

What is Tuning?

- It's a meeting point to reflect on higher education, a process of leading together, it's a set of principles (ownership, respect for diversity, closeness to needs, efficiency, etc.)
- Tuning is not homogenous, it respects diversity, it's very close to the needs of the education community.
- How does it work?
- It works at subject level, is based on mutual trust and confidence. It's totally respectful of autonomy (institutions, country, religion, etc.)
- The different steps of Tuning:
 - Student centered learning:
 - Enhancing
 - Consulting
 - Designing
 - Evaluating
 - Profiling

- Tuning asks the question:
- “what I’m doing in my university to prepare for good lawyers?”

- Tuning offers a common language to understand and compare, set of tools developed jointly by academics.
- It requires commitment by the institution and the person to be able to learn from each others and listen to each others, to take different aspects of academics and developing them according to our needs.
- Objectives:
 - Wider objective
 - To implement Bologna tools in Southern neighboring area universities through building of a framework of comparable, compatible and transparent programmes of studies.
 - Specific objectives:
 - To apply the tuning methodology in universities of southern neighboring area in four subject areas – law, nursing, architecture, tourism
 - To develop tuning reference points in four subject areas
 - To develop, implement, monitor and improve degree programmes for the first level
 - To promote regional and international cooperation between SNA and European universities
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- Outcomes:
- Main expected results are:
- Generic competences for degree programmes of T-Meda region;
- Subject specific competences for subject areas: law, nursing, architecture, tourism;
- Tuning reference points of four subject areas;
- Four degree programmes for the first cycle.

- Activities:
- First meeting: definition of competences for subject areas, we have to come up with a list of generic and subject specific competences. Later we will have consultation with stakeholders. Analysis of survey results.
- Second meeting: Reference Points (comparing after existing programmes. Formulating programme profiles and learning outcomes)
- Third meeting: Degree Programmes (Development of syllabus for the first year)
- Fourth meeting: students enrollment 1 year. Implementation and teaching of 1 programme per SAG.
- Fifth meeting: peer review quality enhancement. Publications.

- Concept of Competences: generic competences in different areas
- Definitions, main concepts and procedures:
- 3 key elements in tuning:
- Degree profile; competences; programme
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- Degree profile: from the tuning perspective, it describes in terms of competences and learning outcomes what graduates will know, understand and be able to do by the time they have successfully completed the programme.
- It's a set of key competences (Generic (GC) and subject specific (SS) to be developed by the learners in the framework of a programme. [SSC=subject specific competence).
- In each subject area, we are all coming with different degree profiles from different universities.

- Competence for T-Meda is a dynamic combination of knowledge, skills, and attitudes/values. They are used to define degree profiles and are formed in various course units and assessed at different stages.
- The GC's and SSC's in a profile should be related to the different courses in the programme.

Competences

- This defines what a student should know and have as skills regardless of the programme.
- We have 16 Global competences defined, Exp:
- Problem solving; creativity; oral and written communication; interpersonal skills; critical and self-critical ABILITIES; CAPACITY TO LEARN ACTIVELY; INFORMATION MANAGEMENT SKILLS; COMMITMENT TO THE CONSERVATION of the environment; decision making concern for quality; ethical commitment, etc.
- There are 16 competences which are highlighted internationally and seen to be necessary to define any university degree.
- The 16 global competences are part of a larger list in each region, where there are other competences that can match in some regions and some others that are exclusively linked to a context and do not appear in the rest.
- Who was consulted in the different tuning projects?
- Graduates, academics, students and employers.

Generic and Specific Competences

- if we take into consideration the accreditation system applied on our institution, we can mention that through a combination of courses, the general education program that we have at USEK is trying to help students to become critical and creative scholars, self-reflective learners, ethical, inquiry-based citizens, as well as thinkers and problem-solvers.

Generic competences

- The student upon graduation will acquire the following generic competences: to identify, reflect upon, integrate and apply different arguments; to form independent judgments; to collect, interpret, evaluate, and use evidence to make arguments and produce knowledge; engage fundamental questions of faith and justice analytically, critically, and creatively; apply knowledge and tools from various disciplines in order to identify and address intellectual, ethical, and practical problems of relevance to the contemporary world.

Specific Competences

- As for the specific competences of the USEK law program, they include many of the meta profile competences. Students are equipped to acquire skills in legal problem solutions, interpretation, critical analysis and legal research, active and continuous learning; communication in correct legal language; searching legal information from their resources; problem solving and understanding new legal phenomena.

A Meta-Profile?

- A Meta-Profile is a group's representation of the structure and combination of competences that gives identity to a thematic area. Meta-profiles are thus referential elements and mental constructions, destined to reflect and analyze the possible and diverse real degree profiles.
- A Degree profile has 4 parts:
 - - Needs and context
 - - The future
 - - Recognition of this degree outside the country context as well (an internationalized profile, an international recognition)
 - - The institutional point of view (the particularity of this profile)

- A Meta-profile for a bachelor's programme in law has been elaborated during the parallel meetings of the 2nd general meeting for the T-Meda Project. This Meta profile is based on a questionnaire assessing the importance of relevant generic and specific competences, and which was destined to graduates, academics, students and employers in the field of Law. The results of the questionnaire have been studied and analyzed by the law subject area group, which has incorporated most relevant generic and specific competences in a Meta-profile.
- Contrasting this Meta-profile with the law program profile at the Holy Spirit University of Kaslik has been based on reviewing the organization of the program, the description of the courses, syllabi of the courses, and general discussions with fellow faculty members.

Coincidences with the Meta-profile (agreed at Subject area level)

- The relevant competences could be assessed by scrutinizing the syllabi prepared and submitted by faculty members. Those that coincide with the Meta profile for law agreed in the T-Meda Project are as shown in the following table:

USEK Law program profile	Meta profile
<ul style="list-style-type: none"> - Students are equipped to acquire skills in legal problem solutions, interpretation, critical analysis and legal research 	<ul style="list-style-type: none"> - Ability to contribute to the creation of new legal solutions and institutions in general and particular cases - Ability to make logical decisions and to take appropriate legal action accordingly - Knowledge of, and ability to, interpret and apply legal texts and principles
<ul style="list-style-type: none"> - Active and continuous learning 	<ul style="list-style-type: none"> - Maintain continuous education
<ul style="list-style-type: none"> - To be aware of ethics and acting accordingly - Participating in activities that promote human rights and democratic governance 	<ul style="list-style-type: none"> - Awareness of the ethical dimension of the legal professions and of the social responsibility of law graduates, and acting accordingly. - Commitment to human rights, democratic governance and the rule of law.
<ul style="list-style-type: none"> - Knowing and using a second language is obligatory in legal studies (Arabic, French/English) - To communicate correctly using technical legal terms in Arabic, English or French - To learn to solve legal problems and understand new legal phenomena - To enhance research and analytical skills and apply methods of legal research 	<ul style="list-style-type: none"> - Capacity for good written and oral professional communication, and ability to use a second language <p>Legal reasoning and analysis and argumentation</p> <ul style="list-style-type: none"> - Capacity to apply scientific research criteria and use electronic resources in the course of conducting a professional activity.
<ul style="list-style-type: none"> - knowledge of the principles of the main branches of law 	<ul style="list-style-type: none"> - Knowledge of, and ability to, interpret and apply the general principles of law and the legal system
<ul style="list-style-type: none"> - To get used to manage time efficiently 	<ul style="list-style-type: none"> - Organizational skills, especially time management
<ul style="list-style-type: none"> - To work with a team is a must (group presentations, group work, etc.) 	<ul style="list-style-type: none"> - Capacity to work in a legal or an interdisciplinary team and autonomously

Differences with the meta-profile

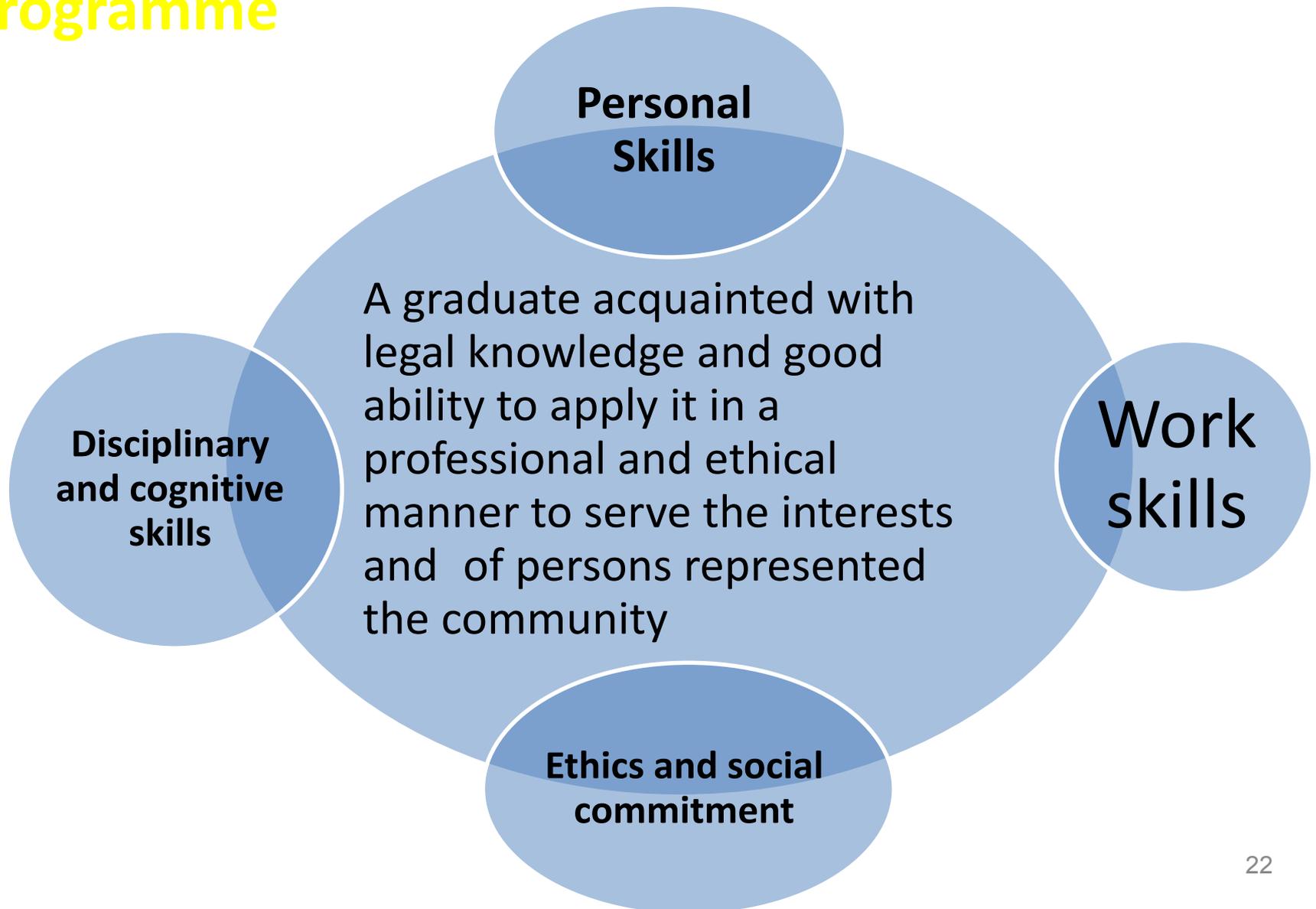
- The main difference is that each course will be linked to specific competences that are different from the ones found in another course.
- Another difference is that the competence “Capacity to act faithfully, transparently and with a sense of dedication in defending the interests of persons represented and all situations in which the law graduate is involved” is not formally mentioned but insinuated in some syllabi. This is because it is believed that this competence should be acquired during the training that each law student should do in order to become a lawyer.

- Although the USEK law degree program is not that far from the Meta Profile, still work is ongoing to improve and enhance the different aspects of this degree.
- By doing so, the law degree profile of USEK would be more comprehensive and comprehensible to stakeholders, instead of relying only on the syllabi prepared individually by the different law faculty members.

11. Apply knowledge in practical situations
12. Manage time effectively
13. Communicate orally and in writing with different audiences.
14. Work in an interdisciplinary team and autonomously.
15. Communicate in a second language
16. Search for information from a variety of sources, using information and communication technologies.
17. Organisational skills, especially time management
18. Act ethically with a sense of dedication and social responsibility
19. Awareness and attentiveness for community interests, including environment, values, respect for diversity and multiculturalism.
20. Human rights

Specific Competences

Meta Competences for a Law Programme



Personal Skills:

Disciplinary and cognitive Skills:

Work Skills:

Ethics and social commitment

Notional learning time and student workload

European Credit Transfer and Accumulation System (ECTS)

- The (ECTS)was adopted since 1989 by 48 European countries is a time-based and learning outcomes based credit system.
- It is now a requirement for the HEI's participation in the ERASMUS + mobility programme. The ECTS is adopted for the sake of transparency. It improves the comparability and compatibility of study programmes.
- It also allows for more flexibility and diversity of pathways and makes it easier to construct well-balanced programmes. It finally facilitates and promotes student mobility and improves the recognition of periods of study.

- The ECTS is a learner-centered system based on the outcomes of the learning process and the learning time rather than contact hours. Therefore, the volume of learning is based on well defined learning outcomes and their associated workload.
- “Workload” is being defined as the estimation of the time the individual typically needs to complete all learning activities, such as lectures, seminars, projects, practical work, self-study and examinations.

- “Learning outcomes” are the statements of what the individual knows, understands and is able to do on completion of the learning process. Therefore, 60 ECTS credits correspond to the learning outcomes and associated workload of a full time academic year. For instance, 1 credit is equivalent to between 25 and 30 hours of work, i.e. 1500 to 1800 hours of workload for an academic year.

- At the end of the session in Malta, we have written a report in which we made a comparison with the Meta-Profile, talked about the survey organization, criteria and results, and we reviewed the learning outcomes elaborated in the proposal.
- Discussion of the Reports (3 reports of 3 universities: Yarmouk, USEK, Beirut Arab University)

- **30/9/2015**
- Final session
- Coordinators presented the summary of the work done during the 2 first days.
- For the law:
- Peer review: the reviewed programmes
- Consistency with the meta-profile (remark about USEK)
- Competences (at USEK they are specified within the learning outcomes)

Designing a Programme

Determining the Objectives of the Programme

Based on the Meta Profile, the proposed programme aims to:

“produce law graduates acquainted with legal knowledge and good ability to apply it in a professional and ethical manner to serve the interests of persons represented and the community”