Fifteen members attended this first Tuning II-meeting. Pavel Zgaga representing University of Ljubljana, Slovenia was especially welcomed as a new member of the group.

Update overview Structure of Studies.
In going through Appendix II in the Tuning Final Report (Length of Studies), and noting several conflicting sets of data for various countries, the discussion raised the issue of whether the data presented were supposed to represent the participating institution or the country of this institution. The general feeling in the group was that the Appendix needed to be revised and include the names of the institutions rather than the countries.

Fine tuning of first and second cycle descriptions
The group decided to proceed on the task of defining a possible common core for Education Sciences. Group members will provide Friedrich with data from own institution by Mid-September.

Applying competencies in practice
The group members acknowledged the need to learn how to better describe learning outcomes in a transparent way by using selected programmes and courses from the home institutions. In order to better understand the development of competencies (generic and subject-specific), relationships between learning outcomes (knowledge, skills and attitudes), teaching & learning approaches, and assessment methods need to be clarified. To put it more simply: ‘Which learning approaches are used to reach ‘problem solving’ (or other) competencies, and how might these be assessed?’ Group members agreed on the task of describing one of the programmes offered at the respective institutions, list methods of assessments used and briefly summarize how the programme is evaluated.

ECTS as an accumulation system
The ECTS Grading system (A-B-C-D-E) was discussed in relation to the various grading systems in operation in the different countries (the variation ranging from a two-level Pass/Fail-system to a system with more than 20 different grade levels). In addition, it was made quite clear that if Learning Outcomes were the basis for assessment, the corresponding grading system has to be absolute rather than relative in its way of judging the students (i.e. All students should receive an A if they all have met the expected learning outcomes for grade level A).

Quality assurance (QA)
Teacher Education for University teachers seems to be a more and more common way of improving quality as part of a continuing learning strategy used by many institutions. Especially in the light of the new approaches to teaching and learning that are developing as a consequence of more outcome-based learning and the interest in the development of a broadening set of generic and subject-specific skills, this seems to be a constructive road to take by the institutions.