

Presentation of the concept of Competences.

Generic and Subject Specific Competences in different contexts

Pablo Beneitone

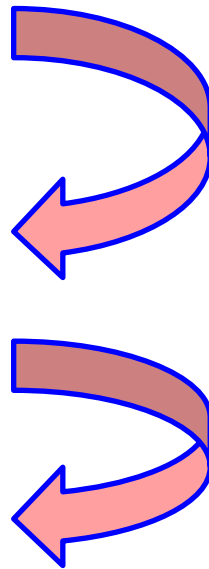
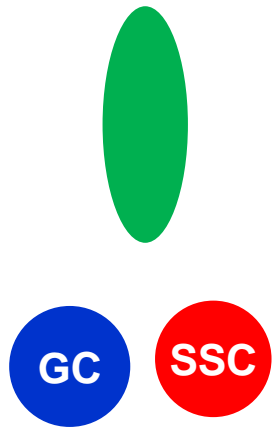
Cairo, 12 October 2015

Outline

- 1. Definitions. Main Concepts and procedures.**
- 2. Generic Competences in different contexts.**
- 3. Competences in Tuning Africa**
- 4. Consultation: first stage of Tuning methodology**

Concepts. Definitions

Key elements



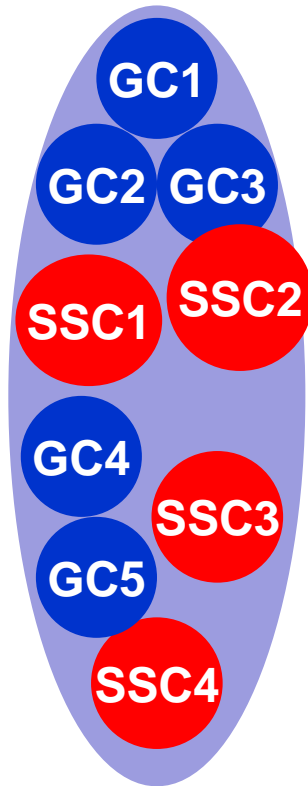
Degree profile

Competences

Programme

| Year | Semester | Course/Module | Credits |
|------|--------------|--|---------|
| 1 | 1st Semester | General University and SSU Services | 0 |
| | | General Production Principles and Techniques | 6 |
| | | General and Professional Core Production | 6 |
| | 2nd Semester | General Economics, Operations and Systems | 6 |
| | | General Production and Quality Management | 6 |
| | | General Production and Quality Management | 6 |
| 2 | 1st Semester | General Production and Quality Management | 6 |
| | | General Production and Quality Management | 6 |
| | | General Production and Quality Management | 6 |
| | 2nd Semester | General Production and Quality Management | 6 |
| | | General Production and Quality Management | 6 |
| | | General Production and Quality Management | 6 |
| 3 | 1st Semester | General Production and Quality Management | 6 |
| | | General Production and Quality Management | 6 |
| | | General Production and Quality Management | 6 |
| | 2nd Semester | General Production and Quality Management | 6 |
| | | General Production and Quality Management | 6 |
| | | General Production and Quality Management | 6 |
| 4 | 1st Semester | General Production and Quality Management | 6 |
| | | General Production and Quality Management | 6 |
| | | General Production and Quality Management | 6 |
| | 2nd Semester | General Production and Quality Management | 6 |
| | | General Production and Quality Management | 6 |
| | | General Production and Quality Management | 6 |

Concepts. Definitions



Degree profile

Describes in terms of **competences** and **learning outcomes** what graduates will know, understand and be able to do by the time they have successfully completed the programme.

A set of key competences (**Generic (GC)** and **Subject Specific (SS)**) to be developed by the learners in the framework of a programme.

Should be very concise and it needs to be very clear.

Provides a tool for: **COMMUNICATION**, **TRANSPARENCY** and **RECOGNITION**

Subject Area X

**Degree profile
University A**

**Degree profile
University I**

**Degree profile
University B**

**Degree profile
University H**

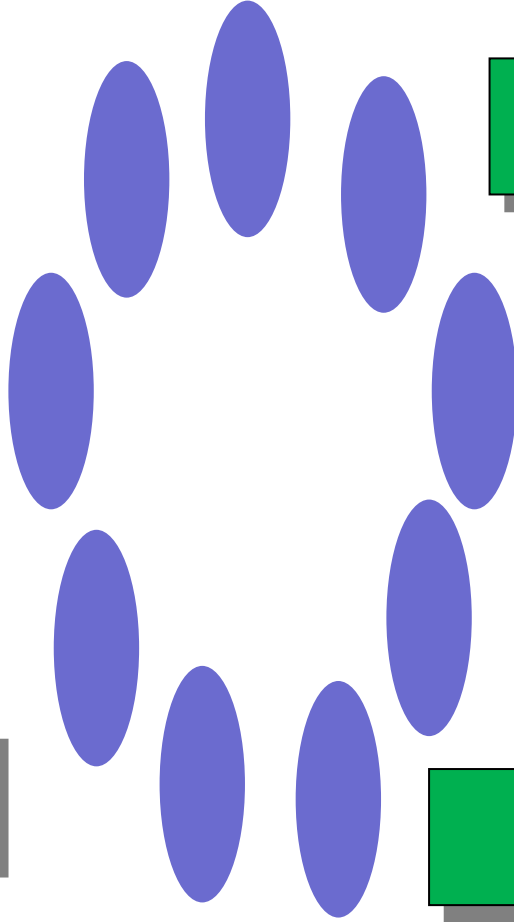
**Degree profile
University C**

**Degree profile
University G**

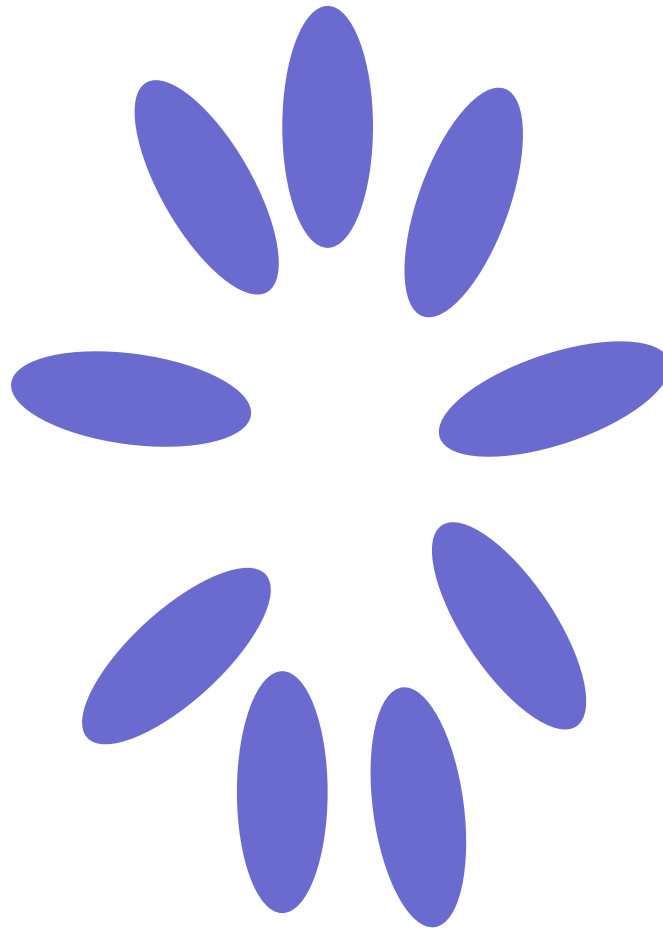
**Degree profile
University D**

**Degree profile
University E**

**Degree profile
University F**



Subject Area X



List of Generic Competences

GC1

GC2

GC3

GC4

GC5

GC6

List of Subject Specific Competences

SSC1

SSC6

SSC2

SSC7

SSC3

SSC8

SSC4

SSC9

SSC5

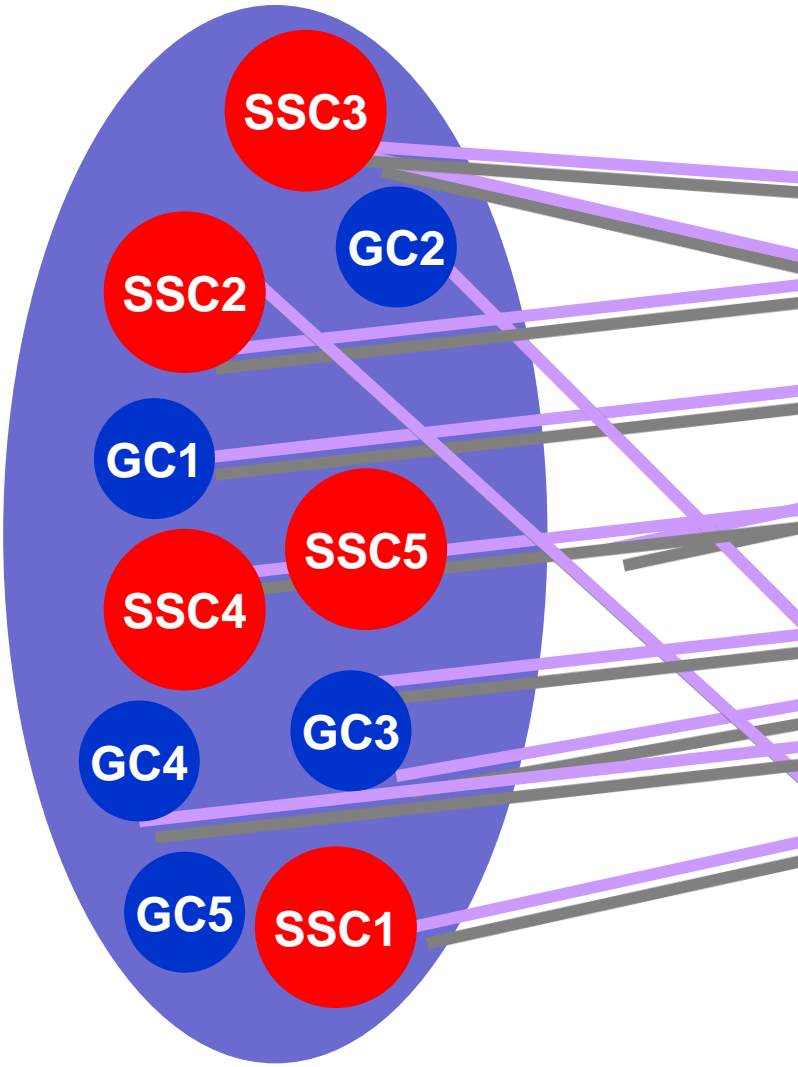
Competence

What is a **competence** according to Tuning?

- Is a broad concept
- Represents a **dynamic combination** of:
 - **Knowledge** and understanding at different levels
 - **Skills** and abilities
 - **Attitudes** and values
- Competences are used to define degree profiles
- Competences are formed in various course units and assessed at different stages.
- Some competences are **subject area related** (specific to a field of study) while others are **generic** (common to any degree programme)

Degree profile

Programme



| Year | Semester | Course/Module | Credits |
|--------------|--|---|---------|
| 1 | 1st Semester | Agricultural Chemistry and Soil Science | 6 |
| | | Animal Production: Principles and Techniques | 6 |
| | | Agriculture and Horticultural Crop Production | 6 |
| | | Applied Economics, Extension and Systems | 6 |
| | 2nd Semester | Microbiology and Genetics I | 6 |
| | | Agriculture and Climate Change | 6 |
| | | Plant Science and Technology | 6 |
| | | Agricultural Engineering and Applications | 6 |
| | | Statistical Methods for Agricultural Sciences | 5 |
| | | Biochemistry and Biotechnology | 6 |
| 3rd Semester | Pests, Diseases and Weeds Control | 6 | |
| | Animal Production and Science I | 6 | |
| | Soil and Crop Physiology | 4 | |
| | Scientific Communication Skills | 8 | |
| | Plant Pathology and Genetics II | 6 | |
| | Animal Science and Production II | 6 | |
| 4th Semester | Crop Production Technologies | 6 | |
| | Postharvest Management and Agricultural Produce Processing | 6 | |
| | Project I | 8 | |
| | Agricultural Management and Marketing | 6 | |
| 5th Semester | Entrepreneurship for Small and Medium Agribusiness | 4 | |
| | Project II | 8 | |
| | Practical Training | 10 | |



Generic Competences in different contexts



16 GLOBAL COMPETENCES

16 GLOBAL
Generic
Competences

Generic Competences in different contexts



Problem solving

Creativity

Oral and written communication

Interpersonal skills

Critical and self-critical abilities

Capacity to learn actively

Information management skills

Commitment to the conservation of the environment

Capacity for abstract thinking, analysis and synthesis

Decision making

Concern for quality

Ethical commitment

Teamwork

Ability to work autonomously

Computing skills

Ability to apply knowledge in practice



Generic Competences in different contexts



Concern for quality

Ability to evaluate and maintain the quality of work produced

Commitment to quality

Ability to evaluate, review and enhance quality

Ability to focus on quality

Concern for quality

EU

LA

RU

AF

CH

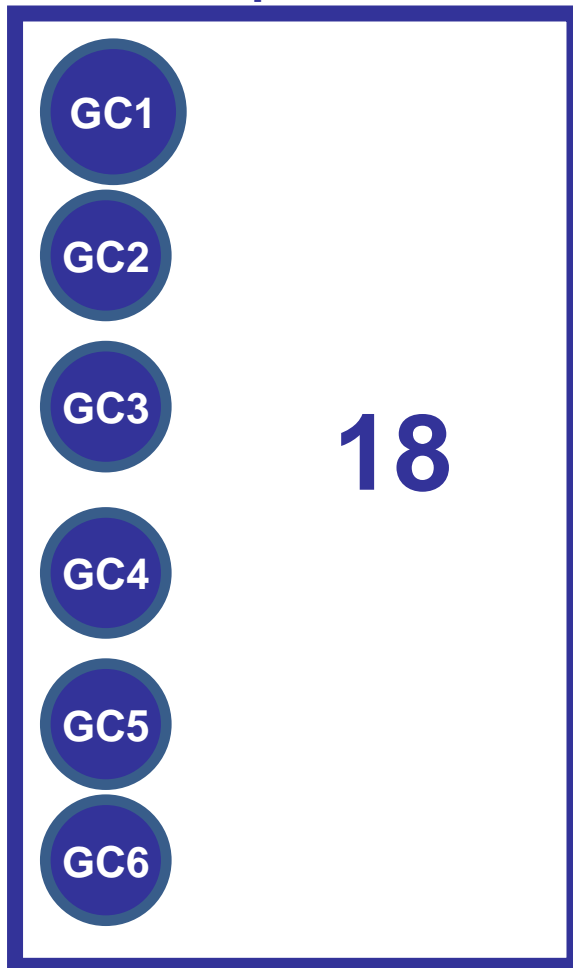
Different phrasing, same meaning

Generic Competences in different contexts

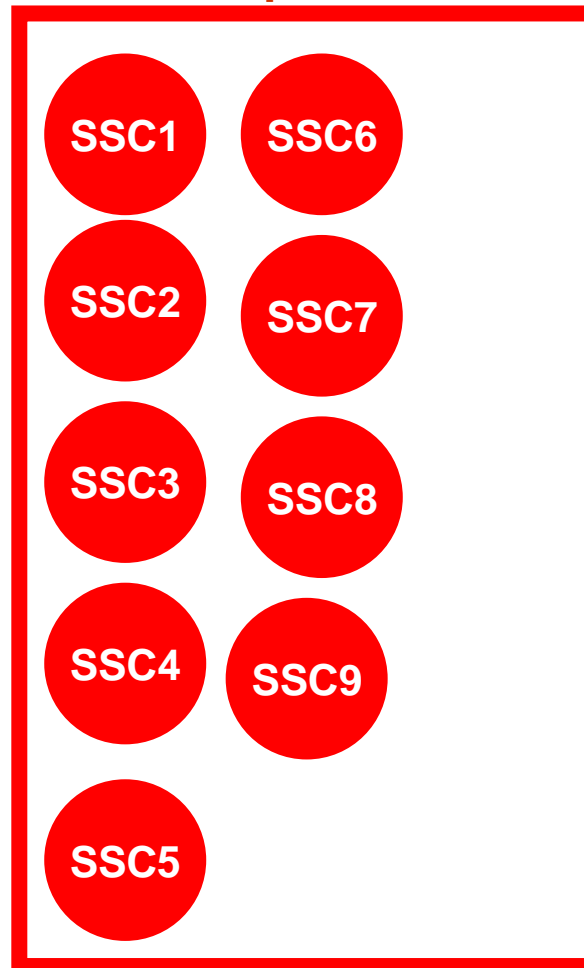
- There are **16 competences which are highlighted internationally** and seen to be necessary to define any university degree.
- The 16 global competences are part of a larger list in each region, where there are **other competences** that can match in some regions and some others that are exclusively linked to a context and do not appear in the rest. (**singularity that coexists with globality**).
- The **relevance of the context** is critical. The education systems of different countries refer to various combinations of competences. Each list of generic competences is abstracted from a context in which they have meaning. When generic competences are described without context, their meaning is left unanchored, and they imply learning without context.

Competences in Tuning AFRICA

List of Generic Competences



List of Subject Specific Competences



**AGRICULTURAL
SCIENCES**

16

**CIVIL
ENGINEERING**

54

**MECHANICAL
ENGINEERING**

19

MEDICINE

31

**TEACHER
EDUCATION**

31

1. Ability for conceptual thinking, analysis and synthesis.
2. Professionalism, ethical values and commitment to UBUNTU (respect for the well being and dignity of fellow human beings).
3. Capacity for critical evaluation and self awareness.
4. Ability to translate knowledge into practice.
5. Objective decision making and practical cost effective problem solving.
6. Capacity to use innovative and appropriate technologies.
7. Ability to communicate effectively in official/ national and local language.
8. Ability to learn to learn and capacity for lifelong learning .
9. Flexibility, adaptability and ability to anticipate and respond to new situations.
10. Ability for creative and innovative thinking.
11. Leadership, management and team work skills.
12. Communication and interpersonal skills.
13. Environmental and economic consciousness.
14. Ability to work in an intra and intercultural and/or international context .
15. Ability to work independently.
16. Ability to evaluate, review and enhance quality.
17. Self confidence, entrepreneurial spirit and skills.
18. Commitment to preserve and to add value to the African identity and cultural heritage.

Tuning AFRICA
18
Generic
Competences

Consultating

GC

SSC

ACADEMICS

EMPLOYERS

STUDENTS

GRADUATES

3 VARIABLES:

IMPORTANCE

ACHIEVEMENT

RANKING

Data from Tuning
AFRICA I –

Generic
Competences

5 Subject Areas

Total number of respondents 4323:

- 1051 Graduates
- 838 Employers
- 1130 Academics
- 1304 Students

Why a Consultation?

- To initiate joint reflection from updated information
- To contrast first agreements with society
- To start debate
- To open the reflection to other groups
- To offer **THREE** levels of analysis:

INSTITUTIONAL

SUBJECT AREA

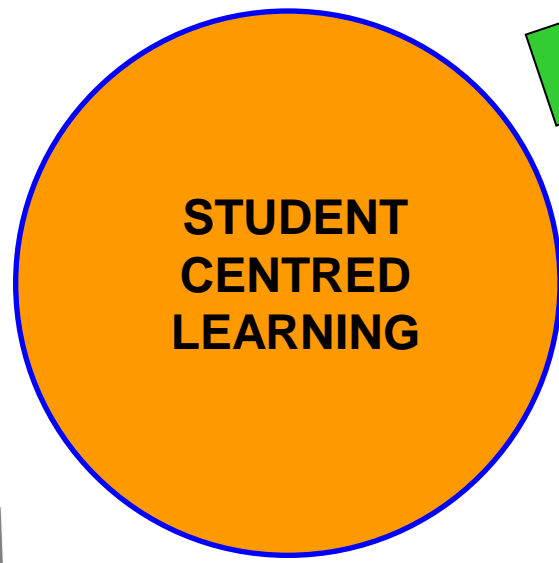
GENERAL

ENHANCING

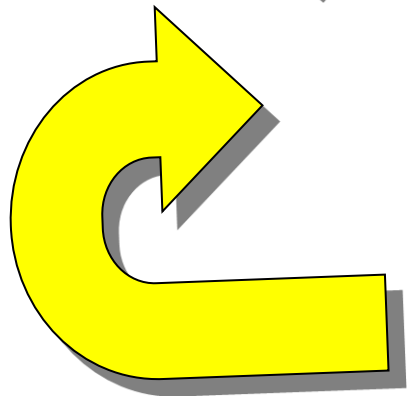
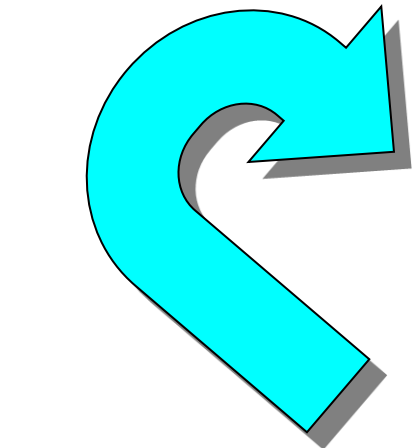
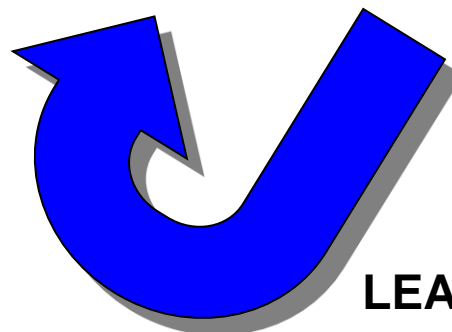
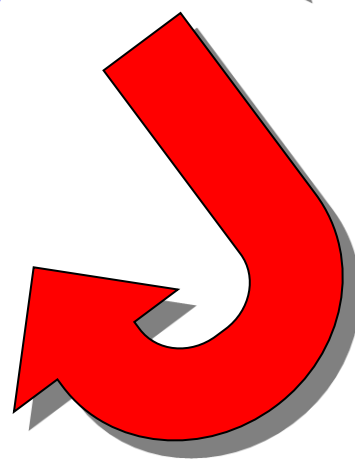
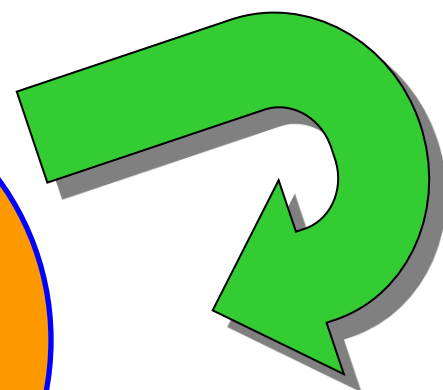
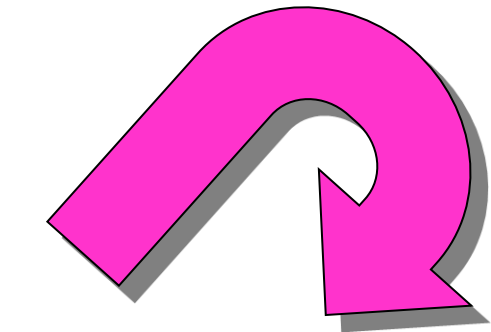
CONSULTING

PROFILING

DESIGNING



**STUDENT
CENTRED
LEARNING**



EVALUATING

LEARNING