

T



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CALOHEE

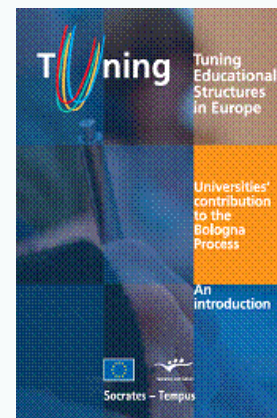


TUNING and its new focus on achieved learning outcomes

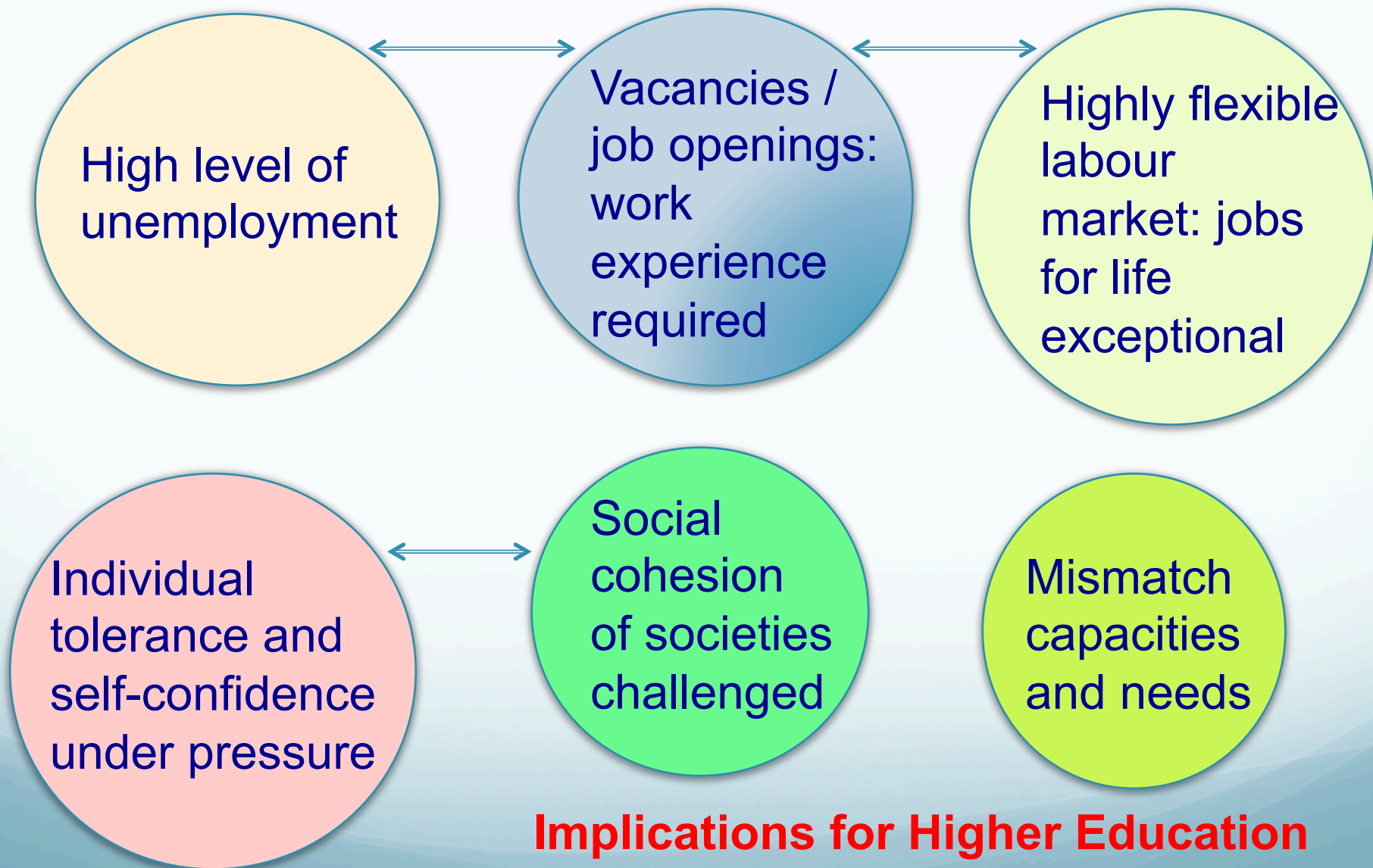
Robert Wagenaar
Director International Tuning Academy

Content

1. Social-Economic Reality: Financial and Economic crisis, 2008 – present
2. Role of Higher Education
3. Role of TUNING: A global initiative
4. Frameworks and Quality Assurance
5. CALOHEE: Measuring and Comparing Achievements of Learning Outcomes in Higher Education in Europe



1. Social economic reality



Implications for Higher Education Programmes?

2. Role of Higher Education

Are we preparing our graduates sufficiently well for these challenges?

- ◆ Are degree programmes sufficiently aligned with the needs of society? How do we know?
- ◆ Are degree programmes already student-centred and learning outcomes based? Research shows us otherwise!
- ◆ Is the present system of quality assurance and accreditation sufficiently dynamic and not mainly process driven? Becoming too bureaucratic?

3. Role of Tuning

Mission of Tuning since 2000:

Contributing significantly to the Modernization agenda in Higher Education

Main drivers:

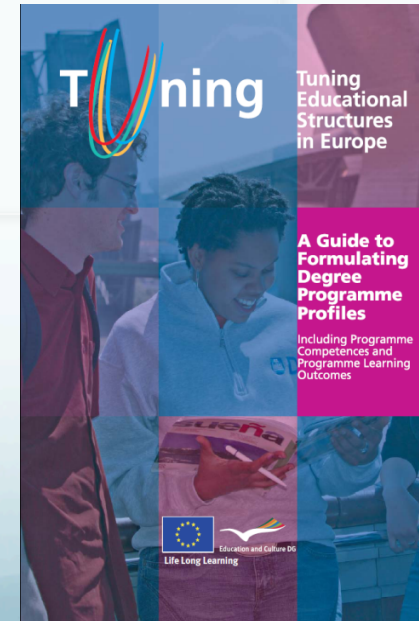
- ◆ Realizing a paradigm shift: from expert-driven teaching and learning to student-centered learning (input to output)
- ◆ Basing curricula on programme and module/unit learning outcomes
- ◆ Making curricula relevant for the needs of society by educating disciplinary experts, who are employable and can contribute to the social welfare of society

Main Tuning contributions:

- ◆ Sophisticated methodology to reform Higher Education degree programmes
- ◆ Frameworks or benchmarks of internationally agreed reference points for sectors and subject areas
- ◆ Reform the European credit system ECTS from a transfer system into a transfer and accumulation system: conditional for programme design and quality assurance

Tuning Golden standard for enhancing / designing degree programmes: 10 steps approach + Guide to Formulating Degree Profiles

1. Determine need and potential
2. Define the profile and the key competences
3. Formulate the Programme Learning Outcomes
4. Decide whether to 'modularise' or not
5. Identify competences and formulate learning outcomes for each module
6. Determine the approaches to teaching, learning and assessment
7. Check whether the key generic and subject specific competences are covered
8. Describe the programme and the course units
9. Check balance and feasibility
10. Implement, monitor and improve



Which general competences / skills are **most** important for *Society* according to the Tuning consultation process?

Analyzing and
Synthesizing

Applying knowledge
in practice

Entrepreneurial
spirit

Leadership

Working in a
team

Creativity

Learning abilities

Communication
skills

Problem solving

Debating

Critical thinking

+ Social / civic skills/competences ?



European
Commission

Tuning: A global initiative

Application of the
Tuning Approaches
in Georgian Higher
Education System

Tuning Europa

Canada-EU Tuning
Feasibility Study

Creating National
Information Centers
about the Bologna Process
in the Kyrgyz Republic

**TuCAHEA:
Towards a Central
Asian Higher
Education Area**

Tuning USA

Cooperation in Higher education between
the United States and the European Union to
produce a robust methodology to evaluate the
application of the Tuning approach

Emerging Modes of
Cooperation between
Private Sector Organisations
and Universities

Tuning
Lithuania

Tuning Japan

**Tuning America
Latina**

Tuning-AHELO
project

Sectoral Qualifications
Framework for
Humanities & Arts

EU-Tuning India
Study

EU - China
Tuning study

CALOHEE

Tuning Sectoral
Framework for
Social Sciences

**Tuning
Russia**

Tuning Educational Structures
for Internationalisation
(Thailand-EU Cooperation
Facility)

Tuning Middle East
and North Africa

Competences in
Education and
Cross-Border
Recognition

Tuning Australia
Pilot Project

Tuning Africa

Reference Points for the Design and Delivery of Degree Programmes in **Literary Studies**

Reference Points for the Design and Delivery of Degree Programmes in **Linguistics**

Reference Points for the Design and Delivery of Degree Programmes in **Art History**

Reference Points for the Design and Delivery of Degree Programmes in **Theology and Religious Studies**

Tuning-EuroPsy: Reference Points for the Design and Delivery of Degree Programmes in **Psychology**

Reference Points for the Design and Delivery of Degree Programmes in **Music**

Reference Points for the Design and Delivery of Degree Programmes in **Earth Science**

Reference Points for the Design and Delivery of Degree Programmes in **European Studies**

Tuning Educational Structures in Europe

Tuning Educational Structures in Europe

Tuning Educational Structures in Europe

Reference Points for the Design and Delivery of Degree Programmes in **Chemistry**

Reference Points for the Design and Delivery of Degree Programmes in **Physics**

Reference Points for the Design and Delivery of Degree Programmes in **Occupational Therapy**

A selection of publications

Reference Points for the Design and Delivery of Degree Programmes in **Gender Studies**

Tuning
Africa

Tuning
Russia

Towards Comparability of Higher Education Programmes
Information Review

Tuning and Harmonisation of Higher Education: The African Experience

Tuning
Latin America

Higher Education in Latin America: reflections and perspectives on **Administration**
César Esquetini Cáceres (ed.)

Tuning
Latin America

Higher Education in Latin America: reflections and perspectives on **Architecture**
Samuel Ricardo Véliz González (ed.)

Tuning Journal
for Higher Education

New profiles for new societies

Issue No. 1, November 2013

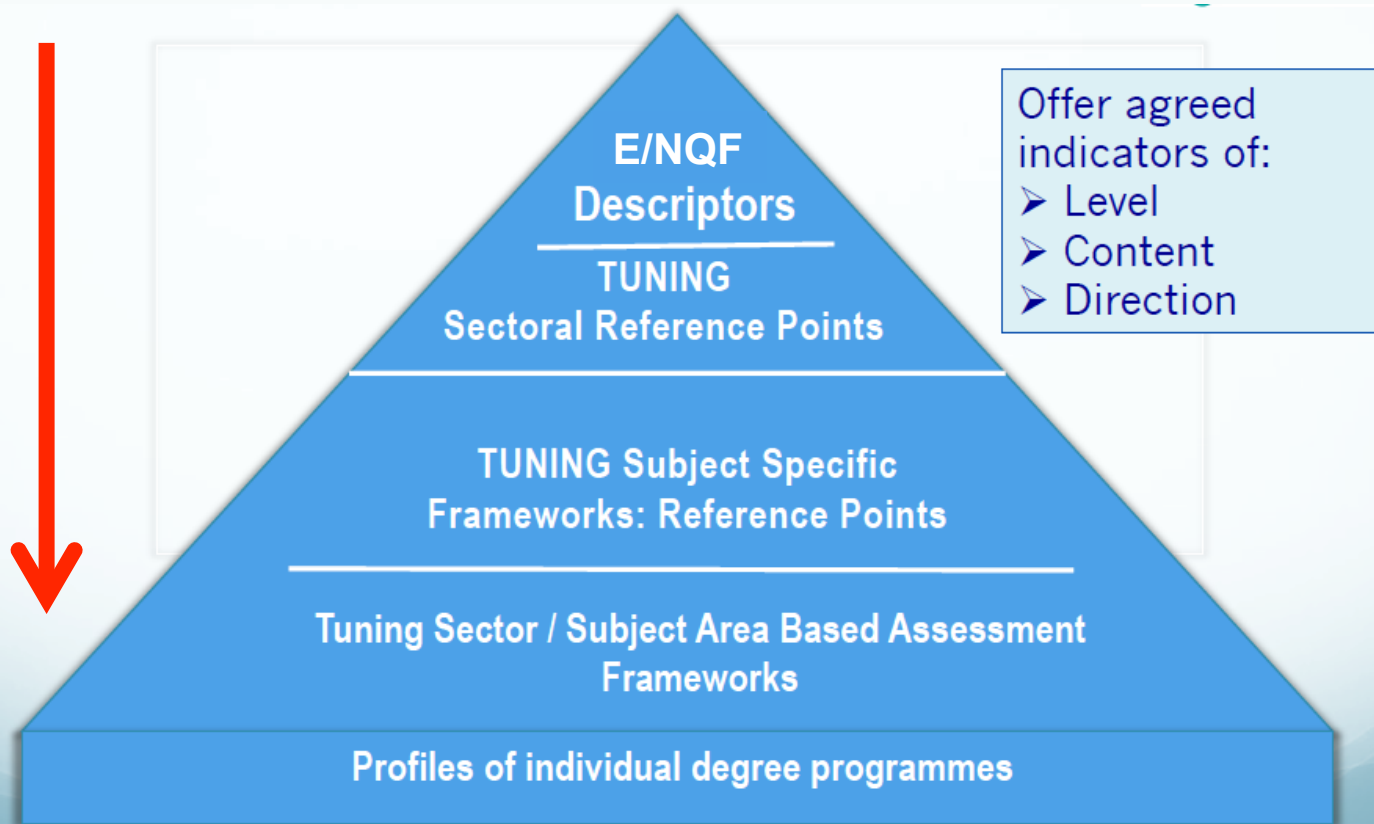
Tuning Journal
for Higher Education

Competence-based learning: a global perspective

Volume 1, Issue No. 2, May 2014

Conditional for guaranteeing (minimum) quality of HE programmes:

- Universal QA Standards and Guidelines
- Qualifications frameworks at overarching, national, sectoral and subject area level



From 2000 Tuning has been the global champion in:

- Introducing Learning Outcomes as the bases of programme design and delivery
- Promoting the inclusion of generic skills and competences in study programmes
- Developing benchmarks / sets of reference points for subject areas

Although Tuning has done a great service to QA it thinks there is room for further improvement !

- We are still struggling with measurable outcomes
- Quality judgments are still arbitrary (diploma and grade inflation)
- External peer reviewing is challenged (often perceived as biased)
- Qualifications frameworks prove still to be too general to act as reliable indicators

The real indicators of QA should be the learning environment, programme plus (aggregated) individual student performances !



European
Commission

5. CALOHEE



Measuring and Comparing Achievements of Learning Outcomes in HE in Europe

Do students enrolled in higher education around Europe develop the competences they need? Are study programmes delivering their promises? Can we learn to compare students' achievements in different countries in a meaningful way?

If academic experts can agree on the set of learning outcomes, they should also be able to measure performance in comparative perspective in (inter)national contexts!

THE PROOF IS IN THE EATING OF THE PUDDING !

COMPARABLE ASSESSMENTS ARE REQUIRED:

- To obtain / provide reliable information about achievements of learning in (transnational) comparative perspective at
 - ✓ Individual level
 - ✓ Programme level
 - ✓ Institutional level
 - ✓ National level
 - ✓ International level

to allow for **degree programme enhancement** focusing on the domain of knowledge taking into account preparation for employment and active citizenship.

Offering main stakeholders reliable information for making informed choices !

- Develop a **multi-dimensional instrument to measure and compare levels of learning** doing justice to the different missions and profiles of HE institutions
- Develop **transnational conceptual frameworks and assessment frameworks** for five academic domains and five related disciplines (Civil Engineering, Nursing, History, Education and Physics)
- Develop **test blue prints, work plans for creation and implementation of assessments** plus white paper explaining costs/benefits of various designs for transnational comparative assessment

Feasibility study is supported and co-financed by the European Commission in the framework of ERASMUS+ Key Action 3 Forward Looking Cooperation Projects

Success requires a well-defined partnership:

- ✓ 75 universities ; 15 per domain / subject area covering 15 countries each
- ✓ European Student Union (ESU) / BEST
- ✓ European Association of Institutions in Higher Education (EURASHE)
- ✓ European Consortium for Accreditation in Higher Education (ECA)
- ✓ **European Network for Accreditation of Engineering Education (ENAAEE)**
- ✓ University networks: Coimbra, Santander, UNICA, Utrecht, Compostela

Other members in the advisory board: European University Association (EUA), the European Association for Quality Assurance in Higher Education (ENQA), European Association for International Education (EAIE), U-Multirank and Academic Cooperation Association (ACA)

The project is run by a Management Board and a Coordinating Team, supported by **Educational Testing Service (ETS)**, Princeton (USA)

CALOHEE Structure: three phases

Phases 1+2 clearly to be distinguished from phase 3

First phase – Update the **frameworks of reference points**

Sectoral frameworks

Subject Area Frameworks

Input: Previous Tuning surveys +
CALOHEE Questionnaire

Second phase - Produce the **assessment frameworks**

5 Assessment Frameworks

White Paper: Costs / Benefits

Assessment criteria
Test blue print + Work plans

Third phase – Actual assessment of student performance

- ✓ Development of multi-dimensional tests based on agreed dimensions and parameters
- ✓ Assessment of students of 5 subject areas in 5 x 75 higher education institutions

Building on work established and lessons learned

Regional Approach:
EUROPE

Foundation: Sectoral and
Subject Area Frameworks

Integrated approach: subject
specific + generic

Multi-dimensional approach:
missions and profiles

Applying 4 parameters

Assessments at final
stage BA

Framing sectors in dimensions

Progression routing: Sectoral conceptual framework – Subject area based conceptual framework – Detailed Assessment framework – Actual multidimensional test – Testing of students

CALOHEE Design (2)

MULTI-DIMENSIONAL APPROACH

Assessment frameworks based on parameters/dimensions

PARAMETERS / CATEGORIES

EQF: Knowledge Skills Competences			
Knowledge: theory and methodology	Application knowledge and skills	Employability	Civic and social engagement
			1
			2
Common body of knowledge, skills and wider competences			

DIMENSIONS

Assessment framework

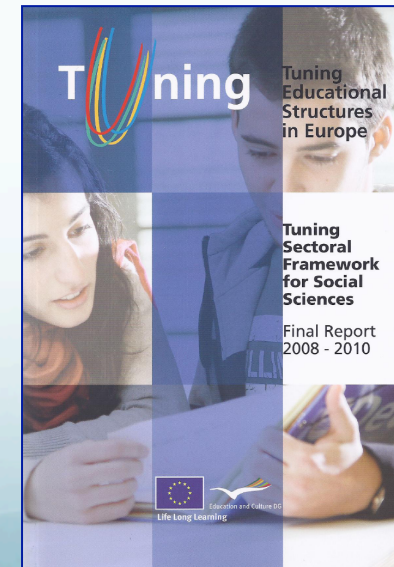
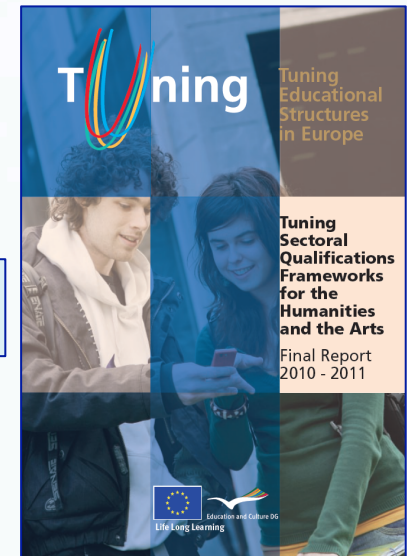
CALOHEE Design (3)

WHY applying Domain specific dimensions ?

- Does justice to the character of specific academic domain
- Structures sets of learning outcomes in a logical way
- Allows for combining QF for LLL and QF for the EHEA

Humanities Dimensions	Creative and Performing Disciplines dimensions	Engineering dimensions
The Human Being	Making, Performing, Designing, Conceptualising	Knowledge and Understanding
Cultures and Societies	Re-thinking, Considering and interpreting the Human	Engineering Analysis
Texts and Contexts	Experimenting, innovating & Researching	Engineering Design
Theories and Concepts	Theories, Histories and Cultures	Investigations
Interdisciplinarity	Technical, environmental and Contextual issues	Engineering Practice
Communication	Communication, Collaboration & Interdisciplinarity	Communication and Teamwork
Initiative and Creativity	Initiative & Enterprise	Making Judgements
Professional Development		Lifelong Learning

taken from
EUR-ACE



CALOHEE Design (3)

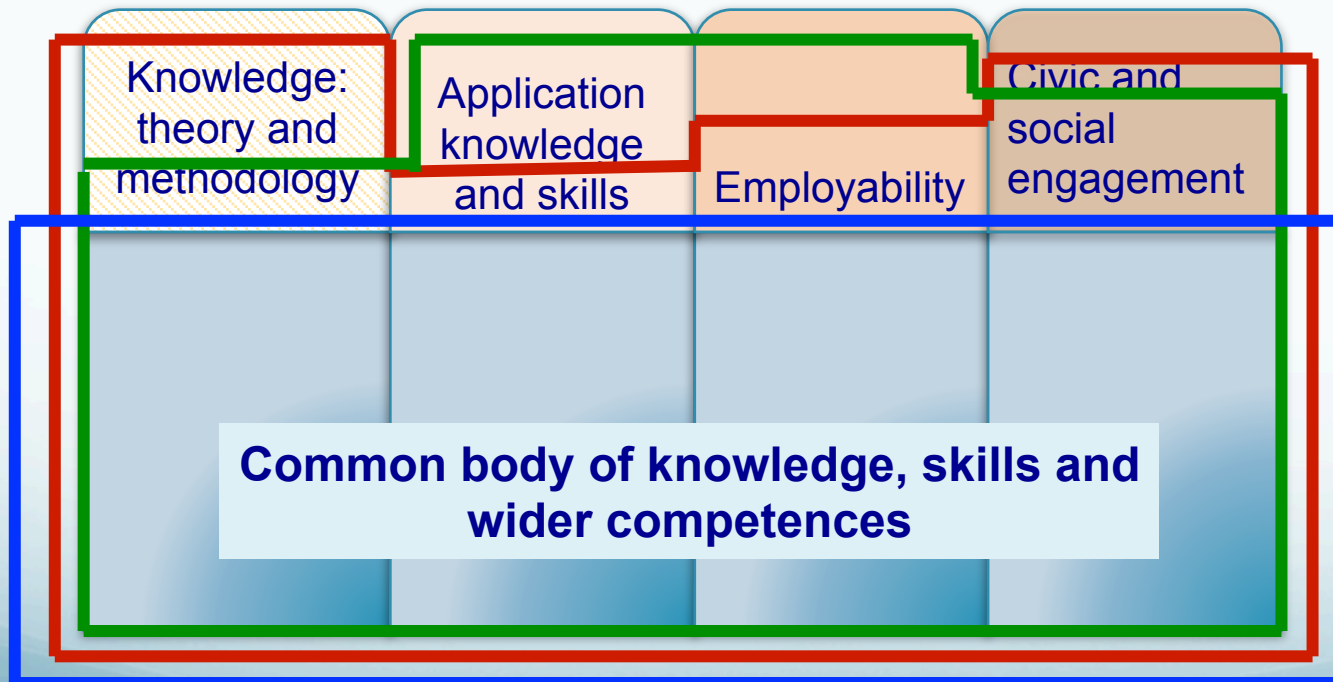
Learning outcomes of a degree programme in Humanities

QF EHEA 2 nd cycle descriptors I, III-V	SQF Humanities dimensions Level 7 (MASTER)	EQF descriptor Knowledge Level 7 <i>highly specialised knowledge, some of which is at the forefront of knowledge in a field of work or study, as the basis for original thinking and/or research</i> - critical awareness of knowledge issues in a field and at the interface between different fields	EQF descriptor Skills Level 7 <i>Specialised problem-solving skills required in research and/or innovation in order to develop new knowledge and procedures and to integrate knowledge from different fields</i> QF EHEA 2nd cycle descriptor: II.can apply their knowledge and understanding....	EQF descriptor Wider Competences Level 7 - <i>Manage and transform work or study contexts that are complex, unpredictable and require new strategic approaches</i> - <i>Take responsibility for contributing to professional knowledge and practice and/or for reviewing the strategic performance of teams</i>
Special feature degree programme I.have demonstrated knowledge and understanding	a. The Human Being			
	b. Cultures and Societies			
	c.Texts and Contexts			
III.have the ability to integrate knowledge and handle complexity, and formulate judgements	d. Theories and Concepts			
	e. Initiative and Creativity			
	f. Interdisciplinarity			
IV. can communicate ...	g. Communication			
V.have the learning skills	h. Professional Development			

CALOHEE Design (4)

MULTI-DIMENSIONAL APPROACH

Assessment frameworks based on four parameters + subject specific dimensions:



Example of a **research university**
(based on profile and mission)

Example of a **university of applied sciences**
(based on profile and mission)

Shared body

Assessment framework

3 main expected achievements:

- Complementing European Qualifications Frameworks at domain and disciplinary level by **conceptual and assessment frameworks**
- **Rekindle the fire of the student-centred/competences/learning outcomes approach** (by focussing on quality and relevance of learning according to the four parameters and dimensions identified)
- **Frameworks** which are a reliable basis/condition for setting-up **fair transnational assessments**

CALOHEE: From 20 May 2016: <http://calohee.eu>
Tuning Academy: <http://tuningacademy.org>
Tuning Europe: <http://www.unideusto.org/tuningeu/>



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