g. for *educational scientists* for example: teacher training, staff development, coaching, modelling, data analyses, research, programme designing, assessment designing, etc. for *civil engineers*, for example, planning and designing (using designated software), overseeing construction and maintenance of building structures and facilities, testing (soil, building materials), making cost calculations, analysing of reports and data, presenting, coaching, reporting, organizing, etc.; for *physicists* for example research and development conducting basic and applied research, designing research equipment, inspection, testing, quality control, etc.

Please indicate below the tasks performed by bachelor and master graduates.

### **Bachelor graduates**

1. teaching
2. syllabus design
3. materials design
4. testing
5. teacher training (pre-service and in-service)
6. negotiating
7. planning
8. forecasting
9. reporting
10. organizing
11. representing
12. communicating
13. analysing of data
14. presenting
15. calculating
16. design and implementation of educational activities for children
17. support to children and adult with disabilities
18. design and implementation of educational activities for marginalised people, people with disabilities and/or people at risk
19. support to design of training programmes
20. tutoring of teaching/training programmes
21. matching people careers and employments
22. support in active job search
23. educational communication
24. teacher training in special education
25. staff development
26. coaching
27. data analyses
28. research in special education
29. programme designing
30. assessment of persons with special needs
31. teacher training in education for preschool or primary school ,
32. research in special education,
33. programme designing for primary school,
34. teacher training in inclusive education
35. planning and designing learning process
36. assessment of the learning process

37. guidance to fathers
38. management of schools
39. learning and instruction - organiser and designer
40. analysing of reports and data
41. reporting, presenting information
42. measurement assistant
43. designing simple research
44. using information and communication technologies
45. observing and monitoring pupils
46. analysing cultural phenomena
47. making pedagogical diagnoses
48. childcare giving
49. delivering oral and visual presentations
50. writing different kinds of texts
51. planning educational interventions (aims, strategies, ways)
52. keeping relationships with families, specialists etc. (communication)
53. applying learning techniques (e.g. augmentative and alternative communication)
54. provide advice and emotional support
55. assessment designing
56. documenting

#### **Master graduates**

1. (school) teaching
2. materials evaluation and design
3. syllabus design
4. testing
5. teacher training
6. teacher education
7. theoretical educational research
8. empirical educational research
9. designing and publishing of teaching materials
10. administering processes
11. managing processes
12. provide advice to employees
13. coaching
14. delegating
15. representing
16. communicating including offering presentations
17. selecting employees
18. strategic planning
19. risk reducing
20. research and data analysis
21. design of training programmes
22. recruiting
23. staff development
24. fund raising of grants for educational projects
25. management of training programmes and services
26. design and implementation of evaluation, monitoring and quality assurance procedures
27. design and implementation of instructional activities for children (primary school and kindergarten)

28. consultancy in the field of education, training and social care
29. promoting the fundamental educational policies in accordance with the specific legislation;
30. identifying, analyzing and solving the problems specific to educational management;
31. applying the strategies necessary for upgrading and modernizing the education system through promoting active and child centred education methods and techniques;
32. using and promoting the teamwork management in school organizations;
33. promoting an educational management based on pedagogical research methods and techniques;
34. professional communication and relationship;
35. knowing and applying the deontological code of the teaching profession
36. systematic evaluation of children with special educational needs;
37. interpreting and using the assessment results of children's cognitive potential and their behaviour in different learning and life situations;
38. developing, applying, monitoring and evaluating some Personalised Intervention Projects (PIP) and/or Personalised Services Plan (PSP) for children with special educational needs;
39. applying therapy, and compensatory programs for people with language disorders, intellectual disabilities and reading/writing for people with visual disabilities;
40. communication and relationship in interdisciplinary teams;
41. abiding by deontological code;
42. using scientific methods and techniques in special education
43. planning and designing learning process
44. assessment of the learning process
45. guidance to fathers
46. management of schools
47. research about integration ICT in school
48. designing assessments
49. organising data collections
50. carrying out advanced data analyses
51. planning educational research
52. synthetizing educational literature
53. designing educational materials
54. presenting information and result
55. developing learning materials and assessment tools
56. advanced using of information and communication technologies
57. enhancing kids with special educational needs
58. developing education and test
59. preparing lessons and teaching
60. assessing/testing
61. communicating with students (in and outside classes), parent and colleagues
62. administration
63. contributing to school policy
64. monitoring student progress
65. applied research
66. participating in professional development
67. providing feedback to students
68. observing and monitoring pupils
69. analysing cultural phenomena
70. making pedagogical diagnoses

71. childcare giving
72. delivering oral and visual presentations
73. writing different kinds of texts
74. planning of events
75. translating documents
76. organizing support
77. updating digital media communication
78. media and communication support
79. finding sponsors, marketing and branding
80. revising documents, giving editorial support
81. planning curriculum
82. organizing internal/external communication
83. planning educational interventions (aims, strategies, ways)
84. keeping relationships with families, specialists etc. (communication)
85. applying learning techniques (e.g. augmentative and alternative communication)
86. provide advice and emotional support
87. assessment designing
88. documenting

Thank you for completing the questionnaires. You are asked to return these **before 30 April 2016** to the project coordinating team by using the designated CALOHEE e-mail address: [calohee@rug.nl](mailto:calohee@rug.nl)



## Annex

### **TUNING List of Generic Competences**

1. Ability to communicate in a second (foreign) language
2. Capacity to learn and stay up-to-date with learning
3. Ability to communicate both orally and through the written word in first language
4. Ability to be critical and self-critical
5. Ability to plan and manage time
6. Ability to act on the basis of ethical reasoning
7. Capacity to generate new ideas (creativity)
8. Ability to search for, process and analyse information from a variety of sources
9. Ability to work autonomously
10. Ability to identify, pose and resolve problems
11. Ability to apply knowledge in practical situations
12. Ability to make reasoned decisions
13. Ability to undertake research at an appropriate level
14. Ability to work in a team
15. Knowledge and understanding of the subject area and understanding of the profession
16. Ability to motivate people and move toward common goals
17. Commitment to conservation of the environment
18. Ability to communicate key information from one's discipline or field to non-experts
19. Ability for abstract and analytical thinking, and synthesis of ideas
20. Ability to interact constructively with others regardless of background and culture and respecting diversity
21. Ability to design and manage projects
22. Ability to interact with others in a constructive manner, even when dealing with difficult issues
23. Ability to show awareness of equal opportunities and gender issues
24. Commitment to health, well-being and safety
25. Ability to take the initiative and to foster the spirit of entrepreneurship and intellectual curiosity
26. Ability to evaluate and maintain the quality of work produced
27. Ability to use information and communications technologies
28. Commitment to tasks and responsibilities
29. Ability to adapt to and act in new situations and cope under pressure
30. Ability to act with social responsibility and civic awareness
31. Ability to work in an international context