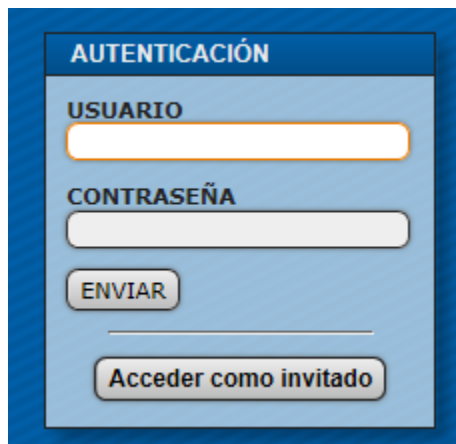


Wi-Fi

Network: UDGUEST

Password:

iedah9OhthaeGh7d

A screenshot of a web-based authentication form. The form has a blue header with the word 'AUTENTICACIÓN' in white. Below the header, there are two input fields: 'USUARIO' and 'CONTRASEÑA'. The 'USUARIO' field contains the text 'estudiante'. Below the 'CONTRASEÑA' field, there is a button labeled 'ENVIAR'. At the bottom of the form, there is a button labeled 'Acceder como invitado'.

estudiante

estudiante

Tuning India

Implementation Workshop: Day 2

**Maria Yarosh, Pablo Beneitone,
Edurne Bartolomé and Robert Wagenaar**

Bilbao, 2 July 2019

Morning session



09:00	13:00	SAG Working Sessions – Room 201
		Work in SAGs on Step 4 of programme redesign. Part 1.
		<i>4. Description of the degree profile of the new programme or a revised programme in terms of generic and subject-specific competences.</i>
09:00	10:30	<i>Definition of competences and formulation of learning outcomes at programme level</i>
		<i>Facilitators: Maria YAROSH, Robert WAGENAAR and Pablo BENEITONE</i>
10:30	11:00	Coffee Break
		Work in SAGs on Step 4 of programme redesign. Part 2.
11:00	13:00	<i>Facilitators: Maria YAROSH, Robert WAGENAAR and Pablo BENEITONE</i>
		Presentation on key elements for Step 7 of programme redesign.
13:00	13:30	<i>7. Length of the programme and student workload</i>
		<i>Facilitators: Maria YAROSH, Robert WAGENAAR and Pablo BENEITONE</i>

Step 4



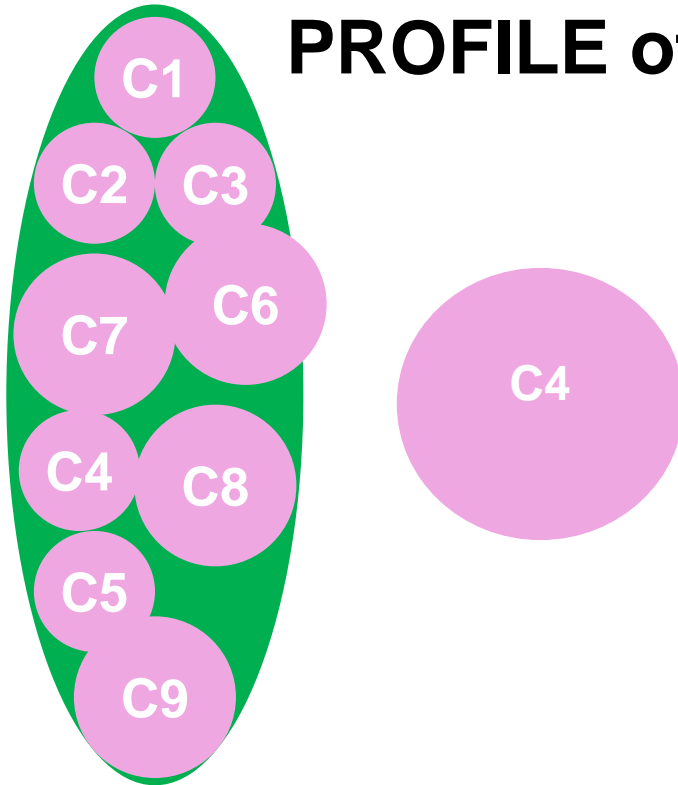
“Tuning-India_Implementation Workshop 1_Step 4” Document

Description of the degree profile of the new programme or a revised programme in terms of Generic and Subject-Specific competences. Definition of competences and formulation of learning outcomes at programme level.

Express the desired graduate profile in terms of competences and list these, indicating which you consider to be generic and which subject-specific. Formulate programme-level expected learning outcomes, indicating which competence each of them is related to; check for consistency.

DESCRIPTION of the DEGREE PROFILE of the programme

4



LEARNING OUTCOME at Programme Level

LEARNING OUTCOME at Programme Level

LEARNING OUTCOME at Programme Level

Degree profile

What is **COMPETENCE** according to Tuning?

- Is a broad concept
- Represents a **dynamic combination** of:
 - **Knowledge** and understanding at different levels
 - **Skills** and abilities
 - **Attitudes** and values
- Competences are formed in various courses/papers and assessed at different stages.
- Some competences are **subject area related** (specific to a field of study) while others are **generic** (common to any degree programme)

What is a **LEARNING OUTCOME** according to Tuning?

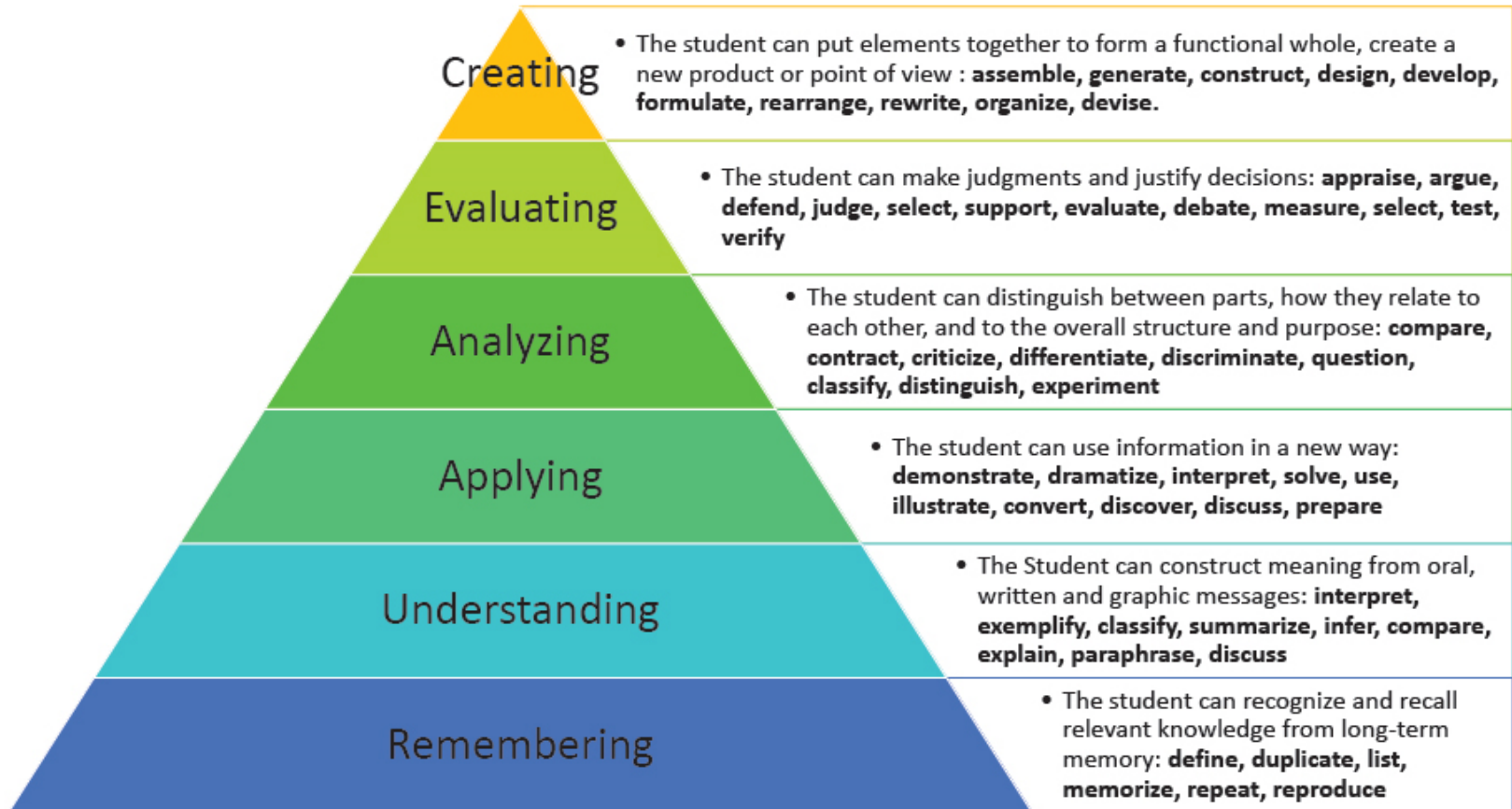
- **Statements of what a learner is expected to know, understand and be able to demonstrate after completion of learning.**

“A learner who successfully completes the programme/course will be able to” [do something, i.e. demonstrate certain behaviour which experts in the field recognise as a visible proof that this learner has acquired certain knowledge, attitudes and/or skills and will be able to use this in personal/social/professional life]

- **They should be formulated for the whole programme and for every course of a programme.**
- **Describe the level to which a competence will be achieved upon successful completion of a course / programme.**

LEVEL/ “VOLUME” of COMPETENCE (to be) achieved

Bloom's revised taxonomy



Some examples how to write learning outcomes

Bloom's revised taxonomy

- **Remembering**: define, describe, draw, find, identify, label, list, match, name, quote, recall, recite, tell, write
- **Understanding**: clasify, compare, exemplify, conclude, demonstrate, discuss, explain, identifiy, illustrate, interpret, paraphrase, predict, report
- **Applying**: apply, change, choose, compute, dramatize, implement, interview, prepare, produce, role play, select, show, transfer, use
- **Analysing**: analyse, characterize, classify, compare, contrast, debate, deconstruct, deduce, differentiate, discriminate, distinguish, examine, organize, outline, relate, research, separate, structure
- **Evaluating**: appraise, argue, assess, choose, conclude, critique, decide, evaluate, judge, justify, predict, prioritize, prove, rank, rate, select, monitor
- **Creating**: construct, design, develop, generate, hypothesise, invent, plan, produce, compose, create, make, perform, plan, produce

(Anderson and Krathwohl, 2001)

DESCRIPTION of the DEGREE PROFILE of the programme

4

Problem
Solving

Generic Competence

Definition: Identifying, analysing and defining the significant elements constituting a problem in order to solve it effectively and with good criteria.

LEARNING
OUTCOMES
at
Programme
Level

1. Identify and analyse a problem to generate alternative solutions, applying methods learned
2. Use own experience and criteria to analyse the causes of a problem and construct a more efficient, effective solution
3. Propose and construct solutions to problems in different fields, with an overall view

Till 10.30

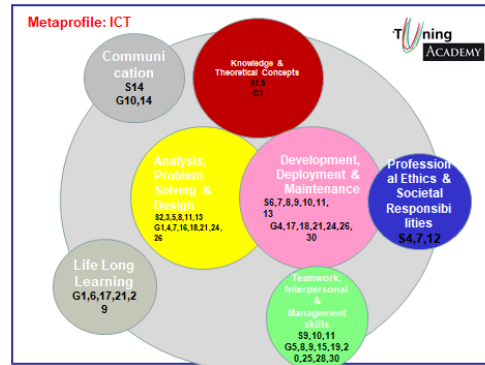


Task 1: Define the competences / meta-profile element
min: 1 Def. per meta-profile element per SAG

Meta-profile – Medicine



Competence / Meta-profile element and the competences it comprises	Generic / Subject-Specific	Definition of the competence / the meta-profile element – how is it understood in your programme?
1.		



Our MetaProfile	
Metacompetence	Specific, generic and combined competence
I. Cognitive competences (knowledge and understanding)	1. Acquired knowledge and understanding of basic theories, concepts and laws in the socio-economic, political context .
	2. Ability to learn and derive appropriately the relevant aspects of legal systems of other jurisdictions
	3. Acquired knowledge and understanding of different dispute resolution systems
	4. Ability to identify the ratio decidendi and obiter dicta in judicial decisions
	5. Capacity to be a life-long learner
II. Interpretation and application of knowledge	1. Ability to read objectively and interpret legal texts in context
	2. Ability to dissect the facts, identify facts-in-issue and apply law
	3. Ability to examine and cross examine witnesses
	4. Ability for legal and judicial reasoning
	5. Demonstrate higher order thinking skills (analytical, critical, abstract, creative)
	6. Ability to foresee consequences while enacting and interpreting the law

11.00-13.30



Task 2: Revise/Formulate Programme-Level Learning Outcomes
min for this session:

PLOs for 1 Meta-Profile element
per Implementing Programme



ideally: PLOs for all Meta-Profile elements
for all Implementing Programmes

Meta-profile element and the competences it comprises	Generic / Subject-Specific	Definition of the competence / the meta-profile element – how is it understood in your programme?	Programme-Level Learning Outcomes (minimum 1 - maximum 3 per competence/ meta-profile element)
1.			

Till 10.30

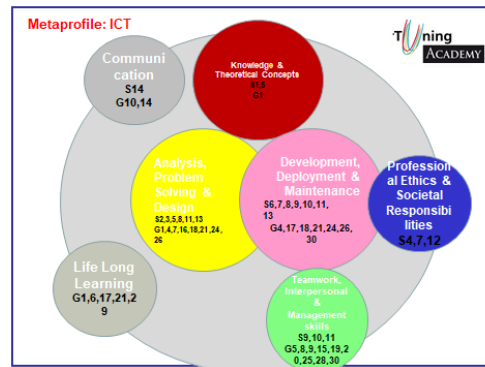


Task 1: Define the competences / meta-profile elements
min: 1 Def. per meta-profile element per SAG

Meta-profile – Medicine



Competence / Meta-profile element and the competences it comprises	Generic / Subject-Specific	Definition of the competence / the meta-profile element – how is it understood in your programme?
1.		



Our MetaProfile	
Metacompetence	Specific, generic and combined competence
I. Cognitive competences (knowledge and understanding)	1. Acquired knowledge and understanding of basic theories, concepts and laws in the socio-economic, political context.
	2. Ability to learn and derive appropriately the relevant aspects of legal systems of other jurisdictions
	3. Acquired knowledge and understanding of different dispute resolution systems
	4. Ability to identify the ratio decidendi and obiter dicta in judicial decisions
II. Interpretation and application of knowledge	5. Capacity to be a life-long learner
	1. Ability to read objectively and interpret legal texts in context
	2. Ability to dissect the facts, identify facts-in-issue and apply law
	3. Ability to examine and cross examine witnesses
	4. Ability for legal and judicial reasoning
	5. Demonstrate higher order thinking skills (analytical, critical, abstract, creative)
	6. Ability to foresee consequences while enacting and interpreting the law

Methodological comment



Option 1:

Start with the list of the competences consulted (GCs & SSCs)

- Look at the similarities in the two lists (which are the “different facets” of the same?)
- Come up with a joint list
- Define each competence of this joint list
- Decide on the level of achievement to which you can/must “bring” your students at the end of the programme
- Formulate PLOs
- Feasibility check: Revise the list of PLOs combining some in order to have 10-12 / 15-20 max.

Option 2:

Remember that you already analysed your lists of Generic and Subject-Specific Competences looking for possible reiterations of the same idea / different facets of the same / similarities (when creating your meta-profile)

- Start with the Meta-Profile elements (without forgetting which Generic and Subject-Specific Competences you brought together under each of them)
- Define the Meta-Profile elements
- Formulate PLOs based on these definitions (*perhaps putting more emphasis on the competences most relevant for your individual programme*)

Task for for Wed session

- 1) Email your individual tables to all the Workshop participants
- 2) Read through the outputs of the other Small Group and prepare any enhancement suggestions
- 3) Prepare a couple of slides to present your individual proposal and email these to Maria

*(we will have 10 min per programme:
to project & receive comments)*