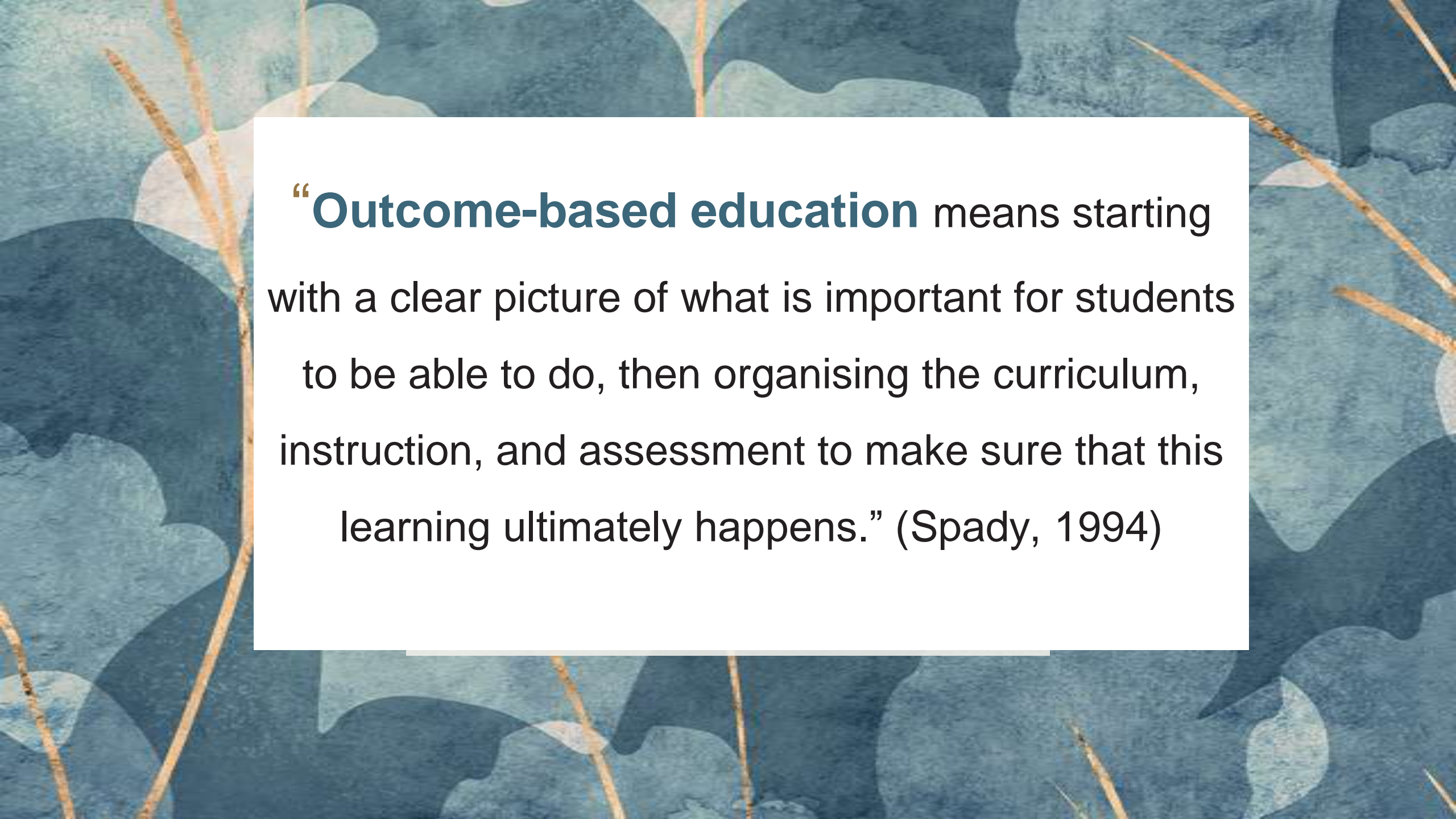


DESIGNING AN OUTCOME- BASED CURRICULUM:A PERSONAL EXPERIENCE



Professor Dr Noryati Ahmad
Faculty of Business & Management/AAGBS
Universiti Teknologi MARA
23 April 2021

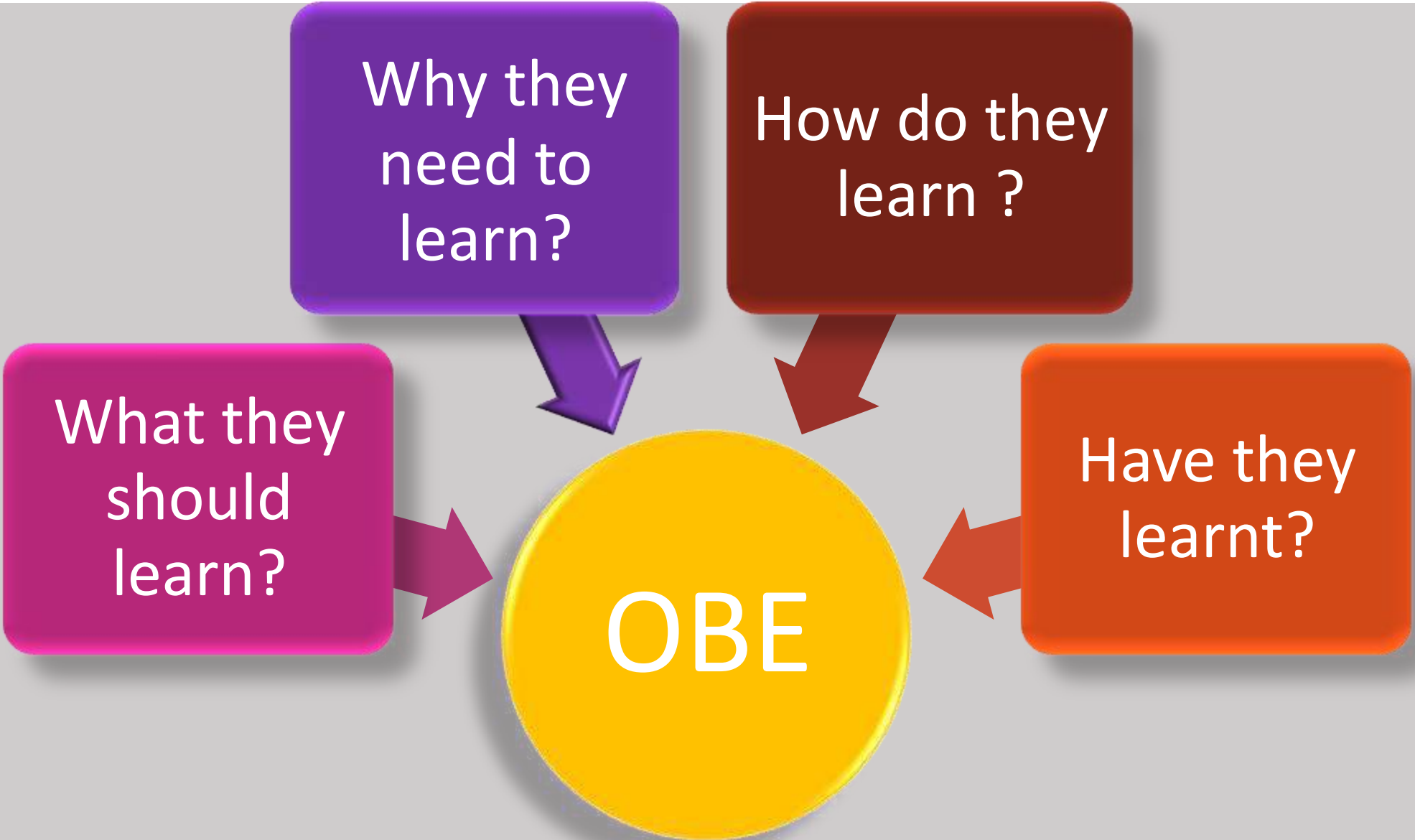


“Outcome-based education means starting with a clear picture of what is important for students to be able to do, then organising the curriculum, instruction, and assessment to make sure that this learning ultimately happens.” (Spady, 1994)

OBE VS. TRADITIONAL EDUCATION (CONTENT-BASED LEARNING)

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





“

*Designing an OBE
Curriculum*



OBE CURRICULUM PROCESS

Degree – Acquire Knowledge
Master – Apply Knowledge
PhD – Create Knowledge

NEW PROGRAMME/ CURRICULUM REVIEW

Market survey
Job Street
National HRM
Requirement
Feedback from alumni,
industry player
Benchmarking
Statistics on Labour Force
and Sector



POLICIES (NATIONAL & UNI)


MQA, MQF 2.0
Sustainable Development
Goals (SDG)
HETVET@UITM
Industrial Revolution 4.0
(IOT)
Blended Learning



PROGRAMME DEVELOPMENT & DESIGN

PEOs, PLOs, COs
Curriculum Mapping
Instructional Activities
Assessment Methods

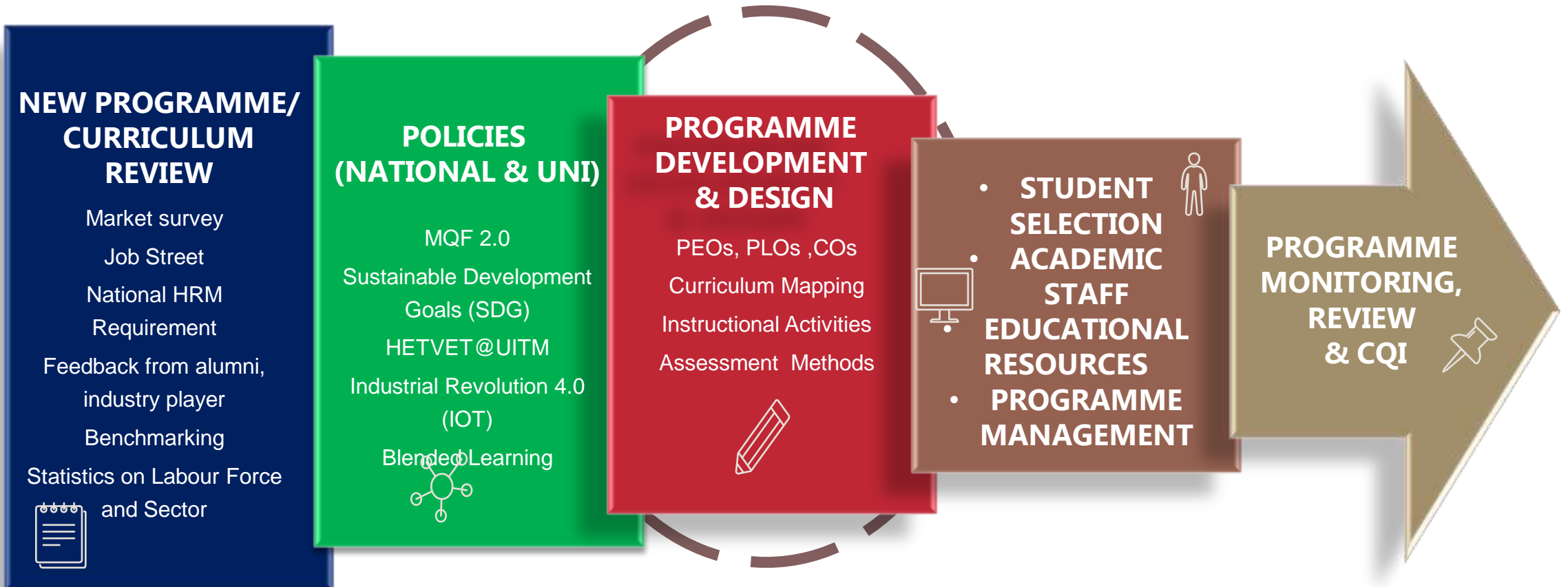


- STUDENT SELECTION 
- ACADEMIC STAFF 
- EDUCATIONAL RESOURCES
- PROGRAMME MANAGEMENT

PROGRAMME
MONITORING,
REVIEW
& CQI 

OBE CURRICULUM PROCESS

Degree – Acquire Knowledge
Master – Applied Knowledge
PhD – Create Knowledge



Outcomes Based Curriculum

Teaching and Assessment in courses taught

- Identify appropriate delivery methods -Lecture, Active Learning, Problem based learning etc .
- Assessment Methods – Tests/ Assignments/Case Study Analysis

Course Outcomes (COs)

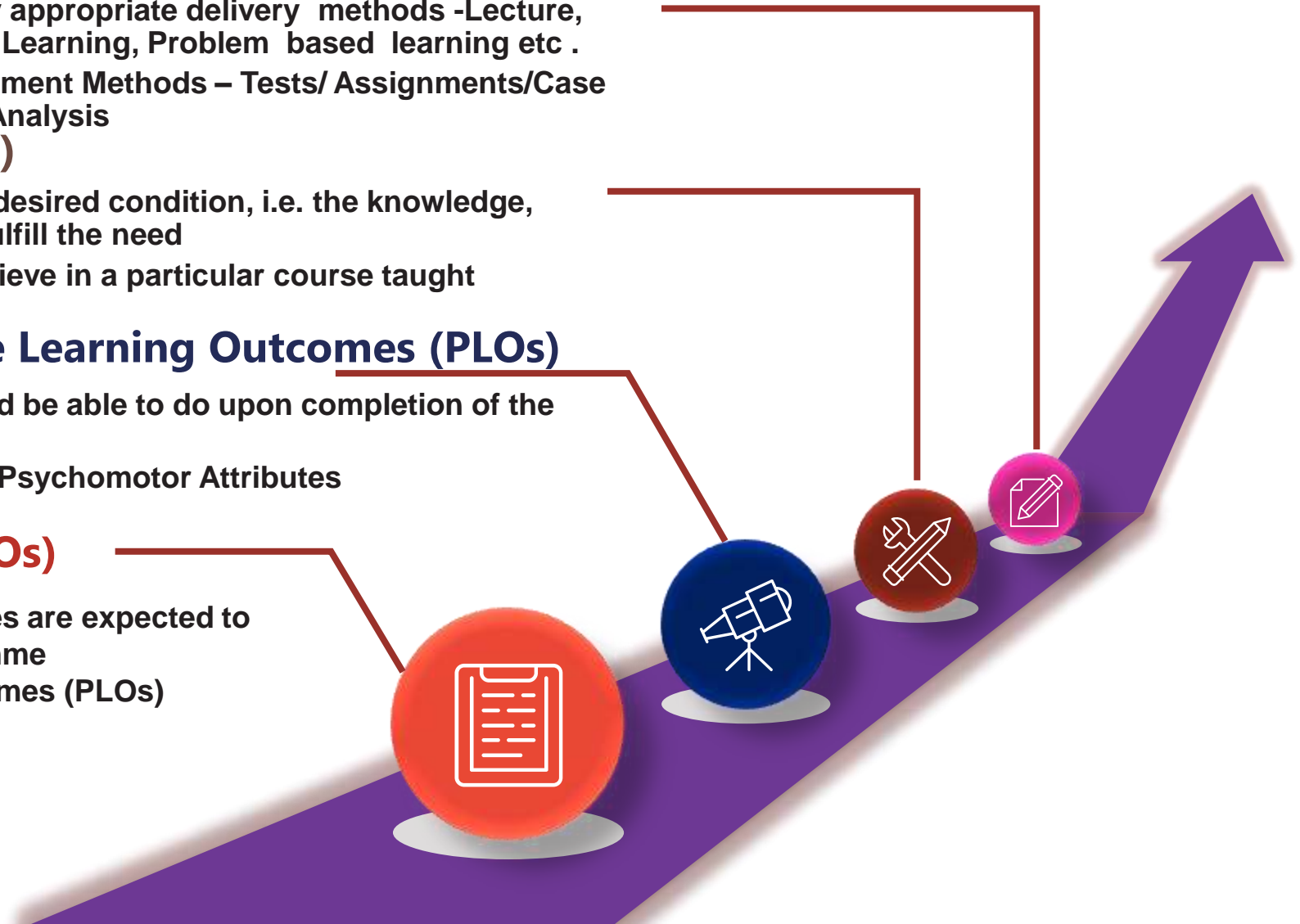
- Statements which describe a desired condition, i.e. the knowledge, skills or attitudes needed to fulfill the need
- What the students should achieve in a particular course taught

Programme Learning Outcomes (PLOs)

- What the students should be able to do upon completion of the programme
- Cognitive, Affective and Psychomotor Attributes

Ideal graduate attributes (PEOs)

- General statements about what graduates are expected to achieve upon completion of the programme
- Fewer than Programme Learning Outcomes (PLOs)



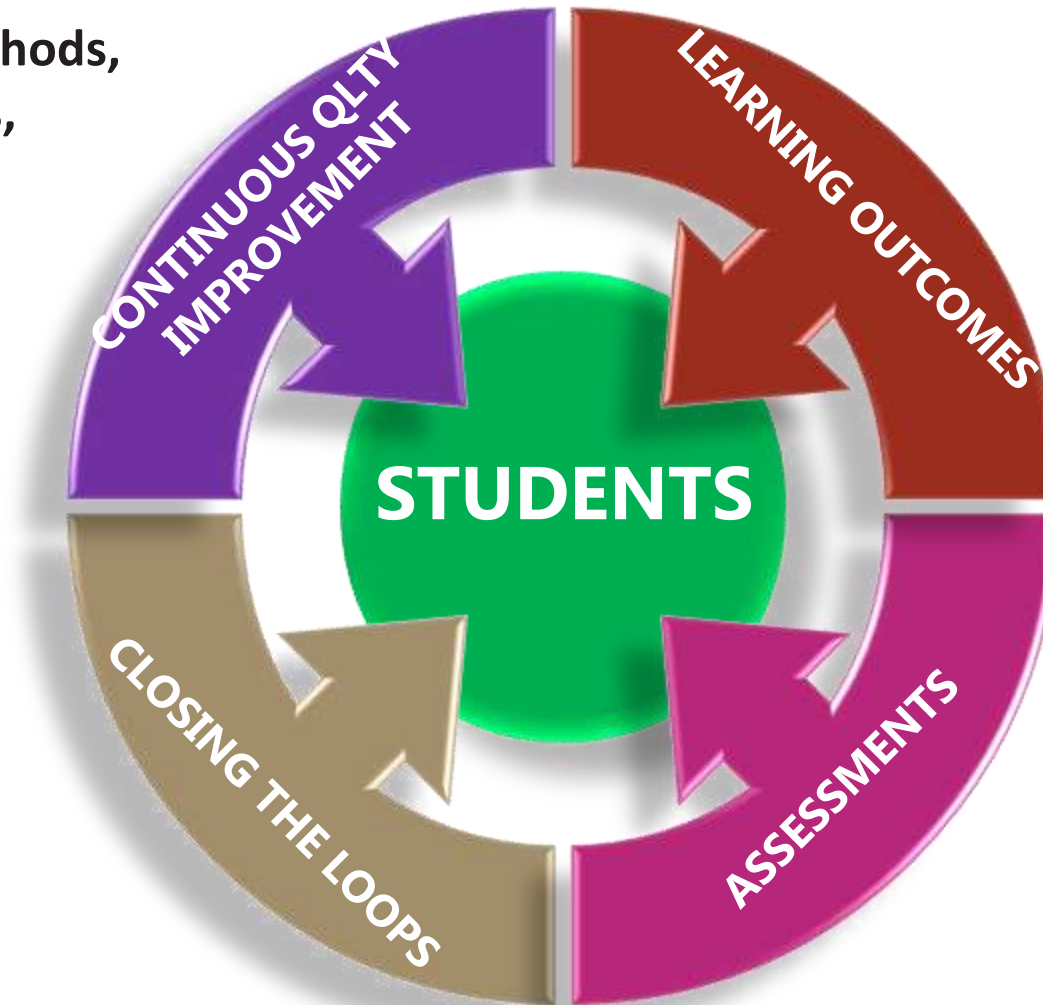
PDCA

ACT

- Change assessment methods,
- Reexamine the contents,

CHECK

- Collected data versus target (AOL)
- Check results are aligned with target achievement and make necessary improvements
- Prepare AOL Reports



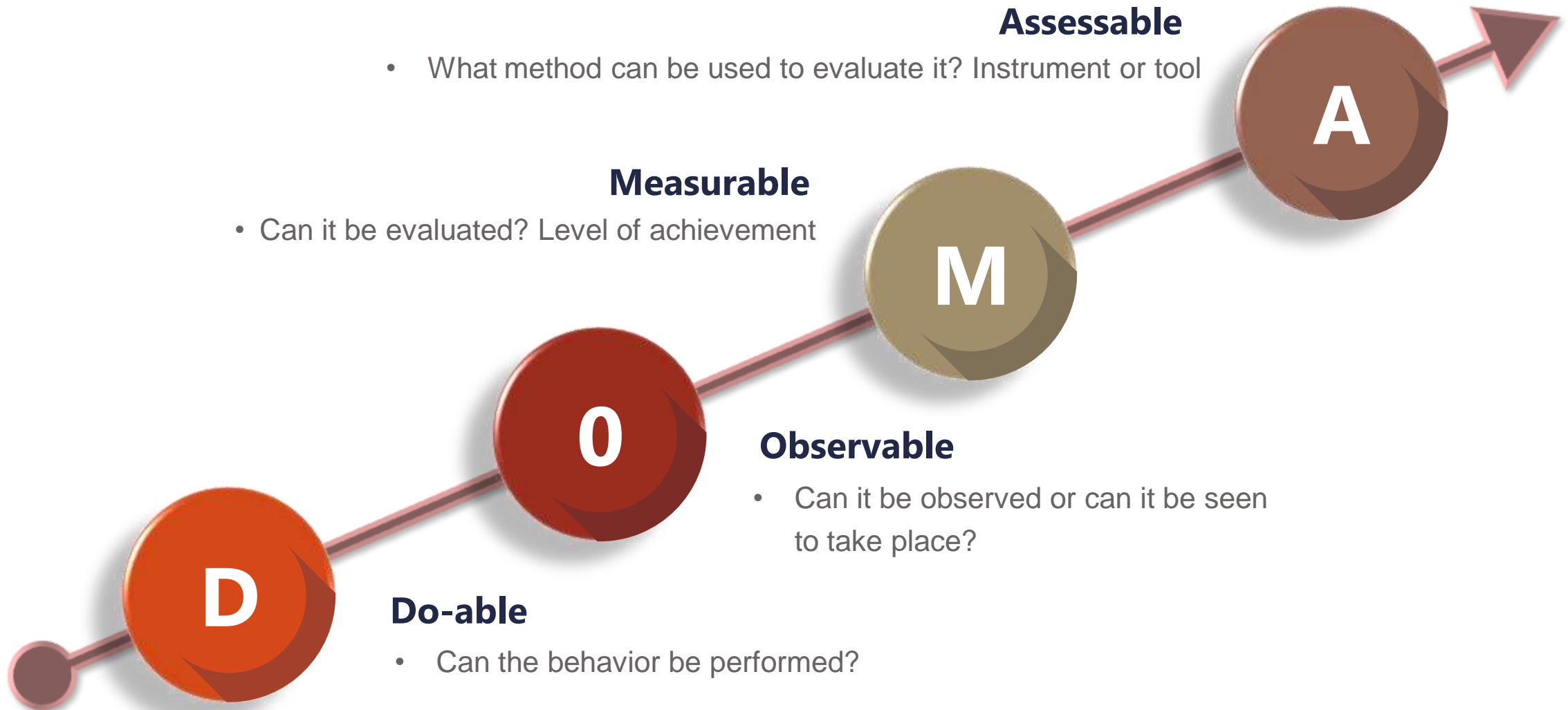
PLANNING STAGE

- PEO, PLO,CO
- Cognitive, Affective and Psychomotor Level
- Instructional Activities and Assessment Methods

DO

- Direct Measurements
- Indirect Measurements
- Instructional Approaches – Active & Cooperative Learnings, Problem-based learnings, Labs, Lecture

Characteristic of a Good Course Outcome



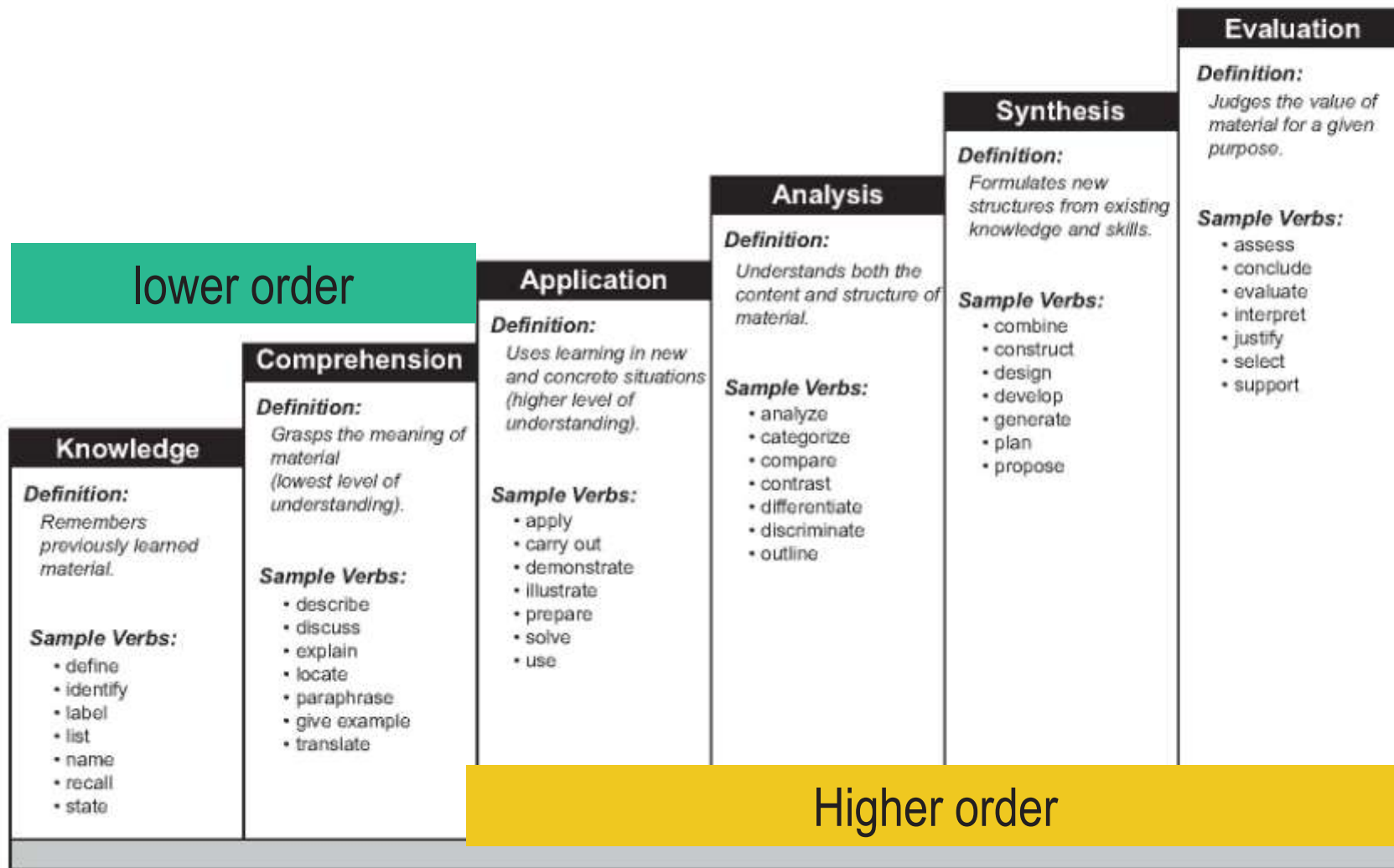
Course outcomes do not equal to Content

'Content' focus	'Outcomes' focus
What <u>topics</u> the <u>teacher</u> will <u>teach</u>	What <u>students</u> are expected to <u>accomplish</u> a) Appropriate level of understanding of knowledge (Cognitive) b) Capacity to perform (Psychomotor) c) Affective attributes (Affective)

Cognitive Domain

(thinking, knowledge)

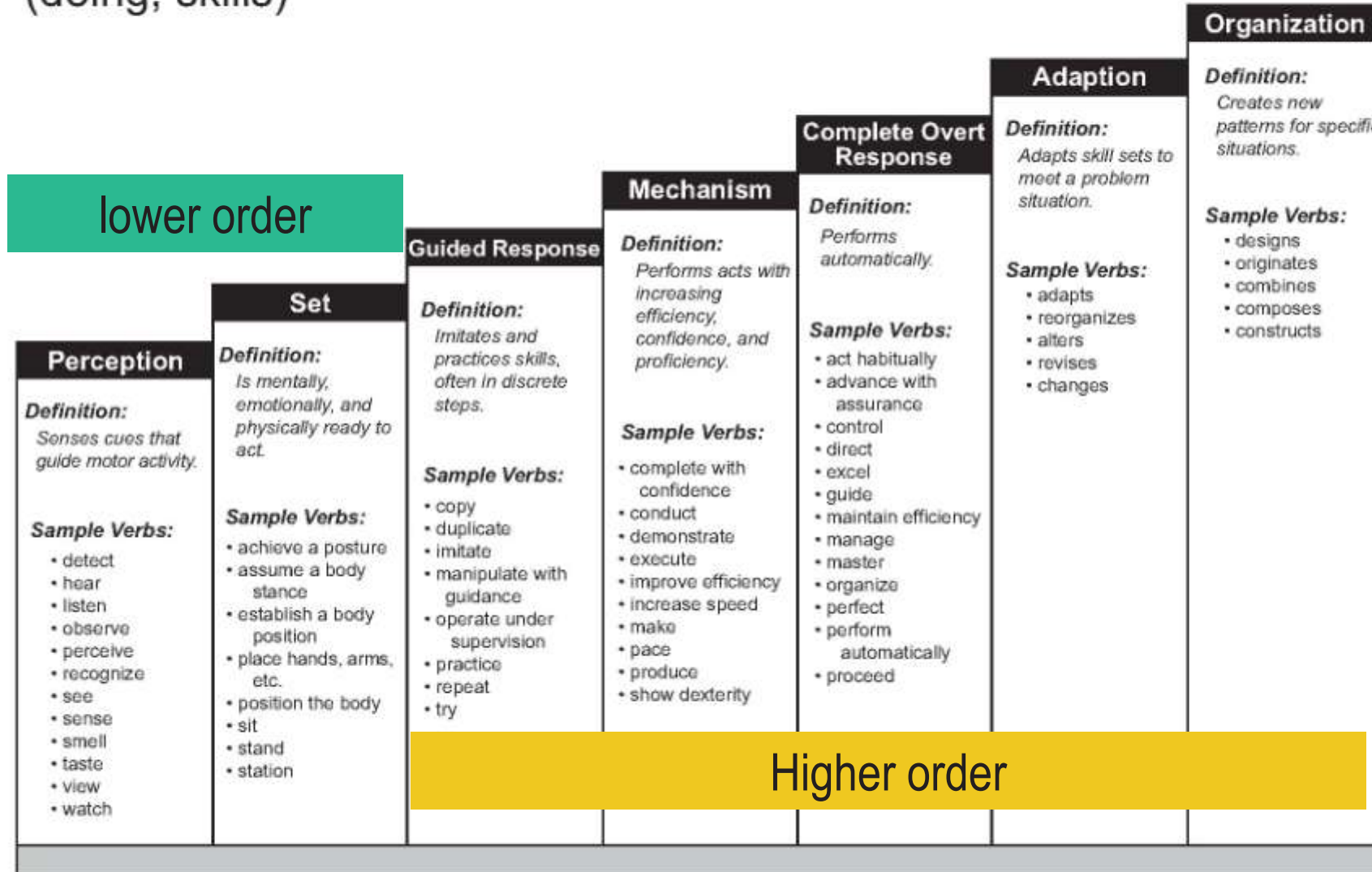
INVOLVES KNOWLEDGE AND THE DEVELOPMENT OF INTELLECTUAL SKILLS



PSYCHOMOTOR DOMAIN INCLUDES PHYSICAL MOVEMENT, COORDINATION & USE OF THE MOTOR SKILL AREAS

Psychomotor Domain

(doing, skills)



Based on "Taxonomy of Educational Objectives", B.S. Bloom Editor: 1956



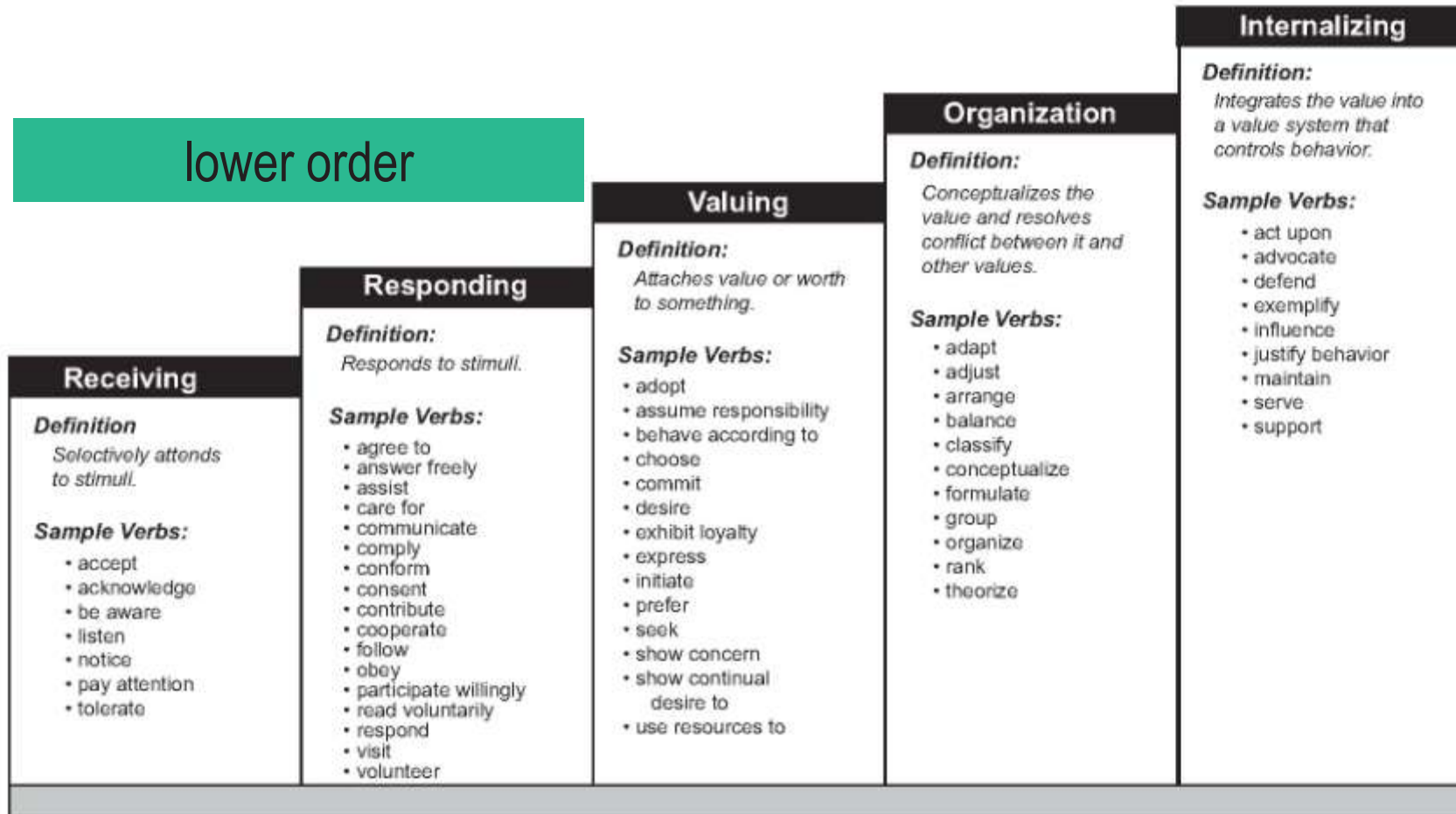
Affective Domain

(feeling, attitudes)

WITH THINGS EMOTIONALLY (e.g. FEELINGS, INTERESTS, ATTITUDES, APPRECIATION, ENTHUSIASMS, MOTIVATIONS) - THAT MIGHT RESULT FROM INSTRUCTION)

Higher order

lower order

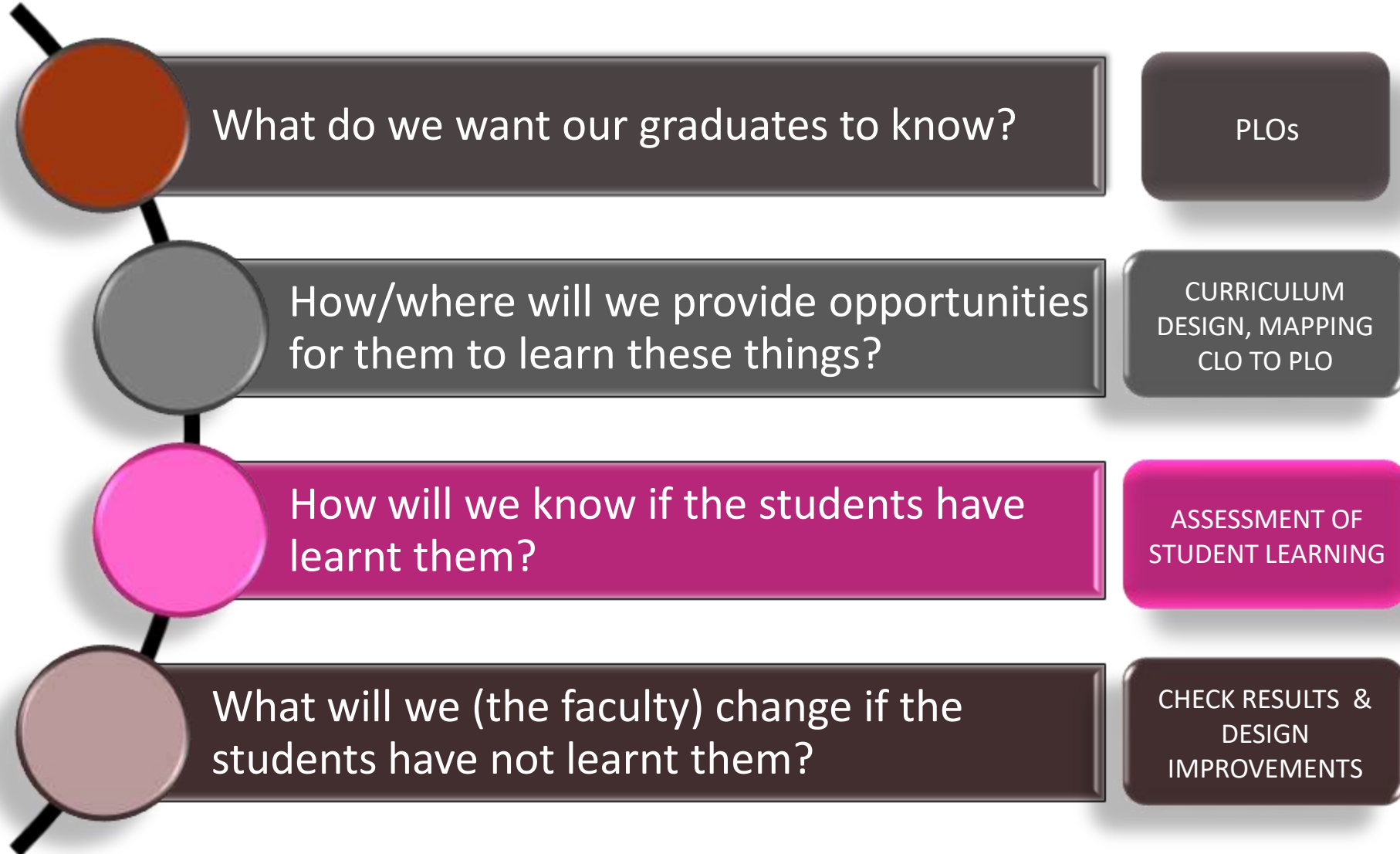


Based on "Taxonomy of Educational Objectives", B.S. Bloom Editor. 1956



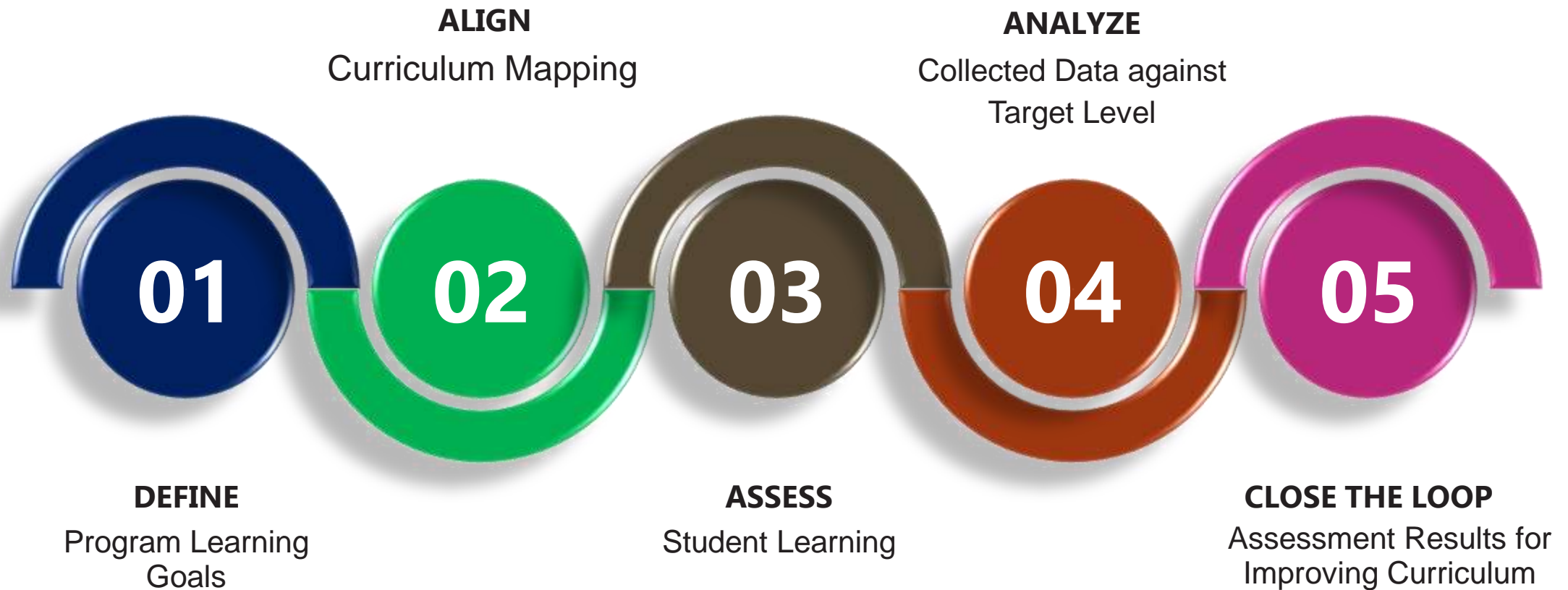
4 KEY QUESTIONS IN ASSURANCE OF LEARNING (AOL)

AOL - Ensure that intended skills are attained,
that is, what students should learn or possess
are achieved.



OBE: ASSURANCE OF LEARNING

AOL - Ensure that intended skills are attained, that is, what students should learn or possess are achieved.





**MASTER IN BUSINESS
ADMINISTRATION**

MASTER IN BUSINESS ADMINISTRATION

MQA
IMPLEMENTED OBE
EDUCATION SYSTEM
2000

1

MBA OFFERED IN 1984
HOME GROWN 1998

3

2018 CURRICULUM REVIEW TO
ADDRESS NEW FEEDBACK FROM
MQF, INDUSTRY, ALUMNI,
ACCREDITATION BODIES

5

MQA
ABEST21
AACSB
SDG, IR 4.0, EDU
5.0 etc

2

FOUR ENGINEERING FACULTIES
AND THEN ALL DIPLOMA &
UNDERGRADUATE PROGRAMMES

4

TRANSFORMED INTO
OBE CURRICULUM IN
2004

6

2021
ANOTHER
CURRICULUM REVIEW

VISION

To be a globally recognized graduate business school in shaping responsible leaders for business and society

MISSION

To connect with industry in educating responsible leaders, engage with community for the well-being of humanity and advance knowledge to create value for business and society

VALUES

Agile . Collaborative . Innovative . Responsible

Programme Aim: *Master in Business Administration programme believes that individuals can be excellent and the program aims to nurture analytical leaders through the enrichment of business practices who are able to handle challenges in the dynamic business world.*

PEO 1:	Business, Industry, Government Professionals who are knowledgeable and possess a broad understanding of business principles
PEO 2:	Business, Industry, Government Professionals who integrate values, attitudes and professionalism in engaging with society and well-being
PEO 3:	Business, Industry, Government Professionals who exhibit leadership qualities through effective communication and problem solving skills
PEO 4:	Business, Industry, Government Professionals who continuously innovate in lifelong learning through entrepreneurial and managerial skills

PLO1	Comprehend the concept and nature of business principles
PLO2	Demonstrate practical skills related to local and business industry
PLO3	Display social discourse skills to business environment and industry
PLO4	Display values, attitudes and professionalism
PLO5	Perform effective communication and leadership skills within diverse team members
PLO6	Provide appropriate solutions in decision-making
PLO7	Integrate appropriate information management and lifelong learning skills
PLO8	Demonstrate managerial and/or entrepreneurial skills

	COURSES	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8
SEM 1	ACC720	1.1a	2.1a,b				6.1a		
	ECO745		2.1a				6.2a		8.1a
	MGT783				4.1a	5.3a	6.1a		
	MGT782	1.1b	2.1b				6.2a		
	MKT761					5.3a	6.2a		8.2a
SEM 2	ABP791				4.1a	5.2a	6.1a		
	FIN745				4.1b	5.1a, 5.2a	6.2b		
	OPM770				4.1b	5.1a, 5.2a	6.2a		
	BRM707	1.1a,b				5.3a		7.1a	
SEM 3	ABP792			3.1b		5.2a		7.1b	
	MGT790					5.1a,5.2a	6.2b		8.1a
	MGT786		2.1a	3.1a,b			6.2b		
ELECTIVE 1									
SEM 2	MGT784				4.1a		6.2a	7.1a	
	MGT785				4.1b		6.1a	7.1b	
	FIN767				4.1a		6.2a	7.1b	
	IFE705				4.1b		6.1a	7.1b	
ELECTIVE 2									
SEM 3	MGT787		2.1a			5.3a	6.1a		
	FIN767		2.1a			5.1a,5.2a	6.2b		
	MKT787		2.1a			5.3a	6.1a		
	IFE750		2.1b			5.2a	6.2b		

	1 PLO is introduced for exploratory - Early stage exposure to established the intended skills/traits
	2 PLO is assessed but not covered extensively - 50% of the class size is able to acquire the intended skills/traits
	3 PLO is assessed accordingly - Fully evaluate and appraise the intended skills/traits (Unsatisfactory not exceeded 25%)

Courses	No.	Course Learning Outcomes	PLO 1	PLO 2	PLO 3	PL O4	PLO 5	PLO 6	PLO 7	PLO 8	ASSESSMENT METHODS	ASSESSMENT TOOLS
ACC720 Managerial Accounting	1	Explain the various types of costs on business activities	1.1a								Midterm test (10%)	Midterm exam questions (JSU)
	2	Apply business related tool and skills in accounting techniques to accumulate data for management decision making		2.1a ,b							Group Case Study 1 (25%), Group Case Study 2(20%), Individual Report (15%)	Rubrics
	3	Explain the outcomes obtained from the techniques applied for planning, controlling and decision-making purposes						6.1a			Final Assessment (30%)	Final Assessment Exam Question (JSU)
ECO745 Economics for Business Decisions	1	Explain managerial economics theories that are relevant for local and glocal industries		2.1a							Individual Assignment (30%)	Rubrics
	2	Evaluate mathematical and statistical tools for managerial and business decision making						6.2a			Mid term (10%) and Final Assessment (30%)	JSU
	3	Integrate managerial skills through using both microeconomics and macroeconomics concept and theories to aid decision-making in business environment								8.1a	Group project and presentation (30%)	Rubrics

Accreditation Body	Area/Standard
MQA	AREA 1: PROGRAMME DEVELOPMENT & DELIVERY AREA 2: ASSESSMENT OF STUDENT LEARNING AREA 3: PROGRAMME MONITORING , REVIEW AND CQI
ABEST21	CHAPTER 2: EDUCATIONAL PROGRAM, STANDARD 5 –LEARNING GOALS STANDARD 8 – MEASURE TO IMPROVE EDUCATIONAL QUALITY
AACSB	STANDARD 8 : ASSURANCE OF LEARNING

Target Programme Learning Achievement

Achievement	Percentage	Grade
Highly satisfactory	80% above	A or above
Satisfactory	65% and 79%	B to A-
Unsatisfactory	0 – 64%	F

Assessment Cycle and Timeline for MBA

PROGRAM	MAC 20192	SEPT 20194	MAC 20202	SEPT 20204	MAC 20212	SEPT 20214
MBA	/	/	/	/	/	/
MIBF	/	/	/	/	/	/
DBA	/	/	/	/	/	/
PhD MM*		/	/	/	/	/
Date	20-21 August 2019	13-14 February 2020	Oct 2020	April 2021		

BENEFITS OF OBE EDUCATION SYSTEM

Establish public confidence in academic standards

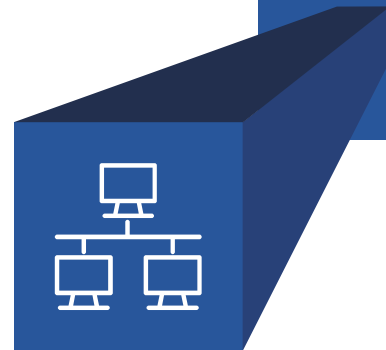


Meeting the expectation of employers



Credit Transfer System

Incorporating the concept of life long learning



Recognition & Accreditation



MATURITY LEVEL OF OBE PROCESS & SYSTEM

FACULTY KNOWLEDGE

- Understand the language of OBE
- PEO, PLO, CO, AOL, CQI

01

02

FACULTY PARTICIPATION

- Recognize the need and importance of OBE
- Formation of Committee/Group responsible for development of documents and AOL system

OBE

ORGANIZATIONAL CULTURE

- Support and involvement from top management and Faculty member
- Resistance declines
- See it as valuable process for continuous improvement
- Faculty generate new ideas, share assessment and teaching innovations

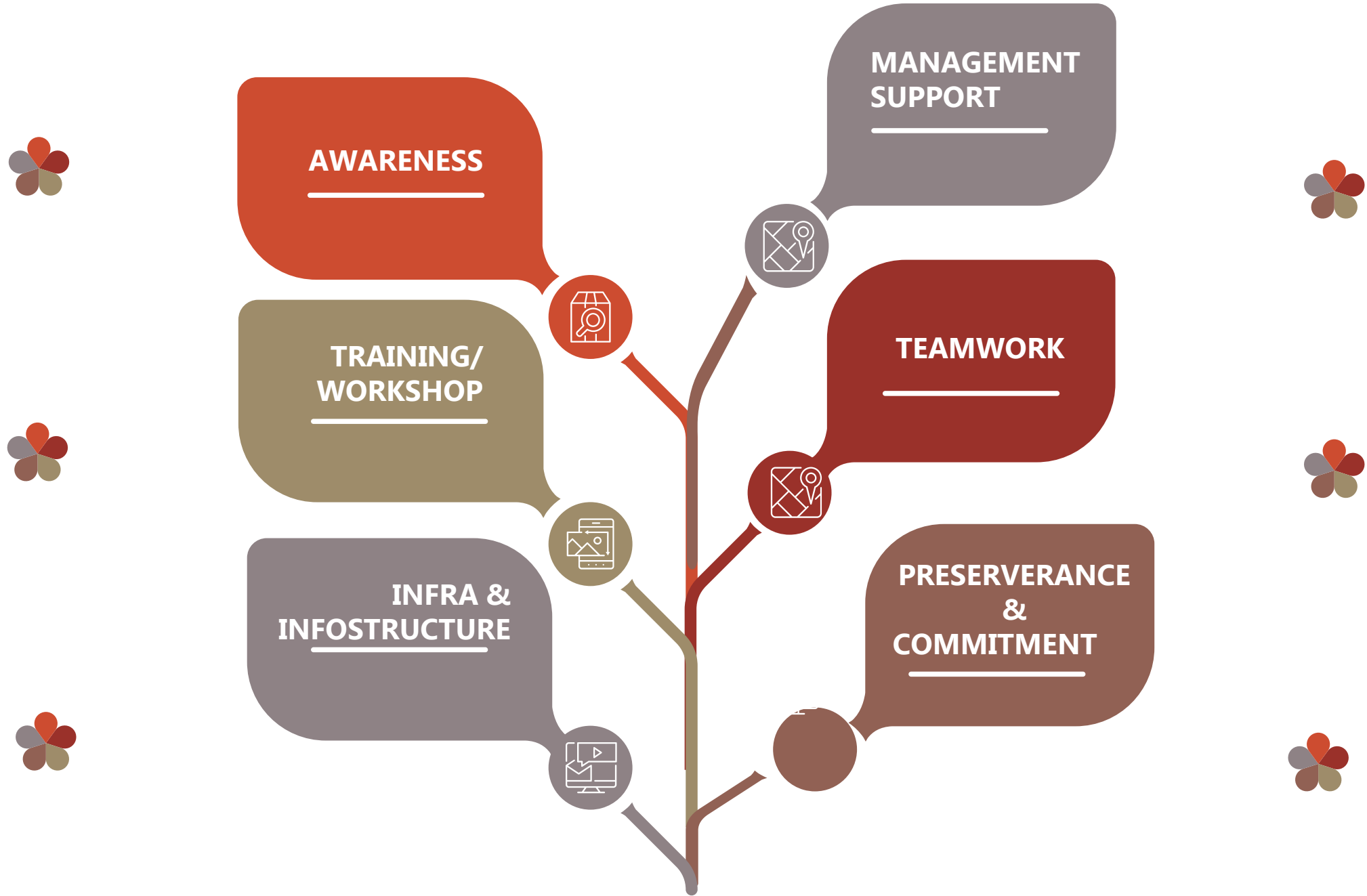
04

03

RESOURCES DEDICATED TO OBE

- Monetary
- Non-Monetary Commitments

SUCCESSFUL IMPLEMENTATION OF OBE SYSTEM





THANK YOU FOR YOUR ATTENTION

Any questions?

You can find me at:
noryatia@uitm.edu.my

