Thematic Networks and Tuning: How to adapt and how to adopt the Tuning methodology?

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Dra. Julia María González Ferreras - Vice-rector of International Relations - UD
Universidad de Deusto - Rijksuniversiteit Groningen

Tuning envisages co-operation at three levels:

- **Level of Information**
- **Level of cooperation as Synergy Group**
- **Level of cooperation as a Core Area**

Dra. Julia María González Ferreras - Vice-rector of International Relations - UD
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● Level of Information

Aim: Disseminate information about Tuning

Task: Send a letter or e-mail to the general co-ordinators indicating:

- Type of information requested: general presentation, emphasis in one aspects, possibility of initiating the project, etc.

- Any previous contacts with the Tuning project.

- Person from Tuning to invite (general co-ordinators - Tuning counsellors which has been already in contact with the group). This can also be done asking the Tuning Counsellors directly.

● Level of cooperation as Synergy Group

Aim: Develop knowledge of Tuning Methodology in some of the Tuning lines.

Task 1: Contact with general co-ordinators and expression of interest in a particular Line of development.

Task 2: Discussion and agreement on conditions of cooperation with Tuning and results, level of support and recognition expected from Tuning.

Task 3: Follow the process of that particular Line according to Tuning (See Level of cooperation as a Core Area).

● **Level of cooperation as a Core Area**

Aim: Develop the Tuning Methodology along the five lines for the specific subject area proper to the Thematic Network.

Line 1 and 2 – Generic and Specific Subject Related Competences

Objetive: Develop academic and professional profiles. For one degree programme within the Thematic Network area, expressed in generic and subject specific competences and learning outcomes.

Task 1: Get information on the findings and methodology of Tuning

Task 2: Make a Map of Professions in Europe in relation to the area

Task 3: Choose a degree programme and debate how to find out the importance of generic competences for the degree chosen and select a number of competences using the list as a model.

Task 4: Reflection on Levels (Qualifications framework) particularly in relation to First and Second Cycle

Task 5: In relation to generic competences have a debate about what are the crucial subject related competences to be identified as European Common Reference Points.

Task 6: Get information about subject specific competences which have been identified by different bodies (giving the references of the bodies).

Task 7: Elaborate a questionnaire with the most relevant competences to have a consultation with academics from all Europe.

Task 8: Send the competences questionnaire to coordinators to be readapted and set according to the Tuning Model.

Task 9: Once obtained the results, analyse them and socialize the debate.

Task 10: Write the final report on Competences, describing **common**, **diverse** and **dynamic** elements for the chosen degree programme in term of competences and levels.

Line 3 – ECTS Credits

Objective: To build up knowledge and experience on the ECTS as a transfer and accumulation system and to be able to use it in curricula design and delivery in the specific subject area.

Task 1: Understanding of ECTS principles, tools and key features through awareness and group debate on ECTS key documents.

Task 2: Understanding the importance to relate ECTS and learning outcomes and competences in curricula development in reference to Tuning discussion documents and in reference to Thematic area.

Task 3: Debate and socialization of methods and experiences of measurement of student workload.

Task 4: Write a report on ECTS in relation to the subject area

Line 4 – Approaches to Teaching, Learning and Assessment

Objective: Get deeper understanding of competence based -
student-centred learning and the impact it has on
approaches to teaching, learning and assessment.

Task 1: Choose a number of generic and subject related
competences, relevant for the thematic area and debate how
to implement them in the curricula.

Task 2: Group understanding of meaning for the different educational
activities and educational situations.

Task 3: Reflect and discuss how the chosen competences could be
evaluate.

Task 4: Write a report on approaches to Teaching, Learning and
Assessment in relation to subject area.

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Line 5 – Quality

Objective: Develop an understanding of the Tuning methodology as
an internal system of quality assurance in relation to
programme design and programme delivery.

Task 1: Information and understanding the Tuning approach in
relation to Quality Assurance in programme design and
delivery.

Task 2: Make the adequate transfer to the specific subject area.

Task 3: Write a report on Quality Assurance and the Tuning
approach in relation to subject area.

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Publication and Dissemination

- **A report is envisaged at the end of the process for every Network which has followed the Tuning methodology.**

  This publication will include the reports of the different lines. It will be a joint publication (Tuning – X Thematic Network)

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