



Seminar for Bologna and Higher Education Reform Experts

Oslo, 6-7 June 2011



‘TUNING REVISITED’

Modernisation of Curricula in Europe and
Beyond: Are we ~~failing~~? Or are we not?
succeeding

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university of
 groningen



'Tuning revisited' . Modernisation of Curricula in Europe and Beyond



Outline of presentation

1. Challenges regarding the Implementation of *Bologna*
 - *A moving target (aims and objectives)*
 2. The role of Profiles, Competences and Learning Outcomes
 - I. *The Tuning approach in a nutshell*
 - II. *Role of Qualifications Frameworks*
 - III. *Identifying key competences and writing good Learning Outcomes*
 3. Next steps ...
 4. Conclusion
-



1. Challenges regarding the implementation of *Bologna*



- ❑ *Grow of student mobility to 20% by 2020: Youth on the Move – New Flagship Programme of the EU*
- ❑ *Implementation of a three cycle system: Use of the **Tuning model***
- ❑ *Correct use of transparency elements for comparison and recognition:*
 - *Role of Profiles, Competences and Learning Outcomes*
 - *Role of Qualifications Frameworks*
 - *The **missing tool**: how to formulate degree programme profiles, key competences and good Learning Outcomes?*



**Youth on
the Move**



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The Bologna Aims and Objectives - Modernisation of Higher Education:

A moving target !



- ❑ More countries gradually included in the process: from 29 to 47.
- ❑ New action points and new aims and objectives: *student centredness and learning outcomes*



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Are our programmes (already) student centred and learning outcomes based?

Is the glass half full or half empty?





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WHY STUDENT CENTRED AND LEARNING OUTCOMES?

WHY TUNING?

“We reassert the importance of the teaching mission of higher education institutions and the **necessity for ongoing curricular reform geared toward the development of learning outcomes...** Academics, in close cooperation with student and employer representatives, will continue to develop learning outcomes and international reference points for growing number of subject areas.” (Leuven Communiqué 2009)

“In the last decade the Bologna Process has been focussing on structural reforms. **In the next stage the focus will shift to the learning process itself.**” The approach must be become more “**student-centred**” and the attention to **discipline-specific outcomes** should be accomplished by a “blurring [of] boundaries between disciplines” (Ghent seminar on Bologna Process May 2008)

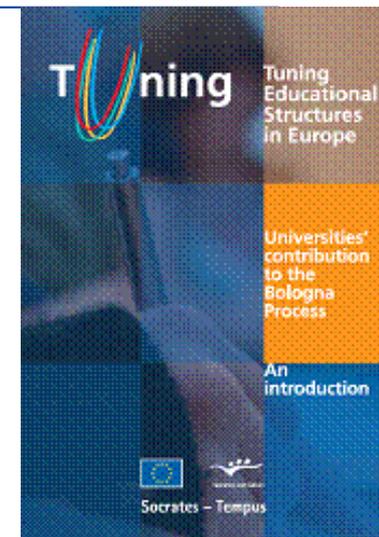


2. The role of Profiles, Competences and Learning Outcomes



I. The Tuning approach in a nutshell

- Developed by and for **academics** and **students**
- Offers:
 - A transparent way to (re-)design degree programmes based on the concept of **student centred learning**
 - A **language** understood by all stakeholders (employers, professionals and academics)
 - An approach respecting and allowing for **differentiation / diversity**
 - An approach for developing **flexible and divers degree programmes** in a Life Long Learning context
 - Shared reference points (not standards) at **subject area level**
 - **Methodology** for high standard degree programmes in terms of process and outcomes





From staff oriented to 'student centred' degree programmes



Key factors for a necessary change of paradigm:

- Focus on **employability** and **citizenship**
- **International and National cooperation** in higher education: **recognition** of periods of studies
- Development of **transnational** integrated programmes
- Introduction and acceptance of (the Dublin / LLL) **cycle level descriptors** as a basis for degree programmes and Qualifications Frameworks

Reflected in **Tuning methodology**: degree programmes based on academic and professional profiles, cycle level descriptors, learning outcomes / competence and workload based and time-related (ECTS) credits



From staff oriented to 'student centred' degree programmes

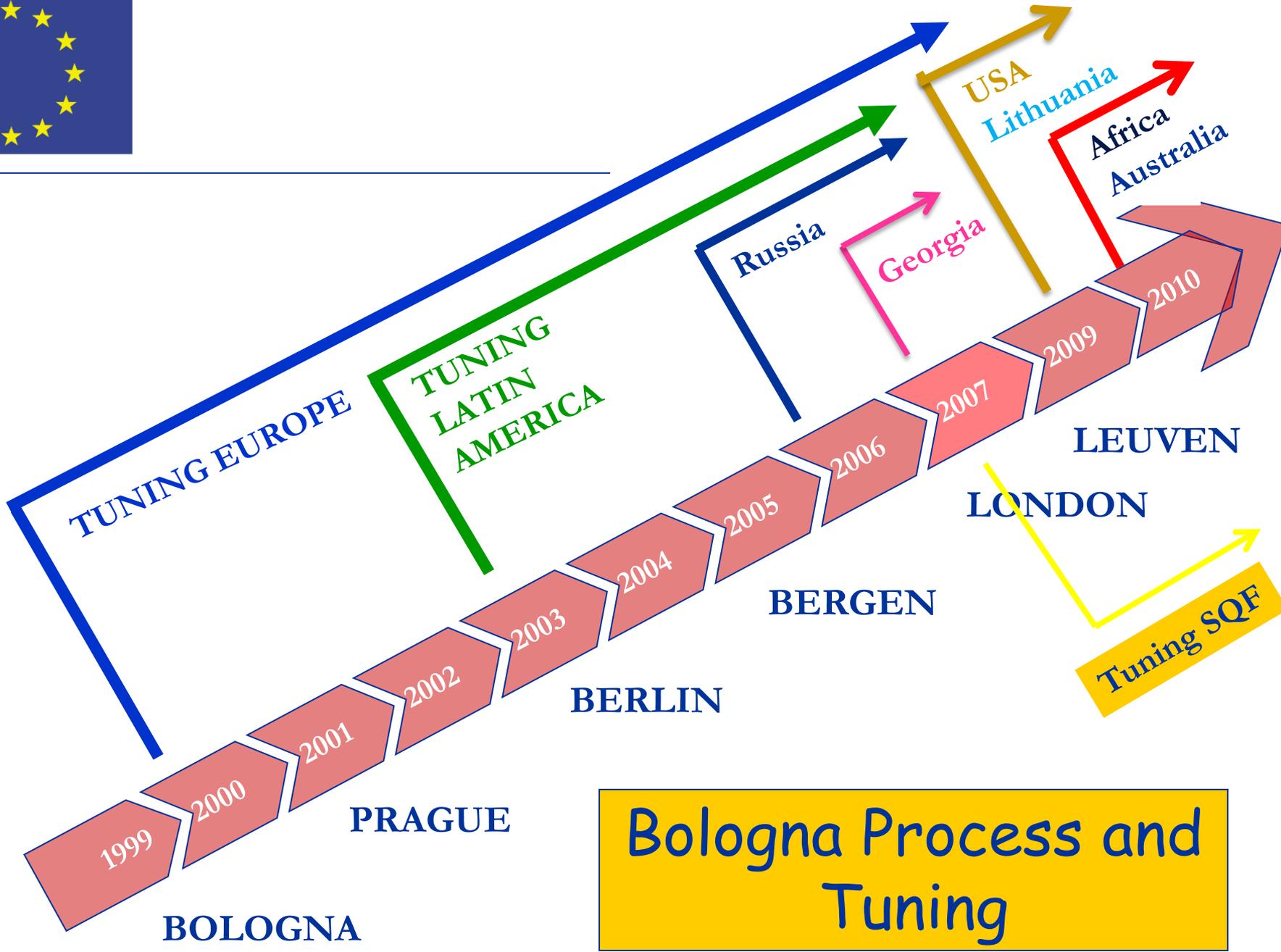


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- Introduction and acceptance of **learning outcomes descriptors** as a basis for **Qualifications Frameworks**

TUNING is Faculty Staff driven

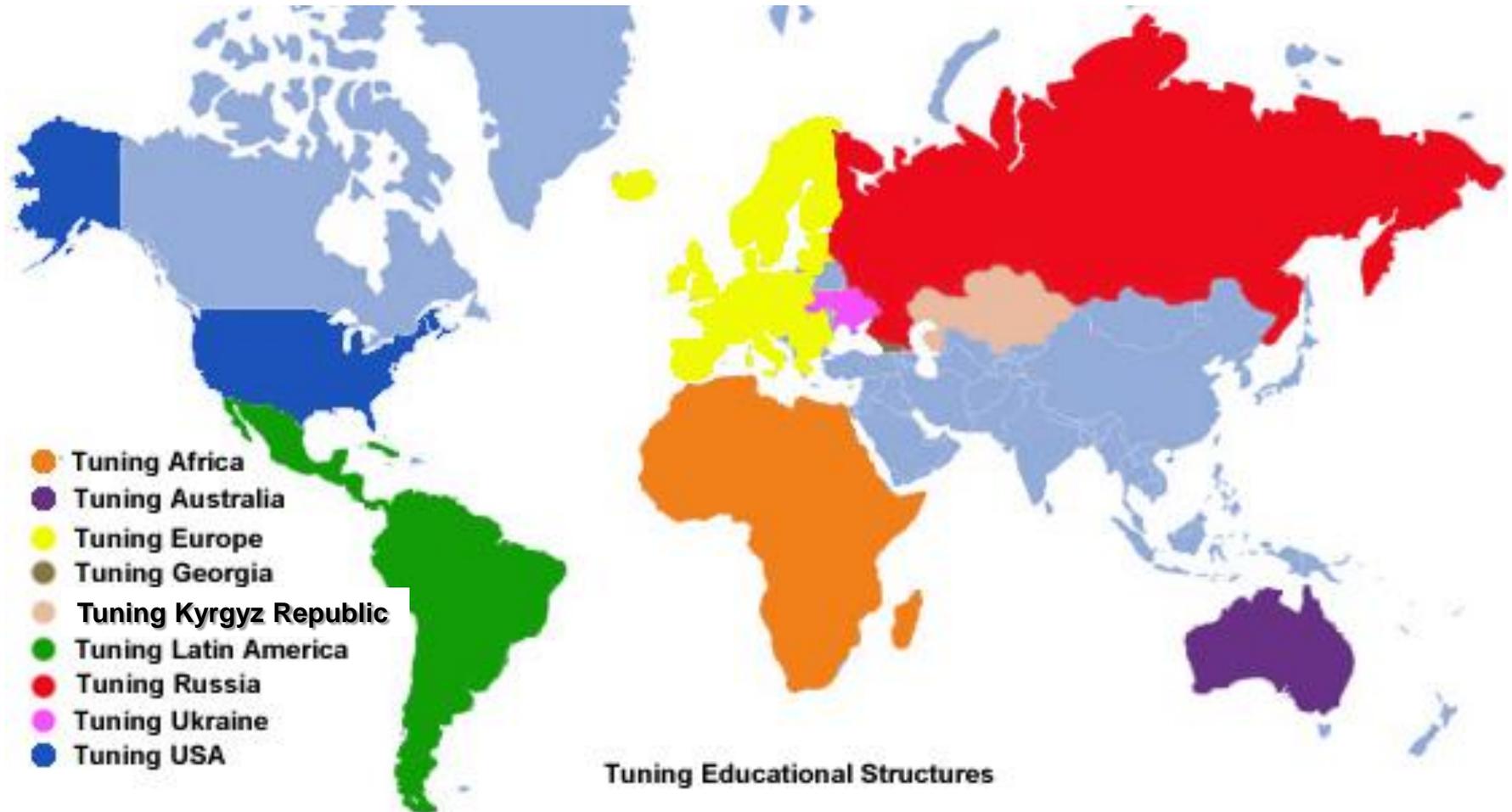
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Bologna Process and Tuning

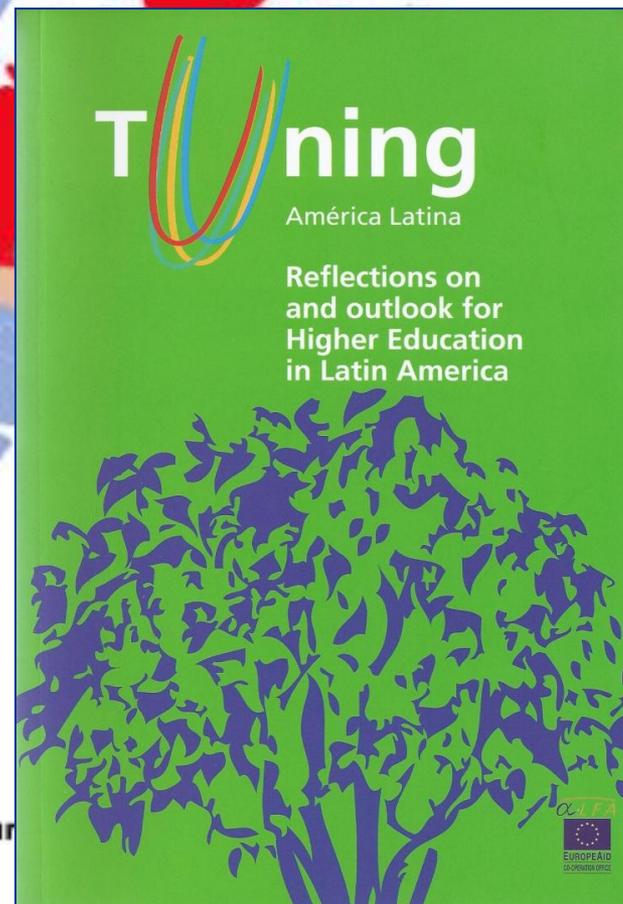
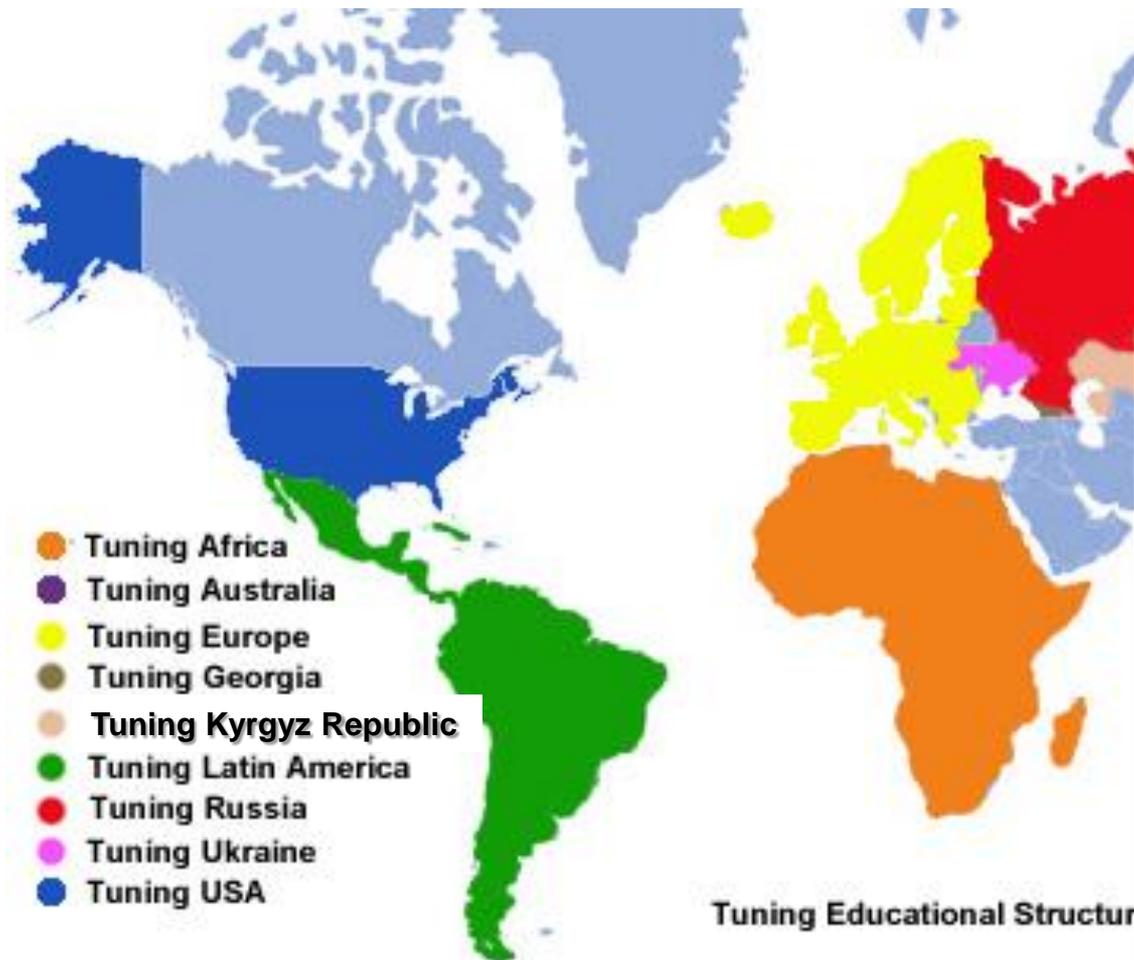


TUNING the World





TUNING the World

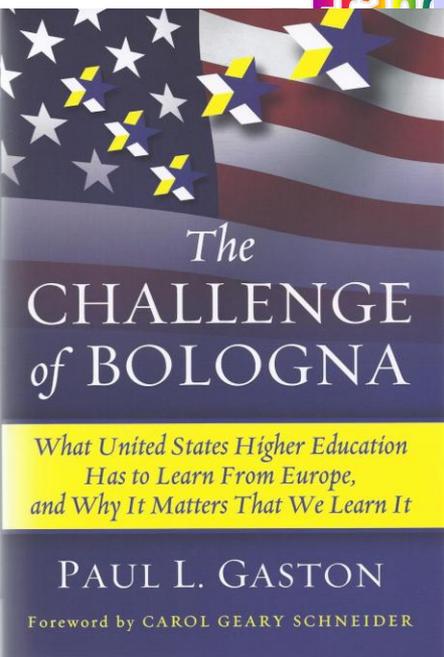




Acceptance of Tuning Methodology World Wide



Tuning methodology is of global significance: some 60 countries involved





Focus on key competences and learning outcomes



Tuning approach based on 6 consistent features for degree programmes:

- an identified and agreed need
- a well described profile
- corresponding **learning outcomes** phrased in terms of *generic* and *subject specific* competence (lines 1 and 2)
- the correct allocation of **ECTS** credits to units (line 3)
- appropriate approaches to *learning, teaching and assessment* (line 4)
- methodology for *quality enhancement* (line 5)



TUNING focuses on:

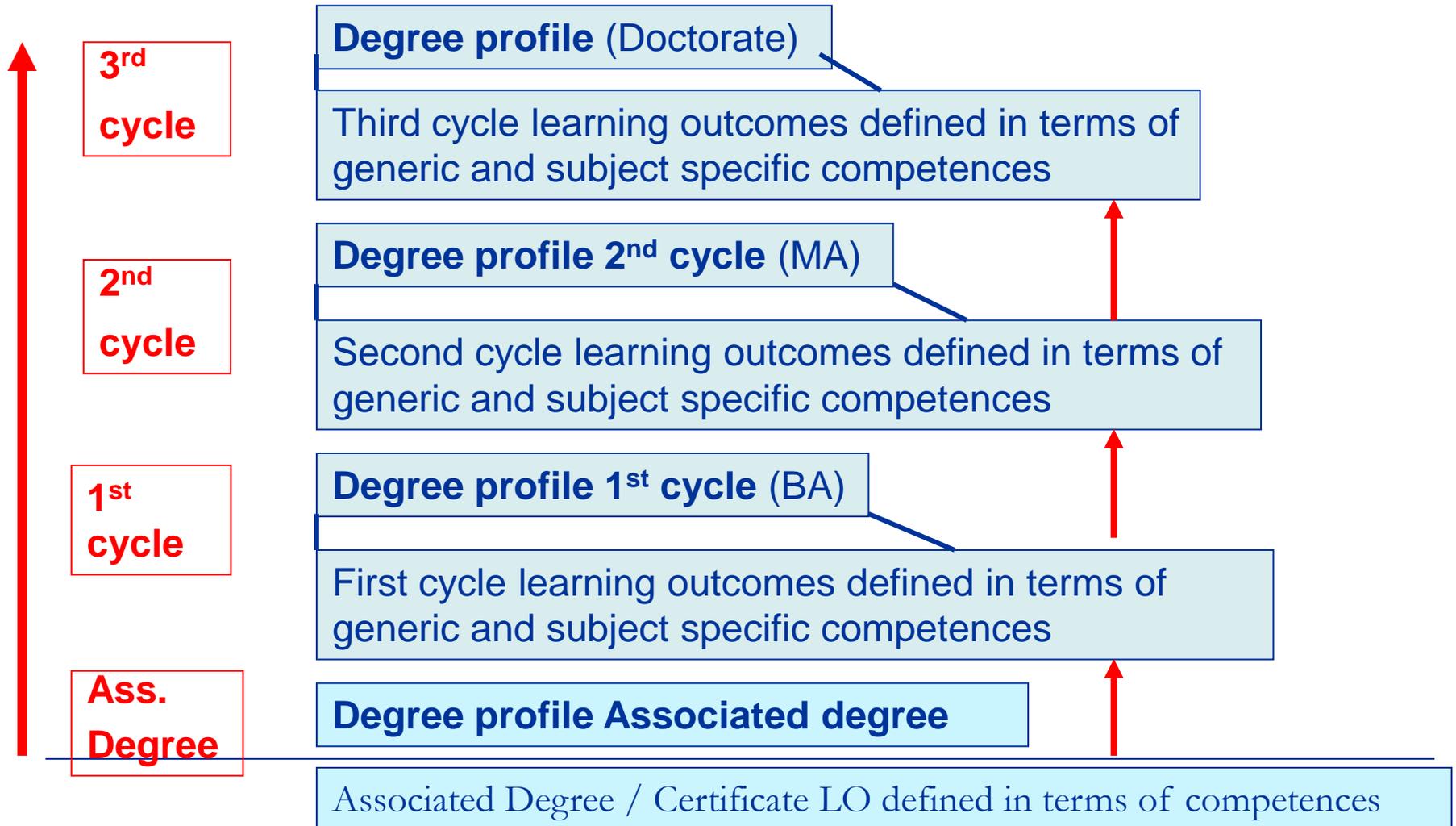
<< **fitness of purpose** >> (meets expectations)

and

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



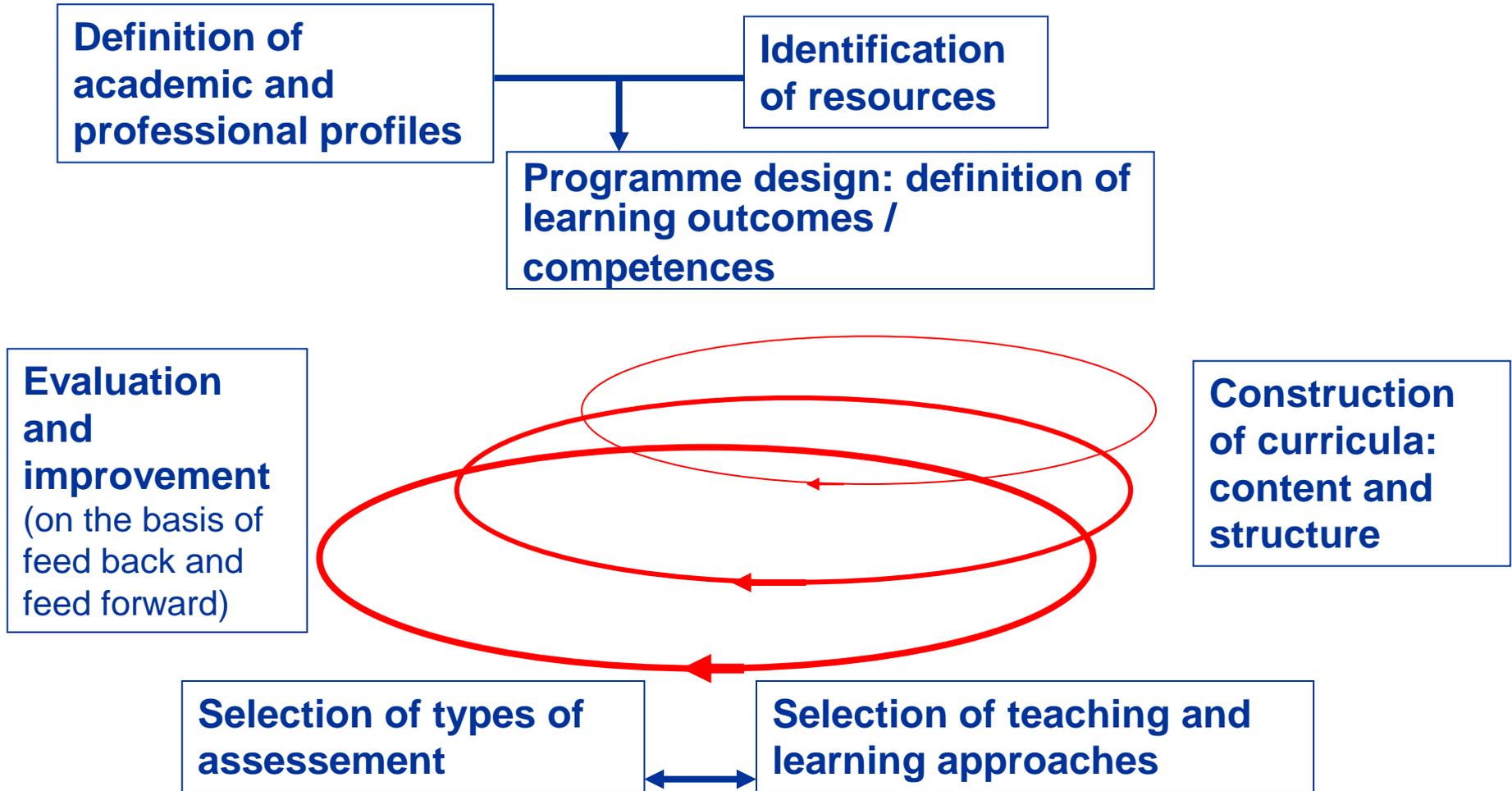
Profiles, Competences and Learning Outcomes





Profiles, Competences and Learning Outcomes

THE TUNING DYNAMIC QUALITY DEVELOPMENT CIRCLE





Role of Profiles in Higher Education programmes



From the Tuning glossary

“Degree profile

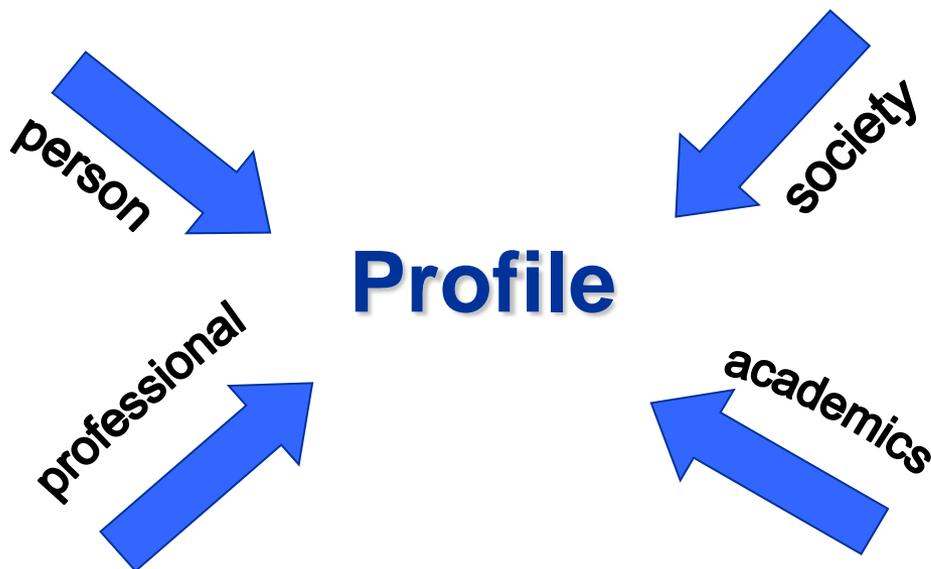
“A description of the **character of a degree programme** or qualification. This description gives the main features of the programme which are based on the **specific aims** of the programme, how it fits into the **academic map** of disciplines or thematic studies and how it relates to the professional world”.



Role of Profiles

Profiles have to serve different purposes

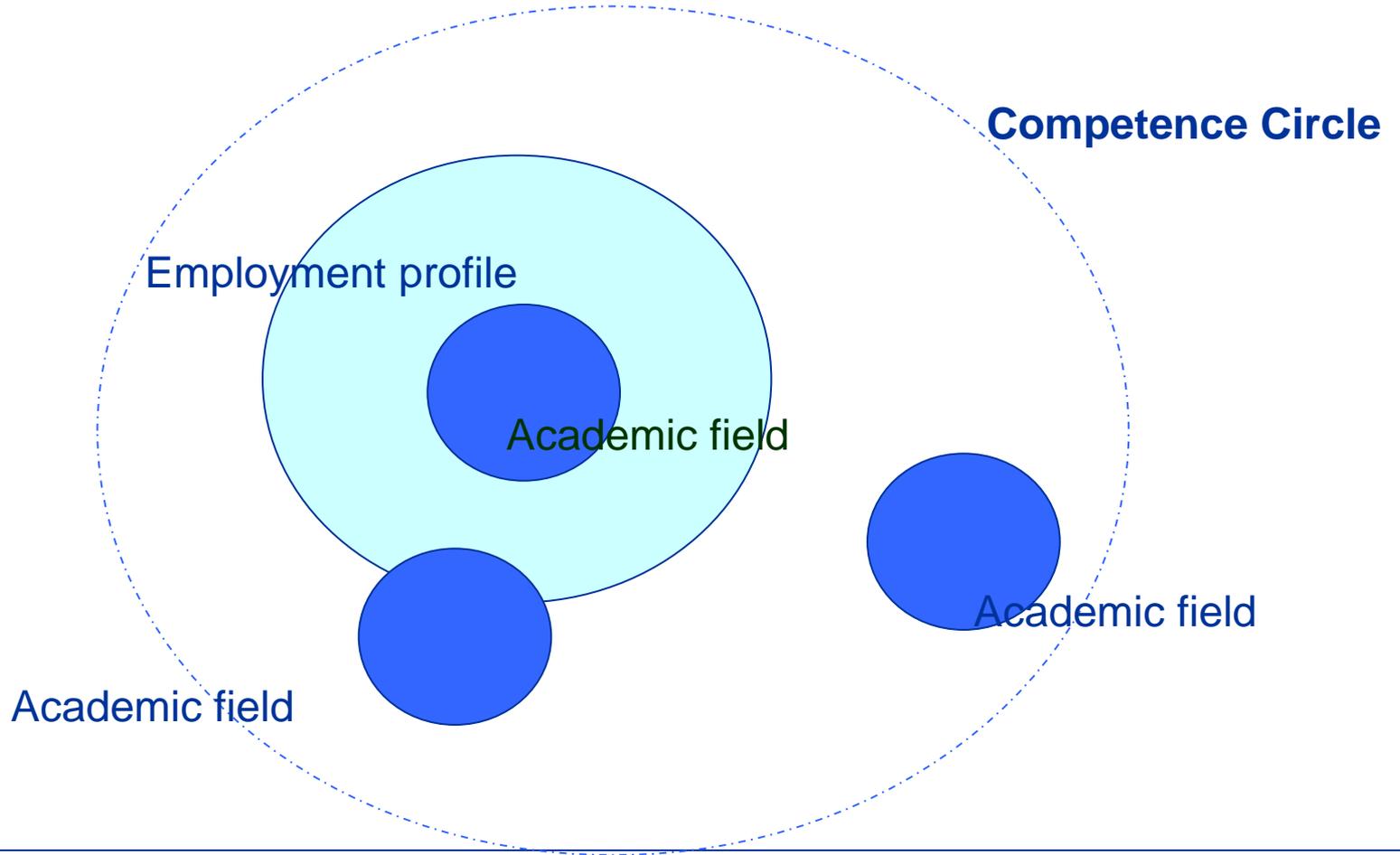
A good profile takes into account different users' perspectives & interests





Role of Employment

Academic area vs. professional area and competences





Example of a profile:
Erasmus Mundus Master of Excellence
Euroculture: Europe in the Wider World

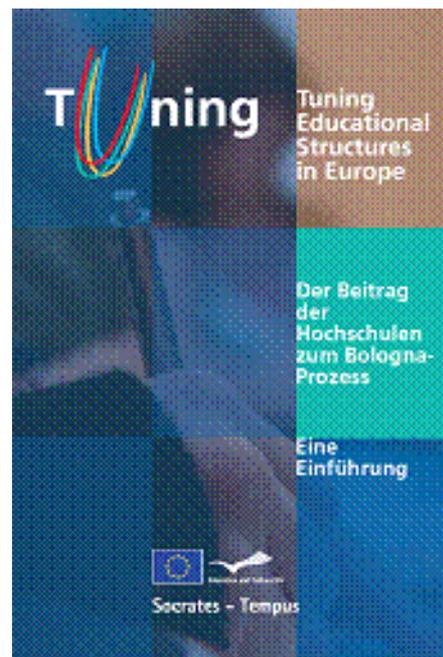
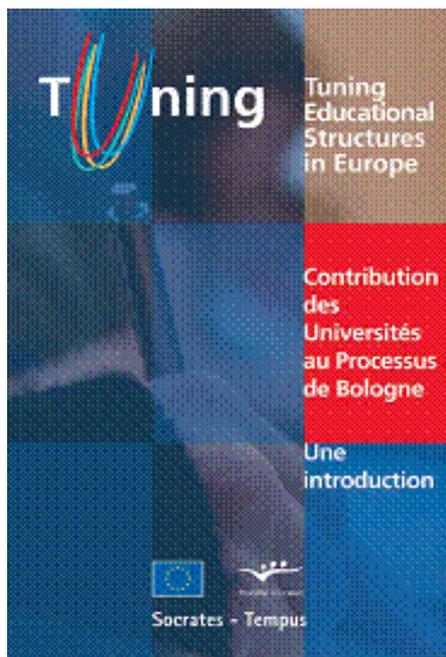
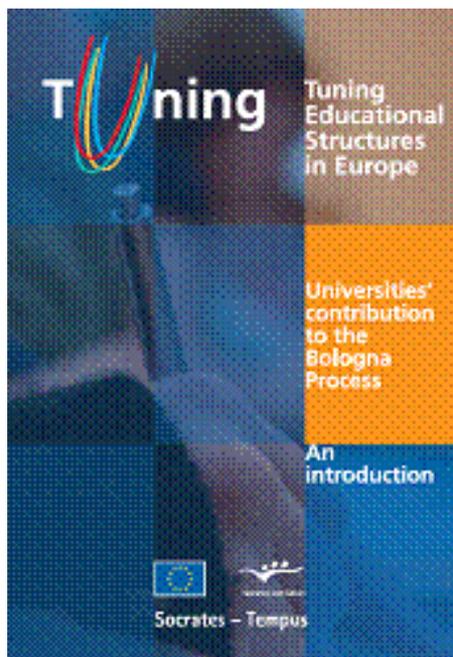


“The mission of the programme is to provide graduates with the following **profile**:

- a deep understanding of European identity, civil society, the ongoing European unification process in itself, its cultural and social dynamics and the consequences for its citizens and the wider world;
- the ability to identify and problematise what Europe and the EU represent for its citizens and for the wider world;
- the ability to translate analysis of current turmoil regarding the handling of multicultural society issues into feasible solutions.”



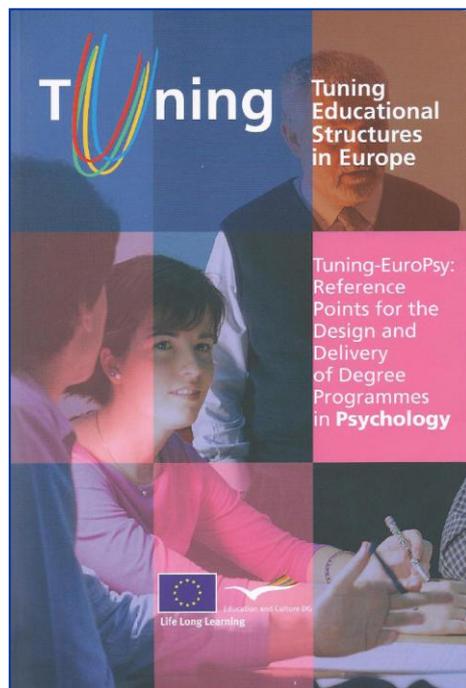
Tuning EUROPE publications



On the Tuning website many more translations: Georgian, Lithuanian, Polish, Russian, Spanish (also published as brochures), etc.



Tuning Subject Area Reference Points publications



Other subject area brochures: **Business Administration**, Educational Sciences, **Gender Studies** ..

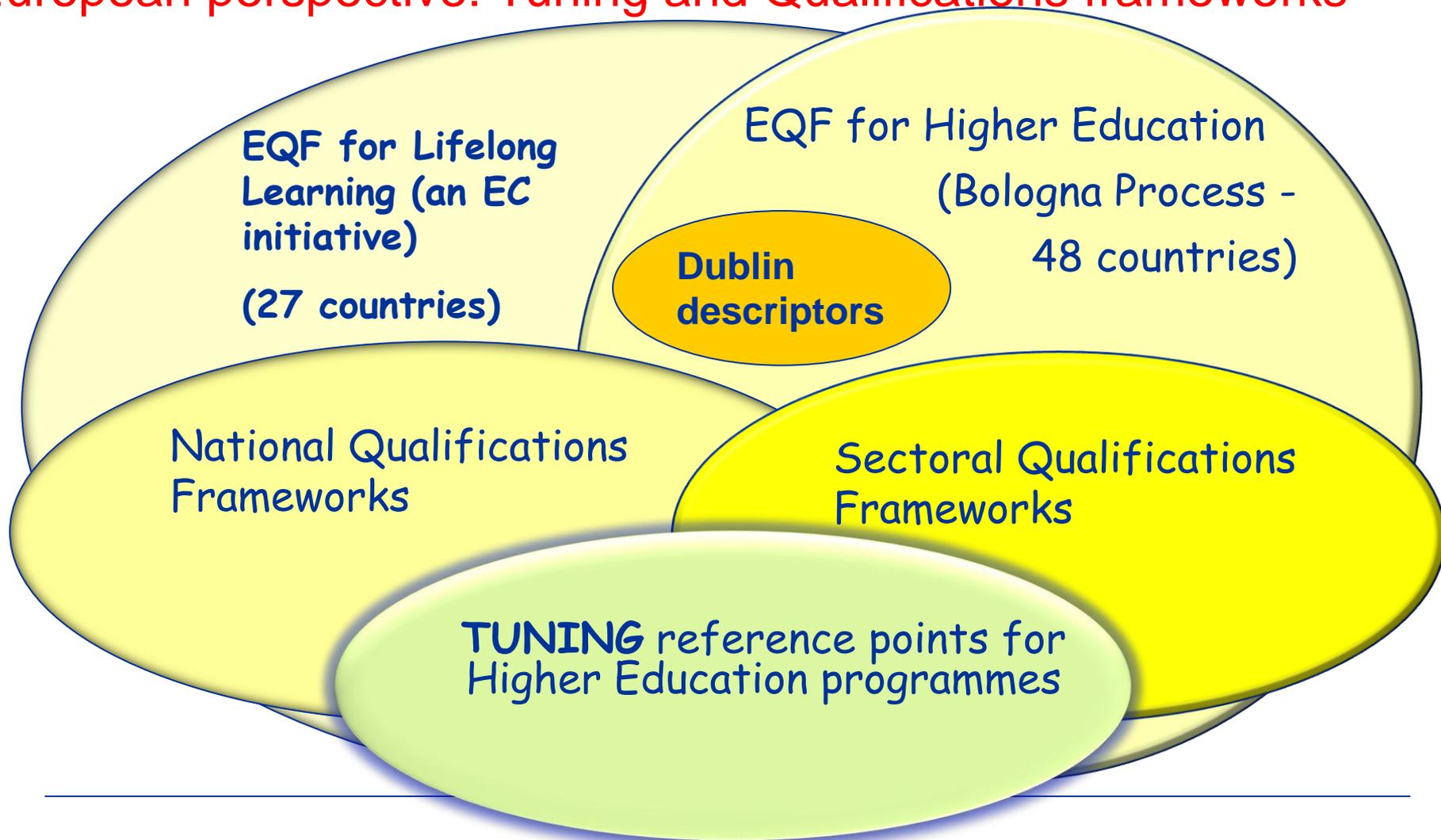
To be published soon: Architecture, Arts and Design, Dance and Theatre, History, Mathematics, Medicine, **Nursing**, Physiotherapy

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



II. Role of Qualifications Frameworks

European perspective: Tuning and Qualifications frameworks



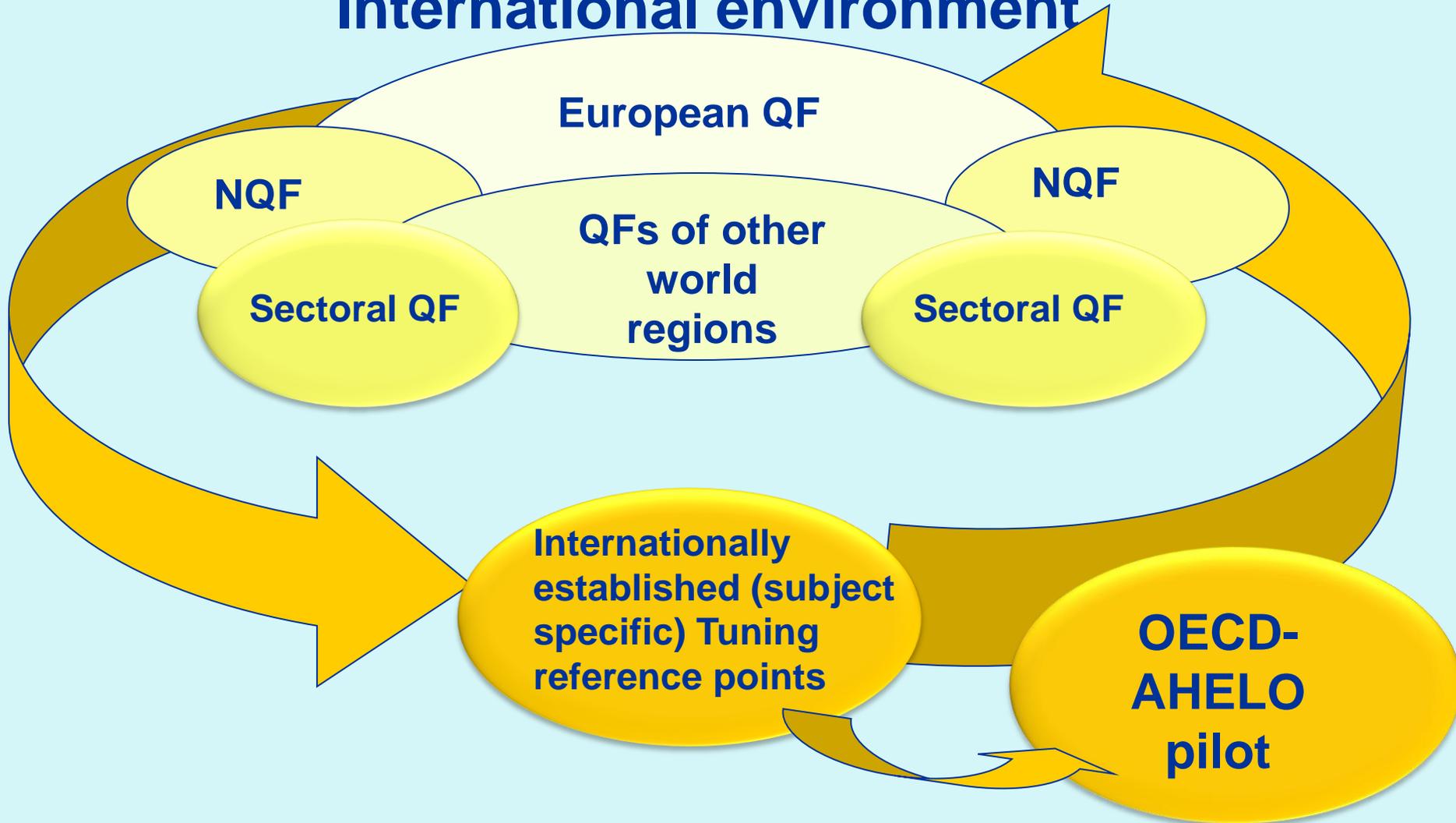


Qualifications Frameworks



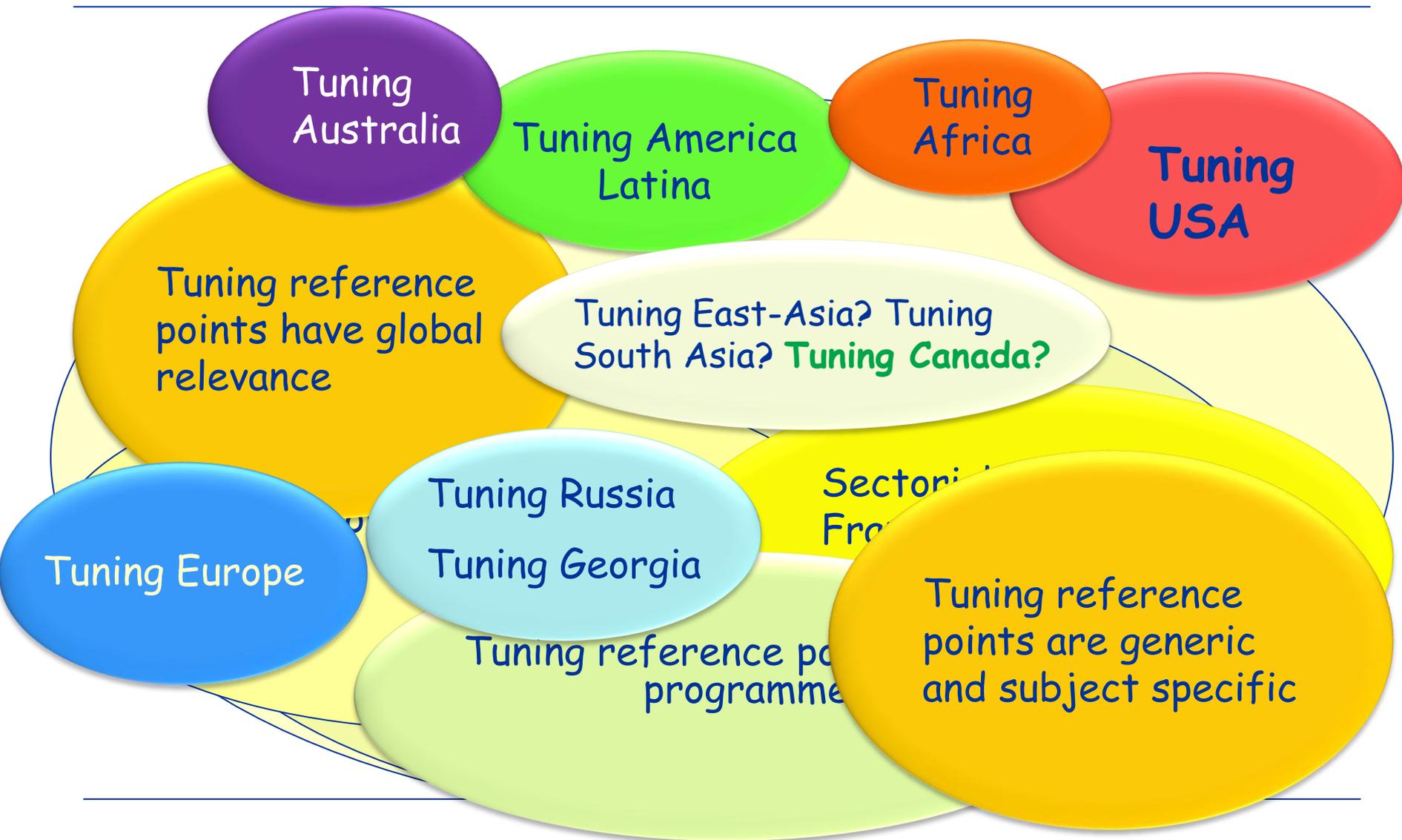
Word wide perspective: Tuning and Qualifications Frameworks

International environment





Qualifications frameworks and (cycle) level descriptors





Qualifications Frameworks



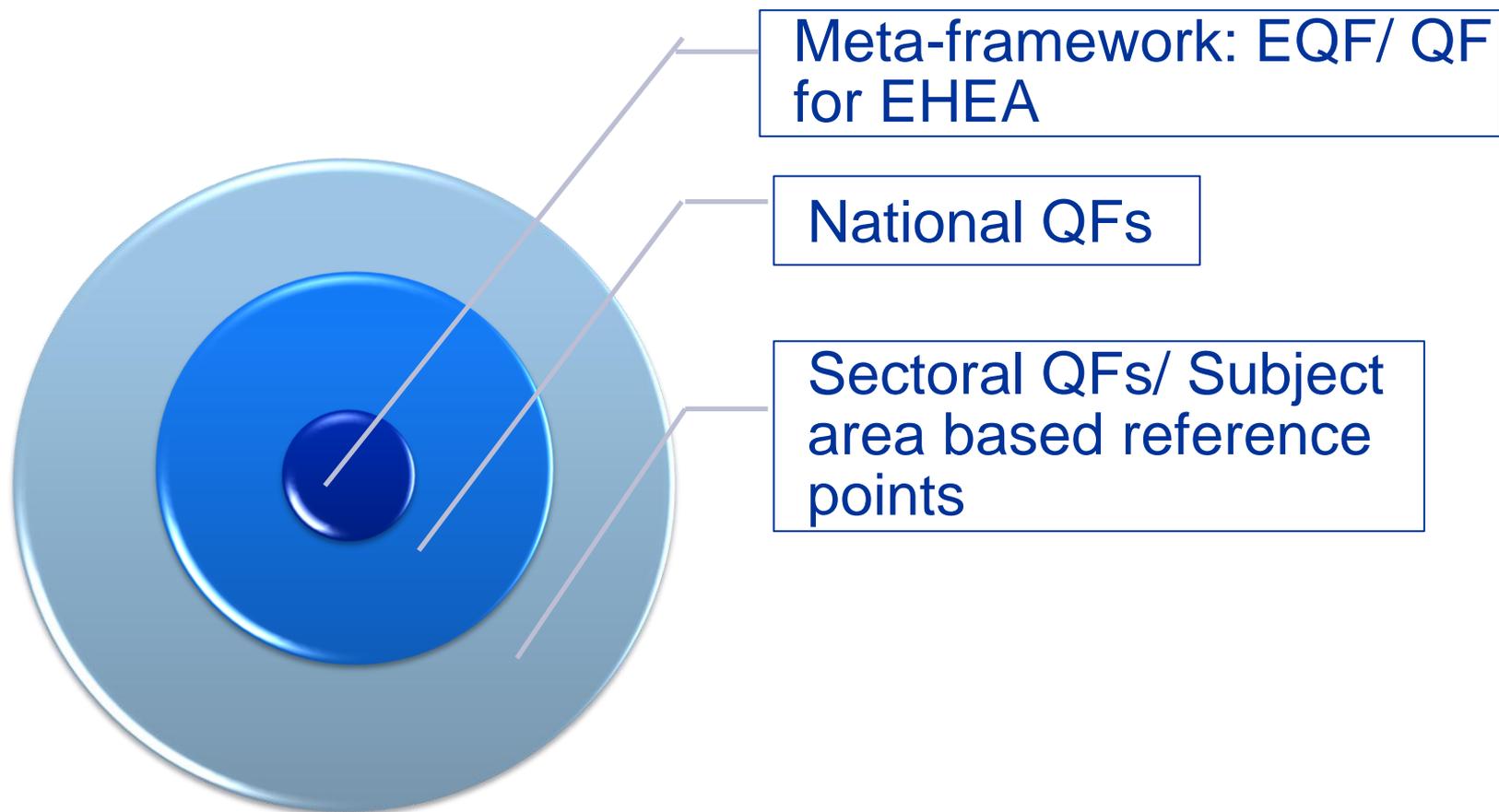
General (cycle) **descriptors** are based on meta, sectoral or national / regional qualifications frameworks

For Europe:

- Qualifications Framework for the EHEA
 - European Qualifications Framework for LLL
-

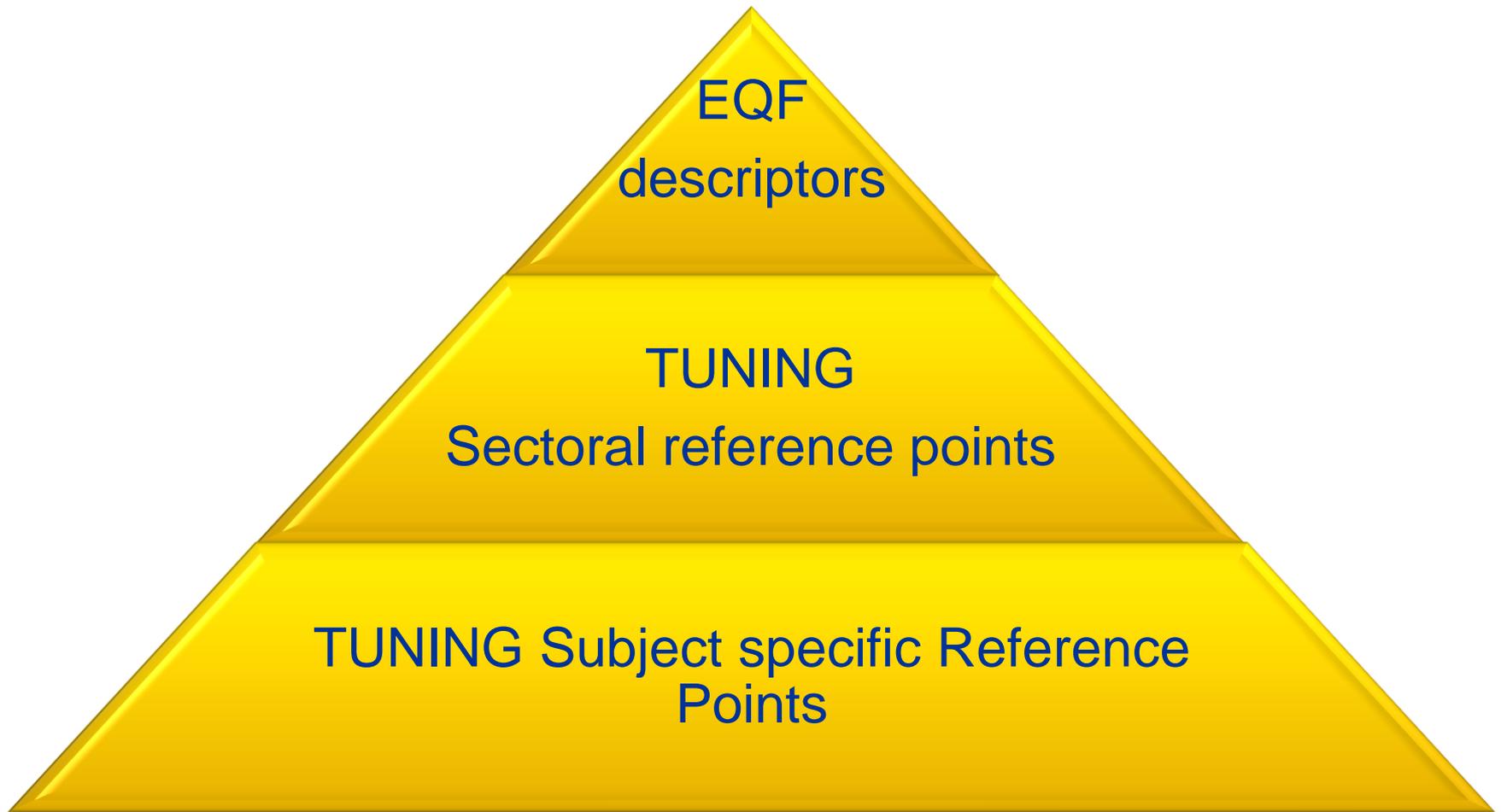


National perspective



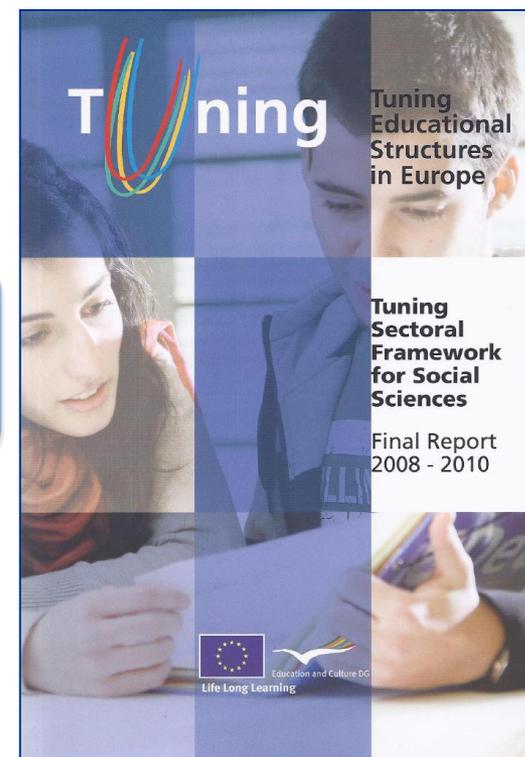
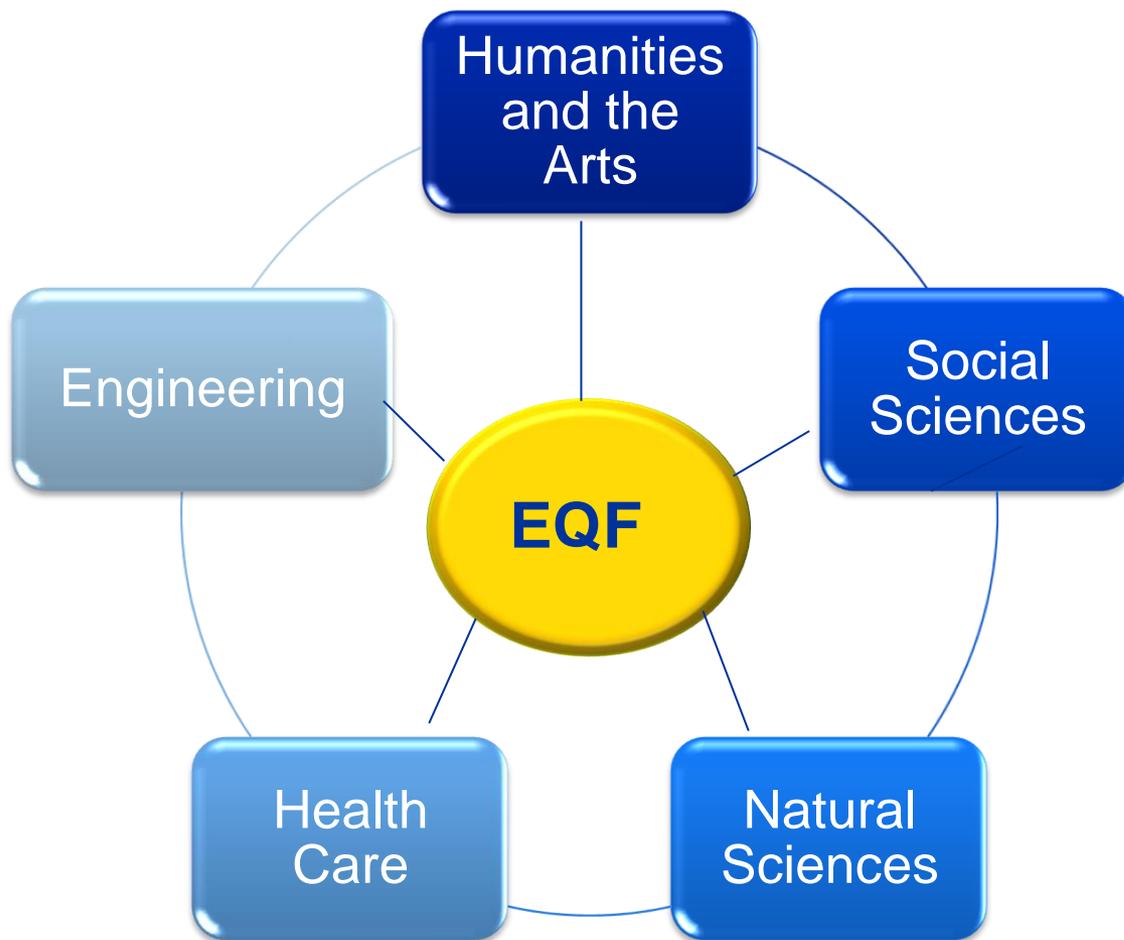


Subject area perspective





Role of Tuning Sectoral Qualification Frameworks





Main outcomes TUNING SQF for Social Sciences:

- ❑ Definition of the Social Sciences sector
- ❑ Sectoral Learning Outcomes framework based on agreed level descriptors covering levels 3 to 8 (bridging different subject areas)
- ❑ Identification of main progression routes from the EQF levels 3 to 6 at national level
- ❑ Proposals to bridge the Dublin cycle descriptors and the EQF level descriptors

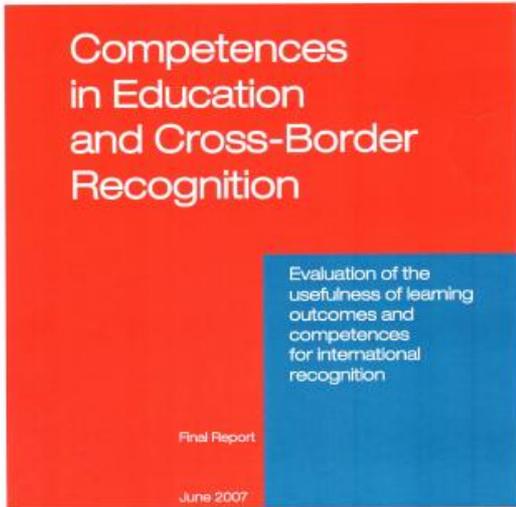


Main outcomes TUNING SQF for Social Sciences:

- Conclusion:**
- EQF distinction between skills and competences is insufficiently articulated and very confusing for the Higher Education sector..**
- It is therefore proposed to replace ‘Competences’ by ‘Attributes’ or ‘Autonomy and Responsibility’**
- Tuning will come up with an Explanatory Note to interpreted the EQF for LLL from the HE perspective**



III. Identifying key competences and writing good Learning Outcomes



CoRe Project ENIC-Naric and Tuning:

Preparation and publication of Tuning – ENIC-NARIC manual to assist university staff in writing reliable degree profiles and sets of degree programme Learning Outcomes to be used for RECOGNITION purposes

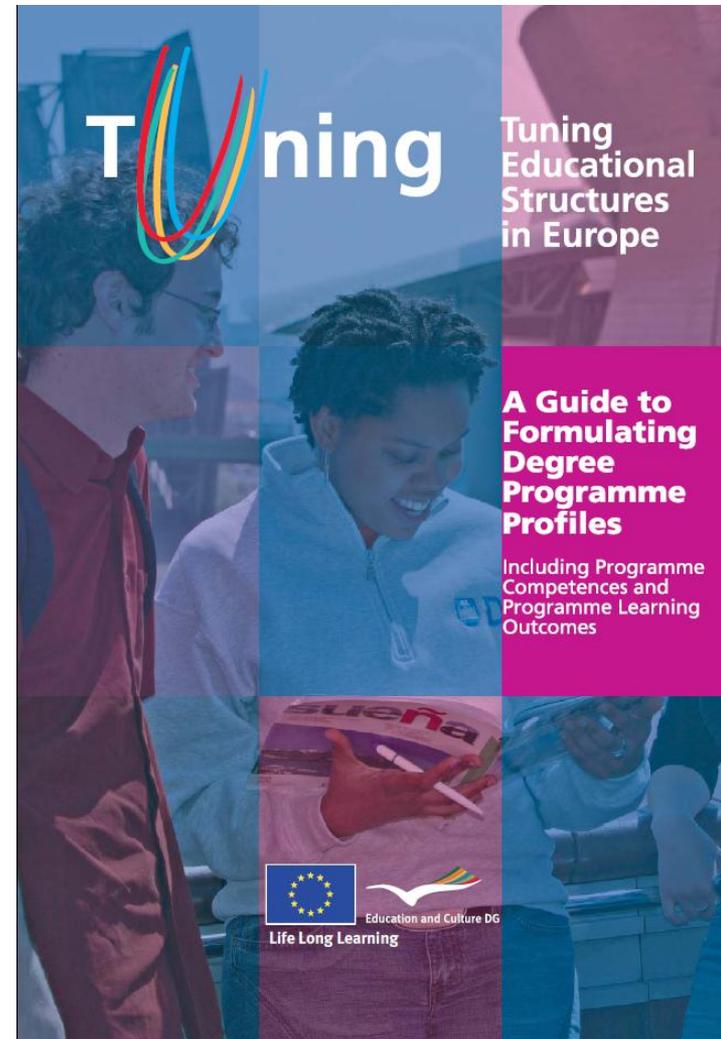
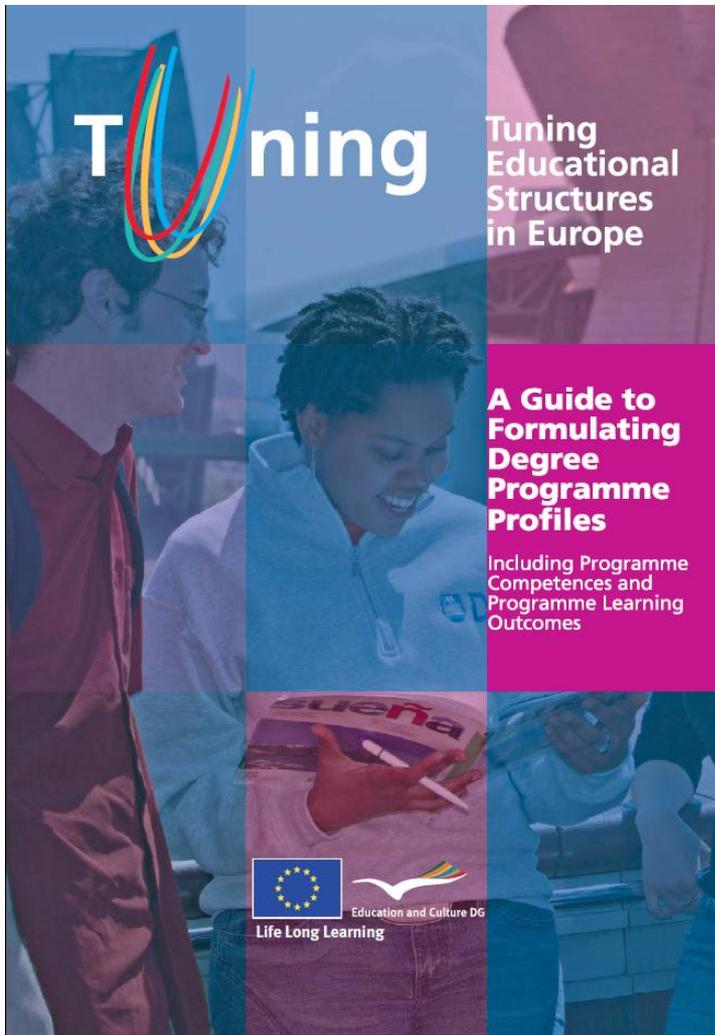


Input European Diploma Supplement

ENIC-NARICS



A Guide to Formulating Degree Programme Profiles ...





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 Program Competences and good Programme Learning Outcomes.



Competences and Learning Outcomes in Higher Education



Competences

- Competences represent a dynamic combination of knowledge, understanding, skills and abilities, attitudes and values.
- Fostering competences is the object of educational programmes.
- Level of competence is expressed in terms of learning outcomes.

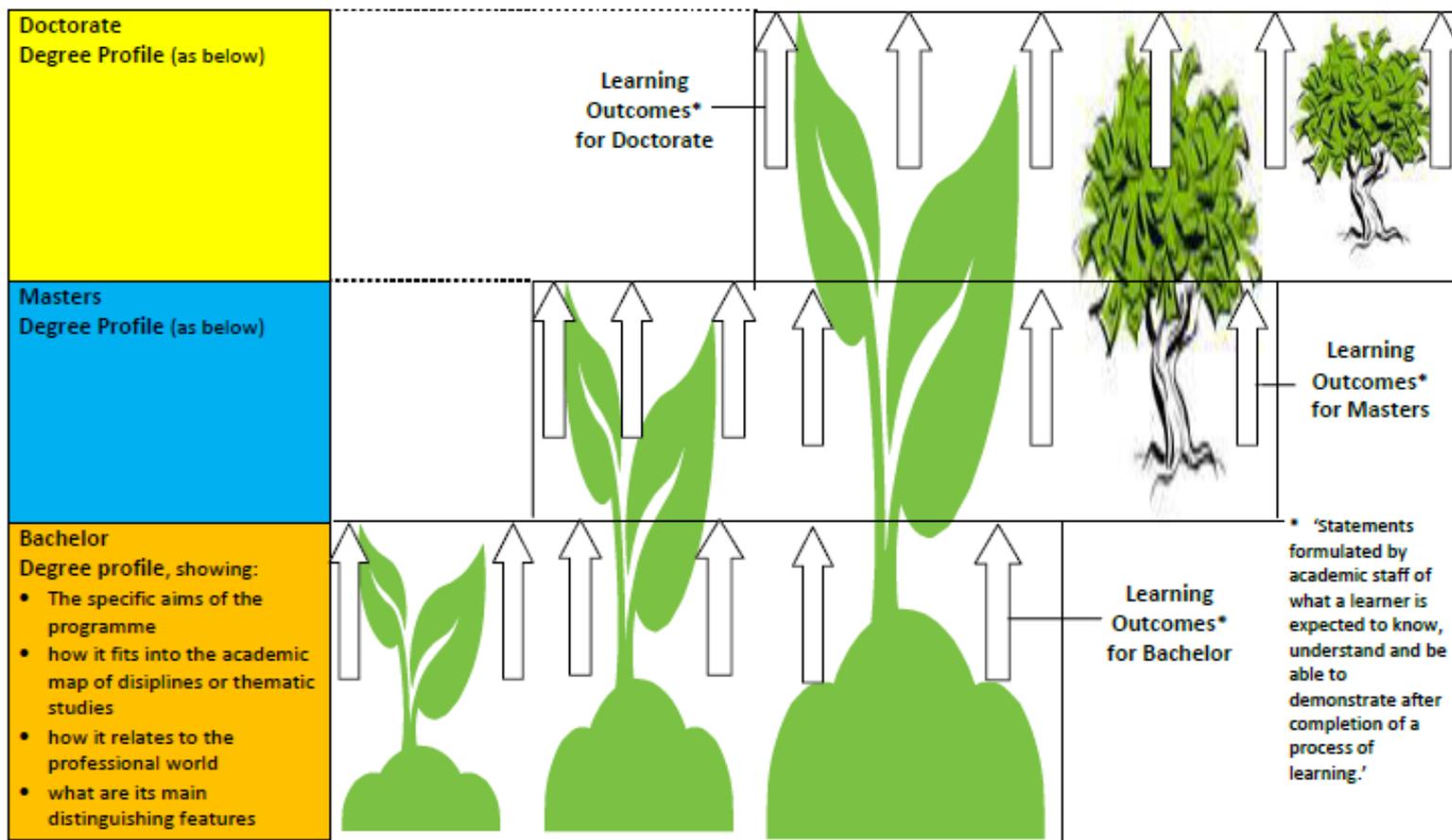
Learning outcomes

- Learning outcomes are statements of what a learner is expected to know, understand and be able to demonstrate after completion of a period of learning.



Relation between Competences and Learning Outcomes

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





Example of a programme generic competence / skill (E)



Levels of Achievement : *TEAMWORK*

- **FIRST LEVEL OF ACHIEVEMENT:** Actively participates and collaborates in team tasks, and encourages trust, friendliness and focus on the common goal through the attitudes he/she conveys.
 - **SECOND LEVEL OF ACHIEVEMENT:** Contributes to the consolidation and development of the team, encouraging communication, fair distribution of tasks, a pleasant atmosphere, and cohesion.
 - **THIRD LEVEL OF ACHIEVEMENT:** Is capable of running work groups, guaranteeing the integration of all group members, and their focus on an excellent level of work achieved.
-



TEAMWORK: THIRD LEVEL OF ACHIEVEMENT (1/2) DESCRIPTIONS



LEVELS OF ACHIEVEMENT

INDICATORS						
	1	2	3	4	5	
<p>THIRD LEVEL:</p> <p>Is capable of running work groups, guaranteeing the integration of all group members, and their focus on an excellent level of work achieved.</p>	<p>Actively co-operates in the planning of group work, the distribution of tasks, and deadlines.</p>	<p>Does things without any prior planning</p>	<p>Makes last minute plans, and leaves loose ends. Unrealistic deadlines.</p>	<p>Makes concrete suggestions for the distribution of tasks, and sets reasonable deadlines.</p>	<p>Stimulates the participation of other group members, coordinating their contributions.</p>	<p>Distributes feasible tasks to members, along with clear aims, in time-pressured situations when there are many elements to be dealt with.</p>
	<p>Efficiently manages meetings.</p>	<p>Is not capable of coordinating a meeting for which he/she is responsible.</p>	<p>Attempts to manage the meeting but is not in control of the timetable, commitments made, nor the results.</p>	<p>Efficiently manages meetings, and achieves objectives.</p>	<p>Efficiently manages meetings, achieving balanced participation from all those present.</p>	<p>Achieves balanced participation and commitment from all team members.</p>
	<p>Suggests ambitious and well-defined goals for the group.</p>	<p>Is incapable of forming clear objectives for the group.</p>	<p>Suggests 'fuzzy' goals that confuse the group</p>	<p>Suggests attractive goals for the group, and defines them clearly.</p>	<p>Encourages the team, defining achievable goals and a clear vision for the future.</p>	<p>Energizes the team so that they take on group objectives as their own.</p>



TEAMWORK: THIRD LEVEL OF ACHIEVEMENT (2/2)



LEVELS OF ACHIEVEMENT	INDICATORS	DESCRIPTIONS				
		1	2	3	4	5
THIRD LEVEL: Is capable of running work groups, guaranteeing the integration of all group members, and their focus on an excellent level of work achieved	Facilitates the positive management of differences, disagreements, and conflicts that arise within the team.	Encourages conflicts by exaggerating differences.	Gets lost and does not know how to reconcile differences expressed by others without completely removing him/herself from the situation.	Faces up to conflicts, dealing with all contributions and differences that there are in the team.	Faces up to conflicts, balancing contributions, and coming out successfully.	Makes others see differences are enriching, and enables the achievement of agreements pleasing to everybody.
	Encourages all team members to commit themselves to the management and running of the group.	Does not get a personal commitment from the members of the team, damaging group dynamics and motivation.	Finds it difficult to get a basic commitment from members for the functioning of the group.	Gets the commitment of every participant, meaning that the team works as such.	Gets a personal and collective commitment from the team regarding all key aspects of the project.	Achieves a state in which team members show commitment and accept the suggestions of others as their own.

Developed by Aurelio Villa and Manuel Poblete (Universidad de Deusto, 2007)



TEAMWORK: THIRD LEVEL OF ACHIEVEMENT (2/2)

Aurelio Villa Sánchez & Manuel Poblete Ruiz (Eds.)

Competence-based learning

A proposal for the assessment of generic competences



LEVELS OF ACHIEVEMENT

INDICATORS

4

5

THIRD LEVEL:

Is capable of running work groups, guaranteeing the integration of all group members, and their focus on an excellent level of work achieved

Facilitates the positive management of differences, disagreements, and conflicts that arise within the team.

Encourages all team members to commit themselves to the management and running of the group.

faces up to conflicts, balancing contributions, and coming out successfully.

Makes others see differences are enriching, and enables the achievement of agreements pleasing to everybody.

sets a personal and collective commitment from the team regarding all key aspects of the project.

Achieves a state in which team members show commitment and accept the suggestions of others as their own.

Developed by Aurelio Villa and Manuel Poblete (Universidad de Deusto, 2007)



Key Competences (E)



Example of a generic key degree programme competence:

Creativity: *capacity to be creative in developing ideas and in pursuing research goals*

Level	Programme learning outcome
First cycle/ Bachelors	Demonstrable ability to generate and convey new ideas or to generate innovative solutions to known problems or situations
Second cycle/ Masters	Demonstrable ability to generate original, quality ideas that can be made explicit and defended in both known and unfamiliar situations
Doctorate	Demonstrable ability to contribute original, practical, applicable and complex ideas and solutions that affect self and own processes as well as others.



Writing good Learning Outcomes (F)



The following are characteristics of good verifiable, comprehensible and observable PLOs. They should be:

- **Specific** (giving sufficient detail, written in clear language)
- **Objective** (formulated in a neutral way, avoiding opinions and ambiguities)
- **Achievable** (feasible in the given timeframe and with the resources available)
- **Useful** (they should be perceived as relevant for higher education studies and civil society)
- **Relevant** (should contribute to the aim of the qualification involved)
- **Standard-setting** (indicate the standard to be achieved)



Writing good Programme Learning Outcomes (F)



CoRe - Tuning model to define Learning Outcomes

A Learning Outcome should contain 5 elements:

1. An **active verb form**
2. An indication of the **type** of LO: knowledge, cognitive processes, skills, or other competences
3. The **topic** area of the LO: this can be specific or general and refers to the subject matter, field of knowledge or a particular skill
4. An indication of the **standard** or the **level** that is intended / achieved by the LO
5. The **scope** and/or **context** of the LO.



Writing good Learning Outcomes (F)



The Tuning model in practice:

[The student has] demonstrated capability to address a research problem, retrieving the appropriate sources and bibliography, and giving critical, narrative form to his/her findings in a text of around 60 pages.

b) to address	retrieving the appropriate sources and bibliography <i>(skill)</i>	a research problem	critical, narrative form	findings in a text of around 60 pages.
<i>verb</i>	<i>type</i>	<i>subject</i>	<i>standard</i>	<i>scope/context</i>



Writing good Learning Outcomes (F)



Examples of levels in the subject area History

BA

- that he/she is able to formulate texts and briefs based on up-to-date historical information such as can be of use in e.g. journalism, for local bodies and museums.
- ability to speak and write simple texts and presentations as well as the more complex and scholarly text required in the final year, using the appropriate communication registers

MA

- ability to formulate and refine a significant research problem, gathered the necessary information to address it and formulated a conclusion which can be defended in a scholarly context.
- awareness of and commitment to scientific standards in accuracy and breadth of the documentation located, utilised and cited in assignments and in the final dissertation.

PhD

- ability to elaborate and present convincingly to a group of qualified researchers a relevant and well-argued research plan for dealing with a significant problem.
- capability to carry out an extended original research product based on critical examination of sources and provided with the necessary scientific apparatus in terms of notes, bibliographies and publication of relevant documents.



3. Tuning's Next steps



Defining of country reports for identification of Progression routes to Higher Education

The following state of the art information is required to map:

- 1a: General Structure of National Educational System:**
- 1b: Phases of Compulsory/Formal General Education:**
- 2: Formal Secondary Education**
- 3: Vocational Secondary Education and Training**

Tuning requires your help as experts to complete the templates !



4. Conclusions

Are we failing or are we succeeding in the development of the Modernisation of HE ?

A bit of both

Some indicators:

- ❑ Three cycles in place
- ❑ ECTS as a workload credit system largely implemented
- ❑ Number of label application for DS and ECTS disappointing
- ❑ Introduction of the concepts of student centeredness and learning outcomes based degree programmes: a (very) long way to go ! How to win hearts and minds ?



'Tuning revisited' . Modernisation of Curricula in Europe and Beyond



Thank you for your attention !





More information



Web sites:

Tuning Europe:

<http://tuning.unideusto.org/tuningeu>
www.rug.nl/let/tuningeu

Tuning América Latina:

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

