



Creating a New Historical Perspective: EU and the Wider World

CLIOHWORLD

GUIDE

II

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



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Preface

This is a special 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. It is published by the Erasmus Academic Network CLIOHWORLD, and can be used in conjunction with the new CLIOHWORLD publication, *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*.

CLIOHWORLD is a Network of 60 official partners from most European Union and EFTA countries as well as Turkey. It also comprises 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 works closely with ISHA, the International Students of History Association. The Network is built on the CLIOH partnership, which has expanded, developed and ramified over the past two decades. Its first roots were in the History Subject Area Group of the ECTS Pilot Project, which ran from 1989 to 1995 and gave birth to the European History Networks. Since 1999 these have become established as the "CLIOH" nets, thanks to a series of Networks and projects supported morally and financially by the European Commission. Clío is, of course, the muse of history; but Clíoh 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.

From the beginning of what we now call the 'Tuning Process', more than ten years ago, 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. 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). At present it is engaged in HUMART, a project which is elaborating the SQF or Sectoral Qualifications Framework for the Hu-

manities and the Creative and Performing Disciplines. In this connection, the members of HUMART for History have also drafted a Subject Area framework for History, regarding levels 4 to 8 of the European Qualifications Framework for Lifelong Learning (EQF for LLL).

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 are also 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.

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 number of documents, produced at different stages in our work, but all of which we believe can be useful. The bulk of the publication, paragraphs 1 to 5, consists of a slightly revised version of the CLIOHnet-Tuning booklet entitled *The History Subject Area* and published in 2005. To this, we have added the most relevant documentation developed since then. Paragraph 6 contains the report of the Tuning Validation Panel, asked to consider the Guidelines in 2007, and a summary of the response by the Subject Area Group; Paragraph 7 gives the History competence lists drawn up in the first phase of Tuning Latin America and in Tuning Russia (RHUSTE Tempus project), as well as the key competences formulated by the History Subject Area Group in Tuning Georgia. Paragraph 8 shows how the History competences and cycle level indicators have been reformulated in terms of the “Dublin Descriptors”, that is in the Qualifications Framework for the European Higher Education Area which is used by the 47 signatory countries of the Bologna declarations.

The final paragraph gives the sample Degree Profiles for first, second and third cycle History programmes developed in the CoRe2 project and published in the *Tuning Guide to Formulating Degree Programme Profiles Including Programme Competences and Programme Learning Outcomes*. These refer to hypothetical – indeed utopian – degree programmes, but they are the result of the concrete examples and input from universities in 14 countries and exemplify how, in the Tuning-CLIOHWORLD view, key programme competences and key learning outcomes are related, and how they can be used to ensure quality and transparency, enhancing the student experience and facilitating recognition.

A final section lists useful links and bibliography.

The present edition of the History Guidelines aims at presenting a variety of useful tools 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.

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October 2011

Introduction to the 2007 edition

Tuning Educational Structures in Europe is a university driven project which aims to offer higher education institutions and subject areas a concrete approach to implementing the Bologna Process.

The Tuning approach, explained in more detail in other publications, consists of a methodology to (re-) design, develop, implement and evaluate study programmes for each of the three Bologna cycles. It has been tested in several continents and found fruitful and can be considered valid worldwide. Tuning serves as a platform for developing reference points at subject area level. These are relevant for enhancing the quality of study programmes, while making them comparable, compatible and transparent. The reference points are expressed in terms of intended competences and learning outcomes.

Competences represent a dynamic combination of cognitive and metacognitive skills, knowledge and understanding, interpersonal, intellectual and practical skills, and ethical values. Fostering these competences is the object of all educational programmes which build on the patrimony of *knowledge and understanding* developed over a period of many centuries. Competences are developed in all course units and assessed at different stages of a programme. Some competences are generic (common to any degree course); others are subject-area related (specific to a field of study). It is normally the case that competence development proceeds in an integrated and cyclical manner throughout a programme.

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.

To make levels of learning comparable the subject area groups/Thematic Networks have developed cycle (level) descriptors, which are also expressed in terms of competences.

According to Tuning, the introduction of a three-cycle system must be accompanied a change from a staff centred approach to a student-oriented approach. It is the students who have to be prepared as well as possible for their future roles in society. Therefore, Tuning has organized a Europe-wide consultation process including employers, graduates and academic staff to identify the most important competences that should be formed or developed in a degree programme. The outcome of this consultation process is reflected in the set of reference points – generic and subject specific competences – identified by each subject area.

Besides addressing the implementation of a three-cycle system, Tuning has given attention to the Europe wide use of the student workload based European Credit Transfer and Accumulation System (ECTS). According to Tuning, ECTS is not only a system for facilitating the mobility of students across Europe through credit accumulation and transfer; ECTS 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 a constraint and students' time as basically limitless. According to the Tuning approach credits can only be awarded when the learning outcomes have been met.

The use of the competence and learning outcomes approach implies changes regarding teaching, learning and assessment methods which are used in a programme. Tuning has identified approaches and best practices to form specific generic and subject specific competences.

Tuning has drawn attention to the role of quality in the process of designing or redesigning, 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 has identified examples of good practice, which can help institutions to boost the quality of their study programmes. Launched in 2000 and strongly supported, financially and morally, by the European Commission, the Tuning Project now includes the vast majority of the Bologna signatory countries. The work of Tuning is fully recognized by all the countries and major players involved in the Bologna Process.

At the Berlin Bologna follow-up conference which took place in September 2003, degree programmes were identified as having a central role in the process. The conceptual framework on which the Berlin Communiqué is based is completely coherent with the Tuning approach. This is made evident by the language used, where the Ministers indicate that degrees should be described in terms of workload, level, learning outcomes, competences and profile. As a sequel to the Berlin conference, the Bologna follow-up group has taken the initiative of developing an overarching *Framework for Qualifications of the European Higher Education Area* (QF for EHEA) which in both concept and language is in full agreement with the Tuning approach. This framework has been adopted at the Bergen Bologna follow-up conference of May 2005.

The QF for EHEA has made use of the outcomes both of the Joint Quality Initiative (JQI) and of Tuning. The JQI, an informal group of higher education experts, produced a set of criteria to distinguish between the different cycles in a broad and general manner. These criteria are commonly known as the “Dub-

lin descriptors”. From the beginning, the JQI and the Tuning Project have been considered complementary. The JQI focuses on the comparability of cycles in general terms, whereas Tuning seeks to describe cycle degree programmes at the level of subject areas.

An important aim of all three initiatives (QF for EHEA, JQI and Tuning) is to make European higher education more transparent. In this respect, the QF is a major step forward because it gives guidance for the construction of national qualification frameworks based on learning outcomes and competences as well as on credits. We may also observe that there is a parallel between the QF and Tuning with regard to the importance of initiating and maintaining a dialogue between higher education and society and the value of consultation – in the case of the QF with respect to higher education in general; in that of Tuning with respect to degree profiles.

In the summer of 2006 the European Commission launched a European Qualification Framework for Life Long Learning (EQF for LLL). Its objective is to encompass all types of learning in one overall framework. Although the concepts on which the QF for EHEA and the EQF for LLL are based differ, both are fully coherent with the Tuning approach. Like the other two, the LLL variant is based on the development of levels of competences. From the Tuning perspective both initiatives have their value and their roles to play in the further development of a consistent European Education Area.

This brochure reflects the outcomes of the work done so far by the **History Subject Area Group (SAG)**. The outcomes are presented in a format developed to facilitate readability and rapid comparison across the subject areas. The summary aims to provide, 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, prolonged and lively discussions in the group.

The Tuning Management Committee

November 2007

1. Introduction to the History Subject Area

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 of European unification, enlargement and consolidation 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 may not be 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 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 – by which educational systems of European countries come into ever closer contact – opens new opportunities. For none however are the changes, the challenges and the opportunities greater than for History.

Tuning and History

Tuning Education Structures in Europe is a large-scale pilot project, which accompanies and gives substance to the Bologna Process. Supported by the European Commission, it is designed and implemented by Universities and other Higher Education Institutions. It is based on the realisation that, in final analysis, only higher education staff – collaborating with students and working in a

pan-European setting – can give real meaning to the general architecture set up by the Bologna Process.

The Tuning project and the CLIOHnets – the European History Networks – share 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. Today the two Networks each count a very large number of members and their activities extend beyond Europe, to other countries and even to other continents.

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

In the following paragraph we present three key Tuning documents produced by the History Subject Area: the “History Template” (a general summary); “Common Reference Points”, elaborated in the first phase of Tuning, and “Learning, Teaching and Assessment”, published as part of Tuning, Phase 2. These documents have been updated, taking into account further work accomplished. Tuning is work in progress. We hope that this brochure will prove interesting and useful.

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). Subsequently, as new opportunities for collaboration emerged thanks to the Socrates-Erasmus 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 a Sixth Framework Programme Network of Excellence, in-

cluding 180 researchers from 45 universities, CLIOHRES.net. From 2008 the History Network has taken the name of CLIOHWORLD, its work emphasising the development of certain areas of History learning and teaching.

The objective of the History Networks is 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.

Tuning and History Networks

Thanks to the Tuning project, the History Networks have been able to contribute to establishing 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.

In the Tuning project, the History group found that history studies give excellent preparation for a variety of careers. Civil service and administration, foreign service, personnel management and journalism, international organisations, international 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 has 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 normally have training in some 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.

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 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. These materials were the object of a broad consultation with academics throughout our Network, and we were able to ascertain that in all countries there was 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' attitude toward reality;
- more technical knowledge is to be gained during further study according to the particular period or diachronic theme studied;
- 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.

The results of the work of the History group in Tuning is available on the Tuning website (<http://unideusto.org/tuning>) and on the CLIOHWORLD website (<http://www.cliohworld.net/>).

2. The History Template: A Summary of Results

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 did not consider 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 is pressure to reduce the number of history students according to the availability of teaching posts.

2. Degree profiles and occupations

Typical degrees offered in History

Degree	Typical degrees offered
First Cycle	Most commonly, 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.
Second Cycle degrees	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. 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.
Third Cycle	Doctorates are normally in History (or in a sub or related discipline such as Economic History or History of Law). They require examination and defence of a substantial and original piece of research described 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 several countries the proportion is increasing.

Typical occupations of the graduates in History

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.

Role of subject area 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 such as five. 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.

3. Learning outcomes & competences - cycle level 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.
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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	<p>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:</p> <ol style="list-style-type: none"> 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.

Consultation process with stakeholders

The initial consultation carried out in the Tuning 1 phase was, as with all subject area groups, directed towards graduates, employers and academics. Our consultation had three specific characteristics: 1) because a large percentage of graduates in History are not employed in work directly related to History, there were complexities in identifying employers of History graduates; 2) because we were able to work with the History Network, academics from all present member

states and candidate countries were consulted; 3) because History studies foster generic competences which are of interest for citizenship and personal satisfaction as well as employment we included three of these in our generic competence consultation, and we found that they were indeed considered very important by graduates, employers and academics.

The Tuning results at all stages were shared and discussed with the History Thematic Network (CLIOHnet, www.clioh.net) members and illustrated and discussed in national contexts in all countries eligible for Erasmus at the time. Subsequently such meetings continued and through the member institutions of the History Network associations and reviews were involved in the discussion and hence the validation of the results. In the countries where curricula were been reformed according to the Bologna structures, specific recommendations based on Tuning-CLIOHnet results were applied.

4. Workload and ECTS

Cycle	ECTS Credits
First	180 is the most common, although some programmes use the 240 model for the first cycle.
Second	Most common is 120.
Third	Credits are not always used. The minimum for a third cycle degree is generally three years although in some countries the period of study is longer, de jure or de facto. The variation in the overall time required seems to be in relation to whether the completion of the third cycle degree and the approval of a substantial research dissertation is seen as a sine qua non to begin an academic career or whether, as is the case in some countries, it is possible to have a University teaching or research post while working towards the third cycle degree. In the latter case the process may take longer as the programme of study and research is not fulltime.

5. Learning, teaching & assessment

The Subject Area has found that in various countries there are widely different systems for creating the appropriate learning environments for the acquisition of key competences in History. It seems clear that each national system has its own coherence and internal balance, in which, within the normal conventions of University learning, teaching and assessment in each country, professors and students create specific strategies for developing the necessary competences.

This means that each system is to a large extent self-contained, and that partial or episodic imports of particular features from other systems may not have the desired results. It follows that the examples of ‘good practice’ indicated below have been selected among the many possible to show a variety of approaches.

Hence there is no prescriptive intent in listing certain examples of good practice. Rather, overall, the Subject Area agrees on certain principles to be applied in all countries:

- that each student should experience many different approaches to learning and teaching, both because this is the best way to provide appropriate environments for students who may learn more or less successfully in various contexts; and because the different generic competences are formed in different teaching and learning environments;
- the teaching of History must not be separated from research: from the most general and elementary course unit in History, to highest level of research training, the learner must have direct contact, even if quantitatively limited, with original documents and with professional historiographical work.

Clusters of competences	Approaches to learning/teaching and assessment
<p>Basic general knowledge of the subject; analysis and synthesis; awareness of differences in historiographical outlook in different periods; awareness of the on-going nature of historiographical debate; ability to identify historical problems; capacity to find new ways of using sources; capacity to connect and compare.</p>	<p>[Bologna] Case studies are presented in lectures on the basis of the personal research of the teacher or using examples from scientific journals, of how historiographical problems can be identified; different methodologies for resolving them are discussed. Ways in which the discovery of new documentation influences understanding of existing sources are highlighted. In small group seminars, students are asked to look for sources of information for a given historical problem; they are also asked to define historical problems by themselves. Students are shown that all possible solutions and sources must be considered even if these contradict the working hypothesis. Thus intellectual honesty and the use of scientific method are encouraged. Students are required to work out their own hypotheses with rigorous scientific method. Students are asked to compare and connect the methodology and knowledge acquired in different subjects in order to be able to transfer innovative practice from one field to another. Students are asked to define a problem, identify sources, analyse them rigorously and give their results in written form. Whereas in the seminars the discussion is not assessed, in order to produce an environment of maximum openness and intellectual exchange, the written</p>

	<p>results are assessed for clarity, coherence and method; and the final exam is an oral exam where the student discusses general and specific questions with both the teachers and other staff members. In this context it is possible to both assess what has been achieved and guide the student in understanding critically the full implications of the results.</p>
<p>Awareness of the necessity of analysing any information, view, source or method critically; awareness of the complex nature of information, attitudes and values; ability to express critical views in a constructive way; ability to think of one's own values, practices and perspectives critically.</p>	<p>[Turku] Students take a first course in historiography. It focuses on the characteristics of 'knowing' the past and at the same time shows how values, knowledge and views are connected to cultural contexts and so change over time. The initial course is a lecture course but includes exercises and discussion on examples of historiographical texts taken from different centuries. In methodological courses critical and self-critical thinking is encouraged and assessed. After the initial stages of study, students participate in seminars (writing critical analyses of sources in their papers and expressing constructive criticism orally when their papers and those of other students are presented. In the second year pro-seminar, each student has to take the role of 'opponent' or critical discussant of the research paper of another student and to lead a seminar discussion. Courses are usually assessed through written examinations (two or three essays written during an exam session of several hours. Assessment is on the basis of the research papers, discussion and the written exam.</p>
<p>Critical and self-critical abilities; a critical awareness of the relationship between current events and processes and the past; awareness of and respect for points of view deriving from other national or cultural backgrounds.</p>	<p>[CLIOHnet] The History Network has placed on line (www.clio.net) a unit formed of experimental web-based materials under the title "Core of the Core". The module requires from 50 to 60 hours of time for the normal student, and hence can be considered to carry 2 ECTS credits. The materials may be used as an intensive unit to be offered over a very short period of time; they can be utilised by themselves for e-learning, for group work or as a base for classroom teaching/learning; they may be used as the introductory part of a larger module, or broken up into separate teaching units. The specificity of the learning environment 'Core of the Core' lies in its pan-European and comparative character. The materials themselves are the result of collaborative work of teachers and students from the many countries participating in Erasmus. They are designed to stimulate students to compare other national views of history with their own. Further work on Tuning competences and reference points in e-learning has been carried out in CLIOHnet Task Force C and in the e-HLEE pilot project, coordinated by the University of Turku for the History Network.</p>

To conclude, we emphasize that one of the most useful aspects of Tuning is the sharing of knowledge and experience about approaches to learning and teaching. Especially in all situations where mobility of staff or shared experience can take place (Erasmus student mobility, Intensive programmes) staff and students

can achieve a much higher degree of understanding of their own systems, their strengths and weakness, and or the usefulness of certain solutions used in other countries. It is significant that on the competences to be formed, including the overarching general competences which should be the objective of any History studies, however circumscribed, all members of the Subject Area Group and all those consulted are very much in agreement. The paths utilised to achieve those ends are, however, strikingly different.

A final aspect which deserves mention is that it seems to be very useful to share knowledge among different subject areas on how to foster, encourage and assess the generic competences.

Generic competences

In the first phase of Tuning, a broad consultation on the importance of 'generic competences' and the degree to which they are formed in existing higher education programmes was carried out. Several thousand employers, graduates and academics were contacted. To prepare learners adequately for employment and citizenship in a rapidly changing world, skills and competences not traditionally considered in university teaching must be cultivated and enhanced. Thirty such competences were taken into account. These include '**instrumental competences**' such as 'capacity for analysis and synthesis', 'information management skills' and 'problem solving'; '**interpersonal competences**' such as 'teamwork', 'interpersonal skills' and 'appreciation of diversity and multiculturality'; and '**systemic competences**', such as 'research skills', 'creativity' and 'capacity to learn'. The Subject Area Groups examined the ways that such competences can be formed in the course of learning/teaching activities. Further information on this and other aspects of Tuning is available in the publications furnished on the Tuning site.

6. Quality enhancement

The History Subject Area reference points and competences have been developed in close synergy with the on-going debate on quality of programmes and delivery. The possibilities of direct interaction have been particularly incisive because members of the Subject Area Group have been able to interact with the History Thematic Network, gathering experience in the use of Tuning tools in programme design, delivery, monitoring and improvement. On the one hand, in the many countries where the Bologna process was being applied, members of the Subject Area Group were involved in drawing up new programmes based

on competences and learning outcomes, and in building in useful elements for ensuring quality. Thus they could bring their concrete experience to the Subject Area Group; on the other hand, the pan-European results (reference points, competences, shared knowledge about learning, teaching and assessment) of Tuning could be used and evaluated in local and national contexts.

Furthermore, the History Subject Area Group, through the History Thematic Network, CLIOHnet, had the important opportunity of being able to participate in the TEEP 2002 project on transnational quality evaluation, supported by the European Commission and carried out by ENQA (European Network of Quality Assurance Agencies). The TEEP 2002 project allowed us to test the applicability of our Tuning findings in a 'hands-on' quality assurance context. The project consisted of an experiment in transnational evaluation, based on Tuning criteria and reference points, in which five CLIOHnet institutions carried out a self-evaluation exercise; subsequently site visits were made by Tuning-CLIOHnet members working in cooperation with the UK Quality Assurance Agency (QAA). This experience gave useful practical knowledge about non-invasive, non-prescriptive ways of furnishing institutions with a methodology and support to develop quality. The History Networks have made this findings available to their members and to other institutions in the form of tools for the development of quality culture (self-evaluation manual and quality criteria for history programmes) and are now engaged in making these findings available to its member institutions and to other institutions.

3. Subject Specific Skills and Competences

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 research (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

4. Common Reference Points for History Curricula and Courses

Preliminary considerations

Defining common European reference points for History is an extremely delicate task. In contrast to the situation in some 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. The problems posed and the insights gained are nonetheless of more general use in defining strategies for other areas including those collaborating in the Tuning Project. 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 has 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 Common Reference Points 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.

Methodology

Because of the widely varying structure of the discipline as taught in the different participating countries, it seems reasonable first to try to understand where differences and analogies actually lie in the present systems. This endeavour regards both what is actually taught or learned, in terms of contents, skills and outlook, and how the teaching/learning experience is described and justified. Other issues to be addressed are the progressive order (if any) in which certain contents are to be supposed to be learned, the relationship of teaching/learning 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 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 teaching/learning in an informal or life-long learning context?

A final aspect which is tightly related to all the above is that of teaching, assessment and evaluation methods. For clarity these will not be discussed in detail here as they are considered in a separate line of the Tuning agenda.

Findings

The History subject area group dedicated an important part of the second Tuning meeting (held in Roskilde) to explaining and 'mapping' possible ways of understanding the concept of 'core' in the different participating universities. The results are contained in an annex to the minutes of that meeting. This endeavour continued in the third meeting (Ghent) along with the discussion of the first draft of the present document. The second draft was prepared by incorporating the modifications suggested; furthermore a questionnaire for academics was

prepared and circulated; a draft of a general formulation of outcomes to be expected at the various levels considered (first cycle, second cycle, courses of study in which history forms a relevant part, history courses for students of other subjects) was prepared and circulated.

The present version incorporates the results of the final discussion in the Tuning History Subject Area group, which took into account the comments and suggestions formulated in one of the Plenary meetings of CLIOHnet, at that time operating as the Erasmus Thematic Network for History (www.clioh.net).

The main conclusions which have emerged to date may be summed up as follows:

- Each national system must be seen as a coherent whole, in which the order, the contents, the teaching-learning 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 teaching/learning and research.
- Other disciplines and competencies (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.

Problems and insights

In general, it emerges from the survey carried out 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 are 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 begins to have autonomous contact with original documents in the second part of the course of studies. At the other extreme we find two typologies: the one hand Germany (where after the initial Grundstudium phase, the teaching/learning 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, courses 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 existing system is very far from what we might

consider the French or Spanish model, the tendency in adapting the systems 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. For this reason the UK benchmarking document is useful as a 'checklist' to compare with the results of the autonomous work of the group rather than as a starting point to be modified on the basis of specific insights. A general problem is that of articulating definitions and recommendations for 'core curricula' in levels. This must 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.

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 teaching/learning 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 is 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 utilize 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 would provide interesting material for future 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 receiving specific attention from the History Thematic Network CLIOHnet, developed on the basis of a curriculum development programme carried out by 38 Universities operating under the name of CLIOH. In this regard it seems reasonable for Tuning and CLIOH to collaborate, to give greater force to their reciprocal activities, insights and conclusions. Synthetically stated, CLIOH has prepared and is preparing a variety of tools and materials which make up an 'offer', an 'arsenal' which teachers and students can use to create 'CORE' modules (5 or more credits in general history for history and non-history students) 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 studying European history in this way, CLIOH proposes similar resources for teaching/learning about European integration and the ways the concept of Europe has been used and developed. Once again it seems reasonable to look for synergies with this pilot project in recommendations about teaching/learning European History from 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 considerations. 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

This topic has not yet been thoroughly discussed by the group. Nonetheless it may be pointed out that 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.

5. Learning, Teaching and Assessment and the Subject Area Competences

Introduction

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 set out in its Common Reference Points paper and in its “cycle level descriptors” 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 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.

In Tuning 1, the History Group defined 30 subject specific competences. Some of these are of interest in all degree programmes others only in some. To exemplify, competence 17 (“Knowledge of Ancient Languages”) is considered necessary in many 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 will be 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.

In order to explore the ways that different institutions currently form subject specific competences (or the ways that they could be formed in the future), and to exchange information about them, the History Group chose 15 of the 30 competences, and examined them comparatively and analytically. Two members of the Subject Area Group described each of the chosen competences, looking at how the competence is understood, what learning and teaching approaches are used (or could be used) in their institution to enhance it, what assessment methods are (or could be used) to evaluate students’ achievement and how the students themselves perceive the competence and how they can be sure they have obtained it.

The results are discussed below and summarised in table form. Of course the fifteen do not comprise the entire range of competences that any single student will actually need.

They are simply examples of how specific learning, teaching and assessment methods are or can be explicitly linked to the formation of certain competences.

2. Different learning/teaching approaches (types of course unit)

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 courses 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 widespread in the History subject area, there are some examples in which group work has an important role. The work may be student-defined and driven, in others cases the organising activity is up to the teacher. In the case of student driven learning (as in Roskilde) 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 to be relatively rare in History teaching and learning whereas they would seem to be potentially 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 option 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, ie. 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.

3. Learning activities

The learning/teaching 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 is to 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', 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 workshops 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 resource-

es, 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*.

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 to 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 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.

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 results are to be published separately in the *Tuning Journal*. 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.

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.

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.
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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.

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.

Attending lectures or course, 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.

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, workshops
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 supervisors.
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.

Conclusions

Many of the findings indicated or hypothesised in Phase 1 of Tuning have found confirmation in Phase 2. Here it is useful to restate, schematically, the following:

1. Each national system can and must be seen as a coherent whole, in which the order, the contents, the teaching/ learning and assessment methods are related to each other.
2. All the systems are in agreement as to the general ethical and heuristic reasons for studying/learning-teaching History, and aim to encourage critical historical perspective in their students. This aspect of the subject area is sum-

marised in the ‘overarching’ competences or attitudes which we indicated in the Cycle level descriptors given in Tuning 1.

3. Contents (factual knowledge) and the order in which study of contents is organised in each national system vary very widely. Nonetheless comparability and transparency are possible using a competence-based approach.
4. History studies can form a basis for a variety of professions, not all of them explicitly linked to the subject area. Some subject specific competences are of interest and benefit for all citizens; and some key generic competences are formed effectively through History studies.
5. Other disciplines and competences (relative to the learner’s own language, other languages, such related fields as philology, geography, archaeology, social sciences etc.) are essential for the formation of a historian or more generally for the formation of a critical historical mentality and hence must be included in history study programmes.
6. The subject specific competences and the valuable generic competences which history studies form can only be fully developed if the learner is exposed constantly to original sources and to professional historical research. Textbook level teaching of contents does not encourage or even allow the formation of the desired competences.

Above and beyond the general findings listed above, the analysis carried out in Tuning 2 of the ways in which history higher education endeavours – or could endeavour – to form the subject specific and generic competences defined has yielded important and significant results. It is true that the main methods of teaching learning and assessment can be described as variants of certain nearly universally used typologies (e.g. lecture, seminar, written exam, paper, oral exam). However it is in the highly variable details of each that there is 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, 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 knowl-

edge 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 of use to History graduates, both in their profession and in particularly 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.

6. The Validation Report

After the History Subject Area Group had elaborated the findings summarised above, sharing and discussing them in the broader contexts of the History Thematic Network CLIOHnet and the History Network of Excellence CLIOHRES, it was decided to submit them to a panel of international experts who had not been involved in Tuning directly, in order to hear their views and to see how our work could be improved. We are very grateful to the distinguished scholars who undertook this somewhat daunting task, and who met separately and with the History Group in Brussels in fall 2007.

The members of the Validation Panel were:

Amélia Andrade, Professor of Medieval History, Vice Scientific Coordinator, Faculty of Social and Human Sciences, Universidade Nova de Lisboa, Portugal

Leonid Borodkin, Professor of History, Moscow Lomonosov State University, Russia

Marianna Christopoulos, Ph.D. Student, Modern History, Aristotle University, Thessaloniki, Greece

Annie L. Cot, Professor of Economics, Université Paris 1 Panthéon-Sorbonne, France

Marjatta Hietala, Professor of General History, University of Tampere, Finland

Hans Heinrich Nolte, Emeritus Professor of Eastern European History at the University of Hannover, Germany

Jonathan Osmond, Pro Vice-Chancellor for Education, Director of Cardiff Centre for Modern German History, Cardiff University, Wales, United Kingdom

Wolfgang Schmale, Professor of Modern and Contemporary History, Representative in charge of E-Learning and E-Media of the Faculty of Historical and Cultural Studies, University of Vienna.

The panel was chaired by Jonathan Osmond. The Validation meeting entailed a presentation by the Panel of its point of view, a plenary discussion with the History Subject Area Group, and subsequently the finalisation and delivery of the Panel's written Report.

Report of the Tuning Validation Panel for History

The members of the validation panel would first like to emphasise the high quality of the text presented by the Subject Area Group in History. The project represents an enormous amount of high-quality work and the validation process undoubtedly concludes in confirming the very good value of the project.

The panel was also charged with making comments designed to improve future versions of the text. These can be summarized in the sixteen following points:

- 1. The document would be enhanced by taking in account the necessity throughout the text of a global history viewpoint (imposed, among other arguments, by the globalization of such phenomena as the recent development of the megalopolis throughout the world, or the incidence of and global response to natural catastrophes). This would involve two major consequences for the references to space and time proposed in the document: a) a greater sensitivity to the perspective of non-European centred approaches to history; b) the enlargement of the periodization offered in the document according to this global view.*
- 2. Along the same lines, the diachronical framework used in the document would be more convincing by strongly adding a spatial dimension to it.*
- 3. The text would also be strengthened by a stronger accent on comparative – or connecting – history, including various forms of interactions like cross processes or transfers of technology.*
- 4. On the central question of identity and diversity, the validation panel suggests that these categories (identity and diversity) should not be used as such, but should rather be themselves taken as objects of historical reflection.*
- 5. This theme of the historicity of the categories of identity and diversity leads to our next point: the importance of strongly distinguishing between different scopes, or levels of approach: local, regional, national, trans national, worldwide.*
- 6. Another strong recommendation of the panel concerns the twofold necessity: a) to open more clearly the text to other disciplinary fields: sociology, political science, political philosophy, economics; and b) to link more explicitly the field of history with the connected fields of history of science (more specifically history of economics, history of medicine, history of mechanics, history of biology) and of the history of techniques: history of statistics, history of accounting, history of computing technologies.*

7. *Another level of recommendation is linked to the language issue:*

- a) *what the panel called the «three languages standard»: the necessity for European PhD students (and perhaps even Masters students in appropriate cases) to master two foreign languages (this instead of the actual standard of mother tongue + English);*
- b) *a proposal to envisage the possibility of a plurality of linguistic offerings for European courses in history (that is, not only the native language of the country and English, but the native language, English and at least another European major language: French, German Italian, Spanish, Portuguese).*

8. *As evaluation matters are concerned, it seems that a new version of the text could incorporate further reflection on two points:*

- a) *the question of the possible feedback effects of a modification of the structures on the content of the teaching (like, for instance, the consequences of the fact that students who used to choose some “small” specialties after four years find it much more difficult to choose them after only three years);*
- b) *an evaluation of the different ways the Tuning project has been used by European universities.*

9. *The panel would also recommend enhancing the references to the gender issue, both in the “Template” and in the document as a whole.*

10. *The members of the panel were unanimously pleased to find many references in the document to the heuristic and ethical value of teaching history. They would also like to see more emphasis on the question of the specific “frame of mind” of Academia as such, that is to say the impossibility of reducing higher education to a mere supply and demand process. This refers, amongst other things, to the necessary reciprocal commitments of the students, the professors, and the universities.*

The six remaining comments centre on rather more detailed points:

11. *The panel asks the members of the subject area group whether they could consider being more explicit in their distinction between the first and the second cycles (this, while knowing the apparently great diversity between the actual practices).*

12. *The question of original sources, when addressed in the document, is too often identified with archives and documents. The members of the panel wish to broaden this conception of what sources are relevant to and available for historical research.*

13. *The reference to student workload could go together with some reference to the workload of academic staff.*
14. *The list of competences could be enlarged to encompass both cultural industries and web activities.*
15. *A future version of the text could include fuller commentaries on the necessity to develop student mobility.*
16. *Finally, the document could be designed and produced in different formats according to the publics to which it is addressed.*

Although not strictly part of the validation process, the preliminary draft document on the third cycle (doctoral studies) was considered. The panel wishes to encourage the Subject Area Group in History to continue their work in this important area. It recognises that the research is at an early stage, and would like to learn more about the apparently huge diversity across Europe and a number of significant student concerns.

To conclude, the members of the panel wish to emphasise once more the excellent quality of the document and warmly thank the members of the group for their work. They hope that these remarks will add some new materials to their reflection and thus contribute to the enrichment of future versions of the document.

Brussels,

05 November 2007

Response by the History Subject Area Group

The History Subject Area Group considered the Validation Report carefully and thanked the Panel members for their very useful input.

The Group agreed with the Panel's strong emphasis on World/Global History and on the necessity of a robust articulation in terms not only of time but also of space. It also agreed with the Panel's idea that such categories as 'identity' or 'diversity' must be themselves historicised. These are all key areas in which the Tuning Subject Area Group is involved, in both the CLIOHRES Network of Excellence (where an entire research group is devoted to "Frontiers and Identities" and has dedicated five books to the subject; and another, that on "States, Legislation, Institutions" has formulated a methodology based on spatial/temporal 'layers'), and in the CLIOHWORLD Academic Network (where one of the five Work Groups is dedicated to World and Global History; it has elaborated, tested and published a Reader on this topic).

The members of the Group judged that both the general and many of the specific points raised were indeed compatible with the approach they had elaborated, and decided that some changes might be made in the list of Subject Specific Competences and elsewhere in the presentation of their findings in order to make certain aspects clearer to potential readers/users.

At the same time, the Group wished to clarify that their objective has never been to lay down 'rules' for History Programmes, and that their role is to formulate suggestions and offer a methodology that the organisers of such programmes will find useful in organising their own approach. In other words, for example, the Group held that it might be useful to insert in the list of Subject Specific competences some explicit references to the various specific areas of History, such as economic history, history of science and the like, that the Panel suggested mentioning; however it wished to underline that the existing list was never understood to be prescriptive or limiting, but was elaborated as a general suggestion or starting point which must be adapted to specific contexts and requirements.

In this regard a further example is the issue of foreign language. Although the members of the Group certainly believe it necessary for history students to be able to use a number of languages both for communication and for research purposes, it does not believe that its role is to lay down rules on the exact number of languages and mixture of competences required. Certainly the Group recommends the development of extensive and appropriate language competences, not only for professional purposes, but also for citizenship and personal culture. However the organisers of each programme must reflect on the specific emphasis and needs of its students, and the Group believes there cannot be a fixed rule, valid for every country and every programme.

For these reasons, rather than modifying the structure and scope of its findings, the Group has decided to include the Validation Panel Report in this edition of the Guidelines and Reference points, so that potential users can take into account the full range of the Panel's suggestions, selecting the aspects they consider relevant to their context.

7. Using the Dublin Descriptors and the EQF for Lifelong Learning to define History Programmes

The Joint Quality Initiative (JQI) was elaborating the ‘Dublin Descriptors’ as the basis for the Framework of Qualification for the European Higher Education Area at the same time that the Tuning History Subject Area Group was elaborating its own ‘Cycle-Level Descriptors’.

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.

This meant that our cycle level descriptors were organised to express out 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”

Qualification 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.

Qualification 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.

A further challenge and opportunity has been created by the EQF, the European Qualifications Framework for Lifelong Learning. In this case that 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 has addressed this challenge in the framework of the HUMART project. Here below we present a draft of a History Qualifications Framework drawn up according to the EQF. It will be the object of consultation, modification and validation in the coming months.

Level 6(First Cycle)

Level	Knowledge (and understanding)	Skills	Competences (levels of autonomy and responsibility)
4 (Upper Secondary School)	<p>Knowledge of the major processes and events from ancient times to present, including the general framework of non-European history</p> <p>Ability to conceptualise the past in terms of time and space</p> <p>Knowledge of the relationship between sources of historical information and the formulation of historical narratives.</p>	<p>Oral and written communication:</p> <p>Ability to communicate in one's own language using the categories and terminology employed in historical narratives</p> <p>Ability to read, understand and summarize historical texts</p> <p>Ability to read and understand information contained in tables, graphs and diagrams</p>	<p>Critical and self-critical abilities:</p> <p>Ability to understand and place in historical perspective current concerns and conflicts</p> <p>Ability to place one's personal understandings and beliefs in relationship with their historical roots</p>
5			
6 (First Cycle Higher Education)	<p>General knowledge of the diachronic frameworks of the past; orientation in the major themes of current historiographical debates.</p> <p>Specific knowledge of at least one broad period or thematic area</p> <p>Knowledge of the on-going nature of historical research and debate</p> <p>Awareness of the connections between present-day issues and the past</p>	<p>Applying knowledge in practice: ability to use appropriate methodological approaches, bibliography, sources to formulate a coherent discussion of a historical problem</p> <p>Ability to retrieve and handle information from a variety of sources (electronic, written, archival, oral) as appropriate to the problem, integrating it critically into a grounded narrative</p> <p>Ability to use the appropriate terminology and understand modes of expression of the discipline in oral and written form in one's own language and in the second language</p> <p>Written and oral communication in one's own language: ability to write and speak according to the various communication registers (informal, formal, scientific)</p>	<p>Critical and self-critical abilities: ability to think in scientific terms, pose problems, gather data, analyse it and propose findings</p> <p>Ability to work autonomously and creatively, taking initiatives and managing time: ability to organise complex efforts over a period of time, producing the required result on schedule</p> <p>Ability to work with others in a multidisciplinary multi-national setting</p>

<p>7 (Second Cycle Higher Education)</p>	<p>Broad knowledge and understanding of historical processes and events, current debates and research orientations regarding them</p> <p>Knowledge of the principal theoretical approaches to history.</p> <p>Historical period / theme: detailed knowledge and understanding of a particular period/thematic domain and the methodologies and historiographical debates regarding it.</p> <p>Knowledge of various kinds of resources available for historical research</p>	<p>Analysis of documents: retrieving, understanding and placing archival material, historiographical contributions and debates in their context.</p> <p>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.</p> <p>Awareness of and ability to use the methodological and practical tools of History and other sciences as needed.</p> <p>Ability to work in a team to complete specific tasks relating to the discipline (gathering and treating data, developing analyses, presenting results).</p> <p>Written and oral communication in one's own language and another language: ability to write and speak according to the various communication registers (informal, formal, scientific).</p>	<p>Critical and self-critical skills: ability to formulate a problem, address it with appropriate information and methodology, to arrive at a valid conclusion.</p> <p>Concern for quality and ethical commitment: awareness of the standards required for scientific research and publication including critical awareness and intellectual honesty.</p> <p>Interpersonal skills and teamwork: ability to participate actively and constructively in group work, outside one's own speciality.</p> <p>Working autonomously, creatively, designing strategies and managing time: ability 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.</p> <p>Ability to plan, carry out and complete an individual research-based contribution to historiographical knowledge bearing on a significant problem</p>
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8. HISTORY DEGREE PROGRAMME PROFILES: EXAMPLES

The Tuning History Subject Area Group and the related CLIOH History Networks operating at the time, CLIOHRES and CLIOHWORLD, participated in the CoRe2 project, coordinated by the Dutch Nuffic and the ENIC-NARIC Network. This project elaborated, tested and validated a format for the design of Degree Programme Profiles based on competences and learning outcomes, in order to facilitate recognition and also as a quality tool for Degree Programme designers. The resulting publication is freely available on line. In its final Annex, hypothetical examples of History Degree Programmes for specific first, second and third cycle degrees are proposed. We include these here below as useful examples elaborated using Tuning definitions and guidelines.

Degree profile of History Baccalaureus Artium [Bachelor in Arts] Degree Programme in Modern History	
TYPE OF DEGREE & LENGTH	Single degree (180 ECTS-credits)
INSTITUTION	Universitas Utopiensis (University of Utopia), Arcadia
ACCREDITATION ORGANISATIONS	Quality assurance agency Utopia in Arcadia
PERIOD OF REFERENCE	Degree programme implemented in 2008, accredited for 5 years
LEVEL	QF for EHEA: 1st Cycle; EQF level 6; NQF of Arcadia: 1st Cycle

A	PURPOSE
	To provide students with the foundations of a historical approach to understanding modern society and culture, with particular emphasis on the development of Europe from 1500, and its relations with the wider world. Specialist areas are local (national) history, EU History and broad developments in other continents.

B		CHARACTERISTICS
1	DISCIPLINES(s) / SUBJECT AREA(S)	History, multi-disciplinary; major in history, associated minors in political science, anthropology, international relations, communications; a foreign language is compulsory; electives in humanities, social sciences, economics and education. History 60%; minor 25%; language 5%; electives 10%.
2	GENERAL / SPECIALIST FOCUS	General with emphasis on identifying and using primary and secondary sources and historiography critically.
3	ORIENTATION	Research orientation, with a strong component of communications and interpersonal skills in the own language and the second language. Special tracks are provided for future teachers and archivists.
4	DISTINCTIVE FEATURES	Students may emphasise either EU history and history of international relations or EU history and the history of a non-European macro area. An Erasmus mobility experience is recommended but not compulsory; all students participate in special seminars with incoming Erasmus students.

C		EMPLOYABILITY & FURTHER EDUCATION
1	EMPLOYABILITY	Positions at Bachelor level in the public/private administration, archives (archive track), media and communications, journalism.
2	FURTHER STUDIES	Access to related second-cycle degree programmes, and – with some further work – to un-related second cycle degree programmes. Access to teacher training (education track); to specialised archival studies (archival track).

D		EDUCATION STYLE
1	LEARNING & TEACHING APPROACHES	The general learning style is task-based learning. There are some lecture courses, accompanied by workshops and seminars. Most learning is in small groups (up to 20 persons) and emphasizes discussion, preparation of presentations autonomously and in small groups. In the final year about half time is dedicated to the final thesis, which is also presented and discussed with a discussion group of teachers and peers.

2	ASSESSMENT METHODS	Presentations: oral (power point) and written; examinations: oral for the conceptual parts; written for the basic historiographical knowledge; students keep a portfolio.
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E	PROGRAMME COMPETENCES
1	<p>GENERIC</p> <ul style="list-style-type: none"> — Critical and self-critical abilities: ability to think in scientific terms, pose problems, gather data, analyse them and propose findings. — Written and oral communication in one's own language: ability to write and speak correctly according to the various communication registers (informal, formal, scientific). — Ability to work autonomously, taking initiatives and managing time: ability to organise complex efforts over a period of time, producing the required result on schedule. — Ability to work with others in a multidisciplinary multi-national setting.
2	<p>SUBJECT SPECIFIC</p> <ul style="list-style-type: none"> — Basic general knowledge: orientation in the major themes of present historical debate and knowledge of world chronology. — Applying knowledge in practice: ability to use background information and information retrieval skills to formulate a coherent discussion of a historical problem. — Awareness of the on-going nature of historical research and debate — Awareness of the connections between present-day issues and the past — Knowledge of the general diachronic framework of the past — Specific knowledge of the chronologies and historiographical interpretations of colonisation, decolonisation, modernity, post-modernity and globalisation. — Knowledge of at least one specific thematic area (international relations, economic history, history of ideas, gender history, history of science and technology, etc.). — Ability to retrieve and handle information from a variety of sources (electronic, written, archival, oral) as appropriate to the problem, integrating it critically into a grounded narrative — Ability to use the appropriate terminology and modes of expression of the discipline in oral and written form in one's own language and in the second language.

F	PROGRAMME LEARNING OUTCOMES
1	<p>The graduate can demonstrate:</p> <ul style="list-style-type: none"> — knowledge of European and world chronology, especially from 1500, and ability to describe in synthetic terms the main approaches to the study of European empires and to world and global history — that he/she is able to formulate texts and briefs based on up-to-date historical information such as can be of use in e.g. journalism, for local bodies and museums. — ability to speak and write simple texts and presentations as well as the more complex and scholarly text required in the final year, using the appropriate communication registers — ability to organise his/her work programme in the final year autonomously, as shown in preparing for colloquia on his/her thesis, volunteering for participation in working groups, keeping track of these activities in his/her portfolio. — ability to identify and describe the political and culture context in which major debates about colonisation and decolonisation have developed and can identify the main historians involved in those debates. — knowledge of the major world events and processes over the last, roughly, two millennia, although specialising in modern and early modern history. — ability to describe historiographical tendencies of the last twenty years and to identify the major actors in the debates about modernity, post-modernity and globalisation and the related understandings of the relationships between the world's peoples; — detailed knowledge of a specific chosen field: (international relations, economic history, history of ideas, gender history, history of science and technology), as shown by reading, studying and reporting on a minimum of 5 significant works pertaining to it. — capability to address a research problem, retrieving the appropriate sources and bibliography, analysing it, and giving critical, narrative form to his/her findings in a text of around 20.000 words. — ability to work productively in a team with persons from other countries, taking into account the diversities of background and understanding of his/her co-workers to address specified tasks; — as shown in presentations, essays and final thesis, ability to use appropriate terminology and to narrate and discuss facts and interpretations in clear and precise language. — ability to make oral presentations and write texts of up to 10 pages in his/ her second language.

	<p>Archival Track:</p> <ul style="list-style-type: none"> — ability to illustrate the historical bases and the legal framework for the archival system in Arcadia. — ability to access repertoires and inventories of private and public archives — ability to illustrate and apply in practice the principles of cataloguing historical documents relating to the modern and early modern period as regards local history and history of country Arcadia. <p>Education Track:</p> <ul style="list-style-type: none"> — ability to illustrate the main pedagogic methods used in primary and secondary schools — ability to design and guide a learning/teaching experience for school children related to EU and global history.
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Degree profile: History Magister Artium (Master of Arts) Degree Programme in Modern History	
TYPE OF DEGREE & LENGTH	Single degree (120 ECTS-credits)
INSTITUTION	Universitas Utopiensis (University of Utopia), Arcadia
ACCREDITATION ORGANISATIONS	Quality assurance agency Utopia in Arcadia
PERIOD OF REFERENCE	Degree programme implemented in 2008, accredited for 5 years
LEVEL	QF for EHEA: 2nd cycle; EQF level 7; NQF of Arcadia: 2nd cycle

A	PURPOSE
	To provide students with a broad critical formation in the area of History, in which both critical thinking and practical research skills are emphasised, and supported by the development of the competences necessary for communication, collaboration, dissemination and management of projects.

B		CHARACTERISTICS
1	DISCIPLINES(s) / SUBJECT AREA(S)	History: the major emphasis is on history, but some work in one or more related areas is obligatory. The student chooses the area(s) with reference to his/her specific interest and area of specialisation (such as sociology, anthropology, archaeology, art history, area studies, communications studies, economics, international relations or a language). History; minor; electives (70:20:10).
2	GENERAL / SPECIALIST FOCUS	General: with emphasis on developing a broad overview as well a deep knowledge of the relationship of the human past and present and an ability to understand critically the transformations that the practice of historiography is undergoing today.
3	ORIENTATION	Research orientation: emphasizing both individual and group research competences; strong emphasis also on writing and other forms of communication in own language and fluent use of a European and a non-European language.
4	DISTINCTIVE FEATURES	The programme develops European and world history perspectives as deep knowledge and a critical approach to national and regional historiographies. Spatial as well as diachronic and thematic aspects of History from the Middle Ages to the present are cultivated. Students are encouraged to take advantage of possibilities for study outside Europe for their thesis work, although this is not obligatory.

C		EMPLOYABILITY & FURTHER EDUCATION
1	EMPLOYABILITY	Positions at Postgraduate (MA) level in the public/private administrations, museums, archives (with minor and electives in archival studies), communications, journalism, and, with additional qualification, secondary school teaching , and historical research
2	FURTHER STUDIES	Access to related third cycle (doctoral) programmes; access to further qualification for secondary school teaching (on a numerus clausus basis in Arcadia).

D		EDUCATION STYLE
1	LEARNING & TEACHING APPROACHES	The learning style is based on active learning, giving relevant responsibility to the student, both for choice of subject and organisation of time. Courses are in seminar form, with methodological workshops for students working on the same period or diachronic theme. In the first year the student chooses a research orientation, including the courses in related disciplines to be taken, and discusses his/her choices in a colloquium. In the final year about half time is dedicated to the thesis, presented and defended before a commission of academics.
2	ASSESSMENT METHODS	Assessment is on: 1) Presentations: oral (power point) and written; 2) Examinations: oral for the conceptual parts; written for the historiographical knowledge; 3) in the first year there is a colloquium; 4) in the final year discussion and defence of the thesis.

E		PROGRAMME COMPETENCES
1	GENERIC	<ul style="list-style-type: none"> — Critical and self-critical skills: ability to formulate a problem, address it with appropriate information and methodology, to arrive at a valid conclusion. — Concern for quality and ethical commitment: awareness of the standards required for scientific research and publication including critical awareness and intellectual honesty. — Interpersonal skills and teamwork: ability to participate in group work, taking the lead as appropriate, in an international or multicultural group. — Written and oral communication in one's own language and another language: ability to write and speak correctly according to the various communication registers (informal, formal, scientific). — Working autonomously, designing strategies and managing time: ability to organise complex efforts, integrating the results of diverse studies and analyses and producing the required product according to the established deadlines.

2	<p>SUBJECT SPECIFIC</p> <ul style="list-style-type: none"> — World history: knowledge and understanding of: main historical processes and events in all continents since the early middle ages and their interrelation and of current debates and research orientations regarding them. — Analysis of documents: retrieving, understanding and placing archival material, historiographical contributions and debates regarding the past in their political and cultural context. — Historical period / theme: Detailed knowledge and understanding of a particular period/thematic domain and the methodologies and historiographical debates regarding it. — Knowledge of the resources available for historical research including those based on ICT and ability to use them appropriately. — 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. — Awareness of and ability to use tools of other human sciences as necessary with regard to a research project. — Cooperation to complete specific tasks relating to the discipline (gathering and treating data, developing analyses, presenting results). — Planning and delivering an individual research-based contribution to historiographical knowledge bearing on a significant problem.
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F	PROGRAMME LEARNING OUTCOMES
	<p>The graduate can demonstrate:</p> <ul style="list-style-type: none"> — ability to formulate and refine a significant research problem, gathered the necessary information to address it and formulated a conclusion which can be defended in a scholarly context. — awareness of and commitment to scientific standards in accuracy and breadth of the documentation located, utilised and cited in assignments and in the final dissertation. — ability to participate in group work productively and taking the lead on occasion, presiding over debates and discussions in an international or multicultural group. — ability to present written texts and to give oral presentations of different length and complexity in his/her own and another language useful for the area of specialisation. — ability to choose a sector of specialisation, planning and completing appropriate course work, and utilising the resulting competences in preparing and carrying out a research plan within the established time frame.

1	<ul style="list-style-type: none"> — ability to illustrate in parallel, highlighting analogies, diversities and connections between major events and processes in various parts of Eurasia, Africa and the Americas, both before and since the epoch of European ‘discoveries’. — capability of analysing historical documents and historiographical texts from various periods, interpreting and contextualising them correctly in course work, written reports and the final dissertation. — detailed and critically founded knowledge of the chosen period or thematic domain of specialisation in course work and written tests as well as in the final dissertation. — ability to use of ICT resources in a scholarly way, applying high standards of textual analysis to electronic as well as to traditional archival, narrative and oral sources. — ability to distinguish different registers of scholarly expression and to apply them appropriately in summaries, reviews and written and oral assignments as well as in his/her final dissertation. — ability to use tools of other human, natural or exact sciences when necessary to tackle a research problem. — ability to work productively in groups organised to locate, retrieve and process data to address a research task and to take responsibility for organising some phases of the work. — ability to conduct and complete a medium length research project, incorporating tools from related disciplines, and addressing a significant problem regarding a European or non-European area in post medieval times, elaborating his/her findings in the form of a narrative text provided with critical apparatus (e.g. notes, references, annexes, documents) as appropriate to the subject, of about 50.000 words and defended it before a commission of academics.
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Degree profile: History Philosophiae Doctor (Doctor of Philosophy) Degree Programme in Modern History	
TYPE OF DEGREE & LENGTH	Single degree (240 ECTS-credits / 4 academic years)
INSTITUTION	Universitas Utopiensis (University of Utopia), Arcadia
ACCREDITATION ORGANISATIONS	Accreditation organisation of Arcadia
PERIOD OF REFERENCE	Degree programme accredited for 5 years in 2007

LEVEL	QF for EHEA: 3rd cycle; EQF level 8; NQF of Arcadia: 3rd cycle
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A	PURPOSE
	The overall aim is to provide postgraduate students with advanced research skills in the disciplinary area, whilst broadening their understanding of more general debates on societal developments and the role that history can have in addressing these.

B	CHARACTERISTICS	
1	DISCIPLINES(s) / SUBJECT AREA(S)	History: Modern and Contemporary. The main part of the degree work, corresponding to 120 credits, is devoted to the doctoral research and thesis and comprises research, analysis of documentation and elaboration of the written text according to international standards of excellence. Other course work or workshops and seminars are chosen by the learner/early stage researcher in history or related areas. History: other (80:20).
2	GENERAL / SPECIALIST FOCUS	General: The early stage researcher is given full support in elaborating a research theme and preparing a practical and theoretical/methodological strategy for dealing with it: all themes pertaining to world and European history from 1500 (history of science, gender, politics, imperialism, decolonisation, nationalism, globalisation, etc.) can be accepted, if they are consonant with the capabilities of the doctoral staff.
3	ORIENTATION	Research orientation: with a practical component consisting in training in international project design and management.
4	DISTINCTIVE FEATURES	Whilst most efforts are dedicated to the dissertation, for the remaining time the early stage researcher may choose amongst a variety of scientific or theoretical courses and work oriented activities: e.g. training in editing, communications, project design and funding search.

C		EMPLOYABILITY & FURTHER EDUCATION
1	EMPLOYABILITY	Positions requiring advanced research training and high-level expertise in public and private administration, media and communication, publishing, research and teaching in higher education institutions or research bodies.
2	FURTHER STUDIES	Some post doctoral fellowships are available and may contain a further education component.

D		EDUCATION STYLE
1	LEARNING & TEACHING APPROACHES	The learning style is based on active learning, especially on an individual large-scale research project, carefully monitored, but giving relevant responsibility to the early stage researcher for choice of method, subject, organisation of time. Although normally a fulltime degree programme, it is possible to arrange for part-time study compatible with employment.
2	ASSESSMENT METHODS	Assessment of course work and seminars is according to the practices in those activities. The overall assessment is 'in itinere', at regular intervals three times per year (first year colloquia on research and study plan; second year colloquia on other studies and on research results; third year on analysis and written elaboration of the results). Final assessment and Degree award takes the form of a public defence of the dissertation: original, of publishable quality, of about 100.000 words.

E		PROGRAMME COMPETENCES
	GENERIC	<ul style="list-style-type: none"> — Critical and self-critical skills: ability to offer a critique on publications, presentations and theses present in international scientific debate, identifying and defending one's own position in regard to them. — Abstract reasoning, problem modelling: ability to identify relevant problems and delineate them in way useful to the advancement and transfer of scientific knowledge and understanding. — Concern for quality and ethical commitment: awareness of the standards and the mindset required for scientific inquiry and publication — including critical awareness and intellectual honesty.

1	<ul style="list-style-type: none"> — Communication: ability to write, speak, and listen according to various registers in one’s own language and another language, presenting complex problems to specialists and non-specialists; awareness of the uses and modalities of media. — Working autonomously; time management: ability to organise acquisition of theoretical and practical tools, addressing complex efforts, integrating the results of diverse studies and analyses and producing a final product by a set deadline. — Interpersonal abilities: cooperation in a local or international milieu to complete specific tasks relating to the discipline (gathering and treating data, developing analyses, presenting and discussing results).
2	<p>SUBJECT SPECIFIC</p> <ul style="list-style-type: none"> — Knowledge base: broad well-grounded knowledge of major events and processes worldwide over the last half millennium; detailed or very detailed knowledge of the specific research field accompanied by knowledge of the general scholarly debate and specific contributions to the individual historical research area. — Information management: ability to identify, access, analyse and integrate information from various sources, documents and texts to deal with relevant historical problems. — Knowledge of resources (including those based on ICT), available for research in one’s specific field of history and in related fields. — Analysis of historical documents: ability to find, retrieve, contextualise and interpret substantial quantities of archival or documentary material. — Individual research: ability to plan and deliver an original researchbased contribution to historiographical knowledge, bearing on a significant problem, of publishable quality. — Programme design and management: understanding of and ability to apply in practice principles of cooperative research to history and the social and human sciences.

F	PROGRAMME LEARNING OUTCOMES
	<p>The recipient of the doctoral degree has demonstrated:</p> <ul style="list-style-type: none"> — ability to synthesize and discuss recent publications, in and outside the immediate research area. — ability, as witnessed by publication of at least one published review article and one published book review, to use critical knowledge in the public sphere; tautology. — ability to elaborate and present convincingly to a group of qualified researchers a relevant and well-argued research plan for dealing with a significant problem. — capability to carry out an extended original research product based on critical examination of sources and provided with the necessary scientific apparatus in terms of notes, bibliographies and publication of relevant documents. — ability to present research results and discuss them in both academic and non-academic contexts, orally and in written form, in the context of doctoral seminars, scientific meetings and public initiatives (outreach workshops). — ability to present his or her own research results orally in another language. — ability to prepare press kits/effective synthetic information on faculty initiatives publishing them in the press, on the web or through major mailing lists. — ability, verified through thrice-yearly colloquia and final defence, to plan time effectively obtaining the necessary results. — in writings, oral interventions and presentations as well as in course work and dissertation, knowledge of debates and trends, ability to analyse and to refer appropriately to major historiographical works of the last half century. — In the above contexts, awareness of and ability to interact intellectually with the most recent historiographical production in the specific research field. — ability to use archival inventories, library catalogues and up-to-date ICT resources to locate sources and documentary material useful for his or her own research. — ability to discover, analyse and integrate a large corpus of documents from various archives and sources In the final dissertation and the research leading up to it. — ability to plan an original research-based contribution to historiographical knowledge, bearing on a significant problem, of publishable quality. — knowledge of major cooperative research possibilities for social sciences and humanities, presenting a critical report on at least one major programme, identifying positive/ negative aspects for his/her own research area.

9. TUNING IN OTHER COUNTRIES

The History Subject Area Group has been privileged to share its findings and to receive useful input from the Tuning Subject Area Groups working in other countries. Some of its members have participated in Tuning Latin America Phase 1 and Phase 2, and thus have been able to observe both similarities and differences in the results formulated by the Latin American partners with respect to the European orientations. The History Subject Area Group has also collaborated with the History Groups in Tuning Russia (RHUSTE Tempus Project), Tuning Georgia (Tuning Georgia Tempus Project) and Tuning Kyrgyzstan (Bologna. kg Tempus Project). In each case its work has been taken into consideration; however the various Groups have produced their own Templates, based on the traditions of their Universities and the needs of their countries' young people. The full results of these projects can be found on their websites; here we present several of their lists of Subject Specific and Key Generic Competences.

Tuning Latin America

No.	Subject Specific Competences
1	Understanding the social role of the historian.
2	Understanding of the fact that historical debate and research is permanently developing.
3	Ability to use specific techniques needed for the study of documents from particular periods, such as palaeography and epigraphy.
4	Knowledge of national history.
5	Ability to design, organise, and develop historical research projects.
6	Critical knowledge of the relationship between current and past events and processes.
7	Ability to manage information and communications technology so as to be able to produce historical facts, or facts related with history (for example, statistical or cartographical methods, databases etc.).
8	Ability to read historiographic texts and documents in another language.

No.	Subject Specific Competences
9	Knowledge of methods and problems of the different branches of historical investigations: economic, social, political, gender studies etc.
10	Knowledge of local and regional history.
11	Ability to take part in interdisciplinary research work.
12	Ability to recognise, contribute to, and participate in socio-cultural community activities.
13	Ability to use tools to compile information, such as bibliographical catalogues, archive inventories, and electronic references.
14	Knowledge and respect for points of view deriving from different cultural, national, and other backgrounds.
15	Critical knowledge of the general diachronic framework of the past.
16	Knowledge of native languages, if necessary.
17	Knowledge and ability to use theories, methods, and techniques from other social and human sciences.
18	Critical knowledge of different historiographic perspectives from different period and contexts, including current debates.
19	Knowledge of universal or world history.
20	Ability to communicate and argue orally and in written form in the native language of the relevant country, in accordance with usual terminology and techniques of the profession.
21	Ability to apply historical education techniques and methods.
22	Ability to transcribe, summarise, and catalogue information in appropriate forms.
23	Ability to identify and appropriately use sources of information: bibliographies, document, oral testimony etc., for historical research.
24	Ability to define research terms which can contribute to historiographic knowledge and debate.
25	Knowledge of the history of America.
26	Ability to coherently organise complex historical information.
27	Ability to comment on, annotate, and correctly edit texts and documents in accordance with the critical norms of the discipline.

Tuning Russia (RHUSTE)

Competences for History Graduates

The list of competences given below is a sample one and can be modified by universities according to the Federal state standard of higher professional education of the third generation in History; its use facilitates compatibility of study programmes of partner universities in academic mobility.

Generic competences

Generic competences imply graduate's ability for critical thinking, analysis and synthesis, possession of general scientific and social knowledge, ability for independent study and communications, leadership abilities, planning and organising skills.

Subject specific competences

First cycle (Bachelor's degree)

- understanding of the place of history in society and in the system of humanistic knowledge;
- knowledge of chronological structure as well as the events of world and local history;
- knowledge of the general diachronic framework of the past;
- knowledge of world and local cultures' evolution;
- awareness of the issues and themes of historiography;
- awareness of contemporary theoretical approaches to the study of world and local history;
- understanding of the relationship (connection) between current events and processes and the past;
- understanding of the relationship (connection) between current processes and interpretation of the past;
- knowledge and understanding of history's contemporary problems;
- knowledge of the present day system of historical studies,
- knowledge of the theory and history of the study of documentary sources, awareness of principles of interpreting the past through historical documents,
- awareness of sources and methods of auxiliary historical disciplines;
- awareness of interdisciplinary synthesis and ability to use tools of other human sciences for studying the world and local historical processes;
- detailed knowledge of history of one of the periods or one of issues of a certain country or a certain region;
- knowledge of topics and problems of historical studies;
- knowledge of world and local systems of storing and preserving of historical and cultural artifacts and historical documents (archives, libraries, museums);

professional skills of reading historical documents;
orientation in the sphere of published historical sources;
ability to evaluate the quality of publication of historical sources;
awareness and ability to use tools of supplementary historical disciplines;
knowledge of methods of preparing historical documents for publication;
ability to perform profound work with the help of different methods from human and historical sciences in chosen segment of historical studies;
ability to logically present complex historical research results;
knowledge of didactics of history;
ability to organize complex historical information in coherent form;
ability to use critically the methods of present day human science in individual research, social or professional activity;
ability to systematize historical information;
ability to give narrative form to research results according to the canons of historical discipline;
ability to plan, organize and carry out fundamental and applied research and activities using present day technologies;
ability to present results according to the accepted standard of the discipline.

Second cycle (Master's degree):

free use of fundamental historical knowledge necessary for solving research problems and achieving applied tasks;
awareness of present day condition of historical knowledge, system of methodological principles and methods of historical research;
profound understanding of historiographical issues and debate;
knowledge of up-to-date methods and approaches of different branches of historical research;
understanding of the place of history in contemporary humanistic knowledge;
understanding of connections between history and other human sciences;
ability to foster interdisciplinary interaction and cooperation with representatives of other sciences in solving research problems and accomplishing professional tasks achieving applied tasks;
ability to formulate and solve innovative concrete research and applied tasks and problems;
ability to evaluate critically one's own scholarly and applied activities;
ability to prepare and conduct research as appropriate to the Master's level.
skills for organizing and conducting seminars and conferences;
ability to communicate orally in native and foreign languages in a scientific context;
ability to use up-to-date software in research work;
knowledge of methods of preparing and editing of scientific publications;
ability to define research topics suitable to contribute to contemporary historiography.

Tuning Georgia

Key Subject specific competences for Bachelors programmes in History

- A critical awareness of the relationship between current events and processes and the past and understanding of impact of the past;
- Knowledge of the general chronological framework of the past (history of Georgia and the world history);
- Specific knowledge of one period of world or Georgian history or a diachronic theme; if it is a major in History, general knowledge of at least two broader chronological divisions or main diachronical themes, their issues and historiographical methodologies.
- Ability to communicate (orally and written) in one's own language using the terminology and techniques accepted in the historical profession.
- Knowledge of different historiographical approaches and methodologies and 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.
- Ability to read historiographical texts or original documents in one's own and a foreign language;
- Knowledge and respect for values and specifics of different cultures.

Key Generic Competences for Bachelor Programmes in History

Ability of abstract thinking, analysis and synthesis

Ability of identification, posing and solving problems

Capacity to learn and stay up-to-date with learning

Knowledge and understanding of the subject area and ability to apply knowledge in practical situations

Ability to be critical and self-critical

Ability to communicate both orally and through the written word in native language

Ability to search for, process and analyze information from various sources

Respect for different opinions and ability to work in a team.

Australian historians have also used the Tuning History competences as input in elaborating their own proposals.

10. Useful Links

<http://tuning.unideusto.org/tuningeu/>

under publications:

Tuning Education Structures in Europe Final Report Pilot Project - Phase 1

- *Common Reference Points for History Curricula and Courses*, pp. 147-159

Tuning Education Structures in Europe Final Report Pilot Project - Phase 2

- *Summary of Subject Area Findings: History*, pp.98-108
- Approaches to teaching, learning and assessment and the subject area competences, pp. 227-244

Tuning Education Structures in Europe General brochure Pilot Project - Phase 3

www.clioh.net

Cliohnet-Tuning Educational Structures in Europe: The History Subject Area

<http://www.clioh.net/docs/23259TUNING.pdf>

The CLIOHnet2 – Tuning Pocket Guide to designing quality History Programmes. First Aid for historians involved in Bologna reforms:

<http://www.clioh.net/pocketguide/>

Third Cycle (Doctoral) Studies in History: Draft for Discussion Third Cycle

(Doctoral) Studies in History

(download on www.clioh.net homepage)

<http://tuning.unideusto.org/tuningal>

Final Report ALFA Tuning America Latina Project: *Reflections on and outlook for Higher Education in Latin America* (in Spanish, Portuguese and English)

http://tuning.unideusto.org/tuningal/index.php?option=com_docman&Itemid=191&task=view_category&catid=22&order=dmdate_published&ascdesc=DESC

English version: *Subject Area competences and learning teaching and assessment: History*, pp. 189-206

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Visit the Tuning website for more information at <http://tuning.unideusto.org/tuningeu> and www.rug.nl/let/tuningeu

The CLIOHWORLD Network is coordinated by the University of Pisa, Italy

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BOOKS

1. *Developing EU-Turkey Dialogue. A CLIOHWORLDReader*, Guðmundur Hálfðanarson, Hatice Sofu eds., Pisa 2010; second revised and expanded edition, Pisa 2011.
2. *Multiculturalism in Historical Perspective* (CLIOHWORLD-ISHA Reader I), Francesco Malfatti ed., Pisa 2009.
3. *Being a Historian. Opportunities and Responsibilities, Past and Present* (CLIOHWORLD-ISHA Reader II), Sven Mörsdorf ed., Pisa 2010.
4. *East and West. Bridging the Differences* (CLIOHWORLD-ISHA Reader III), Vedran Bileta, Anita Buhin eds., Pisa 2011.
5. *Perspectives on European Integration and European Union Histor. A CLIOHWORLDReader*, Ann Katherine Isaacs ed., Pisa 2011; second revised and expanded edition, *Perspectives on European Integration and European Union History. A CLIOHWORLDReader*, Ann Katherine Isaacs, Ewald Heibl, Luisa Trindade eds., Pisa 2011
6. *Myths, Heroes, Gender and Identities* (CLIOHWORLD-ISHA Reader IV), Aureliana Popa, Bogdan Rentea eds., Pisa 2011.
7. *World and Global History. Research and Teaching. A CLIOHWORLD Reader*, Seija Jalagin, Susanna Tavera, Andrew Dilley eds., Pisa 2011, revised edition Pisa 2011.
8. *Regional and Regional and Transnational History in Europe. A CLIOHWORLD Reader*, Steven G. Ellis, Iakovos Michailidis, eds., Pisa 2011
9. *Guidelines and References 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* (CLIOHWORLD Guide 1), Pisa 2011, second revised edition, Pisa 2011.

All the above are available in book form and for free download from www.cliohworld.net

Other Readers, reports, and learning/teaching tools are available in electronic form only and can be downloaded freely from the CLIOHWORLD website.

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