GUIDELINES FOR TVET CURRICULUM DEVELOPMENT

TVET Professional Services Division
Department of Technical Education
Ministry of Labour and Human Resources
Thimphu, Bhutan

Royal Government of Bhutan

Ministry of Labour and Human Resources

FOREWORD

The Ministry of Labour and Human Resources has adopted Competency Based Training system from conventional methods since 2010 as a part of the major TVET reform initiatives to enhance the quality and relevance of TVET training delivery. The development of TVET curriculum is the next step after the development of the National Competency Standards aligning with the Bhutan Vocational Qualifications Framework (BVQF) and labour market needs.

The TVET Professional Services Division under the Department of Technical Education has been entrusted with mandates to professionalize and improve the quality of TVET system through the development, review, validation and endorsement of TVET curriculum, learning resources development, and capacity building of trainers.

The TVET curriculum is mandatory document for training delivery and registration & accreditation of course as per the Regulation for Registration of Training Provider-2014. Training implemented through this process will ensure that employees or TVET graduates can perform a job to the standard specified; and that they possess and acquire the desired skills, knowledge and attitude required by the industries and employers.

Therefore, "Guidelines for TVET Curriculum Development" is developed with the following key objectives:
- ✓ To guide curriculum developers to adopt standard practices
- ✓ To assist institutes/training providers develop their own curriculum
- ✓ To define standard procedure for the development, review, validation and endorsement of TVET Curriculum

For the successful implementation of this guidelines, support and cooperation from the employers and training providers are crucial. Acknowledging the valuable contribution made by experts from industries and training providers in the development of the TVET curriculum, the department anticipates such continued support during the curriculum development, validation and endorsement processes.

The Ministry looks forward to the participation of the industries and training providers in the development and implementation of TVET Curricula for quality assured skilled workforce in the country.

Sonam Wangchuk
SECRETARY

ACKNOWLEDGEMENT

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ACRONYMS

BVQF- Bhutan Vocational Qualifications Framework

CA-Competency Area

CBC – Competency Based Curriculum

CBLM- Competency Based Learning Materials

CBT- Competency Based Training

CRC-Curriculum Review Committee

CVC-Curriculum Validation Committee

DACUM- Developing A CurriculUM

DTE- Department of Technical Education

DOS- Department of Occupational Standards

ILO - International Labour Organization

ISO - International Organization for Standardization

IZC- Institute for Zorig Chusum

LO- Learning Outcome

MoLHR- Ministry of Labour and Human Resources

NC- National Certificate

NCS- National Competency Standard

OHS- Occupational Health and Safety

PPE-Personal Protective Equipment

PPP- Private Public Partnership

OJT- On-the -Job-Training

RPL- Recognition of Prior Learning

SCA-Sub-Competency Area

TAC- Technical Advisory Committee

TPSD- TVET Professional Services Division

TTI- Technical Training Institute

TVET – Technical and Vocational Education and Training

TVET-MIS- Technical and Vocational Education and Training Management Information
System

NGO - Non-Government Organization

VET- Vocational Education and Training

BACKGROUND

The Ministry of Labour and Human Resources has embarked on a major TVET reform geared towards improving the quality of TVET training delivery through various initiatives and strategies. In-line with this reform process, the ministry has introduced Competency Based Training (CBT) systems in the TVET Institutes. Developing a Competency Based Approach for curricula development is a part of broader objectives of the reform process.

The Ministry is also responsible to provide necessary support and guidance to all the training providers registered with the Ministry in the TVET curriculum development process to meet the minimum requirement of National Competency Standard (NCS) and are relevant to the labour market. Therefore, this guideline will guide the institutes/training providers in developing TVET curricula for both CBT and Non-CBT. The CBT curriculum which is also called Competency Based Curriculum (CBC) is developed based on NCS. Non-CBT curriculum can either be short course, modular course or soft skills curricula that is developed based on needs of labour market.

The TVET Professional Services Division (TPSD) of the Department of Technical Education is the lead agency responsible for facilitating and assisting TVET Curriculum development, for the unified national TVET system.

TPSD shall also develop TVET Curriculum as per national needs based on labour market demand. Training Provider shall also develop their own TVET curriculum involving trained curriculum developers and submit to TPSD, DTE for validation and endorsement.

INTRODUCTION

A TVET curriculum is a "Plan for Training" designed to provide a complete set of learning experiences including workshop, classroom, experiential and self-guided training delivery recommendations that will lead to the achievement of a desired set of competencies, which are as mentioned, derived from the National Competency Standards and labour market needs. Any competency, if complex, may require several learning steps to achieve mastery. Any learning step may be directed at mastering in one or several competencies.

The effectiveness and efficiency of any educational program largely depends on the philosophy of the curriculum design followed. The TVET curriculum is the document that drives the competency-based program to its destination. If specific competencies are not focused in the curriculum design philosophy, the products of the CBT program may not be "work-ready" and therefore not relevant and not readily accepted by the industry.

SCOPE

The Guidelines for development of TVET curriculum will assist in providing guidance to the TVET curriculum developers for developing job-efficient and effective curriculum.

This document contains procedural guidelines for the development of CBT and Non-CBT curricula design for curriculum developers. By using the commonly agreed format of TVET curriculum development, the implementation of the training will be simpler, easy to understand and more effective. This will further help in improving the training delivery and implementation of the Technical and Vocational Education and Training (TVET) programmes.

OBJECTIVE

The objectives of this guidelines are:

- ✓ To standardise the structure and format of TVET curriculum for uniformity and to improve the quality of curriculum
- ✓ To establish a logical set of principles and guidelines aimed at facilitating the curriculum design of TVET courses.
- ✓ To provide guidance and a basis for training providers/institutes curriculum development committees in developing CBT and Non-CBT curricula.

COMPETENCY BASED TRAINING

CBT is the training that emphasis on what a person can do in workplace as a result of completing a program of training. Thus, CBT is focused on performance rather than a learning process within the specified time.

Since 2010, CBT has been piloted as a training delivery model in TTIs and IZCs and it was rolled out to other TVET Institutes in order to enhance the quality of training aligning with the needs of labour market.

TVET CURRICULA

The TVET Curricula is broadly categorised as CBT and Non-CBT curricula.

CBT CURRICULUM

The CBT curriculum is also termed as Competency Based Curriculum and is developed based on NCS and labour market needs.

CBT curricula are designed considering the following principles.

- Identification of competencies in consultation with experts from industries and training institutes
- Adopting 21st century pedagogy and methodology
- Training must be in line with labour market need and industrial standard
- Creating training modality to experience real working situation through platform such as OJT and Industrial visit.

NON-CBT CURRICULUM

Non-CBT curriculum can be either of short course, modular or soft skills curricula that is developed based on the needs of labour market.

SECTION 1

COMPETENCY BASED CURRICULUM (CBC)

SECTION 1: COMPETENCY BASED CURRICULUM (CBC)

1. DEFINITION OF CBC

A Competency Based Curriculum (CBC) is a framework or guide in the form of a course design, for a particular field or occupation. It is combination of series of modules that are developed based on National Competency Standards (NCS) with corresponding learning outcomes, assessment criteria, contents, learning conditions, instructional methodologies and assessment methods.

The CBC shall specify the outcomes, which are consistent with the requirements of the workplace as agreed through consultations with the field experts from industry or training institutes. The CBC should cover the scopes beyond the requirement of NCS, therefore addressing the industry requirement.

2. COMPONENTS OF CBC

There are three main components for CBC:
   a) Competency profile
   b) Course information
   c) Module information

2.1. COMPETENCY PROFILE

It is a curriculum framework with the list of the competency areas and sub-competency areas with associate competencies/tasks needed for analysing task and designing curriculum for effectual training and learning process. Following are the components of competency profile:

2.1.1. Competency Area (CA)

- One of the distinct major activities or units involved in the work performed in an occupation
- Are general, not specific, statement of the work that is performed
- It must start with appropriate action verb
- Stand-alone (are meaningful without reference to job)
- One unit from NCS may lead to one competency area or more

2.1.2. Sub-Competency Area (SCA)

- It is a fragmentation of duty and it is not stand alone without referring to the job for most of the case
- It must start with an appropriate action verb
- Elements of Competence from NCS may be considered as Sub-Competency Area
- There should be minimum of 3 and maximum of 12 sub competency area under each competency area

2.1.3. Competency/Task:

Competency/Task should have the following features:
- Specific
- Measurable
- Observable
- Has its own unique procedure
- Broken down into three or more steps

- Can be performed in limited period of time
- Has definite start and end point
- When completed, results in a product, service or decision
- Must start with an appropriate action verb

Thus, a task is a time-bound work activity; it has a beginning and an end. Moreover, a task is usually performed under standardised conditions using standardised tools. There should be minimum of 3 and maximum of 20 tasks under each sub competency area.

2.2. COURSE INFORMATION

It gives an overall information about the course. It consists of the following main components:

- Course title
- Course description
- Nominal course duration
- Trainer to Trainee ratio
- Entry requirement
- Course objectives
- Course structure
- Course delivery
- Trainer qualification
- Resources
- Assessment and Certification

2.3. MODULE INFORMATION

The CBC shall consist of several modules to form a complete package of curriculum. Modules in each curriculum are self-contained and the training shall be undertaken separately to ensure acquisition of skills, knowledge and attitude needed to perform the activity under employment conditions. Each module shall represent a certifiable part of a job. However, eligibility for National Certification shall require the completion of all modules within the skill area. Each module of CBC consists of the following main components:

- Occupation
- Competency Area
- Module Title
- Module Code
- Module description
- Certificate Level
- Pre-requisites
- Nominal Duration
- Learning Outcomes
- Assessment criteria
- Content
- Learning condition
- Instructional methodologies
- Method of Assessment

3. COMPETENCY BASED CURRICULUM DEVELOPMENT PROCESS

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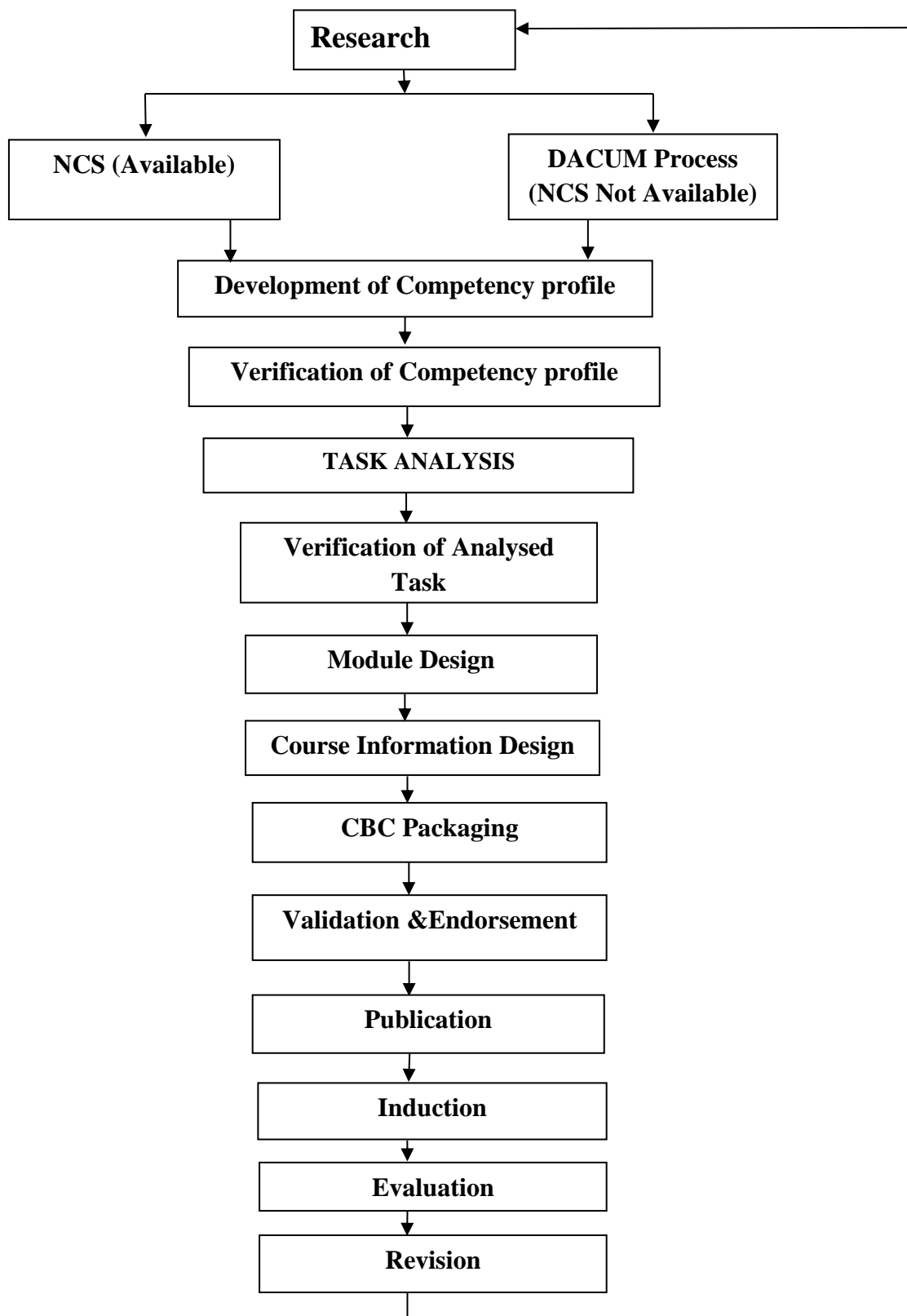
3.1. RESEARCH

The research work involves planning of the course which includes identification of needs and scope of curriculum to be developed. The availability of National Competency Standards is checked and accordingly the need of curriculum is determined as per the labour market.

In case of unavailability of NCS, the detailed Training Needs Analysis (TNA) must be carried out to identify the need and scopes of the course offered in the labour market.

While designing a training course, a due consideration must be made to address the national goals, which will contribute towards sustainable socio-economic development of the country.

3.2. COMPETENCY PROFILE DEVELOPMENT

The three to five days' workshop is conducted for competency profile development by 2 or 3 trained facilitators in consultation with 8 to 15 experts from industries and training institutes based on NCS or using DACUM process if NCS is not available.

Development of competency profile involves the following procedures:
1. Identify and analyze Competency Area (*Refer 2.1.1 of section A*)
2. Identify subsequent and related SCA with respect to competency area (*Refer 2.1.2 of section A*)
3. Identify tasks for each SCA referring the criteria for task identification (*Refer 2.1.3 of section A*)
4. Sequence the tasks against each SCA
5. Repeat from step 2 to 4 for remaining Competency Areas
6. Complete the competency profile (*For format refer Annexure I*)

The table below illustrates the identification of Competency Area, Sub Competency Area and Competencies/Tasks from NCS:

NCS	Competency Profile
Unit	One or more Competency Area
Elements of Competence	One or more Sub-Competency Area
Performance Criteria and range of statement	Competencies/Tasks

3.3. VERIFICATION OF COMPETENCY PROFILE

In this stage, the tasks/competencies identified in competency profile is verified for accuracy in consultation with relevant experts. *(Refer 2.1 of section A)*.

Further train and non-train tasks are also verified for training delivery. Based on the outputs of this verification competency profile is finalized.

3.4. TASK ANALYSIS

Task analysis is the next step after the development of competency profile. This workshop is conducted by 2 or 3 trained facilitators involving 8 to 15 expert workers of the relevant trade, where each verified task/competency is analysed in detail breaking down into steps, identifying related knowledge, core skills, attitude, safety and environment concern with associated resources. It takes around two weeks to complete the task analysis depending on the complexity and nature of trade/occupation. (*Refer annexure II: Task Analysis Datasheet).*

Task analysis data sheet consist of following elements:

3.4.1. Steps
a. Steps (Procedure) to perform task
b. Each step should start with a specfic and appropiate action verb
c. Each step must have one action verb only
d. A task should have minimum of three main steps

3.4.2. Performance standards
a. It is a set of criteria to assess how well a task is performed
b. It is developed based on the critical steps of the task which has over all influence on the task
c. It can be also developed based on the final product
d. It should be stated in the passive voice with qualifiers
e. One task may have more than one performance standards

3.4.3. Core skills
a. It is a list of critical skills required to perform a task
b. One or more steps may require skills to perform it
c. It can also include soft skills
d. Soft skills are logical in nature and associated with personel
e. It can be associated with tools and equipment

3.4.4. Related knowledge
a. It is an ability to store information or a set of information required for effective execution of task
b. It has to be listed against each step
c. One step may require separate or same knowledge of other skills
d. It has to be listed in topics and in sequential order
e. It must include all components of knowledge (Fact, Concept, Principle, Procedure and Process), considering the possible questions that learner may ask while teaching the task (What, When, Where, Why and How)

3.4.5. Attitudes

It not only includes "BEHAVIOUR" but also covers the following:
a. Discipline
b. Safety
c. Waste management
d. Cost effectiveness
e. Time consciousness

3.4.6. Tools/Equipment/Instrument/Materials required

It is a list of the required tools, equipment and materials required for performing particular task. Further, it includes Personal Protective Equipment if required.

3.4.7. Safety and environment concern

It is a statement of safety and environment related concern to be ensured while performing the particular task. Safety includes personal, equipment, workplace, hand tool and job safety.

3.4.8. Practical Application

It is an area where the task will be applied in the real field of work.

3.4.9. Probable problem

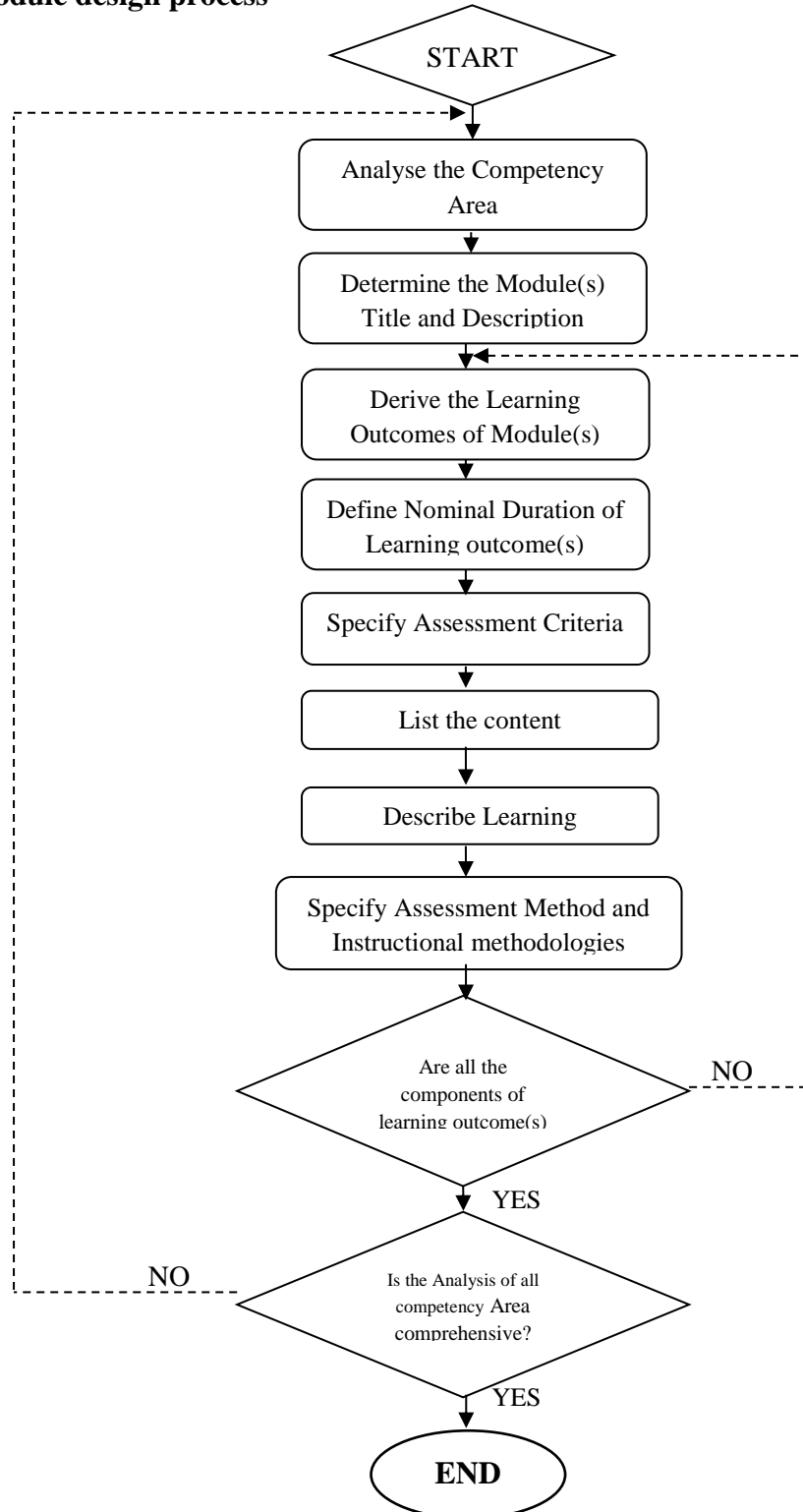It is expected problem that may encounter while executing the particular task.

3.5. VERIFICATION OF ANALYSED TASK

In this stage, analysed tasks and competencies are verified for accuracy through subject experts' review and result verification. Based on the outputs of this verification, task analysis data sheet is moderated and finalized.

3.6. MODULE DESIGN

A *Module Information* is one of the major components of a Competency Based Curriculum (*Refer Annexure III: Module Information Template*)

3.6.1. Overview of module design process

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                        ◇ START ◇

              ┌─────────────────────────┐
              │  Analyse the Competency  │
              │          Area            │
              └─────────────────────────┘

              ┌─────────────────────────┐
              │  Determine the Module(s) │
              │   Title and Description   │
              └─────────────────────────┘

              ┌─────────────────────────┐
              │   Derive the Learning    │
              │   Outcomes of Module(s)  │
              └─────────────────────────┘

              ┌─────────────────────────┐
              │  Define Nominal Duration of │
              │    Learning outcome(s)   │
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              ┌─────────────────────────┐
              │ Specify Assessment Criteria │
              └─────────────────────────┘

              ┌─────────────────────────┐
              │     List the content     │
              └─────────────────────────┘

              ┌─────────────────────────┐
              │    Describe Learning     │
              └─────────────────────────┘

              ┌─────────────────────────┐
              │ Specify Assessment Method and │
              │ Instructional methodologies │
              └─────────────────────────┘

              ◇ Are all the components of learning outcome(s) ◇   NO

                         YES

              ◇ Is the Analysis of all competency Area comprehensive? ◇   NO

                         YES

                      (  END  )
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3.6.2. Analysing a Module Design

Module design is derived by analysing module structure and module information from competency area as shown:
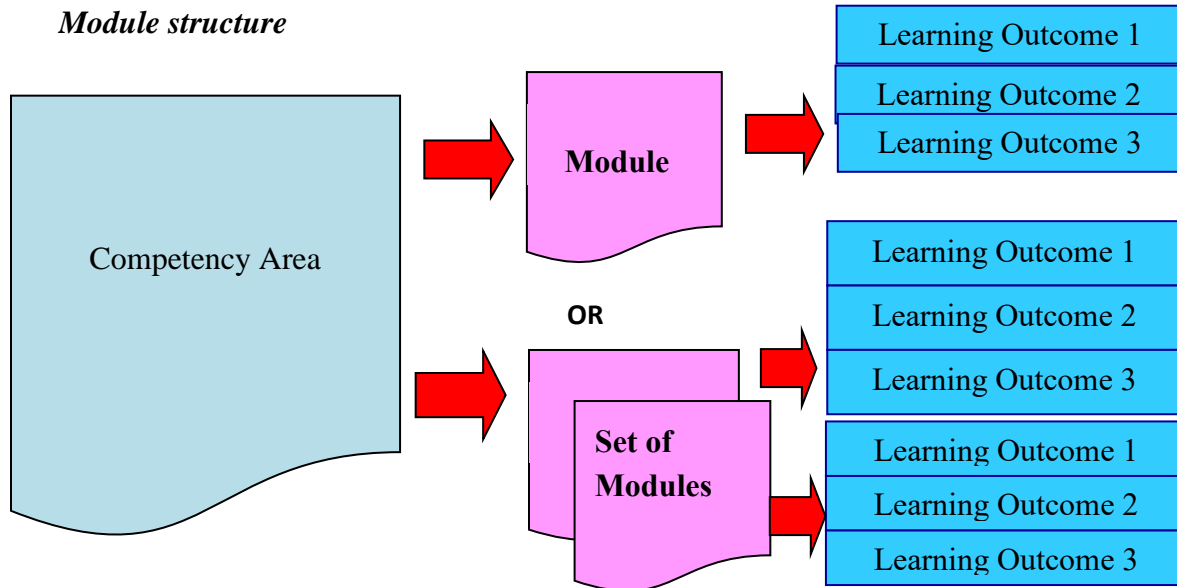
Note: *In order to come up with estimated number of hours in the particular module, determine how much time a learner needs to acquire a higher level of mastery in every learning outcome.*

It should not be assumed that one competency area will lead to one module of training. In some cases, it may be appropriate to develop set of modules of training, from one competency area.

3.6.3. Components of module information

3.6.3.1. Occupation
An occupation is a job or profession, especially as a means of earning a living.

3.6.3.2. Competency Area
It is the duty that can be assessed and recognized and must be adhered to training and assessment to ensure consistency of outcomes. It also represents discrete workplace outcomes.

3.6.3.3. Module code:
The coding of the NCS forms the basis of the identification code for the Technical and Vocational Education and Training Management Information System (TVET-MIS) both in terms of economic sector identification and that of the individual standard.
For writing module code follow NCS code e.g. 7112-U1-L1, *where 7112 is occupation code, U1 is the unit number, L1 is the level number. Provide module coding depending on number of modules for example 7112-L1-M1, 7112-L1-M2 where M1 is the module number.*

Level 1

Module 1

7112-L1- M1

Occupation code
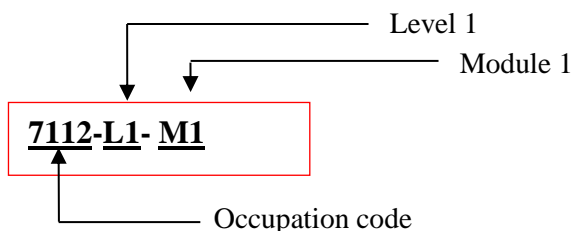
3.6.3.4. Module Title

The name chosen for a module will have some influence on how the module is perceived in the training sector. It shall convey a clear message of what the module entails. Names providing a better indication of what the module is about would be more useful. An action verb with "*ing*" is appropriate.

Let us presume that there is one to one correspondence between the chosen competency area and the module information. In this case the module title is usually the same as the competency area but have to end the verb with "*ing*".

Example:

COMPETENCY AREA ⟶	PREPARE VEGETABLE ITEMS
SUB-COMPETENCY AREA	
1. Prepare vegetable for cooking	
2. Perform dry heat cooking of vegetable	
3. Perform moist heat cooking of vegetable	
4. Perform frying of vegetable	
MODULE TITLE: **Preparing vegetable items**	

3.6.3.5.Module description

A module is a learning segment with a specified educational or training purpose. The statement briefly describes the overall intentions of the module with emphasis on learning outcomes.

Each module is linked to the identified competency area. To describe the module, refer the competency area to ensure clear picture of what a learner should be able to do after the completion of the module. Add more description referring the content derived if required.

3.6.3.6.Nominal Duration of a module

It is the minimum estimated duration required for an average learner to attain all the competencies of learning outcomes in a module.

The nominal duration is estimated based on the teaching and learning duration of an average learner to achieve the learning outcome of a module.

3.6.3.7.Certificate level:

This is the National Certificate level identified and specified in NCS as per the BVQF.

3.6.3.8.Prerequisite:

Pre-requisites are those modules or competencies which learners must have successfully completed or achieved before commencing on the next module.

3.6.3.9.Learning Outcomes:

These are cluster of related competencies (knowledge, skills and attitudes) learned or acquired by the learner or trainee after completion of teaching learning process under a particular module.

Sub competency area of competency profile may lead to learning outcomes.

3.6.3.10.   Assessment Criteria

Assessment criteria specifies the performance outcomes (knowledge, skills and attitudes) the learner shall be able to demonstrate to trainer/assessor to judge that the learner have achieved the learning outcome.
It should be derived from the performance standard of analysed task and review the performance criteria of NCS. The assessment criteria have to be stated in the *passive voice*. Observe that the performance criteria of the NCS are in the present tense *active voice*.

3.6.3.11.   Content

It is a list of topics that includes knowledge, skills, attitude, safety and environment concern to be taught to the learners to attain the learning outcomes. The content shall be derived through task analysis.

3.6.3.12.   Learning conditions:

The conditions shall be specified under which the learning and assessment shall take place. This shall include a list of tools and equipment, access to learning resources and other facilities. Recommend any useful learning resources, after checking that these are current, relevant and available.

3.6.3.13.   Instructional Methodologies

The methodologies shall specify a list of instructional methods that shall be used for learning to take place. In other word it is different approaches, methods and techniques that a learning process will be delivered.

3.6.3.14.   Method of Assessment

It is the strategies, techniques and tools for collecting information to determine the extent to which the learners demonstrate desired learning outcomes.

Several methods should be used to assess the learners' performance. Where possible, holistic approach is encouraged.

3.7.   COURSE INFORMATION DESIGN

The course information is designed by collecting information which includes the overview of the course, stating the following components: (*Refer Annexure-IV: Course information template).*

3.7.1. Course title

Title or name of the course design of a particular technology, industry, or occupation, reflecting employment need as outlined in NCS.

3.7.2. Course description

The statement briefly describes the overall intentions of the course with emphasis on modules and learning outcomes.

3.7.3. Nominal course duration

It is the minimum estimated duration required for an average learner to complete course which is estimated from training duration of all modules for a specific level including OJT duration.

3.7.4. Trainer to Trainee ratio

It is a ratio for a trainer to trainee for a theory and practical as per the approved standard for a specific trade.

3.7.5. Entry requirement

It is the minimum requirement of trainees to enrol for a course.

3.7.6. Course objectives

It is general objectives of the course, that the trainee should be able to perform at the end of the course.

3.7.7. Course structure

It is holistic overview of a course, presenting module title, learning outcome, nominal duration and total course duration for different training modality (Institute training and OJT).

3.7.8. Trainer qualification

It is the minimum qualification of trainer required to deliver the course effectively, including the work experience. The trainer should be certified in Technical Instruction and Pedagogy.

3.7.9. Course delivery

It presents different methods of training delivery that shall be recommended but not limited to Modular, Field visit, Demonstration, Project Work and Case studies

3.7.10. Resources

It is minimum requirement of tools, equipment, materials, PPEs. It also includes the infrastructure and training facilities to deliver a course.

3.7.11. Assessment and Certification

It represents how the formative and summative assessment of the course will be undertaken. It also states who will certify the trainees after successful completion of a module and the course.
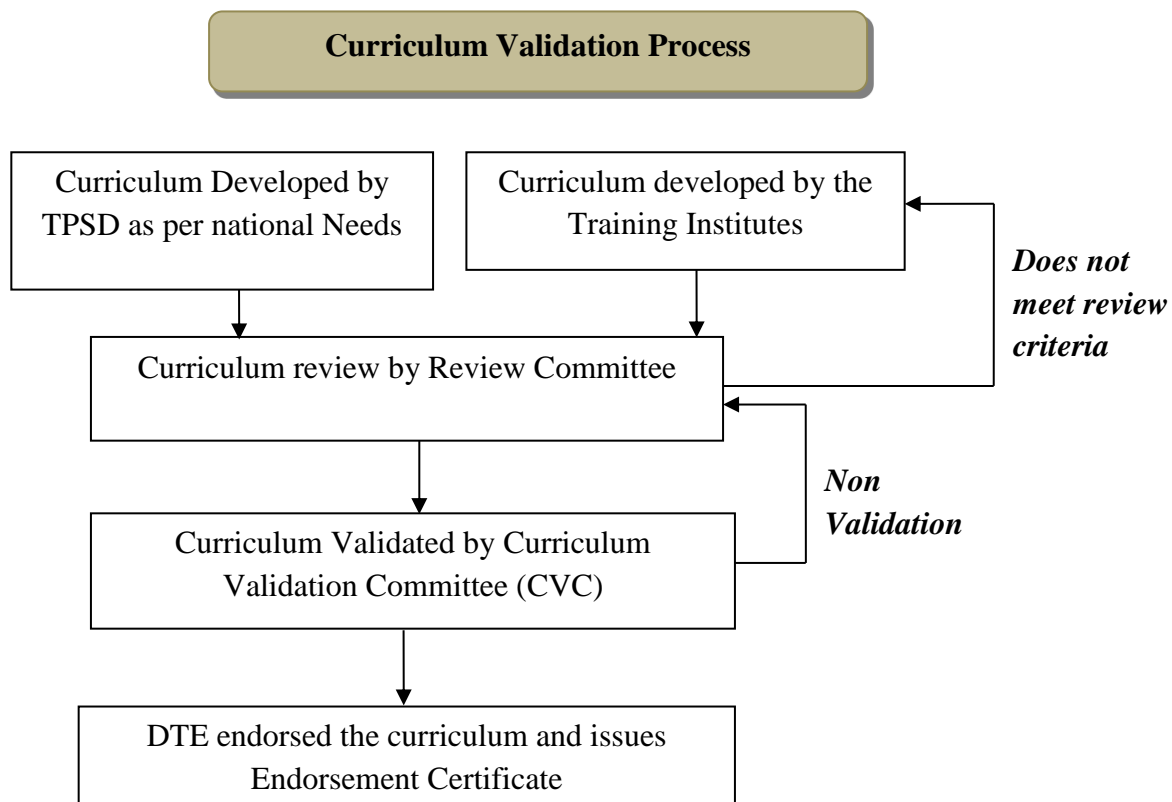
3.8. CBC PACKAGING

It is process of compiling all the main components of curriculum which includes competency profile, course information, all the module information, OJT competencies and annexures as per the CBC format. (*Refer Annexure V: CBC Format*)

3.9. MODERATION

The packaged CBC is moderated thoroughly on consistency, comparability and fairness of professional judgement about the content of curriculum. It is done after completion of course design.

4.   CBC REVIEW AND VALIDATION PROCESS

Curriculum Validation Process

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│ Curriculum Developed by │   │ Curriculum developed by │ ◄──────┐
│ TPSD as per national    │   │ the Training Institutes │        │
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        │ DTE endorsed the curriculum and issues│
        │ Endorsement Certificate               │
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4.1. CBC REVIEW

The curriculum developed by the training providers/institutes is reviewed by the Curriculum Review Committee (CRC). The CRC consist minimum of three members including at least one TVET curriculum facilitator.

The committee shall review the curriculum based on the following criteria *(Refer Annexure VI: CBC Review form)*

   a.   The curriculum is based on NCS/Labour market

   b.   Competency Profile development

   c.   Module information design

   d.   Course information design

   e.   CV of curriculum developers

   f.   Evidence of Task Analysis

   g.   Duly filled attendance sheet of workshop conducted

Note: *In case of non-availability of NCS for an occupation, the curriculum shall be reviewed based on the DACUM processes along with the evidence of task analysis.*

If the curriculum does not meet the review criteria it shall be returned to the training provider/agency with recommendations and suggestions for further improvement and incorporation.

4.2. CBC VALIDATION

4.2.1. Purpose of CBC Validation Committee (CVC):

- To provide expert advice in regard to curriculum design and quality
- To validate the curriculum toward maintaining the quality
- To assist in prioritising the courses for curriculum development
- To provide necessary feedback and suggestion to training providers for further improvement if curriculum doesn't fulfil the requirement

4.2.2. CVC meeting:

Upon completion of review by CRC, the curriculum shall be forwarded to the CVC for validation and the members shall validate the curriculum in the CVC meeting based on curriculum validation criteria given in the form (*Refer annexure VII: - CBC validation form*).

The process of validation is as follows:
a. The copy of curriculum to be validated shall be provided to each CVC member a week prior to the CVC meeting
b. The members provide suggestions and comments to be incorporated in the curriculum

4.2.3. Norms for CVC:

a. Each committee member is of equal status and importance
b. The members are encouraged to participate fully and equally
c. Make constructive suggestions for improving CBC
d. Respect others opinion, but feel free to disagree
e. Each committee member rates the importance of curriculum components, as he or she feels is appropriate
f. Committee members should rely *exclusively* on their knowledge of the occupation. Do not consult textbooks, manuals or other sources.

4.2.4. Members of CVC:

The committee shall consist of 8 to15 members with approximately 70 percent from training institutes and 30 percent from industries.

4.2.5. ROLES AND RESPONSIBILITIES OF CVC MEMBERS

4.2.5.1.Chairperson:

The chairperson is elected among the members by CVC themselves. The chairperson ensures and focuses on the content of meeting with full participation where all relevant matters are discussed and decisions are made effectively.

4.2.5.2.Member secretary:

The Chief Program Officer of TPSD, DTE shall be representing as member secretary. The member secretary is responsible for preparing meeting which includes scheduling of meeting and preparing agenda, conducting meeting and evaluating the meeting.

4.2.5.3.Industry Representatives:

The industry representatives are selected on the basis of their expertise and knowledge of the occupation. They are the *content* experts for this validation exercise and were invited to:

- Suggest changes to proposed CBC if required
- Suggest additional tasks/learning outcomes/modules
- Rate the importance of each individual task/learning outcome, on the basis of their experience and knowledge of the industry

4.2.5.4.Institutional Representatives:

The Institutional Representatives are selected and involved because they are instructional & subject matter experts and responsible for curriculum development. The institutional representative shall answer questions and provide clarification about proposed curriculum.

4.2.5.5.Role of the Facilitator:

The facilitator is a *process* specialist, not a content expert therefore, the facilitator:

- Guides the validation process, but does not determine the identification of tasks/learning outcomes/modules.
- Helps the committee to achieve general consensus
- Adds and removes the points from the curriculum, based on general consensus of the committee

4.2.5.6.Role of Recorder

The recorder, based on the consensus of the committee shall:

- Record the changes of the curriculum wording
- Record suggested points and ideas of the curriculum
- Record suggestions and/or feedback

4.2.6. Quorum

In each meeting, two-third majority is required to adopt a decision

4.2.7. Remuneration for the CVC member

The success in improving the quality of curriculum depends upon the contributions of the CVC. In light of this significance, nominal financial incentive should be paid as follow:

a. The CVC committee shall be paid professional fee/expert fees as per the existing RGoB approved rate.

b. Travelling Allowance (TA) / Daily Allowance (DA) for out-station members shall be paid as per RGOB rate

4.2.8. Coordination

The proper coordination for CBC validation workshop will determine the efficiency of the workshop. Therefore, concerned training provider or TPSD, DTE shall:

a. Send timely and official invitation for validation workshop along with relevant documents.

b. Follow-up on the decision taken during CVC meeting.

5. CBC ENDORSEMENT

Upon validation of curriculum by CVC, and submission of 5 curriculum booklets, the DTE shall endorse the curriculum and award the endorsement certificate. *(Refer annexure VIII: CBC endorsement form)*

After endorsement the concerned training provider have to follow up with the DOS, MoLHR for Course registration and accreditation and DTE for curriculum induction if required.

The endorsed curriculum is valid for maximum duration of 3 years from the date of endorsement.

6. PUBLICATION

The curriculum will be published by training providers or concerned agencies upon endorsement of curriculum.

7. INDUCTION

Once the curriculum is endorsed and published, the TPSD, DTE shall conduct Induction Programme to the public training institute and private training institute if required.
The objectives of the Induction Programme are:

- To understand the perspective of CBC
- To orient on using CBC
- To orient on CBC components and identified tasks.
- To orient on selecting the most effective and appropriate methodologies
- To orient on lesson plan and training/monthly/weekly plan.

8. **EVALUATION**

It is a systematic process of collecting data that serves as a basis for making judgement and decision regarding a course such as;

- Whether the training has met its objectives
- Areas of the course which need improvement
- To find the relevancy of curriculum content
- To validate course duration specified in curriculum
- Identify issues related to course implementation based on curriculum

The main purpose of evaluation is to improve the quality of a curriculum; to assist in making and justifying decisions; to meet accountability demands and to promote or publicize a course by making people aware of the success achieved by the course.

Course evaluation leads logically to one of 4 decisions regarding the future of the course:

- Maintain the course
- Expand it
- Revise it
- Abandon it

9. **REVISION OF CBC**

The CBC once developed and endorsed shall be used by the training providers, during which period it is subjected to continuous improvement through a feedback process. Feedbacks from the institutes and industry to further improve the design and the content of the curriculum shall be pursued keeping in mind the change of labour market scenario.

The CBC shall also undergo periodic revisions in order to comply with requirements of the National competency standards and evaluation report.

10. **SELECTION CRITERIA FOR SUBJECT EXPERTS**

The subject expert plays a pivotal role in determining the quality of curriculum content, therefore the subject expert will be selected based on following criteria:

a. Technical competence
b. Work experience in relevant field
c. Qualification
d. Full time commitment and contribution
e. Punctuality
f. Active participation (team player)
g. Communication skills

SECTION 2

NON-CBT CURRICULUM

SECTION 2: NON-CBT CURRICULUM

1. **NON-CBT CURRICULUM DEVELOPMENT**
   Following are the elements to be incorporated in Non-CBT curriculum as explained below *(Refer Annexure IX: Non-CBT Curriculum Format)*:

   ### 1.1. RATIONALE
   It is a brief background and rationale for conducting the course. It should explain the overall outcome of the course with regard to employment generation and socio-economic relevance of the proposed training course. It should also provide brief profile of the institute, past track record and experience in conducting the course and the purpose/reasons for developing the curriculum

   ### 1.2. COURSE INFORMATION
   Following are the main components of course information:

   #### 1.2.1. Course title
   Title or name of the course design of a particular technology, industry, or occupation and reflecting labour market needs.

   #### 1.2.2. Course description
   It is a statement that briefly describes the overall intentions of the course with emphasis on modules and main topics/learning objective.

   #### 1.2.3. Course objective
   It is general objectives of the course, that the trainee should be able to perform at the end of the course.

   #### 1.2.4. Course duration
   It is the minimum estimated duration required for an average learner to complete course which is estimated from training duration of all modules and main topics for the course including OJT duration.

   #### 1.2.5. Trainer-trainee ratio
   It is a ratio for a trainer to trainee for a theory and practical as per the approved standard for a specific trade.

   #### 1.2.6. Entry requirement
   It is the minimum requirement of trainees to enrol for a course.

   #### 1.2.7. Trainer qualification
   It is the minimum qualification of trainer required to deliver the course effectively, including the work experience. The trainer should be certified in Technical Instruction and Pedagogy.

   #### 1.2.8. Course structure
   It is holistic overview of a course, presenting module title, main topics, duration and total course duration for different training modality (Institute training and OJT).

   #### 1.2.9. Assessment and certification

It represents how the formative and summative assessment of the course will be undertaken. It also states who will certify the trainees after successful completion of the course.

1.3. MODULE INFORMATION

1.3.1. Module title

The name chosen for a module will have some influence on how the module is perceived in the training sector. It shall convey a clear message of what the module entails. Names providing a better indication of what the module is about would be more useful. An action verb with "*ing*" is appropriate.

1.3.2. Module description

A module is a learning segment with a specified educational or training purpose. The statement briefly describes the overall intentions of the module with emphasis on main topics.

1.3.3. Nominal duration

It is the minimum estimated duration required for an average learner to attain all the competencies of main topic in a module.

The nominal duration is estimated based on the teaching and learning duration of an average learner to achieve the learning outcome of a module.

1.3.4. Main topics

It is chunking of module into major topics which is similar to learning outcome prescribed under CBC.

1.3.5. Content

It is a list of topics that includes knowledge, skills and attitude to be taught to the learners to attain the main topic.

1.3.6. Facilities and resources required

It shall include a list of tools and equipment, access to learning resources and other facilities for learning to take place.

1.3.7. Instructional methodologies

The methodologies shall specify a list of instructional methods that shall be used for learning to take place. In other word it is different approaches, methods and techniques that a learning process will be delivered.

1.3.8. Assessment methods

It is the strategies, techniques and tools for collecting information to determine the extent to which the learners demonstrate desired learning outcomes.

Several methods should be used to assess the learners' performance. Where possible, holistic approach is encouraged.

*NOTE: While designing and developing Non-CBT Curricula, ideally it is recommended to follow the CBC development process and format to maintain the quality of curriculum if possible.

2. NON-CBT CURRICULUM REVIEW

2.1. REVIEW PROCESS

The following process will be followed during Non-CBT curriculum review *(Refer Annexure X: Non-CBT Curriculum Review Form)*:

a. Training institute shall submit curriculum copy to the Director, DTE, MoLHR and also submit a copy through online system.
b. Review committee shall review curriculum within specified turnaround time
c. Review committee shall verify curriculum and recommend for endorsement upon meeting the criteria.
d. If curriculum doesn't meet the review criteria, the curriculum will be returned to concerned training providers with feedback and suggestions for necessary incorporations.
e. The set turnaround time for curriculum review is **fifteen working days** from the **date of submission**.
f. The concerned proponent must follow up with the review committee upon receiving of feedback.

2.2. REVIEW COMMITTEE

Review committee shall consist minimum of three members including at least one TVET curriculum facilitator.

2.3. REVIEW CRITERIA

Following are the criteria to be adhered during review:

a. Curriculum Format
b. Statement of curriculum components
c. Duration
d. Alignment of content with the expected learning outcomes and objective
e. CV of curriculum developers
f. Duly filled attendance sheet of workshop conducted

3. NON-CBT CURRICULUM ENDORSEMENT

Upon recommendation from review committee and submission of a copy of curriculum in both hard and soft, the TPSD, DTE shall endorse the curriculum and award the endorsement certificate.

After endorsement the concerned training provider have to follow up with the DOS, MoLHR for Course registration.

The endorsed curriculum is valid for maximum duration of 3 years from the date of endorsement. *(Refer Annexure XI: Non-CBT Curriculum Endorsement Form)*

GLOSSARY OF TERM

Core Competencies: These are main competencies required to perform professional jobs successfully at workplace in line with National Competency Standards (NCS) and job requirement

Core Skills: Set of generic skills, transferable across all occupational areas, which are incorporated into all BVQF programmes with mandatory learning units on communications, application of numbers and optional learning units on personal skills (working with others, and improving own learning and performance), and problem-solving.

Course Design: This is a major element of the CBC that defines the title of the course and its description, qualification level and units of competency, course outcomes, course structure and competency analysis, assessment and instructional delivery, and the list of resources and qualifications of instructors.

Curriculum Development Team: This is a group of people representing industry, curriculum developers and teachers or trainers experienced in the field/industry organized to develop a curriculum. The team may work as a group or assign each member a part to accomplish at their own phase and time until the curriculum is completed.

Curriculum Endorsement: It is an act of official approval and certification of the validated curriculum for implementation as per the recommendation of CVC.

Curriculum facilitator: A trained curriculum developer who have completed Technical Instruction and Pedagogy training and undergone training on Competency Based Curriculum development. He/she should be a certified in DACUM facilitator.

Curriculum Validation: It is a process of reviewing and verifying the developed curriculum by the Curriculum Validation Committee to authenticate that the curriculum is officially acceptable as per the validation criteria and recommend it for endorsement.

DACUM: An acronym for Designing A CurriculUM (DACUM). It is a job analysis tool and a method for identifying duties, task, knowledge and skills required to perform the particular job. In this process occupational experts in a particular trade or technology come to a workshop led by a trained facilitator.

Delivery Mode: The venue of training such as: school-based, center-based, enterprise-based, and community-based or the system or the methodology itself such as the traditional or structured type conducted by semester and the competency-based which is self-paced and not time bound.

Design and Development: It is an activity to carry out design using appropriate tools and method to define and describe all important aspects of the project so that all that remains is the formal documentation step of construction to develop a product.

Formative assessment: range of formal, non-formal and informal ongoing assessment procedures used to focus teaching and learning activities to improve student's attainment, or which are required for the purpose of the year mark. It is to increase the quality.

Functional Analysis: The process of breaking down a whole job or task into its component pieces according to the different tasks performed in a job; BVQF competencies have been determined through the process of functional analysis.

Industrial tour: It is a field trip to relevant industry around the country to gain the exposure to real work environment of a particular trade coordinated by respective institutes in close collaboration with industry.

Industrial training: It is the training period where the trainees are placed in the industry to supplement the deficiency of certain competency in the training institute.

Industry: In this document, the term industry is used generally to include all the sectors of the economy or the community such as manufacturing firms, service shops, business establishments, government agencies, and NGOs that employs the mid-level technical manpower that are trained by TVET institutions as well as colleges and universities and other training institutions.

Institutional Assessment: An assessment undertaken by the institution for its trainees to determine their achievement of the learning outcomes in the module information in given unit of competency or clusters of competencies.

Instructional Design: The design and development of instructional materials and learning activities to meet learning needs. Learning Strategy which provides information on how training programs may be organised in workplaces and training institutions. This may include information on learning pathways, model training programs, and training materials.

Instructional materials: It is an educational resource used to improve learner's knowledge, abilities, and skills, to monitor their assimilation of information, and to contribute to their overall development and learning.

Job: A set of task and duties carried out, or meant to be carried out, by one person for a particular employer, or in self-employment.

Labour Market Information: Labour market information is a compilation of detailed statistical data on jobs, employers, sectors, current employment conditions and future trends.

Learner: An inclusive term referring to anyone learning, including trainees at the TVET institute; student at school and college, interns and people learning non formally and informally enrolled for particular qualification.

Logbook: It is an official document that is used to record information on learning experienced by the learners attained during On-or Off-the-job training. Both assessor and trainee are required to sign in the log-books as competence is confirmed.

Occupational Analysis: The process or method for identifying the activities and requirements of workers and the technical and environmental factors of the occupation through observation, interview and study. It comprises identifying the tasks involved in the occupation together with the skills, knowledge, aptitudes and responsibilities that are required from the worker for the correct performance of the occupation, which facilitates its differentiation among the rest.

On the Job Training: It is a part of training program provided in the actual work setting by an employer, related to particular job for which the trainees are hired or placed to further enhance their hands-on skills. It includes the commitment by employers to recruit trainees as employee, after successful completion of training subjected if the trainee is meeting the essential performance standard of job or company.

Research: Word "Research" is comprises of two word = Re+Search. It means to search again. It means a systematic investigation or activity to gain new knowledge of the already existing facts. It is responsible to for correcting the present mistakes, removing existing misconception and adding new learning and solve the problem.

Self-paced Learning: Learning undertaken at an individual's or group's own pace or ability to absorb/acquire skills and knowledge.

Short course: A short learning program through which a learner may or may not be awarded credits towards a qualification depending upon the purpose of the program.

Soft Skills: The essential competencies that complements with core competencies enhancing employability, adaptability, lifelong learning, social and emotional intelligence

Summative assessment: Assessment conducted at the end of session of learning, at the end of whole learning program, or at any point in the learning program to evaluate learning related to particular qualification or professional designation. It is to judge quality.

Task Analysis: The process of analysing each task to determine the steps involved, performance standards, tools, and equipment needed, related knowledge, safety, attitudes, and decisions expected of workers performing it.

Task: A discrete, assignable unit of work that has an identifiable beginning and end, containing three or more steps which when performed, leads to a product, service or decision. This is normally performed within a specified period of time.

Technical and Vocational Education and Training: It is an education and training concerned with the acquisition of continuum of socially and economically necessary and desirable

technical knowledge, skills and attitude required to orient and prepare people for work from low skill to high skill, involving an appropriately varied mixed of humane, scientific and technological learning.

Technical Instruction and Pedagogy: It is a customized capacity building program for the professional development of TVET Trainer to enhance professionalism in technical instruction and methodologies. One must complete four modules to certify as a TVET Trainer.

Training Needs Analysis: The identification of individual or organizational training needs through a systematic analysis of current skills against future performance requirements.

Validity: It is the quality of being well-grounded, sound, or correct. It has to do with whether a measurement measures what it is supposed to measure.

Workplace Assessment: The gathering and judging of evidence during normal work activities in order to determine whether a required standard has been achieved. Workplace assessment usually involves observation of work in progress, checking the product(s) of a work activity, and receiving oral responses to questions posed while work is in progress.

Workplace Learning: The exposure and interactions required to practise the integration of knowledge, skills and attitudes required in the workplace.

ANNEXES

ANNEXURE I: COMPETENCY PROFILE

COMPETENCY PROFILE
OCCUPATION:
LEVEL:

Competency Area	Sub Competency Area	Competencies/Tasks			
A:	**A1:**	A1.1	A1.2	A1.3	A1.4
	A2:	A2.1	A2.2	A2.3	A2.4
	A3:	A3.1	A3.2	A3.3	A3.4
B:	**B1:**	B1.1	B1.2	B1.3	B1.4
	B2:	B2.1	B2.2	B2.3	B2.4
	B3	B3.1	B3.2	B3.3	B3.4

ANNEXURE II: TASK ANALYSIS DATA SHEET

Trade/occupation: *Name of Occupation/trade*

Competency Area: *Copy from Competency Profile*

Sub Competency Area: *Copy from Competency Profile*

Task Reference

Code	Serial No.
Code number for Competency Area	*Code for task from Comptency Profile*

Task: *Task from Competency Profile*

STEP	PERFORMANCE STANDARDS
1. .	
2.	
3.	
4.	

Core Skills Required	Related Knowledge	Related Attitude	Tools/Equipment/ Materials required	Safety/Environment concern	Practical Applications	Probable problems

Task analyzed by: ………………..   **Designation:** ……………………   **Organization:** ………………….

Signature: ……………   **Date:** …………………

ANNEXURE III: MODULE INFORMATION

MODULE INFORMATION

Occupation	
Competency Area	
Module Title	
Module Code	
Module Description	
Nominal Duration	**Hours**
Certificate Level	
Pre-requisite	
Learning Outcome	1. …………….. 2. …………… 3. ……………..

Module Title	
Module Code	
Learning Outcome 1	
Duration	Theory: hours	Practical: hours	Total: hours
Assessment Criteria	• ……………… • ………………….. • ………………

Content	**A1.1**
	 Knowledge
	    • ……………..
	    • ……………
	 Skills
	    • ……………...
	    • ………………..
	 Attitudes, safety and environment concerns
	    • ……………...
	    • ……………
	
	 A1.2
	 Knowledge
	    • ……………..
	    • ……………
	 Skills
	    • ……………...
	    • ………………..
	 Attitudes, safety and environment concerns
	    • ……………...
	    • ……………
	
	 A1.3
	 Knowledge
	    • ……………..
	    • ……………
	 Skills
	    • ……………...
	    • ………………..
	 Attitudes, safety and environment concerns
	    • ……………...
	    • ……………

Learning Conditions	Learning Materials
	•
	Learning facilities and infrastructure
	•
	Tools
	•
	Materials
	•
	Equipment
	•
	PPE
	•
Instructional Methodologies	
Method of Assessment	

Note: *This format should be followed for remaining learning outcome.*

COURSE TITLE	
LEVEL	
COURSE OBJECTIVE	
COURSE DESCRIPTION	
INSTITUTE TRAINING DURATION	
ON-THE-JOB TRAINING(OJT) DURATION	
NOMINAL DURATION	
TRAINING PROPORTION	**1:12 (Practical)** **1:20 (Theory)**
ENTRY REQUIREMENT	
TRAINER QUALIFICATION	
COURSE DELIVERY	

COURSE STRUCTURE

Training Modality	Module Title	Learning outcomes	Nominal Duration
1. Institute Training	1.1	1.1.1 ……… 1.1.2 ……….. 1.1.3 ………….	Hours
	1.2	1.2.1 ……. 1.2.2 ……… 1.2.3 …….	Hours
2. On the Job Training	2.1	2.1.1 …….. 2.1.2 ………. 2.1.3 ……..	Hours
	2.2	2.2.1 ……….. 2.2.2 ………. 2.2.3 ………..	Hours

ASSESSMENT	
CERTIFICATION	
RESOURCES	**Tools** ● **Equipment** ● **Materials** ● **Personnel Protective Equipment (PPE)** ● **Learning Material** ● **Infrastructure and training facilities** *(Provide the workshop/practical classroom with minimum floor area for practical training as well as classroom/lecture room for theoretical and soft skills training. Also includes the contextual learning laboratory, IT Laboratory and Library)*

ANNEXURE V: CBC FORMAT

[*Insert institute logo*]
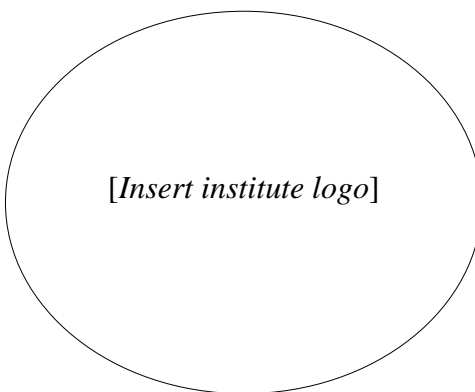
COMPETENCY BASED CURRICULUM

[Specify National Certificate Level]

[Specify the course title]

[*Cover design can be based on institute choice*]

FOREWORD

[Write in individual page]

ACKNOWLEDGEMENT

[Write in individual page]

TABLE OF CONTENTS

[Write in individual page]

COMPETENCY PROFILE

[Insert the format from Annexure I]

COURSE INFORMATION

[Use the format from Annexure IV]

MODULE INFORMATION

[Use the format from Annexure III]

OJT COMPETENCIES

Competency Area	Sub Competency Area	Competencies/Tasks	Duration
A:	**A1:**	A1.1 A1.2 A1.3	Hours
	A2:	A2.1 A2.2 A2.3	
	A3:	A3.1 A3.2 A3.3	
B:	**B1:**	B1.1 B1.2 B1.3	Hours
	B2:	B2.1 B2.2 B2.3	
	B3:	B3.1 B3.2 B3.3	
Total Duration			Hours

ANNEXURE VI: CBC REVIEW FORM

COURSE:		
Name of the Institute/organization:		
National Certificate Level:	NCS ☐	DACUM ☐
Review date:…………… (dd/mm/yy)		

Please respond to following items of the checklist:

A. Curriculum Background (Please tick)

Components	Criteria	Yes	No	Remarks
Development basis	Is curriculum developed based on National Competency Standard (NCS)			

	If NO,
	  i. is Need Analysis conducted
	  ii. is occupational analysis conducted using DACUM process			

	Does the curriculum include the profile of curriculum developers?			
	Is competency profile developed?			
	Is the competency identified in line with the competency area and sub competency area?			
	Is the evidence of Task Analysis provided?			
	Does identified competencies/tasks analyzed in details as per the standard procedures?			

B. COURSE INFORMATION (Please tick)

Components	Criteria	Yes	No	Remarks
Course Title	Does it convey clear message of what it is all about in line with NCS/competency analysis?			
Certificate Level	Is the qualification level based on prescribed level in BVQF?			
Course description	Does the course description express relevance of the proposed course to industry, enterprise or community needs and competencies that learner may possess after completion?			
Entry requirement	Does it specify the learner's requirements to attend the course?			
Course Structure	Is summary of course competencies clearly mentioned?			
Course objective	Does it specify the general objective of the course, that the trainees should be able to attain upon completion of the course?			
Trainer qualification	Does it specify the minimum required essential qualification, experiences and competencies of the instructor/trainer?			
Resources	Does it give the detail list of required facilities, tools, equipment and materials for effective course delivery?			
Assessment and certification	Does the assessment and certification system clarify the responsible authority?			
On-the-Job Training (OJT)	Is OJT required for this course?			
	If YES, does the duration specified adequate to undergo the OJT?			

C. **Module Information** (for each module) (Please tick)

Module Title: …………………………………………………………

Module No./Code:……………………………………………………….

Note: *Each module in the curriculum must be reviewed individually using the same format.*

Components	Criteria	Yes	No	Remarks
Competency Area	Is competency area in line with competency profile developed?			
Module Title	Does the module title convey a clear message of what module entails, and state with action verb in continuous form ("ing")?			
Module code	Does the module code appropriately derived from unit code of NCS?			
Module description	Does it provide a brief description of module on its scope and delimitation?			
Nominal Module Duration	Is the nominal duration sufficient for an average learner to attain all the learning outcomes of a particular module?			
Pre-requisite	Does it meet the entry requirement for a module?			
Learning Outcomes	Does it specify what the learner will be able to perform or achieve in this particular module?			
	Do the learning outcomes provided meet the attainment of the module?			
Assessment Criteria	Does it specify the list of criteria by which the performance outcome of the learners is judged?			
	Is the assessment criteria listed relevant to the particular learning outcome?			
Content	Does it include the list of topics derived from the related knowledge, attitude, core skills, safety and environment concern of the analyzed task?			
	Does it have the list of topics with specific underpinning knowledge, skills, attitude and/or combination of them that meet assessment criteria?			
	Is it addressed within particular learning outcome and arranged logically?			
Learning condition	Does it outline the condition under which the learning and assessment will take place?			
	Does it include a list of tools and equipment, access to learning resources and other facilities?			
Instructional Methodologies	Does it specify a list of instructional method that shall be used for learning to take place?			
	Are the teaching methods coherent to the intended learning outcome?			

Method of Assessment	Does it specify the assessment method to support the collection of the evidences in assessing the learning outcome?			
	Does it include a holistic approach to competency assessment?			

The Result:

Does curriculum meet the entire review criteria? ☐ **YES** ☐ **NO**

If YES, then curriculum is shall be submitted to CVC for validation. If NO, it shall be returned to the respective training providers or agencies with observation and adduce reason for not fulfilling the review criteria.

Name of Curriculum review committee members	Designation/Org.	Signature
1.		
2.		
3.		
4.		
5.		
6.		

Date:---------------------------------------

Place:---------------------------------------

ANNEXURE VII: CBC VALIDATION FORM

COURSE:			
Name of the Institute/organization:			
National Certificate Level:	NCS ☐		DACUM ☐
Validation date:…………… (dd/mm/yy)			

Please respond to following items of the checklist:

D. Curriculum Background (Please tick)

Components	Criteria	Yes	No	Remarks
Development basis	Is curriculum developed based on National Competency Standard (NCS)			

	If NO,
	  iii. is Need Analysis conducted
	  iv. is occupational analysis conducted using DACUM process			

	Does the curriculum include the profile of curriculum developers?			
	Is competency profile developed?			
	Is the evidence of Task Analysis provided?			

E. COURSE INFORMATION (Please tick)

Components	Criteria	Yes	No	Remarks
Course Title	Does it convey clear message of what it is all about in line with NCS/competency analysis?			
Certificate Level	Is the level of qualification provided based on prescribed level in BVQF?			
Nominal Course Duration	Is the duration adequate to deliver the course?			
Entry requirement	Does it specify the learner requirements to attend the course?			
Course Structure	Is summary of course competencies clearly mentioned?			
Trainer qualification	Does it specify the minimum required essential qualification, experiences and competencies of the instructor/trainer?			
On-the-Job Training (OJT)	Is OJT required for this course?			
	If YES, does the duration specified adequate to undergo the OJT?			

F. **Module Information** (for each module) (Please tick)

Module Title: ……………………………………………………………………

Module No./Code:……………………………………………………………….

Note: *Each module in the curriculum must be validated individually using the same format.*

Components	Criteria	Yes	No	Remarks
Competency Area	Is competency area in line with competency profile developed?			
Module Title	Does the module title convey a clear message of what module entails, and state with action verb in continuous form ("ing")?			
Nominal Module Duration	Is the nominal duration sufficient for a learner to attain all the learning outcomes of a particular module?			
Pre-requisite	Does it meet the entry requirement for a module?			
Learning Outcomes	Does it specify what the learner will be able to perform or achieve in this particular module?			
	Do the learning outcomes provided meet the attainment of the module?			
Assessment Criteria	Does it specify the list of criteria by which the performance outcome of the learners is judged?			
	Is the assessment criteria listed relevant to the particular learning outcome?			
Content	Does it have the list of topics with the specific underpinning knowledge, skills, attitude and or combination of them that meet assessment criteria?			
	Is the content addressed within particular learning outcome?			
	Will the learner be able to achieve the particular learning outcome with the topics listed?			

Module Title: ……………………………………………………………………….

Module NO/Code:……………………………………………………………………

Components	Criteria	Yes	No	Remarks
Learning condition	Does it outline the condition under which the learning and assessment will take place?			
	Does it include a list of tools and equipment, access to learning resources and other facilities?			
Instructional Methodologies	Does it specify a list of instructional method that shall be used for learning to take place?			
	Are the teaching methods coherent to the intended learning outcome?			
Method of Assessment	Does it specify the assessment method to support the collection of the evidences in assessing the learning outcome?			
	Does it include a holistic approach to competency assessment?			

The Result:

Does curriculum meet the entire validation checklist? ☐ **YES** ☐ **NO**

If YES, then curriculum is validated and recommend to DTE for endorsement. If NO, it shall be returned back to the Curriculum Review Committee.

Comments/Feedbacks:

Kindly make comments/feedbacks to help improve curriculum

Name of Curriculum CVC members	Designation/Org.	Signature
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		

Member Secretary:

_____
(Name/Designation/Organization)

CVC Chairperson:

_____
(Name/Designation/Organization)

Date:..

Place:..

ANNEXURE VIII: CBC ENDORSEMENT FORM

CURRICULUM ENDORSEMENT

In line with the recommendation put by the Curriculum validation Committee, the Department of Technical hereby endorses the following curriculum:

COURSE:	
Name of Institute: **……..**	
National Certificate Level: **……..**	NCS : ☐ Yes ☐ No
Endorsement date: **………** (dd/mm/yy)	Validity**: ………..**
Status : ☐ Endorsed ☐ Not endorsed	

Submitted by:

……………………………….

Chief Program Officer, TPSD

Endorsed by:

……………………………….

Director, DTE

ANNEXURE IX: NON-CBT CURRICULUM FORMAT

[Insert logo (if any) and name of the institute here]

COURSE CURRICULUM

FOR

[Specify the name of the course]

*(**IMPORTANT:** This curriculum format should be followed for all the non-competency based training and short courses under YES, SEED program and other guaranteed employment programs sponsored by the Ministry)*

[Specify the date of preparation here]

Rationale

[Provide a brief background and rationale for conducting the course. Briefly explain the overall outcome of the course with regard to employment generation and socio-economic relevance of the proposed training course. Provide brief profile of the institute, past track record and experience in conducting the course and the purpose/reasons for developing the curriculum].

Course Information

Course Title:	*(specify the title of the course here)*
Certification awarded:	*(specify the level of certificate awarded to trainees here)*
Course Objective:	*(Specify the general objectives of the course, that the trainee should be able to do and know that the end of the course)*
Course Description:	*(Specify the scope, skills, knowledge and attitudes to be covered in the course)*
Course duration:	*(specify the total duration of the course here)*
Trainer-Trainee Ratio:	*(Specify the minimum trainer-trainee ratio for theory and practical as per DOS standards)*
Entry requirement:	*(Specify the entry requirement of trainees to participate in the course such as educational qualification, age limit, documents required etc)*
Trainer qualification:	*(Specify the minimum qualification of trainer required to deliver the course effectively, including the industry work experience and TOT certificate required)*
Assessment and Certification:	*(Specify the assessment methods, weightage given and type/level certification to be awarded at the end of the course)*

Training Modality 1: Institute Training

Module Title	Main Topic	Duration (hrs)
(Specify the module title here with module no) M1.	*(Specify all the main topics to be covered to achieve the overall competencies of the module)* 1.1. 1.2. *1.3.*	*(Specify here the total duration required for the module)*
M2.	2.1 2.2 2.3	
M3.	3.1 3.2 3.3	
M4.	4.1 4.2 4.3	
M5	5.1 5.2 5.3.	

(Note: add more rows if required)

Training modality 2: On-the-job training (OJT) if any

Duration of OJT:	*(Specify the total duration of OJT here)*
Objectives:	*(Specify the general objectives of providing OJT to the trainees)*
Competencies to be achieved at the end of the OJT:	*(Specify in detail, the competencies to be achieved at the end of OJT)*
Assessment and evaluation of trainees during OJT:	*(Specify methods of assessment of trainees during/at the end of OJT*
Monitoring of Trainees during OJT:	*(Specify how the Institute will monitor the performance of trainee during OJT)*
Target industries/organization:	*(Specify relevant industries/organizations where the institute intent to send trainees for OJT)* 1. 2. 3.

Module Information

Module Title:	*(Specify the module title here. Refer course structure for module title)*
Module Description:	*(Specify in detail the intended scope and competencies that are covered under this module).*
Nominal Duration:	*(Specify the total duration of the module for theory and practical. Refer course structure for module duration)*
Main Topics:	*(Specify the main topics to be covered under the module as topic 1,2,3.. Refer course structure for main topics)* 1. 2. 3.

Module Title:	*(Specify the module title here)*
Main Topic 1:	*(Specify the main topic 1 here)*
Duration:	*(Specify the duration for theory and practical. The duration should be based on the content of the topic and will vary from topic to topic)*
Content:	*(Specify the content here in sequential order. The content must be comprehensive to achieve the main topic)*
Facilities and Resources required:	*(Specify the facilities and resources in detail as mentioned below)* 1. Teaching and Learning materials *(specify teaching and learning materials required for the topic)* 2. *Tools and Equipment required* *(specify tools and equipment required for each trainees)* 3. Training Materials (raw materials) *(specify training materials required for each trainees)*
Instructional methodologies:	*(specify the most appropriate instructional methods that can be applied effectively)* 1. *2.*
Assessment method(s):	*(specify the assessment methods to be used to assess the competencies of the trainee)* 1. 2.

(Note: Repeat this format for other remaining modules and main topics)

	Curriculum Development Team		
Sl. no	**Name of Subject Expert**	**Designation**	**Name of Organization**
1	(Specify the name of the subject matter experts involved in the development of the curriculum. The team should have minimum of 6 and maximum of 15 including industry experts with ratio of 80:20(trainer:industry experts)		
2			
3			
4			
5			
6			
7			
8			
9			
10			

[Important: Institute must ensure that industry experts are consulted during the development of the curriculum, else the curriculum will NOT be endorsed/approved by the Department. This is to ensure relevance of the modules and topics with the industry needs, thereby ensuring employability of the graduates after the training]

Name of Facilitator: *[specify the name of the facilitator here. He/she should be trained facilitator in curriculum Development]*

Curriculum reviewed and verified by: *[The curriculum should be reviewed and verified by the HEAD of the Institute with the seal of the person and date reviewed. He/she should be held responsible for the overall quality of the curriculum]*

Validity of the Curriculum: *[The curriculum should be valid for a maximum of 3 years from the date of endorsement]*

*[**Note**: Attach the CV of curriculum development team and attendance sheet of workshop being conducted]*

ANNEXURE X: NON-CBT CURRICULUM REVIEW FORM

Course Title:	

Course duration:

Name of Institute:

Certificate Level:	NCS : ☐ Yes ☐ No

Type of Course ☐ CBT ☐ Non CBT/Short Course

Review date: (dd/mm/yy)	Time of submission: (dd/mm/yy)

Status : ☐ Recommended for Approval ☐ Not Recommended

Cireteria of Review:

Curriculum is reveiewd from the following aspects only:

1. Curriculum Format
2. Statement of curriculum components
3. Duration
4. Alignment of content with the expected learning outcomes and objective
5. CV of curriculum developers
6. Duly filled attendance sheet of workshop conducted

Any comments (attach additional sheet if Required)

Signature of Committee (Required atleast three committee)

Name:………………… Name:………………. Name:…………………
Committee 1 **Committee 2** **Committee 3**

Name:………………………
Committee 4

ANNEXURE XI: NON-CBT CURRICULUM ENDORSEMENT FORM

NON-CBT CURRICULUM ENDORSEMENT

In line with the recommendation put by the Curriculum Review Committee members for curriculum developed by……………………………………………………………….., TVET Professional Services Division, Department of Technical Education hereby endorse the following curriculum:

COURSE: ……………………………………………………………………….	
Name of Institute: ……………………………………………………………….	
Certificate Level: …………………………….	NCS : ☐ Yes ☐ No
Endorsement date: ……………….. (dd/mm/yy)	Validity: …………………………
Status : ☐ Endorsed ☐ Not endorsed	

……………………………….

Chief Program Officer, TPSD