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# **Tuning India (T-India)**

## **First General Meeting**

**Bangalore, 07-11 May 2018**

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## TUNING INDIA (T-INDIA) PROJECT

### **GENERAL INFORMATION**

Title: Tuning India (T-India)

Number: 585868-EPP-1-2017-1-ES-EPPKA2-CBHE-JP

Programme: Erasmus + Programme of the European Union

Coordinator: University of Deusto

Dates: 15 October 2017 – 14 October 2020

Countries: EU - Spain, Netherlands, Ireland, Italy, Belgium; PC - India

Subject areas: Law, ICT, Medicine, Teacher Education

### **PROJECT RATIONALE**

The project is based on the results of a Feasibility Study launched by the EC in cooperation with the Indian government to find to what extent a Tuning project can contribute to, and be appropriate within, the strategic objectives of the reform of Higher Education in India; if Higher Education institutions would find it appropriate; how it could be implemented, on what scale and with which subject areas/disciplines. Recommendations formulated as a result of the interviews with members of Indian national authorities, associations key to Indian Higher Education and academics from universities across the country (South, East, Centre, North and West), as well as the desktop research, were validated in a final seminar by members of the Indian universities, regional and national governmental organisations in Delhi in October 2014. The Indian universities in the consortium participated in the Feasibility Study or were recommended by those who did as key actors of the Indian Higher education. The EU partners participated in different Tuning initiatives in different regions of the world.

The three biggest challenges identified for Indian Higher Education for the upcoming years are those of expansion, excellence and equity (12th Indian Five Year Plan). To make sure all the students who enrol in Higher Education institutions across the country benefit from comparable high-quality educational experience, Indian Higher Education needs to develop comparable and compatible degree programmes (curriculum development) and build the capacity of university teachers (improving the quality of education and teaching). In other words, high-quality learner-centred degree programmes whose structure is clear, which are comparable and compatible across the different institutions at the national (as well as international) level and that permit students to develop transferable skills are the answer India wants (cf. Higher Education in India: Vision 2030 report).

The wider objective of the project is to contribute to and support the internationalization process in India through building of a framework of comparable, compatible and transparent degree programmes.

Tuning India offers:

- a) Provision of a platform for dialogue and action and promoting active engagement of academics and developing mutual trust, respect and growth.
- b) Support of modernisation providing methods and concrete ways of developing and implementing the aims and reinforcing the efforts at the national level.

- c) Development of transparency into the Higher Education system and thus allowing 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.
- d) Provision of relevant networks of universities able to back Higher Education developments in India and to bring their presence and contribution internationally.
- e) A truly Indian-driven process which works in support of the internal developments and ensures that Higher Education Institutions become a strong and dynamic force both at national and international level.

The Tuning India project, will achieve its wider objective through the achievement and realisation of the following specific objectives:

- (1) To apply the Tuning methodology in Indian universities in four subject areas – Law, ICT, Medicine and Teacher Education;
- (2) To develop Tuning Meta-Profiles in four subject areas;
- (3) To develop, implement, monitor and improve degree programmes;
- (4) To promote sub regional and international cooperation between India and EU universities.

The Tuning methodology comprises a culturally adaptable approach and a set of tools for curriculum reform and modernisation process in all its aspects. It is particularly appropriate to the Indian context because it is not identified with a single country but harnesses the diversity of strengths and culture. The process will include the need to:

- Involve all important stakeholders so that they 'own' the reform;
- Re-formulate or formulate degree programmes;
- Consider how student learning can include outcomes related to employment;
- Reappraise teaching, learning and assessment of transversal skills;
- Further facilitate Quality Assurance and Quality Enhancement.

The protection of the rich diversity of education has been paramount in the Tuning project from the very start and the Tuning India project in no way seeks to restrict the independence of academic and subject specialists, or damage local and national academic authorities. In contrary, Tuning India looks for common language and common reference points for different stakeholders and communities involved in Higher Education. The debate in Tuning India will be in the same direction that national priorities and take into consideration their main challenges for Internationalization of Higher Education.

### ***PROJECT ACTIVITIES AND METHODOLOGY***

The Tuning approach, which has been developed since 2000, tested in several continents and considered valid worldwide, consists of a methodology to (re-) design, develop, implement and evaluate study programmes for each of the higher education cycles.

Tuning methodology has been chosen as a main tool of project for the curricula reform, since it serves as a platform for developing reference points at subject area level and permits to design comparable, compatible and transparent programmes of studies. For the development of the programmes, partner beneficiaries will be provided with step-by-step methodology for designing new programmes or improving existing ones.

The project foresees wide consultation process with key stakeholders - employers, students, graduates and academic staff, to identify the most important competences that should be developed in a degree programme.

The project foresees a set of activities distributed around 6 General Meetings - project milestones.

First year is aimed at formation of subject area groups, definition of competences for every subject area, consultation with stakeholders, analysis of survey results, followed by formulating Meta-Profiles (WP 2), and elaboration of Programme Profiles including learning outcomes (WP 3). Key stakeholders will be asked to analyse the competences for a concrete subject area at a particular level. Additionally, they will be asked about new skills and fields where new socio-economic needs may be emerging. Three meetings are foreseen to be organised in the first year. Kick off meeting in Bilbao (Spain) will bring together the members of Steering Committee in order to discuss and revise the project work plan and update EU experts with latest Tuning approaches and information on the educational system in India. This will ensure the coherence of approach in different subject areas and adaptation of EU experience to work in new cultural and educational context. The communication of EU experts with Indian universities will initialise work on discussion of description of subject areas and lists of competences.

The First General Meeting will take place in Pune (India), to set up project environment, establish Subject Area Groups (SAGs), elect SAGs Coordinators and collect the Partnership Agreements signed. SAG Coordinators are representatives of Indian Universities elected by academic members of related SAG. SAG members have to decide also on at least one university that will implement developed programme. These implementing universities have to teach the programmes for no less than one semestre within the project lifetime. The meeting includes training on "Tuning Methodology and consultation process with stakeholders". Consultation process with stakeholders, technology and procedure of Tuning survey on competences will be explained and agreed between all SAGs. Survey on competences will take place between First and Second General Meeting. Survey results will be presented at the Second General Meeting (WP 2), taking place in Bologna (Italy). This meeting will validate the lists of competences and provide the training on "Building Meta-Profiles". This meeting, besides academic tasks and academic participants (members of SAGs), will also bring higher education policy makers and HEIs' top managers for the First International Policy Forum. This Forum will aim at providing the participants with theory and practice of competence based approach in Europe and India, establishing policy dialogue between academics and policy makers, and planning the exploitation of project result ensuring wide impact.

Second year will be aimed at development of curricula for the degree programmes at Indian Universities (WP 3). The Meta-Profiles and Degree Programme Profiles will be presented at Third General Meeting, taking place in Calcutta (India). This meeting will provide training on "Programme Design: towards formulating Learning Outcomes". The participants will work on the design of programmes and formulation of learning outcomes till the Fourth General Meeting that will be organised with the aim to provide training on "Programme Design: Students' Workload and Credits". The Fourth General Meeting will take place in Bangalore (India). Consultation process with stakeholders, technology and procedure of Tuning survey on students' workload will be explained and agreed between all SAGs. Survey on students' workload will take place between the Fourth and the Fifth General Meeting. Survey results will be presented at Fifth General Meeting, taking place in Delhi (India). Its objective is the

presentation of students' workload survey results, updating the developed programmes, training on "Improving Teaching, Learning and Assessment", and preparation of implementing universities for implementation of developed programmes. The Fifth General Meeting will coincide with Second International Policy Forum, in order to present results to policy makers, high-level ministerial officials and higher education managers, to discuss project findings and make suggestions for implementation of student centred approach in India.

The second year will be completed by finalization of Meta-Profiles, updating them with data on workload and Teaching, Learning and Assessment approaches. At the end of the second year, the implementation of programmes and enrolment of students will take place, in order to start teaching of (re)designed programmes at every implementing university in the beginning of the third project year. One additional Workshop for each implementing university entitled "Key features for successful implementation of innovative Degree Programmes" will be conducted.

The third year is dedicated to WP 4 focussed on implementation. One General Meeting will be organized. From the Fifth General Meeting every SAG will start working on the editing of the main project publication "Guidelines for profiling, designing and implementing innovative degree programmes". This result plays an important role for the design of programme curricula in the subject areas. Guidelines is a document designed to convey the essential information about subject area, typical degrees and occupations, competences, learning outcomes and level descriptors. It provides information on new approaches regarding teaching, learning and assessment, and overview of student workload approaches. It will summarize the main results of the project in the four subject areas (explaining the process followed, the results of the consultations process, the meta –profiles agreed, the programmes proposed, etc.). Taking into consideration the importance of the document and the number of contributors, the editing will place between the Fifth and Sixth General Meetings. A draft version of "Guidelines for profiling, designing and implementing innovative degree programmes" will be presented at the Sixth General Meeting, which will take place in Bilbao (Spain) in order to validate and finalize the publication.

### **PROJECT CONSORTIUM**

<b>N</b>	<b>Partner</b>	<b>Country</b>
1	Universidad de Deusto (UD)	Spain
2	Rijksuniversiteit Groningen (RUG)	Netherlands
3	Trinity College Dublin (TCD)	Ireland
4	Università di Bologna (BOLOGNA)	Italy
5	Education for an Interdependent world (EDIW)	Belgium
6	Datta Meghe Institute of Medical Sciences (DMIMS)	India
7	University of Calcutta (CU)	India
8	King George's Medical University (KGMU)	India
9	Jawaharlal Nehru University (JNU)	India
10	Jagran Lakecity University (JLU)	India
11	Savitribai Phule Pune University (SPPU)	India

12	Adamas University (AU)	India
13	International Institute of Information Technology (IIIT-B)	India
14	Manipal Academy of Higher Education (MAHE)	India
15	GD Goenka University (GDGU)	India
16	PSG Institute of Medical Sciences and Research (PSGIMS&R)	India
17	Gokula Education Foundation Medical (M.S. Ramaiah Medical College) (MSRMC)	India
18	Vinoba Bhave University (VBU)	India
19	The IIS University Trust (The IIS University) (IIS)	India
20	Kalyan Bharti Trust (Heritage Institute of Technology) (HIT)	India

## FIRST GENERAL MEETING

### VENUE AND PROGRAMME

#### VENUE

**M.S. Ramaiah Medical College**  
M S Ramaiah Nagar, Mathikere,  
MSRIT Post, Bangalore,  
Karnataka 560054,  
India

**Radisson Blu Atria Bengaluru**  
No. 1, Palace Road Bengaluru  
Karnataka,  
India 560001

#### PROGRAMME

Start	End	
		<b>07 May 2018 – Arrival</b>
		<b>Arrival</b>
20:00		<b>Welcome and Registration</b>
20:30		<b>Dinner at the Hotel</b>
		<b>08 May 2018 – Plenary and SAG Working Sessions</b>
<b>09:00</b>	<b>13:00</b>	<b>Plenary Session</b>
		<b>Welcome and Opening</b> <i>H. Vinod BHAT, Vice Chancellor, Manipal Academy of Higher Education</i> <i>Medha Y RAO, Principal and Dean, M.S. Ramaiah Medical College &amp; Hospitals</i> <i>Pablo BENEITONE, Director of the Tuning Academy</i> <i>Ivan DYUKAREV, T-India Project Manager</i>
09:00	09:30	
09:30	10:00	<b>Introduction to Tuning Methodology.</b> <b>Presentation of the Tuning Project and Its Context</b> <i>Robert WAGENAAR, Director of the Tuning Academy, University of Groningen</i> <i>Pablo BENEITONE, Director of the Tuning Academy, University of Deusto</i> <i>Julia GONZALEZ, Senior Advisor, the Tuning Academy</i>
10:00	10:30	<b>General introduction to the Tuning India Project:</b> <b>Objectives, Main Outcomes and Activities</b> <i>Ivan DYUKAREV, T-India Project Manager</i>
10:30	10:45	<b>Open Discussion</b>
10:45	11:15	<b>Coffee Break</b>
11:15	12:00	<b>Presentation of the Concept of Competences.</b> <b>Generic and Subject Specific Competences in Different Contexts.</b> <i>Pablo BENEITONE, Director of the Tuning Academy</i>
12:00	12:15	<b>Open Discussion</b>
12:15	12:45	<b>Objectives and Outcomes of the First General Meeting.</b> <b>Arrangements for Subject Area Group Work</b>

		<b>Ivan DYUKAREV, T-India Project Manager</b>
12:45	13:00	<b>Open Discussion</b>
13:00	14:30	<b>Lunch</b>
<b>14:30</b>	<b>17:30</b>	<b>Subject Area Group (SAG) Working Sessions</b>
14:30	16:00	<b>Description of Subject Area</b> <i>10 minutes maximum for the presentation by each group member.</i>
16:00	16:30	<b>Coffee Break</b>
16:30	17:30	<b>Generic Competences for India</b> Discussion concerning list of generic competences
17:30	-	<b>Free Time</b>

### 09 May 2018 – SAG Working Sessions

<b>09:00</b>	<b>18:00</b>	<b>Subject Area Group (SAG) Working Sessions</b>
		<b>Agreement and Consensus</b> A draft list of generic competences in India from SAG perspective.
09:00	10:45	<b>Subject Specific Competences for India</b> Discussion related to drawing up a draft list of subject specific competences for each subject area in India.
10:45	11:15	<b>Coffee Break</b>
11:15	13:00	<b>Subject Specific Competences for India</b> Continuation of discussion
13:00	14:30	<b>Lunch</b>
14:30	16:00	<b>Consultation Process with Stakeholders</b> Debate on the consultation process related to the generic and subject specific competences.
16:00	16:30	<b>Coffee Break</b>
16:30	17:30	<b>SAG Summary</b> Summary of the outcomes achieved in the working group. Assignment of tasks for the coming months.
17:30	-	<b>Free Time</b>

### 10 May 2018 – Plenary Session

<b>09:00</b>	<b>13:30</b>	<b>Plenary Session</b>
		<b>Generic and Subject Specific Competences in India</b> Agreements and consensus on list of generic and subject specific competences:
9:00	10:00	<ul style="list-style-type: none"> <li>- Definitive list of generic and subject specific competences in India</li> <li>- Consultation format</li> <li>- Timetable</li> </ul>
		<i>Presentations by SAG Coordinators (15 min)</i>
10:00	10:30	<b>Consultation with Stakeholders. Practical Aspects.</b> <b>Pablo BENEITONE, Director of the Tuning Academy</b> <b>Edurne BARTOLOME, Tuning Academy</b>

10:30	10:45	<b>Open Discussion</b>
10:45	11:15	<b>Coffee Break</b>
11:15	11:45	<b>Management of the Project. Partnership Agreement and Procedures</b> <i>Ivan DYUKAREV, T-India Project Manager</i>
11:45	12:00	<b>Open Discussion</b>
12:00	12:30	<b>Management of the Project. T-India Project Management Web Site</b> <i>Ivan DYUKAREV, T-India Project Manager</i>
12:30	12:45	<b>Open Discussion</b>
12:45	13:30	<b>Summing Up</b> Tasks planned for time until Second General Meeting, Questions <b>Closing the First General Meeting</b>
13:30	-	<b>Free Time</b>

**11 May 2018 - Departure**

## **PARTICIPANTS**

The experience in Tuning and lessons learned from the previous projects shown that the task of developing reference points and designing the comparable/compatible degree programmes require a significant number of participants, in order to ensure high academic level and adequate participation of social partners. It is important when academics correspond to the different universities, fields and countries as it ensures regional and academic cooperation. In each of 15 universities, according to their needs and academic profiles/capacity, the academic staff from different fields will be organised in 4 working subject area groups (SAGs). SAGs also include representatives of 5 EU partners with long-time experience in Tuning and subject areas, resulting in the following list of participants:

### **General list of participants:**

<b>N</b>	<b>Family name</b>	<b>Given name</b>	<b>SAG</b>	<b>Country</b>	<b>Institution</b>
1	ALAEZ MARTINEZ	Marian	Law	Spain	University of Deusto
2	ASHOK	Praadesha	ICT	India	International Institute of Information Technology, Bangalore
3	AWASTHI	Shally	Medicine	India	King's George Medical University
4	BANSAL	Nitesh	Medicine	India	GD Goenka University
5	BARTOLOME PERAL	Eduarne	Management	Spain	University of Deusto
6	BENEITONE	Pablo	Management	Spain	University of Deusto
7	BISWAS	Parimal Chandra	Management	India	Adamas University
8	CHAKI	Rituparna	ICT	India	University of Calcutta
9	DYUKAREV	Ivan	Management	Spain	University of Deusto
10	GOITIA UBIERNA	Sara	Management	Spain	University of Deusto
11	GONZALEZ FERRERAS	Julia Maria	Teacher Education	Italy	Education for an Interdependent world
12	GUPTA	Raakhi	Management	India	I.I.S. University Trust (I.I.S. University)

13	H VINOD	Bhat	Management	India	Manipal Academy of Higher Education
14	HANDE	Shyamala	Medicine	India	Manipal Academy of Higher Education
15	JADHAV	Vaibhav	Teacher Education	India	Savitribai Phule Pune University
16	KEDIA	Sanjay	Teacher Education	India	I.I.S. University Trust (I.I.S. University)
17	KHAN	Yasmin	Teacher Education	India	Jagran Lakecity University
18	KHARAT	Arun Sidram	Management	India	Jawaharhal Nehru University
19	KHARE	Vijay	Teacher Education	India	Savitribai Phule Pune University
20	KUMAR	Preetham	ICT	India	Manipal Academy of Higher Education
21	MAJUMDER	Subhashis	ICT	India	Kalyan Bharti Trust (Heritage Institute of Technology)
22	MARTY MALETA	Maida	Management	Spain	University of Deusto
23	MELGAREJO	Emma	Teacher Education	Italy	Education for an Interdependent world
24	NAGARALE	Sonia	Law	India	Savitribai Phule Pune University
25	PRASAD	Mritunjay	Teacher Education	India	Vinova Bhave University
26	PUTTAIAH	Puneeth	Law	India	Jawaharhal Nehru University
27	RAINA	Reva	Teacher Education	India	GD Goenka University
28	RAINDRA	Savita	Medicine	India	Gokula Education Foundation Medical (M.S. Ramaiah)

					Medical College & Hospitals)
29	RAMALINGAM	Sudha	Medicine	India	PSG Institution of Medical Sciences and Research
30	RAMSUNDAR	Silla	Law	India	Adamas University
31	RANGASAMY	Nesamoorthy	ICT	India	Jagran Lakecity University
32	RAVIKESH	Ravikesh	ICT	India	Jawaharhal Nehru University
33	RHODEN	Kerry Jane	Medicine	Italy	University of Bologna
34	SANYAL	Jaydip	Law	India	Vinova Bhawe University
35	SHANTHAKUMAR	Sanjeevi	Law	India	GD Goenka University
36	SHARE	Michelle	Teacher Education	Ireland	Trinity College Dublin
37	SINHA	Abhay	Management	India	Vinova Bhawe University
38	SRIVASTAVA	Yogendra Kumar	Law	India	Jagran Lakecity University
39	VAN TRIGT	Anna Maria	Medicine	Netherlands	University of Groningen
40	WAGENAAR	Robert	ICT	Netherlands	University of Groningen
41	WAGHMARE	Tripti	Medicine	India	Datta Meghe Institute of Medical Sciences
42	YAROSH	Maria	Teacher Education	Spain	University of Deusto

**Subject Area Groups:**

**SAG Law**

Family name	Given name	E-mail	Institution
ALAEZ MARTINEZ	Marian	marian.alaez@deusto.es	University of Deusto
NAGARALE	Sonia	sonianagarale@yahoo.co.in	Savitribai Phule Pune University
PUTTAIAH	Puneeth	dr.ppuneeth@gmail.com	Jawaharhal Nehru University
RAMSUNDAR	Silla	sillaramsundar@gmail.com	Adamas University

SANYAL	Jaydip	principalulchzb@gmail.com	Vinova Bhave University
SHANTHAKUMAR	Sanjeevi	shantha.kumar@gdgoenka.ac.in	GD Goenka University
SRIVASTAVA	Yogendra Kumar	dryogendra@jlu.edu.in	Jagran Lakecity University

### **SAG ICT**

<b>Family name</b>	<b>Given name</b>	<b>E-mail</b>	<b>Institution</b>
ASHOK	Praadesha	Pradeesha@iiitb.ac.in	International Institute of Information Technology
CHAKI	Rituparna	rituchaki@gmail.com	University of Calcutta
KUMAR	Preetham	preetham.kumar@manipal.edu	Manipal Academy of Higher Education
MAJUMDER	Subhashis	subhashis.majumder@heritageit.edu	Kalyan Bharti Trust (Heritage Institute of Technology)
RANGASAMY	Nesamoorthy	registrar@jlu.edu.in	Jagran Lakecity University
RAVIKESH	Ravikesh	ravikesh@gmail.com	Jawaharhal Nehru University
WAGENAAR	Robert	r.wagenaar@rug.nl	University of Groningen

### **SAG Medicine**

<b>Family name</b>	<b>Given name</b>	<b>E-mail</b>	<b>Institution</b>
AWASTHI	Shally	shally07@gmail.com	King's George Medical University
BANSAL	Nitesh	nitesh.bansal@gdgoenka.ac.in	GD Goenka University
HANDE	Shyamala	shyamala.hande@manipal.edu	Manipal Academy of Higher Education
RAINDRA	Savita	savitaravi@gmail.com	Gokula Education Foundation Medical (Ramaiah Medical College)
RAMALINGAM	Sudha	drsudhapsg@gmail.com	PSG Institution of Medical Sciences and Research
RHODEN	Kerry Jane	kerry.rhoden@unibo.it	University of Bologna

VAN TRIGT	Anna Maria	a.m.van.trigt@umcg.nl	University of Groningen
WAGHMARE	Tripti	drtriptisrivastava@yahoo.co.in	Datta Meghe Institute of Medical Sciences

### **SAG Teacher Education**

<b>Family name</b>	<b>Given name</b>	<b>E-mail</b>	<b>Institution</b>
GONZALEZ FERRERO	Julia Maria	juliagonzalezf@gmail.com	Education for an Interdependent world
JADHAV	Vaibhav	vaibhavjadhav07@hotmail.com	Savitribai Phule Pune University
KEDIA	Sanjay	sanjay.kedia@iisuniv.ac.in	I.I.S. University Trust (I.I.S. University)
KHAN	Yasmin	yasmin.khan@jlu.edu.in	Jagran Lakecity University
KHARE	Vijay	kharevijay95@hotmail.com	Savitribai Phule Pune University
MELGAREJO	Emma	emmatm1950@gmail.com	Education for an Interdependent world
PRASAD	Mritunjay	mritunjayprasad826@gmail.com	Vinova Bhave University
RAINA	Reva	reva.raina@gdgoenka.ac.in	GD Goenka University
SHARE	Michelle	SHAREM@tcd.ie	Trinity College Dublin
YAROSH	Maria	mariayarosh@deusto.es	University of Deusto

## LIST OF COMPETENCES IN OTHER TUNING PROJECTS

### ***GENERIC COMPETENCES***

#### **Tuning Europe**

1. Ability for abstract thinking, analysis and synthesis.
2. Ability to apply knowledge in practical situations.
3. Ability to plan and manage time.
4. Knowledge and understanding of the subject area and understanding of the profession.
5. Ability to communicate both orally and through the written word in native language.
6. Ability to communicate in a second language.
7. Skills in the use of information and communication technologies.
8. Ability to undertake research at an appropriate level.
9. Capacity to learn and stay up-to-date with learning.
10. Ability to search for, process and analyse information from a variety of sources.
11. Ability to be critical and self-critical.
12. Ability to adapt to and act in new situations.
13. Capacity to generate new ideas (creativity).
14. Ability to identify, pose and resolve problems.
15. Ability to make reasoned decisions.
16. Ability to work in a team.
17. Interpersonal and interaction skills.
18. Ability to motivate people and move toward common goals.
19. Ability to communicate with non-experts of one's field.
20. Appreciation and respect for diversity and multiculturalism.
21. Ability to work in an international context.
22. Ability to work autonomously.
23. Ability to design and manage projects.
24. Commitment to safety.
25. Spirit of enterprise, ability to take initiative.
26. Ability to act on the basis of ethical reasoning.
27. Ability to evaluate and maintain quality of work produced.
28. Determination and perseverance in the tasks given and responsibilities taken.
29. Commitment to the conservation of the environment.
30. Ability to act with social responsibility and civic awareness.
31. Ability to show awareness of equal opportunities and gender issues.

#### **Tuning Africa**

1. Ability for conceptual thinking, analysis and synthesis.
2. Professionalism, ethical values and commitment to UBUNTU (respect for the well being and dignity of fellow human beings).
3. Capacity for critical evaluation and self awareness.
4. Ability to translate knowledge into practice.
5. Objective decision making and practical cost effective problem solving.
6. Capacity to use innovative and appropriate technologies.
7. Ability to communicate effectively in official/ national and local language.

8. Ability to learn to learn and capacity for lifelong learning.
9. Flexibility, adaptability and ability to anticipate and respond to new situations.
10. Ability for creative and innovative thinking.
11. Leadership, management and team work skills.
12. Communication and interpersonal skills.
13. Environmental and economic consciousness.
14. Ability to work in an intra and intercultural and/or international context.
15. Ability to work independently.
16. Ability to evaluate, review and enhance quality.
17. Self confidence, entrepreneurial spirit and skills.
18. Commitment to preserve and to add value to the African identity and cultural heritage.

### **Tuning Latin America**

1. Capacity for abstraction, analysis, and synthesis.
2. Ability to apply knowledge in practice.
3. Ability to organise and plan time.
4. Knowledge regarding the area of study and related professions.
5. Social responsibility and commitment to citizenship.
6. Capacity for oral and written communication.
7. Ability to communicate in a second language.
8. Ability to use information and communication technology.
9. Capacity for investigation.
10. Ability to learn and update learning.
11. Ability to search for, process, and analyse information from a variety of sources.
12. Critical and self-critical abilities.
13. Ability to react to new situations.
14. Creative skills.
15. Ability to identify, pose, and solve problems.
16. Ability to make decisions.
17. Ability to work as part of a team.
18. Interpersonal skills.
19. Ability to motivate and work towards common goals.
20. Commitment to look after the environment.
21. Commitment to socio-cultural environment.
22. Value and respect for diversity and multiculturalism.
23. Ability to work in international contexts.
24. Ability to work autonomously.
25. Ability to formulate and manage projects.
26. Ethical commitment.
27. Commitment to quality.

### **Tuning Russia**

1. Ability for abstract thinking, analysis and synthesis.
2. Ability to work in a team.
3. Capacity to generate new ideas (creativity).
4. Ability to identify, pose and resolve problems.
5. Ability to design and manage projects.

6. Ability to apply knowledge in practical situations.
7. Ability to communicate in a second language.
8. Skills in the use of information and communications technologies.
9. Capacity to learn and stay up-to-date with learning.
10. Ability to communicate both orally and in written form in the native language.
11. Ability to work autonomously.
12. Ability to make reasoned decisions.
13. Ability for critical thinking.
14. Appreciation of and respect for diversity and multiculturalism.
15. Ability to act with social responsibility and civic awareness.
16. Ability to act on the basis of ethical reasoning.
17. Commitment to the conservation of the environment.
18. Ability to communicate with non-experts of one's field.
19. Ability to plan and manage time.
20. Ability to evaluate and maintain the quality of work produced.
21. Ability to be critical and self-critical.
22. Ability to search for, process and analyse information from a variety of sources.
23. Commitment to safety.
24. Interpersonal and interaction skills.
25. Ability to undertake research at an appropriate level.
26. Knowledge and understanding of the subject area and understanding of the profession.
27. Ability to resolve conflicts and negotiate.
28. Ability to focus on quality.
29. Ability to focus on results.
30. Ability to innovate.

### **Tuning China**

1. Capacity for analysis and synthesis
2. Capacity for applying knowledge in practice
3. Planning and time management
4. Basic general knowledge in the field of study
5. Grounding in basic knowledge of the profession in practice
6. Oral and written communication in your native language
7. Capacity to communicate in a second language
8. Computing skills
9. Research skills
10. Capacity to learn actively
11. Information management skills
12. Critical and self-critical abilities
13. Capacity to adapt to new situations
14. Capacity for generating new ideas
15. Problem-solving
16. Decision-making
17. Teamwork
18. Interpersonal skills
19. Leadership
20. Ability to work in an interdisciplinary team

21. Ability to communicate with non-experts in the field
22. Appreciation and understanding of culture diversity
23. Ability to work in an international context
24. Commitment to health and safety
25. Ability to work autonomously
26. Project design and management
27. Initiative and entrepreneurial spirit
28. Ethical commitment and professional attitude
29. Social responsibility and civic awareness
30. Concern for quality
31. Will to succeed
32. Environment awareness and commitment to sustainable development
33. Ability of self-management

### **Tuning Georgia**

1. Capacity for abstract thinking, analysis and synthesis.
2. Ability to apply knowledge in practical situations.
3. Ability to plan and manage time.
4. Knowledge and understanding of the subject area and understanding of the profession.
5. Ability to communicate both orally and through the written world in native language.
6. Ability to communicate in a second language.
7. Skills in the use of information and communication technologies.
8. Ability to undertake research at an appropriate level.
9. Capacity to learn and stay up-to-date with learning.
10. Ability to search for, process, and analyse information from a variety of sources.
11. Ability to be critical and self-critical.
12. Ability to adapt to and act in new situations.
13. Capacity to generate new ideas (creativity).
14. Ability to identify, pose and resolve problems.
15. Ability to make reasoned decisions.
16. Ability to work in a team.
17. Interpersonal and interaction skills.
18. Ability to motivate people and move toward common goals.
19. Ability to communicate with non-experts of one's field.
20. Appreciation of and respect for diversity and multiculturalism.
21. Ability to work in an international context.
22. Ability to work autonomously.
23. Ability to design and manage projects.
24. Commitment to safety.
25. Spirit of enterprise, ability to take initiative.
26. Ability to act on the basis of ethical reasoning.
27. Ability to evaluate and maintain the quality of work produced.
28. Determination and perseverance in the tasks given and responsibilities taken.
29. Commitment to the conservation of the environment.
30. Ability to act with social responsibility and civic awareness.
31. Ability to show awareness of equal opportunities and gender issues.

## **Tuning Lithuania**

1. Knowledge and understanding of the subject area and understanding of the profession.
2. Ability to evaluate and maintain the quality of work produced (focus on quality).
3. Ability to identify, pose and resolve problems.
4. Determination and perseverance in the tasks given and responsibilities taken.
5. Ability to communicate in a second language.
6. Interpersonal and interaction skills.
7. Ability to make reasoned decisions.
8. Ability to communicate both orally and in writing in native language.
9. Ability to work autonomously.
10. Skills in the use of information and communication technologies.
11. Ability to adapt to new situations.
12. Ability to apply knowledge in practical situations.
13. Capacity to generate new ideas (creativity).
14. Ability to be critical and self-critical.
15. Ability to plan and manage time.
16. Capacity to learn and stay up-to-date with learning.
17. Ability to work in a team.
18. Ability to act on the basis of ethical reasoning (commitment to ethics).
19. Ability to communicate with non-experts of one's field.
20. Ability for abstract thinking, analysis and synthesis.
21. Ability to undertake research at an appropriate level.
22. Ability to motivate people and move toward common goals.
23. Ability to act with social responsibility and civic awareness.
24. Appreciation of and respect for diversity and multiculturalism.
25. Ability to show awareness of equal opportunities and gender issues.
26. Ability to design and manage projects.
27. Ability to work in an international context.
28. Commitment to safety.
29. Spirit of enterprise, ability to take initiative.
30. Commitment to the conservation of the environment.
31. Ability to search for, process and analyse information from a variety of sources.

## **Tuning Asia – South East**

1. Ability to work collaboratively and effectively in diverse contexts
2. Ability to use information and communication technology purposefully and responsibly
3. Ability to uphold professional, moral and ethical values
4. Ability to demonstrate responsibility and accountability towards the society and environment
5. Ability to communicate clearly and effectively
6. Ability to think critically, reflectively and innovatively
7. Ability to understand, value, and respect diversity and multiculturalism
8. Ability to carry out lifelong learning and continuous professional development
9. Demonstrate problem solving abilities
10. Ability to initiate, plan, organise, implement and evaluate course of actions

11. Ability to conduct research
12. Ability to demonstrate leadership attributes
13. Ability to apply knowledge into practice

## ***SUBJECT SPECIFIC COMPETENCES***

### **Law (Tuning Russia III)**

1. Ability to express oneself in a fluent technical language using precise, clear legal terms.
2. Ability to develop normative acts.
3. Ability to competently apply normative acts in concrete fields of legal activities and autonomously produce legal acts.
4. Ability to define facts and circumstances in accordance with the law.
5. Ability to exercise professional duties in order to support law and order.
6. Capacity to take well-reasoned legal decisions in accordance with law and justice.
7. Ability to prevent infringements of the law, reveal and eliminate the causes and conditions contributing to violations of human rights.
8. Ability to interpret and apply the national legislation and principles of the international legal system.
9. Critical awareness of philosophical, political, social, economic, historical, personal and psychological phenomena and taking them into consideration in the creation, interpretation and application of Law.
10. Ability to work in a cross-disciplinary team as the legal expert of the team and contribute effectively towards reaching the team's goals.
11. Ability to apply legal and other scientific research methods in one's professional activity.
12. Ability to deliver legal training.
13. Ability to manage individual and team work of students.
14. Ability to communicate in a foreign language on professional topics.

### **Law (Tuning Latin America II)**

1. Knowledge of, and ability to interpret and apply the general principles of Law and the legal system.
2. Knowledge of, and ability to interpret and apply the legislation and principles of the national and international legal system in specific cases.
3. Commitment to justice and fairness in all situations in which the Lawyer is involved.
4. Commitment to human rights and to the social, democratic rule of Law.
5. Capacity to exercise the profession as a member of a team of Lawyers.
6. Capacity to work in interdisciplinary teams as a legal expert, making an effective contribution to the teams' work.
7. Good understanding of political, social economic, personal and psychological phenomena (among others), taking them into consideration in interpreting and applying the Law.
8. Awareness of the ethical dimension of the legal professions and of the social responsibility of Law graduates, and acting accordingly.
9. Good capacity for legal reasoning and argumentation.
10. Capacity to discuss and debate from a legal perspective, understanding different points of view and articulating them in order to propose reasonable solutions.
11. Ability to consider the wisdom of using alternative means in resolving conflicts and disputes.
12. Sufficient knowledge of a foreign language to be able to work efficiently in the legal field (English, Portuguese and Spanish).
13. Capacity to use necessary technology for information searches in the course of

- conducting, and keeping up to date in, a legal practice.
14. Capacity to apply scientific research criteria in the course of professional activity.
  15. Capacity to apply knowledge with particular effectiveness in a given area of the legal profession.
  16. Capacity to confront new situations and contribute to the creation of legal solutions and institutions in general and particular cases.
  17. Capacity for good written and oral expression, in fluent technical language, using precise, clear legal terms.
  18. Capacity to analyse a broad range of complex works concerned with Law and to summarise their arguments precisely.
  19. Capacity to take well-reasoned legal decisions.
  20. Capacity to understand the philosophical and theoretical fundamentals of Law, relating them to their practical application.
  21. Evident critical awareness in analysing the legal system.
  22. Capacity to take action legally and technically in different government or legal venues with the proper utilisation of processes, acts and procedures.
  23. Capacity to decide whether the circumstances in fact are sufficiently clear to be able to adopt a decision grounded in Law.
  24. Capacity to act faithfully, diligently and transparently in defending the interests of persons represented.

### **ICT (Tuning Russia III)**

1. To analyze subject area; identify, classify and describe problems; find methods and approaches for solving them; formulate requirements.
2. Design of ICT systems, including modelling (formal description) of their structure and processes.
3. To develop and implement ICT systems.
4. Deploy, install, integrate, put into service and maintain ICT systems and their elements.
5. Know, follow and assess the degree of compliance with industry specifications, standards, regulations, and recommendations.
6. Guarantee the quality of ICT systems according to the technical requirements.
7. Analyze, choose and apply methods and aids to provide information security.
8. Manage economic, human, technological and other resources efficiently.
9. Prepare technical and methodical materials for presenting ICT system in any stage of the life cycle of information systems.
10. Train and support ICT users.
11. Develop and implement new competitive ideas in the area of ICTs.
12. Apply and develop fundamental and multidisciplinary knowledge, including mathematical and scientific principles, quantitative methods, tools (including software relevant to their engineering discipline) and notations for successful problem solving.
13. Have and apply core ICT theoretical and practical knowledge, principles and tools.
14. Appreciate the social considerations and ethical issues affecting professional practice.
15. Estimate and appreciate economic and commercial indicators affecting the field of professional practice.

16. Collect, process and systematize professional knowledge in information technology and appreciate the importance of learning throughout life (continuing education, retraining, and autonomous learning) for the necessary adaptation to the evolution of profession and society.

### **Informatics (Tuning Lithuania)**

1. Knowledge of data structures and algorithms.
2. Knowledge of characteristics of algorithms and understanding of algorithmisation.
3. Knowledge of software testing and debugging.
4. Knowledge of principles and methods of object-oriented design of software and object-oriented programming tools.
5. Understanding of information search, processing of files, text and digital information and the ability to use such information in practical assignments.
6. Knowledge of data structure correlations and rules for the design of new structures.
7. Knowledge and understanding of the fundamentals of developing documented software and ability to document software.
8. Knowledge of the principles of software design and ability to apply general methods and to formulate and analyse software requirements.
9. Ability to develop and specify software projects.
10. Ability to apply proper design templates in the development of software.
11. Ability to reasonably select models for the development of software.
12. Ability to assess the impact of changing requirements on existing software.
13. Knowledge of and ability to apply regulations to software projects.
14. Knowledge of various types of computer architecture and operation principles of individual devices and ability to assess an organisation's need for hardware.
15. Knowledge of the intended purpose and operation principles of operating systems and ability to select, install and upgrade operating systems.
16. Knowledge of the intended purpose, structure and functions of file systems.
17. Knowledge of the control of operating systems and security mechanisms and ability to ensure information security.
18. Knowledge of the principles of information management and data simulation and ability to design conceptual and physical data models.
19. Knowledge of databases and their management principles.
20. Knowledge of the architecture and operating protocols of computer and telecommunications networks and ability to design and install network service systems.
21. Knowledge and application of the methods of distribution and information processing and the principles of security.
22. Understanding intelligent systems, human-computer interaction and graphic systems.
23. Understanding and ability to explain the impact of IT on the evolution of the society.
24. Knowing and adhering to the standards of professional ethics.

### **Informatics/Computer Science (Tuning Latin America III)**

1. Implementing knowledge of Computer Sciences, Information Technology and Organisations in order to develop IT solutions
2. Conceiving, designing, developing and carrying out IT solutions based on principles of engineering and quality standards
3. Implementing quality standards in IT solutions development and assessment
4. Identifying opportunities in order to remedy redundancy in organisations via the efficient and effective use of IT solutions
5. Assimilating emerging technological and social changes
6. Implementing a systemic approach to analysing and dealing with problems
7. Leading processes that incorporate, adapt, transfer and produce IT solutions in order to support the strategic aims of organisations
8. Understanding and applying ethical, legal, economic and financial concepts in order to take decisions and manage IT projects
9. Playing different roles in IT projects within both local and globalised, multidisciplinary and multicultural contexts
10. Implementing research methodologies when pursuing, substantiating and preparing IT solutions
11. Implementing knowledge independently and innovatively in the pursuit of IT solutions, with social responsibility and commitment
12. Spearheading entrepreneurial ventures in order to create new products and services linked to information technology
13. Applying mathematical principles, algorithmic principles and Computer Science theory to model and design IT solutions

### **Medicine (Tuning Africa: Implementation)**

1. Carry out a consultation with a patient:
  - 1.1. take a patient's history;
  - 1.2. carry out a full physical, clinical and symptomatic examination of adults (male and female) and children.
2. Assess clinical presentations, order investigations, make differential diagnoses, and negotiate a management.
3. Provide immediate care of medical emergencies, including First Aid and resuscitation.
4. Prescribe drugs clearly and accurately, explain potential benefits and risks:
  - 4.1. match appropriate drugs and other therapies to the clinical context;
  - 4.2. in prescribing take careful account of the socio-economic context of the patient;
  - 4.3. understand, consider and explain drug-drug/food interaction.
5. Carry out a full range of standard practical procedures.
6. Communicate effectively and sensitively in a medical context.
7. Apply ethical and legal principles in medical practice.
8. Assess the psychological and social aspects of a patient's illness.
9. Apply the principles, skills and knowledge of evidence-based medicine.
10. Use information, information technology and up to date, relevant and effective technology effectively in a medical context.
11. Recognise the health needs of the community and engage with the community in the

promotion of health and health education.

12. Professional attributes:

12.1. interpersonal skills;

12.2. probity and honesty;

12.3. critical and self-critical awareness, reflective practice;

12.4. empathy;

12.5. creativity;

12.6. initiative.

13. Professional working:

13.1. ability to recognise limits and ask for help;

13.2. flexibility, capacity to deal with uncertainty and adapt to new situations;

13.3. ability to lead;

13.4. ability to work autonomously;

13.5. ability to solve problems and to take decisions;

13.6. ability to work in a multi-disciplinary team and communicate with experts in other disciplines.

14. The doctor as expert:

14.1. capacity for analysis and synthesis;

14.2. capacity to learn (including lifelong self-directed learning);

14.3. capacity for applying knowledge in practice;

14.4. ability to teach others;

14.5. research skills.

### **Medicine (Tuning Lithuania)**

1. To perform general, special physical and mental examination of the patient according to the requirements set forth in the medical standard of the general practitioner.

2. To choose, prescribe and perform medical (diagnostic) tests and to diagnose health problems and diseases provided in the medical standard of the general practitioner.

3. To establish, prescribe and administer the treatment of health problems (diseases) diagnosed to the patient, to formulate the plan for the restoration of the patient's health in line with the requirements of the medical standard of the general practitioner.

4. To prescribe medicine being aware of its indications, contraindications and side-effects; also indicators pointing to the need for a consultation by a specialised doctor and hospitalisation.

5. To provide emergency medical care to patients (in case of a trauma, accident, poisoning, acute illness, to patients in labour, etc.).

6. To enter data on case history (anamnesis), examination, diagnosis, prescribed treatment, tests, preventive measures, the results of treatment, tests and preventive measures, and the patient's condition in medical documents.

7. To issue all kinds of prescriptions, certificates of sick leave, certificates of maternity leave, death certificates, and to fill out other primary healthcare medical documents.

8. To carry out expert examination of temporary incapacity, disability and level of incapacity of work.

9. To carry out preventive healthcare programmes and programmes for the improvement of health (preventive vaccination, etc.)

10. To advocate, teach persons and families to lead a healthy life, improve their health, take

- disease preventive measures, hygiene skills, and to encourage them to give up bad habits.
11. To consult (also by telephone) patients and their family members.
  12. To use consulting skills (consulting techniques, patterns, encouragement of the patient to cooperate during consulting, resolution of a conflict situation, giving of a bad news, etc.), to provide explicit and concise information to the patient.
  13. To assess psychological and social needs of the patient; the relationship between the patient's health condition and his/her physical and social environment.
  14. To cooperate with other specialists (healthcare staff, other general practitioners, specialised doctors, social workers, etc.).
  15. To cooperate with various authorities (public health centres, police, when providing respective information).
  16. To use information technologies in the field of medicine (e.g. e-health).
  17. To use knowledge gained in medicine-related subjects (physics, biochemistry, general and bioorganic chemistry, general and human biology, general and human genetics, biochemistry, human anatomy, histology, physiology, microbiology, pharmacology, pathology, biostatistics, etc.) in practice.
  18. To follow the principles of the professional ethics of the doctor, to respect the patients' rights by not violating them.
  19. To apply scientific and evidence-based medicinal principles and methods in the everyday practice of the general practitioner.
  20. To be able to reflect upon and improve one's professional activity (the ability to solve problems and admit one's boundaries, leadership and decision-making skills, etc.).
  21. To improve the professional qualification as provided by the legislation of the Republic of Lithuania.
  22. To follow the requirements of laws and documents regulating professional activities of general practitioners, and legal provisions of medical standards.
  23. To apply knowledge of the health policy, social insurance, organisation of healthcare and social security, fundamentals of primary healthcare management, fundamentals of family healthcare and social security, legal and social guarantees of healthcare of women and children.

### **Medicine (Tuning Latin America II)**

1. Capacity to create a medical record.
2. Capacity to perform a complete anamnesis in any situation, with emphasis on the psychosocial and environmental aspects affecting people's health.
3. Capacity to perform a complete physical examination including an assessment of the patient's mental state.
4. Capacity to perform a syndromatic diagnosis and formulate diagnostic hypotheses taking into account the information from the case history, the results of the physical examination and prevalent diseases.
5. Capacity to consider differential diagnoses.
6. Capacity to select, indicate and interpret diagnostic tests.
7. Capacity to indicate and perform the corresponding medical treatments.
8. Capacity to refer the patient to another level of attention.
9. Capacity to recognise, assess and categorise medical emergencies.
10. Capacity to cope with the initial phase of a medical emergency.

11. Capacity to provide first aid.
12. Capacity to provide basic life support and cardiac/cerebral/pulmonary resuscitation.
13. Capacity to provide advanced life support.
14. Capacity to provide care to patients suffering trauma.
15. Capacity to select the most appropriate drugs based on the clinical context.
16. Capacity to prescribe clearly, precisely and safely.
17. Capacity to recognise and cope with adverse circumstances.
18. Capacity to communicate effectively in speech, in writing and in non-verbal form taking into account diversity and destructions that may hinder communication, with: patients, next-of-kin, the healthcare team and the community.
19. Capacity to communicate the nature and severity of the ailment.
20. Capacity to obtain informal consent as appropriate.
21. Capacity to assess for signs of life.
22. Capacity to perform venous puncture.
23. Capacity to perform venous cannulation.
24. Capacity to administer drugs through different paths.
25. Capacity to perform orotracheal intubation and basic life support.
26. Capacity to fit catheters.
27. Capacity to perform ostomy care.
28. Capacity to perform suprapubic puncture.
29. Capacity to perform thoracocentesis, paracentesis and lumbar puncture.
30. Capacity to perform an ECG.
31. Capacity to attend to a normal childbirth.
32. Capacity to perform speculoscopy, vaginal examination and cervical smears.
33. Capacity to perform rectal examination.
34. Capacity to perform anterior nasal packing.
35. Capacity to perform emergency haemostatic manoeuvres to stem external bleeding.
36. Capacity to make sutures, dress wounds and drain abscesses.
37. Capacity to move, immobilise and transport patients.
38. Capacity to identify psychological factors (stress, dependency on and abuse of alcohol, narcotics and tobacco).
39. Capacity to identify social factors (violence, accidents, mistreatment, abuse, marginalization, discrimination).
40. Capacity to identify economic factors (poverty, inequality).
41. Capacity to identify environmental factors (pollution, climate, destruction of the ecosystem).
42. Capacity to analyse critically the scientific literature.
43. Capacity to apply a statistical analysis of the information.
44. Capacity to perform evidence-based medicine.
45. Capacity to use computers.
46. Capacity to access sources of information.
47. Capacity to store medical records in complete and secure form.
48. Capacity to apply ethical principles and analyses in clinical practice.
49. Capacity to obtain and record informal consent.
50. Capacity to maintain confidentiality.
51. Capacity to respect diversity.
52. Capacity to respect the rights of the patient, the healthcare team and the community.

53. Capacity to respect and provide care for terminal patients.
54. Capacity to issue certificates in accordance with statutory requirements.
55. Capacity to report notifiable diseases.
56. Capacity to recognise the structure and workings of the health system.
57. Capacity to administer and manage the different health systems for the population.
58. Capacity to participate effectively and actively in the healthcare team and in the community.
59. Capacity to recognise and apply the country's healthcare policies and programmes.
60. Capacity to recognise and manage resources for healthcare.
61. Capacity to recognise the epidemiological profile of the population.
62. Capacity to recognise and apply the principles of health promotion and disease prevention.
63. Capacity to know, apply, and respect rules on biosafety.

### **Medicine (Tuning Asia – South East)**

1. Ability to practice according to good clinical practice (GCP) in various clinical settings
2. Ability to appropriately perform history taking
3. Ability to appropriately perform physical examination
4. Ability to appropriately perform diagnostic investigation
5. Ability to integrate clinical and work-up information to make diagnosis and differential diagnosis
6. Ability to provide appropriate therapy with a biopsychosocial approach
7. Ability to explain the benefit and risk of any therapeutic options
8. Ability to perform consultation with patients and family with empathy
9. Ability to manage medical record appropriately
10. Ability to ensure and maintain patient safety
11. Ability to promote health and preventive medicine
12. Ability to recognize and address public concerns and controversial issues related to health
13. Ability to demonstrate a balanced dedication to serve the interest of individual patient and the commitment to social justice and the common good and the common good
14. Ability to recognize and estimate the health risks and healthcare needs of a defined population, particularly of vulnerable groups

### **Teacher Education (Tuning Africa: Implementation)**

Competences related to Knowledge & Understanding of

1. The subject(s) to be taught;
2. The underlying principles of the foundations of education;
3. Pedagogical knowledge of specific subject areas;
4. The local and international social, political, economic, cultural and environmental contexts of education;
5. National and institutional policies relating to education;
6. The language(s) of instruction.

Competences related to Educational Practice and Skills. Ability to

7. Develop schemes of work and teaching plans;

8. Select, adapt and use appropriate teaching methods and learning activities;
9. Use a range of assessment skills to set, mark and grade learners' achievement;
10. Develop and use teaching, learning and assessment materials, including appropriate ICTs;
11. Identify and attend to learners' needs;
12. Manage learners both inside and outside formal classroom contexts;
13. Develop own and learners' entrepreneurial skills;
14. Create conducive learning environments that encourage learning;
15. Use language appropriately in the classroom and in the subject;
16. Conceptualise, analyse situations to solve problems;
17. Participate in basic educational research;
18. Manage time effectively;
19. Critically reflect on their work to improve practice;
20. Adapt to change.

Competences related to Values and Ethics. Ability to

21. Care for and support the well-being of all learners;
22. Respect socio-cultural diversities (religious; ethnic; linguistic; gender; economic etc);
23. Adhere to the rules and regulations of the profession and Institution;
24. Maintain equity and fairness among learners and promote inclusive education;
25. Continuously upgrade their own knowledge and skills;
26. Be a role model;
27. Inspire self confidence and appreciation of cultural heritage in learners.

Interpersonal competences. Ability to

28. Be sensitive to the feelings of others;
29. Collaborate and network with others, including peers, head teachers; professional groups; parents;
30. Communicate effectively with different audiences and using appropriate tools, including ICTs, and relevant forms of discourse;
31. Lead and manage groups.

### **Teacher Education (Tuning Asia – South East)**

1. Have a meaningful and comprehensive knowledge of the subject matter they will teach
2. Able to understand educational philosophy
3. Understand pedagogy and learning approaches related to a specific specialization
4. Comprehend concepts of testing, assessment and evaluation of learning
5. Understand the curriculum development process, its structure, content and expected learning outcomes
6. Understand the different characteristics of learners
7. Able to use research findings to improve teaching and learning
8. Demonstrate understanding of theory of multiculturalism and learning.
9. Demonstrate understanding of different theories on learner's developmental process
10. Ability to select teaching methods, learning activities, and instructional materials or resources appropriate to learners and aligned to the objectives of the lesson
11. Ability to implement curricula related to assigned fields of study
12. Ability to facilitate learners' potential development to actualize their various potentials and build students' understanding of different cultures and global citizenship.

13. Ability to appropriately utilize information and communication technologies to support teaching/learning activities
14. Utilize appropriate strategies for managing student behaviour
15. Ensure a safe and conducive learning environment
16. Ability to use appropriate assessment tools and methods to assess, and evaluate learning processes and outcomes
17. Ability to utilize assessment data to improve the teaching-learning process
18. Ability to demonstrate commitment to develop students to reach their potential
19. Ability to demonstrate self-evaluation and use the results for improvement
20. Ability to demonstrate integrity and professionalism
21. Willingness to apply innovations to the teaching and learning process
22. Ability to respect diversity in working with students, colleagues, families, community members and other stakeholders
23. Willingness to learn from students, colleagues, and other professionals
24. Ability to demonstrate commitment to the teaching profession
25. Ability to practice reflective thinking to improve their teaching practices
26. Ability to engage with fellow teachers and other professionals to enhance the teaching-learning process
27. Ability to initiate and maintain mutually-beneficial linkages and networks
28. Ability to conduct action research

## CONSULTATION WITH STAKEHOLDERS

### Operational procedures for on-line consultation

Steps to follow:

- Definition of consultation
- Identification of participating institutions
- Analysis of replies received
- Information received passed on to experts

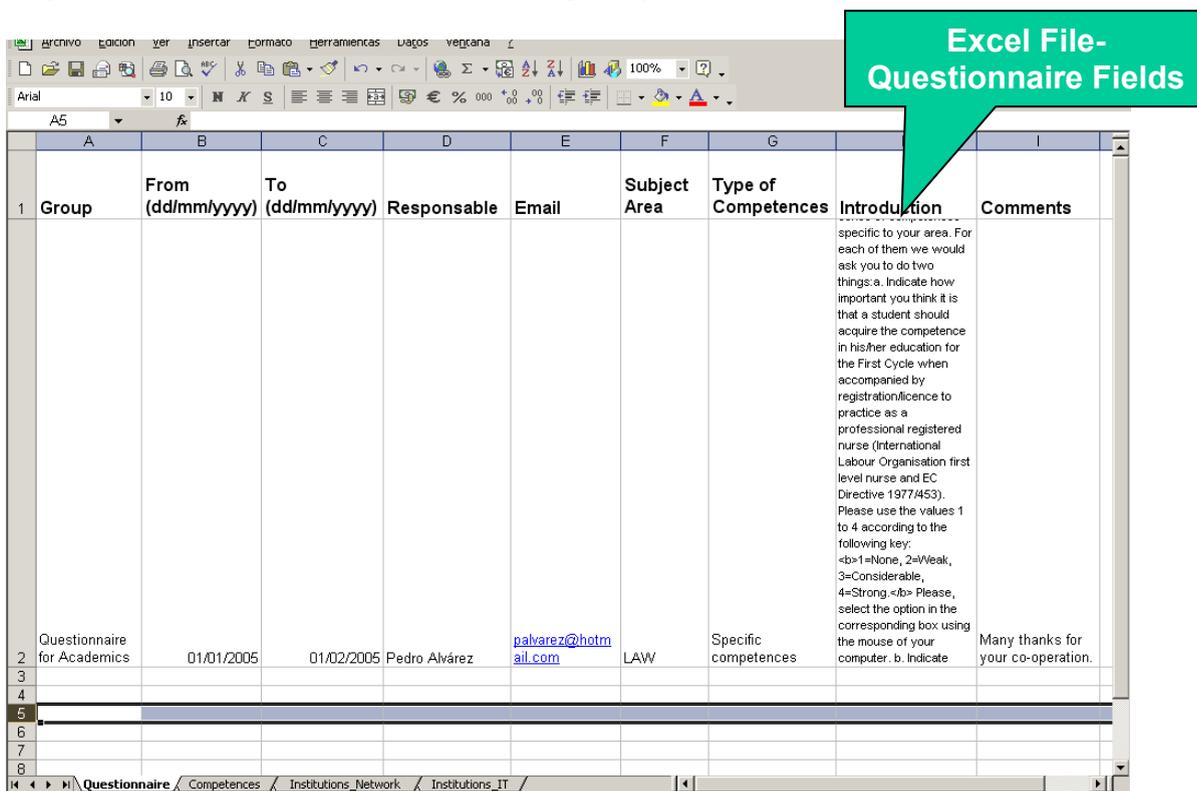
### Definition of consultation

The consultation will be done on both generic and specific competences Each SAG should define the consultation. This list should be in EXCEL format, with the following fields:

- 1) Name of consultation (Generic Competences or Specific Competences)
- 2) Identify group(s): the consultation will be aimed at (e.g. academics, employers, graduates or students)
- 3) Introduction to questionnaire, and practical information on how to complete it
- 4) Number of columns to evaluate, and the values these can be awarded
- 5) List of competences being consulted on, which may be separated into topics
- 6) Comments at the end of the questionnaire
- 7) Ranking of the five most important competences (optional field)
- 8) Blank fields (optional fields)
- 9) Other suggested competences (optional fields)
- 10) Timescale (dates) for when consultation will be open

Once the questionnaire has been received, it will take fifteen days to go online. The consultation is reached through the following web page:

<http://www.relint.deusto.es/encuesta/login.asp>



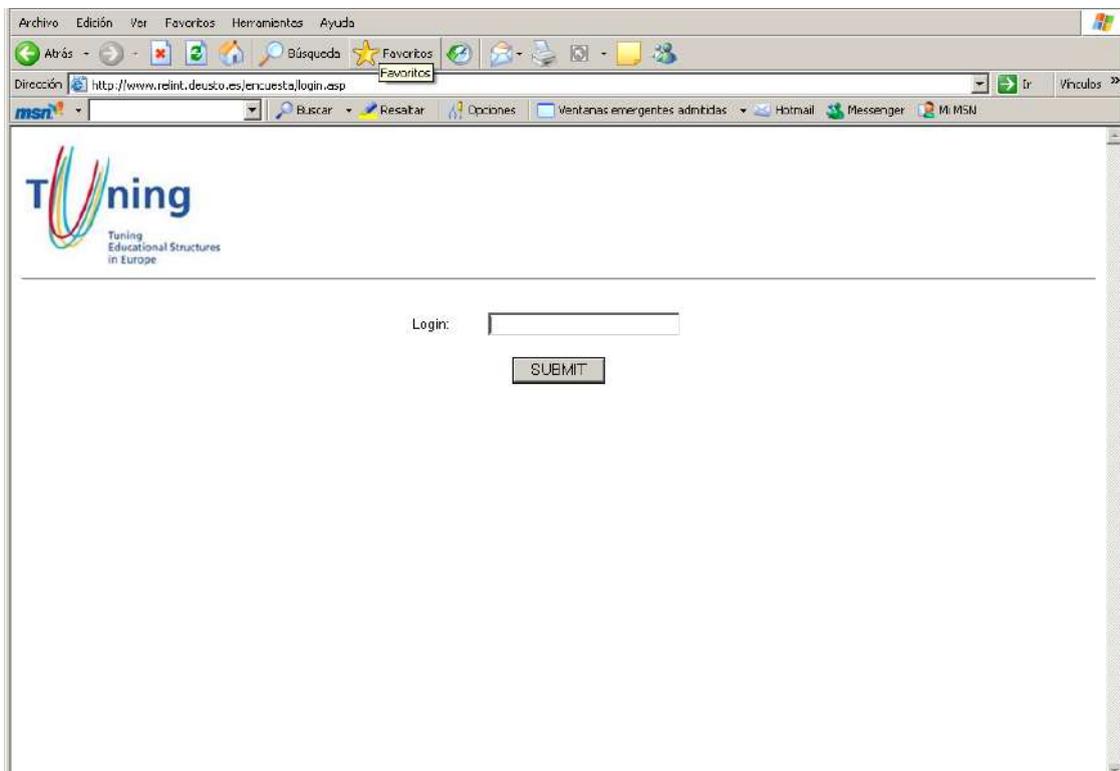
**Excel File- Questionnaire Fields**

	A	B	C	D	E	F	G		I
1	Group	From (dd/mm/yyyy)	To (dd/mm/yyyy)	Responsible	Email	Subject Area	Type of Competences	Introduction	Comments
2	Questionnaire for Academics	01/01/2005	01/02/2005	Pedro Álvarez	<a href="mailto:palvarez@hotmail.com">palvarez@hotmail.com</a>	LAW	Specific competences	specific to your area. For each of them we would ask you to do two things: a. Indicate how important you think it is that a student should acquire the competence in his/her education for the First Cycle when accompanied by registration/licence to practice as a professional registered nurse (International Labour Organisation first level nurse and EC Directive 1977/453). Please use the values 1 to 4 according to the following key: <b>1= None, 2=Weak, 3=Considerable, 4=Strong </b> Please, select the option in the corresponding box using the mouse of your computer. b. Indicate	Many thanks for your co-operation.
3									
4									
5									
6									
7									
8									

**Competences – Excel File**

	A	B	C	D
1	<b>ORDER</b>	<b>COMPETENCES</b>		
2		1 Capacity for analysis and synthesis		
3		2 Capacity for applying knowledge in practice		
4		3 Planning and time management		
5		4 Basic general knowledge in the field of study		
6		5 Grounding in basic knowledge of the profession in practice		
7		6 Oral and written communication in your native language		
8		7 Knowledge of a second language		
9		8 Elementary computing skills		

Web page for access to the consultation: <http://www.relint.deusto.es/encuesta/login.asp>



Archivo Edición Ver Favoritos Herramientas Ayuda

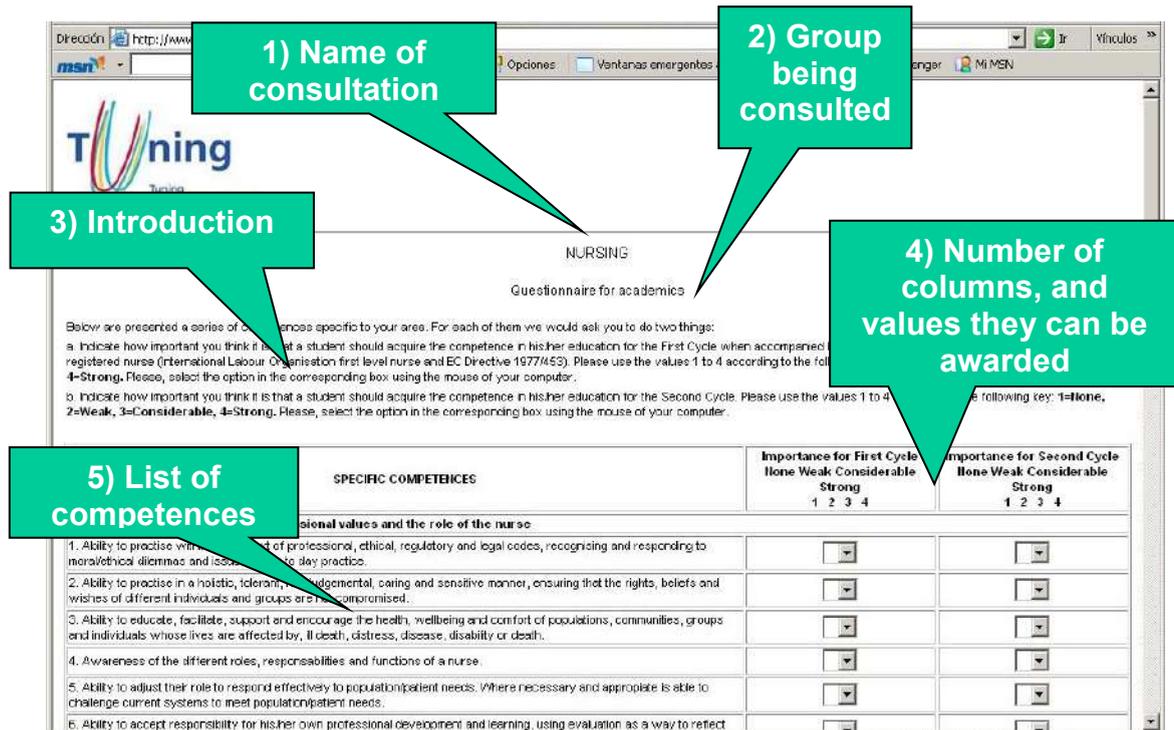
Dirección <http://www.relint.deusto.es/encuesta/login.asp>

msn

**Tuning**  
Tuning  
Educational Structures  
in Europe

Login:

**Example questionnaire (part one)**



**1) Name of consultation**

**2) Group being consulted**

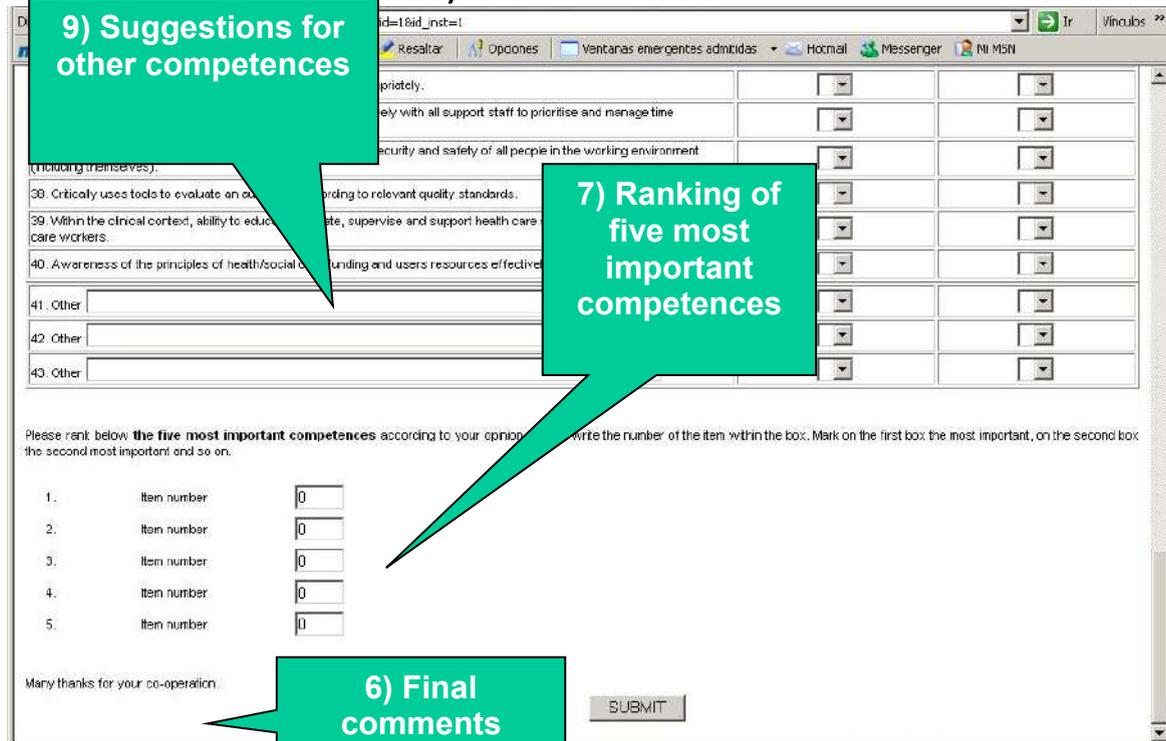
**3) Introduction**

**4) Number of columns, and values they can be awarded**

**5) List of competences**

SPECIFIC COMPETENCES	Importance for First Cycle				Importance for Second Cycle			
	None	Weak	Considerable	Strong	None	Weak	Considerable	Strong
	1	2	3	4	1	2	3	4
1. Ability to practise within the framework of professional, ethical, regulatory and legal codes, recognising and responding to moral/ethical dilemmas and issues in day practice.								
2. Ability to practise in a holistic, tolerant, judgemental, caring and sensitive manner, ensuring that the rights, beliefs and wishes of different individuals and groups are compromised.								
3. Ability to educate, facilitate, support and encourage the health, wellbeing and comfort of populations, communities, groups and individuals whose lives are affected by, ill death, distress, disease, disability or death.								
4. Awareness of the different roles, responsibilities and functions of a nurse.								
5. Ability to adjust their role to respond effectively to population/patient needs. (Where necessary and appropriate is able to challenge current systems to meet population/patient needs).								
6. Ability to accept responsibility for his/her own professional development and learning, using evaluation as a way to reflect								

**Example questionnaire (part two)**



**6) Final comments**

**7) Ranking of five most important competences**

**8) Ranking of five most important competences**

**9) Suggestions for other competences**

Please rank below the **five most important competences** according to your opinion. Write the number of the item within the box. Mark on the first box the most important, on the second box the second most important and so on.

1.	Item number	<input type="text" value="0"/>
2.	Item number	<input type="text" value="0"/>
3.	Item number	<input type="text" value="0"/>
4.	Item number	<input type="text" value="0"/>
5.	Item number	<input type="text" value="0"/>

Many thanks for your co-operation.

**SUBMIT**

**Identification of participating institutions**

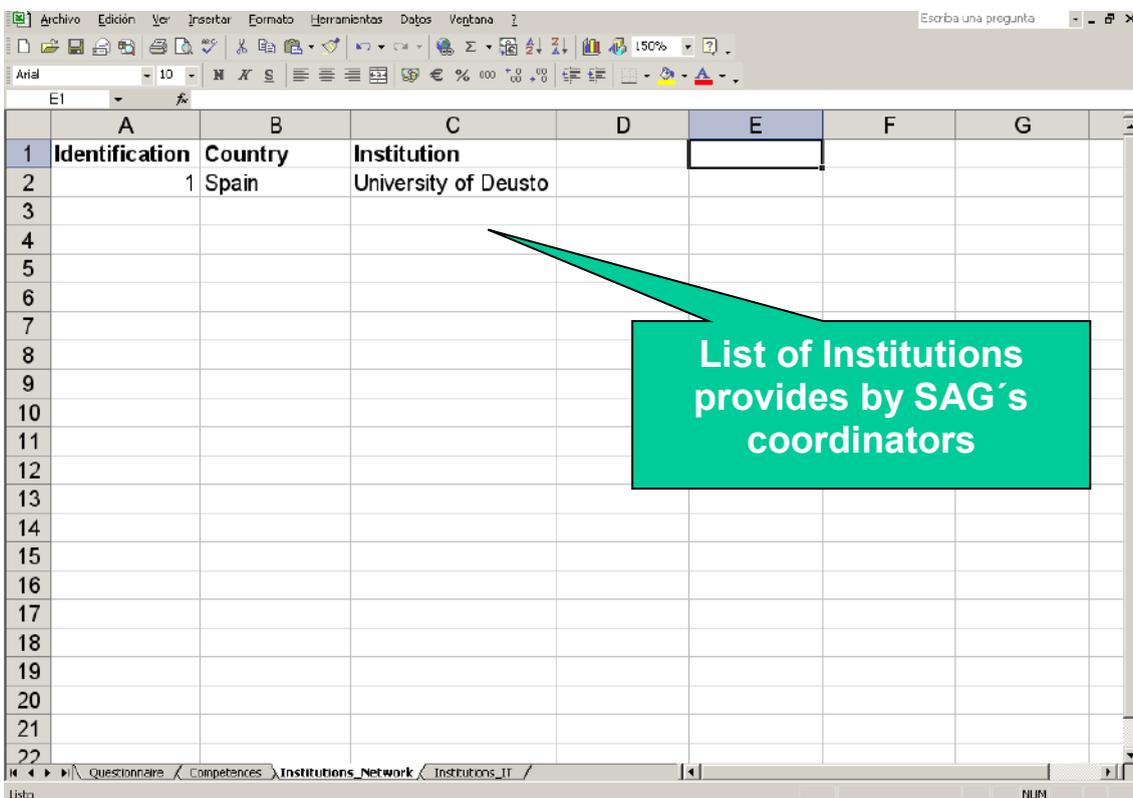
- 1) Each SAG's coordinator will send a list of institutions which will be taking part in the consultation. This list should be in EXCEL format, with the following fields:

- Name of institution
- Country
- Group(s) it will consult

2) Tuning IT will provide a log-in access code for each participating institution. The following information will be sent to the SAG's co-ordinator in the following fields in EXCEL format:

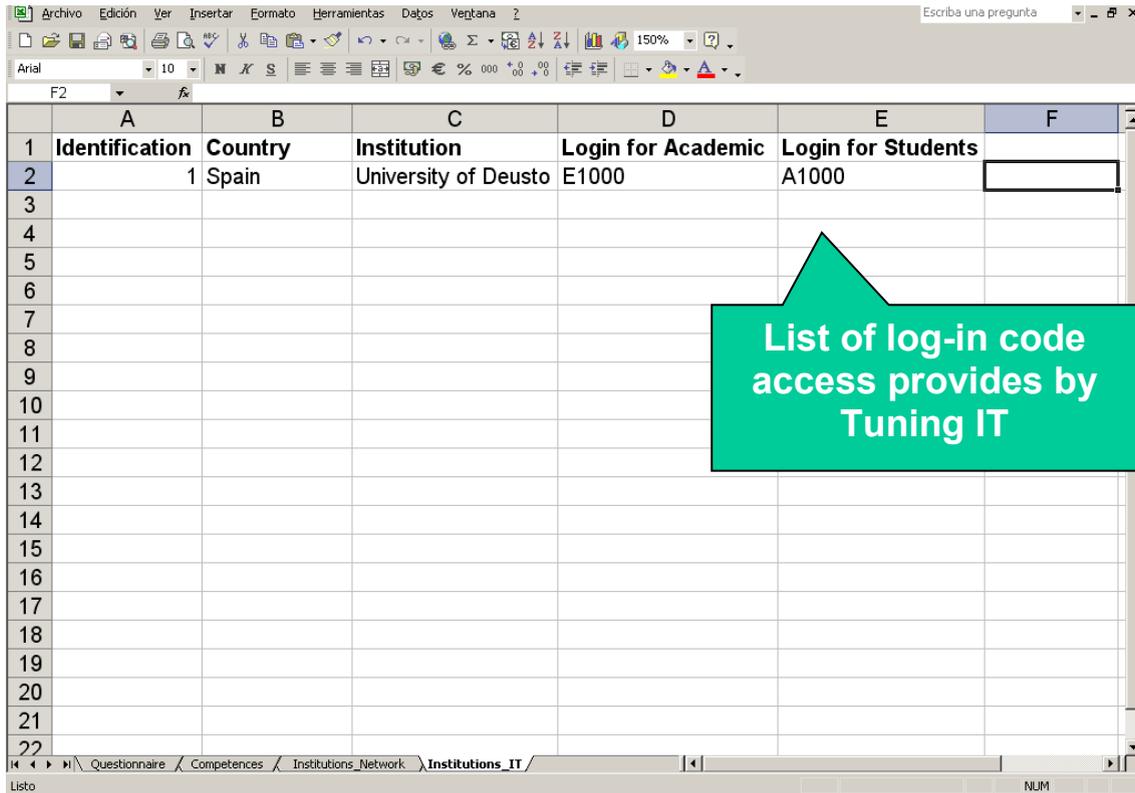
- Institution identifier
- Institution
- Country
- Group one log-in access code (e.g. academics),
- Group two log-in access code (e.g. students) etc.

3) Access codes will be sent within fifteen days.



	A	B	C	D	E	F	G
1	<b>Identification</b>	<b>Country</b>	<b>Institution</b>				
2	1	Spain	University of Deusto				
3							
4							
5							
6							
7							
8							
9							
10							
11							
12							
13							
14							
15							
16							
17							
18							
19							
20							
21							
22							

List of Institutions  
provides by SAG's  
coordinators



	A	B	C	D	E	F
1	<b>Identification</b>	<b>Country</b>	<b>Institution</b>	<b>Login for Academic</b>	<b>Login for Students</b>	
2	1	Spain	University of Deusto	E1000	A1000	
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
13						
14						
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18						
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22						

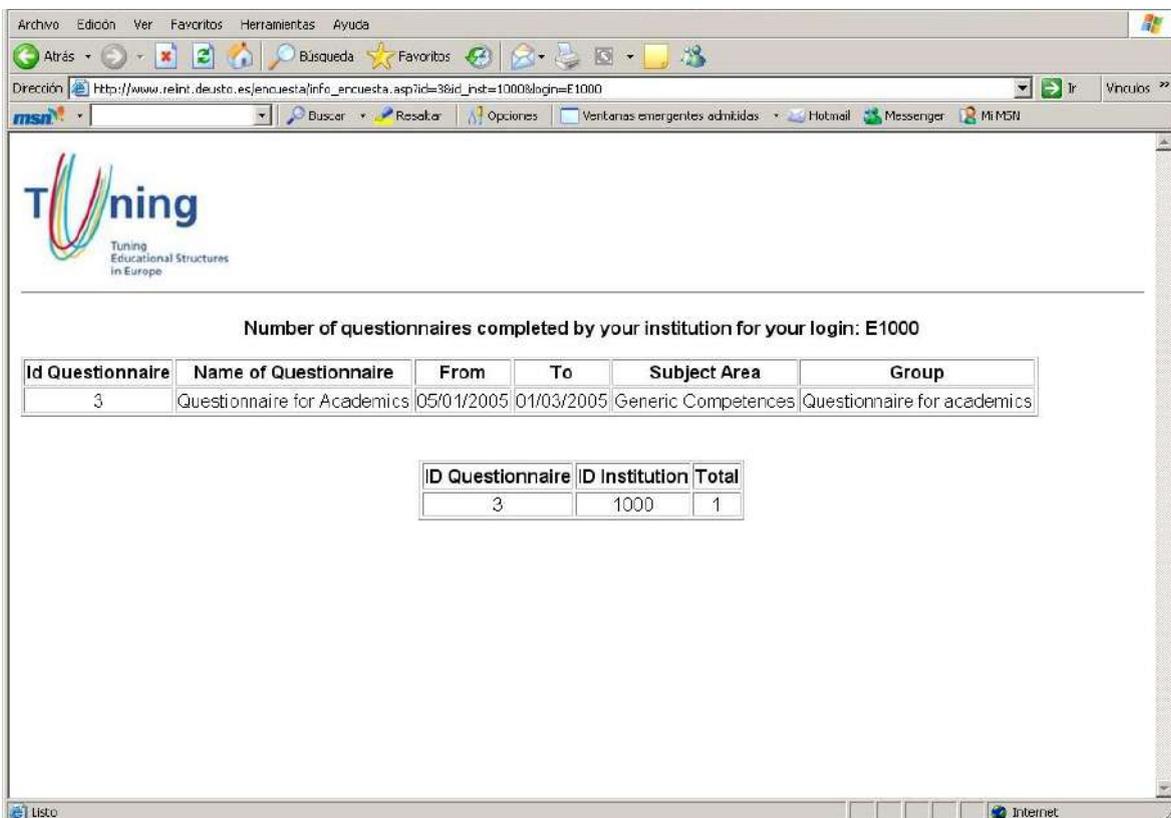
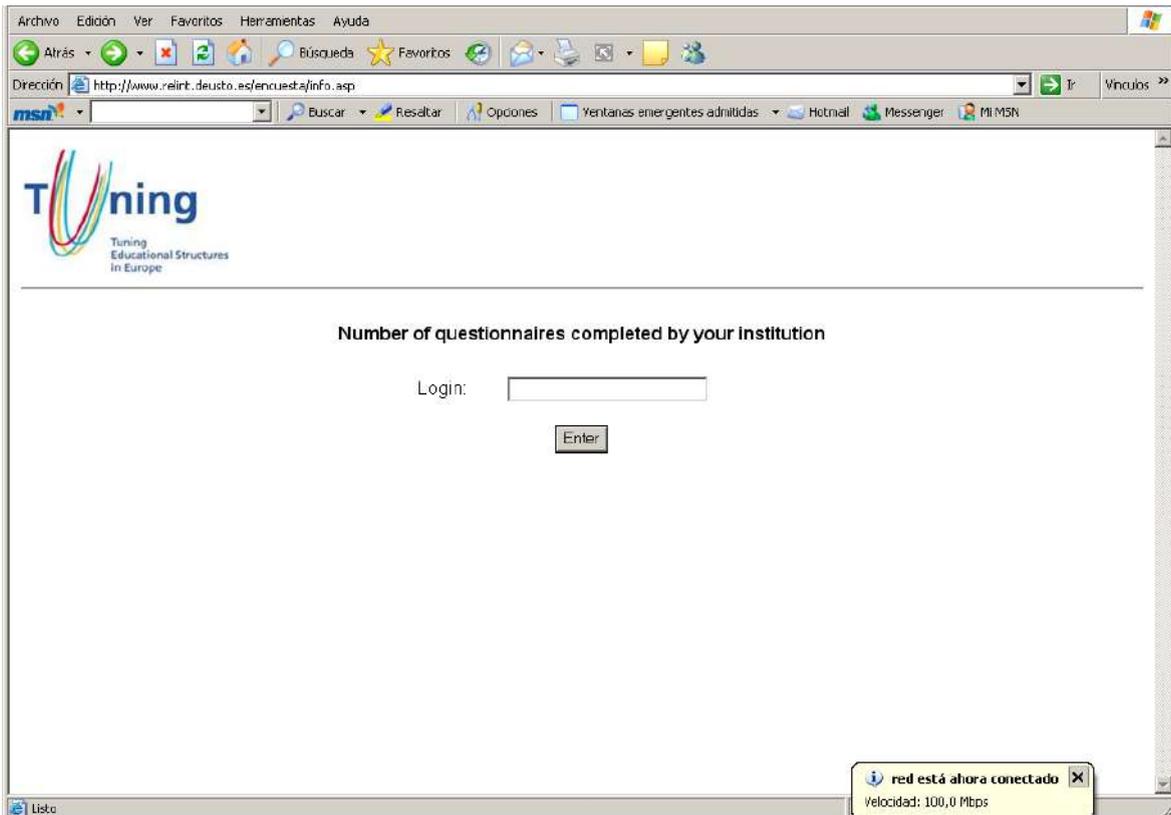
Tuning IT department will provide each SAG member with a username, so that we can later identify the institution from which a particular questionnaire has been sent. If they work with four groups (graduates, students, employers and academics), they will receive four different usernames, one for the institution consulting graduates, another as an institution consulting employers, a third one as an institution consulting academics and a fourth as an institution consulting students.

For example:

- University of Groningen, as a member of the Network, will consult the four groups (graduates, employers, students and academics). Groningen will receive four usernames:
- Gro\_gra (as an username to be sent to 30 graduates from Groningen)
- Gro\_emp (as an username to be sent to 30 employers from Groningen)
- Gro\_aca (as an username to be sent to 30 academics from Groningen)
- Gro\_stu (as an username to be sent to 30 students from Groningen)

#### Analysis of replies received during the time the questionnaire was open

- Each institution can daily see how many replies have been received for each of its access codes.
- To do this, they should go to the following web page:  
<http://www.relint.deusto.es/encuesta/info.asp>
- They should enter the log-in access code, and will then be able to see how many replies the institution has received that day.



**Information received passed on to experts**

- Once the consultation period has ended, data will be transferred to the required format and sent to the statistical team for analysis.
- Once the analysts have processed the information, tables, diagrams, and presentations showing the results will be sent to the SAG co-ordinator.

**The Tuning guarantees total confidentiality for data processed by the centre.**

## PROJECT MANAGEMENT

The project was especially designed to enlist the active involvement of all consortium members to capitalise on the strengths of each participant. Taking into consideration the dimension of the Consortium, different academic profile of the universities and complex needs for the academic co-ordination and administrative management, the multi-level distributed project management structure shall be developed.

### Composition of Consortium

According to project management structure, the work and communication are crossing between institutions and Subject Area Groups (SAGs), and project management becomes collective. This system gives wide flexibility and adaptability to the changing condition of the project, meanwhile ensuring individual and institutional ownership of results. It also gives the identity to the project and Subject Area Groups from institutional and academic point of view.

In accordance with the project proposal and geographical distribution, the Consortium consists of the **5 EU and 15 Indian partners**. Following the Tuning approach and CBHE priorities, the Consortium is composed of **3 Subject Area Groups: Law, Ict, Medicine, Teacher Education**.

Structure of the Subject Area Groups is based on the following principles:

- Every Subject Area Group must include academic staff from at least 2-3 EU partners.
- Every Subject Area Group must include academic staff from different PC partners – no more than one representative from institution.
- Every PC institution must participate at least in one Subject Area Group.

Actual distribution of the participants between SAGs is based on the academic profile of the institutions and their academic staff, and information provided for the project proposal.

**Every Subject Area Group will be led by SAG Coordinator (academic from India)** elected by participants of each Subject Group at First General Meeting.

### Management of the project

Management activities and responsibilities are distributed across the partners, with special emphasis on the balance between EU and PC institutions. The project management structure is as follows:

#### Project Coordinator

The Project Coordinator is **Pablo Beneitone**, Director of the International Tuning Academy, University of Deusto, Spain. The Project Coordinator acts as a vocal and visible champion, legitimizes the project's goals and objectives, keeps abreast of major project activities, and is a decision-maker for the project. The Project Coordinator provides support for the Project Manager; assists with major issues, problems, and policy conflicts; removes obstacles; is active in planning the scope; approves scope changes; signs off on major deliverables; and signs off on approvals to proceed to each succeeding project phase. Besides organisational duties, Project Coordinator is also responsible for the philosophical framework of the project, and for

ensuring a spirit of innovation, enthusiasm, and accountability. His responsibilities also include ensuring project monitoring for additional correction of on-going and future activities.

### **Project Manager**

The Project Manager is **Ivan Dyukarev**, the International Tuning Academy, University of Deusto, Spain. He is responsible for on-line operation control and coordination, ensuring that the Project Team completes the project. The Project Manager develops the Project Workplan with the team and manages the team's performance of project tasks. It is also the responsibility of the Project Manager to secure acceptance and approval of deliverables from the Project Stakeholders. The Project Manager is responsible for communication, including status reporting, risk management, escalation of issues that cannot be resolved in the team, and, in general, making sure the project is delivered in budget, on schedule, and within scope. His duties also include development of methodology and instruments for project implementation, training and coordination of project staff, and preparation of relevant reports for the Education, Audiovisual and Culture Executive Agency (EACEA).

### **Project Officer**

The Project Officer is **Sara Goitia**. She is responsible for the logistic, technical and administrative support of the meetings, and communication to partner in relation to the project documentation.

### **Steering Committee**

The consortium set up the Steering Committee at First General Meeting. The Steering Committee consist of Executive Board and Committee Members.

#### ***Steering Committee Executive Board***

Executive Board includes **Project Coordinator, Project Manager, SAG Coordinators**.

**Executive Board responsibilities** include: championing the project and raising awareness at senior level; approving strategies, implementation plan, project scope and milestones; resolving strategic and policy issues; prioritising project goals; allocates resources to support project implementation; advises on issues escalated by Committee Members; exemplifies rapid analysis and decision-making characteristics imperative of all project team members; recommends resolution of scope related matters.

**Coordinators of Subject Area Groups are responsible for the academic development** of the project and programmes. Their functions are coordination and development of SAGs, leading consultation process with stakeholders, defining degree profiles and elaboration of programmes and courses in partner institutions, coordination of the opinions of SAGs among the different consortium members, and the resolution of debatable issues in case of divergent opinions related to academic issues of the project.

#### ***Steering Committee Members***

**Contact persons** (confirmed by each beneficiary) shall be members of the Steering Committee (SC), with a proper mandate to negotiate on behalf of his/her institution.

Following the logic of the project, and in order to use the Travel Costs and Costs of Stay in an effective and efficient way, it is rational that the contact person combines management and academic tasks during the project meetings. Any contact person **who holds only a management profile** and cannot participate in the work of Subject Area Groups (and therefore in the project meetings) **may appoint a deputy** to the SC who can combine management and academic tasks.

In order to be able **to participate in the project meetings**, the contact person (or deputy) has to **be able to participate in the work of Subject Area Groups** (therefore, he/she must have an **appropriate academic profile**). Any contact person who cannot participate in the SAG work/project meeting and is not able to appoint a deputy, may participate in the decision-making process using the **project management web site** and other ways of communication. At any time, the partner institution may decide to change the contact person.

**Steering Committee functions** are observation, coordination of strategic and tactical aspects of the project, coordination of the opinions among the different consortium members, and the resolution of debatable issues in case of divergent opinions. The Steering Committee acts individually and collectively as a vocal and visible project champion throughout their representative organizations. Steering Committee Members (contact persons) are also responsible for the allocation of functions among administrative personnel at their institutions, and for quality control and the assessment of administrative staff work.

### **Decision making**

For on-going project management and timely decision making special **project management web site** will be implemented (<https://universityofdeusto.teamwork.com>).

The project management web site is based on the TeamworkPM platform - one of the leading project management platforms offering wide range of the project tools including task, milestones, messages, mails, files, time, notebooks, risks, calendar and people. Besides that, different ways of communication between Steering Committee Members and Executive Board, including telephone calls, e-mails, and Skype conferences, will be used. The project management web site structure and guideline will be presented at First General Meeting.

**The Steering Committee Meetings will coincide with General Meetings.** Committee Members will have opportunity to communicate issues raised during the project implementation to the Executive Board. Steering Committee Members, been part of the Subject Area Groups, will communicate to SAG Coordinators during the SAG work on the academic and management issues of the project.

On the basis of these communications and proposals, the SAG Coordinators and other members of Executive Board will define strategy and approaches for the adequate development of the project. During the General Meeting (normally, before the end of the Meeting), the Executive Board will have Board meetings in order to make decisions and communicate it to the Steering Committee and Consortium.

For the decisions approval (normally, during the summing up of the General Meeting) no less than two-thirds of the Committee Members shall constitute a quorum. Decision-making will

be by qualified majority (greater than 66%) among the present Members (one vote per member).

In case that the Coordinator has profound objections concerning the compliance of a taken decision with the grant agreement or the legal basis of the Erasmus + programme, the decision shall be frozen until the Coordinator will have clarified the matter with the Executive Agency. In case that no compliance should be asserted the decision will be cancelled.

### **Organisation and logistic of the General Meetings**

The project foresees **six General Meetings** in different locations including EU member States and India. Taking into consideration the dimension of the Consortium and geographical locations, in order **to organise Meetings in effective and efficient way**, the Coordinator will provide **centralised technical, organisational and logistic support and management for the Travel Costs and Costs of Stay**.

The Coordinator, in close cooperation with the host partner institution, will prepare the venue and technical support of the meeting. In every individual case, the venue can be provided by host institution or rented in the hotel.

Normally, flight tickets, hotel and meals are booked and paid directly by the Coordinator and its agent "Carlson Wagonlit Travel" for all participants. For this reason, participants will be asked to send information on preferred flights and personal data (copy of passport or international travel document) to the Coordinator. After the confirmation of the offered flight by the participant, electronic ticket will be issued by the agent and send to the person travelling. Visa and medical insurance are responsibilities of the participants and will be reimbursed separately (within Travel Costs heading).

### **The expenses for each meeting will be calculated for the whole group of participants.**

**Travel costs** - The flights and other means of transport will be chosen in accordance with distance and related unit costs. The use of cheapest means of travel (e.g. Economy tickets for air travel) will be applied.

**Costs of stay** - Hotel package (accommodation, meals, hire of premises for meetings, etc.) will be chosen in accordance with number of meeting days respecting the unit costs for the Costs of Stay.

***The saving/loss of the travel costs and costs of stay will be calculated for each participant and redistributed for the whole group.***

The difference between unit costs and real costs of each trip - **remaining sum** - will be distributed among meeting participants in order to cover "**per diem**" (additional meals, transportation from/to airport, local transportation, etc.). Sum for "per diem" will be reimbursed directly to the person travelling **in cash at the venue of the meeting**.

Meetings will be jointly prepared by the Coordinator and the Partner hosting the meeting. The Coordinator will calculate the budget of the meeting in order to ensure that all expenses are covered for each participant. In case of insufficient funds, the dates and/or places of the meeting will be reconsidered.

## Remuneration modalities of staff involved in the project.

**Staff costs will be paid** on the basis of the distribution between the partners, only **to the staff** of partner institution actually participating in the project activities. **The existence of a formal contractual relationship between the employee (staff or natural person) and the beneficiary institutions is required in order to be eligible for the staff costs payment.**

In the context of a Capacity Building in Higher Education (CBHE) project **staff can be either:**

- a) **employed by a beneficiary institution** and therefore **part of its payroll system;**
- b) **a natural person** assigned to the project **on the basis of a contract against payment with a beneficiary institution.** For more details on the rules regarding staff costs for natural person please refer to **Annex V.**

**Transfers for staff costs payment will be made 2 times per project** – after the intermediate report and one month before the end of the project. The sum for each payment will be calculated **on the basis of actual project performance** and in accordance with the distribution of the Staff costs (see Annex I).

**Payment will be made only by bank transfer.** Payment **cannot be made in cash** for security and traceability reasons. Staff costs can only be paid **directly to the bank account of a member of staff or to institution**, if this person and his employer have signed a Joint Declaration. A Joint Declaration to be filled in for each person employed by the project and to be retained with the project accounts (rules described in section 3.3.1.1 of the Guidelines – Annex V).

In practice, a distinction can be made between **two different cases**, in particular:

- **a staff member is remunerated directly** from the project (on a full-time, part-time or occasional basis as a top-up to normal staff salary) by his/her partner institution or by the grant holder directly.
- **a staff member is not remunerated directly** from the project. **Institutions themselves are allowed to charge staff costs** (as a form of "compensation") for people who have been authorised to work for the Tempus project as **part of their normal working time** within the institution. Be aware that in this case, **the institution concerned has to be able to prove that the tasks have been carried out** (employment contract listing the task, declaration signed by Rector/Dean/Head of Dpt/staff manager, etc.).

Following abovementioned modalities, **transfers can be made in 2 forms:**

- **directly to the bank account of a member of staff;**
- **to the bank account of partner institution.**

For the purpose of the **audit, in case of transfer to the bank account of partner institution**, related institution and staff will be asked to provide **declarations on the staff costs paid** and related staff will be asked to provide **declaration on staff costs received** (templates for these declarations will be provided by coordinator before the first staff costs payment).

**The documents** that beneficiary have to prepare **for the staff costs payment** are:

- 1) **Employment contracts** for the staff in question (copies are included in Annex VII),
- 2) A duly filled-in **Joint Declaration** (If the staff member performs tasks corresponding to different categories of staff, a separate Joint Declaration must be signed for each category),
- 3) **Time-sheet,**
- 4) **Pay slips (staff) or evidence of payment (natural person)** for the period in question,
- 5) Any **material evidence** allowing to verify that the declared workload corresponds to actual activities/outputs.

## Reimbursement modalities for travel costs and costs of stay.

**Travel costs and costs of stay** (including travel, accommodation, subsistence, personal or health insurance costs and entrance visas) are intended towards **participation of staff in the meetings** of the project. **The existence of a formal contractual relationship between the employee (staff or natural person) and the beneficiary institutions is required in order to participate to any travel. Thus, only persons mentioned in Annex VII, can participate in the meetings.**

Only **academic and management staff** who is **actually involved in the project activities and participation in the work of Subject Area Groups** may travel and be reimbursed for the travel costs and costs of stay.

**In order to organise project meetings, the Coordinator will provide special centralised management and logistic support.**

**Travel costs and costs of stay** are foreseen for all partner institutions and **will be covered by the Coordinator in accordance with workplan** and list of the participants. All travel costs and cost of stay will be **paid in advance directly to the person travelling** by means of buying tickets, booking hotel and meals, etc. Expenses which cannot be covered for any reason by centralised management system will be reimbursed to the person travelling **directly to the personal bank account.**

For more details on the logistic and organisation of the meeting please refer to **Annex X - Management of project and consortium decision making.**

A duly filled-in **Individual Travel Report (ITR** - see the Guidelines for the use of the grant) has to be signed by each participant at the meeting venue. ITRs will be prepared by Coordinator and distributed during the meetings. **Supporting documentation** will have to be attached to each travel report in order to demonstrate the fact that the travel and the activity actually took place (e.g. travel tickets, boarding passes with points of departure and destination, dates and name of the person travelling, invoices, receipts, proof of attendance in meetings and/or events, agendas, tangible outputs/products, minutes of meetings).