



The curriculum in higher education challenged

Peer Learning Activity

Rome, March 8 – 9, 2017

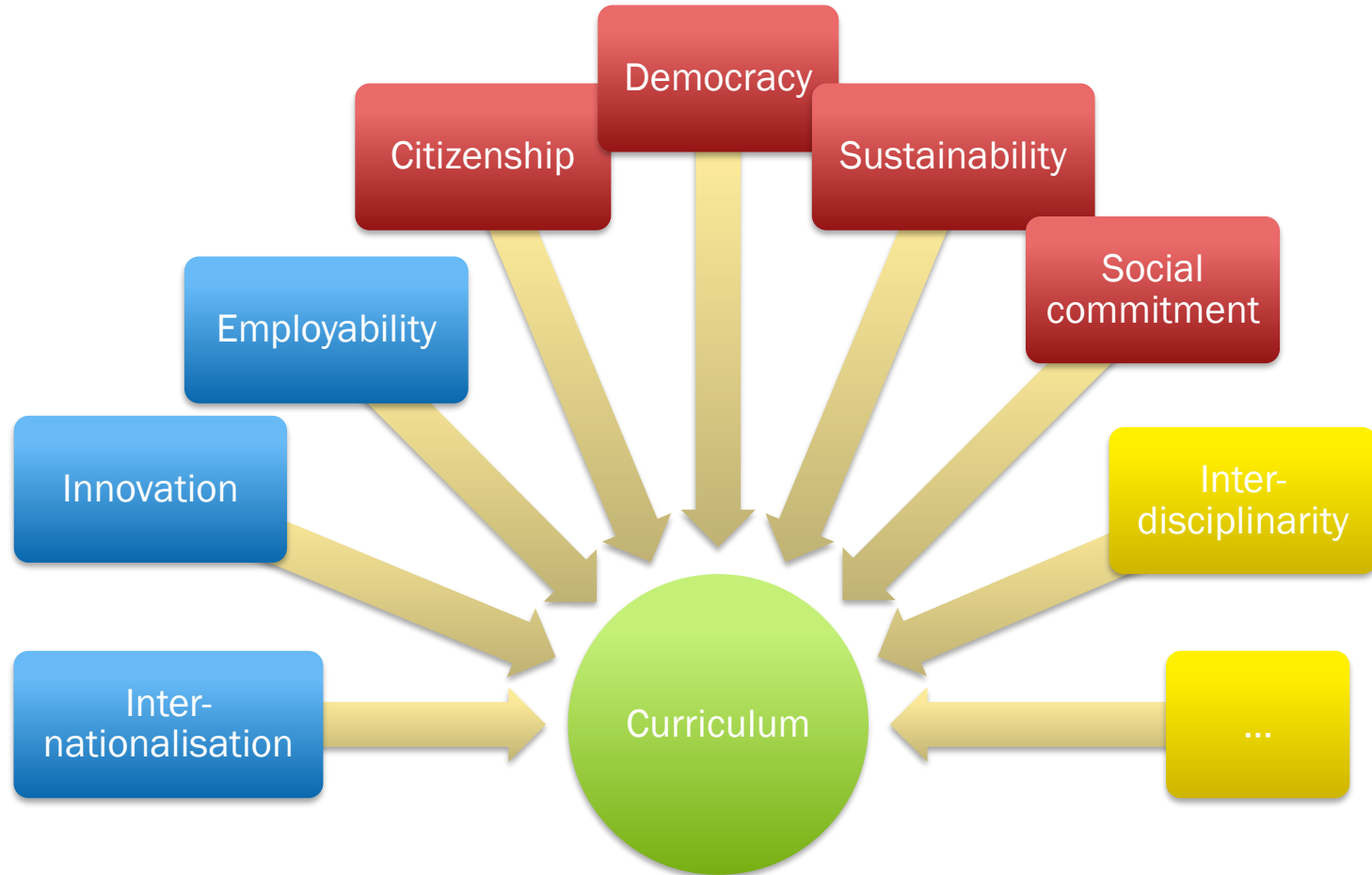
0. Erasmus+ Project

The curriculum in higher education challenged

The need to rethink traditional approaches to curriculum design

- Aims
 - Raising awareness
 - Exchanging different approaches and practices to curriculum design and delivery
 - Develop more collaborative partnerships at the national and international level
- Target groups
 - Higher education institutions
 - Programme directors and staff
 - Academics and professionals
- Products
 - Discussion paper
 - Reports of international PLAs – Final policy paper
 - Dissemination congress (Flanders)

1. Key question



How can HEIs deal with increasing societal demands placed on the curriculum?

2. Flemish higher education in Europe

- A European trend towards more transparency
- The Bologna Process
- European Qualifications Framework



- Quality Assurance

“Study programmes are at the core of the higher education institutions’ teaching mission”



3. Learning outcomes of a programme

- Domain-specific learning outcomes
- Intended versus achieved

Competences

Integration



Stakeholders

Reference framework

4. What is a curriculum?

Definitions

- planned, coherent, structured
- leading to (certain competences, a degree)
- support / encourage learning

Characteristics

- profile of the HEI
- guidance for and choice of the student
- power: commonality, inclusion, engagement

Approaches

- an organisational tool
- an experience
- an instrument

Elements

- law / decree
- vision of the HEI

5. Selection of learning outcomes



TABLE 1 Overview of interlinked documents

Levels and types of documents	English case
National	National standards For teachers QTS standards National for those training in England For Nurses in the UK the Nursing and Midwifery Council Standards for pre-registration nursing. Benchmarks statements
Institutional	Institutional standards for Programme Handbooks.
Programme	Programme specification for validation purposes Programme handbook*
Subject	
Module	Module Specifications Practice assessment document (PAD) School based training handbooks (for teaching)

Point of departure

Multiple levels

Governance and Pedagogy

6. Meeting social needs through the curriculum

B. Macfarlane: focus and use the principle of student academic freedom

You can please some of the people all of the time, you can please all of the people some of the time, but you can't please all of the people all of the time. (John Lydgate, Poet)

B. Brabon: Universal Design

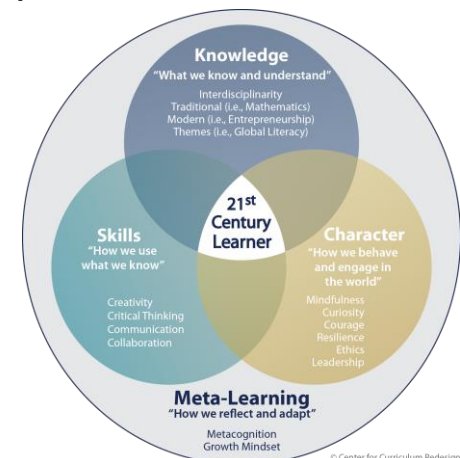
The design of products and environments to be usable by all people, to the greatest extent possible, without the need for adaptation or specialized design.

Partnership – Flexibility – Inclusion – Belonging

L. Thomas: independent learning

... a directed learning approach to support students to develop the skills required, and engaging contents: students were more engaged by 'real-world' and employment-relevant learning.

M. Horvathova: interwoven competences



7 & 8. Curriculum design in HEIs

- Continuous development
- How to integrate additional LOs?
- Examples



9. Questions for discussions

