

Consultation process.

Practical aspects

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Tokyo, March 2015

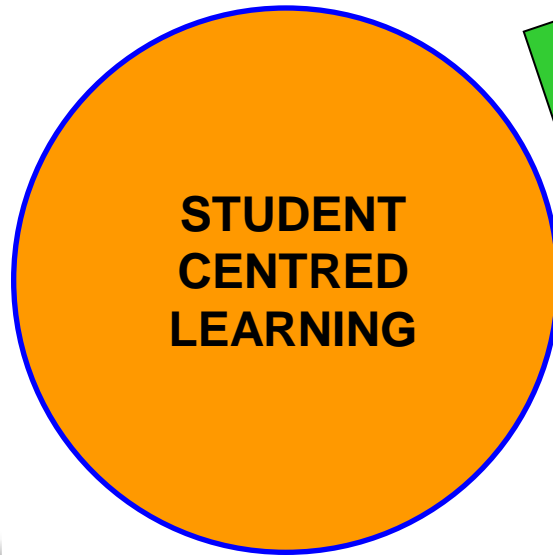
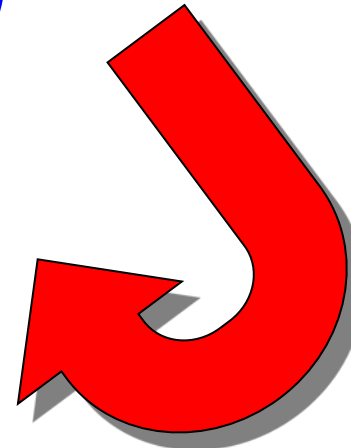
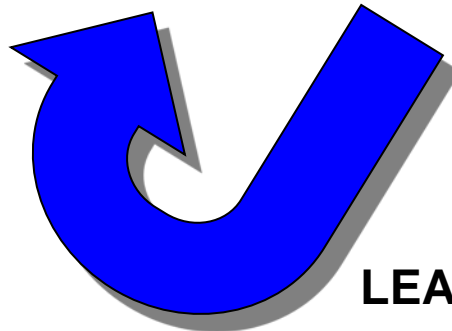
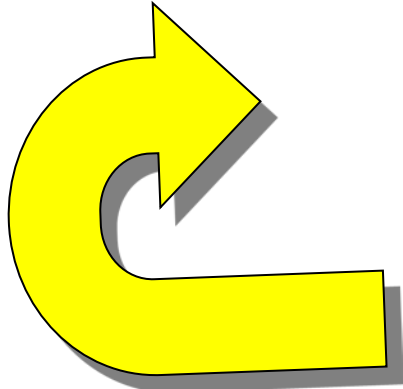
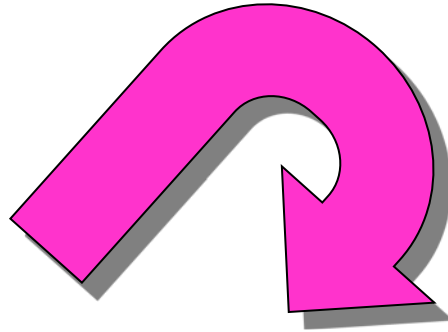
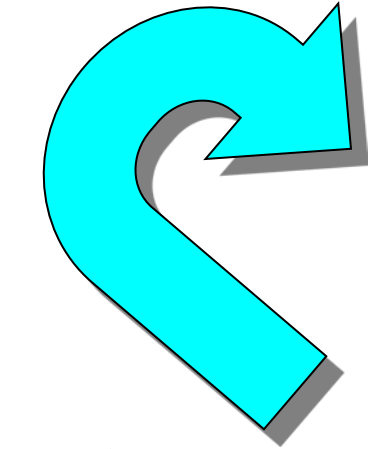
ENHANCING

CONSULTING

PROFILING

DESIGNING

LEARNING



EVALUATING

**STUDENT
CENTRED
LEARNING**

Why a Consultation?

- To initiate joint reflection from updated information
- To contrast first agreements with society
- To start debate
- To open the reflection to other groups
- To offer **THREE** levels of analysis:

INSTITUTIONAL

SUBJECT AREA

GENERAL

WHAT will be CONSULTED in Tuning?

List of Generic Competences

GC1

GC2

GC3

GC4

GC5

GC6

List of Subject Specific Competences

SSC1

SSC6

SSC2

SSC7

SSC3

SSC8

SSC4

SSC9

SSC5

WHAT will be CONSULTED in Tuning?

3 VARIABLES:

IMPORTANCE

For both a scale of 1 to 4:

- 1 = none
- 2 = weak
- 3 = considerable
- 4 = strong

ACHIEVEMENT

RANKING

WHO will be CONSULTED?

GRADUATES: people who have satisfactorily completed a full program of studies/degree program, in one of the nine project areas, been taught at a university, and who have received the corresponding qualification.

EMPLOYERS: people and/or organisations who employ university graduates, and people and/or organisations which, although not currently employers of such graduates, appear to have relevant jobs for them.

ACADEMICS: university lecturers who teach subjects/courses in one of the nine subject areas of the project.

STUDENTS: people who are currently in the last two years of a training period at university in one of the nine subject areas, hoping to gain a university degree, or people who have finished their studies and are waiting to graduate

HOW MANY will be CONSULTED?

- **GRADUATES: 30** (each university in each SAG)
- **ACADEMICS: 30** (each university in each SAG)
- **EMPLOYERS: 30** (each university in each SAG)
- **STUDENTS: 30** (each university in each SAG)

- **Minimum: 400 respondents per SAG**

HOW will be done?

ON-LINE CONSULTATION

**EXPLANATION MEETING WITH
QUESTIONNAIRES DONE IN
PERSON**

POSTAL SURVEY

On-line consultation

- Tuning will provide each SAG member with a username, so that we can later identify the institution from which a particular questionnaire has been sent.
- Each SAG member sent to the different target groups a letter, a link and a user to enter to on-line questionnaire.
- Questionnaire can be answered in less than 10 minutes
- Each institution can daily see how many replies have been received for each of its access codes.
- Once the consultation period has ended, data will be transferred to the required format and sent to the statistical team for analysis.
- **The Tuning guarantees total confidentiality for data processed.**

AGREEMENTS

- **Consultation will be done on both generic and specific competences**
- **Variables which will be include in the survey**
- **Target groups to be consulted**
- **All groups must answer both questionnaires**

Analysis

Generic competences	General analysis (common for 4 Subject Areas)	In relation to the 4 groups
		In relation to the 3 variables
		In relation to other regions
	Analysed from the perspective of each Subject Area	In relation to the 4 groups
		In relation to the 3 variables
		In relation to general results
Subject Specific competences	Analysed from the perspective of each Subject Area	In relation to the 4 groups
		In relation to the 3 variables

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ACADEMICS

RATING – Importance vs. Achievement

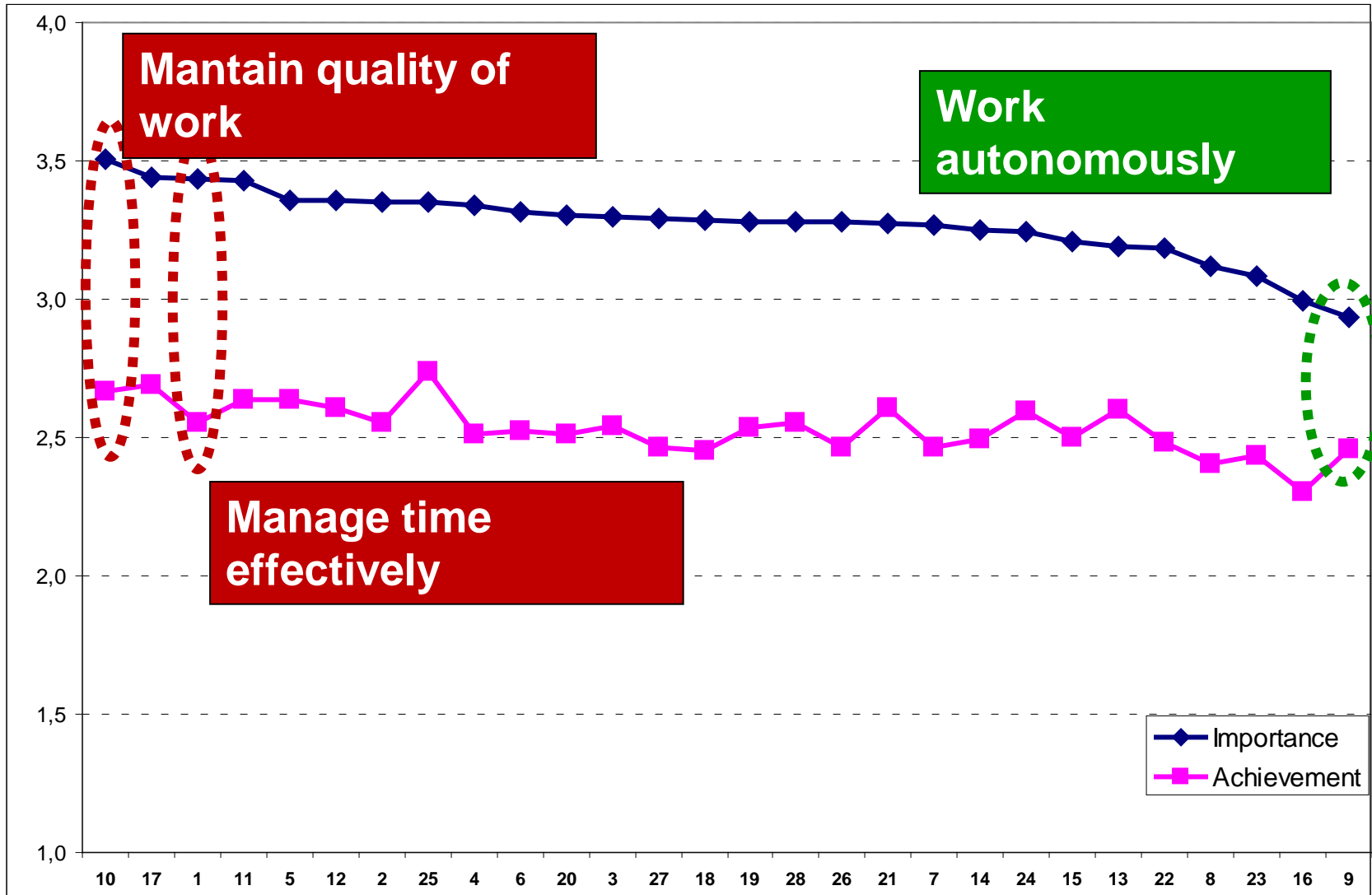
#	Description	Importance	Achievement
10	Maintain quality of work	3,50	2,66
17	Search for information from a variety a sources	3,44	2,69
1	Manage time effectively	3,43	2,55
11	Act ethically with social responsibility	3,43	2,63
5	Identify and resolve problems	3,36	2,64
12	Apply knowledge in practical situations	3,36	2,61
2	Communicate orally and in writing with different audiences	3,35	2,56
25	Skills in the use of information and communication technologies	3,35	2,74
4	Have critical thinking, analysis and synthesis	3,34	2,51
6	Make logical decisions	3,32	2,52
20	Health and safety procedures	3,31	2,51
3	Maintain continuous education	3,30	2,54
27	Self-motivated	3,29	2,47
18	The protection and preservation of the environment	3,29	2,45
19	Human rights	3,28	2,53
28	Assertive	3,28	2,55
26	Initiative	3,28	2,46
21	The preservation of cultural heritage and values	3,27	2,61
7	Work in an interdisciplinary team	3,27	2,46
14	Be innovative and creative	3,25	2,49
24	Respect for diversity and multiculturalism	3,24	2,59
15	Be flexible and adapt to different situations.	3,21	2,50
13	Communicate in a second language	3,19	2,60
22	Oganizational skills	3,18	2,48
8	Lead effectively	3,12	2,40
23	Sense of dedication	3,08	2,43
16	Empower others	3,00	2,30
9	Work autonomously	2,93	2,46

27 competences over 3

ALL competences
below 3

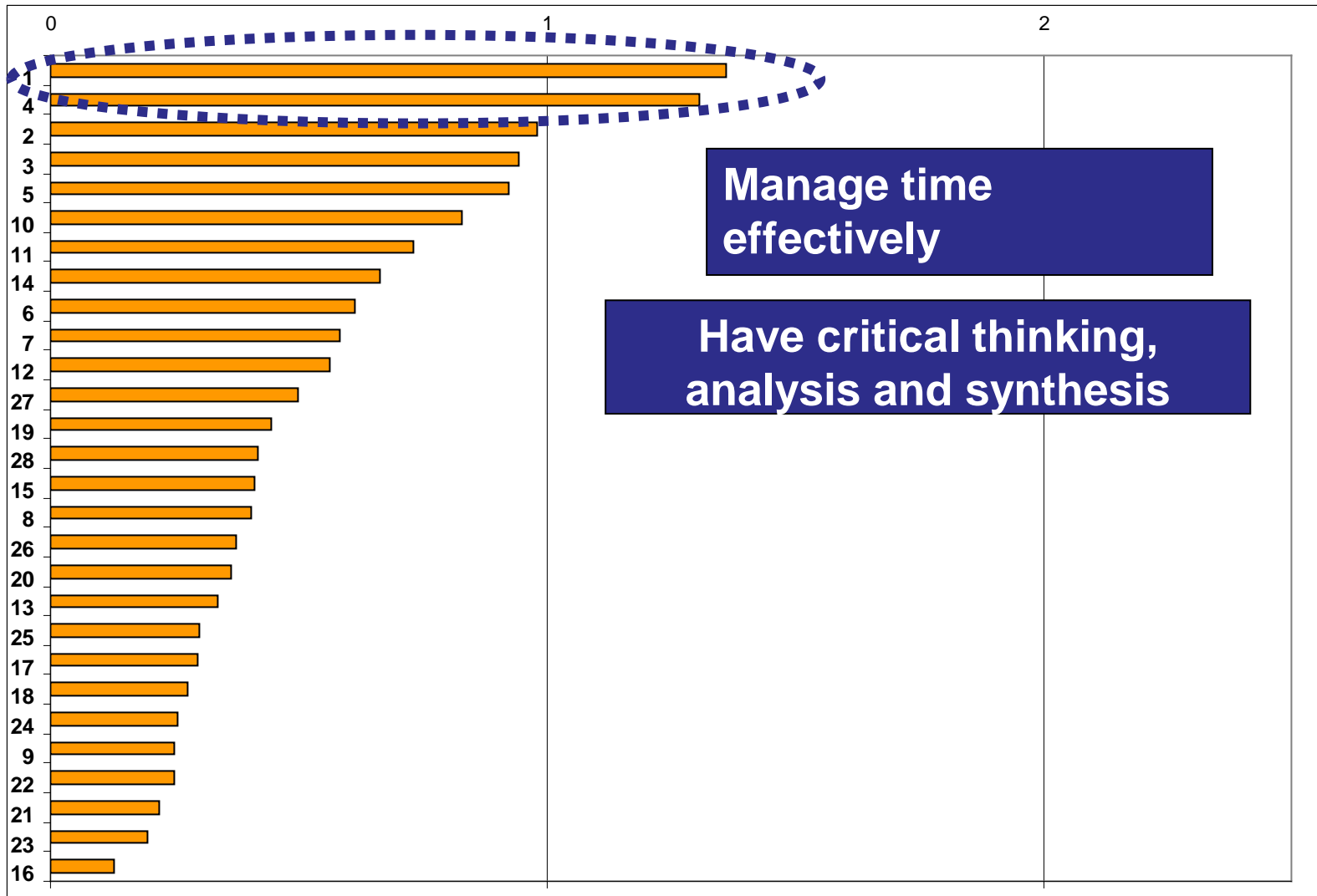
ACADEMICS

RATING – Importance vs. Achievement



ACADEMICS

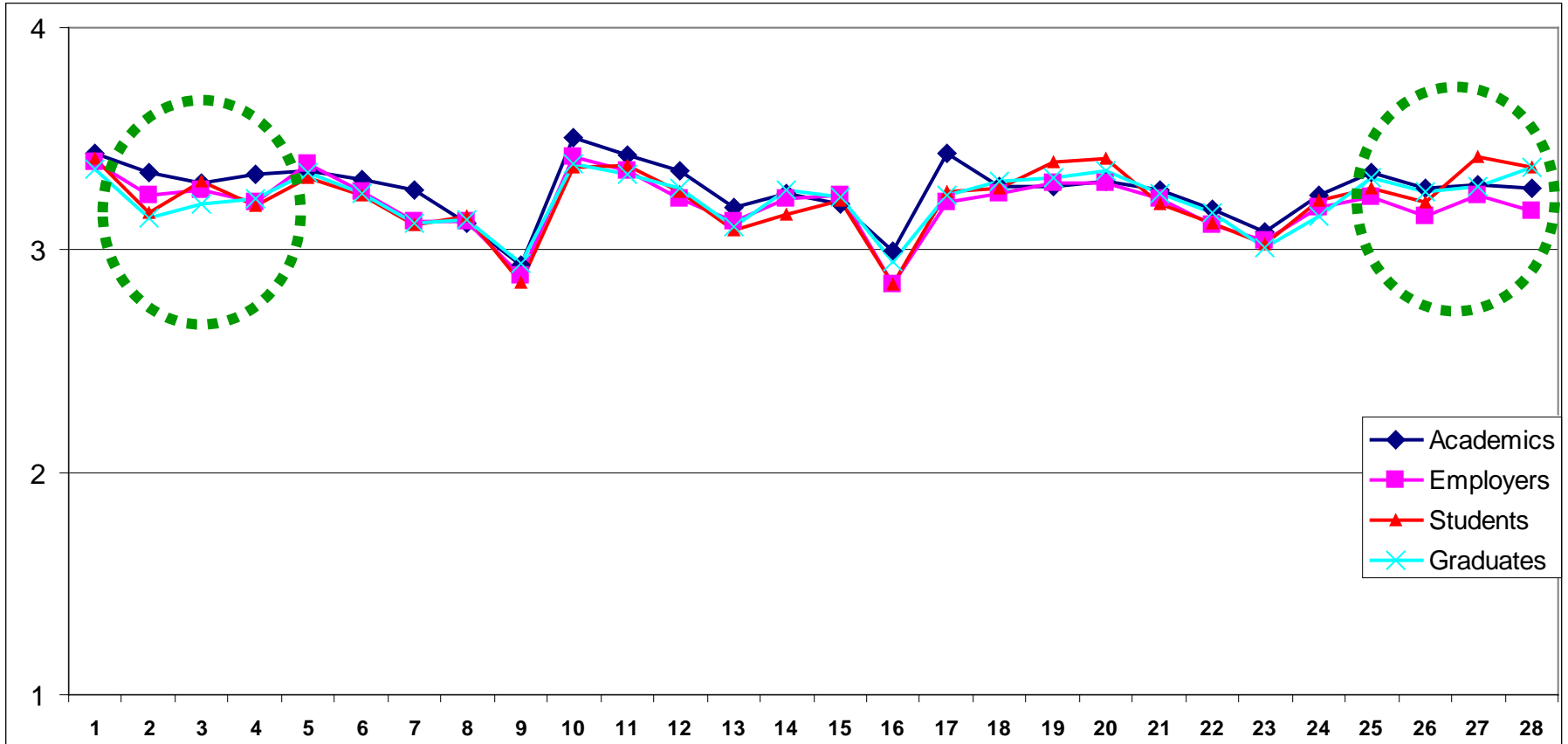
RANKING



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Importance



Importance

	<i>Academics</i>	<i>Employers</i>	<i>Students</i>	<i>Graduates</i>
<i>Academics</i>	1,0000			
<i>Employers</i>	0,8918	1,0000		
<i>Students</i>	0,8188	0,8999	1,0000	
<i>Graduates</i>	0,8377	0,8878	0,9309	1,0000

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MEDA



CHINA

EUROPE

AFRICA

LATINAMERICA

ALL GROUPS: Ranking, Top 5

Common 1 competence equal:

Have critical thinking, analysis and synthesis

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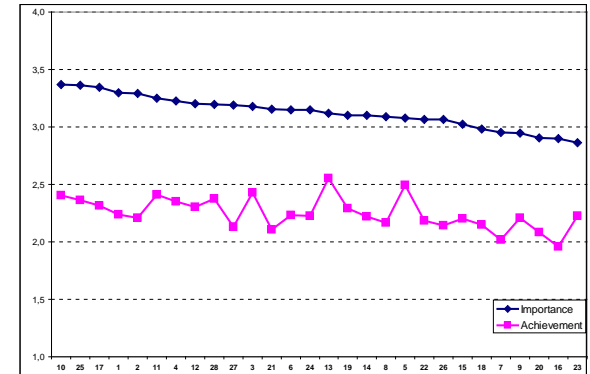
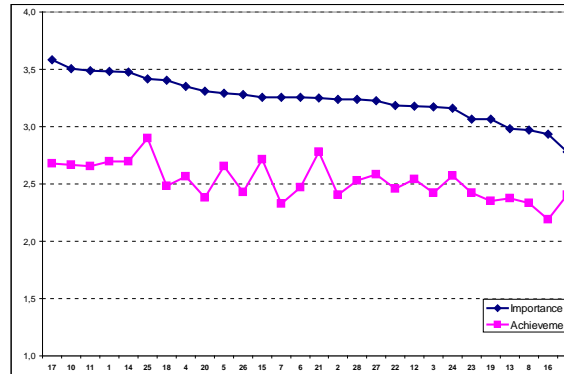
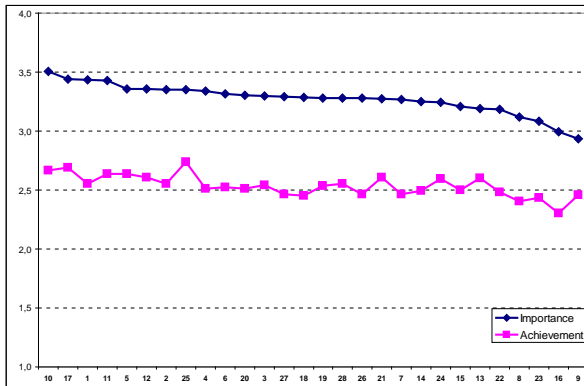
RATING – Importance vs. Achievement



ARCHITECTURE

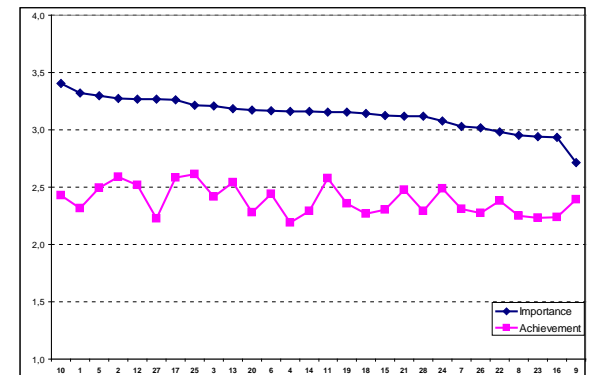
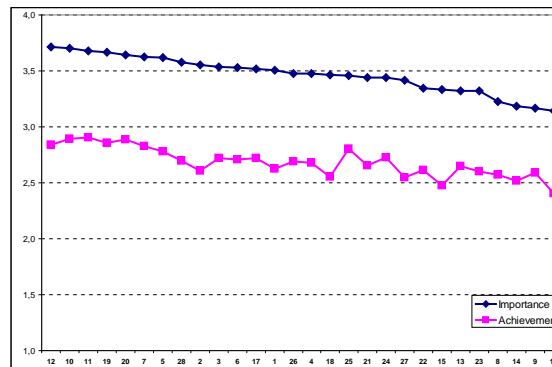
LAW

ALL Subject Areas



NURSING

TOURISM



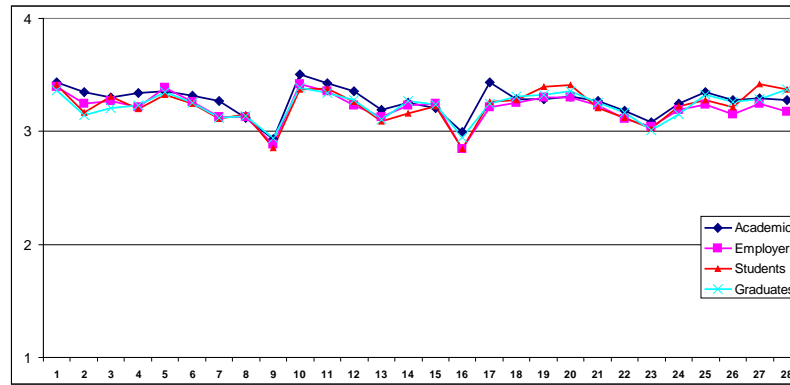
Bigger gap between both variables in Law

Analysis

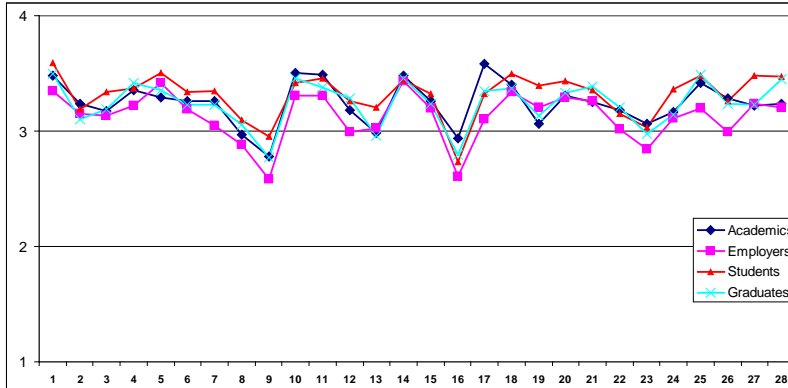
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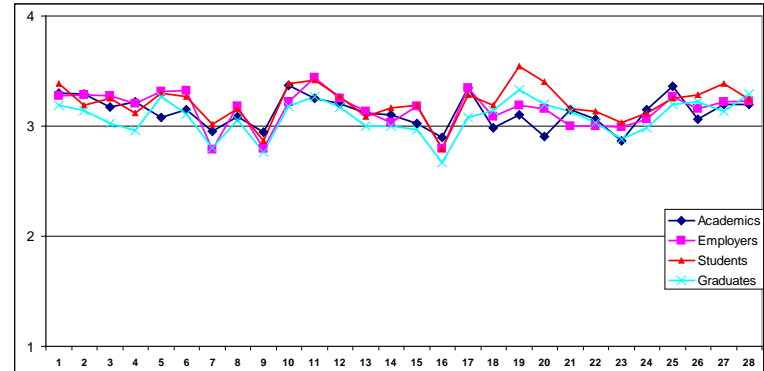
ALL Subject Areas



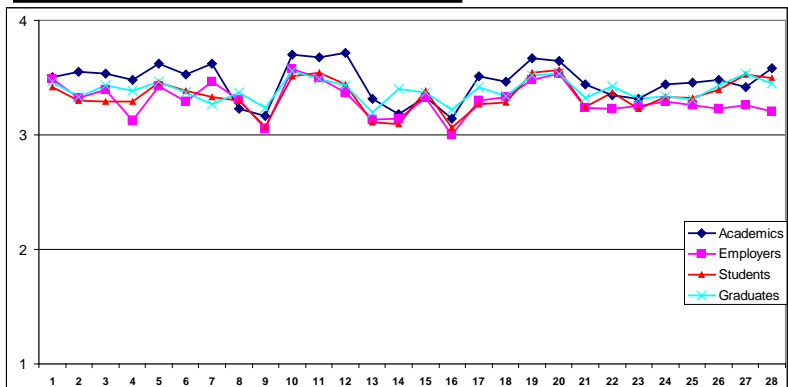
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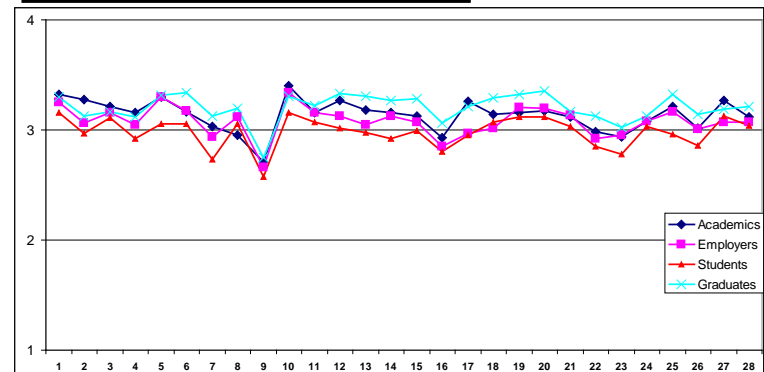
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NURSING



TOURISM



Importance

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TOURISM

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<i>Academics</i>	1,0000			
<i>Employers</i>	0,8011	1,0000		
<i>Students</i>	0,7711	0,8608	1,0000	
<i>Graduates</i>	0,7610	0,8167	0,7788	1,0000