

## Vocational Pedagogical Course

### VPED 300 Designing Occupational Curriculum

**Course Name:** Designing Occupational Curriculum

**Code:** VPED 300

**Credit Hour:** 2 (1 TH + 1 PR)

**Nature:** Theory + Practical

#### Course Description and goals

This comprehensive course provides a detailed and extensive overview of the fundamental principles and best practices involved in designing occupational curricula. The primary goal of the course is to equip students with a deep understanding and proficiency in designing and developing occupational curricula. It covers a wide array of topics, including the theoretical foundations of curriculum design, conducting thorough needs analysis, exploring various curriculum design models, implementing effective instructional strategies, and utilizing diverse assessment techniques to ensure the efficacy of the curriculum.

#### Learning Outcomes

- Explore the definition and significance of curriculum design, tracing its historical evolution from ancient to modern perspectives.
- Evaluate various theories and models of curriculum design.
- Analyze the components of the occupational curriculum, including key elements such as goals, objectives, and standards.
- Conduct needs assessments effectively by identifying stakeholders and employing appropriate methods.
- Develop occupational curriculum content considering NOSS.
- Implement diverse assessment tools such as rubrics within occupational curriculum design, ensuring alignment with curriculum objectives and standards.
- Apply evaluation models like CIPP to assess the effectiveness of the occupational curriculum.

#### Content with specific objectives

Specific objectives	Contents
<ul style="list-style-type: none"><li>• To define curriculum design and highlight its importance.</li><li>• To explore the historical perspectives of curriculum design.</li><li>• To identify and analyze the key components of occupational curriculum.</li></ul>	<b>Module I: Introduction to Curriculum Design (4 hours)</b> <ul style="list-style-type: none"><li>1.1. Definition and Importance of Curriculum Design</li><li>1.2. Historical Perspectives on Curriculum Design<ul style="list-style-type: none"><li>1.2.1. <i>Ancient and Medieval Curriculum Design</i></li><li>1.2.2. <i>Modern Curriculum Design</i></li></ul></li><li>1.3. Key Components of Occupation Curriculum</li></ul>

<ul style="list-style-type: none"> <li>• To understand the principles and key concepts of Behavioral, Cognitive, and Constructivist theories in curriculum design.</li> <li>• To explore the components and processes of different curriculum models in curriculum design.</li> <li>• To apply Behavioral, Cognitive, and Constructivist theories and various curriculum models to occupational curriculum design.</li> </ul>	<p><b>Module II: Theories and Models of Curriculum Design (8 hours)</b></p> <p>2.1. Behavioral, Cognitive, and Constructivist Theories</p> <p>2.2. Curriculum Models</p> <p>2.2.1. <i>Tylers' Model</i></p> <p>2.2.2. <i>Taba's Model</i></p> <p>2.2.3. <i>Backward Design Model</i></p> <p>2.2.4. <i>ADDIE Model</i></p> <p>2.3. Application of Theories and Models to Occupational Curriculum Design</p>
<ul style="list-style-type: none"> <li>• To define the concept of need assessment and distinguish between different types of need assessment.</li> <li>• To understand the importance of stakeholder analysis in curriculum design.</li> <li>• To explore various methods and techniques commonly used for need assessment.</li> <li>• To explore strategies for effective data collection and analysis.</li> </ul>	<p><b>Module III: Need Assessment and Analysis (6 hours)</b></p> <p>3.1. Concept and Types of Need Assessment</p> <p>3.2. Stakeholder Analysis</p> <p>3.3. Methods and Techniques for Need Assessment</p> <p>3.4. Data Collection and Analysis</p>
<ul style="list-style-type: none"> <li>• To understand the concept of occupational curriculum and identify the components of NOSS.</li> <li>• To explore the goals and objectives of occupational curriculum through the lens of Bloom's Taxonomy, SMART, and Occupational Standards and Competencies.</li> <li>• To identify methods for structuring occupational curriculum content effectively.</li> <li>• To explore the effectiveness of learning activities and instructional strategies.</li> </ul>	<p><b>Module IV: Occupational Curriculum and Its Development Process (8 hours)</b></p> <p>4.1. Overview of Occupational Curriculum</p> <p>4.1.1. <i>NOSS (National Occupational Skill Standard)</i></p> <p>4.2. Occupational Curriculum Goals and Objectives</p> <p>4.2.1. <i>Bloom's Taxonomy</i></p> <p>4.2.2. <i>SMART objectives</i></p> <p>4.2.3. <i>Occupational Standards and Competencies</i></p> <p>4.3. Occupational Curriculum Content</p> <p>4.4. Learning Activities and Instructional Strategies</p>

<ul style="list-style-type: none"> <li>• To understand the various types of assessment utilized in occupational curriculum development.</li> <li>• To explore different assessment tools commonly employed within the occupational curriculum.</li> <li>• To examine the application of rubrics in assessing occupational curriculum.</li> <li>• To understand the occupational curriculum evaluation model and familiarize students with the components of CIPP.</li> </ul>	<b>Module V: Assessment and Evaluation in Occupational Curriculum (4 hours)</b> 5.1. Types of Assessments in Occupational Curriculum 5.2. Assessment Tools in Occupational Curriculum 5.2.1. <i>Rubrics</i> 5.3. Occupational Curriculum Evaluation Model 5.3.1 <i>CIPP (Context, Input, Process, Product)</i>
--	---

### Major Teaching and Learning Strategy (List of some Teaching and Learning Strategies for the faculty)

The following are the major teaching and learning strategies for facilitating the course contents effectively:

- Interactive and Guest Lectures
- Collaborative work and Discussions
- Questions-Answer sessions with students
- Presentations and Demonstration
- Discovery approach

### Practical (List some of the practical and field-based tasks to be done)

**1. Group Work:** Students will work in groups to develop an occupational curriculum tailored to a specific industry or profession of their choosing. This multifaceted project will involve conducting thorough needs assessments to identify the specific requirements of the chosen industry, crafting precise learning outcomes, designing effective assessment methods, and creating engaging and informative instructional materials.

**2. Individual Work:** Students will be expected to visit a local vocational training center or Provincial CTEVT's curriculum division in a group. Students can observe and gain insights into the curriculum design (**DACUM**) process during this visit. Additionally, students can interact with instructors and stakeholders to further enrich their understanding of curriculum development in a real-world educational setting. After the visit, students must prepare a detailed field report individually documenting their observations, insights, and any recommendations for improving the occupational curriculum.

### Assessment Plan

- **In-semester (50)**  
Assignment, written exam, presentation, case study, report, objectives, attendance
- **End-semester (50)**

Question Types	Marks Distribution	Total Question
MCQ	10 Marks	10 Questions
SAQ	24 Marks	7 Questions [Attempt 6 Questions]
LAQ	16 Marks	3 Questions [Attempt 2 Questions]

**Marking Scheme for Final Examination:**

- Section A (**MCQ**): 10 Questions × 1 marks
- Section B (**Short Answer Question-SAQ**) – Total 7 Questions × 4 marks  
(Attempt any Six)
- Section C (**Long Answer Question-LAQ**) – Total 3 Questions × 8 marks  
(Attempt any Two)

Learning Units	Total Credit Hours	MCQs	SQs	LQs	Remarks
Module I: Introduction to Curriculum Design	4	1	1	0	
Module II: Theories and Models of Curriculum Design	8	3	2	1	
Module III: Need Assessment and Analysis	6	2	1	0.5	
Module IV: Occupational Curriculum and Its Development Process	8	3	2	1	
Module V: Assessment and Evaluation in Occupational Curriculum	4	1	1	0.5	

**References:**

- Gagné, R. M., Wager, W. W., Golas, K., & Keller, J. M. (2005). Principles of Instructional Design. Wadsworth.
- Ornstein, A. C., & Hunkins, F. P. (2018). Curriculum: Foundations, Principles, and Issues.
- Popham, W. J. (2017). Classroom Assessment: What Teachers Need to Know. Pearson.
- Stufflebeam, D. L., & Shinkfield, A. J. (2007). Evaluation Theory, Models, and Applications.
- Wiggins, G., & McTighe, J. (2005). Understanding by Design. ASCD.