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Curriculum development in social work

### **The Borderless Curriculum. Developing international competences at the core of your curriculum**

Graduates in higher education increasingly need to have competences to function in international, multicultural and even super diverse environments. In this workshop I explain why developing international and intercultural competencies should be at the heart of any degree programme in higher education today. By describing a model that was developed at the Social Work faculty of Thomas More Kempen, a practical approach will be given on how to upgrade international courses and activities in curricula today.

Often, when new international initiatives are taken ad hoc solutions are rather randomly found on how to integrate the (new) activities in the student's programme, if they are integrated at all. Intentions are always there, and the enthusiasm of the colleagues involved tends to be very big, but when it comes to integrating the new activities in curricula, things often happen quite randomly.

If Internationalization is viewed in its widest sense and not narrowed down to mobility, it is possible to give a central position to international activities in a curriculum and to deal with any new initiatives on a structural basis. Internationalization should be a matter of all students, who, with the right supervision, should be empowered to take their international learning into their own hands. With the model described, students will be able to more easily profile themselves internationally from day one. Moreover, they will also pursue internationalization in their professional lives. As a result students will become more employable in today's job markets.

In the workshop I will go into the international learning outcomes that can be gradually developed in a Social Work Bachelor degree programme or similar. I will also discuss why the Dutch-Flemish accreditation organization NVAO valued the model so much, by discussing a practical example from Thomas More Kempen, Belgium.