





Existing models of delivery:

- campus based
- face-2-face
- content driven
- institutionally determined
- teacher as

authority

one-size-fits-all content curriculum

Some key findings:

The idea that curriculum can grow out of the workplace context is diametrically opposed to current UoB practices or dispositions

Focus required is on building of staff capacity to take forward new approaches

Significant divergence exists between the priorities of senior management and lecturing staff

Work-focussed learning:

- · inquiry-based
- facilitative
- problem solving
- adaptive
- organisational improvement
- teacher as consultant
- learning
- individually
- & frequently re-negotiated to meet needs of student and

employer

Project idea!

The starting point for curriculum development and design for work-based courses must be the needs of the learner and their organisation. As a part of its overall portfolio, the university intends that its academic practitioners will become more adept at delivering professional higher education in partnership and in negotiation with employers and learners.

http://coeducate.bolton.ac.uk/

Some research questions:

- 1. Should there be a major effort to streamline validation processes to allow a more rapid turnover of modules and programmes?
- 2. How effective will this be in enabling the creation of more workbased programmes?
- 3. To what extent can work-based courses be constructed from a portfolio of re-usable content-based modules?
- 4. Should increased effort be made to develop more flexible process-based frameworks for wider application?
- 5. Can these frameworks be relevant for the traditional university intake?
- 6. What would this mean for how curriculum delivery is organised?
- 7. Does the university need to accept that it needs to maintain both approaches, and what does this mean for its organisation?
- 8. Should effort be made to develop an online resource for course authors and build the community of those interested in teaching, learning and curriculum development across the university?
- 9. What will the relationship of these new groups of learners be to the UoB, for example, are they students, customers or workers?
- 10. What will the relationship be of employers with UoB?
- 11. How might the role of the HE teacher need to change, for example, are they coaches, mentors or consultants?