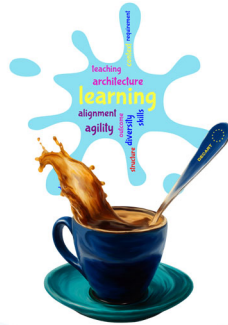


Curriculum Components



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Curriculum Canvas **The 9 components:**

1. Main Goals and Learning Outcomes
2. Teaching and Learning Methods
3. Assessment Methods
4. Entry Requirements
5. Structure of the Program
6. Transversal and Personal Attributes
7. Social and Ethnic Diversity
8. Languages
9. Location of Teaching and Learning

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Main Goals and Learning Outcomes



**General goals in
engineering.
The program produces the
next generation of
engineers by providing
students with engineering
fundamentals set in the
context of conceiving,
designing, implementing and
operating (CDIO) real-
world systems and
products.**

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Main Goals and Learning Outcomes



Learning outcomes in engineering.

The learning outcomes specify:

- 1) fundamental knowledge and reasoning,**
- 2) personal and professional skills and attributes,**
- 3) interpersonal skills, and 4) conceiving, designing, implementing and operating (CDIO) systems in the enterprise, societal and environmental context.**

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Main Goals and Learning Outcomes



The goal in engineering.
After completing the
program the graduates will
be able to plan, implement,
and continuously improve
resilient systems, ensuring
long-term reliability and
security in critical
infrastructures and digital
networks.

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Main Goals and Learning Outcomes



**Learning outcomes in
business management.
By completing the program
the student will be able to
demonstrate: 1) critical
analysis and problem-
solving skills in business, 2)
effective communication, 3)
ethical decision-making and
interpersonal skills and
4) global trends in business
and cultural diversity.**

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Main Goals and Learning Outcomes



**Learning outcomes in
management.**

**By completing the program
the student will be able to
demonstrate: 1) general
understanding of
management, 2) in-depth
understanding in specific
fields of management,
3) respect for ethics in
decisions, and 4) some
research skills.**

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**Main Goals and
Learning Outcomes**



**General goal in leadership
and business
administration.**

**The goal is to develop
responsible leaders and
managers in the private
and public sectors who are
able to effectively lead and
manage in complex
environments to bring
about change.**

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Teaching and Learning Methods



Expedition learning is a learning process that takes place during an expedition, and the learning outcomes depend on the path or location of the expedition and may involve teamwork of students and people encountered.

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Teaching and Learning Methods



Experiential learning is where the learning involves hands-on approach to education where individuals gain knowledge and skills through direct experience and reflection.

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Teaching and Learning Methods



Traditional teaching and learning is where learning is based on teacher-led lectures in classroom set-up, often based on textbooks, and students may work on exercises under teacher's guidance and even some hands-on activities.

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Teaching and Learning Methods



Work based learning is learning through real world work experience and internship, and may include reflective analysis.

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Teaching and Learning Methods



Inquiry-based learning is student-centered, driven by student's curiosity, exploration and critical thinking and analysis, often through research and projects.

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Teaching and Learning Methods



Flipped classroom learning is when students work with the learning material outside the classroom and thereafter engage in class activities that aim at deepening their understanding through working with peers and the teacher.

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Assessment Methods



Peer assessment. Peer assessment is used in some courses. Here the student's peers may grade each other's assignment, performance or contribution using a benchmark or rubric provided by the teacher.

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Portfolio. Students must submit a reflective portfolio in some of the courses. The portfolio reflects the student's insight and experience, and is used to assess his or her engagement and ability to apply theory in an applied setting.

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Assessment Methods



Oral assessment. At the completion of every project an oral examination is the norm. This may include an interview, presentation or demonstration. It can be used to assess higher order thinking, depth of knowledge and involvement in the project.

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Assessment Methods



Diversity in assessments.
Varied assessments are used throughout the program, depending on the objective of each course on knowledge, skills and competence, and may include quizzes, projects, midterms, contribution and final exams, oral or written.

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Assessment Methods



Project-Based Assessment.
A student-centered approach assessing students' performance and engaging in projects, for example real-world and hands-on problems. Assessment can be by both industry partners and academic supervisor.

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Assessment Methods



Artificial Intelligence (AI).
This can involve test analysis, automated scoring and feedback, and adaptive assessment based on students' performance, all aiming at facilitating personalized learning. AI assessment is used in at least some of the courses.

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Entry Requirements



Local or not. There is emphasis on students from the local area, and when admitting to the program, for example, at least a of the admitted students are from the local area.

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Entry Requirements



Strong in STEM. Due to the design of the program the students must have completed high school with very good preparation in STEM subjects, for example within the top 20% of the students.

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Entry Requirements



Minimum age and entry test. Students are admitted after completion of Senior High School, at least 16 years old at the time of registration and successful completion of an entry test.

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Entry Requirements



Internship. Due to the emphasis on hands-on or practical skills the entering students must have completed at least an eight-week internship in a specific field.

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Entry Requirements



Prior degree. To be admitted to the program the student must have successfully completed a lower degree in a specific discipline, for example completed the BS degree prior to being admitted to the MS program.

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Entry Requirements



Language proficiency. To be admitted to the program, all students must demonstrate proficiency in the language or languages used at the institution, demonstrating both written and verbal skills.

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Structure of the Program



Spiral. A program design having iterative revisiting of subjects throughout the curriculum with systematic deepening of the subjects with each repetition.

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Structure of the Program



Pipeline. The courses in the program follow a mostly predefined sequence, but the program may have a limited flexibility, for example 3 out of the 30 mandatory courses in the program are fully elective.

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Structure of the Program



Cross-disciplinary. A structure in which, for example, combining engineering with courses from arts and humanities, economics, and entrepreneurship is applied to foster a holistic understanding.

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Structure of the Program



Liberal art. A program where there is little structure and great flexibility in selected courses and the order in which courses are taken.

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Structure of the Program



Fork-based. A two part design, in the former half the student takes mandatory courses that cover the discipline in general, and in the second half the student selects one of several lines each with a specialization within the discipline.

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Structure of the Program



Modular. A program structure designed to have self-contained independent modules (each with several courses). Sometimes the final module is a project where the student must synthesize the skills from the previous modules.

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Transversal and Personal Attributes



Character. Personal character building is expected of all students in the program, which are valued and nurtured furthermore in the program, hence developing students as valued citizens and ethically sound.

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Transversal and Personal Attributes



Ethics. Ethical reasoning is expected of all students, both personally and professionally, and is nurtured as part of the general education of the program, like in projects, teamwork and in extracurricular activities.

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Transversal and Personal Attributes



Intercultural. Intercultural traits and abilities are valued and nurtured throughout the program and in extracurricular activities, hence providing the student with global competencies and abilities to work effectively in diverse groups.

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Transversal and Personal Attributes



Creativity. Creativity is expected of all students in the program, and this attribute is developed further throughout the program, so as to stimulate innovative thinking and problem solving abilities.

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Transversal and Personal Attributes



Analytic. Critical thinking and analytical abilities are expected of all students in the program, and these attributes are valued and nurtured furthermore in the program.

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Transversal and Personal Attributes



Awareness. Interdisciplinary awareness is valued and nurtured in the program and students' involvement outside the main program is expected, hence the students will be more innovative in finding solutions and able to lead interdisciplinary teams.

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**Social and
Ethnic Diversity**



Adaptive teaching. Students with analytical dyslexia, ADHA, dyspraxia and similar are accommodated as much as practical with properly adapted teaching and learning material.

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**Social and
Ethnic Diversity**



Gender balance. Effort is made such that each group of students entering the program is gender balanced and the program and facilities can easily accommodate both genders.

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**Social and
Ethnic Diversity**



Caregivers. There is some flexibility allocated within the curriculum for students that are parents and caregivers, including online access and onsite accommodation.

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Social and Ethnic Diversity



Ethnic skills. In several courses of the program the content is based on or includes ethnic and native knowledge and skills.

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**Social and
Ethnic Diversity**



Academic tradition. Within the program is support and workshops providing mentoring for students with atypical social background or support.

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Social and Ethnic Diversity



Local skills and collaboration. Within the program are courses that are based on local needs and traditional or ethnic skills, in part to stimulate interest in the courses or to initiate local collaboration.

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Languages



Sign language. The local sign language is used in half of the elective courses.

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Languages



Local language. Only the local language is used throughout the program and in all aspects of the program. This might in particular refer to programs that prepare students for local qualification.

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Languages



Visual. Emphasis is placed on using visual communication to complement verbal presentation, for example by using diagrams, video and virtual reality in assignments and projects.

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Languages



Local and non-local.
Language used depends on
the course and context, but
two will be considered equal
throughout the program,
the local one and one that
is considered relevant for
future employment.

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Languages



Local and non-local. The language of instruction can be local, but most of the teaching material is in a non-local language.

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Languages



Multilingual and real-time translation. To allow international students to collaborate seamlessly, real-time translation tools are used to enable multilingual classroom participation.

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Location of Teaching and Learning



Internship. To enhance connection to industry in the program and hands-on training, the students either do a 12 weeks internship in a company each year, or every week attend classes on campus for two days and three days at a company.

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Location of Teaching and Learning



Semester abroad. The program is designed to accommodate the requirement that one semester abroad might be compulsory, say out of the four semesters of the program.

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Location of Teaching and Learning



Distributed. The program is predominantly online, but students are required on campus for a few or several days each semester e.g. for consultation, discussion, assessment and lab training.

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Location of Teaching and Learning



Hybrid. In a hybrid course some sessions are in person on site and some components are fully online. This form allows for some flexibility, including independent learning.

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Location of Teaching and Learning



On campus. Teaching is all on campus and students are expected to attend classes and training in person. This is to enhance discipline dialogue, train interpersonal skills and enhance networking.

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Location of Teaching and Learning



Virtual campus. Teaching is based on a virtual campus where students from different geographical locations attend class together using virtual reality, enabling both local and global peer-to-peer learning and collaboration.

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