

# *Bologna as a frame for Competence Based Learning?*

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# *Bologna as a frame for Competence Based Learning?*

- 1. Bologna Declaration 1999*
  - *Overview*
  - *Effects on European Higher Education*
  - *Some critical notes and considerations for SW Education*
- 2. Changes in learning concepts & context*
- 3. From a subject curriculum to a competence based curriculum*
- 4. Supervision in Social Work Competencies*
- 5. Conclusions*

# *Bologna overview (1)*

*Bologna Declaration of 1999  
to built a Europe of Knowledge  
“capable of giving its citizens the  
necessary competencies to face the  
challenges of the new millennium”  
Signed by 46 ministers of Education in  
Europe (27 of EU)  
Croatia since 2006*

<http://www.ond.vlaanderen.be/hogeronderwijs/bologna/links/Croatia.htm>

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# *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 three cycles: BA - MA - PhD*  
*“Degrees should have different defined outcomes”*
- 3. Establishment of a system of credits + modularization*
- 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)*

*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*

# *Bologna overview(4)*

## *Focus on Learning Outcomes*

### *1. ECTS: credit-system*

- ✓ *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*
- 2. Teacher-centered*
- 3. Subject based*
- 4. cfr different disciplines/sciences in SW*

## *Learn. Outcomes/ Competencies*

- 1. Output driven  
i.e. what the student is expected to learn*
- 2. Student- centered*
- 3. Competence based*
- 4. Modularization = integration of sciences*

# *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 in SW*
  - ✓ 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*
- 5. Concomitant increase to better prepare students for the labor market*
- 6. Tendency to underestimate theory????*

## *Some critical notes and considerations for SW Education (2)*

### *5. International/European focus*

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

## *Some critical notes and considerations for SW Education (3)*

- 7. Quality assurance arouse suspicion and anxiety*
- 8. Quality assurance creates competition*
- 9. Accreditation provides better understanding of the own education in the own institution*
- 10. The Bologna Process is increasing dramatically time and investment*

# *Bologna as a frame for Competence Based Learning?*

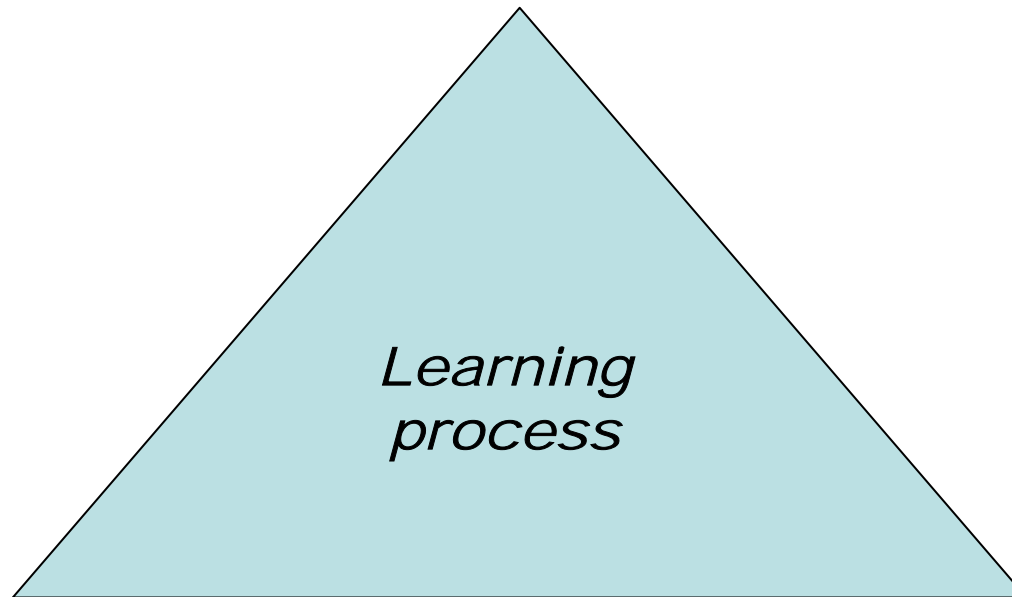
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# *Changed learning concept(3)*

*Updating the triangle*

*Teacher*

*Facilitator - coach*



*Student*

*Content*

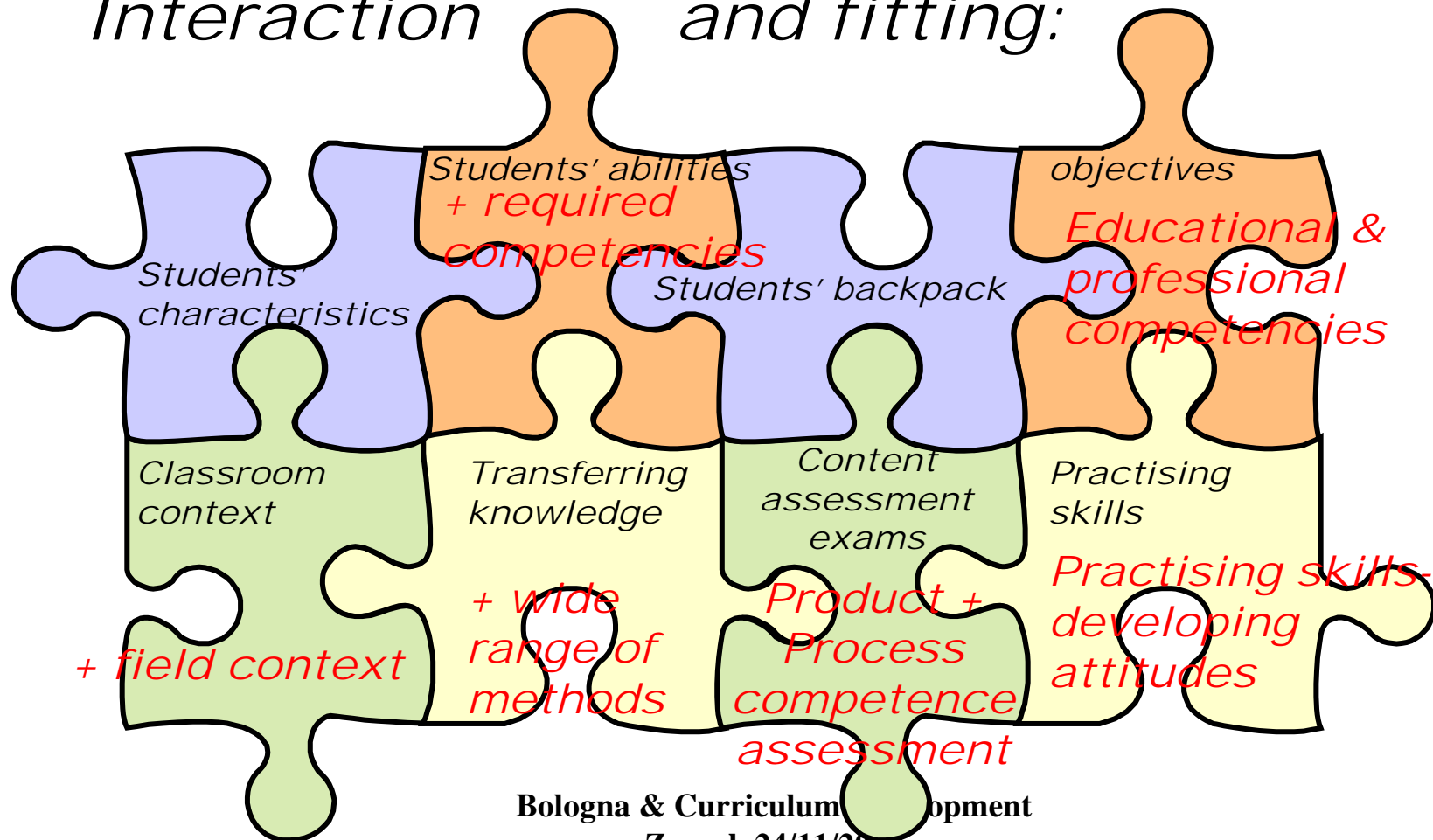
*Learner*

*Competencies*

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# Changed learning concept(2)

*Learning process: then and now*  
*Interaction and fitting:*



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# *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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# *Why Competence Based?*

## *Research:*

- ✓ *Graduates were inadequately able to apply the academic knowledge*
- ✓ *Graduates leaned too much on their managers for the performance of their work*
- ✓ *Graduates found it too difficult to cope with acute and complex work related situations*

*Question is how to bridge the gap between education and Social Work practice?*

# *The Role of Social Workers in the Struggle against Inequalities and Discriminations*



## **Social Work**

*helping individuals, who are in need*

# *The Role of Social Workers in the Struggle against Inequalities and Discriminations*



*more hands  
values, ethics  
choices complex  
society  
handling and to  
setting up  
activities  
increase social  
justice and  
human development*

# *Bologna as a frame for Competence Based Learning and Supervision?*

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## *2. Supervision in Social Work*

## *3. Changes in learning concepts & context*

## *4. Competencies*

## *5. Conclusions*

# 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*

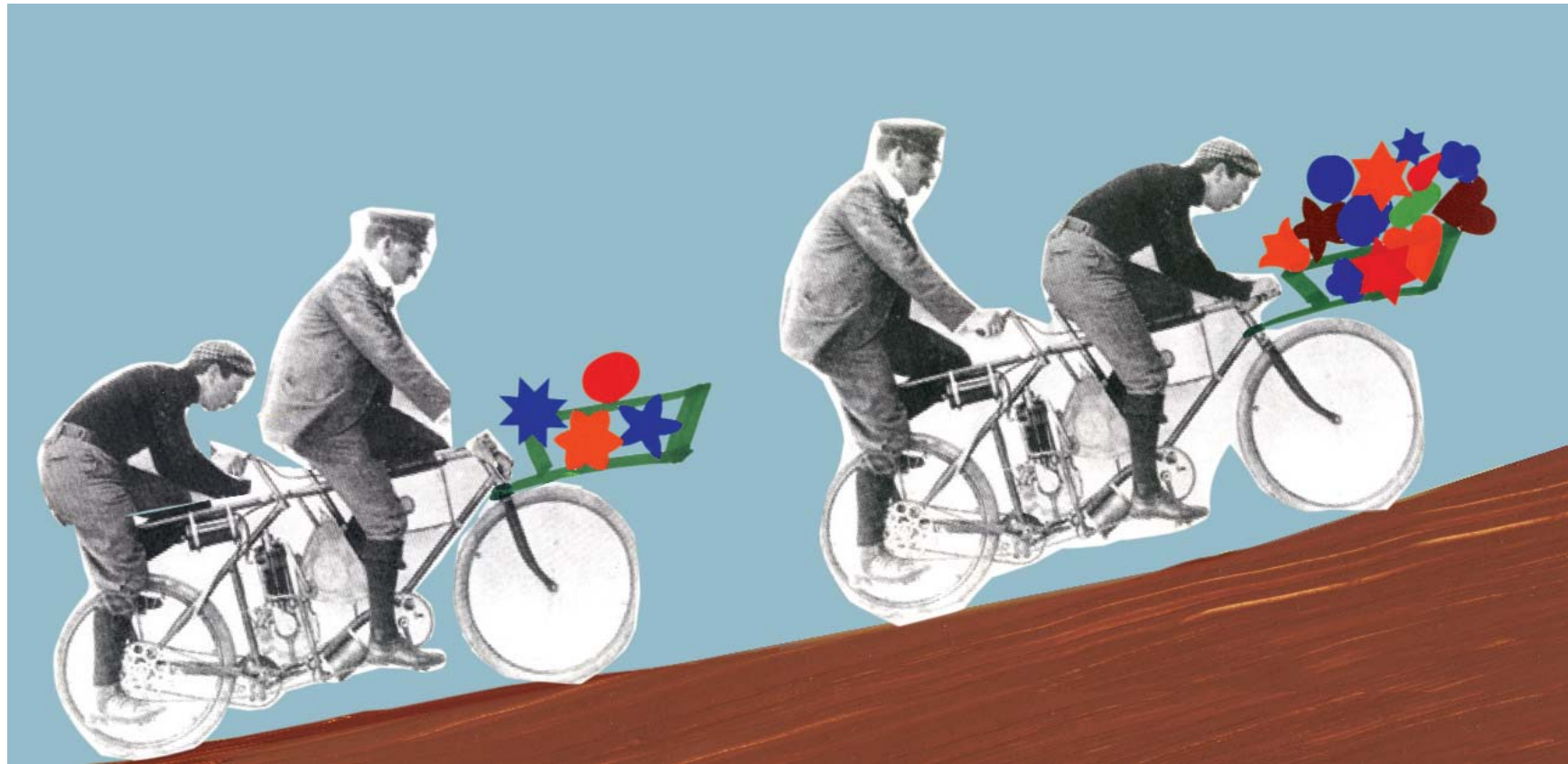
*3. Always formulated referring to some "relevant" and "critical" professional situations*

# *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*

# *Competent?*



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# 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*

## *4 topics for discussion*

- 1. Competence based teaching*
- 2. Assessing competencies*
- 3. Tension field professional competencies and educational competencies*
- 4. New teaching methods*

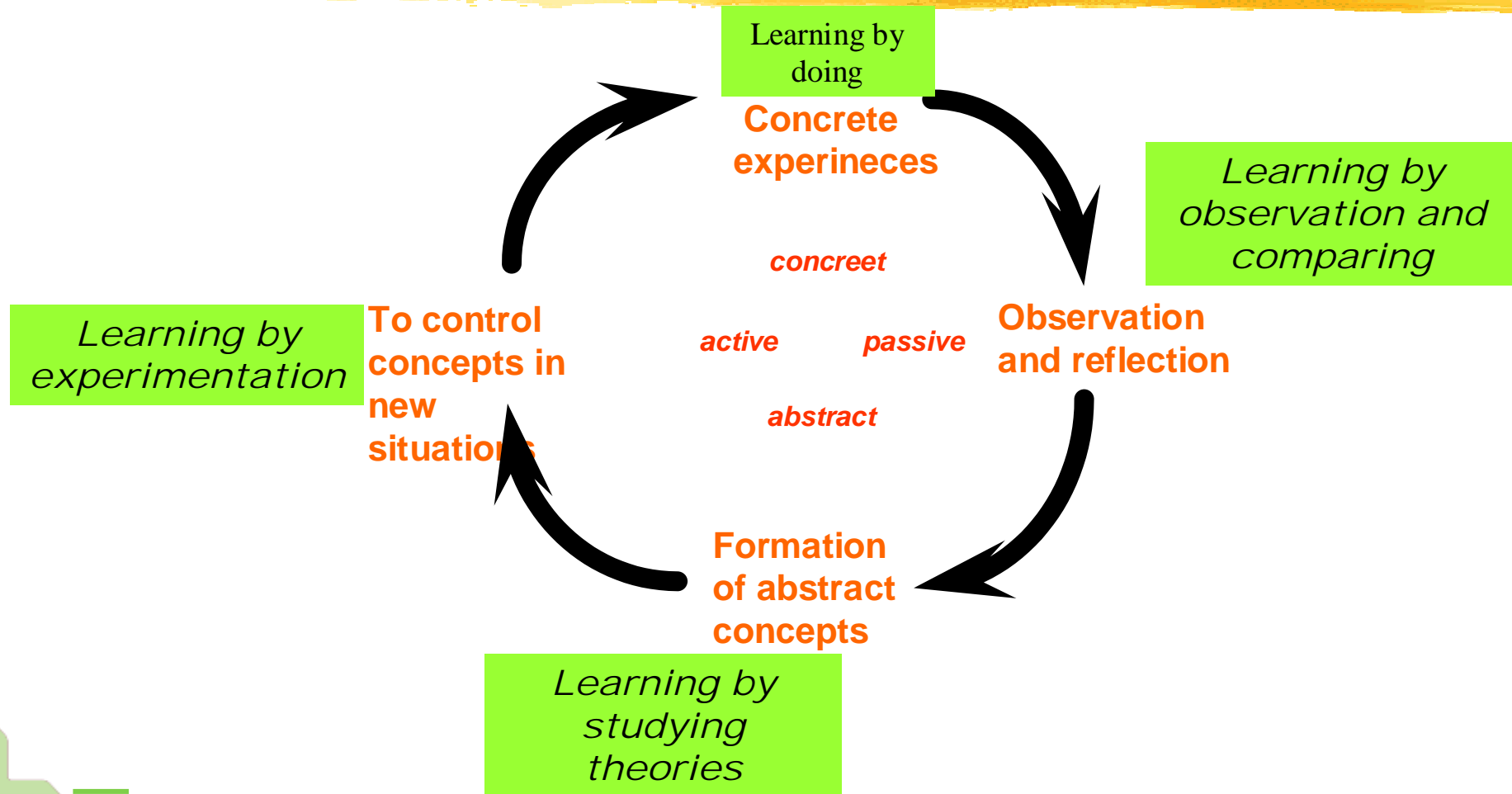
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# *SW Supervision on competencies*

- 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 related to learning styles*

# Learning Circle of Kolb



# *SW Curriculum is*

- 1. Competence based*
- 2. Output driven = delivering professionals*
- 3. Constructor: constructivism of learning and handling*
- 4. Community related*
- 5. V.I.P =*
  - ✓ View to make the difference*
  - ✓ Intelligent acting with a common sense*
  - ✓ Passion, enthusiasm and excitement*



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# Conclusions

*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*
7. Summit, KHKempen SW Dpt, 20 July 2008

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# *Dubrovnik conference 26-29 April 2009*



*International definition of Social Work? Survey*