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Tuning Educational Structures in Europe

Tuning Educational Structures in the World

"Tuning Methodology for the Design, Delivery and Enhancement of Degree Programmes

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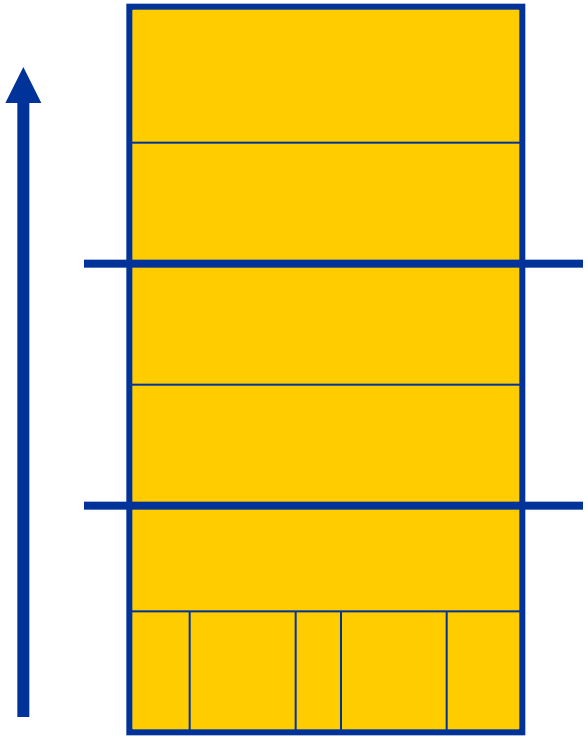
Case study

Two types of first cycle programmes: number 1

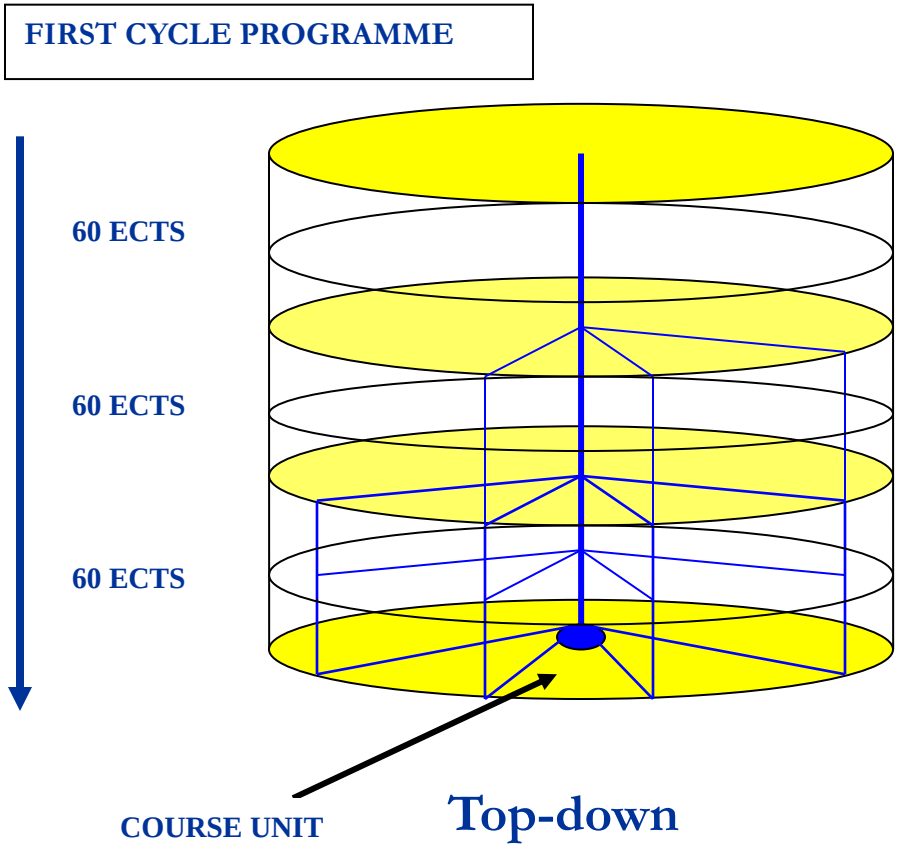


Traditional (first cycle) programme:

- Constructed on the basis of rather loose course units
- Course units content is responsibility of individual academics
- (Very) limited cooperation and consultation between academic staff
- Danger of limit balance between course units
- Feasibility not guaranteed
- Academia oriented, limited concern for employability and educating for citizenship
- Outcome (level) of programme not quite clear

Bottom-up

Two types of first cycle programmes: number 2



Degree programme based on the Tuning methodology:

- Programme based on profile, sets of competences to be obtained, desired learning outcomes to be achieved, ECTS credits to be awarded
- Programme design is team work, based on consultation, discussion, cooperation
- Learning outcomes / competences to be developed are basis for credit allocation
- Teaching, learning and assessment approaches respect credit allocation: feasibility key factor

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Ten steps for designing/improving new programmes

(or improving existing ones)

1. Determine need and potential
2. Define the profile and the key competences
3. Formulate the Programme Learning Outcomes
4. Decide whether to 'modularise' or not
5. Identify competences and formulate learning outcomes for each module
6. Determine the approaches to teaching, learning and assessment
7. Check whether the key generic and subject specific competences are covered
8. Describe the programme and the course units
9. Check balance and feasibility
10. Implement, monitor and improve

Ten steps for designing/improving new programmes (or improving existing ones)

1. Determine need and potential

- Consult stakeholders (potential students, academics, potential employers) to verify that the degree is needed.
- Decide whether the programme proposed satisfies established or new professional and/or social demands.

2. Define the profile and the key competences

- Identify the main discipline(s) / subject area(s) which form the basis of the degree programme
- Specify whether the focus of the degree programme is to be general and/or specialist.
- Decide on the orientation of the degree programme.
- Identify and describe the potential fields / sectors where its graduates may find employment.
- Identify and describe its contribution to developing citizenship and personal culture.
- Identify the Key Programme Competences, making if possible a distinction between generic and subject specific competences, most relevant for the degree programme proposed (up to 15).

Role of the Degree Profiles

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 the Degree Profiles

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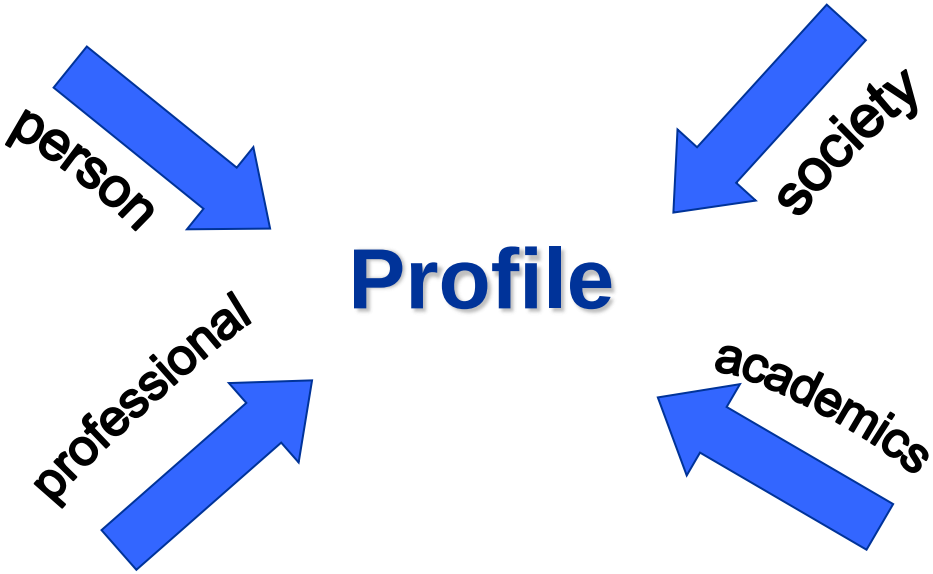
Profiles have to serve different purposes

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



Outline of Tuning Guide to Formulating Degree Programme LOs

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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 Programme Competences and good Programme Learning Outcomes.

Ten steps

3. Formulate the Programme Learning Outcomes

- Formulate the Programme Learning Outcomes related to the Key Programme Competences identified (up to 15 to 20) by making use of the guidelines in this guide

4. Decide whether to 'modularise' or not

- Decide whether each course unit should carry a set number (e.g. 5 or its multiples) or carry a random number based on the workload foreseen.
- Allocate ECTS credits to each course unit, based on the convention that a semester carries 30 ECTS credits and a normal academic year 60 ECTS credits and the recommendation that one ECTS credit corresponds to 25-30 hours of student workload.

Ten steps

5. Identify competences and formulate learning outcomes for each module

- Select the generic and subject specific competences to be formed or enhanced in each module on the basis of the Key Programme Competences identified under step 3.
- Formulate the learning outcomes for each competence to be developed in the course unit.

6. Determine the approaches to teaching, learning and assessment

- Decide how the competences can best be (further) developed and assessed, to achieve the intended learning outcomes.
- Foresee a variety of approaches to learning, teaching and assessment.

Tuning Methodology

Progression of Mastery

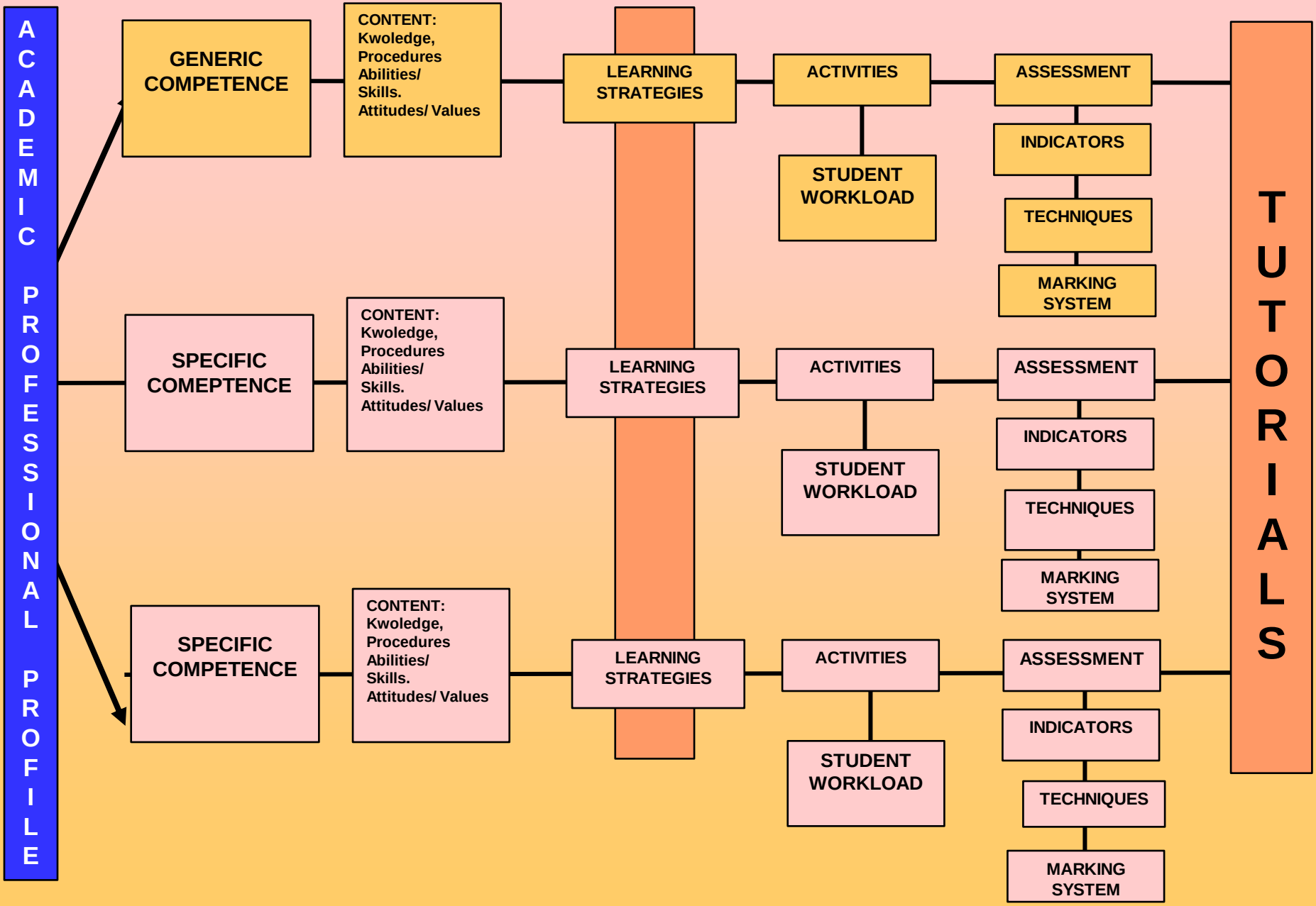
LEARNING OUTCOMES AND COMPETENCES IN STUDY PROGRAMMES

Example

Course unit/ learning outcome	Competence									
	A	B	C	D	E	F	G	H	I	J
Unit 1		X			X					
Unit 2	X			X			X			
Unit 3		X				X			X	
Unit 4	X		X							X

(X: This competence is developed and assessed and is mentioned in the learning outcomes of this Unit)

DEVELOPMENT OF COMPETENCES



Ten steps

7. Check whether the key generic and subject specific competences are covered

- Check progression paths of the key generic and subject specific competences identified.
- Check whether all programme key generic and subject specific competences are covered by the modules/course units.

8. Describe the programme and the course units

- Prepare a programme description and course unit descriptions on the basis of the profile, key Programme Competences, Programme Learning Outcomes, allocation of credits and the teaching, learning and assessment approaches identified.

Ten steps

9. Check balance and feasibility

- Check whether the completed programme is balanced in terms of the effort it requires and the competences to be achieved.
- Check whether the credits have be allocated on sound principles and that the students can complete the individual units and the whole programme within the allotted time.

10. Implement, monitor and improve

- Implement the degree programme and its components according to a clear structure and transparent implementation plan.
- Monitor the degree programme and its components by making use of both student and staff questionnaires to evaluate teaching, learning and assessment, as well as output information in terms of success rates.
- Use a feed back and feed forward system to analyse the outcomes of the evaluations and expected developments in the field with respect to society as well as to academia.
- Use the information collected to enhance the degree programme and its components.

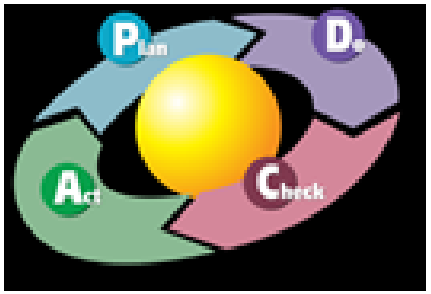
Tuning Quality Circle

Based on: W. Edwards Deming PDCA Cycle and
TUNING Dynamic Quality Development Circle

I. Formulating/Enhancing Programme Profile and Programme Learning Outcomes

II. Design phase : developing programme, that is structure and content based on module LO and LTA-methods

VI. Implementing Enhancement plan



III. Implementation phase: Implementation and consolidation programme in practice

V. Designing Enhancement plan on the basis of evaluations analyses

IV. Evaluations on the basis of programme / modules and developments in the employability field and the subject area (feed backward and feed forward)

IVb. Integration of analyses and formulating consistent conclusions for quality enhancement

IVa. Collecting of data evaluations programme implementation , alumni surveys / advice experts

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Thank you for your attention !