European Higher Education institutions are expected to adopt a three-cycle degree structure as part of the Bologna Process, however their remains wide variation in the structure and content of medical training across the European Union. The Tuning Project started in 2000 as a consensus-based approach to identify core learning outcomes (LO) / competencies for the three Bologna cycles, in disciplines other than medicine. This methodology was first used in medicine by the MEDINE Thematic Network to gain consensus on core learning outcomes for Bologna second cycle (the primary medical degree, or Master of Medicine), and the results have been very influential internationally. The approach was then used by the MEDINE2 Thematic Network to gain consensus on core learning outcomes for Bologna first cycle (the Bachelor of Medicine), and also core learning outcomes in research for all three cycles. Methods and findings from all three of these projects will be presented in this lecture, along with insights on how to use these learning outcomes when designing and delivering an undergraduate medical curriculum, and areas for future research.