

Curriculum Development Workshop

Step 1

Context

Working in groups, choose an existing program and course to develop during this workshop.

Faculty :

Program : Diploma in/of/for

QF Emirates Level Descriptors

Use these QFE Level descriptors to guide the writing of your Bachelor (Level 5) program and course outcomes.

Highlight the essential elements below.

QF Emirates Level 5 - Diploma

Knowledge

comprehensive, specialised knowledge within a broad field of work or discipline, including an understanding of the underlying theoretical and abstract concepts with depth in some areas as well as a broad understanding of allied knowledge and theories in related fields of work or disciplines including related regulations, standards, codes, conventions and procedures

understanding of information assembly, retrieval methods and logical problem-solving techniques from a range of sources; and sources of current knowledge and the integration of concepts from related fields

understanding of coherent texts covering complex relations from an array of information and contexts, and comprehension in an array of mathematical procedures and representations

solve a wide-range of problems associated with a field of work or discipline including 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

use appropriate information retrieval methods and tools and strategies associated with the field of work or discipline

use comprehensive communication and information technology skills to present, explain and/or critique complex matters

produce, from array of information, coherent texts covering complex relations, and

select, apply, reflect and communicate an array of mathematical procedures and representations, and contexts

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

- coordinating and/or supervising technical, design processes in an array of contexts, with support available in routine, familiar and some non-routine work or learning contexts, if required, and

- expressing an internalised, personal world view, in the context of an understanding of socio-cultural relationships

Under guidance can:

- function with autonomy in technical and coordination contexts and support para-professional roles

- function both independently and in a coordination role with multiple groups

- take responsibility for coordinating the development of individuals and groups, and

- review and develop the performance of self and others.

Can take responsibility for:

- planning own learning within a managed and non-routine environment, and

- comprehending and observing ethical standards

Step 2

Program Learning Outcomes

Develop program learning outcomes for each of the QFE elements - knowledge, skill and competence.

Program outcomes set out broad level expectations across the entire program leading to the award. They describe what a learner is expected to know, the skills they will have and be able to use to underpin the QFE competencies.

action verbs + level descriptors + content/skill/value

E.g. On successful completion of this program the graduate will be able to **demonstrate** a range of relevant **techniques and specialised knowledge** to current business problems

PLO 1 : Knowledge

On successful completion of this program the graduate will...



PLO 2 : Skill

On successful completion of this program the graduate will...

PLO 3 : Autonomy

On successful completion of this program the graduate will...

PLO 4 : Role

On successful completion of this program the graduate will...

PLO 5 : Self Development

On successful completion of this program the graduate will...

Review

Ask another group to review your program learning outcomes and provide feedback on whether they are at the right level, use language that is clear and unambiguous and can be achieved and assessed.

Step 3

Course Learning Outcomes

Course learning outcomes need to be specific in describing what a student will know and be able to do at the end of the course – in short, they need to produce evidence of learning.

Course :

action verbs + content/skill/value

E.g. On completion of this course students will be able to **recognise** issues and **formulate** solutions relating to **classroom behaviour and how certain behaviours effect learning**

CLO 1: On successful completion of this course the graduate will...

Assessment Task:

CLO 2: On successful completion of this course the graduate will...

Assessment Task:

CLO 3: On successful completion of this course the graduate will...

Assessment Task:

CLO 4: On successful completion of this course the graduate will...

Assessment Task:

CLO 5: On successful completion of this course the graduate will...

Assessment Task:

CLO 6: On successful completion of this course the graduate will...

Assessment Task:

Step 4

Mapping

Map your course learning outcomes to your program learning outcomes. Highlight the PLOs that are met in your CLOs

Course Learning Outcomes	Program Learning Outcomes				
CLO 1	1	2	3	4	5
CLO 2	1	2	3	4	5
CLO 3	1	2	3	4	5
CLO 4	1	2	3	4	5
CLO 5	1	2	3	4	5
CLO 6	1	2	3	4	5

Are there any PLO's not circled? Is there a reason they are missing? e.g. are they picked up in other courses?

SOLO Taxonomy

Highlight the verbs used in writing your PLOs and CLOs, if you have more then add them where you think they fit best.

Appropriate verbs for different levels of SOLO taxonomy

Single Point (one idea)	Multiple Point (many ideas)	Logically Related (relate)	Unanticipated Extension (extend)
			⌘
Choose Identify Label Match Name Note Quote Recall Recognise Select State Tell Transmit	Arrange Clarify Define Describe Duplicate Examine Explain Extend Interpret List Order Rearrange Revise Rework Schedule Separate Solve Symbolise	Analyse Apply Appraise Categorise Classify Combine Contrast Demonstrate Design Discuss Distinguish Evaluate Illustrate Inquire Map Observe Outline Perform Plan Predict Relate Summarise	Appreciate / deep understanding Assess Create Debate Develop Elaborate Generate / develop Hypothesise Imagine Imagine Infer Initiate Judge Originate Reflect Synthesise Theorise Validate Value / judge Visualise

Share & review

Post your worksheet on the wall and spend some time reviewing each others program designs. Look for the following items,

- 1) What are the key industry competencies and knowledge that graduates should have?**
 - State the graduate capabilities in terms of the discipline as a professional.
 - Explain how this programme has been benchmarked against international good practice.
- 2) What does the program offer?**
 - At each outcome domain of the QFE
 - Knowledge, skills and competencies
- 3) What are the key assessment tasks and how will you ensure consistency between instructors?**
 - For example, does your programme build in the difficulty of assessment tasks over time?
 - What kind of assessment tasks will enable you to discriminate between good and poor students?