PRE-TRAINING TASKS

1) a) Who is a programme leader? (SASA)

b) What does the term curriculum mean?

2) Describe the specific tasks of the programme leader under the following (4) key areas of responsibility;

i. Responsibility for overall design of the programme (SHSS)

iii. Responsibility for monitoring of the programme in operation (SOE/SED)

iv. Responsibility for effective coordination of colleagues who contribute to the design and delivery of the programme (SEES/SBE)

WHO IS A PROGRAMME LEADER – ROLES AND RESPONSIBILITIES

- Although all members, teaching staff participate in the design of learning and teaching curriculum, there is one particular person whose concern is that the programme as a whole is experienced by the students.
- This person is a programme leader (PL). Every programme should have one leader, though a single person can lead more than one programme.
- Programme leaders fulfill their role and responsibilities under the oversight of the Board of Studies and its director, but are directly line managed by the Head of department and by extension, Dean of school.
- The programme leader of a combined programme (like B.Ed Ass, B.Ed (Science), BSc. AGED, B.Ed (SNE)) should be the most suited to the role in respect of the department involved in the programme's delivery.
- Combined programmes should also have an associate programme leader in the partner department who will be a key contribution to the leadership of the programme in their department.
- The programme leader (PL) and associate programme leader (APL) together will be responsible for promoting effective discussion and collaboration to ensure the effective delivery of a combined programme.
- The roles of PLs and APLs should be appropriately recognized in the department's workload allocation model.
- The term of office can be four (4) years, renewable. New PLs and APLs should receive appropriate hand over support and induction.
- Leadership of a combined programme could therefore include progrmme leader (PL) from the home (host) and associate programme leader APL from the partner (servicing) department.

FOUR (4) KEY AREAS OF RESPONSIBILITY FOR PLs

1) Responsibility for overall design of the programme.
2) Responsibility for ongoing programme design, maintenance and improvement.
3) Responsibility for monitoring of the programme in operation.
4) Responsibility for effective coordination of colleagues and contribute to the design and delivery of the programme.

NOTE:Programme leaders to ensure that they actively fulfill the responsibilities or delegate the tasks to colleagues including APL. Tasks are supposed to be operationalized and managed properly. Any changes that any department wishes to make must be communicated and shared appropriately. Every effort must be made to reach consensus or compromise.

RESPONSIBILITY FOR OVERALL DESIGN OF PROGRAMME

PLs and APLs must ensure that:

i. The programme has required number of challenging but realistic expected learning outcomes which must empower students and portray distinctiveness of the course of study.
ii. Careful progression towards achievement of programme learning outcomes through appropriate modules.
iii. Summative evaluation is done accurately and reliably before grading of students for graduation.
iv. Students work in classroom setting and online activities towards achievement of their programme goals.
v. Contact between students and staff are effective – whether face to face or virtual.
vi. Standard operating procedures (SOPs) are properly followed for approval of new programme.

RESPONSIBILITY FOR ON-GOING PROGRAM DESIGN, MAINTENANCE AND IMPROVEMENT

Programmes should be monitored to ensure they remain current and relevant. PLs should ensure that:

i. Developments in University regulations and policy as they pertain to academic programmes are promptly assessed for impact and acted upon as necessary.
ii. Where the requirements of applicable professional, statutory and regulatory bodies change or where their disciplinary guidance is modified this is appropriately reflected in the curriculum.
iii. Prevailing market conditions, including requirements of employers and the actions of key competitors are monitored and responded to as appropriate.
iv. A scholarly knowledge and understanding of both relevant cutting edge disciplinary research and how it can be integrated into the curriculum is maintained.
v. Programme documentation receives timely approval and updates by relevant authorities.

RESPONSIBILITY FOR MONITORINT THE PROGRAMME IN OPERATION

PLs to ensure that:

- Monitoring students' progression with a view of addressing issues where necessary, including those that arise from partner departments of a combined programme.
- Overseeing students' evaluation data across the programme and taking action to correct/fix identified issues.
- Recommendations made by external examiners are given dues consideration and acted upon where it is deemed appropriate.
- There is regular contact with students class/course representatives to fix any issues raised and follow-ups made.
- Maintaining an informed awareness of the importance of students learning to the employability, sustainability, inclusivity, internationalization and digital literacy, agendas and ensuring these are given sufficient presence in the curriculum.
- Evaluating the resource requirements of the programme, including staffing, timetabling, equipment, library etc. and bringing these to the attention of the board of studies, COD, relevant staff in the partner department.
- Provide annual reports on programme reviews.

RESPONSIBILITY FOR THE EFFECTIVE CORDINATIONOF COLLEAGUES WHO CONTRIBUTE TO THE DESIGN AND DELIVERY OF THE PROGRAMME

PLs to ensure collaborative enterprise that is directed, focused and organized;

- Acting as academic leader for the programme and team of staff who develop modules. Attend relevant departmental meetings on annual programme review and reporting.
- Ensuring close working relationships between Hosting/Home departments and servicing/partner departments.
- Cultivating an environment of collaboration and shared ownership by ensuring colleagues are involved in curriculum decision-making, consultations and interactions.
- Organizing the curriculum and coordinating colleagues in a way that there is equitable and non-discriminatory.
- Effectively managing and sustaining change and development and motivating colleagues with regard to their involvement in the programme.
- Being a key point-of-call alongside the APL in the case of combined programmes in mediating, assessing and solving problems related to design and delivery of the curriculum.

HOW THE US MANAGED TO GET THERE

- Journey to integrate CBE in US higher education programmes started in the 1960s and 1970s (> half a century).
- The stage was set by re-organising grade 12 education, similar to what is set to happen in senior school in Kenyan education.
- Evolution of CBE in higher education in the US witnessed three (3) distinct phases/stages.
- Increase in CBE programmes was occasioned by both demand and supply dynamics.
- Several models have been devised with substantial variety of approaches.
- The current (3rd) phase of CBE development in US is still transitional.

- They haven't yet gotten the stone to where they want it to be and so the struggle continues.
- Worth-noting: conferences, workshops, webinars were organized where working groups designed CBE frameworks. These were then introduced to faculty, administrators and student services staff.
- Foundations provided grant support for this development. The US state department of education supported experimental sites focusing on CBE.
- It's the hope of this training team that CBE will gain threshold of interest, prominence and persistence in higher education hence need for financial support from the national and county governments.

PRINCIPLES OF CBC EDUCATION MODELS FOR HIGHER EDUCATION

- Successful demonstration of learning through students' actions and performance that embody and reflect competence in using information, content, ideas and tools (Malan, 2000; Spady, 1994).
  - Focus is on outcomes-based models
- Contrast this with traditional approaches that emphasize teaching processes and instructional delivery systems.
- Outcomes-based models seek to design and modify instructional practices based on demonstration of student skills, abilities, and knowledge rather than providing standardized education processes (and rote exercise) based on fixed schedules and routines (e.g. University Almanac).
- Mastery learning is at the core of outcomes-based models (Ralph Tyler, 1940, Caroll, 1963, Bloom, 1968, Ford, 2014).
- Main priorities of ML are provision of sufficient time for each student to master the material and provision of methods and materials that enable the largest proportion of our students to attain such mastery.
- In standardized instructional processes and time frames approach, there is tendency to replicate a distribution of student performance (through grades and recycled examinations, with about one-third of students failing or barely passing in each cohort).
- Two challenges that CBE must overcome:
- Determining what is meant by mastering in each subject area.
- Identifying ways and means for students to demonstrate such mastery,
- Establishing clearly what is meant by mastery (or competence) in each course and for each learning task.
- Assessment of learning outcomes, identifying how students can demonstrate such mastery (or competence) through actions and performance.
- Flexible time frames and personalized instruction: shifting focus of instruction from standardized time frames and methods to flexible time frames and methods based on individual student needs.

- Based on aforementioned (4) principles there must be shifts in educational priorities associated with outcomes –based and mastery learning in order to achieve CBE compliance status at post secondary school level.

HOW THE THREE (3) PHASES OF CBE WERE EXECUTED IN THE UNITED STATES (US)

PHASE I: Innovative Teacher Education Programme (1960s)

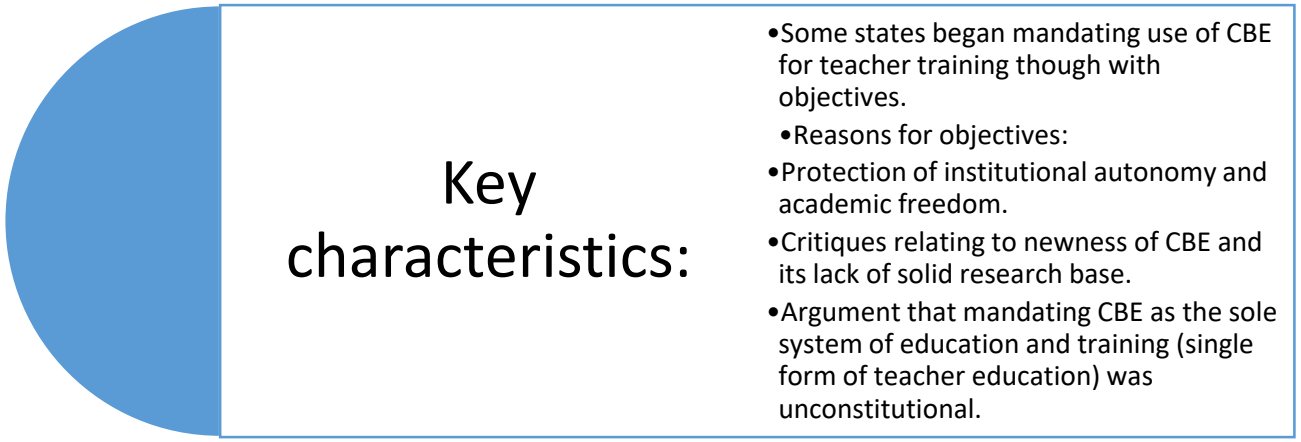
10 colleges and universities were piloted and funded by US office of education to develop training programs for teachers.

First widespread use of the word "competency" (Ford, 2014)

Key characteristics:

i. Specification of competences to be learned.
ii. Modularization of instruction (teaching).
iii. Use of evaluation and feedback.
iv. Personalization of instruction (Tuxworth, 1994).

v. **PHASE II**: Vocational Education Programmes (1970s)



End Result:

Conceptual models of CBE were developed but with widespread divergence in implementation and little agreement about what constituted a competency-based approach (Burke etal 1975). However key characteristics of CBE were embraced.

Some models for CBE that were developed through teacher education were put into use in vocational education programs in US higher education

New key characteristics:

i. The programs linked educational progress to student performance rather than seat time (lecture hours).

ii. The programs also allowed for the assessment of previous knowledge and skills, which led to advances in various forms of prior learning assessment (Ford, 2014; Klein-Collins, 2012).

iii. The programs targeted adult learners mainly but not all.

iv. Identification and assessment of student learning outcomes and end-of-program competencies as well.

TASKS TO BE PERFORMED BY TRAINERS

TASK 1

Assume that as members of the faculty, you are all dissatisfied with the current curriculum. Work in faculty teams and come up with the following deliverables:

- **Develop specific outcomes for each course.**
- **Identify course content aligned with those outcomes.**
- **Develop strategies for assessing the outcomes.**
- **Identify specific assessment criteria to be used.**

Note:

- **The courses are to be taught face-to-face.**
- **Credits are to be awarded based on completion of course in standard semester time frames.**

TASK 2

Develop a fully online CBE system/curriculum through the following process:

- **Identify competences associated with each degree that can boost one's employability in his/her field, industry, organization, profession and others.**
- **Organize the learning process through mastery of competency.**
- **Locate learning resources associated with each competency.**
- **Develop a variety of secure assessments linked to the competencies.**
- **Ensure that students receive ongoing student supports at each stage of learning.**
- **Set up a system to offer students credit for their existing knowledge and skills so long as it is directly related to the competencies they were to master – as a way to facilitate program completion.**
- **Devise an instructional system fully driven towards student mastery of competencies (based on assessment performance) rather than seat time (contact hours).**

Note:

Students could progress based on how quickly they mastered the content

PHASE III: Adaptive learning technology or direct assessment (Current: online or hybrid models).

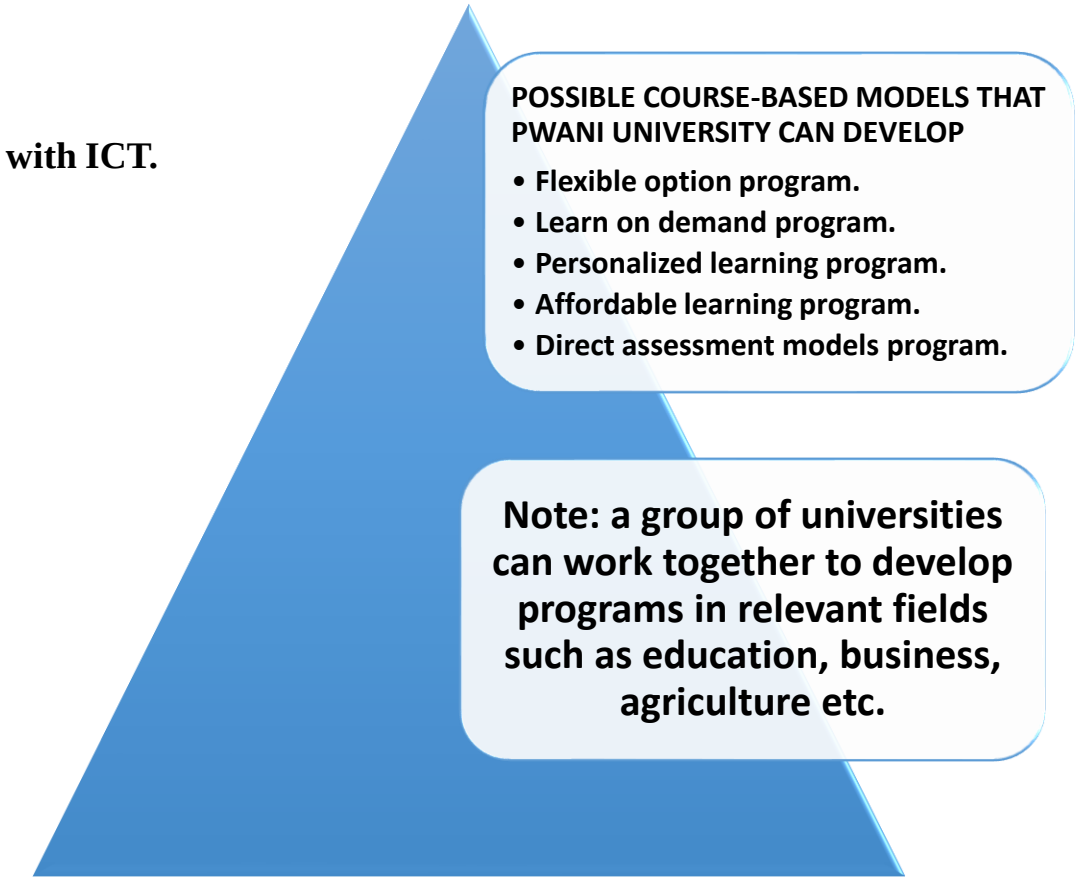
Besides focus on student outcome the third phase had ability to take advantage of new opportunities associated with "online learning, advances in learning analytics and adaptive learning technology and the operationalization of direct assessment models to entire university degree programmes".

Note: as PU, do we have to go through the three phases or we can jump straight to Phase III?

Remember: CBC for us is mandatory and not optional.

As a University, we can position ourselves as "early adopters" of CBE.

We have the rationale for development of programs that have blended CBC with ICT.



WHY GETTING TO PHASE III IS CRUCIAL

Enormous opportunities and pressures associated with:

- Perfection of online technologies for education; especially individualized instruction and support.
- Increased institutional acceptance of outcomes-based approaches and online and hybrid instructional formats.
- Increased opportunities for and implications of direct assessment.
- Pressure from policy makers and other stakeholders to offer lower cost models and to provide opportunities for more working adults to achieve post secondary credentials that are helpful in the dynamic workplace.

BASIC FEATURES OF CBC (E) AT HIGHER EDUCATION

- Availability of online and hybrid educational models that facilitate and moderate cost of delivering learning materials, assessment and academic support to students.
- Availability of learning materials online to students whenever they need to access them, rather than materials only being available by face-to-face instruction at a particular time of day.
- Availability of assessments on secure formats as soon as students complete their study and are prepared to show their mastery.
- Directing students who have not mastered all competencies (based on the results of the assessment) to additional learning materials and academic and other supports.
- Quick movement of students to the next competencies and progress towards completion their degree programs.

Potential for increasing access for a greater number of students.

JUSTIFICATION FOR INSTITUTIONALIZING CBC (E) IN KENYAN UNIVERSITIES

1.Mandatory requirement for higher education institution to align their curriculum and ensure smooth flow with CBC of basic education. There are requirements by accrediting agencies that institutions of higher learning identify and measure learning outcomes.

2.CBC(E) process fits in really well with requirements of accrediting bodies to assess student learning outcomes. This is just a natural step in the process.

3.A large number of institutions of higher learning now offer online courses and programs, so more faculty and administrators are now familiar with these models.

4.The delivery is part of the overall process to offer students better opportunities for learning online. It's just another evolution, choice and avenue for our students.

5.CBC(E) enables use of direct assessment as opposed examinations. This facilitates students' transfer to other institutions (through providing course-based transcripts) and application of financial help from HELB

NOTE: Direct assessment involve observing students progress through competencies based entirely on assessments with a direct link to time or work in courses.

6.Need for more cost effective instructional models since most colleges and universities continue to be squeezed by budget shortfalls, increasing costs, and pressures to hold down increases in tuition fees. CBC(E) provides low-cost tuition alternatives.

7.CBC(E) is seen as the best way of providing in service training thus reach more working adults, prepare students for the workforce and engage with businesses to ensure that program credentials lead to career opportunities (Nodine and Johnstone, 2015).

8.CBC(E) has been portrayed as the best way in reaching out to diverse students, especially those who have not been successful with traditional forms of education. For example people who have college credits but no credentials can attain a credential that job market can value

CONCLUSION

- CBC(E) approaches are supposed to be integrated in Kenyan Higher Education and the ground has not been scratched yet.
- US has had more than half century with CBE experience yet full scale CBE models are still at their infancy stage.
- In Kenya, CBC talk is only 5 years old. Let us learn from those who have been to where we are going then move on.
- Program leaders need a solid foundation in both conceptualization and implementation principles that have been put forward for CBE models.
- We Kenyans are better poised for success since CBC(E) is mandatory and greatly supported by the current prevailing conditions (covid-19 included).
- It is crucial for colleges and universities to design CBC(E) models for home use, share their student outcomes, to plan and make adjustments, to build sustainability over time and to work collegially to advance the field of education.