Agència
per a la Qualitat
del Sistema Universitari
de **Catalunya**

GUIDELINES FOR PREPARING A PROGRAMME SPECIFICATION
THE CASE OF PSYCHOLOGY

Quality, the assurance of improvement.

Agència
per a la Qualitat
del Sistema Universitari
de **Catalunya**

GUIDELINES FOR PREPARING A PROGRAMME SPECIFICATION
THE CASE OF PSYCHOLOGY

Document prepared by the working committee formed by:

Juan Antonio Amador (UB), **Susanna Pallarès** (UAB), **Esperança Villar** (UdG), **Ferran Viñas** (UdG), **Urbano Lorenzo** (URV), **Montserrat Vall-llovera** (UOC), **Climent Giné** (URL), **Ignasi Ivern** (URL), **Sebastián Rodríguez** (AQU Catalunya) and **Anna Prades** (AQU Catalunya).

Library of Catalunya (Biblioteca de Catalunya). CIP data

Guidelines for preparing a programme specification : the case of Psychology
Bibliografia
I. Agència per a la Qualitat del Sistema Universitari de Catalunya
II. Títol
1. Psicologia - Ensenyament universitari - Currículums - Planificació
2. Disseny curricular - Ensenyament universitari
3. Títols acadèmics - Europa - Guies
378.14:159.9

Via Laietana, 28, 5a planta
08003 Barcelona

Edited by: Josep Turon
First edited: January 2006

Legal number: B-10.745-2006

Presentation

The following document is the result of the joint work of all the faculties of Psychology at Catalan universities (UB, UAB, UdG, URV, URL, UOC) and AQU Catalunya to draw up a guide for designing a programme specification. As such, it seeks to deal with the need to identify the programme specification and competences that are required and also serves as a basis for a new definition of training objectives at the faculty level and for redesigning systems for evaluating and certifying undergraduate students.

The objective of the document is to put forward a process to establish a programme specification that can be used as a benchmark for all graduates in a particular subject in Catalonia. In this particular case, the interuniversity working group specifies the process to be followed for designing a programme specification and in addition proposes a programme specification for students of Psychology. This will thereby enable it to be transferred, once appropriately adapted, to other fields of professional training and as such represents an important element in the process of bringing university programmes in line with the European Higher Education Area (EHEA). Furthermore, given the examples for following the design process from competences through to the learning objectives, and also that of teaching approach and the evaluation of achievement and corresponding outcome, the final document serves to orientate the various stages that make up the complex process of preparing a university training programme, all of which comes within the frame of reference of adaptation to the EHEA.

Gemma Rauret Dalmau
Director of AQU Catalunya

Introduction

AQU Catalunya and the DISSENY programme

Responsibility for promoting and guaranteeing the quality of the Catalan universities lies with the universities themselves and the corresponding department of the Autonomous Government of Catalonia (*Generalitat de Catalunya*) that deals with the universities and university education. Following on from this, the Catalan Universities Act (LUC) establishes AQU Catalunya as the main instrument for promoting and evaluating quality.

Although the core of the work carried out by AQU Catalunya is subject assessment (including resources and capabilities, as well as teaching development and outcomes), it is important to emphasise that quality also has a highly important role to play in good planning and coherent objectives.

The DISSENY programme has been developed by AQU Catalunya as part of its function to carry out studies to improve and innovate models of evaluation, certification and accreditation, all in accordance with the process of European convergence. The programme has been started in three very different areas —Medicine, Psychology and short and long cycle studies in Chemical Engineering— and in a horizontal manner, i.e. in all universities that are responsible for programmes offered in these subjects.

The new context: the European Higher Education Area. Defining required competences according to the professional specification

The documents that define the new European Higher Education Area, which include the results of the Tuning project,[1] put special emphasis special on the need to establish mechanisms for curricular convergence that allow for the comparability

[1] The *Tuning educational structures in Europe* project is a pilot project sponsored by the European Commission within the framework of the Socrates programme, which aims to ensure that the objectives of the Declaration of Bologna are achieved. In the initial stage (2000-2002), in which more than one hundred institutions took part, teachers, students and employers were consulted in order to identify the generic and specific competences required of graduates in different degree courses, which will serve as benchmarks for designing curricula and corresponding evaluation methods. The function of ECTS (European Credit Transfer System) as a credit accumulation system was also studied.

and coherence of training and therefore real equivalence of degrees awarded by the different training centres in the countries of the European Union. In addition to establishing a common degree structure, there are multiple convergence mechanisms that involve aspects such as a new way of conceiving the teaching-learning process and formulating a basic common specification of the degree holder defined according to the professional competences achieved (Tuning, 2002). In Catalonia, these determining factors are dealt with in the Catalan Universities Act and ministerial decrees that expand on the Spanish Universities Act (LOU) and establish the general framework for teaching planning.

This process of European convergence, which is expected to be completed in 2010, represents the most important upheaval in university planning in several decades, and it compels the need to formulate a teaching paradigm focused on learning process objectives and outcomes and of necessity adapted to social needs and the evolution of knowledge.

The importance of this change has led different areas of educational administration to set up programmes to facilitate a coherent and harmonious response by centres to the demands of the new regulatory framework. The AQU Catalunya DISSENY programme, which coordinates the joint work of all the university faculties of Psychology in Catalonia in order to establish a common planning framework in line with this new context, is one of various programmes available to universities in Catalonia.

The concept of professional competence, defined as the ability to correctly solve problems and undertake tasks in the professional context, is still at a low level in university training culture. At the international level, however, formulations for professional competence achievement and their educational consequences, in terms of competence transferability, already widely exist.

A comprehensive definition of all the competences involved in the practice of a profession is very complex because the competent undertaking of a professional activity involves both knowledge and elements of judgment and assessment, communication and relationship skills, technical skills, personal attitudes and the values of the corresponding professional body. Without all of these elements, it is very difficult to make an overall construct of professional competence.

Defining the programme specification as a series of competences that the student must acquire ultimately represents a commitment on the part of the teaching centre with the student in that they enable the student to understand the professional specification that he/she will finally acquire and also to consciously and rationally come to terms with the learning activities that are necessary in order to successfully complete their studies.

Document format

The document text is made up of:

- Normal text, which sets out the experience and work of the Coordinating Commission, and
- Text in bold and insets, where various recommendations by the commission are given for designing a programme specification.

1
The process of designing a programme specification

The process of developing the programme specification consisted of three stages:

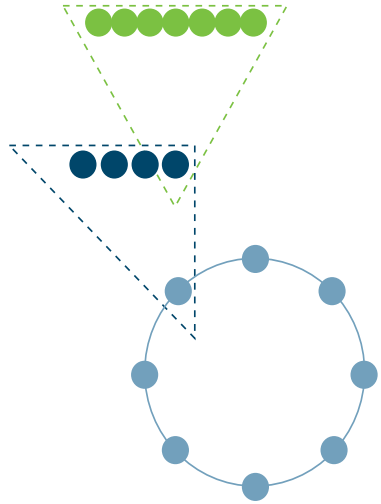
1. Setting up the working groups: the Coordinating Commission and the Specific Commission
2. The search for and compilation of documentary sources
3. Development of the programme specification

1. Setting up of the commissions

In a context of change, such as one involving the design of a programme specification, it is necessary to involve everybody who, given the particular way in which each one pertains to the discipline, can contribute their expertise, knowledge and experience. In the case of the DISSENY project, the objective was to design a process leading to the formulation of a programme specification that could be established as a benchmark for all graduates of a given subject in Catalonia.[2]

[2] Six universities (UB, UAB, UdG, URV, URL and UOC) participated in the DISSENY Psychology project.

In the first place, a working group needs to be formed (the Coordinating Commission) that is responsible for designing the programme specification; a network based on this group is then established to carry out the work. Each member of the commission coordinates contacts with academic and professional bodies in the discipline so that, through successive circles of *influence*, the maximum number of expert opinions are reached, thereby assuring both the value of the proposal and its representativeness. This process is graphically represented in the adjacent diagram.



Member of the Coordinating Commission
Member of the Specific Commission
Academic and professional bodies

For this purpose, two commissions were set up, the **Coordinating Commission** and the **Specific Commission**. Account was also taken of the work being carried out on a common programme specification for all graduates in Spain by the universities as a whole in Spain (in coordination with the university in charge of carrying out the undergraduate degree project presented to the Spanish National Agency for Quality and Accreditation Evaluation, ANECA).

Where there is more than one coexisting design process for the same study programme, for example, national and regional processes, or regional and centre specific, it is recommended that the commissions responsible for their design be coordinated.

1.1. Setting up the Coordinating Commission for designing the programme specification

Various criteria are proposed below to determine the make-up and functions of the Coordinating Commission.

Make-up of the Coordinating Commission

The Coordinating Commission is a working group that is in charge of designing the programme specification. It must include one representative from each university involved in the process of designing the programme specification.

The setting up of this type of commission is recommended for obtaining a specification with common minima for all degree qualifications (in Catalonia, in this particular case), with the possibility being left open for each faculty to introduce any modifications that it considers to be appropriate in the programme specification.

Functions of the Coordinating Commission

The functions of the Coordinating Commission are as follows:

1. Prepare the draft programme specification:
    - Search for, consult and analyse documentary sources on national and international programme specifications.

- Analyse documents on the needs for professional placement/employment, and studies on the subject.
- Propose a programme specification, which is to be sent to the specific commissions in the faculties.

2. Draw up a programme specification that is submitted to public consultation.
3. Propose the public consultation.
4. Design the type of consultation.
5. Develop an appropriate instrument to carry out the consultation.
6. Set the levels of internal and external consultation: groups to be consulted, ways of compiling information.
7. Foster and stimulate participation during the period of public consultation.
8. Collect the results of the consultation: analyse and screen the data, and then propose the programme specification.
9. Develop the programme specification.

1.2. Setting up the Specific Commission for designing the programme specification

Various criteria are proposed below to determine the make-up and functions of the Specific Commission in each faculty.

Make-up of the Specific Commission

The make-up of the Specific Commission may vary according to the particular characteristics of each university, which include size (number of teaching staff, number of departments, etc.) and the university's internal regulations.[3]

[3] In the DISSENY Psychology project, there was one case of the Commission being made up of five members of the faculty's council of representatives, whereas another was made up of twelve faculty members (two representatives from each of the six departments); in others, the members formed part of the same working group that had already participated in the Spanish ANECA project.

Although it was not put into practice in the DISSENY Psychology project...

...the recommendation is made that representatives of the groups affected by the design of the study programme —second and/or third cycle students, representatives of the Association of Psychologists, employers, those collaborating with the institution (internment tutors, former students, etc.) — be included in this Commission, together with the participation of experts recognised at the national and international levels for their work in the field of programme specification design.

Employers as a group are included due to their knowledge of the labour market and social demand, which is highly beneficial to the design process.

...although, according to the experience of the Psychology working group, their level of involvement in the consultation process was very low.

In terms of incorporating the different aforementioned groups, there are two possible ways for the Specific Commission to work as the programme specification is being developed:

- Incorporate representatives from each different group into the Commission.
- Organise working sessions with the different groups —prior to drawing up the programme specification and led by a representative of the Specific Commission— with the aim of gathering evidence and detecting needs, which may serve as a good documentary source for developing the programme specification. This also stimulates the degree to which they are involved throughout the entire process.

The involvement of national and international experts can be channelled through either the organisation of a symposium, seminar or workshop on the programme specification, or by way of a questionnaire to find out their opinion on what the programme specification should be like.

Functions of the Specific Commission

The Commission Specific has three clear functions:

- Review the drafts of the programme specification initially prepared by the **Coordinating Commission** and issue a critical report on the programme specification.
- Divulge and communicate work being carried out to its corresponding groups.

- It is responsible for the administrative process and for collecting the questionnaires.

2. The search for and compiling of documentary sources

Once the Coordinating Commission has been set up, the initial stage for developing the programme specification then consists of make a search, compilation and analysis of documentary sources.

In the case of the DISSENY Psychology programme, the information was analysed according to three main thematic groups: *a*) a bibliographical review of the construct of competences; *b*) documentary sources on programme specifications in Psychology, and *c*) other documents with information associated with the professional needs and social demand for the profession (placement studies, prospective studies, etc.).

a) Bibliographical review of the competence construct

The Coordinating Commission was entrusted with preparing a list of competences to serve as a benchmark for the programme specification.[4]

The first objective was to review the different approaches and definitions of the competence construct, and also the lists and catalogues of competences, including general ones (AQU Catalunya, 2002) as well as those referring to the field of psychology: American Psychological Association, British Psychological Association, EuroPsych Project and the work of Roe (2002) and Bartram and Roe (2004).

The basis for this list included the professional specifications laid down by the recognised professional association,[5] the academic experience of the agents involved in training in the discipline, and the competences required in the profession and for academic purposes.

[4] AQU Catalunya Activities Plan, 2003.

[5] Colegio Oficial de Psicólogos (COP)

Discussion of these points is the essential preliminary step for drawing up the specification, although it is recommended that this be carried out parallel to the analysis of the documentary sources of the discipline programme specification.

As a result of experience, a good option when developing the programme specification is to make clear the academic and professional competences, together with the interrelationship between the two.

b) Programme specification documentation

The very diverse range of document types included monographs (for example, *Tuning*, 2003), theoretical articles, internal faculty documents to establish teaching objectives, etc.

Internationally speaking, the situation of the programme specification and legal competences according to the documentation is different from that in Spain, which makes it difficult to transfer more or less directly programme specifications developed in other countries. There are in fact no general European directives for Psychology in terms of the basic requirements for a psychologist's training and professional specification (as is the case in Medicine, Pharmacy and Nursing), and this explains the diversity of documents that were used in both this thematic group and the previous one.

c) Documentation on the needs and social demand for the profession

These sources include studies on placement in the labour market, documents provided by professional associations and government studies on the future of degree qualifications.

The dispersed nature and scope of Psychology as a profession, which renders a great variety of services, was taken into account here. A difficulty in establishing different levels of training (undergraduate as to postgraduate) was detected and identified, in that demand from the professional association and society is not stated in an explicit way. These aspects, however, remained outside of the scope of the **Coordinating Commission**'s work.

Despite the obvious difficulties that emerged from these analyses, which include the lack of a definition for structure of undergraduate degrees (3 or 4 years), the lack of established benchmarks at the European level and the lack of a clear regulatory framework in relation to the professional competences of the Psychology graduate, the **Coordinating Commission** considered the possibility of proposing a possible programme specification for future psychologists to be a positive opportunity for society as a whole. Two particular aspects were finally considered and highlighted:

- As a result of the difficulty of obtaining inputs and relevant information from professional circles, the need was detected to create channels for gathering and communicating information on the state of the profession.
- The importance of the study on placement in the labour market was relative, in that it applied to just one cohort three years following graduation.

The analysis of available documents on graduate placement in the labour market enables sources of employment to be detected and the suitability of training to be assessed on the basis of jobs that are filled. Nevertheless, the consistency of these studies needs to be assured.

3. Development of the programme specification

Using the documentation that had been gathered, the **Coordinating Commission** compiled a first draft of the programme specification for psychologists, which was sent for consultation to the specific commissions. Following the analysis of the information obtained in this process, the first draft was revised and then submitted to public consultation. Details of several of the most important aspects in each step and stage of the work are given below.

3.1. The draft specification

The draft specification was drawn up using the information analysed and described above, together with the expertise of the members of the **Coordinating Commission**. The section on «Documentary sources of reference» gives details of all the information gathered, with the sources that were most used marked with an asterisk.

In addition to these sources, use was also made of documents containing the teaching objectives of the degree programmes from the various universities that the members of the **Coordinating Commission** belong to.

The essential element in the drafting stage is that the group treats the programme specification as its own, with debates and discussions held in an open and trustworthy atmosphere.

In some disciplines and areas of specialisation, the definition of a programme specification for the graduate may depend on the degree to which the legal framework governing the profession is defined, which may be outside the competences and actions of the Commission Coordinating.

In the case of the professional psychologist, it was noted that, as the specification was being developed, there was no existing legal definition of the professional competences of psychologists in Catalonia, in addition to the fact that a large part of the curriculum design was laid down by Spanish national bodies. In view of this situation, the **Commission Coordinating** reached a consensus on the following definition for the Psychology graduate:

> *The holder of a Bachelor in Psychology must have received a broad, generalised training that, on graduation, enables him/her to progress towards training in the different specialist fields in Psychology.*

Consensus over the definition of the Psychology graduate enabled the process of drawing up the different competences for the programme specification to begin. This was done using:

- The preliminary analysis of the sources of information.
- The experience of the members of the **Coordinating Commission**.
- Discussion within the **specific commissions** in the universities participating in the DISSENY Psychology programme and the data contributed by these commissions.

Throughout this process, doubts arose concerning the scope, objectives and functions of several of the competences, and two issues were raised:

1. Whether the defined competences, as a whole, were appropriate for training in Psychology.
2. Whether some of the competences were more appropriate to a higher (second) level of training (postgraduate or Master's) than the undergraduate level.

For this reason, the decision was made for the specification to be submitted to public consultation.

Concerning this point, it is worth noting the importance, within the process of designing the programme specification, of reaching a consensus over the definition of the graduate in the corresponding discipline as this enables the scope, objectives and functions of the programme specification to be delimited when the first draft is being drawn up.

Nevertheless, once these aspects have been defined in the wording of the different competences, the result of the work coordinated jointly by the Coordinating Commission and the Specific Commission must be submitted to public consultation.

3.2. Public consultation stage

3.2.1. The programme specification consultation procedure

Groups consulted

The consultation was made on two levels and with a two-fold purpose:

- *Internally*: the teaching staff and students, as these form part of the groups directly involved in the training of the future psychologist. This also enabled suggestions to be made that were directly relevant to the training.
- *Externally*: with the participation of groups from the professional field — internment tutors and employers— that would have otherwise been excluded from the design process.

At the internal level, it is important to ensure that the groups involved in the academic training of the discipline —both the givers and the receivers— are well represented.

It is not, however, considered appropriate to involve first cycle students in the designing of the programme specification, as they lack an overview of the training offered by the subject, which would lead to an undesirable bias in the result.

At the external level and given that, amongst other things, one of the objectives when it comes to offering new study programmes or modifying existing ones is to satisfy professional and social demands as far as possible, it is imperative that encouragement be given to the participation of professional groups in the discipline.

Table 1 illustrates —for each university— the two groups that were defined with the set number of people (for guidance purposes only) to participate in the process of public consultation carried out by the **Coordinating Commission** of the DISSENY Psychology programme.

Table 1. Groups and number of people in each group proposed for public consultation in each university

Public consultation	Number for each university (for guidance purposes only)
Internal procedure	
Teaching staff[1]	Between 15 and 20
Second cycle students[2]	6
Third cycle students[3]	2 PhDs and 2 Master's
External procedure	
Professionals[4]	5
Employers[5]	5
Internment tutors[6]	10

1: Teaching staff belonging to the different fields of knowledge in the discipline.

2: Students that have acquired credits corresponding to the first four semesters of the Psychology degree training.

3: Students with a Psychology degree and taking a PhD or Master's training.

4: Practicing psychologists that neither belong to nor are connected with the academic world.

5: People who contract psychologists for institutions and/or companies. In certain cases, these were also professional psychologists.

6: Practicing psychologists who tutor students' professional practice in the Internment course (where advanced students/graduates gain supervised practical experience).

The instrument used for public consultation

In order to submit the programme specification to consultation, it must be ensured that both the procedure and the instruments used provide the relevant information. It is therefore important to know, prior to designing the instrument, what the information that is gathered will be used for.

For example, if the objective is to decide whether a competence is necessary or not, a question or dichotomous statement requiring a yes/no answer may be sufficient; however, if it is being weighed up in terms of ranking or importance for the training, this needs to be asked according to a range of values. It is also necessary to consider if the information is required per group, professional field, etc., bearing in mind that this information needs to be collected in the section on personal particulars.

The use of a questionnaire that takes account of the main areas covered by the programme specification is proposed, with the competences grouped and formulated as affirmative sentences.

The following three areas were given consideration in the DISSENY Psychology programme:

- Scientific fundaments,
- Subject-specific competences of the discipline, and
- Generic competences of any discipline.

The information gathered for each competence within each area should serve to establish:

1. **Whether the competence should form part of the discipline programme specification.**
2. **Where the previous answer is affirmative, whether the competence should form part of the undergraduate specification and how important it is, or whether it should form part of postgraduate training.**
3. **Other proposals relevant to undergraduate competences**

In the case of Psychology, a questionnaire was prepared in which it was asked whether each established competence was appropriate in the training of a psychologist and whether it should be developed during undergraduate studies. In the event of it being placed in undergraduate studies, a question was then asked regarding its importance in the undergraduate programme and for it to be valued according to the 7-point Likert scale. The questionnaire's format and design were assessed to be appropriate and no difficulty was recorded in answering.

Another possible way of gathering information is by using a qualitative methodology, for example, focus groups made up of interested parties such as managers, employers and internment tutors, and by setting up discussion groups.

The conditions and procedure for administering the questionnaire

The questionnaire should be clearly presented and give the person who is answering it a frame of reference that is common and shared amongst all of the groups being consulted. This assures homogeneity within the frames of reference of each university.

The way in which the consultation context is presented needs to be defined for those who the consultation is intended for. This presentation should include the aim of the consultation and a brief explanation of how the document being submitted to consultation has acquired its form.

The following also need to be made specific at the same time:

- How to assemble data acquisition;
- Sample selection: definition of the groups and number of people to be interviewed in each group;
- The time limit for responses;
- Wording the instructions for answering the questionnaire; and
- Analysis of the collected data.

The most appropriate time limit for carrying out the consultation is between three to four weeks, from the time when the questionnaire is sent out to when it is returned. Halfway through the process, it is advisable to remind the participants of the importance of answering the questionnaire and of respecting the established deadline.

As to the period of consultation, the start of the second semester in the academic year appears to be the most appropriate time. May and June is not a good time; this is due to the fact that, as all of the groups must be consulted at the same time, there are two groups —teaching staff and alumni— that condition the time when the questionnaire can be administered, and the academic periods coinciding with the end of term are particularly intensive in terms of work for both.

The **Commission Coordinating** detected that the people answering the questionnaire were deluged with all sorts of written and electronic questionnaires that they were frequently asked to complete during the consultation period. Therefore:

It is recommended that participation be encouraged and stimulated during the public consultation process, and to find mechanisms that promote incentive for this type of programme.

3.2.2. The public consultation

There are two different types of consultation: the *internal* consultation, which includes the academic group (teaching staff and students), and the *external* consultation for groups outside the university (employers, professionals, internment tutors).

The internal consultation procedure

- Consulting the teaching staff

  There are various channels available for informing the teaching staff about the consultation, including e.mail and the faculty's website, teaching seminars, meetings with heads of department and/or members representing the teaching staff of the department or area of specialisation.

  The consultation of the teaching staff should be balanced in terms of departments and areas of specialisation, although proportional criteria can be used where deemed to be appropriate. The main aim at this stage of the process is to ensure that all academic groups participate and are adequately represented.

The gathering of data can also be grouped according to other criteria, for example teachers of basic and applied courses, as it was detected that area of specialisation and expertise have an influence on the assessment of competences, especially in the assessment of scientific fundaments.

A recommended procedure begins with briefings for all of the teaching staff and students in the faculty, where the objectives of the consultation are explained and encouragement so that they participate in the process of gathering information. Information made available in these sessions should be posted on the faculty website.

After these briefings, a group of members of the teaching staff, for example teachers chosen as representatives of each department, should be made responsible for activating the process within each department, promoting discussion and debate, and collecting the questionnaires and suggestions and giving them to the faculty representative, who forms part of the Coordinating Commission.

It is recommended that as much information as possible be collected from the teaching staff, although this should accounted for in the analyses in order to control any possible bias in the interpretation of the results.

- Consulting the students

  There are various recommended ways of informing the students: through the Council of Representatives (for second cycle students) and the corresponding departments (post-graduate, Master's and PhD students), and the channels established by each university for making contact with the students.

The external consultation procedure

- Consulting internment tutors and employers

  With internment tutors, a similar process to that recommended for the internal procedure should be followed. The first briefing, on motivation and awareness, could coincide with a meeting with internment tutors in the faculties: for example, use can be made of meetings/workshops —if these are held— with internment tutors to explain the process of designing the programme specification and the intention to carry out the consultation process. The questionnaire, together with its objectives and implications as far as the design of the programme objectives is concerned, could be commented on at this meeting. Printed copies can then be handed out, together with a stamped envelope, so that they can be returned to the faculty when they have been filled out; e.mail can also be used, as preferred.

  The sample should be balanced between the different internment options.

  In the case of Psychology, a balance was necessary between the fields of clinical psychology, educational psychology, occupational and organisational psychology, social and community psychology, and research in psychology.

  Consultation of employers was assessed as being necessary due to this being coherent with the aim of preparing a programme specification to satisfy both social and occupational demands. Nevertheless, care should be taken so that employers are aware of the tasks to be fulfilled by recruited graduates.

It would be recommendable for the information aimed at employers to be completed with round-tables with employers and key informants or to hold a workshop-debate with professionals to bring together in situ experiences that provide data on the competences specification.

According to our experience, the level of participation and the response rate (by post and e.mail) of employers were both low.

The Coordinating Commission needs to assess the consultation and participation of national and international experts in the different stages of the programme design, in both this first stage (design of the programme specification) and the following one (learning approaches).

- Ways of administering the questionnaires and collecting responses in the external procedure

The consultation can be made either by e.mail or post. Although it enables the procedure to be completed faster, e.mail is unable to guarantee anonymity.

In the case of Psychology, a similar rate of response was obtained for both ways of sending the responses (a rate of around 30% for both post and e.mail). One thing that stood out was a very low percentage rate of response (10%) in the case of the group of internment tutors.

In this respect, continuous monitoring is recommended, together with the use of meetings held between the internment tutors and teaching staff that coordinate this in order to explain the aim and motivation for the consultation.

For both internal and external consultation procedures...

An institutional presentation of the DISSENY programme to the different groups involved (for example, through the professional association) may also be advisable. This presentation would make the consultation more visible and provide a better context for its purpose, as well as enhancing the motivation of those consulted.

3.2.3. Results and screening of the initial programme specification

Once the responses were gathered, the analysis was made according to the following process:

1. A descriptive analysis of the data on the basis of:
   - the percentage of affirmative responses to each competence, and
   - the mean and standard deviation of the assessed degree of importance of each competence.
2. Visually analysing and comparing the means (averages) for each group within the different groups of competences.

   This means visually assessing if the response mean is similar for the different groups. Account needs to be taken here of the number of responses in each group, i.e. if the sample size is appropriate.

   Depending on this and the conclusions that are drawn, one can either:

   - **Carry out a joint analysis of the data and add them together, without distinguishing between the groups consulted.**
   - **Analyse the results for each group separately, using appropriate statistical techniques.**
3. Assessing the influence of the *Others* option and considering the possibility of including new proposals, according to the percentage of responses in each different group of competences.
4. Analysing the content of each competence by relating it to the percentage of affirmative responses for undergraduate training. This analysis enables an assessment to be made of the degree of coherence between content and the percentage of affirmative responses —obtained for each competence— for undergraduate training.
5. Using the information obtained in the analyses carried out in the points above to establish a cut-off point or criterion, from which point on a competence should be considered to form part of the undergraduate training.

In the DISSENY Psychology programme, the criterion or cut-off point where it was considered that each competence, within each group, should form part of the undergraduate degree was established by selecting those with 70% or more of affirmative responses, meaning that it was considered necessary for the competence to be acquired during undergraduate training in Psychology.

One should bear in mind however that each competence selected should be interpreted according to its content and the percentage of responses obtained, with consideration being given to its real influence and the level of development necessary for undergraduate training in the discipline.

It is therefore recommended that an assessment be made of the degree to which development is necessary —in content and in the competence— as the percentage of affirmative responses comes closer to the established value for the criterion or cut-off point.

The criterion that was established resulted in certain groups of competences being eliminated, as it was considered that they should form part of the future postgraduate training. The following groups were eliminated: product and service development, intervention assessment, and individual, group and community development promotion. Other competences that formed part of the remaining groups of subject-specific competences and generic competences were also eliminated, without this resulting in the elimination of the entire group.

The following section gives the screened programme specification following the consultation stage, according to the criterion described above.

3.3. The programme specification of the psychologist

Scientific fundaments

A Bachelor of Psychology (or Psychology major) must be able to demonstrate knowledge of the necessary scientific fundaments of psychology in order to understand, interpret, analyse and explain human behaviour, and be capable of applying these for purposes of assessment and application at the individual, organisational and community levels.

In order to achieve these objectives, a Bachelor of Psychology must demonstrate a knowledge and understanding of:

1. The different approaches and theoretical traditions that have contributed to the historical development of psychology, and also their influence in producing knowledge and in professional practice, to improve people's quality of life and that of society.
2. The fundamental biological concepts of human behaviour and psychological functions.
3. The structures and processes involved in basic psychological functions.
4. The nature of individual differences.
5. Human social and anthropological dimensions, including the historical and socio-cultural variables that make up the human psyche, in interpersonal relationships and individual and group relationships with the environment.
6. The main processes and stages of psychological development throughout the life cycle, with regard to both normal and abnormal aspects.
7. The different principles and theories explaining normal and abnormal or pathological behaviour.
8. The principles and procedures of psychological evaluation and intervention.
9. The principles and variables that influence educational processes throughout the life cycle.
10. The fundamental epistemological concepts of the different research methods in psychology, their function, characteristics and limitations.
11. Research designs, procedures for formulating and proving hypotheses and interpreting results.
12. The procedures and techniques applied to constructing and adapting instruments for psychological evaluation.
13. The different fields of application of psychology, and the necessary knowledge to contribute and promote the quality of life of individuals, groups and organisations in different contexts: educational psychology, clinical and health psychology, occupational and organisational psychology, and community psychology.

Subject-specific competences

The Bachelor in Psychology must apply the principles of psychology (established in section **Scientific fundaments**) at the individual, work group and organisational level. To achieve these objectives, skill must be demonstrated in:

1. **Detecting needs.** Define the aims and goals of the service to be provided.
   - Know how to analyse the demands and needs of individuals, groups and organisations in different contexts.
   - Establish the priorities, goals and objectives of intervention.

2. **Evaluation.** Identify the characteristics of individuals, groups and organisations and relevant contexts for the service that is requested.
   - Formulate and test hypotheses on the demands and needs of the recipients.
   - Assess, verify and make decisions on the choice of appropriate methods and measuring instruments in each situation or context being evaluated.
   - Obtain and organise relevant information for the requested service.
   - Apply techniques for collecting information on the study of how individuals, groups and organisations function.
   - Prepare and draw up technical reports on the results of the evaluation, research or services requested.

3. **Intervention, mediation and treatment.** Identify and prepare interventions that are appropriate for achieving the established goals.
   - Identify the variables (individual, environmental, etc.) that may have an influence on an intervention and detect any signs of resistance to change.
   - Apply the methods and strategies given in the plan for intervention, according to the established objectives, in contexts that are appropriate to the service requested.
   - Respond and act appropriately and professionally, taking account of the profession's code of ethics and morals in every process of intervention.

4. **Professional communication.** Provide users with information, bearing in mind the type of beneficiary.
   - Draw up reports on the results of the evaluation or service requested.
   - Communicate one's own assessments in a critical and argumented way, while respecting the ethical commitment concerning the diffusion of psychological knowledge.
   - Demonstrate flexibility, respect and discretion when communicating and in the use of results obtained from psychological evaluations with people and groups.

5. **Diffusion of psychological knowledge.** Diffuse the knowledge deriving from the results of research and theoretical reviews and from products and services that are generated.
   - Have a good grasp of ICT (information and communications technologies) as a tool for disseminating psychological knowledge.

6. **Research.** Design and develop studies within the scope of the discipline.
   - Make use of the different documentary sources in psychology, have a good grasp of the necessary strategies to access information and to assess the need for documentary reappraisal.
   - Collect, order and classify research data and materials (documents, case histories, archives, etc.).
   - Analyse and interpret data within the context of the discipline's established knowledge.
   - Make critical decisions on the choice, application and interpretation of results deriving from different methods of psychological research.

Generic competences

1. Professional competences

Professionalism and ethical conduct are essential in psychological practice. Professionalism includes not only psychological knowledge and skills but also the commitment to a series of shared values, autonomy in applying them and the responsibility to defend them. The Psychology graduate must demonstrate:

- Critical and creative thinking, with the ability to ascertain and to adopt a scientific and ethical approach in the different areas of the profession.
- A critical and reflective application of knowledge, skills and values in different posts filled in the work place.
- Make critical and argumented judgments and assessments in the decision-making process when exercising professional responsibility.
- The ability to critically read the scientific bibliography, assess its source, place it in an epistemological context, and identify and confirm the contributions made in relation to available knowledge in the discipline.
- The ability to consider different perspectives with regard to issues and problems that he/she is working on, assess them critically, reach conclusions and make decisions.
- The ability to accept, integrate and learn from criticism regarding professional performance.
- Respect for social, organisational and ethical norms in activities relevant to the profession.
- An understanding of the limitations that the perspective of the psychological analysis of human behaviour imposes, and the capacity to make conceptual and technical contributions from the analysis of other disciplines.
- Flexibility, respect and discretion in the use of data that may affect individuals, groups and organisations.
- The ability to adapt to the setting, task or context, to deal with new tasks and responsibilities, and to generate processes of change.

- The ability to interpret the content and scope of information received or requested in either oral or written form, and the necessary treatment according to the nature of the matter being dealt with.
- Respect and the upholding of respect for the code of good practice and ethical conduct in activities relevant to professional activity.

2. Personal and professional development

- Integrate the knowledge and advances made in psychology in one's professional performance.
- Acquire independence and autonomy as a learner, and be responsible for one's own learning and skills development.

3. Interpersonal competences

- Communicate efficiently and effectively in different social and cultural contexts.
- Be sensitive to the needs and expectations of others, to context and one's own influence that is exercised.
- Recognise, understand and respect the complexity of multicultural diversity.
- Achieve the necessary conditions for effective communication and a good relationship of help and support.
- Work as part of a team and in a committed way with the working group.

4. Instrumental competences

- Use the various ICT for different purposes.
- Communicate effectively, both orally and in writing.
- Be able to communicate in a foreign language.

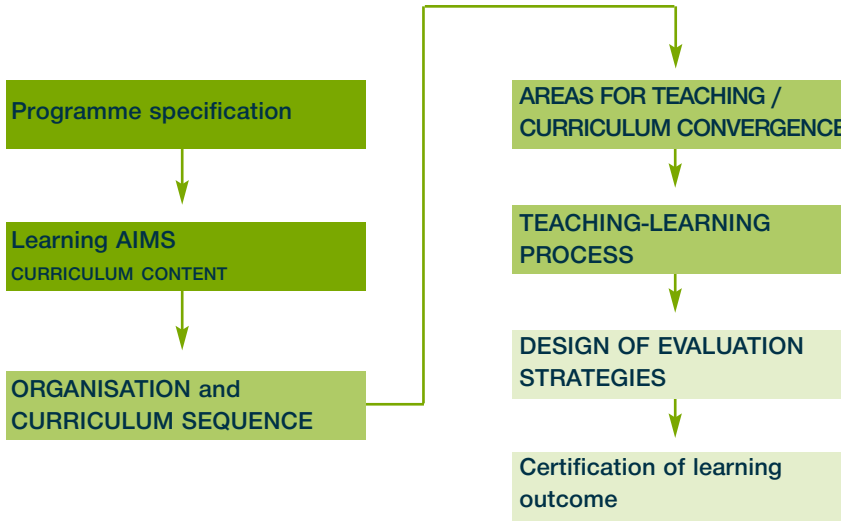
2
From the programme specification to learning

The definition of the programme specification is, or should be, the initial stage from which the curriculum is organised, teaching methodologies and evaluation strategies designed, etc.

Guidelines for designing the programme specification would not be complete without exemplifying how, on the basis of various competences established in the programme specification, to be able to design the teaching-learning process for certain content blocks.

The diagram below shows the logical sequence for moving on from the competences established in a programme specification to designing the teaching-learning process.

Diagram 1. From the programme specification to certification of learning outcomes



In the case of the examples proposed further on in the document, a procedure is explained to help teaching staff draw up learning objectives using the competences established in the programme specification; as such, consideration is not given to every one of these steps.[6]

The following aspects were taken into account in the development of the examples:

- The aim is to put across **the idea of the transversal nature of competences in the programme specification**, which implies the need for different content blocks to be coordinated together.

[6] In each particular case, the teaching methodologies will need to be adapted to the credits assigned to the content blocks. For more information, consult *Marc general per al disseny, el seguiment i la revisió de plans d'estudis i programes* (AQU Catalunya, 2002) and *Guia general per dur a terme les proves pilot d'adaptació de les titulacions a l'EEES* (AQU Catalunya, 2004).

- As to areas of specialisation, reference is therefore made to **content blocks**; for example, in psychological evaluation, there are aspects of personality psychology, methodology, developmental psychology and social psychology.
- Just one competence associated with a content block may involve competences defined as scientific fundaments, subject-specific competences and generic competences.
- One needs to guarantee that all the competences are worked on and evaluated in the different content blocks. In this respect, a worksheet can be very useful for display purposes and to verify the point in the programme and intensity at which the competences adopted in the programme specification are given attention.
- Each example includes the specification for the scientific fundaments and the subject-specific and generic competences that the student should acquire. Not all of the competences are included as it is unrealistic to think that all of them can be developed in one content block. Regarding the drawing up of the learning objectives, the attempt was made for this to be as inclusive as possible; for example, if it says «that they know how to prepare X», it is understood that, prior to this, they will need to know the aspects of X.
- With regard to **sequence**, when the examples were being developed, it was discussed whether it would better to present the methodologies and techniques separately and out of context or, on the contrary, to do problem-based learning, or case studies, where the student starts out with a context for which tools are required and need to be actively searched for. The working group also considered that both options were valid if they attained the sought-after competences, which is the reason why **the examples given here are not formulated in sequence** (a first general level and a second one for specific application) but are presented in a comparative way.
- The sequence for the scientific fundaments and subject-specific competences should take account of the **new entry student specification** and the moment in time in the teaching-learning process. Ways of teaching, learning and evaluating in first year courses need to be different to those of other years. Furthermore, as the design of the programme specification cannot be adapted to the level of new-entry students, strategies will need to be designed to adapt the level of the students from non-*batxillerat* itineraries (university preparation courses, etc.).

Methodological proposals for the teaching-learning process:

Different methodologies were chosen expressly as a way of illustrating the examples and not for any normative purpose. Methods of this type involve **resources**, which is also emphasised in the examples.

The essential element is for the **methodologies to be coherent with the learning objectives**; so, for example, if an aim is to communicate correctly, the methodologies will need to provide for this communication.

- With regard to **evaluation**, an aim itself can be evaluated by way of different strategies. For example, transversal competences (such as communication) can be obtained in workshops or by means of different activities where they need to be put in practice (for example, team work).

  Evaluation strategies also need to be organised in a coherent way: the weighting of each one (work, exams, etc.) should agree with the learning objectives and the work hours that this implies for the student.

  Moreover, not all competences can be evaluated in the same way: there is an obvious difficulty in evaluating some of the competences given in the specification, such as respect for the code of good practice. Nevertheless, indicators can be obtained to evaluate this competence, for example during internment.

- Any change involves the use of **resources**, both human resources and infrastructure. If changes are proposed in training and evaluation methodologies, indication of the necessary means for introducing these new methodologies needs to be given.

Different examples are proposed below for ways to programme learning objectives by connecting them with the competences given in the programme specification. The examples are structured as follows:

Requirements	Prior scientific fundaments and competences necessary for learning the content block
Scientific fundaments	Scientific fundaments of the programme specification that are developed in a content block
Subject-specific competences	Subject-specific competences of the programme specification that are developed in a content block
Generic competences	Generic competences of the programme specification that are developed in a content block
Learning objectives	The scientific fundaments and competences selected for a particular content block are made specific. They indicate what the student must know, understand, know how to do or demonstrate in each content block
Methodology	Teaching-learning strategies and activities designed so that the student can succeed in the learning objectives.
Evaluation	Strategies used in the teaching-learning process to certify that defined learning objectives have been acquired.
Resources	Human resources, technological resources, etc. necessary in the teaching-learning process.

Example 1. Acquiring competences for purposes of evaluation and intervention

Requirements

Knowledge and understanding of:

- the structures and processes involved in psychological functions
- the psychometric properties of the evaluation instruments
- the processes and stages of normal and pathological development
- individual differences

Skills to formulate and test hypotheses and to interpret results

Scientific fundaments

Know the principles and procedures for evaluation and psychological intervention

Subject-specific competences

1. Formulate and prove hypotheses on the demands and needs of the recipient
2. Assess, verify and make decisions on the choice of appropriate methods and measuring instruments in each situation or context for evaluation
3. Obtain relevant information for the requested service
4. Apply techniques to collect information in relation to the study of the functioning of the individual, groups and organisations
5. Analyse and interpret the data within the context of established knowledge in the discipline
6. Identify the variables (individual, environmental, etc.) that may have an influence on an intervention and detect the signs of resistance to change
7. Apply the methods or strategies given in the intervention plan, in accordance with the established objectives, in contexts that are relevant to the requested service

8. Respond and act appropriately and professionally, bearing in mind the profession's codes of ethics and good practice in every process of intervention
9. Prepare and draw up technical reports on the results of the evaluation process, the research and requested services

Generic competences

1. Critical and reflective application of knowledge, skills and values
2. Demonstrate flexibility, respect and discretion in the use of data that may affect individuals, groups or organisations
3. Team working skills and commitment to the working group
4. Respect for the code of good practice and ethical behaviour in activities relevant to professional conduct
5. Appropriate communication skills in both oral and written communication
6. Acquire independence and autonomy as a learner, and be responsible for one's own learning and skills development

Learning objectives

1. Demonstrate a knowledge and understanding of:
   - 1.1. The stages of the process of psychological evaluation
   - 1.2. The scientific and ethical guarantees underlying the process of psychological evaluation
   - 1.3. The basic procedures for gathering information and the most usual techniques and instruments
   - 1.4. The sources of information in psychological evaluation
2. Apply knowledge and understanding of the psychological evaluation process in practical cases

2.1. Planning a psychological evaluation process

- Formulate hypotheses about a request for psychological evaluation using the information supplied
- Plan the gathering of information to prove the hypotheses
- Select the appropriate instruments and techniques for gathering the information

2.2. Comment on and interpret the results of the tests and instruments used in practical cases

2.3. Formulate a diagnosis

2.4. Draw up a report on the results of the evaluation

3. Run level A and B tests (APA),[7] correct the tests and assess the results
4. Draw up reports and comment on the results found in administering class A and B tests
5. Prepare intervention plans on the basis of practical cases

5.1. Relate the requested case and the evaluation results with the intervention strategies

5.2. Design intervention plans

[7] The use of class A and B instruments requires a training that includes technical knowledge of the psychometric properties of the tests, in addition to knowledge about individual differences and adaptational and counseling psychology. The use of class C tests requires experience and appropriate training in the applicaction, correcting and interpreting of characteristic clinical instruments. Evaluators who use them must have a university degree in Psychology or a related field and higher studies (Master's) relevant to the areas in which the test is being administered (level C, APA, AERA and NCME, 1966: individually administered intelligence tests, personality tests and projective methods).

References:

American Psychological Association (2002) *Report of the Task Force on Test User Qualifications*. See <www.apa.org>.

American Psychological Association; American Educational Research Association; National Council on Measurement in Education (1996) *Standards for educational and psychological tests and manual*. Washington, DC: Author.

5.3. Identify the variables (individual and environmental) that may influence an intervention

5.4. Choose the appropriate instruments to assess prepared intervention plans

Methodology

Class-based work

- Master class and lectures
- Seminars
- Practicals
- Presentation of cases

Guided distance work

Working groups and personal work: seminar and practicals reports

Projects: evaluation process and intervention plans for practical cases

Independent work

Reading and study of working papers and bibliography

The scientific fundaments and subject-specific competences 1, 2 and 3 are presented and developed in theory classes, seminars and practicals

Subject-specific competences 4, 5, 6, 7, 8 and 9 are fostered in individual and group practice, projects and practical case solving

Generic competences are developed and fostered especially in seminars, projects, presentations and the solving of practical cases

Evaluation

- Reports on seminars that have been read up (individual)
- Reports on practical cases (individual and group)
- Correction of the protocols for class A, B and C tests (individual and group)
- Commentary on the results of the protocols for these tests (individual and group)
- Presentation of intervention projects developed (individual and group)
- Exam with multiple choice questions, short answer questions and commentary of practical cases (individual)

Weighting

- Individual reports: 20% of the final score
- Exam: 30% of the final score
- Reports and group work: 50% of the final score

Resources

- Large lecture room for Master classes and lectures
- Small lecture rooms for seminars and practicals
- Computer
- Projector
- Video and TV
- Evaluation and psychological intervention manuals
- Manuals, protocols and test answer sheets and evaluation instruments
- Guidelines for preparing the seminar reports, practical cases and intervention projects
- Assessment sheet of individual and group work
- The psychologist's code of good practice
- Working papers
- Guidelines for assessing individual and group work

Annex to example 1

The following worksheets may prove to be useful in individual and group work assessment. Information gathered can be used in the self-assessment and heteroevaluation process.

COURSE: ..... Assessment of individual and group work

Seminar / Practical case	Individual work					
	1*	2*	3*	4*	5*	6*
1						
2						
3						
4						
5						
6						

Individual work: 1 = Reading of the material; 2 = Responses to the seminar / practical outline; 3 = Search for information; 4 = Reading and analysis of new information; 5 = Writing up of the report on seminar / practicals work; 6 = Individual study.

Group work: 1 = Commentary of the case / seminar material; 2 = Responses to the seminar / practical outline; 3 = Search for information; 4 = Commentary of new information; 5 = Writing up of the report on seminar / practicals work; 6 = Commentary of the report on seminar / practicals work.

Self-Assessment	80%-100%	60%-79%
Personal attendance at working group meetings		
Attendance of the others attending the group		
Mark for your participation in the working group	80%-90% (100%) Excellent, in every way	70%-79% Very good, above average

Mark the corresponding box with an X.

Group work					
1*	2*	3*	4*	5*	6*

* To measure the work time taken for each task, the following can be used: reading, information search, study, etc.

This can also be used to give a score or percentage for the work carried out (for example, 70%, 40%, etc.).

40%-59%	20%-39%	< 20%
50%-69% Average, reasonably good	40%-49% Poor, barely a pass mark	< 40% Insufficient, fail mark

Example 2. Acquiring competences for research

Requirements

1. The fundamental epistemological concepts of different research methods in psychology, their function, characteristics and limitations
2. Use of ICT for diverse purposes

Scientific fundaments

Know research designs, procedures for formulating and proving hypotheses and interpreting results

Subject-specific competences

1. Communicate one's own assessments in a critical and argumented way, with respect for the ethical commitment required in the diffusion of psychological knowledge
2. Have a good grasp of ICT (information and communications technologies) as a tool for disseminating psychological knowledge
3. Make use of the different documentary sources in psychology, have a good grasp of the necessary strategies to access information and to assess the need for documentary reappraisal
4. Analyse and interpret data within the context of the discipline's established knowledge
5. Make critical decisions on the choice, application and interpretation of results deriving from different methods of psychological research

Generic competences

1. Make rational judgments and assessments based on the decision-making process when exercising professional responsibility

2. The ability to critically and rationally read the scientific bibliography, assess the source, place it in an epistemological context, and identify and verify the contributions made in relation to available knowledge in the discipline
3. Demonstrate flexibility, respect and discretion in the use of data that may affect individuals, groups or organisations
4. Integrate the knowledge and advances made in psychology in one's professional performance
5. Work as part of a team and in a committed way with the working group
6. Communicate effectively, both orally and in writing

Learning objectives

1. Understand the assumptions that serve as the basis for the logic of scientific research
2. Know the basic methodological vocabulary of scientific research
3. Know the context for the general model of scientific research
4. Know the high levels that make up scientific method, together with the stages that constitute it
5. Distinguish between what is the method and design of research
6. Know the basic statistical tests
7. Know how to plan out and structure research work —at a basic level—, through choice of most appropriate method, design and technique
8. Be capable of organising and systematising reviewed scientific bibliography
9. Have the criteria to make a critical analysis of a published research work
10. Know how to prepare a scientific report

Methodology

Teaching methodology of case study analysis

Different cases are presented throughout the academic year. Some may need to be worked on, developed and resolved individually while others may need to be dealt with by the group.

A case study is developed as follows:

1. A problem is posed. This can either be done by the teacher or the student can choose between different problems presented to the class
2. Review and evaluation of published work relating to the problem that has been posed
3. Systematisation of the problem
4. Selection of the method and most appropriate design to resolve the problem
5. Planning of the data collection
6. Selection of the appropriate technique for analysing the data
7. Analysis and interpretation of the data in order to reach conclusions on the problem raised
8. Writing up of a brief scientific report using standard terminology
9. Presentation of a brief communication for discussion with the entire class group. The communication can be presented in the classroom or by way of an online discussion

Areas for the teacher to monitor

1. The teacher provides the necessary resources all the time that the case is being developed
2. Conceptual guidance regarding the content block
3. Bibliographical resources: articles, ethics, fair practice and communication of results
4. Guidance of the case resolution
5. Support to help time management in resolving the case

Evaluation

- **Scientific fundaments**

  By means of an evaluation test on the student's understanding of the fundamental concepts of methodology and statistics in psychology, and content of the analysis of the case being worked on. Weighting: 40% of the final assessment

- **Communication and knowledge diffusion**

  Assessment of the conclusions reached in the case study dealt with, and assessment of points 8 and 9 of the analysis of the case study being worked on. Weighting: 10% of the final assessment

- **Research**

  Assessment of points 2, 4, 5, 6 and 7 of the analysis of the case study being worked on. Weighting: 10% of the final assessment

- **Professional competences**

  Assessment of decision-making in each point of the case study. Weighting: 10% of the final assessment

- **Personal and professional development**

  Assessment of points 2, 3 and 7 of the analysis of the case being worked on and the conclusions reached. Weighting: 10% of the final assessment

- **Interpersonal competences**

  Monitoring by the teacher, who values the contributions made by each member of the group, how organised they are and work carried out in cooperation with others. Weighting: 10% of the final assessment

- **Instrumental competences**

  Assessment of points 8 and 9 of the analysis of the case being worked on. Weighting: 10% of the final assessment

Resources

- **Documentary resources**

  Introductory bibliography, methodology guidebooks, data analysis guidebooks with different types of specific software, articles and scientific publications on psychology, web resources

- **Technological resources**

  Computer, on-line connection and specific software for analysing psychology data

- **A guide to case preparation and resolution** (see below the annex «General guidelines for preparing a practical case study»)

- **A guide to timing case resolution**

Annex to example 2: General guidelines for preparing a practical case study

1. Establish the final and/or intermediate objectives to be achieved through formulation of the case study (particularly with regard to understanding, skills and procedures), while remembering that the activity needs to be parallel to the series of objectives for the content block.
2. Establish the evaluation criteria.
3. Define the contents that need to be transmitted to the participants through the case study.
4. Decide on the work method, bearing in mind the setting and the possibilities of communication.
5. Prepare the activity plan, bearing in mind that it must include:
   - The objectives to be achieved and a guide or itinerary for discussion (if the work is done in a group).
   - The presentation of the problem.
   - Additional materials available to the students for resolving the case.

- Complementary activities that may help assess initial knowledge and provide elements for reflection to resolve the case.
- Outline of the case (diagram of the case with additional information, activities, etc.).

6. Decide how all of this information will be presented and developed using the means available.

What the students have to do:

1. Read the objectives that need to be achieved through the activity.
2. Familiarise themselves with the case study, identify the relevant aspects, problems and possible alternatives for resolving it.
3. If doing group work, establish an initial basis for agreement and pool information/ideas about the problem with the other participants.
5. If doing group work, prepare, reason out and present a solution resulting from agreement.

The role of the teacher:

1. Form the groups, if he/she so decides, and assign the case studies, if more than one are being prepared.
2. Provide support during the activity by facilitating the process and offering guidance, if considered convenient.
3. If the activity is presented to one or more groups, orientate the students when the group requires this and encourage participation.
4. The teacher concludes the activity by offering his/her assessment of the case (with regard to both resolution and procedure).

Example 3. Acquiring competences to evaluate a developmental disorder: educational perspective

Requirements

Knowledge of processes involved in basic psychological functions, the nature of individual differences and processes of psychological development in the period from 0-6, 6-12 and 12-16 years

Scientific fundaments

Know the principles and procedures for evaluation and psychological intervention

Subject-specific competences

1. Know how to analyse people's needs and demands
2. Assess, verify and make decisions on the choice of methods and measuring instruments
3. Obtain relevant information for evaluation of the disorder
4. Make critical decisions concerning the choice, application and interpretation of the results deriving from the different procedures of psychological evaluation
5. Prepare and draw up technical reports on the results of the evaluation
6. Communicate one's own assessments in a critical and argumented way
7. Make use of the different documentary sources in psychology, have a good grasp of the strategies needed for accessing information and assessing the need for documentary reappraisal

Generic competences

1. Critical and reflective application of knowledge, skills and values
2. Make critical and argumented judgments and assessments in the decision-making process

3. Flexibility, respect and discretion in the use of data that may affect individuals, groups and organisations
4. Interpret the content and scope of the information received or requested, orally or in writing, and the treatment to be given according to the nature of the matter being dealt with
5. Respect and the upholding of respect for the code of good practice and ethical conduct in activities relevant to professional performance
6. Integrate the knowledge and advances made in psychology in one's professional performance
7. Communicate efficiently and effectively in the different social and cultural contexts
8. Be sensitive to the needs and expectations of others
9. Work as part of a team and in a committed way with the working group
10. Communicate effectively, both orally and in writing

Learning objectives

1. Understand an explanatory theoretical framework of the interactive and contextual nature of the different developmental disorders
2. Know how to identify the different disorders and their scope
3. Know how to prepare and use different systems for infant-surroundings-interaction observation
4. Know how to analyse the results of different tests, to associate them and to reach conclusions on them
5. Know how to draw up reports on the basis of conclusions

Methodology

Tasks of the teacher

- Master classes and guidance on specific bibliography

- Handing out of an explanatory outline for critically assessing reports with regard to the following aspects: *a*) content, *b*) data collection process, *c*) conclusions and recommendations, *d*) participation of the teacher and parents, *e*) assessment of whether just individual variables have been taken into account or also contextual ones, etc.
- Individual attention for guidance on case study analysis

The student's guided work

- Analysis of different «real» diagnostic reports where the identity of the centre and the people (a child form 0 to 6 years, another from 7 to 11 years and a third from 12 to 16 years) is maintained. The work is set to be carried out in small groups using the outline handed out by the teacher and consistent bibliographical research
- Pooling of the conclusions of each group on the analysis of the reports
- Presentation of a report on a hypothetical case

The student's independent work

- Reading and study of the different working papers and recommended bibliography

The scientific fundaments and subject-specific competences 1, 2 and 3 are to be developed through theoretical presentations and practicals

Subject-specific competences 4, 5 and 6 are fundamentally worked on together as a result of guided work on case study analysis, the subsequent ironing out of differences and the writing up of a report

Subject-specific competence 7 is to be developed above all in the student's independent work

Generic competences are basically promoted using case study analysis and in work arising out of this (information research, small discussion groups and the pooling of information, and the writing up of a report)

Evaluation

- Written work and presentation of the group's conclusions on the reports examined. Weighting: 40% of the final assessment

  Through this work and tutoring, evaluation is made of the subject-specific competences and interpersonal and instrumental generic competences that refer to team work, and also learning objectives 2, 3, 4 and 5

- Participation in the general discussion resulting from the group presentations. Weighting: 10% of the final assessment

  Evaluation is made of the specific competences linked with professional communication and interpersonal and instrumental generic competences

- There is an exam at the end of the year/course with questions on the basic contents of the subject and a case study. Weighting: 50% of the final assessment

  This written test enables an evaluation to be made of the scientific fundaments in the discipline, skill 4, the generic competence of personal and professional development 6, and also learning objectives 1, 2 and 4

Resources

- Classroom that enables work to be done in large and small groups with audio-visual equipment (video projector, PowerPoint, slides, etc.)
- Varied diagnostic reports that can be analysed and thought over. Availability of examples of «good» and «bad» practices in accordance with the «evaluation model» explained by the teacher
- Guideline for analysing the reports
- Accessible and clear bibliographical references

Example 4. Acquiring competences to evaluate psychopathological behaviour in childhood and adolescence

Requirements

1. The structures and processes involved in basic psychological functions
2. The nature of individual differences
3. The main processes and stages of psychological development throughout the life cycle, with regard to both normal and abnormal aspects
4. The different principles and theories explaining normal and abnormal or pathological behaviour
5. The procedures and techniques applied in psychological evaluation tests
6. Analysis of the demands and needs of individuals, groups and organisations in different contexts
7. Writing up of reports on the results of the evaluation
8. Communicate one's own assessments in a critical and argumented way, with respect for the ethical commitment required in the diffusion of psychological knowledge
9. Demonstrate flexibility, respect and discretion in the communication and use of data obtained from psychological evaluations of individuals and groups
10. Make use of the different documentary sources in psychology, have a good grasp of the necessary strategies to access information and to assess the need for documentary reappraisal
11. Analyse and interpret data within the context of the discipline's established knowledge

Scientific fundaments

Know the principles and procedures of evaluation and psychological intervention

Subject-specific competences

1. Formulate and verify hypotheses on the demands and needs of the recipients
2. Assess, verify and make decisions on the choice of appropriate methods and measuring instruments in each situation or context being evaluated
3. Obtain and organise relevant information for the requested service
4. Apply techniques for collecting information on the study of how individuals, groups and organisations function
5. Prepare and draw up technical reports on the results of the evaluation, research or services requested

Generic competences

1. Critical and reflective application of knowledge, skills and values
2. Make critical and argumented judgments and assessments in the decision-making process
3. The ability to critically and read the scientific bibliography, assess the source, place it in an epistemological context, and identify and verify the contributions made in relation to available knowledge in the discipline
4. Demonstrate flexibility, respect and discretion in the use of data that may affect individuals, groups or organisations
5. Respect and the upholding of respect for the code of good practice and ethical conduct in the activity of psychological evaluation
6. Communicate efficiently and effectively in diverse social and cultural contexts
7. Be sensitive to the needs and expectations of others
8. Work as part of a team and in a committed way with the working group
9. The ability to communicate effectively in writing

Learning objectives

1. Be familiar with the different instruments for measuring abnormal behaviour
2. Know how to identify a symptom and to assess its severity
3. Know how to distinguish symptoms
4. Know how to analyse the different psychopathological profiles
5. Know how to integrate information from different sources
6. Know how to write up reports on the basis of the results of a psychopathological evaluation and propose diagnostic guidance

Methodology

Classroom work:

- **Master classes** focusing on the scientific fundaments of the discipline
- **Practicals** consisting of the presentation of clinical cases by the teacher using audio-visual resources. The student must then identify and/or recognise the psychopathological characteristics of the case being presented (identification of the symptoms), and to distinguish them
- **Tutorials:** both individually and in a group in order to monitor the student's work

Guided work:

- **Use of the course webpage**, where the student has all the necessary material to follow the classes and carry out the work (student's guide). There will also be an open forum available on the site on the evaluation of child psychopathologies and the possibility of making a self-assessment for each subject in the programme. The proposed reading list and activities are also made available there

Independent work:

- **Reading** and study of the bibliography (basic and complementary)

Evaluation

- **Task 1. Worksheet for recording and assessing symptoms**. During the different practice sessions, the student has a worksheet, for each of the two case studies analysed, where the symptoms are identified and an assessment made of the severity. This is handed to the teacher at the end of the session
- **Task 2. A task carried out** consisting of the evaluation of the various psychopathological dimensions studied by way of an inventory of symptoms. The student is given information relative to the responses that the same subject being evaluated has given on each item (self-report version), together with information from the parents. The student must then calculate the score for each dimension and convert them into make an interpretation. Using the anamnesis that goes together with the case description, the student has to write up a report with diagnostic counselling
- **Objective test exam** with multiple choice items with 4 response alternatives. This includes questions that refer to the discipline's scientific fundaments and case study analysis
- **Final mark:**

  The exam qualification represents 60% of the final mark for the course. The practicals count for 40% of the final mark (40% for task 1 and 60% for task 2)

Scientific fundaments and generic competences 1, 2, 3 and 7 are evaluated in the exam and task 1

Generic competences 4, 5, 6, 8 and 9 are evaluated in task 2

Subject-specific competences 2 and 4 are evaluated in the exam

Subject-specific competences 1, 3 and 5 are evaluated in task 2

Resources

Classrooms:

- **Large classroom** for the master classes
- **Classrooms for small group work** (practicals with up to 25 students)

Audio-visual material: video, TV, projector and a computer with on-line connection

Technological support platform for teaching: course webpage with applications to manage forums and self-report systems

Bibliographical material: manuals on child and adolescent psychopathology and psychological evaluation

Student's guide. The student is given a file for each thematic block in the programme with, for each unit subject, the basic and complementary reading, website addresses of interest, teaching material (texts, guideline for carrying out practicals, etc.) and scientific articles that complement the information provided in class presentations

Evaluation material: inventory of symptoms (self-report version and for the parents), manual, answer sheet and correction template

Example 5. Acquiring competences to develop recruitment and personnel selection processes

Requirements

1 Knowledge of the different instruments for psychological evaluation

2. Knowledge of the psychosocial processes that take place in an organisation (culture, atmosphere, communication, etc.)

3. Knowledge of the different functions of the human resources officer

4. Know how to carry out an interview

Scientific fundaments

Know the different fields of application of psychology and have the necessary knowledge to contribute and promote the quality of life of individuals, groups and organisations in the context of work and organisations

Subject-specific competences

1. Formulate and test hypotheses on the demands and needs of the recipient

2. Assess, verify and make decisions on the choice of appropriate methods and measuring instruments in each situation or context for evaluation

3. Obtain and organise relevant information for the requested service

4. Apply techniques to collect information in relation to the study of the functioning of the individual, groups and organisations

5. Prepare and write up technical reports on the results of the evaluation process, the research and the requested services

Generic competences

1. The ability to interpret the content and scope of information received or requested in either oral or written form, and the treatment to be given according to the nature of the matter being dealt with
2. Acquire independence and autonomy as a learner, and be responsible for one's own learning and skills development
3. Communicate efficiently and effectively in different social and cultural contexts
4. Work as part of a team and in a committed way with the working group
5. Communicate effectively, both orally and in writing

Learning objectives

1. Know how to analyse the client's requested case
2. Obtain and organise information
3. Know the different models of staff selection
4. Know the stages of a selection process
5. Carry out the selection process
6. Assess and make decisions on the choice of methods and instruments in each stage
7. Select and apply the appropriate instruments for candidate assessment

The proposed objective is to have the student face a real situation where a knowledge of theories to resolve the situation is necessary, analyse the context and choose (decision-making) the most appropriate procedure (problem solving). This involves searching for information, asking questions, analysing what is «said», presenting an outline that will serve as the basis for action, resolve the case, present it and convince colleagues cum «clients» of their case (oral and written communication)

Methodology

Specific case of a person joining the organisation: case requested by an organisation

The case entails beginning and resolving a staff selection process. The student has had no contact with the matter up until this point. He/she knows that it is one of the functions of the human resources officer but does not know what it is about. The student is also given the required format for presentation (annex 1: Guideline to case study resolution)

Guideline for resolving the case

The student is given guidance on how to work, from «What do I know about the matter?» to «Where to look?», from which he/she begins to search and get in contact with the theories and the process to follow. This guideline is structured according to main sections, where the student has to note the time taken in looking for information or to decide which theoretical framework will be most useful for resolving the situation. For example, he/she may decide to make selection in a «classical» way or deal with the search for competences, and even the selection, using the Internet

Work areas and tutoring

The areas of teaching marked out for the teacher for this matter are the tutoring of questions and doubts that arise in the learning process. The teacher leads the class (in a conventional classroom) to take the role of tutor/facilitator and to monitor the work and resolve any doubts

Providing the necessary materials to continue the case: new information

In a stage of the process of resolving the case, the student hands in material that the teacher collects, corrects and returns so that the work can be continued (for example: designing an advertisement to appear in the press). A series of curricula is subsequently handed out that the candidates have submitted as a result of the ad prepared by the students. 10 curricula are handed out so they can continue with the case

Presentation of the results, date and time, case argumentation and decision-making

- Joint session

  On the date proposed in the guideline (approximately one month later) the student makes a poster presentation with the steps followed and justification and a document three pages long with the basic concepts that have been used. The session is public and course teachers ask appropriate questions

- Evaluating the experience

  Evaluation is made of the content and commentaries are made about the competences developed, together with the strong and weak points that need further work.

Evaluation

- **Technical knowledge**: partial reports made on the process of analysis and synthesis of the information collected and the practical application of these concepts in the poster. Weighting: 40% of the final assessment
- **Written communication skills**: using the same partial reports, the final report and poster, evaluation is made of the technical vocabulary, the language used, the information structure, the coherence of the information, adaptation to the client, etc.
- **Decision-making**: in the reports, a line of argument is required for each decision made concerning how the process is to be continued
- **Oral communication skills**: using the poster (process result), evaluation is made of the technical vocabulary, the language used, the information structure, information coherence, adaptation to the client, intonation, voice modulation, etc.
- **Team working skills**: through feedback in tutorials with the teacher, information is brought together on how to organise the work, decision-making, how systematically they coordinate, etc.
- **Group self-assessment sheet**: the team reflects on the work it has carried out

- **360º**: the group making the presentation chooses two others groups to evaluate it, the teacher chooses two more groups, and the teacher also make his/her evaluation. A «mini-report» is given with the strong points and those that need to be improved
- **In-basket**: the resolving of other case studies with the same characteristics. Weighting: 50% of the final assessment
- **Weighting of reports handed in** by the students, which are used to give feedback on the competences: 10% of the final assessment

Resources

Materials:

- Specific case of a person joining the organisation: case requested by an organisation
- Guideline for resolving the case
- Guideline for timing the steps to be taken
- Guideline for timing classroom tutorials
- Providing the necessary materials to continue the case: new information (curricula)
- Evaluation guide: poster display
- The working group's schedule

Small groups of 25 students per teacher

Classrooms where the teams can meet and work

Annex I to example 5: Guideline to case study resolution

Actions by the teacher	Session	Questions
Presentation of the matter by way of a case study	Session 1	What is being asked of us? What do we know about this matter? What do we need to know? Where to find the information?
Handing out of curricula	Session 2	How does one do a curriculum analysis? Who are the candidates that fulfil the set criteria for success?
	Session 3	What tests can I pass (predictors)? How is a report made? How should the person be integrated into the new company?
Video of a selection interview	Session 4	
Evaluation	Session 5	

Actions by the students	Handed in by the student	Time spent
Research of the theoretical information Defining of concepts Preparing the work process	Preparing the final document, with definitions and explanations that support the process followed and why. Presentation of the press advertisement as the point where the process starts	
Analyse the new information Decide how to continue	Definition of the elements taken into account. Justification for the steps taken Why certain predictors were used	
Outline of the interview Type of report Plan for admittance	Writing up of the document to be presented. Preparation of the poster	
	Preparation of the two documents brought to a close. Preparation of the defence	
	Handing in of the supporting document with the theory . Presentation and defence of the poster	

Annex II to example 5: Guideline for timing the steps to be taken

Non-classroom activities Task	Classroom area Activity	Time
Library research	Theories	
	Selecting the context	
Group preparation		
Wording of the advertisement		
Correcting the curricula	Examples in articles	
Interview outline	Review of knowledge	
	Decision concerning the concepts	
	Synthesis of material	
	Preparation of material	
Writing up of the text		
Poster design		

Annex III to example 5: Guideline to evaluating the teamwork

PART 1

Instructions

Assign a value from 1 to 5 to each statement, according to how you believe the group acted (1 is for a level of minimum compliance and 5 the maximum).

Example

1.1. The prepared discourse is well structured (it has an introduction, development and conclusion). ☐

If you consider the condition to be fulfilled by the group but that it could improve a little, you could give the following value:

1.1. The prepared discourse is well structured (it has an introduction, development and conclusion). 4

1. COMUNICATION

1.1. The prepared discourse is well structured (it has an introduction, development and conclusion). ☐

1.2. Additional resources (video, slides, transparencies, etc.) have helped in the understanding of the contents. ☐

2. ANALYSIS AND SYNTHESIS

2.1. They have reformulated the information presented in a brief and summarised way. ☐

2.2. The presentation integrates information obtained from different sources. ☐

3. CREATIVITY

3.1. They develop and use innovative sources, techniques, models and/or instruments for gathering information. ☐

3.2. Both the resources used and the support materials are innovative. ☐

4. TEAM WORK

4.1. We were all committed to achieving the objective. ☐

4.2. We took into consideration the opinions of all the members of the group. ☐

4.3. The tasks were distributed fairly amongst us. ☐

4.4. The group's agreements regarding the activities to be carried out were respected. ☐

PART 2

Instructions

Choose either *yes* or *no* according to whether the group complied with the conditions expressed in the following statements:

5. RESULTS

5.1. They complied with the time limits to present the work. ☐☐

5.2. The product covers the activity's objectives. ☐☐

PART 3

Instructions

On the basis of a review of the work carried out, answer the following questions while taking the necessary time to assess your answers.

6. REFLECTION

6.1. What are the strong points of the presentation?

6.2. What points could be improved?

6.3. What were the difficulties faced in preparing and presenting the work?

6.4. How did we resolve them?

6.5. If we were to do the work over again, what would we do differently?

6.6. What have we learned?

YOU HAVE COMPLETED THE EVALUATION

THANK YOU FOR PARTICIPATING

3
Lines of work for the future

On the basis of the experience acquired by the Commission Coordinating during the process of designing the programme specification for Psychology, a series of measures and lines of work are proposed that may prove useful when developing the design for a specification for other programmes:

- It is recommended that, in the different universities and the corresponding faculties, areas are set aside for reflection and discussion when starting and orientating the programme specification and its development in the study programme.
- It is especially important for the teaching staff to have information and training so that they are well aware of the new context regarding the European Higher Education Area (EHEA).
- The relevant institutions will need to create contexts for joint discussion and to exchange experiences between different faculties offering the same subject.
- Advantage needs to be taken of alignment with the EHEA to create contexts where the role of teaching staff and the student can be reflected on, for purposes of improving the teaching-learning process.
- Examples of good teaching and training practices are necessary to connect the programme specification with the learning objectives.
- It is advisable to have more human and material resources, especially to coordinate and monitor the consultation process of the programme specification; this will enable it to reach more employers and professionals in the discipline, and also make the monitoring of the entire process more accurate.
- Functioning of the programme specification will only be viable if the teaching staff work as a group.
- The changes involved in this approach and the introduction of ECTS credits require the availability of both material and human resources.

4
Documentary sources of reference

* American Psychological Association (2000) *Undergraduate Psychology major learning goals and outcomes*. See <http://www.apa.org>.

American Psychological Association (2003) *Applying Assessment Strategies in Psychology*. See <http://www.apa.org>.

American Psychological Association (2004) *National Standards for Teaching of High School Psychology*. See <http://www.apa.org>.

AQU Catalunya (2002) *Marc general per al disseny, el seguiment i la revisió de plans d'estudis i programes*. Barcelona: Agència per a la Qualitat del Sistema Universitari a Catalunya.

AQU Catalunya (2003) *Marc general per a la integració europea*. Barcelona: Agència per a la Qualitat del Sistema Universitari de Catalunya.

* Bartram, D.; Roe, R. (2004) *Definition and assessment of competences in the context of the Euorpean Diploma in Psychology*. [Unpublished text 2/2/2004].

Benjamin, L. T. (2001) «American Psychology's Struggles With Its Curriculum». In: *American Psychologist*, 56 (9), 735-742.

* British Psychological Society (2002-2003) *The Directory of Chartered Psychologist*. [*Benchmarks of Psychology*].

* Colegio Oficial de Psicólogos (1996) *Perfiles del psicólogo*. Madrid: COP.

* Colegio Oficial de Psicólogos (1998) *Perfiles profesionales*. Madrid: COP. See <http://www.cop.es/perfiles/>.

* González, J.; Wagenaar, R. (2003) *Tuning Educational Structures in Europe. Informe final. Fase Uno*. Bilbao: Deusto University; University of Groningen.

Levy, J.; Burton, G.; Mickler, S.; Vigorito, M. (1999) «A Curriculum Matrix for Psychology Program Review». In: *Teaching of Psychology*, 26 (3), 291-294.

Lunt, I. (2002) «A Common European Qualification?» In: *European Psychologist*, 7 (3), 167-168.

Messer, W. S.; Griggs, R. A.; Jackson, S. L. (1999) «A National Survey of Undergraduate Psychology Degree Options and Major Requirements». In: *Teaching of Psychology*, 26 (3), 164-171.

* Peiró, J. M.; Lunt, I. (2002) «The Context for a European Framework for Psychologists' Training». In: *European Psychologist*, 7 (3), 169-179.

Perlman, B.; McCann, L. I. (1999 a) «The Structure of the Psychology Undergraduate Curriculum». In: *Teaching of Psychology*, 26 (3), 171-176.

Perlman, B.; McCann, L. I. (1999 b) «The Most Frequently Listed Courses in the Undergraduate Psychology Curriculum». In: *Teaching of Psychology*, 26 (3), 177-182.

* Projecte EuroPsych (2001) *A European Framework for Psychologists' Training*. See <http://www.europsych.org/framework.htm>.

* Quality Assurance Agency for Higher Education (2002) *Benchmark statements for Psychology*. See <http://www.qaa.ac.uk/crntwork/benchmark/honours.htm>.

* Roe, R. A. (2002) «What Makes a Competent Psychologist?» In: *European Psychologist*, 7 (3), 192-202.

Wilpert, B. (2002) «Projecting a European Diploma in Psychology». *European Psychologist*, 7 (3), 221-224.

* Particular use was made of documents marked with an asterisk to draw up this undergraduate Psychology programme specification.

Acknowledgments

The DISSENY programme working group once again wishes to express its gratitude to the teaching staff, professionals, employers and graduates who answered the questionnaire on the Psychology graduate programme specification, through the contributions of whom a much broader degree of representativeness was achieved.

AQU Catalunya and the members of the working group who prepared this document are also grateful to the following for their collaboration and highly valuable comments and suggestions in the revision of the final draft:

Eulàlia Aries (URL), **Luis Ángel Blanco** (UdL), **Salvador Carrasco** (UB), **Josep Carreras** (UB), **Ferran Casas** (UdG), **Maria Forns** (UB), **Teresa Gutiérrez** (UAB), **Eulàlia Hernández** (UOC), **Maite Martínez** (UAB), **Alfredo Pérez** (UV), **Maria Lluïsa Pérez** (UdG), **Jordi Segura** (URL), **Miguel Valero** (UPC), **Manel Viader** (UB) and **Josep Vivas** (UOC).