

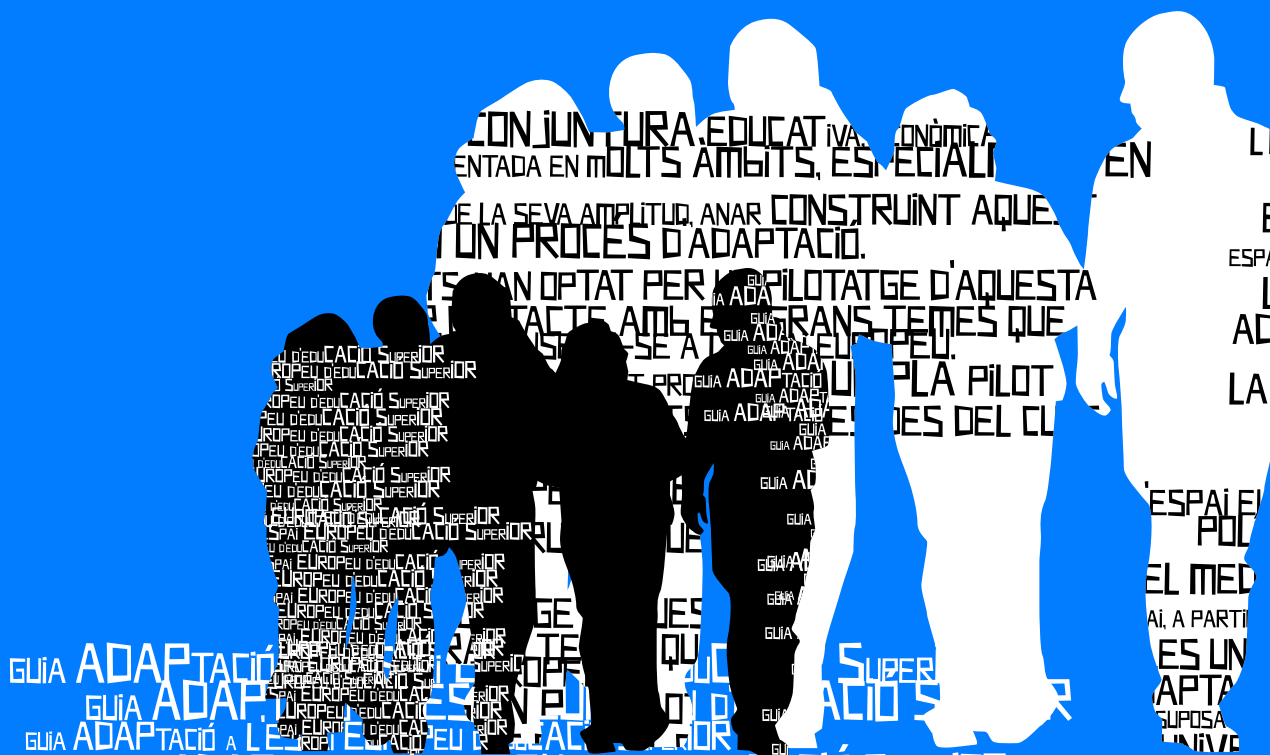
GUIDE TO ADAPTATION TO THE EUROPEAN HIGHER EDUCATION AREA

2. UdG
competences



UdG

Universitat
de Girona





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POLÍTICA PRODUIDA A ESCALA MUNDIAL, AMPLI
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GUIDE TO ADAPTATION TO THE EUROPEAN HIGHER EDUCATION AREA





This document forms part of the Guide to Adaptation to the European Higher Education Area.

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INTRODUCTION

In the first document in this *Guide to Adaptation to the European Higher Education Area (EHEA)*, the University of Girona (UdG) defined a concept of *competence*, a procedure for formulating competences, and a specific relationship between competences, aims, learning activities and contents in the curriculum planning process. Adaptation to the EHEA implicitly requires definitions of this nature.

This document describes, at a highly detailed level, the profile of the future graduate of the UdG so as to specifically define and establish certain *UdG*

competences which should be developed in all the degree courses at our university. In some sense this is simply a case of making explicit something about which the teaching community is already in tacit agreement, so as to ensure that it permeates our teaching. For it is our teaching which has to transmit the learning to our students.

Graduates of the UdG, whatever they may have studied, must **have certain values required by our social and cultural context for healthy and sustainable development.**



2. UdG competences

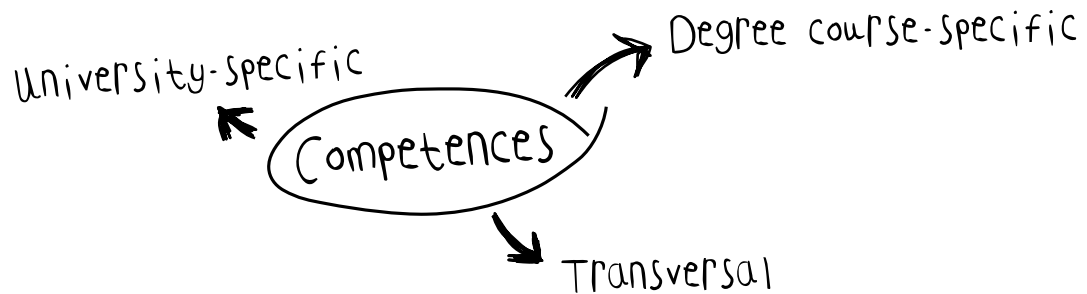


They must be aware of the **social and cultural diversity** of which we are a part and know how to play their part in society respectfully and constructively, so as to increase its potential.

They must have the will and the ability to **take part in managing all group, common and public affairs**, aware that a society is much more than simply the sum of its people, it is the product of human will and personal dedication.

They must be aware of people's continuing need for learning and be able to take the necessary action to build their own knowledge. **They must be self-aware.**

Graduates of the UdG must be good communicators and open to collaboration, which they understand as a means of continuous improvement and growth. They should be people who have acquired the *UdG competences* which are set out below.



1. FOUR SETS OF COMPETENCES

Throughout the Bologna Declaration and the documents which have arisen from it, many different forms of competences appear, each of which certainly has its own sense and its own coherence. This leads us once more to the need to make a choice. We must select a type of competences as a basis for curriculum planning. The UdG intends to respond to this need by considering four sets of competences:

1. Competences specific to the UdG*.

These are those competences which, being linked to the local environment, set our university apart from others. They are defined at university level; at

degree course level they are assigned to courses or modules.

2. Transversal competences. This set of competences is basically made up of **instrumental** competences which are in some way required by the end-of-degree profiles of all UdG courses, so as to provide the student with maximum guarantees, whether for their further studies or for their entry into professional life.

These are also defined at university level; at degree course level they are assigned to courses in such a way as to guarantee that they are treated coherently and adequately. If necessary,



other transversal competences can be added at degree course level.

3. Competences specific to each degree or postgraduate course. These are what distinguish one degree course from another and refer to the different types of knowledge which make up the specific degree or postgraduate course.

They should be defined at degree level, based on the rules issued or to be issued at the appropriate time by the Ministry of Education and Science. For the sake of coherence within the UdG, and to ensure that the system is workable and understandable, it is recommended that each subject should formulate these competences following the guidelines in the Guide to Adaptation to the EHEA

1. Competences.

4. Each course or module's design can therefore provide for the development

of some UdG specific competences, some *transversal* competences, and some that are specific to the degree, these last being assigned collectively at degree course level. Nevertheless, any lecturer who, when planning their course or module, considers that they could or ought to deal with other competences, can formulate them in the course design program itself. In any event, it must be borne in mind that there will be few of such competences and they will be as specific, or more so, than the specific competences assigned at degree subject level.

** The competences specific to the UdG correspond to those which in other universities and forums are called nuclear competences.*



University-specific competences



2. COMPETENCES SPECIFIC TO THE UNIVERSITY OF GIRONA

- Analyse those identifying features of Girona society and its area of influence which are directly related to the course being studied.
- Compare and recognise one's own abilities –acquired during one's studies– with the needs of the professional market in Girona, with the aim of identifying possible places of work.

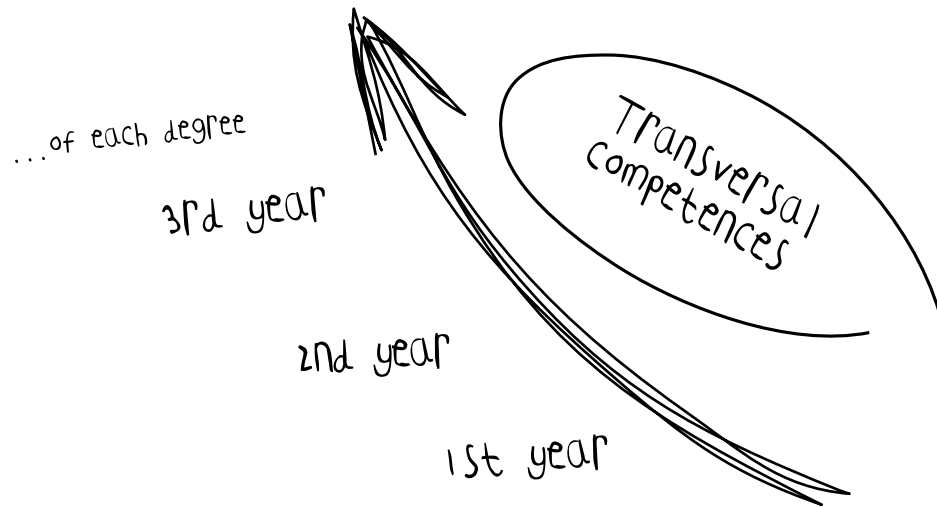
The first of these competences has been formulated so that all UdG graduates should be aware of the presence in the Girona area of those professions which are related to their studies and should be able to analyse their needs.

The aim of the second UdG-specific competence is that people should know how to orient themselves and place themselves in this existing market, making creative and constructive use of their potential.

Each degree course therefore needs to ask itself to which courses in which subjects it would be appropriate to entrust or assign these competences. Later on, the lecturers concerned will have to design learning activities which promote their acquisition.



2. Udg competences



3. TRANSVERSAL COMPETENCES

- Collect and select information effectively and efficiently, according to predetermined aims, from various sources and in a variety of formats.
- Read, understand and comment on scientific texts.
- Communicate effectively, both orally and in writing.
- Analyse complex situations and design strategies to resolve them, both individually and in groups.
- Work as a team, establishing and maintaining those relationships which best encourage potential.
- Choose and use the information and

communication technologies most appropriate in any situation, in both personal and professional areas.

- Use the English language.
- Analyse the ethical implications of professional actions.
- Analyse the sustainability of one's own proposals and actions, from the ecological, economic and human points of view.
- Assess one's own actions and learning processes and devise strategies to improve them.
- Analyse the socio-cultural characteristics of one's immediate



professional and personal environment, so as to bear them in mind constructively.

- Place one's own knowledge in an epistemological and historical framework, so as to avoid treating it non-holistically.
- Identify possible places of work, based on the opportunities offered by the local and global markets and one's own competences.

Just as for the specific competences, each degree course will need to decide which courses and subjects will be in charge of each of these competences.

It is advisable to allocate dealing with each transversal competence to different subjects at various times during the course, so that each competence can be dealt with continuously, progressively and in depth. The teaching staff concerned will be responsible for designing learning activities which promote the acquisition of these competences.



4. COMPETENCES IN THE COURSE DESIGN PROGRAM

When lecturers use the teaching intranet, La Meva, and select one of their courses, they have access to the

course design. The central working screen in this environment is shown in the graphic below.

graphic



Area which contains the University-specific, the transversal and the degree course-specific competences developed in the course. It is recommended that there be between 5 and 8. For the course lecturers, this field is read-only.

In this space the course lecturer describes which activities are proposed to develop each competence. The programme allows links to be designated.

Competences

Contents

Activities

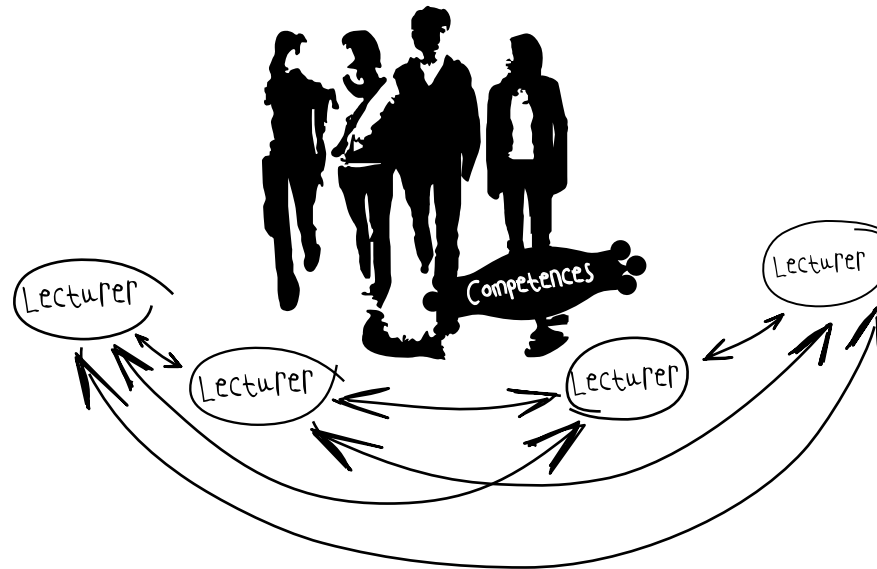


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Other competences

In the area "Other competences" the course lecturer can add any competences missing from among those listed in the "Competences" area.

It's important to link the contents to activities related to them and to competences they respond to.



5. COORDINATING COMPETENCES-BASED TEACHING

We are heavily emphasising the need for coherence and progression in competences development. This requirement is implicit in the curriculum model we wish to put into place which, over time, means that the teaching staff will need to take on new roles. Even if these roles have already been part of the way we work, we probably need to pay them more attention.

If various lecturers who are teaching the same students have to prepare

learning activities so as to develop the same competences within their courses, **it is absolutely essential for them to work together, for each of them to know what the others propose to do, and for them to create the activities jointly, if at all possible.** We need to immerse ourselves in a culture of exchange, interrelationships and collaboration. We must seek out ways for lecturers, whether physically present or "virtual lecturers", to communicate. This way we will multiply our potential.



Similarly, we must find ways of getting closer to the students. **We must make them aware of their responsibility for learning and acquiring competences.** It would be a good thing to increase student-teacher interaction as much as we possibly can. We will deal with this question in a future document in this series of guides, on the subject of tutorship.

A good combination of face-to-face and virtual hours should help us to develop this new role for lecturers, while at the same time composing an equally new picture of the teaching process.



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