# A close up of a logo Description automatically generated

**ONE-STOP SKILLS CREDENTIALING - SKILLS BADGE**

**Self-Assessment Form**

**Badge Title:**

**CURRICULUM DESIGN**

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| --- | --- |
| **SALUTATION**\*\*  *\*\* Delete accordingly* | Mr / Miss / Mdm / Ms / Dr / Prof |
| **FULL NAME** *(as per NRIC)\**  *\*Underline Surname* |  |

**IMPORTANT**: Before you submit this Self-Assessment Form, please save this Word document and rename using the following naming convention:

For Stage 1 Advisory Chat:

OSSC\_Skills\_Badge\_**DDDLP03\_BCL**\_Self Assessment\_YOUR FULL NAME\_v1.0\_draft.doc

For Stage 2 Assessment Interview:

OSSC\_Skills\_Badge\_**DDDLP03\_BCL**\_Self Assessment\_YOUR FULL NAME\_v1.0\_FINAL.doc

**To proceed to Stage 2 Assessment Interview…**

1. Collate all relevant evidence/artefact pertaining to your finalised Self-Assessment Form in a single folder and name the folder according to the Badge Title as stated above.
2. If applying for more than one skills badge, submission should be done in separate folders according to the badge titles.

*To be completed by Advisor:*

|  |  |  |
| --- | --- | --- |
| **NAME OF ADVISOR** |  | |
| **ADVISORY CHAT SESSION** | **Date**: *(dd/mm/yyyy)* | |
| **Proceed to Skills Assessment?** | **Yes** | **No** |

*I confirm I have completed Stage 1 of the OSSC Skills Badging Application: Skills Advisory (1 hr).*

| **INTERVENTION DESIGN AND DEVELOPMENT: CURRICULUM DESIGN** | | | |
| --- | --- | --- | --- |
| **(A)**  **Competency Statement**  *Read carefully to ensure you meet ALL requirements* | **(B)**  **Product Evidence**  *Check the boxes to confirm that you currently have the required evidence listed here* | **(C)**  **Applicant’s Note of Explanation**  *Note the given pointers to guide you in the preparation for the Skills Advisory and Assessment Interview sessions. Explain with brief notes to explain how the Product Evidence you intend to submit fulfils the requirements of columns (A) and (B).* | **(D)**  **Assessor’s comments**  ***(For IAL use only)*** |
| *1. Establish the objectives and parameters of curriculum design integrating multiple stakeholder and learning modules, units, requirements, and in view of emerging trends.* | A clearly structured **BLENDED** curriculum document of **AT LEAST TWO** (2) learning units amounting to **AT LEAST THIRTY** (30) hours  **AND/OR**  Course Proposal to SSG relating to the same curriculum may be submitted provided there is proof of Applicant’s direct involvement in the design/development of the proposed course.  Documents and evidence which shows that the curriculum design had passed through:  a. Validation and  b. Evaluation | ***Note to Applicant:***  **In this segment, you should be prepared to walk the Assessor through to provide a quick scan and overview of the different design objectives and parameters you have ticked off below and relate them to stakeholders/client, curricular objectives and context.**  **You should be able to point broadly to the design and development documents and those for validation and evaluation at this point.**  The Assessor will request for the details on these documents in criteria 2-4.  I am able to point out in my submitted documents the different aspects of the blended curriculum design including the following:  Background information of organisation and documentation of learner performance and needs analysis/report.  Consultation with stakeholders  Key summary of objectives and parameters and analysis of parameters and its impact on curriculum design and target learners  *Applicant’s Notes:*   |  | | --- | |  |   I can show from the authentic records submitted, the complete and coherent curriculum structure and walk through with the interviewer to provide an overview, as well as point to the specific details of the contents below:   * Duration of each course/learning unit within the curriculum * Basis for packaging and sequencing of learning units * Design specifications for all learning units. *(More details will be required in rows 2 and 3 below)* * Defined learning outcomes within each learning unit * Instructional strategies and methods * Assessment methods   I can discuss and elaborate in the interview on how emerging trends and developments have influenced my efforts in curriculum and courseware design.  From my submitted documents, I can show all the following:   * Selected curriculum model(s) * Graduate profile/Curriculum outcomes * Delivery pathways, instructional strategies and methods * Assessment pathways and methods * Entry requirements * Exit requirements * Core and electives (if applicable) * Constructive alignment   *Applicant’s Notes:*   |  | | --- | |  | | *For Assessor’s comments* |
| *2. Select and design appropriate curriculum models, pathways, strategies, sequencing supported by appropriate technology and courseware to meet desired learning outcomes* | The curriculum of **AT LEAST TWO (2)** learning units amounting to **AT LEAST** **THIRTY** (**30) hours** duration. to show the design principles, specifications, and strategies for sequencing learning units and activities.  Documentation and record of the learning and performance needs that the curriculum seeks to meet | I can submit evidence to show details and provide explanation in all the following:   * Curriculum outcome/Graduate profile * Entry and exit requirements   I can point out in my curriculum the curriculum model(s) which meet(s) the objectives and parameters of curriculum design, including discussion of how **AT LEAST ONE (1)** of the following was appropriate in my curriculum:   * Product * Process * Praxis   I can point out in my curriculum and explain how I applied principles for designing blended curriculum such as:   * Backward design model * The 6 Principles of Learning Design, etc.   My curriculum includes **s**uitable assessment pathways and methods appropriate to the intended curriculum outcomes, and is supported by **AT LEAST TWO (2)** of the following:  **AT LEAST TWO (2)** learning modes with **AT LEAST** 1 microlearning module embedded in one of the learning units.  Face-to-face classroom facilitation  Workplace learning facilitation  Technology-enabled learning  Synchronous online learning facilitation (e.g., Zoom, MS Team, etc.)  Asynchronous online learning facilitation  Self-paced e-learning or microlearning  *Applicant’s Notes:*   |  | | --- | |  |   I will show from the curriculum design that I have submitted a learning curriculum design specification for learning units using packaging and sequencing strategies appropriate to the workplace context and industry guidelines with all of the following:  Logical sequencing of all learning units to form the curriculum content which clearly related to the following:   * + TSCs **AND/OR** a competency framework   + Topics/Subject matter   + Job role and environment skills   + Sequencing approaches employed   The design specifications for all learning units of the blended curriculum which I can show are related to all of the following:   * 1. TSCs/standards or a competency framework (where applicable)   2. Terminal and enabling learning outcomes   3. Sequencing approach for the learning outcomes within each learning unit   4. Duration   5. Modes of delivery   6. Instructional strategies and corresponding instructional methods   7. Assessment pathways, and methods   8. Learner centricity   *Applicant’s Notes:*   |  | | --- | |  | |  |
| *3. Develop the curricular and technological components and processes, instructional methodologies and courseware in consideration of adult learning principles and theories* | Courseware of **AT LEAST SEVEN (7)** hours involving **ONE (1)** of the learning units in the blended curriculum.  Clearly defined competencies/map, records of the context and evidence sources used to guide the development of the unit. These could be drawn from organisational, industry and legal requirements to meet job performance  Learning unit design courseware and design and development documents/records for the overview (**AT LEAST SEVEN (7)** hours) showing:   * The key components of the design overview, * Pathway of learning which included **AT LEAST** Classroom, Technology-enabled **AND/OR** Workplace Learning   The instructional methods that were included in the design.  Selected learning technology to support the learning  The principles of learning design that you had referred to and applied. | I am able to point out in **ONE (1)** learning unit of the blended curriculum that I submitted, all of the following elements:  The instructional design model that I based my development on  Clearly defined competencies from competency frameworks, maps **AND/OR** Ability and Knowledge statements from TSCs to guide the construction of learning outcomes, to meet the identified requirements for job performance  Translation to enabling learning outcomes through selected modes, instructional methods, and technology tools  Contextualisation into organisational, industrial and legal requirements for job performance and any constraints/challenges learners may face.  Evidence in both product **AND/OR** process to verify attainment of required learning and performance  Learning unit design overview (**AT LEAST SEVEN** **(7) hours**) with all the following:  I can walk through and elaborate on the following  The key components in a learning unit design overview  Adaptation into lesson plan and supporting courseware and technology using instructional design theories, methods to match learner profile and desired outcomes  The use of active learning incorporating **AT LEAST THREE (3)** instructional methods that extend **BEYOND** the use of presentation, interactive lecture, didactic questioning to promote facilitation and active engagement of learners  A clear articulation of the Principles of Learning Design that I have applied in the Learning unit design overview.  ***Note to Applicant:***  **In the interview, you should be able to elaborate on your design options and decisions and to justify your choices of learning theories, models, strategies approaches and technologies with valid reasons**  **• Choice of learning theories used in the blended curriculum may include: Behaviourism, Cognitivism, Constructivism, Connectivism, etc.**  **• Choice of active learning qualities/strategies may include: Moderating level of content, balancing among affective, behavioural, and cognitive learning, group participation, problem solving, etc.**  **• Choice of technology-enabled learning tools for face-to-face classroom learning/synchronous and asynchronous online learning facilitation/self-paced e-learning/workplace learning may include but not limited to: *Zoom*, LMSes, *iSpring*, *Nearpod*, *Mentimeter*, *Padlet*, *Miro*, etc.**  *Applicant’s Notes:*   |  | | --- | |  | |  |
| *4. Review and refine curriculum and implementation processes through validation and evaluation in alignment with workplace and industry guidelines.* | Documents to show committed milestones for curriculum design and development.  Documents to show commitment of courseware implementation such as schedule, Gant chart, etc.  Records of communication with the stakeholders involved, and the iterations and implementation of the curriculum, such as in email trails and reports or in notes of meeting.  Records of evaluation proposed, the evaluation results and actions taken | I can submit a report on the validation that was conducted on my curriculum design with all the following:   * Purpose of validation * Validation approaches * Scope of validation * Team members and stakeholders involved and their corresponding roles in validation.   I can show at least **TWO (2)** documented responses **AND/OR** recommendations from stakeholders’ feedback/validation, and the ensuing actions I took in response as well as the outcomes.  I can point out from my submitted documents, an implementation plan for curriculum and instruction which include the following:   1. Milestones for curriculum design and development as well as for courseware development and implementation. 2. Timeline for the processes 3. People involved.   I can submit documents to show an evaluation plan for curriculum and instruction with a demonstrated commitment to post course evaluation. It includes the following:   1. Purpose of evaluation 2. Selected evaluation model 3. Details on all evaluation activities 4. Stakeholders and persons who are involved.   I can describe **at least TWO (2)** actual **AND/OR** potential challenges faced during curriculum and instruction implementation and the suggested mitigation/solutions  *Applicant’s Notes:*   |  | | --- | |  | |  |