
The University of Edinburgh Medical Teaching Organisation

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1. Writing a Degree Profile

- Overview & context
 - Terminology & key concepts
 - Two examples
 - Components of a Degree Profile
-

Tuning programme design process

- Needs analysis, support & resources
- **Degree Profile**
- Programme Learning Outcomes (LO)
- Structure programme into Course Units, defining LO and ECTS for each
- Teaching and learning methods
- Assessment
- Evaluation system & quality enhancement



Definition: Degree Profile

From Tuning Glossary 2006 (reproduced in Tuning General Brochure)

“A description of the character of a degree programme or qualification. This description gives the main features of the programme which are based on the specific aims of the programme, how it fits into the academic map of disciplines or thematic studies and how it relates to the professional world”



Degree Profile

- Narrative description of degree
- Short (1-2 paragraphs)
- Broad general terms / concepts
- Wide and varied audience / purposes
- Need to take account of different stakeholder perspectives (academics, employers, graduates, students, policy-makers...)



Example - University College Utrecht

1st Cycle Liberal Arts and Sciences

“Graduates distinguish themselves by their capacity to pose and resolve problems beyond the boundaries of the discipline. Students come to understand how disciplines look at the world from distinct vantage points and apply different methodologies and tools in their reasoning. This broader perspective increases students’ ability to formulate new ideas, new solutions and new projects. Relating intellectual capacities to society is another important objective. Graduates are perceiving the interdependence between scientific developments and their social context and of communicating these insights efficiently. Students gain a deep understanding of the world’s variety and develop ethical grounding and the ability to empathize with others. Graduates go beyond academic curiosity, formulating new questions in response to new insights. Their intellectual versatility enables them also to create new answers, exploring existing concepts and transferring into new contexts.”



Example – Erasmus Mundus 2nd Cycle MA Euroculture

“The European inter-university masters programme Euroculture focuses on the cultural and social developments in present Europe, the political processes of European integration and the role of European Union institutions. It highlights manifestations of cultural self-understanding as an important element of transnational social and political developments within and beyond Europe. Special attention is paid to topics like: values, citizenship, cultural identity concepts and conflicts. The interdisciplinary programme covers European modern history, political issues, social relations, legal issues and religious traditions. Graduates are expected to be able to identify the European dimensions of social and political problems and to reflect on the cultural aspects and factors that play a role in the process of European identity formation and European integration.”



3rd cycle
"Doctor"



2nd cycle
"Master"

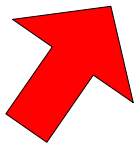
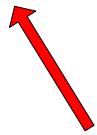


1st cycle
"Bachelor"

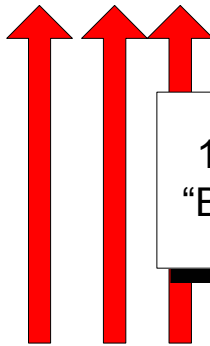
Bologna 3 Cycles in Medicine

3rd cycle
"Doctor"

Professional
training and
exams



2nd cycle
"Master"



1st cycle
"Bachelor"

Novice



Potential Components of DPs

- **Subject area and description**
- **Cycle (1st – Bachelor, 2nd Master, 3rd Doctor)**
- **Theoretical, applied or professional orientation**
- **Generic & subject specific competences (broad)**
- **Employability & typical graduate occupations**
- **Regulated or non-regulated**
- **Social and professional responsibility**
- **Distinguishing features / focus**
- **Approach towards teaching, learning & assessment**
- **Mission of the institution / faculty / department**
- **Relationship to other degrees**



Tuning subject area brochure format

1. Introduction to the subject area

2. Degree profile(s) [table]

Typical degrees offered in the subject area:

First cycle

Second cycle

Third cycle

Typical occupations of the graduates in the subject area

First cycle / Second cycle / Third cycle

Role of subject area in other degree programmes:

Which programmes and in what way.

3. Learning outcomes & competences - cycle level descriptors [table]

First cycle / Second Cycle / Third cycle (subject specific and generic)

Consultation process with stakeholders



Tuning subject area brochure format

4. Workload and ECTS

Workload of the typical degree programmes expressed in ECTS credits:

First cycle (180-240)

Second cycle (60-90-120)

Third cycle (120-180-240)

Trends and differences within the European higher education in this subject

5. Learning, teaching & assessment

Three example of best practice in learning, teaching and assessment to achieve competences relevant to the subject area.

6. Quality enhancement

Subject area related observations on the use of Tuning tools in programme design, delivery, monitoring and improvement.



