



**NATIONAL COMPETENCY STANDARDS  
AND CURRICULA**

**HIGHER NATIONAL DIPLOMA IN  
ENGLISH & EDUCATION**

**NVQ LEVEL 6**

**NATIONAL COMPETENCY STANDARDS & CURRICULA**  
**HIGHER NATIONAL DIPLOMA IN ENGLISH AND EDUCATION**  
**(NVQ LEVEL 6)**

**Course Structure**

- I. 6 months of Center-Based Training: 420 hours of English and 300 hours of Pedagogy
- II. 6 months Teaching Practice: This may be on the TVEC prescribed Career Skills courses up to Level 4, or in schools up to Ordinary Level

Students will devote one day a week for reflection purposes along with their fellow students and under supervision, for:

- (i) presenting experiences
- (ii) exchanging experience and best-practices with peers in activating group settings
- (iii) drawing conclusions
- (iv) preparing entries for learning portfolio

**Course Synopsis**

This course is designed to produce effective teachers of English for all grades at secondary school. It is designed primarily for the Tertiary and Vocational Education sector, and will require practice in teaching students in that sector too. It requires positive attitudes as well as practical skills and knowledge. Given that knowledge should include the cognitive skill to conceptualize, students will be required to reflect on their experience and produce portfolios recording their progress.

Language skills are developed in this course to high levels that ensure the capacity to read deeply, analyze, and report constructively and effectively. The course also ensures study of issues of socio-political significance, and is designed to develop teachers who can ensure holistic development of students.

The course includes two modules in literature, including the study of Sri Lankan writing including translations from Sinhala and Tamil. It is designed to promote sensitivity to fellow citizens and also appreciation of common factors and aspirations.

Course Title	Course Duration
<b>HIGHER NATIONAL DIPLOMA IN ENGLISH AND EDUCATION</b>	<b>360 hours</b>
<p><b>Job outlook, objectives of the course and career paths available following completion of the course</b></p> <p>Possible career paths, following further study, for those obtaining this qualification are primarily teaching, but also study of social issues will enable students to become effective educational administrators, participate in reconciliation initiatives and represent Sri Lanka internationally.</p>	
<p>Modules to be covered</p> <ol style="list-style-type: none"> <li> <p><b>1. Oral Communication</b></p> <p>This module covers the competencies required for the students to develop effective communication in a range of contexts; they will also develop soft skills through developing oral skills. These students will develop confidence in communicating in any context in English.</p> </li> <li> <p><b>2. Analytical Reading</b></p> <p>This module provides students with skills to investigate the content and techniques writers use, analyze their arguments, evaluate their evidence and reasoning, and examine how they use language and text structure to construct meaning.</p> </li> <li> <p><b>3. Analytical Writing</b></p> <p>This module provides students with the ability to support complex ideas, construct and evaluate arguments, and sustain a focused and coherent discussion.</p> </li> <li> <p><b>4. Sri Lankan Literature</b></p> <p>This module provides students with knowledge of Sri Lankan writing in all three languages used in the country, with particular attention to exploring the presentation of similar subjects.</p> </li> <li> <p><b>5. Drama</b></p> <p>This module provides students with awareness about dramatic writing and its interpretations, and develops performance and production skills.</p> </li> <li> <p><b>6. Effective Teaching</b></p> <p>This module builds on previous pedagogical awareness to increase competence with regard to teaching while ensuring interactive approaches in the classroom.</p> </li> </ol>	

## Module 1: Oral Communication

Module Title	Course Duration
<b>1. Oral Communication</b>	<b>120 hrs</b>
<b>Objectives of the Module</b> <ul style="list-style-type: none"><li>❖ Ability to communicate effectively in a range of contents</li><li>❖ Planning oral presentations</li><li>❖ Making effective group and individual presentations</li><li>❖ Developing group discussion skills</li></ul>	
<b>Competencies to be covered</b> <ul style="list-style-type: none"><li>a. Accurate and Fluent Communication<ul style="list-style-type: none"><li>- Use of voice, volume, intonation, pitch, pauses, pronunciation proximity, etc.</li><li>- Nonverbal Communication e.g. use of gestures, body posture, facial expressions, eye contact, proximity, social mores and attire.</li></ul></li><li>b. Understanding the different strategies in effective presentation<ul style="list-style-type: none"><li>- Take part in formal speaking situations e.g.: persuading the audience, choosing the right kind of language and presentation style, using discourse markers, preparing an outline, using body language, controlling nervousness using audio visual aids</li><li>- Selecting and organizing information that will suit specific purposes, situations and audiences</li><li>- Participating in group discussions such as round table meetings, panel discussions and symposia</li><li>- Development of critical listening, clarification, persuading listeners, interrupting politely and appropriately, making suggestions and negotiating with peers</li></ul></li><li>c. Social Competencies and Soft Skills<ul style="list-style-type: none"><li>- Story Telling: improve body language, creativity and communication skills</li><li>- Mini Dramas: develop creativity, soft skills and presentation skills</li></ul></li></ul>	
Recommended teaching methods :	Lectures, Demonstration, Presentations, speeches, guided practice, independent practice, group activities. Educational video clips, home assignments

### Assessment:

- 40% Continuous Assessment
- 60% Semester end Examinations

## Module 2: Analytical Reading

Module Title	Course Duration
<b>2. Analytical Reading</b>	<b>90 class hours + at least 60 hours individual and group study</b>
<p><b>Objectives of the module</b></p> <p>This module provides students with skills to investigate the context and techniques writers use, analyze their arguments, evaluate their evidence and reasoning, and examine how they use language and text structure to construct meaning.</p>	
<p><b>Competencies to be covered</b></p> <p>Students are expected to:</p> <ol style="list-style-type: none"> <li>Read in depth in a couple of areas of socio-political significance in Sri Lanka in recent years</li> <li>Read long texts for meaning and comparison and analyze their thrust and main arguments</li> <li>Summarize, synthesize and paraphrase information</li> <li>Acquire analytical skills to compare, contrast and analyze</li> <li>Respond to an analytical text using appropriate language</li> <li>Improve academic and analytical vocabulary</li> <li>Skills to master - Team work, Information gathering, Finding the most relevant/ trustworthy information, Trouble shooting, Negotiation skills, Analytical reading, Reading for information</li> </ol>	
Content	<p>Choosing two of the following topics, students will read available literature on the subject and work in groups to produce summaries, comparisons and syntheses.</p> <p>They will produce an analytical report at the end of the course with recommendations as to future action on:</p> <ul style="list-style-type: none"> <li>• Issues relating to Reconciliation in Sri Lanka</li> <li>• The Status of English in Sri Lanka</li> <li>• Gender issues in Sri Lanka</li> <li>• Sri Lankan Perspectives on International Relations</li> <li>• Education Policy in Sri Lanka</li> </ul>
Recommended teaching methods :	Project work, Individual interpretation, Analytical Reading and Writing, Peer learning through group discussions and presentations, Lectures input

**Assessment:**

- 60% of the marks will be given to group projects of finding relevant information on two of the topics listed above and presenting the final project to the class
- 20% for an individual presentation on synthesizing and comparing opposing views on the selected group project (Students will choose sections of their selected topic to present their individual presentations so as to avoid duplication and overlapping of information)
- 20% for the written report of the group presentation which will be modified after the actual presentation taking into account the feedback arising from the Q&A

**Module 3: Analytical Writing**

Module Title	Course Duration
<b>3. Analytical Writing</b>	<b>60 hours</b>
<b>Objectives of the module</b>  This module provides students with the competencies required to support complex ideas, construct and evaluate arguments, and sustain a focused and coherent discussion. It will help students to develop analytical writing skills by writing constructive essays in a logical manner, using mind maps etc. Students will learn to develop an argument including reasons and examples supporting their views. They will also learn writing skills required with regard to meetings and reports.	
<b>Competencies to be covered</b>  a. Writing short summaries, essays and comprehensive paragraphs b. Writing short reports, minutes/agendas c. Analyzing data (in graphs/charts) and presenting them in written form d. Summarizing, synthesizing and paraphrasing e. Writing argumentative/ analytical pieces on given topics f. Writing short paragraphs with clear thesis statements/topic sentences g. Constructing essays in a logical manner h. Using mind maps to understand related concepts i. Grouping/categorizing related information	

Recommended teaching methods :	Lectures, short assignments, project work, task based learning, group assignments, self-directed learning via individual assignments
--------------------------------	--

**Assessment:**

- 40% of the marks will be given to a group project presenting a research they have conducted in the surrounding area/ a pertinent problem in their area or country. Marks will be allocated to the final presentation and the project report
- 60% of the marks for a final assessment in the form of a paper

**Module 4: Sri Lankan Literature**

Module Title	Course Duration
<b>4. Sri Lankan Literature</b>	<b>90 hours</b>
<b>Objectives of the module</b>	
This module provides students with knowledge of the manner in which writers deal with a range of subjects in Sri Lanka, with the ability to compare and contrast approaches.	
<b>Competencies to be covered</b>	
At the end of this module, students are expected to:	
a. Read through both prescribed texts on their own	
b. Study all the short stories, and the works of at least six poets, in each language category.	
c. Identify the principle themes in each genre and language section.	
d. Assess different ways in which common themes are presented by writers in different languages.	
e. Identify features common to writers in different language groups.	
f. Understand and respond to a variety of texts, representing different genres	
g. Acquire analytical skills to understand messages and how effectively they are presented.	
h. Distinguish between authorial voice and other perspectives in a text.	
i. Respond to emotions and understand the importance of respecting different opinions.	
j. Plan a poetry lesson	
k. Plan a short story lesson	
l. Develop guiding questions to promote engaged reading	
m. Promote cooperation, commitment and negotiation within a team	
n. Resolve difficult or complicated challenges	
o. Acquire knowledge on analytical reading	

Content	<ul style="list-style-type: none"> <li>• Bridging Connections</li> <li>• Mirrored Images</li> <li>• Detailed study of selected authors</li> </ul>
Recommended teaching methods :	Brainstorming sessions, Project work, Individual interpretation, Analytical writing, Peer learning through group discussions and presentations, Lectures, Performing readings, Adapting a text for a class room context

**Assessment:**

- 40% Continuous Assessment
- 20% An extended essay comparing three writers from different language groups
- 40% Written Examination

## Module 5: Drama

Module Title :	Course Duration
<b>5. Drama</b>	<b>90 hours</b>
<p><b>Objectives of the module</b></p> <p>This module provides students with the competencies required to think critically and know what to look for and listen to. The course will be a pleasurable way to learn about the worlds of theater, literature and acting will help students to develop a sense of personal growth along the way. It will attempt to fulfill student desires to know more about themselves and learn about new, interesting things in the theater world.</p>	
<p><b>Competencies to be covered</b></p> <ol style="list-style-type: none"> <li>Understanding and responding to a variety of dramatic texts, representing various dramatic traditions</li> <li>Ability to interpret dramatic texts in relation to socio-cultural movements within which they are created that are portrayed in the texts.</li> <li>Acquire knowledge to produce their own drama complete with all the backstage operations, etc.</li> <li>Ability to read and perform dramatic texts</li> <li>Ability to acquire analytical skills required to teach a dramatic text</li> <li>Ability to respond to emotions and understand the importance of respecting different opinions</li> <li>Ability to plan a lesson based on a drama/ a section of a play</li> <li>Ability to perform a written text</li> <li>Ability to promote cooperation, commitment, negotiation within a team</li> <li>Ability to resolve difficult or complicated challenges</li> <li>Acquire knowledge on analytical reading</li> <li>Ability to read dramatic texts</li> </ol>	
Content	<ul style="list-style-type: none"> <li>• Macbeth - William Shakespeare</li> <li>• Tempest - William Shakespeare</li> <li>• The Importance of Being Earnest - Oscar Wilde</li> <li>• St Joan - Bernard Shaw</li> <li>• Riders to the Sea – John Millington Synge</li> <li>• Dumb Waiter - Harold Pinter</li> <li>• Mourning Becomes Electra – Eugene O’ Neill</li> </ul>

	<ul style="list-style-type: none"> <li>• Street Car named Desire – Tennessee Williams</li> <li>• Opera Wonyosi – Wole Soyinka</li> <li>• Middle of Silence – Ruwanthie De Chickera (published by International Centre for Ethnic Studies- 2001)</li> </ul>
Recommended teaching methods :	Lectures, Planning a drama reading, Project work, Individual interpretation, Analytical writing, Peer learning through group discussions and presentations, Performing a text/part of a text

**Assessment:**

- 40% of the marks will be given to a group project of planning a drama / section of a drama to be presented ( marks will be allocated for group work, characterization, choreography, costumes, etc.)
- 20% for a group presentation on a selected play - the ways and means of using a dramatic text in a class room environment/themes and issues of a dramatic text/ socio-cultural impact of/for a dramatic text etc.
- 40% for an end of term exam where the analytical abilities of the students in relation to interpreting and understanding a dramatic text will be assessed.

## Module 6: Effective Teaching

This course will consist of 6 sections, which should be started at the very beginning of the course, so that there will be concentration on pedagogic skills right through the center training.

<b>Module Title:</b> <b>(i) Develop Teaching Aids</b>	<b>Time Frame: 40 Teaching Hours</b>
<b>Competencies:</b>  <p>The trainees recognize the importance of visual aids in the teaching-learning process by way of self-experience (e. g. try to re-capture a lecture with no aids in comparison with studying one with aids).</p> <p>Students consequently create and style a multitude of visual aids that support learning regarding a certain module picked as examples, in particular:          White board/chalk board layout and usage for student products, flip charts, pin board wallpapers, presentation slides and transparencies, wall charts, computer presentations and e-learning material, video clips, podcasts, photographs, downloaded images (including copyright infringement considerations), handouts, written assignments and work instructions, specimens or samples, product exhibits, diagrams and graphs, flashcards, real objects from (work) life, e-based aids such as short comics etc., mockup exam papers for training, performance guides etc.</p> <p>In the end, they present their visual aids in an exhibition and discuss, supported by the teacher, the usefulness and style of the final visual aid products.</p>	
<b>Typical related work situations to master:</b> <ol style="list-style-type: none"> <li>(1) The trainer wants to underscore his/her teaching visually.</li> <li>(2) Students need to produce learning results in the forms of poster, presentation etc.</li> <li>(3) Trainer and trainees create visual records of teaching process and/or outcome.</li> </ol>	
<b>Content</b>	Research-based need for visual support in learning Types of visual aids Students and teacher-created visual aids Method of exhibition of products
<b>Useful teaching methods</b>	<ul style="list-style-type: none"> <li>- Online research for need of visual support of learning</li> <li>- Group Discussion of need of visual aids</li> <li>- Simulation of visual-aid creation for teaching-learning process</li> <li>- Presentation via wall exhibition and discussion of created visual aids</li> </ul>

**Assessment:** 80 % finalized sample visual aids, 20 % poster presentation

<b>Module Title:</b> <b>(ii) Conduct Training</b>	<b>Time Frame: 2 x 50 Teaching Hours</b> <b>(50 second year, 50 third year)</b>
<b>Competencies</b>  <p>The trainees conduct entire classes of training and reflect on their effectiveness with peer and teacher afterwards, according to criteria for good teaching in TVET (see Boehner/MSDVT 2017).</p> <p>The trainees teach the session according to phases of teaching, i. e. introduce the lesson/workshop appropriately and yourself, provide instructions properly and in an appropriate tone, manage the time professionally and apply mostly learning-centered methodology, while demonstrating, lecturing and illustrating parts only where needed. They include energizers and brain teasers when deemed necessary. They make use of different activating teaching methods during one practical/lesson and make use of several visual teachings aids.</p> <p>They include a student result presentation and give feedback.</p> <p>Finally, the trainees conduct a meaningful debriefing phase and give an outlook.</p> <p>Overall, they create a productive learning environment and make sure documentation is carried out, by student and teacher.</p> <p>After each mock training/lesson, trainees reflect upon usefulness of teaching and provide critical feedback with room for improvement, with notes being taken in trainee development portfolio after each session.</p>	
<b>Typical related work situations to master:</b> <p>(1) A colleague gets sick and the trainee needs to step in and teach, without preparation</p> <p>These situations should be simulated with the other trainees in this course playing the actual students.</p>	
<b>Content:</b>	Criteria for good teaching in TVET Phases of Teaching Teaching Plan and Training/Lesson Plan Icebreakers, Brain Teasers and Energizers Various Teaching Methods Student- versus Teacher-Centered Teaching Presentation and Consolidation of Session Debriefing Phase Critical Feedback amongst Peers Teacher's Learning via reflection and Entry in learning Portfolios
<b>Useful teaching methods</b>	<ul style="list-style-type: none"> <li>- Mock teaching sessions</li> <li>- Team-Teaching of 3 or 4</li> <li>- Discussing before and after</li> <li>- Plenary or peer-to-peer reflection</li> <li>- Individual Portfolio Entries</li> </ul>

**Assessment:** 50 % mock teaching according to criteria, 50 % reflective entry in portfolio.

**Continuous assessment:** Discussion of each session and adaption by peers and teacher

<b>Module Title:</b> <b>(iii) Develop and Conduct  Appropriate Assessments 2</b>	<b>Time Frame: 50 Teaching Hours</b>
<b>Competencies:</b>  The trainees identify and get to know manifold assessment instruments, including alternative and modern assessment tools such as development portfolios, assessed group presentations via observation sheets, logbook entries, formative counseling sessions, competence rubrics etc. They differentiate between assessment that measures only knowledge or skills or attitudes and recognize that the best assessment measure competencies (i. e. knowledge and skills combined, to be applied in real-life situations). They create and style own assessment tools and put peers to use them. The trainees make an unbiased, fair and transparent assessment decision based on previously laid down performance expectations, which needs to be documented according to a meaningful system of documentation, using spreadsheet software as well. Finally, they create feedback situations for trainees and communicate results as well as suggestions for improvement.	
<b>Typical related work situations to master:</b> (1) The trainer needs to assess the trainees at the end of the module. (2) The trainer wants to counsel and help students via formative assessment.	
<b>Content:</b>	Fair Assessment criteria Standard and Benchmark solutions Alternative Pool of Methods and Tools of Assessment Fair correction Providing feedback
<b>Useful teaching methods:</b>	<ul style="list-style-type: none"> <li>- Simulation of module and group of learners that needs to be assessed</li> <li>- Students Assignment to create assessment tools</li> <li>- Presentation and critical discussion of assessment tool products (e. g. via exhibition)</li> <li>- Simulation of Feedback Session (Micro Teaching)</li> <li>- Reflection Session on what constitutes a fair assessment</li> </ul>

**Assessment:** 50 % finalized assessment tools and correction suggestions, 50 % feedback role play.

**Continuous assessment:** Discussions of creation of alternative assessment tool and creation of performance expectations.

<b>Module Title:</b> <b>(iv) Ensure Quality of Training</b>	<b>Time Frame: 80 Teaching Hours</b>
<p><b>Competencies:</b></p> <p>The trainees obtain feedback from learners, orally and anonymously via questionnaires or online surveys, and can also obtain written feedback from parents and employers. They analyze the feedback and come up with a written entry in their learning portfolio. Foremost, they make suggestions how to change their own delivery of teaching, following their personal feedback.</p> <p>They also look into the quality of assessment, as evaluated by students, and make improvement plans.</p> <p>Additionally, they get results from their training center’s internal audit and evaluation program, and in teams determine weaknesses of programs as well as review all training activities. Depending upon criticism, they adapt competencies taught and update programs as well as improve the quality of learning environments and maintenance. Moreover, they will make an analysis on what to improve in the training center with regard to administration and processes.</p> <p>Finally, make a written suggestion where to take action and what to maintain (and why). (quality plan)</p> <p>They will make a suggestion what they can do to improve quality in their workplace (see MSDVT/Boehner 2016: “Quality-is-Fun Program”) and set a goal for themselves—that results in a goal-entry into their portfolio.</p>	
<p><b>Typical related work situations to master:</b></p> <ol style="list-style-type: none"> <li>(1) The trainer is part of the quality approach of his/her training center.</li> <li>(2) The trainer conducts his individual teaching evaluation with his customers.</li> <li>(3) A problem relating to quality that needs to be addressed.</li> </ol>	
<p><b>Content:</b></p>	<p>Means of quality measurement: anonymous questionnaires, survey and personal/group interviews</p> <p>Working with critical feedback</p> <p>Obtaining a getting-better-attitude</p> <p>Quality Correction and Improvement Plans</p> <p>QMS</p> <p>Quality-is-Fun Program</p> <p>Individual Quality Goals</p> <p>Quality as a contribution to happiness</p>
<p><b>Useful teaching methods:</b></p>	<ul style="list-style-type: none"> <li>- Conducting a mock questionnaire-based survey with peers</li> <li>- Simulation of center-based internal audit results, to be turned into quality measures</li> <li>- Presentation of individual and center Quality measures</li> </ul>

	<ul style="list-style-type: none"> <li>- E-based research and self-study of ISO and TVEC QMS as well as QiF (Quality-is-Fun Program)</li> <li>- Group discussion of quality attitudes</li> <li>- Pair-based peer discussion on happiness because of quality work</li> </ul>
--	---

**Assessment:** 40 % written quality measures, 40 % written quality plan, 20 % presentation on quality measures.

**Continuous assessment:** Self-Study support and feedback on oral discussions on quality.

<b>Module Title:</b> (v) Apply e-based teaching methods	<b>Time Frame: 40 Teaching Hours</b>
<b>Competencies:</b>	
<p>The trainees use an e-learning platform to design a course for students (such as WebCT, Moodle, Blackboard etc.). They digitally record television or radio transmissions or obtain copies, and make them available to their students. They arrange personal contact lessons and workshops, which support and supplement their e-based material in a blended-learning fashion. They develop simple e-material themselves (presentations, summaries, hand-outs etc.) and assist in creating high-level e-material (such as films, tutorials, podcasts etc.) or know where to find and download them on the net. However, they are aware of potentially costly copyright infringements.</p> <p>They know how to handle, download and save podcasts and tutorials from sources such as YouTube or online universities such as Coursera etc.</p> <p>They work in trainer teams to support one another, share e-material, e-courses and know how. They present a final product: an e-based course for their students.</p>	
<b>Typical related work situations to master:</b>	
<ol style="list-style-type: none"> <li>(1) A module in a course needs to be taught. The training center decides that it is suitable to be taught as an e-learning course. Set the course online on an e-learning platform.</li> <li>(2) An existing module shall be taught via the blended-learning model in future. Change the material as needed and provide lesson/training plans for the future blended course.</li> <li>(2) For a small aspect of a module, theory learning is to be acquired via e-learning. Make the arrangements via an e-learning platform.</li> </ol>	
<p>The situations should be simulated in a room with internet-enabled computers, own laptops with Internet access would be even better.</p>	

<b>Content:</b>	<ul style="list-style-type: none"> <li>- E-learning platforms</li> <li>- Blended learning</li> <li>- Software skills</li> <li>- E-suitable learning material</li> <li>- Tutorials</li> <li>- Podcasts</li> <li>- YouTube</li> <li>- Free Online Universities</li> </ul>
<b>Useful teaching methods:</b>	<ul style="list-style-type: none"> <li>- Project Work</li> <li>- Team-based Work</li> <li>- Simulations</li> <li>- Course Presentations</li> </ul>

**Assessment:** 60 % finalized e-learning course, 40 % course presentation.

**Continuous Assessment:** Progress Discussions

<b>Module Title:</b> (vi) Coordinate workplace training	<b>Time Frame: 40 Teaching Hours</b>
<b>Reference to NCS:</b>	See Competency Profile of DTET (2016)
<p><b>Competencies:</b></p> <p>The trainees identify workplace in the industry for training. In that respect, they cooperate with professional bodies, NAITA and especially with the Sector Skills Council.</p> <p>They negotiate terms with employers, steer activities of preparation with students to be placed and guide the workplace training with assignments and portfolio reflections.</p> <p>They monitor the progress at the workplace by visiting the placed students and having a formative discussion with student and workplace supervisor alike.</p> <p>The trainees maintain proper records of workplace training.</p> <p>In the end, they collect feedback from placement participants and company supervisors alike, turn it into a coherent evaluation and a report, to be made available for companies, parents and the training center alike.</p>	
<p><b>Typical related work situations to master:</b></p> <p>(1) The trainer organizes mandatory on-the-job training phases, facilitates and accompanies the process as well as wraps up the workplace training by obtaining and giving feedback.</p>	

<p><b>Content:</b></p>	<ul style="list-style-type: none"> <li>- Workplace training phases</li> <li>- Relevant sector bodies and companies</li> <li>- Cooperation</li> <li>- Counseling Sessions</li> <li>- Evaluation Tools (Interviews &amp; Questionnaires)</li> <li>- Feedback Report</li> </ul>
<p><b>Useful teaching methods</b></p>	<ul style="list-style-type: none"> <li>- Simulation of workplace training phase organizational structure (process planning)</li> <li>- Workplace training plan writing for 30 students in teamwork</li> <li>- Role Plays of Conversations with Trainees, Supervisors and final wrap-up counseling consultations</li> <li>- Teamwork to create workplace evaluation tools (e. g. Structured interview sheet and anonymous questionnaire)</li> </ul>

**Assessment:** 40 % workplace training plan, 40 % Process Plan and 20 % Performance in Role Play.

**Continuous assessment:** Progress and Reflection Discussions during work phases