

Subject specific frameworks

A Subject Benchmark Statement for „Wirtschaftswissenschaften – Economics, Business Management and Social Sciences“ in Germany

– Outcome of the Project Nexus, German Rectors' Conference HRK –

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Objectives

- Increased transparency, comprehension and comparability
 - Explicit description of profiles of qualifications
 - Definition of entry requirements and of final qualifications; revealing overlaps between education (study-) and training programmes; clarifying alternative learning pathways and the relationship between qualifications and potential further developments within the education and training system
- Transparent information for interested potential students and employers
- Support for evaluation and accreditation by defining references
- Facilitating curriculum development on the basis of this reference framework which has to be detailed according to the subject



The Iceberg
is melting!

So enough with
the talk. Let's do
something.

Stop complaining
about missing lunch.
THINK!!!

Why does this have
to happen to us?

Oh boy. Boy, oh
boy. I mean boy,
oh boy, oh boy.

I never really
liked Fred, now I
know why!

Be real, winter is
only a few months
away!

Old habits die hard

- 1977 EC Joint-Study-Programme Initiative
- 1985 COMETT / ERASMUS
- 1989 ECTS
 - Pilot Programme to test credit transfer for study-periods abroad
 - Credit / Degree Mobility
- Mid 1990s
 - Skills Project
- 1997 Lisbon Recognition Convention
- 1999 Bologna Declaration
- 2001 Tuning Educational Structures in Europe
- 2004/5 Institutional Qualifications Framework of FH Osnabrueck
- 2005 Bergen Bologna Conference
 - European Qualifications Framework for Higher Education
 - German Qualifications Framework for Higher Education
- 2006 Subject Specific Orientation Framework
- 2015 Technical Assistance Missions (TAM)
- 2016 Peer Learning Activity (PLA)

Subject Area Competences

„Subject Benchmark Statements“

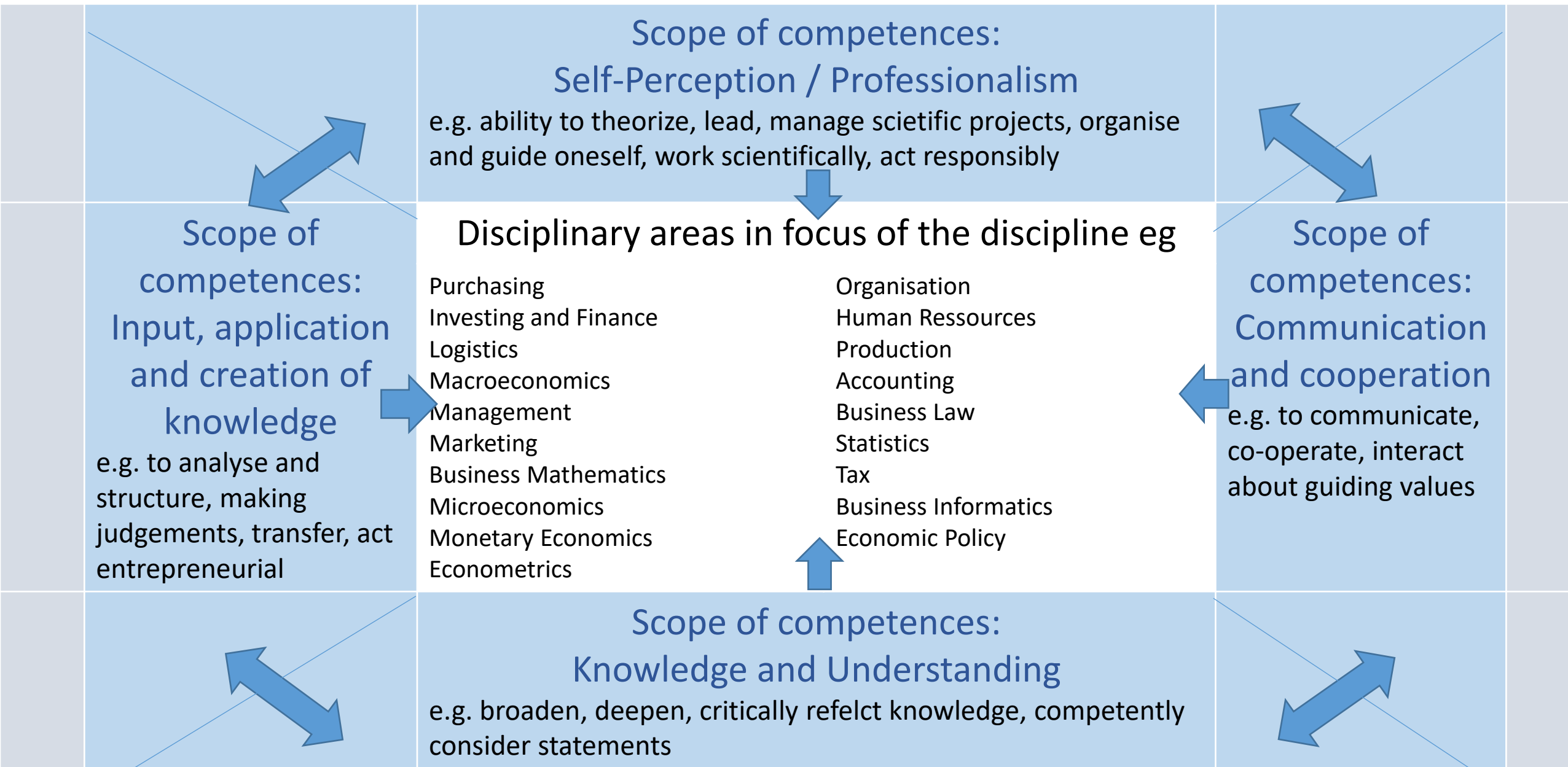
„Sector-specific Competences“

Example of Economics / Business
Management and Social Sciences

Part I – Developing the Model

Operations on the basis of Knowledge and Understanding

Cognitive Abilities and Skills; Motivating, Intentional and Social Competences (Weinert 2001 /translated from nexus, Jan.2018, p.8)



HQR
German
Higher Education
Framerwork

Subject specific
implementation of the
HQR guidelines

Respecting the Institutional
Mission / Vision Statements
for Learning and Teaching
e.g.

Respecting Learning and
Teaching Culture at the
Department / Faculty

Implementation within

- Curriculum design
- Learning, teaching and assessment
- Issues of crediting and recognition

Competences to act according to the subject area

Example of Economics / Business Management and Social Sciences

Part II – Applying the Model

Knowledge and Understanding – Bachelor programme – Module level

○ Module: Introduction into Economics

Graduates

- Understand basic assumptions and working behaviours of economic ways of thinking and forming theories
- Know and understand economic systems (e.g. role of the government/state)
- Can identify questions/themes of day-to-day economic relevance
- Know and understand economic principles (e.g. scarcity; cost/benefit)
- Understand basic theories of demand and supply
- Are able to comprehend and justify market mechanism (market of goods, factors, finance)

Master level Knowledge and Understanding

Level descriptor

Graduates have proven record of their knowledge and critical understanding, built on the bachelor level in significant depth and/or detail

Knowledge and Understanding – Master level

- Module: Economics

 - Graduates

 - Know and understand data and records of economic relevance and their availability and take care of them
 - Master econometric methods
 - Look at economic knowledge and respective methods from interdisciplinary perspectives
 - Dispose of special knowledge when modifying assumptions

Knowledge and Understanding - Assessment

- (Fact)knowledge can be checked by answering respective questions („Recall...)
- Understanding can either be checked by using open questions, giving opinions, by arguing or multiple-choice tests (in case the latter are used for examining understanding examiners must dispose of sound competences in devising tests).

Knowledge and Understanding

Doctoral level

- German Approach

In the following

- Structure according to

Empfehlung zur Entwicklung und Umsetzung eines
Fachqualifikationsrahmens in den Wirtschaftswissenschaften

Diskussionsvorschlag des Runden Tisches Wirtschaftswissenschaften
des Projekts nexus – Übergänge gestalten, Studienerfolg verbessern

Published by HRK, January 2018

Competences: Input, Application and creation of knowledge

1. Level descriptors
2. Competences according to Weinert (2001)
To
 - analyse and structure (cognitive)
 - make decisions (cognitive, motivating / intentional / social)
 - transfer (cognitive, motivating / intentional)
 - act entrepreneurially (cognitive, motivating, intentional, social)
3. Assessment
 - oral examinations
 - Presentations
 - Papers
 - Log-books
 - Portfolio
 - Simulation
 - Computer supported forms

Competences: How the discipline sees itself / Professionalism

1. Level descriptors
2. Competences
 - Ability to theorize (cognitive)
 - Work scientifically (cognitive, motivating, intentional)
 - Organise and guide oneself (cognitive, motivating, intentional)
 - Manage scientific projects (cognitive, motivating, intentional, social)
 - Act responsibly (cognitive, motivating, intentional, social)
 - Manage (cognitive, motivating, intentional, social)
3. Assessment
 - Log-book
 - Journals
 - Portfolio
 - Placements / practical work for academic purposes
 - Projects
 - Papers (thesis)

Competences: Communication and Cooperation

1. Level descriptors
2. Competences
 - Communicate (cognitive, motivating, intentional, social)
 - Cooperate (motivating, intentional, social)
 - Interact about guiding values (motivating, intentional, social)
3. Assessment
 - Oral examination
 - Presentations
 - Papers
 - Log-books
 - portfolio

Level Descriptor

Competences	Knowledge and Understanding	Input, Application and Creation of Knowledge	Self-perception / Professionalis	Communication and Cooperation
Level				
Bachelor Graduates	Have a proven record of broad, partly deepened and integrated ku of the basic areas of discipline	Can apply their ku in professional situations in their field and develop, design and or develop further solutions at operational level	Can manage basic scientific working skills and explain their operations, considering objectives and standards inside and outside of science	Can consider, reflect and exploit scientific communication and are able to present suitably the result of their analyses in writing or orally to their target groups

Level Descriptor

Competences	Knowledge and Understanding	Input, Application and Creation of Knowledge	Self-perception / Professionalis	Communication and Cooperation
Level				
Master Graduates	Have proven record of their knowledge and critical understanding, built on the bachelor level in significant depth and/or detail. Therefore they can define and critically evaluate and interpret opportunities, limitations, terminology of schools of thought in the subject	Can apply on their own ku in new and unknown situations which are widely related to their discipline or are of a multidisciplinary context. They are able to solve professional issues on a strategic level	Can on their own work scientifically; explain and reflect on their activities, relate to objectives and standards in- and outside of science	Can additionally identify lacks in the available scientific communication and (research)practice. Responsibility in all activities is an implicit requirement of communicative competences.



THE END