

Tuning

India

Objectives and Outcomes of the Second Implementation Meeting

Ivan DYUKAREV, University of Deusto



Co-funded by the
Erasmus+ Programme
of the European Union

**Second Implementation Meeting,
Online, 20 July 2021**



1. Objectives of Second Implementation Meeting



2. Implementing Degree Programmes: Achievement and Challenges



3. Programme



4. Quality Plan



5. SAG Sessions



BACKGROUND

Designing study programmes and defining programme competences and learning outcomes require careful planning and **teamwork by the responsible staff**. In learner centred and competence-based programmes all **faculty staff** who is involved in offering components of the degree programmes **has a shared responsibility for its outcomes**.

In an accumulation and transfer system, **credits and learning outcomes**, expressed in terms of competences **are inseparably linked**. While credits express the volume of learning, learning outcomes express the content of that learning.

However, in general terms there is not a one to one relationship between credits and learning outcomes. The **time required** for the average learner or typical student to achieve the learning outcomes is decided not only by the **volume of knowledge and skills** to be taught and learned but also by the **context in which the process of learning takes place**.



AIM

The Implementation Workshops is aimed at the **facilitation of the implementation process** of pilot programmes in Indian universities.

Distributing students' workload and assigning ECTS credits, as well as **designing students' learning guides** are main topics of this event.

Achievements, challenges and plans for the implementation process at each Indian university will also be **discussed and agreed**.

Participants of the workshops are **academic and management staff of implementing universities (including staff that did not participate in the project meetings but are involved in the teaching and implementation process)**.



IMPLEMENTING DEGREE PROGRAMMES: ACHIEVEMENTS

SAG ICT

4 DPs and 3 SLGs designed and commented

SAG Law

3 DPs and 2 SLGs designed and commented

SAG Medicine

5 DPs and 5 SLGs designed and commented

SAG Teacher Education

2 DPs designed and commented

Total: 14 DPs and 10 SLGs

DPs – Degree Programmes

SLGs – Students' Learning Guides





IMPLEMENTING DEGREE PROGRAMMES: CHALLENGES

SAG ICT

2 DPs to be finalised and commented, 3 SLGs to be designed

SAG Law

2 DPs to be finalised and commented, 3 SLGs to be designed

SAG Medicine

1 DP to be finalised and commented, 1 SLGs to be designed

SAG Teacher Education

3 DPs to be finalised and commented, 5 SLGs to be designed

Total: 8 DP and 12 SLG

DPs – Degree Programmes
SLGs – Students' Learning Guides

ATTENTION



Tuning India

Implementation Workshop

PROGRAMME

Online, 20 July 2021

09:45 – 13:00 (Central European Summer Time)
13:15 – 16:30 (India Standard Time)

Plenary Session

10:00-11:30 CEST, 13:15-15:00 IST
meet.google.com/whd-zjdb-tko

SAG Teacher Education

12:00-13:00 CEST, 15:30-16:30 IST
meet.google.com/ejg-fiwn-rzx

SAG Law

12:00-13:00 CEST, 15:30-16:30 IST
meet.google.com/zie-shbv-fsq

SAG Medicine

12:00-13:00 CEST, 15:30-16:30 IST
meet.google.com/ouw-vpcg-zdm

SAG ICT

12:00-13:00 CEST, 15:30-16:30 IST
meet.google.com/ofu-wrpz-mri



QUALITY PLAN

The main purpose of this project Quality Assurance and Enhancement Plan (QAEP) is to describe the **Quality Management procedures** that the project team will follow in order to **ensure, monitor and control the quality** of all processes and results produced during the Tuning India project lifecycle.

In particular:

- To ensure **effective management** of the project and assessment of the performance.
- To define **quality control measures** to be applied for all work packages.
- To provide **acceptance criteria and specifications** for project outputs.



QUALITY PLAN

A multicomponent quality assurance and monitoring mechanisms to be used:

1. The **peer-review mechanism within Subject Area Groups (SAGs)** will be used each time the SAG members prepare a curriculum and/or pedagogical improvement proposal for their particular context. Thus, in two General Meetings (GMs) where participants focus on the development of degree programmes, the proposals will be reviewed by their SAG peers against the criteria established at the project level;
2. **Review by peers from partner universities** will be used to enhance the quality of the meta-profile designed by each SAG: SAG members will organise a series of consultations with the relevant actors at university level to obtain feedback on the SAG group proposal – this feedback will be acted upon by groups;



QUALITY PLAN

3. **Quality Assurance Board (QAB)** will be established within the project. It will consist of 6 persons: **1 member of each SAG** (different from the SAG coordinator, 4 in total), plus **2 EU Tuning methodology experts** (from EDIW and RUG). QAB will check the quality of work produced by SAGs: the materials produced will be sent to the QAB, which will give written feedback against the checklist criteria previously shared with the project participants.



QUALITY PLAN

4. The implementing universities will receive **monitoring visits** during the implementation from the respective Monitoring Visits Teams organised by QAB: **3-person teams** built by **QAB Member, EU expert** and **SAG Coordinator**.
5. **Student feedback** will be collected to further improve programmes under implementation.



QUALITY PLAN

MAIN DELIVERABLES

1. Meta-Profiles Institutional Review
2. Degree Programmes Peer Review
3. Quality Assurance Board Reports
4. Tuning India Checklist for Degree Programme Design
5. Monitoring Visits for Implementing Universities
6. Student Feedback Survey



QUALITY PLAN

MAIN DELIVERABLES

Meta-Profiles Institutional Review

Meta-profiles present an understanding not only of the core elements and their description but also of their identification and explanation in a readily understood and shared language. They offer the location, importance and weight of the different factors that make up the whole image. The meta-profiles give the contours within which degrees can be identified and recognised because the key elements are clearly portrayed and lucidly described. Each Subject Area Group will **contrast the meta-profile at institutional level** to determine which elements are either missing or over-represented and how to improve the degrees in their respective contexts.



QUALITY PLAN

MAIN DELIVERABLES

1. Meta-Profiles Institutional Review

Task 2 (INDIVIDUAL) - Bridging between Meta-Profile and reality.

The objective is to contrast the institutional current degree profile with the Meta-Profile agreed in Bilbao.

This process allows to reflect on the coincidences and differences and to start the institutional validation.

Each SAG member should:

Choose a degree at his/her University related to the subject area to which he/she belongs.

Identify which is the profile for this degree at his/her University.

Analyse this degree profile comparatively with the Meta-Profile agreed in Bilbao:

Identifying coincidences.

Focusing on those elements that differ.

Analysing the weight of the different dominant elements: Are there elements which are not considered in the degree profile of my university? And which would be the explanation and justification for these differences?

Select six academics from your subject area at your University and discuss the differences.

Write a short report (around 2 pages) with the following points:

Description of the process followed

Presentation of the degree profile of the University

Coincidences with the meta-profile (agreed at Subject area level)

Differences with the meta-profile

People consulted and reflections

Profile adjustments/Profile suggested for the university

Conclusions



<https://tuningindia.org/wp-content/uploads/T-India-2GM-Booklet-web.pdf>



QUALITY PLAN

MAIN DELIVERABLES

Degree Programmes Peer Review

SAG members will organise a peer review process of the Degree Programmes design proposals with the aim of improving each other's designs. For that purpose, Quality Assurance Board will propose a **Tuning Checklist for Degree Programme Design** adapted for the Indian context. Each University will receive a feedback in a report to be discussed at institutional level after the Fourth General Meeting.



QUALITY PLAN

MAIN DELIVERABLES

Tuning India Checklist for Degree Programme Design

Link for **self-assessment**

https://docs.google.com/forms/d/e/1FAIpQLSc71nC9D4xpuDn89hdpAlw2l_vgoG5Qyr9rOEa_1O05X28xw/viewform?usp=sf_link

To do during the Second Implementation Meeting and to finalize it before 25 July 2021

ATTENTION



QUALITY PLAN

MAIN DELIVERABLES

Degree Programmes Peer Review – Peer Review

Link for **peer review**

https://docs.google.com/forms/d/e/1FAIpQLSfVUgBR7k92965AsNCrgm0LpRH66m6cP4CnlvU2e2wwui0Y7A/viewform?usp=sf_

To discuss the scheme of peer review during the Second Implementation Meeting and to finalize it before 01 September 2021

ATTENTION



QUALITY PLAN

MAIN DELIVERABLES

Monitoring Visits for Implementing Universities

The implementing universities will receive monitoring visits during the implementation. Each Monitoring Visit Team will be composed by **3-person teams** built by **QAB Member, EU expert and SAG Coordinator**.

To discuss the scheme of monitoring visits during the Second Implementation Meeting and to perform the visits in the period of 01-30 September 2021

ATTENTION



QUALITY PLAN

MAIN DELIVERABLES

Student Feedback Survey

An on-line Student feedback survey will be conducted in order to collect the perceptions of the changes introduced by the new or re-designed degree programmes.

It will be focused on the key aspects identified by students in terms of:

- Learning outcomes clearly explained and developed along the course/module
- Teaching and learning activities connected to the achievement of these learning outcomes
- Assessment strategies reflecting the spirit of a learner centred and competence based approach.

All feedback will contribute to improve the implementation process in the pioneering universities.



QUALITY PLAN

MAIN DELIVERABLES

Student Feedback Survey

Link for students' feedback survey

https://docs.google.com/forms/d/e/1FAIpQLSeB2hltQxz4O8KpCZSgZ13-5TWHuJgY3Z3Xh_GQKSloilAk2A/viewform?usp=sf_link

To discuss the dates of the students feedback survey during the Second Implementation Meeting and to perform the survey in the period of 01-30 September 2021

ATTENTION



SAG SESSIONS

- To revise the progress of the implementation of the degree programmes
- To distribute the students' workload and assigning ECTS credits
- To design the students' learning guides
- To conduct self-assessment
- To plan peer review
- To plan the students' feedback survey
- To elect QAB member
- To plan the monitoring visits



SAG SESSIONS

- To revise the progress of the implementation of the degree programmes

in accordance with "Degree Programme Template".

Degree Programme Template

(1) Name and level of the programme

Agree on a name which is clear and reflects the aims and the purpose of the programme; please mention if it is a new or revised programme. Define and indicate the level of the programme; indicate if the programme gives access to further studies. Questions:

- Does the name reflect the aims and purpose of the programme?
- Is the programme at bachelor's or master's level?
- Are the access (eligibility) requirements and a possible progression from this degree to further studies made clear?

(2) The social needs of the programme

State what local, national or global needs the programme has been (re)designed to meet; include a justification for the programme in terms of the local / national / international social needs + a mention of why the programme has been revised. Questions:

- It is clear why the programme is necessary – what social needs are relevant for the local/national (as well as possibly international) context it has been (re)designed to meet?
- Is it clear why the programme is revised, what stipulated the revision of the programme, and what improvement is sought in the revision?

Full response must:

- State clearly why the programme is necessary – what social needs relevant for the local/national (as well as possibly international) context it has been (re)designed to meet
- State clearly why the programme is being revised:
 - What stipulated the revision of the programme undertaken
 - What aspects were the focus of the revision (which competences and/or aspects of the curriculum the authors of the revision sought to reinforce/improve)

3. Future fields, sectors of employment/ occupation of graduates



SAG SESSIONS

- To design the students' learning guides

in accordance with "Students' Guide Template"

Students' Learning Guide Template

I. INTRODUCTION TO THE SUBJECT

(1.1) Lecturer's contact details

/ Text to be complete */*

(1.2) Contribution to the degree profile

/ Text to be complete */*

(1.3) Competences to be developed

Specific Competences

Generic Competences

/ Text to be complete */*

II. STUDENT WORK PLAN

(2.1) Distribution of activities and workload

Competence	Contents	Activities-Resources-Documentation	Estimated work time		Completion and/or submission deadlines
			Contact hours	Independent work	
Generic competence 1					
Generic competence 2					
Specific competence 1					
Specific competence 2					
<i>Total</i>			<i>(i.e. no more than 1/3)</i>	<i>(i.e. up to 2/3)</i>	



SAG SESSIONS

- To conduct self-assessment

Link for **self-assessment**

https://docs.google.com/forms/d/e/1FAIpQLSc71nC9D4xpuDn89hdpAlw2l_vgoG5Qyr9rOEa_1O05X28xw/viewform?usp=sf_link



SAG SESSIONS

- To plan the students' feedback survey

and inform project coordinator on the expected number of students
and period of the survey



SAG SESSIONS

- To elect QAB member

and inform project coordinator at the end of the SAG Session

Tuning

India

Thank you!