

Competency Based Education and Training Curriculum Development

ED/B/7102

Group 9 Presentation

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Competency Based Education and Training
Curriculum Development

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QUESTION 9

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a) Components of a competency-based curriculum

- ❖ **Pathways and Learning Areas** - CBC is structured into different levels, such as *Pre-School, Primary, Junior Secondary, Senior secondary*, with **pathways** for specialization in areas like Arts, STEM, and Technical Education
- ❖ **Core Competencies** - These are the fundamental skills and abilities that students are expected to develop throughout their education. *Example: Communication, Critical-thinking, and Digital Literacy.*
- ❖ **Inclusivity and Special Needs Education**- CBC ensures that learners with special needs and disabilities are accommodated through tailored teaching approaches and materials.

Cont'd

- ❖ **Learning Outcomes** - These are the specific skills and knowledge that students are expected to acquire in each learning area. They are clearly defined and measurable.
- ❖ **Assessments** – This can be Summative and formative, focusing on how well students have developed the core competencies. It includes a variety of methods, such as: *Observations, Projects, Presentations, and Tests*.
- ❖ **Experiential Learning** - Emphasizes hands-on learning experiences, such as *projects, field trips, and community service*, to help students apply their knowledge and skills in real-world situations.

- ❖ **Technology Integration** - Technology is integrated into the curriculum to enhance learning and provide students with the skills they need to succeed in the today's world.
- ❖ **Teacher Professional Development** - Teachers play a crucial role in the successful implementation of CBC. They need to be equipped with the knowledge and skills to effectively teach and assess students using this approach.

QUESTION 9

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b) Guidelines for Packaging competency-based curriculum

Packaging in CBC refers to the way educational content, skills, and learning outcomes are structured, organized, and presented to students. The guidelines for packaging includes the following;

- ❖ Clearly defined learning outcomes.
- ❖ Organize competencies in a logical sequences to ensure progressive skill development.
- ❖ Develop valid assessments methods to evaluate student mastery competencies e.g. projects based assessments, portfolio's and performance evaluations.

Cont'd

- ❖ Ensure that instructional materials, resources & activities align with the defined competencies.
- ❖ Allow for flexibility to accommodate students diverse, learning styles and paces of learning.
- ❖ Continuous improvement by regularly review and update the competency based curriculum based on feedback, evaluation results and emerging trends.

QUESTION 9

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c) Curriculum validation

A formal process that ensures a program's content, teaching, learning, and assessment are high quality and meet the appropriate standards.

Steps in curriculum validation process

- ❖ **Planning** - Set goals for the curriculum.
- ❖ **Development** - Create learning experiences and content to meet the goals.
- ❖ **Implementation** - Put the curriculum into practice.
- ❖ **Evaluation** - Use formative and summative evaluations to assess the curriculum's effectiveness.
- ❖ **Reporting** - Share the results of the evaluation and recommendations for improvement.

QUESTION 9

d) Curriculum evaluation and Revision

- ❖ **Curriculum Evaluation:** The process of systematically assessing the effectiveness of a current curriculum by analyzing its strengths and weaknesses. It also refers to the process of collecting data in a systematic manner for the purpose of assessing quality, effectiveness and worth of a programme.
- ❖ **Curriculum Review/Revision:** refers to making necessary changes to improve its alignment with learning objectives and meet the needs of students and the educational context, based on the gathered data from the evaluation.

Areas That Are Evaluated

- ❖ Learning Objectives
- ❖ Scope of the content
- ❖ Quality of personnel
- ❖ Relative importance of various school subjects
- ❖ Equipment's and instructional materials

Purposes of Evaluation

a) Individual Students

- To discover what the students have learnt (knowledge, skills, attitudes and adjustment etc.)
- To discover where the learner needs help, the nature of the help, his/her areas of strength.
- Data necessary to guide each learner's all round growth and development.

b) Classroom Purposes

Provides data that enables the teacher to determine the effectiveness of teaching i.e. Which of the objectives have been achieved? - Is the content relevant and adequate? - Are the methods and activities relevant and practicable? - Is re-teaching necessary

c) Curriculum Materials - Are they relevant, usable, appropriate and affordable?

d) Schools - Wide Purposes - Reveal learning areas needing more attention throughout the school.

- Assist the school administration and staff in planning for institutional improvement.

e) Curriculum Developers - To provide supportive feedback to facilitate effective decision making in the curriculum development process - Provide information required for re-examination, revision and improvement of the curriculum project

- Serves as a guide in review of existing goals of education and formulation of new ones - Provides information for correction during piloting - Ensures program objectives are being achieved during implementation

f) Community - What are the attitudes and inputs of the community to the curriculum and to the curriculum development process?

Cont'd Criteria for Curriculum Evaluation

- ❖ **Consistency with objectives:** Curriculum evaluation should assess and measure the attainment of the objectives of the curriculum. Each level of learning objectives as per each taxonomy should be examined.
- ❖ **Comprehensiveness:** To test for comprehensiveness the areas to be covered include:
 - All the objectives of the curriculum
 - The broad administrative and general aspects of the education systems to find out how relevant the programme is.
 - The instructional methods and materials to establish those that are satisfactory and those which are not;
 - The individual learners to identify their needs and to help one plan better for the learning process.

- ❖ **Re-assessment / Reflective evaluation** - is conducted at the inception of a curriculum project In a classroom environment to determine whether the students possess the prerequisite knowledge and skills to enable them proceed with new material.
- ❖ **Formative Evaluation** - is that which takes place during the implementation of a curriculum project . It therefore guides and promotes the development of the programme, by providing data for its improvement.
- ❖ **Summative Evaluation** - Refers to evaluation carried out at the end of a program. It facilitates major decisions about whether to continue with the program as it is; expand it, modify it or stop it all together depending on the extent of success or failure of the program.
- ❖ **Impact evaluation** - Is an aspect of summative evaluation; it establishes the impact of the program on the beneficiaries or recipients of the program, and the community in general.

Steps in Curriculum Revision

- ❖ **Identify the need for revision** - Analyze current trends, student needs, and emerging research to determine if a curriculum update is necessary.
- ❖ **Establish evaluation goals** - Clearly define what aspects of the curriculum will be evaluated and what information is needed to make informed decisions.
- ❖ **Select evaluation methods** - Choose appropriate data collection methods based on the evaluation goals, such as standardized tests, classroom observations, student surveys, and interviews.

- ❖ **Collect and analyze data** - Gather data from various sources, analyze it to identify strengths and weaknesses of the curriculum.
- ❖ **Develop revision plan** - Based on the evaluation findings, propose specific changes to the curriculum, including content updates, instructional strategies, and assessment modifications.
- ❖ **Implement revisions** - Integrate the changes into the curriculum and provide professional development for teachers on the new elements.

QUESTION 9

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e) Curriculum maintenance

Curriculum maintenance is the process of managing and monitoring a curriculum system. It involves reviewing and revising a curriculum to ensure it meets the needs of learners and teachers.

Curriculum maintenance tasks

- ❖ **Reviewing** - Consider what worked and what didn't work in the curriculum.
- ❖ **Revising** - Make changes to the curriculum for future use.
- ❖ **Monitoring** - Ensure the curriculum system is running smoothly.
- ❖ **Examining support structures** - Check that resources are available and adequate.

Elements of curriculum maintenance in curriculum Based Education Technologies

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1. **Curriculum review:** Periodic evaluation of the existing curriculum to identify areas that need improvement, whether in content, teaching methods, or learning outcomes.
2. **Incorporating new developments:** Integrating new research, technologies, or global trends that may affect the subject matter or how it's taught.
3. **Feedback from stakeholders:** Gathering input from teachers, students, parents, and the broader community to understand how the curriculum is impacting learners and identify areas for improvement.
4. **Alignment with standards:** Ensuring the curriculum aligns with local, state, or national education standards and learning objectives.
5. **Professional development for teachers:** Offering ongoing training to educators so they can effectively deliver an updated or revised curriculum.
6. **Assessment and evaluation:** Regularly assessing student performance to ensure the curriculum is achieving the desired learning outcomes.

Benefits of curriculum maintenance in curriculum Based Education Technologies

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Competency Based Education and Training
Curriculum Development

- **Improved Learning Outcomes:** Tailors the curriculum to student needs, provides real-time feedback, and promotes better comprehension.
- **Integration of Latest Trends:** Keeps curriculum current with new research, pedagogy, and technology developments.
- **Adaptation to Technological Advances:** Ensures seamless integration with emerging tools like AI, VR, and improved device compatibility.
- **Enhanced Teacher Support:** Streamlines resources, supports professional development, and reduces administrative burdens for educators.
- **Better Engagement and Motivation:** Adds interactive and simulations elements that boost student engagement.
- **improve decision-making :** Evaluates performance analytics to adjust content, track progress, and improve decision-making.
- **Scalability and Flexibility:** Makes the curriculum adaptable to various learning environments and scalable across regions

THANK YOU Q & A SESSION



BIG QUESTION

HELLO TUTORS HAVING LEARNT ABOUT COMPETENCY
BASED CURRICULUM, DO YOU THINK THERE'S STILL A URGE
FOR CONTINUOUS IMPROVEMENT FOR THE CURRICULUM IN
THE NEXT DECADE?

*****THE END*****