

Reimagining Higher Education: A Personalised Experiential Learning Model for 21st Century Curriculum Innovation

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Abstract

Higher education institutions worldwide are reimagining curriculum design to meet the demands of rapidly evolving workforce and societal needs. Responding to the World Economic Forum's Education 4.0 Framework and Malaysia's Ministry of Higher Education EXCEL (Experiential Learning and Competency-Based Education Landscape) framework, this paper presents an innovative approach to curriculum development and delivery through Personalised Experiential Learning (POISE). This paper examines the implementation of a groundbreaking academic programme at Universiti Kebangsaan Malaysia (UKM) – the Bachelor of Science in Liberal Studies (SmSn Citra) – which revolutionizes traditional curriculum structures by empowering students to design their own learning pathways. The programme enables students to select courses from any higher education institutions, as well as collaborate with local and global organizations and industries, creating a truly personalised and student-driven educational experience. Through this dynamic, fluid, and organic curriculum model, students exercise autonomy over their learning modes, customizing their educational journey according to individual needs, aspirations, and career goals. This paper contributes to ongoing discourse on curriculum innovation by demonstrating how higher education can shift from standardized, institution-centred models to flexible, learner-centred ecosystems that cultivate lifelong learners, innovative entrepreneurs, and transformative change-makers prepared for the complexities of the 21st century.

Keywords: Curriculum Innovation; Education 4.0; Experiential Learning; Higher Education Reform; Personalised Learning