

Programme 5: Curriculum Design and Development

Curriculum can be characterized in a number of ways, such as:

- curriculum as content - the subject matter to be taught
- curriculum as experience - the planned and other experiences encountered by learners in educational contexts
- curriculum as intention - statements of predetermined aims, objectives and outcomes, and planned learning experiences for students
- curriculum as cultural reproduction - the passing on of the accepted knowledge, values and behaviours of a discipline, profession or society to the succeeding generation

Each of these partial images contributes to a more holistic characterization of curriculum as all the planned learning opportunities offered to students and the experiences encountered by the students when the plans are implemented. The curriculum is the plans, practices and outcomes of the interaction between the student, the curriculum design (plans linking elements together) and the teaching staff.

Curriculum development is the systemic approach beginning by scoping the broad design boundaries and parameters then working through to the specific detail within the particular agreed boundaries and parameters. It builds a series of interconnected plans:

- the statement of aims and intended learning outcomes;
- a statement of content, assessment, learning interactions to achieve the ends;
- a resource plan detailing people, materials, time, facilities, texts, references, readings, etc. needed;
- an implementation plan - assigns responsibility for who should do what, when and where
- a plan for monitoring and evaluating the success of delivery and making adjustments to improve achievements.

Such interactive 'ends-means' planning can help to ensure holistic, coherent design.

This programme is designed to develop the competencies of participants in curriculum development. The learning process will start from designing the basic unit of curriculum, i.e. the curriculum for a teaching module and gradually progress to that for a course and programme.

As a head start, two modules, of 6 hours each, are planned:

- Module A: The key components and process in developing a module curriculum; and
- Module B: Designing a module curriculum in context

Participants are strongly urged to take both modules to have better understanding about constructing written assessment tasks.

Module 5A: The key components and process in developing a module curriculum (6 hours)

Target participants:	Practitioner of the Sector with teaching experiences and interested to know more about curriculum design to meet their operational needs.
Aims:	To introduce to participants the key concepts and process in designing a module curriculum at sub-degree level.
Related competencies	IK11, IK22,
Learning Outcomes	<p>After completing the Module, participants will be able to:</p> <ol style="list-style-type: none"> Describe the theory of curriculum and curriculum design Outline the process in developing outcome based curriculum Identify the learning needs of target students and represent learning needs by learning outcomes Suggest appropriate contents and pedagogies to match the learning outcomes Suggest evidences of learning to demonstrate that students have achieve the learning outcomes Present the design in a document for easy referencing
Structure of the Module	<ol style="list-style-type: none"> This module will introduce to participants the big picture of curriculum and curriculum development. A classical curriculum model, the Taylor's model will be introduced. The essential data required for the design will be discussed. The process in designing each component of the curriculum and the interconnectivities between components will be discussed. An iteration approach in curriculum development will be introduced.

Module 5B: Designing a module curriculum in context (6 hours)

Target participants:	Practitioner of the Sector with basic knowledge in curriculum and curriculum development and wish to have hands-on experiences in designing a module curriculum.
Aims:	To provide participants with hands-on experiences in designing a module curriculum
Related competencies	IP11, IP12
Learning outcomes:	<p>After completing the Module, participants will be able to:</p> <ol style="list-style-type: none"> Identify and collect essential data required in designing a module curriculum Compile and analyze data to support the design of curriculum Identify learning outcomes according to outcomes of data analysis Suggest contents, with alternative, as vehicle to achieve the learning outcomes Suggest pedagogical approaches for implementation Suggest evidences to demonstrate achieving of learning outcomes Organize the details into a well-structured module document
Structure of the Module	<ol style="list-style-type: none"> Participants of this module will be asked to bring with them programme curriculum of their own discipline and ideally with assignment to design a particular module. They will work, under guidance, to identify the essential data required for the development. They will construct mock data as required and analyze data into information. The contents of each curriculum components will then be identified according to the information They will then check the consistency of contents of all the curriculum components. Several iteration of adjustment will be conducted to ensure that the curriculum is fit for implementation The contents will then be organized into a documents for easy referencing (usually each institution will have their own curriculum template)