



Past and future

Influence of Bologna Process

**Tuning educational structures in Europe - a
tool for Speech and Language Therapy
programmes**

NetQues



**EDUCATION OF SPEECH AND LANGUAGE
THERAPISTS (SLT)s IN EUROPE**



Introduction

- Past reflections
- Important stage : Bologna Process
- Project “Tuning educational structures “
- Introduction to the NetQues project : looking to the future....
- Applying the Tuning methodology



The past

- At the beginning of the 20th century; pioneers of SLT in several European countries
- Major influence of medicine and specialism of phoniatriy and neurology
- Across Europe first SLTs/ orthophonistes/logopèdes were teachers with a special education .

Origins of the profession

Medicine

ENT
Neurology
Psychiatry

Education/teaching

Teachers of the deaf
Teachers in special
education





Education of SLTs

- During the 20th century the first schools of SLT were developed in several countries across Europe: often a two year specialisation course following on from an initial teaching qualification
- Students were quite restricted and had a psycho medical curriculum.

The understanding of the nature of several disorders was limited

- Focused more on speech disorders and on childhood speech

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- In the 70s more emphasis on language disorders; articulation/speech sound disorders seen as one aspect of language – phonology .
 - Increased understanding and knowledge of the range of disorders
 - More emphasis towards the treatment of adults
 - At the end of the 60s more attention paid to syntax and semantics



The growing up process

- From schools to University programmes.
 - University degrees

- Since the '80's dichotomy of education in Europe.


- Influence of US education on a large part of Europe. (Scandinavian countries + UK)

Bologna declaration


19 June 1999


- Prepared by experts from across Europe.
- 29 Ministers of Education signed their agreement to the principles
- Noted that Universities play a major role in development of European culture/society
- Importance of creating a European Higher Education area

NB The Bologna process aims at creating convergence not uniformity



Bologna process is a pledge for creating a European Higher Education area by 2010 and is founded upon three key premises


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- Adoption of a system essentially based on two main cycles, undergraduate and graduate. e.g. Bachelor/Masters level
 - Establishment of a system of credits - such as in the ECTS system
 - Adoption of a system of easily readable and comparable degrees, also through the implementation of the Diploma Supplement.




Bologna and the Tuning process (2000)

TUNING is a project methodology led by and for
Universities

Tuning offers a concrete approach for implementing
Bologna



It **was a** pilot project by the Universités of Deusto,
Spain and Groningen, Netherlands


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- Tuning project was launched in 2000 and has since then been adopted by most of the signatory countries
 - Tuning seeks to describe programmes in terms of the levels of studies and outcomes
 - competencies/learning outcomes
 - The EU favours projects which adopt this methodology

Goals

- Its approach consists of a methodology implementing and evaluating programmes according to Bologna cycles
- The project is a platform in the development and points of reference for the disciplines
- The project serves to develop professional profiles and comparable learning outcomes
- The project aims to facilitate employability and promote transparency in education systems.
- The project seeks to develop common language to which all partners can relate and use in describing educational processes and outcomes





The methodology


- Central to this is the concept of competences and learning outcomes
 - Competence is a dynamic concept combining knowledge, understanding, skills and attitudes
 - Competences are described for all units/modules of programmes and evaluated at different stages
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General Orientation


- ❑ Reversing the paradigm – emphasis shift is from teaching to student-oriented learning
 - ❑ Developed at European level using students, graduates and employers to identify the most important competences in a programme.
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- ❑ The results of this Tuning consultation identified reference points – general and specific competences identified by discipline
 - ❑ Tuning identified best practices for developing general and specific competences.
 - ❑ Tuning implementation identified a system of three cycles
(Bachelors – Masters – PhD/ Docteur)
 - ❑ Emphasised the value of ECTS at European level



The study identified five lines

- Line 1: place of general competences
 - (transferable skills)
 - Line 2: place of specific subject-related competences
 - Line 3: Use of ECTS
 - Line 4: educational activities: teaching, learning and assessment in different countries
 - Line 5: quality assurance in HE
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Lines 1 et 2 : Competences

- Competence is a dynamic combination of knowledge, understanding, skills, abilities and attitudes .
- Some are common to all – generic
(Higher Education graduate qualities)
- Others are related to the specific profession/studies (profession/domain specific)




Line 3 : ECTS

- System based on student work load
 - Useful for more than transfer of credits
 - Based on the amount of time to achieve the outcomes – i.e. a numerical value allocated to course units to describe the student's workload required to complete them
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Line 4 : Teaching learning and assessment

- ▣ Tuning reflects upon the way of organising the learning /teaching/assessment activities
 - Higher education prepares the student for lifelong learning.
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Line 5: Quality assurance

- Developing quality assurance approaches .
 - Developing quality assurance tools and mechanisms.
 - The role of quality enhancement in the educational process (emphasizing systems based on internal institutional quality culture).
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From past to future

- The Tuning project has been applied in its first two phases in 9 disciplines:

Education

History

Mathematics

Geology/Earth Sciences

Business Administration

Chemistry

Physics

Nursing

European studies


Occupational therapy has also used Tuning
and dietetics currently has a network project DIETS



*NetQuES Réseau pour Le Tuning des Normes et La Qualité
des Programmes de formation des Orthophonistes en Europe*

Network for Tuning Standards & Quality of Educational programs for SLT in Europe


- Following the example of our predecessors and after much reflection on 16 March 2009 CPLOL submitted an Academic Network application to the European commission



Thanks to the cooperation of 61 HE partner institutions across 28 countries in Europe the project was submitted and we eagerly await results and feedback

Goals

- “Creation of a EU academic network of SLT educators involving professional associations & employers will allow the development of agreed concepts & terminology for curricula, content & outcomes of SLT education levels & awards leading to professional qualification. Clinical and academic expertise will be brought together in partnership working to share knowledge and input to course design & content. The impact of the outcomes from this project will have value for employers, educators and professional bodies across the EU”.


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- Speech and Language therapy (SLT) is developing rapidly and education of the profession must be able to respond to change.
 - This project will provide an opportunity for well focused pan european cooperation on standards.
 - It will facilitate development of research and evidence based approaches to speech and language therapy education.
 - Outcomes will also lead to shared best practice in educating professionals to deliver health care efficiently and cost effectively, which benefits the population with communication needs



Why a project to harmonise standards and quality of SLT?

It is strongly recommended in the European context



Because:


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- There are many different levels of programmes
 - This risks leading to different types of SLTs in Europe.
 - It is difficult to compare standards when SLTs move from one country to another (mobility of workforce)



Methodology of NetQues

- As the EU favours the use of TUNING it is prudent to follow this methodology
- The Five lines of action will be applied in this project.
- The project will also set up a web based network for sharing good practice in SLT education and multimedia resources

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- Dublin descriptors (as in Tuning Methodology)
 - Developed as result of a Joint quality initiative - set up descriptors for each level.
 - Using cycles automatically indicates the concept of level.
 - For each level, one uses the level descriptors .
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- In practice the descriptors for the cycles are level descriptors
 - Tuning has created these at the programme level for the first and second cycles and for each of the disciplines included in the project
 - This NetQues will equally have the goal of creating the descriptors for our own discipline

Definition of generic competences (transferable skills)

Generic competences are at programme level
(Bachelors / Masters / Doctorial)

- Tuning distinguishes three types of generic competences
Instrumental competences: cognitive abilities, methodological abilities, technological abilities and linguistic abilities;
- Interpersonal competences: individual abilities like social skills (social interaction and co-operation);




The third..


- Systemic competences:
 - abilities and skills concerning whole systems (combination of understanding, sensibility and knowledge; prior acquisition of instrumental and interpersonal competences required).



Workplan at level of generic competences

Analysis of the current picture re levels of generic competences in SLT programmes in each member country


- Consultation on a larger scale with students employers and lecturers/professors in all partner countries to identify the existing generic competences
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- Analysis of all the data by expert teams from the network.
 - Produce definition on levels of generic competences desirable /required in SLT nowadays



Plan of work for generating SLT specific competences

Gather data on existing discipline-specific competences in programmes

- Consultation on a larger scale with students, graduates, employers and lecturers/professors in all partner countries to identify the necessary generic competences
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- Analysis of all the data by expert teams from the network.
 - Produce agreed definitions on nature and levels of specific competences required in SLT nowadays to be “fit for practice”
 - Each work group will analyse different areas.




Key features ..

- Establishment of consensus on essentials
- A format which allows flexibility in programme design and delivery
- Finding a common language for descriptions



Compétences in the learning context

- Focus allows comparability
 - Professional profiling to meet society's needs
 - Allows local, national and international consultation and involvement
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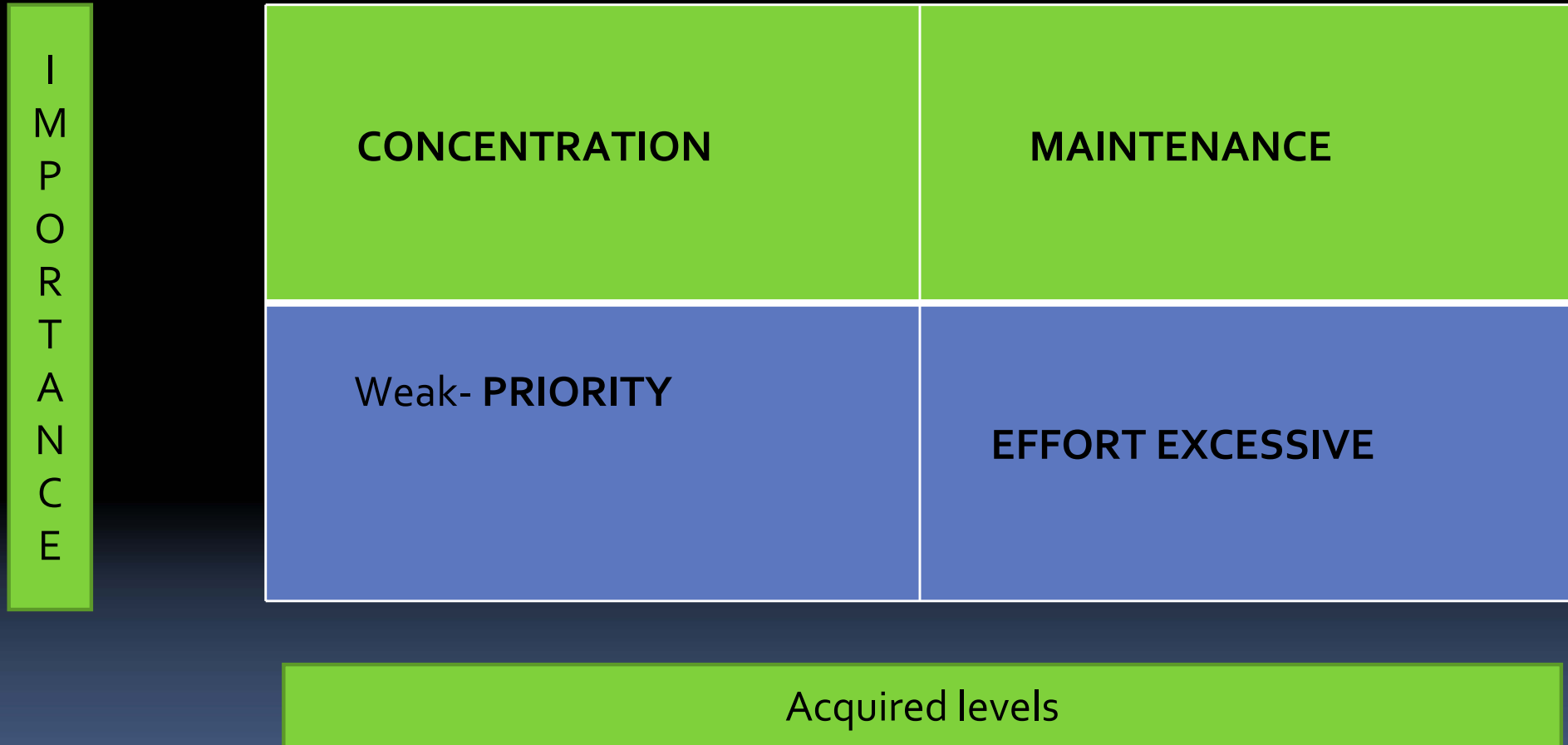


Analysis of results may be shown diagrammatically

- *Competences considered to be very important but level of their acquisition is low. → Concentration*
- *competences considered less important and easily acquired –> weak priority*
- *competences considered less important but level of acquisition is high: -> excessive effort*
- ✓ *competences considered important and level of acquisition is high. → Maintenance*

This diagram could provide discussion and reflection at institutional level in assessing strengths and weaknesses

diagram





FINALLY

- ▣ It is necessary to remind ourselves that the scientific nature and the specific competences of a discipline are as important as the generic competences
- ▣ Definition and analysis of these specific competences will be a major goal of the work packages of the NetQues project
- ▣ All will have to be defined by consensus of experts and field tested


Conclusion

- After studying in depth these competences it is my belief we will have the evidence that our level is that of Masters
- We trust that through gathering this evidence most of us will realise how valued our profession is and realise the need for studying at this level.
- And believe me – I say this to you out of the love and respect I hold for our magnificent profession



Thank you

It only remains for me to thank you
for your attention.... especially to
thank everyone who has participated
in the project proposal



which seeks to bring together SLT
education in Europe