

Tuning

Asia South East

First General Meeting



Co-funded by the
Erasmus+ Programme
of the European Union

Bilbao, 02-06 May 2017



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Tuning Asia-South East TA-SE

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TUNING ASIA-SOUTH EAST (TA-SE) PROJECT

GENERAL INFORMATION

Title: Tuning Asia-South East (TA-SE)

Number: 573760-EPP-1-2016-1-ES-EPPKA2-CBHE-JP

Programme: Erasmus + Programme of the European Union

Coordinator: University of Deusto

Dates: 15 October 2016 – 14 October 2019

Countries: Spain, Netherlands, Belgium, France, Italy, Portugal, Cambodia, Indonesia, Malaysia, Myanmar, Philippines, Thailand, Vietnam

Subject areas: Civil Engineering, Medicine, Teacher Education

PROJECT OBJECTIVES

Wider objective: To implement Bologna tools in South East Asia universities through building of a framework of comparable and compatible qualifications.

Specific Objectives:

- To apply the Tuning methodology in universities of South East Asia in three subject areas –Civil Engineering, Medicine and Teacher Education;
- To develop Tuning Reference Points in three subject areas;
- To develop, implement, monitor and improve degree programmes for the first cycle programmes;
- To promote regional and international cooperation between SEA and EU universities.

RATIONALE

The project is aimed at modernisation of higher education in South East Asia region by the developing of following lines: curricula design and delivery, employability of graduates, recognition of the degree programs, quality of higher education, and staff training.

These lines are part of the development strategies and higher education reforms in countries of the South East Asia, which have been chosen to meet requirements of Bologna Process and address the EU Higher Education Modernisation Agenda. Lessons learnt from the previous projects, as well as Regional priorities for Asia region (Erasmus+ region 6) have been taken into consideration for the design of the TA-SE project.

Since Tuning methodology has been considered valid worldwide and tested in several continents, it has been chosen as a main tool for curricula reform, enhancement of graduates' employability, recognition of degrees, ensuring of the quality of programs, and the training of the academic and administrative staff.

The main aim and objective of Tuning is to contribute significantly to the elaboration of a framework of comparable and compatible qualifications in each of the (potential) signatory countries of the Bologna process, which should be described in terms of workload, level, learning outcomes, competences and profile. The Tuning project has developed a methodology and a common language, which can serve as a common basis, and links with the development of an overarching European framework of qualifications. An overarching Framework for Qualifications of the European Higher Education Area (EQF for HE), in concept and language, is

in full agreement with the Tuning approach. In addition, Tuning developed a model for designing, implementing and delivering curricula offered jointly, by two or more institutions.

The project is focused on the curricular reform in three subject areas (Teacher Education, Medicine and Civil Engineering). It is designed to adapt, restructure and test curricula in 3 subject areas using the European Credit Transfer System and recognition of degrees, in accordance to the Tuning methodology and approaches, with the aim of developing and establishing study programmes for the first cycle.

TA-SE project is also focused on generic and specific competences, structure of content, ECTS and students' workload; teaching, learning and assessment methods, and enhancement of the quality of the teaching materials and educational process. Updated curricula will be developed with the aim of mutual recognition and arrangements between higher education institutions in the EU and in the South East Asia.

In this regard, the country-wide consultation process with employers, students, graduates and academic staff will be organised in every participating Partner Country, in order to identify the most important competences in 3 subject areas. The main results of the project consist of establishment of subject area groups at national and regional levels, Reference Points for the design and delivery of degree programmes (including cycle level descriptors), Degree Programme Profiles (including programme competences and programme learning outcomes) and Curricula of Degree Programmes (first cycle) in 3 subject area.

THE PROJECT CONTENT AND METHODOLOGY

The Tuning approach, which has been developed since 2000, tested in several continents and considered valid worldwide, consists of a methodology to (re-) design, develop, implement and evaluate study programmes for each of the Bologna cycles.

Tuning methodology has been chosen as a main tool of project for the curricula reform, since it serves as a platform for developing reference points at subject area level and relevant for making comparable, compatible and transparent programmes of studies. For the development of the programmes, PC beneficiaries will be provided with step-by-step methodology for designing new programmes or improving existing ones.

The project foresees wide consultation process with key stakeholders - employers, students, graduates and academic staff, to identify the most important competences that should be developed in a degree program.

The project foresees a set of activities distributed around 6 General Meetings (GMs) - project milestones.

First year is aimed at formation of subject area groups, definition of competences for every subject area, consultation with stakeholders and analysis of survey results (WP1), followed by formulating Meta-Profiles and Programme Profiles including learning outcomes (WP2). Key stakeholders will be asked to analyse the competences for a concrete subject area at a particular level. Additionally, they will be asked about new skills and fields where new socio-

economic needs may be emerging. Three meetings are foreseen to be organised in the first year. Management meeting in Bilbao will bring together the members of Tuning Management Committee, EU experts and representatives of AUN in order to discuss and revise the project workplan and update EU experts with latest Tuning approaches and information on the educational system in South East Asia. This will ensure the coherence of approach in different subject areas and adaptation of EU experience to work in new cultural and educational context. The communication of EU experts with PC universities will initialise work on discussion of description of subject areas and list of competences.

The First GM (WP2) will take place in Bilbao, to set up project environment, establish Subject Area Groups (SAGs), elect SAGs Coordinators and Tuning Management Committee, and discuss the Partnership Agreements. SAG Coordinators are representatives of PC Universities elected by academic members of related SAG. SAG members have to decide also on one university that will implement developed programme. This implementing university has to teach the programme no less than one year within the project lifetime. The meeting includes training on the Tuning methodology and competence based learning. Consultation process with stakeholders, technology and procedure of Tuning survey on competences will be explained and agreed between all SAGs. Survey on competences will take place between First and Second GMs. Survey results will be presented at the Second GM (WP2), taking place in Kuala Lumpur. This meeting will validate the lists of competences and provide the training on building the Meta-Profile and formulating Programme Profiles. This meeting, besides academic tasks and academic participants (members of SAGs), will also bring higher education policy makers and HEIs' top managers for the First Policy Forum. This Forum will aim at providing the participants with theory and practice of competence based approach in Europe and South East Asia, establishing policy dialogue between academics and policy makers, and planning the exploitation of project result ensuring wide regional impact.

Second year will be aimed at development of curricula for the degree programmes at Partner Universities (WP2). The Meta-Profiles and Degree Programme Profiles will be presented at Third GM, taking place in Manila. This meeting will provide training on designing Programme Curricula and Learning Outcomes. The participants will work on the design of programmes and formulation of learning outcomes till the Fourth GM that will be organised with the aim to provide training on Students' Workload and ECTS. The Fourth GM will take place in Bangkok. Consultation process with stakeholders, technology and procedure of Tuning survey on students' workload will be explained and agreed between all SAGs. Survey on students' workload will take place between Fourth and the Fifth GMs. Survey results will be presented at Fifth GM, taking place in Hanoi. Its objective is the presentation of students' workload survey results, updating the developed programmes, training on Teaching, Learning and Assessment, and preparation of implementing universities for implementation of developed programmes. The second year will be completed by finalization of Meta-Profiles, updating them with data on workload and TLA approaches. At the end of the second year, the implementation of programmes and enrolment of student will take place, in order to start teaching of elaborated programmes at every implementing university in the beginning of the third project year.

The third year is dedicated to WP3 and WP4. A special meeting on QA will be organised for SAG Coordinators and academic staff of implementing universities in Groningen (RUG) in the beginning of the third year. It also includes participation of Tuning Management Committee

and EU experts. Participants will revise the programmes for implementation, and elaborate QA approaches and procedures to ensure smooth implementation process. EU experts and representative from AUN will elaborate and present the plan for Implementation Workshops at each implementing university (UM for Civil Engineering, CU for Medicine and USD for Teacher Education). These Workshops will be conducted at the host implementing university and involve wide range of academic and management staff which cannot directly participate in GMs but are involved in the implementation process. Besides, the quality assessment of the elaborated programmes will be performed as peer review during the whole period of teaching. Likewise, the universities elaborated programmes but not implementing them within the project, will participate in peer review of Programme Profiles, Meta-Profile and Degree programmes within related SAG. WP2 will be completed by publishing the Reference Points.

Academic results and achievements of the project will be presented at the Sixth GM – Final Conference, taking place in Brussels. Academic participants will be trained in Enhancing Degree Programmes, which allows them to improve programmes at later stage and ensure sustainability of main project results at institutional level. The meeting will coincide with Second International Policy Forum, in order to present results to policy makers, high-level ministerial officials and higher education managers, to discuss project findings and make suggestions for implementation of Bologna process in South East Asia.

Calendar

Meeting	Place, date
Kick off meeting	Bilbao, March 2017
First General Meeting	Bilbao, 2-6 May 2017
Second General Meeting	Kuala Lumpur, October, 2017
Third General Meeting	Manila, April 2018
Fourth General Meeting	Bangkok, October 2018
Fifth General Meeting	Hanoi, April 2019
Sixth General Meeting	Brussels, September 2019

The principal **outputs and outcomes** are:

- 3 Subject Area Groups in Teacher Education, Medicine and Civil Engineering for South East Asia;
- Reference Points for the design and delivery of degree programmes in 3 subject areas, including first, second and third cycle level descriptors, which cover broad academic fields;
- No less than 8 Degree Programme Profiles, including programme competences and programme learning outcomes,
- Curricula of no less than 3 new or updated degree programmes of the first cycle,
- A well established group of trained academics and managers (no less than 70 trainees),
- 3 training seminars for managers and high quality teaching staff,
- An extended multi-language user-friendly and interactive web site,
- A framework for the use of new Tuning approach to anticipate, match and forecast new skills for new jobs,
- Teaching materials for the preparation of competences and learning outcomes at programme level,

- 3 international promotion and dissemination conferences.

The outcomes of the project are of relevance for all higher education institutions in South East Asia.

PROJECT CONSORTIUM

P. N°	Country	City	Institution title
P1	Spain	Bilbao	Universidad de Deusto
P2	The Netherlands	Groningen	Rijksuniversiteit Groningen
P3	Belgium	Brussels	Education for an Interdependent World
P4	France	Montpellier	Universite de Montpellier
P5	Italy	Bologna	Universita di Pisa
P6	Portugal	Porto	Universidade do Porto
P7	Cambodia	Phnom Penh	Institute of Technology of Cambodia
P8	Cambodia	Phnom Penh	University of Health Sciences
P9	Indonesia	Yogyakarta	Universitas Sanata Dharma
P10	Indonesia	Sumedang	Universitas Pajajaran
P11	Indonesia	Surabaya	Institut Teknologi Sepuluh Nopember
P12	Indonesia	Bandung	Universitas Pendidikan Indonesia
P13	Malasia	Penang	Universiti Sains Malaysia
P14	Malasia	Kuala Lumpur	University of Malaya
P15	Malasia	Johor Bahru	Universiti Teknologi Malaysia
P16	Myanmar	Yangon	Yangon University of Education
P17	Myanmar	Mandalay	University of Medicine Mandalay
P18	Philippines	Iloilo City	University of San Agustin
P19	Philippines	Iloilo City	West Visayas State University
P20	Philippines	Quezon City	University of the Philippines System
P21	Philippines	Quezon City	Ateneo de Manila University
P22	Philippines	Cebu City	University of San Carlos
P23	Thailand	Bangkok	ASEAN University Network
P24	Thailand	Bangkok	King Mongkut's University of Technology Thonburi
P25	Thailand	Bangkok	Mahanakorn University of Technology
P26	Thailand	Bangkok	Chulalongkorn University
P27	Thailand	Phitsanulok	Naresuan University
P28	Vietnam	HoChiMinh City	The University of Medicine & Pharmacy at Ho Chi Minh City
P29	Vietnam	HoChiMinh City	Truong Dai hoc Bach Khoa-Dai hoc Quoc Gia Tp Ho Chi Minh
P30	Vietnam	Hanoi	National University of Civil Engineering

FIRST GENERAL MEETING

VENUE AND PROGRAMME

Venue

University of Deusto
CRAI – Biblioteca (Library)
Calle Ramón Rubial, 1,
48009 Bilbao, Vizcaya, Spain

PROGRAMME

Start	End	
02 May 2017 – Arrival (Ercilla Hotel)		
		Arrival
20:00		Welcome and Registration
20:30		Dinner at the Hotel
03 May 2017 – Working Session (CRAI)		
08:30		Walk from Hotel to Venue
09:00	13:00	Plenary Session (-1st Floor, Room Ellacuria)
		Welcome and Opening <i>Alvaro DE LA RICA, Vice-Rector for International Relations, University of Deusto</i> <i>Nantana GAJASENI, ASEAN University Network Executive Director</i> <i>Pablo BENEITONE, Director of the Tuning Academy</i> <i>Ivan DYUKAREV, TA-SE Project Manager</i>
09:30	10:00	Introduction to Tuning Methodology. Presentation of the Tuning Project and Its Context <i>Pablo BENEITONE, Director of the Tuning Academy</i>
10:00	10:30	General introduction to the Tuning Asia – South East Project: Objectives, Main Outcomes and Activities <i>Ivan DYUKAREV, TA-SE Project Manager</i>
10:30	10:45	Open Discussion
10:45	11:15	Coffee Break (-1st Floor, Cafeteria)
11:15	12:00	Presentation of the Concept of Competences. Generic and Subject Specific Competences in Different Contexts. <i>Pablo BENEITONE, Director of the Tuning Academy</i>
12:00	12:15	Open Discussion
12:15	12:45	Objectives and Outcomes of the First General Meeting. Arrangements for Subject Area Group Work <i>Ivan DYUKAREV, TA-SE Project Manager</i>
12:45	13:00	Open Discussion
13:00	14:30	Lunch (-1st Floor, Cafeteria)
14:30	17:30	Subject Area Group (SAG) Parallel Meetings

	7 th Floor: Room 1 (Civil Engineering), Room 2 (Medicine), Room 3 (Teacher Education)
14:30 16:00	Description of Subject Area Presentation by the members of each working group based around: <ul style="list-style-type: none"> - What degree qualifications exist in your subject area? - What professions can these qualifications lead to? - Is there a typical curriculum for your subject area? What is it? Are there any core components? What are the optional components? What are the basic level components? <i>10 minutes maximum for the presentation by each group member.</i>
16:00 16:30	Coffee Break (7th Floor, Atrium)
16:30 17:30	Generic Competences for Asia-South East Region Discussion concerning list of generic competences
17:30 -	Free Time

04 May 2017 – Working Session (CRAI)	
09:00 18:00	Subject Area Group (SAG) Parallel Meetings 7 th Floor: Room 1 (Civil Engineering), Room 2 (Medicine), Room 3 (Teacher Education)
09:00 10:45	Agreement and Consensus A draft list of generic competences in Asia-South East from SAG perspective.
09:00 10:45	Subject Specific Competences for Asia-South East Region Discussion related to drawing up a draft list of subject specific competences for each subject area in Asia-South East: <ul style="list-style-type: none"> - What is shared? - What is different? - Which competences are considered essential for the subject area? - Is there a core component? What are the optional components? - What is the basic syllabus?
10:45 11:15	Coffee Break (7th Floor, Atrium)
11:15 13:00	Subject Specific Competences Asia-South East Region Continuation of discussion
13:00 14:30	Lunch (-1st Floor, Cafeteria)
14:30 16:00	Consultation Process with Stakeholders Debate on the consultation process related to the generic and subject specific competences: <ul style="list-style-type: none"> - Who should be consulted? How many? In what format? - Importance? Achievement? Work schedule?
16:00 16:30	Coffee Break (7th Floor, Atrium)
16:30 17:30	SAG Summary Summary of the outcomes achieved in the working group. Assignment of tasks for the coming months.
17:30 -	Guided visit to University of Desoto, Group Photo

05 May 2017 – Working Session (CRAI)		
09:00	13:30	Plenary Session (-1 st Floor, Room Ellacuria)
9:00	10:00	Generic and Subject Specific Competences in Asia-South East Region Agreements and consensus on list of generic and subject specific competences: <ul style="list-style-type: none"> - Definitive list of generic and subject specific competences in Asia-South East Region - Consultation format - Timetable <i>Presentations by SAG Coordinators (15 min)</i>
		Consultation with Stakeholders. Practical Aspects. <i>Pablo BENEITONE, Director of the Tuning Academy</i>
10:00	10:30	Open Discussion
10:30	10:45	Open Discussion
10:45	11:15	Coffee Break (-1st Floor, Cafeteria)
11:15	11:45	Management of the Project. Partnership Agreement and Procedures <i>Ivan DYUKAREV, TA-SE Project Manager</i>
		Open Discussion
11:45	12:00	Management of the Project.
12:00	12:30	TA-SE Project Management Web Site <i>Ivan DYUKAREV, TA-SE Project Manager</i>
12:30	12:45	Open Discussion
12:45	13:30	Summing Up Tasks planned for time until Second General Meeting Questions
		Closing the First General Meeting <i>José M. GUIBERT, Rector, University of Deusto</i> <i>Alvaro DE LA RICA, Vice-Rector for International Relations, University of Deusto</i>
13:30	-	Free Time, Guggenheim Museum

06 May 2017 - Departure

PARTICIPANTS

The experience in Tuning and lessons learned from the previous projects shown that the task of developing reference points and designing the comparable/compatible degree programmes require a significant number of participants, in order to ensure high academic level and adequate participation of social partners. It is important when academics correspond to the different universities, fields and countries as it ensures regional and academic cooperation. In each of 23 universities and 1 association, according to their needs and academic profiles/capacity, the academic staff from different fields will be organised in 3 working subject area groups (SAGs). SAGs also include representatives of 6 EU partners with long-time experience in Tuning and subject areas, resulting in the following list of participants:

N	Family name	Given name	Country	Institution
1	ALCALA	Lynette	Philippines	West Visayas State University
2	ASHAKUL	Aphinat	Thailand	King Mongkut's University of Technology Thonburi
3	AZEMA	Emilien	France	Universite de Montpellier
4	BARTOLOME	Eduarne	Spain	University of Deusto
5	BENEITONE	Pablo	Spain	University of Deusto
6	DAYRIT	Manuel	Philippines	Ateneo de Manila University
7	DEQUILLA	María Asunción	Philippines	West Visayas State University
8	DYUKAREV	Ivan	Spain	University of Deusto
9	ENA	Ouda Teda	Indonesia	Sanata Dharma University
10	ESCALONA	Neil	Philippines	University of San Agustin
11	GAFFAR	Vanessa	Indonesia	Universitas Pendidikan Indonesia
12	GAJASENI	Nantana	Thailand	ASEAN Univeristy Network
13	GOITIA UBIERNA	Sara	Spain	University of Deusto
14	GONZALEZ FERRERAS	Julia Maria	Belgium	Education for an Interdenpedent World
15	JUGAR	Richard	Philippines	University of San Carlos
16	JUWAENI	Didi Sukyadi	Indonesia	Universitas Pendidikan Indonesia
17	KIM	Sothea	Cambodia	University of Health Sciences
18	LO PRESTI	Diego	Italy	Universita di Pisa
19	MACKE	Margarethe	Spain	University of Deusto
20	MOE	Hla	Myanmar	University of Medicine Mandalay
21	MOHAMED	Abdul Rashid	Malaysia	Universiti Sains Malaysia
22	MOURAZ LOPES	Ana Maria	Portugal	Universidade do Porto
23	MYINT	Aye Aye	Myanmar	Yangon University of Education
24	NGUYEN	Danh Thao	Vietnam	Ho Chi Minh University of Technology
25	NOOR	Norhazilan	Malaysia	Universiti Teknologi Malaysia
26	NYUNT	Nu Un	Myanmar	Yangon University of Education

27	PAL	Shubhashree	Thailand	King Mongkut's University of Technology Thonburi
28	PANSUK	Withit	Thailand	Chulalongkorn University
29	PO	Kimtho	Cambodia	Institute of Technology of Cambodia
30	PRATIWI	Yuni Susanti	Indonesia	Universitas Pajajaran
31	RUFFOLI	Riccardo	Italy	Universita di Pisa
32	SADULLAH	Ahmad Farhan	Malaysia	Universiti Sains Malaysia
33	SAID	Hamdan	Malaysia	Universiti Teknologi Malaysia
34	SAJO	Sylvia	Philippines	University of San Agustin
35	SALVILLA	Remi	Philippines	University of San Agustin
36	SARMIENTO	Jumela Francia	Philippines	Ateneo de Manila University
37	SOEIRO	Alfredo	Portugal	Universidade do Porto
38	TA	Quynh Hoa	Vietnam	National University of Civil Engineering
39	TRAN	Diep Tuan	Vietnam	The University of Medicine and Pharmacy at Ho Chi Minh
40	TRUONG	Thi Tuyet Thanh	Vietnam	The University of Medicine and Pharmacy at Ho Chi Minh
41	TUNKAKANPOUNG	Dondej	Thailand	Naresuan University
42	VADIVELU	Jamunarani	Malaysia	University of Malaya
43	van TRIGT	Anna Maria	Netherlands	University of Groningen
44	VERGEL	Karl B	Philippines	University of the Philippines System
45	VILLARUZ	Joselito	Philippines	West Visayas State University
46	WAHYU	Tri Joko	Indonesia	Institut Teknologi Sepuluh Nopember
47	WIROONPETCH	Achavadee	Thailand	ASEAN Univeristy Network
48	XUPRAVATI	Penvara	Thailand	Chulalongkorn University
49	YAROSH	Maria	Spain	University of Deusto
50	YUSOFF	Muhamad Saiful Bahri bin	Malaysia	Universiti Sains Malaysia

LIST OF COMPETENCES IN OTHER TUNING PROJECTS

GENERIC COMPETENCES

Tuning Europe

1. Ability for abstract thinking, analysis and synthesis.
2. Ability to apply knowledge in practical situations.
3. Ability to plan and manage time.
4. Knowledge and understanding of the subject area and understanding of the profession.
5. Ability to communicate both orally and through the written word in native language.
6. Ability to communicate in a second language.
7. Skills in the use of information and communication technologies.
8. Ability to undertake research at an appropriate level.
9. Capacity to learn and stay up-to-date with learning.
10. Ability to search for, process and analyse information from a variety of sources.
11. Ability to be critical and self-critical.
12. Ability to adapt to and act in new situations.
13. Capacity to generate new ideas (creativity).
14. Ability to identify, pose and resolve problems.
15. Ability to make reasoned decisions.
16. Ability to work in a team.
17. Interpersonal and interaction skills.
18. Ability to motivate people and move toward common goals.
19. Ability to communicate with non-experts of one's field.
20. Appreciation and respect for diversity and multiculturality.
21. Ability to work in an international context.
22. Ability to work autonomously.
23. Ability to design and manage projects.
24. Commitment to safety.
25. Spirit of enterprise, ability to take initiative.
26. Ability to act on the basis of ethical reasoning.
27. Ability to evaluate and maintain quality of work produced.
28. Determination and perseverance in the tasks given and responsibilities taken.
29. Commitment to the conservation of the environment.
30. Ability to act with social responsibility and civic awareness.
31. Ability to show awareness of equal opportunities and gender issues.

Tuning Africa

1. Ability for conceptual thinking, analysis and synthesis.
2. Professionalism, ethical values and commitment to UBUNTU (respect for the well being and dignity of fellow human beings).
3. Capacity for critical evaluation and self awareness.
4. Ability to translate knowledge into practice.
5. Objective decision making and practical cost effective problem solving.
6. Capacity to use innovative and appropriate technologies.
7. Ability to communicate effectively in official/ national and local language.

8. Ability to learn to learn and capacity for lifelong learning.
9. Flexibility, adaptability and ability to anticipate and respond to new situations.
10. Ability for creative and innovative thinking.
11. Leadership, management and team work skills.
12. Communication and interpersonal skills.
13. Environmental and economic consciousness.
14. Ability to work in an intra and intercultural and/or international context.
15. Ability to work independently.
16. Ability to evaluate, review and enhance quality.
17. Self confidence, entrepreneurial spirit and skills.
18. Commitment to preserve and to add value to the African identity and cultural heritage.

Tuning Latin America

1. Capacity for abstraction, analysis, and synthesis.
2. Ability to apply knowledge in practice.
3. Ability to organise and plan time.
4. Knowledge regarding the area of study and related professions.
5. Social responsibility and commitment to citizenship.
6. Capacity for oral and written communication.
7. Ability to communicate in a second language.
8. Ability to use information and communication technology.
9. Capacity for investigation.
10. Ability to learn and update learning.
11. Ability to search for, process, and analyse information from a variety of sources.
12. Critical and self-critical abilities.
13. Ability to react to new situations.
14. Creative skills.
15. Ability to identify, pose, and solve problems.
16. Ability to make decisions.
17. Ability to work as part of a team.
18. Interpersonal skills.
19. Ability to motivate and work towards common goals.
20. Commitment to look after the environment.
21. Commitment to socio-cultural environment.
22. Value and respect for diversity and multiculturalism.
23. Ability to work in international contexts.
24. Ability to work autonomously.
25. Ability to formulate and manage projects.
26. Ethical commitment.
27. Commitment to quality.

Tuning Russia

1. Ability for abstract thinking, analysis and synthesis.
2. Ability to work in a team.
3. Capacity to generate new ideas (creativity).
4. Ability to identify, pose and resolve problems.
5. Ability to design and manage projects.

6. Ability to apply knowledge in practical situations.
7. Ability to communicate in a second language.
8. Skills in the use of information and communications technologies.
9. Capacity to learn and stay up-to-date with learning.
10. Ability to communicate both orally and in written form in the native language.
11. Ability to work autonomously.
12. Ability to make reasoned decisions.
13. Ability for critical thinking.
14. Appreciation of and respect for diversity and multiculturalism.
15. Ability to act with social responsibility and civic awareness.
16. Ability to act on the basis of ethical reasoning.
17. Commitment to the conservation of the environment.
18. Ability to communicate with non-experts of one's field.
19. Ability to plan and manage time.
20. Ability to evaluate and maintain the quality of work produced.
21. Ability to be critical and self-critical.
22. Ability to search for, process and analyse information from a variety of sources.
23. Commitment to safety.
24. Interpersonal and interaction skills.
25. Ability to undertake research at an appropriate level.
26. Knowledge and understanding of the subject area and understanding of the profession.
27. Ability to resolve conflicts and negotiate.
28. Ability to focus on quality.
29. Ability to focus on results.
30. Ability to innovate.

Tuning China

1. Capacity for analysis and synthesis
2. Capacity for applying knowledge in practice
3. Planning and time management
4. Basic general knowledge in the field of study
5. Grounding in basic knowledge of the profession in practice
6. Oral and written communication in your native language
7. Capacity to communicate in a second language
8. Computing skills
9. Research skills
10. Capacity to learn actively
11. Information management skills
12. Critical and self-critical abilities
13. Capacity to adapt to new situations
14. Capacity for generating new ideas
15. Problem-solving
16. Decision-making
17. Teamwork
18. Interpersonal skills
19. Leadership
20. Ability to work in an interdisciplinary team

21. Ability to communicate with non-experts in the field
22. Appreciation and understanding of culture diversity
23. Ability to work in an international context
24. Commitment to health and safety
25. Ability to work autonomously
26. Project design and management
27. Initiative and entrepreneurial spirit
28. Ethical commitment and professional attitude
29. Social responsibility and civic awareness
30. Concern for quality
31. Will to succeed
32. Environment awareness and commitment to sustainable development
33. Ability of self-management

Tuning Georgia

1. Capacity for abstract thinking, analysis and synthesis.
2. Ability to apply knowledge in practical situations.
3. Ability to plan and manage time.
4. Knowledge and understanding of the subject area and understanding of the profession.
5. Ability to communicate both orally and through the written world in native language.
6. Ability to communicate in a second language.
7. Skills in the use of information and communication technologies.
8. Ability to undertake research at an appropriate level.
9. Capacity to learn and stay up-to-date with learning.
10. Ability to search for, process, and analyse information from a variety of sources.
11. Ability to be critical and self-critical.
12. Ability to adapt to and act in new situations.
13. Capacity to generate new ideas (creativity).
14. Ability to identify, pose and resolve problems.
15. Ability to make reasoned decisions.
16. Ability to work in a team.
17. Interpersonal and interaction skills.
18. Ability to motivate people and move toward common goals.
19. Ability to communicate with non-experts of one's field.
20. Appreciation of and respect for diversity and multiculturalism.
21. Ability to work in an international context.
22. Ability to work autonomously.
23. Ability to design and manage projects.
24. Commitment to safety.
25. Spirit of enterprise, ability to take initiative.
26. Ability to act on the basis of ethical reasoning.
27. Ability to evaluate and maintain the quality of work produced.
28. Determination and perseverance in the tasks given and responsibilities taken.
29. Commitment to the conservation of the environment.
30. Ability to act with social responsibility and civic awareness.
31. Ability to show awareness of equal opportunities and gender issues.

Tuning Lithuania

1. Knowledge and understanding of the subject area and understanding of the profession.
2. Ability to evaluate and maintain the quality of work produced (focus on quality).
3. Ability to identify, pose and resolve problems.
4. Determination and perseverance in the tasks given and responsibilities taken.
5. Ability to communicate in a second language.
6. Interpersonal and interaction skills.
7. Ability to make reasoned decisions.
8. Ability to communicate both orally and in writing in native language.
9. Ability to work autonomously.
10. Skills in the use of information and communication technologies.
11. Ability to adapt to new situations.
12. Ability to apply knowledge in practical situations.
13. Capacity to generate new ideas (creativity).
14. Ability to be critical and self-critical.
15. Ability to plan and manage time.
16. Capacity to learn and stay up-to-date with learning.
17. Ability to work in a team.
18. Ability to act on the basis of ethical reasoning (commitment to ethics).
19. Ability to communicate with non-experts of one's field.
20. Ability for abstract thinking, analysis and synthesis.
21. Ability to undertake research at an appropriate level.
22. Ability to motivate people and move toward common goals.
23. Ability to act with social responsibility and civic awareness.
24. Appreciation of and respect for diversity and multiculturalism.
25. Ability to show awareness of equal opportunities and gender issues.
26. Ability to design and manage projects.
27. Ability to work in an international context.
28. Commitment to safety.
29. Spirit of enterprise, ability to take initiative.
30. Commitment to the conservation of the environment.
31. Ability to search for, process and analyse information from a variety of sources.

SUBJECT SPECIFIC COMPETENCES

Civil Engineering (Tuning China)

1. Broad knowledge on the essential features, processes, history and materials of civil engineering
2. Awareness of the responsibilities of civil engineering in society
3. Ability to do original researches in civil engineering independently
4. Ability to use the modern techniques and information tools in engineering practice
5. Ability for organizing and coordinating civil engineering projects
6. Ability to communicate, collaborate and conduct engineering design/construction/management
7. Comprehensive ability and leadership on civil engineering project management
8. Sense of creative & innovation in civil engineering
9. Ability to define, determine and implement a strategy for solving a civil engineering problem and to produce a substantial report or thesis
10. Ability to deal with engineering accident and engineering risk management
11. Ability to apply the principles and methods of mechanics
12. Ability on the application of basic performance of engineering materials
13. Ability to master and apply the fundamental principles of structure analysis
14. Ability to deal with general problems in construction and organization independently
15. Knowledge for applying information technology in civil engineering .e.g. engineering software
16. Ability to design and conduct experiments, investigations, and data analysis in civil engineering
17. Ability to apply the knowledge of engineering geology to solve problems during the design and construction process
18. Ability to apply the basic principles and methods for foundation design/construction
19. Ability to apply the life-cycle design concept on engineering project
20. Capacity for observing and understanding the environment impact of engineering practices
21. Knowledge on the working principle of common engineering equipment and their development trends
22. Ability to use laws and regulations to implement engineering construction management
23. Skills relevant to all major employment sectors in civil engineering
24. Ability to read the specialty literatures in English or another foreign language
25. Understanding the basic knowledge of relevant major, such as Transportation, Urban Planning, Water Supply and Drainage, Architectural Equipment and Building Electricity
26. Ability to express for civil engineering
27. Capacity of conceptual design in civil engineering

Civil Engineering (Tuning Latin America II)

1. Ability to apply knowledge of the basic sciences and sciences of civil engineering.
2. Ability to identify, evaluate and implement the most appropriate technologies for the context in hand.
3. Capacity to create, innovate and undertake to contribute to technological development.

4. Capacity to conceive, analyse, calculate and design civil engineering works.
5. Skill in planning and programming civil engineering works and services.
6. Capacity to build, supervise, inspect and evaluate civil engineering works.
7. Capacity to operate, maintain and rehabilitate civil engineering works.
8. Skill in evaluating the environmental and social impact of civil works.
9. Capacity to model and simulate civil engineering systems and processes.
10. Capacity to direct and lead human resources.
11. Skill in administering material resources, teams and equipment.
12. Capacity to understand and associate legal, economic and financial concepts in decision-making, project management and civil engineering works.
13. Capacity for spatial abstraction and graphic representation.
14. Capacity to propose solutions that will contribute to sustainable development.
15. Skill in preventing and evaluating accidents and risks in civil engineering works.
16. Skill in handling and interpreting field information.
17. Skill in using information technologies, software and tools for civil engineering.
18. Capacity to interact with multidisciplinary groups and come up with integral civil engineering solutions.
19. Skill in employing quality control techniques in managing civil engineering materials and services.

Civil Engineering (Tuning Georgia)

1. An ability to apply knowledge of mathematics and other basic subjects.

Commentary: Knowledge of Mathematics, Applied Physics, Applied Chemistry, Geology, Ecology forms the basis for the good understanding of the engineering sciences and provides intellectual tools of graduates of civil engineering programme.

2. An ability to use knowledge of mechanics, applied mechanics and of other core subjects relevant to civil engineering.

Commentary: Mechanics, applied mechanics (strength of materials, structural mechanics, soil mechanics, fluid mechanics & hydraulics) reinforced concrete, steel structures, engineering surveying, building materials, computer science and computational methods, construction technology & organization, buildings construction, transport engineering, water structures and water management, environmental engineering are among the core subjects for civil engineering programmes, as established within EUCET Thematic Network on the base of a wide inquiry among European civil engineering faculties. The core subjects are subjects common to all degree courses in the civil engineering field, regardless of the specialization.

3. An ability to design a system or a component to meet desired needs.

Commentary: Design is at the heart of civil engineering and is where graduates of civil engineering programmes demonstrate their depth and breadth of knowledge and skills. Design encompasses a wide range of works from, for instance, structural components (beams, columns, slabs etc) and simple systems (concrete footings, cofferdams, concrete or steel frames, embankments, etc) to complex civil engineering works (large dams and bridges, multi-storey buildings, offshore structures etc). Design methodology includes problem definition, analysis, risk assessment, environmental impact statements, safety, constructability, sustainability. Other important design elements are: estimating engineering costs; interaction between planning, design and construction; and life-cycle assessment.

4. An ability to identify, formulate and solve common civil engineering problems.

Commentary: Assessing situations in order to identify problems, formulate alternatives and recommend feasible solutions is an important aspect of the professional responsibilities of the graduate of a civil engineering programme.

5. An ability to identify, formulate and solve complex civil engineering problems.

Commentary: Solving complex civil engineering problems, would require from the graduate, in addition to the ability to identify and formulate the problem, experience in performing numerical analysis and parametric analysis by using adequate computer codes, in assessing critically the results, in assessing risks, selecting constructions methods a.s.o.

6. An understanding of the interaction between technical and environmental issues and ability to design and construct environmentally friendly civil engineering works.

Commentary: Civil engineers must be aware that the built environment they create always interferes with the natural environment. The changes introduced by their activity cannot damage this environment, should be friendly not only for people but for all living nature, as well. This refers to the aesthetic aspects, too.

7. An ability to design and conduct experiments, as well as analyse and interpret data.

Commentary: Civil engineers frequently design and conduct field and laboratory studies, gather data, analyze and interpret the results. The graduate of a civil engineering programme should be able to do this in at least one major civil engineering areas, such as geotechnics, transportation, water resources a.s.o.

8. An ability to identify research needs and necessary resources.

Commentary: Complex civil engineering projects often require undertaking research activities to support the design. The graduate should be able to identify the appropriate area of research.

9. An ability to use the techniques, skills and modern engineering tools, including IT, necessary for engineering practice.

Commentary: This includes the role and use of appropriate information technology, contemporary analysis and design methods, and applicable design codes and standards as practical problem solving tools to complement knowledge of fundamental concepts.

10. An ability to apply knowledge in a specialized area related to civil engineering.

Commentary: Examples of specialized technical areas related to civil engineering are: structural engineering, water resources engineering, transportation engineering, geotechnical engineering, environmental engineering, construction engineering and management, public works management.

11. An understanding of the elements of project and construction management of common civil engineering works.

Commentary: Important elements of the constructions activity involve constructions processes, methods, systems; equipment; planning; safety; cost analysis and cost control; labor issues. Projects management essentials include project manager responsibilities, defining and meeting client requirements.

12. An understanding of the elements of project and construction management of complex civil engineering works.

Commentary: In addition to the elements of the construction activity underlined for the previous specific competence, in the case of complex civil engineering works other elements are of relevance, such as owner-engineer-contractor relationship; project delivery systems; estimating construction costs; bidding by contractors; labor management issues etc. Project management essentials include project manager responsibilities, defining and meeting client

requirements, risk assessment and management, contract negotiations, preparation and monitoring etc.

13. An understanding of professional and ethical responsibility of civil engineers.

Commentary: The graduates of civil engineering programmes should be aware of the responsibility of the civil engineer for the public safety, health and welfare. They need demonstrate an understanding of and a commitment to practice according to the fundamental canons of ethics.

14. An understanding of the impact of solutions for civil engineering works in a global and societal context.

Commentary: Graduates of civil engineering programmes need to appreciate, from historical and contemporary perspectives, the technical, environmental, societal, political, legal, aesthetic, economic and financial implications of civil engineering projects.

15. An ability to communicate effectively.

Commentary: The graduates of civil engineering programmes should prove abilities in reading, speaking and writing, not only in their native language, but also in at least one foreign language. They should be able to present and communicate technical information to a range of audience and be versatile with graphics, the worldwide web and other communication tools.

16. An understanding of the role of the leader and leadership principles and attitudes.

Commentary: Graduates of civil engineering programmes, who might well, during their professional career, reach positions of leadership, should be aware of the attitudes conducive to such positions and of the desirable behaviors of leaders.

17. A recognition of the need for, and the ability to engage in, life-long learning.

Commentary: Life-long learning is crucial for personal and professional development of every individual. This includes continuing education and professional practice experience. Personal and professional development includes: permanent complementing of knowledge and improving professional skills, developing communication skills and broad education in new disciplines connected with civil engineering. This can be achieved by self-education, by post-graduate studies, by active involvement in professional societies a.s.o

18. An ability to function in multi-disciplinary teams.

Commentary: Graduates of civil engineering programmes should be able to participate as a member of a team or to become eventually the leader of a team, which requires understanding team formation and evolution, collaboration with various personalities, co-operation among diverse disciplines a.s.o

Medicine (Tuning Africa: Implementation)

1. Carry out a consultation with a patient:

1.1. take a patient's history;

1.2. carry out a full physical, clinical and symptomatic examination of adults (male and female) and children.

2. Assess clinical presentations, order investigations, make differential diagnoses, and negotiate a management.

3. Provide immediate care of medical emergencies, including First Aid and resuscitation.

4. Prescribe drugs clearly and accurately, explain potential benefits and risks:

4.1. match appropriate drugs and other therapies to the clinical context;

4.2. in prescribing take careful account of the socio-economic context of the patient;

4.3. understand, consider and explain drug-drug/food interaction.

5. Carry out a full range of standard practical procedures.
6. Communicate effectively and sensitively in a medical context.
7. Apply ethical and legal principles in medical practice.
8. Assess the psychological and social aspects of a patient's illness.
9. Apply the principles, skills and knowledge of evidence-based medicine.
10. Use information, information technology and up to date, relevant and effective technology effectively in a medical context.
11. Recognise the health needs of the community and engage with the community in the promotion of health and health education.
12. Professional attributes:
 - 12.1. interpersonal skills;
 - 12.2. probity and honesty;
 - 12.3. critical and self-critical awareness, reflective practice;
 - 12.4. empathy;
 - 12.5. creativity;
 - 12.6. initiative.
13. Professional working:
 - 13.1. ability to recognise limits and ask for help;
 - 13.2. flexibility, capacity to deal with uncertainty and adapt to new situations;
 - 13.3. ability to lead;
 - 13.4. ability to work autonomously;
 - 13.5. ability to solve problems and to take decisions;
 - 13.6. ability to work in a multi-disciplinary team and communicate with experts in other disciplines.
14. The doctor as expert:
 - 14.1. capacity for analysis and synthesis;
 - 14.2. capacity to learn (including lifelong self-directed learning);
 - 14.3. capacity for applying knowledge in practice;
 - 14.4. ability to teach others;
 - 14.5. research skills.

Medicine (Tuning Lithuania)

1. To perform general, special physical and mental examination of the patient according to the requirements set forth in the medical standard of the general practitioner.
2. To choose, prescribe and perform medical (diagnostic) tests and to diagnose health problems and diseases provided in the medical standard of the general practitioner.
3. To establish, prescribe and administer the treatment of health problems (diseases) diagnosed to the patient, to formulate the plan for the restoration of the patient's health in line with the requirements of the medical standard of the general practitioner.
4. To prescribe medicine being aware of its indications, contraindications and side-effects; also indicators pointing to the need for a consultation by a specialised doctor and hospitalisation.
5. To provide emergency medical care to patients (in case of a trauma, accident, poisoning, acute illness, to patients in labour, etc.).
6. To enter data on case history (anamnesis), examination, diagnosis, prescribed treatment, tests, preventive measures, the results of treatment, tests and preventive measures, and the

patient's condition in medical documents.

7. To issue all kinds of prescriptions, certificates of sick leave, certificates of maternity leave, death certificates, and to fill out other primary healthcare medical documents.
8. To carry out expert examination of temporary incapacity, disability and level of incapacity of work.
9. To carry out preventive healthcare programmes and programmes for the improvement of health (preventive vaccination, etc.)
10. To advocate, teach persons and families to lead a healthy life, improve their health, take disease preventive measures, hygiene skills, and to encourage them to give up bad habits.
11. To consult (also by telephone) patients and their family members.
12. To use consulting skills (consulting techniques, patterns, encouragement of the patient to cooperate during consulting, resolution of a conflict situation, giving of a bad news, etc.), to provide explicit and concise information to the patient.
13. To assess psychological and social needs of the patient; the relationship between the patient's health condition and his/her physical and social environment.
14. To cooperate with other specialists (healthcare staff, other general practitioners, specialised doctors, social workers, etc.).
15. To cooperate with various authorities (public health centres, police, when providing respective information).
16. To use information technologies in the field of medicine (e.g. e-health).
17. To use knowledge gained in medicine-related subjects (physics, biochemistry, general and bioorganic chemistry, general and human biology, general and human genetics, biochemistry, human anatomy, histology, physiology, microbiology, pharmacology, pathology, biostatistics, etc.) in practice.
18. To follow the principles of the professional ethics of the doctor, to respect the patients' rights by not violating them.
19. To apply scientific and evidence-based medicinal principles and methods in the everyday practice of the general practitioner.
20. To be able to reflect upon and improve one's professional activity (the ability to solve problems and admit one's boundaries, leadership and decision-making skills, etc.).
21. To improve the professional qualification as provided by the legislation of the Republic of Lithuania.
22. To follow the requirements of laws and documents regulating professional activities of general practitioners, and legal provisions of medical standards.
23. To apply knowledge of the health policy, social insurance, organisation of healthcare and social security, fundamentals of primary healthcare management, fundamentals of family healthcare and social security, legal and social guarantees of healthcare of women and children.

Medicine (Tuning Latin America II)

1. Capacity to create a medical record.
2. Capacity to perform a complete anamnesis in any situation, with emphasis on the psychosocial and environmental aspects affecting people's health.
3. Capacity to perform a complete physical examination including an assessment of the patient's mental state.

4. Capacity to perform a syndromatic diagnosis and formulate diagnostic hypotheses taking into account the information from the case history, the results of the physical examination and prevalent diseases.
5. Capacity to consider differential diagnoses.
6. Capacity to select, indicate and interpret diagnostic tests.
7. Capacity to indicate and perform the corresponding medical treatments.
8. Capacity to refer the patient to another level of attention.
9. Capacity to recognise, assess and categorise medical emergencies.
10. Capacity to cope with the initial phase of a medical emergency.
11. Capacity to provide first aid.
12. Capacity to provide basic life support and cardiac/cerebral/pulmonary resuscitation.
13. Capacity to provide advanced life support.
14. Capacity to provide care to patients suffering trauma.
15. Capacity to select the most appropriate drugs based on the clinical context.
16. Capacity to prescribe clearly, precisely and safely.
17. Capacity to recognise and cope with adverse circumstances.
18. Capacity to communicate effectively in speech, in writing and in non-verbal form taking into account diversity and destructions that may hinder communication, with: patients, next-of-kin, the healthcare team and the community.
19. Capacity to communicate the nature and severity of the ailment.
20. Capacity to obtain informal consent as appropriate.
21. Capacity to assess for signs of life.
22. Capacity to perform venous puncture.
23. Capacity to perform venous cannulation.
24. Capacity to administer drugs through different paths.
25. Capacity to perform orotracheal intubation and basic life support.
26. Capacity to fit catheters.
27. Capacity to perform ostomy care.
28. Capacity to perform suprapubic puncture.
29. Capacity to perform thoracocentesis, paracentesis and lumbar puncture.
30. Capacity to perform an ECG.
31. Capacity to attend to a normal childbirth.
32. Capacity to perform speculoscopy, vaginal examination and cervical smears.
33. Capacity to perform rectal examination.
34. Capacity to perform anterior nasal packing.
35. Capacity to perform emergency haemostatic manoeuvres to stem external bleeding.
36. Capacity to make sutures, dress wounds and drain abscesses.
37. Capacity to move, immobilise and transport patients.
38. Capacity to identify psychological factors (stress, dependency on and abuse of alcohol, narcotics and tobacco).
39. Capacity to identify social factors (violence, accidents, mistreatment, abuse, marginalization, discrimination).
40. Capacity to identify economic factors (poverty, inequality).
41. Capacity to identify environmental factors (pollution, climate, destruction of the ecosystem).
42. Capacity to analyse critically the scientific literature.
43. Capacity to apply a statistical analysis of the information.

44. Capacity to perform evidence-based medicine.
45. Capacity to use computers.
46. Capacity to access sources of information.
47. Capacity to store medical records in complete and secure form.
48. Capacity to apply ethical principles and analyses in clinical practice.
49. Capacity to obtain and record informal consent.
50. Capacity to maintain confidentiality.
51. Capacity to respect diversity.
52. Capacity to respect the rights of the patient, the healthcare team and the community.
53. Capacity to respect and provide care for terminal patients.
54. Capacity to issue certificates in accordance with statutory requirements.
55. Capacity to report notifiable diseases.
56. Capacity to recognise the structure and workings of the health system.
57. Capacity to administer and manage the different health systems for the population.
58. Capacity to participate effectively and actively in the healthcare team and in the community.
59. Capacity to recognise and apply the country's healthcare policies and programmes.
60. Capacity to recognise and manage resources for healthcare.
61. Capacity to recognise the epidemiological profile of the population.
62. Capacity to recognise and apply the principles of health promotion and disease prevention.
63. Capacity to know, apply, and respect rules on biosafety.

Teacher Education (Tuning Africa: Implementation)

Competences related to Knowledge & Understanding of

1. The subject(s) to be taught;
2. The underlying principles of the foundations of education;
3. Pedagogical knowledge of specific subject areas;
4. The local and international social, political, economic, cultural and environmental contexts of education;
5. National and institutional policies relating to education;
6. The language(s) of instruction.

Competences related to Educational Practice and Skills. Ability to

7. Develop schemes of work and teaching plans;
8. Select, adapt and use appropriate teaching methods and learning activities;
9. Use a range of assessment skills to set, mark and grade learners' achievement;
10. Develop and use teaching, learning and assessment materials, including appropriate ICTs;
11. Identify and attend to learners' needs;
12. Manage learners both inside and outside formal classroom contexts;
13. Develop own and learners' entrepreneurial skills;
14. Create conducive learning environments that encourage learning;
15. Use language appropriately in the classroom and in the subject;
16. Conceptualise, analyse situations to solve problems;
17. Participate in basic educational research;
18. Manage time effectively;
19. Critically reflect on their work to improve practice;
20. Adapt to change.

Competences related to Values and Ethics. Ability to

- 21. Care for and support the well-being of all learners;
- 22. Respect socio-cultural diversities (religious; ethnic; linguistic; gender; economic etc);
- 23. Adhere to the rules and regulations of the profession and Institution;
- 24. Maintain equity and fairness among learners and promote inclusive education;
- 25. Continuously upgrade their own knowledge and skills;
- 26. Be a role model;
- 27. Inspire self confidence and appreciation of cultural heritage in learners.

Interpersonal competences. Ability to

- 28. Be sensitive to the feelings of others;
- 29. Collaborate and network with others, including peers, head teachers; professional groups; parents;
- 30. Communicate effectively with different audiences and using appropriate tools, including ICTs, and relevant forms of discourse;
- 31. Lead and manage groups.

CONSULTATION WITH STAKEHOLDERS

Operational procedures for on-line consultation

Steps to follow:

- Definition of consultation
- Identification of participating institutions
- Analysis of replies received
- Information received passed on to experts

Definition of consultation

The consultation will be done on both generic and specific competences Each SAG should define the consultation. This list should be in EXCEL format, with the following fields:

- 1) Name of consultation (Generic Competences or Specific Competences)
- 2) Identify group(s): the consultation will be aimed at (e.g. academics, employers, graduates or students)
- 3) Introduction to questionnaire, and practical information on how to complete it
- 4) Number of columns to evaluate, and the values these can be awarded
- 5) List of competences being consulted on, which may be separated into topics
- 6) Comments at the end of the questionnaire
- 7) Ranking of the five most important competences (optional field)
- 8) Blank fields (optional fields)
- 9) Other suggested competences (optional fields)
- 10) Timescale (dates) for when consultation will be open

Once the questionnaire has been received, it will take fifteen days to go online. The consultation is reached through the following web page:

<http://www.relint.deusto.es/encuesta/login.asp>

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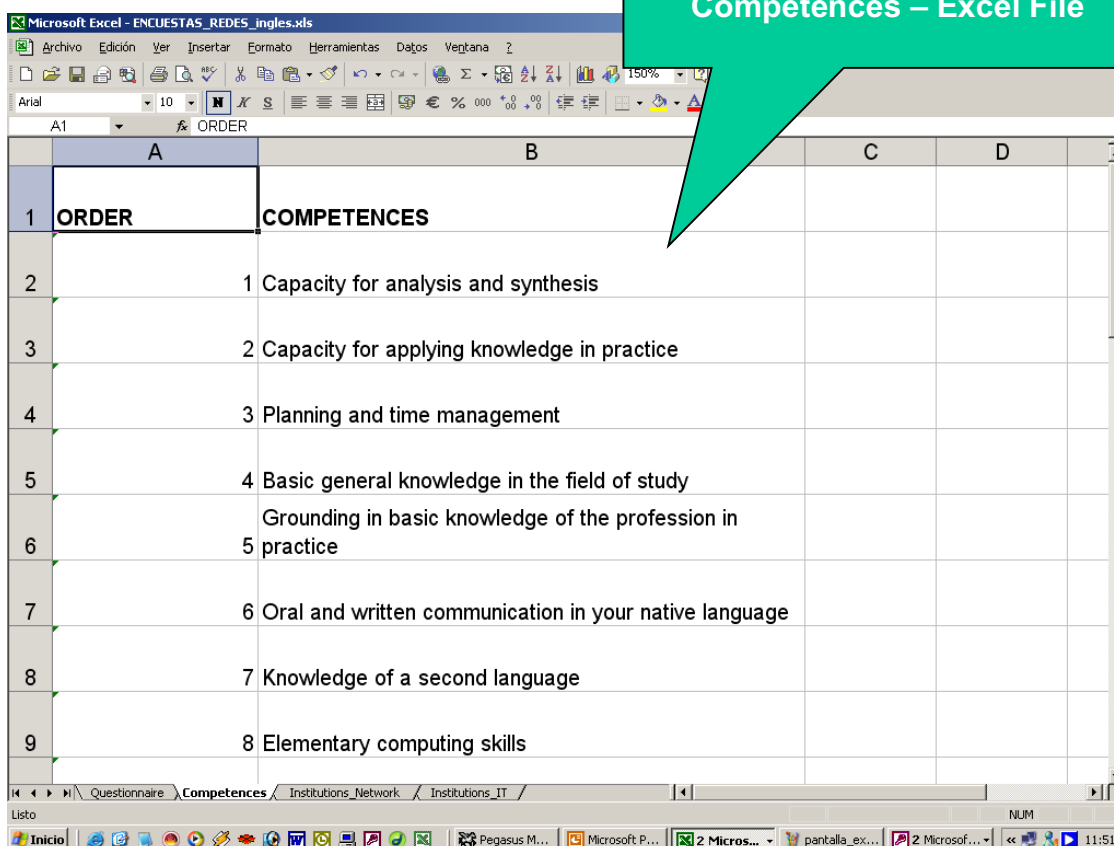
	A	B	C	D	E	F	G		I
1	Group	From (dd/mm/yyyy)	To (dd/mm/yyyy)	Responsable	Email	Subject Area	Type of Competences	Introduction	Comments
2	Questionnaire for Academics	01/01/2005	01/02/2005	Pedro Álvarez	palvarez@hotmail.com	LAW	Specific competences	specific to your area. For each of them we would ask you to do two things: a. Indicate how important you think it is that a student should acquire the competence in his/her education for the First Cycle when accompanied by registration/licence to practice as a professional registered nurse (International Labour Organisation first level nurse and EC Directive 1977/453). Please use the values 1 to 4 according to the following key: 1=None, 2=Weak, 3=Considerable, 4=Strong. Please, select the option in the corresponding box using the mouse of your computer. b. Indicate	Many thanks for your co-operation.
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4									
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8									

Questionnaire Competences Institutions_Network Institutions_IT

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Excel File-
Questionnaire Fields

Competences – Excel File



ORDER	COMPETENCES
1	1 Capacity for analysis and synthesis
2	2 Capacity for applying knowledge in practice
3	3 Planning and time management
4	4 Basic general knowledge in the field of study
5	Grounding in basic knowledge of the profession in practice
6	5
7	6 Oral and written communication in your native language
8	7 Knowledge of a second language
9	8 Elementary computing skills

Web page for access to the consultation: <http://www.relint.deusto.es/encuesta/login.asp>


Tuning Survey - Microsoft Internet Explorer

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Atrás Búsqueda Favoritos

Dirección <http://www.relint.deusto.es/encuesta/login.asp> Ir Vínculos

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Login:

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Example questionnaire (part one)

1) Name of consultation

2) Group being consulted

3) Introduction

4) Number of columns, and values they can be awarded

5) List of competences

Competences and the role of the nurse

Competences	Importance for First Cycle				Importance for Second Cycle			
	None	Weak	Considerable	Strong	None	Weak	Considerable	Strong
1. Ability to practise in a holistic, tolerant, non judgemental, caring and sensitive manner, ensuring that the rights, beliefs and wishes of different individuals and groups are not compromised.								
2. Ability to educate, facilitate, support and encourage the health, wellbeing and comfort of populations, communities, groups and individuals whose lives are affected by, ill death, distress, disease, disability or death.								
3. Awareness of the different roles, responsibilities and functions of a nurse.								
4. Ability to adjust their role to respond effectively to population/patient needs. Where necessary and appropriate is able to challenge current systems to meet population/patient needs.								
5. Ability to accept responsibility for his/her own professional development and learning, using evaluation as a way to reflect								

Example questionnaire (part two)

6) Final comments

7) Ranking of five most important competences

8) Suggestions for other competences

9) Suggestions for other competences

Please rank below the **five most important competences** according to your opinion. Please write the number of the item within the box. Mark on the first box the most important, on the second box the second most important and so on.

1.	Item number	<input type="text"/>
2.	Item number	<input type="text"/>
3.	Item number	<input type="text"/>
4.	Item number	<input type="text"/>
5.	Item number	<input type="text"/>

Many thanks for your co-operation.

SUBMIT

Identification of participating institutions

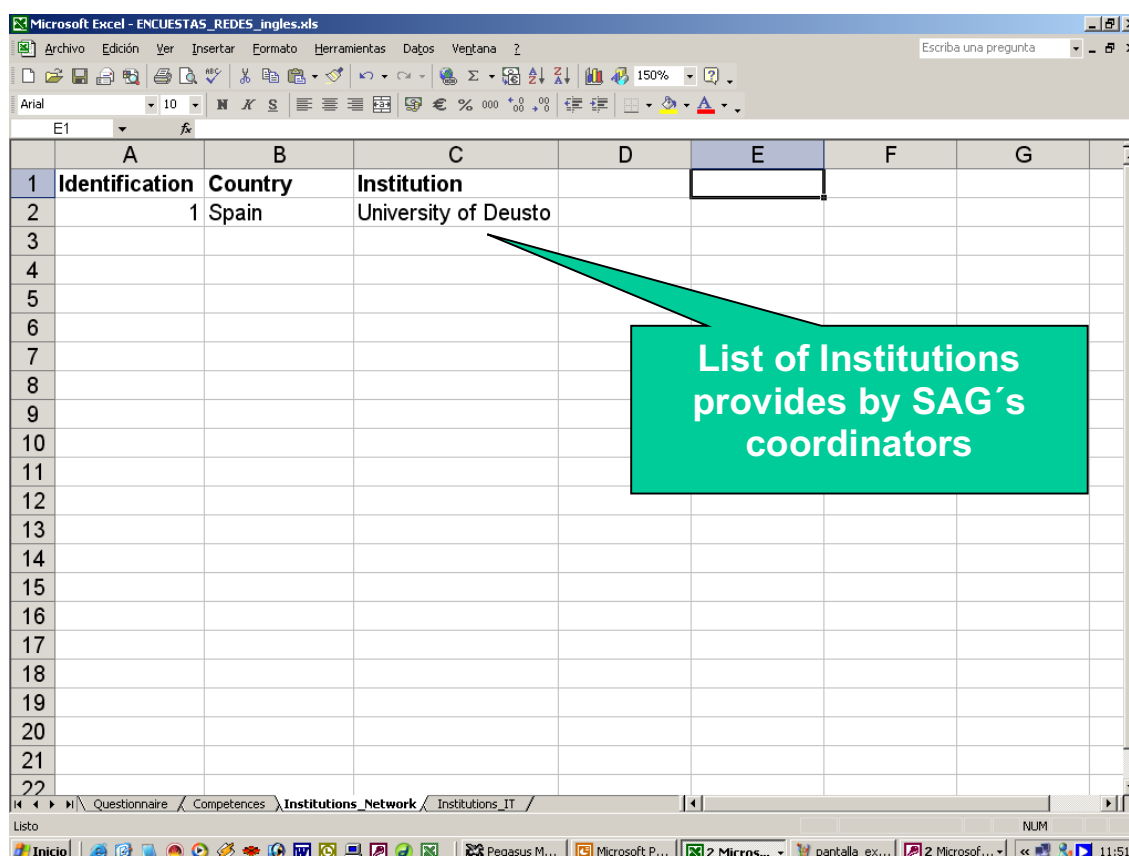
1) Each SAG's coordinator will send a list of institutions which will be taking part in the consultation. This list should be in EXCEL format, with the following fields:

- Name of institution
- Country
- Group(s) it will consult

2) Tuning IT will provide a log-in access code for each participating institution. The following information will be sent to the SAG's co-ordinator in the following fields in EXCEL format:

- Institution identifier
- Institution
- Country
- Group one log-in access code (e.g. academics),
- Group two log-in access code (e.g. students) etc.

3) Access codes will be sent within fifteen days.



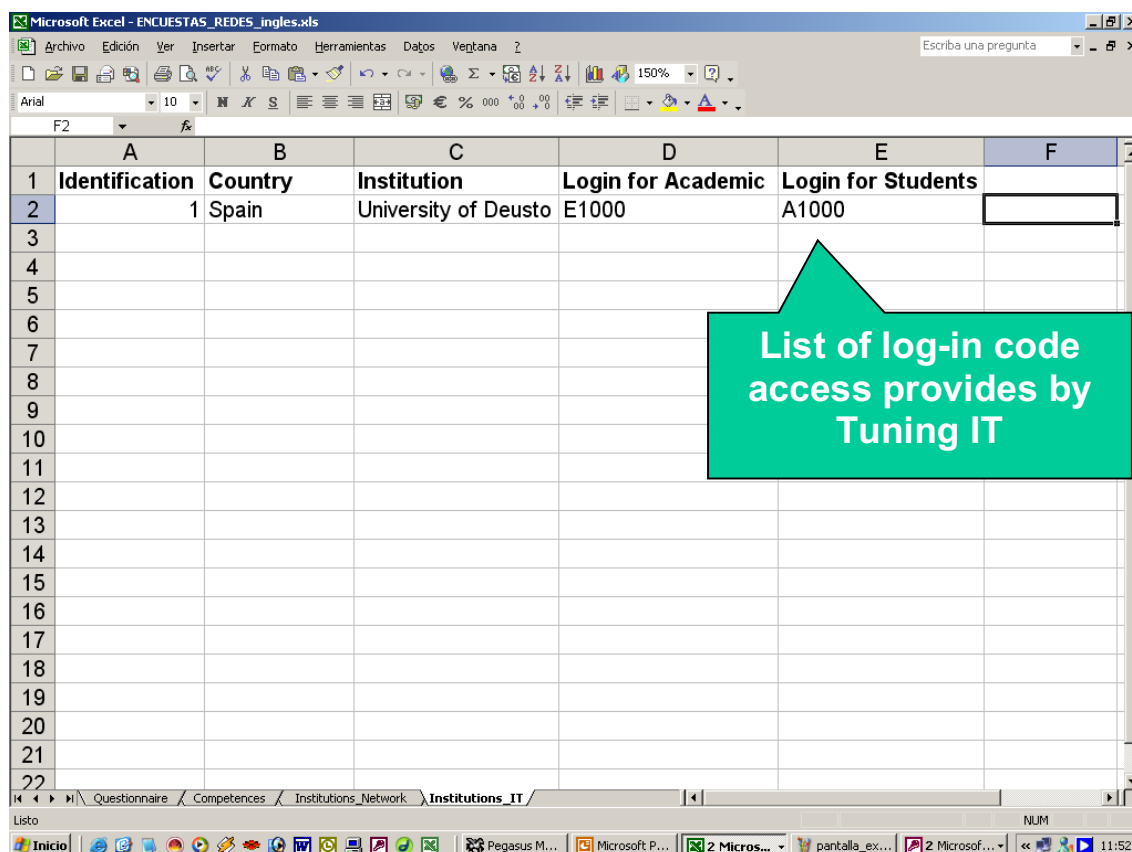
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1	Identification	Country	Institution				
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Questionnaire Competences Institutions_Network Institutions_IT

NUM

11:51



	A	B	C	D	E	F
1	Identification	Country	Institution	Login for Academic	Login for Students	
2	1	Spain	University of Deusto	E1000	A1000	
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List of log-in code access provides by Tuning IT

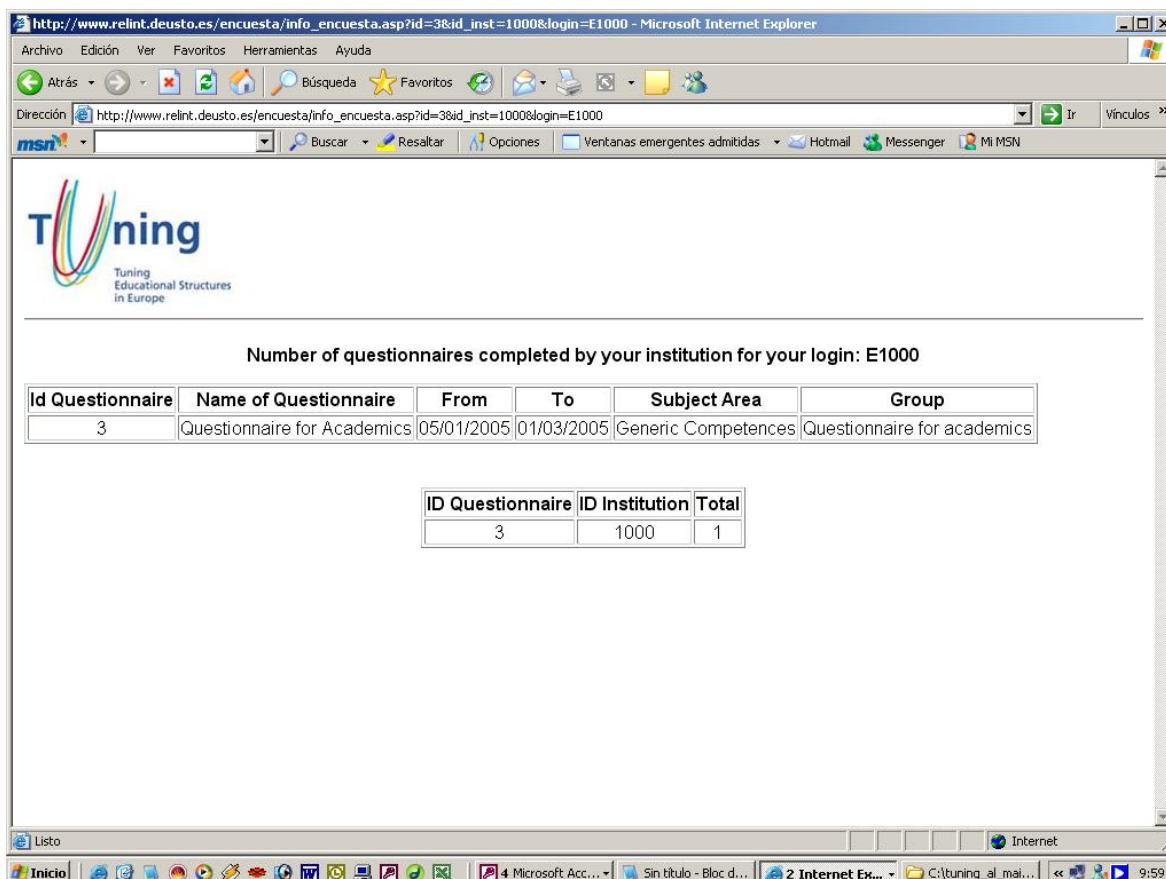
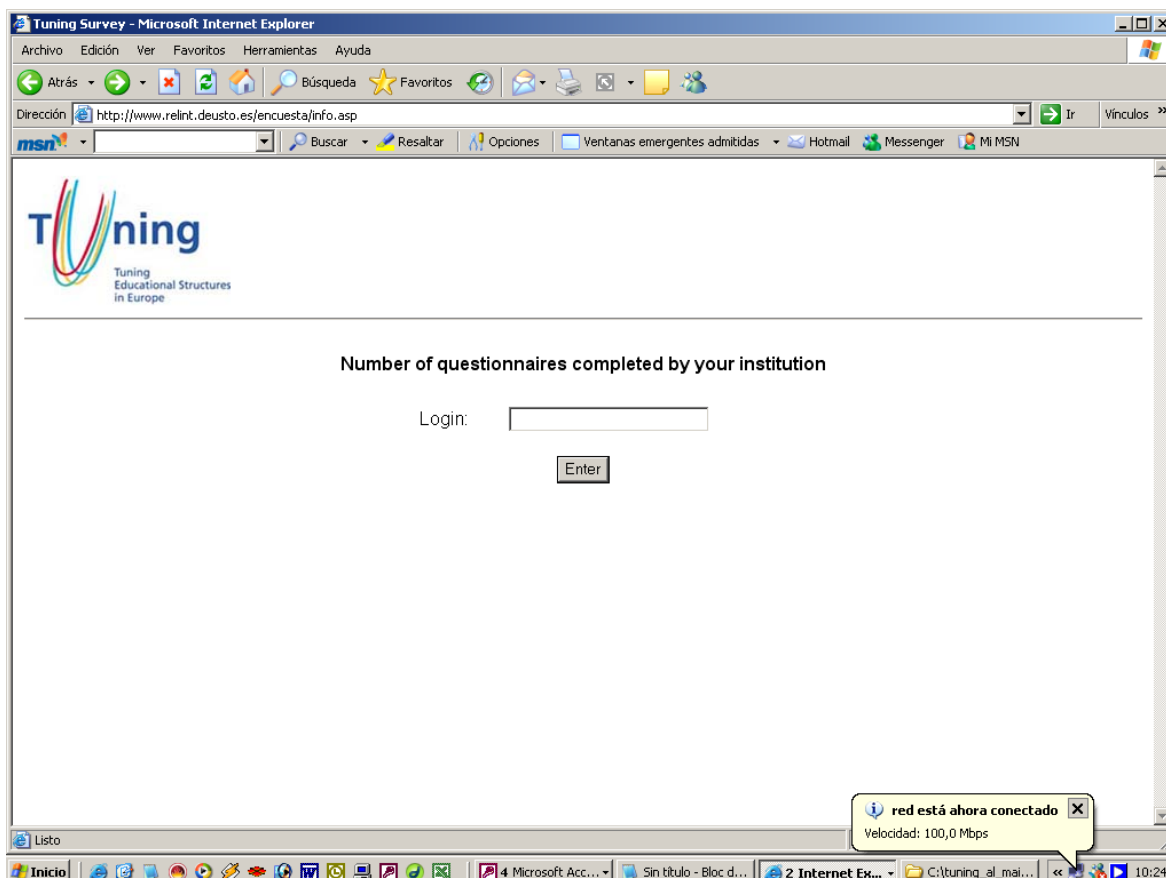
Tuning IT department will provide each SAG member with a username, so that we can later identify the institution from which a particular questionnaire has been sent. If they work with four groups (graduates, students, employers and academics), they will receive four different usernames, one for the institution consulting graduates, another as an institution consulting employers, a third one as an institution consulting academics and a fourth as an institution consulting students.

For example:

- University of Groningen, as a member of the Network, will consult the four groups (graduates, employers, students and academics). Groningen will receive four usernames:
- Gro_gra (as an username to be sent to 30 graduates from Groningen)
- Gro_emp (as an username to be sent to 30 employers from Groningen)
- Gro_aca (as an username to be sent to 30 academics from Groningen)
- Gro_stu (as an username to be sent to 30 students from Groningen)

Analysis of replies received during the time the questionnaire was open

- Each institution can daily see how many replies have been received for each of its access codes.
- To do this, they should go to the following web page:
<http://www.relint.deusto.es/encuesta/info.asp>
- They should enter the log-in access code, and will then be able to see how many replies the institution has received that day.



Information received passed on to experts

- Once the consultation period has ended, data will be transferred to the required format and sent to the statistical team for analysis.
- Once the analysts have processed the information, tables, diagrams, and presentations showing the results will be sent to the SAG co-ordinator.

The Tuning guarantees total confidentiality for data processed by the centre.

PROJECT MANAGEMENT

The project was especially designed to enlist the active involvement of all consortium members to capitalise on the strengths of each participant. Taking into consideration the dimension of the Consortium, different academic profile of the universities and complex needs for the academic co-ordination and administrative management, the multi-level distributed project management structure shall be developed.

Composition of Consortium

According to project management structure, the work and communication are crossing between institutions and Subject Area Groups (SAGs), and project management becomes collective. This system gives wide flexibility and adaptability to the changing condition of the project, meanwhile ensuring individual and institutional ownership of results. It also gives the identity to the project and Subject Area Groups from institutional and academic point of view.

In accordance with the project proposal and geographical distribution, the Consortium consists of the **6 EU and 24 PC partners**. Following the Tuning approach and CBHE priorities, the Consortium is composed of **3 Subject Area Groups: Civil Engineering, Medicine, Teacher Education**.

Structure of the Subject Area Groups is based on the following principles:

- Every Subject Area Group must include academic staff from at least 3 EU partners.
- Every Subject Area Group must include academic staff from different PC partners – no more than one representative from institution.
- Every PC institution must participate at least in one Subject Area Group.

Actual distribution of the participants between SAGs is based on the academic profile of the institutions and their academic staff, and information provided for the project proposal.

Every Subject Area Group will be leaded by SAG Coordinator (academic from Partner Country) elected by participants of each Subject Group at First General Meeting.

Management of the project

Management activities and responsibilities are distributed across the partners, with special emphasis on the balance between EU and PC institutions. The project management structure is as follows:

Project Coordinator

The Project Coordinator is **Pablo Beneitone**, Director of the International Tuning Academy, University of Deusto, Spain. The Project Coordinator acts as a vocal and visible champion, legitimizes the project's goals and objectives, keeps abreast of major project activities, and is a decision-maker for the project. The Project Coordinator provides support for the Project Manager; assists with major issues, problems, and policy conflicts; removes obstacles; is active in planning the scope; approves scope changes; signs off on major deliverables; and signs off on approvals to proceed to each succeeding project phase. Besides organisational duties, Project Coordinator is also responsible for the philosophical framework of the project, and for

ensuring a spirit of innovation, enthusiasm, and accountability. His responsibilities also include ensuring project monitoring for additional correction of on-going and future activities.

Project Co-Coordinator

The Project Co-Coordinator is **Nantana Gajasen**, the Executive Director of ASEAN University Network. She is responsible for coordination of activities in Partner Countries, consolidation of PC partners' opinions, providing assistance in analysing and presenting information, support in drafting reports and insuring monitoring process in PC partner institutions. The ASEAN University Network (AUN) plays an important role as project Co-Coordinator, ensuring regional coordination, management, dissemination and sustainability. The ASEAN University Network is an Asian university association and an arrangement between 30 universities in the ten ASEAN countries. AUN is helping the Project Coordinator to ensure effective and efficient networking and communication between PC and EU partners.

Project Manager

The Project Manager is **Ivan Dyukarev**, the International Tuning Academy, University of Deusto, Spain. He is responsible for on-line operation control and coordination, ensuring that the Project Team completes the project. The Project Manager develops the Project Workplan with the team and manages the team's performance of project tasks. It is also the responsibility of the Project Manager to secure acceptance and approval of deliverables from the Project Stakeholders. The Project Manager is responsible for communication, including status reporting, risk management, escalation of issues that cannot be resolved in the team, and, in general, making sure the project is delivered in budget, on schedule, and within scope. His duties also include development of methodology and instruments for project implementation, training and coordination of project staff, and preparation of relevant reports for the Education, Audiovisual and Culture Executive Agency (EACEA).

Project Co-Manager

The Project Co-Manager is **Achavadee Wiroonpetch**, ASEAN University Network. She is responsible assisting Project Co-Coordinator and Project Manager in coordination of activities in Partner Countries, consolidation of PC partners' opinions, and providing assistance in analysing and presenting information for the organisation of project meetings.

Project Officer

The Project Officer is **Sara Goitia**. She is responsible for the logistic, technical and administrative support of the meetings, and communication to partner in relation to the project documentation.

Steering Committee

The consortium set up the Steering Committee at First General Meeting. The Steering Committee consist of Executive Board and Committee Members.

Steering Committee Executive Board

Executive Board includes **Project Coordinator, Project Co-Coordinator, Project Manager, Project Co-Manager, SAG Coordinators**.

Executive Board responsibilities include: championing the project and raising awareness at senior level; approving strategies, implementation plan, project scope and milestones; resolving strategic and policy issues; prioritising project goals; allocates resources to support project implementation; advises on issues escalated by Committee Members; exemplifies rapid analysis and decision-making characteristics imperative of all project team members; recommends resolution of scope related matters.

Coordinators of Subject Area Groups are responsible for the academic development of the project and programmes. Their functions are coordination and development of SAGs, leading consultation process with stakeholders, defining degree profiles and elaboration of programmes and courses in partner institutions, coordination of the opinions of SAGs among the different consortium members, and the resolution of debatable issues in case of divergent opinions related to academic issues of the project.

Steering Committee Members

Contact persons (confirmed by each beneficiary) shall be members of the Steering Committee (SC), with a proper mandate to negotiate on behalf of his/her institution.

Following the logic of the project, and in order to use the Travel Costs and Costs of Stay in an effective and efficient way, it is rational that the contact person combines management and academic tasks during the project meetings. Any contact person **who holds only a management profile** and cannot participate in the work of Subject Area Groups (and therefore in the project meetings) **may appoint a deputy** to the SC who can combine management and academic tasks.

In order to be able **to participate in the project meetings**, the contact person (or deputy) has to **be able to participate in the work of Subject Area Groups** (therefore, he/she must have an **appropriate academic profile**). Any contact person who cannot participate in the SAG work/project meeting and is not able to appoint a deputy, may participate in the decision-making process using the **project management web site** and other ways of communication. At any time, the partner institution may decide to change the contact person.

Steering Committee functions are observation, coordination of strategic and tactical aspects of the project, coordination of the opinions among the different consortium members, and the resolution of debatable issues in case of divergent opinions. The Steering Committee acts individually and collectively as a vocal and visible project champion throughout their representative organizations. Steering Committee Members (contact persons) are also responsible for the allocation of functions among administrative personnel at their institutions, and for quality control and the assessment of administrative staff work.

Decision making

For on-going project management and timely decision making special **project management web site** will be implemented (<https://universityofdeusto.teamwork.com>).

The project management web site is based on the TeamworkPM platform - one of the leading project management platforms offering wide range of the project tools including task, milestones, messages, mails, files, time, notebooks, risks, calendar and people. Besides that, different ways of communication between Steering Committee Members and Executive

Board, including telephone calls, e-mails, and Skype conferences, will be used. The project management web site structure and guideline will be presented at First General Meeting.

The Steering Committee Meetings will coincide with General Meetings. Committee Members will have opportunity to communicate issues raised during the project implementation to the Executive Board. Steering Committee Members, been part of the Subject Area Groups, will communicate to SAG Coordinators during the SAG work on the academic and management issues of the project.

On the basis of these communications and proposals, the SAG Coordinators and other members of Executive Board will define strategy and approaches for the adequate development of the project. During the General Meeting (normally, before the end of the Meeting), the Executive Board will have Board meetings in order to make decisions and communicate it to the Steering Committee and Consortium.

For the decisions approval (normally, during the summing up of the General Meeting) no less than two-thirds of the Committee Members shall constitute a quorum. Decision-making will be by qualified majority (greater than 66%) among the present Members (one vote per member).

In case that the Coordinator has profound objections concerning the compliance of a taken decision with the grant agreement or the legal basis of the Erasmus + programme, the decision shall be frozen until the Coordinator will have clarified the matter with the Executive Agency. In case that no compliance should be asserted the decision will be cancelled.

Organisation and logistic of the General Meetings

The project foresees **six General Meetings** in different locations including EU member States and Partner Countries. Taking into consideration the dimension of the Consortium and geographical locations, in order **to organise Meetings in effective and efficient way**, the Coordinator will provide **centralised technical, organisational and logistic support and management for the Travel Costs and Costs of Stay**.

The Coordinator, in close cooperation with the host partner institution, will prepare the venue and technical support of the meeting. In every individual case, the venue can be provided by host institution or rented in the hotel.

Normally, flight tickets, hotel and meals are booked and paid directly by the Coordinator and its agent "Carlson Wagonlit Travel" for all participants. For this reason, participants will be asked to send information on preferred flights and personal data (copy of passport or international travel document) to the Coordinator. After the confirmation of the offered flight by the participant, electronic ticket will be issued by the agent and send to the person travelling. Visa and medical insurance are responsibilities of the participants and will be reimbursed separately (within Travel Costs heading).

The expenses for each meeting will be calculated for the whole group of participants.

Travel costs - The flights and other means of transport will be chosen in accordance with distance and related unit costs. The use of cheapest means of travel (e.g. Economy tickets for air travel) will be applied.

Costs of stay - Hotel package (accommodation, meals, hire of premises for meetings, etc.) will be chosen in accordance with number of meeting days respecting the unit costs for the Costs of Stay.

The saving/loss of the travel costs and costs of stay will be calculated for each participant and redistributed for the whole group.

The difference between unit costs and real costs of each trip - **remaining sum** - will be distributed among meeting participants in order to cover “**per diem**” (additional meals, transportation from/to airport, local transportation, etc.). Sum for “per diem” will be reimbursed directly to the person travelling **in cash at the venue of the meeting**.

Meetings will be jointly prepared by the Coordinator and the Partner hosting the meeting. The Coordinator will calculate the budget of the meeting in order to ensure that all expenses are covered for each participant. In case of insufficient funds, the dates and/or places of the meeting will be reconsidered.

Remuneration modalities of staff involved in the project.

Staff costs will be paid on the basis of the distribution between the partners, only **to the staff** of partner institution actually participating in the project activities. **The existence of a formal contractual relationship between the employee (staff or natural person) and the beneficiary institutions is required in order to be eligible for the staff costs payment.**

In the context of a Capacity Building in Higher Education (CBHE) project **staff can be either:**

- a) **employed by a beneficiary institution** and therefore **part of its payroll system**;
- b) **a natural person** assigned to the project **on the basis of a contract against payment with a beneficiary institution**. For more details on the rules regarding staff costs for natural person please refer to **Annex V**.

Transfers for staff costs payment will be made 2 times per project – after the intermediate report and one month before the end of the project. The sum for each payment will be calculated **on the basis of actual project performance** and in accordance with the distribution of the Staff costs (see Annex I).

Payment will be made only by bank transfer. Payment **cannot be made in cash** for security and traceability reasons. Staff costs can only be paid **directly to the bank account of a member of staff or to institution**, if this person and his employer have signed a Joint Declaration. A Joint Declaration to be filled in for each person employed by the project and to be retained with the project accounts (rules described in section 3.3.1.1 of the Guidelines – Annex V).

In practice, a distinction can be made between **two different cases**, in particular:

- **a staff member is remunerated directly** from the project (on a full-time, part-time or occasional basis as a top-up to normal staff salary) by his/her partner institution or by the grant holder directly.
- **a staff member is not remunerated directly** from the project. **Institutions themselves are allowed to charge staff costs** (as a form of “**compensation**”) for people who have been authorised to work for the Tempus project as **part of their normal working time** within the institution. Be aware that in this case,

the institution concerned has to be able to prove that the tasks have been carried out (employment contract listing the task, declaration signed by Rector/Dean/Head of Dpt/staff manager, etc.).

Following abovementioned modalities, **transfers can be made in 2 forms:**

- directly **to the bank account of a member of staff;**
- **to the bank account of partner institution.**

For the purpose of the **audit, in case of transfer to the bank account of partner institution**, related institution and staff will be asked to provide **declarations on the staff costs paid** and related staff will be asked to provide **declaration on staff costs received** (templates for these declarations will be provided by coordinator before the first staff costs payment).

The documents that beneficiary have to prepare **for the staff costs payment** are:

- 1) **Employment contracts** for the staff in question (copies are included in Annex VII),
- 2) A duly filled-in **Joint Declaration** (If the staff member performs tasks corresponding to different categories of staff, a separate Joint Declaration must be signed for each category),
- 3) **Time-sheet**,
- 4) **Pay slips (staff) or evidence of payment (natural person)** for the period in question,
- 5) Any **material evidence** allowing to verify that the declared workload corresponds to actual activities/outputs.

Reimbursement modalities for travel costs and costs of stay.

Travel costs and costs of stay (including travel, accommodation, subsistence, personal or health insurance costs and entrance visas) are intended towards **participation of staff in the meetings** of the project. **The existence of a formal contractual relationship between the employee (staff or natural person) and the beneficiary institutions is required in order to participate to any travel. Thus, only persons mentioned in Annex VII, can participate in the meetings.**

Only **academic and management staff** who is **actually involved in the project activities** and **participation in the work of Subject Area Groups** may travel and be reimbursed for the travel costs and costs of stay.

In order to organise project meetings, the Coordinator will provide special centralised management and logistic support.

Travel costs and costs of stay are foreseen for all partner institutions and **will be covered by the Coordinator in accordance with workplan** and list of the participants. All travel costs and cost of stay will be **paid in advance directly to the person travelling** by means of buying tickets, booking hotel and meals, etc. Expenses which cannot be covered for any reason by centralised management system will be reimbursed to the person travelling **directly to the personal bank account.**

For more details on the logistic and organisation of the meeting please refer to **Annex X - Management of project and consortium decision making.**

A duly filled-in **Individual Travel Report** (ITR - see the Guidelines for the use of the grant) has to be signed by each participant at the meeting venue. ITRs will be prepared by Coordinator and distributed during the meetings. **Supporting documentation** will have to be attached to each travel report in order to demonstrate the fact that the travel and the activity actually took place (e.g. travel tickets, boarding passes with points of departure and destination, dates and name of the person travelling, invoices, receipts, proof of attendance in meetings and/or events, agendas, tangible outputs/products, minutes of meetings).

