Tuning Educational Structures in the World
A University-driven Approach to Enhance Degree Programmes

From Project to Process: Recent outcomes and new initiatives

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Outline of presentation

1. TUNING in a Nutshell
   i. What is Tuning?
   ii. TUNING model: Profiles, Competences and Learning Outcomes

2. The impact of TUNING on Educational Structures in the World
   i. Facilitate recognition and comparison in HE
   ii. Tuning recent initiatives

The Tuning Process is coordinated by the University of Deusto, Bilbao, Spain and the University of Groningen, the Netherlands
1. TUNING in a Nutshell

i. What is Tuning?

The TUNING Project is a project by and for Higher Education Institutions. It started as the Universities’ response to the challenge of the Bologna Process, but has evolved into a world wide Process.

TUNING MOTTO:
Tuning of educational structures and programmes on the basis of diversity and autonomy

Tuning received and receives financial and strong moral support from the European Commission.

What is Tuning?

- Developed by and for academics and students

OFFERS:
- A transparent way to (re-)design degree programs based on the concept of student centered learning
- A common language understood by all stakeholders (employers, professionals and academics): Competences and Learning Outcomes approach
- An approach respecting and allowing for differentiation / diversity
- An approach for developing flexible and diverse degree programs in a Life Long Learning context
- Shared reference points (not standards) at subject area level: full involvement of academics
- Awareness about importance of generic competences besides subject specific ones
- Methodology for high standard degree programmes in terms of process and outcomes

TUNING is Faculty Staff driven
Required Change of paradigm:
From staff oriented to student centered education

Aims and Objectives

- Make Higher Education in Europe highly competitive at world level
- Make students better employable
- Raise awareness about importance of citizenship / social responsibility
- Leave space for personal development
- Enhance structures for mobility and recognition
- Stimulate structured International and National cooperation in higher education by developing transnational integrated programmes
- Introduce and obtain acceptance of cycle level descriptors and reference points as a basis for degree programmes and Qualifications Frameworks

What is Tuning?

Tuning approach based on 6 consistent features for degree programmes:

- an identified and agreed need
- a well described profile

- corresponding learning outcomes phrased in terms of generic and subject specific competence (lines 1 and 2)

- the correct allocation of ECTS credits to units (line 3)

- appropriate approaches to learning, teaching and assessment (line 4)

- methodology for quality enhancement (line 5)

TUNING focuses on:

<< fitness of purpose >> (meets expectations)
and
<< fitness for purpose >> (meets aims)
Competences

- Competences represent a dynamic combination of knowledge, understanding, skills and abilities, attitudes and values.
- Fostering competences is the object of educational programmes.
- Level of competence is expressed in terms of learning outcomes.

Learning outcomes

- Learning outcomes are statements of what a learner is expected to know, understand and be able to demonstrate after completion of a period of learning.
Relation between Competences and Learning Outcomes

Profiles have to serve different purposes

A good profile takes into account different users’ perspectives & interests
From the Tuning glossary

“Degree profile

“A description of the character of a degree programme or qualification. This description gives the main features of the programme which are based on the specific aims of the programme, how it fits into the academic map of disciplines or thematic studies and how it relates to the professional world”.
Example of a profile:
Erasmus Mundus Master of Excellence
Euroculture: Europe in the Wider World

“The mission of the programme is to provide graduates with the following profile:

- a deep understanding of European identity, civil society, the ongoing European unification process in itself, its cultural and social dynamics and the consequences for its citizens and the wider world;
- the ability to identify and problematise what Europe and the EU represent for its citizens and for the wider world;
- the ability to translate analysis of current turmoil regarding the handling of multicultural society issues into feasible solutions.”

THE TUNING DYNAMIC QUALITY DEVELOPMENT CIRCLE

Definition of academic and professional profiles → Identification of resources
Programme design: definition of learning outcomes / competences
Evaluation and improvement (on the basis of feedback and feed forward)
Construction of curricula: content and structure
Selection of types of assessment → Selection of teaching and learning approaches

Quality in Process and Outcomes
2. The impact of TUNING on Educational Structures in the World
Bologna Process and Tuning

Acceptance of Tuning Methodology World Wide

Tuning methodology is of global significance: some 60 countries involved.
We distinguish the following **indicators:**

- Module / Unit Learning Outcomes
- Degree Programme Learning Outcomes
- General Cycle (level) descriptors (Ba, Ma, PhD)
- Tuning reference points for a particular Subject Area
- Meta Frameworks: EQF and Sectoral QFs
Qualifications Frameworks and the Subject area perspective

Other subject area brochures: Business Administration, Educational Sciences, Gender Studies ..

To be published soon: Architecture, Arts and Design, Dance and Theatre, History, Mathematics, Medicine, Nursing, Physiotherapy ....

Also published: Tuning AHELO conceptual frameworks for Economics and Engineering (first cycle).
Degree Programme Profile and Learning Outcomes

Subject Area (Level) Descriptors and Reference Points (Sectoral Qualifications Framework)

Descriptors National and International Qualifications Frameworks

Qualifications Frameworks and the Subject area perspective

Role of Qualifications Frameworks

European perspective: Tuning and Qualifications frameworks

EQF for Lifelong Learning (an EC initiative) (27 countries)

EQF for Higher Education (Bologna Process - 47 countries)

Dublin descriptors

National Qualifications Frameworks

Sectoral Qualifications Frameworks

TUNING reference points for Higher Education programmes
Qualifications frameworks and Reference points / standards

Word wide perspective: Tuning and Qualifications Frameworks

International environment

European QF

NQF

QFs of other world regions

Sectoral QF

Internationally established (subject specific) Tuning reference points

OECD-AHELO pilot

Tuning global reference points / standards

Tuning Australia

Tuning America Latina

Tuning Africa

Tuning USA

Tuning reference points have global relevance

Tuning East-Asia? Tuning South Asia? Tuning Canada?

Tuning Russia

Tuning Georgia

Tuning Europe

Tuning reference points are generic and subject specific

Tuning reference points for HE programmes

Tuning reference points are generic and subject specific

Tuning reference points have global relevance

Tuning America Latina

Tuning Russia

Tuning Georgia

Tuning Europe

Tuning reference points for HE programmes

Tuning reference points are generic and subject specific

Tuning reference points have global relevance

Tuning Australia

Tuning Africa

Tuning USA

Tuning East-Asia? Tuning South Asia? Tuning Canada?
Main outcomes TUNING SQF for Social Sciences:

- Definition of the Social Sciences sector
- Sectoral Learning Outcomes framework based on agreed level descriptors covering levels 3 to 8 (bridging different subject areas)
- Identification of main progression routes from the EQF levels 3 to 6 at national level
- Proposals to bridge the Dublin cycle descriptors and the EQF level descriptors
ii. Tuning recent initiatives

- Overview of running Tuning projects 2010-2011:
  - Tuning America Latina (Alfa project)
  - Tuning Africa (feasibility study)
  - Tuning Australia (feasibility study)
  - Tuning USA
  - Tuning Russia (Tempus project)
  - Tuning Canada (feasibility study)
- A Tuning Guide to Formulating Degree Programme Profiles (CoRe-project)

Countries and fields
CoRe Project ENIC-Naric and Tuning:
Preparation and publication of Tuning – ENIC-NARIC manual to assist university staff in writing reliable degree profiles and sets of degree programme Learning Outcomes to be used for RECOGNITION purposes

Input European Diploma Supplement

ENIC-NARICS

A Guide to Formulating Degree Programme Profiles …
Degree profile (professional and/or academic)

Key elements:
A. Purpose
B. Characteristics
C. Employability & further education
D. Education style
E. Programme competences
F. List of program learning outcomes

As part of the Competence and Recognition Project (CoRe) a Template has been developed which also contains guidelines for formulating Programme Competences and good Programme Learning Outcomes.

To Conclude:
Main Contributions of Tuning to modernizing HE programmes in the World

Set of practical TOOLS for academics / institutions to implement the three cycle system:

a. A methodology to design / enhance, deliver student centred degree programmes (for all three cycles) based on the Competences and Learning Outcome approach
b. Templates + Reference points for a growing number of Subject Areas / Sectors
c. A Guide to formulating degree programme profiles. Including Programme Competences and Programme Learning Outcomes
d. A platform for academics to discuss the implications of higher education reforms
And many more ....
Thank you for your attention!

Websites:

Tuning Educational Structures in Europe:
http://tuning.unideusto.org/tuningeu/

Tuning America Latina:
http://tuning.unideusto.org/tuningal/