

Comparable Criteria for Courses and Programmes in EU

Dublin Descriptors and Tuning programme



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Framework of comparable criteria for European higher education systems

Framework of comparable criteria for European higher education systems:

describe programmes, curricula and courses in terms of workload, level, learning outcomes, competences and profile.

- These criteria are commonly known as the “**Dublin descriptors**” [the European Standards and Guidelines for Quality Assurance in the European Higher Education Area \(ENQA, 2005\)](#)
- tools to implement a common framework for teaching and learning within higher education have been developed at European level with the “**Tuning programme**”.

Framework of comparable criteria for European higher education systems

The idea of common criteria:

not

- to uniform degree programmes or curricula
- to restrict the independence of academic and subject specialists
- to undermine local and national academic authority

but

- to give points of reference, convergence and common understanding.
- to offer a common methodology to (re-) design, develop, implement and evaluate study programmes and courses for each of the Bologna cycles, which are the bachelor's, master's and doctorate degrees.

Comparable criteria for courses' design

The criteria are expressed in terms of:

- **learning outcomes**
 - Learning outcomes are statements of what a learner is expected to know, understand and /or be able to demonstrate after completion of a process of learning.
- **competencies**
 - Competencies represent a dynamic combination of cognitive and meta-cognitive skills, knowledge and understanding, interpersonal, intellectual and practical skills, and ethical values.
 - Some competencies are subject area-specific (to a field of study); others are generic (common to any degree course).

Comparable criteria for courses' design

The perspective is moving

from a “**knowledge-oriented approach**”

with the teacher as the key element

to a “**learner-oriented approach**” in which degree programmes are student-centric and improve the development of student capacities and capabilities.

The **focus** is to give students the ability to ***understand the various and complex areas of an ever-changing society and workforce.***

Learners have to be able to meet future academic and professional challenges.

Comparable criteria for courses' design

5 criteria Dublin' Descriptors- Qualifications of the higher education courses/programmes give students

1. Demonstrated **Knowledge and understanding** in a field of study
2. The possibility to **apply their knowledge** and understanding in occupational contexts
3. Ability to **make judgments**, to identify and use data to formulate responses to well-defined concrete and abstract problems;
4. Ability to **communicate** their understanding, skills and activities, with peers, supervisors and clients
5. have the **learning skills** to undertake further studies with autonomy

Differentiating between cycles

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

Differentiating between cycles

	Applying knowledge and understanding:
1 (Bachelor)	[through] devising and sustaining arguments
2 (Master)	[through] problem solving abilities [applied] in new or unfamiliar environments within broader (or multidisciplinary) contexts ..
3 (Doctorate)	[is demonstrated by the] ability to conceive, design, implement and adapt a substantial process of research* with scholarly integrity .. [is in the context of] a contribution that extends the frontier of knowledge by developing a substantial body of work some of which merits national or international refereed publication ..

Differentiating between cycles

	Making judgements:
1 (Bachelor)	[involves] gathering and interpreting relevant data ..
2 (Master)	[demonstrates] the ability to integrate knowledge and handle complexity, and formulate judgements with incomplete data ..
3 (Doctorate)	[requires being] capable of critical analysis, evaluation and synthesis of new and complex ideas..

Differentiating between cycles

	Communication
1 (Bachelor)	[of] information, ideas, problems and solutions ..
2 (Master)	[of] their conclusions and the underpinning knowledge and rationale (restricted scope) to specialist and non-specialist audiences (monologue) ..
3 (Doctorate)	with their peers, the larger scholarly community and with society in general (dialogue) about their areas of expertise (broad scope)..

Differentiating between cycles

	Learning skills ..
1 (Bachelor)	have developed those skills needed to study further with a high level of autonomy ..
2 (Master)	study in a manner that may be largely self-directed or autonomous..
3 (Doctorate)	expected to be able to promote, within academic and professional contexts, technological, social or cultural advancement ..

See you later for a practical definition of these criteria to Dalila's courses!

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THANK YOU

