WP4 Training workshops | October / November 2017

STUDY PROGRAMMES: ORGANIZATIONAL CHALLENGES

name of presenter

Lithuanian University of Educational Sciences

BOLOGNIA DECLARATION: DEGREE PROGRAMMES

STUDENT-CENTRED
OUTCOME-BASED
TRANSPARENT

Doctorate
Master
Bachelor
STUDENT WORKLOAD:
CREDIT

The notion of a credit

- A unit of measurement for studies;
- It should be universal - understandable to all Europeans;
- Credits are measured in the amount of student time needed to accomplish various tasks in the course of studies.
- Fixed in numerous HE-related documents, an ECTS credit is a unit of measurement standing for 25-30 hours of student working hours;
  
  26.6 hours
Programme, study year, semester

- Programmes **120 - 240 credits**
- Study year - **60 credits** (1500-1800 hours of work)
- Semester - **30 credits** (750-900 hours of work)

**MODULAR VS. NON-MODULAR**
The subject system  

The modular system

Modular system

- A module is part of a study programme consisting of several related course-units with a clearly defined aim expressed in terms of students’ competencies.
### Study programme:

**English Philology and Pedagogy (240 credits)**

<table>
<thead>
<tr>
<th>Macro-modules</th>
<th>Number of credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication and mediation</td>
<td>80 credits</td>
</tr>
<tr>
<td>Linguistics</td>
<td>50 credits</td>
</tr>
<tr>
<td>Literature and culture</td>
<td>30 credits</td>
</tr>
<tr>
<td>Pedagogical studies</td>
<td>60 credits</td>
</tr>
<tr>
<td>Research papers and finals</td>
<td>20 credits</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>240 credits</strong></td>
</tr>
</tbody>
</table>

### An example of a module

<table>
<thead>
<tr>
<th>Macro module</th>
<th>Module</th>
<th>Course unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pedagogical studies (60 credits)</td>
<td>Education (10 credits)</td>
<td>Landmarks in education (5 credits)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Education systems and special pedagogy (5 credits)</td>
</tr>
<tr>
<td>Pedagogical studies (60 credits)</td>
<td>Psychology, (10 credits)</td>
<td>General and social psychology (5 credits)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Developmental and educational psychology (5 credits)</td>
</tr>
<tr>
<td>Pedagogical studies (60 credits)</td>
<td>Didactics, (10 credits)</td>
<td>Modern teaching methods 1 (5 credits)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Modern teaching methods 2 (5 credits)</td>
</tr>
<tr>
<td>Teaching Internship (30 credits)</td>
<td>Observational School Practice (5 credits)</td>
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</tr>
<tr>
<td></td>
<td>Practice of Teacher Assistant (10 credits)</td>
<td></td>
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<tr>
<td></td>
<td>Independent Teaching Practice (15 credits)</td>
<td></td>
</tr>
</tbody>
</table>
DESIGNING A STUDY PROGRAMME: TEN STEPS

STEP 1
Determine need and potential
• Consult stakeholders (potential students, academics, potential employers) to verify that the degree is needed.

  - Student
  - University teachers
  - Programme
  - Society

• Decide whether the programme proposed satisfies established or new professional and/or social demands.
1. Identify the main discipline(s) / subject area(s) which form the basis of the degree programme;

2. Specify whether the focus of the degree programme is to be general and/or specialist.

3. Identify and describe the potential fields / sectors where its graduates may find employment.

4. Identify and describe its contribution to developing citizenship and personal culture.

5. Identify and formulate the Key Programme Competences, making if possible a distinction between generic and subject specific competences, most relevant for the degree programme proposed (up to 15). (examples in Handout 1)
STEP 3. Formulate the Programme Learning Outcomes

Formulate the Programme Learning Outcomes related to the Key Programme Competences identified (up to 15 to 20)
For example:

<table>
<thead>
<tr>
<th>Programme competences</th>
<th>Programme learning outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research skills</td>
<td>A student will be able to retrieve the appropriate data from different sources, process and use them in linguistic research and other assignments.</td>
</tr>
<tr>
<td></td>
<td>A student will be able to adequately conduct philological research, using scholarly literature, and critically evaluate the results obtained.</td>
</tr>
</tbody>
</table>

APPLICATION OF BLOOM’S TAXONOMY OF COGNITIVE OBJECTIVES (Handout 2)
### STEP 4

**Decide whether to ‘modularise’ or not**

1. Decide whether each course unit should carry a set number (e.g. 5 or its multiples) or carry a random number based on the workload foreseen.

2. Allocate ECTS credits to each course unit, based on the convention that a semester carries 30 ECTS credits and a normal academic year 60 ECTS credits and the recommendation that one ECTS credit corresponds to 25-30 hours of student workload.

### STEP 5

**Identify competences and formulate learning outcomes for each course unit or module**

1. Select the **generic and subject specific competences** to be formed or enhanced in each course unit / module on the basis of the Key Programme Competences identified under step 3.

2. Formulate the **learning outcomes** for each competence to be developed in the course. *(Handout 3 Table 6)*
STEP 6
Determine the approaches to teaching, learning and assessment
(Handout 3, Tables 6, 8, 9)

1. Decide how the competences can best be (further) developed and assessed, to achieve the intended learning outcomes.
2. Foresee a variety of approaches to learning, teaching and assessment.

STEP 7
Check whether the key generic and subject specific competences are covered
(Handout 4)

1. Check progression paths of the key generic and subject specific competences identified.
2. Check whether all programme key generic and subject specific competences are covered by the modules / course units.
STEP 8
Describe the programme and the course units

• Prepare a programme description (Handout 5) and course unit descriptions (Handout 3) on the basis of the profile, key Programme Competences, Programme Learning Outcomes, allocation of credits and the teaching, learning and assessment approaches identified.

Step 9
Check balance and feasibility

1. Check whether the completed programme is balanced in terms of the effort it requires and the competences to be achieved.
2. Check whether the credits have been allocated on sound principles and that the students can complete the individual units and the whole programme within the allotted time.
STEP 10
Implement, monitor and improve

1. Implement the degree programme and its components according to a clear structure and transparent implementation plan.
2. Monitor the degree programme and its components by making use of both student and staff questionnaires to evaluate teaching, learning and assessment, as well as output information in terms of success rates.
3. Use a feedback and feed forward system to analyse the outcomes of the evaluations and expected developments in the field with respect to society as well as to academia.
4. Use the information collected to enhance the degree programme and its components.

QUESTIONS TO DISCUSS?

• Which steps seem to be the most challenging, taking into consideration Belarusian context?
REFERENCES

- Republic Of Lithuania Law On Higher Education And Research

https://e-seimas.lrs.lt/portal/legalAct/lt/TAD/548a2a30ead611e59b7636d7fa634f8?jfwid=rp9xf47k7

Thank you for your attention