



## Letter of invitation to join the Taskforce

### **TUNING Reference Frameworks: Subject Area Qualifications and Assessment**

Dear members,

Following ENOTHE's priority area of Education, ENOTHE aims to support, develop and improve educational programs for European occupational therapists that are comparable, of high quality, relevant and responsive to societal changes through ENOTHE Center of Learning & Exchange (ECOLE). ECOLE follows ENOTHE Strategy Plan and plays a significant role in building high-quality Occupational Therapy and Occupational Science Education. At an operational level, ECOLE systemises, facilitates and supports members and other stakeholders to be active in interaction and building up partnerships to reach those goals and complete diverse activities.

ECOLE has prioritized several actions for this year and one of them is the start of revision and update of the tuning competencies. During the past years, many of our members have identified as a priority and expressed the need for revision and update of the Tuning competencies of our profession along with many achievements in the field and knowledge advancements. Besides, a need to build up frameworks that would be more culturally and contextually sensitive was identified. Starting from this point ENOTHE Think Tank 2021-22 labour and multiple talks with the experts helped us to imagine and design how to start this process. Further on, we have contacted to TUNING ACADEMY of the University of Groningen, and Occupational Therapy was invited to be a 6th subject area in *Measuring and Comparing Achievements of Learning Outcomes in Higher Education in Europe* (CALOHEE) project.

This letter intends to invite you to apply for the task force, which will initiate and implement this process. You can find below a detailed "job/task description", the rationale of the project, and the flow chart. We will recruit 15 academics from different countries and a student representative. The task force will work in tight collaboration with ENOTHE Board and CALOHEE Tuning team.

We are happy you are joining this amazing adventure.

Yours sincerely,

ENOTHE Board and Think Tank

# Rationale of the project

## Introduction

In 2008 the guidelines "*Reference points for Design and Delivery of Degree Programmes in Occupational therapy*" were published (Berding et al., 2008). Framed by TUNING Educational Structure in Europe, this publication was adopted by many European universities as a guideline to describe occupational therapy education programmes and the specific competencies, which draw the education of practitioners and researchers. Since then, the speedy advancements of the profession, changed population needs, and changes in standards nationally demanded incorporation and update of these competencies. Nevertheless, the Tuning Academy project group, headed by the University of Groningen, continued its work to solve diverse inconsistencies between European Qualifications Frameworks with the Tuning Sectoral Qualifications Frameworks (SQFs). Another challenge was the importance of having dynamic frameworks that would permit the incorporation of innovation as well as allow improvement of contextual and cultural sensitivity of curriculum design (Wagenaar, 2021). This group designed and initiated a project *Measuring and Comparing Achievements of Learning Outcomes in Higher Education in Europe* (CALOHEE). based on three stages for five subject areas. The project outcomes intend to strengthen the position of the European and national higher education sector and the degree programmes offered, by evidencing what is actually learned. This involves the development of Subject Area based Qualifications Reference Frameworks (Bachelor, Master, and Doctoral) for the wider public and all stakeholders and more detailed Assessment Reference Frameworks for specialists in the field. Both frameworks contribute to the enhancement and fairness of external and internal quality assurance mechanisms.

In other words: reference frameworks offer clear indicators for the design and implementation of degree programmes and show the intended learning to be relevant to society. Relevance in TUNING-CALOHEE involves three meanings: (1) the pleasure of the individual of becoming knowledgeable; (2) the preparation for finding employment which is aligned to what has been learned and (3) preparation for a role in society. From higher education graduates it might be expected that they contribute - in a more managerial role - to the sustainability and further development of society.

This project is based on three stages for five subject areas.

The first step includes updating and refining the Tuning frameworks of reference points. The second stage aims to produce an assessment framework based on the outcomes of the first stage. The third step intends to create multi-dimensional



tests to measure and compare the achieved outcomes in a European context. The objective of the multi-dimensional tests is to reflect the difference in mission, orientation and profile of degree programmes that will permit to compare student achievement internationally based on the threshold standards. Therefore, the outcomes should ensure an insight for quality enhancement and quality assurance (CALOHEE, 2022).

Occupational Therapy was invited to join this project as a sixth subject area. This three-step model requires a bottom-up approach. A workgroup of 15 academics with experience in European and international networking, representing different countries and various types of higher education institutions will be selected. Besides, a student representative will join this process.

### **The first phase – Update the frameworks of reference points**

The workgroup will consider refinement of frameworks of reference points for the first (bachelors), the second (masters), and the third (doctorate) cycles. It is expected a balance of learning outcomes between three cycles will be assured. This process will include the survey with primer stakeholders (academicians and students). The workgroup will decide to widen the circle of stakeholders that will participate in the survey.

### **The second phase – Produce the assessment frameworks**

The outcomes of the first phase will frame a second phase. The workgroup will define how to develop a clear set of assessment criteria based on the multi-dimensional approach adjusting to the reality of different types of institutions and profiles. Another action will include the development of a detailed test blueprint for each of the assessments and a design of a detailed work plan for the creation and application of the assessments.

### **The third phase – Design the multi-dimensional tests**

This phase includes the multi-dimensional test development that will permit to obtain reliable information and the strength and weaknesses of degree programmes. The academic representative in the workgroup will ensure to field test these assessments in five institutions of the corresponding country.



## Goals and expectations

The subject area revisions are expected with a special focus on:

- Knowledge: theory and methodology
  - Revision of the core elements of the field and the scope of practice
  - Defining teaching and learning methodology
- Application of knowledge and skills
- Revision of the employability of the profession
- Civic, social and cultural engagement

## ENOTHE is joining CALOHEE project

ENOTHE Board will encourage and ensure the recruitment of the 15 participants from ENOTHE institutions in the workgroups and one student from SPOTEurope. The participants should express if they would like to be a leader who will guide this workgroup together with ENOTHE Board members. Two leaders will be selected. ENOTHE Board and Tuning workgroup leaders will undertake coordinated actions with CALOHEE Project Team. ENOTHE Annual Meetings will include pre-conference Tuning days and facilitation of the tuning regional groups.

The expectation from the two leaders of the group:

- Assist possible meetings with CALOHEE TEAM
- Responsible to draw the process, scheduling and facilitating the meetings with members. Management will be ensured by the support of the ENOTHE Office
- Leading Tuning days together with ENOTHE Board.
- Leading overall Tuning project development together with ENOTHE Board (including publication, etc.).
- Contribution to design an application for the ERASMUS+ K2 project in collaboration with the Tuning Academy

The expectation of 15 participants of the Tuning workgroup:

- Assist scheduled meetings
- Active role in the Tuning project design and implementation
- Encouragement of the key stakeholders nationally
- Active participation in all steps of the Tuning project (revision of the survey, revision of the frameworks, working on a publication, etc.)



## Take away for institutions involved

The TUNING experience as well as the experience of the CALOHEE project is that the Qualifications Reference Frameworks have serious impact on the sector. They offer guidance and set standards, which will be used by higher education staff, but also Quality Assurance organisations. By participating, the institutions involved have the opportunity to play a key role in developing a fair, sustainable approach to comparing and measuring the achievement of learning outcomes in European higher education, which should also result in an enhancement of their own degree programmes. One of the important goals of this study is to determine if students are in fact prepared for their role in society (personal development, citizenship and employability) after graduation, while also meeting the academic standards associated with their area of specialization. Programmes which can evidence that they meet these aims are obviously more attractive to potential students and to society in general.

## Guiding principles

- Revision of existing competencies
- Adding new competencies – open brainstorm on emerging roles of the profession
- Relation with stakeholders (ENOTHE, ROTOS, COTEC, client groups, service providers, users in a broad sense, community, etc.)
- Connecting with the ENOTHE community
- Referring to design thinking

## The process at the stage 1

- Philosophy of the profession
- Revision of the employability of the profession
  - Refer to Tuning and CALOHEE
  - Revision of the competencies and assessment
- Flowchart with time planning, process in coordination/collaboration with CALOHEE team
- Budget in coordination



# Why does ENOTHE need you?

## Profile of an academic taskforce

- Representatives of educations and universities (institutions) on different EQL
- Representatives of countries and areas in Europe
- Based on connection to the practical fieldwork and experience
- Diversity in expertise, experience, and stage in the development of OT in the country
- Representatives of students (SPOT-Europe)
- Representatives of different cycles (bachelors, masters, doctorate)

## Format

- At least 3 face-to-face regional and international meetings
- Meetings with CALOHEE representatives (only leaders of the workgroup)
- Online meetings of working groups if thought necessary (up to the total max. of 5 days)
- Preparing for meetings and discussion of outcomes, including discussions with colleagues of the same and in case thought relevant of other institutions in the region / country (approx. 3 times 1-2 days)
- Comparing the own programme(s) with the qualifications reference frameworks on the basis of a fixed format. This allows for identifying strengths and weaknesses and checking/enhancing the profile of the programme(s) analysed (approx. 1 day)

## Requirements

- The expert is knowledgeable in the field of study involved. This expertise can stretch from being an academic specialist in the subject area to a professional in curriculum development and learning, teaching and assessment related to the field of studies.
- Contribution to the working meetings. In order to participate in this study each expert is expected to attend 3 working group meetings devoted to framework development over the period (April 2022- October 2023). It is anticipated that the meetings will be intense but at the same time a very rewarding professional experience.
- The willingness to have deep discussions with international colleagues about the tough issues of what constitutes the most important learning outcomes in their respective fields.
- Participants are required to be able to work in English as part of being involved in this study, since the working language of this study is English.



## Budget and financial support

- Funding from ENOTHE allocated next to the annual meetings:

	<b>Annual meeting Registration fees</b>	<b>Annual meeting budget flight and accommodation</b>	<b>Budget flight and accommodation CALOHEE meeting</b>
12 members	50% discount	-	-
2 leaders	100% discount	680 EUR max. shared between 2 persons (location/cost).	1400 EUR max. shared between 2 persons (location/cost).
1 student SPOT/Mini SPOT member	50% discount	-	700 EUR max.

- Members are encouraged to seek for own institutional support

## How to apply?

Please, complete the form within **Appendix 1, before June 15, 2022.**

## References

Berding, J., Borell, L., Van Bruggen, H., Carnduff, A., Kantartzis, S., Kinebanian, A., ... & Winkelman, I. (2008). *Reference Points for the Design and Delivery of Degree Programmes in Occupational Therapy*. Spain: Universidad de Deusto

Wagenaar, R. (2021). Evidencing competence in a challenging world. European higher education initiatives to define, measure and compare learning. *International Journal of Chinese Education*, 10(1), 22125868211006928

**ENOTHE**

European Network  
of Occupational Therapy  
in Higher Education



## **E.C.O.L.E. - ENOTHE CENTER OF LEARNING & EXCHANGE**

ENOTHE Centre of Learning & Exchange (E.C.O.L.E.)

Sustainable education and capacity building through advanced networking!

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