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KOLEGJI - COLLEGE
BIZNESI
Prishtinë

***MANUAL FOR THE REVIEW,
AMENDMENT AND DEVELOPMENT OF
THE STUDY PROGRAM***

2022

INTRODUCTION

The purpose of this guide is to provide general guidance to academic staff as they begin to develop or revise curriculum. The document provides an overview of the process of revising, amending or developing curriculum and suggests a series of steps to follow in creating curriculum documents.

Background

The curriculum review, amendment, or development guide is a structured document that includes the goals, objectives, learning experiences, learning resources, and assessments that will make up the curriculum. Moreover, it represents an articulation of what **students should know and be able to do** and supports teachers to know **how to achieve these goals**.

Therefore, the guide is a tool to help plan and implement a high-quality study program. So that, it:

- establishes a clear philosophy and set of overarching goals that guide the entire program and decisions affecting every aspect of the program;
- establishes sequences within and between levels of study and ensures a coherent and articulated progression from level to level;
- describes the basic framework for what needs to be done, how it needs to be done, when it needs to be done and how to know if it has been achieved;
- allows flexibility and encourages experimentation and innovation within an overall structure;
- promotes interdisciplinary approaches and when appropriate the integration of curricula;
- suggests methods for evaluating the achievement of program goals and objectives;
- provides a means for its continuous review and improvement; and
- provides direction for the procurement of human, material and financial resources for the implementation of the study program.

The formulation of such a guideline for the institution's curricula should not be seen as the culmination of the curriculum development process, but rather as an essential step in the ongoing curriculum development and implementation process. Therefore, one should take into account the fact that no guide will be perfect and no guide will ever be a finished and ready product. And yet, no guide will be free from criticism. However, to be effective, a guideline must be accepted by teachers and must be considered educationally valid by the community of the institution at large. This acceptance will be much easier to achieve when the curriculum guide is:

- consistent with what is known about student development;
- in accordance with the general philosophy of the education system in the country;
- based on clear beliefs about teaching and learning;

- representative learning activities to meet the needs of students with different abilities and needs;
- easy to use by all teachers;
- filled with samples, examples and suggested resources;
- developed collaboratively by a broad-based committee of academics and other stakeholders; and
- related to the goals of teacher evaluation and their professional development.

Generating new study program development ideas

In the process of developing a new study program (curriculum) there is a time limit and usually this process starts with an idea, which can come from various sources, including but not limited to these sources:

- Teachers;
- Market needs (Stakeholders/industry needs, Economic reports, Market trends based on identified gaps);
- Council of the Study Program;
- Feedback from graduates and Alumni;
- Strategic documents of the College (Strategic Plan) and similar.

Regardless of the source of the idea for the new program, for the process to officially begin, the Vice-Dean for Education must document the idea and present it on the agenda to the Deans for discussion and decision-making at their meeting for a proposal at HTSC.

- a. If the proposal is approved, it is submitted to the Dean, who puts it on the agenda at the HTSC meeting for discussion and approval.
- b. If not approved, the PDA responsible for the submission will consider actionable comments from the HTSC team meeting, which may include discontinuing the idea. Ideas may also be discontinued due to potential risks of impact (negative impact) on existing programs, insufficient capacity of the institution, lack of capital support or investment to support new ideas moving forward, potential for competition with existing programs.

The new study program proposal is **submitted to Board of Directors for approval**. The proposal is first examined by the Committee for strategic, educational and quality issues that is within the Board and the Committee's decision is voted and approved or not by the Governing Board. The decision on the approval/disapproval by the Board is approved as an item on the Agenda in the HTSC. If the creation of the new program is approved, then the **Commission for Curriculum Review, Amendment and Development** begins the process of developing the new Study Program.

Curriculum development process

Developing an effective curriculum guide is a multi-step, continuous and cyclical process. The process begins with evaluating the existing program, then designing an improved program, implementing a new program, and again evaluating the revised program.

Biznesi College conducts this process in a planned and systematic manner that includes the eleven components listed in Table 1. Each of these components is addressed in the following sections.

Table 1: Components of an effective curriculum development process

- A. Planning:
 - 1. Meeting of Committee for revision, amendment and development of curricula
 - 2. Identifying key issues and trends in the specific content area
 - 3. Assessment of needs and issues
- B. Articulation and development:
 - 4. Articulating the Program Philosophy
 - 5. Determining the goals of the program, at the level of and subjects
 - 6. Development and ranking of program and subject level objectives
 - 7. Identifying resources to help implement the program
 - 8. Developing and/or identifying assessment tools and instruments to measure student progress
- C. Implementation:
 - 9. Implementation of the New Program
- D. Evaluation:
 - 10. Updating the Program
 - 11. Determining the program success

A. PLANNING

1. Meeting of Committee for revision, amendment and development of curricula

The committee that is the driving force for curriculum change and the long-term process of curriculum implementation is mainly composed of **teachers** representing the institution, **members of the external community and students**. It is very important that the committee is led by an effective, knowledgeable and respected chairman and that it includes knowledgeable and dedicated members who gradually become de facto "experts" during the development and implementation phases of the process of curriculum development.

2. Identifying key issues and trends at home and abroad.

The first step in any curriculum development process involves analysis and research that examines the latest issues and trends in the discipline, both at home and abroad. This research helps the Committee on Curriculum Review, Amendment, and Development in identifying key issues and trends that will support the assessment of needs to be met and the philosophy to be developed.

Research should usually begin with the committee's reading and discussion of specific substantive reports and content from past curricula. Committee members should review what is currently taught in the curriculum. They should review local and international standards in this discipline. Committee members should also be equipped with the latest outcomes set out in the Kosovo National Qualifications Framework and the European Qualifications Framework and be familiar with the guidance materials and assessments that are in use throughout the programme. In addition, the committee should become familiar with new instructional materials available—especially those that may eventually be adopted to help in implementing the new curriculum. Committee members should also broaden their perspective and gather information by visiting other educational systems at home or abroad that are recognized leaders in higher education. As a result of this process, committee members should identify many of the following issues and trends that will need to be addressed as the curriculum development process moves forward:

- meeting the needs of all students;
- learning theory and other findings of cognitive psychology how students learn;
- what defines development readiness or development suitability;
- current expectations in the relevant field;
- knowledge and readiness for change on the part of teachers;
- availability of resources;
- the role and availability of information resources and technology;
- planning issues;
- assessment methods and goals; and
- professional development.

3. Assessment of needs and issues.

Curriculum development should be seen as a process through which meeting student needs leads to improved student learning. Regardless of the theory or model followed, curriculum developers should gather as much information as possible. This information should include the desired outcomes or expectations of a high-quality program, the role of assessment, the current status of student achievement, and the current content of the study program. The information should also take into account the concerns and attitudes of teachers, administrators, employers and students.

Analysis and validation of data sources provides different sources of information, which will make the evidence more reliable. So who are the stakeholders that should be considered to collect the information?

- | | |
|-------------------------------------|------------------------------|
| 1. Graduate students (all years) | 1. Employers |
| 2. Teaching assistants | 2. Teachers |
| 3. Graduated students | 3. Administration staff |
| 4. Alumni | 4. Professional Associations |
| 5. Colleagues from similar programs | 5. Others |

Data should include sample assessments, teacher lectures, assignments, scores on state standardized tests, textbooks currently in use, student perceptions, and feedback from employers. Equipped with a common set of understandings arising from the identification of issues and trends, the Committee for Curriculum Review, Amendment and Development is able to conduct a needs assessment to better determine the perceptions, concerns and desires of each of the stakeholders interested in the process. By carefully examining this data, key issues can be uncovered that should influence curriculum design. For instance:

- teachers may be dissatisfied with old content and techniques in light of recent research;
- Exam results may be declining or lower than expected in some or all relevant areas;
- teachers may not have materials or may not know how to use materials to improve understanding;
- teachers may want to use technology more to improve teaching and learning;
- teachers and others may wish to relate program content more closely to contemporary problems and issues;
- teachers can look for ways to increase the amount of interdisciplinary work in which students are engaged;
- students can express needs for diverse and enriched curriculum opportunities;
- employers and others may have concerns about curriculum implementation.

Whatever the particular circumstances, an effective curriculum development process must usually include a structured needs assessment to gather information and guide the curriculum development process. Information typically collected through surveys, structured discussions, and test data most commonly includes:

- curriculum analyses that help current teachers identify strengths, weaknesses, gaps and/or problems;
- examples of lectures that illustrate the implementation of the curriculum;
- examples of assessments that illustrate curriculum implementation;

- identifying what teachers at each level of study perceive as the most serious issues within the curriculum;
- detailed analysis of local and international exam data for study levels and final subject exam results;
- suggestions for amendment and improvement generated from meetings with teachers, demonstration assistants, tutors and administrators; and
- concerns and expectations of other community members about the program gathered through surveys and interviews.

The data gathered from the needs assessment together with information obtained from research and various other sources becomes the basis on which the entire written curriculum is then built - from goal setting to assessment.

B. ARTICULATION AND DEVELOPMENT

4. Articulation of the philosophy of the Study Program.

The fundamental questions that guide the overarching philosophy of the study program are:

- Why study (specific discipline)?
- On what guiding principles is the study program built?
- What are the core beliefs about teaching and learning in (specific discipline)?
- What are the essential questions?
- How will assessment be used to improve the program and student learning?

As such, the program's philosophy provides a unifying framework that justifies and guides discipline-based learning. After studying curriculum trends and evaluating the current curriculum, curriculum developers should be ready to construct a draft philosophy that guides the curriculum. Such a philosophy or set of beliefs should be more than simply stating "what we think should happen", but rather "what the curriculum is actually trying to reflect".

An effective program philosophy statement contains the following elements:

1. The accuracy
 - Philosophy represents claims that are supportable.
 - Philosophy emphasizes an appropriate educational case for the role of the (specific discipline) in the curriculum and its importance in education for all students.
2. Connection
 - The philosophy of the program is in line with the education philosophy of the country.
 - The philosophy provides a sound basis for program goals and objectives.

- The teachers in the country are committed to every belief described in the philosophy.
3. Width and Depth
 - The philosophy is consistent with good pedagogical practices.
 - Philosophy provides a clear and compelling justification for the program of study.
 4. Usefulness
 - Philosophy is written in clear language and understandable by all interested parties of the institution.

5. Determining the goals of the study program, the level of study and the subject.

The purpose of the curriculum philosophy is to describe what is believed to be achieved and to inform the teaching process. The curriculum guide defines program goals, level of study, and subject goals that address key cognitive and effective content expectations for the program.

The effective set of program goals has the following characteristics:

- Each goal is broadly conceived to ensure continuous student development.
- Each goal flows logically from the philosophy of the specific discipline, and the connection is clear.
- Each goal stems from a country's educational goal, and the connection is clear.
- The aims are comprehensive enough to provide the basis for a quality program for all students at all places on the learning continuum.
- The goals include each of the outcomes suggested by the study program philosophy.
- Every goal is real.
- There is a manageable number of goals (usually between 4-8).
- Each goal lends itself to the development of one or more objectives.

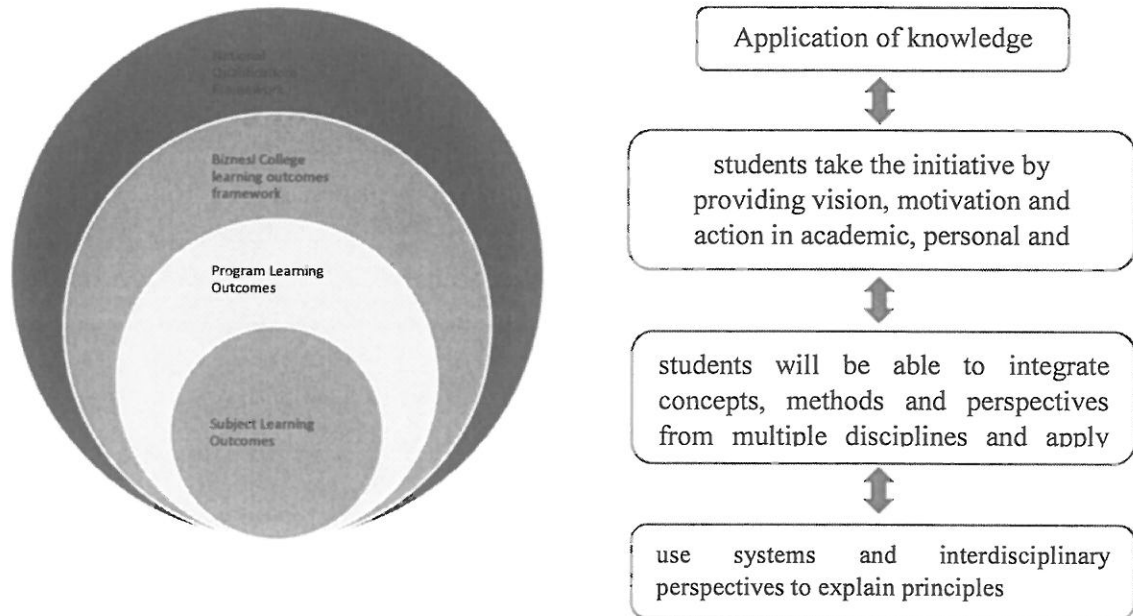
6. Development and ranking of program and subject level objectives

If the philosophy and goals of a curriculum represent the guiding principles of the curriculum, then program and subject-level objectives represent the essence of the curriculum. Specific program and course level objectives include clear expectations of what each student is expected to know and be able to do and how they will be measured. The committee must consider several key questions to identify, select, write and rank the objectives:

- Is the objective measurable and how will it be measured?
- Is the objective specific enough to give the reader a clear understanding of what the student should be able to do, without being so detailed as to make the statement cumbersome or the objective irrelevant?
- Is the objective compatible with the goals and philosophy of the program and the real and emerging needs of the students?

- Is the objective realistic and achievable by the students?
- Are the appropriate materials and other resources available to make the objective achievable?

Alignment of program outcomes and course outcomes



The subject learning outcomes describe the subject-specific knowledge, skills and abilities that a student should be able to demonstrate as a result of their experience of the subject. At the program level, subjects should be organized to form an integrated and coherent curriculum based on the intended learning outcomes of the subject. Therefore, each program of study should articulate how the program of study addresses each of the program-level expectations.

7. Writing effective learning outcomes and Bloom's taxonomy

Learning outcomes are direct statements that describe the knowledge, skills, and abilities that students are expected to reliably demonstrate after a learning experience. Answering the following questions will help in identifying and refining learning outcomes. This process can be repeated to review both subject learning outcomes and program learning outcomes, while bearing in mind the College's learning outcomes framework and study level expectations (according to the NQF).

Learning outcomes describe learning that is substantial and sustainable; lesson learning that really matters long-term and what students need to know after they've forgotten the details of the subject. **Learning** it can be described either in the future tense - to be achieved for a new course or

programme, or in the past tense - learning that has been achieved for accreditation or academic review processes (Gosling & Moon, 2002).

In its simplest expression, a learning outcome consists of a straightforward statement that often begins with:

"Successful students will be able" to which an action verb is added that indicates the level of learning that is intended plus a statement that provides the disciplinary context and identifies what the student will be able to do as a result of the amendment. This also applies to subject and program learning outcomes, although subject learning outcomes are more specific.

6. What knowledge and skills do we want students to demonstrate?
7. How will learning outcomes be shared with students?
8. How will it be understood that students have achieved these results?
9. What learning experiences will be created to help students achieve these outcomes?
10. Learning outcomes need to be SMART:
 - a. (S) Specific (show exactly what is desired to be achieved (who, what, where, why)
 - b. (M) Measurable (demonstrate and assess the extent to which the goal has been achieved)
 - c. (A) Attainable (goals that are challenging and within the ability to achieve results. What is an action-oriented verb?
 - d. (R) Realistic (How is the goal related to the main responsibilities. How it aligns with the objectives)
 - e. (T) Time-bound (set one or more target dates, the phrase "by" to direct goals to successful and timely completion (include deadlines, dates, and frequencies).

Bloom's Taxonomy. Within each of the domains, Bloom's Taxonomy¹ of the cognitive domain describes an increasing order of levels of complexity in thinking and learning. The taxonomy is hierarchical, and for students to reach the higher stages of the order, they must first perform at the lower levels. For example, for students to apply knowledge, they must first understand it. The diagram above provides a list of verbs and student activities to describe learning at different levels – this can be a useful paradigm in articulating learning outcomes. Each of the taxonomies is explained bellow:

- **To remember:** The student demonstrates memory of knowledge and material through the ability to recall and identify basic facts and concepts.
- **Understanding:** The student demonstrates the ability to organize, describe and explain a concept using their own words.
- **Application:** Student can apply the knowledge to solve problems and adapt to new situations.
- **Analysis:** The student demonstrates the ability to further break down knowledge and use evidence to support hypotheses.

¹systematic branch of the science dealing with classification

- **Evaluation:** Student demonstrates the ability to form opinions and support their beliefs through data and analysis. Student can also assess the quality, validity and accuracy of the information.
- **Creation:** Student can use his knowledge to synthesize new information and build on the concepts he has learned in order to create a deeper level of knowledge.

8. Identification of material resources to assist program implementation.

An effective curriculum manual is much more than listing objectives, but identifies suggested resources to help answer the question: "What materials are available to help in accomplishing a particular objective or set of objectives?" As teachers and curriculum move away from a single text approach and use a wider range of supplementary materials, unit-specific learning modules, computer software and the like, it is increasingly important that the curriculum manual suggests and link available resources to curriculum objectives.

9. Development and identification of assessment tools and instruments for measuring student progress.

In many cases, the curriculum as a unified whole is held together by a set of program-level criterion-referenced tests, performance-based assignments, and end-of-course exams that specifically answer the question "How will the teacher know that students know and are able to do what is expected of them?" This part of the curriculum development process helps focus instruction and ensures the often elusive but critical alignment of curriculum, instruction, and assessment. Essentially, the part of the curriculum that deals with assessment is what drives the curriculum. Assessments measure not only student progress, but also the effectiveness of curriculum goals and objectives in meeting student needs.

The set of program-level criterion-referenced tests, performance-based assignments, and end-of-course exams should be developed in conjunction with the curriculum and become part of the curriculum guide itself. Assessments should include clear performance expectations and a rubric that clearly defines expectations for students and teachers. They help to clarify exactly what the program or course objectives mean and provide a common standard for assessing how successfully they have been achieved.

C. IMPLEMENTATION

10. Implementation of the New Program

Very often, traditional practice involves the work of the Commission in many meetings and discussions until the discovery and distribution of the updated or revised curriculum. The process envisioned here involves a much more in-depth and systematic approach to both curriculum development and implementation. Rather than assuming that the process ends with the publication

of a new guide, an effective Curriculum Committee continues to oversee the implementation, updating, and evaluation of the curriculum. It is important to remember that any innovation introduced into the system - including the new curriculum - requires time and support to be fully implemented. First, teachers need time and opportunity to **be aware** about the new curriculum and its overall design, especially if it differs from the previous curriculum. Teachers then need time and opportunity to **familiarize** themselves with the new curriculum – there are often program-level sessions focusing on the specific parts of the curriculum for which they are responsible. Then, teachers need at least two years to **lead** the new curriculum and new materials in their lectures. It is not unusual for this period to last up to two years before the new **curriculum is implemented** fully and to **integrate** easily in daily practice. It is essential that the Curriculum Review, Amendment and Development Committee, teachers and leaders be aware of this process and be available to cultivate it.

D. ASSESSMENT

11. Updating the New Program

Nowadays, in this age of text and curriculum guide developments it is easier than ever to update guides and keep them as easily changeable documents. One of the most common methods for periodically updating the curriculum guide is through program-level meetings designed to share materials, activities, units, assessments, and even student work that support achievement of previously unknown curriculum goals or unavailable when the guide was originally developed. These approaches are invaluable professional development opportunities when teachers take ownership of the curriculum they are responsible for implementing. In this way, the guide becomes a growing resource for more effective program implementation. Teachers are a particularly effective tool for preparing and distributing these updates.

12. Determining the success of the new program.

The curriculum development cycle ends and then begins again with a careful evaluation of the effectiveness and impact of the study program. Using surveys, focused discussions, and meetings, the Curriculum Review, Amendment, and Development Committee should periodically collect data on perceptions of strengths, weaknesses, needs, preferences for textbooks and other materials, and topics or objectives that do not appear that they are working effectively. This information should be gathered from data that represent the overall performance of students that are closely related to daily learning. Teams of teachers responsible for specific disciplines can achieve this by sharing samples of assessments, performance tasks, student work, lessons and teaching practices related to the curriculum. Data from these surveys and meetings should then be combined with a careful analysis of more numerical data on the program such as:

- Exam results and subject criteria;
- The evaluations that teachers have developed;

This detailed review and analysis of quantitative and qualitative information on the impact of the program and on perceptions of its strengths and weaknesses forms the foundation for the next round of curriculum development and improvement.

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