

## **ANNEX 3**

### **Examples of Good Practice**

#### **1. University of Groningen: Faculty of Arts**

At the Faculty of Arts of the University of Groningen in the Netherlands the shift from single four year degree programmes to two-cycle programmes was based on the Tuning approach. For the design of 19 bachelor and 25 master programmes special committees were established, which obtained the task to develop detailed proposals. These committees received a set of guidelines to follow. In these guidelines the concept to be applied was explained in detail. This was necessary because a change was made not only to a two-cycle system, but also from a semester to a trimester system, from a staff oriented to a student-centred approach; a modularized system and a major-minor system was also introduced. Detailed information was given about cycle descriptors and intermediate level descriptors to be used as one of the basic elements in the design of the programmes as well as information regarding a step-by-step approach to follow and ways to calculate student workload.

As a first step the committees were asked to identify the profile of each of the programmes and translate these into learning outcomes expressed in subject specific competences (knowledge and technical skills) and generic competences. The profiles and the accompanying learning outcomes at programme level were checked by the responsible authorities before the next step could be made: the conversion of these outcomes into modules. For each of the modules it was asked to identify the competences to be formed. These had to be visualized in a grid, which was supposed to show that not only all learning outcomes were covered, but also that progress was guaranteed with regard to the learning outcomes to be achieved and the competences to be obtained during the programme. Before individual staff members were asked to design the course units in terms of teaching, learning and assessment approaches, the overall design of the degree programmes was assessed and, if required, adjusted.

The design of the course units again was based on the concept of learning outcomes and competences taking into account the number of ECTS-credits allocated to each of the modules and their accompanying student workload. The process described above took place from spring 2001 until the winter of 2002/2003. In September 2003 all existing programmes were replaced completely by the new programmes. For current students transitional arrangements were made. In 2004 the benefit of the approach used was proven when the external review of programmes had to be prepared. It proved relatively simple to prepare the self evaluation reports because most of the material and information required to answer the questions was already available. In this respect, it was also very valuable that the programme design committees had been asked to base their programmes on national and international reference points. As a follow-up of the reform as well as the external evaluation of its degree programmes, the Faculty of Arts developed its own internal quality culture system which became operational in the spring of 2005. This system is based on the approach presented in this paper.

## 2. University of Coimbra: Department of History

The History degrees of the University of Coimbra underwent little change from 1986 to 2000. The participation of the University in Tuning I in 2000 and in the TEEP-2002 pilot project in transnational evaluation, framed a curricular and quality assurance reform that started delivery in 2003. Procedures, tools and strategies had to be designed to make the Tuning approach operational and, most important, "quality assurance" friendly. What follows are some highlights of the Coimbra experience regarding curricular reform, profile, and handling subject specific and generic competences from an internal QA perspective.

*Lesson one: Define the programme profile and programme level learning outcomes in a useful way.*

When trying to define the programme objectives we found it useful to distinguish two perspectives: the "profile" and the set of subject specific and generic competences that constitute the programme level learning outcomes. The "profile" is a description of what the graduates know and are able to do, written with the potential employer in mind. In Coimbra's case it is a five point statement that defines in very general terms the professional specificity and relevance of the graduates in History. Along with the profile a set of Tuning based 14 competences, 7 subject specific and 7 generic, was defined. These constitute the learning outcomes of the cycle of studies expressed in more academic terms. The profile and the 14 competences describe the same thing: what graduates know and are able to do. But the profile reaches out to society, while the competences' descriptions reach inwards into the detailed curriculum.

*Lesson two: It is difficult, but essential to define a workable strategy for linking course level learning outcomes to programme level learning outcomes.*

One of the concerns of QA in a Tuning inspired framework is to find a way to ensure that the learning outcomes defined by staff at the course level contribute in a coherent way to global aims of the programme. In our experience this involved three steps.

*Step 1: Ensure that the competences which constitute the programme level learning outcomes are clearly understood by everyone.* We found it useful to have a short document (five pages) that provided a clarification for each of the global competences that constitute the programme learning outcomes, with examples of courses or activities related the competences.

*Step 2: Design a way to link individual courses to the global competences.* In our case, for subject specific competences the link was created at the level of curricular structure: each course contributes to one of the 7 specific competences that form the global learning outcomes of the programme. In this way the weight of the subject specific competences is known in terms of workload in the general curriculum: it is equal to the sum of the workload of the courses that are associated with them.

A similar simple scheme for the development of the generic competences defined in the programme level learning outcomes could not be found. The problem is that competences like "planning and project management" or "teamwork", are best developed in actual situations where students exercise and improve them, and not really by "studying" them. Activities capable to improve those competences can occur in almost any course, whatever the content, if the proper environment is created — in consequence global workload per generic competences is harder to compute. In this context a progressive approach was taken, aimed at committing the staff to the concept and practice of generic competence development and to create the basis of a monitoring process that would allow later

assessment and development. It was required that each professor would select, from the list of generic competences in the programme learning outcomes, those that would be promoted in each of the courses under his or her responsibility. The professor's choice was then made public in the course description and registered in the programme information system, increasing the general awareness of the effort towards the development of generic competences and strengthening the teaching staff's responsibility in that area.

From the QA point of view the fact that each course is clearly linked to the global learning outcomes is very important: it provides criteria for assessing the adequacy of individual course syllabus and allows for high level aggregation of information originated by processes of monitoring of achievement and student feed-back. These are traditionally dealt with at the course level, but, in this framework, can be also analyzed at the competence level.

*Step 3: Make explicit the link to the global specific and generic competences in the course descriptions.* This will ensure that the new approach is visible to all the actors, and not just a behind the scenes organization scheme.

*Lesson three: Academic information systems must become "Tuning aware" to effectively support QA.*

Coimbra learned the hard way that is very difficult to implement any reliable QA strategy without changing what is stored in the academic information systems. More specifically it is essential that competence lists and the links between courses and competences are entered in the system that produces the public description of the programme and that processes assessment results. Free form learning outcomes in course descriptions are necessary but not sufficient. Monitoring procedures for achievement and progression must also be competence aware.

*Conclusion: The Tuning methodology provides an essential contribution to QA strategies at the programme level.*

Most real difficulties in inducing the change that emanates from the Tuning approach are, of course, related to motivating staff and students to participate in the process in a positive way. We found that Tuning makes a huge difference at that elusive level, because it provides a top down approach that conceptually frames and, in a sense, legitimizes the QA effort. At the level of global profiles and learning outcomes it is easy to reach institutional consensus. From that root curricular design flows more easily, especially if the competences are clearly formulated and understood and a clear method of mapping of courses to them exists. The programme structure acquires a sense of order and purpose while a decade ago there it would have been little more than a list of courses. In this context quality assurance becomes a natural step, well grounded in high-level consensual decisions.

### 3. Imperial College London: Physics Department

Principles Underlying University Degree Programme Design and Quality Management as developed and used in the Physics Department of Imperial College London and subsequently adopted and enhanced by the IDEA League

1. The general purposes and goals of each study programme should be stated and should take into account both the needs and expectations of students and also the academic character of the discipline. External influences and changes, both national and international, should be considered as well as the mission of the university.
2. For each study programme there should be a qualification profile that clearly defines the aims and objectives of the programme. Extra clarity can be obtained by expressing objectives in terms of the intended learning outcomes, i.e. statements of what the graduates should know, understand and be able to do, and also in terms of the general skills and wider competences to be achieved. Curriculum design and student assessment should refer to this qualification profile of the graduates. Ideally, each intended learning outcome should be assessed using a scale representing the degree to which it has been achieved.
3. Within an academic department, there should be a small group (e.g. a teaching committee) led by an experienced and senior academic (e.g. Director of Studies) that has the main responsibility for the design and management of the delivery of each study programme. Student views should be heard and considered in this group either directly or through an associated body with strong student representation. A broad spectrum of academic staff views should also be heard so that the curriculum and educational approach is understood and supported by both staff and students.
4. The curriculum design process should consider the academic content and level to be reached but should also consider teaching and learning methods, and the overall workload placed on the students. So long as the objectives of the programme are met, the curriculum design should not overload students with excessive and redundant content. Curriculum design should consider the employability of graduates as well as their academic and intellectual development.
5. An evaluation scheme should exist to monitor and review the operation of each study programme. This should consider both educational quality and academic standards. The monitoring process should involve the systematic collection and analysis of statistical information on key indicators such as examination success rates, progression of students to employment or higher degrees, student recruitment numbers, response to evaluative questionnaires etc. The review process should be periodic and should involve experienced external subject experts as well as quality specialists from the same university. The results of the reviews should be published within the university.
6. Various feedback loops should operate. These should involve students, alumni and academic staff but may operate with different time-scales. In particular, there should be provision for obtaining and acting on information from student questionnaires and from student representatives. The purpose of the feedback loops is to correct deficiencies in delivery and/or design of the curriculum.
7. Since physics is a discipline with strong international research connections, the appointment of academic staff with a high international activity and standing in research is crucial to the aim of educating students in a research environment. Potential excellence in

teaching ability should also be an important criterion in such appointments. Staff training in teaching techniques should be made available and promoted.

## **5. University of Helsinki**

### ***Teaching Evaluation Matrix***

The evaluation matrix presented here was finalized in the Spring of 2004 and has been used successfully to evaluate the quality and results of teaching during the period 2004-2006. The matrix distinguishes four levels of quality of outcome of the evaluation process: only satisfactory, needs developing, good and excellent.

It has to be kept in mind that the categorisations found in the 'excellent' column are also found in the 'good' column. The category of excellence is based on the same elements as that found in the 'good' column; these elements have not been repeated in the last column.

The evaluation matrix has been compiled mainly from the point of view of the Department but, in places, the viewpoint of the Faculty, the programme, or the discipline may also be adopted. The matrix should be applied with flexibility, bearing in mind the differences between the various disciplines.

The evaluation is based on eight facets or areas including feedback and follow-up and postgraduate studies.

### ***Area of Quality or Results***

#### **1. TEACHING AND RESEARCH**

- 1.1.1. Teaching, studies and research
- 1.2. Pedagogical research as a support for teaching

#### **2. TEACHING GOALS**

- 2.1. Teaching goals and core elements
- 2.2. Student-centred teaching

#### **3. LEADERSHIP OF TEACHING**

- 3.1. Teaching Strategy
- 3.2. Quality control in teaching
- 3.3. Educational planning
- 3.4. Pedagogical merit in filling teaching posts
- 3.5. Teaching development projects
- 3.6. Internationalism

#### **4. TEACHING**

- 4.1. Teaching methods
- 4.2. Supervision of learning and individual feedback
- 4.3. Study guidance and counselling
- 4.4. Use of information technology in teaching
- 4.5. Study material
- 4.6. Contacts with the job market

#### **5. LEARNING RESULTS**

- 5.1. Core syllabus
- 5.2. Acquiring good learning strategies
- 5.3. The exam system and learning evaluation
- 5.4. Grading criteria

#### **6. RESOURCES**

- 6.1. Human resources
- 6.2. Pedagogical skills of teachers
- 6.3. Premises and equipment
- 6.4. Student recruitment

7. FEEDBACK AND FOLLOW-UP

- 7.1. Student feedback
- 7.2. Feedback from working life
- 7.3. Employment

8. POSTGRADUATE STUDIES

- 8.1. Recruitment and position of postgraduate students
- 8.2. Supervision and teaching
- 8.3. Schools for Advanced Studies and postgraduate cooperation
- 8.4. Specialisation

SELF-ASSESSMENT FORM

STATISTICS

AREA OF QUALITY OR RESULTS	Only satisfactory quality and results	Quality results and need developing	Good quality and results	Excellent quality and outstanding results
<b>1. TEACHING AND RESEARCH</b>				
<b>1.1. Teaching, studies and research</b>	The teaching tradition at the Department is teacher-focused and textbook-reliant. Many feel it is not possible to apply a scholarly method and use the latest research findings as materials in basic-level teaching.	There are research-groups and/or individual teachers in the Department who combine their teaching with research-work.	The Department has made sure that, from the beginning of their studies, students are acquainted with the research done at the Department. Professors are involved already in first-year teaching. Introducing latest research is part of the teaching programmes. Teachers are encouraged to integrate their teaching with their own research and Department projects.	The teaching practices of a scholarly community are clearly understood at the Department: the students are seen as members of the scholarly community, and both teachers and researchers contribute in organizing the syllabus. The teachers see it as their task to acquaint the students with the latest research in their own field, and with new methodology in a larger area of research. Study, teaching and research are integrated during the whole course of the studies.
<b>1.2. Pedagogical research as a</b>	Research on university	Individual teachers are acquainted with	Teachers are encouraged to	International university

<b>support for teaching</b>	pedagogy is not known in the Department, nor is there any interest in applying it to teaching methods.	research, university pedagogy, and the latest innovations in the use of information technology in teaching. The Department allows this although it does not actively support it.	acquaint themselves with university pedagogical research and to apply the results in their own teaching. The Department is known for experimental teaching.	pedagogical research is used as a teaching development aid and as a methodological base in teaching. The practices which are found most useful are adopted. Many of the teachers in the Department actively review their own teaching and they report on their experiments both in Finland and abroad.
<b>2. TEACHING GOALS</b>				
<b>2.1. Teaching goals and core elements</b>	The goals and teaching plans are included in the study guides. They bear little relevance to the teaching plans of individual teachers. Both the teachers and the students are uncertain about how, and when, the goals could be implemented. What constitutes the core of the teaching has not been specified. The students cannot tell what is the core expertise essential for an expert in the field.	Teaching goals are discussed in the Department only when the whole degree structure or the syllabus are undergoing fundamental reforms. Then, the goals and roles of different sectors are agreed upon together. The teaching material is updated. An analysis of the core curriculum is known but no steps have been taken to implement it.	Teaching and goals are discussed and regularly followed up on at the Department. The demands of the work market have been taken into account when agreeing about learning goals. The Department has made an analysis of the teaching material for the core curriculum, and the syllabus is reformed accordingly. The syllabus makes a clear distinction between the core curriculum, compulsory to all, and the optional material. There is also room in the programme for supplementary studies.	Course contents and learning goals have been set so as to form a balanced whole, catering both to academic demands and working life. International research and results are used as reference material in the Department when deciding upon degree requirements. Both teachers and students know what the requirements are for the core curriculum, forming the essential core of expertise in the field. They also actively define and evaluate the core curriculum. The definition of a core curriculum is re-evaluated at

				regular intervals. This is done in accordance with feedback from the labour market and international developments.
<b>2.2. Student-centred teaching</b>	The teaching plan does not take into account the skills and needs of the students. The students have no observable influence on the studying methods or work or teaching methods. The syllabus offers very few optional elements or alternatives. The students are not offered flexible ways to study via the Internet.	Many teachers use methods which require active participation from the students. The students are given optional ways of fulfilling study requirements. Individual teachers give personal feedback to support the learning process.	The Department has adopted versatile teaching methods, and teachers are trained to use them. Student feedback is gathered throughout the syllabus and students are also given feedback on their learning. Individual study plans are in use and they are monitored in connection with supervision. The Department also offers students optional, Internet-based support instruction.	Student results and the quality of their learning is the measure of success in teaching used in the Department. Variation in individual types of learning are taken into account. In accordance with the principle of student-centred teaching the most important teaching goal is seen to be that the students learn through true understanding and acquire high quality expertise. The teaching and study methods, grading system and feedback mechanisms are in harmony with this principle. The students take part in the planning of goals and contents of teaching.
<b>3. LEADERSHIP OF TEACHING</b>				
<b>3.1. Teaching Strategy</b>	The Department is not acquainted with teaching strategies at University or Faculty level, nor does it have a perspective on it. It is unclear who is in charge of teaching	University and Faculty strategies are known and have been discussed, but the Department's views have not been taken note of. No decisions on departmental guidelines or	The Department has its own teaching strategy which is in harmony with the University and Faculty strategies. The Head of Department and the steering committee are	Department heads and steering committees are committed to carrying out the strategies and monitors their effects. The division of tasks among the

	guidelines, decision-making, and the division of tasks.	adaptations have been made.	active in carrying out the teaching strategies.	teaching personnel and the channelling of resources is done in accordance with the strategic guidelines. The strategies are planned and carried out in cooperation with the entire teaching staff and students.
<b>3.2. Quality control in teaching</b>	The quality of teaching is left to the integrity of the teacher; there is no quality control. There is no exact information on student progress or the quality of their learning.	The quality of teaching and student progress has been discussed, and individual teachers develop their teaching methods in accordance with this feedback. Student learning results and progress have occasionally been charted.	The Department has adopted a feedback system which takes into account both teaching and learning. The results are seen as a whole and they affect the planning and carrying out of teaching so that students can also see the effect. Also the advancement of studies and the achievement of learning goals are systematically monitored.	The Department has adopted a quality control system which covers not only the teaching and learning goals, but also teaching support both for teachers and students. The criteria for good teaching have been defined. The Department quality control system is linked with that of the Faculty. Feedback is effective in the Department, and new teachers are acquainted with the quality control system.
<b>3.3. Educational planning</b>	Neither the Department nor the teachers have a complete picture of the educational programme. Teachers do not know what their colleagues are teaching. The effectiveness of the teaching programme is not monitored.	There are individual teachers who try to ensure the compatibility of their own teaching with that of other courses, and who are aware of the demands of the strategic apparatus in teaching. No practices have been developed that would support an efficient and comprehensive planning of the teaching	Both teachers and students know what the particular discipline's share of the degree programme is. Centrality and load distribution analysis and compatibility between courses are developed systematically. The Department expects teachers to continually develop the contents of their teaching, eliminate	The Department has a clear teaching plan which is comprehensively applied. The Department also ensures that the teaching and supervision offered at the Department form a constructive element of the degree programme. The whole Department,

		programme.	any obstacles to learning and make sure their teaching forms a sensible whole. The teaching plan takes into account the possibilities offered by the JOO-studies and the Finnish virtual university.	including the students, takes part in the planning. Goals are set in accordance with international standards in the field. Levels of goal achievement are monitored through student results and progress.
<b>3.4. Pedagogical merit in filling teaching posts</b>	Pedagogical merits, such as pedagogical training and the multilateral use of information technology in teaching, are not taken into account when teaching posts are filled. Such merits are viewed with suspicion or disparagement.	Teachers have academic portfolios which are used when applying for a position. It is unclear, however, how pedagogical merits are measured and what the Department's view of them is.	The Department has drawn up a consistent set of principles according to which pedagogical merits are considered and measured. The Faculty principles and practices are adopted fully when posts are filled (e.g. evaluation of teaching skills). Teachers are encouraged to compile portfolios, and the acquisition of pedagogical merit is an advantage.	Department heads and steering committees are committed to consistently promoting and underlining the value of teaching merits and high quality teaching. This is a generally accepted practice and shows continuous results. The Department and the Faculty make sure that these principles prevail when posts are filled.
<b>3.5. Teaching development projects</b>	There are no ongoing teaching development projects in the Department. Teaching development is not part of the work requirements for teachers.	Individual teachers are arbitrarily involved in development projects outside the Department, or have their own, private projects. Teachers are not encouraged to experiment but are nevertheless free to develop and be innovative in their own teaching.	The Department has taken part in several development programmes and makes use of their results. Teachers' initiative and ideas are taken into account in the teaching plan and the task distribution. Students participate in the experiments.	The Department is in the forefront of many innovations. Development projects are an integral part of other activities, and results are used as a basis for planning. All teachers and students may participate and get information about the experiments. The Department also follows and learns from

				experiments made in other departments or universities. The Department collaborates actively with the teaching development network in its field.
<b>3.6. Internationalism</b>	Internationalism is not seen as a significant factor in the quality of teaching. There are few if any visiting foreign scholars/teachers or exchange students. The Department does not encourage its own students to study abroad.	Individual teachers have taken part in exchange programmes and make use of their contacts both in their teaching and to encourage student mobility between universities. Studies abroad can be partly integrated into the degree programme.	Teachers' international contacts and cooperation networks are used in teaching. Students are encouraged to study abroad. There are several foreign teachers and students at the Department.	Internationalism in teaching is purposefully promoted. Teachers are encouraged to teach internationally and they are given opportunities to do so. The Department takes an active role in international teaching networks and other cooperation. Foreign teachers and students are well integrated into the Department.
<b>4. TEACHING</b>				
<b>4.1. Teaching methods</b>	Teaching methods are not consciously evaluated. The teaching is based on traditional and 'safe' methods.	Individual teachers learn and try out new teaching methods and find out about different options.	The Department supports the development of teaching methods. The matter is discussed openly in the Department and the connection with teaching goals and teaching evaluation is understood. Teachers are encouraged to experiment and acquire pedagogical training. Teachers are allowed to choose the teaching media according to the	Teaching methods support the learning goals. The importance of employing a relevant pedagogical apparatus for the various teaching situations is understood, and there is a diverse methodological range of options available at the Department. The teachers are systematically encouraged, through materials and

			contents and goal of their courses.	training, to get acquainted with teaching methods and their fundamental principles. The Department follows the latest pedagogical publications.
<b>4.2. Supervision of learning and individual feedback</b>	Students do not receive individual feedback for their learning, know how, or academic progress. There are no teacher tutors. The main bulk of the teaching is in the form of mass lectures or book exams, and it is not necessary to consult the teacher in order to receive results.	Some teachers organise their teaching in a way that allows them to give individual feedback to students. Individual teachers may act as tutors but this is not taken into account in the task division or the salary.	The Department actively develops supervision arrangements and organises a teacher tutor system. Students are offered supervision and tools for making their personal study plans, and the subsequent development of their studies is monitored. Group study is encouraged. The Department also offers Net-based supervision.	Supervision development and the teacher tutor system are part of the Department's teaching development strategy. Individual feedback is intended to support long-term learning. Students make a personal study plan according to which their study schedule is agreed upon. Teacher tutors give students guidance and support in their choices. Supervision and tutoring are seen as legitimate parts of delegating teaching tasks.
<b>4.3. Study guidance and counselling</b>	Study guidance is restricted to reception hours. There is no division of tasks or responsibilities.	The Department organises the division of tasks and the allocation of persons responsible. Study guidance is clearly allotted to certain people and it is followed through.	Study guidance is seen as an important task of the whole Department staff and as part of the support system for the students' academic progress. Supervision is highly valued and is counted in the working hours.	There is sufficient study guidance at every level of the syllabus. Task division between those involved in supervision is clear and teachers are well informed about each other's work. Cooperation is efficient. There is a clear study guidance

				strategy and it is followed through systematically and updated annually. The Department has a continually maintained high quality internet-based study guidance service.
<b>4.4. Use of information technology in teaching</b>	The Department does not invest in the use of information technology, though individual teachers may do so.	Teachers are enthusiastic in applying new media and technology in developing the learning environment. The Department/Faculty has a strategy for the use of information technology in teaching.	The Department has invested a great deal in both material and non-material resources in teaching technology. The Department/Faculty has a strategy for the use of information technology in teaching, and its execution and monitoring is well organised. The Department/Faculty web-pages include teaching development services.	There is a clear and practical vision and strategy about the use and significance of information technology in teaching, and results are monitored. The use and development of teaching technology is seen as a significant teaching aid and is applied relevantly. Active, nationally and internationally acclaimed research is done in the field of teaching technology.
<b>4.5. Study material</b>	The material is often gathered hastily: handouts, transparencies, slides etc. lack cohesion and a pedagogical foundation.	Individual teachers have attempted to develop their teaching material, such as handouts, text books and web-based courses, but the Department takes no interest in their efforts.	The Department coordinates and supports the preparation, availability and distribution of diverse teaching materials. It invests in pedagogical quality and supports the use of teaching technology. Teachers are encouraged to learn new ways of producing teaching material.	The whole department, including students, is involved in the development of teaching material. The principle of cooperation is a fruitful one in the planning of teaching material. All the material is public and available to all teachers.
<b>4.6. Contacts</b>	Work experience	Students can gain	Work experience is	Work experience

<b>with the job market</b>	cannot be integrated into the study programme. The teachers' and researchers' contacts are not made use of in planning the contents or methodology of teaching.	work experience but in the degree structure it is often categorized as part of extra studies. The student is responsible for finding work. Teachers may provide some contacts with the job market.	part of the degree and the Department arranges the work opportunities. In most cases, the trainee is paid a salary, but not always. Through work experience the students get an idea of the skills needed in working life. The Department also offers information on the skills/abilities required.	is an essential part of studies and the degree. The Department is up to date with regard to the demands of working life. Work experience is integrated into the study programme so as to enhance the swift employment of graduates. The experience and skills acquired during work experience is followed up by means of student reports and contacts with employers.
<b>5. LEARNING RESULTS</b>				
<b>5.1. Core syllabus</b>	It is not clear whether students attain a command of the essential elements demanded of an expert in the field.	Individual teachers follow student results and attempt to chart their command of the core syllabus.	The department has made a core syllabus analysis, and student results will be monitored in the future.	Both teachers and students know what is part of the core syllabus and they take part in evaluating the students' command of it. Achievement of learning goals is followed systematically.
<b>5.2. Acquiring good learning strategies</b>	Acquiring good learning strategies is not seen as part of the teaching and is not viewed as being part of the Department's domain.	Individual teachers are acquainted with different learning and studying techniques. On their own courses, they try to support different types of learners e.g. by offering a variety of ways of completing the course.	The Department has invested in developing studying skills. Students with learning difficulties or who find it hard to complete their studies can also be directed to support services offered by the Faculty or the University.	The Department takes into account the aspect of acquiring good learning strategies. It is seen as a significant skill for graduates in their working life. The principle of lifelong learning is introduced to students as an integral part of the work of the expert in the field.

<p><b>5.3. The exam system and learning evaluation</b></p>	<p>Examination takes place in a traditional manner. Evaluation is seen mainly as a form of control.</p>	<p>Individual teachers experiment with examinations and are interested in exam feedback so as to develop the system to better correspond with the students' wishes.</p>	<p>The Department has a diverse and flexible exam system. Exams are developed from a pedagogical starting point at department level. It is understood that the learning evaluation methods are a powerful influence on students' learning.</p>	<p>The Department has a diverse and pedagogically well founded learning evaluation system. Teachers are trained to plan and carry out evaluation. Evaluation of their learning and the corresponding feedback help the students to deepen their understanding of the learning process. The evaluation methods support the learning goals and the teaching methods used.</p>
<p><b>5.4. Grading criteria</b></p>	<p>There are no statistics about course or paper grades. Teachers are not familiar with each other's grading policies, and the students are not familiar with grading criteria.</p>	<p>Teachers compare their grading policies with each other, and some have made their criteria available to the students. The students have arbitrary information about the policies. The grading scale for papers and masters' theses is arbitrary and inconsistent.</p>	<p>There is systematic information on grades and grading systems, and teachers have instructions on these. In addition, students receive information on them. Teachers are instructed to use the grading scale fully and consistently.</p>	<p>The grading criteria have been decided upon together and their application is monitored. The department has information on the international learning goals of the field. Students get clear, reliable and well founded information on what is expected of them at each phase of their studies. Feedback is used to enhance the students' depth of learning.</p>
<p><b>6. RESOURCES</b></p>				
<p><b>6.1. Human resources</b></p>	<p>There is not enough teaching staff and the Department has not really</p>	<p>The lack of teaching resources is known in the Department. Some individual solutions</p>	<p>To ensure a good level of scholarly competence and know-how among the teaching staff</p>	<p>Personnel policies are carried out systematically. The whole staff,</p>

	<p>succeeded in guaranteeing scholarly competence or other necessary know-how. The teachers are overburdened and they have no clear idea of the Department's financial situation.</p>	<p>may have been made to help the situation in some subject or field. No permanent solutions have been found.</p>	<p>the Department has a personnel plan. Many researchers teach and supervise students, and long-term investment is made in web-based teaching. Students participate in the future planning of teaching.</p>	<p>including researchers and students, are involved in planning and carrying out the teaching programme. New solutions have been found for the shortage of resources, and plans for the future are more long term.</p>
<p><b>6.2. Pedagogical skills of teachers</b></p>	<p>Teachers have no pedagogical training, and pedagogical skills are not taken into account in any way in the Department. The Head of Department is not informed of the teachers' qualifications. There are no staff meetings dedicated to development in this area.</p>	<p>Some teachers have taken the initiative to acquire pedagogical training or training in the use of information technology in teaching, even though this is not encouraged at the Department. Development meetings are familiar as a concept but they have not yet been employed.</p>	<p>Most of the teachers have acquired pedagogical and IT-training and the Department encourages them to develop their skills. Student feedback shows appreciation of high-level teaching. The Head has development meetings with the teachers, the information flow has improved and the meetings help in e.g. planning the teaching.</p>	<p>The consistent goal is that all teachers, including non-permanent staff, receive pedagogical training and training in the use of information technology in teaching. A variety of pedagogical know how is taken into account in many ways in departmental planning or organisation. New teachers are made familiar with the teaching task in accordance with the Department's philosophy. Pedagogical know how, career development, and future work are discussed in the development meetings between the Head of Department and teachers. Teachers are more motivated</p>

				in their work than earlier.
<b>6.3. Premises and equipment</b>	The Department premises are insufficient in size, equipment and versatility. Teaching, research and studying takes place in several different locations. The students have no room of their own, nor do they have computers at their disposal at the Department.	Problems concerning the premises have been noticed and there are plans to resolve them. However, the Department will have to settle for temporary premises for still some time, and there are not enough resources for temporary renovations. Students tend to use the services of the Faculty library or other learning centres and they are not much seen at the Department.	The Department premises are well established and equipped, also from the point of view of IT. Teachers, researchers and students are satisfied with the premises. The students have their own room at the Department, which has improved cooperation and interaction between teachers and students.	The Department premises are adequately equipped, versatile, and well suited for the use of information technology in teaching. Teachers, researchers, and students can work in the Department premises and engage in fruitful interaction. Neighbouring departments and faculties have joined forces and found satisfactory solutions to particular mutual needs. There is access to the web in every room.
<b>6.4. Student recruitment</b>	Student intake follows traditional means. It is not seen to be necessary to invest resources in reforming it.	Reforming the intake process of new students is seen as important, but finding new methods is seen as a difficult challenge. Individual changes have been made, but there is uncertainty about their real effects.	By reforming the intake process the Department wishes to increase the motivation and skills of new students. Consistent development work has been done and the results are systematically monitored. There are different channels for different applicant groups. The Department has also invested in marketing.	Student recruitment is part of the Faculty teaching strategy. The selection process is made as efficient and expedient as possible. Achievement of goals and the student quota of different fields is monitored. Marketing and communication is arranged adequately.
<b>7. FEEDBACK AND FOLLOW-UP</b>				
<b>7.1. Student feedback</b>	There is no comprehensive feedback mechanism in the	The Department tries to maintain a student feedback system. Continuity	The Department tries to make sure that the feedback mechanism works	Department heads and steering committees are

	<p>Department. Individual teachers may ask for feedback for their own purposes. The students have no established feedback channels at their disposal. The Department does not make use of information technology to collect and analyse feedback.</p>	<p>is uncertain, however, because students are passive and teachers are unwilling or unable to make use of feedback in their teaching. Collecting feedback is seen as important, but also difficult, troublesome, and even daunting.</p>	<p>in spite of the difficulties. The system is continually developed and students are involved in this development. Feedback is appreciated and it is taken into account. This is regularly reported back to the students. Information technology is made use of in collecting and analysing feedback.</p>	<p>unambiguously committed to the efficiency of the feedback process. Feedback must be obtained and it must show at the practical level. There is a safe and trusting atmosphere between teachers and students. Criticism can be severe but it is always taken constructively. There is feedback both for learning and teaching.</p>
<p><b>7.2. Feedback from working life</b></p>	<p>No feedback is collected from working life. There is no precise knowledge about where graduates go after their studies.</p>	<p>Individual surveys have been made among graduates regarding satisfaction with their education.</p>	<p>Some information has from time to time been gathered on employer satisfaction and that of employees who are Department graduates. The Faculty or the Department has an advisory committee which communicates with interest groups in the field.</p>	<p>Feedback from working life is gathered systematically using various channels. Contacts between the Faculty or Department and the interest groups and alumni are solid. The information gathered is used in planning the training programme.</p>
<p><b>7.3. Employment</b></p>	<p>There is no precise information about the employment situation of Department graduates.</p>	<p>Organisations in the field produce information about the employment situation of graduates. The Department is following the situation.</p>	<p>The Department gathers information about the employment situation of graduates. They are also informed about the future labour market needs for graduates in the field.</p>	<p>The Department is well informed about the educational needs of the field and the employment situation of graduates. This information is used in the planning of the operations of the Department. Students receive information about employment</p>

				prospects in the field already at an early stage in their studies.
<b>8. POST-GRADUATE STUDIES</b>				
<b>8.1. Recruitment and position of postgraduate students</b>	The basis for admission in the postgraduate programme is unclear and there is no cohesion between the different departments. It is difficult for students to find information on the curriculum and funding. There is no up to date information on the number of postgraduate students or the stage of their studies.	There is information available on how to apply for the postgraduate programme, but it is still arbitrary and there are inconsistencies between different disciplines. Registration is arbitrary and it is difficult to obtain up-to-date information on the progress of postgraduate studies.	The Faculty and the departments have consistent rules on postgraduate studies and application. All postgraduate students have been registered and their studies are registered in Oodi. Funding advice is available.	The Department actively recruits postgraduate students and makes sure they begin their studies successfully. Their progress is followed up by means of an up-to-date register.
<b>8.2. Supervision and teaching</b>	A postgraduate student is appointed a formal supervisor. There is little teaching specifically intended for postgraduates. The Department has not coordinated teaching and supervision.	There are individual teachers at the Department who invest particularly in postgraduate supervision. Research groups are separate from the department. Postgraduates who are involved in research groups are likely to get better supervision than those who are not.	The Department has invested in the equal treatment of all postgraduate students. The organisation of teaching is coordinated. A student interested in postgraduate studies can choose a research-oriented line already at undergraduate level. International exchange programmes are a natural part of postgraduate studies.	Each postgraduate student has a personal study and supervision programme which is checked from time to time. Supervisors take an active interest in the progress of their students. Teaching is multifaceted and is carried out using all the potential of cooperation. Teaching also takes into account the demands of the job market.
<b>8.3. Schools for Advanced Studies and postgraduate cooperation</b>	There are no schools or cooperation in advanced studies in the field, and there is no interest in these at the	Postgraduates in the field have taken part in some curricular activities in some schools for advanced studies. There is no exact information	There is/are school(s) for advanced studies in the field and researchers' posts are popular. There has been investment in the	The schools for advanced studies in the field are well established and their results are internationally acclaimed.

	Department.	available.	funding and organisation of postgraduate studies.	Quality and results are monitored and evaluated.
<b>8.4. Specialisation</b>	There is no possibility of specialisation in the field.	Specialisation is arbitrarily possible, and it is funded sporadically. The level of need for specialisation is unclear, even though there seems to be a market for it.	There are adequate and organised opportunities for specialisation. It is possible to do a Licentiate degree with a vocational or specialized (ammattilinen) emphasis.	Specialisation in the field is established. Quality of training is ensured in cooperation with the job market, teachers and students, making use of different feedback mechanisms.

**Teaching evaluation matrix / SELF-ASSESSMENT FORM**

<b>AREA OF QUALITY OR RESULTS</b>	<b>Only satisfactory</b>	<b>Under developed</b>	<b>Good</b>	<b>Excellent</b>
<b>1. TEACHING AND RESEARCH</b>				
1.1. Teaching, studies and research				
1.2. Pedagogical research as a support for teaching				
<b>2. TEACHING GOALS</b>				
2.1. Teaching goals and core elements				
2.2. Student-centred teaching				
<b>3. LEADERSHIP OF TEACHING</b>				
3.1. Teaching Strategy				
3.2. Quality control in teaching				
3.3. Educational planning				
3.4. Pedagogical merit in filling teaching posts				
3.5. Teaching development projects				
3.6. Internationalism				
<b>4. TEACHING</b>				
4.1. Teaching methods				
4.2. Supervision of learning and individual feedback				
4.3. Study guidance and counselling				
4.4. Use of information technology in teaching				
4.5. Study material				
4.6. Contacts with the job market				
<b>5. LEARNING RESULTS</b>				
5.1. Core syllabus				
5.2. Acquiring good learning strategies				
5.3. The exam system and learning evaluation				
5.4. Grading criteria				
<b>6. RESOURCES</b>				
6.1. Human resources				
6.2. Pedagogical skills of teachers				
6.3. Premises and equipment				
6.4. Student recruitment				
<b>7. FEEDBACK AND FOLLOW</b>				
7.1. Student feedback				
7.2. Feedback from working life				
7.3. Employment				
<b>8. POSTGRADUATE STUDIES</b>				
8.1. Recruitment and position of postgraduate students				
8.2. Supervision and teaching				
8.3. Schools for Advanced Studies and postgraduate cooperation				
8.4. Specialisation				

Teaching evaluation matrix / **STATISTICS**

	1999	2000	2001	2002	2003
New students/year					
Number of active students					
- undergraduates					
- postgraduates					
- minor subject students					
Graduates/year (BA, MA, PhD)					
Total time of study					
- MA					
- PhD					
Drop outs					
Employment					
Undergraduates/teachers					
Postgraduates/professors or senior researchers					
Study weeks/ teacher					
Foreign exchange students					
Foreign degree students					
Teacher exchange					
Studying abroad					
Equipment (computers) /student/teacher					
Number of courses with IT-based teaching					
University pedagogical training for personnel (5 study weeks)					

## 5. University of Deusto Bilbao

The University of Bilbao has developed a systematic approach to evaluate competences which is presented here on the basis of one example: the generic competence *teamwork*. Responsible for the development of this methodology was a team of experts consisting of Manuel Poblete (Coord.), María García Feijoó, Ana García Olalla, Gonzalo Malla, José Antonio Marín, Josu Solabarrieta and Aurelio Villa. Also for other generic competences a comparable matrix have been designed.

### COMPETENCE : TEAMWORK

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

**The achievement of this competence is closed related to:** Good social skills, and high levels of interest in interpersonal relationships. Well-defined social values that lead to a belief in the integrity, honesty, and ability of others. Competence in interpersonal communication. Sufficient maturity to be able to deal with differences of opinion. Belief in the efficiency of shared working. Willingness and interest for the free exchange of ideas and information. Appreciation of the values of collaboration and support.

LEVELS OF ACHIEVEMENT	INDICATORS	DESCRIPTIONS				
		1	2	3	4	5
<b>FIRST LEVEL OF ACHIEVEMENT:</b>  <b>Actively participates and collaborates in team tasks, and encourages trust, friendliness, and focus on the common goal through the attitudes they convey.</b>	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, their presence is irrelevant.	Participates little, and then only at the suggestions of others.	Generally active in participation at group sessions	Their 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.
	Co-operates in the definition, organisation, and distribution of group tasks.	Resists the organisation of teamwork.	Involvement limited to accepting the organisational plans offered by other team members.	Participates in planning, organisation, and distribution of group work.	Is organised and efficiently distributes tasks.	Encourages organised working, making the most of the resources of every team member.

	Aims at achieving agreements and common objectives, and is committed to them.	Achieves their own personal objectives.	Has difficulty integrating personal objectives with those of the group.	Takes on group objectives as their own.	Promotes the clear definition of objectives, and group integration in relation to achieving them.	Mobilises 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 their own opinions.	Listens little, does not ask questions, does not care about the opinions of others. Their intervention is redundant and of very little use.	Accepts the views of others and knows how to put across their 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.

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

	Acts constructively when faces with 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.	Notices 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 their manner of communicating and relating to people.	Acts aggressively, criticising or questioning the ability of the group to reach agreements.	Is passive, and communicates little with other group members.	Communicates their 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.

LEVELS OF ACHIEVEMENT	INDICATORS	DESCRIPTIONS				
		1	2	3	4	5
THIRD LEVEL OF ACHIEVEMENT: <b>Is capable of running work groups, guaranteeing the integration of all group</b>	Actively cooperates 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, co-ordinating their contributions.	Distributes feasible tasks to members, along with clear aims, in time-pressured situations when there are many elements to be dealt with.

<b>members, and their focus on an excellent level of work achieved.</b>	Efficiently manages meetings.	Is not capable of co-ordinating a meeting for which they are responsible.	Attempts to manage the meeting but is not in control of the timetable, commitments made,	Efficiently manages meetings, and achieves their 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.	Energises the team so that they take on group objectives as their own.
	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 themselves 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 as enriching, and enabling the achievement of agreements pleasing to everybody.
	Encourages all team members to commit themselves to the management and running of the group.	Does not make a personal commitment, damaging group dynamics	Finds it difficult to achieve 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 with regards all key aspects of the project.	Achieves a state in which team members show commitment and accept the suggestions of others as their own.