

KISII NATIONAL POLYTECHNIC



CBET CURRICULUM REVIEW REPORT

@February 2022

PREAMBLE

In 2018, the Ministry of Education launched the Competency Based Education and Training (CBET) Policy Framework to guide on the implementation of CBET programmes. To address the skills mismatch, the ministry of education went further to institute reforms on the training standards and guidelines, CBET curricula and TVET subsector qualification framework.

Among the key reforms being rolled out in the TVET sector is the introduction of CBET courses, which are not only outcome based, industry centered and flexible, but also embraces the concept of Prior Learning, Assessment and Recognition (PLAR).

In line with this vision, the Kisii National Polytechnic began the process of introducing CBET courses. Pilot courses were elected and in collaboration with the Curriculum Development, Assessment and Certification Council, draft curricula for the said courses were developed.

A stakeholders' sensitization forum that brought together industry players, trainers, alumni, and students was held on 12th November 2021 at the institution's ground. This was a platform where the said stakeholders were informed on the intent to introduce CBET courses at the institution and were taken through the occupational standards and draft curricula. This was to set pace for a review of the draft curricula to incorporate views from all the players in the TVET sector.

This was then followed by the official launch of an online survey tool linked to the institution's website where views on the curriculum of the various courses were to be collected. Besides the online tool, stakeholders were also given an option of making manual submissions.

DATA COLLECTION TOOLS

1. Manual submissions
2. Online Surveys

Manual submissions: official Kisii National Polytechnic forms were administered to different categories of respondents, collected, and analysed separately.

Online Surveys: respondents (students, lecturers, parents, industry leaders etc) were directed to a public portal that was specifically designed to record responses on a

review set out on specific parameters (*comprehensiveness, relevance, quality*) as indicated below:

The questions can be rated on a scale of 1-5 where 1=disagree, 2=somewhat disagree, 3=neutral, 4=somewhat agree, and 5=agree.

Comprehensiveness

Ability of a curriculum to promote both trainee-directed and trainer-directed activities; large group, small group, and individualized learning opportunities; and learning during everyday routines and experiences.

How well does this curriculum take into account the following elements?

- a) Goals and objectives of the curriculum allow for individualization to support meeting each trainee's needs and interests.
- b) The curriculum enables the trainees to acquire industry experience
- c) The curriculum links to the occupational standards
- d) The curriculum is gender sensitive, diverse and inclusive

Relevance

Applicability and appropriateness of a curriculum to the personal aspirations, interests, or cultural experiences of learners (personal relevance) or that are connected in some way to real-world issues, problems, and contexts (life relevance).

How well does this curriculum consider the following elements?

- a) Focuses on skills competencies and attitudes to meet the market demands
- b) Content is varied to accommodate and suit various situations
- c) Takes into consideration current trends in the industry

Quality

The curriculum should enable trainees to acquire and develop the knowledge, skills and values, and the associated capabilities and competencies, to lead meaningful and productive lives.

- a) The curriculum has clear aims and objectives
- b) It is relevant to the current and future industry expectations
- c) The curriculum is trainee-centred and trainee-friendly
- d) It is flexible and integrates emerging issues

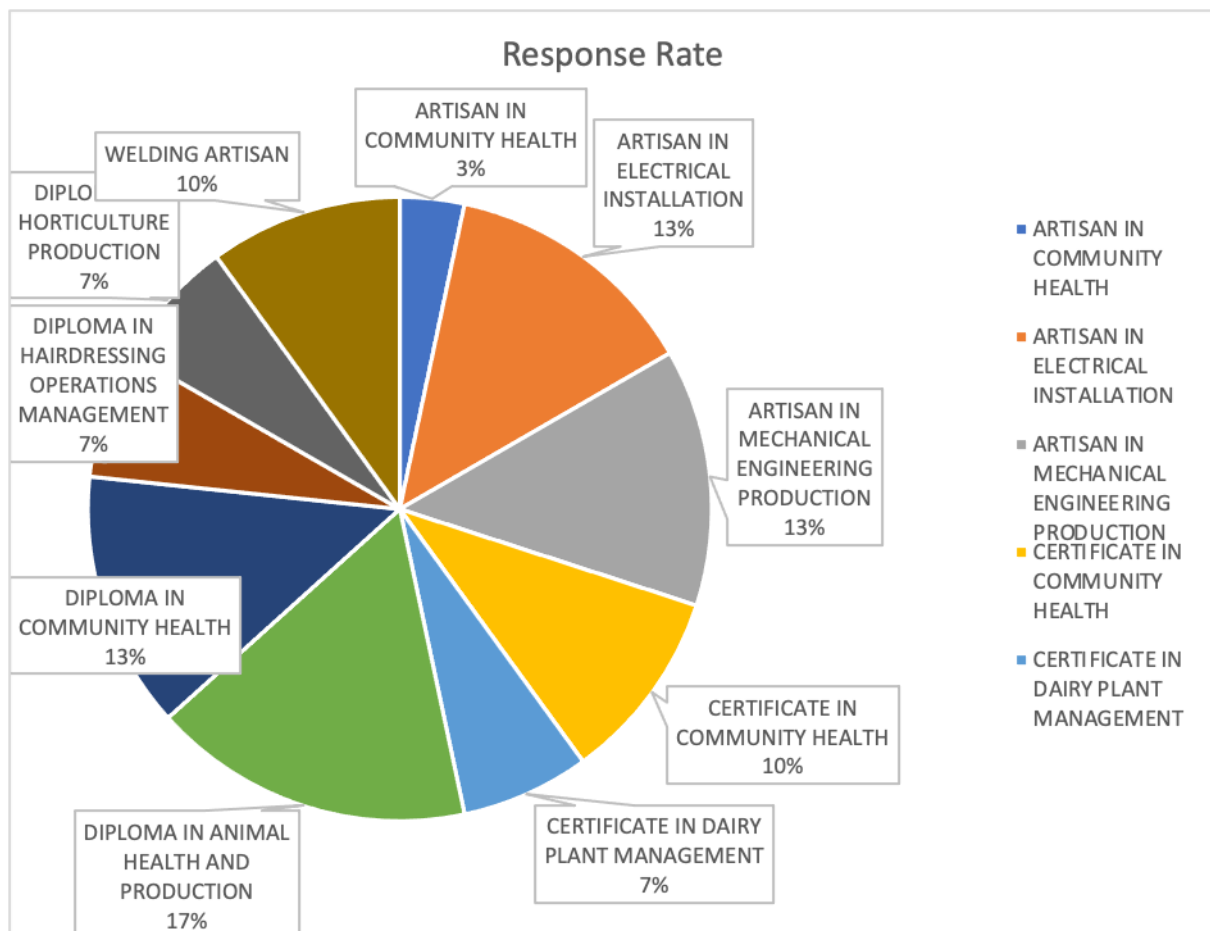
COURSES UNDER REVIEW

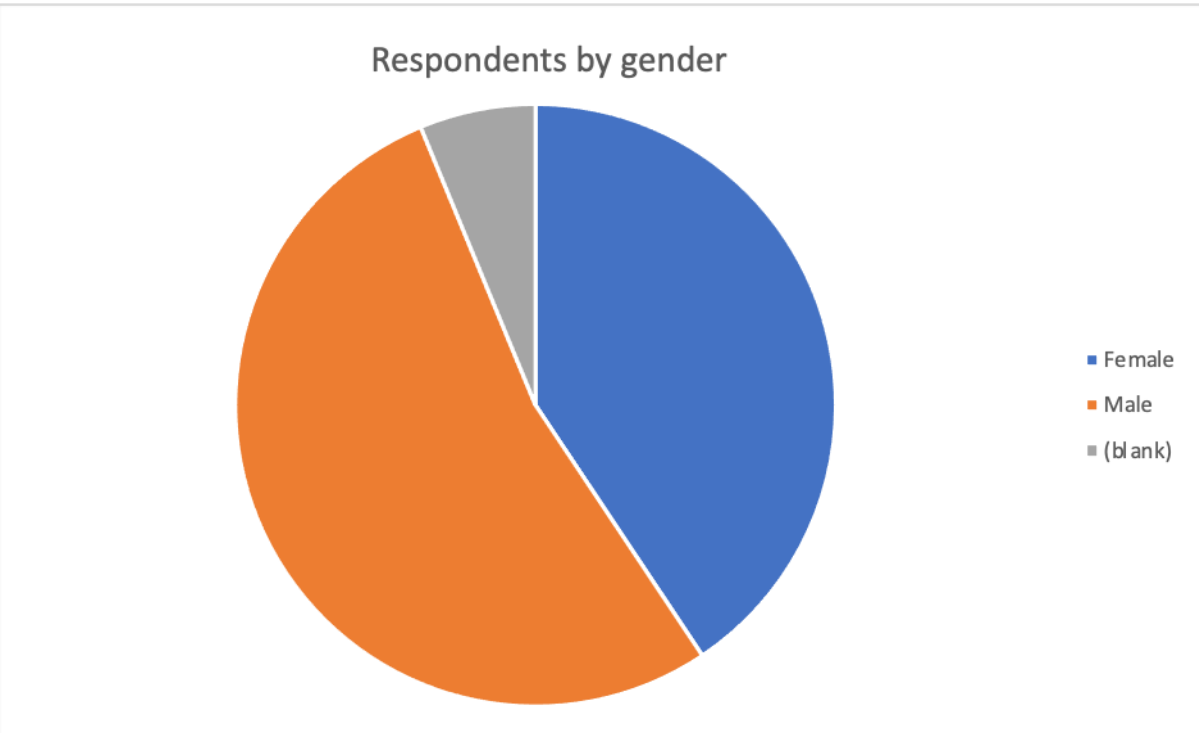
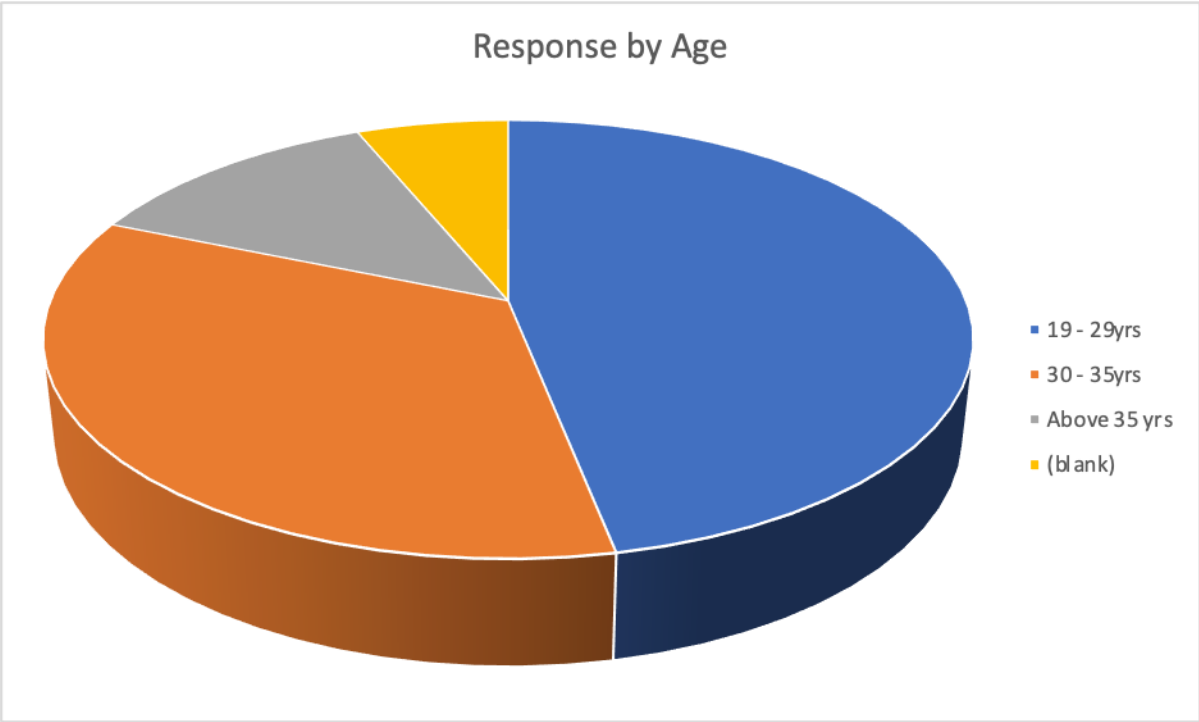
1. Artisan In Community Health
2. Artisan In Electrical Installation
3. Artisan In Mechanical Engineering Production
4. Certificate In Animal Health and Production

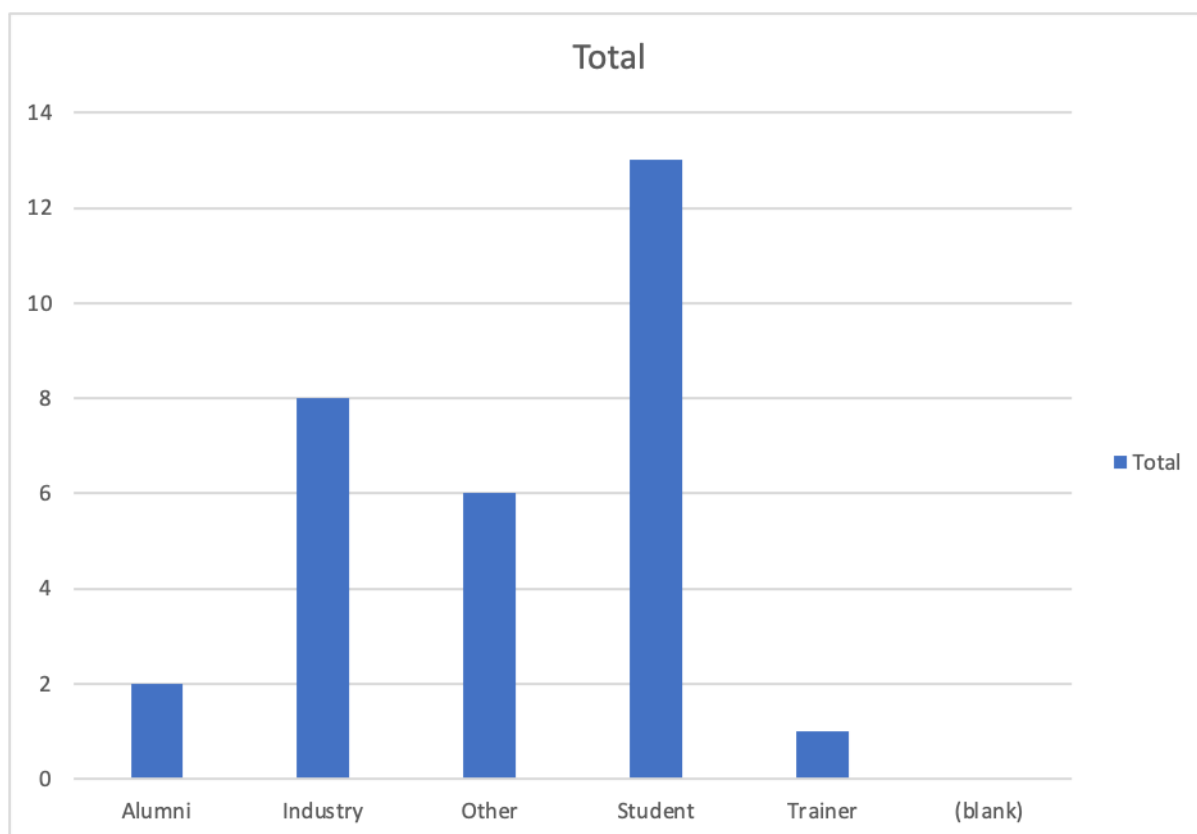
5. Certificate In Community Health
6. Certificate In Dairy Plant Management
7. Certificate In Horticulture Production
8. Diploma In Animal Health and Production
9. Diploma In Community Health
10. Diploma In Hairdressing Operations Management
11. Diploma In Horticulture Production

REVIEWED COURSES

All data collected was extracted from the database and from the submitted forms, analysed, and used to provide the recommendations captured in this document.







COURSE SPECIFIC RECOMMENDATIONS

Welding Artisan

1. The curriculum is not focusing on the core skill, but rather gives focus to so much information that should be taught at advanced levels. A learner taking up the course at this level does not need to learn too much on computer crimes, theories of entrepreneurship and many other irrelevant focus areas.
2. The learning period should be reduced to a at most 3 months for a learner who already understands the skill and 6 months for a fresh learner.
3. The course outline should only include what is relevant to the type of learner who will be enrolled for this course. The content should be as brief as possible.
4. Since this course is likely to attract people who are already in the industry but seeking certification, content delivery should be a maximum of 5 hours in a day.

Diploma In Hairdressing Operations Management

1. The trainers should focus on skills competencies during curriculum delivery, in line with the CBET spirit, to meet the market demands.

2. More focus be given to innovation. For instance, the students should be able to produce their own hair products.
3. Continuous reviewing and updating of the curriculum to incorporate new market trends.

Diploma In Community Health

1. The 12 weeks indicated for industrial attachment may not be sufficient for a student to gain experience, there is need for additional time at the industry.
2. There is need for constant consultations with the industry to ensure the current and future market trends are met.
3. The trainers should be trained to let the trainees take lead in delivery of the content and make it as interactive as possible.

Diploma In Animal Health and Production

1. There is need to consider use of predictive analytics in determining the future market trends. This will help guide both review of the curriculum and the number of students to be admitted in each intake to promote employability.

Artisan In Mechanical Engineering Production

1. More time should be allocated for industrial experience
2. To ensure skill competency, the institution might consider a partnership with the industry players and have the curriculum delivered on an on-job training kind of model for better results.

GENERAL RECOMMENDATIONS

Curriculum Delivery

1. Enable quality content delivery and consequently production of graduands who can match the current technical service needs in the society.
2. Review entry requirements to suit each course
3. The entry requirement indicated for some of the artisan courses is an E in KCSE which is equivalent to a KCPE certificate. This should come out clear to avoid locking out other potential trainees.
4. CBET courses offered at artisan and certificate levels should be left to the village polytechnics and technical training institutes. At the level of a National Polytechnic, there is need to focus more on Diploma and Higher Diploma. This is to ensure the available facilities are not overstretched with a huge population, that can otherwise be hosted elsewhere. This will also not disempower the other small institutions, whose major clients are school dropouts and KCSE E students.

5. In some of the courses, it is indicated that any other additional requirements will be determined by the Kenya National Qualifications Authority while in others it is indicated Kisii National Polytechnic. There is need for consistency.

Duration of Courses

1. There is a variance on the number of hours the different artisan courses will be covered. I am specific to artisan because the reason we have too many on-job training of youth is because they do not want to be in class for long hours. You need to consider reducing the period from the indicated 9 months to a maximum of 6 months.
2. Compress the course to specific trades and specializations so that a student focuses on and perfects on a single skill. This will make the courses ideally CBET and not just by name.
3. What duration will students who already have the skill but are just interested on the certification take? Please specify for the various courses.

Industrial Attachment

1. Because this is competency-based training, the amount of time spent at the industry should either be more or equal to the time spent in class. 300 hours at the industry out of a total of 1079 hours for artisan and 12 weeks for the Diploma is not sufficient for industrial experience. This should be reviewed to increase the number of hours spent at the industry.
2. The institution should consider a partnership with the industry to ensure the trainees get sufficient industrial experience. Currently, most trainees never get opportunities for industrial attachment.

Involvement of the Industry in Curriculum Development

1. To suit both current and future trends, the industry should be involved in curriculum development and continuous review.
2. A market demand survey for each course should be done in partnership with the industry players. This will inform the number of trainees to be taken up during each in-take to avoid producing too many skilled but unemployed trainees.
3. The institution, in consultation with the industry, should introduce more CBET courses to cover all the available technical areas with demand.

CONCLUSION

Responses were received for all the courses that were under review. Most stakeholders agreed with the content of the curriculum and centred their recommendation on the mode of delivery, industrial experience, and involvement of the industry.