Introduction

This section addresses the topic of developing a curriculum in partnership. It is designed to cover broad aspects of the topic, encouraging you to explore the purpose and benefits of working in partnership and think through the importance of measuring the impact of the curriculum you design. However, it also covers more practical aspects such as defining the choices that must be made about the size and shape of a curriculum. Our overarching aim is to help you to feel better prepared and informed about the process of working in a variety of types of partnership to design and develop a successful curriculum. For experienced practitioners, we also aim to provide a stimulus for further discussion of the opportunities and challenges of working in a variety of partnership models.

The following activities are included in this section. The time in brackets after each section indicates approximately how long we would expect a small group of people working together to take to complete the activity, but of course, this can be extended for greater depth of discussion. The case studies referred to in each activity are also noted, and all of them (and others) are on the website in full (www.eucen.org/BeflexPlus/index.html).

Activity 1 (1 hour)

What is a curriculum?

This activity considers a definition of the term curriculum and then, using case studies, explores the types of partnerships that might be formed when a university develops curriculum with other organisations.

Case studies

- Training for professionals in education in years 2008 – 2011, University of Maribor (SI)
- Co-operation between a university and a private company in working and learning for a bachelor degree, Hogeschool van Amsterdam (NL)
- Further education programme for lecturers of the Robert Bosch Stiftung, University of Hildesheim (DE)
- The Council for Regional Educational Co-operation, ENCELL, University of Jönköping (SE)
- Experienced based knowledge: co-operative venture between education and Professional Bodies, Otto-von-Guericke – University, Magdeburg, (DE)
Activity 2 (45 minutes)

**What are the benefits and purpose of designing a curriculum in partnership?**

In activity 2 we use two contrasting case studies to stimulate discussion about the potential benefits of developing curriculum in partnership for universities, students and partners.

**Case studies**
- Co-operation between a university and a private company in working and learning for a bachelor degree, Hogeschool van Amsterdam (NL)
- ‘Enjoying arts’, Duesto University (ES)

Activity 3 (1.5 hours)

**How do you design a curriculum with partners: size and shape?**

This activity is practically focused and examines the aspects of a curriculum that should be agreed with partners during the design process. Experienced practitioners are encouraged to explore the implications of flexible and innovative processes of design more widely within institutions.

**Case study**
- Competency development of business management and co-operation, Kaunas University of Technology, (LT)

Activity 4 (1.5 hours)

**What are the practical challenges of designing a curriculum in partnership?**

Here, using a variety of examples raised in case studies, we consider the challenges of building a curriculum with partners and look at ways of addressing them.

Activity 5 (1.5 hours)

**How do you measure impact? Maintaining and developing provision.**

The final activity reviews ways that the impact of a curriculum can be measured taking particular account of the breadth of techniques that might be used to ensure partners find out what they need to know about impact on leaners and organisations.

**Case studies**
- Co-operation between a university and a private company in working and learning for a bachelor degree, Hogeschool van Amsterdam (NL)
- ‘Enjoying arts’, Duesto University (ES)
The learning material we have provided is designed to be useful and relevant for those who are relatively new to the area of lifelong learning as well as people with more experience. We hope that where you are already aware of the practical issues we raise, you will extend your discussion to consider additional areas that we have not had space to cover. We also hope you may challenge our point of view in your discussion – we recognise that our approach is often only one of many legitimate ways to address a situation!

We recognise that those working on this material will have a wealth of experience in areas relevant to curriculum development in partnership. The activities are designed to stimulate structured discussion about areas critical to this topic, supported by case study example – so we are not seeking answers to specific problems but assisting you to come to a deeper understanding of the issues whatever your experience.

We have designed this learning material to be used in small groups either with or without a facilitator. The material can also be used by individuals working alone, but most of the activities require you to reflect on different approaches to issues, so discussion with others will be helpful – perhaps you could organise to do this online?

Look out for this notepad icon, where you see it we have suggested a task for you to do to support your learning.

**Aims of this section**

- To define a shared meaning of curriculum in lifelong learning
- To identify the purpose and potential benefits of curriculum in partnership
- To consider the size and shape of curriculum models and their influence on working in partnership
- To address the challenges of negotiating and delivering a curriculum in partnership
- To explore approaches for measuring the impact of a shared curriculum
Activity 1 (1 hour)

**What is a curriculum? (30 minutes)**

Your understanding of what a curriculum is will probably be influenced by your own experiences as a learner as well as work you have done more recently designing and delivering curricula. Before we start to examine the process of developing a curriculum *in partnership* is important to try to build a shared understanding of what the term curriculum means. Below we have included some quotations in which people explain aspects of what they understand by the term curriculum.

Working in a group or individually you should discuss each quote and consider whether you agree with it. Once you have discussed all the quotes you should then try to construct your own definition of what the term curriculum means to you. Try not to use more than 100 words!

- ‘The curriculum is the range of courses and learning programmes from which students can choose what they study’
- ‘Curriculum is a planned and coherent area of study designed to deliver defined outcomes’
- ‘The curriculum is the framework which holds together elements of study to give them a recognised and identified purpose’
- ‘In lifelong learning the curriculum can be influenced by the experience, knowledge and aspirations of those studying it’
- ‘The context of delivery of learning can affect the curriculum especially when working with adults’

**Discussion**

Curriculum is a particularly difficult concept to define so this was a tough challenge to start with! Although the definitions you have come up may vary quite widely we hope you will have considered the following elements:

- A curriculum is planned and designed to meet explicit outcomes
- A curriculum is created by an organisation or institution with the purpose of generating learning
- The design of the curriculum can be influenced by external factors such the context in which it is delivered or the knowledge and experience of learners undertaking it

In Lifelong Learning external factors have a particularly strong influence especially when the curriculum is designed by several partners working together. Where partners work together each may have different priorities which can mean that a curriculum must be designed to encompass disparate outcomes.
Who are partners in curriculum design? (30 minutes)

Universities

Several universities may decide to develop curriculum in partnership. This may provide improved geographical access for their students or it may encourage the sharing of specialist academic expertise in specific areas of the curriculum. Universities may also decide to partner with other training providers for similar reasons.

Training for professionals in Education in years 2008 – 2011
University of Maribor (SI)
The Centre for Lifelong Education at the Faculty of Arts, University of Maribor co-operates with the University of Ljubljana and the University of Primorska to deliver professional training for workers in education from kindergartens to higher professional schools. Co-operation between the partners is delivered by a group of co-ordinators with the purpose of providing access to teacher education across the entire territory of Slovenia.

Employers

Universities often aspire to design curriculum with employers. This can give the universities access to additional funding and encourage employers to see them as an ongoing source of relevant training and expertise.

Co-operation between a university and a private company in working and learning for a bachelor degree.
Hogeschool van Amsterdam (NL)
Hogeschool van Amsterdam (University of Applied Sciences Amsterdam) worked with Yacht, an international private sector recruitment and selection agency to provide learning, training and development in IT related subjects for employees. The university worked closely with the company to ensure the requirements of the curriculum were relevant and appropriate to Yacht employees.

Public bodies

Universities may be encouraged to work with public bodies such as regional authorities to provide a wide range of learning opportunities for people in a particular region or community.

The Council for Regional Educational Co-operation, ENCELL, University of Jönköping (SE)
The University of Jönköping is working with the Regional Councils and representatives of the municipalities to deliver a range of programmes with particular relevance to the regional employment needs. Goals of the project include an aim to widen participation and to increase accessibility.
Curriculum in Partnership

Private foundations

On occasion a university may have the opportunity to work with an organisation that provides a different source of funding from more mainstream and widely available sources. Successful partnership is likely to depend on a thorough understanding of the aspirations and ethos of the partner funder.

Further education programme for lecturers of the Robert Bosch Stiftung, University of Hildesheim (DE)

The ‘Lectureship Program’ for German graduates at universities in Eastern Europe and China offers grants from the Robert Bosch Stiftung to young graduates interested in teaching and undertaking projects. The University of Hildesheim has worked with the Robert Bosch Stiftung to offer masters level credit for students who undertake programmes in organisational development, educational management or adult education/lifelong learning offering a supported and flexible approach to post graduate learning.

Professional organisations

Universities may design curriculum in partnership with professional organisations or professional bodies in order to ensure that the theoretically based knowledge included in the curriculum is fully aligned with the requirements of professional practice identified by the relevant professional organisation.

Experienced based knowledge: co-operative venture between education and Professional Bodies Otto–von–Guericke – University, Magdeburg, (DE)

Otto–von–Guericke–University, Magdeburg, Institute for Educational Science, has entered into a Public Private Partnership with the Institute of Advanced Dental Studies, Kahlsruhe, to offer an in-service masters programme. This programme combines experience based knowledge with systematic or curricular based knowledge to ensure students are introduced to the notion of integrated practice.

Above are five examples of the ways in which universities have worked in partnership to develop curriculum. Working in your group or individually we would like you to identify ways in which you or your organisation are currently working or would like to work in partnership to develop curriculum. The ways of working together may fit our five categories above or they may demonstrate more complex relationships where several categories of partners are working together.
Activity 2 (45 minutes)

What are the benefits and purpose of designing curriculum in partnership?

This activity is designed to encourage you to explore why universities decide to work in partnership with other organisations and what the benefits are for the students, the university and the partners. For this activity we have outlined two case studies below:

Co-operation between a university and a private company in working and learning for a bachelor degree.
Hogeschool van Amsterdam (NL)

Hogeschool van Amsterdam (University of Applied Sciences Amsterdam) has created a learning and development programme for Yacht employees leading to a bachelor degree in IT. The key aspects of the programme are as follows:

- Recognition of prior learning (RPL) is part of the programme. On the basis of the outcome of RPL a tailor made programme is constructed for each individual employee to obtain a bachelor degree. In this way employees’ motivation to participate in a higher educational programme is enhanced.
- The RPL process allows Yacht employees working and living in different regions throughout the Netherlands to participate in the same process resulting in similar opportunities to enrol on a tailor made programme.
- The IT bachelor degree programme should equip Yacht employees for their next career move. In the developing the curriculum relevant IT certificates such as ITIL and Prince 2 have been taken into account. Yacht employees are used to doing short courses with a private training provider which are popular and valuable to the IT business.
- The programme developed by the university meets the same standards and competencies as the regular Bachelor degree programmes in the university.

‘Enjoying arts’
Duesto University (ES)

Deusto University has worked in partnership with Bilbao Opera’s Friends Association, Bilbao Symphonic Orchestra, Bilbao Fine Arts Museum, Guggenheim Museum and Arriaga Theatre to design a programme of educational activities to help the knowledge and enjoyment of the artistic creations that influence the cultural planning of the city of Bilbao.

The programme aims to create a larger and more informed audience for the artistic institutions of Bilbao. Participants are offered training about artistic planning in different fields which enable them to have a better understanding of theoretical issues as well as preparing for practical productions. The programme also aims to recognise that promotion and enjoyment of the arts can be personally enhancing for individuals.

The programme comprises a variety of different activities relating to, for example, literature, theatre, symphonic music and gallery arts, taking place weekly during two semesters of the academic year. The activities are related to what is taking place at the partner organisations so if there were an exhibition at the Guggenheim museum an exhibitor might come to the university to talk about it and then participants might visit the exhibition.

The programme has taken proactive steps to strengthen the relationship between the university and other institutions in the city of Bilbao.
We would like you now to compare the benefits of designing curriculum in partnership illustrated by each of the case studies. We have provided a table below for you to record your responses.

- For each case study what benefits do you think designing curriculum in partnership have brought? You may wish to consider the following categories:

<table>
<thead>
<tr>
<th>Benefits to the economy</th>
<th>Benefits to social and cultural dimensions</th>
<th>Benefits to the university</th>
<th>Benefits to partner organisations</th>
<th>Benefits to learners</th>
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To conclude this activity we would like you to consider why you think each of the two universities in the case studies above decided to work in partnership with other organisations?

Discussion

The two universities mentioned in the case studies appear to have very different purposes for developing the curriculum with their respective partners even though several of the benefits derived from the partnership may be similar. Hogeschool, Amsterdam is working in partnership with a private sector organisation with the aim of providing learning and development which will support economic development at a national level. Whereas Deusto University is addressing the local social and cultural agenda with the aim of linking education to the local cultural infrastructure as well as offering an opportunity for individual personal development. However both partnerships recognise the importance of progression for students to further educational development.

As we move on to consider what a curriculum developed in partnership might look like you will note that the purpose of each partnership has considerable influence on the way the curriculum is shaped.
Activity 3 (1.5 hours)

How do you design a curriculum with partners?

We now move from exploring the purpose and benefits of developing a curriculum in partnership to considering the choices about what the curriculum looks like in design. In this section we review key aspects of the size and shape of a curriculum where decision making is focused concerning the best way to meet the needs of partners. First we outline important areas of choice and then we ask you to review your understanding of how to shape the curriculum in response to a case study of partners designing a curriculum together.

We recognise that seeking flexibility in each of these areas to meet the needs of partners can be challenging especially where innovative approaches may require institutional change. We suggest that practitioners who are experienced in curriculum in partnership might focus on potential institutional changes needed to support the flexibility that those working on curriculum in partnership might require in each of the areas below.

**Size of the programme**—universities can usually choose the size of their programme ranging from the shortest of interventions to full diploma or degree programme. The case studies in activity 2 are a good example of the two extremes. However in practice you may be restricted in your choice concerning the size of the programme by the norms and rules of your university.

**Timing of delivery**—your partner(s) may have particular requirements about the timing of delivery for a programme. When working with employers as partners they are likely to have demanding schedules as their learning and development needs are often immediate and related to urgent demands of business. If you are designing learning primarily for part-time students, delivery of your programme may have to take place at times when they can study such as evenings or weekends. The university may also have rules or norms about timing of delivery, expecting that learning is delivered in semesters or terms that coincide with a traditional calendar. You may also want to consider the implications of delivering to mixed groups, for example with full-time young students and part-time mature students. You may be able to teach ‘outside normal hours’ but will the library, the canteen or other services be open?

**Award of credit**—you will need to consider whether your programme needs to carry ECTS credits or not. For some partners this may be the purpose of working with a university and indeed some may bring an already existing training or development programme and ask for it to be recognised by the university. If you are seeking ECTS credit for your programme you are likely to have to adhere to some quite demanding rules set by the university that is awarding credit; especially in relation to assessment and maybe also relating to mode of delivery and duration of study. You may also want to consider how credits might be combined to form a larger award such as a diploma or a degree. Or whether parts of existing diplomas or degrees may be used in the partnership.

**Level of programme**—when designing your curriculum you may need to make decisions about the level of the learning and study – if you plan for your learning to attract ECTS credits you will definitely have to address this issue. To make informed decisions about the level of study you will need to be in a position to compare the curriculum you are designing with other similar programmes.
to gauge an appropriate level. Your university will probably provide official guidelines on this process and you may find wider guidance from subject benchmarks, your national qualifications framework (NQF) or the European qualifications framework (EQF). Your partners may require that a programme is designated at a particular level so that it provides progression for prospective learners.

**Modularisation** – as you design your curriculum you will need to consider whether you wish to present it in a modular format. Your university may insist that all programmes are designed in combinations of particular sized modules – especially if credit is being awarded. You may be limited in your choice of module size. In turn the size and shape of module may place restrictions on the time spent teaching students, the size of assessments and the mode of delivery.

**Mode of delivery** – you will need to make choices about the way in which you deliver your programme of study. Your partner(s) may have specific ideas about how they would like learning delivered to fit in with their aims for learning – so they might want a distance learning programme that allows access for students from remote rural areas for example. You might perhaps consider an e-learning approach where learners need to study at different times of the day in a variety work environments. If you are delivering learning for students in work you may need to look ways that learning can be delivered while people carry on with their jobs – coaching or mentoring for example.

Now we ask you to consider the choices that you might need to make when designing a curriculum with partners. Kaunas University of Technology (Lithuania) has worked in partnership with Alytus Business Advisory Centre (Lithuania) and the Institute of Economic and Social Development (Poland).

You should read through the case study below and for each of the categories above decide the approach you would advise the partnership to take. To get you started we have worked through an example for the first category – size of programme:

### Competency development of business management and co-operation

**Kaunas University of Technology, (LT)**

The partnership between Kaunas University of Technology (Lithuania) and Alytus Business Advisory Centre (Lithuania) and the Institute of Economic and Social Development (Poland) sought to stimulate Lithuanian - Polish cross border activity by working with organisations and business communities to solve actual cross border business problems.

The approach taken was to provide learning and training programmes targeted directly at businesses in the two Baltic sea-region states in order to increase the role of businesses in supporting the development and growth of the local communities.

The partners conducted market research in each of the states to identify priority learning needs relating to this problem. The different regions identified their needs as:

- **Alytus region**: Management of Human Resources, Marketing, Financial Management, Trade Development, Polish Tax System
- **Pomerania region**: Management of Human Resources, Marketing, Trade Development, Financial Management, Lithuanian Tax System
**Size of the programme** — in this case study it appears that the partners are likely to want to build a substantial programme. Each of the priority learning needs could be developed into a programme in its own right. The subject areas are also inter-connected so could be combined to make programme that could be accredited at diploma or degree (bachelors or masters) level. Those designing this programme would need to consider whether they offered separate subject related programmes or whether they combined such programmes into one large award. These choices would depend on both the requirements of the partners and the regulations of the university.

The approval process for large qualifications such as degrees or diplomas may take a considerable time – time that partners may not be prepared to wait. Some universities have instigated ‘fast-track’ approval processes to facilitate partnership work.

Now you should discuss and complete the remaining categories in the same way.

- **Timing of delivery**
- **Award of credit**
- **Level of programme**
- **Modularisation**
- **Mode of delivery**

**Activity 4 (1.5 hours)**

*What are the practical challenges of designing a curriculum in partnership?*

Now that we have highlighted of some of the choices associated with designing a curriculum in partnership we would like to pause for a moment to review the practical challenges that you might face in this process. However, in many cases these problems only come to light after the design process, and awareness of the potential pitfalls at the earliest stage can help you to avoid them. Although the issues we raise can make it seem a challenge to work with partners we aim to help you think about ways in which they can be overcome and we believe that the benefits for all taking part in the partnership warrant the effort required to address them.
Below we have selected some quotes that describe the actual challenges faced by universities when working in partnership. All these challenges have implications for shared curriculum design. We would like you to read the quotes and then:

a) define what you think is the key challenge expressed

b) discuss how the challenge might affect shared curriculum design

c) suggest how the challenge can be overcome

Again we have provided a worked example to get you started.

**Regional collaboration case study: linking London Learning, Linking London Lifelong Learning Network**

‘A particular challenge has been to encourage a diverse group of people who might traditionally have worked in competition to work together to facilitate the needs of the learner.’

**a) Define what you think is the key challenge expressed**

The key challenge expressed is that organisations drawn together to work in partnership (perhaps through funding imperatives for example) may actually have competing agendas. They may be unwilling to share information about what they do or plan to do in future because they fear it is commercially sensitive.

**b) Discuss how the challenge might affect shared curriculum design**

If partners are concerned that they may be giving other partners competitive advantage by sharing plans, experience, knowledge or such products as learning materials it can make it difficult to utilise the full breadth of partners’ experience in the development of the curriculum. It might be the case that a particular partner has been brought into the partnership to share specialist expertise but in fact is unwilling or unable to do this with other organisations it perceives as competitors.

**c) Suggest how the challenge can be overcome**

First of all it will be important for partners to be open about how the partnership will work and any anxieties they might have about sharing knowledge expertise or materials. Discussions may need to take place about issues such as intellectual property rights and which institution receives funding for any particular students for example. Partners should ensure that shared aims are agreed at the very beginning of the partnership, and then kept under review as the partnership develops. In many cases the partnership is an essential element of gaining access to funding so the financial reward of working together may overcome anxieties about competition.
Quotes

Regional co-operation in post-secondary technological education, University of Aveiro (PT):
‘One of the main problems of working together in partnership is that the finance that allows the programme to go ahead can only be allocated after the majority of the work in the partnership has been carried out. This makes it impossible to be in a position to start the programmes at the beginning of the academic year.’

Regional collaboration case study: Linking London Learning, Linking London Lifelong Learning Network (UK):
‘A particular challenge has been to encourage a diverse group of people who might traditionally have worked in competition to work together to facilitate the needs of the learner.’

Co-operation between a university and the municipal government of Zwolle in developing and executing a management development programme, RPL Centre, Hogeschool, Windesheim (NL):
‘It takes time to speak each other’s language and understand the differences in culture. Most students at Windesheim are young people between 17 and 23 years old. The whole education system is focused on that group: education and assessment are about people who are on the verge of starting a career, not so much on people with a lot of experience in management. Education and assessment need to be adapted to that new group.’

Quality management for school leavers in vocational schools, University of Helsinki (FI):
‘It can be seen as the central role of the providers of continuing education that they disseminate newest scientific innovations in order to give new tools to and improve the everyday working life of the teaching staff. It must be kept in mind that teaching staff want to have clear and practical new methods and best practices instead of theoretical lectures. This is also a challenge to the teaching staff of the faculties.’

Discussion

From undertaking this activity you will have seen that there are many challenges to designing a curriculum in partnership. We hope that you will have talked a little about all of the following areas:

- Managing competition or different agendas between partners
- Ensuring a balance is achieved between the demand for practical knowledge and skills that may be a priority for learners and the consideration of associated theory which a university and its academic staff might see as most important
- Co-ordinating administrative systems of the university (particularly finance) so that they support rather than hinder curriculum development
- Understanding differences in cultural expectations of partners particularly as a result of different experiences of the education system both in different countries and different groups of learners
Activity 5 (1.5 hours)

Measuring impact: maintaining and developing provision

When designing a curriculum in partnership it can be tempting to allow your focus to become internal and preoccupied with the curriculum itself rather than the impact the delivery of that curriculum will have on those who study it. This final section focuses on the importance of measuring the impact of your curriculum on all partners, and techniques for doing so.

The curriculum you design is only likely to be sustainable if what you deliver enables students to meet the desired outcomes of the partners, so defining the impact of your curriculum is critically important to the survival of your course or programme.

Measuring the impact of your curriculum

In order to measure the impact it is essential to return to the initial purpose, aims and objectives of the curriculum you have designed. The way in which you evaluate impact will, of course, depend on your original purpose; so an intervention that was only designed to meet short term needs – for example a course to address a specialist skills gap which has now been filled – will need to be evaluated differently from a long term programme designed to stimulate social or professional development.

Techniques for measuring impact

Traditionally universities have measured the impact of programmes of learning by judging the outcomes of the study of individual students and monitoring their learning experience. This is usually done by judging the results of assessment – perhaps in comparison to other parallel provision or benchmarks, and gathering qualitative data about individual student experience.

While this is one legitimate measure of impact it is essential to consider how students have used their learning more widely. It is likely that the partners will want information about the impact and success of certain aspects of the provision which may go well beyond individual student satisfaction. So, for example, where the aim of your curriculum has been to improve the depth of appreciation of cultural opportunities in a region, you might want to measure number and length of time of visits to a particular museum or art gallery. For a programme which is for both individual professional development and for the spread of knowledge in an employer organisation, partners might benefit from evaluating the performance of the student’s workplace team.
Applying broader techniques for measuring impact of curriculum

In activity 2 you considered two case studies which illustrated curriculum development in partnership with widely differing purposes. We are now going to return to these examples to ask you to identify aspects of the provision which need to be evaluated and possible techniques for doing so. Choose which one you would prefer to work on and then taking into account traditional techniques for measuring student experience and wider evaluation methodology as referred to in the paragraph above try to do the following:

- Identify the key impacts that you think partners would want evaluated. Consider their rationale for these choices.
- Suggest possible techniques for impact measurements. As well as considering individual outputs (student achievement, experience) and wider impacts (career progression, team performance), you may want to evaluate the way in which the partnership has worked.

Co-operation between a university and a private company in working and learning for a bachelor degree.
Hogeschool van Amsterdam (NL)

Institutions
- Yacht, an international private company in staffing, temporary management and recruitment and selection. Yacht is a market leader in this field in the Netherlands. In this project the IT branch of Yacht is the partner, with the Yacht Academy and the HR department playing an important part in the project
- Hogeschool van Amsterdam, University of Applied Sciences Amsterdam. Three areas are involved – The Recognition of Prior Learning (RPL) centre, a business engineering degree programme and an information engineering course
- Exin, a private educational company providing IT courses

Objectives, purposes and context
Many Yacht employees work on Higher IT level, but do not have a bachelor degree in IT. The company has two main reasons for wanting their employees to get a degree

- To show their customers that they only work with highly qualified employees
- To stimulate further development of employees and in doing so strengthen the commitment between company and employees

The objective of the project is to create a learning and development programme for Yacht employees leading to a bachelor degree in IT.

The following are important elements of this purpose

- RPL is part of the programme.
- On the basis of RPL a tailor made programme is constructed for each individual employee to obtain a bachelors degree in IT.
- Although Yacht employees work in different regions in the Netherlands they all have the same opportunity to participate in the programme.
- The programme of learning is designed to equip Yacht employees for the next career step. To achieve this special minor programmes have been developed to support development of particular competences.
- In the development of the programme relevant vocational certificates such as ITIL and Prince 2 have been taken into account. Yacht employees are used to undertaking such courses with Exin and they are valuable to the IT business. The tailor made bachelor programme for Yacht meets the same quality standards and competencies as regular programmes at the university.
Activities
The learning and development programme consists of the following steps for the candidate:

- An IT scan which results in advice on developing certain competencies through work experience and/or Exin modules
- Working and learning at the company and assembling evidence of learning
- An RPL procedure that results in an assessed portfolio of evidence to required bachelor degree standard
- After assessment of the portfolio the student is provided with a report which states what they have to do to complete their degree
- Enrolling of the student on a tailor made programme. For most students this consists of a minor programme (an optional specialisation) and a thesis

‘Enjoying arts’
Duesto University (ES)

Institutions
Deusto University Leisure Studies Institute is involved in a partnership with Bilbao Opera’s Friends Association (ABAO), Bilbao Symphonic Orchestra (BOS), Bilbao Fine Arts Museum, Guggenheim Museum and Arriaga Theatre.

Objectives, purposes and context
The aim of the partnership is to provide a programme to help the knowledge and enjoyment of the artistic creations that influence the cultural planning of the City of Bilbao. At the end of the project the intention is to have established complementary action between Deusto University and the partners to increase the enjoyment, knowledge and understanding of the arts.

Activities
Training courses are offered about artistic planning in different fields to present and explain the theoretical horizons associated with practical productions. Each week during the two semesters of the academic year one and a half hour activities are provided relating to literature, theatre, symphonic music, gallery arts, opera and large exhibitions. Activities are related to actual events happening in the City – for example, with an exhibition at the Guggenheim Museum, the author of the exhibition comes to the university to talk about it and a visit to the Museum is organised for participants as a consequence. Participants get certificates to prove attendance at activities of the programme.

The programme drives the university to strengthen relations with other institutions of the City such as its museums, theatres, orchestras, and opera.

Sustainability
Where it can be demonstrated that programmes successfully meet the aim and purpose defined by partners the provision is more likely to be sustainable. Evidence of the desired impact is especially important in securing continued funding whether this is from a private sector source where improved performance may make an organisation more productive, or from a public sector source wherer renewed funding depends on demonstration of outputs achieved. Where curriculum is developed in partnership as part of a funded project it should be accepted that changes may have to be made to deliver provision that is sustainable when project funding ends and must be absorbed into mainstream activity.
Concluding comments

In working through the activities on developing curriculum in partnership you should now have a clear view of the challenges as well as the potential benefits for all partners. You will have recognised the importance of defining the purpose of your partnership and how this will affect the way in which the curriculum is designed and also how its impact is assessed. You should also be aware of the key decisions about size and shape of a curriculum that will need to be addressed in your discussions with partners and be prepared for the practical challenges that working with partners may bring.

As a result of working through this learning material we hope you now feel better prepared for developing a curriculum in partnership and recognise its potential to be a worthwhile and fulfilling approach to curriculum development for all involved, and for critically reflecting on existing partnerships.