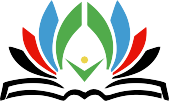
**HANDOUTS & FORMS** PROGRAMME ALIGNEMENT TRANSFORMATIVE LEARNING



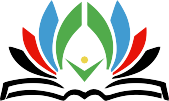
COURSE REDESIGN LEARNING DESIGN

**PROGRAMME ALIGNMENT**



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**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

.

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?

### 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.

##### 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:** |  | |

##### 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.** |  |

##### 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.** |  |  |  |  |  |  |  |

##### 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:** |  |  |  |  |  |

##### 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:

##### 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.) |  | | |

##### COURSE CONTENT

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

##### CONCEPT MAP

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

##### 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** |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |

##### 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.

##### 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.** |  |

##### 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.** |  |  |

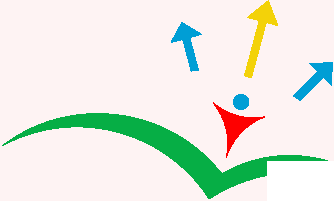
##### TEACHING AND LEARNING STRATEGIES (OR ACTIVITIES)

(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:** |  |



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