



MAURITIUS INSTITUTE OF EDUCATION

B.Ed (Hons) TVET **Part Time**

(for in-service TVET Instructors holders of HSC or a Diploma
in Education/ Vocational Field or a degree)



2025 - 2028



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Foreword

Teaching is an age-old profession that undergoes constant evolution in line with contextual realities. Effective teaching calls for a set of competencies that allow teachers to make judicious choices while planning and implementing lessons. Teacher Education Programmes provide teachers with the opportunity to develop the requisite know-how to devise engaging lessons through the use of strategies and resources that are aligned with curricular requirements as well as with the learners' needs and interests. They develop a deep understanding of educational theories and the array of factors that impact teaching and learning. They also raise awareness about novel phenomena that have a significant influence on learning and prompt teachers to think critically and reflexively on these matters.

Teachers are key to the growth and development of their learners. Their role goes beyond knowledge construction. They are the guides, nurses, counsellors, and at times substitute parents or confidants of the children. As such, they carry a heavy but precious responsibility. In all circumstances, they are called upon to act in a professional and ethical manner.

The BEd (Hons) TVET programme is designed to take students through a journey that adequately shapes them into capable and confident TVET teachers. It empowers them to exercise agency and take informed pedagogical decisions that will benefit the TVET learners. The various components of this programme serve to provide a gamut of enriching experiences for their personal and professional development. Throughout the programme, students will be closely guided by their tutors and supported by the Programme team.

At the outset of what promises to be an exciting adventure into the realm of pedagogy, I wish the students all the best.

Dr (Mrs) Aruna Ankiah-Gangadeen

Deputy Director

Mauritius Institute of Education

1.0 Introduction

Full Programme Title: Bachelor in Education (Honours) Technical Vocational Education and Training.

Short Title: B.Ed (Hons) TVET

Programme Duration: 3 Years Part Time

Level: NQF Level 8

1.1 | Context of Programme / Rationale

The inception of this new programme emerges from an identified need of the Mauritius Institute of Training and Development (MITD) to empower their in-service instructors with up to date pedagogical and professional competencies in view of enhancing the delivery of quality Technical and Vocational education in its centers.

The Programme is also in-line with MIE's Teacher Education mandate and its response to the National Skills and Development Strategy (NSDS 2022-2026) of the Human Resource Development Council (HRDC) implemented under the aegis of the Ministry of Labour, Human Resource Development and Training to bridge the gap between TEI's programme offerings and workplace requirements, amongst others:

Strategy 4, Strategic Objective 4.1/ Action Plan No. 23: 'Public and Private Institutions develop training programmes to keep mid-level professionals up-to-date with the most recent developments in the industry' (NSDS, May 2022).

Strategy 6, Strategic Objective 6.1/ Action Plan No. 39 and 42: 'develop materials and skills in relation to STEAM' and 'shift from a deductive to an inductive pedagogy' respectively (NSDS, May 2022).

The programme has been developed in close alignment with the 3 core Professional Standard domains for Teacher Education, namely: Professional Knowledge, Professional skills and Professional values, attitudes and dispositions, as well as the undergraduate level descriptors of the MIE for a NQF Level 8 qualification.

2.0 Aim of the programme

The aim of the programme is to equip students with relevant pedagogical and professional competencies and dispositions to enable them to teach confidently and effectively in a range of vocational and academic fields relevant to the TVET sector.

3.0 Objectives of the programme

Upon successful completion of the programme, students should be able to:

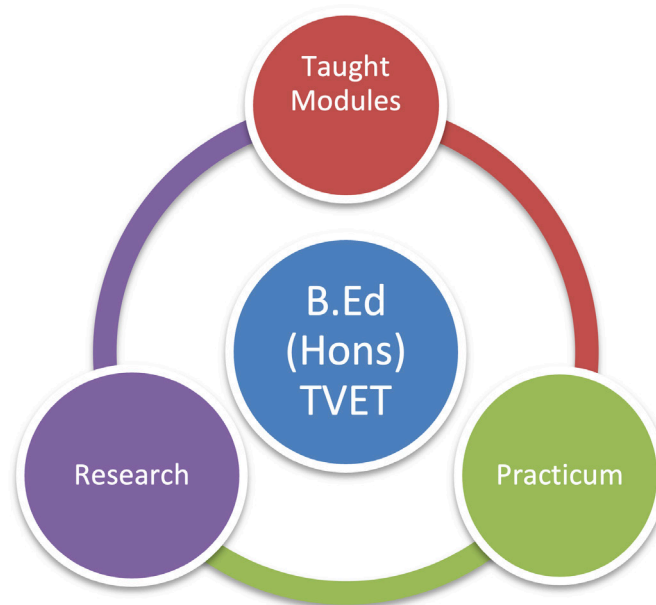
- Demonstrate comprehensive knowledge and discerning understanding of core and specialist principles, concepts, and theories in education as well as in selected fields of study, relevant to their professional practice.
- Demonstrate high-level proficiency in using content knowledge, pedagogical content knowledge, techno-pedagogical skills and a range of advanced specialist skills, techniques, materials and practices in their professional tasks.
- Demonstrate a sound understanding of the theoretical perspectives underpinning educational practice, critical issues and contemporary policy challenges.
- Evaluate critically own practice through systematic observation of, enquiry into and reflection on industry and authentic workplace contexts.
- Demonstrate a critical understanding of the link between research and practice through the completion of independent practitioner research.
- Demonstrate a range of transferable academic, professional skills and dispositions for employability and further postgraduate study.

4.0 Programme Structure and mode of delivery

4.1 | Programme Structure

The programme consists of 3 major learning blocks (called components) namely Taught modules, Practicum and Research - each with a number of learning units (called modules).

The credits allocated to the 3 different components represent a balance in the Programme with its distinct focus on equipping students with adequate professional knowledge and practice in pedagogy, TVET specialist skills and research competencies.



In this programme all modules carry 10 credits, except for the Practicum and Research components, loaded at 60 credits each. The modules are pitched at level 7 and 8 in an approximate ratio of 2:5, that is; 100 credits at level 7 and 260 credits at Level 8, justifying the undergraduate Honours degree award. A number of elective modules (10) are integrated into the programme for students to tailor their learning to their professional needs and interests.

The distribution of the modules per component is shown below.

| Component | Module Type | Number of Modules | Credits |
|-----------------------|---|-------------------|----------------------|
| Taught Modules | Education | 8 | 80 |
| | Specialisation | 12 | 120 |
| | Generic | 2 | 20 |
| | Electives | 2 | 20 |
| Practicum | Peer/Micro Teaching Workplace Learning 1: Industry Placement, Workplace Learning 2: SBE Portfolio | 4 | 10 20 20 10 |
| Practitioner Research | Research Methodology 1 Research Methodology 2 Research Project | 3 | 10 10 40 |
| Total | | 31 | 360 |

4.2 | Summary of Programme Structure

| Semester | Summary programme Structure | Number of core modules | Number of Elective modules | Credits per semester | Study time required |
|--------------------------------|---|------------------------|----------------------------|----------------------|--|
| 1 | Education | 2 | | 20 | 500 |
| | Specialisation | 2 | | 20 | |
| | Generic | 1 | | 10 | |
| 2 | Education | 2 | | 20 | 500 |
| | Specialisation | 2 | | 20 | |
| | Generic | 1 | | 10 | |
| 3 | Education | 1 | | 10 | 600 (includes NLH for PPS1 and Portfolio Tasks) |
| | Specialisation | 1 | | 10 | |
| | Peer/Micro teaching | 1 | | 10 | |
| | Workplace Learning ¹ : | | | | |
| | Industry Placement | 1 | | 20 | |
| | Portfolio (<i>carry forward</i>) | 1 | | - | |
| | Research Methodology 1 | 1 | | 10 | |
| 4 | Specialisation | 3 | | 30 | 700 (includes NLH for PPS2 and Portfolio Tasks) |
| | Workplace Learning 2: | | | | |
| | School Based Experience | 1 | | 20 | |
| | Portfolio | 1 | | 10 | |
| | Research Methodology 2 | 1 | | 10 | |
| 5 | Education | 2 | | 20 | 600 (includes 100 NLH for Research Project) |
| | Specialisation | 2 | | 20 | |
| | Research Project (<i>carry forward</i>) | | | - | |
| | Elective | | 1 | 10 | |
| 6 | Education | 1 | | 10 | 700 (includes 300 NLH for Research Project) |
| | Specialisation | 2 | | 20 | |
| | Research project | 1 | | 40 | |
| | Elective | | 1 | 10 | |
| Total number of Credits | | | | 360 | 360 |

4.3 | Mode of Delivery

The Programme is delivered on a 3 Year Part time basis (6 Semesters) using a range of methods. Depending on its nature, a module will be serviced through either Face-to-Face Lectures on- site or using MS Teams or a mix of face to face/online mode. Students will also acquire learning through asynchronous online engagement with parts of modules via Moodle. For the Practicum components students will work in supervised simulated and authentic workplace environments as well as in Face-to-Face Tutor-led Professional Practice Seminars (PPS) and online Student-led Critical Support Groups (CSG). Research modules will involve the use of Face-to-Face interactive lectures, Supervision and well as research, inquiry and self-study opportunities for students.

4.4 | Semester I Modules

| SN | Module Code | Module Title | Credits | Mode of Evaluation | Study time required |
|-------|-------------|---|---------|--------------------|---------------------|
| 1 | BEdTVT 1101 | Curriculum Design, Development and Implementation | 10 | 100% Coursework | 100 |
| 2 | BEdTVT 1102 | Psychology for TVET | 10 | | 100 |
| 3 | BEdTVT 1103 | Pedagogy for the TVET Classroom | 10 | | 100 |
| 4 | BEdTVT 1104 | Graphical Communication | 10 | | 100 |
| 5 | BEdTVT 1105 | Study Skills | 10 | | 100 |
| Total | | | | | 500 |

4.5 | Semester II Modules

| SN | Module Code | Module Title | Credits | Mode of Evaluation | Study time required |
|-------|-------------|---|---------|--------------------|---------------------|
| 1 | BEdTVT 1201 | Assessment and Evaluation in TVET context | 10 | 100% Coursework | 100 |
| 2 | BEdTVT 1202 | Sociology of Education for TVET | 10 | | 100 |
| 3 | BEdTVT 1203 | Instructional Design for TVET Classroom | 10 | | 100 |
| 4 | BEdTVT 1204 | Visual and Graphic Communication | 10 | | 100 |
| 5 | BEdTVT 1205 | Communication Skills in TVET Context | 10 | | 100 |
| Total | | | | | 500 |

4.6 | Semester III Modules

| SN | Module Code | Module Title | Credits | Mode of Evaluation | Study time required |
|-------|---|--|---------|--|----------------------------------|
| 1 | BEdTVT 1301 | Technology-Enhanced Teaching | 10 | 100% Coursework | 100 |
| 2 | BEdTVT 1302/ O1-O3 (optional modules) | Design and Realisation project/ Adult Functional Literacy / Mathematics in Action: from Abstractness to Practicality. | 10 | 100% CW/ 100 % CW / 60 % CW + 40 % WE | 100 |
| 3 | BEdTVT/PMT 1303 | Peer/ Micro Teaching | 10 | 100% Coursework | 100 |
| 4 | BEdTVT/ PRAC1000 | Workplace Learning 1: Industry Placement | 20 | 100% Coursework | 200 |
| 5 | BEdTVT/PRAC 1000 | Portfolio (carry forward) | | | NLH included in Workplace Lng 1. |
| 6 | BEdTVT/RM1 1304 | Research Methodology 1 | 10 | 100% Coursework | 100 |
| Total | | | | | 500 |

4.7 | Semester IV Modules

| SN | Module Code | Module Title | Credits | Mode of Evaluation | Study time required |
|-------|---------------------|---|---------|--------------------|-----------------------------|
| 1 | BEdTVT 1401 | Online instructional design | 10 | 100% Coursework | 100 |
| 2 | BEdTVT 1402 | Workshop Management | 10 | 50% WE 50% CW | 100 |
| 3 | BEdTVT 1403 | Entrepreneurship, Innovation and Business Modelling | 10 | 100% Coursework | 100 |
| 4 | BEdTVT/ PRAC1000 | Workplace Learning 2: SBE | 20 | | 200 |
| 5 | BEd TVT/PRAC 1000 | Portfolio | 10 | | 100 (over semester 3 and 4) |
| 6 | BEdTVT/RM2 1404 | Research Methodology 2 | 10 | | 100 |
| Total | | | | | 700 |

4.8 | Semester V Modules

| SN | Module Code | Module Title | Credits | Mode of Evaluation | Study time required |
|-------|-----------------------|--|---------|--------------------|---------------------|
| 1 | BEdTVT 1501 | Mentoring | 10 | 100% Coursework | 100 |
| 2 | BEdTVT 1502 | Supporting TVET learners with Emotional and Behavioural Difficulties | 10 | | 100 |
| 3 | BEdTVT 1503 | Quality Assurance and Enhancement in TVET | 10 | | 100 |
| 4 | BEdTVT 1504 | Workplace Safety and Wellbeing | 10 | 100% Coursework | 100 |
| 5 | BEdTVT 1505/ EL 01-10 | To be chosen from list of electives | | 100% Coursework | 100 |
| 6 | BEdTVT/RP 2000 | Research Project (carry forward) | 10 | | 100 |
| Total | | | | | 600 |

4.9 | Semester VI Modules

| SN | Module Code | Module Title | Credits | Mode of Evaluation | Study time required |
|-------|--------------------------|---|---------|--------------------|---------------------|
| 1 | BEdTVT 1601 | Teacher Leadership | 10 | 100% Coursework | 100 |
| 2 | BEdTVT 1602 | Technical and Vocational Education for Sustainability | 10 | 50% WE 50% CW | 100 |
| 3 | BEdTVT 1603 | Ethics in TVET Education | 10 | 100% Coursework | 100 |
| 4 | BEdTVT 1505/ EL 01-10 | To be chosen from list of electives | 10 | | 100 |
| 5 | BEdTVT/RP 2000 | Research Project | 40 | | 300 |
| Total | | | | | 700 |

4.10 | List of Elective modules

Ten electives are proposed to students in the B.Ed (Hons) TVET programme. These electives can be taken in either Semester 5 or Semester 6. Students will be required to choose one elective from the list in order of preference for each semester. The allocation of electives will be determined by students' preference as far as possible but also by other criteria, such as a minimum/maximum number a department can accommodate.

The list of electives is given below.

| SN | Module Code | Module Title | Credits | Mode of Evaluation | Study time required |
|----|--------------|---|---------|--------------------|---------------------|
| 1 | BEdTVT EL 01 | Active and Healthy Living | 10 | Coursework 100% | 100 |
| 2 | BEdTVT EL 02 | Design for a sustainable world | 10 | Coursework 100% | 100 |
| 3 | BEdTVT EL 03 | Developing Instructional Materials for TVET | 10 | Coursework 100% | 100 |
| 4 | BEdTVT EL 04 | Digital Photography | 10 | Coursework 100% | 100 |

| | | | | | |
|-----------|--------------|--|----|--------------------|-----|
| 5 | BEdTVT EL 05 | TVET Leadership: Globalisation and the Internationalisation of Education | 10 | Coursework 100% | 100 |
| 6 | BEdTVT EL 06 | Teaching of Movement and Physical Education | 10 | Coursework 100% | 100 |
| 7 | BEdTVT EL 07 | Leadership and Management in Education | 10 | Coursework 100% | 100 |
| 8 | BEdTVT EL 08 | Sustainability in Textiles | 10 | Coursework 100% | 100 |
| 9 | BEdTVT EL 09 | Nutrition for a Healthy Lifestyle | 10 | Coursework 100% | 100 |
| 10 | BEdTVT EL 10 | Applied Statistics in Education | 10 | Coursework 100% | 100 |

5.0 Programme Team

5.1 | Programme Committee

| | | | |
|---|--|-----------------------------------|--|
| Programme Coordinator | Mr Gian Sandhaya | | g.sandhaya@mie.ac.mu |
| Assistant Programme Coordinator(s) | Ms Aartee Jodheea | Mr Ravindra Ramsamy | a.jodheea@mie.ac.mu r.ramsamy@mie.ac.mu |
| Course Coordinators | Module/s | Department | Email |
| Dr C Boodhoo | <ul style="list-style-type: none"> Curriculum Design, Development and Implementation. Assessment and Evaluation in TVET Mentoring | Curriculum Studies and Evaluation | c.boodhoo@mie.ac.mu |
| Mr S Beedassy | <ul style="list-style-type: none"> Psychology for TVET Sociology of Education for TVET Pedagogy for the TVET classroom | Education Studies | s.beedassy@mie.ac.mu |
| Mr S Jhugroo | <ul style="list-style-type: none"> Supporting TVET Learners with Emotional and Behavioural Difficulties | Special Educational Needs | s.jhugroo@mie.ac.mu |
| Dr (Mrs) W Udhin | <ul style="list-style-type: none"> Online Instructional Design Instructional Design for TVET Classroom Technology-Enhanced Teaching | Computer Education | w.udhin@mie.ac.mu |
| Dr K Angateeah | <ul style="list-style-type: none"> Applied Statistics in Education Mathematics in Action: from Abstractness to Practicality | Mathematics Education | k.angateeah@mie.ac.mu |
| Dr M S C Atchia | <ul style="list-style-type: none"> Technical and Vocational Education for Sustainability | Science Education | shakeel.atchia@mie.ac.mu |

| | | | |
|---------------------------|--|---|--------------------------|
| Mr D Goundory | <ul style="list-style-type: none"> • Teacher Leadership • Leadership and Management in Education • Quality assurance and Enhancement in TVET • TVET Leadership in the context of Globalization and 21st century education | Educational Administration and Management | d.goundory@mie.ac.mu |
| Mrs B Joggesser | <ul style="list-style-type: none"> • Teaching of movement and Physical Education • Active and healthy Living | Movement and Physical Education | b.joggesser@ie.ac.mu |
| Ms M Gowreesunkur | <ul style="list-style-type: none"> • Work health and wellness • Nutrition for a Healthy Lifestyle | Home Economics (Food Studies) | m.gowreesunkur@mie.ac.mu |
| Mrs A Engutsamy Borthosow | <ul style="list-style-type: none"> • Sustainability in Textiles | Home Economics (Design and Textiles) | a.engutsamy@mie.ac.mu |
| Mr S M I Belath | <ul style="list-style-type: none"> • Developing Instructional materials for the TVET Classroom • Graphical Communication • Design and Realisation Project • Workshop Management • Design for the sustainable world | Design and Technology | s.belath@mie.ac.mu |
| Dr R Beefun | <ul style="list-style-type: none"> • Entrepreneurship, Innovation and Business Modelling | Business Education | r.beefun@mie.ac.mu |
| Mr J Ramsaha | <ul style="list-style-type: none"> • Ethics in TVET Education | Social Studies | j.ramsaha@mie.ac.mu |
| Mrs M Beeharry-Konglar | <ul style="list-style-type: none"> • Visual and Graphic Communication • Digital Photography | Visual Arts | m.beeharry@mie.ac.mu |

| | | | |
|-----------------------|--|-----------------------|----------------------|
| Dr R Korlapu-Bungaree | <ul style="list-style-type: none"> • Study Skills • Communication Skills in TVET Context • Adult Functional Literacy | English | r.bungaree@mie.ac.mu |
| Mr Ravindra Ramsamy | <ul style="list-style-type: none"> • Peer/ Micro Teaching • Workplace Learning 1: Industry Placement • Workplace Learning 2: SBE • Portfolio | Design and Technology | r.ramsamy@mie.ac.mu |
| Ms Aartee Jodheea | <ul style="list-style-type: none"> • Research Methodology I • Research Methodology II • Research Project | Design and Technology | a.jodheea@mie.ac.mu |

5.2 | Administrative Support Team

Administrative support to the Programme is provided by members of the Programme Coordinators' Support unit.

Students should email: BEdTVET Programme Support personnel on:

bed.tvet@mie.ac.mu;

Tel: 4016555 Ext 467

for any generic issues, such as Time tabling, Room allocation, Programme handbook.

The programme is managed and maintained by the following instances at the MIE, who also ensure the quality of the programme:

1. the Academic Board;
2. the Teacher Education Committee (TEC);
3. the Quality Assurance Unit; and
4. the PGCE Programme Committee.

5.2.1 | The Academic Board

The MIE Academic Board gives the final approval for the running of the programme. The Academic Board is the Supreme Academic Authority of the MIE. The committee is chaired by the Director of the MIE. The members of the committee include the Deputy Director, the Registrar, Heads of Schools and

Centre, one Academic staff from each School, Librarian, Representatives from the Tertiary Institutions, the Ministry of Education and Human Resources, Private Secondary Schools Authority (PSSA), Mauritius Examination Syndicate, Primary and Secondary School Unions, Representatives of students' organisation of the Institute.

5.2.2 The Teacher Education Committee

The TEC is responsible for the design and development of programmes at the MIE. It ensures that programmes/ modules and assessment are in line with Programme development policies, professional standards and benchmark levels. It can also initiate review and evaluation of existing programmes to ensure their relevance and currency to the needs of the education system. Before going to the Academic Board, all programmes are scrutinized by the Teacher Education Committee (TEC). The Members of TEC are:

- (i) Chairperson (The Deputy Director of MIE)
- (ii) Heads of Schools (4)
- (iii) Head of Pre-Primary Unit
- (iv) Head Librarian
- (v) Officer responsible for the Examinations Section
- (vi) Quality Assurance Division Coordinator
- (vii) 2 Associate Professors nominated by Director
- (viii) Co-opted members as required

5.2.3 The Quality Assurance Unit

For each module, trainees are given a Student's Feedback Questionnaires (SFQ). The Student's Feedback Questionnaire falls under the responsibility of the Quality Assurance (QA) Unit. This unit develops, administers, collects and processes these questionnaires. The individual reports are then sent to the Heads of School, Quality Assurance Coordinator, Chairperson of Quality Assurance Unit and the lecturers concerned. The feedback received is used for reviewing/ re- designing the module.

At the end of each programme, a programme evaluation covering all the different aspects of the programme, namely administrative and organisational issues and the overall relevance of the programme to the needs of the trainee is carried out. The data thus obtained are fed back into the programme.

5.2.4 The BEd.TVET Programme Committee

The BEd.TVET Programme Committee, chaired by the Programme Coordinator and assisted by the two Assistant Programme Coordinators, are responsible

for the review, design, development, implementation and evaluation of the programme.

The other members of the committee are the Course Coordinators from each subject area in which the course is offered, as well as officers from administration and examination section as and when the need arises.

This committee is responsible for the smooth running of the programme as well as monitoring the trainees' progress and welfare throughout the programme. It investigates all aspects of the running of the programme and seeks to promote the development of the programme in ways that are beneficial to the professional needs of the trainees.

The committee meets regularly to discuss the progress at the various levels of the programme and takes action/s, if necessary. The information obtained is fed back into the programme to be responsive to the needs of the trainees. The members of the programme committee are listed in Section 5.1

5.2.5 Contact Persons (in order of priority)

Trainees are advised to contact the following in order of priority for academic issues:

1. The Lecturer concerned and/or
2. The Course Coordinator from the department concerned
3. The Head of the Department concerned
4. The Programme Coordinator or Assistant Programme Coordinators
(Note that no request will be entertained if the proper channel of communication is not respected).

For information regarding examinations:

Mr C Raghoo, Head of Exams Section, Old Building, Block A, 1st floor.

For issues concerning Registration/ termination:

Mrs Leena Sookun, Teacher Education Section, First Floor, MIE Tower

For general issues:

1. The Course Coordinator/ HOD of the respective departments.
2. Mr G Sandhaya, BEd.TVET Programme Coordinator, 4th floor, MIE Tower.
3. Ms A Jodheea, Assistant Programme Coordinator, 3rd floor, MIE Tower.
4. Mr R Ramsamy, Assistant Programme Coordinator, Design and Technology Block, MIE

6.0 Programme Rules and Regulation

Students of the B.Ed.TVET programme are governed by the prevailing 'General Rules, Regulations & Information for Students' at the Mauritius Institute of Education (MIE) available from:

<https://web.mie.ac.mu/student-affairs/rules-and-regulations;>

At the time of registration, all students should have taken cognisance of the General Regulations for Students. Students are also governed by regulations specific to the B.Ed. TVET programme as outlined in this section.

6.1 | Entry Requirements

Students should be practicing TVET teachers/ Instructors/ Lecturers or Managers holding a:

- (i) 2- A levels from Cambridge HSC or GCSE, or
- (ii) A Diploma in Education from a Recognised Institution, or
- (iii) A Degree, or
- (iv) A Diploma in a Technical/ Vocational field with at least 5 Years of experience.

6.2 | Duration

The B.Ed. TVET Programme will be run on a part-time basis over six semesters, i.e., three academic years. The MIE Academic year is divided into two semesters with each semester being of 15 weeks duration. The maximum duration for which a student can be enrolled in the programme is 8 semesters.

6.3 | Assessment and Evaluation

6.3.1 All registered students are required to comply with the institute's Rules and Regulations governing the evaluation/assessment procedures, and the school regulations, for modules which they intend to follow or are following in a given semester.

6.3.2 Each module carries 100 marks and will be assessed as follows (except for programmes where the structure makes for other specific provision/s):

- (i) Written Examination or Practical Examination or Coursework/Continuous Assessment or a combination of written/practical examination, coursework and/or continuous assessment.
- (ii) The written examination paper will be of 2-3 hours duration. The duration of the practical examination will be decided by the Department.
- (iii) Coursework will consist of assignments, short tests, practical work, portfolio, etc.

- (iv) Continuous Assessment may include assignments, class tests, practical work, portfolio, laboratory works, presentation and peer teaching.
- (v) where evaluation is conducted through a combination of examination and coursework, the weighting between written/practical examination and coursework/continuous assessment will be in the range of 30% - 70% and 70% - 30% respectively amounting to a total of 100%. A minimum of 40% should be attained in both Coursework/ Continuous Assessment and written Examination separately with an overall total minimum of 50% for a candidate to pass in a module.
- (vi) For professional practice, the minimum pass mark in all components (Peer Micro Teaching, Teaching Practice and Portfolio) is 50% including compulsory attendance of 90% at school.

6.3.3 A candidate who does not satisfy the above conditions will be deemed to have been referred to in the module.

6.4 | Continuous Assessment

6.4.1 In order not to overburden students, a calendar for the submission of assignments would be issued by the School of Education and Departmental subject areas.

6.4.2 Sufficient time would be given for proper internalization of basic concepts/ knowledge/skills before the schedule of the first assignments.

6.4.3 With regards to portfolios, a time frame would be issued to students to prepare, review and reflect on their work, and acquire the specific skills to be developed/assessed by the portfolio.

6.4.4 As assignments serve a formative purpose, students' work will be marked/ graded, annotated and then given back after a reasonable delay (2-3 weeks after the submission date and preferably before written examinations are scheduled).

6.4.5 Adequate feedback would be given in the form of detailed comments, strengths and learning targets.

6.5 | Grading Structure

Academic standing of students is determined on the basis of a grade point average (GPA) the Cumulative Point Average (CPA) and the Semester Point Average (SPA) computed as follows:

$$\text{GPA} = \frac{\sum (\text{Module Weight attempted} \times \text{Grade Points})}{\sum (\text{Module Weight attempted})}$$

$$\text{CPA} = \frac{\sum (\text{Module Weight attempted} \times \% \text{ Marks})}{\sum (\text{Module Weight attempted})}$$

$$\text{SPA} = \frac{\text{Semester Module Point}}{\text{Semester Credits attempted}}$$

| Letter Grades | Grade Point | Percentage |
|----------------------|-------------|--|
| A+ | 4.00 | $x \geq 90$ |
| A | | $80 \leq x < 90$ |
| A- | | $70 \leq x < 80$ |
| B+ | 3.00 | $65 \leq x < 70$ |
| B | | $60 \leq x < 65$ |
| B- | | $55 \leq x < 60$ |
| C | 2.00 | $50 \leq x < 55$ |
| D Partly referred | 0 | 50 and above, but fails in one component |
| E | 0 | $40 \leq x < 50$ |
| F | 0 | $x < 40$ |

6.5.1 | Grades Description

| Grades | Description |
|-----------------------|--|
| Grades A+ to C | <ul style="list-style-type: none"> • Passes and Earns credits and grade points • Scores an overall total of 50% |
| Grade D | <ul style="list-style-type: none"> • Partly referred and earns no credits • Scores an overall 50% but fails in either coursework/continuous assessment or examination |
| Grades E | <ul style="list-style-type: none"> • Scores from 40% to less than 50% • Fails and earns no credit but is allowed to proceed to the next semester and re-take the • Module in case the current module is a pre-requisite as a special paper within the semester |
| Grade F | <ul style="list-style-type: none"> • Scores below 40% and earns no credits |
| Grade G | <ul style="list-style-type: none"> • Fail either coursework/continuous assessment or examination on valid grounds (but not both) • Not applicable for 100% coursework modules and 100% examination • Earns no credits, no grade points • Will not be considered in GPA computation. |
| Grade I | <ul style="list-style-type: none"> • Indicates incomplete module(s), and would be provisionally awarded for cases where • re-examination is allowed on medical grounds and other special circumstances subject to the • approval by Departmental and School Boards and Academic Board upon recommendation • by the Board of Examiners • Will not be considered in GPA/CPA computation |

Grade I (Incomplete)

Grade I will cover the following situations:

- Students are enrolled for a module in a particular semester but credits will only be earned on successful completion of the module.
- Students are absent for one or more modules but the absence is justified (e.g. absence due to ill health and presentation of valid medical certificated within the prescribed time limit).
- Results are withheld in cases of examination irregularity, pending the decision of the Disciplinary Committee.
- Practicum and/or Dissertation not yet completed.
- Other special circumstances (e.g. death of close relative).

6.5.2 | Referred/Failed Candidates

A student may be allowed to retake a referred/failed module in the following semester(s), if available, or as and when next offered. The student will be officially informed of any failed/referred module after approval of results at the Board of Examiners and/or Academic Board as appropriate.

In the final semester, a student will be allowed a maximum of 2 re-sits only per failed module as and when next offered. The maximum number of modules that a student is allowed to be referred in should not exceed one-third of the total number of modules offered in that year.

6.5.3 | Restrictions

A student will be allowed to follow module y of which module x is a prerequisite provided Grade E or Grade G or Grade D or above has been achieved in module x.

A student is required to repeat all core modules in which Grade E or F has been obtained.

In case of failure in an elective module, a student can either repeat the same module as and when next offered or follow a different module.

6.5.4 | Termination of Registration

Registration will be terminated if the CPA of a student is less than 25% for two consecutive registered semesters.

Any student whose registration has been terminated shall not be re-admitted on the same ongoing cohort.

In case of termination, no exemption will be given, in future cohorts, to modules successfully completed.

6.5.5 | Repeat

A student whose CPA is less than 40% at the end of an academic year and who has already repeated one year of study or his CPA is less than 40% for two consecutive semesters, may be allowed to proceed to the next level, subject to approval of the Board of Examiners and the Academic Board, with the Programme of Study provided:

- (i) at least 75% of the number of credits required for the Programme of Study have already been earned.
- (ii) the maximum allowable duration of the Programme has not lapsed.

6.5.6 | Withdrawal from Course

If the CPA of a student is below 40 over one semester and s/he has failed in more than one-third of the total number of credit values offered in that year, the student will be withdrawn from the course. S/he may reapply for the course as and when next offered and request for exemption for modules successfully completed provided there is no change in the Programme of Studies and the maximum duration (Five years or more) for module exemptions have not lapsed.

6.5.7 | Deferral of Examination/Assignment

A student who wishes to defer an examination or an assignment must apply in writing/by email to the Programme Coordinator and obtain approval for same at least 15 days before the end of the semester and/or before the deadline for submission of coursework/assignment, setting out the grounds on which deferral is sought and providing sufficient written evidence to support the application.

Deferral of examination/assignment to a subsequent semester may be granted on the following grounds:

- Ill-health or injury supported by evidence/medical certificates.
- Other special and unforeseen grounds considered appropriate by the Programme Committee. The latter will make a recommendation to the Registrar on the course of action.

6.6 | Submission of Assignment

For each module, soft copies of written assignments shall normally be submitted through Turnitin, which is a Plagiarism and AI detection software. All students will be registered on the TII platform in advance of the set deadlines by their Lecturers. Students are allowed to submit drafts to check their Similarity and AI index and ensure these are inline with the regulations of the Anti Plagiarism policy of the MIE. The deadline for the submission of assignments shall be strictly adhered to.

6.6.1 | Late Submission

A student may, on valid grounds, as indicated in the conditions below, apply for late submission/ extension of the submission of a major assignment in writing/by email to the Programme Coordinator, with copy to the Tutor, at least 15 days before the deadline for submission. Only in exceptional unforeseen circumstances students may apply within a shorter delay.

Conditions under which extensions can be considered:

- The submission of the medical certificate which is antecedent to the date of submission, that is, during a period that can be justifiably considered as necessary for the completion of the task at hand.
- Other special and unforeseen grounds considered appropriate by the Programme Coordinator, in consultation with the respective Head of Department/Module Coordinator/Tutor.

The Programme Coordinator may decline a request for late submission if s/he has sufficient ground to indicate that it will cause prejudice to other students in the cohort. Penalties apply for unauthorised late submission of assignments as stipulated in the General Rules and Regulations for students.

6.6.2 | Examinable Material

Examinable material refers to any material which is used by the Institute in the process of academic assessment of candidates for degrees, diplomas and certificates. Any examinable material, including project work by students, is the property of the Institute. The Institute will only return examinable materials to candidates when all procedures are complete. The MIE reserves the right not to make copies of examination papers publicly available for inspection to students. Students may, however, be provided with other materials such as specimen papers and marking schemes.

6.7 | Re-Submission/Re-sit Examination

6.7.1 A student will not be allowed to repeat a module in which he/she has already achieved a Grade C or better.

6.7.2 Re-assessment/re-examination will be held in the semester following the semester in which he/she took the module.

6.7.3 Only two resits are allowed in the final semester and no resits will be allowed if the maximum duration of the programme of study has lapsed.

6.7.4 For Teaching Practice a maximum of two re-sits will be allowed. In case the student is unsuccessful after two re-sits, the matter will be referred to the Academic Board by the Board of Examiners for necessary action.

6.7.5 Special re-examination will be allowed only on medical grounds and other special circumstances subject to approval by the board of Examiners. In such cases, Grade I, indicating incomplete, would be provisionally awarded.

6.7.6 A student will earn the latest grade obtained following any re-sit examination or re-assessment.

6.8 | Plagiarism

The MIE's General Rules and Regulations and Information for Students (Mauritius Institute of Education, 2015) refers to plagiarism as:

Plagiarism refers to the appropriation of another person's ideas, views, words or results without acknowledging the source.

Attention of students is drawn to the fact that 'plagiarism' is considered as a serious offence in the academic world and that it may cost the student a reduction in his/her class award, to fail or, in some cases, even his/her expulsion from the Institute. The MIE Anti-Plagiarism Policy (available under 'Student Corner' on www.mie.ac.mu) is applicable to this programme.

6.8.1 Acts of Plagiarism

Any of the following acts constitutes plagiarism:

- Submitting the work of another or part of it as one's own, whether published or unpublished;
- Carelessly or inadequately citing ideas or words from source;
- Paraphrasing, copying or summarizing another's work without acknowledging the source;
- Using facts, figures, graphs, charts or information without acknowledging the source.
- Downloading part(s) of any document, graphics, artwork or other material from the internet and presenting it as one's own without acknowledgement.
- Any infringement of the Copyright Act in force in the country.

6.8.2 Plagiarism Detection

MIE has user licenses for the use of the Turnitin software. Turnitin is a web-based plagiarism detection service which is used in many universities across many countries. Turnitin compares assignments/ dissertations and other works submitted by students against its database and the content of other websites. It identifies a similarity index and produces an Originality Report.

The use of Turnitin is not intended to be punitive; instead, it is intended to provide students and MIE staff with the opportunity to identify and prevent instances of plagiarism in their work and take corrective measures. Thus, Turnitin is intended to uphold academic integrity and reputation of the institution and enhance originality and skills in academic writing.

Students agree that by taking this course/programme, all required papers/assignments will be subject to submission for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted papers/assignments will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers/assignments. Use of the Turnitin.com service is subject to the Usage Policy posted on the Turnitin.com site.

Students may be required to submit their assignments to Turnitin, especially for modules with major text-based assignments written in English or French. In such cases, this will be indicated by the module coordinator/tutor(s) and all submissions must be accompanied by the Turnitin's Originality Report with the similarity index.

6.8.3 Levels of Plagiarism

Three levels of similarity index from the Turnitin's Originality Report are applicable as per the MIE Anti-Plagiarism Policy:

- (i) Level 1: 10% - 12%
- (ii) Level 2: 12% - 15%
- (iii) Level 3: greater than or equal to 15%

The above will entail the following penalties:

- (i) Level 1: reduction of marks by 10%
- (ii) Level 2: the student will be deemed to have failed and will be entitled to normal resits
- (iii) Level 3: the student will be deemed to have failed and will be entitled to one resit only.

For all cases of plagiarism, the Examination section will hold a Disciplinary Committee prior to the holding of the Award Committee. The student will be called for a hearing.

Strategies to Avoid Plagiarism

- Put in **quotations** everything that comes directly from the text especially when taking notes from any books/journal articles, etc.
- **Paraphrase**, but to be sure you are not just rearranging or replacing a few words from the original text, read over what you want to paraphrase carefully; try to put the ideas in your own words without taking directly, word for word, from the text.

- **Check your paraphrase** against the original text to be sure you have not accidentally used the same phrases or words, and that the information is accurate.
- Use Harvard referencing conventions **for in-text reference and reference list** (see Annex 8 for more details).

6.9 | Interruption and Resumption of Studies

6.9.1 A student could be allowed to interrupt studies for a period of two(2) semesters, renewable for one more period of up to two(2) semesters, under emergency (unforeseeable) grounds, e.g. medical, or non-emergency (foreseeable) grounds, e.g. professional obligations or financial constraints, subject to approval by Department/Centre/Unit and the Programme Committee. However, these semesters would be considered as semesters completed with regard to the maximum period allowed for the Programme of Studies.

6.9.2 To be eligible for interruption of studies, students should have successfully completed at least one year of study (2 semesters) of the Programme of Study.

6.9.3 The marks for all modules successfully completed will be banked except for the Teaching Practicum components (Peer Micro Teaching, School Placement and Portfolio).

6.9.4 Evidence in the form of valid certified documents supporting the grounds (emergency and non-emergency) for interruption of studies should be produced wherever applicable.

6.9.5 The deadline for applying for an interruption of studies on non-emergency grounds is end of week 8 of any semester.

6.9.6 In case of interruption of studies in the final year, a student must submit a new research project/dissertation upon resumption.

6.9.7 The duration of interruption of studies will be for a maximum of 3 years following which the student will be deemed to have withdrawn from the programme of study.

6.9.8 Students will not be allowed completion of the programme if the programme has undergone major review meanwhile.

6.9.9 It is the obligation of the student to inform the Registrar in writing of his/her intention to resume studies, at least 15 days before the start of the semester.

6.10 | Attendance and Examinations

- 6.10.1** A student is required to attend all lectures, tutorials, face-to-face sessions and other forms of instruction prescribed by his/her scheme of study for a particular module/programme.
- 6.10.2** Students who attend less than 80% of the above will not be allowed to take part in the written examination nor will his/her coursework/assignments/portfolio be considered for assessment.
- 6.10.3** No student shall be admitted to an examination unless it is certified by the Tutor on the Examination Registration Form, that the student has attended at least 80% of the face-to-face sessions.
- 6.10.4** Absence from courses due to illness/injury, supported by medical certificates, must be notified by the student to the Programme Coordinator and the Head of school/Centre/Unit.
- 6.10.5** Students who are unable to attend classes, and examination for reason of pregnancy/childbirth, must apply for leave beforehand. Such applications should be supported by medical certificate indicating the expected date of delivery.

6.11 | Amendment and Additions to General Regulations and Scheme of Evaluation

The Academic Board of the Mauritius Institute of Education reserves the right to amend the 'General Rules, Regulations & Information for Students' as and when the need arises with or without prior notice. Amendment to course appellation, course duration and modes of examination may also be effected in the course of a programme's lifetime subject to the approval of the Academic Board. Publication of the Amendment/s on the Institution website (www.mie.ac.mu) and posting on the Institute Notice Board by the Registrar will be deemed to be an official communication to students and MIE staff.

7.0 Evaluation and Award

The B.Ed (Hons) TVET programme offers a 360 Credits award in line with the international undergraduate qualifications benchmark. It is based on a Choice-based Credits system (CBCS) and one credit is measured against the successful completion of 10 Notional Learning Hours (NHL) by students.

On the successful completion of the Programme students will be awarded a **Bachelors in Education (Honours) TVET degree** (B.Ed.(Hons) TVET)

The programme also makes provisions for **an exit award** for students opting to study for a **B.Ed. TVET ordinary degree**, by earning 310 Credits.

To opt for this qualification, students would need to declare their intention, in writing to the Programme Coordinator, at the beginning of Year 2 Semester 2, and hence not register for the Research Methodology 2 module (10 Credits) and the Final year Research project (40 Credits).

7.1 | Classification of Awards

| The system of degree classification will be as follows (x represents the CPA): OVERALL PERCENTAGE | CLASSIFICATION | |
|---|---|----------------|
| $x \geq 70$ | 1 st Class | } With Honours |
| $60 \leq x < 70$ | 2 nd Class, 1 st Division | |
| $50 \leq x < 60$ | 2 nd Class, 2 nd Division | |
| $45 \leq x < 50$ | 3 rd Class | |
| $40 \leq x < 45$ | 3 rd Class without Honours | |
| $x < 40$ | No award | |

8.0 Board of Examiners

- 8.1** Semester results will be published/proclaimed at the end of each semester after these have been approved (finalised and validated) by the board of Examiners.
- 8.2** The Board of Examiners will comprise the following:
- Deputy Director or any person delegated by the Director (at AP level)
 - Programme Coordinator
 - Quality Assurance Coordinator
 - Course/Module Coordinators
 - All Examiners (including part-timers) and Dissertation supervisors
 - External Moderators (only for the final year, final semester results)
 - Head of Examinations Section
 - The Administrative Officer
 - A Secretary from Examinations Section
- 8.3** Semester results will be published after validation by the Board of Examiners.
- 8.4** Final semester results need to be validated by the Board of Examiners and approved by the Academic Board before publication.
- 8.5** Students will receive their academic transcripts at the end of each semester. On completion of the programme, a full transcript duly signed from the Examinations Section indicating all the semesters completed will be issued to students.

9.0 Guidelines with respect to Borderline Cases

9.1 Cases of students, irrespective of the year, obtaining x marks ($45 \leq x < 50$) in modules will be thoroughly looked into by the examiner(s) and moderator(s) so that the marks are adjusted, if deemed appropriate, before submission to the Board of Examiners.

9.2 The regulations given hereunder would apply only to final year students.

(1) Students score ≥ 45 marks but < 50 in final attempt.

- (i) Students who lack one elective module to graduate are awarded their degree provided that they have scored $\geq 40\%$ in the module and their CPA $> 50\%$.
- (ii) Students who lack one core module to graduate be awarded their degree provided that they have scored $\geq 45\%$ in the module and their CPA $\geq 50\%$.
- (iii) The credits relevant to the lacking module will be awarded, and the marks adjusted to 50 in order to reach the minimum number of credits required for the award of the degree.
- (iv) The marks will be adjusted to 50 by increasing the marks of both the continuous assessment and/or the coursework and/or the examination.
- (v) The classification of the students will *NOT* be upgraded if it is a result of the adjustment of the marks to 50.
- (vi) The **one** module lacking should *NOT* be the research project/dissertation.

(2) Students score < 40 marks in final attempt

- (i) The Board of Examiners may exceptionally recommend the award of degree when there is a shortage of only 1 module (core or elective but excluding Dissertation and the Teaching Practicum components) if:
 - Maximum duration of the programme has been reached,
 - Student has attempted the failed module more than once,
 - In one of the attempts (excluding the last one), the student has scored at least 40 marks.
- (ii) Credits relevant to lacking module are not assigned; transcripts will indicate actual number of credits earned.
- (iii) Failed marks obtained in the last attempts are not upgraded and appear as such on the transcript.
- (iv) CPA is **not** upgraded and appears as such on the transcript.

9.3 Borderline/Marginal Cases in Degree Classification

9.3.1 The Classification of a degree can be upgraded to the next closest classification if the CPA graduand is normally 0.5% or less from the minimum requirement for the next closest classification, subject to the approval of the Board of Examiners.

9.3.2 The CPA of the graduand will remain unchanged in case of upgrading of classification degree.

10.0 Graduation

10.1 The MIE organizes its graduation ceremonies twice a year for students who have successfully completed their course of academic study. They are a public acknowledgement of achievement, enabling graduates to celebrate their success with their fellow graduates, watched by family and friends. The aim is to make it a memorable day for everyone.

10.2 Degree Award Certificates are not issued on the day of the ceremony. They are sent by registered post to the graduates' permanent address, approximately six to eight weeks after the award has been made.

10.3 The name printed on the Degree Award Certificates will be the same as that on the final results. If the graduate changes names or address, he/she will follow procedures for changing personal details and inform the Examinations Section and Teacher Education section immediately.

10.4 Only one original certificate is issued to the graduate. However, a replacement certificate will be provided for a charge.

11.0 Teaching and Learning Environment

Student learning is developed and consolidated in a range of supportive learning environments suitable for mature learners. MIE adopts a socio-constructivist approach to teaching and learning, recognizes and values students' professional experience. In this programme, multiple opportunities exist for students to engage with tutors/ mentors, experts and peers to bridge theoretical knowledge and professional practice through discussion, systematic observation, enquiry and critical reflection.

The learning materials for each module have been tailored to meet the needs of the TVET sector while promoting the development of critical thinking, practical skills and dispositions of students.

Teaching and learning will be carried out through various modes:

- (i) Face-to-face sessions (and or synchronous online sessions using MS Teams) will involve class/group discussions, interactive lectures, presentations and practical.
- (ii) Some modules will also have integrated self-study opportunities using Moodle – where learning materials and activities would be regularly uploaded.
- (iii) The Practicum component will engage students to learn in authentic TVET environments - such as Vocational Training centres and Industry. These are accompanied by observational and reflective tasks
- (iv) Through research, students will equip students to develop inquiry skills in areas of interest within the TVET sector. They are supported by Supervisors who accompany them throughout in their research journey.
- (v) Student-led critical support groups are also integrated in the programme for peer-learning and critical review.

A study schedule (Module Information sheet- MIS) is provided for each module to guide students in engaging with the learning materials during the 15-week semester period.

Students are required to spend around 10 Notional Learning Hours for each credit earned in the module. Typically, a 10 credits module will therefore require 100 NLH, including time devoted to face to face study, self-study and assessment.

In general, most modules will include 30 hrs of face to face contact time and 15 Hours online interaction, except for specific modules where there are practical sessions. Also, some elective modules include field trips for outdoor learning experiences.

For the Practicum component the MITD will make special arrangements with relevant Industries for placement of students, according to their fields of specialism, for 10 consecutive days and will also provide mentors for students in their Training centers for supervised practice for one semester.

12.0 Learning Resources

To facilitate delivery of course the MIE has specialist facilities such as on campus library and online journal access, IT facilities, some state-of-the-art Technological labs (including 3-D printers, Laser cutters and CAD/ CAM machine), other labs (for Design and Technology/ Food and textile), Art studios and gymnasium for on-site practical accommodations.

Students can also use MIE's student portal for accessing a range of T/L resources as well as regulatory documents such as Students Rules and Regulations, Plagiarism Policy, AI Policy. All students get access to institutional Microsoft 365 email for communication and for accessing online resources and assignment submissions.

13.0 Student Support

The right to academic support, counselling and pastorage care is a strong part of the BEd.TVET programme ethics. Students can seek support in their study, at a variety of instances:

- (i) The Programme coordinator/ and Assistant programme coordinators for counselling, pastorage care and general problems regarding the programme.
- (ii) The Programme coordinators' support unit PCSU) for information regarding the programme timetables and modules scheduling.
- (iii) The IT unit, for technological issues.
- (iv) The Examinations section for any issues concerning results.
- (v) The student corner in the MIE Portal for Rules, Regulations and Policies governing teaching/ learning at MIE (including AI and
- (vi) The Librarian for books, journals and accessing online journals.
- (vii) The Course coordinators for academic matters regarding specific modules.
- (viii) The Teacher Education section concerning registration matters.

14.0 Module outlines

14.1 | Year 1 Semester 1 Modules

14.1.1 | Module title: Curriculum Design, Development and Implementation

Rationale

Curriculum design, development and implementation are key competencies required by TVET instructors for effective teaching and meaningful learning. Through this module, students will demonstrate a broad knowledge of key concepts of curriculum that relate to different areas of learning offered by the TVET sector. Students will develop the necessary knowledge and skills for thoughtful design, development, and implementation of the TVET curricula.

| | |
|--------------------------------|---|
| Module Title | Curriculum Design, Development and Implementation |
| Module Code | BEdTVT 1101 |
| Year/Semester | Y1 S1 |
| Level | 7 |
| Credits | 10 |
| Notional Learning Time | 100 hours |
| Module Type | Education |
| Pre-Requisite Module(s) | |
| Module Aims | This module aims to equip students with knowledge and skills for effective design, development, and implementation of the TVET curricula. |
| Learning Outcomes | <p>By the end of the module, students should be able to:</p> <ul style="list-style-type: none"> • Examine the curriculum concepts relevant to TVET and their implications for curriculum design and development • Explore types of curriculum designs based on research in TVET • Discuss factors influencing the design, development and implementation of the TVET curricula • Apply models of curriculum development to TVET classroom planning and implementation • Critically reflect on issues of curriculum alignment in achieving curricular outcomes for TVET |

| | | | | | | | |
|------------------------------|---|-----------------|-----------|-------------|----------|--------------|------------------|
| Module Content | <p>Definitions and classification of curriculum, goals and characteristics of TVET curriculum, competency-based curriculum design and development</p> <ol style="list-style-type: none"> 1. Types of curriculum designs: teacher-centred, learner-centred, and problem-centred designs 2. Factors influencing the TVET curriculum: philosophical, psychological, sociological, social diversity, technological, economic, environmental, political 3. Models of curriculum development: Taba, Nicholls, Skilbeck, Dacum models 4. Issues in achieving curricular outcomes, curriculum alignment | | | | | | |
| Teaching and Learning | <p>Students' activity and time spent on each activity comprise:</p> <table> <tr> <td>Contact time</td><td>45 hours</td></tr> <tr> <td>Self-Guided</td><td>55 hours</td></tr> <tr> <td>Total</td><td>100 hours</td></tr> </table> <p>The contact time will include: Lecture, brainstorming, discussion, and presentation (blended mode)</p> | Contact time | 45 hours | Self-Guided | 55 hours | Total | 100 hours |
| Contact time | 45 hours | | | | | | |
| Self-Guided | 55 hours | | | | | | |
| Total | 100 hours | | | | | | |
| Assessment | <table> <tr> <td>Assessment Type</td><td>Weightage</td></tr> <tr> <td>Coursework</td><td>100%</td></tr> <tr> <td>Total</td><td>100%</td></tr> </table> | Assessment Type | Weightage | Coursework | 100% | Total | 100% |
| Assessment Type | Weightage | | | | | | |
| Coursework | 100% | | | | | | |
| Total | 100% | | | | | | |

14.1.2 | Module title: Psychology for TVET

Rationale

Research indicates that TVET instructors face challenges in meeting the needs of students who show lack of self-esteem, confidence, and motivation. Knowledge of psychology is an essential requirement for TVET instructors to understand learners' behaviour and mental processes to optimize their learning potential. This module will empower students with the essentials of psychology, including positive psychology to address diverse needs and challenges of learners.

| | |
|--------------------------------|---|
| Module Title | Psychology for TVET |
| Module Code | BEdTVT 1102 |
| Year/Semester | Y1 S1 |
| Level | 7 |
| Credits | 10 |
| Notional Learning Time | 100 hours |
| Module Type | Education |
| Pre-Requisite Module(s) | |
| Module Aims | The aim of this module is to equip students with essentials of psychology and competencies to address developmental, educational needs and ensure socio-emotional wellbeing of their learners. |
| Learning Outcomes | By the end of the module, students should be able to: <ul style="list-style-type: none"> • Develop an understanding of the importance of developmental psychology in supporting TVET learners • Integrate learning views to support their teaching. • Examine the recurrent socio emotional issues of learners in the contemporary context of teaching and learning. • Adapt and implement models in positive psychology to improve learners' self-esteem, confidence, and motivation |

| | | | | | | | |
|------------------------------|---|-----------------|-----------|-------------|----------|--------------|------------------|
| Module Content | <ol style="list-style-type: none"> 1. Developmental Psychology of adolescent learners: <ul style="list-style-type: none"> – Physical, identity, cognitive and moral development 2. The learning views: <ul style="list-style-type: none"> – Cognitivist, constructivist, behaviourist, and humanistic views of learning – Motivational strategies 3. Socio emotional challenges <ul style="list-style-type: none"> – Normality and deviancy in adolescent development – Socio emotional challenges of adolescent and adult learners – Socio emotional learning for vocational education and training (SELVET) 4. Models in positive psychology: <ul style="list-style-type: none"> – PERMA model, PROSPER model, Onion model | | | | | | |
| Teaching and Learning | <p>Student activity and time spent on each activity comprises:</p> <table> <tr> <td>Contact time</td><td>45 hours</td></tr> <tr> <td>Self-Guided</td><td>55 hours</td></tr> <tr> <td>Total</td><td>100 hours</td></tr> </table> | Contact time | 45 hours | Self-Guided | 55 hours | Total | 100 hours |
| Contact time | 45 hours | | | | | | |
| Self-Guided | 55 hours | | | | | | |
| Total | 100 hours | | | | | | |
| Assessment | <table> <tr> <td>Assessment Type</td><td>Weightage</td></tr> <tr> <td>Coursework</td><td>100%</td></tr> </table> | Assessment Type | Weightage | Coursework | 100% | | |
| Assessment Type | Weightage | | | | | | |
| Coursework | 100% | | | | | | |

14.1.3 | Module title: Pedagogy for the TVET classroom

Rationale

The Education for All Monitoring Report (2015) on teaching and learning indicates that TVET instructors have a distinctive role to play, not only do they need to be experts in their subject area but also require a sound knowledge of its pedagogy. They are expected to adopt pedagogical approaches which cater for the diverse needs of their learners, address their learning difficulties and design learning experiences that will empower their learners for the world of work. This module will thus equip students with the necessary pedagogical knowledge and skills to respond to the needs of learners in TVET sector and prepare them for the professional world.

| | |
|--------------------------------|---|
| Module Title | Pedagogy for the TVET Classroom |
| Module Code | BEdTVT 1103 |
| Year/Semester | Y1 S1 |
| Level | 8 |
| Credits | 10 |
| Notional Learning Time | 100 hours |
| Module Type | Education |
| Pre-Requisite Module(s) | |
| Module Aims | This module aims to develop students' pedagogical knowledge and skills in teaching and learning to respond to the needs of TVET learners. |
| Learning Outcomes | <p>By the end of the module, students should be able to:</p> <ul style="list-style-type: none"> • Examine the diverse pedagogical needs and learning difficulties of learners specific to TVET • Apply pedagogical approaches relevant to diverse profiles of learners • Use scaffolding strategies to enhance students' learning • Design, implement and reflect on instructional methods required for teaching and learning |

| | | | | | | | |
|------------------------------|---|-----------------|-----------|-------------|----------|--------------|------------------|
| Module Content | <ol style="list-style-type: none"> 1. Diverse needs and learning difficulties of TVET Learners: retention of information, transfer of knowledge and skills to new contexts 2. Pedagogical approaches: Universal Design of Learning, differentiated instruction, personalised teaching and learning, situated learning 3. Scaffolding using audio-visual, hands-on and interactive learning support 4. Instructional methods: case studies, participatory methods, skill-based training, computer aided instruction, project based and activity-based learning | | | | | | |
| Teaching and Learning | <p>Student activity and time spent on each activity comprises:</p> <table> <tr> <td>Contact time</td><td>45 hours</td></tr> <tr> <td>Self-Guided</td><td>55 hours</td></tr> <tr> <td>Total</td><td>100 hours</td></tr> </table> | Contact time | 45 hours | Self-Guided | 55 hours | Total | 100 hours |
| Contact time | 45 hours | | | | | | |
| Self-Guided | 55 hours | | | | | | |
| Total | 100 hours | | | | | | |
| Assessment | <table> <tr> <td>Assessment Type</td><td>Weightage</td></tr> <tr> <td>Coursework</td><td>100%</td></tr> </table> | Assessment Type | Weightage | Coursework | 100% | | |
| Assessment Type | Weightage | | | | | | |
| Coursework | 100% | | | | | | |

14.1.4 | Module title: Graphical Communication***Rationale***

Industries demand professionals who can create, interpret and present complex data and ideas through visual means. This module fosters innovation, problem solving skills and creativity through a range of technical drawing skills, 2D and 3D modelling techniques and digital tools for graphic visualization and communication. Through this module, students will be equipped with graphic visualization and communication. Through this module, students will be equipped with a range of skills related to graphical communication.

| | |
|--------------------------------|--|
| Module Title | Graphical Communication |
| Module Code | BEdTVT 1104 |
| Year/Semester | Y1 S1 |
| Level | 7 |
| Credits | 10 |
| Notional Learning Time | 100 hours |
| Module Type | Specialisation |
| Pre-Requisite Module(s) | |
| Module Aims | The module aims to equip students with fundamental knowledge and skills in a range of graphical techniques for the design of products and systems at TVET level. |
| Learning Outcomes | <p>By the end of the module, students should be able to:</p> <ul style="list-style-type: none"> • Demonstrate a broad understanding of graphical communication in 2D and 3D. • Apply graphical communication techniques to enhance the visual aspects of design ideas. • Produce the development/net of geometrical and intersecting solids. • Explore computer modelling to present possible solutions to design problem. |

| | | | | | | | |
|------------------------------|---|-----------------|-----------|-------------|----------|--------------|------------------|
| Module Content | <ol style="list-style-type: none"> 1. Pictorial projection (3D): Isometric, Oblique, Planometric and Perspectives 2. Orthographic Projection (2D): First and third angle projection, sectional views, dimensioning, and assembly drawings 3. Rendering and presentation techniques 4. Development/net of geometrical solids 5. Intersection curves of geometrical solids 6. Computer modelling using Autocad and Fusion 360 | | | | | | |
| Teaching and Learning | <p>Student activity and time spent on each activity comprises:</p> <table> <tr> <td>Contact time</td><td>45 hours</td></tr> <tr> <td>Self-Guided</td><td>55 hours</td></tr> <tr> <td>Total</td><td>100 hours</td></tr> </table> | Contact time | 45 hours | Self-Guided | 55 hours | Total | 100 hours |
| Contact time | 45 hours | | | | | | |
| Self-Guided | 55 hours | | | | | | |
| Total | 100 hours | | | | | | |
| Assessment | <table> <tr> <td>Assessment Type</td><td>Weightage</td></tr> <tr> <td>Coursework</td><td>100%</td></tr> </table> | Assessment Type | Weightage | Coursework | 100% | | |
| Assessment Type | Weightage | | | | | | |
| Coursework | 100% | | | | | | |

14.1.5 | Study Skills

Rationale

Research indicates that there is a higher incidence of academic success when students are empowered in appropriate strategies, skills, and dispositions to engage with the requirements of academic study and manage their learning and professional development. This module has been conceptualised to provide students with insights, strategies, and techniques to address challenges and difficulties encountered in their academic and professional studies. Through this module, students will be guided to refine their critical reading skills, produce clear, referenced academic work, and hence develop increasing autonomy and self-confidence as learners and future professionals.

| | |
|--------------------------------|--|
| Module Title | Study Skills |
| Module Code | BEdTVT 1105 |
| Year/Semester | Y1 S1 |
| Level | 7 |
| Credits | 10 |
| Notional Learning Time | 100 hours |
| Module Type | Generic |
| Pre-Requisite Module(s) | |
| Module Aims | The module aims at equipping students with fundamental skills and knowledge to study efficiently and autonomously. |
| Learning Outcomes | <p>By the end of the module, students should be able to:</p> <ul style="list-style-type: none"> • Demonstrate understanding of the implications of studying at tertiary level • Apply various study skills and techniques to organize their learning with increasing autonomy and confidence • Use appropriate reading strategies for academic purposes • Demonstrate ability to write effectively for different academic purposes and in different settings |

| | | | | | | | |
|-----------------------|--|-----------------|-----------|-------------|----------|--------------|------------------|
| Module Content | <ol style="list-style-type: none"> Studying at tertiary level: <ul style="list-style-type: none"> Requirements of academic study: Formal requirements, time management, critical thinking, effective communication, information literacy, independent learning, research skills Opportunities: Knowledge, skills, dispositions, connections Challenges: Workload, adjusting to student life, social and academic pressures Attitudes and dispositions: Curiosity, openness, critical thinking, resilience, collaboration, empathy, integrity, adaptability Self-Study Techniques: <ul style="list-style-type: none"> Stress management and coping strategies Time-management for study, assignments and preparing for exams Reading strategies for academic purposes: <ul style="list-style-type: none"> Academic text structures: Characteristics, structure, and purpose Researching for study purposes Note-taking Critical reading strategies Academic writing: <ul style="list-style-type: none"> Summary and critical appraisal of texts Structured writing and argumentation Ethical use of AI and ICT in research and writing Referencing and plagiarism | | | | | | |
| Teaching and Learning | <p>Student activity and time spent on each activity comprises:</p> <table border="1" data-bbox="582 1411 1383 1637"> <tr> <td>Contact time</td><td>45 hours</td></tr> <tr> <td>Self-Guided</td><td>55 hours</td></tr> <tr> <td>Total</td><td>100 hours</td></tr> </table> <p>The contact time will include interactive sessions, group work, group discussion and hands on activities.</p> | Contact time | 45 hours | Self-Guided | 55 hours | Total | 100 hours |
| Contact time | 45 hours | | | | | | |
| Self-Guided | 55 hours | | | | | | |
| Total | 100 hours | | | | | | |
| Assessment | <table border="1" data-bbox="582 1839 1383 1989"> <tr> <td>Assessment Type</td><td>Weightage</td></tr> <tr> <td>Coursework</td><td>100%</td></tr> </table> | Assessment Type | Weightage | Coursework | 100% | | |
| Assessment Type | Weightage | | | | | | |
| Coursework | 100% | | | | | | |

14.2 | Year 1 Semester 2 Modules

14.2.1 | Assessment and Evaluation in the TVET context

Rationale

Research indicates that a sound understanding of assessment and evaluation concepts is key to achieving curricular outcomes. This module has been conceptualised to allow students to explore different concepts, approaches, and methods of assessment and evaluation that support teaching and learning in the TVET context. Through this module, students will develop and implement effective and ethical assessment and evaluation processes to support teaching and learning in the TVET context.

| | |
|--------------------------------|--|
| Module Title | Assessment and Evaluation in TVET context |
| Module Code | BEd TVT 1201 |
| Year/Semester | Y1 S2 |
| Level | 7 |
| Credits | 10 |
| Notional Learning Time | 100 hours |
| Module Type | Education |
| Pre-Requisite Module(s) | |
| Module Aims | This module aims to equip students with a sound understanding of assessment and evaluation concepts and their application in teaching and learning in the TVET context. |
| Learning Outcomes | <p>By the end of the module, students should be able to:</p> <ul style="list-style-type: none"> • Examine the assessment and evaluation concepts based on latest research • Analyse relevant approaches and methods to plan and implement assessment and evaluation processes in TVET context • Design valid, reliable, and ethical assessment and evaluation in TVET context • Collect, analyse, and interpret assessment information to report effectively on learners' performance • Align curricular outcomes, content, and teaching strategies with assessment practices |

| | | | | | | | |
|------------------------------|---|-----------------|-----------|-------------|----------|--------------|------------------|
| Module Content | <ol style="list-style-type: none"> 1. Concepts, types and purposes of assessment and evaluation 2. Alternative assessment, performance assessment, authentic assessment, and competency-based assessment 3. Teacher-made assessment, test blueprint, validity and reliability, and ethical considerations 4. Data collection, analysis, interpretation, and reporting; performance indicators 5. Assessment for curriculum alignment | | | | | | |
| Teaching and Learning | <p>Students' activity and time spent on each activity comprise:</p> <table border="1"> <tr> <td>Contact time</td><td>45 hours</td></tr> <tr> <td>Self-Guided</td><td>55 hours</td></tr> <tr> <td>Total</td><td>100 hours</td></tr> </table> <p>The contact time will include: Lecture, brainstorming, discussion, presentation and online mode</p> | Contact time | 45 hours | Self-Guided | 55 hours | Total | 100 hours |
| Contact time | 45 hours | | | | | | |
| Self-Guided | 55 hours | | | | | | |
| Total | 100 hours | | | | | | |
| Assessment | <table border="1"> <tr> <td>Assessment Type</td><td>Weightage</td></tr> <tr> <td>Coursework</td><td>100%</td></tr> </table> | Assessment Type | Weightage | Coursework | 100% | | |
| Assessment Type | Weightage | | | | | | |
| Coursework | 100% | | | | | | |

14.2.2 | Sociology of Education for TVET

Rationale

The rapidly changing work contexts in a globalized world call for a closer look to the sociological discourse on vocational education and its link to the economy and society in general. An understanding of the relationship between the school, the home and the community will support and empower TVET instructors with required competences to assist their learners. The module also empowers students to use sociological knowledge in their professional stance as TVET trainers and optimize the use of capital, capability, and social justice models in their teaching contexts.

| | |
|--------------------------------|--|
| Module Title | Sociology of Education for TVET |
| Module Code | BEd TVT 1202 |
| Year/Semester | Y1 S2 |
| Level | 8 |
| Credits | 10 |
| Notional Learning Time | 100 hours |
| Module Type | Education |
| Pre-Requisite Module(s) | |
| Module Aims | The aim of this module is to empower students with broad sociological knowledge, competencies and skills required to promote a social justice framework in their professional stance in context. |
| Learning Outcomes | <p>By the end of the module, students should be able to:</p> <ul style="list-style-type: none"> • Demonstrate broad knowledge of sociological concepts, theories, and perspectives relevant to TVET education system • Examine the dynamics of achievement in determining social placement into formal and informal sector jobs • Discuss the contribution of teacher beliefs, expectations and professionalization on learners' capabilities and competencies in vocational contexts • Apply social justice and capability models for the transition of learners in TVET and from TVET to the workplace |

| | | | | | | | |
|------------------------------|--|-----------------|-----------|-------------|----------|--------------|------------------|
| Module Content | <ol style="list-style-type: none"> 1. Sociological concepts, theories, and perspectives: Careership, rational choice, human capabilities, social justice theories. 2. Dynamics of achievement: Socio economic status, structural, individual, systemic factors, social and cultural reproduction. 3. TVET and employability: Teacher professionalism and employability in TVET; Teacher beliefs and expectations 4. TVET, human capital, capability model and social justice | | | | | | |
| Teaching and Learning | <p>Students' activity and time spent on each activity comprise:</p> <table> <tr> <td>Contact time</td><td>45 hours</td></tr> <tr> <td>Self-Guided</td><td>55 hours</td></tr> <tr> <td>Total</td><td>100 hours</td></tr> </table> | Contact time | 45 hours | Self-Guided | 55 hours | Total | 100 hours |
| Contact time | 45 hours | | | | | | |
| Self-Guided | 55 hours | | | | | | |
| Total | 100 hours | | | | | | |
| Assessment | <table> <tr> <td>Assessment Type</td><td>Weightage</td></tr> <tr> <td>Coursework</td><td>100%</td></tr> </table> | Assessment Type | Weightage | Coursework | 100% | | |
| Assessment Type | Weightage | | | | | | |
| Coursework | 100% | | | | | | |

14.2.3 | Instructional Design for TVET Classroom

Rationale

Instructional Design (ID) deals with the creation of learning experiences to ensure that pedagogical strategies and resources effectively address the needs of learners. Research has shown that ID helps to determine what students need to learn and how they will learn. Endowing TVET Instructors with ID knowledge, principles and skills will allow them to adopt a systematic, outcome-oriented approach to learning. Therefore, this module will enable students to design teaching/learning resources using ID principles to enhance learners' learning experience in TVET classes.

| | |
|--------------------------------|--|
| Module Title | Instructional Design for TVET Classroom |
| Module Code | BEd TVT 1203 |
| Year/Semester | Y1 S2 |
| Level | 7 |
| Credits | 10 |
| Notional Learning Time | 100 hours |
| Module Type | Specialisation |
| Pre-Requisite Module(s) | |
| Module Aims | This module aims to equip students with broad knowledge and skills to apply instructional design principles to enhance TVET learners' learning experiences. |
| Learning Outcomes | By the end of the module, students should be able to: <ul style="list-style-type: none"> • Demonstrate broad knowledge and systematic understanding of the core principles and model of Instructional Design. • Apply a range of advanced skills and techniques to design learning experiences adapted to teaching and learning in TVET. • Build a Community of Practice through digital technologies. • Evaluate the use of Instructional Design in TVET classes. |

| | | | | | | | |
|------------------------------|--|-----------------|-----------|-------------|----------|--------------|------------------|
| Module Content | <ol style="list-style-type: none"> 1. Core principles and model in Instructional Design: Mayer's Principle of Multimedia learning, Gagne's principle, ADDIE model. 2. Instructional Design techniques for TVET 3. Pedagogical Strategies and resources 4. Networking using digital technologies. | | | | | | |
| Teaching and Learning | <p>Students' activity and time spent on each activity comprise:</p> <table> <tr> <td>Contact time</td><td>45 hours</td></tr> <tr> <td>Self-Guided</td><td>55 hours</td></tr> <tr> <td>Total</td><td>100 hours</td></tr> </table> <p>The module will be delivered by blended mode.</p> <p>Teaching learning activities will comprise of: lectures, group work, brainstorming, case studies, topic presentations and discussion.</p> | Contact time | 45 hours | Self-Guided | 55 hours | Total | 100 hours |
| Contact time | 45 hours | | | | | | |
| Self-Guided | 55 hours | | | | | | |
| Total | 100 hours | | | | | | |
| Assessment | <table> <tr> <td>Assessment Type</td><td>Weightage</td></tr> <tr> <td>Coursework</td><td>100%</td></tr> </table> | Assessment Type | Weightage | Coursework | 100% | | |
| Assessment Type | Weightage | | | | | | |
| Coursework | 100% | | | | | | |

14.2.4 | Visual and Graphic Communication

Rationale

Research shows that the ability to effectively communicate ideas and information through visual and graphic media is crucial in a wide range of fields. This module is designed to provide a strong foundation in visual and graphic communication to TVET instructors thereby enabling them to convey information effectively and creatively. In this module, students will make use of traditional and digital methods to design different visual and graphic works relevant to their field. They will also develop knowledge and skills to use appropriate methodologies to teach and assess visual and graphic communication works.

| | |
|--------------------------------|---|
| Module Title | Visual and Graphic Communication |
| Module Code | BEd TVT 1204 |
| Year/Semester | Y1 S2 |
| Level | 7 |
| Credits | 10 |
| Notional Learning Time | 100 hours |
| Module Type | Specialisation |
| Pre-Requisite Module(s) | |
| Module Aims | The module aims to equip students with broad knowledge and skills in visual and graphic communication for their own professional use and to teach TVET learners. |
| Learning Outcomes | <p>By the end of the module, students should be able to:</p> <ul style="list-style-type: none"> • Demonstrate broad knowledge of the elements and principles of visual art and design. • Analyse visual design techniques used for effective communication. • Apply traditional and digital visual and graphical means to communicate personal and professional ideas. • Design and implement effective instructional and assessment tools using visual and graphic communication means. • Analyse the effectiveness of visual and graphic communication resources for professional use. |

| | | | | | | | |
|------------------------------|---|------------------------|------------------|-------------|----------|--------------|------------------|
| Module Content | <ol style="list-style-type: none"> 1. Art elements, principles of design, composition making and layout 2. The role of visual and graphic media techniques in communication 3. Artistic and graphical drawing and painting 4. Digital tools: digital cameras, printers, scanners, projectors 5. Software: MS paint, Canvas, Photoshop 6. Instructional and assessment tools for visual and graphic communication 7. Visual and graphic communication resources for professional use. | | | | | | |
| Teaching and Learning | <p>Students' activity and time spent on each activity comprise:</p> <table> <tr> <td>Contact time</td><td>45 hours</td></tr> <tr> <td>Self-Guided</td><td>55 hours</td></tr> <tr> <td>Total</td><td>100 hours</td></tr> </table> <p>The contact time will include lectures, demonstrations, hands-on activities, class discussions and presentations.</p> | Contact time | 45 hours | Self-Guided | 55 hours | Total | 100 hours |
| Contact time | 45 hours | | | | | | |
| Self-Guided | 55 hours | | | | | | |
| Total | 100 hours | | | | | | |
| Assessment | <table> <tr> <td>Assessment Type</td><td>Weightage</td></tr> <tr> <td>Coursework</td><td>100%</td></tr> </table> | Assessment Type | Weightage | Coursework | 100% | | |
| Assessment Type | Weightage | | | | | | |
| Coursework | 100% | | | | | | |

14.2.5 | Communication Skills in TVET Context

Rationale

Effective communication is an essential soft skill in a multilingual TVET context, where instructors are required to effectively engage with learners, parents, colleagues, and other stakeholders. Students will explore various aspects of communication, including verbal and non-verbal communication, active listening, conflict resolution, and effective feedback techniques in their classroom. Through interactive activities and practical exercises, students will develop the communication skills necessary to operate in their multifaceted roles and in turn contribute to the growth of their learners.

| | |
|--------------------------------|--|
| Module Title | Communication Skills in TVET Context |
| Module Code | BEd TVT 1205 |
| Year/Semester | Y1 S2 |
| Level | 7 |
| Credits | 10 |
| Notional Learning Time | 100 hours |
| Module Type | Generic |
| Pre-Requisite Module(s) | |
| Module Aims | The module aims to equip students with the knowledge and skills to communicate effectively in technical and vocational contexts. |
| Learning Outcomes | <p>By the end of the module, students should be able to:</p> <ul style="list-style-type: none"> • Demonstrate an understanding of the fundamental principles of effective communication • Demonstrate clear and confident verbal, non-verbal, and written communication for academic and professional purposes • Select appropriate communication styles and languages to cater to diverse learners and stakeholders in the multilingual TVET context • Reflect on their own communication practices to address communication barriers for further improvement |

| | | | | | | | |
|------------------------------|--|------------------------|------------------|-------------|----------|--------------|------------------|
| Module Content | <ol style="list-style-type: none"> 1. Principles of effective communication (clarity, attention, formality/informality, coherence, feedback, consistency, timeliness) 2. Verbal and non-verbal communication in the multilingual TVET context 3. Soft skills (active listening, empathy, collaboration, teamwork, decision-making, leadership, problem-solving, and conflict resolution) 4. Communication styles (formal/informal, functional, analytical, intuitive, personal, technical) and languages for effective communication in the multilingual TVET context 5. Use of technology to enhance communication (word processing software, presentation software, templates, spreadsheets, text-to-speech software, spellchecks, referencing software, mail merge, online collaboration tools) 6. Addressing communication barriers for effective communication and conflict resolution. | | | | | | |
| Teaching and Learning | <p>Students' activity and time spent on each activity comprise:</p> <table> <tr> <td>Contact time</td><td>45 hours</td></tr> <tr> <td>Self-Guided</td><td>55 hours</td></tr> <tr> <td>Total</td><td>100 hours</td></tr> </table> <p>The contact time will include brainstorming, discussion, group work and activity-based workshops.</p> | Contact time | 45 hours | Self-Guided | 55 hours | Total | 100 hours |
| Contact time | 45 hours | | | | | | |
| Self-Guided | 55 hours | | | | | | |
| Total | 100 hours | | | | | | |
| Assessment | <table> <tr> <td>Assessment Type</td><td>Weightage</td></tr> <tr> <td>Coursework</td><td>100%</td></tr> </table> | Assessment Type | Weightage | Coursework | 100% | | |
| Assessment Type | Weightage | | | | | | |
| Coursework | 100% | | | | | | |

14.3 | Year 2 Semester 1 Modules

14.3.1 | Technology-Enhanced Teaching

Rationale

Technology-Enhanced Teaching (TET) refers to the integration of technology into the teaching process to enhance teaching and learning experiences. TET leverages technology to support and augment teaching methods to provide opportunities for greater engagement, interactivity, and personalised learning. This module will empower students to use technology effectively in teaching and learning in the TVET context.

| | |
|--------------------------------|---|
| Module Title | Technology - Enhanced Teaching |
| Module Code | BEdTVT 1301 |
| Year/Semester | Y2 S1 |
| Level | 8 |
| Credits | 10 |
| Notional Learning Time | 100 hours |
| Module Type | Specialisation |
| Pre-Requisite Module(s) | |
| Module Aims | The aim of this module is to equip students with comprehensive knowledge, skills, and competencies to effectively integrate technology into teaching and learning in the TVET context. |
| Learning Outcomes | By the end of the module, students should be able to: <ul style="list-style-type: none"> • Demonstrate advanced knowledge and understanding of technology integration models. • Design personalised learning plan for enhanced engagement and interactivity. • Create learning resources using digital tools and models for TVET learners. • Reflect critically on the use of technology in the TVET classroom. |

| | | | | | | | |
|------------------------------|---|------------------------|------------------|-------------|----------|--------------|------------------|
| Module Content | <ol style="list-style-type: none"> 1. Technology integration in teaching and learning: SAMR model, TIM model. 2. Personalised learning plan in the TVET context. 3. Digital learning resources for TVET learners. | | | | | | |
| Teaching and Learning | <p>Students' activity and time spent on each activity comprise:</p> <table> <tr> <td>Contact time</td><td>45 hours</td></tr> <tr> <td>Self-Guided</td><td>55 hours</td></tr> <tr> <td>Total</td><td>100 hours</td></tr> </table> <p>The module will be delivered by blended mode. Teaching and learning activities will comprise of: lectures, group work, brainstorming, presentations and discussion.</p> | Contact time | 45 hours | Self-Guided | 55 hours | Total | 100 hours |
| Contact time | 45 hours | | | | | | |
| Self-Guided | 55 hours | | | | | | |
| Total | 100 hours | | | | | | |
| Assessment | <table> <tr> <td>Assessment Type</td><td>Weightage</td></tr> <tr> <td>Coursework</td><td>100%</td></tr> </table> | Assessment Type | Weightage | Coursework | 100% | | |
| Assessment Type | Weightage | | | | | | |
| Coursework | 100% | | | | | | |

14.3.2 | Design and Realisation Project

Rationale

Studies show that design projects within TVET have significant importance in shaping learners' practical skills, creativity, innovation, adaptation, and problem-solving abilities. Practical design projects often mirror industry practices, which Instructors of TVET can use to prepare their learners for the demands of the job market which are essential for their success in the workplace. Through this module, students will be equipped with the up-to-date competencies to apply the design thinking process to solve real life problems a realisation project.

| | |
|--------------------------------|--|
| Module Title | Design and Realisation Project |
| Module Code | BEdTVT 1302/O1 |
| Year/Semester | Y2 S1 |
| Level | 7 |
| Credits | 10 |
| Notional Learning Time | 100 hours |
| Module Type | Specialisation (Optional) |
| Pre-Requisite Module(s) | |
| Module Aims | The aim of this module is to equip students with knowledge, understanding, skills, and dispositions to solve real life problems using the design thinking process and the realisation of an artefact. |
| Learning Outcomes | By the end of the module, students should be able to: <ul style="list-style-type: none"> • Develop an understanding of the design thinking process and its application to solve real life problems. • Use modelling to test design proposals. • Generate a detailed production plan for the realisation of an artefact. • Use safely appropriate technological tools, equipment, and skills to realise an artefact. • Test and evaluate the final design in authentic contexts. |

| | | | | | | | |
|------------------------------|---|------------------------|------------------|-------------|----------|--------------|------------------|
| Module Content | <ol style="list-style-type: none"> 1. Design thinking: Concept, Process and Case studies 2. Modelling of ideas (2D/3D drawings, 3D models, digital models, sketch up, mock-up, simulations, scale models, prototype). 3. Product planning (Gantt chart, flow chart, action plan, time plan, and technical work plan). 4. Realisation of an artefact (safe use of hand tools and equipment, power tools, new manufacturing techniques: 3D printing, LASER cutting, TIG/MIG, CAD/CAM & CNC tools) 5. Testing and Evaluation of final design (personal, user/client, expert, proposing modifications/improvements). | | | | | | |
| Teaching and Learning | <p>Students' activity and time spent on each activity comprise:</p> <table> <tr> <td>Contact time</td><td>45 hours</td></tr> <tr> <td>Self-Guided</td><td>55 hours</td></tr> <tr> <td>Total</td><td>100 hours</td></tr> </table> | Contact time | 45 hours | Self-Guided | 55 hours | Total | 100 hours |
| Contact time | 45 hours | | | | | | |
| Self-Guided | 55 hours | | | | | | |
| Total | 100 hours | | | | | | |
| Assessment | <table> <tr> <td>Assessment Type</td><td>Weightage</td></tr> <tr> <td>Coursework</td><td>100%</td></tr> </table> | Assessment Type | Weightage | Coursework | 100% | | |
| Assessment Type | Weightage | | | | | | |
| Coursework | 100% | | | | | | |

14.3.3 | Adult Functional Literacy in English

Rationale

Functional literacy is a fundamental skill that empowers individuals to navigate and make sense of the modern world. In a technical and vocational context, it is imperative to guide students to construct their pedagogy to prepare adult learners to develop functional literacy to communicate in English for personal and professional purposes. This module provides B.Ed students with a comprehensive understanding of language learning and functional literacy in English, including language development, reading, writing, listening, and speaking skills. Through the exploration of multimodal approaches and technology integration, TVET Instructors will be able to cater to the diverse literacy needs and learning styles of their adult learners.

| | |
|--------------------------------|---|
| Module Title | Adult Functional Literacy in English |
| Module Code | BEdTVT 1302/O2 |
| Year/Semester | Y2 S1 |
| Level | 7 |
| Credits | 10 |
| Notional Learning Time | 100 hours |
| Module Type | Specialisation (Optional) |
| Pre-Requisite Module(s) | |
| Module Aims | The aim of this module is to empower students to effectively plan, implement and evaluate adult functional literacy lessons. |
| Learning Outcomes | <p>By the end of the module, students should be able to:</p> <ul style="list-style-type: none"> • Demonstrate understanding of the principles and theories related to language learning and adult functional literacy in English • Use strategies to promote functional literacy in English for adult learners in a TVET context • Design effective lesson plans and instructional materials for teaching adult functional literacy • Assess and evaluate the progress of adult learners in functional literacy |

| | | | | | | | |
|------------------------------|--|------------------------|------------------|-------------|----------|--------------|------------------|
| Module Content | <ol style="list-style-type: none"> 1. Overview of functional literacy and TVET requirements for literacy 2. Principles of language learning 3. Strategies to develop functional literacy in adult learners: <ul style="list-style-type: none"> – Communicative language teaching – Situational language teaching – Task-based language teaching – Technology enhanced language learning 4. Multimodal instructional materials and resources for adult functional literacy: <ul style="list-style-type: none"> – Printed and online materials: Worksheets, posters, exercises – Audiovisual materials: Diagrams, infographics, podcasts and other web content – Educational games and apps – Authentic materials: Memos, emails, reports, text messages and emails, security notices, information checklists 5. Assessment and evaluation strategies in functional literacy teaching: Performance-based tasks, portfolio assessment, observation, tests, quizzes, self-assessment, peer-assessment | | | | | | |
| Teaching and Learning | <p>Students' activity and time spent on each activity comprise:</p> <table border="1"> <tr> <td>Contact time</td><td>45 hours</td></tr> <tr> <td>Self-Guided</td><td>55 hours</td></tr> <tr> <td>Total</td><td>100 hours</td></tr> </table> <p>The contact time will include lecture, brainstorming, discussion, group work and activities.</p> | Contact time | 45 hours | Self-Guided | 55 hours | Total | 100 hours |
| Contact time | 45 hours | | | | | | |
| Self-Guided | 55 hours | | | | | | |
| Total | 100 hours | | | | | | |
| Assessment | <table border="1"> <tr> <td>Assessment Type</td><td>Weightage</td></tr> <tr> <td>Coursework</td><td>100%</td></tr> </table> | Assessment Type | Weightage | Coursework | 100% | | |
| Assessment Type | Weightage | | | | | | |
| Coursework | 100% | | | | | | |

14.3.4 | Mathematics in Action: From Abstractness to Practicality

Rationale

A sound understanding of mathematical concepts and principles is essential for accurate measurements, ensuring that products meet required specifications. There is a need for students to possess comprehensive knowledge, skills and effective teaching strategies to guide their learners in applying abstract mathematical concepts to real-world technical and vocational contexts. This module seamlessly connects theoretical foundations in mathematics education to real-world applications. Through this connection, students will be empowered to deliver instructions that adheres to the main processes involved in learning of mathematics, thus rendering it relevant and practical for learners in the diverse landscapes of TVET.

| | |
|--------------------------------|--|
| Module Title | Mathematics in Action: From Abstractness to Practicality |
| Module Code | BEdTVT 1302/O3 |
| Year/Semester | Y2 S1 |
| Level | 7 |
| Credits | 10 |
| Notional Learning Time | 100 hours |
| Module Type | Specialisation (Optional) |
| Pre-Requisite Module(s) | |
| Module Aims | The aim of this module is to empower students to effectively teach mathematics by enhancing their knowledge and understanding of mathematical concepts and principles, and instructional skills within real-world vocational settings. |
| Learning Outcomes | <p>By the end of the module, students should be able to:</p> <ul style="list-style-type: none"> • Demonstrate knowledge and understanding of the application of mathematics within real-world vocational contexts • Design effective instructions relevant to vocational settings informed by processes for learning mathematics <p>Apply effective teaching and learning strategies to guide the practical application of abstract mathematical concepts</p> <ul style="list-style-type: none"> • Develop, use and evaluate strategies and tools in the assessment of practical application of mathematics in real-world vocational contexts |

| Module Content | <ol style="list-style-type: none"> Application of mathematics in TVET <ul style="list-style-type: none"> Arithmetic in trades (estimation, percentage, ratio and proportion) Measurements in manufacturing and design (conversion of units; mensuration, proportionality concepts) Geometry in construction and art (geometrical construction, Pythagoras' theorem, trigonometry, similarity and geometrical pattern) Financial mathematics (simple and compound interest, personal and household finance, cost function) Data analysis for decision making (descriptive statistics, probabilistic model) Processes for learning in mathematics (Visualisation, Communication, Representation, Problem solving, Reasoning and proof, Connections) Teaching and learning strategies (e.g., Differentiation Strategies, Integration of Technology, Collaborative learning, Project-based learning) Strategies (diagnostic, formative, summative, case study) and assessment tools (rubric) in authentic situations | | | | | | | | |
|---|--|-----------------|-----------|---|----------|---------------------|------------------|--------------|-------------|
| Teaching and Learning | <p>Students' activity and time spent on each activity comprise:</p> <table border="1"> <tr> <td>Contact time</td><td>45 hours</td></tr> <tr> <td>Self-Guided</td><td>55 hours</td></tr> <tr> <td>Total</td><td>100 hours</td></tr> </table> <p>The contact time will include lectures, group work, presentation and peer teaching.</p> | Contact time | 45 hours | Self-Guided | 55 hours | Total | 100 hours | | |
| Contact time | 45 hours | | | | | | | | |
| Self-Guided | 55 hours | | | | | | | | |
| Total | 100 hours | | | | | | | | |
| Assessment | <table border="1"> <tr> <th>Assessment Type</th><th>Weightage</th></tr> <tr> <td>Continuous Assessment Coursework - 40% Presentation - 10%</td><td>50%</td></tr> <tr> <td>Written Examination</td><td>50%</td></tr> <tr> <td>Total</td><td>100%</td></tr> </table> | Assessment Type | Weightage | Continuous Assessment Coursework - 40% Presentation - 10% | 50% | Written Examination | 50% | Total | 100% |
| Assessment Type | Weightage | | | | | | | | |
| Continuous Assessment Coursework - 40% Presentation - 10% | 50% | | | | | | | | |
| Written Examination | 50% | | | | | | | | |
| Total | 100% | | | | | | | | |

14.3.5 | Peer/ Micro Teaching

Rationale

Peer Micro Teaching provides a supportive environment to Instructors for developing and reinforcing their pedagogical knowledge, skills and dispositions essential for effective teaching in technical and vocational classes. It provides opportunities for students to plan and teach micro lessons or snippets of lessons in a simulated set up, reflect on and evaluate their practices. They will be able to experiment using a variety of pedagogical strategies and instructional resources, including online teaching to address the specific learning needs of the TVET learner. Through this module, students will also benefit from and learn to respond positively to constructive feedback from peers and tutors.

| | |
|--------------------------------|--|
| Module Title | Peer/ Micro Teaching |
| Module Code | BEd TVT/PMT 1303 |
| Year/Semester | Y2 S1 |
| Level | 8 |
| Credits | 10 |
| Notional Learning Time | 100 hours |
| Module Type | Practicum |
| Pre-Requisite Module(s) | |
| Module Aims | The aim of the module is to enable students to develop the required pedagogical knowledge, skills and dispositions for teaching TVET learners in a specialist field of study and to critically reflect on their practices based on self, peer and tutor evaluation. |
| Learning Outcomes | By the end of the module, students should be able to: <ul style="list-style-type: none"> • Demonstrate mastery of relevant content and pedagogical knowledge to teach at different TVET levels. • Design, plan and implement differentiated lessons and learning activities in simulated face to face and online environments. • Develop and use appropriate teaching aids and resources, including digital ones. • Demonstrate skills in addressing diverse learners' needs, assessing learning and providing support. • Demonstrate proper communication, interpersonal and digital skills to implement lessons confidently. • Reflect on own and peers' practices and use feedback constructively to enhance their practices. |

| | | | | | | | |
|------------------------------|---|------------------------|------------------|-------------|----------|--------------|------------------|
| Module Content | <ol style="list-style-type: none"> 1. Lesson planning and implementation for different content areas, levels and mode of instructions suitable for TVET classes. 2. Learning activities and instructional strategies to address diverse learners' needs and abilities. 3. Teaching aids and resources for face to face and online classes. 4. Assessment for learning, feedback and support 5. Communication, interpersonal and digital skills 6. Feedback and evaluation | | | | | | |
| Teaching and Learning | <p>Students' activities will comprise of:</p> <table> <tr> <td>Contact time</td><td>45 hours</td></tr> <tr> <td>Self-Guided</td><td>55 hours</td></tr> <tr> <td>Total</td><td>100 hours</td></tr> </table> | Contact time | 45 hours | Self-Guided | 55 hours | Total | 100 hours |
| Contact time | 45 hours | | | | | | |
| Self-Guided | 55 hours | | | | | | |
| Total | 100 hours | | | | | | |
| Assessment | <table> <tr> <td>Assessment Type</td><td>Weightage</td></tr> <tr> <td>Coursework</td><td>100%</td></tr> </table> | Assessment Type | Weightage | Coursework | 100% | | |
| Assessment Type | Weightage | | | | | | |
| Coursework | 100% | | | | | | |

14.3.6 | Workplace Learning 1: Industry Placement

Rationale

Keeping up-to date with development in knowledge, technology, materials and processes in the industry is an essential part for the continuous professional development of TVET Instructors. Through placement in the industry, related to their field of specialisation, students will be able to develop capacity through observation, discussion and reflection on their own professional needs. They will document current specialist techniques, modern materials and innovative practices and hence be able to reflect on ways to enhance the relevance of classroom curriculum for their learners.

| | |
|--------------------------------|--|
| Module Title | Workplace Learning 1: Industry Placement |
| Module Code | BEdTVT/ PRAC1000 |
| Year/Semester | Y2 S1 |
| Level | 8 |
| Credits | 20 |
| Notional Learning Time | 200 hours |
| Module Type | Practicum |
| Pre-Requisite Module(s) | |
| Module Aims | The aim of the industry placement is to build capacity of students in their trade/ subject areas to keep them abreast with current development in specialist techniques, materials and innovative practices and to enhance their curriculum development abilities. |
| Learning Outcomes | By the end of the module, students should be able to: <ul style="list-style-type: none"> • Observe and record new developments in industries in their specialist area. • Engage with industry specialist to build own capacity in recent development in techniques, materials, technology and practices. • Evaluate own professional needs. • Reflect on the relevance of acquired industrial knowledge on classroom teaching. |

| | | | | | | | |
|------------------------------|---|------------------------|------------------|-------------|-----------|--------------|------------------|
| Module Content | <p>The task will comprise of the following:</p> <ol style="list-style-type: none"> 1. A documentation of recent developments in knowledge, techniques, materials and practices in selected industries 2. An analysis on industry-based learning through interactions with specialist resources 3. An evaluation on own professional abilities, challenges and needs 4. A reflection on acquired knowledge to enhance classroom practices. | | | | | | |
| Teaching and Learning | <p>The contact time will include site-based visits and discussions by the MIE tutor, or TVET mentor, off site-discussion on PPS tasks and constructive feedback.</p> <table> <tr> <td>Contact time</td><td>20 hours</td></tr> <tr> <td>Self-Guided</td><td>180 hours</td></tr> <tr> <td>Total</td><td>200 hours</td></tr> </table> | Contact time | 20 hours | Self-Guided | 180 hours | Total | 200 hours |
| Contact time | 20 hours | | | | | | |
| Self-Guided | 180 hours | | | | | | |
| Total | 200 hours | | | | | | |
| Assessment | <table> <tr> <td>Assessment Type</td><td>Weightage</td></tr> <tr> <td>Coursework</td><td>100%</td></tr> </table> | Assessment Type | Weightage | Coursework | 100% | | |
| Assessment Type | Weightage | | | | | | |
| Coursework | 100% | | | | | | |

14.3.7 | Portfolio

Rationale

The teaching portfolio documents professional growth related to teaching and learning. It is based on structured practice, critical reflection, self-evaluation and thoughtfully selected information of one's teaching and related practices. The portfolio provides the TVET instructor with the opportunity to develop and demonstrate mastery of new knowledge, curricular content and pedagogical knowledge, interpersonal skills and dispositions related to technical and vocational teaching. The portfolio, which includes a range of documents and artifacts, foregrounds insights obtained from industry placement and school-based experiences, supporting practice and reflection on the students' professional growth.

| | |
|--------------------------------|--|
| Module Title | Portfolio |
| Module Code | BEd TVT/PRAC 1000 |
| Year/Semester | Y2 S1 and S2 |
| Level | 8 |
| Credits | 10 |
| Notional Learning Time | 100 hours |
| Module Type | Practicum |
| Pre-Requisite Module(s) | |
| Module Aims | The aim of the portfolio is to provide students with the opportunity to document their professional growth and dispositions through observation, curricular intervention and reflection. |
| Learning Outcomes | <p>In the portfolio, students should be able to:</p> <ul style="list-style-type: none"> • Demonstrate innovative practices showcasing creativity, interpersonal and problem- solving skills in teaching and learning • Document their professional knowledge and growth with relevant evidence • Critically analyse and reflect on own practice, beliefs, dispositions and contribution to improve teaching and learning in TVET. |

| | | | | | | | |
|------------------------------|--|------------------------|------------------|-------------|----------|--------------|------------------|
| Module Content | <p>The portfolio consists of the following tasks in Y2 S1: Documentation of up-to-date industrial knowledge, skills and</p> <ol style="list-style-type: none"> 1. practices 2. Professional and Ethical behaviour 3. Reflection on Industrial Placement Learning and applications to Teaching Practice <p>The portfolio consists of the following tasks in Y2 S2:</p> <ol style="list-style-type: none"> 4. Analysis of current teaching practice 5. Lesson Planning and Innovative teaching 6. Reflection on Improved Practice 7. Contribution to profession | | | | | | |
| Teaching and Learning | <p>The contact time will include 8 PPS seminars and tutorials over 2 semesters for presentation, discussion of gathered experience in the field and for engaging with the written tasks.</p> <table> <tr> <td>Contact time</td><td>30 hours</td></tr> <tr> <td>Self-Guided</td><td>70 hours</td></tr> <tr> <td>Total</td><td>100 hours</td></tr> </table> | Contact time | 30 hours | Self-Guided | 70 hours | Total | 100 hours |
| Contact time | 30 hours | | | | | | |
| Self-Guided | 70 hours | | | | | | |
| Total | 100 hours | | | | | | |
| Assessment | <table> <tr> <td>Assessment Type</td><td>Weightage</td></tr> <tr> <td>Coursework</td><td>100%</td></tr> </table> | Assessment Type | Weightage | Coursework | 100% | | |
| Assessment Type | Weightage | | | | | | |
| Coursework | 100% | | | | | | |

14.3.8 | Research Methodology I

Rationale

Research studies highlight that teachers of vocational education do much more than simply instruct, or pass on skills and techniques. It is important for vocational education teachers to understand the nature of vocational practice and the ways in which practice improves. The role of practitioners' research in TVET allows teachers to inquire about the nature and purpose of vocational education, its pedagogy and its social and economic importance. It is thus important for practitioners in the TVET sector to engage in research to investigate issues pertinent to their context to reconceptualise and improve knowledge and practice. This module introduces TVET students to the foundation of research, the research process and methodology to enable them to undertake research in their context

| | |
|--------------------------------|--|
| Module Title | Research Methodology I |
| Module Code | BEdTVT/RM11304 |
| Year/Semester | Y2 S1 |
| Level | 8 |
| Credits | 10 |
| Notional Learning Time | 100 hours |
| Module Type | Research |
| Pre-Requisite Module(s) | |
| Module Aims | The aim of the module is to enable students to develop comprehensive knowledge, skills and dispositions to undertake practitioner research in the TVET context. |
| Learning Outcomes | By the end of the module, students should be able to: <ul style="list-style-type: none"> • Demonstrate knowledge of the research, research process and research methodology • Demonstrate the skills to critically review relevant literature • Discuss ethics in the conduct of research • Discuss research design applicable to research in the TVET sector • Write a research proposal |

| Module Content | <ol style="list-style-type: none"> 1. Research process, paradigms and research methods. 2. Problem statement and research questions 3. Literature review 4. Research design, sampling and data collection 5. Reliability, validity, trustworthiness, and authenticity 6. Ethics in research 7. Research proposal writing | | | | | | |
|------------------------------|---|-----------------|-----------|-------------|----------|--------------|------------------|
| Teaching and Learning | <p>Students' activities and time spent on each activity comprise:</p> <table> <tr> <td>Contact time</td><td>30 hours</td></tr> <tr> <td>Self-Guided</td><td>70 hours</td></tr> <tr> <td>Total</td><td>100 hours</td></tr> </table> <p>The contact time will include lectures, tutor-led seminars, critical support group activities and presentations in blended mode.</p> | Contact time | 30 hours | Self-Guided | 70 hours | Total | 100 hours |
| Contact time | 30 hours | | | | | | |
| Self-Guided | 70 hours | | | | | | |
| Total | 100 hours | | | | | | |
| Assessment | <table> <tr> <th>Assessment Type</th><th>Weightage</th></tr> <tr> <td>Coursework</td><td>100%</td></tr> </table> | Assessment Type | Weightage | Coursework | 100% | | |
| Assessment Type | Weightage | | | | | | |
| Coursework | 100% | | | | | | |

14.4 | Year 2 Semester 2 Modules

14.4.1 | Online Instructional Design

Rationale

With the increasing shift towards digital platforms for education, understanding the principles of instructional design for online teaching and learning has become crucial. By understanding Design Thinking principles, TVET Instructors can create online learning environments to promote deep learning and engagement. This module will equip students with the knowledge and skills to design effective online learning experiences in TVET classrooms.

| | |
|--------------------------------|--|
| Module Title | Online Instructional Design |
| Module Code | BEd TVT 1401 |
| Year/Semester | Y2 S2 |
| Level | 8 |
| Credits | 10 |
| Notional Learning Time | 100 hours |
| Module Type | Specialisation |
| Pre-Requisite Module(s) | |
| Module Aims | This module aims to equip students with knowledge and skills in using online Instructional Design principles to design teaching and learning experiences for diverse TVET learners. |
| Learning Outcomes | <p>By the end of the module, students should be able to:</p> <ul style="list-style-type: none"> • Demonstrate comprehensive knowledge and understanding of online Instructional Design principles through <i>Design Thinking</i> Model • Use <i>Design Thinking</i> tools and techniques to produce a roadmap for online teaching and learning • Design and develop online learning experiences for remote learning • Evaluate the use of <i>Design Thinking</i> principles for the design of online teaching and learning experiences |

| Module Content | <ol style="list-style-type: none"> 1. Instructional Design Principles: <i>Design Thinking</i> Model for online learning design. The model contains the following principles: <ul style="list-style-type: none"> – Empathise – Define – Ideate – Prototype – Test 2. Design Thinking tools and techniques for online teaching and learning <ul style="list-style-type: none"> – Empathy Map – Mind Maps – Task Analysis – Checklists 3. (a) Tools and techniques for designing online learning experiences for TVET: <ul style="list-style-type: none"> – Storyboarding – Paper prototyping – Iterative prototyping – Test plan (b) Tools and techniques for designing online learning experiences for TVET: <ul style="list-style-type: none"> – Conversations/discussions – Content creation – Community of Practice 4. Rubric for evaluating online teaching and learning. Areas of the rubric: <ul style="list-style-type: none"> – Ease of navigation – Constructive alignment in designing the online learning experiences – Instructions for learners and articulation of learning experiences and expectations for online learning – Learner support in the context of online learning | | | | | | |
|-----------------------|---|-----------------|-----------|-------------|----------|--------------|------------------|
| Teaching and Learning | <p>Students' activity and time spent on each activity comprises:</p> <table border="1" data-bbox="564 1525 1366 1709"> <tr> <td>Contact time</td><td>45 hours</td></tr> <tr> <td>Self-Guided</td><td>55 hours</td></tr> <tr> <td>Total</td><td>100 hours</td></tr> </table> <p>The module will be delivered by blended mode. Teaching learning activities will comprise of: lectures, group work, brainstorming, case studies, topic presentations and discussion.</p> | Contact time | 45 hours | Self-Guided | 55 hours | Total | 100 hours |
| Contact time | 45 hours | | | | | | |
| Self-Guided | 55 hours | | | | | | |
| Total | 100 hours | | | | | | |
| Assessment | <table border="1" data-bbox="564 1912 1366 2063"> <tr> <th>Assessment Type</th><th>Weightage</th></tr> <tr> <td>Coursework</td><td>100%</td></tr> </table> | Assessment Type | Weightage | Coursework | 100% | | |
| Assessment Type | Weightage | | | | | | |
| Coursework | 100% | | | | | | |

14.4.2 | Workshop Management

Rationale

Workshop management in Technical and Vocational Education and Training (TVET) is vital for providing practical and real-world application knowledge, and experiential learning opportunities. Effective workshop management ensures a conducive and safe environment for continuous skills development, student engagement and preparation for real work contexts. Research studies have shown that efficient workshop management can optimize productivity, instil a sense of quality consciousness, and minimize waste and accidents. Through this module students will also develop awareness about ISO standards that are pertinent to workshop management in the TVET sector: This module will provide students with a broad knowledge, substantial understanding, and skills about proper workshop management in their respective trades.

| | |
|--------------------------------|---|
| Module Title | Workshop Management |
| Module Code | BEdTVT1402 |
| Year/Semester | Y2 S2 |
| Level | 7 |
| Credits | 10 |
| Notional Learning Time | 100 hours |
| Module Type | Specialisation |
| Pre-Requisite Module(s) | |
| Module Aims | The aim of this module is to empower students with a broad knowledge, understanding and skills about proper workshop management in a vocational context |
| Learning Outcomes | <p>By the end of the module, students should be able to:</p> <ul style="list-style-type: none"> • Demonstrate competent understanding of the principles underpinning workshop management. • Develop a proper maintenance schedule for hand tools, machinery, instruments, and workshop. • Demonstrate skills for optimum use of materials and human resources available. • Identify various risks and hazards in a workshop. • Develop proper emergency/accident protocols. • Analyse specific ISO standards relevant to workshop management in their own trades. |

| Module Content | <ol style="list-style-type: none"> Workshop management techniques. <ul style="list-style-type: none"> Designing maintenance schedule (hand tools, machinery, instruments, and workshop). Management of materials and human (Stock keeping, safe keeping of hazardous materials, waste management, technicians and organising departmental meetings). Risk and hazards in a workshop (electrical, mechanical, personal, environmental). Emergency/accident protocols (record, administration, emergency services). ISO standards (ISO 9001: Quality Management Systems, ISO 45001 5. Occupational Health and Safety Management Systems, ISO 41001 - Facility Management). | | | | | | | | |
|------------------------------|---|-----------------|-----------|-------------|----------|---------------|------------------|--------------|-------------|
| Teaching and Learning | <p>Students' activity and time spent on each activity comprises:</p> <table> <tr> <td>Contact time</td><td>45 hours</td></tr> <tr> <td>Self-Guided</td><td>55 hours</td></tr> <tr> <td>Total</td><td>100 hours</td></tr> </table> <p>The contact time will include Lectures, discussions, group work, presentations)</p> | Contact time | 45 hours | Self-Guided | 55 hours | Total | 100 hours | | |
| Contact time | 45 hours | | | | | | | | |
| Self-Guided | 55 hours | | | | | | | | |
| Total | 100 hours | | | | | | | | |
| Assessment | <table> <tr> <th>Assessment Type</th><th>Weightage</th></tr> <tr> <td>Coursework</td><td>50%</td></tr> <tr> <td>Written Exams</td><td>50%</td></tr> <tr> <td>Total</td><td>100%</td></tr> </table> | Assessment Type | Weightage | Coursework | 50% | Written Exams | 50% | Total | 100% |
| Assessment Type | Weightage | | | | | | | | |
| Coursework | 50% | | | | | | | | |
| Written Exams | 50% | | | | | | | | |
| Total | 100% | | | | | | | | |

14.4.3 | Entrepreneurship, Innovation and Business Modelling

Rationale

The contemporary business environment is driving existing and emerging enterprises to be agile and innovative, capable of adapting to evolving consumer preferences and changing industry trends. Research reveals that innovative business models can effectively respond to shifts in market dynamics, outpace competitors, diversify revenue streams, and enhance overall customer satisfaction. In this dynamic context, TVET instructors play a pivotal role when preparing students for the real-world challenges of entrepreneurship and business management. This module is designed to equip students with knowledge and skills in business and entrepreneurship to empower the TVET sector to remain current in the ever-evolving 21st-century business landscape.

| | |
|--------------------------------|--|
| Module Title | Entrepreneurship, Innovation and Business Modelling |
| Module Code | BEdTVET1403 |
| Year/Semester | Y2 S2 |
| Level | 8 |
| Credits | 10 |
| Notional Learning Time | 100 hours |
| Module Type | Specialisation |
| Pre-Requisite Module(s) | |
| Module Aims | The module aims to enable students to develop comprehensive knowledge and discerning understanding of concepts and innovative practices in entrepreneurship within contemporary business environment. |
| Learning Outcomes | By the end of the module, students should be able to: <ul style="list-style-type: none"> • Demonstrate a comprehensive understanding of business models and innovative practices in entrepreneurship. • Discuss business challenges and opportunities for setting up an enterprise. • Prepare business plans using relevant business models • Critically explore the latest innovations and technologies shaping sustainable business in the 21st Century |

| Module Content | <ol style="list-style-type: none"> 1. Contemporary business models: Frugal innovation, sharing economy, subscription models, and platform businesses. 2. Startup Ecosystem: Business opportunity, business planning and entrepreneurial mindsets and skills 3. Innovation and Creativity in Business: Principles and culture of 4. innovation, creative problem-solving to real-world business challenges 5. 21st-Century Business Landscape: Globalization and changing customer expectations 6. Strategic planning and, competitive analysis: PESTLE, SWOT and Porter's 5 Forces analysis 7. Technology and Digital Transformation for 21st Century enterprises: artificial intelligence, blockchain, and e-commerce | | | | | | |
|------------------------------|--|-----------------|-----------|-------------|----------|--------------|------------------|
| Teaching and Learning | <p>Students' activity and time spent on each activity comprises:</p> <table border="1"> <tr> <td>Contact time</td><td>45 hours</td></tr> <tr> <td>Self-Guided</td><td>55 hours</td></tr> <tr> <td>Total</td><td>100 hours</td></tr> </table> <p>The contact time will include lecture, brainstorming, case mode, project-based learning, group presentation and discussion.</p> | Contact time | 45 hours | Self-Guided | 55 hours | Total | 100 hours |
| Contact time | 45 hours | | | | | | |
| Self-Guided | 55 hours | | | | | | |
| Total | 100 hours | | | | | | |
| Assessment | <table border="1"> <tr> <th>Assessment Type</th><th>Weightage</th></tr> <tr> <td>Coursework</td><td>100%</td></tr> </table> | Assessment Type | Weightage | Coursework | 100% | | |
| Assessment Type | Weightage | | | | | | |
| Coursework | 100% | | | | | | |

14.4.4 | Workplace Learning 2: SBE

Rationale

The School-based experience is an essential learning and development part of the Practicum component of the B.Ed (Hons) TVET programme. Through supervised-teaching and mentoring, TVET Instructors will derive further insights into the different dimensions of a teacher's roles and responsibilities in authentic TVET classrooms. Students will enhance their teaching capacity in a structured and supported way to achieve the required pedagogical standards for the implementation of lessons in their specialist trade/ subject at various TVET levels. They will also be able to demonstrate classroom management skills, assessment methods for monitoring and furthering of learners' progress.

| | |
|--------------------------------|--|
| Module Title | Workplace Learning 2: SBE |
| Module Code | BEdTVT/ PRAC1000 |
| Year/Semester | Y2 S2 |
| Level | 8 |
| Credits | 20 |
| Notional Learning Time | 200 hours |
| Module Type | Practicum |
| Pre-Requisite Module(s) | |
| Module Aims | The aim of the SBE component is to provide students with authentic hands-on experiences to develop high level proficiency in TVET teaching through supervised school- based practices, mentoring and reflection. |
| Learning Outcomes | By the end of the module, students should be able to: <ul style="list-style-type: none"> • Demonstrate comprehensive knowledge and understanding of teaching and learning through curricular practices. • Apply a range of pedagogical approaches adapted to a diversity of content, learners and curricular needs to achieve intended educational outcomes. • Develop, adapt and use appropriate teaching resources for different modes of instructions. • Use assessment methods to evaluate and enhance the performance of learners • Develop their professional identity through community of practice, collegiality and mentoring. |

| | | | | | | | |
|------------------------------|--|------------------------|------------------|-------------|-----------|--------------|------------------|
| Module Content | <ol style="list-style-type: none"> 1. TVET school context, curriculum, pedagogical content knowledge and needs of learners 2. Teaching and learning activities and resources for learners at different TVET curriculum levels. 3. Monitoring, feedback and evaluation of learners. 4. Teacher identity, mentoring and community of practice. | | | | | | |
| Teaching and Learning | <p>The contact time will include classroom observation by the MIE tutor/s, and TVET mentors, discussion and constructive feedback on implementation of lessons and professional growth.</p> <table> <tr> <td>Contact time</td><td>60 hours</td></tr> <tr> <td>Self-Guided</td><td>140 hours</td></tr> <tr> <td>Total</td><td>200 hours</td></tr> </table> | Contact time | 60 hours | Self-Guided | 140 hours | Total | 200 hours |
| Contact time | 60 hours | | | | | | |
| Self-Guided | 140 hours | | | | | | |
| Total | 200 hours | | | | | | |
| Assessment | <table> <tr> <td>Assessment Type</td><td>Weightage</td></tr> <tr> <td>Coursework</td><td>100%</td></tr> </table> | Assessment Type | Weightage | Coursework | 100% | | |
| Assessment Type | Weightage | | | | | | |
| Coursework | 100% | | | | | | |

14.4.5 | Research Methodology II

Rationale

Research Methodology II builds on Research Methodology I and focuses on the approach to research. This module lays emphasis on the selection and design of data-collection tools, data analysis methods as well as research report-writing. Hence this module will strengthen students' knowledge and competencies to carry out research effectively in the TVET field.

| | |
|--------------------------------|--|
| Module Title | Research Methodology II |
| Module Code | BEdTVT/RM2 1404 |
| Year/Semester | Y2 S2 |
| Level | 8 |
| Credits | 10 |
| Notional Learning Time | 100 hours |
| Module Type | Research |
| Pre-Requisite Module(s) | Research Methodology I |
| Module Aims | The aim of this module is to provide students with comprehensive knowledge and competencies in selected research design as well as data collection and analysis methods suitable for a research project in the TVET. Students will also develop report-writing skills for presenting their dissertation. |
| Learning Outcomes | By the end of the module, students should be able to: <ul style="list-style-type: none"> • Design data collection tools for qualitative and quantitative research • Analyse qualitative and quantitative data • Interpret and discuss the findings from research • Produce a research report |
| Module Content | <ol style="list-style-type: none"> 1. Research designs: action research, exploratory and explanatory case studies, experimental research 2. Data collection tools for qualitative and quantitative research 3. Qualitative data analysis 4. Quantitative data analysis 5. Organisation, presentation and interpretation of data. 6. Report-writing |

| Teaching and Learning | <p>Students' activities and time spent on each activity comprise:</p> <table border="1" data-bbox="564 333 1366 515"> <tr> <td>Contact time</td><td>60 hours</td></tr> <tr> <td>Self-Guided</td><td>140 hours</td></tr> <tr> <td>Total</td><td>200 hours</td></tr> </table> <p>The contact time will include lectures, tutor-led seminars, critical support group activities and presentation in a blended mode.</p> | Contact time | 60 hours | Self-Guided | 140 hours | Total | 200 hours |
|------------------------------|--|-----------------|-----------|-------------|-----------|--------------|------------------|
| Contact time | 60 hours | | | | | | |
| Self-Guided | 140 hours | | | | | | |
| Total | 200 hours | | | | | | |
| Assessment | <table border="1" data-bbox="564 721 1366 873"> <tr> <th>Assessment Type</th><th>Weightage</th></tr> <tr> <td>Coursework</td><td>100%</td></tr> </table> | Assessment Type | Weightage | Coursework | 100% | | |
| Assessment Type | Weightage | | | | | | |
| Coursework | 100% | | | | | | |

14.5 | Year 3 Semester 1 Modules

14.5.1 | Mentoring

Rationale

Mentorship in education is a symbiotic relationship in which experienced teachers share knowledge and expertise to novice teachers to enhance their practice. The development of mentoring competencies is also essential, within TVET institutions for building robust professional learning relationship among staff as a transactional process of support that benefits the mentor, the mentee and the institution. This module will expose students to fundamental mentoring concepts and theories. Students will develop the necessary knowledge, skills and attitudes to plan, develop, implement and evaluate enabling structures and processes for successful mentoring.

| | |
|--------------------------------|---|
| Module Title | Mentoring |
| Module Code | BEd TVT 1501 |
| Year/Semester | Y3 S1 |
| Level | 7 |
| Credits | 10 |
| Notional Learning Time | 100 hours |
| Module Type | Education |
| Pre-Requisite Module(s) | |
| Module Aims | This module aims to develop students' knowledge and understanding of mentoring concepts to enable them to implement structures and processes for successful mentoring. |
| Learning Outcomes | By the end of the module, students should be able to: <ul style="list-style-type: none"> • Demonstrate an understanding of relevant concepts, theories and the process of mentoring based on research in TVET • Discuss the roles, responsibilities and qualities of TVET mentors and mentees • Develop relevant tools for assessment and monitoring • Implement and evaluate enabling structures and processes for successful mentoring • Reflect on strategies to overcome challenges in mentoring relationships in TVET |

| | | | | | | | |
|------------------------------|--|------------------------|------------------|-------------|----------|--------------|------------------|
| Module Content | <ol style="list-style-type: none"> 1. Definitions, types of mentoring: traditional, non-traditional, formal and informal mentoring, situated learning theory, Mezirow's learning theory 2. Approaches to mentoring: directive, supervisory, collaborative and alternatives, and the mentoring process: initiation, cultivation, separation, redefinition Roles and responsibilities of TVET mentor and mentee, essential mentoring qualities, 3. Relevant tools for assessment and monitoring of the mentoring process (using technological tools) 4. Enabling structures and processes: enabling structures, support mechanism, induction, and conversations 5. Potential issues, ethics, strategies to overcome challenges in TVET sector | | | | | | |
| Teaching and Learning | <p>Students' activity and time spent on each activity comprises:</p> <table border="1"> <tr> <td>Contact time</td><td>45 hours</td></tr> <tr> <td>Self-Guided</td><td>55 hours</td></tr> <tr> <td>Total</td><td>100 hours</td></tr> </table> <p>The contact time will include: Lecture, brainstorming, discussion, case study and presentation (Online mode)</p> | Contact time | 45 hours | Self-Guided | 55 hours | Total | 100 hours |
| Contact time | 45 hours | | | | | | |
| Self-Guided | 55 hours | | | | | | |
| Total | 100 hours | | | | | | |
| Assessment | <table border="1"> <tr> <td>Assessment Type</td><td>Weightage</td></tr> <tr> <td>Coursework</td><td>100%</td></tr> </table> | Assessment Type | Weightage | Coursework | 100% | | |
| Assessment Type | Weightage | | | | | | |
| Coursework | 100% | | | | | | |

14.5.2 | Supporting TVET Learners with Emotional and Behavioural Difficulties

Rationale

Learners with Emotional and Behavioural Difficulties (EBD) experience conditions such as depression, anxiety, attention-deficit/hyperactivity disorder, and conduct disorders. Research studies indicate that the academic and vocational performance, social interactions, and well-being of a learner within the TVET classroom environment are influenced by EBD. The incidence of Emotional and Behavioural Difficulties (EBD) among TVET learners thus represents an urgent issue that needs to be addressed to improve educational outcomes. Through this module students will develop knowledge, skills and dispositions to support TVET learners with Emotional and Behavioural Difficulties.

| | |
|--------------------------------|--|
| Module Title | Supporting TVET Learners with Emotional and Behavioural Difficulties |
| Module Code | BEdTVT 1502 |
| Year/Semester | Y3 S1 |
| Level | 7 |
| Credits | 10 |
| Notional Learning Time | 100 hours |
| Module Type | Education |
| Pre-Requisite Module(s) | |
| Module Aims | This module aims to develop students' understanding of EBD and skills to apply appropriate intervention strategies to address the emotional and behavioural needs of TVET learners. |
| Learning Outcomes | By the end of the module, students should be able to: <ul style="list-style-type: none"> • Demonstrate an understanding of the nature and causes of emotional and behavioural difficulties among TVET learners in the contemporary era. • Use existing tools to identify the signs and symptoms of various emotional and behavioural difficulties. • Explain the impact of EBD on learning and development of their learners. • Apply appropriate intervention strategies to support learners. |

| | | | | | | | |
|-----------------------|--|-----------------|-----------|-------------|----------|-------|-----------|
| Module Content | <div><div>1. Emotional and Behavioural Difficulties:</div><div><div>– Definition, types, prevalence, and causes among learners</div></div></div> <div><div>2. Tools for identification of signs and symptoms of specific emotional and behavioral difficulties.</div><div><div>– ICT-based screening tools (online behavioural rating scale, Strengths and Difficulties Questionnaire)</div><div>– Behavioral and Emotional Screening System (BESS)</div></div></div> <div><div>3. Impact of EBD on Learning and Development of learners:</div><div><div>– Effects on academic and vocational performance, social interactions, and overall development.</div></div></div> <div><div>4. Intervention Strategies for supporting learners with EBD:</div><div><div>– behavioural interventions, social skills training, and emotional regulation strategies.</div></div></div> | | | | | | |
| Teaching and Learning | <div>Students’ activity and time spent on each activity comprises:</div> <table><tr><td>Contact time</td><td>45 hours</td></tr><tr><td>Self-Guided</td><td>55 hours</td></tr><tr><td>Total</td><td>100 hours</td></tr></table> | Contact time | 45 hours | Self-Guided | 55 hours | Total | 100 hours |
| Contact time | 45 hours | | | | | | |
| Self-Guided | 55 hours | | | | | | |
| Total | 100 hours | | | | | | |
| Assessment | <table><tr><td>Assessment Type</td><td>Weightage</td></tr><tr><td>Coursework</td><td>100%</td></tr></table> | Assessment Type | Weightage | Coursework | 100% | | |
| Assessment Type | Weightage | | | | | | |
| Coursework | 100% | | | | | | |

14.5.3 | Quality Assurance and Enhancement in TVET

Rationale

Quality assurance and quality enhancement are important in education to maintain and promote quality education and training. By embedding quality assurance standards in TVET and enhancement practices, the education system will be ensuring a high-quality teaching and learning environment in line with the philosophy of the national reforms in education and the Government's 2030 vision. This module is designed to develop students' professional knowledge and understanding of the Mauritius' Quality Assurance Framework for continuous improvement and innovation processes for sustained effectiveness of the TVET sector.

| | |
|--------------------------------|--|
| Module Title | Quality Assurance and Enhancement in TVET |
| Module Code | BEd TVT 1503 |
| Year/Semester | Y3 S1 |
| Level | 8 |
| Credits | 10 |
| Notional Learning Time | 100 hours |
| Module Type | Specialisation |
| Pre-Requisite Module(s) | |
| Module Aims | The aim of this module is to equip students with broad professional knowledge and understanding of Quality Assurance, and the Quality Enhancement practices for TVET. |
| Learning Outcomes | By the end of the module, students should be able to: <ul style="list-style-type: none"> • Demonstrate broad knowledge and systematic understanding of Quality Assurance and Quality Enhancement concepts and processes for TVET. • Make use of advanced knowledge of quality orientations to engage in quality improvement and effectiveness in TVET. • Use data effectively to design and establish quality enhancement practices for implementation. |

| | | | | | | | |
|------------------------------|---|------------------------|------------------|-------------|----------|--------------|------------------|
| Module Content | <ol style="list-style-type: none"> 1. Educational policies and reforms, and their implications for effectiveness and improvement. 2. Quality assurance theories, concepts, and frameworks for TVET. 3. Quality enhancement theories, concepts and processes for TVET. | | | | | | |
| Teaching and Learning | <p>Students' activity and time spent on each activity comprises:</p> <table border="1"> <tr> <td>Contact time</td><td>45 hours</td></tr> <tr> <td>Self-Guided</td><td>55 hours</td></tr> <tr> <td>Total</td><td>100 hours</td></tr> </table> <p>The contact time will include face to face lectures, online classes, brainstorming, class discussion, presentation and workshop</p> | Contact time | 45 hours | Self-Guided | 55 hours | Total | 100 hours |
| Contact time | 45 hours | | | | | | |
| Self-Guided | 55 hours | | | | | | |
| Total | 100 hours | | | | | | |
| Assessment | <table border="1"> <tr> <td>Assessment Type</td><td>Weightage</td></tr> <tr> <td>Coursework</td><td>100%</td></tr> </table> | Assessment Type | Weightage | Coursework | 100% | | |
| Assessment Type | Weightage | | | | | | |
| Coursework | 100% | | | | | | |

14.5.4 | Workplace Safety and Wellbeing

Rationale

A safe work environment is essential for personal wellbeing and increased productivity. Recent studies have shown that safety at work and how people feel about their working environment influence their personal health and wellbeing. This module addresses common occupational health and safety issues and the implementation of safety standards to promote wellbeing in the TVET work environment.

| | |
|--------------------------------|--|
| Module Title | Workplace Safety and Wellbeing |
| Module Code | BEdTVT 1504 |
| Year/Semester | Y3 S1 |
| Level | 8 |
| Credits | 10 |
| Notional Learning Time | 100 hours |
| Module Type | Specialisation |
| Pre-Requisite Module(s) | |
| Module Aims | The aim of this module is to equip students with broad knowledge of, skills in, and dispositions towards health and safety practices to promote wellbeing in the TVET work environment. |
| Learning Outcomes | By the end of the module, students should be able to: <ul style="list-style-type: none"> • Demonstrate broad conceptual knowledge and understanding of health and safety practices and standards in TVET. • Discuss the impact of work practices and work environment on health and wellbeing. • Carry out risks assessments in the workplace in line with safety standards. • Discuss a range of technological systems to enhance safe work practices |

| | | | | | | | |
|------------------------------|---|------------------------|------------------|-------------|----------|--------------|------------------|
| Module Content | <ol style="list-style-type: none"> 1. Safe working environment, occupational health and wellbeing 2. Physical, mental and social health: healthy behaviour, safe and unsafe working conditions, substance abuse and workplace violence 3. Risk assessment schedules, environmental hazards, accidents, injury 4. Safety measures and Standards: PPE, OSHA, ISO 45001:2018 Technology for workplace safety: CCTV, Predictive models, Automation. | | | | | | |
| Teaching and Learning | <p>Students' activity and time spent on each activity comprises:</p> <table border="1"> <tr> <td>Contact time</td><td>45 hours</td></tr> <tr> <td>Self-Guided</td><td>55 hours</td></tr> <tr> <td>Total</td><td>100 hours</td></tr> </table> <p>The contact time will include lectures (online/face-to-face), practicals, field trip, class discussions, class presentations.</p> | Contact time | 45 hours | Self-Guided | 55 hours | Total | 100 hours |
| Contact time | 45 hours | | | | | | |
| Self-Guided | 55 hours | | | | | | |
| Total | 100 hours | | | | | | |
| Assessment | <table border="1"> <tr> <td>Assessment Type</td><td>Weightage</td></tr> <tr> <td>Coursework</td><td>100%</td></tr> </table> | Assessment Type | Weightage | Coursework | 100% | | |
| Assessment Type | Weightage | | | | | | |
| Coursework | 100% | | | | | | |

14.5.5 | Research Project

Rationale

The Research Project is a key component of the B.Ed (Hons) TVET Programme which aims at developing the necessary knowledge, skills and attitudes of students in carrying out research in TVET context. It provides an opportunity to students to expand and advance their organisational, investigative, problem-solving, decision-making and analytical research skills related to their field of study. Through this module, students will be able to design, carry out and report on an original research study carried out in TVET context.

| | |
|--------------------------------|--|
| Module Title | Research Project |
| Module Code | BEdTVT/RP 2000 |
| Year/Semester | Y3 S1 and S2 |
| Level | 8 |
| Credits | 40 |
| Notional Learning Time | 400 hours |
| Module Type | Research |
| Pre-Requisite Module(s) | Research Methodology I; Research Methodology II |
| Module Aims | The aim of the Research Project is to develop the necessary knowledge, skills and attitudes of students for carrying out research in TVET. |
| Learning Outcomes | <p>Through the Research Project, students should be able to:</p> <ul style="list-style-type: none"> • Formulate aims, objectives and research questions in relation to an area of interest • Engage critically with a range of conceptual, theoretical and research-based resources in selected areas of TVET literature. • Identify appropriate research methods and develop research design. • Design and use data collection tools • Analyse data and critically discuss the findings in relation to literature • Draw relevant conclusions and recommendations. • Demonstrate knowledge of ethical considerations, affordances and limitations in relation to own research study. |

| | | | | | | | | |
|-----------------------|---|--|-----------------|-----------|-------------|-----------|-------|-----------|
| Module Content | <div>1. Problem statement and research questions</div> <div>2. Literature review</div> <div>3. Research design and design methods</div> <div>4. Data collection and analysis</div> <div>5. Research findings, conclusions and recommendations</div> <div>6. Research ethics</div> <div>7. Affordances and limitations</div> | | | | | | | |
| Teaching and Learning | <div>The contact time will include 5 supervision sessions and 5 tutor- mediated critical study group sessions.</div> <table><tr><td>Contact time</td><td>20 hours</td></tr><tr><td>Self-Guided</td><td>380 hours</td></tr><tr><td>Total</td><td>400 hours</td></tr></table> | | Contact time | 20 hours | Self-Guided | 380 hours | Total | 400 hours |
| Contact time | 20 hours | | | | | | | |
| Self-Guided | 380 hours | | | | | | | |
| Total | 400 hours | | | | | | | |
| Assessment | <table><tr><td>Assessment Type</td><td>Weightage</td></tr><tr><td>Coursework</td><td>100%</td></tr></table> | | Assessment Type | Weightage | Coursework | 100% | | |
| Assessment Type | Weightage | | | | | | | |
| Coursework | 100% | | | | | | | |

14.6 | Year 3 Semester 2 Modules

14.6.1 | Teacher Leadership

Rationale

Recent studies support the distribution of leadership within educational institutions by encouraging teachers to take leadership roles and become teacher leaders. Teacher leaders have the ability and expertise to influence and mobilise resources to increase the success of the institution. They lead and drive positive transformations within their educational communities. This module will equip TVET instructors with teacher leadership knowledge, skills and competencies to take initiatives to improve practice and act strategically with colleagues to bring about successful changes in their professional contexts.

| | |
|--------------------------------|--|
| Module Title | Teacher Leadership |
| Module Code | BEd TVT 1601 |
| Year/Semester | Y3 S2 |
| Level | 7 |
| Credits | 10 |
| Notional Learning Time | 100 hours |
| Module Type | Specialisation |
| Pre-Requisite Module(s) | |
| Module Aims | The aim of this module is to provide students with broad knowledge, skills and competencies to improve professional practices for successful changes in the TVET context. |
| Learning Outcomes | By the end of the module, students should be able to: <ul style="list-style-type: none"> • Demonstrate broad knowledge and understanding of concepts and models of teacher leadership. • Demonstrate skills for change management design teacher leadership strategies to drive a positive transformation within their institutions. |

| | | | | | | | | |
|-----------------------|---|--|-----------------|-----------|-------------|----------|-------|-----------|
| Module Content | <div>1. Concepts and models of teacher leadership: power, influence, Kentucky Teacher leadership model, Ohio Teacher Leadership model.</div> <div>2. Models of change: Lewin's change management model: McKinsey 7-S model: Kotter's change management theory: ADKAR change management model.</div> <div>3. Elements of a change-oriented teacher leadership model: vision, core principles, leadership roles, change initiatives, support mechanisms, evaluation and feedback.</div> | | | | | | | |
| Teaching and Learning | <div>Students' activity and time spent on each activity comprises:</div> <table><tr><td>Contact time</td><td>45 hours</td></tr><tr><td>Self-Guided</td><td>55 hours</td></tr><tr><td>Total</td><td>100 hours</td></tr></table> | | Contact time | 45 hours | Self-Guided | 55 hours | Total | 100 hours |
| Contact time | 45 hours | | | | | | | |
| Self-Guided | 55 hours | | | | | | | |
| Total | 100 hours | | | | | | | |
| Assessment | <table><tr><td>Assessment Type</td><td>Weightage</td></tr><tr><td>Coursework</td><td>100%</td></tr></table> | | Assessment Type | Weightage | Coursework | 100% | | |
| Assessment Type | Weightage | | | | | | | |
| Coursework | 100% | | | | | | | |

14.6.2 | Technical and Vocational Education for Sustainability

Rationale

The UN Decade of Education for Sustainable Development and Agenda 2030 call for all countries to meet capacity for training, technical know-how and strengthening national institutions in economically viable, socially relevant and environmentally sound development. This call has broadened the scope of the Technical and Vocational Education and Training (TVET) from the narrow task of providing occupation-specific skills and training for industry to the broader charter of workforce for sustainable development. It is therefore important to integrate this transformation into fields like industry, trade, and emerging technologies, while ensuring environmental sustainability. This module enables TVET practitioners to develop sustainability practices, skills, values and attitudes.

| | |
|--------------------------------|--|
| Module Title | Technical and Vocational Education for Sustainability |
| Module Code | BEdTVT 1602 |
| Year/Semester | Y3 S2 |
| Level | 8 |
| Credits | 10 |
| Notional Learning Time | 100 hours |
| Module Type | Specialisation |
| Pre-Requisite Module(s) | |
| Module Aims | The aim of this module is to equip students with competencies to actively promote sustainable practices in their professional settings. |
| Learning Outcomes | By the end of the module, students should be able to: <ul style="list-style-type: none"> • Demonstrate comprehensive knowledge and discerning understanding of principles and concepts related to sustainability, sustainability skills and values in TVET. • Critically discuss existing TVET curricula through the lens of sustainability. • Integrate sustainability concepts and practices effectively, based on the latest research, into their teaching and learning methodologies. |

| Module Content | <ol style="list-style-type: none"> 1. Sustainability pillars: Environmental, Social, Political and Economic 2. Sustainability-related concepts: Sustainable development; climate change; sustainable green and blue economy; resource and waste management; green technologies; social responsibility; sustainable production and consumption. 3. Sustainability skills and values in TVET: Problem solving skills; critical thinking skills; interdisciplinary skills; management and entrepreneurship skills; community engagement; ethical and responsible conduct. 4. Vocational curricula and sustainability. 5. Pedagogical approach for sustainability: Whole school/institution approach | | | | | | | | |
|------------------------------|---|-----------------|-----------|-------------|----------|--------------|------------------|--------------|-------------|
| Teaching and Learning | <p>Students' activity and time spent on each activity comprises:</p> <table border="1"> <tr> <td>Contact time</td><td>45 hours</td></tr> <tr> <td>Self-Guided</td><td>55 hours</td></tr> <tr> <td>Total</td><td>100 hours</td></tr> </table> <p>The contact time will include lecture, inquiry learning, case studies, peer learning and group work.</p> | Contact time | 45 hours | Self-Guided | 55 hours | Total | 100 hours | | |
| Contact time | 45 hours | | | | | | | | |
| Self-Guided | 55 hours | | | | | | | | |
| Total | 100 hours | | | | | | | | |
| Assessment | <table border="1"> <tr> <th>Assessment Type</th><th>Weightage</th></tr> <tr> <td>Coursework</td><td>100%</td></tr> <tr> <td>Examination</td><td>50%</td></tr> <tr> <td>Total</td><td>100%</td></tr> </table> | Assessment Type | Weightage | Coursework | 100% | Examination | 50% | Total | 100% |
| Assessment Type | Weightage | | | | | | | | |
| Coursework | 100% | | | | | | | | |
| Examination | 50% | | | | | | | | |
| Total | 100% | | | | | | | | |

14.6.3 | Ethics in TVET Education

Rationale

While many issues within the educational setting can be readily addressed, not every situation encountered by teachers lends itself to simplistic resolution. Regardless of the complexity of the dilemma, every teacher requires a trained sensitivity to ethical issues for appropriate ethical decision-making. In this context, TVET practitioners need to be sensitive to the ethical dimensions of educational practice and demonstrate discernment and respect for the explicit and implicit ethical codes of the profession. This module will provide students with the opportunity to engage in a critical examination of the principles and practices associated with ethical decision-making in the vocational context based on currency and research. Through critical discussions, case studies and practical exercises, students will get the opportunity to analyse various ethical dilemmas and challenges and apply strategies to promote integrity and ethical behaviour within their professional and educational settings.

| | |
|--------------------------------|--|
| Module Title | Ethics in TVET Education |
| Module Code | BEd TVT 1603 |
| Year/Semester | Y3 S2 |
| Level | 8 |
| Credits | 10 |
| Notional Learning Time | 100 hours |
| Module Type | Specialisation |
| Pre-Requisite Module(s) | |
| Module Aims | The aim of this module is to develop students' knowledge, attitudes and allow them to strengthen their own ethical decision-making skills within TVET. |
| Learning Outcomes | By the end of the module, students should be able to: <ul style="list-style-type: none"> • Demonstrate advanced knowledge and understanding of ethical dimensions within the TVET context. • Apply different ethical frameworks to provide insights and solutions to problems while being aware of the limitations of the proposed solutions. • Use appropriate pathways to address ethical challenges. |

| | | | | | | | |
|------------------------------|---|------------------------|------------------|-------------|----------|--------------|------------------|
| Module Content | <ol style="list-style-type: none"> 1. Ethics in learning and teaching: 5 pillars of ethics, environment, student-teacher interactions, code of ethics, misconduct, and reporting procedures. 2. Ethical frameworks: Utilitarian Approach, Rights Approach, Fairness/Justice Approach, Common Good Approach and Virtue Approach. 3. Power dynamics and Ethical challenges in balancing competing interests and ethical obligations 4. Process to address ethical challenges through self-reflection and collaboration. | | | | | | |
| Teaching and Learning | <p>Students' activity and time spent on each activity comprises:</p> <table border="1"> <tr> <td>Contact time</td><td>45 hours</td></tr> <tr> <td>Self-Guided</td><td>55 hours</td></tr> <tr> <td>Total</td><td>100 hours</td></tr> </table> <p>The contact time will include lectures, brainstorming, case-based learning, group discussions. and project-based learning in a blended mode</p> | Contact time | 45 hours | Self-Guided | 55 hours | Total | 100 hours |
| Contact time | 45 hours | | | | | | |
| Self-Guided | 55 hours | | | | | | |
| Total | 100 hours | | | | | | |
| Assessment | <table border="1"> <tr> <td>Assessment Type</td><td>Weightage</td></tr> <tr> <td>Coursework</td><td>100%</td></tr> </table> | Assessment Type | Weightage | Coursework | 100% | | |
| Assessment Type | Weightage | | | | | | |
| Coursework | 100% | | | | | | |

14.7 | Elective Modules

14.7.1 | Active and Healthy Living

Rationale

The World Health Organisation (WHO) and the Centers for Disease Control and Prevention (CDC) have consistently highlighted the importance of regular exercise in maintaining health. As such, the ability to devise strategies and practice healthy lifestyle changes can impact the personal and professional lives of TVET instructors and their learners. This module will provide students with comprehensive knowledge and understanding to engage them in a practical, experiential journey to adopt a healthy lifestyle and promote it in their educational environments. Additionally, the module will empower students with the competencies to design, initiate, execute, and critically evaluate personal fitness plans.

| | |
|--------------------------------|--|
| Module Title | Active and Healthy Living |
| Module Code | BEd TVT/EL 01 |
| Year/Semester | Y3 S1/ S2 |
| Level | 8 |
| Credits | 10 |
| Notional Learning Time | 100 hours |
| Module Type | Elective |
| Pre-Requisite Module(s) | |
| Module Aims | The aim of this module is to empower students with comprehensive knowledge of the importance of physical activities and skills to develop, implement, and critically evaluate their personal fitness programs. |

| | | | | | | | |
|------------------------------|---|------------------------|------------------|-------------|----------|--------------|------------------|
| Learning Outcomes | <p>By the end of the module, students should be able to:</p> <ul style="list-style-type: none"> • Demonstrate a comprehensive knowledge and understanding of the role of regular physical activity in health maintenance, disease prevention, and overall well-being. • Explore a range of strategies for the prevention and management of Non-Communicable Diseases through lifestyle modifications. • Design, implement and assess personalised fitness plans. • Critically reflect on the long-term benefits of a healthy lifestyle and devise strategies to influence and inspire healthy changes in personal, professional, and community spheres. | | | | | | |
| Module Content | <ol style="list-style-type: none"> 1. Health benefits of regular physical activity (health maintenance, disease prevention, overall well-being) 2. Non-communicable diseases (NCD) (behavioral risk factors for NCD, lifestyle approaches to NCD prevention, diet, exercise and NCD management) 3. Personal fitness planning (design and implementation of personalised fitness plan, health-related fitness test, evaluation and feedback mechanisms in fitness planning) 4. Healthy Lifestyle Practices and Physical Activities (personal, professional and community spheres, Indoor and outdoor activities) | | | | | | |
| Teaching and Learning | <p>Students' activity and time spent on each activity comprises:</p> <table border="1"> <tr> <td>Contact time</td><td>45 hours</td></tr> <tr> <td>Self-Guided</td><td>55 hours</td></tr> <tr> <td>Total</td><td>100 hours</td></tr> </table> | Contact time | 45 hours | Self-Guided | 55 hours | Total | 100 hours |
| Contact time | 45 hours | | | | | | |
| Self-Guided | 55 hours | | | | | | |
| Total | 100 hours | | | | | | |
| Assessment | <table border="1"> <tr> <td>Assessment Type</td><td>Weightage</td></tr> <tr> <td>Coursework</td><td>100%</td></tr> </table> | Assessment Type | Weightage | Coursework | 100% | | |
| Assessment Type | Weightage | | | | | | |
| Coursework | 100% | | | | | | |

14.7.2 | Design for a sustainable world

Rationale

Sustainable practices are being encouraged to meet the current needs of the world while considering the needs of the future generation. This module will emphasise the use of green materials in sustainable design projects at TVET level. Thus, it will allow students to acquire competencies to develop sustainable solutions to real life problematic situations.

| | |
|--------------------------------|--|
| Module Title | Design for a sustainable world |
| Module Code | BEd TVT/EL 02 |
| Year/Semester | Y3 S1/ S2 |
| Level | 8 |
| Credits | 10 |
| Notional Learning Time | 100 hours |
| Module Type | Elective |
| Pre-Requisite Module(s) | |
| Module Aims | This module aims at developing students' competencies to apply green design in systems and products for addressing real life problems |
| Learning Outcomes | By the end of the module, students should be able to: <ul style="list-style-type: none"> • Demonstrate a discerning understanding of the concept of green designs, eco-friendly resources, and sustainable practices. • Analyse critically the different 'R's and their use in designs of products and systems. • Design and realise green artefacts and systems in real life situations. • Evaluate the impact of sustainable artefacts and systems on the society and environment. |

| | | | | | | | |
|------------------------------|---|------------------------|------------------|-------------|----------|--------------|------------------|
| Module Content | <ol style="list-style-type: none"> 1. Green designs and Sustainable practices 2. Eco-friendly materials, products, and systems 3. The different R's: reduce, reuse, repair, repurpose, and recycling, 4. Problem identification needs analysis and sustainable design solutions using technology. 5. Impact of sustainable artefacts and systems on society and environment. | | | | | | |
| Teaching and Learning | <p>Students' activity and time spent on each activity comprises:</p> <table> <tr> <td>Contact time</td><td>45 hours</td></tr> <tr> <td>Self-Guided</td><td>55 hours</td></tr> <tr> <td>Total</td><td>100 hours</td></tr> </table> | Contact time | 45 hours | Self-Guided | 55 hours | Total | 100 hours |
| Contact time | 45 hours | | | | | | |
| Self-Guided | 55 hours | | | | | | |
| Total | 100 hours | | | | | | |
| Assessment | <table> <tr> <td>Assessment Type</td><td>Weightage</td></tr> <tr> <td>Coursework</td><td>100%</td></tr> </table> | Assessment Type | Weightage | Coursework | 100% | | |
| Assessment Type | Weightage | | | | | | |
| Coursework | 100% | | | | | | |

14.7.3 | Developing Instructional Materials for TVET

Rationale

Research has shown that Instructional materials help to effectively support teaching and learning. Teaching in TVET is trade-oriented and TVET instructors should be equipped with the necessary competencies to develop instructional materials suitable for their specific trade/subject. This module will provide students with knowledge and skills to design, produce and evaluate a range of instructional materials.

| | |
|--------------------------------|--|
| Module Title | Developing Instructional Materials for TVET |
| Module Code | BEd TVT/EL 03 |
| Year/Semester | Y3 S1/ S2 |
| Level | 8 |
| Credits | 10 |
| Notional Learning Time | 100 hours |
| Module Type | Elective |
| Pre-Requisite Module(s) | |
| Module Aims | The aim of this module is to equip students with broad knowledge and skills for the development of instructional materials appropriate for teaching in specific trade/subject at TVET level. |
| Learning Outcomes | By the end of the module, students should be able to: <ul style="list-style-type: none"> • Explore the principles to design and develop instructional materials. • Design instructional materials adapted to teach in TVET. • Produce, edit and revise instructional materials using different techniques and technology. • Evaluate the effectiveness of instructional materials in TVET classroom. |

| | | | | | | | | |
|-----------------------|--|--|-----------------|-----------|-------------|----------|-------|-----------|
| Module Content | <div>1. Principles to design and develop instructional materials</div> <div>2. Stages in the design and production of instructional materials</div> <div>3. Techniques to produce, edit and revise instructional materials: model making, videos, Open Educational Resources (OER)</div> <div>4. TVET instructional materials, evaluation and improvements: application, feedback, and modifications</div> | | | | | | | |
| Teaching and Learning | <div>Students' activity and time spent on each activity comprises:</div> <table><tr><td>Contact time</td><td>45 hours</td></tr><tr><td>Self-Guided</td><td>55 hours</td></tr><tr><td>Total</td><td>100 hours</td></tr></table> | | Contact time | 45 hours | Self-Guided | 55 hours | Total | 100 hours |
| Contact time | 45 hours | | | | | | | |
| Self-Guided | 55 hours | | | | | | | |
| Total | 100 hours | | | | | | | |
| Assessment | <table><tr><td>Assessment Type</td><td>Weightage</td></tr><tr><td>Coursework</td><td>100%</td></tr></table> | | Assessment Type | Weightage | Coursework | 100% | | |
| Assessment Type | Weightage | | | | | | | |
| Coursework | 100% | | | | | | | |

14.7.4 | Digital Photography

Rationale

Photography is a powerful tool in the current education system where teachers can use printed and digital photographs in teaching and learning. For TVET instructors, digital photography can enhance their teaching in different subject areas, through the creation of context-relevant teaching and learning resources. Through this module, students will develop a comprehensive understanding and a range of skills, techniques and processes in digital photography, hence fostering a more creative and enriched environment for teaching and learning within the TVET context.

| | |
|--------------------------------|---|
| Module Title | Digital Photography |
| Module Code | BEd TVT/EL 04 |
| Year/Semester | Y3 S1/ S2 |
| Level | 8 |
| Credits | 10 |
| Notional Learning Time | 100 hours |
| Module Type | Elective |
| Pre-Requisite Module(s) | |
| Module Aims | The aim of this module is to develop in students a comprehensive understanding and specialist skills in digital photography to enhance teaching and learning in the TVET context. |
| Learning Outcomes | By the end of the module, students should be able to: <ul style="list-style-type: none"> • Demonstrate a comprehensive understanding of the principles of digital photography. • Apply digital photography techniques to capture effective images for teaching and learning. • Edit photographs using digital tools. • Use digital photography to create engaging and informative teaching materials. • Analyse the contribution and relevance of and ethics in digital photography for teaching and learning. |

| | | | | | | | | |
|------------------------|---|--|------------------------|------------------|-------------|----------|--------------|------------------|
| Module Content | <ol style="list-style-type: none">1. Principles of digital photography: composition, focus, balance, lighting, perspective, and angle.2. Digital Photography techniques: close-up, indoor/outdoor, framing, play with perspective and depth.3. Image manipulation and editing using digital tools.4. Digital photography in teaching and learning: resource creation, creativity and ethics. | | | | | | | |
| Teaching and Learning | <p>Students' activity and time spent on each activity comprises:</p> <table><tr><td>Contact time</td><td>45 hours</td></tr><tr><td>Self-Guided</td><td>55 hours</td></tr><tr><td>Total</td><td>100 hours</td></tr></table> | | Contact time | 45 hours | Self-Guided | 55 hours | Total | 100 hours |
| Contact time | 45 hours | | | | | | | |
| Self-Guided | 55 hours | | | | | | | |
| Total | 100 hours | | | | | | | |
| Assessment | <table><tr><td>Assessment Type</td><td>Weightage</td></tr><tr><td>Coursework</td><td>100%</td></tr></table> | | Assessment Type | Weightage | Coursework | 100% | | |
| Assessment Type | Weightage | | | | | | | |
| Coursework | 100% | | | | | | | |

14.7.5 | TVET Leadership: Globalisation and the Internationalisation of Education

Rationale

TVET education in the 21st century is rapidly impacting educational systems around the world through imposed western policies rooted in economic development, particularly within postcolonial “developing” states. As such, TVET instructors must possess a critical understanding of the interconnectedness between vocational and technical education, globalisation and the internationalisation of education, beyond the preparation of occupation-specific skills, to impact TVET leadership and development locally. This module will therefore equip students with the required knowledge related to TVET, globalisation, and the internationalisation of education nexus to effectively lead institutions within the sector.

| | |
|--------------------------------|---|
| Module Title | TVET Leadership: Globalisation and the Internationalisation of Education |
| Module Code | BEd TVT/EL 05 |
| Year/Semester | Y3 S1/ S2 |
| Level | 8 |
| Credits | 10 |
| Notional Learning Time | 100 hours |
| Module Type | Elective |
| Pre-Requisite Module(s) | |
| Module Aims | The aim of this module is to develop students' knowledge of the interconnectedness between TVET, globalisation, and the internationalisation of education and equip them with leadership competencies to effectively respond to emergent challenges within the vocational and technical sector. |

| | | | | | | | |
|------------------------------|--|------------------------|------------------|-------------|----------|--------------|------------------|
| Learning Outcomes | <p>By the end of the module, students should be able to:</p> <ul style="list-style-type: none"> • Demonstrate a comprehensive understanding of the connection between TVET, globalisation, and the internationalisation of education. • Discuss leadership perspectives, practices, and processes to lead education in the TVET sector. • Develop a critical stance on TVET education in an era of postcolonisation, globalisation and internationalisation to address emergent realities, changes, and prospective challenges. | | | | | | |
| Module Content | <ol style="list-style-type: none"> 1. TVET: globalisation, and the internationalisation of education. 2. Policies and economic development. 3. Leadership perspectives, practices, and processes for TVET sector. 4. Realities, changes, and prospective challenges for the TVET sector in postcolonial “developing” states. | | | | | | |
| Teaching and Learning | <p>Students’ activity and time spent on each activity comprises:</p> <table border="1"> <tr> <td>Contact time</td><td>45 hours</td></tr> <tr> <td>Self-Guided</td><td>55 hours</td></tr> <tr> <td>Total</td><td>100 hours</td></tr> </table> <p>The contact time will include face to face lectures, online classes, brainstorming, class discussion, presentation and workshop.</p> | Contact time | 45 hours | Self-Guided | 55 hours | Total | 100 hours |
| Contact time | 45 hours | | | | | | |
| Self-Guided | 55 hours | | | | | | |
| Total | 100 hours | | | | | | |
| Assessment | <table border="1"> <tr> <td>Assessment Type</td><td>Weightage</td></tr> <tr> <td>Coursework</td><td>100%</td></tr> </table> | Assessment Type | Weightage | Coursework | 100% | | |
| Assessment Type | Weightage | | | | | | |
| Coursework | 100% | | | | | | |

14.7.6 | Teaching of Movement and Physical Education

Rationale

The teaching of Movement and Physical Education (MPE) can lead to improved student health, higher levels of physical fitness, and better overall well-being. Additionally, studies have shown that quality physical education teaching positively impacts students' physical, emotional and social health. This module focuses on the development of pedagogical skills and MPE competencies of TVET instructors. Through this module, students will be able to effectively teach MPE classes.

| | |
|--------------------------------|--|
| Module Title | Teaching of Movement and Physical Education |
| Module Code | BEd TVT/EL 06 |
| Year/Semester | Y3 S1/ S2 |
| Level | 8 |
| Credits | 10 |
| Notional Learning Time | 100 hours |
| Module Type | Elective |
| Pre-Requisite Module(s) | |
| Module Aims | The aim of this module is to empower students with broad knowledge, skills and dispositions to plan and conduct movement and physical education classes. |
| Learning Outcomes | By the end of the module, students should be able to: <ul style="list-style-type: none"> • Demonstrate broad knowledge and systematic understanding of movement and physical education as a specialised field of study. • Demonstrate use of a range of skills and techniques relevant to the teaching of Movement and Physical Education. • Draw on a range of conceptual and theoretical resources to adapt PE strategies to suit the requirements of TVET learners. • Design and implement activities to enhance physical fitness, emotional health, and social skills. |

| Module Content | <ol style="list-style-type: none"> 1. Movement and Physical Education (historical and philosophical foundations, core principles and concepts of MPE, scientific foundations of MPE, contemporary issues and trends). 2. Teaching Methods in Movement and Physical Education (instructional strategies in MPE, fundamental movement skills, creative movement and dance, teaching aids and equipment, classroom management and safety, lesson plans, assessment techniques in MPE). 3. Physical Education Strategies for TVET Learners (differentiated instruction in TVET, motivation and engagement in PE, integration of soft skills in PE, inclusive practices in TVET, health and wellness in MPE, psychological and sociocultural aspects). 4. Health, Fitness, and Well-Being (components of physical fitness, emotional health benefits of physical activity, social and emotional learning through MPE). | | | | | | |
|---|---|-----------------|-----------|---|----------|--------------|------------------|
| Teaching and Learning | <p>Students' activity and time spent on each activity comprises:</p> <table border="1"> <tr> <td>Contact time</td><td>45 hours</td></tr> <tr> <td>Self-Guided</td><td>55 hours</td></tr> <tr> <td>Total</td><td>100 hours</td></tr> </table> <p>The contact time will include lectures, demonstration, experiential learning, brainstorming, group work, hands-on activities and class discussion.</p> | Contact time | 45 hours | Self-Guided | 55 hours | Total | 100 hours |
| Contact time | 45 hours | | | | | | |
| Self-Guided | 55 hours | | | | | | |
| Total | 100 hours | | | | | | |
| Assessment | <table border="1"> <tr> <th>Assessment Type</th><th>Weightage</th></tr> <tr> <td>Continuous Assessment Class Test – 30% Practical Assessment – 30% Written Assignment – 40%</td><td>100%</td></tr> <tr> <td>Total</td><td>100%</td></tr> </table> | Assessment Type | Weightage | Continuous Assessment Class Test – 30% Practical Assessment – 30% Written Assignment – 40% | 100% | Total | 100% |
| Assessment Type | Weightage | | | | | | |
| Continuous Assessment Class Test – 30% Practical Assessment – 30% Written Assignment – 40% | 100% | | | | | | |
| Total | 100% | | | | | | |

14.7.7 | Leadership and Management in Education

Rationale

Recent studies show that leadership and management skills are integral for TVET instructors to ensure the effective delivery of education, responsiveness to industry needs, and the overall success and quality of the training programs they oversee. Effective leadership and management contribute significantly to the overall effectiveness of educational institutions. Equipping TVET instructors with strong leadership and management skills fosters a positive work environment, stimulates innovation, and cultivates a dedicated team committed to student success. This module aims to equip students with the necessary leadership and management skills needed to address the dynamic needs of the sector.

| | |
|--------------------------------|---|
| Module Title | Leadership and Management in Education |
| Module Code | BEd TVT/EL 07 |
| Year/Semester | Y3 S1/ S2 |
| Level | 8 |
| Credits | 10 |
| Notional Learning Time | 100 hours |
| Module Type | Elective |
| Pre-Requisite Module(s) | |
| Module Aims | The aim of this module is to provide students with comprehensive leadership and management knowledge and skills needed to address the dynamic needs of the sector |
| Learning Outcomes | By the end of the module, students should be able to: <ul style="list-style-type: none"> • Demonstrate comprehensive knowledge and understanding of concepts, principles and theories of leadership and management. • Design a leadership and management framework relevant to their context. • Analyse the application of leadership and management knowledge and skills in practice. |

| | | | | | | | |
|------------------------------|--|------------------------|------------------|-------------|----------|--------------|------------------|
| Module Content | <ol style="list-style-type: none"> 1. Concepts, principles and theories of leadership and management: influence, vision, inspiration, Trait theory, Contingency theory, Behavioural Theory, Bureaucratic management theory, administrative management theory and scientific management theory 2. Elements of a leadership and management framework: purpose and scope, goals and objectives, structure, principles and guideline 3. Visionary thinking, communication, strategic planning, conflict resolution, organizational planning, team building, delegation, project management, time management | | | | | | |
| Teaching and Learning | <p>Students' activity and time spent on each activity comprises:</p> <table> <tr> <td>Contact time</td><td>45 hours</td></tr> <tr> <td>Self-Guided</td><td>55 hours</td></tr> <tr> <td>Total</td><td>100 hours</td></tr> </table> | Contact time | 45 hours | Self-Guided | 55 hours | Total | 100 hours |
| Contact time | 45 hours | | | | | | |
| Self-Guided | 55 hours | | | | | | |
| Total | 100 hours | | | | | | |
| Assessment | <table> <tr> <td>Assessment Type</td><td>Weightage</td></tr> <tr> <td>Coursework</td><td>100%</td></tr> </table> | Assessment Type | Weightage | Coursework | 100% | | |
| Assessment Type | Weightage | | | | | | |
| Coursework | 100% | | | | | | |

14.7.8 | Sustainability in Textiles

Rationale

Understanding the concepts of Sustainability and green consumerism in Textiles is important to address issues related to consumer excesses and a throw-away society. This calls for informed decision-making and actions, particularly due to fast fashion and textile waste. It is important to equip our students with the required knowledge, skills and disposition to create awareness about sustainable clothing choices and eco-friendly textile materials. Through this module, students will be able to apply selected techniques, use scrap textile materials and apparel products, and develop strategies to minimise textile wastes through creative experimentation and innovation.

| | |
|--------------------------------|--|
| Module Title | Sustainability in Textiles |
| Module Code | BEd TVT/EL 08 |
| Year/Semester | Y3 S1/ S2 |
| Level | 8 |
| Credits | 10 |
| Notional Learning Time | 100 hours |
| Module Type | Elective |
| Pre-Requisite Module(s) | |
| Module Aims | The aim of this module is to enable students to develop competencies to engage in and promote Sustainable practices through textiles. |
| Learning Outcomes | <p>By the end of the module, students should be able to:</p> <ul style="list-style-type: none"> • Develop a critical understanding of the concepts of green consumerism and Sustainability as applied in Textiles. • Evaluate the benefits of recycling and upcycling clothing to reduce textile wastes and promote green consumerism • Explore strategies to manage environmental and consumerism issues in textile • Apply techniques to create textile products using scrap textile materials and fabric decoration • Critically reflect on sustainable practices and their impact on everyday life actions and on the community |

| Module Content | <ol style="list-style-type: none"> 1. Green consumerism, Eco-textile and Sustainability in Textiles 2. Recycling and upcycling clothing to address textile wastes issues 3. Strategies to manage environmental and consumerism impacts 4. Fabric decoration techniques 5. Sustainability in everyday life and in the community | | | | | | |
|------------------------------|---|-----------------|-----------|-------------|----------|--------------|------------------|
| Teaching and Learning | <p>Students' activity and time spent on each activity comprises:</p> <table> <tr> <td>Contact time</td><td>45 hours</td></tr> <tr> <td>Self-Guided</td><td>55 hours</td></tr> <tr> <td>Total</td><td>100 hours</td></tr> </table> <p>The contact time will include: Brainstorming, discussion (online/face-to-face), demonstration, lecture (online/face-to-face), project-based learning and practical hands-on activities</p> | Contact time | 45 hours | Self-Guided | 55 hours | Total | 100 hours |
| Contact time | 45 hours | | | | | | |
| Self-Guided | 55 hours | | | | | | |
| Total | 100 hours | | | | | | |
| Assessment | <table> <tr> <th>Assessment Type</th><th>Weightage</th></tr> <tr> <td>Coursework</td><td>100%</td></tr> </table> | Assessment Type | Weightage | Coursework | 100% | | |
| Assessment Type | Weightage | | | | | | |
| Coursework | 100% | | | | | | |

14.7.9 | Nutrition for a Healthy Lifestyle

Rationale

Recent studies have shown that good nutrition is important for a healthy lifestyle as well as for proper personal and professional development. A sound understanding of diet- related diseases and other health issues caused by unhealthy food habits might impact positively on students' personal lives and their performance at work. This module will help students to develop knowledge, skills and dispositions about nutrition and apply these to food habits for a healthier lifestyle.

| | |
|--------------------------------|---|
| Module Title | Nutrition for a Healthy Lifestyle |
| Module Code | BEdTVET EL/09 |
| Year/Semester | Y3 S1/ S2 |
| Level | 8 |
| Credits | 10 |
| Notional Learning Time | 100 hours |
| Module Type | Elective |
| Pre-Requisite Module(s) | |
| Module Aims | The aim of this module is to empower students with competencies to adopt healthy nutrition and food habits for improved personal and professional lives. |
| Learning Outcomes | By the end of the module, students should be able to: <ul style="list-style-type: none"> • Discuss the current concepts of nutrition, healthy food habits and diet related diseases in relation to lifestyle behaviours. • Analyse nutrition labels for making wise food choices. • Apply knowledge of nutrition to prepare healthy dishes. • Critically reflect on the importance of healthy lifestyle on personal and professional development. |

| | | | | | | | |
|------------------------------|---|------------------------|------------------|-------------|----------|--------------|------------------|
| Module Content | <ol style="list-style-type: none"> 1. Nutrition, healthy/ unhealthy food habits, diet related diseases (obesity, cardio vascular, HBP, anemia, diabetes) 2. Nutrition labels (nutritional facts, calorie content, ingredient list, additives/preservatives/ allergens, expiry date) 3. Healthy dishes: recipe modification and food preparation methods 4. Healthy lifestyle behaviours and personal/ professional development. | | | | | | |
| Teaching and Learning | <p>Students' activity and time spent on each activity comprises:</p> <table border="1"> <tr> <td>Contact time</td><td>45 hours</td></tr> <tr> <td>Self-Guided</td><td>55 hours</td></tr> <tr> <td>Total</td><td>100 hours</td></tr> </table> <p>The contact time will include Lecture, group discussion, role play, project work, practicals.</p> | Contact time | 45 hours | Self-Guided | 55 hours | Total | 100 hours |
| Contact time | 45 hours | | | | | | |
| Self-Guided | 55 hours | | | | | | |
| Total | 100 hours | | | | | | |
| Assessment | <table border="1"> <tr> <td>Assessment Type</td><td>Weightage</td></tr> <tr> <td>Coursework</td><td>100%</td></tr> </table> | Assessment Type | Weightage | Coursework | 100% | | |
| Assessment Type | Weightage | | | | | | |
| Coursework | 100% | | | | | | |

14.7.10 | Applied Statistics in Education

Rationale

In the ever-evolving educational landscape, administrators and educators are expected to make informed decisions with regards to school matters. Research shows that statistics provide methods and techniques for collecting and analysing reliable and valid data in education settings. This module will enable students to use statistical techniques and software to analyse quantitative data and interpret statistical results for rational decision making.

| | |
|--------------------------------|---|
| Module Title | Applied Statistics in Education |
| Module Code | BEdTVET EL 10 |
| Year/Semester | Y3 S1/ S2 |
| Level | 8 |
| Credits | 10 |
| Notional Learning Time | 100 hours |
| Module Type | Elective |
| Pre-Requisite Module(s) | |
| Module Aims | The aim of the module is to enable students to analyse and interpret quantitative data using appropriate statistical tools in educational setting. |
| Learning Outcomes | <p>By the end of the module, students should be able to:</p> <ul style="list-style-type: none"> • Demonstrate knowledge and understanding of statistical processes (collection, organisation, analysis and interpretation) in educational setting. • Identify and demonstrate appropriate sampling strategies, data collection processes and ways of representing educational data. • Apply parametric and non-parametric techniques to test for differences between variables. • Apply linear regression and correlation to bivariate data to assess the strength of relationship. • Carry out statistical tests using statistical tools (Excels, SPSS, R). |

| | | | | | | | |
|------------------------------|---|------------------------|------------------|-------------|----------|--------------|------------------|
| Module Content | <ol style="list-style-type: none"> 1. Statistical processes 2. Sampling and data collection 3. Representation of data 4. Statistical tests: Parametric tests (t-test, ANOVA test) and non-parametric tests (Mann-Whitney test, Wilcoxon Rank Sum test, Kruskal-Wallis test and Friedman's test) 5. Correlation and Regression Analysis | | | | | | |
| Teaching and Learning | <p>Students' activity and time spent on each activity comprises:</p> <table border="1"> <tr> <td>Contact time</td><td>45 hours</td></tr> <tr> <td>Self-Guided</td><td>55 hours</td></tr> <tr> <td>Total</td><td>100 hours</td></tr> </table> <p>The contact time will include lectures, group work and peer teaching.</p> | Contact time | 45 hours | Self-Guided | 55 hours | Total | 100 hours |
| Contact time | 45 hours | | | | | | |
| Self-Guided | 55 hours | | | | | | |
| Total | 100 hours | | | | | | |
| Assessment | <table border="1"> <tr> <td>Assessment Type</td><td>Weightage</td></tr> <tr> <td>Coursework</td><td>100%</td></tr> </table> | Assessment Type | Weightage | Coursework | 100% | | |
| Assessment Type | Weightage | | | | | | |
| Coursework | 100% | | | | | | |

15.0 Practicum

The Practicum of the BEd (Hons) TVET Programme is an essential step in enhancing students' professional knowledge and skills by providing them with practical experience, skill development and professional networking opportunities.

Through the Practicum, students will be able to:

- (i) apply theoretical knowledge in real-world settings, bridging the gap between classroom learning and practical experience.
- (ii) gain hands-on experience in their field to update their knowledge and skills in industrial and classroom practices
- (iii) plan and implement lessons in simulated and classroom settings, applying research-based and innovative pedagogy suitable to the field.
- (iv) receive feedback from supervisors and mentors, allowing them to refine their teaching skills and improve their performance.
- (v) connect with professionals in the field, which can be valuable for their future teaching practices and personal advancement
- (vi) develop critical skills such as planning, communication, time management, and problem-solving in a professional environment.

To achieve the above objectives, the Practicum will engage students in 2 distinct, yet related components in Year 2 of the Programme:

- (i) Peer/Micro teaching**
- (ii) Workplace Learning.**

The Peer/ Micro teaching is carried out in face to face and online modes and provides students with a forum to trial out innovative teaching, receive feedback and discuss ways for improvements with peers and tutors (see Section 12.3 for more details)

The Workplace Learning component is carried out in 2 phases: (I) Industry Placement and (II) School Based Experience (SBE). Students will have the opportunity to engage with tutors and peers through PPS seminars to discuss and reflect on learning gains. The learning acquired in the 2 phases are reported in the Portfolio at the end of Year 2.

15.1 | Practicum Components and Students Learning Activities

| Practicum Component | Credits | Notional Learning Time | Year / Semester | Details |
|--|---------|------------------------|-----------------|--|
| 1. Peer/ Micro Teaching | 10 | 100hrs | Y2 S1 | <p>Contact time: 30 Hrs, includes:</p> <ul style="list-style-type: none"> (i) Lectures/Tutorials: 12hrs (ii) Student presentations/ peer Feedback/Reflection: 18 hrs <p>Self study: 60 hrs, includes:</p> <ul style="list-style-type: none"> (i) Reading and preparation for class 10 hrs (ii) Preparation of P/M lesson plans and T/L resources 30 hrs (iii) Summative assignment: Writing of reflective report 20 hrs <p>Other learning activities : 5 Student-led CSG activity 10 hrs</p> |
| 2. Workplace Learning and Portfolio | 40 + 10 | 500 | Y2 S1 - Y2 S2 | |
| Workplace Learning I: Industry Placement | | 200 | Y2 S1 | <p>Contact Time: 20 Hrs, includes:</p> <ul style="list-style-type: none"> (i) Tutorials with MIE tutor: 8 Hrs (ii) 4 PP Seminars : Students presentation and group sharing of experiences: 12 Hrs <p>Self study: 125 Hrs, includes:</p> <ul style="list-style-type: none"> (i) Preparation for tutorials: 10 (ii) Interview preparation and analysis: 15 Hrs (iii) Preparation for PPS: 40 Hrs (iv) Reflective journal: 5Hrs (v) Reading and preparation for Portfolio Task 1-3: 40 Hrs (vi) Additional reading/ Library: 15 Hrs |

| | | | | |
|--|-----------|----------------|-------|--|
| Workplace Learning 1: Industry Placement | | 200 | Y2 S1 | Other learning activities: 55 Hrs, includes (i) Systematic Observation/ Supervised practice during Placement: 50 Hrs (10 days FT) (ii) Interview: 2 hrs (iii) Observation grid : 3 Hrs |
| Workplace Learning 2: SBE | | 200 | Y2 S2 | Contact time: 60hrs, includes (i) Mentored Practice: 30 Hrs (ii) Teaching Practice: 10 Hrs (iii) 4 PPS seminars: 12 (iv) Tutorial : 8 Hrs Self study: 130 Hrs, includes: (i) Lesson planning and T/L resource development: 50 Hrs (ii) Reflective Journaling: 20 Hrs (iii) Reading/Library: 20 hrs (iv) Portfolio Task1-4: 40 Hrs Other Learning Activities: 5 Student-led CSG: 10 Hrs |
| Portfolio | | 100 | Y2 S1 | Self study: Writing of Portfolio: 100Hrs |
| Total | 60 | 600 Hrs | | |

15.2 | Practicum Plan

| Practicum | | | | | | | | | | | | | | | | |
|-------------------|----------------------------------|---|-----------------------|------|-----------------|---------------|------------------|------------------------------|------|------|-----------------|---------------------|-----------------|-------------------------------------|---------------|-------|
| Year/ Semester | Component | Wk 1 | Wk 2 | Wk 3 | Wk 4 | Wk 5 | Wk 6 | Wk 7 | Wk 8 | Wk 9 | Wk 10 | Wk 11 | Wk 12 | Wk 13 | Wk 14 | Wk 15 |
| Y2S1 | Peer Micro Teaching | Lecturers | | | | | Prep for FTF PMT | PMT/ Feedback and reflection | | | | Prep for online PMT | | Online PMT/ Feedback and Reflection | | |
| | | 5 students-led CSG: 10 hrs. Weeks 2, 4, 6, 10, 12 | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | |
| | Workplace learning/ Portfolio | | | | | | | | | | | | | | | |
| Y2S1 | Industry Placement | PPS 1: Introduction to Placements and PPS1 Tasks | Placement in Industry | | Prep for Task 1 | PPS 1: Task 1 | | Prep for Task 2 | | | PPS 1: Task 2 | | Prep for Task 3 | | PPS 1: Task 3 | |
| | | Tutorial 8 Hrs | | | | | | | | | | | | | | |
| | | Placement/ Mentored Practice | | | | | | | | | | | | | | |
| Y2S2 | SBE | Prep for Task 1 | PPS2: Task 1 | | | | PPS2: Task 2 | | | | Prep for Task 3 | PPS2: Task 3 | Prep for Task 4 | PPS2: Task 4 | | |
| | | | | | | | | Teaching Practice | | | | | | | | |
| | | 5 students-led CSG: 10 hrs. Weeks 2, 5, 8, 11, 14 | | | | | | | | | | | | | | |
| | | Tutorial 8 Hrs | | | | | | | | | | | | | | |

15.3 | Peer/ Micro Teaching

The Peer/ Micro teaching component has been designed for students to showcase snippets of teaching face to face and online lessons. Students will need to apply competencies developed from previous learning on lesson planning, pedagogy, instructional design and resource development in a stress-free, simulated environment. They would receive support to prepare for the micro lessons through taught lectures, CSG with peers as well as post-session constructive feedback.

The Peer/micro tasks are set in Y2, S2 and are structured as follows:

- (i) Weeks 1- 4: 4 preparatory Lectures
- (ii) Weeks 5-6: Students self-preparation/ rehearsal
- (iii) Weeks 7-10: Students will prepare short face to face (15-20 mins) lesson (or part of) and present it to peers/ tutors. These lessons are assessed. Students will also receive constructive feedback from peers and tutors and be engaged in a reflective dialogue on instructional choices made.
- (iv) Weeks 11-12: Students will prepare for a short online lesson (15-20 mins).
- (v) Weeks 13-15: Peer/micro teaching for the online lesson/ with feedback and reflection.
- (vi) After week 15, students will be required to write and submit to tutors, a 700-word reflective statement analysing the learning gains from the PMT.

The marking criteria for PMT are given in Annex 1.

15.4 | Professional Practice Seminars and Portfolio Tasks

The Professional Practice Seminars are opportunities for grounded discussion and presentation of students' experiences and learning gathered through the Industry Placement in Year 2 Semester 1 and SBE in Year2 Semester 2. The seminars are scattered over the two semesters allowing students to document and analyse experiences gathered while in placement and to prepare for the sharing of such experiences in the PPS seminars.

The seminars are tutor-led, however it is expected that students would be driving through the sessions by discussing fully, new ideas, practices and learning.

The responses to the different tasks are to be compiled in a Portfolio (written or digital) and submitted for assessment at the end of Y2 S2.

The marking criteria for the Portfolio task are shown in Annex 2.

The seminars are planned as follows:

| Year/ Semester | PPS1 Seminars | Tasks | Duration of Seminars | Mode of Delivery | Marks |
|-------------------|--|--|----------------------------|-----------------------|-------|
| Y2S1 | 1. Preparing for Observation in Placement | <ul style="list-style-type: none"> Using Tools for Observation Designing and Conducting an Interview Journaling | 3 Hrs each | Face to Face / Online | 50 |
| | 2. Documentation of up to date industrial knowledge, skills and practices | <ul style="list-style-type: none"> Presentation and discussion on acquired Industry Experience Observation Report Writing | | | |
| | 3. Professional and Ethical behaviour | <ul style="list-style-type: none"> Presentation on Interview Findings Report Writing | | | |
| | 4. Reflection on Industrial Placement Learning and applications to Teaching Practice | <ul style="list-style-type: none"> Discussion on translation of Industrial knowledge to Teaching Practice Report writing | | | |
| | | | | | |
| | PPS2 Seminars | Tasks | | | |
| Y2 S2 | 1. Analysis of Current Teaching Practice | <ul style="list-style-type: none"> Discussion on current teaching Practice -Strengths and Weaknesses Report writing | | | |
| | 2. Lesson Planning and Innovative teaching | <ul style="list-style-type: none"> Discussion on Lesson planning and innovation in Teaching and Learning Report writing | | | |
| | 3. Reflection on Improved Practice | <ul style="list-style-type: none"> Discussion on feedback and ways for improvement in teaching Report writing | | | |
| | 4. Contribution to profession | <ul style="list-style-type: none"> Discussion on future contribution to the profession, areas of research interest and further professional development needs | | | |

15.4.1 | PPS 1 - Seminar 1: Preparing for Observation in Placement

In this Introductory seminar, you will be guided to the requirements of observation in Industry. The seminar is centred around the following questions:

- (a) What to observe and how to observe systematically, during Industry Placement?
- (b) How to design an interview schedule and conduct an interview?
- (c) What is Journaling? How to keep a journal?



— Portfolio Task —

Post Seminar 1, students would need to create:

- **an observation grid for recording key learning,**
- **an interview schedule to investigate professional behaviour and ethics of the industry,**
- **a journal for daily entries/ reflections.**

The three above tools would be included in the portfolio (in whole or parts) as appendices.

15.4.2 | PPS 1 – Seminar 2: Documentation of up to date industrial knowledge, skills and practices

Students are required to come to this seminar with their observation grid and journal notes to discuss, in turn, their learning from Industry placement.

Students will discuss pertinent features observed and how these have shaped their current knowledge of industrial practices.

They will also be guided, by tutors, on how to report their findings in their portfolio.



— Portfolio Task —

In 600 words, document pertinent learning from industry which you found relevant to your own professional knowledge and how selected observations have been helpful to you.

15.4.3 | PPS1 – Seminar 3: Professional and Ethical behaviour

In this seminar, students are required to come up with the findings of their interview, carried out with a key personnel of the industry where they had been posted.

Students will share their findings in small groups and then make a generic class presentation on common issues with regards to professional behaviour and ethics.



— Portfolio Task —

Using evidence from your transcripts and findings, write a short essay of 600 words, discussing the kinds of professional and ethical behaviours expected in Industry.

15.4.4 | PPS1 - Seminar 4: Reflection on Industrial Placement Learning and applications to Teaching Practice

For this seminar, students are required to bring a poster mind-mapping their reflections of learning acquired from placement in industry and how these could potentially be used to transform their current teaching practices. Through a gallery walk, they will be able to showcase their understanding and receive feedback from peers and tutors.



— Portfolio Task —

Using selected literature, reflect on one key aspect of learning from industry which you believe can pertinently shape one aspect/s of your professional practice. Word limit: 600

15.4.5 | PPS2 - Seminar 1: Analysis of current teaching practices

For this seminar, students are required to come prepared with a list of their personal strengths and perceived shortcomings. Tutors and students would discuss what is effective teaching and common assumptions and issues for teaching to results in effective learning. Themes such as, planning skills, pedagogical skills, communication skills, relationship skills, classroom management and leadership skills, assessment skills might be discussed.



— Portfolio Task —

Using selected literature, and based on classroom discussions, analyse one key strength and one key weakness in your teaching skill. Justify your answer and propose any reinforcement/remedial measures. Word limit: 800 words

15.4.6 | PPS 2 - Seminar 2: Lesson Planning and Innovative Teaching

In this seminar students will reinforce their knowledge of Lesson planning, with a particular focus on selecting and using innovative methods of teaching, suitable to their subject and levels of students.

The following questions will be discussed:

- (a) What are the key elements of a good lesson plan?
- (b) What is innovative teaching?
- (c) What methods can be used in TVET classes for innovative teaching?

Students would also work in groups to discuss and share one innovation they will bring to their lesson.



— Portfolio Task —

- Design and present a set of 5 consecutive lesson plans, including one for an online lesson.
- Write a short reflection of around 500 words, explaining how these lessons aims at creating rich learning experiences for diverse TVET learners.

15.4.7 | PPS2 - Seminar 3: Reflection on Improved practice

In this seminar students will discuss the following:

- (a) What are the kinds and purposes of feedback in teaching and learning?
- (b) How to self-evaluate? Why is this important?
- (c) What does it mean to be a reflective practitioner?
- (d) What are their reflections on perceived improvements after industry placement and SBE?



Portfolio Task

In 600 words, write a critical essay on the value of reflection for improvement in teaching and learning, using evidence from key learning from placement, seminar discussions and pertinent literature.

15.4.8 | PPS2 - Seminar 4: Contribution to the profession

In this final seminar, students will come prepared with some initial areas of interest which they would want to investigate as a contribution to knowledge in their profession.

The session discussions will be guided by the following questions:

- (a) What could be the current areas of weakness in the TVET sector?
- (b) What are your own perceived further professional development needs?
- (c) What areas of research would you want to pursue which can potentially make a small but significant contribution to your own professional practice or improvement/ effectiveness in TVET teaching and learning or the TVET sector general sector itself? Why?



Portfolio Task

Produce an A3 (paper-based or digital) poster illustrating how you would want to contribute to the improvement /effectiveness of the TVET sector through future professional development and an area of research. Cite some pertinent literature to justify your claims.

15.5 | Industry Placement

During Year 2 Semester 1, students would be placed in an Industry, relevant to their field of specialism as far as possible, to acquire up to date knowledge on tools, techniques, processes and practices from a firsthand experience. The placement will be facilitated by the MITD for its staff and any student joining from another TVET organization would need to make their own arrangements.

The duration of the Placement is for two consecutive weeks (50 hours) given that all students are currently employed and cannot be released for long periods.

During this phase of the Practicum, students will be able to:

- (i) Refine their knowledge and understanding of current industrial practices, tools and materials through systematic observation and expert advice.
- (ii) Practice new skills under mentored conditions, as appropriate
- (iii) Interview an expert on professional ethics and behaviour suitable for an Industry and analyse findings
- (iv) Reflect on ways to translate industrial experience to shape classroom practices.

The learning derived from the industry placement will be discussed in PPS seminars and assessed through the PPS1 Portfolio Tasks.

15.6 | School Based Experience

Teaching Practice and supervision form integral parts of the SBE component and are undertaken in Year 3 Semester 1, after the Industry Placement. The aim is to ensure that students apply previously learnt pedagogical and industry knowledge to showcase innovation and improvement in teaching and learning. Teaching practice planning, implementation and improvement is achieved through a two-fold process:

- (i) Mentoring by an experienced TVET Instructor or Manager at the Training Centre where the student works.
- (ii) Supervised practice by MIE tutors (pedagogy) and MITD Training Managers (in specialist TVET areas).

In parallel, the school based experiences derived from mentored and supervised practice are critically discussed and assessed in PPS2 Seminars to enhance current and future TVET curriculum implementation in own professional context.

The Teaching Practice component is supervised and assessed as follows:

| Teaching Practice Phase | Duration | Assessment | Marks |
|-------------------------|--------------------|--------------------|-------|
| Mentoring | 15 weeks | Mentor's Appraisal | 20 % |
| MIE Tutor Supervised TP | 10 Hrs (2 Lessons) | Assessment Grid | 40 % |
| MITD Supervised TP | 10 Hrs (2 Lessons) | Assessment Grid | 40 % |

The Assessment criteria and sheet for Teaching Practice are given in Annex 3.

The Mentor's Appraisal sheet is given in Annex 4

16.0 Research Project and Dissertation Guidelines

16.1 | Introduction to the Research project

As part of your B.Ed (Hons) TVET Programme, you will be required to undertake and complete a practitioner research project in view of preparing a dissertation. The research dissertation constitutes an important part of your study programme as it carries 40 Credits.

Students should note that they cannot engage with the research project unless and until they have successfully completed Research Methodology 1 and 2 modules.

This document provides you with necessary guidelines to support you in your research journey and the preparation of the dissertation. The document consists of two sections, as follows:

Section 1

This section provides you with the aims and learning outcomes for the research project and dissertation. It also provides you with relevant information about the research process and supervision. In addition, it emphasises your roles and responsibilities as a research student.

Section 2

Section 2 outlines guidelines regarding the structure, contents and different sections of the dissertation.

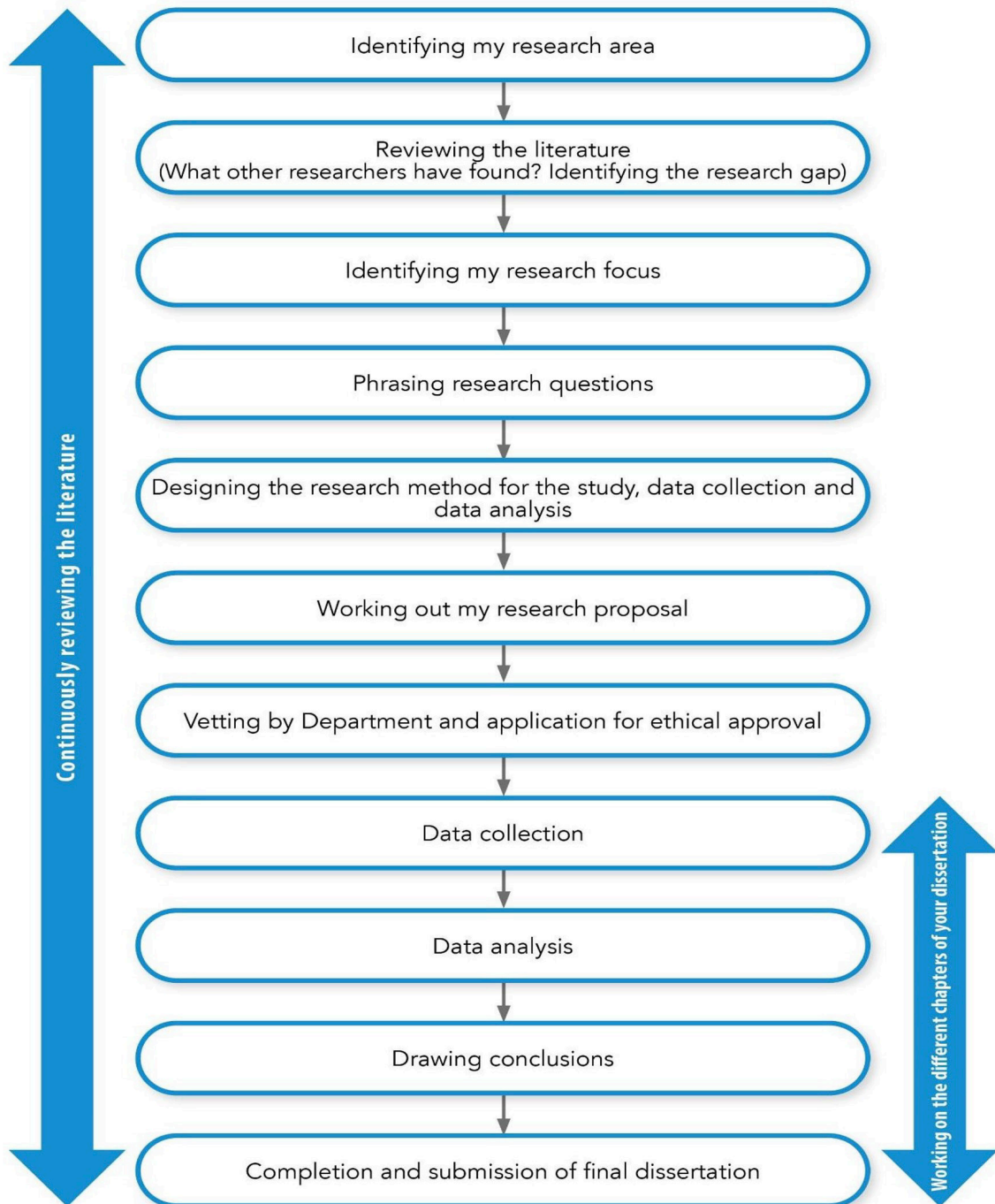
16.1.1 | Section 1: The Research Project

The Research Project is a compulsory component to earn the Honours award in the Programme. It aims at allowing you to develop the necessary knowledge, skills and attitudes for carrying out research in TVET fields related to your practice. The Research Project also provides you with an opportunity to develop organizational, investigative, problem-solving, decision-making and analytical research skills. Most importantly, it is expected that this component will help you develop autonomy and self-discipline and take responsibility for undertaking and completing a research project.

It is expected that during the completion of the Research Project, you will be able to:

- Identify a clear research focus within an area of interest in the field of education
- Formulate clearly focused research questions, aims and objectives in relation to the research focus.
- Demonstrate comprehensive knowledge in the selected field as evidenced by a critical use of relevant literature from a range of sources.
- Plan an appropriate research design to address the research questions.
- Identify and use appropriate research methods to collect and critically analyse the data.
- Present the findings appropriately and discuss the findings in relation to relevant literature.
- Draw relevant conclusions and recommendations from the findings.
- Demonstrate an appreciation of ethical considerations in relation to the research study.
- Show an understanding of the limitations of the research study.
- Demonstrate the ability to engage in academic writing in the presentation of the Dissertation.

The figure below shows how you would be working through your Research proposal for the final submission of your dissertation at the end of Year 3.



You will be allocated a Supervisor who will guide you throughout the Study and the preparation of the dissertation. Nevertheless, it is your responsibility to engage in the search and reading literature, to implement the research, to analyse the data, to prepare and write the dissertation and submit as per the deadlines.

You will start working on the Research Project during the two semesters in the last year of your programme of study.

16.1.2 | Getting started with your research work

Your research proposal provides an overview of the research you intend to carry out and serves as a basis for your dissertation supervisors to gauge the value and feasibility of the proposed research. Your research proposal is an outcome of and is submitted at the end of Research methodology 2.

The template for the Research proposal is given in Annex 5.

Most importantly, you will also receive constructive feedback and advice from your supervisor to help you refine your research focus and improve your research design for successful implementation of your research. Thus, it is important for you to discuss with your supervisor to take cognizance of her/his feedback and advice, following which you may have to bring modifications to your research questions and/or methodology and/or original plan before embarking on the research.

You will then get started with your research after agreement with your supervisor and after ethical clearance has been obtained. In fact, it is important for you to be in regular contact with your dissertation supervisor throughout the research process until finalisation and submission of the dissertation. In addition, there will be constant monitoring of your engagement with the research project to keep track of your progress through several progress review points.

More details regarding the progress review points and the supervision process are provided below.

16.1.3 | Progress review points

You will have to show evidence of your engagement with the research process and submit relevant information as per the schedule below at three different progress review points. It is important for you to respect and work in line with these progress review points, as this will help to support and guide you towards the timely completion and submission of your dissertation. Though these submissions do not form part of the final assessment of your dissertation, they will enable your supervisors to follow up with your progress and guide you accordingly. In fact, the submission of your final dissertation is contingent upon your submission of required tasks for the pre-specified review points (1, 2 and 3 as given below), which will be confirmed by your supervisor.

| Progress Review Point | Focus | Submissions required |
|----------------------------|--|---|
| Review Point 1 | <ul style="list-style-type: none"> Research focus Key literature Ethical considerations and negotiating access and permissions | <ul style="list-style-type: none"> Problem statement and rationale Research title and research questions Draft of literature review Ethical clearance Letters for permission to site of research |
| Review Point 2 | <ul style="list-style-type: none"> Introduction Methodology Preparation for field work Data collection | <ul style="list-style-type: none"> Draft of Introduction Brief of methodology and justification for research design, data collection tools and sampling Drafts of data collection tools – questionnaires, interview schedules, observation checklists etc..... as applicable |
| Review Point 3 | <ul style="list-style-type: none"> Literature Review Methodology Data presentation and data analysis | <ul style="list-style-type: none"> Drafts of Literature Review and Methodology. Draft of data presentation and proposed data analysis |
| Submission deadline | Submission of final dissertation | |

16.1.4 | Dissertation supervisor

As highlighted above, you will be allocated a supervisor who will be your guide and support throughout your research journey till the completion and submission of the dissertation. The supervisor will start guiding and advising you as from the submission of the research proposal. In the first instance, the supervisor's advice and guidance will be very important to ensure that your proposed research is feasible and that the research focus, research questions and methodology are appropriate. The supervisor will provide regular guidance and assist you during the research journey and the preparation of the dissertation. He/she will communicate with you, following which you will both mutually agree on expectations in terms of progress.

It is important to highlight that you are entitled to 5 hours of tutorial time with your supervisor.

Roles and Responsibilities of the Supervisor

The roles and responsibilities of the supervisor are to:

1. Assist and advise you in clarifying the research focus and research questions.
2. Advise you about the feasibility of the research project and guide you accordingly.
3. Provide support to help you identify the relevant theories, knowledge, and background literature, and the methodology for the research.
4. Assist you in identifying, preparing and refining the data collection tools.
5. Help you to establish a realistic timeline for the completion of your dissertation as per the required deadline, and in line with the progress review points.
6. Provide adequate opportunities and a positive environment for discussion and constructive criticism of ideas, research plans, research results, and thesis drafts as the research progresses.
7. Monitor your progress and provide necessary feedback and advice to ensure the successful completion of the dissertation and inform you about what is required for improvement in case you are not making enough progress.
8. Ensure that you are aware of the content of the dissertation handbook and the required referencing system and assist you in avoiding plagiarism.
9. Agree with you a timeframe for the submission of work and the scheduling of regular tutorial meetings as per set guidelines.
10. Maintain a careful record of all supervisory meetings, including dates, action agreed and deadlines set.

16.1.5 | Your roles and responsibilities as a student

As a research student, you also have important roles and responsibilities to ensure that your research dissertation is completed and submitted as per the deadline.

You have to:

1. Ensure that all ethical considerations are taken care of throughout the research.
Refer to the MIE Policy on Research Ethics on the MIE website)
2. Fill the “Research Ethics Application Form” (**Annex 6**). The filled forms should be verified and approved by your Supervisor and submitted to the Programme Coordinator for onward transmission to the Research Unit. You will embark on the research only after obtaining the necessary ethical clearance from the MIE.
3. Take the initiative to maintain regular contact with your supervisor to ensure the progress of your work through the supervisory meetings.

4. Ensure that you attend all supervisory meetings as agreed with your supervisor.
5. Come prepared for the supervisory meetings, in terms of the status of your work, any challenges or difficulties encountered, as well as questions regarding the way forward. Take advantage of the supervisory meetings and take feedback and advice from the supervisor to ensure that progress is made.
6. Take the initiative to ask for guidance and advice from your supervisor in case of unexpected issues or obstacles to ensure that these are resolved as soon as possible.
7. Keep a record of all supervisory meetings in the prescribed tutorial forms (copy for you and supervisor – **see Appendix 3**).
8. Respect all deadlines and the progress review points.
9. Be familiar with and abide by the rules and regulations and the dissertation guidelines.
10. Avoid plagiarism. You are strongly advised to refer to the anti-plagiarism policy guidelines of the Mauritius Institute of Education, which are available on the MIE website.
11. Provide adequate opportunities and a positive environment for discussion and constructive criticism of ideas, research plans, research results, and dissertation drafts as the research progresses.
12. Work according to agreed schedules with the supervisor.
13. Take notes (though your supervisor will give you a tutorial form with feedback, make sure you take notes during the supervisory meetings to help you remember all the valuable advice and information he/she will give you.)
14. Be cooperative and responsible during the research process and in your working relationship with your supervisor and mentor.
15. Keep track of all your readings and literature sources so that you can refer to them as and when needed.
16. Keep all your data (hard copies and/or soft copies and/or voice recordings) safely and be ready to present them to your supervisor when requested.
17. Take responsibility for the language editing aspect of your dissertation.

16.2 | Section 2: The dissertation structure and writing your dissertation

Your dissertation will compose of four (4) main sections, namely:

1. Preliminary pages
2. The actual dissertation, consisting of 5 main sections
3. References
4. Appendices

You are provided below with detailed guidelines about these four sections to prepare and write your dissertation.

Preliminary pages

The preliminary pages in your dissertation will include the following in the given order:

- Title page
- Table of contents
- Lists of tables and figures (if any) Acknowledgements
- Abstract
- List of abbreviations (if any)

Title page

The title page will include the full title of your research study (**as approved and agreed at the Programme Committee**), your full name, and followed by “Submitted in partial fulfilment of the B.Ed (Hons) TVET Programme to the Mauritius Institute of Education.” Finally, you will include the month and year of submission.

You will be provided an e-copy of a **cover template** that will help you to work out and present the title page.

Table of contents

The table of contents should clearly present all the section headings and their respective page numbers. You should also clearly include all the headings and subheadings under each section and their respective pages.

You are strongly advised to make automated table of contents (see for example, (University of Michigan Library, 2021; <https://guides.lib.umich.edu/c.php?g=283073&p=1886010>)).

Lists of tables and figures

In case there are tables and illustrations in your dissertation, you need to provide a list of all the tables and illustrations (their numbers and captions) and give their respective pages in the lists of tables and illustrations (see, for example, (University of Michigan Library, 2021; <https://guides.lib.umich.edu/c.php?g=283073&p=1886010>)).

Acknowledgements

In this section, you will acknowledge and thank all those who have helped you in the implementation of your research and completion of the dissertation. It includes both professional and personal acknowledgements, such as your supervisor, members of your family, the participants, your peers, your mentor, (and the school in which you carried out the research if the school is agreeable for this). In addition, you may wish to thank any other person(s) whom you feel has/have contributed to your research and dissertation.

Abstract

You will also need to include an abstract of about 150 to 200 words as part of the preliminary pages. The abstract is a short summary of your dissertation and it needs to be concise and straightforward. You have to ensure that the abstract provides the reader with the purpose and objectives of the study, brief description of the methodology as well as an overview of the main findings, conclusions and recommendations.

List of abbreviations

You have to provide an alphabetical list of the abbreviations and their definitions after the abstract if you have used them in your dissertation.

All these preliminary pages will be numbered using small Roman numerals (i, ii, iii.....) and will be designated as such in the table of contents.

16.2.1 | The Dissertation

The dissertation word limit: 10,000 to 12,500

The following part will start with the first page of the dissertation (page 1) and will constitute the main body of the dissertation. It will include five (5) sections, details of which are elaborated below.

Section 1: Introduction (1500 to 2000 words)

This is the first section of your dissertation and it starts immediately after the preliminary pages. It is a very important part of your dissertation as it sets out the context, focus and relevance of your study.

The introduction section must include the following:

- The background and context of the study
- The statement of the problem
- Clear focus and scope of the research highlighting what you want to study
- A rationale or justification
- The aims, objectives and research questions of the study
- The definitions of key terms that you plan to use in the dissertation
- An overview of the dissertation structure that gives an outline of each section

Though it is the first section of the dissertation, you need to write a draft of the section, which will be continuously revised and finalised, only after you have completed all the remaining parts of the dissertation.

Section 2: Literature Review (2000 to 2500 words)

The literature review demonstrates to your examiners/readers that you have explored the breadth and depth of the field/area you are studying and signals your contribution in that very field. This section provides you with the opportunity to demonstrate your knowledge and acquaintance with the field/area under study and with the contributions of key authors and researchers which have impacted on the field/area. However, the literature review should not be a passive list of what has been done in the field/area, but it should reflect your critical engagement with the works of the key researchers in the field in view of identifying a gap that your study would attempt to fill.

The section should:

- Be well-structured and organised directly around the research question.
- Reflect a critical synthesis of the literature.
- Clearly highlight the gap identified in your study.

Section 3: Methodology (2000 to 2500 words)

After presenting your literature review, the next section in your dissertation constitutes the methodology of your research. In this section, you must clearly present your methodology with relevant justifications about decisions taken. The selected methodology should be appropriate to answer your research questions. In the first part of the Methodology section, you should give clear indications about the research approach (qualitative or quantitative) as well as the research design with justifications. After explaining your overall methodological approach, you need to give details about the following, with an appropriate rationale and justifications backed by relevant literature:

- the research location (e.g., type of TVET institution, industry, organization, rural, urban, etc....)
- the selection of participants
- the ethical considerations taken for the study
- the data-collection tools used (e.g.. questionnaires, interviews, observation checklists, worksheets...) and how these were piloted. Copies of the data-collection tools must be included in the Appendix
- the methods or procedure adopted to analyse the data

In addition, you must also explain how you ensure validity and reliability or trustworthiness in your study. Last, but not least, it is also important to highlight the limitations of the research.

Section 4: Findings and Discussions (3000 to 3500 words)

After describing your methodology, you will have to present the findings you have gathered from the data-collection tools in Section 4. You should be able to present the findings in a logical, clear and coherent sequence without bias. It is advisable to report the findings from each data-collection tool clearly before you discuss the results. This would allow you to tap on all the important and relevant findings without getting into interpretation and provide the reader with a clear idea of the data in a logical and orderly sequence. This is especially relevant for quantitative research in which you may need to use tables and charts to highlight trends, differences or relationships among the data being presented without interpreting or discussing them (this would be done in the discussion section).

When presenting quantitative data:

For qualitative research:

The findings are usually organised and presented around themes or categories which have emerged during the research. Indeed, when you analyse the results of interviews and focus group discussions, you will find that these results are showing some recurrent ideas, relationships, and patterns which you could group as themes or categories. You need to ensure that you focus on themes and categories which are directly related to your research questions.

It is important to clearly number and give appropriate labels to all the tables and figures. You also need to refer to the tables and figures in the text by highlighting important and relevant points for the reader; however, avoid repeating the information depicted in the tables and figures.

It is also important to be alert to repeated points of agreement or disagreement. When presenting qualitative findings, it is useful to support and clarify the discussions with relevant and properly selected direct quotations or short excerpts of the participants' responses. However, too many lengthy quotations should be avoided.

After the presentation of the findings, you can then interpret and discuss your findings in relation to literature. This section should attempt to make meaning of the findings and their implications. When writing the discussions section, it is important to consider the following:

- Interpreting and making meaning of the results, patterns and trends
- Making reference to previous research – compare and contrast your findings with those of similar studies
- Highlighting to what extent your findings support, or not, the findings of other researchers in the same field

Section 5: Conclusions and Recommendations (1500 to 2000 words)

The last section of your dissertation should highlight the main findings of your research and make recommendations in the light of the research.

In the first part, you will present the conclusions. The conclusions should be drawn from your discussions and should concisely present your main findings. In other words,

The conclusions must clearly show what your research has found. You should ensure that you do not bring in new arguments, information or data in the conclusions section. It is also important to bring in your research questions and show to what extent your research has answered the questions in the light of the findings.

In the second part, you will propose some recommendations in the light of the findings from the research. The recommendations can target educators or other relevant stakeholders in education in view of making positive changes in the teaching and learning of your subject area or in the field of education in general.

The recommendations should be clear, concise and directly proposed in the light of your findings. In addition, you should also highlight other avenues for further research based on your study. Avenues for future research could be an extension of your study or exploring other aspects of your field of study.

Future research may also provide opportunities to investigate the area of study from other.

References

After the final section, you will have to provide a Reference list. You will be required to use the Harvard system of referencing, where references should be listed in alphabetical order, using the author's last name. See Appendix 4 for guidelines on the Harvard system of referencing.

Your Reference list should correspond to the references you cite in the body of your dissertation. You are strongly advised to create an automated list of references (for example, (Microsoft, 2020)).

Appendices

In the last part of your dissertation, you should include all relevant appendices. These should be clearly organised with page numbers and presented in the same order in which they are referred to in your dissertation. Relevant appendices may include the following:

- Interview schedule
- Questionnaires
- Letters sent to authorities for permission
- Transcripts or selected sections of transcripts (as referred to in main text)

- Selected students' work (as referred to in main text)
- Any other important document which supports your main text.

As highlighted above, only relevant appendices must be included – it is not advised to include documents or many samples of children's work if they are not referred to in your dissertation. All appendices must be clearly labelled or numbered so that the reader can easily refer to them when going through your main text.

17.0 Copyright and Disclaimer

MIE owns the copyright for this document. The content of this document is intended to be used by the MIE staff and students enrolled for this programme, and may not be reproduced without the permission of the MIE. The MIE makes all reasonable effort to deliver the course within estimated time indicated in the programme and within the best possible conditions. However, the MIE reserves the right to alter the mode of delivery or reconsider aspects of the programme, as and when required. In the unlikely event that this may happen, the MIE will make all reasonable effort to contact and inform the students concerned within the shortest possible time.

Annex 1 | Peer / Micro Teaching Assessment



MAURITIUS INSTITUTE OF EDUCATION

BEd (Hons TVET) Year _____

Peer/ Micro Teaching Assessment Form

Name of Student: _____

Name of Tutor: (i) _____ (ii) _____

Date: _____

| Criteria | Indicators | Marks Allocated | Marks scored |
|---|---|--------------------|-----------------|
| Lesson planning | <ul style="list-style-type: none"> • Proper formulation of aim/s and learning outcomes for different needs and levels of TVET learners (5) • Coherent organisation of lesson content and intended learning objectives demonstrating good understanding of connections between prior and future learning (5) • Lesson objectives are logically connected to appropriate goals and are consistent with learning activities and assessments (5) • Preparation and appropriate use of instructional materials and resources (5) • Preparation of appropriate learning activities and assessment tasks (5) | 25 | |
| Lesson implementation and pedagogy | <p>(i) Teaching (20)</p> <ul style="list-style-type: none"> • Interactive teaching fostering learners' active engagement and participation • Learning needs are accounted for and lesson adaptations are thoughtful • Teacher demonstration helps all learners understand the content of the lesson • Independent practice activities are correlated to lesson objectives and mastery of content • Questioning promotes deep and critical thinking on the content of the lesson • Lesson closure is closely related to the content of the lesson and actively engages learners in recapitulating/ summarizing the essential elements of the lesson • Technology and instructional resources are integrated seamlessly and appropriately | 40 | |

| | | | |
|--|---|-----------|--|
| Lesson implementation and pedagogy | <p>(ii) Management of lesson (5)</p> <ul style="list-style-type: none"> • Proper organisation of the learning environment • Appropriate pacing and sequencing • Good management of space, resources and time <p>(iv) Assessment, evaluation, feedback & support (10)</p> <ul style="list-style-type: none"> • Checking of learner understanding of the content is an integral part of the lesson • Includes frequent questions and other forms of formative assessment during guided practice • Evaluation of lesson objectives is an integral part of the process of implementation; feedback given to learners is timely and constructive • Learning support is provided based on individual/whole class needs <p>(v) Communication & Confidence (5)</p> <ul style="list-style-type: none"> • Appropriate verbal and non-verbal communication skills • Personal qualities | | |
| Subject content knowledge for TVET Class and Level | <ul style="list-style-type: none"> • Mastery of facts and principles of subject matter, • subject-specific knowledge and skills for TVET • class and level (15) | 15 | |
| Reflection on own practice, tutor and mentor feedback | <p>700 words Written Reflective Statement, indicating:</p> <ul style="list-style-type: none"> • Positive response to feedback from tutor/s • Critical analysis of pedagogical choices and practices and proposal for improvement to address specific needs of TVET learners | 20 | |
| Total Marks/100 | | | |
| Grade | | | |
| Signature of Tutors: (i) (ii) | | | |
| Date: | | | |

Annex 2 | PPS Portfolio Assessment Sheet



MAURITIUS INSTITUTE OF EDUCATION

BEd (Hons TVET) Year _____

PPS Portfolio Assessment Sheet

Name of Student: _____

Name of Tutor: _____

Date: _____

| Tasks | | Assessment Criteria | Marks Allocated | Marks scored |
|-------|--|--|-----------------|--------------|
| PPS 1 | 1. Documentation of up to date industrial knowledge, skills and practices | <ul style="list-style-type: none"> Show evidence of documentation of industrial knowledge skills, materials and processes relevant to own professional needs Ability to identify and critically discuss current and future professional knowledge and skills needs | 25 | |
| | 2. Professional and Ethical behaviour | <ul style="list-style-type: none"> Show evidence of analysis and interpretation of interview data Ability to use interview findings to critically discuss professional and ethical behaviour relevant to TVET context | | |
| | 3. Reflection on Industrial Placement Learning and applications to Teaching Practice | <ul style="list-style-type: none"> Ability to critical reflect on learning developed during Industrial Placement and its application to own classroom teaching | | |
| PPS 2 | 1. Analysis of Current Teaching Practice | <ul style="list-style-type: none"> Ability to analyse own pedagogical strength and weakness, using appropriate literature Ability to justify, using pertinent literature, relevant pedagogical improvement strategies suitable for the TVET classroom | 40 | |

| | | | | |
|--|---|---|--|--|
| PPS 2 | 2. Lesson Planning and Innovative teaching | <ul style="list-style-type: none"> • bility to produce a set of 5 lesson plans appropriate to teach in TVET classroom in own field of specialization • Ability to engage with informed sources of knowledge to suggest ways for innovative practice | | |
| | 3. Reflection on Improved Practice | <ul style="list-style-type: none"> • Ability to analyse two critical feedback received during SBE from mentor /tutors. • Ability to respond to the identified and propose ways for improvement | | |
| | 4. Contribution to profession | <ul style="list-style-type: none"> • Ability to discuss own contribution to the TVET profession • Ability to discuss a critical area of research interest that could meet future professional development needs of self or the TVET sector. | | |
| Total Marks obtained/ 150 | | | | |
| Final Marks obtained for PPS and Portfolio/ 100 | | | | |

Marks obtained: _____

Grade: _____

Signature of Marker: _____

Signature of Moderator: _____

Date: _____

Annex 3 (i) | Teaching Practice Assessment Form



MAURITIUS INSTITUTE OF EDUCATION

BEd (Hons TVET) Year _____

Teaching Practice Individual Assessment Form*(to be attached with TP Final Assessment Form)*

Name of Student: _____

TVET Training Centre/ School: _____

Name of Tutor: _____ MIE ☐ MITD ☐

Dates of TP visits - Formative: _____ Summative: _____

Additional visit (if any): _____

| Criteria | Indicators | Marks Allocated | Marks scored |
|-------------------------------|--|-----------------|--------------|
| Professional Knowledge | <ul style="list-style-type: none"> • TVET Curricular knowledge (5) • Pedagogical Knowledge (15) • Subject content knowledge (10) • Addressing learners' needs (5) | 35 | |
| Planning | <ul style="list-style-type: none"> • Aims based on TVET Curriculum (2) • Learning objectives addressing diverse learners' needs (2) • Coherent and comprehensive procedure in a logical sequence (3) • Organization of lessons with connections between prior and future learning (3) | 10 | |
| Instruction | <ul style="list-style-type: none"> • Relevant teaching strategies (5) • Engagement of learner/ Active Learning (5) • Use of Teaching aids/resources (5) • Engagement in practices that challenge and support learners' individual learning needs including 21st century skills (5) | 20 | |
| Assessment | <ul style="list-style-type: none"> • Uses multiple forms of assessment including alternative assessment that are appropriate for the content and learning objectives (5) • Systematically gathers, analyses and uses relevant assessment data to measure learners' progress to inform teaching and to provide timely and constructive feedback to learners (5) | 15 | |

| | | | |
|--|---|------------|--|
| Assessment | <ul style="list-style-type: none"> Meaningful assessment tasks including worksheets relevant to the lesson objectives and learners' needs (5) | | |
| Management of learning environment | <ul style="list-style-type: none"> Develops students' curiosity, interest and autonomy in learning (5) Provides a safe and well-managed environment that is conducive to learning (5) | 10 | |
| Professional attributes and attitudes | <ul style="list-style-type: none"> Shows professional ethics and conduct (5) Adopts a reflexive stance towards feedback on own teaching to improve learning (5) | 10 | |
| Total Marks | | 100 | |

Annex 3 (ii) | Teaching Practice Final Assessment Form



MAURITIUS INSTITUTE OF EDUCATION

BEd (Hons TVET) Year _____

Teaching Practice Final Assessment Form

Name of Student: _____

TVET Training Centre/ School: _____

Name of Tutor: _____ MIE ☐ MITD ☐

| Criteria | Max Marks allocated | MIE Tutor Mark | MITD Tutor Mark | Agreed/ Average Mark |
|---------------------------------------|---------------------|----------------|-----------------|----------------------|
| Professional Knowledge | 35 | | | |
| Planning | 10 | | | |
| Instruction | 20 | | | |
| Assessment | 15 | | | |
| Management of learning environment | 10 | | | |
| Professional attributes and attitudes | 10 | | | |
| Total marks Scored | 100 | | | |
| TP Marks reduced to 80 % | | | | |

TP Mark : _____ + Mentor's Mark _____ = Final Mark _____

Grade: _____

Tutors' Comments:

MIE Tutor's Name: _____

Signature: _____

MITD Tutor's Name: _____

Signature: _____

Date: _____

Annex 4 | Mentor's Appraisal Form



MAURITIUS INSTITUTE OF EDUCATION

BEd (Hons TVET) Year _____

Mentor's Appraisal Form

Name of Student: _____

Name of Mentor: _____

TVET Training Centre/ School: _____

*This form is to be filled by the Mentor and submitted to the MIE tutor **in confidentiality** at the end Year 2 Semester 2.*

| | | |
|--|--------------|-------------------------|
| Mentoring Period | From: | to: |
| Approximate mentored Time (minimum 40 Hrs) | Hrs | |
| <p align="center">Mentor's Appraisal</p> <p>Comment on specific strength and weakness in teaching/ attitude towards mentoring/ response to feedback/ professional attitude/ relationship with students/ desire to learn and improve/ any other attribute.</p> | | |
| | | |
| Marks on | /50 | Marks reduced on |
| | | /20 |

Signature of Mentor: _____

Seal of Institution (with date):

