

Tuning

Tuning Educational Structures in Europe

Guidelines and Reference Points for the Design and Delivery of Degree Programmes in **History**

Edition 2018



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TUNING

Guidelines and Reference Points for the Design and Delivery of Degree Programmes in

History

Edition 2018

Ann Katherine Isaacs, Guðmundur Hálfðanarson and Carla Salvaterra , eds.

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Tuning Educational Structures in Europe

TUNING reflects the idea that universities do not look for uniformity in their degree programmes or any sort of unified, prescriptive or definitive European curricula, but rather for points of reference, convergence and common understanding. The protection of the rich diversity of European education has been paramount in TUNING from the very start and it in no way seeks to restrict the independence of academic and subject specific specialists, or undermine local and national academic authority.

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Executive Summary

The 2018 edition of the *Tuning Guidelines and Reference Points for the Design and Delivery of Degree Programmes in History*, aims to provide educators, administrators, students and quality assurance experts with tools for understanding how History degree programmes can be most effectively organised, improved, and evaluated.

Although it contains material from previous editions, it showcases the newest item in the toolbox, the **CALOHEE Assessment Reference Frameworks** for first and second cycle degree programs (Chapter 4). The Frameworks are specifically designed to give general guidance as to the essential elements, in any country or institution, of a History program. They are organised in a way compatible both with the European Qualifications Framework for Lifelong Learning (EQF) and the Qualifications Framework for the European Higher Education Area (QF for the EHEA). They contain level descriptors arranged according to **dimensions**, or facets, of knowledge, skills and competences (levels of responsibility and autonomy). More detailed Frameworks, including subsets of descriptors are published separately by CALOHEE.

The present edition also contains information on the Subject Area in general, explaining why **History studies** are particularly important in the globalized but conflictual world in which we live (Chapter 3). In Chapters 5 and 6, it describes and updates previous information on the main **kinds of degree programmes** implemented in European Universities today, and discusses both the typical **occupations** of History graduate and the actual **tasks** they are likely to be called on to perform.

Chapters 7 and 8 delve into how concretely History today is learned, taught and assessed, and how current practices can be shared, compared and improved, using the tools elaborated over the past decades by Tuning, the History Networks, and most recently the CALOHEE project. These are centered on showing how to define the key competences that any History graduate should possess after completing a first or a second cycle programme; on investigating the various ways that those competences can be formed and assessed. In particular, they emphasize careful alignment of the required competences, the methodologies for forming them and verifying that they have been achieved. The new Assessment Reference Frameworks give a major contribution to approaching this key issue.

The Tuning-CALOHEE History Subject Area Group

TUNING Qualifications Reference Framework of General Descriptors in the Subject Area of History

Explanation

The Subject Area Qualifications Reference Frameworks (Meta-Profiles) presented here are the outcomes of elaborations by groups of informed academics and students and of consultations of a wide circle of stakeholders. The frameworks have been developed in the setting of the project *Measuring and Comparing Achievements of Learning Outcomes in Higher Education in Europe*, which is an integral part of the TUNING initiative to modernize higher education.

The Reference Frameworks are based on a merger of the Qualifications Framework of the European Higher Education Area (QF of the EHEA) and the European Qualifications Framework for Lifelong Learning (EQF for LLL). Their integration allows for combining two different philosophies and facilitates the use of the frameworks presented here in different contexts. While the QF of the EHEA covers in particular the learning process, the EQF focusses on the preparation for life in society and the world of work.

The descriptors in the Reference Frameworks are organized on the basis of 'dimensions'. A dimension indicates a constructive key element, which defines a subject area. Each subject area is based on a multiple of dimensions. These dimensions are linked to the five strands of the QF of the EHEA. By applying the categories of the EQF for LLL each dimension involves three descriptors – knowledge, skills and autonomy and responsibility ('wider competences') -, which reflect a progressive level of achievement.

The Subject Area Qualifications Reference Frameworks are meant to serve as a sound basis for defining the *programme learning outcomes* of individual degree programmes of the first and second cycle (BA and MA). Basing the individualized sets of learning outcomes on the frameworks will guarantee that 'standards' which have been agreed and validated internationally are fully respected. It also implies full alignment with the overarching descriptors of the two European Qualifications Frameworks and, consequently, with the National Qualifications Frameworks. Templates in WORD are available on the CALOHEE website:

<https://www.calohee.eu>

TUNING Qualifications Reference Framework (Meta-Profile) of General Descriptors of a Bachelor Programme in the Subject Area of HISTORY (LEVEL 6)

QF EHEA 1 st cycle descriptors	SQF domain dimensions Level 6 (BACHELOR)	EOF descriptor Knowledge Level 6 <i>Advanced knowledge of a field of work or study, involving a critical understanding of theories and principles</i>	EOF descriptor Skills Level 6 <i>Advanced skills, demonstrating mastery and innovation, required to solve complex and unpredictable problems in a specialised field of work or study</i>	EOF descriptor Autonomy and Responsibility (Wider Competences) Level 6 <i>- Manage complex technical or professional activities or projects, taking responsibility for decision-making in unpredictable work or study contexts - Take responsibility for managing professional development of individuals and groups</i>
Special feature degree programme	1. HUMAN BEINGS: CULTURES AND SOCIETIES	Demonstrate basic knowledge and critical insight into changes and continuities in human conditions, environment, experience, institutions, modes of expression, ideas and values in diachronic and synchronic perspective.	Drawing on knowledge of history, identify and define, with guidance, significant problems and areas of enquiry with respect to social and cultural interaction.	Apply historical knowledge and perspectives in addressing present day issues, bringing to bear analytical understanding and respect for individuals and groups in their personal, cultural and social dimension.
<i>I. Have demonstrated knowledge and understanding in a field of study that builds upon their general secondary education, and is typically at a level that, whilst supported by advanced textbooks, includes some aspects that will be informed by knowledge of the forefront of their field of study</i>	2. TEXTS AND CONTEXTS	Demonstrate knowledge and understanding of the main kinds of sources for historical research.	Identify, select with guidance, and present information from a variety of historical sources in an appropriate form.	Retrieve, manage and use information in order to formulate and address problems in their contexts using suitable methodologies.
<i>II. Can apply their knowledge and understanding in a manner that indicates a professional approach to their work or vocation, and have competences typically demonstrated through devising and sustaining arguments and solving problems within their field of study</i>	3. THEORIES AND CONCEPTS	Collect knowledge about and classify a range of analytical, theoretical and methodological approaches relevant to history. Demonstrate orientation in the major themes of present historical debate and knowledge of world chronology.	Apply appropriate critical and methodological approaches to historical questions and societal issues.	Examine and explore historical and societal issues and processes using relevant theories and concepts.
<i>III. Have the ability to gather and interpret relevant data (usually within their field of study) to inform judgements that include reflection on relevant social, scientific or ethical issues</i>	4. INTER-DISCIPLINARITY	Demonstrate knowledge of the intellectual underpinnings and contexts of history in relation to other fields of study.	Utilise, when opportune, knowledge and understanding from other fields to address problems and issues in the historical domain.	Work with others in a multidisciplinary and/or multi-national settings when useful.
	5. INITIATIVE AND CREATIVITY	Demonstrate knowledge of the on-going nature of historical research and debate and of how historians contribute to key areas of academic and public discussion.	Approach issues with curiosity, creativity and critical awareness; retrieve and handle information from a variety of sources (electronic, written, archival, oral) as appropriate to the problem, integrating it critically into a grounded argument.	Reflect on one's own perspective, capabilities and performance to improve and use them in a creative way. Think in scientific terms, pose problems, gather and analyse data, and propose findings.
<i>IV. Can communicate information, ideas, problems and solutions to both specialist and non-specialist audiences</i>	6. COMMUNICATION	Demonstrate knowledge of the main means of communication used to convey information and perspectives in both academic and broader public contexts.	Write and speak correctly in one's own language according to the various communication registers (informal, formal, scientific). Understand the appropriate terminology and modes of expression of the field of history also in a second language	Demonstrate ability to listen to and understand different viewpoints, and discuss ideas, problems and solutions with diverse audiences. Participate in group-work, present information clearly and with appropriate terminology.
<i>V. Have developed those learning skills that are necessary for them to continue to undertake further study with a high degree of autonomy</i>	7. PROFESSIONAL DEVELOPMENT	Demonstrate knowledge of the intellectual bases and ethical aspects of historical studies and of the diverse contributions historians make to society.	Apply different methods, to stay up to date with learning. Work autonomously and in a team, taking initiatives and managing time.	Identify and/or create an appropriate study and/or work environment and participate effectively in it.

TUNING Qualifications Reference Framework (Meta-Profile) of General Descriptors of a Master Programme in the Subject Area of HISTORY (LEVEL 7)

QF EHEA 2 nd cycle descriptors	SQF domain dimensions Level 7 (MASTER)	EQF descriptor Knowledge Level 7 <i>- Highly specialised knowledge, some of which is at the forefront of knowledge in a field of work or study, as the basis for original thinking and/or research</i> <i>- Critical awareness of knowledge issues in a field and at the interface between different fields</i>	EQF descriptor Skills Level 7 <i>- Specialised problem-solving skills required in research and/or innovation in order to develop new knowledge and procedures and to integrate knowledge from different fields</i>	EQF descriptor Autonomy and Responsibility (Wider Competences) Level 7 <i>- Manage and transform work or study contexts that are complex, unpredictable and require new strategic approaches</i> <i>- Take responsibility for contributing to professional knowledge and practice and/or for reviewing the strategic performance of teams</i>
Special feature degree programme	1.HUMAN BEINGS: CULTURES AND SOCIETIES	Demonstrate broad knowledge and focused and analytical understanding of changes and continuities in human conditions, environment, experience, institutions, specific modes of expression, ideas and values in diachronic, synchronic and comparative perspective.	Draw on knowledge and experience of history to identify, define and formulate significant problems and areas of inquiry with respect to social and cultural interaction.	Utilise the critical and practical tools of historical knowledge to illuminate cultural and social phenomena. Contribute to understanding and respect for individuals and groups in their personal, cultural and social dimension.
<i>I. Have demonstrated knowledge and understanding that is founded upon and extends and/or enhances that typically associated with Bachelor's level, and that provides a basis or opportunity for originality in</i>	2.TEXTS AND CONTEXTS	Demonstrate focused knowledge and critical understanding of relevant data and sources for historical research and of their associated conceptual frameworks.	Locate, select from a variety of sources and manage historical information and place it in its political, social and cultural context.	Manage different information sources, analyse texts and data and discuss them in order to formulate and address problems in their contexts using advanced methodologies.
<i>II. Can apply their knowledge and understanding, and problem solving abilities in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their field of study</i>	3.THEORIES AND CONCEPTS	Accumulate specialized knowledge and critical understanding of relevant analytical and methodological approaches relevant to history. Differentiate between the principal theoretical approaches to history, current debates and research orientations in the field	Formulate an historical problem, analyse it with appropriate information and methodology, to arrive at a valid conclusion	Design appropriate methodological approaches to historical and societal issues and processes.
<i>III. Have the ability to integrate knowledge and handle complexity, and formulate judgements with incomplete or limited information, but that include reflecting on social and ethical responsibilities linked to the application of their knowledge and judgements</i>	4.INTERDISCIPLINARITY	Show informed and critical awareness of the intellectual underpinnings and contexts of history and their relationships to other fields of study.	Utilise information and manage understandings, methodologies and tools from other fields to address problems and issues in the historical domain and present them to different audiences.	Participate in interdisciplinary, transdisciplinary and transnational groups in order to approach relevant problems from different points of view.
	5.INITIATIVE AND CREATIVITY	Demonstrate detailed knowledge and understanding of a particular period/thematic domain and the methodologies and historiographical debates, contributing to innovative perspectives	Formulate original interpretations of phenomena relevant to a particular period/thematic domain, comparative perspective; plan, complete and deliver an individual research-based contribution to historiographical knowledge bearing on a significant problem	Build on one's strengths and weaknesses optimizing the former to deal with relevant problems in an original manner; organize complex efforts integrating the results of diverse studies and analyses and producing the required product according to established deadlines
<i>IV. Can communicate their conclusions, and the knowledge and rationale underpinning these, to specialist and non-specialist audiences clearly and unambiguously</i>	6.COMMUNICATION	Demonstrate knowledge of the specific methods used to communicate information about one's field in scholarly / academic and public contexts	Speak and write clearly and effectively in more than one language, using appropriate terminology, modes of expression, and registers of the discipline	Listen to different viewpoints and discuss ideas, problems, and solutions with diverse audiences; participate actively and constructively in group work, within and outside one's own speciality: present complex ideas and information clearly, using appropriate terminology, modes of expression and academic conventions.
<i>V. Have the learning skills to allow them to continue to study in a manner that may be largely self-directed or autonomous</i>	7.PROFESSIONAL DEVELOPMENT	Show knowledge of the concrete ways which the historical perspective can be developed in professional situations and be of benefit to society.	Work effectively individually and in a team to complete specific tasks relating to the discipline (gathering and treating data, developing analyses, presenting results); organise complex projects and carry them out over a period of time, producing the required result on schedule; update one's knowledge and organize on-going learning.	Plan one's on-going learning in order to adapt to employment opportunities and develop its range, while maintaining the standards required for scientific research and publication including critical awareness and intellectual honesty.

The Tuning-CALOHEE History Subject Area Group (2016-2018)

The History SAG was co-ordinated by Ann Katherine Isaacs and Guðmundur Hálfðanarson, who have edited this brochure together with Carla Salvaterra. The SAG members listed below have all contributed.

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Guidelines and Reference Points for the Design and Delivery of Degree Programmes in History

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1. General Introduction

Tuning Guidelines and Reference Points 2018 for the Design and Delivery of Degree Programmes in History is a new edition of a document published in 2011. Prepared by an international group of academics and validated by independent international peers, this publication has proven its importance as a primary source of information and a stimulus for reflection among stakeholders.

An update is now necessary: both the subject area and society have changed considerably in recent years. Since this brochure serves as an international reference point for an academic discipline in the European Higher Education Area (EHEA) framework, it is essential that it represent the current state of affairs. These *Guidelines* now concern not only degree profiles and the tasks and societal roles graduates will take on, but also how different degrees fit into the wider context of overarching qualifications frameworks. In other words, which are the essential elements that constitute a particular subject area in higher education? Among other aspects, these *Guidelines* include general descriptors for the first and the second cycle, the bachelor and master, presented in easy-to-read tables, and are meant to be used as reference points for the design and delivery of individual degree programmes. According to the Tuning philosophy, each degree programme has its own unique profile, based on the mission of the institution and taking into account its social-cultural setting, its student body, and the strengths of its academic staff.

The *Guidelines and Reference Points* are the outcome of a long and intense collaboration, starting in 2001, in conjunction with the early phases of the Bologna Process, which has now come to include 48 European countries. They are a result of the grassroots university-driven initiative called Tuning Educational Structures in Europe, or simply 'Tuning', that aims to offer a universally useful approach to the modernisation of higher education at the level of institutions and subject areas. The Tuning initiative has developed a methodology to (re-) design, develop, implement and evaluate study programmes for each of the Bologna cycles. Validated in 2007-2008 by a large group of respected academics from numerous academic sectors, it still stands.

The Tuning methodology is based on the student-centred and active learning approaches it has promoted since its very beginning. Tuning's mission is to offer a platform for debate and reflection which leads to higher education models able to ensure that graduates are well prepared for their societal role, both in terms of employability and as citizens. Graduates need to have obtained as the outcome of their learning process the optimum set of competences required to execute their future tasks and take on their expected roles. As part of their education graduates should have developed levels of critical thinking and awareness that foster civic, social and cultural engagement.

Using the Tuning reference points makes study programmes comparable, compatible and transparent. They are expressed in terms of learning outcomes and competences. Learning outcomes are statements of what a learner is expected to know, understand and be able to demonstrate after completion of a learning experience. According to Tuning, learning outcomes are expressed in terms of the *level of competence* to be obtained by the learner. Competences represent a dynamic combination of cognitive and meta-cognitive skills, knowledge and understanding, interpersonal, intellectual and practical skills, and ethical values. Fostering these competences is the object of all educational programmes. Competences are developed in all course units and assessed at many different stages of a programme. Some competences are subject-area related (specific to a subject area), others are generic (relevant for many or all in degree programmes). According to the Tuning philosophy, subject specific competences and generic competences or general academic skills should be developed together. Normally competence development proceeds in an integrated and cyclical manner throughout a programme.

The initial core competences of the subject area were identified in a consultation process involving four stakeholder groups - academics, graduates, students and employers - during the period 2001-2008. Since then similar consultation processes have been organised in many other parts of the world: these have been taken into consideration in developing this new edition. This edition has been elaborated as part of the CALOHEE project (*Measuring and Comparing Achievements of Learning Outcomes in Higher Education in Europe*), co-financed and strongly supported by the European Commission as part of its Action Programmes for Higher Education. The CALOHEE project aims to develop an infrastructure which allows for comparing and measuring learning in a (trans)national perspective. Besides updating and enhancing the reference points brochures it has also developed Assessment Reference Frameworks which offer even more detailed descriptors than those presented in this document. The Assessment Reference Frameworks are published separately.

To make levels of learning measurable, comparable and compatible across Europe, academics from the single subject areas have developed cycle (level) descriptors expressed in terms of learning outcomes statements. In this edition, for the first time these are related one-to-one to the two overarching European qualifications frameworks, the 'Bologna' Qualifications Framework for the EHEA (QF for the EHEA) and the EU European Qualifications Framework for Lifelong Learning (EQF for LLL). In the CALOHEE project these two meta-frameworks have been merged into one model to combine 'the best of two worlds'. While the EQF for LLL is focused on the application of knowledge and skills in society, the focus of the QF for the EHEA is more related to the learning process itself: it applies descriptors which cover different areas or 'dimensions' of learning: knowledge and understanding, application of knowledge and understanding in relation to problem solving, making judgments, communicating information and conclusions, and finally, knowing how to learn.

In developing the CALOHEE Tuning model, we realised that 'dimensions' are an indispensable tool, because they make it possible to distinguish the principal aspects that constitute the subject area. Dimensions help give structure to a particular sector or subject area and also make its basic characteristics more transparent. Furthermore, the 'dimension approach' is complementary to the categories included in the EQF for LLL, which uses the categories of knowledge, skills and competences to structure its descriptors. Thus, in CALOHEE terms, the three columns correspond to a 'knowledge framework', a 'skills framework' and a 'competency framework', linked by level. The last column, the 'competency framework', refers to the wider world of work and society and identifies the competences required to operate successfully in the work place and as a citizen. It builds on the first two elements: knowledge and understanding and the skills necessary to develop and apply this knowledge.

In addition to addressing cycle-level descriptors, Tuning has given attention to the Europe-wide use of the student workload based European Credit Transfer and Accumulation System (ECTS) to ensure the feasibility of student-centred degree programmes. Some years ago it transformed the original credit transfer system into a transfer and accumulation system. According to Tuning, ECTS not only allows student mobility across Europe and in other countries as well; it can also facilitate programme design and development, particularly with respect to coordinating and rationalising the demands made on students by concurrent course units. In other words, ECTS permits us to plan how best to use students' time to achieve the aims of the educational process, rather than considering teachers' time as the primary constraint and students' time as basically limitless.

The use of the learning outcomes and competences approach implies changes regarding the teaching, learning and assessment methods. Tuning has identified approaches and best practices to form the key generic and subject specific competences. Some examples of good practice are included in this brochure. More detailed examples can be found in the subject area based Assessment Reference Frameworks.

Finally, Tuning has drawn attention to the role of quality in the process of (re-)designing, developing and implementing study programmes. It has developed an approach for quality enhancement which involves all elements of the learning chain. It has also developed a number of tools and identified examples of good practice which can help institutions to improve the quality of their degree programmes.

This publication reflects the outcomes of the work done by the Subject Area Group (SAG) **History** which was established in the context of the CALOHEE project. This SAG has built on the work of the SAG or SAGs that produced the previous editions of the brochure, as well as the work established by the European History Networks, CLIOHWORLD. The names of the members of the previous SAGs appear in chapter 2. The outcomes are presented according to a template used for all Tuning Guidelines and Reference Points brochures to facilitate readability and rapid comparison across the subject areas. It aims to provide, in a succinct manner, the basic elements for a quick introduction into the subject area. It shows in synthesis the consensus reached by a subject area group after intense and lively discussions in the group.

We hope that this publication will be of interest to many, and look forward to receiving comments and suggestions from the stakeholders, in view of further improvement.

Tuning-CALOHEE Management Team,
Robert Wagenaar, CALOHEE project-coordinator

2. Preface to the 2018 Edition of the *Guidelines and Reference Points for the Design and Delivery of Degree Programmes in History*

This edition of the Tuning History Subject Area Group's *Guidelines and Reference Points* for enhancing the quality of learning and teaching in History course units and degree programmes is published in the Framework of the CALOHEE project. It builds on and comprises material produced by the History Subject Area Groups of the Tuning Educational Structures in Europe, by the European History Networks (the "CLIOHnets") and by other related projects over the last 17 years.

From the beginning of what we now call the 'Tuning Process' the History Subject Area Group has been one of the most active. It has maintained its pioneering role in every phase of Tuning, and continues to do so, participating – with other Subject Area Groups – in Tuning Educational Structures in Europe, Tuning Latin America, Tuning in Georgia, in Kyrgyzstan and in the Russian Federation, Central Asia and the USA. It has been one of the key players in important related projects, including TEEP 2002 (developing quality tools at the pan-European level), CoRe and CoRe2 (developing a competence-based approach to recognition in Higher Education), and HUMART, a project which elaborated an SQF or Sectoral Qualifications Framework for the Humanities and the Creative and Performing Disciplines. In this connection, the members of HUMART for History also drafted a Subject Area reference framework for History, regarding levels 4 to 8 of the European Qualifications Framework for Lifelong Learning (EQF for LLL) which is at the basis of the new CALOHEE Assessment Reference Frameworks which are presented in chapter 4.

During all the phases of its work, the Tuning History Subject Area Group has benefited from its symbiotic relationship with the European History Networks, operating under the names of CLIOH, CLIOHnet, CLIOHnet2 and most recently CLIOHRES and CLIOHWORLD. The Subject Area Group members have also been members of the Networks and their results have been constantly discussed, tested and perfected in consultation with the Network members and, through them, with the broader academic community. The History Networks' members have used Tuning results in their many countries and universities, disseminating knowledge of Tuning tools far beyond the one hundred or so universities which have been formal members of the Networks. In addition, new universities have become involved and have contributed through the CALOHEE Outer Circle

The most recent of the European History Networks, CLIOHWORLD, had 60 official partners from most European Union and EFTA countries as well as Turkey. It also comprised a number of associate partners from other countries and continents, including active and committed partners in South Eastern Europe, in Japan (Osaka University) and in the Russian Federation (Moscow State Regional University). It worked closely with ISHA, the International Students of History Association. The Network was built on the CLIOH partnership, which expanded, developed and ramified over the past decades. Its first roots were in the History Subject Area Group of the ECTS Pilot Project, which ran from 1989 to 1995 and continued for another four years as Curriculum Development projects in the context of the EU Socrates Programme. Since 1999 these were established as the "CLIOH" nets, thanks to a series of Networks and projects supported morally and financially by the European Commission.

Clio is, of course, the muse of history; but Clieh with an 'h' – CLIOH as an acronym – stands for "Creating Links and Innovative Overviews for a New History Agenda", a motto which accurately describes the core of the Networks' methodology. The CLIOH approach entails using the transnational context in which the

Networks operate to build knowledge, gain new insights and propose novel directions for history learning, teaching and research.

Tuning is work in progress. As can be seen from the above, work has gone on for many years and is going forward today. For this reason the present edition of the *Guidelines* does not represent a single moment in time. Rather it contains a choice of materials produced at different stages in our work, from 2001 on. Previous editions containing further material can be found at the weblinks indicated in the References.

The present edition of the History Guidelines aims at presenting a variety of tools that we believe can be useful for enhancing the quality of existing History course units and degree programmes, and for designing new ones.

We hope that it will be of use and look forward to receiving comments and suggestions from the broad community of historians and future historians.

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3. Introduction to the History Subject Area

3.1 Why History?

History is one of the least recognised but most powerful forces in forming social and political attitudes, in building our perceptions of ourselves and of others. Received ideas of the past influence each person in his or her interaction with society and with other individuals, in deciding on action to be taken and values to be observed or enforced. Strangely, for something so pervasive, history is often thought of as remote and unconnected with daily life. It is usually absorbed in the form of 'general knowledge', and often assumes the form of widely shared convictions, orientations and prejudices which derive from national narratives formed in past political and cultural contexts in each country, but of which we are hardly aware. The present context (European unification, enlargement and consolidation, and now questioning about its future) creates particular challenges and opportunities for history and for historians. Because pre-existing national elaborations of history are still prevalent in national educational systems, European citizens are not usually aware of how little their 'knowledge' or ideas of the past resemble those of their neighbours. And yet, Europe is truly founded on its history. The European Union is a unique polity, built on the historical experience of tragic wars and conflicts between and within the countries that compose it or may join or leave it in the future.

In the past historians assisted in creating the 'national' and nationalistic attitudes that contributed to those conflicts. Today their knowledge and perspective is needed in order to contribute to building reciprocal knowledge and understanding among Europe's peoples. If the challenge is great, so are the opportunities. We now have the possibility of designing and implementing incisive action through pan-European collaboration on a variety of levels. For all disciplines, the Bologna process and the realization of the European Higher Education Area – by which educational systems of European countries, not only EU member states, come into ever closer contact – opens new opportunities and confers new obligations. For none however are the changes, the challenges and the opportunities greater than for History.

3.2. Tuning and History

Tuning Education Structures in Europe was a large-scale pilot project, which accompanied and gave substance to the Bologna Process. Supported by the European Commission, it was designed and implemented by Universities and other Higher Education Institutions. It was based on the realisation that, in final analysis, only higher education staff – collaborating with students and working in a pan-European setting – could give real meaning to the common architecture at the base of the Bologna Process, and contribute substantially to positive innovation in European Higher Education.

The Tuning project and the CLIOHnets – the European History Networks -- shared common roots. The 'prehistories' of both go back to the History Subject Area Group of the ECTS Pilot Project, which began operation in 1988-89. Together the various Tuning projects and the History Networks have come to involve very large number of members and all continents.

Nine subject areas participated directly in the early phases of Tuning (Business, Chemistry, Education, European Studies, Geology, History, Mathematics, Nursing and Physics); others did so through the Erasmus Thematic Networks.

In this 2018 edition we present the key Tuning documents produced by the History Subject Area with some significant changes. Such documents as the "History Template" (a general summary); "Common Reference Points", elaborated in the first phase of Tuning, and "Learning, Teaching and Assessment", first published as part of Tuning, Phase 2, have been updated, taking into account further work accomplished

in the final years of the CLIOHnets and now in CALOHEE. Tuning is work in progress. We hope that this publication will prove interesting and useful.

3.3. The European History Networks

CLIOHnet was an Erasmus Thematic Network devoted to enhancing an innovative critical perspective in History in Europe. The Network itself had its roots in the process of convergence and the growth of interaction between educational systems in Europe which began in the late 1980s. Many of the core members started their collaboration in 1988-89 as the History Subject Area Group of the ECTS pilot project (which developed the framework for international student mobility, creating the bases for the present European Credit Accumulation and Transfer System). It was followed by the EU Socrates I Curriculum Development projects (1995-1999). Subsequently, as new opportunities for collaboration emerged thanks to the EU Socrates II Programme, the group was able to expand both its membership and its activities, using the knowledge it had gained in previous years about the profound diversities in the ways history is viewed and taught in different European countries. When it became possible to include central and eastern European countries in the partnership, understanding took another leap forward. The group organised curriculum development projects (CLIOH), publishing initiatives (ClioH's Workshop) and then under the acronym of CLIOHnet, the European History Network. Subsequently, the Thematic Network was further developed as CLIOHnet2; and it gave rise to the Sixth Framework Programme Network of Excellence CLIOHRES.net, which included among its active members 180 researchers from 45 universities. From 2008 the History Network took the name of CLIOHWORLD, its work emphasising the development of certain areas of History learning and teaching. The objective of the History Networks was to use the remarkable opportunities presented by the creation of the European Union, its expansion and consolidation, to put into contact the different national traditions and historiographies, with the view of renewing the way history is learned, taught and studied. At present, although the CLIOH Networks no longer have a formal organization, they continue to exist as informal networks that connect informed and committed researchers and educators.

3.4. Tuning, CALOHEE and the History Networks

Thanks to the Tuning projects, the History Networks, other related initiatives, and now CALOHEE have been able to establish common reference points for history programmes at all levels and have gained much knowledge about the diverse roles occupied by history graduates in different countries.

History studies give excellent preparation for a variety of careers. Civil service and administration, foreign service, personnel management and journalism, international organisations, inter-national relations, communications are all areas in which history degrees provide a strong basis for careers. History training provides both general culture and understanding of how the world and society have developed. To receive a history degree, young people must learn to write, speak and use information and communications technology effectively. They often have knowledge of at least one other modern language, and many, optimally, of an ancient language as well. Those who choose to study history are normally interested in people, in politics, in the way the world works.

They often have training in related subjects such as geography, philology, anthropology or economics. They are able to place human events in a chronological framework and they are aware of the importance of changing cultural and political contexts. They are well equipped for becoming aware citizens and gaining personal satisfaction from their education.

Many of the competences explicitly formed in history training are useful in all walks of life and are valued

by employers. These include the ability to use documentation critically, to retrieve information from a variety of sources and to use documentation to compose critically founded and coherent narratives. Historical training enhances the capacity for analysis and synthesis, and provides a good basis for multicultural understanding. Historians learn to avoid anachronistic thinking when studying the past. This provides excellent training for seeing issues from different points of view in the present as well.

3.5. Learning, Teaching and Research

Among the strong recommendations of the History group in the Tuning project, discussed and validated by the History Networks, is that from the most general and elementary course unit in history, to highest level of research training, the learner should have direct contact, even if quantitatively limited, with original documents and with professional historiographical work. This means that learning/teaching and research are intimately connected. The historical mindset is in essence enquiring, and multidisciplinary. The historian uses whatever conceptual or documentary tools are available to resolve the problems which appear relevant. There is no 'corpus' of knowledge, or group of tools to be defined or acquired once and for all. History by its nature is a science of change, and itself in continuous transformation. Teachers who do not have the opportunity of doing original research themselves cannot transmit to students the questioning critical attitude towards past and present which is one of the hallmarks of the historical view of reality. This factor needs to be pointed out clearly, particularly in those countries where undergraduate teachers' loads may be so heavy as to make it impossible for them to undertake meaningful research.

In the pages of this booklet, the reader will find an overview of the most relevant generic competences for the subject area of History, the list of 'subject specific' competences (those regarding history training specifically) and 'cycle level descriptors' (that is, indications of what a student should know, understand and be able to do at the end of a single course unit, a double major, a first or a second cycle degree in History) elaborated in Tuning. The reader will now also find a more general framework for Bachelor and Master degrees formulated in CALOHEE. All these materials have been the object of broad consultations with academics and other stakeholders.

During our consultations, we have established that in all countries there is general agreement on the following:

- every history course, even the most elementary or general, for students of any Faculty or subject area, should communicate the 'historical' mindset, or attitude towards reality and towards the study of history;
- more technical knowledge and knowledge of content is to be gained during further study according to the particular period or diachronic theme addressed;
- every history course, even the most elementary or general, for students of any Faculty or subject area, should give direct contact with original documents and professional historiographical research.

4. Level descriptors for History

4.1 Tuning History Cycle-level indicators

In the early stages of Tuning, as recounted above, we established a number of key competences important for History graduates, and described ways of forming them. The definitions we gave implied the necessity of defining levels of achievement, whether 'expected', 'desired, or 'aspirational'. We formulated our ideas in terms of learning outcomes and competences, and elaborated the following table of overarching 'cycle level indicators' or 'descriptors':

Type	Description of achievement
History course units for students of other subject areas	<p>A course unit in History, which constitutes a minor component of a degree in another subject should enable the student (to the extent possible in the time available) to develop a historical perspective on reality. This should include acquiring or experiencing:</p> <ol style="list-style-type: none">1. A critical view of the human past, and the realization that the past affects our present and future and our perception of them.2. Understanding of and respect for viewpoints moulded by different historical backgrounds.3. A general idea of the diachronic and spatial framework of major historical periods or events.4. Direct contact with the historians' craft, that is, even in a circumscribed context, contact with original sources and texts produced by professional historiographical research.
History as a relevant part of a degree in other or more general subjects (minor or double honours degree, degree in Letters, part of a teaching degree etc.)	<p>All of the above remain the general objectives. The level expected will be higher, the contents more ample and detailed, the experience of different methodologies and historiographical tools greater according to the amount of historical studies permitted in the study course organization. In any case, to obtain mention of a relevant presence of historical studies in a degree, the student who has completed such a study programme should:</p> <ol style="list-style-type: none">1. Have general knowledge of the methodologies, tools and issues of at least two broad chronological periods (such as Ancient, Medieval, Modern and Contemporary) as well as some significant diachronic themes, and should be aware of the various scales, from local to global, in which history is studied.2. Have demonstrated his/her ability to complete, present in oral and written form 'according to the statute of the discipline' a circumscribed piece of research in which the ability to retrieve bibliographical information and documentary evidence and use it to address a historiographical problem is demonstrated.
History for first cycle History Degree	<p>The general objectives remain as above; however the student at the end of a first level History degree should furthermore:</p> <ol style="list-style-type: none">1. Possess general knowledge and orientation with respect to the methodologies, tools and issues of all the broad chronological divisions in which history is normally divided, from ancient to recent times.2. Have specific knowledge of at least one of the above periods or of a diachronic theme.3. Be aware of how historical interests, categories and problems change with time and how historiographical debate is linked to political and cultural concern of each

	epoch. 4. Have shown his/her ability to complete and present in oral and written form 'according to the statute of the discipline' a medium length piece of research which demonstrates the ability to retrieve bibliographical information and primary sources and use them to address a historiographical problem.
History for a second cycle History Degree	A student completing a second cycle degree in History should have acquired to a reasonable degree the subject specific qualities, skills and competences listed below. He/she will have built further on the levels reached at the first cycle so as to: 1. Have specific, ample, detailed and up-to-date knowledge of at least one great chronological division of history, including different methodological approaches and historiographical orientations relating to it. 2. Have acquired familiarity with comparative methods, spatial, chronological and thematic, of approaching historiographical research. 3. Have shown the ability to plan, carry out, present in oral and written form 'according to the statute of the discipline' a research-based contribution to historiographical knowledge, bearing on a significant problem.

On the basis of our mapping of the Subject Area, we thought it essential to formulate levels not only for the First and Second Cycle studies, but also for what we saw as the essential competences to be acquired even single course units or in History minors.

Our Cycle Level Descriptors were formulated to take into account what we saw as a significant peculiarity of History: the fact that one or more History course units are often offered or even considered compulsory in degree programmes in other subject areas. For this reason our Descriptors were not 'stand-alone', but rather based in the idea that any history course unit, even the most elementary, should be organised in such a way as to form, to the degree possible, the historical mind-set, giving at least a taste of the competences required for the historian's craft.

4.2. The Joint Quality Initiative and the QF for EHEA

Just at the same time the Tuning History Subject Area Group was creating its own 'Cycle-Level Descriptors', the Joint Quality Initiative (JQI) was elaborating the 'Dublin Descriptors' as the basis for the Framework of Qualification for the European Higher Education Area (the QF for EHEA), still the agreed basis for the 48 countries that cooperate in the Bologna Process, and a reference point for other world regions.

Our cycle level descriptors were organised to express at the outset the overarching aims of any piece of History learning/teaching, and then further elaborated for three successive levels: the level of History component in a non-History Degree programme; a First Cycle History Degree programme and a Second Cycle History Degree programme.

The Dublin Descriptors, on the contrary, were formulated to provide very general indications, useful for any discipline or subject area in higher education. They are formulated as standalone level descriptors; they regard only degree programmes (not single course units), and refer to each of the three Bologna cycles.

The following Table provides Tuning History descriptors for the first and second cycles compatible with the QF for the EHEA:

History QF using the “Dublin Descriptors”

Qualifications that signify completion of the **first cycle in history** are awarded to students who:

- have demonstrated (1) general knowledge of the diachronic frameworks of the past and the major themes of current historiographical debates; (2) specific knowledge of at least one broad period or thematic area; (3) knowledge of the on-going nature of historical research and debate; (4) critical knowledge of the relationship between the present and the past.
- can apply (1) the appropriate terminology of the discipline in oral and written form; (2) historical methods, bibliography, sources, to formulate a coherent discussion of a historical problem.
- are able to retrieve and handle information from a variety of sources (electronic, written, archival, oral) integrating it critically into a grounded narrative;
- are able to write and speak according to the various communication registers (informal, formal, scientific).
- are able (1) to think in scientific terms, pose problems, gather data, analyse it and propose findings; (2) to work autonomously, organise complex efforts over a period of time, producing the required result on schedule.

Qualifications that signify completion of the **second cycle in history** are awarded to students who:

- have demonstrated (1) broad knowledge and understanding of historical processes and events, current debates and research orientations regarding them; (2) knowledge of the principal theoretical approaches to history; (3) detailed knowledge and understanding of a particular period/thematic domain and the methodologies and historiographical debates regarding it.
- are able (1) to retrieve, understand and place archival material, historiographical contributions and debates in their context; (2) to use of appropriate terminology and modes of expression of the discipline in oral and written form in one’s own language and in a second language; (3) is able to use the methodological and practical tools of History and other sciences as needed; (4) is able to work in a team to complete specific tasks relating to the discipline (gathering and treating data, developing analyses, presenting results); (5) is able to participate actively and constructively in group work, outside one’s own speciality.
- are able (1) to formulate a problem, address it with appropriate information and methodology, to arrive at a valid conclusion; (2) adhere to the standards required for scientific research and publication including critical awareness and intellectual honesty; (3) is able to organise complex efforts in an imaginative way, integrating the results of diverse studies and analyses and producing the required product according to the established deadlines.
- are able to communicate their conclusions, orally and in writing, according to the various communication registers (informal, formal, scientific).
- are able to plan, carry out, complete and defend an individual research-based contribution to historiographical knowledge bearing on a significant problem.

4.3 The EQF for Lifelong Learning and HUMART

Further challenges and opportunities were created by the EQF, the European Qualifications Framework for Lifelong Learning. In this case indications of level area are cumulative, as were the History Cycle Level Descriptors formulated in 2002; in the case of the EQF with the ambition of being able to comprise all phases of education, from that for the very young up to that for mature or retired learners. A Tuning-CLIOHWORLD working group addressed this challenge in the framework of the HUMART project.

The History working group in the HUMART Project used the new EQF format, slightly modified, not only to define level descriptors for the Bachelor and Master in History, but also to address the question of achievement on entry into Higher Education (EQF Level 4), and contributed to formulating an SQF, or Sectoral Qualifications Framework for the Humanities. In order to adapt the general level definitions from the EQF, we divided our competences into three categories: Knowledge, Skills, and Wider Competences which latter we defined as Levels of Autonomy and Responsibility.

Furthermore, working with numerous other Subject Area Groups not only in the Humanities, but also in the Creative and Performing Arts and Sciences, we began to use the concept of 'dimensions' or key aspects of the Sector or domain, as a tool to map more accurately the needed competences.

The specific nature of the Humanities resides in their 'humanness', but also in their interest in societies and cultures as well as in the individual experience; they have a strong theoretical component, which consists in many cases in the process of analysing 'texts' (using the term in its broadest meaning) and putting them into 'context'. The other key features are Communication, intrinsic to the Sector, Interdisciplinarity, and also, perhaps not as the first defining element, but still very important, Creativity. A process of reflection among a substantial number of subject areas cooperating in the Sectoral Qualifications project *Humanities and the Arts* (HUMART) resulted in 8 dimensions, which have been applied to help to give structure to the sector making its basic characteristics more transparent.

In HUMART, the descriptors for the Sectoral Qualifications Framework (SQF) for the Humanities has been defined for the Levels 6, 7 and 8 for the group of subjects that, collectively, form the Humanities sector of HUMART, including Subject Area Groups on Art History, Theology and Religious Studies, Linguistics, Literary Studies and History. This SQF is a result of the work of the 30 higher educational experts involved in those Subject Area groups, collaborating within the HUMART project. Naturally other related disciplinary areas such as Philosophy and Archaeology have been considered in our work, even though they were not represented by a specific Subject Area Group.

LEVEL: 6		HUMANITIES	
EQF CATEGORIES →	KNOWLEDGE	SKILLS	COMPETENCE
8 DIMENSIONS	STUDENTS IN THE HUMANITIES ARE EXPECTED TO:		
The Human Being	Have a critical understanding of the human condition, experience and expression in its various forms and environments	Be able to use disciplinary knowledge to understand and interpret contemporary societal challenges	Be able to understand and respect the individual human in his/her personal, cultural and social dimension
Cultures and Societies	Have knowledge and critical insight into how human behaviours, institutions and modes of expression emerge from and	Be able to draw on knowledge of the relevant field to identify and define, with guidance, significant problems and areas of enquiry with respect to social and cultural interaction	Be aware of the role of humanities and a humanistic perspective in society, and demonstrate an ethical commitment to their

	interact with ideas, beliefs and values		use to achieve social cohesion and sustainability
Texts and Contexts	Have knowledge and a contextualised understanding of the essential primary data relevant to the academic field	Be able to identify, select and manage, with guidance, information from a variety of sources	Be able to analyse and interpret data and problems in their contexts using suitable methodologies
Theories and Concepts	Have knowledge and understanding of a range of analytical and methodological approaches relevant to the field	Be able to identify and apply a range of appropriate critical and methodological approaches	Be able to address relevant issues using basic theories and concepts
Inter-disciplinarity	Be aware of the intellectual underpinnings and contexts of the relevant subject areas and their relationships to other fields of study	Be able to utilise, when necessary, knowledge and understanding from other fields to address problems and issues in one's own domain	Be able to convey basic ideas from the discipline to a non-specialist audience or to practitioners of other disciplines
Communication	Have knowledge of the main means of communication used to convey information and perspectives in the area of the humanities, in both academic and broader public contexts	Be able to communicate effectively in one or more major languages of the world Be able to use ICT and video/audio means to communicate	Be able to speak and write clearly and effectively, with an awareness of the various appropriate modes and registers Be able to present ideas and information clearly with appropriate terminology, modes of expression and academic conventions
Initiative and Creativity	Be aware of the dialogic nature of the humanities and of how their practitioners position themselves with respect to key areas of academic debate and issues in society	Be able to approach issues with curiosity, creativity and critical awareness	Be able to reflect on one's own perspective, capabilities and performance and to improve and use them in a creative way
Professional Development	Have knowledge of the intellectual bases and ethical	Be able to work effectively over a period of time,	Be able to learn and to stay up to date with learning

	aspects of the humanities and of the roles that the graduate can take in society	producing the required result on schedule	
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LEVEL: 7		HUMANITIES	
EQF CATEGORIES →	KNOWLEDGE	SKILLS	COMPETENCE
8 DIMENSIONS	STUDENTS IN THE HUMANITIES ARE EXPECTED TO:		
The Human Being	Have a focussed and analytical understanding of the human condition, experience and expression in specific forms and environments	Be able to draw on knowledge and experience of the field to identify and define significant problems and areas of inquiry	Be able to contribute to understanding and respect for individuals in their personal, cultural and social dimension
Cultures and Societies	Have knowledge and critical insight into how human behaviours, institutions and modes of expression emerge from and interact with ideas, beliefs and values in a contextualised fashion	Be able to identify and formulate significant problems and areas of enquiry with respect to social and cultural interaction	Be able to utilise the critical and practical tools of the domain to illuminate cultural and social phenomena, building respect for individuals and groups
Texts and Contexts	Have focussed knowledge and critical understanding of relevant data and sources and of their associated conceptual framework	Be able to locate, select from a variety of sources. and manage information useful for addressing problems	Be able to analyse individual texts and phenomena and to discuss them in relation to other relevant texts and phenomena in the field
Theories and Concepts	Have deep knowledge and critical understanding of relevant analytical and methodological approaches	Be able to design appropriate methodological approaches to the problems to be dealt with	Be able to use theories and concepts critically to address relevant issues in the field
Inter-disciplinarity	Have informed and critical awareness of the intellectual underpinnings and contexts of the relevant subject areas and their relationships to other fields of study	Be able to utilise information and tools from other fields to address problems and issues in one's own domain	Be able to work with others in interdisciplinary and transdisciplinary groups in order to approach relevant problems from different points of view

Communication	Have knowledge of the specific methods used to communicate information about one's field in scholarly / academic and public contexts	Be able to speak and write clearly and effectively in more than one language, using appropriate means of expression, modes and registers	Be able to present ideas and information clearly, using appropriate terminology, modes of expression and academic conventions
Initiative and Creativity	Have knowledge of the patterns of creative thinking	Be able to formulate original interpretations of phenomena relevant to one's subject area	Be able to build on one's strengths and weaknesses, optimising the former to deal with relevant problems in an original manner
Professional Development	Have knowledge of the concrete ways which the humanistic perspective can be developed in professional situations and be of benefit to society	Be able to organise complex projects and carry them out over a period of time, producing the required result on schedule	Be able to plan one's on-going learning in order to adapt to employment opportunities and develop its range

LEVEL: 8		HUMANITIES	
EQF CATEGORIES →	KNOWLEDGE	SKILLS	COMPETENCE
8 DIMENSIONS	STUDENTS IN THE HUMANITIES ARE EXPECTED TO:		
The Human Being	Demonstrate a refined understanding of the human condition and forms of expression with special reference to a particular disciplinary domain	Be able to draw on substantial expertise in one or more domains of the humanities in order to pursue the understanding of men and women as individuals living in society	Be able to define and pursue research topics which can make a significant contribution to knowledge of human beings, their forms of expression and their cultural and social environments in the past and at present
Cultures and Societies	Demonstrate a broad and well-grounded knowledge of major events and processes involved in cultural and social definition and change, as well as	Be able to use specific knowledge of the discipline as well as interdisciplinary insights and the results of their own research and that of others to illuminate	Demonstrate an ability to develop complex ideas and approaches to the study of cultures and societies in their various manifestations in an

	highly advanced knowledge of their own field of research	cultural and social phenomena	intellectually challenging and imaginative way
Texts and Contexts	Demonstrate expert knowledge of a vast range of texts (in the broadest sense, including sources and scholarly and academic writings) relative both to the general subject area and to the specific area of research	Demonstrate the ability to locate, retrieve, manage, contextualise, and interpret large amounts of information originating from a broad range of primary and secondary sources, with a view to bringing out innovative insights and opening up new critical perspectives	Analyse significant volumes of information (sources, texts, scholarly and academic writings) in an innovative way, contextualising them and using the analytical results to address relevant problems
Theories and Concepts	Demonstrate highly advanced and refined knowledge and understanding of a broad spectrum of critical and methodological approaches to problems and sources as well as knowledge of and experience in using relevant methods and techniques of inquiry related to the field of study and research	Be able to identify, evaluate and apply the most suitable and up-to-date methods or methodologies used in the field in order to ensure the advancement of scholarly knowledge and understanding	Use existing theories and conceptual frameworks or to elaborate new ones to define, explore or redefine significant issues in an innovative manner
Inter-disciplinarity	Possess and be able to use wide-ranging knowledge of the national and international debate in the specific subject area as well as in the other academic disciplines and to have expert knowledge of the interdisciplinary aspects of one's own subject area	Demonstrate an ability to reflect on problems and sources using advanced critical and methodological approaches in interdisciplinary contexts, with a view to generating new knowledge	Act as a responsible independent scholar, able to work autonomously in their own field and in a collaborative way with others in order to increase their knowledge and facilitate its transfer into other areas of research
Communication	Possess and be able to bring to bear the highly specialized	Communicate in a variety of modes at an expert level, speaking and writing	Be able to recognise and respond appropriately to opportunities to

	knowledge, critical understanding and self-critical awareness necessary to comprehend and convey complex meanings, in writing, orally or by other means	effectively in more than one language, using appropriate means of expression, modes and registers for specialized as well as non-specialized audiences	communicate the results and insights deriving from one's research not only to specialists, but also to a broader audience, interpreting and communicating knowledge of the humanities and the corresponding mindset Be able to advise decision- and policy-makers in local, national and international contexts on matters of general interest
Initiative and Creativity	Demonstrate highly specialized knowledge of the academic debate in the field and the ability to use it as the basis for original thinking and research	Be able to pose and resolve original and significant research questions, tracing and using the relevant sources, literature and methodologies	Demonstrate a capacity for original thinking based on the ability to look critically and self-critically at ideas present in international academic debate, and to propose and defend one's own position with regard to them
Professional Development	Demonstrate awareness of the academic, political, economic, and professional potential of their field; as well as of its ethical implications and its standards of excellence	Demonstrate the ability to produce a significant piece of research work, according to the canons and standards of the field, making an original contribution to academic debate and to the dissemination of new knowledge and ideas	Demonstrate an ability to plan and produce, to a publishable standard of quality, an original research-based contribution to knowledge bearing on a significant problem Demonstrate an ability to design and deliver university courses and supervise student work in the relevant disciplinary area Assess their own strengths and weaknesses and devise strategies to fulfil their research and professional goals

4.4 The CALOHEE Reference Frameworks of General Descriptors for History

The History competence framework prepared in the HUMART project has now been re-elaborated for CALOHEE, incorporating the new tool of '**dimensions**'. As explained in the general introduction to this publication, the CALOHEE project is an ambitious and challenging feasibility study to explore whether it is possible to measure and compare levels of achievement of students in different countries and institutions, in a fair and sensitive way.

Since History has very specific characteristics in being tightly and often controversially linked to specific national, cultural and political understandings and contexts, it provides an important test of whether such measurement of achievement can be carried out. In order to address this question, the first step has been to perfect a Framework for the discipline using the 'dimension' format. The resulting Tables are the following:

CALOHEE REFERENCE FRAMEWORK: LEVEL 6 HISTORY

Dimension	Knowledge	Skills	Autonomy and Responsibility (Wider Competences)
HUMAN BEINGS: CULTURES AND SOCIETIES L6_1. Level descriptor	K6_1 Demonstrate basic knowledge and critical insight into changes and continuities in human conditions, environment, experience, institutions, modes of expression, ideas and values in diachronic and synchronic perspective.	S6_1 Drawing on knowledge of history, identify and define, with guidance, significant problems and areas of enquiry with respect to social and cultural interaction.	C6_1 Apply historical knowledge and perspectives in addressing present day issues, bringing to bear analytical understanding and respect for the individual human being in his/her personal, cultural and social dimension.
TEXTS AND CONTEXTS L6_2. Level descriptor	K6_2 Demonstrate knowledge and understanding of the main kinds of sources for historical research.	S6_2 Identify, select with guidance, and present information from a variety of historical sources in an appropriate form.	C6_2 Retrieve, manage and use information in order to formulate and address problems in their contexts using suitable methodologies.
THEORIES AND CONCEPTS L6_3 Level descriptor	K6_3 Collect knowledge about and classify a range of analytical, theoretical and methodological approaches relevant to history. Demonstrate orientation in the major themes of present historical debate and knowledge of world chronology.	S6_3 Apply appropriate critical and methodological approaches to historical questions.	C6_3 Examine and explore societal issues and processes using relevant theories and concepts.
INTER- DISCIPLINARITY L6_4 Level descriptor	K6_4 Demonstrate knowledge of the intellectual underpinnings and contexts of history in relation to other fields of study.	S6_4 Utilise, when opportune, knowledge and understanding from other fields to address problems and issues in the historical domain.	C6_4 Work with others in a multidisciplinary and/or multi-national settings when useful.
COMMUNICATION L6_5 Level descriptor	K6_5 Demonstrate knowledge of the main means of communication used to convey information and perspectives in both	S6_5 Write and speak correctly in one's own language according to the various communication registers (informal, formal, scientific). Understand the	C6_5 Demonstrate ability to listen, understand different viewpoints, and discuss ideas, problems and solutions with diverse audiences.

	academic and broader public contexts.	appropriate terminology and modes of expression of the field of history also in a second language	
INITIATIVE AND CREATIVITY L6_6 Level descriptor	K6_6 Knowledge of the on-going nature of historical research and debate and of how historians contribute to key areas of academic and public discussion.	S6_6 Approach issues with curiosity, creativity and critical awareness; retrieve and handle information from a variety of sources (electronic, written, archival, oral) as appropriate to the problem, integrating it critically into a grounded argument.	C6_6 Reflect on one's own perspective, capabilities and performance to improve and use them in a creative way. Think in scientific terms, pose problems, gather and analyse data, and propose findings.
PROFESSIONAL DEVELOPMENT L6_7 Level descriptor	K6_7 Demonstrate knowledge of the intellectual bases and ethical aspects of historical studies and of the diverse contributions historians make to society.	S6_7 Methods, to stay up to date with learning. Work autonomously and in a team, taking initiatives and managing time.	C6_7 Identify and/or create an appropriate study and/or work environment and participate effectively in it.

CALOHEE REFERENCE FRAMEWORK: LEVEL 7 HISTORY

Dimension	Knowledge	Skills	Autonomy and Responsibility (Wider Competences)
HUMAN BEINGS: CULTURES AND SOCIETIES L7_1 Level descriptor	K7_1 Demonstrate broad knowledge and focused and analytical understanding of changes and continuities in human conditions, environment, experience, institutions, specific modes of expression, ideas and values in diachronic, synchronic and comparative perspective.	S7_1 Draw on knowledge and experience of history to identify, define and formulate significant problems and areas of inquiry with respect to social and cultural interaction.	C7_1 Utilize the critical and practical tools of historical knowledge to illuminate cultural and social phenomena. Contribute to understanding and respect for individuals and groups in their personal, cultural and social dimension.
TEXTS AND CONTEXTS L7_2 Level descriptor	K7_2 Demonstrate focused knowledge and critical understanding of relevant data and sources and of their associated conceptual frameworks.	S7_2 Locate, select from a variety of sources and manage historical information (including archival material, historiographical	C7_2 Manage different information sources, analyse texts and data and discuss them in order to formulate and address problems in their contexts using advanced methodologies.

		contributions and debates) and place it in its political, social and cultural context.	
THEORIES AND CONCEPTS L7_3 Level descriptor	K7_3 Accumulate specialized knowledge and critical understanding of relevant analytical and methodological approaches. Differentiate between the principal theoretical approaches to history, current debates and research orientations in the field	S7_3 Formulate an historical problem, analyse it with appropriate information and methodology, to arrive at a valid conclusion	C7_3 Design appropriate methodological approaches to the societal issues and processes to be articulated according to the standards required for scientific research and publication including critical awareness and intellectual honesty
INTERDISCIPLINARITY L7_4 Level descriptor	K7_4 Show informed and critical awareness of the intellectual underpinnings and contexts of history and their relationships to other fields of study.	S7_4 Utilise information and tools from other fields to address problems and issues in the historical domain.	C7_4 Participate in interdisciplinary, transdisciplinary and transnational groups in order to approach relevant problems from different points of view.
COMMUNICATION L7_5 Level descriptor	K7_5 Demonstrate knowledge of the specific methods used to communicate information about one's field in scholarly / academic and public contexts	S7_5 Speak and write clearly and effectively in more than one language, using appropriate terminology, modes of expression, and registers of the discipline	C7_5C Listen to different viewpoints and discuss ideas, problems, and solutions with diverse audiences; participate actively and constructively in group work, within and outside one's own speciality, to present complex ideas and information clearly, using appropriate terminology, modes of expression and academic conventions.
INITIATIVE AND CREATIVITY L7_6 Level descriptor	K7_6 Demonstrate detailed knowledge and understanding of a particular period/thematic domain and the methodologies and historiographical debates, contributing to innovative perspectives	S7_6 Formulate original interpretations of phenomena relevant to a particular period/thematic domain, comparative perspective; plan, complete and deliver an individual research-based contribution to historiographical	C7_6 Build on one's strengths and weaknesses optimizing the former to deal with relevant problems in an original manner; organize complex efforts integrating the results of diverse studies and analyses and producing the required product according to established deadlines

		knowledge bearing on a significant problem	
PROFESSION AL DEVELOPME NT L7_7 Level descriptor	K7_7 Show knowledge of the concrete ways which the historical perspective can be developed in professional situations and be of benefit to society.	S7_7 Work effectively in a team to complete specific tasks relating to the discipline (gathering and treating data, developing analyses, presenting results); organise complex projects and carry them out over a period of time, producing the required result on schedule.	C7_7.c Plan one's on-going learning in order to adapt to employment opportunities and develop its range.

5. Typical Degree Programmes

5.1. The Subject Area

History addresses the study of the human past. As a discipline it is widely present in higher education institutions as well as in schools. It constitutes not only an academic subject or research area, but also an important aspect of 'general culture'. Training in History creates flexible individuals with the analytical, critical and communications skills essential for citizenship and personal culture, as well as for professional roles in the emerging knowledge society.

In the context of European enlargement and today's rapidly changing world, History faces particular challenges and enjoys remarkable opportunities. As one of the first forms of social consciousness and group and regional identity it is an important factor of social cohesion. Indeed, History properly understood and utilised can enable us to overcome the aggressive confrontations which have set nations and groups against one another.

Of all the subject areas involved in Tuning, History has turned out to present the most varied picture in the different countries represented. National university and school systems determine a context in which quite naturally a large part of 'contents' taught in each country are linked to the national culture or vision of the past; furthermore, the History group has found that the theoretical and practical premises created by each national culture and teaching tradition differ, often very sharply. Hence the structure of studies, and ideas about what should be done at the beginning of degree programmes and what at a more advanced stage are quite different. For this reason, the History group has not considered it possible or useful to identify a core curriculum, but decided rather to create agreed reference points, based on both subject specific and key generic competences, around which programmes can be built in all countries.

Not only the intellectual premises of studies, but also the perceived role of history graduates in various European countries differs widely. In some countries a first or second cycle degree in History is a common general degree, often completed by young men and women who do not plan a career in history teaching or research. In others it continues to be considered to be of interest almost exclusively for future school teachers or as pre-doctoral preparation for university level academics and researchers. In the former, history studies seem to be in good health or even in expansion. In the latter, there continues to be pressure to reduce the number of history students according to the availability of teaching posts.

5.2. History Degree Programmes

The following summarises information about the Degree Programmes typically offered in the Subject Area:

Degree	Typical degrees offered
First Cycle	<p>Most institutions offer specific first cycle degrees in History, although in some cases History students simply take a more general degree (Arts, Letters or Humanities for example), giving particular attention to historically oriented course units. In some countries Art History or other related subjects are considered to be part of the subject area; in others they are separate. In the different academic and cultural contexts History may be linked to other major subject areas such as Philosophy, Geography, Literature, Archaeology, Classical studies, Archival studies, Economics, Law or Library Sciences.</p> <p>In recent years there has been a tendency to create new degree programmes which may or may not include History in their title, and make more explicit their interdisciplinary or thematic nature. A sample list includes: <i>History and Archaeology</i>, <i>International Studies</i>, <i>Cultural History</i>, <i>Archaeology</i>, <i>Ethnology</i>, <i>Archives and Document studies</i>, <i>History and Geography</i>, <i>Balkan studies</i>, <i>History and Philosophy</i>, <i>Jewish studies</i>, <i>History and French</i>, <i>History and German</i>, <i>History and Philosophy</i>, <i>History and Spanish</i>, <i>History and Film</i>, <i>Modern History and Politics</i>, <i>Ancient History</i>, <i>Ancient History and Archaeology</i>, <i>Ancient History and French</i>, <i>Ancient History and German</i>, <i>Ancient History and Philosophy</i>, <i>Ancient History and Spanish</i></p>
Second Cycle	<p>Second cycle degrees in History are frequently offered. In almost all cases the work leading to a second cycle degree comprises both course work and a relevant piece of research presented in written form. Second cycle degrees may be in a specific chronological or thematic area. In some countries and some institutions this is specified in the degree title (e.g. Medieval or Contemporary History; Women's History). In others the usual title is simply History, although the programme of studies depends on the area of particular emphasis. There are often second cycle degrees in such subjects as Economic History, or in History related subjects such as Archival studies, Museology, Archaeology and so forth.</p> <p>In some countries future teachers of History receive specific degrees; in others the degree continues to be in History and teacher training is either included or is taken as a separate study programme.</p> <p>Again, as noted under the First Cycle, Universities in recent years have begun to offer numerous programmes which are connotated as area, interdisciplinary or thematic studies, whether or not History appears explicitly in their title. A sample list of Degree Programmes having an important History component includes:</p> <p>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</p>

	and new media, Oriental studies: Egypt, the Near and Middle East, Classical Philology and Ancient History, 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 and 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.
Third Cycle	Doctorates are normally in History, or in a sub or related discipline. In recent years Universities have often reorganised their doctoral programmes in ‘Schools’, for broader sectoral domains. Doctoral studies require the defence of a substantial original piece of research in a dissertation which normally has the dimensions and typology of a scientific monograph. The taught component of the degree varies, although at present in many countries the proportion is increasing.

5.3. History in other Degree Programmes

A significant part of History learning and teaching takes place in other degree programmes. For this reason the History subject area group carried out its consultations and defined competences and levels taking into account the case of even a single course unit.

Most Arts and Humanities programmes include the requirement that students complete some history course units, even for a very small number of credits. Particularly in the disciplinary areas related to History (different in different national traditions) such as Geography, Philosophy, Literary or Linguistic Studies, Art History, Archaeology, Archival Studies, Communications there are requirements for History courses. In some scientific and technological subjects programmes, or programmes in such areas as Architecture or Law, there may be a requirement that students take a History course, or History may be an optional or elective course. History, particularly Contemporary History and non-European History, is usually a requirement for Political Science degrees, and is also present in European Studies or in other Area Studies, as well as in Tourism and Journalism programmes.

6. Typical Occupations and Tasks of Graduates

6.1 Typical occupations of Graduates

In the framework of the CALOHEE project, the History Subject Area Group has gathered much new information about the employment opportunities and career choices available to persons holding degrees in History. This information does not change the general picture which emerged from the consultations held in the previous phases of Tuning. History continues to have the very significant characteristic of giving preparation for employment in many spheres that do not have an explicit, prevalent and immediate link to the practice of historical study and research.

The typical occupations of History graduates were described as follows in 2001, in 2008 and in 2011:

Cycle	Occupations
First Cycle	First cycle degrees in History are useful for employment in nearly any service or communications related field: civil service, local, regional administration, personnel management, journalism, international organisations, tourism, administration and valorisation of the cultural patrimony in its various manifestations including archives, museums, libraries.
Second Cycle	Second cycle degrees in History according to the specifics of the national organisation of studies may give access to employment in secondary or even higher education. They also give a good basis for positions of greater responsibility in all the sectors mentioned for the first cycle.
Third Cycle	In most cases the doctoral degree in History is associated with an academic or research role.

Today this picture is still accurate in broad terms. The changes registered depend less on History studies themselves than on the economic difficulties experienced by many countries: these have influenced the job market, and, in many cases, reduced possibilities of employment in academia, in research and/or teaching – arguably especially in the Humanities, including History.

These general difficulties have affected particularly the prospects for third cycle graduates. Those holding doctoral degrees are experiencing greater difficulties than in the past in finding employment in academia, or in professions based on historical research. This factor means that doctoral programmes, like those for the first two cycles, now, more than ever, must ensure the formation of broad knowledge and competences that can prepare PhDs for an ample spectrum of activities. Exclusive concentration on very specialised themes is now less likely to lead directly to employment.

A further relevant finding is that in some countries a Bachelor or First Cycle degree is considered an adequate qualification for general employment and for some kinds of employment linked explicitly to History. In others very few students conclude their studies after first cycle studies, preferring to obtain at least a second cycle degree before seeking employment. A further difference derives from the practice in some countries of allowing students to enrol initially in Masters degree programmes and then to proceed directly to PhD programmes without taking the second cycle degree.

6.2. Typical Tasks performed by History Graduates

Because of the situation described above, it has appeared particularly important to discover what tasks our graduates actually carry out in their work. This is essential in order to formulate overall the Learning Outcomes described in chapter 6. We continue to believe that one of the great strengths of History programmes is that in the course of study students develop their critical abilities, their ability to find and coordinate information, their capabilities of using language effectively, while learning to orient their own culture and beliefs in a broader and more varied context. Nonetheless, if their employment requires them to possess other knowledge, skills and wider competences, we must try to provide for these as well. Inner and Outer Circle members of CALOHEE took part in a wide-ranging consultation on such tasks. The resulting lists of tasks are shown below.

<i>Tasks performed by BA and MA graduates, responses from all partners</i>	
Bachelor	
	<ol style="list-style-type: none">1. communicating (presentations)2. organizing, delegating and planning3. writing (papers and reports)4. teaching (delivering classes / monitoring pupil/student progress)5. conducting research / gathering statistics6. collecting and analysing data7. researching literature and other sources8. framing relevant questions / thesis9. representing10. publishing / media contributions11. editing (written work)12. conducting interviews13. negotiating14. reporting / presentation of projects (outlines and outcomes)15. public policy administration and implementation16. retail management / providing customer care / service17. arts performance and event management18. managing staff/leading teams19. administrating educational services20. archaeological excavation, analysis, management21. organizing archival materials22. designing webpages23. developing tourist information24. developing advertising25. cataloguing books and documents26. coaching
Master	
	<ol style="list-style-type: none">1. writing (policy – analytical) papers2. teaching (delivering classes / monitoring pupil/student progress)3. conducting research / gathering statistics4. collecting and analysing data5. 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

A more elaborate classification of tasks has been contributed by the University of Bologna. This provides clearer distinctions between those holding first or second cycle qualifications, and also groups the tasks according to sectors of employment:

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 catalogues, 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 centres;
	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.	Cataloguing of demo-ethno-anthropological materials and non-European artefacts; curator in the area of artistic and cultural heritage.
	Organization museum exhibitions, exhibitions and related events (in the field of European and non-European cultures, tangible and intangible heritage);
7.	Promotion of cultural heritage and planning activities related to cultural tourism;
	Collaborating in the construction of routes and events of cultural and historical interest;
	Guide in the field of cultural tourism.

Master graduates	
1.	Analysing, classifying documents (on various media and formats, such as books, etc.), artefacts, and 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 catalogues, illustrative texts and educational and scientific publications for theatre, 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 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;
3.	Educational training and LLL courses related to History and related 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 cultural heritage
	Designing and developing content for cultural promotion activities aimed at the understanding of historical issues, cultures and languages of different parts of the world;
	Organizing, managing and coordinating services and projects in the areas of reference (cultural industries and sectors of cooperation / intercultural);
	Organizing and taking care of catalogues 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 cultures and languages.

7. Common Reference Points for History Curricula and Courses in Europe

7.1. Preliminary considerations

Defining common European reference points for History is an extremely delicate task. In contrast to the situation in many other subject areas, the ways in which History is conceptualised, structured and taught and its relationship to other disciplines are very different in the various European countries. Because of this relatively unique situation, the problems posed and the insights gained can be of general use in defining strategies for other subject areas including those collaborating in the Tuning Project, where the differences in approach are less evident.

The Tuning Subject Area Group began its work on this theme attempting to define a 'core curriculum' for History. The term itself is very much open to discussion in general; in the case of History it became quite immediately clear that at present it means, or is taken to mean, widely different things in different national and institutional contexts.

For this reason the group decided to utilise the insights that have come out of mapping existing curricula with the objective of taking them into account in the formulation of general guidelines and reference points for the disciplinary area. In general terms we may say that 'core curriculum' most often is taken to mean those contents and learning offers and outcomes which students are obliged learn, take up or achieve in order to receive a History degree. More specifically, it is usually taken to refer to those outcomes in the field of History which students must have achieved in order to receive a History degree. In some cases it is mandatory for History students to take courses in other related areas such as Geography or Art History, or to achieve skills in other areas such as Informatics, Languages, or Pedagogy. These courses, although they may be part of the requirements for receiving a History degree, do not seem to be considered part of what is normally understood to be the 'core curriculum' for History students. Nonetheless, it seems reasonable to consider them too in any future recommendations).

It is equally or even more important for the History subject area to define 'core curriculum' in another of its possible definitions, that is, the basic knowledge, skills and outlook which any student taking a History course should be given access to and hopefully make his or her own. This is because History is very often part of general education and the single student may be required or wish to take a small number of credits in History. This is quite as important for the subject area as the issue of curricula for History students. On the basis of these preliminary considerations it seems appropriate to speak of 'core curricula' in the plural, and to approach the topic first by mapping the present situation and considering the variety of logics and strategies represented.

7.2. Methodology

Because of the highly diversified structure of the discipline as taught in the different participating countries, it seemed reasonable first to try to understand where differences and analogies actually lie in the present systems. This endeavour regards both what is actually learned and taught, in terms of contents, skills and outlook, and how the learning/teaching experience is described and justified. Other issues to be addressed are the progressive order (if any) in which certain contents are to supposed to be learned, the relationship of learning/teaching and research, and the specific issue of the History 'core' for students whose main area of study is not History. Further specific questions which should to be investigated are: what are considered necessary or appropriate History studies for those who will

become teachers at different levels? What are the related or even unrelated subjects, including ancillary subjects of various sorts which are recommended or required for History students? What linguistic knowledge, including that of ancient languages and of one's own language, is necessary or recommended? What is the place of the national or local history in the curriculum? Are there recommendations which can or should be made about history learning/teaching in an informal or life-long learning context?

A final aspect tightly related to all the above is that of learning, teaching, assessment and evaluation methods. For clarity these will not be discussed in detail here but rather below, in chapter 9.

7.3. Findings

The History subject area group dedicated an important part of its work to explaining and 'mapping' possible ways of understanding the concept of 'core' in the different participating universities.

The main conclusions may be summed up as follows:

- Each national system must be seen as a coherent whole, in which the order, the contents, the learning-teaching and assessment methods are related to each other.
- A unanimous conclusion is the importance of defining the general ethical and heuristic reasons for studying, learning and teaching History.
- The elements that are in agreement (that is, which appear in all existing curricula) should appear in any proposed 'core curriculum': this would not be simply the minimum common denominator, but rather an agreement on necessary *kinds* of contents.
- It is important to point out the advantages the study of History offers to society and to individuals who study it as a degree programme or as part of their studies.
- The group underlines particularly the importance of comparison and connection (geographical, chronological) in historical learning/teaching and research.
- Other disciplines and competences (the mother language, foreign language, Philology, Archaeology, Social Sciences etc.) are essential or advisable for the formation of a historian or more generally for the formation of a critical historical mentality.

7.4. Problems and insights

In general, it emerges from our surveys and consultations that there is something of a basic division between those systems in which the objective is first of all to transmit basic knowledge about different periods of history, often in a prescribed or in chronological order, subsequently dealing with more specific research topics and methodologies, and those which from the beginning seek to communicate a certain attitude or mindset, and deal immediately with research topics, giving less systematic attention to building up a framework of general knowledge.

In the first case, with some degree of exaggeration, we might say that History is conceived of as an existing corpus of knowledge which can be arranged according to more basic or more specialised contents, and that the direct knowledge or experience of historiographical practice or research techniques should come in a second or third phase of studies. In the second case, notwithstanding quite relevant variations, we can say that history is understood to be a way of approaching reality which should be transmitted immediately, usually through actual examples of research or group work; whereas learning 'basic' contents is less immediately important, either because it is considered the task of secondary school studies or because it is thought that the essential thing is that the student know how to find and acquire such knowledge when needed.

We can usefully conceptualize this division in terms not of dichotomy but of a range of possible

combinations, each with its specific characteristics. The range of combinations, which includes other factors as well, can be represented schematically: At one extreme we find several countries where either by law or in practice, courses of study must be organised to begin with general mandatory studies in History according to large chronological divisions (i.e. Ancient, Medieval, Early Modern, Modern, Contemporary or Present-day), and where the student only begins to have autonomous contact with original documents in the second part of the course of studies. At the other extreme we found two quite different traditions: the one hand Germany (where after the initial Grundstudium phase, the learning/teaching offer is articulated on the basis of specialised themes according to the interests and expertise of the teaching staff) and Italy where, until the current reform, course units did not need to be taken in a particular order and choice of subject matter was based to a large extent on research interests of staff although general knowledge had to be demonstrated at some point before receiving the final degree), and on the other Roskilde (not typical of Denmark insofar as it developed as an experimental University, but with some analogies to Uppsala), where the students from the very beginning of their University studies are asked to organise autonomous research groups in which themselves must define their theme, find the necessary materials to deal with it and prepare reports.

All other systems fall somewhere between these extremes. In countries such as Germany and Italy where the traditional system was very far from what we might consider the French or Spanish model, the tendency in adapting to the Bologna process seems to be to define a progressive series of general contents, hence coming closer to the Franco-Iberian model. The traditional British and Irish system insists from the outset and in all courses on creating the necessary conditions for the student to accede to the historical perspective or mindset, which is considered to be of general ethical-political value for all citizens and not just those specialising in the subject. We may note that such widely differing experiences and concepts of how the subject area is or should be organised make it necessary to build up new common reference points which take into account the various points of view. A general problem was that of articulating definitions and recommendations for 'core curricula' in levels. This had to be done for a variety of levels: first and second cycle both for History students and for students who will take History as a second or minor subject. Also, as stated above, it seems appropriate to consider general objectives for single courses offered to students doing general studies.

7.5. Suggestions and proposals

As stated above, in the various national systems history studies are organised according to different basic criteria. Since the general objective of any European core curriculum must be to use to maximum effect the rich diversity of the learning/teaching and research traditions, it is obvious that the first principle is to preserve that diversity while giving teachers and students (and to the extent possible, the broader public) an awareness of it and hence of the specificity of their own national outlook. All systems have drawbacks and advantages and in practice have their own ways of achieving an appropriate balance. Nonetheless we wish to formulate a general recommendation that various basic factors listed below be present in a balanced way, both in the first and the second cycle, and even in single courses designed for general students. Hence:

1. Overarching objectives specific to History

1. It seems reasonable to propose that all history teaching, in whatever quantity and at whatever level, have certain general overarching objectives. These naturally can be pursued in any framework, but should not be ignored. These may be defined as acquiring a rational, critical view and insight into the past in order to have a basis for understanding the present and for informed citizenship.

2. It seems reasonable that all history teaching, in whatever quantity and at whatever level, have among

its objectives that of furnishing some precise knowledge of events, processes of change and continuities in a diachronic perspective. It is essential that the student, however early put into contact with original research, be able to orient him/herself in the more general chronological framework of the past.

3. It seems reasonable that all history teaching, in whatever quantity and at whatever level, transmit so far as possible an awareness of the basic tools of the historian's craft, a critical approach to historical documents and an awareness of how historical interests, categories and problems change with time and in diverse political and social contexts. These general elements should be kept in mind whenever historical studies are planned, executed or evaluated. At whatever level, it is important to transmit the concept that History is a perspective and a practice which has its own history, rather than a definitive corpus of knowledge which can be acquired incrementally, piece by piece.

II. Articulation in cycles

A particular problem appears to be defining realistic objectives or desired learning outcomes for the first and second cycle. It seems reasonable to calibrate the system starting from the objectives for the second cycle and adjusting those of the first cycle appropriately in order to avoid unrealistic expectations for the first cycle and a lack of distinction between the two. In this regard the definitions contained in the Scottish benchmarking document have been helpful; the differentiations contained in the legal definitions of the two levels in the new Italian system have also been of use. A formulation of the outcomes to be achieved at the various levels can be found in this brochure.

III. Other disciplines in history curricula

Although this is not universally the case today, there is some degree of consensus that history students should have adequate knowledge of some other disciplines related to the historical sciences (such as, purely as examples, geography, archaeology, statistics, and/or other literary, scientific or technical subjects according to the branch of history pursued). Although reality today is in this respect far from the ideal, linguistic abilities also are of particular importance for history students. Appropriate levels of written and oral expression and understanding of one's own language are obviously essential, although in no country is such knowledge automatic. History teaching should include attention to the specific statutes of writing and oral presentation within the discipline. Students also need ideally to have knowledge of several languages in order to utilise fully the historiographical literature and to approach research in a critical fashion. Even if their area of interest is their own country in a recent period they will benefit by being able to compare other realities with their own. Specific objectives for language training for history students can be defined (reading ability, scientific historiographical vocabulary, understanding of the formation of national languages as an historical process, etc.).

IV. National, regional, local History; European history; World History

In some systems the national history is taught along with general history; in others there is a strong separation, and the national history is taught in different courses by different professors, even belonging to separate departments. In either case the student should be given the opportunity to benefit from the insights which can be gained by studying both, albeit in different proportions. Something along the same lines can be said for the relationship between history regarding prevalently the regional, national, European or broader world history. Mapping the strikingly different emphasis on history of different areas of the world in different universities and national contexts provides very interesting material for analysis. In any case it is reasonable that the student be given the opportunity to widen his/her horizons in both directions, as the comparative approach to the teaching/ learning of History is invaluable whether on a micro or macro scale. This could take the form of a recommendation.

The question of how European history itself may best be taught/learned is a subject which has received more than ten years of specific attention by the various CLIOH History Networks (CLIOH, CLIOHnet,

CLIOHRES, and CLIOHWORLD, all of which prepared contributed to preparing tools and materials which make up an 'offer', an 'arsenal' which teachers and students can use and which are based on the perception and the experience that the diversity of European traditions and historical narratives provides a privileged entrée into the way historical knowledge is constructed. In addition to Guidelines and recommendations, the Networks have published numerous research-based volumes, which are available for teaching in a comparative and connected historical perspective.

V. General competences

In defining the objectives of core curricula it is well to remember a series of skills and competences which will be useful for all graduates, whether or not they will become professional historians. Such considerations will certainly have an effect on recommendations regarding learning/teaching methods: self confidence, independent judgement, ability to make decisions, to gather information and to work with others for example can certainly be developed more effectively in some teaching formats than in others, and such aspects will need to be taken into consideration. Furthermore, the use of teaching methods which encourage capabilities not universally taken into account today (such as the ability to work in teams, the ability to organise projects) as well as those which enhance qualities more generally assumed to result from the study of History (such as mental discipline, effective writing and speaking, precision and intellectual honesty) should in practice improve the quality of the transmission of disciplinary knowledge as well.

VI. Lifelong Learning aspects

The general criteria outlined above under point I in this paragraph (Overarching objectives specific to History) should apply to the teaching/learning activities, informal and formal, which may be offered in any context including Lifelong Learning programmes. This point is important, because there may be a potential clash between 'heritage' or 'identity' history and the rational critical historical outlook which is being proposed here. This problem regards the entire field, but is perhaps particularly important in the context of cultural or educational initiatives taking place outside normal academic institutions.

7.6 Generic Competences

In Tuning competences represent a dynamic combination of cognitive and meta-cognitive skills, knowledge and understanding, interpersonal, intellectual and practical skills and ethical values. Competences are developed in all course units and assessed at different stages of a degree programme. Some competences are subject-related (specific to a field of study) others are generic (common to any degree programme). Competence development proceeds in an integrated and cyclical manner; this implies that both type of competences are developed together and that progression routes should ideally be defined.

Over the last 16 years, broad consultations on both generic and subject specific competences have been held in almost all world regions, including twice in Europe (in 2001-2002 and again with a slightly different list, in 2008). Hundreds, thousands, even tens of thousands of stakeholders (academics, employers, graduates and students) were consulted, to gather their views on the relative importance of each competence (for employment and for personal culture and social responsibility) and also to find out, in their judgement, how well each competence is achieved in present day higher education.

In 2001-2002 the original History Tuning Group carried out the standard consultation on the agreed list of 30 Generic Competences, adapting it slightly in order to elicit meaningful responses for the specific disciplinary area. The Group in fact decided to add three 'generic' competences which it thought were particularly significant for History graduates, and also added extra columns to the questionnaires used in

order to obtain responses on the perceived importance and degree of achievement not only for History graduates, but also for persons taking only some history courses, or a 'minor' in History.

The three 'extra' generic competences were:

- 1) Capacity to approach texts and data critically
- 2) Ability to place events and processes in time
- 3) Ability to gather and integrate data from a variety of sources

The results obtained through that initial consultation showed that such competences as critical and self critical thinking, oral communications, problem solving and the like were highly developed in those pursuing historical studies, and their relevance was confirmed. Furthermore, the 'extra' three generic competences were also considered highly important (especially those indicated here as 1 and 3) and achieved to quite a high degree both in the case of History graduates and in that of persons having a relevant History component in their studies.

On the one hand, these results confirmed the idea, common in some countries but not in all, that History studies foster significant abilities to deal with a wide variety of tasks and high levels of responsibility in areas not directly related to academia or teaching. On the other, the Group was surprised to observe that many competences which it considered very important, such as interpersonal competences, ability to work in a team, creativity, and those having to do living and working in an intercultural and international world, were considered not very important – or very well achieved -- by most stakeholder groups. This result was an eye-opener, and alerted the Tuning History group to two facts: first, some areas in which historical studies certainly would appear to give special insights and understanding were not perceived that way by most stakeholders; and second, abilities to work with other people effectively, be creative, take initiatives, and manage projects, were not considered important for history graduates – although these are exactly the tasks our graduates are asked to do once they find employment.

Thus Tuning showed that the consultation results had to be read not as a recipe for the future, but rather as a heritage from the past. The consultation told us that an active, critical reappraisal of historical studies was needed in order to use their formative and heuristic potential more fully.

The last of the 'extra' generic competences, thought to be particularly important for the History domain, was included in the list of GCs for all Subject Areas which formed the basis for the 2008 consultation. This list is given here below (for the original list of 2001-2002, see the links given in the references):

Instrumental competences:

1. Ability for abstract and analytical thinking, and synthesis of ideas
2. Ability to plan and manage time
3. Knowledge and understanding of the subject area and understanding of the profession
4. Ability to communicate both orally and through the written word in first language
5. Ability to communicate in a second (foreign) language
6. Ability to use information and communication technologies
7. Ability to search for, process and analyse information from a variety of sources
8. Ability to identify, pose and resolve problems
9. Ability to make reasoned decisions

Interpersonal competences

10. Ability to be critical and self-critical
11. Ability to work in a team
12. Ability to interact with others in a constructive manner, even when dealing with difficult issues
13. Ability to interact constructively with others regardless of background and culture and respecting diversity
14. Ability to communicate key information from one's discipline or field to non-experts
15. Ability to work in an international context
16. Ability to act on the basis of ethical reasoning
17. Ability to show awareness of equal opportunities and gender issues

Systemic competences

18. Ability to apply knowledge in practical situations
19. Ability to undertake research at an appropriate level
20. Capacity to learn and stay up-to-date with learning
21. Capacity to generate new ideas (creativity)
22. Ability to adapt to and act in new situations and cope under pressure
23. Ability to motivate people and move toward common goals
24. Ability to work autonomously
25. Ability to design and manage projects
26. Ability to take the initiative and to foster the spirit of entrepreneurship and intellectual curiosity
27. Ability to evaluate and maintain the quality of work produced
28. Commitment to tasks and responsibilities
29. Ability to act with social responsibility and civic awareness
30. Commitment to conservation of the environment
31. Commitment to health, well-being and safety

7.7 Subject Specific Competences

In conjunction with the consultation on the Generic Competences, the Tuning History SAG also discussed at length and eventually elaborated and finalized the following list of Subject Specific Competences. It was understood, and is clear from the list itself, that the thirty items chosen were not intended to cover every History degree programme, just as it was not expected that every History student or graduate would form all of them. Rather the list was of important competences often or usually formed by history programmes, without excluding others.

The list of 30 Subject Specific competences chosen for History is as follows:

1. A critical awareness of the relationship between current events and processes and the past
2. Awareness of the differences in historiographical outlooks in various periods and contexts
3. Awareness of and respect for points of view deriving from other national or cultural backgrounds
4. Awareness of the on-going nature of historical research and debate
5. Knowledge of the general diachronic framework of the past
6. Awareness of the issues and themes of present day historiographical debate
7. Detailed knowledge of one or more specific periods of the human past
8. Ability to communicate orally in one's own language using the terminology and techniques accepted in the historiographical profession
9. Ability to communicate orally in foreign languages using the terminology and techniques accepted in the historiographical profession

10. Ability to read historiographical texts or original documents in one's own language; to summarise or transcribe and catalogue information as appropriate
11. Ability to read historiographical texts or original documents in other languages; to summarise or transcribe and catalogue information as appropriate
12. Ability to write in one's own language using correctly the various types of historiographical writing
13. Ability to write in other languages using correctly the various types of historiographical writing
14. Knowledge of and ability to use information retrieval tools, such as bibliographical repertoires, archival inventories, e-references
15. Knowledge of and ability to use the specific tools necessary to study documents of particular periods (e.g. palaeography, epigraphy)
16. Ability to use computer and internet resources and techniques elaborating historical or related data (using statistical, cartographic methods, or creating databases, etc.)
17. Knowledge of ancient languages
18. Knowledge of local history
19. Knowledge of one's own country's history
20. Knowledge of European history in a comparative and connected perspective
21. Knowledge of the history of European integration
22. Knowledge of world history
23. Awareness of and ability to use tools of other human sciences (e.g., literary criticism, and history of language, art history, archaeology, anthropology, law, sociology, philosophy etc.)
24. Awareness of methods and issues of different branches of historical re-search (economic, social, political, gender related, etc.)
25. Ability to define research topics suitable to contribute to historiographical knowledge and debate
26. Ability to identify and utilise appropriately sources of information (bibliography, documents, oral testimony etc.) for research project
27. Ability to organise complex historical information in coherent form
28. Ability to give narrative form to research results according to the canons of the discipline
29. Ability to comment, annotate or edit texts and documents correctly according to the critical canons of the discipline
30. Knowledge of didactics of history

Many of the competences listed above are knowledge-based; others are formulated in terms of abilities or awareness. As we will see below, in CALOHEE competence levels are now formulated in a different manner; nonetheless as these formed the basis for our exploration of the different European systems, we include here a discussion of them.

Again, we note that some specific competences are of interest in all degree programmes, others only in a few. To exemplify, competence 17 ("Knowledge of Ancient Languages") is considered obligatory in most countries for students of Ancient, Medieval and even Early Modern History but not for Contemporary History students; whereas competence 5 ("Knowledge of the general diachronic framework of the past") to a greater or lesser extent will be required of all graduates of any history programme. Some subject specific competences are formed to an increasing extent during the entire course of studies, in the first, second and third cycles. Others are more likely to be targeted in certain moments. For example, competence 29, "Ability to comment, annotate or edit texts and documents correctly, according to the critical canons of the discipline" is considered more important for second cycle students, although in some courses of study (a first cycle degree that prepares for the publishing industry or for work in local archives) it might be considered useful at the end of a first cycle programme. The first step in curriculum design is the definition of the final learning outcome – required and desired – appropriate to the degree

profile of the qualification to be awarded (the “educational outcome”). This outcome is to be formulated in terms of competences, subject specific and generic. Subsequently, in designing the many modules or course units which will lead to that final result, through activities which will require a specified number of hours of student workload measured in ECTS credits, it will be necessary to focus, for each course unit, on a certain number of key competences.

In practice, each actual course unit will form several or even many competences. This means that competences will normally be obtained in clusters, rather than one by one.

Since certain approaches to learning/teaching and assessment are most appropriate for forming certain subject specific competences (and certain generic competences), it follows that a variety of approaches to learning/teaching and assessment will be useful in order to form a broad range of competences, and also to provide students, with their individual abilities and propensities, with a range of possible ways of acquiring the necessary competences.

8. Learning, Teaching and Assessment

8.1. The competence-based approach

In Tuning 1 the History group found that national and institutional traditions and practices as regards learning/ teaching and assessment are quite different. In all cases the overarching objectives of all History programmes and course units which the group formulated and which are described in the previous chapter-are accepted as general goals and as significant learning outcomes; however the ways of reaching them are innumerable. Each national system has its own consolidated ways of transmitting subject specific skills (such as knowledge of how to utilise certain types of sources or approach certain historiographical problems) as well as general strategies for nurturing a critical scientific approach and historical perspective. There are of course analogies and similarities and thus specific solutions or techniques developed in different institutions can be usefully shared.

However each system envisages a complex of approaches to learning/teaching and assessment which has evolved as a coherent whole. Therefore the adoption of specific partial solutions is likely to require various adjustments.

In many countries the present phase of application and extension of the Bologna process along with interest in and uptake of the results of Tuning and related initiatives, provides a context in which innovation in curricular design and rethinking overall modes of delivery and planning and coordination of specific course units is possible, desirable and – indeed – inevitable. By linking approaches to learning/teaching and assessment to particular competences we can create powerful tools for change and positive innovation as well as elements on which quality can be built, monitored, evaluated and enhanced.

8.2. Teaching approaches (course unit formats)

For clarity we consider the main kinds of learning and assessment activities separately. In practice many course units include several kinds of learning and teaching environment and several kinds of assessment. For example, a part of a course unit may be based on lectures and a part on working groups; assessment might be in part on the basis of a final exam and in part on participation in group discussion. The kinds of course formats used most commonly are the following:

By *lectures* we intend various learning or – at least – teaching environments in which a teacher speaks to a group of students, and interaction during contact hours is mostly in one direction, teacher to student. In practice lectures can be very formal or quite informal; classes may be very large, running even to hundreds of students, or quite small. In some traditions, and for some individuals, it is normal to read from a text or notes to the students; in others a more informal approach is used; reading lecture notes is frowned on; hand outs are given and discussion is encouraged.

In the category of *tutorials* we may place a variety of specific ways in which a teacher is regularly available in certain hours for more or less precisely programmed activities. The teacher may ‘tutor’ a small group or individual students. Tutorials may consist of discussion of subject matter presented in lectures; in discussion and correction of written or oral presentations, work on texts or other materials. Often tutorials are linked to lecture courses in order to furnish a chance for personalised discussion and explanation to facilitate the students.

Workshops may be associated with a lecture course or a series of workshops may constitute an entire course unit. In workshops a variety of techniques are used, all of which aim at giving the students the opportunity for informal and practical ‘hands-on’ learning. The teacher may present materials (handouts,

documents, images) and ask the students to form small groups for discussion and elaboration of an outline, a report or a verbal presentation, which is presented in a final plenary part of the session.

Seminars vary more than might be imagined, but have some basic common characteristics in most systems. They foresee the presence of relatively limited number of students (but with variations from 3 or 4 to 30 to 40) in a less formal context than that of the lecture. Discussion is encouraged. In some countries, institutions, or specific course units, the seminars are organised by assigning to each student the task of preparing and making a presentation on a specific aspect of the general problem or theme considered; during a part or even all of the teaching period, the students make their presentations, one or more per session, and the other students are invited to ask questions and make observations. In other cases the seminar consists of presentations made by the teacher; in this case too questions and observations are encouraged and participation in discussion is often taken into consideration in assessment of the student's performance.

Group work may be of different kinds. An entire course unit may consist of group work, or the group work may be part of several activities carried out for the course unit. In other disciplinary areas groups are often formed in order to implement "Problem- or Task-based" learning (PBL; TBL). In this case there are group sessions with a teacher in which the problems to be solved by the group (or individually) or the tasks to be performed are presented; the groups or the individuals in the groups, perform the tasks or attempt to resolve the problems in the time intervals between the class meetings. Although this approach is not yet widespread in the History subject area, there are cases in which group work has an important role, and it is becoming more commonly used. The work may be student-defined and driven, in other cases the organising activity is up to the teacher. In the case of student driven learning the groups decide themselves what problems or themes to study and the contact with the teacher has the form of a periodic tutorial or discussion and guidance session. The second typology (teacher defined and driven) is more common and provides more guidance, ensuring that the efforts of the group are directed towards relevant historiographical problems; however the former gives greater autonomy to the students and allows them to develop their independent judgement and self reliance. Overall, both forms appear still to be relatively rare in History teaching and learning but potentially can be very useful in forming many of the key competences.

Excursions (archives, museums, libraries, study trips and visits) are used to enhance specific competences or to present original materials or environments pertaining to the field of study. They are widely but not universally used.

Placements are options or even obligatory in many systems. Theoretically the placement should give the student actual 'on the job' experience. Common placements for History students are in libraries or archives; or, for those who intend to become teachers, in the classroom as substitute or assistant teachers.

E-learning and ODL combine various course categories mentioned above. Especially seminars and group work are well adapted to e-learning since in essence it offers exceptional possibilities for discussion, shared writing and learning processes and group formation. The number of higher education history institutions using e-learning is increasing and there are already some history institutions that offer half of the curricula courses as e-learning. Advanced courses use learning management systems, i.e. specially tailored learning platforms. Also blended e-learning courses are becoming more common. The eHLEE (eHistory Learning Environment and Evaluation) e-learning project, developed by the CLIOHnet Task Force C and funded by European Commission, has set up a code of best practices in e-learning for history and it is obvious that for some types of learning outcomes in history, e-learning platforms offer particularly interesting methods. eHLEE has prepared an international cooperative history course for 2nd cycle students, using Tuning competences and methodology in planning the course. International

cooperation is particularly feasible in e-learning since the access to the course is not dependent on place and students from various countries can attend the same courses.

Finally, a relevant number of credits and hence workload for History students at all levels is normally reserved for the production of *reports, theses and dissertations*, based on personal study and research. Since such work is central to the subject area and involves learning, teaching and assessment, we discuss it briefly below under point 5.

In conclusion it must be remembered that each of these general typologies may have diverse specific characteristics in different systems; and are used for different purposes. In the course typologies mentioned above, different approaches – more or less input based or more or less student centred – are implemented according to national practice and tradition and staff awareness, individually and collectively.

8.3. Learning activities

The activities listed above should more properly be considered teaching formats, which may be linked to or require different learning activities on the part of the student.

Although the learner should be placed at the centre of the higher education process, most thinking and planning still centres on modes of ‘delivery’ rather than on the ‘learning’ activities themselves. The learning activities linked to the teaching formats described above are obvious in their general lines: to lectures corresponds ‘attending lectures’, ‘taking notes’, ‘revising’, and, in most systems, ‘personal study’; in some cases ‘tutorials’ or ‘work groups’.

In most systems, History students must dedicate a relevant part of their work time to ‘personal study’, including such activities as ‘formulating bibliographies’, ‘reading and personal study of general works’, ‘reading and personal study of monographs or scientific articles’, ‘making outlines and summaries’. Such activities are necessary building blocks for most other activities, such as: ‘participating in group discussions’, ‘participating in task or problem based learning teams’, ‘preparation and presentation of oral reports’; and ‘preparation and presentation of written reports’.

History students obtain ICT skills of different levels. Most learn to use basic ICT tools, for text elaboration and retrieval of information from Internet and on-line sources. Also useful for History graduates, but not always implemented, are more advanced ICT activities, forming the more sophisticated abilities necessary to find and use digitalised sources and images, to create maps, databases and websites, online inventories and so forth. E-learning is also developing an ever greater role among the tools used for History learning and teaching.

Particularly significant for the History Subject Area is ‘work in archives’ or similar (work where original sources are preserved or may be found or accessed). According to the period studied the specific characteristics of these activities varies, but in all cases they represent a necessary phase in formation of research competences. Preparation for individual research work may be carried out through ‘group reading and comment of texts or sources’, specialised tutorials or work-shops or the like.

Placements, as mentioned above, in those systems where they are used, commonly take place in libraries, museums, publishing houses or in offices of local bodies or even in universities themselves; for future teachers, in schools as teachers or teaching assistants. In these contexts the work of history students can be useful to the employer or host of the placement period. The placements are clearly useful for the students themselves, as they will gain ‘real-life’ experience in such areas as organisation of activities, of source materials and library resources, creation and updating of information for the public, of shows and exhibits. An emerging area is that of private, city or company archives which second cycle students may

be able to reorganise and catalogue or inventory.

Other forms of learning activities with which history students come into contact are *language learning*, and in general, *learning linked to other disciplinary areas*.

8.4. Assessment

In the History subject area, assessment methods are largely determined by national tradition or even by national legislation or by the organisation of studies. For example, in many countries examinations are written. The use of 'external examiners', as in UK, makes nearly inevitable the use of written exams which can be re-examined at different times by different persons. In some systems the oral examination before a board of at least two teachers is nearly universal (e.g. Italy) whereas in other countries it is not often practiced. At present, assessment criteria are not always stated (although good practice would require this). They are often considered too obvious or intuitive. For example, for all forms of assessment, it is very often considered self-evident that assessment of the student's performance will take into account clarity of presentation, precision of contents and relevance of contents, good written – or spoken – style, and so forth.

Clearly, though, if an output-competence-based approach is properly implemented, the competences emphasized in programmes as a whole and each course unit must be stated and provided for in designing the relevant approaches to learning/teaching and assessment. Assessment must be designed to ascertain whether or not the announced competences have been formed to the level required by the expected minimum learning outcomes; moreover the assessment criteria must allow the learner to demonstrate higher levels of achievement. The more usual forms of assessment used in the subject area are:

Written exams, which may be more or less elaborate and challenging. Written exams may be used at midterm, at the end of term or even more frequently. Usually the student is asked either to answer questions, to comment texts or to write themes. Written examinations may be quite brief or last up to several hours. They are usually distinguished from quizzes, which are simpler, but also quicker and more 'objective' means of ascertaining whether the student possesses certain factual information. Quizzes are 'short-answer' or 'multiple choice' and are not often used in history studies except as a tool for understanding the initial level of student knowledge at the beginning of a course unit or study programme.

In some systems *oral exams* are used more commonly than written ones, or even exclusively.

Students may be asked or required to present *written or oral reports* based on specific reading assignments or circumscribed research tasks. The reports are assessed and the assessment usually is taken into consideration in the final grade or mark for the course unit. In some cases the entire course work may consist of one or more oral or written reports and the assessment hence constitutes the final result in its entirety. In some traditions reports have a codified scheme according to which the argument must be treated (France); in other countries the form is freer (usually the approximate length is specified), although general indications about form may be given. The reports are judged by the interest and accuracy of the contents and usually on the basis of clarity, efficacy and correctness of expression, although these criteria may not be stated.

Classroom discussion/participation: in many of the 'teaching formats' identified under point 2, students are encouraged, asked or expected to enter into discussion, asking questions, formulating comments or giving information. The discussion styles in different countries (and even with different teachers) are markedly varied. In some instances, performance in discussion is taken into account in a precise way; in others assessment of discussion is only used as a general indicator of the interest and preparation of the

student, to integrate the results of exams or reports; in still others, assessment based on performance in classroom discussion is specifically avoided, in order to encourage students to express themselves freely and to use the discussion in a non-prescriptive, unstilted, brain-storming style.

As mentioned above, a very significant method of both learning/teaching and assessment is based on *theses, dissertations or research papers*. As this method is central to the subject area, we examine it briefly as a separate point, here below.

8.5. Theses, dissertations and research papers

For some first cycle students, most second and, particularly, all third cycle students in the field of History, the written research thesis or dissertation has a fundamental role both in learning/teaching and in assessment. The production of such a piece of work constitutes an important phase for the learner, who must develop to a higher degree and use 'in the field' the competences which have been initially formed in other contexts. The object of producing such a work is both to demonstrate that the learner possesses the competences to carrying out professional historical research, and to enhance or perfect the formation of those competences.

Equally important, those competences, both subject specific and generic, must be integrated and coordinated so that the resulting piece of work is original, well structured, scientifically founded, written in correct narrative and linguistic form and organised according to the canons of the discipline. Although the length of the text and the degree of difficulty of the research undertaken varies greatly, according to the level of studies and the national or institutional tradition, assessment always takes into account, more or less explicitly, all the above criteria.

In the case of theses and dissertations, the mechanics of assessment varies considerably in the different national contexts. There may be a specific commission or a single advisor who directs or advises on the preparation of the work; this same or another advisor or commission may be responsible for evaluating the final result. The dissertation may be presented and discussed publicly or not; the public presentation and discussion may be a pure formality, or it may influence or determine the final outcome. In some countries qualifications are awarded with a numerical indication of achievement, based on course work and/or on the dissertation; whereas in others this is not the case.

The third cycle has been considered by the History group and the report is available on-line. Here we may stress simply that research papers, first and second cycle theses and dissertations represent in most systems an important means of forming competences and assessing them in action, and that doctoral dissertations are the fruit of the same kind of activity on a larger scale.

8.6. Linking Learning/Teaching and Assessment methods to specific competences

As explained above, in order to investigate the ways in which today the subject specific (and generic) competences are formed or in which they could be formed, the members of the Subject Area Group chose a certain number of competences from the list established already. These were chosen on the basis of their perceived relevance (using the results of the Tuning 1 consultation) for the first two cycles and in such a way as to include a variety of different kinds of competences. Members of the subject area (two for each competence) were asked to describe each competence and discuss the ways it is perceived, taught and assessed or, if this does not happen today, how it could be best taught and assessed in the national context in the future. The results of this analysis showed many interesting aspects: first of all it was striking to see how the various competences were interpreted differently in the various countries, and second (partly as a consequence) how learning/teaching strategies designed to form seemingly identical competences may actually be quite different.

Both observations suggest that, to ensure transparency, an agreed series of terms and definitions will be needed.

First Cycle

Competence 1	Critical awareness of relationship between present and past
Teaching Method	Confronting students with the fact that current events and issues have historical roots, precedents and/or analogies; showing how historiographical debate is formed and is related to current events and issues; sometimes course units are designed specifically to do this.
Learning Activities	Attending lectures or courses, reading assigned bibliography, participating in discussion groups, using e-learning materials, writing papers or making presentations; in some cases by comparing specific historical events or processes to comparable present events or processes.
Way of Assessment	This competence, or awareness, permeates the learning/teaching activities and is not necessarily assessed separately; however when specific course units or activities address this issue it is explicitly taken into account.

Competence 2	Awareness of the differences in historiographical outlooks in various periods and contexts
Teaching Method	Lectures, and group work discussing, presenting examples of historical texts.
Learning Activities	Attending lectures or course, reading assigned bibliography, participating in discussion groups, using e-learning materials, writing papers or making presentations, comparing and contextualising historiographical texts relative to different periods and orientations.
Way of Assessment	Written and/or oral examinations; assessment of presentation, and participation in discussion groups or exercise course.

Competence 5	Knowledge of the general diachronic framework of the past
Teaching Method	Lectures, exercise courses and/or tutorials on different periods of history or diachronic themes.
Learning Activities	Attending lectures or course, reading assigned bibliography, participating in discussion groups, using e-learning materials
Way of Assessment	Written and/or oral examinations; assessment of participation in discussion groups or exercise course.

Competence 7	Detailed knowledge of one or more specific periods of the past
Teaching Method	Lectures, group work, site visits.
Learning Activities	Attending lectures or course, reading assigned bibliography, participating in discussion groups, using e-learning materials, writing papers or making presentations, reading and contextualising texts relative to the period.
Way of Assessment	Written and/or oral examinations; assessment of presentations, and participation in discussion groups or exercise course.

Competence 12	Ability to write in one's own language using correctly the various types of historiographical writing
Teaching Method	Reading and commenting historiographical texts either in class assisted by the teacher or autonomously.
Learning Activities	Writing assignments to practise producing different kinds of texts such as essays, reviews and summaries.
Way of Assessment	Correction of text and written and oral feed-back to the student, including comparison of their own products with expected results. A particular problem to be considered is that of countries in which historiographical texts are largely read and studied in languages other than the local one, creating difficulties in finding appropriate translations for historical concepts and terms, leading to problems of conceptual clarity.

Competence 14	Knowledge of and ability to use information retrieval tools, such as bibliographical repertoires, archival inventories and e-references.
Teaching Method	Presenting the most important tools, explaining the different citation criteria, providing with lists of reviews, reference books, visiting libraries and archives, showing how to find materials or repertoires preserved electronically, teaching not to trust references without checking.
Learning Activities	Learning by doing, carrying out tasks, finding and using books and other materials, catalogues and inventories, finding electronic materials and so forth.
Way of Assessment	Checking result of the exercise and giving feedback and advice.

Competence 23	Awareness of and ability to use tools of other human sciences.
Teaching Method	Some institutions allow or require students to take courses in other disciplines. In others, students acquire knowledge of other human sciences from lectures and reading books or articles from related fields. For some directions of study, tools from other disciplines are necessary, such as quantitative methods.
Learning Activities	In addition to the coursework, sharing experiences with students studying in related fields.
Way of Assessment	Assessment according to the methods used in the related field, such as examinations and field work or anthropology and archaeology, tests for statistics and so forth. When the specific tools are required in history courses the ability to use them appropriately and correctly is assessed.

Competence 25	Ability to define research topics suitable to contribute to historiographical knowledge and debate
Teaching Method	Confronting students with the fact that current events and issues have historical roots, precedents and/or analogies; showing how historiographical debate is formed and is related to current events and issues; sometimes course units are designed specifically to do this.
Learning Activities	Attending lectures or course, reading assigned bibliography, participating in discussion groups, using e-learning materials, writing papers or making presentations;
Way of Assessment	This competence, or awareness, permeates the l/t activities and is not necessarily assessed separately; however when specific course units or activities address this issue it is explicitly taken into account.

Competence 28	Ability to give narrative form to research results according to the canons of the discipline.
Teaching Method	Assigned papers, workshops, specific activities for guidance in writing and giving references, individual tutoring.
Learning Activities	Writing (drafting, correcting).
Way of Assessment	Papers prepared for courses are corrected and feedback given, final year dissertation or thesis is discussed and corrected before final presentation.

Second Cycle

Competence 9	Ability to communicate orally in foreign languages using the terminology and techniques accepted in the historiographical profession.
Teaching Method	Language courses and laboratories, history courses in foreign language, reading history texts in other languages, Erasmus mobility experience or similar (including virtual mobility).
Learning Activities	Grammatical and lexical study and practice, practice in speaking, oral presentation and discussion in the language, working with foreign students of the required language, video conferencing.
Way of Assessment	Oral exams, assessment of presentations and participation in discussions.
Note	This competence has a different weight in different countries.

Competence 15	Knowledge of and ability to use the specific tools necessary to study documents of particular periods.
Teaching Method	Generally, exercise courses using original documents, also study of appropriate languages, and other tools, courses in text analysis, image analysis and so forth.
Learning Activities	Reading, observing analysing documents and other sources and objects, studying how they have been produced and preserved; evaluating and contextualising the information they provide.
Way of Assessment	Assessment is based on accuracy of transcription and quality of interpretation.

Competence 22	Knowledge of world history
Teaching Method	Lectures, workshop.
Learning Activities	Attending lectures and reading assigned bibliography on histories of peoples of other continents and of global processes; workshops.
Way of Assessment	Written and oral exams, assessment of reports, presentations and participation in discussions.

Competence 25	Defining research topics suitable to contribute to historiographical knowledge and debate
Teaching Method	Research seminars and individual supervision.
Learning Activities	Participation in seminars and scientific conferences; preparation and choice of topic, compilation of bibliography, survey of sources.
Way of Assessment	Evaluation of project by tutor/supervisor and by fellow students

Competence 26	Ability to identify and utilise appropriately sources or information for research project.
Teaching Method	Research seminars and individual supervision, workgroups, and small exercise courses on specific source typologies and methodologies.
Learning Activities	Critical examination of specific sources by individuals or in small groups, comment and criticism of sources.
Way of Assessment	Evaluation of performance in above activities.

Competence 29	Ability to comment, annotate or edit texts and documents correctly according to the critical canons of the discipline.
Teaching Method	Presenting and explaining to students good examples of editions of different kinds documents and texts.
Learning Activities	Learning by doing: preparation of text or documents for edition with proper apparatus.
Way of Assessment	Assessment according to scholarly standards, feedback to the students and comparison of the work done by fellow students.

Competence 30	Knowledge of didactics of history
Teaching Method	Lectures, workshops, placements.

Learning Activities	Study of theoretical and practical aspects of educational sciences as they pertain to history; planning courses (cognitive maps), teaching materials, including multimedial materials; taking part in practical exercises in class and in schools; exercises in didactics for museums.
Way of Assessment	Oral exams, assessment of presentations and performance in placement, self evaluation journal or log, joint assessment with secondary school teachers acting as supervisor.
Note	This competence has a different weight in different countries: in some countries pedagogy or didactics is taught separately from disciplinary courses; in others teaching aspects are part of the history curriculum.

8.7 Conclusions

The analysis of the ways in which history higher education endeavours – or could endeavour – to form the subject specific and generic competences has yielded important and significant results. It is true that the main methods of learning, teaching and assessment used today can still be described as variants of certain nearly universally used typologies (e.g. attending lectures, participating in seminars, taking written or oral exams, writing papers, group work, individual study and research, presentations, with some space given to methods based on ICT). However it is in the highly variable details of each of these commonly used methods that there is the most to learn.

Traditions and practices specific to one or a few national systems may be completely absent in other systems. Sharing knowledge and insight about learning, teaching and assessment methods can yield important benefits.

Overall, on the one hand, with respect to the other subject areas the History subject area offers particular experience in forming not only its own competences such as ‘placing processes and events in a chronological framework’, but also competences that are generally relevant, such as ‘ability to gather and integrate information from a variety of sources’, ‘appreciation and respect for diversity and multiculturality’. This knowledge can be shared, and in any case all those students who take some course units in History, although their degree programme may be in another subject area, will benefit by making explicit efforts to form the key history competences. On the other hand, History studies are not always organised in such a way as to encourage the formation of some other generic competences which would be very useful for History graduates, both in their profession and in particular those regarding interpersonal skills. For example, whereas ‘teamwork’, ‘decision-making’, ‘ability to communicate with experts in other fields’ etc. maybe considered very important in other subject areas, they are often ignored or not specifically provided for in History studies.

Consequently, History graduates and historical studies will have much to gain if innovative approaches to learning, teaching and assessment are taken into consideration explicitly and implemented. Sharing the knowledge and experience available in the subject area and, particularly, adapting and utilising that existing in other subject areas, will be important tasks for the future.

The CALOHEE History SAG has now completed the Assessment Framework, we now have a new and important tool for creating, revising, and enhancing History degree programs. Although the full Framework is presented and published separately; its main elements appear in this publication, under point 7.4. Using the Framework along with the other materials and insights elaborated over the last two

decades, we believe that programs can respond better to specific needs while gaining in quality, relevance and international comparability.

References

Most of the many publications of the Tuning History Subject Area Group and related projects can be accessed from the International Tuning Academy website: <http://www.tuningacademy.org/publications>

These include:

Tuning Educational Structures in Europe

- *Guidelines and Reference Points for the Design and Delivery of Degree Programmes in History*, Pisa, various editions
- *Guidelines and Reference Points for Learning and Teaching in the Areas of History of European Integration and of the European Union World and Global History e-Learning and Digitisation in History Developing EU-Turkey Dialogue Regional and Transnational History*, Pisa 2011

Tuning Latin America III (2011-2014):

- *Educación Superior en América Latina: reflexiones y perspectivas en Historia* (available in English, Spanish and Portuguese), Bilbao 2014

Tuning Kyrgyzstan (Bologna.kg)

- *Guidelines for 11 Subject Areas including History*, available in Russian on www.bolognakg.net

Tuning Russia: RHUSTE:

- *History and Culturology, Russian Tuning/ECTS Educational Models for the Implementation of the Bologna Process in the Human Sciences*, Cheliabinsk 2008

Tuning Georgia

- *Tuning Georgia project report* (including History, in Georgian, available only in hard copy)

Tuning Central Asia (TuCAHEA)

- *TuCAHEA Guidelines and Reference Points (Business, Economics, Education, Engineering, Environment, History, Language, Law)*, Pisa 2016. available in English and Russian on www.tucahea.org

Tuning Canada

- *EU-Canada Tuning Feasibility Study* (including History), Groningen 2012

For the Competences for Recognition (CoRe2) project in which History participated:

- *A Tuning Guide to Formulating Degree Programme Profiles Including Programme Competences and Programme Learning Outcomes* (with Jenneke Lokhoff, Bas Wegewijs, Katja Durkin, Ann Katherine Isaacs, Robert Wagenaar, Julia González, Luigi F. Donà dalle Rose, Mary Gobbi) Bilbao, Groningen, The Hague 2010;

For the HUMART project:

- *Sectoral Qualifications Framework for the Humanities*

For Tuning History in the USA, see:

- <https://www.historians.org/teaching-and-learning/tuning-the-history-discipline>

See also the special issue (January 2017) of “Arts and Humanities in Higher Education: An International Journal of Theory, Research and Practice” dedicated to Tuning History <http://ahh.sagepub.com/>

The publications and learning teaching materials produced by the CLIOHnets can be found on www.cliohworld.net

Glossary

See also http://ec.europa.eu/education/ects/users-guide/glossary_en.html

Assessment Reference Framework

A table containing the learning outcomes or descriptors defined as part of a Subject Area Qualifications Reference Framework of Meta-Profile and more precise subsets of each one of them. Each subset, taken together, describes in some detail the core elements and topics covered by a learning outcome statement. In addition, the Assessment Reference Framework intends to offer insight in the most appropriate strategies and approaches needed to assess the constituent elements of each learning outcome.

Competence

The European Qualifications Framework (EQF) defines a competence as ‘the ability to use knowledge, skills and personal, social and/or methodological abilities, in work or study situations and in professional and personal development’. In the context of the EQF, a competence is described in terms of responsibility and autonomy. Fostering competences is the goal of all educational programmes. Competences are developed in all course units and assessed at different stages of a programme. Some competences are subject-specific (related to a specific field of study), others are generic (common to any degree course). It is normally the case that competence development proceeds in an integrated and cyclical manner throughout a programme.

Credit (ECTS)

ECTS credits express the volume of learning based on the defined learning outcomes and their associated workload. 60 ECTS credits are allocated to the learning outcomes and associated workload of a full-time academic year or its equivalent, which normally comprises a number of educational components to which credits (on the basis of the learning outcomes and workload) are allocated. ECTS credits are generally expressed in whole numbers.

Dublin Descriptors

The Dublin Descriptors are the cycle descriptors (or ‘level descriptors’) presented in 2003 and adopted in 2005 as the Qualifications Framework of the European Higher Education Area. They offer generic statements of typical expectations of achievements and abilities associated with awards that represent the end of each of a (Bologna) cycle or level. The descriptors are phrased in terms of competence levels, not learning outcomes, and they enable to distinguish between the different cycles in a broad and general manner. A level descriptor includes the following five components:

- knowledge and understanding;
- applying knowledge and understanding;
- making judgements;
- communication;
- lifelong learning skills.

Employability

Employability can be defined in short as ‘the skills and abilities that allows someone to be employed’. The UK Higher Education Academy/ESECT have come up with the following definition of employability-related competences: ‘A set of skills, knowledge and personal attributes that make an individual more likely to secure and be successful in their chosen occupation(s) to the benefit of themselves, the workforce, the community and the economy.’¹

¹ Mantz Yorke, Employability in higher education: what it is – what it is not. Learning & Employability. Series One. York, 2006: [http://www.employability.ed.ac.uk/documents/Staff/HEA-Employability_in_HE\(Is.IsNot\).pdf](http://www.employability.ed.ac.uk/documents/Staff/HEA-Employability_in_HE(Is.IsNot).pdf).

European Credit Transfer and Accumulation System (ECTS)

A learner-centred system for credit accumulation and transfer, based on the principle of transparency of learning, teaching and assessment processes. Its objective is to facilitate planning, delivery and evaluation of study programmes and student mobility by recognising learning achievements and qualifications and periods of learning.

European Higher Education Area (EHEA)

The European Higher Education Area (EHEA) was launched on the Bologna Process decade anniversary in March 2010, during the Budapest-Vienna Ministerial Conference. Building on the main objectives of the Bologna Process since its inception in 1999, the EHEA is meant to ensure more comparable, compatible, coherent and attractive systems of higher education in Europe.

European Qualifications Framework for Lifelong Learning (EQF)

The European Qualifications Framework for Lifelong Learning is a common European reference framework which enables countries of the European Union to link their qualifications systems to one another. It was adopted by the European Parliament and Council in April 2008. The EQF uses eight reference levels based on learning outcomes that are defined in terms of knowledge, skills and competence. It shifts the focus from input (lengths of a learning experience, type of institution) to what a person holding a particular qualification actually knows and is able to do. It makes qualifications more readable and understandable across different countries and systems in the European Union.

Qualifications Framework of the European Higher Education Area (QF-EHEA)

In the European Higher Education Area, qualifications frameworks are found at two levels. An overarching framework (QF-EHEA) has been adopted in 2005 and all member countries committed themselves to develop national qualifications frameworks that are compatible with this overarching framework.

A national qualifications framework for higher education encompasses all the qualifications in a higher education system. It shows the expected learning outcomes for a given qualification and how learners can move between qualifications.

The aim of QF-EHEA is to organise national higher education qualifications into an overarching European-wide qualifications framework. Within this Framework, qualifications are defined according to levels of complexity and difficulty (Bachelor, Master, Doctor).

The QF-EHEA identifies four main cycles which are described by the 'Dublin Descriptors'. They offer generic statements of typical expectations of achievements and abilities associated with awards that represent the end of each of a cycle. The short, first and second cycles are also characterised by credit ranges.

Knowledge

The body of facts, principles, theories and practices that is related to a field of work or study. In the context of the European Qualifications Framework, knowledge is described as theoretical and/or factual. For the bachelor and master level, knowledge is specified as follows:

Bachelor level: advanced knowledge of a field of work or study, involving a critical understanding of theories and principles.

Master level: highly specialised knowledge, some of which is at the forefront of knowledge in a field of work or study, as the basis for original thinking and/or research. Critical awareness of knowledge issues in a field and at the interface between different fields.

Learning outcome

A statement of what a learner knows, understands and is able to do on completion of a learning process. The achievement of learning outcomes has to be assessed through procedures based on clear and transparent criteria. Learning outcomes are attributed to individual educational components and to programmes at a whole. They are also used in European and national qualifications frameworks to describe the level of the individual qualification.

Lifelong learning

All learning activity undertaken throughout life, with the aim of improving knowledge, skills and competences within a personal, civic, social and/or employment-related perspective.

Programmes and services contributing to lifelong learning within the higher education sector may include mainstream programmes, continuing education, evening classes, specific programmes for part-time learners, access to libraries/higher education institution resources, distance learning, training courses, targeted guidance and counselling services among other actions and initiatives.

Skill

The ability to apply knowledge and use know-how to complete tasks and solve problems.

In the context of the European Qualifications Framework, skills are described as cognitive (involving the use of logical, intuitive and creative thinking) or practical (involving manual dexterity and the use of methods, materials, tools and instruments). For the bachelor and master level, skills are specified as follows:

Bachelor level: advanced skills, demonstrating mastery and innovation, required to solve complex and unpredictable problems in a specialised field of work or study.

Master level: specialised problem-solving skills required in research and/or innovation in order to develop new knowledge and procedures and to integrate knowledge from different fields.

Wider Competences

Operationalisation of knowledge and skills in the world of work: tasks/activities that the graduate is able to perform and responsibilities the he/she is able to take on in the workplace.

They reflect both the parameters 'Employability' and 'Civic, Social and Cultural Engagement'. Fostering competences is the object of a process of learning and of an educational programme. For the bachelor and master level, skills are specified as follows:

Bachelor level: manage complex technical or professional activities or projects, taking responsibility for decision making in unpredictable work or study contexts; take responsibility for managing professional development of individuals and groups.

Master level: manage and transform work or study contexts that are complex, unpredictable and require new strategic approaches; take responsibility for contributing to professional knowledge and practice and/or for reviewing the strategic performance of teams.

Student-Centred Learning

A learning approach characterised by innovative methods of teaching which aim to promote learning in communication with teachers and students and which takes students as active participants in their own learning, fostering transferable skills such as problem-solving, critical and reflective thinking (ESU, 2010).

Appendix 1

The working group was co-coordinated by Ann Katharine Isaacs and Guðmundur Hálfðanarson, who were responsible for editing the 2009 edition Reference Points for the Design and Delivery of Degree Programmes in History. All SAG members below have contributed to this edition.

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***For University College Cork Joe Lee was the representative in Tuning I.

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*****For the University of Swansea Hugh Dunthorne was the representative in Tuning I, and partly in Tuning II, and Toby Thacker was the representative partly in Tuning II and in Tuning III.

Appendix 2

CALOHEE Framework for Civic, Social and Cultural Engagement

	Knowledge	Skills	Autonomy and Responsibility (Wider competences)
1.	Demonstrate critical understanding of similarities and differences in and between <i>societies and cultures</i>	Identify, describe and analyse interaction in and between societies and cultures	Demonstrate engagement <i>in the public and professional domain</i> by developing scenarios and alternatives and/or identifying best practices of interaction between societies and cultures and – if required – interventions in case of tensions and/or conflicts
2.	Demonstrate critical understanding of the processes of <i>information and communication</i>	Review and judge (mis)use of sources, data, evidence, qualities, intentions and transparency and expert opinions	Active contribution <i>in the public and professional domain</i> to societal debates using reliable data and information sources and informed judgements
3.	Demonstrate critical understanding of the processes of <i>governance and decision making</i>	Apply and support agreed governing principles, norms and values regarding fairness, transparency, accountability, democracy and relevance in decision and policy making processes	Active contribution to and with local and (inter)national communities, community groups, (political) organisations and pressure groups respecting agreed principles, norms and values
4.	Demonstrate critical understanding of general ethical principles, norms and values and professional standards	Understand and apply the processes of decision making and the consequences of actions taking into account principles, norms, values and standards both from a personal and a professional standpoint.	Active contribution to upholding, promoting and defending general ethical principles, norms, values and professional standards in governance, communication and cultural interaction <i>in the public and professional domain</i> .

This table was prepared by (in alphabetical order): Pablo Beneitone, Julia González Ferreras, Alfredo Soeiro, Robert Wagenaar, Ingrid van der Meer and Maria Yarosh.

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