

- 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 multicultural context
 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 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.

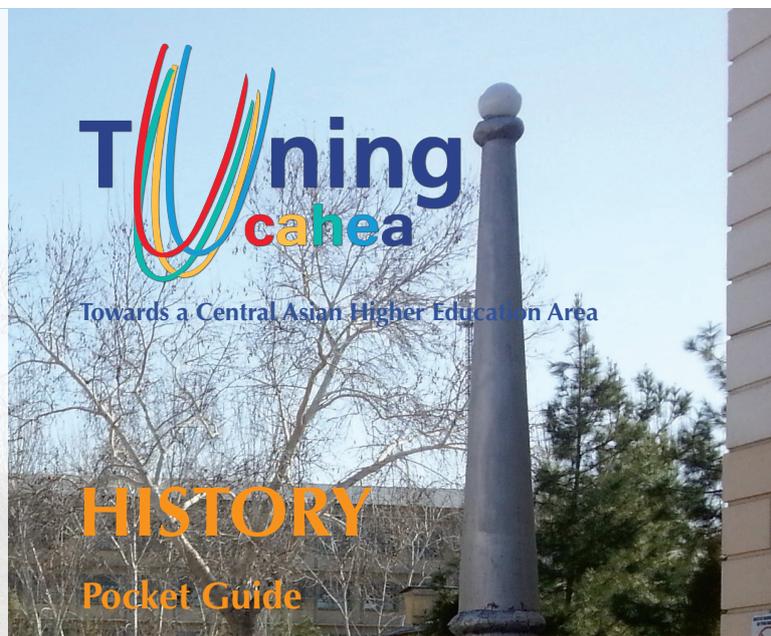
This 'Pocket Guide' gives a short summary of the competences required for one Subject Area.

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 History:

1. Critical understanding of the relationship between current events and processes of the past;
2. Understanding the differences in historiographical outlooks in various periods and contexts;
3. Awareness of and respect for national and universal values as well as social and ethical values, including customs and traditions.
4. Ability to understand problems and topics of National historiography;
5. Ability to use the terminology and techniques accepted in Historical science on Native and Foreign languages;
6. Ability to use information searching mechanisms, such as bibliographic collection, archival inventory;
7. Ability to use the technique of matching of historical dates (using statistics, mapping techniques, etc.);
8. Knowledge of Local history;
9. Knowledge of National history as a part of World history;
10. Knowledge of the History of civilizations and World history;
11. Ability to use mechanisms of the special sciences/ Paleography, Epigraphy, Historical Onomastics/ allied/ Literary Criticism, History of language, Art history, Archeology, Anthropology, Law, Sociology, Philosophy etc. /in historical research;
12. Development of skills and ability to research activities;
13. Ability to identify a problem and formulate a research topic;
14. Ability to organize and interpret historical information;
15. Ability to comment, annotate process and historical texts, documents;
16. Ability to extract information from various sources, analyze it and correlate it with the knowledge gained in subject learning;
17. Ability of logical and imaginative exploration of historical reality;
18. Ability to apply modern methodological concepts of historical science in professional activities;
19. Ability to acquire new knowledge, using modern ICT technologies;
20. Knowledge and applying of didactics of history.

The most important General and Subject Specific Competences for History

General competences:

1. Knowledge of the professional field;
2. Ability to analyze and synthesize;
3. Ability to use logical and critical thinking to solve problems;
4. Ability to learn, including autonomous learning;
5. Ability to communicate in the official state, Russian and foreign languages.

Specific competences:

1. Knowledge of National history as a part of World history;
2. Critical understanding of the relationship between current events and processes of the past;
3. Ability to understand problems and topics of National historiography;
4. Development of skills and ability to research activities;
5. Ability to acquire new knowledge, using modern ICT technologies.

Approaches to learning, teaching and assessment in relation to selected subject specific competences:

Nº	Competence	Methods	Evaluation	Results of evaluation
10	Knowledge of National history as a part of World history.	Problem lectures, case studies, mind mapping, presentations, group work, individual work, discussion, excursion (museum, archive), practical training, work on the text and the original source.	Feedback, testing, analysis of case studies, reports on excursions / practitioners' description of artefacts, active participation in discussions, logical judgment, critical appraisal.	The service record, chronological table, essays, reports, articles, archaeological inventory / inventory, written work.
1	Critical understanding of the relationship between current events and processes of the past.	The debate in the seminars, comparing historical sources and literature, interviews, oral questioning.	Active participation in the debate, check lecture notes, quality profiles, mutual evaluation.	Reference material, profile, abstract (writing).
4	Ability to understand problems and topics of National historiography.	Method of research, presentation, advanced lecture method of rotation, essays.	The quality of written work, active participation in lectures.	Written work, presentations, essays.
13	Development of skills and ability to research activities.	Organization of small conferences, analytical presentation, role play, group work, round table, forecasting.	Oral presentation of speakers, presentations, active participation in the preparation and conduct of conferences, round tables, and role-playing game, the quality of scientific reports, mutual-evaluation, self-assessment.	Report, small conferences, presentations, role playing, organizational work, written work.
20	Ability to acquire new knowledge, using modern ICT technologies.	Mind mapping, presentations (ppt, PREZI), the study of Internet resources, a critical analysis of the use of new ICT and e-learning.	Quality of mind mapping, presentation, accuracy of information, the Internet, the quality of information from electronic resources.	Reports, presentations, written work, background material, essays.