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**Title**

Leading outcomes, degree profiles, tuning project and competences : including a review of 'Tuning Educational Structures in Europe. A Guide to Formulating Degree Programme Profiles ' Including Programme Competences and Programme Learning Outcomes' Published by the Competences in Education and Recognition Project 2 (CoRe2) / Andy Gibbs ; Declan Kennedy ; Anthony Vickers

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**Abstract**

This paper outlines the background to the role of Learning Outcomes in the Bologna Process and discusses module learning outcomes, programme learning outcomes and programme specifications used to describe the intended learning outcomes of Higher Education programmes. The concept of constructive alignment is also discussed and exemplar material is provided to assist colleagues in higher education to implement constructive alignment in their programmes. A review is then undertaken of the above Tuning publication and serious concern is expressed regarding its content. The authors conclude that the confusion generated by this publication could seriously damage the considerable progress made in implementing the Bologna Process in many countries. The authors emphasise the fact that the Bologna Process can be fully implemented without reference to the Tuning Project. (HRK / Abstract übernommen)