



REGIONAL HARMONISATION AND QUALITY OF CURRICULUM IN EAST AFRICA: EXPERIENCES OF IUCEA IN CURRICULUM BENCHMARKING

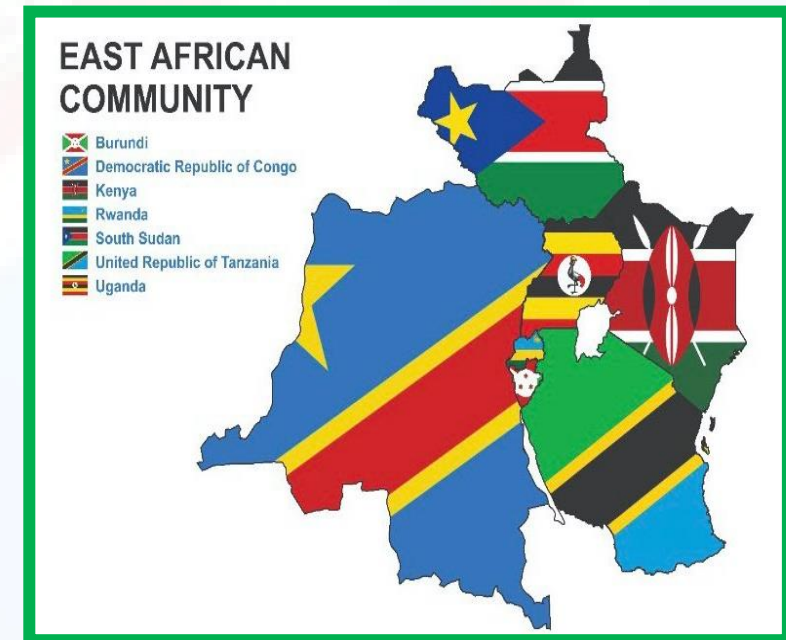


COHESA Workshop on
Building the Capacity of
Higher Educational
Institutions to Educate, Train,
and Empower the Next
Generation Workforce to
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Chief Principal

***Quality Assurance and
Qualifications Framework***





Presentation Outline



1. IUCEA Mandate to Promote Harmonisation and Quality of Curriculum
2. Development of Programme Benchmarks - A Participatory Process
3. Importance of Curriculum Benchmarks in EAC
4. Guiding Questions in Curriculum Benchmarks Development
5. Core Components in the Curriculum Benchmarks





1. IUCEA Mandate to Promote Harmonisation and Quality of Curriculum



- ❖ The harmonization of higher education curriculum in East Africa has been a gradual process.
- ❖ The hallmark of this process has been the enactment of **legal instruments**, adoption of **relevant policies**, establishment of **QA institutions/agencies** and **capacity building** programme.

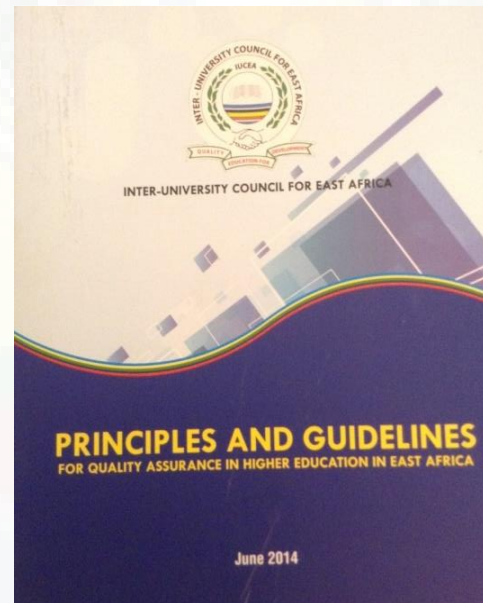


The Legal & Policy Framework

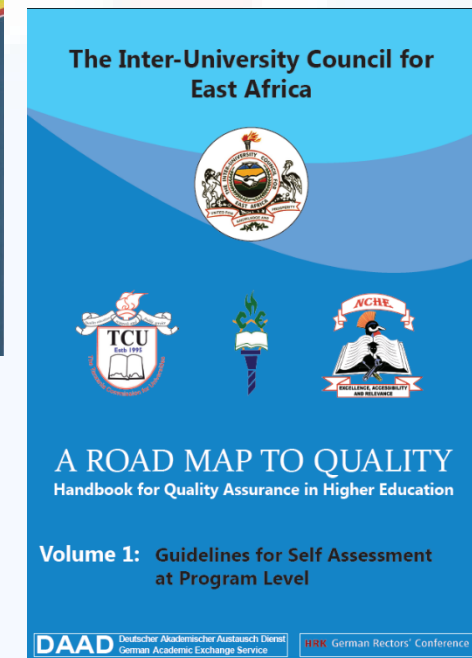


Key Legal Instruments

- a) **The East African Community Treaty - Art. 102** (Partner States agreed to harmonise education and promote mobility).
- b) **The Common Market Protocol - Art. 11** (Free movement of people, labour and services; requiring mutual recognition of qualifications and cross-border education)
- c) **The IUCEA Act, 2009 - Art. 4 & Art. 6.**



Key Policy Instruments





Mandate of IUCEA as a Regional QAA



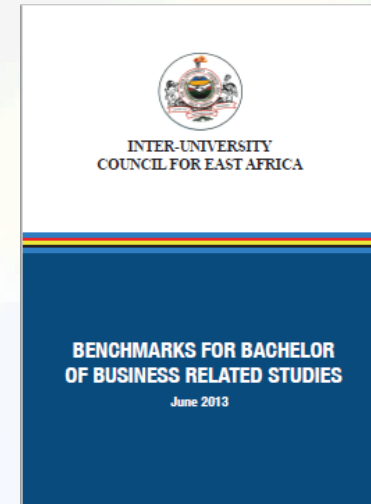
- ❖ IUCEA is an agency of the EAC
- ❖ The broad mandate of IUCEA (as contained articles 4 (purpose) and 6 (function) of its Act of 2009 is to:
 1. Advise EAC Partner States on all matters related to higher education
 2. Coordinate Higher Education and Research in the EAC
 3. Promote Harmonisation and Quality of Education (teaching, research and community service) by establishing quality assurance system in the EAC
- *The development of programme / curriculum benchmarks has been one of the major initiatives of IUCEA in the process of harmonization of higher education*



2. Development of Programme Benchmarks at IUCEA



- ❖ The process for the development of programme benchmarks started in 2007/2008.
- ❖ Since then, several programme benchmarks have been developed in areas of:
 - ❖ Business Studies,
 - ❖ Computer Science and Information Technology,
 - ❖ Education,
 - ❖ Agriculture,
 - ❖ Medicine and Dentistry
 - ❖ Engineering, among others.





A Participatory Process in Benchmark Development



- The process for the development of benchmarks at IUCEA has been participatory – involving:
 - ❖ Subject experts from Higher Education Institutions,
 - ❖ Quality Assurance experts from HEIs,
 - ❖ Curriculum experts,
 - ❖ Policy experts from National Councils and Commissions from EAC Partner States,
 - ❖ Representatives of Professional bodies
 - ❖ Representatives from the relevant industries/labour market.
- IUCEA takes received valuable support from its development partners in this journey of promoting harmonization of curriculum in the region including DAAD and ILRI.





Key Steps in the Benchmarks Development Process

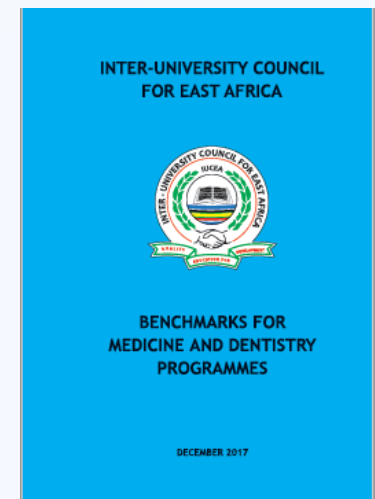
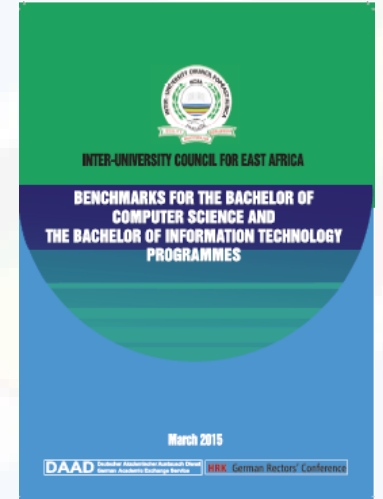
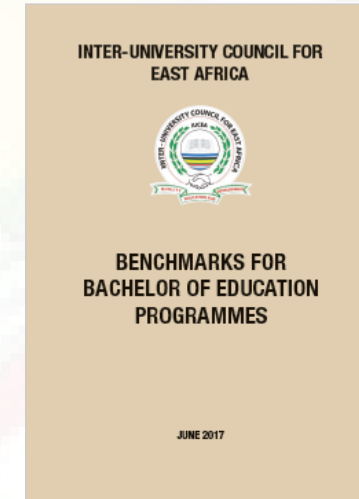


1. Situational / Needs Analysis.
2. Identification and Induction of Experts.
3. Selection of specific programmes
4. Development of Programme Benchmarks
5. Report Writing
6. Approval of Programme Benchmarks
7. Publication and Dissemination of Benchmarks
8. Review of Benchmarks



3. Importance of Programme Benchmarks

- Regional Programme Benchmarks are developed based on learning outcomes, skills and competency. They are used:
 1. As guiding tools by higher education institutions for curriculum design and review.
 2. As reference tools by National Regulatory Agencies (QAA) to assess the quality of academic programmes for accreditation.
 3. For promotion of harmonisation of academic programme in the region.
 4. For enhancing staff and student mobility across the region.
 5. As reference tool by employers to assess the competencies of graduates.





4. Guiding Questions in Curriculum Benchmarks Development



- The following questions are considered critical in the development of programme benchmarks:
- i. How can the design and delivery of programmes in East Africa be harmonised to enhance the quality, comparability and mobility of students and graduates across the region?
 - ii. Which quality aspects can be identified from the design and delivery of programmes in each of the partner state?
 - iii. What should be the minimum curriculum content in the programmes designed in East Africa?
 - iv. What competencies should a graduate of a programme of a university in East Africa have?
 - v. How can faculty staff be empowered to be more innovative in delivery and assessment of programmes in universities in East Africa?
 - vi. How can the key stakeholders in the discipline be involved in improving quality of programs in East African Universities?



5. Core Components in the Curriculum Benchmarks

- **Experts** in the Technical Working Group, formulate a **Frame of Reference** for the curriculum, comprising:
- i. Programme Goals and Objectives (programme objectives are defined in terms of academic ability, employability, personal development);
 - ii. Graduate profiles for the selected programmes addressing what a graduate can do and the knowledge and skills set required;
 - iii. Expected Learning Outcomes (**ELOs**) – both **generic** and **specific**, comprising Knowledge, Skills and Attitude (in line with the revised Bloom's Taxonomy)
 - iv. Minimum Courses;
 - v. Practical and Project work;
 - vi. Teaching, Learning and Assessment



Latest Developments in the Harmonisation of Curriculum in East Africa



1. Programme Benchmarks in:

- Food Safety (developed in partnership with ILRI)
- Sports Science and Sports Education
- One Health - process has just begun with the survey and identification of Experts - TWG in partnership with ILRI

2. Regional Accreditation of Academic Programmes

- Development of regional Standards, Procedures and Norms for programme accreditation
- This will be based on national accreditation status

