

METROPOLITAN INTERNATIONAL UNIVERSITY
COMPETENCY BASED CURRICULUM
WORKSHOP
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DEFINE CURRICULUM

- Refers to all learning experiences a learner is exposed to in and out of class.
- The term Competency Based Curriculum (CBC)
- Is that curriculum that puts much emphasis on what a learner can do (learning outcomes) after the learning process rather than just **rote learning**.
- **In Uganda the CBC was introduced in 2020 for Lower Secondary education shifting the focus from rote memorization to skills development.**
- CBC is designed to prepare the young generation for the demands of the 21st century by equipping them with knowledge skills and values.

CORE COMPETENCIES

- Critical thinking
- Communication skills
- Collaboration and team work
- Problem solving
- Creativity and innovation
- Digital literacy
- Cultural and global awareness
- Emotional intelligence

The emphasis is put on the KUSVA

- Knowledge,
- Understanding,
- Skills,
- Values
- Attitudes.
- Competency Based assessment is key in CBC where marking focuses on assessing the mastery of specific skills and competencies. Students are evaluated on their ability to demonstrate proficiency in those competencies through different assessment tasks.

Note:

- **Spiral curriculum**

In this learning considers revisiting and building upon previously covered concepts or topics.

- **Hidden curriculum**

This refers to unintended learning that occurs through the social and cultural aspects of the educational environment.

Features of CBC

- **Learner-centered**

Focus is on learner centered activities which trigger active engagement of every learner.

- **Practical application**

Hands on learning and real world experiences, connecting class knowledge to real world application

- **Flexibility**

CBE allows for a flexible learning environment where learners can work at their own pace and explore different learning pathways.

- **Skills Based**

Employable skills are emphasized where education is aligned to the needs of the society.

- **Constructivism**

CBE is underpinned by constructivist theory, which emphasizes the active role of learners in constructing knowledge through engagement in authentic activities

- **Lifelong learning**

CBC is designed to foster lifelong learning and adaptability to the changing needs of the society and the workforce.

NOTE

- University programs

Some universities like UCU are reconstructing their programs to incorporate CBE principles, reducing classroom time and increasing practical learning experiences.

- This curriculum is tailored to meet the changing demands of a learner and his community. As opposed to the traditional knowledge based curriculum, CBC focuses on skill acquisition that is to say what a learner can do rather than what they are expected to know!
- Curriculum implementers in their teaching and learning process empower learners by defining clearly the learning outcomes that they are expected to achieve at their own pace at the end of a learning process.

COMMON APPROACHES OR STRATEGIES THAT ARE CONSIDERED WHEN TEACHING IN CBC (BY LECTURERS)

❖ Active learning

- Students are actively involved in their own learning process.
- Teachers may use strategies like group work, discussions, hands-on activities, and real-world applications to engage students and encourage their active participation.
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❖ Flipped classroom.

- Students engage with instructional content independently outside the class through readings, videos etc

➤ **Inquiry based learning and problem-based approach**

- Her students are encouraged to ask questions, investigate topics and explore solutions to problems.
- Teachers facilitate the learning process by providing guidance, resources and opportunities for students to develop their critical thinking and problem solving skills.

➤ **Project-Based learning**

- Students work on projects that require them to apply their knowledge and skills to real-world challenges or scenarios.
- This promotes collaboration creativity and deeper understanding of the subject matter.

➤ **Integration of technology.**

- CBC often integrates technology as a tool for teaching and learning.
- Teachers may use digital resources, educational software, online platforms and multimedia materials to enhance instruction and provide interactive learning experiences for students.

➤ Differentiated instruction

- Recognizing the **diversity of learners**, the new curriculum often encourages differentiated instruction.
- Teachers tailor their teaching *strategies, materials and assessments* to meet the individual needs, interests and abilities of students.
- This may involve providing additional support to struggling students or offering enrichment activities to advanced learners.

➤ **Assessment for learning.**

- CBC often considers formative assessment which provides feedback to both students and teachers to guide instruction and support learning.
- Teachers may use a variety of assessment methods like portfolios, self-assessment and peer assessment to evaluate students' progress and inform instructional decisions.

➤ **Teacher professional development**

- The successful implementation of the new curriculum often requires effective teacher professional development.
- Teachers may receive trainings on the goals, principles and instructional strategies of the new curriculum. Professional teaching communities, workshops, mentoring and collaborative planning sessions are commonly used to support teachers in their implementation of new curriculum.

- **Cross-curricular connections.**

- The new curriculum may encourage cross-curricular connections and integration. Teachers seek opportunities to connect concepts and skills across different subject areas, fostering a *more holistic understanding of knowledge and promoting interdisciplinary learning experience*.

- **Authentic assessment.**

- Design assessments that mirror real world tasks or challenges allowing students to demonstrate their understanding and skills in meaningful contexts

ASSESSMENT METHODS IN CBC

- Traditional written exam
- Projects and presentations
- Portfolios.
 - Are collections of students' work that demonstrate their progress and achievements over a period of time. They can include written assignments, projects, art works and other forms of evidence.
 - Portfolios provide a holistic view of students' abilities and growth.
- Performance assessments.
 - These assessments evaluate students' skills and abilities by observing them in action. eg science experiments, oral exams, musical performance hence focuses on practical application.

➤ Collaborative assessment

- Students work in groups on a project, complete the project and present findings.

➤ Self -assessment and reflection.

- Students assess their own learning progress and reflect on their strengths, weaknesses and areas of improvement. **This helps students to take ownership of their learning.**

➤ Formative assessment.

- This is conducted throughout the learning process.

➤ Summative evaluation.

- Conducted at the end of a unit, semester or academic year to evaluate students overall learning and achievement.

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Thank you