















the very core of their research and teaching, arguing universities should become sites for the production of knowledge in the context of application. In seeking to become producers of innovative forms of curriculum and developers of socially robust knowledge, this paper argues that the current task for universities is to move away from being on ‘transmit’ mode – changing paternalistic notions of ‘knowledge transfer’ to communities – to a more collaborative paradigm of ‘knowledge creation’ with communities. Conceptually, the challenge put forward by this paper is for universities to create a new social contract with work and society that allows active citizenship through workplace learning to flourish. University leaders across the world have to think of new ways to devise and implement a range of innovative strategies concerned with innovation in curriculum content, learning methodologies, education skills and the planning and management of learning. The rise in educational innovation has undoubtedly been spurred by the Bradley reforms and advances in work related learning. Above all, these developments chart the recognition of the fact that there is now in existence what Teare refers to as the “dynamic curriculum”. This curriculum embraces the open paradigm; its pedagogy is similarly open to student experience and it insists that knowledge is crafted from learning experiences, wherever and whenever these occur. Since the role of work and the need for lifelong, work-related learning has changed so radically for so many people, the notion of a dynamic curriculum appears as an idea whose time has come!

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