



**TUNING EDUCATIONAL STRUCTURES
IN EUROPE - PHASE II**

MEETING II - 7-8 NOVEMBER 2003

**WELCOME TO THE ATHENS UNIVERSITY
OF ECONOMICS AND BUSINESS !**

Berlin Communiqué

(19 September 2003)



Degree structure: adoption of a system essentially based on two main cycles

“Ministers encourage the member States to elaborate a framework of comparable and compatible qualifications for their higher education systems, which should seek to describe qualifications in terms of workload, level, learning outcomes, competences and profile. They also undertake to elaborate an overarching framework of qualifications for the Higher Education Area.”

Berlin Communiqué

(19 September 2003)



Stocktaking

“Ministers charge the Follow-up group with organising a stocktaking process in time for their summit in 2005 and undertaking to prepare detailed reports on the progress and implementation of the intermediate priorities set for the next two years:

- **quality assurance**
- **two-cycle system**
- **recognition of degrees and periods of studies”**



THE TUNING METHODOLOGY

learning outcomes and competences

2nd. Tuning meeting of phase II

Athens, 7-8 November 2003

TUNING METHODOLOGY: learning outcomes and competences



General tendencies in higher education:

- **Shift of paradigm: moving from a staff oriented approach to a student centred approach**
- **Less specialised academic education in the first cycle**
- **More flexibility in first and second cycle programmes**

What should a student know, understand and be able to do to be employable?

TUNING METHODOLOGY: learning outcomes and competences



Steps in designing degrees:

- 1. Identification of social needs**
- 2. Definition of academic and professional profiles:
translation into learning outcomes and competences**
- 3. Translation into curricula**
- 4. Translation into modules and approaches towards
teaching, learning and assessment**
- 5. Programme quality assurance: built in monitoring,
evaluation and updating procedures**

A methodology for designing, planning and implementing curricula

Traditional methodology:

- **developed in a national context largely for mono-disciplinary study programmes**
- **intended for educating graduates with a traditional profile**
- **focussing on knowledge and content**

Approach:

- **staff / teacher oriented**
- **compulsory subjects to be covered**
- **input oriented**

*A methodology for designing, planning
and implementing curricula*

Tuning approach:

- **student centred**
- **definition of academic and professional profiles**
- **definition of learning outcomes**
- **identifying generic and subject-related competences**
- **output oriented curricula**

Tuning methodology and model:

- **appropriate for mono-disciplinary, inter- and multidisciplinary, integrated and joint degree programmes**
- **valid for graduates with wide range of profiles**
- **focussing on competences**

Tuning model for European comparable degrees

IDENTIFICATION OF SOCIAL NEEDS

CONSULTATION AT EUROPEAN LEVEL

EMPLOYERS AND
OTHER
STAKEHOLDERS

ACADEMIC
COMMUNITY:
COMMON
REFERENCE
POINTS

PROFESSIO-
NALS AND
PROFESSIO-
NAL BODIES

DEFINITION OF ACADEMIC AND PROFESSIONAL PROFILES

TRANSLATION INTO DESIRED
LEARNING OUTCOMES:
• GENERIC COMPETENCES
• SUBJECT SPECIFIC COMPETENCES

TRANSLATION INTO CURRICULA:
• CONTENT (KNOWLEDGE,
UNDERSTANDING AND SKILLS)
• STRUCTURE (MODULES AND CREDITS)

APPROACHES TO TEACHING AND
LEARNING

LOCATION OF RESOURCES

- ACADEMIC RESOURCES
- ORGANISATIONAL RESOURCES
- FINANCIAL RESOURCES
- STRATEGIC ALLIANCES WITH
OTHER BODIES

TRANSLATION INTO
EDUCATIONAL UNITS AND
ACTIVITIES TO ACHIEVE DEFINED
LEARNING OUTCOMES

ASSESSMENT

PROGRAMME QUALITY
ASSURANCE

THE TUNING DYNAMIC QUALITY ASSURANCE CIRCLE



Definition of academic and professional profiles

Identification of resources

Programme design: definition of learning outcomes / competences

Evaluation and improvement (on the basis of feed back and back forward)

Programme quality assurance

Construction of curricula: content and structure

Selection of types of assesement

Selection of teaching and learning approaches



Tuning definitions



TUNING DEFINITIONS:

Competences: The Tuning Project focuses on subject-specific competences and generic competences. These competences represent a dynamic combination of attributes, abilities and attitudes. Fostering these competences are the object of educational programmes.

Competences will be formed in various course units and assessed at different stages.

[competences are obtained by the student]

Tuning definitions



TUNING DEFINITIONS:

Learning outcomes: Statements of what a learner is expected to know, understand and/or be able to demonstrate after completion of learning. They can refer to a **single course unit or module** or else to a period studies, for example, a **first or a second cycle** programme. Learning outcomes specify the **minimum requirements** for award of credit.

[learning outcomes are formulated by academic staff]

Tuning definitions



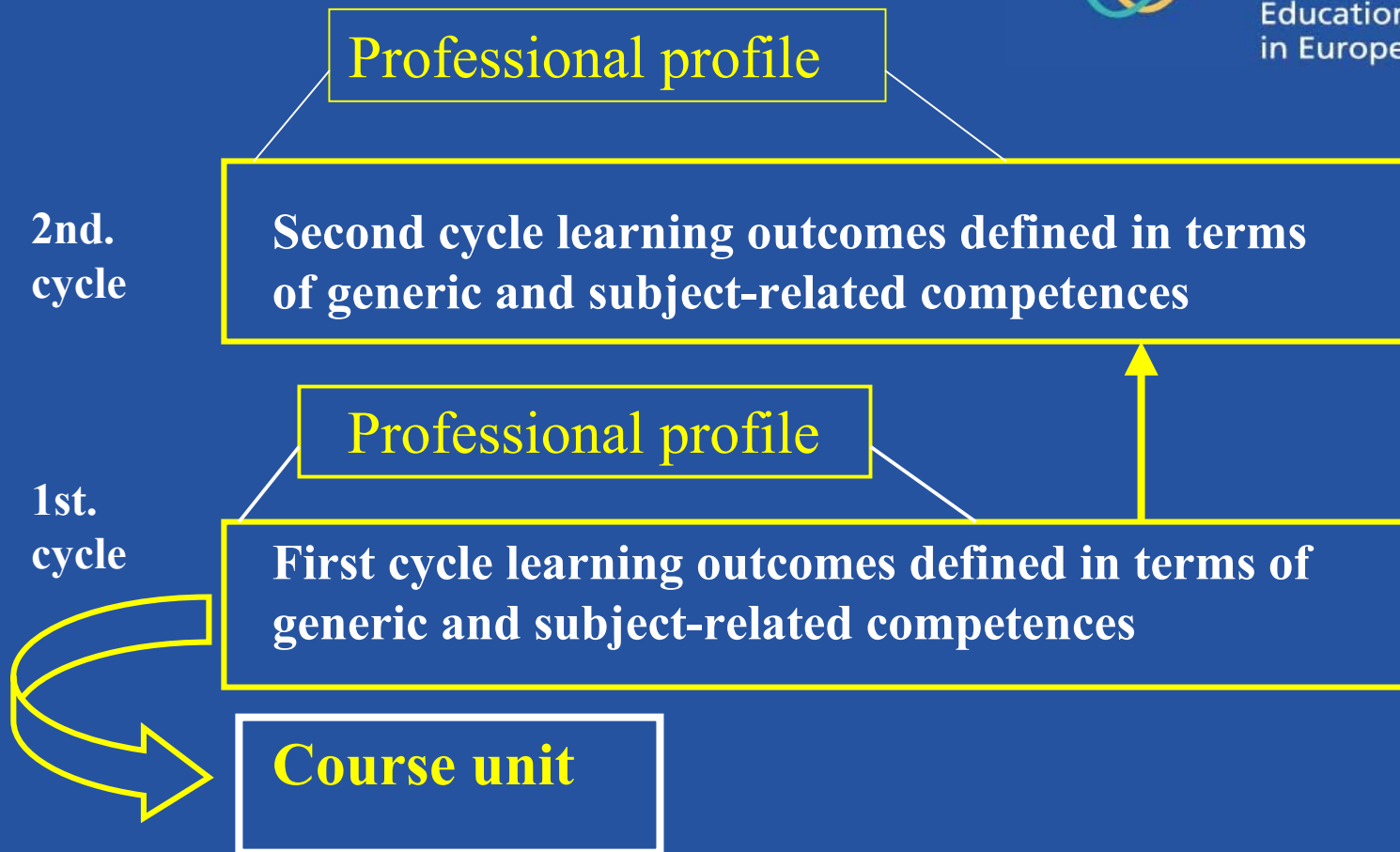
How are competences and learning outcomes related?

- Learning outcomes **according to Tuning methodology should be** formulated in terms of competences.
- Learning outcomes **are** minimum requirements **of a unit or a programmes and are expressed in terms what the learner knows and is able to do at the end of the learning experience.**
- Competences **may be** developed to a greater degree **than the level required by the learning outcome.**

LEARNING OUTCOMES AND COMPETENCES IN STUDY PROGRAMMES



Tuning
Educational Structures
in Europe



LEARNING OUTCOMES AND COMPETENCES IN STUDY PROGRAMMES



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Example

Course unit/ learning outcome	Competence									
	A	B	C	D	E	F	G	H	I	F
Unit 1		X			X					
Unit 2	X			X			X			
Unit 3		X				X			X	
Unit 4	X		X							X

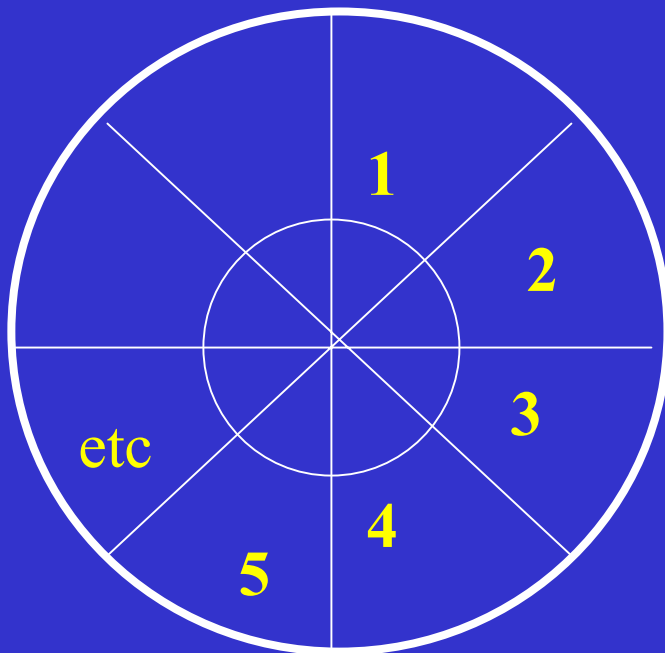
X = THIS COMPETENCE IS DEVELOPED AND ASSESSED AND IS MENTIONED IN THE LEARNING OUTCOME OF THIS UNIT

A methodology for designing, planning and implementing curricula

Competences to be obtained:

Design of teaching units in terms of content, size (in credits) and level to realise the appropriate learning outcomes

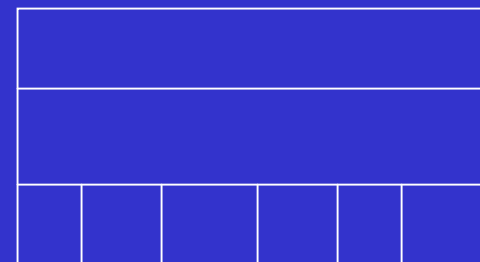
Holistic approach



2nd cycle



1st cycle



THE TUNING DYNAMIC QUALITY ASSURANCE CIRCLE



Definition of academic and professional profiles

Identification of resources

Programme design: definition of learning outcomes

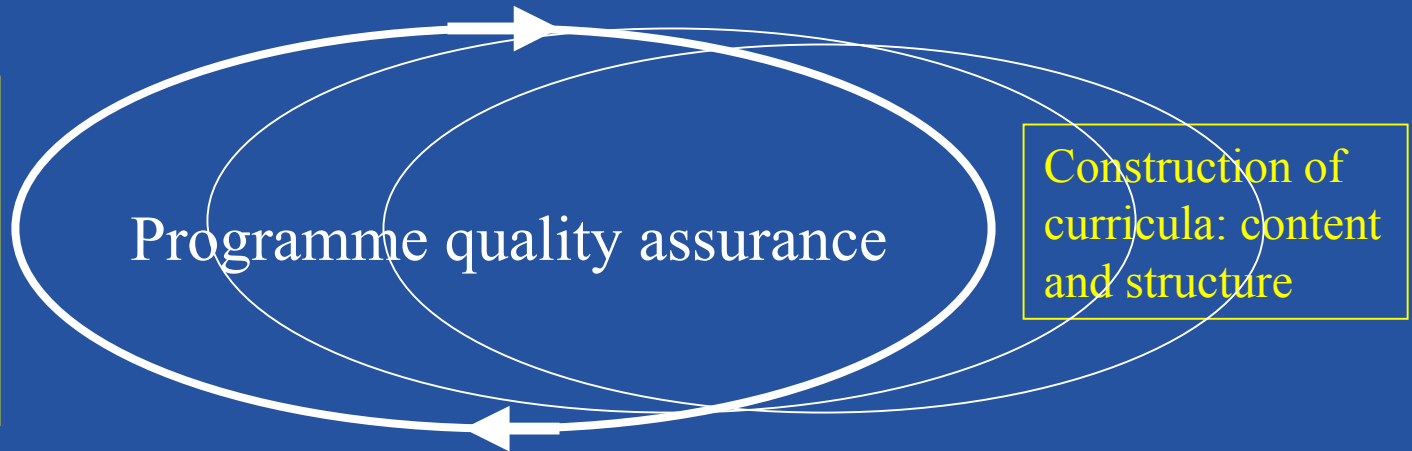
Evaluation and improvement (on the basis of feed back and back forward)

Programme quality assurance

Construction of curricula: content and structure

Selection of types of assesement

Selection of teaching and learning approaches





Tuning
Educational Structures
in Europe

Websites

<http://europa.eu.int/comm/education/socrates/>

TuningProject

<http://www.relint.deusto.es/TuningProject/index.htm>

<http://www.let.rug.nl/TuningProject/index.htm>