Regional Harmonization of Subject-Specific Quality Standards: the experience of Tuning project at global level

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Outline

1. What is Tuning?
2. Where is Tuning in the world?
3. How does it work?
4. Which is the heart of Tuning?
5. Which are the phases in the Tuning process?
6. Which are the key concepts?
7. Tuning global references
8. Some Conclusions …
1. What is Tuning?

- A project for/ by the universities.
- A meeting point to reflect on HE.
- A process of learning together.
- A set of principles: ownership, respect for diversity, closeness to needs, efficiency, action by reference points.
- A methodology, an approach to design and deliver HE Degree programmes.
- A tool, an instrument to be used.
2. Where is Tuning in the world?
3. How does it work?

- It is a bottom up approach.
- At subject level.
- Totally respectful of autonomy (institution/country/region).
- Sharing knowledge and listening very much at the essence.
- Organized system according to regional needs with aims, objectives to reach at every step.
- Interconnected communities of practice who adapt the instruments and share the results.
4. Which is the heart of Tuning?

- Three main concepts:
  - Recognition – standards, reference points
  - Quality – transparency, benchmarking
  - Relevance - answer to social needs: citizenship/employability

- An outcome based learning:
  - Student-centred
  - Competence based
5. Which are the phases of the Tuning process?
6. Which are the key concepts?
Describes in terms of competences and learning outcomes what graduates will know, understand and be able to do by the time they have successfully completed the programme.

A set of key competences (Generic (GC) and Subject Specific (SS)) to be developed by the learners in the framework of a programme.

Should be very concise and it needs to be very clear.

Provides a tool for: COMMUNICATION, TRANSPARENCY and RECOGNITION
Subject Area X

List of Generic Competences

GC1
GC2
GC3
GC4
GC5
GC6

List of Subject Specific Competences

SSC1
SSC2
SSC3
SSC4
SSC5
SSC6
SSC7
SSC8
SSC9
What is a competence according to Tuning?

- Is a broad concept
- Represents a dynamic combination of:
  - Knowledge and understanding at different levels
  - Skills and abilities
  - Attitudes and values
- Competences are used to define degree profiles
- Competences are formed in various course units and assessed at different stages.
- Some competences are subject area related (specific to a field of study) while others are generic (common to any degree programme)
<table>
<thead>
<tr>
<th>Year</th>
<th>Semester</th>
<th>Course/Module</th>
<th>Credits</th>
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<td>Animal Production: Principles and Techniques</td>
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<td>Agronomy and Horticultural Crop Production</td>
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<td>Applied Economics, Extension and Systems</td>
<td>6</td>
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<td>2</td>
<td>Microbiology and Genetics I</td>
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<td>Agrometeorology and Climate Change</td>
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<td>3</td>
<td>Food Science and Technology</td>
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<td>Agricultural Engineering and Applications</td>
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<td>Statistical Methods for Agricultural Sciences</td>
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<td>7</td>
<td>Agricultural Management and Marketing</td>
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7. Tuning global reference

Generic Competences in different contexts

16 GLOBAL COMPETENCIES
### Generic Competences in different contexts

<table>
<thead>
<tr>
<th>Problem solving</th>
<th>Decision making</th>
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<tbody>
<tr>
<td>Creativity</td>
<td>Concern for quality</td>
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<td>Oral and written communication</td>
<td>Ethical commitment</td>
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<td>Interpersonal skills</td>
<td>Teamwork</td>
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<td>Critical and self-critical abilities</td>
<td>Ability to work autonomously</td>
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<td>Capacity to learn actively</td>
<td>Computing skills</td>
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<td>Information management skills</td>
<td>Ability to apply knowledge in practice</td>
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<td>Commitment to the conservation of the environment</td>
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<td>Capacity for abstract thinking, analysis and synthesis</td>
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Generic Competences in different contexts

- Concern for quality
- Ability to evaluate and maintain the quality of work produced
- Commitment to quality
- Ability to evaluate, review and enhance quality
- Ability to focus on quality

Different phrasing, same meaning
8. Some onclusion …

- It is very *global* because it relates to international standards and reference points and tries to develop them with many regions of the world.

- It is very *local* because in every context it takes a different shape and outcome in accordance to the choices made by the people of the region.
8. Some conclusion...

- 103 countries involved
- 45 subject areas
- 29 thematic Networks
- + 1000 institutions
- 139 publications
- In 14 languages
For more information:

http://www.tuningacademy.org
Isthuthii !