

Tutors Assignment Correction Guide

Module 5 Educational Theory and Practise

Unit 5.2 Characteristics of Tech/Voc Education

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Tutor's Assignment Correction Guide

Module 5 Educational Theory and Practise

Unit 5.2 Characteristics of Tech/Voc Education

This guide is to assist you in the correction of the assignments for this unit.

If more than one tutor is involved with student support in your institution, it will also assist in ensuring that there is a consistency in the weighting of assignments, and questions within assignments.

The core curriculum is designed to be offered utilising competency standards, so the elements that need to be included in answers are specified in the guide. It will therefore assist those who wish to use a competency assessment of *Complete* or *Incomplete*.

It is particularly important in the Caribbean to ensure that the assignments are assessed as indicated in the guide, as regional recognition is an ultimate (and desired) outcome.

Assignment weighting

This unit has two assignments.

Assignment 5.2 – 1 consists of an interpretive exercise, explaining some of the material on curriculum development.

The assignment should be provided for the student at the beginning of the unit. It is completed at the end of the unit.

The assignment is marked out of 30 marks.

It is worth 50% of the total grade for the unit.

Assignment 5.2 – 2 is a test.

The tutor at the end of the unit should provide the test.

The assignment is marked out of 30 marks.

It is worth 50% of the total grade for the unit



Assignment Number 5.2 – 1

To be completed on the assignment sheet provided and returned to your tutor for assessment.

Name: _____ Due Date: _____

Design a diagram to illustrate the course development process. You should include the times when industry, educational institutions and other stakeholders provide input into the process.

Clearly show the relationship of the various parties to the process.

Use a sheet of paper of at least A3 size. You can use colour and illustrations if you wish.

Here are some terms you might like to include. However, only use those you find relevant and you may choose to add others of your own.

30 marks

Stakeholders

Industry

Brainstorm

Developing modules

Provider

Needs analysis

Skills and knowledge analysis

Committee

Developing pathway

Writing modules

Research

Unit standard

Unit delivery

Government

Society

Teachers

Moderation

Review

Outcomes

Teaching methods

Work-based

Apprenticeship



Assignment Number 5.2-1

Guidelines for marking Assignment 5.2-1

It is realised that students may have some difficulty with both conceptualisation and drawing, and that this might not have as much to do with the exercise as it does with their preferred style of learning.

It is suggested that markers exercise some discretion about the results, and provide marks for understanding of concepts and coherence of the process, rather than for the aesthetic or consistency of the style of drawing.

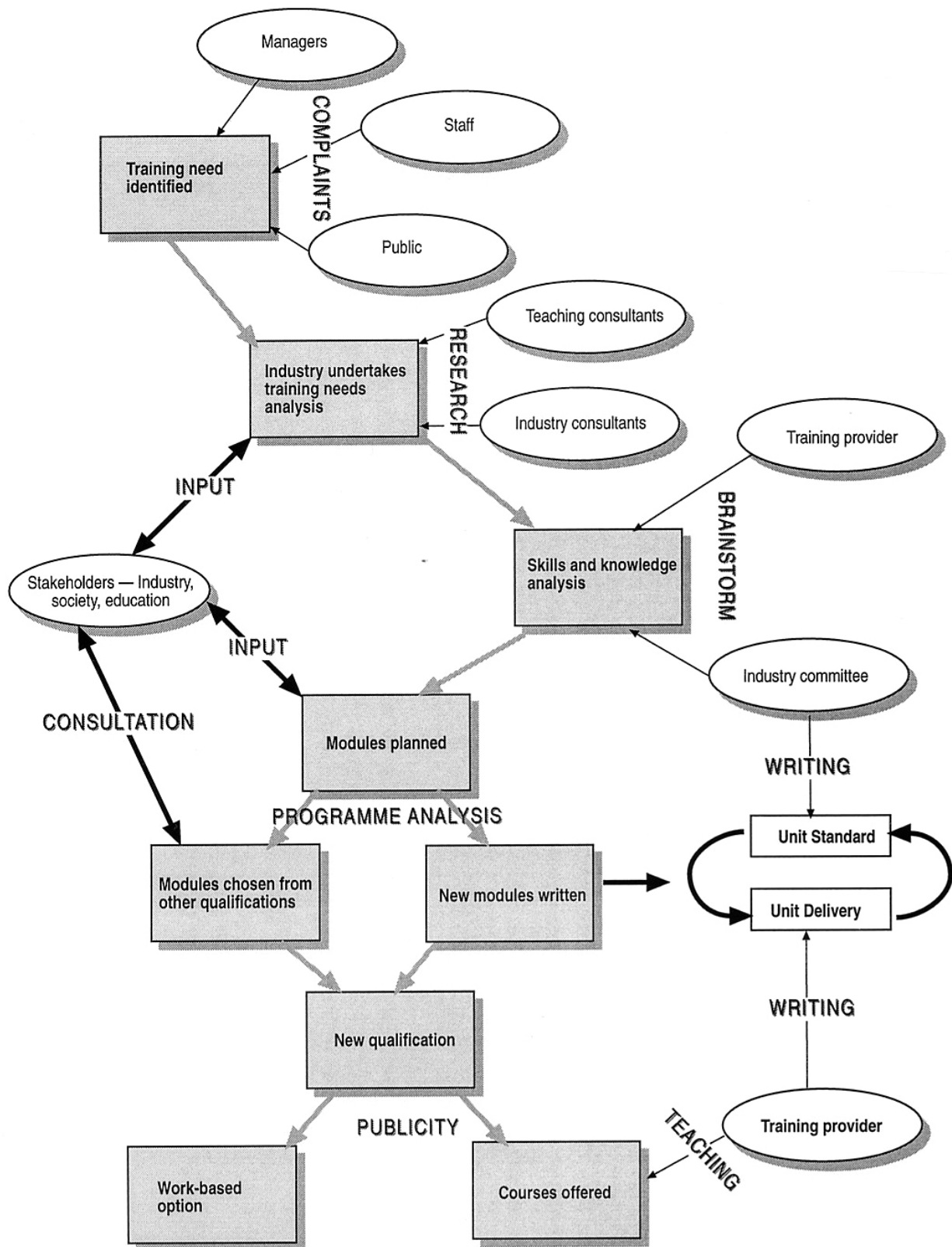
On the next pages is one solution. Do not take it as the only one, but mark each answer on its merits.

Mark allocation

The diagram is marked out of a total of 30 marks. They should be allocated in the following ways:

- Major parts of the outlined developmental process in the correct order — **5 marks**. Take **1 mark** off for each part in the wrong order or incorrectly labelled.
- Diagram shows at least five places where industry or social groups are involved in the process — **5 marks**. Take **1 mark** off for each place less than five.
- Diagram shows at least five places where teachers are involved — **5 marks**. Take **1 mark** off for each place less than five.
- Diagram shows the different processes involved (that is brainstorm, analyse, write) — **5 marks**. Give **1 mark** for each process correctly identified.
- Up to **5 marks** should be allocated for the coherence and clarity of the process. These are discretionary marks. The marker should be relatively generous, and should not let errors in the order of the diagram be penalised here. Basically, if the diagram makes good sense, then give the marks.
- Up to **5 marks** should be allocated for accuracy in the labelling of parts of the diagram. This is a matter of correct spelling and use of terms in such a way that their meanings are clear. Take **1 mark** off for major spelling errors or discrepancies, half for minor ones. But once again, use your discretion.

Do not take marks off for not using the suggested words.



Assessment instrument

Module 5 Education Theory and Practise

Unit 5.2 Characteristics of Tech/Voc Education

Assignment No. 5.2 – 1

- ☐ The diagram is consistent with the procedures outlined in the text.
- ☐ The diagram shows societal and industrial influences being brought to bear on the curriculum process.
- ☐ The diagram shows the role of teachers in the curriculum process.
- ☐ The diagram is clearly labelled.



Assignment Number 5.2-2

To be completed and returned to your tutor for assessment.

Answer all questions in ways specified.

Name: _____ Due date: _____

Question 1

Beside each of the terms in the first list, put the letter of its meaning from the second list.

- | | |
|---------------------|--|
| _____ 1. Vocational | a. starting from theory |
| _____ 2. Academic | b. learning how to do things the right way |
| _____ 3. syllabus | c. developing creative thinking skills |
| _____ 4. Learning | d. required level of achievement |
| _____ 5. Skill | e. achieving at the highest level |
| _____ 6. Training | f. designed to meet social and industrial needs |
| _____ 7. Competency | g. adding to personal knowledge and skills |
| _____ 8. Standard | h. knowledge and skills relating to a specific trade |
| | i. an outline of a course of study |
| | j. the ability to do something |

Question 2

Outline five (5) characteristics of technical and vocational programmes that distinguish them from academic programmes.

Question 3

- 3.1 In one sentence, define a module
- 3.2 List two module components that are supplied by the teacher.
- 3.3 Explain three characteristics of modular programmes.

Question 4

- 4.1 Explain two advantages and two disadvantages of the old form of apprenticeship training.
- 4.2 Describe three (3) other work-based training options.

Question 5

Imagine you are developing a new curriculum in the manufacture of plastic mouldings.

- 5.1 Allocate three (3) roles to the industry representatives on your committee.
- 5.2 Give five (5) reasons why there should be teacher representatives on the committee.



Assignment Number 5.2-2

Guidelines for marking Assignment 5.2 - 2

Name: _____ Due date: _____

Question 1

Beside each of the terms in the first list, put the letter of its meaning from the second list.

- | | | |
|-------|---------------|--|
| __b__ | 1. Vocational | a. starting from theory |
| __a__ | 2. Academic | b. learning how to do things the right way |
| __i__ | 3. syllabus | c. developing creative thinking skills |
| __g__ | 4. Learning | d. required level of achievement |
| __j__ | 5. Skill | e. achieving at the highest level |
| __h__ | 6. Training | f. designed to meet social and industrial needs |
| __e__ | 7. Competency | g. adding to personal knowledge and skills |
| __d__ | 8. Standard | h. knowledge and skills relating to a specific trade |
| | | i. an outline of a course of study. |
| | | j. the ability to do something |

4 marks

Question 2

Outline five (5) characteristics of technical and vocational programmes that distinguish them from academic programmes. **5 marks**

- Technical Vocational programmes are based on specific precisely stated outcomes called competences or tasks that have been verified as essential for successful employment in the occupation for which the student is being trained. Academic programmes are usually based on course outlines, textbooks sometimes not related to the to the occupation itself. The focus is on “covering material.”
- Technical and vocational programmes provide students with enough time within reason to fully master one task before being allowed or forced to move to the next. Academic programmes usually allow students to spent the same amount of time on each unit of instruction.
- Assessments in technical and vocational programmes are based on student’s ability to perform each task to a high level of proficiency in a job like setting before receiving credit for attaining the task. Academic programmes usually rely heavily on paper and pencil tests and each student’s performance is usually compared with that of other students in the group.
- Technical and Vocational Programmes provide students with carefully designed students- centred learning activities, media and materials to help them master each task. Academic programmes rely primarily on instructors to deliver most of the instruction through lectures, demonstrations and other teacher-centred activities.
- There is involvement of industry in development and assessment of courses in technical programmes. Academic programmes are developed and assessed within institutions by instructors.

Question 3

3.1 In one sentence define a module. **2 marks**

Module is a component of a programme that has its own objectives and assessments designed to meet the needs of students and employers.

3.2 List two module components that are supplied by the teacher.

1 mark

- objectives
- assessments

3.3 Explain 3 characteristics of modular programmes.

3 marks

- Students are better able to learn at their own rate pace. Each student may set up a schedule based on personal capabilities
- Students are provided with regular feedback on performance. At the end of each learning experience, the students are provided with immediate results of performance.
- The module is self- instructional. Each module provides clear guidance on what the student should do, resources and material which might be used

Question 4

4.1 Explain two advantages and two disadvantages of the old form of apprenticeship training.

4 marks

Advantages of old form of apprenticeship training

- Training took place in actual workplace
- No formal assessments were done

Disadvantages of Apprenticeship training

- Slow and inefficient way of learning
- Learning takes place through traditional methods.

4.2 Describe three (3) other work-based training options.

3 marks

- Pursuing a block of courses at technical institutions while being on the job.

- A student does one year of training followed by one year of work, then another year of training. Often referred to as “sandwich”.
- Offering programmes for specific areas of work

Question 5

Imagine you are developing a new curriculum in the manufacture of plastic mouldings.

5.1 Allocate three (3) roles to the industry representatives on your committee. ***3 marks***

- Assist in development of standards
- Give advice on best practices in industry
- Provide resources to facilitate the programme

5.2 Give five (5) reasons why there should be teacher representatives on the committee. ***5 marks***

Teachers can:

- reformulate industry needs in educational terms.
- sequence instruction properly
- Use a variety of teaching methods
- Develop valid and appropriate assessment strategies.
- Teach students how to learn.

Total 30 marks