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.
**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 and written) and contexts (general, business, academic, professional, and multilingual).

Knowledge of grammar and ability to apply grammatical principles in the language 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 languages.

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 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**

<table>
<thead>
<tr>
<th>General competences</th>
<th>Specific competences</th>
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<tbody>
<tr>
<td>GC27 Ability to work in different situations</td>
<td>SC1 Ability to communicate in the native language (written and oral)</td>
</tr>
<tr>
<td>GC29 Ability to make decisions</td>
<td>SC2,4,9 Ability to communicate in the target language (oral and written) in various situations (general, business, academic, professional and multilingual) (at B2 level)</td>
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<tr>
<td>GC8 Ability to learn including autonomous learning</td>
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<tr>
<td>GC10 Knowledge of the professional field</td>
<td>SC6 Ability to write correctly and effectively, taking into account different categories of readers</td>
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<tr>
<td>GC13 Ability to lead people and work in a team</td>
<td>SC5 Ability to recognize the difference between expressions and registers to use them accordingly in communication</td>
</tr>
<tr>
<td>GC25 Ability to apply knowledge in practice</td>
<td>SC9 Ability to develop and implement effective strategies in language learning</td>
</tr>
<tr>
<td>GC22 Tolerance and respect for others</td>
<td>SC10 Ability to apply methods of studying languages using computers</td>
</tr>
<tr>
<td>GC1 Ability to analyze and synthesize</td>
<td>SC18 Ability to save, measure and present national values in the target language</td>
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<tr>
<td>GC6 Ability to innovate</td>
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<tr>
<td>GC20 Ability to prevent and resolve conflicts</td>
<td>SC17 Ability to continuously work on the development of language skills</td>
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<tr>
<td></td>
<td>SC20 Ability to use the target language in practical situations</td>
</tr>
<tr>
<td></td>
<td>SC28 Capacity of self-evaluation in language learning</td>
</tr>
</tbody>
</table>

**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 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 his/her 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;
- recognize 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 apply 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.