



Brief note of national developments on curriculum policies and practices

Country: .Romania

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The concept of “Outcomes” is not new to education and training; what is now undoubtedly evident is the massively increased salience and prominence of this concept over the past few years in national and European policies and in any discussion about curriculum reform. In common with “learning outcomes”, “outputs”, “attainments”, “products” “aims”, “objectives”, “capacities”, “assessment standards” or “(key) competences”, outcomes of learning feature in many official curricula and other documents. However, there are important conceptual differences between these terms and not yet a clearly marked delimitation. Taking into consideration these different understanding, we would like you to provide some brief information on the following issues:

1. Up to what extent curriculum policies in your country consider/introduce outcome-oriented approaches? Please indicate which levels/types of education and training such reforms address.

The outcome oriented approach is more advanced in VET, rather new in higher education and is to be introduced in general education.

2. What is the rationale behind these reforms? What do they aim to achieve?

- the development of the national qualifications framework
- increase the relevance of qualifications and curriculum for the labour market and students' needs
- allow the allocation of credit points
- allow mobility in learning and flexibility on the labour market
- facilitate the recognition of non-formal and informal learning
- ensure the mutual trust.

3. What are the new features/characteristics/principles that these new outcome-oriented curricula introduce?

- modular curriculum
- evaluation on competencies
- more work based training
- credit points allocation
- transferability of learning outcomes

4. What is the current stage of implementation of these reforms?

The process started in the year 2004 with VET; qualifications are learning outcomes based. A new revision is planned to start in 2011 and this will be made in accordance with the new reference framework for curriculum which is also under revision; a new law of education was adopted in beginning of January 2011.

The process started in 2006 with HE. A number of qualifications in HE were defined based on learning outcomes. The curriculum is also to be revised.

5. What are the main challenges faced?

A better involvement of social partners.

Teachers training to support these challenges

Improving VET attractiveness