



PROGRAMME SYLLABUS

Tuning Methodology for Education Programme Design

IMMANUEL KANT BALTIC FEDERAL UNIVERSITY
THE RUSSIAN FEDERATION

24 February, 2022



INFORMATION OF THE PROGRAMME



Academic year:

2021-2022

2022-2023

Justification

This program is necessary for the implementation of the principles of the Bologna system in the field of vocational education. It's also designed to train teachers of the vocational education system in the basic elements of the Tuning methodology.

Teaching period:

Spring 2022

Fall 2022

Spring 2023

At the present stage, there are institutes and departments of the higher education system and vocational education units in the structure of Immanuel Kant Baltic Federal University.

In this regard, there is a need to build the entire system of university education in accordance with uniform methodological principles. Therefore, the basics of the Tuning methodology should be mastered by both teachers of higher education and vocational education.

ECTS credits:

2 ECTS credits (72 hours)

The system of vocational education is focused on obtaining professional skills. The knowledge about the relationship between professional competencies and learning outcomes, a detailed description in the syllabuses of these relationships will help to prepare qualified specialists in demand in the contemporary labor market.



INFORMATION OF THE PROGRAMME

Pre-requirements

Mastering the **Tuning methodology** enables teachers to formulate clearer requirements for learning outcomes and more clearly define the meaning of any discipline in the learning process.

Social and professional need of the programme and relevance.

For participation in the Programme the candidate should:

- have work experiences in the Vocational Education System or in the Higher Education System;
- master the teaching methodology of courses/disciplines in the Vocational (Higher) Education System;
- have the skills of preparation of new courses/disciplines and development of the syllabus/curriculum.



INFORMATION OF THE PROGRAMME

Competences

Generic competences:

GC 1. Acquiring and implementing new knowledge and skills to fulfil tasks of professional activity;

GC 2. Communicating and working in a team, interacting effectively with colleagues, stakeholders and experts;

GC 3. Managing information from a variety of sources using critical thinking;

GC 4. Ensuring quality orientation;

GC 5. Decision making for enhancing lifelong learning and employability.

INFORMATION OF THE PROGRAMME

Competences



Subject specific competences:

SSC 1. Applying knowledge, skills and practical experience about ECTS and Tuning methodology, European approaches for development of study programmes (HE & VET) and to professional teaching activity;

SSC 2. Defining stakeholders' requirements to be considered for building curriculum;

SSC 3. Formulating Mastery Levels, indicators, descriptors;

SSC 4. Defining Generic and Subject-specific competences;

SSC 5. Formulating LOs at programme/course/module/lesson levels;

SSC 6. Choosing and applying appropriate teaching and learning tools depending on the LOs set forth in the program;

INFORMATION OF THE PROGRAMME

Competences



Subject specific competences:

SSC 7. Designing teaching and learning materials including the digital environment facilities;

SSC 8. Identifying assessment and its key features;

SSC 9. Choosing and applying appropriate tools for LOs assessment;

SSC 10. Managing quality of a SP;

SSC 11. Building (drawing up) programme/course/module profiles;

SSC 12. Managing professional and personal self-development and improvement of qualifications and skills.

INFORMATION OF THE PROGRAMME

Course content



Module 1 Building Curriculum: Methodological and regulatory concepts and terminology for building a curriculum according to Bologna Process principles

ECTS (European Credit Transfer System) and Tuning methodology and terminology for building a curriculum: European Higher Education Area. ECTS as a learner-centred credit system, ECTS and learning outcomes, levels and level descriptors, credits and workload, Qualification Frameworks. Dublin descriptors. Tuning key features. Definition and examples.

Module 2 Building a curriculum: Interaction with stakeholders, definition of Generic and Subject Specific competences (SSC)

Interaction with stakeholders in the context of education: clarification of the concept of interaction process. Interaction with academic (scientific) environment and business (industry) representatives for joint consideration of essential/relevant competences and learning outcomes concerning the subject areas.

Module 3 Building a curriculum: Competence Development Mastery Levels, Indicators and Descriptors

Competence-Based learning. EU methodology and experience in definition of generic and subject specific competences for the design of programmes and modules. Approaches to describe levels of achievement (Mastery Levels). Levels of Achievement. Introduction to the level of achievement.

INFORMATION OF THE PROGRAMME

Course content



Module 4 Description and formulation of Learning Outcomes (LOs)

Formulation of Learning Outcomes at level of competences (Indicators). Didactical Models (Taxonomies). Programme, Course, Module, Lesson LOs. LOs in the structure of SP Programme/course/module profiles.

Module 5 Teaching and Learning (TL) tools definition

Defining TL methods and technologies in connection with the LOs: Problem Based Learning (PBL), Project Based Learning (PjBL), Team Based Learning (TBL), Active Learning , Flipped classroom, Blended learning, e-learning, Practice & Case-based learning, Simulations, Educational games etc.

Module 6 LOs Assessment

Assessment. Essence of assessment. Assessment types, types of feedback, standards, criteria for assessment. Management of assessment.

INFORMATION OF THE PROGRAMME

Course content

Module 7 ECTS & student workload

Implementing ECTS in Higher and Vocational Education Institutions: ECTS credit allocation, awarding ECTS credits, credit accumulation, progression and transfer.

Module 8 Quality assurance of Study Programs

QA process based on ESG

Module 9 Building (drawing up) programme and course profiles

SPs and courses documenting. Analysis of the programme/course/module profiles: template, structure and compulsive elements/components.

Module 10 Employability and Further Studies

Employability and employability skills. Further studies: facilitating design or modernization of study programmes, taking part in quality control procedure. peer reviewing of study programmes.





INFORMATION OF THE PROGRAMME

Teaching/learning strategy, assessment system and materials

Teacher(s)

- Elena Zimovina
- Daria Gerber
- Anna Belova
- Elena Kutsenko

Teaching-learning strategy

This programme consists of 10 modules. Each module is dedicated to a separate topic and contains of several components (contact work with a teacher, students' independent work, control of the mastered material – tests, written work, answers to questions, etc.).

During the study of modules will be mastered as the content part (Tuning methodology), and the corresponding competencies will be obtained.



INFORMATION OF THE PROGRAMME

Number of hours and distribution of the workload

Course/Module	Students' Workload, hours			Total Students' Workload (F+G+H), hours	ECTS Credits (1 / 36)
	Contact hours (Guided Learning, face to face activities, lectures, labs, tutorials, etc)	Independent work (self-learning, non face-to-face activities, revision, homework, etc)	Others: Continuous Assessment (Test, Quiz, Final Exam)		
Module 1	2	2	2	6	0,166
Module 2	4	2	2	8	0,222
Module 3	2	2	2	6	0,166
Module 4	4	3	2	9	0,250
Module 5	4	2	2	8	0,222
Module 6	2	2	2	6	0,166
Module 7	4	3	2	9	0,250
Module 8	2	2	2	6	0,166
Module 9	4	2	2	8	0,222
Module 10	2	2	2	6	0,166
Total:				72	2,00



INFORMATION OF THE PROGRAMME

Evaluation system

Students' work will be evaluated according to the following types of activities: participation in contact classes (lectures, seminars, debates, etc.), performing independent tasks (written papers, tests) and self-study of the material. Each of the activities is evaluated as a percentage, depending on the development of the necessary competencies and demonstrated learning outcomes.

The maximum score for each of the modules is 100%.

INFORMATION OF THE PROGRAMME

Documentation in Russian



- **Tuning Russia.** На пути к сопоставимости программ высшего образования. Информационный обзор. // Бильбао: Университет Деусто, 2013;
- Дюкарев И.А., Котловский И.Б., Караваева Е.В., Демчук А.Л., Телешова И.Г., Эченикэ В.Х., Ульянова М.Е. О проекте «**Тюнинг в России**» // Высшее образование в России. 2013. №8-9. С.78-87;
- **Настройка образовательных структур в Европе.** Вклад университетов в Болонский процесс // https://www.hse.ru/data/2010/12/17/1208295030/Introduction_Tuning%20Educational%20Structures.pdf;
- Горылев А.И., Пономарева Е.А., Русаков А.В.. **Методология TUNING: компетентностный подход при определении содержания образовательных программ.** // Нижний Новгород: НГУ им.Н.И.Лобачевского, 2011;
- Горычева С.Н., Ёлкин С.М. **Методология «Тюнинг» в проектировании и реализации основных образовательных программ** // Вестник Новгородского государственного университета. 2012. №70;
- **Опыт и проблемы адаптации методологии Tuning в образовательной практике:** Сборник научных трудов профессоров и преподавателей по адаптации методологии Тюнинг на практике. // Ижевск: Изд-во «Удмуртский университет», 2013;
- Неборская В.В. Система **Тюнинг как образовательный инструмент в контексте наднациональной концепции высшего образования** // Интернет журнал «Науковедение». 2015. Том 7, №3;
- Синошенко В., Чистохвалов В. **Система зачетных образовательных единиц** // Высшее образование в России. 2015. №5;
- **Ключевые ориентиры для разработки и реализации образовательных программ в предметной области** (пособия по разным специальностям) // <http://tuningacademy.org/reference-points>.

INFORMATION OF THE PROGRAMME

Documentation in English



- **Tuning Academy** // <http://tuningacademy.org/methodology/?lang=en>;
- **Tuning Journal for Higher Education** // <http://tuningacademy.org/journal> ;
- **Tuning Sectoral Framework for Social Sciences**. Final Report (2008-2010) // http://tuningacademy.org/wp-content/uploads/2014/02/SQF_Social-Sciences_EN.pdf;
- **A guide to Formulating Degree Programme Profiles**. Including Programme Competences and Programme Learning Outcomes // http://tuningacademy.org/wp-content/uploads/2014/02/A-Guide-to-Formulating-DPP_EN.pdf;
- **Competence-Based Learning**. A proposal for the assessment of Generic Competences // http://tuningacademy.org/wp-content/uploads/2014/02/Competence-Based-Learning_EN.pdf;
- **Subject Area Related Publications** // <http://tuningacademy.org/reference-points>.



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