INTER-UNIVERSITY COUNCIL FOR EAST AFRICA

BENCHMARKS FOR BACHELOR OF EDUCATION PROGRAMMES

JUNE 2017

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ACRONYMS

BED	:	Bachelor of Education
CAT	:	Credit Accumulation and Transfer System
CUE	:	Commission for University Education (Kenya)
DAAD	:	German Academic Exchange Services
DIES	:	Dialogue on Innovative Higher Education Strategies
EABC	:	East African Business Council
EAC	:	East African Community
EAQFHE	:	East African Qualifications Framework for Higher Education
ECTS	:	European Credit Transfer System
EQF	:	European Qualifications Framework
HEIs	:	Higher Education Institutions
HRK	:	German Rectors Conference
IUCEA	:	Inter-University Council for East Africa
IUEA	:	International University of East Africa
NQF	:	National Qualifications Framework
NCHE	:	National Council for Higher Education
NRAs	:	Higher Education National Regulatory Agencies
QA	:	Quality Assurance
QAA	:	Quality Assuranc Agency for Higher Education, UK
TCU	:	Tanzania Commission for Universities

ACKNOWLEDGEMENTS

FOREWORD

The Inter-University Council for East Africa (IUCEA) is a strategic institution of the East African Community (EAC) responsible for the development and coordination of higher education and research in the region. The EAC considers higher education as critical for the attainment of socio-economic development and regional integration. As such, after having been recognised as the surviving institution of the former Community responsible for coordinating the networking of university institutions in the region, IUCEA assumed a broader role as one of the key for the achievement of sustainable socio-economic development and regional integration of the EAC. In that regard, the mission of IUCEA now focuses on the promotion of strategic and sustainable development of higher education systems and research for supporting East Africa's socio-economic development and regional integration. The IUCEA has set its vision to become a strategic institution of the East African Community responsible for promoting, developing and coordinating human resources development and research in the region.

Hence, in 2006 IUCEA initiated a process aimed at developing a harmonised East African quality assurance framework and established a designated quality assurance office at the IUCEA Secretariat. The regional quality assurance framwork, among others constituted a set of regional higher education benchmark quality standards based on national and internationally recognised frameworks. The process culminated into the development of a user-friendly quality assurance handbook based on existing national benchmarks and systems and benchmarking with international standards and systems, and susbequently streamline them into national and institutional quality assurance systems according to the local perspectives with the aim of promoting international competitiveness of universities in East Africa.

The initiative also focused on capacity building through providing appropriate training on the implementation of the quality assurance system to staff in universities and national commissions and councils for higher education in the EAC Partner States. The regional quality assurance framework was also linked to the development of an East African Qualifications Framework for Higher Education (EAQAFHE). The regional qualifications framework was also anticipated that it would facilitate harmonisation of education and training systems, and qualifications attained from the EAC Partner States. This would have been achieved by clearly indicating the programme learning outcomes, the different qualifications levels, credit system and recognition of prior learning, among others. Therefore, the framework would easily facilitate mutual recognition of qualifications across the region as envisioned in the EAC Common Market Protocol 2010. All these interventions were aimed at evolving the East

African Community into a common higher education area, as the ultimate goal of the Community.

In developing the regional quality assurance system in higher education in East Africa, IUCEA in collaboration with the German Academic Exchange Service (DAAD) and the Germany Rectors' Conference (HRK) within the framework of their joint Higher Education Management support programme referred to as "Dialogue on Innovative Higher Education Strategies (DIES)", started to work on this initiative through a consultative process involving various stakeholders of higher education in the region. The process involved a number of consultative meetings and workshops at country and regional levels, aimed at building consensus and mapping out a strategy on how to establish a regional quality assurance framework. This included the development of an operational tool in the form of a Quality Assurance Handbook. The consultative forums were also aimed at ensuring that all performance indicators and quality benchmarks were agreed upon and owned by all end-user institutions, that included universities and national commissions and councils for higher education, which are quality assurance agencies and regulatory agencies in their respective countries. Additionally, IUCEA intended to develop specific subjects benchmarks as part of the tools for harmonisation purposed academic programmes taught in higher education institutions in the region in addition to the development of The Handbook *A Roadmap to Quality.* The first benchmarks formulated were Benchmarks for Bachelor of Business related studies. The second set of benchmarks were for the Bachelor of Computer Science and Bachelor of Information Technology. The current publication contains Benchmarks for the Bachelor of Education programmes.

On behalf of the IUCEA secretariat, it is my sincere hope and expectation that the higher education fraternity in the region will make use of these benchmarks in all educational processes and world of work to ensure that our programmes are of expected quality.

Prof. Alexandre Lyambabaje   **Kampala, June 2017**

IUCEA, Executive Secretary

PREAMBLE

The benchmarks for Education contained herein have been developed as one of the set milestones for the development of an East African Quality Assurance System. The system will constitute the framework of the East African Community Common Higher Education Area, the Declaration of which was made by the 18th Summit of the EAC Heads of States on 20th May 2017.

Benchmarks for the Bachelor of Education have been developed in full consciousness that education programme offered by higher education institutions in the region are very diverse.

As highlighted in the foreword, the benchmarks are aimed at providing an important process of harmonisation of the Bachelor of Education and should be beneficial to all the players in higher education sub-sector. Thus, the main objective is to provide a baseline for comparability of the Bachelor of Education programmes and their graduates within and outside the East Africa by harmonising practice in the region. However, the benchmarks do not constitute a checklist for programme curriculum developers. They are to be used as a yardstick or a point of reference, and not as absolute standards.

This document has been structured into 4 parts.

i.   Part 1 is the introduction. It presents the background, objectives and the justification. It also articulates the development process of the benchmarks and how they were formulated.

ii. Part 2 is on the use of the benchmarks. It shows the relation between the benchmarks and the Regional Qualification Framworks, the Curriuclum and the link with Quality Assurance

iii Part 3 presents the benchmarks for the Bachelor of Education, while

iv   Part 4 discuss the labour market perspectives of the graduates in Education.

PART 1: INTRODUCTION

1.1. Background

One of the mandates of the IUCEA is to maintain high and comparable academic standards in higher education recognised regionally and internationally. IUCEA is mandated to put special emphasis on the promotion of Quality Assurance (QA) and Quality Management. In that regard, IUCEA aspires to operate within the expectations of stakeholders to deliver services that enhance and harness QA in the region. In East Africa, the notion of QA in higher education is an issue of great concern among all stakeholders, including policy makers, parents, employers, and students. A number of factors have contributed to this phenomenon. East Africa has experienced rapid expansion of the number and enrollment levels in higher learning institutions in recent times. This has been triggered by the exponential increase in demand for access to higher education in each of the countries in the region.

As a result, the IUCEA is obliged to ensure that the rapid expansion of higher education in the region does compromise the quality of education being delivered. Furthermore, in recent years, student mobility within East Africa has increased tremendously, necessitating the need to institute mechanisms for comparability of the quality of education in universities in East Africa. It is important to note that education has become a tradable commodity across borders and hence there have been efforts to institute international safeguards that would ensure maintenance of international quality standards. These efforts are being implemented within regional and international QA frameworks. The development of benchmarks therefore becomes a necessity.

The Bachelor of Education benchmarks are the third in a series that began with the benchamarks for Bachelor of Business and Related Studies[1], followed by benchmarks for the B.Sc. of Computer Science and the B.Sc. of Information Technology offered[2]. These specific subject benchmarks were developed by IUCEA with the collaboration and support of the German Academic Exchange Services (DAAD) under the IUCEA/DAAD QA Initiative. For sustainability, IUCEA committed to continue with the process beyond the initiative. In this regard, the Benchmarks for the Bachelor of Education have been developed entirely by IUCEA.

1.2. Objectives of the formulated benchmarks

The objectives of the formulated benchmarks are to:
- Act as a guide and tool for the HEIs designing the curriculum for the Bachelor of Education

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1   IUCEA *Benchmarks for Bachelor of Business related studies,* June 2013
2   *IUCEA Benchmarks for the Bachelor of Computer Science and the Bachelor of Information Technology Programmes, March 2015*

- Enable the National Regulatory Agencies to assess the quality of the Bachelor of Education;
- Promote harmonisation of the Bachelor of Education programmes in the region;
- Support staff and student mobility;
- Enhance the regionalisation of the labor market, which is one of the aims of the East African Community (EAC); and
- Guide the labour market in judging the quality of the graduates.
- Harmonize and improve the quality of teaching and learning in East Africa
- Contribute to the production of mutually recognisable teaching workforce in the region

It should be noted that the document focused on benchmarking in terms of the output rather than the process which means focusing more on expected graduate competencies rather than the details of the content of the programmes. The output and or competencies approach was chosen because of the need to harmonise the programmes rather than homogenise them. Institutions need to maintain the uniqueness of their programmes yet be comparable locally, regionally and internationally. The process of ensuring commensurate content, pedagogy and assessment for the achievement of the learning outcomes has therefore been left to the Higher Education Institutions (HEIs) and to individual National Regulatory Agencies.

1.3. Justification of developing the Benchmarks

Following its revitalisation and subsequent ratification of the Protocol in 2002, IUCEA initiated a reform process aimed at re-positioning itself in order to address its expanded mandate within the Community. Such reforms became necessary after the enactment of the IUCEA Act in 2009. The reforms prompted the need to establish an appropriate environment for harmonisation of higher education systems so as to promote the EAC regional integration agenda as envisioned in the Common Market Protocol. Among the important steps towards harmonisation of higher education in the region was the setting up of a regional quality assurance system for universities that was initiated in 2006.

In the process of establishing the regional QA system, the IUCEA piloted a QA handbook by subjecting selected academic programmes to internal and external review. In light of the above regional dynamics, it was deemed necessary to develop subject specific benchmarks, beginning with Business Related Studies, that would then be used by the institutions in the region in their development and implementation of curriculum. Business Studies was chosen to pioneer the benchmarks development process as its very widely spread in

the region. It was while analysing the peer review reports of all the academic programmes piloted by IUCEA that a decision to take Computer Science and IT as second discipline was arrived at. The East Africa Community Council of Ministers directed the Inter-University Council for East Africa (IUCEA) to develop benchmarks for Education Programmes for use in training of teachers in order to facilitate the harmonisation process of the entire education system in the region. The focus on education is naturally critical as all other fields are ultimately affected by the quality of teaching at all levels but especially at high school for university entrants.

1.4. The development process

The development of the benchmarks for the Bachelor of Education underwent a number of iterative processes that included data collection, analysis, and documentation on the basis of which a consultative fora bringing together multiple stakeholders in a preparatory meeting and   round table sessions to deliberate on the structure and content of the benchmarks as follows:

Zanzibar preparatory meeting On November 26th -27th 2013

A preparatory workshop on developing benchmarks for Education programmes in East Africa was held on 10 – 11 June 2015 at Ocean View Hotel and Conference Centre in Zanzibar, United Republic of Tanzania. During this meeting it was resolved that the Bachelor of Education benchmarks would only focus on the education part and not the various subjects of specialisation. The benchmarks would therefore be generic and applicable for anyone in an East African higher education institution developing a Bachelor of Education programme in any field. The workshop also resolved that the Bachelor of Education benchmarks would focus on the following:

i. Programme objectives

ii. Programme Expected Learning Outcomes

iii. Translating the learning outcomes into the programme

iv. The learning outcomes and the curriculum alignment matrix

v. Modularisation and the use of credit points

vi. Course/module description

vii. The role of internship and project work

viii.   Internship

ix. Project Work

The first roundtable meeting held at Imperial Golf View Hotel on 7 – 9 March 2016 at Entebbe, Uganda.

The aim of the 1st roundtable meeting was to *develop a set of benchmarks for the Bachelor of Education Programme* focusing only on the educatin component. The meeting formulated the following:

i.   Learning Outcomes of a basic education programme;

ii. Subject content and learning outcomes;

iii. Specialisations to include in the benchmark standard;

iv. The role of internship/practicum/Teaching practice;

v.   Student assessment benchmarks for education programmes

The discussions about the benchmarks were based on the following:

i.   Bachelor of Education at the East African Universities, an analysis3. This was based on an overview on the state-of-the-art of Bacher of Education programme in 28 East African Universities who responded to a survey questionnaire.

ii. Credit Accumulation and Transfer System Education – Secondary (Science) Undergraduate, (Kenya)[4]

iii. Credit Accumulation and Transfer System Education – (Primary) Undergraduate (Kenya)[5]

iv. Credit Accumulation and Transfer System Education – Early Childhood Development Education, Undergraduate (Kenya)[6]

v.   Minimum standards for the course of Study in Bachelor of Information Systems (Uganda)[7]

vi   QAA, UK. Subject Benchmark Statement, Education Studies[8]

1.5. Stakeholders involvement

Participants were drawn from schools, faculties and departments of education from HEIs, Higher Education National Regulatory Agencies (NRAs), professional bodies, and employers from all the EAC Partner States.

Special efforts were made to involve key stakeholders drawn from the ministries responsible for higher education, employers and school heads.

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3   Kuria, M *Bachelor of Education at the East African Universities: A Survey*

4   Commission for Higher Education, Kenya*, Credit Accumulation and Transfer System Education – Secondary (Science) Undergraduate, June 2012*

5   Commission for Higher Education, Kenya*, Credit Accumulation and transfer system Education- Primary Undergraduate 2012*

6   Commission for Higher Education, Kenya, *Credit Accumulation and Transfer System Education – Secondary (Arts) June, 2012*

7   Commission for Higher Education, Kenya, *Credit Accumulation and Transfer System Education – Early Childhood Development Education, Undergraduate*, June 2012

8   QAA, UK. *Subject Benchmark Statement, Education Studies* February 2015

PART 2: THE USE OF BENCHMARKS

2.1. The Benchmarks and the Qualifications Framework

As earlier mentioned, this document is not meant to replace the initiatives of the EAC Partner States and institutions, but rather to provide a regional benchmark with regard to the learning outcomes. Therefore, care has been taken to ensure that the benchmarks are in line with the various national qualification frameworks.Globally, within the last 10 years, there have been developments in which various countries have either formulated or are formulating a National Qualifications Framework (NQF). Such National Qualifications Framework may be regarded as the policy framework that defines all qualifications recognised nationally in post-compulsory education and training within a country. The NQFs comprise titles and guidelines which define each qualification together with principles and protocols covering articulation and issuance of qualifications, and Statements of Attainment. In the same spirit the East African countries are working on National Qualification Frameworks. The NQF of Tanzania[9] defines National Qualifications Framework (NQF) as *"a national instrument for the development and classification of qualifications according to a set of criteria for levels of learning and skills achieved."*

The East African Qualifications Framework[10] for Higher Education (EAQFHE) defines Qualifications Framework as *"an instrument for the development and classification of qualifications according to a set of criteria for levels of learning and skills and competences achieved."*

Looking at the NQFs in Europe and the European Qualifications framework, and other NQFs in other parts of the world, its clear they are as an effort to describe the different levels of education. Concerning Higher Education, 3 levels are described: Bachelors, Masters and Doctorate. For the purpose of this document, only Bachelors and Masters Degrees will be discussed. In all NQF's the levels of Bachelors and Masters Degrees are described. The level number may differ. In the European Qualification framework, it is level 6 and 7; in the EAQF it is level 8 and 9. However, the level descriptors are more or less the same:

i.   *Bachelor's Degree (level 8)*

The holder of the qualification will be able to apply knowledge, skills and understanding in a wide and unpredictable variety of contexts with substantial personal responsibility for the work of others and responsibility for the allocation of resources, policy, planning, execution and evaluation.

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9   *The Tanzania Commission for universities, National Qualification framework, final draft March, 2010*
10   IUCEA, *The East African Qualifications Framework,* draft August, 2014

ii. *Master's Degree (level 9)*

The holder of the qualification will be able to display mastery of a complex and specialised area of knowledge and skills, employing knowledge and understanding to conduct research or advanced technical or professional activity, able to work autonomously and in complex and unpredictable situations.

The description of both the Bachelors and the Masters Degree level is very general. Clearly in order to be operationalised, each level has to be filled in and elaborated with statements of learning outcomes. In most of the NQF's, the level descriptors are elaborated in more detailed generic learning outcomes. Each programme/discipline has to interpret the generic learning outcomes into specific course units within specific subjects For example, one of the generic learning outcomes is ability to identify, pose and solve problems. This might become achieved through operationalisation of research concepts and techniques to solve business problems or to solve emerging challenges in higher education institutions.

2.2. The benchmarks and curriculum design

One of the purposes of formulating benchmarks is to support HEIs to design or redesign the curriculum. It is clear that the National Regulatory Agencies of the East African countries will apply their own criteria in the assessment of the curricula. The benchmarks are needed because learning outcomes guarantee:

i. Comparable quality levels of the graduates;

ii. Comparable chances for the graduates in the labour market;

iii. Labour market knowledge about the competencies Bachelor of Education graduates;

iv. Increased national and international mobility of students; and

v. Increased national and international mobility of lecturers.

The formulated benchmarks are a good starting point in the development or redesigning of the Bachelor of Education programmes in East Africa.

2.2.1. Programme objectives

The Bachelor of Education benchmarks should be designed in such a way that they address the concerns of different stakeholders. This should be reflected in the programme objectives. These objectives can be grouped into three categories:

i. Academic ability

ii. Employability

iii. Personal development

The survey of the Bachelor programs in Education showed that most universities had formulated programme objectives, but not learning outcomes. In fact, what was in place was what was expected from the programme. What had not been put in place was the translation of the programme-oriented objectives into student-oriented learning outcomes: what the student is expected to learn through this programme.

2.2.2. Formulating the Expected Learning Outcomes

The first step in designing or redesigning a programme is the formulation of the learning outcomes. The purpose of the learning outcomes is to describe clearly what the student is expected to demonstrate after completing the whole programme, a module or a course. HEIs are expected to compare their already formulated learning outcomes with the benchmarks and see what is missing or what should be rephrased. For each learning outcome, one should describe how the outcome would be measured and assessed.

It is worth noting that benchmarks are based on the formulated learning outcomes. According to literature on benchmarking and learning outcomes, there are many different definitions of learning outcomes or competences. In the European Qualification framework (EQF)[11] *Learning outcomes* are defined as: statements of what a learner knows, understands and is able to do on completion of a learning process, which are defined in terms of knowledge, skills and competence. *Competence,* according to EQF, is the proven ability to use knowledge, skills and personal, social and/or methodological abilities, in work or study situations and in professional and personal development. According to IUCEA,[12] learning outcomes are viewed as what a learner is expected to know and understand, and be able to do or demonstrate, on completion of a learning process within a recognised qualifications framework.

In the discussion about learning outcomes, the concept *competencies* also keeps coming up. Although the notion Competency is used regularly, it is not always clear what competences are. In all the definitions there is a hint to knowledge, applying knowledge and skills. Furthermore, there is talk about abilities and attitudes. It seems that *competencies* at this moment connotes learning outcomes and more. It includeds relevant skills that may be acquired outs a programme's formal teaching and learning environment and be augmented by a learners natural abilities and experiences. In short   learning outcomes is not to be equated to competencies but the two are not mutually exclusive. A graduate exhibiting competencies at a working place will have partly acquired the skills as outcomes of his/her study. But parts of the competencies have to do with inborn characteristics.

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11 *The European Qualification Framework for Life Long Learning, European Commission 2008*
12   IUCEA, *The East African Qualifications Framework,* draft August, 2014

As mentioned before, however, a learning outcome is a statement of the knowledge, skills and attitudes students should have acquired at the end of each course (module, unit) and programme. It has been observed that although universities are engaged in the practice of defining objectives and measuring outcomes in one form or another, many do not approach the process of formulating Learning Outcomes in a uniform and collaborative?? way. It is important to note that focusing on and defining learning outcomes would create an opportunity to:

- Enhance students' learning and mobility;
- Provide guidance to instructors;
- Identify and overcome barriers to effective teaching;
- Facilitate collaboration among HEIs in the region and beyond;
- Improve students' learning, retention and completion;
- Produce quality graduates; and
- Increase students´ chances for employability.

In this document, the following definition for Learning Outcomes is used :

Learning outcomes:

statements of the knowledge, skills and attitude that a learner is able to demonstrate on completion of a learning process.

Based on Bloom's Taxonomy learning outcomes can be divided into:

- ***Knowledge***

    Knowledge means the outcome of the assimilation of information through learning. Knowledge is the body of facts, principles, theories and practices that is related to a field of work or study. Knowledge is described as theoretical and/or factual;

- ***Skills***

    Skills mean the ability to apply knowledge and use know-how to complete tasks and solve problems. Skills are categorised as:

    - *Cognitive skills* (involving the use of logical, intuitive and creative thinking);

    - *practical skills* (involving manual dexterity and the use of methods, materials, tools and instruments);

    - *interpersonal skills* (the way of communication, cooperation, etc).

- ***Attitude***

    Attitude means a settled way of thinking or feeling about something. Four major components of attitude are: affective (emotions or feelings), Cognitive (belief or opinions held_consciously), Conative (inclination for action), Evaluative (positive or negative response to stimuli).

Figure 1 shows the relationships between knowledge, skills and attitude. The model is also used to categorise the learning outcomes for Education.
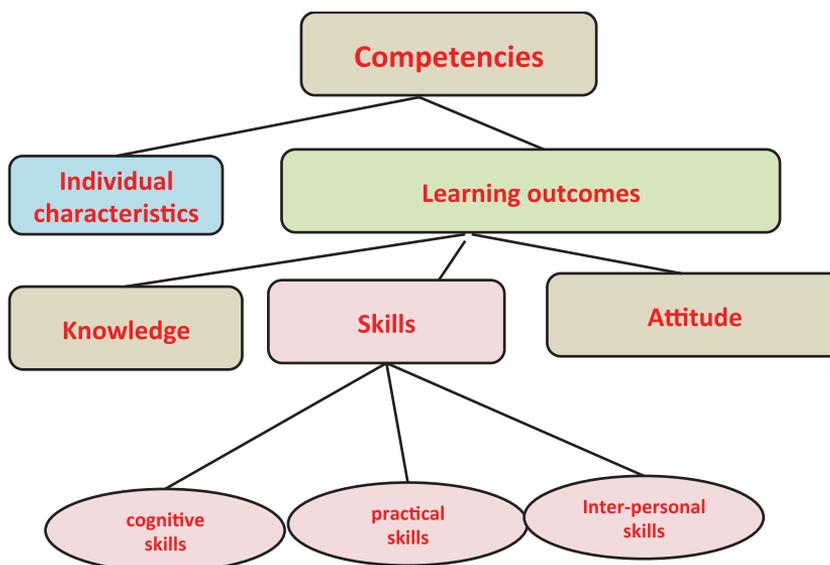
Figure 1: Categorisation of Learning Outcomes

In formulating learning outcomes, a distinction has to be made between *generic* learning outcomes and *subject specific* learning outcomes. Generic learning outcomes are those outcomes expected from all academic trained graduates. Examples of generic learning outcomes are: problem solving, communication skills, and ability to cooperate. A key characteristic of the generic learning outcomes is that they are applicable to a variety of disciplines rather than only in specific fields. Subject specific learning outcomes are those that are typical to that discipline.

2.2.3. Translating learning outcomes into the programme

The next step in the process after the formulation of learning outcomes is to identify what courses are needed to achieve the learning outcomes. Thereafter, a distinction has made between the core subjects and the supporting subjects and establish what is already present in the programme (maybe with another name) and then what subjects should be added.

To check if the planned courses cover the learning outcomes, it is important to develop a curriculum alignment matrix as shown in Table 1. Each course and its learning outcomes must be developed such that they contribute to the programme's learning outcomes.

Table 1: Curriculum alignment matrix

Bachelor programme, Education					
Learning outcomes	*Course 1*	*Course 2*	*Course 3*	*Course 4*	*Course 5*
Communication skills	x		X		
Critical thinking		X		x	x
Problem solving					x
Cooperate/working together	x				
etc					

2.2.4. Modularisation and the use of credit points

The benchmarks do not prescribe to the HEIs what to do and how to do it. This also applies to the way the programme should be organised. The choice to follow either a modular or a course unit system is at the discretion of the university. A module is a formal learning experience encapsulated into a unit of study, usually linked to other modules to create a programme of study. The survey of the Bachelor of Education programmes in East Africa showed that there was no overall agreed calculation of credit points in the region. The IUCEA produced an East African Credit transfer system, which will be part of the Regional Qualifications Framework for Universities (RQFU).

Comparisons can be drawn from the ECTS module system, which is based upon the estimated amount of time/effort a student has to put into complete a module. It assumes students are studying full-time (9 - 5 p.m), 5 days a week), and are taking 60 ECTS each year. 1 ECTS = 25-30 working hours. These are not only contact hours, but include also reading, writing course work, preparing for exams and sitting exams etc. An academic year has 1500-1800 hours. So 1 year has 60 credits. A 3 year bachelor has 180 ECTS = about 5400 of work. An average module is 5 ECTS. Each ECTS module should therefore typically involve at least 100 hours of work. This means that a Bachelor programme of 3 years should ideally have maximal 36 modules.

2.2.5 Course/module description

In this document, the learning outcomes both for the basic programme and the major areas of specialisation in Education are providedHigheer education institutions will have to develop the modules or course units, starting with the formulation of the learning outcomes for that specific module/course. For each

course unit or module, a clear description should be available An example can be found in Appendix 1).

An essential part of the programme is to assess how far the student has achieved the learning outcomes. Therefore, it is necessary for the HEIs to decide how each learning outcome will be assessed.

2.3. The Benchmarks and Quality Assurance

It is envisaged that the benchmarks will play a significant role in quality assurance of their respective programmes. Although each National Regulatory Agency applies its own criteria in assessing the quality of programmes, the benchmarks can play a significant role in harmonisation of quality assessment and quality assurance in the region. It is therefore expected that the NRAs will ideally align their standards with these benchmarks. The benchmarks also offer external assessment teams a frame of reference in assessing the quality of a program. For the HEI, the benchmarks offer a good instrument for evaluating the quality of their own programmes.

2.4 The Benchmarks and the East African Community Common Higher Education Area

Upon the Declaration of the East African Community a Common Higher Education Area (EACHEA) by the 18th Summit of the EAC Heads of State on 20th May 2017, the purpose of benchmarks has become even more critical as one of the building blocks of the East African Quality Assurance Framework. The operationalisation of the EACHEA will ensure that the use of benchamarks will be at the centre stage of harmonisation of academic programmes as enshrined in the Declaration, that is, "national higher education and training systems shall operate and be guided by the common regional framework under which curricula, examinations and certification as well as academic and professional qualifications, and the quality of the educational and training output in higher education will be harmonised".

2.5 . Implementation of the Benchmarks

The implementation of these benchmarks is the responsibility of HEIs and the oversight responsibility is that of the National Regulatory Agencies. IUCEA will provide the overall coordination and evaluation of the process.

2.6. Review of the Benchmarks

These benchmarks will be subject to review after every five-year period to take care of emerging trends in the environment.

3.1 Programme Description: Bachelor of Education

A Bachelor of Education is a study programme that leads to an academic qualification awarded to learners who have demonstrated abilities to understand theorise and operationalise activities pertaining to education and learning. It is an undergraduate programme concerned with a holistic analysis of interactions within formal and informal education contexts. The Bachelor of Education is a key agent of development. It seeks to prepare citizens with ethical values and who are willing and capable of transforming their communities. A Bachelor of Education therefore encompasses the understanding of social and human development for lifelong learning, provision of career development, and the appreciation of national, regional and global trends in teaching and learning. It is a field of study that leads to a career in teaching and education management. As a program of study, it also seeks to provide knowledge, skills, and attitudes in education and aid community development by covering the relationship between education and a wide spectrum of fields such as history, philosophy, pedagogy, sociology, psychology, economics, administration and management, ethics, ICT technologies, and emerging fields.

3.2. Bachelor of Education Programme Goal

Programme objectives

The Bachelor of Education programme should be designed in such a way that it addresses the concerns of different stakeholders. This can achieved by focusing on achieving the following programme objectives as grouped below:

3.2.1 Academic Ability

The programme objectives under this category are to enable and equip learners with:

a) Professional knowledge, skills and attitudes in area of education;

b) Knowledge and skills to identify and handle learners with special needs;

c) Knowledge to integrate research in decision making in education;

d) An understanding of national, regional and international trends in education;

e) Knowledge and skills in various assessment and evaluative techniques;

3.2.2 Employability

The programme objectives under this category are to:

a) Prepare students for a career in teaching and education management;

b) Produce graduates who are tolerant, appreciate pluralism, and are able to work in diverse environments;

c) Prepare students for career development and progression in their areas of interest and ability;

d) Equip students with requisite professional knowledge, skills and attitudes in area of education;

e) Equip graduates with skills to handle diverse and complex classroom environments or setting;

f) Equip learners with skills in education methodologies;

g) Acquaint learners with different technologies in education;

3.2.3 Personal development

The programme objectives under this category are to :

a) Prepare learners for life-long learning and research;

b) Empower students to progress in their personal career;

c) Impart professional ethics to the learner;

d) Equip the learner with skills and attitude to work in multicultural and global environments;

e) Equip the learner with knowledge and skills to work as a team in the education field; and

f) Enable the learner to develop skills to perform effectively in technical, non-technical, professional, formal, informal and non-formal environments.

3.3 Expected Learning Outcomes

To harmonise the Bachelor of Education programme and to make it more coherent and consistent for East Africa, the following learning outcomes have been formulated, to be used as benchmarks. The HEIs may consider adding Learning Outcomes as and when necessary in line with their mission and vision or other identified need(s). The table below outlines the expected learning outcomes for a Bachelor of Education disaggregated into knowledge, skills and attitude. A separate section is provide for ELOs targeting personal development.

Table 2: Expected Learning Outcomes for a Bachelor of Education

Knowledge	The graduate should be able to: 1. Explain the basic principles, theories and practice in Education 2. Identify salient features influencing education at national, regional and global levels; 3. Demonstrate a critical understanding of the diversity and complexity of education in the EA region 4. Identify,evaluate and apply appropriate student assessment tools and methods 5. Demonstrate knowledge and skills in pedagogy in classroom setting 6. Evaluate societal and organisational purposes and structures of educational systems 7. Demonstrate a critical understanding of principles, theories and concepts relevant to the practice of education 8. Make use of scientific knowledge and skills in problem solving 9. Demonstrate an understanding of the unique structure of the subject matter in terms of the fundamental concepts, theories and principles of education
Skills	
Cognitive skills	The graduate should be able to: 1. Identify, collect, analyse information to draw conclusions that solve educational problems 2. Reflect on their own and others' learning with a view to improving their practice 3. Design and use various assessment and evaluative techniques. 4. Demonstrate ability to organise, articulate opinions and arguments in speech and writing 5. Demonstrate ability to perform action research to detect learning problems and solve them 6. Demonstrate good analytical and problem-solving skills.
Practical Skills	The graduate should be able to: 1. Apply appropriate methods of delivery including modern technologies 2. Apply relevant skills in identifying and managing learners with special Needs 3. Demonstrate ability to organise, articulate opinions and arguments in speech and writing 4. Select and use appropriate multi-media and technologies to enhance active engagement in the learning process 5. Design and construct learning experiences, 6. implement or facilitate learning process taking into account the different contexts of learning 7. Competently design, develop, implement, and evaluate curriculum 8. Demonstrate management and leadership skills in education 9. Integrate technologies in the teaching and learning process; 10. Use appropriate methods in the teaching and learning process; 11. Demonstrate creativity and innovation in developing solutions to real world problems in the field of education

Interpersonal Skills	The graduate should be able to: 1. Provide guidance and counselling services to students and the community 2. Demonstrate leadership skills in schools and communities to promote harmony and community development 3. Demonstrate ability to work and interact in multicultural environment 4. Work effectively in a team; 5. Communicate effectively with experts and non-experts;
Attitude	The graduate should be able to: 1. Demonstrate willingness to employ good interpersonal social skills that foster team work 2. Be enthusiatic in employing leadership skills to inspire others and show role model behaviour 3. Demonstrate a positive attitude towards life long learning 4. Show compassion towards learners with learning disabilities 5. Show commitment to the application of high levels of professional integrity and ethics 6. Show awareness and understanding of the ethical standards of the profession; 7. Demonstrate commitment to lifelong learning self and professional development; and 8. Show self-awareness and ability to adapt to new situations.
Personal Development	The graduate should be able to: 1. Pursue postgraguate studies in education or other relevant fields 2. Demonstrate abilities for seeking different career pathways. 3. Demonstrate entrepreneurial acumen to develop and sustain an enterprise and improve livelihood.

3.4. Translating the Learning outcomes into the basic phase of the Bachelor of Education Programmes in East Africa.

The learning outcomes need to be translated into the programme. In this document, the programme is defined at Bachelors level. A programme is seen as a coherent set of courses leading to a degree, in this case a Bachelor of Education. A Bachelor programme in educatin can be divided into:

a) The basic phase. This phase is common for all education students.

b) The specialisation phase. This allows students to choose certain specialisations according to their interests. This might include specialisations in languages, mathematics, sciences such as chemistry, biology, and physics; humanities such as history, geography, and religious education, or social sciences such as economics or business studies.

These benchmarks are only concerned with the basic phase common to all education students irrespective of their areas of specialisation. Adult Education, Special Education, and Early Childhood Education are treated as specialisations.

The benchmarks writing process, involving survey of regional and international practice, established key subject areas to be covered by any Bachelor of Education programme. The results, computed into Table 3 below, can been used to translate the learning outcomes in table 2 above into the basic curriculum of a Bachelor of Education programme irrespective of the subjects areas of specialisation.

Table 4: Core subjects in the basic phase of a Bachelor of Education programme

1.   Education Planning
2.   Comparative (and International) Education
3.   Contemporary issues in education planning and management
4.   Curriculum Development
5.   Economics of Education
6.   Education Administration and Management
7.   Educational Psychology
8.   Research Methods in Education
9.   Entrepreneurship in Education
10. Professionalism Ethics for Teachers
11. General Methods and Principles of Teaching
12. Guidance and Counselling
13. History of Education
14. Human Growth and Development
15. Introduction to Psychology
16. Introduction to Special Needs Education
17. Learning and motivation
18. Measurement and Evaluation
19. Methods (General Methods and Subject specific methods)
20. Philosophy of Education
21. Professional Ethics of Teacher
22. Psychology of adult learning
23. Psychology of Education
24. Research Methods in Education
25. Social and Adolescent Psychology
26. Sociology of Education
27. Special Needs Education
28. Communication Technology in Education

The section below provides a short description of each of these subject areas and their expected learning outcomes. The use of the following section in developing a Bachelor of Education programme needs to take cognisance of the following:

Based on the core and elective subjects in Table 4, the following remarks apply:

a) The titles of the subjects may differ from HEI to HEI. The emphasis should be on learning outcomes and their corresponding content rather than title. HEI institutions can also vary either the learning outcomes or even the content in order to fit the specific objectives of their programmes. These are to be taken as benchmarks rather than ready curriculum for reproduction and use.

b) the autonomy and the uniqueness of HEIs will be taken into consideration in formulating the basic phase of their respective Bachelor of Education programmes. The HEIs therefore have the choice to add their own subjects and or learning outcomes beyond the subjects discussed below.

c) The delivery of these subjects may be designed in form of modules, courses, or units as per HEIs' systems.

1. Education Planning

Description

The purpose of Education Planning is to equip students with theoretical and practical knowledge on the principles and practice of the planning of education. It designed to cover such topics as introduction to educational planning; basic concepts of educational planning; the educational planning process; methodologies and approaches to educational planning - traditional approaches, social demand approaches, manpower requirements and forecasting approach, rate of returns and cost benefit analysis approach; indicators of equity and efficiency in education systems: enrolment ratio and non-schooling gap, computation of repeater rates, survival and retention rates, dropout rates, and graduation rates; the role of education in economic development; concepts of efficiency and effectiveness in education; the economics of educational planning – education as a public good; financing of education; demand and supply of education graduates; and relevance and quality of education.

Expected learning outcomes

Upon completion, students of Education Planning should be able to:

a) Demonstrate an understanding of the concepts and principles of educational planning;

b) Explain the approaches used in educational planning;

c) Appreciate the role of educational planning in the management of education;

d) Apply the instruments of computing educational trends to make decisions on educational practice;

e) Apply the basic principles of economics in planning for education; and

f) Explain the role of education in economic development

2. Comparative and International Education

Description

Comparative and International Education is designed to introduce undergraduate students to the national, regional and global trends and issues in the field of education. It provides a survey of schooling practices in various educational systems around the world in comparative perspective.

Expected learning outcomes

By the end of the learning experience, the students should be able to:-

a) Evaluate different education systems;

b) Evaluate the impact of different education systems on their respective nation's development

c) Justify adoption of best practices from one nation to another.

3. Contemporary issues in education planning and management

Description

Contemporary issues in education planning and management will aim to introduce the students to the dynamic nature of education in the context of prevailing social, economic and cultural changes.

Expected learning outcomes

By the end of the learning experience, the students should be able to:

a) Explain how local and global contemporary issues affect education managment and planning;

b) Discuss how current local and global trends are linked to education planning and management;

c) Identify social and economic trends in society like to affect the future of education in their respective countries

d) Analyse social, economic and cultural trends and their likely impact on higher education now and in the future

4. Curriculum Development

Description

Curriculum development is designed to provide learners with the concepts of curriculum, curriculum design, implementation and evaluation; the nature of curriculum and models of curriculum development; theories and principles of

curriculum development; factors that affect curriculum design, implementation and evaluation. It will also look at global issues in curriculum design, implementation and evaluation; emerging issues in curriculum implementation and evaluation in East Africa; deliver and evaluate learning curricula in a professional manner. It should help learners to understand and critique theories and models that inform curriculum development in the light of contemporary research and practices.

Expected learning outcomes

Upon successful completion, learners should be able to demonstrate ability to:

a) Explain principles, concepts, theories and models that inform curriculum development;

b) Analyse, design, deliver and review curriculum and teaching material in terms of "good practice" and/or Education Benchmarks in Education.

c) Critically analyse and reflect on opportunities and constraints inherent to the complexity and interdisciplinary nature of the curriculum development process.

d) Conduct action research on curriculum development within their own speciality domains and present findings to a range of audience with the help of relevant technologies.

e) Conduct and present a reasoned argument in their area of specialisation using relevant data management and presentation technologies.

5. Economics of Education

Description

Economics of Education will learn the concepts of economics of education, role of economics in evaluating education and policy; educational market; human capital theory; educational production; concepts of unit costs and their application in education; classification of expenditures; internal and external efficiency of an education system; and estimation of returns to education system (social and private returns and externalities)

Expected learning outcomes

Upon successful completion of the learning experience, the students should be able to demonstrate the ability to:

a) Understand and apply the theories and concepts of economics of education;

b) Explain the role of education in economic growth;

c) Apply the knowledge of economic of education to analyse the returns of education to national development;

d) Reflect on their contributions to the efficiency of the education system;

e) Explain the benefits of investment in education to learners or others; and

f) Manage effectively and efficiently an educational organisation

6. Education Administration and Management

Description

The purpose of Education Administration and Management is to examine the theories, principles, techniques and fundamentals of educational administration with particular reference to the management of education. Topics covered will include the concept and process of education administration; principles of administration; theories of education administration; leadership in education administration; leadership styles and their application; power and authority in organisations; effective communication; motivation; legal and ethical issues in educational administration: organisational behaviour: discipline in schools; school strikes: causes, problems and solutions; conflict resolutions and management in educational institutions; school effectiveness and improvement: management of school records; national educational administration; supervision; role of the head-teacher; role of the ministry of education in the management of schools; structure and functions of the ministry of education; functions of various bodies in school management, teachers unions, school boards of management and parents associations; school – community relationships; financial management and office records in secondary schools; and school budgets and record keeping

Expected learning outcomes

Learners who successfully complete studies in education administration and management should be able to:

a) Explain the concepts and principles of educational administration and management

b) Discuss the theoretical basis of educational administration and management

c) Explain factors that promote and inhibit the processes of educational administration

d) Identify issues affecting educational administration

e) Use the principles of school administration to solve problems encountered in the administration and management of education

7. Introduction to education psychology

Description

Introduction to education psychology aims to introduce learner to the relationship between psychology and education. The main focus will be the scientific study of human learning. The learners will survey current problems in education which psychological theory and research can address. Topics include cognitive and behavioral perspectives to learning, developmental approaches to teaching, educational applications of learning theory, classroom management, cognitive development, motivation, self-regulation, and self-concept and their role in learning and testing strategies

Expected learning outcomes

By the end of the learning process the students will be able to:

1. Demonstrate an understanding of the link between education and psychology

2. Analyse the contribution of psychology to teaching, learning, and assessment

3. Evaluate different teaching and learning strategies for diverse learners

8. Research Methods in Education

Description

The purpose of Research Methods in Education to equip students with knowledge and skills to research in education. Topics to be covered include research paradigms; scope of research in education; research design and methods of data collection: interviews, questionnaires, and observation; PRA methods; basic statistics; descriptive research; data analysis methods and interpretation and Report writing

Expected learning outcomes

By the end of the training, the student should be able to:

a) Identify a researchable problem

b) Generate objectives that address the research problem

c) Effectively apply research in critical thinking and problem solving

9. Entrepreneurship in Education

Description

Entrepreneurship is education seeks to provide students with knowledge, skills, attitude and motivation in entrepreneurship. In the current situation where government jobs are few, Entrepreneurship in Education aimed at inspiring entrepreneurial potential and creating entrenpreneur minded graduates. The graduate are expected to turn ideas into action.

Expected learning outcomes

By the end of the training, the student should be able to:

    a)   Analyse the local and regional business environment

    b)   Develop a business plan

    c)   Start and manage their own business

10. Professional Ethics for Teachers

Description

Professional Ethics for Teachers is designed to offer the participant a foundational knowledge of the field of professional ethics as it relates to educational practice. It is intended to acquaint the students with the content of the Code of Ethics for teachers, process of ethical decisional making and hence to contribute to the overall professional development of the teacher. Students are exposed to a broad understanding of the ethical principles, concepts and issues that concern the practice of education. They are given an opportunity to examine the professional requirements as set out in the professional code of conduct for teachers/educationists. The aim is to develop an educationist who is professionally responsible and conscientious to moral and ethical concerns at work and in society. Students will also consider the laws and legal issues that are pertinent in the education sector. Issues pertaining to legal responsibilities and liabilities, professional ethical standards and general professional conduct in contemporary society will be considered. In particular, the students are exposed to the basic legal principles, concepts, procedures, institutions and issues related to education.

Expected learning outcomes

By the end of the learning experience, the students should be able to:

a)   Identify ethical principles and values that guide professional conduct;

b)   Identify ethical and legal issues that may arise in a variety of educational contexts and practice;

c) Appreciate the relevance of professional, ethical and legal principles and values in relation to their work;

d) Manage the challenges involved in implementing the professional, ethical requirements and legal provisions in diverse educational environments; and

e) Demonstrate ethical and professional behaviour in the work place and society.

11. General Methods and Principles of Teaching

Description

This course is designe to offer learners knowledge and skills in principles and methods used for instruction. Learners are exposed to approches to learning, teaching and ways of creating a conducive learning environment

Expected learning outcomes

a) Describe the different approaches to teaching

b) Describe the factors to consider when making a lesson plan and a Scheme of Work

c) Design lessons a Plan and use it to teach lessons

12. Guidance and Counselling

Description

The course is designed to introduce the principles, concepts, scope, and theories that govern the process of guidance and counselling in education. Furthermore, the course exposes the students to the skills of developing various guidance and counselling strategies to support learners and others.

Expected learning outcomes

By the end of the learning experienc, learns should be able to:

a) Explain the concepts, scope and theories that govern the process of guidance and counselling;

b) Select and apply appropriate guidance and counselling techniques to solve learners problems;

c) Use the principles and functions of guidance and counselling to provide a safe learning environment in school.

13. History of Education

Description

The History of Education provides an overview of the history of education from the medieval periods to post-colonial times. It outlines the historical development of education by tracing the indigenous education systems, policies and practices and the subsequent introduction of colonial education. The course enables learners to analyse and assess the challenges and problems of education at national, regional and global levels.

Expected learning outcomes

By the end of the learning experience, learners should be able to:-

    a) Trace the educational development from medieval times;

    b) Evaluate the influence of the historical perspective on the current education system; and

    c) Propose strategies for overcoming the challenges and problems of education at national, regional and global levels.

14. Human Growth and Development

Description

Human Growth and Development looks at human development from conception through pregnancy, birth, infancy, childhood, adolescent, old age, dying and death. The course also focuses on physical, cognitive and psycho-social development across the lifespan. Furthermore, theories that explain development are covered.

Expected learning outcomes

By the end of the learning experience, the students should be able to;

a) Analyse the different stages of human development;

b) Explain the nature/ nurture controversy in human development;

c) Evaluate the different theories of human growth and development; and

d) Design appropriate learning strategies to address various challenges across the developmental stages.

15. Introduction to Psychology

Description

Introduction to Psychology covers definition and concepts of psychology, history and systems of psychology, methods of psychology, intelligence, learning and motivation.

Expected learning outcomes

By the end of the learning experience, the students should be able to:

a) Trace the historical development of psychology;

b) Identify the features of psychology as a scientific discipline;

c) Differentiate the branches of psychology; and

d) Explain the linkage between intelligence and motivation to learning

16. Introduction to Special Needs Education

Description

Introduction to Special Needs Education is designed to introduce students to such terms, concepts and topics as disability; disorder; exceptionality handicap; categories of learners with disabilities; hearing impairments, visual impairment; speech and language disorder, autistic spectrum disorders; physical disabilities such as cerebral palsy; causes of disabilities: prenatal; perinatal; and postnatal causes; characteristics of learners with disabilities: identification, assessment and placement; adaptations; teaching and learning strategies; evaluation procedure; myths associated with disability; stigma; rehabilitation, inclusive education; development and implementation of individualised education plan; and national policies on special needs education

Expected learning outcomes

By the end of the learning experience,the students should be able to:

a) Identify persons in the schools and communities with special needs challenges

b) Effectively handle persons with special needs in an integrative learning environment

c) Apply knowledge of special needs education in policy formulation and advocacy

d) Teach learners with diverse needs

e) Effectively use relevant teaching and learning strategies to promote inclusive education

17. Measurement and Evaluation

Description

Measurement and Evaluation introduces students to basic concepts of educational measurement, monitoring, assessment and evaluation. Furthermore, it seeks to equip students with basic knowledge and skills that are important for developing tools for measurement, assessment, and monitoring of educational attainments and institutional performance. Principles of test construction, assembling, administration and analysis of classroom test results as well as assessment of non-cognitive outcomes and IQ are also covered.

Expected learning outcomes

By the end of the learning experience students will be able to:

a) explain the different concepts in tests and measurements;

b) Design and construct different tests items;

c) Administer, score, and interpret examinations results;

d) Analyse and communicate the results and other measure of learner characteristics.

18. Methods (General Methods and Subject specific methods)

Description

For effective learning teaching approaches should be relevant to the subject. Hence this course exposed students to subject specific teaching methods.

Expected learning outcomes

19. Philosophy of Education

Description

Philosophy of Education exposes students to a variety of philosophical schools of thought, paradigms, and ideas from various educational philosophers for an awareness of the possibilities and limitations they offer in conceptualising educational issues and problems. It also acquaints the students with knowledge, skills and dispositions of philosophical inquiry in order to apply ideas from various philosophical paradigms, educational philosophers and skills into educational issues and problems.

Expected learning outcomes

By the end of the learning experience, the students should be able to:

a) Analyse various philosophical schools of thought, paradigms and ideas including the possibilities and limitations they offer in conceptualising educational issues and problems;

b) Apply the different principles and methods of philosophy in the implementation of education practices

20. Psychology of Adult Learning

Description

This course exposes student teachers to theory and practice of adults learning. Student teachers are taken through the psychological principles and how they affect the teaching and learning process

Expected learning outcomes

a) Explain the principles underlying adult learning

b) Differentiate between ways adult and young people learn

c) Use appropriate methods to implement teaching

21. Social and Adolescent Psychology

Description

This course provides an overview of theory and research on adolescent development. It exposed student teachers to how how adolescents react to and cope with the influence of sociocultural context in society, how they interact with peers and family.

Expected learning outcomes

a) Explain the theories of child development in relation to adolescents.

b) Appreciate life crisis adolescent undergo and how they affect their learning

c) Provide apprporite support to adolescence to enhance learning

22. Sociology of Education

Description

Sociology of Education will cover the key concepts and theories in sociology of education; history of the sociology of education; role of education in societ; theories and empirical methodologies for understanding the relationship between schools and society; structural influences on education including

family, school, neighbourhood, and national characteristics; and the impact of the school as a social institution from a sociological perspective. it will also deal with important topics including educational inequality, the dynamics of ethnic groups, class, and gender in education; standardized testing; school choice and higher education; social identity and education; international differences in education.

Expected learning outcomes

Upon successful completion of the training, learners should be able to demonstrate ability to:

a) Explain the key concepts and theories in sociology of education.

b) Apply key concepts in the sociology of education literature to the EAs school systems.

c) Define and Summarise ongoing debates in the sociology of education.

d) critically assess theoretical explanations for educational inequalities and possible policy solutions at multiple levels of analysis.

e) Demonstrate in-depth knowledge in specific topic areas (gender, minority group, language, ethnic, religion) within the   broader   subject of sociology of education.

f) identify structural influences on education, including family, school, neighbourhood, and national characteristics.

g) Evaluate their own educational experiences and the ways in which their social context and personal background have patterned their education.

h) Explain the social foundations of schooling at national, regional and international level

i) Analyse the structure and function of schools in their own contexts

23. Communication Technology in Education

Description

Communication Technology in Education will introduce learners to concepts, theories and models of communication in education, computer skills (power point, typing, preparing instructions materials), internet, social media (twitter, Face book,), learning management platforms, mobile media (m-learning, e-learning), smart boards, virtual learning and Information systems and management.

Expected learning outcomes

Upon successful completion of the learning experience, the students should be able to:

a) Explain the concepts, theories and models of communication in education

b) Apply and integrate ICT tools in teaching and learning

c) Demonstrate the opportunities provided by ICT for the purpose of teaching and learning

d) Motivate learners to appreciate the use of ICT in learning

e) Identify the barriers to effective communication in class and how to overcome it.

f) Adopt and adapt the emerging technology for use in teaching and learning

3.5 The learning outcomes and the curriculum alignment matrix

It is important to develop a curriculum alignment matrix. For each course, one has to formulate the specific learning outcomes for that course and to check how far this course contributes to the programme learning outcomes. The Table below gives an example of a curriculum alignment matrix drawn for the expected learning outcomes covering the knowledge and cognitive skills section as represented in Table 2. To ease computation, the learning outcomes were fist numbered as follows:

Knowledge	**The graduate should be able to**: 1. Explain the basic principles, theories and practice in Education 2. Identify salient features influencing education at national, regional and global levels; 3. Demonstrate a critical understanding of the diversity and complexity of education in the EA region 4. Identify,evaluate and apply appropriate student assessment tools and methods 5. Demonstrate knowledge and skills in pedagogy in classroom setting 6. Evaluate societal and organisational purposes and structures of educational systems 7. Demonstrate a critical understanding of principles, theories and concepts relevant to the practice of education 8. Make use of scientific knowledge and skills in problem solving 9. Demonstrate an understanding of the unique structure of the subject matter in terms of the fundamental concepts, theories and principles of education

Skills	
Cognitive skills	**The graduate should be able to:** 10. Identify, collect, analyse information to draw conclusions that solve educational problems 11. Reflect on their own and others' learning with a view to improving their practice 12. Design and use various assessment and evaluative techniques; 13. Demonstrate ability to organise, articulate opinions and arguments in speech and writing 14. Demonstrate ability to perform action research to detect learning problems and solve them 15. Demonstrate good analytical and problem-solving skills

The learning outcomes are then organised in the matrix below showing what the subject areas and the learning outcomes they address. This matrix could take a different orientation or alignment depending on an institutions interpretation of the benchmarks. The matrix below is therefore only a prototype and not a prescription.

	Expected learning outcomes														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Education Planning															
Comparative (and International) Education															
Contemporary issues in education planning and management															
Curriculum Development															
Economics of Education															
Education Administration and Management															
Educational Psychology															
Research Methods in Education															
Entrepreneurship in Education															
Professionalism Ethics for Teachers															
General Methods and Principles of Teaching															
Guidance and Counselling															
History of Education															
Human Growth and Development															
Introduction to Psychology															
Introduction to Special Needs Education															
Learning and motivation															
Measurement and Evaluation															
Methods (General Methods and Subject specific methods)															
Philosophy of Education															

	Expected learning outcomes														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Professional Ethics of Teacher															
Psychology of adult learning															
Psychology of Education															
Research Methods in Education															
Social and Adolescent Psychology															
Sociology of Education															
Special Needs Education															
Communication Technology in Education															

3.6. Micro Teaching, Teaching Practice and Project Work

Microteaching

Microteaching is aimed at preparing teacher trainees for the real classroom setting by practising with peers. It systematically allows the traineeds to experiment main teacher behaviours. Micro teaching offers teachers opportunities for discovering and reflecting on both their own and others' teaching styles and enables them to learn about new teaching techniques. During microteaching, audial and video recordings may be taken too allow reflection after a microteaching session. Video recordings can be used for both demonstrating model teacher behaviours and analysising microteaching experiences.

Teaching Practice

Teaching practice for education graduates should be a mandatory internship involving a reasonable period of actual teaching in a school undertaken by the person being trained to become a teacher. The internship should be supervised by an experienced teacher or supervisor. The graduate trainee should be provided opportunities to practice a variety of teaching methods, drawing of lesson plans, making schemes of work, class control, self-evaluation, and student assessment amongst others. The internship program is intended to have students gain real-world experience in teaching and learning.

Project Work

The objective project work is to give students an opportunity to apply the subject matter learnt, especially with reference to practicals aspects such as multimedia technologies, to a practical problem under supervision of an academic staff. The project work could be compulsory and graded. The students are then required to submit a final project report and or make an oral presentation or demonstrate a working prototype.

Besides being hired in education institutions as teachers, tutors or administrators, graduates of the Bachelor of Education programms can find employment in a variety of other organisation. The includes the following:

1. Banks as trainers
2. Community based organisations
3. Children's institutions

Knowledge	The graduate should be able to: 1. Explain the basic principles, theories and practice in Education 2. Identify salient features influencing education at national, regional and global levels; 3. Demonstrate a critical understanding of the diversity and complexity of education in the EA region 4. Identify,evaluate and apply appropriate student assessment tools and methods 5. Demonstrate knowledge and skills in pedagogy in classroom setting 6. Evaluate societal and organisational purposes and structures of educational systems 7. Demonstrate a critical understanding of principles, theories and concepts relevant to the practice of education 8. Make use of scientific knowledge and skills in problem solving 9. Demonstrate an understanding of the unique structure of the subject matter in terms of the fundamental concepts, theories and principles of education
Skills	
Cognitive skills	The graduate should be able to: 1. Identify, collect, analyse information to draw conclusions that solve educational problems 2. Reflect on their own and others' learning with a view to improving their practice 3. Design and use various assessment and evaluative techniques; 4. Demonstrate ability to organise, articulate opinions and arguments in speech and writing 5. Demonstrate ability to perform action research to detect learning problems and solve them 6. Demonstrate good analytical and problem-solving skills

Practical Skills	The graduate should be able to: 1. Apply appropriate methods of delivery including modern technologies 2. Apply relevant skills in identifying and managing learners with special Needs 3. Demonstrate ability to organise, articulate opinions and arguments in speech and writing 4. Select and use appropriate multi-media and technologies to enhance active engagement in the learning process 5. design and construct learning experiences,
Practical Skills	6. implement or facilitate learning process taking into account the different contexts of learning 7. Competently design, develop, implement, and evaluate curriculum 8. Demonstrate management and leadership skills in education 9. Integrate technologies in the teaching and learning process; 10. Use appropriate methods in the teaching and learning process; 11. Demonstrate creativity and innovation in developing solutions to real world problems in the field of education
Inter-personal Skills	The graduate should be able to: 1. Provide guidance and counselling services to students and the community 2. Demonstrate leadership skills in schools and communities to promote harmony and community development 3. Demonstrate ability to work and interact in multicultural environment 4. Work effectively in a team; 5. Communicate effectively with experts and non-experts;

Attitude	The graduate should be able to: 1. Demonstrate willingness to employ good interpersonal social skills that foster team work 2. Be enthusiatic in employing leadership skills to inspire others and show role model behaviour 3. Demonstrate a positive attitude towards life long learning 4. Show compassion towards learners with learning disabilities 5. Show commitment to the application of high levels of professional integrity and ethics 6. Show awareness and understanding of the ethical standards of the profession; 7. Demonstrate commitment to lifelong learning self and professional development; and 8. Show self-awareness and ability to adapt to new situations.
Personal Develop-ment	The graduate should be able to: 1. Pursue postgraguate studies in education or other relevant fields 2. Demonstrate abilities for seeking different career pathways. 3. Demonstrate entrepreneurial acumen to develop and sustain an enterprise and improve livelihood

Attitude	Attitude means a settled way of thinking or feeling about something.
Bachelor degree	It is a degree in which the holder of the qualification will be able to apply knowledge, skills and understanding in a wide and unpredictable variety of contexts with substantial personal responsibility, responsibility for the work of others and responsibility for the allocation of resources, policy, planning, execution and evaluation.
Basic phase	The first phase of the Bachelor programme, compulsory for all students (2 in a 3 years bachelor and 3 years in a 4 years Bachelor.
Benchmark	point of reference against which something may be measured.
Benchmark standards	Subject benchmark statements set out expectations about standards of degrees in a range of subject areas. They describe what gives a discipline its coherence and identity, and define what can be expected of a graduate in terms of the abilities and skills needed to develop understanding or competence in the subject.
Competencies	Is a product of individual characteristics and achieved learning outcomes
Core subject	These are the essential subjects offering a thorough foundation of the discipline. The core subjects are the backbone of the discipline.
Course(unit)	A self-contained, formally structured learning experience. It should have a coherent and explicit set of learning outcomes and appropriate assessment criteria. Course /units can have different numbers of credits.
Curriculum alignment matrix	An instrument for checking the contribution of a course, unit or module to the achievement of the programme learning outcomes.
Curriculum	See programme
Elective subjects	These are subjects out of which a student has to make a selection, to deepen or to broaden their learning experience in the programme.
Equivalency	Having the same value, without being uniform.
Generic learning outcomes	Generic Learning outcomes are those learning outcomes, expected from all academic trained graduates, irrespective of the study programme. Examples of generic learning outcomes are problem solving, communication skills, and ability to cooperate.

13   *Use is made from the Tuning glossary in Tuning, A Guide to Formulating Degree Programme Profiles, Bilbao/The Hague, 2010 (chapter 3, page 51-57). The descriptions of Tuning are marked with (T).*

Attitude	Attitude means a settled way of thinking or feeling about something.
Harmonisation	Harmonisation of programmes means that the programmes in the region are comparable based on agreed benchmarks.
Internship	Is a period of supervised training *at the workplace* and is an important part of the programme. It offers the student the opportunity to become acquainted with his /her future job. It provides the student with experiences at working floor level.
Knowledge	Is the body of facts, principles, theories and practices that is related to a field of work or study. It is the outcome of the assimilation of information through learning and is described as theoretical and/or factual
Learning outcomes	Statements of what a learner knows, understands and is able to do on completion of a learning process, which are defined in terms of knowledge, skills and attitude.
Master degree	It is a degree in which the holder of the qualification will be able to display mastery of a complex and specialised area of knowledge and skills, employing knowledge and understanding to conduct research or advanced technical or professional activity, able to work autonomously and in complex and unpredictable situations.
Module	A formal learning experience encapsulated into a block of study, usually linked to other modules to create a programme of study.
Module description	Module description is statement of the aims, objectives/learning outcomes, content, learning and teaching processes, mode of assessment of students and learning resources applicable to a block of study.
National Qualifications Framework (NQF)	The policy framework that defines all qualifications recognised nationally in post-compulsory education and training within a country. The NQF comprises titles and guidelines, which define each qualification, together with principles and protocols covering articulation and issuance of qualifications, and Statements of Attainment. *See also Qualifications framework.*
Programme	A set of coherent educational components, based on learning outcomes, that are recognised for the award of a specific qualification through the accumulation of a specified number of credits and the development of specified competences.
Programme objectives	Overall specification of the intention or purpose of a programme of study
Project work	Is a form of study, which is problem oriented. The project is normally based on an actual existing problem which may be linked to internship and leads to possible solutions. The project may be practical or research oriented.

Attitude	Attitude means a settled way of thinking or feeling about something.
Qualifications Framework	Is an instrument for the development and classification of qualifications according to a set of criteria for levels of learning and skills and competences achieved
Skills	The ability to apply knowledge and use know-how to complete tasks and solve problems.
Standards	Explicit levels of academic attainment, which are used to describe and measure academic requirements and achievements of individual students and groups of students.
Subject specific learning outcomes	Are those learning outcomes that are typical for that discipline. See also generic learning outcomes
Supporting subjects	These are subjects for backing the core subjects. Without these subjects it will be difficult to understand the core subjects.
Tuning	Tuning is a collaborative, consultative process involving academics working in subject groups with employers and other stakeholders in curriculum development to enhance student competences. Tuning projects which are funded by the European Commission in higher education have been successfully completed in over sixty countries around the world

Inter-University Council for East Africa

Plot M833, Kigobe Road Kyambogo, Kampala

P. O. Box 7110 Kampala, Uganda

Tel: +256-414-256251/2 Fax: +256-414-342007

E-mail: info@iucea.org Website: www.iucea.org