

1. Ability to analyze and synthesize
2. Ability to use logical and critical thinking for solving problems
3. Ability to model, design and forecast
4. Ability to carry out research applying appropriate methods
5. Ability to take initiatives and entrepreneurship
6. Ability to innovate
7. Ability to develop general knowledge
8. Ability to learn including autonomous learning
9. Ability to communicate interactively and receive feedback
10. Knowledge of the professional field
11. Ability to communicate in official state, Russian and foreign languages
12. Ability to communicate in official state, Russian and foreign languages
13. Ability to lead people and work in a team
14. Ability to manage information

The following are the 30 general competences chosen as most important for all Central Asian degree programmes:

15. Ability to use information and communication technologies
16. Social responsibility
17. Ability to follow a healthy lifestyle
18. Ecological and environmental responsibility
19. Knowledge of the laws
20. Ability to prevent and resolve conflicts
21. Patriotism and preservation of own cultural values
22. Tolerance and respect for others
23. Commitment to quality results
24. Flexibility
25. Ability to apply knowledge in practice
26. Orientation toward the needs of the user
27. Ability to work autonomously
28. Ability to adapt to change
29. Ability to make decisions
30. Time management

Full information is available on the www.tucahea.org website



This 'Pocket Guide' gives a short summary of the competences required for one Subject Area.

The goal of the TuCAHEA Consortium is to create the premises for a Central Asian Higher Education Area: visible, respected, and compatible with higher education areas in other parts of the world. TuCAHEA uses Tuning methodology to provide tools to ensure that graduates have the necessary competences for future employment, personal culture, and citizenship. Working together, 34 Central Asian Universities, 8 European Universities, and the five Ministries responsible for Higher Education in Kazakhstan, Kyrgyzstan, Tajikistan, Turkmenistan and Uzbekistan have consulted more than 20,000 academics, graduates, students and employers, and have formulated Guidelines and Reference Points for 8 important Subject Areas: Business and Management, Economics, Education, Engineering, Environmental Protection, History, Language, and Law.

Ten steps for designing new degree programmes or improving existing ones

1. Is there a need? Determine, consulting stakeholders, whether there is really a need for the proposed course of study.
2. Define the profile and the key competences. Find out what competences are actually useful for employment, personal culture and citizenship (see inside this guide for a list).
3. Define the learning outcomes indicating the most important competences (choose around 10 key competences with reference to the cycle level indicators; see inside this guide).
4. Decide whether to 'modularise' (course units can be of a random number of ECTS credits, or else of a set number, e.g. 5, hence "modularised").
5. Define the learning outcomes and the key competences in each module or course unit (the lists of competences inside this guide will help).
6. See how those competences can best be formed and assessed, using a variety of approaches to learning, teaching and assessment.
7. Check that all the key generic and subject specific competences have been taken into account.
8. Describe the programme and the course units, indicating the learning outcomes in terms of competences.
9. Check for balance.
10. Implement, monitor and improve.



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Tuning cahea
Towards a Central Asian Higher Education Area

ECONOMICS
Pocket Guide

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Subject Specific competences for Economics degree programmes:

1. Ability to analyze and synthesize economic processes
2. Ability to use the bases of the natural and economic sciences to form a working professional knowledge
3. Ability to understand and implement innovational and creative ideas in the economic sphere
4. Leadership skills to govern economic processes
5. Ability to scrutinize and analyze problems of ecological economy
6. Ability to understand and encourage the social responsibility of businesses, and public-private partnerships (PPP)
7. Ability to utilize modern information technology in economics
8. Ability to carry out economic calculations as appropriate in different stages of producing goods and services
9. Ability to apply skills and knowledge with respect to state and international taxation systems
10. Ability to analyze and elaborate statistical information
11. Ability to use economic planning and forecasting skills
12. Ability to diagnose the economic condition of the enterprise, to identify problems and to work out solutions
13. Knowledge of and compliance with ethical standards in economics and business
14. Ability to execute economically effective management of human resources: planning, organizing, and regulating the workplace
15. Ability to use the enterprise's economic resources rationally
16. Ability to apply knowledge and skills to identifying connections between micro and macro economies, understand economic cycles, and problem solving
17. Ability to demonstrate cognitive and technical skills that denote broad understanding and knowledge of economics
18. Ability to develop economic models, to produce and apply economic proposals
19. Ability to compare and connect different economic circumstances, to think globally and act locally

Core General and Specific Competences for Economics

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| G1. Knowledge of the professional field | S1. Ability to analyze and synthesize economic processes. |
| G2. Ability to apply knowledge in practice | S2. Ability to demonstrate cognitive and technical skills that denote a broad understanding and knowledge of economics |
| G3. Ability to communicate in the official state, Russian and foreign languages. | S3. Ability to develop economic models, to produce and apply economic proposals |
| G4. Commitment to quality results. | S4. Ability to apply knowledge and skills to identifying connections between micro and macro economies, understand economic cycles, and problem solving |
| G5. Ability to innovate. | S5. Ability to execute economically effective management of human resources: planning, organizing, and regulating the workplace |
| G6. Ability to learn including autonomous learning. | S6. Knowledge of and adherence to ethical standards in the field of Economics and business. |
| G7. Ability to apply logical and critical thinking to problems. | S7. Ability to use the basics of natural and economic sciences to form working professional knowledge |
| G8. Ability to make decisions. | S8. Ability to analyze ecological economics issues |
| G9. Knowledge of the law. | |
| G10. Ability to develop general knowledge. | |

To build an effective educational process various teaching methods have been adopted and are updated every year in accordance with transformational changes in the educational systems of the Central Asian countries. The Central Asian countries have similar approaches to learning, teaching and assessment. Generalized examples of organizing the process of learning, teaching and assessment, applied in all countries of Central Asia, have been selected.

Generally, they can be summarised in the following steps:

- analysis of the academic, organizational and financial, as well as the logical, sequence of the educational process
- identification of needs (employees, mission of the higher educational institution, the level of market development, etc.)
- formation of a training programme
- determination of learning outcomes (general and specific competences)
- development of the educational process (content, structure, credits, level, etc.)
- development of appropriate learning methods
- definition of appropriate methods for assessing the level of knowledge, examinations and evaluation methods selected.

As an example, for Bachelor Training:

Competence	Learning	Teaching	Evaluation
Ability to use logical and critical thinking to solve problems	Self-study, business games, technical software, case studies	Lectures, workshops, training for logical and critical thinking	Logical tests, essays
Ability to use innovations	Self-study, the use of technical resources (internet, intranet), role-playing, case studies	Lectures, consultation with an expert (practicals), development of case studies, business games	Using the MAP system (Managing and appraisal of performance)
Ability to analyze and synthesize the economic process	Self-study: the use of basic knowledge for the development of professional skills, the use of Internet resources, intranet, business games, the use of case studies for understanding economic cycles and problem-solving	Lectures, consultations with co-teaching with an expert (practicals), the development of case studies, business games	Using the MAP system (Managing and appraisal of performance)
Ability to apply knowledge and skills to identify links between micro and macro-economics, to understand business cycles and solve problems	Study of multimedia, development of Internet education	Lectures, training in small groups	Testing, problem solving, organization of independent work of students