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## Tuning Training Seminar: SESSION 2

**Writing learning outcomes  
at programme level: from  
profile description to  
identification of critical  
competences and learning  
outcomes**





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## Tuning distinguishes:

- **Reference points** for subject areas  
and
- **Profiles** for degree programmes
  
- Quality of **process** in designing the degree programme  
and
- Quality of **outcomes** of the learning experience (level of competence achieved)



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## **Common format: Summary of Tuning Subject Area Findings I**

### **1. Introduction to the subject area**

### **2. Degree profile(s) [in table form]**

Typical degrees offered in the subject area:

First cycle in (name subject area / specific parts)

Second cycle in (name subject area / specific parts)

Third cycle in (name subject area / specific parts)

Typical occupations of the graduates in the subject area (map of professions)

First cycle / Second cycle / Third cycle

Role of subject area in other degree programmes:

Which programmes and in what way.

### **3. Learning outcomes & competences - cycle level descriptors [in table form]**

First cycle / Second Cycle / Third cycle (subject specific and generic)

Consultation process with stakeholders



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## **Common format: Summary of Tuning Subject Area Findings II**

### **4. Workload and ECTS**

Workload of the typical degree programmes expressed in ECTS-credits:

First cycle (180-240?)

Second cycle (60-90-120?)

Third cycle (120-180-240?)

Trends and differences within the European higher education area in this subject area.

### **5. Learning, teaching & assessment**

Three example of best practice in learning, teaching and assessment to achieve competences relevant to the subject area.

### **6. Quality enhancement**

Subject area related observations on the use of Tuning tools in programme design, delivery, monitoring and improvement.

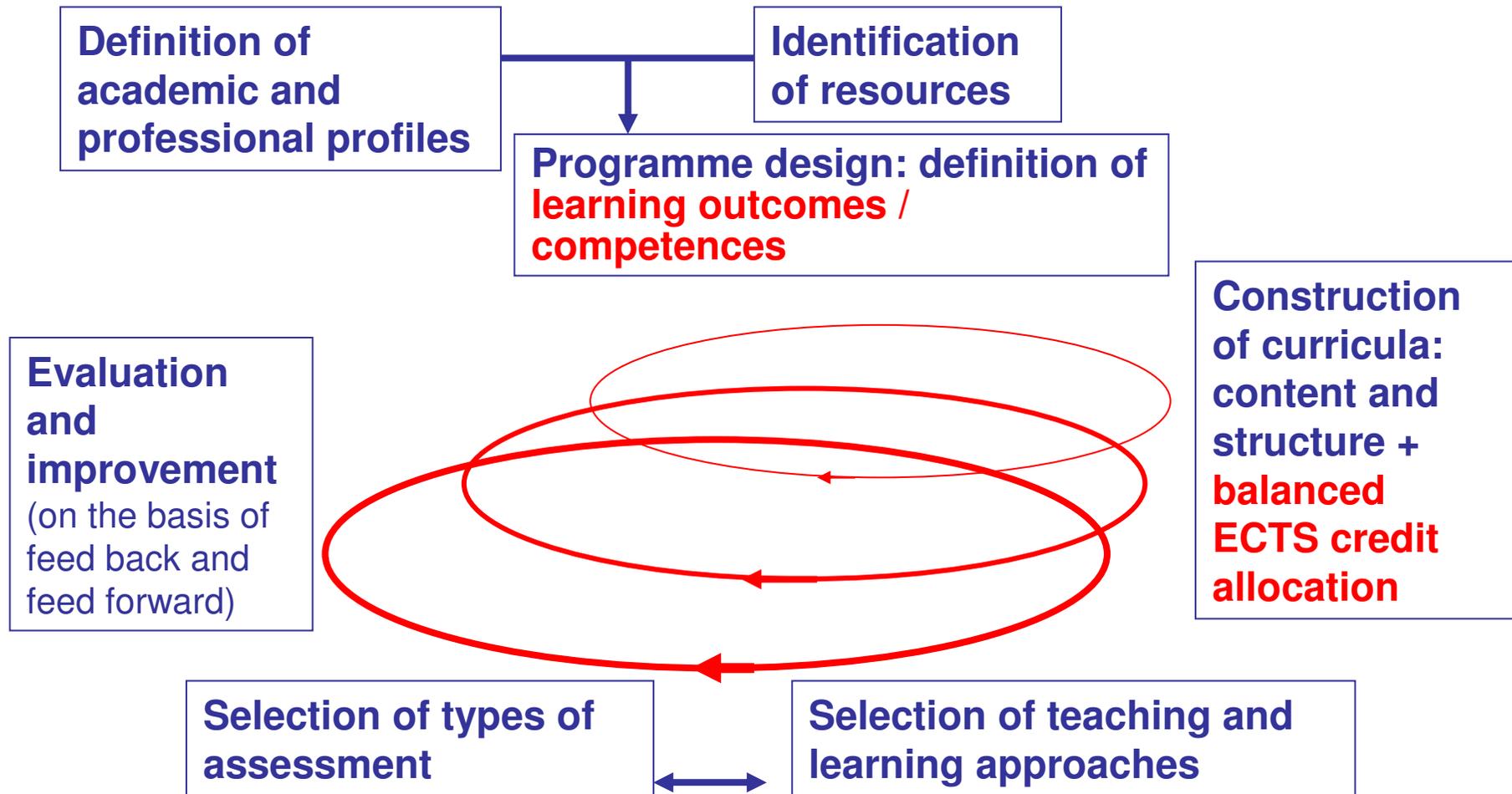


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# THE TUNING DYNAMIC QUALITY DEVELOPMENT CIRCLE

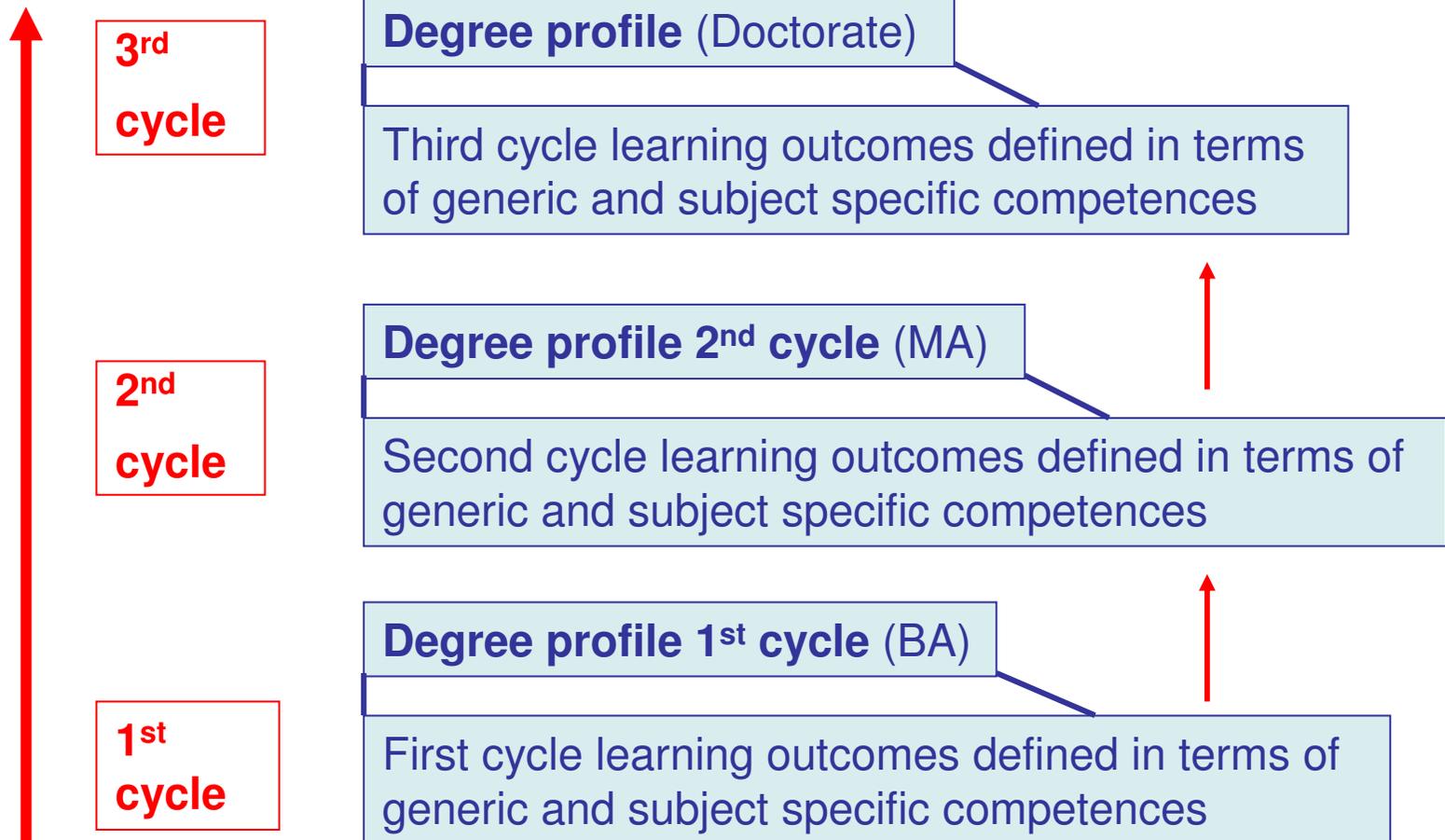




Socrates - Tempus



## Learning outcomes and competences in study programmes





Socrates - Tempus



## Key elements academic-professional profile

**IDENTITY**

gathers the essence of what is - “should be” - the degree holder.

**FUNCTIONS**

detects the occupations and tasks which can be carried out by the graduate.

**CONTEXTS**

focuses on the environment in which the graduate is able to function successfully.

**EDUCATION**

defines the main expected learning outcomes in terms of competences –generic and specific.



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## **Concept of macro competences**

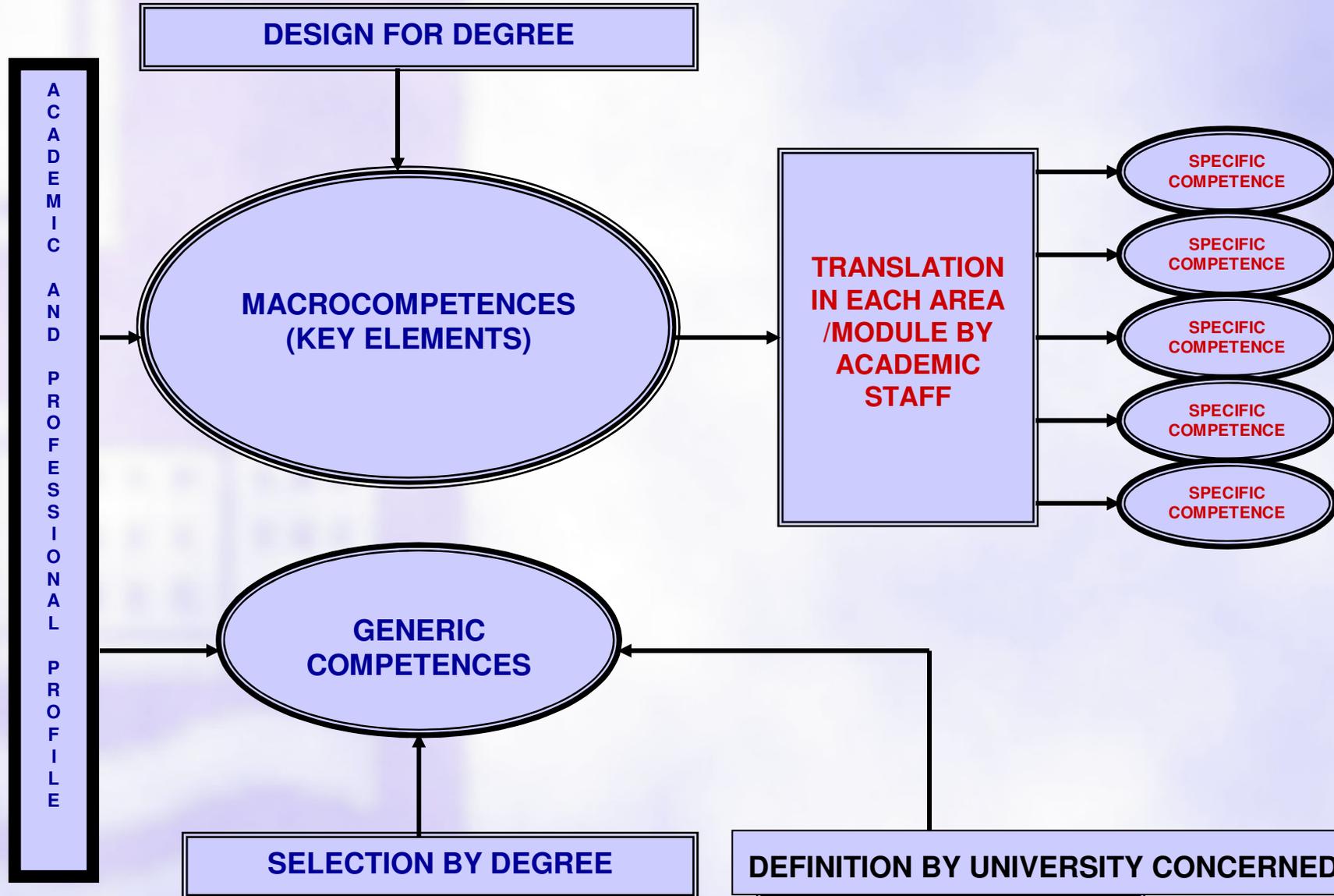
**Macrocompetences offer a synthetic vision of the key competences for the degree profile**

- **identify the relation and the contribution of the different areas, and modules to the profile**
- **facilitate and make explicit the formulation of specific competences by focusing on the essential**
- **facilitate easy communication and tuning of the key elements of a degree programme**
- **Serve as input for the teams working on the elaboration of the programme**

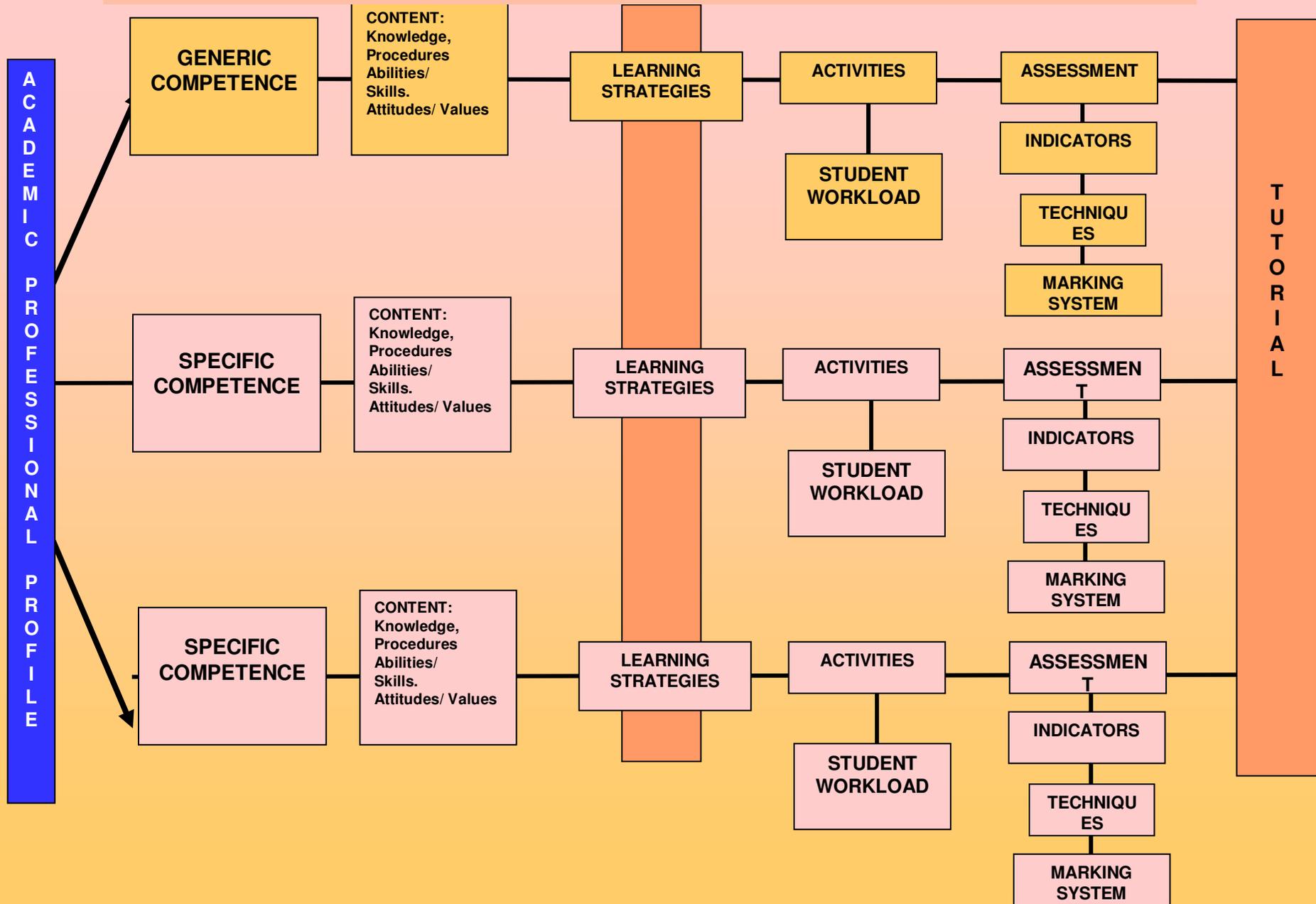


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# Developing Competences





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## TUNING applied: the example of European Studies

### ***First cycle level descriptors***

After the completion of first cycle, students in the area of European Studies should be able to:

1. work in an interdisciplinary area
2. communicate orally in their own and an international language using the appropriate terminology
3. show understanding of the multi-disciplinarity of the area and the connections between its disciplines
4. demonstrate understanding of ideas and concepts of Europe and European integration
5. demonstrate understanding of European institutions and decision making processes



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## TUNING applied: the example of European Studies

### ***Second cycle level descriptors***

1. After the completion of the second cycle, students in the area of European Studies should:
2. have an ability to interpret European events, developments and policies in national, regional and local frameworks
3. have an ability to use different disciplinary methodologies in an integrated way
4. have sufficient competences to do guided research
5. have an ability to work independently
6. be able critically to follow and interpret EU policies
7. be able critically to follow and interpret ideas and concepts of Europe and European integration
8. have an ability to communicate orally in their own and an international language using the appropriate terminology
9. have international mobility and cultural understanding



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**Tuning and the interpretation of a specific degree profile:**

**the example of the Erasmus Mundus MA programme Euroculture**

Graduates of the MA programme Euroculture are expected to:

**1. apply generic academic competences successfully:**

1.1 Have demonstrated **knowledge and understanding**...

- Understand, combine and integrate critically and effectively the knowledge and insights from the interdisciplinary courses of the programme;

1.2 Ability of formulate **judgements**...

- Judge independently and critically academic research in the field of Europe and the European unification process;

1.3 Can **communicate** their conclusions, knowledge and rational

- give written and oral presentations on Europe and European integration and be able to organise the available time and cope with deadlines;
- Communicate in English and another (foreign) language and to express him or herself in English and that second European (foreign) language both orally and in written form at (near) native level;
- use IT skills (word processing, Internet and e-mail) as study and communication tools and for contributing to the website of the Euroculture programme;
- transfer knowledge to a larger audience and choose the right moments and ways to do so and also to accept the responsibility for the choice for a specific form of knowledge transfer.

1.4 Have the **learning** skills to allow them to continue... in a self-directed manner work on an academic level within the intended professional field;

- make efficient use of libraries, bibliographical material and academic research;
- work in an interdisciplinary team in an international context;



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**Tuning and the interpretation of a specific degree profile :**

**the example of the Erasmus Mundus MA programme Euroculture**

Graduates of the MA programme Euroculture are expected to:

**2. apply subject specific academic competences successfully:**

**2.1 Have demonstrated knowledge and understanding...**

- use the theoretical and methodological approaches specifically used in the Euroculture programme, in particular *analyse du discours*;
- interpret and describe (personal and collective) identity as a process;
- demonstrate familiarity with the academic debates with respect to the push and pull factors in the process of European identity formation and in relation to third countries;
- has gained insight in representation and meaning in a broad sense as a factor in the political process of the European (dis)integration in relation to third countries;
- has thorough historical understanding on the European integration process in a broad sense;
- is able to reflect on the central cultural aspects of the European integration process and its ramifications in European and adjoining cultural spaces.



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## **Tuning and the interpretation of a specific degree profile : the example of the Erasmus Mundus MA programme Euroculture**

Graduates of the MA programme Euroculture are expected to:

**2. apply subject specific academic competences successfully:**

**2.2 Can apply knowledge and understanding into practice (new or unfamiliar environments)**

- Identify the European dimensions of social problems and be able to distinguish these problems at different levels (regional, national, trans-national, European and in relation to third countries
- manage projects and communicate the results;
- collect and process relevant information of European institutions and organisations.
- show familiarity with the academic debates on cultural and social effects of the involvement to multi-level governance;
- is able to understand and apply European processes (such as the Bologna process)



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**Tuning and the interpretation of a specific degree profile:  
the example of the Erasmus Mundus MA programme Euroculture**

Graduates of the MA programme Euroculture are expected to:

**2. apply subject specific academic competences successfully:**

**2.3 Ability of formulate judgements...**

- identify topics in the public debate in a reflexive way and with an eye for cultural sensitive matters; discern national and cultural backgrounds in an academic and/or public debate;
- reflect on leading political, scientific and religious discourses in a critical way;
- use and analyse critically primary and secondary texts, audio, digital or visual expressions and sources related to the specialisation within the interdisciplinary field;
- judge cultural theories and methodologies;

**2.4 Can communicate their conclusions, knowledge and rational**

- transfer knowledge related to current problems in the European integration process to relevant bodies and in relation to third countries' perspectives.