PROGRAMME
FOR MASTERS DEGREE
IN VOCATIONAL PEDAGOGY
(As approved by Council and Accredited by NCHE-2009)

TENABLE AT
KYAMBOGO UNIVERSITY
FACULTY OF VOCATIONAL STUDIES
DEPARTMENT OF ART AND INDUSTRIAL DESIGN

IN COLLABORATION WITH AKERSHUS UNIVERSITY,
NORWAY AND UPPER NILE UNIVERSITY,
SOUTH SUDAN
KYAMBOGO UNIVERSITY

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December, 2008

Published by Harambe Publishings
P.O.Box Kyambogo University, Kampala
Tel: 041-285584 E-mail: harambe@gmail.com
Preface

Business, Technical and Vocational Education and Training (BTVET) has had a lot of advocacy in the education systems in developing countries. The East and Central Africa region needs no further emphasis in this regard. It is argued that BTVET would focus the country’s education system on the needs of the learners in their working life as well as need to go along with appropriate pedagogy in order to register desired outcomes. Besides, continued follow up and analysis of outcomes is essential to continually assess the direction and development achievements made, acknowledgement that providing BTVET has been an expensive and dodgy issue.

The collaborative Masters in Vocational Pedagogy (MVP) initiative, between Akershus University College, Norway in the North and Kyambogo University in Uganda and Upper Nile University, Malakal in the South, is therefore an appropriate response to the need for augmenting BTVET in the region. The education policies in both Uganda and Sudan point to the need to strengthening and expanding BTVET. The masters programme is appropriate for practicing teachers as well as persons chraged with analysis of trends in BTVET in relation to the country’s development. The programme has in-built themes that address issues related to economic development, gender, poverty eradication and human rights.

At inception of the programme stakeholder’s conference on the initiative were held in Uganda. The views and responses obtained were good, supportive and in many instances thought provoking.

The programme is institutionalised based at Kyambogo University and with Kyambogo University as the awarding institution within the North-South collaboration between Akershus University College, Kyambogo University and Upper Nile University. Kyambogo University is very willing and ready to play her part.

Thanks

[Signature]

Professor Dr. Opuda-Asubo J.
DEPUTY VICE CHANCELLOR-ACADEMIC AFFAIRS
KYAMBOGO UNIVERSITY
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1.0 TITLE OF THE PROGRAMME:
Masters in Vocational Pedagogy (MVP)

2.0 PREAMBLE

2.1 Background

Vocational pedagogy is a field of knowledge oriented towards trades, occupations and professions. There is an interplay between working life and the education system such that studies of work-based activities in technical and vocational education, studies of technical and vocational education content and its methods and the social context in which it takes place are attracting attention.

Understanding the dynamics of this interplay is important for conceptualizing this field of education which focuses on learning in trades, occupations and professions and their context. Therefore, vocational pedagogy consists of education oriented towards teaching, training and learning in technical and vocational education as specified in trades and occupations. The concept is broad and covers pedagogical activities such as teaching, learning, and developmental work directed towards technical and vocational disciplines in secondary schools as well as teacher education within this sector of the education system.

The Masters Programme in Vocational Pedagogy will be a high quality international programme in the area of vocational education and training. It will build capacity for training in public and private sectors and develop a positive attitude towards skills and competences of students in the partner Universities in the field of vocational pedagogy, economic development, gender and human rights. The programme has inbuilt themes that address key issues related to poverty reduction strategies and human rights. The programme will rhyme with the practical fields from which the student trainees originate.

The programme will be based at Kyambogo University (KyU) in Uganda. North-South-South collaboration will be comprised of Akershus University (HIAK), Norway in the North and Kyambogo University, Uganda and Upper Nile University (UNU), South Sudan both in the South. The spearheading institution, HIAK, has special responsibility for building teaching/learning capacity in the partner universities in the south and strengthening the academic quality of the programme. Southern Sudan has just emerged from a prolonged war situation, which ran down the infrastructure and left most of the population displaced and with limited access to education. The programme will empower Southern Sudan in
training in vital vocational skills urgently needed for its recovery and development.

2.2 Justification

The project is in line with the National Strategic Plans of the Governments of Uganda and South Sudan. In Uganda a key objective in the Ministry of Education and Sports Sector Strategic Plan 2004/2015 (Uganda Govt. 2005) is to help students acquire the competencies they need to join the world of work and to continue with their education. The Ministry intends to reconfigure the post-primary sector and focus on vocational education and training under a qualification framework.

In Sudan, according to the Jam Sudan Programme, vocational education and training for the youth and adults is required to address the skills for social integration. One aim is to include demobilized soldiers which is to be given emphasis because peaceful re-integration of soldiers into civilian life is critical to establish social stability. The programme describes plans for establishing vocational training centres, acknowledges the critical role women and girls play in the development of society and raises awareness to promote training geared towards sustainable development.

The following are key aspects of relevance of the programme:

- It focuses on practical education, gender issues, democracy and human rights.
- It will qualify teachers and instructors to help students acquire the competences they need to join the world of work and continue their education as well.
- It will further promote vocational education and training.
- It will promote creativity and critical thinking.
- It will lay emphasis on research in vocational pedagogy.
- It will give a foundation to its graduates to continue for doctoral studies in vocational pedagogy.

---

2.3 Synergy

The project’s overall objectives are to expand and advance the capacity and quality for development of vocational education and training in Uganda, Southern Sudan and Norway. The training students will develop competence in critical thinking and reflection upon existing and future trends in vocational pedagogy.

The Programme will be strengthened by the staff exchange between Kyambogo University in the South and Akershus University in the North under the Norwegian Voluntary Service.

Upper Nile University in Southern Sudan should in the future, participate in the staff exchange. Furthermore, two staff members of Kyambogo University have been trained in the area of human nutrition and another two have joined this academic year for the Masters in Vocational Pedagogy under the quota scheme at Akershus University College. The shared experience between Kyambogo University, Upper Nile University and Akershus University College through research will strengthen vocational education in the respective countries and will lead to the internationalization of the programme, particularly education suited to developing countries.

The programme intends to link knowledge with the world of work through establishing contact and cooperation with stakeholders in secondary schools, professional bodies, enterprises and trade organizations in Uganda, Southern Sudan and Norway.

2.4 Gender

The Universities involved in this project intend to address the gender issue in vocational disciplines by encouraging females to apply and enroll on the Masters program. The programme will further empower female professionals and strengthen their vocational competencies. The increased number of female students and graduates will function as role models for other women, thus stimulating women to participate in higher education and working life.
2.5 Risk factors

(i) Low Status of Vocational Forms of Education:

*Vocational education in the south is offered at lower level/levels of education. Hence, its low effectiveness and popularity.*

Comment:
The programme aims at changing attitudes towards vocational education. The programme will borrow from experiences in the North where the development of qualifications is in an organized setting based on apprentice-master system. It involves changing attitudes linked to individual experiences. A consultative committee of stakeholders was formed during a stakeholders conference over the programme. The committee includes officials from Government. The committee is intended to assist in liaison work between industry and other stakeholders.

(ii) Lack of Tools, Equipment and Machinery:

Comment:
The programme has to start with existing traditions and tools and develop according to students’ resourceful ideas regarding product development, need for different tools and possibilities in the market for payment, delivery and maintenance of tools and machinery. These kinds of practical discussion have to be part of the “curriculum”.

(iii) The Program could be an academic programme:

*This Masters programme may become academic/theoretical, if it does not demonstrate its relevance to and make contact with fields of practice and stakeholders.*

Comment:
However, the programme aims at relating to labor and business organizations and authorities, such as the National Workers Union and the National Chamber of Commerce.

(iv) Lack of Competence in Implementation

*Methodologies of instruction are often times teacher-centred. This Masters Program could also involve similar methods.*
Comment:
The programme aims directly at changing experiences and thereby attitudes by increasing competence in problem-centred ways of thinking, experiential learning, responsibility, or one’s own actions and choices and cooperation, innovation and implementation. This will be a central meta-message as part of the “not so hidden” curriculum.

(v) The Programme May Be Eurocentric

Since it is developed with the assistance of Norway, the programme could be based on Western pedagogy, experience and technology.

Comment
The programme will be based on local knowledge, experiential learning, critical reflection and systems thinking. HIAK has long experience with the development of programmes in business, crafts and industry where the local professional/vocational culture has been the basis of both individual and systems learning and development.

(vi) Communication Problems

Inadequate communication between participating institutions could affect smooth implementation of the programme. This could be compounded by lack of internet connection.

Comment
This depends on the development of the material conditions. Legislation has enacted laws establishing ICT. South-to-south institutions have installed adequate communication facilities. They will continually look for the best technical/digital solutions for good internal and external communication, and attempt to apply global possibilities to enable distance/learning.

(vi) Education for Unemployment

Comment
The aim of the programme is to develop skills in relation to the needs in the local labor market and even help students to develop their own businesses.

2.6 Target Group

The programme targets holders of a first degree or its equivalent in any technical/
Programme for Masters Degree in Vocational Pedagogy

vocational or professional field.

3.0 RESOURCES

3.1 Staffing

The programme shall be run by staff from HIAK, UNU and KyU. Under the collaboration between HIAK, KyU and UNU, staff from HIAK and UNU as well as extra load teaching of staff from KyU will be funded by NORAD’s Programme for Masters Studies (NOMA) under the Norwegian Centre for International Cooperation in Higher Education (SIU). By the end of the collaboration KyU will have built staff capacity to run the programme.

3.2 Facilities

The programme shall largely depend on scholastic materials available in lecture rooms, laboratories, workshops, art studios and the Kyambogo University farm.

3.3 Space

The programme shall initially utilize the existing lecture rooms, lecture theatres, library and other physical structures in the University.

3.4 Funding

The funding shall come from NOMA scholarships for the first cohort of 21 students of which 14 and 7 scholarships will be for Uganda and South Sudan respectively. NOMA will continue to offer scholarships for the 2nd and 3rd cohort intakes in which the ratio of scholarships between Uganda and South Sudan will be 1:1. Also, students from Norway and South Sudan either privately sponsored or sponsored from other sources may be admitted to the programme. Tuition fees and other charges will be those determined by the Kyambogo University Council.

4.0 PROGRAMME OBJECTIVES

4.1 General Objective

The general objective of the programme is to offer course content that covers pedagogical principles, practices and issues related to vocational education and
training. This is to enable graduates to demonstrate functional knowledge, skills and values for all types of work that are essential for development. Respect for human rights has been the overriding principle used to develop the programme and it will remain so during its implementation.

4.2 Specific Objectives

The programme is designed for persons working in the fields of education and training for occupations and with management of learning, of development and of implementation processes in education oriented towards technical and vocational education in secondary schools and towards work in enterprises. The programme focuses on:

(i) Profession-oriented studies within education.
(ii) Development of competencies inside enterprises.
(iii) On-the-job training and occupation-oriented adult education.
(iv) Personnel and organizational development.

5.0 GENERAL REGULATIONS

The programme for the Masters in Vocational Pedagogy shall be governed by the general regulations as well as regulations for graduate studies of Kyambogo University and by the special Faculty regulations.

6.0 ADMISSION REQUIREMENTS AND SELECTION OF DISCIPLINES

6.1 Admission Requirements

In addition to the prescribed Kyambogo University requirements, candidates should have:

(i) an honors first degree in any vocational or professional field.
(ii) working experience of at least two years.
(iii) a recommendation from the employer.
Programme for Masters Degree in Vocational Pedagogy

(iv) a written statement of purpose or motivation (up to one page)

(v) 60-80 CU in Pedagogy/Education will be an added advantage.

OR candidates having other qualifications in professional training that can be validated to be equivalent to the above qualifications may be eligible for admission.

6.2 Selection of Study Areas

At KyU an academic year is equivalent to a minimum of 30 CU and a maximum of 50 credit units (CU) whereby a CU is equivalent to 15 contact hours. The proposed Masters in Vocational Pedagogy programme will be equivalent to 45 CU of courses and a Thesis. The programme is project-oriented and the student will present a completed physical/written project in each course done. In the first year there are three courses to be covered in semester one and two in semester two. Students will be able to use the recess term, which occurs after semester two to complete their projects. Also in the recess term of year one there will be bridging professional education courses for those who need to have them.

In semester one of year two students will take one elective course. Students will also develop and write their research proposals in semester one. In semester two students will complete their researches and write their theses. Students will also use the recess term of second year to complete writing their theses.

6.3 Mode of Delivery

The work method is the curriculum whereby development of knowledge is assumed to take place, both by working with the content and via the working methods offered by the study programme. Experience-based learning activities and problem-oriented tasks, participation in groups and teamwork give the direction for organizing the programme, while at the same time knowledge about these pedagogical principles constitutes the core content of the study programme.

Therefore, the programme is delivered in the form of workshops and individual studies in the workshops and it is result-oriented. Active participation of students is ensured and they are required to make contributions in the form of presentations and active participation in discussions. Students and teachers together make plans of study and execution of the plans is subject to continuous evaluation. During workshop emphasis is put on working in groups, mutual project
The learning activities are organised and sequenced to ensure knowledge development.

Masters theses are based on the students' earlier practical experiences in their trades, occupations or from professional experiences in schools or higher education and provide an opportunity to evaluate these experiences using scientific methods. The students have great freedom in choosing thematic and methodological designs in relation to their theses. The theme and working method have to be accepted by the supervisor. The Masters thesis work shall be carried out individually.

### 7.0 DURATION OF THE PROGRAMME

The programme shall last two academic years consisting of four semesters and two recess terms. A semester has 17 weeks, 15 of which are teaching weeks and two weeks of examination. The recess term has 6-10 weeks and it is used for supervised project/practicum work and make up professional education courses for those who need them.

### 8.0 PROGRAMME STRUCTURE

The programme comprises of core/compulsory modules/courses in the first year and one elective module/course and thesis writing in the second year.

#### 8.1 Time Allocation

In this programme the courses are weighted in CU whereby one CU is equivalent to 15 contact hours or one contact hour a week for 15 weeks of teaching. One contact hour is equivalent to one lecture hour or two practical/workshop hours. In this programme workshops will be the major mode of delivery. Emphasis will be put on group work, mutual project counselling, exchange of experiences, and presentation of formalised knowledge.

#### 8.2 Course Codes

The codes indicate the year of study, semester and number of the course. Vocational pedagogy courses will have a 600 series number and a VP code. The 600-700 series indicate that the programme is a two-year graduate degree programme. The 500 series indicate post-graduate diploma programmes, whereas
the 100-400 series indicates undergraduate programs. The first digit in the code number, indicates the year of study while the middle digit indicates the semester and the last digit indicates number of the course.

8.3 Programme Structure and Semester Load

The structure of the programme is as given in the table below.

<table>
<thead>
<tr>
<th><strong>Course Code</strong></th>
<th><strong>Course Title</strong></th>
<th><strong>CU</strong></th>
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</thead>
<tbody>
<tr>
<td><strong>Year I Semester I (All courses are core)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>VP 611</td>
<td>Teaching and Learning Processes in Vocational Pedagogy</td>
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</tr>
<tr>
<td>VP 612</td>
<td>Understanding Vocational Didactics</td>
<td>5</td>
</tr>
<tr>
<td>VP 613</td>
<td>Strategies for Research and Development Work in Vocational Education</td>
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<tr>
<td><strong>Year I Semester I Load</strong></td>
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<td>15</td>
</tr>
<tr>
<td><strong>Year I Semester II (All courses are core)</strong></td>
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<td></td>
</tr>
<tr>
<td>VP 621</td>
<td>Curriculum Development, Measurement and Evaluation in Vocational Education and Training</td>
<td>5</td>
</tr>
<tr>
<td>VP 622</td>
<td>Issues in Vocational Education and Training</td>
<td>5</td>
</tr>
<tr>
<td>VP 623</td>
<td>Social, Cultural and Historical Perspectives on Pedagogy</td>
<td>5</td>
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<tr>
<td><strong>Year I Semester II Load</strong></td>
<td></td>
<td>15</td>
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<tr>
<td><strong>Recess Term (For bridging Professional Education courses)</strong></td>
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<td></td>
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<tr>
<td>PS 511</td>
<td>Education Foundations</td>
<td>4</td>
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<td>PS 512</td>
<td>Education Psychology</td>
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<tr>
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<tr>
<td><strong>Year II Semester I: (Two core courses and one elective)</strong></td>
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<tr>
<td>VP 711 (Core)</td>
<td>Proposal Writing</td>
<td>3</td>
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<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
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<tr>
<td>------------</td>
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</tr>
<tr>
<td>VP 712</td>
<td>Directed Vocational Study (Agriculture, Art and Design, Business Studies, Human Nutrition and Home Economics, Health Training, Engineering, etc,)</td>
<td>5</td>
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<tr>
<td>VP 713</td>
<td>Gender, Vocational Pedagogy and Multiculturalism</td>
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**Year II Semester I Load**

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>Research and Thesis</td>
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</tr>
<tr>
<td>Recess Term (For completion of thesis writing)</td>
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**Year II Semester II**

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<th>Credits</th>
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<td>GRADUATION LOAD</td>
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### 9.0 GRADUATION LOAD

To qualify for the award of the Masters degree in Vocational Pedagogy a candidate must obtain 43 - 51 CU and a dissertation as indicated below:

<table>
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<th>Semester I</th>
<th>Credits</th>
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<tr>
<td>Year I Semester I</td>
<td>15 CU</td>
</tr>
<tr>
<td>Year I Semester II</td>
<td>15 CU</td>
</tr>
<tr>
<td>Year I Recess Term (bridging Professional Education courses)</td>
<td>8 CU</td>
</tr>
<tr>
<td>Year I Total</td>
<td>30-38 CU</td>
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<table>
<thead>
<tr>
<th>Semester II</th>
<th>Credits</th>
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</thead>
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<tr>
<td>Year II Semester I</td>
<td>13 CU</td>
</tr>
<tr>
<td>Year II Semester II (Dissertation)</td>
<td>13 CU</td>
</tr>
<tr>
<td>Year II Total</td>
<td>13 CU</td>
</tr>
<tr>
<td>Graduation Load</td>
<td>43 - 51 CU plus Dissertation</td>
</tr>
</tbody>
</table>

### 10.0 ASSESSMENT AND GRADING

#### 10.1 Continuous Assessment

A continuous evaluation process takes place as an integrated part of the learning process during the whole study programme. Tasks assigned have to be done and submitted on time otherwise the students shall lose their right to present themselves for formal evaluation.
10.2 Examinations

(a) Year One Load

For the two semesters the programme gives 30 CU comprised of six core courses each of 5 CU. There is a recess term that gives 8 CU comprised of two bridging professional education courses of 4 CU each.

(b) Semester One Assessment

(i) Each course will be assessed out of 100%.

(ii) Students will do three projects, one in each course.

(iii) Assessment of the projects in each course will constitute continuous assessment for each course. The assessment will consist of the problem statement (10% marks), literature review (10% marks) and report presentation (30% marks).

(iv) There will be a written three-hour examination for each course.

(v) Continuous assessment and the written examination will each contribute 50% of the marks for each course.

(vi) The student must pass all the courses in semester one before he/she is allowed to embark on work of semester two.

(c) Semester Two Assessment

Courses will be assessed in a similar manner as in semester one.

(d) Recess Term

(i) Each course will be assessed out of 100%.

(ii) There will be continuous assessment for each course comprising of either assignments or library research and presentation.

(iii) There will be a written three-hour examination for each course.
(iv) Continuous assessment and the written examination will each contribute 50% of the marks for each course.

(e) Progression to Year Two

Year one of the programme must be passed before the student proceeds to year two.

(a) Year Two Load

(i) Year Two of the program gives 13 CU comprised of two core courses and one elective course in semester one and dissertation writing in semester two.

(ii) The students will do one of the courses in semester one as an elective in which they will be required to do a project.

(iii) Research proposal writing will be done in semester one.

(iv) The dissertation submitted at the end of semester two will be documented as the Masters Dissertation.

(v) As part of year two evaluation, the student will be subjected to an individual oral examination on the dissertation i.e., Viva Voce.

(vi) The students must have passed the core and elective courses in semester one, the dissertation and Viva Voce examinations to be eligible for the award.

(b) Semester One Assessment

(i) The core courses and the elective course the student does will be assessed out of 100%.

(ii) Proposal writing will be assessed by presentation of the proposal to a panel.

(iii) The Directed Vocational Study will be assessed by presentation of the study reports to a panel.
The project the student does in the elective course will be assessed on a continuous basis as in year one.

The project report in the elective course will be submitted for internal examination. Also, the student will be examined in oral presentation of his/her work. The report and the oral presentation will constitute the examination for the course and each will account for 50% of the examination mark for the course.

(c) Semester Two Assessment

(i) A preliminary evaluation of the draft dissertation and abstract will be made by the Department and assessed.

(ii) The Department will submit the dissertation for external examination if it is satisfactory.

(iii) The external examiner will assess and grade the dissertation.

(iv) Only students having received a passing grading for the dissertation shall be allowed to present themselves for the oral exam.

(v) The Viva Voce examination on the dissertation will be assessed on pass/fail basis.

(vi) The performances of the student in the viva-voce examination can be used to adjust the dissertation grade obtained earlier.

10.4 Grading of Courses and Masters Thesis

(a) Grading

Where courses are graded as well as the thesis, grading will be done as indicated below.
Programme for Masters Degree in Vocational Pedagogy

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<thead>
<tr>
<th>Mark %</th>
<th>Letter Grade</th>
<th>Points</th>
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<tr>
<td>80-100</td>
<td>A</td>
<td>5.0</td>
</tr>
<tr>
<td>75-79.9</td>
<td>B+</td>
<td>4.5</td>
</tr>
<tr>
<td>70-74.9</td>
<td>B</td>
<td>4.0</td>
</tr>
<tr>
<td>65-69.9</td>
<td>B-</td>
<td>3.5</td>
</tr>
<tr>
<td>60-64.9</td>
<td>C+</td>
<td>3.0</td>
</tr>
<tr>
<td>55-55.9</td>
<td>C</td>
<td>2.5</td>
</tr>
<tr>
<td>50-54.9</td>
<td>C-</td>
<td>2.0</td>
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<td>45-49.5</td>
<td>D+</td>
<td>1.5</td>
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<tr>
<td>40-44.9</td>
<td>D</td>
<td>1.0</td>
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<tr>
<td>35-39.9</td>
<td>D-</td>
<td>0.5</td>
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<tr>
<td>Below 35</td>
<td>E</td>
<td>0</td>
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</table>

(b) Additional

Additional letters below shall be used where applicable.

W : Withdrawal from Module
I : Incomplete
ABS : Absent

(c) Passing

The pass grade point per course and thesis is 2.0

© Discontinuation

A student who fails any one specified core course after retaking it two times will be discontinued.

(d) Re-taking a course

A failed course shall be taken in the subsequent semester when it is being offered in order to:

(i) Pass it if a student had failed it.
(ii) Improve the grade if the first pass grade was low.

**11.0 AWARD AND CLASSIFICATION**

**11.1 Award**

After satisfactory completion of the programme, candidates will be awarded a Masters in Vocational Pedagogy of Kyambogo University. The degree shall be unclassified.

**12.0 DESCRIPTION OF THE COURSES**

**PS 511 Educational Foundations (4 CU)**

**Specific objectives**

By the end of the course students should be able to:

(i) To identify cause of the problem of developed and third world countries development imbalance.

(ii) Indigenous of Africa: philosophies and culture.

<table>
<thead>
<tr>
<th>Content</th>
<th>Aims of history of education, traditional and western education systems.</th>
</tr>
</thead>
<tbody>
<tr>
<td>History of Education</td>
<td>Elementary logic; epistemology, axiology, concept of education; philosophers and their impact on education.</td>
</tr>
<tr>
<td>Philosophy of Education</td>
<td>Costs of education, education and economic growth, planning of education.</td>
</tr>
<tr>
<td>Economics of Education</td>
<td>General introduction of comparative education, education and development, problems and efforts in education.</td>
</tr>
<tr>
<td>Comparative Education</td>
<td>Scope of sociology of education, education as a Social institution.</td>
</tr>
<tr>
<td>Sociology of Education</td>
<td></td>
</tr>
</tbody>
</table>

NOMA Masters Vocational Pedagogy
Programme for Masters Degree in Vocational Pedagogy

| Educational Administration | Organization and management, concept of leadership, effective communication skills; government bodies in schools, role of head teacher; teacher and student leaders in school administration. Introduction to ethics in Educational Practice: professional ethics of teachers, analysis of teachers code of conduct. |

Assessment

There will be continuous assessment (50%) for each course comprising of either assignments or library research and presentation. Also, there will be a written three-hour examination for each course.

References


10. Inglar, T., E. Bjerness, R. Lappen and T. Tobiassen. 2002. *Learning and...*
Programme for Masters Degree in Vocational Pedagogy

*Counselling*, Vytautas Magnus University, Lithuania and Norway: Akershus University College.


**PS 512 Educational Psychology (4 CU)**

**Specific objectives**

By the end of the course students should be able to:

(i) Enable the teacher to understand the complexities of learning.

(ii) Explain and use learning theories related to their teaching.

(iii) Understand and develop thoughts about one’s own role related to the pupils’ learning processes.

<table>
<thead>
<tr>
<th>Content</th>
<th>Types of learning, insight, conditioning limitation, trial and error etc, factors that affect learning, transfer of learning and training, theories of learning, behavioral and associative theories, thinking and concept formation. Types of memory, factors that facilitate memory. Types of motivation, Maslow’s theory, classroom motivational strategies.</th>
</tr>
</thead>
</table>
Programme for Masters Degree in Vocational Pedagogy

<table>
<thead>
<tr>
<th>Measurement and Evaluation.</th>
<th>Definition of measurements, tests evaluation, uses of evaluation in education, types of evaluation, needs assessment, types of test, factors to consider in constructing and using tests, interpretation of test results.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Guidance and Counselling.</td>
<td>Definitions of guidance and counselling, need for guidance and counselling; types orientation, educational counselling, career counselling, personal counselling, skills and techniques in counselling, qualities of a good counsellor, counselling process, counselling models.</td>
</tr>
<tr>
<td>Nature of Human Growth and Development</td>
<td>Characteristics of growth and development, stages of growth and development, factors influencing growth and development, African child rearing practices, implications of growth and development to learning, theories of growth and development.</td>
</tr>
</tbody>
</table>

Assessment

There will be continuous assessment (50%) for each course comprising of either assignments or library research and presentation. Also, there will be a written three-hour examination for each course.

References


Objectives of the Course:

Through working with this course students should be able to:

(i) explain various pedagogical theories and discuss them in relation to vocational pedagogical practices.

(ii) elaborate on their own work experiences, knowledge and skills in group work projects.

(iii) identify problems in their workplaces, communities/countries and then develop their understanding on conducting research processes for their fieldwork.

(iv) relate issues regarding gender to vocational education and training.

(v) use ICT as a tool for learning and research.

Content

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<table>
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<tbody>
<tr>
<td>1</td>
<td>Vocational didactics and work-based learning.</td>
</tr>
<tr>
<td>2</td>
<td>Vocational pedagogy in working life and schools.</td>
</tr>
<tr>
<td>3</td>
<td>Exploration of learning processes and experiences.</td>
</tr>
<tr>
<td>4</td>
<td>Problem identification and research activities. Fieldwork.</td>
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<tr>
<td>5</td>
<td>Gender issues in vocational pedagogy</td>
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<tr>
<td>6</td>
<td>Introduction to ICT</td>
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</table>

Working Methods

The basic element in the programme is the compulsory participation in “learning groups” during the whole period of two years. “The Work Method is the Curriculum.” Each group will be lead by a facilitator.
Programme for Masters Degree in Vocational Pedagogy

(i) Problem identification and project work is assumed to take place both by working with the content and throughout the working methods offered by the study programme.

(ii) Experience-based learning activity and problem-oriented tasks, participation in groups and team work is the central aspect of the programme.

(iii) Both during workshops and through the internet, students work is supported in order to help develop their understanding of research and innovation processes.

(iv) The students should be able to criticise and evaluate their own work and the work of others in their learning groups.

Learning will be evaluated by two types of activities\(^1\).

(a) Continuous Assessment (50%).

(i) Students will carry out a small research project and write a report consisting of maximum 15 pages, focussing on central problems in vocational pedagogy (problem statement - 10%, literature review - 10%, the report - 30%)

OR

(ii) The students will prepare and present a portfolio that will include the tasks carried out, and corresponding learning outcomes that have taken place in in-classroom and out-of-classroom activities.

Criteria related to evaluation of the competencies: mastery of central concepts in vocational pedagogy and vocational didactics. The beginning of an understanding of problem formulation in research and of central research strategies related to their problematic.

(b) Examination (50%)

There will be a written three-hour examination for the course

\(^1\)This is a continous process during the whole period.
Programme for Masters Degree in Vocational Pedagogy

References


**PV 612: Understanding Vocational Didactics (CU: 5)**

**Objectives of the Course:**

When students have completed this course they should be able to understand:

(i) Fundamental aspects of vocational learning,

(ii) Consequences in terms of learning and teaching strategies,

(iii) Contextual factors that enrich the usefulness of vocational...
(iv) See the above problematic in relation to their own research strategies and fieldwork.

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</table>
Vocational learning will then be placed in the wider spectrum of the social organisation of knowledge seen in relation to different learning traditions in vocational and general education.

Work methods

Models will be worked on in relation to their own specific small research projects started in Module A. It is the adaptation of this inductive approach in vocational learning that is the centre of attention in each of the students’ various projects and in the learning groups and group presentations. The students will work together in groups of two or three and present the results of their work in plenary sessions.

Assessment

(a) Continuous Assessment (50%).

(i) Students will carry out a small research project and write a report consisting of maximum 15 pages, focusing on central problems in vocational didactics (problem statement - 10%, literature review - 10%, the report - 30%)

Also, the learner will be assessed continuously, both individually by tutors and in the learning groups. The goal of the assessments at this stage is to help the students move forward with their own fieldwork.

(b) Examination (50%)

There will be a written three-hour examination for the course.

References


Programme for Masters Degree in Vocational Pedagogy


**PV 613: Strategies for Research and Development Work in Vocational Education (CU: 5).**

**Objectives of the Course**

By the end of this course students should be able to:

(i) Demonstrate functional knowledge, skills and values to carry out research.
(ii) Develop the knowledge and skills in how to do research for development in the field of vocational education and training in schools and in workplaces.

<table>
<thead>
<tr>
<th>Content</th>
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<tbody>
<tr>
<td>1  Research methodology in vocational fields. This will cover problem identification basic research activities for carrying out fieldwork.</td>
</tr>
<tr>
<td>2  Statistical analysis and its pre-conditions.</td>
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<tr>
<td>3  Qualitative pre-conditions, methodology and analysis.</td>
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<tr>
<td>4  Strategies for research and report writing.</td>
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<tr>
<td>5  Strategies and formal demands in thesis writing.</td>
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</table>

**Work methods**

The project approach will be adopted. The staff/facilitator will be responsible for the assignments and guidance of the learner.

The learner will produce a project report from the assignments/tasks.

**Assessment**

(a) **Continuous Assessment (50%).**

The learner will be assessed continuously through tutorials/seminars. Final assessment for the module will be done using (a) a project report that the students present (problem statement - 10%, literature review – 10%, the report – 30%) and (b) the students may be asked to defend the report in plenary sessions.

(b) **Examination (50%)**

There will be a written three-hour examination for the course.

**References**


By working through this course, students should be able to demonstrate knowledge and skills of:
Programme for Masters Degree in Vocational Pedagogy

(i) Developing vocational education and training curricula.

(ii) Assessing and evaluating vocational education and training disciplines.

(iii) Integrating I.C.T in vocational education and training.

(iv) Identifying problems for research.

(v) Writing a research paper in vocational education and training.

Contents

<table>
<thead>
<tr>
<th>1</th>
<th>Development of vocational education and training curriculum.</th>
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<tr>
<td>2</td>
<td>Information and Communication Technology (I.C.T) in vocational education and training.</td>
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<tr>
<td>3</td>
<td>Problem identification and basic research activities.</td>
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<td>4</td>
<td>Undertake fieldwork and organise fieldwork data.</td>
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<td>5</td>
<td>Supervised practicum/Thesis writing.</td>
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</table>

Work Methods

(a) Participatory group approaches/methodologies.

Assessment.

(a) Continuous Assessments (50%).

Project work: Continuous Assessments to include problem statement - 20%, literature review (research papers and presentations) - 30%.

(b) Examination (50%)

The report of the project work will be examined.

References

Programme for Masters Degree in Vocational Pedagogy


**VP 622: ISSUES IN VOCATIONAL EDUCATION AND TRAINING (CU: 5)**

**Objectives of the Course**

By working through this course the learner should be able to:

(i) Analyse the relevance of vocational education and training vis-a-vis the world of work and carry out fieldwork.

(ii) Utilise entrepreneurial skills that position him/herself and his/her products within the world of work.

(iii) Operate effectively and in a constructive manner in a dynamic society that often has contradictions and complexities.
Programme for Masters Degree in Vocational Pedagogy

(iv) Analyse and address gender issues that influence productivity.

(v) Apply scientific principles of data collection and analysis.

(vi) Organise learning processes that lead to innovative practices in school and working life.

(vii) Develop logical presentation of findings/point of view.

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Work Methods

(a) Participatory group approaches/methodologies.

The project approach will be adopted. The staff/facilitator will be responsible for the assignment and guidance of the learner. The learner will produce a project report from the assignment/tasks.

Assessment

(a) Continuous Assessments (50%)

Project work: continuous Assessments to include problem statement - 20%, literature review (research papers and presentations) – 30%. 

NOMA Masters Vocational Pedagogy 34
(b) Examination (50%)

The report of the project work will be examined.

References


10. Snyder, Margaret, 2000: *Women in African Economics: From Burning*
Objectives of the Course

By working through this course students should be able to:

(i) Identify the relationship between general education and vocational pedagogy;

(ii) Draw perspectives in the historical and cultural development and their influence on educational development in Norway, Sudan and Uganda;

(iii) Plan learning processes in vocational pedagogy;

(iv) Compare the European and African visions for future development of vocational pedagogy and draw comparisons;

(v) Trace and see the development of trades, and the influence of gender in vocational pedagogy;

(vi) Develop research strategies, documentation and analysis in vocational pedagogy;

(vii) Integrate research findings with earlier knowledge in the researched field.
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</table>

**Work Methods**

Participatory group approaches/methodologies.

**Assessments**

(a) **Continuous Assessments (50%)**

Project work: continuous Assessment to include problem statement - 20%, literature review (research papers and presentations) – 30%.

(b) **Examination (50%)**

A final project report of maximum 40 pages will be assessed. Also the student will be examined in oral presentation of his/her work. The report and the oral presentation will each account for 50% of the examination mark for the course.

The students may also be asked to produce a short version of their main findings and results from their fieldwork that can be published in a periodical in Vocational Pedagogy (planned).

**References**


Programme for Masters Degree in Vocational Pedagogy

Department of Education.


**VP 711: PROPOSAL WRITING (CU: 3)**

Objectives of the Course

By the end of the course, the students should be able to:

(i) Identify a researchable problem,

(ii) Write a good background to bring out clearly the problem to be investigated,

(iii) Write a clear problem statement,

(iv) Identify suitable methods and tools for investigating the identified problem.

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In what sector?

Identifying a research problem by having an idea – thinking through problems, critical objectivity and having an inspiration. Turning the idea into a problem.

Elements of a good proposal: a good introduction, statement of the problem, clear objectives, clear hypothesis, plan of work, a realistic budget.

Assessment:

Proposal writing will be assessed by presentation of the proposal to a panel.

References


VP 712: DIRECTED VOCATIONAL STUDY (CU: 5)

By the end of this course, the students should be able to;

(i) Develop appropriate vocational training strategies in their areas of vocational specialisation.

(ii) Develop tools for carrying out research in their areas of vocational specialisation.
Programme for Masters Degree in Vocational Pedagogy

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Work Methods

Participatory group approaches/methodologies.

Assessment

Students will do projects in their own areas of vocational specialization and will do oral presentations of their study reports to a panel for assessment.

VP 713: GENDER, VOCATIONAL PEDAGOGY AND MULTICULTURALISM (CU: 5)

Objectives of the course

By working through this course, the students should be able to:

(i) Identify gender issues in vocational education and training.

(ii) Overcome gender cultural barriers and biases in regard to vocational education and the world of work.

(iii) Discover, respect and enjoy being men or women in their natural being.

(iv) Learn to appreciate and respect cultural complexity in a multicultural setting of study and work.

(v) Critically analyse the femininity and masculinity aspects in relation to vocational education and community development.
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</table>

**Work Methods**

Learning is to be based on knowledge of previous modules, and discussions in the learning groups, Problem identification from the local communities, place of work, schools and global issues. Use of I.C.T. to research on gender issues and present continuous project reports from their Masters Thesis writing.

Learning work methods; the learners will continuously discuss their thesis work in their learning group. The facilitator/fellow students will serve as resource persons and guides to the learner.

**Assessment**

(a) **Continuous Assessments (50%)**

Project work: continuous Assessment to include problem statement - 20%, literature review (research papers and presentations) - 30%.

(b) **Examination (50%)**

A final project report of maximum 40 pages will be assessed by an external examiner. Also the student will be examined in oral presentation of his/her work. The report and the oral presentation will each account for 50% of the examination mark for the course.

The students may also be asked to produce a short version of their main findings
Programme for Masters Degree in Vocational Pedagogy

and results from their fieldwork that can be published in a periodical in Vocational Pedagogy (planned).

References


Objectives of the Course

By working through this course the learners should be able to;

(i) describe and analyse the education system of his/her own country;

(ii) develop an understanding of his/her country’s vocational didactics within the framework of North and South comparisons;

(iii) select and apply methods of comparative research in vocational didactics;

(iv) develop an understanding of how to integrate his/her own research findings in relation to the field of research.

(v) create change in the field in systems of vocational education.

Content

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<tbody>
<tr>
<td>1</td>
<td>National Educational Systems. This course involves a description and brief analysis of the educational system of the learner’s country.</td>
</tr>
<tr>
<td>2</td>
<td>Similarities and differences in vocational pedagogy. This will involve carrying out studies in vocational pedagogy as practiced in the learners’ own countries in comparison with those in other regions through documentary analysis and library studies.</td>
</tr>
<tr>
<td>3</td>
<td>Methods of comparative study in vocational education. This will involve an outline of the various comparative research methods applied in vocational didactics.</td>
</tr>
<tr>
<td>4</td>
<td>Integration of research findings. This involves mapping out strategies for change and improvement of systems of vocational education.</td>
</tr>
</tbody>
</table>

Work methods
Programme for Masters Degree in Vocational Pedagogy

Learning shall be based on knowledge of previous modules, and discussions in the learning groups. Problem identification from the local communities, place of work, schools and global issues.

Learning work method: The learners will continuously discuss their thesis work in their learning group. The facilitator/fellow students will serve as resource persons and guides to the learner.

Assessment

(a) Continuous Assessments (50%)

Project work: continuous Assessment to include problem statement - 20%, literature review (research papers and presentations) – 30%.

(b) Examination (50%)

A final project report of maximum 40 pages will be assessed. Also the student will be examined in oral presentation of his/her work. The report and the oral presentation will each account for 50% of the examination mark for the course.

The students may also be asked to produce a short version of their main findings and results from their fieldwork that can be published in a periodical in Vocational Pedagogy (planned).

References


**THE THESIS RESEARCH**

**Progression**

Through the ‘work method is the curriculum’ principle, students will be introduced to research problem identification and research proposal writing right from semester one of year one.
Programme for Masters Degree in Vocational Pedagogy

Through active participation in group work and discussions and carrying out work assignments the students will then identify their research areas and topics in semester one of year two. They will collect data to analyse and interpret. This forms part of thesis writing.

In semester two of year two the students will continue with their thesis writing to completion. In between, students will have an opportunity to present their findings to groups in tutorials and seminars for criticism and discussion.

Assessment

The students will be evaluated for the award of the Masters in Vocational Pedagogy on the basis of their Masters thesis. The Masters thesis will be assessed by an external examiner and external examiner and will be defended in an oral session where the external examiner and other mentors/facilitators and stakeholders will be present. The students will also be asked to produce a short version of their main findings from their fieldwork for publications purposes.
An Initiative of the NOMA Masters Project 2008

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