



Tuning in the world

New Degree
Profiles for
New Societies

21 November 2012

*Architect Chemist Pharmaceutical Radiologist
Ingenieur Lawyer Docteur Designer Professor Surgeon Scientista
Anthropologist Psychologist Dentist Journalist Ophthalmologist
Ingenieur Lawyer Docteur Designer Professor
Anthropologist Psychologist Dentist Journalist Ophthalmologist
Ingenieur Lawyer Docteur Designer Professor*

Education and
Training



SAG SOCIAL WORK



International Relations Office



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Contradictions:

In practice: between educational and vocational standards

In education: between subject-based and competence-based approach

In terms of awareness: the gap between theory and practice



Tuning as a device to solve the contradictions

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The stages of developing subject-specific competences

- 1. The description of competences on the basis of Dublin Descriptors**
- 2. The development of generic and subject-specific competences matrix (competences modularization)**
- 3. Consultations with stakeholders**
- 4. Defining subject-specific competences key indicators**
- 5. Defining expected learning outcomes**
- 6. Survey and reflecting on deliverables**
- 7. Competences selection for the meta-profile (meta-competences)**
- 8. Developing the meta-profile**



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Interpretation of Social Work profession

Mission

Aim

Kinds and levels of professional activities

Areas of
knowledge

Helping
models

Competences

Generic

Subject-specific

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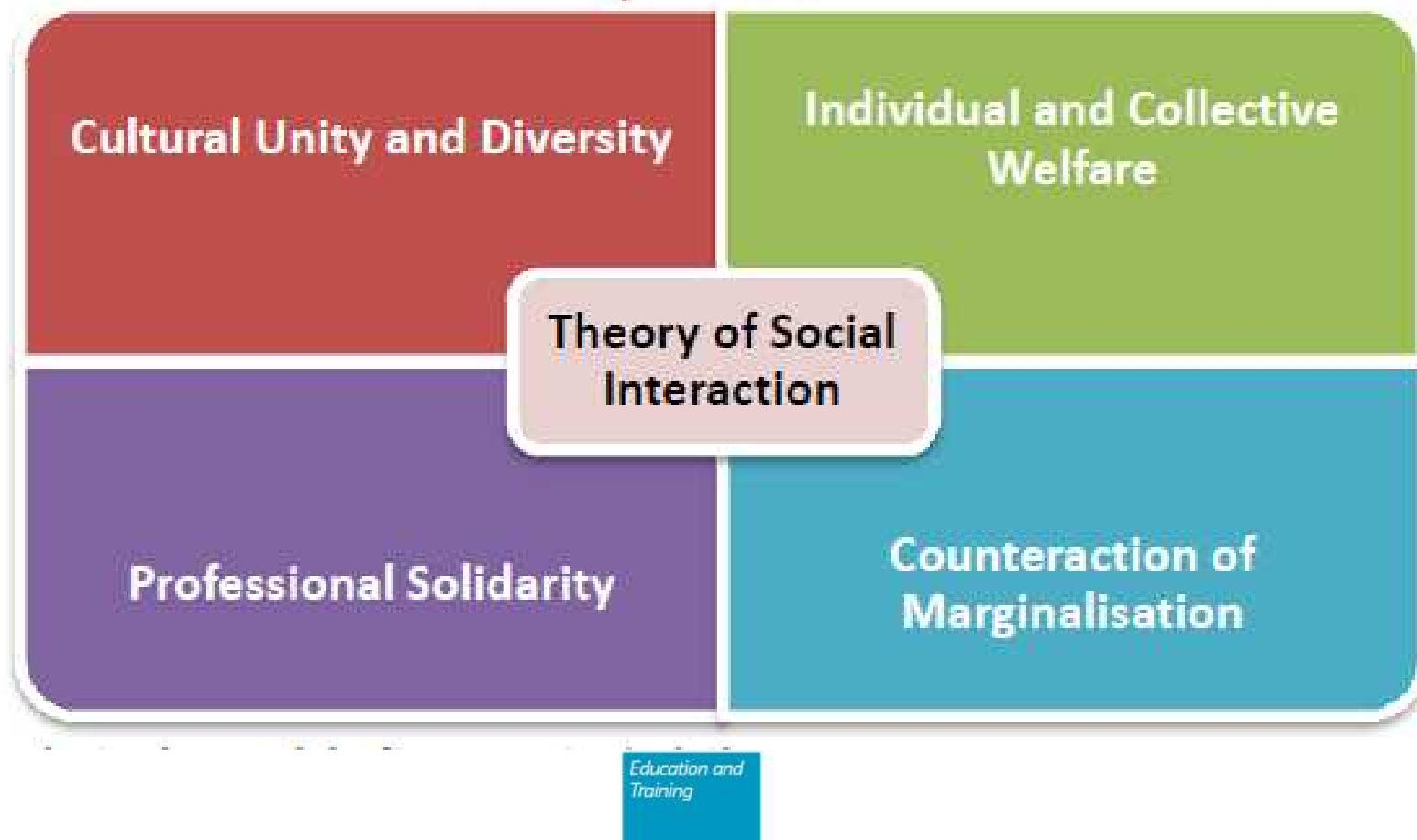
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Human capital chart





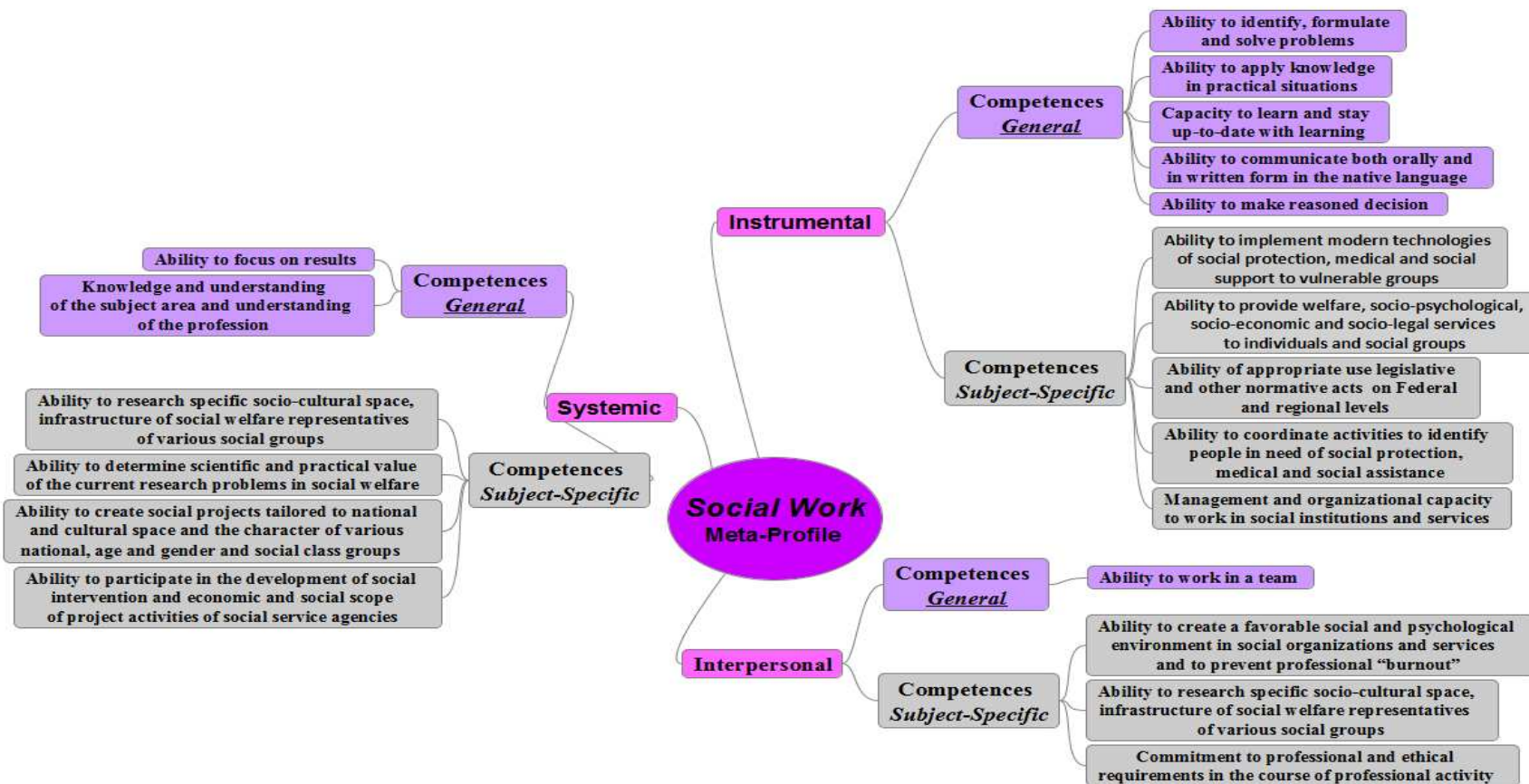
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Ranking (subject-specific competences)

Competences	Academics	students	graduates	employers
Socio- technological	1 – 3	1 – 2	1	1 – 2
Research	5	3	5	4
Organizational and managerial	4	-	3	3
Project activities	-	4	-	-