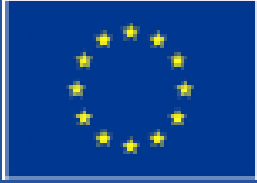




WELCOME TO TUNING 3



Education and Culture



A SPECIAL WELCOME TO OUR SPEAKERS,
GUESTS, NEW MEMBERS AND
THEMATIC NETWORK REPRESENTATIVES



Peter van der Hijden, Deputy Head of the Unit
for Higher Education, DG Education and
Culture,
*Opening Statement on behalf of the European
Commission*



Julia Gonzalez and Robert Wagenaar,
joint co-ordinators Tuning project,
*Updating of Tuning 2 and the work plan of
Tuning 3*

Scheme of this presentation:

1. Highlights of Tuning 2
2. Tuning 3
3. Introduction of the morning presentations

AS YOU KNOW:



TUNING is a project by and for universities.
It is the Universities' response to the challenge of
the Bologna Process

TUNING MOTTO

Tuning of educational structures and
programmes on the basis of **diversity** and
autonomy

Developments in Tuning 2



THREE DIRECTIONS:

- More subject areas: European Studies, Nursing + involving Thematic networks
- More countries involved
- Advancing and developing the five Tuning lines

Developments in Tuning 2

- **Line 1: Generic competences**

Linking competences to approaches to learning, teaching and assessment.

- **Line 2: Subject specific competences (knowledge, understanding and skills)**

Linking competences to approaches to learning, teaching and assessment.

- **Line 3: ECTS as a European credit accumulation system: new perspectives**

- Linking credits to learning outcomes and competences.
- An approach for measuring student workload.

- **Line 4: Approaches to teaching / learning and assessment**

Identifying possibilities and good practice to achieve competence based learning outcomes

- **Line 5: Quality enhancement**

Development of tools and methodology to enhance quality in programme design and delivery

Main outcomes of Tuning 2



Agreed findings on:

- Student workload, teaching methods and learning outcomes (line 3)
- Approaches to teaching, learning and assessment: generic and subject specific competences (line 4)
- Quality enhancement at programme level (line 5)
- A common format (template) for presenting results of each subject area (line 1-5)
- Updated definitions

Tuning 2 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 of studies, for example, a **first or a second cycle** programme. Learning outcomes specify the **requirements** for award of credit.

[learning outcomes are formulated by academic staff]

Tuning 2 definitions



Competences:

Competences represent a dynamic combination of knowledge, understanding, skills and abilities.

Fostering competences is the object of educational programmes.

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

[competences are obtained by the student]

Tuning 2 definitions



How are competences and learning outcomes related?

- Learning outcomes **according to Tuning methodology should be** formulated in terms of competences.
- **Tuning is based on** desired learning outcomes **not on threshold or minimum requirement**

The outcomes Tuning 2



Other significant outcomes:

- Collaboration with the Thematic Networks
- Collaboration with other key players in the Bologna Process
- Collaboration with Latin American higher education sector

TUNING 3

Tuning 3



A project for:

Validation, dissemination and further development:

The participants:

- Tuning 2 members
- Higher Education Institutions from Croatia, Serbia-Montenegro, Kosovo, FYROM, Ukraine, Switzerland
- Thematic Networks
- Relevant Organisations

Tuning 3



Areas of activity:

- Implementing the Tuning approach and tools in programme design and delivery
- Applying generic and subject-specific competences in teaching, learning and assessment
- Recognition of degrees and periods of study on the basis of learning outcomes and competences
- Strategies for dissemination at European and national level
- The third cycle: linking to competence based learning outcomes

Tuning 3



Area of activity 1:

Using the Tuning approach and tools in programme design and delivery

- Disseminating knowledge of Tuning
- Building common understanding
- Broadening access to methodology and tools
- Providing examples of good practice
- Evaluating experience
- Updating reference points

Tuning 3



Area of activity 2:

Applying generic and subject-specific competences in teaching, learning and assessment

- Developing appropriate policies at national and institutional level
- Creating a supportive environment
- Organising the process and the necessary means
- Acquainting HEI staff with competence-based learning
- Informing about relevant approaches
- Implementing, monitoring, evaluating

Tuning 3



Area of activity 3:

Recognition of degrees and periods of study on the basis of learning outcomes and competences

- Defining degree profiles clearly
- Describe profiles in terms of competence-based learning outcomes
- Relate competences to European reference points
- Establish ECTS workload/learning outcome based modules
- Set up clear recognition procedures
- Adapt and perfect the Diploma Supplement

Tuning 3



Area of activity 4:

Strategies for dissemination at European and national level

- Identifying target groups
- Developing appropriate materials
- Designing a plan of action
- Setting up suitable teams
- Carrying out activities
- Monitoring and Evaluation

Tuning 3



Area of activity 5:

Extending the Tuning approach to the third cycle (doctoral)

- Recognising the need
- Mapping existing practice and formal frameworks
- Identifying generic and subject specific competences and learning outcome
- Defining the process, indicating the milestones
- Describing good practice in supervisory arrangements
- Establishing structures for mobility and joint degree

Tuning 3



Further plans for developments:

- Tuning Journal
- European Association of Academics in Higher Education (AHE): Tuning Educational Structures in Europe
- Reaching out to other regions, e.g. Russian Federation and beyond

Introduction of the morning presentations



Per Nyborg, Head of Secretariat of the Bologna Follow-up Group:

From Bologna to Bergen and Beyond

Mogens Berg, Chair of the Bologna Working Group on Qualifications Framework:

The Framework for Qualifications of The European Higher Education Area

Michael McCauley, Ball State University, and Jason Elwood, DARS Center, Miami University, Ohio:

Electronic Transfer of International Credits: The Ball State University/CAS Solution



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>



towards the european higher education area

bologna process



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