Competence based Curriculum

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Presentation outline

Section One

- What is competence?
- Department strategic plan
- Learning outcomes
- Constructive alignment

Section Two

- Classroom management
- Student workload
- Updating departmental Curricula

Section Three

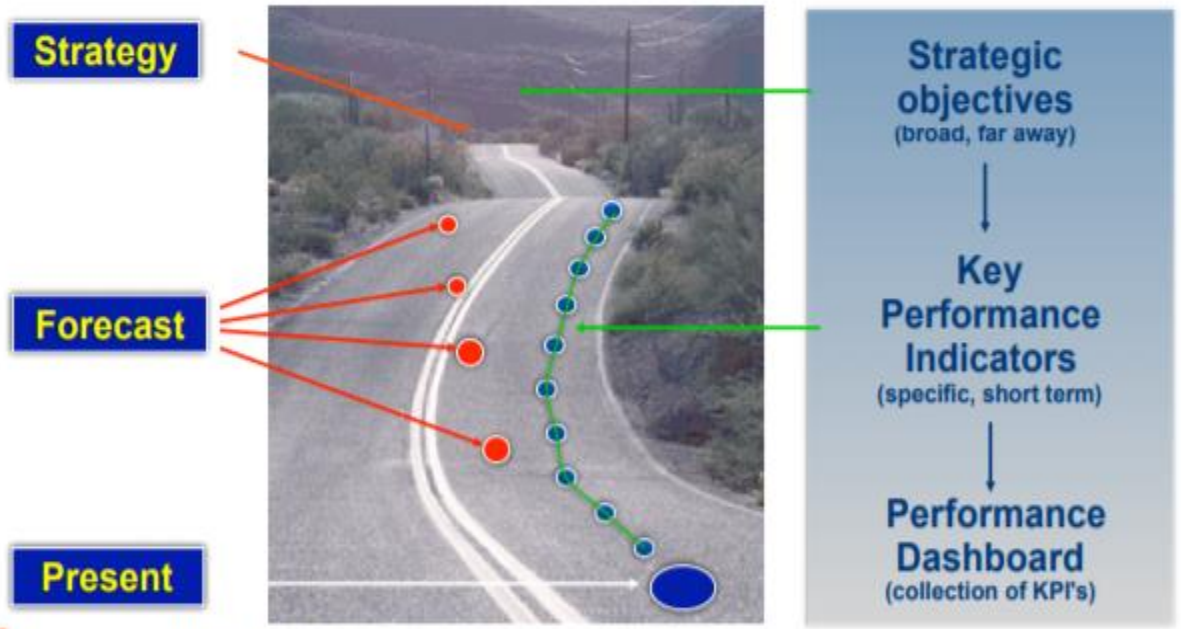
- Course-book design

Section One

What is competency

- Competence is a combination of **knowledge**, **skills** and **attitudes** appropriate to the context (EQF)
- knowledge and skills are components, attitude joins them together. e.g. Driving a car vs knowledge on driving a car.
- Teaching competency NOT knowledge.

Strategic Objectives



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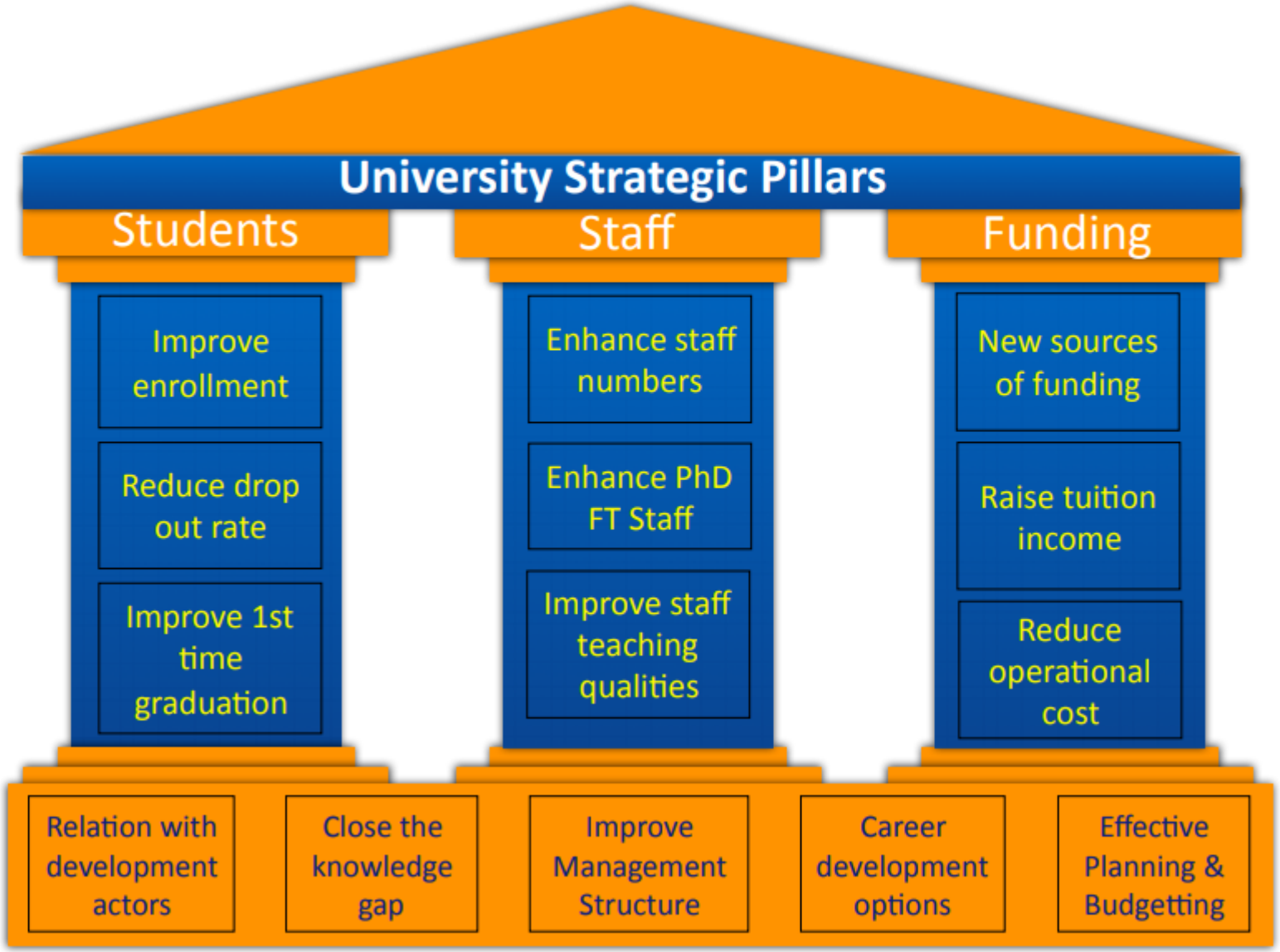
Make strategic objectives smart

- Be precise about target for future performance
- However: *however many long term strategic objectives are formulated like vague concepts*

Make your objectives 'smart', exactly telling you what must be achieved at what time

- *The pillars contain objectives*
- *For each objective activities should be deployed that drive the desired result*



University

(General objectives)

Colleges

(Specific scientific and administrational objectives)

Directorates

(Specific administrational objectives)

Department

(Very specific scientific objectives)

Department

(Very specific scientific objectives)

HMU: Vision and Mission

https://hmu.edu.krd/home/vision-and-mission

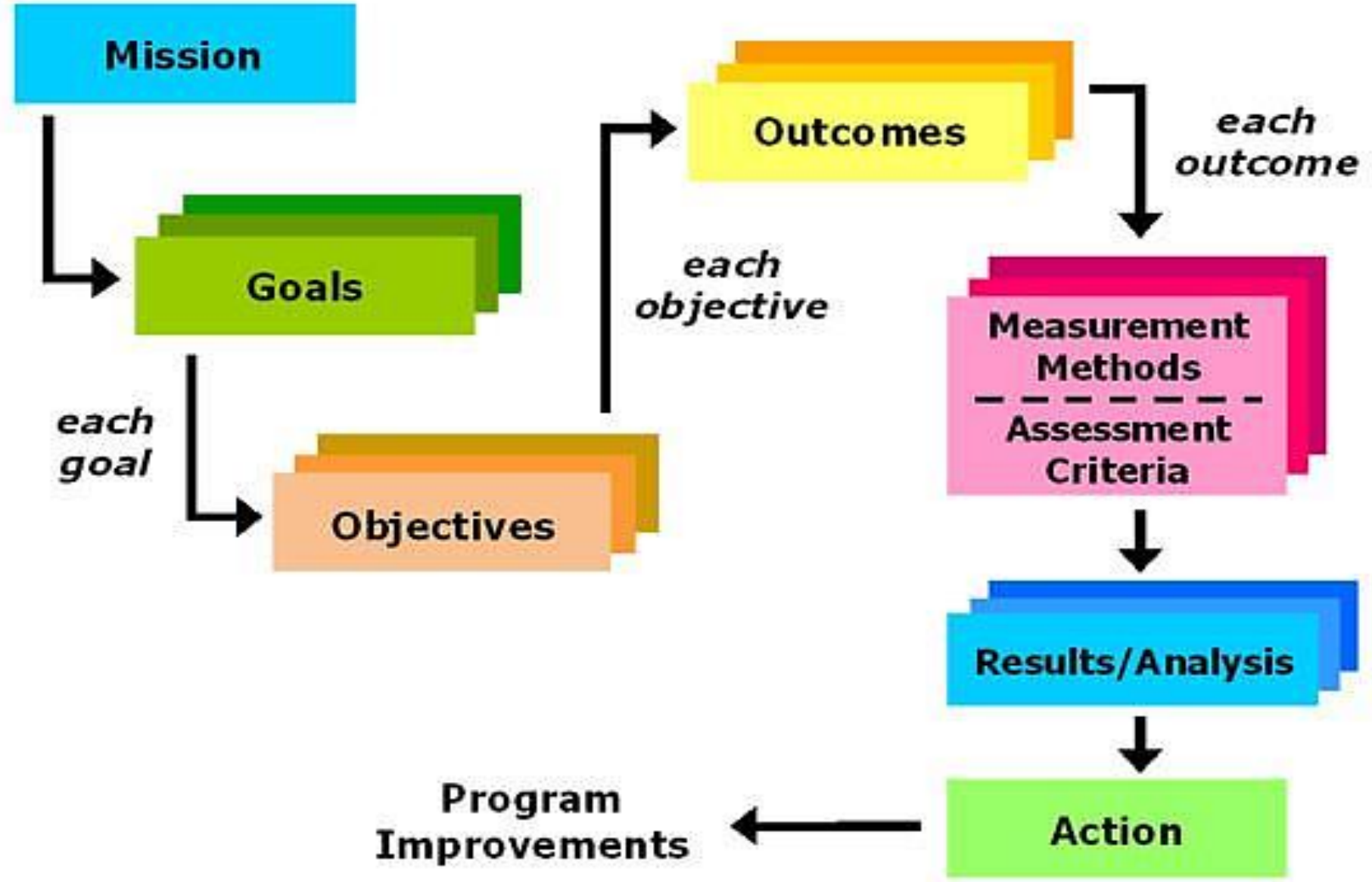
HOME DIVISIONS COLLEGES FEATURES SERVICES EVENTS ALUMNI

VISION AND MISSION

Hawler Medical University is intended to be an innovative center of excellence in learning and research while supporting students and researchers committed to assist the community. The aim is to promote the development of students to reach their true potential in becoming competent, ethical, caring and inquiring doctors, dentists, pharmacists and nurses as well as visionary leaders.

Hawler Medical University is committed to academic freedom and the principles of equal opportunity with no discrimination in delivering its services and applying knowledge with high standards of intellectual, educational and research productivity. It is intended to become a learning institution that provides education and research services in all fields of health and education like a modern medical university in a well-developed country.

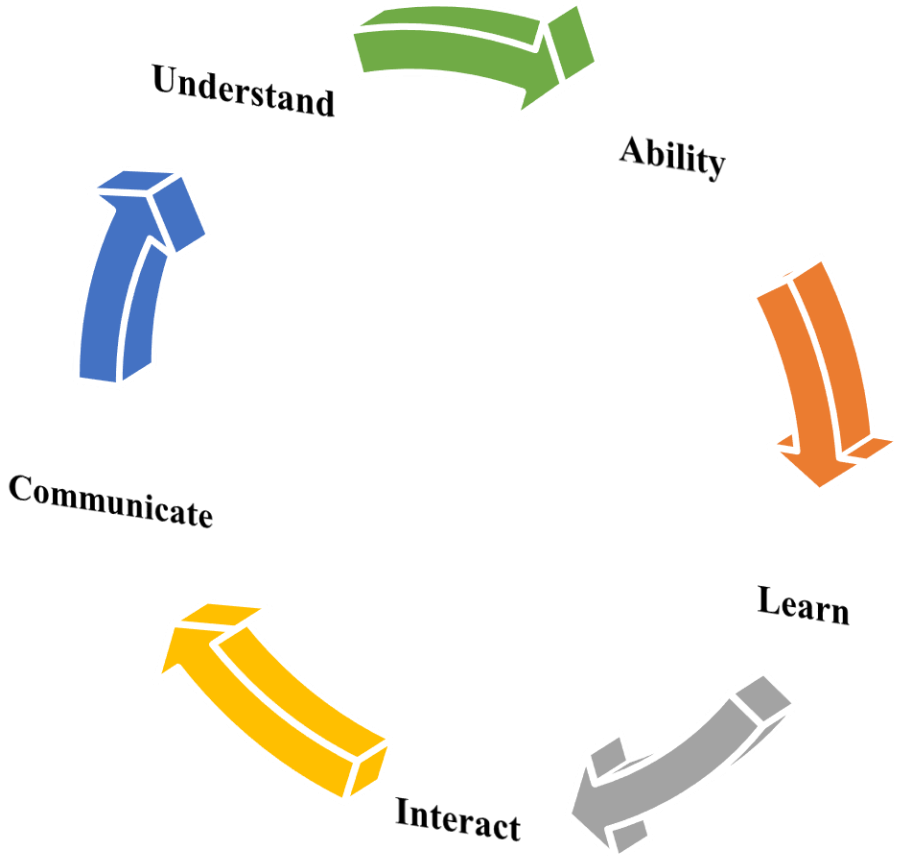
Outcomes assessment plan



What is a learning outcomes

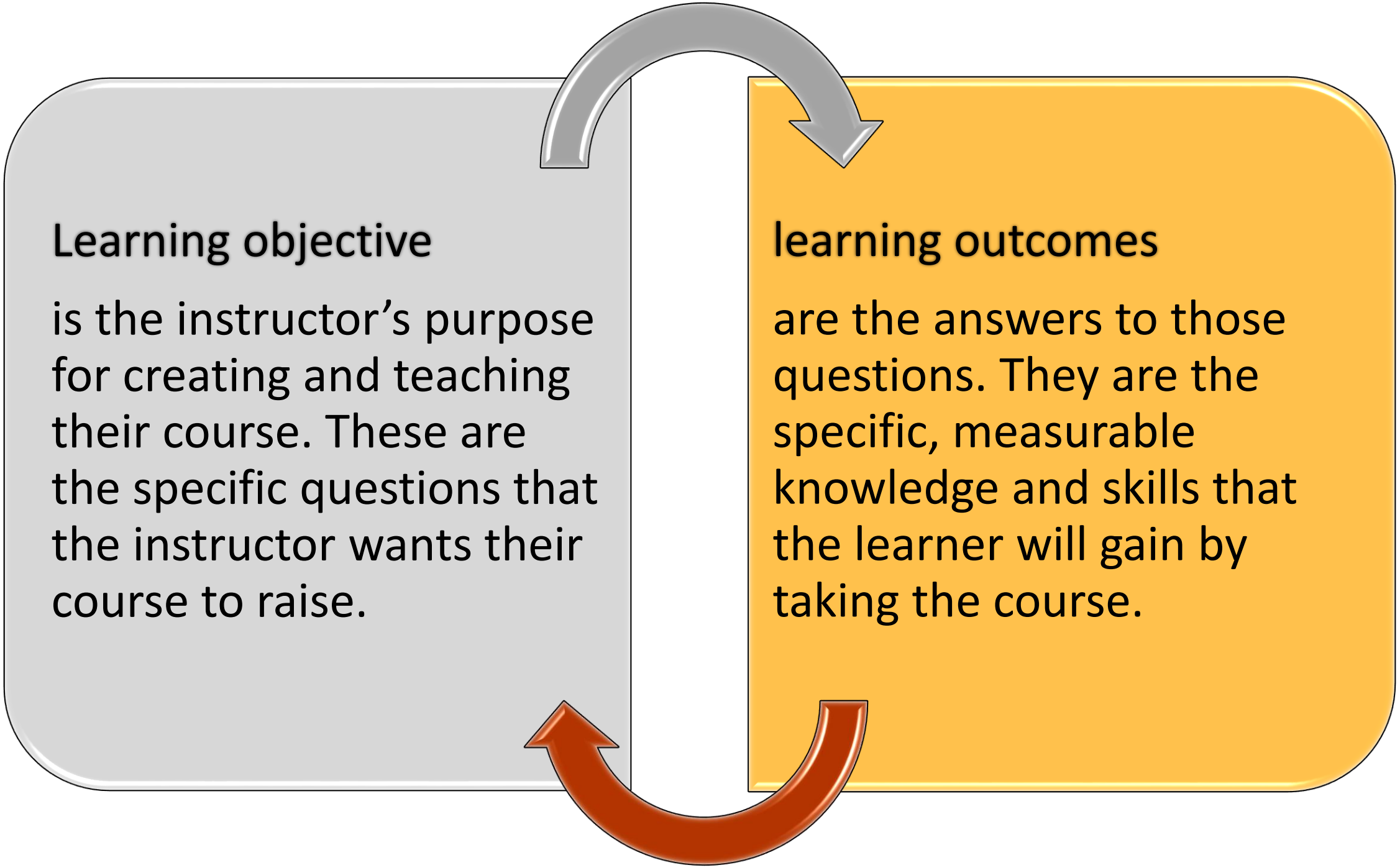
- In the EQF a learning outcome is defined as **a statement of what a learner knows, understands and is able to do on completion of a learning process**.

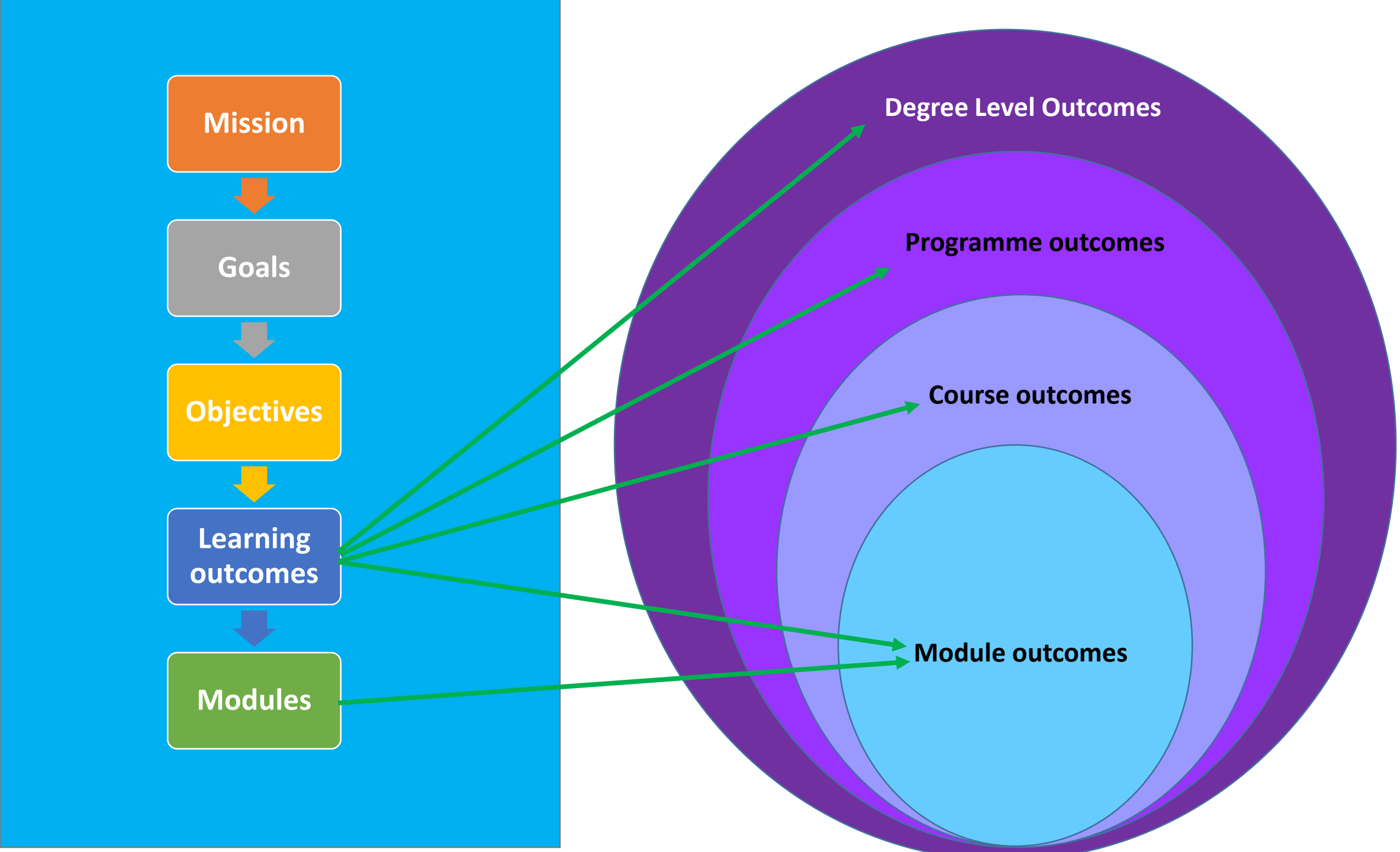
- The EQF therefore emphasises the results of learning rather than focusing on inputs such as length of study.



Descriptors defining three higher education levels and their learning outcomes in the European Qualifications Framework (EQF)

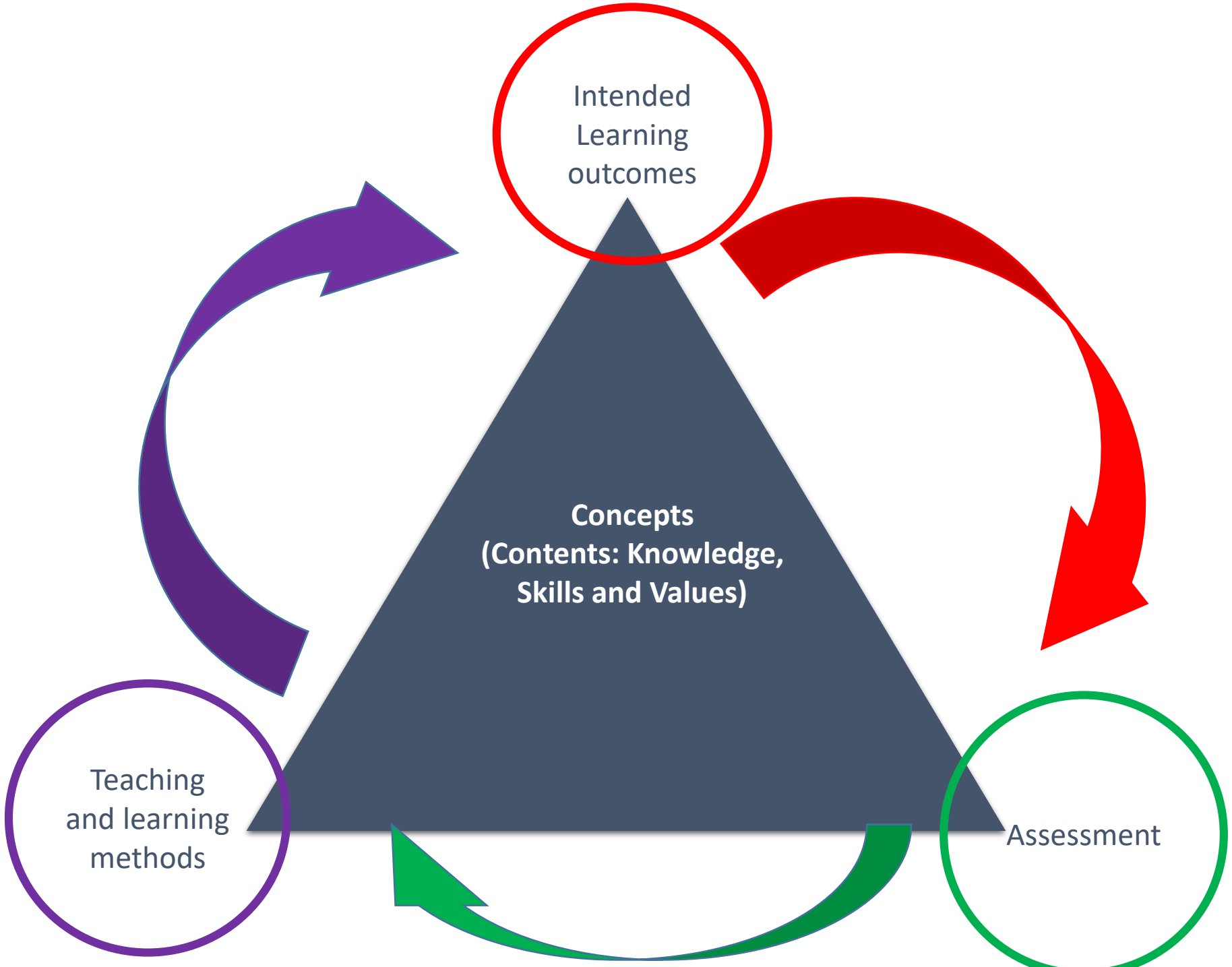
Levels	Knowledge	Skills	Competencies
6 Bachelor	• advanced knowledge of a field of work or study, involving a critical understanding of theories and principles	• advanced skills, demonstrating mastery and innovation, required to solve complex and unpredictable problems in a specialised field of work or study	• manage complex technical or professional activities or projects, taking responsibility for decision-making in unpredictable work or study contexts • take responsibility for managing professional development of individuals and groups
7 Master	• highly specialised knowledge, some of which is at the forefront of knowledge in a field of work or study, as the basis for original thinking and/or research • critical awareness of knowledge issues in a field and at the interface between different fields	• specialised problem-solving skills required in research and/or innovation in order to develop new knowledge and procedures and to integrate knowledge from different fields	• manage and transform work or study contexts that are complex, unpredictable and require new strategic approaches • take responsibility for contributing to professional knowledge and practice and/or for reviewing the strategic performance of teams
8 Ph.D.	• knowledge at the most advanced frontier of a field of work or study and at the interface between fields	• the most advanced and specialised skills and techniques, including synthesis and evaluation, required to solve critical problems in research and/or innovation and to extend and redefine existing knowledge or professional practice	• demonstrate substantial authority, innovation, autonomy, scholarly and professional integrity and sustained commitment to the development of new ideas or processes at the forefront of work or study contexts including research

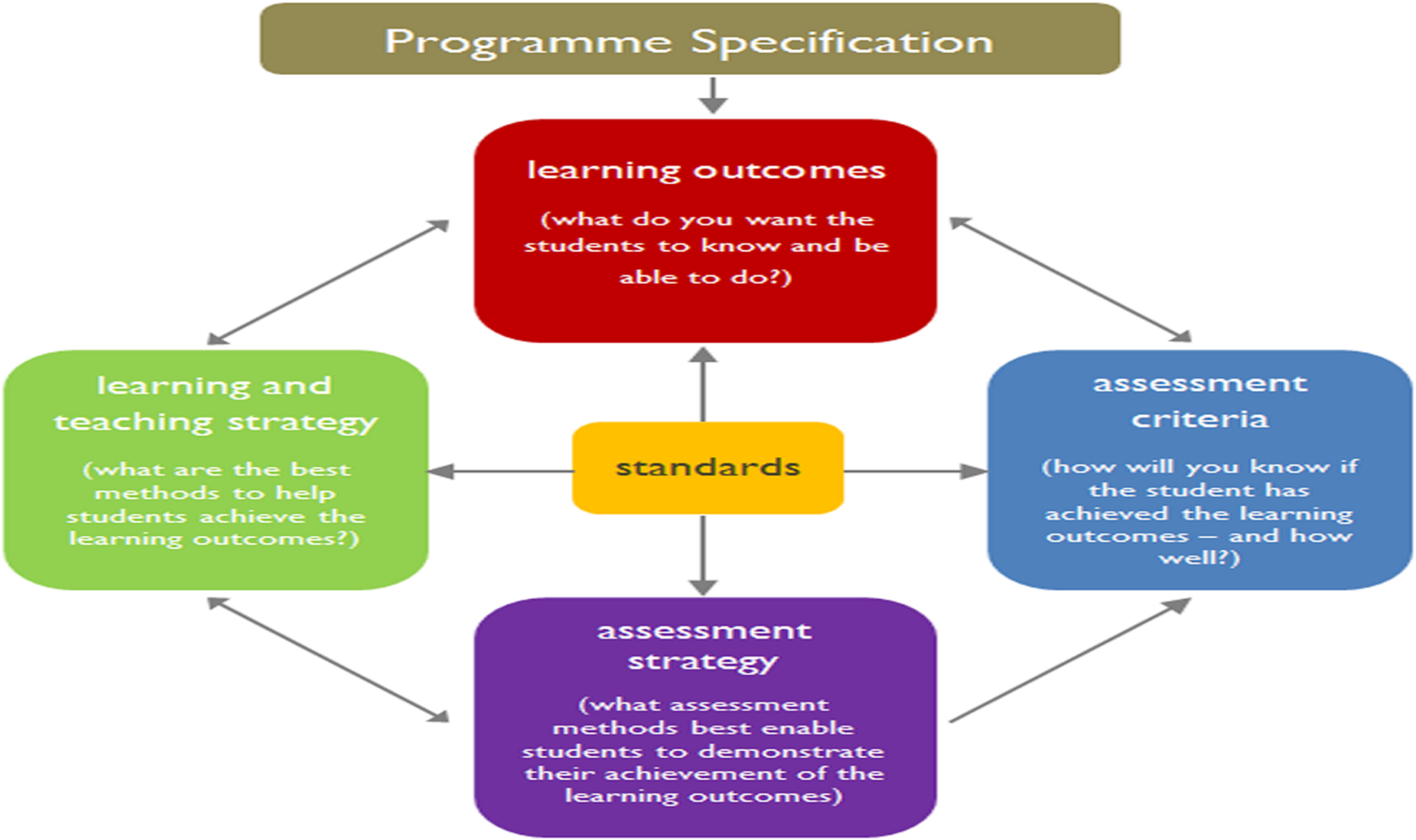

Learning objective
is the instructor’s purpose for creating and teaching their course. These are the specific questions that the instructor wants their course to raise.
learning outcomes
are the answers to those questions. They are the specific, measurable knowledge and skills that the learner will gain by taking the course.

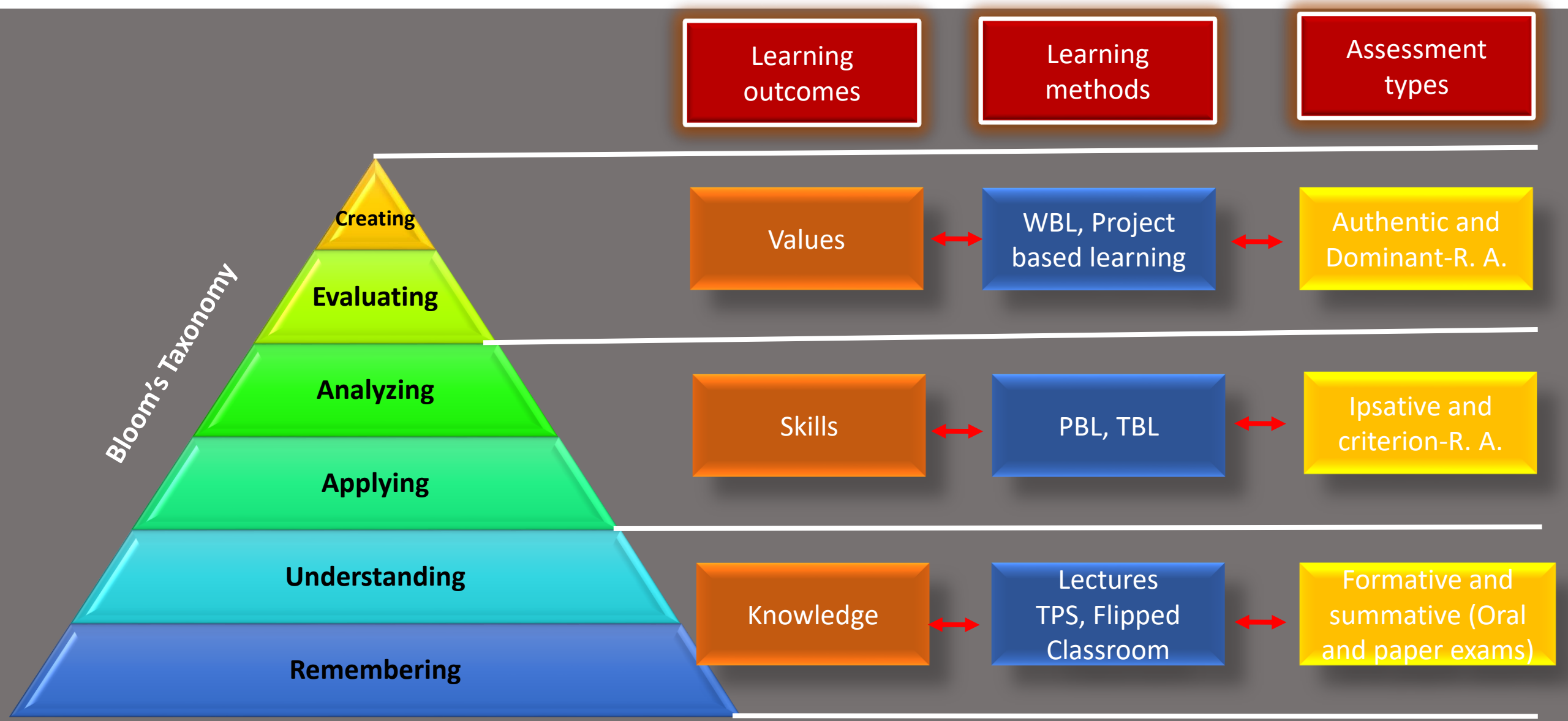

Mission
Goals
Objectives
Learning outcomes
Modules
Degree Level Outcomes
Programme outcomes
Course outcomes
Module outcomes

Constructive Alignment

(Triangle of success)




Programme Specification
learning outcomes
(what do you want the students to know and be able to do?)
learning and teaching strategy
(what are the best methods to help students achieve the learning outcomes?)
standards
assessment criteria
(how will you know if the student has achieved the learning outcomes – and how well?)
assessment strategy
(what assessment methods best enable students to demonstrate their achievement of the learning outcomes)


Learning outcomes
Learning methods
Assessment types
Bloom's Taxonomy
Creating
Evaluating
Analyzing
Applying
Understanding
Remembering
Values
WBL, Project based learning
Authentic and Dominant-R. A.
Skills
PBL, TBL
Ipsative and criterion-R. A.
Knowledge
Lectures TPS, Flipped Classroom
Formative and summative (Oral and paper exams)

Student Workload calculation

Student workload/week	Hours	Student workload/Semester	Hours	Module
Theoretical lecture	2	Total workload hours/14 weeks	154	Zoology
Lecture preparations	3	Project	23	
Practical lecture	3	Workshop	0	
Review and quizzes	1	Award	0	
Seminar	1	Preparations for Midterm exam	6	
Report	1	Preparations for final exam	6	
Presence	0	reflection	0	
Social activity	0	?	0	
other activities	0	?	0	
Total hours/week	11	Total workload hours/Semester	189	
Total hours/14 weeks	154	Credit	7	ECTS

Student Workload calculation

Workload/semester	Hours	Student workload/Semester	Hours	Module
Theoretical lecture	28	Total workload hours/14 weeks	154	Zoology
Lecture preparations	42	Project	23	
Practical lecture	42	Workshop	0	
Review and quizzes	14	Award	0	
Seminar	14	Preparations for Midterm exam	6	
Report	14	Preparations for final exam	6	
Presence	0	?	0	
Social activity	0	?	0	
other activities	0	?	0	
Total hours/week	154	Total workload hours/Semester	189	
	0	Credit	7	ECTS

Student Workload calculation

Workload	workload%	Grading/100	Grading/60
Theoretical lecture	15	15	10
Lecture preparations	22	22	0
Practical lecture	22	7	15
Review and quizzes	7	7	7
Seminar	7	0	0
Report	7	7	7
Presence	0	0	0
Social activity	0	7	5
other activities	0	7	5
Project	12	13	8
Workshop	0	3	3
Award	0	0	0
Preparations for Midterm exam	3	5	0
Preparations for final exam	3	5	0
?	0	0	0
?	0	0	0
?	0	0	0
Semester Grades	/	100	60
Final Exam	/	/	40
Overall Grades	/	/	100

Updating Department curricula

Updating Department curricula

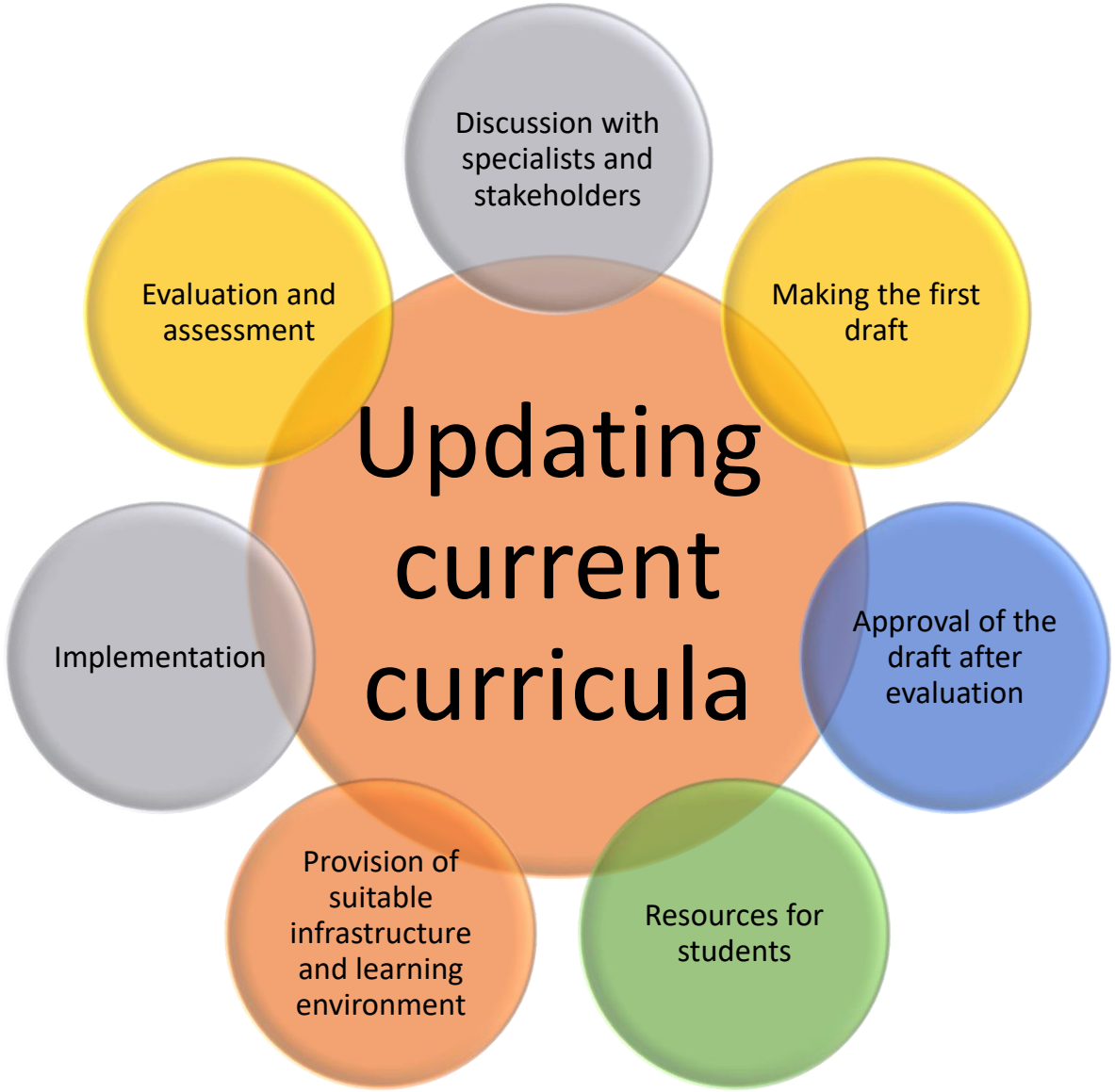
During Updating a department curricula few questions emerge

- What addition do the new materials make to the old ones?
- Who will benefit from this change?
- Who will be involved in the teaching? Is it only University staff?
- How will the change benefit students in the labour market?
- How will you make you curricula unique and not found in other universities?
- How will you prepare an academic and physical infrastructure for the change?
- How much do the new materials meet the department mission and vision?

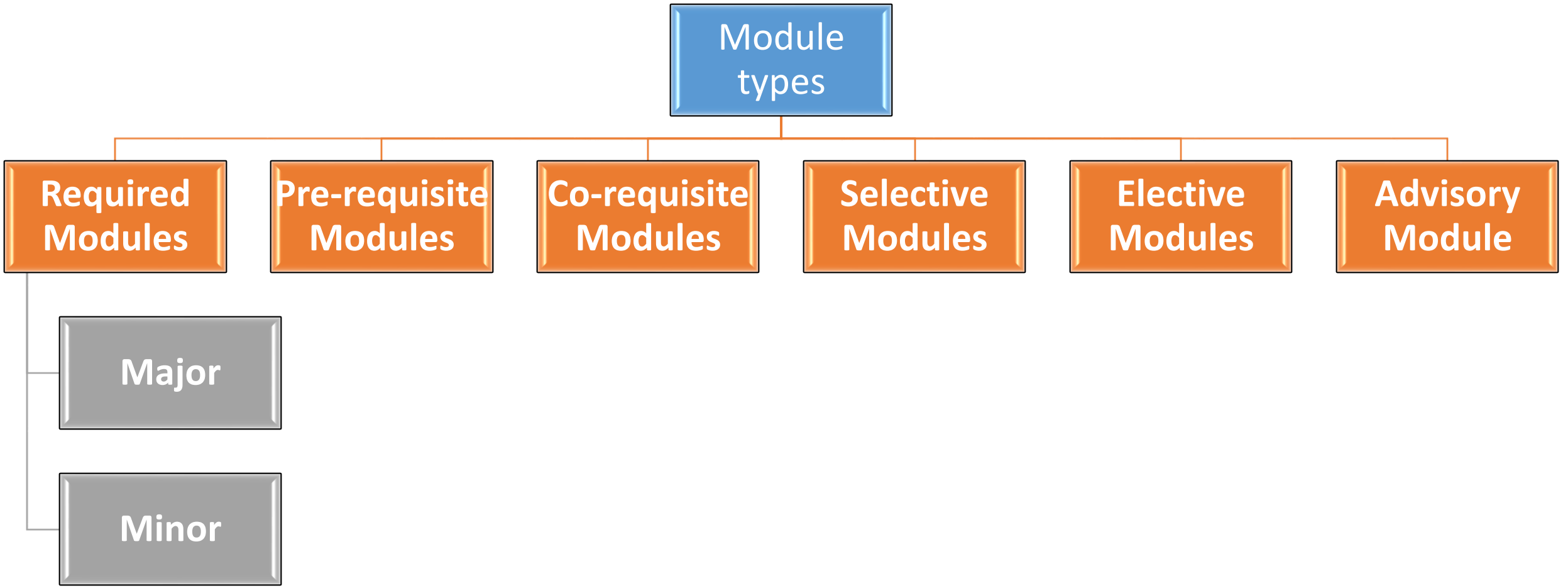
Steps of updating Department curricula

- Shift from annual system to semester system
- Introduce Market-oriented modules to the current curricula
- Shift from content based to competent
- Shift from teacher-centered to student centered approaches
- Choose up to dated staff for the new modules
- Allocate extra weight to the new modules
- Give extra care to the student's projects and make them authentic
- Focus on on-field and on-site lecture
- Encourage the students to take online courses (MOOC)

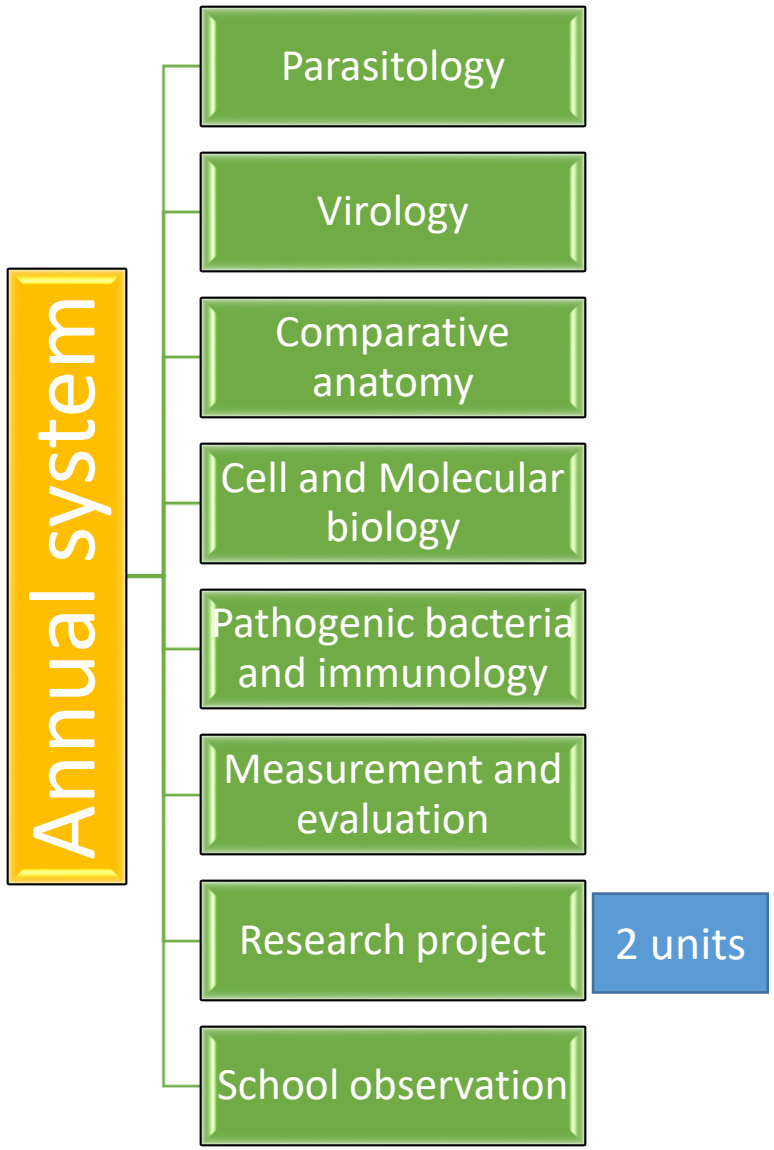
Empirical Steps of updating Department curricula

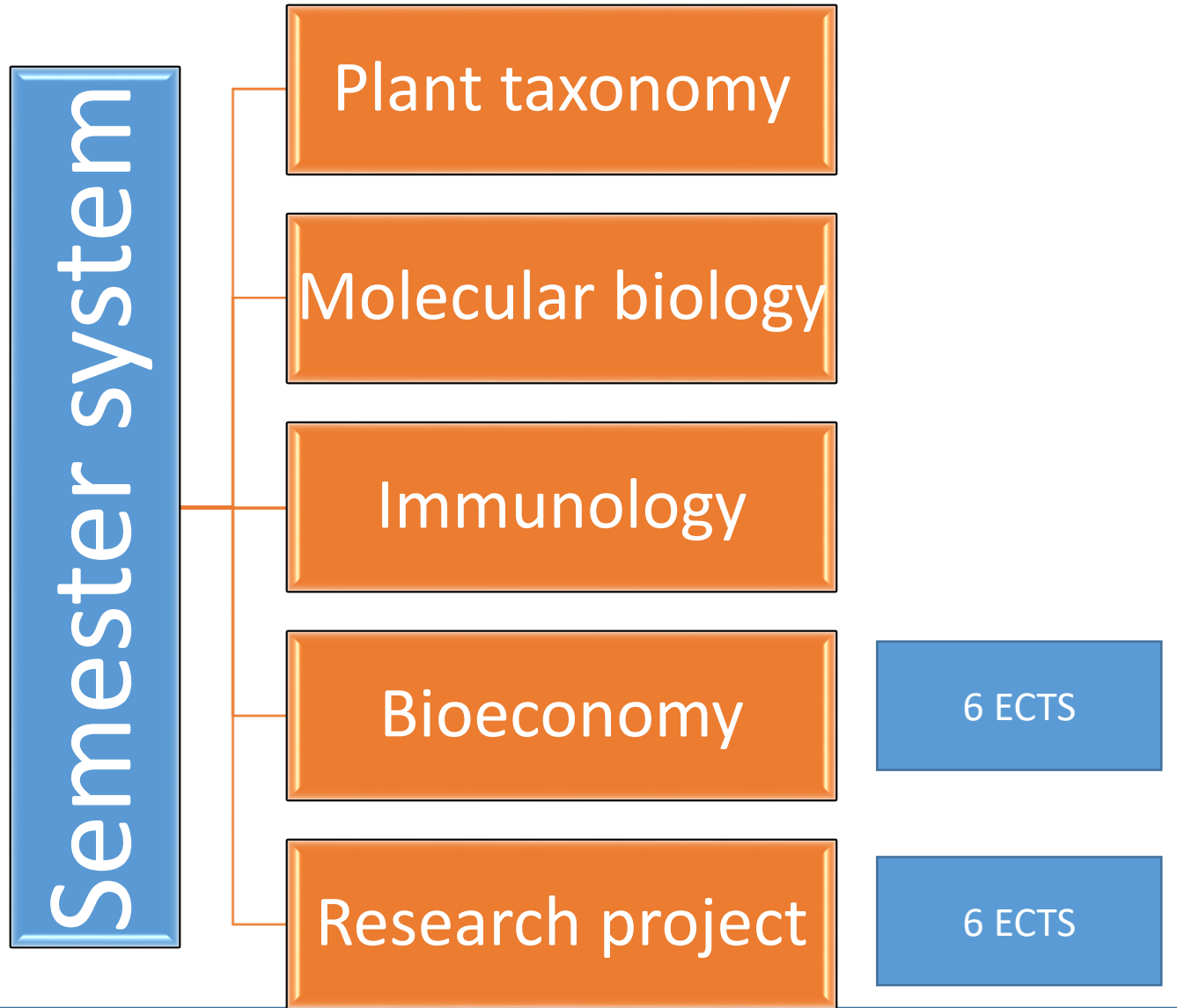


Types of Modules in Higher education



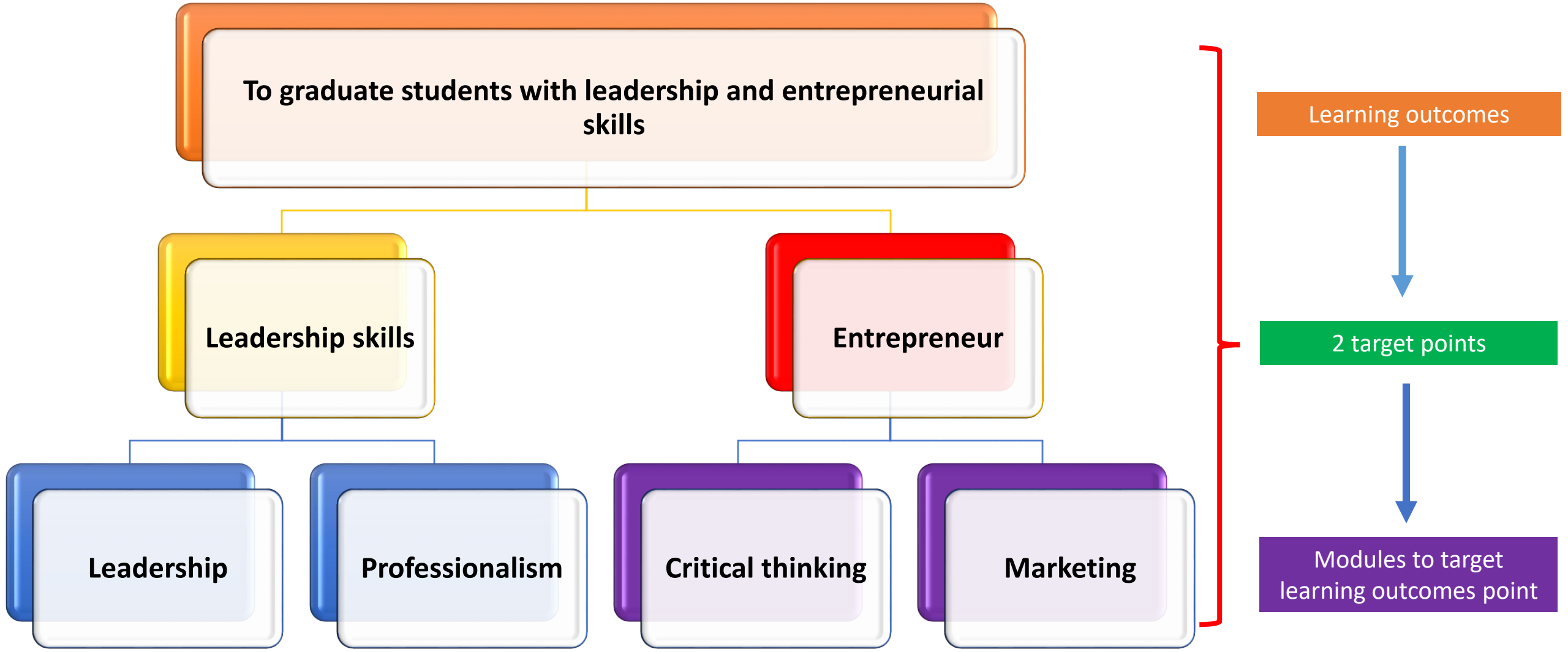
Biology Department as an example





Competencies with regards to Curriculum Design

Market-Oriented Curriculum Design



Innovation hub

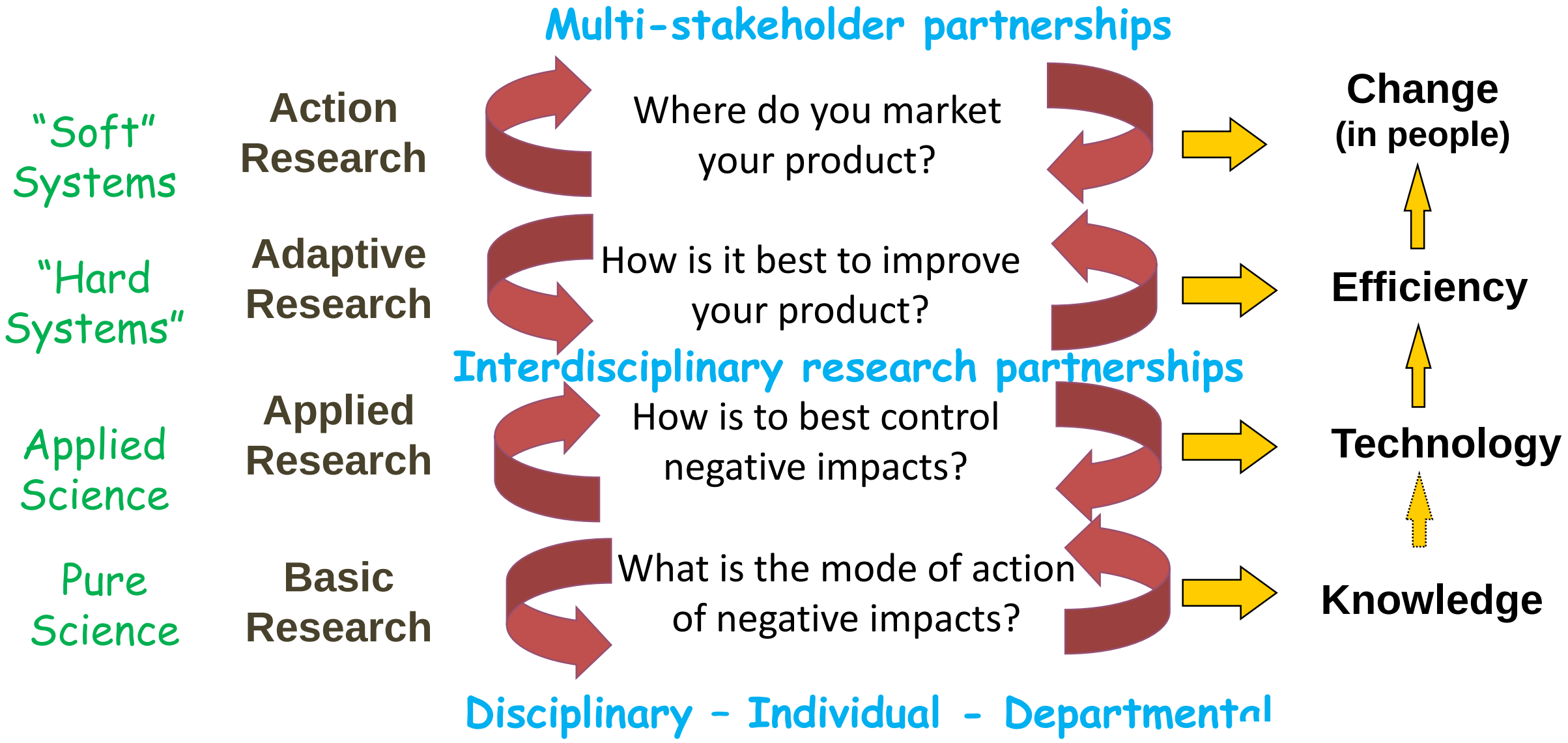
The starting point for populating the innovation hub relates to spreading awareness among the student and professor body about the launch of "So, You Think You Can Innovate?" competition.

Phase	Specific actions
Launch and announcement	(1) Competition announcement in university media; posters' placement and distribution of flyers; face-to-face communications with representatives from different schools; email reminders about the competition
Preselection	(2) Deadline for submitting a two-page innovative project proposal; selection committee meeting to short-list the teams
Shark Tank	(3) Presentations of innovative projects; selection of winning teams from the preestablished shortlist; announcement of finalists that would be allocated working space in the hub
Project work	(4) Networking reception with selected teams, professors, *Shark Tank* members and industry experts; periodic meetings of team members with their industry mentors
Final selection	(5) Second *Shark Tank* to select the winning team with the most innovative product or service concept; networking reception to announce the winning team that would receive support for starting their business

Bodolica and spraggan, 2021

Action Research

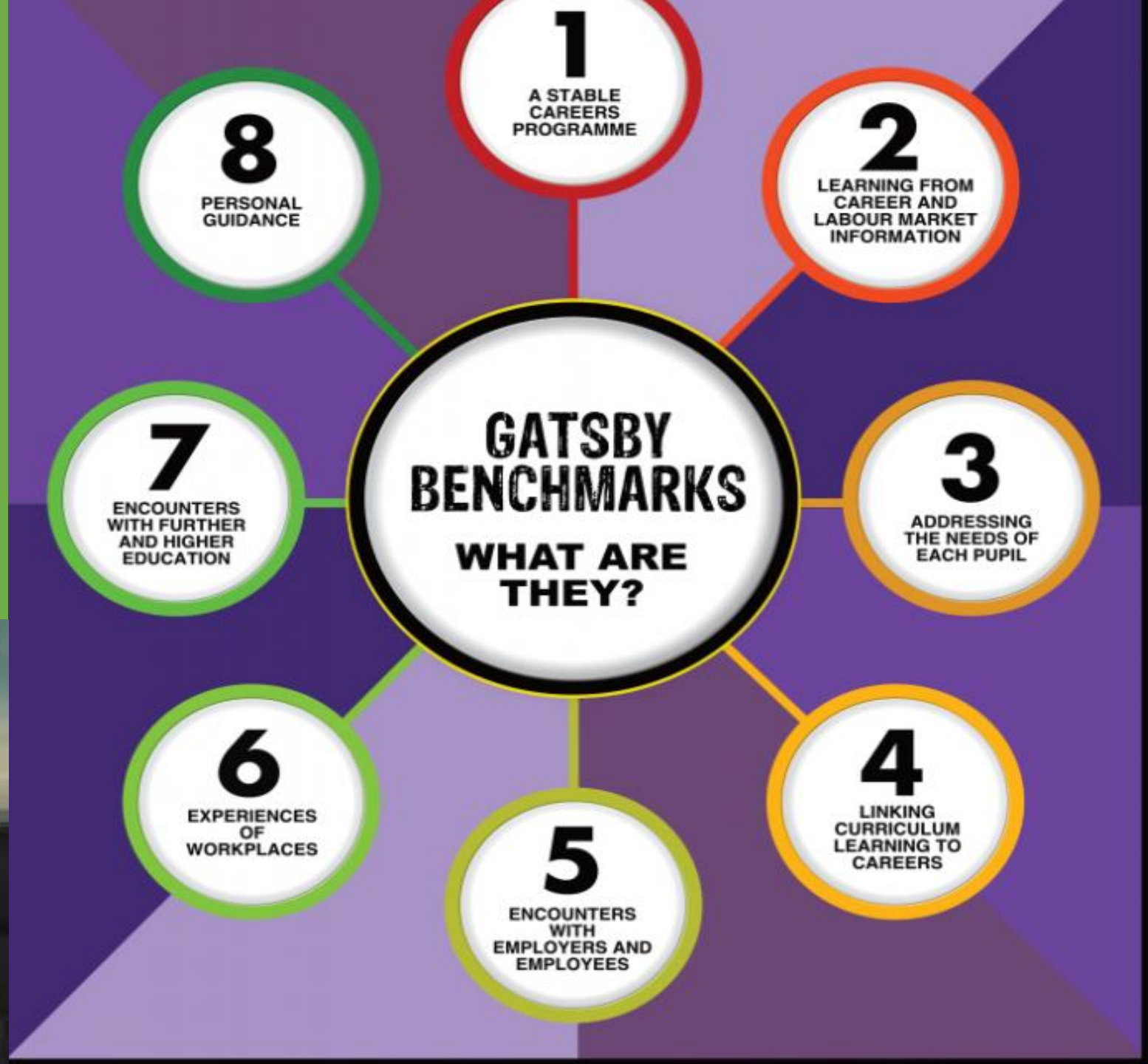
Challenges, outcomes, research, systems, partnerships and paradigms



For more information read

Gatsby Benchmark 4

Linking curriculum learning to careers



Thanks for your attention