



South American Qualifications Reference Framework for programmes in the Subject Area of History

Since 2020 the ACE Units of the Subject Area of History, UNCuyo (Mendoza, Argentina), UNA (Asuncion, Paraguay) and UMSA (La Paz, Bolivia), worked on the development of Meta Profiles for graduates in South American History.

The aim was to present to society -in the various countries of the region - a compatible, comparable and relevant graduate profile, with levels of quality and excellence in accordance with current demands. To achieve this, the focus was set on the elaboration of proposals of dimensions of the graduate profile according to the experiences and contextual realities of teachers and students of the higher education level during the execution of the project. Each dimension has descriptors that are based on three types of knowledge proper to student-centred higher education: knowing (knowledge), knowing how to do (skills) and knowing how to be (based on the attitude of responsibility for what is learned).

As a starting point, each university proposed to rethink and evaluate the existing graduate profiles considering the new professional challenges. As a result of this metacognitive process, the entire subject area jointly elaborated a first draft of a reference framework for the graduate in History for South America. This was submitted for the consideration of graduates, employers, teachers, students, and other social actors in the region, in order to obtain a diagnosis of the possible needs and the relevance of the proposed meta-profile.

Building a framework of reference for South America is a great challenge as it implies projecting the contributions obtained from the survey with the social actors involved. At the same time, it is necessary to build consensus that respects the identity of each institution but generates global agreements that meet regional demands. Likewise, it is important to adopt a prospective approach in which the competencies of scientific writing, communication, technology, and internationalisation are developed transversally in the educational trajectory.

A framework of reference was constructed consisting of four dimensions that, at the same time, refer to four major areas of competence of the history graduate:

1. *Pedagogical-social training for teaching and learning history.* This dimension implies knowing the different critical-pedagogical and technical-methodological elements that allow students to design diverse educational proposals considering a formation that tends to build more just, peaceful, and tolerant societies.
2. *Historical research.* Through this dimension, the student, in addition to understanding the theoretical and methodological process of scientific research in History, should be able to do so in an interdisciplinary manner and produce relevant academic texts for his or her environment.
3. *Communication, dissemination, and diffusion of scientific historical knowledge.* This dimension requires the student to produce and manage to transmit historical knowledge through diverse registers, demonstrating principles based on respect and tolerance.
4. *Historical and cultural heritage management.* To defend the cultural heritage, it is necessary for the student to interpret the problems that concern the discipline in this field and to rely on the knowledge of the legislation in force.

Qualifications Reference Framework for programmes in the Subject Area of History in South America

Dimension and sub dimensions	Knowledge	Skills	Responsibilities
Dimension 1: Pedagogical-social training for the teaching and learning of history	Understanding of the different critical-pedagogical and technical-methodological elements for the teaching of history, considering the heterogeneity of the local, regional, and international context.	Design and execution of classroom and institutional pedagogical-didactic proposals appropriate to the socio-educational and cultural context in which it takes place.	Encourages critical thinking, as well as moral-ethical values in the teaching of history that contribute to promote more just, peaceful, and tolerant societies.
Sub dimension 1.1 Critical thinking and educational theories for teaching history	Recognizes the main theoretical-methodological frameworks that support the decision making required by the teaching practice and that explain the historical, socio-educational, and cultural context of the community where they work.	Applies theoretical fundamentals in the analysis of problems and educational projects about the teaching of history.	Engages with the socio-educational and cultural reality in which they work to design and develop projects that have a significant impact on the context in which they participate.
Sub dimension 1.2 Design and management of teaching, learning and assessment processes in the discipline of history	Understands the theory and justification of active teaching-learning and assessment methodologies within the institutional legal framework that contextualise curricular projects at different levels in teaching practice.	Applies innovative pedagogical designs, within the framework of teaching and learning history at different levels of complexity and contexts, considering the international dimension of the curriculum.	Manages the curriculum of different areas, promoting the updating of didactic and pedagogical matters related to the teaching and learning of History.

Dimension and sub dimensions	Knowledge	Skills	Responsibilities
Sub dimension 1.3 Socio-educational and cultural commitment	Recognizes the national, regional, and international historical reality to critically analyse society, education and culture.	Uses participatory action and research methodologies in public, private, formal, and informal settings, linked to different educational, scientific, academic, and socio-cultural activities.	Demonstrates ethical commitment with the socio-educational-cultural reality, from the implementation and evaluation of intervention proposals linked to the demands of the context, both in non-formal (museums, neighbourhoods, clubs, community centres, cultural centres, etc.) and formal (educational institutions) spheres.
Dimension 2: Historical Research	Understands the theoretical and methodological process of scientific research in History.	Establishes inter- and transdisciplinary links and relationships in the process of historical research to achieve knowledge production and professional problem solving in an autonomous and collaborative manner.	Produces academic-scientific texts seeking the development of research topics relevant to the social and cultural, local, national, regional, and international context.
Sub dimension 2.1 Handling and critical use of sources	Identifies the different sources that the historian can access to conduct historical research.	Develops strategies for searching, interpreting, and systematising information obtained from various repositories used in historical research.	It is committed to safeguarding documentary sources as social and cultural heritage and to recognize their originality and origin, in order to generate reference catalogues that are useful for historical research through a system of recognized citations.

Dimension and sub dimensions	Knowledge	Skills	Responsibilities
Sub dimension 2.2 Archivistics	Recognizes the diversity of documentary repositories that store the sources for historical research.	Identifies and evaluates different types of repositories according to their origin and purpose, considering how the sources have been preserved, classified and made available to the public.	Is committed to the responsible and ethical use of the documentary collections in order to safeguard them and promote access to them by the interested community.
Sub dimension 2.3. Epistemology, historiography and methodology	<p>Knows the different theoretical and methodological trends of historical thought that have nurtured in the past and enrich in the present the disciplinary field.</p> <p>Interprets historical processes, from different levels of temporality and spatiality, establishing synchronous and diachronic relationships.</p>	<p>Conducts historical research applying theoretical and methodological tools according to the innovation and necessity of the research.</p> <p>Analyses, from a critical perspective, the scope and approach of theoretical proposals in history, recognizing the possibilities of a constantly changing environment and cultural diversity.</p>	<p>Produces historical knowledge based on the review of research carried out with rigour and intellectual honesty.</p> <p>Updates in an autonomous and permanent way the historiographic, theoretical and methodological knowledge acquired during their undergraduate training, to incorporate them in research and teaching of history.</p>

Dimension and sub dimensions	Knowledge	Skills	Responsibilities
Sub dimension 2.4 Global historical processes with focus on the local, national and Latin American	Understands local, national, regional and Latin American historical processes related to the world context in which they have global meaning.	Is capable of developing socio-historical studies in a Latin American perspective, considering the variability of the nature of the sources and according to the needs of the subject or social group being analysed.	Engages with the real problems of local and regional society to produce knowledge that contributes to their analysis and resolution.
Sub dimension 2.5. Transdisciplinarity	Understands the importance of trans, inter and multidisciplinary for the enrichment of knowledge and historical thinking.	Participates in trans, inter and multidisciplinary research teams using various types of repositories that can enrich historical research (documentary, photographic, audiovisual, cartographic, ethnohistorical, ethnographic, etc.).	Manages the production of knowledge and the resolution of scientific, social, and cultural problems in an autonomous and collaborative manner, guided by a tolerant attitude.
Dimension 3: Communication, dissemination and diffusion of scientific historical knowledge	Knows the appropriate language for the different media and communication environments, appropriate to the intentionality and the local and regional communicative situation.	Produces and communicates adequately the results of learning through different registers in oral, written and multimedia form.	Demonstrates ability to listen to and understand different points of view, discuss ideas, problems and solutions with diverse audiences. participates in group work, presents information clearly and with appropriate terminology.

Dimension and sub dimensions	Knowledge	Skills	Responsibilities
<p>Sub dimension 3.1 Production of historical knowledge</p>	<p>Knows the techniques and methods of production of academic materials, resources and texts in various formats, normatively correct for scientific communication.</p> <p>Knows the techniques and methods of production and dissemination of academic materials and texts in formal and non-formal, in their various formats, in a coherent and normatively correct way to be presented through the use of hyper and multimedia resources (scientific dissemination).</p>	<p>Selects appropriate resources for the construction of historical narratives based on principles of scientific knowledge and editorial standards appropriate to the medium where it is published.</p> <p>Develops discursive and language skills that contemplate the diversity of audiences, with scientific rigour and appropriate to the local, regional and international context.</p>	<p>Commits to publishing the results of individual and/or collective research, respecting the standards required by the different formats in which they are published.</p> <p>Demonstrates responsibility in the production of specialised historical knowledge through different formats and styles appropriate for diverse audiences, based on scientific, ethical and accessibility principles.</p>
<p>Sub dimension 3.2 Communication and dissemination of historical knowledge</p>	<p>Acknowledges communication networks and channels for the circulation and dissemination of historical knowledge, as well as the national and international copyright regulations in force, guided by deontological principles.</p>	<p>Selects and applies diverse multimedia resources appropriate for the dissemination of historical narratives aimed at different audiences and through different formats.</p>	<p>Takes care of professional ethics in the dissemination of historical knowledge by selecting different formats and hypermedia languages for its communication.</p>

Dimension and sub dimensions	Knowledge	Skills	Responsibilities
Sub dimension 3.3 Language skills and text comprehension	Reads in another language appropriate to the field of study, in addition to knowing the main orthographic, grammatical, and semantic characteristics of the first language.	Assimilates information about the field of history in another language as appropriate to the field of study, in addition to show fluency in the first language, to express and graph it in various formats: timelines; time axes and time periods; reading controls and reports; synoptic tables, concept maps.	Participates and encourages participation in research and projects formed by heterogeneous groups in another language, appropriate to enable the exchange of ideas, demands and debates that contribute to the field of study.
Dimension 4: Historical and cultural heritage management	Knows the international, national, regional and local legislation on the conception, care and preservation of cultural heritage in all its dimensions.	Interprets local needs in relation to the current problems of legislation, budget and cultural policy.	Strives for the defence of cultural heritage from transdisciplinary scientific approaches that do not affect the right and respect for cultural diversity and democratic values.
Sub dimension 4.1 Legislation and patrimony	Knows the national and international legislation on the safeguarding of cultural heritage and the administrative procedures for its application.	Identifies the particular legislation that protects properties declared of historical heritage interest, at local and regional level.	Preserves historical memory in all its forms as part of the social commitment to historical science.

Dimension and sub dimensions	Knowledge	Skills	Responsibilities
Sub dimension 4.2. Historical and cultural heritage management	<p>Recognizes the theoretical foundations that define the categories of heritage properties and sites with historical value, as well as those related to their administration and enhancement for the use and enjoyment of the community.</p>	<p>Analyses the application of public and private policy strategies for the safeguarding, research, and dissemination of cultural and historical heritage.</p> <p>Develops a historical narrative of a public nature, aimed at a wide range of audiences, and committed to the current context and the different social actors involved.</p>	<p>Generates collaborative and interdisciplinary policies to safeguard and disseminate identities, cultural diversity and guide the practice of interculturality, with creativity and tolerance, to collaborate in the construction of citizenship.</p> <p>Promotes research and production in the field of public history, attending to the diverse actors and subaltern and/or relegated memories.</p>

Dimension and sub dimensions	Knowledge	Skills	Responsibilities
<p>Sub dimension 4.3 Heritage prevention, conservation and restoration</p>	<p>Recognizes heritage diversity and heritage construction processes.</p> <p>Knows the paradigms of preservation, conservation, sustainability and sustainability of cultural and historical heritage.</p>	<p>Plans public and private cultural policies that support the safeguarding, research and dissemination of cultural and historical heritage in all its dimensions.</p> <p>Problematizes the relationship between heritage and tourism, regulating its impact and consequences in order to strengthen cultural memory and identity.</p>	<p>-Promotes the prevention, conservation and restoration of historical and cultural heritage as a tool to strengthen cultural memory and identity.</p> <p>Advocates for the rights of people to know, and for the interpretation and enjoyment of cultural heritage without affecting the rights of identity or undermining democratic values.</p>