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 and there is really a need for the developed programme.
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).
3. Define the learning outcomes indicating the most important competences. Choose around 10 key competences with reference to the cycle level indicators.
4. Decide whether to “modularize” (course units can be of a random number of ECTS credits, or else of a set number).
5. Define the learning outcomes and the key competences in each module or course unit (see inside this guide).
6. See how those competences can best be earned and assessed, using a variety of approaches to learning.
7. Check that all key generic and subject-specific competences have been taken into account.
8. Decide what needs to change in existing programmes (and in each module or course unit). Establish a list of competences for each module or course unit.

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

1. Ability to use information and communication technologies
2. Social responsibility
3. Knowledge of the invest and preserve conflicts
4. Engineering, Environmental Protection, History, Languages, Law,
5. Ability to develop an autonomous learning
6. Ability to communicate and cooperate
7. Orientation to quality results
8. Flexibility
9. Orientation to change
10. Ability to make decisions
11. Ability to communicate in multicultural context
12. Ability to lead people and work in a team
13. Ability to manage information
14. Ability to follow a healthy lifestyle
15. Ability to use information and communication technologies
16. Social responsibility
17. Knowledge of the invest and preserve conflicts
18. Engineering, Environmental Protection, History, Languages, Law,
19. Ability to develop an autonomous learning
20. Ability to communicate and cooperate
21. Orientation to quality results
22. Flexibility
23. Orientation to change
24. Ability to make decisions
25. Ability to communicate in multicultural context
26. Ability to lead people and work in a team
27. Ability to manage information
28. Ability to follow a healthy lifestyle
29. Knowledge of the invest and preserve conflicts
30. Engineering, Environmental Protection, History, Languages, Law,
Subject Specific Competences for Education

S1 Ability to plan and organize an educational process (development, realization and evaluation)
S2 General theoretical and professional knowledge and ability to use it critically in organizing educational processes
S3 Ability to elaborate and carry out a teaching and learning strategy appropriate to the educational content
S4 Ability to project and carry out an educational process based on interdisciplinary links
S5 Knowledge of and ability to implement differentiated approaches on the basis of physical, psychological and social specificities of learners
S6 Ability to develop and implement educational strategies and evaluate them on the basis of concrete criteria
S7 Ability to plan, manage, implement and evaluate educational programmes and projects
S8 Ability to select, develop and utilize didactic materials as appropriate to the contents and the discipline
S9 Ability to identify and assess learning difficulties and to create a supportive learning environment
S10 Ability to develop learners’ logical, critical and creative thinking
S11 Ability to create and implement educational processes as appropriate to different levels of learners
S12 Ability to develop and implement integrated educational strategies for people with special needs
S13 Ability to select, use and assess information and communication technologies for teaching and learning
S14 Ability to educate learners on the basis of universal principles (common to all mankind) and national values, citizenship and democracy
S15 Ability to conduct research in the field of education and apply the results in educational practice
S16 Ability to elaborate and apply innovations in organizing the learning experience
S17 Ability to conduct self-analysis and reflection as a means of improving the quality of education
S18 The ability to analyze critically, focus and facilitate processes of change in society through education
S19 Ability to formulate and implement educational strategies that take socio-cultural diversity into account
S20 Ability to foresee and encourage the personal and professional development of learners
S21 Knowledge of the historical development of education in one's own country and in Central Asia
S22 Ability to foster social cooperation with various agencies and community members in order to promote the development of educational processes

Most important Subject Specific Competences for Education

S2 General theoretical and professional knowledge and ability to use it critically in organizing educational processes
S5 Knowledge of and ability to implement differentiated approaches on the basis of physical, psychological and social specificities of learners
S8 Ability to select, develop and utilize didactic materials as appropriate to the contents and the discipline
S17 Ability to conduct self-analysis and reflection as a means of improving the quality of education
S1 Ability to plan and organize an educational process (development, realization and evaluation)
S13 Ability to select, use and assess information and communication technologies for teaching and learning
S14 Ability to educate learners on the basis of universal principles (common to all mankind) and national values, citizenship and democracy
S16 Ability to elaborate and apply innovations in organizing the learning experience
S10 Ability to develop learners’ logical, critical and creative thinking
S9 Ability to identify and assess learning difficulties and to create a supportive learning environment

As an example, the main Learning Outcomes at Bachelor Level:

<table>
<thead>
<tr>
<th>Competence</th>
<th>Knowledge</th>
<th>Skills</th>
<th>Autonomy and responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ability to apply analysis and synthesis</td>
<td>Knowledge of research methods for the object of study; basic terms and categories of analysis and synthesis, best scientific practice</td>
<td>Ability to apply methods of analysis and synthesis in the classroom as well as to other materials and tasks</td>
<td>Compare, classify and systematize terms and facts; find cause-and-effect relationships; define objects of study as common, particular, ordinary; to divide into composite elements</td>
</tr>
<tr>
<td>Ability to plan and arrange educational process</td>
<td>Knowledge of regulatory documents and basic terms and categories of pedagogy and psychology; personality, attractive qualities and characteristics of personality, methods of motivation, as well as for checking on behavior and activity</td>
<td>Ability to plan and arrange plans materials and organize strategies for an educational process</td>
<td>Critically rethink background, change the profile of professional activity, if required; realize the social significance of the future profession; define and consider people's personality and attractive characteristics taking into account age and gender differences</td>
</tr>
</tbody>
</table>

Most important General Competences for Education

GC27 Ability to work autonomously
GC29 Ability to make decisions
GC08 Ability to learn including autonomous learning
GC10 Knowledge of the professional field
GC13 Ability to lead people and work in a team
GC25 Ability to apply knowledge in practice

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