Ten steps for designing new programmes or improving existing ones

1. Is there a need? Determine, consulting stakeholders, whether there is really a need for the proposed course of study.
2. Define the profile and the key competences. Find out what competences are actually useful for employment, personal culture and citizenship (see inside this guide for a list).
3. Define the learning outcomes indicating the most important competences (choose around 10 key competences with reference to the cycle level indicators inside this guide).
4. Decide whether to ‘modularise’ (course units can be of a random number of ECTS credits, or else of a set number, e.g. 5, hence “modularised”).
5. Define the learning outcomes and the key competences in each module or course unit (the lists of competences inside this guide will help).
6. See how those competences can best be formed and assessed, using a variety of approaches to learning, teaching and assessment.
7. Check that all the key generic and subject specific competences have been taken into account.
8. Describe the programme and the course units, indicating the learning outcomes in terms of competences.
9. Check for balance.
10. Implement, monitor and improve.

What is the Bologna process?
Starting with a declaration signed in Bologna in 1999, the Ministers of Education of the signatory countries (now 45) meet every two years to take stock of what has been accomplished and what still needs to be done in order to make higher education system in all their countries comparable, compatible and transparent. Between the meetings of Ministers, activities take place (seminars and events organized by the “Bologna Follow-up Group”, the Bologna Promoters, Rectors’ conferences, Universities) in order to examine specific issues and prepare the next ministerial meeting.

Why apply ‘Bologna’?
Bologna is output oriented. It is centred on the student and the student’s needs and experience of the learning process, rather than on the teacher, and his/her expectations of the content of the traditional ‘input-based’ structure. It provides general guidelines, so that Universities in all 45 Bologna countries can communicate in an agreed language and share basic structures (cycles, credits, quality procedures). This makes it possible for students’ work to be recognised in other countries and in their own as well. In fact, Bologna means Quality, Transparency, Recognition and Employability — not just mobility!

Who implements ‘Bologna’?
Ministers are responsible for being sure that the normative framework in their country allows and encourages Universities to apply the Bologna reforms. The actual design and implementation of the new programmes, however, is the responsibility of Universities: that is Higher Education administrative and academic staff with the students. The Tuning Educational Structures in Europe project.

What tools are available?
The Tuning Project has given the chance for academics from all EU countries to develop agreed guidelines and reference points for a number of Subject Areas. The History Subject Area Group, working with the History Thematic Network, has involved more than 3000 academics, employers and students in the elaboration of the History Guidelines and Reference Points.
are useful for employment in nearly any service or communications.

interpersonal competences

instrumental competences

To prepare for employment and citizenship, students must possess competences not always considered in

the academic world. These include ‘such as ‘capacity for analysis and synthesis’, ‘research skills’, ‘creativity’ and ‘capacity to learn’. History students are particularly well-placed to acquire ‘information management skills’, and ‘capacity for analysis and synthesis’, for example, which are

2. Understanding of and respect for viewpoints moulded by different historical backgrounds.

4. Direct contact with the historians’ craft, that is, even in a circumscribed context, contact with original

curriculum, each cycle and each course unit. No one student will acquire them all! And perhaps your students will acquire competences not included in this list.

First cycle History Programme (“Bachelor”):

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.

5. Knowledge of the general diachronic framework of the past.

2. Have specific knowledge of at least one of the above periods or of a diachronic theme.

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

cal debate is linked to the political and cultural concerns of each epoch.

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:

11. Ability to read historiographical texts or original documents in other languages; to summarise or tran-

scribe 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. Ability to write in yet other languages using correctly the various types of historiographical writing.

1. Have specific, ample, detailed and up-to-date knowledge of at least one great chronological division of

tional organisations, tourism, administration and valorisation of the cultural patrimony in its various

manifestations including archives, museums, libraries.

23. Awareness of and ability to use tools of other human sciences (e.g., literary criticism, history of language,

art history, archaeology, anthropology, law, sociology, philosophy, etc.).

24. Awareness of methods and issues of different branches of historical research (economic, social, political,

tions of greater responsibility in all the sectors mentioned for the first cycle.

25. Ability to define research topics suitable to contribute to historiographical knowledge and debate.

Second cycle History Programme (“Master”):

1. Have specific, ample, detailed and up-to-date knowledge of at least one great chronological division of

2. Be familiar with comparative methods — spatial, chronological and thematic — of approaching his-

toriographical research.

15. Knowledge of and ability to use the specific tools necessary to study documents of particular periods (e.g.

depigraphy, epigraphy).

16. Ability to use computer and internet resources and techniques for elaborating historical or related data

of the discipline — a research-based contribution to historiographical knowledge, bearing on a significant

problem.

17. Knowledge of ancient languages.

19. Knowledge of one’s own national history.

20. Knowledge of European history in a comparative perspective.


23. Awareness of and ability to use tools of other human sciences (e.g., literary criticism, history of language,

manifactory etc.) for research project.

27. Ability to organise complex historical information in coherent form.


HISTORY COURSES, PROFESSIONS

ECTS credits measure the time a normal student needs to do all the work associated with a par-
ticular course unit: — whether at home, in the library, in the classroom or elsewhere. 1 ECTS credit

the objective of the learning/teaching process.
Tuning Educational Structures in Europe project.

The contents are the responsibility of the authors and the European Commission cannot be held responsible for them.

This Pocket Guide can be downloaded from

www.unideusto.org/tuning

www.clioh.net

A Pocket Guide
to designing quality
History Programmes
in the Bologna framework

1. Ten steps for designing an "input-based" structure. It provides general guidelines, so that Universities in all 45 Bologna countries can communicate in an agreed language and share basic structures (cycles, credits, quality procedures). This makes it possible for students’ work to be recognised in other countries and in their own as well. In fact, Bologna means Quality, Transparency, Recognition and Employability — that is underpinning guidelines and reference points, programmes will become transparent — that is understandable to others — and their quality and relevance to the students will increase.

2. It means using the great capacities of European Universities and Higher Education Institutions to organise the learning process with an eye to the competences (knowledge, understanding, skills and abilities) that the student will need for a satisfying personal and professional life. It means using ECTS credits — which are based on student workload measured in time — in order to use the students’ time in the most effective way possible.

3. How can CLIOTHnet/CLIOHRES.net and Tuning help?

First of all, by providing information and agreed guidelines; furthermore, Quality evaluation tools and examples of good practice are available on-line and on paper; information sessions, workshops and site visits can be organised if requested.

4. What is the EQF for Higher Education?

The European Qualifications Framework for HE provides very general statements of what a student must know, understand and be able to communicate at the end of each cycle. They are based on the so-called “Dublin Descriptors” ; countries are now asked to create their national version (NQF) and ‘Sectoral’ versions, that is, applied to single subject areas such as History.

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6. How do the History cycle level descriptors relate to them?

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