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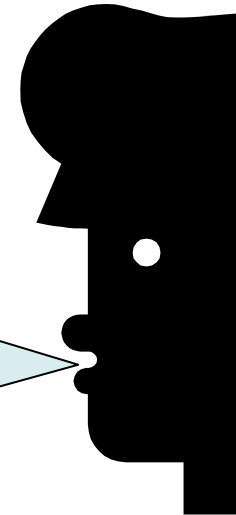
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## Tuning Training Seminar: SESSION 1

**Preparing a degree  
programme profile:  
theory and practicing**





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## What is a profile?

### Definition:

**Profile:** A brief description that summarizes the characteristics of somebody or something (and makes it recognizable)

A formal summary or analysis of data, often in the form of a graph or table, representing distinctive features or characteristics

### What is a degree programme profile?

- According to the Bologna Documents ...



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## Prague Communiqué 2001:

“Programmes leading to a degree may, and indeed should, have different orientations and various **profiles** in order to accommodate a diversity of individual, academic and labour market needs”



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## **Berlin Communiqué 2003:**

“Ministers encourage the Member States to elaborate a framework of comparable and compatible qualifications for their higher education systems, which should seek to describe qualifications in terms of workload, level, learning outcomes, competence and **profile**”.

... “degrees should have different defined outcomes. First and second degrees should have different orientations and various **profiles** in order to accommodate a diversity of individual, academic and labour market needs”.



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## Qualification Framework for the European Higher Education Area

“**Profile** can refer either to the specific (subject) field of learning of a qualification or to the broader aggregation of clusters of qualifications from different fields that share a common emphasis or purpose; for example an applied vocational as opposed to more theoretical academic studies”



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## Qualification Framework for the European Higher Education Area:

“Fields of learning are central to the European tradition of higher education. Students typically obtain a degree in some field.

The work of the **Tuning project** has demonstrated how much common ground can be identified by trans-national collaborative efforts within fields of learning

**Profile**, in the sense of clusters of qualifications sharing a purpose, is a prominent feature of some qualifications systems and is absent in others. In many cases the origins of the distinction are rooted in binary systems of provision” ....



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## The framework for the EHEA

**Profile** is used here to refer to the specific field of learning of a qualification. Fields of learning are central to the European tradition of higher education, with learners typically obtaining their degree in a particular field.

The work of the **Tuning project** has demonstrated how much common ground can be identified by trans-national collaborative efforts within various fields of learning. Such work will continue and in as much as higher education is by definition always changing, the work is unending...





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So it is up to Tuning show how  
profiles can be most usefully  
formulated



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From the Tuning glossary (November 2006):

### “Degree profile

“A description of the character of a degree programme or qualification. This description gives the main features of the programme which are based on the specific aims of the programme, how it fits into the academic map of disciplines or thematic studies and how it relates to the professional world”.

**Can this definition be refined?**



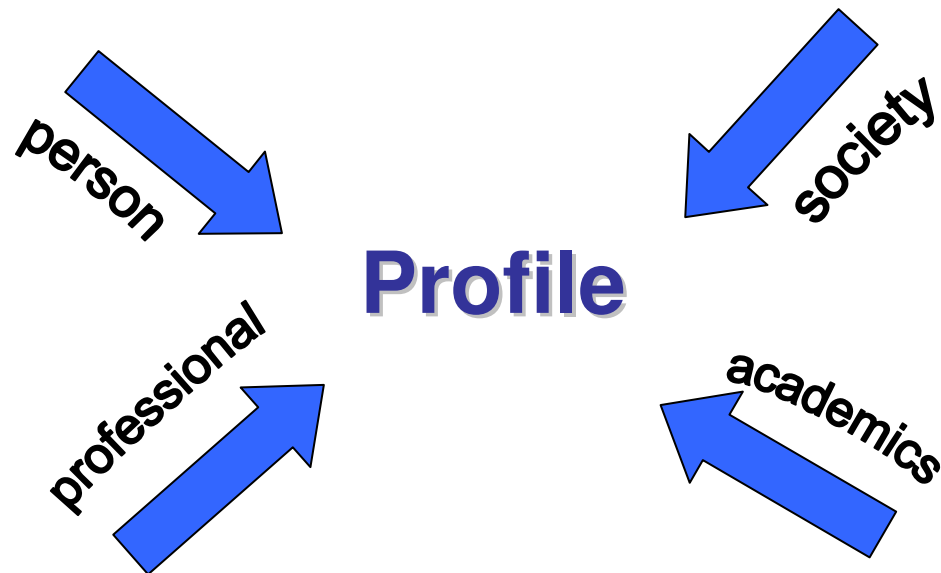
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Profiles have to serve different purposes

A good profile takes into account different users' perspectives & interests





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## **Degree profile (professional and/or academic)**

### **Key elements:**

- **Orientation: theoretical or applied**
- **Subject related knowledge/ know how (mono, multi, inter)**
- **Generic competences**
- **Subject specific skills**
- **Level of qualification (role of descriptor(s))**
- **Employability (regulated / non-regulated)**
- **Social and professional responsibility**
- **Particular focus / specialisation**
- **Approach(es) towards TLA**
- **Mission of the institution / faculty / department (if of relevance)**

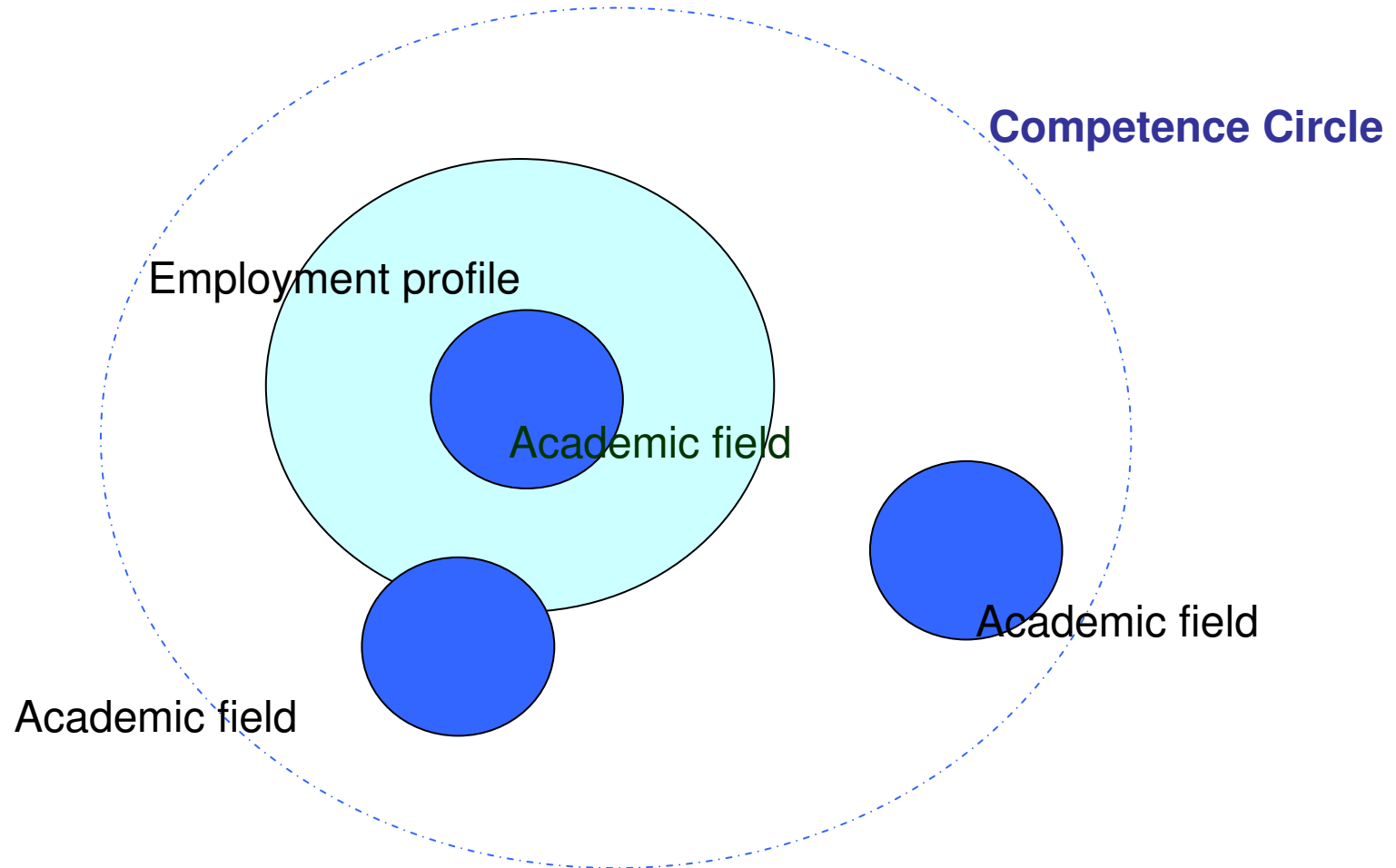


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## Academic area vs. professional area and competences



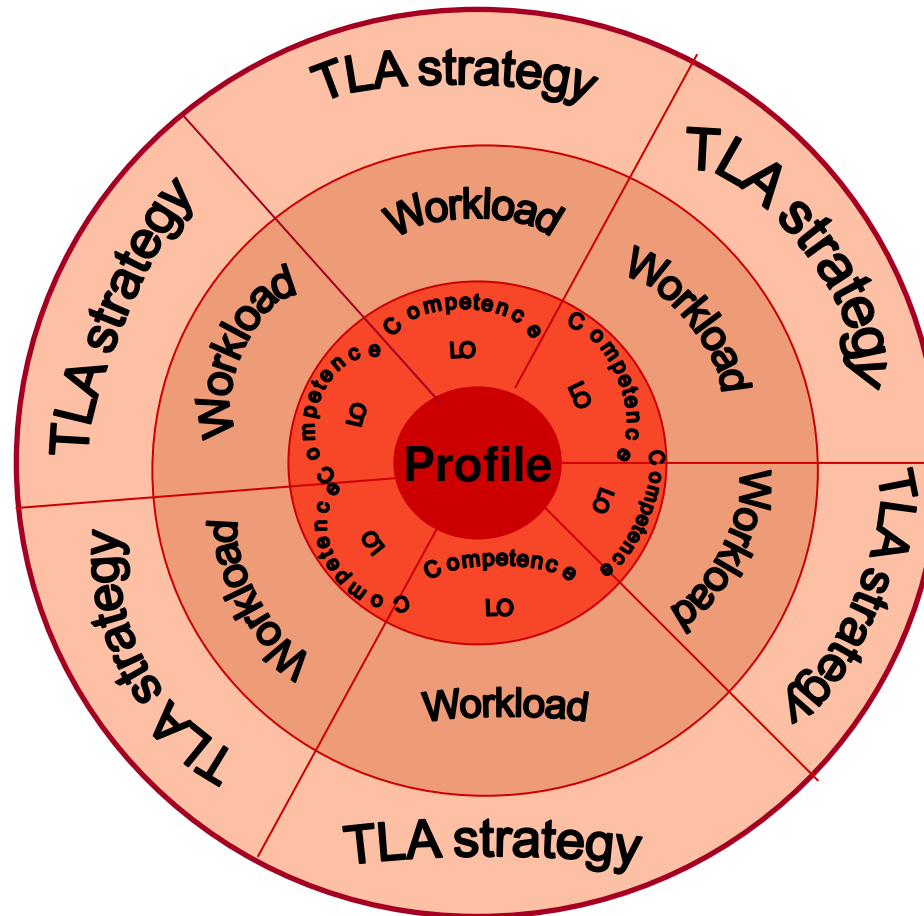


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## The Tuning profile 'web'





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## Examples of graduate / degree profiles

### First cycle degree Liberal Arts and Sciences (University College Utrecht)

Graduates distinguish themselves by their capacity to **pose and resolve problems** beyond the boundaries of the discipline. Students come to understand how disciplines look at the world from distinct vantage points and **apply different methodologies and tools** in their reasoning. This broader perspective increases students' ability to **formulate new ideas, new solutions and new projects**. Relating intellectual capacities to society is another important objective. Graduates are **perceiving** the interdependence between scientific developments and their **social context** and of **communicating** these **insights** efficiently. Students gain a deep **understanding of the world's variety** and **develop ethical grounding** and the ability to **emphasize with others**. ....

Graduates go beyond academic curiosity, formulating new questions in response to new insights. Their intellectual versatility enables them also to create new answers, exploring existing concepts and transferring into new contexts.



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## Example of graduate profile (based on concept of LA&S education)

Graduates distinguish themselves by their capacity to pose and resolve problems beyond the boundaries of their discipline. Students come to understand how different disciplines can offer distinct vantage points and approaches to reasoning.

This broad approach equips graduates to create new ideas, respond to societal challenges, and demonstrate the ability to work in an interdisciplinary context.

Graduates gain a deep understanding of the world and the ability to apply their knowledge in a variety of contexts.

Graduates go beyond existing knowledge by asking new questions in response to new insights. Their versatility enables them also to create new answers, exploring existing concepts and transferring into new contexts.

**This undergraduate degree programme aims at the development of generic competences. Students are not specifically prepared for a particular profession.**

(University College Utrecht – selective BA degree programme)





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## Examples of graduate / degree profiles

### Profile of the first cycle degree programme American Studies

The major in American Studies provides undergraduates with an integral study of **American culture and society** in all its diversity, both past and present. As an **interdisciplinary** field of study, American Studies offers courses and seminars that focus on significant cultural issues that **cross traditional disciplinary and departmental lines**. In this way, students acquire a broad familiarity with the **dynamics of cultural experience** and the meanings of “America” over time. During this three-year programme, students **explore a range of aspects of American society**, including its

- institutions and social processes
- values, customs, and ideals
- history and constitution
- creative expressions
- regional, racial, ethnic, class, and gender identities
- intellectual debates
- popular culture and media
- relations with Canada and Mexico

In addition, students acquire a range of **transferable skills**, including English-language composition, presentation and communication skills.



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## Examples of graduate / degree profiles

### Profile of the Erasmus Mundus MA Programme Euroculture

The European inter-university masters programme Euroculture focuses on the cultural and social developments in present Europe, the political processes of European integration and the role of European Union institutions. It highlights manifestations of cultural self-understanding as an important element of transnational social and political developments within and beyond Europe. Special attention is paid to topics like: values, citizenship, cultural identity concepts and conflicts. The interdisciplinary programme covers European modern history, political issues, social relations, legal issues and religious traditions. Graduates are expected to be able to identify the European dimensions of social and political problems and to reflect on the cultural aspects and factors that play a role in the process of European identity formation and European integration.



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## Examples of graduate / degree profiles

### Profile of the degree Erasmus Mundus MA programme International Humanitarian Action

The **Joint ERASMUS MUNDUS European MA** degree programme in International Humanitarian Action is an **inter-university, multidisciplinary** programme that provides high quality **academic education and professional competences** in the area of **humanitarian action**. Graduates are expected to be able to **act at all levels of humanitarian relief operations** and to function in a variety of ways to enhance the **delivery of humanitarian assistance and sustainable actions**. The programme is a **response to a growing need** from the humanitarian assistance community for higher education qualifications suited to address complex humanitarian emergencies.