



**Thai – EU Academic Conference  
“Internationalization of Education  
Reform and the TQF”**

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Bangkok**



# **Tuning Educational Structures and Major Trends in Higher Education in the World**

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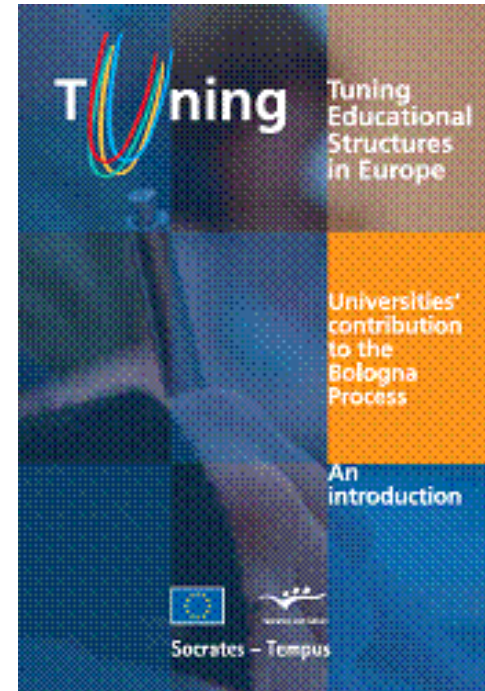
Joint Tuning Coordinators

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# Outline of presentation

1. Major Trends in Higher Education in the World
2. Tuning's Contributions to Modernize Higher Education Programmes



**The Tuning Process is coordinated by the University of Deusto, Bilbao, Spain and the University of Groningen, the Netherlands**



# 1. Major Trends in Higher Education

## Key developments that have changed the Higher Education sector throughout the World:

- **Explosion of transnational mobility of students (as well as the work force)**
- **Focus on Transparency and Quality Assurance**
- **Focus on the relevance of HE programmes**
- **Development of Technology (ICT)**
- **Need for reliable instruments for:**
  - **Recognition of Studies (Meta-Profiles, Qualifications Frameworks)**
  - **Measuring Learning Time and Level (Credits and Learning Outcomes)**
  - **Comparing Learning (Qualifications Frameworks)**
  - **Quality Enhancement and Assurance**



# Major Trends



## These Trends have been translated into a set of Aims and Objectives which require a Change of Paradigm:

- Make Higher Education (highly) competitive at world level
- Make students better employable
- Raise awareness about the importance of citizenship
- 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 accept (cycle) level descriptors as a basis for Degree Programmes and Qualifications Frameworks

**Transform HE from Staff Oriented to Student Centred in structure and approach**



# Major Trends



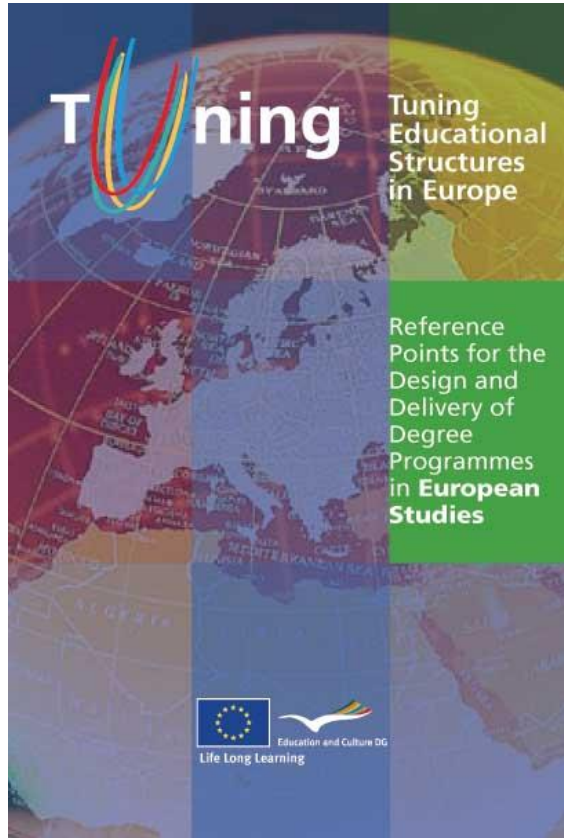
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To modernize Higher Education, we distinguish the roles of:

- Governments (systems)
  - International Organizations and Initiatives (eg. EU, ASEAN, ASEM) (facilitating structures)
  - Higher Education Institutions (structures)
  - **Networks of Academics** (content)  
as agents for change
-



# Role of Networks of Academics: '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



# Why 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** for all stakeholders (employers, professional associations, etc.) to define **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 **sectorial and subject area level**: full involvement of academics
  - Awareness about importance of **generic** competences besides **subject specific** ones
  - **Methodology** for high standard degree programs in terms of process and outcomes

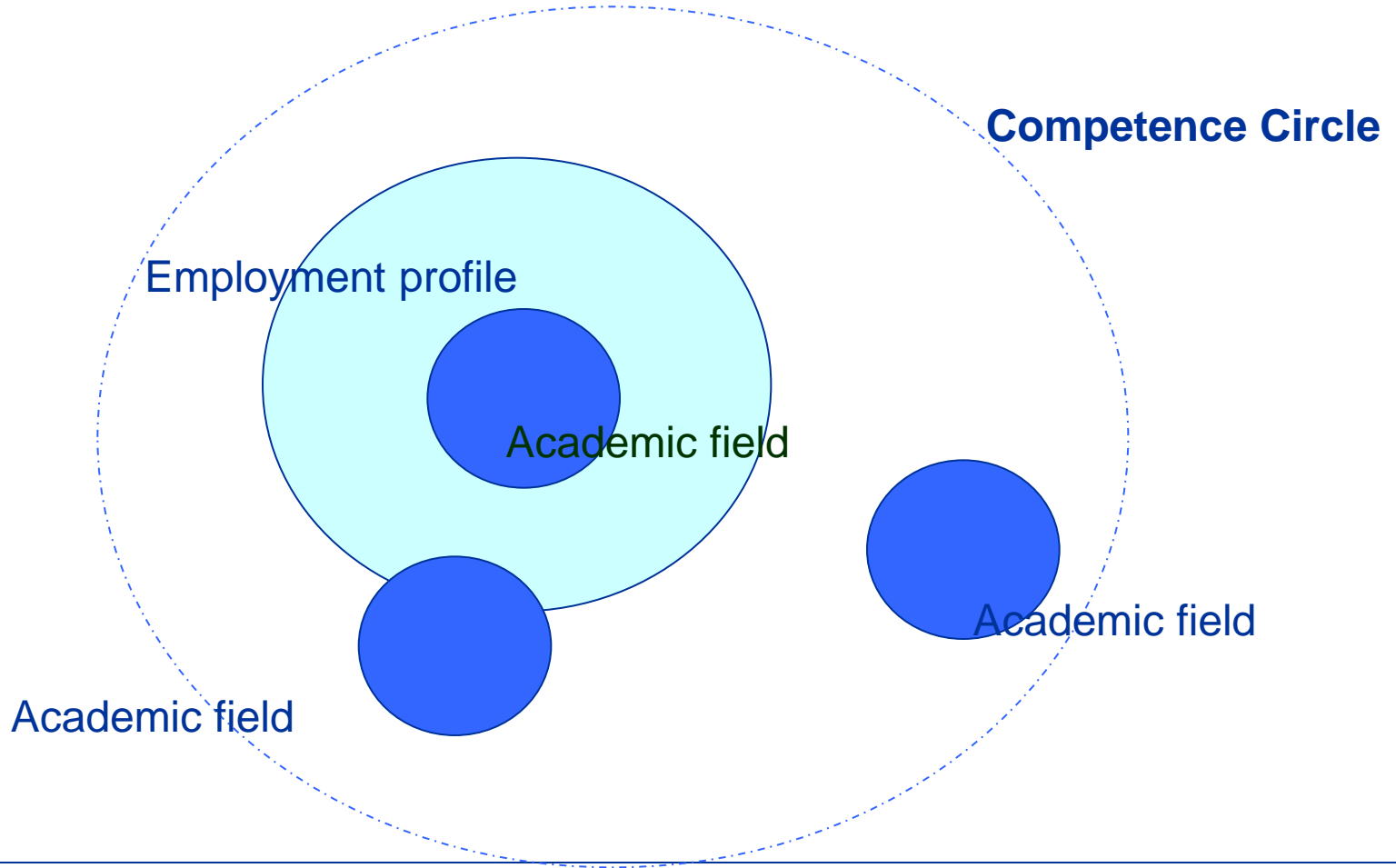
**TUNING is Academic Staff driven**



# TUNING Philosophy



## Academic area vs. professional area and competences







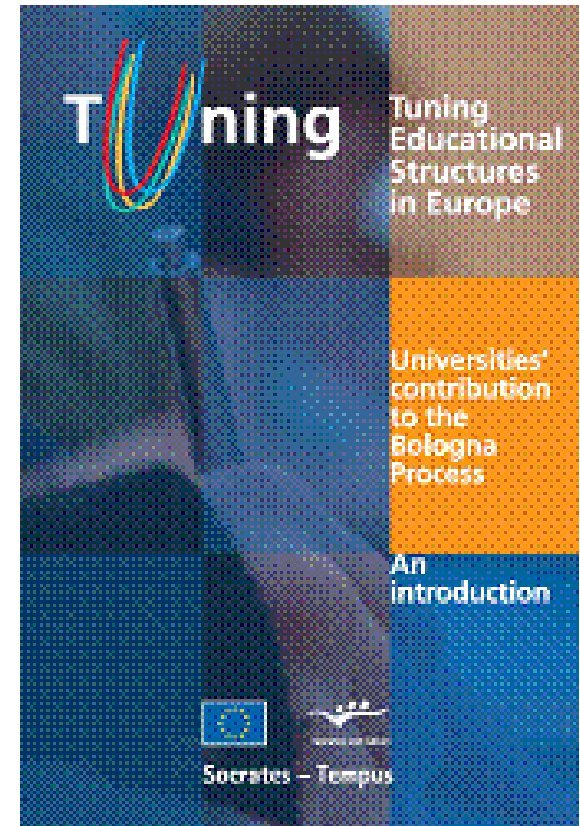
## 2. Tuning's Contributions to modernize HE programmes



**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. Meta-profiles for a growing number of Sectors and Subject Areas
- c. A Guide to formulating degree programme profiles. Including Programme Competences and Programme Learning Outcomes
- d. A methodology to calculate credit workload
- e. A platform for academics to discuss the implications of higher education reforms

**And many more ....**





# Tuning's Contribution



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## Tuning methodology:

Degree programmes based on:

- (Cycle) level **descriptors** (Qualifications Frameworks)
  - Academic and professional **meta-profiles**
  - Competences / Learning outcomes
  - Student workload / time-related and Learning Outcomes based(ECTS) credits
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# Tuning's Contribution



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## What is a competence according to Tuning?

### Tuning definition of 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]***

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# Tuning's Contribution



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## What is a learning outcome according to Tuning?

**Level** of competence is expressed in terms of Learning outcomes:

- Statements of what a learner is expected to know, understand and 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]*

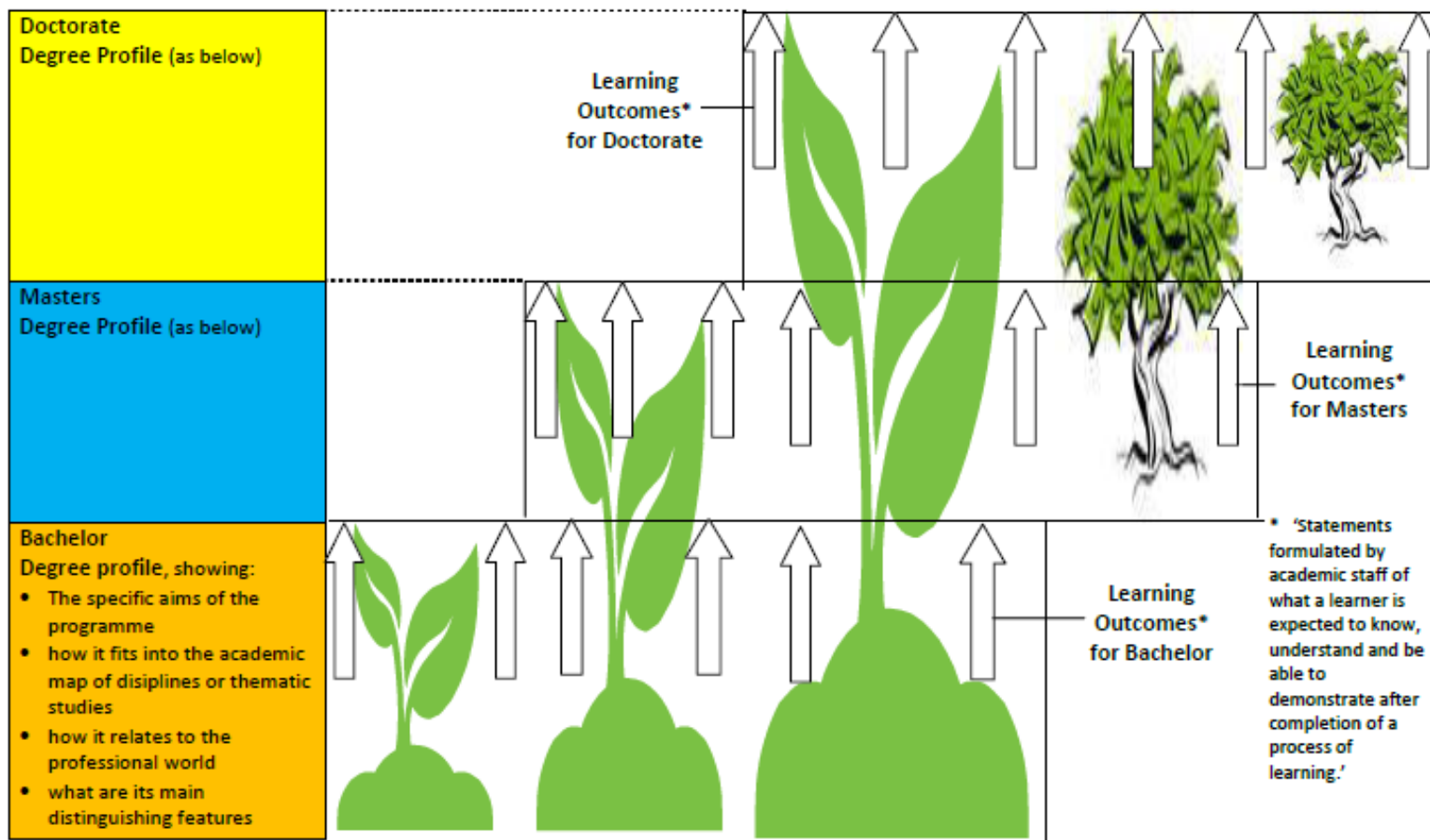
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# TUNING Philosophy



Competences: 'a dynamic combination of knowledge, understanding, skills and abilities [...] formed in different course units and assessed at different stages'



# TUNING Model: Profiles, Competences and Learning Outcomes

**Tuning approach** based on 6 consistent features for degree programs:

- an identifiable and consistent methodology
- a well-defined methodology (line 3)
- **consultations** (academics, employers, graduates and students) and **sub**
- the methodology to identify most relevant competences and levels of achievement in degree programs (line 4)
- application of the methodology (line 5)
- methodology for **quality enhancement** (line 5)

Large scale consultations among stakeholders (academics, employers, graduates and students) to identify most relevant competences and levels of achievement in degree programs



**TUNING focuses on:**

<< **fitness of purpose** >> (meets expectations)

and

<< **fitness for purpose** >> (meets aims)



# Role of the Degree Profiles



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## 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”.

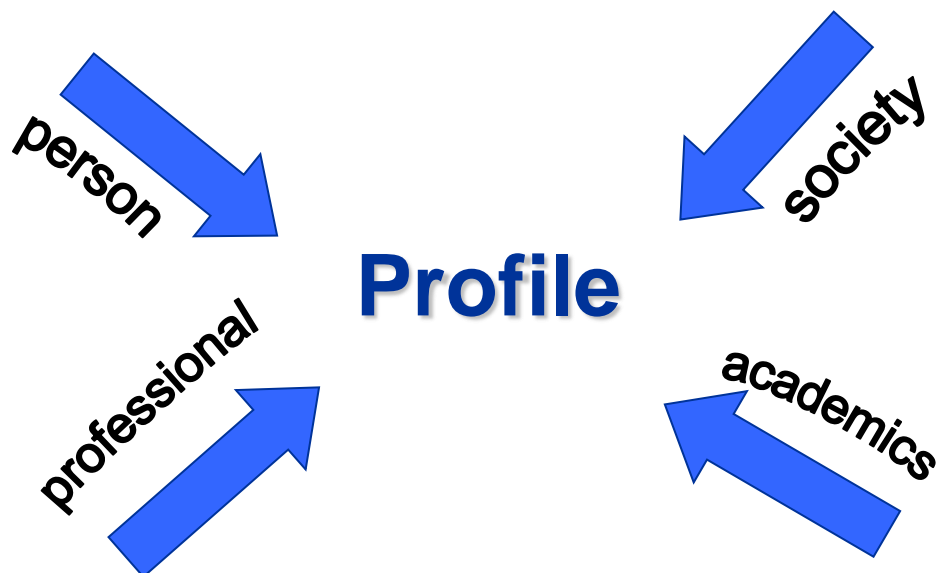
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# Role of the Degree Profiles

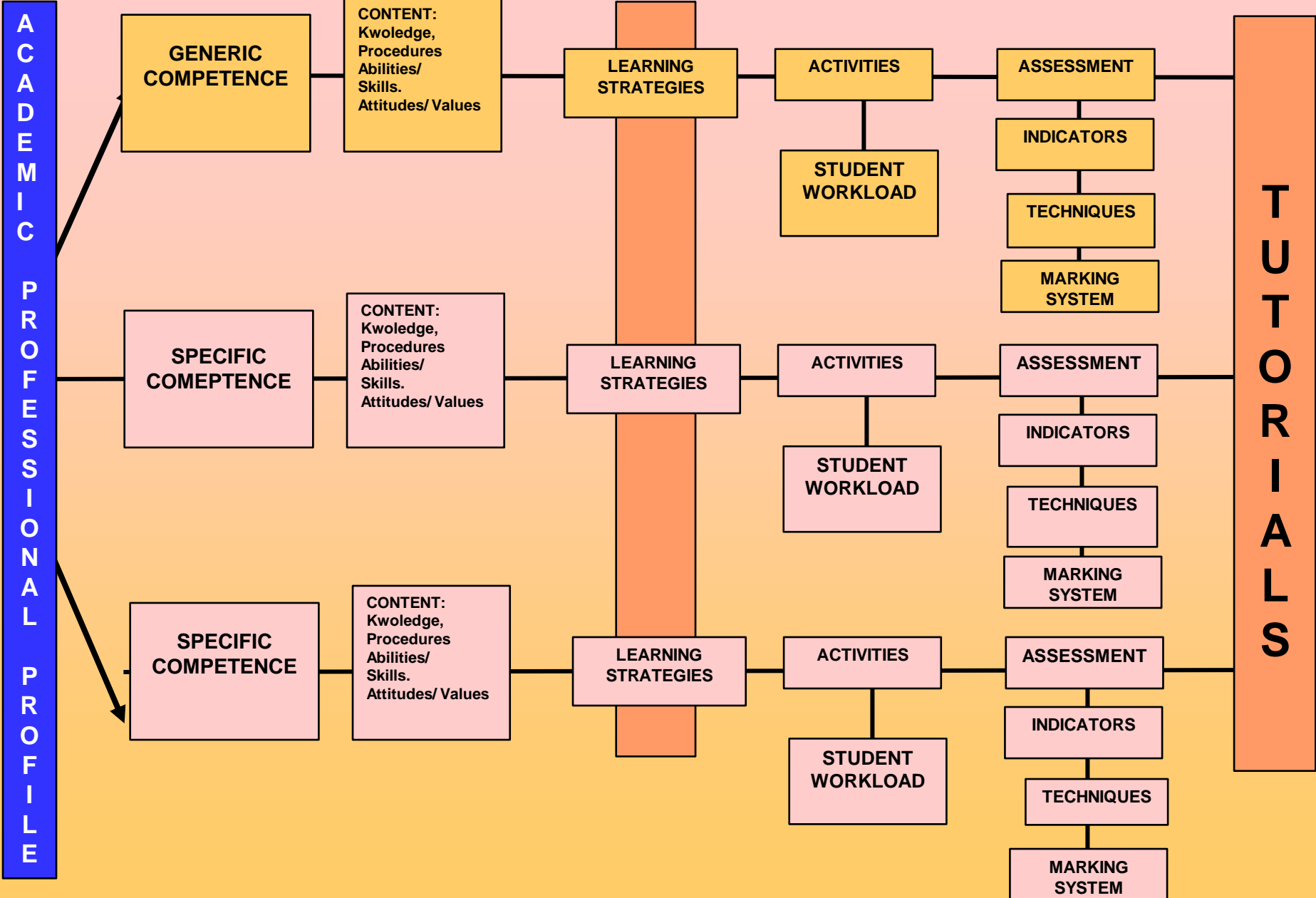
## Profiles have to serve different purposes

A good profile takes into account different users' perspectives & interests



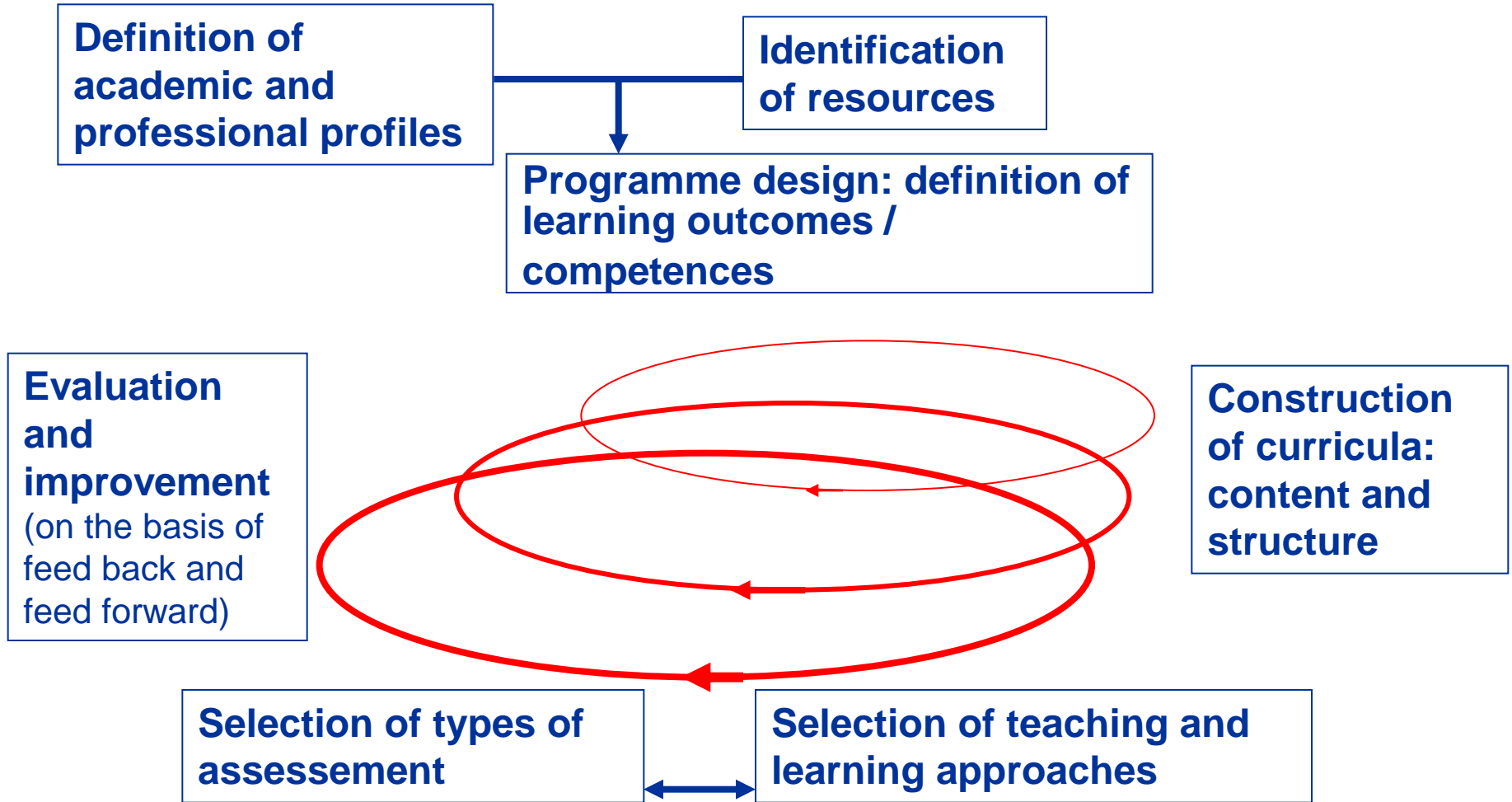


# DEVELOPMENT OF COMPETENCES





## THE TUNING DYNAMIC QUALITY DEVELOPMENT CIRCLE





# TUNING METHODOLOGY in Translation



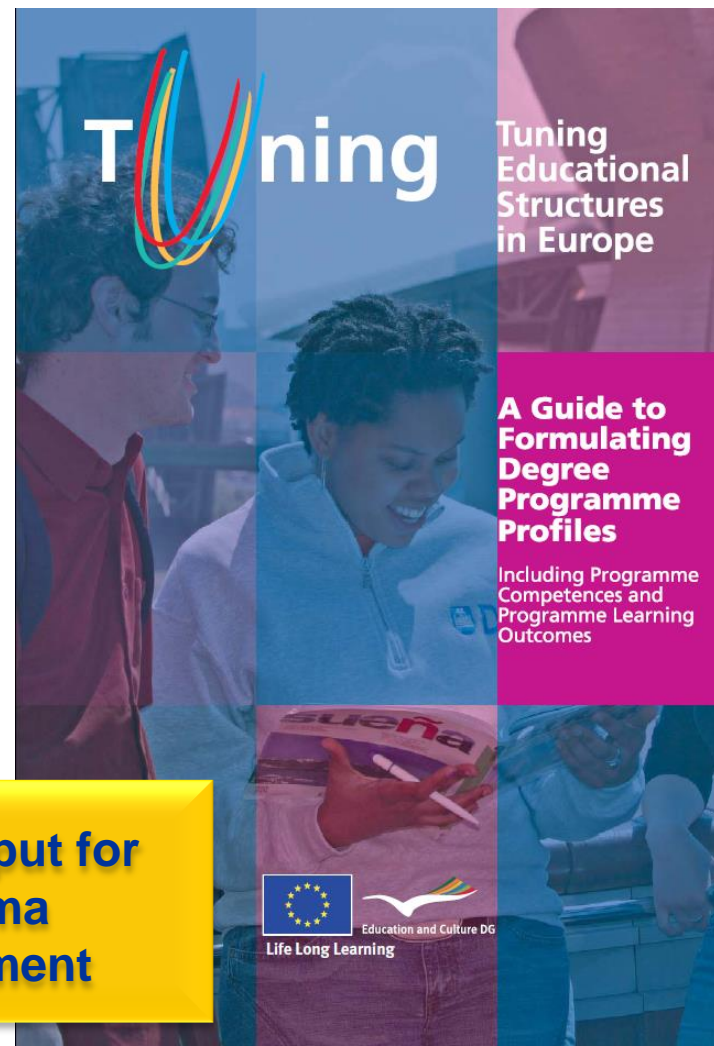
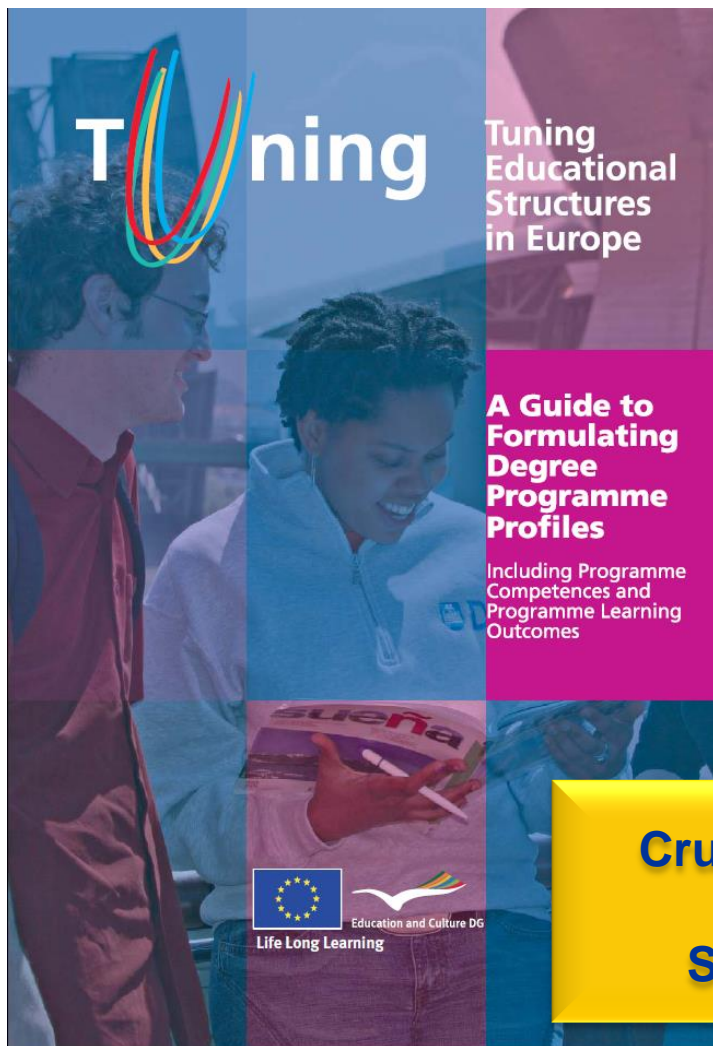
The image displays a collection of book covers for the 'Tuning Educational Structures in Europe' project. The covers are arranged in a grid, with some overlapping. The languages represented are:

- Russian:** Настройка образовательных структур в Европе
- Georgian:** განმანათლებლო სტრუქტურების რეგულირებას ეძღვრება
- Polish:** Harmonizacja struktur kształcenia w Europie
- Lithuanian:** Europos švietimo struktūrų suderinimas
- English:** Tuning Educational Structures in Europe
- Italian:** Tuning Educational Structures in Europe
- French:** Tuning Educational Structures in Europe
- Japanese:** 欧州教育制度のチューニング ボローニャプロセスへの大学の貢献
- Georgian:** უნივერსიტეტების ბოლონის პროცესში
- Polish:** Wkład uczelni w Proces Boloński
- Lithuanian:** Universitetų indėlis į Bolonijos procesą
- English:** Il contributo delle Università al Processo di Bologna
- German:** Der Beitrag der Hochschulen zum Bologna-Prozess
- French:** Contribution des Universités au Processus de Bologne
- Georgian:** შესავალი
- Polish:** Wprowadzenie do projektu
- Lithuanian:** Įvadas
- Italian:** Introduzione
- German:** Eine Einführung
- French:** Une introduction

The Japanese cover (leftmost in the front row) includes the following text:

- European credit transfer and accumulation system
- framework of qualifications
- evaluation, higher education, study programme
- course, levels, credit, module, cycles, degree, profile
- credit transfer and accumulation system
- levels, credit, module, cycles, degree, profile
- framework of qualifications
- 欧州教育制度のチューニング
- ボローニャプロセスへの大学の貢献
- ジュリア・ゴンザレス/ロバート・ワグナー [編著]
- 深堀穂子/竹中 亨 [訳]
- learning outcomes
- national
- competence
- Socrates - Tempus
- Tuning Educational Structures in Europe
- Universities' contribution to the Bologna Process: An Introduction
- Julia González and Robert Wagenaar
- 明石書店

# A Guide to Formulating Degree Program Profiles ...



**Crucial input for  
Diploma  
Supplement**



# Outline of Tuning Guide to Formulating Degree Programme LOs



## 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** as been developed which also contains guidelines for formulating Programme Competences and good Programme Learning Outcomes.



# Measuring Learning and Boosting Recognition and Employability



## Tuning and Measuring Learning Outcomes

*Definition: What a learner is expected to know, understand and be able to demonstrate after completion (of a period) of learning. Learning outcomes are formulated as statements.*

### We distinguish:

- **Degree programme learning outcomes**
  - **Module or unit learning outcomes**
  - ❖ These should relate to reference points / standards as defined for the subject area in a national and/or an international setting.
  - ❖ To be measurable a learning outcome (LO) should meet a number of requirements.
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# Wider context

## Boosting Recognition and Employability

- i. **Role of Qualifications Frameworks**
- ii. **Role of Reference Points or Standards at Subject Area Level (Meta-profiles)**

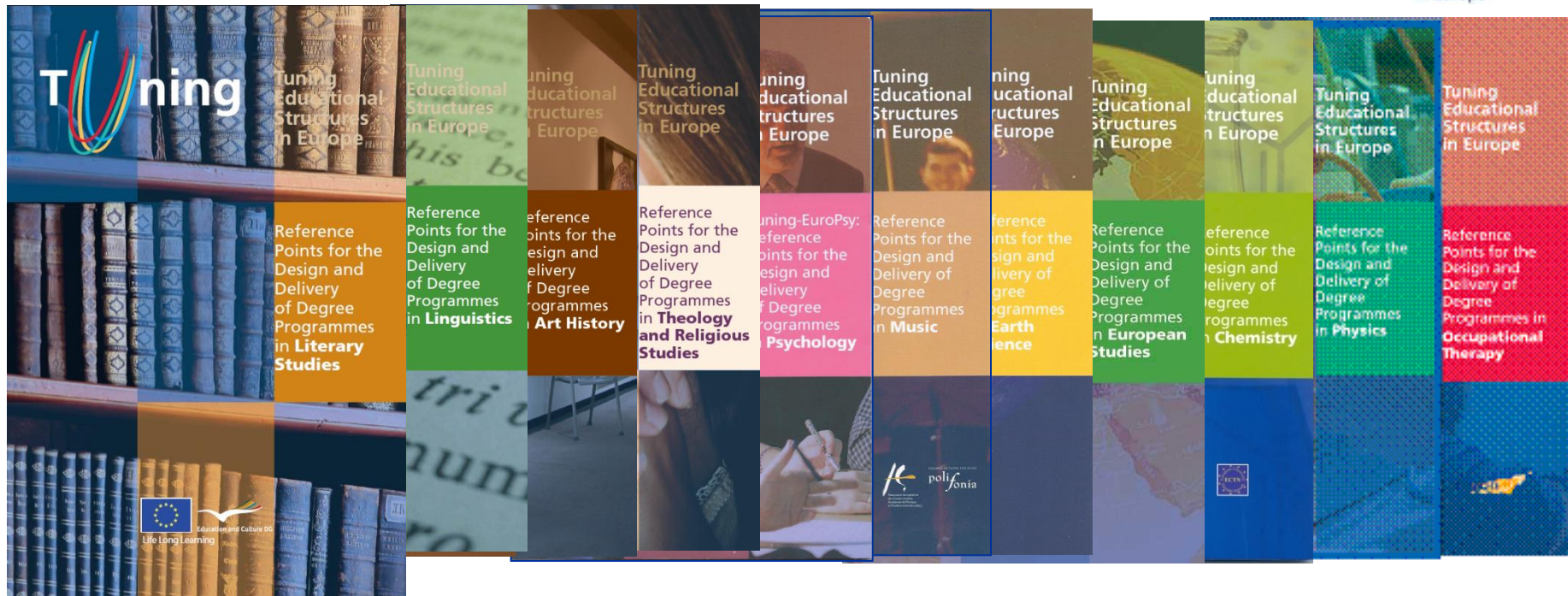
Reference points or standards offer a good indication what a degree programme should contain in terms of content and level (deviations are motivated):

Offers insight of what the HE sector (for recognition !) and employers might expect.

Degree programme learning outcomes should be based or related to these Subject Area (inter)national reference points or standards.



# Tuning Subject Area Meta-Profile publications ...



Other subject area brochures: **Business Administration**, Educational Sciences, **Gender Studies**, History, Mathematics, **Nursing**, etc.

Recent publications: Psychology, Art History, Linguistics, Literature and Culture, Theology and Religious Studies.

Also published: **Tuning AHELO conceptual frameworks for Economics and Engineering** (first cycle)





# Wider Context



## Qualifications frameworks and Subject Area Reference Points

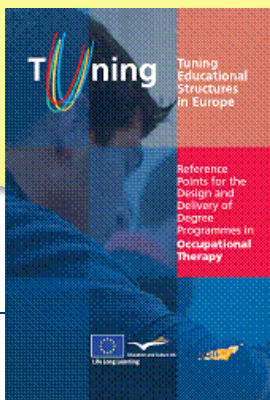
**EQF for Lifelong Learning (an EC initiative)**  
**(27 countries)**

**QF for Higher Education (Bologna Process - 47 countries)**

**Dublin descriptors**

**National Qualifications Frameworks**

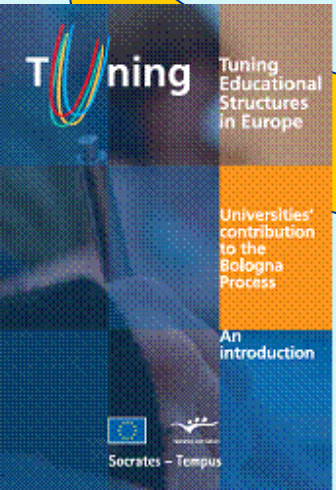
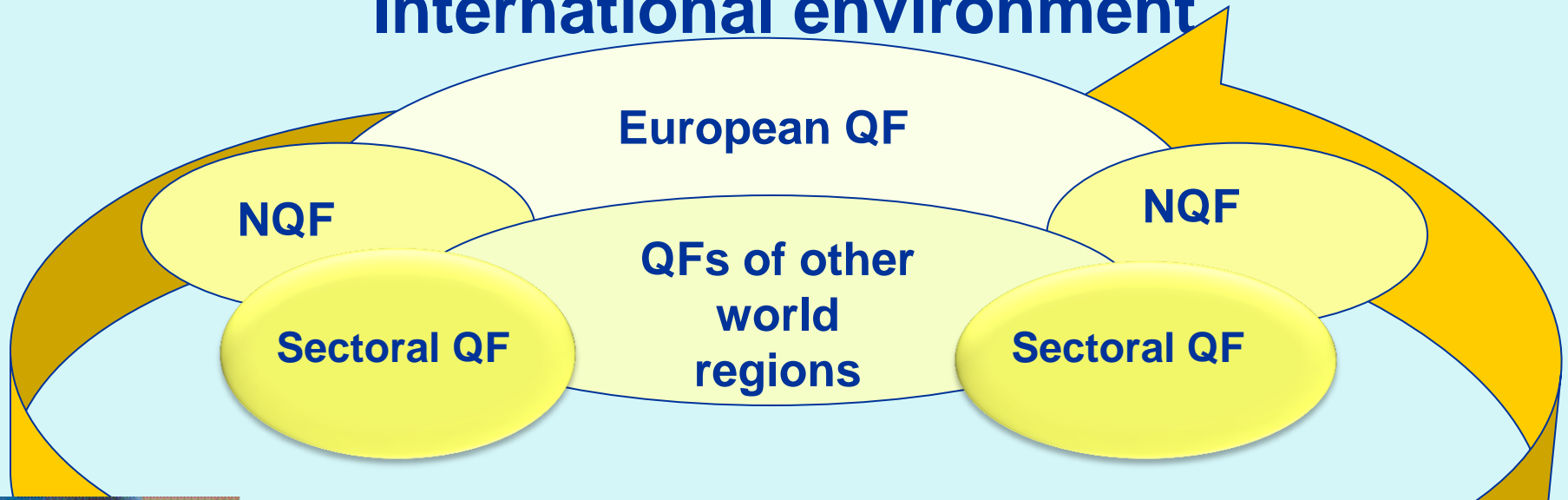
**Sectoral Qualifications Frameworks**



**TUNING reference points for Higher Education programmes (Meta Profiles)**

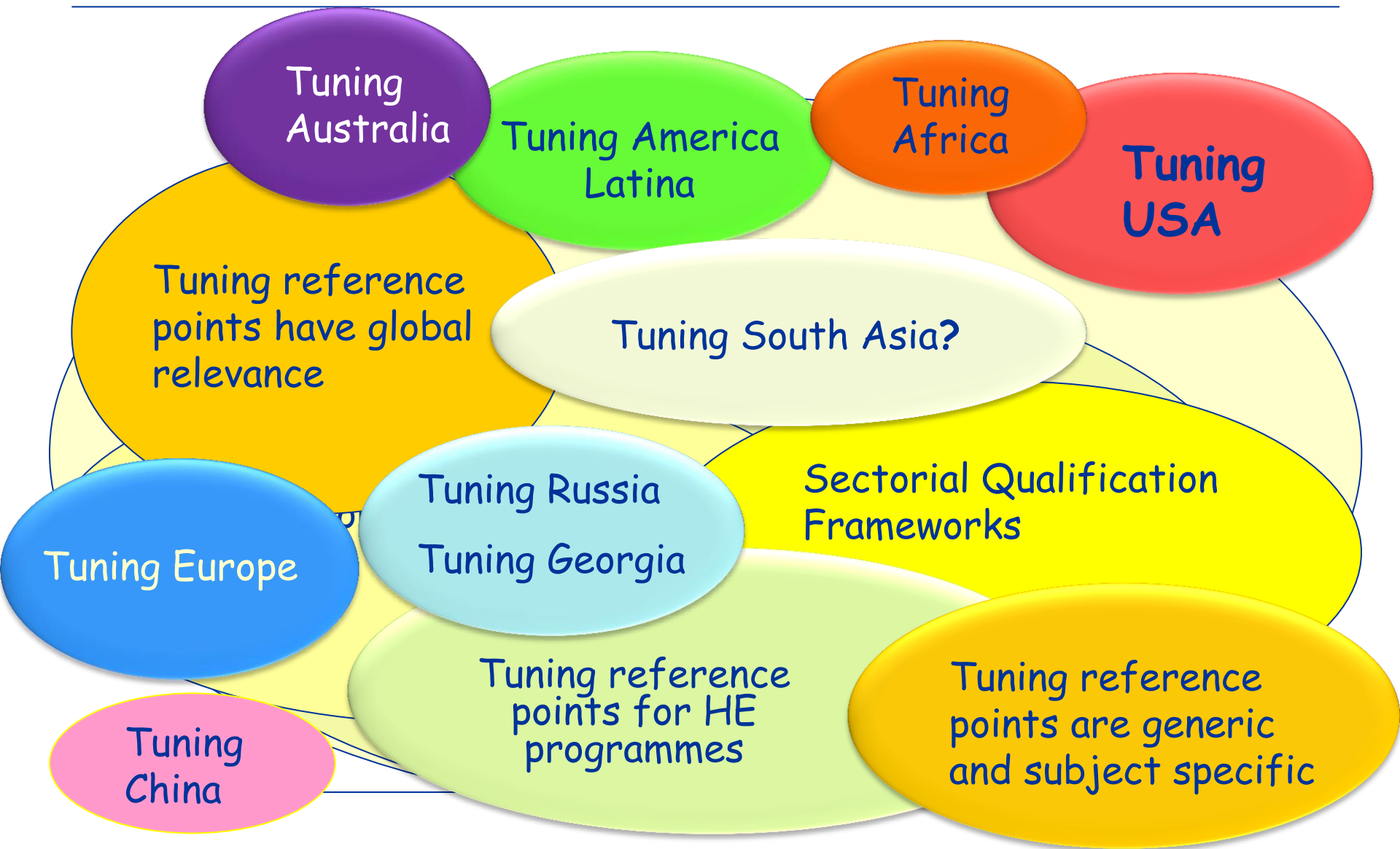
## Word wide perspective: Tuning and Qualifications Frameworks

### International environment



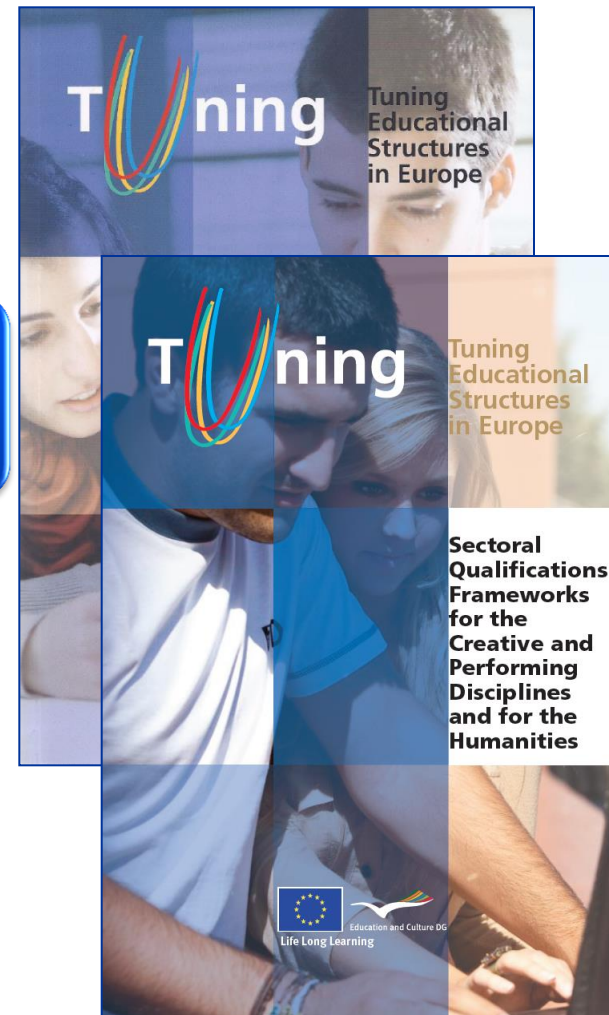
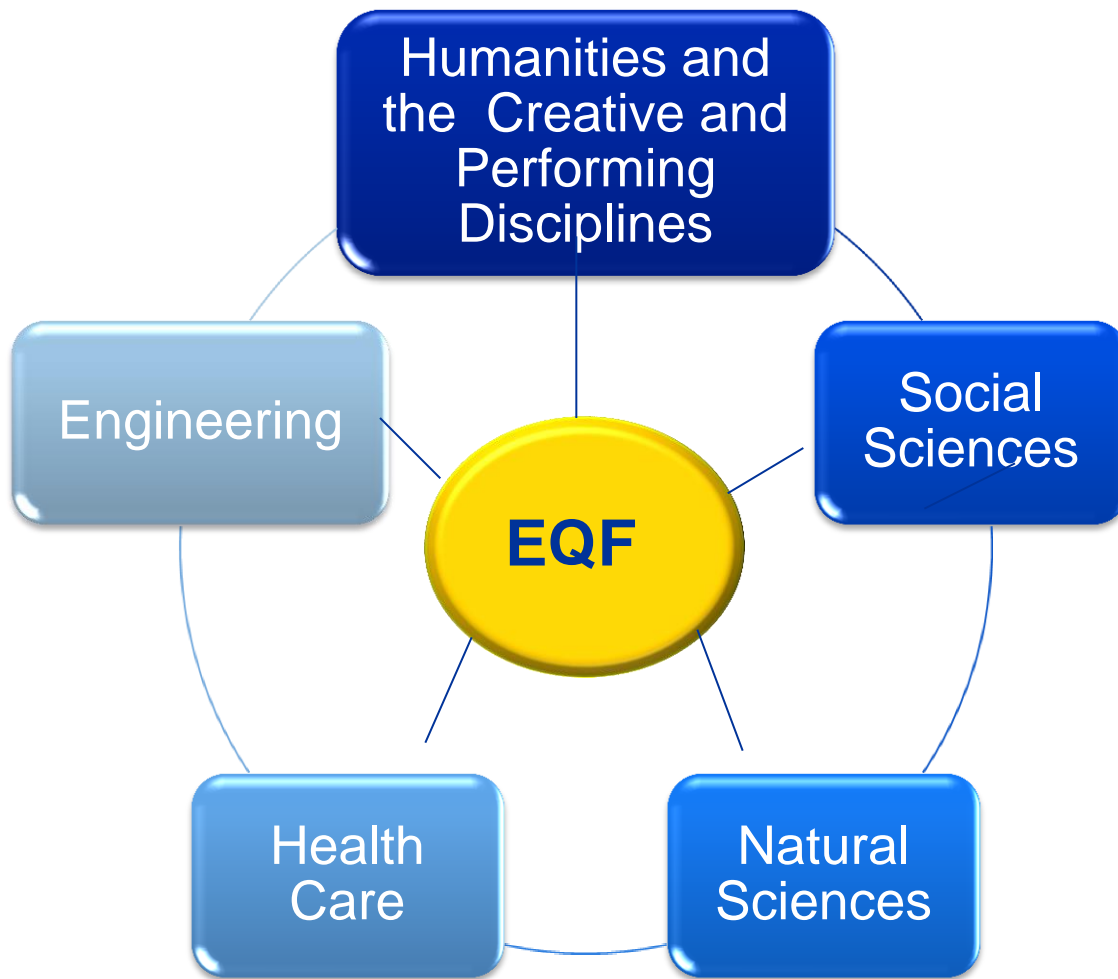


# Qualifications frameworks and cycle level descriptors





# Role of Tuning Sectoral Qualifications Frameworks



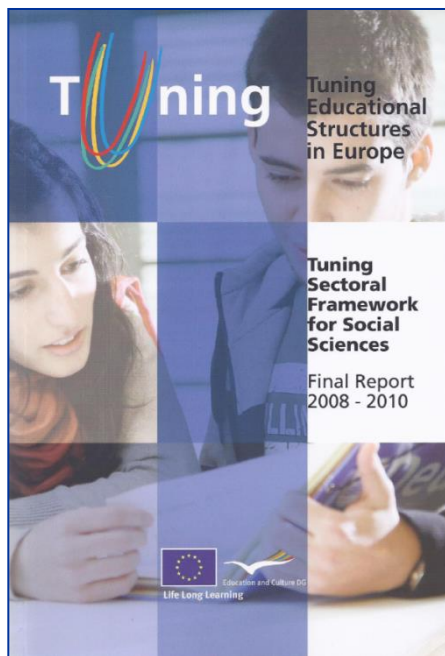


# Sectoral Qualifications Frameworks



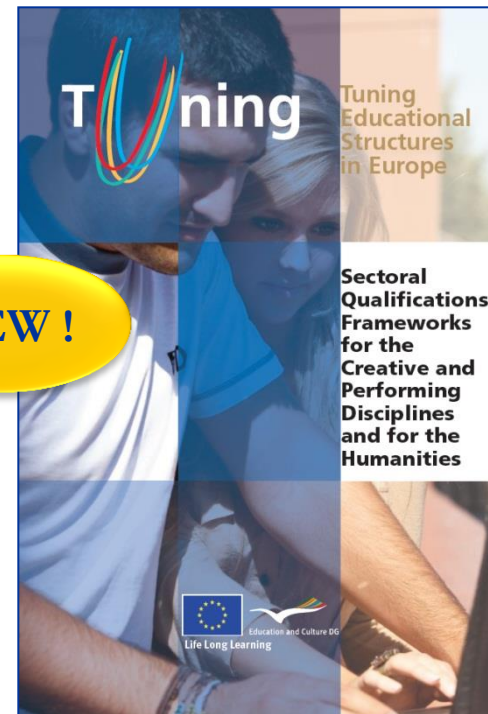
## Europe:

- ❖ Tuning SQF for the Social Sciences
- ❖ Tuning SQF for the Creative and Performing Disciplines
- ❖ Tuning SQF for the Humanities



Crucial  
instrument for  
Quality  
Assurance and  
Recognition of  
Studies

NEW!





# Tuning innovation: Dimensions (Characteristics)



Humanities Dimensions	Creative and Performing Disciplines dimensions	Knowledge	Skills	Wider competences
The Human Being	Making, Performing, Designing, Conceptualising			
Cultures and Societies	Re-thinking, Considering and interpreting the Human			
Texts and Contexts	Experimenting, innovating & Researching			
Theories and Concepts	Theories, Histories and Cultures			
Interdisciplinarity	Technical, environmental and Contextual issues			
Communication	Communication, Collaboration & Interdisciplinarity			
Initiative and Creativity	Initiative & Enterprise			
Professional Development				



# SQF for the Creative and Performing Disciplines



Level: 6		Creative & Performing Disciplines		
EQF Categories →		Knowledge	Skills	Competence
<b>Creation &amp; Creativity</b>				
<i>7 Dimensions</i>		<b>Students in the Creative &amp; Performing Disciplines are expected to:</b>		
<b>Creation &amp; Creativity</b>	<b>Making, Performing, Designing, Conceptualising</b>	have advanced knowledge of the processes and concepts underlying creation and/or performance in their specific discipline	have the advanced skills necessary to create, realise and express their own creative concepts	be able to draw upon the knowledge and skills gained within their studies to act and respond creatively in different situations
	<b>Re-thinking, Considering and Interpreting the Human</b>	appreciate how the practice and/or creation generated within their discipline both stems from, and shapes, our humanity	demonstrate interpretative skill and a reflection of the human dimension in their creative practice	be able to draw upon experience gained within their studies to operate with an ethical awareness and to encourage the development and foster the well-being of other individuals and groups
	<b>Experimenting, Innovating &amp; Researching</b>	be aware of the research dimension inherent in the artistic practice and/or creation relevant to their discipline	experiment in their creative practice and to demonstrate an emerging ability to handle complexity and unpredictability	be able to draw upon experience gained within their studies to respond with curiosity and an enquiring outlook to the world around them
	<b>Theories, Histories &amp; Cultures</b>	have advanced knowledge and critical understanding of the main theories, principles, patterns and core body of works of their discipline	be able to access the information necessary to develop their knowledge, using all appropriate media and sources, and to apply this knowledge to their creative processes	be able to draw upon experience gained within their studies to access knowledge and exercise critical judgement outside their discipline
	<b>Technical, Environmental &amp; Contextual Issues</b>	have advanced knowledge of the range of materials, techniques, environments and contexts which underlie the act of creation and/or performance in their discipline	demonstrate the necessary technical mastery to achieve their creative goals	be able to draw upon contextual awareness gained within their studies and apply this in different situations
	<b>Communication, Collaboration &amp; Interdisciplinarity</b>	be aware of disciplines outside their own and of the dynamic ways in which the creative & performing disciplines interact	demonstrate the capacity to work collaboratively in their discipline and communicate it effectively to others	be able to contribute to the execution and management of activities or projects in an open and communicative manner
	<b>Initiative &amp; Enterprise</b>	be aware of how their discipline functions as a profession and as part of the creative industries	be pro-active in generating artefacts, events and opportunities for work within their discipline	be able to act resourcefully, initiating certain projects and contributing decisively to the success of others



# Global Significance



Tuning methodology is of global significance: nearly 100 countries involved







**Thank you for your attention !**

