# Ministry of Higher Education

# (MoHE)

# Higher Education Development Project

# (HEDP)

## Professional Development Center (PDC)

## Establishment Plan

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## Acronyms:

| | |
|---|---|
| MoHE | Ministry of Higher Education |
| HEDP | Higher Education Development Program |
| PDC | Professional Development Center |
| GoA | Government of Afghanistan |
| OBE-SCL | Outcome Based Education/Student Centered Learning |
| GPA | Grade Point Average |
| FGD | Focus Group Discussion |
| QA&C | Quality Assurance and Certification |
| SIDP | Strategic Institutional Development Plan |
| IQUA | Internal Quality Assurance Unit |
| DLI | Disbursement Linked Indicator |
| CMS | Course Management System |
| TPD | Teacher Professional Development |

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# Background

Higher Education is a major driver of economic development and the imperatives for countries to upscale employment skills demands for quality teaching and learning within higher educational institutes. Universities want to be recognized as providers of good quality education, ensure their reputation and wants to demonstrate their performance by responding to student's demands by assuring them that their education will lead to good jobs and will give them the skills needed for a successful person in the society.

In post-conflict countries such as Afghanistan, where many teachers still follow traditional teacher-centered pedagogy approaches, struggles to adapt to the modern teaching and learning approaches. The Government of Afghanistan (GoA) by recognizing the strategic importance of human capital in the modern global knowledge economy, and its direct impact on the economic development, has placed higher education as one of its priority. The Ministry of Higher Education (MoHE) is aware of the fact that higher education is becoming more internationalized and its role in contributing to new areas (such as evidence-based policy making, innovation, local and regional development) and to produce appropriately skilled workforce that can respond to the challenges of the 21st century is growing.

The quality of teaching matters the most in higher education, MoHE has therefore taken a series of initiatives including short-term and long-term training for teacher of public universities on Outcome-Based Education, Student-Centered Learning, and the use of Information and Communication Technology (ICT) for improved pedagogy and student-teacher interaction. In order to foster a climate conducive to the recognition of teaching quality as a priority in public universities, and to employ innovative evaluation instrument so that the impact on the quality of learning outcomes could be measured, MoHE has laid out a strategy that will pave ways for the implementation of modern teaching and learning approaches in public universities.

One important measure that is being considered by MoHE is establishment of Professional Development Centers (PDCs) in targeted public universities over the course of next 5 years to promote and institutionalize OBE-SCL in higher education. A detailed plan on why, how, where and when the PDCs are established is explained in the next part of this document.

# Establishing Professional Development Centers (PDCs):

## The Challenge:

> Looking at the data provided regarding PDCs established previously by MoHE, most the PDCs are dysfunctional at the moment. The main reasons that these PDCs couldn't not be sustained or kept functional were poor commitment and sense of ownership by the university leadership, absence of a clear structure with defined functions of PDCs within each universities, absence of a defined training curriculum, and absence of a direct reporting system to the university.

## PDC Models in Other Countries:

Models in different countries have been studied when developing this document. These models include Purdue University, USA, Lawrence Technological University, USA, Universiti Teknologi Mara, Malaysia and University of Colombo, Sri Lanka.

Main findings of studying these models are:

- The main objective of the PDC, discovered in the models studied, is delivering non-academic trainings, certification and coaching through continuous evaluation and assessment in a variety of fields.
- Research center and professional development centers function as different entities at the universities
- Both research and professional development centers have independent organizational structure and full time staff assigned as director and deputy director
- In most of the above-mentioned models the professional development centers focused more on skills development of the faculty members to improve teaching and learning.
- Trainings under the PDC were delivered in the form of a certificate, after completion of certain hours of training, and completing certain assignments or taking the competency exam.
- The mission and vision of the research center and professional development centers varied in the above-mentioned models.

After studying these models, and looking at the Afghan context, it's important that research center and PDC should be built as separate entities.

## Objective:

In order to institutionalize OBE-SCL, Research, and Leadership, and improve technical skills of university administrative staff in library management and ICT MoHE plans to establish Professional Development Center (PDC) in targeted public universities. PDC will be established as an independent body within universities and will report directly to the vice chancellor (VC) for academic affairs or the chancellor. The PDCs' main objective will be to promote outcome based education, student centered learning including e-learning, research, leadership, library management, and use of ICT by training full time teaching faculty members, university chancellors and vice chancellors, faculty deans, department heads and university administrative staff.

Professional Development Center (PDC) Plan

Figure – 1: Structure of the Professional Development Center

Illustrated in Figure-1, the PDC will manager research, OBE-SCL, Leadership, and technical capacity building of university staff training.

## Going Forward:

It's substantial that structure, targeted universities, curriculum, functions (ToR) of the PDC are clearly defined. It's also important that MoHE enforces **_university leadership involvement,_ _and_** **_support_** for OBE-SCL, research, technical and leadership trainings and sustainability of the PDCs. Without that the PDCs will be a failure that will become dysfunctional after the end of the project.

The PDC must have an organizational structure, director, deputy director, and at least two to three officers, who will be responsible for day to day operations of the center. The main role of the PDC will be implementation of an OBE-SCL certificate training program, research trainings, leadership trainings, and technical trainings (i.e. library management and ICT trainings) for university administrative staff through year-long training schedule, conferences, workshops and symposiums,

monitoring of these activities in different faculties/departments and providing data on OBE-SCL, leadership, research and technical trainings practice to various departments. In the initial years the role of PDC will be kept focused towards teacher training certificates in order to train faculty members, faculty deans, department heads, university leadership and administrative staff.

Establishing a PDC in each university requires considerable human and financial resources, it is not a feasible option at the moment and is not necessary. Instead this plan focuses on establishing PDCs in universities with high number of priority disciplines and the commitment level of university leadership. In the meantime these universities will provide support to newly established universities, higher education institutes and universities comparatively smaller in size that are located close to the regional universities.

Also, because there are quite a few universities in Kabul that are bigger in size (i.e. enrollment, teacher student ratio and number of faculties) more than one university will be equipped with a PDC.

According to this plan the following universities will have a functioning PDC by 2022.

1. Kabul University
2. Kandahar University
3. Herat University
4. Shaikh Zayed University (Khost Province)
5. Balkh University
6. Nangarhar University
7. Kabul Medical University
8. Kabul Education University
9. Kabul Polytechnic University
10. Bamyan University
11. Faryab University
12. Alberoni University

A timeline of when the PDCs will be established in the targeted universities is included in the implementation part of this document.

## Structure

The following structure is proposed for PDCs in the above mentioned universities. The PDCs will need office space for the staff and at least one equipped meeting room. The PDC will use the ICT centers, library and a training hall at the university. A clearly defined structure for the PDCs will support the sustainability of these centers in the long run.

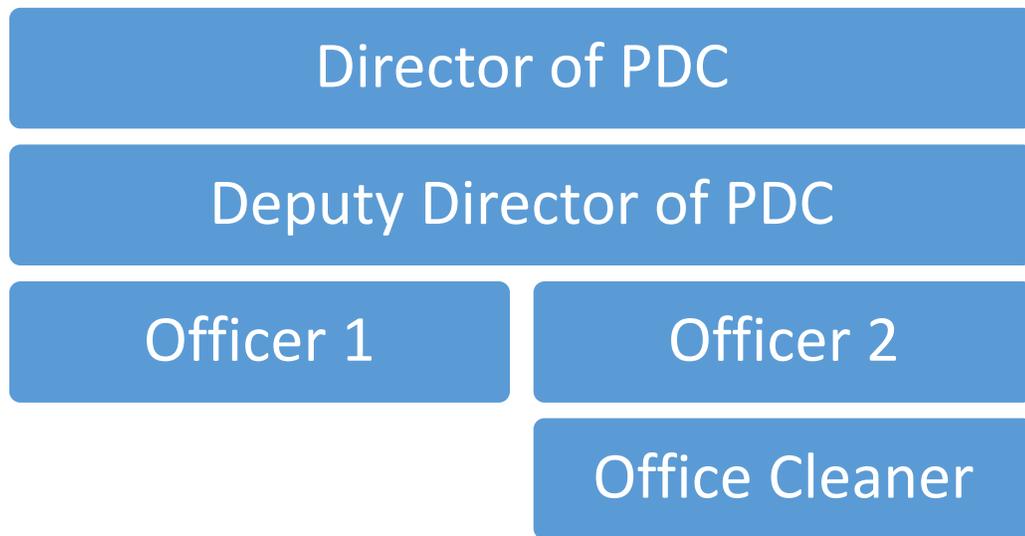Professional Development Center (PDC) Plan

Figure 1: Organizational Structure of a PDC

As mentioned above, the PDC should be assigned on full time basis; a standard selection criteria has to be developed along with a comprehensive ToR.

## ToR of Director of PDC:

- Develop short term and long term training plans against university priorities, timeline, budget and intended outputs, that are consistent with university's/faculty's overall development plan and that helps the university in achieving the quality assurance targets in regards to OBE-SCL, Research, leadership and technical trainings.
- Take proactive actions and develop strategies that will foster the university's adaptation to international best practices in teaching and learning, and pedagogical innovations (e-learning didactics etc.), research, leadership, library management and use of technology.
- Establish processes for recognizing and rewarding achievements in teaching & learning, research, leadership, library management and ensure mechanisms for dissemination of these achievements
- Develop a long term strategy for the sustainability of the PDC and explore opportunities for income generation for the PDC and developing external partnership
- Liaise closely with university leadership, faculty deans and department heads as well as with the Ministry of Higher Education
- Collect quarterly and annual data on OBE-SCL, research, leadership practice, and library use in relevant university, develop and submit the report to university leadership and a copy to MoHE
- Develop a plan for implementation of a Course Management System (CMS) in relevant university

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- Supervise the staff of the PDC including annual performance review and supporting them whenever necessary during the implementation
- Report the vice chancellor for academic affairs and carry out any other relevant tasks assigned by the vice chancellor for academic affairs

## ToR of Deputy Director of PDC:

- Support the Director of PDC in developing short term and long term training plans against university priorities, timeline, budget and intended outputs, that are consistent with university's/faculty's overall development plan and that helps the university in achieving the quality assurance targets in regards to OBE-SCL, Research, leadership and technical trainings.
- Take proactive actions and develop strategies that will foster the university's adaptation to international best practices in teaching and learning and pedagogical innovations (e-learning didactics etc.), research, leadership, library management and use of technology.
- Provide support to the Director of PDC in establishing processes for recognizing and rewarding achievements in teaching & learning, research, leadership, library management and ensure mechanisms for dissemination of these achievements.
- Support the Director of PDC in developing a long term strategy for the sustainability of the PDC and explore opportunities for income generation for the PDC and developing external partnership
- Support the Director of PDC in liaising closely with university leadership, faculty deans and department heads as well as with the Ministry of Higher Education
- Support the Director of PDC in collecting quarterly and annual data on OBE-SCL, research, leadership practice, and library use in relevant university, develop and submit the report to university leadership and a copy to MoHE
- Support the Director of PDC in staff supervision including annual performance review and providing support during the implementation
- Lead the PDC according to the plan in absence of the Director of the PDC
- Report to the Director of PDC and carry out any other tasks assigned by the Director of PDC

## ToR of the Officer:
- Provide logistical support during implementation of OBE-SCL, research, leadership and technical training activities
- Develop a database for training participants, maintain the database and backup the database in a secure place
- Coordinate with relevant administrative departments for OBE-SCL, research, leadership and technical training activities implementation
- Carry out the communication with faculty members and department heads, administrative staff regarding OBE-SCL, research, leadership and technical training activities
- Help in developing the budget for OBE-SCL, research, leadership and technical training activities and insure that all required items are included in the budget

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- Conduct data collection of OBE-SCL, research, leadership and technical training practice in coordination with faculty members, department heads, faculty deans and the PDC Director and Deputy Director
- Maintain the Course Management System (CMS) by adding new materials, making it available to training participants and generating reports
- Report to the Deputy Director of PDC and carry out any other tasks assigned by the Deputy Director

## Functions or Term of Reference (ToR) of the PDC

The basic functions of a PDC encompass but will not be limited to:

- Conduct regular needs assessment for capacity building trainings in the university, through close liaising with Deans and Head of Department
- Develop a year-long (i.e. annual) OBE-SCL, research, leadership, and technical trainings plan with clear deliverables
- Train university lecturers in OBE-SCL, research, leadership and university administrative staff in library management, and ICT  through an approved certificate program
- Coordinate with Faculty Deans, department heads, and Vice Chancellor for Academics on finding ways to institutionalize OBE-SCL, research and leadership.
- Plan and conduct annual and semiannual OBE-SCL, research, leadership and library management conferences and recognize champions in each area.
- Identify and develop a list of regional and international OBE/SLC, research, and leadership conferences and encourage faculty members to participate in these conferences
- Conduct surveys (i.e. teacher, student, faculty dean, department head, and university leadership) every semester and develop report on statistics, improvement, performance of each faculty, plan for future improvement etc.
- Work closely with Vice Chancellor for Academics in planning for improvement of teaching and learning, research, leadership, and technical skills of academic and administrative staff
- Contribute in development and improvement of SIDP and addressing OBE-SCL, research, leadership and technical skills needs and improvement
- Use the ICT center training room for relevant training
- Use course management system (CMS) for training of teachers and make available the training materials online through the CMS
- Develop and maintain a database for the trainings and trainees
- Seek both internal and external fund sources to cover operational costs of the PDC as well as that of the training
- Manage the whole process from organizing training to registration to evaluation to certificate awarding
- Award certification to faculty members on successful completion of the trainings

## Reporting
The PDC will be reporting directly to vice chancellor for academic affairs of the university.

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## Office Space

A minimum office space for the PDC should include 3 to 4 rooms for director, deputy director and the officers and one meeting room. Training, workshop and other activities larger in size will take place at the ICT Center training room(s) or university hall and auditorium.

# Training Curriculum:

Standard training curriculum will be developed for the trainings delivered through the PDC. Every training curriculum must least have the followings:

1. Training program learning outcomes
2. Number of training courses (with clear names and codes)
3. Learning outcomes for each training course
4. A course syllabus including
5. Course schedule
6. Pre/post test
7. Assignments used by the trainers

## 1. Training Curriculum for OBE-SCL

Because OBE-SCL is a multidimensional phenomenon, thus the stakeholders (i.e. university leadership, faculty deans, department heads, and faculty members) should be trained on how each one of them can contribute to improving teaching and learning in a classroom, department, faculty, or a university. In order to achieve this it's imperative that two sets of training curricula is developed for full time teaching faculty members, and faculty deans, department heads and university leadership.

### OBE-SCL Training Curriculum for full time teaching faculty members:

A standard training certificate of minimum 90 class hours will be developed based on the training materials provided by the training partners. The training certificate will consist of four compulsory and one optional courses at minimum for full time lecturers:

| Training Certificate for full time faculty Members | | |
|---|---|---|
| **Module #** | **Module Name** | **No. of Hours/Days** |
| 1 | Outcome based Teaching and Learning | 24 hours or 4 full days |
| 2 | Student Center Learning | 24 hours or 4 full days |
| 3 | Assessment in Teaching and Learning | 12 hours or 2 full days |
| 4 | Blended Learning (E-Learning) | 18 hours or 3 full days |
| 5 | ICT for Teaching and Learning[1] | 30 hours or 5 full days |

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[1] The ICT for teaching and learning training will be covered by the ICT component of the project.

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A detailed curriculum including programing learning outcomes, course mapping matrix, course learning outcomes, a schedule and pre and post tests will be developed as soon as the plan is approved.

## Major Learning Outcomes of the OBE-SCL Certificate Program for Full Time Teaching Faculty Members:

At the end of training certificate program faculty members will be able to:

- Have adequate knowledge about modern approaches to teaching and learning and Teaching Pedagogy
- Have adequate knowledge about outcome based education and student centered learning concepts
- Develop course learning outcomes and a standard course syllabus with a schedule of topics
- Use student learning styles while developing course curriculum
- Learn about different student centered learning methodologies and integrate them in their course syllabus
- Develop a daily lesson plan and know differences between summative and formative assessment
- Use student assessment data for improvement of teaching in classroom and course curriculum to better address the challenges
- Understand basics of a Course Management System (CMS) and use a CMS for classroom activities
- Acquire skills and knowledge in utilizing information and communication technology in their classrooms for teaching and learning, for research purposes and for other related academic and administrative activities

## OBE-SCL Training Curriculum for Faculty Deans and Department Heads:

University or faculty management including faculty dean and department head will have to take a training of minimum 30 class hours, the training certificate will include:

| Training Certificate for Dean and Department Heads | | |
|---|---|---|
| **Module #** | **Training Module Name** | **No. of Hours/Days** |
| 1 | Role of Supervisors in promoting and institutionalizing OBE-SCL | 18 hours or 3 full days |
| 2 | Strategic Planning for OBE-SCL | 18 hours or 3 full days |

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A detailed curriculum including programing learning outcomes, course mapping matrix, course learning outcomes, a schedule and pre and post tests will be developed as soon as the plan is approved.

## Major Learning Outcomes of the OBE-SCL Certificate Program for Faculty Deans and Department Heads:

At the end of training certificate program participants will be able to:

- Acquire knowledge about concepts of OBE-SCL
- Develop and use assessment tools for classroom observation and teachers feedback
- Develop a teachers' development training plan for his/her own faculty or department
- Develop strategies for integration of OBE-SCL in University strategic planning
- Interact with student representatives and understand students learning issues related to SCL

Participants of each training certificates will be required to take a standard competency exam at the end of each training. Those not meeting the passing criteria will have to retake the same course.

## 2. Training Curriculum for Leadership, Research, and Technical Trainings:

Curriculum for leadership trainings, research, and technical trainings (i.e. library management and ICT trainings) will be developed as these trainings are conducted by the relevant components. Senior Manager of Each component will be responsible for overseeing the curriculum development of these components.

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## Implementation Plan of PDC Establishment:

The following timeline provides information about dates of PDC establishment in targeted universities.

| # | University Name | Dec. 2016 | Dec. 2017 | Dec. 2018 | Dec. 2019 |
|---|---|---|---|---|---|
| 1 | Kandahar University | ▓ | ▓ | | |
| 2 | Kabul University | ▓ | ▓ | | |
| 3 | Balkh University | ▓ | ▓ | | |
| 4 | Kabul Medical University | ▓ | ▓ | | |
| 5 | Sheikh Zayed University | ▓ | ▓ | | |
| 6 | Herat University | ▓ | ▓ | | |
| 7 | Kabul Education University | ▓ | ▓ | | |
| 8 | Kabul Polytechnic University | ▓ | ▓ | | |
| 9 | Nangarhar University | | ▓ | ▓ | |
| 10 | Alberoni University | | ▓ | ▓ | |
| 11 | Bamyan University | | | ▓ | ▓ |
| 12 | Faryab University | | | ▓ | ▓ |

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# References:

1. Project Appraisal Document, July 5, 2015
2. Bylaws of Higher Education, Afghanistan
3. National Higher Education Strategic Plan 2 (NHESP 2)
4. Accreditation Standards document of Accreditation Council for Business Schools and Programs (ACBSP)
5. Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG)
6. Outcomes Based Teaching and Learning Practices in the Hotel and Resort Management Program of Dusit Thani College (Research Paper)
7. Best practices in outcome based education teaching and learning at the Chinese University of Hong Kong
8. Models and best practices in teacher professional development (https://www.infodev.org/infodev-files/resource/InfodevDocuments_294.pdf)
9. University of Colombo, Sri Lanka (http://www.cmb.ac.lk)
10. University Teknologi Mara, Malaysia (http://www.uitm.edu.my)
11. Lawrence Technological University (https://www.ltu.edu)
12. Purdue University, USA (http://www.purdue.edu/)

# Annexes:

## Major Topics of OBE-SCL Certificate for Full Time Teaching Faculty Members:

**Module 1: Modern Approaches to Teaching and Learning and Teaching Pedagogy (Student Centered Learning)** **(24 Hours or 4 Full Days)**

- Theories of teaching/learning
- Teaching ethics
- Course and lesson planning
- Teaching techniques: teacher-fronted / student-centered learning
- Dealing with students in the classroom
- Teaching beyond the classroom: labs, fieldwork etc.
- The uses of micro-teaching
- Developing your teaching: peer observation, using feedback from students
- Alternatives to the "Chalk and talk" method
- Student-centered learning
- Multimedia presentations

**Module 2: Outcome based Learning** **(24 Hours or 4 Full Days)**

- Program and Course Learning outcomes
- Program Learning Outcomes Mapping Matrix
- Designing course syllabus
- Developing Course Schedule
- Designing Evaluations to meet the course learning outcomes

**Module 3: Assessment in Teaching and Learning** **(12 Hours or 2 Full Days)**

- Evaluation: assessment, question setting, marking, feedback to students, confidentiality
- Developing Rubrics and use in classrooms
- Summative vs. Formative Assessment
- Concepts of E-learning
- Introduction to Moodle
- Use Moodle for basic classroom activities

**Module 4: Blended Learning (E-Learning)** **(18 Hours or 3 Full Days)**

- Concepts of E-learning
- Introduction to Moodle

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- Use Moodle for basic classroom activities

**Module 5: ICT for teaching and Learning**                      **(30 Hours or 5 Full Days)**

- Basic Concepts of ICT
- Use word processor for daily teaching and research
- Use PowerPoint for developing presentations
- ICT tools for teaching and learning

## Major Topics of OBE-SCL Certificate for Faculty Deans and Department Heads:

**Role of Supervisors in promoting and institutionalizing OBE-SCL**     **(18 Hours or 3 Full Days)**

- Concepts and Importance of OBE-SCL
- Role of management in OBE-SCL implementation
- Developing and Using classroom observation tools
- Developing and Using supervision tools
- How to conduct student classroom evaluations

**Strategic Planning for OBE-SCL**                                 **(18 Hours or 3 Full Days)**

- Concepts of faculty and department level strategic planning
- How to account for OBE-SCL in strategic planning
- OBE-SCL dissemination through strategic planning

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