

Tutors Assignment Correction Guide

Module 5 Educational Theory and Practise

Unit 5.1 History and Philosophy of TVET

Tutors' Assignment Correction Guide

Module 5 Educational Theory and Practise

Unit 5.1 History and philosophy of TVET

1. *The description given of the apprenticeship system will depend on the nature of the apprenticeship system operating in the country from which the student comes. However, the description should identify who may become an apprentice, the duration of apprenticeships, the provision made for formal training within the period of apprenticeship and the way in which apprenticeship is regulated. If the system of apprenticeship is expected to undergo imminent change then the nature of the changes that are expected should be described.*
2. *The CARICOM Strategy for Technical and Further Education and Training sets out an approach to the development of all aspects of the Technical and Further Education systems in the Caribbean including the development of the infrastructure for TVET and the development of TVET programs. However, within the Strategy document a number of priorities for TVET in the Caribbean are highlighted. Possibly one of the most important priorities is the development of knowledge and skills in science and technology, particularly in relation to biotechnology, computer and information technologies, environmental science and micro-electronics. This is identified in several places in the Strategy document. Another priority is dealing with equity issues including gender biases and the disadvantages suffered by handicapped persons. A third priority is dealing with the negative community perceptions of following a vocation within agriculture that remains an important component of the economies of Caribbean states.*

40 marks

Assignment 2

Module 5 Educational Theory and Practise

Unit 5.1 History and philosophy of TVET

- 1. The answer given to this question will depend on the student's country of origin. The student should show evidence of having consulted relevant documents and of having covered the range of major policies related to TVET. The student should also have identified any major policy shifts that have occurred or are anticipated.*
- 2. The student will need to have identified which global policy he or she will be addressing. In the case of the World Bank policy on women and the poor, the student should have drawn attention to the priority placed on addressing gender inequities in the CARICOM Strategy for Technical and Further Education and Training. The student should also have identified aspects of local policies as described in answer to Question 1 that relate to this issue. In the case of the ILO convention on integration of education and training with other economic and employment policies, the student should have identified whether or not the training system his /her county is attempting to link vocational guidance with vocational training that the ILO is proposing. The student should also have identified any aspects of local policies as described in Question 1 that pertain to the relationship between TVET and economic and employment policies such as the alignment of training programs with industry sectors targeted for expansion.*

60 marks