ASEM Expert Seminar

Regional Approaches To Learning Outcomes

Experience from the Tuning project

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1. The concept and why Tuning educational structure in Europe started
2. The Tuning methodology
3. Results from the Tuning
4. What has been achieved in Europe till today – Tuning academy
5. How can it fit in the Asian setting and what might Tuning have to offer?

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1. The concept and why TUNING started

a larger context: Europe / Bologna process

- Adoption of a system of easily readable and comparable degrees
- Adoption of a system essentially based on t
- Establishment of a system of credit
- Promotion of mobility
- Promotion of European co-opera
- Promotion of the European dimer
- Focus on lifelong learning
- Inclusion of higher education institutions and s
- Promotion of the attractiveness of the European Higher Education Area
- Doctoral studies and the synergy between the European Higher Education Area and the European Research Area

The Tuning Actors: The Universities

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2. The Tuning Methodology

The Tuning Project: A PROJECT BY AND FOR UNIVERSITIES as the Universities' response to the challenges of the Bologna Process on the basis of diversity and autonomy

A methodology, an approach to develop HE Programmes
Sectoral Reference Points
Has evolved into a world wide process

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The philosophy of the methodology in Tuning

- **The need and the right of** recognition
- **Cooperation,** respecting diversity
- **The principles of** mutual trust and confidence
- **The need of a** common language
- **Transparency as** accountability and consultation
- **The search for** quality
- **The belief in** consensus and joint-action identity

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Competences and Learning Outcomes

Competences represent a dynamic combination of knowledge, understanding, skills and abilities, attitudes and values. Fostering competences is the object of educational programmes.

Level of competences is expressed in terms of learning outcomes

[competences are obtained by the student]

Learning outcomes are statements of what a learner is expected to know, understand and be able to demonstrate after completion of learning.

They can refer to a single course unit or module or else to a period of studies, for example, a first or a second cycle programme. -

Learning outcomes specify the requirements for award of credit – have to be assessable

•[learning outcomes are formulated by academic staff]

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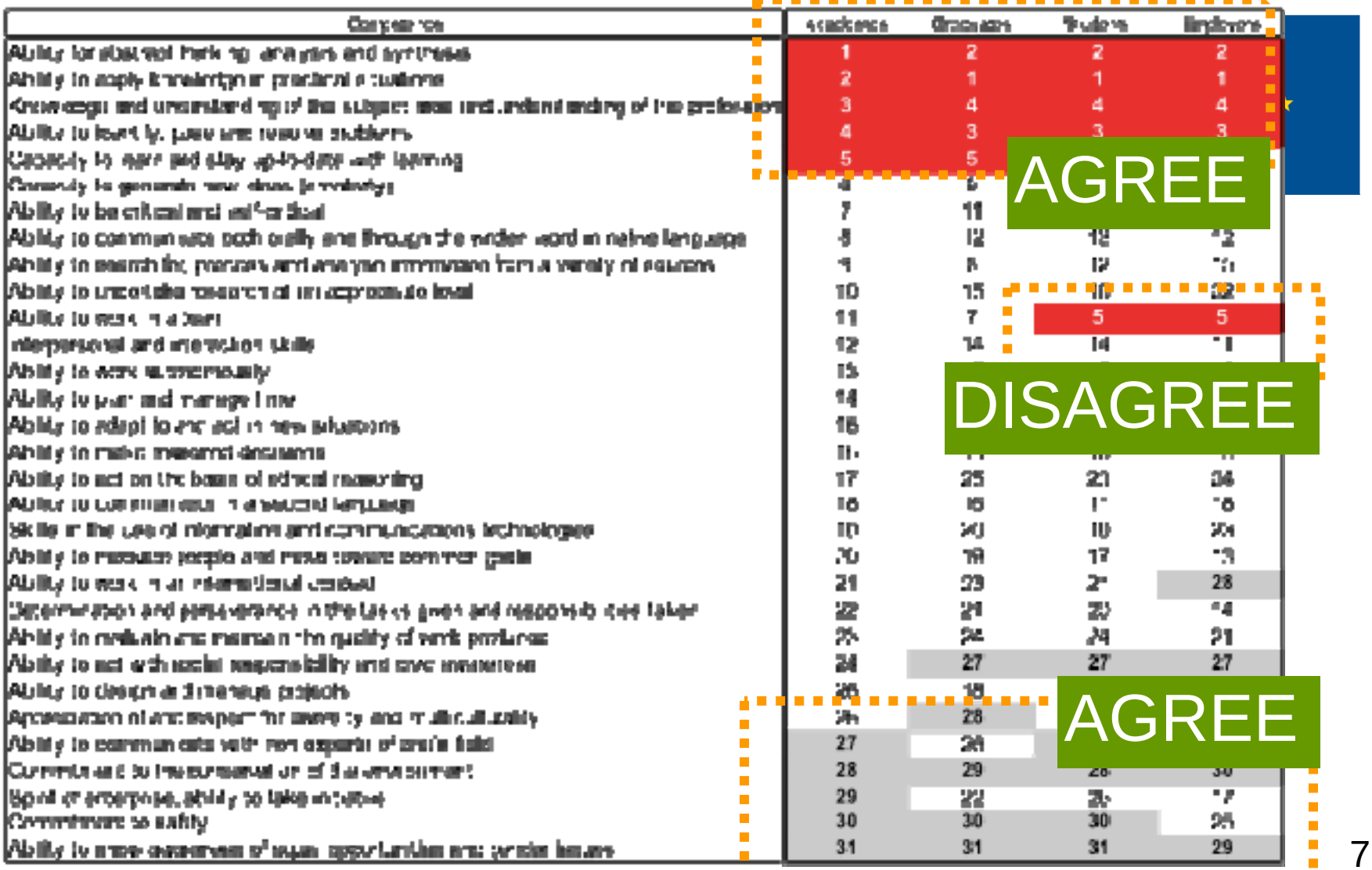
3. Results

Ranking



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3.The philosophy supporting the methodology

Subject specific competences = developed reference points
(Questionnaire sent to Graduates, employers, academics)

Knowledge Acquisition and Widening	Knowledge Acquisition and Deepening	Methodology Skills/Competences to learn and transfer
Core Modules **Which syllabi are the essential charac-teristics of this degree programme?** **Without which course would no one consider this as the identified degree program?**	**Specialisation modules / major / minor / electives / options** **Which areas could be identified – vertically, horizontally or laterally – for further useful studies?** **(vertical: specialisation in a narrow sense = deepening;** **horizontal: interdisciplinary = enlargement;** **lateral: unrelated subject areas, supplying additional areas, diversification)**	**Support modules** **What else is needed to understand issues, identify and to express them in different ways?** **To which extent can a quantitative approach help to explain things?** **Organisation- and communication modules** **How can I learn and organise myself?** **How can I present / express best what I want to say?** **Transfer modules** **How does theory relate to practice?** **How can I relate theory to practice? What are the methods?**

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Bologna Process - workload and its importance

- Higher Education structure
- Three cycles –
  first cycle: 180-240 ECTS
  second cycle: 60 – 120 ECTS
  third cycle: ???

Student workload and ECTS-points:
Definition: Time in hours to achieve a specified learning outcome measured in ECTS-points.
Definition: The student workload in a year equals the value of 60 ECTS-points (1.500 – 1.800 h of work, 1 ECTS:25-30 h)

IMPORTANT : learning outcomes are expressed as competences; the workload is based upon the sum of all activities expected within the framework of a study programme;
activities are planned to achieve learning outcomes;
evaluation through students must be planned as well!

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Results: Reference points business studies

First Cycle	
Key Subject-Specific Competences	Key generic competences
Students should be able to: - Demonstrate basic knowledge of the study field and of the profession - Use and evaluate tools for analysing a company, and be a specialist to some extent - Interface with other functions -Be able to identify criteria and argue for the principles to be used in finding solutions to problems, mainly of a structured nature and mainly at an operational or tactical level. -Evaluate proposed solutions and contribute to decision making at mainly operational and tactical levels	- Apply knowledge within defined boundaries -Have self-awareness -Plan and manage time -Demonstrate interpersonal skills -Adapt to new situations -Use basic business software -Search for and analyse information from commonly-used economic and business sources -Make oral & written presentations in native language -Continue learning in primary and related fields -Act ethically within a defined role

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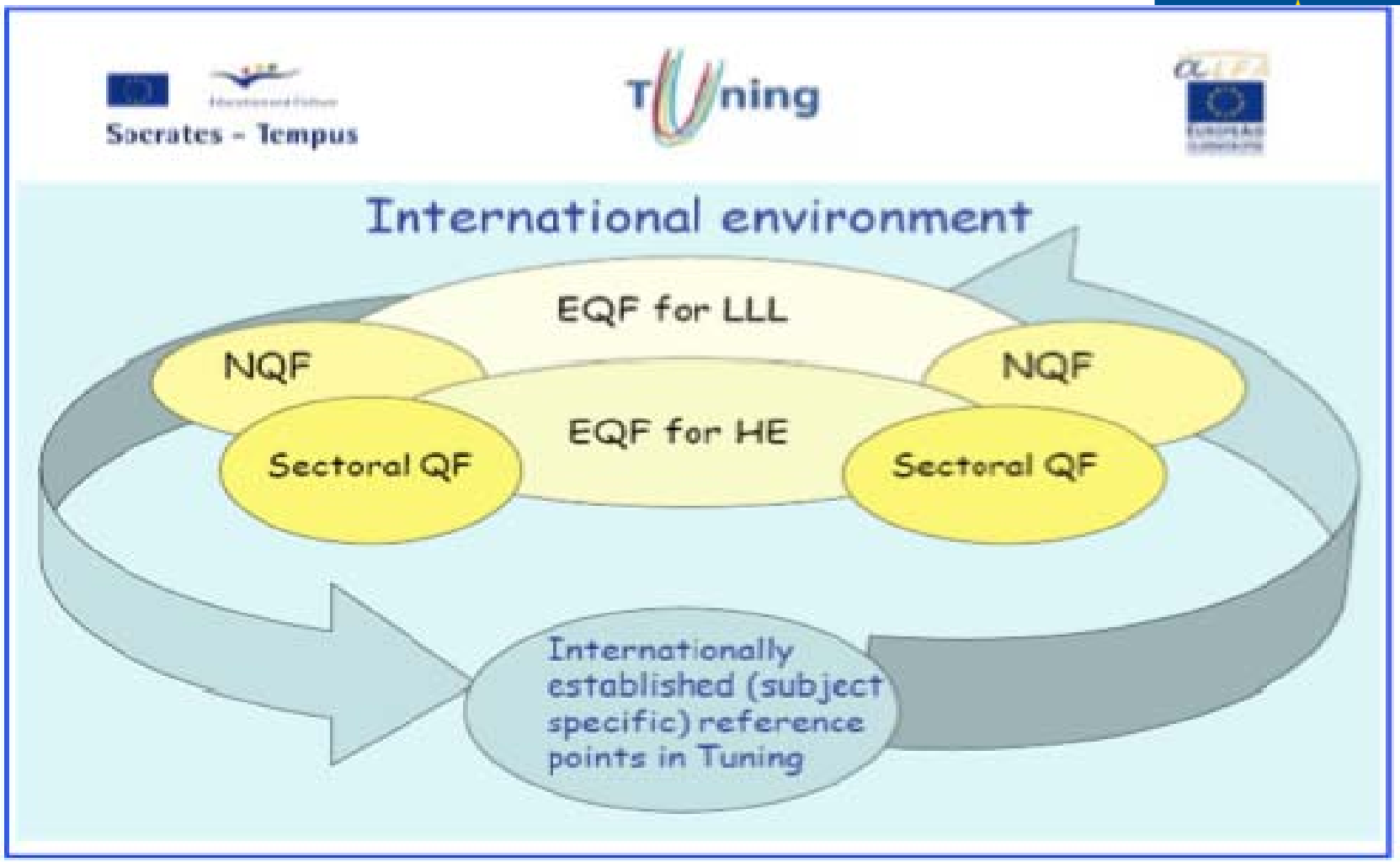
Concepts and Background



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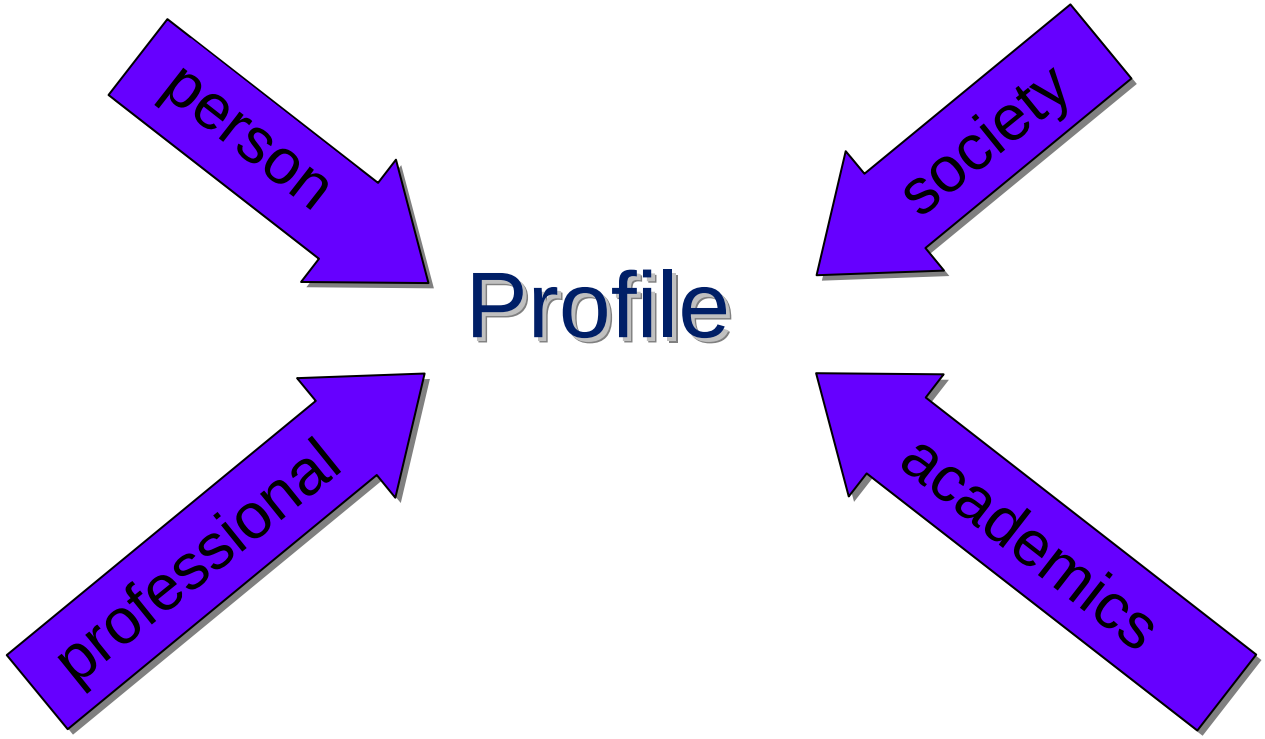
From Project to Process: Develop study programmes

Profiles has to serve different purposes

A good profile takes into account different users' perspectives & interests – analyses have to be done



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Tuning model: Development of curricula and profiles

Focus on learning outcomes and competences

- an identified and agreed need
- a well-***described profile***, frameworks
- corresponding learning outcomes phrased in terms of ***generic and subject specific*** competence
- the correct allocation of ***ECTS credits to units/modules***
- appropriate approaches to ***teaching, learning and assessment***
- methodology for *quality enhancement*

TUNING focuses on:

<< fitness of purpose >>
(meets expectations)

and

<< fitness for purpose >>
(meets aims)

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Methodology and definitions

LEARNING OUTCOMES AND COMPETENCES IN STUDY PROGRAMMES

Competence/Learning Outcome

Course unit/ lModule	A	B	C	D	E	F	G	H	I	K
Unit 1		X			X					
Unit 2	X			X			X			
Unit 3		X			X			X		
Unit 4	X		X						X	

X = This competence is developed and assessed and is mentioned in the learning outcome of this unit

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A: Introduced
B: Used
C: Further developed
D: Comprehensive
Assessment

Course	Oral and Written Communication	Interpersonal and interaction skills	Ability to apply knowledge in practical situations	Ability for abstract thinking analysis and synthesis	Ability to plan and manage time	Ability to identify, pose and resolve problems	Ability to work in a team	Ability to make reasoned decisions	Skills in the use of information and communication technologies
Elements of Business Studies / Accounting									
Personal									
Introduction to theEconomics									
Business mathematics and Statistic									
Economic Private Law I									
Language/ Social Competence									

ctures

How are learning outcomes linked to te ng and assessment?

onal Structures pe

Learning outcomes	Teaching and learning activities	Assessment
Cognitive Demonstrate, Knowledge, Comprehension, Application, Analyses, Synthesis, Evaluation **Affective** Integration of beliefs, ideas and attitudes **Psychomotor** Acquisition of physical skills	Lectures, Tutorials Discussions Laboratory work Placements Seminar Peer group presentation	End of module exam Multiple choice tests Essays Practical assessment Fieldwork Placement Presentation Project work

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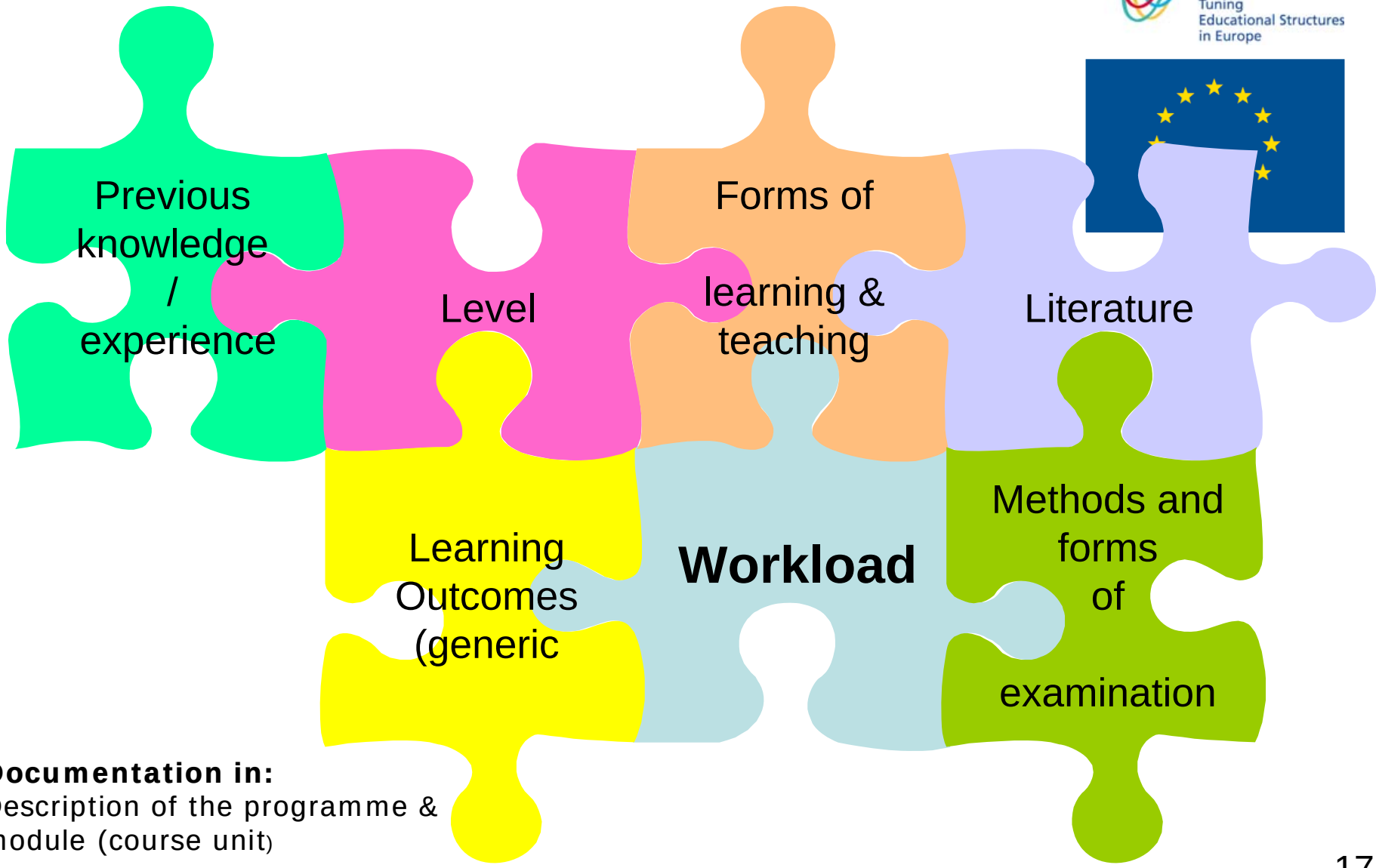
LO specify the minimum acceptable standard to enable a student to pass a module. The students performance above this is differentiated by grading



Documentation in:
Description of the programme & module (course unit)

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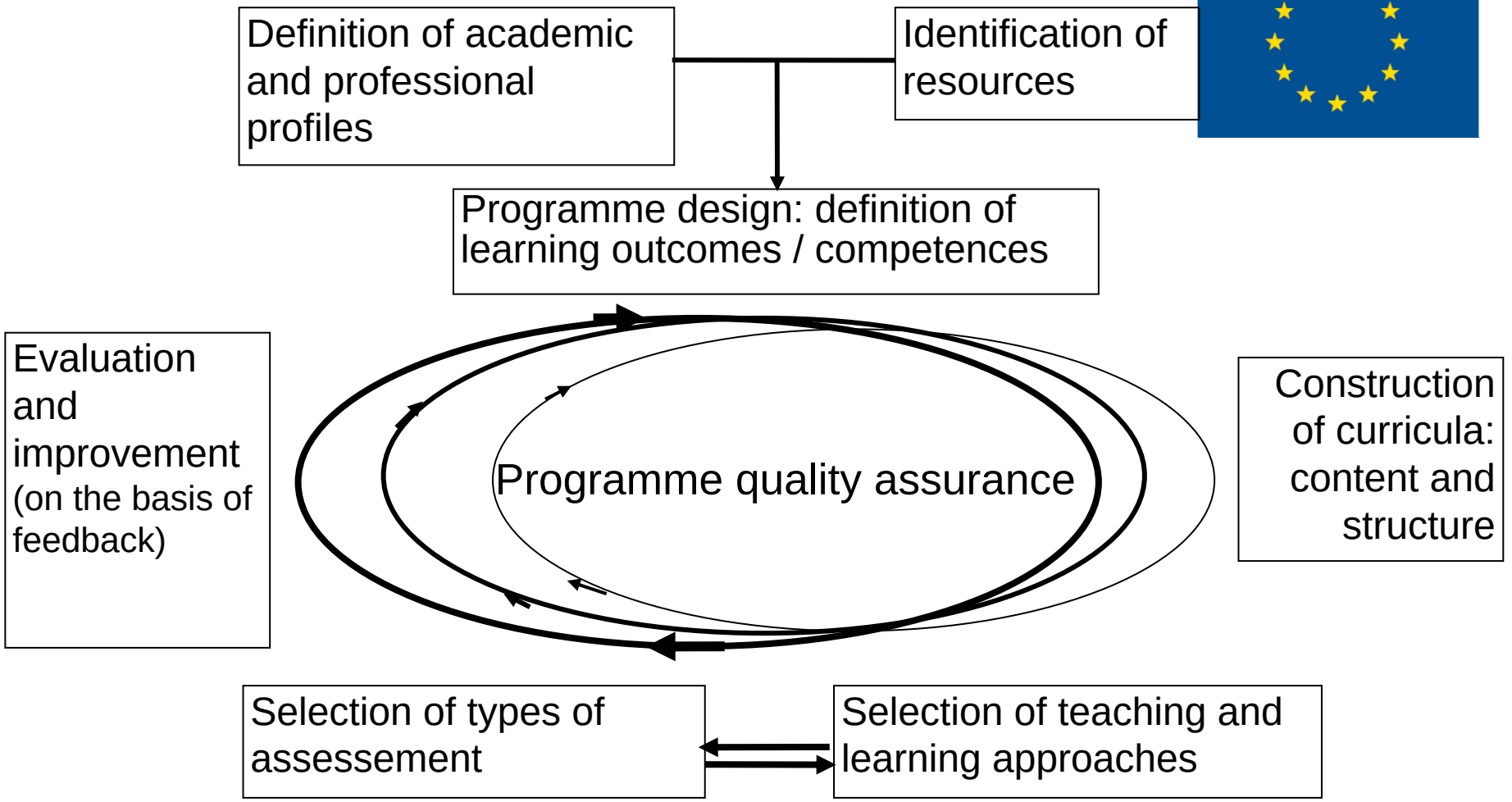
The Tuning dynamic quality development circle



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4. What has been achieved to date?

- Involving the academic sector
- Creating a platform for debate at subject level
- Focusing on programme level
- Coordination and understanding of tools
- A new, fresh updated collective perspective
- Development of a consistent approach
- A hands-on experience of the process
- Sharing with other regions of the world

Implementing of a Tuning Academy

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A new, fresh update collective perspective

- Europe wide introduction of Learning Outcomes and Competences approach
- Change of paradigm: from staff centred to learner centred teaching, learning and assessment
- From input to output based learning
- Distinction between generic and subject specific competences
- From teaching to learning
- Listening to social needs/demands

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A hand-on experience: finding together

- Transparency - Common language understood by all stakeholders
- Comparability and compatibility - Programme based on learning outcomes expressed in terms of competences
- Recognition – common reference points
- Employability and relevance - Consultation of stakeholders and citizenship
- Quality and competitiveness – models for programme design and quality enhancement
- External dimension – reaching out to other regions

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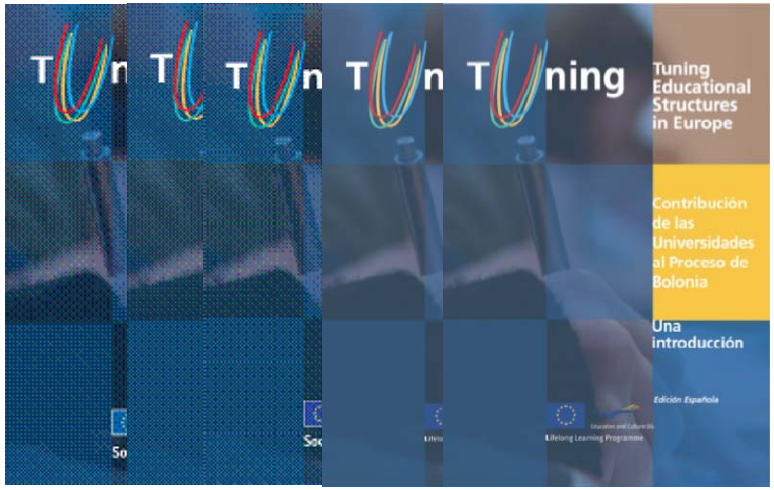
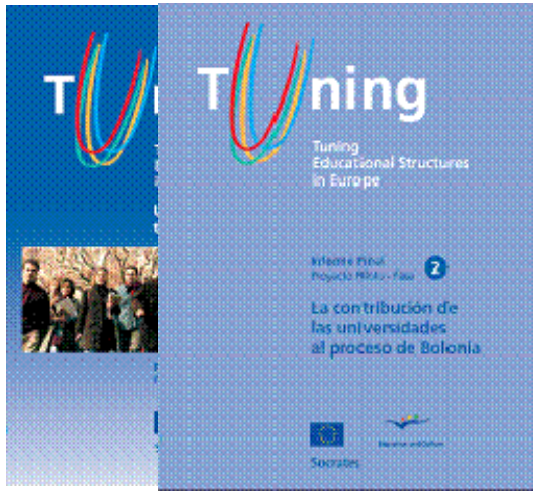
Tuning outreach

Sharing with others - Tuning publications





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5. How can it fit in the ASEM setting?
What could be the relevance of the Tuning approach?

The real answer will be given from ASIA

Some suggestions for the discussion???

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Thank you very much for listening and for your time

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