ETF Working together Learning for life

European Training Foundation



Jolien van Uden

THE EU AGENCY SUPPORTING COUNTRIES TO DEVELOP THROUGH LEARNING

CURRICULUM DESIGN BASED ON QUALIFICATIONS

Why, how and what does it look like?



Agenda

- Why
- How
- What

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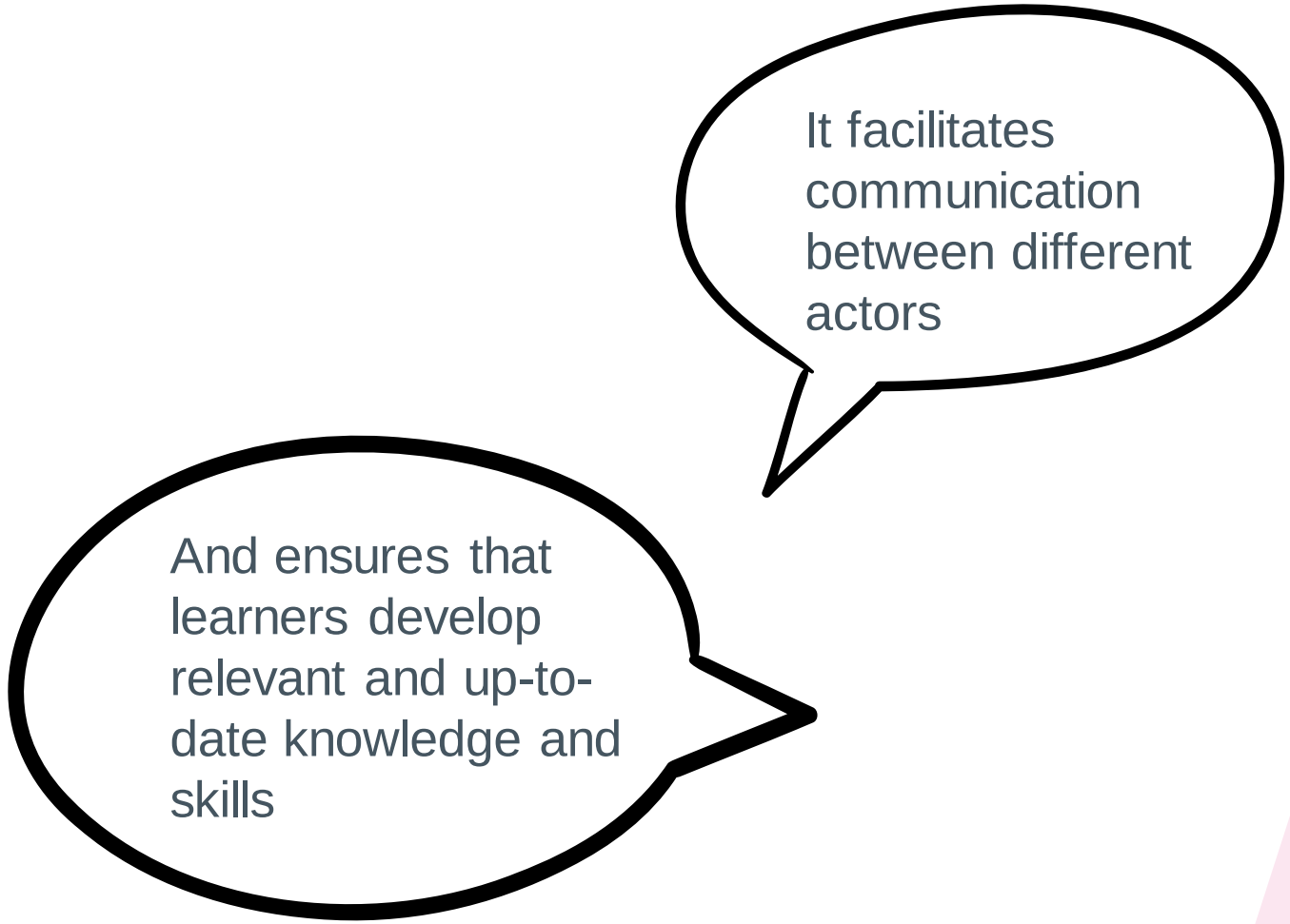
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SECTION 01

WHY?

Why do we have NQFs and qualifications

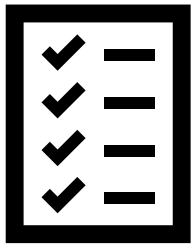
- For the labour market
- For education
- For a country
- **For learners**



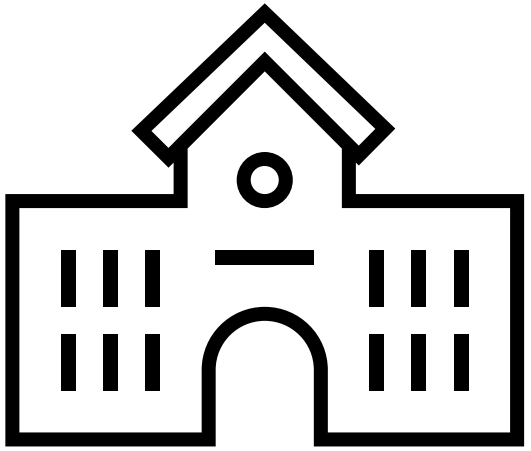
Word cloud objectives as stated in QFs

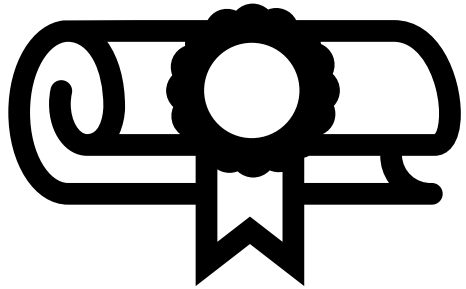


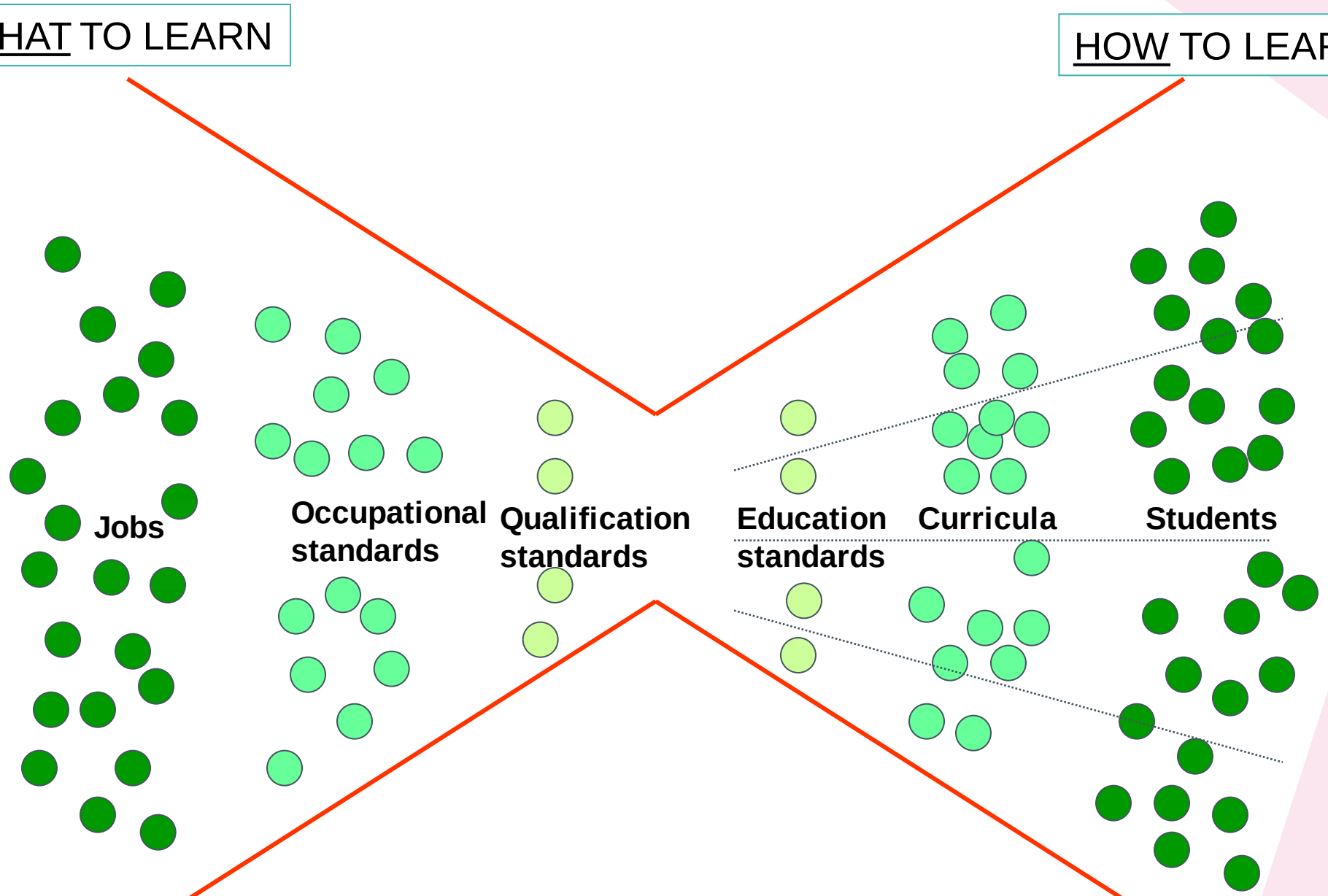
But how can we benefit from the development of qualifications?

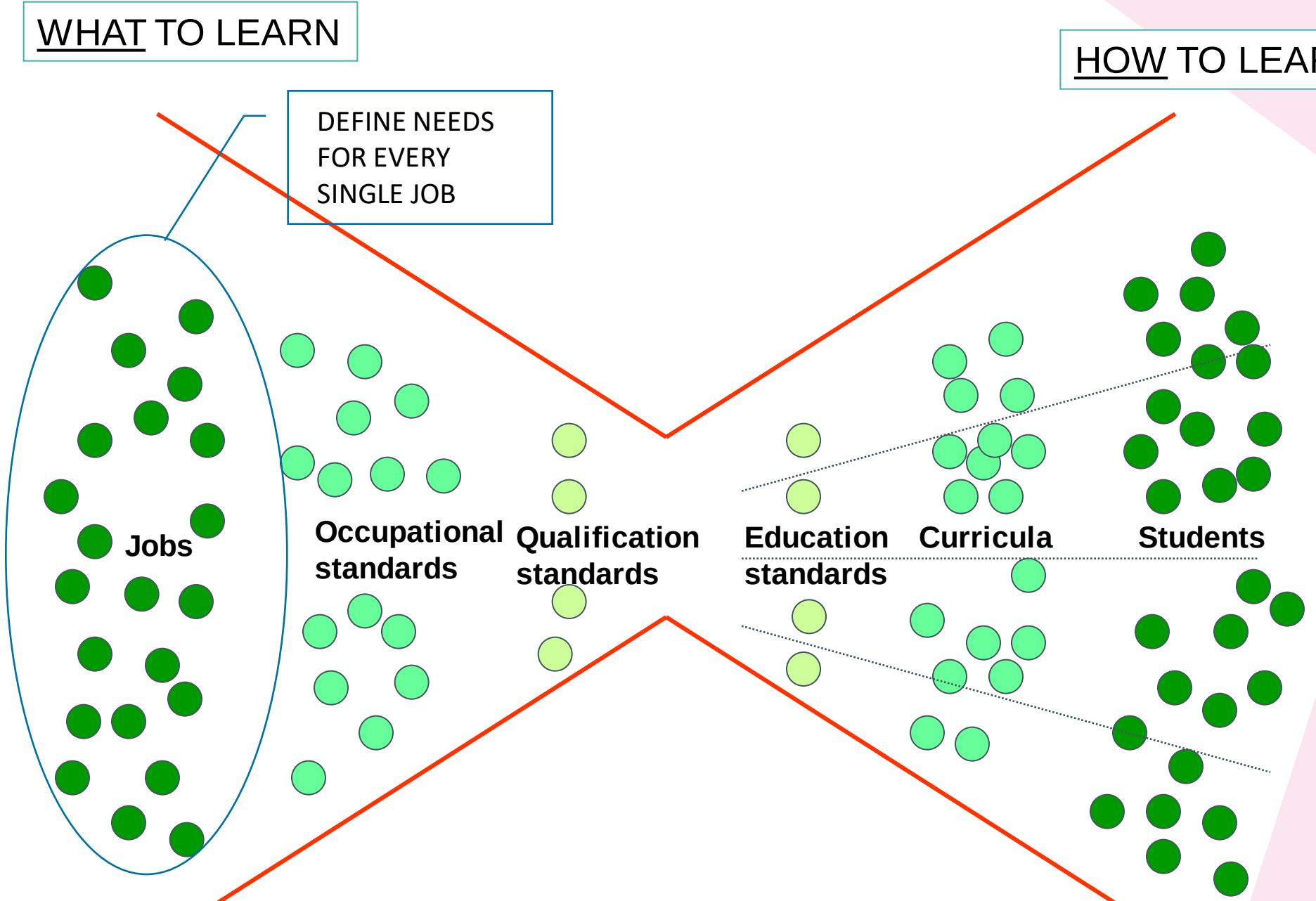


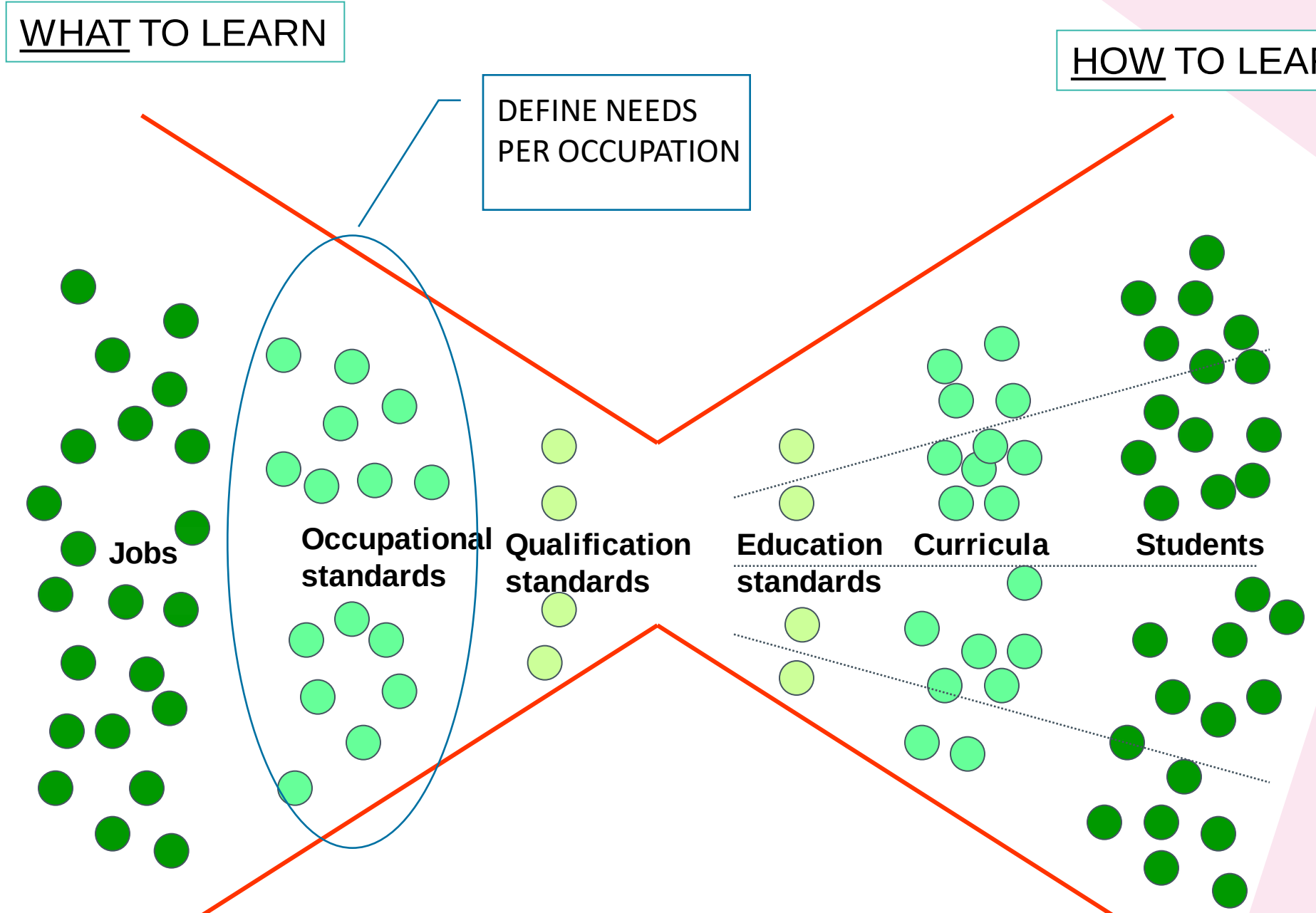


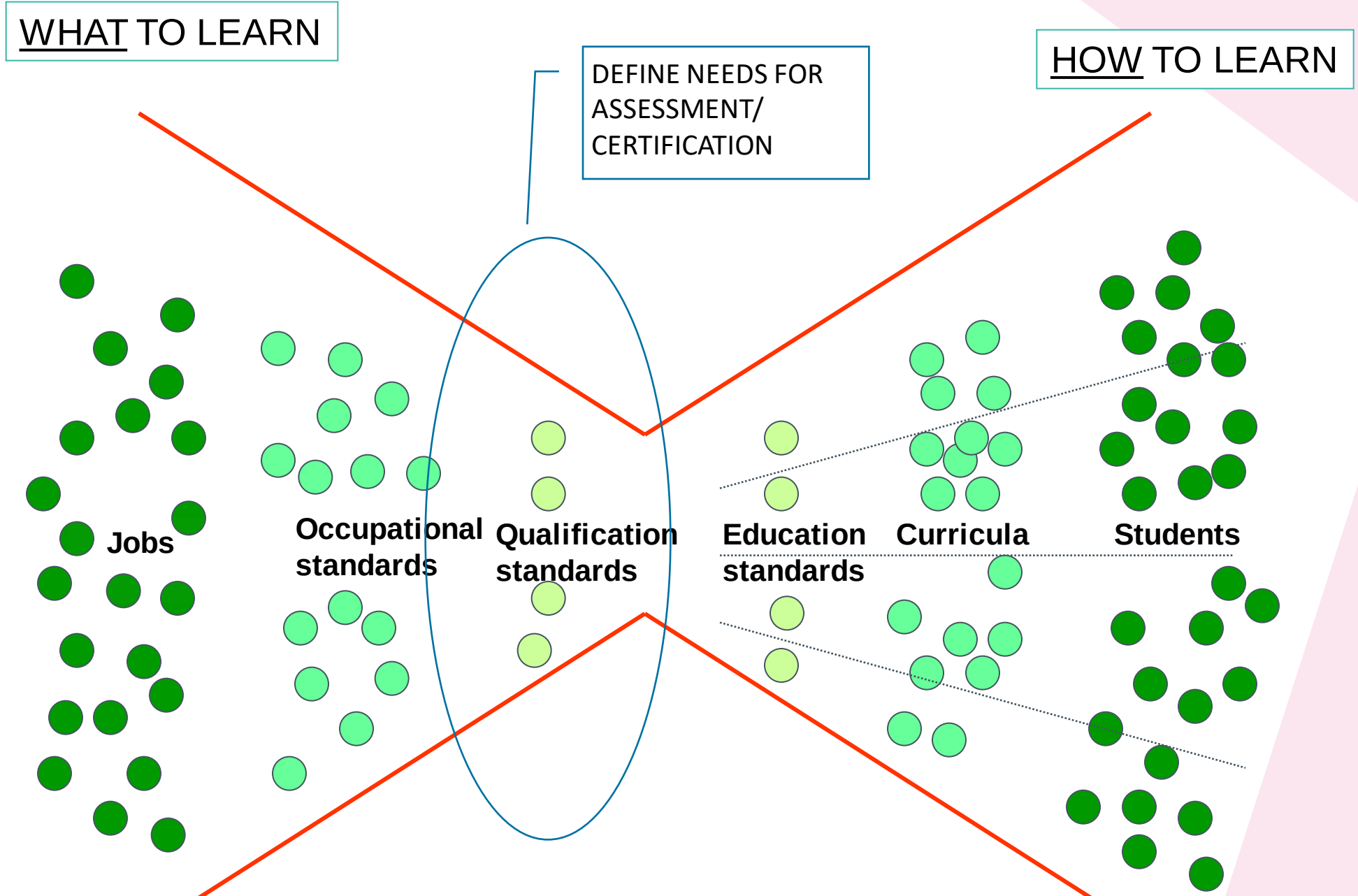





WHAT TO LEARN
HOW TO LEARN
Jobs
Occupational standards
Qualification standards
Education standards
Curricula
Students

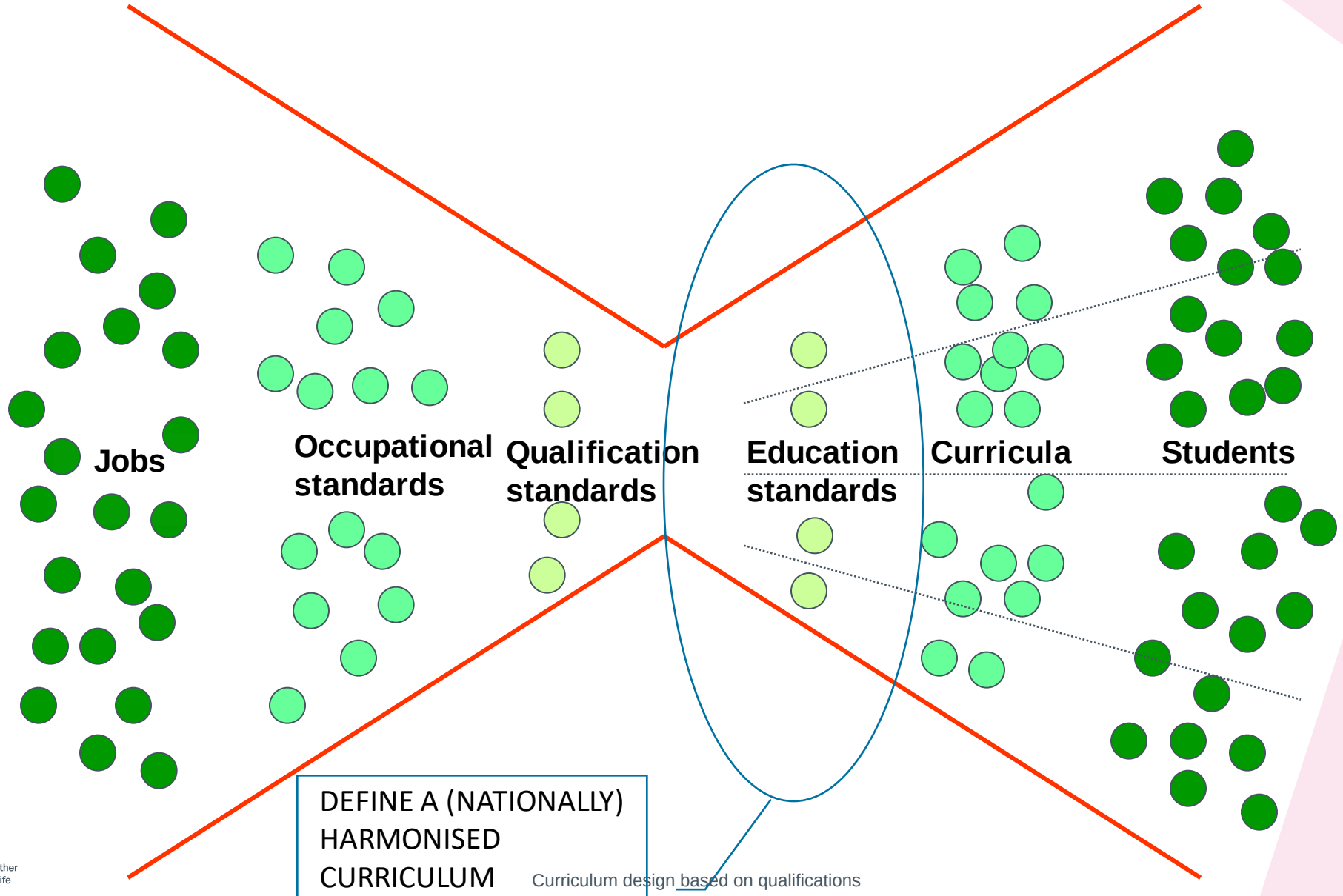

WHAT TO LEARN
HOW TO LEARN
DEFINE NEEDS FOR EVERY SINGLE JOB
Jobs
Occupational standards
Qualification standards
Education standards
Curricula
Students


WHAT TO LEARN
HOW TO LEARN
DEFINE NEEDS
PER OCCUPATION
Jobs
Occupational standards
Qualification standards
Education standards
Curricula
Students


WHAT TO LEARN
DEFINE NEEDS FOR ASSESSMENT/ CERTIFICATION
HOW TO LEARN
Jobs
Occupational standards
Qualification standards
Education standards
Curricula
Students

WHAT TO LEARN

HOW TO LEARN

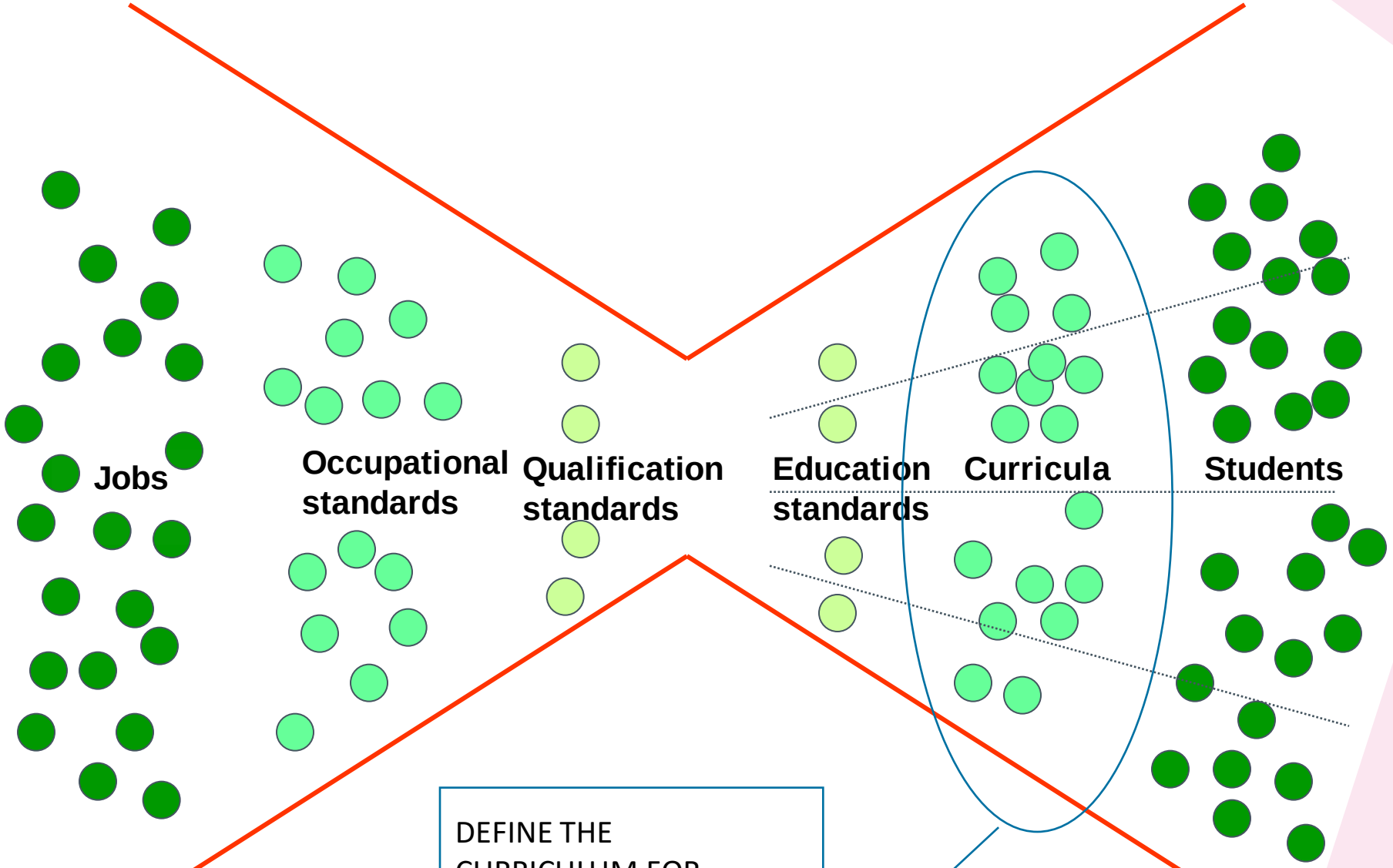


DEFINE A (NATIONALLY) HARMONISED CURRICULUM

Curriculum design based on qualifications

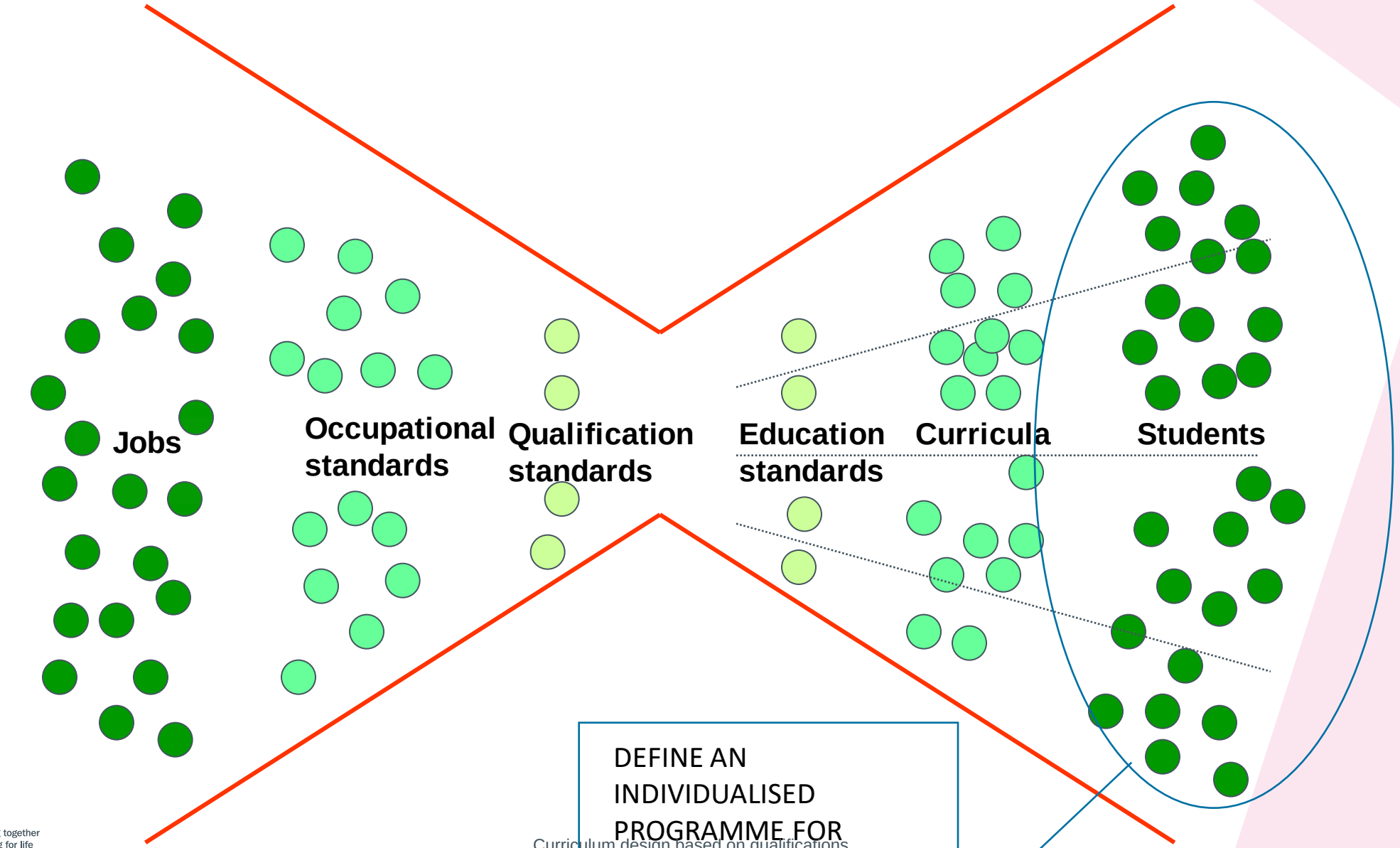
WHAT TO LEARN

HOW TO LEARN



WHAT TO LEARN

HOW TO LEARN



DEFINE AN INDIVIDUALISED PROGRAMME FOR EACH STUDENT

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SECTION 02

HOW?

A curriculum is a written plan for learning

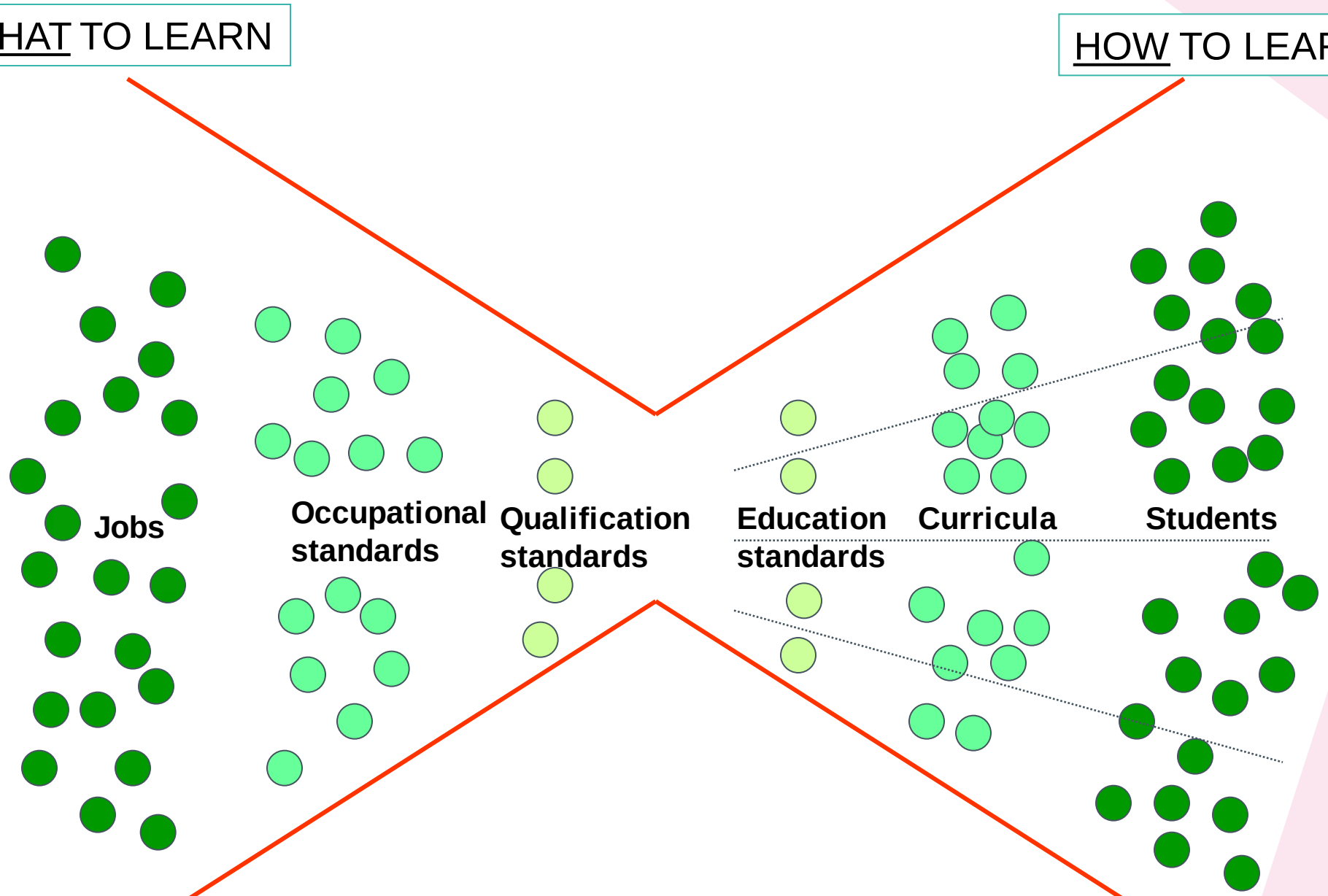
Information often included in a curriculum

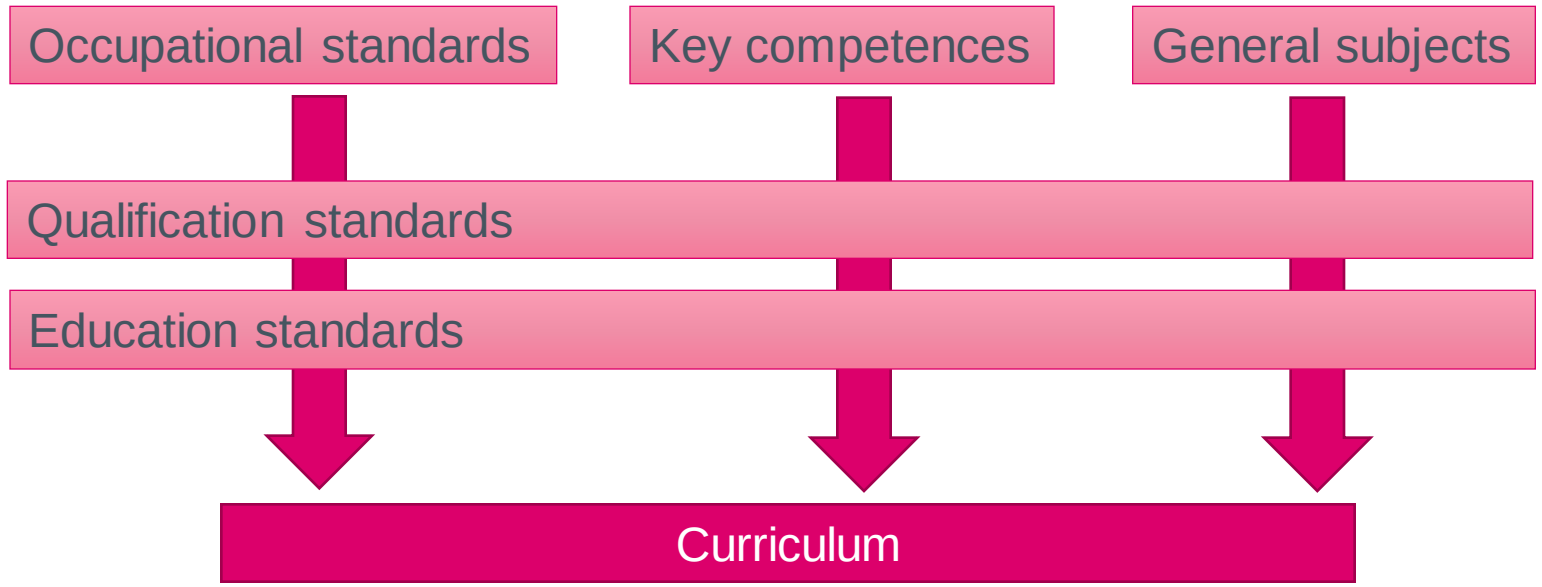
- Vision on learning
- Learning outcomes
- Learning objectives
- Disciplines and contents
- Teaching and learning methods
- Duration and timetables
- Place of learning
- Assessment

Representations of curriculum

Intended	Ideal	Vision
	Formal/written	Intentions as specified in curriculum documents
Implemented	Perceived	Interpreted by its users
	Operational	Actual process of teaching and learning
Attained	Experiential	Learning experiences perceived by learners
	Learned	Learning outcomes of learners

Goodlad, 1979; van den Akker, 2003


WHAT TO LEARN
HOW TO LEARN
Jobs
Occupational standards
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Education standards
Curricula
Students

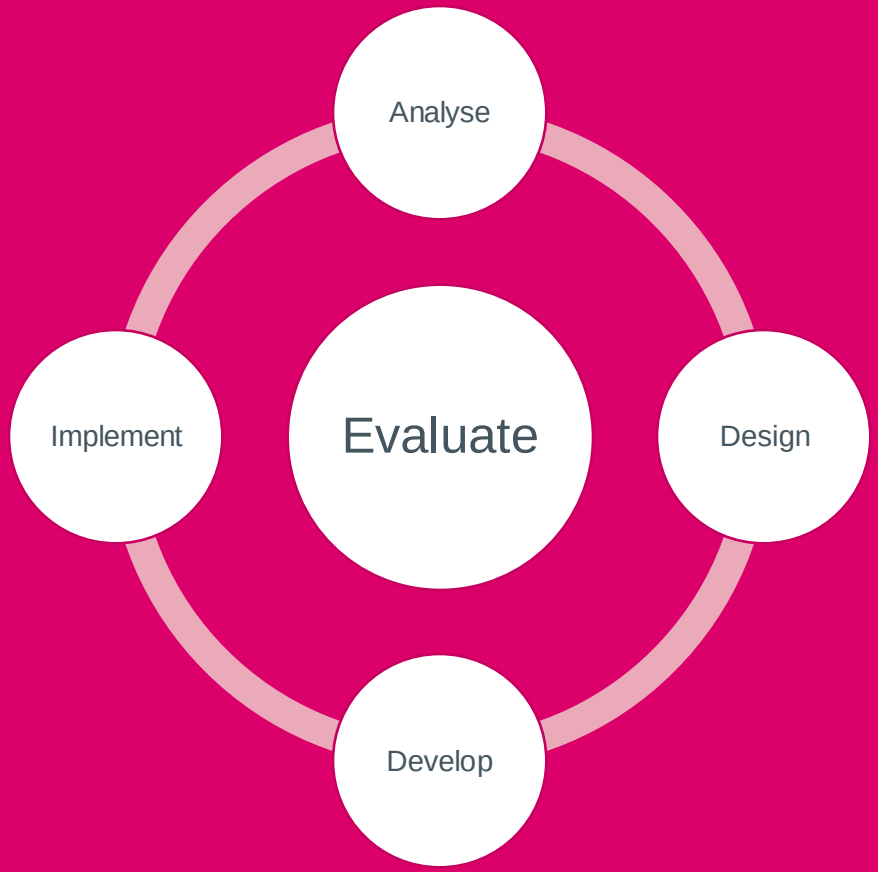

Occupational standards
Key competences
General subjects
Qualification standards
Education standards
Curriculum

Learning outcomes as starting point

'…statements of what an individual should know, understand and/or be able to do at the end of a learning process, which are defined in terms of knowledge, skills and responsibility and autonomy'

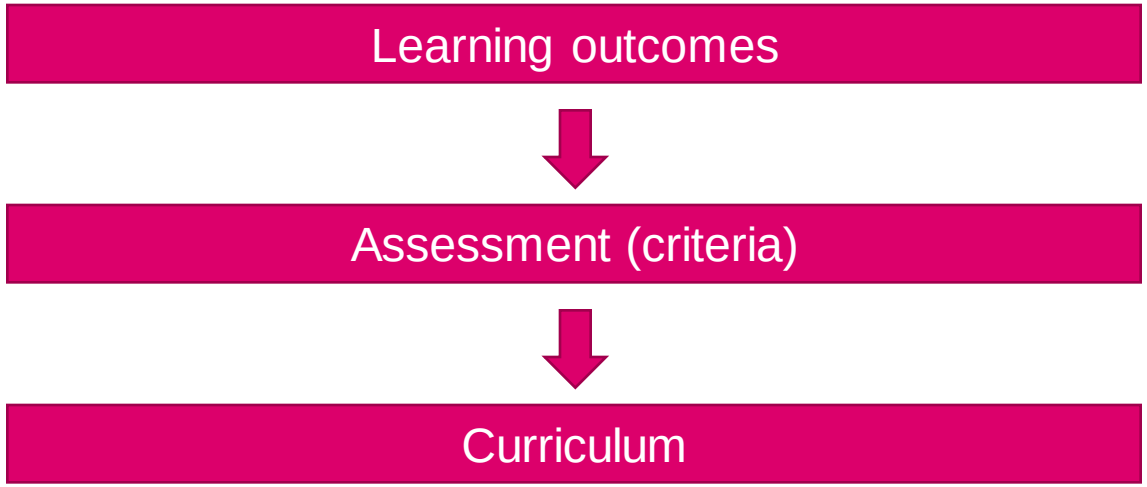
2017 EQF Recommendation

Curriculum design

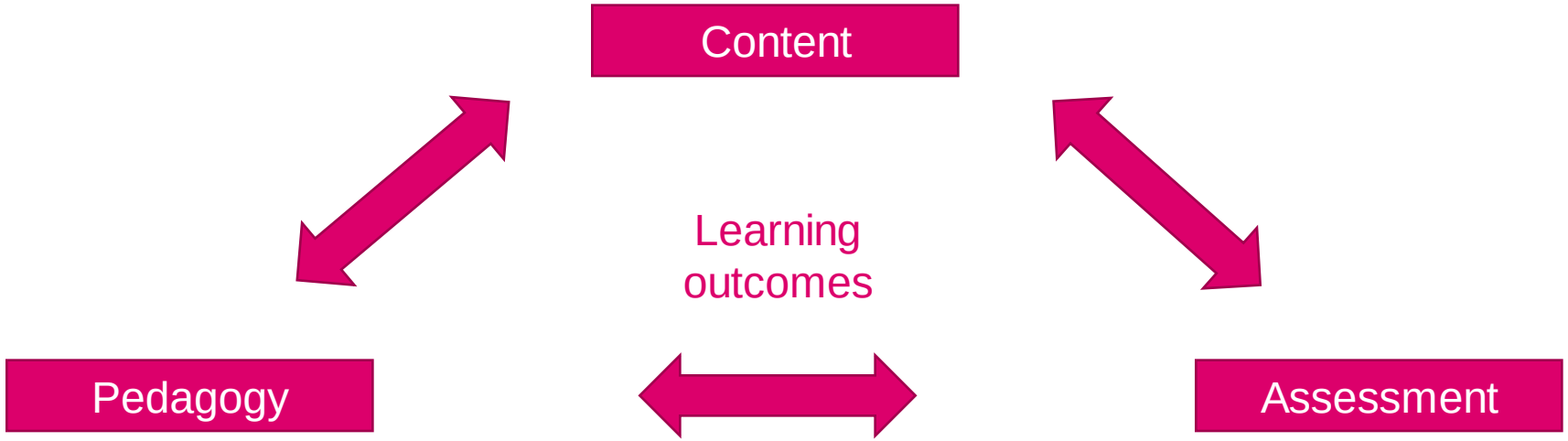



Macro
Meso
Micro

Role of assessment: backwards design



Curriculum coherence



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SECTION 03

WHAT?

Key principle of contemporary curricula

Contemporary curricula:

- **Are flexible for learners, appreciating prior learning and learner's autonomy**
- **Are adaptable to labour market demands**
- **Offer authentic learning environments**
- **Integrate theory and practice**
- **Promote collaborative and co-creative learning**

Types of curricula

- Workplace-oriented curriculum
- Modular curriculum
- Personalised curriculum
- Integrated curriculum (concept-based learning, project-based learning, problem-based learning)

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SECTION 04

QUESTIONS?

Reading tips

- Toolkit: Skills and qualifications:Benefits for people. Stage 3: How do people acquire skills and qualifications (ETF, 2019)
- Defining, writing and applying learning outcomes. A European handbook – Second edition (Cedefop, 2022)
- The ETF's Creating New Learning Initiative