



Review on African Higher Education Harmonisation and Tuning Initiative and Presentation of the Tasks to be undertaken

Third General Meeting

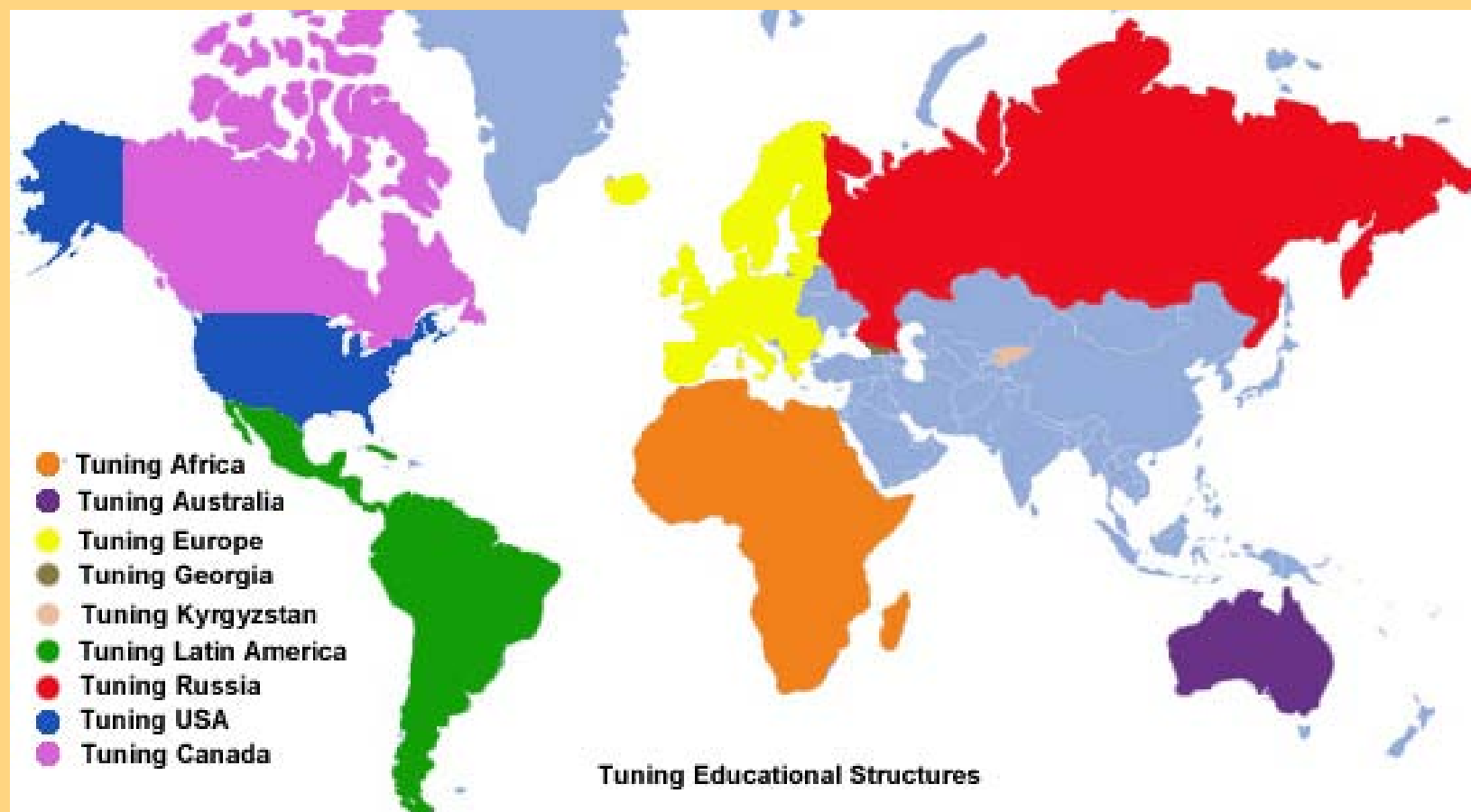
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Cape Town, 15th May 2012

1. Tuning is...

- ❑ 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
- ❑ An approach, a methodology to design and deliver HE Degree programmes
- ❑ An articulated system of communities of learning
- ❑ A tool, an instrument to be used
- ❑ A world higher educational experience

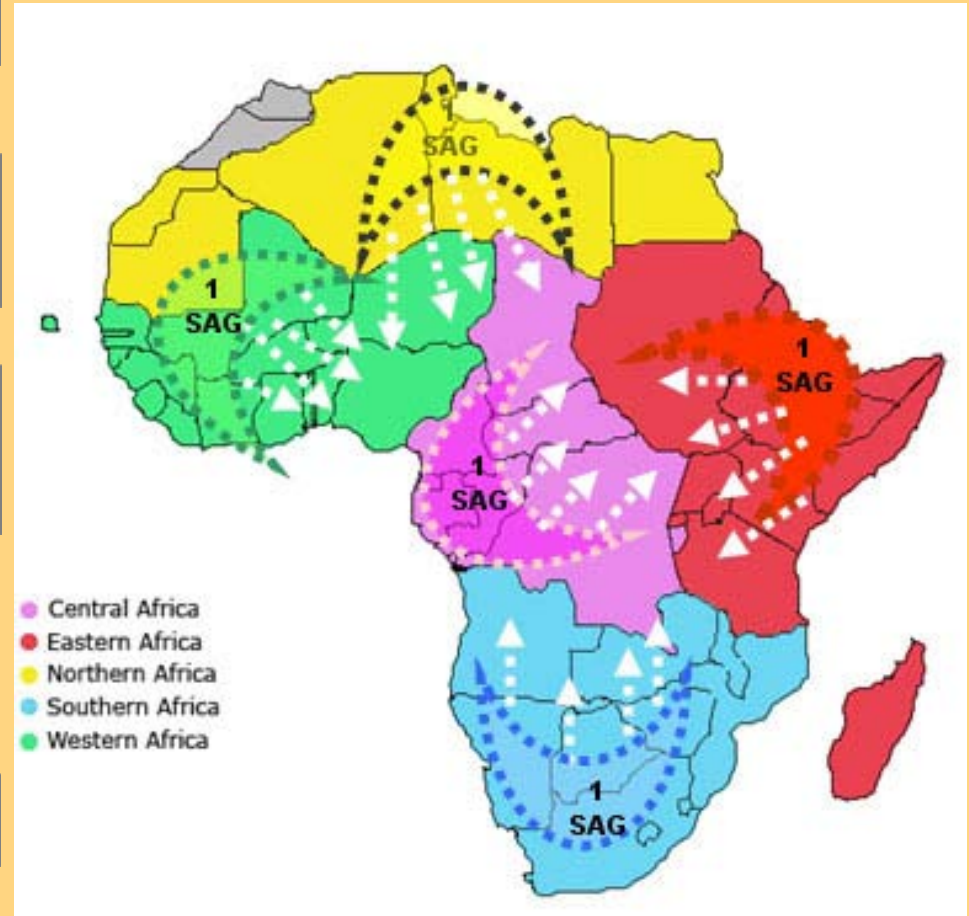
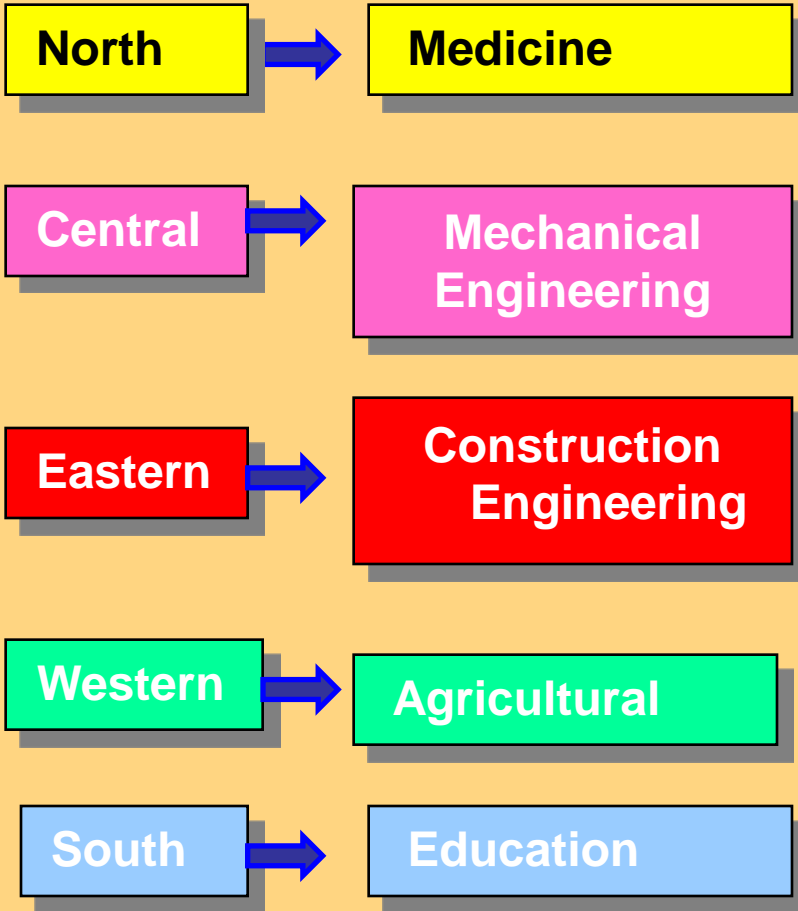
Tuning in the world



A world HE experience

- **Small countries (Georgia, Lithuania...)**
- **USA 1st and 2nd phase**
- **Russia 1st and 2nd phase**
- **Australia – end of first part**
- **Canada- Starting**
- **OCDE – AHELO (at global level)**
- **Latin America entire region**
- **Thailandia Implementation Plan**
- **Eastern Europe/Central Asian Republics**
- **China- In the Political Dialogue**
- **Japan-Translation to Japanese**

In our African Region



3. Tuning works...

- **As a bottom up approach**
- **At subject level**
- **It is based on mutual trust and confidence**
- **Totally respectful of autonomy (Institution/ country/ region)**
- **Sharing knowledge and listening - at the essence**
- **Organized system according to regional needs with aims, objectives to reach at every step**
- **Interconnected communities of learners who adapt the instruments and share the results**

4. Tuning is made...

Tuning is built on every person who takes part and shares ideas and initiatives

It is built on each academic and professional group, on the people from the different regions who take different aspects and develop them according to their needs

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

It is very local because in every region it takes a different shape and outcome in accordance to the choices made by the people of the region

5. Tuning offers...



- **A common language to understand and compare**
- **An articulated set of tools, jointly developed by academics**
- **A platform for discussing and learning about HE**
- **Participation into the building of global reference points**
- **A system of developing degrees shared by many**
- **Posibility of networking, events and publications**
- **Capacity building**
- **Entrance into a community of learners**
- **Shared ways of enhancing quality**
- **A vision**

The vision

A space

- **With a joint effort to enhance the quality of the institutions of HE**
- **Capable of building on its strengths**
- **Where mobility becomes joint development and common sense of purpose**
- **Where the centre is the learner and the facilitation of the learning experience**
- **Stronger universities for stronger regions in a strong continent**

6. It requires...

- **It requires commitment by the Institution and the person**
- **It requires participating in the meetings**
- **And working in between to progress the tasks**
- **Time, not a huge amount but enough to contribute**
- **Being able to share and to listen**
- **Be prepare to take part in the joint building process**
- **Passion for HE, a sense of joint mission**

The Mision

- **Build together a Space for HE, from the university, from the thematic areas, with others**
- **Build systems of transparency, shared meanings, joint learning from the academics**
- **Search for enhancement and joint exploration**
- **Bring the degrees to the new challenges**
- **Set the mision on the move**
- **Make operational the common dream**

7. The heart of Tuning....

- Three magic concepts in degree programmes:
 - ✓ **Recognition** –standards, reference points
 - ✓ **Quality** –transparency, benchmarking
 - ✓ **Relevance** -answer to social needs: citizenship/ employability

- An outcomed based learning:
 - ✓ **Student-centred**
 - ✓ **Competenced based**

- Territoriality or quality?**

7. The heart of Tuning (2)

✓ **Competenced based learning**

Competences in Tuning are used to define profiles

❖ **They encompass:**

- knowledge and understanding at different levels,**
- skills and abilities**
- attitudes**

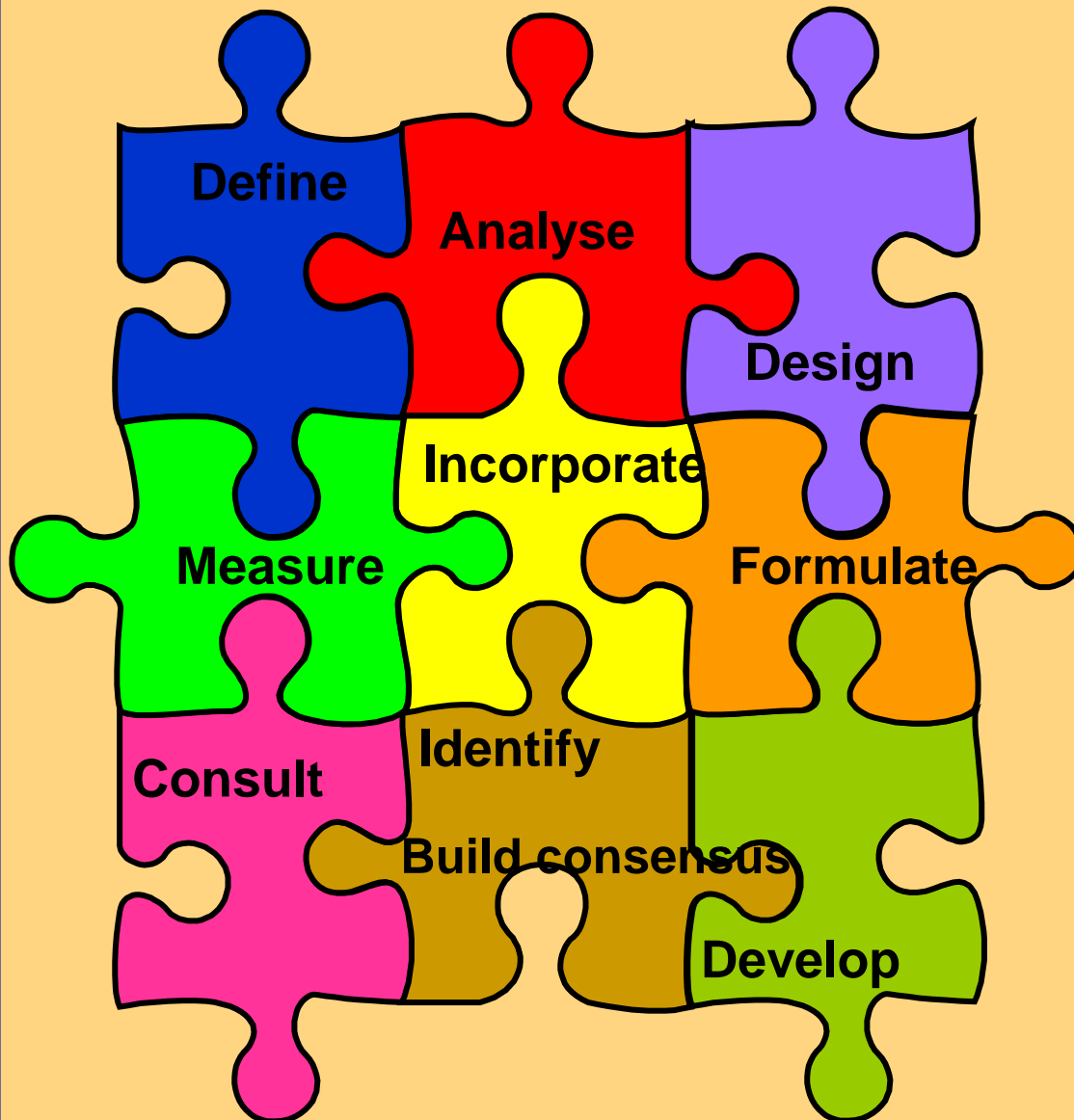
The levels of competences are the learning outcomes

- #### ❖ **They refer to what a student needs to know, understand and be able to do**

Where are we now?

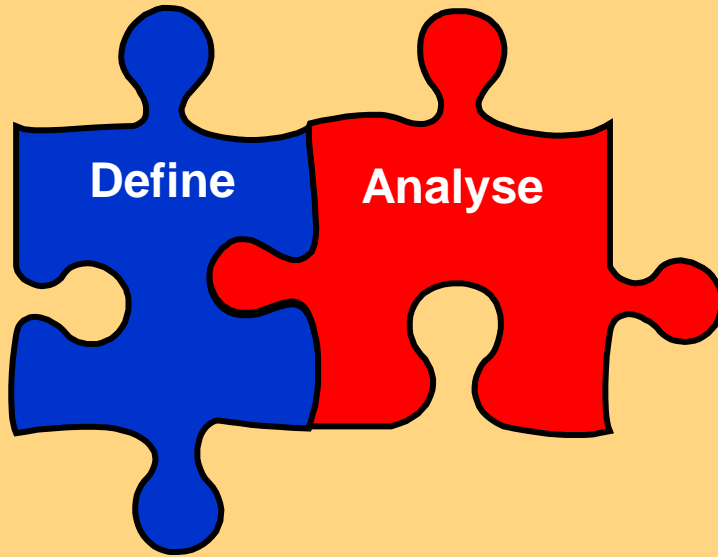
- We have clear and agreed objectives
- We have defined outcomes
- We have developed the organization
- We have define the areas and the regions
- We have the Universities
- We have done the consultation

Competence based programme

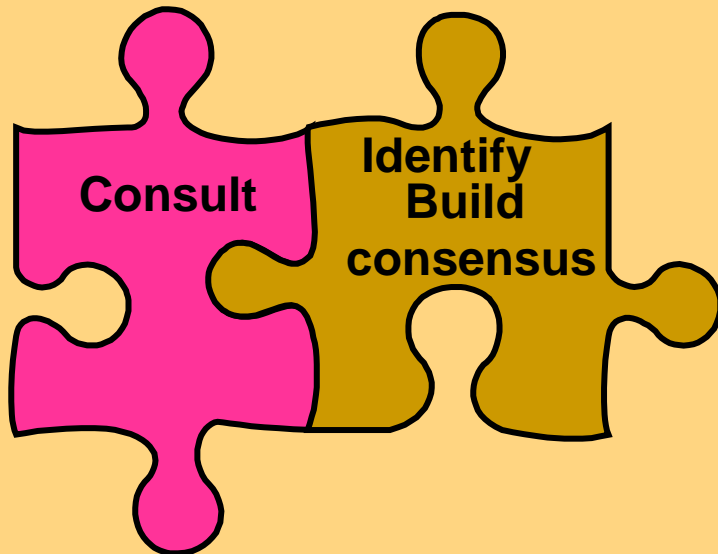


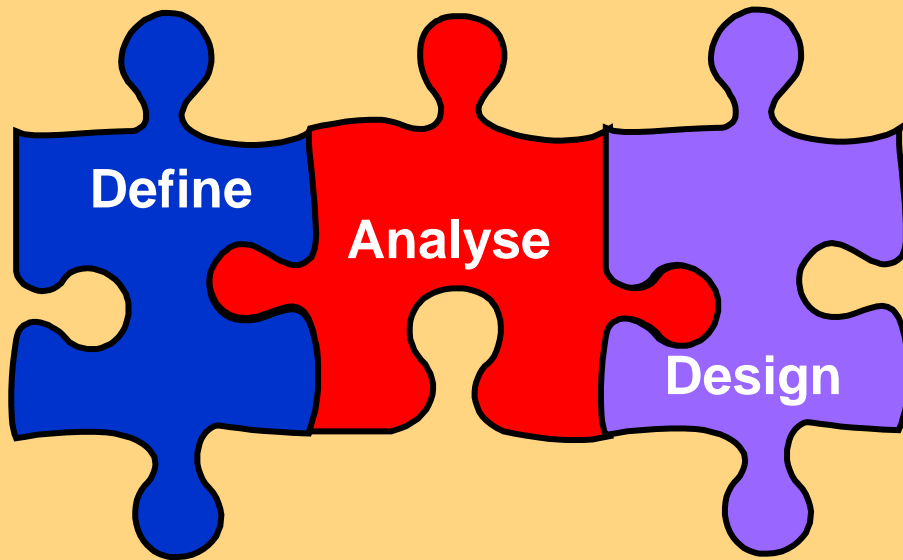
Tuning is a coherent system based on common reference points which has been jointly developed.



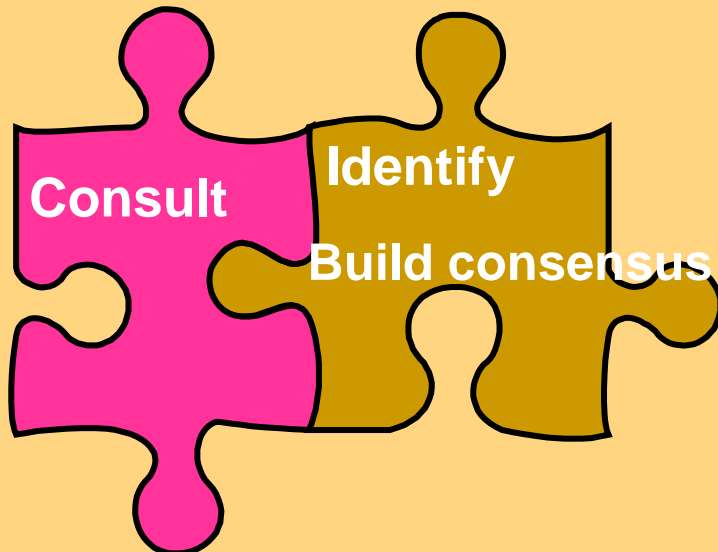


Analyse the results of the consultation and redefine the different degrees





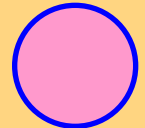
▪ **Design** the meta-profiles on the most relevant competences



We have achieved:

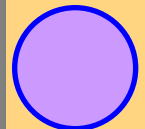
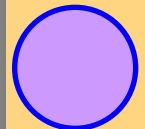
Getting joint understanding on the area ...

- Communication and debate on common, diverse and dynamic



Defining Competences and Learning outcomes

- Defining Generic Competences
- Defining Specific Competences

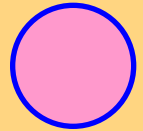
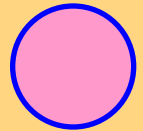


We have achieved (2)

Consultation on social needs...

- Defining social groups

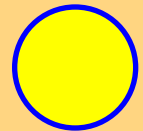
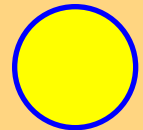
- Discussing Instrument



Carrying out the consultation

- Collecting Data

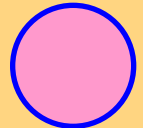
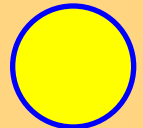
- Discussing and sharing reflections at different levels



We are here

From consultation to list of competences ...

- Consultation process about generic and subject specific competences.
- Data analysis of the consultation process. Elaboration of tables, diagrams, and presentations showing the results.



From lists of competences to elaboration of profiles

- design of degree programmes for the five thematic areas involved
- definition of a validation procedure for each subject area

