

Bologna as a frame for Competence Based Learning and Supervision?

Jan Agten

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1. Bologna Declaration 1999

- **Overview**
- **Effects on European Higher Education**
- **Some critical notes and considerations for SW Education**

2. Supervision in Social Work

3. Changes in learning concepts & context

4. Competencies

5. Conclusions

Bologna overview (1)

Bologna Declaration 1999 **a Europe of Knowledge**

“the most competitive knowledge based society in the world”... “capable of giving its citizens the necessary competencies to face the challenges of the new millennium”

46 signatures

Bologna overview(2)

Bologna Action Lines

- 1. Adaptation of a system of easily readable and comparable degrees**
- 2. Adoption of a system essentially based on two cycles**
- 3. Establishment of a system of credits**
- 4. Promotion of mobility**
- 5. Promotion of European co-operation in quality assurance**
- 6. Promotion of the European dimension in higher education**

Bologna overview(3)

Bologna Action Lines /2

7. Lifelong learning (LLL)

Prague Communiqué (2001)

8. Promoting the attractiveness of the European Higher Education Area (EHEA)

9. European Higher Education Area and European Research Area – two pillars of the knowledge based society

“Degrees should have different defined outcomes”

Berlin Communiqué (2003)

Bologna overview(4)

Learning Outcomes

1. ECTS: credit-system

- ✓ **EUA-conference Zürich 2002: ECTS based on *student study load*, but also related to *learning outcomes, as credits for LLL***

2. Joint Quality Initiative: Dublin descriptors

- ✓ **for ba- en ma-curricula list of generic and subject-specific competencies**
- ✓ **Directives for curriculum development quality assurance and accreditation**

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Effects of Bologna Process on Higher Education in Europe(1)

Aims & objectives

1. Input driven

i.e. what the teacher intends to cover

1. Teacher-centered

2. Subject based

cfr different disciplines in SW

Learn Outcomes

1. Output driven

i.e. what the student is expected to learn

1. Student centered

2. Competence based

3. Modularization

Effects of Bologna Process on Higher Education in Europe(2)

1. competencies & learning outcomes as a reference

- ✓ transparency
- ✓ benchmarks for quality assurance & accreditation
- ✓ *employability*; better communication stakeholders

2. BaMa structure

Ba = 180 – 240 credits

Ma = 60 – 120 credits

3. Ba has to give access to the labor market and employment

Ma = specialization

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Some critical notes and considerations for SW Education (1)

1. Increasing academic focus

- ✓ **Relevance of scientific theories**
- ✓ **Integrating research in teaching**

2. Convergence on the contents of SW programs – generalist BA

3. Development/specialization of MA & PhD in SW in many EU-countries

4. Focus on employability in line with lifelong learning

Some critical notes and considerations for SW Education (2)

1. International/European focus

- ✓ **Increase of student and teacher exchange in SW**
- ✓ **Development of international modules**
- ✓ **Need for international/European quality assurance**
- ✓ **Need for international/European accreditation**

Some critical notes and considerations for SW Education (3)

- 1. Quality assurance arouse suspicion and anxiety**
- 2. Quality assurance creates competition**
- 3. Accreditation provides better understanding of the own education in the own institution**
- 4. The Bologna Process is increasing dramatically time and investment**

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- **Learning cycle of Kolb**

3. Changes in learning concepts & context

- **Changed learning concept**
- **Modularization**

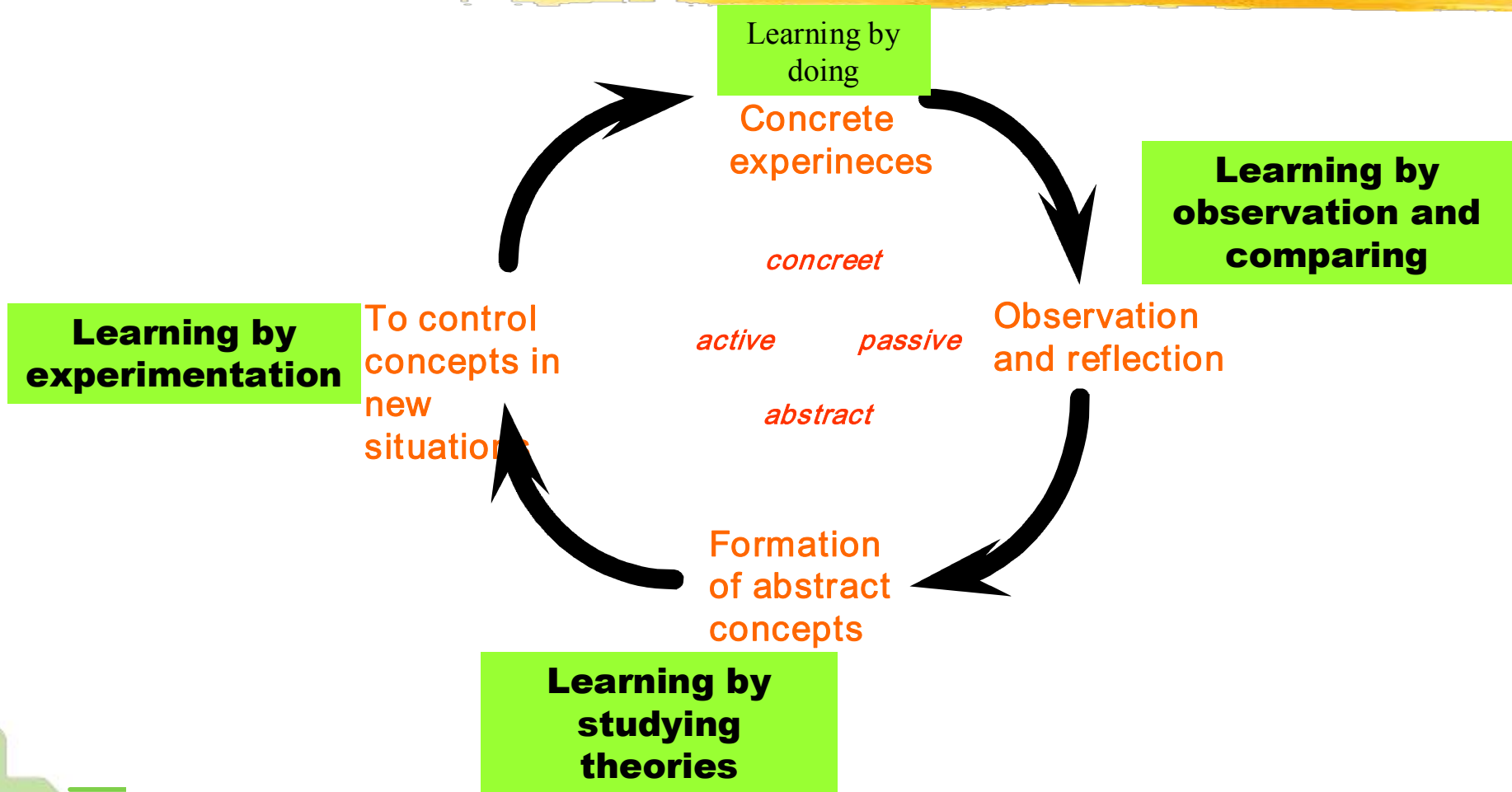
4. Competencies

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SW Supervision

- 1. Core business of SW Education**
- 2. Stimulates reflection**
- 3. Focus on personality in relation with profession**
- 4. Never prescribes, ever questions**
- 5. Integral learning cfr Kolb's learning cycle**

Learning Circle of Kolb



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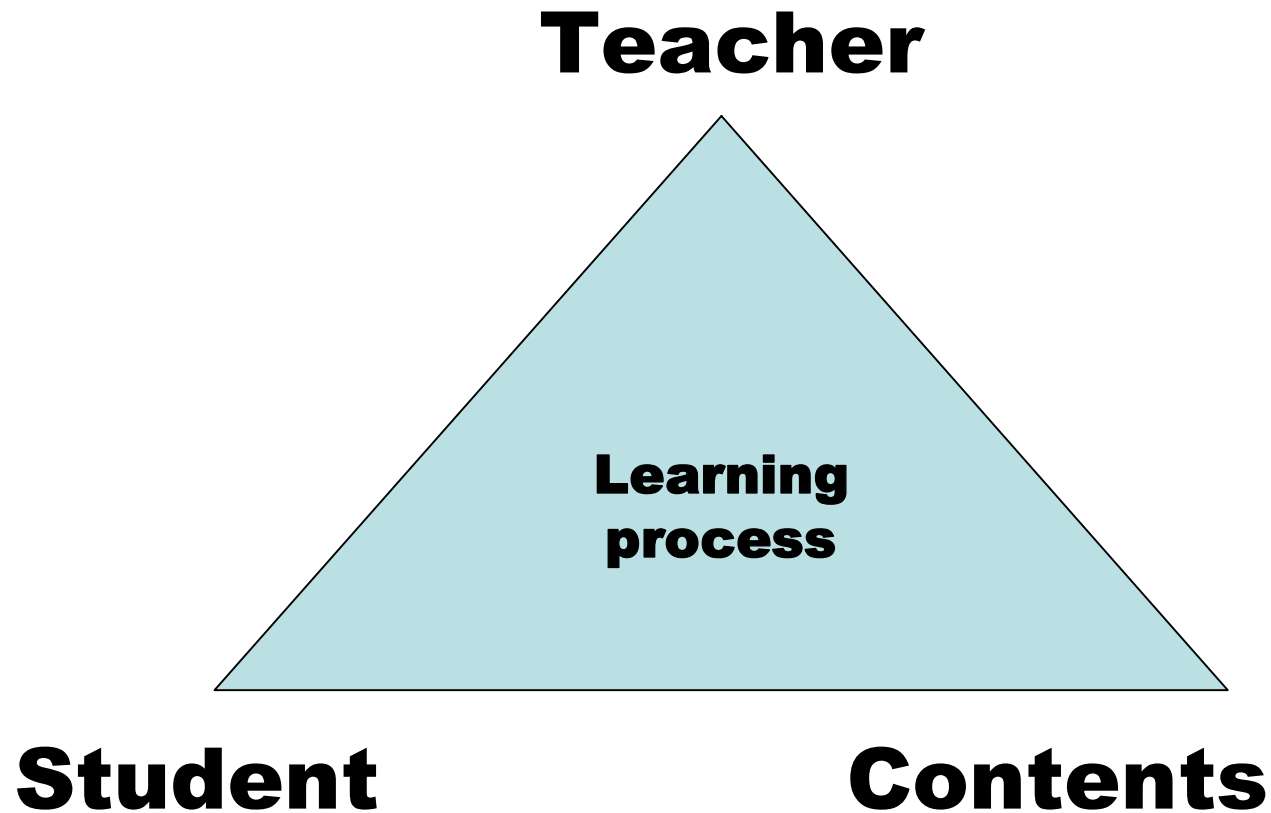
- **Changed learning concept**
- **Modularization**

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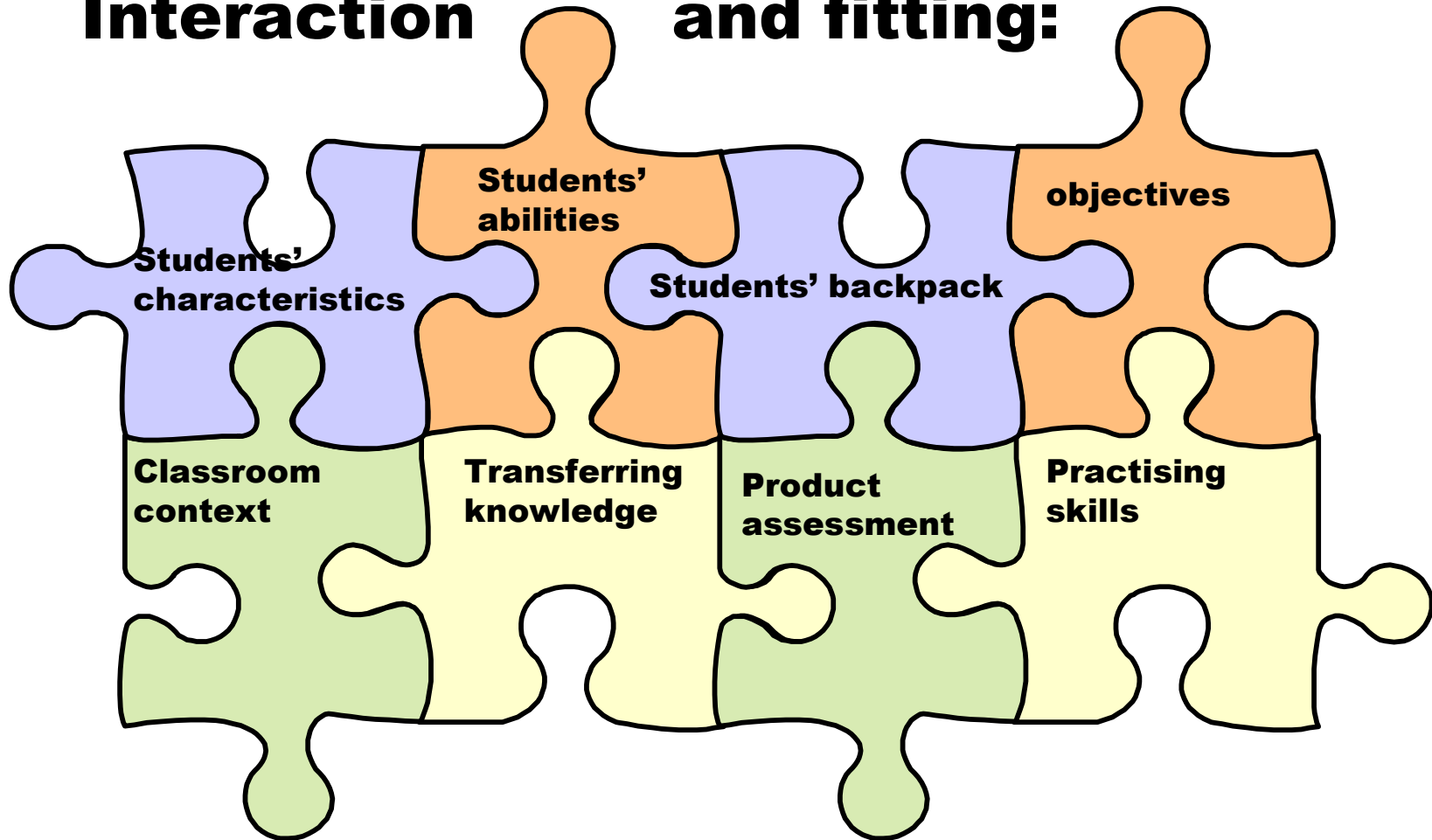
Changed learning concept(1)

Didactic triangle: ancient history?



Changed learning concept(2)

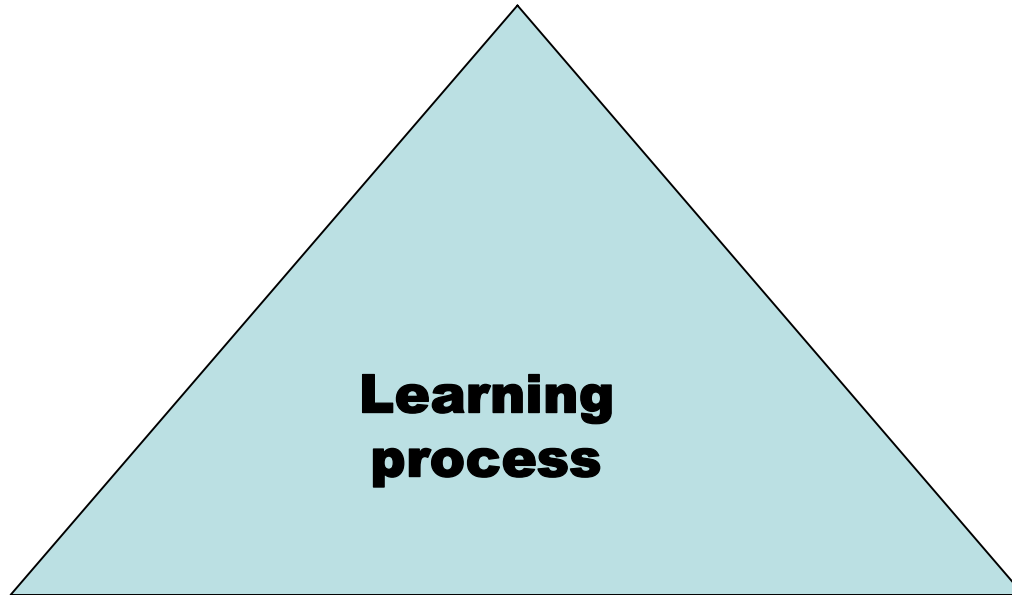
Learning process: then and now
Interaction and fitting:



Changed learning concept(3)

Update of the triangle

Facilitator-coach

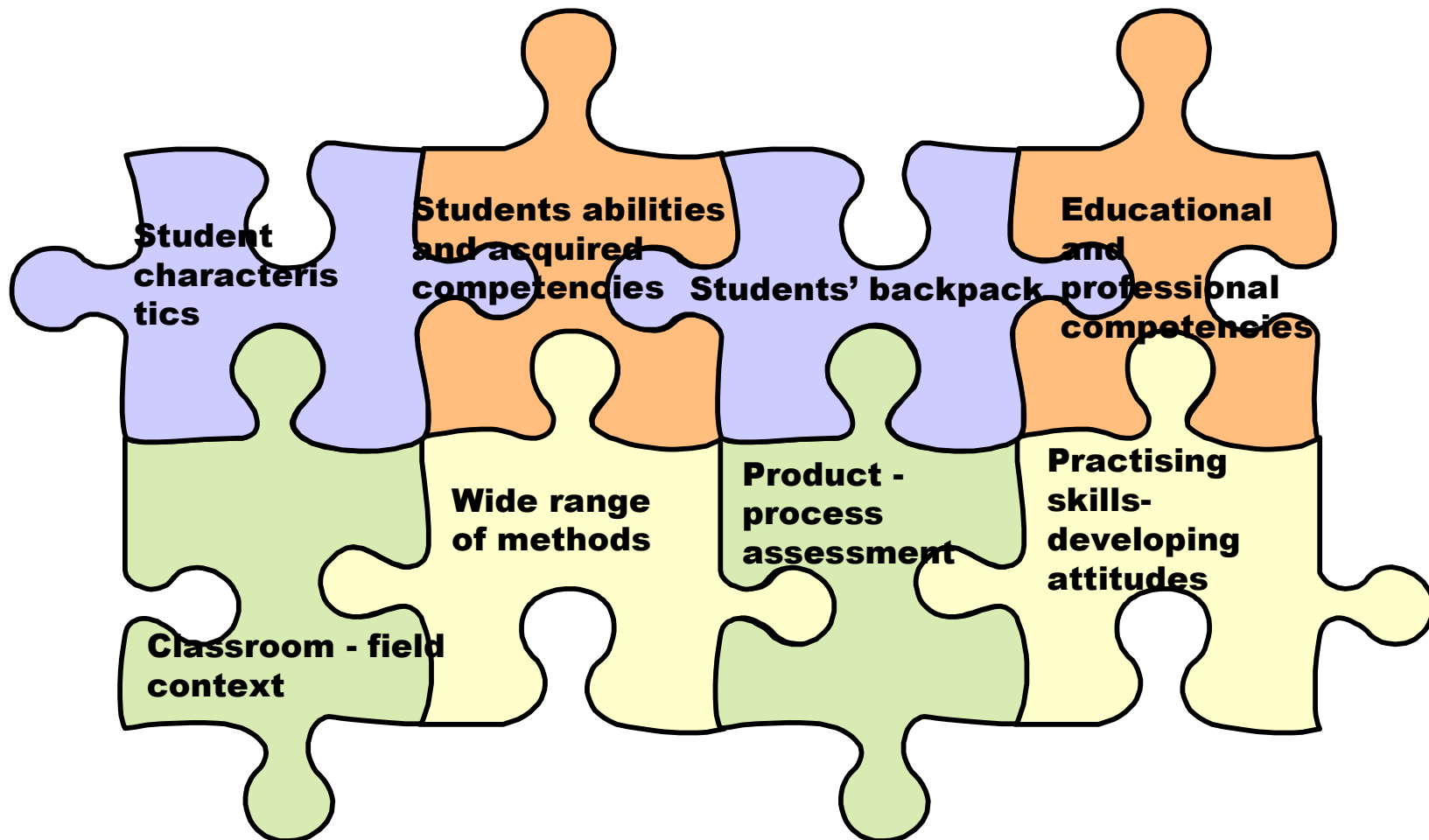


Learner

Competencies

Changed learning concept(4)

Learning process: then and now



Changes in learning concepts & context

Modularization

- 1. Cluster of subjects**
- 2. Built on competencies**
- 3. Outcome based**
- 4. Assessment replacing exams**
- 5. Student demonstrates/proves competencies**

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Competencies (1)

The word “competence”

- 1. To be competent = to be good at ...**
- 2. Professional ability**
- 3. “Someone who is competent has enough skills and knowledge to be able to do something to a high or satisfactory standard”** Longman Language activator

Competencies (2)

“Being someone competent” means that he/she

“ - disposes of the ability to select within a specific context from a range of available actions

and handles in order to reach a certain aim”

Competencies(3)

Returning elements/1

1. 'Gestalt' – 'Cluster'

1. **Knowledge and insight, skills and attitude 'close interlinked', sometimes clearly mentioned and distinguished, sometimes implicit necessary in order to realise the competence**
2. **Gestalt principle: the total is more than the sum of the parts**
3. **Savoir – savoir faire - être**

Competencies(4)

Returning elements/2

- 2. Element of ‘performance’, availability, translation into ‘handling’, in the rich sense of the word (conscious, well-considered, well-founded, controlled – in contrast with the notion ‘behaviour’)**

Competencies(5)

Returning elements/3

- 3. Always formulated referring to some “relevant” and “critical” professional situations**

Competencies(6)

Possible definition?

A competence is a whole of knowledge, insights, skills and attitudes which a professional is setting in when critically intelligent ripe handling in different professional situations

Competencies (7)

An Example:

“The social worker can relate authentically to people and groups of people within his function.”

- 1. Integration of knowledge, skills and attitude**
- 2. Key concept in the perspective of lifelong learning**
- 3. A new perspective for professionalization**
- 4. A challenge for ethical discussion**

Competencies (8)

1. Pitfalls: reduce competencies too much to skills (can)

- ✓ Without really taking into account the attitude and/or the motivation (e.g. giving meaning, wanting, spontaneously acting)
- ✓ And by putting knowledge only in function of to know

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Bologna process can

- 1. create space for deeper formulating the core of social work**
- 2. open the perspective of authentic, autonomous and collaborative learning**
- 3. create space for the own learning style**
- 4. Stimulate the intensive dialogue between dedicated professionals**

Supervision as an independent module?

Supervision can be delivered in different forms, depending on the learning context.

Resources

1. **Bjornavold J.,(2005) “Learning outcomes” in a European Perspective: towards Common European Framework of Qualifications, European Commission**
2. **Franshen, M., (2006) Bolognaseminarium Learning Outcomes and Competences**
3. **Labonté-Roset, C, (2006) Social Work Education and Training in Europe and the Bologna Process**
4. **Reverda, N., (2005), Presentatie Utrecht**
5. **Van Damme D.,(2005) *Learning Outcomes* in het Vlaamse hoger onderwijsbeleid**
6. **C.f. Christine Labonté-Roset, (2005), The European higher education area and research-orientated social work education. In: European Journal of Social Work Vol. 8, No. 3, September 2005, pp.285-296**

www.eassw.org/Bologna