

Ten steps

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

This leaflet is prepared by the European History Network CLIOHWORLD, an Erasmus Academic Network supported by the European Commission through the Lifelong Learning action of its Directorate General for Education and Culture. Its contents have been elaborated with the collaboration of the Sixth Framework Network of Excellence CLIOHRES.net and the History Subject Area Group of the Tuning Educational Structures in Europe project. The contents are the responsibility of the authors and the European Commission cannot be held responsible for them. This Pocket Guide can be downloaded from www.cliohworld.net. On this website there is also more information: Tuning books, a webpage on European Union and integration History with links, and a Reader, Perspectives on European Integration and European Union History, all for free download.

(In) frequently asked questions

What is the Bologna process?

Starting with a declaration signed in Bologna in 1999, the Ministers of Education of the signatory countries (now 47) meet every two years to take stock of what has been accomplished and what needs to be done in order to make higher education systems in all their countries comparable, compatible and transparent. Between the meetings of Ministers, activities take place (seminars and events organised by the "Bologna Follow-up Group", the Bologna Experts, Rectors' conferences, Universities) in order to examine specific issues and prepare the next ministerial meeting, thus perfecting the "European Higher Education Area" (EHEA).

Why apply 'Bologna'?

Bologna is output oriented. It is centred on the student and the student's needs and experience of the learning process, rather than on the teacher, and his/her expectations of the continuity of the traditional 'input-based' structure. It provides general guidelines, so that Universities in all 47 Bologna countries can communicate in an agreed language and share basic structures (cycles, credits, quality procedures). This makes it possible for students' work to be recognised in other countries and in their own as well. In fact, Bologna means Quality, Transparency, Recognition and Employability — not just mobility!

Who implements 'Bologna'?

Ministers are responsible for being sure that the normative framework in their country allows and encourages Universities to apply the Bologna reforms. The actual design and implementation of the new programmes, however, is the responsibility of Universities: that is Higher Education administrative and academic staff on the one hand and the professors, students and administrative staff of Universities that can actually "implement Bologna" in a concrete meaningful way.

What tools are available?

The Tuning project has given the chance for academics from all EU countries to develop agreed guidelines and reference points for a number of Subject Areas. The History Subject Area Group, working with the History Thematic Network, has involved more than 3000 academics, employers and students in the elaboration of the History Guidelines and Reference Points.

CLIOHWORLD

Tuning

Educational Structures in Europe

A Pocket Guide

to designing quality

Programmes and Course Units on
European Union History and the
History of European Integration
in the Bologna framework

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Education and Culture DG
Lifelong Learning Programme

What does 'student-centred' mean in practice?

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

How can CLIOHWORLD and Tuning help?

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

What is the EQF for Higher Education?

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

What are the "Dublin descriptors"?

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

Will all History programmes in Europe be alike?

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

Are other countries and continents involved?

Yes, 18 countries of Tuning Latin America are carrying out similar work, establishing guidelines and reference points for History; Russia, Georgia, Australia, Central Asia and the U.S.A. are doing so or intend to do so in the near future.



Key Competences for EU history and history of the European integration

The objective of single course modules as well as degree programmes is to develop “competences”, in the broadest sense, in the learner. In substance the central element in organising the learning process is what the person involved will know, understand and be able to do at the end of it. Attitude too, in this case the historical mind-set or approach, is fundamental.

1. A critical awareness of the relationship between current events in the EU and processes in the past and awareness of differences in historiographical outlooks in various periods and contexts
2. Ability to place events and structures in historical perspective
3. Ability to define suitable research topics to contribute to historiographical knowledge and debate
4. Ability to identify and utilise appropriate sources of information for a research project
5. Interdisciplinarity as a tool for research oriented learning about EU history and history of European integration
6. Knowledge of the history of European Union and the history of integration as part of modern European history in a comparative perspective.
7. Knowledge and ability to reflect in a critical way on central terms and concepts such as “Europe”, “European community”, “European Union” and “integration”.
8. Knowledge of one’s own national, regional and local history as a part of the European integration process and knowledge of the impact of the integration process on national, regional and local level.
9. Ability to place the history of European integration in a context of world and global history.
10. Awareness of the social politics (welfare state, employability, higher education, etc) in the framework of the EU integration process.
11. Ability to work in a multicultural team with awareness and respect for points of view deriving from different cultural backgrounds.
12. Ability to read, write and communicate at least in one foreign language using the terminology appropriate to the subject.
13. Ability to communicate key information of European Union history and history of European integration to non-experts in oral and written form.
14. Ability to encourage public debate on European integration and the idea of European citizenship.

Cycle Level Descriptors for European Union history and history of European integration

It is necessary to differentiate learning outcomes according to first, second and third cycle programmes and course units. The following suggestions for European Union History and the History of European Integration are defined with reference to the “Dublin” descriptors that resulted from the Joint Quality Initiative in the framework of quality assurance and accreditation of bachelor, master and PhD programmes in Europe (comparable to levels 6, 7 and 8 of the EQF for Lifelong Learning).

First cycle

Knowledge and understanding

The graduate has a critical knowledge and understanding of the History of the European Union and the Integration process, based on a specialised and up-to date bibliography, and on a broad selection of key primary sources.

Applying knowledge and understanding

The graduate is able to use a historical approach to enrich the critical understanding of the recent history of the European Union and the process of European integration, devising and sustaining arguments that reflect a broad awareness of the relevant historiographical issues.

Making judgements

The graduate is able to identify, retrieve and evaluate critically information on EU history from a variety of sources in order to address relevant topics in the field or thematic area.

Communication

The graduate is able to communicate in appropriate form, written and orally, in his/her own and if possible another language, basic knowledge about the European Union, its history and its organisation, to students, peers and the general public.

Learning skills

The graduate knows where information about new developments in the History of European Union and European integration process can be found and how to utilise it, in order to be updated.

Second cycle

Knowledge and understanding

The graduate has a critical knowledge and understanding of the current developments in the History of the European Union and the History of European Integration, including interdisciplinary debates, sufficient to be able to formulate and address an original research problem.

Applying Knowledge and understanding

The graduate is able to apply the critical perspectives and methodologies acquired to address problems regarding more than one spatial or thematic area.

Making judgements

The graduate is able to propose well-founded interpretations of relevant social, ethical or other issues facing the EU/EI process basing them on the use of the critical bibliography and employing both known and new sources and the ability to model complex interactions.

Communication

The graduate is able to illustrate and explain in his/her own and if possible another language to an audience (specialist or non specialist) his/her findings about the history of the European Union and of European integration and the sources and methodologies on which they are based, both in academic and non-academic form.

Learning skills

The graduate is able to undertake self-directed study in the History of European Union and European integration, using information, theories and methods and networks relative to various disciplinary frameworks.

Third cycle

Knowledge and understanding

The holder of the doctorate has a critical overview of the field, including an understanding of the historical and methodological contexts which mould the various national, thematic and disciplinary viewpoints; and the ability to assess critically those perspectives in an innovative manner.

Applying Knowledge and understanding

The holder of the doctorate has demonstrated the ability to conceive and execute an innovative research project designed to address a relevant problem in the History of the European Union and/or of the European integration process which makes a substantial contribution to existing debates or raises new questions, such as to merit national or international publication.

Making judgements

The holder of the doctorate is able to analyse and evaluate complex aspects of the EU/EI process and to propose syntheses that may lead to further academic research and facilitate knowledge transfer.

Communication

The holder of the doctorate is able to communicate, in his/her own and at least one other language, both specialised and general knowledge about the history of the European Union and the integration process in an interactive way (establishing a dialogue) with specialists from other disciplines (law, economics, international relations, sociology etc.) and general audiences, and has the ability to initiate and conduct public debate.

Learning skills

The holder of the doctorate has the ability to initiate, conduct and participate in debates regarding new developments in the broad field of the social sciences and humanities, enhance knowledge and understanding in the field as related to the history of European Union and European integration and to promote projects and activities suitable to increase knowledge and understanding.

LEARNING AND TEACHING EU-HISTORY AND THE HISTORY OF EUROPEAN INTEGRATION

The learning and teaching approaches to EU and European Integration History do not differ fundamentally from those that we see in history learning and teaching in general, using lectures, tutorials, workshops, seminars, group work or excursions. But in order to broaden the view on EU and European Integration History and in order to overcome national points of view it is useful to implement learning and teaching activities that enlarge the perspectives of students and teachers such as placements in public, educational or scientific institutions, student exchange, joint programmes, modules and courses or collaboration over national frontiers by online-courses and discussion forums.

EMPLOYABILITY

Typical occupations of the graduates European Union and European Integration History are similar to those of history graduates and graduates of European Studies and can be seen as a combination of these thematic areas. Programmes, modules and courses on EU and EU integration history offer a professional qualification for the public sector and governmental agencies, NGOs, European institutions and international organizations, tourism and business, information centres, media and journalism, museums, archives, libraries dealing with the topic of European integration and European Union history. Graduates with a master degree are in addition prepared for occupations in education and research. Third cycle graduates are qualified for an academic career and leading roles in research.