

MHSC105 Health and Social Care Education

ECTS Value: 2 ECTS
Self-Study Hours: 24

Contact Hours: 10
Assessment Hours: 16

Overall Objectives and Outcomes

The aim of this unit is to equip participants with an understanding of what VET Education is about and the necessary skills needed to teach and assess Health and Social Care. Learners will be encouraged to explore current research, both locally and at a European level in order to keep abreast with the developments of VET Education.

By the end of this module, the learner will be able to:

Competences

- a. Develop teaching and learning strategies which take into account the various learning abilities of students.
- b. Evaluate current research practices, trends and policies of vocational education both in Malta and internationally and apply them accordingly to one's teaching strategies.
- c. Design assessment tools which target different MQF Levels in Health and Social Care and which will eventually help students reach their full potential.
- d. Develop suitable assessment tools for appraising the various tasks according to the different MQF Levels.
- e. Design assignment briefs which are fair, reliable and authentic, accompanied by relevant observation sheets to be used when assessing various application criteria in the subject content.
- f. Devise reliable marking schemes for the tasks in the assignment briefs across all units in the Health & Social Care syllabi.
- g. Develop communicative skills which will aid learners in collaborating with different health care professionals to keep up to date with content knowledge.
- h. Develop effective communication skills which will enable learners to give appropriate feedback to students and peers.
- i. Hold professional discussions with colleagues about the verification process. The learner will acquire skills on how to be assertive while being flexible and understanding about key issues that crop up during such discussions.
- j. Develop and communicate clear learning and assessment tasks.
- k. Give feedback to learners on their performance in relation to hands on/practical tasks.
- l. Create innovative and engaging teaching approaches in relation to lessons and resources to hands on/practical sessions.

Knowledge

- a. Demonstrate a thorough understanding of what is expected from students in the different MQF Levels of the Health & Social Care syllabi.
- b. Develop an understanding of the VET Subject Learning Outcomes (SLO's), namely the Knowledge, Comprehension and Application criteria.
- c. Identify which criteria in the MATSEC Syllabi should be assessed through various tasks in an assignment brief and which ones should be assessed through a controlled exam.
- d. Describe in detail the verification process of the VET System for quality assurance purposes and explain its importance.

- e. identify different assessment methods: by assessing practical sessions and verbal questioning; written assignments; reflective journal

Skills

Applying knowledge and understanding

The learner will be able to:

- a. Present vocational scenarios in a creative and innovative way to help link theory with various practical settings that students will eventually be exposed to.
- b. Appraise different tasks and be able to give constructive verbal and written feedback to students and colleagues when correcting and verifying their work.
- c. Demonstrate how vocational subjects should be taught by including practical problem solving techniques which will help students own their learning processes.
- d. Develop a vocational pedagogy which incorporates enquiry-based and active learning which reflect different real-life scenarios within the Health & Social Care Sector.
- e. Analyse various assessment tools to be used to appraise specific tasks in assignment briefs.
- f. Analyse in detail students' work and choose the kind of feedback which is most appropriate for the different learning abilities of students.
- g. Evaluate whether student's work meets the criteria being assessed and whether it is fit for purpose.
- h. Critically analyse assignment briefs and corrected work of fellow educators for quality assurance purposes.
- i. choose the appropriate assessment method to address the assessment criteria and learning outcomes.

Assessment Methods

This module will be assessed through: Reflective Essay, Portfolio and Assignment

Suggested Readings

Core Reading List

1. Nore H, and Lahn L. (2014). Bridging the Gap between Work and Education in Vocational Education and Training. A study of Norwegian Apprenticeship Training Offices and E-portfolio Systems, International Journal for Research in Vocational Education and Training (IJRVET,) Vol. 1, No. 1: 21-34, www.cedefop.europa.eu/files/5506_en.pdf.
2. Lucas, B., Spencer, E., & Claxton, G., (2012) How to teach vocational education: A theory of vocational pedagogy. University of Winchester in collaboration with City & Guilds Centre for Skills Development.
3. Greer, I. (2019). The Vocational Assessor Handbook: Including a Guide to the QCF Units for Assessment and Internal Quality Assurance (IQA): Kogan Page Publishers.

Supplementary Reading List

1. CEDEFOP, (2010) Knowledge, skills and competences for recovery and growth, Luxembourg: Publications office of the European Union.

2. CEDEFOP. (2015). Vocational pedagogies and benefits for learners: practices and challenges in Europe, Luxembourg: Publications Office of the European Union, www.cedefop.europa.eu/files/5547_en.pdf.
3. Ingle, S. and Duckworth, V. (2013) Teaching and Training Vocational Learners. UK: Sage Publications Ltd.
4. Lucas, B., Spences, E. and Claxton, G. (2012). How to teach in vocational education: A theory of vocational pedagogy. UK: City and Guilds Centre for Skills and Development. [Available at: <https://www.educationinnovations.org/sites/default/files/How-to-teach-vocational-education.pdf>].
5. Nore H, and Lahn L. (2014). Bridging the Gap between Work and Education in Vocational Education and Training. A study of Norwegian Apprenticeship Training Offices and E-portfolio Systems, International Journal for Research