

Advanced Teaching Programme in Vocational and Professional Education and Training (ATP)

AY23/24

About the Programme

With a rapidly changing environment in Vocational and Professional Education and Training (VPET) and new initiatives in learning and teaching in the Vocational Training Council (VTC), the Centre for Learning and Teaching (CLT) offers this 18-hour Advanced Teaching Programme in Vocational and Professional Education and Training (ATP). It aims to develop an advanced understanding of pedagogical knowledge and latest development in the VPET, to enhance teachers' competency in applying innovative pedagogies and technologies, and to equip teachers with knowledge, skills and attitude needed in supporting an inclusive education setting as well as fostering learning in the workplace environments.

Target Participants

Teaching and instructing staff in their second to fifth year of service in the VTC, while staff with more than five years of experience are also welcome to participate in this Programme.

Programme Intended Learning Outcomes

On completion of the Programme, participants are expected to be able to:

- describe international developments in the VPET and current learning and teaching initiatives in the VTC;
- devise appropriate pedagogical strategies in the VPET classrooms and workplace learning environment;
- facilitate students' learning by adopting technologies, pedagogies, collaborative learning and inclusive approaches;
- reflect upon one's teaching practice in the VPET as part of professional development; and
- network with teaching and instructing staff from different operational units of the VTC for collaboration and sharing of good practices.

Programme Structure

The Programme comprises five modules and adopts a blended learning approach to enable flexibility and encourage the use of technologies in learning. Self-paced learning including e-learning is provided in addition to synchronous learning to enrich participants' learning experience. There are 7 hours of synchronous learning and 11 hours of self-paced learning. The total number of the CPD hours is 18 (Table 1).

Table 1: Programme Structure

Module	Topic	Synchronous Online/ Face-to-face (Hours)	Self-paced Learning	
			e-Learning (Hours)	Individual Assignment (Hours)
1	International Development of VPET	1.5	2	--
2	Inside Learning, Teaching and Assessment	2	2	--
3	Collaborative Learning and Teaching with Digital Tools	1.5	2	--
4	Supporting Students with Diverse and Special Learning Needs	2	2	--
5	Reflective Teaching for Professional Development	--	1	2
Sub-total hours		7	9	2
Total hours		18		

Completion Requirement

To complete the Programme, participants are required to complete all five modules. A certificate of completion will be issued upon fulfillment of the above requirement.

Participants may apply for exemption of some modules if they have successfully completed required module(s) or equivalent(s) before. The exemption will be granted based on the relevancy and currency of the module contents.

To apply for module exemption, participants should submit an application form together with the relevant syllabus and completion proof to the CLT via the Handling Officer of their respective Operational Units two weeks before commencement of the module. For more details, please approach the Programme Coordinator of each Programme.

*The completion proof copy should be certified true by the respective Officer or the Handling Officer of the OU.

Module Description and Intended Learning Outcomes

Module 1: International Development of VPET

This module enables participants to be acquainted with the international development of Vocational and Professional Education and Training (VPET) as well as the current learning and teaching initiatives in VTC. Participants will explore the challenges of implementing the current learning and teaching initiatives, and develop pragmatic and effective teaching methods for a positive impact on students' learning.

On completion of the module, participants are expected to be able to:

- describe the development of the VPET in Hong Kong and other countries;
- recognise the VTC's Strategic Plan in relation to the current development of learning and teaching;
- recognise the characteristics of current students regarding the concept of careers and vocational training; and
- reflect and select on appropriate teaching methods to enhance students' learning.

Module 2: Inside Learning, Teaching and Assessment

This module enables participants to further develop the pedagogies and applications of Workplace Learning and Assessment (WLA). Besides, this module further discusses the pedagogies using Project-based Learning (PBL), Design Thinking (DT), 3Cs (Communication, Collaboration and Curation), etc. with community project examples. Quality Assurance (QA) practices of VTC for experienced teachers will also be discussed.

On completion of the module, participants are expected to be able to:

- describe the importance and practices of Workplace Learning and Assessment (WLA) for the VPET;
- employ appropriate teaching strategies to connect knowledge, skills and experience with the WLA;
- discuss the PBL, Design Thinking and 3Cs approaches in community related projects; and
- discuss the applications of the QA practices related to frontline teachers in the VTC's QA system.

Module 3: Collaborative Learning and Teaching with Digital Tools

In this module, concepts of collaborative learning will be explained; and hands-on practice of Digital Learning and Teaching (DLT) strategies on the use of tools in education technology (EdTech) and artificial intelligence (AI) to support and engage students will be discussed. Various kinds of DLT training provided by CLT and other OUs will also be introduced.

On completion of the module, participants are expected to be able to:

- identify pedagogical practices and implications of online collaborative learning;
- choose appropriate EdTech and AI tools to enable communication, interaction and collaboration to engage students in learning;
- apply the DLT strategies to facilitate blended and flexible learning; and
- recognise various kinds of the DLT training provided by the CLT and other OUs.

Module 4: Supporting Students with Diverse and Special Learning Needs

Inclusive education values diversity and unique contribution of every student. Teachers play an essential role in fostering and facilitating an inclusive classroom. This module aims to provide a wider and deeper scope of diverse learning needs of students. The importance and application of differentiated instructions for students in an inclusive classroom will be introduced. Participants will be engaged in activities to discuss appropriate educational approaches, intermediary level of counselling as well as risk management skills in supporting students.

On completion of the module, participants are expected to be able to:

- identify some key considerations to facilitate learning and teaching in an inclusive classroom;
- suggest appropriate educational approaches for diverse students to foster a supportive inclusive learning environment; and
- discuss intermediary level of counselling skills with students and risks management skills in classroom and campus.

Module 5: Reflective Teaching for Professional Development

The aim of this module is to provide participants with an opportunity to reflect upon their teaching practices, and how they could apply the updated pedagogies and theories learnt in this programme to enhance their teaching practice. Participants are required to complete a presentation file which summarising one of the recent module assignments with reflection on the design, outcomes and enhancement.

On completion of the module, participants are expected to be able to:

- recognise updated pedagogies and theories in education;
- organise teaching materials of a module for an effective presentation;
- apply pedagogies and theories learnt in this programme; and
- reflect on the outcomes and enhancement as part of the professional development.

Contacts

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