

ABSTRACT

An Evaluation Into the Implementation of Caribbean Vocational Qualification (CVQ) Curricula: Level 1

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This study sought to investigate teacher behaviour during the implementation process of the Caribbean Vocational Qualification (CVQ) curriculum for Cosmetology and Beauty Therapy (Level 1). Data were collected through a questionnaire administered to a trained teacher from a secondary school in the South-Eastern Education District in Trinidad and Tobago. Results indicated that: 1) the degree of implementation of the curriculum innovation was very high; 2) there were multiple areas of concern, at the management, consequence, and collaboration stages; 3) the curriculum is being implemented at Level IV A Routine and IV B Refinement; 4) the challenges faced included the untimely provision of resources, lack of physical infrastructure in the workshop, imbalance in the assessment methods, lack of communication, lack of curriculum support, and poor student attitudes; and 5) coping strategies included fund raising and collaboration with other teachers.

Keywords: Caribbean Vocational Qualification; Teacher behavior; Vocational education; Curriculum implementation; Case studies; Trinidad and Tobago