Tuning Academy

Introduction to Tuning Methodology

Presentation of the Tuning project and its context

Julia González, Robert Wagenaar y Pablo Beneitone

Bangalore, 8 May 2018

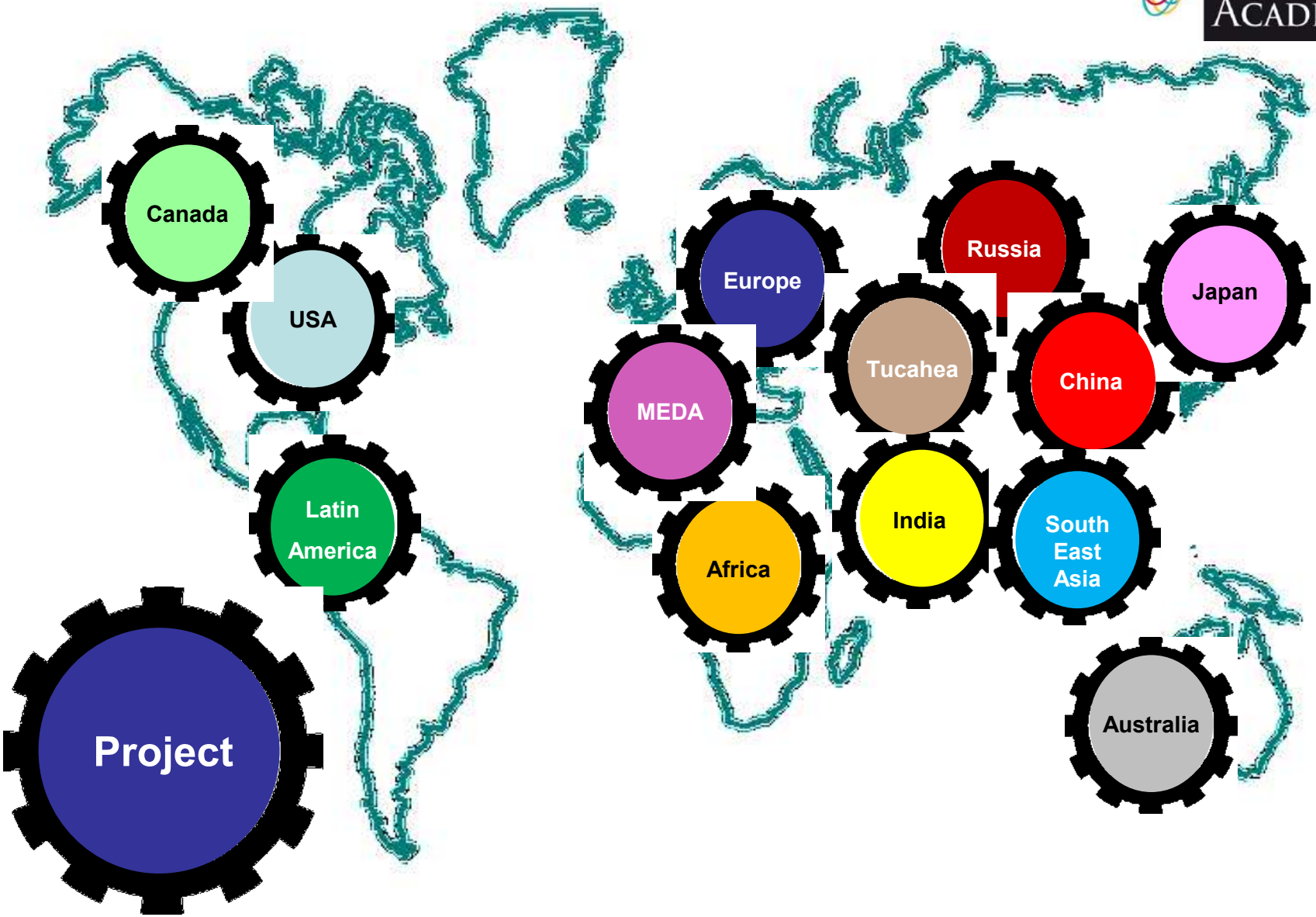
Outline

1. What is Tuning?
2. Where is Tuning in the world?
3. How does it work?
4. Which is the heart of Tuning?
5. Which are the phases in the Tuning process?
6. What does Tuning offer?
7. What does it require?
8. Conclusions : Who makes Tuning?

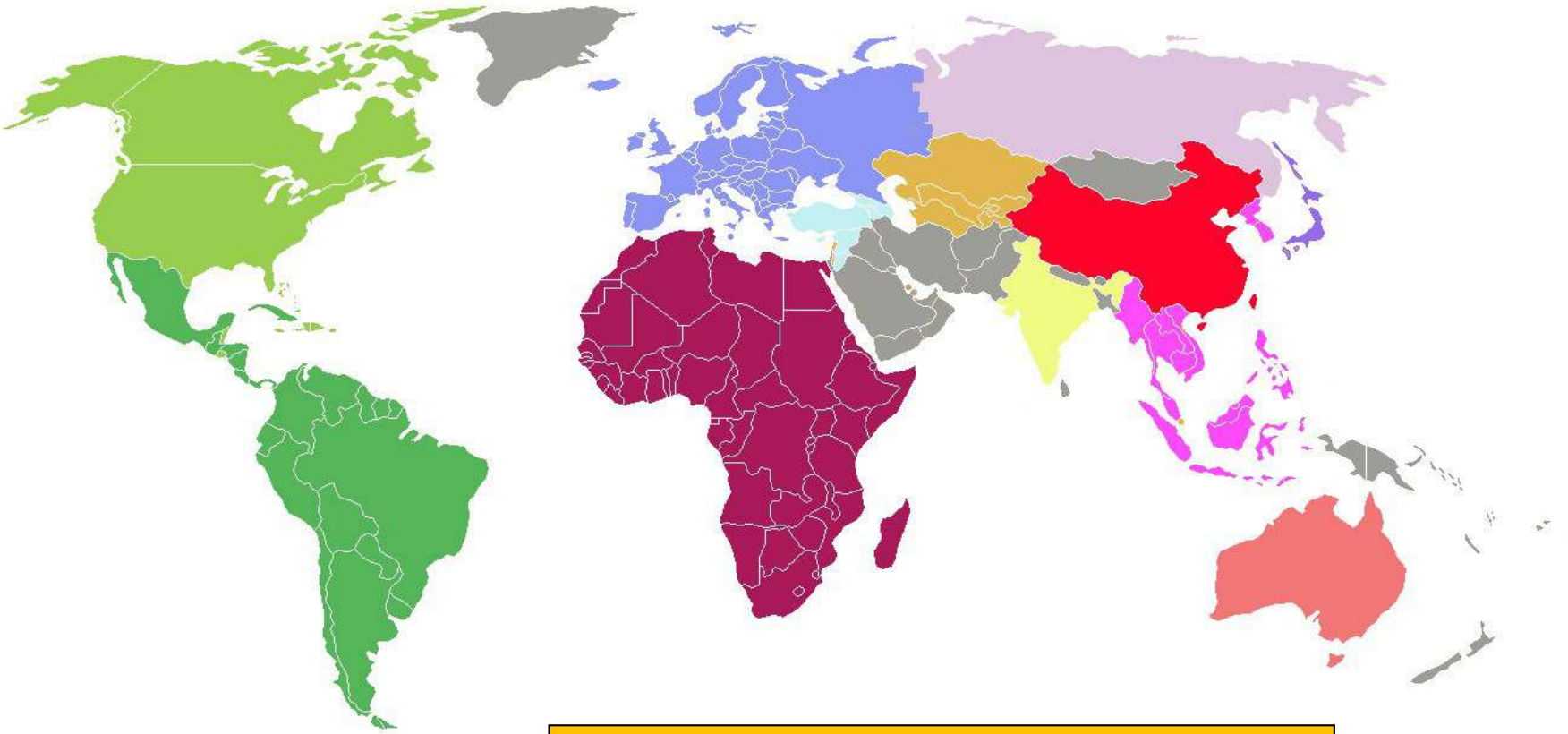
1. What is Tuning?

- A project for/ by the universities.
- A meeting point to reflect on HE.
- A process of learning together.
- A set of principles: ownership, respect for diversity, closeness to needs,
- A methodology, an approach to design and deliver HE Degree programmes.
- A tool, an instrument to be used.

2. Where is Tuning in the world?



Tuning in the World in 2018 …



120 countries involved

3. How does it work?

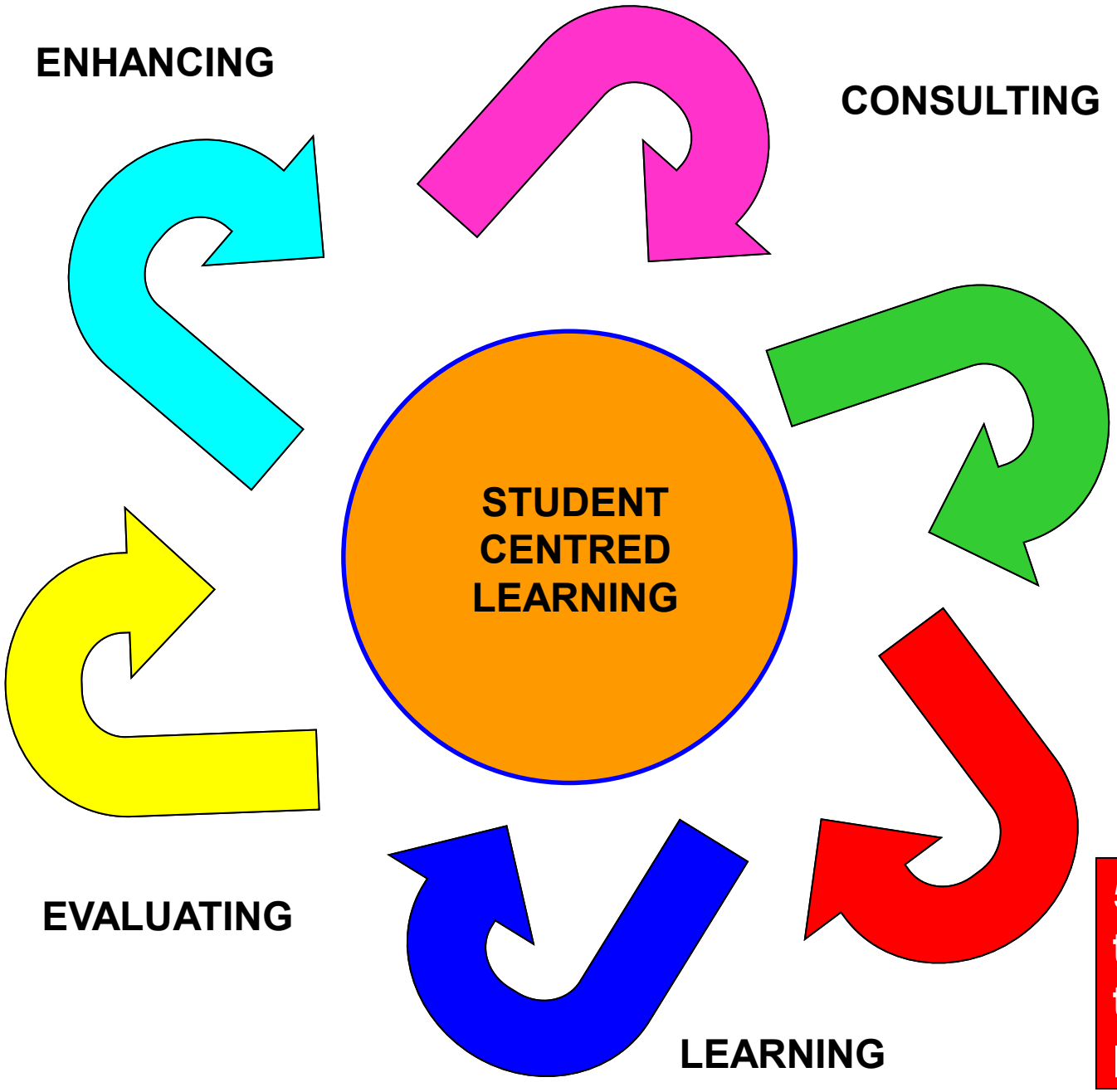
- It is a bottom up approach.
- At subject level.
- It is based on mutual trust and confidence.
- Totally respectful of autonomy (institution/ country/ region).
- Organized system according to regional needs with aims, objectives to reach at every step.

3. How does it work?

4. Which is the heart of Tuning?

- **Three main concepts:**
  - **Recognition – standards, reference points**
  - **Quality – transparency, benchmarking**
  - **Relevance - answer to social needs: citizenship/ employability**

- **An outcomed based learning:**
  - **Student-centred**
  - **Competenced based**



Tuning Academy

5. Which are the phases of the Tuning process?

6. What does Tuning offer?

- A common language to understand and compare.
- An articulated set of tools, jointly developed by academics.
- A platform for discussing and learning about HE.
- Participation into the building of global reference points.
- A system of developing degrees shared by many actors.
- Posibility of networking, events and publications.
- Capacity building.

7. What does it requiere?

- Commitment by the Institution and the person.
- Participation in the meetings.
- Working in between to progress the tasks.
- Time, not a huge ammount but enough to contribute.
- Being able to share and to listen.

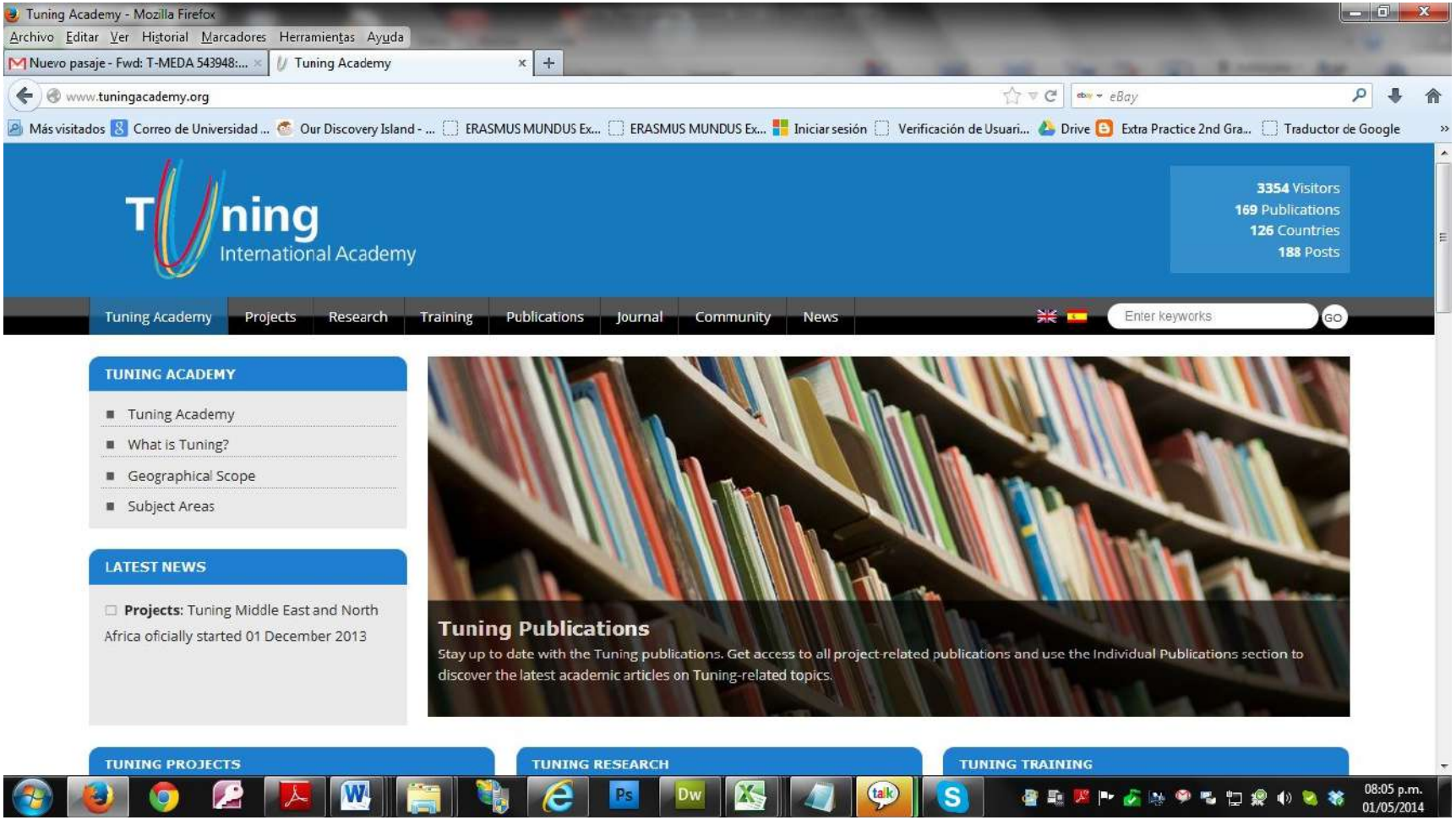
8. Conclusion: who makes Tuning?

- Tuning is built on every person who takes part and shares ideas and initiatives.
- It is built on each academic and profesional group, on the people from the different regions who take different aspects and develop them according to their needs.
- It is very global because it relates to international standards and reference points and tries to develop them with many regions of the world.
- It is very local because in every context it takes a different shape and outcome in accordance to the choices made by the people of the region.

Some publications …

For more information:

http://www.tuningacademy.org



आपका बहुत बहुत धन्यवाद

Presentation of the concept of Competences.

Generic Competences in different contexts

Pablo Beneitone

Bangalore, 9 May 2018

Outline

1. Definitions. Main Concepts and procedures.

2. Generic Competences in different contexts.

3. Consultation: how it was done in other Tuning projects.

Concepts. Definitions

Key elements

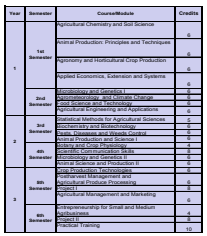
GC

SSC

Degree profile

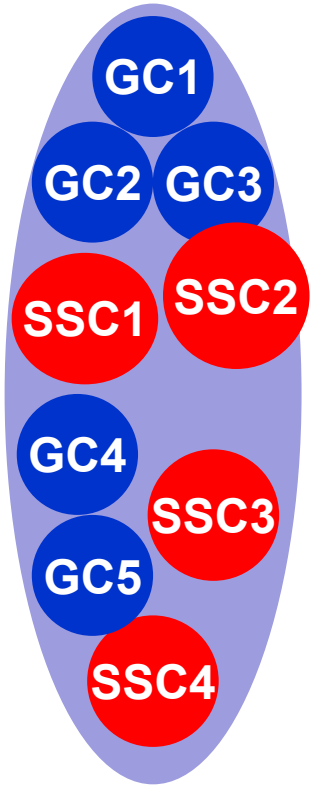
Competences

Programme



Year	Semester	Course/Module	Credits
1	1st Semester	Agricultural Chemistry and Soil Science	6
		Animal Production: Principles and Techniques	6
		Agronomy and Horticultural Crop Production	6
		Applied Economics, Extension and Systems	6
	2nd Semester	Agrobiology and Genetics I	6
		Agrometeorology and Climatic Change	6
		Food Science and Technology	6
		Agricultural Engineering and Applications	6
2	3rd Semester	Statistical Methods for Agricultural Sciences	5
		Biochemistry and Biotechnology	6
		Agricultural Economics and Marketing	6
		Animal Production and Science I	6
	4th Semester	Botany and Crop Physiology	6
		Scientific Communication Skills	6
		Microbiology and Genetics II	6
		Animal Science and Production II	6
3	5th Semester	Crop Production Technologies	6
		Postharvest Management and Agricultural Produce Processing	6
		Agricultural Management and Marketing	6
	6th Semester	Entrepreneurship for Small and Medium Agribusiness	4
		Project II	6
		Practical Training	10

Concepts. Definitions



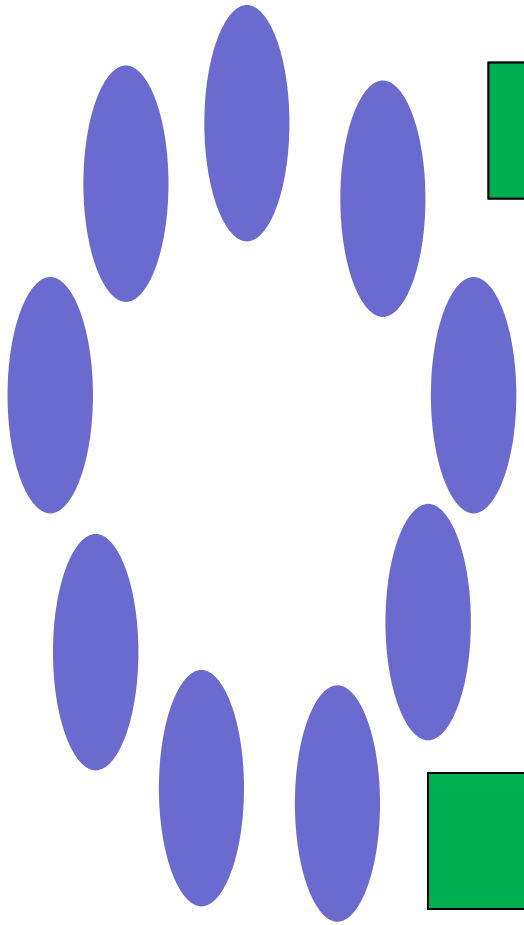
Degree profile

Describes in terms of competences and learning outcomes what graduates will know, understand and be able to do by the time they have successfully completed the programme.

A set of key competences (Generic (GC) and Subject Specific (SS)) to be developed by the learners in the framework of a programme.

Should be very concise and it needs to be very clear.

Subject Area X



Degree profile University A

Degree profile University B

Degree profile University C

Degree profile University D

Degree profile University E

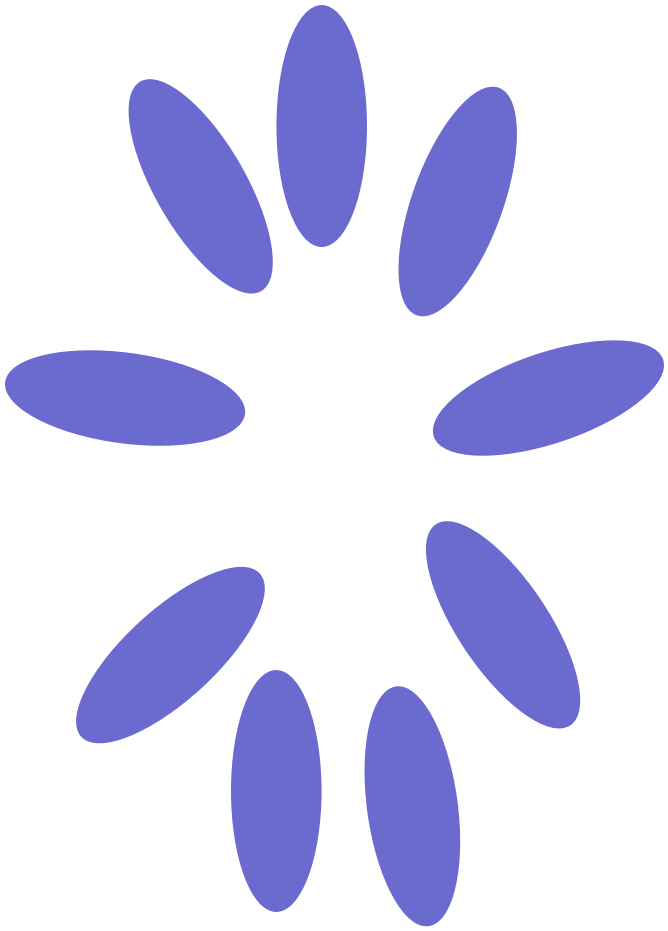
Degree profile University F

Degree profile University G

Degree profile University H

Degree profile University I

Subject Area X



Subject Area X

Tuning Academy

List of Generic Competences

- GC1
- GC2
- GC3
- GC4
- GC5
- GC6

List of Subject Specific Competences

- SSC1
- SSC2
- SSC3
- SSC4
- SSC5
- SSC6
- SSC7
- SSC8
- SSC9

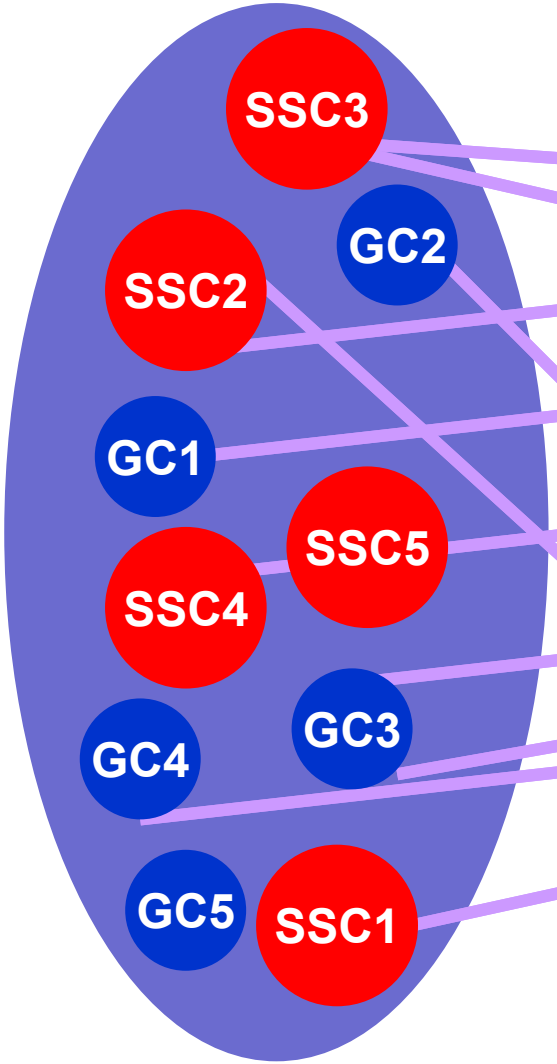
Concepts. Definitions

Competence

What is a competence according to Tuning?

- Is a broad concept
- Represents a dynamic combination of:
  - Knowledge and understanding at different levels
  - Skills and abilities
  - Attitudes and values
- Competences are used to define degree profiles
- Competences are formed in various course units and assessed at different stages.
- Some competences are subject area related (specific to a field of study) while others are generic (common to any degree programme)

Degree profile



Programme

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		Biochemistry and Biotechnology	6
		Pests, Diseases and Weeds Control	6
		Animal Production and Science I	6
	4th Semester	Botany and Crop Physiology	4
		Scientific Communication Skills	8
		Microbiology and Genetics II	6
		Animal Science and Production II	6
3	5th Semester	Crop Production Technologies	6
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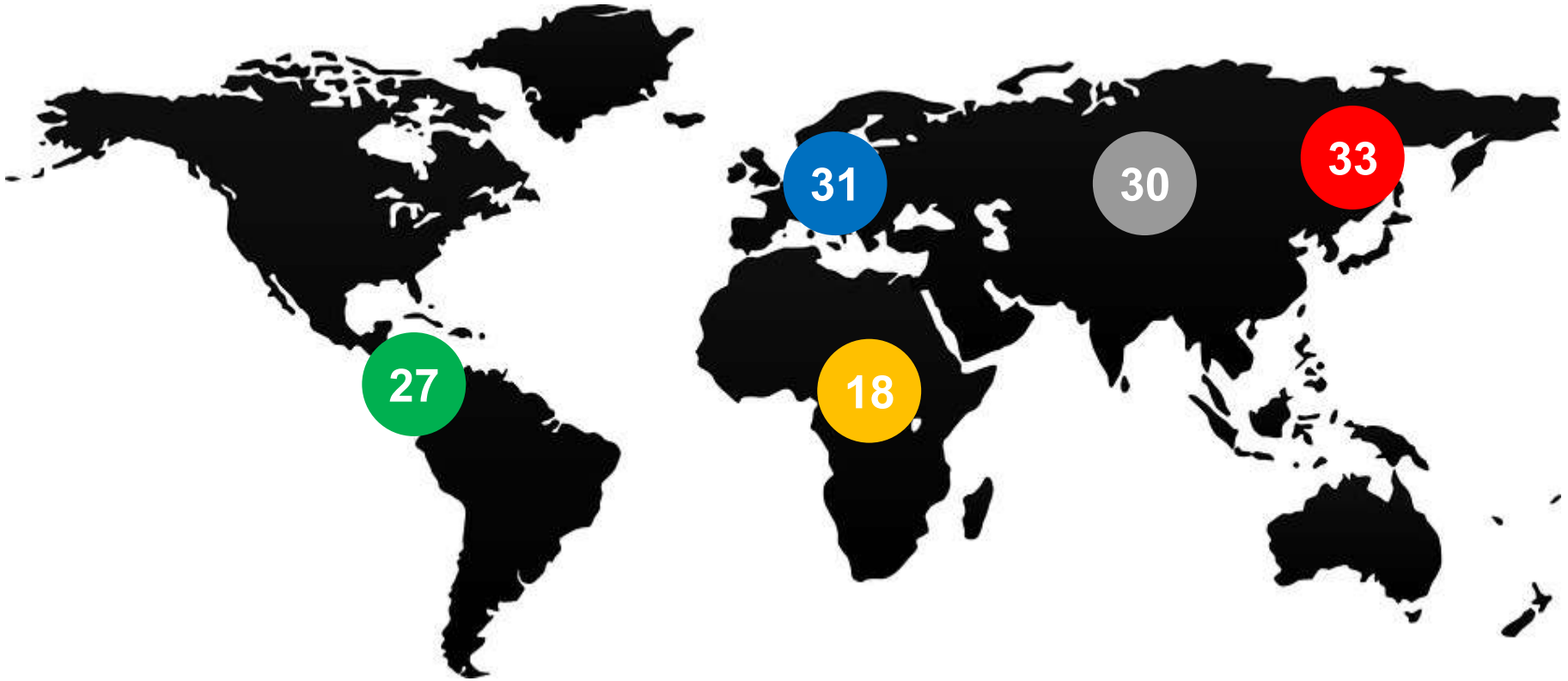


16 Global Generic Competences in different contexts

16 GLOBAL Generic Competences

Generic Competences in different contexts

Tuning Academy

- Problem solving
- Decision making
- Creativity
- Concern for quality
- Oral and written communication
- Ethical commitment
- Interpersonal skills
- Teamwork
- Critical and self-critical abilities
- Ability to work autonomously
- Capacity to learn actively
- Computing skills
- Information management skills
- Ability to apply knowledge in practice
- Commitment to the conservation of the environment
- Capacity for abstract thinking, analysis and synthesis

16 GLOBAL Generic Competences

Generic Competences in different contexts

Tuning Academy

Concern for quality

Ability to evaluate and mantain the quality of work produced — EU

Commitment to quality — LA

Ability to evaluate, review and enhance quality — RU

Ability to focus on quality — AF

Concern for quality — CH

Different phrasing, same meaning

16 GLOBAL Generic Competences

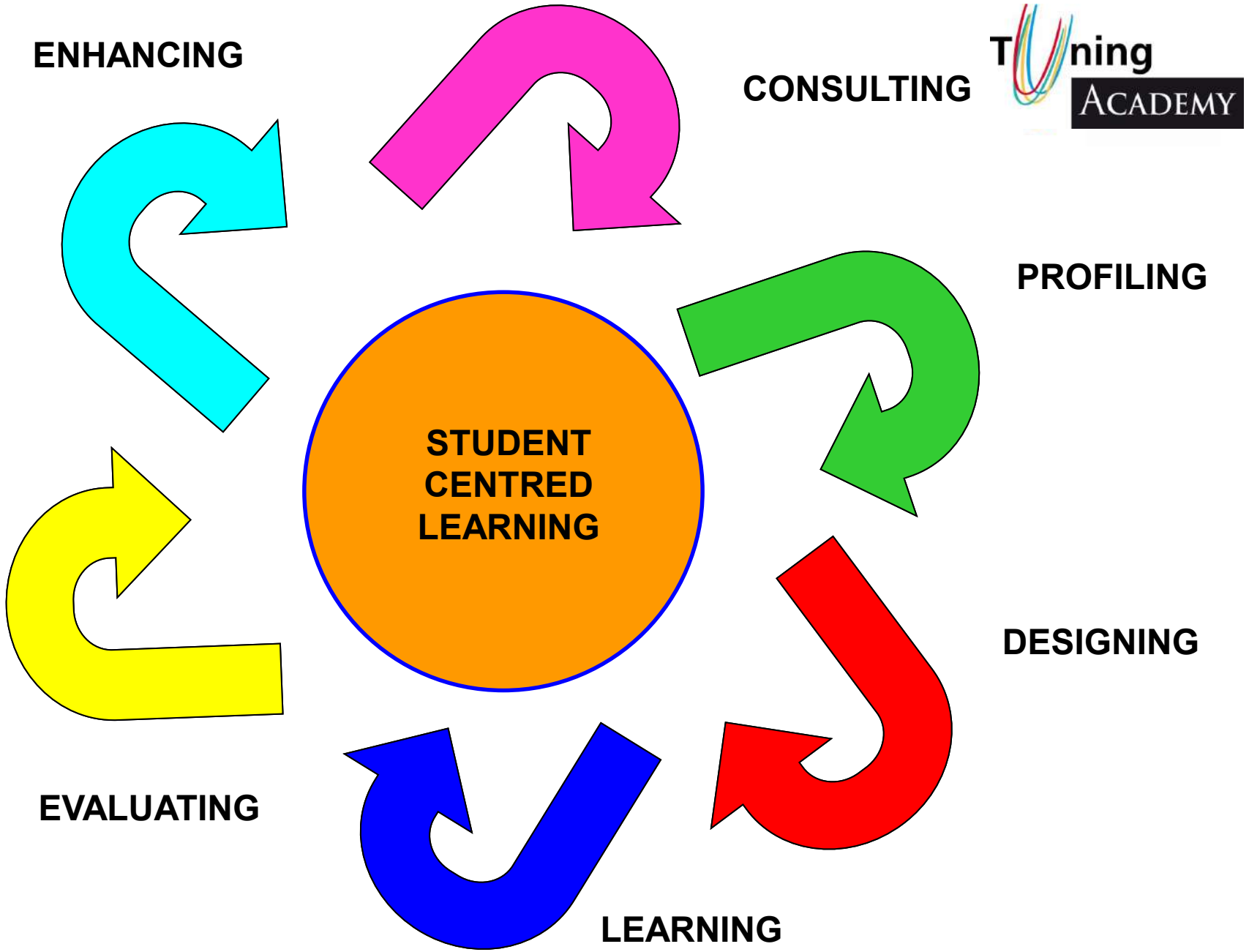
Generic Competences in different contexts

Tuning Academy

•There are **16 competences which are highlighted internationally** and seen to be necessary to define any university degree.

•The 16 global competences are part of a larger list in each region, where there are **other competences** that can match in some regions and some others that are exclusively linked to a context and do not appear in the rest. (**singularity that coexists with globality**).

• The **relevance of the context** is critical. The education systems of different countries refer to various combinations of competences. Each list of generic competences is abstracted from a context in which they have meaning. When generic competences are described without context, their meaning is left unanchored, and they imply learning without context.


ENHANCING
CONSULTING
PROFILING
STUDENT CENTRED LEARNING
DESIGNING
EVALUATING
LEARNING

Consultating

WHAT was CONSULTED in the different Tuning projects?

3 VARIABLES:

- **IMPORTANCE**
- **ACHIEVEMENT**
- **RANKING**

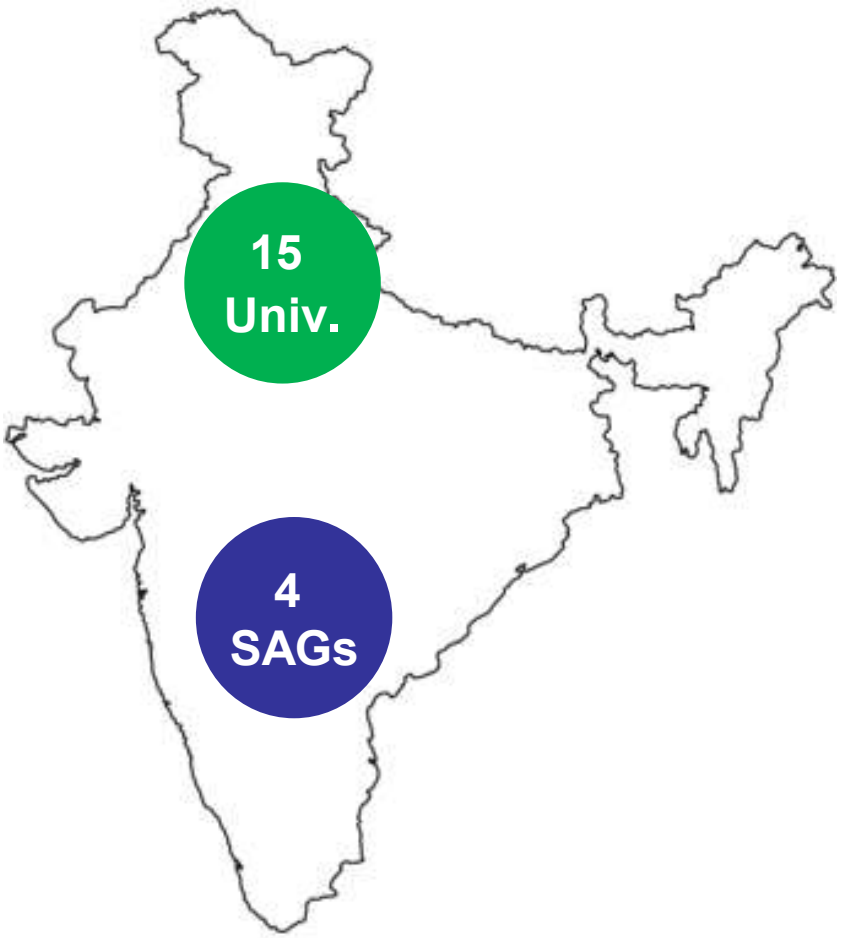
Consultating

WHO was CONSULTED in the different Tuning projects?

- GRADUATES
- ACADEMICS
- STUDENTS
- EMPLOYERS

Tuning India

Tuning India (2017-2020)



DESIGN

New and Revised programmes

IMPLEMENTATION

Tuning India

General Objective

To contribute to and support the internationalization process in India through building of a framework of comparable, compatible and transparent degree programmes

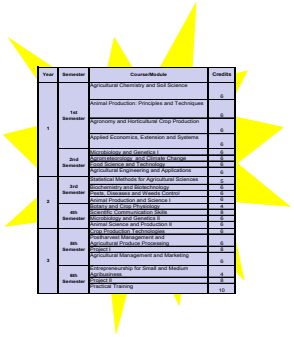
Tuning India

Specific Objectives

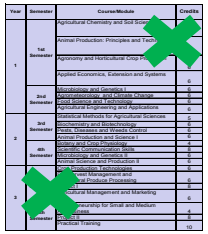
- To apply the Tuning methodology in Indian universities in four subject areas – Law, ICT, Medicine and Teacher Education
- To develop Tuning Meta-Profiles in four subject areas
- To develop, implement, monitor and improve degree programmes
- To promote sub regional and international cooperation between the Indian and EU universities

Expected Outcomes

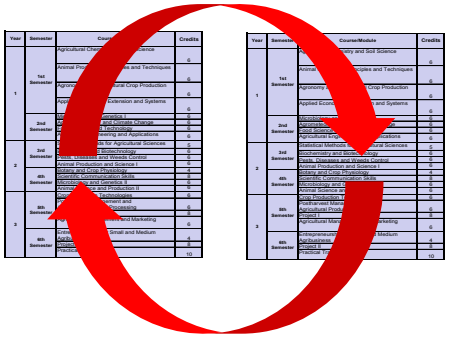
DESIGN



NEW



REVISED



JOINT

IMPLEMENTATION

Tuning India

Participants

Number of INSTITUTIONS

15 UNIVERSITIES

Number of PARTICIPANTS

40 academics

Tuning India

Subject Areas

- ICT
- Medicine
- Teacher Education
- Law

Tuning India

Timetable

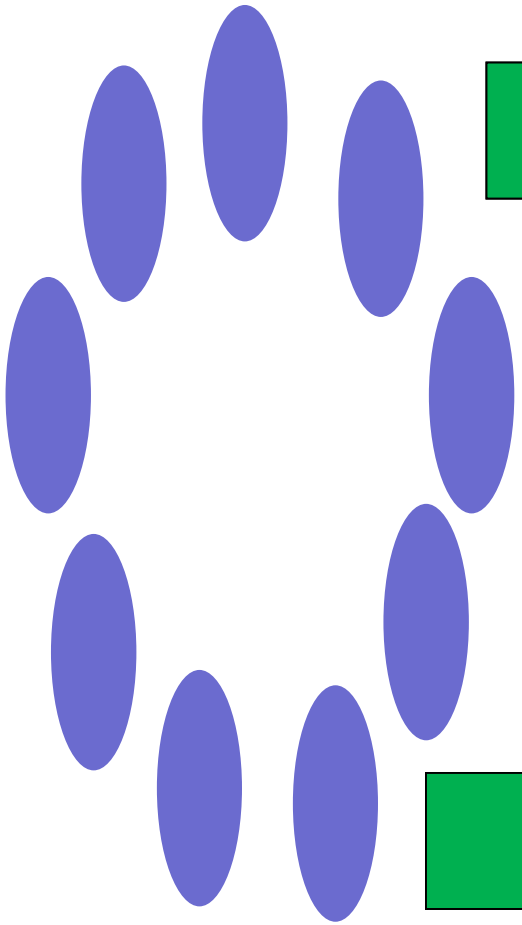
First General Meeting	Bangalore, 9-11 May 2018
Second General Meeting	Bilbao, November 2018
Third General Meeting	Delhi, April 2019
Fourth General Meeting	Calcuta, October 2019
Fifth General Meeting	Pune, April 2020
Sixth General Meeting	Brussels, September 2020

FIRST GENERAL MEETING

TASKS to be done at First General Meeting

1. Introduction of all participants
2. Presentation of the Map of Subject Area
3. Elaboration of a List of Generic Competences
4. Identification of subject specific competences for 3 Subject Areas
5. Agreement on consultation process

1. Introduction of all participants



2. Presentation of the Map of Subject Area

Subject area map

1. Subject area:

2. Country:

3. What degree qualifications exist in your subject area?

4. What professions can these qualifications lead to?

5. Is there a typical curriculum for your subject area? ¿What is it? Are there any core components? What are the optional components? What are the basic level components?

6. Any other comments:

Degree programmes of your subject area IN YOUR UNIVERSITY

Desired occupations for graduates and future trends

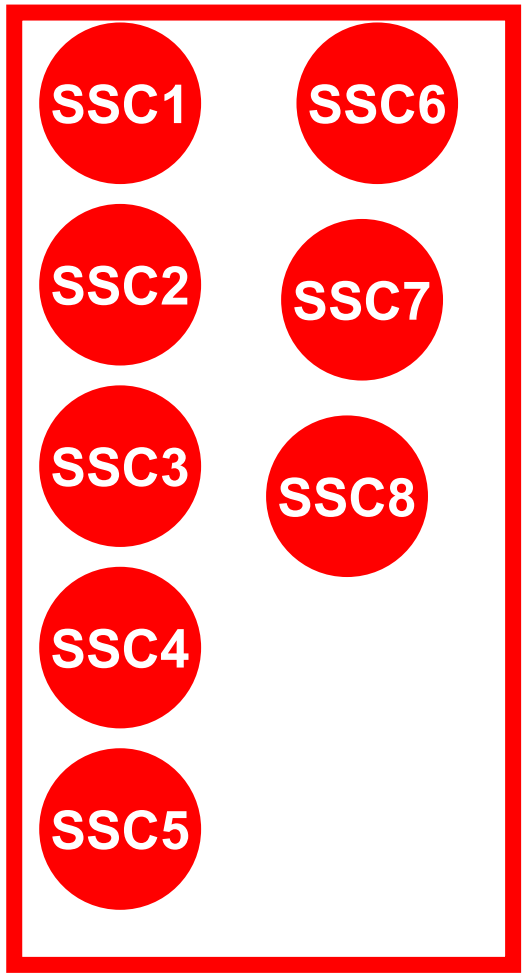
Are there a typical curriculum or educational standard(s)/regulations for your subject area? If so, please describe this typical curriculum including core and optional components

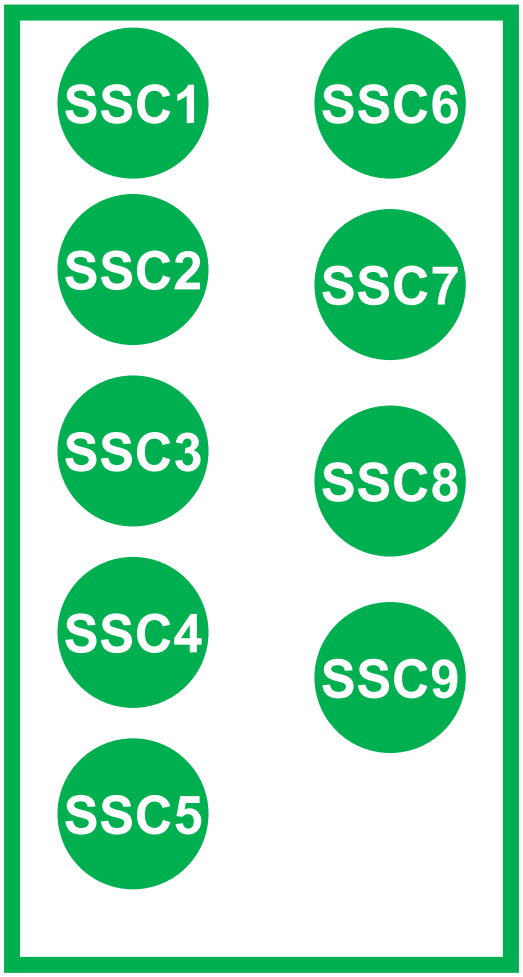
3. Elaboration of a List of Generic Competences

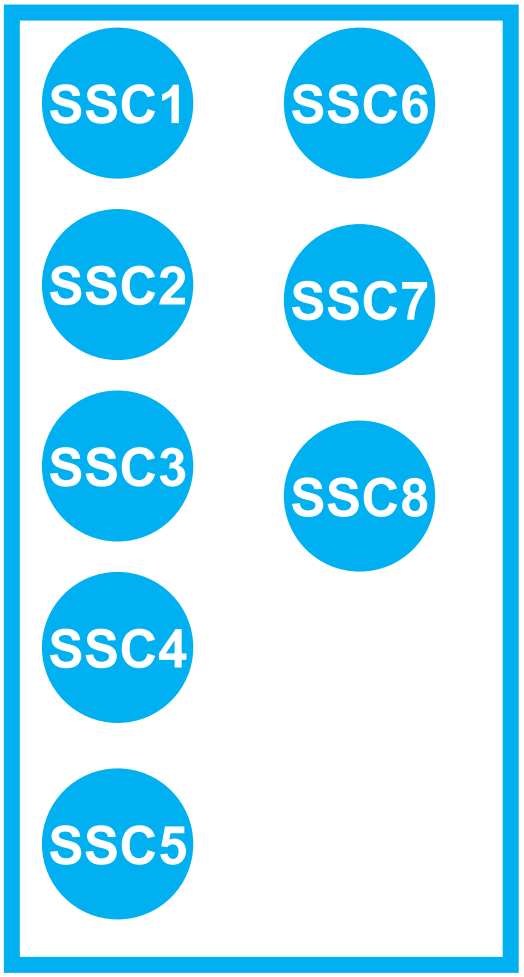
List of Generic Competences for India

- GC1
- GC2
- GC3
- GC4
- GC5
- GC6

4. Identification of subject specific competences for 4 new subject areas







5. Agreement on consultation process

WHAT will be CONSULTED ?

3 VARIABLES:	IMPORTANCE	ACHIEVEMENT	RANKING

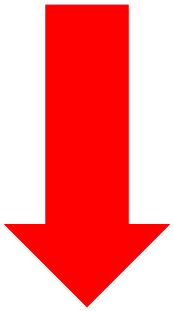
WHO and HOW MANY will be CONSULTED?

- GRADUATES
- ACADEMICS
- EMPLOYERS
- STUDENTS

HOW will be done?

ON-LINE CONSULTATION

FIRST GENERAL MEETING



Consultation Process of Generic and Subject Specific Competences

SECOND GENERAL MEETING

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