"Center Managers pull the strings…

…and guide the fortunes of training centers and good training!"

CURRICULUM
Modules for COURSE, NVQ Level 6: Educational Center Management

Higher National Diploma (HND)
TVEC

General Information about this course and handling of this curriculum:

Any center manager, principal, CEO and top management can automatically be registered for th~~e~~at course, if nominated by their head office.

Generally, an NVQ Level 5 qualification~~, best~~ in teacher ~~education,~~education is a prerequisite to enlist in this level 6 course. The 60 credit points may be recognized in some future degree program.

In addition, this course can be considered a post-grad course, delivering 60 credit points that can count towards a further education Master degree in TVET center management if participants are degree holders already.

Further details about the course:

- Duration: 18 months
- 440 contact hours, generally conducted in 22 compact weekend seminars of 20 contact hours each
- 1560 hours of study hours, project and team work
- 60 credits for all modules together
- but there should also be presentations on initiatives they undertake
- Written Performance:
- 2 reports on development initiatives for the participant's center, adding up to 5000 word-papers, with subsequent vivas (module G)
- one sophisticated Center Management Plan (module F)
- Final project report of about 15,000 words (module I)
- Grades: at least "pass" in each module, repetition of or improvement in assessments are possible once in each module

20 contact hours typically represent one weekend seminar, i. e. each day 10 x 45 minutes equals 7.5 hours each day.

Other forms of organisation may be required, depending on the availability of resource persons.

The following nine modules are generally <u>spread over the course of 18 months</u>, with study and homework phases in between contact weekend seminars for several modules.

A:	**60 hours**	**in class: 20 hours (one weekend seminar)**
B:	**80 hours**	**in class: 20 hours (one weekend seminar)**
C:	**300 hours**	**in class: 60 hours (three weekend seminars)**
D:	**300 hours**	**in class: 60 hours (three weekend seminars)**
E:	**60 hours**	**in class: 20 hours (one weekend seminar)**
F:	**360 hours**	**in class: 100 hours (five weekend seminars)**
G:	**240 hours**	**in class: 60 hours (three weekend seminars)**
H:	**200 hours**	**in class: 40 hours (two weekend seminars)**
I:	**300 hours**	**in class: 60 hours (three weekend seminars)**
J:	**200 hours**	**in class: 40 hours (two weekend seminars)**

2.100 hours, *of which in class:* **480 hours (24 weekends in 18 months)**

A major component of this course is also deeply engrained in its structure, the training of over-arching **soft skills for center managers**, esp. **time management** and **organization** of tasks and events, such as sticking to the timeline, planning and making use of the self-study hours and having the tasks ready for the follow-up contact seminar in most modules.

Module A:	**Become aware of yourself and improve as Center Manager**
	Time Frame: 60 hours (20 contact hours)

Competencies (job functions and soft skills) and descriptions:

The participants carry out a reflective self-analysis, referring to the four areas of competence of center managers in TVET. They start a reflective center manager development portfolio, the self-analysis becoming the first entry. They answer the question of what constitutes a "good leader", and incorporate their findings into their self-analysis. They engage in reflective and communicative sessions, finding out about strengths and weaknesses and exchanging views on each other.

The participants recall work situations in which they have shown behavior that serves as indicator for major competencies needed by successful center managers, communicate these situations and take notes for their portfolio as evidence for an existing competence structure.

The participants prove their abilities in role plays about negotiations with head office and ministry personnel, staff talks and conversations with parents as well as with industry representatives. They give peer feedback accordingly. They prepare a short presentation about an announcement to all staff, get and provide feedback about their presentational skills and their personality as a leader.

The participants prepare an action plan about how to work on weaknesses and how to improve as well as how to make strengths coming to the fore even more. These action plans are presented to peers confidentially and face-to-face.

The participants work out a report on achievement and to-dos after half a year, to be added to their portfolio. They also provide evidence about strengths and actions to improve weaknesses, based on prototypical center manager competencies

Typical related work situations to master:
    (1) Center Managers make good use of their strengths and ask for help regarding their weaknesses
    (2) Center Managers strive for improving their leadership skills.
    (3) Center Managers are reflective, know their limitations and how to improve.
…

Important pertinent Content (knowledge):	Competencies of good center managers
	Methods of critical reflection
	Methods of communicative interaction
	Reflective Center Manager Development Portfolio
	Self-confidence in Leaders
	Leaders' Presentations
	Communicative Strategies for Leaders
	Staff talks
	Customer talks
	Means to improve competencies
	Personal introspection
	Confidential exchange
	Personal Development Goals and related actions
	Self-motivation and motivation of staff
	…
Potentially useful teaching methods (optional):	- Reading Tasks
	- Peer-to-Peer Talks
	- Customer interaction simulations
	- Role Plays
	- Mock Leaders' Presentations
	- Reflective Portfolio Entry Writing
	- Self-critical competence assessment

Assessment: 50 % for portfolio presentation, 50 % Portfolio assessment.

Continuous assessment: Leaders' Presentation to Staff, Role Play of staff talk and Peer interaction

Module B:	Design a new training course and develop the center
	Time Frame: 80 hours (20 contact hours)

Competencies (job functions and soft skills) and descriptions:

The participants find out internally what courses are wanted and what serves to develop the center. The participants determine what is needed in terms of approvals by regulatory bodies, ministries and head offices, legally, by argument and financially. They also find out what new staff and equipment necessities are involved and understand requirements and procedures how to start a new program.

They argue convincingly with stakeholders and potential customers why this course is needed. This is based on studies and industry contacts. For that purpose, they design information collecting methods and tools, such as questionnaires for employers, parents, industry and the relevant Industry Sector Skills Council, and conduct a survey and manage the survey with subordinate and cooperating staff. They consult with the respective Industry Sector Skills Council, chamber and associations, if applicable in the sector.

The participants use an analysis of market data in a presentation to convince stakeholders in particular, using software and statistical tools.

Ultimately, they come up with a long-term training program for such a course, structured into weeks: and they develop the major program outcomes. They present an organization and staff involvement table for this program, i. e. they develop a structure and a timetable for the program and decide on staff deployment.

To conclude, the participants prepare and present an estimate for the program cost, again using appropriate software such as MS Excel and proper financial planning tools.

Typical related work situations to master:
(1) Training center management wants to find out about demand-driven programs and determine how to develop.
(2) Training center management intends to convince stakeholders and potential customers about the need for the new course.
(3) Training center management organizes the new program, with respect to personnel, equipment, time planning and finances.

Important pertinent Content (knowledge):	Requirements of a program Survey tools and methods Key Players of the Demand Side Statistical Tools Spreadsheet and Planning Software Program Outcomes Professional Presentations Financial Planning Personnel Planning Equipment Structure and Timetable of a Program Cost Estimate of Program Strategies of Persuasion
Potentially useful teaching methods (optional):	- Task-Based Work - Project Work - Team-based Work - Project Presentations - Role Plays for Negotiations - Software-based group Work - Home-based Research and Reading Assignments

Assessment: 50 % for one project report, 50 % simulated presentation for stakeholders.

Continuous assessment: Progress Discussions with Project Groups, Intermediate Short Status-Quo presentation.

Module C:	Focus on and enhance center teaching and learning activities
	Time Frame: 300 hours (60 contact hours)

Competencies (job functions and soft skills) and descriptions:

The participants get immersed in modern teaching and learning as well as assessment methodology and carry out (simulate) their favorite method with leadership peers. Moreover, they teach a few modern sample classes in their centers, record and document it, and present the outcome to their peers. They watch some of their own videos, comment on it and exchange their views how to improve.

The participants get acquainted with suitable observation methods of teaching and learning in classrooms and workshops and with a tool to be used. They use the tool in their center several times, and give feedback to their teachers that have been observed. In due course, they report on their observations during a simulated teacher feedback session, present their filled-in observation sheets and discuss improvement options within standing peer groups of about six to eight. They design a sample development plan for academic staff via team work and introduce the reflective development portfolio for teachers in their centers.

The participants agree with their staff on an action plan how to upgrade teaching and learning and focus on two selected areas of the delivery process, in coordination with staff. The action plan is presented and discussed.

The participants collect lesson and training plans in their center and organize a productive exchange on effective lesson plans and how to supervise accordance with curricula. They design a suitable lesson plan sample form for their center and come up with an implementation initiative or plan. Center managers exchange their initiatives and plans and provide feedback to each other.

The participants write a rubric for assessing the teaching skills of their academic in small teams, present and exchange the resulting instruments. These rubrics are used after teaching session observations on their centers; and participants report on experiences. Participants design present a plan how to convince academic staff to start a "teacher enhancement reflective portfolio" and how they are going to work with it.

Finally, a project for teaching and learning enhancement is initiated in their centers, carried out, presented and reflected upon.

Typical related work situations to master:
(1) Center Mangers observe academic staff and give feedback.
(2) Center Managers improve and upgrade academic performance in their centers.
(3) Center Managers make use of their teaching and learning expertise to engage with staff, customers and for the greater benefit of their center.

Important pertinent Content (knowledge):	Up-to-date teaching methodology Up-to-date assessment methodology Reflective instruments of professional development Methods of unbiased lesson/workshop observation Tools for lesson/workshop observation Action Plans for academic performance Projects to enhance academic performance Lesson/Workshop observation and feedback Peer exchange and feedback methods Audience-involving presentations Productive team interaction Center-based project work Reflective Teacher Development Portfolio
Potentially useful teaching methods (optional):	- Peer Interaction and exchange - Peer-to-Peer Counseling Teams - Task-Based Learning - Simulated Teacher Feedback Sessions - Team work for sample development plans - Interactive Presentations - Reporting sessions for small-scale project via group-based presentations - Self-directed learning via textbook - Short Input lectures

Assessment: 30 % project report, 30 % project presentation, 40 % presentation of (a) own teaching experience and (b) teaching observation/feedback experience

Continuous assessment: Involvement in peer exchange and peer-to-peer counseling teams as well as evidence for preparedness thorough home study for teaching, observation and assessment experiences as well as involvement in rubric production and plan on introducing "teacher's portfolio".

Module D:	Assure and Improve Quality of Training
	Time Frame: 300 Hours (60 contact hours)

Competencies (job functions and soft skills) and descriptions:

The participants exchange their knowledge and experience with the 15 steps of the Quality Improvement System of TVET in Sri Lanka. As a part of that, they engage in discussions that draw on experiences with establishing a Quality Management System (QMS) by implementing the 6-by-9 matrix of procedures and processes as well as with implementing steps of the Quality-is-Fun (QiF) program. The participants introduce tools being used in QIS, QMS and QiF to each other via presentations or simulate how to use them. In order to do so, they work with the QIS handbook and the QiF toolbox in particular. There is a peer-to-peer counseling format that exchanges views on what works best and how to do it.

The participants develop and exchange feedback plans from students, parents, industry and other stakeholders for their centers and carry out simulated meetings on the "quality committee" to discuss feedback from customers. They discuss advantages and drawbacks of oral and anonymous feedback as well as feedback via questionnaire or online-based—and include the influence of culture in evaluation and feedback situations.

The participants analyze authentic feedbacks statistically, present the results and come up with a written entry into their leaders' portfolio how to adapt accordingly.

Leaders conduct a 360-degree feedback internally, reflect on the meaning and write a comprehensive entry into their leaders' portfolio.

The participants design plans for their training center's regular and purely internal evaluation, official QMS-required internal audit and external friend external evaluation program.

Moreover, they will prepare an analysis paper what to improve in their training center with regard to administrative processes and record-keeping, with an eye on the options of digitalization. The analysis papers are presented and discussed in small peer-to-peer counseling groups.

Ultimately, they work out and present an implementation plan where to take action and what to maintain—and why, to be dubbed, internal quality improvement plan.

Typical related work situations to master:
- (1) The trainer is part of the quality approach of his training center.
- (2) The trainer conducts his individual teaching evaluation with his customers.
- (3) A quality problem comes up and needs to be addressed.

Important pertinent Content (knowledge):	ISO and EFQM international standards Certifying and Regulatory bodies, e. g. TVEC, Sri Lanka Standard Institution QIS system and steps, QMS approach and QIF steps Tools of quality work Feedback approaches Types of feedback measurement: anonymous questionnaires, survey and personal/group interviews Feedback analysis Leaders' feedback, e. g. 360-degree feedback Quality assurance and improvement plans Quality action implementation plans Quality work as a contribution to happiness
Potentially useful teaching methods (optional):	- Experience exchange - Home Study of ISO and EFQM international standards - Home study of QIS manual, QMS manual and QiF handbook - Presentation and critical feedback of quality measures, analyses and implementation plans - Role plays of "quality committee" meetings - Evaluation plans peer-to-peer presentations and exchanges - Quality work evaluation program plans - Authentic feedback from staff - Leaders' Portfolio entries

Assessment: 40 % quality measures implementation plan, 40 % written evaluation plan, 20 % analysis paper regarding admin processes and record-keeping.

Continuous assessment: Presentation performance and peer-to-peer exchange involvement

Module E:	**Develop leadership professionalism**
	Time Frame: 60 hours (20 contact hours)

Competencies (job functions and soft skills) and descriptions:

The participants engage in continuous development of their leadership skills, working out motivational and inspiring plans for their staff for the next year. They design and deliver a simulated speech for all staff, laying out the course and quality development plan for the following year as well as. The simulation is to be as authentic as possible and can be delivered in their center after the simulated rehearsal. While delivering their speech, they exude a leader's self-confidence, communication skills and rhetoric.

Internally, they ask for an anonymous critical staff feedback via questionnaire, deal with it professionally and do not get offended but work out a personal development plan how to cater to staff comments; subsequently this is reflected in the leader's portfolio.

The participants become members of professional leadership bodies and organizations to stay up-to-date and start a network with their classmates, especially by establishing "regional leaders' peer counseling groups". They visit renowned leaders in TVET, do an interview each and present the findings in class about successful leaders.

They participate in practitioner-based research in TVET, e. g. as offered by TVEC's research cell or by Univotec as a co-author, and publish papers or articles and present findings at TVET conferences.

The leaders reflect how they can continue to develop their leadership skills, draw up a personal development plan to enhance their job satisfaction.

Typical related work situations to master:

(1) The participant stays up-to-date as a professional leader in TVET and continuously hones her or his skills.

(2) Continuous changes in leadership tools and opportunities in using technology and the internet as well as staff expectations make further development and training a necessity.

(3) As a leader, the participant wants to meet the requirements and expectations of her/his staff and the wider public.

Important pertinent Content (knowledge):	Leaders' competence Leadership skills development plan Motivation and Inspiration Strategies for Staff Inspirational Center development plans Leader's rhetoric and registers Self-confidence in posture, gestures and speech Critical staff feedback and professional handling Leaders' networks and bodies Research Tools for leaders and interpretation Publishing Options Reflection of development of leadership skills Reflection of job satisfaction as a leader
Potentially useful teaching methods (optional):	- Team-based center development plans - Leaders' Speeches to staff (simulated and authentic) - Critical feedback obtaining - Leader interviews - Interview finding presentations - Personal Development Plans - Leader's Peer-to-Peer Counseling Group (establishing session) - Portfolio entries about personal leadership development in the making and job satisfaction - Team-based TVET research: Planning how to do research on centers and to publish results

Assessment: Leader's Speech 40 %, Personal Development Plan based on critical feedback 40 %, Presentation of Leader's interview 20 %.
Continuous assessment: Participation, Motivation and Results regarding speech preparation and center development plan, critical staff feedback an personal development plan, conducting the interview and preparation of presentation as well as planning the peer-to-peer counseling sessions and the TVET research endeavor and, last no least, the reflective portfolio entries

Module F:	**Perform administrative, planning and financial activities**
	Time Frame: 360 hours (100 contact hours)

Competencies (job functions and soft skills) and descriptions:

The participants work out a visual illustration who is in charge of which administrative, planning and financial tasks with regard (a) the Ministry responsible for TVET, (b) the head offices, esp. DTET, NAITA, Ocean University, Univotec and VTA and (c) the individual colleges and training centers tasks.
They prepare a checklist what autonomous administrative, planning and financial activities center manager can authorize.
The illustration for all potential head offices and the checklist are presented in an exhibition where the different teams display and explain their products.
Consequently, they unearth the following procedures and processes from their centers: (a) procurement of stationary and machinery, (b) enrolment of new students, (c) academic staff recruitment, (d) looking for funding for a project and (b) graduation and certification. They present their research results to different face-to-face partners and obtain feedback. After having obtained feedback they come up with at least two improvement proposals and introduce them to the same partners again, asking for feedback once again.
The participants do a textbook and structured internet research with regard to center planning tools, i. e. instruments that focus on planning ahead, instead of reporting on the past. Still, they also familiarize themselves with direct and indirect costs, imputed costs, double-entry bookkeeping, financial statements, profit and loss accounts, balance sheets, assets and liabilities as well as tools for financial planning. They also find valuable information on physical resource management, such as obtaining training material on time, maintenance of tools and equipment and efficient utilization of available resources. This is to be done by solving problems in authentic case studies. The concepts of effectiveness, efficiency, viability and profitability are to be used for presenting case study solutions.
Ultimately, they sift existing Center Management Plans from previous years, apply their new-acquired insights during the case study work and apply it in the drafting of a future-oriented Center Management Plan for the following year. A template and format for that is provided and useful aspects found in Business Plans are to be included.
These Center Management Plans are presented in groups, and feedback is provided. Based on that feedback, the participants prepare a final version.
Ultimately, they reflect on the status quo of their planning abilities in their leaders' development portfolio.

Typical related work situations to master:
> (1) Center Management optimizes are streamlines administrative tasks.
> (2) Center Management engages in financial planning.
> (3) Center Management prepares comprehensive plans for the next year.

Important pertinent Content (knowledge):	Division of Responsibilities
	Center Autonomy and delegation
	Procedures and Processes (P&P) in Quality Manuals
	Optimization and Streamlining of P&P
	Main areas of administrative action, e. g. procurement, funding, human resources, student marketing and enrolment as well as graduation and certification
	Administration concepts: direct and indirect costs, imputed costs, double-entry bookkeeping, financial statements, profit and loss accounts, balance sheets, assets and liabilities, physical resources, relevant training material, classroom and workshop equipment, tool maintenance
	Concepts of viability, profitability, effectiveness and efficiency regarding available resources
	Center Management Plans versus Business Plans, including template and format
	Management of training material, tools and machinery
	Request and Proposal for new and renewable items

Potentially useful teaching methods (optional):	- Inquiry-based learning - Web-Quest (structured internet research) - Face-to-face presentations, e. g. via double circle or speed-talking row - Authentic case studies , best from the TVET sector, including special tasks to calculate costs - Case studies for template and format - Self-study in textbooks and internet - Simultaneous Group-to-group presentations - Critical leader's portfolio entries

Assessment: 25 % P&P improvement proposals, 75 % final version of Center Management Plan

Continuous assessment: Several presentations, face-to-face and group-to-group, involvement in inquiry-based learning and self-study as well as reflective and critical attitude

Module G:	Engage in Stakeholder and Public Relations
	Time Frame: 240 hours (60 contact hours)

Competencies (job functions and soft skills) and descriptions:

Participants arrange for coverage of their center in media, ~~develop~~ and are responsible for developing appropriate content and design brochures or leaflets about their center to advertise or distribute. They decide on who to enlist in these endeavors and what tasks to delegate; they specify these tasks in a job description for a position to be advertised. They identify organizations to work with and come up with ~~a~~ concept papers to build up a network, in teams. These concept papers are shared with other teams and discussed in peer-to-peer counseling sessions.

They engage in networking with sector-specific bodies, industry and other identified key players. Relevant bodies, businesses and key players are pointed out by brainstorming techniques, and noted down in leader's portfolios These meetings are simulated in role plays.

The participants pick two activities regarding some pressing topics and write two reports on the activities they have engaged in upon conclusion. These reports shall be available for the wider public to read ~~too~~. The potential topics refer to:

- Employer relations
- OJT monitoring and industry interaction
- Environmental concerns of public and center-based activities
- Social concerns of public and center-based based activities
- Recruitment initiatives from outside.

The participants present the results in a professional presentation that reports on results, potentially to head offices, ministry representatives and the wider public.

Typical related work situations to master:
(1) The training center wants to be known for professionalism.
(2) The training center wants to be in touch with stakeholders and the public.
(3) The training center wants to make successful activities known and appreciated.

Important pertinent Content (knowledge):	Media representation of TVET and centers
	TVET reputation
	Brochures and leaflets
	Professional presentations
	Cooperating organization
	Networking
	Dissemination center activities
	Reports
Potentially useful teaching methods (optional):	- Task-based learning
	- Authentic activities in centers
	- Professional public presentations
	- Reports, open to the public

Assessment: 60 % two activity reports (5,000 words each plus viva), 40 % two activity presentations

Continuous assessment: Brochures, leaflets, plans, brainstorming outcomes

Module H:	**Build Teams and Communicate Well**
	Time Frame: 200 hours (40 contact hours)

Competencies (job functions and soft skills) and descriptions:

The participants engage in a brainstorming session~~s how~~ to build a strong center team and prepare a group presentation on their findings. Then the group~~s~~ do an ~~internet~~ online and textbook research on how to build lasting and effective teams. They communicate their upgraded presentation to a fellow group.

The course participants actively experience team building activities, after which ~~to~~ they draw up two workshop plans for three hours each and a plan for two common events for team-building and implement these in their centers. For that purpose they enlist the support of the internal "Quality Committee" and, if applicable, the staff's "Happiness Committee". After implementation, they evaluate results and report these results in a presentation for fellow leaders. Finally, the come up with a long-term human development plan, based on team, cooperation and suitable academic and non-academic staff.

The participants do a self-assessment with regard to their communicative skills, especially their listening skills, for their leaders' portfolios. They experience several communication exercises and obtain information on effective communicative skills. After that, they renew their self-assessment.

They plan a face-to-face staff talk about the performance of that employee during the last year, based on a lesson observation and other common experiences and sh~~ow~~all results in a signed "agreement of personal development goals" (agreement on results for the following year). That staff talk last~~s~~ for about 30 minutes and is simulated with a peer in a role play, involving critical feedback as well. In due course, an authentic staff talk is initiated and carried out in the center and the experience is reflected in the leader's development portfolio.

The participants work out a scheme how to conduct regular staff talks with all staff and produce a guideline on what to heed as a leader that wants to communicate well, that means critically without insulting and empathetic without hurting anyone's feelings, but also without leaving out unpleasant facts and observations.

Staff talk experiences are made a central topic of regular "regional leaders' peer-to-peer counseling groups", and the learning effect is to be documented and reflected in the leaders' portfolios.

Typical related work situations to master:
1. The center manager wants to form a strong sense of a team.
2. The center manager involves staff in team-building efforts.
3. The center wants to be an effective communicator and engage with staff consistently as well as providing professional verbal feedback.

Important pertinent Content (knowledge):	Regular Staff Talks Agreements on results or development goals Exercises for team-building Human Resource Development Plan Exercises for communicative skills[1] Workshops and event plan for team-building Communicative skills of a leader Listening skills Professional staff talks Objective Feedback
Potentially useful teaching methods (optional):	- Inquiry-based teaching - Team-building activities - Communicative activities - Role Play of Staff talk - Reflective entries into leaders' portfolios - Peer-to-peer counseling groups - Group-to-group presentations

Assessment: 30 % team-building plan 30 % human resource development plan, 40 % scheme for regular staff talks including communication guideline

Continuous assessment: Involvement in presentation and group work as well as the role plays and especially participation in team-building and communication activities.

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[1] For proper exercises for team-building and communication, see Boehner 2017: QiF Handbook, esp. QiF Intervention No. 2.

Module I:	**Handle and carry through a center-based projects professionally**
	Time Frame: 300 hours (60 contact hours)

| **Competencies (job functions and soft skills) and descriptions:**

The participants engage in a holistic project that is to be carried out in all stages in their centers, from finding of teams, project topics to living through the group stages of team work.
The project topics have to come from the following areas of essential center management work:
- Developing contacts stakeholders in the region
- Carrying through placement activities with new industry contacts
- Enhancing course enrolment
- Quality-enhancing measures with involvement of all staff.
The project teams implement their projects in all the centers they represent. They present their project plans, interim results and final outcomes as well as an evaluation and sustainability plan. The final project report they hand in details individual contributions, provides evidence for their results and give insights into competence enhancement and "lessons learned" for center managers, aside from describing the project phases and evaluating the results. | |

| **Typical related work situations to master:**
(1) Center managers initiate and are involved in center projects.
(2) Center managers oversee center projects and evaluate the outcomes. | |

Important pertinent Content (knowledge):	Project phases Team stages Project goals and results Project evaluations Project Organization Planning and Implementation of Measures Costs Sustainability Reports
Potentially useful teaching methods (optional):	- Project Work - Team development games - Professional presentations - Project Outcome Exhibition - Individual reflections in leader's portfolio - …

Assessment: 60 % project report (about 15,000 words), 40 % project interim and final presentations—individual contributions. (Project teams are being asked to "distribute final mark according to individual contributions!")

Continuous assessment: Participation in team work, progress und reflection discussions during project work phases

Module J:	Ensuring student services and promoting open communication as well as a caring center environment
	Time Frame: 200 hours (40 contact hours)

Competencies (job functions and soft skills) and descriptions:

The participants check the set-up and functioning of several prototype TVET centers, comment on the student services provided and suggest improvements in presentation. In due course, they simulate an effective career counseling session and a student coaching sitting. As a team, they construct a comprehensive and effective system of student services and present the concept including a visual center set-up where ~~and~~ they demonstrate how these services work to the entire group. Ultimately, they design a vision ~~how~~ to improve the student services of their own center, list the competencies of career counselors, student coaches and teacher-mentors needed and judge staff of their own center in that respect. This vision is documented in their leader's portfolio as well as ~~next~~ in the subsequent steps ~~how~~ to improve student services in their center.

In the same vein, participants draw up a concept of open communication and a caring TVET center for all students and staff alike, no matter what their background, social group, gender or ability~~, which~~. This has to be presented to the entire group by role plays, thereby materializing the main ideas and standards. The concept is to be condensed into a realistic written center concept and a checklist of how to maintain such open communication and a caring environment, especially focusing on the pedagogic idea of inclusion, which refers to making disadvantaged and differently-abled people ~~an~~ integral members and a source of inspiration for the entire group of learners.

They also plan a meeting of all staff to discuss the status quo inclusion in their own center, ~~in order~~which will allow them to collect hints and ideas how to improve inclusiveness. Finally, they come up with a strategic plan ~~how~~ to maintain and develop an inclusive environment.

Typical related work situations to master:

(3) Center managers evaluate existing student services and enhance counseling and coaching offers.

(4) Center managers check whether open communication and inclusiveness of women, disadvantaged and differently abled people is prevalent and continuously enhance standards in that respect.

Important pertinent Content (knowledge):	Typical student services and shortcomings Effective Career Counseling Suitable Student Coaching External support facilities and individuals Mentoring of Students, generally by teachers Competencies of Counselors, Coaches and Mentors Standards of open communication "Measuring" open communication Pedagogic concept of INCLUSION Promotion of women Features of disadvantaged and differently-abled people Concepts of inclusion in the workshop/classroom Cooperation with social workers, psychologists, therapists etc.
Potentially useful teaching methods (optional):	- Case Studies - Highly visual presentations - Role play presentations - written strategic planning - face-to-face partner concept explanations - simulation of all-staff meeting with participants - leader portfolio entries - …

Assessment: 50 % vision of center student services (written concept), 50 % written plan of center's inclusiveness and open communication strategy

Continuous assessment: Participation in team work, contributions to two presentations, simulation all-staff meeting

General Information for Resource Persons:

(1) **How to work with open Curricula:**
What counts is the first box on competencies to be acquired, i. e. job and classroom actions that are to be mastered. They come as job functions and soft skills, but should be integrated and taught together. That can be done via students' group work on tasks and problems or via self-guided study. Teacher demonstrations and lecture-like input should be limited to a necessary minimum, in favor of student-centered methodology, using case studies, role plays, work tasks, projects, simulations and work problems to be solved and usually the solutions being presented.

(2) **How to Assess:**
The teacher shall make use of the methods of assessment suggested at the end of each module, adapted to the way of teaching applied (e. g. for the final project the instruments to assess are obviously the project report and the project presentation and nothing else!). Consequently, teachers draft concrete assessment tools and criteria according and suitable to their previous teaching and the methods stipulated. **Formative Assessment** should always be supportive and ~~counseling~~ constructive in nature, summative assessment provides a *final feedback* and determines to what degree the competencies in that module have been reached.

The assessment scale to be used should contain the following five categories:

Fail, Pass, Merit, Distinction, Extraordinary Distinction.

Suggested Readings:

Manual on the "Quality Improvement System in Sri Lanka" (2017): Colombo: TVEC.

The Quality-is-Fun (QiF) Approach: A Handbook for Enhanced Quality in TVET (2017): Series on Quality in TVET: Volume 1. Colombo: TVEC.

High-Quality Teaching and Assessing in TVET: The Road to Enhanced Learning Outcomes (2017): Series on Quality in TVET: Volume 2. Colombo: TVEC.

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