

Template for summary of Tuning subject area findings

[Name of Subject Area]

Introduction to the subject area

[maximum 2000 characters including spaces]

A general description of the subject area and its key characteristics: is it understood in the same way in all European countries or are there relevant differences; are there any other particular aspects that should be mentioned in an overview.

Degree profile(s)

[in table form]

Typical degrees offered in the subject area

- First cycle in (name subject area / specific parts)
- Second cycle in (name subject area / specific parts)
- Third cycle in (name subject area / specific parts)

Typical occupations of the graduates in the subject area (map of professions)

- First cycle
- Second cycle
- Third cycle

Role of subject area in other degree programmes

[maximum 1000 characters including spaces]

Which programmes and in what way.

Learning outcomes & competences - level cycle descriptors

[in table form]

- First cycle (subject specific and generic)
- Second cycle (subject specific and generic)
- Third cycle (subject specific and generic)

Which are the main learning outcomes expressed in the relevant subject specific and generic competences (from the Tuning list of generic competences) for the different cycles, taking into account the level of the competence (what the graduate knows and is able to do) that has to be achieved.

Consultation process with stakeholders

[maximum 1000 characters including spaces]

Workload and ECTS

Workload of the typical degree programmes expressed in ECTS-credits:

- First cycle (180-240?)
- Second cycle (60-90-120?)
- Third cycle (120-180-240?)

Trends and differences within the European higher education area in this subject area.
[maximum 2000 characters including spaces]

Learning, teaching & assessment

[maximum 4000 characters including spaces]

Three example of best practice in learning, teaching and assessment to achieve competences relevant to the subject area.

Quality enhancement

[maximum 2000 characters including spaces]

Subject area related observations on the use of Tuning tools in programme design, delivery, monitoring and improvement.

Common features for each subject area report.

- Commonly used approaches to Learning, Teaching and Assessment in each subject area.
- Methodology of identifying competences
- Table of educational activities for competences
- Description of the process of competence development (illustrating that subject specific are similar to generic).
- Commentary on each competence, summarising the responses.

Overall Introduction: should match with the group papers on Learning, Teaching and Assessment: those on subject specific competences and also those concerning translations of terminology. The introduction might pick some of the best features from the group papers, e.g, the Nursing group's identification of illustrative learning outcomes for each competence. Other groups might consider incorporating these features for the website.

With respect to the translation of terminology paper, the work done by the Physics group could be used by other groups as an example or basis for a similar exercise for their subject area.