

MPK 1053 CURRICULUM DESIGN IN TVET

Curriculum Design & Development

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CURRICULUM DESIGN AND DEVELOPMENT IN TVET

- Entire educational environment.
- Curriculum is a key element in the educational process; its scope is extremely broad, and it touches virtually everyone who is involved with teaching and learning.

- Curriculum per se can be broadly defined as the specific knowledge and skills that students learn (ASCD, 2005).

- The development of curricula that are relevant in terms of student and community needs and substantive outcomes. The vocational and technical curriculum focuses not only on the educational process but also on the tangible results of that process. This is only one of many reasons why the vocational and technical curriculum is distinctive in relation to other curricular areas.

- a narrow set of disjointed offerings to a comprehensive array of relevant student learning experiences.

CHARACTERISTICS OF THE VOCATIONAL AND TECHNICAL EDUCATION CURRICULUM

Orientation:

Through the result of that achievement-results that take the form of performance in the work world.

Justification:

TVET curriculum is based on identified occupational needs of a particular locale.

Focus:

Develop a broad range of knowledge, skills, attitudes, and values, each of which ultimately contributes in some manner to the graduate's employability.

In School Standard:

Related to occupational in workplace. Student assessment must be hands-on and applied performance Student standard success performance must align with the performance expected in the occupational, with criteria used by instructors must be standard of the occupational.

Out Of School Standard:

Standard (Skill, Knowledge & Attitude) derives from the real business and industrial sectors. Based on what are happening in the working places.

School Workplace Community
Relationship:

- **Responsive to community needs.**

Responsiveness:

- Responsive to a constantly changing world of work.

Federal Involvement:

- Transformation of vocational educational system
- Increasing budget in implementing TVET

Logistics:

The logistics associated with operating a vocational and technical curriculum are indeed complex, and these complexities need to be taken into account.

Expense:

- Facilities
- Teaching and learning materials
- Teacher
- Training and certificated

RATIONALE FOR CURRICULUM DEVELOPMENT IN VOCATIONAL AND TECHNICAL EDUCATION

Data-Based:

- nature of the occupation being prepared
- have been gathered and examined.

Dynamic:

- Examine the curriculum in terms of what it is doing and how well it meets student needs.

Explicit Outcomes:

- specific measurable
- more quantifiable.
- we will be able to tell whether students achieve

Fully Articulated:

Vocational education program: **school to work, school enterprise** etc.

Realistic:

- **Actual worker's role** with relevant tasks, knowledge, skills, attitudes, and values serving as a foundation for what is to be taught.

Student-Oriented:

- To what extent will the approach actually assist students in preparing for employment.

Evaluation-Conscious:

- **Accreditation procedures.**
- **Ongoing activity**

Future-Oriented:

- **Future oriented perspective.**

World Class-Focused:

- **Work around the globe.**
- **Recognize by international professional bodies.**