

Tutors Assignment Correction Guide

Module 2 Administration and Management of TVET

Unit 2.2 Regulations and Procedures

Tutor's Assignment Correction Guide

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Unit 2.2 Regulations and procedures

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 Completed 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.

Students will also need access to resources and may need some help in acquiring these. The resources should include the following:

- a calendar or handbook or prospectus from a teaching institution
- enrolment information and government requirements for students
- a course information book
- a teacher job description
- a set of teacher guidelines or institutional regulations applying to teachers
- extracts from the Education Act and other government publications
- extracts from the United Nations Declaration of Human Rights

Assignment weighting

This unit has two assignments.

Assignment 2.2 – 1 consists of a guided research process, using the resources provided with the unit.

The assignment should be provided for the student at the beginning of the unit. It is completed at the end of Section 5.

The assignment is marked out of 30.

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

Assignment 2.2 – 2 is a short answer open book test.

The test should be provided by the tutor at the end of the unit.

The assignment is marked out of 30.

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



Assignment Number 2.2 – 1

Unit 2.2 Regulations and procedures

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

This is an open book assignment. You may refer to whatever references you have at your disposal.

Your self-assessment exercises will provide much of the information.

The assignment

Document the trail of one of the following educational ideas, from its source in legislation or international treaty, to its effect on the procedures of teaching and learning.

The levels you need to consider are the following:

- International Declaration, Covenant or Convention
- Legislation or regulation at a national level
- Regulation or procedure at the level of the teaching institution
- Processes or procedures you need to follow as instructors in a TVET institution.

Choose one of the following educational ideas as your topic:

- (a) Courses should be of a high quality
- (b) All students, regardless of disability, should have access to education
- (c) Education is the key to the future
- (d) Students should be free to study what they wish.

At each level, list the publication and its source using the correct style of referencing.

Then, you should quote or paraphrase the part relating to your topic.



Assignment Number 2.2 – 1

Assignment sheet

Name: _____ Due date: _____

1) Topic:

2) International source:

Paraphrase or quotation:

3) National law or regulation:

Paraphrase or quotation:

4) Institutional source:

Paraphrase or quotation:

5) Teacher's procedures:

a)

b)

c)

30 marks



Assignment Number 2.2 – 1

Guidelines for correction and marking of Assignment 2.2-1

This exercise is harder than it seems, even with the documents.

1) Topic: No marks for this! It is a key to the rest of the answers.

2) International source: A quotation from the two Articles in the text from the Convention on the Rights of the Child can be used as the basis for any of the answers, provided one is a little indulgent. Otherwise suitable texts came from the Universal Declaration or its two Covenants. See below for details.

Cite as:

The United Nations Convention on the Rights of the Child. United Nations, date.

Give 1 mark for international source + 1 mark for correct citation:

2 marks

Paraphrase or quotation: (all suggestions are from the above Convention – students are free to use other sources)

- 1) Article 29.1 (a) “The development of the child’s personality, talents and mental and physical abilities to their fullest potential ...”
- 2) Article 28.1 (c) “Make higher education accessible to all on the basis of capacity by every appropriate means ...”
- 3) Article 28.3 “...facilitating access to scientific and technical knowledge and modern teaching methods ...”
- 4) Article 13 “...freedom to seek, receive and impart information and ideas of all kinds ...”

Up to 3 marks for paraphrase or quotation + 1 mark for accuracy:

4 marks

3) National law or regulation: Normally Education Act, Human Rights Act, or other such.

1 mark for citation + 1 mark for accuracy

2 marks

Paraphrase or quotation:

Up to 3 marks for paraphrase or quotation, 1 mark for accuracy

4 marks

4) Institutional source:

1 mark for citation + 1 mark for accuracy

2 marks

Paraphrase or quotation:

Up to 3 marks for summary, paraphrase or quotation + 1 mark for accuracy.

4 marks

5) Teacher's procedures:

These procedures must follow the theme and must have the “feel of truth” about them. In other words, they must be actions the teacher is likely to do. Mark particular incidents or cases the same way as general statements.

Give up to 3 marks for each statement:

9 marks

a)

b)

c)

Give a further 3 marks for overall consistency and connections:

3 marks

Total marks for assignment 30 marks

It is worth 50% of the final grading.



Assignment Number 2.2 –2

Unit 2.2 Regulations and procedures

To be completed and returned to your tutor for assessment.

This is an open book short answer test. You may refer to whatever references you have at your disposal.

Name: _____ Due date: _____

Question 1

Use an example from your study or experience to illustrate the difference between a regulation and a procedure.

2 marks

Question 2

Label the regulations in the following list with an “R” and the procedures with a “P”:

1. ☐ Students will fill out a teacher evaluation form at the end of class.
2. ☐ Students missing more than five classes without reason shall fail the paper.
3. ☐ Students applying for an aegrotat pass need to supply proof of sickness within five days.
4. ☐ For consideration for an aegrotat pass bring along a doctor's certificate.
5. ☐ Supply the work of the top, middle and bottom students in your class for moderation.

5 marks

Question 3

List three (3) documents that provide information on regulations and procedures applying to teaching institutions, and state where you could obtain each document.

Document 1	Location
Document 2	Location
Document 3	Location

6 marks**Question 4**

Quote or paraphrase one regulation pertaining to TVET instructors in each of the following areas. Write the source of the information about the regulations or procedures:

1) Occupational safety

	Source
--	--------

2) Workshop practise

	Source
--	--------

3) Copyright

	Source
--	--------

4) Conditions of employment

	Source
--	--------

5) Staff development provisions

	Source
--	--------

10 marks

Question 5

Note two classroom practises you undertake to ensure that human rights requirements are met in your class. Explain what human rights provision you are meeting.

1)

Practise
Human rights provision

2)

Practise
Human rights provision

4 marks

Question 6

Fill in the gaps in the following paragraph, using some of the words provided below.

Regulations and procedures can be seen as a series of between two parties. At the institutional level, the institution has formal agreements with teachers and At the national level the strongest set of contracts is between the and the teaching institution. This relationship is normally defined through the, as well as departmental regulations. In developing legislation the government has to balance many issues, and listen to a range of interest groups. In technical and vocational education has a major voice. This is sometimes in conflict with interests and United Nations'

Regulations, England, government, Education Act, legislation, covenants, contracts, restrictions, students, industry, community, teachers, procedures

3 marks

Total

30 marks



Assignment Number 2.2 –2

Unit 2.2 Regulations and procedures

Guidelines for the correction and marking of questions for Assignment 2.2 – 2

PLEASE NOTE that answers will vary from country to country.

Question 1

Use an example from your study or experience to illustrate the difference between a regulation and a procedure.

Any example that shows a regulation as a set of given or imposed rules, and procedures as ways of giving effect to the regulations. Of course, one procedure is to create further regulations! The world's not perfect.

1 mark for the regulation + 1 mark for the procedure. Direct quotes from the study guide get half marks. Full marks if it is in their own words.

2 marks

Question 2

Label the regulations in the following list with an 'R' and the procedures with a 'P':

1. **P** Students will fill out a teacher evaluation form at the end of class.
2. **R** Students missing more than five classes without reason shall fail the paper.
3. **R** Students applying for an aegrotat pass need to supply proof of sickness within five days.
4. **P** For consideration for an aegrotat pass bring along a doctor's certificate.
5. **P** Supply the work of the top, middle and bottom students in your class for moderation.

5 marks

Question 3

List three (3) documents that provide information on regulations and procedures applying to teaching institutions, and state where you could obtain each document.

Document 1 <i>See Fig 1.1 of the study guide. 1 mark for the document + 1 mark for the source. Document citation should be reasonably accurate.</i>	Location
Document 2	Location
Document 3	Location

6 marks**Question 4**

Quote or paraphrase one regulation pertaining to TVET instructors in each of the following areas. Write the source of the information about the regulations or procedures:

1) Occupational safety

<i>Answers to these will vary from country to country</i> <i>1 mark for regulation + 1 mark for source.</i>	Source
--	--------

2) Workshop practise

	Source
--	--------

3) Copyright

	Source
--	--------

4) Conditions of employment

	Source
--	--------

5) Staff development provisions

	Source
--	--------

10 marks**Question 5**

Note two classroom practises you undertake to ensure that human rights' requirements are met in your class. Explain what human rights' provision you are meeting.

1)

Practise
<i>Sensible students will import answers to this from their first assignment.</i>
Human rights' provision
<i>Up to 2 marks for each section.</i>

2)

Practise
Human rights' provision

4 marks

Question 6

Fill in the gaps in the following paragraph, using some of the words provided below.

Regulations and procedures can be seen as a series of **contracts** between two parties. At the institutional level the institution has formal agreements with teachers and **students**. At the national level the strongest set of contracts is between the **government** and the teaching institution. This relationship is normally defined through the **Education Act**, as well as departmental regulations. In developing legislation the government has to balance many issues, and listen to a range of interest groups. In technical and vocational education **industry** has a major voice. This is sometimes in conflict with **community** interests and United Nations' **covenants**.

Regulations, England, government, Education Act, legislation, covenants, contracts, restrictions, students, industry, community, teachers, procedures

1/2 mark each one right (up to 3 marks) = 3 marks

TOTAL = 30 MARKS

The assignment is worth 50% of the final grading.