

ITE-VET
2016–2018



Co-funded by the
Erasmus+ Programme
of the European Union



Evaluation Study Plan

IFNUL

The following content is a result of the
ITE-VET project which is part of the
Erasmus+ Programme of the European
Union.

This publication [communication] reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

This is a report prepared upon analysis of the two main documents provided by IFNUL by the end of November 2017 and by the end of February 2018:

- Progress report IFNUL (4 pages)
- Ministry of Education and Science of Ukraine, Ivan Franko National University of Lviv, Study Plan (3 pages)

We have also used the following documents, where there is information relevant for this purpose:

- To dos Dec 2017
- Erasmus+ Workshop Kyiv, February 2018

Criteria for the evaluation of the new/revised study plans – IFNUL

0. Open issues.

- The plan is devised for 4 years, while most countries in Europe (it was not the case of Spain) opted for a structure of 3+2 Bachelor+Master.
- While specialization is expected in years 3 and 4, disciplines for free choice are mainly either in the first or the second year.
- An introduction to the program, including the main overall aims as well as a definition of the occupational profile(s) of the graduated, in terms of vocational competencies, would be appreciated. An specification of the sort of institutions in which people will work would also be of value.
- Further clarification of the difference between the work positions and the professional profile/specialty would be appreciated.
- A differentiation or clarification between specialty and specialization would be appreciated.
- Any reform of study plans need to take into account the ability to transform practice as well as the external and internal pressures that affect the reform process. Taking these into account would contribute to the feasibility of the reform itself.
- We would appreciate a more uniform or standard allocation of ECTS to the modules, at least one that is convertible according to multiplication. As they are currently, there are modules of 3, 4, 5, 6, 7, 8 and 9 credits, which implies several difficulties in order to conduct a feasible planning both for students as well as for academics.
- It would be appreciated to know the internal departmental structure of the Faculty, in order to better understand the disciplinary basis behind some of the modules

1. Are the stated ECTS like written in the proposal (min. 20 ECTS of pedagogy/didactics)?

- ECTS comply with the amounts stated.
- It is convenient to specify the amount of hours of each kind of teaching practice.
- It is convenient to specify the sequence of modules along the academic years.

2. Are the stated weeks of internships like written in the proposal (min. 8 weeks of internships in vocational schools and min. 12 weeks of internships in companies)?

- Does vocational practice always take place in vocational schools, or is there some practice happening in educational institutions other than schools, like 'teaching volunteering practice', the first internship module?
- There seem to be missing weeks, as the overall amount does not seem to reach the specified overall amount.

3. Does the range of pedagogic/didactic courses show a sufficient width/spectrum?

- The balance between pedagogical and psychological approaches is fine in the proposal.
- Reference to specific companies that hire people with disabilities, to vocational workshops where people with disabilities can be occupied, as well as to other forms of ordinary work like supported employment might be taken into account.
- We wonder about the lack of modules referred to relevant issues such as:
 - o Lifelong learning as a chance for people with special education needs
 - o Vocational guidance

4. Is the relation between didactic and pedagogic courses balanced?

- We need further information and clarification on the following modules:
 - o Ergotherapy
 - o Psychological activity in special conditions
 - o Technologies of psycho-special teaching
 - o Conflictology
- We are considering as general pedagogic modules 1 to 4 out of the main disciplines, while 5 to 7 fall under the category of didactic ones. However, we need some specification on the content of module 6, 'working in production workshops', as its curriculum is not apparent to us.
- We wonder about the reasons behind the choice of occupational fields like automechanics and publishing, both of them business with huge differences among them

5. Is a certain self-reliance (Eigenständigkeit) of the teacher education profile apparent or is it too much included in other study programmes?

- We would need to consider the rest of the program in order to be clear about to what extent the relative self-reliance of the teacher education profile is appropriate or not.
- There is reference to children with disabilities in several parts of the proposal. Children and youngsters under the age of 16 should not be entitled to work and, therefore, no vocational education nor training be offered to them other than prevocational choices for them to try out their own interests. We are not clear about the role in a VET teacher program of the following modules:
 - o Technologies of psycho-special teaching the children with hyperactivity and attention deficit
 - o Technologies of psycho-training for children with autism
- Reference to adult learning might be made in the proposal, both in terms of teaching principles as well as in terms of participation of adults with disabilities in the community.
- We are not sure about the role of optional modules.
 - o We are confused about those modules being offered before having attended the compulsory specific modules
 - o We do not see full relationship between the title of the disciplines and the description provided below each of them. That is the case for the following:
 - Psychological activity in special conditions vs. ethics and psychology of family life
 - Information technologies and technical means of special education (rather than training) vs. psycho training in the inclusive ethnic environment
 - Foundations of intercultural communication vs. vocational guidance
 - o We wonder why there is a module offered in English (foundations of intercultural communication).
 - o We are not clear about this elective courses being the choice of faculties not students.