**Malta College of Arts, Science & Technology**

Course Specification

PD6-E16-20

# MCAST B.A. (Hons) in Vocational Education and Training

(EQF/MQF Level 6 / 180 ECTS)

## Course Description

This Bachelor's programme aims to provide practitioners or intending practitioners in Vocational Education and Training (VET) settings with the knowledge, skills and competences to work effectively, efficiently and confidently as professional teachers, supervisors, mentors, educational designers and agents of change in the fast changing reality of industry.

Participants on the programme will have the opportunity to build upon their existing disciplinary knowledge, while integrating it with the educational learning that is the core of the programme.

## Programme Learning Outcomes

At the end of the programme the students is able to:

1. Design, implement, and evaluate educational and training interventions to meet different learning needs within their field of practice;
2. Proficiently design, manage, and evaluate contextualised, project-based, on-the-job, enquiry-based learning, and competence-based assessment of learning;
3. Evaluate critically their own educational practice and develop and implement means of improving it;
4. Gain a critical understanding of the VET 4.0 context and the practical knowledge, policies, and practices pertinent to it;
5. Work ethically to continuously improve own educational practice through lifelong learning;
6. Respond constructively to changes in industry and the wider educational context and contribute to advances in their field of vet practice.

## Entry Requirements

A full MCAST Level 4 qualification (120 ECVET) related to the area of specialisation with an overall average Grade of C or better

or

2 A-Level subjects (with a Grade C or better) and 2 I-Level subjects related to the area of specialisation as indicated in the regulations (refer to website)

## Current Approved Programme Structure

| Unit Title | ECTS | Year |
|---|---|---|
| **Units about vocational education fundamentals**<br>  -    **understanding the educational context** | | |
| Vocational Education principles and trends | 3 | 1 |
| Social Inclusion and Equity in VET | 3 | 1 |
| The policy context and contemporary issues in VET | 6 | 1 |
| Embracing Cultural and Ethnic diversity in VET | 3 | 2 |
| Ethical Practice in VET | 3 | 2 |
| Ensuring Quality Education in VET | 3 | 2 |
| Vocational and work place literacies | 3 | 3 |
| Creating supportive and empowering VET settings | 3 | 3 |
| Developing and maintaining networks in VET | 2 | 3 |
| Leadership and professional practice | 3 | 3 |
| The researcher-practitioner in VET | 6 | 3 |
| **Units about the reflective practitioner**<br>  -    **being open to ongoing improvement** | | |
| Personal and Professional growth of the VET Practitioner | 3 | 1 |
| Social and Emotional wellbeing | 3 | 1 |
| The Collaborative Educator | 2 | 2 |
| Mentoring and Career Guidance | 3 | 3 |
| **Units about pedagogy**<br>  -    **the techniques to lead learning experiences in VET** | | |
| Promoting and understanding the development of learners - adolescence to adulthood | 3 | 1 |
| Education fundamentals: Pedagogy and Andragogy | 3 | 1 |
| Strategies for Teaching and Learning in VET 1 | 6 | 1 |
| Strategies for Teaching and Learning in VET 2 | 6 | 2 |
| Classroom and Workshop Management and Strategies in VET | 3 | 2 |
| Education technology and instructional media | 3 | 3 |
| Assessing and recognising learning in VET | 4 | 3 |
| Work placement 1 – observing learning experiences in a secondary school | 3 | 1 |
| Work placement 2 – Leading learning in a secondary school | 6 | 2 |
| Work placement 3 – Leading learning in a vocational post-secondary institution | 6 | 3 |
| Work placement 4 – Leading learning in industry | 6 | 3 |
| Teaching Specialisation | 54 | 1/2/3 |
| English proficiency | 3 | 3 |
| Entrepreneurship | 4 | 2 |
| Research tools and academic writing | 3 | 1 |
| Research methods | 6 | 2 |
| Dissertation | 12 | 3 |
| **Total ECTS** | **180** | |

# Vocational Education Principles and Trends

## Unit level (MQF):  6

## Credits:  3

## Unit Description

The area of Vocational Education and Training has particular characteristics and trends which give it its particular identity. The current issues in VET need to be debated so as to understand the relevance and role of VET in society.

# Social Inclusion and Equity in VET

## Unit level (MQF):  6

## Credits:  3

## Unit Description

Quality education is a human right for all. The notion of difference needs to be problematized and described as a social construct. Empowering ideologies were manifested in the good practices of key educators of the past and are still used by those in contemporary times. These adopt equitable measures which elicit the nurturing of individual identities.

# The Policy Context and Contemporary Issues in VET

## Unit level (MQF):  6

## Credits: 6

## Unit Description

Micro and macro contexts influence policy design. International events impact on the evolution of VET in Malta. This is also reflected in national investments and commitments vis-a-vis vocational education. There is political influence in educational decision making fora which lead to the overt and covert policies and practices. What should be the role of the teacher - simply implementing what others prescribe (with policy design out of teachers' control) or power sharing?

# Embracing Cultural and Ethnic diversity in VET

## Unit level (MQF):  6

## Credits: 3

## Unit Description

Meaningful learning can only start if the learner feels respected. For this to happen, cultural and ethnic differences in a VET learning environment need to be addressed. A good policy on economic migration aids VET. In this way, diversity is promoted and human value celebrated.

# Ethical Practice in VET

**Unit level (MQF):  6**

**Credits: 3**

## Unit Description

A true professional and, above all, a true caring professional, embraces the importance of ethical living and authenticity. This would lead to the creation of an ethical environment in a VET learning context which in turn contributes to a collective ethical approach which promotes a principles-led society.

# Ensuring Quality Education in VET

**Unit level (MQF):  6**

**Credits: 3**

## Unit Description

Learning happens best in an environment conducive to learning guided by quality assured policies and procedures. For this to be in place, curricula need to be designed in collaboration with industry and key stakeholders which respect national and European standards. Programmes of study need to be located in a wider industrial and community context, thus ensuring relevance to industry and society.

# Vocational and Work Place Literacies

## Unit level (MQF):  6

## Credits: 3

## Unit Description

Literacy skills have an impact on learning and work in contemporary society. A good educator investigates the nature and impact of literacy demands on learners and future workers. S/he then plans for and supports the language, literacy, numeracy competence acquisition.

# Creating Supportive and Empowering VET Settings

## Unit level (MQF):  6

## Credits: 3

## Unit Description

Personal level activism in education and life in general is important. This impacts the educator's participation in the formation of supportive and empowering VET settings. Students are the primary stakeholders and so, collaboration with students to develop a safe and empowering community of practice within the 'classroom' is needed. Establishing solid links and professional synergies with 'peers' to promote co-leadership and enhance faculty excellence in the development and implementation of programmes of study is also important. The ultimate aim should be a collective inclusive institutional vision reflected in supportive policies, procedures and structures that promote truly emancipatory and fulfilling experiences. A tall order indeed.

# Developing and Maintaining Networks in VET

**Unit level (MQF):  6**

**Credits: 2**

## Unit Description

Learning does not happen in isolation. Education is a collective endeavour which in turn has an effect on the collective life of the community and society in general. Networks in VET are therefore important. These networks ensure a reciprocal effect which leads to mutual support between industry and education.

# Leadership and Professional Practice

**Unit level (MQF):  6**

**Credits: 3**

## Unit Description

Leadership is often thought of as a competence belonging to a particular group, especially associated with management. But this is a false notion. Leadership competence is a prerequisite in all roles and at all levels. A true professional promotes leadership by giving space for decision making and implementation in the teams created, aided by an ethos of positivity.

# The Researcher-Practitioner in VET

**Unit level (MQF):  6**

**Credits: 6**

## Unit Description

All occupations and all professions which truly respect the status they achieve, but more so in VET, need to mirror more closely practices in industry. Research leads to better practice which in turn leads again to research to better inform and guide practice once again. This cycle is paramount for an educator who wishes to remain relevant especially in a VET setting.

# Promoting and Understanding the Development of Learners - Adolescence to Adulthood

**Unit level (MQF):  6**

**Credits: 3**

## Unit Description

An educator needs to distinguish between different theoretical perspectives pertaining to learner development while understanding the pivotal role of the teacher in recognizing the individuality of every learner so as to facilitate her/his holistic development. Different learners have multiple intelligences and different learning styles which the teacher needs to know how to identify and then build upon.

# Education Fundamentals: Pedagogy and Andragogy

## Unit level (MQF): 6

## Credits: 3

## Unit Description

Andragogy and pedagogy play a vital role in motivating or, unfortunately, demotivating learners to continue their formal engagement in education. Holistic education also impacts and is impacted by the learner's role in family, work and community. A good educator keeps these factors at the forefront during the planning as well as during the implementation stage.

# Strategies for Teaching and Learning in VET 1

## Unit level (MQF): 6

## Credits: 6

## Unit Description

An analysis of the context is important to establish a plan of action that maximizes the potential of a community of learners. After that, a plan which has different approaches to teaching, learning and assessment to address the needs of the learners in the light of the objectives set is needed. In this way, the educator, creates learning experiences which build on the assets and needs of the community of learners while addressing vocational real world situations. The cycle is closed and a fresh cycle initiated through a thorough evaluation of the effectiveness of the strategies and methodologies used so as to inform future planning and implementation.

# Strategies for Teaching and Learning in VET 2

## Unit level (MQF):  6

## Credits: 6

## Unit Description

The effective use of resources is one of the factors to develop innovative approaches to teaching for effective learning within a given context. After identifying the objectives, the right techniques need to be adopted to address and achieve these goals. This does not mean that a one size fits all approach leads to success and therefore, strategies ensuring equity in practice need to be in place. Also, the achievement of the objectives is not an end in itself but needs to be located in a wider sphere of opportunities in the classroom and beyond, leading towards active citizenship.

# Classroom and Workshop Management and Strategies in VET

## Unit level (MQF):  6

## Credits: 3

## Unit Description

Health and safety practices need to be in place to implement a safe learning space. Furthermore, strategies for positive and constructive engagement in classrooms and workshops need to be devised. This includes designing adequate plans for resource use so as to maximize effectiveness and efficiency.

# Education Technology and Instructional Media

## Unit level (MQF):  6

## Credits: 3

## Unit Description

Technology is a tool for learning and not an objective in itself. Effective learning is often enhanced by the good use of technology and instructional media. But the use of technology and instructional media in itself is not a guarantee that learning is taking place. Therefore, a deep analysis on effectiveness and efficiency is needed especially when readymade packages are on offer.

# Assessing and Recognising Learning in VET

## Unit level (MQF):  6

## Credits: 4

## Unit Description

Assessment has a key role, but is not an end in itself in the learning process. There are different modes of assessment as well as different reasons for assessing. Using assessment for learning is a competence in itself. Feedback - and the way it is given and received - remains one of the key elements.

# Work Placement 1 – Observation in a Secondary School and in Industry

## Unit level (MQF):  6

## Credits: 3

## Unit Description

A skilled observer is able to notice that curricular decisions need to be taken related to formal and non-formal learning. These impact on formal and non-formal teaching, learning and assessment. Decisions are continuously taken by the educator on matters pertaining to teacher and student relationships. One of the ultimate aims is that of nurturing the creation of a learning community and this can be perceived by a skilled observer from outside the institution or establishment.

# Work Placement 2 – Leading Learning in a Secondary School

## Unit level (MQF):  6

## Credits: 6

## Unit Description

A teacher is one of the leaders in the implementation of the overt curriculum as well as the hidden curriculum in the spirit outlined by national documentation for secondary schooling. S/he manages the formal teaching, learning and assessment duties in a secondary school and continuously decides on educational matters pertaining to teacher-student, teacher-teacher and student-student relationships in a secondary school. Living, first hand, the experience in a secondary school, one can appraise the factors which nurture an ethos of collaboration between stakeholders and the creation of a learning community.

# Work Placement 3 – Leading Learning in a Vocational Post-Secondary Institution

**Unit level (MQF):  6**

**Credits: 6**

## Unit Description

A teacher is one of the leaders in the implementation of the overt curriculum as well as the hidden curriculum in the spirit outlined by national documentation for post-secondary schooling. S/he manages the formal teaching, learning and assessment duties in a post-secondary school and continuously decides on educational matters pertaining to teacher-student, teacher-teacher and student-student relationships in a post-secondary school. Living, first hand, the experience in a post-secondary school, one can appraise the factors which nurture an ethos of collaboration between stakeholders and the creation of a learning community.

# Work Placement 4 – Leading Learning in Industry

**Unit level (MQF):  6**

**Credits: 6**

## Unit Description

A trainer is one of the leaders in the implementation of the overt curriculum as well as the hidden curriculum in the spirit outlined by national documentation for apprenticeship. S/he manages the formal teaching, learning and assessment duties during training opportunities in industry and continuously decides on educational matters pertaining to mentor and mentee and worker-worker relationships in industry. Living, first hand, the experience in industry within the area of human resource development, one can appraise the factors which nurture an ethos of collaboration between stakeholders and the creation of a learning community.

# Personal and Professional Growth of the VET Practitioner

## Unit level (MQF):  6

## Credits: 3

## Unit Description

Self-growth for personal and professional fulfilment is vital for an individual who leads learning experiences. An individual does not only need to understand this, but then to act by planning strategies for personal and professional growth. Education is not a preparation for life - education is life itself.

# Social and Emotional Wellbeing

## Unit level (MQF):  6

## Credits: 3

## Unit Description

Social intelligence is very relevant in life and work interactions, even more so for those serving in the role of an educator. Furthermore, emotional intelligence helps to create and maintain positive relationships. Society presents us with some common ailments and support structures responsive to these for better social and emotional connectedness. However, the fundamental factor in society is that of creating positive interactions to build relationships and safe spaces for the facilitation of positive navigation within social environments.

# The Collaborative Educator

## Unit level (MQF):  6

## Credits: 2

## Unit Description

The social and collaborative element in meaningful learning can never be emphasized enough. The centre of the educational process is the learner. There are different stakeholders sending and receiving messages. Therefore, the more coherent and synchronized the messages as well as directions a learner receives, the better the learning process.

# Mentoring and Career Guidance

## Unit level (MQF):  6

## Credits: 3

## Unit Description

An educator, any educator, is the first line of approach whenever a learner wishes to receive guidance. There are more specialized services in this area. However, in an often impersonal world, an educator is often asked or finds herself/himself fulfilling the role of basic listener. Tactfully, the educator needs to direct the learner to the relevant specialized service. Besides personal guidance, in VET especially, career related support is often requested. A good educator is always present for the learner.

# Teaching Specialisation

## Unit level (MQF):  6

## Credits: 54

## Unit Description

Besides learning outcomes pertaining to the areas of education fundamentals and pedagogy as well as the general areas of English proficiency, entrepreneurship etc, every strand has its subject content. These aim to equip the educator with the necessary skills and competences in that particular area. The direct link with industry and the ongoing developments there, are vital for an educator to be better equipped in the field of vocational education.