

TRAINING COURSE SYLLABUS «GLOBAL TRENDS IN THE DEVELOPMENT OF VOCATIONAL EDUCATION»

GENERAL INFORMATION ABOUT TRAINING COURSE

Level of HE	Second (master's) degree
Code and name of specialty	015 Vocational education (Agricultural production, processing of agricultural products and food technologies)
Type and name of the educational program	EPP Vocational education (Agricultural production, processing of agricultural products and food technologies)
Course, semester	2nd year, 3rd semester
The scope of the course and the term control type	Total amount of credits ECTS – 4,0, Total number of hours – 120, including: lectures – 16, practical sessions – 24. Term control type – pass.
Language(s)	English
Educational and scientific institute / faculty, department	Faculty of Engineering and technology, Mechanical and electrical engineering department
Contact details of the developer(s)	Educator: PRILIEPO Nataliia, senior lecturer Contacts: room 326 (academic building 3), e-mail: nataliia.pryliepo@pdau.edu.ua , phone (0532) 56-96-87, educator's page: https://www.pdau.edu.ua/people/prilyepo-nataliya-volodymyrivna-0

THE PLACE OF THE TRAINING COURSE IN THE EDUCATIONAL PROGRAM

Status of the training course	Professional selective
Prerequisites for the training course	Psychological and pedagogical problems of vocational education, Pedagogical management, Organization and teaching methods in vocational education
Competences	GC 1. Ability to use abstract thinking, analysis and synthesis. GC 4. Ability to work in an international context. SC 4. Ability to analyze, forecast, and critically consider problems in vocational education, and make effective decisions regarding their solution.
Learning outcomes	LO 1. To know, at the level of the latest achievements, the main concepts of sustainable development of society, education, and the methodology of scientific knowledge in the professional education field. LO 4. Communicate freely in national and foreign languages orally and in writing to discuss and present the results of professional activities, research, and projects.

THE ROLE OF THE TRAINING COURSE IN THE FORMATION OF SOCIAL SKILLS (SOFT SKILLS)

Mastering social "soft skills" (so-called "universal skills", "success skills") enables graduates to be successful in their workplace. An educational component involves forming communication skills, creativity, active listening, critical thinking, the ability to resolve conflicts, work in a team, manage one's time, think logically and systematically, etc. The training course also forms such language skills as the ability to speak in front of an audience, to hold its interest, and to convince them of one's opinion, both in the national language and in English.

THE PURPOSE OF STUDYING IN THE TRAINING COURSE

To teach students of HEE to interpret global trends in the development of modern professional and vocational education, which are determined by general global social problems; analyze innovative educational processes and determine trends in the development of professional education; evaluate a wide range of socially significant functions of vocational education, especially in the light of today's social transformations; to compare the specifics of the organization and implementation of technical and vocational education systems in different countries.

TRAINING COURSE PROGRAM

- Topic 1. Context and challenges of modern vocational education.
 Topic 2. Trends in the development of vocational education in the countries of Western Europe.
 Topic 3. Trends in the development of vocational education in the Scandinavian countries.
 Topic 4. Features of the development of vocational education in Central and South American countries.
 Topic 5. Vocational education in the USA and Canada.
 Topic 6. Trends in the development of vocational education in Asian countries.
 Topic 7. Trends in the development of vocational education in African countries.
 Topic 8. Global trends in vocational education.

TEACHING AND SCHOOLING METHODS

- verbal methods: lecture; tale; explanation; conversation
- visual methods: illustration
- practical methods: practical tasks; working with educational and methodical literature;
- method of partial search;
- interactive methods: brainstorming, designing professional situations, discussions;
- computer and multimedia methods: use of multimedia presentations;
- independent work.

ASSESSMENT OF LEARNING RESULTS

Scoring scheme, scale and criteria for evaluating learning outcomes	They are listed in the Appendix to the syllabus.
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POLICY OF THE TRAINING COURSE AND ASSESSMENT

- regarding the terms of passing and retaking	Practical tasks, tasks for independent work, submitted with a violation of deadlines without good reasons, are evaluated at a lower mark (up to -30%). Rescheduling of the current and final control can be achieved with a good enough reason with the permission of the dean's office.
- regarding academic integrity	A higher education student must adhere to the Code of Academic Integrity and the Code of Ethics of a Teacher and a Student of Higher Education of PSAU.
- regarding attending classes	Attending classes is mandatory.
- regarding recognition of the results of non-formal / informal education	Higher education students are entitled to the recognition of learning results obtained in non-formal or informal education before mastering this educational component. Acquiring relevant learning outcomes is possible after successful completion of courses (with documentary evidence) on various educational platforms. The specifics of such courses and the recognition of its results are regulated by the relevant Regulations of the PSAU.
- regarding an appeal of the results assessment	After the announcement of the current or term control results, the student has the right to contact the teacher with a request to explain the received grade. In case of impossibility of joint settlement of the situation and received mark, the student has the right to appeal these results. The procedure for appealing the results is regulated by the relevant Regulations of the PSAU.

RECOMMENDED REFERENCES

Main

1. Semenova A.V. Profesiina pedahohika: Pidruchnyk./O. V. Hrabovskyi, L. V. Kolomiets, O. S. Savielieva, A. V. Semenova, V. F. Yani; red. by A.V. Semenovoi. Odesa: Bondarenko M.O., 2020. 575 p.

2. Profesiina (profesiino-tekhnichna) osvita Ukrainy: pochatok KhKhI stolittia: Entsyklopedychne vydannia / Red. by Radkevych V. O. Zhytomyr: Polissia, 2021. 937 p.

3. Osvita doroslykh: svitovi tendentsii, ukraïnski realii ta perspektyvy: monohrafiia / N. H. Nychkalo, R. I. Chernovol-Tkachenko, I. F. Prokopenko [etc.]; Gen. red. by N. H. Nychkalo, I. F. Prokopenka. In-t pedahohichnoi osvity i osvity doroslykh im. I. Ziaziuna NAPN Ukrainy, Kharkiv. nats. ped. un-t im. H. S. Skovorody. Kharkiv: Brovin O. V., 2020. 544 p.

Supplementary

1. Pedahohichna osvita v Ukraini: teoriia i praktyka: slovnyk/red. by M. P. Vovk, Yu. V. Hryshchenko, S. O. Solomakha, N. O. Filipchuk, S. V. Khodakivska. Instytut pedahohichnoi osvity i osvity doroslykh imeni Ivana Ziaziuna NAPN Ukrainy. Kropyvnytskyi: Imeks-LTD, 2021. 328 p.

2. Upravlinnia zakladom osvity: Pidruchnyk dlia zdobuvachiv druhoho rivnia vyshchoi osvity pedahohichnykh universytetiv / S.H. Nemchenko, V.V. Kryzhko, O.S. Bodnar, V.V. Radul, O.M. Starokozhko, Yu.I. Kondratenko. 2-e vyd. pererob. i dopov. Berdiansk: BDPU, 2022. 506 p.

3. Metodyka profesiinoi osvity: navch. posibnyk dlia zdobuvachiv pershoho (bakalavrskoho) rivnia vyshchoi osvity za spetsialnistiu 015 «Profesiina osvita» haluzi znan 01 «Osvita / Pedahohika»/D. O. Chernyshev, K. I. Pochka, H. L. Korchova, Yu. S. Krasyl'nyk, M. V. Rudenko. Kyiv: Komprynt, 2024. 224 p.

Web resources

1. Strengthening Academic Integrity in Ukraine Project – SAIUP. URL: <https://academiq.org.ua/projekt/proekt-v-universytetah/>

2. Pro osvitu: Zakon Ukrainy vid 05.09.2017 r. № 2145-VIII: stanom na 16 serpnia 2024 r. URL: <https://zakon.rada.gov.ua/laws/show/2145-19#Text>

3. Pro vyshchu osvitu: Zakon Ukrainy vid 01.07.2014 r. № 1556-VII: stanom na 21 lystopada 2023 r. URL: <https://osvita.ua/legislation/law/2235/>

4. Pro fakhovu peredvyshchu osvitu: Zakon Ukrainy vid 06.06.2019 r. № 2745-VIII: stanom na 24 bereznia 2024 r. URL: <https://zakon.rada.gov.ua/laws/show/2745-19#Text>

5. Vocational Education and Training. URL: <https://www.cedefop.europa.eu/en>

6. Skills for people, competitiveness, sustainability: Cedefop in 2023. Luxembourg: Publications Office. URL: <http://data.europa.eu/doi/10.2801/841190>

7. Terminology of European education and training policy: a selection of 430 terms: third edition. Luxembourg: Publications Office. Cedefop reference series. 2024. URL: <https://data.europa.eu/doi/10.2801/991753>

8. Building a European qualifications map: development of national qualifications frameworks (NQFs) across Europe. Luxembourg: Publications Office. 2024. URL: <http://data.europa.eu/doi/10.2801/883382>

9. European guidelines for validating non-formal and informal learning. Luxembourg: Publications Office. Cedefop reference series; No 124. 2023. URL: <http://data.europa.eu/doi/10.2801/389827>

10. The future of vocational education and training in Europe: synthesis report. Luxembourg: Publications Office. Cedefop reference series; 125. 2023. URL: <http://data.europa.eu/doi/10.2801/08824>

Approval details

Approved at the Department of Mechanical and Electrical Engineering session protocol dated September 2, 2024 No. 1.

Appendix to the syllabus

**SCHEME OF CALCULATING POINTS, SCALE, AND CRITERIA FOR
ASSESSMENT OF LEARNING OUTCOMES**

Scheme of awarding points from the training course

Topic name / Semester control form	Forms of monitoring students' results			Total
	Survey	Performing tasks in practical sessions	Performing tasks of independent work	
Topic 1. Context and challenges of modern vocational education.	5	3	3	11
Topic 2. Trends in the development of vocational education in the countries of Western Europe.	5	9	3	17
Topic 3. Trends in the development of vocational education in the Scandinavian countries.	5	3	3	11
Topic 4. Features of the development of vocational education in Central and South American countries.	5	3	3	11
Topic 5. Vocational education in the USA and Canada.	5	6	3	14
Topic 6. Trends in the development of vocational education in Asian countries.	5	3	3	11
Topic 7. Trends in the development of vocational education in African countries.	5	3	3	11
Topic 8. Global trends in vocational education.	5	6	3	14
Total	40	36	24	100

Evaluation scale and criteria

Survey

Points	Evaluation criteria
5	Demonstrated sufficient possession of the necessary knowledge concerning the latest achievements of the main concepts of sustainable development of society, and provided answers to all questions in Ukrainian and English;
4	Demonstrated sufficient possession of the necessary knowledge concerning the latest achievements of the main concepts of sustainable development of society, answers to all questions in Ukrainian and English have been provided, but there are inaccuracies;
3	Demonstrated satisfactory possession of the necessary knowledge concerning the latest achievements of the main concepts of sustainable development of society, answers to all questions in Ukrainian and English have been provided, but there are significant inaccuracies;
2	Demonstrated less than satisfactory possession of the necessary knowledge, and provided answers in Ukrainian and English to most of the questions asked, but there are significant inaccuracies;
1	Demonstrated partial possession of the necessary knowledge, answers to a minority of questions in Ukrainian and English are provided, but there are gross inaccuracies;

0	The absence of provided answers in Ukrainian and English does not allow for assessing the formation of competencies and achieving learning outcomes.
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Performing tasks in practical sessions

Points	Evaluation criteria
3	Demonstrated sufficient possession of the necessary knowledge in the field of vocational education, the assigned task has been fulfilled;
2	Demonstrated satisfactory possession of the necessary knowledge in the field of vocational education, the assigned task is partially completed, but there are inaccuracies;
1	Demonstrated partial possession of the necessary knowledge in the field of vocational education, the assigned task is satisfactorily completed, but there are significant inaccuracies;
0	The absence of provided answers does not allow for assessing the formation of competencies and achieving learning outcomes.

Performing tasks of independent work

Points	Evaluation criteria
3	Demonstrated sufficient possession of the necessary knowledge regarding the main concepts of sustainable development of society, education, and the methodology of scientific knowledge in the field of vocational education, the assigned independent task has been completed, and answers to all the questions have been provided;
2	Demonstrated satisfactory possession of the necessary knowledge regarding the main concepts of sustainable development of society, education, and the methodology of scientific knowledge in the field of vocational education, the assigned independent task has been partially completed, and the answers to most of the questions have been provided;
1	Demonstrated less than satisfactory possession of the necessary knowledge, partially completed independent task has significant inaccuracies, answers to questions are missing or provided incorrectly;
0	The absence of provided answers does not allow for assessing the formation of competencies and achieving learning outcomes.