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.

The guide is the 3rd edition. The original is in English and is available on the www.tucahea.org website. The Pocket Guide is translated into Central Asian language. It contains the whole guide, including the Learning Outcomes for all Central Asian higher education programmes. It is available in English and Central Asian languages.
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 use 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 the countries of 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 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
S18 The ability to analyze critically, focus and facilitate processes of change in society through education

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 systemize 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>
<tr>
<td>Ability to select, improve and apply didactic materials in compliance with discipline content.</td>
<td>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</td>
<td>Ability to select, improve and apply didactic materials in compliance with disciplinary content and pedagogic strategy</td>
<td>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</td>
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</tbody>
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