

Development of Curriculum in Sport by using 5 step process

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AEHESIS – tuning project

Four groups in four sport education areas
(Sport, Fitness, Physical education & Management)

Five process including 40 guidelines

Curriculum context design	For the end users / students
Curriculum area landmark	Professional area – Standard occupation – Activities
Curriculum objectives definition	Competencies
Curriculum content definition	Learning outcomes Curriculum model
Curriculum outcomes supervision	Quality assurance Accreditation process Qualifications

Need analysis! Is the first step in designing optimal curriculum models!

Curriculum context:

1. needs analysis
2. Area partners (EUR, National & local level)
3. Target groups (employers, employees and curriculum providers)
4. End users (students, general public..)
5. Target groups/end users
6. Information
7. Partners' contribution
8. Context
9. Exchange
10. Supports
11. Web site

Curriculum area

1. Territory of the professional area
2. Pathways to other areas
3. Definition principles
4. Professional diversity
5. Present vs Future
6. Standard occupations
7. Specialisation levels
8. Target groups
9. Professional profile
10. Pathway 1
11. Pathways 2

12. Activities/tasks
13. Categories
14. Activity profile – (moj komentar:key activities! Vs key competencies)
15. Classification
16. Stakeholders

Curriculum objectives

1. Professional competencies
2. Categories
3. Training levels
4. Categories comp in generic and specialized
5. Actuality vs Future
6. Aims
7. Degrees (bachelor, master...)
8. Profile according to specificities of the field / national / local

Curriculum content definition

1. Flexible principles
2. Learning outcome
3. Relationships (Professional competencies vs Learning outcomes)

Curriculum outcomes supervision (Quality assurance and certification)

1. Qualification recognition

Conclusion

1. Improving curricula
2. A gap wish/reality
3. Support to curriculum designers
4. Flexibility more than prescription