



Annual Event 2007

Meeting minutes (by Gavin Burnell & Cristina Silva)

WP3: Transparency in Teaching and Education

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Name	Institution	Country
David Benhaim	Marine Sciences and Techniques Institute	France
Belgin Hossu	Ege University	Turkey
Kim Jauncey	University of Stirling	UK
Cristina Silva	Catholic University of Portugal	Portugal
Hannu Mölsä	Fish Innovation Centre	Finland
Greg Charalampakis	KEK DIASTASI	Greece
During Thursday Morning session:		
Margaret Eleftheriou	Aqualex Multimedia Consortium	Ireland
Nikos Papadakis	University of Crete	Greece

Thursday June 14th

12:15-13:30 WP core group session & TUNING consultation

Consultation session with Dr Nikos Papadakis (Greek TUNING expert)

- Having listened to the 6 work participate summaries, Dr Papadakis was very impressed with the progress made by AQUATNET. He undertook to present the project to members of the tuning bureau in Brussels. Since the tuning process is currently in Phase IV (started Jan 2007), he could not promise that Aquaculture would be adopted as a new SAG (subject area group), however he was reasonably optimistic. Since Phase IV of tuning is concerned with dissemination and implementation, we suggested that "Aquaculture" could be used as a case study for demonstrating how the TUNING methodologies could be applied to a new subject area.
- Dr Papadakis also proposed that a WP3 delegate be invited to a peer learning activity (supported by Greece) to take place in December 2007. Full details will be sent to AquaTNET secretariat in due course.
- Useful websites: www.tuning.unideusto.org
www.kslll.trainingvillage.gr (still under preparation)

Action: Aquatt Secretariat to follow up and chase if necessary.

Other matters discussed in this session:

1. Poor dissemination/comprehension of TUNING by most academics.
2. At the moment, only Scotland and Ireland are fully tuned with their own NQF (only Scotland and Ireland have implemented a European Qualifications Framework. This qualification has 12 levels, from primary school to PhD level).
3. Academic and Vocational should not be separated with respect to NQF.
4. Progress of each EU country towards NQF can be seen on biannual report posted by each country on appropriate website.
5. Grading; ECTS is normally distributed (10, 25, 30, 25, 10%) whereas all academic systems are criterion based (1st = excellent etc).
6. UK and Irish universities are autonomous whereas in most other countries educational policy is dictated by government departments.
7. The main difficulties for the implementation of the life long learning, and flexible paths, are financial.

14:30-15:45 WP core group session, continued

Kim Jauncey gave a presentation, open for discussion, on the Stirling University experience on implementation of the Tuning process at Master's level.

The presentation covered the following topics:

- The need for aquaculture training
- Flexibility of the Master course
- Assessment of learning outcomes

A detailed analysis was made on the advantages, disadvantages and difficulties on the Tuning process implementation. Experiences at the others participants institutions and countries were shared.

→ The need for aquaculture training

- . industry requires a lot of multidisciplinary training
- . there are many different perspectives
- . it is necessary to sustain this type of learning
- . a consultation was made with all the stakeholders: employers, entering students, actual students, graduates (200)

→ Flexibility of the Master course

- . the course was broken into modules
- . the modules are entirely self-contained (5 ECTS /module)
- . intensive programmes of 90 ECTS per year
- . non-full time students can keep the credits for a maximum of 5 years
- . intermediate certificates/diplomas: 30 ECTS – postgraduate certificate; 60 ECTS – postgraduate diploma; 90 ECTS – Master degree (including already the thesis)
- . “modulised” degree – many different study options, giving 24 different alternative outcomes (e.g.: sustainable aquaculture, aquaculture systems, aquaculture and environment, aquaculture nutrition, etc).
- . the university has a web based “module chooser”, where students, based on the learning outcomes and ECTS can proposed the study programme.
- . it is also envisaged that some modules can be implemented without face-to-face teaching (distance learning)

Advantages:

- . flexibility
- . possibility to offer the studies to CPD (career and profession development)

Difficulties:

- . administratively is a “nightmare” – very complex to manage
- . different calendars (e.g. semesters, terms..) and schedules, that make difficult the mobility of students – this is an issue for mobility and joined actions.
- . financial problems for some countries, like UK, where there are incoming Erasmus students, but home students do not go abroad.

- Assessment of learning outcomes
- . There are many opportunities
 - . Erasmus learning agreements and transcript of records, and even the diploma supplement, still do not provide enough information on the level of the teaching and students achievements.

16:10-17:30 - WP core group session, continued

Kim Jauncey presented an example of a module description, based on the template required by the National Quality Framework of Scotland.

The document requires information on:

- . Module title
- . Contributing staff
- . Module description
- . Learning objectives and outcomes
- . Module organization
- . Assessment
- . Recommended references sources
- . Useful references
- . Module duration
- . ECTS credits

A discussion followed on the need to validate the assessment against learning outcomes. Difficulties on evaluating special types of students work, like group work, were discussed.

It was also concluded that the whole Master program has to be mapped, i.e. the generic and subject-specific competencies have to be checked on the whole programme. This is a difficult work that has to be properly done.

Friday June 15th

10:30-12:30 - WP core group session

The group addressed the current state and action required for all the WP3 deliverables (1-15) listed on the delegate package summary document.

1. Questionnaire

There were not enough respondents, so the group agreed to solicit more using an individual approach method.

Action:

GB to get list of respondents from Marieke. Those academic institutions which had not replied would be divided between the WP3 core members. The core members would then contact their allocated universities by email.

2. Production of digest of TUNING projects and methodology

Feedback from the various validation groups confirms that many people find tuning hard to understand. The summary of the tuning process and methodologies would be the most useful way to educate other members of AQUATNET, including students.

Action:

GB to contact other thematic networks (with help of secretariat) to see if other tuning digests exist.

3. WP3 core meeting report

This will be produced at the end of the project.

4. Resume of review of WAVE Master competencies list

The wave list contains both generic and subject related competencies for VET sector. In addition there are academic competencies available in the original wave list plus those generic ones obtained by the previous AQUA-TNET project by Prof. Johan Verreth.

Action:

David Benhaim (with support from Greg Charalampakis) will assemble a new list of academic and vocational aquaculture competencies (both generic and subject related). These will be circulated to all AQUATNET members for comment (additions, corrections etc).

5. Academic undergraduate learning outcomes

It would appear from the questionnaires that very few institutes had undergraduate aquaculture programmes, and even fewer had written learning outcomes (LOs) for them.

Action:

Secretariat to re-examine questionnaires from various WPs to identify institutions with undergraduate aquaculture courses. **GB** to then contact these institutions to ask for LOs (if available).

6. Survey of all partner university ECTS credits for network courses

This information should be available from WP1, 2 and 3 questionnaires.

7. Report on Impact of current EC reforms at grass roots level.

Some info can be obtained from questionnaires.

8. (a) Questionnaire Report

Action:

GB to write the report once extra respondents have been solicited.

(b) ECTS survey

See 6.

(c) Help package for partners unfamiliar with Learning Outcome approach

Action:

GB to circulate Maarten Raes' summary of Declan Kennedy's LO booklet for comment by WP3 core group comments then to be collected and circulated to all AQUA-TNET members.

9. Update courses info in online database.

Action:

Secretariat to chase all institutional members. NOVA template (Fia Staffans) is a useful model.

10. Academic Competency List

See 4 and 5.

11. Selection of suitable course for application of "TUNING" methodology

Action:

Stirling Universities' MSc in Aquaculture will be described using the tuning methodology template used by chemistry (**Dr Kim Jauncey**).

12. EU common reference points

Action:

No one in WP3 understood what was required here. **Could Margaret or David clarify?**

13. PAN EU Questionnaire

NB Tuning does not have requirements (this comment arises from the wording of the deliverable). Tuning is a guiding framework.

Action:

WP3 core group to draft the questionnaire (to find out the degree of tuning compliance of AQUATNET members.)

This will be drafted at the next core meeting in November '07.

14. Workshop Feedback relevant to WP3

The Industry and Research group found it difficult to understand the objectives of WP3. The consumer and student groups did not think WP3 was relevant to their groups!

New Leonardo Call (Dec 2007)

Margaret Eleftheriou gave info to WP3 on new call. This wants the development of a sectoral qualifications framework. The WP3 group felt that having sectoral as well as EU and National qualifications frameworks did not make sense. The group will wait for further clarification on this issue. **(Margaret Eleftheriou to update WP3)**