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 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.**
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 the ancient language;
9. Knowledge of Local history;
10. Knowledge of National history as a part of World history;
11. Knowledge of the History of civilizations and World history;
12. 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;
13. Development of skills and ability to research activities;
14. Ability to identify a problem and formulate a research topic;
15. Ability to organize and interpret historical information;
16. Ability to comment, annotate process and historical texts, documents;
17. Ability to extract information from various sources, analyze it and correlate it with the knowledge gained in subject learning;
18. Ability of logical and imaginative exploration of historical reality;
19. Ability to apply modern methodological concepts of historical science in professional activities;
20. Ability to acquire new knowledge, using modern ICT technologies;

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:

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