Tuning

Russia

Reference Points for the Design and Delivery of Degree Programmes in Social Work

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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 Social Work. 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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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

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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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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

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

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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

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

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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 University of Russia and the Tomsk State University. In 2006-2008, within

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

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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 list of generic and subject-specific competences which will be used later

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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/

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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

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Introduction to the subject area Social Work

2.1. Definition of the subject area

Social work as a professional activity is developing in the European area within a logic of historical and cultural processes. Social Work is under a great influence of the political system of the State, the development of the economy, the stratification of society, the culture of labour, and the consumption of the population. These and many other factors determine the identity of social work as the scope of the reproduction of social, cultural and labour capital in one or another European country.

The training of social workers in the Russian Federation has been implemented since 1991 in 200 state universities. Although the approaches to social work subject educational area are different, they share a common vector orientation in training professionals. Social workers are subsumed into the system of social services, which aims to provide social services, social rehabilitation and adaptation of citizens living in difficult situations. Meanwhile, the scope of social work has wider boundaries, the professional activity of social workers can be implemented in the system of public services in various areas of work including:

- the public sectors and structures: the public employment service; state medical and social assessment service; migration service; funeral service; services for civil defence, emergencies and elimination of consequences of natural disasters, power structures;

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- the penitentiary system; the health care system; cultural institutions; the education system; pension funds; the system of social services; the social insurance system; the social protection system;
- enterprises and firms of different types of ownership (state, private, public).

In European countries social work is implemented in various professional fields. In Germany social work/social pedagogy is carried out in the field of social welfare including such key areas as assistance to young people, social assistance and health care. In France, social work is represented in the field of social assistance, specialized education, socio-cultural animation, social support of children and adolescents.

However, despite the differing actualisation of social work in certain countries, social work provides the necessary resources, helps people to change their behaviour and views, and solves the problems associated with economic hardship and value orientations.

Social work in different countries is carried out at different levels. Each level determines its line of social work:

- Macro level of social work practice (institutional level) implements ways to organize social relations at the level of social institutions that carry out the functions of assistance and control.
- Mezo level of social work practice (organizational-managerial level) regulates the relationship between the social service agencies, the programme of personnel revitalization, as well as promoting programmes of assistance to the population at large.
- Micro level of social work (individual – group level of practice) is implemented directly in institutions for social protection through various help strategies taking into account target groups and individual customer needs.

Social work as a scientific discipline does not have a clear interpretation either in the Russian Federation or abroad. It is connected with some factors including scientific traditions in European countries, the elaboration of a social work theory subject area language, the influence of scientific social areas of knowledge on the theoretical paradigms of social work. These and other factors determine sufficiently large range of definitions

of the theoretical boundaries of social work. European and American researchers define **social work** as a scientific discipline as follows:

- **R. Barker** - The applied science of helping people achieve an effective level of psychosocial functioning and effecting societal changes to enhance the well-being of all people [1, 357].
- **Th. Walter** - Response to social disadvantages, such as state assistance activities in a difficult situations, on the one hand, and cultural educational activities, on the other; aid for adaptation in society or as a critique and change of society; as care (social security) and control or as assistance and self-help education [6, 25].
- **P. Zommerfeld** - Integrative Theory of actions relating to the field of social sciences [6, 49].
- **M. Payne** - Area of knowledge that provides a description and understanding of the objectives and content of social work as a social phenomenon and activity [10, 12-13].

Russian researchers connected to the process at the end of the twentieth century have their views on the essence of the social work theory. We shall mark only some of them:

- **E. Holostova** - Theory of social work is the particular logical forms of knowledge of the functioning complex polycentric social development system, where each component of the structure can be a cause and a consequence of the nature of the social processes at the same time [13, 82].
- **P. Pavlenok** - The theory of social work as a science is represented as a sphere of human activity whose function is to develop and make theoretical systematization of objective knowledge about a specific validity – the social sphere and social work [9, 21].
- **Authors edited by Prof. S. Grigoriev** - Social work as a science studies the mechanisms of realization of vitality and social subjectivity of the individual and the group, as well as the nature of the conformity of individual and group vital forces and means to ensure their implementation in different social situations [12, 44].
- **Authors edited by Acad. V. Zhukov** - It is the science of regularities and principles of functioning and developing specific social processes, their dynamics under the influence of psycho-pedagogical and managerial factors in the protection of civil rights and freedoms of the individual [11, 25].

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- **M. Firsov, E. Studenova** - The theory of social work is the cognition of specific area objects, properties of social work as a process of social aid, a form of social consciousness, professional activities, and expressed through specialized means of the subject area language [14, 135].

However, despite the various scientific approaches to the theory of social work, domestic and foreign researchers identify specific features of the social work theoretical space that define the essence of its subject area. The main ones are:

- social work is eclectic (European interpretation) or multi-disciplinary (Russian interpretation) area of knowledge;
- study of reality is based on the methods of cognition in social sciences;
- the theoretical concepts of social work are focused around its basic paradigms:

  — case work,
  — group work,
  — community work;

- understanding of client problems from the positions of decision-making – non decision-making helping practice;
- theoretical paradigms have applied meaning;
- theoretical paradigms revolve around the problems dealing with analysing the client (individual, group, community) situation and designing the optimal models of assistance on the basis of client needs and social context.

  — the ambivalence of social work finds expression in the binary description of the theoretical approaches forming the following dichotomy: ideology – theory; conformity and deviation; integration-integration; assistance – control; professional activities – love of neighbour; problem- problem solving, etc.

the Interpretation of **social work as a profession** through a **competence-based approach** could have the following logic:

- The definition of the qualification frameworks for profession in the near future. The strategy is determined here either by professional communities or the legislation to be in force in the country.

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- Understanding of the fundamental values, subject area and existing models in the technological aspects.
- Developing and defining by the Professional Community the competences which are necessary and sufficient for professional activities in a free market.

This logic can be reflected in a peculiar cognitive model that can be put in the framework of the Bachelor degree programme for Social Work (Pic. 1).

Interpretation of Social Work profession

Mission

Aim

Kinds and levels of professional activities

Areas of knowledge

Helping models

Competences

Generic

Subject-specific
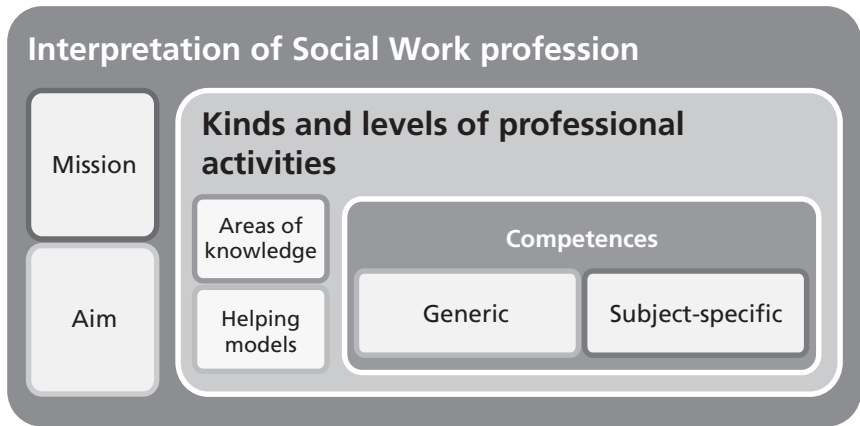
Pic. 1
The cognitive model of Social Work as a profession

Social work as a profession promotes care, the reproduction and integration of human capital in a changing system of social relations and social structures through practical activities in social institutions, contributes to the revitalization of the self-government of free individuals and their organizations. Using the theory of social interaction and social systems, social work promotes individual and collective welfare, protecting the interests of individuals, groups and communities, taking into account the cultural unity and diversity, and opposes the processes of marginalization. The principles of human rights, social justice, and professional solidarity are the basic principles of social work[7] (Pic. 2).

[7] This current definition was proposed and accepted on the First General Meeting in Rostov-on-Don (Russia) by the members of SAG Social Work: M.Firsov,I.Namestnikova, E. Studenova, V. Shapovalov, I. Lelchitskiy, V. Fokin, O. Solodiankina (April, 21/2011)

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Human capital chart

Cultural Unity and Diversity	Individual and Collective Welfare
Profesional Solidarity	Counteraction of Marginalisation

Theory of Social Interaction
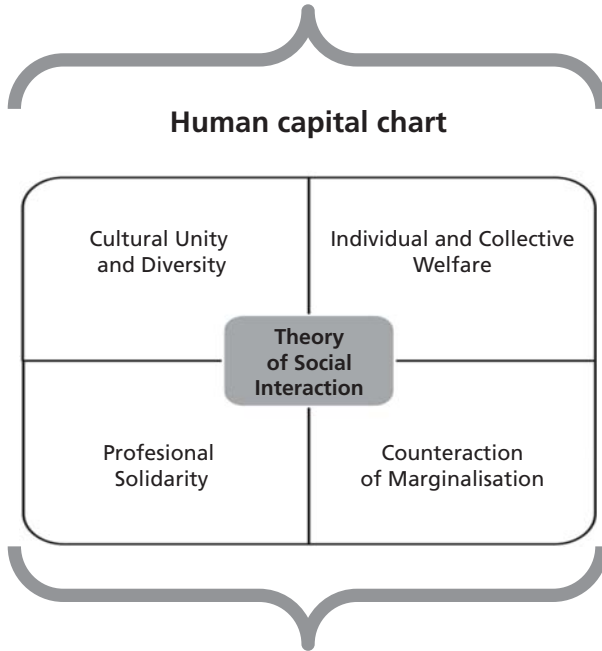
Pic. 2
The Model of Human Capital Chart

This definition gives concrete expression to the current international definition of social work for Russian realities. Social work practice in modern Russian society must take into account cultural unity and diversity, aim at the achievement of individual and collective welfare and should counteract the spread of marginalization, particularly in the context of socio-economic crises.

Social work aims to enhance the activity of various public organizations providing professional assistance to the population. Solidarity and the consolidation of State institutions, the whole society, churches, all its denominations in the assistance and support of Russian citizens is the historic mission of all helping forces.

The professional help is carried out in the main areas of activity:

• social and household activities
• socio-economic activities

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- socio-pedagogical activities
- socio-psychological activities
- socio-legal activities
- socio-rehabilitation activities
- socio-preventative activities.

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

Social work as an area of scientific knowledge and the professional activities in the 20th century has a different genesis in most European countries and the Russian Federation. In most European countries, social work in its new stage appeared after the Second World War and there had been expansion of "the American model of social work", which covered almost all European countries. The basis of the profession is not only the "American classic triad": *case work, group work, community work*, but also the underlying theoretical concepts such as: *client, case, diagnosis*. The profession itself and vocational knowledge developed on the basis of the scientific theories and practice of psychology, medicine, jurisprudence.

The theory and practice of social work in the Russian Federation were formed in the early 90s of the 20th century when European countries moved away from the American theory and practice of social work, having developed their theoretical paradigms, models of education and professional activities. It is the European countries that mainly defined the theory and practice of social work revolved around such concepts as *client, a difficult life situation, the social service*. There can be three stages of development of educational social work area in Russia (Pic. 3).

In the course of **the first stage** (the beginning of the 90s) there were discussions revolving around the scientific and professional identity of social work. Social work had to be related to the established academic forms of cognition and educational practice. The main range of problems was associated with identifying or differentiating social work and social pedagogy. That was the period of useful discussions, when approaches to the identification of the subject and object of social work were emerging, and implicit concepts were under development, and domestic identical concepts associated with the concept of social work have being offered. It was the period when the Western models of social work became the perfect model, or «absolute idea» for identifying national perspectives of theoretical knowledge and educational practice. During that period there

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Pic. 3
Stages of the development of educational social work area in Russia

were foundations established for social work, where pedagogy, psychology and sociology were playing a systematically generative role, having defined characteristics of theoretical and educational model of national social work.

The second stage - the end of the 90s. It was associated with the concepts of «national standards». What is the «paradox» of State standards? As a rule, State standards emerge in the practice of world civilization when there is sufficient experience to support and protect the needy in all spheres of human life, when the principles, technology and vision of the problems in space and time are correlated with the well-established schools and directions of social work. However, in relation to our country at that time, there was not yet a sufficiently established view on the subject and object of social work as well as on the approaches to its scientific identity. There were no theoretical concepts and systematic views on the cognition of the nature of social work, its methods, techniques, and approaches to the identity of the client and the professional. Domestic knowledge in that period was characterized by the concepts of modernism, "principled pluralism», when the assessment and interpretation were directly linked with subjectivity, with paradigmatic views of professionals whose academic qualifications were formed within the framework of other scientific disciplines. The introduction of traditions from other clusters of the educational area was also positive. It gave rise to developing the theory

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of the professional individual as a subject changing the difficult situation of the client. That became the personality-centred component of professional training and a methodological base, which has been at the forefront of the domestic model to train specialists.

The third stage - the beginning of 21 century. During this period the profession development has been under the great influence of German and British concepts of professional assistance, and methodological approaches. However, the theoretical paradigm of Russian social work has been formed on the basis of local knowledge, revolving around the theoretical concepts of psychology, sociology, pedagogy and medicine.

This period has been characterized by radical change in the educational paradigm. Subject-based learning, which prevailed for many years, has been replaced by competence-based learning. The change of educational activity is forming new approaches to the essence of social work theory and practice, and the old concepts of social security are beginning to give way to the concepts of social development and social construction.

However, implementing approaches of the Bologna process in the paradigm of social work, we can observe, not only in its subject areas but in the domestic and foreign cognition, the convergence of practices and theoretical paradigms. Convergence is carried out by engaging those areas of knowledge that contribute to the development of professional knowledge and practice. Among such areas to promote, we can single out:

1. Social Philosophy.
2. Ethics.
3. Basic disciplines of Social Sciences: Sociology, Social Anthropology, Psychology, Social Psychology, Economics, Demography, Law, Social policy.
4. Educational Sciences.
5. Informatics methods.

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Qualifications in Social Work

The typical degrees offered within this subject area in the Russian Federation are presented in Table 1.

Table 1
Typical degrees offered in Social Work

Cycle	Degrees	Qualification awarded	ECTS credits
1st cycle	Bachelor of Social Work Specialisations: Social Work in social service establishments, Child and Family Social Work, Social Work with vulnerable groups, Social Work in parishes, health care, child and youth welfare, NGO, etc.	Bachelor	240
2nd cycle	Master of Social Work	Master	120
2nd cycle	Specialist of Social Work	Specialist	At least 300

The specialization in the subject specific areas of Bachelor and Master Degrees is determined by the Higher Educational Institution in collaboration with stakeholders, employers. Generally in the Russian Federation there is no a PhD cycle in Social Work and graduates have opportunities for

access to study for doctorates in Social Sciences (Social Philosophy, Sociology), Psychology, and Educational Sciences. It should be noted that the discussion about the desirability and practicability of introducing a PhD into Social Work has been already began by the academic staff and stakeholders, employers.

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Typical occupations of the graduates in Social Work

Employment of graduates of the first and second cycles in the field of social work is defined by the Federal State standards of higher vocational education. In these standards social work is presented as a kind of professional activity that seeks to solve problems in the various social groups, in the social and labour spheres, in the organizations and agencies, in the field of socially-oriented business. It should be noted that the level of training of Bachelors is much wider then the place and role given them by legislation which is still limiting their scope of activity by provision of social, socio-medical, socio-psychological, socio-pedagogical, socio-economic, social and legal services. The main professional activities of Bachelor of Social Work are:

- Socio-technological.
- Organization and management.
- Research.
- Social projecting.

Socio-technological activity involves the development of social technologies, plus a variety of directions defining its social dimension: social prevention, counselling, mediation, pedagogical activities and other forms of socio-technological activity.

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Organization and management for Bachelor's degree consists of the following areas:

- Definition of objectives for individual or group social workers activities in practical-oriented social work.
- Independent coordination of activities to identify persons in need of social protection.
- Organizational and administrative work in social services.
- Development of proposals for improving the effectiveness of supervision over social services staff.

Research activities embrace diagnostics, design, simulation of social processes in the field of social protection, monitoring, distribution and introduction of innovative experiences in the practice of social work and other types of research.

Social project activities include the development of social, financial, and pilot projects aimed at finding the optimal models of assistance in the frameworks of social work.

However, the standard provides for the possibility of extending and specifying these types of activities depending on the needs and suggestions of the regional labour market, the level of development of regional social protection agencies, the availability of personnel involved in the training of social workers in institutions of higher education.

In accordance with the profile of the **Master degree** programme, the professional activities of MSW include the following areas:

- Scientific - research activities.
- Scientific and pedagogical activities.
- Social project activities.
- Organization and management.
- Socio-technological activities.

The level of professional tasks for Masters of Social Work is much higher then that for Bachelors.

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Table 2
Typical occupations of the graduates in Social Work

Cycle	Occupations
First Cycle **Bachelor of Social Work**	Governmental and non-governmental, religious organizations and social service agencies. Social administration, social management and social teaching specific groups (the elderly, immigrants, etc.). Health-care and social education, penitentiary system, employment services, etc.
Second Cycle **Master of Social Work**	A higher administrative level in the management of institutions of social protection, education and social service. Teachers in colleges, post graduate courses for training social workers, researchers in regional and municipal research centres

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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 during the process of learning by the student/learner.

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

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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 ECTS credit 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

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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 check constantly 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.

Accordingly, 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 out with a questionnaire. The aims were to:

- initiate general debate in all Russian subject area groups 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;

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- based on this information, evaluate the difference or similarity of the perspectives of different stakeholder, using precise language comprehensible to all parts 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/development level.

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 academics, employers, students and graduates were consulted about the resulting lists of generic and subject-specific competences.

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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 group 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 academics 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 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 subject area (section 5.2.4).

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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.
2. The lists were discussed within each SAG including consultation 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 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)

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Competence code	Competence
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
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

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5.2.3. Subject specific competences

Competence based learning in the Social Work subject area promotes the combination of theory and practice, provides greater enrichment of teaching and learning methodologies, the interests of students and teachers as participants in the learning process. It consists in developing the essential generic and subject-specific competences pertaining to Social Work as a profession. The aim of CBL is "to endow students with scientific and technical knowledge, and enable them to apply such knowledge in diverse complex situations" [3, 33].

Working on subject-specific competences the SAG Social Work initially proceeded from the list of **20 competences presented in the Federal State Standard of Higher Vocational Education.** The SAG SW went through a hard working process to develop the initial list of subject specific competences: researching literature related to Tuning methodology, consultation with experts of Padua University, academics, discussions within the SAG SW. On this basis, the initial list was partially modified by classifying subject-specific competences into 4 groups related to professional activities of social workers, and a **new list of 16 sets** was drawn up. All the competences that any social worker should be able to demonstrate were briefly described and provided with indicators according to the Dublin descriptors. According to the Bologna definition, descriptors are short, subject-independent, generic descriptions of the learning outcomes that describe the main outcomes of a qualification. They have been developed by the Joint Quality Initiative and they should be a common basis for subject-based descriptors within National qualifications frameworks according to 1st, 2nd and 3rd cycle. The 5 levels of competence designed in Dublin are:

• knowledge and understanding;
• applying knowledge and understanding;
• making judgments;
• communication skills;
• learning skills.

The groups of these competences are designated as:

• Socio-technological.
• Research.
• Organizational and managerial.
• Project activities.

The competences are described in **table 4** below.

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Table 4

The list of subject-specific competences according to Dublin Descriptors

Title of competence	Short description	Indicators of competence				
		1. Knowledge/ Understanding	2. Making judgment	3. Learning skills	4. Applying knowledge/ understanding	5. Communication skills
			SSC 1 Socio-technological			
SSC. 1.1 Ability to implement modern technologies of social protection, medical and social support to vulnerable groups	Social worker selects effective technologies of social protection and medical and social support to vulnerable groups and deliberately uses those, taking into account customer's scenario-specific, socio-cultural development of society, and features of global, national and regional combination.	Social worker can: • explain the basic methods of social work; • distinguish between the types of technologies for social protection and medical and social support; • explain the features of professional interaction with various types of customers.	Social worker can: • analyse customer situation; • external and internal factors of socio-cultural development of society, its resources, influencing on the use of technologies.	Social worker can: • make social diagnosis data • integrate scientific knowledge in interpreting social situations when choosing social technologies; • develop professional individual capacities for the application of social technologies.	Social worker is able: • to adapt technologies of social protection to the specific conditions • to identify strategies to assistance in situations of crisis and conflict.	Social worker is able: • to motivate and support clients in the process of change; • to communicate differently depending on the needs of the people he works with and on their way of communicating. At the same time he remains authentic.

Title of competence	Short description	Indicators of competence				
		1. Knowledge/ Understanding	2. Making judgment	3. Learning skills	4. Applying knowledge/ understanding	5. Communication skills
SSC. 1.2. Ability to provide welfare, socio-psychological, socio-economic and socio-legal services to individuals and social groups	Social worker uses technologies for social work, most common in the provision of social services to individuals and to target groups, as well as to evaluate the quality of social services through the degree of merit and standardization	Social worker can: • explain existing types of social services and explain their purpose • distinguish between target groups in need of social services; • define entities of various kinds of social services; • explain the normative and legal basis of social services; • articulate and explain the modern methods for assessing the quality and standards of social services.	Social worker can: • analyze the situation of customer in need of various social services; • analyze the local and regional resources and capacity to provide various social services to target groups; • justify the need for legal or regulatory arrangements aimed at providing various social services to social groups in need; • differentiate customer needs in the delivery of social services according to their priority.	Social worker can: • make a list of customers needs of social services; • adapt various social services network to needs and requirements of customers and target groups.	Social worker is able: • to participate in the formulation of programmers for the development of a network of social services to the social groups in need; • to assess the quality of social services.	Social worker is able: • to interact with a network of social welfare to improve the social situation of customers; • to direct relationships functionally and establish authentic contact with customers and target groups in need of various social services.

Title of competence	Short description	Indicators of competence				
		1. Knowledge/ Understanding	2. Making judgment	3. Learning skills	4. Applying knowledge/ understanding	5. Communication skills
SSC. 1.3. Ability for mediation, socio-preventive and counseling activities on socialization, habilitation and rehabilitation	Social worker solves customer problems by bringing together experts, mobilizing his own forces, physical, mental and social resources of the client.	Social worker can: • explain the characteristics of the various activities in social work on socialization, habilitation and rehabilitation; • explain his mediation in the context of the whole organization; • interpret the instrumental possibilities of related specialists involved in solving life's problems of customers; • adequately represents life customer problems.	Social worker can: • analyse social welfare network resources; • analyse together with other specialists mechanisms of rehabilitation in social work with target groups; • assess customers' social situation and make available its critical aspects that need correction by specialists; • critically think about preventive and counselling activities of the network of social welfare on socialization, habilitation and rehabilitation.	Social worker can: • develop a joint plan with a network of social welfare on preventive and counselling work; • take into account the capabilities and limitations of social welfare nets and act in line with that.	Social worker is able: • to use interdisciplinary knowledge for solving professional tasks; • to make a team of specialists on socio-preventive and counselling activities on socialization, habilitation and rehabilitation; • to organize and conduct social supervision of a customer.	Social worker is able: • to interact constructively with social welfare network; • to coordinate appropriate expertise to address customer problems; • to carry out his career based on feedback from public institutions and social organizations.

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Title of competence	Short description	Indicators of competence				
		1. Knowledge/ Understanding	2. Making judgment	3. Learning skills	4. Applying knowledge/ understanding	5. Communication skills
SSC 1.4 Ability to create a favorable social and psychological environment in social organizations and services	The personality-centred Social worker constructively interacts in a professional environment, creating an atmosphere of trust and business attitudes to manifest mutual understanding and initiative in the community.	Social worker can: - outline goals and objectives of business communication; - explain the strategies and tactics of business communication; - depict models, dynamics and projections of the interactions between people.	Social worker can: - analyse personal and interpersonal processes and relate them to each other; - analyze conflicts, crises, confrontations; - make analysis for communication.	Social worker can: - construct a strategy for action, based on an interpretation of interactions between people; - reach compromises; - evaluate and make suggestions.	Social worker is able: - to investigate a complaint, a statement; - to hold the business (role) game, business meeting.	Social worker is able: - to give a talk, business conversation, discussion, debate; - to direct a relationship function-ally and establish authentic contacts - to establish feedback with other people and know how to value this feedback

Title of competence	Short description	Indicators of competence				
		1. Knowledge/ Understanding	2. Making judgment	3. Learning skills	4. Applying knowledge/ understanding	5. Communication skills
SSC. 1.5 Ability to prevent professional "burnout"	Social worker is able to confront the personal professional deformation, occupational fatigue and support his efficiency while maintaining professional longevity.	Social worker can: • expound the basic requirements to psycho-physiological characteristics of specialist; • expound the basic requirements of mental health professional deformation; • explain the methods of selection, adaptation and prevention of occupational risks; • interpret factors of deprofessionalization.	Social worker can: • analyze the dynamics of discrepancies and transgressions in professional development; • analyze factors of potential professional deformation; • interpret the sources of risk and degree of their dissemination and impact on the professional environment; • analyse strengths and weaknesses of his work.	Social worker can: • quickly adapt and overcome difficult situations; • switch and control his emotions; • develop his own criteria for the professional development; • be creative autonomy; • avoid possible deviations in individual assessments and actions; • respect the principle of responsibility-sharing and collegiality.	Social worker is able: • to participate in the development of activities to improve the working conditions and prevent occupational risks; • to comply with the requirements of mental health; • to formulate recommendations on the maintenance and strengthening of mental health in the professional group.	Social worker is able: • to be visibly available for others and exert power; • to use the words to correct behaviour and evaluation.

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Title of competence	Short description	Indicators of competence				
		1. Knowledge/ Understanding	2. Making judgment	3. Learning skills	4. Applying knowledge/ understanding	5. Communication skills
SSC. 1.6 Commitment to professional and ethical requirements in the course of professional activity	Social worker integrates ethical principles in his professional activities and carries out professional interaction based on ethical values and norms.	Social worker can: • expound fundamental and professional values of social work; • explain the ethical implications of his actions and those of others (people, organizations, policymakers and communities); • explain his own values; • interpret content of domestic and international codes of ethics for social workers.	Social worker can: • select and analyze the ethical dilemmas of professional practice; • analyse the international instruments on human rights, which are essential for social work; • assess his actions and those of others starting from the ethical values of the profession.	Social worker can: • make a choice in ethical dilemmas; • justify his choice ethically.	Social worker is able: • to use professional ethics to correct his own ethical action; • to take the initiative to encourage others to do so; • to communicate about his own values and at the same time respect other values (of people, customers, organizations, policymakers and professional groups).	Social worker is able: • to construct customer interaction strategies based on intercultural sensitivity, empathy and tolerance; • to participate in ethical discussions with colleagues and employers to adopt ethically well-grounded decisions.

		Indicators of competence				
Title of competence	Short description	1. Knowledge/ Understanding	2. Making judgment	3. Learning skills	4. Applying knowledge/ understanding	5. Communication skills
SSC. 1.7 Ability of the appropriate use of legislative and other normative acts on federal and regional levels	Social worker is able to exercise his professional activity on the basis of legal documents governing the practice of social work, organize aid on the basis of legal acts and inform clients about their opportunities for legal self-advocacy activities.	Social worker can: • explain the meaning of State-legal support for social work; • explain the content regulations in area of social protection; • explain the legal basis of social work; • explain the legislative and institutional mechanisms for the implementation of social rights.	Social worker can: • review regulations of the Russian Federation and its entities in the social sphere; • select social generic and addressed normative and legal documents; • identify areas of convergence and differences between social law and social work.	Social worker can: • Choose a specific regulatory or statutory instrument regulating relations in customer situation • implement legal regulatory acts on various social issues; • justify the need for legal or regulatory social assistance arrangements.	Social worker is able: • to provide legal advice to customers attracting specialists; • to provide legal advice to the customer within the scope of his professional activities; • to represent and advocate interests of the customer in local government; • to provide assistance on the basis of legal acts.	Social worker is able: • to establish authentic contacts within his professional activities; • to make a strategy for his activity in order to provide and advocate the interests of the customer in the higher organs of power.

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Title of competence	Short description	Indicators of competence				
		1. Knowledge/ Understanding	2. Making judgment	3. Learning skills	4. Applying knowledge/ understanding	5. Communication skills
		SSC 2 Research				
SSC. 2.1 Ability to research specific socio-cultural space, infrastructure of social welfare representatives of various social groups	Social worker identifies and analyzes the particular socio-cultural life of different social groups, exploring their infrastructure needs, identifies resources of social welfare to address the needs of different social groups.	Social worker can: • interpret the cultural space as an object of study; • present the main trends and cultural development of society on the basis of sociological theories, trends and schools; • explain the sociocultural characteristics of welfare, behavioural models of various social groups living in the region.	Social worker can: • distinguish between general and special in social life, different cultural traditions, ethnic and social groups, their views on social welfare; • distinguish features of research methods in study the social well-being of various social groups; • analyze empirical data from the research.	Social worker can: • select appropriate methods for study specific socio-cultural space and welfare infrastructure; • work with sources of information in the course of research; • make received empirical data; • interpret the data; • make an adequate report in a clear style on the research.	Social worker is able: • to integrate multiple scientific disciplines and methodical analysis models in his analysis of social situations; • to develop practical recommendations on how to use the results of the research; • to develop his own versions of social work technologies depending on the specific socio-cultural space and resources of its infrastructure.	Social worker is able: • to create confidence and trust with people in the course of research; • to adopt his intercultural skills appropriately when he relates to different communities in the course of his research.

		Indicators of competence				
Title of competence	Short description	1. Knowledge/ Understanding	2. Making judgment	3. Learning skills	4. Applying knowledge/ understanding	5. Communication skills
SSC. 2.2 Ability to identify, formulate and solve problems in the field of psycho-social, structural and holistic-centered social work, medical and social assistance	Social worker discovers, outlines the problem situation and formulates solutions to problems in the field of psycho-social, structural and holistic-centered social work, medical and social assistance using social sciences, subject specific knowledge and practices.	Social worker can: • expound facts, reflecting the nature and purpose of the psycho-social, structural and holistic-centered social work, medical and social assistance; • describe substantive and gnoseological parties of the problem.	Social worker can: • determine the degree of "openness" or "closed" issues in these areas; • identify their absolute or relative values; • analyse their chronological frames • identify trends of issues.	Social worker can: • reflect on his observations and construct his research strategy; • assess the issues identified and make corrective procedures.	Social worker is able: • to organize and conduct a research of the customer social situation; • to develop practical recommendations based on research to solve social problems in the field of psycho-social, structural and holistic-centred social work, medical and social assistance; • to implement practical recommendations based on research different social partners.	Social worker is able: • to make contacts based on feedback from various social groups during the research; • to establish partnerships with other social organizations, social institutions to implement the results of the research.

Title of competence	Short description	Indicators of competence				
		1. Knowledge/ Understanding	2. Making judgment	3. Learning skills	4. Applying knowledge/ understanding	5. Communication skills
SSC. 2.3 Ability to determine scientific and practical value of the current research problems in social welfare	The social worker conducts research in a way that it can be used in practice to ensure the efficiency of social workers, professional support for the well-being of the various social groups, ensure their physical, mental and social health.	Social worker can: • explain the role of research for the development of social work practice; • define the objectives and tasks of scientific research; • formulate a hypothesis of research and check if results actually correspond with what was expected.	Social worker can: • reflect critically on his methodology; • justify his methodology with valid arguments and reasoning; • determine the utility of the research results.	Social worker can: • adapt his most recent knowledge in his methodology • test research results in practice.	Social worker is able: • to organize research work on the basis of selecting the urgent social problems; • to use continually the principles of social sciences (principle of reciprocity, principle of historicity, principle of creativity) in the research • to plan measures to improve the quality of his research activity.	Social worker is able: • to express his opinion based on the argument; • to report in public the results of the research of practical significance for the development of social work; • to participate in the work of researchers in various fields of social welfare.

		Indicators of competence				
Title of competence	Short description	1. Knowledge/ Understanding	2. Making judgment	3. Learning skills	4. Applying knowledge/ understanding	5. Communication skills
		SSC 3 Organizational and managerial				
SSC 3.1 Managerial and organizational capacity to work in social institutions and services	Social worker is able to organize activities in social work at the unit level of social institutions, taking into consideration the national-cultural peculiarities, gender and social status of citizens in need of assistance.	Social worker can: • expound the organizational and management basis for social services; • explain the legislative and normative acts regulating the activity of social institutions; • explain the financial arrangements of the social services; • explain the methodology for assessing the quality and standards of social services; • explain the purpose and work of social institutions in meeting the challenges of social protection.	Social worker can: • evaluate culture management employees of institutions of social protection; • analyse labor motivation system in institutions of social protection; • analyse the quality of social services to target groups.	Social worker can: • take into account the organizational structure of social services to the social work; • take into account in the organization and management the national and cultural characteristics, demographic and social status of citizens in need of assistance.	Social worker is able: • to develop activities to improve the labor motivation of specialists of social institutions; • to develop proposals to improve the system of control over their activities; • to plan activities of agencies in the short and medium terms.	Social worker is able: • to conduct business negotiations in the field of social service; • to initiate and maintain an atmosphere of business cooperation with staff.

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Title of competence	Short description	Indicators of competence				
		1. Knowledge/ Understanding	2. Making judgment	3. Learning skills	4. Applying knowledge/ understanding	5. Communication skills
SSC. 3.2 Ability to coordinate activities to identify people in need of social protection, medical and social assistance	Social worker is able to plan and carry out control over the identification of people in need of social protection, involving experts from different organizations.	Social worker can: • expound opportunities of micro-social environment development; • explain the features of the community social work; • explain the importance of involving the specialists of related professions to work with people in need of social protection, medical and social assistance.	Social worker can: • identify features of psycho-social, structural and holistic-centred social work in social welfare; • analyse positive and negative impact of external factors on social work technologies in the social environment and community.	Social worker can: • promote changes in factors that exist in a particular society; • take action on the social assistance through capacity and resources of society.	Social worker is able: • to attract related occupations specialists to meet the challenges of social protection; • to coordinate the activities of various organizations to identify persons in need of social protection.	Social worker is able: • to make interaction based on feedback; • to be visibly available for others and exert power.

		Indicators of competence				
Title of competence	Short description	1. Knowledge/ Understanding	2. Making judgment	3. Learning skills	4. Applying knowledge/ understanding	5. Communication skills
		SSC. 4 Project activities				
SSC. 4.1 Ability to participate in social-engineering and economic and social scope of project activities of social service agencies	Social worker is involved in project activities of social services, develops interaction with non-governmental and non-profit entities for social work	Social worker can: • determine the nature of managerial functions of social work in social welfare realization technologies; • submit the forms and methods of work with various social groups; • explain the structure of social protection and support of population and its interaction with NGO; • explain the structure, organizational and legal forms, principles, targets of NGO social activity.	Social worker can: • identify criteria for social risk when working with community groups; • use the methods of comparative analysis in selecting strategies of solving social problems of the community; • apply multidisciplinary tools to study customers' living space.	Social worker can: • work independently with sources of information on specific topics; • develop and submit the strategy decisions based on legal standards.	Social worker is able: • to make rational decisions on the allocation of professional roles in the process of preparing and implementing the project; • to search and analyse information from different sources; • to correlate knowledge of theoretical paradigms of social work with practice features.	Social worker is able: • to use the information on the current social problems for the project justification; • to organize and participate in discussions on the project; • to identify and mobilize resources; • to work in a team.

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Title of competence	Short description	Indicators of competence				
		1. Knowledge/ Understanding	2. Making judgment	3. Learning skills	4. Applying knowledge/ understanding	5. Communication skills
SSC. 4.2 Ability to create social projects tailored to national and cultural space and the character of various national, age and gender and social class groups	Social worker creates social projects aimed at solving social problems and difficult life situations of customers, taking into account sociocultural, age and gender and social factors.	Social worker can: • explain the basics of social work, public and religious organizations, charities, associations of legal entities (associations, unions, etc.); • identify trends and contradictions of social work at Russian Federation; • present major challenges for social work practice with groups at risk and prospects.	Social worker can: • analyse socially significant problems and processes associated with risk groups • detect values-ethical controversies zone and conflicts in social work; • analyze information to improve the effectiveness of professional activities.	Social worker can: • independently work on obtaining the necessary knowledge to carry out follow-up activities; • work with statistical data and use the results to support innovative projects; • develop projects based on the analysis of sociocultural space region feature and communities.	Social worker is able: • to participate responsibly in project management and staff; • to develop and submit the strategy decisions on the basis of professional and ethical standards, professional roles; • эффективно участвовать в работе команды по междисциплинарным исследованиям и комплексной практике в социальной сфере.	Social worker is able: • to develop communication and interaction with professional and non-professional people and entities in accordance with the objectives of the project activities; • to manage responsibly separate directions of project activity and the project as a whole.

Title of competence	Short description	Indicators of competence				
		1. Knowledge/ Understanding	2. Making judgment	3. Learning skills	4. Applying knowledge/ understanding	5. Communication skills
SSC. 4.3 Commitment to the development and implementation of pilot and innovative projects for public and corporate social policy to deal with difficult life situations of different social groups	Social worker implements pilot and innovative social projects involving capacity-building of government structures and civil society organizations, taking into account the interests and needs of different social groups.	Social worker can: • explain the patterns of social development; • explain the mechanisms of change in social life and micro-social environment; • describe the nature and specifics of professional social services to different groups of children; • describe the nature and specifics of professional social services to different groups of population; • explain the principle of subsidiarity in the social assistance and social services.	Social worker can: • evaluate customer's living space; • make judgment in selecting technologies to embed them in the process of project activities; • analyze information from various sources for use to design and implement projects; • identify innovative aspects of the experience of project activities in the social sphere.	Social worker can: • construct independently social welfare agencies relationship with socially relevant NGO; • ensure project documentation; • make interim and final reports on the activities.	Social worker is able: • to allocate the task-centred groups of project activities; • to improve management system based on scientific methods; • to identify various social interests and needs.	Social worker is able: • to establish communicative relationships with organizations and individuals at various levels of Government and public; • to organize the social advertising and dissemination of socially important information; • to work with information in communicative space.

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Title of competence	Short description	Indicators of competence				
		1. Knowledge/ Understanding	2. Making judgment	3. Learning skills	4. Applying knowledge/ understanding	5. Communication skills
SSC. 4.4 Ability to create social projects to ensure the physical, mental and social health, involving supplementary funds (fundraising)	Social worker draws more possibilities from government programs, grant competitions and business communities in order to finance social projects during their implementation and sustainability of their positive results.	Social worker can: • identify their role in the interaction of public and corporate social policy; • present system of effective methods and tools necessary for the management of social services; • explain the institutional and legal bases for the financing of the social sphere.	Social worker can: • analyse the financial capacity of the social projects, taking into account the principle of social responsibility of private property (business) • critically evaluate the possibilities of NGO in solving social problems; • explore the possibilities of participation in public programs and grant competitions.	Social worker can: • independently formulate a business plan for social project • identify the potential of the society for the collateral benefits of project activities; • make phased funding from various sources.	Social worker is able: • to take into account the financial and other risks in projects • to use the legal base framework to ensure the sustainability of development project • to measure project performance using different methods.	Social worker is able: • to arrange advertising activities and results of the project; • to disseminate information about the project and on the project activities outcomes; • to organize business communication and business correspondence.

The further work on competences demanded that this list should be reformulated and retested through the process of consultations with target groups (graduates, students, academician staff, and employers). From May 2011 till the end of June 2011 the representatives of target groups involved in Social Work subject area indicated importance (rate), relative importance (rank) of subject-specific competences, but also indicated their 'achieved implementation' in existing programs. The approved list of subject-specific competences including 16 sets was offered by SAG SW for survey. This part presents the results of the survey in the field of Social Work.

Subject specific competences. Ratings

The respondents rated **the importance and achievement for each subject-specific competence on** a scale from 1 to 4. **Graph 1** presents the importance of the specific competences in the first cycle and the level to which they are developed by the university degree, according to the **academics' ratings.**

The most important competences, according **to academics**, are:

- (6) Commitment to professional and ethical requirements in the course of professional activity.
- (1) Ability to implement modern technologies of social protection, medical and social support to vulnerable groups.
- (7) Ability of the appropriate use of legislative and other normative acts on federal and regional levels.
- (3) Ability for mediation, socio-preventive and counselling activities on socialization, habilitation and rehabilitation.

The least important subject-specific competence for the first cycle according **to academics** is:

- (13) Ability to participate in project activities of social service agencies.

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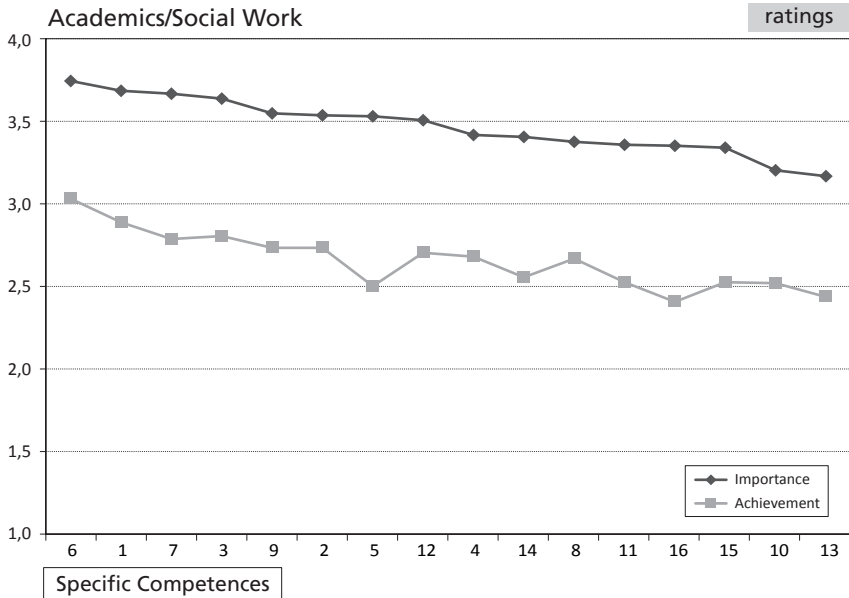
Graph 1

As it can be seen on the Graf 1 **the achievement** of the expected learning outcomes in the first cycle is assessed as not very high, and still in need of improvement. It is certain to be evaluated rather slowly. There are no competences the level to which they are developed during the first cycle is seen as higher than the importance of the competence. Thus the mean for *achievement* is lower than the mean for *importance.* It's not a surprise, because the gap between both means is relevant as it shows how far both means are.

The importance of the subject-specific competences in the first cycle and the level to which they are developed by the university degree, according to the **graduates' ratings** is presented on **Graph 2.**

The most important competences according **to graduates** are:

• (7) Ability of the appropriate use of legislative and other normative acts on federal and regional levels.
• (6) Commitment to professional and ethical requirements in the course of professional activity.

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- (1) Ability to implement modern technologies of social protection, medical and social support to vulnerable groups.
- (5) Ability to prevent professional "burnout".

The least important competence for the first cycle according **to graduates** is the same as to academics:

- (13) Ability to participate in project activities of social service agencies.

According to the graduates, the level to which competences in the first cycle are developed still requires improvement. The achievement of the learning outcomes in the first cycle is evaluated rather slowly. In the case of most of the competences (exception competence 7, 6, 1, 2, 3, 12 the level to which they are developed during the first cycle is seen as almost equal) the level of achievement is lower than their importance. Both graduates and academics assign the level of importance for subject specific competences 1 and 7 as very high.

Graph 2

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Graph 3 presents the importance of the subject-specific competences in the first cycle and the level to which they are developed by the university degree, according to the **students' rating.** The students consider that **the most important competences** are:

- (1) Ability to implement modern technologies of social protection, medical and social support to vulnerable groups.
- (9) Ability to identify, formulate and solve problems in the field of psycho-social, structural and holistic-centred social work, medical and social assistance.
- (7) Ability of the appropriate use of legislative and other normative acts on federal and regional levels.
- (3) Ability for mediation, socio-preventive and counselling activities on socialization, habilitation and rehabilitation.
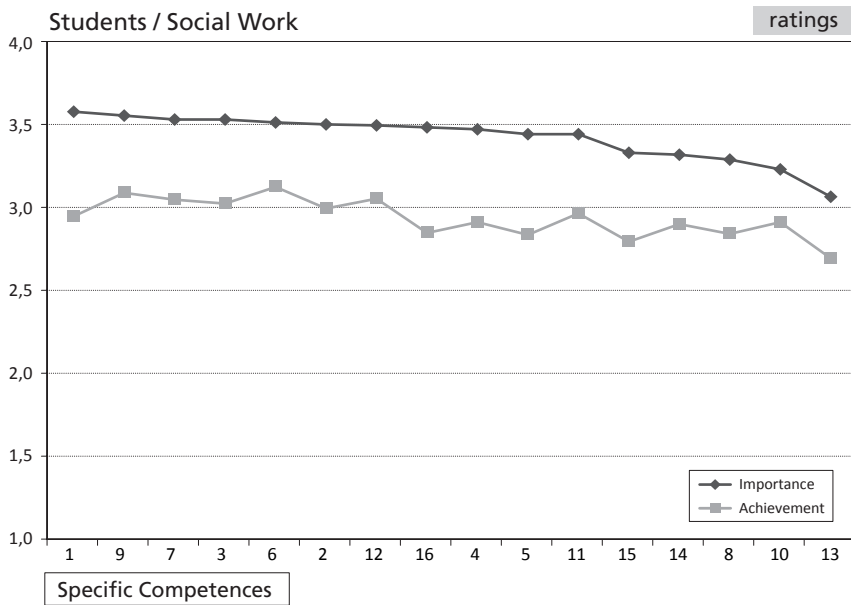
Graph 3

The least important competence for the first cycle according **to students** is the same as for academics and graduates:

- (13) Ability to participate in project activities of social service agencies.

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According to the **students** the mean for the achievement of the first cycle is a little lower than the mean for the importance, but there is no gap between both means. The students as well as graduates and academics choose the identical competences from the mean of achievement. This is subject-specific competences 1 and 7.

Graph 4 presents the importance of the subject-specific competences in the first cycle and the level to which they are developed by the university degree, according to the **employers' ratings.**
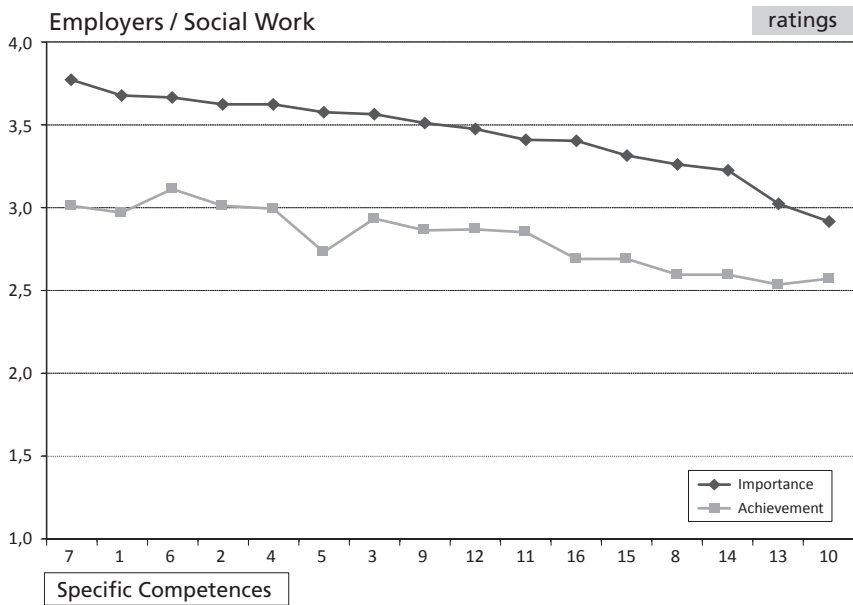
Graph 4

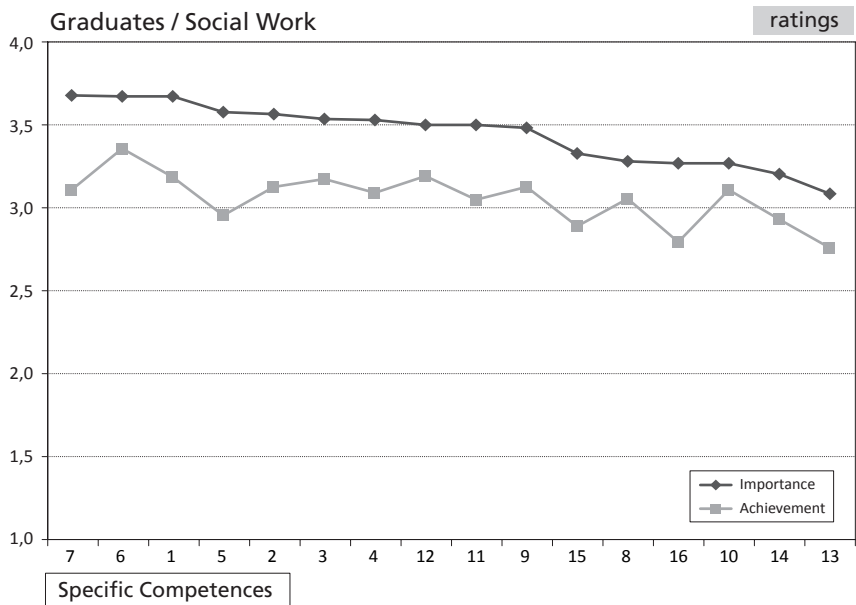The most important competences, according to **employers**, are:

- (7) Ability of the appropriate use of legislative and other normative acts on federal and regional levels.
- (1) Ability to implement modern technologies of social protection, medical and social support to vulnerable groups.
- (6) Commitment to professional and ethical requirements in the course of professional activity.

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- (2) Ability to provide welfare, socio-psychological, socio-economic and socio-legal services to individuals and social groups.

The least important competence for the first cycle according **to employers is not** the same as to academics, students and graduates:

- (10) Ability to determine scientific and practical value of the current research problems in social welfare.

According to **employers,** the mean for the achievement of the first cycle is lower than the mean for the importance. According to the **employers**, the level to which competences in the first cycle are developed leaves much to be desired.

Subject- Specific Competences. Ranking

Ranking Competences: the respondents chose the five top subject-specific competences and listed them in order of importance. The first chosen subject-specific competence was assigned 5 points, the second one – 4 points, and the third one – 3 points.

Graph 5 demonstrates the importance of the subject-specific competences, according to the **academics' ranking. The most important competences**, according to **academics**, are:

- (1) Ability to implement modern technologies of social protection, medical and social support to vulnerable groups.
- (6) Commitment to professional and ethical requirements in the course of professional activity.
- (2) Ability to provide welfare, socio-psychological, socio-economic and socio-legal services to individuals and social groups.

The least important competences (assigned relatively 2, 1, and 0) according **to academics** are:

- (10) Ability to determine scientific and practical value of the current research problems in social welfare.

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- (8) Ability to research specific socio-cultural space, infrastructure of social welfare representatives of various social groups.
- (13) Ability to participate in project activities of social service agencies.
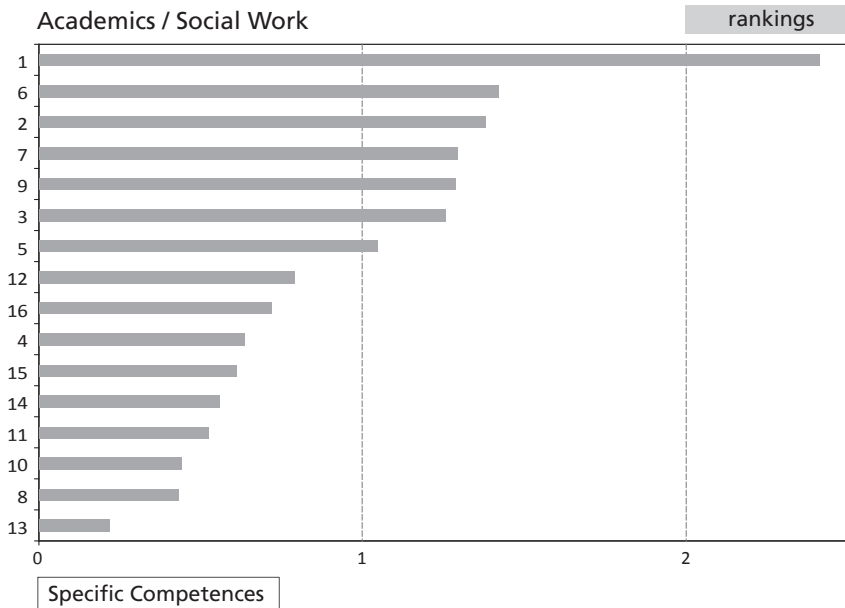
Graph 5

Graph 6 demonstrates the importance of the subject- specific competences, according to the **graduates' ranking. The most important competence**s, according **to graduates**, are:

- (1) Ability to implement modern technologies of social protection, medical and social support to vulnerable groups.
- (5) Ability to prevent professional "burnout".
- (7) Ability of the appropriate use of legislative and other normative acts on federal and regional levels.

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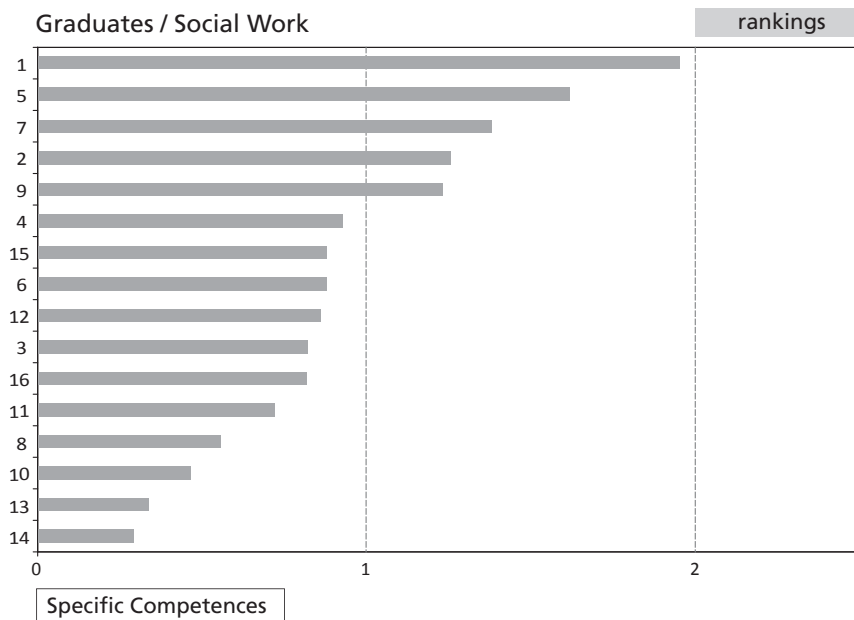
Graph 6

The least important competences, according **to graduates**, are:

- (10) Ability to determine scientific and practical value of the current research problems in social welfare.
- (13) Ability to participate in project activities of social service agencies.
- (14) Ability to create social projects tailored to national and cultural space and the character of various national, age and gender and social class groups.

Graph 7 demonstrates the importance of the subject-specific competences, according to the **students' ranking.**

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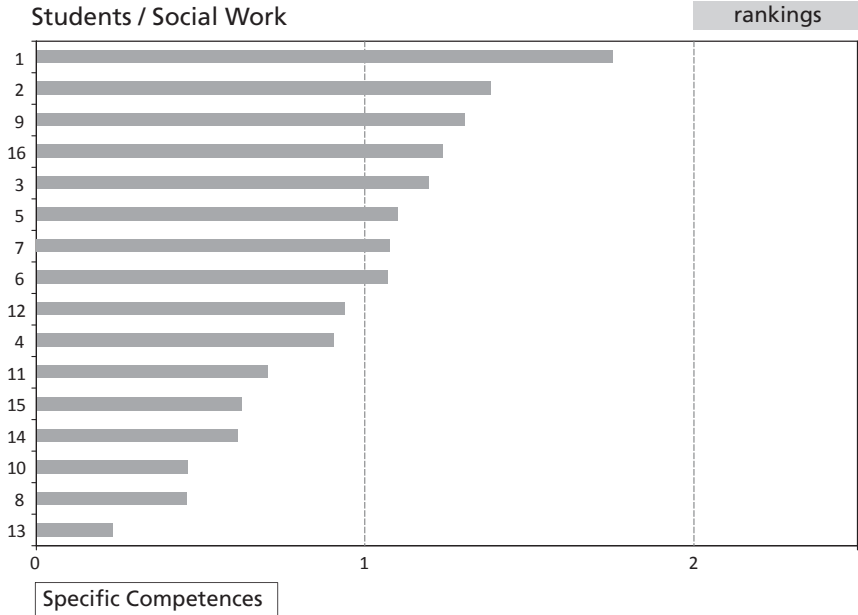
Graph 7

The most important competences, according **to students**, are:

- (1) Ability to implement modern technologies of social protection, medical and social support to vulnerable groups.
- (2) Ability to provide welfare, socio-psychological, socio-economic and socio-legal services to individuals and social groups.
- (9) Ability to identify, formulate and solve problems in the field of psycho-social, structural and holistic-centred social work, medical and social assistance.

The least important competences, according **to students**, are:

- (10) Ability to determine scientific and practical value of the current research problems in social welfare.

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- (8) Ability to research specific socio-cultural space, infrastructure of social welfare representatives of various social groups.
- (13) Ability to participate in project activities of social service agencies.

Graph 8 demonstrates how the subject-specific competences were assigned in order of importance, according to the **employers' ranking. The most important competences,** according **to employers**, are:

- (2) Ability to provide welfare, socio-psychological, socio-economic and socio-legal services to individuals and social groups.
- (1) Ability to implement modern technologies of social protection, medical and social support to vulnerable groups.
- (7) Ability of the appropriate use of legislative and other normative acts on federal and regional levels.

The least important competences, according **to employers**, are:

- (8) Ability to research specific socio-cultural space, infrastructure of social welfare representatives of various social groups.

Employers / Social Work   rankings

Specific Competences

Graph 8

- (13) Ability to participate in project activities of social service agencies.
- (10) Ability to determine scientific and practical value of the current research problems in social welfare.


Subject specific competences. Correlation

The correlation among the means given by groups of academics, students, graduates and employers showed the sign and intensity of the relationship between the means of the four groups considered in each result: importance, achievement and ranking. Proceeding from the results presented on **Graf 9** we can observe all correlations are positive, they are close to 1 for all groups. It shows that the means obtained for the set of subject-specific competences behave in a very similar manner. There are two subject-specific competences judged by the **all four groups as very important:**

- (1) Ability to implement modern technologies of social protection, medical and social support to vulnerable groups.
- (2) Ability to provide welfare, socio-psychological, socio-economic and socio-legal services to individuals and social groups.

The most important subject-specific competence for graduates and employers is:

- (7) Ability of the appropriate use of legislative and other normative acts on federal and regional levels.

Thus, academics employers, students and graduates rated the level of importance above 3, 5 at scale of 1-4 for subject-specific competence 1. A striking result of the questionnaire is that some subject-specific competences involved in the groups "research" and "project activities" have been considered as the least important by the all four groups. They are the following:

- (10) Ability to determine scientific and practical value of the current research problems in social welfare.

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SOCIAL WORK
Correlations among groups

Importance

	Academics	Employers	Students	Graduates
Academics	1			
Employers	0,883891	1		
Students	0,8372484	0,89005575	1	
Graduates	0,87999004	0,90477226	0,84968534	1

Achievement

	Academics	Employers	Students	Graduates
Academics	1			
Employers	0,81159941	1		
Students	0,77333548	0,76856533	1	
Graduates	0,89108774	0,74776674	0,8637905	1

Ranking

	Academics	Employers	Students	Graduates
Academics	1			
Employers	0,8217043	1		
Students	0,89900754	0,7351293	1	
Graduates	0,83804821	0,8229699	0,83197098	1

• Specific competences

Graph 9

- (8) Ability to research specific socio-cultural space, infrastructure of social welfare representatives of various social groups.
- (13) Ability to participate in project activities of social service agencies.

However it should be noted that this is a relative degree. Employers rank these competences in the lowest range, academics, students and graduates rank them in the middle range.

Table 5 presents the order of the subject-specific competences, according to the **ranking.** The most important three subject-specific competences for the academics, employers, students and graduates are coloured in dark

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blue. The least important three specific competences for the all four groups are coloured in light blue.

Table 5
The order of the subject-specific competences, according to the **ranking**

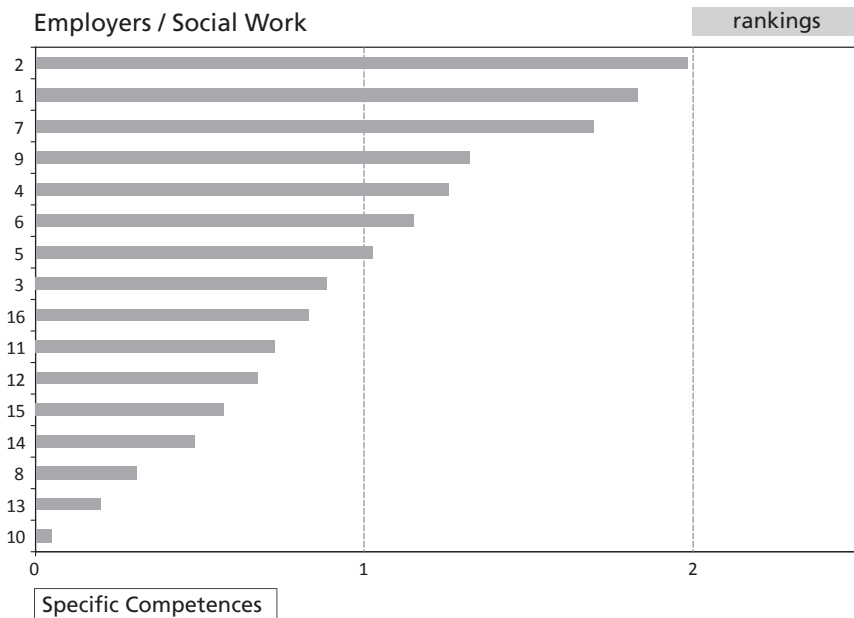| LIST OF SUBJECT-SPECIFIC COMPETENCES		IMPORTANCE OF SUBJECT-SPECIFIC COMPETENCES			
		Aca-demics	Stu-dents	Gradu-ated	Em-ployers
1	Ability to implement modern technologies of social protection, medical and social support to vulnerable groups	**1**	**1**	1	2
2	Ability to provide welfare, socio-psychological, socio-economic and socio-legal services to individuals and social groups	3	**2**	**4**	1
3	Ability for mediation, socio-preventive and counselling activities on socialization, habilitation and rehabilitation.		5		
4	Ability to create a favourable social and psychological environment in social organizations and services				5
5	Ability to prevent professional "burn-out"			**2**	
6	Commitment to professional and ethical requirements in the course of professional activity	**2**			
7	Ability of the appropriate use of legislative and other normative acts on federal and regional levels	4		**3**	**3**
8	Ability to research specific socio-cultural space, infrastructure of social welfare representatives of various social groups				
9	Ability to identify, formulate and solve problems in the field of psycho-social, structural and holistic-centred social work, medical and social assistance	**5**	3	**5**	**4**

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LIST OF SUBJECT-SPECIFIC COMPETENCES		IMPORTANCE OF SUBJECT-SPECIFIC COMPETENCES			
		Aca-demics	Stu-dents	Gradu-ated	Em-ployers
10	Ability to determine scientific and prac-tical value of the current research prob-lems in social welfare				
11	Management and organizational ca-pacity to work in social institutions and services				
12	Ability to coordinate activities to iden-tify people in need of social protection, medical and social assistance				
13	Ability to participate in the develop-ment of social intervention and eco-nomic and social scope of project activ-ities of social service agencies				
14	Ability to create social projects tailored to national and cultural space and the character of various national, age and gender and social class groups				
15	Commitment to the development and implementation of pilot and innovative projects for public and corporate social policy to deal with difficult life situa-tions of different social groups				
16	Ability to create social projects to en-sure the physical, mental and social health, involving supplementary funds (fundraising)		**4**		

The Subject Area Group Social Work has discussed the results of the survey and made the final list of subject specific competences as presented in **Table 6.**

Table 6
The final list of subject specific competences in Social Work

N.º	NAME	SHORT DESCRIPTION
	SUBJECT SPECIFIC COMPETENCES	
	INSTRUMENTAL	
1 (9)	Ability to implement modern technologies of social protection, medical and social support to vulnerable groups.	Social worker selects effective technologies of social protection and medical and social support to vulnerable groups and deliberately uses those, taking into account customer's scenario-specific, socio-cultural development of society, and features of global, national and regional combination.
2 (10)	Ability to provide welfare, socio-psychological, socio-economic and socio-legal services to individuals and social groups.	Social worker uses technologies for social work, most common in the provision of social services to individuals and to target groups, as well as to evaluate the quality of social services through the degree of merit and standardization.
3 (14)	Ability to use competently legislative and other Federal and regional normative acts.	Social worker is able to exercise his professional activity on the basis of legal documents governing the practice of social work, organize aid on the basis of legal acts and inform clients about their opportunities for legal self-advocacy activities.
4 (17)	Management and organizational capacity to work in social institutions and services.	Social worker is able to organize activities in social work at the unit level of social institutions, taking into consideration the national-cultural peculiarities, gender and social status of citizens in need of assistance.
5 (18)	Ability to coordinate activities to identify people in need of social protection, medical and social assistance.	Social worker is able to plan and carry out control over the identification of people in need of social protection, involving experts from different organizations.

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SUBJECT SPECIFIC COMPETENCES		
N.°	NAME	SHORT DESCRIPTION
INTERPERSONAL		
6 (11)	Ability for mediation, socio-preventive and counselling activities on socialization, habilitation and rehabilitation.	Social worker solves customer problems by bringing together experts, mobilizing his own forces, physical, mental and social resources of the client.
7 (12)	Ability to create a favourable social and psychological environment in social organizations and services and to prevent professional "burnout".	The personality-centred Social worker constructively interacts in a professional environment, creating an atmosphere of trust and business attitudes to manifest mutual understanding and initiative in the community. He is able to confront the personal professional deformation, occupational fatigue and support his efficiency while maintaining professional longevity.
8 (13)	Commitment to professional and ethical requirements in the course of professional activity.	Social worker integrates ethical principles in his professional activities and carries out professional interaction based on ethical values and norms.
SYSTEMIC		
9 (16)	Ability to determine scientific and practical value of the current research problems in social welfare.	The social worker conducts research in a way that it can be used in practice to ensure the efficiency of social workers, professional support for the well-being of the various social groups, ensure their physical, mental and social health.
10 (15)	Ability to research specific socio-cultural space, infrastructure of social welfare representatives of various social groups.	Social worker identifies and analyses the particular socio-cultural life of different social groups, exploring their infrastructure needs, identifies resources of social welfare to address the needs of different social groups.

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SUBJECT SPECIFIC COMPETENCES		
N.º	NAME	SHORT DESCRIPTION
11 (19)	Ability to participate in the development of social intervention and economic and social scope of project activities of social service agencies.	Social worker is involved in project activities of social services, develops interaction with non-governmental and non-profit entities for social work.
12 (20)	Ability to create social projects tailored to national and cultural space and the character of various national, age and gender and social class groups	Social worker creates social projects aimed at solving social problems and difficult life situations of customers, taking into account social, cultural, age and gender, and social factors.

5.2.4. Meta-profile

A meta-profile reflects the structure and interrelation of competences that characterise a particular subject area. Meta-profiles are used for reference, depict mental models and should demonstrate the variety of possible and existent degree profiles within a particular subject area. Meta-profiles are determined by analysing stakeholder-consultation results through re-categorising the competence list. 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

Working on the list of meta general and subject-spesific competences for Social Work subject area we started from the definition of competence as a "good performance in diverse, authentic contexts based on the integration and activation of knowledge, rules and standards, techniques, procedures, abilities and skills, attitudes and values"[3,29]. There are many typologies of competencies, from which we choose, in our view, the most optimal, because it could be considered as basic and acquirable for Meta-Profile. This typology was suggested and successfully implemented in University of Deusto. According to this typology competences can be classified under three main headings:

- **Instrumental** – competences that function as a means to an end and require a combination of manual skills and cognitive capacities that are needed for professional competence.

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- **Interpersonal –** competences requiring personal and relational abilities to act with generosity and understanding towards others and foster social interaction and cooperation.
- **Systemic –** competences involving skills and abilities related to an entire system. They require a combination of imagination, sensibility and ability, enabling one to see how the parts of a whole are conjoined and related. These competences are built on previously acquired instrumental and interpersonal competences.

According to this typology the list of meta competences for Meta-Profile of Social Work subject area may include the following general and subject-specific competences (**Table 7**):

Table 7
List of Meta competences for Meta-profile

META COMPETENCES	
GENERIC	SUBJECT-SPECIFIC
INSTRUMENTAL	
Ability to identify, formulate and solve problems	Ability to implement modern technologies of social protection, medical and social support to vulnerable groups.
Ability to apply knowledge in practical situations	Ability to provide welfare, socio-psychological, socio-economic and socio-legal services to individuals and social groups.
Capacity to learn and stay up-to-date with learning	Ability of appropriate use legislative and other normative acts on Federal and regional levels.
Ability to communicate both orally and in written form in the native language	Management and organizational capacity to work in social institutions and services.
Ability to make reasoned decision	Ability to coordinate activities to identify people in need of social protection, medical and social assistance.

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META COMPETENCES	
GENERIC	SUBJECT-SPECIFIC
INTERPERSONAL	
Ability to work in a team	Ability for mediation, socio-preventive and counseling activities on socialization, habilitation and rehabilitation.
	Ability to create a favorable social and psychological environment in social or-ganizations and services and to prevent professional "burnout".
	Commitment to professional and ethi-cal requirements in the course of profes-sional activity.
SYSTEMIC	
Knowledge and understanding of the subject area and understanding of the profession	Ability to research specific socio-cultural space, infrastructure of social welfare representatives of various social groups.
Ability to focus on results	Ability to determine scientific and prac-tical value of the current research prob-lems in social welfare.
	Ability to participate in the development of social intervention and economic and social scope of project activities of social service agencies.
	Ability to create social projects tailored to national and cultural space and the char-acter of various national, age and gender and social class groups.

Meta-competences (key competences) should be developed up to a certain level by every graduate of any first-cycle degree (Bachelor) within subject area of Social Work, regardless of his/her profile, his/her particular degree configuration. Without these key competences a students cannot get access to any second-cycle (Master) degree in the subject area of Social Work.

5.2.4.2. Meta-profile diagram

Social Work
Meta-Profile

Instrumental

Competences Generic
- Ability to identify, formulate and solve problems
- Ability to apply knowledge in practical situations
- Capacity to learn and stay up-to-date with learning
- Ability to communicate both orally and in written form in the native language
- Ability to make reasoned decision

Competences Subject-Specific
- Ability to implement modern technologies of social protection, medical and social support to vulnerable groups
- Ability to provide welfare, socio-psychological, socio-economic and socio-legal services to individuals and social groups
- Ability of appropriate use legislative and other normative acts on Federal and regional levels
- Ability to coordinate activities to identify people in need of social protection, medical and social assistance
- Management and organizational capacity to work in social institutions and services

Interpersonal

Competences Generic
- Ability to work in a team

Competences Subject-Specific
- Ability to create a favorable social and psychological environment in social organizations and services and to prevent professional "burnout"
- Ability to research specific socio-cultural space, infrastructure of social welfare representatives of various social groups
- Commitment to professional and ethical requirements in the course of professional activity

Systemic

Competences Generic
- Ability to focus on results
- Knowledge and understanding of the subject area and understanding of the profession

Competences Subject-Specific
- Ability to research specific socio-cultural space, infrastructure of social welfare representatives of various social groups
- Ability to determine scientific and practical value of the current research problems in social welfare
- Ability to create social projects tailored to national and cultural space and the character of various national, age and gender and social class groups
- Ability to participate in the development of social intervention and economic and social scope of project activities of social service agencies

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6

Level descriptors and learning outcomes

In a cycle system each cycle should have its own set of learning outcomes formulated in terms of competences. As stated before, learning outcomes are formulated both at programme level and on the level of individual course units or modules. 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 formed in 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 formed.

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 in practice are 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 second cycle for each of the subject areas included in the project. Below, we present generalised description of learning outcomes for each level within our subject area.

First-cycle graduates (Bachelors) should

Know/Understand:

- the bases of modern native and foreign theories of social development and social welfare;
- features of communicative processes in contemporary society;
- the basic concepts in the field of psycho-social, structural and comprehensive-centered social work;
- basic technologies for social welfare;
- economic processes in the sphere of social service;
- legal foundations of social work, social administration and social services;
- code of ethics for social workers.

Be able to:

- use the methods, principles, functions of social management in the field of social services;
- assess the quality of social services in accordance with the standards;
- give an ethical evaluation of the professional activities of a social worker (in accordance with the Code of Ethics);
- apply the socio-pedagogical and medico-social and socio-psychological techniques and technology in social work practice;
- have the ability(to clear up, define, describe, explain and interpret (to research the problematic field of psycho-social, structural and comprehensive-centred Social Work;
- have the ability to differentiate and compare the general and specific in the development of social work in Russia and foreign countries;
- interact professionally with clients and colleagues.

Second-cycle graduates (Masters) should

Know/Understand:

- a social history of the human race, especially in the various socio-cultural and territorial conditions; theory and practice of management in social work;

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- main trends in the development of socio-technological activity;
- methodology and research methods for social work.

Be able to:

- to conduct applied research in social work;
- to draw up professionally scientific-technical documentation;
- to develop new theories, models, research methods, taking into account the objectives and needs of the theory and practice of social work;
- to examine research works in the social sphere;
- to develop the strategy and tactics of social programs aimed at solving social problems;
- to carry out research and teaching activities in educational institutions;
- to design and implement social services technology on various grounds;
- to consult and expertise on the legal, socio-psychological, socio-pedagogical issues of social work and forms of protection of human rights.

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7

Teaching, learning and assessment

The *Tuning* framework implies a need for new forms of teaching, learning and assessment. Given the shift from a teacher-centred to a more student-centred approach to the curriculum and a more transparent specification of learning outcomes, social work departments have given attention to different forms of teaching, learning and assessment. The traditional lecture format for teaching, memorization form of learning and unseen written examinations as mode of assessment are increasingly giving way to a range of different approaches.

7.1. New approaches regarding teaching, learning and assessment in Social Work

7.1.1. Content

Social work is an integrative discipline involving interdisciplinary research on the causes and conditions of the difficult life-situations of individuals, groups and communities, as well as exploring solutions to these situations, taking into account the specificities of national and cultural space and various social groups. It aims to produce new information on social relations and socially vulnerable groups of the population. Social Work Studies is mostly located in the humanities and social sciences.

Multi-disciplinarity adds special meaning and value to both teaching and content. From the very beginning students learn to communicate

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their views and standpoints to various audiences and to contextualize their own knowledge. These are very valuable skills for instance in the labour market. One of the leading principles of the students' learning is a practice-based one. This principle is implemented in the study programme taking into account the national standards in the field of social work. Practice-based learning is implemented on the basic concepts, which are disclosed consistently, from scientific knowledge of the world, society and the State to the individual, family, group, community and social welfare services. In other words, there is a shift from a general basic learning to an extending practice-based perspective when students create their own educational strategies according to their individual research interests and the needs of the labour market, using the technology of modelling and design. This approach improves the employment of graduates, expanding their chances in the labour market. Active development of international integration, internationalization of the labour market and globalization of social problems leads to awareness of the need to render uniform the requirements for qualifying social workers trained in different countries. However, this trend should continue the mix of the global, national and regional, the specificities of the socio-cultural development of society at large. However, the specificity of national and regional development should be maintained. Social Work Studies aims to offer high-quality, student-friendly, interactive research-based university teaching, which in its practice focuses on issues such as: differences, power-relations, knowledge production, ethics, embodiment and emotions.

7.1.2. Teaching methods

Social Work is known as a creative, critical, research-oriented and pedagogically innovative area in academic study programmes. As knowledge is situated, teaching and learning are also contextual and partial always. Teaching and studying Social Work might be demanding for both teachers and students, as it is highly theoretical as well as empirically based. In Social Work, content and applied teaching methods often intersect with each other and are inseparable. The changing role of the teacher and the student in the learning process, the development of student responsibility for achieving competencies which are necessary for future professional activities lead to the focus of educational process on learning outcomes. Therefore, the teacher's fundamental task is to get students to engage in learning activities that are likely to result in their achieving those outcomes. In this sense what the student does is actually more important in determining what is learned than what the

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teacher does [2, 2003]. All aspects of teaching and assessment are tuned to support high-level learning. Such a system optimizes the conditions for quality learning. It is known as a system of **Constructive alignment** (CA) – an approach to curriculum design proposed by **John Biggs** [2, 2003]. "Constructive alignment" has two aspects:

1. The "constructive" aspect refers to the idea that students *construct meaning* through relevant learning activities. That is, meaning is not something imparted or transmitted from teacher to learner, but is something learners have to create for themselves. Teaching is simply a catalyst for learning.
2. The "alignment" aspect refers to what the teacher does, which is to set up a learning environment that supports the learning activities appropriate for achieving the desired learning outcomes. The key is that the components in the teaching system, especially the teaching methods used and the assessment tasks are *aligned* on the learning activities assumed in the intended outcomes.

Constructive alignment proposes four major steps (Table 8).

Table 8
Major steps for constructive alignment (Biggs, 2003)

Major steps for constructive alignment	
1	Defining the desired learning outcomes (DLOs)
2	Choosing teaching/learning activities likely to lead to the DLOs
3	Assessing students' actual learning outcomes to see how well they match what was intended
4	Arrival at a final grade

When we teach we should have a clear idea of what we want our students to learn. More specifically, on a topic-by-topic basis, we should be able to stipulate how well each topic needs to be understood. First, we need to distinguish between *declarative* knowledge and *functioning* knowledge.

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Declarative knowledge is knowledge that can be 'declared': we tell people about it, orally or in writing. Declarative is usually second hand knowledge, it is about what has been discovered. Knowledge of academic disciplines is declarative, and students need to understand it selectively. But the knowledge is not acquired so that to be only declared. Students need to put that knowledge to work, to make it function. Thus, simply telling the students about the subject area, and getting them to read about it, is not likely to achieve the DLOs with the majority of students. Good students will turn declarative into functioning knowledge in time, but most will not if they are not required to.

Accordingly, it is necessary to state the objectives in terms that require them to perform their understanding, not just simply tell us about it in invigilated exams. The first step in designing the curriculum objectives, then, is to make clear what levels of understanding the teachers want from their students and in what topics, and what performances of understanding would give us this knowledge. In this regard, the language description of curriculum objectives and outcomes in social work should be conducted in terms of appropriate *verbs of high and low levels.* Pic. 4,
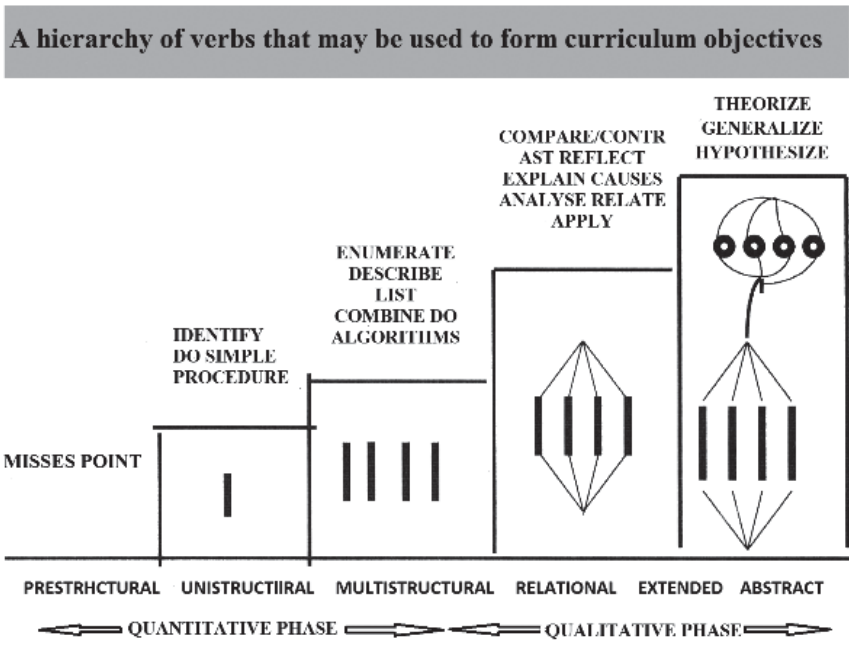
Pic. 4
A hierarchy of verbs to form curriculum objectives (Biggs, 2003)

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based on the SOLO Taxonomy (2, 2003) gives a hierarchy of verbs, from lowest level to highest.

Each discipline and topic will of course have its own appropriate verbs that reflect different levels of understanding, the topic content being the object the verbs take. Incorporating verbs in the intended learning outcomes gives the teachers markers throughout the system. The same verbs need to be embedded in the teaching/learning activities, and in the assessment tasks. They keep the teachers on track. Tables 9 and 10 provide examples of learning and assessment alignment with the objectives of the course «History of Social Work» and "Theory of Social Work" based on Biggs constructive alignment methodology.

Table 9
History of Social Work

N.°	COMPETENCE	LEARNING OUTCOMES The students should be able to	TEACHING ACTIVITIES	STUDENT'S EXPECTED WORK TIME (in hours)	LEARNING ACTIVITIES (also study of notes and books)	STUDENT'S EXPECTED WORK TIME (in hours)	EVALUATION AND ASSESSMENT
1	Ability to identify, formulate and solve problems	Know and understand the specification, factors and reasons of different kinds of social problems from the ancient times until nowadays. To find possible solutions for dealing with problems	Ex cathedra teaching. Planning and proposing criteria for a comparative analysis	15	Comparative analysis of problems and found solutions in different periods and geographic areas	25	Evaluation of students' presentations and reports
2	Ability to communicate both orally and in written form in the native language	Work with history texts. Make reports, essays and presentations. Manage history terminology	Ex cathedra teaching. Seminars	6	Individual study of books, notes and slides. Making presentations	10	Text (oral exams). Terminological dictate
3	Ability of appropriate use legislative and other normative acts on Federal and regional levels	Know, understand and explain different legal act, including different history period	Ex cathedra teaching. Reading and analysing texts and discussing with students	6	Discussion with peers and teachers. Individual study of books	18	Text (oral exams). Presentations

N.°	COMPETENCE	LEARNING OUTCOMES The students should be able to	TEACHING ACTIVITIES	STUDENT'S EXPECTED WORK TIME (in hours)	LEARNING ACTIVITIES (also study of notes and books)	STUDENT'S EXPECTED WORK TIME (in hours)	EVALUATION AND ASSESSMENT
4	Commitment to professional and ethical requirements in the course of professional activity	Understanding the genesis of ethical values Applying professional and ethical principles to case studies	Case studies Critical incidents Simulations Discussion with experts Role games	6	Individual study of books Active participation to discussion and simulations	18	Text (oral exams)
5	Knowledge and understanding of the subject area and understanding of the profession	Understand the aims and historical roots of social work Know the process of the profession development	Ex cathedra teaching Seminars	15	Individual study Discussion – round tables	25	Text (oral exams) Evaluation of essays
		36 hours (academic, 45 minutes) = 1 ECTS	48 hours		96 hours		4 ECTS = 144 hours

Table 10
Theory of Social Work

N.°	COMPETENCE	LEARNING OUTCOMES The students should be able to	TEACHING ACTIVITIES	STUDENT'S EXPECTED WORK TIME (in hours)	LEARNING ACTIVITIES (also study of notes and books)	STUDENT'S EXPECTED WORK TIME (in hours)	EVALUATION AND ASSESSMENT
1	Capacity to learn and stay up-to-date with learning	Learn the main concepts of social work theory and the other theories of social sciences	Ex cathedra teaching Planning and proposing criteria for a comparative analysis	5	Comparative analysis of problems and found solutions in modern society	10	Evaluation of students' presentations and reports
2	Ability to make reasoned decision	Select essential theoretical arguments to explain the complexity of reality in difficult social situations	Ex cathedra teaching Role plays – case study	5	Discussion, Essays	10	Assessment of presentations Texts
3	Commitment to professional and ethical requirements in the course of professional activity	Understand the genesis of social work theory and professionalism Understand and explain the value foundations of social work theory	Case studies Critical incidents Simulations Discussion with experts	20	Individual study of books Active participation to discussion and simulations	40	Text (oral exams)

N.°	COMPETENCE	LEARNING OUTCOMES The students should be able to	TEACHING ACTIVITIES	STUDENT'S EXPECTED WORK TIME (in hours)	LEARNING ACTIVITIES (also study of notes and books)	STUDENT'S EXPECTED WORK TIME (in hours)	EVALUATION AND ASSESSMENT
4	Knowledge and understanding of the subject area and understanding of the profession	Learn the main paradigms of social theory Analyse and reflect on practices according the theoretical paradigms	Ex cathedra teaching Seminars	20	Individual study Discussion – round tables	40	Text (oral exams) Evaluation of essays
5	Ability to focus on results	Learn aims, missions and tasks of social work profession	Ex cathedra teaching Seminars Case studies	5	Individual study Individual research (within the case studies)	10	Text (oral exams) Case studies' evaluation
6	Ability to research specific socio-cultural space, infrastructure of social welfare representatives of various social groups	Learn the specificity of socio-cultural groups as client of social work services	Ex cathedra teaching Experts seminars Providing the criteria for analysis	5	Individual study Attending experts seminars Analysis of socio-cultural situation	10	Text (oral exams) Evaluation of analysis Presentations
				60 hours		120 hours	5 ECTS= 180 hours

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TLAs in many courses include either lectures or tutorials, both in its classical version and using innovative technologies: lecture to expound and package, and tutorial to clarify and extend. However, these contexts do not necessarily elicit high-level verbs. Students can get away with passive listening and selectively memorizing. There are many other ways of encouraging appropriate forms of learning activities, which focuses on the active forms, counselling, distance learning technologies and independent work of students. The role of distance learning technologies and organization of independent work of students is increasing. However, the lectures and seminars, both in their classical form and with using innovative technologies still remain in the learning process. Roundtables, role games, debates contribute to the **Table 13. Theory of Social Work** judgment-making of students, develop their decision-making, form the basis of teamwork. Students' participation (e.g. in discussions, assignments and presentations) is a part of the final evaluation of the student's performance in the course. Workshops are useful teaching formats where students are able to achieve practical competences such as presentation skills or academic writing skills.

Depending on the objectives of the study, cooperation between the university and (private/public) companies or NGOs is highly desirable.

It allows students to get access to internships and traineeships, acquire practical skills related to university education, and participate in research projects initiated by a (public/private) company. Such cooperation also enables the formation of common master-doctorate-(public/private) company projects that link students to potential employers.

The more common teaching formats (as listed above) are complimented by winter or summer schools, intensive seminars, special programmes in the second cycle, project research groups (also across borders and institutes), teaching cooperation, and compulsory exchange programmes.

7.1.3. Learning activities

In Social Work the critical and comparative approaches to its theory and practice are reflected in the modes of teaching and the relationship between teachers and students (intergenerational aspect), and even in the location where the teaching takes place. The learning practice and field practice in Social Work affect both content and methods. The strong

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affiliation between structure and content inspires students to influence the learning situation. The core element in the learning activities is discussion and active participation. For this reason students are engaged in teaching at a very early stage, when they participate in the learning processes and progress.

Learning activities are also based on principles such as: positive group reliance, open and diverse communication, and conscious development of cooperation. The activity of learning is not limited to the conventional academic settings but also covers creative and experimental approaches to scientific texts and the collection of empirical data. Students' creative activities and engagement are also reinforced by introducing elements of artistic production such as creative writing or various forms of performance.

Cooperation with the community is another very successful learning activity introduced into the Social Work subject area. The application of such learning activities facilitates among other things a better explanation and understanding of the discussed phenomena, the production of new knowledge, creativity, and the development of students' cognitive and meta-cognitive skills.

In many countries Social Work Studies is also known for its progressiveness in e-learning. Web-courses and various ways of learning (using Moodle platform) have become common practice in the field. When a course is well organized and taught, student's feedback is very good. Teacher-student-ratios must not be too high and assignments have to be well constructed. As e-learning is often uncritically promoted, Social Work Studies' scholars have been scrutinizing and improving web-pedagogy for its efficiency and effectiveness.

7.1.4. Assessment tools

In the frames of alignment approach, assessment should be considered as the curriculum, as far as the students are concerned. They will learn what they think they will be assessed on, not what is in the curriculum, or even on what has been 'covered' in class. The trick is, then, to make sure the assessment tasks mirror the DLOs. The formation of assessment is a chain of interrelated consecutive actions. To the teacher, assessment is at the end of the teaching-learning sequence of events, but to the student it is at the beginning (Pic. 5).

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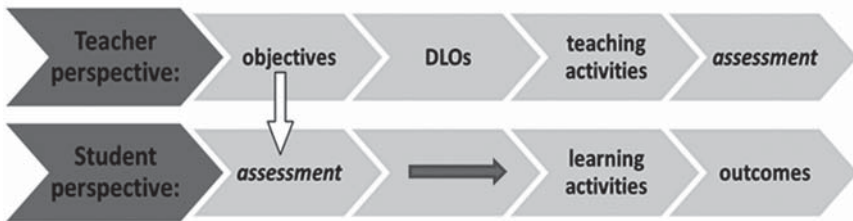
Pic. 5
Formation of the assessment as a chain of interrelated consecutive action
(Biggs)

If the curriculum is reflected in the assessment, as indicated by the downward arrow, the teaching activities of the teacher and the learner activities of the learner are both directed towards the same goal. In preparing for the assessments, students will be learning the curriculum. The DLOs cannot sensibly be stated in terms of grades obtained. Intended outcomes refer to sought-for *qualities of performance,* and it is these that need to be stated clearly, so that the students' actual learning outcomes can be judged against those qualities. If this is not done, it is practically impossible to align the objectives and assessments.

In general, assessment and feedback at universities can mean various things such as: student-teacher-feedback, national auditing processes, international rankings, feedback from the labour-market, alumni, interest groups and internal feedback by the academic community etc. To see assessment as a developing tool linked to universities strategies of teaching is important in all courses.

The experience of participating in this project showed that different universities in various countries had developed their own methods of assessment. Assessment is not only contextual but also depends on the level of studies, subject area, teaching methods and learning outcomes. However, methods of assessment practiced in Social Work do not necessarily differ from those applied in other subject areas. Assessment is an important yet at times a very challenging exercise as students' starting points and level of knowledge may differ significantly.

It is evident that for some teachers, students' abilities are best evaluated during the learning process. On the basis of such evaluations, the

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learning outcomes can be predicted and special exams or assignments are unnecessary. This form of assessment is applied only when teachers deal with a relatively small group of students or in e-learning situations. Traditional exams with well formulated questions and home exams are also appropriate assessment methods. Similarly, short commentaries are good assignments for assessment, as students get immediate feedback and teachers control how the learning outcomes are achieved. Learning diaries are used widely yet also criticized as it is difficult to direct them properly and so they may become reflection papers or summaries. Grades as a form of assessment are not always defined as necessary contrary to oral evaluations.

At times formulations such as "accepted/failed/to be completed" are considered insufficient. Peer-evaluation and peer-feedback are also often used in Social Work learning process. It is important to learn how to give and receive constructive feedback, not only from teachers and tutors, but from fellow students as well.

Methods of self-assessment are also practiced in the course of the learning process. Students formulate their own assessment which is subsequently followed by the teacher's. Students' self-evaluations appear to be realistic which also implies that the teacher trusts them and gives them an active role and responsibility in the learning process. Whenever assessment involves grading it is advisable to explain the criteria beforehand and make the process as transparent as possible.

Assessment tasks should involve the desired learning (Table 11).

Table 11
Modes of Assessment (Biggs)

Assessment Mode Most likely kind of learning assessed	
Extended prose, essay-type	
essay-exam	rote, questions spotting, speed structuring
open book	as for exam, but less memory, coverage
assignment, take home	read widely, inter-relate, organize apply, copy

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Assessment Mode Most likely kind of learning assessed	
Objective test	
multiple choice	recognition, strategy, comprehension, coverage
ordered outcome	hierarchies of understanding
Performance assessment	
practicum	skills needed in real life
seminar, presentation	communication skills
critical incidents	reflection, application, sense of relevance
project	application, research skills
reflective journals	reflection, application, sense of relevance
case study, problems	application, professional skills
portfoli	reflection, creativity, unintended outcomes
Rapid assessments (large class)	
concept maps	coverage, relationships
three minute essay	level of understanding, sense of relevance
gobbets	realizing the importance of significant detail
short answer	recall units of information, coverage
letter-to-a friend	holistic understanding, application, reflection
cloze	comprehension of main ideas

There are two ways to go to a final grade:

1. Marking, a process that converts non-quantitative data into numbers. It is the usual default method, but it is open to all the qualifications and objections listed above under "the measurement model".

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2. Making holistic judgments that match outcomes with qualitative criteria. It requires the listing of the criteria for the award of particular grades. The grade is then awarded that best describes a given student's performance.

One important issue is the question of the structure of assessment for specific modules. Mark in different countries will vary depending on the traditions and specific learning environment. Moscow State Regional University (MGOU) at the Department of social work offered the following structure of assessment of students' learning (which includes the attendance of students, although in many European universities it had already been ignored because of the increasing autonomy of students and enhancing their role in the educational process). For example, according to the module "Theory of social work" consisting of two parts (Bachelor degree programme) student workload is 5 credits. It should be noted that one credit according to National State Federal standard is 36 hours. **Tables 12 and 12.1, 13, 13.1** demonstrate structure of the assessment and how the mark is being created.

Table 12

The structure of assessment. Theory of social work (part I)

Scale	National scale	The scale of educational institution (as an example)
A	Excellent	91-108
BC	Good	73-90
DE	Satisfactory	55-72
FX	Failed, with the possibility of re-sitting exam	37-54
F	Failed, with obligatory course to be relearned	1-36

1 credit = 36 hours = 36 score.

Table 12.1

The design of the assessment

	The proportion of rating assessment						The final assessment
	Attending classes		Score for the work on seminars		Score for independent work		Score
	Lectures	Seminars	Report	Further to the report	Interim tasks	Final tasks on topics	
Score/credits	18	9	18	9	18	36	108 (3)
	54 (1,5)				54 (1,5)		

Table 13
The structure of assessment. Theory of social work (part II)

Scale	National scale	The scale of educational institution (as an example)
A	Excellent	61-72
BC	Good	49-60
DE	Satisfactory	37-48
FX	Failed, with the possibility of re-sitting exam	19-36
F	Failed, with obligatory course to be relearned	1-18

Table 13.1
The design of the assessment

Score/credits	The proportion of rating assessment						Score	The final assessment
	Attending classes		Score for the work on seminars		Score for independent work			
	Lectures	Seminars	Report	Further to the report	Interim tasks	Final tasks on topics		
	12	6	12	6	12	24	72(2)	
	36 (1)				36 (1)			

1 credit = 36 hours = 36 score.

To measure "know-how" is a challenge in a multidisciplinary and critical field such as Social Work. The assessment should address not only the knowledge acquired in the course, but also the learning process itself. It should also include students' progress during their learning process. The assessment must address commentary, argumentative, oral and writing skills together with the ability to work in groups. As Social Work is seen as a political field of research and many students (and teachers) are personally and emotionally involved with it, assessment should not neglect this fact. The positive effect is firstly, a commitment to learning and, secondly, a passionate interest in the topics. However, it is crucial that teachers' opinions or their own theoretical or political preferences do not have an impact on the assessment.

Social Work and individual teachers in some countries have also taken a critical approach towards quality assurance, assessments and evaluations as such, which is a pity. These auditing processes in universities are there to stay, and also funding in the future is more and more based on indicators and rankings. University auditing and quality assurance can be seen as great opportunities to promote good multidisciplinary teaching and an innovative pedagogical development, which has increased the success of Social Work learning in many countries. The field of multidisciplinary of Social Work has a lot to offer to assessment processes practiced on the university level.

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Concluding remarks

The participation of the Russian Federation in the Bologna process changes the entire paradigm of national higher education, including teaching and learning methods, procedures and criteria for evaluation, and methods of quality assurance. The current phase of the development of national education is characterized by a shift from the traditional subject-centred paradigm to competence-based learning. For higher education, this means a revision of the learning process, the content of education in the context of increasing academic freedoms, and introducing new approaches to the development and evaluation of generic and subject-specific competences, organizing all types of practices.

Competence-based learning in social work reflects the integration of theory and practice, the content of learning and teaching methods, the interests of students and teachers, as participants in the learning process. In this way, a student becomes an active participant in the organization and implementation of the learning process. It is the student who has to be prepared as well as possible for his or her future role in society. In these circumstances, there is an opportunity for academic staff to evaluate independently and connect creatively theoretical and practical assignments, develop the cognitive and social activity of students, bring learning to the needs of the labour market. Moreover, the unity of the methodological principles for developing competences will integrate Russian universities into the European higher educational area, which began to move to competence-based learning long ago.

The active development of qualifications in terms of learning outcomes and competences has been made during the last years within the framework of the Tuning project. The subject area group social work, participating in the

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project "Tuning Russia", has been actively involved in this process and has tried to implement the philosophy of the project: to develop a bottom-up initiative, transfer knowledge and technology on the bilateral track and to develop an inter-disciplinary exchange and dialogue. The development of reference points for the design and delivery of degree programmes in social work was based on Tuning methodology as well as on the experience of foreign universities-partners participating in the project, and the recommendations of the Federal State standards of higher vocational education in the field of social work.

The subject area of social work has been described in terms of the definition that had been developed and adopted by the subject area group in Rostov-on-Don at the first general meeting. The core concept of the definition of social work is "human capital", which, in the opinion of the subject area group, specifies the international definition of social work in relation to Russian conditions. As a profession, social work is implemented in different countries at different levels, each of which defines its particular facet. As a scientific discipline, social work does not have a clear interpretation both in Russia and abroad, this determines a particularly wide range of definitions of the theoretical boundaries of social work. However, there are common approaches found both in domestic and foreign researches that define the essence of social work subject area. German and British concepts of professional assistance have had a great influence on the development of the methodology of social work in Russia. However, the theoretical paradigm of social work has been shaped largely on the basis of domestic knowledge around the theoretical concepts of psychology, sociology, pedagogy and medicine.

Nowadays, almost all universities in the Russian Federation offer Social Work degrees at Bachelor level (usually designed for 4 years), but there is neither clear nor reasonable definition yet for both employers and students to understand the place of holders of Bachelor degree in the labour market. A number of universities also offer Social Work degrees at Master level lasting two years. It should be noted that there is no third cycle for Social Work in the Russian Federation though the discussion about the desirability and the practicality of introducing a PhD in Social Work has been already initiated by the academic staff and stakeholders.

The reference points are expressed in terms of learning outcomes and competences. The SAG Social Work has relied on the definition of the competence as a dynamic combination of knowledge and understanding, skills, abilities and ethical values. In this context, the competence or a set

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of competencies means that a person puts into play a certain ability or skill and performs the task in such a way that one can assess the level of its achievement. As for the expected learning outcomes they are also expressed in reference points according to Tuning, i.e. in terms of the level of competences to be obtained by the learner [4, 1]. The task of education is to create conditions such that these outcomes should be achieved in the course of achieving the degree programmes. To do this, we need to select properly the essential content and create conditions for the development of competences in the process of active learning and evaluate formed competences. The use of competences and the emphasis on learning outcomes adds an important dimension to balance the weight given to the length of degree programmes.

Within the framework of the project "Tuning Russia" the focus was on two different sets of competences: generic and subject-specific. Generic competences identify shared attributes which are common to all or most of the degrees and considered important by particular social groups. Generic competences are becoming very important because they can offer more chances for employment in a contemporary changing society where demands tend to be in constant reformulation. Subject-specific competences are, of course, subject-area related. They are crucial for any degree and intimately related to the specific knowledge of a field of study giving identity and consistency to the particular degree programmes. Subject-specific competencies of the degree programme for Bachelor in Social Work are based both on the professional activities (aid, availability of specific conduct, professional communication, and working with partners and the social environment, social assessment) and on the value of critical reflection and consistent training for a professional social worker. This is due to the fact that now and in the future the professional social worker is taking into account the flexibility in the skills, techniques and ability to activate change [5, 238].

The SAG Social Work agrees that the practice of stakeholder consultations is crucial to develop competences and deliver degree programmes, that is why it should be encouraged using the most appropriate form and manner in each case. Higher education should take into consideration the changing needs of society, present and future employment possibilities, as well as what comprises relevant subject knowledge and subject related skills and attitudes. Stakeholder consultations linked to improvements in study courses and programmes will be increasingly important in the future. To be able to find and keep in touch with potential stakeholders for such consultations, methods should be developed and incentives created for

graduates to be encouraged to sign up to the Alumni Association at the university from which they graduated from.

Tuning has highlighted the measuring and comparing student workload as a vital component in degree programme development to increase transparency between universities. As far as the SAG Social Work is concerned this is an area where there is much to share, but this seems, at the moment, to be the weakest link in the chain of teaching, learning and assessment. It should be noted that Tuning has added the insights into how the issue of student workload can be used as a dynamic element in programme and course design.

Tuning has also emphasized the importance of **quality assurance** in programme design and implementation. SAG Social Work agrees that one of the distinctive ways in which academic staff and others in Social Work can enhance the quality of their degree programmes is through active partnerships with students, employers and professional bodies. Since the processes of quality assessment are rather complex and demand a variety of tools and participants in Higher Education there is also an active and continuing engagement of the students themselves in the processes of quality management and enhancement. This engagement is also widely perceived to be an important part of their development as **reflective learners and practitioners.**

The development of reference points for design and delivery of degree programs in Social Work within the framework of the project "Tuning Russia" became the start of a great collaboration between Russian and European universities, and also a dialogue with the rest of the world which is applying Tuning methodology in the new paradigm of higher education to improve the quality of education and employment opportunities for graduates, as well as joining together the European higher education area.

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