

Table 1

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

Cycle	Degrees	Qualification awarded	ECTS credits
1 st cycle	<ol style="list-style-type: none">1. Bachelor of Pedagogical Education.2. Bachelor of Psychological and Pedagogical Education.3. Bachelor of Special Education.	Bachelor	240
2 nd cycle	<ol style="list-style-type: none">1. Master of Pedagogical Education.2. Master of Psychological and Pedagogical.3. Master of Special Education	Master	120
3 ^d cycle	<ol style="list-style-type: none">1. General pedagogy and education.2. Theory and methods of vocational education.3. Methodology of training and upbringing.4. Correctional pedagogy.5. Theory and practice of welfare activity.	Doctor	210

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

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

The final list comprises the following 30 competences:

Table 3
Generic competences

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

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

5.2.3. Subject specific competences

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

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

Table 4
Subject specific competences

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

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

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

Table 6

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

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

6.1. First cycle

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

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

Be able to:

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

6.2. Second cycle

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

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

Be able to:

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