



Tuning in the world

New Degree Profiles for New Societies

21 November 2012

*Architect Chemist Pharmaceutical Radiologist
Ingenieur Lawyer Docteur Designer Professor Surgeon Scientista
Anthropologist Psychologist Dentist Journalist Ophthalmologist
Ingenieur Lawyer Docteur Designer Professor
Anthropologist Psychologist Dentist Journalist Ophthalmologist
Ingenieur Lawyer Docteur Designer Professor*

Education and Training





European
Commission

Tuning in the world

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Tuning Educational Structures around the World

An overview of the developments in different regions

Robert WAGENAAR, University of Groningen



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WHY Tuning? A reminder...

- Give academics a key role in the process of reforming Higher Education structures and its degree programmes and qualifications
- Develop one language understood worldwide by all stakeholders
- Involve stakeholders in the process of curriculum design and enhancement
- Respect diversity and promote flexibility



Tuning in the world

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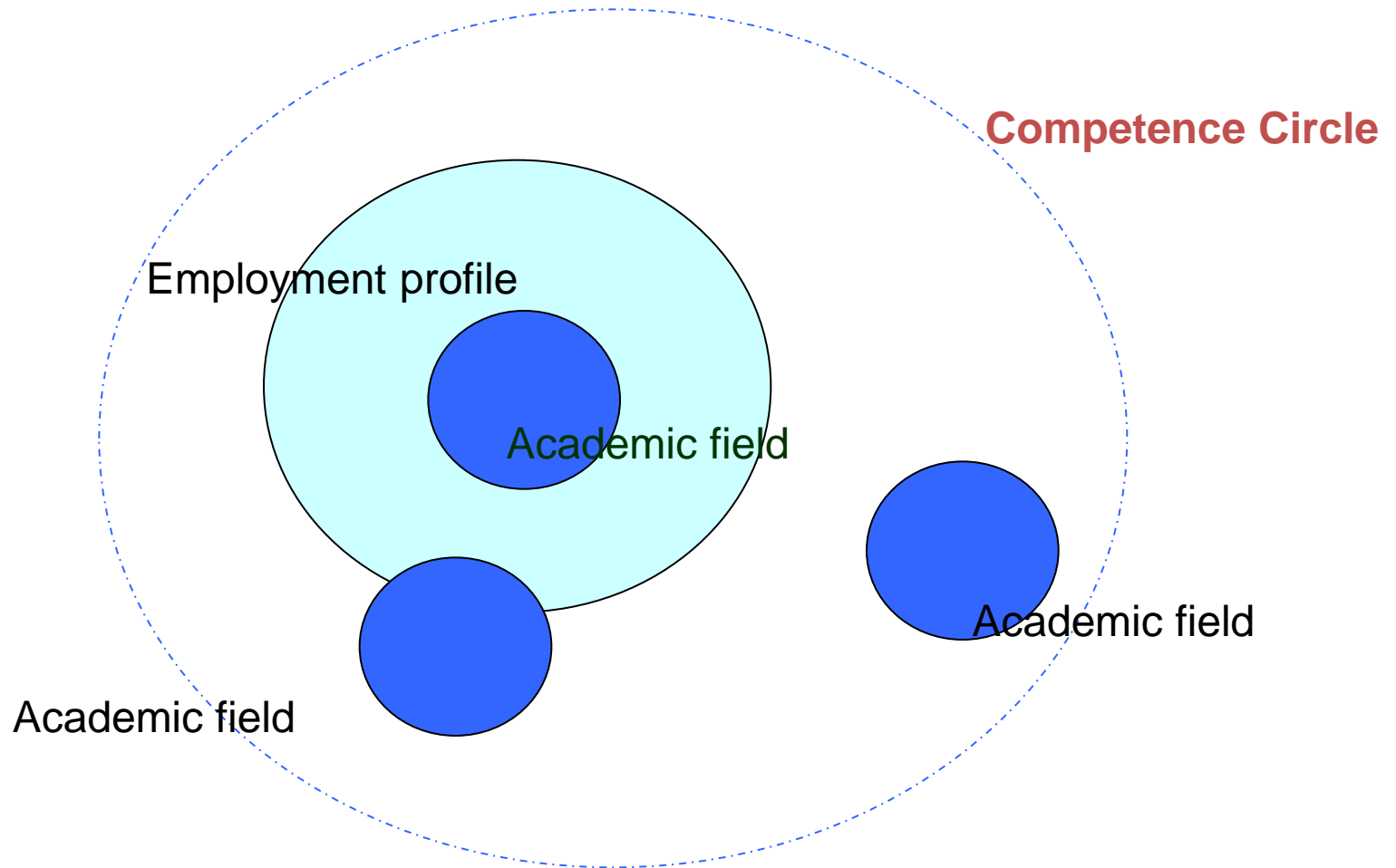
TUNING: What is in it for the student?

Learner-centred degree programmes:

- **Structured and transparent**
- **Optimum set of generic and subject specific competences**
- **High quality and Learning Outcomes based**
- ***Better employable***
- **Prepared to take (social) responsibility**
- **Personal development**
- **Facilitate mobility and recognition**

Role of Employment

Academic area vs. professional area and competences





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TUNING: What is in it for the academic and supporting staff?

- **Better motivated students and successful graduates**
- **Effective models for staff cooperation, coordination and dialogue**
- **Full participation in quality assurance discussions nationally and internationally**



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TUNING: What is in it for the Higher Education Institution?

- **Attractive degree programmes based on (international) reference points**
- **Robust methodology for designing, implementing and enhancing degree programmes**
- **Competitive approaches for TLA**
- **Effective structures for student mobility and recognition of studies**
- **Full participation in the (inter)national (political) debate on HE reforms**



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TUNING: What is in it for Society?

- **High quality, cost-effective state-of-the-art degree programmes**
- **Highly employable graduates (right set of skills and wider competences)**
- **Graduates well aware of the social needs of society**
- **Full involvement of HE institutions in social and economic local, regional and (inter)national debates (no ivory tower)**



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Main Contributions of Tuning to modernize HE programmes

Set of practical TOOLS for academics / institutions to implement a three cycle system:

- a. A methodology to design / enhance, deliver student centred degree programmes (for all three cycles) based on the Competences and Learning Outcome approach
- b. Meta-profiles for a growing number of Sectors and Subject Areas
- c. A Guide to formulating degree programme profiles. Including Programme Competences and Programme Learning Outcomes
- d. A methodology to calculate workload based credits
- e. A platform for academics to discuss the implications of higher education reforms

And much more



The World before Tuning

The logo for the Tuning Project, featuring the word "Tuning" in a bold, white, sans-serif font. The letter "U" is stylized with three overlapping, curved lines in red, blue, and yellow.

Tuning
Educational Structures
in Europe



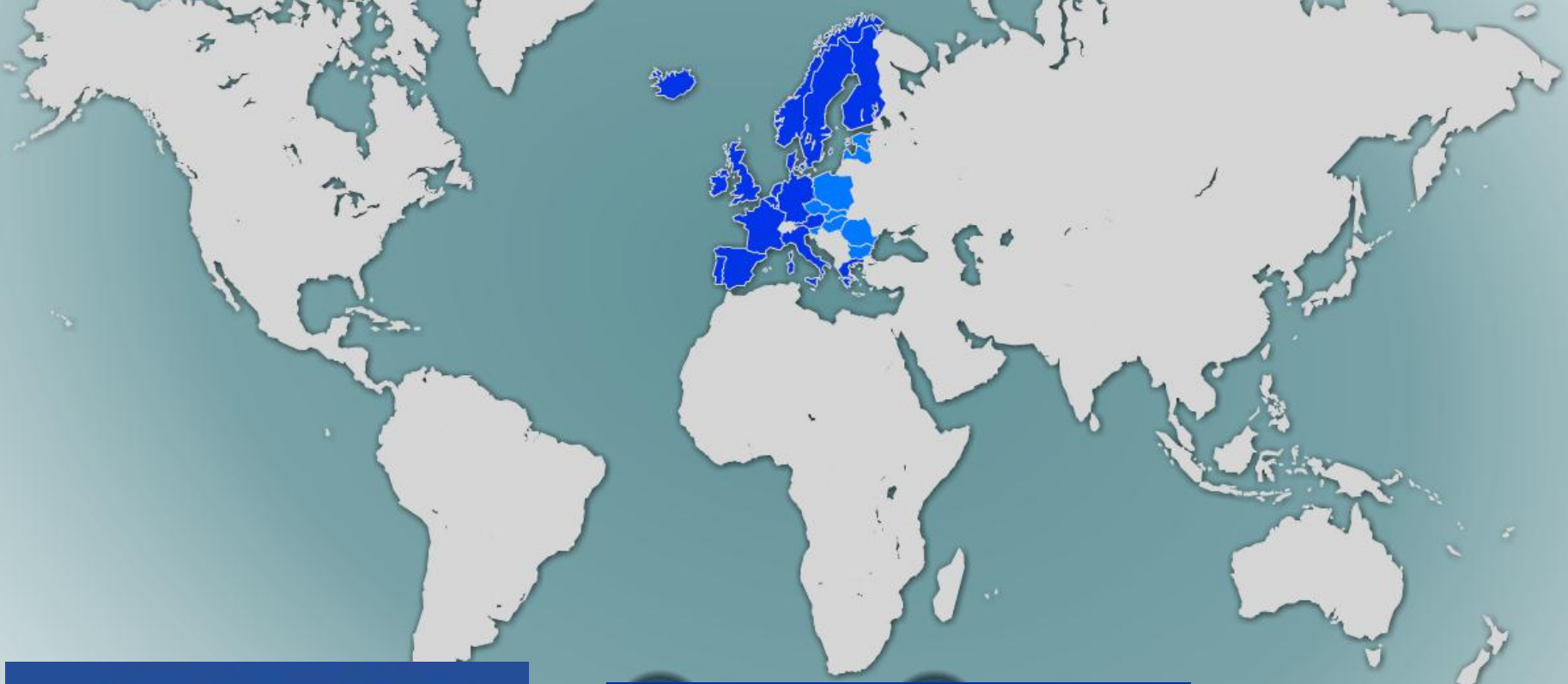
Phase **1**
2001 - 2002

European Union countries

B
Scores unable to be verified aurally are crossed out; scores verified aurally are circled; all others are assumed verified.

TUNING AREA	OCTAVES	POINTS	SCORE %	PTS. CONVERSION
1. PITCH	A49	0	100	100-10XPTS
2. TEMPERAMENT	Temp't	0	100	100-2.5XPTS
3. MIDRANGE	3,4	2	97	100-1.5XPTS
4. BASS	1,2	2	98	100-POINTS
5. TREBLE	5,6	8	92	100-POINTS
6. HIGH TREBLE	7	2	98	100-POINTS
7. STABILITY	3,4	0	100	100-4XPTS
8. UNISONS	3,4	0	100	100-2XPTS

For results from converting points to a score, enter zero.



Phase 2 2003-2004

Enlarged European Union 1

What is Tuning?

- ▶ Organizational structure

[Tuning Academy](#)
[Tuning Information Centres](#)
[Tuning Methodology](#)
[Subject Areas](#)
[Competences](#)
[Documents](#)
[Presentations](#)
[Publications](#)
[SQF Humanities and Arts](#)
[Tuning SQF Social Sciences](#)
[Tuning - 3rd Cycle](#)
[Tuning Latin America \(2011-\)](#)
[Tuning USA](#)
[Tuning Russia](#)
[Tuning Africa](#)
[Tuning-AHELO](#)

Links

[Tuning: A Tale of Adventures](#)
[Contact](#)

Tuning Educational Structures in Europe



TUNING Educational Structures in Europe started in 2000 as a project to link the political objectives of the [Bologna Process](#) and at a later stage the [Lisbon Strategy](#) to the higher educational sector. Over time Tuning has developed into a Process, an approach to (re-)designing, develop, implement, evaluate and enhance quality first, second and third cycle degree programmes. The Tuning outcomes as well as its tools are presented in a range of Tuning publications, which institutions and their academics are invited to test and use in their own setting. The Tuning approach has been developed by and is meant for higher education institutions.



The name Tuning is chosen for the Process to reflect the idea that universities do not and should not look for uniformity in their degree programmes or any sort of unified, prescriptive or definitive European curricula but simply look for points of reference, convergence and common understanding.

NEWS

HUMART outcomes

The outcomes of the SQF Humanities and Arts (HUMART) project are now available on the website. You are welcome to comment on the documents.

[Read more...](#)

Universities contribution to the Bologna Process - An introduction - Japanese version

New: A Japanese version of Tuning Educational Structures in Europe Universities' contribution to the Bologna Process: An introduction.

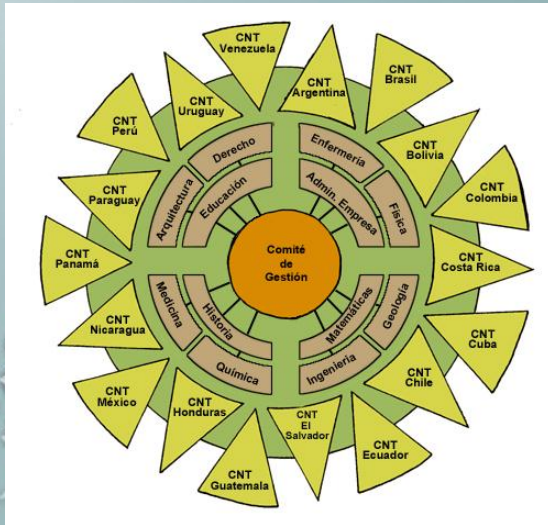
[Read more...](#)

Recently Published

TUNING Guide to Formulating Degree Programme Profiles, including Programme Competences and Programme Learning Outcomes

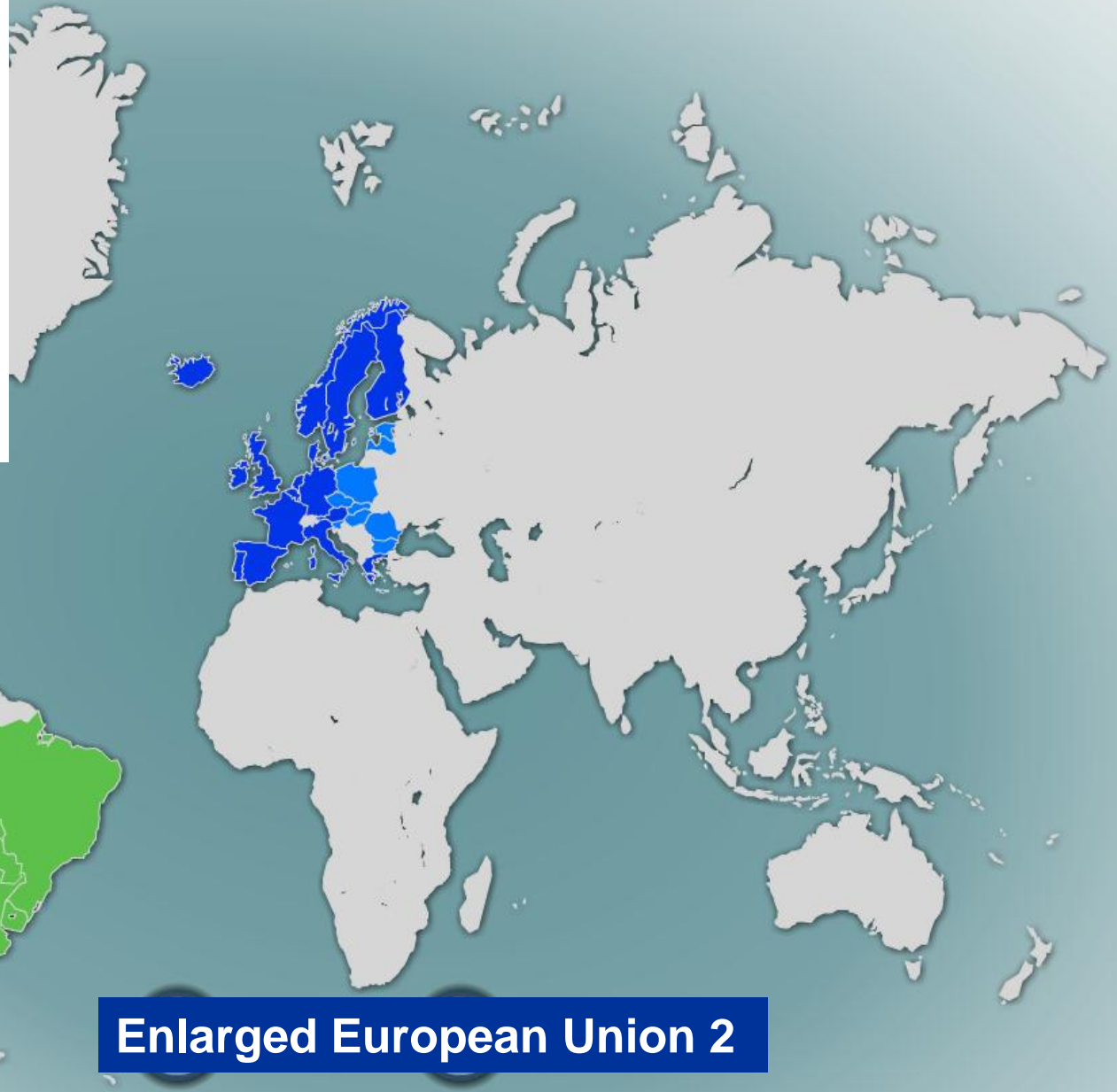
[Read more...](#)

Tuning coordinators receive

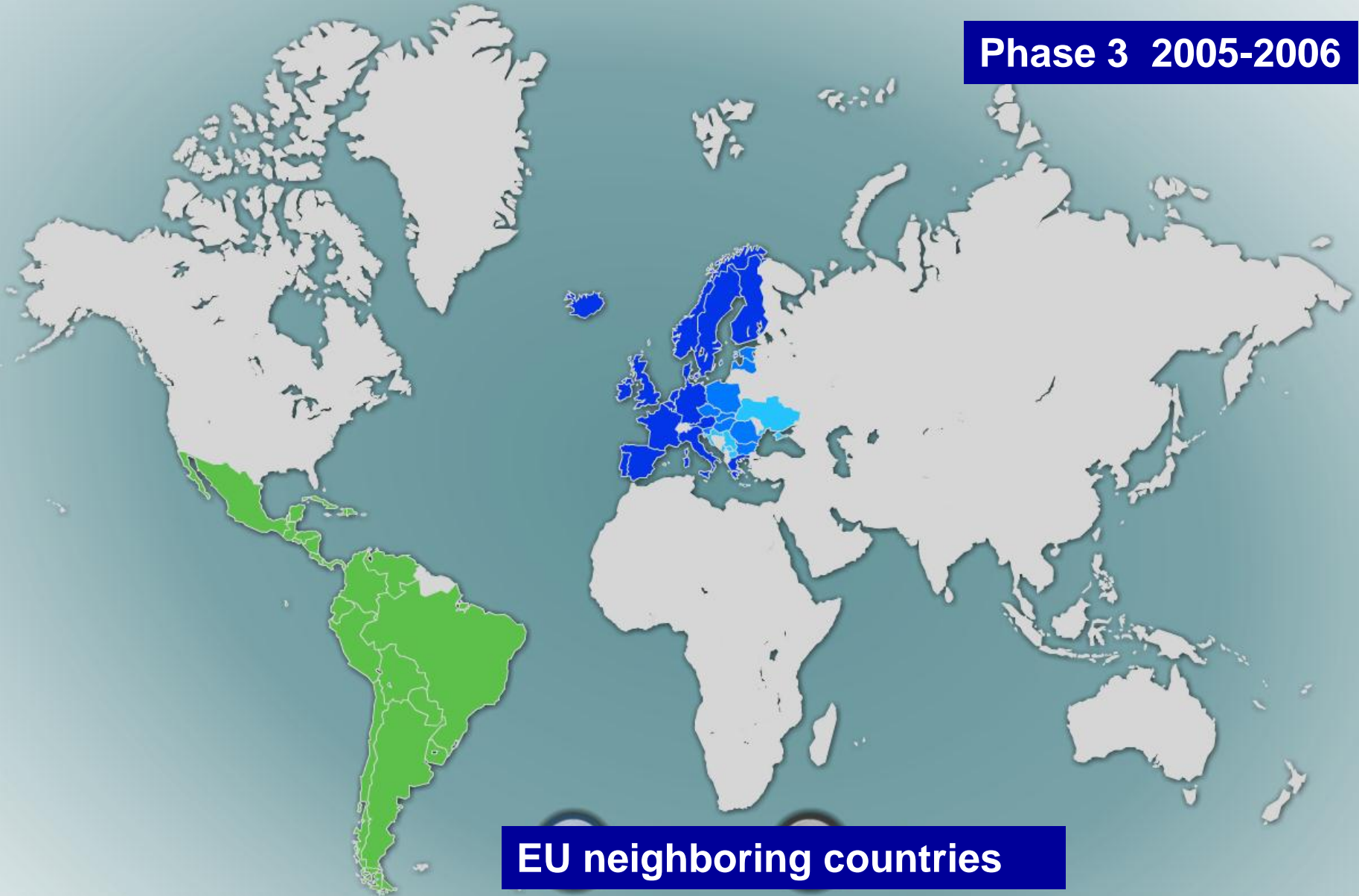


**Tuning
America
Latina I
2004-2007**

Enlarged European Union 2



Phase 3 2005-2006



EU neighboring countries

КАЧЕСТВО И ОБНОВЛЕНИЕ ВЫСШЕГО ОБРАЗОВАНИЯ В КЫРГЫЗСТАНЕ

Применение методологии Тунинг и прикладное высшее образование КР в соответствии с Бологским процессом Фаза 2

www.bolognagk.net

Содержание

- Приветственное письмо Министра 1
- Информационные центры 2
- Коллегиум 4
- Краткое описание проекта 5
- Тематические направления:
 - архитектура 8
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 - история 33
 - сельское хозяйство 41
- Встречи и заседания 46
- Будущее проекта 47
- Приложение 48

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Tuning Russia 1 2006-2007

Tuning Kyrgyz Republic 2007-2008



Tuning Georgia 2008-2009



Europe Phase 4 2007-2008

Tuning

Настройте образовательные структуры в Европе

Вклад университетов в Болонский процесс

Введение в проект

Tempus

European credit transfer and accumulation system
 framework of qualifications
 credit transfer and accumulation system
 evaluation, higher education, study programme
 course, levels, credit, module, cycles, degree, profile

欧州教育制度のチューニング
ボローニャ・プロセスへの大学の貢献

ジュリア・ゴンザレス / ロバート・ワグナー 【編著】
 深堀聡子 / 竹中 亨 【訳】

learning
 outcomes
 competence

Socrates - Tempus

Tuning Educational Structures in Europe
 Universities' contribution to the Bologna Process: An Introduction
 Julia González and Robert Wagenaar

明石書店

Tuning
 Educational Structures
 in Europe

Tuning Educational Structures in Europe

Der Beitrag der Hochschulen zum Bologna-Prozess

Eine Einführung

Tuning Educational Structures in Europe

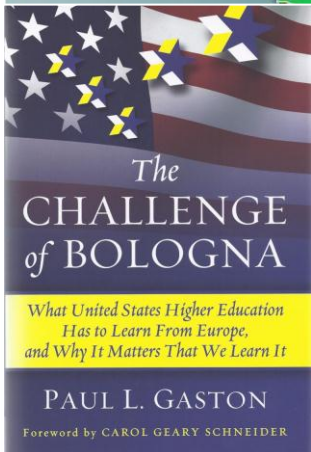
Contribution des Universités au Processus de Bologne

Une introduction



**Tuning Lithuania
2010-2012**

**Tuning Russia II
2010 -2013**



Tuning USA 2009 -

**Europe: SQF for Social
Sciences 2009-2010**



Questioning the “Tuning” project

6

Posted on [March 14, 2012](#) by [briann](#)



The Connecticut Coordinating Committee for the Promotion of History (CCCPC) has followed the [AHA's announcement](#) of the “Tuning” project to establish core competencies in history with great interest. We believe this project will provide faculty with the time and resources to reflect on the essential skills of history and applaud the AHA's

attention to education.

However, as hopeful as we are about the project's benefits, we also recognize that global capitalism and the current recession are restructuring higher education, especially in public institutions which face increased government scrutiny at the same moment that public funding is declining. Given this volatile context, it is important to look beyond the immediate pedagogical goals and raise questions about possible consequences of the Tuning project, be they intentional or not. In that spirit, we pose the following questions:

Tuning is a faculty-driven process that identifies what a student should know and be able to do in a chosen discipline when a degree has been earned - an associate's, bachelor's or master's. The process is designed to make higher education outcomes more transparent to all stakeholders, including students, employers, and parents, and to ensure the quality of degrees across institutions. Tuning has been utilized to help students understand expectations and to facilitate transfer and articulation among institutions. In the United States, the [Institute for Evidence-Based Change \(IEBC\)](#) is facilitating implementation of the Tuning process. Tuning has been funded by Lumina Foundation and the William and Flora Hewlett Foundation.



What is Tuning?

[Background](#)

[Aims and objectives](#)

[Lines](#)

[Tuning Russia](#)

[Tuning Europe](#)

[Tuning Publications](#)

[Contacts](#)

Username

Password

Remember Me

[Forgot your password?](#)

[Forgot your username?](#)

Tuning Educational Structures in Europe

TUNING Educational Structures in Europe started in 2000 as a project to link the political objectives of the Bologna Process and at a later stage the Lisbon Strategy to the higher educational sector. Over time Tuning has developed into a **Process**, an approach to (re-)designing, develop, implement, evaluate and enhance quality first, second and third cycle degree programmes. The Tuning outcomes as well as its tools are presented in a range of Tuning publications, which institutions and their academics are invited to test and use in their own setting. The Tuning approach has been developed by and is meant for higher education institutions.

The name Tuning is chosen for the **Process** to reflect the idea that universities do not and should not look for uniformity in their degree programmes or any sort of unified, prescriptive or definitive European curricula but simply look for points of reference, convergence and common understanding.

The protection of the rich diversity of European education has been paramount in Tuning and in no way seeks to restrict the independence of academic and subject specialists, or undermine local and national authority.

Tuning focuses not on educational systems, but on educational structures with emphasis on the subject area level, that is the content of studies. Whereas educational systems are primarily the responsibility of governments, educational structures and content are that of higher education institutions and their academic staff.

As a result of the Bologna Process the educational systems in all European countries are in the process of reforming. This is the direct effect of the political decision to converge the different national systems in Europe. For Higher Education institutions these reforms mean the actual starting point for another discussion: the comparability of curricula in terms of structures, programmes and actual teaching. This is what Tuning offers. In this reform process the required academic and professional profiles and needs of society (should) play an important role.



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Tuning Russia

Main objectives:

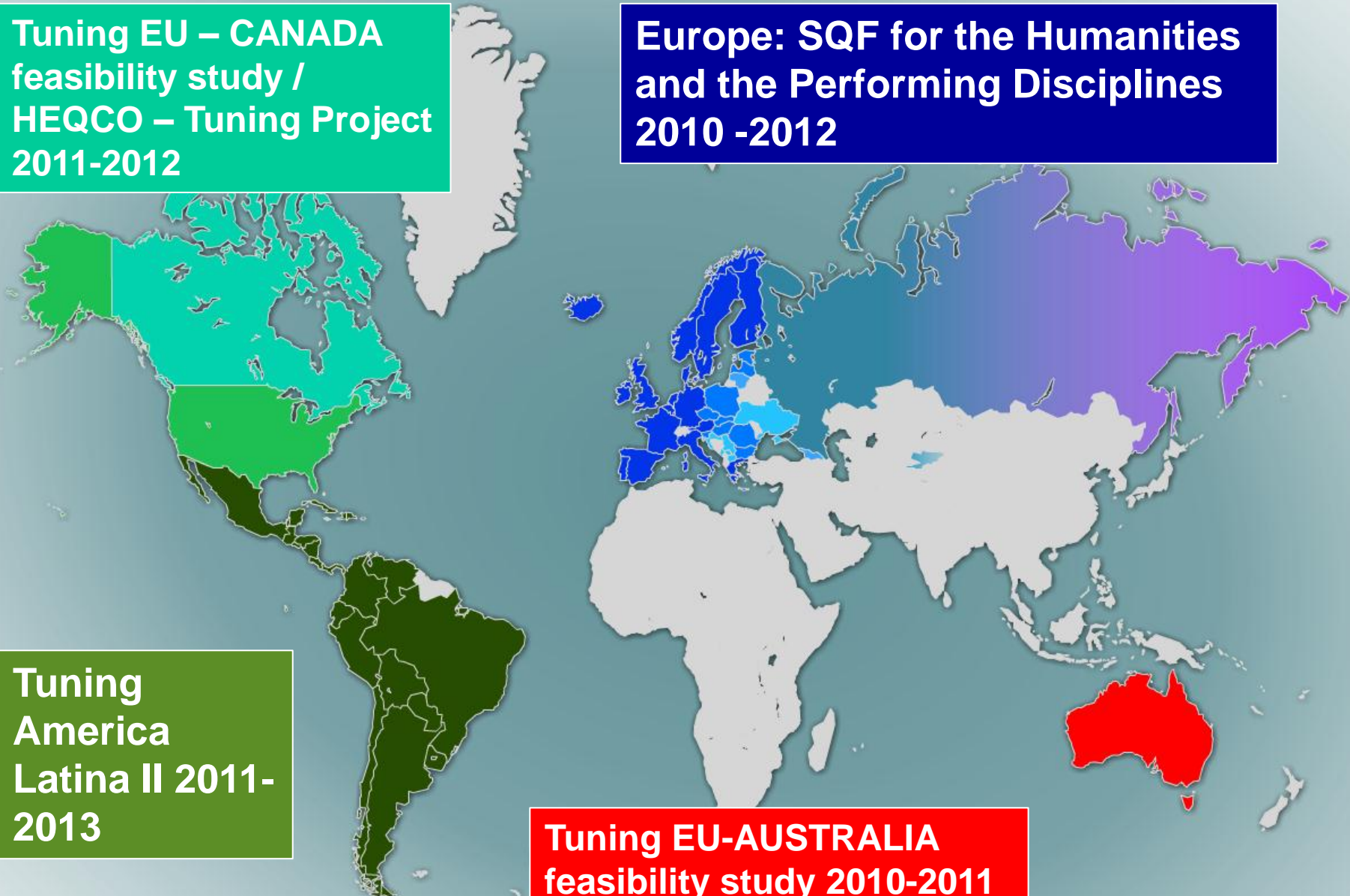
- Reference points and level descriptors (meta-profiles) for nine subject areas (Economics and Management, Ecology, Education, Environmental Engineering, Law, Information and Telecommunication Technologies, Languages, Tourism and Social Work)
- Establishment of Tuning Centre's
- Framework for the application of the Tuning approach in teaching and learning environments: designing of degree profiles according to meta-profiles
- Stakeholders survey and Student workload survey

**Tuning EU – CANADA
feasibility study /
HEQCO – Tuning Project
2011-2012**

**Europe: SQF for the Humanities
and the Performing Disciplines
2010 -2012**

**Tuning
America
Latina II 2011-
2013**

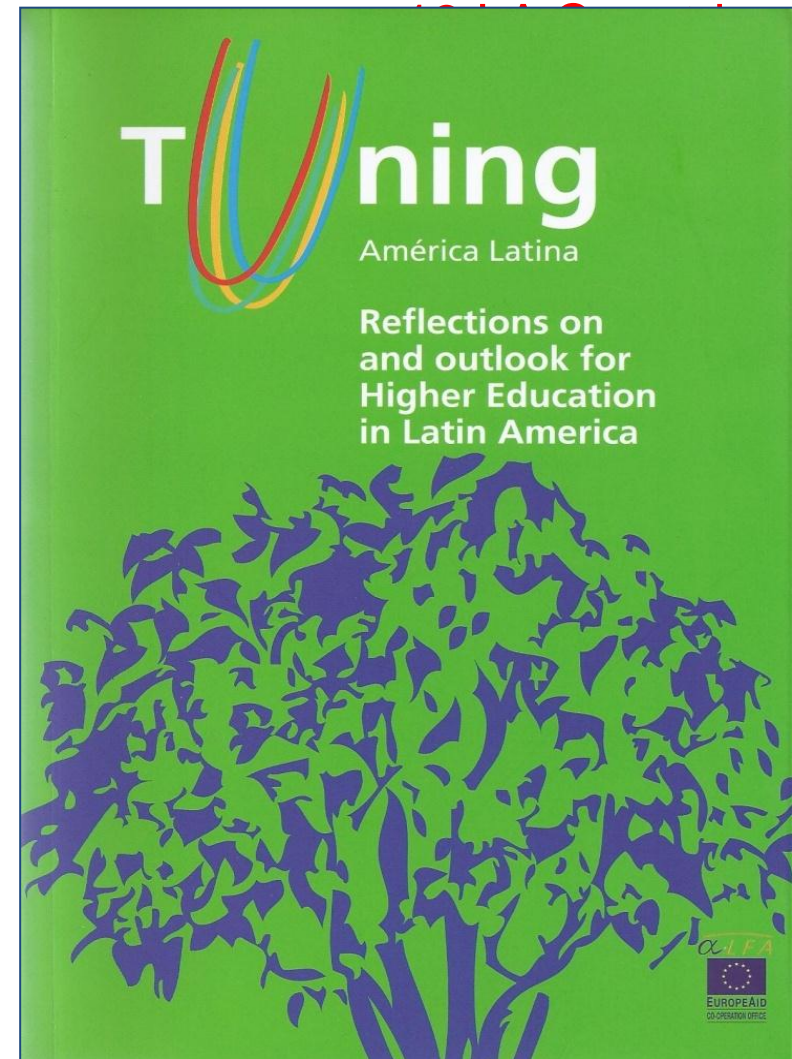
**Tuning EU-AUSTRALIA
feasibility study 2010-2011**



Tuning Latin America



Countries and fields





buscar...

Proyecto Tuning

Antecedentes

Objetivos

Resultados

Estructura

Participantes

Áreas Temáticas

Competencias

Reuniones

Publicaciones

Tuning AL (2004-2007)

Tuning Europe

Intranet

Contactos

PROYECTO TUNING



Colombia, Costa Rica, Cuba, Chile, Ecuador, El Salvador, Guatemala, Honduras, México, Nicaragua, Panamá, Paraguay, Perú, Uruguay y Venezuela) y Europa (Alemania, Bélgica, Dinamarca, Eslovenia, España, Francia, Grecia, Irlanda, Italia, Lituania, Países Bajos, Portugal y Rumania). Conformados en 16 redes de áreas temáticas y 1 una red de Responsables de Política Universitaria.

Alfa Tuning América Latina: Innovación Educativa y Social (2011-2013) busca continuar con el debate ya iniciado con la primera parte de este proyecto llevada a cabo de 2004-2007. El eje de la discusión parte de los logros alcanzados en las distintas áreas temáticas en la 1ra etapa, para seguir "afinando" las estructuras educativas de América Latina a través de consensos, cuya meta es identificar e intercambiar información y mejorar la colaboración entre las instituciones de educación superior para el desarrollo de la calidad, efectividad y transparencia.

Es un proyecto independiente, impulsado y coordinado por Universidades de distintos países, tanto latinoamericanos como europeos. Participan más de 230 académicos y responsables de educación superior de Latinoamérica (Argentina, Bolivia, Brasil,

NOTICIAS

Están disponibles las presentaciones realizadas en la **3ra Reunión General** del Proyecto, del 2 al 4 de Mayo 2012, Santiago de Chile (Chile).

Están disponibles las presentaciones realizadas en la **2da Reunión General** del Proyecto, del 16 al 19 de Noviembre 2011, Ciudad de Guatemala (Guatemala).

Están disponibles las presentaciones realizadas en la **1ra Reunión General** del Proyecto, del 18 al 20 de Mayo 2011, Bogotá (Colombia).

Tuning Latin America Expected Outcomes



Outcome 1:
Competenced-based Academic-
Profesional Profiles for the 15
thematic areas

Outcome 2:
Reflections on Sectorial
Frameworks for 4 sectors

Outcome 3
Proposal for a system of
analysis to anticipate emerging
professions in society and the
competences they required

Outcome 4
Model for social university
innovation with the dimensions
and competences required for
its evaluation

Outcome 5

Common
strategies for the
evaluation and
teaching and
learning of the
competences

Outcome 6:
Political-and educational
orientations for the
establishment of a system
of academic credits for Latin
America

Outcome 7:
Common strategies for the
measurement of the volume
of the students workload and
its relationship with Learning
outcomes

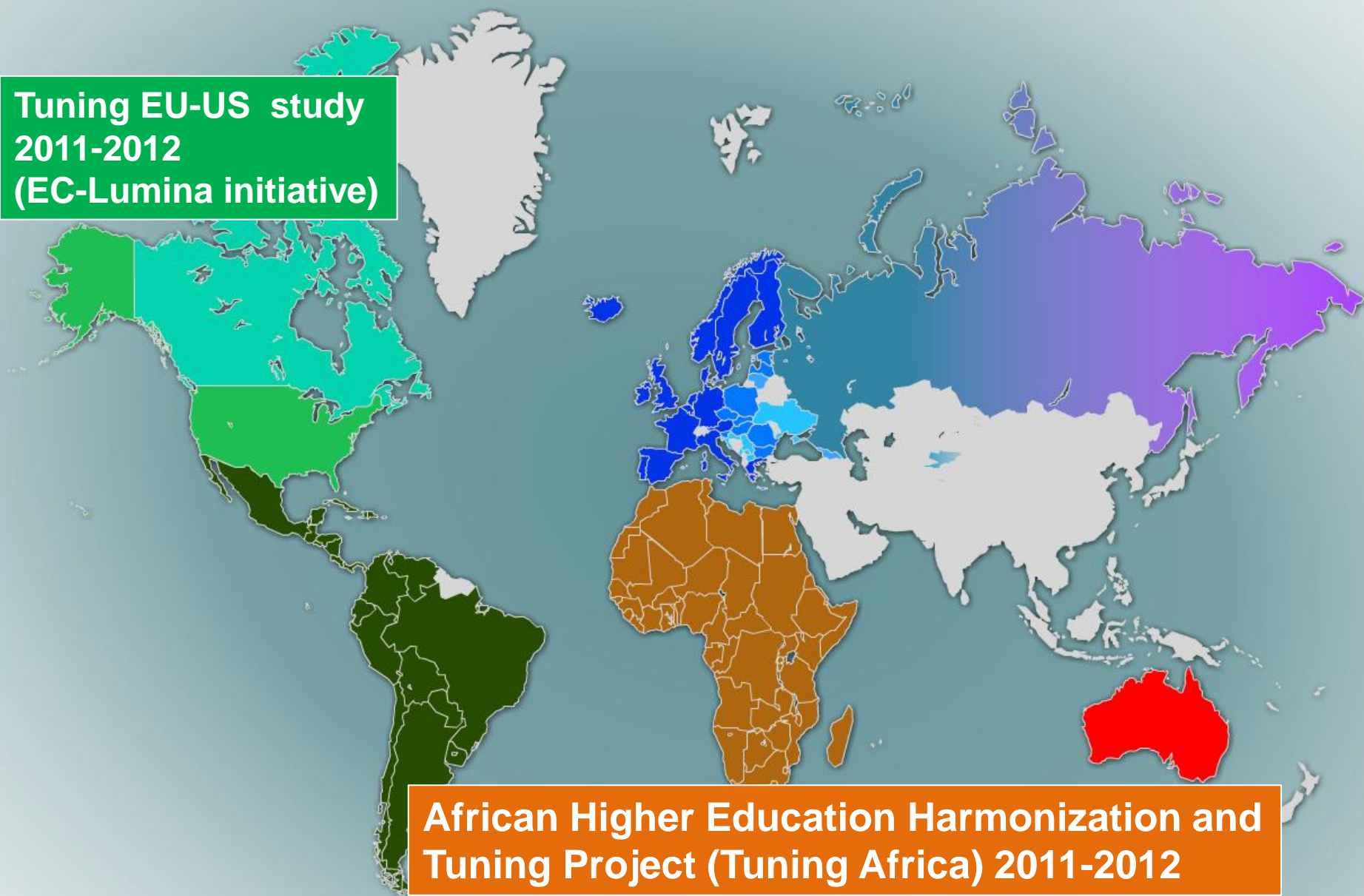


AL Credit System



**Tuning EU-US study
2011-2012
(EC-Lumina initiative)**

**African Higher Education Harmonization and
Tuning Project (Tuning Africa) 2011-2012**





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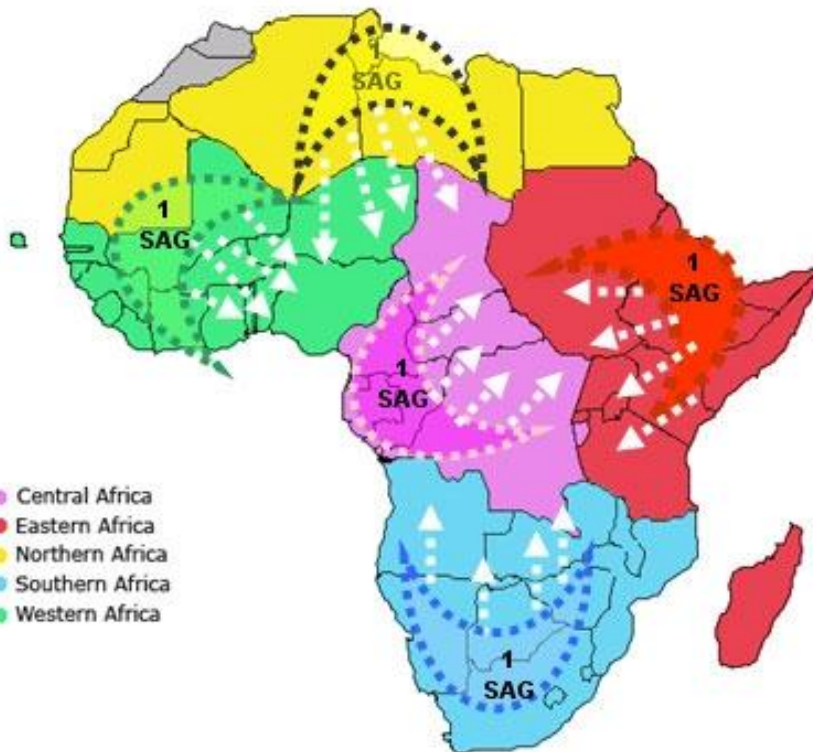
Tuning in the world

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Tuning Africa



Fields of study

- ❖ *Medicine– North Africa*
- ❖ *Mechanical Engineering– Central Africa*
- ❖ *Civil Engineering– Eastern Africa*
- ❖ *Agriculture– Western Africa*
- ❖ *Education– South Africa*

Regional specialisation open to the whole Continent



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Tuning in the world

New Degree Profiles for New Societies

21 November 2012



Tuning Africa

Participants:

- All countries: 33
- No of universities: 60
- Regional organizations
- African Union
Commission

Key objectives:

- Pan-African Union Project
- Enhance quality of education (employability and citizenship)
- Foster mobility within Africa (recognition !)
- Discourage mobility outside (prevent brain drain)
- Harmonization of systems and structures

[Tuning Africa](#)[Background](#)[Feasibility study](#)[Objectives and expected results](#)[Meetings](#)[Participants](#)[Links](#)[Call for participation](#)[Intranet](#)

TUNING AFRICA

The African Higher Education system is undergoing a tremendous transformation process. This includes a number of national, regional and continental initiatives among which are the Nyerere mobility Scheme, the African Higher Education Harmonization and Quality Assurance programme, the Pan African University. However, at institutional level, reform is underway in all countries.

One transformation initiative which links institutional, national, regional, continental and international endeavours is the African Higher Education Harmonization and Tuning Project (Tuning Africa), which is part of the Africa-EU strategic partnership. This uses an internationally established methodology to enhance degree comparability, graduate mobility and employability.

Tuning is a collaborative, consultative process involving academics working in subject groups with employers and other stakeholders in curriculum development to enhance student competences. Tuning projects in higher education have been successfully completed in over sixty countries around the world. Tuning projects help to:

- improve staff capacity to design and develop curricula
- provide opportunities for generation of additional resources
- support effective and productive networking.

Tuning Africa will run over 18 months. There will be 5 subject areas open to all African degree-awarding higher education institutions but each led by a region as defined in the Feasibility Study report of April 2011:

- Medicine - Northern Africa
- Teacher Education - Southern Africa
- Agriculture - Western Africa

[VISIT COUNTER](#)

113460

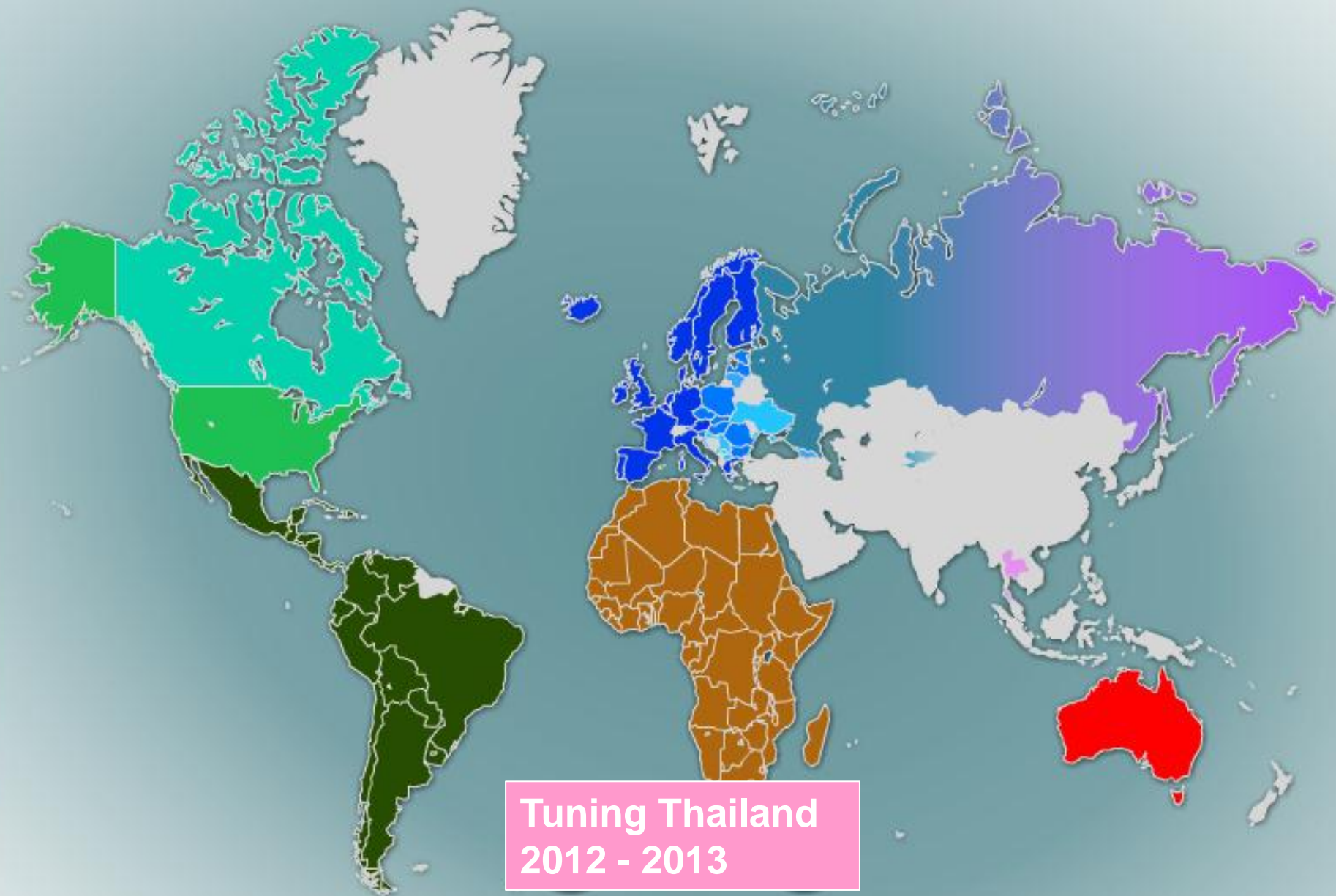
Call for participation in a New Project TUNING AFRICA.

-Why participating in the project?

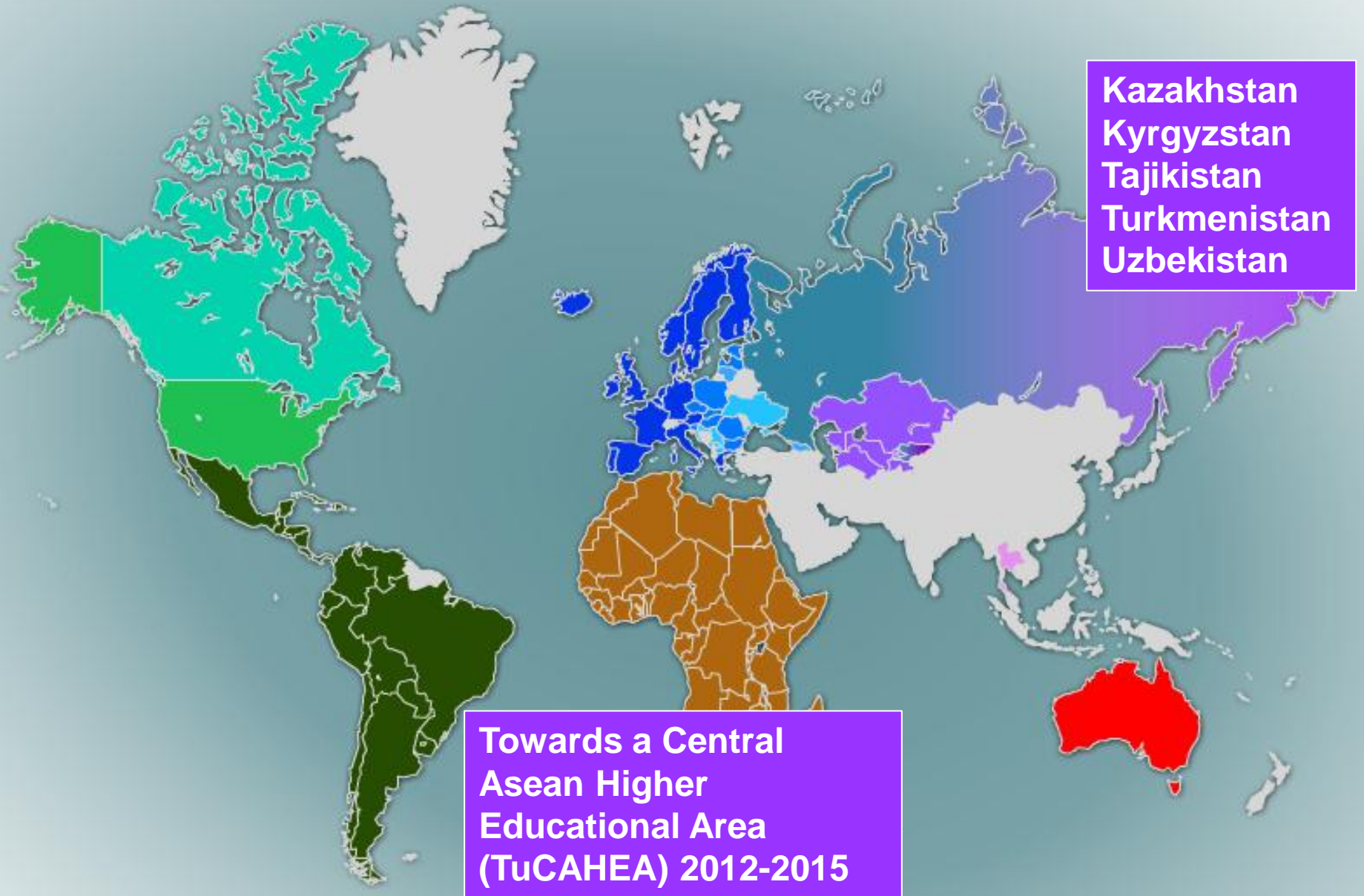
-Procedure for Application

-

DEADLINE: November 26th, 2011



Tuning Thailand
2012 - 2013



Kazakhstan
Kyrgyzstan
Tajikistan
Turkmenistan
Uzbekistan

Towards a Central
Asean Higher
Educational Area
(TuCAHEA) 2012-2015

Partners

[PROJECT LEADER](#)

[PROJECT COORDINATOR](#)

[EUROPEAN UNION](#)

[KAZAKHSTAN](#)

[KYRGYZSTAN](#)

[TAJIKISTAN](#)

[TURKMENISTAN](#)

[UZBEKISTAN](#)

The Project

TuCAHEA's full title is "Towards a Central Asian Higher Education Area: Tuning Structures and Building Quality Culture". It is a Tempus Structural Measures project which will run from 15 October 2012 to 14 October 2015. There are 47 partners, including 8 European Union Universities, 34 Central Asian Universities, and the Ministries of Education of the five partner countries (Kazakhstan, Kyrgyzstan, Tajikistan, Turkmenistan and Uzbekistan).

TuCAHEA's broad aim is to contribute to building a Central Asian Higher Education Area [CAHEA], aligned with the European Higher Education Area [EHEA], able to take into account and valorise the specific needs and potentials of the Region and of the partner countries, thus responding to the needs of the higher education community and society at large.

Building on the Tuning methodology developed worldwide by academics in collaboration with

News

TuCAHEA Meeting in Brussels



TuCAHEA Organizational meeting in Brussels, 20, 22 November 2012

The TuCAHEA Core Group, formed of the Project leadership and coordination teams (Robert Wagenaar, Katherine Isaacs, [read more...](#))

Worldwide Tuning Conference



The Tuning Process

European Commission and the Bologna Process [website](#)

Official Bologna Process [website](#)

Bologna Process Implementation Report 2012 [pdf](#)

Standards and Guidelines for Quality Assurance in the EHEA [pdf](#)

Qualifications Framework for the European Higher Education Area [pdf](#)

Tuning Guide to Designing Competence-Based Degree Profiles [pdf](#)

Competence-based learning [pdf](#)

Tuning Educational Structures in Europe [website](#)

Tuning Latin America [website](#)

Tuning Africa [website](#)

Tuning Russia [website](#)

Tuning Kyrgyz Republic [website](#)

Tuning Georgia [ppt](#)

Tuning USA [website](#)

RHUSTE Tuning Human Sciences in



European
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Tuning in the world

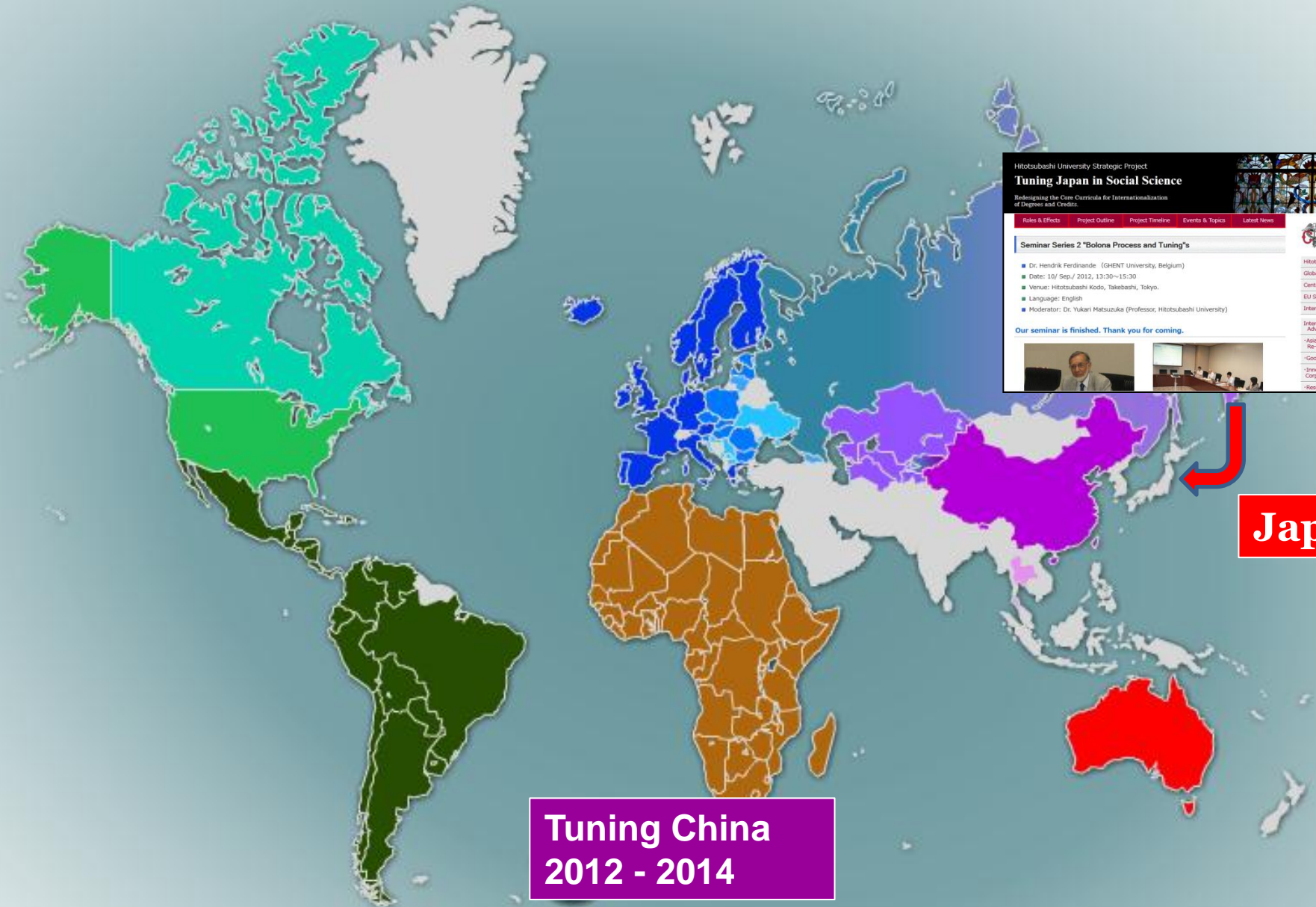
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Key objectives:

- Contribute to building a Central Asian Higher Education Area (CAHEA)
- Extend the use of competence-base quality tools based on the Tuning approach
- Produce reference points / meta-profiles on the basis of wide-scale consultations for a range of subject areas
- Developing premises for a CA Qualifications Framework and Credit System (as part of the CAHEA)



Hitotsubashi University Strategic Project
Tuning Japan in Social Science
Redesigning the Core Curricula for Internationalization of Degrees and Credits.

Roles & Effects | Project Outline | Project Timeline | Events & Topics | Latest News

Seminar Series 2 "Bolona Process and Tuning's"

- Dr. Hendrik Ferdinande (Ghent University, Belgium)
- Date: 10/ Sep/ 2012, 13:30~15:30
- Venue: Hitotsubashi Kodo, Takebashi, Tokyo.
- Language: English
- Moderator: Dr. Yukari Matsuzuka (Professor, Hitotsubashi University)

Our seminar is finished. Thank you for coming.



Hitotsubashi University
Global Initiatives Headquarters
Center for Global Education
EU Studies Institute
Internal Links

Internationalization & Advancement of Education:
-Asia Business Leaders Program: Re-Inventing Japan Project
-Good Practice Project, 2010
-Innovation in the Japanese Corporation: Global CIC
-Research Unit for Statistical

**Tuning China
2012 - 2014**

Japan



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Tuning in the world

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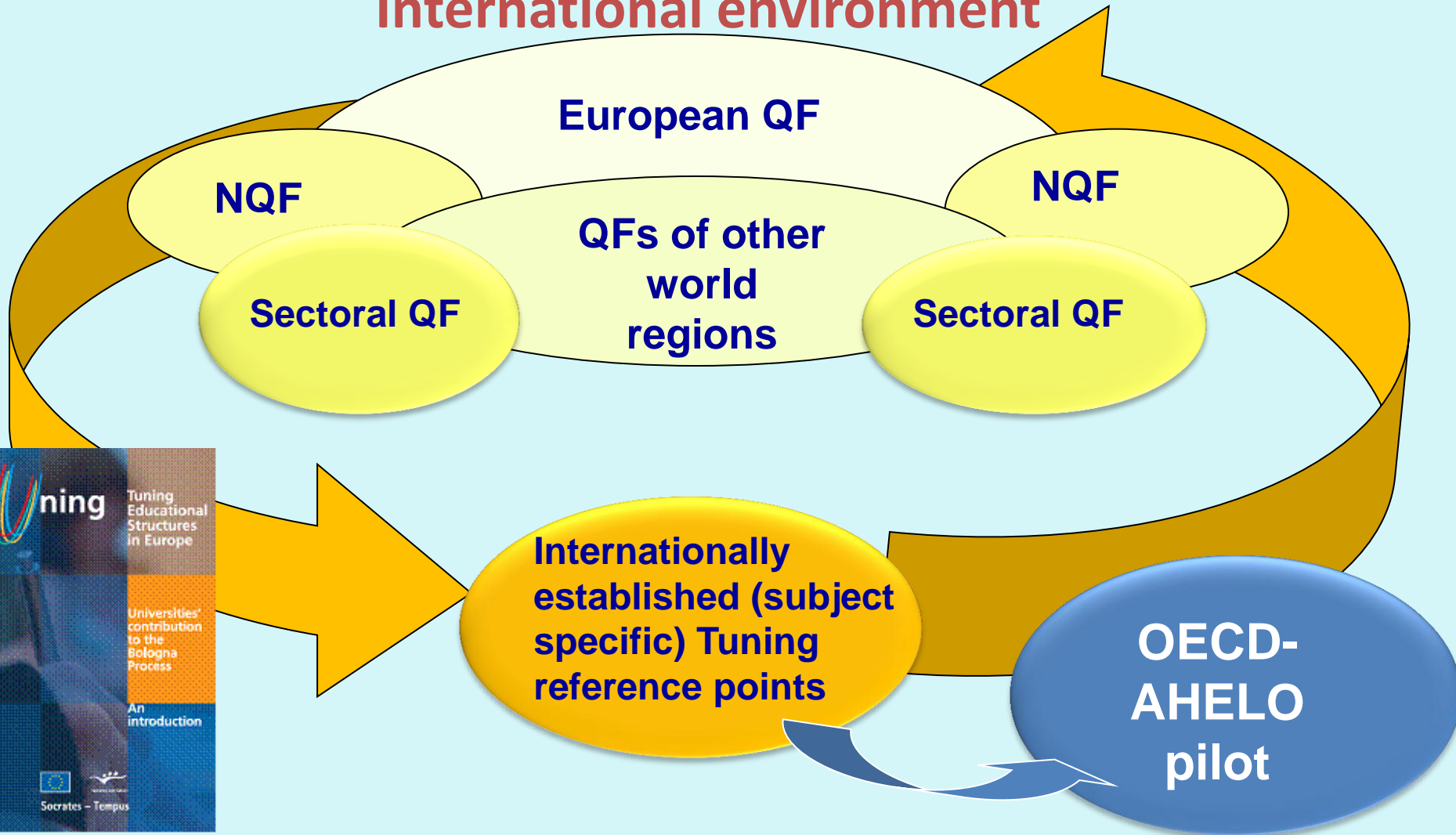
- **From Subject Area Reference Points (Standards) to overarching Qualifications Frameworks**
- **From Subject Area Reference Points (Standards) to Sectorial Qualifications Frameworks**

The role of TUNING

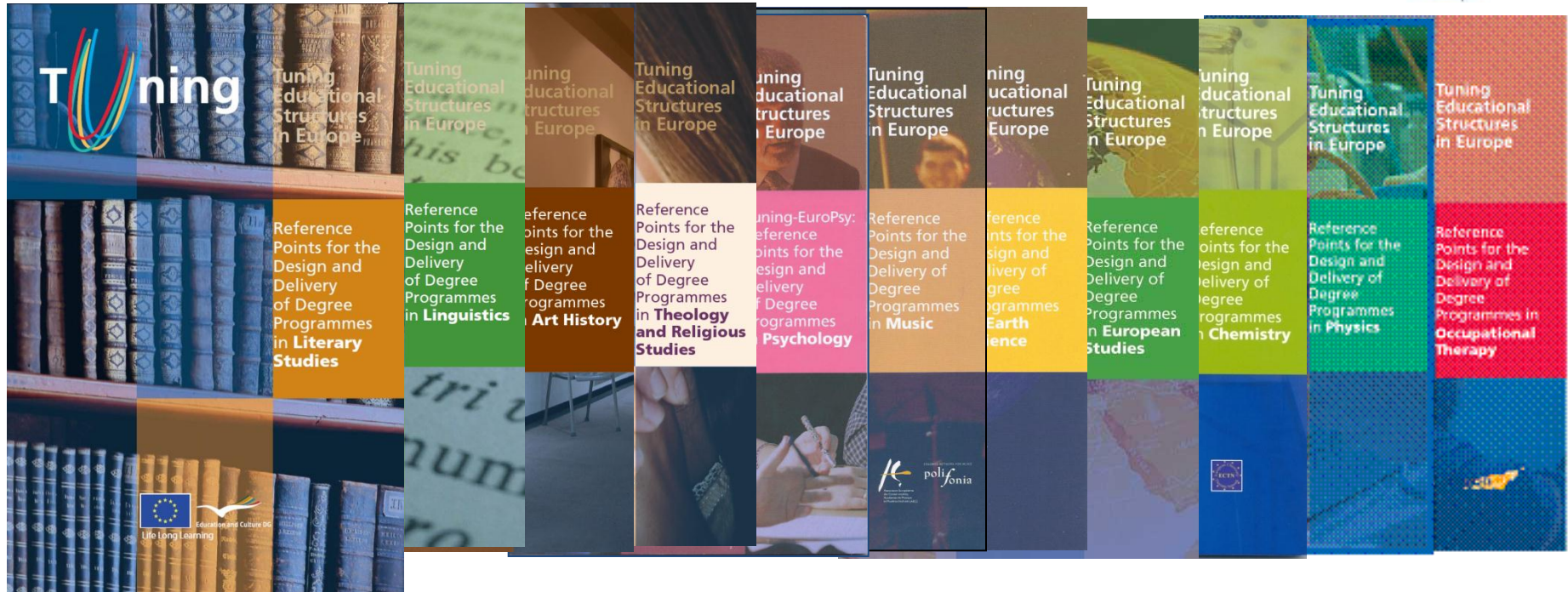
Qualifications frameworks and Reference points / standards

World wide perspective: Tuning and Qualifications Frameworks

International environment



Tuning Subject Area Meta-Profile publications ...

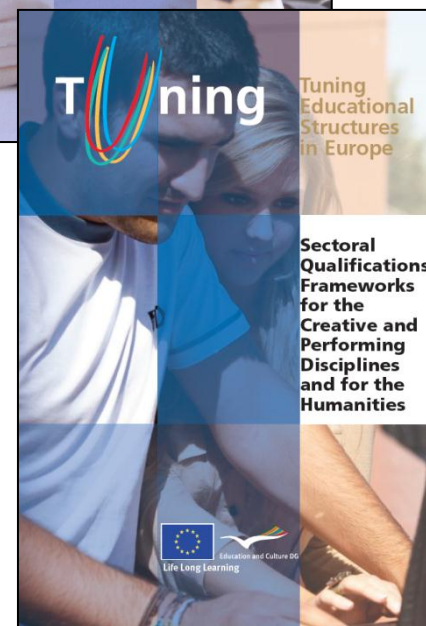
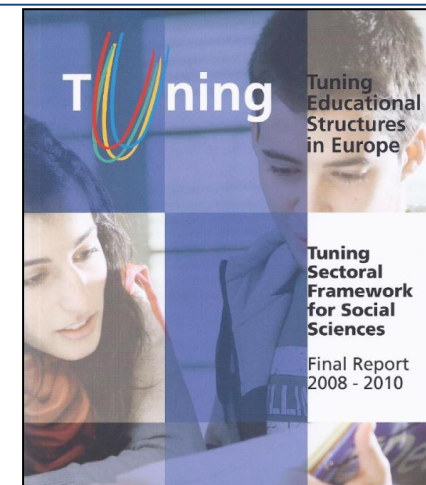
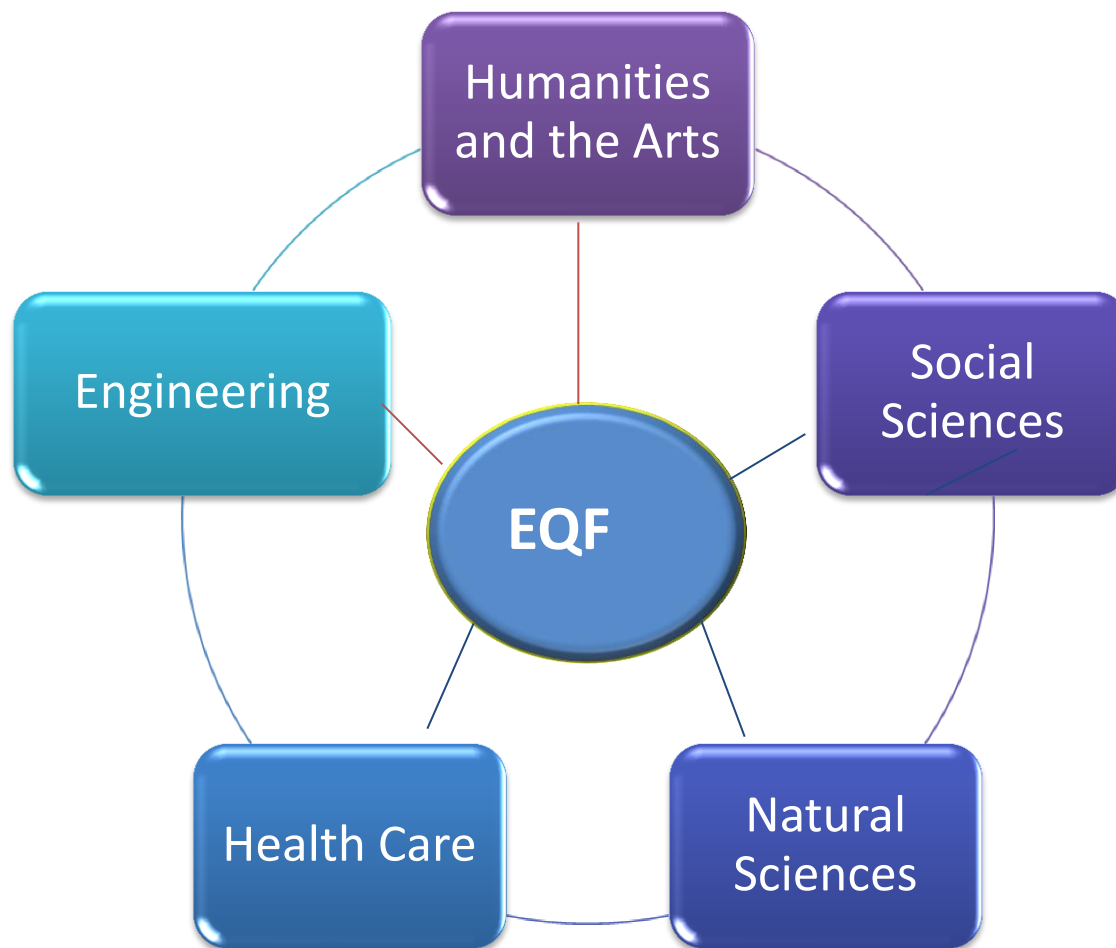


Other subject area brochures: **Business Administration**, Educational Sciences, **Gender Studies**, History, Mathematics, **Nursing**, etc.

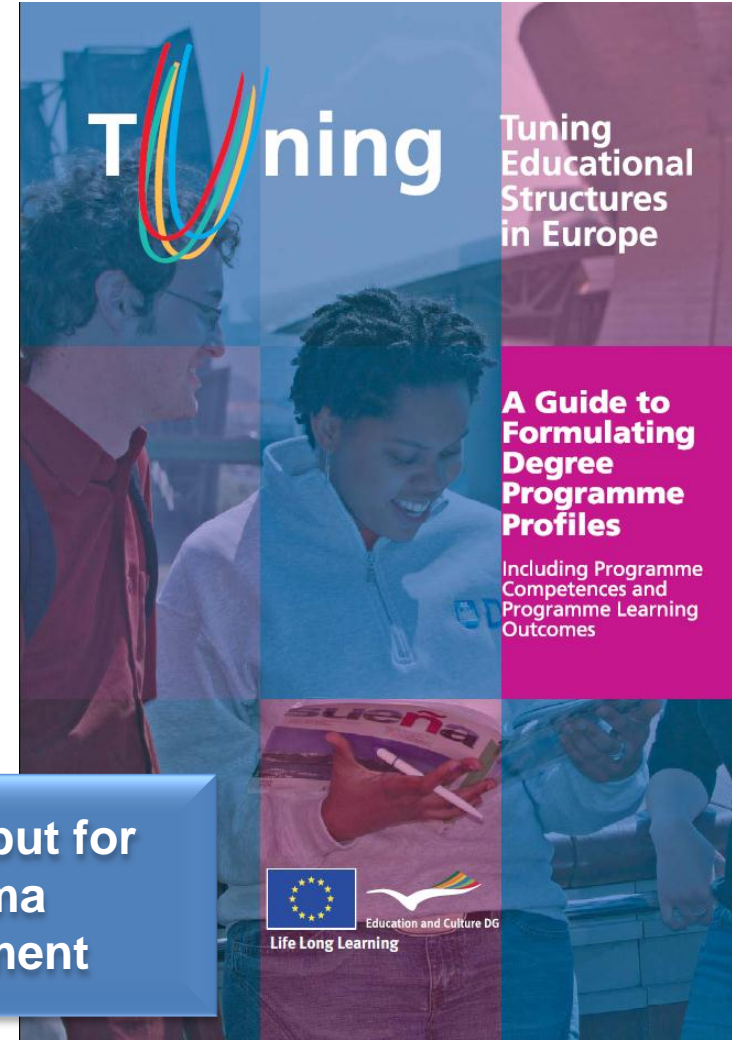
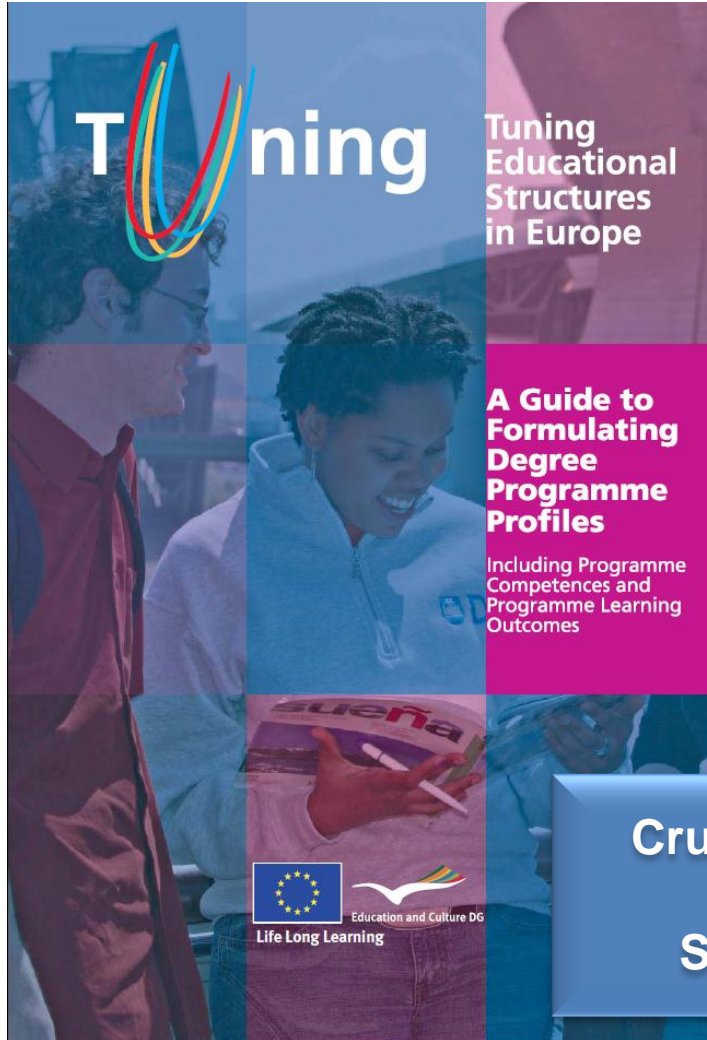
Recent publications: Art History, Linguistics, Literature and Culture, Theology and Religious Studies.

Also published: **Tuning AHELO conceptual frameworks for Economics and Engineering** (first cycle)

Role of Tuning Sectorial Qualifications Frameworks



A Guide to Formulating Degree Program Profiles



Crucial input for
Diploma
Supplement



European
Commission

Tuning in the world

New Degree Profiles for New Societies

21 November 2012



**BEING PART OF A VERY SUCCESSFUL GROWING
TUNING FAMILY**

**HAVING THE PRIVILEGE OF WORKING TOGETHER
ON THE ENHANCEMENT OF A WORLD HIGHER
EDUCATION AREA.....**

**(With full help and support of the European Commission of the
EU and all other supportive organisations)**

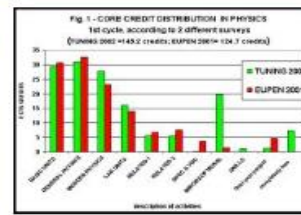
Education and
Training



Document with Tuning logo and text, possibly a report or brochure.



- Competencias Genéricas:
1. Capacidad para analizar y sintetizar.
 2. Capacidad para aplicar conocimientos en la práctica.
 3. Planificación y gestión del tiempo.
 4. Conocimiento general técnico en el campo de estudio.
 5. Actualización del conocimiento técnico de la profesión en la práctica.
 6. Comunicación oral y escrita en su lengua materna.
 7. Conocimiento de una segunda lengua.
 8. Habilidades orientadoras de competencias.
 9. Habilidades de investigación.
 10. Capacidad para aprender.
 11. Habilidad para la gestión de información (habilidad para recoger y analizar información de diversos fuentes).
 12. Habilidad de crítica y auto-crítica.
 13. Capacidad de adaptación a nuevas situaciones.
 14. Capacidad para generar nuevas ideas (creatividad).
 15. Solución de problemas.
 16. Toma de decisiones.
 17. Trabajo en equipo.
 18. Habilidad de auto-gestión.



LEVEL	CONTENT CHARACTERISATION	TEBING GROUPING
1
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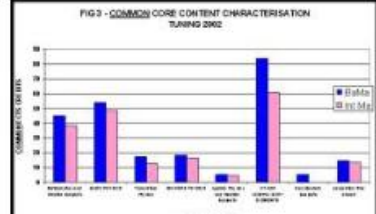
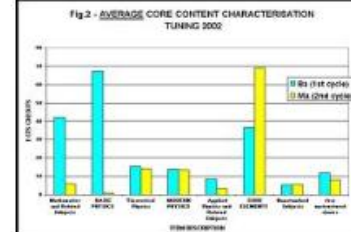
Multiple document thumbnails and a large blue diagonal banner that reads: **TUNING IMAGES ON THE INTERNET**

Document with Tuning logo and text, possibly a report or brochure.

The Bologna Process and Geology
The Tuning Project
past.ryan@uni-galway.ie

Document with Tuning logo and text, possibly a report or brochure.

CONTENT	Italy	France	Germany	Spain	U.S.	U.K.	U.S.	Japan	Sweden	Denmark	Finland	Other
1	Y	Y	Y	Y	Y	Y	Y	N	N	N	N	N
2	Y	Y	Y	Y	N	N	N	N	N	N	N	N
3	Y	Y	Y	N	Y	Y	N	Y	Y	Y	Y	N
4	Y	N	Y	Y	Y	Y	Y	Y	Y	N	Y	Y



Document with Tuning logo and text, possibly a report or brochure.

Phase 1
2001 - 2002



Through Tuning USA faculty members at 100+ of all higher education levels in faculty, management and staff are applying an internationally based process that defines the knowledge and skills students should possess before receiving degrees in our fields.

improve educational outcomes



Phase 2 2003-2004

Tuning: A Tale of Adventures in Learning



Journal of International Education Research

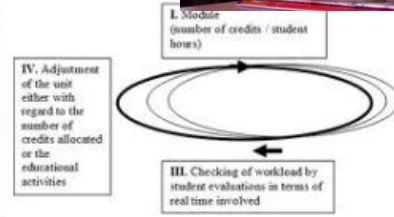


LUMINA



Table 19 Comparison of International Bachelor Degrees with Other Top Exports in South West Canada in the Top Ten International Business Source Countries, 2008

Rank	Country	Number of Degrees	Number of Students	Number of Programs	Number of Institutions
1	USA	1,234	5,678	12	15
2	UK	987	4,321	8	10
3	France	765	3,210	6	8
4	Germany	654	2,109	5	7
5	Italy	543	1,987	4	6
6	Spain	432	1,876	3	5
7	Canada	321	1,765	2	4
8	China	210	1,654	1	3
9	Japan	109	1,543	1	2
10	Australia	98	1,432	1	2



II. Planning educational activities / determining student time involved



GLOBAL INSTITUTIONAL PROFILES PROJECT

Our tool offers the most accurate and comprehensive overview of institutional assessment.

As a fully flexible, transparent system for cross-institutional assessment, it can be used by any institution to assess its own performance against a set of common criteria. The system is designed to be user-friendly and easy to use, and it provides a clear and concise overview of institutional performance.

Key features include:

- User-friendly and easy to use
- Cross-institutional assessment
- Customizable and flexible
- Clear and concise overview of institutional performance
- Fully transparent and open
- Fully flexible and adaptable
- Fully user-friendly and easy to use



LEARNING OUTCOMES: DIFFERENT PATHWAYS LEADING TO COMPARABLE RESULTS

Second cycle learning outcomes

Different outcomes

Tuning

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

EDUCATION & TRAINING

European Commission > Education & training > ...

Education and Training

Lifelong Learning Policy

- Strategic framework for education and training
- Mobility and lifelong learning instruments
- School education
- Higher education
- Vocational education and training
- Adult learning
- Research and Analysis

Lifelong Learning Programme

- Lifelong Learning Programme overview
- Erasmus for higher education

EU-Canada co-operation in higher education, training and youth

Co-operation between the European Union and Canada in education and training started in 1990 and continues to provide opportunities for learners and to develop innovation in the sector.

The first formal EU-Canada Co-operation Agreement was concluded in November 1995 and renewed in December 2000 for an additional five years. It aimed primarily to promote understanding between the peoples of the European Union and Canada and to improve the quality of their human resource development.

The agreements led to funding for projects on international curriculum development and student exchange activities with jointly designed courses, including vocational education and training and language learning.

From 1995 to date, a total of 107 transatlantic consortia have been funded, involving 765 EU and Canadian higher education and training institutions. More than 5 600 students have participated in transatlantic exchanges.

In depth

- Call for proposals
- Selected projects
- Information for students
- Background documents
- Contact information
- Useful links
- Other programmes
 - EU-USA
 - EU-Australia
 - EU-Japan
 - EU-New Zealand
 - EU-Korea





European
Commission

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21 November 2012



Over to Julia