**FACILITATOR RESOURCE PACK**

PROGRAMME ALIGNEMENT TRANSFORMATIVE LEARNING

COURSE REDESIGN LEARNING DESIGN

**PROGRAMME ALIGNMENT**

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

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### APPENDIX A. EXAMPLE WORKSHOP FACILITATOR SCHEDULE FOR A TWO-DAY PROGRAMME ALIGNMENT WORKSHOP

### DAY 1: EVALUATING OUR PERFORMANCE AS AN INSTITUTION

#### Learning outcomes

By the end of Day 1, participants will be able to:

1. Determine what skills, competencies, and habits of mind their graduates will need when leaving the university.
2. Evaluate to what extent the current performance of the university matches the aspirations of its vision and mission.
3. Compare experiences of female and male students at the university.

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| **TIME** | **SESSION TITLE** | **KEY ACTIVITIES** | **KEY LEARNING POINT(S) OR OUTPUT(S)** |
| **9.00** | **Introduction, expectations, and welcome remarks** | Introductions, ice breaker and housekeepingOverview of the workshop and learning outcomes | Participants have a clear understanding of how Programme Alignment fits into the Transforming Higher Education for Social Change redesign learning journeyParticipants appreciate the level of commitment and participation required to successfully complete the workshopParticipants and facilitators have a shared understanding of what the objectives and learning outcomes of the workshop are |
| **10.15** | **External stakeholder perspective on university graduates** | Presentation on external stakeholder perspective on graduatesReflections and key- takeaways | Appreciation of the importance of external stakeholder feedback for the universitySkills, competencies, and habits of mind required in graduates by external stakeholders |
| **11.15** | **BREAK** |
| **11.30** | **Internal stakeholder perspective on the performance of graduates** | Presentation on internal stakeholder perspective of graduatesReflections and key- takeaways | Appreciation of the importance of internal stakeholder feedback for the universitySkills, competencies, and habits of mind required to prepare students for the world of work |
| **12.30** | **LUNCH** |
| **13.30** | **How the university is promoting itself** | Review of promotion materialsReview of promotion materials with a gender lens | Understanding that the university vision and mission and promotional material are promises made to the student |

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| **TIME** | **SESSION TITLE** | **KEY ACTIVITIES** | **KEY LEARNING POINT(S) OR OUTPUT(S)** |
| **14.15** | **Gender responsiveness of the university environment** | Reflection on student feedback on gender responsiveness of the university environmentReview of gender- disaggregated statistics of the university | Female and male students are likely to experience the university differently |
| **15.20** | **BREAK** |
| **15.35** | **Performance against quality assurance standards** | Presentation on university’s performance against quality assurance standardsReflections and key- takeaways | The performance of the university should match the promises made in its vision and mission |
| **16:25** | **Wrap up of Day 1** | Review of the day Preparations for Day 2Formative evaluation of Day 1 | Summary of the day, key learning points |
| **17.00** | **END OF DAY** |
|  | Facilitation team debrief meeting and preparation for next day |

**Preparation for Day 2**

Go through the workshop schedule for Day 2 for e.g., the facilitation notes and slides, who should be the lead facilitator and co-facilitators for what sessions and how the sessions will be facilitated.

Facilitators of the Day 2 workshop sessions should prepare in the evening. At the facilitation team meeting the following morning at 8.00 a.m., they should share how they are going to facilitate the sessions and anything new that they thought of the previous evening.

Arrange the room in preparation for the beginning of activities on Day 2. If separate rooms are being used for each programme group to work in during the second half of Day 2 these should also be arranged.

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

#### Learning outcomes

By the end of Day 2, participants will be able to:

1. Profile an ideal graduate with 21st century skills for their university
2. Evaluate the alignment between university and faculty mission outcomes; faculty mission outcomes and programme learning outcomes; and programme learning outcomes and courses (curriculum) in a programme
3. Identify how their faculty and programme contribute to shaping the ideal university graduate

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| **TIME** | **SESSION TITLE** | **KEY ACTIVITIES** | **KEY LEARNING POINT(S) OR OUTPUT(S)** |
| **8.30** | **Recap of day 1** | Ice breakerRecap of Day 1 and overview of day 2 | Participants get to know each other better through the ice breakerParticipants understand the purpose of the workshop and what will be done on Day 2 |
| **9.00** | **Prioritising gender** | Getting familiar with terminology and basic concepts | The importance of lecturers making their courses gender responsiveUnderstanding of key gender terms relevant for the redesign workshops |
| **9.45** | **The Ideal University Graduate Profile and University Promise** | Ideating the Ideal Graduate ProfileFormulating the University Promise | Ideal Graduate Profile and University Promise |
| **11.00** | **BREAK** |

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| **TIME** | **SESSION TITLE** | **KEY ACTIVITIES** | **KEY LEARNING POINT(S) OR OUTPUT(S)** |
| **11.15** | **The Ideal University Graduate Profile and University Promise (continued)** | Developing university mission outcomes | University mission outcomes which will help to guide the subsequent program alignment process |
| **12.00** | **Alignment of faculty mission outcomes with university mission outcomes** | Familiarization with backwards design processFormulating the faculty promise to studentsDeveloping faculty mission outcomesAligning faculty mission outcomes to university mission outcomes | Understanding of the reasoning behind the backwards design process and of the importance of programme alignment.Understanding of how each faculty contributes to the shaping of the ideal university graduate |
| **13.15** | **LUNCH** |
| **14.15** | **Alignment of programme learning outcomes with faculty mission outcomes** | Aligning programme learning outcomes to faculty mission outcomes | Shared understanding of how each programme contributes to achieving the faculty mission outcomes and ultimately to shaping the ideal university graduate |
| **14.45** | **Curriculum map – aligning courses with programme learning outcomes** | Creating a curriculum map to show alignment between programme learning outcomes and coursesSelecting courses for redesign | Shared understanding of how each course in the programme contributes to the achievement of the programme learning outcomes and through these the achievement of the facultymission outcomes and ultimately the ideal university graduate |
| **15.40** | **Presentation of aligned programmes** | Preparation to present aligned programmesPresentation of aligned programmes | University/Faculty, Faculty/ Programme and Programme/ Curriculum alignment matricesProgramme marketing pitch |
| **16:05** | **BREAK** |
| **16:20** | **Presentation of aligned programmes (continued)** | Presentation of aligned programmes | University/Faculty, Faculty/ Programme and Programme/ Curriculum alignment matricesProgramme marketing pitch |

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| **TIME** | **SESSION TITLE** | **KEY ACTIVITIES** | **KEY LEARNING POINT(S) OR OUTPUT(S)** |
| **16:50** | **Workshop wrap up and the way forward** | Completion of alignment sectionsClosing remarks | Participants have a solid understanding of what the ‘Transformative Learning - Developing Critical Reflective Thinking in Learners’ workshop covers and are motivated to continue their redesign learning journey. |
| **17.30** | **END OF WORKSHOP** |
|  | Facilitation team debrief meeting and next steps |

### APPENDIX B. EXAMPLE PARTICIPANT SCHEDULE FOR A TWO-DAY PROGRAMME ALIGNMENT WORKSHOP

**DATE(S) AND LOCATION: TO BE COMPLETED BY WORKSHOP FACILITATORS**

#### Overall workshop learning outcomes

By the end of the workshop, you will be able to:

1. Determine what skills, competencies, and habits of mind your graduates will need when leaving the university.
2. Evaluate the alignment between university and faculty mission outcomes; faculty mission outcomes and programme learning outcomes; and programme learning outcomes and courses (curriculum) in a programme
3. Identify how your faculty and programme contribute to shaping the ideal university graduate

Note to workshop facilitators: you might want to insert additional information and a suitable image here.

### EVALUATING OUR PERFORMANCE AS AN INSTITUTION

#### Learning outcomes

By the end of the day, you will be able to:

1. Determine what skills, competencies, and habits of mind your graduates will need when leaving the university.
2. Evaluate to what extent the current performance of the university matches the aspirations of its vision and mission.
3. Compare experiences of female and male students at the university.

#### Key output of Day 1

21st century skills, competencies and habits of mind required in university graduates

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| **TIME** | **SESSION TITLE** | **KEY ACTIVITIES** |
| **9.00** | **Introduction, expectations, and welcome remarks** | Introductions, ice breaker and housekeeping Overview of the workshop and learning outcomes |
| **10.15** | **External stakeholder perspective on university graduates** | Presentation on external stakeholder perspective on graduatesReflections and key-takeaways |
| **11.15** | **BREAK** |
| **11.30** | **Internal stakeholder perspective on the performance of graduates** | Presentation on internal stakeholder perspective of graduatesReflections and key-takeaways |
| **10.55** | **LUNCH** |
| **13.30** | **How the university is promoting itself** | Review of promotion materialsReview of promotion materials with a gender lens |
| **14.15** | **Gender responsiveness of the university environment** | Reflection on student feedback on gender responsiveness of the university environmentReview of gender-disaggregated statistics of the university |

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| **TIME** | **SESSION TITLE** | **KEY ACTIVITIES** |
| **12.30** | **BREAK** |
| **15.35** | **Performance against quality assurance standards** | Presentation on university’s performance against quality assurance standardsReflections and key-takeaways |
| **16:25** | **Wrap up of Day 1** | Review of the day Preparations for Day 2 Formative evaluation of Day 1 |
| **16.45** | **END OF DAY** |

**Preparation for Day 2**

1. Review the notes you took in your Participant Handbook during the day and add any additional notes and reflections.
2. Make sure to bring your Participant Handbook for tomorrow. You will be asked to refer to the notes you took today.

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

#### Learning outcomes

By the end of the day, you will be able to:

1. Profile an ideal graduate with 21st century skills for your university
2. Evaluate the alignment between university and faculty mission outcomes; faculty mission outcomes and programme learning outcomes; and programme learning outcomes and courses (curriculum) in a programme
3. Identify how your faculty and programme contribute to shaping the ideal university graduate

#### Key output of Day 2

Ideal Graduate Profile, university/faculty, faculty/programme, and programme/curriculum alignment matrices

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| **TIME** | **SESSION TITLE** | **KEY ACTIVITIES** |
| **8.30** | **Recap of Day 1** | Ice breakerRecap of Day 1 and overview of Day 2 |
| **9.00** | **Prioritising gender** | Why gender is a priority Defining key gender terms |
| **9.45** | **The Ideal University Graduate Profile and University Promise** | Ideating the Ideal Graduate Profile Formulating the University Promise |
| **11.00** | **BREAK** |
| **11.15** | **The Ideal University Graduate Profile and University Promise (continued)** | Developing university mission outcomes |

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| **TIME** | **SESSION TITLE** | **KEY ACTIVITIES** |
| **12.00** | **Alignment of faculty mission outcomes with university mission outcomes** | Familiarisation with backwards design process Formulating the faculty promise to students Developing faculty mission outcomesAligning faculty mission outcomes to university mission outcomes |
| **13.15** | **LUNCH** |
| **14:15** | **Alignment of programme learning outcomes with faculty mission outcomes** | Aligning programme learning outcomes to faculty mission outcomes |
| **14.45** | **Curriculum map – aligning courses with programme learning outcomes** | Creating a curriculum map to show alignment between programme learning outcomes and coursesSelecting courses for redesign |
| **15.40** | **Presentation of aligned programmes** | Preparation to present aligned programmes |
| **16:05** | **BREAK** |
| **16:20** | **Presentation of aligned programmes (continued)** | Presentation of aligned programmes |
| **16:50** | **Workshop wrap up and the way forward** | Completion of alignment sections Closing remarks |
| **17:30** | **END OF WORKSHOP** |

### APPENDIX F. PROGRAMME ALIGNMENT WORKSHOP EVALUATION TEMPLATE

Thank you for your participation in the Programme Alignment – Profiling the Ideal Graduate workshop. We would appreciate your anonymous feedback to continually improve what we do.

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| **STATEMENTS** | **Strongly Agree** | **Agree** | **Neither agree nor disagree** | **Disagree** | **Strongly Disagree** |
| **1.** | **My expectations of this workshop were met** |  |  |  |  |  |
| **2.** | **The workshop achieved its objectives** |  |  |  |  |  |
| **3.** | **The workshop was well organised** |  |  |  |  |  |
| **4.** | **The workshop was useful in terms of my professional development** |  |  |  |  |  |
| **5.** | **I would recommend this workshop to my colleagues** |  |  |  |  |  |
| **6.** | **The approach used by the facilitators was engaging** |  |  |  |  |  |
| **7.** | **I understand what skills, competencies and habits of mind my students will need when graduating** |  |  |  |  |  |
| **8.** | **I understand why programme alignment is important for my work as a facilitator of learning** |  |  |  |  |  |
| **9.** | **I understand how my course contributes to shaping the ideal university graduate** |  |  |  |  |  |

Please share any suggestions for improvement for similar workshops in the future:

Any other comment