

Curriculum Development Workshop

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Today

- Understand Curriculum Design in context e.g. HCT / CAA / NQA
- What is the Qualification Framework Emirates (QFE)
- Designing a program (hands-on, experiential design)
 - Writing Program Learning Outcomes (PLO)
 - Writing Course Learning Outcomes (CLO)
 - Assessment
 - Mapping PLO and CLO

Commission for Academic Accreditation (CAA)

‘ensure that the colleges and universities of the United Arab Emirates operate at international levels of quality’

- publish the standards for institutional **licensure**
- provide measures of quality that all programs must meet to obtain **accreditation**



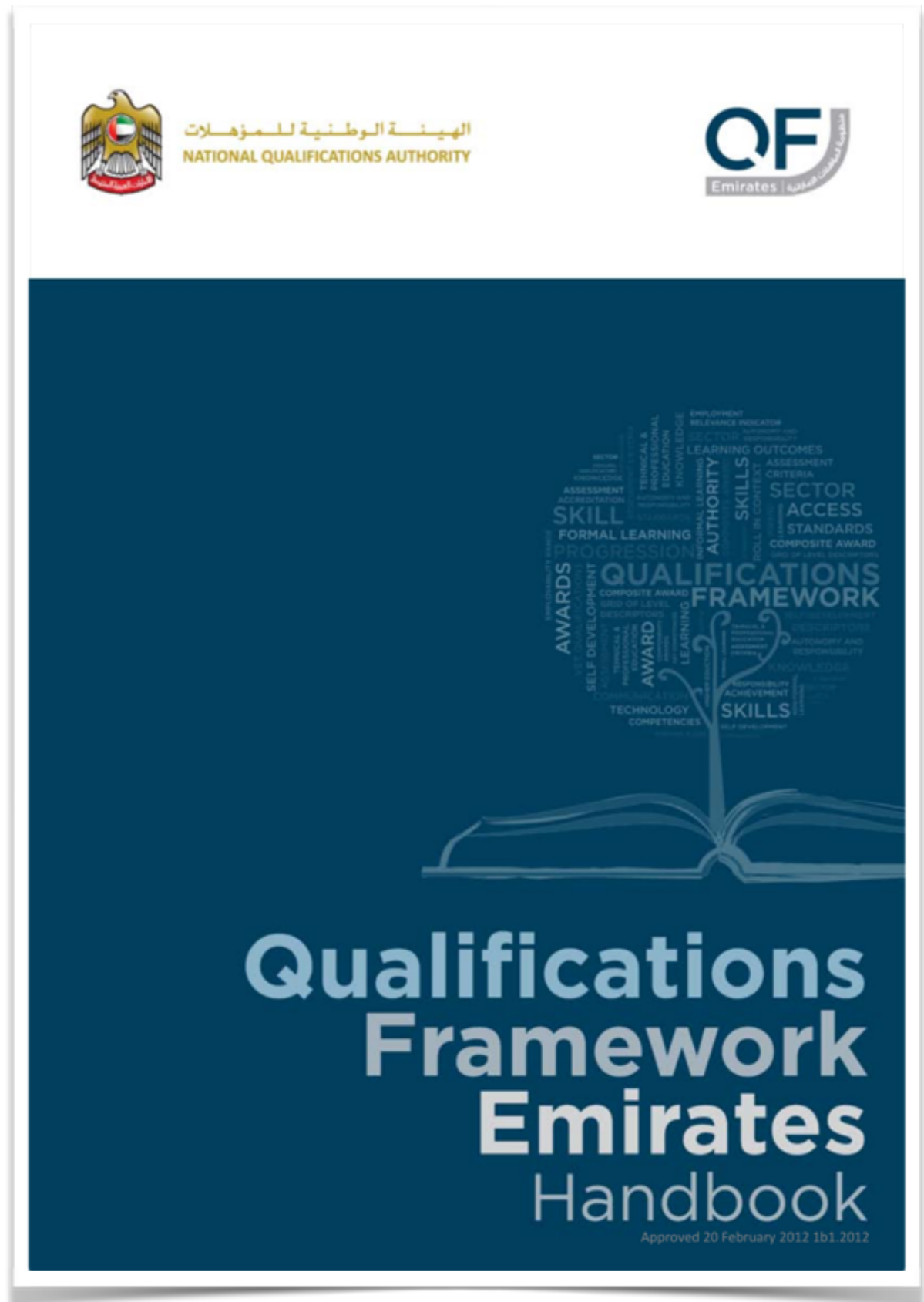


*'It is important that institutions and their staff develop and embed a **learning outcomes based** approach not only in the writing of program documentation but as importantly to the development of curricula and within the teaching, learning and assessment activity'*

Commission for Academic Accreditation (CAA)

Develop the qualification frameworks for the Emirates.

- Provides detailed information about the architecture of qualifications in the UAE
- Produce the National Qualification Framework (NQF) handbook



Principal Qualification Levels

HCT programs are situated within the HE profile and mostly between levels 5-8

Level	Generic Nomenclature	Principal Qualification titles used in the QF Emirates (each with its own profile)		
		Vocational Education and Training (VET)	Higher Education (HE)	General Education (G 12 – GE)
10	Doctoral Degree	—	Doctoral	—
9	Master Degree	Applied Master	Master	—
8	Graduate Diploma	Applied Graduate Diploma	Postgraduate Diploma	—
7	Bachelor Degree	Applied Bachelor	Bachelor	—
6	Diploma*	Advanced Diploma	Higher Diploma	—
5	Diploma* / Associate Degree	Diploma	Associate Degree	—
4	Certificate*	Certificate 4	—	Secondary School Certificate (G 12)
3	Certificate*	Certificate 3	—	TBA
2	Certificate*	Certificate 2	—	—
1	Certificate*	Certificate 1	—	—

Level	Knowledge	Skill	Aspects of competence		
			Autonomy and responsibility	Role in context	Self-development
7	<p>specialised factual and theoretical knowledge and an understanding of the boundaries in a field of work or discipline, encompassing a broad and coherent body of knowledge and concepts, with substantive depth in the underlying principles and theoretical concepts</p> <p>an understanding of allied knowledge and theories in related fields of work or disciplines and in the case of professional disciplines including related regulations, standards, codes, conventions</p> <p>understanding of critical approach to the creation and compilation of a systematic and coherent body of knowledge and concepts gained from a range of sources</p> <p>a comprehensive understanding of critical analysis, research systems and methods and evaluative problem-solving techniques</p> <p>familiarity with sources of current and new research and knowledge with integration of concepts from outside fields</p>	<p>technical, creative and analytical skills appropriate to solving specialised problems using evidentiary and procedural based processes in predictable and new contexts that include devising and sustaining arguments associated with a field of work or discipline</p> <p>evaluating, selecting and applying appropriate methods, procedures or techniques in processes of investigation towards identified solutions</p> <p>evaluating and implementing appropriate research tools and strategies associated with the field of work or discipline</p> <p>highly developed advanced communication and information technology skills to present, explain and/or critique complex and unpredictable matters</p>	<p>can take responsibility for developing innovative and advanced approaches to evaluating and managing complex and unpredictable work procedures and processes, resources or learning</p> <p>can manage technical, supervisory or design processes in unpredictable, unfamiliar and varying contexts</p> <p>can work creatively and/or effectively as an individual, in team leadership, managing contexts, across technical or professional activities</p> <p>can express an internalised, personal view, and accept responsibility to society at large and to socio-cultural norms and relationships</p>	<p>can function with full autonomy in technical and supervisory contexts and adopt para-professional roles with little guidance</p> <p>can take responsibility for the setting and achievement of group or individual outcomes and for the management and supervision of the work of others or self in the case of a specialisation in field of work or discipline</p> <p>can participate in peer relationships with qualified practitioners and lead multiple, complex groups</p> <p>can take responsibility for managing the professional development and direct mentoring of individuals and groups</p>	<p>can self-evaluate and take responsibility for contributing to professional practice, and undertake regular professional development and/or further learning</p> <p>can manage learning tasks independently and professionally, in complex and sometimes unfamiliar learning contexts</p> <p>can contribute to and observe ethical standards</p>

Bachelors Level Descriptors

Essential elements for all level 7 programs

Level	Knowledge	Skill	Aspects of competence		
			Autonomy and responsibility	Role in context	Self-development
5	<p>comprehensive, specialised knowledge within a broad field of work or discipline, including an understanding of the underlying theoretical and abstract concepts with significant depth in some areas</p> <p>a broad understanding of allied knowledge and theories in related fields of work or disciplines including related regulations, standards, codes, conventions and procedures</p> <p>an understanding of information assembly, retrieval methods and logical problem-solving techniques from a range of sources</p> <p>recognition of sources of current knowledge and the integration of concepts from related fields</p> <p>literacy to comprehend and/or produce coherent texts covering complex relations from an array of information and contexts</p> <p>numeracy covering an array of mathematical procedures and representations and contexts</p>	<p>technical, creative and conceptual skills appropriate to solving a wide-range of problems associated with a field of work or discipline that include a comprehensive range of specialist cognitive and practical skills appropriate to diagnosing and implementing solutions to abstract, familiar and non-routine problems within a field of work or discipline</p> <p>use of appropriate information retrieval methods and tools and techniques associated with the field of work or discipline</p> <p>comprehensive communication and information technology skills to present, explain and/or critique complex matters</p> <p>literacy skills to comprehend and/or produce, from array of information, coherent texts covering complex relations</p> <p>numeracy skills to select, apply, reflect and communicate an array of mathematical procedures and representations and contexts</p>	<p>can take responsibility for coordinating the implementation of appropriate approaches to complex work procedures and processes, resources or learning, including leading teams within a technical or para-professional activity</p> <p>can exercise coordination and/or supervision in routine, familiar and some non-routine work or learning contexts</p> <p>can coordinate technical, design processes in routine, familiar, non-routine and an array of contexts with support available, if required</p> <p>can express an internalised, personal world view, in the context of an understanding of socio-cultural relationships</p>	<p>can function with autonomy in technical and coordination contexts and support para-professional roles under guidance</p> <p>can function both independently and in a coordination role with multiple groups</p> <p>can take responsibility for coordinating the development of individuals and groups</p> <p>can review and develop the performance of self and others</p>	<p>can evaluate own learning and identify learning needs in a familiar environment</p> <p>can take responsibility for and plan own learning within a managed and non-routine environment</p> <p>can comprehend and observe ethical standards</p>

Diploma Level Descriptors

Essential elements for all level 5 programs

Level

Summary Level Descriptors

7

Learning outcomes at Level 7 indicate knowledge and critical understanding of the well-established principles and practice in a field of work or discipline and is specialised factual and theoretical. It includes an understanding of the boundaries in a field of work or discipline, encompassing a broad and coherent body of knowledge and concepts, with substantive depth in the underlying principles and theoretical concepts. It also covers:

- allied knowledge and theories in related fields of work or disciplines and in the case of professional respective discipline
- using methods of enquiry, critically analysis and selection of different approaches to solving problems
- an understanding of the limits of the knowledge and skill acquired
- technical, creative and analytical skills to solve specialised problems using evidentiary and procedural based processes in predictable and new contexts that include devising and sustaining arguments associated with a field of work or discipline
- evaluating and implementing appropriate research tools and strategies
- evaluating and managing complex and unpredictable work procedures and processes, resources or learning
- managing technical, supervisory or design processes in unpredictable, unfamiliar and varying contexts
- presenting, explaining and/or critiquing complex and unpredictable matters
- self-evaluating and responsibility for contributing to professional practice
- undertaking regular professional development
- contributing to and observing ethical standards.

Summary Level 7 Descriptors

Generic Qualification Profile Bachelors (level 7)

Appendix 12 - Generic Qualification Profile 7.1 (Bachelor)

Title	Bachelor
Level	7
Qualification type	Principal
Summary scope	The holder of a Bachelor Degree (Level 7) will have developed a sound understanding of the principles in their field of study, and will have learned to apply those principles more widely. They can evaluate the appropriateness of different approaches to solving problems. The field of study may well have had a vocational orientation, enabling them to be able to perform successfully in their chosen field.
Volume	30 (Cumulative 120) Credits
Knowledge	Specialised factual and theoretical knowledge and an understanding of the boundaries in a discipline, encompassing a broad and coherent body of knowledge and concepts, with substantive depth in the underlying principles and theoretical concepts. It also covers an understanding of allied knowledge and theories in related fields of work or disciplines and in the case of professional disciplines including related regulations, standards, codes, conventions as well as an understanding of critical approach to the creation and compilation of a systematic and coherent body of knowledge and concepts gained from a range of sources. Encompassed is a comprehensive understanding of critical analysis, research systems and methods and evaluative problem-solving techniques and familiarity with sources of current and new research and knowledge with integration of concepts from outside fields.
Skill	Technical, creative and analytical skills to: <ul style="list-style-type: none"> • solve specialised problems using evidentiary and procedural based processes in predictable and new contexts that include devising and sustaining arguments associated with a discipline • evaluate, select and apply appropriate methods, procedures or techniques in processes of investigation towards identified solutions • evaluate and implement appropriate research tools and strategies, and • present, explain and/or critique complex and unpredictable matters using highly developed advanced communication and information technology skills.
Autonomy and Responsibility	Can take responsibility with conditional autonomy for: <ul style="list-style-type: none"> • developing innovative and advanced approaches to evaluating complex and unpredictable procedures and processes, resources or learning • analysing the management of technical, supervisory or design processes in unpredictable, unfamiliar and varying contexts • working creatively and/or effectively as an individual, in a team leadership role, in managing contexts related to technical or professional activities, and • expressing an informed, personal view and accepting responsibility to society at large and to socio-cultural norms and relationships.
Role in context	Can function within the specialisation of the discipline with autonomy in technical contexts and adopt para-professional roles with little guidance and take responsibility for: <ul style="list-style-type: none"> • setting and assessing the achievement of group or individual outcomes • management and supervision of the outcomes of the work of others or self, and • participating in peer relationships with qualified practitioners and multiple, complex groups and identify responsibility for managing the professional development and mentoring of individuals and groups.
Self-development	Can self-evaluate and take responsibility for: <ul style="list-style-type: none"> • contributing to professional practice and development and/or further learning and manage learning tasks independently and professionally, in complex and sometimes unfamiliar learning contexts, or • contributing to observing ethical standards.
Employability range	Employability at the upper end of many technical occupations or in para-professional and management roles.
Employment relevance indicator	Specialist command of the theoretical knowledge and analytical skills of a discipline and/or occupational field and the ability to design, evaluate and/or plan solutions and apply ethical values to complex and unpredictable problems, or apply high level specialist administrative/management responsibilities.
Access	Grade 12 Secondary School Certificate, Advanced Diploma, Higher Diploma, Degree or equivalent
Progression	Graduate Certificate or Postgraduate Diploma

Title	Bachelor
Level	7
Qualification type	Principal
Summary scope	The holder of a Bachelor Degree (Level 7) will have developed a sound understanding of the principles in their field of study, and will have learned to apply those principles more widely. They can evaluate the appropriateness of different approaches to solving problems. The field of study may well have had a vocational orientation, enabling them to be able to perform successfully in their chosen field.
Volume	30 (Cumulative 120) Credits
Knowledge	Specialised factual and theoretical knowledge and an understanding of the boundaries in a discipline, encompassing a broad and coherent body of knowledge and concepts, with substantive depth in the underlying principles and theoretical concepts. It also covers