Master of Arts in Leadership in TVET and Workforce Development

COURSE DESCRIPTIONS

TVET / Workforce Development Core Courses

EDTV6000	Philosophical Foundations of TVET & WFD
EDEA6309	Leadership in Educational Administration and Training
EDTV6002	Workforce Occupational Analysis
EDTV6003	Management of TVET Programmes
EDTV6004	Designing TVET & WFD Systems
EDTV6005	Comparative studies of TVET & WFD in Developed and Developing Countries

COURSE TITLE: **Philosophical Foundations of TVET and Workforce Development**
COURSE CODE: **EDTV6000**
COURSE LEVEL: **6**
CREDITS: **3**
PRE-REQUISITES **None**
DURATION: **39 Hours**

Over the past 30 years, attempts have been made to integrate technical and vocational education into the formal education system. As society recognizes that individuals must be educated either to face the world of work after public schooling or proceed to acquire higher levels of education, the importance of Technical Vocational Educational and Training (TVET) is being heralded as a necessary component of the education process. It is now recognized that TVET can play a vital role in improving the performance in general education while at the same time provide worthwhile competencies that will benefit both the individual and the workplace. However, with concerns about the purpose of technical education coming from various constituents, it becomes necessary to provide the historical, philosophical and conceptual underpinnings for TVET in preparing the workforce. This course will provide participants with a clear grounding in the philosophy of TVET and workforce development from a local, regional and international perspective.

COURSE TITLE: **Leadership in Educational Administration and Training**
COURSE CODE: **EDEA6309**
COURSE LEVEL: **6**
CREDITS: **3**
PRE-REQUISITES: **None**
DURATION: **39 Hours**

This course is intended to introduce Technical Vocational Educational and Training (TVET) administrators and practitioners as well as workforce development practitioners to the theories and principles of educational leadership. The emphasis of the course will be on providing the skills and knowledge to operate as leaders in a collegial, cooperative and mentoring model. The knowledge of leaders in the age of change, transformation and uncertainties has to be a complex array of theories, ideologies, skills, ethical principles, paradigms and practices which are applied to a diverse set of issues in educational leadership. TVET administrators and teachers/instructors are expected to understand these theories and principles and then use them to inform practice so as to enhance the effectiveness and productivity of their schools or training organizations.

COURSE: **Workforce Occupational Analysis**
COURSE CODE: **EDTV6002**
COURSE LEVEL: **6**
CREDITS: **3**
PRE-REQUISITES: **None**
DURATION: **39 Hours**

This course familiarizes participants with the type of data and information provided by occupational analysis which are central for planning, curriculum development and the overall implementation of Technical Vocational Educational and Training (TVET) programmes. The relevant analysis techniques will be explored by this course and participants will be able to conduct analysis to fulfill pertinent information needs related to curriculum development, workplace skills requirements, and occupational standards among others.

COURSE TITLE: **Management of TVET & WFD Programmes**
COURSE CODE: **EDTV6003**
COURSE LEVEL: **6**
CREDITS: **3**
PRE-REQUISITES: **EDTV6002**
DURATION: **39 Hours**

This course will engage practitioners in the rudiments of management and how to apply the various principles to Technical Vocational Educational and Training (TVET) and Workforce Development (WFD). The evolution of management will be addressed - traditional, behavioral, systems and contingency view points. Emphasis will be placed on the function and roles of managers and the importance of management in an organization.

COURSE TITLE: Designing TVET & WFD Systems
COURSE CODE: EDTV6004
COURSE LEVEL: 6
NO CREDITS 3
PRE-REQUISITES: None
DURATION: 39 Hours

This course will expose participants to the art and craft of designing TVET and Workforce Development Systems (e.g. instructional; performance management; performance appraisal; and performance improvement systems). The course will employ a practical and experiential approach to systems design that involves the use of essential tools, techniques and procedures in designing or enhancing systems for new or existing training and workforce development systems across a variety of contexts, and a range of occupations. The course will focus on critical systems design competencies for instructional leaders and workforce managers.

COURSE TITLE: Comparative Studies of TVET & WFD in Developed and Developing Countries
COURSE CODE: EDTV6005
COURSE LEVEL: 6
NO CREDITS 3
PRE-REQUISITES None
DURATION: 39 Hours

Comparative study of Technical Vocational Educational and Training (TVET) in both developed and developing countries will provide the learner with a broad perspective of it impact on the training, education and the production of goods and services. Countries implement their version of TVET based on the contextual factors (a) support of TVET by key stakeholders in society, (b) the policy framework driving its implementation, (c) the benefits derived from TVET, and (d) approach that is taken to the delivery of TVET. Students will be required to examine the factors which are the drivers of TVET in different types of countries and the different approaches being used in its implement. Attention will be given to the direction being taken to the implementation of TVET in countries such as Australia, England, Germany, South Africa, among others. However, a special focus will be placed on examining the implementation of TVET in the countries and regions of Americas which are increasingly giving more attention to this aspect of workplace preparation.

Applied Science Courses

EDPS6013   Measurement of Educational and Psychological Constructs
EDEA6321   Educational Resources Management
EDTV6012   Budget Planning and Financial Management
EDRS6115   Research Methods
EDRS6116   Fundamentals of Data Analysis

COURSE TITLE: **Measurement of Educational and Psychological Constructs**
COURSE CODE: **EDPS6013 (EXISTING COURSE)**
COURSE LEVEL: **6**
CREDITS: **3**
PRE-REQUISITES: **None**
DURATION: **39 Hours**

This course is designed to provide skills essential for measurement in educational activities conducted on a small scale, for example, those of the classroom, the school and the school community. Participants will develop the theoretical foundations and skills to design measurement instruments, analyze the data collected from them and use the results to inform or advise on decision in a sustainable educational setting.

COURSE TITLE: **Educational Resource Management**
COURSE CODE: **EDEA6321**
COURSE LEVEL: **6**
CREDITS: **3**
PRE-REQUISITES: **None**
DURATION: **39 Hours**

The course explores the educational resources that are required to provide a sustainable educational programme that is effective, responsive and comparable to those of similar institutions, internationally. With the many educational institutions being required to take on greater responsibility for their funding or to demonstrate value for resources provided by governments, administrators must have the requisite skills to manage their resources. This course will take into consideration the differences which exist between and among universities, colleges and other governmental institutions which are involved in the management of education resources while at the same time addressing those similarities.

COURSE TITLE: **Budget Planning and Financial Management**
COURSE CODE: **EDTV6012**
COURSE LEVEL: **6**
CREDITS: **3**
PRE-REQUISITES: **None**
DURATION: **39 Hours**

This course will provide participants with the skills required to interpret the budgeting and financial management process. The acquisition of these skills becomes increasingly important because schools and other learning institutions are required to give full account of their financial activities. In fact, the ability of the school system to improve the performance of the schools will depend in part on how well the finances are managed in order to maximize effective output. Participants will also be exposed to policies, regulations and rules that should be used by administrators to guide their actions as stipulated by the government.

COURSE TITLE: **Research Methods**
COURSE CODE: **EDRS6115 (EXISTING COURSE)**
COURSE LEVEL: **6**
CREDITS: **3**
PRE-REQUISITES: **None**
DURATION: **39 Hours**

This course will provide participants with 'hands-on' exposure to knowledge, skills and insights for conducting relevant research. Participants will be required to use research tools, and strategies to resolve human performance problems. Participants will develop competencies to generate, interpret and use research data.

COURSE TITLE: **Fundamentals of Data Analysis**
COURSE CODE: **EDRS6116 (EXISTING COURSE)**
COURSE LEVEL: **6**
CREDITS: **3**
PRE-REQUISITES: **EDRS6115**
DURATION: **39 Hours**

The course is designed to expand the students' knowledge of statistical analysis and to develop a sophisticated approach to dealing with research questions. It provides an introduction to the basic concepts and practices of data analysis and inferential statistics. It will provide an understanding of several techniques including testing one or more means from sampled populations (t-Tests and ANOVAs), relationships between scale variables (correlations and regression), and contingency table analysis (Chi-square tests).

Optional Courses (Electives)

EDEA6306   Planning for the Education and Training System
EDTV6021   Facilities Development and Maintenance of Training Systems
EDTK6903   Technology in Higher Education
EDTV6023   Distance and Online Learning Design and Delivery
EDTV6024   Curriculum Development in TVET & WFD

COURSE TITLE: **Planning for Education and Training Systems**
COURSE CODE: **EDEA6306**
COURSE LEVEL: **6**
CREDITS: **3**
PRE-REQUISITES: **None**
DURATION: **39 Hours**

This course will first examine concepts and theories related to educational planning, especially in relations to the Caribbean and other developing countries. There will also be an examination for examining how developed countries have been able to improve the functioning of education systems through effective planning. Various models of educational planning will be explored in order to determine how the functions, principles, processes and strategies are developed, implemented and evaluated.

COURSE TITLE: **Technology in Higher Education**
COURSE CODE: **EDTK6903 (EXISTING COURSE)**
COURSE LEVEL: **6**
CREDITS: **3**
PRE-REQUISITES: **None**
DURATION: **39 Hours**

This course is designed to expose participants to critical strategies and processes for effective infusion of technologies in higher education, with emphasis on utility and implications for users. This exposure will focus on: i) principles, practices and the potentials of technology; ii) technology productivity tools and integration strategies; iii) trends & issues of technology in higher education; iv) evaluation of technology resources for use in education; and v) the design and support systems for technology-based projects, programmes, or interventions. While this course will involve some technical aspects of available technologies, it will not directly provide hands-on practice in developing related skills, or competencies in the use of these technologies. In fact, it is assumed that participants will come to this course with at least basic skills in the use of modern information and communication technologies.

COURSE TITLE: **Distance and Online Learning Design and Delivery**
COURSE CODE: **EDTV6023**
COURSE LEVEL: **6**
CREDITS: **3**
PRE-REQUISITES: **None**
DURATION: **39 Hours**

This course will focus on critical elements and requirements for the design and delivery of effective distance and online learning programmes. Participants will be given opportunities to develop specific skills and competencies in designing instructional programmes for target learners, which are customized for, or can be easily adapted to a variety of distance and online learning delivery systems/platforms. Special emphasis will be placed on solving challenges faced in designing for these systems.

COURSE TITLE: **Curriculum Development for TVET & WFD**
COURSE CODE: **EDTV6024**
COURSE LEVEL: **6**
CREDITS: **3**
PRE-REQUISITES: **None**
DURATION: **39 Hours**

This course is designed to enhance the knowledge of Technical Vocational Educational and Training (TVET) and Workforce Development (WFD) administrators in curriculum theory and planning, and improve their skills in curriculum development. In addition, TVET and WFD leaders and practitioners will acquire the skills and competencies to evaluate the relevance, responsiveness and appropriateness of their curriculum. Further, administrators of these programmes will also be prepared to provide the quality of leadership in curriculum needed to give their instructors and teachers a greater sense of empowerment and a more rational approach to teaching.

Research & Development

EDRS6801: Research Project/Thesis   (9)
EDTV6033: Structured field Experience in TVET   (3)

COURSE TITLE: **Project/Thesis**
COURSE CODE: **EDRS6801**
COURSE LEVEL: **6**
CREDITS: **9**
PRE-REQUISITES: **EDRS6115**

The student is required to produce a thesis or project at the Masters level. (Note that all students must follow the guidelines provided by the Graduate Studies and Research in preparation of the thesis and dissertation.) The students will be provided with an opportunity to conduct research that is pertinent to the education, school or training system in relation to Technical Vocational Educational and Training (TVET) and Workforce Development (WFD). The students will be able to combine the techniques and methodology learned in research courses with their own experience as educators in TVET to conduct investigation into problems faced by the training and education system as well as the workforce.

COURSE TITLE: **Structured Field Experience in TVET**
COURSE CODE: **EDTV6033**
COURSE LEVEL: **6**
CREDITS: **3**
PRE-REQUISITES   **None**

Students will be required to spend a minimum of 40 hours (approximately 10 weeks at 4 hours per week) in an organization- experiencing in a practical/hands-on way the nature of leadership and management. This experience will involve the following persons: i) an onsite supervisor (a designated staff member of the organization, as arranged by the programme coordinator); ii) an external supervisor (from the UWI/School of Education; iii) An independent assessor (in the case of distinction students). Once placed in the organization, the student will be required to observe and participate in normal business activities; and document leadership teaching/learning moments through interactions and interviews with staff members at various levels. The documented experience should then be reported on as an assignment from the field experience.

Seminars

COURSE TITLE: **TVET & WFD Seminar Series**
COURSE CODE: **EDTV6040**
COURSE LEVEL: **6**
CREDITS: **3**
PRE-REQUISITES: **None**
DURATION: **39 Hours**

1. Current Trends and Issues Impacting TVET Implementation
2. Current trends and issues in workforce development
3. Work & Ethics: Implications for National Development

Technical Vocational Educational and Training (TVET) & Workforce Development (WFD) has been consistently in a state of change and transformation as it seeks to adjust to meet the needs of the learner and industry alike. For example, competency-based training has been a dominant approach to the delivery of TVET, but there continues to be a healthy debate regarding its effectiveness in dynamic and complex work environment. While there are no clear indications that there will be a single 'best' approach to the delivery of TVET and to develop the workforce, it is important that these issues are fully discussed so that TVET policy development and implementation can be adequately informed. The discussion of these issues has become even more urgent at this time, when countries are seeking to mainstream TVET, not just in the public education system, but also at the tertiary and higher education level. Students will be given the opportunity to research these issues and topics in order to deepen their knowledge and understanding of the crucial concerns impacting TVET & WFD. Prior to attending each seminar, students will be required to carry out approximately 10 hours of independent study.

1. **Current Trends and Issues Impacting TVET Implementation**
    Trends and issues related to the role of TVET in the formal education system, the level at which TVET should be introduced in the school system, the delivery of TVET as a parallel programme to general education, the full integration of TVET and general education and limiting of TVET to industry and workplace are only a few that are constantly being debated. This seminar will attempt to identify and discuss these and other issues related to the implementation of TVET in the Caribbean.

2. **Current Trends and Issues in Workforce Development**
    Students in this seminar will identify and discuss trends and issues related to Workforce Development in the Caribbean. Although TVET may constitute aspects of this discussion, attempts will be made to focus the discussion on implementing measures aimed at developing the existing workforce.

3. **Work & Ethics: Implications for National Development**
    A discussion on work and ethics and the implications this will have on National Development. Students will be required to carry out investigations on the topic and present their findings in a seminar setting.