

## Module Layout

### ΣΔΜΙΙ512 / Theoretical Foundations of Vocational Education and Training

<b>Faculty</b>	ΣΑΚΕ	Faculty of Humanities and Social Sciences	
<b>Programme of Study</b>	ΣΔΜΙΙ	Continuing Education and Lifelong Learning II	
<b>Module</b>	ΣΔΜΙΙ512	Theoretical Foundations of Vocational Education and Training	
<b>Level of Study</b>	<b>Undergraduate</b>		<b>Graduate</b>
		<b>Master</b> X	<b>Doctoral</b>
<b>Language of Instruction</b>	Greek		
<b>Mode of Delivery</b>	Distance		
<b>Module Type</b>	<b>Required</b>		<b>Electives</b>
			X
<b>Number of Group Consulting Meetings</b>	<b>Total</b>	<b>Physical Presence</b>	<b>Online</b>
	5	-	5
<b>Number of Assignments</b>	2		
<b>Final Grade Calculation</b>	<b>Assignments</b>	<b>Weekly Activities</b>	<b>Final Exam</b>
	40%	10%	50%
<b>Number of European Credit Transfer System (ECTS)</b>	15		

#### **Module Description**

The aim of the Module is the theoretical foundation of Professional Education and Training. Specifically, it involves students' understanding of basic theoretical approaches and framework(s) within which the discourse on contemporary theory and practice in vocational education and training takes place, with an emphasis on issues around which exists a wide consensus and on points of disagreement. The connection of vocational education and training with the labor market is explored along with structural changes in the workplace and how they influence vocational education and training. Emphasis is placed on the role of human and social capital, and on how these concepts are linked to vocational education and training and affect learning and development within the workplace, mainly through practices on the management of the workforce. Students also are anticipated to understand the role of social networks, the value of workplace learning, and value the workplace as an environment of learning and development for employees. The role of learning organizations and issues of efficiency in vocational education and training are described. The concepts 'measurement', 'recognition' and 'accreditation' and their links to vocational training are investigated. The Module underlines the importance of vocational education and training in the economic and social development of the EU, and presents the institutional framework of initial and lifelong vocational education and training in Cyprus and Greece.

#### **Pre-requisite Modules**

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#### **Co-requisite Modules**

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<b>Grading Scheme</b>			
<b>Assessment Method</b>	<b>Percentage on Final Grade</b>	<b>Workload</b>	
		<b>Hours</b>	<b>ECTS</b>
<b>Weekly Interactive Activities</b>	10%	275-330	11
<b>Assignment 1</b>	20%	50-60	2
<b>Assignment2</b>	20%	50-60	2
<b>Final/Repeat Examination</b>	50%	3	-
<b>Total</b>	<b>100%</b>	<b>375-450</b>	<b>15</b>

#### **Grading Rules and Assessment methods**

- Students are evaluated with 9, if they earn 90% of the possible grade, i.e.  $90\% \times 10 = 9$ , etc.
- Passing rate
  - 50% of the Assignments
  - 50% of the Interactive Activities
  - Students are allowed to participate in the final exam of a Module if they have overall earned the minimum grade ( $\geq 50\%$ ) in both their Assignments and Interactive Activities
  - 50% of the Final exam

If a student earns a grade with decimal points, then it is rounded to the nearest half unit.