



Ministry of Education

**Identified Competency Focus Areas and Core Courses
for Ethiopian Higher Education Institutions' Exit
Examination**

**Program: Bachelor of Science in Sport Science/
Physical Education**

By: 1. Eyasu Merhatsidk (PhD.) AAU

2. Tesfaye Dessalegn (PhD.) Bahirdar University

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Courses and Competencies Identified for Exit Exam 2015 (First Draft)

1. INTRODUCTION

An **exit exam** is a test that assesses a student's skills pertaining implements the competency of sport sciences. The exam is typically given to students towards the end of their higher education term, and is used to measure the general level of education received at a learning institution, rather than assessing skills gained from specific courses. As such, all the knowledge needed to answer a given question is contained within the question itself.

An **exit exam** refers to a specific form of assessment many higher education institutions utilize to examine the basic level of education obtained by its students. Also known as an end of course test, an exit exam may help a college or university make pertinent decisions to improve the quality of institution-wide education and, in some cases, can help assess the standard of education in specific courses or departments. In many instances, students are required to pass these exit exams in order to fulfill the requirements necessary to graduate.

Based on the given direction this prepared initial document contain the outline expected profile of graduates, competencies and learning outcomes, course to be included in the exam, categorized courses in the theme and conclusion.

1.1. Objectives of the Exit Examination

The national Sport Science exit-exam shall have the following objectives

- To produce skilled and competent manpower to national and international market
- Assessing students' educational achievement in major areas of sport science/physical education
- Ensuring whether the graduation profile of sport science/physical education curriculum have achieved at least common standards of knowledge and practical skills
- Improving public trust and confidence in Sport Scienceactivities of professionals
- Facilitating the efforts of students to revise the core learning outcomes of the courses covered by the exit examination
- Ensuring all graduates from HEIs satisfy the requirements of the labor market and employability through the national wide implementation of competency-based exit exam

- Creating competitive spirit among sport science/physical education departments in Ethiopia with the aim of encouraging them to give due attention to the national standards

1.2 Significance of the Document

It is important to set competency areas of the subject matter (program) in order to measure the how much graduates are acquired with skills, knowledge and attitudes. The following shows us the significance or setting competencies and identifying core courses of the program:

- To set competencies that helps to assess the basic skills, knowledge and attitude of graduating students;
- To systematically identify the core courses which will be included the exit exam;

2. Expected Profiles of Graduates

Under Graduates of degree program in sport science/physical education will acquire a high level proficiency in sport science knowledge.

After the successful completion of the Program in sport science/physical education the graduate will be able to:

Knowledge

- Employ the sport science theoretical and practical knowledge in schools and training centers
- Give technical advice to the community in the field of sport;
- Serve in the Federal Sport Commission, Governmental and Non-Governmental organizations, in various aspects of sport activities;
- Able to promote skill development who can understand and respect the social and cultural value of the people;
- Support different sport federations as administrators and technical officers;
- Serves organizers for clubs, athletes and fitness centers; in general fitness industries
- Train different sport teams and clubs;
- Involves fitness instructors in different health oriented fitness centers or gymnasiums
- Contribute their professional knowledge and skill to improve the health statues of the society;

- Implement primary healthcare activities like promotion of health education services, prevention and control of major hypo kinetic diseases.

Skill

- Apply scientific sport training principles to maximize training and teaching
- Demonstrate the basic technique of team sport and individual sport
- Develop physical fitness for different sport nature
- Implement theory of sport coaching and teaching to promote training
- Test and Measure physical performances of trainees
- Manage sport competition in extramural and intramural level
- Implement tactic and strategies based on the nature of sport competition

Attitude

- Appraisal the contribution of movement to shape posture and sport technique
- Appreciate the benefit of sport and exercise for total wellness Develop interest to participate in different sport activity
- Raise awareness of sport industry attribute to life and health

3. COMPETENCY AND LEARNING OUTCOME

After the successful completion of the Program in sport science/physical education the graduate will be able to:

- To provide knowledge, attitude and skill for students in concepts of sports, psychology of sports, measurement and evaluation in sports and Sport Management.
- To understand the types and characteristics of disability and organized different types exercise programs.
- To apply the knowledge and skills of sports medicine and Exercise physiology in their future practice.
- To provide Health and fitness performance for an athletes and the society.
- To Develop and upgrade the performance and skills of the students focusing on gymnastic

movements and agility exercise.

- To provide basic technique, skill, tactics and strategies in individual and team sports.
- To develop student's skills in using appropriate methods for coaching.
- To enable to coach appropriate fundamental skills serving in different sports academies and training centers.
- To provide trained personnel who can lead and organize intramural & extramural activities in different organizations.
- To provide students with opportunities for field experiences in order to obtain practical experience needed for advancing their education and careers.
- To organize sport programs for the benefit of student's health & their recreational purposes.

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4. CATEGORIZED COURSES IN TO THEME

CATEGORY	NO	COURSE TITLE
Social Aspects	1	History and concepts of Sport
	2	Introduction to Sport psychology
	3	Measurement and evaluation in sports
	4	Introduction to Sport Management
	5	Introduction to Adapted physical education and sports
TeamSports	6	Volleyball
	7	Football
	8	Basketball
	9	Handball
Individual Sports	10	Athletics
	11	Basic gymnastics
Exercise Sciences	12	Health and fitness / Physical Fitness and Wellness
	13	Sport medicine
	14	Exercise physiology
General method of Sport Coaching / Teaching	15	Introduction to structure of coaching / Teaching

5. COURSES TO BE INCLUDED IN THE EXAM

No	Identified courses	Credit hours/credit point For sport science stream	Credit hours/credit point For physical education stream
1	Athletics (I)	3	2
2	Basic Gymnastic	3	2
3	Basketball	4	4
4	Football	4	4
5	Handball	4	4
6	Volleyball	4	4
7	Exercise Physiology	3	3
8	Sport Medicine	3	3
9	Health and Fitness / Physical Fitness and Wellness	3	2
10	History and Concepts of Sport/physical education	3	3
11	Introduction to Adapted Physical Education and Sports	3	3
12	Introduction to Sport Management/organization and administration of PE	3	3
13	Introduction to Sport Psychology	3	2
14	Measurement and Evaluation in Sports/physical education	3	3
15	Introduction to Structure of Coaching/method of teaching in physical education	3	3

6. CONCLUSION

The group of sport science works on this document, adopted graduate profile from sport science and physical education curriculum and classified in knowledge, skill and attitude, customize competencies and learning outcomes based on the five thematic areas, selecting 15 courses and categorized in five themes.

70% of course identified in both sport science and physical education program are related but the course method of physical education and structure of coaching are different since the professions are applied and teaching

The validation group suggests two approaches of preparing exit exam, the prime approach makes the exam two varieties to consider particularly the professional courses

I -Example one- (the first approach)

Exit exam for BSC in sport sciences 100 questions (1 st variety)	Exit exam for BED physical education 100 questions (2 nd variety)
1-----70 questions (common for both)	1-----70 questions (common for both)
The remaining 30 questions from structure of coaching (only for sport science program)	The remaining 30 questions from methods of teaching in physical education (only for sport physical education program)

II- Example two- (second approach)

The validation group suggests the second alternate approach of preparing exit exam, the alternate approach makes the exam one variety by considering particularly the professional courses in exam

Exit exam (1 variety)

For sport science and physical education program (No of questions 130)	remark
1-----70 questions (common)	Total questions will be 130
Section A- 30 questions for sport science group	

Section B- 30 questions for physical education group	
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Hence, the group of sport science recommends this term of references as a preliminary document and the selected courses to be considered in sport science and physical education exit exam and enables to measure the competencies of undergraduate university students.

Remark

The main objective of the exit exam is to measure its impact on different elements of the student's learning competence such as knowledge, skills and attitude. The BSc and BEd in Sports Science Exit Exam will be developed to meet the requirements for graduation of a culminating exam testing major content knowledge, skills and attitude from the program of study. For BSc and BEd in Sports Science, the teaching-learning process and the acquisition of knowledge are two-fold. One is a reflection and critical thinking, and the other is a demonstration and practical action. Reflection and Critical thinking is the theoretical aspect of the teaching-learning process and knowledge acquisition, which can be obtained mainly through the cognitive domain. Therefore, the Students will exhibit reflection and critical thinking to refine professional practice. However, the demonstration and practical actions are the practical aspects of the teaching-learning process and skill acquisition, which can be obtained both through the affective domain (attitude development), and psychomotor domain (physical manipulation of skills). Therefore, each theoretical and practical exit exam should have to be made up of 50 points from theoretical aspects of the core courses to measure knowledge and the other 50 points come from practical aspects of the core courses to measure the skill and attitude bases of the students. The rationale is that based on the nature of the courses (BSc and MEd in Sports Science) 60% of the teaching-learning in team and individual sports are occur through practical class. In conclusion, both the group who developed and validated this exit exam guideline suggest that to make the exit examination fair and equitable for sex-wise and disparate ability students due to individual differences, the inclusion of a practical exit examination is highly appreciated and required.

Appendix

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			አሰሪ	ግምገማ				
1	ተስፋዬ ደስለኝ (ወንጌተኛ)	BDU	✓		terdesalegn@yahoo.com	098481521	<i>[Signature]</i>	
2	ታደሰ ተምህርት (ዳ/ሮ)	ወደ		✓	getachew_kinabiyah	0911965735	<i>[Signature]</i>	0911965735
3	ግሮማ ታደሰ ገብረ	JJU		✓	gizget4@yahoo.com	0911679526	<i>[Signature]</i>	
4	ዘርዘር ገብረ ገብረ	Hawassa U.		✓	sertselorihan@gmail.com		<i>[Signature]</i>	
					0916030091			
5	አባይ መሪሃኔ	አ.አ.ዋ	✓		e-yasu.merkala@gmail.com	0911175336	<i>[Signature]</i>	
6	MELKAMU DUGASSA	JU		✓	kassama2015@gmail.com	091207224	<i>[Signature]</i>	
6	Maimanot Getnet	Semera uni		✓	haimeset27@gmail.com	0915768966	<i>[Signature]</i>	
6	Wondwosen Tefele	KUE		✓	wondwosentefele@gmail.com	0911434128	<i>[Signature]</i>	

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