

# Model for Core Curricula with Integrated Mobility Abroad

## University Partners:

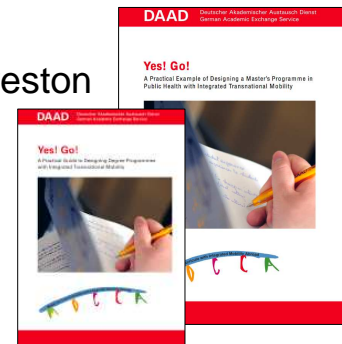
**Estonia:** University of Tartu

**Finland:** University of Kuopio

**Germany:** University of Applied Sciences, Fulda

**Lithuania:** Kaunas University of Medicine

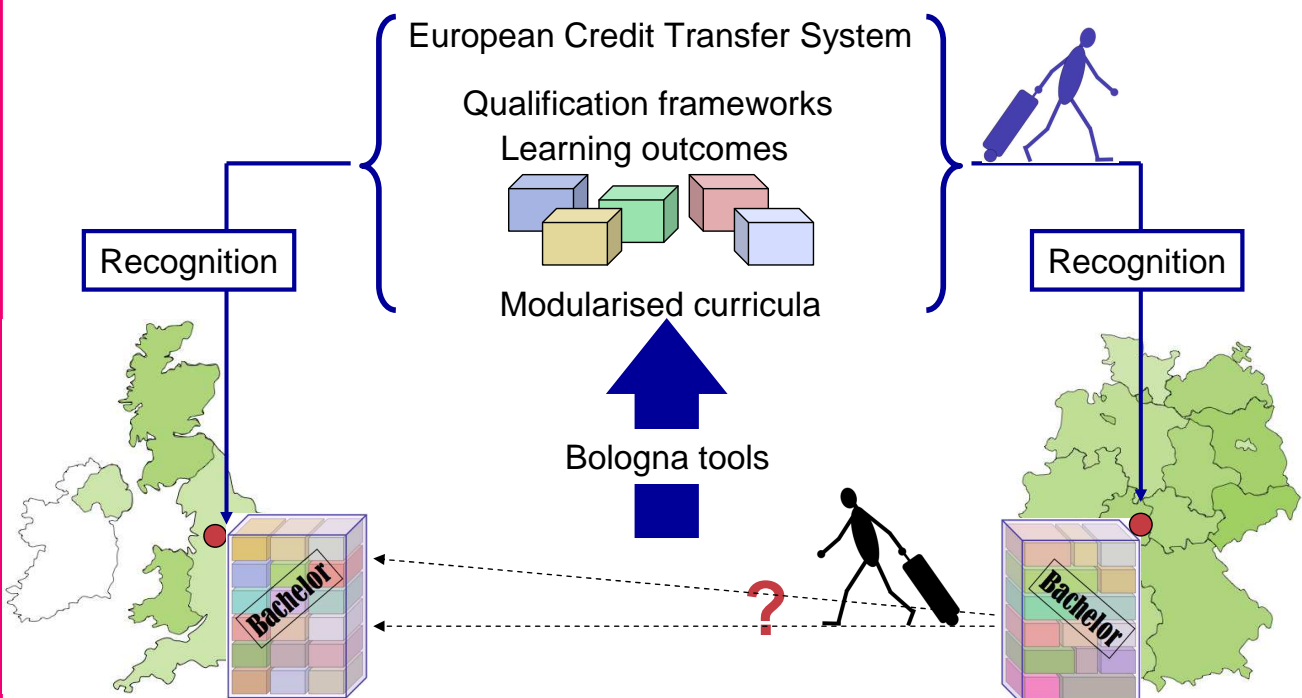
**United Kingdom:** University of Central Lancashire, Preston



Annette Grewe

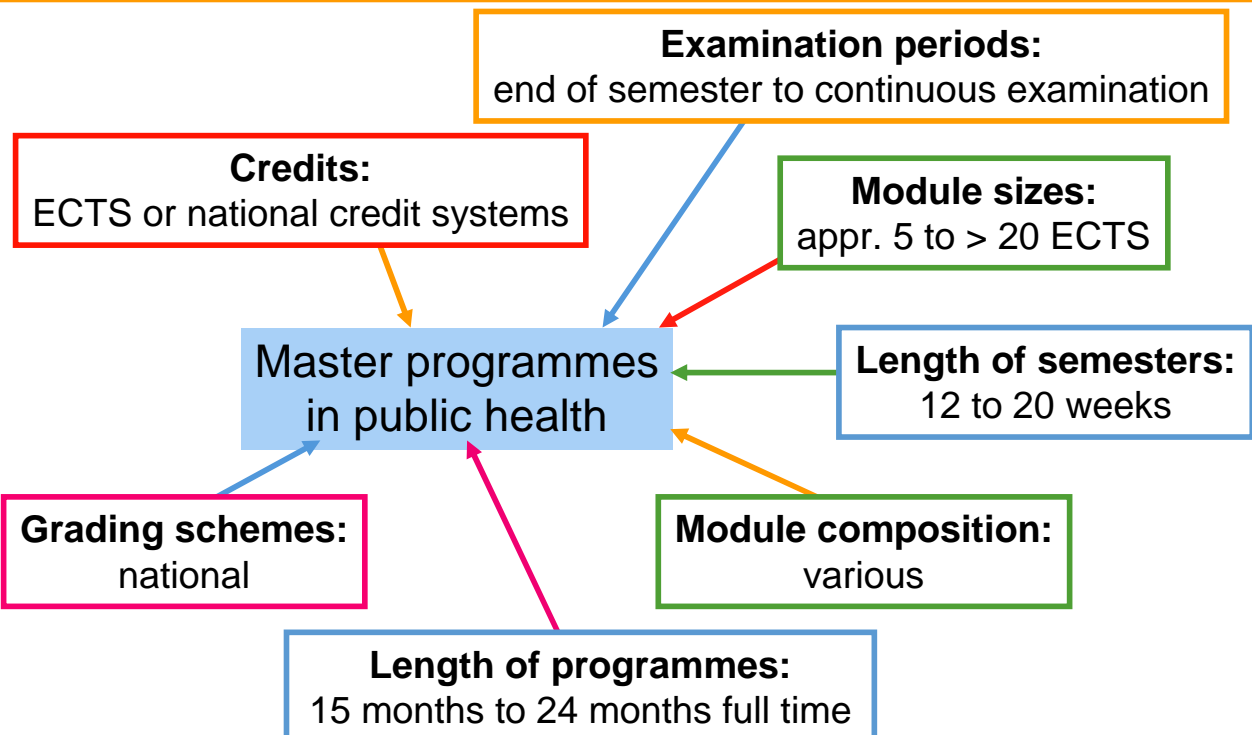
# Student mobility within study programmes

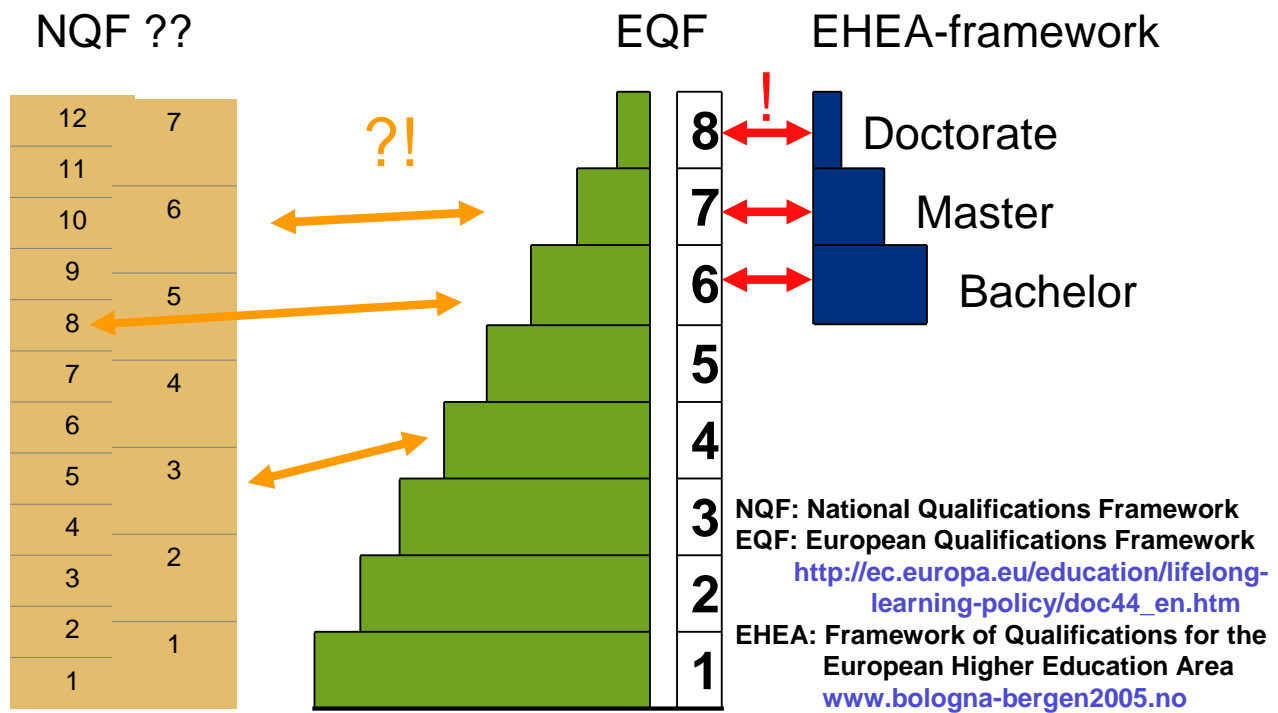
## Aim:



Annette Grewe

Context factors	Programme factors
living costs	<b>uncertainty conc. recognition</b>
language	tuition fees
uncertainty conc. jobs	different study structures
responsibilities at home	language of the courses
time	different systems of marks
uncertainty conc. benefit	different target groups





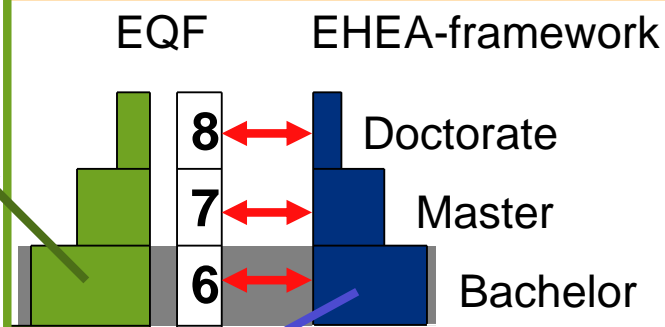
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Hochschule Fulda  
University of Applied Sciences



Knowledge	Competence
advanced knowledge of a field of work or study, involving a critical understanding of theories and principles	manage complex technical or professional activities or projects, taking responsibility for decision-making in unpredictable work or study contexts
Skills	take responsibility for managing professional development of individuals and groups
advanced skills, demonstrating mastery and innovation, required to solve complex and unpredictable problems in a specialised field of work or study	

## Level descriptors



have demonstrated **knowledge and understanding** in a field of study that builds upon their general secondary education, and is typically at a level that, whilst supported by advanced textbooks, includes some aspects that will be informed by knowledge of the forefront of their field of study;

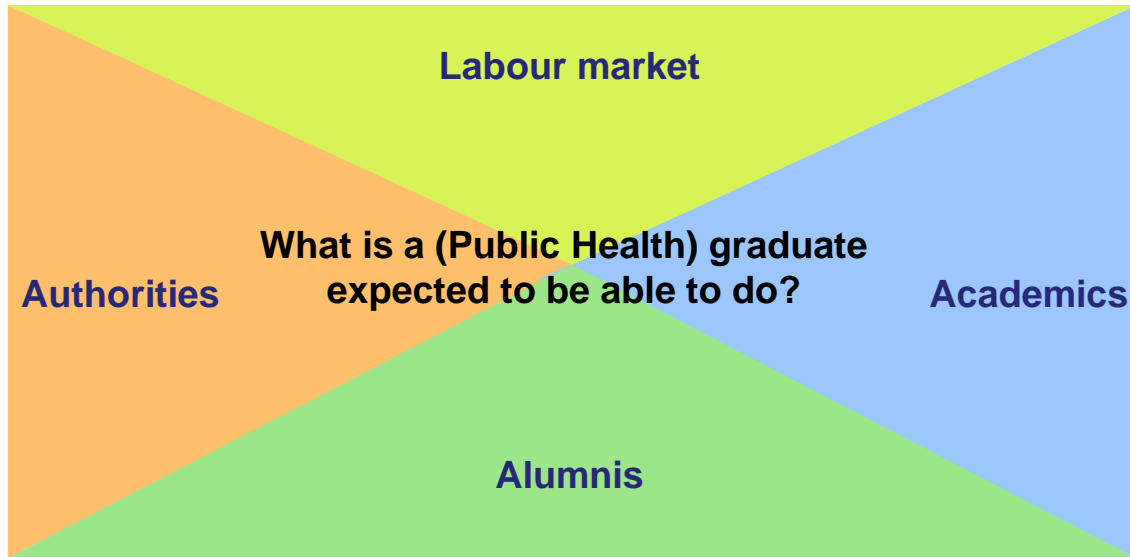
can **apply their knowledge and understanding** in a manner that indicates a professional approach to their work or vocation, and have competences typically demonstrated through devising and sustaining arguments and solving problems within their field of study

have the ability to gather and interpret relevant data (usually within their field of study) to inform **judgements** that include reflection on relevant social, scientific or ethical issues;

can **communicate** information, ideas, problems and solutions to both specialist and non-specialist audiences;

have developed those **learning skills** that are necessary for them to continue to undertake further study with a high degree of autonomy.

## Step 1: Definition of academic & professional profiles



## Step 1; results: Example Master PH

Definition of the academic and professional profiles  
of a graduate in the field of public health:

Assessment and monitoring	Policy development	Policy implementation	Evidence of effectiveness
Assessment and surveillance of population health status and the determinants of health using routine and non-routine data ...	Development of public policy, including legislation and regulation, in collaboration with communities and governmental agencies which aims to: ...	Empowerment of communities through engagement, consultation and partnerships to facilitate the promotion of healthy lifestyles ...	Critical appraisal of evidence for the effectiveness of health-related interventions, policies and population-based programmes ...

## Step 2: Translation of academic & professional profiles into **learning outcomes** on programme level

have demonstrated **knowledge and understanding** that is founded upon and extends and/or enhances that typically associated with the first cycle, and that provides a basis or opportunity for originality in developing and/or applying ideas, often within a research context;

can **apply their knowledge and understanding**, and problem solving abilities in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their field of study;

have the ability to integrate knowledge and handle complexity, and **formulate judgements** with incomplete or limited information, but that include reflecting on social and ethical responsibilities linked to the application of their knowledge and judgements;

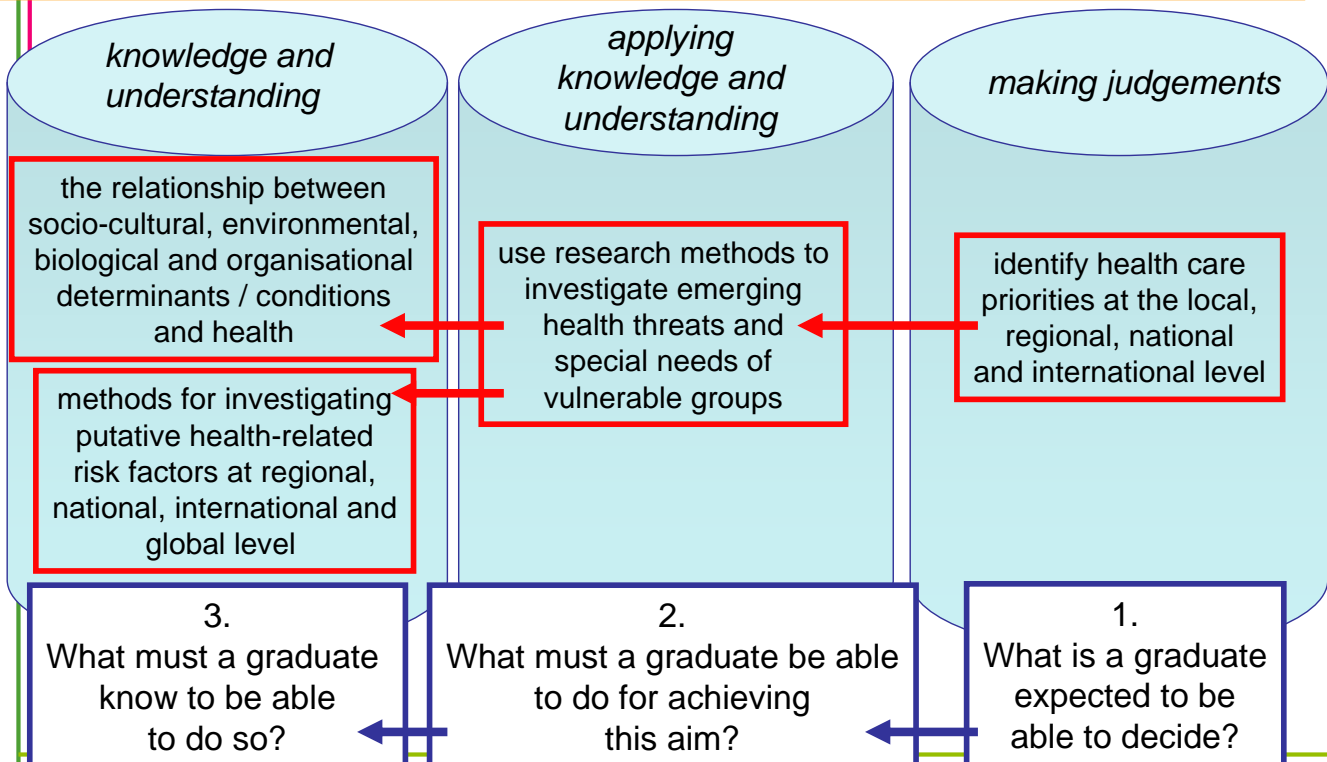
can **communicate** their conclusions, and the knowledge and rationale underpinning these, to specialist and non-specialist audiences clearly and unambiguously;

have the **learning skills** to allow them to continue to study in a manner that may be largely self-directed or autonomous.

### Descriptors of EHEA-framework for the **second study cycle**

- Knowledge and understanding
- Applying knowledge and understanding
- Making judgements
- Communication
- Learning skills

## : „Think backward!“



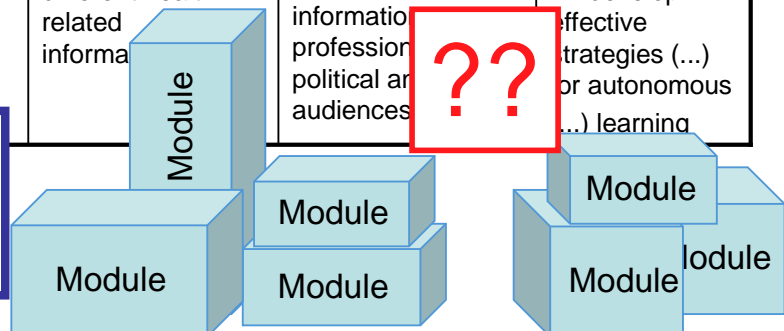
## Step 2; results: Learning outcomes on programme level

Assessment and monitoring	Policy development	Policy implementation	Evidence of effectiveness	
Assessment and surveillance of population health status and the	Development of public policy, including legislation and regulation, in	Empowerment of communities through engagement, consultation and	Critical appraisal of evidence for the effectiveness of health-related	
Knowledge and understanding	Applying knowledge and understanding	Making judgements	Communication	Learning skills
After completion of the second study cycle PH graduates will have acquired a specialised knowledge and understanding of: <ul style="list-style-type: none"> <li>the emergence, dissemination, prevention...</li> </ul>	After completion of the second study cycle PH graduates will be able to: <ul style="list-style-type: none"> <li>systematically collect, summarise and interpret health data to provide policy makers with information...</li> </ul>	After completion of the second study cycle PH graduates will be able to: <ul style="list-style-type: none"> <li>integrate different health-related information...</li> </ul>	After completion of the second study cycle PH graduates will be able to: <ul style="list-style-type: none"> <li>Sensitively and effectively communicate information to professional, political and lay audiences...</li> </ul>	After completion of the second study cycle PH graduates will be able to: <ul style="list-style-type: none"> <li>develop effective strategies (...) for autonomous (...) learning</li> </ul>

## Step 3: Programme structuring and module composition

Knowledge and understanding	Applying knowledge and understanding	Making judgements	Communication	Learning skills
After completion of the second study cycle PH graduates will have acquired a specialised knowledge and understanding of: <ul style="list-style-type: none"> <li>the emergence, dissemination,</li> </ul>	After completion of the second study cycle PH graduates will be able to: <ul style="list-style-type: none"> <li>systematically collect, summarise and interpret health data to provide policy makers with information...</li> </ul>	After completion of the second study cycle PH graduates will be able to: <ul style="list-style-type: none"> <li>integrate different health-related information...</li> </ul>	After completion of the second study cycle PH graduates will be able to: <ul style="list-style-type: none"> <li>Sensitively and effectively communicate information to professional, political and lay audiences...</li> </ul>	After completion of the second study cycle PH graduates will be able to: <ul style="list-style-type: none"> <li>develop effective strategies (...) for autonomous (...) learning</li> </ul>

Consider:  
ECTS on module level  
will be recognised!!

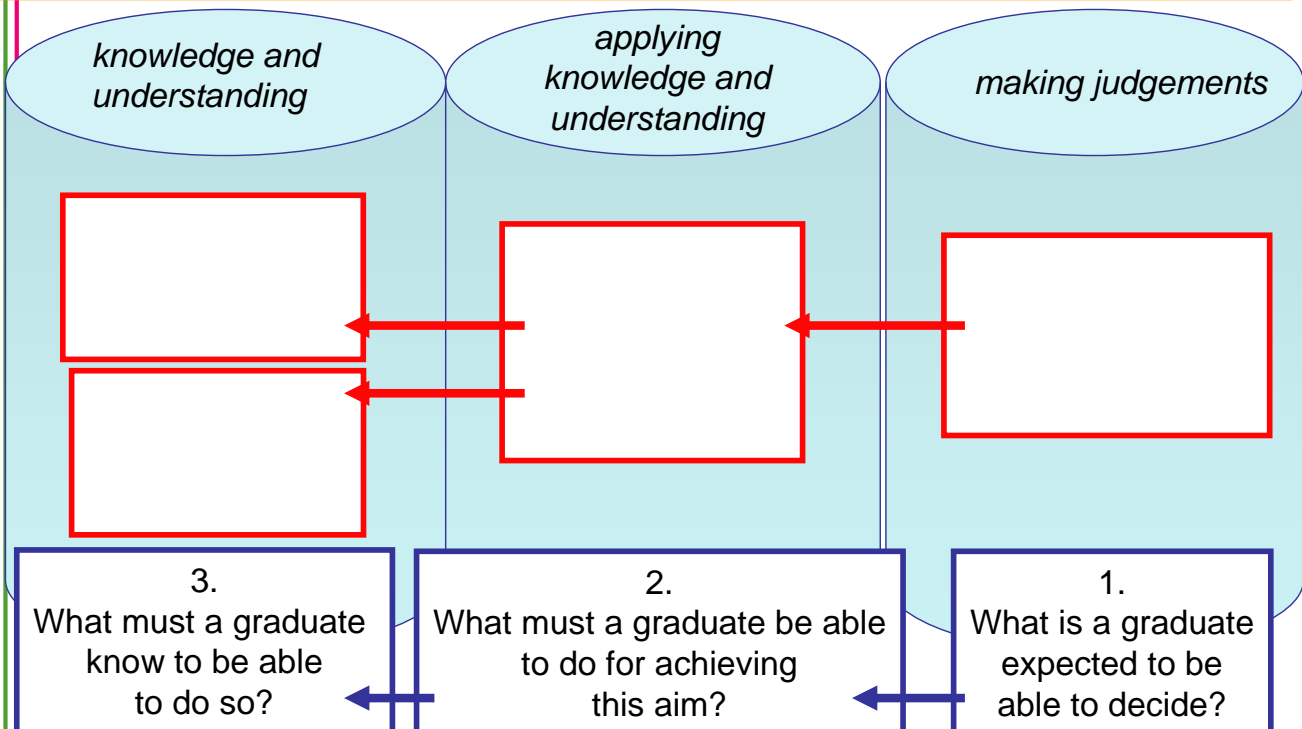


## Step 3: Programme structuring and module composition

- ⇒ facilitate (individual) change in sequence of modules
- ⇒ establish windows for optional study parts
- ⇒ define core modules
- ⇒ use QF-descriptors for learning outcomes on module level

Semester 4	Master-thesis: 30 ECTS		
Semester 3	10 ECTS	10 ECTS	10 ECTS
Semester 2	10 ECTS	10 ECTS	10 ECTS
Semester 1	10 ECTS	10 ECTS	10 ECTS

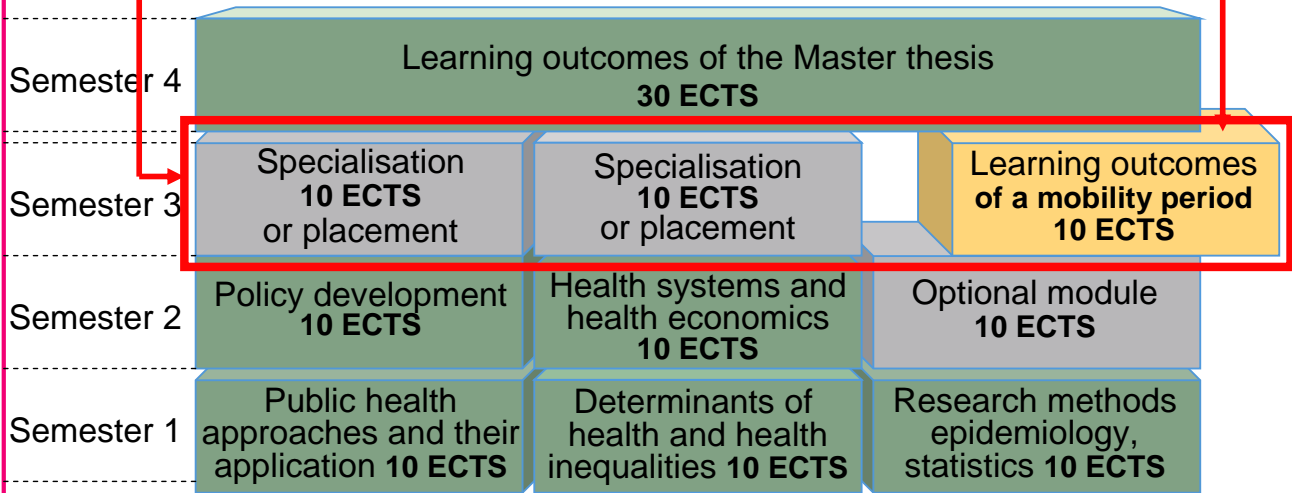
## : „Think backward“, even on module level



# Step 4: Integration of mobility

“Mobility window”

“Mobility module”



## : Mobility Module

Master programme in Public Health: Mobility module	
Knowledge and understanding	<ul style="list-style-type: none"> <li>•Core functions of public health, public health policy and public health strategies in the host country...</li> </ul>
Applying knowledge and understanding	<ul style="list-style-type: none"> <li>•Critically compare public health policies and strategies of the home and the host country within their social, cultural and environmental contexts...</li> <li>•Critically compare and contrast academic teaching and provision of facilities to support learning in the host and home universities...</li> </ul>
Making judgements	<ul style="list-style-type: none"> <li>•Incorporate innovative / other ways of working within the public health practice of the home country...</li> <li>•Deduce approaches to improve the design of the public health study programme, the teaching and the learning conditions in the home university...</li> </ul>
Communication	<ul style="list-style-type: none"> <li>•Use another language for everyday and topic-specific oral and written communication...</li> </ul>
Learning skills	<ul style="list-style-type: none"> <li>•Develop a learning style that facilitates the exploration of cultural diversity and global health implications when critically appraising public health issues.</li> </ul>