



# Linking Curricula Development to the NQF The Romania Experience

Tirana, 13<sup>th</sup> of February 2017

# The Romanian HE System

- Before **1989** – severely limited access to higher education
- **1990-1997** – depolitisation of the syllabi and contents; re-introducing study programmes, faculties and higher education institutions; National Council of Academic Evaluation and Accreditation – CNEAA, at the end of 1993.

- **1997-2004:** systematic implementation of four fundamental objectives of the HE system:
  - Gradual increase of access to higher education ;
  - Improvement of higher education and university research quality;
  - *Decentralisation of academic and financial management of HE;*
  - *Fostering active networking and partnerships.*
- **19th of June 1999** - Romania signed the *Joint Declaration of the European Ministers of Education in Bologna*

- **2004-2010 - *compatibility*** of the Romanian higher education with the European recommendations and standards
- Strategic projects have played a crucial role in promoting all these initiatives

## ***Academic Year 2009-2010:***

**109** active higher education institutions

- **56** are accredited public institutions (49 civil higher education institutions and 7 military higher education institutions)
- **29** are accredited private HEIs
- **24** private HEIs operate on provisional authorisation or are under accreditation.

- 18% HEIs are over 100 years old;
- 23% HEIs are between 51 - 100 years old;
- 7% HEIs are between 21 - 50 years old;
- 52% HEIs are 20 years old at the most.

## ***Academic Year 2011-2012:***

The first ranking of Higher Education Institutions in Romania

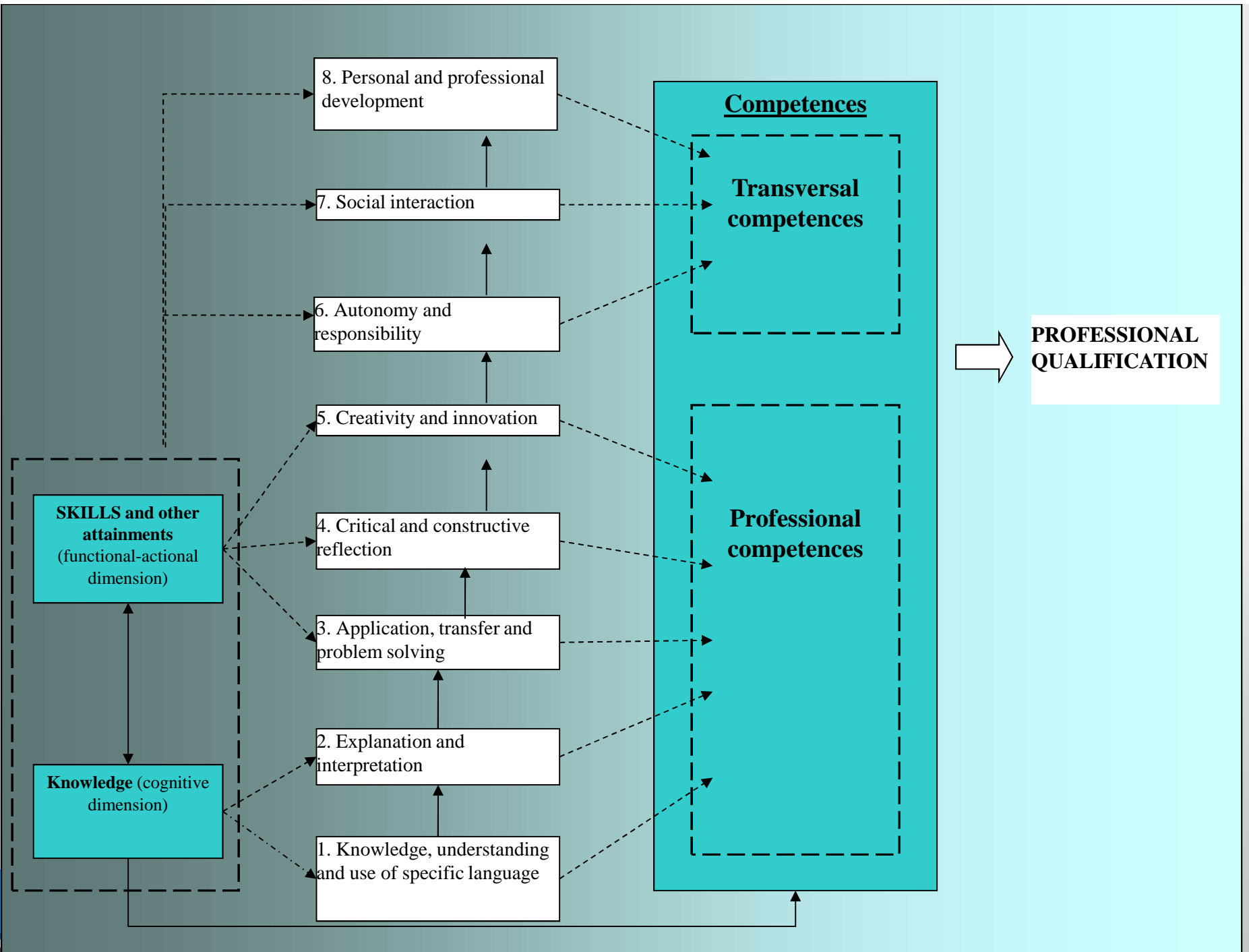
- A. Advanced Research and Education - 12 universities
- B. Research and Education – 30 universities
- C. Education centered – 48 universities

# National Qualifications Framework for Higher Education (NQFHE)

Learning outcomes

- Knowledge
- Skills
- Competences





		DOCTORATE			
		BACHELOR	MASTER'S		
Transversal competences	Personal and professional development competences	8. Personal and professional development	Awareness of the need for continuing training; efficient use of learning techniques and resources for personal and professional development	Self-control of the learning process, diagnosis of training needs, reflective analysis on own professional activity	Development of creativity-centred projects as the basis for self-accomplishment
	Key competences	7. Social interaction	Familiarisation with the teamwork-specific roles and activities and with task allocation for subordinated levels	Assuming management roles/functions for the activities within professional groups or institutions	Assuming responsibility and capacity to organise and lead the activities of professional groups, scientific research groups or institutions
		6. Autonomy and responsibility	Responsible performance of professional tasks in an autonomous manner, with qualified assistance	Undertaking complex professional tasks under autonomy and professional independence conditions	Innovative initiation and development of complex theoretical and practical projects
Professional competences	Functional-actional dimension	5. Creativity and innovation	Development of professional projects by using well-known principles and methods within the field	Development of professional and/or research projects using a wide range of qualitative and quantitative methods in an innovative manner	Design and undertake original research, based on advanced methods leading to the development of scientific and technological knowledge and/or of the research methodologies
		4. Critical and constructive reflection	Adequate use of standard assessment criteria and methods to appraise the quality, merits and limitations of processes, programmes, projects, concepts, methods and theories	Pertinent and appropriate use of assessment criteria and methods to formulate judgements and fundamental constructive decisions	Critical-constructive assessment of projects and scientific research results, appraisal of the stage of theoretical and methodological knowledge; identification of knowledge and applicative priorities within the field
		3. Application, transfer and problem solving	Use of basic principles and methods for solving well defined problems/situations that are typical to the field, with qualified assistance	Integrated use of the conceptual and methodological apparatus in incompletely defined situations in order to solve new theoretical and practical problems	Selection and use of advanced principles, theories and methods of knowledge, transfer of methods from one field to another, interdisciplinary approaches to solve new and complex theoretical and practical problems
	Cognitive dimension	2. Explanation and interpretation	Use of basic knowledge to explain and interpret various types of concepts, situations, processes, projects etc. that are related to the field	Use of specialised knowledge in order to explain and interpret new situations, in wider contexts associated to the respective field	Use of advanced principles and methods to explain and interpret, from multiple perspectives, new and complex theoretical and practical situations/problems that are specific to the respective field
		1. Knowledge, understanding and use of specific language	Knowledge and understanding of basic concepts, theories and methods within the field and the specialisation area; their adequate use in professional communication	In-depth knowledge of a specialisation area and, within it, of the programme specific theoretical, methodological and practical developments; appropriate use of specific language in communication with different professional environments	Systematic, advanced knowledge of concepts, research methods, controversies and new hypothesis specific to the field; communication with specialists from related fields
Learning outcomes	Generic descriptors	Level descriptors			

# What is Curricula development?

the process of improving the curriculum

- New study program
  - Why?
  - How?
  - Where?
  - When?
- Major / minor adjustments
  - How often?

# The Process

- Analysis
- Design
- Selecting
- Formation
- Review

# Analysis

- Starts with setting up objectives
- Needs
  - from outside
  - from inside
- Resources
- External influences

# Constraints

- Market needs
- Society needs
- Technological advances
- Students' wish
- Resources
  - Financial
  - Human
  - Facilities

# Design

- Use models / benchmarks – compatibility is important
- Define learning outcomes
- Breakdown to courses and topics
- Set evaluation methods
- Distribute resources
- Ensure compatibility with internal and external regulations

*It's a lot of mathematics!*

# Selecting

... the best solution!

- Teaching staff
- Courses structure
- Teaching materials and facilities

*More options have to be available!*



# Formation

*Teachers have to learn before teaching!*

# Review

- How often?
- Based on ...?
- What happens after?

# Who is Involved in Curricula Development?

- Work group
- Management
- Teaching staff
- Administrative staff
- Students

Thank you for your attention!