



D

An Example of Implementation

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An Example of Implementation

- **1- The Institution.**
- **2- Some relevant questions about the road.**
- **3- What have we done.**
- **4- How have we done it.**

1-Deusto University

- **120 years old.**
- **Two campuses:
Bilbao and San Sebastian.**
- **9 Faculties:
2 Business and Administration, Law, Political Sciences and Sociology, Engineering and Informatics, Arts, Philosophy and Educational Sciences, Humanities and Theology.**
- **12 Research Institutes.**

1-Deusto University

- **10,400 Students: 1,300 EU mobility; 100 North America**
- **1,466 Faculty members**
- **31 Licenciaturas.**
- **109 Master Degrees:**
 - 46 National and 63 Executive and University Degrees**
 - 13 International Joint Degrees.**
- **20 PhD Programmes.**
 - 4 International**
- **94 International Networks and Projects.**
 - 31 Coordinated by UD**

2- Some Relevant Questions.

- **When did we start?**

1999: Profiles, Competencies, ECTS

- **From where?**

The Spanish System

- **Where are we now?**

Work in progress:

Design- All the programmes

Training- Largest Part

Implementing Pilot Groups completed

3- What have we done?

- Degree Profile
- Level
- Learning outcomes and competencies
- Learning strategy, including workload and assesment.
- Programme quality.



DEFINES the professional identity of a degree

EXPLAINS

- Main professional functions and tasks
- Context for its development

HELPS to identify the needed capacity for the degree

COMPETENCIES

DEGREE PROFILE

ADEQUACY to professional reality

Opened to new fields of professional development

FACILITATES the identification of formative elements

Analysis of social needs

Labour market research

Key elements academic-professional profile

IDENTITY

gathers the essence of what is, “should be” the degree holder.

FUNCTIONS

detects the functions and tasks to be carried out by the graduates.

CONTEXTS

focuses on the contexts where tasks and functions could take place.

EDUCATION

defines the expected learning outcomes in terms of competencies –generic and specific.

Degree Level

- **Level of knowledge and understanding with the capacity to apply them in a professional manner.**
- **Level of the competencies to be demonstrated through the elaboration and defense of arguments and problem solving capacity.**
- **Level in the capacity to gather and interpret relevant information in order to be able to develop judgements with accuracy.**
- **Level of capacity to communicate information, ideas, problems and solutions to different target groups.**
- **Level of development in the capacity to be able to continue learning in their profession and throughout life in an autonomous manner.**

Learning Outcomes and Competencies

Competencies

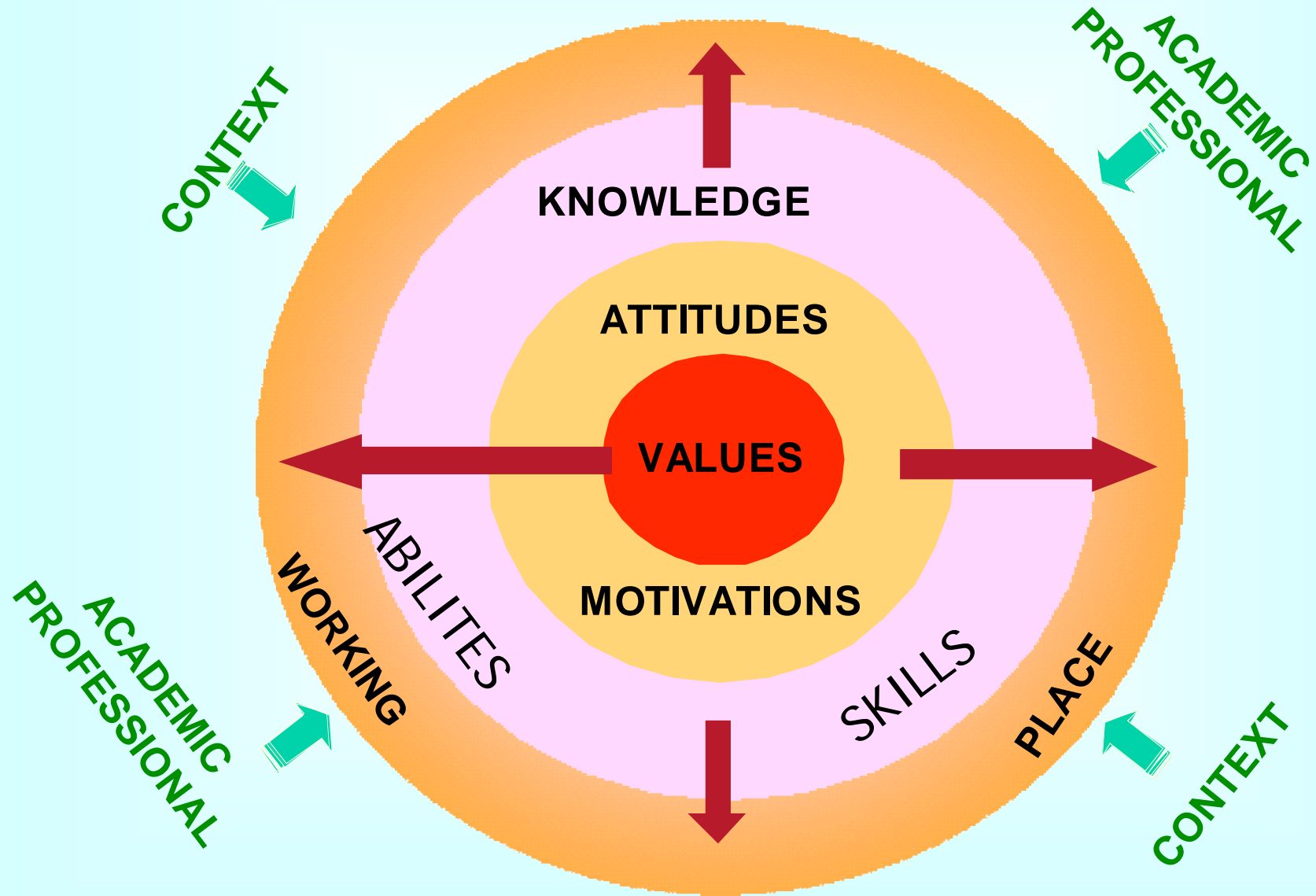
- **Competencies represent a dynamic combination of knowledge, understanding, skills and abilities.**
- **Fostering competencies is the object of educational programmes.**
- **Competencies are formed in various course units and assessed at different stages.**
- **Competencies are obtained by the students.**

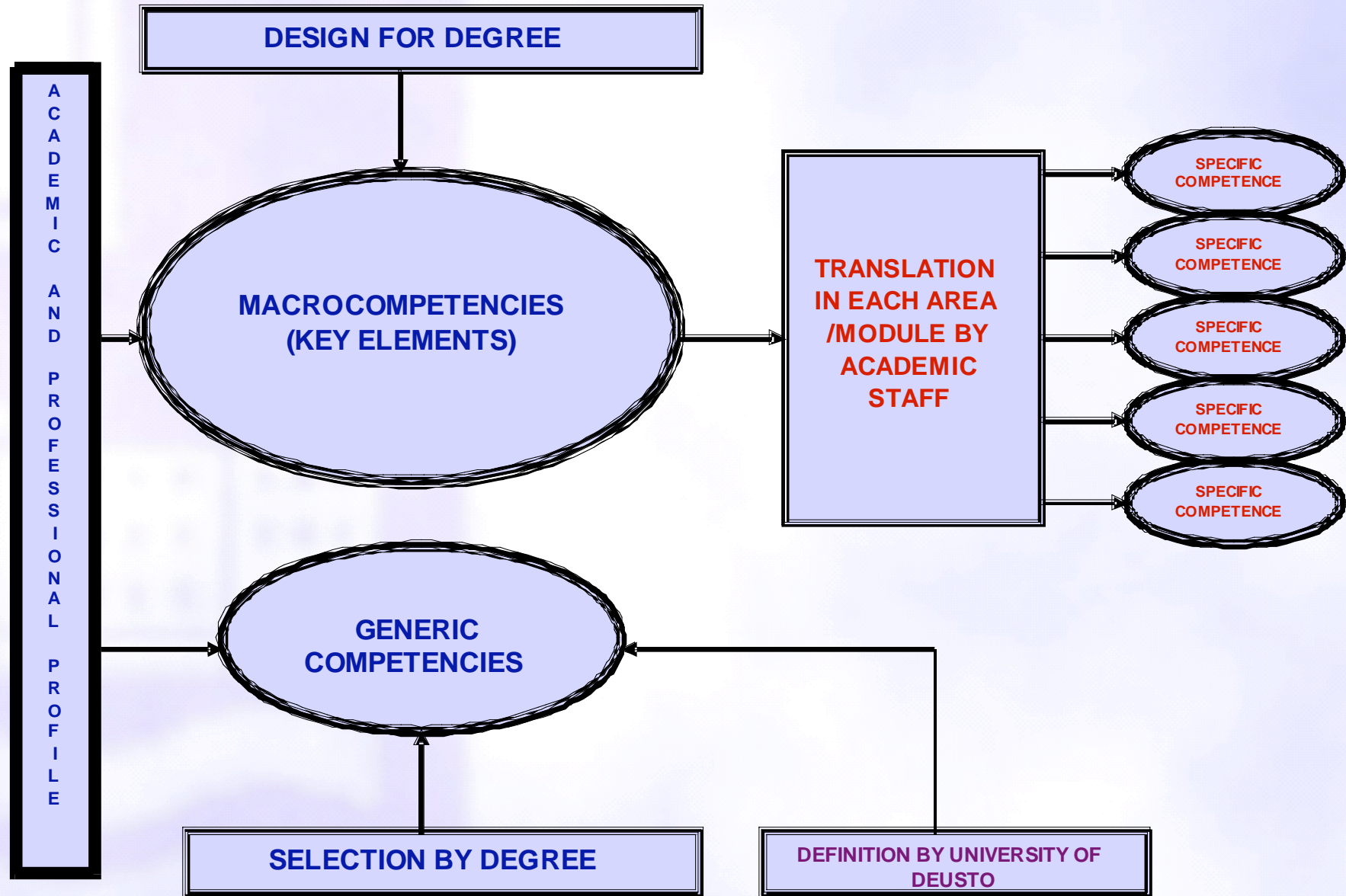
Learning Outcomes and Competencies

Learning Outcomes

- Level of competence is expressed in terms of learning outcomes.
- Learning outcomes are statements of what a learner is expected to know, understand and be able to demonstrate after completion of learning.
- Learning outcomes can refer to a single course unit or to a period of study- a programme. They specify requirements for awarding credit.
- Learning outcomes are formulated by the academic staff.

Implication of competencies





Concept of Macrocompetencies

Main categories which cover the essence of the learning outcomes guiding them towards the designed profile.

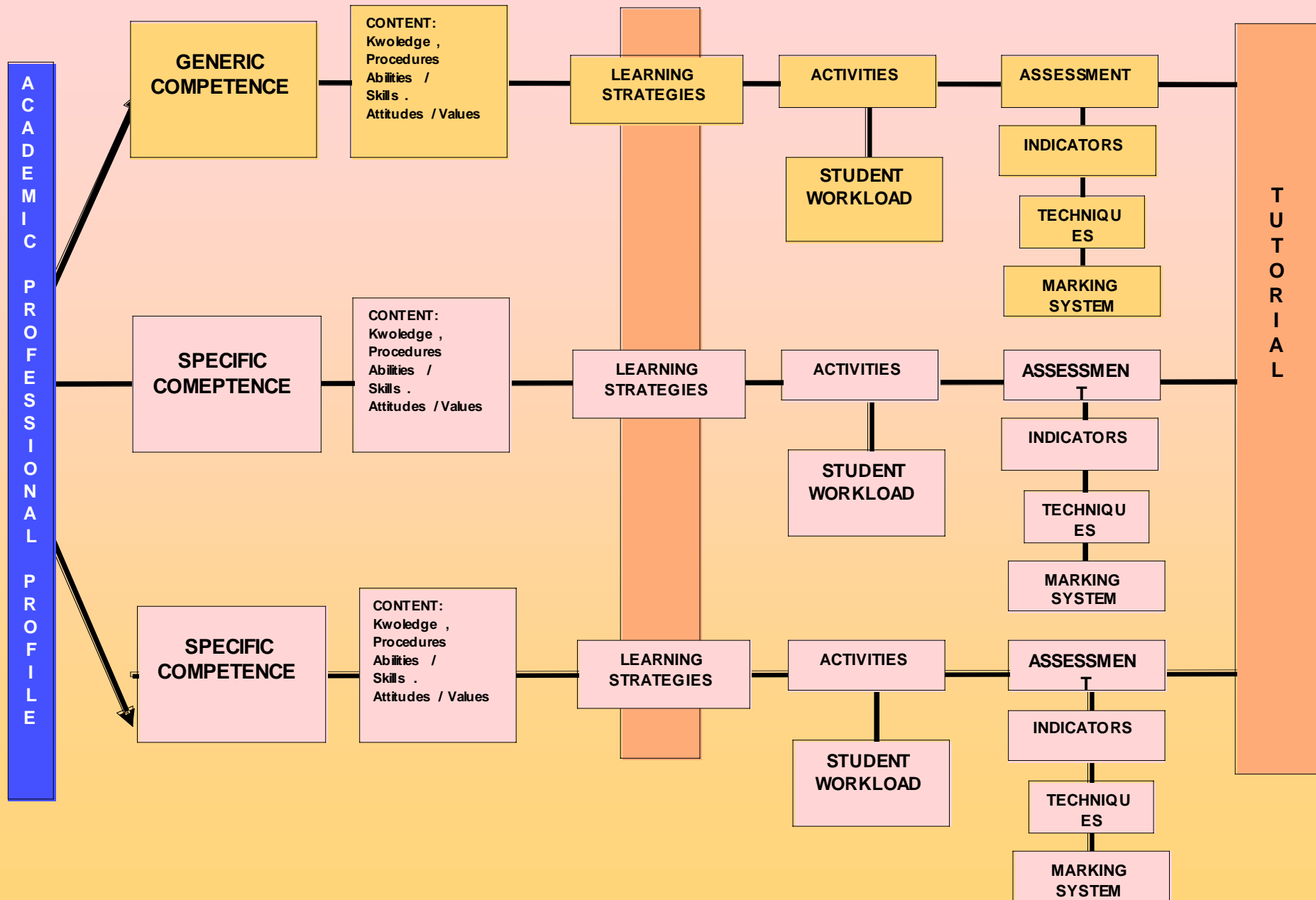
Concept of Macrocompetencies

They define the competential development in the large areas which make the degree profile, applicable to the different academic and professional contexts.

Macrocompetencies offer a synthetic vision of the key competencies for the degree profile.

- **They allow to identify the relation and the contribution of the different areas, and modules to the Profile.**
- **They facilitate and make concrete the formulation of specific competencies, focusing on the essential and how to formulate it.**
- **They allow an easy communication of the key elements of a degree.**
- **They are a useful document for the teams working on the programme.**

DEVELOPMENT OF COMPETENCIES



Learning Strategy

Generic Competencies were identified and developed:

- **Twenty Instrumental**
- **Seven Interpersonal**
- **Eight Systemic**

**An Example of an interpersonal competence :
Teamwork**

METHODOLOGY:

- Definition of the **competence**.
- Indication of the **levels of achievement** for that competence.
- For each level of achievement, determination of **indicators**.
- For each indicator, in a **matrix**, statement of the level attained from 1 to 5.

Definition of TEAMWORK:

It is the ability to integrate oneself and to actively collaborate with other people, areas, and organisations in the achievement of common goals.

LEVELS OF ACHIEVEMENT

- **FIRST LEVEL OF ACHIEVEMENT:** Actively participates and collaborates in team tasks, and encourages trust, friendliness and focus on the common goal through the attitudes he/she conveys.
- **SECOND LEVEL OF ACHIEVEMENT:** Contributes to the consolidation and development of the team, encouraging communication, fair distribution of tasks, a pleasant atmosphere, and cohesion.
- **THIRD LEVEL OF ACHIEVEMENT:** Is capable of running work groups, guaranteeing the integration of all group members, and their focus on an excellent level of work achieved.

FIRST LEVEL OF ACHIEVEMENT:

The person being evaluated actively participates and collaborates in **team tasks**, and encourages **trust, friendliness** and focus on the **common goal** through the attitudes he/she conveys.

FIRST LEVEL INDICATORS

- Completes group tasks assigned within the required time frame.
- Actively participates in team meetings, sharing information, knowledge, and experience.
- Cooperates in the definition , organization, and distribution of group tasks.
- Aims at achieving agreements and common objectives, and is committed to them.
- Takes into account the points of view of others and gives constructive feed-back.

TEAMWORK: FIRST LEVEL OF ACHIEVEMENT (1/2)

LEVELS OF ACHIEVEMENT	INDICATORS	DESCRIPTIONS				
		1	2	3	4	5
FIRST LEVEL: Actively participates and collaborates in team tasks, and encourages trust, friendliness and focus on the common goal through the attitudes he/she conveys.	Completes group tasks that have been assigned to them within the required time frame.	Does not complete assigned tasks.	Partly completes tasks, or does so but with delay.	Completes the required tasks on deadline.	The quality of the task completed makes it significantly useful to the team.	As well as completing the required task, the work done guides and facilitates the work of the rest of the group.
	Actively participates in team meetings, sharing information, knowledge, and experience.	Is frequently absent from group sessions and, when present, his/her presence is irrelevant.	Participates little, and then only at the suggestions of others.	Generally active in participation at group sessions	His/her intervention encourages participation and improves the quality of the team's work as a whole	The contributions are fundamental both to group dynamics and to achieving a quality result.
	Cooperates in the definition, organization, and distribution of group tasks.	Resists the organization of teamwork.	Involvement limited to accepting the organizational plans offered by other team members.	Participates in the planification, organization, and distribution of group work.	Is organized and efficiently distributes tasks.	Encourages organized working, making the most of the resources of every team member.



TEAMWORK: FIRST LEVEL OF ACHIEVEMENT (2/2)

LEVELS OF ACHIEVEMENT	INDICATORS	DESCRIPTIONS				
		1	2	3	4	5
FIRST LEVEL: Actively participates and collaborates in team tasks, and encourages trust, friendliness and focus on the common goal through the attitudes he/she conveys.	Aims at achieving agreements and common objectives, and is committed to them.	Achieves his/her own personal objectives.	Has difficulty integrating personal objectives with those of the group.	Takes on group objectives as his/her own.	Promotes the clear definition of objectives and group integration in order to achieve them.	Mobilizes and encourages the group to be cohesive when dealing with demanding objectives. Groups in which they participate are outstanding in their performance and quality.
	Takes into account the points of view of others and gives constructive feed-back.	Does not listen to the suggestions of the colleagues and systematically dismisses them. Wants to impose his/her own opinions.	Listens little. Does not ask questions. Does not care about the opinions of others. His/her intervention is redundant and of very little use.	Accepts the views of others and knows how to put across his/her own in a constructive manner.	Brings about constructive dialogue and encourages other groups members to make high quality contributions.	Assimilates the opinions of others and integrates them so as to make a stronger whole, while maintaining an attitude of co-operation and support.

SECOND LEVEL OF ACHIEVEMENT:

The person being evaluated contributes to the **consolidation and development of the team**, encouraging communication, fair distribution of tasks, a pleasant atmosphere and cohesion.

SECOND LEVEL INDICATORS

- Accepts and follows group guidelines.
- Contributes to the establishment and application of teamwork processes.
- Acts constructively when facing conflict within the group.
- Contributes to the cohesion of the group through his/her manner of communicating and relating to people.
- Shows interest in the importance to society of the work being undertaken by the group.



TEAMWORK: SECOND LEVEL OF ACHIEVEMENT (1/2)

Tuning
Educational Structures
in Europe

LEVELS OF ACHIEVEMENT	INDICATORS	DESCRIPTIONS				
		1	2	3	4	5
<p><u>SECOND LEVEL:</u> Contributes to the consolidation and development of the team, fostering the communication, the well-balanced distribution of tasks, healthy dynamics and cohesion within the group.</p>	<p>Accepts and follows group guidelines.</p>	<p>Does not accept or follow group guidelines.</p>	<p>Questions group guidelines, and tries to adapt them so as to suit personal interests.</p>	<p>Accepts and follows group guidelines.</p>	<p>Takes part in decisions concerning the establishment of group guidelines.</p>	<p>Proposes guidelines for the improvement of group management and dynamics. Supervises the following of these guidelines.</p>
	<p>Contributes to the establishment and application of teamwork processes.</p>	<p>Is unaware of, or does not pay attention to methods and procedures agreed upon by the team.</p>	<p>Has problems understanding and applying established work patterns.</p>	<p>Follows methods and procedures adequately for the efficient carrying out of team work.</p>	<p>Plays an active role in the design of teamwork procedures.</p>	<p>Brings about change in teamwork procedures, so as to improve their quality.</p>

TEAMWORK: SECOND LEVEL OF ACHIEVEMENT (2/2)

LEVELS OF ACHIEVEMENT	INDICATORS	DESCRIPTIONS				
		1	2	3	4	5
SECOND LEVEL: Contributes to the consolidation and development of the team, fostering the communication, the well-balanced distribution of tasks, healthy dynamics and cohesion within the group.	Acts constructively when facing conflict within the group.	Provokes group conflict without suggesting solutions.	Avoids involvement in conflicts	Acts for the positive resolution of any conflicts that arise within the team.	Notifies the first signs of conflict and acts quickly so as to avoid it.	Acts so as to bring about constructive solutions to problems, avoiding their prolongation or extension.
	Contributes to the cohesion of the group through his/her manner of communicating and relating to people.	Acts aggressively criticizing or questioning the ability of the group to reach agreements.	Is passive, and communicates little with other group members.	Communicates his/her ideas and opinions to the rest of the group clearly and directly.	Has a positive relationship with all group members, supporting and encouraging them.	Suggests meetings further to the formal ones, so as to improve group cohesion.
	Shows interest in the importance to society of the work being undertaken by the group.	Denies or questions the usefulness or importance of teamwork.	Shows an interest in encouraging others to participate in common activities.	Supports and defends the usefulness and importance of teamwork. Provides positive evaluations.	Has a firm belief that the work of the individual is vital for the successful achievement of group goals.	Encourages others to see that what they are doing has wider repercussions for other groups and bodies.

THIRD LEVEL OF ACHIEVEMENT:

The person being evaluated is capable of running work groups, guaranteeing the **integration** of all group members, and their focus on an **excellent level of work achieved**.

THIRD LEVEL INDICATORS

- Actively cooperates in the planning of group work, the distribution of tasks, and deadlines.
- Efficiently manages meetings.
- Suggests ambitious and well-defined goals for the group.
- Facilitates the positive management of differences, disagreements, and conflicts that arise within the team.
- Encourages all team members to commit themselves to the management and running of the group.

TEAMWORK: THIRD LEVEL OF ACHIEVEMENT (1/2)

LEVELS OF ACHIEVEMENT	INDICATORS	DESCRIPTIONS				
		1	2	3	4	5
<p><u>THIRD LEVEL:</u> Is capable of running work groups, guaranteeing the integration of all group members, and their focus on an excellent level of work achieved.</p>	Actively co-operates in the planning of group work, the distribution of tasks, and deadlines.	Does things without any prior planning	Makes last minute plans, and leaves loose ends. Unrealistic deadlines.	Makes concrete suggestions for the distribution of tasks, and sets reasonable deadlines.	Stimulates the participation of other group members, coordinating their contributions.	Distributes feasible tasks to members, along with clear aims, in time-pressured situations when there are many elements to be dealt with.
	Efficiently manages meetings.	Is not capable of coordinating a meeting for which he/she is responsible.	Attempts to manage the meeting but is not in control of the timetable, commitments made, nor the results.	Efficiently manages meetings, and achieves objectives.	Efficiently manages meetings, achieving balanced participation from all those present.	Achieves balanced participation and commitment from all team members.
	Suggests ambitious and well-defined goals for the group.	Is incapable of forming clear objectives for the group.	Suggests 'fuzzy' goals that confuse the group	Suggests attractive goals for the group, and defines them clearly.	Encourages the team, defining achievable goals and a clear vision for the future.	Energizes the team so that they take on group objectives as their own.



TEAMWORK: THIRD LEVEL OF ACHIEVEMENT (2/2)

LEVELS OF ACHIEVEMENT	INDICATORS	DESCRIPTIONS				
		1	2	3	4	5
<p><u>THIRD LEVEL:</u> Is capable of running work groups, guaranteeing the integration of all group members, and their focus on an excellent level of work achieved</p>	Facilitates the positive management of differences, disagreements, and conflicts that arise within the team.	Encourages conflicts by exaggerating differences.	Gets lost and does not know how to reconcile differences expressed by others without completely removing him/herself from the situation.	Faces up to conflicts, dealing with all contributions and differences that there are in the team.	Faces up to conflicts, balancing contributions, and coming out successfully.	Makes others see differences are enriching, and enables the achievement of agreements pleasing to everybody.
	Encourages all team members to commit themselves to the management and running of the group.	Does not get a personal commitment from the members of the team, damaging group dynamics and motivation.	Finds it difficult to get a basic commitment from members for the functioning of the group.	Gets the commitment of every participant, meaning that the team works as such.	Gets a personal and collective commitment from the team regarding all key aspects of the project.	Achieves a state in which team members show commitment and accept the suggestions of others as their own.

4- How have we done it?

- **With a significant institutional commitment:**
 - Strategic Plan
 - Responsible Unit at the highest level
- **In stages:**
 - Preparation and communication
 - Pilot groups and pilot degrees
 - Every degree
- **Importance of :**
 - Training
 - Resources and Time

Recent Publications

Modelo de Innovación de la Educación Superior,
Aurelio Villa, Miguel Angel Escottet y Juan José Goñi,
Universidad de Deusto, Bilbao, 2007

Aprendizaje basado en competencias.

Una propuesta para la evaluación de las competencias
genéricas,

Aurelio Villa y Manuel Poblete,
Universidad de Deusto, Bilbao, 2007