

# **UNDERSTANDING THE COMPETENCY BASED CURRICULUM**

by:-

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The dream for a **Competency-Based Curriculum (CBC)** is to reshape education into a system where learners are empowered not just to know—but to do, apply, and grow. Instead of chasing grades or memorizing facts, the CBC dream champions the development of real-world capabilities that matter beyond the classroom.

# Background

- The Lower Secondary Curriculum Review (2020) was meant to address challenges of Content overload, high patchiness, relevance of learning and do away with a pass or fail assessment.
- The LSC design is Competency-based, a move away from knowledge based approach, therefore, focusing on understanding and application of learnt knowledge in different life situations.
- The Curriculum Framework prescribes/ guides on what all learners should able to do and value as a result of their learning. (What, Who, How, When, Where, Why)

## Curriculum Key Learning Outcomes (KLOs)

The Lower Secondary CBC describes the type of graduate the country envisions after undergoing the training. The 4 KLOs, are;

- ☐ **Self-assured Individual**
- ☐ **Responsible and patriotic citizen**
- ☐ **Lifelong learner**
- ☐ **Positive contributor to society**

## LSC Product/Profile (some indicators)

The learner should be able to:

- Communicate fluently both orally and in written form
- Apply computation of basic mathematics concepts, principles and processes to solve problems in daily life
- Inquire and apply scientific, technological and agricultural knowledge for self employment
- Innovate, create, think critically and be entrepreneurial
- Use information technology and communication to access, gather, evaluate, store and present information
- Manage self by setting own goals, being financially literate and observing personal health and protecting the environment

# The Curriculum Model

Curriculum is a blend/hybrid of:

- Process and Product models (Tyler's and Blooms taxonomy)
- Subject-centered and learner-centered and
- Core curriculum (type 1) design

to create **effective learning experiences** and facilitating **effective assessment**.

- Introduces a set of values and Generic skills that are sought in society and to cope with challenges of life in 21<sup>st</sup> century.
- Conforms to the **pedagogy of integration** and the backward design: the Product, the competences, and the processes



# Framework Model

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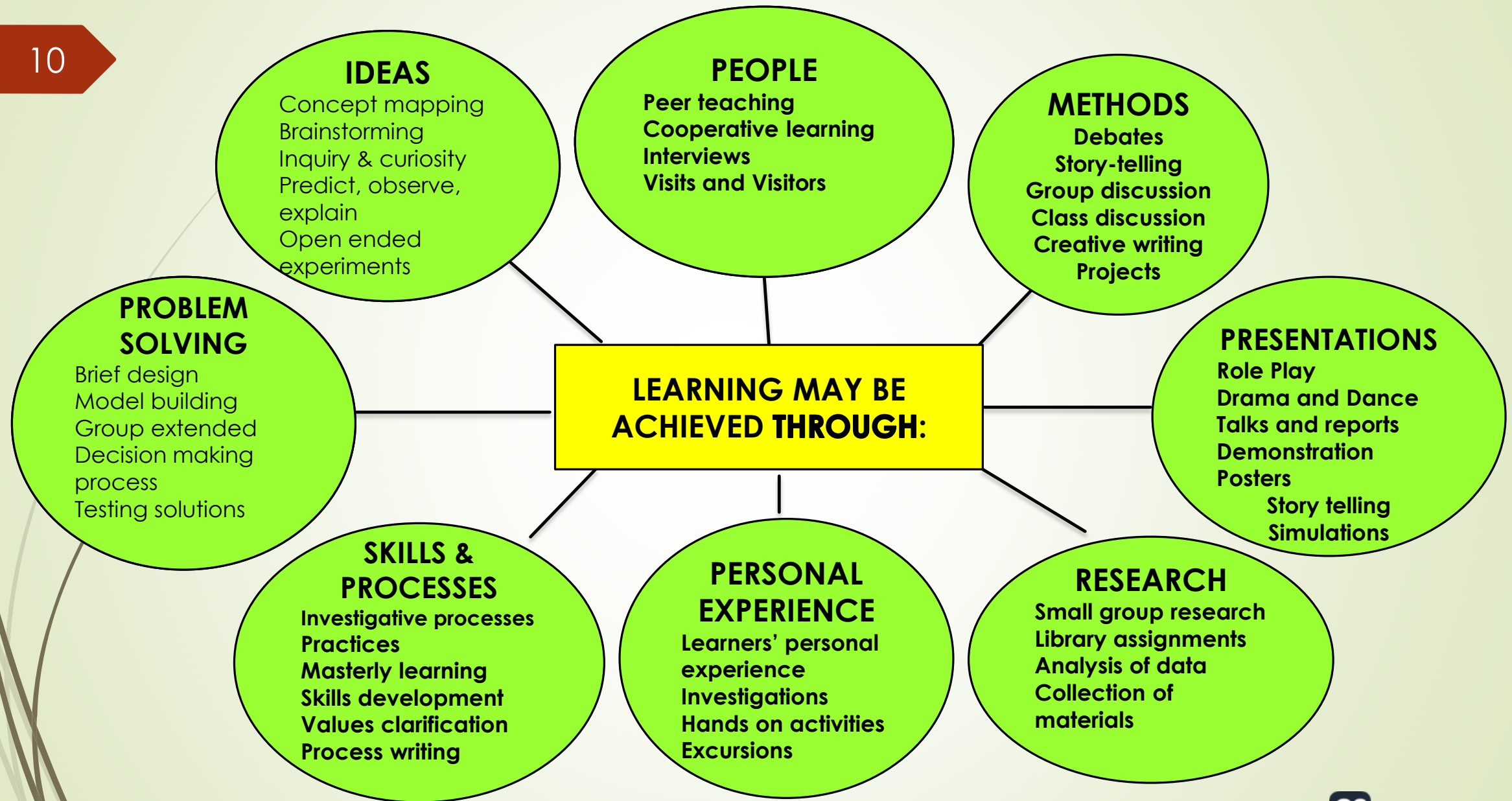
# Curriculum Framework Model Analysis

- ❖ aims at holistic education.
- ❖ The five interweaved elements of the new LSC;
  - i. Key learning Outcomes
  - ii. Values
  - iii. Subject components
  - iv. Generic Skills
  - v. Cross-Cutting Issues



# Curriculum Implementation

- ❑ A game changer from collecting as much information from a single source (teacher) to constructing knowledge through interaction with real situations and various strategies as shown in the diagram
- ❑ The gist of the new syllabus is experiential learning to achieve deeper understanding.
- ❑ Teaching and Learning should be activity- based, unfolding the discovery, explanation, analysis, and application techniques, supported by real life situations (contexts)
- ❑ Learners are expected to construct their own understanding to demonstrate that they have understood concept in various contexts.
- ❑ Classroom Based Assessment is emphasized to nurture deeper understanding.



# Rationale for Soft Skills

Soft skills referred to as **Generic skills** in the curriculum:

- Enable the learner to access and deepen learning across the whole curriculum
- They are the same skills sought by employers and will unlock the world of work
- Allow young people to develop into life-long learners, who can adapt to change and cope with challenges of life.

## The 21<sup>st</sup> century Global Competences:

**GENERIC  
SKILLS**

communication

collaboration

creativity

critical  
thinking

Mathematical  
computation  
& ICT

## Cross cutting Issues

(How do they relate to the subject content?)



Environmental awareness

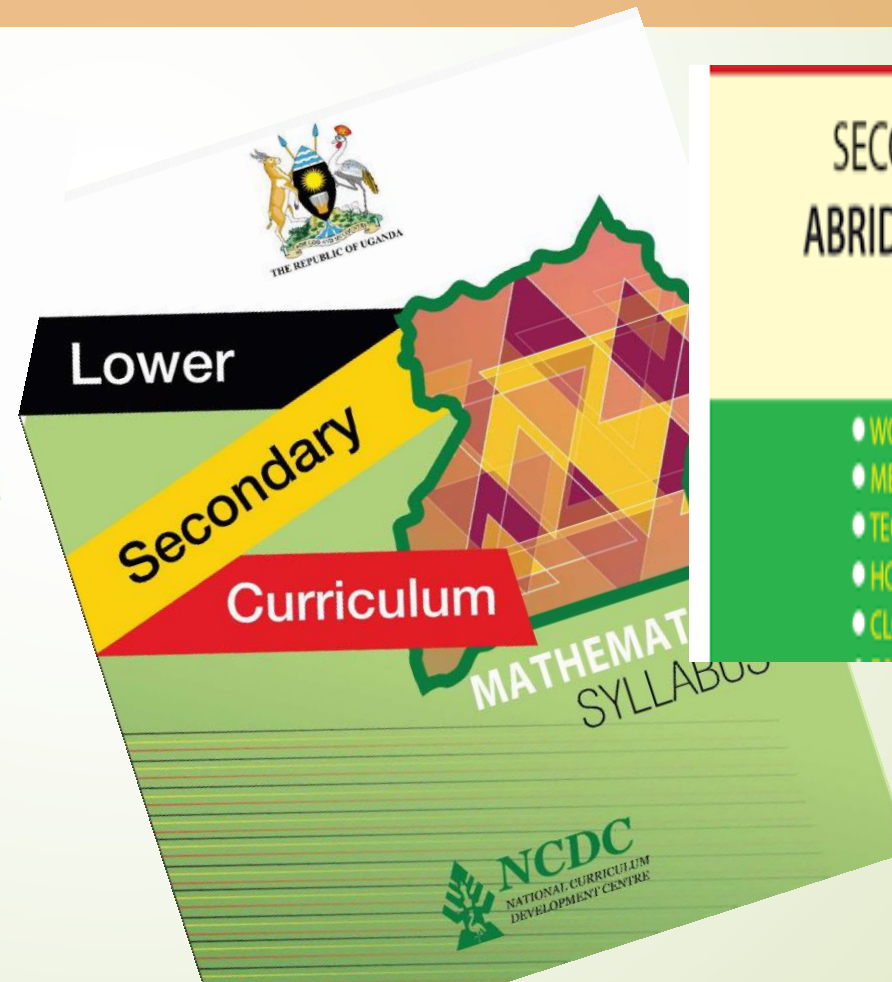
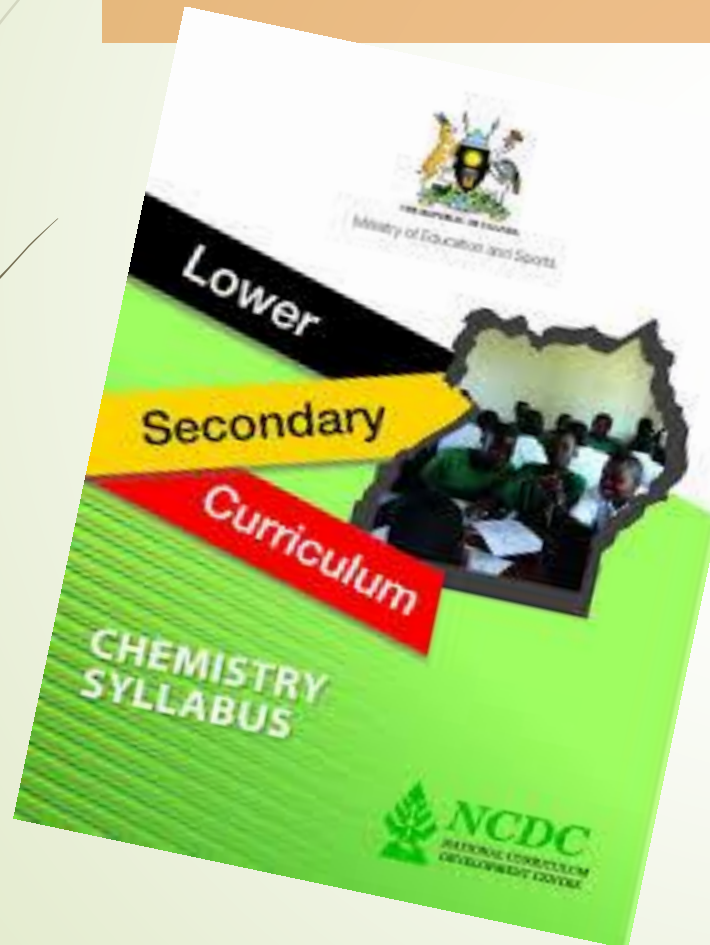
Socio-economic issues

Health awareness

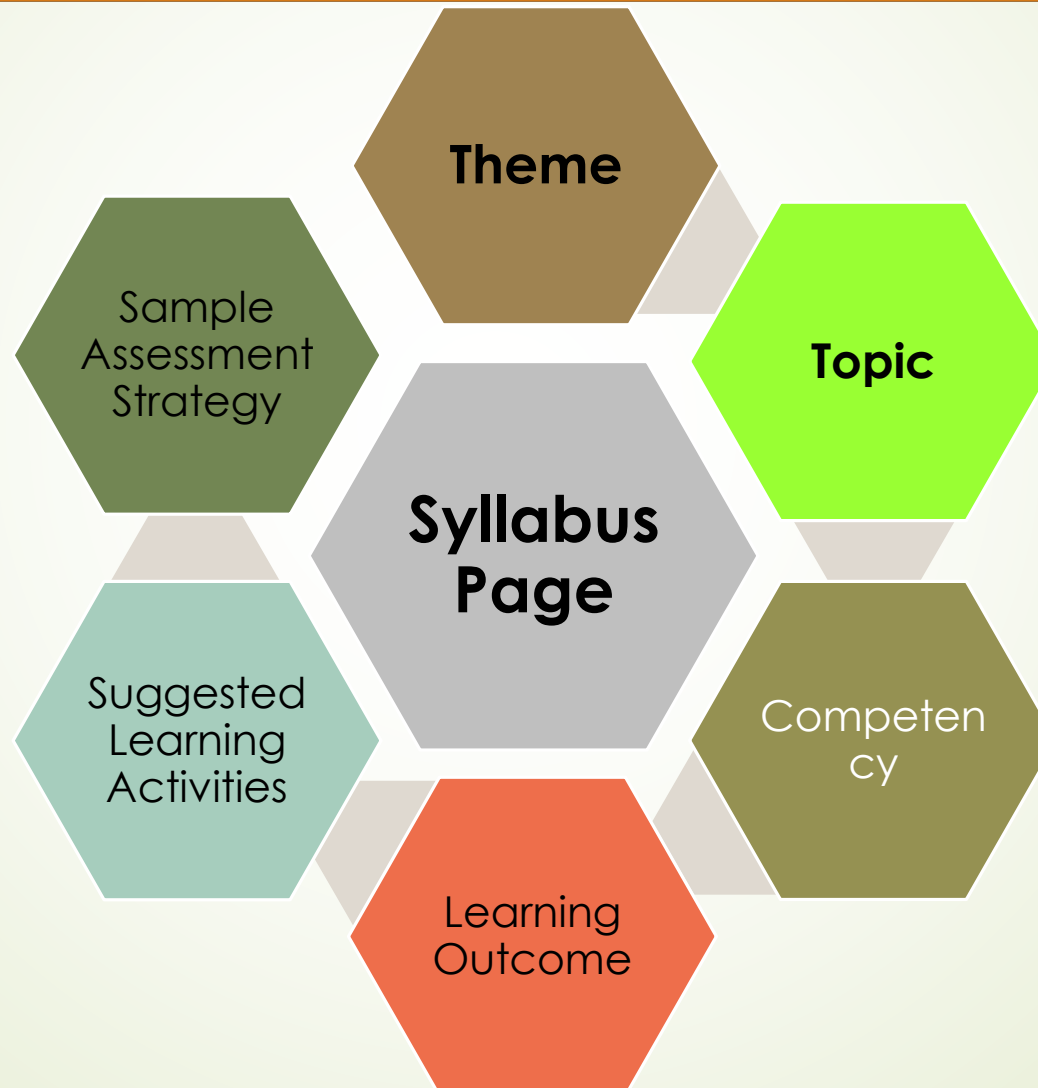
Citizenship and Patriotism



# TRAINING OF TEACHERS ON CURRICULUM IMPLEMENTATION



# Key elements of the Syllabus Page



# Terminal Competences

- ❖ Terminal competency refers to the complete set of skills and knowledge that students are expected to acquire by the end of their studies
- ❖ The nature of assessment in a large measure, determines the way the teaching and learning process is conducted and managed.
- ❖ The LSC is competency-based and so is summative assessment of the learners partaking of it.
- ❖ The examination task requires more than one cognitive attribute, the higher in demand the better (blooms taxonomy)

# What Is a Competency-Based Scheme of Work?

- A competency-based scheme of work structures teaching around **learner mastery of specific skills, knowledge, and attitudes** rather than just covering content for exams or grades.
- Focuses on **developing competencies** rather than just completing a syllabus
- Often used in vocational education, primary/secondary reforms, and teacher training
- Emphasizes **learner-centered approaches** and real-life application
- **Core Principles**
- **Learning by doing:** Learners demonstrate their understanding through tasks and projects
- **Mastery before progress:** Students move ahead only after mastering specific competencies
- **Flexibility in pace:** Accommodates different learning speeds
- **Formative assessment focus:** Frequent feedback and skill checks guide improvement

# What Is a Competency-Based Scheme of Work?

- Teaching is structured around **learner mastery** of skills, knowledge, and attitudes
- Focuses on **developing competencies**, not just finishing syllabus content
- Common in **vocational education**, curriculum reforms, and teacher training
- Encourages **learner-centered and real-world application**



# Structure of a Competency-Based Scheme of Work

Element	Description
<b>Competency Statements</b>	What learners should be able to do
<b>Learning Outcomes</b>	Specific measurable goals derived from the competencies
<b>Teaching Activities</b>	Interactive methods like role-plays, group work, field visits
<b>Learning Resources</b>	Textbooks, digital tools, videos, charts, realia
<b>Assessment Methods</b>	Performance tasks, rubrics, continuous assessment
<b>Time Allocation</b>	Flexible or customized to allow mastery before moving forward

# Sample Competency Example (Education Sector)

- Let's say you're teaching "Communication Skills" to secondary students. Your scheme of work may include:
- **Competency:** Learners can communicate effectively in formal and informal settings
- **Outcomes:** Use appropriate vocabulary, body language, and tone in given scenarios
- **Activities:** Skits, debates, letter writing, video analysis
- **Assessment:** Rubric-based evaluation of a student-led discussion or role play

## Benefits

- Promotes **learner autonomy and engagement**
- Bridges gap between **school and the real world**
- Improves **skill acquisition and retention**

# Competency-Based Scheme of Work

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**Course:** *Introduction to Communication Skills*

**Target Level:** First-Year University Students

**Duration:** 6–8 weeks (flexible)

➤ **Purpose:** Build foundational communication skills for academic, social, and professional success

**Week-by-Week Competency Outline** (*Highlights*):

- **Week 1:** Understand basics of communication
- **Week 2:** Apply listening skills
- **Week 3:** Communicate interpersonally
- **Week 4:** Collaborate in group settings
- **Week 5:** Deliver oral presentations
- **Week 6:** Write academic messages
- **Week 7:** Uphold communication ethics
- **Week 8:** Reflect and integrate learned skills

*Learning activities include:* Discussions, role-plays, simulations, writing tasks    *Assessments:* Quizzes, journals, peer evaluations, presentations

# Key Features of the Competency-Based Approach

## Core Features:

- **Learner-Centered:** Focus on participation & self-reflection
- **Real-Life Application:** Skills relevant beyond the classroom
- **Continuous Assessment:** Rubrics, peer feedback, portfolios
- **Competency Focus:** Mastery of actionable skills over rote memorization

## Sample Resources Used:

- Slides, flipcharts, audio clips
- Role cards, templates, journals
- Projectors, evaluation rubrics
- *End Goal:* Produce confident communicators equipped for academic and professional success

A competency-based lesson plan guides learners to acquire, practice, and **demonstrate real-world skills**, knowledge, and attitudes. It emphasizes **mastery** over memorization and is built on **learner-centered, actionable learning**.

### Feature

Competency Statement

Learning Outcomes

Teaching Activities

Assessment Tasks

Resources Used

Reflection Component

### Description

What learners can do by the end of the lesson

Measurable goals aligned to the competency

Role plays, simulations, hands-on exercises

Performance-based evaluation—rubrics, presentations, portfolios

Authentic tools: articles, media, charts, equipment

Learner self-assessment of progress and improvement areas



# Example: Competency-Based Lesson Plan

**Subject:** Communication Skills

**Competency:** Learners can deliver effective oral presentations

**Learning Outcomes:**

- Organize ideas clearly using logical structure
- Use voice, gestures, and visual aids effectively

**Activities:**

- Prepare short speech
- Practice in small groups

**Assessment:**

- Rubric-based evaluation of individual presentations

**Benefits**

- Learner-centered and flexible
- Builds practical, transferrable skills
- Encourages mastery rather than memorization

Education  
is not the learning  
of facts but the  
training of the  
mind to think.

Albert Einstein

**REFLECTION**

