



Education and Culture DG

Lifelong Learning Programme

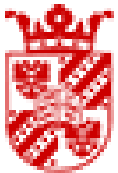
Tuning: Methodology to Design, Deliver, Maintain and Enhance student centred degree programmes (Ba/Ma/Doctorate) based on the Competences and Learning Outcome approach

Tokyo, 19-20 March 2015

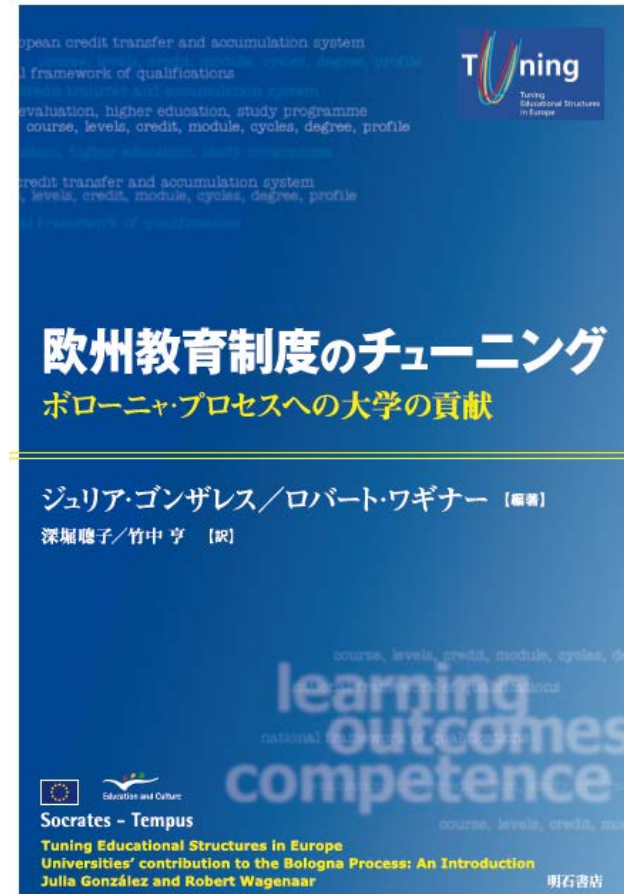
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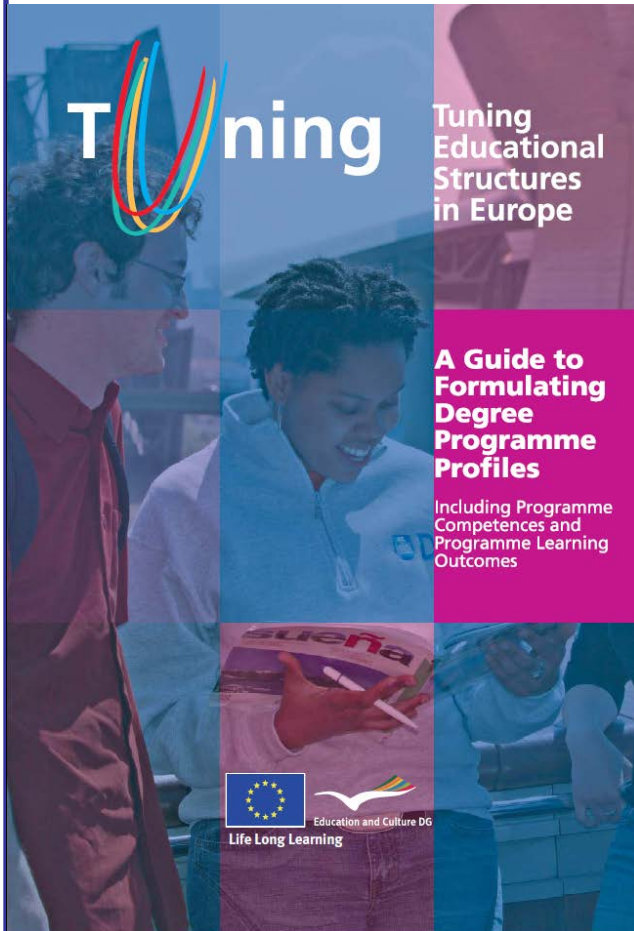


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What is Tuning?



TUNING is an initiative for and by academics to reform the Higher Education Area throughout the World.

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



Why Tuning?



- Give academics a key role in the process of reforming Higher Education structures and its degree programs and qualifications
- Develop shared international reference points / standards at disciplinary / subject area level
- Develop one language understood worldwide by all stakeholders
- Involve stakeholders in the process of curriculum design and enhancement
- Focus on diversity by promoting flexibility
- **Facilitate mobility and recognition of studies**



How 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 (university teachers, professionals and academics): **Competence based Outcomes** approach
- An approach respecting **local differentiation / diversity**
- An approach to **compare and divers 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 Faculty Staff driven



Student centred learning:

An approach or system that supports the design of learning programmes which focus on **learners' achievements**, accommodate different learners' **priorities** and are consistent with reasonable students' **workload** (i.e. is a programme feasible within the duration of the learning programme). It's accommodates for learner's greater **involvement** in the choice of content, mode , pace and place of learning.



6 steps approach:

- 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 workload based credits to units (**line 3**)
- appropriate approaches to *learning, teaching and assessment* (**line 4**)
- methodology for *quality enhancement* (**line 5**)



TUNING focuses on:

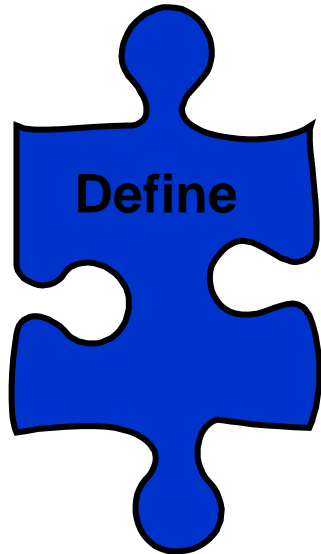
<< **fitness of purpose** >> (meets expectations)

and

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



Tuning methodology



The pathway we have followed leads us to recognise that we have jointly found a way to:

- **Define** the learning outcomes and competences



Define 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.



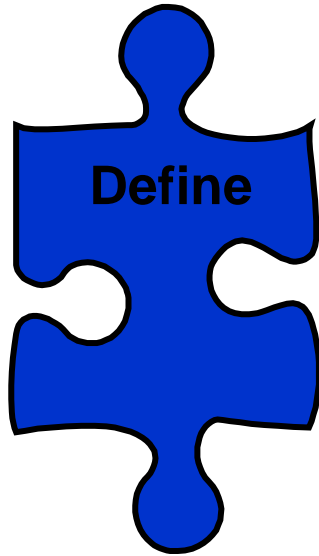
Define Learning outcomes

Level of a 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.



Tuning methodology



- **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



**Tuning distinguishes: instrumental,
Interpersonal and Systemic Competences**

Identify and select:

Instrumental generic competences

Analytical thinking / Systemic thinking
Critical thinking / Creative thinking
Reflective thinking / Logical thinking
Analogical thinking / Practical thinking
Deliberative thought / Team thinking





Identify and select:

Instrumental generic competences

Time management / Problem solving

Decision making / Learning orientation

Planning / Computer skills

Database management / Oral communication

Writing skills / Foreign language proficiency





Identify and select:

Interpersonal generic competences

Self motivation

Appreciation of Diversity

Adaptability

Ethical judgement

Interpersonal communication

Team work

Conflict management and negotiation





Identify and select:

Systemic generic competences

Creativity

Enterprising spirit

Innovation

Objective-based management

Project management

Quality orientation

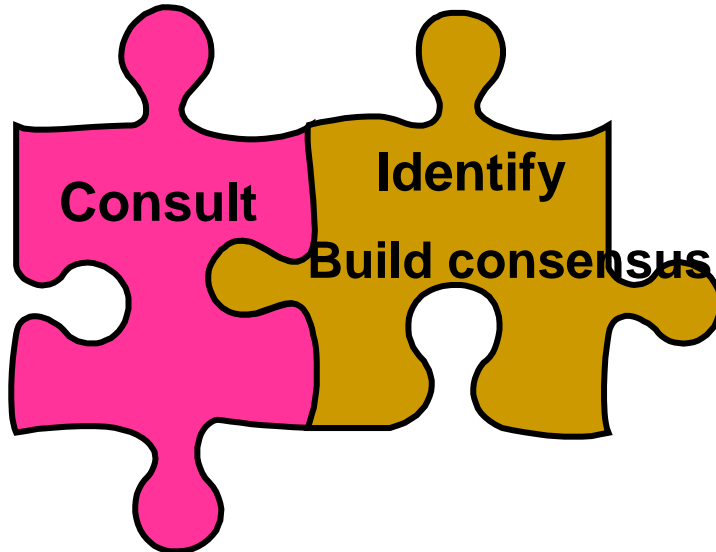
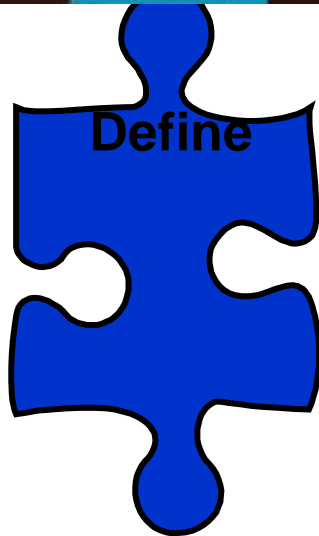
Achievement orientation

Leadership





Tuning methodology



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



Consultation of stakeholders:

- *Academic staff*
- *Graduates*
- *Employers*
- *Students*

The importance of looking at society when designing new programmes – role of employability.

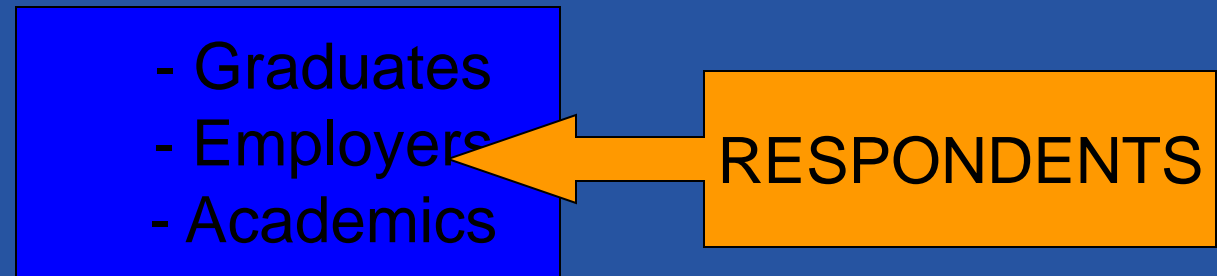
In 2001 Tuning implemented its first consultation: a total of 70,000 questionnaires have been completed in different parts of the world since.

Consultations ask for : Importance and Achievement

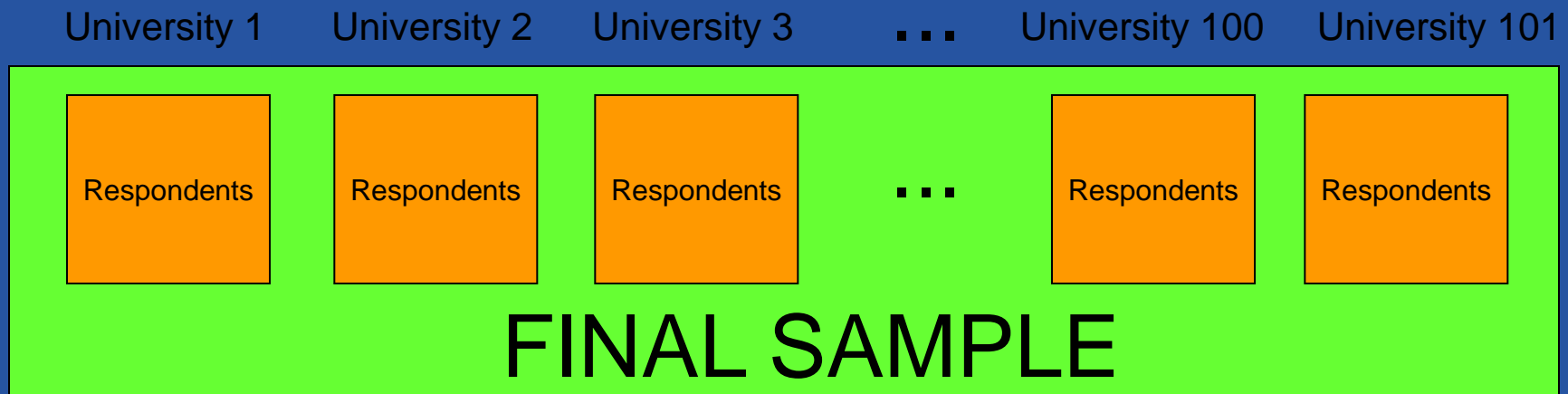


Consultation and Results

Procedure of sample selection

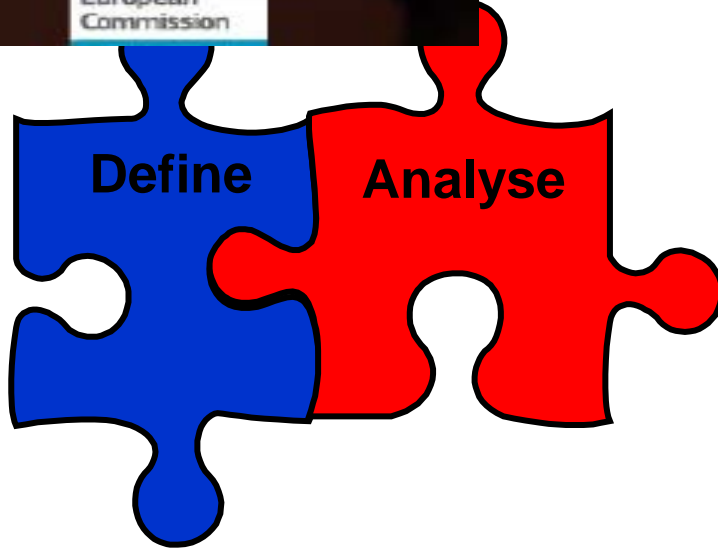


Cluster sampling:

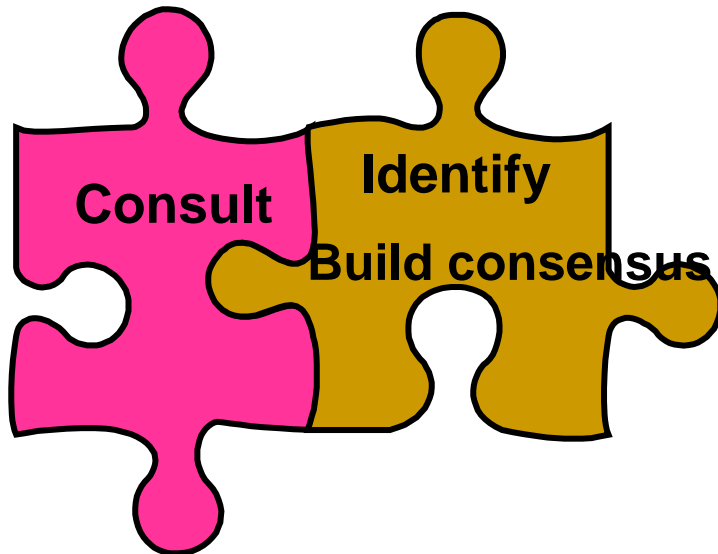




Tuning methodology



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



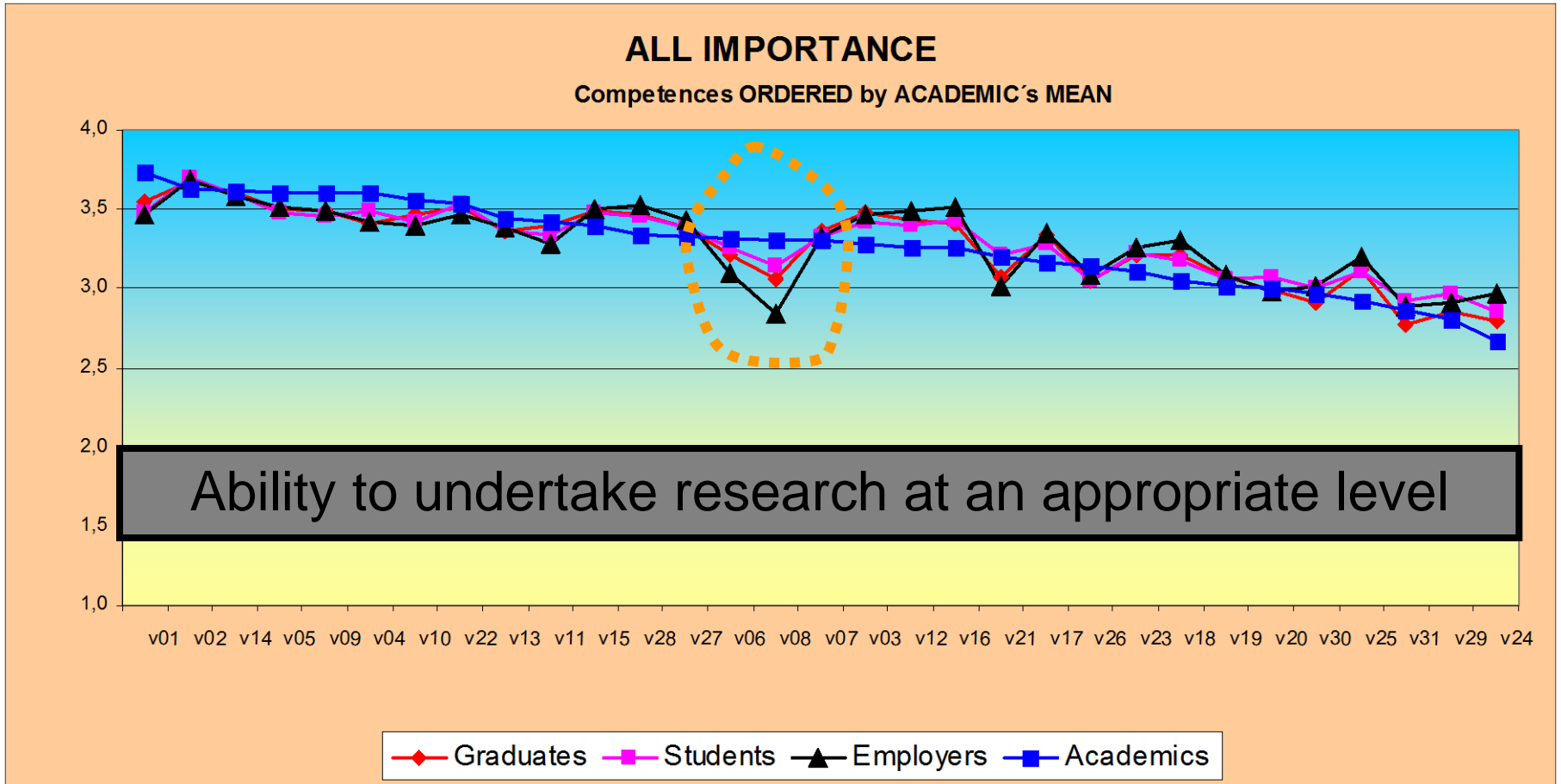


Example of analysis of consultation: research

Lots of others can be done according to the desire and interests of participants. It can be done centrally or by the universities themselves

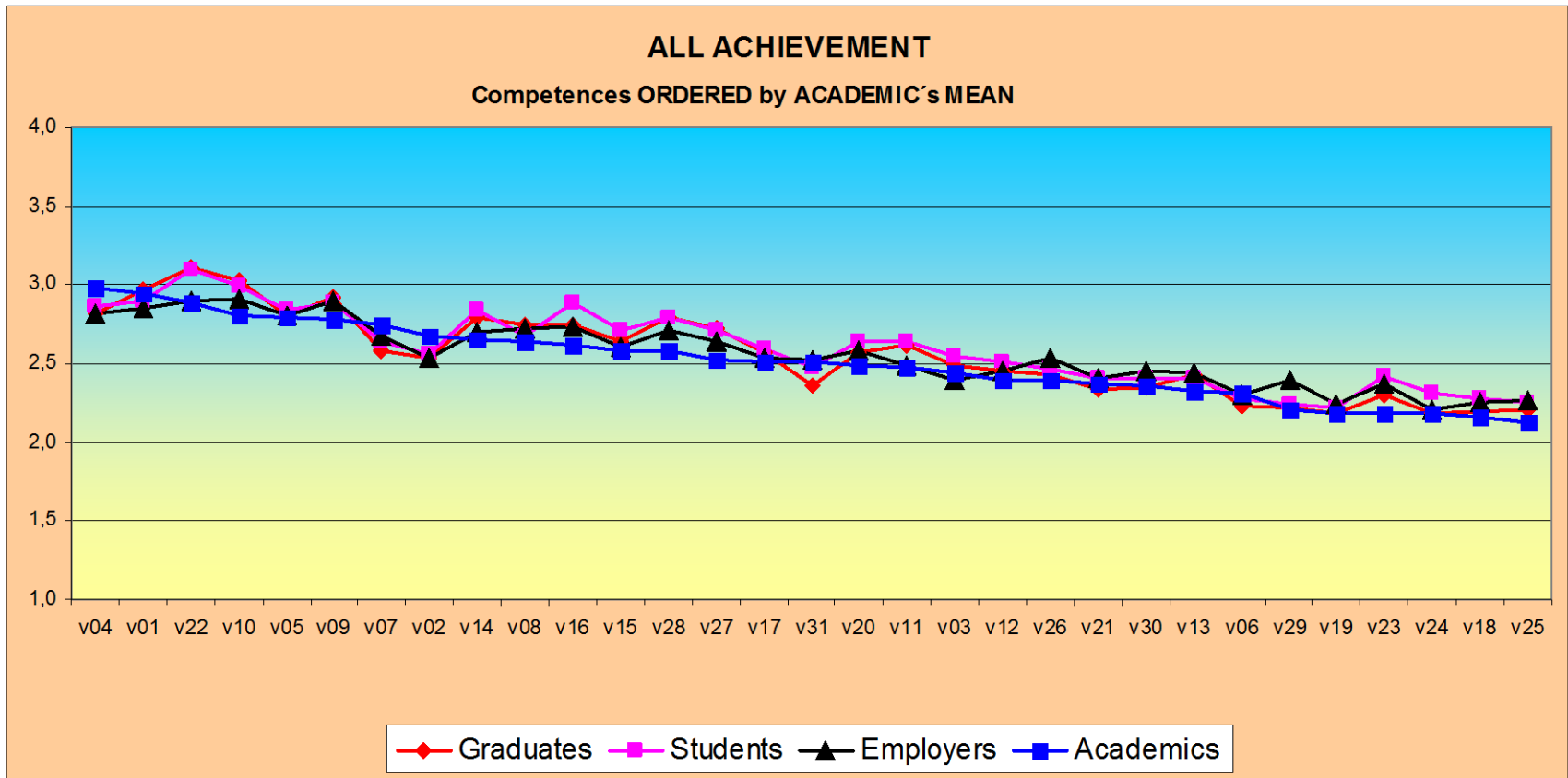


Importance



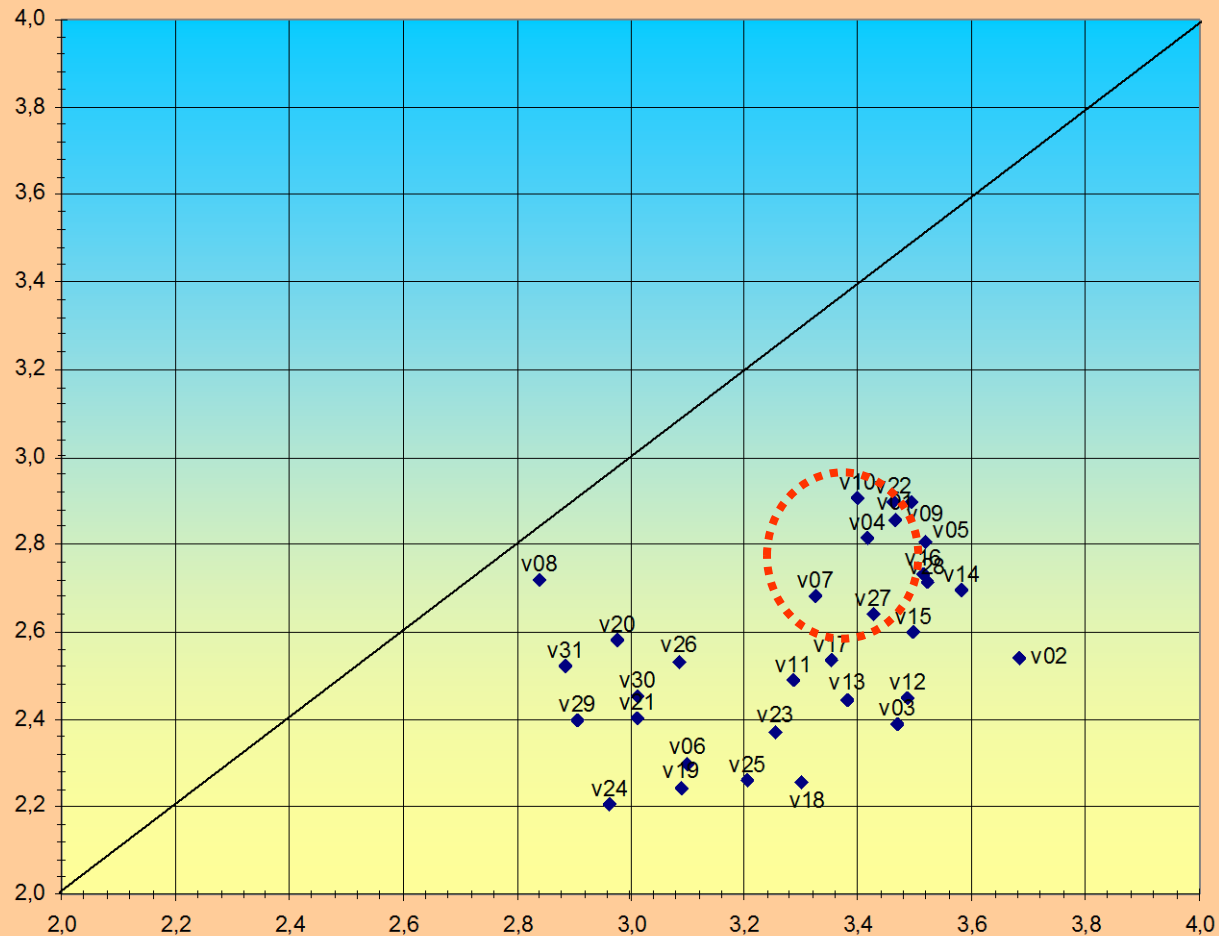


Achievement



ALL EMPLOYERS

COMPARISON between IMPORTANCE and ACHIEVEMENT (means)





Importance vs Achievement:

➤ As could be expected:

Achievement lower than Importance

➤ Employers, Students, Graduates:

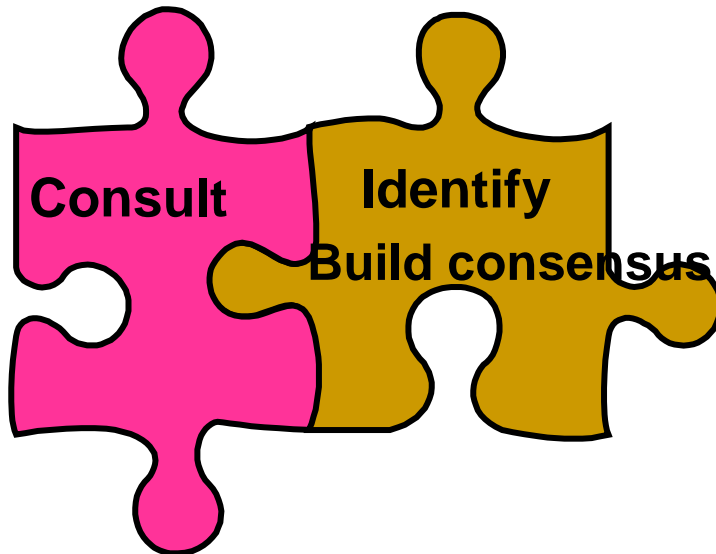
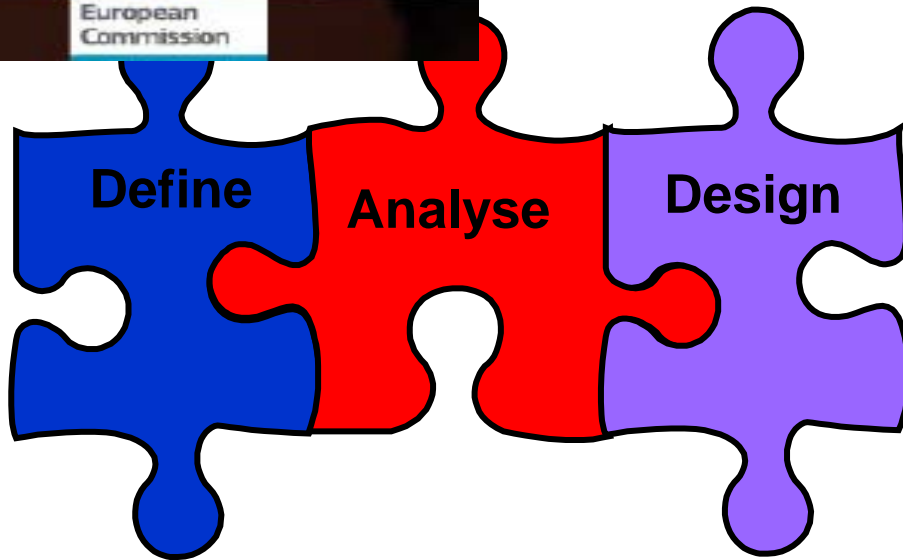
One of the greatest gaps between Achievement and Importance corresponds to:

Ability to apply knowledge in practical situations

High importance, low achievement



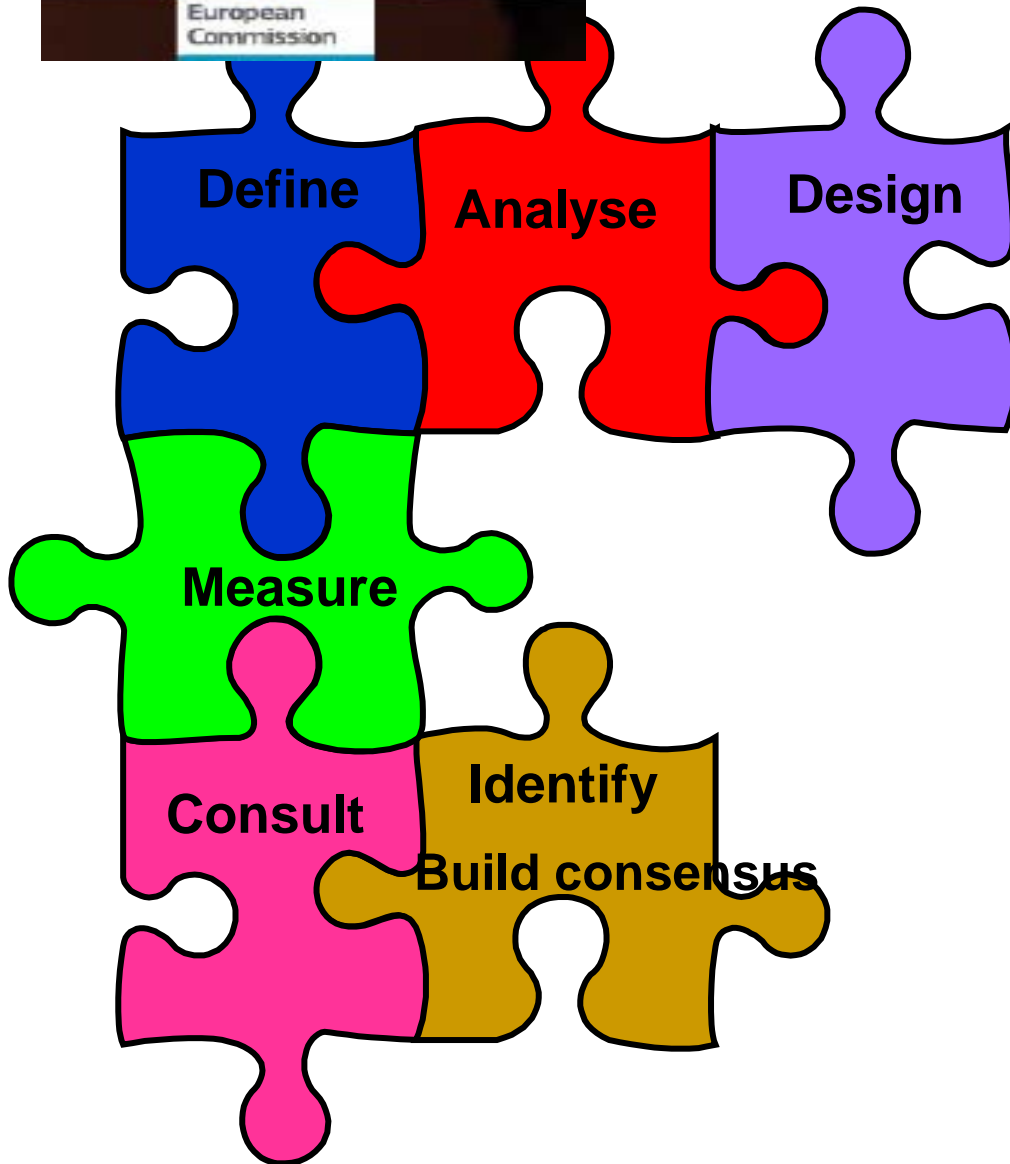
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- **Design** the professional profiles and build consensus on the most relevant competences for each of them, combining both what is common for academic recognition and what is different (the specific features)



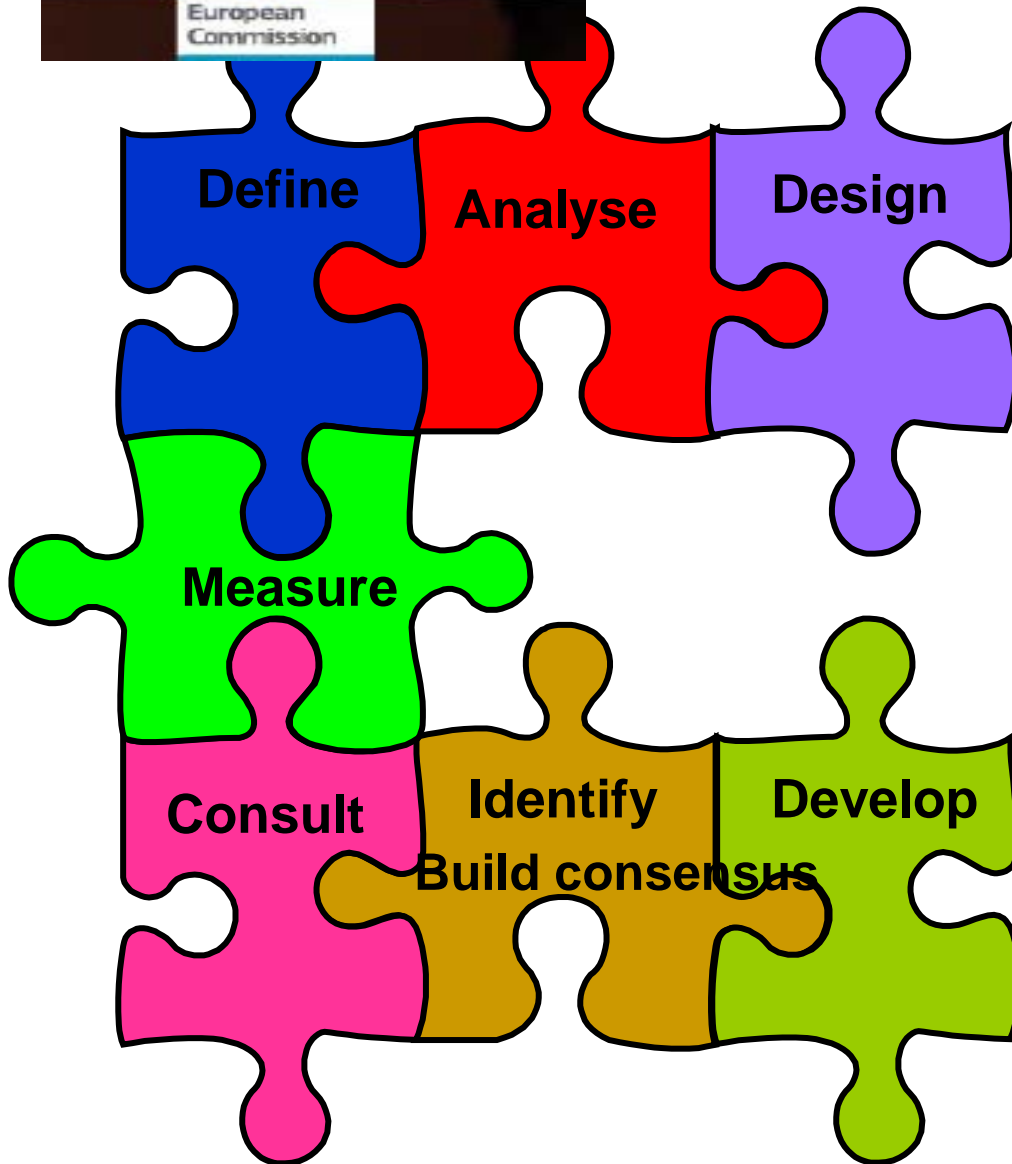
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- **Measure** the required student workload to reach competence levels (Credits)



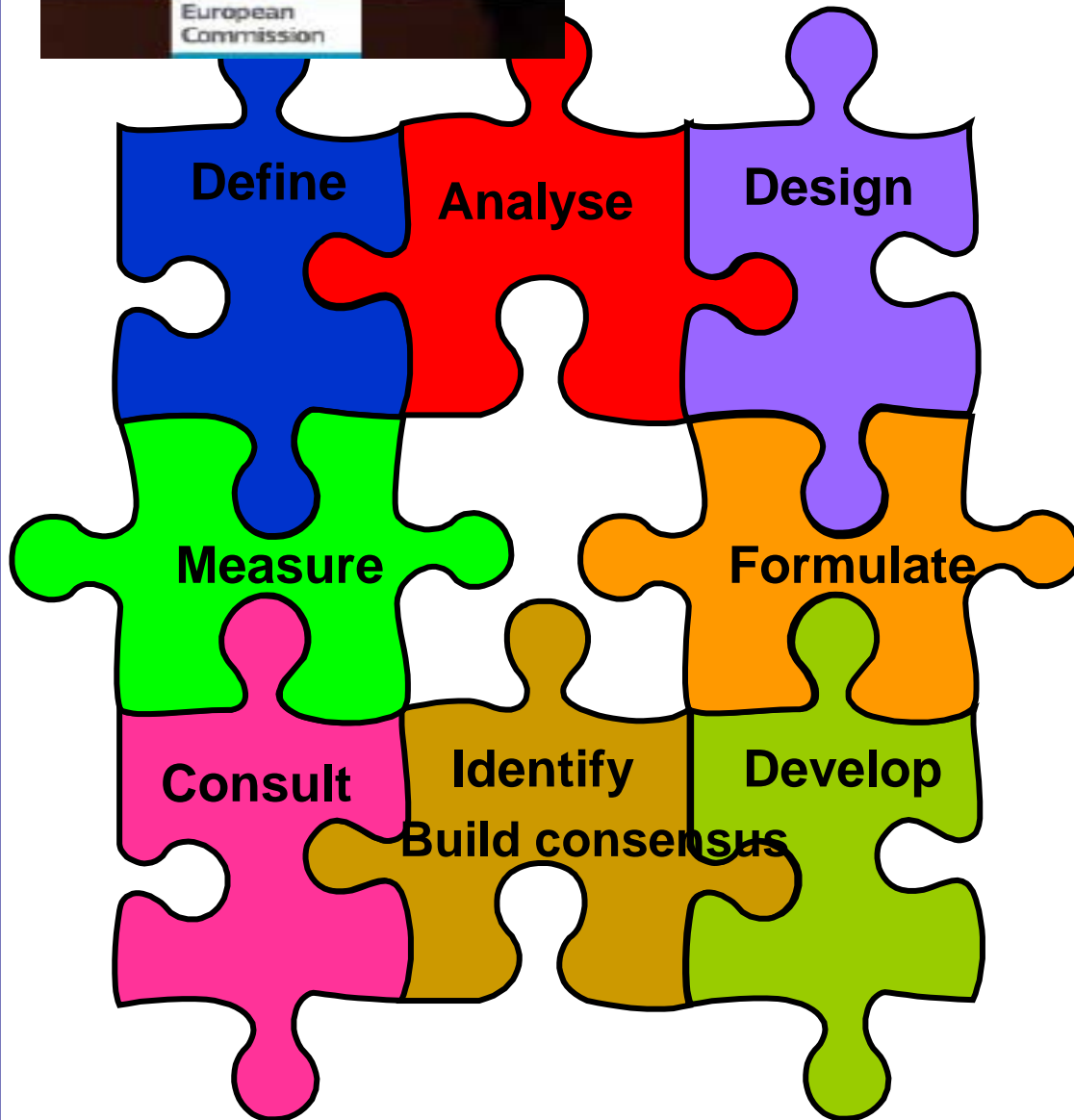
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- **Develop** the teaching and learning processes of competences



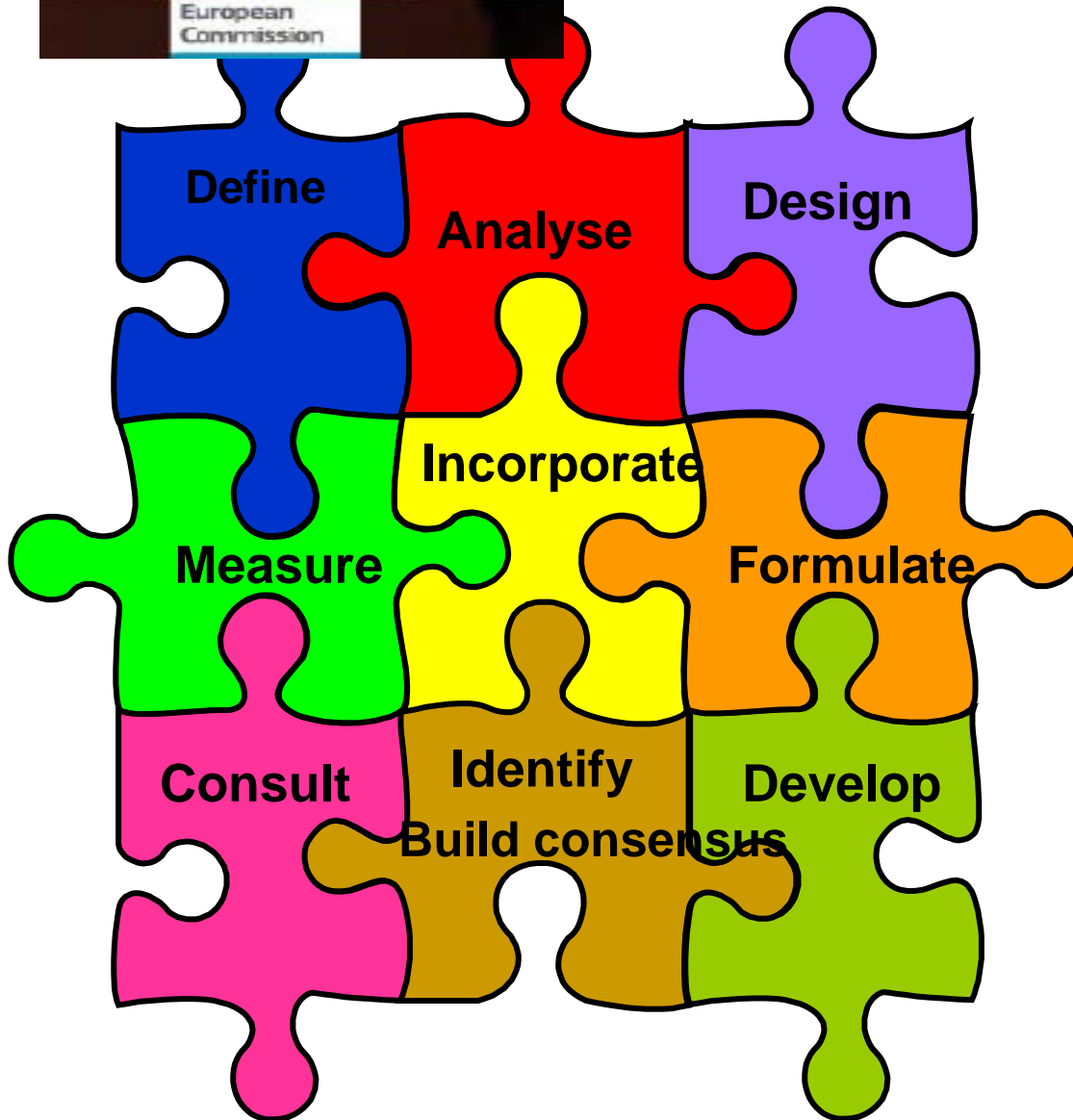
Tuning methodology



- **Formulate** the required assessment processes

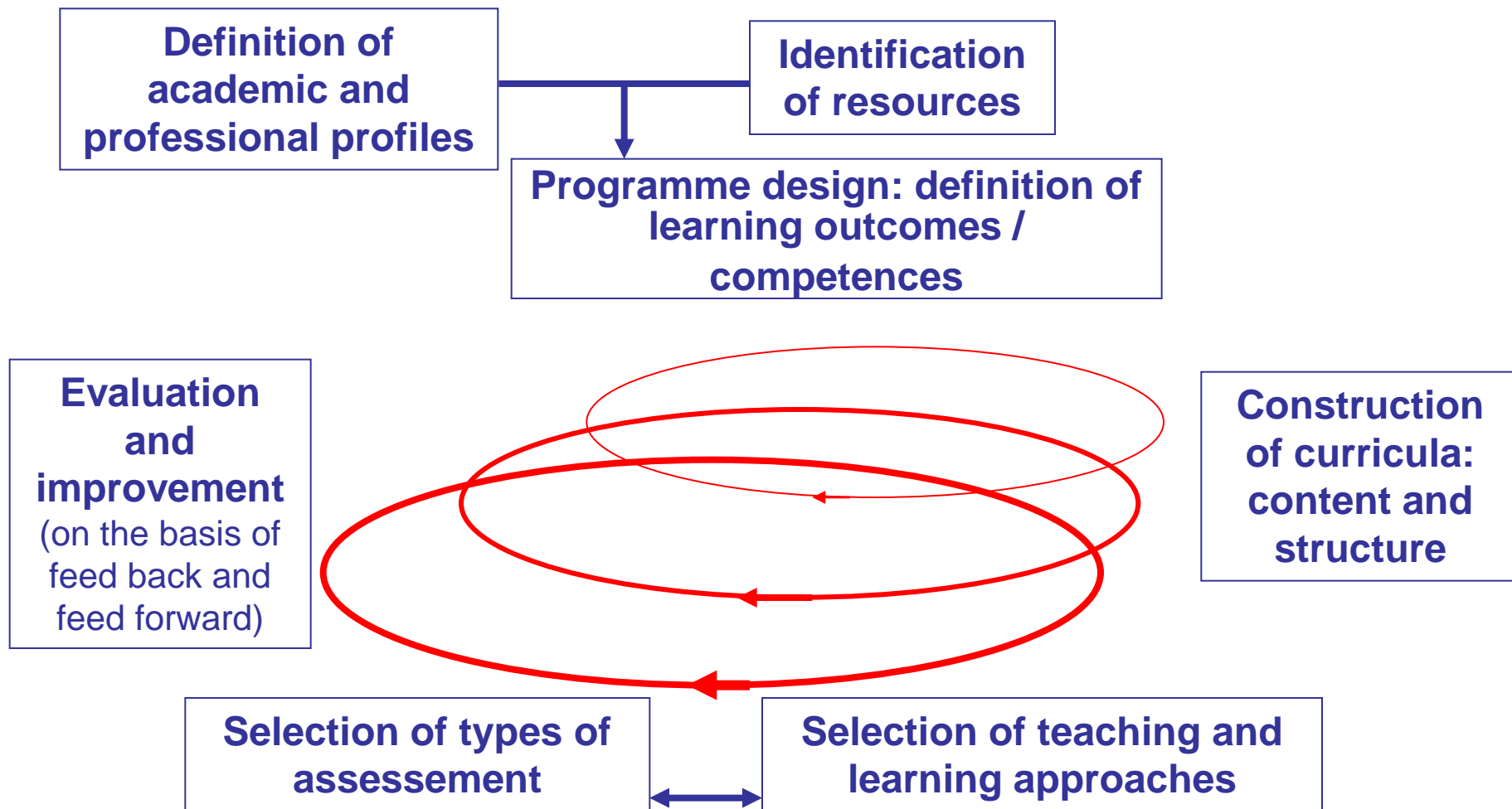


Tuning methodology



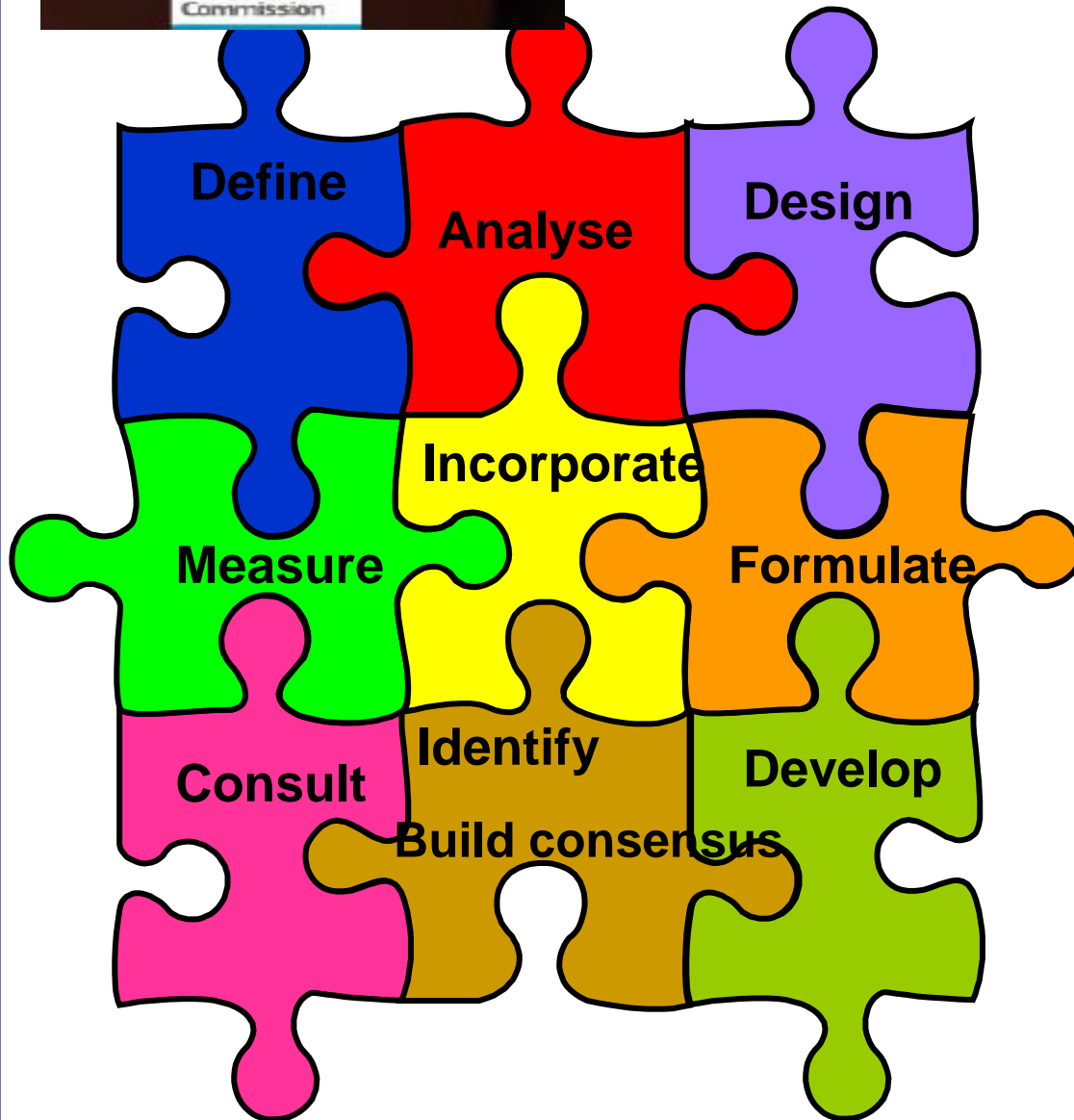
• **Incorporate** the learning competences and outcomes in the programme quality enhancement

THE TUNING DYNAMIC QUALITY DEVELOPMENT CIRCLE





Tuning methodology



A coherent system based on common reference points has been jointly developed.