

# Tuning

India

**“Building an Internationalised Degree Profile”**

**Shyamala HANDE,  
Manipal Academy of Higher Education,  
Manipal, India**

**First Policy Forum  
“Internationalisation of Curriculum for Quality Higher  
Education in India”**



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## Building an Internationalised Degree Profile

- What does it imply?
- Why does India need this?
- Link between Indian NEP 2020 agenda and the Tuning approach
- What can be achieved through building an internationalised degree profile
- How? A snapshot of building the degree profile

- **What does it imply?**

- Universities have a crucial role in moulding Global citizens

- Manifestations of a global higher education system (NAFSA):
  - Rapidly expanding exchanges of students and faculty
  - Dual and joint cross-border degree programmes
  - International higher education consortia
  - Cross-border collaborative research and projects
  - The emergence of global institutional ranking schemes

- **What does it imply?**

- Crucial role of Universities in moulding Global citizens
- Manifestations of a global higher education system (NAFSA):
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**Internationalizing the curriculum**

**Paving a path for the rapid growth of global higher education capacity**

Hudzik, J. K., & McCarthy, J. S. (2012). Leading comprehensive internationalization: Strategy and tactics for action. *NAFSA: Association of International Educators*.

Comparable

Compatible

Transparent

**Internationalised Degree Profile**

Beneitone, P., & Yarosh, M. (2021). A Comparative analysis of global competences within the framework of internationalized curricula. *Tuning Journal for Higher Education*, 8(2), 25-53.

Tuning as a Practical Approach for the Internationalisation of Curriculum

**Building an Internationalised Degree Profile**

- **Why does India need this?**

### The Top challenges

- Expansion, excellence and equity
- Articulation of what is meant by internationalization of higher education- Data?
- Job readiness, employability

[https://niti.gov.in/planningcommission.gov.in/docs/plans/planrel/fiveyr/12th/pdf/12fyp\\_vol1.pdf](https://niti.gov.in/planningcommission.gov.in/docs/plans/planrel/fiveyr/12th/pdf/12fyp_vol1.pdf)

<https://www.orfonline.org/expert-speak/why-internationalisation-higher-education-can-game-changer-india/>

## Link between Indian NEP 2020 agenda and the Tuning approach

- Medium to Build personality , Skill development, Holistic professional growth
  - Multidisciplinarity
  - Multiple exit and entry points
  - Choice Based Credit System, Academic Bank of Credit
  - Competency based; more formative assessments
  - Flexibility to decide the curriculum and pedagogy
  - Autonomy to institutions, single governance body
  - Global universities / faculty
- Effective implementation-Flexible Learning ecosystem- Self driven workspace

Developing common reference points : Permits to design comparable, compatible and transparent programmes

Generic and specific competencies

Developing a meta- profile

Workload analysis

Designing the Degree program

Tuning process

Degree Profile

Stakeholders:  
Owners of the reform  
Students  
Graduates  
Academics  
Administrators  
Employers

Instrument for enhancing quality

Methodology for innovation and reform

Global network of a community of practitioners

Applicable to any subject area

Consultations promote Internationalization

Harnesses the diversity of strengths and culture

National priorities/ accreditation bodies

Develop, implement, monitor and improve;  
Re-formulate or formulate degree programmes

Platform for dialogue and action  
Transparent Efforts

Allows comparability between degrees from the different institutions facilitating mobility of students at all levels, and staff among the Higher Education Institutions in and outside the country, facilitating a process of cooperation and joint purpose



## What can be achieved through building an internationalised degree profile through this approach?

- Multiple stakeholders: Shared responsibility, Transparency
- Competencies
- Reference points
- Future prospects
- Design process, Level of mobility: Joint purpose

Considers prior learning experiences, future trends, employability, societal impact

## In Tuning

### Two Clear Pillars

- 1) Design of **compatible and comparable degree programmes** that are relevant to society and have inbuilt mechanisms for maintaining and improving quality
- 2) Contribution to a **full implementation process supporting capacity building** - continuous staff development and research - into curriculum development, teaching, learning and assessment

**A snapshot the process of building the degree profile**

## List of 18 Generic Competences

GC1

GC2

GC3

GC4

GC5

GC6

## List of 54 Subject Specific Competences

SSC1

SSC6

SSC2

SSC7

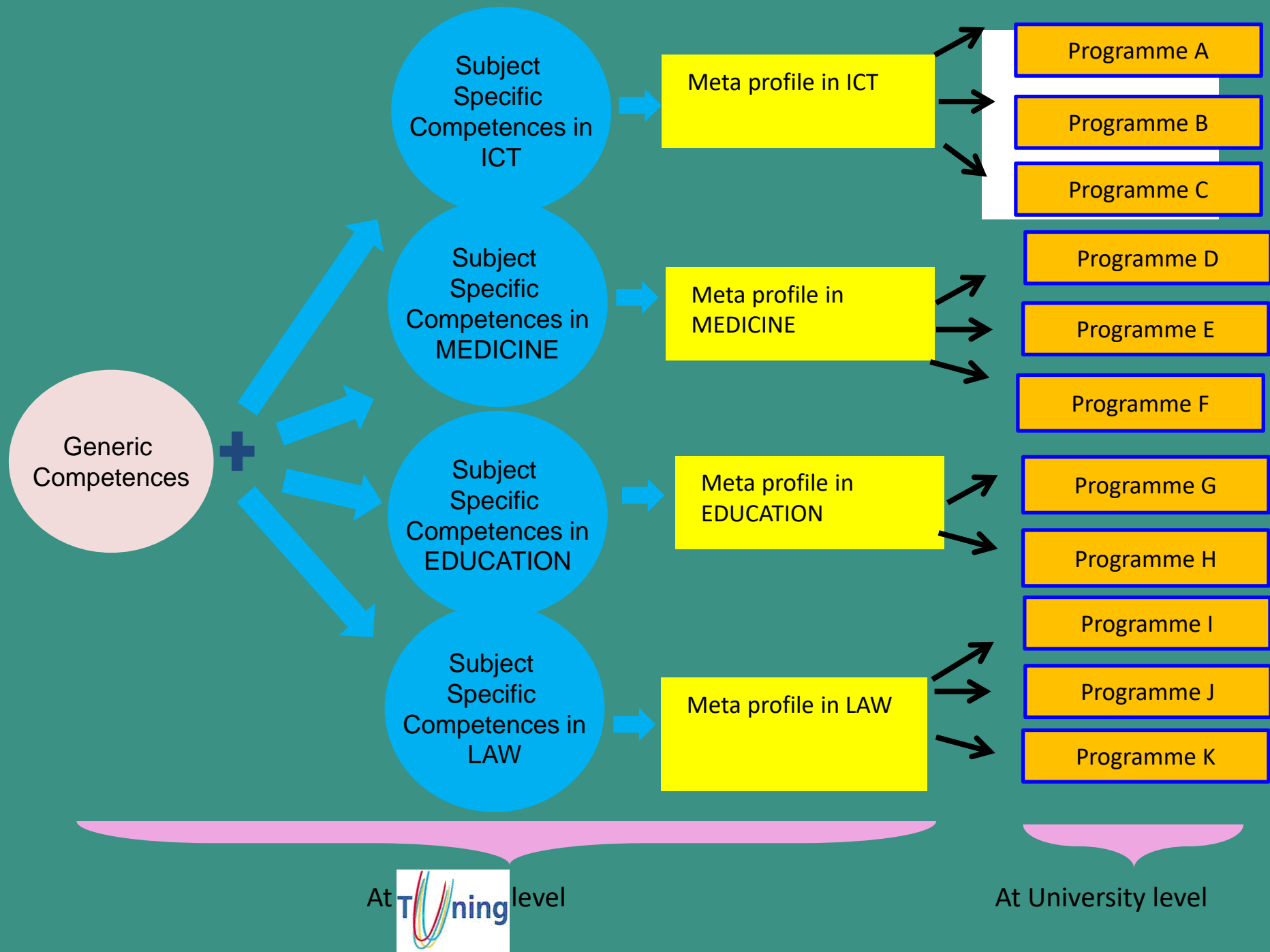
SSC3

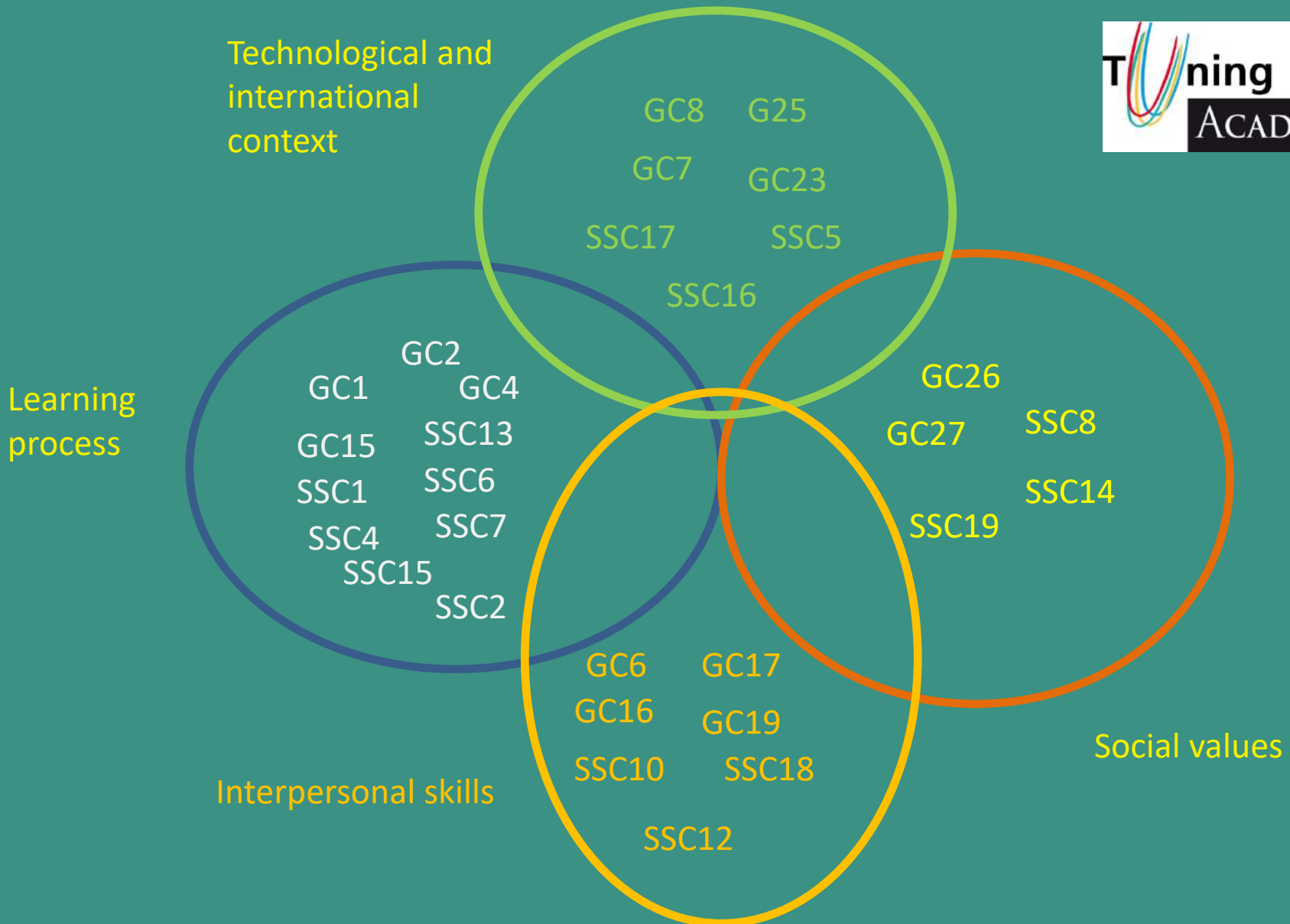
SSC8

SSC4

SSC9

SSC5





After consultation process, and through a factorial analysis, the group identified 4 factors/dimensions for Civil Engineering in Latin America

## The Template

The Template consists of a title field and six sections (A-F), and includes succinct instructions for its completion.

<p><b>DEGREE PROFILE OF</b> Please provide (in bold).</p> <p>The <b>full name of the qualification as written in the original language</b>. When this is not English, please provide an official <b>English translation</b> as mentioned in the Diploma Supplement in <i>italics</i>.</p> <p>Please provide the <b>official name of the programme</b> offered by the institution, in the original language. Please provide also an official translation <i>in English (if applicable) in italics</i>.</p>
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TYPE OF DEGREE & LENGTH	Please identify the <b>type of degree</b> , e.g. whether the degree is the result of a programme offered by a single institution or whether the degree is the result of a joint programme (joint degree or double / multiple degree). Please indicate between brackets the length of the degree programme in ECTS-credits, and/or - if applicable - national/institutional credits and/or years of study.
INSTITUTION(S)	Please give the <b>official name of the awarding institution(s)</b> , and the country where it is based (If the name is not in Latin Alphabet, please provide a transliteration or transcription. In addition, please provide also an official translation <b>in English (if applicable) in italics</b> ).
ACCREDITATION ORGANISATION(S)	Please identify the accreditation organisation(s) <b>that provides the accreditation of the degree programme or the degree awarding institution, and the country in which the accreditation organisation operates</b> .

1	DISCIPLINE(S) / SUBJECT AREA(S)	Please indicate the main <b>discipline(s) / subject area(s)</b> of the degree programme. If the programme is multi- or interdisciplinary, please indicate the relative weight of the major components, if applicable (e.g. politics, law and economics (60:20:20)).
2	GENERAL / SPECIALIST FOCUS	Please specify the <b>general and/or specialist</b> focus of the degree programme.
3	ORIENTATION	Please outline the <b>orientation of the degree programme</b> . <i>For example whether the degree is primarily research, practically based, professional, applied, related to designated employment, etc.</i>
4	DISTINCTIVE FEATURES	Please indicate any <b>additional features that distinguish this degree programme from other similar degree programmes</b> . <i>For example: if the programme includes a compulsory international component, a work placement, a specific environment or is taught in a second language.</i>

C	<b>Employability &amp; Further Education</b>	
1	EMPLOYABILITY	Please summarise (in maximum 3 lines) the main <b>employment opportunities</b> that arise from successful completion of the programme. <i>Indicate whether the award confers any nationally regulated/protected title on the holder and if so, provide more information about the title and rights attached. Indicate if the title is protected by law.</i>
2	FURTHER STUDIES	Please indicate (in maximum 3 lines) opportunities for <b>access to further studies</b> , both, within and outside the main and specific subject areas identified above (B.1.).

Effective degree programs must prepare graduates  
who apply their learning to a wide array of problems and settings



Thus an effort towards building  
**an effective international degree profile**  
would help improve quality of the degree program, thus  
**enriching the student profile**

**Thank you!**

