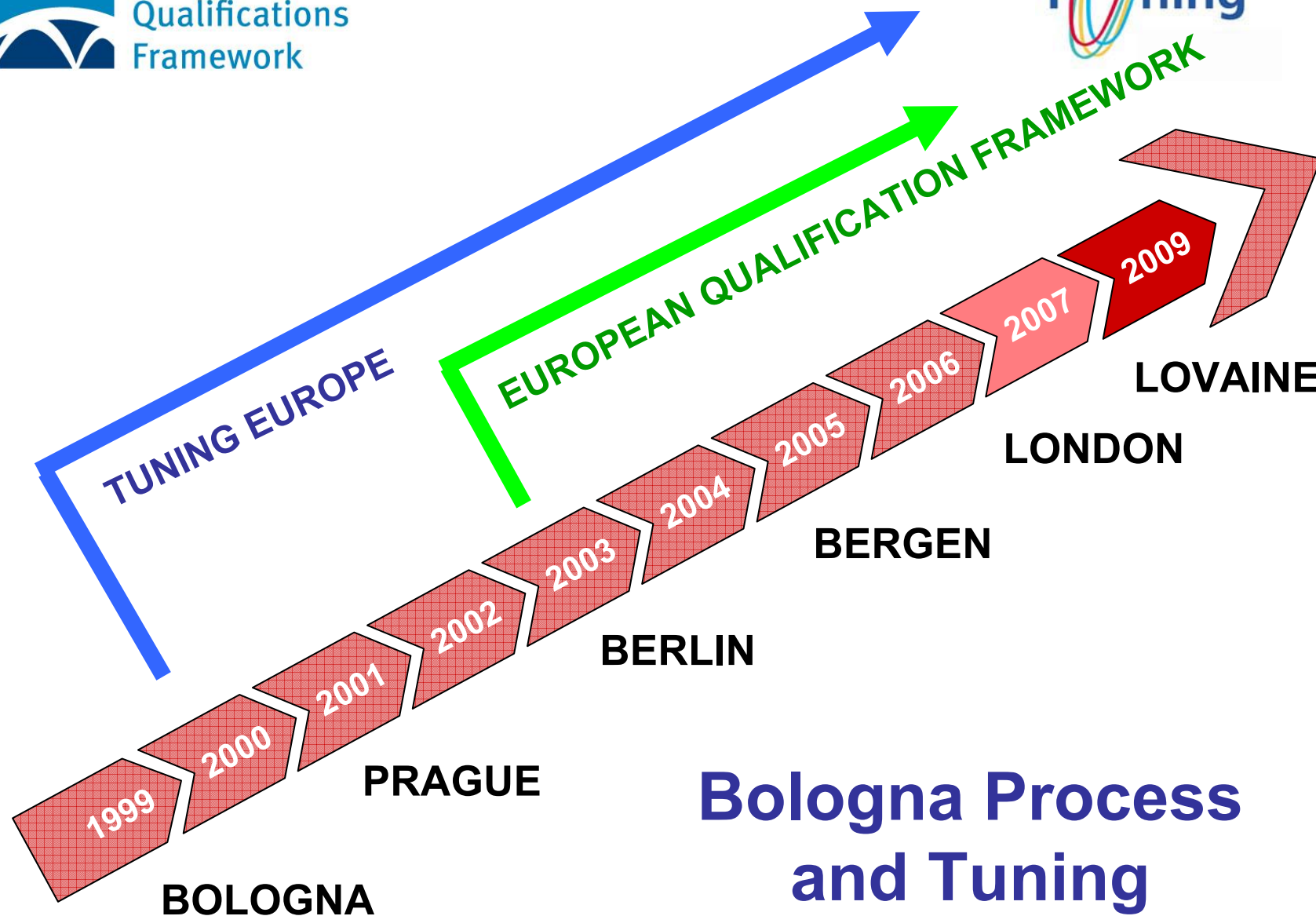


TUNING SECTORAL FRAMEWORK FOR SOCIAL SCIENCES

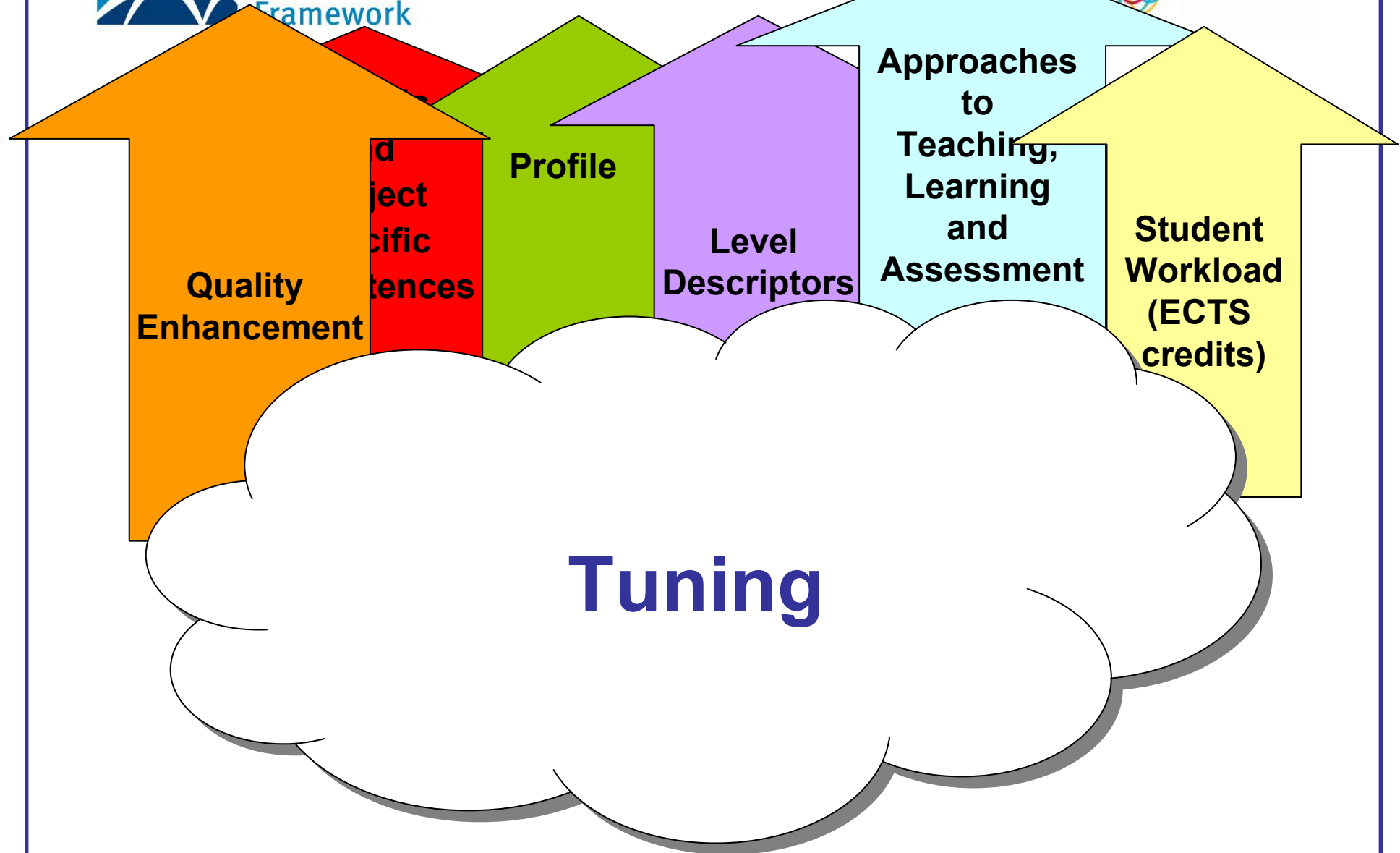
Bilbao, 5 December 2008

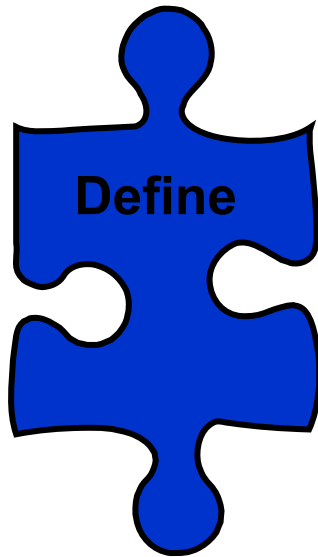
- ☐ **Bologna process and Tuning**
- ☐ **Tuning Methodology**
- ☐ **European Qualification Framework (EQF) and Dublin Descriptors**
- ☐ **Sectorial Framework for Social Sciences**
 - ☐ **Outcomes**
 - ☐ **Participants**
 - ☐ **Where we are now ...**
 - ☐ **Timeframe**





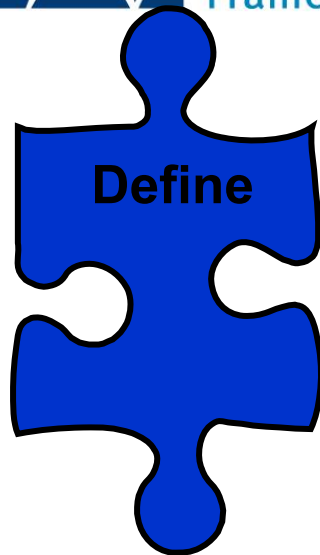
European
Qualifications
Framework



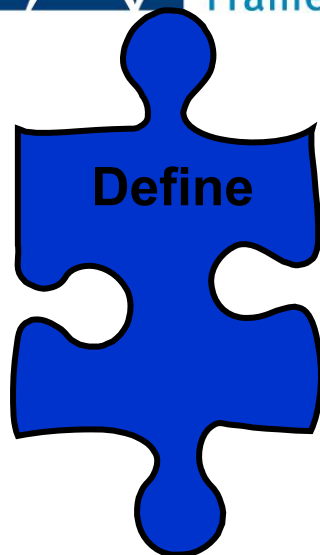


The pathway we have followed leads us to recognise that we have jointly found a way to:

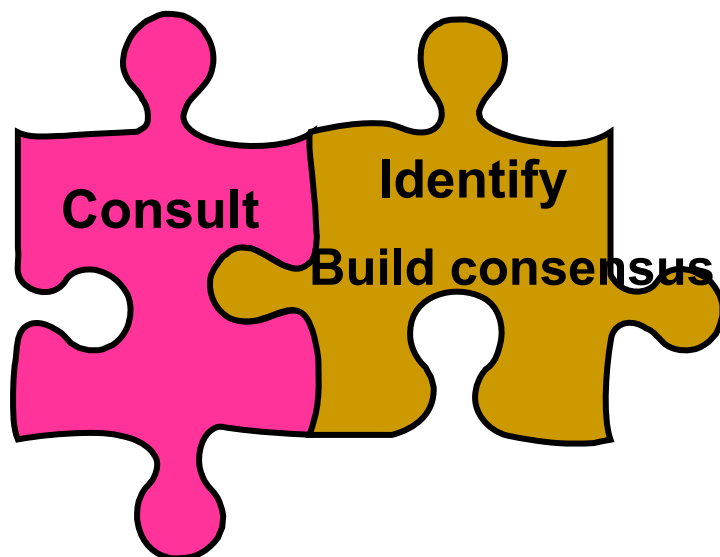
- **Define** the learning outcomes and competences

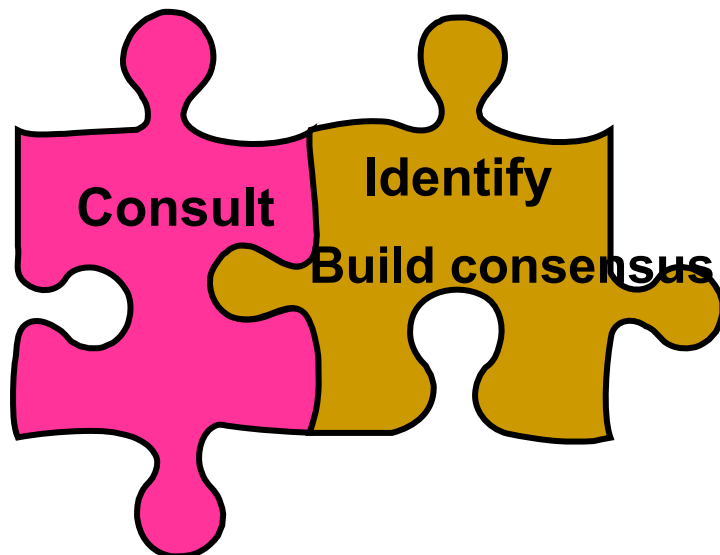
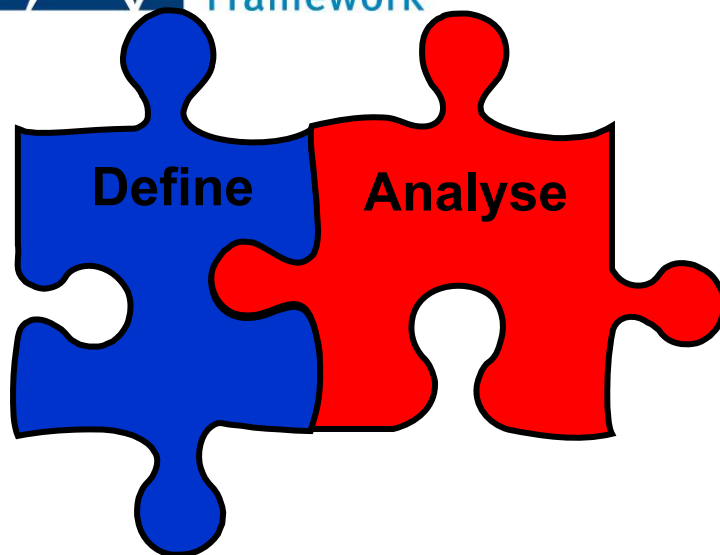


- **Identify** the generic competences and their relevance in a changing world
- **Build consensus** on the specific competences and their value to identify each subject area

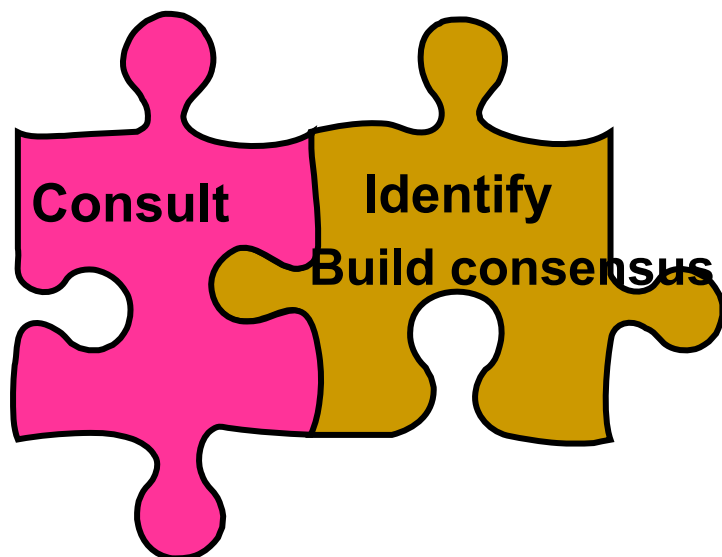
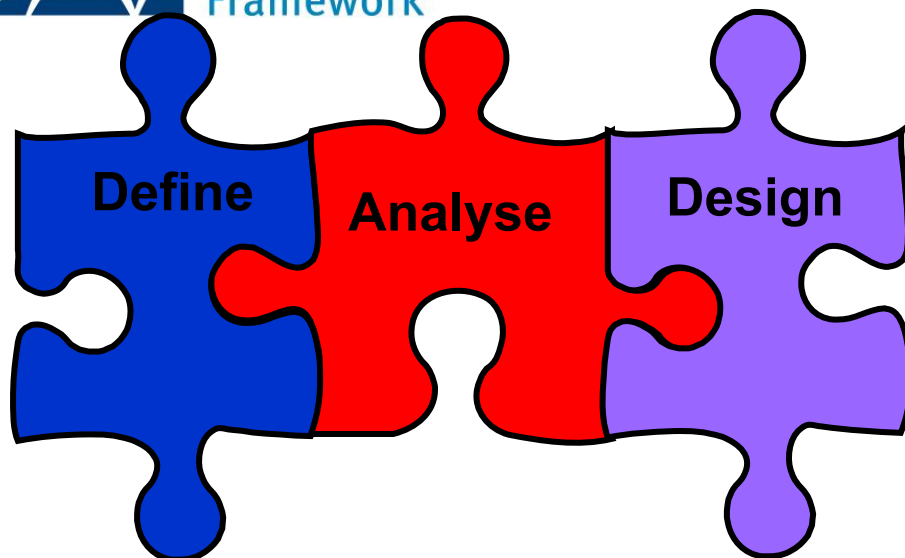


- **Consult** the different social stakeholders (importance – achievement)





- **Analyse** the results of the consultation and redefine the different degrees



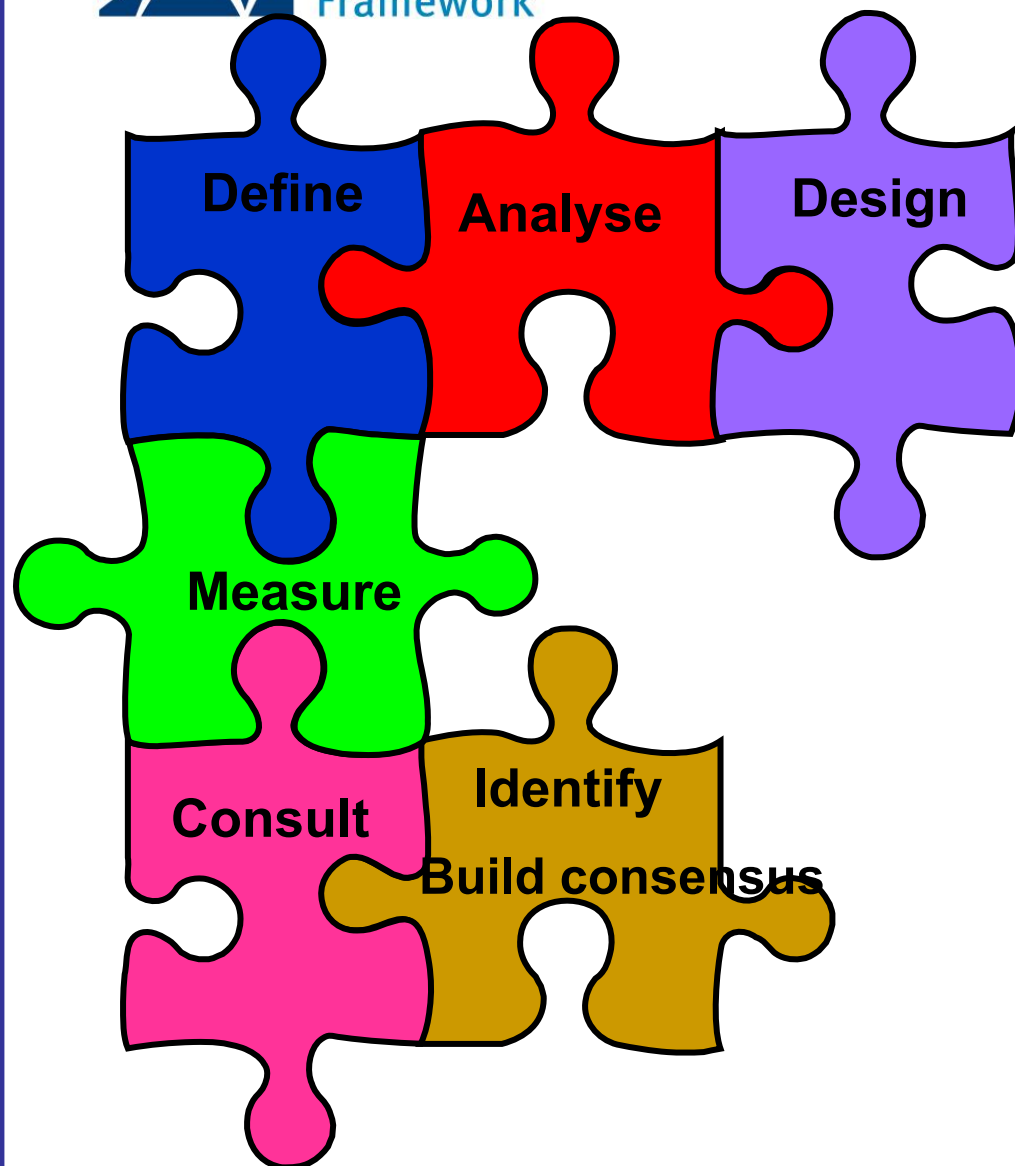
Build consensus

- **Design** the professional profiles and build consensus on the most relevant competences for each of them, combining both what is common for academic recognition and what is different (the specific features)



European
Qualifications
Framework

Tuning methodology

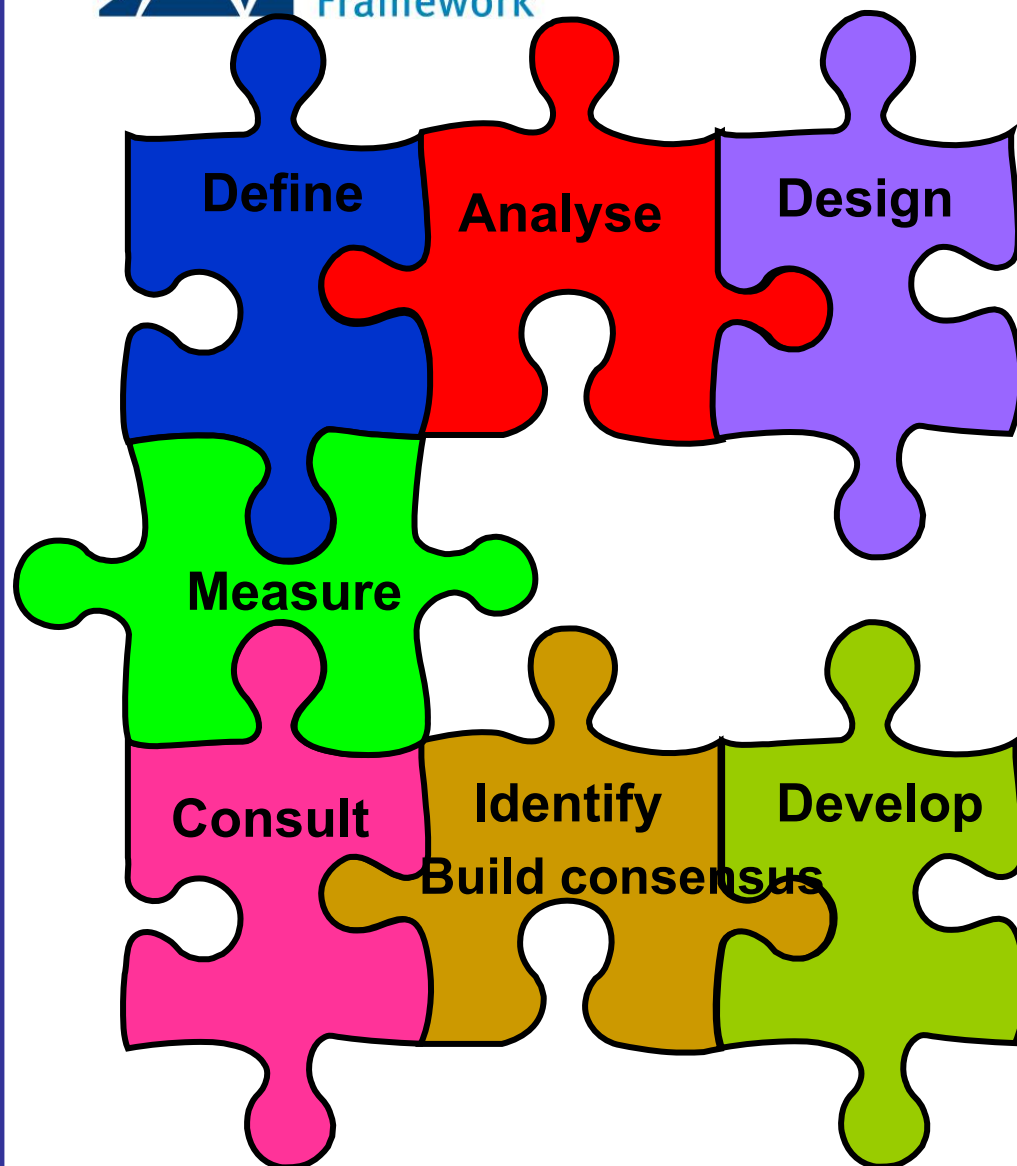


- **Measure** the required student workload to reach competence levels (Credits)



European
Qualifications
Framework

Tuning methodology

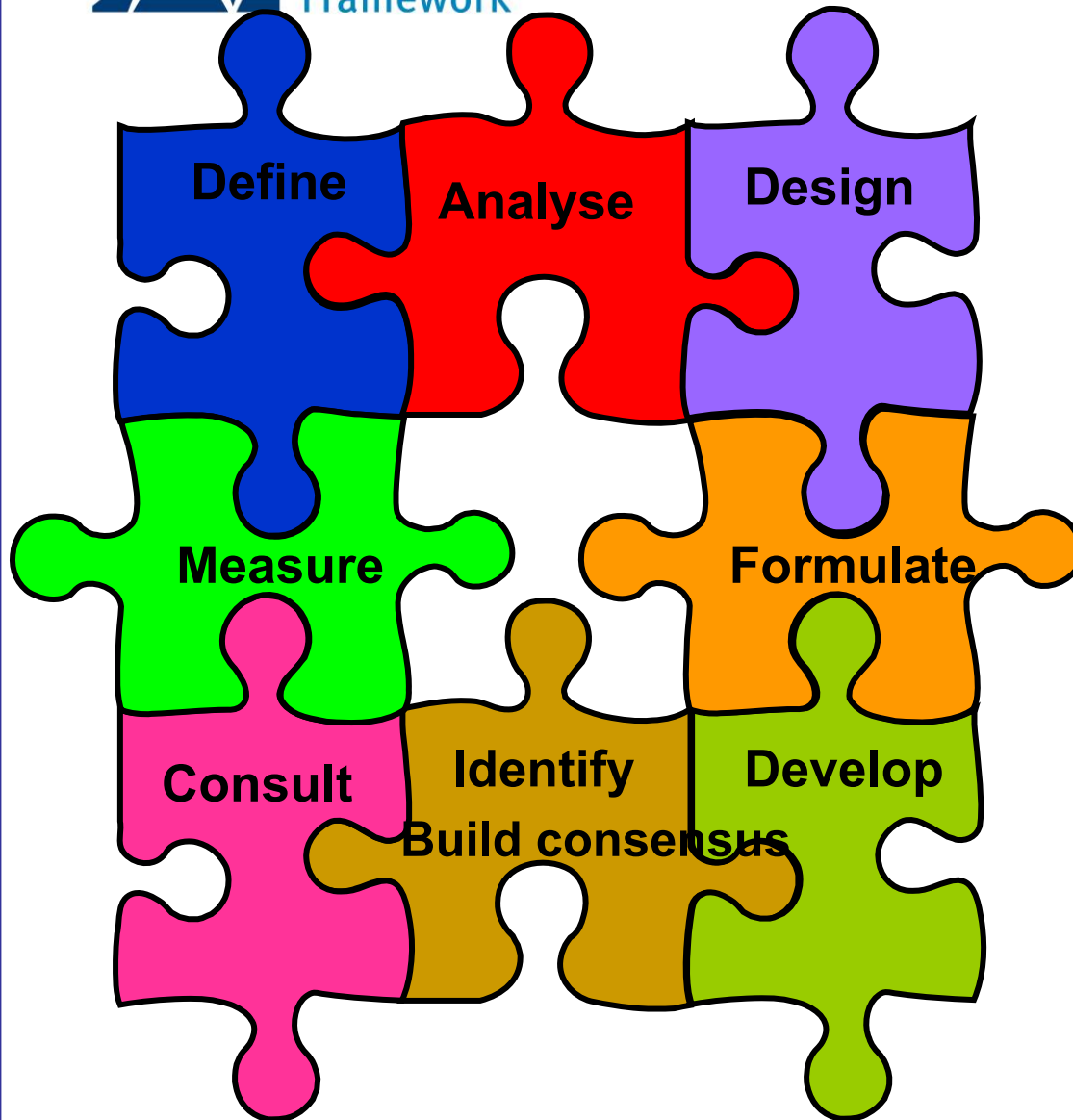


- **Develop** the teaching and learning processes of competences



European
Qualifications
Framework

Tuning methodology

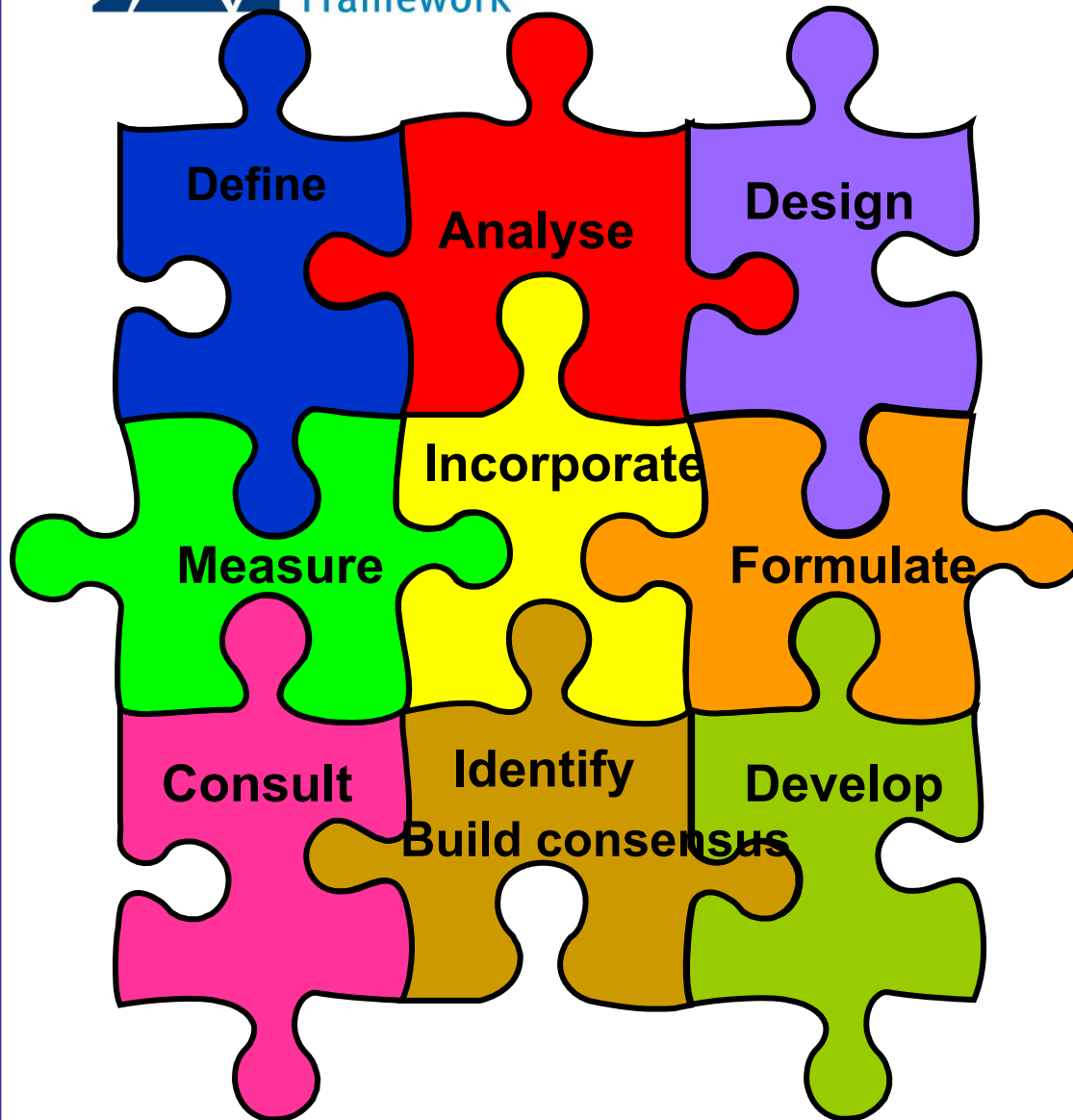


- **Formulate** the required assessment processes



European
Qualifications
Framework

Tuning methodology

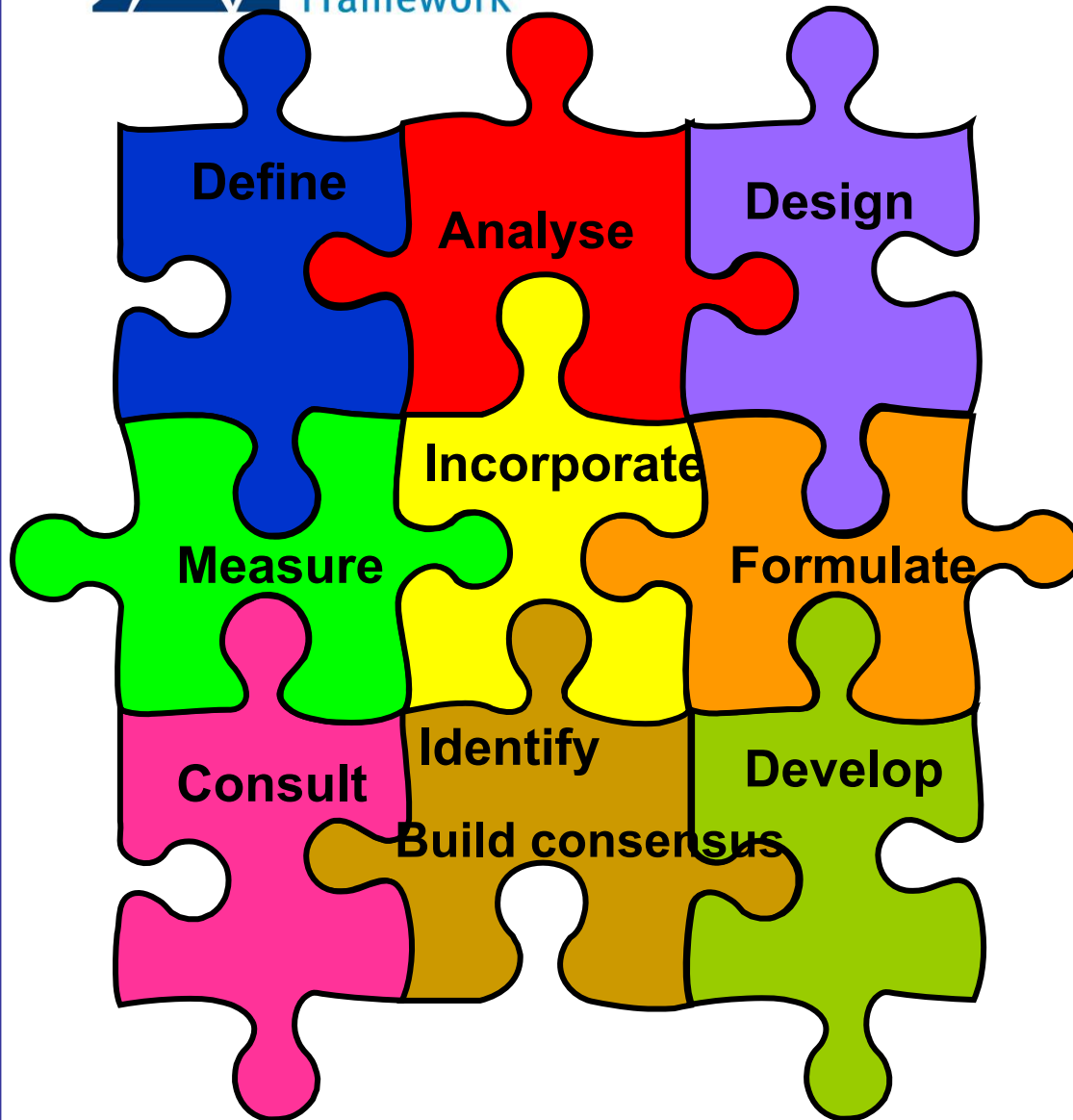


• **Incorporate** the learning competences and outcomes in the programme quality enhancement



European
Qualifications
Framework

Tuning methodology

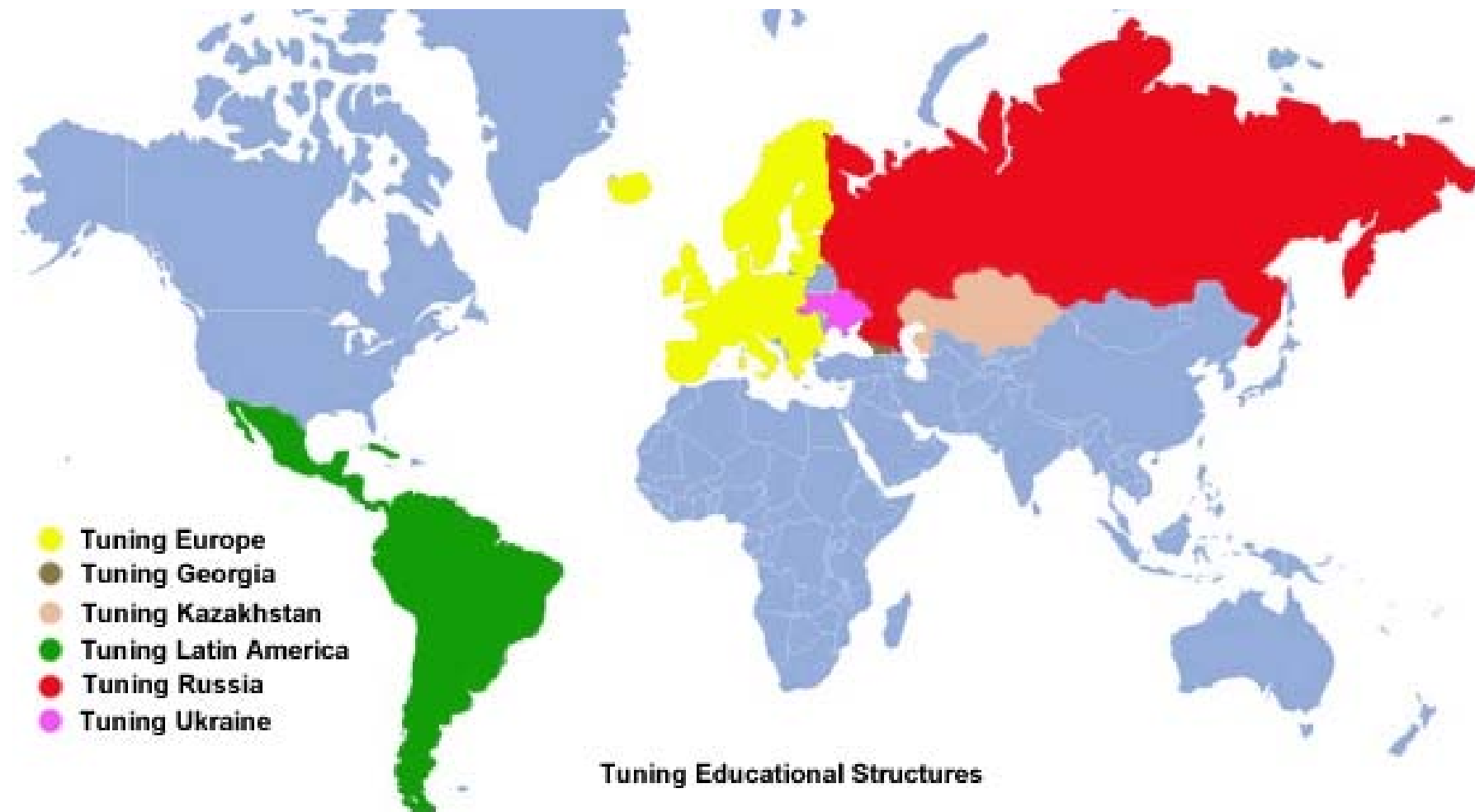


**A coherent
system based on
common
reference points
has been jointly
developed.**



European
Qualifications
Framework

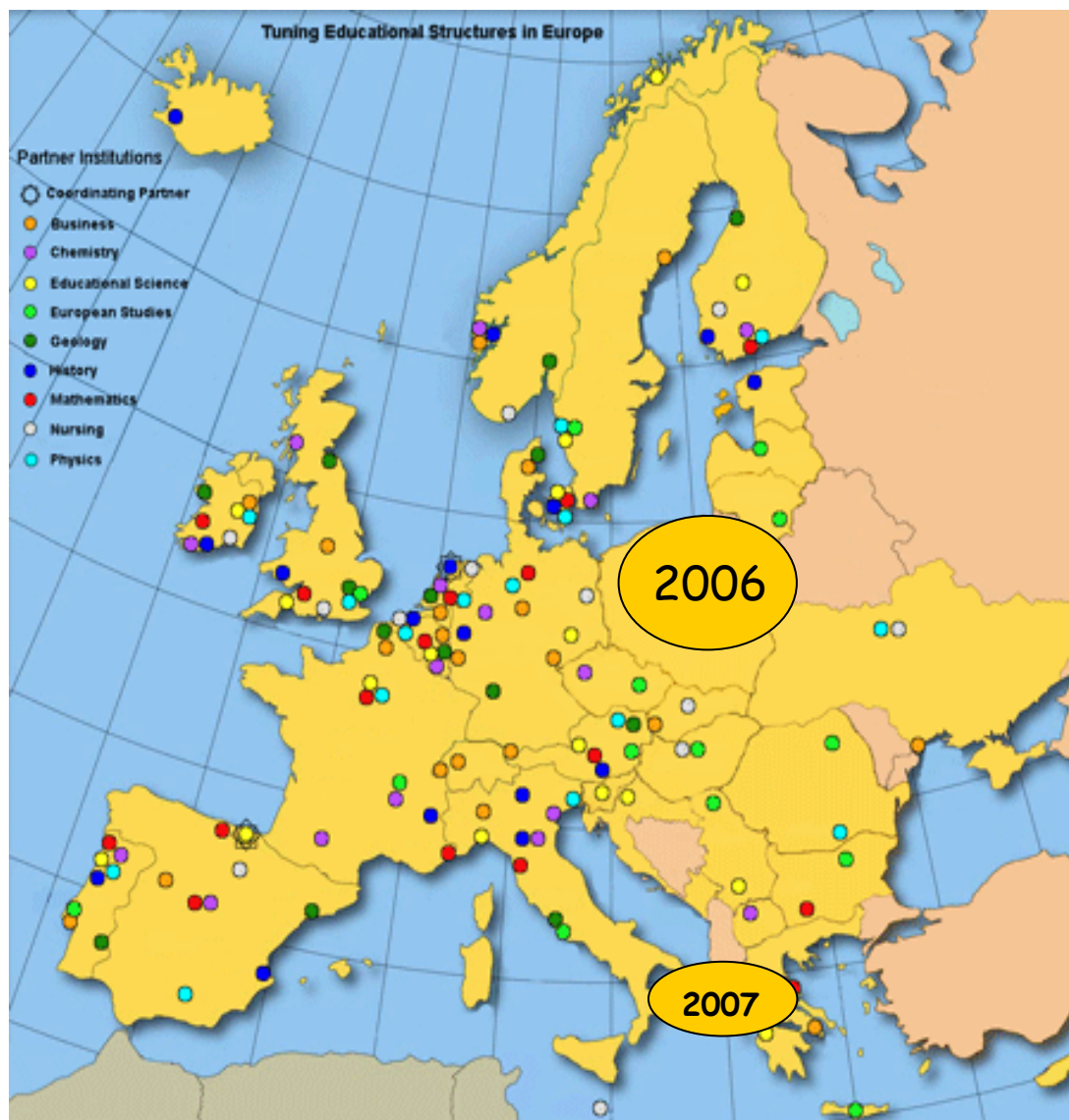
Tuning in the world





European
Qualifications
Framework

Tuning Europe



- 2001 EU + EFTA countries (Socrates - Erasmus)

- 2003 New EU member states + Candidate countries (Socrates – Erasmus)

- 2005 Ukraine + countries South-East Europe (Tempus)

- 2006 Russia (Tempus) + Georgia

- 2007 Turkey (Socrates-Erasmus)



European
Qualifications
Framework



Tuning America Latina

2004 - 2008

**Referencia
Áreas Temáticas**

- Administración
- Arquitectura
- Derecho
- Educación
- Enfermería
- Física
- Geología
- Historia
- Ing. Civil
- Matemáticas
- Medicina
- Química



Argentina
Bolivia
Brasil
Chile
Colombia
Costa Rica
Cuba
Ecuador
El Salvador
Guatemala
Honduras
México
Nicaragua
Panamá
Paraguay
Perú
República Dominicana
Uruguay
Venezuela

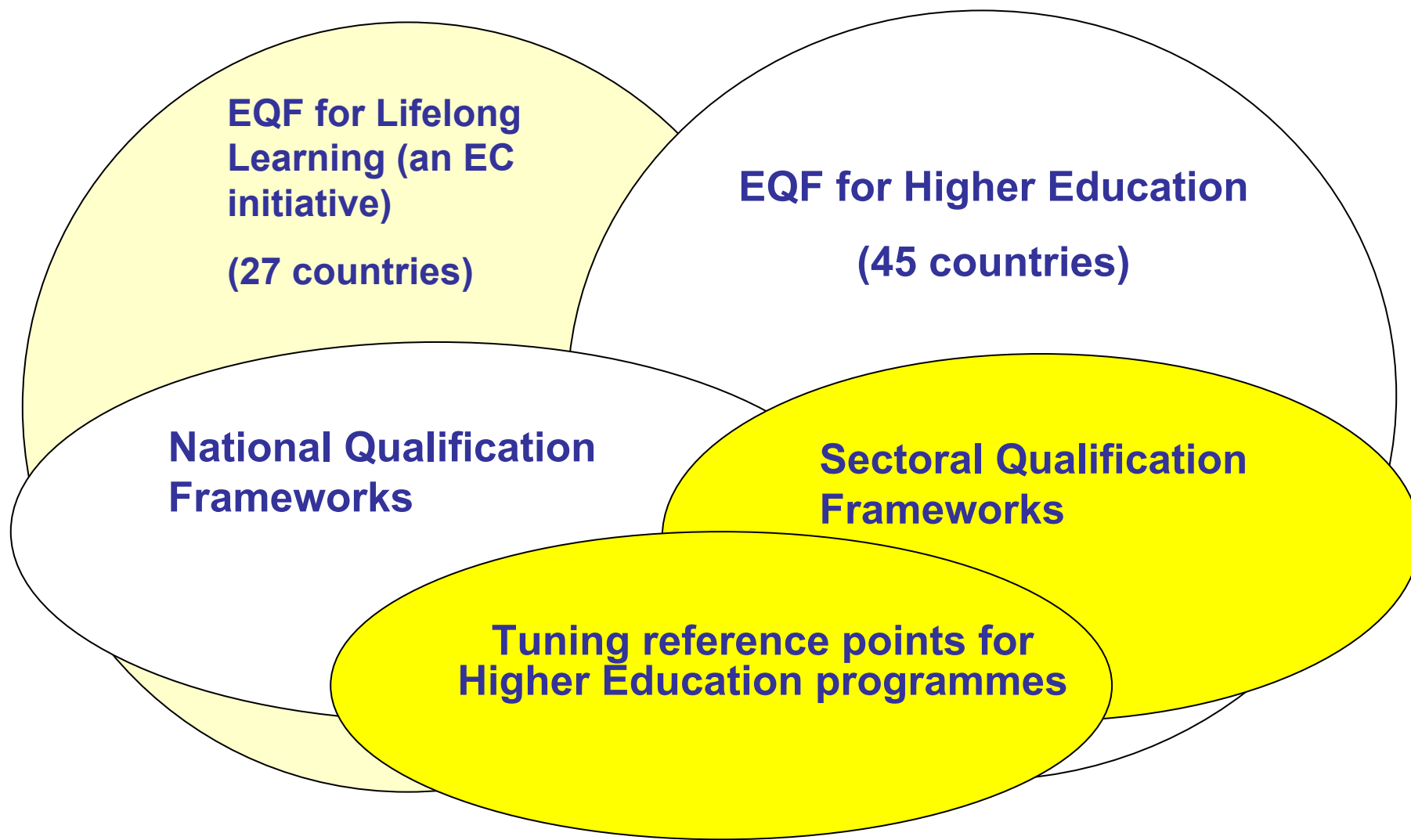
**19
countries
(ministries +
Rectors'
Conferences)**

**+ 186
Universities**

Level 1	Knowledge	Skills	Competences
Level 2	Knowledge	Skills	Competences
Level 3	Knowledge	Skills	Competences
Level 4	Knowledge	Skills	Competences
Level 5	Knowledge	Skills	Competences
Level 6	Knowledge	Skills	Competences
Level 7	Knowledge	Skills	Competences
Level 8	Knowledge	Skills	Competences



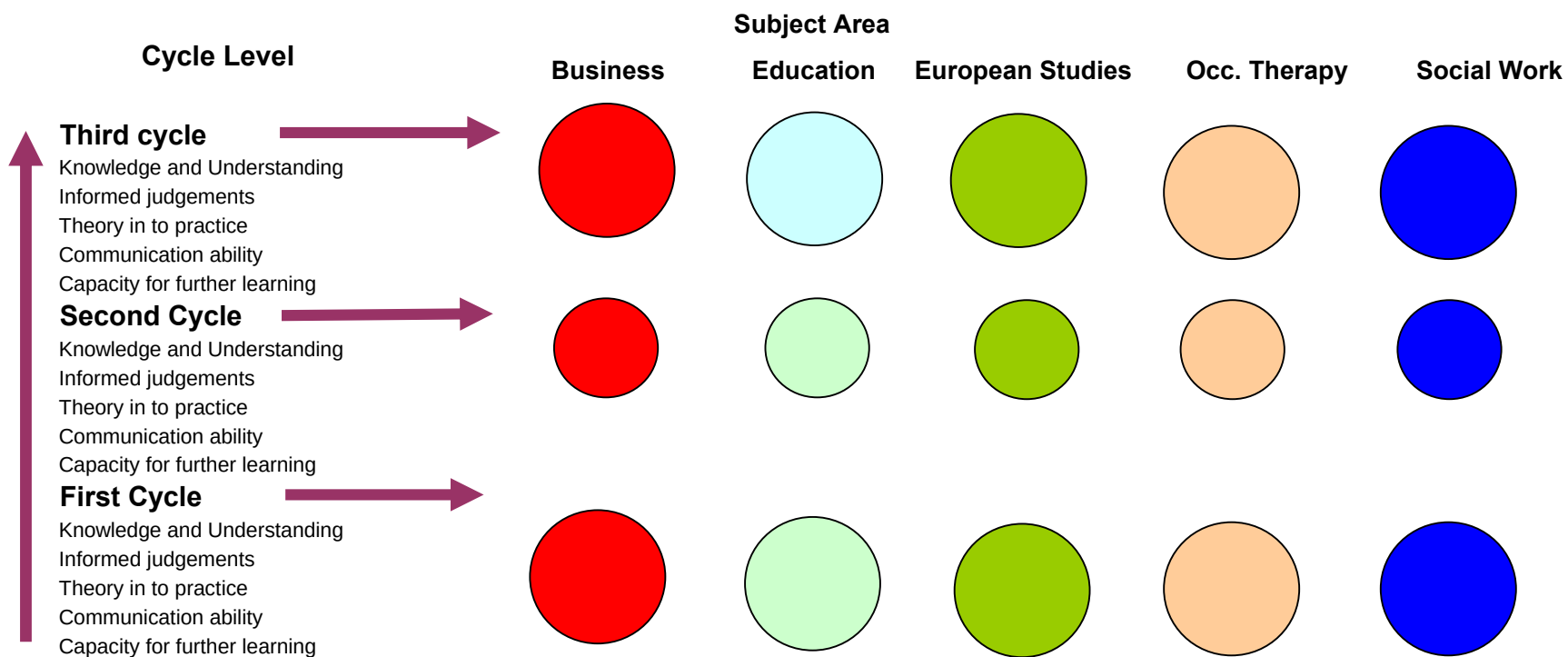
European
Qualifications
Framework



Relevance of Tuning in relation to Qualification Framework

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European
Qualifications
Framework

European Qualification Framework
for Life Long Learning



Level 1	Knowledge	Skills	Competences
Level 2	Knowledge	Skills	Competences
Level 3	Knowledge	Skills	Competences
Level 4	Knowledge	Skills	Competences
Level 5	Knowledge	Skills	Competences
Level 6	Knowledge	Skills	Competences
Level 7	Knowledge	Skills	Competences
Level 8	Knowledge	Skills	Competences

- Knowledge of facts, principles, processes and general concepts, in a field of work or study

- A range of cognitive and practical skills required to accomplish tasks and solve problems by selecting and applying basic methods, tools, materials and information

- Take responsibility for completion of tasks in work or study

- Adapt own behaviour to circumstances in solving problems

Level 3

Knowledge

Skills

Competences

Factual and theoretical knowledge in broad contexts within a field of work or study

- A range of cognitive and practical skills required to generate solutions to specific problems in a field of work or study

Exercise self-management within the guidelines of work or study contexts that are usually predictable, but are subject to change

- Supervise the routine work of others, taking some responsibility for the evaluating and improvement of work or study activities

Level 4

Knowledge

Skills

Competences

- Comprehensive, specialised, factual and theoretical knowledge within a field of work or study and an awareness of the boundaries of that knowledge

- A comprehensive range of cognitive and practical skills required to develop creative solutions to abstract problems

Exercise management and supervision in contexts of work or study activities where there is unpredictable change

- Review and develop performance of self and others

Level 5

Knowledge

Skills

Competences

- Advanced knowledge of a field of work or study, involving a critical understanding of theories and principles

- Advanced skills, demonstrating mastery and innovation, required to solve complex and unpredictable problems in a specialised field of work or study

- Manage complex technical or professional activities or projects, taking responsibility for decision-making in unpredictable work or study contexts
- Take responsibility for managing professional development of individuals and groups

Level 6

Knowledge

Skills

Competences

- Highly specialised knowledge, some of which is at the forefront of knowledge in a field of work or study, as the basis for original thinking and/or research
- Critical awareness of knowledge issues in a field and at the interface between different fields

- Specialised problem-solving skills required in research and/or innovation in order to develop new knowledge and procedures and to integrate knowledge from different fields

- Manage and transform work or study contexts that are complex, unpredictable and require new strategic approaches
- Take responsibility for contributing to professional knowledge and practice and/or for reviewing the strategic performance of teams

Level 7

Knowledge

Skills

Competences

- Knowledge at the most advanced frontier of a field of work or study and at the interface between fields

- The most advanced and specialised skills and techniques, including synthesis and evaluation, required to solve critical problems in research and/or innovation and to extend and redefine existing knowledge or professional practice

- Demonstrate substantial authority, innovation, autonomy, scholarly and professional integrity and sustained commitment to the development of new ideas or processes at the forefront of work or study contexts including research

Level 8

Knowledge

Skills

Competences

**EQF LLL
Level 6**

- Advanced knowledge of a field of work or study, involving a critical understanding of theories and principles

- Advanced skills, demonstrating mastery and innovation, required to solve complex and unpredictable problems in a specialised field of work or study

- Manage complex technical or professional activities or projects, taking responsibility for decision-making in unpredictable work or study contexts
- Take responsibility for managing professional development of individuals and groups

**Dublin Descriptors
First cycle**

- Have demonstrated knowledge and understanding in a field of study that builds upon their general secondary education, and is typically at a level that, whilst supported by advanced textbooks, includes some aspects that will be informed by knowledge of the forefront of their field of study;
- Can apply their knowledge and understanding in a manner that indicates a professional approach to their work or vocation, and have competences typically demonstrated through devising and sustaining arguments and solving problems within their field of study;
- Have the ability to gather and interpret relevant data (usually within their field of study) to inform judgements that include reflection on relevant social, scientific or ethical issues;
- Can communicate information, ideas, problems and solutions to both specialist and non-specialist audiences; and
- Have developed those learning skills that are necessary for them to continue to undertake further study with a high degree of autonomy.

**EQF LLL
Level 7**

- Highly specialised knowledge, some of which is at the forefront of knowledge in a field of work or study, as the basis for original thinking and/or research
- Critical awareness of knowledge issues in a field and at the interface between different fields

- Specialised problem-solving skills required in research and/or innovation in order to develop new knowledge and procedures and to integrate knowledge from different fields

- Manage and transform work or study contexts that are complex, unpredictable and require new strategic approaches
- Take responsibility for contributing to professional knowledge and practice and/or for reviewing the strategic performance of teams

**Dublin Descriptors
Second cycle**

- Have demonstrated knowledge and understanding that is founded upon and extends and/or enhances that typically associated with the first cycle, and that provides a basis or opportunity for originality in developing and/or applying ideas, often within a research context;

- Can apply their knowledge and understanding, and problem solving abilities in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their field of study;

- Have the ability to integrate knowledge and handle complexity, and formulate judgements with incomplete or limited information, but that include reflecting on social and ethical responsibilities linked to the application of their knowledge and judgements;

- Can communicate their conclusions, and the knowledge and rationale underpinning these, to specialist and non-specialist audiences clearly and unambiguously;

- Have the learning skills to allow them to continue to study in a manner that may be largely self-directed or autonomous.

**EQF LLL
Level 8**

- Knowledge at the most advanced frontier of a field of work or study and at the interface between fields

- The most advanced and specialised skills and techniques, including synthesis and evaluation, required to solve critical problems in research and/or innovation and to extend and redefine existing knowledge or professional practice

- Demonstrate substantial authority, innovation, autonomy, scholarly and professional integrity and sustained commitment to the development of new ideas or processes at the forefront of work or study contexts including research

**Dublin Descriptors
Third cycle**

- Have demonstrated the ability to conceive, design, implement and adapt a substantial process of research with scholarly integrity;
- Have made a contribution through original research that extends the frontier of knowledge by developing a substantial body of work, some of which merits national or international refereed publication;
- Are capable of critical analysis, evaluation and synthesis of new and complex ideas;
- Can communicate with their peers, the larger scholarly community and with society in general about their areas of expertise; and
- Can be expected to be able to promote, within academic and professional contexts, technological, social or cultural advancement in a knowledge based society.

- ☐ The project seeks to develop **a credit based sectoral qualification framework** for the sector / domain **of the Social Sciences**.
- ☐ is intended to **cover the levels 3 to 8** of the European Qualification Framework (EQF) for Life Long Learning (LLL).
- ☐ The achievement of such a framework as an intermediate level between the subject area level and the general level of the EQF will **facilitate the recognition of prior (formal, informal and non formal) learning** by developing clear reference points.
- ☐ It will also **contribute to the relationship of higher and general education and vocational education and training**.
- ☐ A sector or domain is understood here as a combination of related fields of study which is based on more or less comparable learning profiles.

 **Project Co-ordinator**
University of Deusto

 **Partners**
Austria
- Leopold-Franzens-Universität Innsbruck

 **Belgium**
- Katholieke Hogeschool Kempen

 **Bulgaria**
- Rusenski universitet "Angel Kunchev"

 **Denmark**
- Handelshøjskolen Aarhus Universitet

 **Finland**
- Jyväskylän yliopisto, opettajankoulutuslaitos

 **France**
- Université Paris X Nanterre
- Institut Regional du Travail Social de Lorraine

 **Germany**
- Fachhochschule Osnabrück
- FH Aachen

 **Greece**
- Σύλλογος Ελλήνων Εργοθεραπευτών /
Syllogos Ellinon Ergotherapefton

 **Ireland**
- Trinity College Dublin

 **Italy**
- Università di Parma



Latvia
- Latvijas Universitate



United Kingdom
- University of Gloucestershire
- Skills for Health



Poland
- Centrum Studiów Europejskich UMK im.
Jeana Monneta



Portugal
- Universidade Aberta



Slovenia
- Univerza V Ljubljani



Spain
- Universidad de Alicante



The Netherlands
- Hogeschool van Amsterdam

**SOCIAL SCIENCES SECTORIAL
FRAMEWORK
SUBJECT AREAS INVOLVED**

Business

Education

**European
Studies**

**Occupational
Therapy**

Social Work

Law

Psychology

Sociology

**International
Relations**

OUTCOME 1

a sectoral framework based on agreed cycle / level descriptors covering the levels 3 to 8 of the EQF for LLL;

OUTCOME 2

report containing detailed information about formal, non formal and informal secondary education level identifying the main progression routes from the levels 3 to 6 at national level (app. 30 countries) as well as a comparison at European level (identification of differences and communalities);

OUTCOME 3

a proposal for (ECTS) credit ranges for the EQF for LLL levels 3 to 6 in correlation with the ECVET initiative;

OUTCOME 4

report containing a description of communalities of the four sectoral frameworks, including proposals to bridge the Dublin cycle descriptors and the descriptors of the EQF for LLL. It is the intention to combine the two frameworks;

OUTCOME 5

establishment of subject area based working groups for main academic fields not yet covered by the Tuning project.

OUTCOME 6

Identification of cross border areas and/or areas overarching different fields of study

Tasks

Tasks		
Level 3	LEVEL DESCRIPTORS	• Debate about main competences for level 3 to 6 • Revision of country programmes • Consultation with associations and other bodies
Level 4	LEVEL DESCRIPTORS	
Level 5	LEVEL DESCRIPTORS	
Level 6	LEVEL DESCRIPTORS	• General discussion in relation to Competences related to Social Sciences • Provisional proposal in relation to Competences for level 6 to 8 (First meeting)
Level 7	LEVEL DESCRIPTORS	
Level 8	LEVEL DESCRIPTORS	
<u>OUTCOME 1</u> a sectoral framework based on agreed cycle / level descriptors covering the levels 3 to 8 of the EQF for LLL;		

Tasks**Level 3****Level 4****Level 5****Level 6****Level 7****Level 8**

- Revision of draft country report (First meeting)
- Consultation with associations and other country bodies related to secondary level I (from first to second meeting)
- Elaboration of 30 final reports (third meeting)

OUTCOME 2

report containing detailed information about formal, non formal and informal secondary education level identifying the main progression routes from the levels 3 to 6 at national level (app. 30 countries) as well as a comparison at European level (identification of differences and communalities);

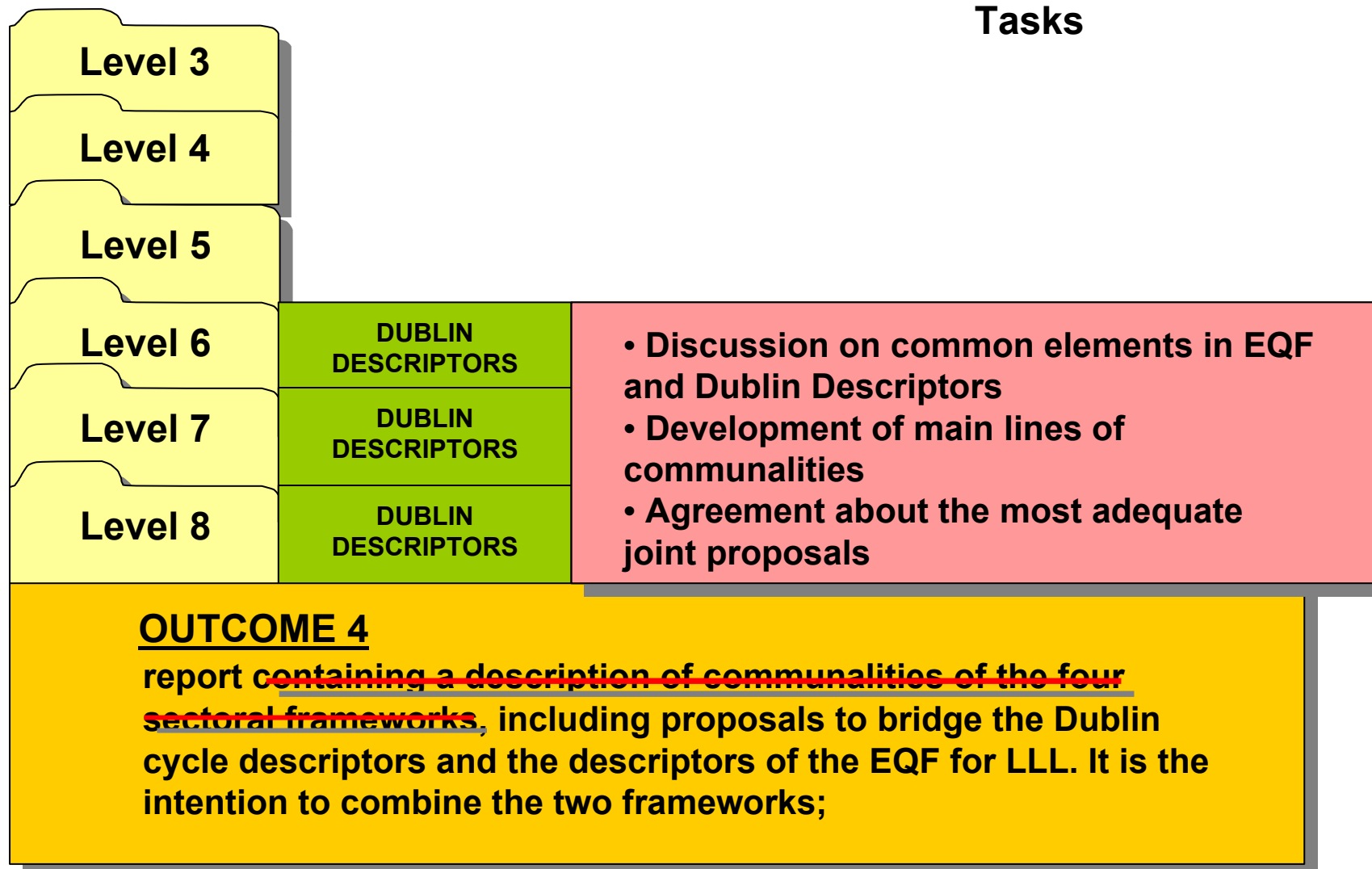
Tasks**Level 3****Level 4****Level 5****Level 6****Level 7****Level 8**

- Adequacy and analysis of concepts in ECTS and ECVET
- Study of common and different elements
- Discussion of a proposal

OUTCOME 3

a proposal for (ECTS) credit ranges for the EQF for LLL levels 3 to 6 in correlation with the ECVET initiative;

Tasks



Tasks**Level 3****Level 4****Level 5****Level 6****Level 7****Level 8**

- Identification of associations and universities to be invited to the project
- Explanation of the methodology
- Identification de generic and subject specific competences from their perspective
(Second Meeting)

OUTCOME 5

**establishment of subject area
based working groups for main
academic fields not yet covered
by the Tuning project.**

Law**Psychology****Sociology****Int. Relations**

Tasks

Level 3

Level 4

Level 5

Level 6

Level 7

Level 8

- Identification of areas and aspects
- Discussion on essential elements for Social Sciences
- Drawing conclusions on interdisciplinary elements

OUTCOME 6

Identification of cross border areas and/or areas overarching different fields of study

Law
Business
Education
European Studies
Occupational Therapy
Social work
Psychology
Sociology
International Relations

Prior to the first meeting ...

1st Meeting – 5-6 December 2008 – Bilbao

2nd Meeting – 24 – 25 April 2009 – Brussels

3rd Meeting – 6 – 7 November 2009 - Brussels

PRIOR TO THE FIRST MEETING ...

- ☐ INFORMED PARTNER ABOUT APPROVAL
- ☐ DESIGN APPROPRIATE METHODOLOGY TO ACHIEVE THE OUTCOMES
- ☐ REVISE BUDGET AND PREPARE MANAGEMENT PROCESS MANUAL
- ☐ PREPARATORY MEETING IN BRUSSELS 13 JUNE 2008
- ☐ IDENTIFICATION OF ASSOCIATIONS AND UNIVERSITIES TO BE INCLUDED IN THE 5 MAIN TARGET GROUPS
- ☐ INVITATION TO NEW MEMBERS AND DIALOGUE WITH THEM IN RELATION TO REQUIRED DOCUMENTS
- ☐ REQUEST OF AMENDMENT TO EUROPEAN COMMISSION
- ☐ ELABORATION OF 15 DRAFT COUNTRY REPORT IN RELATION TO SECONDARY LEVEL
- ☐ PREPARATION OF FIRST MEETING
- ☐ ELABORATION OF DOCUMENTS FOR FIRST MEETING

OUTCOME 1

a sectoral framework based on agreed cycle / level descriptors covering the levels 3 to 8 of the EQF for LLL;

- 1. Provisional Definition of Social Sciences**
- 2. General discussion in relation to Competences related to Social Sciences**
- 3. Provisional proposal in relation to Competences for level 6 to 8**
- 4. First revision of country programmes**
- 5. Debate about main competences for level 3 to 6**

OUTCOME 2

report containing detailed information about formal, non formal and informal secondary education level identifying the main progression routes from the levels 3 to 6 at national level (app. 30 countries) as well as a comparison at European level (identification of differences and communalities);

1. Revision of draft country report
2. Identification of responsible per country in relation to report
3. Discussion about the issues to be included in the country report
4. Debate about strategies to consult secondary school associations and other relevant bodies (at least 3 per country)

OUTCOME 5

establishment of subject area based working groups for main academic fields not yet covered by the Tuning project.

- 1. Identification of associations and universities to be invited to the project**
- 2. Explanation of the methodology**
- 3. Identification de generic and subject specific competences from their perspective**