

TUNING SECTORAL FRAMEWORK FOR SOCIAL SCIENCES

Brussels, 13 November 2009

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

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

OUTCOME 1

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

1. Final of the definition of Social Sciences.
2. Final level descriptors covering level 3 to 8 for Social Sciences

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

Level 3	Knowledge
Level 4	Knowledge
Level 5	Knowledge
Level 6	Knowledge
Level 7	Knowledge
Level 8	Knowledge

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;**

- 1. Debate about Competences for level 6 to 8.**
- 2. Discussion on common elements in EQF and Dublin Descriptors.**
- 3. Development of main lines of communalities.**
- 4. Agreement about the most adequate joint proposals.**



European
Qualifications
Framework

OUTCOME 4



**EQF LLL
Level 5**

**Dublin Descriptors
Short cycle**

Level 5 (Knowledge)

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

- Have demonstrated knowledge and understanding in a field of study that builds upon general secondary education, and is typically at a level supported by advanced textbooks, such knowledge provides an underpinning for a field of work or vocation, personal development, and further studies to complete the first cycle;

For Social Sciences ...

OUTCOME 3

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

1. Debate about ECTS and ECVET.
2. Final agreements in relation to credit ranges for levels 3 to 6.

OUTCOME 5

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

- 1. Final definition of the subject area.**
- 2. Description of the academic and professional field and the educational programmes offered in the subject area.**
- 3. Overview of typical degrees offered.**
- 4. Overview of typical occupations related to the subject area.**
- 5. Identification of the subject specific competences, covering levels 6 to 8.**

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 country reports.
2. Identification of communalities and differences at national level.