

Learning Outcomes Working Group

Knowledge, Skills and
Competencies: the revised AEC
Learning Outcomes

Who are we?

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Session Outline

Introduction

Context

Working with the AEC LOs in practice

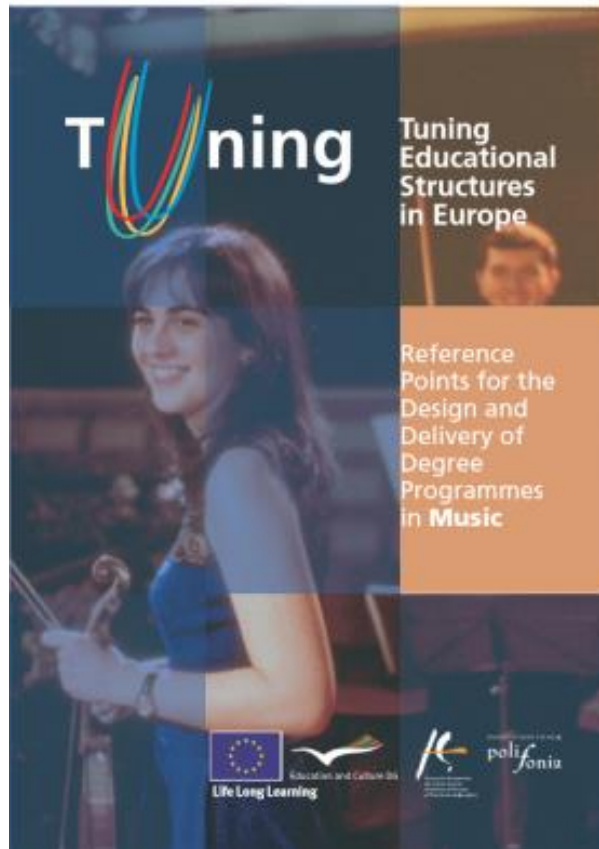
Revision process

Discussion

What are Learning Outcomes?

Learning outcomes are statements of what a learner is expected to know, understand and be able to do at the end of a period of learning.

Tuning Process



An approach to (re-) designing, develop, implement, evaluate and enhance quality first, second and third cycle degree programmes.

It enabled comparability of curricula in terms of structures, programmes and teaching.

The Dublin Descriptors

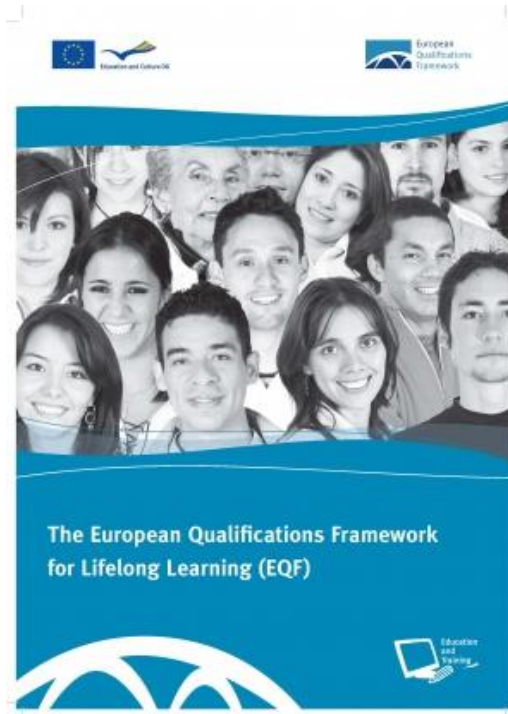
Designed to offer generic statements of typical expectations of achievements and abilities associated with awards that represent the end of each of a (Bologna) cycle or level.

Descriptors are phrased in terms of competence levels, not learning outcomes, and they enable to distinguish in a broad and general manner between the different cycles.

Level descriptors include the following five components:

- Knowledge and understanding
- Applying knowledge and understanding
- Making judgements
- Communication
- Lifelong learning skills

European Qualifications Framework



Learning outcomes:
what a person
holding a particular
qualification
actually knows and
is able to do.

European Qualifications Framework

The learning outcomes relevant to Level 6 are:

- advanced knowledge of a field of work or study, involving a critical understanding of theories and principles
- advanced skills, demonstrating mastery and innovation, required to solve complex and unpredictable problems in a specialised field of work or study
- manage complex technical or professional activities or projects, taking responsibility for decision-making in unpredictable work or study contexts
- take responsibility for managing professional development of individuals and groups

Why do we encourage AEC members to use the AEC LOs?

LOs provide transparency for *students* about:

- what the mission of the Institution is;
- what the goals of the programme are (i.e. the programme objectives);
- upon which goals they will be assessed (i.e. the assessment objectives/criteria).

Why do we encourage AEC members to use the AEC LOs?

LOs also allow:

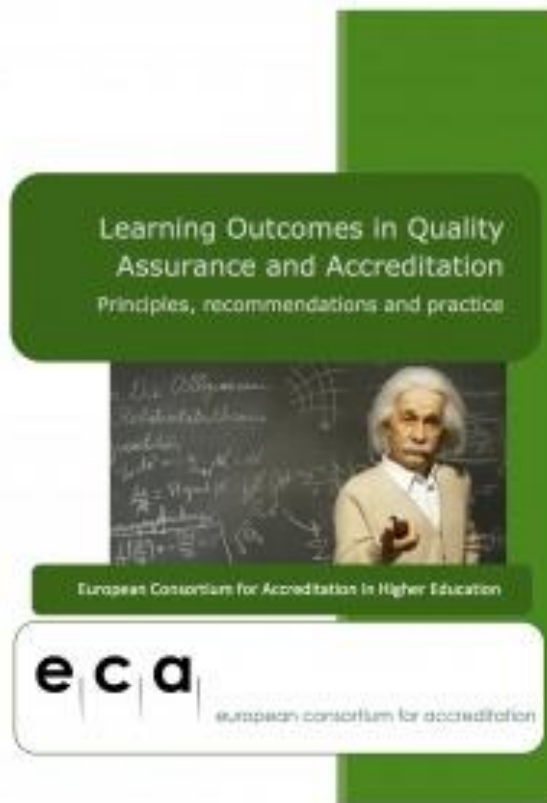
- *Institutions* to assess if they are meeting their benchmarked goals as part of the quality assurance process;
- *Teachers* to provide curriculum that matches with the programme's objectives;
- *Employers* to understand what skills and competencies students will have acquired through particular programmes of study.

Using the LOs in curriculum design

- The AEC LOs are designed to:
- assist benchmarking;
 - support quality management, enhancement and assurance;
 - help programme teams challenge themselves in defining the purpose, value and nature of their offer.



Using the LOs in curriculum design



Curriculum design and content should enable students to achieve the intended programme learning outcomes.

Quality review considers whether higher education institutions apply proper procedures to assess it.

Development & Aims of the current AEC LOs

- To assist institutions in implementing the requirements of the Bologna Declaration and, more specifically, in (re-)designing curricula and adopting a student- and competence-oriented approach
- To facilitate the recognition of studies and qualifications and increase compatibility and transparency in the higher music education sector by defining reference points in terms of learning outcomes and competences
- To provide current or potential students with a clear presentation of the main aspects of a higher music education curriculum and its opportunities
- To offer a clear overview of the higher music education sector to a wider audience by using the 'Tuning' methodology and providing a musical translation of the 'Dublin Descriptors'
- To assist institutions and relevant stakeholders in quality assurance and accreditation processes in higher music education
- To help employers and other stakeholders to understand the competences of musicians they hire

Aims of the AEC Learning Outcomes Review (1)

- Consider the wider European higher education context and any major trends, initiatives and developments that have taken place since 2009.
- Consider developments that have occurred during the same period within the sector and/or the higher arts education sector in Europe and beyond.
- Consider sector skills statements that have appeared since 2009.

Aims of the AEC Learning Outcomes Review (2)

- Review the overall structure of the Learning Outcomes, with its division into Practical (skills-based), Theoretical (Knowledge-based), and Generic Outcomes.
- Review the use of the terminology of Learning Outcomes and Competences
- Consider each statement of the Learning Outcomes, line by line and level by level.

The LO revision process

- 1) Consultation on existing LOs
- 2) Analysis of feedback from stakeholder groups
- 3) Analysis of relevant sector documentation
- 4) Drafting
- 5) Consultation on revised draft LOs
- 6) Finalisation and publication

The LO revision process: feedback and consultation

Responses to the existing LOs have been sought from:

- Students
- Teachers
- HE managers
- Employers
- AEC Council
- other AEC WGs
- MusiQuE Board
- other Assocs. (EAS, EMS)

The LO revision process: feedback and consultation

Respondents to initial questionnaire per country:

Italy: 12

Austria: 6

Finland: 3

Germany: 10

Ireland: 5

Slovenia: 2

France: 8

Switzerland: 4

Turkey: 2

Spain: 8

Sweden: 4

UK: 2

Belgium: 8

Poland: 3

Iceland: 2

The Netherlands: 7

Serbia: 3

Slovakia: 2

The LO revision process: feedback comments

Do you use the LOs?

“It depends on what you mean by “use”.”

The LO revision process: feedback summary

Strengths

Subject specific, easy to comprehend,
can be relied on, adaptable to
local/national needs, give inspiration,
can be used as a standard for quality

The LO revision process: feedback summary

Main Weaknesses

Very general, not up to date, no strong connection with employment, do not anticipate enough future changes in context of music in society, difficult to fit to specific disciplines, elaborate language

The LO revision process: challenges

Are the LOs too generic?

How do we encompass different perspectives (i.e. artistic research, classical, composition, early music, jazz, music education, music technology, pop, vocal, world music etc.)?

The LO revision process: challenges

How should the LOs embrace new HE concepts and changes to the context of music in society?

What about entrepreneurship, sustainability, cultural diversity, musicians in society, R&D, technological developments, etc.?

The LO revision process: challenges

How should we expect institutions,
teachers and students to engage with
the LOs?

How do we acknowledge students'
ownership of their education?

The LO revision process: key conclusions

Widespread agreement that several skills were missing or under-emphasised:

(Artistic research, career management, contemporary communication skills, entrepreneurship, international and intercultural competencies, musicians as creators, new technologies)

The LO revision process: key conclusions

It is not viable to make multiple versions of the LOs to acknowledge the particular specialist demands within music.

The format and presentation of the LOs needs to continue to reflect the European Qualifications Framework.

The LO revision process: progress

- Currently at stage 4 (Drafting)
- Initial redrafted presentation of 1st cycle currently under review by LO WG members

The revised LOs: Core presentational changes

- Avoidance of repetition of generic text (“At the completion of their studies, students are expected to be able to...”)
- Addition of contextual introductory text
- Use of active verbs and other textual changes
- Addition of elements identified as ‘missing’ through consultation process
- Revised presentation of tabulated format

The revised LOs: An example: Step One

1 st cycle original text	1 st cycle revised text
At the completion of their studies, students are expected to be able to create and realise their own artistic concepts and to have developed the necessary skills for their expression.	At the completion of their studies, students are expected to be able to: Demonstrate ability to realise, recreate, create, manipulate and/or produce music as appropriate within their discipline or genre.
At the completion of their studies, students are expected to have acquired effective practice and rehearsal techniques for improvement through self-study.	Demonstrate effective and professionally appropriate study, practice and rehearsal techniques.

The revised LOs: An example: Step Two

1 st cycle original text	1 st cycle revised text
At the completion of their studies, students are expected to be able to talk or write intelligently about their music making.	Devise and sustain reflective arguments about their music making and its wider context in written and spoken forms.
	Utilise appropriate oral, digital and practical formats to disseminate information and ideas about music.
At the completion of their studies, students are expected to be able to deal with the behavioural and communicative demands of public performance.	Recognise and respond to a range of performing contexts, spaces, and environments. Demonstrate a range of communication, presentation and self-management skills associated with public performance.

The revised LOs: An example: Step Three

1 st cycle original text	1 st cycle revised text
	Acquire appropriate skills in digital technology and music production, and be able to create, record, produce and disseminate musical materials [sound].

The revised LOs: An example: Step Four

Current format

	1 st cycle	2 nd cycle
	A. Practical (skills-based) outcomes	
Category		
	B. Theoretical (knowledge-based) outcomes	
Category		
	C. Generic outcomes	
Category		

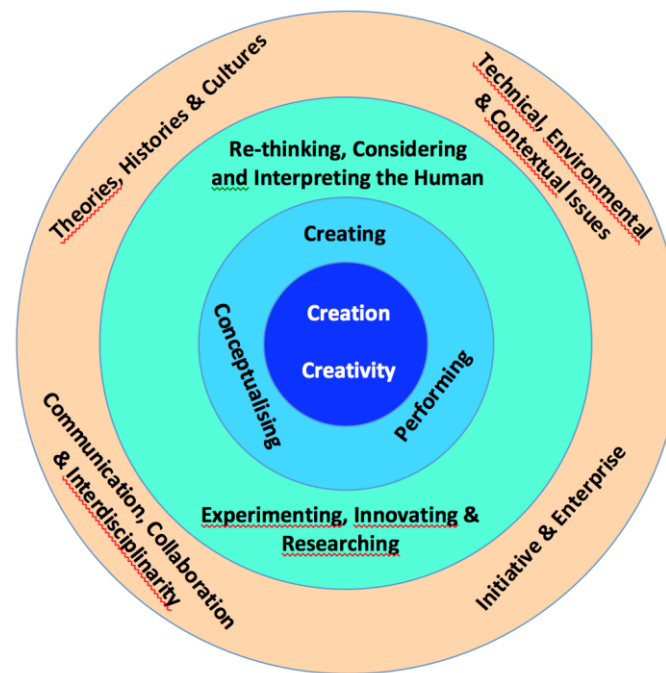
The revised LOs: An example: Step Four

Possible revised format

	1 st Cycle		
	A. Practical (skills-based) outcomes	B. Theoretical (knowledge-based) outcomes	C. Generic outcomes
Cat.			

The revised LOs: An example: Step Four

Possible additional contextual format



The LO revision process: next steps

- Finalisation of revised 1st cycle LOs and drafting of revised 2nd & 3rd cycle LOs and introductory sections to be completed by end December 2016
- Dissemination of and consultation on draft revised AEC LOs from January 2017
- Analysis of feedback received, finalisation and agreement of dissemination strategy February 2017
- Publication (including translations) by May 2017

The LO revision process: your feedback and input

Let's discuss!

What are your initial reactions to our presentation?

What is your feedback on our approach to the LO revisions?

The LO revision process: your feedback and input

Let's discuss!

In groups discuss how you use LOs -
what helps/hinders you in using them?

Please identify: pros, cons & issues

The LO revision process: your feedback and input

Let's share!

Share with us some examples of how
you use LOs

The LO revision process: your feedback and input

We hope to share a full draft of the
revised LOs for all 3 cycles in
January 2017

Please respond to our consultation!

Thank you for listening.