



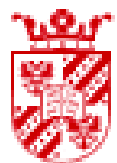
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Tuning Educational Structures in the World

Outline Feasibility Study Tuning Japan: Questions to consider - Choices to be made

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Questions to consider - Choices to be made:

1. Identifying aims and objectives: Expectations outcomes
 2. Selection of model of feasibility study
 3. Selection of sectors / subject areas
 4. Selection of partners: Japanese and European
 5. Structure of feasibility study
 6. Structure of work plan and timeline
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1. Defining main objectives and desired outcomes

Example 1 *Canada:*

“The main objective of this study is to find out whether there is sufficient basis for strengthening higher education cooperation between Canada and the European Union in a global context by aligning standards and reference points.”



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Example Canada

More precisely the following specific objectives of the study have been assessed:

- To investigate the alignment of academic standards and reference points in higher education for Canada and the European Union based on case studies of three subject areas (Engineering, History and Nursing);
 - To determine the relevance of a Tuning approach and to decide whether a full-scale Tuning project would be helpful and meaningful for Canadian higher education institutions; and to
 - To chart the best way to implement a potential pilot project, including the scope of the undertaking and issues at stake.
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Example Canada

These objectives require a solid basis, which should – at least – contain the following elements:

- Facilitate greater cooperation between key higher education *institutions and stakeholders* in Canada and the European Union;
 - Enable closer ties between academic *discipline communities* in Canada and the European Union;
 - Enable closer ties between higher education *policy makers* in Canada and the European Union;
 - Develop more transparency between higher *education systems* in Canada and the European Union; and to
 - Establish a foundation for the development of a *shared understanding and terminology* for Canadian and European higher education stakeholders in their approaches to curriculum development, standards, qualifications frameworks and quality assurance.
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Example 2: *Australia*

Objectives of the pilot project:

- Facilitate greater cooperation between key higher education stakeholders in Australia and the European Union
 - Share experiences of the Australian Standards Project and the European Tuning project to enable more effective long-term outcomes for each project
 - Enable closer ties between academic discipline communities in Australia and Europe
 - Enable closer ties between higher education policy makers in Australia and Europe
 - Investigate the alignment of academic standards and reference points in higher education for Australia and Europe
 - Establish a foundation for the development of a shared understanding and language for Australian and European higher education stakeholders in their approaches to curriculum development, standards, qualifications frameworks and quality assurance.
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Example 3: *China*

- The study responds to one of the follow-up actions identified in the field of education of the first round of the EU-China High Level People-to-People Dialogue (HPPD) held in Brussels on 18 April 2012. This action consists of initiating an EU-China "Tuning" joint study in 2012. The study should allow (i) strengthening the compatibility of EU and China education systems, (ii) enhancing outcome-based education, (iii) overcoming obstacles to mobility, (iv) establishing commonly acknowledged quality criteria and (v) developing tools for mutual recognition.
 - The study included the carrying out a series of Tuning seminars in a number of subject areas (academic disciplinary fields) to be determined in consultation with the Chinese counterpart, involving staff from selected universities across China and the EU, to facilitate and build up a Tuning network of institutions and to disseminate the results in China and in the worldwide Tuning community.
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2. Selection of model

Models to choose from:

Australia / Canada Tuning model:

- Study visits to analyse the current situation and identifying possibilities to reform degree programmes

Africa / China Tuning model:

- Development of meta-profiles / reference points for a number of subject area (academic fields)
 - Analyse challenges regarding international cooperation / mobility / recognition
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Role of Reference Points / Tuning Meta-profiles



Reference Points for the Design and Delivery of Degree Programmes

Format 2005:

1. Introduction to the subject area
 2. Degree profile(s): overview typical degrees and typical occupations
 3. Learning outcomes & Competences – level cycle descriptors
 4. Workload and ECTS
 5. Learning, Teaching and Assessment
 6. Quality enhancement
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Third option:

Focus on actual implementation of the reform of degree programmes according to Tuning model

Fourth option:

Development of Japanese meta-profiles in conjunction with European experience and actual implementation at departmental level by developing degree programme profiles (Competencies and Learning Outcomes based)

Choice model related to available budget



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3. Selection of sectors / subject areas

Options:

- Sectoral or Subject area / Disciplinary approach
 - Sectors: 1. Social Sciences; 2. Humanities; 3. Performing and Creative Arts; 3. Natural Sciences; 4. Engineering; 5. Health Care.
 - Subject areas representing sectors
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4. Selection of partners: Japanese and European

- Identification of partners which accommodate aims and objectives and represent selected sector(s) / subject area(s)
 - Use existing network or construct new network
 - Decide on spread of partners over country / countries
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5. Structure of feasibility study

- Decide on management structure
 - Decide on time frame
 - Decide on budget allocation
 - Tuning consultation survey of stakeholders?
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6. Structure of work plan and timeline

➤ Identification of miles stones
