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Abstract

The establishment of competency-based study and teaching, which has been mandatory in the sphere of European Higher Education since the signing of the Bologna Process, has succeeded only in part. One of the reasons for this is the failure to consider the competency requirements during the planning phase of study programmes, as well as shortcomings in complete strategies for implementation. Therefore, the Technische Hochschule Köln (TH Köln) took the pending (re)accreditation of several courses as an opportunity to devise a systematic model of competency-based curriculum development. The article presents an overview of the main characteristics of the model, provides first indications of its success and outlines advice derived from experience in competency-based degree course development. (HRK / Abstract übernommen)