Measuring and Comparing Achievements of Learning Outcomes in Higher Education in Europe (CALOHEE)

CALOHEE Questionnaires on typical degree programmes and typical occupations and tasks

Responses of the Subject Area of History

Number of responses: 24
Countries covered by Inner and Outer Circle Higher Education (HE) institutions : AT, BG, CH, CZ, DE, ES, FI, GR, IE, IS, IT (2x), LV, NL, PL (2x), RO, SL, TR, UK (2x)

How would you characterise your HE institution:
[18] Comprehensive university
[-] Specialized university
[7] Research university
[-] University of Applied Sciences

Is your HE institution typical / representative for your country?   [22] yes; [2]. In one case no only research university in country.

Typical degree programmes
Is / are the degree programme(s) at your HE institution on offer representative for comparable degree programmes in the subject area concerned offered by other HE institutions in your country: [23] yes; [1] no

What is the length of your programme in the subject area concerned measured in terms of ECTS credit points:
Bachelor: [18] 180; [-] 210; [6] 240 ECTS credits
Master: [3] 60; [3] 90; [18] 120 ECTS credits

What are the names/titles of your **BACHELOR** programme(s):
[12] History
[3] Bachelor of Arts (Joins Hons) (Denominated) in History
Others:
- History and Archaeology
- International Studies
- Cultural History
- Archaeology
- Letters
- Ethnology
- Archives and Document studies

- History and Geography
- Balkan studies
- History and Philosophy
- Jewish studies
- History and French
- History and German
- History and Philosophy
- History and Spanish
- History and Film
- Modern History and Politics
- Ancient History
- Ancient History and Archaeology
- Ancient History and French
- Ancient History and German
- Ancient History and Philosophy
- Ancient History and Spanish

How can your **bachelor** programme be characterized in terms of its profile, as a:
[13] broad programme covering typical elements of the sector involved (e.g. Social Sciences, etc.), followed by specialization in a particular subject area / discipline (later)
[5] broad programme covering different paradigms?, which are / can also (be) positioned outside the realm of the sector
[8] specialized programme focusing (mainly or only) on the subject area involved

Does your **bachelor** programme distinguish one or more types / tracks / orientations:
[15] yes ; [-]
If so, can these be distinguished in (a) more research oriented type(s) / track(s) and (a) more applied type(s) / track(s)? [11] yes; [8] no.
Please explain: different formats exists, e.g. History and teacher training

If so, do these tracks have different (well-defined):
[3] aims and objectives (general description of topics covered / taught by the programme and for what purpose, e.g. to prepare the student for (an) occupation(s) for which these are relevant)
[10] learning outcomes (statements of what the student should know and is able to do after completion of the programme)

Does your **bachelor** programme include:
[21] minor(s)
[22] electives
[1] double major
If applicable, can the minor(s) / electives be taken outside your faculty at another faculty of your HE institution? [11] yes; [3] no

What is the space included in your **bachelor** programme for (a) minor(s) / electives in terms of ECTS credits:
[-] 0; [2] 1-10; [5] 11-20]; [4] 21-30; [5] 31-45; [5] 46-60; [1] 90

Does your **bachelor** programme include a mobility window (a period that is reserved to take course units in another country which will replace course units (obligatory / electives / minors) of the degree programme that the student is taking at your HE institution:

[6] yes; [10] no
If so what is the number of ECTS credits involved: [-] 15; [1] 20; [4] 30; [2] 60; please specify: in many universities a mobility period is optional, in some cases in the form of an extra year.

How do you characterise your **bachelor** programme (*up to two answers are possible, except if the programme covers a more academic and a more applied track; then three answers are possible*):
[19] a traditional programme in which the focus is mainly on knowledge acquisition and transfer: the programme is largely based on lecture classes, which might be supported by seminar groups and, if applicable, limited laboratory work
[12] a student-centred programme[1] which requires active student learning, which is mainly based on a seminar / exercise course unit model and, if applicable, extended laboratory work
[5] based on research driven education
[1] based on applied driven education

Does your **bachelor** programme include a work based learning component (work placement / entrepreneurship / traineeship)?   [11] yes; [13] no
Please explain: The placement is in many universities an optional component.
If so, what is the size of this component expressed in ECTS credits:
[2] 1-5]; [6] 6-10; [2] 11-15; [1] 16-20; [-] 21 – 25; [-] 26-30

Is your **bachelor** programme based on:
[18] (well-defined) aims and objectives (general description of topics covered / taught by the programme and for what purpose, e.g. to prepare the student for (an) occupation(s) for which these are relevant)
If so, how many: [5] one general description; [5] 2-5 more explicitly formulated; [8] 6 or more; more explicitly formulated
Are these included in the course catalogue: [14] yes; [4] no
Are these included in the course description / syllabi: [12] yes; [4] no

and/or

[16] (well-defined) programme competence statements (broadly defined statements of the competences to be developed in the **bachelor** programme)
If so, how many: [8] up to 5; [5] 6-10; [1] 11 or more
[11] (well-defined) unit competence statements
If so, how many on average per unit: [7] up to 5; [3] 6-10; [1] 11 or more
Are these included in the course catalogue: [8] yes; [2] no
Are these included in the course description / syllabi: [13] yes; [ ] no

and/or

[19] (well-defined) programme learning outcomes (statements of what the student should know and is able to do after completion of the **bachelor** programme)
If so, how many: [3] up to 5; [5] 6-10; [1] 11 – 15; [5] 16 or more

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[1] Definition of student-centred learning according to the European Student Union (ESU 2010): A learning approach characterised by innovative methods of teaching which aim to promote learning in communication with teachers and students and which takes students seriously as active participants in their own learning, fostering transferable skills such as problem-solving, critical and reflective thinking.

[14] (well-defined) course unit learning outcomes (statements of what the student should know and is able to do after completion of the unit)
If so, how many on average per unit: [9] up to 5; [4] 6-10; [1] 11 or more
Are these included in the course catalogue: [20] yes; [ ] no
Are these included in the course description / syllabi: [17] yes; [2] no

Attention: From the responses it is clear that there is confusion about the use of the terms 'aims and objectives', 'competences' and 'learning outcomes statements'.

Are the following skills / competences 'trained' in the framework of the **bachelor** programme (a full list of Tuning generic competences is attached to this questionnaire):

[22] Abstract and analytical thinking
[7] Ethical reasoning
[7] Design and manage projects
[-] Entrepreneurship
[19] Oral communication
[15] Problem solving
[14] Learn-to-learn and stay up-to-date with learning
[16] Critical and self-critical awareness
[7] Planning and Time management
[21] Collect, select, process and analyse information
[12] Teamwork
[7] Leadership (Taking responsibility)
[8] Intercultural communication
[11] Social responsibility and civic awareness
[13] Generate new ideas (creativity)
[7] Information and Communication Technologies
[1] Other: Written communication
[1] Other: Methods of academic research
[1] Other: Theory of History and Social Sciences and Humanities
[1] Other: Interdisciplinarity
[1] Other: Ability to adapt to and act in new situations
[1] Other: Capacity of learning in autonomy

Are students expected to write (a) (research-based) paper(s) (besides a final thesis)in the framework of their **bachelor** programme? [22] yes; [2] no.
If so, are research skills explicitly trained?   [23] yes; [-] no
If so, are writing skills explicitly trained?   [16] yes; [4] no
If so, are papers written which should have:
[2] up to 2.500 characters (words / up to 5 pages?)
[4] 2.500 – 5.000 characters (words / 5-10 pages?)
[16] more than 5.000 characters (words / more than 10 pages?)
Attention: In the above mistakenly incorrect numbers of characters were included; they should have been a factor 5 higher to correspond with the information to be collected.

If so, what is the character of the (fast majority of) paper(s) to be written:
[12] Based on a well-defined research question, meeting the requirements of the disciplinary field
[11] Based on an identified topic and having the character of an essay

Are students expected to prepare reports as a part of their **bachelor** programme?
                                                    [7] yes; [13] no
If so, for what purpose? Please explain: work placements reports is mentioned only once, as is the preparation for exams. **Important: What is not mentioned for example is the preparation of policy papers and the like.**

What are the main modes / strategies for learning and teaching in your **bachelor** programme:
[22] lectures
[22] seminars
[9] tutorials
[9] exercise courses / practical classes
[4] fieldwork
[15] oral assignments
[20] written assignments
[1] role play
[3] peer reviewing
[3] work based practice
[1] problem-solving sessions
[2] flipped classroom (combination of Internet instruction and classes)
[1] blended learning
[1] laboratory assignments

Is your **bachelor** programme completed by a final thesis?   [20] yes; [3] no
If so, are there minimum requirements in terms of length: [15] yes; [3] no
If so, how many: ......characters
There proofs to be a large variation in the required length of the final BA thesis. The length is expressed in number of pages, words, and characters:
[1] 40 pages (equals 18.000 – 20.000 words)
[2] 9.800 – 12.000 words
[1] 8.000 – 20.000 words
[1] 20.000 characters (equals 4.000 words)
[2] 30.000 characters (equals 6.000 words)
[1] 40.000 characters (equals 8.000 words)
[1] 54.000 characters (equals 11.000 words)
[1] 63.000 characters (equals 12.500 words)
[4] 70.000 – 80.000 characters (equals 14.000 – 16.000 words)
[1] 120.000 characters (equals 24.000 words)
[1] 150.000 characters (equals 30.000 words)

What are the titles of your **MASTER** programme(s):
[8] History
[2] Master of Arts (in History)
Others:
  - Master in Education
  - History teaching
  - Applied cultural communication
  - Intellectual history and history of science
  - Medieval studies
  - Archaeology and History of Art
  - Archeology and Heritage

- History and Sciences of Antiquity
- Medieval Hispanic Studies
- The Spanish Monarchy 16th-18th centuries
- Modern History
- Archaeology
- Heritage Conservation
- History and Civilization
- History and forms of the visual and performing arts and new media
- Oriental studies: Egypt, the Near and Middle East
- Classical Philology and Ancient History
- Laurea Magistrale, Master Degree
- Antiquity and Middle ages
- Bulgaria through the Middle Age: State, society and culture
- Bulgarian revival and memory
- Modern Bulgaria: State and Society (end of XIX – beginning of XXI c.)
- South-eastern Europe
- South-eastern Europe (international MA programme)
- Crisis, conflicts an diplomacy in world politics (XVI–XXI c.)
- History of Eurasia, Russia and Eastern Europe
- History and contemporary development of the Eastern Asia
- Ethno-historical models of national security
- History education in secondary schools
- Archaeometry (Joint-degree programme with Faculty of Chemistry and Pharmacy, Faculty of Biology and Faculty of Geology and Geography)
- Ethology and Cultural anthropology
- Cultural tourism (Joint-degree programme with Faculty of Geology and Geography)
- Documental and archival resources
- Museology
- Management of International Relations and Transfrontier Cooperation
- Eighteenth-Century Studies
- Jewish History and Culture
- Medieval and Renaissance Culture

How can your **master** programme be characterized in terms of its profile, as a:
[8] broad programme covering typical elements of the sector involved (e.g. Social Sciences, etc.), followed by specialization in a particular subject area / discipline
[3] broad programme covering different paradigms?, which are / can also (be) positioned outside the realm of the sector
[13] specialized programme focusing (mainly or only) on the subject area involved

Does your **master** programme distinguish one or more types / tracks / orientations:
[12] yes; [-] no
If so, can these be distinguished in (a) more research oriented type(s) / track(s) and (a) more applied type(s) / track(s)? [17] yes; [5] no. Please explain: mostly specialisation within the context of the discipline; also a research track and a professional track are distinguished.

Examples of specialisations / tracks:
1. Media, Culture, heritage
2. Administration, governance and politics
3. Centre - and Eastern Europe

If so, do these tracks have different (well-defined):
[13] aims and objectives (general description of topics covered / taught by the programme and for what purpose, e.g. to prepare the student for (an) occupation(s) for which these are relevant)
[14] learning outcomes (statements of what the student should know and is able to do after completion of the programme)

Does your **master** programme include:
[8] minor(s)
[20] electives
If applicable, can the minor / electives be taken outside your faculty at another faculty of your HE institution?   [12] yes; [3] no

What is the space included in your **master** programme for (a) minor(s) / electives in terms of ECTS credits:
[1] 0; [3] 1-10; [10] 11-20]; [4] 21-30; [2] 31-45; [2] 46-60

Does your **master** programme include a mobility window (a period that is reserved to take course units in another country which will replace course units (obligatory / electives / minors) of the degree programme that the student is taking at your HE institution:
                                                        [5] yes; [15] no
If so what is the number of credits involved: [1] 15; [4] 30]; [4] 60; in many cases it mobility is optional.

How do you characterise your **master** programme (up to two answers are possible):
[13] a traditional programme in which the focus is mainly on knowledge acquisition and transfer: the programme is largely based on lecture classes, which might be supported by seminar groups and if applicable limited laboratory work
[14] a student-centred programme[2] which requires active student learning, which is mainly based on a seminar / exercise course unit model and if applicable extended laboratory work
[14] based on research driven education
[-] based on applied driven education

Does your **master** programme include a work based learning component (work placement / entrepreneurship / traineeship)?   [10] yes; [12] no
Please explain: Often a placement is an optional component.
If so, what is the size of this component expressed in ECTS credits:
[3] 1-5]; [6] 6-10; [5] 11-15; [-] 16-20; [-] 21 – 25; [-] 26-30; some universities allow variation in credit loads covering two of the above categories.

Is your **master** programme based on:
[20] (well-defined) aims and objectives (general description of topics covered / taught by the programme and for what purpose, e.g. to prepare the student for occupation for which these are relevant)
If so, how many: [10] one general description; [5] 1-5 more explicitly formulated; [5] 6 or more; more explicitly formulated
Are these included in the course catalogue: [16] yes; [3] no
Are these included in the course description / syllabi: [13] yes; [3] no

<u>and/or</u>

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[2] See note 1

[14] (well-defined) programme competence statements (broadly defined statements of the competences to be developed in the **master** programme)
If so, how many: [5] up to 5; [4] 6-10; [3] 11 or more
[14] (well-defined) unit competence statements
If so, how many on average per unit: [11] up to 5; [2] 6-10; [1] 11 or more
Are these included in the course catalogue: [6] yes; [2] no
Are these included in the course description / syllabi: [9] yes; [ ] no

and/or

[15] (well-defined) programme learning outcomes (statements of what the student should know and is able to do after completion of the **master** programme)
If so, how many: [5] up to 5; [3] 6-10; [1] 11 – 15; [4] 16 or more
[14] (well-defined) course unit learning outcomes (statements of what the student should know and is able to do after completion of the unit)
If so, how many on average per unit: [12] up to 5; [-] 6-10; [2] 11 or more
Are these included in the course catalogue: [14] yes; [-] no
Are these included in the course description / syllabi: [14] yes; [-] no

Attention: From the responses it is clear that there is confusion about the use of the terms 'aims and objectives', 'competences' and 'learning outcomes statements'.

Are the following skills / competences 'trained' in the framework of the **master** programme (a full list of Tuning generic competences is attached to this questionnaire):

[21] Abstract and analytical thinking and synthesising of ideas
[9] Ethical reasoning
[8] Design and manage projects
[3] Entrepreneurship
[18] Oral communication
[17] Problem solving
[15] Learn-to-learn and stay up-to-date with learning
[20] Critical and self-critical awareness
[9] Planning and Time management
[20] Collect, select, process and analyse information
[9] Teamwork
[5] Leadership (Taking responsibility)
[10] Intercultural communication
[12] Social responsibility and civic awareness
[14] Generate new ideas (creativity)
[1] Use of Information, Communication and Information Technologies
[1] Other: Written communication
[1] Other: Elaborated methods of academic research
[1] Other: Critical awareness of the theories of history and social sciences / humanities
[1] Other: Inter-disciplinarity
[1] Other: Capacity of learning in autonomy

Are students expected to write (a) research-based paper(s) in the framework of their **master** programme?   [24] yes; [-] no
If so, are research skills explicitly trained?   [22] yes; [-] no

If so, are writing skills explicitly trained? [15] yes; [7] no
If so, are papers written which should have:
[1] up to 2.500 characters (words / up to 5 pages?)
[3] 2.500-5.000 characters (words / 5-10 pages?)
[18] more than 5.000 characters (words / more than 10 pages?)

Attention: In the above mistakenly incorrect numbers of characters were included;, they should have been a factor 5 higher to correspond with the information to be collected.

If so, what is the character of the (fast majority of) paper(s) to be written:
[12] Based on a well-defined research question, meeting the requirements of the disciplinary field
[14] Based on an identified topic and having the character of an essay
[ ] Other,…………………………………………………………………………….

Are students expected to prepare reports as a part of their **master** programme?
[3] yes; [11] no
If so, for what purpose? Please explain: e.g. work placement and 'learning history' (mentioned once)

What are the main modes / strategies for learning and teaching in your **master** programme:
[15] lectures
[24] seminars
[10] tutorials
[11] exercise courses / practical classes
[7] fieldwork
[15] oral assignments
[22] written assignments
[1] role play
[4] peer reviewing
[7] work based practice
[8] problem-solving sessions
[1] flipped classroom (combination of Internet instruction and classes)
[3] blended learning
[1] laboratory assignments
[ ] Others: …………………………………………….
[ ] Others: …………………………………………….
[ ] Others: …………………………………………….

Is your **master** programme completed by a final thesis? [24] yes; [-] no
If so, are there minimum requirements in terms of length: [14] yes; [4] no
If so, how many: ……characters
Also in the case of the MA thesis there is large variation in its required length. The length is expressed in number of pages, words, and characters:
[1] 70 pages (equals 30.000 – 35.000 words)
[1] 15.000 words
[1] 17.500 words
[1] 20.000 – 30.000 words (equals 4000 – 6000 words)
[1] 40.000 characters (equals 8000 words)
[1] 40.000 – 60.000 characters (equals 8.000 – 12.000 words)
[1] 70.000 characters (equals 14.000 words)

[1] 90.000 characters (equals 18.000 words)
[3] 100.000 – 120.000 characters (equals 20.000-24.000 words)
[1] 140.000 characters (equals 28.000 words)
[1] 150.000 – 200.000 characters (equals 30.000 – 40.000 words)
[1] 162.000 characters (equals 33.0000 words)
[2] 250.000 characters (equals 50.000 words)

Typical occupations

Given the fact that both regulated professions and non-regulated professions are covered in the CALOHEE project, some questions might be of more relevance for some subject areas than for others. However, in all cases it is of relevance to obtain a better understanding of typical tasks and roles which are performed by holders of a bachelor and a master degree, and at what level. The information collected will be compared with the lists of competences / Learning outcomes on which the existing documents are based. Two surveys were implemented for Europe: one in 2001 and one in 2008. Furthermore, there is information available of Tuning surveys executed for some of the disciplines in other world regions at later dates.

An up-to-date overview of typical tasks which are performed in practice will help to identify / to confirm the competences to be developed (and assessed) in a typical degree programme, taking into account that there are more research driven and more applied degree programmes, both at bachelor and master level.

In which **type of sectors** do (most of) your graduates find employment?
[19] Government (including departments, statutory authorities and government owned businesses)
[16] Local Government
[11] Public Company
[11] Private Enterprise
[13] Not for Profit Organisation
[1] Other (please specify): Education Institutions
[1] Other (please specify): Mass media

In which of the following industry classifications do (most of) your graduates find employment? If possible and data available, please give an indication of the percentage involved. A distinction is made between bachelor and master graduates.

Attention: a number of universities have sent percentage scales. These have not been included in this compilation. This information is too diverse to compare and to combine.

Employment sector:	Bachelor [%]	Master [%]
[2] Armed forces and Emergency services	[ ]	[ ]
[2] Banking, finance and insurance	[ ]	[ ]
[5] Business and management	[ ]	[ ]
[7] Charities and voluntary work	[ ]	[ ]
[12] Creative arts and culture	[ ]	[ ]
[ ] Energy and utilities	[ ]	[ ]
[ ] Engineering, manufacturing and production	[ ]	[ ]
[ ] Environment and agriculture	[ ]	[ ]
[16] Further or Higher education or Research	[ ]	[ ]
[13] Government and public administration	[ ]	[ ]
[3] Health and social care	[ ]	[ ]
[8] Hospitality, tourism and sport	[ ]	[ ]

[4] IT, information services and telecommunication   [ ]   [ ]
[1] Law and legal services   [ ]   [ ]
[6] Marketing, advertising and PR   [ ]   [ ]
[13] Media and publishing   [ ]   [ ]
[ ] Physical Resources (mining, quarrying, oil, gas,…)   [ ]   [ ]
[1] Property and construction   [ ]   [ ]
[2] Recruitment and HR   [ ]   [ ]
[2] Retail and sales   [ ]   [ ]
[1] Science, pharmaceuticals and food   [ ]   [ ]

[2] (Primary and) Secondary Education

Please find in annex 3 an alternative way of classifying occupations: based on information of the University of Southampton.

Please list the **ten most common jobs** (if possible) of your graduates (e.g. policy officer, policy analyst, (education) administrator, team leader, (site) manager, teacher, researcher, technician, registered nurse, clinical nurse leader, healthcare service manager, human resources worker, journalist, text writer, communication officer, marketing director, operator, programmer, supervisor, inspector, counsellor, international relations officer, self employed, etc). Please complete for Bachelor and Master graduates separately:

Bachelor graduates
1. Teacher (Primary / Secondary education)
2. Researcher
3. Policeman
4. Self-employed
5. Counselor
6. Human resources worker
7. Journalist
8. Education administrator
9. Text writer
10. Trainee in bank or accountancy firm
11. Insurance broker
12. Civil servant
13. Employee in health / social care sector
14. Administrative assistant
15. Museum worker or tour guide
16. Public servant
17. (Field) archaeologist
18. Editorial assistant
19. Public officer (local, regional, national)
20. Intercultural mediator
21. Manager / officer cultural sector / popularization of history
22. Policy officer
23. NGO: administrator, officer, manager, etc.
24. Communication officer
25. National/regional park employee
26. Data analyst

It is reported that BA graduates continue their studies with professional Master programmes.

Master graduates
1. Researcher (PhD-student/young researcher)
2. Private company: project manager, sales manager, etc
3. Policy officer (local, regional, national and international)
4. Project manager (historical research)
5. Teacher secondary education
6. College / University lecturer
7. Journalist
8. Diplomat
9. Archivist / librarian
10. Museum: curator, policy officer, PR
11. Self-employed entrepreneur
12. Inspector
13. Hostess / Tourism
14. Information services
15. Human resources worker
16. Journalist
17. Education administrator
18. Text writer
19. International relations officer
20. Administrator
21. Property management
22. Employee in health/ social care sector
23. Public servant
24. Archaeologist
26. NGO: administrator, officer, manager, etc.
27. Data analyst
28. Communication officer
29. Team leader
30. Public relations officer
31. Heritage specialist
32. (Field) archaeologist

Please list **10 typical tasks** performed by your graduates. These should be formulated in more general terms, e.g. for *nursing*, for example, hands-on care, administering medications, managing intravenous lines, observing and monitoring patients' conditions, maintaining records, provide advice and emotional support, etc.; for *historians,* for example, policy and analytical papers writing, coaching, planning, forecasting, reporting, negotiating, organizing, delegating, representing, communicating including offering presentations, media contributions / publishing, research, teaching, etc.; e.g. for *educational scientists* for example: teacher training, staff development, coaching, modelling, data analyses, research, programme designing, assessment designing, etc. for *civil engineers*, for example, planning and designing (using designated software), overseeing construction and maintenance of building structures and facilities, testing (soil, building materials), making cost calculations, analysing of reports and data, presenting, coaching, reporting, organizing, etc.; for *physicists* for example research and development conducting basic and applied research, designing research equipment, inspection, testing, quality control, etc.

Please indicate below the tasks performed by bachelor and master graduates.

Bachelor graduates
1. communicating (presentations)
2. organizing, delegating and planning
3. writing (papers and reports)
4. teaching (delivering classes / monitoring pupil/student progress
5. conducting research / gathering statistics
6. collecting and analysing data
7. researching literature and other sources
8. framing relevant questions / thesis
9. representing
10. publishing / media contributions
11. editing (written work)
12. conducting interviews
13. negotiating
14. reporting / presentation of projects (outlines and outcomes)
15. public policy administration and implementation
16. retail management / providing customer care / service
17. arts performance and event management
18. managing staff/leading teams
19. administrating educational services
20. archaeological excavation, analysis, management
21. organizing archival materials
22. designing webpages
23. developing tourist information
24. developing advertising
25. cataloguing books and documents
26. coaching

Master graduates
1. writing (policy – analytical) papers
2. teaching (delivering classes / monitoring pupil/student progress
3. conducting research / gathering statistics
4. collecting and analysing data
5. researching literature and other sources
6. framing relevant questions / thesis
7. active participating in discussions
8. organizing, delegating and planning
9. representing
10. publishing / media contributions
11. editing (written work)
12. conducting interviews
13. negotiating
14. reporting /presentation of projects (outlines and results)
15. communicating (incl. presentations)
16. public policy implementation and administration
17. retail management
18. arts performance and event management
19. managing staff / leading teams
20. exploring and documenting tourist sites
21. organizing archival materials

22. archaeological excavation, analysis, management
23. creating webpages and online information for tourism
24. developing advertising
25. cataloguing books and documents
26. coaching

See also the extended overview of tasks prepared by the University of Bologna, included in Annex 2.

Thank you for completing the questionnaires. You are asked to return these **before 30 April 2016** to the project coordinating team by using the designated CALOHEE e-mail address: calohee@rug.nl

Annex 1 TUNING List of Generic Competences

1. Ability to communicate in a second (foreign) language
2. Capacity to learn and stay up-to-date with learning
3. Ability to communicate both orally and through the written word in first language
4. Ability to be critical and self-critical
5. Ability to plan and manage time
6. Ability to act on the basis of ethical reasoning
7. Capacity to generate new ideas (creativity)
8. Ability to search for, process and analyse information from a variety of sources
9. Ability to work autonomously
10. Ability to identify, pose and resolve problems
11. Ability to apply knowledge in practical situations
12. Ability to make reasoned decisions
13. Ability to undertake research at an appropriate level
14. Ability to work in a team
15. Knowledge and understanding of the subject area and understanding of the profession
16. Ability to motivate people and move toward common goals
17. Commitment to conservation of the environment
18. Ability to communicate key information from one's discipline or field to non-experts
19. Ability for abstract and analytical thinking, and synthesis of ideas
20. Ability to interact constructively with others regardless of background and culture and respecting diversity
21. Ability to design and manage projects
22. Ability to interact with others in a constructive manner, even when dealing with difficult issues
23. Ability to show awareness of equal opportunities and gender issues
24. Commitment to health, well-being and safety
25. Ability to take the initiative and to foster the spirit of entrepreneurship and intellectual curiosity
26. Ability to evaluate and maintain the quality of work produced
27. Ability to use information and communications technologies
28. Commitment to tasks and responsibilities
29. Ability to adapt to and act in new situations and cope under pressure
30. Ability to act with social responsibility and civic awareness
31. Ability to work in an international context

Annex 2
Tasks performed by bachelor and master graduates

Overview prepared by the University of Bologna

Bachelor graduates
1.
- organizing and managing educational projects related to historical disciplines and cultural heritage, assisting and collaborating with other specialized professionals:
- training activities related to historical subjects, addressed to various categories of public within Institutions such as archives, libraries, museums;
- participating in definition and development of initiatives and educational projects connected with the transmission and promotion of knowledge and historical culture, studying the characteristics of the cultural demand;
- contribution to the design and implementation of information and educational materials (including multimedia, distance learning, or in the context of continuing adult education) in the field of historical disciplines;
- taking care of educational activities related to the realization of guided tours and historical contextualization materials, for the promotion of cultural heritage.

2.
- promoting historical and cultural contents, creating and managing events in various areas of information and communication in public and private institutions or as a freelancer. working along with other specialized professionals.
- collaborating in promotion activities about history and culture, in educational and cultural services, specific tasks in the field of promotion of Italian culture abroad; participating in the organization and management of events, exhibitions with local historical identity function or promotion of cultural traditions and identity;
- writing or broadcasting, providing expertise with public audiences and/or readerships

3.
- collaboration, alongside other specialized professionals, in the drafting and review of historical and cultural texts;
- carrying out editorial activities for the preparation of catalogs, illustrative texts and educational and scientific publications;
- editorial activity for theater, film, television, internet as relevant the use of historical documentation;
- participating in the elaboration of publishing projects, the preparation and revision of texts in both traditional and electronic form, and the development of translations and editions of historical works;
- preparing files about sources and documents (textual, iconographic, multimedia) and related historiographical literature to be used by experts in other fields.

4.
- assisting and cooperating with several specialized professionals in the fields of documentation and cultural support.
- operating in the field of public institutions in the documentation relating to the processes of change of socio-political and economic systems, political unions, and cultural organization;
- operating in the area of social policy, cultural integration and the promotion of equal opportunities, even with the establishment of documentation centers;

- collaborating in the organization and management of cultural exchanges as part of school cooperation, university and initiatives promoted by the government and by international organizations;
- helping to devise and provide documentation facilities and cultural support in the promotion and development of civil society dialogue within political parties, unions, organizations and public or private associations.

5.
- operating in situations of cultural and religious differences in order to promote integration processes.
- facilitating intercultural and inter-religious communication within services;
- promoting the social integration of migrants and other marginalized social groups: identification of problems and development of problem solving strategies.

6.
- cataloging of demoethnoanthropological materials and non-European artifacts; curator in the area of artistic and cultural heritage.
- organization museum exhibitions, exhibitions and related events (in the field of of social anthropology g and non-European cultures, tangible and intangible heritage);
- commercial valuation of assets in the social anthropology of the art market.

7.
- promotion of cultural heritage and planning activities related to cultural tourism (social anthropology)
- carrying out cultural activities at museums and historical-artistic institutions (Demoethnoanthropological and religious issues);
- collaborating in the construction of routes and events of cultural and historical interest;
- guide in the field of cultural tourism

Master graduates
1.
- analyzing, classifying documents (on various media and formats, such as books, etc.), artifacts, rand remains of material culture in view of their conservation and their public use;
- research, documentation, classification and analysis of original historical sources, recovery and storage in different formats of information about traditions, archives, testimonies and historical documentation of different types;
- identifying the areas of heritage protection and development of methods and tools for the conservation
- preparing technical papers (reports, projects, working papers, presentations) in accordance with the scientific status of the discipline also directed to specialists from different industries.

2.
- taking care of the editorial design for catalogs, illustrative texts and educational and scientific publications for theater, film, television, in which there is extensive and relevant use of historical documentation or cultural history;
- developing of editorial projects, preparing and revising texts in both traditional and electronic form, revising translations and editions in Italian of History publications, sources and research documents (textual, iconographic, multimedia and historiographical literature in original language) to be used by experts in other fields;

- developing and implementing editorial projects for the production of manuals and educational materials, and production of texts and materials for the educational publishing;
- designing and supporting journalistic programs and processes of historical analysis, and other related issues concerning different world areas: Europe and western world, Asia and Africa.

3.
- educational training and LLL courses related to History and Oriental studies targeted to public audience and employees in archives, libraries, museums;
- organizing and managing events and exhibitions
- producing information materials and learning objects in collaboration with schools and Institutions concerned with proportion of cultural heritage
- designing and developing content for cultural promotion activities aimed at the understanding of historical issues, cultures and languages of Oriental and African worlds;
- organizing, managing and coordinating services and projects in the areas of reference (cultural industries and sectors of cooperation / intercultural);
- organizing and taking care of catalogs and archives of documentary material relating to the Western and Eastern civilizations including material of artistic and archaeological interest;
- writing specialized texts;
- translating commenting and editing texts of the studied languages.

Annex 3

Occupations of graduates based on the classification applied by the University of Southampton

Bachelor graduates

Occupation Classification

■	Managers, directors and senior officials	7.9%
■	Professional occupations	19.3%
■	Associate professional and technical occup...	32.5%
■	Administrative and secretarial occupations	13.2%
■	Caring, leisure and other service occupations	7.0%
■	Sales and customer service occupations	14.9%
■	Elementary occupations	5.3%

Master graduates

Occupation Classification

■	Managers, directors and senior officials	12.5%
■	Professional occupations	62.5%
■	Associate professional and technical occup...	12.5%
■	Sales and customer service occupations	12.5%