

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

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](http://www.tucahea.org) website



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.

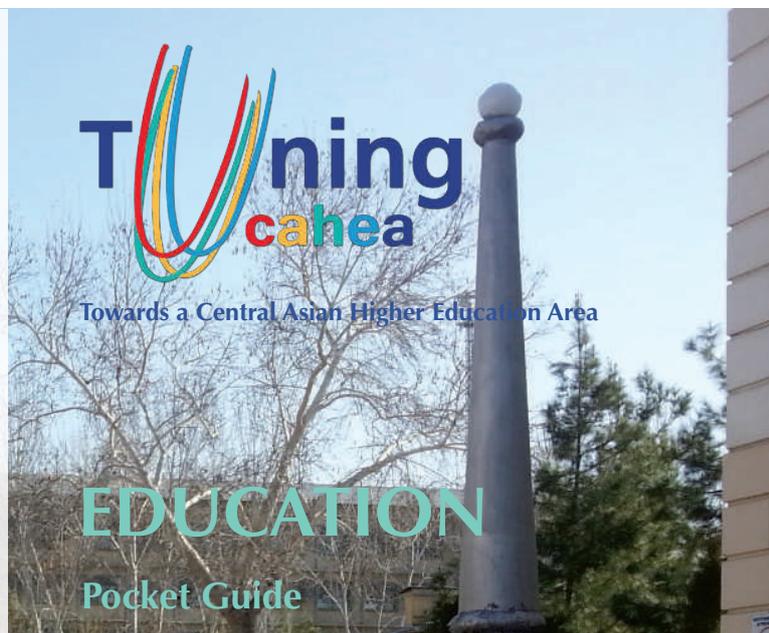
This 'Pocket Guide' gives a short summary of the competences required for one Subject Area.

## 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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## 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 utilise 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 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
- GC22 Tolerance and respect for others
- GC01 Ability to analyze and synthesize
- GC12 Ability to communicate in the official state, Russian and foreign languages
- GC06 Ability to innovate
- GC20 Ability to prevent and resolve conflict

## 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 utilise 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)
- S3 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:

Competence	Knowledge	Skills	Autonomy and responsibility
Ability to apply analysis and synthesis	Knowledge of research methods for the object of study; basic terms and categories of analysis and synthesis, best scientific practice	Ability to apply methods of analysis and synthesis in the classroom as well as to other materials and tasks	Compare, classify and systemize terms and facts; find cause-and-effect relationships; define objects of study as common, particular, ordinary; to divide into composite elements
Ability to plan and arrange educational process	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	Ability to plan and arrange plans materials and organize strategies for an educational process	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 and taking into account age and gender differences
Ability to select, improve and apply didactic materials in compliance with discipline content.	Fundamental theoretical skills in general pedagogy and professional activity; psychological and pedagogical methods and technologies of training and education to solve educational, pedagogic and management tasks, as well as teaching classes	Ability to select, improve and apply didactic materials in compliance with disciplinary content and pedagogic strategy	Perform logical and critical thinking; integrate and analyze information for goal setting and selection of achievement paths; perform research and information work involving modern information technologies, including methods of scientific information acquisition, processing and storage