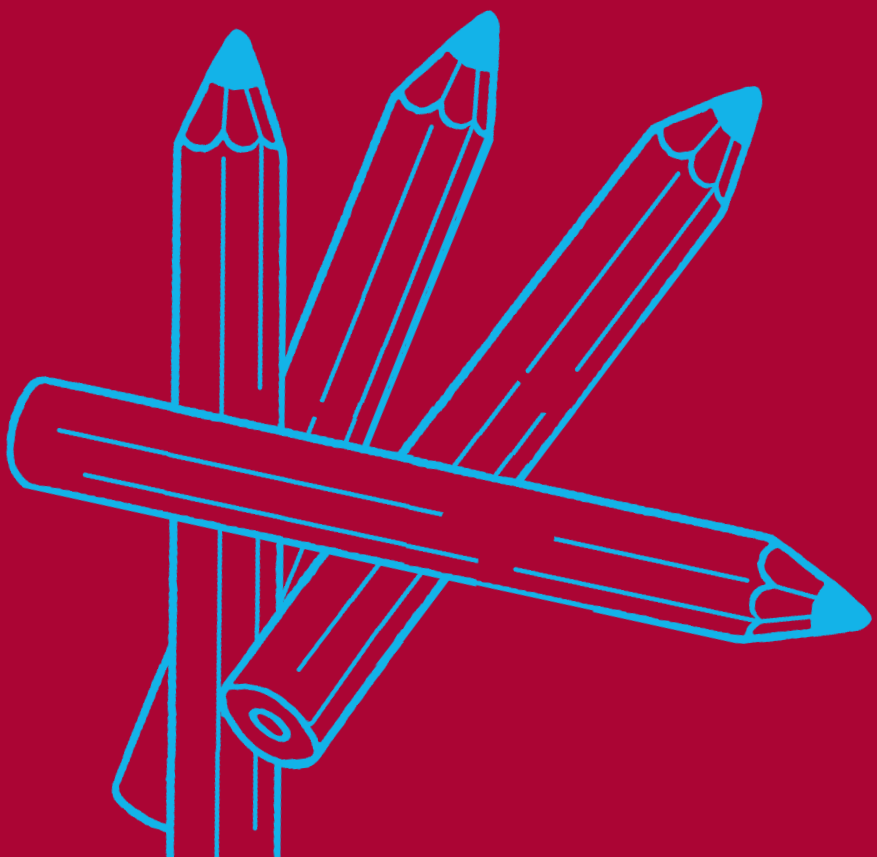
Tuning

Russia

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



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2013
University of Deusto
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Reference Points are non-prescriptive indicators and general recommendations that aim to support the design, delivery and articulation of degree programmes in Education. The document has been developed by subject area group, including experts from Russian and European universities, in consultation with different stakeholders (academics, employers, students and graduates).

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Content

Preface

Tuning started as a project in 2000, initiated by higher education institutions and their academics, and strongly supported morally and financially by the European Commission. Over time Tuning has moved beyond the EU and gradually transformed itself into a global methodological system covering educational sectors in many regions of the world.

Androulla Vassiliou, the European Commissioner for Education, Culture, Multilingualism and Youth, underlined when closing the "Tuning in the World: New Degree Profiles for New Societies" Conference in Brussels on 21 November 2012, that whilst Tuning started as an attempt to solve a strictly European problem, it has become a methodology that can be adapted to different higher education structures in very different cultural contexts and that the commitment of the universities, the associations and the national authorities involved is key to the continuing success of this initiative.

The Tuning Russia project has been designed as an independent university-driven project with contributions of university staff members from different countries. The Tuning Russia project reflects the idea that universities do not look for the harmonisation of their degree programmes or any sort of unified, prescriptive or definitive curricula; but, simply for points of convergence and common understanding. The protection of the rich diversity of education has been paramount in the Tuning project from the very start and the Tuning Russia project in no way seeks to restrict the independence of academic and subject specialists, or damage local and national academic authorities. The objectives are completely different. Tuning looks for common reference points. The Reference points are

non-prescriptive indicators that aim to support the articulation of degree programmes.

The publication of the "Tuning Russia Reference Points" series became a reality due to collective work of Subject Area Groups and project teams at participating European and Russian universities, their academic and administrative personnel to whom we would like to express our sincere gratitude. We stress our deep appreciation to all European and Russian experts who have made a significant contribution to the development of reference points for the design and delivery of degree programmes in various subject areas.

The Tuning process in Russia has been supported by the National Tempus Office in the Russian Federation from the very beginning of the project. Our special thanks go to Director Olga Oleynikova, whose support and recommendations were invaluably important during the implementation of the project. The project and this publication would not have been possible without the coordination and recommendations of Tuning General Co-Coordinators Julia González and Robert Wagenaar.

We hope that readers will find this book both useful and interesting.

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1

General Introduction

The convergence of national educational systems within the EU is an important milestone in the global development of modern higher education in the 21st century. The day when the Bologna Declaration[1] was signed (19 June 1999), is considered the official starting point of the harmonization process of higher education systems within Europe, a process whose end aim consists in the creation of the European Higher Education Area (EHEA). Russia joined the Bologna process in September 2003 at the Berlin Conference of European Ministers in charge of Higher Education.

Signing the Bologna Declaration has led to a series of reforms in the educational systems of the majority of European countries. For higher education institutions (HEIs) these reforms consist in tuning basic teaching programmes in terms of both the structure and the outcomes of degrees. A prominent role should be given to the graduate and degree profiles so that they meet the needs of both the labour market and society, as well as to the specific tasks an academic community has to solve. Therefore, it is particularly important to express all the various educational levels in terms of competences and learning outcomes.

1.1. The contribution of universities to the Bologna Process and Tuning

It is well known that the Tuning Project —"Tuning educational structures"— has developed within the broader context of continuous

[1] The Bologna Declaration on the European space for higher education. http://ec.europa.eu/education/policies/educ/bologna/bologna.pdf

reforms of European higher education systems, when society at large has been undergoing rapid changes. The name Tuning was chosen for the project to reflect the idea that universities do not look for uniformity in their degree programmes or any sort of unified, prescriptive or definitive European curricula but simply for points of reference, convergence and common understanding. The protection of the rich diversity of European education has been paramount in the Tuning Project from the very start and the project in no way seeks to restrict the independence of academic and subject specialists, or undermine local and national academic authority.

Tuning Educational Structures in Europe[2] started in 2000 as a project to link the political objectives of the Bologna Process and at a later stage the Lisbon Strategy to the higher educational sector. Over time, Tuning has developed into a Process, an approach to (re-) design, develop, implement, evaluate and enhance quality first, second and third cycle degree programmes. The Tuning Project and its methodology constitute one of the academic tools for creating the EHEA. The need for compatible, comparable and competitive higher education in Europe reflects the students' requirements. As student mobility increases, so does the demand for reliable and objective information on the degrees offered by different HEIs. Apart from this, employers both within and outside Europe require reliable information on qualifications awarded and on what these qualifications mean in practice and in the labour market context. Therefore, the process of creating national qualification frameworks is inseparable from the EHEA development process.

Tuning aims to meet the needs of educational institutions and structures and to offer a concrete approach to implementing the Bologna Process at the level of higher education institutions and subject areas. The Tuning approach proposes a methodology to (re-) design, develop, implement and evaluate study programmes for each of the higher education cycles. Furthermore, Tuning serves as a platform for developing reference points at subject area level. These are relevant to making study programmes comparable, compatible and transparent. The agreed-upon reference points for subject areas and their degree programmes are expressed in terms of competences and learning outcomes.

Tuning in general has emerged from the understanding that the Bologna Process is about universities, their students, academic and non-academic

[2] Tuning Educational Structures in Europe. http://www.unideusto.org/tuningeu/

staff. It is they, with all their knowledge and experience, who should be deciding upon higher education innovation strategies. Tuning is a university-driven project and movement, which came into being as a reaction of HEIs to new challenges and new opportunities that emerged within the process of European integration and the creation of the EHEA.

1.2. Tuning in Russia

The Tuning methodology, which allowed European Universities to cooperate successfully and coordinate their activities aimed at creating unified educational cycles, uniform requirements for the structure of programmes, the development of common approaches to comparison and the assessment of learning outcomes, has become a "road map" for the Bologna process. Developed within the framework of the "Tuning educational programmes in European universities" project, the Tuning methodology as a universal tool for modernizing curricula in the context of achieving professional competences, has today gone beyond the borders of the EU and has acquired international significance. Universities in different countries and continents in expanding cooperation have increasingly resorted to using it to build joint programmes involving academic mobility, integrated education, introduction of a credit system, the exchange of educational modules and the mutual recognition of qualifications.

Russian Universities are also mastering the principles of the Tuning methodology through incorporating generic and subject specific competence descriptions into educational planning at the level of full degrees and individual degree components. Upon the implementation of the third-generation Federal State Educational Standards[3] based on principles compatible with the Tuning methodology —namely, making use of a credit-modular system, increasing the variety and number of elective courses, placing more emphasis on quality, taking into account professional qualification requirements, etc.— the interest in actively using the Tuning methodology to design educational programmes in different areas has increased significantly.

The first Russian HEIs that supported the need to develop the Tuning methodology were the Higher School of Economics, People's Friendship

[3] Federal State Educational Standards. http://xn--80abucjiibhv9a.xn--p1ai/документы/336

University of Russia and the Tomsk State University. In 2006-2008, within the framework of the "Tuning educational programmes in Russian universities"[4] TEMPUS project, these three centres designed bachelor and master degree programmes in the areas of «European Studies» and «Applied Mathematics».

The next step in the promotion of competence-oriented techniques within the system of higher education in Russia was the participation of Moscow State University, the Russian State University for the Humanities, St. Petersburg State University and Chelyabinsk State University along with the EU partners (2007-2008) in the "Russian Tuning-ECTS based model for the Implementation of the Bologna Process in Human Sciences" (RHUSTE)[5] TEMPUS project. Lists of generic and subject-specific competences and Bachelor's and Master's degree programmes in the areas of *History* and *Cultural Studies* were an outcome of that project. The experience of the reform of higher education in Russia in accordance with the principles of the Bologna process was summed up; Tuning methodology was analysed and recommendations on its implementation within the framework of Russian higher education system were advanced.

The "Tuning Russia"[6] project (TEMPUS, 2010-2013), which has brought together four EU universities (the project coordinator - University of Deusto, Bilbao, Spain; University of Groningen, Groningen, Netherlands; Trinity College Dublin, Dublin, Ireland; University of Padua, Padua, Italy), 13 Russian Universities (Astrakhan State University; Don State Technical University; Moscow State Academy of Business Administration; Moscow State Oblast (Region) University; Lomonosov Moscow State University; Moscow State University of Railway Engineering; N.I. Lobachevsky State University of Nizhni Novgorod; Yaroslav-the-Wise Novgorod State University; Russian State University for the Humanities; North Caucasus Federal University; Tver State University; Lev Tolstoy Tula State Pedagogical University; Udmurt State University) and the Association of the Classical Universities of Russia, tries to institutionalise the use of the Tuning methodology in the Russian Federation's educational practice. Its aim is to create a network of Tuning Centres in Russia and to develop a common

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[4] Tuning educational programs in Russian universities. http://www.hse.ru/org/hse/iori/pr15

[5] Russian Tuning-ECTS based model for the Implementation of the Bologna Process in Human Sciences (RHUSTE) http://ru-ects.csu.ru/

[6] Tuning Russia. http://tuningrussia.org/

list of generic and subject-specific competences which will be used later on in the process of structuring and describing higher education degree programmes of all levels in the following subject areas: Ecology, Economics and Management, Education, Environmental Engineering, Information and Communication Technologies, Languages, Law, Social Work, and Tourism.

This book contains the key general findings of the Subject Area Group within the Tuning Russia project. These reflect in synthesis the consensus reached by the group members and international experts on the subjects mentioned above. We hope and believe that the material contained in this book will be very useful for all higher education institutions wishing to implement the Bologna Process, and that it will help them to find and use the most suitable tools for adapting or creating higher education programmes in order to respond to the needs of today's society.

Julia González and *Robert Wagenaar*
Tuning General Co-Coordinators

2

Introduction to the subject area Education

2.1. Definition of the subject area

Education is a diverse student-oriented activity that ensures the self-determination and self-realization of a person in changing sociocultural conditions. Modern trends in education are:

- the humanization of education (the orientation to to the individual, the stimulation of individual choice and the motivation of creativity, ensuring the development of critical thinking and the exchange of values);
- the computerization of education (the use of information technologies, working with a variety of informational sources, e-learning);
- the implementation of a competence-based approach (an active approach to learning, the use of interactive techniques, the solution of practical problems);
- life-long-learning (approaching education for different age groups, focussing on different educational levels, the constant need to improve one's level of education in conditions of technological progress);
- internationalization (the Bologna process, double degree programmes, international projects and training abroad etc.).

The subject area of *Education* can be defined as an area of activity that has an integrated character, which synthesizes knowledge of pedagogy, psychology, methodology of teaching and other human sciences.

The subject area *Education* refers to all levels of the educational system, including pre-school, primary, secondary, higher education and adult education. In Russia this area includes the following programmes: Teacher Education, Educational Psychology, Special Education and Vocational Education. The Subject area *Education* has a single core content, which is determined by the dominant activities aimed at education, upbringing, training and personal development.

The holistic content of the subject area *Education* is manifested in the unity of goals and the peculiarities of educational activities of all possible professions in this sphere: school teachers, university teachers, educators, social teachers, special educators. However, the activities of this or that profession differ significantly in the tools for achieving the general objectives of teaching. For example, for a teacher, a subject is the tool for achieving educational goals, and for an educational psychologist, the organization of a child's activities and communication is the means, for a special educator, correctional and rehabilitation techniques for children.

Another difference in the activity of a professional of any type is that he is dealing with human beings, who are different in age, sex, health, individual traits, etc.

Despite the difference in the methods of teaching, the teacher approaches a person as a developing being with whom he or she interacts in a holistic educational process. The basic and unifying content of professional activities in the subject area *Education* are relationships and interaction with people.

The key ingredient of the subject area *Education* is the substance of human sciences, such as pedagogy and psychology.

Pedagogy is understood as the science of educating people of all ages. Psychology is the science of evidence, mechanisms and laws of the mind. Pedagogy and Psychology are humanities, and their content determines the specific process of their development. The process of studying these subjects is determined by the peculiarities of human cognition, and that defines the goal of studying Pedagogy and Psychology.

The main features of Pedagogy and Psychology

- Focus on the process, i.e. on the development of phenomena, the identification of patterns, causes and sources of this development. The main interest here is in the dynamic, not in the static.

- Emphasis is placed on understanding the particular, individual, unique things based on common patterns.
- Personality is at the centre of the subject. So this is double-faceted interaction and communication.
- In the natural sciences, the interrelation of knowledge and values are external to the subject, in the humanities they are at the very heart of knowledge.
- The importance of understanding is emphasized. Understanding is a search for meaning: you can understand only what makes sense. This process takes place in communication. You can understand something, plunging into the 'world of meanings' of another person, comprehending and interpreting his or her thoughts and feelings. Understanding is closely linked to self-understanding.
- The role of dialogue is crucial in which the mutual learning and understanding of people lies, where everyone reveals his or her depth of meaning.

- These sciences focus on the qualitative aspect of experiencing reality. Phenomena and processes are investigated mainly by the quality and the individual not by the quantity and the universal.

- The relationship between empirical and theoretical components is of great importance. Empirical methods are used in an ascending scale. Their aim is not purely the objective properties of the phenomena, but a person's involvement in the environment.

- The absence of universally accepted paradigms is a characteristic of these sciences, in which there cannot be only one true theory. In the Humanities there are always competing theories.

Characteristics of the subject area

The essence of education is that it is an open-ended process, one of becoming and developing. It is a fundamental human activity involving the creation and transmission of knowledge, the development and transmission of culture, the enhancement of problem-solving skills and personal development. It is an integral aspect of all societies in all epochs and places. It may take place in formal or non-formal settings. All of the subject groups in Tuning are concerned with education in this sense. However, the Education subject area brings, in a broader and at the

same time deeper sense, a special expertise about teaching, learning and assessment to the work of Tuning.

At present there are four branches of the subject area *Education*: **Educational Psychology, Teacher Education, Special Education and Vocational Education.** In spite of such a division the core content of students' learning in the field of education is the same. The contemporary socio-cultural situation requires the integration of these branches, as the professional in this field faces a person as a developing being.

Educational Psychology

This programme provides training for the psychological and pedagogical support of a child in the holistic pedagogical process. The content of this training contains models for developing the potential of children. The main content which unites profiles Preschool teacher, Educational psychologist, or Social teacher is a set of competences needed for organizing children's playing, learning and research activities. Training in this field includes the study of the following subjects: General and experimental psychology, Developmental psychology, Methods of research in Education, Educational theories, Social psychology and pedagogy, Diagnostics in Education, Psychological and pedagogical consulting. Educational Psychology comprises a scientific basis and a large practical element. The scientific basis is formed by methodology, terminology, categories of education, concepts of Education. The practical element is formed by methods, tools and techniques of interaction with different target groups.

Teacher Education

Teacher Education represents training in a Specific Subject Area (History, Chemistry, Physics, Languages etc.). This programme also focuses on the development of the psychological competence of a future professional, which helps to find an individual approach to a child, to construct individual educational paths, to create psychologically safe learning environments. The important part of the programme is the development of competences, aimed at organizing children's extracurricular activities. The programme includes the study of the following subjects: Didactics, History of Education, Theory and Methodology of Education, New Educational Technologies, and subject specific imperatives. The focus of

teacher education is divided into several levels of education depending n the future working environment chosen by the students: Primary School, Secondary School, Post Secondary Education and Adult Education. It combines a strong theoretical basis with an equally strong practical one.

Special Education

This programme provides training in correction and rehabilitation processes in various educational institutions: special (correctional) schools, rehabilitation centres, clubs for people with disabilities, cultural and recreational facilities for the disabled, creative and sports associations of the disabled. Specialists in this field should be ready to respond to the educational needs of children, adolescents, and adults with disabilities. The programme includes the study of the following subjects: General pedagogy, Social pedagogy, Inclusive education, General and special psychology, Teaching oligophrenic children, Teaching the blind and the deaf, etc.

Vocational training

This programme provides training for teachers of students in vocational schools and colleges. Specialist in this area develops professionally important qualities of a modern worker, adapts and applies a range of teaching resources for the training of workers, organizes training by means of involving students into manufacturing processes; creates a technological environment for future workers. The programme includes the study of the following subjects: Introduction to vocational teaching profession, Psychology, Vocational education, Philosophy and history of education, General and vocational pedagogy, Methodology of education, Educational technologies, Methodology of vocational training etc.

2.2. The relationship of the subject area with other degree programmes

In today's world, psychological and pedagogical knowledge is needed by professionals in almost all spheres of human activity.

Education can be associated with any programme that involves training whether as pupils and students or as adults in staff development in

an organization. Traditionally, the child has been at the centre of the educational process. Now life-long-learning has become one of the main educational principles. Therefore, the content of the subject area *Education* is a set of issues that can be defined as the pedagogy and psychology of people.

Today the subject matter of *Education* is no longer a purely professional field. It has become part of people's generic culture in a modern society. Pedagogy and psychology is presented in a set of the humanities and economic disciplines in many subject areas not related to teaching. *Education* faces the problems of a man, his development, the formation of a personality due to the assimilation of social experience. Pedagogy and Psychology have been studying the internal capacity of a man, and the potential for his development.

So, the subject of Education is linked to every university degree. Education content is found in Teacher training programmes and courses in Philology, Physics, Chemistry, Mathematics and others. Education content is also to be found in many degrees other than the Teacher Education and Education Sciences. It features among programmes with a vocational orientation that have to do with promoting personal well-being and personal and social development, such as some Sociology, Culture, Philosophy and Social Work.

3

Qualifications in Education

Trends in Education are changing and now a teacher or an educational psychologist must normally have at least a Bachelo'sr Degree. A Masters Degree opens new opportunities to work not only in secondary schools and colleges but also in universities. Entry to the Third Cycle of Study becomes possible with a Masters degree and opens new perspectives for Postgraduate study (PhD).

The professional spheres of Bachelors and Masters in Education are almost the same, but the difference is in the content of subsequent professional activity. The Master's activity is more complex and is aimed at research and managerial tasks.

Table 1
The typical degrees offered within subject area Education
in the Russian Federation

Cycle	Degrees	Qualification awarded	ECTS credits
1st cycle	1. Bachelor of Pedagogical Education. 2. Bachelor of Psychological and Pedagogical Education. 3. Bachelor of Special Education.	Bachelor	240
2nd cycle	1. Master of Pedagogical Education. 2. Master of Psychological and Pedagogical. 3. Master of Special Education	Master	120
3d cycle	1. General pedagogy and education. 2. Theory and methods of vocational education. 3. Methodology of training and upbringing. 4. Correctional pedagogy. 5. Theory and practice of welfare activity.	Doctor	210

4

Typical occupations of graduates in Education

The most common occupations in this subject area are: teacher, educational psychologist, teacher-pathologist, instructors, social teacher, master of vocational training.

Education programmes of all kinds develop ways of thinking and doing that are highly transferable, and graduates of Education programmes are found in a wide range of professions. They may be found in museum work, youth leadership, community work, publishing (designing and evaluating educational materials), local and national educational administration, counseling in education, educational management; educational services; teaching specific groups, such as adults, third age support, immigrant support work, and personnel management.

Masters may be promoted to more senior positions in their chosen fields, or to new positions related to their chosen specialization; researchers.

In Russia, Masters may function as Teachers in schools; in Leadership and management roles; in more specialist roles and supervisory roles in educational institutions; as researchers; as Special Education coordinators; as Educational Psychologists; in pre-school validation; in Curriculum development; in policy and business; in university work; or in further research.

Changing labour market conditions and recent trends in educational practice have created the emergence of new professions in the field of education that may not be more widespread, but are in demand for

innovative educational institutions. These include: coach, moderator, facilitator, etc.

Table 2
Typical occupations of the graduates in Education

Cycle	Occupations
First Cycle	Teacher, teacher of extracurricular activities, educational psychologist, social care teacher, master of vocational training, physical education instructor, counsellor, facilitator, moderator, youth leader in summer camp, psychologist, tutor, "school dame" ("классная дама").
Second Cycle	Educationist, psychologist, methodologist, educational supervisor, vice-principal.
Third Cycle	Educationist, educational supervisor, University teacher, researcher.

5

Competences

5.1. Definition of competences and learning outcomes

The introduction of a two or three cycle system makes it necessary to revise all existing study programmes which are not based on the concept of cycles. In practice these programmes have to be redesigned because in a cycle system each cycle should be seen as an entity in itself. Each cycle should not only give access to the following cycle but also to the labour market. This demonstrates the relevance of using the concept of competences as a basis for learning outcomes.

Tuning makes the distinction between learning outcomes and competences in order to distinguish the different roles of the most relevant players: academic staff and students/learners. Expected learning outcomes of a process of learning are formulated by the academic staff, on the basis of input from internal and external stakeholders and academic judgement, preferably involving student representatives during the process. Competences are developed by the student.

Competences are defined in Tuning as a dynamic combination of knowledge, understanding, skills and abilities. Fostering competences is the object of educational programmes. Competences will be formed in various course units and assessed at different stages. As a rule, competences cannot be fully developed within one particular discipline. Competences are normally developed in an integrated and cyclical manner throughout a programme, sensitive not only to the content of learning but to the teaching format and methodology. Yet, in some systems (e.g. in a modular system) it is also feasible to develop a certain subject specific competence during one module focused on this particular competence. To make levels

of learning comparable, the cycle (level) descriptors are developed for specific subject areas and are also expressed in terms of competences.

Learning outcomes are statements of what a learner is expected to know, understand and be able to demonstrate after the completion of a learning experience. According to Tuning, learning outcomes are demonstrated by the students and can be assessed. They can refer to a single course unit or module or else to a period of studies, for example, a first, a second and a third cycle programme. Learning outcomes specify the requirements for the award of a credit. Learning outcomes and assessment criteria together determine the credit allocation requirements, while a grade is given on the basis of students' achievements, which might be above or below the credit-allocation benchmark.

The *Tuning Russia* project defines "learning outcomes" as measurable and assessable competence "components" which are formulated by the teaching staff. Students are expected to be able to reach and demonstrate these learning outcomes at the end of an educational programme or a component of an education programme. Learning outcomes are described with active verbs (be able to do/demonstrate/will have completed…). To reiterate, learning outcomes may belong to a whole programme or to a programme element (unit). Learning outcomes can also belong to one particular thematic (didactic) discipline unit (module). Statements of learning outcomes form the basis for workload calculation and, therefore, for credit (ECTS) allocation between structural units of a degree programme. It is necessary to achieve the intended learning outcomes in order to be awarded the corresponding number of ECTS credits.

Competences are divided into generic and subject specific. Although Tuning fully recognises the importance of subject specific competences, it has been found that considerable time and effort should be devoted to developing generic competences. Competences described by the *Tuning Russia* project should be used as *reference points* by programme developers but are not meant to be interpreted as prescriptive. In other words, programme development flexibility and autonomy is preserved, while a common language for formulating programme aims and objectives is made available.

The use of learning outcomes allows for much more flexibility than is the case in more traditionally designed study programmes based only on the acquisition of knowledge, because they show that different pathways can lead to comparable outcomes; outcomes which can be much more easily

recognized as part of another programme or as the basis for entrance to a higher cycle programme. Their use fully respects the autonomy of other institutions as well as other educational cultures. Therefore this approach allows for diversity, not only in a global, European, national or institutional framework, but also in the context of a single programme.

5.2. List of competences

5.2.1. Selecting competences in accordance with the Tuning methodology

Introducing a more student-centred approach means that the focus is shifted from the educational process to learning outcomes, that the learner's and the teacher's roles change and that the learner becomes the centre of attention. It also becomes crucial to constantly check what generic and specific competences are required by society. Therefore, consultations with different stakeholders need to be conducted and lists of competences considered relevant should be regularly revised. Since the language of competences has come from outside the world of education, it best suits the need for consultation by allowing easy dialogue with stakeholders not involved directly in academic activity. The competence discourse permits the design of new degrees and the elaboration of mechanisms for improving those degrees that already exist.

Therefore, within the *Tuning Russia* project a consultation process including employers, graduates and academic staff/faculty was organised in order to identify the most important generic and subject-specific competences that might be the focus for different degree programmes. As a result, lists of generic and subject-specific competences for the selected subject areas have been produced (cf. 5.2.2 and 5.2.3).

Consultation on generic and subject-specific competences was carried with the help of a questionnaire. The aims were to:

- Initiate an all the Russian group in general debate on competences based on consultations carried out with the different stakeholders: employers, students, graduates and academics;
- Collect up-to-date information in order to get a snapshot of the current situation in Russia and possibly to detect current tendencies and changes;

- Based on this information, judge how different or similar the perspectives of different stakeholder may be, always using precise language comprehensible to all those involved;
- Limit the topic of debate to three different levels: the institutional (the basic and first level of discussion), the level of subject areas (reference points for HEIs) and the generalised level (related to the general situation in Russia);
- Compare the results with data obtained through similar consultations carried out in Europe and other countries, in order to determine any possible common tendencies and/or regional and/or subject-area peculiarities.

Respondents were asked 1) to indicate the level of importance and development of a competence and 2) to rank the five most important competences. For each competence, a person filling out the questionnaire had to indicate (1) the level of its importance for future professional work and (2) the level up to which this competence was deemed to be developed within a particular degree programme already in place. A four-point scale was used with 1 being equal to "zero" importance/development level and 4 being equal to "high" importance and/or development.

The lists of generic and subject-specific competences were drawn up by each *Tuning Russia* Subject Area Group (SAG) in the following way:

a) The Russian labour market and Russian Federation Professional Standards for the occupational area were analysed;
b) The requirements for the basic outputs of Bachelor and Master degrees stipulated in Russian Federation State Educational Standards were analysed;
c) Existing international professional standards for the occupational area were analysed;
d) *Tuning Europe* procedures for selecting generic and subject-specific competences were analysed and adapted;
e) Russian and EU experts were consulted;
f) Initial lists of generic competences suggested by the various Subject Area Groups in the project (SAGs) were discussed and the common core within the lists was identified;
g) Russian employers, students, academics and graduates were consulted about the resulting lists of generic and subject-specific competences;
h) Finally, lists of generic and subject-specific competences were compiled after analysing the results of the stakeholder-consultation process.

The list of generic competences comprises 30 items (section 5.2.2) and separate lists of subject-specific competences have been developed for nine subject areas: Ecology, Economics and Management, Education, Environmental Engineering, Information and Communication Technologies, Languages, Law, Social Work, and Tourism (section 5.2.3). Lists of subject-specific competences can be consulted in separate publications (like this one) —Reference Points— prepared by the SAGs on the basis of discussions in groups, thematic and subject networks and professional communities. These lists account for the results of the consultations with all the stakeholders. Since every subject area has its own peculiarities, each SAG used slightly different approaches. Nonetheless, in order to obtain comparable results, a basic common procedure was used by all SAGs. In each case, the list was drawn after a consensus had been reached in the group discussion and after studying the ways the subject degrees are organised in the different regions of Russia and in other countries. It should be borne in mind that the resulting documents may still be amplified and amended.

The use of learning outcomes and competences is necessary in order to make study programmes and their course units or modules student centred/output oriented. This approach requires that the key knowledge and skills that a student needs to achieve during the learning process determine the content of the study programme. Competences and learning outcomes, in turn, focus on the requirements both of the discipline and of society in terms of preparing for citizenship and employability.

In an output-based study programme the main emphasis lies on the degree or qualification profile. This profile is determined by the academic staff and endorsed by the responsible authorities. The profile should be based on an identified and recognized need by society. Although every programme profile is unique and based on the judgements and decisions of the academic staff, the staff have to take into account specific features which are seen as being crucial for the subject area concerned. In the *Tuning Russia* project, the academics involved identified specific features of their own subject area. These are reflected in so-called meta-profiles, which are, in turn, based on the lists of generic and subject specific competences for each focus subject area (section 5.2.4).

5.2.2. Generic competences

One of the main aims of the *Tuning Russia* project has been that of compiling a unified list of generic competences relevant to degrees in

many subject areas. In order to determine which generic competences appeared to be the most important ones, broad consultations have been carried out with graduates, students, employers and academics as outlined above. In order to identify the list of competences to be used as the basis of the wider consultation, the following process was carried out by the participants in the Tuning Russia project.

1. The Russian members of each SAG drew up initial lists of the generic competences they considered to be key;
2. The lists were discussed by Russian members of each SAG and with EU experts and were amended if this was deemed necessary;
3. The lists proposed by the SAGs were compared and the following categories of competences were distinguished: the common core of generic competences selected by all SAGs; competences selected by the majority of SAGs; those selected only by some SAGs; and those selected by only one SAG;
4. The list of 30 generic competences was agreed and its Russian and English versions were established in order to be used during the consultation process;
5. Students, employers, graduates and academics were consulted;
6. The questionnaires were analysed and the final list of generic competences, common for all the Project SAGs was drawn. The results were discussed by all SAGs.

The final list comprises the following 30 competences:

Table 3
Generic competences

Competence code	Competence
GC 1	Ability for abstract thinking, analysis and synthesis
GC 2	Ability to work in a team
GC 3	Capacity to generate new ideas (Creativity)
GC 4	Ability to identify, pose and resolve problems
GC 5	Ability to design and manage projects
GC 6	Ability to apply knowledge in practical situations

Competence code	Competence
GC 7	Ability to communicate in a second language
GC 8	Skills in the use of information and communication technologies
GC 9	Capacity to learn and stay up-to-date with learning
GC 10	Ability to communicate both orally and in written form in the native language
GC 11	Ability to work autonomously
GC 12	Ability to make reasoned decisions
GC 13	Ability for critical thinking
GC 14	Appreciation of and respect for diversity and multiculturality
GC 15	Ability to act with social responsibility and civic awareness
GC 16	Ability to act on the basis of ethical reasoning
GC 17	Commitment to the conservation of the environment
GC 18	Ability to communicate with non-experts of one's filed
GC 19	Ability to plan and manage time
GC 20	Ability to evaluate and maintain the quality of work produced
GC 21	Ability to be critical and self-critical
GC 22	Ability to search for, process and analyse information from a variety of sources
GC 23	Commitment to safety
GC 24	Interpersonal and interactional skills
GC 25	Ability to undertake research at an appropriate level
GC 26	Knowledge and understanding of the subject area and understanding of the profession
GC 27	Ability to resolve conflicts and negotiate
GC 28	Ability to focus on quality
GC 29	Ability to focus on results
GC 30	Ability to innovate

5.2.3. Subject specific competences

Creating a list of competencies in the subject area *Education* involves the following steps:

- Stage 1 *Finding University partners* who train students in Education (This consortium consists of 6 Universities).
- Stage 2 *Analysis of standards*, educational programmes and all possible job descriptions of psychologist, teacher, kindergartener, social-care teacher and other professions which can be found in Education.
- Stage 3 *Writing a long list of competences* for the subject area group of Education. The list consisted of 44 competences.
- Stage 4 *Classifying competences* according to the types of professional activity (didactic, correctional, communicative, organizational etc.).
- Stage 5 *Reducing the list of competences*. By means of comparative analysis we collected a long list of competences which were discussed by the members of the subject area group "Education". The discussion helped to reduce the number of competences down to 15.

Table 4
Subject specific competences

Competence code	Competence
SC 1	Ability to diagnose and evaluate the level of development, achievement and educational needs of the individual.
SC 2	Ability to reflect on the results of one's own work.
SC 3	Ability to appreciate the social values of the profession and to keep ethical professional principles.
SC 4	Ability to design and implement a learning process taking into consideation the social context and the learners' development.
SC 5	Ability to be involved in collaborative work and interpersonal communication in educational contexts.
SC 6	Ability to create and keep psychologically safe learning environments.
SC 7	Ability to create psychological and educational conditions for self-development and self-realization within educational environments.

Competence code	Competence
SC 8	Ability to realize professional activities in diverse social institutions.
SC 9	Ability to share educational knowledge and experience with others.
SC 10	Ability to know, and to keep up to date with, the main international and national acts and documents.
SC 11	Ability to assist in developing positive attitudes towards themselves and the social environment in learners and teachers.
SC 12	Ability to understand and apply educational theories and methodology as a basis for general and specific teaching and learning activities.
SC 13	Ability to undertake appropriate educational research in different contexts.
SC 14	Ability to make use of e-learning and to integrate it into the learning environment.
SC 15	Ability to speak clearly at an appropriate level in educational contexts.

- **Stage 6** consultation**.** Two lists of competences (generic and subject specific) were put into a questionnaire. The target groups were academics, graduates, students and employers (school principals, heads of psychological, rehabilitation centers, heads of kindergartens). All groups were asked to rate the importance and achievement of each competence, and ranking the five most important. Thus we could see the most important and the least important competences. They were also invited to add any additional competences they deemed important.
- **Stage 7** *analysiing the data and ranking competences* (The consultation has shown the significance of the following competences: ability to act on the basis of ethical reasoning, ability to apply knowledge in practical situations, knowledge and understanding of the subject area and understanding of the profession, ability to work in a team, ability to create and keep psychologically safe learning environments).

Table 5
Rating of competences (results of consultation)

Employers	Graduates	Academics	Students
Generic Competences			
• Knowledge and understanding of the subject area and understanding of the profession. • Ability to focus on quality • Ability to resolve conflicts and negotiate • Ability to apply knowledge in practical situations. • Ability to evaluate and maintain the quality of work produced.	• Ability to apply knowledge in practical situations. • Knowledge and understanding of the subject area and understanding of the profession. • Interpersonal and interactional skills. • Ability to identify, pose and resolve problems. • Ability to work autonomously.	• Ability to apply knowledge in practical situations. • Knowledge and understanding of the subject area and understanding of the profession. • Capacity to learn and stay up-to-date with learning. • Ability to work autonomously. • Ability to identify, pose and resolve problems.	• Ability to apply knowledge in practical situations. • Interpersonal and interactional skills. • Ability to identify, pose and resolve problems. • Ability to make reasoned decisions. • Knowledge and understanding of the subject area and understanding of the profession.
Subject Specific Competences			
• Ability to appreciate the social values of the profession and to keep ethical professional principles. • Ability to diagnose and evaluate the level of development, achievement and educational needs of the individual. • Ability to reflect on the results of one's own work. • Ability to create psychological and educational conditions for self-development and self-realization within educational environments • Ability to be involved in collaborative work and interpersonal communication in educational contexts.	• Ability to appreciate the social values of the profession and to keep ethical professional principles • Ability to reflect on the results of one's own work. • Ability to create psychological and educational conditions for self-development and self-realization within educational environments • Ability to be involved in collaborative work and interpersonal communication in educational contexts • Ability to diagnose and evaluate the level of development, achievement and educational needs of the individual.	• Ability to reflect on the results of one's own work. • Ability to create psychological and educational conditions for self-development and self-realization within educational environments • Ability to diagnose and evaluate the level of development, achievement and educational needs of the individual. • Ability to appreciate the social values of the profession and to keep ethical professional principles • Ability to create and keep psychologically safe learning environments.	• Ability to reflect on the results of one's own work. • Ability to diagnose and evaluate the level of development, achievement and educational needs of the individual. • Ability to appreciate the social values of the profession and to keep ethical professional principles • Ability to create psychological and educational conditions for self-development and self-realization within educational environments • Ability to be involved in collaborative work and interpersonal communication in educational contexts.

5.2.4. Meta-profile

A Meta-profile reflects the structure and the interrelation of competences that characterise a particular subject area. Meta-profiles are used for reference, to depict mental models and should demonstrate the variety of possible and existent degree profiles within a particular subject area. Meta-profiles and meta-competences are determined by analysing stakeholder-consultation results through re-categorising the list of competences. Such re-categorisation can be done differently in different subject areas and should reflect the subject area unique characteristics.

5.2.4.1. Meta-competences

The core content of the meta-profile is determined by:

- features of the professional activity in the subject area *Education* (social responsibility, humanity, communication, creativity, improvisation, activity);
- the needs of society and the labour market (educational and professional standards, a survey of employers and other stakeholders);
- trends in Education (humanization, democratization, computerization of education, competence approach, life-long-learning, internationalization).

Table 6
List of meta-competences in the subject area "Education"

Generic competences	
G 1	Ability to work in a team
G 2	Capacity to generate new ideas (creativity)
G 3	Ability to identify, pose and resolve problems
G 4	Ability to apply knowledge in practical situations
G 5	Capacity to learn and stay up to date with learning
G 6	Ability to communicate both orally and in written form in the native and foreign language
G 7	Ability to work autonomously
G 8	Ability to act on the basis of ethical reasoning
G 9	Ability to search for, process, analyze and use information from a variety of sources
G 10	Knowledge and understanding of the subject area and understanding of the profession
G 11	Ability to resolve conflicts and negotiate
G 12	Ability to focus on quality
Subject competences	
S 1	Ability to diagnose and evaluate the level of development, achievement and educational needs of the individual.
S 2	Ability to reflect on the results of one's own work.
S 3	Ability to design and implement a learning process considering the social context and the learners' development.
S 4	Ability to be involved in collaborative work and interpersonal communication in educational contexts.
S 5	Ability to create and keep psychologically safe learning environments.
S 6	Ability to assist in developing positive attitudes towards themselves and the social environment in learners and teachers.
S 7	Ability to understand and apply educational theories and methodology as a basis for general and specific teaching and learning activities.
S 8	Skills in the use of information and communication technologies

The philosophy of working out the meta-profile for the subject area group Education

In considering the meta competences for Education, we used the report to UNESCO of the International Commission on Education for the Twenty-first Century report, *Education: The Necessary Utopia* (Jacques Delors, Paris 1996).

Four basic categories for the principles of Education were outlined in this report.

The foundations of education: *learning to live together*, by developing an understanding of others and their history, traditions and spiritual values and, on this basis, would induce people to implement common projects or to manage the inevitable conflicts in an intelligent and peaceful way.

The one of these is *learning to know*. Given the rapid changes brought about by scientific progress and the new forms of economic and social activity, the emphasis has to be on combining a sufficiently broad general education with the possibility of in-depth work on a selected number of subjects.

Learning to do is another pillar. In addition to learning to do a job of work, it should, more generally, entail the acquisition of a competence that enables people to deal with a variety of situations, often unforeseeable, and to work in teams, a feature to which educational methods do not at present pay enough attention.

Last, but far from least, is the fourth pillar: *learning to be*. In the twenty-first century everyone will need to exercise greater independence and judgement combined with a stronger sense of personal responsibility for the attainment of common goals.

We strongly suppose that taking these principles into account is the right way of defining competences for the subject area group "Education".

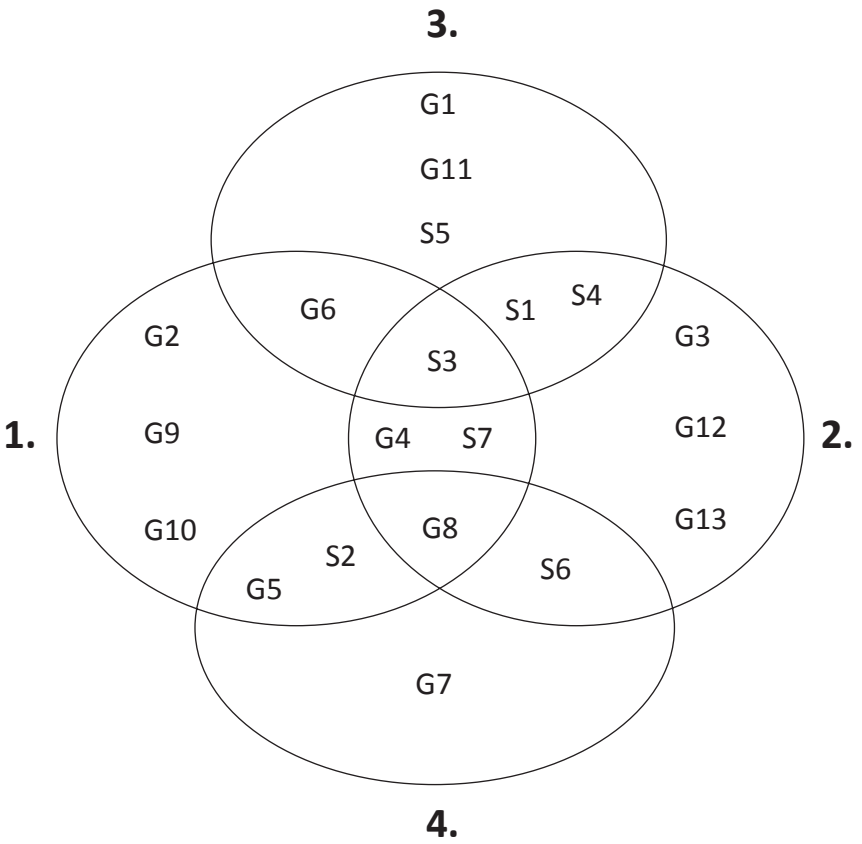
We then applied these meta-competences to the competences developed through our consultation.

Table 7
Competence groups (G - general; S - subject)

Ability to learn		Ability to work		Ability to be in harmony with others		Ability to be in harmony with oneself	
Cognitive competences/		Metodological competences		Communication/		Self - competences	
G 2	Capacity to generate new ideas (creativity)	G 3	Ability to identify, pose and resolve problems	G 1	Ability to work in a team	G 5	Capacity to learn and stay up-to-date with learning
G 9	Ability to search for, process, analyse and use information from a variety of sources	G 4	Ability to apply knowledge in practical situations	G 6	Ability to communicate both orally and in written form in the native and foreign language	G 7	Ability to work autonomously
G 10	Knowledge and understanding of the subject area and understanding of the profession	G 12	Ability to focus on quality	G 11	Ability to resolve conflicts and negotiate	G 8	Ability to act on the basis of ethical reasoning
		G 13	Skills in the use of information and communication technologies	S 5	Ability to create and keep psychologically safe learning environments.	S 2	Ability to reflect on the results of one's own work.
		S 1	Ability to diagnose and evaluate the level of development, achievement and educational needs of the individual			S 6	Ability to assist in developing positive attitudes towards themselves and the social environment in learners and teachers.

Ability to learn		Ability to work		Ability to be in harmony with others		Ability to be in harmony with oneself	
Cognitive competences/		Metodological competences		Communication/		Self - competences	
		S 3	Ability to design and implement a learning process considering the social context and the learners' development				
		S 4	Ability to be involved in collaborative work and interpersonal communication in educational contexts				
		S 7	Ability to understand and apply educational theories and methodology as a basis for general and specific teaching and learning activities				

5.2.4.2. Meta-profile diagram



1. Ability to learn. 2. Ability to work. 3. Ability to be harmony with others. 4. Ability to be harmony with oneself.

Consequently, the core competences of professional training in Education are G 8, G 4, S 3,S 7. The vector of professional training in Education is to be preferably directed towards interpersonal and methodological competences.

6

Level descriptors and learning outcomes

In a cyclical system each cycle should have its own set of *generalised* learning outcomes formulated in terms of competences. As stated before, learning outcomes are formulated at degree, programme and on individual course unit levels. The learning outcomes of the individual units add to the overall learning outcomes of the programme. Competences are developed in a progressive way. This means that they are developed over a number of course units or modules at different stages of the programme. During the design phase of the programme it has to be decided in which units a particular competence has to be focussed on.

The use of cycles automatically includes the introduction of the concept of levels. For each of these, level indicators can be used. They are called level descriptors. As part of the Bologna Process, a group of experts, the so-called Joint Quality Initiative, has developed sets of general descriptors for each cycle, which are called the Dublin Descriptors. These cycle descriptors have now been endorsed by the European Ministers of Education as part of the report A Framework for Qualifications of The European Higher Education Area. The approaches of Tuning and the JQI are fully compatible and complementary.

Because cycle descriptors are in practice level descriptors which identify the level of a cycle, Tuning has suggested naming these descriptors cycle level descriptors. The Project participants have produced cycle level descriptors at programme level for the first and the second cycles for each of the subject areas included in the project. Below, we present a generalised description of learning outcomes for each level within our subject area.

6.1. First cycle

First-cycle graduates (Bachelors) should: Know/Understand:

- historical and modern educational trends;
- laws and peculiarities of personality development;
- typical professional activities in area "Education";
- ways and techniques of pedagogical and psychological counselling and support of a child;
- teaching and research methods;
- family problems and possible ways of solving them;
- communicative styles and techniques;
- types of educational institutions.

Be able to:

- provide teaching, education for and interaction between children, peers and adults, socialization of learners;
- improve psychological and pedagogical competence of teachers and learners;
- participate in the work of multidisciplinary educational projects;
- use healthcare techniques in one's own professional work;
- use scientific methods and information technologies in one's own work;
- improve one's own professional skills in a systematic way;
- observe professional ethics;
- apply different research methods in practical situations;
- evaluate the current state of learning process;
- use appropriate methods and techniques for correction and improvement of learners;
- help to create safe learning environment;
- use recommended scientific methods of psychological and pedagogical work;
- use the principles of law to protect the rights and interests of an individual;
- resolve interpersonal conflicts between learners, teachers and parents.

6.2. Second cycle

Second-cycle graduates (Masters) should: Know/Understand:

- international and federal laws in Education;
- convention on the Rights of the Child;
- theoretical issues of the subjects under study;
- modern educational trends.

Be able to:

- investigate and provide the necessary conditions for the development of a child's personality;
- work out and implement educational scientific projects;
- expand or reinterpret existing knowledge and educational practices at interdisciplinary level;
- create a safe educational environment for children of different needs and potentials;
- motivate others in further Education and self-development;
- demonstrate leadership, innovation and independence in work and training activities in new contexts that require problem-solving;
- use knowledge for critical analysis, evaluation and synthesis of new complex ideas that are up to date;
- respond to social, scientific and ethical issues that are encountered in work and training activities;
- supervise pre-school, compulsory, optional and vocational education;
- reveal the trends of a learner's self-development and self-education;
- design and realize individual pathway of a learner regarding the research data;
- create the conditions for effective cooperation and communication among children, peers and adults;
- design the programmes of individual supervision in diverse settings (social, institutional, cultural and religious);
- analyze and predict conflict situations.

7

Learning, teaching and assessment

7.1. Content

In Russia the content of *Education* is determined by Federal Educational Standards, which describe a set of required generic and specific competences and types of activities Bachelors and Masters may be involved in. Nevertheless, additional competences and activities can be included into the educational programme according to stakeholders' preferences, which can lead to changes in the content of educational programmes.

The content of university education in *Education* is reflected in the curriculum, which represents a complex of course modules, designed to foster students' generic and subject-related competences. These modules form the core of the university training content in the subject area *Education*.

The content of teaching in concrete types of activity (Social education, Pre-school education, Inclusive education, Teaching Chemistry, Music, etc.) is reflected in the designated profile modules, with the total workload of 72 credits.

Table 8
An example of Matrix (Modules and competences)

Modules	Credits	Competences which may developed in the module
1. Russian language and Rhetoric	6	Ability to communicate both orally and in written form in the native language.
2. Philosophy (Philosophy of Education)	6	Capacity to generate new ideas (creativity). Ability to understand and apply educational theories and methodology as a basis for general and specific teaching and learning activities.
3. History (History of Education)	6	Ability to search for, process, analyze and use information from a variety of sources.
4. Economics	6	Ability to identify, pose and resolve problems.
5. Culturology	6	Ability to act on the basis of ethical reasoning.
6. Law	6	Ability to apply knowledge in practical situations. Ability to act on the basis of ethical reasoning.
7. Sociology (Sociology of Education)	6	Ability to search for, process, analyze and use information from a variety of sources. Ability to focus on quality.
8. Foreign language	6	Ability to communicate both orally and in written form in the native and foreign language.
9. Information technology	6	Skills in the use of information and communication technologies. Ability to search for, process, analyze and use information from a variety of sources
10. Anatomy and physiology	6	Ability to diagnose and evaluate the level of development, achievement and educational needs of the individual.
11. General and experimental psychology	6	Ability to diagnose and evaluate the level of development, achievement and educational needs of the individual. Ability to create and keep psychologically safe learning environments.
12. Developmental psychology	6	Ability to assist in developing positive attitudes towards themselves and the social environment in learners and teachers. Ability to create and keep psychologically safe learning environments.
13. Methods of research in Education	6	Ability to diagnose and evaluate the level of development, achievement and educational needs of the individual. Ability to understand and apply educational theories and methodology as a basis for general and specific teaching and learning activities. Ability to focus on quality.
14. Educational theories	6	Knowledge and understanding of the subject area and understanding of the profession. Ability to understand and apply educational theories and methodology as a basis for general and specific teaching and learning activities. Ability to work in a team.

Modules	Credits	Competences which may developed in the module
15. Social psychology and pedagogy	6	Ability to assist in developing positive attitudes towards themselves and the social environment in learners and teachers. Ability to be involved in collaborative work and interpersonal communication in educational contexts. Ability to resolve conflicts and negotiate.
16. Diagnostics in Education	6	Ability to diagnose and evaluate the level of development, achievement and educational needs of the individual. Ability to reflect on the results of one's own work.
17. Psychological and pedagogical consulting	6	Ability to resolve conflicts and negotiate. Ability to design and implement a learning process considering the social context and the learner's development.
18. Family psychology	6	Ability to assist in developing positive attitudes towards themselves and the social environment in learners and teachers. Ability to work in a team.
19. Special Education	6	Ability to diagnose and evaluate the level of development, achievement and educational needs of the individual. Ability to design and implement a learning process considering the social context and the learners' development.
20. Ethnopsychology and *ethnopedagogy*	6	Ability to assist in developing positive attitudes towards themselves and the social environment in learners and teachers. Ability to resolve conflicts and negotiate. Ability to work in a team.
21. Technologies of Education	6	Knowledge and understanding of the subject area and understanding of the profession. Ability to apply knowledge in practical situations. Capacity to learn and stay up to date with learning.
Practical work	30	Ability to apply knowledge in practical situations. Ability to diagnose and evaluate the level of development, achievement and educational needs of the individual. Ability to design and implement a learning process considering the social context and the learner's development. Ability to understand and apply educational theories and methodology as a basis for general and specific teaching and learning activities. Ability to act on the basis of ethical reasoning.
Thesis	12	Ability to search for, process, analyze and use information from a variety of sources. Ability to work autonomously. Ability to apply knowledge in practical situations. Ability to identify, formulate and resolve problems.
Profile modules (12 modules)	72	The choice of additional competences is determined by a concrete profile (Educational Psychology or Preschool Education or Teaching Chemistry etc.).
Total	240	

A module includes: module specification; instructional and training materials; materials for learning and teaching, and recommendations for assessment.

The module specification contains the name of the module, training objectives, learning outcomes, assessment tasks and their criteria, levels of achievement, entrance requirements, standard duration of training, an explanatory note.

Name of a module. The name should reflect the purpose of the module and (or) the content. It is necessary to choose the name of the module carefully, for the names of modules must not be too similar.

Training objectives. The description includes a complex of professional tasks and functions, which the students will be able to perform by the end of the period of study. The objectives must be practically-oriented.

Learning outcomes. Learning outcomes are formulated as a list of abilities, constituting parts of a competence, which are to be assessed. The outcomes establish what the student will be able to do by the end of the training, to what standards his or her activity will correspond or in what conditions he/ she will be able to apply the acquired skills.

While selecting outcomes, one should consider the meaning of each for working on a chosen skill and the possibility of its acquisition during the given module. It is also necessary, that learning outcomes should relate to each other and correspond to the training objectives.

Assessment of learning achievement implies checking the student's ability to perform the trained skills. The number of learning outcomes for one module usually varies from 3 to 5.

The description of learning outcomes demands the use of verbs indicating the actions which are subjected to assessment (active verbs).

Assessment criteria are formulated according to the outcomes and must describe either activity methods, or the final product of that learning activity.

The description of criteria includes: the object of the activity, the task, levels of performance and the link to the performance standard. In the process of

developing criteria it is necessary assess only the activities indicated in the learning outcomes.

Level of achievement. The level of achievement shows the depth and/or range of the development of the skills and abilities necessary for the achievement of the learning outcomes. Some learning outcomes do not require additional learning level descriptors, for all necessary information is formulated either in the outcome itself, or in criteria of its assessment.

Requirements to object of assessment. These requirements imply the descriptors be formulated in such a way that a student can demonstrate the achievement of the learning outcomes.

Among the objects of demonstration can be:

1. Activity product. The assessment is based on the quality of a product, and assessment criteria are qualitative characteristics of the learning achievements.
2. Practical activities in which the quality of the process of the activity is assessed. Assessment criteria are based on a stage-by-stage evaluation of the task performance process.
3. Written or oral confirmation of the acquired knowledge. It is applied when it is important to determine that the student possesses and uses fluently sufficient information to develop certain abilities.

Entrance requirements specify levels of achievement and qualifications which are pre-requisites for an ability to achieve the learning outcomes of a module.

Workload of training is specified in credits.

The explanatory note to the module contains recommendations for teachers, students and organizers of training. It gives non-regulatory information about different components of the module specification, describes the professional relevance of the given training for the creation of professional modular programmes and renders the module continuation. Here the learning objectives and recommended methods of training are explained. Apart from that, an explanatory note gives recommendations

for the process of assessment, the names of certain tools of assessment are laid out.

Training materials contain a set of text materials and training tools necessary for ensuring the achievement of the learning outcomes by students.

Separate units of training materials (educational units) are usually devised for achievement of each learning outcome.

The educational unit can contain recommendations about the opportunity to use other existing training materials (textbooks, directories, scientific publications, etc.) in the course of training, indicating the necessary links to these sources as a whole or their separate parts.

For the purpose of organizing feedback in the course of training an educational unit should contain special tasks for the current assessment with standards of their performance.

Assessment materials include a set of didactic measuring tools for estimating the level of the achievement of learning outcomes through all assessment criteria and the prescribed standards of their performance.

Devising assessment materials, one should give special consideration to providing validity and reliability of assessment.

The assessment of each learning outcome is carried out separately.

The final overall mark is derived from an arithmetical average of the marks awarded for each learning outcome. In some cases one overall mark on the module is assigned to a student.

Tools of assessment are developed according to the assessment criteria and requirements to an object of assessment.

Apart from traditional evaluation tasks, the process of assessment should also include such methods as: projects, portfolio, method of an expert assessment, etc.

7.2. Teaching and learning methods and technologies

The choice of teaching and learning methods in the subject area Education should be based on the general characteristics of the teaching profession, which is to assist students' personal development in the course of education.

The main peculiarity of the chosen methods should be their humanitarian character, manifesting itself in:

- ability to concentrate on the partner, on educational, personally significant purposes of education;
- ability to build the partner relations through dialogue; readiness to listen carefully and adequately to understand the interlocutor, emotional openness and sincerity in expression of feelings;
- readiness to explain one's pedagogical position, view on a problem, approach to different points of cooperation;
- consideration of individual differences and life experience of each student; recognition and unbiased acceptance of uniqueness and originality of student's personality;
- using dialogue forms of teaching, expansion of students' social and communicative experience, organization of dialogue space;
- increase of students' independence, fostering their initiative, critical thinking, freedom from stereotypes of the past, impartiality of views and thoughts in relation to other person;
- actualization of the creative potential of students, their scientific search for truth;
- clarification of concepts, texts, contexts, use of different languages of science and art;
- constant reflection, feedback, attention to students' personality;
- use of specific features of temperament, speech, improvisation, creative activity;
- achievement of group results and conclusions by discussion, clarification of everyone's understanding, integration of individual conclusions.

In order to identify the training technologies and methods most in demand for subject area *Education* it is necessary to specify the main concepts.

Teaching and learning methods are the basis of co-operation between a teacher and students, cooperation, aimed at the achievement of learning outcomes.

Educational technology is a system, which includes a certain concept of planned learning outcomes, a set of educational forms, a way of interaction between a teacher and students, methods and aids of education, tools of diagnosing the educational process and the degree of student's achievements.

Educational strategy is a set of training models, which define certain learning outcomes and are aimed at their achievement by means of specially-designed training programmes.

University training in the subject area *Education* demands the application of active and interactive educational strategies, which are realized through special methods and techniques of teaching and learning. The main peculiarities of the afore-mentioned techniques and methods are the following:

- organizing students' independent activities in the process of education. As far as the activity forms the content of education, new forms for its acquirement are required;
- involving students in various types of activity (practical work –teaching practice–, project and research activities are most popular);
- working with various sources of information, since information is now used as a means of organization, not as a purpose (information technologies, including technologies of distance learning, technology of critical thinking development, technology of problem-based learning);
- organization of team-work and group interaction (technologies of group-work moderation, organization of discussions, etc.), as far as partner relations and cooperation penetrate the modern educational process aimed at the development of tolerance and loyalty to corporate values;
- organization of meta-cognitive student's activities, since student subjectivity becomes a defining factor of educational process, and student personal development appears to be one of the main learning outcomes (technology of reflexive learning, technology of personal achievements assessment, technologies of self-control and self-education);
- contextual learning, facilitating the resolution of professional tasks (technology of case study, role games and business games, etc.).

In general, the mentioned technologies are represented in the table.

Table 9
Educational technologies in the subject area "Education"

Tendency	Educational Objective	Educational technology
Change from teaching to learning	Search for new organizational forms of learning	Technology of Modular education
Change of higher education objectives, connected with increased research activities in Education	Involving students in various types of activity	Project work, technologies of creative and research activity
Priority of information in contemporary world	Organization of work with information flows	Informational technologies, development of critical thinking, problem-based learning
Increase of team-work value in contemporary world	Organization of team-work and group interaction in educational process	Technologies of group-work organization, discussions, etc.
Increase of the personality importance of personality, necessity of life-long learning	Implementation of independent learning	Technologies of reflexive learning, evaluation of personal achievements, technologies of self-control and self-education
Increase of the significance of professional competence connected to complication of social development process	Professional tasks solving	Technologies of contextual learning (Education in Context)

7.3. Learning process

The implementation of the competency-based approach presupposes a shift in the discourse from teaching to learning, which requires increasing the role of independent work and defines the following areas for the teacher:

- the possible extensive use of information technology that allows students to study at a convenient time;

- improving current assessment of students (the widespread introduction of computerized testing);
- improving the methodology of fieldwork and students' research work.

The increasing role of student's independent work leads to a change in the teacher's functions. There is a shift from teacher-transmitter of knowledge to the tutor, consultant, moderator of the educational process. Self-study is realized in the form of preparation for in-class activities, fulfilling assignments at workshops (discussion of educational issues, reports, reviews, participation in business games and discussions).

It is possible to suggest a list of tasks for the independent work of students, including:

- analysis of educational texts (note-taking, drawing diagrams, tables);
- annotations and reviews of scientific articles;
- work with the internet sources (selection of Internet resources, the development of Web-pages, search pictures, participate in the group in a social network);
- preparation of creative tasks (collage, cinquain, scenario of game programmes, a role-playing game);
- a glossary of the any educational topic;
- work on completing a portfolio;
- writing essays, articles, reports and research papers on psychological and educational problems;
- development projects;
- preparation of an annotated catalogue of books on self-education.

7.4. Quality evaluation *assessment*

Within the competency paradigm, educational aims are described in terms that students' opportunities and the growth of their personal potential may be measured. Thus simulated results can be described by answering the question - What have you learned over the years of student learning. It is possible to assess these outcomes through using tools which are based on the latest achievements of the theory of educational assessment and can measure the multi-faceted professional characteristics of graduates.

The multifunctional and meta-subject character of competencies requires the development and application of complex indicators, various assessment tools, methods and special ways of interpreting learning outcomes. Today, each university develops its own technology of evaluation and procedures, and selects the appropriate assessment tools at all stages of the educational process.

The process of assessing learning outcomes (formation of competencies) includes current and intermediate, final assessment of students. By current assessment we mean formative assessment that is on-going throughout the course. Intermediate and final assessments refer to points where a summative assessment is made.

Special forms and tools of assessment are used in the educational process for each of these procedures:

Table 10
The Form and tools of assessment

Type of assessment	**Form of assessment**	Assessment tools
Current	Monitoring of student self-study	Questionnaires, tests, essay, diary, analysis of oral and written responses, analysis of the graphic works in the Moodle environment
Intermediate	Verification test, colloquium, test, exam	Tests, case-study, portfolio, NPS-technology, peer review activities, computer simulations, research and creative projects
Final	Final state examination, protection of final qualifying work	Oral examination before an expert Examination board

Competences are a set of subject knowledge and skills. They integrate components: cognitive (knowledge), operational (ways of working and a willingness to engage in any activity) and axiological (the presence of certain values). Sample evaluation forms for each of the components are shown in the table below:

Table 11
Components of competences and assessment tools

Components	Assessment tools
Cognitive	Tests, analysis of oral and written responses
Operational	Diary, essays, drawings, laboratory work, case studies, portfolio, on-line portfolio, computer simulations and expert assessment
Axiological	Expert assessment activities, psychological tests, competency tests

Current and intermediate types of assessment are based on the point-rating system of educational and extracurricular achievements of students.

A fund of assessment tools for current and intermediate assessment is a part of the educational programme. Universities are developing foundation assessment tools for monitoring progress and intermediate certification, which includes checklists and sample assignments for the seminars, laboratory and control works, colloquia, tests and exams, computer testing programmes; approximate list of course projects and essays.

Assessment of the quality of student learning is carried out within the framework 'Internet-based exam' that focuses on the conduct of its independent external evaluation of educational achievements of students at different levels. Final state certification is mandatory for each graduate and includes an interdisciplinary examination and defence of a final qualifying piece of work. Final state assessment is a procedure in which subject specific competences are evaluated.

The competence-based approach presupposes the use of tools which allow checking the practical skills of a student. For example, they may submit a portfolio, research projects, fulfillment of an assignment at curricular practical training. Portfolio assessment normally forms part of a programme of study or section of a programme. Portfolios are constructed to highlight and demonstrate students' knowledge and skills in a range of competences. The portfolio also provides a means for reflection, offering the opportunity for the auto-critique of the student's own work and evaluating the effectiveness of interpersonal interactions in selected contexts.

In Education most students undertake independent research projects. The grading of achievement is often based on a student's developed research plan which can be used later as the basis for their research proposal.

Curricular practical training is extremely important because it gives the possibility of estimating a considerable number of generic and specific competences which students hve acquired.

Assessment of learning outcomes

Example 1

Competence: *Ability to resolve conflicts and negotiate*

Indicator: *Student is able to analyse and understand conflict situations*

Formation of the following competence can be achieved within the framework of the discipline 'Pedagogic Technologies' while studying the topic 'Pedagogic Communication'. The form of study is group practice.

The group of students is divided into micro groups. Each group gets a description of a conflict situation in the sphere of the professional communication of teachers and educators.

For example,

There is a phone call in the School Director's office. It was the father of a pupil. School Directorm Andrey Nikolaevichm misunderstood the intention behind the father's irritated tone of voice.

- It is Ivanov speaking. I was told that an IPad has been handed to you.

- Yes, - Andrey Nikolaevich answered. It was given to me.

- And? - said father with impatience.

- Would you be so kind to give me the surname of your daughter?

- The same as mine, Ivanova Olia!

- Well, your daughter did bring an IPad to school, something that is not permitted. I am afraid you will have to come to the school to pick up

the IPad. Please, make certain that your daughter does not bring it to classroom again.

- That IPad belongs to my daughter. I ask you to return it to her.- said the irritated farther with emphasis on the last words.- Her name is Ivanova Olga.

- Not Olga, but Olen'ka —said the Director—. She is only a third year pupil she is not familiar with multiplication tables yet and so we do not allow the use of an electronic device as this may inhibit learning.

- You must teach her to *think*, and let calculations be done by electronic devices!

- I am afraid that is not school policy; besides not all pupils can afford expensive electronic devices..

- Expensive? I have no idea, - the angry father said, getting more and more irritated. What is money, if it gives the opportunity to simplify the process of calculations for children, for adults, for all mankind…

In order to help develop the competence on the **1st level of mastering** students are provided with ready-made algorithm of analysis:

1. Analyze the circumstances in which that particular action or event had happened:

    - place;
    - participants (age and personal peculiarities);
    - character of interaction between the participants;
    - name the high point in the situation, when it was possible to resolve the conflict;
    - examine the reasons for the conflict.

2. List the facts of the given situation in accordance with pedagogical categories.
3. Formulate the goals and objectives of the teacher in the conflict situation.
4. Propose forms, methods and means of pedagogic influence for the resolution of the conflict.

5. Draw conclusions and evaluate the situation, if it is typical for pedagogic activity of the teacher or educator.

On the 2nd level of mastering students should propose an algorithm of analysis and methods of solving the problem by themselves.

On the 3rd level of mastering students should demonstrate their capacity for the detection and analysis of the conflict situation in real-life educational process, for example, during teaching practice.

In class, groups of students under the guidance of a teacher analyse situations and propose the methods of problem solving with the use of activity-games and role-playing. For self-study, students are given a parallel assignment concerned with the analysis of a similar situation.

Example 2

Competence: *'Ability to reflect on the results of one's own work'.*

Indicator: *self-development in the profession.*

The development of this competence can be carried out in the framework of the sub-discipline «Organization of educational activity in the primary and secondary school», the topic «Self-development of the teacher's personality». The type of training is workshop.

Students are divided into groups, each of which is provided with the description of the educational situation.

1. A learner, clearly showing his bad attitude towards one of his classmates, says: "I do not want to carry out this task together with him».
   How will you react (treat, tell, act and etc.) in this situation, and why?
2. Imagine that you are a supervising instructor. The pupils of your class took "French leave" before the last lesson and went to the cinema. Next day you come to the class and ask who was the initiator of the idea, nobody answers.
   How will you react (treat, tell, act and etc.) in this situation, and why?

3. You propose a task to the pupils during the current class, and they say that they have already solved it with the teacher who conducted the previous lesson.
   How will you react (treat, tell, act and etc.) in this situation, and why?

For the development of the first level of mastering the competence students are provided with the ready-made situation solution:

1. Pedagogical situation analysis.
2. Presentation of the possible reasons for the occurrence.
3. Formulation of the pedagogical goals and objectives.
4. The student's own ideas.
5. Description of the possible responses of the students and other conflict participants, the prediction of the results.
6. Situation assessment if this situation is typical for the teacher's pedagogical activity.

The task for reflexive self-control

1. Please, think over why the pedagogical occupation demands the teacher's ability to reflect? What other occupations are in the demand personal reflexive abilities?
2. What are the specific features of pedagogical reflections as opposed to the reflection of an actor or an investigator?

For the development of the second level of mastering of the competence, students should choose the situation for the analysis and resolution of the situation themselves, then, with the teacher's supervision they should analyse and assess it.

The task for the reflexive self-control:

1. What is the content of the teacher's professional reflection? Why is teacher's reflection considered to be panoramic?
2. How do you understand the metaphor «reflexive arc in teacher's mind»?
3. What does the reflection represent in the development of a teacher's professional identity from your point of view?

4. The Greek proverb says: «The spiritual is happy, the doubter is wise». What doubts show the wisdom of the teacher from your point of view?

For the development of the third level of mastering the competence, students should have the ability to select the situation independently, analyse and assess their own judgment in the method of resolving the situation.

During the lesson students analyse the situation collectively under the teacher's guidance and, then, propose their own solution. They can use case study activities.

As the home task every student receives an individual task for the analysis of a similar situation. The task for the reflexive self-control:

1. Now your task is to give your own interpretation of the pedagogical reflection concept.
2. Please, think over who, based on your own experience, could be called a reflective teacher? What could your opinion be based on? Did this teacher differ from all the rest of your teachers? If yes, what peculiarities did he/she have? How did his/her reflexiveness influence on you?

Every student receives an individual parallel task for similar analysis.

7.5. Quality assurance and enhancement of educational programmes

The teaching staff and others in the sphere of higher education are advocating the idea of the quality of education as a means for providing a highly competitive, efficient organization of the educational process and of the University management, thus, ensuring the outlet of educational services to the world market through the training of competent graduates who meet international standards.

The quality of higher education is a cornerstone in the creation of the All-European higher education environment. In this connection, issues

of evaluation and quality assurance of educational programmes of the University are very meaningful.

The evaluation of educational programmes contributes to the improvement of the educational process in the University, helping the University in the management and improvement of the quality of education, forming the preconditions for the accreditation and promoting transparency in the external quality assessment.

Methodology of Evaluating Educational Programmes of Higher Professional Education

The principles applied to the evaluation of educational programmes, developed on the basis of TUNING methodology, should be harmonized with the European system of evaluation and quality assurance of higher education. They should contribute to the creation of a transparent, credible system, which takes into account national characteristics. The methodology of the evaluation of educational programmes is based on the principle of the achievement of success in any kind of activity which is in the stakeholders' interests. In our case it is satisfying the needs and expectations of students, employers, University staff and the authorities.

The fundamental principles of the quality of the educational programme are:

- the need for the particular educational programme in the context of the regional labour market;
- a full and clear description of the structure and the content of training programmes for the particular training profile;
- the definition of learning outcomes formulated appropriately to the profile educational programme;
- the correct distribution of credits among structural units of the programme (modules);
- the use of educational technology, teaching methods and methods of assessment consistent with the objectives of the programme.

Finally, the need to improve and ensure the quality constantly, determined by the dynamic nature of education, requires the setting of continuous process of monitoring and evaluation of the quality of educational programmes.

The Model and Criteria for the Evaluation of Educational Programmes

Standards and guidelines for quality assurance in European higher education, developed by the European Association for Quality Assurance in Higher Education (ENQA), serve as the model of evaluation and quality assurance in educational programmes taken as a set of rules and requirements that meet the above mentioned principles.

The European standards and guidelines for internal quality assurance in higher educational institutions contain seven requirements:

1. the strategy and quality of assurance procedures;
2. the approval, monitoring and review of programmes and assigned degrees;
3. the assessment of students' learning outcomes;
4. the quality of the teaching staff;
5. the learning resources and tools to support students' training;
6. information management;
7. informing the public.

These requirements and guidelines can be used as the evaluation criteria of University educational programmes.

The Evaluation of Education Programmes according to the Criteria of ENQA

Assessment of educational programmes according to the criterion «strategy and quality assurance procedures» is carried out through the availability of the University's policy and procedures for quality assurance (quality management system), standards for their own programme as well and the adequacy of the educational programme's objectives in respect of the policy and educational strategy of the University.

Evaluation of the compliance to the requirement «approval, monitoring and recurrent review of programmes and assigned degrees» is carried out through the examination of formal mechanisms for the approval review and monitoring of University's own educational programmes.

At the same time, official regulations and mechanisms that ensure the quality of programmes and certificates in the higher education institution should include:

- working out the expected results of training;
- recurrent reviewing of the curricula and the content of the educational programmes;
- taking into account the specific requirements of different types of education (time part, correspondence, e-learning);
- availability of materials, ICT and other resources for education;
- formal procedures for the approval of programmes by the authorities;
- monitoring the progress and achievements of students;
- regular audits of programmes (including the verification by external experts);
- constant interaction with employers, labour market representatives and other relevant organizations;
- participation of students in the procedures of quality assurance.

The requirement «assessment of students» is estimated through the availability of criteria and procedures for evaluation of academic achievements of students in educational programmes.

Criteria for the students' evaluation should:

- be drawn up in accordance with the learning outcomes of the educational programmes;
- be consistent with its purpose, include the current, intermediate and final assessment;
- be published;
- be evaluated by several teachers;
- guarantee the reliability of the evaluation process, in accordance with the established procedures of the University;
- be checked (approved) by the administrative branch.

Evaluation of the educational programmes according to the criterion «assurance of quality of teaching staff» is carried out through the analysis educational programme requirements for teaching staff who implement the programme. The analysis is carried out from the point of view of

the sufficiency of competences and qualifications of teachers and other employees involved in the training process. In Russian universities, there is a traditional practice of competitive selection of the University teachers.

The criterion «Education resources and support of students». The range of resources available and sufficient for each educational programme is checked and evaluated, as well as the possibility of access to the resources of the learning process, such as libraries or computers, mentors or tutors.

The criterion «Information systems» is assessed by examining the inclusion of this educational programme into the information systems of the University necessary for the effective management of the educational programme implementation. First of all, it is the inclusion into the University self-examination system for the assessment of performance and comparison with other universities in which the employers' representatives participate.

We also evaluate the inclusion of the educational programmes in the systems providing information on:

- students' progress of and academic performance level;
- the demand for graduates in the labour market;
- students' satisfaction with the training programmes;
- the effectiveness of teaching;
- the main indicators of the educational institution activity.

The criterion «informing the public» refers to ensuring the quality of educational programmes and requires the regular and objective publication of information on the proposed educational programme, the degree assigned and the certificates issued. Assessment of the educational programmes according to this criterion is carried out through information, published in the printed and electronic media, including the University media, description achievements of alumni and characteristics of the students enrolled in this educational programme at the present moment.

8

Conclusions

Reference Points in the subject area *Education* are a set of statements of an advisory nature, which can be considered in the design of the educational programme in a given subject area.

Reference Points in the subject area *Education* reveal the core content of the training, presented in the meta-profile, which is a synthesis of generic and subject specific competences.

Reference Points contain the survey results of the employers, graduates, university teachers and students, aimed at the rating and ranking of competencies for the subject area *Education*.

Reference Points describe strategies, methods, learning technologies and the ways of organizing students' independent work, which are determined by the peculiarities of the subject area *Education* and the trend of modern education.

In Reference Points great attention is paid to the description of the assessment tools of students' learning outcomes in the context of a competence-based approach to Higher education.

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