

Tuning Project - European Studies  
Report of the Validation Panel  
Brussels Meeting – 07/11/05

The Report of the Validation Panel on European Studies is anchored both on the documents provided by the Tuning coordination – The General Brochure of the Tuning Project and The Specific Brochure of European Studies – and on the discussion that took place between the members of the validation panel and the representatives of the partner institutions of the Tuning Project of European Studies.

Both documents provided the main guidelines that frame the Tuning Project as a relevant tool of transnational dialogue and cooperation among European universities, according to the Lisbon Agenda, and the specific role of European Studies as enhancer of scientific and intellectual analysis of a common identity based on diversity.

The discussion was an excellent opportunity to make clear several doubts concerning the specificity of national experiences – e.g. the emphasis on different subject areas-, the sequence between the different cycles (bachelor, master, doctorate), and the specific competences thus required, the move from multidisciplinary to interdisciplinary approaches, and the importance of cooperation among European universities.

In the first meeting of the validation panel that took place on Sunday evening, it was agreed that Mário Avelar (Universidade Aberta, Portugal) would write the panel report and present it to the European Studies group.

The panel analyzed all the information gathered at the above-mentioned stages and reached the following conclusions.

A. The panel welcomes the work that so far had been done by the group. The panel underlines the breath of the document and its diversity in terms of national practices and approaches, in particular where national identities and transnational cooperation interface. The panel also welcomes its importance as an outline of the main competences underlying European Studies, and as an anchor for future networking among European universities with a view to enhancing employability, strengthening the Lisbon agenda, and encouraging European citizenship.

B. The panel welcomes the extent and diversity of the competences defined by the group. However, the panel suggests a reconfiguration of the competences frame, since the panel considers that one should not lose sight of what actually happens in the learning process at different levels. The panel recognizes the importance of “Meta-Competences”, and considers that

the Generic Competences of European Studies should be reclassified under several sub-headings. .

B.1. The panel suggests that under the topic Meta-Competences should be inserted competences 3, 5, 6, 7, 8, 9, 10, 21. An additional competence concerning research methods should also be inserted.

B.2. The panel suggests that the generic competences should be reconfigured according to the following topics: General European Issues, European Union Issues, Other Issues. Under the topic General European Issues should be inserted competences 1, 2, 4, 11, 13, 15, 20 (this competence should also include management), 22, 25, and 28. Attention to art, anthropology, literature, and language should also be considered as core European Competences in the context of rapid globalisation. Under the topic European Union should be inserted competences 12, 18, 23, 24, 26, and 27. Under the topic Other Issues should be inserted competences 16, 17, and 19.

C. The panel suggests that the move from multidisciplinary to interdisciplinary teaching and learning should be given greater importance as a core element of the development of the curriculum of European Studies as students gain experience through higher education.

D. The panel also suggests that a degree in European Studies at Doctorate level should necessarily contain a joint program with two universities from distinct countries, and that doctorate students should be required to have a first or second level degree on European Students.

E. In view of the importance of the transition from University to labor market the panel also suggests that further consideration should be given to employability, associating stakeholders in the wider society with European Studies Programs.

F. Finally, the panel suggests that the group should not be dissolved at the end of the project. Instead it should function as embryo for a network of European Studies with a role in particular in building the above-mentioned Doctorate programs among their different universities.