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Die Stimme der Hochschulen

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Abstract

The Northern Ireland Credit Accumulation and Transfer Scheme encompasses all levels
from introductory to doctoral. It was designed to facilitate the progression of learners
through both the Further and Higher Education structures in Northern Ireland and has
provided the model for developments elsewhere. Part of its development included a
consultative procedure that involved curriculum specialists liaising with a wide range of
practitioners to identify strengths and problematic areas within the scheme. The
consultation found that, at the time (1998), practitioner awareness of CATS schemes was
generally poor. Most teachers of lower level courses felt that the scheme in general would
add value to their courses since it would place them within a hierarchical framework
indicate to their students clear forward progression routes. Many teachers of
multilevel
courses (in particular degrees) felt that attempting to define levels within
result in a loss of teacher autonomy and a reduction in the flexibility

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with which courses could be of nature of their subject?s structus student progression through a concluded that although there was its potential benefits will only be realized implemented, it should result not only in a but also substantial development in the delivery student learning. (HRK / Abstract übernommen)

structure and the perception that this caused problems for system of levels based on generic descriptors. It is broad practitioner support for NICATS, many of after substantial staff development. When more transparent description of courses e delivery of curricula and the assessment of