

Curriculum Development Workshop

Step 1

Context

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

Faculty :

Program : Bachelor in/of/for

QF Emirates Level Descriptors

Use these QFE Level descriptors to guide the writing of your Bachelor (Level 7) program and course outcomes.

Highlight the essential elements below.

QF Emirates Level 7 - Bachelors

| | |
|--------------------------------------|---|
| Knowledge | <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> |
| Skill | <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> |
| Competence - Autonomy | <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> |
| Competence - Role | <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> |
| Competence - Self Development | <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> |

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 **develop** and **apply** a range of relevant **principles and theoretical knowledge** to **develop strategies and solutions** 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 Critique Demonstrate Design Discuss Distinguish Evaluate Illustrate Inquire Map Observe Outline Perform Plan Predict Relate Summarise | Appreciate / deep understanding Assess Articulate 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,

- 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.
- What does the program offer?**
 - At each outcome domain of the QFE
 - Knowledge, skills and competencies
- 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?