

WUS AUSTRIA - MASTER STUDIES DEVELOPMENT PROGRAM

“Continuous Monitoring of Curriculum”

***Adjustment with the Developmental
and Changing Needs of Labour
Market”***

Jadranka Dimov

Kopaonik, September 2009.god.

ECONOMY AND LABOUR MARKET ISSUES

EU TRENDS IN ECONOMY

Globalisation: the appearance of supra-national stakeholders and political/social drives (Maastricht, Bologna, Lisbon)

Contemporary economy is the goal oriented open system

Moving from industrial economy to a network (stakeholder) economy

Global trends

- **Now a days` economies are built on information, learning and adaptation.**
- **Speed to market requires immediately marketable knowledge and competences**
- **Present day education institutions are forced to be in constant dialogue with their stakeholder**
- **Competition in the Education LM is growing: universities, private providers, consultancy, E-learning, visiting programmes, distance learning and etc.**

SOME REMARKS ON THE LM CONTEXT IN SERBIA

Fast changes:

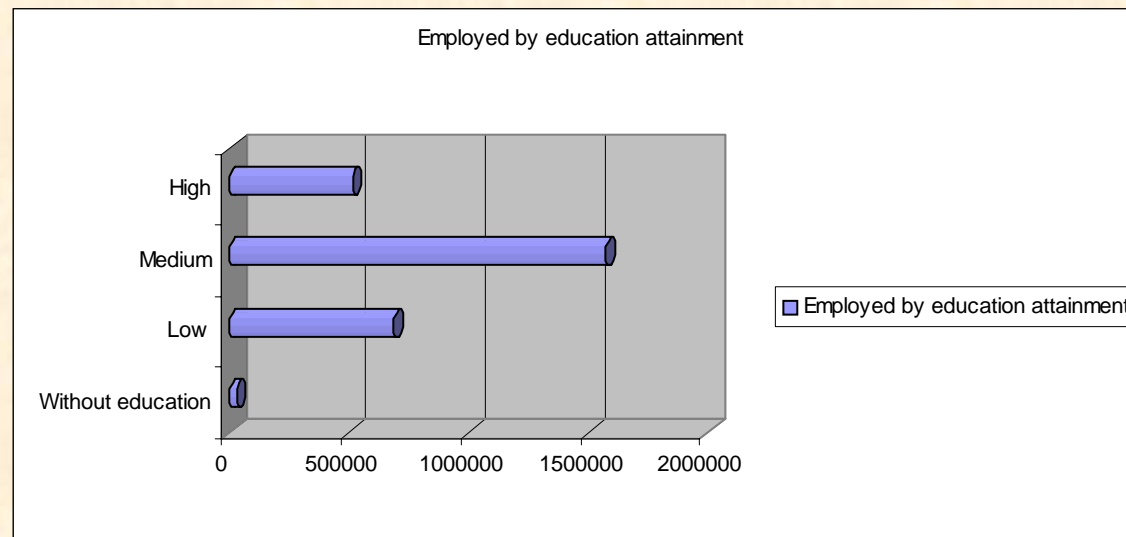
- Sectoral - services
- Organisational - management
- Technological – science inputs
- SMS enterprises – entrepreneurship

Pressure on employability

Redundant workers

Employed by education attainment

- **Source: Serbian Bureau of Statistics: LFS, 2008**



- **In Serbia, despite a shrinking youth population, young people experience a troubled transition from education to work**
- **One of trouble factors consists of a lack of competences and skills developed during studies and demanded in the LM***
- **The traditional mode of knowledge production should be complemented by a mode in which research on LM identify problems and solve them in the context of curricular application**

****Results of one research on needed competences**

- team work,
- team management,
- innovation,
- creativity,
- analytical thinking
- critical attitude
- problem solving,
- taking risks,
- customer orientation,
- managing the learning competences,
- intercultural competences,
- conflict handling,
- time management-organisation
- leading competence,
- flexibility
- loyalty
- self-managed learning
- autonomy and responsibility-awareness
- entrepreneurship
- communication competences
- interpersonal competences
- interpersonal efficiency
- self-management competences
- organisational competences
- client service competences
- technical-operational competences
- HRM competences
- leadership competences
- result orientation
- decision making power
- quality awareness and orientation

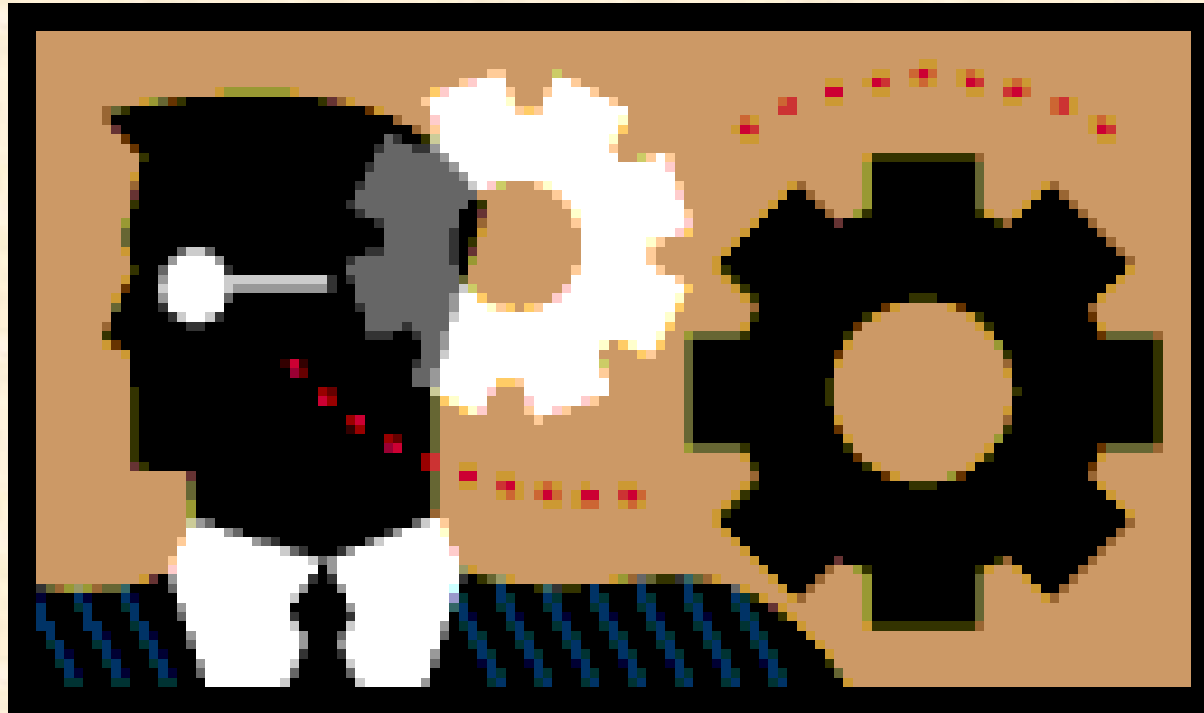
**Universities should be familiar
with the situation in the LM and
the needed quality of employees**

Universities are a sort of the servants to LM?

No! Universities influence and support the quality of economy drive and performances in LM

Quality of knowledge, skills and competences of graduate students are recongnised as crucial for development of economy and society

There is a mutual science and labour influence



UNIVERSITIES

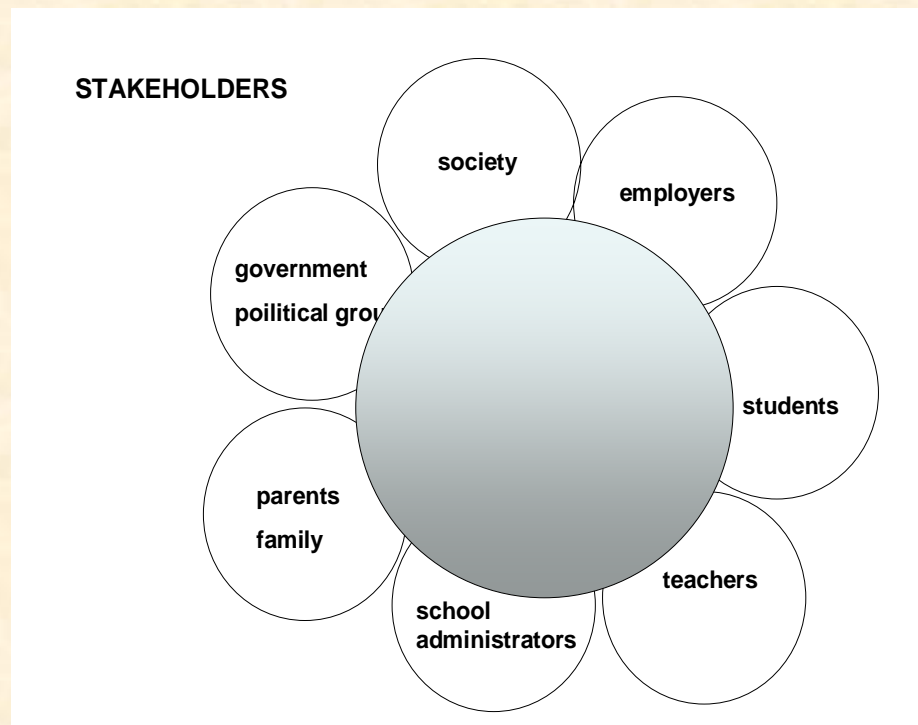
**HOW TO ADJUST CURRICULUM
TO THE ECONOMY NEEDS AND
PROSPECTIVES?**

THE ANSWER IS SIMPLE:

- Networking with stakeholders
- Revision of curriculum, and
- Consequent monitoring of curriculum – syllabuses

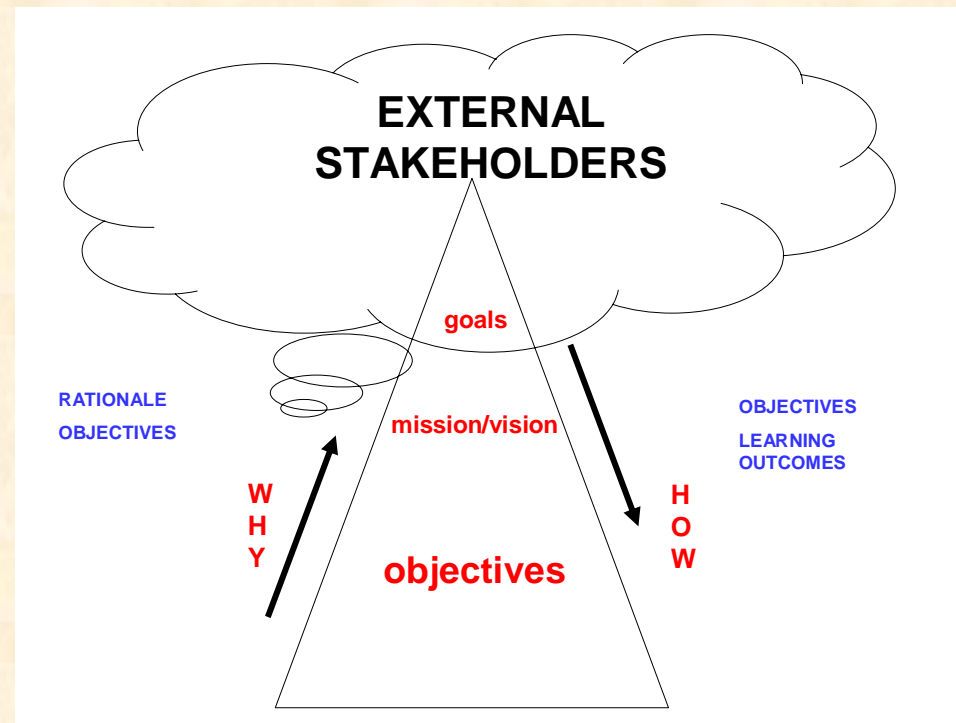
DG Education and Culture supports cooperation as an important part of EU policies.

Who are stakeholders?



- Society = labour market
- Employers = owners
- Students = participants
- Teachers = trainers and consultants
- School administrators = employers
- Parents, family = family

Why stakeholders?



UNIVERSITIES – STAKEHOLDERS

INSTITUTIONAL COOPERATION

HOW?

Options

Transfer LM – stakeholders` needs research
to specialised agency

or

use own research resources

Using own resources

Establishment of **Curriculum Advisory Board**, or Committee, on the level of University - the most rational and sustainable; ownership is guaranteed

Alumni Service

Career Guidance and Counseling Centre

Using own resources

Apply **Project Cycle Management Approach** on curriculum tuning :

- Planning
- Management
- Implementation
- Monitoring and Evaluation

and

Total Quality Management Approach

Using own resources - Planning

- Define which of stakeholders are your target group/s
- define thematic areas of mutual interests
- define stakeholders database
- define and develop procedures for university-enterprise cooperation
- define gantogram of activities
- create questionnaires for companies, universities themselves and for the centres experienced in competence mangagement
- create specific inventory of the most important TQM basic qualifications for graduates

Using own resources - Management

A. Gathering data and information

- Inquiry stakeholders – questionnaires, meetings, study visits*
- Alumni meetings
- Career Guidance and Counseling Centre information on stakeholders` needs
- Chamber of Commerce information on the needs
- National Employment Service information on LM needs
- Union of Employers information

Leonardo da Vinci

***Ka-Ho Sint-Lieven Methodologies**

Questionnaire

How do you assess with regard to:

- skills and abilities?
- thinking competences
- communication competences
- interpersonal competences
- self-management competences
- organisational competences
- client service competences
- technical-operational competences
- HRM competences
- leadership competences

How do you assess with regard to knowledge?

- what kind of tests do you use?

Methods of assessment:

- interview - work sample
- simulations - written tests
- assessment centre - experience, accomplishments
- educational credentials - occupational certification
- Bio-data - self-assessment

Using own resources – Management -2

- B. **Analysis and assessment** of gathered findings on stakeholders` needs – knowledge, skills and competences
- C. **Comparison with actual curriculum** and syllabuses

Using own resources - Implementation

How to adjust curriculum to findings?

- Creation of the **Guidelines** for revision of curricula and innovation of the educational concept
- Tuning objectives of studies` programmes to LM requirements
- Tuning the curriculum to the objectives
- Competences - generic competences and subject specific competences (knowledge, skills) must be translated to curricula - in terms of learning activities

Using own resources – Implementation -2

- Development/selection of study materials
- If necessary, development and organisation of seminars and the trainings for professors
- Organisation of teaching/learning activities
- Counselling and learning support to students
- Putting the revised Curriculum in the Practice

Using own resources- Monitoring and Evaluation

- Define and develop monitoring plan and activities
- Define actors
- Define indicators
- Define monitoring tools

Curriculum Advisory Board should agree indicators with stakeholders (competences to be prioritised)

Using own resources- Monitoring and Evaluation -2

Evaluation of the quality of tuning performance assessment should be Curriculum Advisory Board responsibility

M & E should be regular activities on annual base, planned by Curriculum Advisory Board

Tuning of Curriculum should be done on annual base, too

Curriculum Advisory Board

Members:

- Chiefs of the cathedras
- Representatives of main stakeholders
- Representatives of Chamber of Commerce – Education Division
- Representatives of the Union of Employers

Facilitation of tuning process

Creating an **interuniversity pilot advanced training centre** to stimulate the introduction of market oriented approach in education process and creation of more competence based curricula.

Thank you!