

# Modernization of curricula: what matters?

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Kiev, 21.06.2011



# Bologna over ten years: 1999-2009

David Coyne

## 1999

- Comparable degrees
- Two main cycles
- Credit system
- Mobility
- Quality Assurance
- European dimension

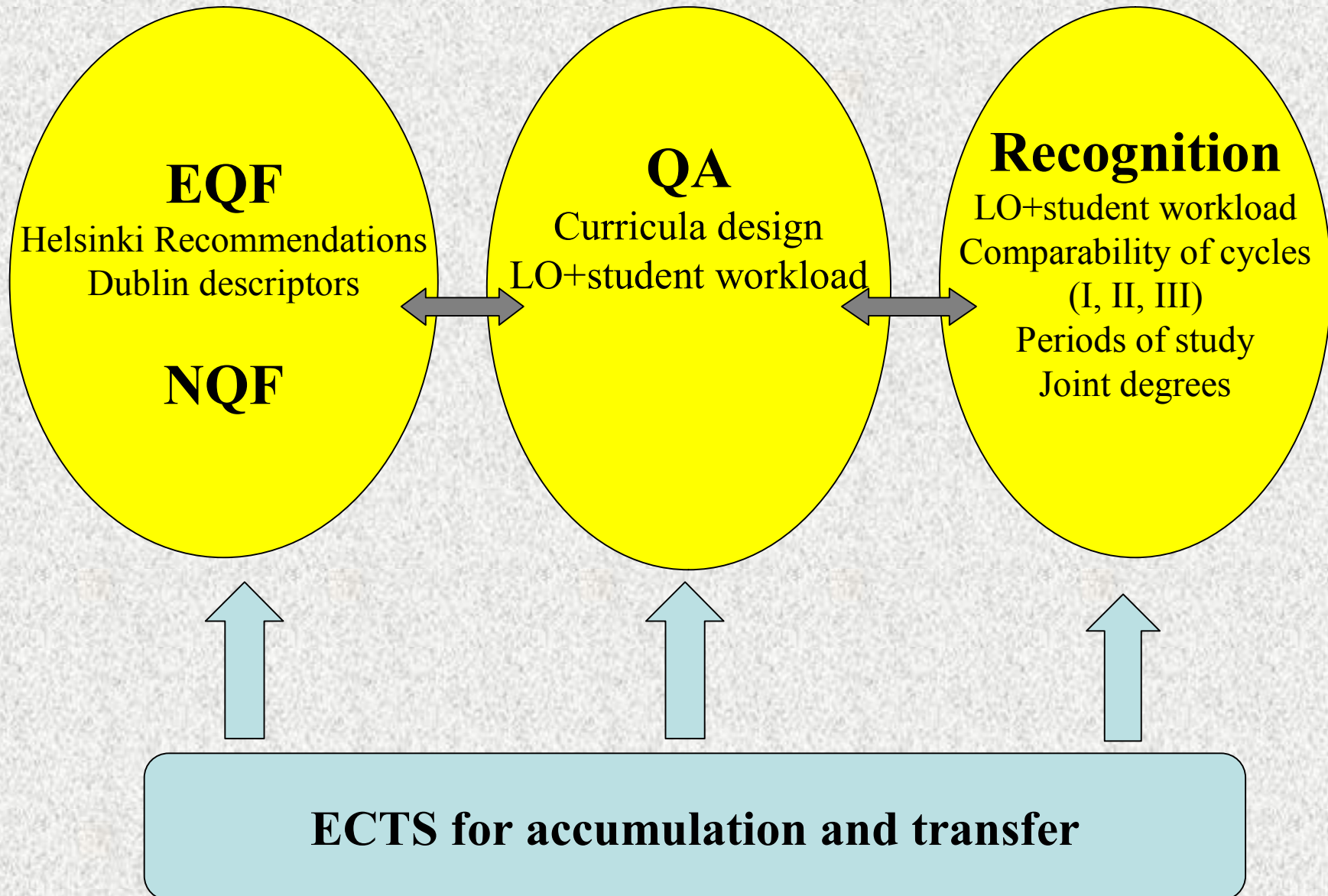
## 2009

- Equitable access
- LLL
- Employability
- Students-centered learning
- Education, research and innovation
- International openness
- Mobility
- Data collection
- Transparency tools
- Funding

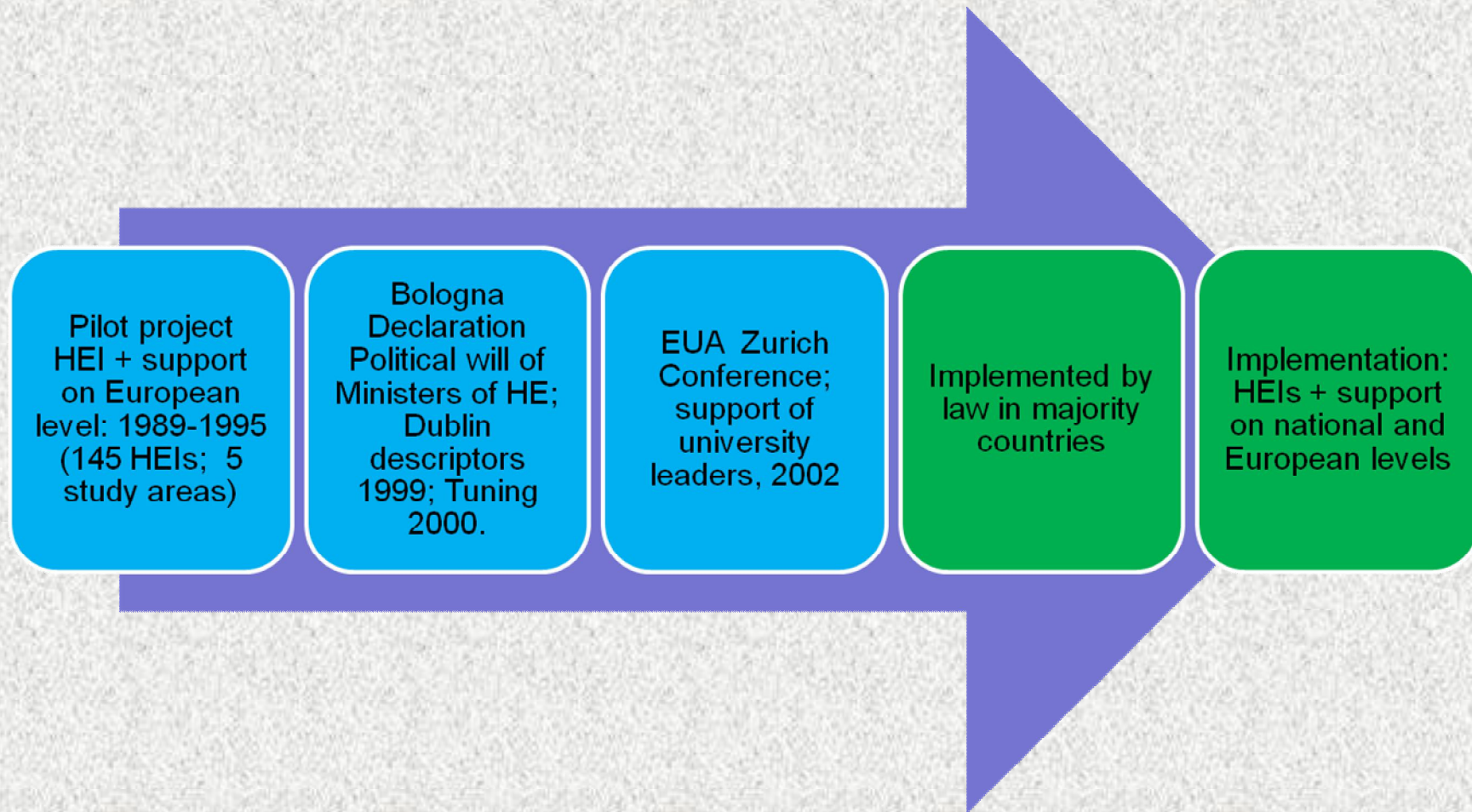


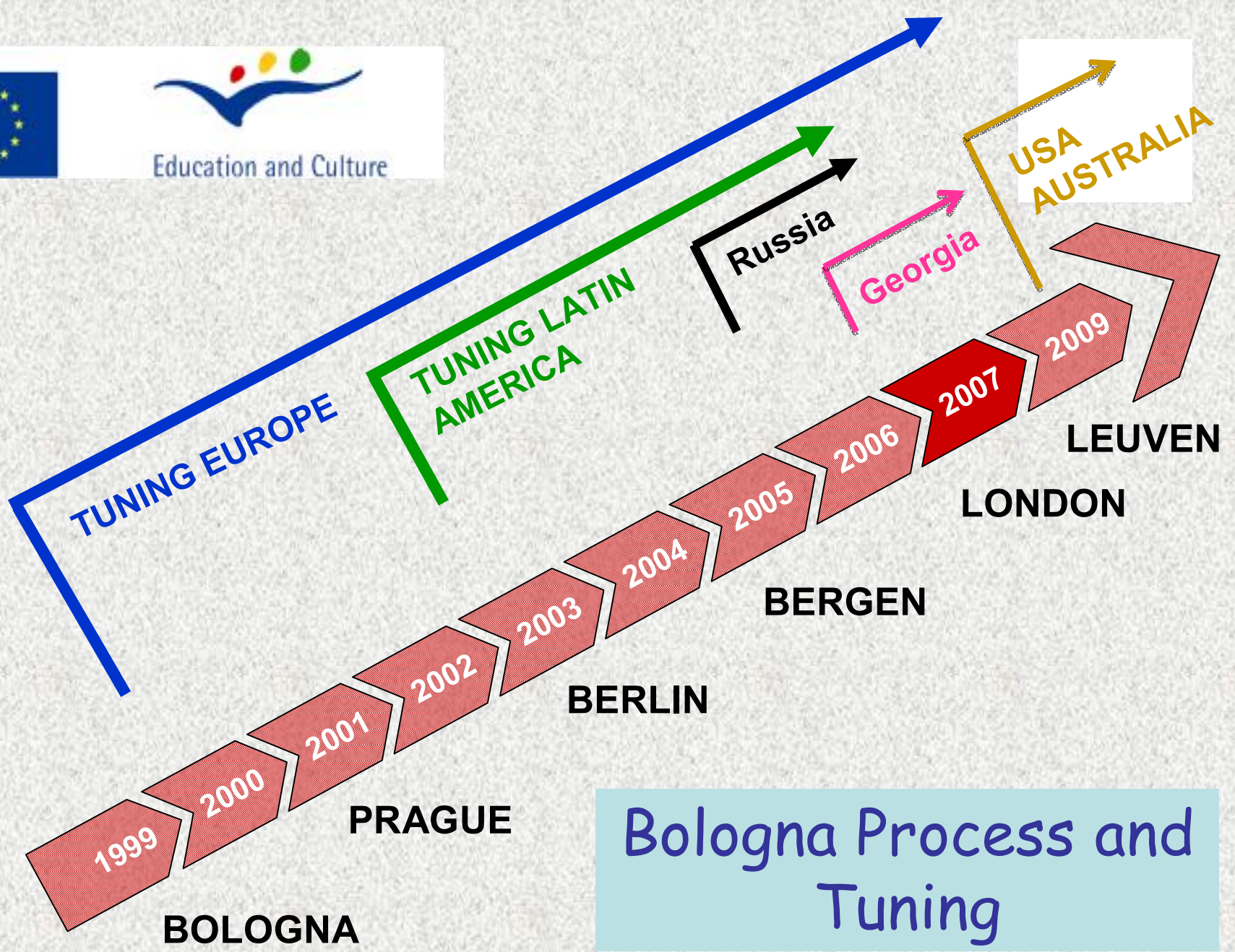
**Tools: tested and acceptable?**

# Bologna agenda – in a nutshell



# ECTS from birth to maturity





TUNING EUROPE

TUNING LATIN AMERICA

Russia

Georgia

USA  
AUSTRALIA

1999

2000

2001

2002

2003

2004

2005

2006

2007

2009

BOLOGNA

PRAGUE

BERLIN

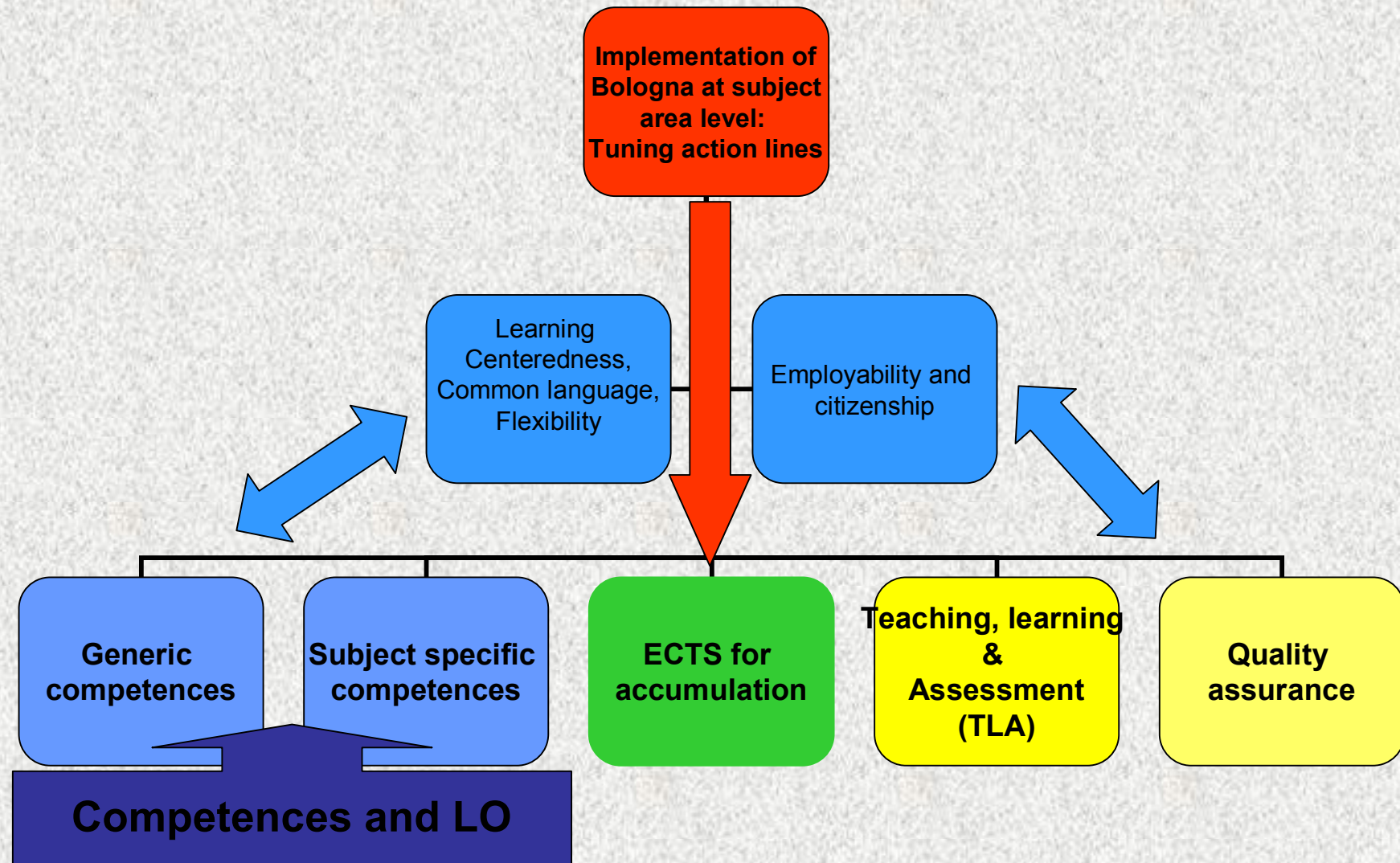
BERGEN

LONDON

LEUVEN

Bologna Process and Tuning

# Tuning project/process that created tools:



# *Tuning Academy – Deusto-Groningen: the initial structure*

## *Five Units:*

*Unit 1: study, research and innovation*

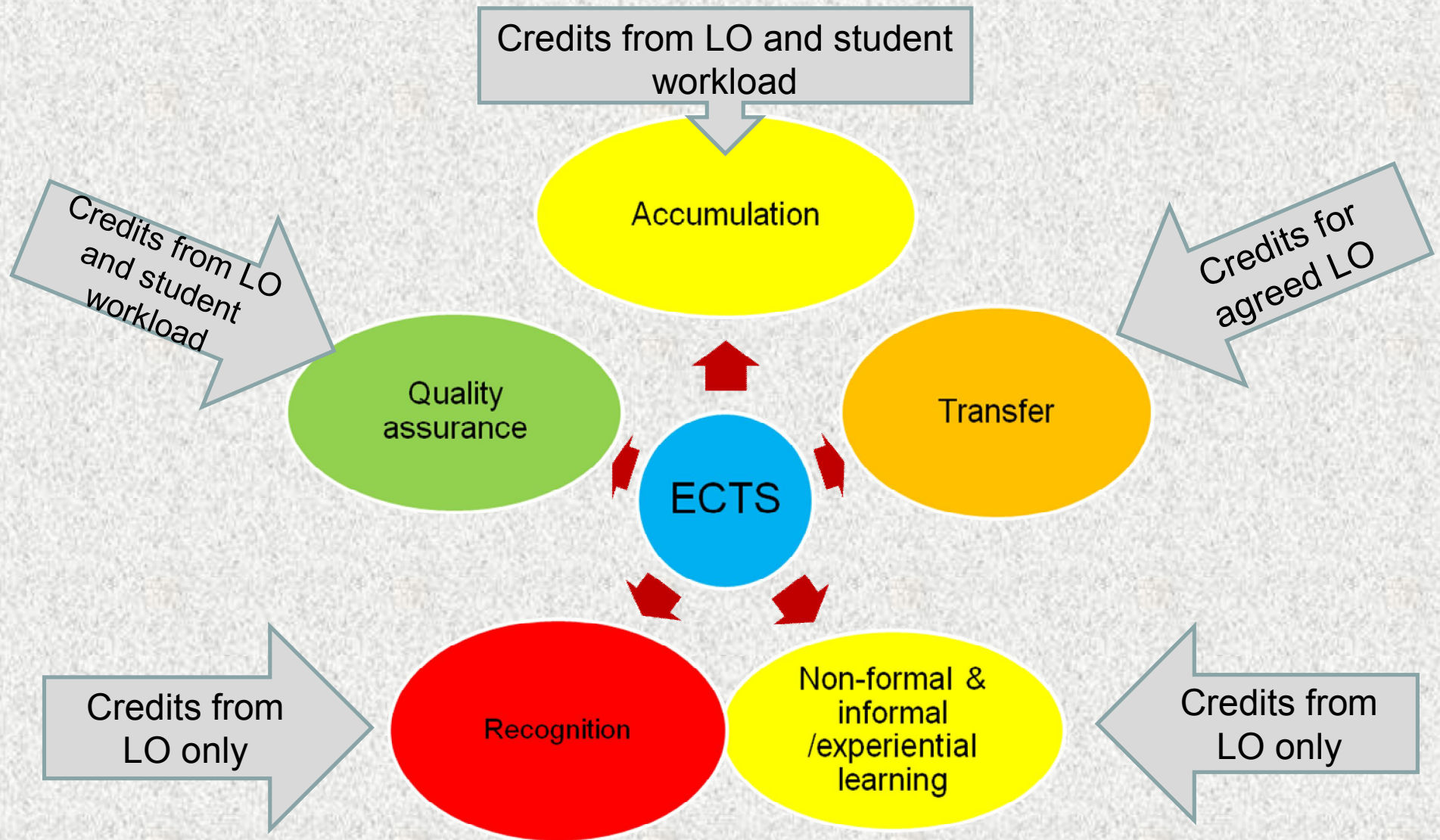
*Unit 2: experimentation, training of trainers*

*Unit 3: policy & analysis, education- employment*

*Unit 4: implementation, dissemination & projects*

*Unit 5: organisational development*

# Application of ECTS – macro level





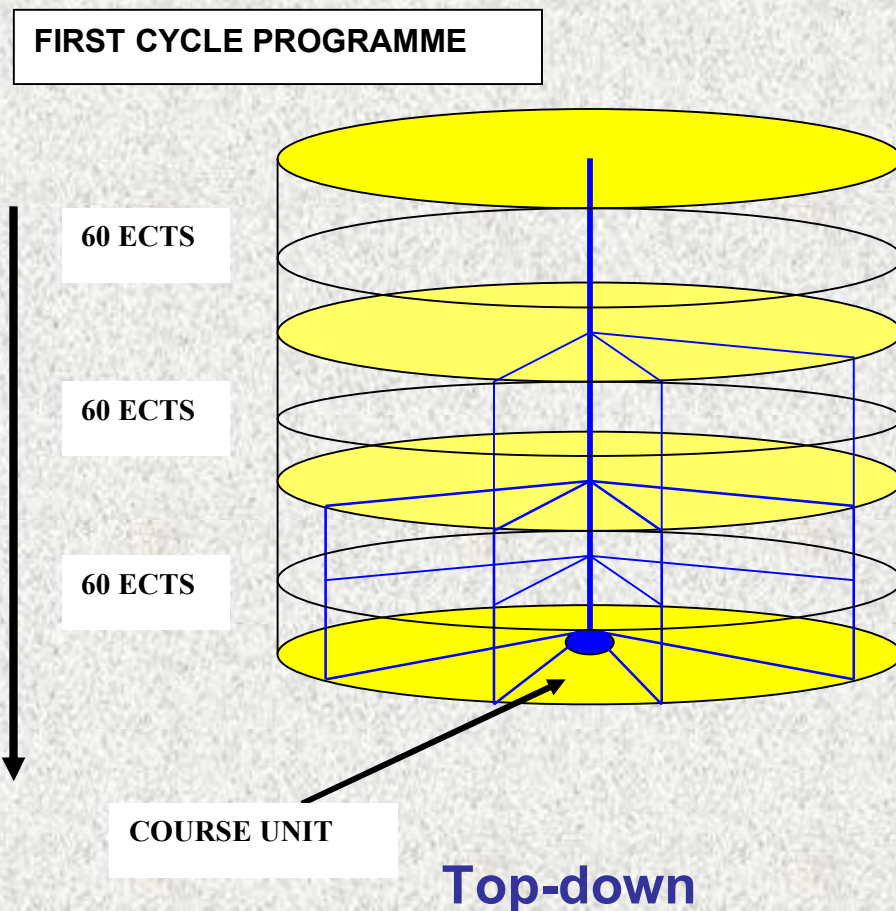
## Overview of national regulations on the number of learning hours per academic year

Emphasis:  
 1. Attention to credit as a measure for the student workload;  
 2. Variety: absolute number of hours per year and credit VS “corridor”;  
 3. Hierarchy of various legal documents: law, ministerial decrees, recommendations of rector’s conferences, etc...

Countries	Hours range/ academic year	Hours range/ credit	Status of the proclamation
Austria	1,500 h	25 h	Law
Belgium (Fl)	1,500/1,800 h	25/30 h	Decree (law on the Flemish level)
Belgium (Fr)	1440 h	24 h	Decree (law of the French Community)
Czech Republic	1,500/1800 h	25/30 h	Good practice, recommendation of ECTS Key Features.
Cyprus	1500h/1800 h	25/30 h	New Law for Higher Education (under consideration in 2008)
Denmark	1,650 h	27/28 h	Letters from the Ministry
Estonia	1,560 h	26 h	University Act law
Finland	1,600 h	27 h	Act of the Council of State
France	1,650 h	25/30 h	Recommendation by the University Presidents’ conference
Germany	1,800 h	30 h	KMK (Kultusministerkonferenz = Standing Conference of the Ministers of the Federal States). Element of Accreditation
Greece	1,500/1,800 h	25/30 h	Ministerial Decision
Hungary	1,620/1,800 h	30 h	Act on Higher Education and attaching Governmental Decree
Iceland	1,500/2,000 h	25/33 h	No proclamation, but understanding among universities
Ireland		20/30 h	Recommendation on the principles and operational guidelines devised by the National Qualifications Authority of Ireland
Italy	1,500 h	25 h	Ministerial Decrees
Latvia	1,600 h		Law
Lithuania	1,600 h		Law and Decree

# From Project to Process

## Tuning model



## Degree programme according to the Tuning methodology:

- Programme based on profile, sets of competences to be obtained, desired learning outcomes to be achieved, ECTS credits to be awarded
- Programme design is team work, based on consultation, discussion, cooperation
- Learning outcomes / competences to be developed are the basis for credit allocation
- Teaching, learning and assessment approaches respect credit allocation; feasibility is key

# Application of ECTS at micro level - a study programme perspective

Indication of the time students need to complete all learning activities

Student workload



Credit and its application

Transparency and Quality assurance

Statements of what a learner is expected to know, understand and be able to do after the process of learning

Learning outcomes

Expressed through competences

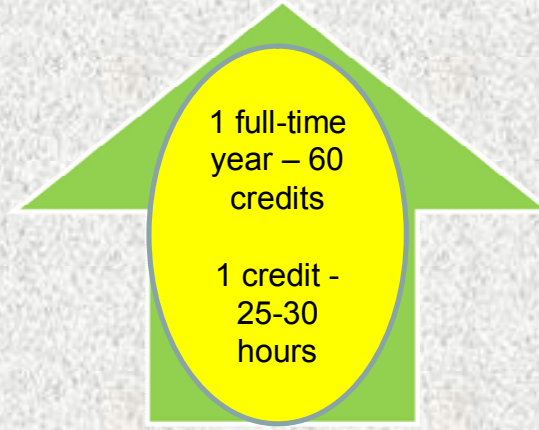
# Student workload – tasks have to be consistent with allocated time

Suggestion : studies have to be planned so that student would work about 40 hours per week and 160 hours per month, i.e. standard working week



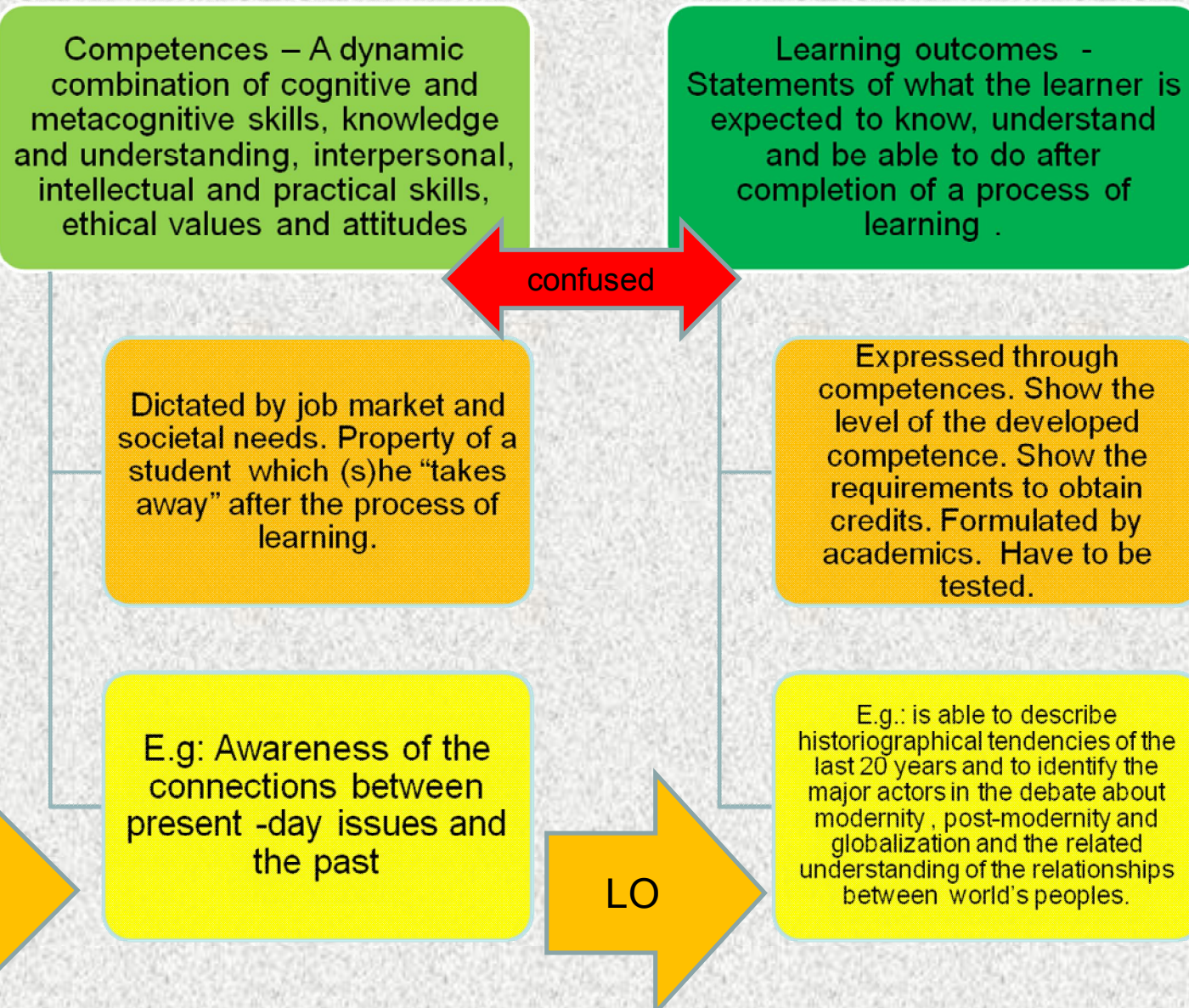
Workload is affected by: learning environment , LO, teaching methods, assessment methods, cultural peculiarities and differences

Important how students themselves perceive workload. It seems more heavy when: they have to use more different sources; have to reproduce knowledge; the content of subject is not clear; teacher-student relationship is tense.



Suggestion : Students must also be provided time for their independent work and thinking process – essence of learning

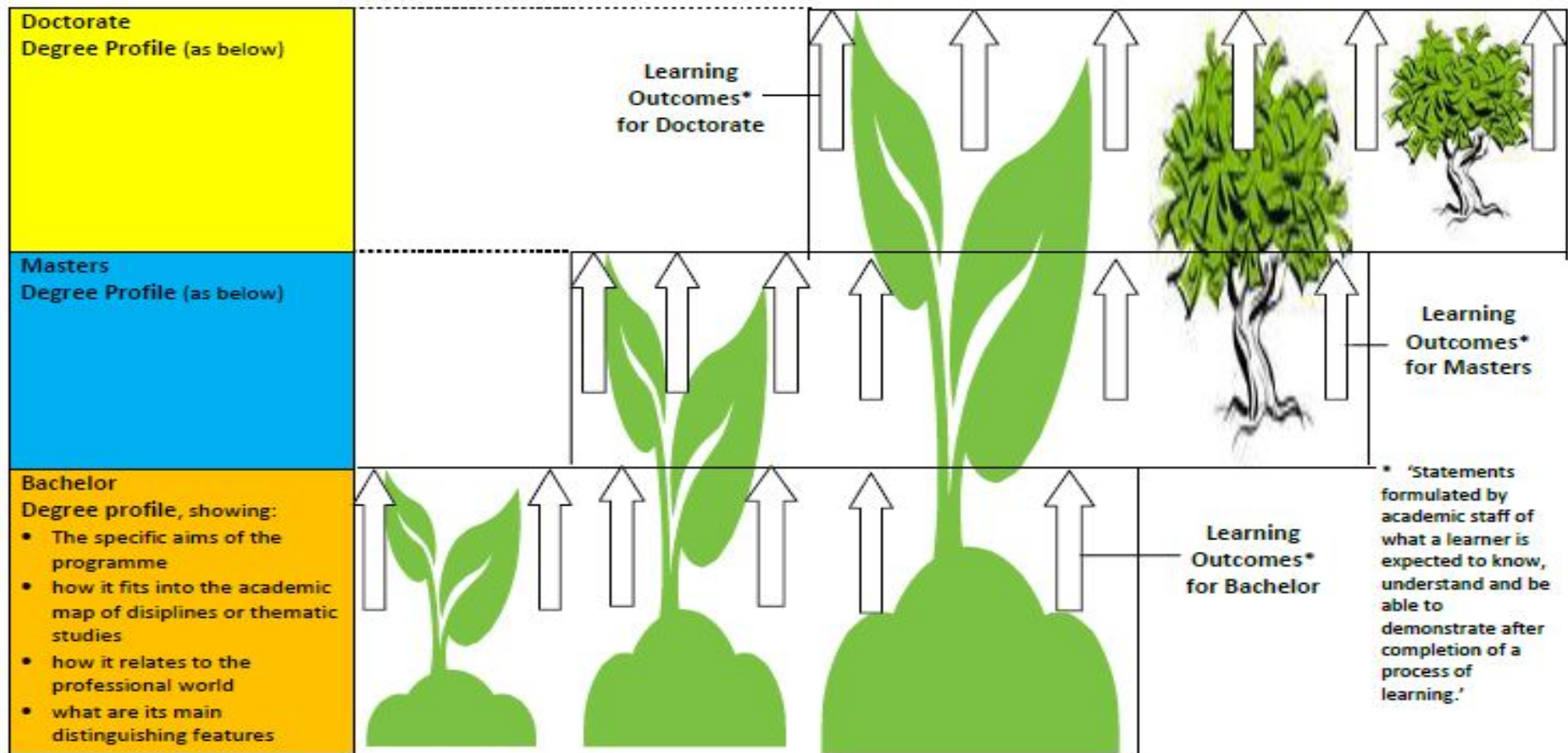
# Competences and Learning Outcomes



# Relationship between competences and LO

(by Jeremy Cox, Polifonia)

Competences: 'a dynamic combination of knowledge, understanding, skills and abilities [...] formed in different course units and assessed at different stages'



# Learning outcomes and competences in study programmes (Tuning)

Course unit LO	Competences									
	A	B	C	D	E	F	G	H	I	J
Unit 1		X			X					
Unit 2	X			X			X			
Unit 3		X				X			X	
Unit 4	X		X							X

EQF for Lifelong  
Learning (an EC  
initiative)  
(27 countries)

EQF for Higher Education  
47 countries)

Dublin  
descriptors

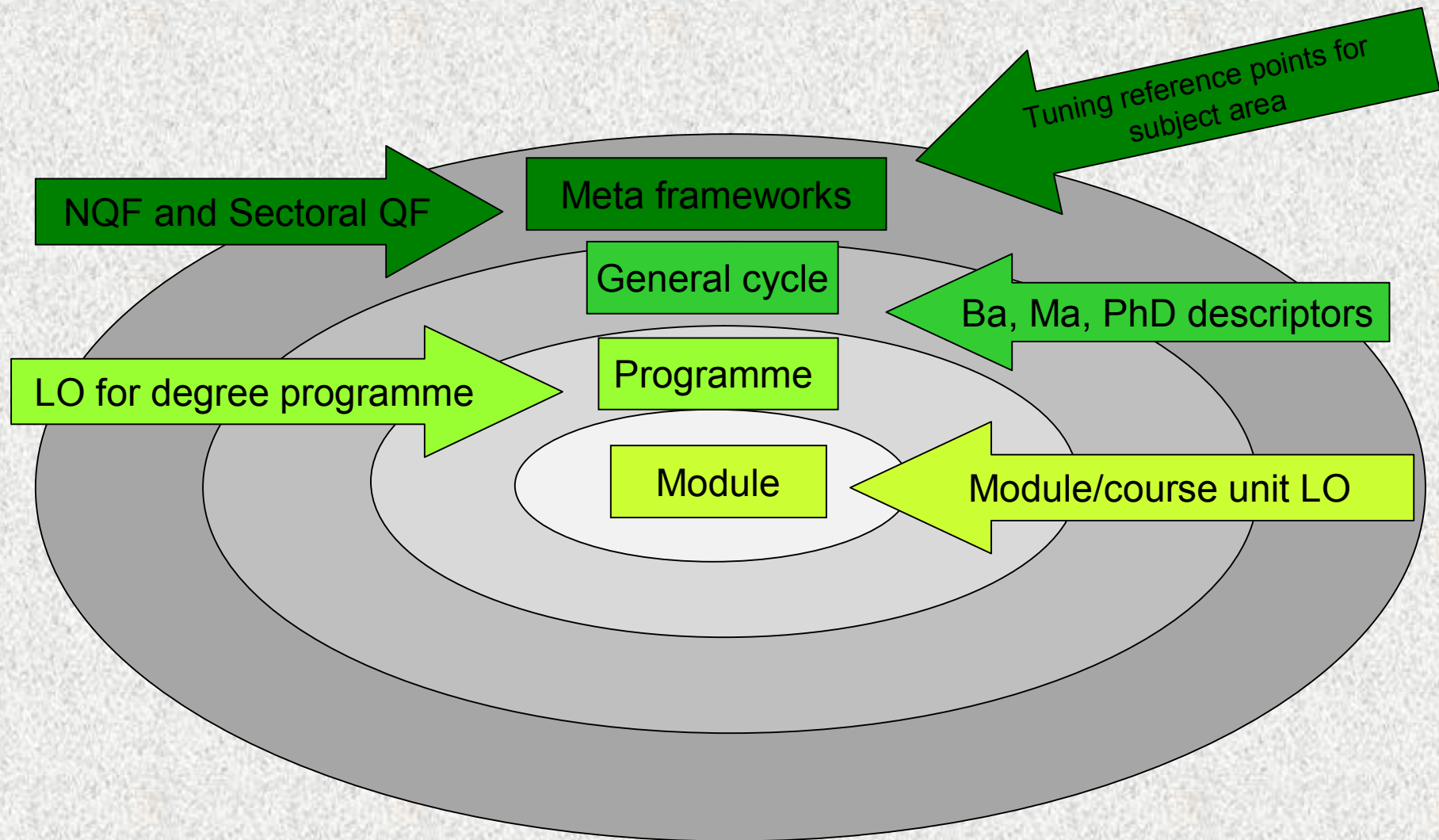
National Qualification  
Frameworks

Sectoral Qualification  
Frameworks

**TUNING** reference points for  
Higher Education programmes

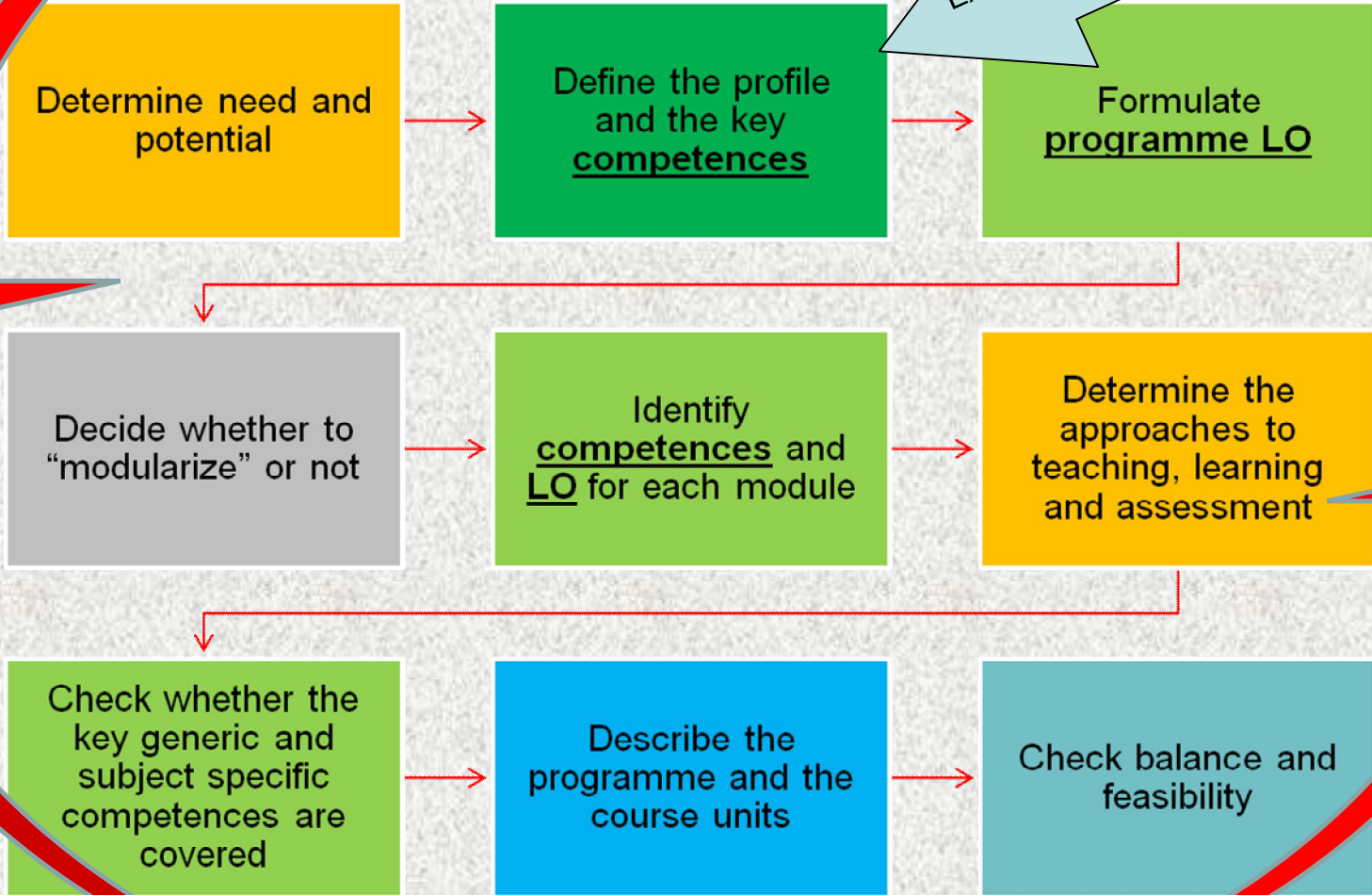


# Types of learning outcomes



# 10 steps for designing a programme – Tuning approach

External reference points NQF, subject benchmarks, Programme specifications

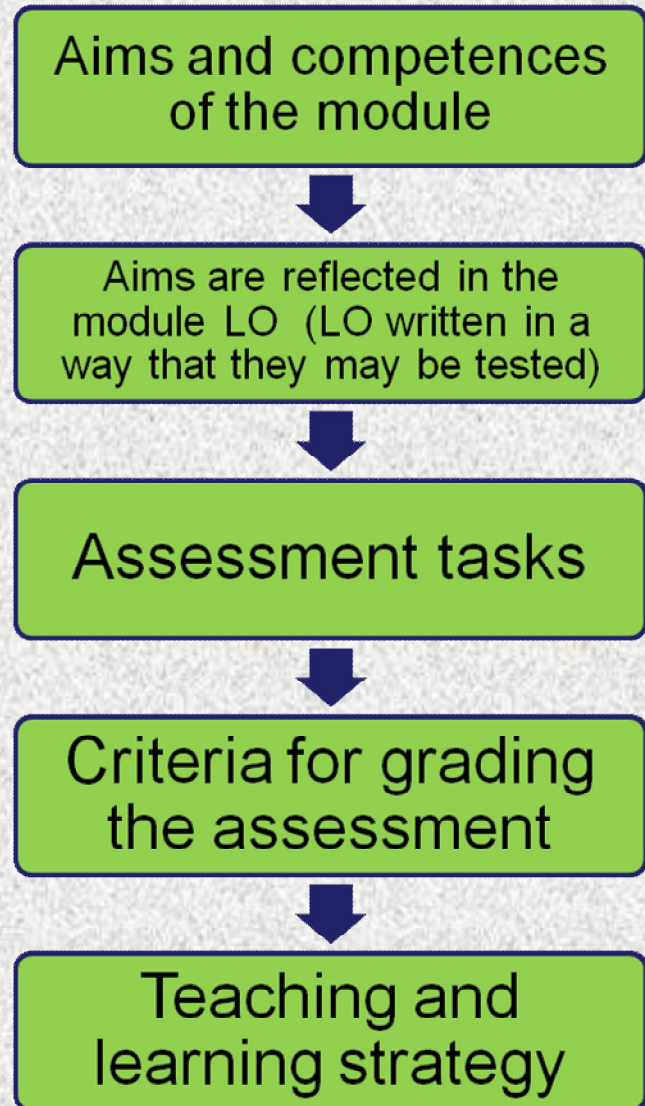


Implement, monitor, improve

# Development of the module

## NOTE:

Module – a course unit in a system where each course unit carries the same number of credits or a multiple thereof (ECTS)



## NOTE:

- Small modules – information more specialized but less integrated
- Big modules – clearer structure of the programme, better coherence in the studied subject, but more difficult to transfer to other context and compare.

# Modular vs non-modular study programmes

Modular (1 year – 2 semesters, 60 ECTS):

5	10	5	10
10	5	15	

Non-modular (course unit (1 year – 2 semesters, 60 ECTS):

3	6	5	4	2	6
4	4	2	7	7	6

# Credit allocation

Notes: Credit allocation that ensures quality of studies is a long process that requires student feedback, constant analysis and teachers' team-work.  
There is no direct link between contact hours and credits.  
Number of credits do not relate to importance or prestige of the course.

- LO are defined for each component, activities foreseen and workload estimated;
- Proposals are collected, analyzed and estimated workload expressed in credits.
- Different size of courses (3,4, 6)

Bottom-up  
(course unit  
system)

- Pre-defined number of credits are allocated per component;
- Feasible LO and learning activities are defined on the basis of the allocated time;
- Standard credits or their multiples (5,10,15 ...)

Top-down  
(modular  
system)

- Staff agrees on what components have to be given the same number of credits (time);
- LO and learning activities are defined on the basis of allocated time;
- After teaching period the modules are compared – are LO, activities, and time consistent

Comparative  
(modular  
system)

# **Example: Aspects of Marital Law and Practice in the 17<sup>th</sup> Century** (by R. de Lavigne)

**A student who successfully completes this module will be expected to be able:**

- 1. To demonstrate detailed knowledge of both the legal and the social framework of marriage in Western Europe in this period.**
- 2. To analyse the reasons for variations in legal frameworks and of social practice in both space and time.**
- 3. To explore the link between marriage, on the one hand, and natality and mortality, on the other hand, as determinants of population trends.**
- 4. To display the analytical tools and skills of the socio-legal historian, with particular reference to the selected legal and social texts of the period.**
- 5. To deploy statistical information using information and communication technology where appropriate.**
- 6. To demonstrate an ability to work both independently and in groups in order to propose solutions to problem areas within this field.**
- 7. To work in more than one European language.**

# Example: Calculation of the workload

The planned third-year tutorial model comprises 10 ECTS (250-300 hours):

- Tutorial: 2 hours per week x 14 weeks (25/30 hours = 1 ECTS credit)
- Studying a textbook (500 pages) and sitting exam – 6 paged per hour = 83 hours = 3 ECTS credits
- Writing a 7-10 page paper (700-1000 pages of literature must be read) = 140 hours = 5 ECTS credits
- Reading and commenting on assignments written by group members (critical reflection) – (2 hours per week x 14 weeks = 28 hours = 1 ECTS credit)

$1+3+5+1 = 10$  ECTS credits

# Application of ECTS at micro level - a student perspective

## Credit as a tool leading to qualification

Accumulation - how many, what credits (type, level) and when

Transfer from various study contexts into the study programme

### Importance of HEI internal regulations:

“Ageing” of the credits

Compensation

Condonment

### “Credit” thinking of HEI

“Where a student is granted exemption from part of the programme of study on the basis of credit transfer, the marks obtained by the student for such prior learning will not be used for classification purposes”. U-ty of Kent



Thank you for your attention!

