

## Building a coherent curriculum

This presentation gives insight in the process on how Karel de Grote University College in Antwerp, Belgium applied the common framework of Learning Outcomes defined for the Flanders regions and validated by practitioners and alumni. In 2014 it was formally decided that all nine Social Work University Colleges in Flanders should educate to the same professional standards and have to start using this common framework. KdG at that time had for many years experience with competencies-oriented education and hence chose to connect their existing competencies with the common framework. We start our presentation with explaining the preset Learning Outcomes for Social Work in Flanders.

The second part of the presentation we explain the process of implementation. How did the executive committee develop the new framework further and presented it to the steering committee of our curriculum in order to take decisions based on consensus and in line with the international definition. Based on our experience we will present tips and tricks to get support among the whole staff of teachers.

In the third part of the presentation we will explain how we developed a coherent assessment policy for students in regard to the common framework. The common framework was grouped in seven clusters of competencies (emotional skills, social and communication skills, cognitive and intellectual competencies, task-oriented skills, developmental skills, ethical and normative competencies) and operationalized by a complex set of indicators. These had to be crisscrossed which not less than the 120 existing courses. Which competencies are assessed where? What is the timing of the assessment? What are the competency development-lines? Normally you would start from the competencies and secondly think about the courses. The difficulty here was that we had to tie into the existing learning content instead of starting from scratch.

In the fourth part of the presentation we will share the challenges that we faced. How to bring the competencies closer to the students and to teachers? How to make the learning outcomes more vivid? How to deal with the crucial place of internship (or placement) for core competencies for a social worker? How to check if our education stays in line with the educational aims and assuring a perfect match with the common framework. How to assess the most difficult competency, the normative professionalism? Can we measure a 'basic attitude' in 3 ECTS? How can we do the assessment in more innovative ways? How to give feedback to students in a more longitudinal way? We will present the solutions we choose to these challenges and the considerations we took into account?

We invite you to go in dialogue and share your experience. We are very much interested in how curriculum development is done in other University Colleges and we look forward to exchange information on how you make your curriculum coherent, how you make an assessment policy and what challenges you face in this regard.