

Developing Qualifications and Curriculum

Traditional versus competency based TVET

	Competency-based TVET	Traditional TVET
Assessment	Can do – Can't do yet (Go – No-Go system)	Grading, scales, pass, fail
Certification	Modular	Diploma, etc.
Syllabus/ curriculum model	Modular	Courses – whole programmes within defined occupations
Delivery of training	Multiple methods and locations using a more action-orientated approach	Institution based
Methods of training	Active, learner centred, self- managed and project based	Traditional, lectures, show/tell, demonstrations
Standards (major content)	Needs of employment (performance based)	Educational requirements, procedures and regulations

The curriculum development process

The capacity to develop flexible, coherent and relevant competence-based curricula and qualifications at different levels and of different sizes

Making provision for learners to achieve and gain certification for whole qualifications or single modules, depending on their personal needs and circumstances

Opportunities to develop curricula of different sizes to meet the skills needs of different economic sectors

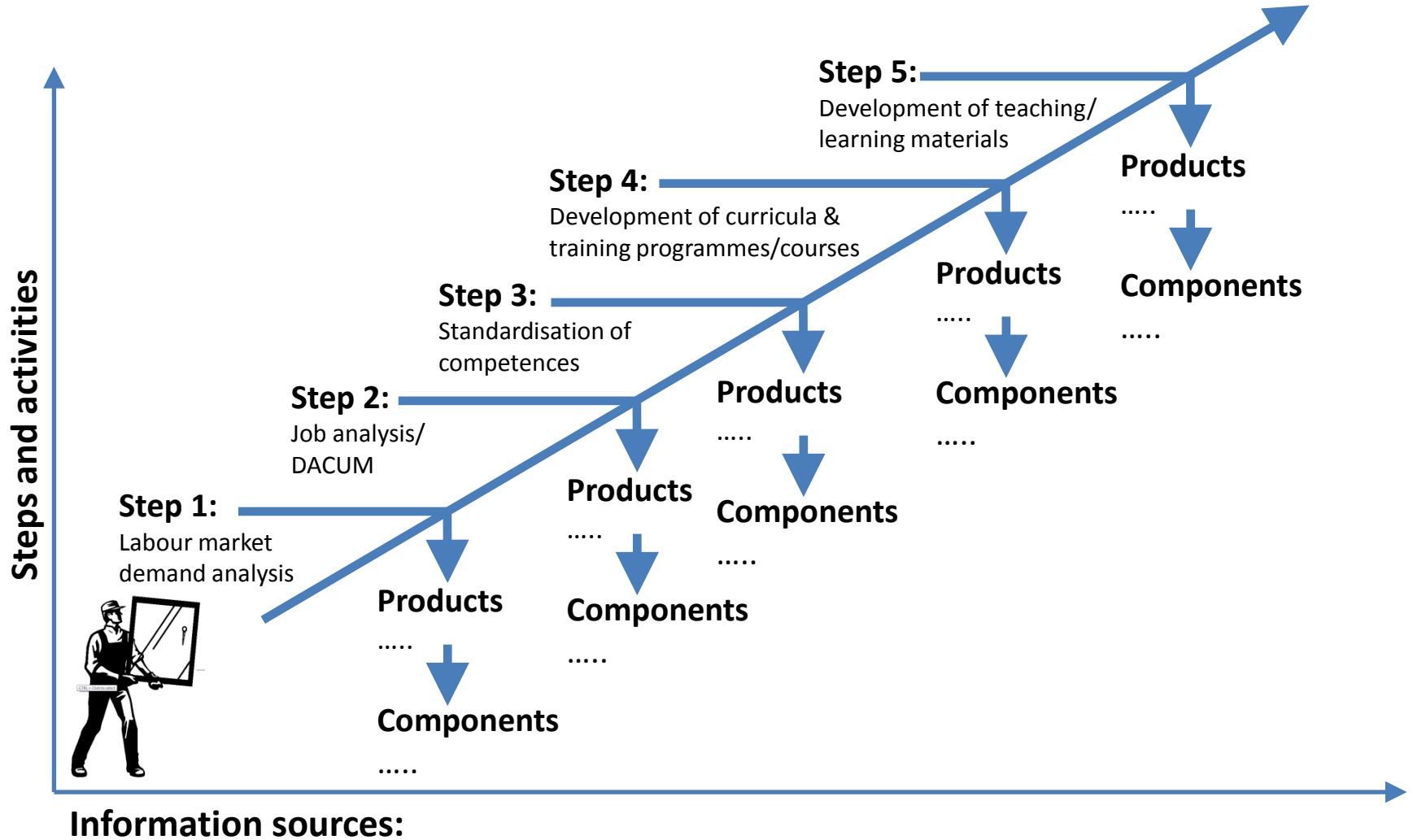
The curriculum development process

The ability to design qualifications that provide the knowledge, understanding, skills and understanding that have been defined in the associated standardisation of competences for a range of sectors

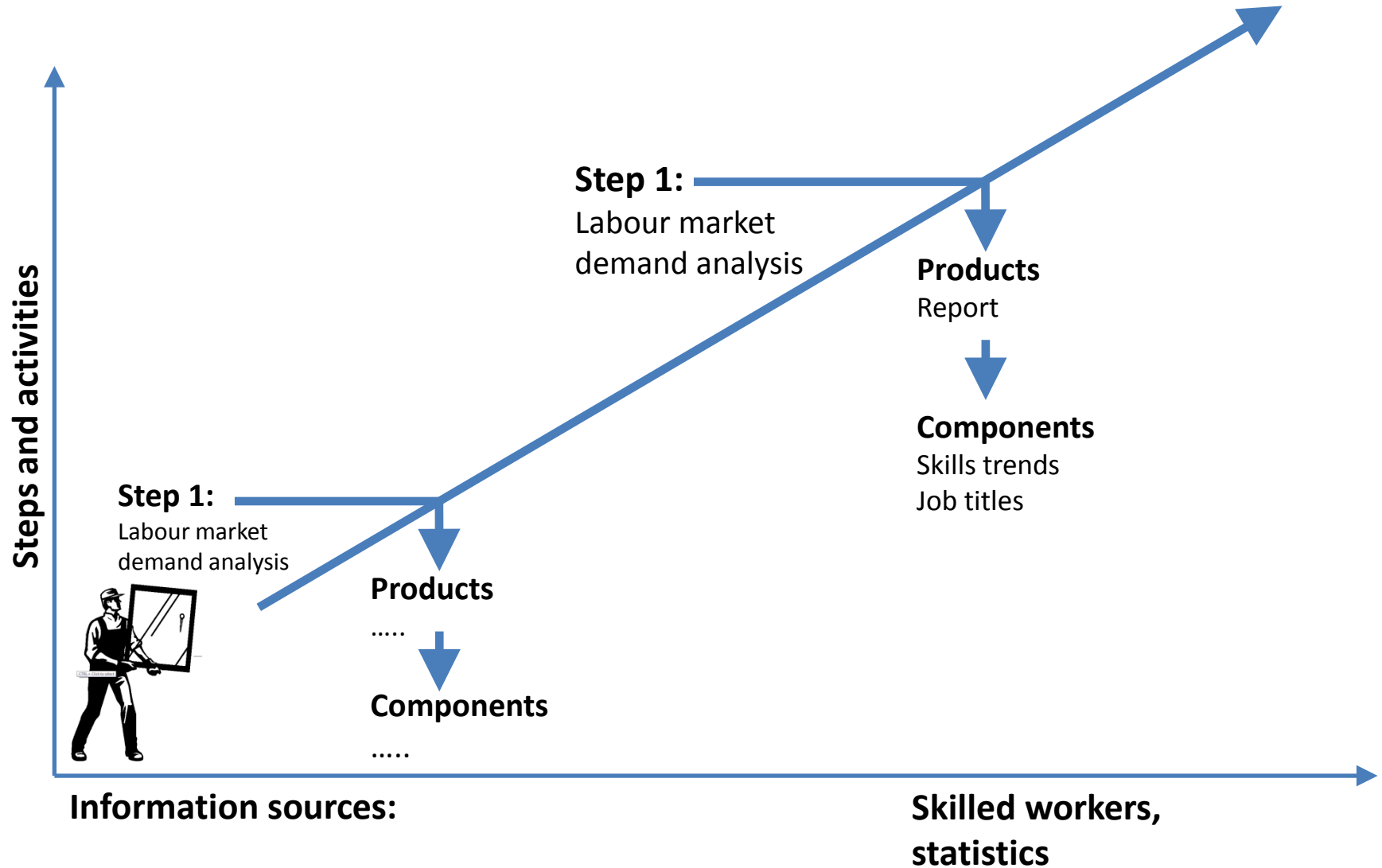
Developing curricula and qualifications that support progression through the NQF either to a higher-level qualification or to an extended programme of study at the same level

Overview of the process for development of competency-based curricula

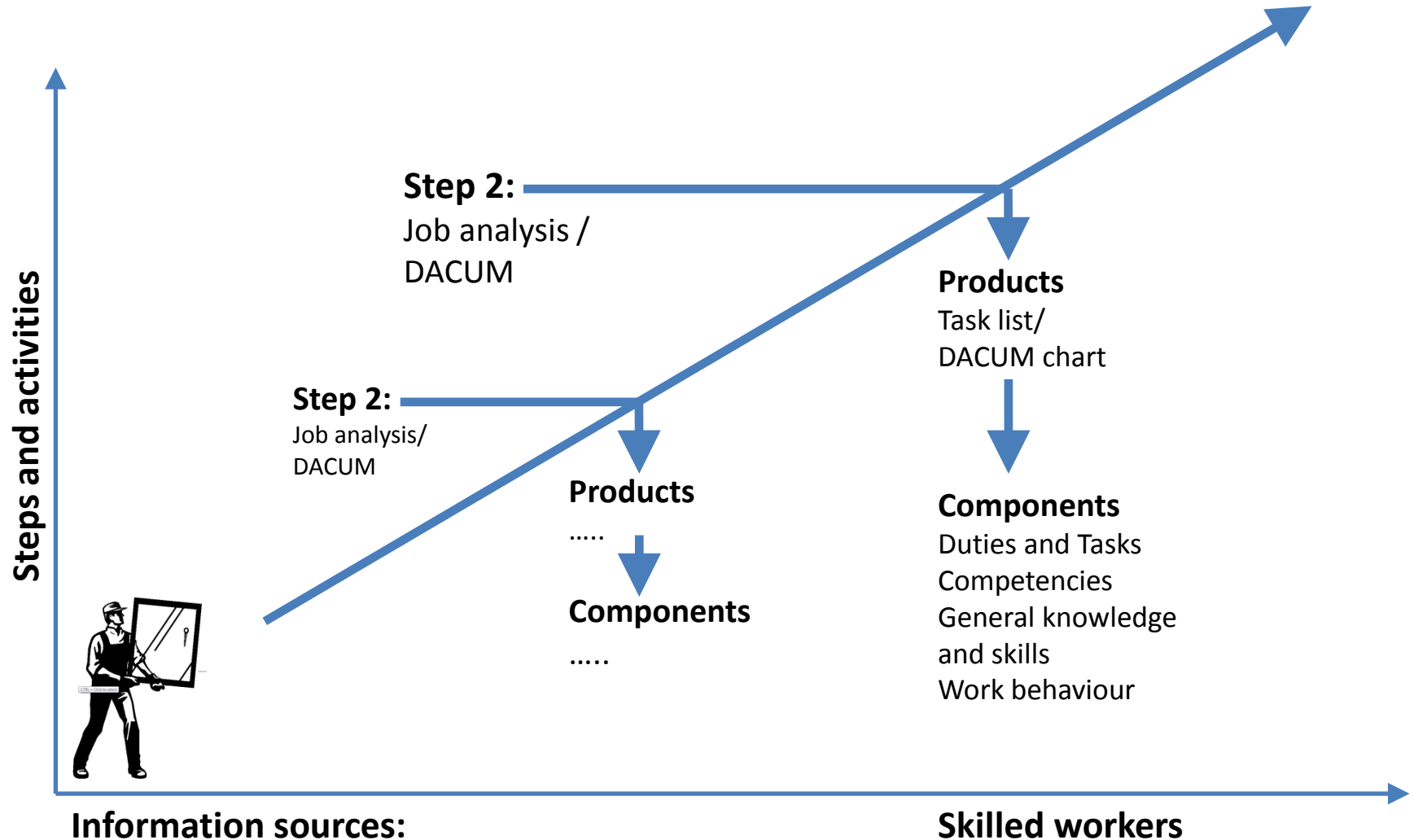
Competency-Based Curricula Development



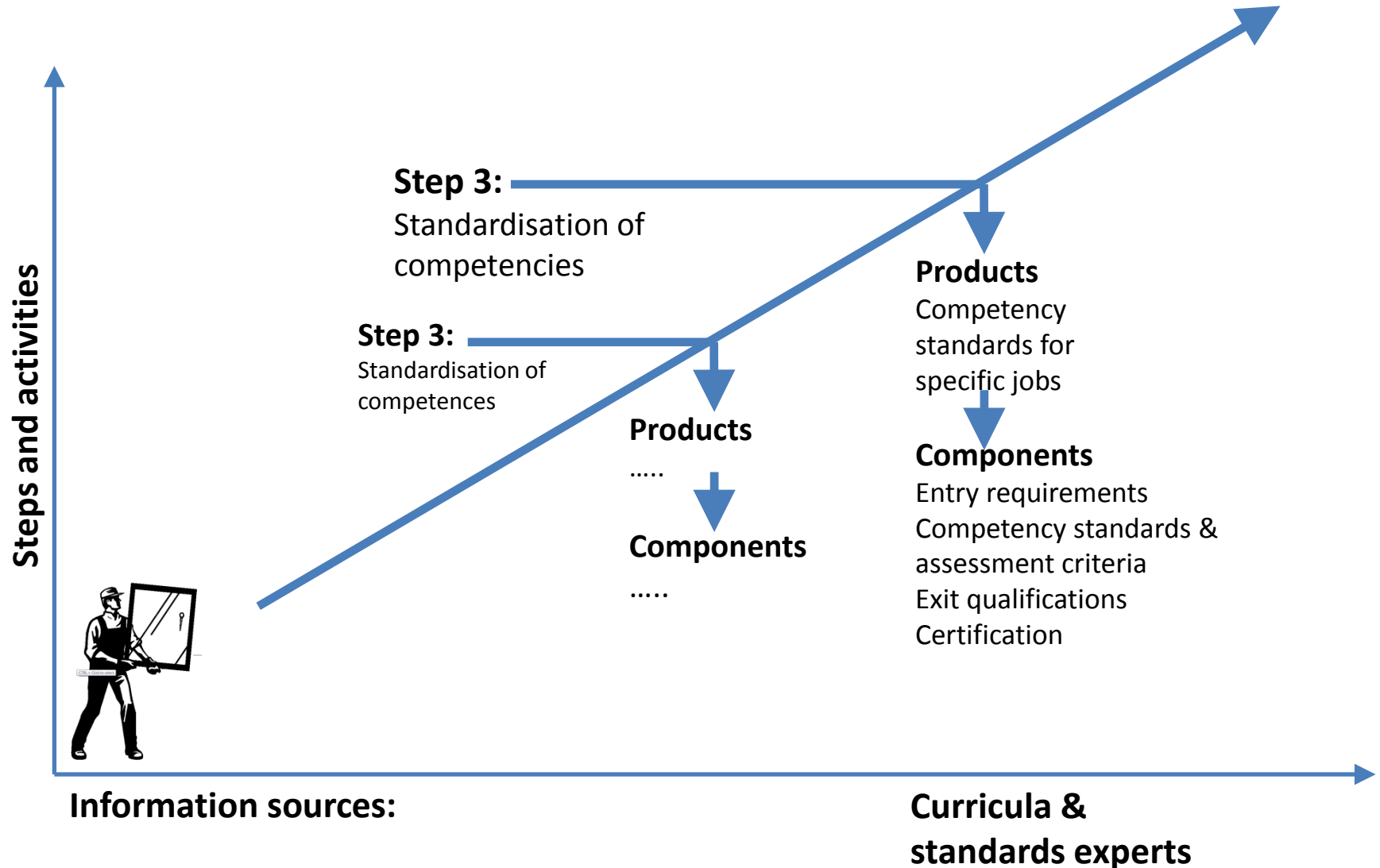
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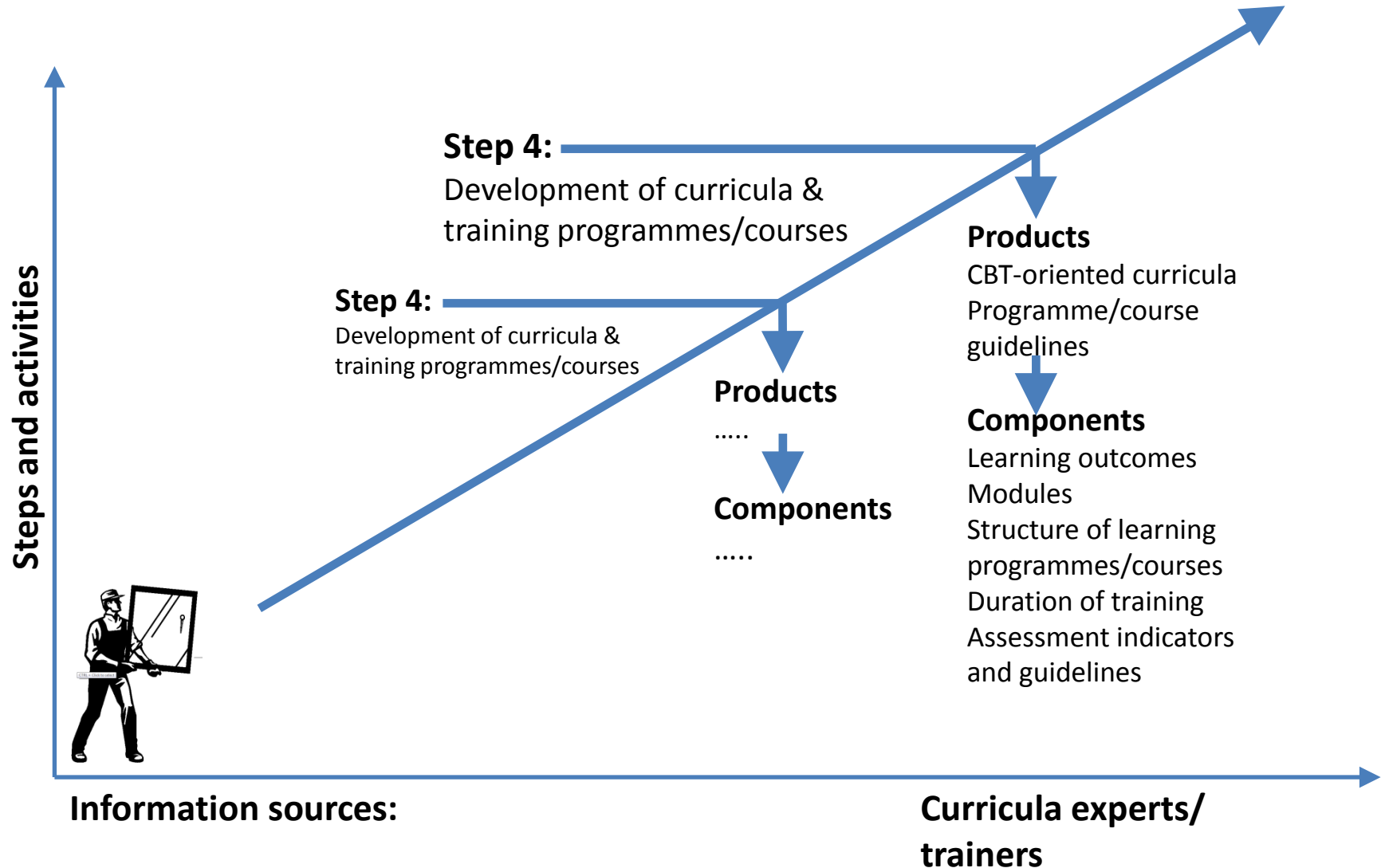
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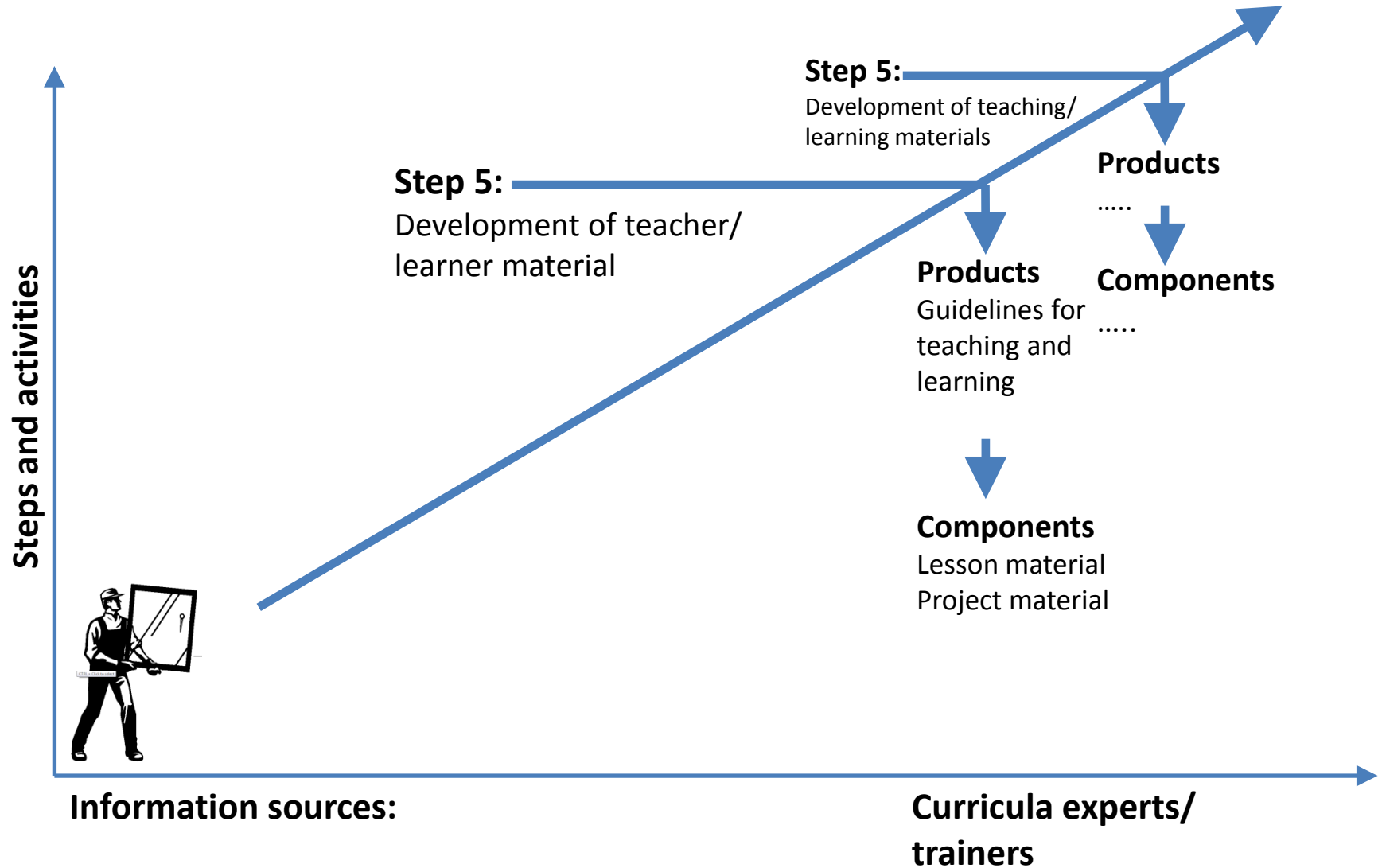
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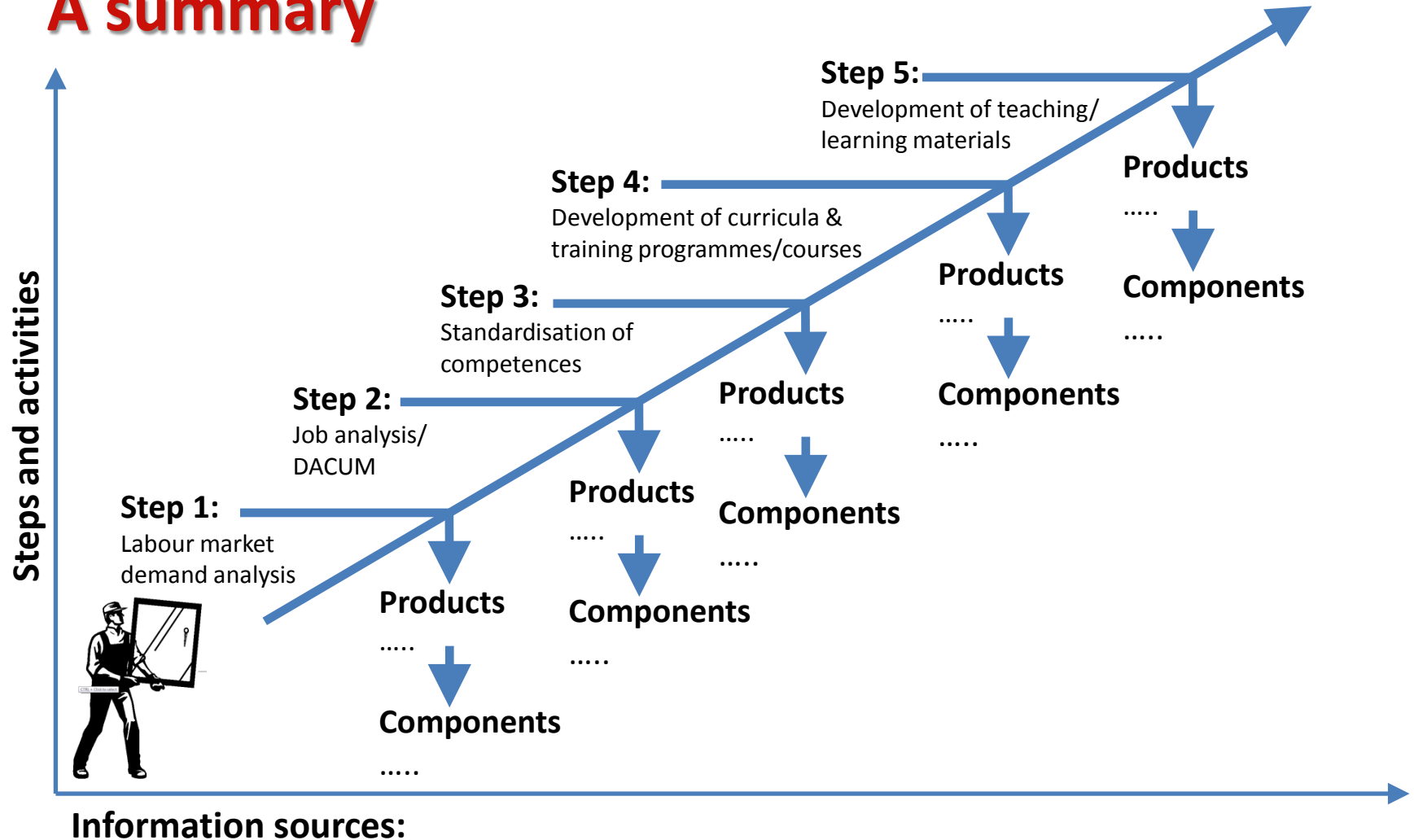


Competency-Based Curricula Development



Competency-Based Curricula Development

A summary



Module standards document

Template

- Module Reference Code
- Module name
- Sub-Sector
- Module Duration
- Module Description
- Prerequisites
- Learning outcomes

Module standards document

Template

- Learning outcomes
- Content
- Assessment criteria
- Recommended assessment method
- Additional information about the whole module

Types of learning outcome

- **The student will...**

Know....the components of an operating system

Understand....how an operating system works

Be able to....set up and use an operating system

- **Discussion**