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Tuning Academy is an International Higher Education and Research Centre for the development and enhancement of the quality of learning, teaching and assessment in higher education, focusing on the competences for intellectual development, employability and citizenship in a global context.

Tuning Academy has its origin in successful innovative and large scale projects which have been carried out in close cooperation with and under the direction of the University of Deusto (Spain) and the University of Groningen (The Netherlands) since 2000.

The aim of the Tuning Academy is to be an organisation which is permanently aware of social demands and future needs, playing a key role in Higher Education through research, experimentation, educational innovation and support for decision making in policy on education and employment.

Tuning Academy objectives

The objectives of the Tuning Academy are to:

- Systematize and disseminate the experience generated in many international projects;
- Guarantee the scientific-academic quality of all projects developed under the Tuning designation;
- Serve as an international reference for developing models of teaching, learning and assessment in Higher Education;
- Develop professional profiles adapted to the needs of society;
- Foster the pursuit of higher academic quality in universities globally;
- Promote comparability and transparency in Higher Education in different subject areas at international level.
In order to fulfill these purposes, the Tuning Academy carries out activities. The most specific, important and immediate are:

- Sustaining the Tuning methodology for identifying and analysing common features at sectoral, discipline and subject-specific levels on the basis of consensus between relevant stakeholders;
- Developing and exchanging information on curriculum development in focus areas, and creating curricula models expressed by meta-profiles and reference points for each area, optimising recognition and international academic integration of degree certificates;
- Creating and sustaining an observatory to analyse and predict emerging competences, new career profiles and lifelong educational needs in new social contexts;
- Creating and sustaining international networks capable of submitting examples of effective practices, stimulating innovation and quality through reflection and mutual exchange;
- Offering beneficiaries the possibility to take part in international cooperation programmes by creating study, cooperation and research projects;
- Fostering the organisation of events and meetings with experts and academic authorities;
- Providing assessment and technical assistance to governments, institutions, and public and private organisations, which request these services;
- Promoting the publication of studies and projects related to the purposes of the Tuning Academy;
- Providing programmes of staff development for specific groups.
What is Tuning?

Three definitions encompass most of the reality of Tuning:

- Tuning is a **project** for the universities and by the universities.
- Tuning is a **network of communities** of learners.
- Tuning is a **methodology** for designing and implementing degree programmes.

**Tuning as a Project**

Tuning as a project has a background and a context. It was born out of the needs which emerged in 1999 with the Bologna Declaration. Two of these were the need for the mutual recognition of periods of study abroad and of degree qualifications. The result became very visible: a project by and from universities which focused on an intercultural system for developing outcomes-based, student-centred and competence-based learning. Although Tuning was developed as a project to meet the concrete needs of a region and was never intended to be broader in scope, many regions found an important value in adopting and adapting it to their contexts and needs. Its strength lies in the fact that while the methodology is a useful tool, the aims and objectives of projects are authentic to particular regions. It has developed further into a powerful instrument of understanding and cooperation between regions across the world; it is a way of reaching global consensus beginning from the institution, the country and the region. In this context, the different regions of the world feel drawn to become part of the project or to launch parallel processes of searching for recognition, identifying relevance and building quality in higher education, starting from the needs and choices of their students, academic staff, employers, social organizations and diverse relevant groups.

**Tuning as a Network of Communities of Learners**

A useful way of understanding Tuning is as a network of interconnected communities of practitioners and learners who reflect, debate and elaborate instruments and share the results. They are academic experts, gathered around a discipline or theme within the conscious context of building mutual trust and confidence. They work in international, intercultural groups, respecting the autonomy of co-participants at the institutional, country and regional level and generously sharing knowledge and experiences. They work in an organized system according to regional needs, remaining focused on accountability and goal-centeredness by articulating and evaluating clear aims, objectives and outcomes at every step of the way.
Tuning is a methodology with clearly designed steps but with a dynamic perspective that allows for adaptation to different contexts. The methodology has a clear objective: to build compatible and comparable descriptions of degrees that are relevant to society and that are intensively focused on maintaining and improving quality. This methodology explicitly calls for the process to value and preserve diversity coming from the traditions of each country. These requirements demand a collaborative methodology, based on a consensus being developed by experts from backgrounds as varied as possible. These experts are expected to have the capacity to understand the negotiable and non-negotiable geographical realities as much as they must understand essential elements of the discipline and the degrees themselves. The Tuning methodology has four lines of work which help to organize discussion in specific subject areas: identifying relevant generic and subject specific competences and elaborating a meta-profile for the subject area; exploring how a mutually agreed cumulative credit system can facilitate student mobility; exchanging good practices in approaches and techniques in teaching learning and assessment; and finally exploring how quality assurance frameworks can be used at programme level to enhance student learning.
Tuning Projects: Europe

Four projects for the EU region and some neighbouring countries

- Tuning Educational Structures in Europe (a pilot project) (1 December 2000 - 31 January 2003)
- Tuning Educational Structures in Europe – Phase II (1 February 2003 - 31 December 2004)
- Tuning Educational Structures In Europe – Phase III: Validation, dissemination and further development (1 January 2005 - 1 October 2006, Socrates-funded partners; 15 April 2005 – 30 November 2006, Tempus-funded partners)

32 countries involved

Austria, Belgium, Bulgaria, Croatia, Czech Republic, Denmark, Estonia, Finland, France, Germany, Greece, Hungary, Iceland, Ireland, Italy, Kosovo, Latvia, Lithuania, Malta, Netherlands, Norway, Poland, Portugal, Republic of Macedonia, Romania, Serbia, Slovakia, Spain, Sweden, Switzerland, UK, Ukraine.

165 Universities

9 Subject Areas

Business Administration, Chemistry, Educational Sciences, European Studies, Geology/Earth Sciences, History, Mathematics, Nursing, Physics

14,334 Stakeholders consulted

- 3,039 Academics
- 7,131 Graduates
- 2,291 Students
- 1,873 Employers

37 Publications in 11 Languages

- Croatian (2)
- English (19)
- French (2)
- German (2)
- Italian (1)
- Macedonian (2)
- Polish (1)
- Russian (1)
- Serbian (2)
- Spanish (3)
- Ukranian (1)
Tuning Projects: Latin America

Three projects

- Tuning - America Latina (Tuning Latin America) (1 October 2004 - 30 March 2007)
- Tuning America Latina: Carreras basadas en Competencias (Tuning Latin America: Competence-Based Degrees) (1 January 2006 – 30 June 2008)
- Tuning America Latina: Innovación Educativa y Social (Tuning Latin America: Educational and Social Innovation) (3 January 2011 – 2 April 2014)

33 countries involved
Argentine, Bolivia, Brazil, Chile, Colombia, Costa Rica, Cuba, Dominican Republic, El Salvador, Ecuador, Guatemala, Honduras, Mexico, Nicaragua, Panama, Paraguay, Peru, Uruguay, and Venezuela; as well as, Belgium, Denmark, France, Germany, Greece, Ireland, Italy, Lithuania, Netherlands, Portugal, Romania, Slovenia, Spain, and the UK.

15 Subject Areas
Agronomy, Architecture, Business Administration, Chemistry, Civil Engineering, Computer Sciences, Education, Geology, History, Law, Mathematics, Medicine, Nursing, Physics, Psychology - and the cross-curricular area of Social Innovation.

27,398 Stakeholders consulted
- 5,443 Academics
- 8,462 Graduates
- 11,215 Students
- 2,278 Employers

56 Publications in 3 Languages
- English (19)
- Spanish (18)
- Portuguese (18)
- Spanish and Portuguese (1)

200 Universities, 18 National Tuning Centres and 12 Associations (Councils of Rectors, University Associations, Ministries of Education)
Tuning Projects: Africa

Two projects

- Feasibility Study on the Relevance of a Tuning Approach in higher education for Africa (1 March 2010 – 28 February 2011)
- Tuning Africa - EU Strategies Tuning Seminars (25 September 2011 – 31 March 2013)

31 countries involved


60 Universities

5 Subject Areas

Agricultural Sciences, Civil Engineering, Teacher Education, Mechanical Engineering, Medicine

4,323 Stakeholders consulted

- 1,130 Academics
- 1,051 Graduates
- 1,304 Students
- 838 Employers

Publications in English and French
Tuning Projects: Russia

Three projects

- Tuning Educational programmes in Russian Higher Education Institutions (15 May 2006 – 14 August 2007)
- Tuning Russia (15 October 2010 – 14 October 2013)

Russia and 6 EU countries:
Germany, Ireland, Italy, Netherlands, Spain and UK

29 Institutions throughout the three projects and more than 66 Russian Universities during the Consultation process

15 Subject Areas

More than 9,000 Stakeholders consulted
In the third project only:
- 2,220 Academics
- 2,414 Graduates
- 2,538 Students
- 1,856 Employers

30 Publications in 2 Languages
- English (15)
- Russian (15)
Other Tuning projects

More than 15 other projects, including

- Application of the Tuning Approaches in Georgian Higher Education System
- Creating National Information Centers about the Bologna Process in the Kyrgyz Republic
- Towards a Central Asian Higher Education Area: Tuning Structures and Building Quality Culture
- Cooperation in Higher education between the United States and the European Union to produce a robust methodology to evaluate the application of the Tuning approach
- Emerging Modes of Cooperation between Private Sector Organisations and Universities
- Canada-EU Tuning Feasibility Study
- Tuning Australia Pilot Project
- Tuning Sectoral Framework for Social Sciences
- Sectoral Qualifications Framework for Humanities & Arts
- Tuning Educational Structures for Internationalisation (Thailand-EU Cooperation Facility)
- EU - China Tuning study
- Competences in Education and Cross-Border Recognition
- Tuning Middle East and North Africa
- EU-Tuning India Study

Other Countries and Continents Involved
Australia, Canada, China, Cyprus, Georgia, India, Jordan, Kazakhstan, Kyrgyzstan, Lebanon, Libya, Palestine, Syria, Tajikistan, Thailand, Turkey, Turkmenistan, USA, Uzbekistan

14 Additional Subject Areas

More than 30 Subject-Area-Specific and General Publications on the Tuning Methodology in:
- English
- French
- Georgian
- Lithuanian
**Tuning and Thematic Networks**

The different aspects of the Tuning methodology were also adopted and implemented by more than 35 different Thematic Networks, which represent communities of leading and most active educators in their respective professional areas.

<table>
<thead>
<tr>
<th>Network</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>USAEE</td>
<td>University Studies of Agricultural Engineering in Europe</td>
</tr>
<tr>
<td>EraBee</td>
<td>Education &amp; Research in Biosystems Engineering in Europe</td>
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<tr>
<td>ENHSA</td>
<td>European Network of Heads of Schools of Architecture</td>
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<tr>
<td>EUCET</td>
<td>European Civil Engineering Education and Training</td>
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<tr>
<td>ECET</td>
<td>European Computing Education and Training</td>
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<tr>
<td>ETN DEC</td>
<td>European Thematic Network for Doctoral Education in Computing</td>
</tr>
<tr>
<td>Inter)artes</td>
<td>The Socrates Thematic Network for the Higher Arts Education Sector in Europe</td>
</tr>
<tr>
<td>EIE Surveyor</td>
<td>Electrical and Information Engineering in Europe</td>
</tr>
<tr>
<td>ISEKI-Food</td>
<td>Integrating Safety and Environment Knowledge In Food towards European Sustainable Development</td>
</tr>
<tr>
<td>ATHENA</td>
<td>Advanced Thematic Network of Women’s Studies in Europe</td>
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<tr>
<td>EEGECS</td>
<td>European Education in Geodetic Engineering, Cartography and Surveying Thematic Network</td>
</tr>
<tr>
<td>HERODOT</td>
<td>Thematic Network for Geography Teaching and Training</td>
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<tr>
<td>CLIOH</td>
<td>Erasmus Academic Network for History of European Integration and the European Union in a world perspective</td>
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<tr>
<td>LE:NOTRE</td>
<td>Landscape Education: New opportunities for teaching and research in Europe</td>
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<tr>
<td>HumanitarianNet</td>
<td>Thematic Network on Humanitarian Development Studies</td>
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<tr>
<td>TNP3</td>
<td>Thematic Network Project in the Area of Languages III</td>
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<tr>
<td>MEDINE</td>
<td>Thematic Network in Medical Education in Europe</td>
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<td>POLIFONIA</td>
<td>Thematic Network for Music</td>
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<tr>
<td>ENOTHE</td>
<td>The European Network of Occupational Therapy in Higher Education</td>
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<td>COPORE</td>
<td>Competences for Poverty Reduction</td>
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<tr>
<td>HENRE</td>
<td>Higher Education Network for Radiography in Europe</td>
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<tr>
<td>CCN</td>
<td>Consumer Citizenship Network</td>
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<tr>
<td>EUROBIOTECH</td>
<td>European Biotechnology</td>
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<tr>
<td>EUI-Net</td>
<td>European University Industry Network</td>
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<td>EUE-NET</td>
<td>European University Enterprise Network</td>
</tr>
<tr>
<td>DentEd</td>
<td>Tuning learning units, competences, quality assurance and ECTS in Dentistry</td>
</tr>
<tr>
<td>SO.RE.COM.THE.NET</td>
<td>SOcial REpresentations and COMMunication THEMatic NETwork</td>
</tr>
<tr>
<td>CiCe</td>
<td>Children’s Identity and Citizenship in Europe</td>
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Tuning Research promotes research on the Tuning methodology, its implementation and its impact on higher education all over the world.

The three major objectives of the Tuning Research Unit are:

1) to bring together and systematise the data collected throughout the various Tuning projects, as well as the Tuning activities of the different Thematic Networks, so as to make these data readily available to the researchers;

2) to give greater visibility to academic publications related to Tuning and to stimulate further academic discussion on the different aspects of the Tuning methodology; and

3) to conduct research on Tuning-related topics and put in place measures that can facilitate and consolidate international academic collaboration within the Tuning-related domain.

Specific Goals

I. Tuning Data line

a) Descriptions of databases created as a result of various Tuning Consultations (about Generic and Subject-Specific Competences and about Students’ Workload) placed on the International Tuning Academy internet platform;

b) Codebooks and databases available for consultation at Deusto International Tuning Academy premises;

c) Lists of Competences and Questionnaires created within different Tuning projects brought together on the International Tuning Academy internet platform.

II. Tuning Publications line

a) Tuning Journal of Higher Education (see p. 12);

b) All academic publications on Tuning reflected in a constantly updated Publication section of the International Tuning Academy internet platform;

c) Hard and electronic copies of Tuning-related academic publications, Tuning-projects and Thematic Networks’ Tuning activities-related documentation available for consultation at Deusto International Tuning Academy Library.

III. Tuning Research line

a) Tuning Impact research project stared by Deusto International Tuning Academy in autumn 2013. Its major objective is to identify cases of successful implementation of the Tuning methodology all over the world and evaluate the impact the Tuning-promoted changes have had;

b) Short-Term Visit scholarship scheme, whose aim is to provide financial support to scholars who want to spend one month at Deusto International Tuning Academy premises in order to advance their Tuning-related research;

c) Measures to promote Mid-Term and Long-term academic visits to the International Tuning Academy premises;

d) Network of Tuning scholars, whose active communication will be facilitated thanks to the creation of the interactive Tuning Community space within the International Tuning Academy internet platform.
Tuning Training

The International Tuning Academy provides a wide range of staff development in the area of higher education modernisation with emphasis on the design and development of comparable and compatible degree programmes.

The themes of the courses are closely related to the lines of the Tuning Methodology including:
- Competence-based approaches and student-centred organisation of educational processes;
- Competence development and assessment;
- Workload and ECTS;
- Approaches to learning, teaching, and assessment;
- And the role of quality enhancement in the educational process.

Staff development is also aimed at the developing of criteria or reference points for common curricula on the basis of agreed competences and learning outcomes, as well as cycle level descriptors for different subject areas. The experts of the Academy provide subject-specific support to universities and academics for enhancing the design and delivery of programmes.

Tailored courses may arise from the general need of a particular group of academics and management to design a successful and distinctive comparable and compatible programme(s), or from a specific need, for example, to design joint degree(s) in order to internationalise the educational process. Courses can also include seminars and workshops on important educational and HE strategic issues, in-house seminars/workshops tailored to needs, and individual advice where required.

Staff development is based on the Tuning approach to the work in Subject Area Groups so participants can share ideas and best practices, as well as learn from colleagues and speakers. Activities are interactive and include the participation of expert(s) and presentation of recent case studies. They are provided in different forms, and supported by a wide range of modern technological approaches and techniques, including blended and distance learning, where appropriate.
The Tuning Community is represented by a network of academic experts, higher educational practitioners and managers, who work in international groups, communicating at institutional, country, regional and international level, generously sharing knowledge and experiences.

The Tuning Community acts as a platform for reflection and action about higher education, where members have the possibilities of networking with professionals in their own subject areas from many countries and regions of the world.

The Tuning Community is based on the engagement and commitment of institutions and individuals. It is built on every person who takes part in it and shares ideas, initiatives and doubts. It welcomes contributions from all academics and every professional who cares about higher education and future trends in their field. It rests on people from different regions of the world who share aims and objectives of Tuning and have the creativity and flexibility to adapt it to their needs. The diversity of the Tuning Community allows members to communicate regularly with their peers to discuss, share and benchmark their experiences.

**Membership**

Tuning Academy facilitates and actively encourages dialogue and partnerships between different academic groups and institutions. By joining the Tuning Community, members become part of a worldwide international network. Membership gives access not only to a peer-based academic development network, but also to information (knowledge databases; research projects and survey results; newsletters; magazines; presentations and papers of all conferences and seminars), and to Academy activities at preferential rates (conferences and special events).

**How to become a member of Tuning Community**

Individuals or organisations who participated in at least one Tuning project or initiative, automatically become members of the Tuning Community. Individuals or organisations who are active in the area of higher education and who wish to join the Tuning Community may apply online at Tuning Community web page [http://www.tuningacademy.org/tuning-community](http://www.tuningacademy.org/tuning-community)
Tuning Publications

Reference points for the Subject Areas of

Agronomy
Architecture
Business
Chemistry
Civil Engineering
Earth Sciences
Ecology
Economics
Education
Environmental Engineering
European Studies
Foreign Languages
Gender Studies
History
Informatics
Interpreting and Translation
Law
Management
Mathematics
Medicine
Music
Nursing
Occupational Therapy
Physics
Psychology
Social Work
Tourism

General Tuning publications

Final reports:
Tuning EU I and II,
Tuning Latin America I and II,
Tuning Africa
Tuning Journal

Description
The Tuning Journal is a biannual peer-reviewed journal that publishes in English original research studies and reviews of student-centred learning and outcome-oriented education reforms at university level.

Objectives
• To promote research into the «Tuning Methodology» and to subject the tools developed during Tuning projects and other projects to full academic scrutiny and debate.
• To support the careers of university academics by providing a platform whereby excellence in teaching, learning and assessment produces research publications.
• To serve as a platform for students, teachers, policy makers, administrators, and academics across societies, cultures, professions, and academic disciplines to share experiences and engage in constructive debate on competence-based learning in higher education.

Submissions
• Manuscripts must not have been copyrighted or published in any form, or be under consideration for publication elsewhere.
• Manuscripts must be between 5,000 and 12,000 words including notes, biography, references, captions and diagrams.
• The Notes and Bibliographies system of the Chicago Manual of Style (http://www.chicagomanualofstyle.org/home.html) shall be used for manuscript preparation.

Publication format
In print and electronically.

First Issue: New Profiles for new societies
• It was published on November 2013.
• It highlights the imperative to design higher education programme profiles that adequately address the needs of modern societies and related political, institutional, cultural, and practical challenges.
• It contains contributions from recognised experts, some of whom have been steadily working on the subject for a long time particularly within Tuning Projects.
• PDF versions of these contributions are available for free downloading at: http://www.tuningjournal.org/

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48007 Bilbao; SPAIN
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E-mail: tuningjournal@deusto.es

More information
Available at http://www.tuningjournal.org/
Tuning in **Figures**

- 103 countries involved
- 45 subject areas (plus those focused on by Thematic Networks)
- 29 thematic networks
- More than 640 institutions
- 139 publications
- In 14 language

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**Tuning Academy Website**

http://tuningacademy.org
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