

Curriculum building – Action Plan

Ghana Training

9-10 February 2010



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Introduction: Process Review

- What
A review mapping out actions, effects, mitigating actions
- Why
To outline of and define scope of process
- How
Developing step by step the process, reviewing how the its extent, limitations and outcomes

The Process Review Chart

- Horizontal table - Scope and nature of actions
- **Proposed scope of curriculum review/development**
- **BSc/MSc/Module/Diploma**
- **Consequences/Implications**
- **Mitigating actions**

The Process Review Chart

- Vertical table - Progression of actions and factors to consider
- Motivation
- Basis of action
- Objectives
- Institutional factors
- Questions on what to consider
- Impact
- Sustainability

The Process Review Chart

- Why?
- To map out how these factors/conditions affect the scope/actors involved in the process
 - Conceptualise better the process
 - Look at how it affect the different groups
 - Look at what exactly needed doing
 - Identify and anticipate problems

The Process Review Chart

- Exercise: Conceptualise better the process

Objectives of review/development	
Level of review	University Faculty
Time frame set up for review process Specify:	Yes/No

The Process Review Chart

- Exercise: Look at how it affect the different groups

Team set up in Faculty/University Breakdown of team according to departments/expertise	
Clear and defined distribution of work for team	
Stakeholders consulted	
Relevant groups involved? National authorities (ministries, councils, etc) Accreditation authorities Rector Faculty Dean Head of Departments Staff Lab staff Students Alumni	

The Process Review Chart

- Exercise: Look at what exactly needed doing

Main stakeholders concerns		Consequences/Implications <i>(What are the consequences/implications which you foresee on the following factors/groups)</i>	Mitigating actions <i>(Types of real concrete actions you will take to address the consequences/implications)</i>
Identified driving forces			
Proposed features of review/change		<i>Academic calendar University administration Faculty administration Staff Students Logistics (Labs/classrooms) Financial</i>	
Developing content What are the relevant modules? What modules can be modified? What new modules are needed?		<i>Academic calendar University administration Faculty administration Staff Students Logistics (Labs/classrooms) Financial</i>	

The Process Review Chart

Translating stakeholder inputs into drivers

- Interpreting them into meaningful directions
- Can be broad directions

- E.g Input: Students have limited business skills

Driver: Students should be equipped with basic business skills

Drivers in turn should affect the specific proposed changes

E.g 1 module provided for Introduction to Business

The Process Review Chart

- Logical flow:
- INPUT → DRIVERS → PROPOSED CHANGES
- Proposed changes should include (where possible) the SKILLS with which you want the students to walk away
- E.g Students should have basic accounting skills, understanding of models of business, etc.

The Process Review Chart

Anticipating the effects on your institutions:

- Be honest and realistic
- Work in teams and consult colleagues (staff, admin, lab technicians, etc.)

The Process Review Chart

- Exercise: Identifying problems and mitigating them

		Consequences/Implications (What are the consequences/implications which you foresee on the following factors/groups)	Mitigating actions (Types of real concrete actions you will take to address the consequences/implications)
Proposed features of review/change	EQUIPPING STUDENTS WITH BUSINESS SKILLS - ONE MODULE ON BUSINESS DEVELOPMENT	ONE ADDITIONAL MODULE PROBLEM: SEMESTER TOO FULL	MODULE COVERED IN E-LECTURES Or MODULE ADAPTED INSTEAD AS SERIES OF CLASSES WITHIN ANOTHER RELATED EXISTING MODULE

The Process Review Chart

- The chart as a TOOL
- Similar to the Log Frame we've seen
- Can be used as a reference material throughout the process
- Can be revisited for updates, etc.

The Process Review Chart

- **Narrative elaboration of draft curriculum**
- Elaboration of draft curriculum
- Objectives
- Justification of the programme
- Target group and career opportunities
- Capacity to conduct the programme and its sustainability
- General regulations and admissions requirements
- Programme structure and course sequencing
 - Course sequencing
 - Course descriptions
- University regulations – course assessments
 - Grading
- Plan for review and evaluation
- Resources and budgets

The Process Review Chart

- Short report outlining key themes
- A thoroughly thought out proposal
- Something to present concretely to our Deans
- Submission to the European Commission

The Process Review Chart

- MOVING AHEAD
- Work in our respective teams on the process review
- Disseminate between partners for comments, insights, etc.
- MARCH 2010?

Conclusion

- Time to sit down and concretely conceptualise the process
- **DEFINE YOUR SCOPE OF INTERVENTION**
- The chart is a tool
- Narrative report as a key output



Thank you for your attention

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