



BUGI Project WP2

Curriculum modules and LLL center programs development

Giuseppina Pennisi – Francesco Orsini – Svenja
Pokorny – PierGiacomo Sola (UNIBO)



MAIN OBJECTIVE

WP2 comprises the activities necessary for **design and implementation** of new master study curriculum and LL programs at partners HEIs



GENERAL DESCRIPTION

- WP2 will establish **4 expert groups** (people from program and partners HEI) for curriculum writing and ECTS design
- 2 years study program with **120 ECTS** (basic obligatory modules and other optional modules for specialization) of which 60 ECTS will be for real life experience and thesis preparation
- New study contents will be defined **accordingly to the reports delivered in WP1**



Study contents will be organized in 5 modules....

Modules		Expert groups
1. Introduction to UA (history, origin, definition, typologies)	SARAJEVO (PETAR)	1: Agriculture and food processing.
2. Food production systems (organic, integrated, classic, hydroponic, soil based, vertical systems, rooftops, etc)	PRISTINA (SALI ALIU)	
3. UA Entrepreneurship: Societal demands and business models (developing and implementing (urban) customer demands, business plans, marketing, financing, networking, communication, UA management, etc.)	PEJA (IBISH MAZREKU)	2: Business, management and networking.
4. Urban planning and resources (UA-architecture, urban energy efficiency, ecology, resources and waste management, etc)	MOSTAR (ALISA)	3: Urban planning, ecology, energy efficiency.



...and different learning modes

Modules	Modes
1. Introduction to UA (history, origin, definition, tipologies)	Basic
2. Food production systems (organic, integrated, classic, hydroponic, soil based, vertical systems, rooftops, etc)	
3. UA Entrepreneurship: Societal demands and business models (developing and implementing (urban) customer demands, business plans, marketing, financing, networking, communication, UA management, etc.)	Basic & Advanced
4. Urban planning and resources (UA-architecture, urban energy efficiency, ecology, resources and waste management, etc)	Basic & Advanced
5. Use of technologies and ICT in UA (micro controllers design and use, modern technologies in UA, use of software and app in monitoring of UA production, processing, marketing, and networking, etc)	Basic & Advanced

Basic mode:
theoretical
education

Advanced mode:
Problem Based
Learning system
(PBL) and
Experiential
Learning (EL)



WP2 tasks

- 1. To **establish expert working groups** for writing curriculum;
- 2. To **define modules and modes, objectives and learning outcomes** for master study and LL program within the groups **and develop curriculum draft**;
- 3. To **establish methodology for PBL** (Problem Based Learning system) **and EL** (Experiential Learning) with regard to defined learning outcomes and competencies;
- 4. To create a **framework for skills and competencies evaluation** and reporting related to the learning outcomes in the field of studies;



WP2 tasks

- 5. To **develop master study curriculum and LL programs according to HEIs regulations**, and to **define ECTS credits** for courses;
- 6. To **develop Module Placement Guide** for each module which will describe required knowledge to register for advanced mode offers;
- 7. To **create Diploma Supplement** including acquired competence descriptions according to EUROPASS, in HEI official language and English;
- 8. To **establish a multilateral inter-institutional agreement**



Deliverable 2.1 – Curriculum Draft

- Expert working groups will prepare **1 common curriculum draft, including courses and modes within modules, describing the study contents**. Modules will meet objectives and priorities for each partner countries' needs based on results delivered in WP1
- Expert working groups will propose **number and types of module courses which can be offered for distance and blended learning programs**

Languages: **English**

Due date: **01/06/2018**



Deliverable 2.2 – Learning projects design guide for teachers

- This guide will deliver a framework for **design of PBL and EL in the context of specific learning projects targeting desired learning outcomes within the modules**. Expert groups will develop a guide that assures applicability for each module
- **Advance modes learning projects will have to demonstrate the ability to develop and evaluate student's competences and skills**
- This guide will enable teaching staff to implement new/different PBL and EL scenarios with the possibility to evaluate students' performances but in the same time inspiring them to actively participate in course design
- **Guide will ensure flexibility in the process of selecting/designing PBL and EL topics to aspired key competences and skills**

Languages: **English, Consortium partner countries languages**

Due date: **15/06/2018 2 ACTIVITIES PROPOSED BY EACH PARTNER 31/07/2018 DELIVERABLES**



Deliverable 2.3 - Skills and competence evaluation guide

- It will define and describe a **competence inventory and link it to the skills**. Reference systems will be developed for learning outcomes and the level of competence in accordance to the modules
- **The framework will establish methodology used to evaluate, describe and document skills and competences** for the specific learning projects
- Together with self-evaluation report, teachers report will be documented in students' electronic index. Those indicators will be used to **monitor progress as well as to create description of competence in student Diploma Supplement**

Languages: **English, Consortium partner countries languages**

Due date: **10/06/2018 (3 NATIONAL) – 17/06/2018 (MERGED VERSION)**



Deliverable 2.4 – Master study and LLL program elaborate

- New curriculums and LLL programs will be developed by designated working groups. **All partners HEIs will take active part in this activity**
- Each partner HEI will choose the number of proposed modules and modes (basic and advance) within module, according to their national and HEI strategies. Competence based learning using PBL and EL will be established as teaching methodology. Flexibility will be provided incorporating distance and blended learning in curriculums.
- Partners HEI will try as much as possible **to develop same curriculum content and structure** with the respect to specific national regulations as well as priorities delivered in WP1.
- **The approach to design several types of bricks for each module will enable needed flexibility driven by specific needs of countries but also stakeholders** and especially students (LLL participants). In doing so partner HEIs will describe same ECTS credits for master study common modules and courses.

Languages: **Consortium partner countries languages** Due date: **01/05/2019**



Deliverable 2.5 – Module Placement Guide

- Module Placement Guide will be developed **to assess student's current readiness to register for advance mode courses within the modules.**
- WP will discuss and propose 2 design principles; tests and bachelor syllabi (??).
- **As a result registration procedure/administrative work will be transparent** and well organized with reduced number of courses withdrawal. In such way efficiency and effectiveness of courses implementation is improved providing more time for teaching staff to concentrate on practical rather than theoretical education within advance mode courses.
- Interdisciplinary nature of curriculum is preserved and nourished while international teaching staff can plan learning projects targeting specific-missing skills and outcomes, including so important cross-cultural communication skills.

Languages: **Consortium partner countries languages** Due date: **01/08/2018**



Deliverable 2.6 – Diploma Supplement

- **Diploma supplement providing a standardized description of the nature, level, context, content and status of the studies will be created for partner HEIs** in their official language and English.
- Besides standard context, a special part will include descriptions of acquired competencies according to the EUROPASS cluster: social and organizational competences described in the field of study. These descriptions will be based on evaluation reports during learning projects described in electronic index.
- DS will enrich formalized ECTS system providing students with the evidence of their potential regarding the selected key competence.

Languages: **English, Consortium partner countries languages**

Due date: **01/11/2018**



Deliverable 2.7 – Multilateral inter-institutional agreement

- **Partner HEIs will sign inter-institutional agreement.** The university partners will work on common ECTS credits design and transfer system thus allowing credit mobility, virtual and physical students and staff mobility. **Virtual mobility will be enhanced** since partner HEIs will develop common UA Distance learning platform for distance and blended learning.

Languages: Consortium partner countries languages

Due date: 01/11/2018