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

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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
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

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 worldwide 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 understood by all stakeholders (employers, professionals and academics): 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
Academic area vs. professional area and competences

TUNING Philosophy

Competence Circle

Employment profile

Academic field

Academic field

Academic field
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 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
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]
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]
TUNING Philosophy

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

- **Doctorate Degree Profile (as below)**
- **Masters Degree Profile (as below)**
- **Bachelor Degree profile, showing:**
  - The specific aims of the programme
  - how it fits into the academic map of disciplines or thematic studies
  - how it relates to the professional world
  - what are its main distinguishing features

*Learning Outcomes* for Doctorate
*Learning Outcomes* for Masters
*Learning Outcomes* for Bachelor

*‘Statements formulated by academic staff of what a learner is expected to know, understand and be able to demonstrate after completion of a process of learning.’*
Tuning approach based on 6 consistent features for degree programs:

- an identified and agreed need
- a well described profile
- corresponding learning outcomes phrased in terms of generic and subject specific competence
- the correct allocation of ECTS credits to units
- appropriate approaches to learning, teaching and assessment
- methodology for quality enhancement

TUNING focuses on:

<< fitness of purpose >> (meets expectations) and
<< fitness for purpose >> (meets aims)
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”.
Profiles have to serve different purposes

A good profile takes into account different users’ perspectives & interests
DEVELOPMENT OF COMPETENCES

ACADEMIC PROFILE

- GENERIC COMPETENCE
  - CONTENT: Knowledge, Procedures, Abilities, Skills, Attitudes/Values

- SPECIFIC COMPETENCE
  - CONTENT: Knowledge, Procedures, Abilities, Skills, Attitudes/Values

LEARNING STRATEGIES

- ACTIVITIES
  - STUDENT WORKLOAD

ASSESSMENT SYSTEM

- INDICATORS
  - TECHNIQUES
  - MARKING SYSTEM

TUTORIALS
THE TUNING DYNAMIC QUALITY DEVELOPMENT CIRCLE

Definition of academic and professional profiles

Identification of resources

Programme design: definition of learning outcomes / competences

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

Selection of types of assessment

Selection of teaching and learning approaches

Construction of curricula: content and structure
TUNING METHODOLOGY in Translation
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 has been developed which also contains guidelines for formulating Programme Competences and good Programme Learning Outcomes.
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 references 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.
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.
Other subject area brochures: Business Administration, Educational Sciences, Gender Studies, History, Mathematics, Nursing, etc.


Also published: Tuning AHELO conceptual frameworks for Economics and Engineering (first cycle)
Qualifications frameworks and Subject Area Reference Points

- EQF for Lifelong Learning (an EC initiative) (27 countries)
- QF for Higher Education (Bologna Process - 47 countries)
- National Qualifications Frameworks
- Sectoral Qualifications Frameworks
- Dublin descriptors
- TUNING reference points for Higher Education programmes (Meta Profiles)
Qualifications frameworks and Reference points / standards

Word wide perspective: Tuning and Qualifications Frameworks

International environment

European QF

NQF

QFs of other world regions

NQF

Sectoral QF

Internationally established (subject specific) Tuning reference points

Sectoral QF

OECD-AHELO pilot
Qualifications frameworks and cycle level descriptors

Tuning Australia
Tuning America Latina
Tuning Africa
Tuning USA

Tuning Europe
Tuning Russia
Tuning Georgia

Tuning reference points have global relevance
Tuning reference points for HE programmes
Tuning reference points are generic and subject specific

Sectorial Qualification Frameworks

Tuning South Asia?
Role of Tuning Sectoral Qualifications Frameworks

Humanities and the Creative and Performing Disciplines

Engineering

Social Sciences

EQF

Health Care

Natural Sciences
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!
<table>
<thead>
<tr>
<th>Humanities Dimensions</th>
<th>Creative and Performing Disciplines dimensions</th>
<th>Knowledge</th>
<th>Skills</th>
<th>Wider competences</th>
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</thead>
<tbody>
<tr>
<td>The Human Being</td>
<td>Making, Performing, Designing, Conceptualising</td>
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<tr>
<td>Cultures and Societies</td>
<td>Re-thinking, Considering and interpreting the Human</td>
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<tr>
<td>Texts and Contexts</td>
<td>Experimenting, innovating &amp; Researching</td>
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<td>Theories and Concepts</td>
<td>Theories, Histories and Cultures</td>
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<td>Interdisciplinarity</td>
<td>Technical, environmental and Contextual issues</td>
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<td>Communication</td>
<td>Communication, Collaboration &amp; Interdisciplinarity</td>
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<td>Initiative and Creativity</td>
<td>Initiative &amp; Enterprise</td>
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<td>Professional Development</td>
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## SQF for the Creative and Performing Disciplines

**Level: 6**

### Creative & Performing Disciplines

<table>
<thead>
<tr>
<th>EQF Categories</th>
<th>Knowledge</th>
<th>Skills</th>
<th>Competence</th>
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</thead>
<tbody>
<tr>
<td><strong>Making, Performing, Designing, Conceptualising</strong></td>
<td>have advanced knowledge of the processes and concepts underlying creation and/or performance in their specific discipline</td>
<td>have the advanced skills necessary to create, realise and express their own creative concepts</td>
<td>be able to draw upon the knowledge and skills gained within their studies to act and respond creatively in different situations</td>
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<tr>
<td><strong>Re-thinking, Considering and Interpreting the Human</strong></td>
<td>appreciate how the practice and/or creation generated within their discipline both stems from, and shapes, our humanity</td>
<td>demonstrate interpretative skill and a reflection of the human dimension in their creative practice</td>
<td>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</td>
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<tr>
<td><strong>Experimenting, Innovating &amp; Researching</strong></td>
<td>be aware of the research dimension inherent in the artistic practice and/or creation relevant to their discipline</td>
<td>experiment in their creative practice and to demonstrate an emerging ability to handle complexity and unpredictability</td>
<td>be able to draw upon experience gained within their studies to respond with curiosity and an enquiring outlook to the world around them</td>
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<tr>
<td><strong>Theories, Histories &amp; Cultures</strong></td>
<td>have advanced knowledge and critical understanding of the main theories, principles, patterns and core body of works of their discipline</td>
<td>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</td>
<td>be able to draw upon experience gained within their studies to access knowledge and exercise critical judgement outside their discipline</td>
</tr>
<tr>
<td><strong>Technical, Environmental &amp; Contextual Issues</strong></td>
<td>have advanced knowledge of the range of materials, techniques, environments and contexts which underlie the act of creation and/or performance in their discipline</td>
<td>demonstrate the necessary technical mastery to achieve their creative goals</td>
<td>be able to draw upon contextual awareness gained within their studies and apply this in different situations</td>
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<td><strong>Communication, Collaboration &amp; Interdisciplinarity</strong></td>
<td>be aware of disciplines outside their own and of the dynamic ways in which the creative &amp; performing disciplines interact</td>
<td>demonstrate the capacity to work collaboratively in their discipline and communicate it effectively to others</td>
<td>be able to contribute to the execution and management of activities or projects in an open and communicative manner</td>
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<td><strong>Initiative &amp; Enterprise</strong></td>
<td>be aware of how their discipline functions as a profession and as part of the creative industries</td>
<td>be proactive in generating artefacts, events and opportunities for work within their discipline</td>
<td>be able to act resourcefully, initiating certain projects and contributing decisively to the success of others</td>
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Tuning methodology is of global significance: nearly 100 countries involved

Global Significance

CLEAR CONCEPT

EASY TO UNDERSTAND

WORLDWIDE ACCEPTANCE

RESPECTS DIVERSITY
Thank you for your attention!