National Council for Higher Education
Ensuring Quality for Excellence

MINIMUM STANDARDS FOR IMPLEMENTING COMPETENCE-BASED EDUCATION AND TRAINING (CBET) IN HIGHER EDUCATION INSTITUTIONS IN UGANDA

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PREFACE

The global shift toward Competence-Based Education and Training (CBET) reflects an urgent need for education systems to produce graduates who are not only knowledgeable but capable of applying skills in real-world contexts. In response to this paradigm, Uganda's education system must evolve to ensure relevance, quality, and alignment with both national development goals and international best practices.

In January 2020, the Ministry of Education and Sports (MoES) rolled out the revised O-Level Curriculum, which is competence-based. The A-Level Curriculum is being reviewed to make it competence-based. To ensure coherence across the entire education system, it is essential that Higher Education Institutions (HEIs) ensure that their academic programmes are competence-based.

The Minimum Standards provide a unified framework for implementing CBET in HEIs in Uganda. The Standards serve as a foundational guide to support institutions in transitioning from traditional teaching models to learner-centered and outcomes-driven approaches that emphasise demonstrable competencies. By establishing clear expectations for curriculum design, instructional methods, assessment, industry collaboration, and institutional readiness, this framework aims to foster consistency, accountability and quality across all higher education CBET programmes.

The Standards shall operationalise CBET across HEIs, ensure continuity from Competence-based Curriculum (CBC) at secondary level, and strengthen graduate employability. The Standards shall apply to all recognised HEIs, and all award levels.

I urge all stakeholders, including HEIs, Professional Bodies, and Industry Partners, to embrace and operationalise these Standards as we build a future-ready, skill-oriented higher education system that meets the demands of the 21st century workforce.

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CHAPTER ONE

1.1 BACKGROUND

On 9th July 2025, the first Lady and Minister of Education and Sports wrote to the Chairperson of the National Council for Higher Education (NCHE) drawing her attention to the need for Higher Education Institutions (HEIs) to adequately prepare for the first cohort of learners who have been studying under the revised O-Level Curriculum, which is competence-based. The first cohort of learners is expected to enrol for higher education in the 2027/28 academic year.

The First Lady and Minister of Education and Sports noted the following required interventions to support learners to seamlessly transit into higher education:

a) Reviewing and aligning curricula across all programmes to reflect a competence-based approach, with an emphasis on mastery of relevant knowledge, job-specific abilities, and essential life skills.
b) Re-orienting academic staff to effectively deliver competence-based learning through appropriate training and professional development.
c) Revising academic programmes to focus on demonstrable competencies and practical, real-world application of knowledge.
d) Prioritising the cultivation of essential soft skills, such as communication, critical thinking, innovation, self-directed learning, and adaptability, that are crucial for success in lifelong learning and dynamic work environments.

In accordance with Section 6 of the Universities and Other Tertiary Institutions Act (UOTIA), Chapter 262 of the Laws of Uganda, the Minister directed all HEIs to ensure that all academic programmes intended for first-year student intake in the 2027/2028 academic year are fully aligned with competence-based learning. The Minister further emphasised that HEIs whose academic programmes for the 2027/2028 first-year intake would not have been aligned with competence-based learning shall not be permitted to admit first-year students.

The Minister instructed NCHE to establish mechanisms for monitoring and periodically reporting to the Ministry of Education and Sports (MoES) on the progress made by HEIs in adapting their academic programmes to a competence-based approach for the 2027/2028 intake.

In line with the ministerial directive, NCHE has developed Minimum Standards for implementing CBET to support and guide HEIs in the effective adaptation of academic programmes to CBET framework.

1.2 The Concept of Competence-Based Education and Training (CBET)

CBET is a learner-centered approach that emphasizes the acquisition and demonstration of specific skills, knowledge, and attitudes, collectively known as competencies, essential for success in academic, professional, and real-world settings. Unlike traditional education, which typically relies on time-based progression (such as semesters or credit hours), CBET requires students to demonstrate mastery of clearly defined competencies before progressing.

1.3 Rationale for CBET

The rationale stems from the need to create more effective, relevant, and learner-centered educational systems that prepare learners for the dynamic demands of modern life and work. Key Reasons for Adopting CBET include:

i. Bridging the Skills Gap: Many graduates lack the practical skills required by employers, resulting in a disconnect between education and employment. CBET aligns educational outcomes with workforce needs by focusing on measurable competencies that are directly applicable in real-life and professional contexts.

ii. Enhancing Learning Outcomes: Traditional systems often prioritise curriculum coverage over actual understanding or application. CBET ensures that students demonstrate mastery of content and skills before progressing, leading to deeper and more meaningful learning.

iii. Promoting Equity and Inclusiveness: Time-based progression can disadvantage learners who need more time or support to succeed. CBET allows learners to progress at their own pace, with personalised support, reducing failure rates and learning gaps.

iv. Increasing Learner Motivation and Engagement: Many students disengage when they do not see the relevance of what they are learning. CBET emphasizes real-world relevance, problem-solving, and active learning, which can increase motivation and ownership of learning.

v. Responding to Technological and Social Change: Rapid changes in technology and society demand new skills and adaptability. CBET emphasizes critical thinking, adaptability, collaboration, and digital literacy, which are key competencies for the 21st century.

vi. Supporting Lifelong Learning: Traditional education is often limited to formal, and early-life educational settings. CBET recognises and validates learning that happens in various contexts (such as workplace, community, online), making it ideal for adult and non-traditional learners.

vii. Improving Accountability and Transparency: Traditional assessments may not clearly indicate what a learner can actually do. CBET uses clear, observable criteria for success, making learning outcomes more transparent to students, educators, employers, and other stakeholders.

In conclusion, the rationale for CBET is grounded in the need to make education more relevant, personalised, and outcomes-driven. By focusing on what learners can do with what they know, CBET aims to produce graduates who are not only knowledgeable but also capable, adaptable, and prepared for the complex demands of the modern world.

CHAPTER TWO

2.1 KEY DIMENSIONS IN COMPETENCE-BASED EDUCATION AND TRAINING (CBET)

CBET is built on several foundational dimensions that shape its structure, implementation, and impact. The dimensions guide how teaching, learning, and assessment are designed to ensure that learners acquire and demonstrate meaningful competencies.

a) Clearly Defined Competencies

Clearly defined competences form the cornerstone of effective CBET. They represent specific, measurable, and observable abilities that a learner must demonstrate to be considered proficient in a particular field of study or occupational area. The competences go beyond abstract knowledge to include practical skills, attitudes, and the capacity to apply learning in real-world contexts. For a competence-based system to function effectively, each competence must be articulated in precise terms, outlining the expected outcomes, performance criteria, and indicators of mastery. This clarity ensures that educators, learners, employers, and assessors share a common understanding of what constitutes success. Furthermore, clearly defined competences support the alignment of curriculum, teaching strategies, assessment methods, and workplace expectations, thereby enhancing transparency, consistency, and accountability across the education system.

b) Mastery Learning

Mastery Learning is an instructional approach that assumes all learners can achieve a high level of understanding if they are given enough time and appropriate support. In CBET, mastery learning ensures learners progress only when they have demonstrated full mastery of specific competencies. This guarantees deep understanding and skill acquisition before progressing; hence time becomes flexible; learning is the constant, not the schedule.

c) Learner-Centered Approaches

Learner-centered approaches are critical to the successful delivery of CBET. The approaches prioritise the needs, interests, abilities, and learning styles of individual learners, aimed at empowering them to take an active role in their own learning journey. Learner-centered approaches shift the focus from traditional, teacher-led instruction to active learner participation. In a learner-centered classroom, leaners are actively involved in setting learning goals. Teachers act as facilitators or guides, rather than sole sources of knowledge. Learning activities are flexible, varied, and adapted to different learners. Learners are encouraged to think critically, solve problems, and reflect on their progress.

d) Competence-Based Assessments

Unlike traditional examinations, CBET uses a variety of assessment methods to evaluate learners' mastery of competencies. The assessments can include projects, presentations, portfolios,

simulations, practical demonstrations and peer evaluations that allow learners to showcase their abilities in real-world contexts. The core idea is that assessment is ongoing and based on real-world tasks or performance. This measures the learners' actual ability to apply knowledge and skills in practical situations.

e) Flexibility in Learning Pathways

CBET programmes are flexible in terms of individual learning paths as well as how instruction takes place. The programmes leverage technology to provide learners with access to resources, interactive learning materials, and opportunities for collaboration and communication. The core idea is that multiple pathways (formal, informal, & non-formal) exist for learners to achieve competencies, acknowledging diverse learning styles and experiences.

f) Recognition of Prior Learning

CBET programmes allow institutions to consider and accept prior learning experiences, including academic courses, work experience, military service, and life experience in general as evidence of previously acquired competencies. Learners can also demonstrate prior learning by taking assessments at the start of a CBET programme. Successful assessments would permit a learner to be exempted from certain courses of the programme and avoid spending time covering concepts they have already mastered.

g) Continuous Feedback and Reflection

In CBET, learning is personalised and student-centered. This requires timely, specific, and ongoing feedback from instructors, peers, and even self-assessment tools. Unlike traditional education models that often rely on summative assessments at the end of a learning cycle, CBET emphasises formative feedback; information provided during the learning process to guide improvement. Continuous feedback helps learners identify strengths and areas for improvement, adjust their learning strategies in real-time, stay engaged and motivated through regular check-ins on their progress, and meet clearly defined competence standards. On the other hand, teachers use feedback data to tailor instruction to individual learner needs, ensure learners meet the required competencies before progressing, monitor overall programme effectiveness, and make instructional adjustments.

h) Relevance and Contextualisation

CBET is an approach that emphasizes the development and demonstration of real-world skills and knowledge. One of its core principles is ensuring that learning is relevant and contextualised, that is, the content and experiences are meaningful to learners and aligned with real-life applications. These two concepts are essential to bridging the gap between education, practical demands of society, and the labour market. This can be achieved by aligning competencies with real-life situations, careers, and societal challenges while engaging learners in problem-solving, collaboration, and critical thinking in meaningful settings.

i) Role of Technology

Technology enables personalised learning pathways, allowing leaners to progress at their own pace, based on demonstrated competencies rather than fixed schedules. Learning Management Systems (LMS) and adaptive learning platforms track individual progress and offer customised resources and activities based on learner performance. Online and blended learning models allow learners to access content anytime, anywhere, supporting the flexible structure of CBET programmes. Digital portfolios help leaners to collect and showcase evidence of their competencies over time. CBET requires continuous, formative assessments to measure mastery. Technology streamlines this through:

i. Automated assessments and data analytics that provide instant feedback to learners and instructors.
ii. Simulation tools and virtual laboratories that assess practical and applied skills in real-world-like environments.
iii. E-portfolios and digital badging systems that allow learners to document and validate competencies through multimedia evidence (such as videos, reports, and case studies).

CHAPTER THREE

STANDARDS FOR COMPETENCE-BASED EDUCATION AND TRAINING (CBET) PROGRAMMES

3.1 INTRODUCTION

The Standards for the Design, Implementation and Assessment of CBET Programmes are intended to guide HEIs in aligning all stages of academic programming; from curriculum conception, through teaching and learning activities, to assessment strategies, with a competence-based framework. The Standards provide institutions with a structured means to ensure that programmes are coherent, outcome-oriented, relevant, and responsive to the needs of learners, employers, and society at large.

3.2 CURRICULUM DESIGN

Curriculum design in a competence-based framework necessitates a deliberate shift from traditional education models that focus primarily on what learners know, to models centered on what learners can do and how effectively they can apply knowledge, skills and attitudes in real-world contexts.

3.2.1 Benchmark Standards for Curriculum Design

HEIs shall:

a) systematically design their curricula to develop clearly defined competencies that are aligned with occupational, academic, and societal needs.
b) clearly define Programme Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs). All learning outcomes must be competence-based, emphasising the integration of knowledge, practical skills, and professional attitudes.
c) Ensure each course or module within a study programme is assigned a defined number of Credit Units (CUs), representing the estimated notional hours a learner is expected to invest in order to achieve the intended learning outcomes.
d) Ensure every programme has clearly written teaching and learning strategies as a commitment to active learning in line with CBET approaches.
e) Structure courses into smaller, coherent modules or units, each aligned with a specific competency.
f) Ensure every curriculum has at least two internships. The first internship lasting at least eight (8) weeks, and the second internship lasting at least 15 weeks. The second internship shall be at the end of the programme (3rd, 4th or 5th year).
g) Integrate a project component in every CBET programme.
h) Indicate assessment methods for every course within the programme.

3.2.2 Guidelines for Curriculum Design

a) **Needs Assessment and Competency Mapping:** Each institution should conduct a comprehensive needs assessment in collaboration with internal and external stakeholders, including industry experts, employers, professional bodies, educators, and learners, to identify the competencies (skills, knowledge, and attitudes) required for a specific programme. This process ensures that the curriculum is aligned with current and future workforce demands, societal needs, and learner aspirations.

b) **Core Competency Areas:** Each institution should clearly define the core competency areas that form the foundation of the curriculum, based on the findings of the needs assessment. The competency areas should reflect the essential skills, knowledge, and attitudes required in the relevant professional or societal context. Institutions must ensure that the identified competencies are aligned with labour market demands and are systematically mapped across the curriculum to support progressive mastery and practical application.

c) **Learning Outcomes:** Each programme should stipulate clearly defined and measurable Programme Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs). CLOs should articulate what a learner is expected to know, do, and demonstrate upon successful completion of a course.

d) **Clustering Learning Outcomes Across Three Domains:** Programme and Course Learning Outcomes shall be explicitly organized across the three domains of learning: cognitive (knowledge and critical thinking), psychomotor (practical, technical, and task-related skills), and affective (attitudes, values, and professional ethics). The clustering ensures a holistic and balanced development of graduate competencies, fostering not only what learners know, but also what they can do and how they can act in professional and societal contexts.

e) **Backward Curriculum Development Model:** Programme development should follow a backward design approach, beginning with identification of Programme Learning Outcomes (PLOs). The outcomes should inform the development of Course Learning Outcomes (CLOs), which in turn guide the selection of appropriate content and instructional strategies/approaches.

f) **Allocation of Credit Units:** One Credit Unit should correspond to 10 notional hours of total learning effort, encompassing contact hours (e.g., lectures, tutorials, practicals), independent study, assessments, and other learning activities. Institutions should ensure that competencies are realistically mapped to notional hours, thereby maintaining coherence between the expected learner effort and the complexity of the targeted competencies.

3.3 IMPLEMENTATION OF CURRICULUM: TEACHING AND LEARNING APPROACHES

In a competence-based education framework, teaching and learning go beyond transmitting knowledge to learners. Instead, the focus is on enabling learners develop, apply, and adapt the competences (meaningful combination of knowledge, skills and attitudes) required to act effectively in real-world, often unfamiliar, situations.

3.3.1 Benchmark Standards

a) Institutions shall adopt active teaching and learning approaches where learners are active participants engaged in tasks that build competencies.
b) Institutions shall integrate community-based education and service-learning projects into the curriculum as intentional strategies to enhance the relevance and application of academic learning.
c) Institutions shall tailor the learning experience to individual learner needs, by adopting learner-centered approaches, allowing for personalised pathways and pacing.
d) Institutions shall create learning environments that simulate real-world scenarios to help learners apply what they have learned.
e) Institutions shall deploy a Learning Management System (LMS) such as Moodle, Blackboard, or Canvas to support blended and online learning.

3.3.2 Guidelines for Implementation of the Curriculum

a) **Learner-Centered Pedagogy:** Instructional approaches should place the learner at the centre of the learning process, recognising individual needs, prior knowledge, and learning styles. Teachers should facilitate rather than transmit knowledge, supporting learners in setting goals, monitoring progress, and taking ownership of their learning.
b) **Active and Experiential Learning:** Teaching strategies should incorporate active learning methods such as problem-based learning, project-based learning, case studies, simulations, and role-plays. Learning experiences should be experiential and applied, enabling learners to engage with real-life scenarios and develop practical, work-ready skills.
c) **Focus on Work-Integrated and Community-Based Learning:** Programmes should embed opportunities for Work-Integrated Learning (WIL), including internships, apprenticeships, service-learning, and fieldwork. Teaching should connect academic content with workplace and community realities, reinforcing the relevance and application of competencies.
d) **Competency-Focused Instruction:** Teaching should be aligned with clearly defined competencies and structured learning outcomes. Instruction should support progressive

mastery, with opportunities for learners to practice, receive feedback, and reflect on performance.

e) **Flexibility in Delivery:** Institutions should support multiple modes of delivery, including face-to-face, blended, and online formats, to accommodate self-paced and flexible learning pathways. Modular and stackable course design should allow learners to progress based on demonstrated mastery, not time spent in class.

f) **Use of Technology to Enhance Learning:** Teachers should integrate digital tools and platforms to support interactive learning, access to resources, collaboration, and formative assessment. Technology should also be used to track learner progress and personalise learning experiences.

g) **Reflective Practice and Critical Thinking:** Teaching approaches should encourage learners to engage in ongoing reflection, self-assessment, and critical analysis of their learning and performance. Reflection should be structured and embedded as a core element of the learning process, contributing to deeper understanding and personal growth.

h) **Continuous Professional Development of Teachers:** Institutions should ensure that teachers are regularly trained in innovative, competence-based teaching methods. Teachers should be supported to continuously improve their instructional practices in line with evolving CBET methodologies and learner needs.

3.4 ASSESSMENT

CBET focuses on measurable outcomes that reflect a learner's ability to apply learning effectively. Assessment in this framework should be continuous, authentic, and performance-oriented, providing meaningful feedback that supports individual growth and mastery. By aligning evaluation methods with clearly defined competencies, teachers can better identify learners' strengths, address skill gaps, promote lifelong learning and professional readiness.

3.4.1 Benchmark Standards

a) Institutions shall develop clear performance criteria or rubrics for each defined competency to articulate what successful performance looks like at varying levels of mastery.

b) Institutions shall integrate innovative assessment methods within their assessment criteria.

c) Formative Assessment shall contribute at least 50% of the final score.

d) Institutions shall put in place ongoing feedback and support mechanisms to help learners identify areas for improvement and make necessary adjustments in their learning journey.

e) Institutions shall establish robust Recognition of Prior Learning (RPL) frameworks that are fully aligned with the Uganda Higher Education Qualifications Framework (UHEQF).

f) Institutions shall provide ongoing professional development to their staff on effective assessment in CBET.

3.4.2 Guidelines for Assessment

a) Institutions should use assessment rubrics, portfolios, peer assessments, and e-portfolios (digital collections of learners' work demonstrating skills and achievements). The focus should be on whether learners can demonstrate competences rather than just recall knowledge.
b) Institutions should clearly communicate the expected competencies and assessment criteria to learners and other stakeholders. These criteria should specify observable and measurable indicators of competence, including the quality, consistency, and context of performance.
c) Institutions should use a variety of assessment methods such as performance tasks, portfolios, projects, simulations, peer assessments, and reflective journals to capture different dimensions of competence. The variety of assessment methods ensures fairness and provides a more comprehensive picture of a learner's abilities.
d) Assessment should mirror real-world challenges and professional practices. Learners should demonstrate mastery through tasks that reflect how skills are used in authentic contexts (such as problem-solving, teamwork, practical demonstrations, or case studies).
e) Learner progress should be based on demonstrated mastery rather than time spent in a course. Assessments should clearly define what constitutes mastery and provide multiple opportunities for learners to demonstrate competence.
f) Assessment tools and procedures should be valid (measure what they intend to measure), reliable (produce consistent results), and fair (free from bias). Moderation and standardisation processes should be established to ensure consistency across assessors and learning contexts.
g) Digital tools that enhance assessment in CBET should provide adaptive testing, e-portfolios, and data tracking of learner progress. Technology should support authentic assessment and efficient feedback while maintaining accessibility and integrity.
h) Regular review and evaluation of assessment strategies should be conducted to ensure alignment with current competency standards and labour market needs.

3.5 STAFF TRAINING AND SUPPORT

Staff play a critical role in facilitating, guiding, and mentoring learners throughout their competence-based education journey. To ensure effective implementation of CBET, institutions must provide ongoing professional development and capacity-building programmes for staff members. The training should equip teachers with the necessary skills and knowledge to design competence-based syllabi, apply learner-centered and flexible teaching methodologies, develop and implement authentic, criterion-referenced assessment strategies. Continuous support should also include access to instructional resources, peer collaboration opportunities, and reflective practice to promote innovation and consistency in delivering CBET programmes.

3.5.1 Benchmark Standards

a) Institutions shall develop a CBET Policy for their staff, outlining expectations, timelines, and accountability.
b) Each institution shall establish a professional learning team or CBET champions to mentor other staff members.
c) Institutions shall allocate resources (time, funding, infrastructure, technological tools) are for ongoing faculty training and support.

3.5.2 Guidelines for Staff Training and Support

a) Institutions should set up a clearly defined staff model for CBET programs, including roles, responsibilities, required competencies of staff, and alignment with program goals.
b) Staff should be trained systematically in the principles of CBET, including designing competencies, aligning curriculum, using varied assessment strategies, facilitating mastery-based progression, and providing learner support.
c) Staff training should be ongoing, not just a one-off workshop. It should include refresher sessions, peer observation/mentoring, communities of practice, and feedback loops.

3.6 STUDENT SUPPORT SERVICES

In competence-based education and Training (CBET), learners advance at their own pace and demonstrate competencies through authentic assessments, therefore, learner support services play a crucial role in ensuring that every learner can achieve success. The services should be intentionally designed to align with the personalised and flexible nature of CBET, addressing learners' academic, personal, and professional development needs.

3.6.1 Benchmark Standards for Learner Support Services

a) Institutions shall establish comprehensive and responsive learner support services to facilitate successful learner progression within a Competence-Based Education and Training (CBET) framework. Every institution shall avail students with consistent access to academic advisory, guidance, and psychosocial support.
b) Institutions shall train academic advisors, counsellors, and support staff and ensure that they are equipped to address the unique needs of CBET learners, including helping them set learning goals, monitor progress, overcome challenges, and access learning resources.
c) Institutions shall have designated support offices to coordinate internship/placements and link learners to employers/industry for experiential learning opportunities.

3.6.2 Guidelines for Learner Support Services

a) In CBET, teachers should act as learning coaches rather than traditional lecturers. They should guide learners through individualised learning paths, provide feedback, and support self-directed learning.
b) Peer tutoring programs and academic mentoring should be provided to learners who may need additional practice to achieve mastery in specific competencies.
c) Learners should receive guidance on how their competencies translate into career pathways.
d) Learners should be supported in compiling competency-based portfolios that showcase their skills to potential employers.
e) Institutions should provide counselling services to learners in order to address personal, emotional, and social challenges that may affect learning.

3.7 QUALITY ASSURANCE MECHANISMS

Quality assurance (QA) in competence-based education and Training (CBET) ensures that learning programs produce graduates who demonstrate the required competencies to meet academic, professional, and industry standards. CBET focuses on the mastery of specific skills and outcomes rather than time spent in class, hence its quality assurance systems must be outcomes-driven, flexible, and continuously responsive to changing needs so as to maintain the integrity, relevance, and effectiveness of educational programs.

3.7.1 Benchmark Standards for Quality Assurance Mechanisms

a) Institutions shall strengthen and adapt their quality assurance (QA) mechanisms to effectively support the implementation and continuous improvement of Competence-Based Education and Training (CBET) programmes.
b) Institutions shall collect and analyse feedback from learners, staff, employers, and other stakeholders to inform continuous, evidence-based improvements.
c) Institutions shall adapt strong QA mechanisms to help CBET programmes produce graduates who are skilled, adaptable, and ready to meet the demands of the modern workforce.

3.7.2 Guidelines for Quality Assurance Mechanisms

a) QA mechanisms should include regular and systematic evaluation of programme effectiveness, using clearly defined indicators aligned with intended learning outcomes and competency standards.
b) Refinement of the curriculum, instructional strategies, assessment practices, and learner support services should be guided by data-driven decision making.

3.8 INDUSTRY AND COMMUNITY LINKAGES

Industry and community linkages are a cornerstone of Competence-Based Education and Training (CBET), ensuring that training programmes produce graduates who possess the skills, knowledge, and attitudes demanded by the real world. These partnerships bridge the gap between learning and work, enhancing the relevance, quality, and impact of education. Such partnerships play a critical role in validating competencies, co-developing learning experiences, and supporting graduate employability by providing real-world contexts for learners to apply their knowledge, skills, and attitudes. Sustained industry and community engagement ensure that higher education remains dynamic, responsive, and socially accountable.

3.8.1 Benchmark Standards for Industry and Community Linkages

a) HEIs shall establish and strengthen strategic partnerships with industry, professional bodies, and community organisations to enhance the relevance and impact of Competence-Based Education and Training (CBET) programmes.
b) All Institutions shall ensure that curricula remain aligned with current labour market demands and societal needs. The curricula should also facilitate opportunities for Work-Integrated Learning (WIL), such as internships, apprenticeships, and community-based projects.
c) Institutions shall create incubation centres or innovation hubs where learners, staff, and industry collaborate on product development or process improvement.
d) Institutions shall create knowledge sharing platforms, such as organising conferences, fora, and exhibitions to disseminate innovations and best practices to the community.
e) Every institution shall establish an industry and community liaison unit to coordinate partnership activities.
f) Institutions shall provide financial, technical, and human resources to support sustained engagement with external partners.

3.8.2 Guidelines for Industry and Community Linkages

a) Institutions should involve industry representatives, employers, professional associations, and community leaders in curriculum design and review.
b) Institutions should establish Memoranda of Understanding (MoUs) or partnership frameworks with the relevant stakeholders to define roles, responsibilities, and expectations to ensure that partnerships create value for both the educational institution and the industry/community partners.
c) Institutions should conduct regular needs assessments so as to identify the skills and competencies currently required in the labour market and within local communities.
d) Institutions should incorporate community challenges and cultural relevance into training programmes to promote sustainable development.

e) Internships and Apprenticeships should be organised in partnership with industry to provide structured, supervised, and competency-aligned practical experiences to learners.
f) Institutions should engage learners in community-based projects/assignments that allow them to apply learned competencies to real-world problems.
g) Institutions should use simulated environments and problem-solving exercises co-designed with employers to replicate workplace conditions.
h) Institutions should regularly invite industry professionals to share practical insights and expose learners to current practices.
i) Institutions should engage in joint/collaborative research initiatives addressing industry and community challenges.

3.9 MONITORING AND EVALUATION

Monitoring and Evaluation (M&E) are vital components of Competence-Based Education and Training (CBET) systems. They ensure that educational programmes are effectively implemented, continuously improved, and aligned with the intended competencies and outcomes. Through systematic data collection, analysis, and feedback, M&E helps institutions maintain quality, accountability, and relevance in their training processes.

3.9.1 Benchmark Standards for Monitoring and Evaluation

a) Institutions shall establish a clear monitoring and evaluation framework, clearly outlining the purpose and the measurable indicators in alignment with competency standards.
b) Institutions shall conduct regular tracer studies to follow up on graduates and assess employability and relevance of training. Institutions must submit annual evaluation reports to the NCHE to facilitate continuous improvement.
c) Every institution shall have a dedicated team or department responsible for planning, coordinating, and reporting on M&E activities.
d) Institutions shall build the capacity of staff in data collection, analysis, and evidence-based decision-making.

3.9.2 Guidelines for Monitoring and Evaluation

a) Institutions should regularly review instructional practices, learning resources, and assessment methods to ensure consistency with CBET principles.
b) Institutions should employ suitable mechanisms such as digital tools and feedback forms to capture ongoing data from learners, teachers, and assessors on the effectiveness of teaching and assessment.
c) Institutions should carry out periodic reviews during programme implementation to identify challenges and make timely adjustments.
d) Institutions should establish clear action plans, timelines, and responsibilities for implementing recommendations from the various stakeholders.