



**Workshop Tuning Japan,
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Tuning Educational Structures and Major Trends in policies and practices for international collaboration in higher education

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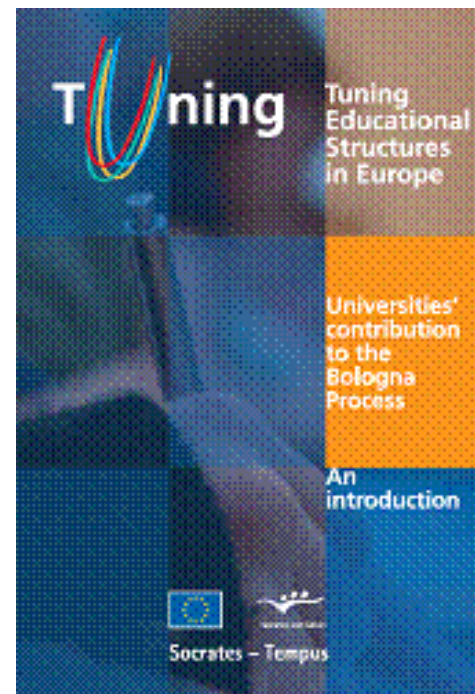


Major Trends in Higher Education in the World



Outline of presentation

1. European perspective
2. Worldwide perspective
3. Tuning's Objectives and Role



The Tuning Process is coordinated by the University of Deusto, Bilbao, Spain and the University of Groningen, the Netherlands



1. European Perspective

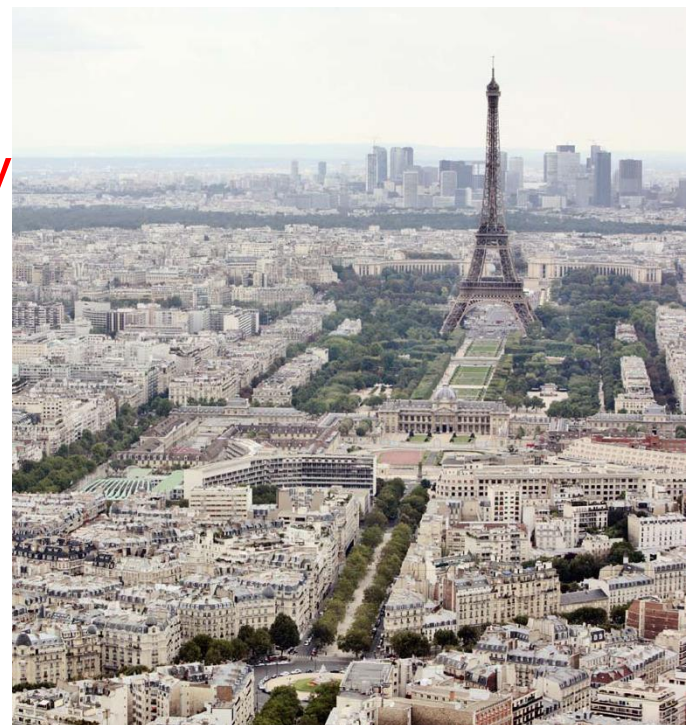
Bologna Process and Lisbon Objectives

Political Perspective: strong concerns about

...

- European Economic Area not underpinned by EHEA
- Competitiveness of European economy world level
- European labour force not sufficiently flexible

One European
Economic Area/
Internal Market





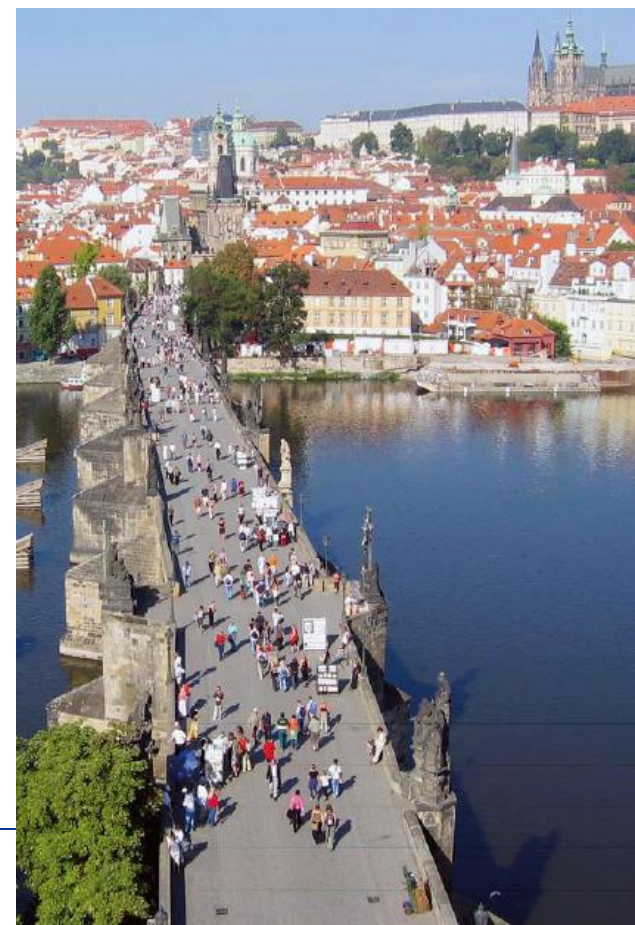
European Perspective

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European Perspective

Bologna Process and Lisbon Objectives

Higher Education Institutions Perspective: strong concerns about

- attracting sufficient students for degree programmes
 - high drop out rate in many countries
 - social responsibility regarding under-represented groups
 - transparency of educational offers (degree programmes)
 - Mismatch of content of programmes and needs of society (accountability and responsiveness)
 - transnational cooperation and recognition issues
 - competitiveness of European HE degree programmes in global perspective
 - quality of degree programmes
-



European Initiatives

The Answer:

More harmonization at degree system level

- Bologna Process (Higher Education)
 - Copenhagen Process (Vocational Education and Training)
- +
- Lisbon Objectives (attractiveness)





European initiatives



Joint Quality Initiative:

- Descriptors for three cycles (Bachelor, Master, Doctorate)
- Focus on learning outcomes of degree programmes

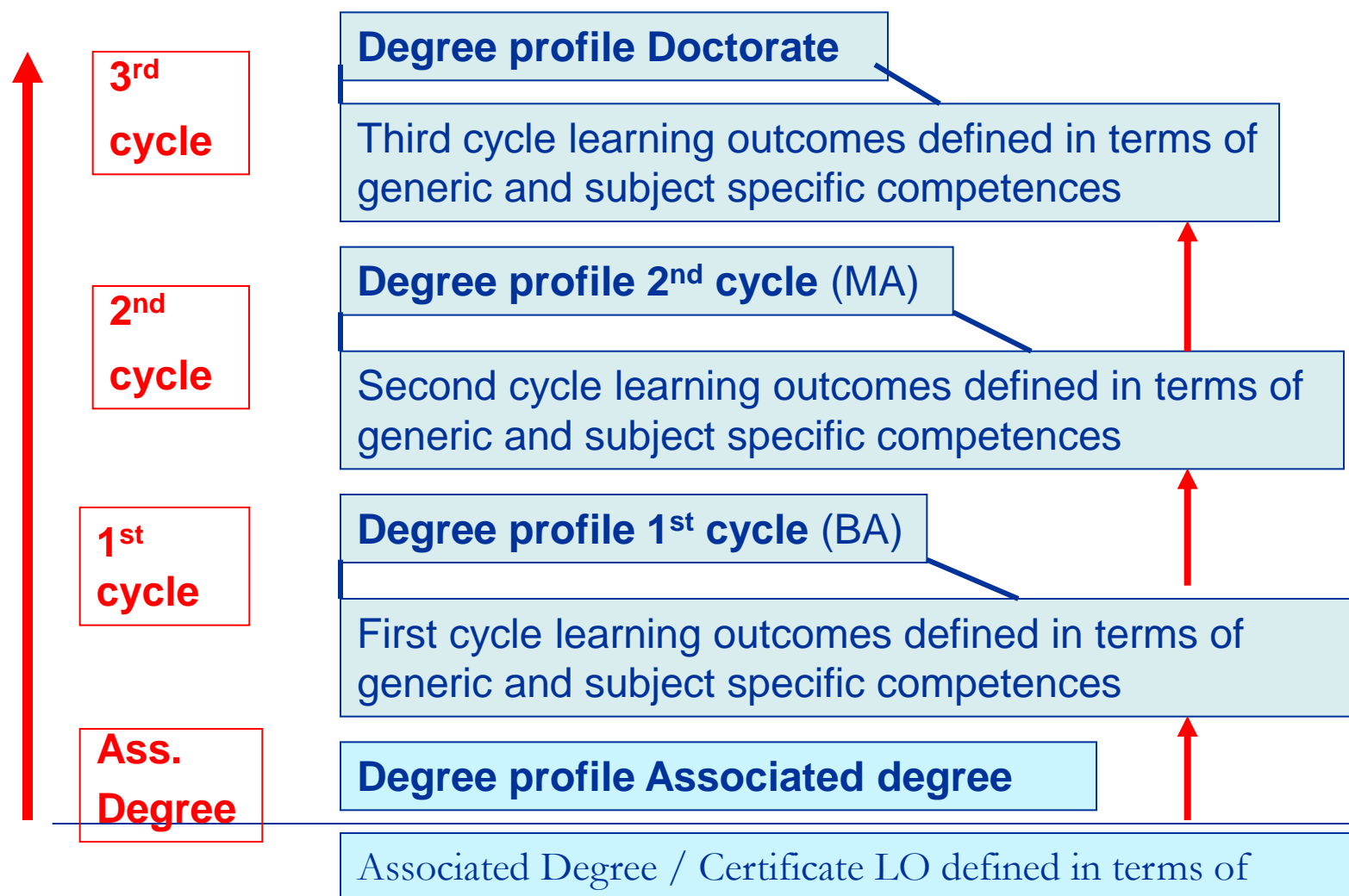
Tuning Educational Structures in Europe:

- Cycle level descriptors at Subject Area Level
 - Reference Points for Subject Areas
 - Focus on profiles of degree programmes: diversity and differentiation
-



New structures and approaches

Agreed basic structure for degree programmes in Europe:





2. Global perspective

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



Major Trends

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



Introduction and Role of Qualifications Frameworks

Instruments to make degree programmes comparable at international level:

- Regional Qualifications Frameworks (for example EU / European wide)
- Sectoral Qualifications Frameworks
- National Qualifications Frameworks

Based on the concept of comparable Learning Outcomes and Competences



3. Tuning's Objectives and Role



- Developed by and for **academics** and **students**

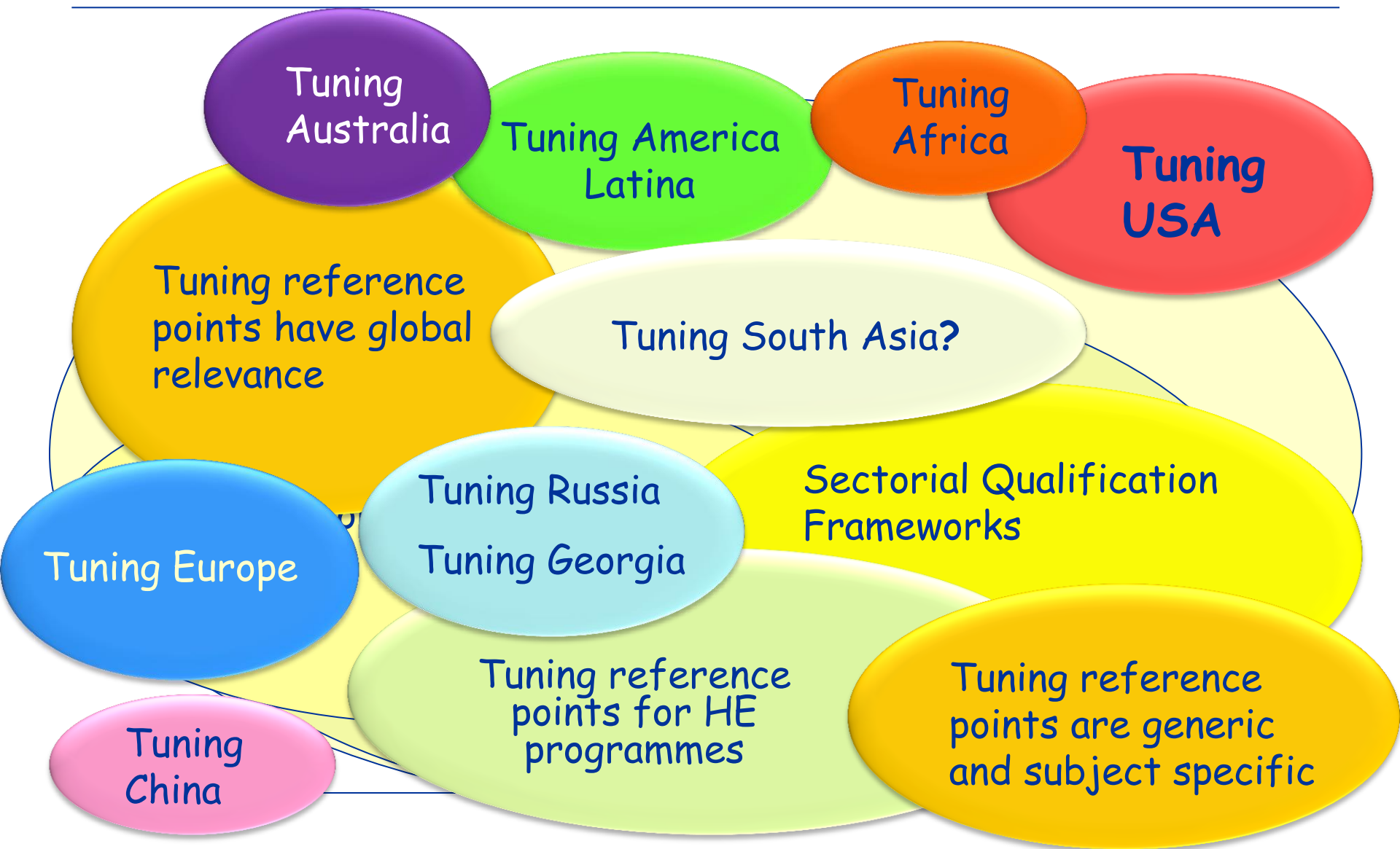
OFFERS:

- A transparent way to (re-)design degree programs based on the concept of **student centered learning**
- A **common language** understood by all stakeholders (governments, professionals and academics): **Common outcomes approach**
- An approach respecting **national / diversity**
- An approach to **diversify degree programs in a Life Long Learning**
- Shared **recommendations** (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 Academic Staff driven

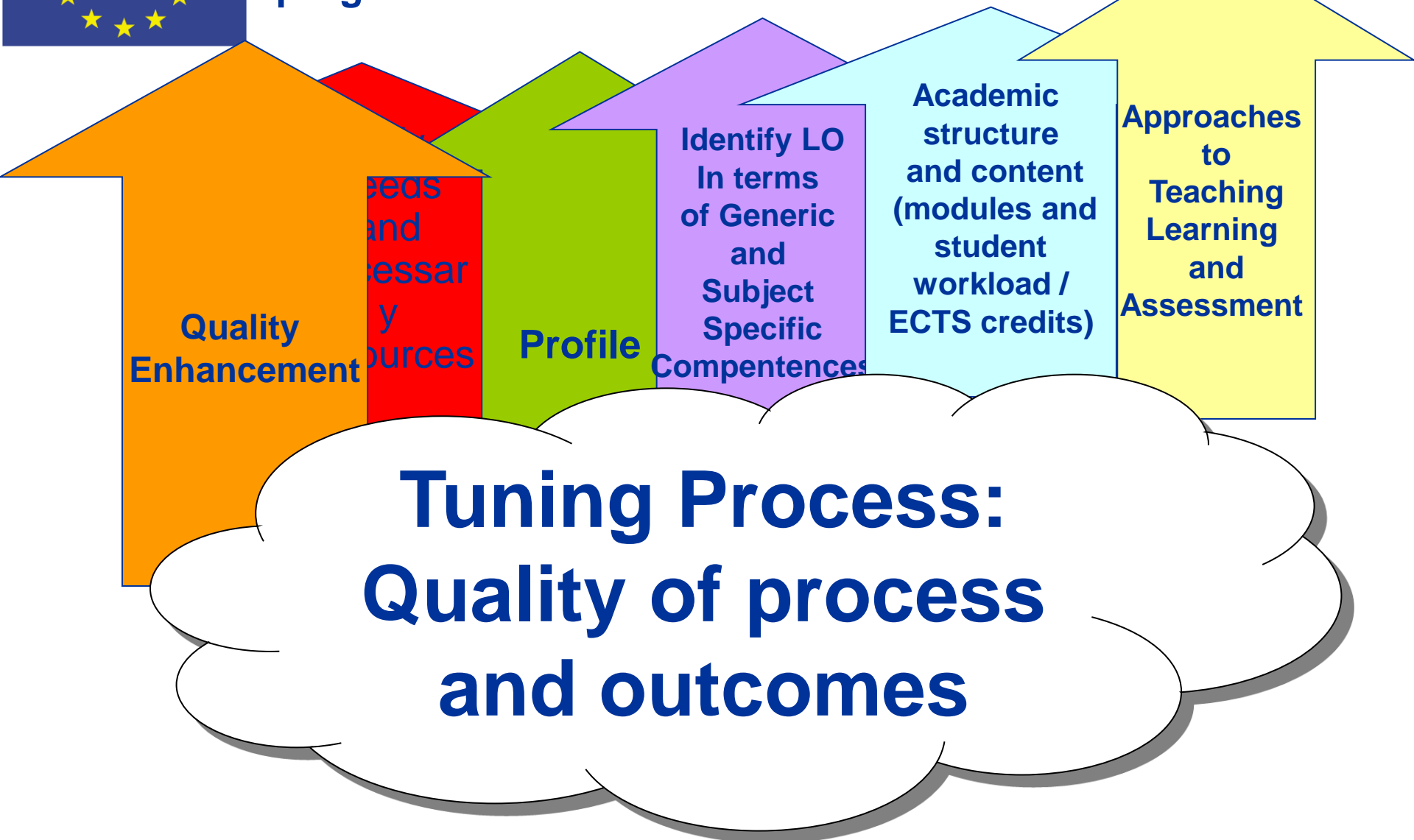


Qualifications frameworks and cycle level descriptors





Student centred approach for designing study programmes





Thank you for your attention !

