



Designing of a Degree programme from context to structure

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11 steps designing/improving programme

1. Determine need and potential of programme
2. Define metaprofile/keycompetences
3. Formulate programme learning outcomes
4. *Decide whether to modularise or not*
5. Identify for each module competences and formulate learning outcomes
6. *Allocate credits to each module*
7. Determine the approach to teaching, learning and assessment
8. *Check whether the key competences (gen. + subj. spec.) are covered*
9. *Describe the programme and the modules*
10. Check balance and feasibility
11. Implement, monitor and improve



To modularise or not to modularise?

- › Dutch Bachelor's degree programme = 3 years
- › Course unit = module. e.g. 24 modules = programme = 8/year = 2/period.
- › The modularization of a course is a didactic-methodical design, which includes separate, self-contained learning units (modules).
- › These modules mediate by itself compact fields of knowledge and practical application methods. So they contribute to a greater whole.
- › A module has a coherent set of goals focussing both on the achievement of general and/or specific competencies and contributing to the learning outcomes of the curriculum.



Pros –cons modularization

Pro:

1. The curriculum is more clear for the student; more manageable; (“bite-size chunks”) -> success in study
2. Contribution to motivation of the student (regular experience of success; feed back on approach of the study)
3. Student can quickly experience his strengths and weaknesses
4. Flexible programme (illness, study abroad) .

Contra:

1. Coherence can disappear (cafeteria model)
2. Possible lack of basic knowledge (cafeteria model)
3. Students can easy postpone difficult/uninteresting modules.



Credits: Set number or random number?

- › Allocate credits to each module
- › A. Set number: e.g. 5 ECTS (or multiples) or 2 hours/ per module
- › B. Random number: based on workload foreseen

N.B. European Credit Transfer System- ECTS

- › Academic year (40-42 weeks): 60 ECTS credits
- › Semester (20-21 weeks): 30 ECTS credits
- › Trimester (13-14 weeks): 20 ECTS credits
- › Block (10 weeks) 15 ECTS credits



Workload Netherlands

- › 42 weeks x 40 hours/week = 1680 hours
- › 1 ECTS = 28 hours
- › 60 ECTS = 60x28 hours = 1680 hours/year



Teaching structure

- semester 1 block 1: sept- ½ nov.: 10 weeks
- semester 1 block 2 : ½ nov- 1 febr. -10 weeks
- semester 2 block 1: 1 febr.- ½ april: 10 weeks
- semester 2 block 2 : ½ april- 1july -10 weeks
 - 8 weeks lectures /workinggroups etc
 - 2 weeks exams
 - 8 weeks lectures/workingsgroups etc.
 - 2 weeks exams including some resits

- july or mid-august : 1 week resits

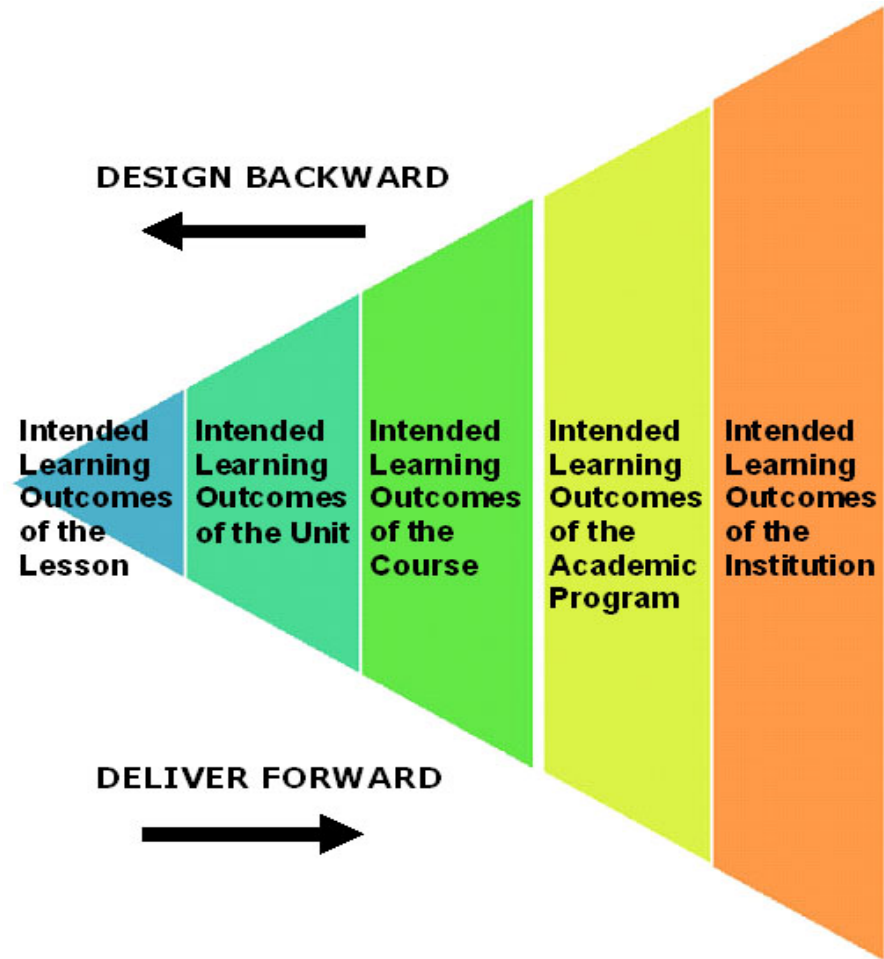


Workload 5 erts module= $5 \times 28 = 140$ hours

- › 4 contacthours / week - 8 weeks -> 32 hours
- › Preparing contacthours: 4 hours/week -. 32 hours
- › 1 presentation 10 minutes -> 8 hours
- › 1 paper of 4 pages -> 16 hours
- › Subtotal : 88 hours
- › Left for reading materials, preparing for final test:
 $140 - 88 = 52$ hours
- › reading course material (books, case law): 6 pages/
hours; case-law 4 pages/hour



Process of designing programme





Example programme LLB (competences)

Knowledge

- thorough knowledge and in-depth insight in
 - Dutch law and its structure;
 - European and international law;
 - Legal, social and historic aspects of legal problems

Apply knowledge

- ability to apply knowledge in practice, problem solving
- ability to adapt to new legal situations, to create and apply new knowledge

Skills

- information management skills, computing skills
- oral and written communication
- research skills, communicate with experts and non-experts
- learning skills



Competences -> curriculum: step 1

		%		ECTS cr.	
Knowledge discipline		60%		108	
	Private Law		25%		45
	Public Law		25%		45
	Criminal Law		10%		18
Skills		10%		18	
Law in context		15%		27	
Electives/minor		15%		27	
				180	



Competences -> curriculum: step 2

		%	ECTS cr.	
Private Law			45	
	Property law	20%		9
	Family Law	10%		5
	Contract/Tort Law	35%		16
	Business Law	20%		9
	Procedural Law	15%		7
		100%		45



Competences -> curriculum: step 2

			%	ECTS cr.	
Public Law				45	
	Constitutional Law		38%		17
	Administrative Law		37%		17
	International & European Law		25%		11



Competences -> curriculum: step 2

				%	ECTS cr.	
	Law in context				27	
		Introduction		25%		7
		History of Law/Roman Law		35%		9
		Philosophy of law/Sociology of Law		20%		5
		Law and economics		20%		5



Competences -> curriculum step 3:

			level 1	level 2	level 3
Private Law			year 1	year 2	year 3
	Property law	9	4	5	0
	Family Law	2	2	0	0
	Contract/Tort Law	18	4	8	6
	Business Law	9	0	0	9
	Procedural Law	7	1	6	0
		45	11	19	15



learning outcomes->curriculum step 3

			level 1	level 2	level 3
			year 1	year 2	year 3
Criminal law		18	6	7	5

Skills		18	level 1	level 2	level 3
			year 1	year 2	year 3
			8	0	10
Electives		27	level 1	level 2	level 3
			year 1	year 2	year 3
			4	0	23



learning outcomes->curriculum step 3

			level 1	level 2	level 3
Public Law			year 1	year 2	year 3
	Constitutional Law	17	10	0	7
	Administrative Law	17	5	11	0
	International & European Law	11	5	7	0
			20	18	7



Competences -> curriculum step 3

			level 1	level 2	level 3
Law in context			year 1	year 2	year 3
	Introduction	7	7	0	0
	History of Law/Roman Law	9	4	6	0
	Philosophy of law/Sociology o	5	0	5	0
	Law and economics	5	0	5	0
			11	16	0



Competences -> curriculum step 3 in total

			level 1	level 2	level 3
			year 1	year 2	year 3
Private law		45	11	19	15
Public Law		45	20	18	7
Criminal law		18	6	7	5
Law in context		27	11	16	0
Skills		18	8	0	10
Electives/minor		27	4	0	23
		180	60	60	60



Check correspondence between competences and curriculum

<i>Competences</i>	Mod.1	Mod.2	Mod.3	Mod.4	Moot court	thesis
Has Knowledge	X	X	X	X		
Apply knowledge			X	X	X	X
Work independently			X		X	X
Formulate, communicate					X	X



Matrix to check correspondence learning outcomes of module and assessment

Learning outcomes of module 1	assessment/exam (summative)	Assignment/group work (formative)
Learning outcome 1	Question 1,3,5,6	Week 1
Learning outcome 2	Q 1,2,6,7	Week 2
Learning outcome 3	Q 3,4,5,6	Week 1,3,4
Learning outcome 4	Q 4,5,7	Week 2,5,6