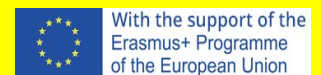


# Development and implementation of study-programmes (incl. joint programmes) in line with QF-EHEA (EQF LLL), ESG: Defining main challenges for Ukraine

Technical Assistance Mission by Support to Higher Education Reform Expert team,  
Education, Audiovisual and Culture Executive Agency, Brussels

Kyiv July 7, 2017

[v.gehmlich@hs-osnabrueck.de](mailto:v.gehmlich@hs-osnabrueck.de)



# Approaches, procedures, tools for study-programmes development and implementation in frame of internal QA system

TAM by SPHERE, EACEA

Kyiv July 7 2017



**EHEA –European  
Higher Education Area**

**48 countries**

THE MAGIC ROUNDABOUT

Town  
centre

Cirencester  
(A 419)

A 4289



Wroughton  
Devizes  
B 4289 (A 4361)



End of  
bus lane

NEW  
STATION







# Road to Success - Driving Licence for/of Quality

## Open Access - Exit

Institutions

Programmes

Systems

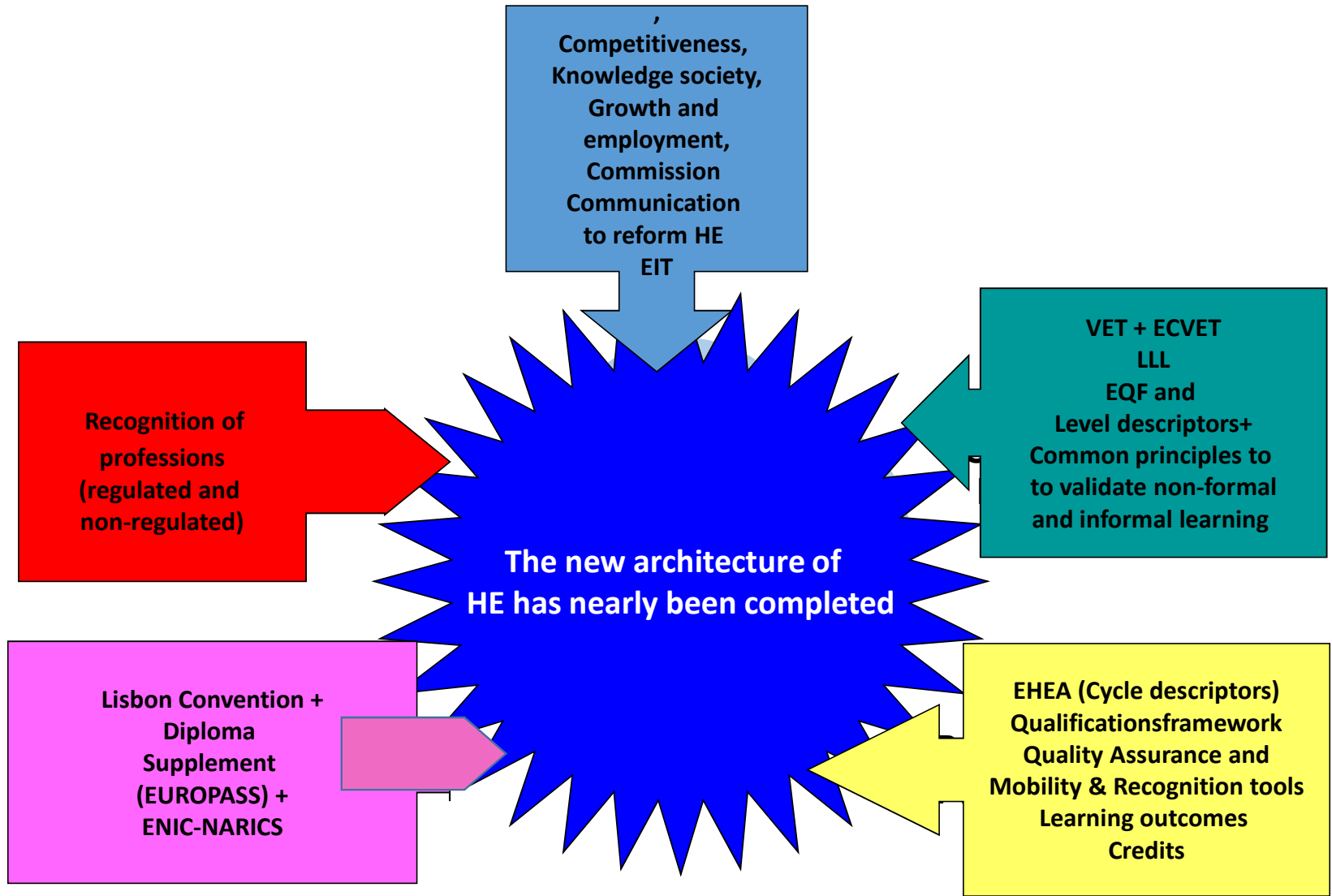
Social Partners

Internal QA

External QA

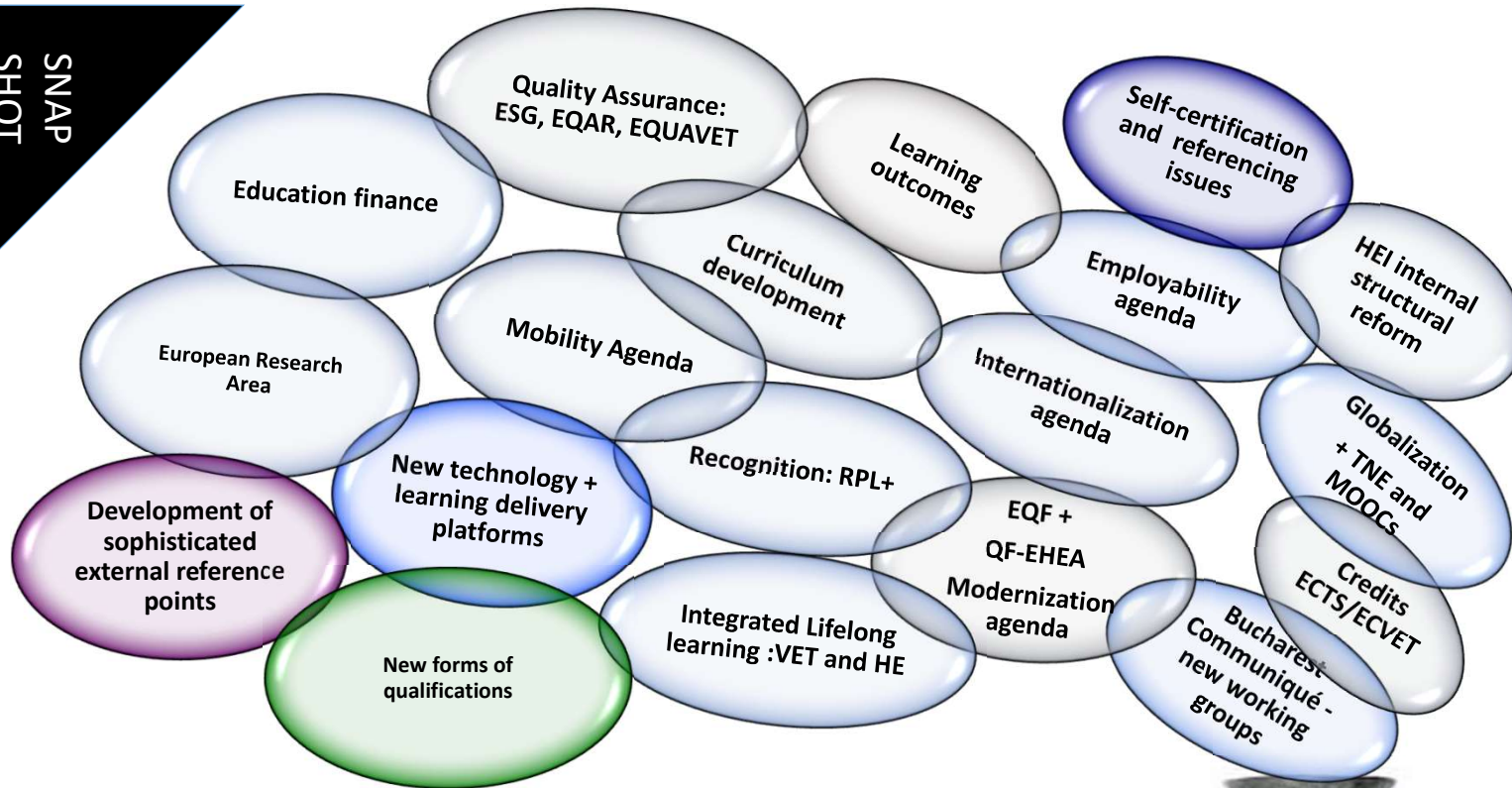


# THE EHEA IS MORE THAN THE SUM OF ITS PARTS







SNAP  
SHOT



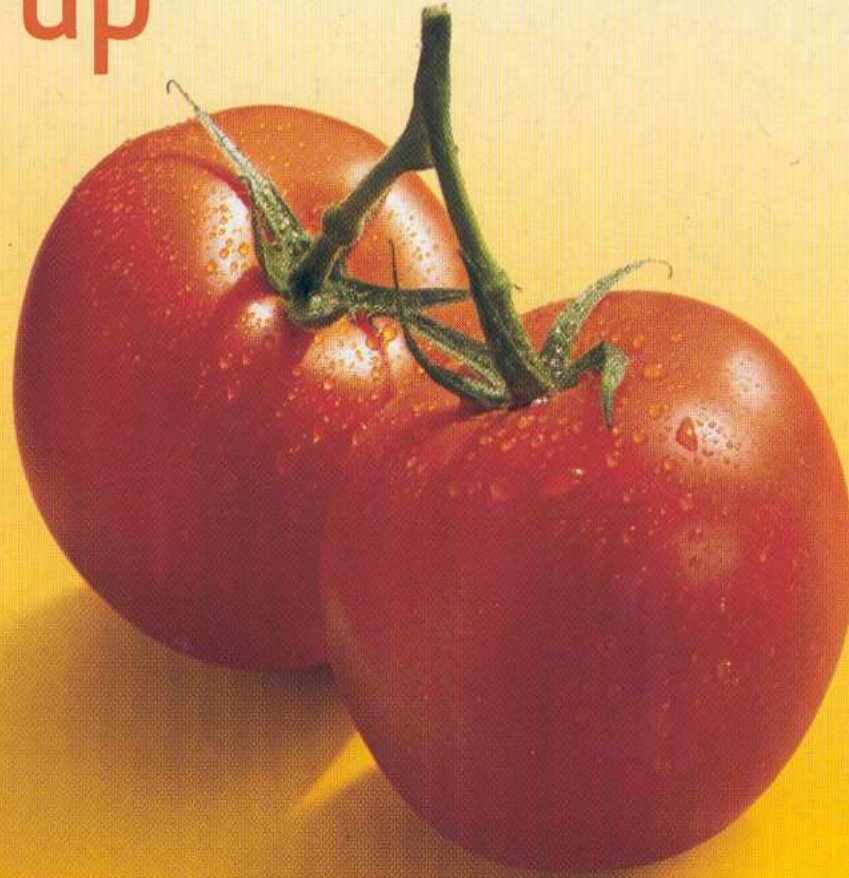
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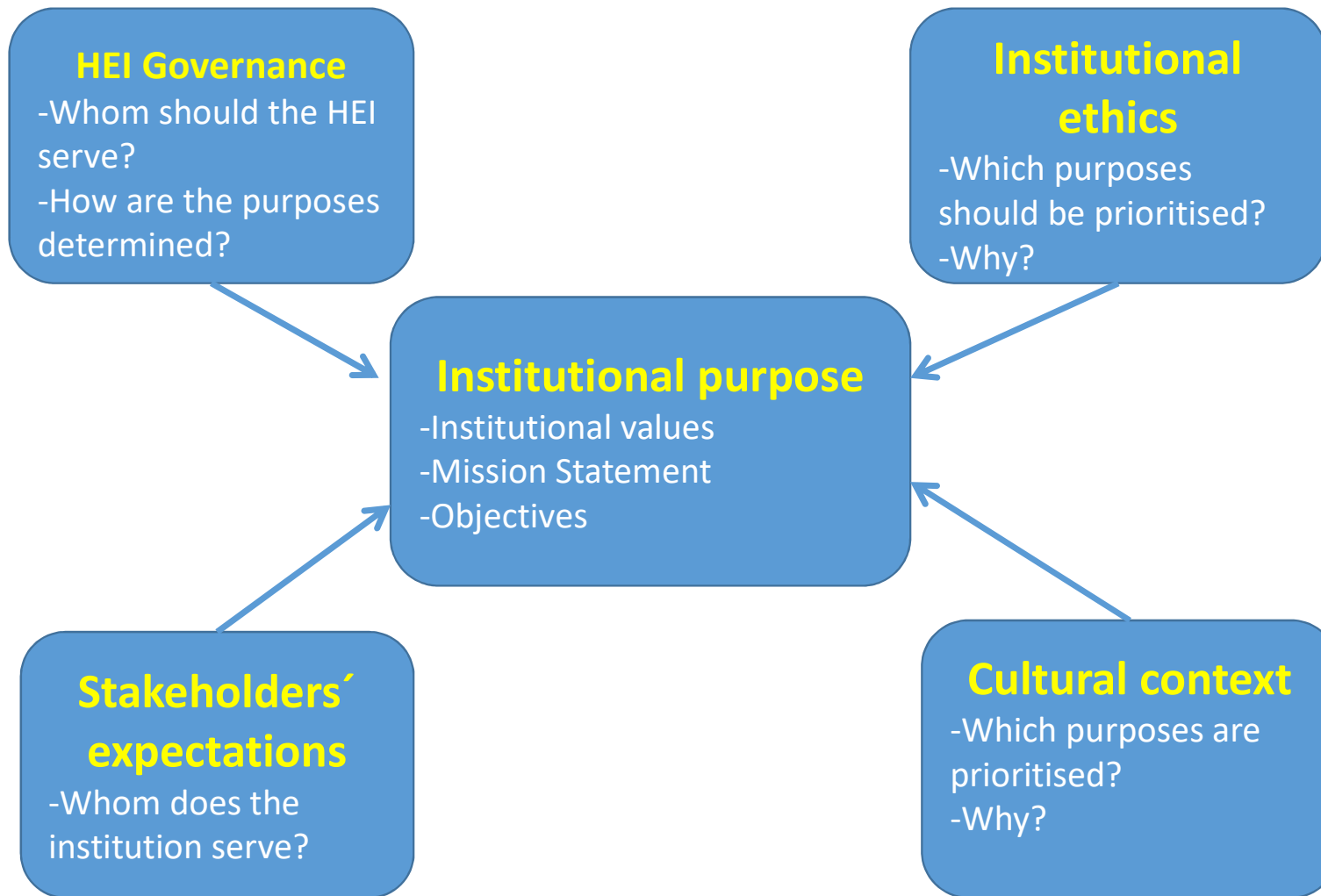
**Education systems fit for the 21st century:**  
*Modern, efficient, effective, transparent, high quality, internationally/globally recognised, skilled workforce, aid to economy, etc...*



catch up



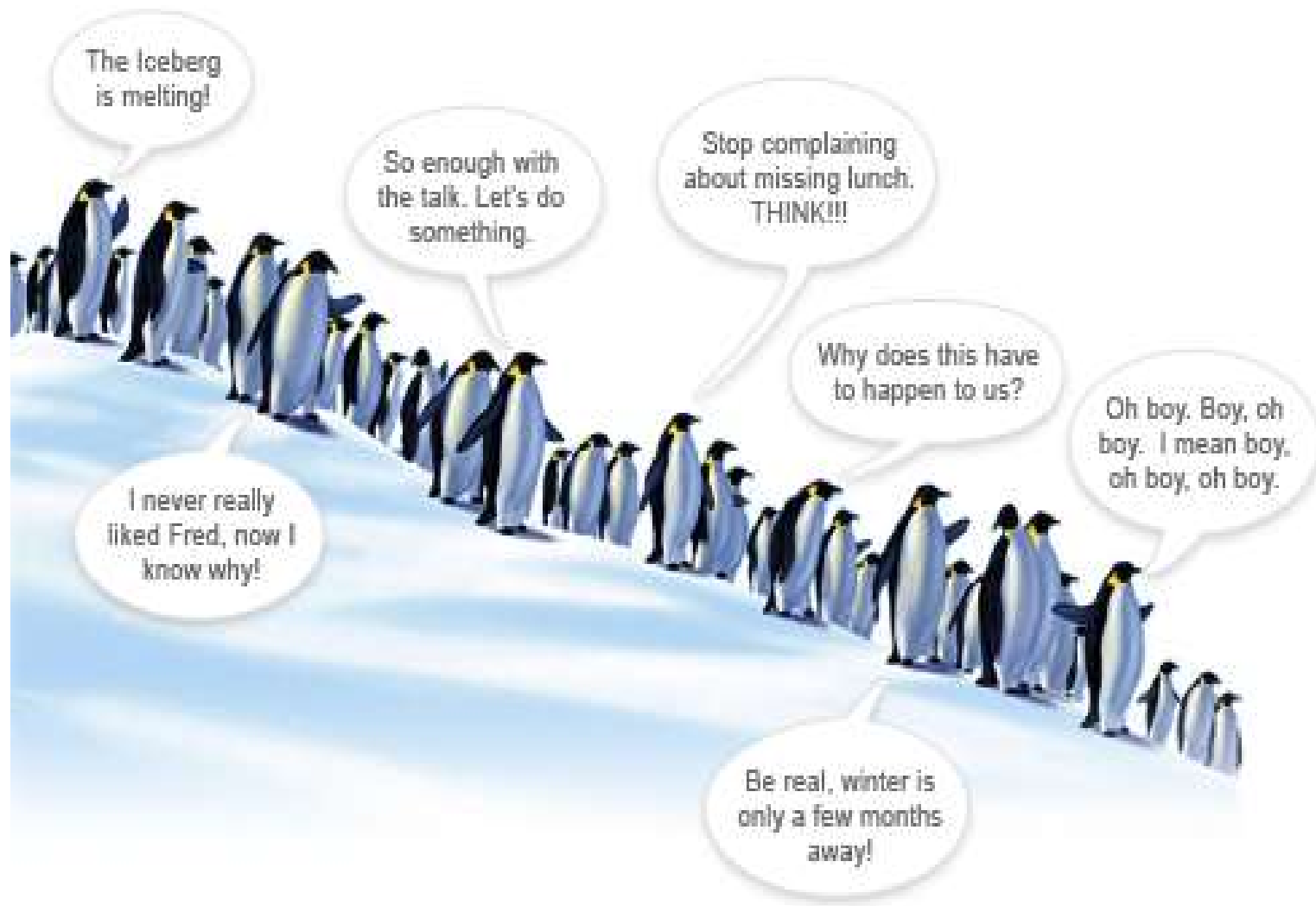
[www.austrian.com](http://www.austrian.com)



— ARISTOTELES —



BRUNELLO CUCINELLI



The iceberg is melting!

So enough with the talk. Let's do something.

Stop complaining about missing lunch. THINK!!!

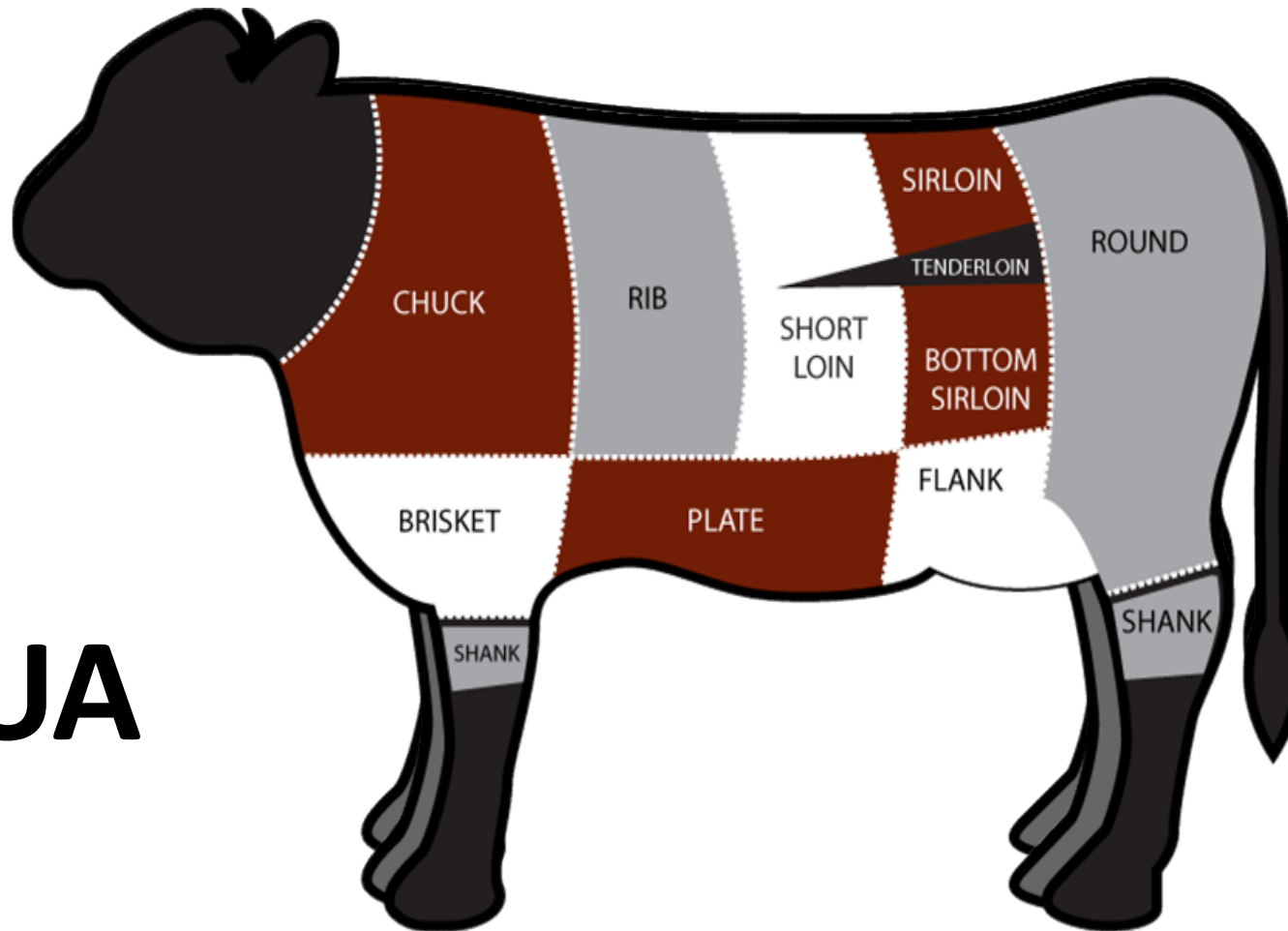
Why does this have to happen to us?

Oh boy. Boy, oh boy. I mean boy, oh boy, oh boy.

I never really liked Fred, now I know why!

Be real, winter is only a few months away!

# EUA



This is an organisational chart that shows the different parts of a cow.


In a real cow the parts are not aware that they are parts.

They do not have trouble sharing information. They smoothly and naturally work together, as one unit. As a cow. And you have only one question to answer.

Do you want your organisation to work like a chart? Or a cow?

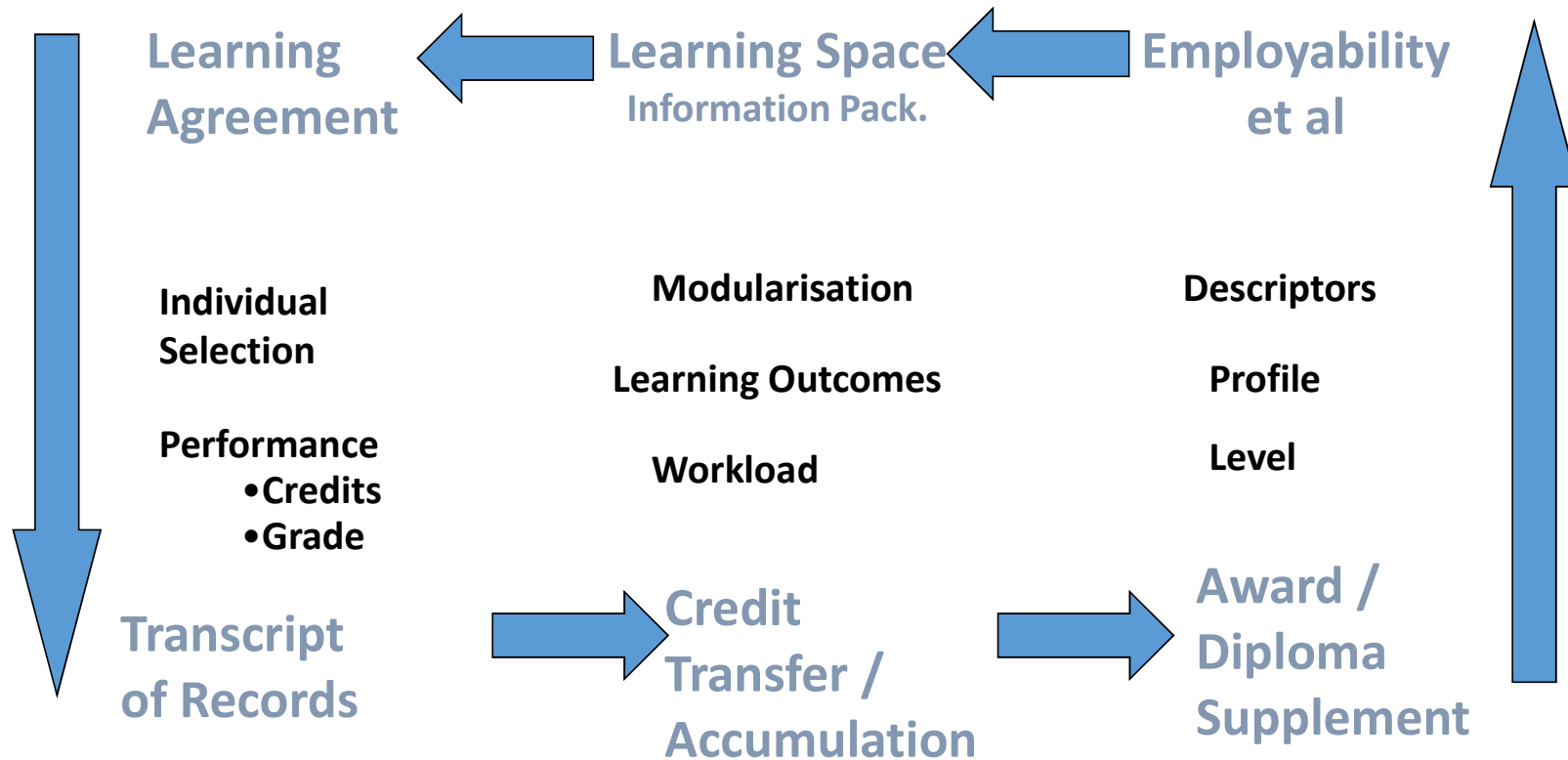
(Anderson & Lemke, NY, advertisement for SAP, Canada)

<b>Goals</b> <i>Declaration</i>	<b>Objectives</b> <i>Measurable</i>	<b>Tools</b> <i>User's friends</i>	<b>References</b> <i>Helpers</i>
Social Dimension  Citizen of Europe  Employability  Lifelong Learning  .....	3 Cycles  Learner centred Academic Recognititon	Qualifications Framework  <i>Learning Outcomes</i> <i>Levels, Credits</i>	EHEA-QFR NQF SQF Institutional QF Module descriptors
	Quality Assurance and Enhancement	ECTS-2015 Diploma Supplement  <i>Credits and Grades</i> <i>Common structure</i>	Key Features National grades Rating Templates
	.....	ESG 2015- Standards and Guidelines / Register  .....	Internal / external Evaluation External Accreditation Peer reviews  .....



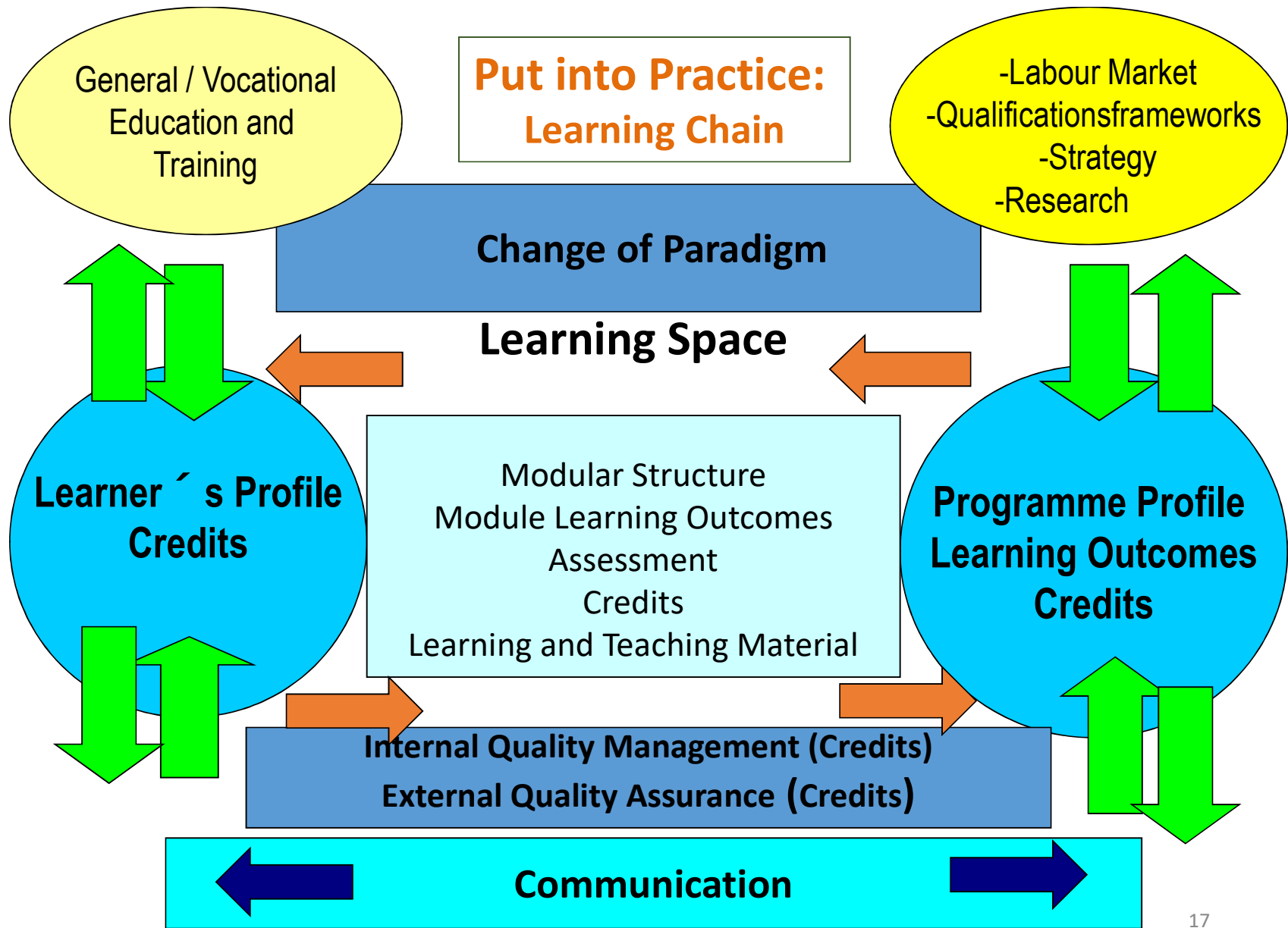
# Principles in Practice

Information, Consultation, Analysis processes



Information, Consultation, Analysis processes





"THE SECRET OF  
CHANGE IS TO FOCUS  
ALL OF YOUR ENERGY,  
NOT ON FIGHTING THE  
OLD, BUT ON BUILDING  
THE NEW."

— SOCRATES



# Principles for learning and teaching

## **General Principles - ECTS User's Guide 2015:**

- Open Dialogue and Participation
  - All Stakeholders
- Transparency and Reliability
  - Course Catalogue
- Consistency
  - Constructive Alignment)
- Flexibility
  - Personal Learning Pathways

## *According to HEA-QF (Dublin Descriptors):*

### ***Knowledge***

- ***Layers***

### ***Applying knowledge***

- ***Getting into your mouth***

### ***Making judgements***

- ***Hmmmmm (?)***

### ***Communicate***

- ***Friends...***

### ***Learn to learn***

- ***Criteria for (fast)food***



After your meal (*sorry, in case you have not had it yet...*)

*According to EQF:*



## **Learning Outcomes**

### **Knowledge**

- **Layers**

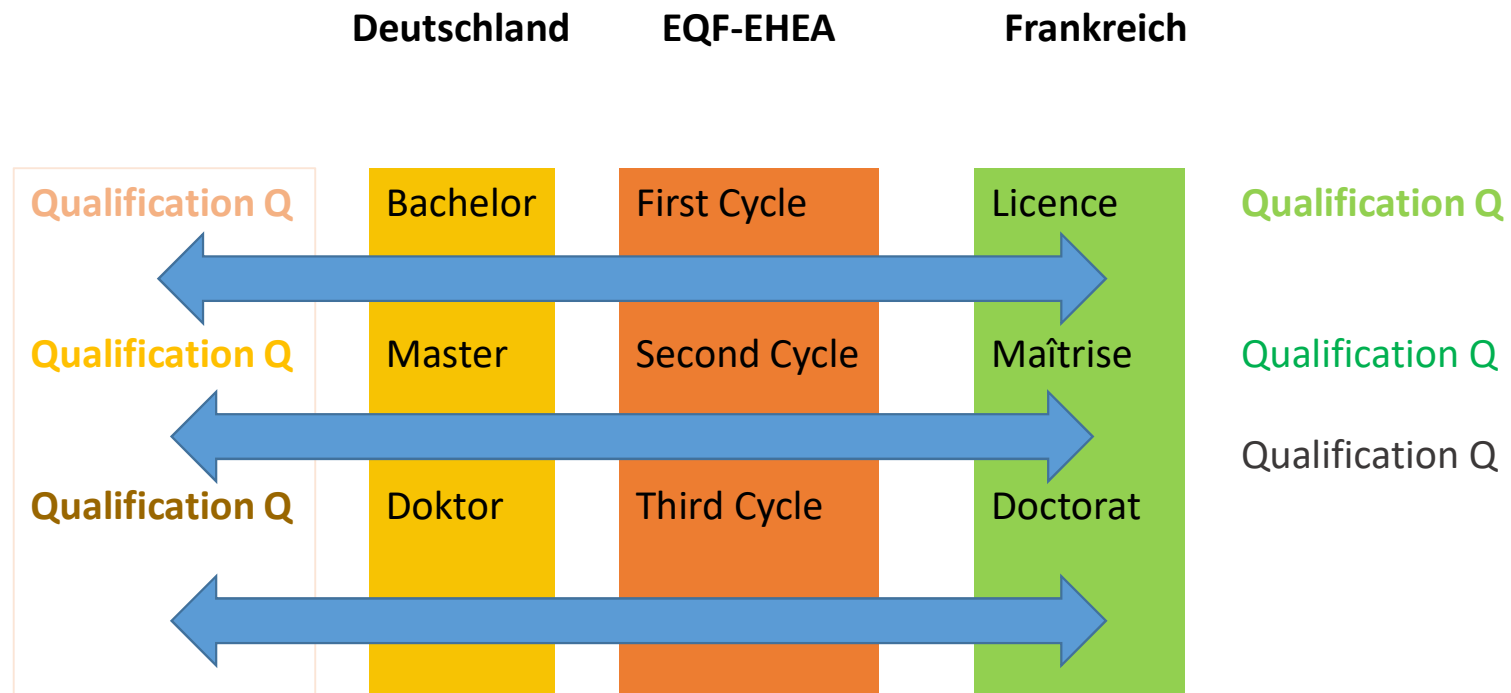
### **Skills**

- **Getting into your mouth**

### **Competence**

- **Responsibility for your stomach**

# Qualifications

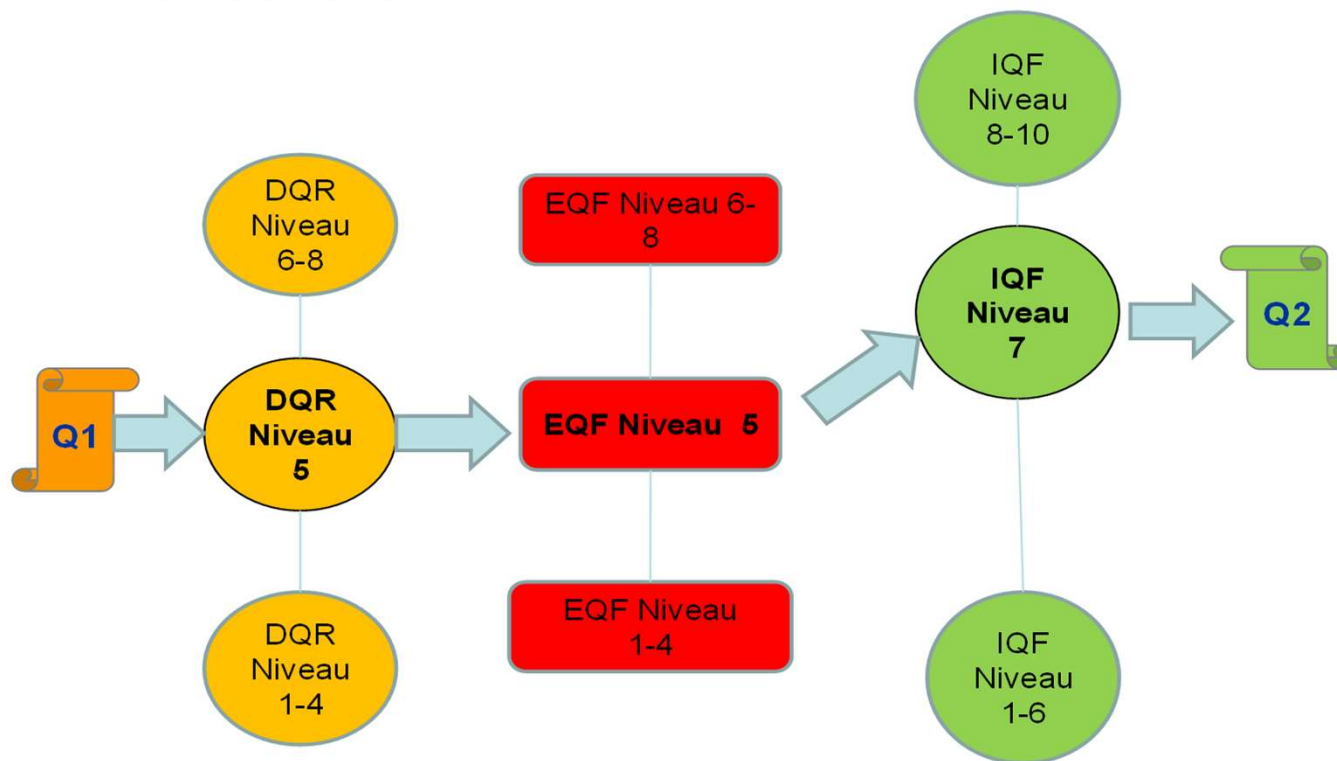


# European Qualificationsframework

## Opportunity

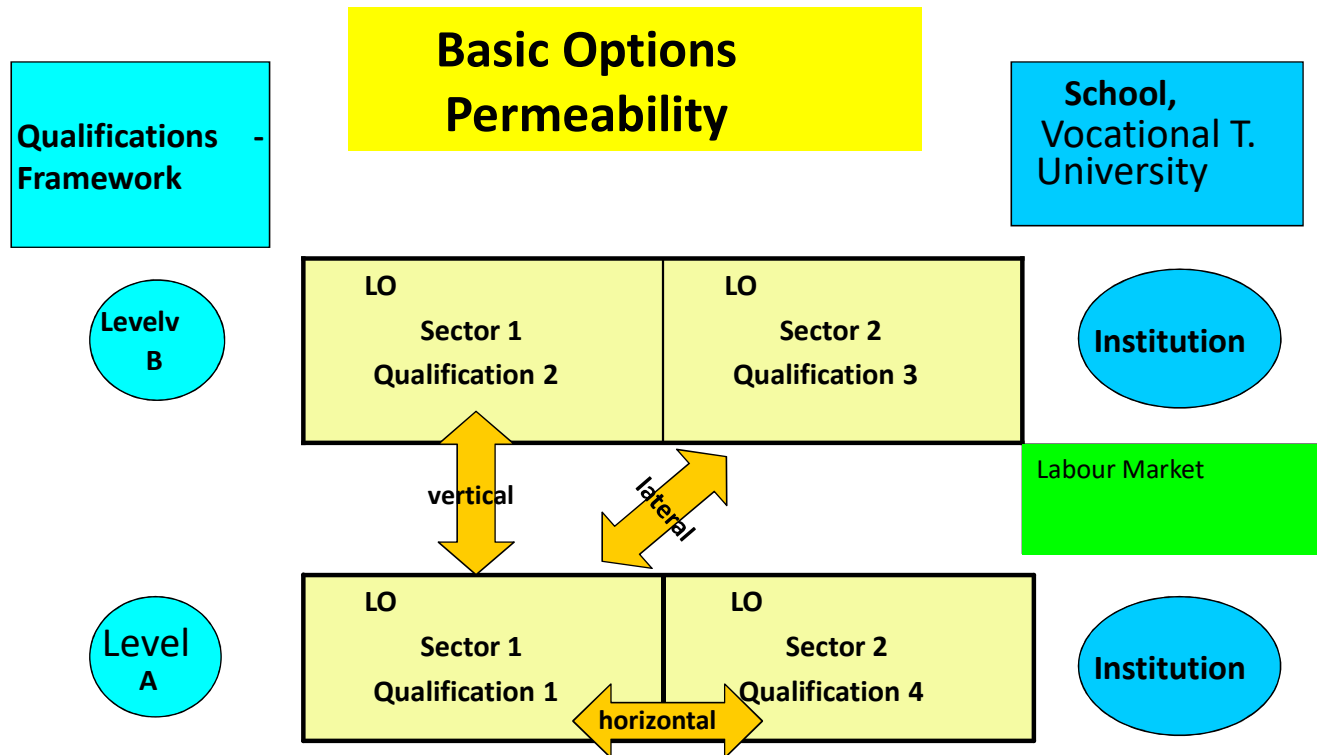
**Land A:  
Deutschland**

**Land B:  
Irland**

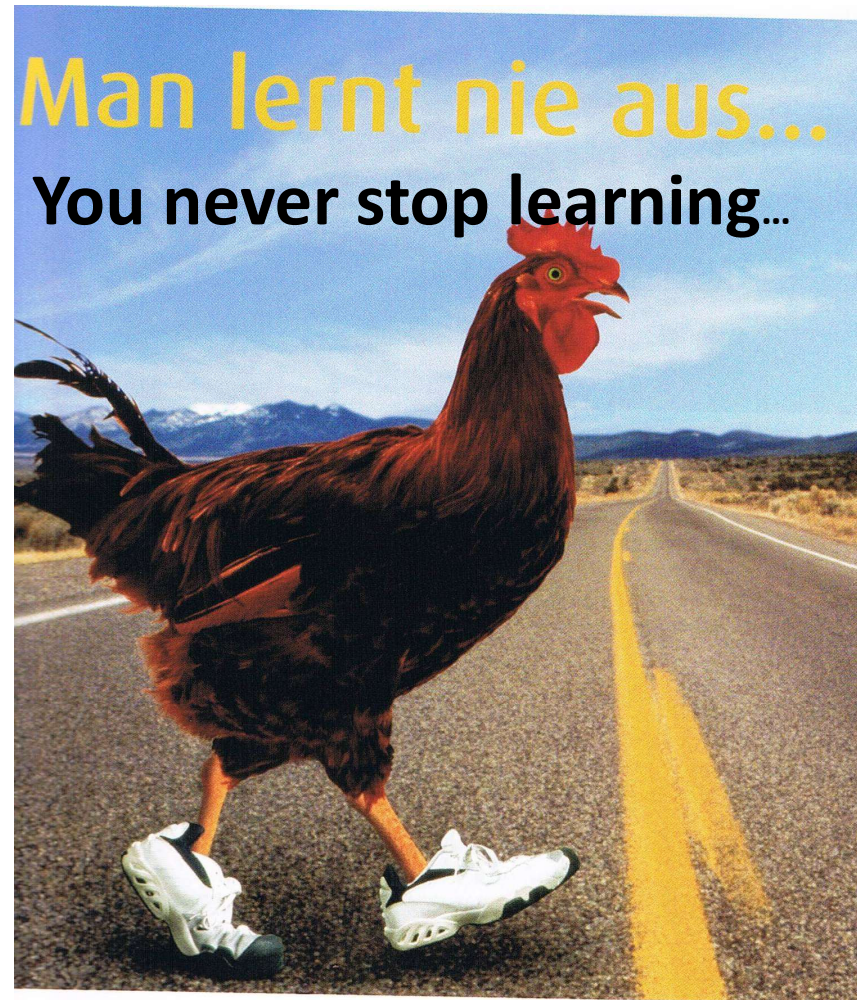


Translation/Legende: Land = country; Q = Qualification; DQR = German Qualifications Framework; Niveau = level; EQF = European Qualifications Framework





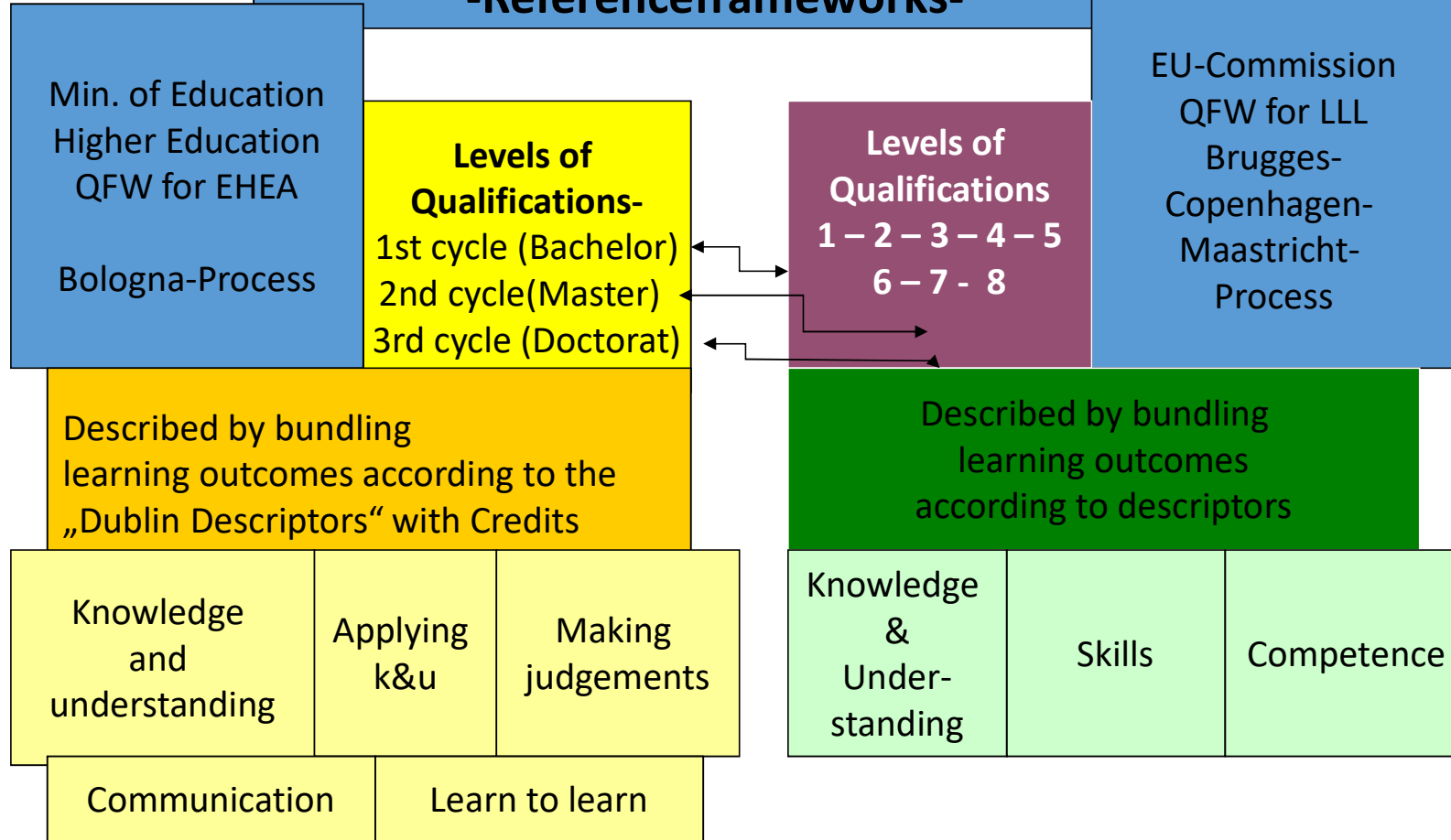
**Don't be afraid**



**and: It does not hurt**

# Qualificationsframeworks

## -Referenceframeworks-





# Joint Quality Initiative – Dublin Descriptors

## ***Knowledge and understanding***

- **1 (Bachelor - credential)** [is] supported by advanced text books [with] some aspects informed by knowledge at the forefront of their field of study ...(***qualification description***)
- 2 (Master)** provides a basis or opportunity for originality in developing or applying ideas often in a research context ...
- 3 (Doctorate)** [includes] a systematic understanding of their field of study and mastery of the methods of research associated with that field

EQF : Readability – horizontal / vertical

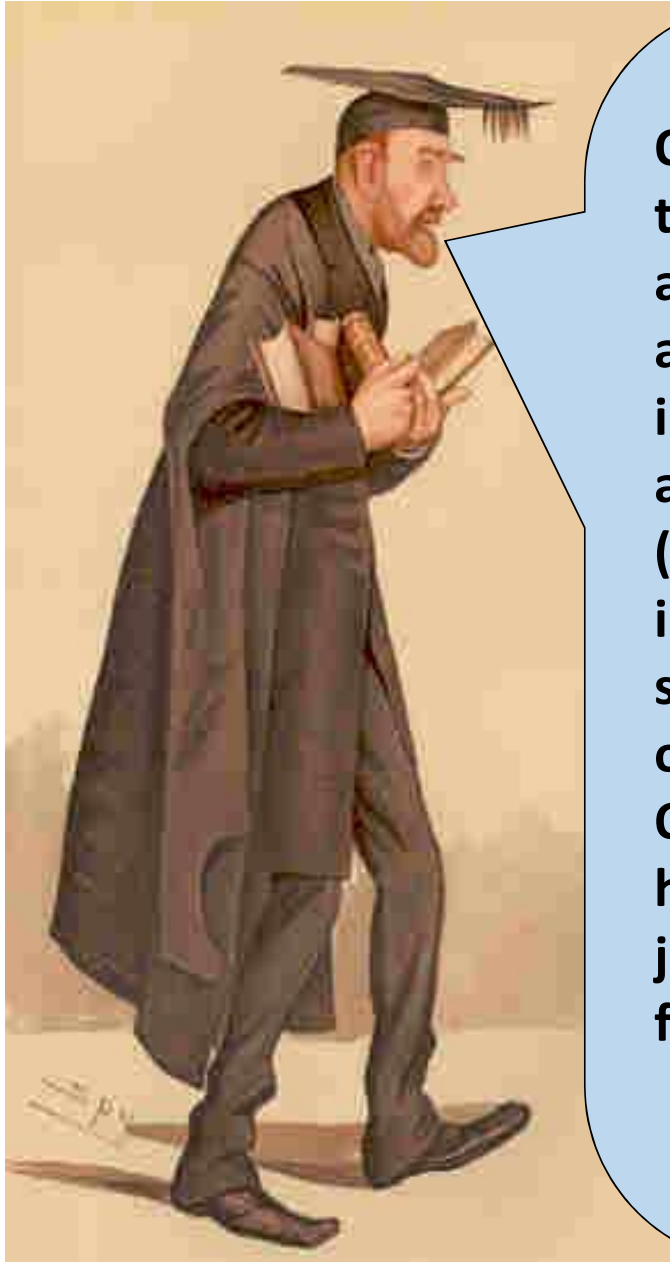
	<b>Knowledge &amp; Underst.</b>	<b>Skills</b>	<b>Competence</b>
<b>L 6</b>	<p>advanced knowledge of a field of work or study involving a critical understanding of theories and principles</p> <p> qualification</p>	<p>advanced skills, demonstrating mastery and innovation, in a complex and specialised field of work or study</p>	<p>manage complex technical or professional activities or projects, taking responsibility for decision-making in unpredictable work and study Contexts - lead groups in work and study</p>
<b>L 7</b>	<p>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 critical awareness of knowledge issues in a field and at the interface Between different fields</p> <p> qualification</p>	<p>specialist research and problem-solving skills, including analysis and synthesis, to develop new knowledge and procedures and to integrate knowledge from different fields</p>	<p>demonstrate leadership and innovation in work and study contexts that are complex, unpredictable and require new strategic approaches take responsibility for continuing personal professional development, for contributing to professional knowledge and practice and for reviewing the strategic performance of teams</p>

# Guidelines

- The *guiding principles for learning outcomes* are the **Qualifications Frameworks**, specified within a *changing environment* (PESTEL), the *capabilities of the learner* and the *expectations of the society* (stakeholders)
- To be decided: *threshold/minimum* versus *standard*

## Learning Outcomes as Profile of Competences = Qualification

- **Qualification** is the formal standard, which is defined as being the „end“ of a learning path.
- It depicts those **Learning Outcomes** which have been achieved and assessed on this pathway (formal learning)
- These learning outcomes can be achieved in non-formal and informal ways as well – independent of organisations



**Qualifications frameworks are useful tools that, to be effective, must be used as part of a common methodological approach and integrated academic infrastructure, designed to marry academic autonomy with responsibility (external reference points, internal/external quality assurance, subject benchmark statements, learning outcomes, etc.)**

**Qualifications frameworks are good for helping make academic processes and judgements transparent, explicit and fair.**



»zeitenwechsel«

Change of time

Seitenwechsel

Swap sides

Change of Perspective

Learning and Teaching

Student-centred



# Definition ECTS User's Guide

Student-Centred Learning (SCL) is a process of qualitative transformation for students and other learners in a learning environment, aimed at enhancing their autonomy and critical ability through an outcome-based approach.

## Key elements are:

- Reliance on **active** rather than passive learning
- Emphasis on **critical and analytical** learning and understanding
- Increased **responsibility and accountability** on the part of the student
- Increased **autonomy** of the student
- A **reflective approach** to the learning and teaching process on the part of both the student and the teacher

## Challenge at Programme level

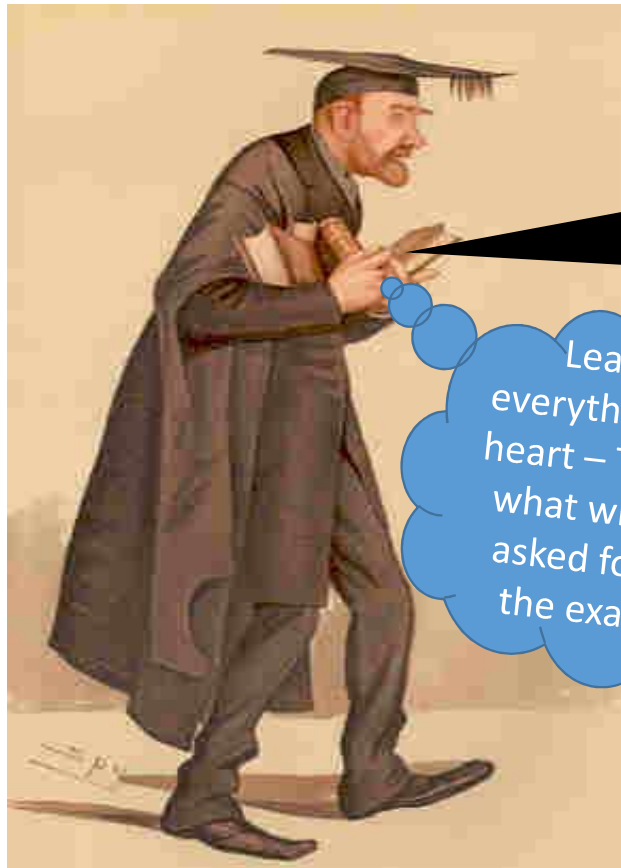
**In outcome-based education the educational outcomes are clearly and unambiguously specified.**

These determine the curriculum content and its organisation, the teaching methods and strategies, the courses offered, the assessment process, the educational environment and the curriculum timetable.

They also provide a framework for curriculum evaluation.

(Harden et al., 1999a)

The dichotomy between teacher- and student-centred learning is not as strong as is suggested by the photo...!





Be quiet and write down what I say!

Learn everything by heart – This is what will be asked for in the exam!



# Learning Culture

Teacher centred	Student centred
<p><b>Principal guideline:</b> selecting stressing directing learn for the exam</p>	<p><b>Principal guideline:</b> supporting encouraging respecting learn for yourself</p>
<p> Find out what a student does not know Exam is the main thing</p>	<p> Find out what the student knows and is able to do Exam is a by-product</p>

# Student-centred learning and teaching

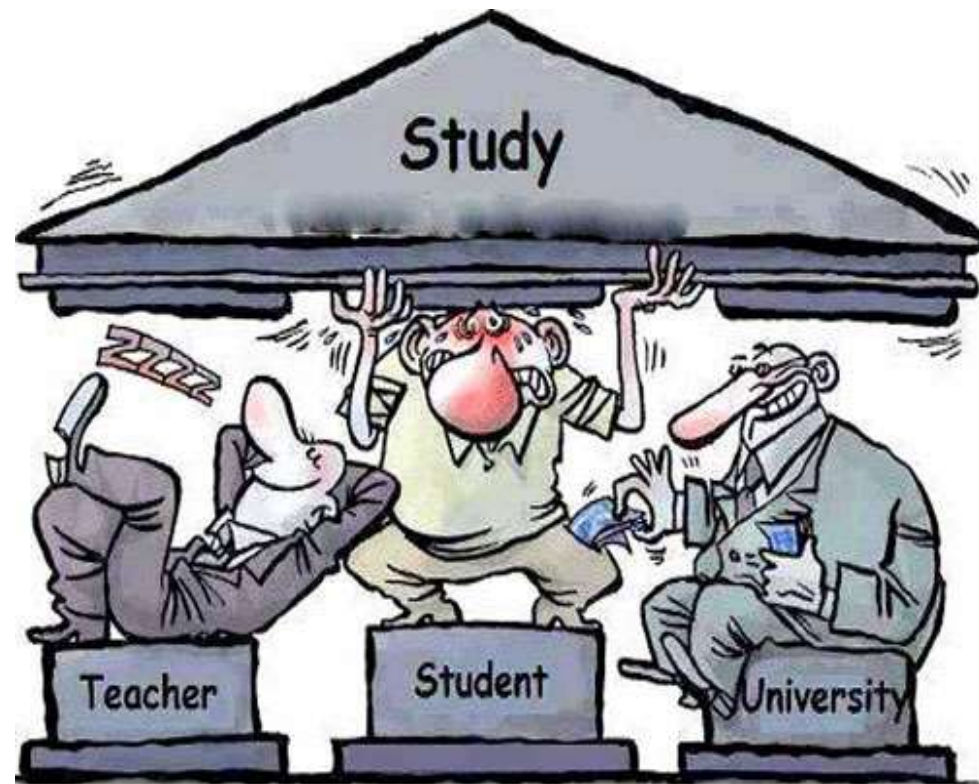
## **Focus: Increase Student Motivation and Achievement**

- Vary teaching and learning methods in line with **all** learning outcomes
  - Lecture, seminar, laboratory, case-studies...
  - Small Groups (independent and dependent)
  - Individual-work (independent)
- Knowledge is needed but it is in particular essential for being able to acquire **all** other skills and competences
- Students today are not better or worse than in the past. They have different:
  - backgrounds
  - Socialisation
  - Interests

And there are many more students of an age-group (~5% versus 50% in ~60 years) – massification versus Humboldt

**Finally, the student must have learned to learn**

However, we must avoid this...



# ESG 2015

## **Standards:**

**Set out** agreed and accepted practices for QA in HE

## **Guidelines:**

**Explain why** the standards are important and **describe how** standards may be implemented

## **Referring to:**

- **Internal Quality** (responsibility of management): alignment of institutional strategy, study-programme objectives and learning outcomes
- **External Quality Assurance** (may be carried out by peers invited by accreditation agencies): evidence that it is done properly
- **Quality Assurance of Quality Agencies**



# ESG 2015

- **Purposes: -**

- They set a common framework for quality assurance systems for learning and teaching at European, national and institutional level;
- They enable the assurance and improvement of quality of higher education in the European higher education area;
- They support mutual trust, thus facilitating recognition and mobility within and across national borders; - They provide information on quality assurance in the EHEA.

# ESG 2015

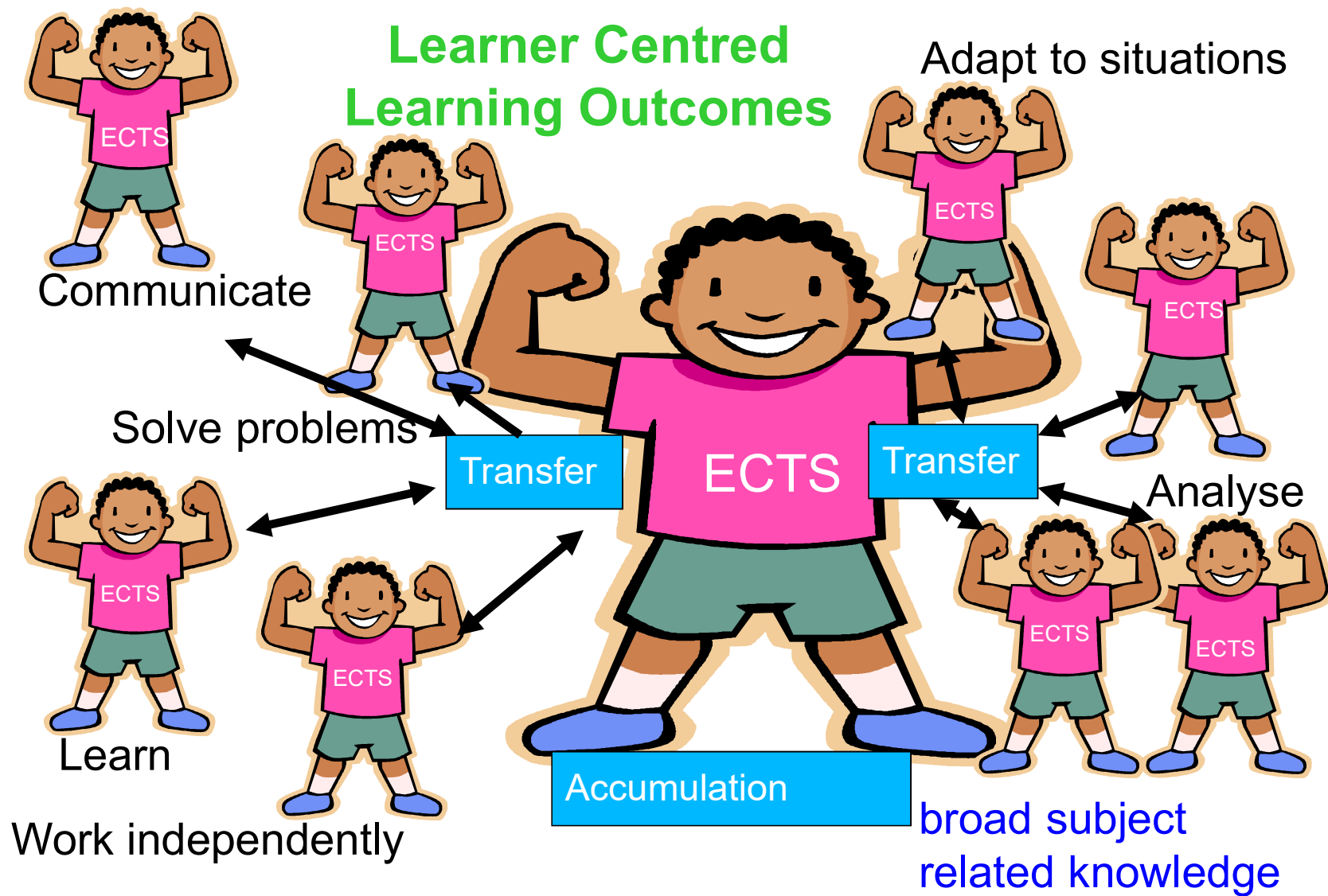
- HE institutions have primary responsibility for the quality of their own provision and its assurance
  - QA responds to the diversity of HE, systems, institutions, programmes and students
  - QA supports the development of a quality culture
  - QA takes into account the needs and expectations of students, all other stakeholders and society

# Part I of ESG

- 1.1 Policy for QA
- 1.2 Design and approval of programmes
- 1.3 Student-centred learning, teaching and assessment
- 1.4 Student admission, progression, recognition and certification
- 1.5 Teaching staff
- 1.6 Learning resources and student support
- 1.7 Information management
- 1.8 Public information
- 1.9 On-going monitoring and periodic review of programmes
- 1.10 Cyclical external QA

# ECTS

- European Credit Transfer (1989) and Accumulation System (**Bologna Process**)
- Basis: workload and achieved learning outcomes (**NOT the time**)
- **Helps** in the design, description and delivery of programmes
- **Allows** for different types of learning in a lifelong learning perspective
- **facilitates** the mobility of students by easing the process of recognising qualifications and periods of study
- **ECTS can be applied to all programmes**, whatever the mode of **delivery** (classroom-based, work-based, distance learning) or the **status of students** (full-time, part-time), and to all **kinds of learning contexts** (formal, non-formal and informal).



# ECTS User's Guide 2015

## Learning Outcomes

are statements of what the individual knows, understands and is able to do on completion of a learning process.

The achievement of learning outcomes has to be assessed through procedures based on clear and transparent criteria.

Learning outcomes are attributed to individual educational components (Step 2) and to programmes as a whole (Step 1).

They are also used in European and national qualifications frameworks to describe the level of a specific qualification.

# Context

- *Learning outcomes* are concerned with the *achievements of the learner* rather than the intentions of the teacher (expressed in the aims of a module or course). They can take many forms and can be broad or narrow in nature (Adam, 2004).
- Learning outcomes and '*aims and objectives*' are often used synonymously, although they are not the same.
- Adam (2004) notes that "*aims*" *are concerned with teaching and the teacher's intentions* whilst *learning outcomes are concerned with learning*'.
- Moon (2002) suggests that one way to distinguish aims from learning outcomes is that *aims* indicate the *general content, direction and intentions behind the module from the designer/teacher viewpoint*.

## Well formulated learning outcomes comprise at least three essential elements (see Moon 2004):

1. Use an active verb (learner-centred).  
Who? Subject  
Does what? Active Verb  
Learners are expected to know and be able to do (e.g. „describe“, „implement“, „analyse“, „process“, „plan“...)
2. Specify to what extent the learner can do it (e.g. „Can explain the components“; can present the „demonstration by hand“)  
What? Object
3. Specify modality of learning (e.g. „to give a presentation“ most often used in e-learning research design by applying „interactive methods“, etc...)  
How? Modality



*Fundamental Importance:*

*Weighted Ranking of the Most Important Competences (All Subjects)*

<b>Graduates</b>	<b>Employers</b>	<b>Academics</b>
<b>1 Capacity for analysis and synthesis</b>	1 Capacity to learn	1 Basic knowledge of the field of study
2 Capacity to learn	2 Capacity to apply knowledge in practice	<b>2 Capacity for analysis and synthesis</b>
3 Capacity to apply knowledge in practice	<b>3 Capacity for analysis and synthesis</b>	3 Capacity to learn
4 Elementary computing skills	<b>4 Capacity to adapt to new situations</b>	4 Capacity for generating new ideas (creativity)
<b>5 Capacity to adapt to new situations</b>	5 Interpersonal skills	5 Capacity to apply knowledge in practice

## *Fundamental Importance:*

### *Weighted Ranking of the Least Important Competences (All Subjects)*

Graduates	Employers	Academics
Knowledge of a second foreign language	Leadership	Ethical commitment
Ability to work in an international context	Knowledge of a second language	Interpersonal skills
Ethical commitment	Ability to work in an international context	Knowledge of a second language
Appreciation of diversity and multiculturalism	Appreciation of diversity and multiculturalism	Elementary computing skills
Understanding of cultures and customs of other countries	Understanding of cultures and customs of other countries	Appreciation of diversity and multiculturalism

# Structuring of Modules

Programme Design

# Step 1

*Key questions:*

1. ***Which syllabi are the essential characteristics of this degree programme?***

***Without which module would no one consider this as the identified degree programme?***

***Conclusion: Core modules***

# Step 1 (cont.)

53

2. **Which areas could be identified – vertically, horizontally or laterally – for further useful studies (profiling)?**

(**vertical**: specialisation in a narrow sense = deepening;  
backward/forward integration;

**horizontal**: interdisciplinary = enlargement;

**lateral**: unrelated diversification)

**Conclusion: Specialisation modules / major / minor / electives / options**

# Step 1 (cont.)

54

**3. What else is needed to understand issues, identify and to express them in various ways?**

**To which extent can a quantitative approach help to explain these issues?**

**Conclusion:** Support modules

**4. How can I learn and organise myself?**

**How can I present / express best what I want to say**

**Conclusion:** Organisation and Communication modules

# Step 1 (cont.)

55

*5. How does theory relate to practice?*

*How can I relate theory to practice?*

*What are the methods?*

**Conclusion:** Transfer modules

# Result of Step 1

56

- ▶ Structuring of degree programmes into

## **Core modules**

Objective of Learning Outcomes:

- ▶ **Knowledge Acquisition and Widening**

## **Specialisation modules (level dependent)**

Objective of Learning Outcomes:

- ▶ **Knowledge Acquisition and Deepening**



# Result of Step 1 (cont.)

57

**Support modules**

**Organisation and communication modules**

**Transfer modules**

**Objective of Learning Outcomes:**

**Methodology: Skills / Competences to learn and transfer**

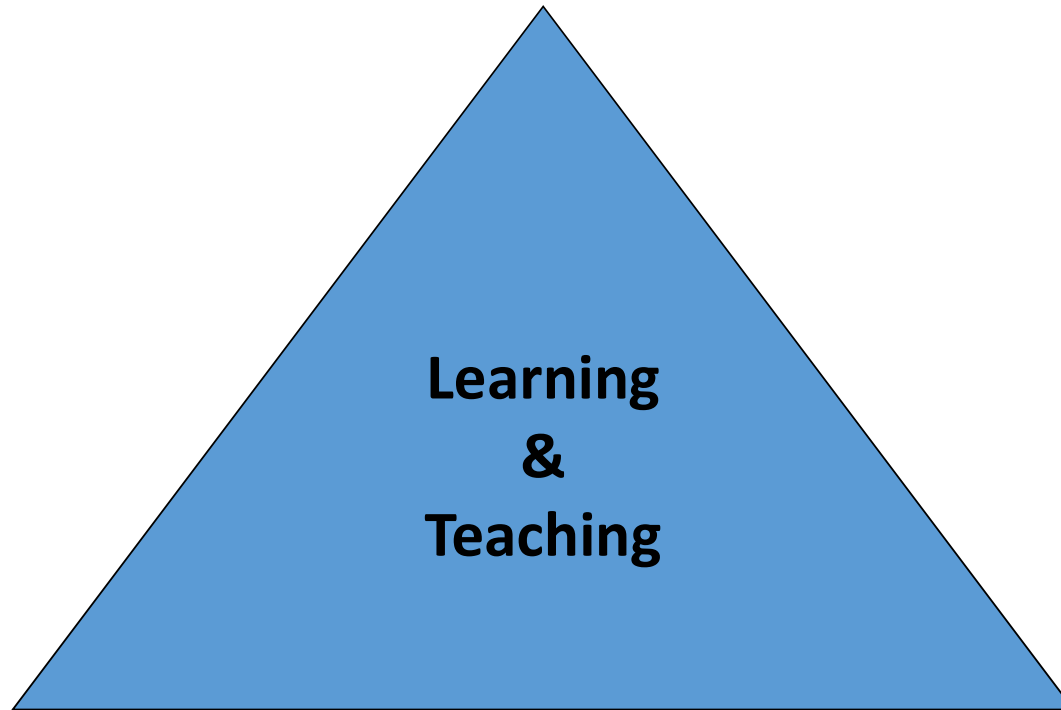
**Knowledge acquisition (independent learning), developing and creating**

# Quality Assurance

- Measures
  - **Qualitative** measuring is pursued through the achievement of the learning outcomes in the time foreseen (performance) (**ex-post**) – **What?**
  - **Qualitative** measuring is pursued by grading how the student performed (ranking) (ex-post) – **How?**
  - **Quantitative** measuring is pursued by allocating the workload expressed in credits (**ex-ante**) – **How much?**
  - Consequences of the results measured lead to a **formative evaluation**, i.e. help to support a continuous quality improvement

# THE BERMUDA TRIANGLE

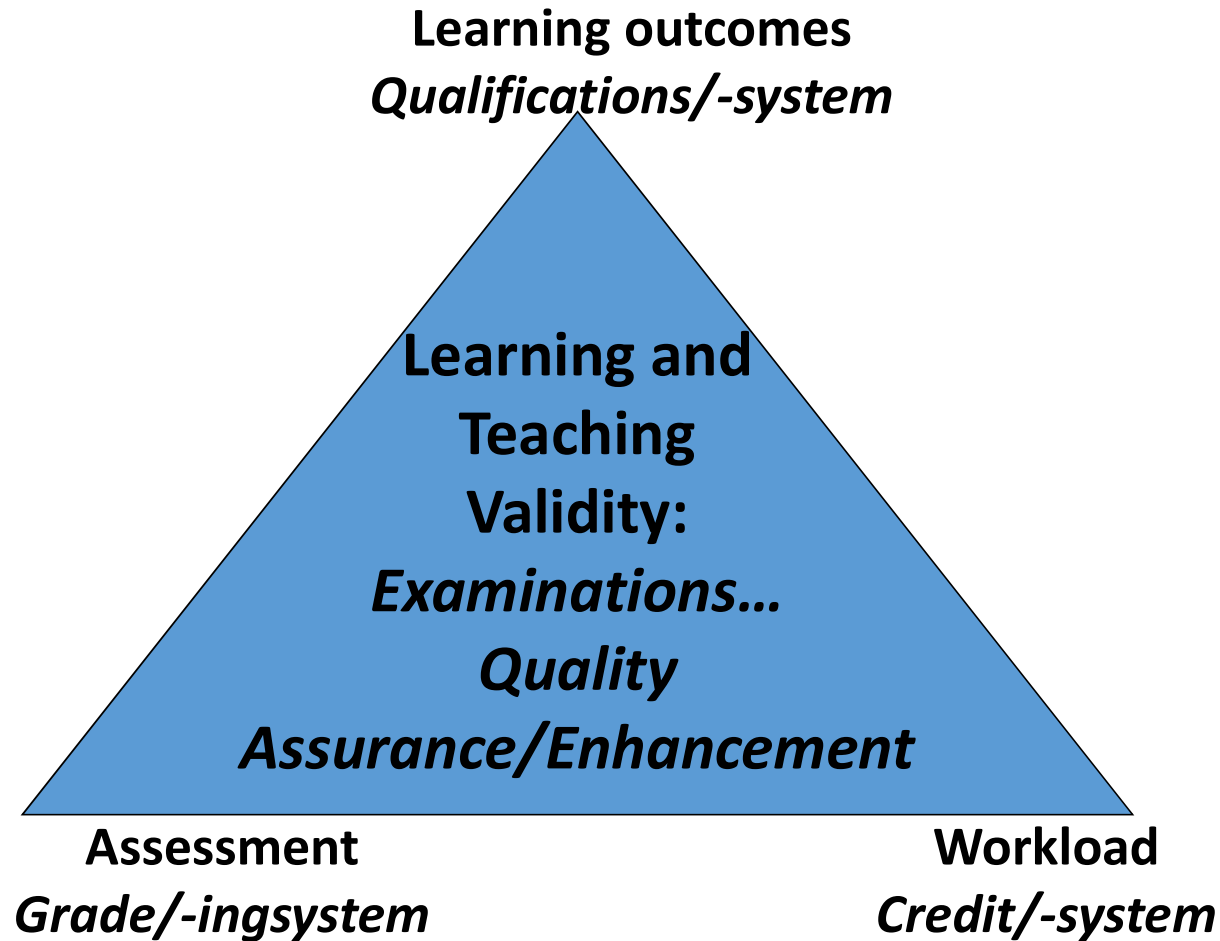
Learning Outcomes



Assessment

Workload

# THE BERMUDA TRIANGLE dissolved by referencing



# Learner centred examinations

## CRITERIA

suitable  
acceptable  
feasible  
sustainable

## OPTIONS

- Type
  - written, oral
    - on-line/off-line / video-conferencing / Tel.-Skype...
- Form
  - Written exam
    - Closed-book / open-book
    - Multiple Choice, Gaptest, Essay, Case study...
  - Presentation / Homework
    - with/without Presentation, Debate
    - Minutes taken...
  - Discourse, Colloquium (open/closed)...
- Timing



**Selection**

# Learner centred examinations

## SMART-Criteria

- Specific
- Measurable
- Suitable
  
- Relevant
  
- Timing

## MEANS

- Unambiguous
- Identifiable / feasible
- Acceptable / attractive / demanding / achievable
- Realistic, learning outcomes related
- Defined time

# Assessment criteria

## SMART CRITERIA

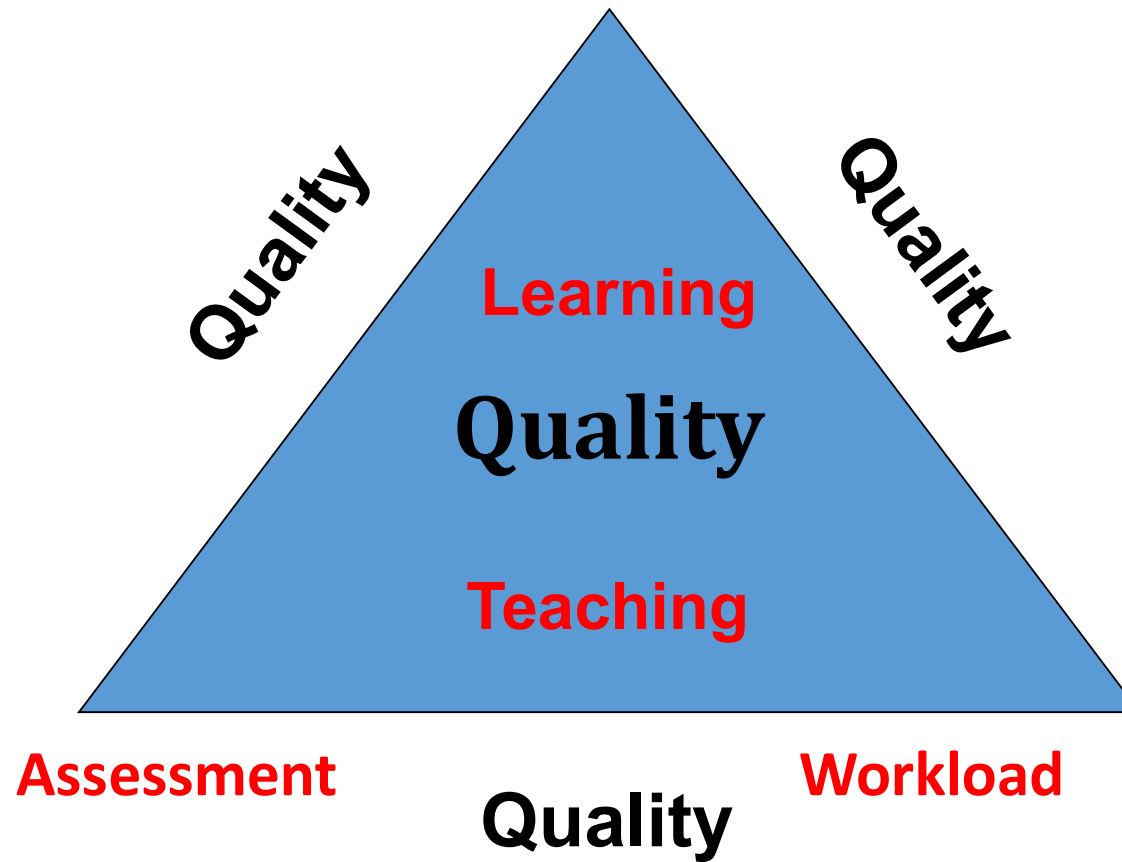
- Relevant versus measurable
- Measurable versus suitable / fair
- Relevant / Realistic versus demanding / challenging
- Suitable versus timing

## LEARNING OUTCOMES

- Ability to work in teams
  - Group work?
- Ability to express in a foreign language
  - Lectures were in the native language
- Ability to speak/express
  - Written exam?
- Problem solving
  - Bachelor thesis (6 weeks)

# BERMUDA TRIANGLE

Learning outcomes







Diversity

Richness

Difference  
Compatibility



# Joint Study-Programmes

## Working Definition

- The programmes are **developed and/or approved jointly** by several institutions
- Students from each participating institution **study parts of the programme** at other institutions
- The students **stay** at the participating institution are of **comparable length**
- Periods of study and exams passed at the partner institution(s) are **recognised fully and automatically**

# Working Definition

- Professors of each participating institution also **teach** at the other institutions, work out the curriculum jointly and form joint commissions for admission and examinations
- After completion of the full programme, the student either **obtains** the national degrees of each participating institution or a degree awarded jointly by them
- Softened version of the latter: a joint degree is a procedure through which the degree/diploma is awarded upon completion of a programme agreed upon jointly

# Principles

- **Quality assurance**
- **Integration on the basis of learning outcomes**
  - **Additional**
  - **Substitutional**
  - **Complementary**
  - **Synergetic**

# Developing Joint Degrees

Learning Outcomes			
Additional	Substitutional	Complementary	Synergetic
Any modules	Identified modules	Identified modules	Identified modules
any	Neutral subject areas	Country specific Different insight	New insight
any	e.g. mathematics, statistics	Economic policy Languages	Joint teaching and learning Case studies
Individual LA Add-on 7th semester	Individual L A Ad hoc	Block agreement compulsory Integrated programmes	Joint Degrees One programme with varieties (options)

# Developing Joint Degrees

<b>Joint Degree</b>	
Programmes which have parts in common and which recognise identified modules from each other as an integrated element of the programme	Identical programme at sister colleges = one programme
Changes cannot be made without considering how they might affect the sister college	May miss out national differences Extreme forms: franchising, off-shores

3-year Bachelor Programme  
FH Osnabrueck, University of Applied Sciences

<b>Semester</b>	<b>Learning Activity</b>	<b>Place</b>
1-3	Basics and modules according to profile worked out with partner	FH Osnabrueck
4	Defined modules at a sister college	UK, F, NL
5	Limited deepening according to profile worked out with partner	FH Osnabrueck
6	Project with BA dissertation assessed with partner	Anywhere, preferably enterprise abroad

# What to do to pass the driving test?/:

- Alignment of programme profile – learning outcomes  
– forms of learning, teaching and assessment  
(constructive alignment)





Mick Coulas

it is possible to put lipstick on a pig - but it stays a pig. Achieving a common understanding of ECTS is much more than putting on lipstick - and much more than lipservice

But changing education and training is a slow process! It may take more than a life-time – the Labour Market, however, is changing any time

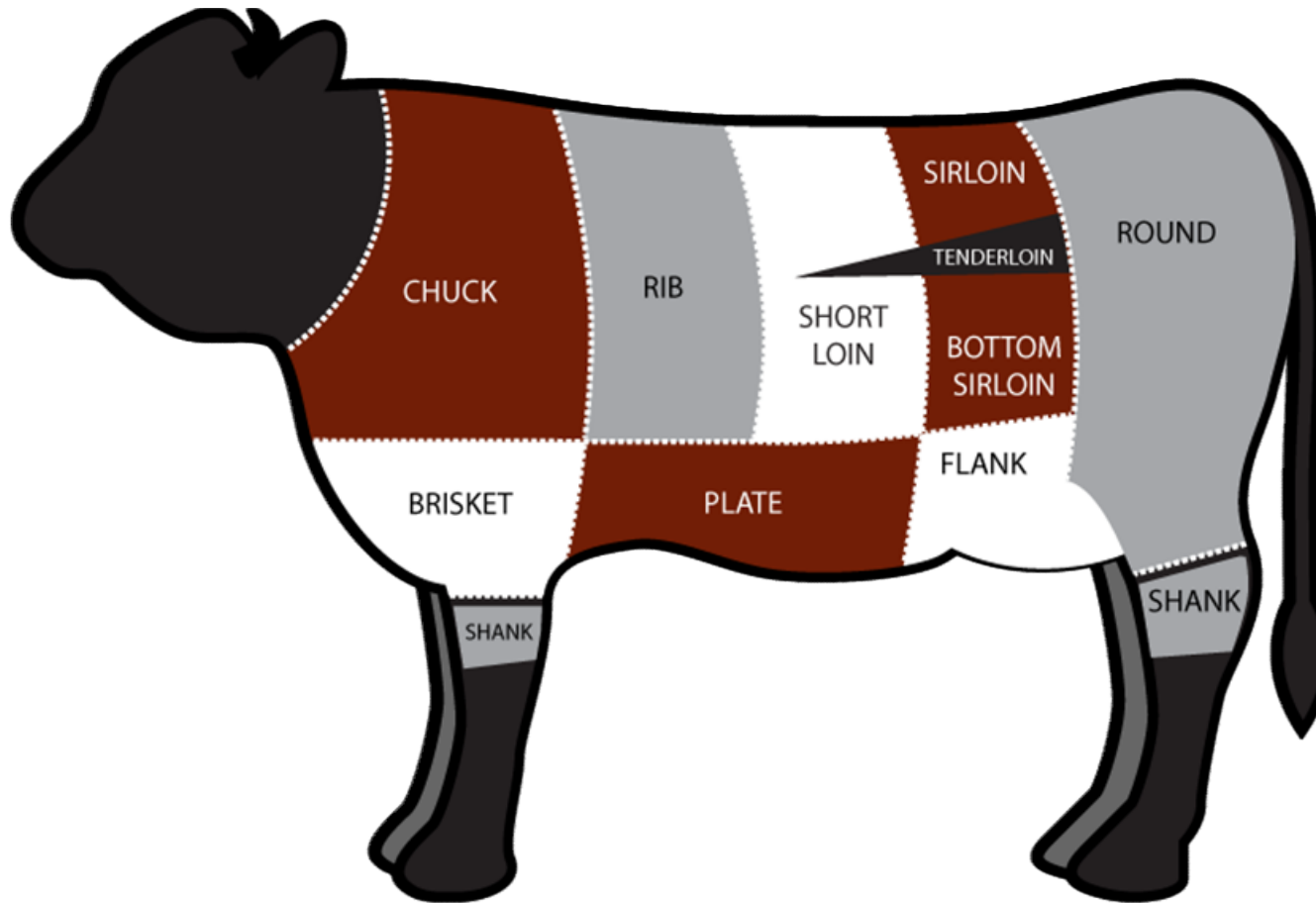


# Main challenges for Ukraine

Learning Outcomes	Learning and Teaching	Assessment
SMART	Learner centred	Reflecting Learning Outcomes
Reflecting UQF	Independent learning	Potential conflicts
Writing Learning Outcomes	Non-formal / informal learning	Grade distribution table

Involving all stakeholders  
Transparency  
Accountability  
Combatting bribery  
Not just lipservice

**ADJUST YOUR LAW  
CREATE YOUR COW**



This is an organisational chart that shows the different parts of a cow.

In a real cow the parts are not aware that they are parts.

They do not have trouble sharing information. They smoothly and naturally work together, as one unit. As a cow. And you have only one question to answer.

Do you want your organisation to work like a chart? Or a cow?

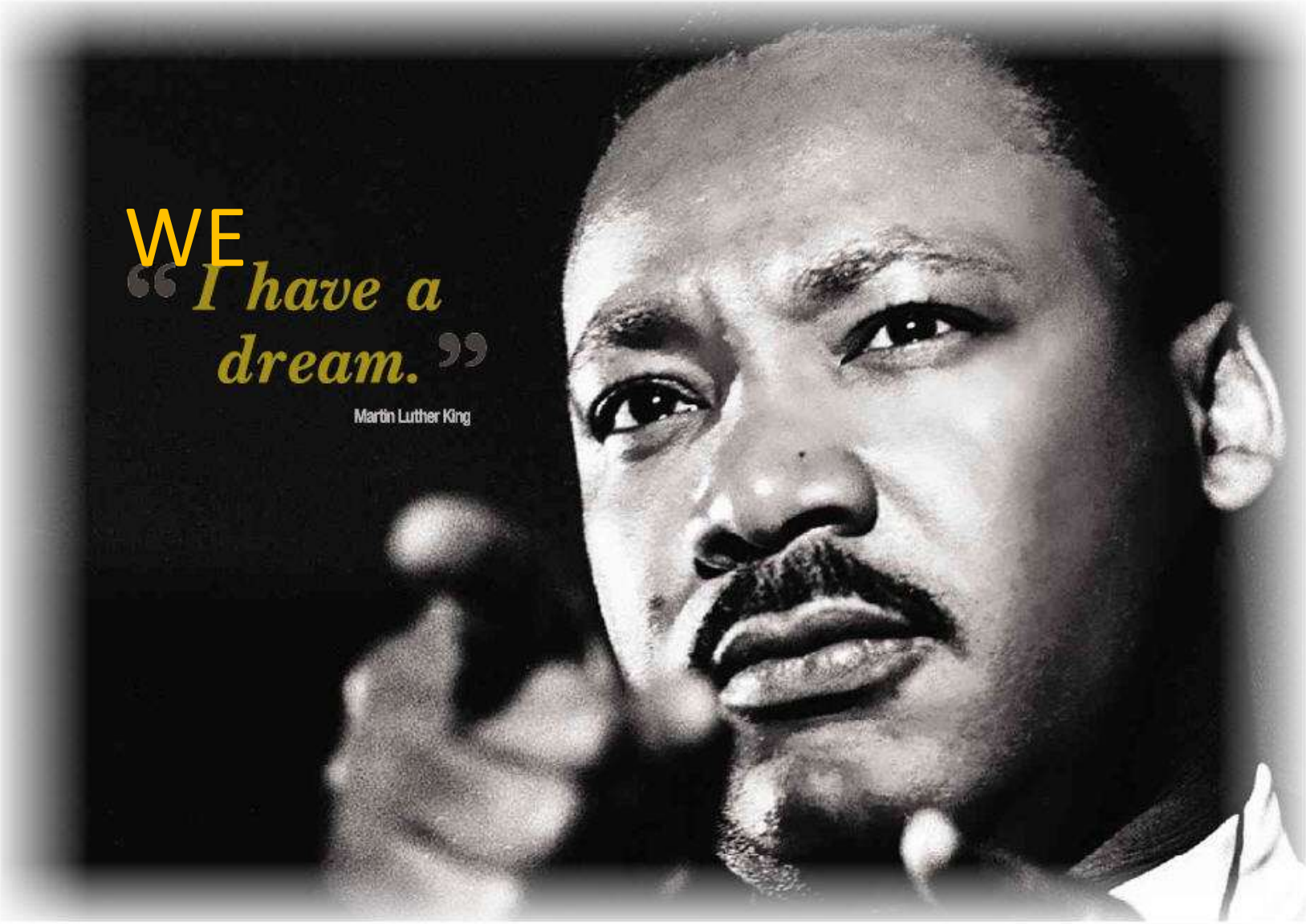
(Anderson & Lemke, NY, advertisement for SAP, Canada)

# Overview

## Comments and Recommendations

TAM by SPHERE, EACEA

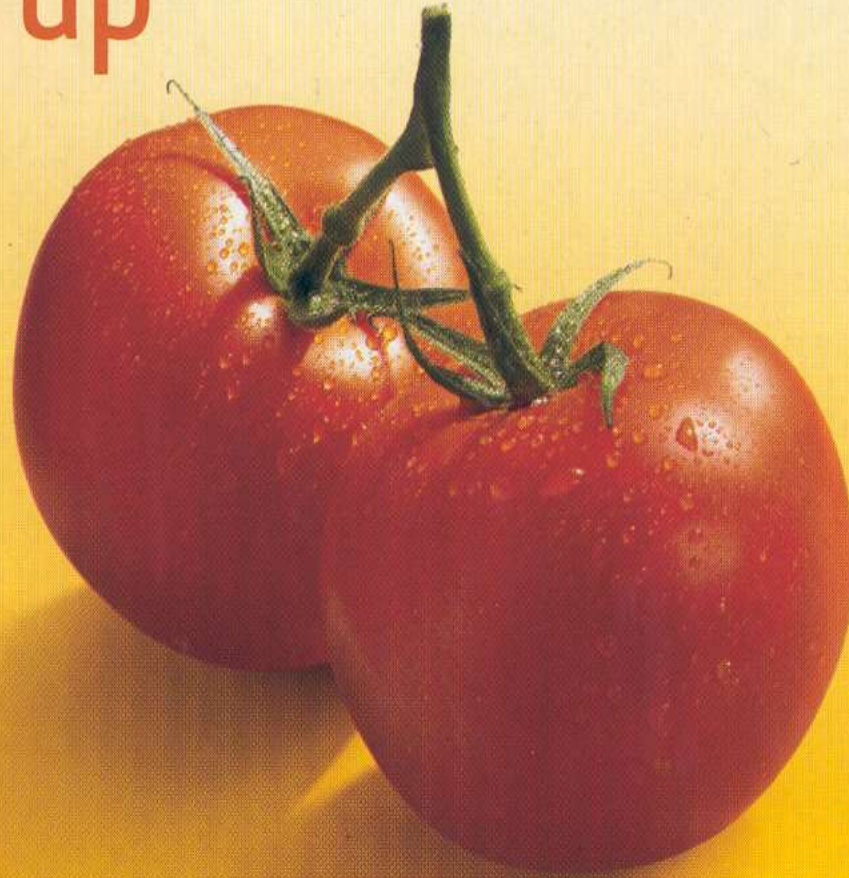
Kyiv July 7 2017



WE  
“I have a  
dream.”

Martin Luther King

catch up



[www.austrian.com](http://www.austrian.com)





