

- 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



This 'Pocket Guide' gives a short summary of the competences required for one Subject Area. Engineering, Environmental Protection, History, Language, and Law.

ers, and have formulated Guidelines and Reference Points for 8 important Subject Areas: Business and Management, Economics, Education, 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 the necessary competences for future employment, personal culture, and citizenship.

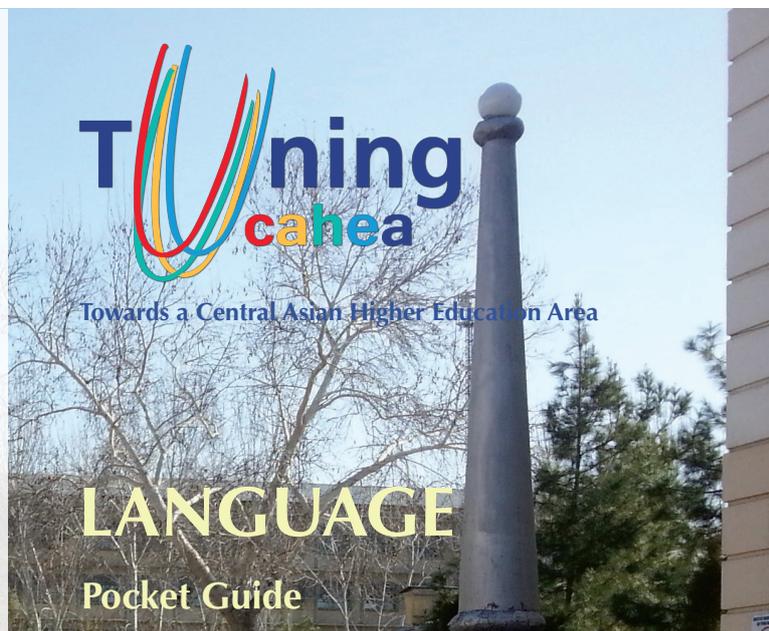
The goal of the TuCAHEA Consortium is to create the premises for a Central Asian Higher Education Area: visible, respected, and compatible with higher education areas in other parts of the world. TuCAHEA uses Tuning methodology to provide tools to ensure that graduates have

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.



Co-funded by the
Tempus Programme
of the European Union



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Subject Specific Competences for Language

Ability to communicate in one's first language in different ways (oral, written) and contexts
 Ability to communicate in the target language in different ways (oral written) and contexts (general, business, academic, professional, and multilingual).
 Knowledge of grammar and ability to apply grammatical principles in the language/s learned.
 Ability to build one's vocabulary, to use it with precision.
 Ability to identify different registers of expression and to use them appropriately in communication.
 Ability to write correct and effective as appropriate for different categories of readers.
 Ability to speak correctly and effectively in the languages known, as appropriate to the audience.
 Ability to read and listen, distinguishing and analysing the linguistic and non-linguistic aspects of a text.
 Ability to develop and apply effective strategies for learning languages
 Ability to utilise computer-assisted language learning methods.
 Ability to recognise and use non-verbal means of communication
 Knowledge of the social and historical aspects necessary for learning and using the target language/s.
 Ability to recognize and solve linguistic problems
 Awareness of theoretical approaches in language learning and teaching and ability to apply appropriate methodologies in practice.
 Ability to search for, retrieve, analyse and process information in the target language.
 Ability to preserve, evaluate, and present national values in the language learned.
 Ability to develop language skills continuously over time.
 Ability to translate and interpret different types of texts and corpora.
 Capacity to think and generate ideas in the language learned.
 Ability to use the target language in practical situations.
 Ability to use the language learned in one's professional field.
 Ability to use the appropriate methodologies for different types of linguistic research.
 Ability to reflect critically on widespread errors and misconceptions regarding language and language behaviour.
 Ability to work with mass media sources in learning languages.
 Awareness of the history, geography, economics, literature (etc.) relating to the target language.
 Ability to use linguistic data in the construction of linguistic argumentation.
 Awareness of the differences and similarities between the target and the native language.
 Capacity of self-evaluation in language learning.
 Ability to develop self-motivation in language learning

Most important General and Subject Specific Competences for History

General competences	Specific competences
GC2.7 Ability to work autonomously	SC1 Ability to communicate in the native language (written and oral) in different situations
GC2.9 Ability to make decisions	SC2,4,9 Ability to communicate in the target language (oral and written) in various situations (general, business, academic, professional and multi-lingual) (at B2 level)
GC8 Ability to learn including autonomous learning	SC6 Ability to write correctly and effectively, taking into account different categories of readers
GC10 Knowledge of the professional field	SC5 Ability to recognize the difference between expressions and registers to use them accordingly in communication
GC1.3 Ability to lead people and work in a team	SC9 Ability to develop and implement effective strategies in language learning
GC2.5 Ability to apply knowledge in practice	SC10 Ability to apply methods of studying languages using computers
GC2.2 Tolerance and respect for others	SC18 Ability to save, measure and present national values in the target language
GC1 Ability to analyze and synthesize	SC17 Ability to continuously work on the development of language skills
GC6 Ability to innovate	SC20 Ability to use the target language in practical situations
GC2.0 Ability to prevent and resolve conflicts	SC28 Capacity of self-evaluation in language learning

Descriptors in terms of outcomes: an example at BA level:

The Bachelor should be aware of:

- education as a common human value and of language as a specific social phenomenon;
 - the language system of a foreign language as a historically holistic education system;
 - the relationship of language and culture; and the communicative nature of language;
 - the role of a foreign language in the modern multicultural world;
- know:
- the specifics of communication as a particular kind of activity;
 - the essence of the concept «intercultural communication» and its main types;
 - cross-cultural, cultural and linguistic-cultural information about the country of the studied language;
 - spelling, pronouncing/pronunciation, lexical, grammatical and stylistic norms of the studied languages;
 - socio-cultural norms of behavior accepted in the country of the studied language;
 - inventory of linguistic resources and rules for operating them;
 - paralinguistic and extra-linguistic elements in terms of interaction and mutual enrichment of languages;

be able to:

- communicate both orally and through the written word;
- use language tools for applying communicative intention in accordance with the spheres and communication situations with regard to the components of the situation (subject, social status of partners, place, time, and others);
- understand utterance in meaningful semantic units;
- plan one's speech behavior and transmit information in a coherent, logically reasoned utterances;
- construct her/his verbal and nonverbal behavior in accordance with linguistic-cultural and socio-cultural specifics of the studied language country;
- use different types of discourse;
- control over one's speech acts and deeds of speech communication partners;
- use various strategies for reading/comprehension authentic texts;
- learn and stay up-to-date with learning the target languages;
- recognise and solve linguistic problems;
- contrast, compare, identify cultural similarities and differences, classify, group, anticipate, etc.;
- to represent one's country and culture in the context of foreign language intercultural communication;

to have skills:

- to use linguistic data properly in all kinds and types of communicative activities;
- to use bibliographic and reference materials;
- to use e-learning tools: electronic textbooks, electronic dictionaries, e-mail and others;
- to work independently on mastering foreign languages;
- to use linguistic and contextual guess;
- to follow verbal and behavioral etiquette in accordance with the standards adopted in the countries of studied languages;
- to use techniques of self-control and proficiency level self-evaluation.

Core competences:

Forming: to have knowledge in the field of educational objectives, abilities and skills of the design and implementation of a holistic educational process.

Systematizing: systematization of psycho-pedagogical knowledge, to be able to systematic thinking and holistic perception of pedagogical activity;

Research: to implement a comprehensive monitoring based on psychological and pedagogical diagnostics, analysis and synthesis, to be able to pedagogical reflection, to strive for continuous improvement of research culture.