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Outcome-Based Education (OBE) – an overview

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Learning outcomes for this presentation

By the end of the presentation, participants should be able to:

(1) **Describe orally and convince** about OBE to your colleagues at least in half an hour.

Presentation Outcomes

1. Why OBE?
2. What is OBE?
3. When, Who and How – OBE?

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Current issues

- Democratisation of educations
  - increase in the number of HEI's (public and private)
  - wide array of qualifications awarded
  - diverse in arrangements and nomenclature.
  - bewildering educational pathways
  - public sector training institutions of the various ministries and the industry-based skills providers

COVERAGE OF MQA

Public Universities & College Universities (BJK)	18 + 3	
Private Universities & College Universities(LAN)	22	
Branch Campus of Foreign Universities (LAN)	4	
Private Colleges(LAN)	532	
Polytechnics	20	
Community Colleges	34	**558**
TOTAL	630 + 3	

PROGRAMMES & QUALIFICATIONS AWARDED BY AGENCIES OTHER THAN THE MINISTRY OF HIGHER EDUCATION (>1000)
(E.G SKILLS DEVELOPMENT ACT, AKADEMI SENI ACT, EDUCATION ACT

>1000

Current issues

- **Public confidence in academic standards**
  - Public understanding on the qualifications- their expectations
  - The usage of qualification titles – lack of nationally agreed criteria in nomenclature – inconsistency eg the term Master
  - Facilitating students and graduate mobility
  - Inconsistency in defining academic load (credits)
  - Recognition of work place training - RPL

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Current issues

- International context
  - Restructuring HE programmes and qualifications – to make it clearer and to promote lifelong learning
  - Council of Europe Convention on the Recognition of Qualifications in European regions - QF EHEA, UK QF, AQF, NZ QF
  - Establishment of European credit transfer system (ECTS).

Current issues

- Realising the concept of life long learning
  - Learning pathways that are appropriate for them
  - Flexible learning
  - Recognition of prior learning

Issue no. 2

View from industries about our students

80,000 graduan menganggur

mingguan Malaysia 20 Feb 2005

Oleh NIZAM YATIM

JELI 19 Feb. – Jumlah perangkaan graduan menganggur amat mengejutkan apabila sehingga September lalu angkanya mencecah 80,000 orang.

Sehubungan dengan itu Menteri di Jabatan Perdana Menteri, Datuk Mustapa Mohamed mengariskan antara faktor perkara itu berlaku:

- Graduan enggan mengubah sikap yang inginkan pekerjaan setaraf dengan ijazah yang dimiliki.
- Sikap graduan yang gemar berkhidmat dengan kerajaan kerana mereka tidak yakin untuk bekerja dengan syarikat swasta.
- Tidak suka berusaha sendiri, termasuk berniaga dan berdikari.

Katanya, nasihat kerajaan supaya graduan terbabit mengubah sikap masih tidak diikuti dan ia terbukti apabila ramai di kalangan mereka enggan bekerja sebagai kerani atau operator pengeluaran di kilang dengan alasan tidak sesuai.

"Kepada graduan terbabit yang kebanyakan daripada kalangan bumiputera, saya nasihatkan tidak usahlah mereka terlalu memilih pekerjaan dan sebagai permulaan kita boleh kerja di manamana bagi mencari pengalaman," katanya.

Beliau berkata demikian kepada pemberita selepas meraikan 24 pelajar yang dipilih mengikuti Skim Anak Angkat Parlimen Jeli di kediamannya, Darul Falah di sini, hari ini.

Kata Mustapa, Unit Perancang Ekonomi (EPU) sedang merangka strategi mengenai langkah-langkah yang boleh dilaksanakan bagi memastikan bilangan graduan menganggur dapat dikurangkan.

"Strategi ini akan diumumkan selepas EPU selesai menyemak laporan daripada universiti-universiti mengenai latar belakang graduan menganggur dan bidang pengajian masing-masing untuk tempoh tiga tahun sejak 2002," jelasnya.

Beliau berkata, strategi baru tersebut akan memberi tumpuan bagi memastikan lebih ramai pelajar bumiputera menceburi bidang latihan dan kemahiran bagi memenuhi tuntutan pasaran.

"Kita juga akan merangka strategi bagi mengubah sikap siswazah supaya memberi keutamaan untuk bekerja sendiri dengan membuka perniagaan atau terbabit dalam sektor pertanian," ujarnya.

Tambah beliau, bidang pengajian di universiti juga akan dipastikan tidak terlalu berorientasikan akademik, sebaliknya harus memasukkan elemen-elemen kemahiran.

NATION

Jobless graduates lack critical skills

By Annie Freeda Cruez

KUALA LUMPUR, Tues. — The Government is concerned about the increasing number of unemployed graduates, many of whom lacked communication skills, are unable to use computers and lack team spirit.

Human Resources Minister Datuk Dr Fong Chan Onn said feedback from employers indicated that most of these graduates were from public universities.

"I have informed the Cabinet that employers prefer to employ graduates from private institutions of higher learning and those who return from overseas because of their qualifications and their better computer skills. university graduates find it hard to communicate in English, have no proper computer skills and are unable to interact with other races and carry out tasks as a team. They also prefer to work within the stipulated working hours and do not go the extra mile to close deals after office hours or stay back to do extra work."

Speaking to reporters after launching the Graduate Training Scheme (GTS) II at Crown Princess Hotel here, Fong said the feedback he received from employers was submitted to the Cabinet on several occasions and to the Education Ministry.

"It's important that universities also take into consideration employers' demands so that graduates are well-qualified and computers when awarded."

Some 20,000 graduates register with the Manpower Department annually for jobs.

In view of the many unemployed graduates, Fong said the Government allocated RM100 million under the stimulus package to provide specialised courses for some 17,000 unemployed graduates to enable them to be more competent.

The graduates will be taught Microsoft Certified Systems Engineering, Cisco Certified Network Professional, Linux Systems Administration, Business Accounting and Marketing apart from information and communications technology (ICT) and English.

Graduates who had not been employed since 1999 are qualified to

17,000 IT grads from local varsities jobless due to their poor English

NST Sept 03

By M.K. Megan
megan@nstp.com.my

KUALA LUMPUR, Sun. — Despite the demand for skilled workers in information technology, about 17,000 IT graduates from local universities have been jobless because they are not proficient in English.

After failing to get jobs between one and two years, many have registered with the Labour Department to be retrained in other fields or pursue English programmes.

A source said many of them were from local public universities and private colleges.

Industry players claimed unemployment among these graduates was due to a massive oversupply of such graduates, which Human Resources Minister Datuk Dr Fong Chan Onn denied.

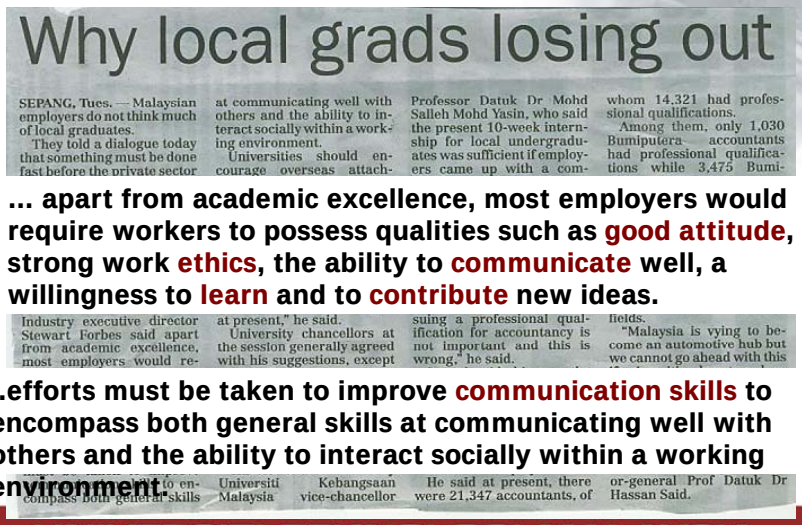
The source said the increasing number of IT staff laid off by companies carrying out downsizing or winding up their operations had worsened the situation.

"Due to increasing competition, IT business is becoming tough. New players enter the market with value added products. The computer industry changes fast and those who cannot keep up will ultimately have to bow out," said the source.

Fong did not deny that many IT graduates had registered with the Labour Department but contended they were unemployed because they did not meet the high standard.

TURN TO PAGE 4, COL

New Strait Times, 20 April 2005



Why local grads losing out

SEPANG, Tues. — Malaysian employers do not think much of local graduates.

They told a dialogue today that something must be done fast before the private sector at communicating well with others and the ability to interact socially within a working environment.

Universities should encourage overseas attach- Professor Datuk Dr Mohd Salleh Mohd Yasin, who said the present 10-week internship for local undergraduates was sufficient if employers came up with a com- whom 14,321 had professional qualifications.

Among them, only 1,030 Bumiputera accountants had professional qualifications while 3,475 Bumi-

... apart from academic excellence, most employers would require workers to possess qualities such as good attitude, strong work ethics, the ability to communicate well, a willingness to learn and to contribute new ideas.

Industry executive director Stewart Forbes said apart from academic excellence, most employers would re- at present," he said.

University chancellors at the session generally agreed with his suggestions, except suing a professional qualification for accountancy is not important and this is wrong," he said. fields.

"Malaysia is vying to become an automotive hub but we cannot go ahead with this

..efforts must be taken to improve communication skills to encompass both general skills at communicating well with others and the ability to interact socially within a working environment.

compass both general skills Universiti Malaysia Kebangsaan vice-chancellor He said at present, there were 21,347 accountants, of or-general Prof Datuk Dr Hassan Said.

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As advertised in the Sydney Morning Herald

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- well developed communication and team skills
- Aptitude for developing positive business partnerships
- Ability to look outside the square
- Aptitude for independent problem solving
- Strong interpersonal and organising skills
- Enthusiastic and proactive approach

Views from Industry

From Datuk Paul Low, Vice-President, Federation of Malaysian Manufacturers

- "Constant change is the order of the day…. Graduates often turn up without a clue to the changing dynamic global industrial environment."
- "A constant changing environment and the need to add value to gain competitive advantage demand for creativity, lateral thinking, agility and risk taking."

From a report on 'Employability of Malaysian Graduates' presented to the Majlis Tindakan Ekonomi Malaysia, 8 April 2003.

Reasons For Employing less local Graduates

- "Local graduates(Malays) lack of drive compared to foreign graduates. Foreigns especially those from middle-income families, they are very goal oriented. They know that they are there to complete their studies. For local ones, they have the mentality that why hurry since I have 5 years to complete a 3 year course. As long as I graduate and my parents can come for the convocation, that's good enough."

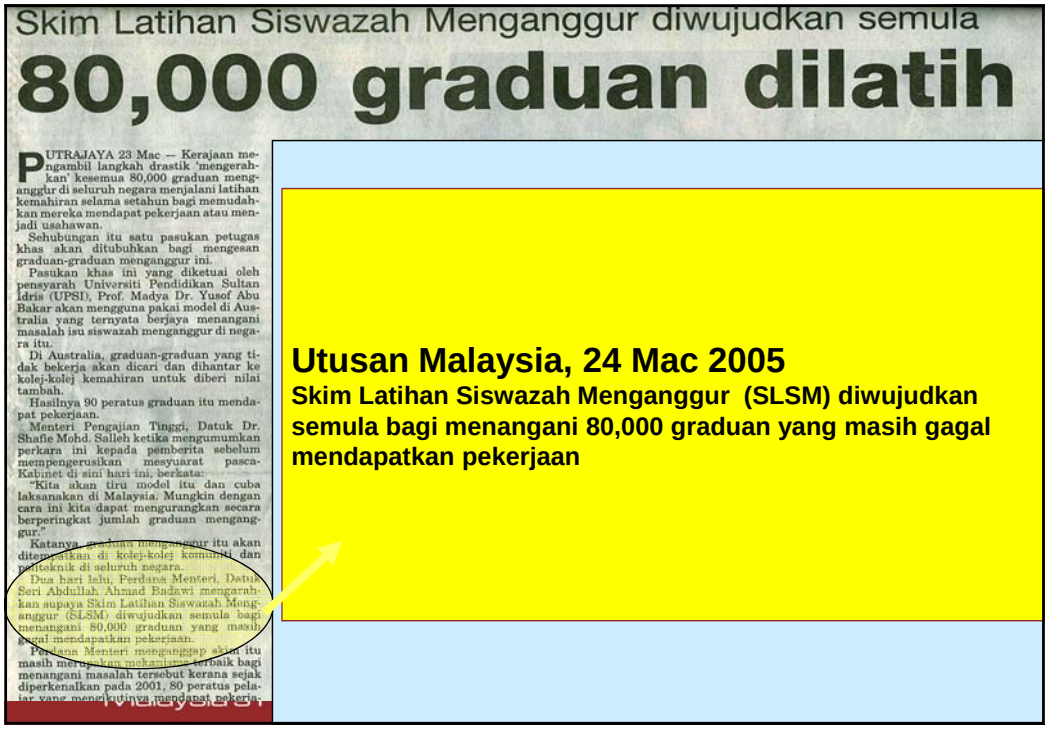
(ICT/Foreign/Chinese)

From a report on 'Employability of Malaysian Graduates' presented to the Majlis Tindakan Ekonomi Malaysia, 8 April 2003.

Reasons For Employing less local Graduates

- "Local graduates have less exposure.They are not aggressive and dynamic. They tend to be less vocal and open-minded"

(Construction/Foreign/Chinese)



Skim Latihan Siswazah Menganggur diwujudkan semula

80,000 graduan dilatih

PUTRAJAYA 23 Mac — Kerajaan mengambil langkah drastik 'mengerahkan' kesemua 80,000 graduan menganggur di seluruh negara menjalani latihan kemahiran selama setahun bagi memudahkan mereka mendapat pekerjaan atau menjadi usahawan.

Sehubungan itu satu pasukan petugas khas akan ditubuhkan bagi mengesan graduan-graduan menganggur ini.

Pasukan khas ini yang diketuai oleh pensyarah Universiti Pendidikan Sultan Idris (UPSI), Prof. Madya Dr. Yusof Abu Bakar akan mengguna pakai model di Australia yang ternyata berjaya menangani masalah isu siswazah menganggur di negara itu.

Di Australia, graduan-graduan yang tidak bekerja akan dicari dan dihantar ke kolej-kolej kemahiran untuk diberi nilai tambah.

Hasilnya 90 peratus graduan itu mendapat pekerjaan.

Menteri Pengajian Tinggi, Datuk Dr. Shafie Mohd. Salleh ketika mengumumkan perkara ini kepada pemberita sebelum mempengerusikan mesyuarat pasca-Kabinet di sini hari ini, berkata:

"Kita akan tiru model itu dan cuba laksanakan di Malaysia. Mungkin dengan cara ini kita dapat mengurangkan secara berperingkat jumlah graduan menganggur."

Katanya graduan menganggur itu akan ditempatkan di kolej-kolej komuniti dan politeknik di seluruh negara.

Dua hari lalu, Perdana Menteri, Datuk Seri Abdullah Ahmad Badawi mengarahkan supaya Skim Latihan Siswazah Menganggur (SLSM) diwujudkan semula bagi menangani 80,000 graduan yang masih gagal mendapatkan pekerjaan.

Perdana Menteri menganggap akibat itu masih merupakan mekanisme terbaik bagi menangani masalah tersebut kerana sejak diperkenalkan pada 2001, 80 peratus pelajar yang mengikutinya mendapat pekerja-

Utusan Malaysia, 24 Mac 2005

Skim Latihan Siswazah Menganggur (SLSM) diwujudkan semula bagi menangani 80,000 graduan yang masih gagal mendapatkan pekerjaan

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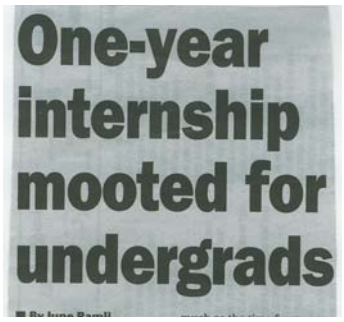

One-year internship mooted for undergrads

need to have more marketable graduates.

He said the idea of a one-year internship would be referred to the National Higher Education Council as this would mean increasing the period of study from three years to four.

He was speaking to reporters after chairing a meeting of university chancellors and businessmen to discuss the perennial problem of why local graduates were unemployable.

There are 18,000 unemployed graduates and some reasons given for their predicament were a poor com-

Shafie said his Ministry would also consider sending local graduates for training overseas.

"Some engineering students in Universiti Kebangsaan Malaysia have been sent to Germany for training. But we couldn't send more because funds were inadequate," he said.

On the one-laptop-one-graduate programme, Shafie said it would be up and running by July and fully implemented for students in all courses by next year.

"It will be given out to all the students except those

Datuk Dr Shafie Salleh said today there was a pressing need to have more market-

and jobs in the social science area.

Shafie said his Ministry

There are 18,000 unemployed graduates and some reasons given for their predicament were a poor command of the English language and lack of marketable skills.

Reasons given by employers for not hiring young graduates

- Low grades and low levels of academic accomplishments
- Poor attitudes, lack of self-confidence
- Lack of goals, poorly motivated
- Lack of enthusiasm, lack of drive, little evidence of leadership potential
- Lack of preparation for the interview
- Excessive interest in security and benefits, unrealistic salary demands and expectations
- Inadequate preparation for type of work, inappropriate background
- Lack of extracurricular activities

Views from Industry

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From a report on 'Employability of Malaysian Graduates' presented to the Majlis Tindakan Ekonomi Malaysia, 8 April 2003.

Reasons For Employing More Foreign Graduates
Attitude of Foreign Graduates

- "Foreign graduates are more open-minded and more importantly, they are risk-takers. Even during big meetings we can see that those who dare to share their views are more of foreign gradates."

(Property/Local/Malay)

Issue no. 3

What people say about us?

Universiti Teknologi Malaysia
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B10 Berita Harian 16/12/2003 (selasa)

Pendidikan

Kaedah konvensional tidak lagi relevan: Mustapa

Oleh Syuhada Choo Abdullah
(yang berada di Bangkok, Thailand baru-baru ini)

KAEDAH pembelajaran konvensional yang membentuk pelajar menjadi pasif, merendah diri dan malu bertanya serta menghargai ihsan guru saja tidak relevan dengan perkembangan pendidikan kini dan wajar diubah.

Sebaliknya, mereka harus didedahkan kepada proses pendidikan yang lebih inovatif serta proaktif sejak sekolah rendah bagi melahirkan generasi yang berfikiran global dan berani.

Pengarah Eksekutif Majlis Tindakan Ekonomi Negara (MTEN), Datuk Mustapa Mohamed, berkata, pelajar perlu digalakkan menyertai sesi pembelajaran secara dua hala, berbanding kebanyakan pelajar ketika ini yang lam pelbagai bidang seperti pergaulan, interaksi dan komunikasi supaya mereka mampu menyampaikan idea serta pandangan berkesan," katanya kepada *Berita Harian*.

Mustapa berkata, pengalaman dan juga pendedahan melalui program global seperti Forum Antarabangsa Inisiatif Pemimpin Muda Hitachi Ke-6 yang berlangsung selama lima hari di Bangkok, baru-baru ini, amat berharga bagi mengasah daya kepimpinan dinamik serta berwibawa di kalangan pelajar Malaysia.

Forum bertema "Meneroka Hala Tuju Baru Bagi Asia" itu disertai 24 pelajar cemerlang serta terpilih dari enam negara, iaitu Malaysia, Singapura, Thailand, Jepun, Filipina dan Indonesia.

Mustapa yang juga ahli panel forum itu berkata, kesempatan

MUSTAPA (kanan) dan Naib Menteri Pendidikan Thailand, Piyabutr Cholvijarn (dua dari kanan), selepas

TheStar TUESDAY 12 October 2004

PM: Rank universities

'Healthy competition can improve teaching quality'

CYBERJAYA: Public and private institutions of higher learning will be ranked to improve the quality of education in the country and to promote healthy competition among them, said Prime Minister Datuk Seri Abdullah Ahmad Badawi.

He said the Higher Education Ministry has been told to develop the ranking system.

"It is hoped that by ranking them, healthy competition between the institutions would be fostered, thereby motivating them to improve their quality of teaching and research," he said at the opening of the LimKokWing University College of Creative Technology's Malaysia Design Technology Centre here yesterday.

The grand and colourful event was attended by close to 1,000 guests, including a minister, deputy ministers, ambassadors and high commissioners, heads of colleges and universities, as well as CEOs of numerous companies. (**See StarEducation on Sunday for details**)

Abdullah said he hoped information on ranking of public higher learning institutions would be available soon.

He added that private education institutions should be graded into

THANK YOU: Abdullah receiving a standing ovation from LimKokWing University College of Creative Technology students after opening their new campus in Cyberjaya yesterday.

centres and tuition centres.

"This initiative will facilitate the monitoring of the quality and integrity

encouraged the growth of private institutions of higher learning to meet the growing demand for higher educa-

of the country annually when Malaysian students study abroad," he added.

Earlier in the day, Abdullah met his

CURRENT SCENARIO ?

- the tendency of imparting and evaluating only technical outcomes of graduates.
- Some non-technical outcomes of graduates are imparted ASSESSED and EVALUATED formally only in related non-engineering subjects.
- Students are not being assessed, evaluated, and informed of the levels of achievement of the overall outcomes.

CURRENT SCENARIO ?

- documented evidences on the achievement of the graduate attributes scarcely available
- rarely include external stakeholders or constituencies and hence little feed back received from these very important components.
- Not much assurance on the delivery of the outcome capabilities in every postgraduate.

CURRENT SCENARIO ?

- Quality system - not embracing and assuring the whole cycle of setting objectives, outcomes, targets, learning design, delivery and performance measurement across a wide range of targeted graduate capabilities.
- This contrast with the *quality assurance systems* which, can guarantee that these particular quantitative outcomes will be satisfied by the University itself.

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So… what next ?

Perubahan/Change?

- Do we need to do something about it?
- Keep your mind open to change all the time. Welcome it. Court it. It is only by examining and re-examining your opinions and ideas that you can progress. (*Dale Carnegie*)

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إِنَّ ٱللَّهَ لَا يُغَيِّرُ مَا بِقَوْمٍ حَتَّىٰ يُغَيِّرُوا۟ مَا بِأَنفُسِهِمْ

Sesungguhnya Allah tidak mengubah apa yang ada pada sesuatu kaum sehingga mereka mengubah apa yang ada pada diri mereka sendiri.

(Surah Ar Ra'd 11)

Change?

Survey by Harvard Univ.

- **..large measure of satisfaction with technical competence of the graduating students… can crunch numbers, analyse markets…. But when it comes to human-relation skills, Harvard is stepping up its effort… That seems where improvements are needed.. Oral and written communication, teamwork, and other human skills…**

Change?

- **Swiss Vs Quartz/Digital watch**

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1 **MQA/MQF**

and the

Engineering Accreditation Coucil,
Board of Engineers → Washington Accord

2 **The Need for an Outcomes Approach**
for Continual Programme Improvement

What is Outcome-Based Education ?

"OBE, like most concepts in education, has been interpreted in many ways"

(Killen, 2000)

Talking about OBE, there are 3 levels:

1. Philosophy / Theory / "Broad Perspective"
2. Curricula / structures / procedures
3. Classroom practice (PBL, CL, AL, etc)

OUTCOME-BASED EDUCATION (OBE)

- An educational philosophy that states education ought to be aimed at producing particular educational outcomes :
  - Giving students a particular, minimum level of knowledge and abilities.
- OBE addresses the following questions:
  - What do you want the students to learn?
  - Why do you want them to learn?
  - How can you best students learn it?
  - How will you know what they have learnt?

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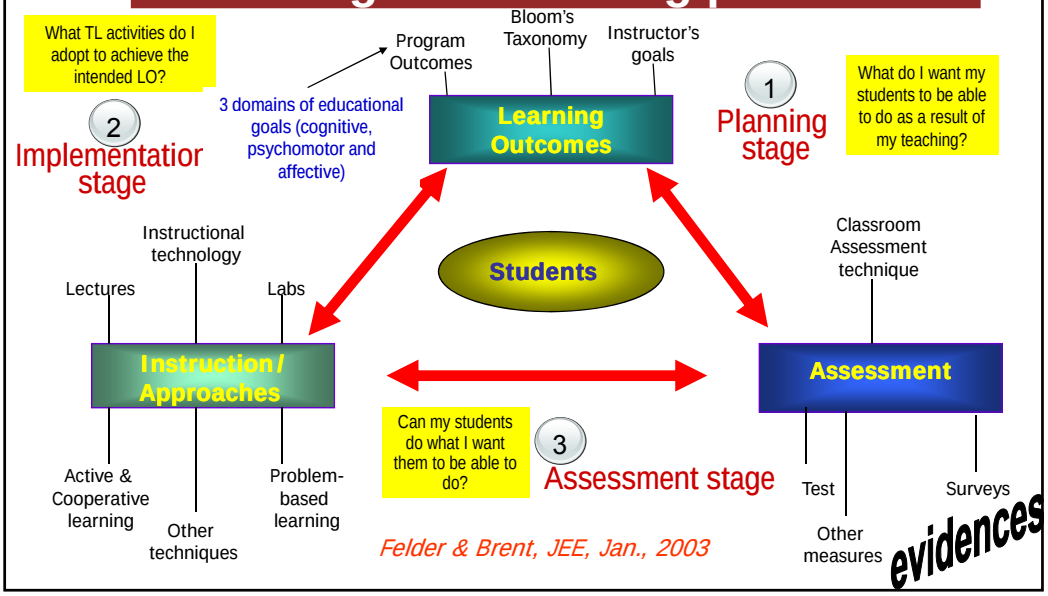
Outcomes Based Education?

Outcomes Based Education focuses on student learning by:

- **Using learning outcome statements to make explicit what the student is expected to be able to know, understand or do;**
- **Providing learning activities which will help the student to reach these outcomes;**
- **Assessing the extent to which the student meets these outcomes through the use of explicit assessment criteria.**

The three main stages in the Teaching and Learning processes



Paradigm Shift in the Education & Training Philosophy

- From teacher-centred → to a student-centred
- Traditional teaching : teacher "owns" the knowledge and convey it to the students. → modern teaching : students (trainee) to learn as much as possible.
- Teacher brings the content and the answers into the training room with him / her. → teacher as a coach who asks questions and provides quidelines for the acquisition of knowledge.

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What is Outcome-Based Education ?

Outcomes Based Principles (Spady, 1994; Killen, 2000)

OBE Principles	Explanation	Application to practice
Clarity of focus	Focus on what want learners be able to do successfully	❖ Help learners develop competencies ❖ Enable predetermined significant outcomes ❖ Clarify short & long term learning intentions ❖ Focus assessments on significant outcomes
Design down	Begin curriculum design with a clear definition of the significant learning that learners are to achieve by the end of their formal education	❖ Develop systematic education curricula ❖ Trace back from desired end results ❖ Identity "learning building blocks" ❖ Link planning, teaching & assessment decisions to significant learner outcomes
High expectations	Establish high, challenging performance standards	❖ Engage deeply with issues are learning ❖ Push beyond where normally have gone
Expanded opportunities	Do not learn same thing in same way in same time	❖ Provide multiple learning opportunities matching learner's needs with teaching techniques

Content Based Learning System	Outcomes Based Learning System
Passive students	Active learners
Assessment process – exam & grade driven	Continuous assessment
Rote learning	Critical thinking, reasoning, reflection & action
Content based/broken into subjects	Integration knowledge, learning relevant/ connected real life situations
Textbook/worksheet focused & teacher centred	Learner centred & educator/ facilitator use group/ teamwork
See syllabus as rigid & non negotiable	Learning programmes seen as guides that allow educators to be innovative & creative in designing programmes/ activities
Teachers/trainers responsible for learning - motivated by personality of teacher	Learners take responsibility for their learning, learners motivated by constant feedback/ affirmation of worth
Emphasis what teacher hopes to achieve	Emphasis outcomes – what learner becomes & understands
Content placed in rigid time frames	Flexible time frames - learners work at own pace
Stay in single learning institution until complete	Learners can gather credits different institutions until achieve Qualification
Previous knowledge & experience in learning field ignored – Each time attends whole course	Recognition of prior learning: after pre-assessment, learners credited outcomes demonstrated or transfer credits elsewhere

Differences between contents-based education and OBE

PROCESS STEP	Contents-based Education	Outcomes-based Education
Needs analysis	A very few parties are consulted before trainers develop courses themselves. Trainers decide on how needs are determined and expressed.	All stakeholders are consulted prior to curriculum development: employers, employees, government, special interest groups, providers and learners. The end-product of needs analysis is reflected as unit standards.
Course design	Instructional designers develop courses around the contents. The outcomes of a course are written as objectives.	Learning programmes are designed according to the needs of the above six stakeholders. Outcomes clearly indicate what the learner must be able to do in line with national standards.

Differences between contents-based education and OBE

PROCESS STEP	Contents-based Education	Outcomes-based Education
Learning material	The learning material is called study manuals or textbooks which is contents-driven. The instructor determines the content. The content is mainly theoretical.	Learning material is called learning guides and is outcomes-driven. The contents are determined by the inputs of various role-players. The contents are practical, addressing particular skills.
Presentation	The instructor presents a pre-determined lesson The instructor is in control of the learning event.	A facilitator presents a lesson based on the unit standard in a flexible manner The facilitator guides learners to achieve outcomes.
Assessment	Learners do assignments and write tests and examinations in order to indicate their level of competence. Assessment criteria are non-existent or vague	A variety of assessment techniques are used, for example simulations, portfolios, self assessment, workplace assessment. Assessment criteria are clearly defined and indicated as part of the unit standard.

Learning System Characteristics	Content Based (Traditional/Transactional)	Outcomes Based (Transformational)
Framework	❖Predefined curriculum, assessment & credentialing in place ❖Structures "ends", no defined learners' outcomes	❖Curriculum, instructional strategies, assessment & performed standards ❖Structures support outcomes, flexible & a means to define "learning ends"
Time	❖Inflexible constraint for educator & learner schedule controls learning & success	❖Used alterable source – match needs of educator & learners
Performance standards	❖Comparative & competitive approach ❖Linked to predetermined "curve" or quota of possible successes	❖Learners potentially able receive credit for achieving performance standards ❖No quotas & standards pursued
Learning assessments	❖Continuous testing & permanent grading ❖Mistakes on permanent record: best grades & records fast & consistent performers; slower learners never catch up ❖Never assess/ document what learners can ultimately do successfully	❖Macro view learning & achievement ❖Mistakes inevitable steps in development, internalizing & demonstrating high level of performance capabilities ❖Ultimate achievement what able to do

Learning Systems: Content Based versus Outcomes Based
(Source: Spady, 1994)

Ruth Stiehl, "Teaching Toward Significant Outcomes," Oregon State U, www.c2t2.ca/

	Content Framework (Traditional)	Competency Framework (60's model)	Outcome Framework (21st century)
Intent	"Cover Topics"	Check-off discrete tasks	Demonstrate significant "whole" task
Instructor	Expert: Disseminator of information	Give instruction and check-off tasks	Coordinate collaborative investigation
Student Role	Receiver: Stores and returns information	Practices and demonstrates small, isolated tasks	Active collaborator and investigator; synthesizer
Content	Topics	Performance Objective	Concepts and process skills
Materials	Cover textbooks	Use Multimedia	Access multiple sources
Evaluation	Competitive: quiz and test	Meet minimum standard	Assessment against quality standards; continuous, self, peer and instructor assessment

"destination"
or
"end of journey"

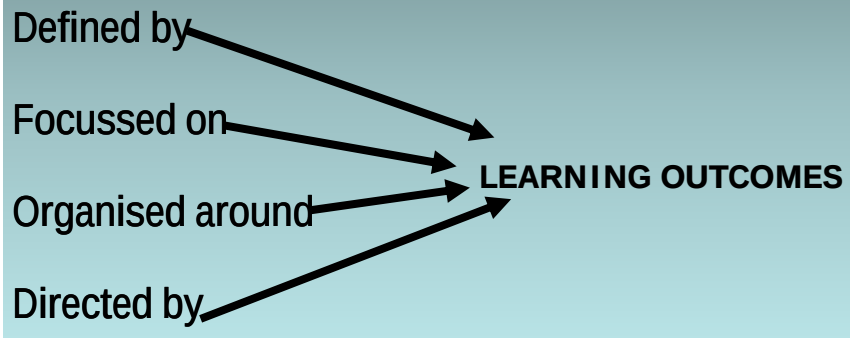
OBE :

Focusing on the outcomes of programme implementation

"Always begin with the end in mind"

– *Steven Covey's 7 Habits of Highly Successful People*

OBE means:



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Under OBE, curriculum design includes these steps:

- Determine future conditions
- Derive exit outcomes
- Develop performance indicators
- Determine instructional strategies
- Deliver instruction
- Document results
- Determine advancement

Some immediate Advantages:-

- Always alert on quality of graduates
- More effective & innovative teaching
  - PBL, CL, etc
- More industry input

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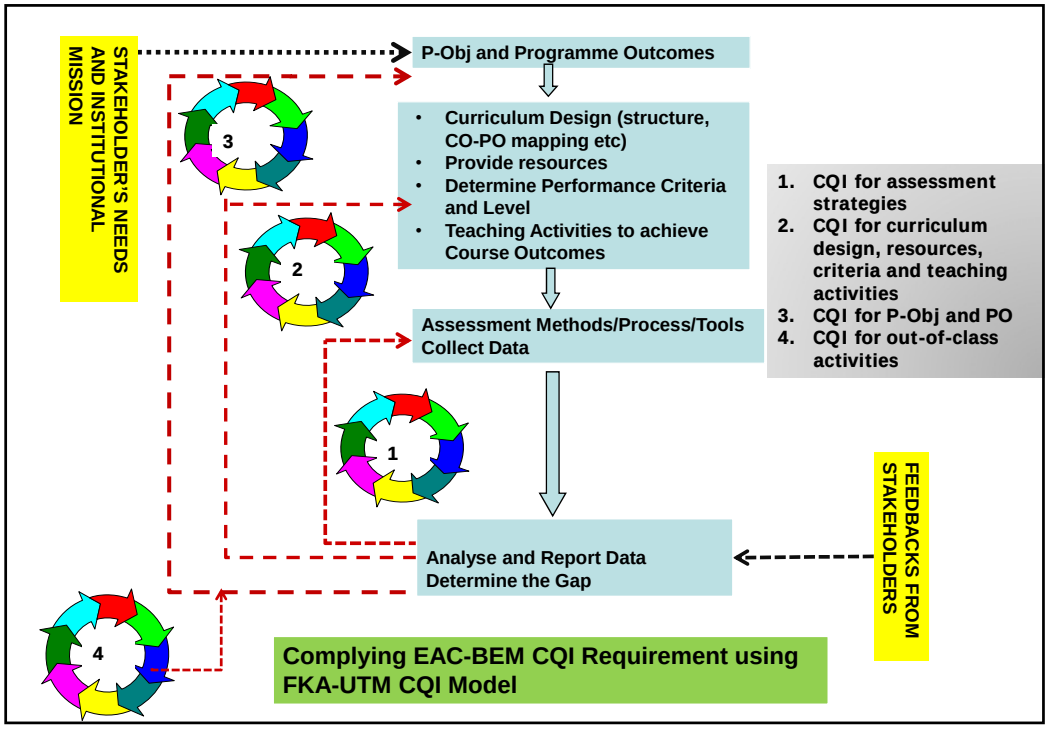
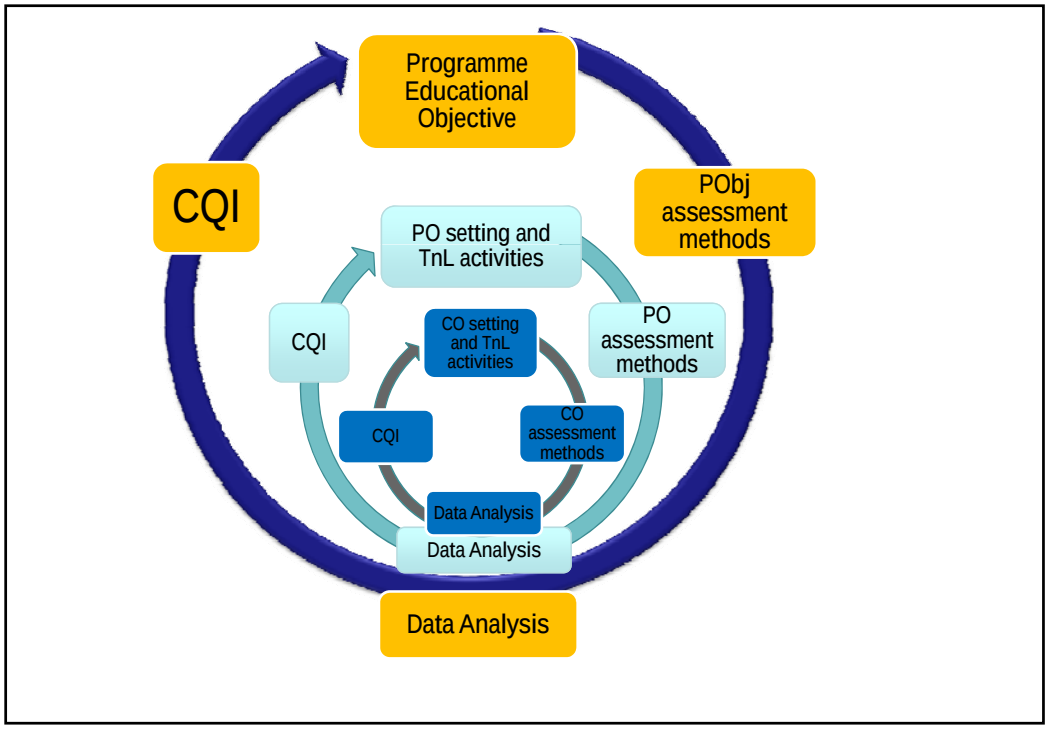
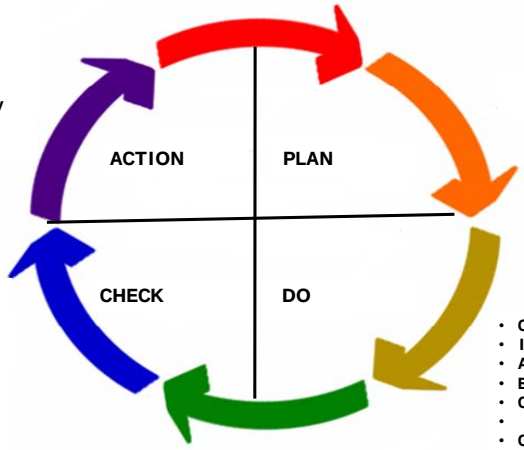

STAKEHOLDER'S NEEDS AND INSTITUTIONAL MISSION
P-Obj and Programme Outcomes
• Curriculum Design (structure, CO-PO mapping etc)
• Provide resources
• Determine Performance Criteria and Level
• Teaching Activities to achieve Course Outcomes
Assessment Methods/Process/Tools Collect Data
Analyse and Report Data Determine the Gap
FEEDBACKS FROM STAKEHOLDERS
1. CQI for assessment strategies
2. CQI for curriculum design, resources, criteria and teaching activities
3. CQI for P-Obj and PO
4. CQI for out-of-class activities
1
2
3
4
Complying EAC-BEM CQI Requirement using FKA-UTM CQI Model


Programme Educational Objective
CQI
PObj assessment methods
PO setting and TnL activities
CQI
CO setting and TnL activities
PO assessment methods
CQI
CO assessment methods
Data Analysis
Data Analysis
Data Analysis

CQI Cycle For P-Objectives and P-Outcomes

- Communicate the results
- Identify best practices
- Identify new project
- Make necessary changes to the plan



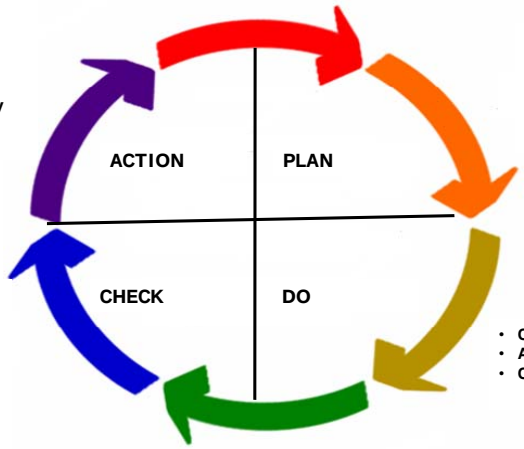
- Identify program objectives (P-obj)
- Identify program outcomes (PO)
- Map P-Obj with PO
- Map CO with PO
- Specify Curriculum content, TnL approaches, Performance Criteria and level
- Develop assessment plan

- Analyse the data
- Share results
- Compare results with what has been plan using CQI tools
- Review the gap
- What can be learn and need to be monitored

- Carry out TnL approaches at course level
- Implement out-of-class activities
- Assess the students learning
- External examiners visit
- Carry out stakeholders survey
- Involvement of external advisors
- Collect appropriate data
- Carry out Academic Auditing

CQI Cycle For Course Outcomes Level

- Communicate the results
- Identify best practices
- Identify new project
- Make necessary changes to the plan



- Map CO with PO
- Specify Course content, TnL approaches, Performance Criteria and level
- Develop course assessment plan

- Analyse the data
- Share results
- Compare results with what has been plan using CQI tools
- Review the gap
- What can be learn and need to be monitored

- Carry out TnL approaches at course level
- Assess the students learning
- Collect appropriate data

IMPLICATION OF CHANGES TO OBE

- Need to understand what is OBE.
- Need to specify programme educational objectives.
- Need to specify learning outcomes.
- Need to revise curriculum.
- Need to change teaching, assessment, and evaluation method.
- Need to start documenting evidences on OBE.
- Need to send staff for training on OBE.
- Need to resist disagreement from faculty members.
- Etc.