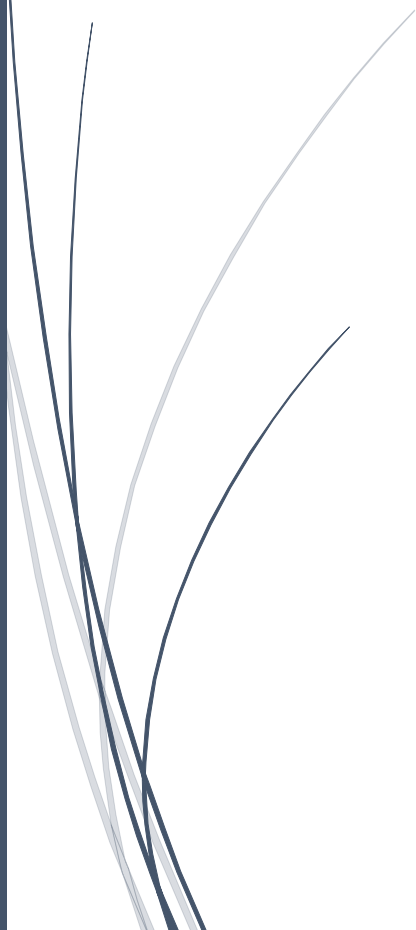


HERE Technical
Assistance Mission

Tools & approaches for improving qualifications frameworks in Tunisian HE system

This Technical Assistance report on Tunisia was prepared by the staff team of Tunisia NEO. It is based on the information available at the time of the TAM on 09 and 10 July 2019 in Tunisia science city. by the international expert Lucien Bollaert.



Tools & approaches for improving qualifications frameworks in Tunisian HE system

Introduction

In the higher education, the problem of the adequacy between acquired skills and required skills arises. The inputs of the knowledge production process in teaching must be transformed to the predefined learning outcomes. This issue was the subject of the Technical Assistance Mission (TAM) intitled “Tools and Approaches for improving Qualifications Frameworks in Tunisian Higher Education System” during two days in Tunisia.

The aim of this TAM is to examine the approaches and the main strategies for improving Qualifications Frameworks in Tunisian Higher Education System.

On the first day of the TAM, Pr. Lucien Bollaert, International Expert of Quality Assurance has carried out three presentations concerning the following subject areas:

- Learning outcomes from writing to assessing
- Developing National Qualification Frameworks
- National Qualification Frameworks and European ones

There were three workshops on the second TAM day concerning:

- Workshop 1: Understanding and working with the definitions of learning outcomes and competences
- Workshop 2: Writing learning outcomes and competences
- Workshop 3: Aligning learning outcomes with congruent teaching and learning methods as well as to assess them.

The General Director of Reform of the Higher Education and Scientific Research Ministry and University Teachers contributed with the international Expert to this TAM (Annex 1).

The information related to the subject of TAM, the information forming the basis of TA Advice and the final TA advice are presented in this report.

Information Related to Subject of TA Provision

The Competency-based Approach is then presented as an approach which "essentially consists in defining the skills inherent in the exercise of a trade and in formulating them as objectives within the framework of a study program.

It is necessary to differentiate between :

- Learning outcomes on international level
- Learning outcomes on national level
- Learning outcomes on institutional level
- Learning outcomes on program level
- Learning outcomes on course level

In global dimension, the learning outcomes are the meeting points at heart of the matter.

They serve to:

- ✓ To give students an understanding of what constitutes good science education.
- ✓ To provide students with the opportunity to develop their critical thinking skills to enable them to engage in highly effective engineering.
- ✓ To assist students to develop as reflective practitioners with an understanding of research methods in psychology.

Examples of objectives:

- ✓To give students an understanding ...
- ✓To give students an appreciation of ...
- ✓To make students familiar with ...
- ✓To ensure that students know ...
- ✓To enable students to experience ...
- ✓To encourage students to ...
- ✓To provide students with the opportunity...
- ✓To assist students to develop as ...

Learning outcomes : need of common language on the basis of a common understanding

The learning outcomes are the statement of what a learner should know, understand and/or be able to do/ demonstrate on successful completion of a learning process

Kinds of LOs:

- ✓ Expected LOs (e.g. LOs in occupational standards)
- ✓ Intended LOs (e.g. LOs that designers of programmes of education and training intend that learners will achieve)
- ✓ Actual(ly achieved) LOs (e.g. LOs assessed as achieved by a specific learner)

LOs must not simply be a “wish list” of what a student is capable of doing on completion of a learning activity!

- ✓ LOs must be simply and clearly described
- ✓ LOs put the focus on the student (‘s abilities to do something)
- ✓ LOs must be capable of being validly assessed

Competence = proven ability to integrate knowledge, skills and attitude to be successful in a certain context.

Make of the LO LIVING things that are formulated by the stakeholders concerned, passionately shared by the whole team and shaping the teaching, learning and assessment practices and formats accordingly LEAVING ROOM FOR EXPERIMENTAL LEARNING!

The art of LOs’ writing by choosing, writing and assessing:

- ✓ Begin each LO with an active verb after a phrase like On successful completion of this programme/module/course... students should be able to...
- ✓ Avoid ambiguous or unclear verbs like to know, to understand, to learn, to be familiar with, to be exposed to, to appreciate, etc.
- ✓ The learning outcome should be observable and measurable
- ✓ Be sure all the LOs fit within the aims and content of the programme/HEI’s strategic LO/National and International Qualifications Frameworks
- ✓ Make use of the range of levels of Bloom’s Taxonomy
- ✓ Recommendation: 5-8 LO per work unit and 5-10 essential LOs per 19 programme

The examples of action verbs are classified as the following:

1/ Remember: recall facts and basic concepts (define, duplicate, list, memorise, repete, state)

2/ Understand: explain ideas and concepts (classify, describe, discuss, explain, identify, locate, recognize, report, select, translate)

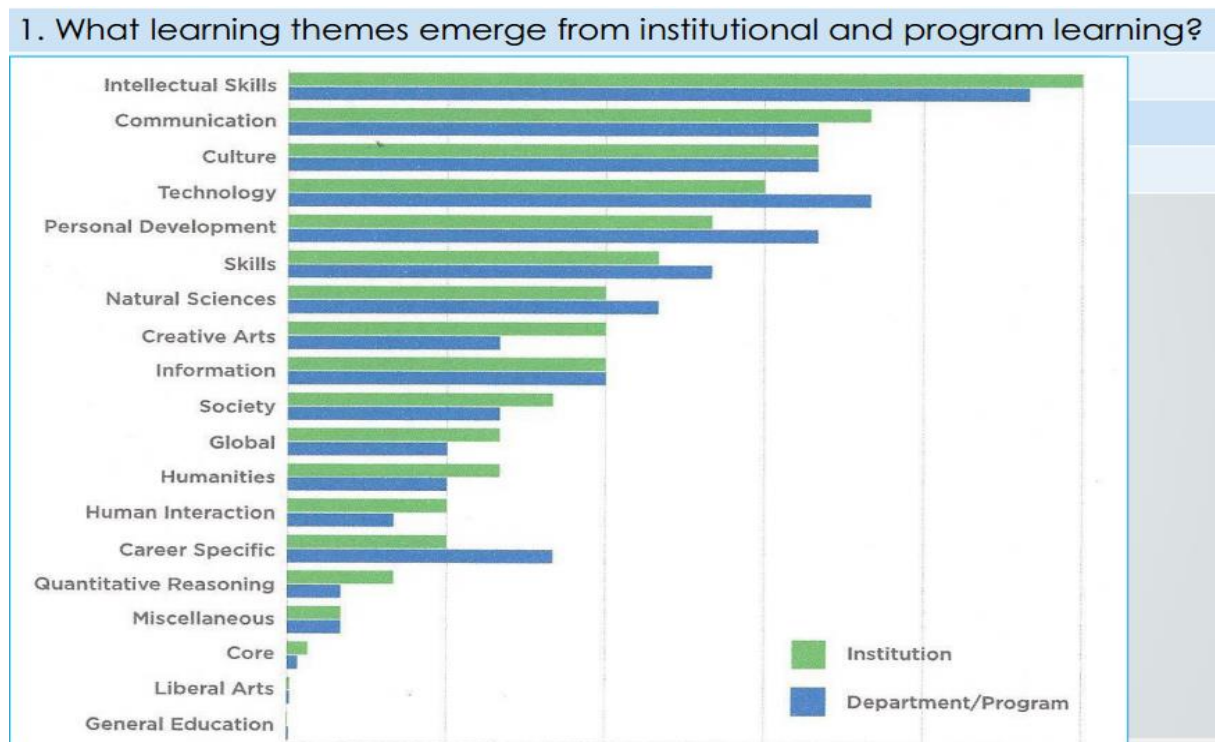
3/ Apply: use information in new situations (execute, implement, solve, use, demonstrate, interpret, schedule, sketch)

4/ Analyse: draw connections among ideas (differentiate, organize, relate, compare, contrast, distinguish, examine, experiment, question, test)

5/ Evaluate: justify a stand or decision (apprise, argue, defend, judge, select, support,value, critique, weigh)

6/ Create: produce new or original work (design, assemble, construct, conjecture, develop, formulate, author investigate).

Choosing, writing and assessing LOs: the art of mapping LOs of different layers



Choosing, writing and assessing LOs: the art of designing learning methods

Student Centred Learning integral components (Student-Centred Learning (T4SCL) Toolkit, 2011, 2014) :

✓ FLEXIBILITY and freedom in terms of time and structure of learning;

- ✓ More and better **QUALITY TEACHERS** who strive to **SHARE** their knowledge;
- ✓ A clear **UNDERSTANDING** of students by teachers;
- ✓ A **FLAT HIERARCHY** within HEIs;
- ✓ Teacher **RESPONSIBILITY** for student **EMPOWERMENT**;
- ✓ A continuous ongoing **IMPROVEMENT** process;
- ✓ A **POSITIVE ATTITUDE** by teachers & students with the aim of improving the **LEARNING EXPERIENCE**;
- ✓ A relationship of **MUTUAL ASSERTIVENESS** between students & teachers;
- ✓ A focus on **LEARNING OUTCOMES** which enable **GENUINE LEARNING & DEEP UNDERSTANDING**;

Choosing, writing and assessing LOs: the art of assessing LOs

“Assessment is the process of gathering and discussing information from multiple sources in order to develop a deep understanding of what students know, understand and can do (...) as a result of their educational experiences.”

Which assessment & why?: (Huba & Freed, 2000) :

- Formative assessment: assessment **FOR** learning of progress made with feedback to students & teachers
- Summative assessment: assessment **OF** learning by summing up achievement by generating a grade or mark at end of course of program
- Continuous assessment: a combination of repeated formative and summative assessments

performance that will provide evidence of learning (progress)

- ✓ Identify the kind of assessment (formative, summative, continuous, terminal)
- ✓ Identify the best way(s) to assess them
- ✓ Use rubrics or formal marking schemes (to mark) with specific criteria
- ✓ **GIVE** quick, clear and focused **FEEDBACK** (what is done well, ask questions of clarification, make suggestions for improvement, give guidance about what to do next)

Choosing, writing and assessing LOs the art of choosing strategic LOs

What will shape the future of jobs?

- It is not only about **degrees but about competencies**

- It is about preparing **meta-skills** among learners as most of the future jobs are not known yet and will be new
- It is about **adaptability, flexibility** and **handling uncertainty**
- It will evolve around **disruptive innovation** and **entrepreneurship**
- It will be largely based on **freelance and platform economy**
- It is about **multiple jobs** in one lifetime and **multiple jobs** at the same time

Information Forming the Basis of TA Advice

The expert has advised to:

- Define learning outcomes that students can take
- Choose the appropriate teaching method
- Harmonize between the learning outcomes and the learning assessment.

Program Los should:

- ✓ should adequately reflect the context, level, scope and content of the program
- ✓ have to be mutually consistent
- ✓ have to be succinct and not too detailed
- ✓ have to be linked with appropriate learning activities, assessment methods and assessment criteria
- ✓ have to be achievable within the specified workload
- ✓ ensure the achievement of LOs has to be assessed through procedures based on clear and transparent criteria.

Points to consider when assessing LOs:

- ✓ Formulate your LOs as measurable as possible
- ✓ Identify which LOs you want to assess by specifying which types of student

Global and institutional level

- Analyze the (future) world and make visionary and strategic choices by answering the WHY questions
- Translate your (educational) vision, mission/profile and strategy into institutional generic Los choosing for traditional division between knowledge, skills and attitudes or integrated competences

- Professionalize your teachers/lecturers/professors and educational staff in specific writing.

Conclusion

52 people attended the seminar. The contribution of university professors and the General Director of University Reform was fundamental to assimilate the qualification framework for the higher education in Tunisia. The workshops made it possible to work on the best definition and drafting of LOs which must be in harmony with the teaching and evaluation methods.

Final TA Advice

LOs starting with an active verb

- Do not forget “communication” and “LLL”
- Let your LOs be validated by all internal and external stakeholders
- Link your LOs with institutional QA in order to learn and revise

Program and course level

- Bind the program to the LOs course with the global and institutional strategic ones (as well as with NQF)
- Meet the (current and future) needs of the personal and professional life of your graduates
- Write specific and precise LOs starting with an active verb
- Do not forget “communication” and “LLL” on program level as well as “character building” on institutional level
- Let your LOs be validated by all internal and external stakeholders
- Align the LOs with the congruent assessment and the learning methods to achieve the intended LOs
- Revise your LOs systematically by embedding their achievement in QA on program and course level
- Give appropriate FEEDBACK

The academic framework is correct and dynamic according to the expert, which recommends the following points:

Resuscitate the academic framework

- Redevelop the programs
- New shared ownership example: bring together similar program
- Apply the laws
- In the sectoral knowledge assessment sheet, the teaching methods as well as the assessment methods should be added.

Conclusion:

Annex1. Program of TAM “Tools and Approaches for improving Qualifications Frameworks in Tunisian Higher Education System”

09 July 2019

Registration

Welcome

- Pr Adel Alimi : Coordinator of Tunisian Erasmus+ Office
- Pr Lassad Mezghani : General Director of University Renovation

Presentation by Pr Lucien Bollaert (International Expert in Quality Assurance) : **Learning outcomes from writing to assessing**

Coffee

Case Study : the experience of Directorate General of Technological Studies in Promotion of System Quality ‘s Qualifications in Higher Institutes of Technological Studies : Mr Slim Choura : General Director of Technological Studies.

Presentation by Pr Lucien Bollaert : **Developing National Qualification Frameworks**

Higher Education Reform : New tools and approaches to improve qualifications : by Pr Lassaad Mezghani

Lunch

National Qualification Frameworks and European ones : Pr Lucien Bollaert

Discussion

Coffee

Certifying and Graduating Trainnig at Virtual University : Pr Mahjoub Ouni Rector of Virtual University

Close

10 July 2019

Registration

Introduction for the workshops :

- Pr Adel Alimi -Pr Lucien Bollaert
Opening Workshops
Workshop 1 : Understanding and working with the definitions of learning outcomes and competences : Facilitator : Pr. Lassaad Mezghani
Workshop 2 : Writing learning outcomes and competences : Facilitator :Pr. Hichem Rifi : vice president of University of Manouba
Coffee
Workshop 3 : Aligning learning outcomes with congruent teaching and learning methods as well as to assess them : Facilitator :Pr Slim Choura : General Director of Technological Studies
Lunch
Output of workshops : Conclusions and lessons to take forward : Pr Adel Alimi/ Pr Lassaad Mezghani / Pr Lucien Bollaert
Discussion
Coffee and close