What does ‘student-centred’ mean in practice?
It means using the great capacities of European Universities and Higher Education Institutions to shape the learning process with an eye to the competences (knowledge, understanding, skills and abilities) that the student will need for an active personal and professional life. It means designing ECQs credits—which are based on student work—measured in time—in order to use the students’ innate and most effective way possible.

How can CLIOHWORLD and Tuning help?
First of all, by providing information and agreed guidelines. Furthermore, Quality Evaluation tools and examples of good practices are available on-line and paper; information sessions, workshops and seminars can be organised if requested.

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.

What are the ‘Dublin descriptors’?
They are very general descriptions of what a student must know, understand, and be able to communicate at the end of each cycle. How do the History cycle level descriptors relate to the Dublin descriptors? The History descriptors are compatible with the Dublin descriptors, but they are specific for History.

Will all History programmes in Europe be alike?
No, absolutely not. Diversity is the most important single characteristic of European History Programmes. But, by applying the agreed guidelines and reference points programmes will become transparent—that is understandable to others—and their quality and relevance to the students will increase.

Are other countries and continents involved?
Yes, because tuning in Latin America are carrying out similar work concerning guidelines and reference points for History. Russia, Georgia, Australia, and China are in the process. We are all doing something to do it in the next future.
Applying Knowledge and understanding

The graduate is able to apply the critical perspectives and methodologies acquired to address problems regarding more than one national, regional, and thematic context, and to assess critically the role of various actors in the development of European integration.

Key Competences for EU history and history of the European integration

Communication

The graduate is able to communicate in appropriate form, written and orally, in his/her own and if possible another language, his/her findings about the history of the European Union and the process of European integration and the sources and methods on which they are based, both in academic and non-academic form.

Making Judgements

Applying Knowledge and understanding

The holder of the doctorate has demonstrated the ability to conceive and execute an innovative research project designed to address a relevant problem in the History of the European Union and the process of European integration in an innovative manner (establishing a dialogue) with specialists from other disciplines (law, economics, international relations, sociology, etc.) and general audiences.

Knowledge and understanding

The holder of the doctorate has the ability to initiate, conduct and participate in debates regarding new developments in the field of European Union and European integration and to promote projects and activities suitable to increase knowledge and learning in the field of the European Union and the process of European integration.

Communication

The graduate has a critical knowledge and understanding of the current developments in the History of the European Union and the process of European integration. He/she is able to use a historical approach to enrich the critical understanding of the recent history of the European Union and the process of European integration, devising and sustaining arguments that reflect a broad awareness of the relevant historiographical issues.

Learning Skills

The graduate is able to undertake self-directed study in the History of European Union and European integration, using information from different cultural and historical contexts which mould the various national, thematic and disciplinary viewpoints; and the ability to assess critically those perspectives in an innovative manner.

Cycle 1 Descriptors for European Union history and the history of European integration

It is necessary to differentiate learning outcomes according to first, second and third cycle programmes and course units. The following suggestions for European Union history and the history of European integration are defined with reference to the "Dublin" descriptors that resulted from the Joint Quality Initiative in the framework of quality assurance and accreditation of programmes.

Communication

The graduate is able to communicate in appropriate form, written and orally, in his/her own and if possible another language, his/her findings about the history of the European Union and the process of European integration and to promote projects and activities suitable to increase knowledge and learning in the field of the European Union and the process of European integration.

Knowledge and understanding

The holder of the doctorate has demonstrated the ability to conceive and execute an innovative research project designed to address a relevant problem in the History of the European Union and the process of European integration in an innovative manner (establishing a dialogue) with specialists from other disciplines (law, economics, international relations, sociology, etc.) and general audiences.

Communication

The graduate is able to communicate in appropriate form, written and orally, in his/her own and if possible another language, his/her findings about the history of the European Union and the process of European integration and to promote projects and activities suitable to increase knowledge and learning in the field of the European Union and the process of European integration.

Learning Skills

The graduate is able to undertake self-directed study in the History of European Union and European integration, using information from different cultural and historical contexts which mould the various national, thematic and disciplinary viewpoints; and the ability to assess critically those perspectives in an innovative manner.

Cycle 2 Descriptors for European Union history and the history of European integration

It is necessary to differentiate learning outcomes according to first, second and third cycle programmes and course units. The following suggestions for European Union history and the history of European integration are defined with reference to the "Dublin" descriptors that resulted from the Joint Quality Initiative in the framework of quality assurance and accreditation of programmes.

Communication

The graduate is able to communicate in appropriate form, written and orally, in his/her own and if possible another language, his/her findings about the history of the European Union and the process of European integration and to promote projects and activities suitable to increase knowledge and learning in the field of the European Union and the process of European integration.

Knowledge and understanding

The holder of the doctorate has demonstrated the ability to conceive and execute an innovative research project designed to address a relevant problem in the History of the European Union and the process of European integration in an innovative manner (establishing a dialogue) with specialists from other disciplines (law, economics, international relations, sociology, etc.) and general audiences.

Communication

The graduate is able to communicate in appropriate form, written and orally, in his/her own and if possible another language, his/her findings about the history of the European Union and the process of European integration and to promote projects and activities suitable to increase knowledge and learning in the field of the European Union and the process of European integration.

Learning Skills

The graduate is able to undertake self-directed study in the History of European Union and European integration, using information from different cultural and historical contexts which mould the various national, thematic and disciplinary viewpoints; and the ability to assess critically those perspectives in an innovative manner.

Cycle 3 Descriptors for European Union history and the history of European integration

It is necessary to differentiate learning outcomes according to first, second and third cycle programmes and course units. The following suggestions for European Union history and the history of European integration are defined with reference to the "Dublin" descriptors that resulted from the Joint Quality Initiative in the framework of quality assurance and accreditation of programmes.

Communication

The graduate is able to communicate in appropriate form, written and orally, in his/her own and if possible another language, his/her findings about the history of the European Union and the process of European integration and to promote projects and activities suitable to increase knowledge and learning in the field of the European Union and the process of European integration.

Knowledge and understanding

The holder of the doctorate has demonstrated the ability to conceive and execute an innovative research project designed to address a relevant problem in the History of the European Union and the process of European integration in an innovative manner (establishing a dialogue) with specialists from other disciplines (law, economics, international relations, sociology, etc.) and general audiences.

Communication

The graduate is able to communicate in appropriate form, written and orally, in his/her own and if possible another language, his/her findings about the history of the European Union and the process of European integration and to promote projects and activities suitable to increase knowledge and learning in the field of the European Union and the process of European integration.

Learning Skills

The graduate is able to undertake self-directed study in the History of European Union and European integration, using information from different cultural and historical contexts which mould the various national, thematic and disciplinary viewpoints; and the ability to assess critically those perspectives in an innovative manner.

Learning and teaching EU-history and the history of European integration

The learning and teaching approaches to EU history and the history of European integration do not differ fundamentally from those that we see in history learning and teaching in general, using lectures, tutorials, workshops, seminars, group work, excursions, etc. However, the learning and teaching in this field may lead to the further academic research and real-life knowledge transfer.

The graduate is able to illustrate and explain in his/her own and if possible another language to an audience (specialist or non-specialist) his/her findings about the history of the European Union and of European integration process in an interactive way (establishing a dialogue) with specialists from other disciplines (law, economics, international relations, sociology, etc.) and general audiences.

Knowledge of the EU and European integration

The graduate has a critical knowledge and understanding of the current developments in the History of the European Union and the process of European integration.

Communication

The graduate is able to communicate in appropriate form, written and orally, in his/her own and if possible another language, his/her findings about the history of the European Union and the process of European integration and to promote projects and activities suitable to increase knowledge and learning in the field of the European Union and the process of European integration.

Learning Skills

The graduate is able to undertake self-directed study in the History of European Union and European integration, using information from different cultural and historical contexts which mould the various national, thematic and disciplinary viewpoints; and the ability to assess critically those perspectives in an innovative manner.