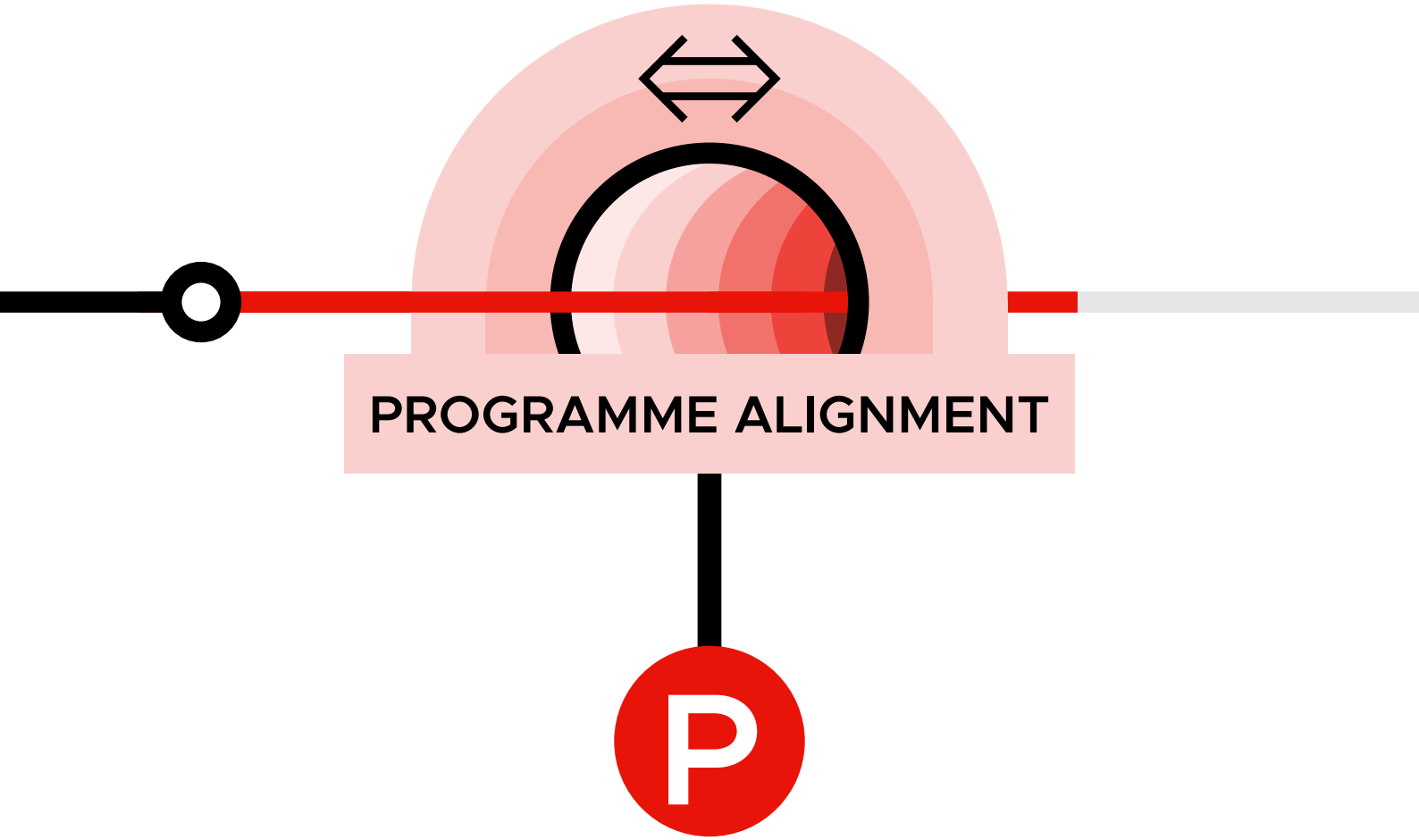
TRANSFORMING HIGHER EDUCATION
FOR SOCIAL CHANGE A MODEL FROM EAST AFRICA

PARTICIPANT HANDBOOK

PROGRAMME ALIGNEMENT
TRANSFORMATIVE LEARNING
COURSE REDESIGN
LEARNING DESIGN



TESCEA
TRANSFORMING EMPLOYABILITY FOR SOCIAL CHANGE IN EAST AFRICA

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This toolkit has been developed by the Transforming Employability for Social Change in East Africa (TESCEA) partnership.

Authors: Harriet Mutonyi, Damary Sikalieh, Mai Skovgaard, Tabitha Buchner
With contributions from: Annelise Dennis

The TESCEA partnership is a consortium of seven organisations from four countries, Mzumbe University, University of Dodoma, Gulu University, Uganda Martyrs University, AFELT, Ashoka East Africa and INASP.

The TESCEA project (2018-2021) was part of the Strategic Partnerships for Higher Education Innovation and Reform (SPHEIR) programme. SPHEIR is funded by the UK Foreign, Commonwealth & Development Office (FCDO) and is managed on behalf of FCDO by a consortium led by the British Council that includes PwC and Universities UK International.

Acknowledgements:

We are grateful to all those who have contributed to the evolution and development of our toolkit for Programme Alignment. Particular thanks go to the AFELT team members and multipliers and facilitators of learning at Mzumbe University, University of Dodoma, Gulu University, Uganda Martyrs University who co-facilitated, participated in and provided feedback on the workshops during the TESCEA project.

Particular thanks also go to L. Dee Fink whose work has informed the development of this toolkit.

Editing and proofreading by: Siân Harris, Sophie Gillespie
Page setting by: Sally Stevens, Steven Dickie
Design: squarebeasts.net

UKaid from the British people
SPHEIR Strategic Partnerships for Higher Education Innovation and Reform

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Contact: TransformHE@inasp.info

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Transforming Higher Education for Social Change – a model from East Africa

Welcome to the 'Programme Alignment – Profiling the Ideal Graduate' workshop. This workshop is part of the Transforming Higher Education for Social Change model, which has been developed by the TESCEA partnership.

The Programme Alignment workshop is the first step on the redesign learning journey and sets the scene for the subsequent stages. During the workshop you will be taken through a process that will enable you and your colleagues to identify a 'big picture' of the nature and character of the graduate your institution is aiming to shape and how your institutional unit, programme, and course(s) can contribute to this vision. We hope you will find this beneficial for any subsequent redesign that you may be undertaking.

Transforming Higher Education for Social Change: a Model from East Africa is a rigorous methodology of pedagogy and curriculum redesign that supports lecturers to rethink their teaching and become facilitators of student-centred learning – helping students learn how to think, not what to think.

This improved learning experience fosters the development of critical thinking and problem-solving skills, and allows for practical learning beyond the classroom that can improve a graduate's employability.

Developed by the TESCEA partnership, our toolkits and online courses guide lecturers and institutions through a learning journey to transform their teaching and learning practice. You can follow the complete learning pathway from programme alignment to learning design, or choose to engage with the individual elements that are most relevant to you.

Underpinnings of the learning journey

CRITICAL THINKING AND PROBLEM SOLVING

Our model supports teaching for critical thinking and problem solving. The main purpose of the model is not to teach a specific set of skills, or body of knowledge, but to equip your students to be able to think for themselves, to appraise and assess information and evidence, and to use it to formulate arguments, and to solve problems.

GENDER-RESPONSIVE TEACHING AND LEARNING

Pedagogical practices can reinforce gender inequalities in the classroom, restricting learning outcomes for women and perpetuating gender stereotypes. Our approach to gender-responsive pedagogy addresses this by integrating gender-responsiveness into the processes of curriculum design, teaching and learning, class management, and assessment.

SUPPORTING RAPID CHANGE

Many initiatives to improve teaching and learning have sought to re-design a whole degree programme. This is valuable, but also takes time. Instead, our model supports a course-level approach to transformation, enabling you to design, test and refine your course iteratively. By re-designing courses in one semester and teaching them the next, you are able to put ideas into practice sooner, to see how your course works in the classroom, and to make rapid adjustments.

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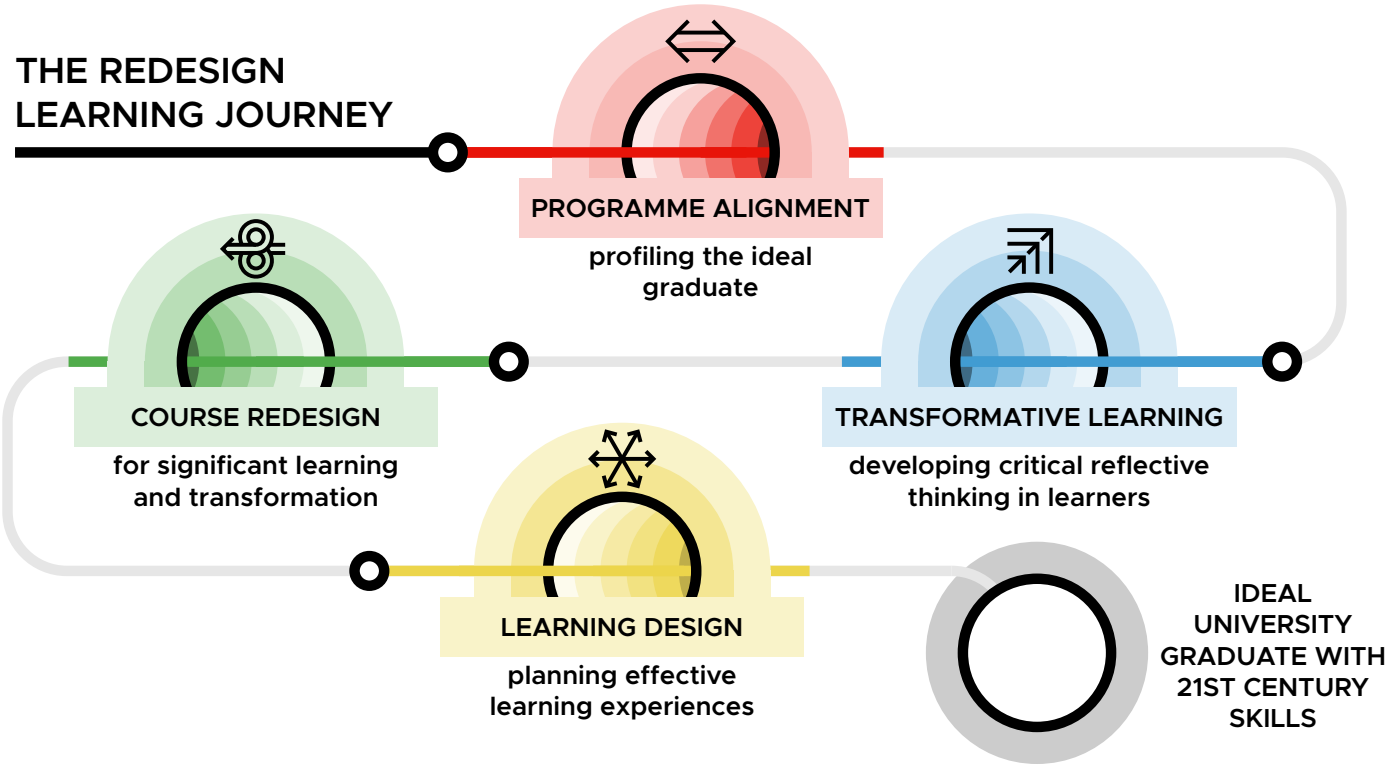
OVERVIEW OF THE REDESIGN LEARNING JOURNEY

REDESIGN LEARNING JOURNEY



SUMMARIES OF REDESIGN WORKSHOPS AND ONLINE COURSES

Programme Alignment - Profiling the Ideal Graduate - face-to-face workshop

The Programme Alignment - Profiling the Ideal Graduate workshop is aimed at key academic teaching staff (including Heads of Departments, Deans and Quality Assurance Officers) involved in designing and delivering programmes and courses, mainly at the undergraduate level, that will be undergoing redesign. The workshop is designed to support a process of conceptualising the big picture of the nature and character of the type of ideal graduate that the university is aiming to shape and how each individual institutional unit, programme and course contributes to the development of this graduate. The workshop can take the form of a two to three-day workshop which can either be conducted with representatives from three to four programmes from different institutional units at the university or with all programmes in the same institutional unit in one session.

Throughout the workshop, key academic teaching staff involved in delivering a programme are taken through a process ensuring that they design programmes and courses that pay attention to the ultimate goal; namely the shaping of employable graduates equipped with 21st century skills.

Transformative Learning - Developing Critical Reflective Thinking in Learners - face-to-face workshop

Transformative Learning - Developing Critical Reflective Thinking in Learners workshop is aimed at academic teaching staff, who teach mainly at undergraduate level. Its goal is to promote a growth mindset amongst academic teaching staff and equip them with the necessary competencies to infuse critical thinking and problem-solving into their own teaching (and facilitation) practice and within the learning environments in which they operate.

The two and a half-day workshop is designed to inspire and furnish academic teaching staff with the skills to mainstream Transformative Learning within their courses. The workshop can alternatively be run as a series

of shorter ‘chunked’ workshops run over a longer period of time, allowing participants more opportunity to reflect on their own facilitation practice and to make incremental changes to their facilitation approach.

Throughout the workshop, academic teaching staff are taken through a process that simulates the Transformative Learning Cycle (TL Cycle), which they are encouraged to embed in their own facilitation of learning practice. Through the adoption of this cycle and Transformative Learning Pedagogy, academic teaching staff are able to create learning environments which move students beyond simply ‘knowing’ to confidently exercising critical reflective thinking and problem-solving in all areas of their life.

Students and graduates who possess these skills, capabilities and dispositions are more likely to demonstrate the ability and mental agility to create their own futures; innovating and creating new knowledge, becoming the changemakers they need to be, to transform themselves, their communities and the world for the better.

Course Redesign for Significant Learning and Transformation – face-to-face workshop

The Course Redesign for Significant Learning and Transformation workshop is aimed at academic teaching staff, who teach mainly at the undergraduate course level. Designed to support a short- or long-term process of hands-on course redesign, the Course Redesign workshops can take the form of a five to seven-day workshop, with academic teaching staff continuing to work on the redesign of their course after the workshop ends. They can, however, also be run as a series of shorter "chunked" face-to-face workshops over a longer period of time, with academic teaching staff working on the design of their course between each workshop.

The methodology adopts a two-layered approach to course redesign. Academic teaching staff start by conceptualising the content of their course, then crafting learning outcomes based on these concepts, inculcating the hard and soft skills required in that discipline, then producing a course assessment plan and schedule of teaching and learning strategies, aligned to their course learning outcomes.

Throughout the course redesign process, academic teaching staff importantly embed the soft skills, capabilities and dispositions that their students will need to develop and master within that discipline. In addition, they are challenged to improve their own pedagogy to ensure that both their male and female students equally derive learning from their course and master the required gender knowledge and skills related to that discipline. These are the "power skills" that employers, communities and students themselves are demanding, not only to enable students to become the experts they need to be, but to transform themselves and ultimately the world around them.

Course Redesign for Significant Learning and Transformation - online course

The purpose of the Course Redesign for Significant Learning and Transformation online course is to enable academic teaching staff to conceptualise their course content to embed the soft skills and gender responsiveness that their students will need when entering the world of 21st century employment. The course is aimed at academic teaching staff who teach mainly at the undergraduate level.

Academic teaching staff will start by conceptualising the content of their course; then crafting learning outcomes based on these concepts, inculcating the hard and soft skills required in their discipline, producing a course assessment plan and a schedule of teaching and learning strategies aligned to their course learning outcomes.

Hosted on Moodle, an online learning platform, the course is running in a mostly asynchronous mode – allowing the participants maximum flexibility as to when to learn – complemented by synchronous drop-in clinics where the participants have a chance to interact with facilitators and peers in real time. The content of the course is delivered in a mixed-media format – text-based resources, videos and interactive exercises. There is also group work in a dedicated discussion forum to provide mutual support and feedback on a course assignment.

Following successful completion of all eight units, academic teaching staff will have developed an outline of a redesigned course that will equip their students with 21st century skills alongside subject knowledge. The natural continuation of this course is the 'Learning Design – Planning Effective Learning Experiences' course in which the participants will start planning each of the learning sessions step by step to ensure a high-quality learner experience.

Learning Design – Planning Effective Learning Experiences – online course

The purpose of this online course is to introduce academic teaching staff to the aspects of Learning Design; a methodology which helps facilitators of learning to plan for the delivery of their courses step by step and from the perspective of learners.
It helps to ensure varied and effective learning experiences for students.

This six-week online course can be taken as a standalone training, or subsequent to the workshops identified above. Hosted on Moodle, an online learning platform, the content is delivered in a mix-media – text-based resources, videos and interactive exercises. There is also group work with a dedicated discussion forum to share ideas and feedback on an authentic assignment as well as peer-review activity.

Following successful completion of all five units, academic teaching staff will develop a gender responsive, high-quality learning design for their own course, using the Learning Designer online tool.

OVERVIEW OF THE PROGRAMME ALIGNMENT - PROFILING THE IDEAL GRADUATE WORKSHOP

INTRODUCTION TO THE PROGRAMME ALIGNMENT WORKSHOP

The Programme Alignment - Profiling the Ideal Graduate workshop is aimed at key academic teaching staff (including Heads of Departments, Deans and Quality Assurance Officers) involved in designing and delivering programmes and courses, mainly at the undergraduate level, that will be undergoing redesign. The workshop is designed to support a process of conceptualising the big picture of the nature and character of the type of ideal graduate that the university is aiming to shape and how each individual institutional unit, programme and course contributes to the development of this graduate. The workshop can take the form of a two to three-day workshop which can either be conducted with representatives from three to four programmes from different institutional units at the university or with all programmes in the same institutional unit in one session.

Throughout the workshop, key academic teaching staff involved in delivering a programme are taken through a process ensuring that they design programmes and courses that pay attention to the ultimate goal; namely the shaping of employable graduates equipped with 21st century skills.

PARTICIPANT HANDBOOK

You will have received a soft copy and hard copy of the Participant Handbook. Parts 2 and 3 contain sections where you can type your reflections in response to the questions as part of the session activities. The handbook is designed to be used while you participate in the Programme Alignment workshop. Sections will be signposted by the workshop facilitators at relevant times during the sessions.

It is recommended that you have **access to the soft copy** of the Participant Handbook during both days of the workshop so that you can make notes in the **soft copy** version of your handbook. It is highly likely that you will need to revise or supplement your original inputs as you progress through the workshop. It also allows more flexibility in the amount of space you have to make notes.

If you will be continuing your redesign journey after the Programme Alignment workshop, make sure you bring your **Programme Alignment Participant Handbook** and **Evidence Document for Programme Alignment, Transformative Learning and Course Redesign** to the subsequent Transformative Learning and/or Course Redesign workshops. You will be drawing on the content and the notes you have made during the Programme Alignment workshop to inform some of the activities in these subsequent workshops.

DAY 1: EVALUATING OUR PERFORMANCE AS AN INSTITUTION

NOTES SECTION 1

Session 2: External stakeholder perspective on university graduates

Pre-presentation reflections

What do you think external stakeholders will see as:

- Key strengths of current university graduates?
- Key gaps in skills, knowledge, and competencies of current university graduates?

Post-presentation notes:

- What were the key strengths and weaknesses of graduates noted by external stakeholders?
- Were there any differences noted among female and male graduates by the external stakeholders? If so, what were these?
- How do the key strengths and weaknesses noted by the external stakeholders compare with your reflections prior to the presentation?

- What does the feedback from the external stakeholders mean in terms of the skills, competencies, and habits of mind your graduates will need when leaving your university?

NOTES SECTION 2

Session 3: Internal stakeholder perspective on the performance of graduates

Pre-presentation reflections:

Based on feedback you have received from current and former students:

- What elements of your course(s) are working well in terms of equipping your students for the world of work?
- What elements of your course(s) could be improved in terms of equipping your students for the world of work?

Post-presentation notes:

- What is working well and what is not working well in terms of preparing both female and male students for the world of work?
- Are there any differences in feedback from female and male stakeholders/students? If so, what are these?

- What skills, competencies, and habits of mind are your university currently imparting to students that should be maintained?
- What skills, competencies, and habits of mind that students require are currently not being imparted by your university?

NOTES SECTION 3

Session 4: How the university promotes itself

- If you were a prospective student, what would you expect from the university based on the promotional materials displayed around the room?

- Did your expectations of the university change when you considered the promotional material as a prospective female/male student? If so, how?
- How did your expectations as a prospective student based on the promotional material fit with the vision and mission of the university?

NOTES SECTION 4

Session 5: Gender responsiveness of the university environment

Individual reflection:

- Do you think that there are any differences in how your female and male students experience their time at your university?
- If so, what do you think these might be?

Group work notes:

- Was there anything in the student feedback that aligned with or differed from your individual reflections? If so, what?
- Was there anything in the student feedback that surprised you? If so, what?
- Are there any gender disparities between the admission, retention, and graduation rates (both at the university and programme level)? What might be the cause of these?
- Is there anything in the student feedback that you think might help to explain these disparities?
- Looking at your reflections from this session, does the university deliver on what it promises in its vision and mission to both female and male students?

NOTES SECTION 5

Session 6: Performance against quality assurance standards

Pre-presentation reflections:

- How do you think the university's current performance measures up to national, regional, and/or international standards?

Post-presentation notes:

- Does the information presented match your own previous reflection? If so, in what way? If not, how does it differ?
- Does the university's current performance match the aspirations in its vision and mission? If so, in what way? If not, why not?

NOTES SECTION 6

Session 7: Wrap up of Day 1

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- Think back on the presentations and discussions from today. What stood out to you? What is something you did not know before?

DAY 2: CREATING ALIGNMENT ACROSS THE INSTITUTION TO SHAPE OUR IDEAL GRADUATE

UNIVERSITY/FACULTY OUTCOMES ALIGNMENT

Session 4: Alignment of faculty mission outcomes with university mission outcomes.

University/faculty alignment matrix template

FACULTY MISSION OUTCOMES	UNIVERSITY MISSION OUTCOMES						
		UMO 1	UMO 2	UMO 2	UMO 3	UMO 4	UMO 5
	FMO 1	x			x		
	FMO 2	x	x				
	FMO 3					x	
	FMO 4			x			x
	FMO 5		x				

University/faculty outcomes alignment notes:

- How well are your faculty mission outcomes aligned to the university mission outcomes?
- Are there any university mission outcomes that your faculty mission outcomes are currently not contributing to? If so, what changes might you need to make to your faculty mission outcomes?
- Based on the above, what, if any, changes might you need to make to the vision and mission for your faculty?

FACULTY/PROGRAMME OUTCOMES ALIGNMENT

Session 5: Alignment of programme learning outcomes with faculty mission outcomes

Faculty/programme alignment matrix template

PROGRAMME LEARNING OUTCOMES	FACULTY MISSION OUTCOMES						
		FMO 1	FMO 2	FMO 2	FMO 3	FMO 4	FMO 5
	PLO 1		x				x
	PLO 2	x	x				
	PLO 3					x	
	PLO 4	x					
	PLO 5				x		x

Faculty/programme outcomes alignment notes:

- How well are your programme learning outcomes aligned to the faculty mission outcomes?
- Are there any faculty mission outcomes that your programme learning outcomes are currently not contributing to? If so, what changes might you need to make to your programme learning outcomes?

PROGRAMME/COURSES ALIGNMENT

Session 6: Curriculum map – aligning courses with programme learning outcomes

Programme (curriculum) matrix template

PROGRAMME LEARNING OUTCOMES	YEAR 1 COURES	YEAR 2 COURES	YEAR 3 COURES
HARD SKILLS PROGRAMME LEARNING OUTCOMES			
PLO 1	BUS 111 (B) BUS 121 (B) BUS 124 (B)	BUS 221 (I) BUS 224 (I)	POM 310 (B) BUS 321 (A)
PLO 2	BUS 121 (B) BUS 124 (B)	BUS 224 (I)	POM 310 (B) BUS 321 (A)
SOFT SKILLS PROGRAMME LEARNING OUTCOMES			
PLO 1	BUS 121 (B) BUS 124 (B)	BUS 221(A) BUS 224 (A)	BUS 321 (A)
PLO 2	BUS 124 (B)		

Programme (curriculum) matrix notes:

- Are the courses as they are currently taught providing sufficient opportunities to expect that students on your programme will have achieved the programme learning outcomes when they graduate?

    - Are there any courses which might need to be redesigned in order to better contribute to the development of the programme learning outcomes?

- Are the curriculum components aligned and consistent so students have ample and incremental learning opportunities to build their competencies, skills and habits of mind?

    - Does the sequencing of any of the courses on your programme need to change in order to provide ample and incremental learning opportunities for students?

- Are there any other modifications that you might need to make to your programme or the courses in it based on your curriculum matrix?

APPENDICES

APPENDIX A. SUMMARY OF APPENDICES

	Title of appendix	Brief description (where relevant)
A	Summary of appendices	
B	Glossary of terms	The glossary includes definitions of the key terms used in the Programme Alignment process and workshop.
C	Evidence Document for Programme Alignment, Transformative Learning and Course Redesign	On Day 2 you will be asked to capture (in soft copy) the key outputs you have generated through participating in the Programme Alignment workshop in Sections 1 and 2 of this document. You will continue to capture outputs from subsequent workshops in this document. You are therefore expected to have this soft copy document with you at all times during the Programme Alignment, Transformative Learning, and Course Redesign workshops, and to complete the relevant sections as you progress through your redesign learning journey.
D	Taxonomy of Significant Learning (Soft) Skills Matrix	This skills matrix has been developed by the TESCEA partnership through a literature review designed to identify the types of skills, abilities, and dispositions that employers want to see from university graduates and the gaps that currently exist. The findings of the literature review were mapped against the Taxonomy of Significant Learning developed by Dee Fink. The Taxonomy of Significant Learning (Soft) Skills Matrix will be introduced to you in full during the Course Redesign workshop. It is included here as a reference document for you for examples of soft skills.

APPENDIX B. GLOSSARY OF TERMS FOR THE PROGRAMME ALIGNMENT – PROFILING THE IDEAL GRADUATE WORKSHOP

TERM	DEFINITION
Advanced level course	The courses that lead to the integration of knowledge, skills, and abilities from what was learned and reality. At this level, the students should be able to be creative, innovative and adaptive. They relate to the highest levels of programme learning outcomes.
Alignment	The process of mapping different aspects against each other to assess their relationship and ensure connections between them. This might require adjustments.
Backwards design	This is a method of designing a learning experience by identifying the desired results first, in order to then design other details to achieve those results. In the case of programme alignment backwards design provides an understanding of why we start with profiling the Ideal University Graduate first before we embark on the programme alignment process.
Beginner level course	These are courses that provide students with understanding of the fundamental concepts of a programme. The lower forms of programme learning outcomes are developed at this stage.
The Big Dream for the students taking the course	This is a coherent expression (in form of a statement) of what the student taking the course 1) must know, 2) so that they are able to do and finally, 3) so that they can become that intended expert or professional on completing the course. This statement should show clear alignment with one or more of the programme learning outcomes.
Curriculum map	A summative representation of courses mapped against the stated programme learning outcomes to indicate the balance in achievement of stated outcomes.
Empowerment	Empowerment is a process that enables a person to gain control of their lives. It involves awareness-raising, building self-confidence, expansion of choices, increased access to and control over resources and actions to transform the structures and institutions which reinforce and perpetuate (gender) discrimination and inequality. No one can empower another: only the individual can empower herself or himself to make choices or to speak out. However, institutions can support processes that can nurture self-empowerment of individuals or groups. Gender Equality Glossary, UN Women Training Centre https://trainingcentre.unwomen.org/mod/glossary/view.php?id=36&mode=letter&hook=E&sortkey=&sortorder=asc

External stakeholder(s)	External stakeholders are members of the industry (private and public sector) and the community that are somehow affected by or affect the university. This could be future places of work, or stakeholders that students and academic staff interact with. They have an idea of what kind of graduate they are looking for from your university and should therefore be considered when forming your Ideal University Graduate Profile.
Facilitator of learning	A facilitator of learning is an individual who does not operate under the traditional concept of teaching. Traditional approaches are teacher-directed and students are taught in a manner that is conducive to sitting and listening. In contrast, a facilitator of learning guides and assists students in learning for themselves, for example picking apart ideas, forming their own thoughts about them, and generating new knowledge through critical reflection and dialogue. You will notice that in the redesign learning journey workshops, the term 'facilitator of learning' is being used over terms such as 'instructor', 'teacher' and 'lecturer'. The reason being that it is more compatible with the learning philosophy and pedagogy being promoted through these workshops.
Faculty core values	Like the university core values, the faculty core values describe what the faculty believes in. Once defined, these values should guide and inform everything the faculty does.
Faculty mission	A faculty mission describes the purpose of the faculty, both within the university and as an entity. The central questions that the faculty mission should answer are, 'why does the faculty exist, what does it do, and how does it do it?"
Faculty mission outcomes	Faculty mission outcomes are derived from the faculty mission. They should state the desired outcomes the faculty wants to achieve, based on the central pillars of students, teaching and learning, research, knowledge, excellence, community, and the world.
The Faculty Promise to the students on the programmes	This is a coherent expression (in the form of a statement) of who the student will become after completing the programmes, based on the Faculty Vision and Mission, and aligned to the University Promise.
Faculty vision	The faculty vision looks to the future. It declares the determination and overall result of the faculty's mission. The vision also often includes the faculty's values and beliefs.
Feminism	Feminism is a movement for social, cultural, political, and economic equality of women and men. Feminism is not just about women or a pro-women agenda, but it is about a pro-women agenda that seeks to transform power relations in a way that lifts up all people. Gammage, S., Thompson, L. and Clement, R. (2016), Towards a more feminist United Nations, International Center for Research on Women. www.icrw.org/wp-content/uploads/2016/12/ICRW_FemUNRecommendations_WebReady_v5.pdf History of feminism, Wikipedia. https://en.wikipedia.org/wiki/History_of_feminism

Gender	Refers to the roles, activities, attitudes, feelings, and behaviors that a given culture associates with a person's biological sex; in other words, that a given society considers appropriate for men and women. Gollifer, S., Gorman, S., Hamisi, M., Fabian, F., Kilonzo, R., Bottomley, R., Walker, J., Dennis, A., Chapin, J., Reggev, M., Friis Laustsen, C. (2018). Gender Mainstreaming in Higher Education Toolkit, INASP. https://www.inasp.info/gendertoolkit
Gender bias	Refers to the unfair difference in treatment of women, girls, men and boys because of their sex. Gollifer, S., Gorman, S., Hamisi, M., Fabian, F., Kilonzo, R., Bottomley, R., Walker, J., Dennis, A., Chapin, J., Reggev, M., Friis Laustsen, C. (2018). Gender Mainstreaming in Higher Education Toolkit, INASP. https://www.inasp.info/gendertoolkit
Gender equality	Equality between men and women does not mean that women and men have to become the same, but that their rights, responsibilities and opportunities will not depend on whether they were born male or female. Concepts and definitions, UN Women. https://www.un.org/womenwatch/osagi/conceptsandefinitions.htm Pavlic, B., Ruprecht, L., Sam-Vargas, S. (2000). Gender equality and equity: a summary review of UNESCO's accomplishments since the Fourth World Conference on Women, Beijing 1995. UNESCO. https://unesdoc.unesco.org/ark:/48223/pf0000121145
Gender equity	Fairness of treatment for men and women according to their respective needs. This may include equal treatment or treatment that is different, but which is considered equivalent in terms of rights, benefits, obligations, and opportunities. Pavlic, B., Ruprecht, L., Sam-Vargas, S. (2000). Gender equality and equity: a summary review of UNESCO's accomplishments since the Fourth World Conference on Women, Beijing 1995. UNESCO. https://unesdoc.unesco.org/ark:/48223/pf0000121145
Gender mainstreaming	Is the process of assessing implications for women and men of any planned action, including legislation, policies or programmes, in all areas and at all levels. It is a strategy for making women's as well as men's concerns and experiences an integral part of the design, implementation, monitoring and evaluation of all legislation, policies and programmes so that women and men benefit equally and inequality is not perpetuated. Pavlic, B., Ruprecht, L., Sam-Vargas, S. (2000). Gender equality and equity: a summary review of UNESCO's accomplishments since the Fourth World Conference on Women, Beijing 1995. UNESCO. https://unesdoc.unesco.org/ark:/48223/pf0000121145

Gender responsive	A gender responsive policy or programme considers gender norms, roles and inequality with measures taken to actively reduce their harmful effects. WHO, Gender Manual Glossary of Terms and Tools. https://www.who.int/gender/mainstreaming/Gender_Manual_Glossary.pdf
Gender responsive pedagogy (GRP)	Refers to teaching and learning processes that pay attention to the specific learning needs of female students and male students (adapted from Mlama, P., Dioum, M., Makoye, H., Murage, L., Wagah, M., Washika, R. (2005). Gender Responsive Pedagogy (GRP): A Teacher's Handbook, Forum for African Women Educationalists. https://issuu.com/fawe/docs/gender_responsive_pedagogy_-_a_teac) The following definition of GRP was developed by the TESCEA project, which builds on the FAWE definition: • The learning needs of male and female learners are addressed in teaching and learning processes (inside and outside of the classroom) • Teaching staff are gender-aware and gender-responsive in their planning and facilitation of courses, and are continuously reflecting and adapting.
Habit of mind	A habit of mind means having a disposition toward behaving intelligently when confronted with questions and problems, the answers to which are not immediately known. Thus, as facilitators of learning we are interested in focusing on student performance under those challenging conditions that demand strategic reasoning, insightfulness, perseverance, creativity, and craftsmanship to resolve a complex problem or question. Costa, A.L., (2019) What Are Habits of Mind? – The Institute for Habits of Mind, The Institute for Habits of Mind. https://www.habitsofmindinstitute.org/what-are-habits-of-mind/
Hard skills	Hard skills are technical or subject-specific skills which require a dedicated course or teaching unit. They can be understood as the ability to research or carry out specific tasks that require specialist knowledge and/or experience for example., engineering design, credit risk assessment or software programming. Gosling. D., "Supporting student learning" in Fry, H., Ketteridge, S. & Marshall, S. (2008). A handbook for teaching and learning in higher education: enhancing academic practice.–3rd ed. Routledge.
Ideal University Graduate Profile	The desired competencies, core values and habits of mind, based on the University Vision and Mission, the TSL soft skills matrix and feedback (assessment of needs) from 1) industry 2) the community 3) students and 4) other stakeholders, that the graduates of the university should exhibit in their life and in the world of work.
Intermediate level course	These courses provide opportunities for students to apply the fundamental concepts. Put theory into practice so as to contribute to the application and analysis levels of programme learning outcomes.

Internal stakeholder(s)	Internal stakeholders are people who are part of the university in some way. This includes academic staff, non-academic staff, students, and the leadership. They have an idea of what kind of graduate the university should shape and should therefore be considered when forming your Ideal University Graduate Profile.
Reflection (in the context of reflective practice)	Reflection is a deliberate and conscientious process that employs a person's cognitive, emotional and somatic [relating to the body] capacities to mindfully contemplate on past, present or future (intended or planned) actions in order to learn, better understand and potentially improve future actions. Harvey, M., Coulson, D. & McMaugh, A. (2016). Towards a theory of the ecology of reflection: reflective practice for experiential learning in higher education. Journal of University Teaching and Learning Practice, 13(2). http://ro.uow.edu.au/jutlp/vol13/iss2/2
Sex	Sex refers to a person's biological status and is a fact of human biology: we are born male, female or intersex (this refers to atypical features that usually distinguish male from female such as sex chromosomes, internal reproductive organs and external genitalia). Gollifer, S., Gorman, S., Hamisi, M., Fabian, F., Kilonzo, R., Bottomley, R., Walker, J., Dennis, A., Chapin, J., Reggev, M., Friis Laustsen, C. (2018). Gender Mainstreaming in Higher Education Toolkit, INASP. https://www.inasp.info/gendertoolkit.
Soft skills	Soft skills are generic, transferable skills which do not require a dedicated course or teaching unit, but can be acquired by the student through well designed activities in the curriculum. They are also referred to as 'power skills'. They can be skills required in the workplace, irrespective of a specific role for e.g., communication, teamwork, critical thinking and problem-solving skills etc., namely the skills, capabilities and dispositions found in the TSL (soft) skills matrix, first introduced as Appendix D in the Programme Alignment workshop. Gosling. D., "Supporting student learning" in Fry, H., Ketteridge, S. & Marshall, S. (2008). A handbook for teaching and learning in higher education: enhancing academic practice.–3rd ed. Routledge.
Taxonomy of Significant Learning	The Taxonomy of Significant Learning aims to create meaningful learning experiences in higher education. It is a taxonomy that describes various ways in which learning can be significant. It consists of six interwoven learning dimensions (or kinds of learning): Foundational Knowledge, Application, Integration, Human Dimension, Caring and Learning How to Learn. Each dimension encompasses a unique perspective on the learning process, and when collectively applied to curriculum and course re/design, significant learning occurs (Fink, 2013). Fink, D. (2013). "Chapter 2 - A Taxonomy of Significant Learning." Creating Significant Learning Experiences, Jossey-Bass, page 27-33.

Transformative Learning	By definition, transformative learning is a type of experience that causes a shift in an individual's perspective or attitude. It's based on a learning theory propounded by Jack Mezirow (1978, 1991, 2000) and proposes that learning is "the process of making new interpretations based on the meaning derived out of experience." What this means is that, rather than focusing on surface experiences, transformative learning challenges the simplicity behind learning. Brown, D., (2019). Transformative Learning, edapp.com. https://www.edapp.com/blog/transformative-learning
Transformative Learning Cycle	The 'Transformative Learning Cycle' is a termed coined by Charles Kingsbury of AFELT to refer to teaching and learning that aligns with the four areas of Kolb's (1984) learning styles. The cycle is a matching of Kolb's styles with Mezirow's (1978, 1991, 2000) Transformative Learning theory.
Twenty-first century skills	21st century skills is a shorthand phrase for the capabilities, dispositions and soft skills, including critical thinking and problem-solving, creativity and imagination, communication, collaboration and digital literacy that will not only help students to lead successful careers in the modern workplace but to become positive contributors to wider society. Students are expected to develop these types of soft skills while learning and generating content in their courses.
University core values	University core values state what the university believes in. Once defined, these values should guide and inform everything the university does. Often, the values can also be found within the university vision.
University mission	The University Mission (often also called mission statement) states the purpose of the university – it describes what the university does and how.
University mission outcomes	University mission outcomes describe the desired outcomes and achievements of the university, based on the university mission. They revolve around the central pillars of the university, which are students, teaching and learning, research, knowledge, excellence, community, and the world.
The University Promise to the students	This is a coherent expression (in the form of a statement) of whom the student will become after graduating from the university, based on the Ideal University Graduate Profile.
University vision	The university vision (often also called vision statement) looks to the future. It declares the determination and overall result of the university's mission. The vision also often includes the university's values and beliefs.

APPENDIX C: EVIDENCE DOCUMENT FOR PROGRAMME ALIGNMENT, TRANSFORMATIVE LEARNING AND COURSE REDESIGN

Introduction

This document is introduced to you on the first day of the Programme Alignment – Profiling the Ideal Graduate workshop. The purpose of this document is for you to capture (in soft copy) the key evidence relevant to the redesign of your course. You will draw upon this evidence to support you, as a facilitator of learning, in the completion of your standard university course outline template, which you will start on Day 4 of the Course Redesign for Significant Learning and Transformation workshop. Make sure that you have this document with you at all times during the three workshops, as you will need to draw on your inputs in this document to support your learning in the sessions.

You will need to enter key information related to your institution (section 1) as well as the key outputs you generate through participating in the Programme Alignment, Transformative Learning and Course Redesign workshops (sections 1–8).

Treat this as a dynamic document, completing the sections as you navigate your learning journey through the three aforementioned workshops and make time to revisit your inputs, reflect upon them and revise where necessary. As a final note, this evidence document will prove to be a valuable contribution to your teaching portfolios (if you maintain one).

If you have any questions about this document, don't hesitate to ask your workshop facilitators for more guidance.

1. INSTITUTIONAL INFORMATION

(most of this information exists already within your institution and/or you will need to draw on what is generated in the Programme Alignment workshop).

Complete the table below.

UNIVERSITY NAME:		
FACULTY/SCHOOL NAME:		
DEPARTMENT NAME:		
UNIVERSITY VISION:		
UNIVERSITY MISSION:		
UNIVERSITY MISSION OUTCOMES:	**UMO1:**	
	UMO2:	
	UMO3:	
	UMO4:	
	UMO5:	
	UMO6:	
UNIVERSITY CORE VALUES:		
THE UNIVERSITY PROMISE TO THE STUDENTS:		
FACULTY/SCHOOL VISION:		
FACULTY/SCHOOL MISSION:		
FACULTY/SCHOOL MISSION OUTCOMES:	**FMO1:**	
	FMO2:	
	FMO3:	
	FMO4:	
	FMO5:	
	FMO6:	
FACULTY/SCHOOL CORE VALUES:		
THE FACULTY PROMISE TO THE STUDENTS ON THE PROGRAMMES:		
THE IDEAL UNIVERSITY GRADUATE PROFILE:		

2. PROGRAMME LEARNING OUTCOMES

(you will need to draw on what is generated in the Programme Alignment workshop)

These are clear and short statements of the knowledge, competencies or skills you expect students to have acquired by the end of the programme.

List your programme learning outcomes (**PLOs**) in the table below.

PLO1:	
PLO2:	
PLO3:	
PLO4:	
PLO5:	
PLO6:	
PLO7:	
ETC.	

2.1 FACULTY/PROGRAMME OUTCOMES MATRIX

Next, list the programme learning outcomes (**PLOs**) down the left-hand column and then indicate which PLO contributes to which faculty/school mission outcome by marking with an **X**.

PROGRAMME LEARNING OUTCOMES (PLOS)		**FACULTY/SCHOOL MISSION OUTCOMES**					
		FMO1	**FMO2**	**FMO3**	**FMO4**	**FMO5**	**FMO6**
PLO1:							
PLO2:							
PLO3:							
PLO4:							
PLO5:							
PLO6:							
PLO7:							
ETC.							

2.2 PROGRAMME (CURRICULUM) MATRIX

Hard skills are technical or subject-specific skills that require a dedicated course or teaching unit. They can be understood as the ability to research or carry out specific tasks that require specialist knowledge and/or experience, for example engineering design, credit risk assessment or software programming.

Soft skills are generic, transferable skills that do not require a dedicated course or teaching unit, but can be acquired by the student through well-designed activities in the curriculum. They are also referred to as “power skills”. They can be skills required in the workplace, irrespective of a specific role, for example, communication, teamwork, critical thinking and problem-solving skills and so on, namely the skills, capabilities and dispositions found in the TSL soft skills matrix.

Differentiate between the programme learning outcomes (**PLOs**) that inculcate hard skills and those which inculcate soft skills and list them down the first empty column. Then next list the Y1, Y2, Y3 and Y4 courses that contribute to each specific PLO listed.

PROGRAMME LEARNING OUTCOMES (PLOS)		YEAR 1 COURSES	YEAR 2 COURSES	YEAR 3 COURSES	YEAR 4 COURSES
HARD SKILLS PROGRAMME LEARNING OUTCOMES					
PLO1:					
PLO2:					
PLO3:					
PLO4:					
SOFT SKILLS PROGRAMME LEARNING OUTCOMES					
PLO5:					
PLO6:					
PLO7:					

3. PERSONAL TEACHING AND LEARNING PHILOSOPHY

(you will need to draw on what you developed at the Transformative Learning workshop)

You can revisit the following five questions to help refine your personal philosophy:

1. What is the value you intend to create through your facilitation of this course?
2. What approach will you use to facilitate learning?
3. What kind of learning environment do you intend to create to allow for a great learning experience?
4. What is your attitude towards the content you are facilitating learning about?
5. What will your attitude be towards your students?

Enter the description of your personal teaching and learning philosophy in the table below:

4. GENERAL COURSE INFORMATION

(most of this information exists already within your records; you will just need to draw on Day 3 of the Transformative Learning workshop for the Big Dream for the students taking the course).

Complete the table below.

COURSE CODE:			
COURSE TITLE:			
THE BIG DREAM FOR THE STUDENTS TAKING THE COURSE:	**By the end of this course, the student will be able to know...** [please complete] **in order to be able to do...** [please complete] **so that they become...** [please complete]		
NUMBER OF CREDITS:			
MODE OF DELIVERY: Select one option and mark with an X.	Face to face: ___	Online: ___	Blended: ___
PREREQUISITES: Particular courses to have already completed, specific knowledge or skills a student should have before beginning the course (e.g. use of the computer, ability to read architectural plans, etc.)			

5. COURSE CONTENT

(you will need to draw on what is generated in the Course Redesign workshop)

5.1 CONCEPT MAP

A concept map or graphic representation of the content of the course should be inserted here (for example by taking a photo):

5.2 DESCRIPTION OF COURSE CONTENT

(you will need to draw on what is generated in the Course Redesign workshop)

Brief descriptions, in the form of bullet points, of the key content that will be covered under each concept of the course.

Complete the table below.

CONCEPTS	DESCRIPTION OF THE CONTENT
	• • •
	• • •
	• • •
	• • •
	• • •

5.3 RATIONALE FOR THE SEQUENCE

(you will need to draw on what is generated in the Course Redesign workshop)

The rationale for the sequence of the course, especially if you are not using an assigned text in chapter sequence (e.g. a historical approach with topics arranged chronologically, a progression from simple to more complex procedures or concepts, or a series of theoretical principles followed by applications).

Enter your rationale in the table below.

6. COURSE LEARNING OUTCOMES

(you will need to draw on what is generated in the Course Redesign workshop)

Clear statements of the knowledge, capabilities or skills you expect students to have acquired by the end of the course. Differentiate between the course learning outcomes (CLOs) that inculcate hard skills and those that inculcate soft skills, then list them in the table below.

HARD SKILLS COURSE LEARNING OUTCOMES	
CLO1:	
CLO2:	
CLO3:	
ETC.	
SOFT SKILLS COURSE LEARNING OUTCOMES	
CLO4:	
CLO5:	
CLO6:	
ETC.	

7. ASSESSMENT

(you will need to draw on what is generated in the Course Redesign workshop)

A description of assessment methods or tasks that will be used during the course, aligned to each course learning outcome. The description of each assessment method or task should provide significant detail as to how it will assess the course learning outcome/s, i.e. the specific knowledge, capabilities, skills and habits of mind being developed.

Complete the table below.

COURSE LEARNING OUTCOMES	FORMATIVE ASSESSMENT METHODS/TASKS	SUMMATIVE ASSESSMENT METHODS/TASKS
CLO1:		
CLO2:		
CLO3:		
CLO4:		
CLO5:		
ETC.		

8. TEACHING AND LEARNING STRATEGIES (OR ACTIVITIES)

(you will need to draw on what is generated in the Course Redesign workshop)

A description of the teaching and learning strategies or activities that will be used during the course, aligned to each course learning outcome (e.g. lectures, seminars, laboratory or clinical activities, group projects, etc.)

Complete the table below.

HARD SKILLS COURSE LEVEL OUTCOMES	**TEACHING AND LEARNING STRATEGIES (OR ACTIVITIES)**
CLO1:	
CLO2:	
CLO3:	
ETC.	
SOFT SKILLS COURSE LEVEL OUTCOMES	**TEACHING AND LEARNING STRATEGIES (OR ACTIVITIES)**
CLO4:	
CLO5:	
CLO6:	

APPENDIX D: TAXONOMY OF SIGNIFICANT LEARNING (SOFT) SKILLS MATRIX

TAXONOMY OF SIGNIFICANT LEARNING (SOFT) SKILLS MATRIX: FOUNDATIONAL KNOWLEDGE, APPLICATION AND INTEGRATION DIMENSIONS (1)

	FOUNDATIONAL KNOWLEDGE	APPLICATION	INTEGRATION
Key questions to guide prioritisation of soft skills	What key information (e.g. facts, terms, formulae, concepts, principles, relationships, etc.) is/ are important for students to understand and remember in the future? What key ideas (or perspectives) are important for students to understand in this course?	What kinds of thinking are important for students to learn? • Critical thinking, in which students analyse and evaluate • Creative thinking, in which students imagine and create • Ill-structured-problem solving and making decisions	What connections (similarities and interactions) should students recognise and make … • Among ideas within this course? • Among material in this course and the students' own personal, social, and/or work life?
Soft skills (skills/ capabilities/ dispositions) Note: with the exception of foundational knowledge	**Building a knowledge base** e.g. • Ideas students will understand (e.g. theories, concepts, approaches, perspectives, and other broad themes in the course) • Information to apply in ill-structured-problem solving (e.g. facts, and other kinds of core knowledge)	**Selecting appropriate information** • Ability to gather information • Ability to identify pertinent information • Ability to determine whether (or not) information is relevant to a situation **Evaluating and interpreting information** • Ability to interpret information • Ability to recognise potential sources of bias • Ability to recognise the hidden/unstated assumptions and values underlying information • Ability to judge credibility and reliability of a source • Ability to identify errors in presented information • Ability to recognise when there is a lack of information • Ability to recognise whether (or not) information can be generalised and/or applied to other situations **Analysing the claims/arguments of others** • Ability to evaluate arguments • Challenging others' and one's own assumptions • Ability to exercise judgement • Acknowledging multiple perspectives and that these should be supported by reasons	**Interconnected thinking** • Ability to make connections between ideas, perspectives and issues within the course • Ability to draw on local-global levels and perspectives **Applying information to personal, social and/ or work life** • Translating theory into practical solutions • Ability to apply knowledge to solve day to day challenges • Ability to identify problems • Ability to identify salient features contributing to a problem • Ability to view a problematic situation from different perspectives • Ability to judge and evaluate different options and consequences **Networking** • Ability to map a network of contacts • Ability to use network to make new contacts • Ability to identify useful skills, knowledge, experience from network

TAXONOMY OF SIGNIFICANT LEARNING (SOFT) SKILLS MATRIX: FOUNDATIONAL KNOWLEDGE, APPLICATION AND INTEGRATION DIMENSIONS (2)

	FOUNDATIONAL KNOWLEDGE	APPLICATION	INTEGRATION
Key questions to guide prioritisation of soft skills	What key information (e.g. facts, terms, formulae, concepts, principles, relationships, etc.) is/are important for students to understand and remember in the future? What key ideas (or perspectives) are important for students to understand in this course?	What kinds of thinking are important for students to learn? • Critical thinking, in which students analyse and evaluate • Creative thinking, in which students imagine and create • Ill-structured-problem solving and making decisions	What connections (similarities and interactions) should students recognise and make … • Among ideas within this course? • Among material in this course and the students' own personal, social, and/or work life?
Soft skills (skills/ capabilities/ dispositions) Note: with the exception of foundational knowledge		**Cont.** **Making sound arguments and decisions** • Ability to synthesise information • Ability to apply methods of logical inquiry and reasoning • Ability to draw on valid evidence when making a decision, formulating an argument or drawing a conclusion • Ability to put to test the generalisation and conclusions at which one arrives **Creativity and innovation** • Desire to experiment • Ability to analyse, adapt and replicate latest thinking, ideas, tools, products and processes • Ability to apply skills, experience and practices to new contexts • Ability to recognise and take advantage of opportunities • Ability to anticipate and respond to change • Ability to question and challenge accepted practices	**Cont.** **Dealing with an uncertain future** • Ability to analyse past and future trends • Ability to make projections • Ability to adapt to changing circumstances • Awareness and in-depth understanding of existing power structures • Ability to envisage and make new social realities

TAXONOMY OF SIGNIFICANT LEARNING (SOFT) SKILLS MATRIX: HUMAN DIMENSION, CARING AND LEARNING HOW TO LEARN DIMENSIONS (1)

	HUMAN DIMENSION	CARING	LEARNING HOW TO LEARN
Key questions to guide prioritisation of soft skills	What could, or should students learn about themselves? What could, or should students learn about understanding others and/or interacting with them in a positive and productive way?	What changes/values do you hope students will adopt related to this subject? Feelings? Interests? Ideas?	What would you like for students to learn about? • How to be good students in a course like this? • How to learn about this particular subject? • How to become a self-directed learner of this subject, i.e. having a learning agenda of what they need/want to learn, and a plan for learning it?
Soft skills (skills/ capabilities/ dispositions)	**Self-management** • Self-confidence • Resilience • Positivity • Determination • Sense of responsibility • Coping with risk, ambiguity and uncertainty **Teamwork** • Knowledge of how effective teams function • Knowledge of personal strengths and weaknesses to contribute to or manage within a team • Ability to evaluate personal contributions • Confidence to share ideas and voice opinions • Ability to reflect on strengths and weaknesses of a team **Interpersonal skills** • Ability to establish and agree shared goal/s • Ability to actively listen • Value the contributions of others • Ability to compromise • Ability to develop trust (e.g., through agreeing division of labour and delivering agreed tasks)	**Social awareness** • Embracing cultural and social diversity • Respect for difference • Ability and desire to anticipate, recognise and meet the needs of others • Professionalism to work in multicultural and global environments **Commitment to positive social change at the community level** • Desire to improve the lives of others and contribute to the community • Commitment to long term planning and solutions • Ability to act as a catalyst for positive action and change • Ability to consider consequences of own decisions and actions	**Self-direction** • Curiosity/inquisitiveness • Self-efficacy • Self-regulation • Self-motivation • Ability to develop more personalised approaches in learning • Desire to listen and learn from others' ideas and opinions • Perseverance **Reflective thinking** • Understanding of personal strengths and weaknesses • Ability to evaluate performance and use reflections to improve • Learning through experience

TAXONOMY OF SIGNIFICANT LEARNING (SOFT) SKILLS MATRIX: HUMAN DIMENSION, CARING AND LEARNING HOW TO LEARN DIMENSIONS (2)

	HUMAN DIMENSION	CARING	LEARNING HOW TO LEARN
Key questions to guide prioritisation of soft skills	What could, or should students learn about themselves? What could, or should students learn about understanding others and/or interacting with them in a positive and productive way?	What changes/values do you hope students will adopt related to this subject? Feelings? Interests? Ideas?	What would you like for students to learn about? • How to be good students in a course like this? • How to learn about this particular subject? • How to become a self-directed learner of this subject, i.e. having a learning agenda of what they need/want to learn, and a plan for learning it?
Soft skills (skills/ capabilities/ dispositions)	**Leadership** • Ability to conceive of and articulate a vision • Ability to take initiative • Ability to inspire and motivate others with vision **Oral and written communication** • Ability to plan and deliver/produce a clear and logical oral presentation/written communication • Ability to organise thoughts and respond appropriately and with clarity to questions or instructions • Ability to exercise judgement regarding length, tone and content of an oral presentation or written communication • Ability to adapt communication effectively to various audiences • Knowing how to represent one's skills and abilities in a way that is attractive to employers or clients **Negotiation and managing conflict** • Ability to understand another person's point of view • Ability to understand and control personal and/or emotional responses • Confidence to discuss difficult topics • Ability to articulate differing views or perspectives		

Source: TESCEA partnership, drawing on Dee Fink's Taxonomy of Significant Learning

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