



Republic of the Philippines
SULTAN KUDARAT STATE UNIVERSITY
EJC Montilla, 9800 City of Tacurong



COLLEGE OF INDUSTRIAL TECHNOLOGY

PROFED 009A - CURRICULUM DEVELOPMENT AND EVALUATION WITH EMPHASIS ON TRAINERS METHODOLOGY II

UNIVERSITY VISION

A leading University in advancing scholarly innovation, multi-cultural convergence, and responsive public service in a borderless Region.

UNIVERSITY MISSION

The University shall primarily provide advanced instruction and professional training in science and technology, agriculture, fisheries, education and other related fields of study. It shall also undertake research and extension services, and provide progressive leadership in its areas of specialization.

UNIVERSITY STRATEGIC GOALS

- a. Deliver quality service to stakeholders to address current and future needs in instruction, research, extension, and production
- b. Observe strict implementation of the laws as well as the policies and regulations of the University
- c. Acquire with urgency state-of-the-art resources for its service areas
- d. Bolster the relationship of the University with its local and international customers and partners
- e. Leverage the qualifications and competences in personnel action and staffing
- f. Evaluate the efficiency and responsiveness of the University systems and processes

INSTITUTIONAL OUTCOMES (IO)

- a. Enhance competency development, commitment, professionalism, unity and true spirit of service for public accountability, transparency and delivery of quality services
- b. Provide relevant programs and professional trainings that will respond to the development needs of the region
- c. Strengthen local and international collaborations and partnerships for borderless programs
- d. Develop a research culture among faculty and students
- e. Develop and promote environmentally-sound and market-driven knowledge and technologies at par with international standards
- f. Promote research-based information and technologies for sustainable development
- g. Enhance resource generation and mobilization to sustain financial viability of the university

PROGRAM OUTCOMES (PO) COMMON TO ALL PROGRAMS AND ITS RELATIONSHIPS TO INSTITUTIONAL OUTCOMES

A graduate of Sultan Kudarat State University can:	INSTITUTIONAL OUTCOMES (IO)						
	a	b	c	d	e	f	g
a. Articulate effectively and independently in multi-disciplinary and multi-cultural teams the latest development in the fields practiced such as Automotive, Architectural Drafting, Civil, Electrical, Electronics, Food and its allied discipline,	✓	✓	✓	✓	✓		
b. Lead in the promotion and preservation of Filipino historical and cultural heritage, social empowerment and environmental sustainability in a professional and ethical approach.		✓			✓	✓	✓
c. Generate research-based information and technologies at par from international standards, and	✓	✓		✓		✓	✓
d. Promote and transfer knowledge and technologies for effective and efficient school-industry partnership		✓		✓		✓	✓

1 COURSE CODE ProfEd 009A

2 COURSE TITLE CURRICULUM DEVELOPMENT AND EVALUATION WITH EMPHASIS ON TRAINERS METHODOLOGY II

3 PREREQUISITE None

4 CREDITS 3 units

5 COURSE DESCRIPTION

Emphasizing the standards of Trainers Methodology II (TM II), this course focuses on developing training curriculum aligned with industry needs, formulating learning outcomes based on competency standards, and creating appropriate assessment tools. It also highlights the process of continuous curriculum improvement through systematic evaluation and feedback mechanisms. The course supports the development of professional competence in instructional design, curriculum planning, learning resource development, and evaluation in the context of TESDA's competency-based training (CBT) system.

6 COURSE LEARNING OUTCOMES (CLO) AND ITS RELATIONSHIPS TO PROGRAM OUTCOMES

Course Learning Outcomes (CLO)		Program Outcomes			
At the end of the course, a student can:		a	b	c	d
<ul style="list-style-type: none">Design competency-based curriculum aligned with industry standards and Training Regulations (TR) following the principles of outcome-based education (OBE) and TESDA guidelines.		✓	✓		✓
<ul style="list-style-type: none">Develop instructional and training materials, including session plans, competency-based learning materials (CBLMs), and trainer's guides, that support effective teaching and learning delivery.		✓	✓		✓
<ul style="list-style-type: none">Construct assessment tools and strategies that measure the achievement of intended learning outcomes based on competency standards and assessment criteria.		✓	✓	✓	✓
<ul style="list-style-type: none">Evaluate the effectiveness of a training program or curriculum through feedback collection, performance data, and continuous quality improvement processes.			✓	✓	✓
<ul style="list-style-type: none">Apply the principles of curriculum review and enhancement to ensure alignment with learner needs, industry demands, and evolving training regulations.		✓	✓	✓	✓

7 COURSE CONTENTS

WEEK	CONTENT	INTENDED LEARNING OUTCOMES(ILOs)	TEACHING AND LEARNING ACTIVITIES (TLA)	OUTCOMES-BASED ASSESSMENT (OBA)	COURSE LEARNING OUTCOME S (CLOs)
1	Course Orientation SKSU VMGO, Classroom Policies, Course Overview, Course Requirements, Grading System	At the end of the Orientation, the Learners can: a. discuss the University's VMGO, classroom policies, course overview, requirements and grading system	Discuss the VMGO of the University, the classroom policies, scope of the course, course requirements and grading system		

1-2	<p>1. Foundations of Curriculum Development</p> <p>1.1 Definition and Purpose of Curriculum in TVET 1.2 Key Theories and Models of Curriculum Development 1.3 Curriculum Design in Competency-Based Training (CBT) 1.4 Principles of Outcomes-Based Education (OBE)</p>	<p>At the end of the Lesson, the Learners can understand the:</p> <ul style="list-style-type: none"> • Definition and Purpose of Curriculum in TVET • Key Theories and Models of Curriculum Development • Curriculum Design in Competency-Based Training (CBT) • Principles of Outcomes-Based Education (OBE) 	<p>a. Oral Reporting and presentation Lecture and Interactive Discussion</p> <p>b. Case Study Analysis</p> <p>c. Role-Playing and Simulations</p> <p>d. Peer Review and Feedback</p> <p>e. Reflections</p>	<ul style="list-style-type: none"> • Practical Demonstration • Training Program Design Project • Case Study Evaluation • Peer and Self-Assessment • Reflection Paper/oral 	ab
3-4	<p>2. Competency Standards and Qualification Frameworks</p> <p>2.1 Understanding National Competency Standards (e.g., TESDA/TVET) 2.2 The Philippine Qualifications Framework (PQF) / ASEAN Qualifications Reference Framework (AQRF) 2.3 Mapping Industry Needs to Competency Standards 2.4 Developing Training Regulations and Competency-Based Curricula</p>	<p>At the end of the Lesson, the Learners can understand the:</p> <ul style="list-style-type: none"> • Understanding National Competency Standards (e.g., TESDA/TVET) • The Philippine Qualifications Framework (PQF) / ASEAN Qualifications Reference Framework (AQRF) • Mapping Industry Needs to Competency Standards • Developing Training Regulations and Competency-Based Curricula 	<p>a. Oral Reporting and presentation Lecture and Interactive Discussion</p> <p>b. Case Study Analysis</p> <p>c. Role-Playing and Simulations</p> <p>d. Peer Review and Feedback</p> <p>e. Reflections</p>	<ul style="list-style-type: none"> • Practical Demonstration • Training Program Design Project • Case Study Evaluation • Peer and Self-Assessment • Reflection Paper/oral 	ab
5-6	<p>3. Curriculum Planning and Design</p> <p>3.1 Conducting Training Needs Analysis (TNA) 3.2 Writing Competency Standards and Learning Outcomes 3.3 Structuring Learning Modules and Training Plans 3.4 Integrating Core and Basic Competencies into Technical Skills Training</p>	<p>At the end of the Lesson, the Learners can understand the:</p> <ul style="list-style-type: none"> • Conducting Training Needs Analysis (TNA) • Writing Competency Standards and Learning Outcomes • Structuring Learning Modules and Training Plans • Integrating Core and Basic Competencies into Technical Skills Training 	<p>a. Oral Reporting and presentation Lecture and Interactive Discussion</p> <p>b. Case Study Analysis</p> <p>c. Role-Playing and Simulations</p> <p>d. Peer Review and Feedback</p> <p>e. Reflections</p>	<ul style="list-style-type: none"> • Practical Demonstration • Training Program Design Project • Case Study Evaluation • Peer and Self-Assessment • Reflection Paper/oral 	abc

7-8	4. Instructional Design and Learning Materials Development 4.1 ADDIE Model in Curriculum Design 4.2 Developing Learning Materials (CBLMs, Session Plans, Activity Sheets) 4.3 Designing for Blended and Modular Delivery 4.4 Adapting Curriculum for Different Learning Modalities and Contexts	At the end of the Lesson, the Learners can understand the: <ul style="list-style-type: none"> • ADDIE Model in Curriculum Design • Developing Learning Materials (CBLMs, Session Plans, Activity Sheets) • Designing for Blended and Modular Delivery • Adapting Curriculum for Different Learning Modalities and Contexts 	a. Oral Reporting and presentation Lecture and Interactive Discussion b. Case Study Analysis c. Role-Playing and Simulations d. Peer Review and Feedback e. Reflections	<ul style="list-style-type: none"> • Practical Demonstration • Training Program Design Project • Case Study Evaluation • Peer and Self-Assessment • Reflection Paper/oral 	abc
9	MIDTERM EXAM				
10-11	5. Curriculum Implementation Strategies 5.1 Organizing Training Delivery Systems 5.2 Roles of Trainers, Assessors, and Facilitators in Implementation 5.3 Resource Management and Support Systems 5.4 Monitoring and Managing Training Programs	At the end of the Lesson, the Learners can understand the: <ul style="list-style-type: none"> • Organizing Training Delivery Systems • Roles of Trainers, Assessors, and Facilitators in Implementation • Resource Management and Support Systems • Monitoring and Managing Training Programs 	a. Oral Reporting and presentation Lecture and Interactive Discussion b. Case Study Analysis c. Role-Playing and Simulations d. Peer Review and Feedback e. Reflections	<ul style="list-style-type: none"> • Practical Demonstration • Training Program Design Project • Case Study Evaluation • Peer and Self-Assessment • Reflection Paper/oral 	abc
12-13	6. Assessment in Curriculum Design 6.1 Principles of Competency-Based Assessment 6.2 Designing Assessment Tools (Portfolio, Performance Tasks, Observation Checklists) 6.3 Validity, Reliability, and Fairness in Assessment 6.4 Integrating Formative and Summative Assessments in Curriculum	At the end of the Lesson, the Learners can understand the: <ul style="list-style-type: none"> • Principles of Competency-Based Assessment • Designing Assessment Tools (Portfolio, Performance Tasks, Observation Checklists) • Validity, Reliability, and Fairness in Assessment • Integrating Formative and Summative Assessments in Curriculum 	a. Oral Reporting and presentation Lecture and Interactive Discussion b. Case Study Analysis c. Role-Playing and Simulations d. Peer Review and Feedback e. Reflections	<ul style="list-style-type: none"> • Practical Demonstration • Training Program Design Project • Case Study Evaluation • Peer and Self-Assessment • Reflection Paper/oral 	abcd

14-15	7. Curriculum Evaluation and Review 7.1 Importance of Curriculum Evaluation 7.2 Models of Curriculum Evaluation (CIPP, Kirkpatrick, etc.) 7.3 Collecting Feedback from Stakeholders (Learners, Industry, Trainers) 7.4 Revising and Enhancing Curriculum Based on Evaluation Results	At the end of the Lesson, the Learners can understand the: <ul style="list-style-type: none"> • Importance of Curriculum Evaluation • Models of Curriculum Evaluation (CIPP, Kirkpatrick, etc.) • Collecting Feedback from Stakeholders (Learners, Industry, Trainers) • Revising and Enhancing Curriculum Based on Evaluation Results 	a. Oral Reporting and presentation Lecture and Interactive Discussion b. Case Study Analysis c. Role-Playing and Simulations d. Peer Review and Feedback e. Reflections	<ul style="list-style-type: none"> • Practical Demonstration • Training Program Design Project • Case Study Evaluation • Peer and Self-Assessment • Reflection Paper/oral 	abcd
16-17	8. Leadership in Curriculum Development 8.1 The Role of Master Trainers and Curriculum Developers 8.2 Facilitating Curriculum Review Committees and Workshops 8.3 Change Management in Training Institutions 8.4 Quality Assurance and Accreditation Standards	At the end of the Lesson, the Learners can understand the: <ul style="list-style-type: none"> • The Role of Master Trainers and Curriculum Developers • Facilitating Curriculum Review Committees and Workshops • Change Management in Training Institutions • Quality Assurance and Accreditation Standards 	a. Oral Reporting and presentation Lecture and Interactive Discussion b. Case Study Analysis c. Role-Playing and Simulations d. Peer Review and Feedback e. Reflections	<ul style="list-style-type: none"> • Practical Demonstration • Training Program Design Project • Case Study Evaluation • Peer and Self-Assessment • Reflection Paper/oral 	abcde
18	9. Developing a Complete Competency-Based Curriculum				
FINAL EXAMINATION					

Total No. of Hours: 54

8 COURSE REQUIREMENTS AND COURSE POLICIES

COURSE REQUIREMENTS Each student is required to:

1. Attend classes on schedule time and day.
2. Accomplish all assessment;
3. Pass the major exams (midterm and final)
4. Perform Oral Reporting and Presentations.

COURSE POLICIES

Attendance: A student will be marked late if he/she enters the class 5 minutes after start of class period. Any student who comes to class 15 minutes after the scheduled time or always late for three consecutive meetings shall be marked absent.

Missed work or exam: Any student who missed to submit a work assignment or to take a test should consult the concerned instructor for immediate compliance

Cheating and Plagiarism: Any student who committed any form of academic dishonesty (e.g., copy-paste plagiarism) shall be given disciplinary action provided in the SKSU Student's Handbook

Use of Technology: Cell phones should be turned off while the session is in progress. Using laptops, notebook PCs, smart phones, and tablets shall be allowed only when needed.

9 GRADING SYSTEM AND RUBRICS FOR GRADING

GRADING SYSTEM	Midterm Grade	Final Term Grade	FINAL GRADE
	Midterm Examination 50%	Final Examination 50%	Midterm Grade 50%
	Oral Presentation 25%	Oral Presentation 25%	Final Term Grade 50%
	Attendance/ Class Participation 10%	Attendance/ Class Participation 10%	Total 100%
	Quizzes 15%	Quizzes 15%	
	TOTAL 100%	TOTAL 100%	

Rubric for Presentation

Criteria	1.0 (Excellent)	1.25 (Very Good)	1.5 (Good)	1.75 (Satisfactory)	2.0 (Needs Improvement)
Clarity of Presentation	Clear, concise, and easy to understand; well-organized structure.	Mostly clear with minor areas of confusion; organized.	Understandable but occasionally unclear or disorganized.	Somewhat unclear or lacking organization; could be more concise.	Difficult to understand; poorly organized.
Content & Accuracy	All information is accurate, relevant, and thoroughly explained.	Information is mostly accurate and relevant; minor details missing.	Adequate content but with some inaccuracies or incomplete explanations.	Some inaccuracies or irrelevant content; incomplete explanations.	Many inaccuracies or irrelevant information; lacking details.
Visual Aids/Models	Excellent use of visual aids/models; they enhance the understanding of the project.	Good use of visual aids/models; supports most key points.	Visual aids/models are used but could be more detailed or helpful.	Minimal use of visual aids/models or unclear visuals.	No visual aids/models or poorly executed visuals.

Delivery & Presentation Skills	Confident, engaging, and professional delivery; excellent use of tone, body language, and eye contact.	Clear and confident delivery; minor issues with tone or body language.	Adequate delivery with some nervousness or lack of engagement; minor issues.	Delivery lacks confidence or engagement; noticeable issues with tone or body language.	Unclear or very nervous delivery; major issues with tone, body language, or eye contact.
Overall Impact	The presentation is compelling, memorable, and clearly communicates key ideas effectively.	Engaging and informative; most key points are well communicated.	Sufficient presentation, but lacks strong impact or memorable elements.	Presentation is somewhat disengaging; missing key elements.	Presentation lacks impact and fails to effectively communicate key ideas.

10 REFERENCES

- Tyler, R. W. (1949). Basic principles of curriculum and instruction. University of Chicago Press.*
- Ornstein, A. C., & Hunkins, F. P. (2018). Curriculum: Foundations, principles, and issues (7th ed.). Pearson.*
- Print, M. (1993). Curriculum development and design (2nd ed.). Allen & Unwin.*
- Posner, G. J. (2004). Analyzing the curriculum (3rd ed.). McGraw-Hill.*
- Taba, H. (1962). Curriculum development: Theory and practice. Harcourt Brace.*
- UNESCO-IBE. (2017). Training tools for curriculum development: A resource pack. UNESCO International Bureau of Education.*
<https://unesdoc.unesco.org/ark:/48223/pf00002439>
- Technical Education and Skills Development Authority (TESDA). (2021). Trainers Methodology Level II Curriculum Guide. TESDA.*
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- McTighe, J., & Wiggins, G. (2012). Understanding by design framework. ASCD.*
- Knowles, M. S., Holton, E. F., & Swanson, R. A. (2015). The adult learner: The definitive classic in adult education and human resource development (8th ed.). Routledge.*
- Toohey, S. (1999). Designing courses for higher education. Open University Press.*

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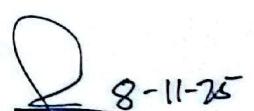
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