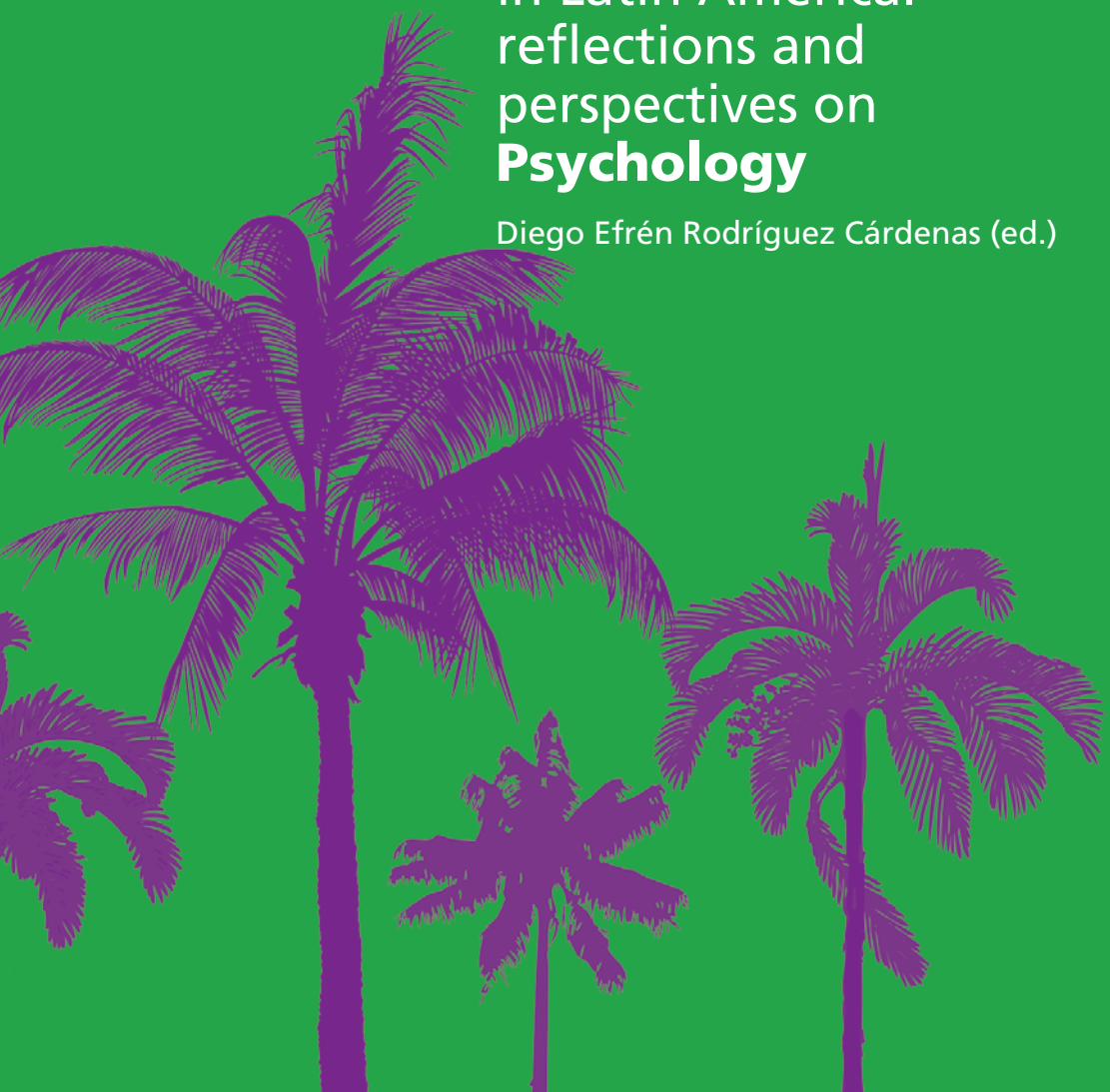
Tuning

Latin America

Higher Education in Latin America: reflections and perspectives on **Psychology**

Diego Efrén Rodríguez Cárdenas (ed.)



Higher Education in Latin America: reflections and perspectives on Psychology

Tuning Latin America Project

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Diego Efrén Rodríguez Cárdenas (editor)

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Tuning: past, present and future
An introduction

Major changes have taken place worldwide in higher education over the last 10 years, although this has been a period of intense reflection particularly for Latin America, insofar as the strengthening of existing bonds between nations has been promoted and the region has started to be considered as being increasingly close. These last 10 years also represent the transition time between Tuning starting out as an initiative that arose as a response to European needs and going on to become a worldwide proposal. Tuning Latin America marks the start of the Tuning internationalisation process. The concern with thinking how to progress towards a shared area for universities while respecting traditions and diversity ceased to be an exclusive concern for Europeans and has become a global need.

It is important to provide the reader of this work with some definitions of Tuning. Firstly, we can say that Tuning is **a network of learning communities**. Tuning may be understood as being a network of interconnected academic and student communities that reflects on issues, engages in debate, designs instruments and compares results. They are experts that have been brought together around a discipline within a spirit of mutual trust. They work in international and intercultural groups and are totally respectful of independence on an institutional, national and regional level, exchanging knowledge and experiences. They develop a common language to problems in higher education to be understood and take part in designing a set of tools that are useful for their work, and which have been devised and produced by other academics. They are able to take part in a platform for reflection and action about higher education - a platform made up of hundreds of communities

from different countries. They are responsible for developing reference points for disciplines that represent a system for designing top quality qualifications which are shared by many. They are open to the possibility of creating networks with many regions of the world within their own field and feel that they are responsible for this task.

Tuning is built on each person that forms part of that community and shares ideas, initiatives and doubts. It is global because it has pursued an approach based on worldwide standards while at the same time remaining both local and regional, respecting the specific features and demands of each context. The recent publication: *Communities of Learning: Networks and the Shaping of Intellectual Identity in Europe, 1100-1500* (Crossley Encanto, 2011) takes all the new ideas into consideration which are developed within a community context, whether of an academic, social or religious nature or simply as a network of friends. The challenge facing Tuning communities is to gain an impact on the development of higher education in its regions. Secondly, Tuning is a **methodology** with well-designed steps and a dynamic outlook that enables different contexts to be adapted. The methodology has a clear aim: to build qualifications which are compatible, comparable, are relevant to society and with top levels of both quality and excellence, while preserving the valuable diversity deriving from the traditions of each country involved. These requirements demand a collaborative methodology based on consensus which is developed by experts from different fields who are representatives of their disciplines, and who have the ability to understand local, national and regional situations.

This methodology has been developed around **three core themes**: the first is the **qualification profile**, the second is the **syllabus** and the third refers to the **trajectories of those who learn**.

The qualification profile enjoys a key position in Tuning. After a lengthy period of reflection and debate within Tuning projects in different regions (Latin America, Africa, Russia), the qualifications profile may be defined as being a combination of forces revolving around four core points:

- The region's needs (from local issues to the international context).
- The meta-profile of the area.

- The taking into consideration of future trends in the profession and society.

- The specific mission of the university.

The question of **social relevance** is essential for the design of profiles. Without doubt, any analysis of the relationship existing between university and society lies at the heart of the matter of relevance in higher education. Tuning's aim is to identify and meet the needs of the production sector, the economy, society as a whole and the needs of each student within a particular area of study – measured by specific social and cultural contexts. With a view to achieving a balance between these different needs, goals and aspirations, Tuning has consulted leading people, key local thinkers and experts from industry, both learned and civil society and working parties that include all those interested. An initial period of this phase of the methodology is linked to general competences. Each thematic area involves the preparation of a list of general competences deemed relevant from the standpoint of the region concerned. This task ends when the group has widely discussed and reached consensus about a selection of specific competences, and the task is also performed with specific competences. Once the means of consultation has been agreed and the process completed, the final stage in this practical exercise involving the search for social relevance refers to an analysis of results. This is done jointly by the group, and special care is taken not to lose any contributions from the different cultural perceptions that might illustrate understanding of the specific reality.

Once lists of the general and specific agreed, consulted and analysed competences had been obtained, a new phase got underway over these last two years that is related to the **development of meta-profiles for the area** under consideration. For Tuning methodology, meta-profiles represent the structures of the areas and combinations of competences (general and specific) that lend identity to the disciplinary area concerned. Meta-profiles are mental constructions that categorise competences in recognisable components and illustrate their inter-relations.

Furthermore, thinking about education means becoming involved in the present, while above all also looking towards the future – thinking about social needs, and anticipating political, economic and cultural

changes. This means also taking into account and trying to foresee the challenges that those future professionals will have to face and the impact that certain profiles of qualifications is likely to have, as designing profiles is basically an exercise that involves looking to the future. Within the present context, designing degree courses takes time in order for them to be planned and developed and their approval obtained. Students need years to achieve results and mature in terms of their learning. Then, once they have finished their degree, they will need to serve, be prepared to act, innovate and transform future societies in which they will find new challenges. Qualification profiles will in turn need to look more to the future than the present. For this reason, it is important to take an element into consideration that should always be taken into account, which are future trends both in terms of the specific field and society in general. This is a sign of quality in design. Tuning Latin America embarked on a methodology so as to incorporate an **analysis of future trends into the design of profiles**. The first step therefore involved the search for a methodology to devise future scenarios following an analysis of the most relevant studies in education by focusing on the changing role of higher educational establishments and trends in educational policies. A methodology was chosen based on in-depth interviews with a dual focus: on the one hand, there were questions that led to the construction of future scenarios on a general society level, their changes and impact. This part needed to serve as a basis for the second part, which dealt specifically with the features of the area in itself, their transformation in general terms in addition to any possible changes in the degree courses themselves that might have tended to disappear, re-emerge or be transformed. The final part sought to anticipate the possible impact on competences based on present coordinates and the driving forces behind change.

There is a final element that has to be taken into account when constructing the profiles, which is linked to the **relationship with the university where the qualification is taught**. The mark and mission of the university must be reflected in the profile of the qualification that is being designed.

The second core theme of the methodology is linked to **syllabuses**, and this is where two very important Tuning components come into play: on the one hand, students' work volume, which has been reflected in an agreement to establish the Latin American Reference Credit (CLAR), and all studies are based on this and, on the other, the intense

reflection process into how to learn, teach and assess competences. Both aspects have been covered in Tuning Latin America.

Lastly, an important area is opened up for future reflection about the **trajectories of those who learn** – a system that proposes focusing on the student leads one to consider how to position oneself from that standpoint so as to be able to interpret and improve the reality in which we find ourselves.

Finally, Tuning is a **project** and as such came into existence with a set of objectives and results and within a particular context. It arose from the needs of the Europe of 1999, and as a result of the challenge laid down by the 1999 Bologna Declaration. Since 2003, Tuning has become a project that goes beyond European borders, in so doing embarking on intense work in Latin America. Two very specific problems faced by the university as a global entity were pinpointed: on the one hand, the need to modernise, reformulate and make syllabuses more flexible in the light of new trends, society's requirements and changing results in a vertiginous world and, on the other, which is linked closely to the first problem, the importance of transcending limits imposed by staff in terms of learning, by providing training that would enable what has been learnt to be recognised beyond institutional local, national and regional borders. The Tuning Latin America project thus emerged which, in its first phase (2004-2007), sought to engage in a debate whose goal was to identify and exchange information and improve collaboration between higher educational establishments, with a view to developing the quality, effectiveness and transparency of qualifications and syllabuses.

This new phase of **Tuning Latin America (2011-2013)** started life on already-fertile terrain – the fruits of the previous phase and in view of the current demand on the part of Latin American universities and governments to facilitate the continuation of the process that had already been embarked on. The aim of the new Tuning phase in the region was to help build a Higher Education Area in Latin America. This challenge takes the form of four very specific central working themes: a deeper understanding of agreements involving **designing meta-profiles and profiles in the 15 thematic areas** included in the project (Administration, Agronomy, Architecture, Law, Education, Nursing, Physics, Geology, History, Information Technology, Civil Engineering, Mathematics, Medicine, Psychology and Chemistry); contributing to **reflections on future scenarios for new professions**; promoting the

joint construction of **methodological strategies in order to develop and assess the training of competences**; and designing **a system of academic reference credits (CLAR-Latin American Reference Credit)** to facilitate recognition of studies in Latin America as a region that can be articulated with systems from other regions.

The Tuning door to the world was Latin America, although this internationalisation of the process wouldn't have gone far if it hadn't been for a group of prestigious academics (230 representatives of Latin American universities), who not only believed in the project, but also used their time and creativity to make it possible from north to south and west to east across the extensive, diverse continent that is Latin America. This was a group of experts in different thematic areas that would go on to study in depth and gain weight in terms of their scope and educational force, and in their commitment to a joint task that history had placed in their hands. Their ideas, experiences and determination paved the way and enabled the results which are embodied in this publication to be achieved.

Yet the Tuning Latin America project was also designed, coordinated and administered by Latin Americans from the region itself, via the committed work carried out by Maida Marty Maleta, Margarethe Macke and Paulina Sierra. This also established a type of *modus operandi*, conduct, appropriation of the idea and of deep respect for how this was going to take shape in the region. When other regions decided to join Tuning, there would henceforth be a local team that would be responsible for considering what to emphasize - specific features, the new elements that would need to be created to meet needs which, even though many of them might have common characteristics within a globalised world, involve dimensions specific to the region, are worthy of major respect and are, in many cases, of major scope and importance.

There is another pillar on this path which should be mentioned: the coordinators of the thematic areas (César Esquetini Cáceres-Coordinator of the Area of Administration; Jovita Antonieta Miranda Barrios-Coordinator of the Area of Agronomy; Samuel Ricardo Vélez González-Coordinator of the Area of Architecture; Loussia Musse Felix-Coordinator of the Area of Law; Ana María Montaño López-Coordinator of the Area of Education; Luz Angélica Muñoz González-Coordinator of the Area of Nursing; Armando Fernández Guillermet-Coordinator of the Area of Physics; Iván Soto-Coordinator of the

Area of Geology; Darío Campos Rodríguez-Coordinator of the Area of History; José Lino Contreras Véliz-Coordinator of the Area of Information Technology; Alba Maritza Guerrero Spínola-Coordinator of the Area of Civil Engineering; María José Arroyo Paniagua-Coordinator of the Area of Mathematics; Christel Hanne-Coordinator of the Area of Medicine; Diego Efrén Rodríguez Cárdenas-Coordinator of the Area of Psychology; and Gustavo Pedraza Aboytes-Coordinator of the Area of Chemistry). These academics, chosen according to the thematic groups to which they belonged, were the driving forces behind the building of bridges and strengthening of links between the project's Management Committee of which they formed a part and their thematic groups which they always held in high regard, respected and felt proud to represent. Likewise, they enabled there to be valuable articulation between the different areas, showing great ability to admire and listen to the specific elements attached to each discipline in order to incorporate, take on board, learn and develop each contribution – the bridges between the dream and the reality. Because they had to carve new paths in many cases to make the ideas possible, design new approaches in the actual language of the area and the considerations proposed, and to ensure that the group would think about them from the standpoint of the specific nature of each discipline. Following group construction, the process always requires a solid framework based on generosity and rigour. In this respect, the coordinators were able to ensure that the project would achieve specific successful results.

Apart from the contribution made by the 15 thematic areas, Tuning Latin America has also been accompanied by a further two transversal groups: the Social Innovation group (coordinated by Aurelio Villa) and the 18 National Tuning Centres. The former created new dimensions that enabled debates to be enriched and an area for future reflection on thematic areas to be opened up. Without doubt, this new area of work will give rise to innovative perspectives to enable those involved to continue thinking about top quality higher education that is connected to the social needs of any given context.

The second transversal group about which one should recognise the major role played comprises the National Tuning Centres – an area of representatives from the highest authorities of university policies from each of the 18 countries in the region. These centres accompanied the project right from the outset, supported and opened up the reality of their national contexts to the needs or possibilities developed by Tuning, understood them, engaged in dialogue with others, disseminated them

and constituted reference points when seeking genuine anchors and possible goals. The National Centres have been a contribution from Latin America to the Tuning project, insofar as they have contextualised debates by assuming and adapting the results to local times and needs.

We find ourselves coming to the end of a phase of intense work. The results envisaged over the course of the project have succeeded all expectations. The fruits of this effort and commitment take the form of the reflections on the area of Psychology that will be provided below. This process comes to an end in view of the challenge faced in continuing to make our educational structures more dynamic, encouraging mobility and meeting points within Latin America, while at the same time building the bridges required with other regions on the planet.

This is the challenge facing Tuning in Latin America.

July 2013

Pablo Beneitone, Julia González and *Robert Wagenaar*

Presentation

With the inclusion of the discipline area of Psychology in the second phase of the Tuning Latin America project, the challenge arose of reaching agreement with regard to the education of psychologists in the region, both transcending and respecting the diversity of epistemological, theoretical and methodological traditions existing within the field of psychology and which constitute an enriching ingredient in academic and professional debate, as well as the areas of overlap which underlie them.

Participating in the process were academics (Deans of Faculties of Psychology and university lecturers) from Argentina, Brazil, Colombia, Costa Rica, Cuba, El Salvador, Honduras, Nicaragua, Panama and Paraguay – a total of 10 countries and 11 public and private universities, each contributing their own institutional and national experience to a review seeking points of reference for what it means to gain a qualification in psychology in Latin America.

Following the outline and methodology laid out in the framework of the project, agreements were reached regarding the competences of those holding **graduate/undergraduate** psychology qualifications, scenarios for the future of the profession, strategies for teaching, learning and assessment of competences, and finally some observations regarding students' workload during the course of their studies.

The findings presented here, the product of more than two years' work within the context of the Tuning methodology, are intended to nurture reflection upon how psychologists are educated and to

foment internationalisation in the recognition of qualifications from the different Latin American countries.

What this document presents is in fact the product of unfinished consensus, and should therefore not be considered as a finishing point but as an invitation to debate.

1

Meta-profile for the Area of Psychology

The first task of the Tuning Psychology team was to draw up a meta-profile or academic and professional profile for graduates in programmes of **graduate and under-graduate** study for qualifications in Latin America. It is worth noting that although in different countries there exist qualifications in certain specialist areas of psychology, such as Educational Psychology or Psychometrics, the first agreement reached by the group was to consider the qualification in Psychology on a professional level, and to refer to "graduate" or "undergraduate" according to the varying use of the terms in each country.

In the first meeting of the project, a list of 19 specific competences was drawn up. This initial list was then analysed by expert specialists from all the participating countries, according to criteria of relevance, clarity and wording. After the experts' assessment, the original list was modified to take their contributions into account, and as a result a list of the following 24 specific competences was produced:

1. Understand the link between scientific knowledge and everyday knowledge.
2. Know and understand the epistemological foundations of science.
3. Carry out scientific research in the field of psychology.
4. Reflect critically on the problems of the discipline of psychology.

5. Integrate and make use of knowledge of other disciplines.

6. Understand the epistemological foundations of psychological theories.

7. Understand and explain psychological processes from a bio-psycho-social perspective.

8. Understand the transitional stages of a human being throughout a lifetime.

9. Identify and understand theories explaining human psychological processes.

10. Understand the biological foundations of human psychological processes.

11. Establish relationships between the theory and practice of psychology.

12. Carry out psychological diagnoses and assessments using the methods and techniques of psychology.

13. Understand and intervene appropriately in the psychological problems of human beings, taking into account their historical, social, cultural and economic context.

14. Mediate and/or negotiate in different aspects of psychological practice.

15. Carry out psychological consultancy and guidance.

16. Design and develop programmes to nurture the psychological wellbeing of individuals, groups and communities.

17. Work in multi- and interdisciplinary teams towards the production of knowledge and within contexts of professional practice.

18. Provide interested parties with the results of professional undertakings in assessment, diagnosis, intervention and research.

19. Integrate technological instruments into professional practice.

20. Design, carry out and evaluate techniques and strategies for intervention in various fields of activity of psychology.

21. Design psychometric tools in a valid and reliable manner.

22. Respect individual and socio-cultural diversity.

23. Understand the ethical foundations and principles related to professional and scientific work.

24. Accept the ethical commitment of psychological practice.

As a next step, a consulting phase was carried out, involving both the generic competences drawn up in the first phase of the Tuning project, prior to the integration of the area of Psychology (Beneitone, Esquetini, González, Marty, Siufi and Wagenaar, 2008), and the recently listed, approved and validated specific competences.

This consultation phase consisted of carrying out online surveys among four interest groups: academics, students, graduates and employers.

A total of 3,518 responses were elicited – 1,898 on the generic competences and 1,620 on the specific ones, as shown in the table below:

	Generic Competences	Specific Competences	TOTAL
Academics	313	281	601
Employers	223	208	431
Students	791	647	1,438
Graduates	571	477	1,048
TOTAL	1,898	1,620	3,518

The survey was used to investigate the importance attached to each competence in relation to education in psychology, and its level of achievement in graduate/undergraduate programmes. Finally each respondent was asked to choose the 5 competences they saw as the most important, ranking them in order of importance.

The results of the survey, both for generic and specific competences, showed a discrepancy between the degree of importance attached to each competence and the degree to which it is achieved or attained via the learning processes. This means that for all of the competences, the respondents felt that the level of achievement of the competences at completion of study is less than their level of importance.

The following table shows the results of the five most highly-rated generic competences (on a scale of 1 to 4) with regard to their degree of importance for the four groups surveyed.

Table 1
Generic competences
with highest average ratings in terms of importance

Competence	Academics	Employers	Students	Graduates
Ethical commitment	3.78	3.88	3.88	3.91
Ability to apply knowledge in practice	3.77	3.83	3.88	3.86
Knowledge about the area of study and profession	3.74	3.79	3.65	3.79
Capacity for abstraction, analysis and synthesis	3.74	3.70	3.79	3.82
Ability to learn and keep constantly up-to-date	3.73	3.81	3.87	3.85

The competence Capacity for oral and written communication obtained an average rating of 3.82 for employers and the competence Identify, consider and deal with problems obtained an average rating of 3.80 for the group of students, indicating that for these groups these competences are also regarded as highly important.

The competences regarded as the least important were Ability to communicate in a second language and Commitment to conservation of the environment. However, as can be seen in Table 2, their average ratings are above 3, indicating that they were nevertheless classified as important by the respondents.

Table 2
Generic competences
with lowest average ratings for importance

Competence	Academics	Employers	Students	Graduates
Ability to communicate in a second language	3.15	3.25	3.28	3.30
Commitment to conservation of the environment	3.38	3.35	3.38	3.25

Average ratings for the level of achievement of generic competences were lower than those obtained for importance, as outlined above. The competences which achieved highest average ratings with respect to level of attainment are shown in the following table:

Table 3
Generic competences
with highest average ratings for achievement

Competence	Academics	Employers	Students	Graduates
Ethical commitment	3.14	3.15	3.29	3.26
Ability to apply knowledge in practice	3.23	3.16	3.11	3.12
Capacity for abstraction, analysis and synthesis	2.95	3.11	3.08	3.13
Social responsibility and citizenship	2.97	3.03	3.10	3.01
Capacity for teamwork	2.98	2.97	3.21	3.10

The competences related to internationalisation —ability to communicate in a second language and suitability for work in international contexts (table 4)— received the lowest average ratings for achievement or attainment, in contrast with the importance attached to this group of competences in the curricula and syllabuses of a large number of Latin American programmes.

Table 4
Generic competences with lowest average ratings for achievement

Competence	Academics	Employers	Students	Graduates
Ability to communicate in a second language	2.08	2.15	2.03	2.04
Ability to work within international contexts	2.12	2.19	2.12	2.13

Table 5
Specific competences with highest average ratings in terms of importance

Competence	Academics	Employers	Students	Graduates
Accept the ethical commitment of psychological practice	3.80	3.91	3.66	3.92
Establish relationships between the theory and practice of psychology	3.75	3.79	3.65	3.84
Understand and intervene appropriately in the psychological problems of human beings, according to their historical, social, cultural and economic context	3.75	3.78	3.64	3.86
Reflect critically on the problems of the discipline of psychology	3.71	3.60	3.72	3.68
Design and develop programmes to nurture the psychological well-being of individuals, groups and communities	3.70	3.72	3.73	3.72
Understand the ethical foundations and principles related to professional and scientific work	3.70	3.78	3.60	3.64
Carry out psychological diagnoses and assessments using the methods and techniques of psychology	3.60	3.76	3.57	3.78
Work in multi- and interdisciplinary teams towards the production of knowledge and within contexts of professional practice	3.69	3.76	3.73	3.81
Identify and understand theories explaining human psychological processes	3.65	3.68	3.69	3.69

With respect to the survey findings for the specific competences in the area of psychology, the results show that all the competences had high average ratings in terms of importance, the highest being 3.92 and the lowest 3.17.

The competences of greatest importance according to the ratings of the four groups are shown in table 5.

As can be seen in the table, the competence Accept the ethical commitment of psychological practice obtained the highest rating from graduates, employers and academics respectively, whilst for students the competence with the highest rating for importance was Work in multi- and interdisciplinary teams towards the production of knowledge and within contexts of professional practice.

In contrast, the competences with the lowest ratings for importance were as follows:

Table 6
Specific Competences
with lowest average ratings in terms of importance

Competence	Academics	Employers	Students	Graduates
Design psychometric tools in a valid and reliable manner	3.17	3.39	3.39	3.38
Integrate technological instruments into professional practice	3.34	3.49	3.36	3.43
Know and understand the epistemological foundations of science	3.48	3.38	3.42	3.49

It is interesting to note that for academics the least important competence was the one relating to psychometric training, which contrasts with the presence of this type of training in most syllabuses in the region.

As was the case with the generic competences, the perception of achievement or attainment of the specific competences obtained lower ratings than those for importance.

The competences with the highest ratings for achievement are as follows:

Table 7
Specific Competences
with highest average ratings for achievement

Competence	Academics	Employers	Students	Graduates
Accept the ethical commitment of psychological practice	3.14	3.31	3.20	3.25
Understand the transitional stages of a human being throughout a lifetime	3.06	3.15	3.10	3.17
Respect individual and socio-cultural diversity	3.04	3.07	3.08	3.07
Understand and explain psychological processes from a bio-psycho-social perspective	2.99	3.13	3.14	3.14
Understand the ethical foundations and principles related to professional and scientific work.	3.07	3.10	3.10	3.20

For all four groups the competence Accept the ethical commitment of psychological practice is the one which is both the most developed and also the most important, according to the results shown above.

The competences with the lowest ratings for achievement are:

Table 8
Specific Competences
with lowest average ratings for achievement

Competence	Academics	Employers	Students	Graduates
Design psychometric tools in a valid and reliable manner	2.32	2.55	2.40	2.33
Integrate technological instruments into professional practice	2.50	2.65	2.34	2.31

The results shown in Table 8 agree with the averages reported for the specific competences regarded as the least important, these also being considered the least developed by all four groups surveyed.

In conclusion, the analysis of the results of the survey led the Tuning team to make the following observations:

- All of the competences (generic and specific) were considered important by the four groups surveyed, given that the maximum possible rating was 4.

- The generic and specific competences related to ethics obtained the highest rankings for importance in all groups.

- There is a discrepancy between the degree of importance attached to each generic or specific competence and the degree to which it is regarded as being achieved, the latter being lower.

- For academics, employers and graduates, the most important specific competence is Ability to accept the ethical commitment of psychological practice (students ranked this 5th in order of importance), whilst the highest importance ratings for students were for Ability to work in multi- and interdisciplinary teams towards the production of knowledge and within contexts of professional practice.

- The academics and graduates considered least important the competence Ability to design psychometric tools in a valid and reliable manner. For employers the least important was Ability to know and understand the epistemological foundations of science.

  Students regarded Ability to integrate technological instruments into professional practice as the least important.

- Overall, Ability to accept the ethical commitment of psychological practice was ranked in first place and Ability to understand and intervene appropriately in the psychological problems of human beings, according to their historical, social, cultural and economic context in second place.

- The generic competence of least importance for the academics, employers and students was Ability to communicate in a second language (with an average rating of 3.15 for academics), which was also the least important for graduates apart from "commitment to the conservation of the environment".

On the basis of these analyses, it was decided to draw up a profile of specific competences for the field of psychology, in such a way as to indicate the relative importance of each.

1.1. Features of the meta-profile

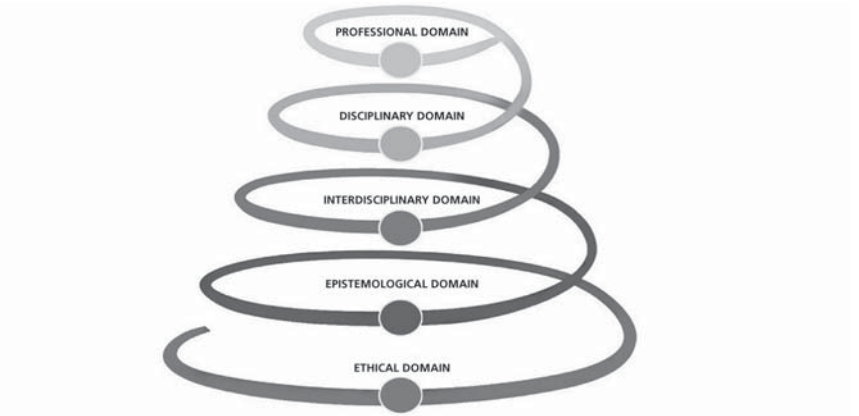
The drawing up of an academic and professional profile for graduate/undergraduate psychology in Latin America did not merely establish a list of competences, but defined a series of domains, in the sense of fields of theoretical, practical and theoretical-practical knowledge which psychologists need to master and which give direction to their scientific and professional activity. The domains and competences defined were as follows:

Domain	Specific competences
Ethical	25. Respect individual and socio-cultural diversity. 26. Understand the ethical foundations and principles related to professional and scientific work. 27. Accept the ethical commitment of psychological practice.
Epistemological	28. Understand the link between scientific knowledge and everyday knowledge. 29. Know and understand the epistemological foundations of science. 30. Understand the epistemological foundations of psychological theories.
Interdisciplinary	31. Integrate and make use of knowledge of other disciplines. 32. Understand the biological foundations of human psychological processes. 33. Work in multi and interdisciplinary teams towards the production of knowledge and within contexts of professional practice.

Domain	Specific competences
Disciplinary	34. Reflect critically on the problems of the discipline of psychology. 35. Understand and explain psychological processes from a bio-psycho-social perspective. 36. Understand the transitional stages of a human being throughout a lifetime. 37. Identify and understand theories explaining human psychological processes. 38. Establish relationships between the theory and practice of psychology.
Professional	39. Carry out scientific research in the field of psychology. 40. Carry out psychological diagnoses and assessments using the methods and techniques of psychology. 41. Understand and intervene appropriately in the psychological problems of human beings, according to their historical, social, cultural and economic context. 42. Mediate and/or negotiate in different aspects of psychological practice. 43. Carry out psychological consultancy and guidance. 44. Design and develop programmes to nurture the psychological wellbeing of individuals, groups and communities. 45. Provide interested parties with the results of professional undertakings in assessment, diagnosis, intervention and research. 46. Integrate technological instruments into professional practice. 47. Design, carry out and evaluate techniques and strategies for intervention in various fields of activity of psychology. 48. Design psychometric tools in a valid and reliable manner.

The domains and the competences of which they are made up cannot be considered as watertight compartments, isolated one from the other. On the contrary, the borders of each are permeable, so that the competences and the profile of the psychologist can only be understood as a mutual inter-relationship. For this reason, a spiral design was used to show the interaction between the domains and the specific competences as follows:

Academic AND Professional profile for the area of Psychology



ETHICAL DOMAIN

- Respect individual and socio-cultural diversity.
- Understand the ethical foundations and principles related to professional and scientific work.
- Accept the ethical commitment of psychological practice.

EPISTEMOLOGICAL DOMAIN

- Understand the link between scientific knowledge and everyday knowledge.
- Know and understand the epistemological foundations of science.
- Understand the epistemological foundations of psychological theories.

INTERDISCIPLINARY DOMAIN

- Integrate and make use of knowledge of other disciplines.
- Understand the biological foundations of human psychological processes.
- Work in multi and interdisciplinary teams towards the production of knowledge and within contexts of professional practice.

DISCIPLINARY DOMAIN

- Reflect critically on the problems of the discipline of psychology.
- Understand and explain psychological processes from a bio-psycho-social perspective.
- Understand the transitional stages of a human being throughout a lifetime.
- Identify and understand theories explaining human psychological processes.
- Establish relationships between the theory and practice of psychology.

PROFESSIONAL DOMAIN

- Carry out scientific research in the field of psychology.
- Carry out psychological diagnoses and assessments using the methods and techniques of psychology.
- Understand and intervene appropriately in the psychological problems of human beings, according to their historical, social, cultural and economic context.
- Mediate and/or negotiate in different aspects of psychological practice.
- Carry out psychological consultancy and guidance.
- Design and develop programmes to nurture the psychological wellbeing of individuals, groups and communities.
- Provide interested parties with the results of professional undertakings in assessment, diagnosis, intervention and research..

Either of the two ends of the spiral may be understood as either the finishing or starting point for the development of the competences of psychology. There is a strong interrelationship between each domain and competence.

1.2. Contrasting the meta-profile

The profile was cross-checked against the **graduate/undergraduate** curricula for psychology in each of the participating universities from the various countries, and against the national legislation for the education of psychologists in each country.

The results obtained by contrasting the profiles of each university were as follows:

Domain	Results of the comparison
ETHICAL 22. Respect individual and socio-cultural diversity. 23. Understand the ethical foundations and principles related to professional and scientific work. 24. Accept the ethical commitment of psychological practice.	The competences related to this domain (especially 23 and 24) appear explicitly in the curricula, and syllabuses explicitly include content regarding the ethical aspect of psychology. Some programmes even include specific courses on ethics, unrelated to professional ethics per se. Competence 22 does not appear explicitly in the profiles but is regarded as an integral part of the fields of social and political psychology.
EPISTEMOLOGICAL 1. Understand the link between scientific knowledge and everyday knowledge. 2. Know and understand the epistemological foundations of science. 6. Understand the epistemological foundations of psychological theories.	The profiles do not explicitly mention these competences with an epistemological focus. However, syllabuses do feature philosophical and epistemological content and training, especially with regard to the definition of psychology as a scientific discipline.
INTERDISCIPLINARY 5. Integrate and make use of knowledge of other disciplines. 10. Understand the biological foundations of human psychological processes. 17. Work in multi- and interdisciplinary teams towards the production of knowledge and within contexts of professional practice.	In some profiles, interdisciplinary courses explicitly make an appearance, particularly in the case of occupational profiles (work with other professionals). Professional practice is the medium through which this competence is developed. In some syllabuses, the competence forms part of an optional component in professional training. That is to say, competence 17 is focussed on more than competence 5, and professional work in interdisciplinary teams is given greater priority than the competences related to growth in knowledge. As for competence 10, syllabuses often include neurosciences as a way of approaching the understanding of biological processes and their relationship to psychological processes. The participation of professionals from other disciplines is seen in the teaching of the neurosciences.

Domain	Results of the comparison
DISCIPLINARY	
4. Reflect critically on the problems of the discipline of psychology.	Competence 4 is not specifically covered in the profiles, although the development of critical thinking is involved as a generic competence.
7. Understand and explain psychological processes from a bio-psycho-social perspective.	Competence 7 appears in most curricula and is mentioned as a transversal orientation in the programmes.
8. Understand the transitional stages of a human being throughout a lifetime.	Whilst competence 8 does not appear in the study profiles in an explicit manner, syllabuses do allow for courses in evolutionary psychology as part of the compulsory core.
9. Identify and understand theories explaining human psychological processes.	Competence 9 is partially formulated in the profiles, though it is clear from all the syllabuses that some programmes lean towards one particular school of thought or the other.
11. Establish relationships between the theory and practice of psychology.	Competence 11 is regarded as a transversal competence. In some syllabuses, the period of professional practice can be regarded as an academic space within which this competence is developed.
PROFESSIONAL	
3. Carry out scientific research in the field of psychology.	Competence 3 is seen in all the profiles reviewed.
12. Carry out psychological diagnoses and assessments using the methods and techniques of psychology.	Competences 12, 13 and 20 feature in most of the syllabuses and profiles. Within the syllabuses, various modalities of professional practice can be seen. The elements of historical, social, cultural and economic context are not explicit but are supported by extracurricular activities and interdisciplinary courses. There is practice in traditional areas of the profession such as clinical, health, educational, organisational or workplace psychology, social and community psychology and legal psychology.
13. Understand and intervene appropriately in the psychological problems of human beings, according to their historical, social, cultural and economic context.	Competence 14 does not appear in the profiles of some academic programmes, but forms part of the syllabuses, especially on courses in the social field.
14. Mediate and/or negotiate in different aspects of psychological practice.	Competence 15 is included in the professional profiles.
15. Carry out psychological consultancy and guidance.	Competence 16 is included in the profiles, but it is recommended that postgraduate education is required for its full development.
16. Design and develop programmes to nurture the psychological wellbeing of individuals, groups and communities.	Competence 18 is developed in the syllabuses and explicit reference is made to it in some profiles.
18. Provide interested parties with the results of professional undertakings in assessment, diagnosis, intervention and research.	Competence 19 does not appear in the profiles as a core competence. In some syllabuses, there is some kind of course which focuses on work in information technology, or information technology applied to psychology.
19. Integrate technological instruments into professional practice.	Competence 20 appears explicitly in the professional profiles of most programmes. In syllabuses, specific courses related to the process of psychological assessment and intervention are set out, especially in the field of clinical psychology.
20. Design, carry out and evaluate techniques and strategies for intervention in various fields of activity of psychology.	Competence 21 is not per se a competence found in the profiles, although most programmes allow for some kind of initial learning focussing on the development of this competence.
21. Design psychometric tools in a valid and reliable manner.	

1.3. Conclusions

All the domains defined in the academic and professional profile drawn up in the Tuning project are found in the profiles of the programmes analysed. However, not all of the competences are given the same degree of explicitness in the profiles.

The domain which was most developed in the various profiles and syllabuses reviewed was the professional domain, possibly indicating that professionalization is to some extent prioritised in university programmes. There is clear evidence of the presence of the traditional fields of psychology (clinical, educational, organisational and social psychology) and of the existence of professional practice in most of the academic programmes.

The competences related to the interdisciplinary domain are strongly related to those of the professional and epistemological domains.

The competences of the professional domain concerning assessment, diagnosis and intervention, as well as the development of programmes, appear in most graduate/undergraduate profiles, though it is generally accepted that their full development requires participation in postgraduate programmes.

The difficulty with the contrastive analysis is that the profiles of the different academic programmes and countries are not necessarily formulated in terms of competences like the profile drawn up in the Tuning project, which makes the contrastive process a complicated one.

The profiles of the psychology programmes are not sufficient to carry out the contrastive analysis, as they do not contain all the information about the programme. It was therefore necessary to extend the review to the educational projects and syllabuses underpinning the profiles defined.

2

Future scenarios for the area/profession

In order to conduct a prospective analysis of the profession and anticipate changes in its profile, at least in the competences required for the profession of psychologist, a series of semi-structured interviews was conducted with 2 people from each of the participating countries (a total of 22 interviews). In choosing the interviewees, at least one of them had to be a psychologist with broad academic and professional experience, whereas the second should be a psychologist who graduated around 5 years previously. By selecting interviewees in this way it was hoped that the views of two distinct types of respondent would be elicited: the experienced professional and the novice.

The interviews were sound-recorded and also transcribed for analysis according to the following categories:

a) Future social scenarios.

b) Professions envisaged in the scenarios.

c) Competences required for the professions.

d) Competences of psychologists.

2.1. Results

The interviews were analysed descriptively using the criteria outlined above. The results were as follows:

a) *Future social scenarios*

A variety of scenarios are envisaged for society in the near future. However, it is possible to identify certain categories which reflect the "strongest" expressions of these scenarios.

- *Tendency towards globalisation*. This category reflects the idea of globalisation, that is to say the increasingly prominent internationalisation of economic, political and cultural affairs. There exists, and will exist in the future, constant tension between the local, the national and the global in all aspects of daily life. It is a reality to be a citizen of the world, even when some of the citizens of poor or developing countries like those in Latin America are disadvantaged. In a similar way, it is also envisaged that things will be organised less in terms of mere countries than in terms of larger regions such as Latin America or Europe.

- *Tendency towards democratisation.* A trend is perceived towards the establishment of democracy as the dominant form of political organisation, with the rule of law prevailing over society. Certain rights will be upheld and strengthened with regard to equality, respect for diversity, and the protection of minorities and the socially disadvantaged. However, mention is also made of the prevalence of liberal governments which will promote development according to macroeconomic market forces, productivity and competitiveness, thus creating tension between law and capability.

- *Increasing migration.* The migration of people from one country to another seems to be a prominent trend for the immediate future. In the case of the developing countries, this may be the expression of a social problem, in the sense that it implies a "brain drain" – in other words, an outflow of highly skilled and educated people to developed countries. Migration into the cities and increasing urbanisation create a need to extend the network of public services of education, health and labour.

- *Increasing "flexibility" of labour.* The above-mentioned changes —globalisation, liberalisation and migration— will also show a tendency towards "flexible" forms of labour characterised by informal employment, subcontracting and difficulties in providing employment to citizens. It is envisaged that unemployment may become one of the most complex social problems in the near future.

- *Scientific and technological advances.* Scientific and technological knowledge will continue to take great steps forward and will contribute to the development of effective treatment for chronic and degenerative diseases such as cancer, AIDS and even illnesses of a psychological nature. Human life expectancy will continue to increase.

  Technological development will also contribute to improvements in the level and quality of life of the population, even when these developments are unevenly distributed according to the extent to which they depend on income distribution.

- *Environmental awareness.* Human beings will become increasingly conscious of damage to and deterioration of the environment, and of their ethical duty towards future generations so that they may inherit a viable planet. Legislation and political debate about the conservation of natural resources will be a matter of national and international concern. However, the impact that this global trend will have on improvements in environmental conditions is assumed to be of rather modest proportions.

- *Search for meaning in life.* On a psychological plane, a number of interviewees coincided in the belief that a life devoted to competitiveness and the consumption of goods and services would produce a return to reflection on the meaning of human existence. The search for intrinsically human values, as distinct from the satisfying of basic needs or luxuries, by people who find meaning in personal fulfilment and who believe in harmonious coexistence and human solidarity, is identified as a trend, even though this search takes so many varied forms.

b) *Professions envisaged in each scenario*

- *Multi-, inter- and trans-disciplinarianism.* Given the varied and complex future scenarios envisaged, the interviewees see no

possibility of doing away with any particular discipline or profession in the near future. On the other hand they do see a need to transcend the boundaries of each discipline and profession, not only in order to understand new realities but to put forward alternatives and solutions to the demands and problems of each scenario. Thus, multi-disciplinarianism, inter-disciplinarianism, and trans-disciplinarianism are an essential point of reference for all professions. It is also possible that new professions of an interdisciplinary nature might arise, such as urban studies.

- *Hyper-specialisation. The great advances made in science and technology will give rise to a kind of hyper-specialisation in some* disciplines and professions, which will pave the way for major breakthroughs in various fields such as genetics, information technology, medicine, cybernetics, and others.

- *Health and social services.* Professions related to healthcare such as medicine, nursing, dentistry and psychology will be of great relevance in dealing with problems of public health. In the same way, professions related to the social sciences such as sociology, anthropology, psychology, social work, economics etc. will be vital in tackling the social problems arising in the different scenarios.

- *Humanisation of the professions.* There will be a need for professionals who are committed to contributing to the building of a better world, one which is less competitive, more democratic and which shows greater solidarity. This will be constantly at odds with the demands of professionals who are more productive and competitive – qualities which are promoted as ideals of success in some future scenarios.

c) *Competences required by the professions*

The competences of professional people necessarily derive from the characteristics of the future scenarios envisaged. They are perceived as generic competences pertaining to the professional person in the near future. They are as follows:

- *Learn how to learn.* This competence involves the capacity to take in and understand the rapid scientific and technological advances in all

areas of knowledge. It also implies "unlearning" anything that gets in the way of learning new knowledge.

- *Think and work along interdisciplinary lines.* This involves the capacity to understand what other disciplines and professions can contribute to the effort to attain any given goal, and at the same time the ability to work in teams and help to spread this knowledge.

- *Digitalisation.* Technological advances in general, but especially those which have to do with the use of digital resources, those which require a new kind of literacy, which in its turn permits access to the social and scientific world.

- *Command of English.* Although the globalised world demands a command of more than one language, English is pinpointed as the universal language, thus allowing (as in the case of the digital media) access to and efficient performance in the social and scientific world and the labour market.

- *Contextualisation.* The ability to understand and act effectively in a variety of socio-cultural contexts.

- *Creativity.* The ability to come up with innovative solutions to problems.

- *Negotiation and resolution of conflict.* This is particularly seen as a social competence nurturing the ability to make contributions towards the peaceful resolution of conflict.

d) *Competences of psychologists*

According to the interviewees, psychologists should possess the competences mentioned above for the various professions. In addition, certain other competences are identified as necessary for psychologists to meet the challenges posed by future scenarios. These competences are:

- *Empathy.* This refers to the ability to understand others, to put oneself in their place and understand their feelings and perceptions.

- *Cognitive flexibility.* This is the ability to rise above dogmatism and not hold fast to any given theory or idea as correct, but to adopt an open and investigative attitude, and to take on board and analyse the facts with a view to increasing understanding of the phenomena in question.

- *Social conscience.* This is the ability to bring critical judgement to bear upon matters of social legislation and social problems, as opposed to passively accepting or merely reacting in a kneejerk fashion. The psychologist should contribute not only to the understanding of social problems, but also to their resolution according to ethical principles.

3

Teaching, learning and assessment of competences

In order to move forward in the analysis of how competences are incorporated into and developed in the various academic programmes, how students "learn" the competences stipulated in the curricula, and how these are finally assessed, the team assigned to the area carried out a descriptive analysis of the curricula of each of the participating programmes in order to identify the strategies employed for the teaching, learning and assessment of one generic competence (ability to apply knowledge to practice) and one specific competence (ability to carry out scientific research in psychology).

The results are as follows:

Generic Competence
Ability to apply knowledge to practice

Definition and description of the competence

This competence is highly valued in all the psychology programmes to the extent that it implies the development of the professional dimension of psychology. The development of this dimension has the following characteristics:

- Acquisition of theoretical, methodological and instrumental knowledge and skills related to proficiency in psychological assessment, diagnosis and intervention.

- Specific education in different fields of applied psychology.

- Transfer of scientific knowledge of the discipline into the professional arena.

Level of development of the competence

The **level of development of this competence is high, to the extent that curricula dedicate specific strategies and courses to the professionalization of** psychology. The curricula allow for education in traditional applied fields such as clinical and health psychology, educational psychology, organisational and occupational psychology, social psychology and legal psychology.

Learning outcomes

- Know and differentiate between the epistemological and scientific bases of theoretical and applied models in the different fields of psychology.

- Have the knowledge and skills required to handle the methods and instruments of assessment and diagnosis of psychological processes.

- Carry out processes of psychological assessment on an individual, group and community level.

- Propose and put into effect processes of psychological intervention according to the findings of previous assessment.

- Design and apply processes of psychological intervention on different levels of professional practice: prevention, treatment and rehabilitation.

Strategies for teaching-learning

The development of this competence does not depend on any single strategy. At least three different types are identified as important for its development: transversal pedagogical and didactic strategies, courses

and practical training as set out in the syllabus, and extracurricular strategies.

- *Pedagogic and didactic strategies.* According to the study carried out, there are certain pedagogical and didactic practices used on different courses in programmes which prepare the student for the application of knowledge in specific professional contexts. Amongst these are the following: case studies, project work over one or more academic periods, field work, laboratory practice and analysis of problems.

- *Courses and practical training in the syllabus.* Programmes contain specific courses devoted to professional training with the aim of developing competences for psychological assessment, diagnosis and intervention. In some cases, study of the theoretical approach or approaches underpinning the process is optional. In other cases, the courses feature generic competences as compulsory elements without confining themselves to any particular approach or model.

  All of the academic programmes feature at least one compulsory course and a number of elective ones in the applied fields commonly covered at graduate/undergraduate level: clinical and health psychology, educational psychology, organisational psychology, social psychology and legal psychology.

  All of the programmes also feature at least one academic period devoted primarily to the carrying out of professional practice in an applied field of psychology, this practice being supervised on a weekly basis by a teacher specialising in the area. Generally speaking, the choice of the area in which this practice is undertaken is elective.

- *Extracurricular strategies.* One significant element in the development of this competence is the variety of institution-wide or faculty-based activities which do not form part of the standard curriculum. Amongst these are: programmes for the mentoring of students, research and/or laboratory assistants, subsidies or grants involving some kind of commitment to the support of institutional processes, job placement programmes for university students, and programmes of community service, solidarity or outreach.

Strategies for the assessment of achievement of learning objectives

Assessment strategies depend to a large degree on the teaching and learning strategies adopted. However, it is important to bear in mind that a common feature of all the programmes is the existence of formal assessment periods (from one to three per academic period) as well as the use of various types of coursework assessment carried out within any given course or period of practical work.

Written examination-type assessments are standard practice, although they vary in design according to the response elicited, whether closed (multiple-choice type) or open, or a combination of the two. Whatever the case, there is a clear tendency to use problem cases and situations as a basis for the questions.

Also widely used are essays and written assignments, focusing on the relationship between theory and practice and the assimilation of concepts. Reports and commentaries on information given in pre-established rubrics or guidelines are also common, as are laboratory sessions or project designs, usually involving the carrying out of some kind of applied work over an entire academic period.

Specific Competence.
Ability to carry out scientific research in psychology

Definition and description of the competence

Academic programmes for psychology in Latin America are based on a definition of psychology as a scientific discipline, and the requirement to carry out scientific research is explicitly built into most of the profiles reviewed.

This competence refers to the ability to understand the processes by means of which scientific knowledge is produced in the discipline, the ability to identify and critically analyse psychosocial problems and to design research projects and apply them with due scientific and methodological rigour.

Level of development of the competence

The level of development of this competence is rated as satisfactory in the various programmes. However, detailed analysis enables us to discern two distinct levels of development. One may be described as the basic or general level for all students of psychology, involving the development of a spirit of enquiry and the knowledge and skills required to design and put into effect rigorous research projects. The second level is attained by those students with a vocation for enquiry who acquire greater competence and delve deeper into their work.

Learning objectives

- Work out questions and general and specific objectives, and formulate hypotheses concerning the subject under investigation in order to obtain empirical and theoretical findings.
- Design a research project according to a clear methodological procedure for the selection of participants, research type and design.
- Carry out data-collecting procedures by means of a variety of quantitative and qualitative techniques.
- Systematise, analyse and interpret the information according to the methodological design of the research project.
- Analyse and interpret the data according to the methodological design of the research project.
- Write a report on the research.

Strategies for teaching-learning

The development of this competence also depends on the three different types of strategy mentioned for the preceding competence: transversal pedagogical and didactic strategies, courses and practical training established in the syllabus, and extracurricular strategies.

- *Pedagogical and didactic strategies*. Particular mention is made of the use and analysis of scientific literature, research papers and

database searches as a strategy used and developed throughout an academic career. Further strategies are also identified such as the analysis of problems and the development of projects using methods and techniques for observation and collection of transversal data in the curriculum, as well as the acquisition of skills in the use of software for the analysis of quantitative and qualitative data. The carrying out of experimental procedures in the laboratory is another of the most commonly used strategies for the development of this competence.

- *Courses and practical training in the syllabus.* Programmes feature specific courses in research, focussing particularly on the methodology of scientific research, statistics, and quantitative and qualitative research design.

  More specifically, psychology students are expected to undertake special tasks in order to graduate, involving the completion of a relatively complex piece of research which is demanded as a prerequisite for graduation. Also worth noting is a growing tendency for syllabuses to feature an element of practical research (often for students with a vocation for enquiry, and therefore optional) carried out within the framework of research being done by the teaching team.

- *Extracurricular strategies.* Research training strategies not included in the curriculum are such things as research workshops, usually related to a line of research being conducted by the teaching team and accompanied by a teacher-researcher. Another strategy is incorporation as a research assistant into projects being carried out by the teaching team, in which specific tasks are undertaken in one or several phases of the project. Students are encouraged to present their findings from research in different stages of development at internal academic events in the university and also at national and international conferences and to organise research-focussed university open days.

Strategies for the assessment of achievement of learning objectives

Assessment procedures for mainstream syllabus courses follow traditional lines of assessment such as assessment of written work

and the presentation of projects undertaken throughout the academic period. However, it should be pointed out that for graduation purposes each student is assigned an assessor who usually supervises the process over a longer period. Once given the go-ahead by this assessor, the student is then assessed by other members of the teaching team and is required to defend their work orally in "viva voce" presentations before an audience of their teachers and peers who are also participants in research.

4

Observations concerning student workload

As a way of estimating the workload of university students, in particular students of psychology, a series of surveys was carried out among teachers and students of specific courses over an academic period. In these they were asked to estimate the total number of hours per week and per academic period of academic work which their study subjects demanded of them. Factored into this were estimates of "contact" and "non-contact" hours. The results were as follows:

- In the case of the total number of hours spent by a student over an academic period, it was found that teachers estimated a total of 545 hours whereas students estimated a total of 463 hours of work – a difference of 82 hours.
- As for a weekly figure, teachers estimated that a student needs to put in 50 hours of work, whereas students estimated that they require 42 hours - 8 less than the teachers.
- Taking into account the fact that the length of the academic period in different countries varies from 15 to 18 weeks, there is no correlation between the estimated weekly workload and the estimated overall workload over the whole academic period.
- The weekly estimates appear to indicate that a student of psychology at university needs to put in an amount of work which is the equivalent of a full-time job in order to successfully keep up with the academic work demanded of them.

- One important aspect is that in planning their classes, university teachers report that they estimate that 87% of the time needed to study their material will involve students working independently on the subject matter, whereas students estimate this figure as being only 38%.

- Only 44% of the teachers report that they check with their students the amount of independent work time required of them on the course. 29% of students report discussing with their teachers the independent work time required for the subject concerned.

Although only preliminary findings were obtained, it is clear that there are flaws in the system of academic planning by which student workload is estimated, there being a lack of clearly defined criteria according to which planning is carried out and compliance with this is verified. The establishment of a system of credits, though currently widely debated in higher education circles throughout Latin America, does require a process of further reflection, along with research into how minimum standards can be established.

5

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