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## FOLLOW-UP OF UNIVERSITIES, PARTICIPATING IN THE TUNING PROJECT

Ukraine has chosen European integration, the convergence has biggest difficulties, but the goal will be achieved in future. Students as citizens of the European Union must be competitive in the labor market. One of the most important areas of development of European integration is the sphere of higher education, which got forms of the Bologna process. Today, 46 European countries, including Ukraine, are in it.

TUNING Educational Structures in Europe started in 2000 as a project to link the political objectives of the Bologna Process and at a later stage the Lisbon Strategy to the higher educational sector. Over time Tuning has developed into a Process, an approach to (re-)designing, develop, implement, evaluate and enhance quality first, second and third cycle degree programmes. The Tuning outcomes as well as its tools are presented in a range of Tuning publications, which institutions and their academics are invited to test and use in their own setting. The Tuning approach has been developed by and is meant for higher education institutions. The name Tuning is chosen for the Process to reflect the idea that universities do not and should not look for uniformity in their degree programmes or any sort of unified, prescriptive or definitive European curricula but simply look for points of reference, convergence and common understanding. The protection of the rich diversity of European education has been paramount in Tuning and in no way seeks to restrict the independence of academic and subject specialists, or undermine local and national authority [1].

Tuning focuses not on educational systems, but on educational structures with emphasis on the subject area level, that is the content of studies. Whereas educational systems are primarily the responsibility of governments, educational structures and content are that of higher education institutions and their academic staff.

Here you can see the development of main concepts of Tuning Community.

Table 1

Development of main concepts within the Tuning Community

Projects / Phases	Main concepts / Tools	Other relevant issues
Tuning Europe 2000 – 2008	definition of Learning Outcomes and competences 9 SAGs Reference Points	<ul style="list-style-type: none"> <li>• New terminology</li> <li>• Checklist for planning/maintaining a curriculum</li> <li>• Brochures for 9 Subject areas</li> </ul>
Socrates Thematic Networks since 2002	EC recommendations for taking Tuning “on board”	<ul style="list-style-type: none"> <li>• Tuning Counselors</li> <li>• 2 European Tuning Information and Counseling Centers</li> <li>• <b>38 Tuning Information Points</b></li> <li>• Reference Points for 24 new SAs</li> </ul>
SQFs in Social Sciences HUMART 2008-2011	Sectorial reference points	<ul style="list-style-type: none"> <li>• Identification of main educational sectors (Social Sciences, Humanities and Arts, Natural Sciences, Health Sciences, Sciences &amp; Technology)</li> <li>• Relation between QF for EHEA and EQF-LLL</li> <li>• Reference Points for 8 new SAs</li> </ul>
CoRe2 2008 – 2010	Formulating a degree profile	Learning Outcomes as a measure of Competences
AHELO 2008 – 2013	Measuring and comparing competences at an international level	<ul style="list-style-type: none"> <li>• A global test for a direct assessment of students’ performance</li> <li>• Reference Points for 2 new SAs</li> </ul>
Tuning Academy phase	<ul style="list-style-type: none"> <li>• Tuning HE Journal</li> <li>• Reflection on meta-profiles</li> </ul>	<ul style="list-style-type: none"> <li>• Dissemination</li> <li>• Developing new dialogue/comparability tools</li> <li>• Involving specialized target groups?</li> </ul>

As a result of the Bologna Process the educational systems in all European countries are in the process of reforming. This is the direct effect of the political decision to converge the different national systems in Europe. For Higher Education institutions these reforms mean the actual starting point for another discussion: the comparability of curricula in terms of structures, programmes and actual teaching [3,4].

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The materials of the TUNING project will be useful for all higher education institutions, who wish to implement the principles of the Bologna process, will help them to find the most suitable means to use them for adaptation or creation of curricula that would meet the demands of today's society. The general purpose of all stages of the project is development and introduction of methodology of curricula and educational programs creation with the use of competence tool that will enable to do them comparative for all educational European institutions involved in the Bologna process. The big work already done within the framework of the Tuning project got the high estimation of the European Commission.

### **Bibliography**

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