

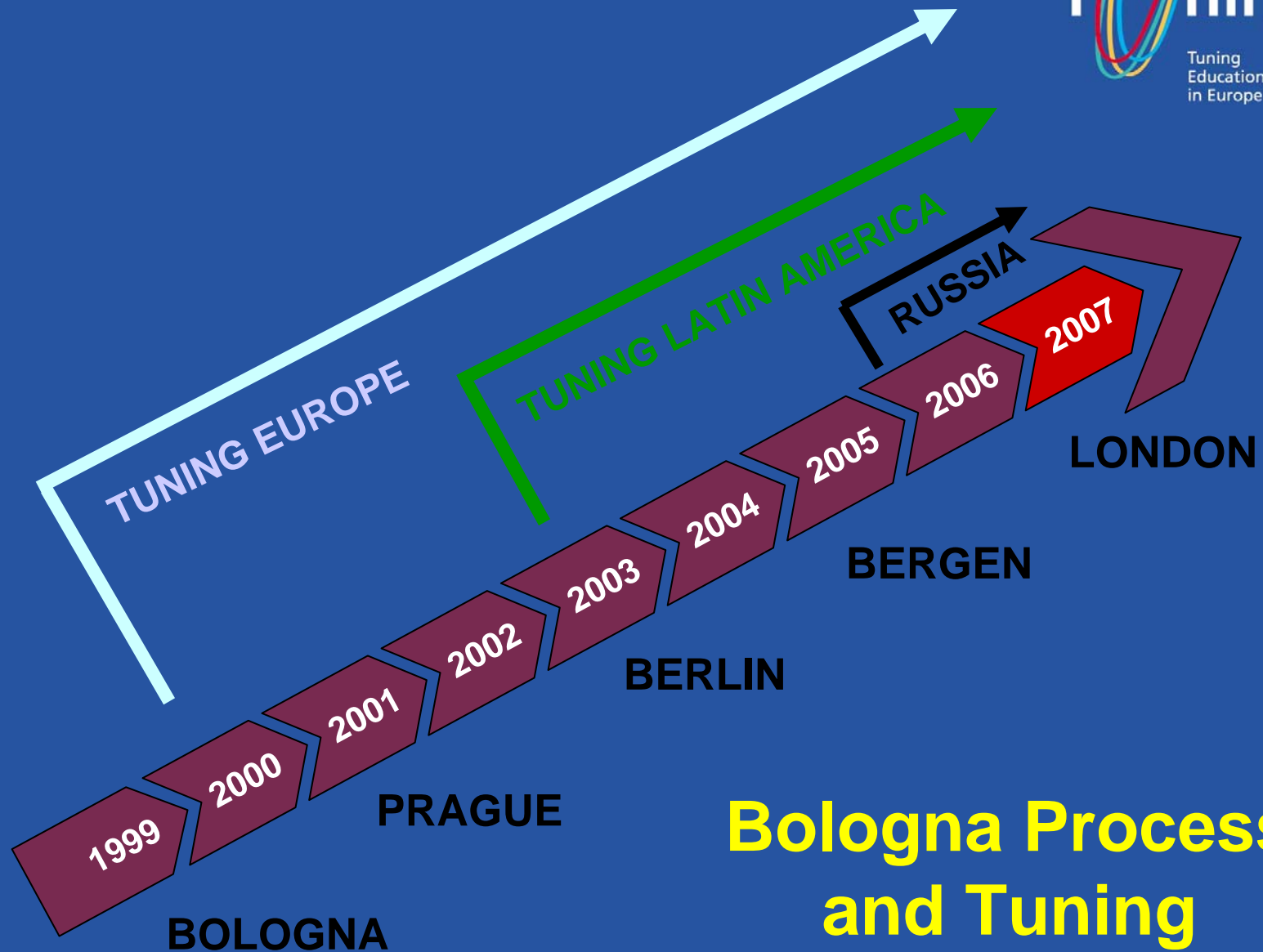
Tuning Educational Structures in Europe

HERODOT

Stockholm, 25th September

Dr. Julia González Ferreras, University of Deusto, Bilbao, Spain

What is Tuning?



Bologna Process and Tuning

Bologna Process

The actors:

- Ministers of Education
- The Council of Europe
- National Agencies
- Bologna Follow-up Group
- ENIC – NARIC
- European Commission
- ECTS coordinators
- Quality Assurance Agencies
- Professional Associations
- Student Associations
- Associations of Higher Education Institutions
- **and the Universities?**
- **and their Academics?**



Tuning

Bologna Process

Searching for

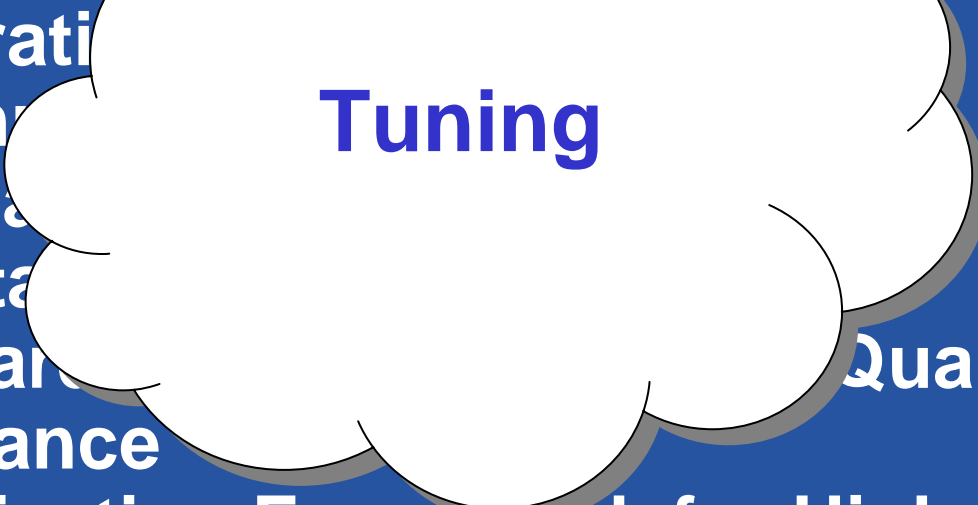
- Comparability
- Transparency
- Compatibility
- Mobility
- Recognition
- Quality
- Employability
- Competitiveness
- External dimension
- Relevance



Tuning

Bologna Process

Products:

- Declarati
 - Comm
 - Semina
 - Stockta
 - Standard
 - Assurance
 - Qualification Framework for Higher Education Area (Dublin Descriptors)
- 
- Tuning**
- Quality**

The Tuning Project and HERODOT

What next?

1- Tuning contribution in Geography

- **Transparency** - Common language understood by all stakeholders
- **Comparability and compatibility** - Programme based on learning outcomes expressed in terms of competences
- **Recognition** – common reference points
- **Employability and relevance** - Consultation of stakeholders
- **Quality and competitiveness** – models for programme design and quality enhancement
- **External dimension** – reaching out to other regions

1- Tuning contribution in Geography

- Europe wide introduction of Learning Outcomes and Competences approach
- Change of paradigm: from staff centred to learner centred teaching, learning and assessment (input to output based)
- Introduction of a common language in degrees in Geo.
- Distinction between generic and subject specific competences
- Transfer of ECTS from a transfer to a student workload based credit accumulation and transfer system
- Work on teaching, learning and assessment

Tuning reference points

Quality
Enhancement

and
Subject
Specific
References

Profile

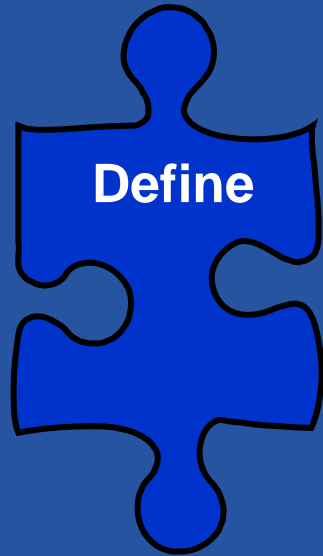
Level
Descriptors

Approaches
to
Teaching,
Learning
and
Assessment

Student
Workload
(ECTS
credits)

Tuning

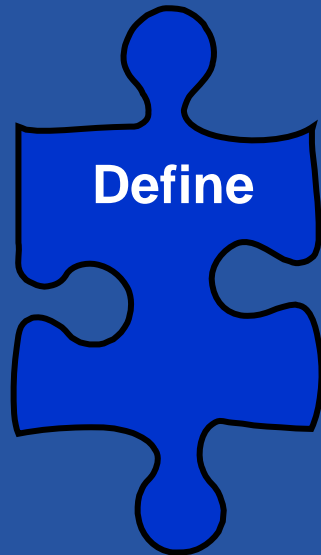
Competence based programmes for Geo.



Following a pathway to jointly:

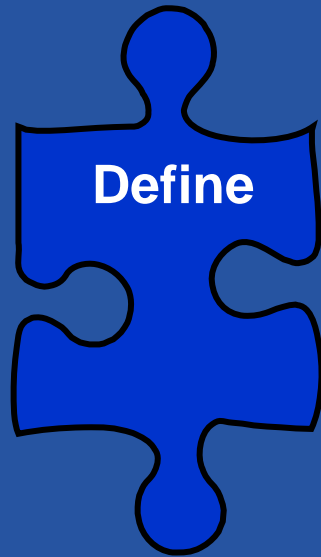
- **Define** the learning outcomes and competences

Competence based programmes in Geo.

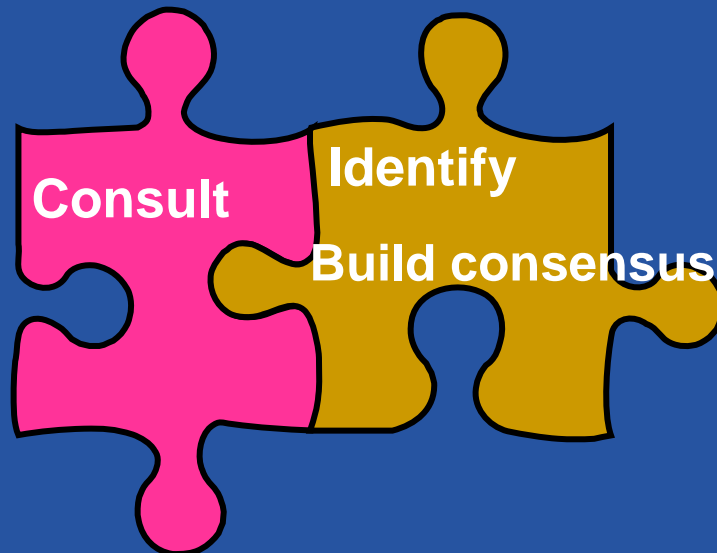


- **Identify** the generic competences and their relevance in a changing world
- **Build consensus** on the specific competences and their value to identify each subject area

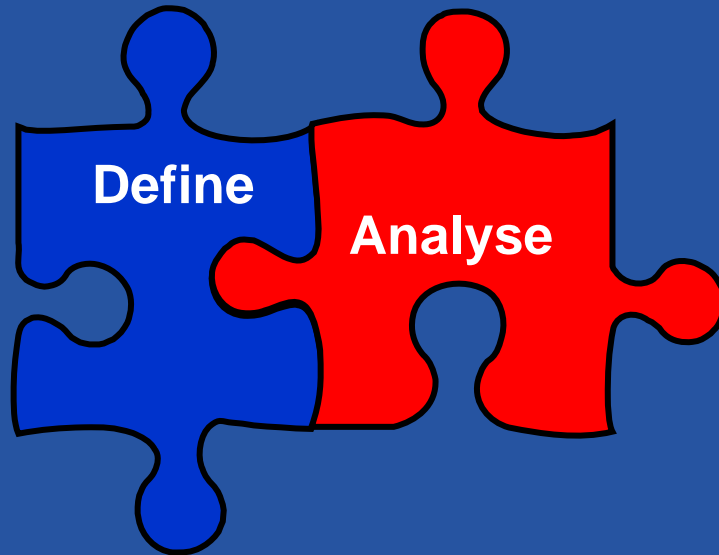
Competence based programmes in Geo.



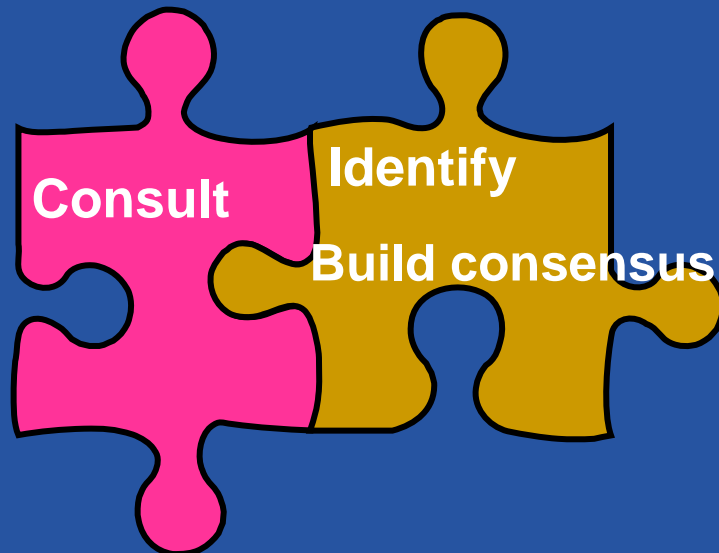
- **Consult** the different social stakeholders (importance – achievement)



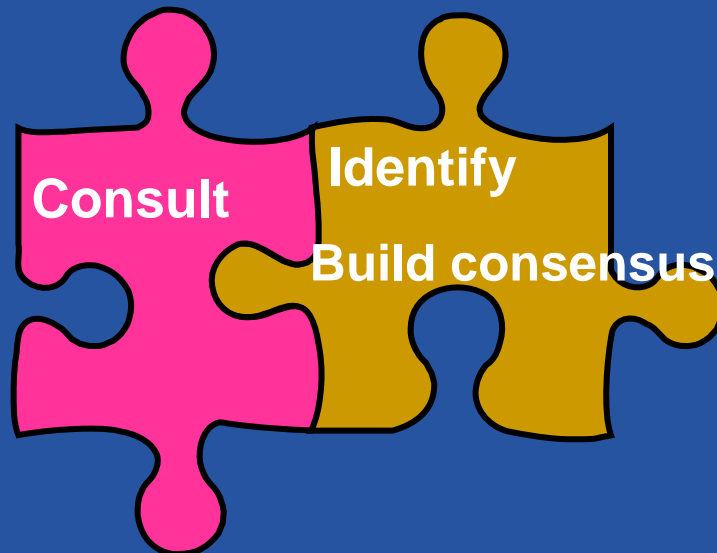
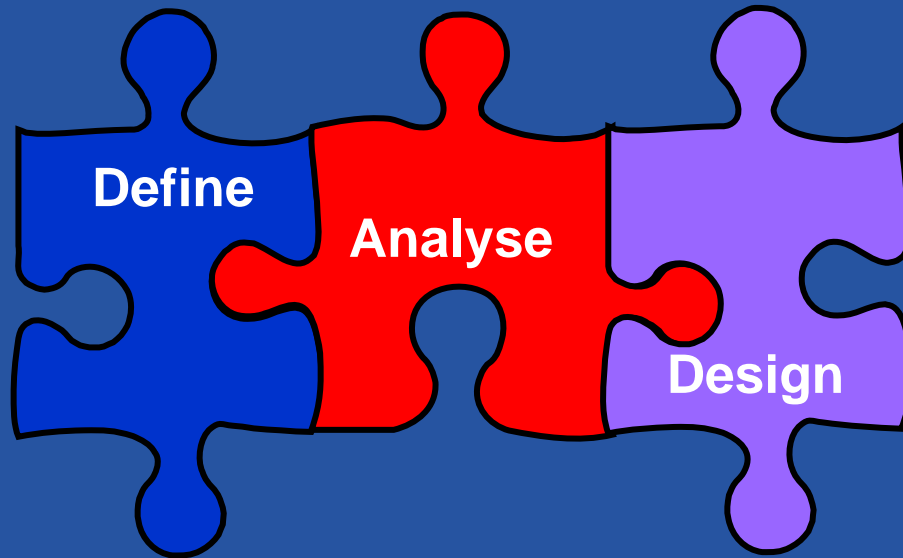
Competence based programmes in Geo



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

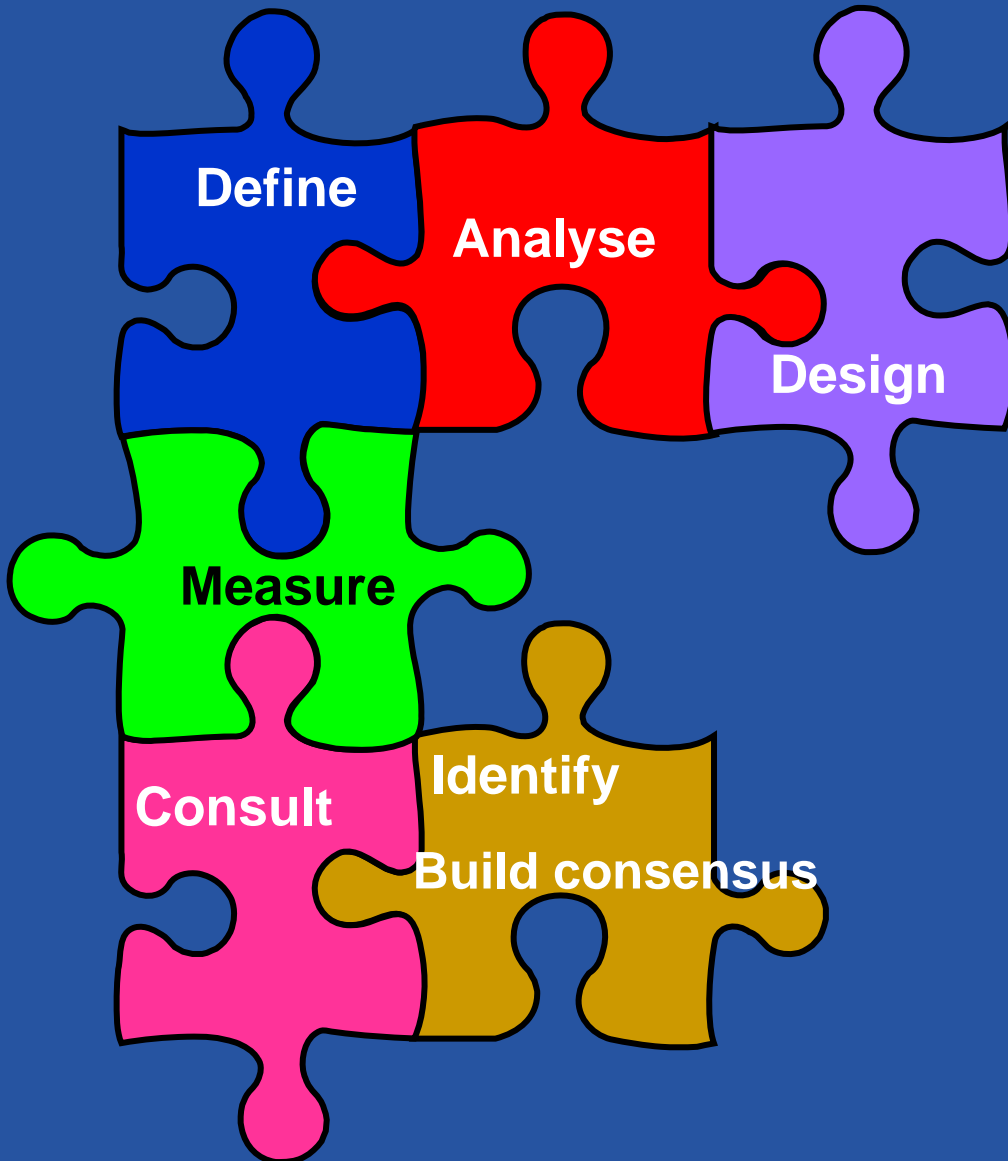


Competence based programmes in Geo.



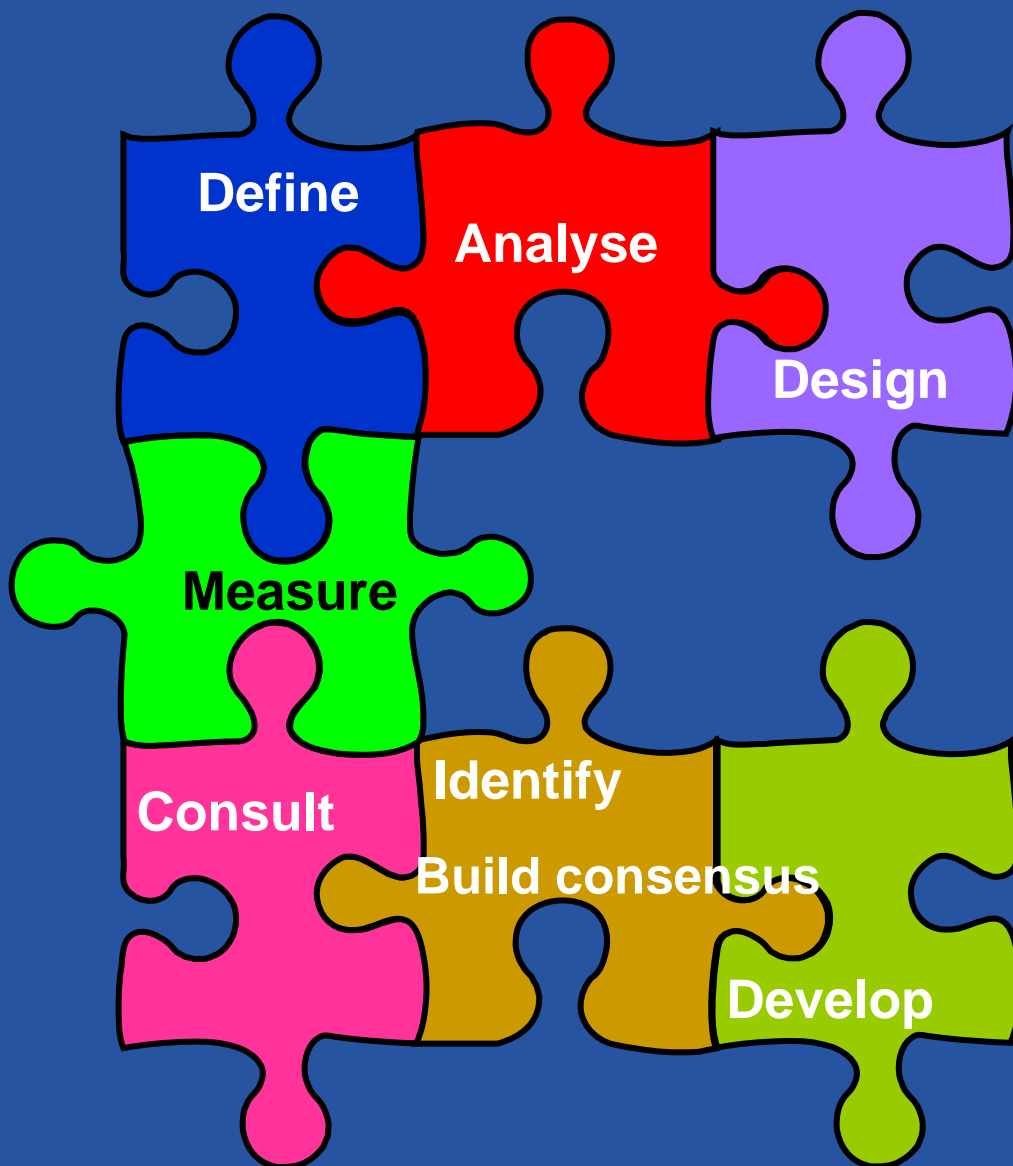
- **Design** the professional profiles and build consensus on the most relevant competences for each of them, combining both what is common for academic recognition and what is different (the specific features)

Competence based programmes in Geo.



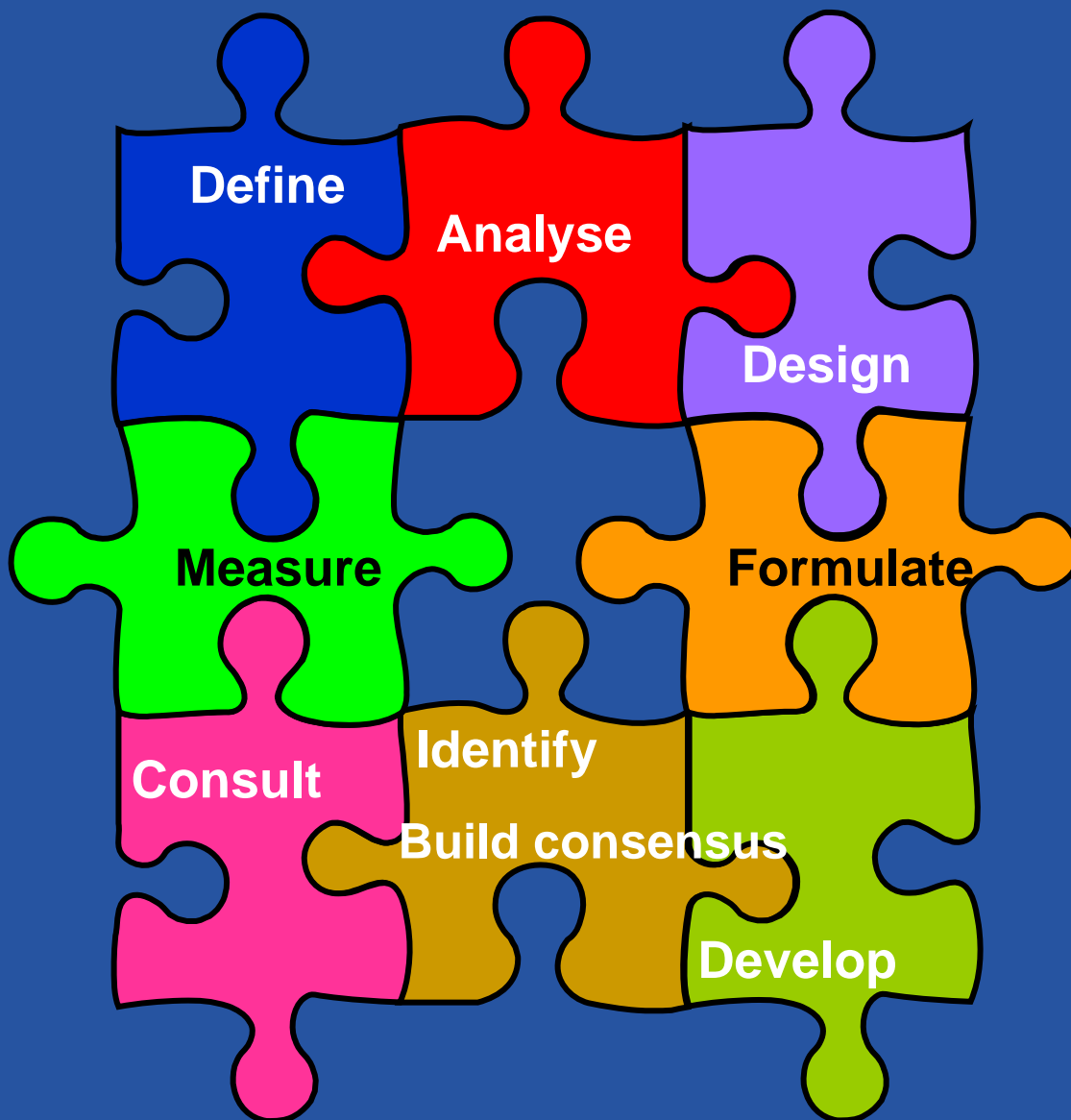
- **Measure** the required student workload to reach competence levels (Credits)

Competence based programmes in Geo.



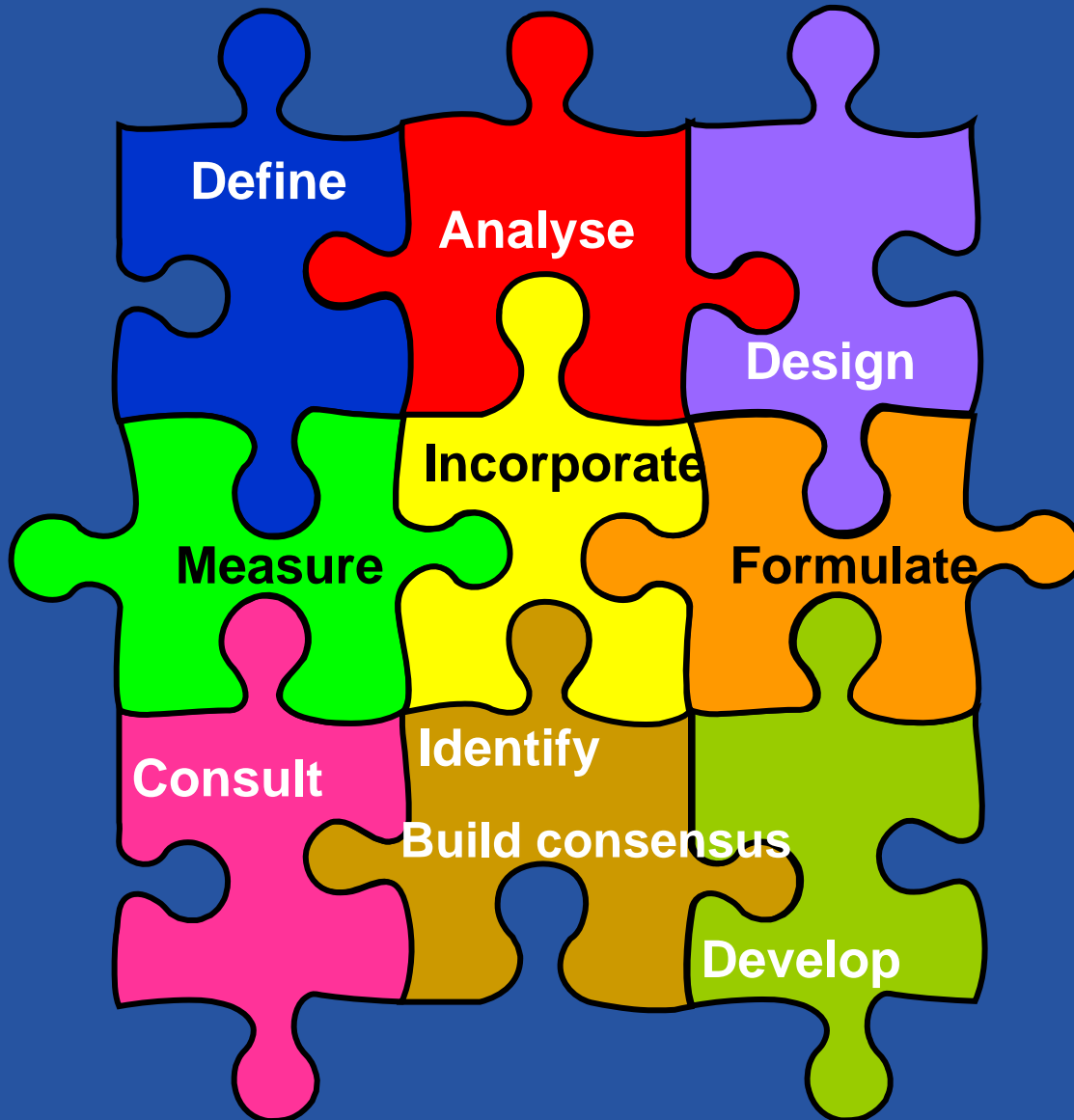
- **Develop** the teaching and learning processes of competences

Competence based programmes in Geo.



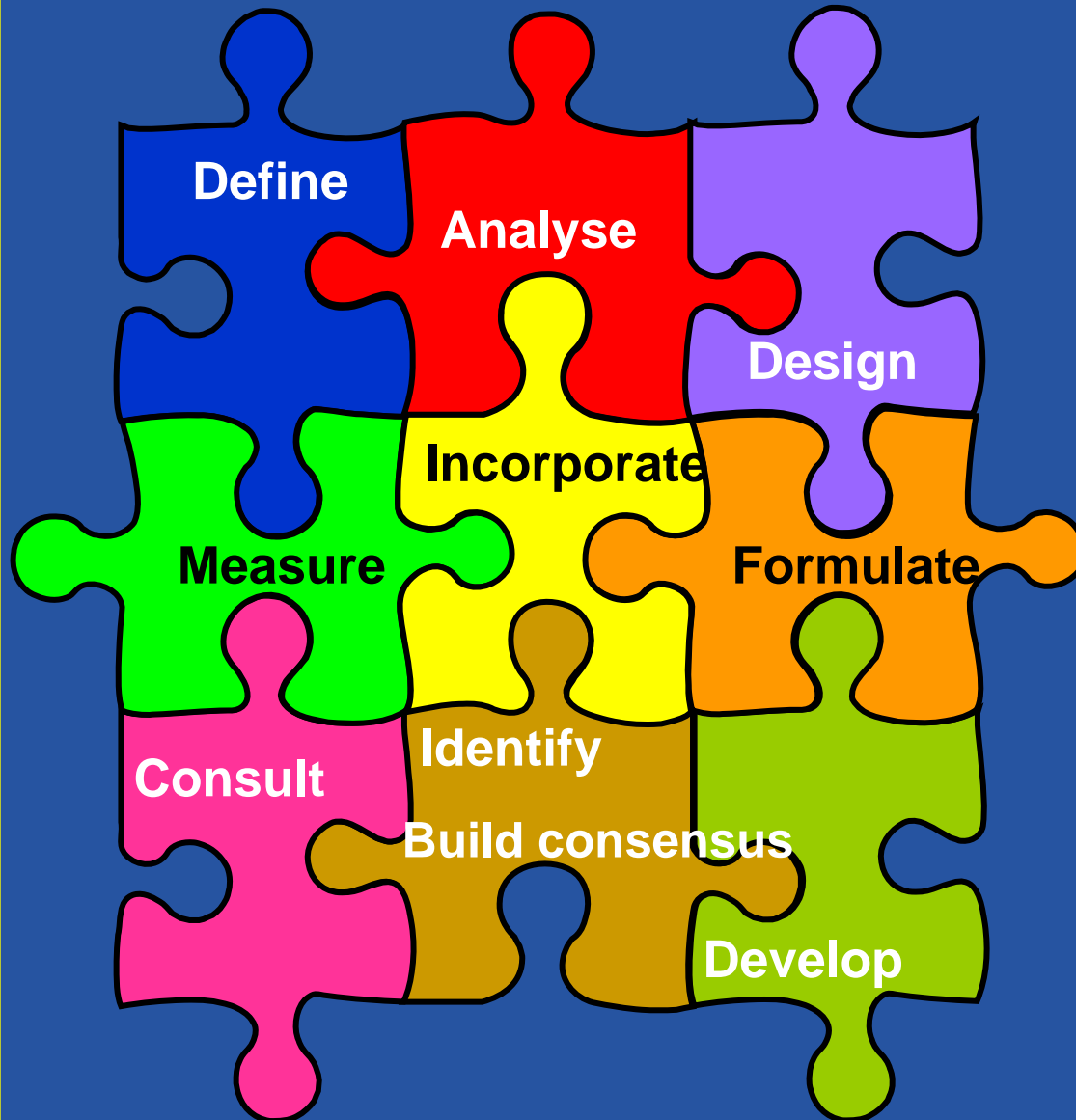
- **Formulate** the required assesement processes

Competence based programmes in Geo.



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

Competence based programmes in Geo.



Develop jointly a coherent system based on common reference points.

2- Participation with Tuning in the Sectoral Qualification Frameworks

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

**EQF for Higher Education
(45 countries)**

**National Qualification
Frameworks**

**Sectoral Qualification
Frameworks**

**Tuning reference points for
Higher Education programmes**

Relevance of Tuning in relation to Qualification Framework

Q
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Tuning project: Academic Communities

Subject Area

Cycle Level

Mathematics

Physics

Chemistry

Earth Sciences

Third cycle

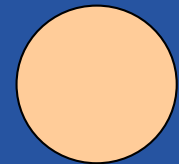
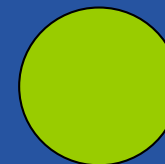
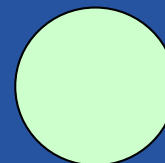
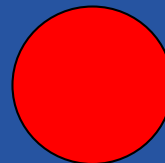
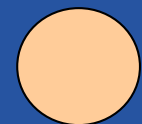
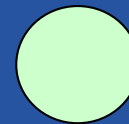
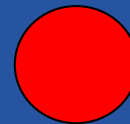
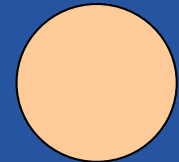
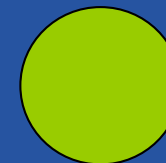
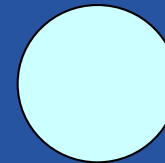
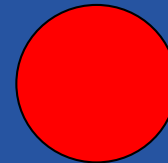
Knowledge and Understanding
Informed judgements
Theory in to practice
Communication ability
Capacity for further learning

Second Cycle

Knowledge and Understanding
Informed judgements
Theory in to practice
Communication ability
Capacity for further learning

First Cycle

Knowledge and Understanding
Informed judgements
Theory in to practice
Communication ability
Capacity for further learning



3- Participation with Tuning in the External Dimension



- 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)

Tuning America Latina

2003 - 2007

subjects



- Referencia
Áreas Temáticas
- Admin Empresas
 - 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
- Uruguay
- Venezuela

19
countries
(ministries +
Rectors'
Conferences)

+ 186
Universities

Other
regions?

Tuning

Educational Structures in Europe



Education and Culture

Socrates - Tempus

[Competences](#) | [Workload & ECTS](#) | [Teaching, Learning & Assessment](#) | [Quality Enhancement](#)

What is Tuning?

What is Tuning?

- > Background
- > Aims and objectives
- > Organizational structure

Tuning

- Methodology
- Subject Areas
- Competences
- Documents
- Presentations
- Publications
- Newsletter

Events

- Links
- Contact
- News
- Intranet
- Tuning
- Latin America

Tuning Educational Structures in Europe



The project Tuning Educational Structures in Europe is at the heart of the [Bologna - Prague - Berlin - Bergen process](#). It is one of the few projects in Europe that actually links the political objectives set in the [Bologna Declaration of 1999](#) to the higher education sector. Tuning is a project developed by and meant for higher education institutions.

The Tuning project focuses not on educational systems, but on educational structures and content of studies. Whereas educational systems are primarily the responsibility of governments, educational structures and content are that of higher education institutions. As a result of the Bologna Declaration the educational systems in all European countries are in the process of reforming. This is the direct effect of the political decision to converge the different national systems in Europe. For Higher Education institutions these reforms mean the actual starting point for an

-"Curricular Reform Taking Shape, Learning outcomes and competences in Higher Education". To access the Power point presentations of the event, please click [here](#).

-Tuning has published its Report of the Second Phase "Universities' contribution to the Bologna Process"

Events Calendar

September 2006

S	M	T	W	T	F	S
27	28	29	30	31	1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

This month

WEB ADDRESSES

<http://tuning.unideusto.org/tuningeu>

or

www.rug.nl/let/tuningeu