

Diploma Course in Service Sector Education

Duration: One year leading to a NVQ Level 5 qualification

Minimum Admission Requirements: Relevant degree in the sector

Purpose of the qualification: This course is designed to bestow on potential lecturers/instructors pertinent reflected practical experiences. It is based on the view that teaching is a vocation, which requires theory background, positive attitudes as well as practical skills and knowledge. Knowledge cannot not be confined to theory, but should include wider competencies to deal with people and practical problems alike. Moreover, positive attitudes are furthered through extensive teamwork and reflect to work best practice and benefit from one another.

By the end of the course, qualification holders are expected to develop practical understanding, problem solving skills and process-orientation and quality attitude of practice. Furthermore, they are able to communicate with peers, customers, stakeholders and superiors in a proper manner, have honed their work life etiquette and developed a thorough team-oriented way of life and work.

Structure of Course: The course will consist of units;

1. **English and Soft Skills** = 250 notional hours = 10 NVQ Credits
2. **Pedagogy, Classroom Management and Team Work** = 200 notional hours = 8 NVQ Credits
3. **Reflecting Work Experience** = 300 notional hours = 12 NVQ Credits
4. **Practice Training** – eight months (4 days a week) = 750 notional hours = 30 NVQ Credits

Ideally, **eight months are reserved for work experience**, with one day a week meeting in the College delivering the course for Module No. 3 (Reflecting Work Experience), practicing a **dual system of work experience and reflection**.

Final examination:

- (1) **Presentation** of collection of best-practice examples from reflective portfolio
- (2) **Subsequent portfolio-based colloquium with panel**, reflecting experiences for future professional life.

Note:

For taught units 1, 2 and 3, one credit (25 notional hours) is considered as 20 contact hours and 5 self-study hours

Total Volume of Learning = 1500 notional hours = 60 NVQ Credits

English and soft skills

Module Title	English and soft skills for all NVQ level 5 courses
	Time Frame : 300 Teaching hours (2 hrs per week)
Reference to NCS:	See competency Profile of DTET (2016)
Competencies - Oral skills and Soft skills, Reading, Writing and Vocabulary Development The trainees communicate effectively through understanding and practice of the most effective way of expressing opinions, agreeing and disagreeing, listening productively and focusing attention. They engage in making effective presentations including through power point, and interactive means and software and they conduct discussion with active participation. Read with understanding and write effectively at appropriate levels and in particular effectively.	

The trainees write CVs and read advertisements and inquires. They reply to advertisements and inquires, prepare an itinerary, fill forms, take notes and keep minutes and records

Understanding the structure of English effectively.

The trainees learn the structure of passive voice, the perfect tense, reported speech, noun clause, use of participles, less common tenses- past continuous past perfect, phrasal verbs, Prepositional phrases, adjectival and adverbial, participial phrases, gerunds and conditional sentences.

Cognitive abilities and skills with regard to effective work, with strengthening of capabilities develop at previous levels.

The trainees identify appropriate skills for particular tasks and understand and be able to practice categorization with appreciation of differences. They work with maps and graphic information, in particular digital information streamed via the internet and in digital fashion.

Soft skills Development

The trainees develop the capacity to work effectively on their own and in harmony with others, with strengthening of the capabilities developed at previous levels. They develop heightened awareness of the need to fulfil responsibilities. They do reference work, practice presentation skills, alone and in teams, coordinate with others, understanding different priorities. They understand the need for conflict resolution and develop appropriate negotiating skills and have goals in mind and evaluate degree of success.

Important pertinent content (knowledge)	Advertisements CVs Itinerates Different kinds of forms, technical reports
---	--

	<p>Articles in Building Career Skills book and Advancing Career Skills book</p> <p>Discussion rules</p> <p>Polite and discourse markers</p> <p>Rules for good presentation</p> <p>Proper language in public arena</p> <p>Rules for effective writing an paragraphing</p> <p>Interpersonal and problem solving skills</p> <p>Soft skills enhancing</p> <p>The structures of English</p>
Potentially useful teaching methods(optional)	<p>e.g. student- centered teaching method in general</p> <p>Group work</p> <p>Projects</p> <p>Individual and group presentations</p> <p>Poster presentations</p> <p>Speeches</p> <p>Mini dramas</p> <p>Discussions</p> <p>Simulations of reading literature discussions on TV</p>

Section 2 – Aspects of Pedagogical Training

Module Title and Code:	Module B: Plan Teaching and Learning Activities
	Time Frame: 100 Teaching Hours
Reference to NCS:	See Competency Profile of DTET (2016)
Competencies (job functions and soft skills) and descriptions:	
<p>The trainees sight the learning outcomes listed in technical curricula and develop them further into a more detailed planning phase. In doing so, they also look at the content to be included and decide what is needed to promote the envisaged competencies.</p> <p>In the process, they plan student-centered learner activities like small group work, case studies, brainstorming plus mind mapping methods, practicals, role plays, assignments and games. Moreover, the trainees schedule and plan workshop and laboratory activities, field trips and expert meetings. Consequently, they plan for large-scale simulation and project work.</p>	
Typical related work situations to master:	
<p>(3) The trainer gets a new competency-based curriculum and is asked to plan teaching a module in that course.</p> <p>(4) A group of trainers sits together and comes up with student activities and lesson plans for the training center to increase quality.</p>	
Important pertinent Content (knowledge):	<p>Student-centered teaching methods</p> <p>Simulation and project work</p> <p>Formative and summative assessment</p> <p>Learning diaries, journal and portfolios</p>
Potentially useful teaching methods (optional):	<p>e.g.</p> <ul style="list-style-type: none"> - Planning Simulation - Project Work - Task-Based Learning - Authentic planning

Assessment: An example could be 60 % of long-term training/lesson plans, 40 % creativity and variety of methods envisaged to use in planning.

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

Module Title and Code:	Module D: Develop Learning Activities, including material Time Frame: 45 Teaching Hours
Reference to NCS:	See Competency Profile of DTET (2016)
Competencies (job functions and soft skills) and descriptions:	
<p>The trainees understand the basics of student-centered learning via online research and plenary group discussion and that students need assignments, work-based tasks and problems to work on independently. These backdrop situations of student-centered learning need to be designed.</p> <p>As a consequence, the trainees develop guidelines and example content for:</p> <p>small group activities and large group activities</p> <p>role play activities</p> <p>educational game activities</p> <p>brainstorming plenary and group work</p>	
Typical related work situations to master:	
1) The trainer designs the activities in her or his classroom/workshop.	
Important pertinent Content (knowledge):	<p>Typical written teacher instructions and language used</p> <p>Binding character of teacher language Design of assignments</p> <p>Design a work-based situation in tasks, problems etc.</p> <p>Types of learning activities Small groups, large groups and plenary session (advantages and drawbacks of each)</p>
Potentially useful teaching methods (optional):	<p>e.g.</p> <ul style="list-style-type: none"> - Simulation of Situation to create learning material and tasks for a certain technical module - Group Discussion of need of teaching instructions and

Assessment: An example could be 75 % of learning material created, according to criteria, 25 % presentation of products.

Continuous assessment: Progress Discussions of learning material-creation.

Module Title and Code:	Module E: Organize learning environment
	Time Frame: 25 Teaching Hours
Reference to NCS:	See Competency Profile of DTET (2016)
Competencies (job functions and soft skills) and descriptions:	
<p>The trainees organize their own physical arrangement of their classroom/workshop and discuss the pros and cons of certain sitting arrangement (e. g. with the teacher up front and rows of students often a bad example).</p> <p>Moreover, they ensure and style an aesthetic, culturally and linguistically integrating and clean teaching environment, enable differentiation (arranging of facilities for learners with differing abilities) in the teaching facility, have needed resources ready and set up things so as to minimize potential teaching disturbances und interruptions (e. g. people walking in</p>	
Typical related work situations to master:	
(1) An empty of plain workshop/classroom needs to be styled and properly equipped.	
Important pertinent Content (knowledge):	Safety rules and regulations Different sitting and teaching arrangements Style options of workshops and classrooms Sense of aesthetics and cleanliness
Potentially useful teaching methods (optional):	e.g. <ul style="list-style-type: none"> - Written planning and drawing of ideal workshop/classroom - Action-based styling of plain and empty workshop and classroom as team activity - Group Discussion of aesthetics in the classroom and workshop - Simulation of short teaching sequences in newly styled room - Taking pictures and group products

Assessment: An example could be 60 % written plan and drawing, 40 % styled physical classroom. **Continuous assessment:** Progress Discussions of planning and implementing "ideal setting".

Teacher

Module Title and Code:	Module G: Develop and Conduct Appropriate
	Time Frame: 30 Teaching Hours
Reference to NCS:	See Competency Profile of DTET (2016)
Competencies (job functions and soft skills) and descriptions:	
<p>The trainees identify the context of assessment (i. e. what is being done and learned in the module they teach), and come up with the criteria and standard solution or benchmark against which to appraise the student performance. They decide which assessment instruments and/or tools to use and design them.</p>	
Typical related work situations to master:	
(1) The trainer needs to assess the trainees at the end of the module.	
Important pertinent Content (knowledge):	Fair Assessment criteria Standard and Benchmark solutions Standard Pool of Methods and Tools of
Potentially useful teaching methods (optional):	se. g. <ul style="list-style-type: none"> - Simulation of Module and group of learners that needs to be assessed - Students Assignment to create assessment tools - Presentation and critical discussion

Assessment: An example could be 60 % finalized assessment tools, 40 % presentation of assessment tools.

Continuous assessment: Progress Discussions of assessment tool-creation.

Section 3 - Reflecting Work Experience

Credits: 12 Credits (300 notional hours)

Content:

The students make entries into their reflective work portfolios on a daily basis. They meet once a week and discuss their experiences in a group setting, moderated by the facilitator-teacher within the reflective peer-counselling formal session. The report will have reflected experiences, and engaged with best-practice knowledge and regular task- and problem-solving options. Students will finalize each formal reflective group session with new reflective entries in their portfolios.

The general idea looks like this:

The reflective portfolio entries should be focusing on:

- What requirements for the world of work had to be acquired on the job since they are not included in a degree course?
- Provide case studies of interpersonal relations in the workplace with analysis of misunderstandings and miscommunication and how these could be avoided!
- Introduce performance indicators (and how they are put to use) and expound how these could be fine-tuned

The insights are shared by means of regular team-based counselling sessions, exchanging practical experiences among students and best-practice information (through a formal setting), based on reflective portfolios.

In addition, this module should expect team presentations on how to deal with difficult situations: students bring real-life cases into class (and work out best-practice solutions) with regard to miscommunication, human problems and misunderstandings etc.

Learning outcome:

The students have become reflective practitioners in their sector, know and can apply sector-specific and general best-practice task- and problem-solving strategies as well as communicative strategies. They know how to deal with colleagues, customers, stakeholders and superiors in a proper way, and are able to display business- and work-life adequate behavior, speech and team-orientation. Thus they will be facilitated to work well in real life and also to teach students to prepare them for the world of work in their chosen field.