Educational Quality Assurance at Ghent University and implementation of the Learning Outcomes Approach

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UGent Competence Model

-> Law and approach, Construction, Testing, Working with the model (methods), Matrices, Quality control

What do you expect from a graduated bachelor/master

OR from someone who graduated your course?

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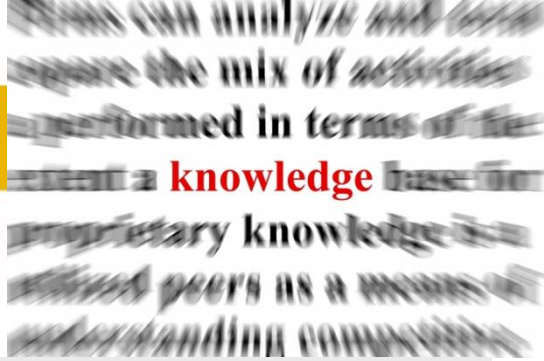
UGent Competence Model: 6 Areas

1. COMPETENCE IN ONE/MORE SCIENTIFIC DISCIPLINE(S)
2. SCIENTIFIC COMPETENCE
3. INTELLECTUAL COMPETENCE
4. COMPETENCE IN COOPERATION AND COMMUNICATION
5. SOCIETAL COMPETENCE
6 PROFESSION-SPECIFIC COMPETENCE



UGent Competence Model: Examples (1)

Competence in one/more scientific discipline(s):

- **B:** To know and to use key concepts, theories, theoretical frameworks, explanatory models, disciplinary methods and techniques.
- **M:** To demonstrate creative use of advanced knowledge in complex problems.

- **B:** To have insight into related sciences and indicate their relevance (interdisciplinarity).
- **M:** To demonstrate critical and independent use of related sciences in complex problems (multidisciplinarity).

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Learning Outcomes Approach

Europe:

- 2001-2004: Dublindescriptors (QF EHEA)
- 2008: European Qualification Framework for Lifelong Learning (EQF)

Flanders:

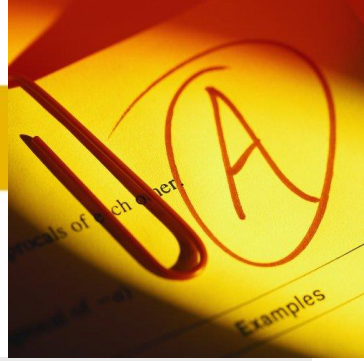
- 2003: Decree concerning the restructuring of the Higher Education in Flanders
- 2009: Decree on the Flemish Qualification Structure
- 2009: Codex Higher Education: Construction learning outcomes for study areas

UGent Competence Model: Examples (2)

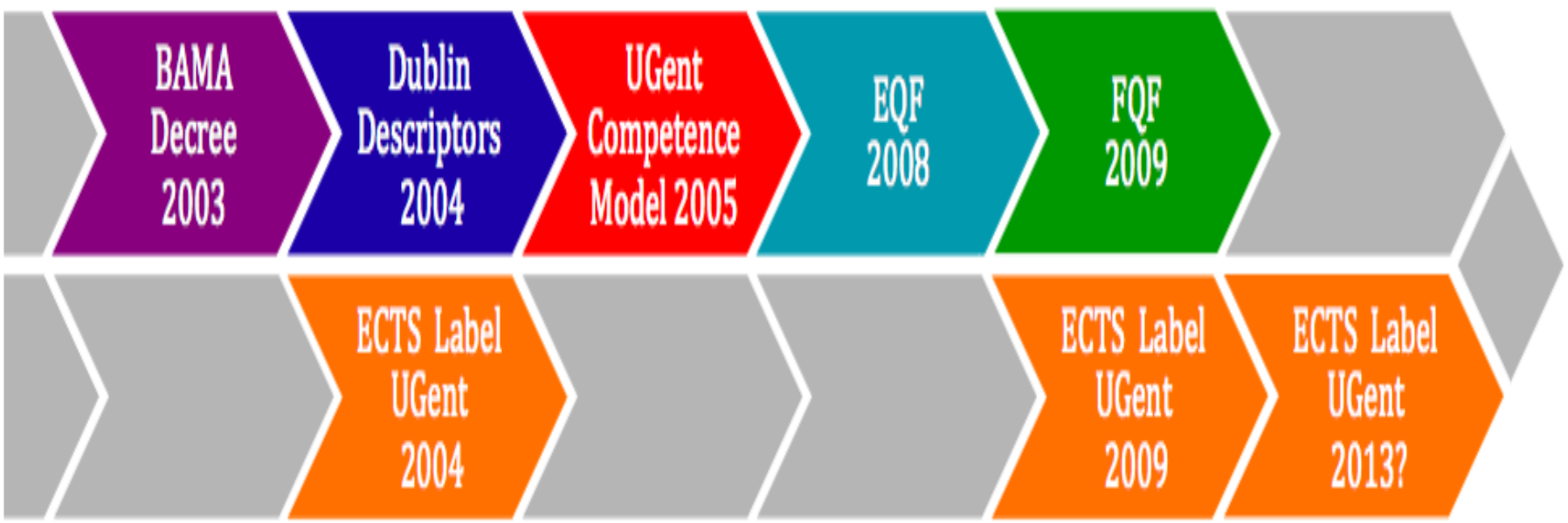
Scientific competence

- **B:** To identify international research, to criticize the scientific value and make use of it.

- **M:** To have a critical overview of international research and dare to use sources originally.



Determinants UGent Competence Model



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ECTS label

- European Credit Transfer System
- Transparancy-Recognicion-Mobility-Flexibility
- 2004 & 2009 & 2013
- Claims Course Catalogue
- Aids curriculum design and quality assurance

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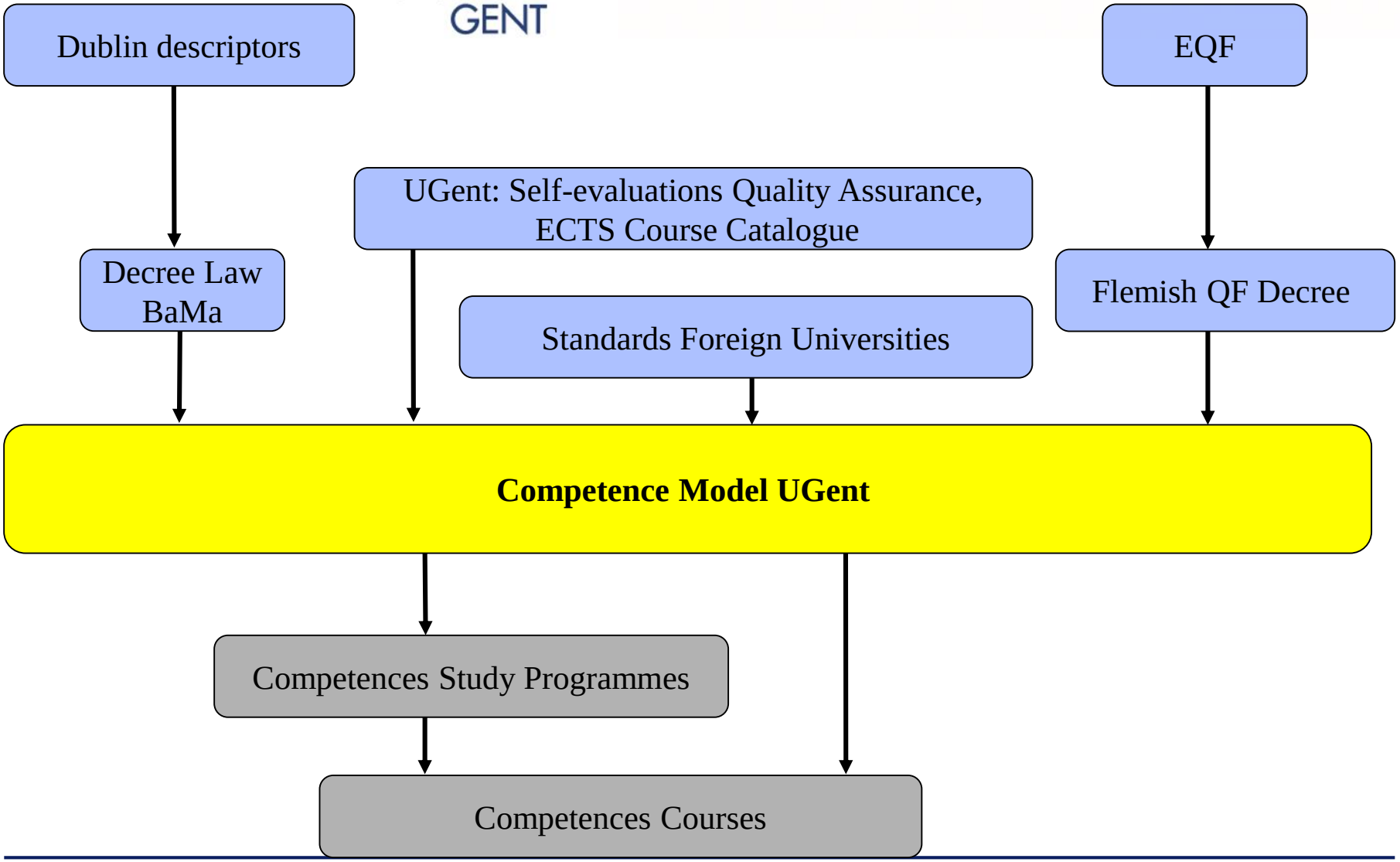
Competence Model UGent

2005:	Construction Competence Model
2006:	Pilot projects in Sociology & Engineering
2007:	All study programmes that get an external quality control formulate competences
2009:	One CM for all types of engineers
2012:	100 study programmes in competences
2014:	Focus on evaluation en teaching


Dublin descriptors
EQF
UGent: Self-evaluations Quality Assurance, ECTS Course Catalogue
Decree Law BaMa
Flemish QF Decree
Standards Foreign Universities
Competence Model UGent
Competences Study Programmes
Competences Courses

Testing the model

Pilots:
- Collecting objectives of the past & international models
- Interview with 3 professors (+/-2 hours)
- Writing down a proposal
- Discussion in group +/-8 versions

Today:
Professors write the proposal themselves, coaching on the floor

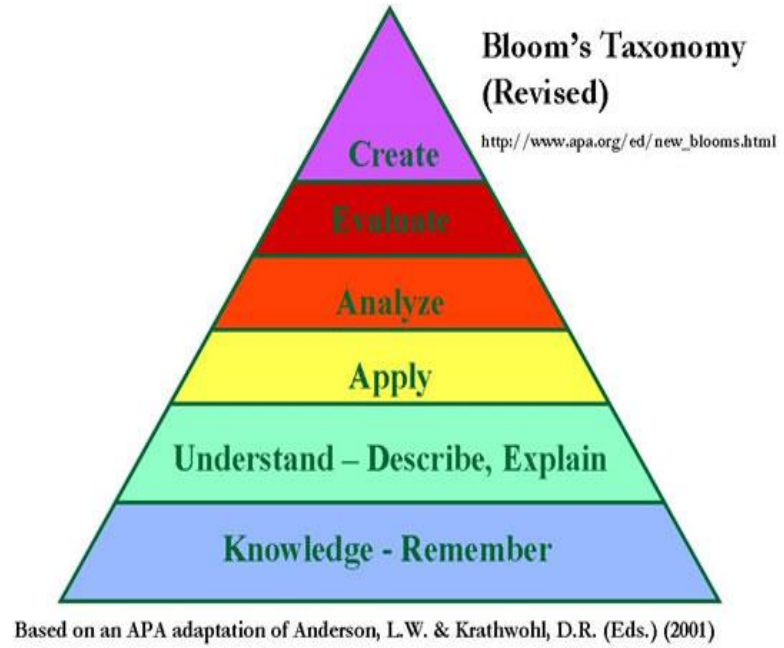
Important questions to reflect about the content of the learning outcomes

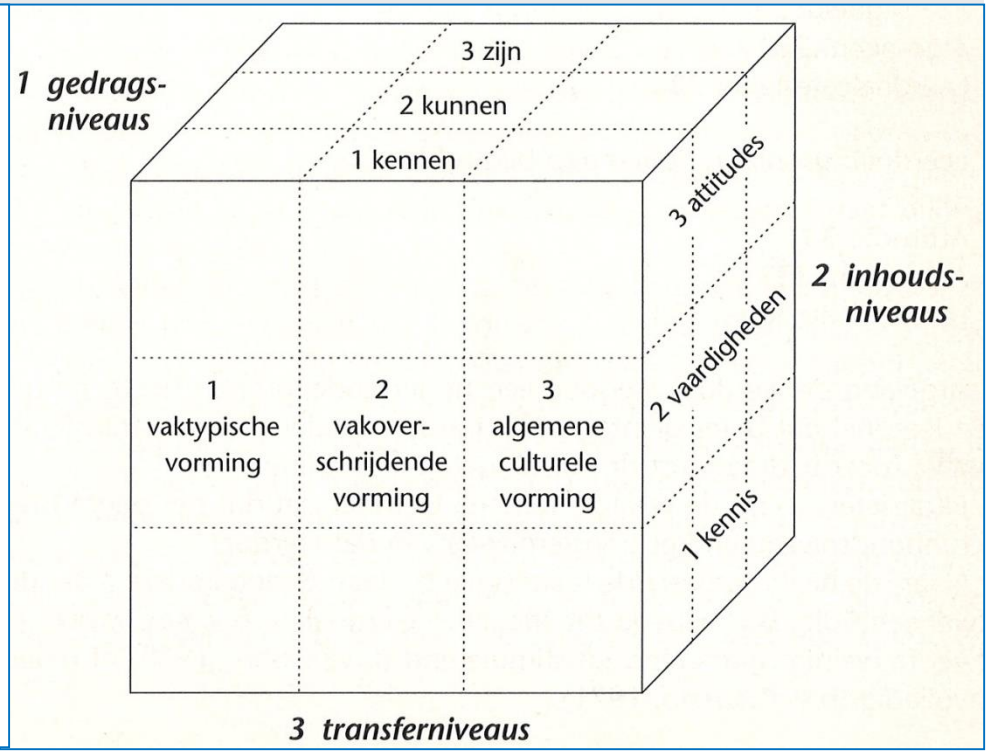
- What do you expect from a graduated bachor? (K/S/A)
- What do you expect from a graduated master? (K/S/A)
- What are the differences between bachelors and masters?
- What are the differences between a professional and an academic bachelor?
- What are the differences between a good an a briljant graduate?
- What are the important accents in the programme?
- What are the differences between this programme and other programmes in this discipline?
- “Dare to think”- “Creative development of knowledge”…

Formulation:
Learning outcomes…

- contain a verb
- are the integration of K, S, A
- show the end-behaviour of the student (and not the process to come to it)
- contain no superfluous information
- can be low/high-level because of the complexity of the context, degree of autonomy of the student, …
- are as brief and clear as possible
- are measurable
- …

Useful taxonomies (Bloom, De Block & Heene,…)





Useful Verbs by the formulation of learning outcomes

- **Reproducing knowledge**: define, classify, describe, explain, identify, recognize, report, select, translate, associate, …
- **Applying skills and reflecting**: Appraise, compare, contrast, criticize, examine, test, organise, synthesize, create, design, measure, evaluate, interpret, …
- **Demonstrating attitudes**: feel, prefer, criticise; decide, defend, jutify, predict, relate, ….

Development of a competence oriented curriculum

Learning goals: competences

Competence model

↓

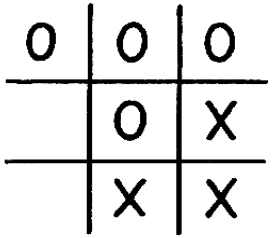
Teaching and learning

Glossary teaching methods

↓

Assessment

Glossary evaluation methods



Competence matrix °2005

	OO1	OO2	OO3	OO4	OO5	OO6	OO7
Competentiegebied 1: Kenniscompetenties							
OC1.1	X	X X		X			X X
OC1.2		X	X				
OC1.3					X X	X X	
OC1.4			X				
Competentiegebied 2: Wetenschappelijke competenties							
OC2.1			X			X	X X
…							

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	OO1	OO2	OO3	OO4	OO5	OO6	OO7	Eindcompetenties
Competentiegebied 1: Kenniscompetenties								
OC1.1	HC	HC SOP		HC			HC SMC	De systematiek van X toelichten. De beginselen van Y kennen. Verbanden tussen Y en Z aangeven. Modellen van K kennen.
OC1.2		HC GW	HC					Historische X-feiten linken aan culturele factoren. De geschiedenis van Z kennen.
OC1.3					HC SMC SOP	HC GW SMC		Modelleren van Y binnen X. Z-factoren betrekken op X-fenomenen.
OC1.4			HC					Integreren van X-modellen in Y
Competentiegebied 2: Wetenschappelijke competenties								
OC2.1			WC BZ			BZ GW	WC GW SOP SMC	Wetenschappelijke publicaties rond Z benutten. De wetenschappelijke waarde van X duiden.
...								

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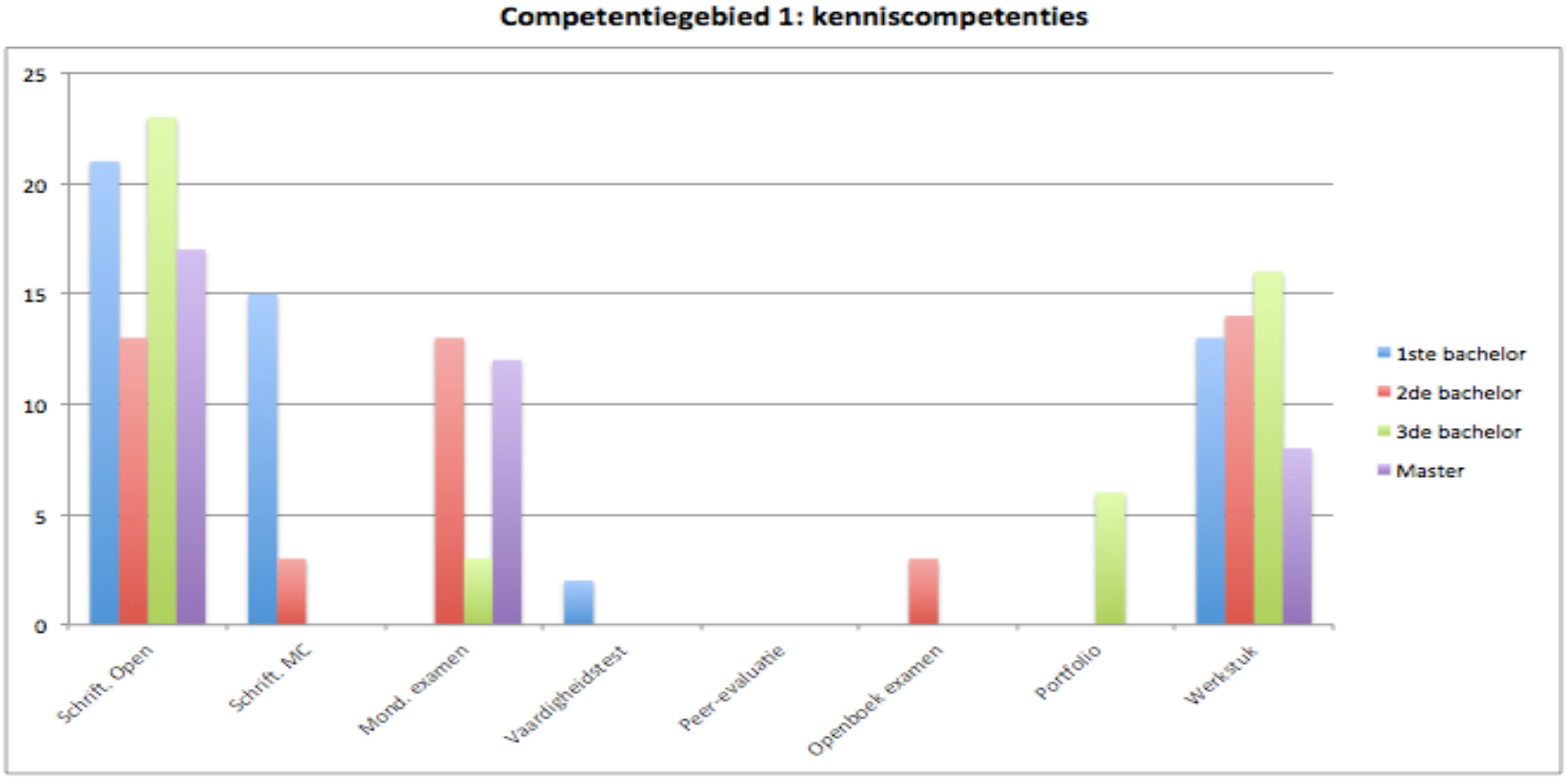
Quick Pick

Information course catalogue

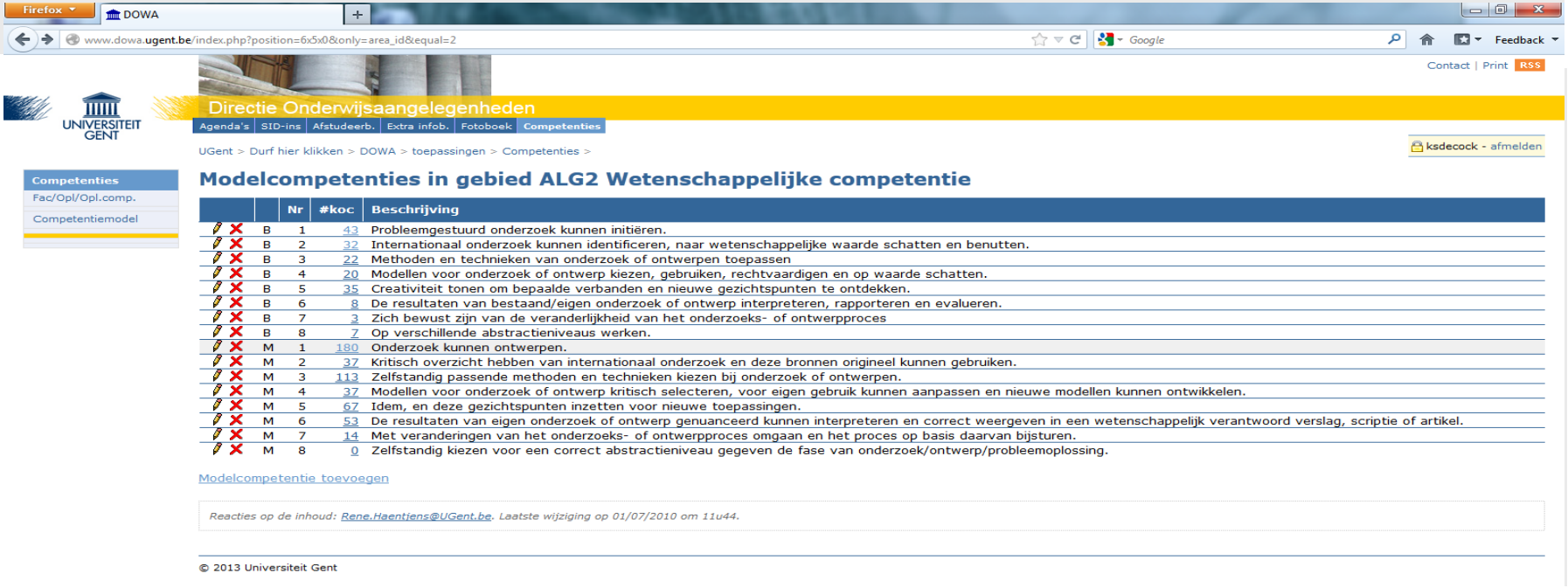
Competentiegebied 1

OC 1.1	Werkvormen	Evaluatievormen	Eindcompetenties
☑	Hoorcollege Groepswerk Begeleide zelfstudie	Schriftelijk examen meerkeuzevragen Schriftelijk examen open vragen	De systematiek van X toelichten Modellen van K kennen Verbanden tussen Y en Z aangeven
OC 1.2			
☐			

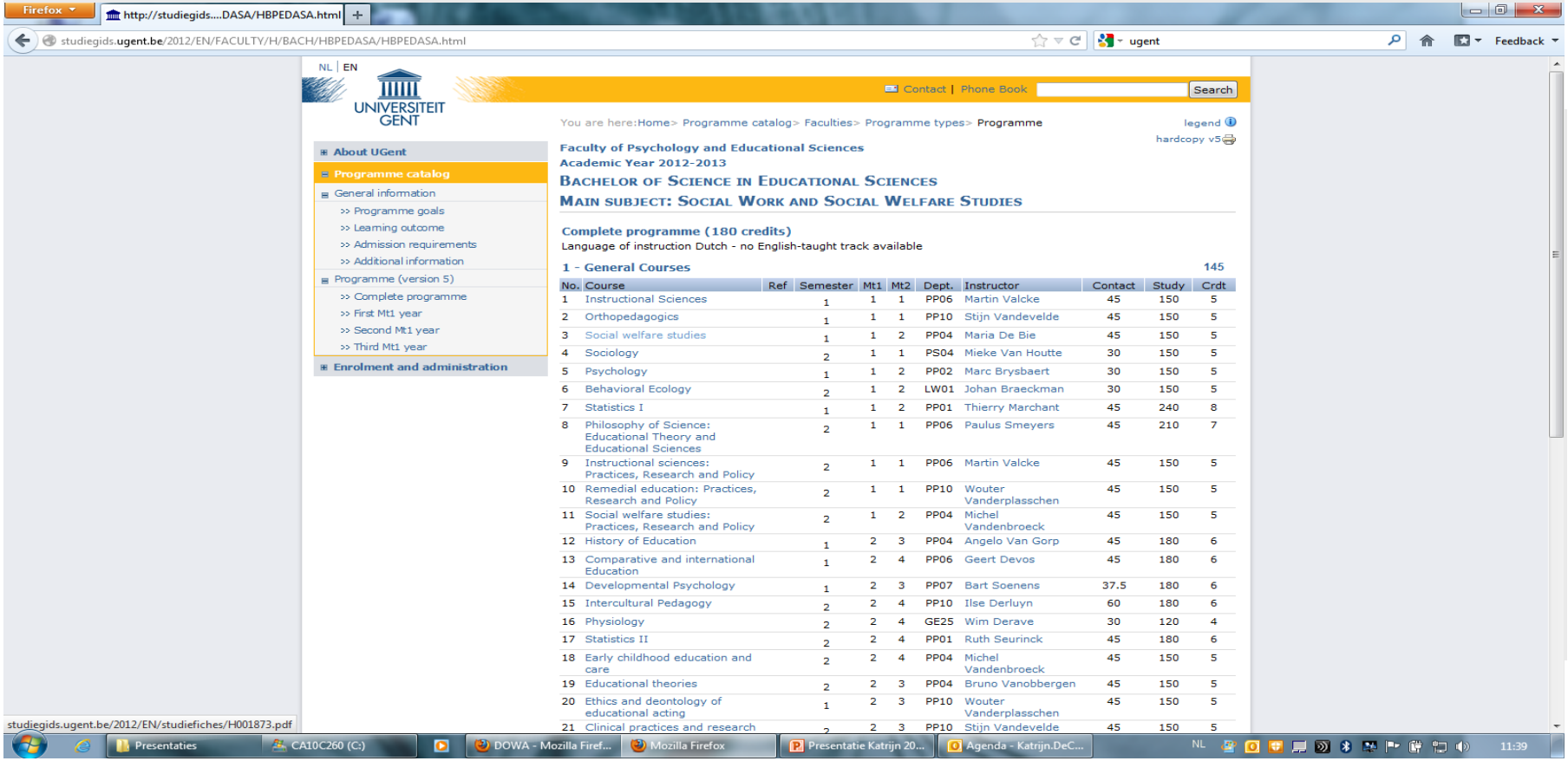
Results Extension 2: Competences study programme and evaluation forms



Quality Control Programme Level: Competence Data Base



Quality Control Course Level:
Screening ECTS Files Course Catalogue



Firefox | http://studiegids....DASA/HBPEDASA.html

studiegids.ugent.be/2012/EN/FACULTY/H/BACH/HBPEDASA/HBPEDASA.html

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- About UGent
- Programme catalog
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    - >> Learning outcome
    - >> Admission requirements
    - >> Additional information
  - Programme (version 5)
    - >> Complete programme
    - >> First Mt1 year
    - >> Second Mt1 year
    - >> Third Mt1 year
- Enrolment and administration

Faculty of Psychology and Educational Sciences
Academic Year 2012-2013

BACHELOR OF SCIENCE IN EDUCATIONAL SCIENCES

MAIN SUBJECT: SOCIAL WORK AND SOCIAL WELFARE STUDIES

Complete programme (180 credits)
Language of instruction Dutch - no English-taught track available

1 - General Courses 145

No.	Course	Ref	Semester	Mt1	Mt2	Dept.	Instructor	Contact	Study	Crdt
1	Instructional Sciences		1	1	1	PP06	Martin Valcke	45	150	5
2	Orthopedagogics		1	1	1	PP10	Stijn Vandevelde	45	150	5
3	Social welfare studies		1	1	2	PP04	Maria De Bie	45	150	5
4	Sociology		2	1	1	PS04	Mieke Van Houtte	30	150	5
5	Psychology		1	1	2	PP02	Marc Brysbaert	30	150	5
6	Behavioral Ecology		2	1	2	LW01	Johan Braeckman	30	150	5
7	Statistics I		1	1	2	PP01	Thierry Marchant	45	240	8
8	Philosophy of Science: Educational Theory and Educational Sciences		2	1	1	PP06	Paulus Smeyers	45	210	7
9	Instructional sciences: Practices, Research and Policy		2	1	1	PP06	Martin Valcke	45	150	5
10	Remedial education: Practices, Research and Policy		2	1	1	PP10	Wouter Vanderplasschen	45	150	5
11	Social welfare studies: Practices, Research and Policy		2	1	2	PP04	Michel Vandenbroeck	45	150	5
12	History of Education		1	2	3	PP04	Angelo Van Gorp	45	180	6
13	Comparative and international Education		1	2	4	PP06	Geert Devos	45	180	6
14	Developmental Psychology		1	2	3	PP07	Bart Soenens	37.5	180	6
15	Intercultural Pedagogy		2	2	4	PP10	Ilse Derluyn	60	180	6
16	Physiology		2	2	4	GE25	Wim Derave	30	120	4
17	Statistics II		2	2	4	PP01	Ruth Seurinck	45	180	6
18	Early childhood education and care		2	2	4	PP04	Michel Vandenbroeck	45	150	5
19	Educational theories		2	2	3	PP04	Bruno Vanobbergen	45	150	5
20	Ethics and deontology of educational acting		1	2	3	PP10	Wouter Vanderplasschen	45	150	5
21	Clinical practices and research		2	2	3	PP10	Stijn Vandevelde	45	150	5

studiegids.ugent.be/2012/EN/studiefiches/H001873.pdf

Presentaties | CA10C260 (C:) | DOWA - Mozilla Firef... | Mozilla Firefox | Presentatie Katrijn 20... | Agenda - Katrijn.DeC... | NL | 11:39

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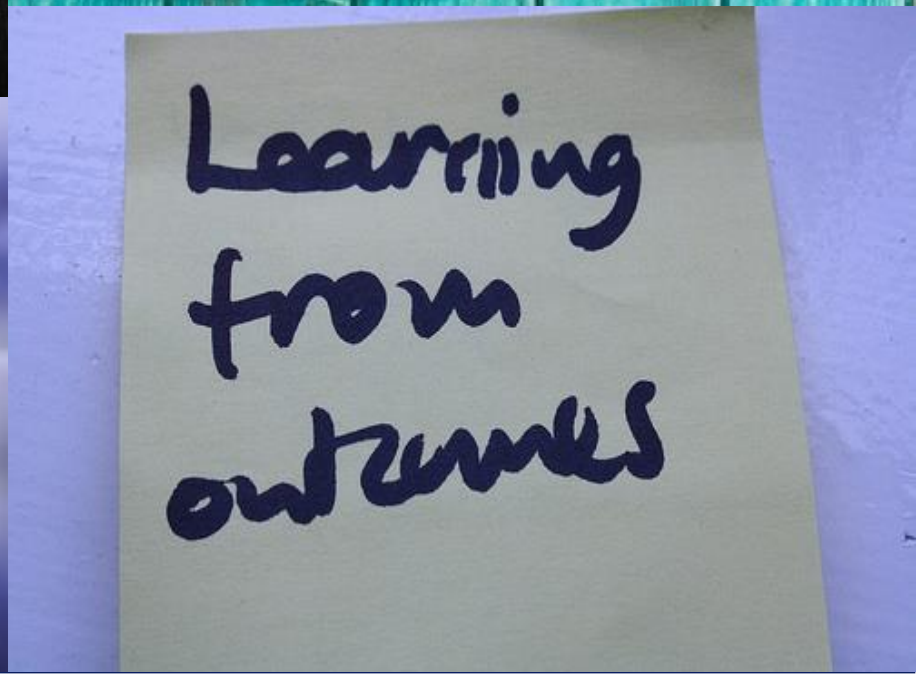

References and further reading

- Dublindecriptors: www.jointquality.nl/content/descriptors/CompletesetDublinDescriptors.doc
- EQF: http://ec.europa.eu/education/lifelong-learning-policy/doc44_en.htm
- Flemish Qualification Structure: http://www.ond.vlaanderen.be/publicaties/eDocs/pdf/392.pdf
- Kennedy, D; Hyland A. & N. Ryan. Writing and Using Learning Outcomes: a Practical Guide. Implementing Bologna in your institution C 3.4-1: http://www.bologna.msmt.cz/files/learning-outcomes.pdf
- Course Catalogue UGent: http://www.ugent.be/en/teaching/studying/studyprogrammes/coursecatalogue/overview.htm

Photos on the internet

Universiteit Gent (*Dare to Think*), Instructables.com (signpost), Belgiumdigital.com by x-tof (*Graslei Ghent*), Europetravel.com (*Europe*) zaidlearn.blogspot.com (*army*), Medusa.nl *(tick),* Sunnygraphics.com (*didactic circle*), ucangraddip.wikispaces.com (*motivational LOs*), Chron.com (*6*), inkingrey.com (*knowledge*), Kent.edu *(research),* Wikipedia (*Rodin*), Australian National University (*Fortune cookie*) pediatricinc.wordpress.com (*Bloom's taxonomy*), Scan from the Book 'Inleiding tot de algemene didactiek,1997, A. De Block & J. Heene' (*Taxonomy De Block & Heene*), gel-online.nl *(Type writer),* premohoopsrecruiting.com *(letter box),* Natasha Kenny's blog (*post-it*), Indiamart.com *(books),* Gettyicons.com (*camera*).