



# VET in secondary schools:

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# VET in secondary schools

Current situation: (data provided by DCM within the DQSE)

VET Teachers:		
State schools		55
Church Schools		38
Independent Schools		9
Total		102
Trained during last scholastic year:	Teachers	106
	4 <sup>th</sup> year University Students	59



# VET in secondary schools

Current situation: (data provided by DCM within the DQSE)

VET Students:	
BTEC Pilot (last cohort-Form5/Year11)	127
SEC vocational 2014-2015	93
SEC vocational 2015-2016      State Schools	310
Church Schools	203
Independent Schools	33
<b>Total</b>	<b>766</b>



# VET in secondary schools

Current situation: (data provided by DCM within the DQSE)

SEC VET Subjects:	
SEC 35	Agribusiness
SEC 36	Health and Social Care
SEC 37	Engineering Technology
SEC 38	Hospitality
SEC 39	Information Technology



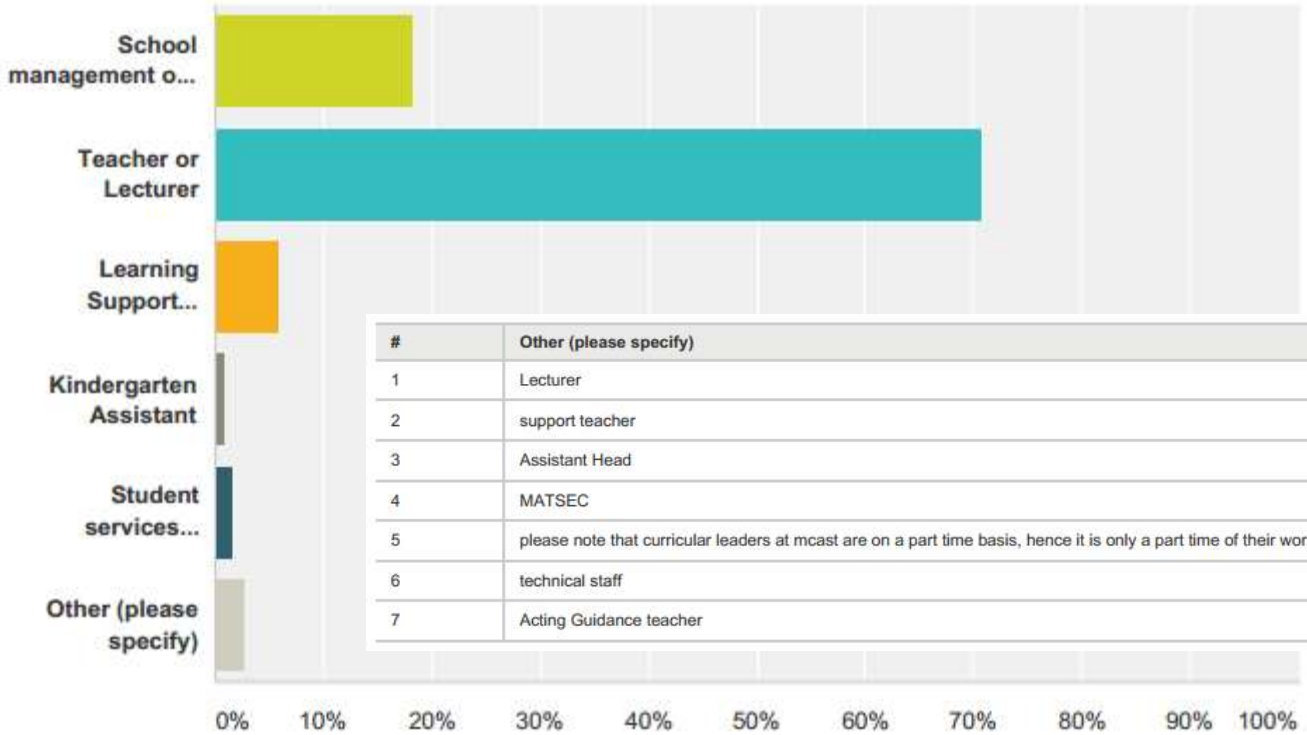
# VET in secondary schools: an MUT survey

- Online questionnaire on Vet (and SEC) issued on 30<sup>th</sup> October 2015
- Link (using SurveyMonkey platform) sent to members through the eNewsletter
- Platform allowed members to submit only one questionnaire (through unique IP address)
- 10 questions about VET asked to respondents + 13 specific questions asked to VET teachers
- Anonymous
- 254 completed entries received by 13<sup>th</sup> November 2015



# Q1 Please indicate your grade: (select)

Answered: 254 Skipped: 0



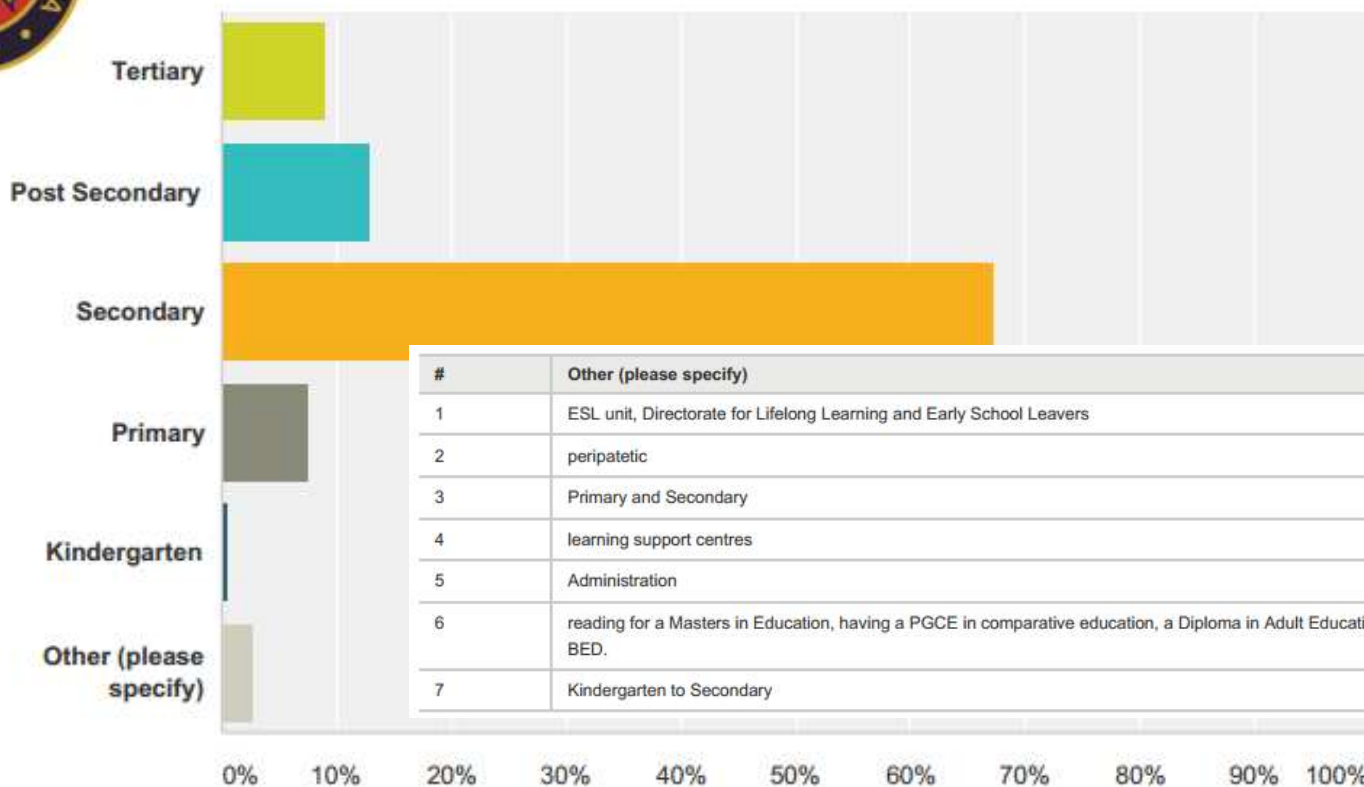
#	Other (please specify)	Date
1	Lecturer	11/9/2015 10:17 AM
2	support teacher	11/6/2015 7:55 PM
3	Assistant Head	11/3/2015 5:43 PM
4	MATSEC	11/2/2015 1:37 PM
5	please note that curricular leaders at mcast are on a part time basis, hence it is only a part time of their work load.	10/31/2015 11:55 AM
6	technical staff	10/31/2015 5:51 AM
7	Acting Guidance teacher	10/30/2015 10:48 PM

Answer Choices	Responses
School management or curricular leader	18.11% 46
Teacher or Lecturer	70.87% 180
Learning Support Assistant	5.91% 15
Kindergarten Assistant	0.79% 2
Student services personnel (please specify)	1.57% 4
Other (please specify)	2.76% 7
<b>Total</b>	<b>254</b>



## Q2 Please indicate your sector: (select)

Answered: 254 Skipped: 0



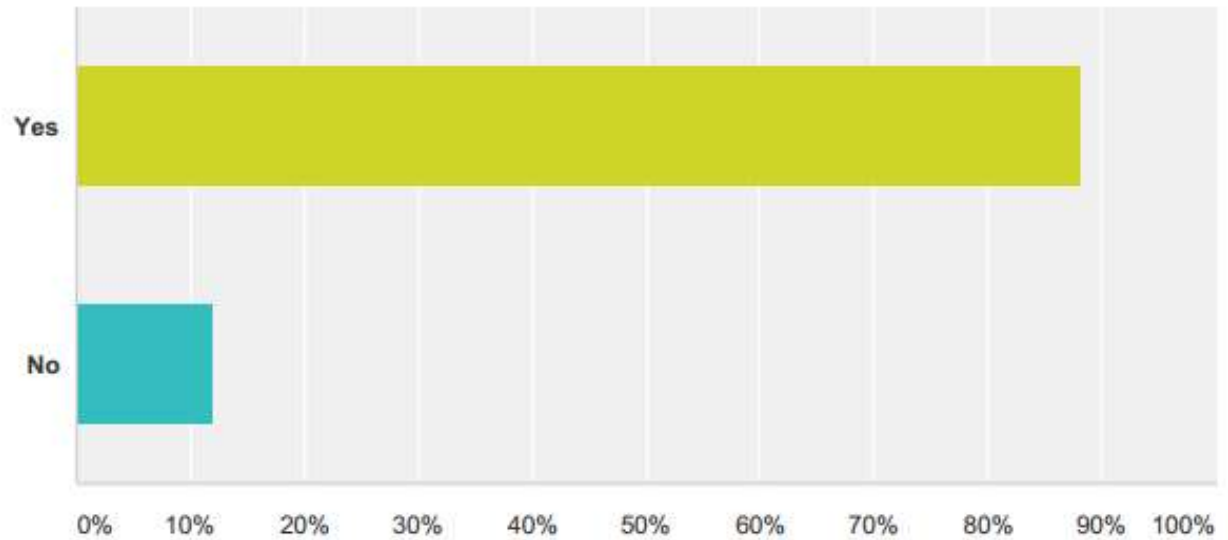
#	Other (please specify)	Date
1	ESL unit, Directorate for Lifelong Learning and Early School Leavers	11/6/2015 7:55 PM
2	peripatetic	11/1/2015 5:08 AM
3	Primary and Secondary	10/31/2015 5:50 PM
4	learning support centres	10/31/2015 3:40 PM
5	Administration	10/31/2015 3:24 PM
6	reading for a Masters in Education, having a PGCE in comparative education, a Diploma in Adult Education and a BED.	10/31/2015 11:55 AM
7	Kindergarten to Secondary	10/30/2015 9:27 PM

Answer Choices	Responses
Tertiary	9.06% 23
Post Secondary	12.99% 33
Secondary	67.32% 171
Primary	7.48% 19
Kindergarten	0.39% 1
Other (please specify)	2.76% 7
<b>Total</b>	<b>254</b>



### Q3 Do you agree with the introduction of VET subjects in Secondary Schools?

Answered: 243 Skipped: 11



Answer Choices	Responses	
Yes	88.07%	214
No	11.93%	29
<b>Total</b>		<b>243</b>





- Some comments to this question:

It is an alternative to a heavily EXAM based system. It offers subjects which are more attractive to students who are doers.

It provides students with the opportunity to compile their O'level mark throughout the years. It is a hands on and experiential learning experience.

VET subjects overlap syllabus content of other subjects namely HE, ICT & DT

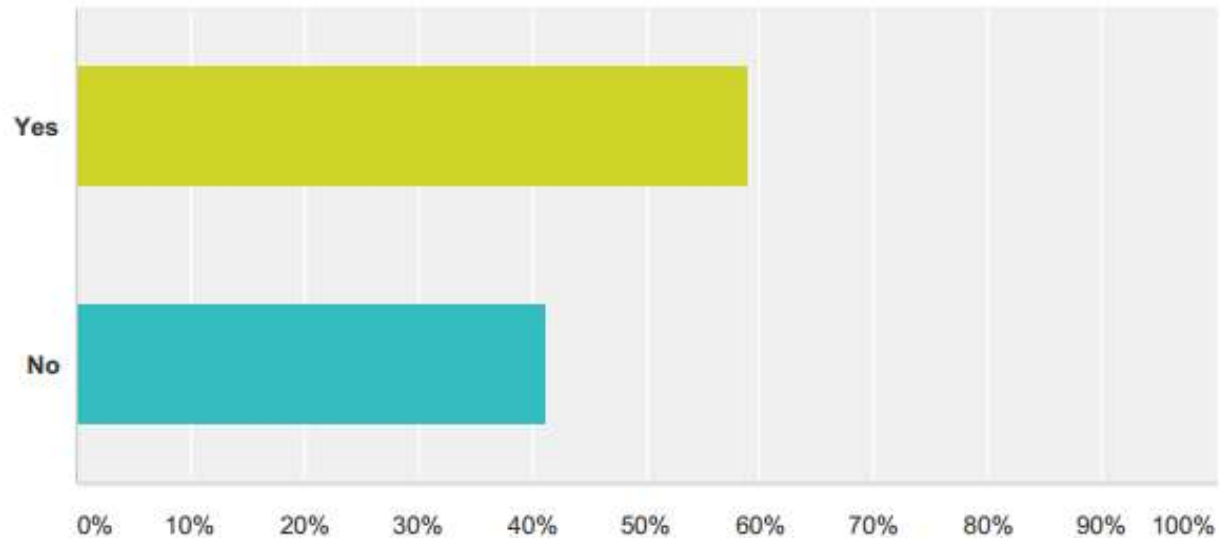
It is essential that students who do not fare well at academic subjects are offered training in VET. This will ensure a diverse workforce in the future.

It gives the students the opportunity to acquire skills related to the world of work



## Q4 Do you think that the introduction of VET subjects will fulfill the vacuum created when trades schools were closed?

Answered: 243 Skipped: 11



Answer Choices	Responses	
Yes	58.85%	143
No	41.15%	100
<b>Total</b>		<b>243</b>



- Some comments to this question:

Not completely. Other areas need to be included to cater for other trades / skills. However it seems that Voc Subjects are being given a higher academic content than the Trade Schools did in the past.

VET subjects require a lot of course work. Low achievers will struggle.

Students who prefer hands on learning were left frustrated with the availability of just an academic path

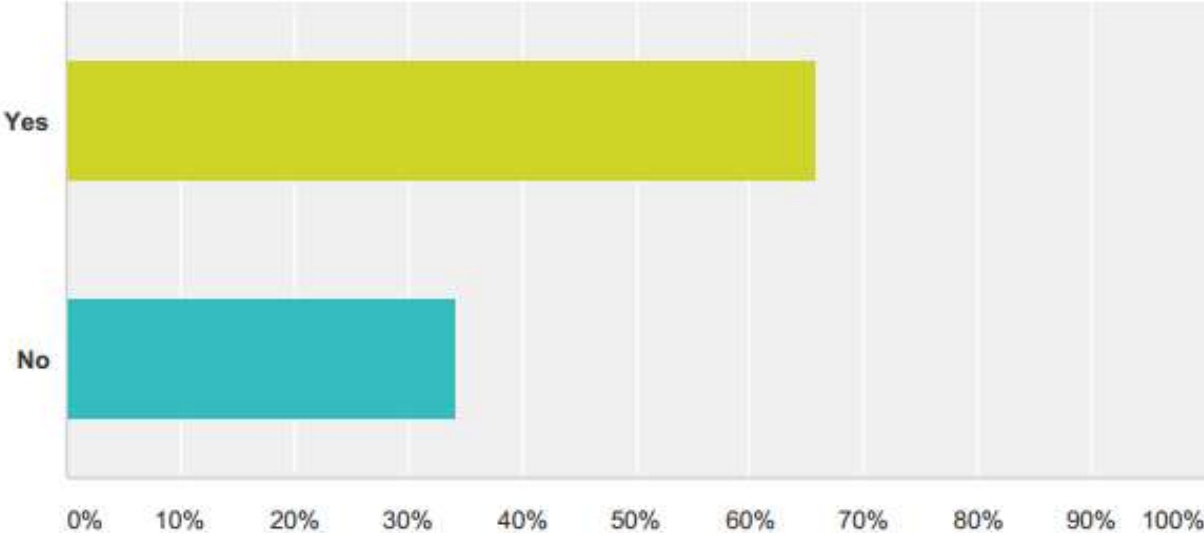
Usually high ability students are targeted so that programme is seen as successful

Actually I hope so as I think that the academic level decreased since they were closed. The reason for this might also be mixed abilities.



# Q5 Do you agree that students wishing to follow VET subjects are interviewed/assessed to determine the level of academic achievement and their predisposition to learn the subject?

Answered: 243 Skipped: 11



Answer Choices	Responses
Yes	65.84% 160
No	34.16% 83
<b>Total</b>	<b>243</b>



- Some comments to this question:

Otherwise it will only be filled with students who do not really want to learn or by those who think it is an easy way out.

Why should this subject have preference over other subjects?

The motivation of the student should be taken into consideration but not the academic achievement.

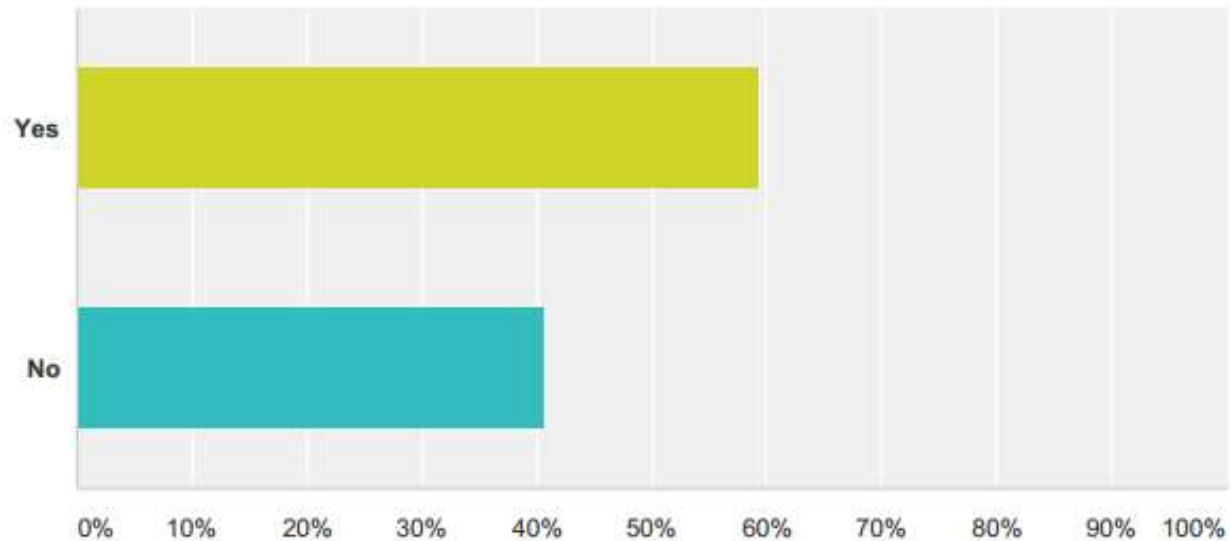
I feel that all subjects should have it. It is a bit funny having students taking computer option with low marks in English and Maths and an Lsa to help. It is true that one cannot tell a student not to choose a subject but there again what options can the low achievers choose.

These subjects should mainly be for low ability students....or at least have some appropriate VET subjects for low ability students



## Q6 Do you think that this filtering process should also be carried out for all other subject options?

Answered: 243 Skipped: 11



Answer Choices	Responses	
Yes	59.26%	144
No	40.74%	99
<b>Total</b>		<b>243</b>



- Some comments to this question:

We have a serious problem as not all students can read or write properly.

It provides students the opportunity of making an informed choice.

Students should be assessed to see if they have the abilities, skills for the option subject. One finds that half way during the scholastic year they want to change the subject since they are finding it difficult.

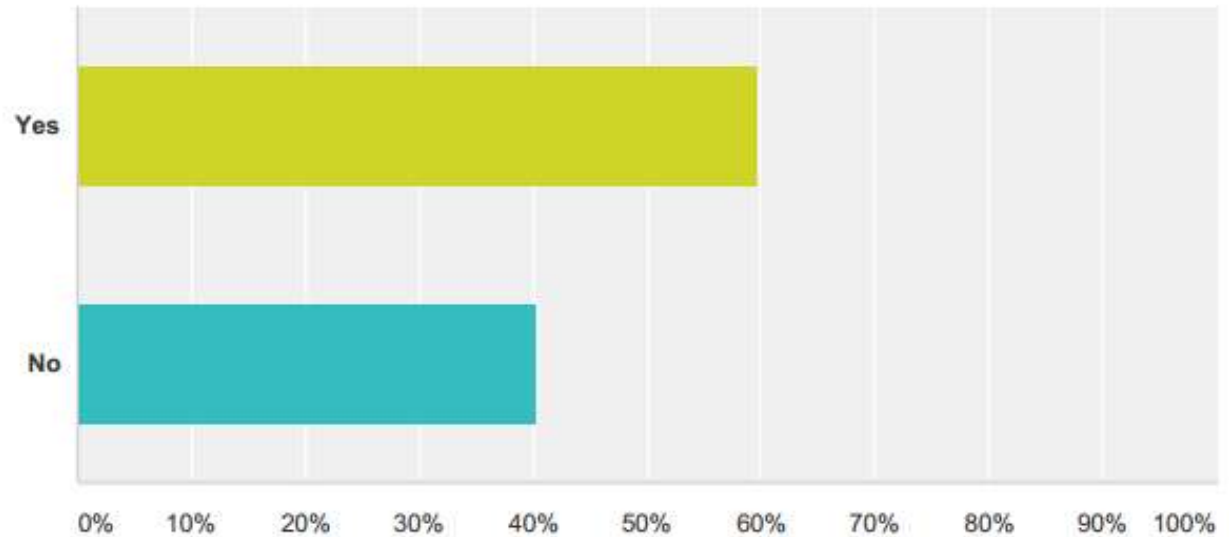
Students should have final say in option choice

Students will learn that when they want something they have to work for it. I believe that this motivates them more.



## Q7 Do you think that industry and employability should determine which VET subjects are taught in schools?

Answered: 243 Skipped: 11



Answer Choices	Responses
Yes	59.67% 145
No	40.33% 98
<b>Total</b>	<b>243</b>





- Some comments to this question:

We need to channel the needs of the country otherwise we will have to fall on foreigners to fill in the gap

Students should be given the opportunity to work/be taught in areas according to their abilities and interests.

School is an institution which prepares learners to become employable besides presenting learning as a life long process.

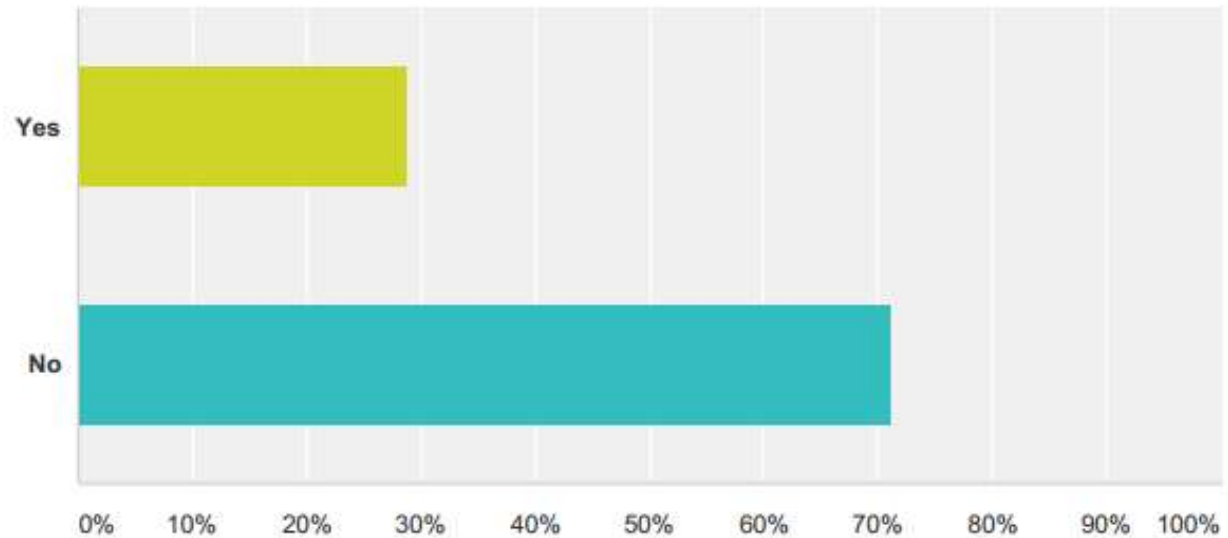
Ideally yes. However I believe that all knowledge gained at secondary level is useful; some subjects learnt at school, even if viewed as 'unnecessary' or 'irrelevant' for future employment, might be the only exposure the student will ever get (in that field).

We've been through the phase of studying for work purposes in the 1970s and 1980s and it was a mess.



## Q8 Do you perceive VET subjects as a softer (easier) option when compared to other subjects?

Answered: 243 Skipped: 11



Answer Choices	Responses	
Yes	28.81%	70
No	71.19%	173
<b>Total</b>		<b>243</b>



- Some comments to this question:

Less "academic" work does not necessarily mean they are easier.

It is the way of assessing students that differs from other SEC subjects

Vet requires a student to work throughout the whole year and not just studying for the exam. learning and assessment is more meaningful

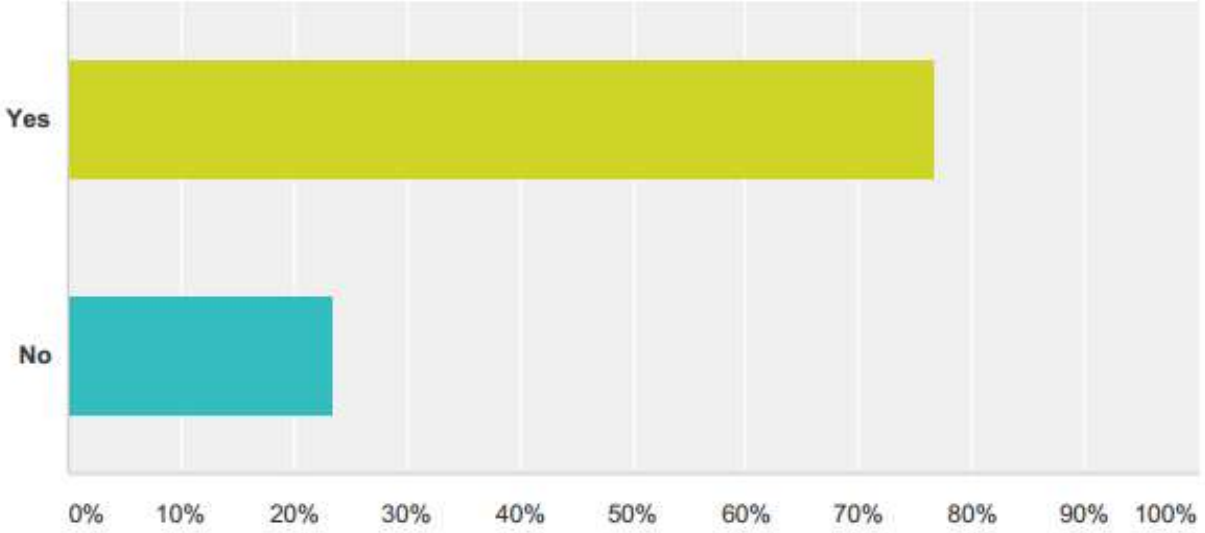
A high academic achiever might be a low achiever in a VET subject when it comes to creativity or hands on work.

The way they are being taught makes them too similar to academic subjects.



### Q9 Do you think that newly introduced subjects should first be piloted in a number of schools as in VET?

Answered: 243 Skipped: 11



Answer Choices	Responses	
Yes	76.54%	186
No	23.46%	57
<b>Total</b>		<b>243</b>



- Some comments to this question:

This will help in the modification and production of the curriculum, for it to be more beneficial to students.

Useless as authorities will then implement subjects with no changes. We did many pilot studies in the past and then just implemented things without taking into consideration pilot studies!!! Proper feedback of various pilot studies was never provided.

Pilot programmes do not show real picture.

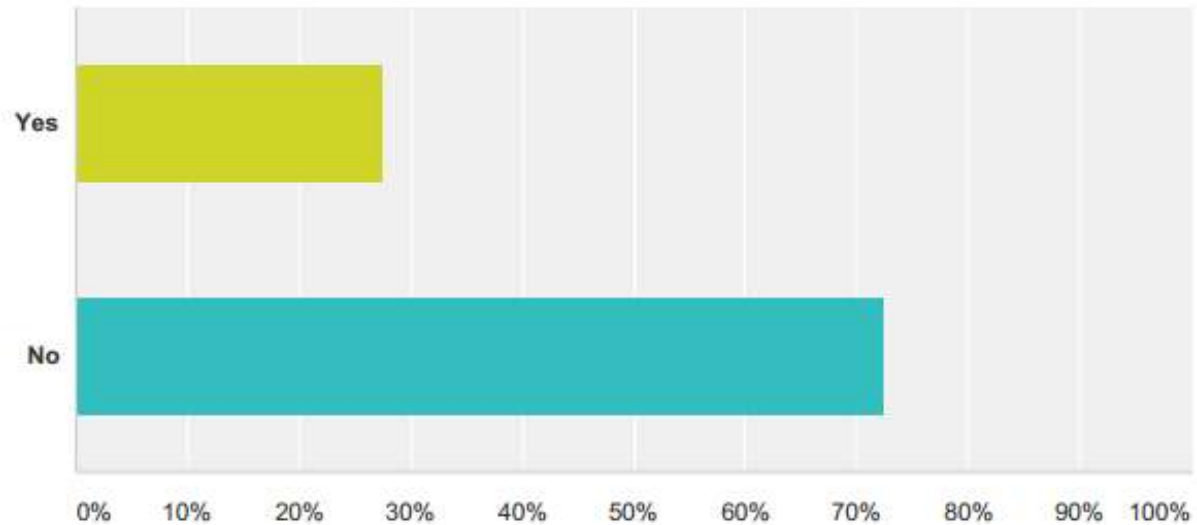
To learn from mistakes. At least fewer students will be affected if something was not planned right. When things are settled then it can be implemented on a National scale without any risks.

However if 'pilots projects' do not produce the required results the decision to discontinue the subject should be taken rather than trudge on despite the obvious shortcomings.



## Q10 Are you a VET teacher/trainer?

Answered: 243 Skipped: 11

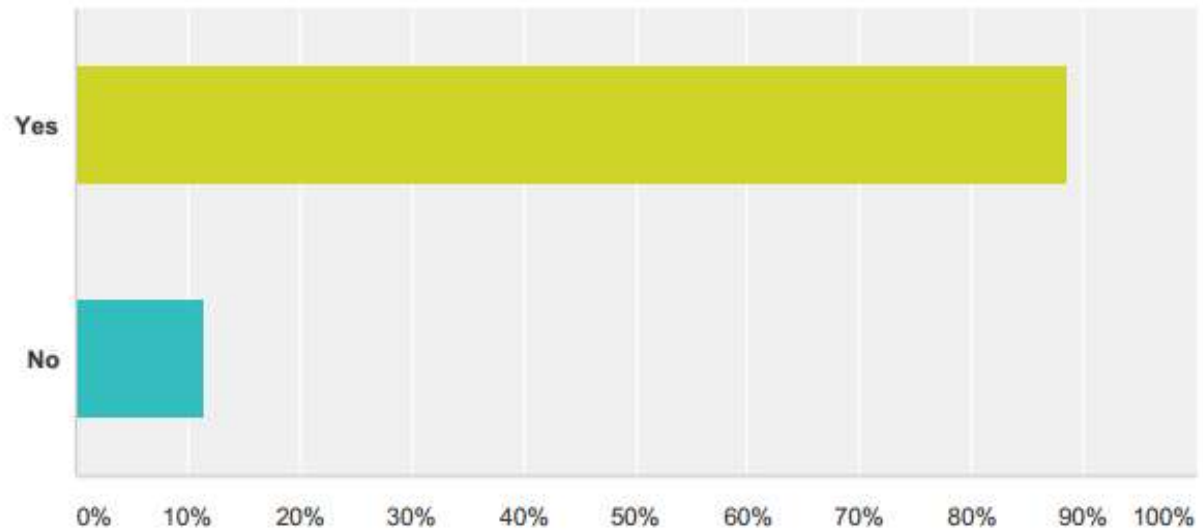


Answer Choices	Responses
Yes	27.57% 67
No	72.43% 176
<b>Total</b>	<b>243</b>



## Q11 Do you agree with a continuous mode of assessment in VET subjects?

Answered: 52 Skipped: 202



Answer Choices	Responses	
Yes	88.46%	46
No	11.54%	6
<b>Total</b>		<b>52</b>



- Some comments to this question:

It will help students make up for their weaknesses in certain areas through other tasks/assignments/controlled

Though it's more challenging on the teacher, it provides a better picture of the whole learning experience and gives the student more time to improve and get good results.

They got too much pressure. A lot of work to be done in just one scholastic year, when they have other subjects to work on as well.

I believe that assessment should be continuous because students change over time, and no particular assessment should determine their success. Maybe a student will mature more in the second year and therefore will make up for the first year

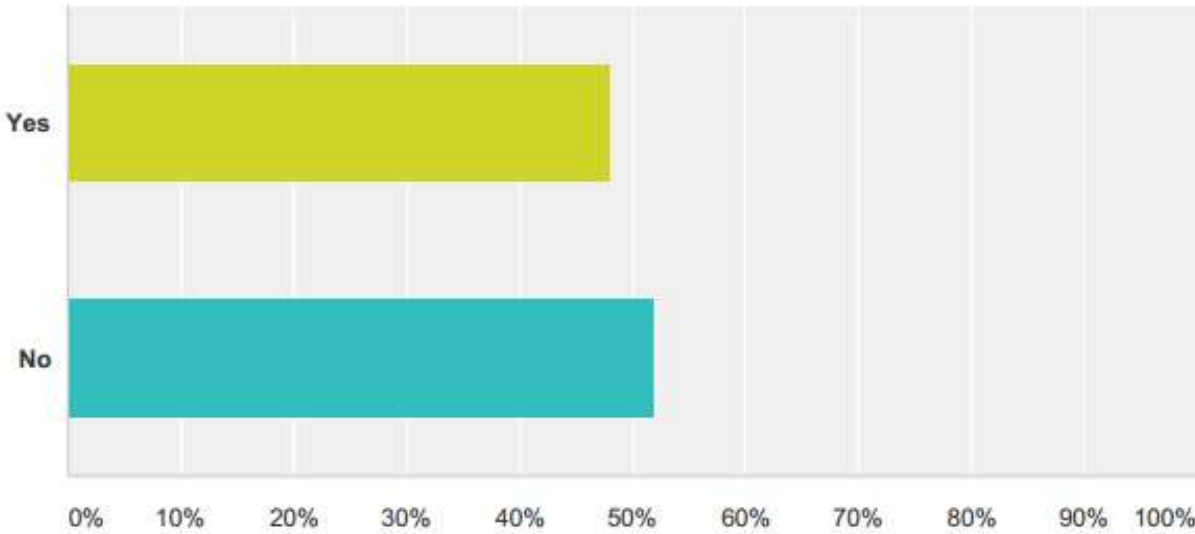
Although it reduces the stress on the students, it involves a lot of added work on the trainer. VET Teachers are not even remunerated for the added responsibility of assessing a MATSEC subject for three whole years. MATSEC does not even acknowledge that VET teachers are in effect MATSEC assessors. (To add insult to injury, such teachers still have to pay out of their own pocket to obtain a copy, a year later, for the SEC past papers for academic subjects.)





# Q12 Do you think that the initial group of teachers who participated in the pilot phase had received better training from BTEC experts?

Answered: 52 Skipped: 202



Answer Choices	Responses
Yes	48.08% 25
No	51.92% 27
<b>Total</b>	<b>52</b>



- Some comments to this question:

Yes, since BTEC experts had more experience. However, it is the initial group of teachers who participated in the pilot phase are the same ones training the new prospective teachers, after teaching a voc subject for 4 years.

Our trainers were a bit lost, kept referring to BTEC all the time when in reality MATSEC is different

Definitely. We were only give 6 day training, no textbook, and little guidelines

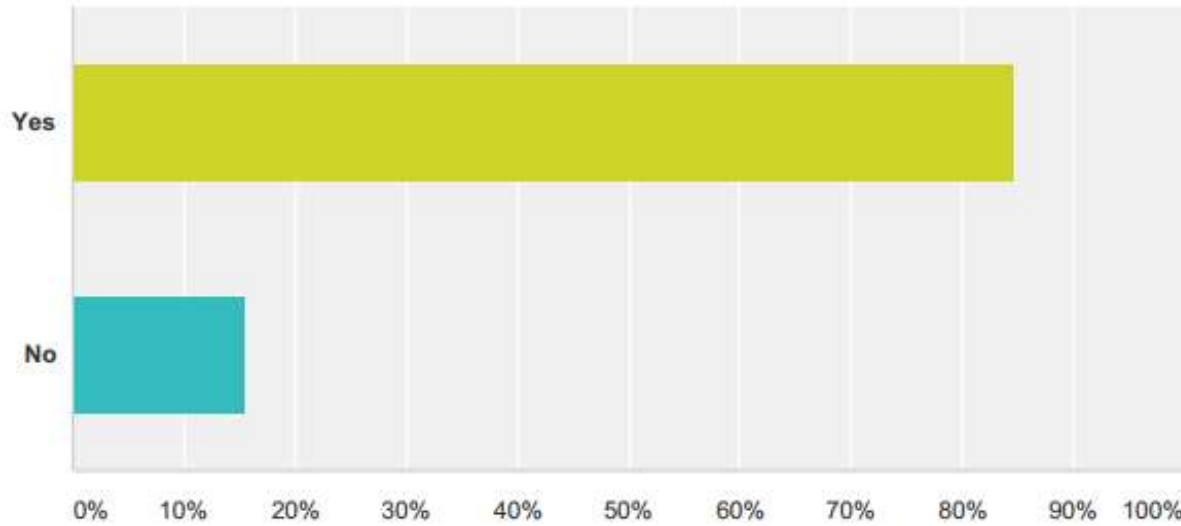
We were just asked to prepare an assignment and verify it. The guidance given was very limited and no examples of such work was given to give a better idea of what was really expected of us. The timing of the course was also during one of the busiest times at school during which exam scripts correction usually takes place.

I think we were well trained but training should has started before and the changes in the syllabus were left for too late.



### Q13 Do you see the new homegrown syllabus and SEC assessment as a positive development in the subject?

Answered: 52 Skipped: 202



Answer Choices	Responses
Yes	84.62% 44
No	15.38% 8
<b>Total</b>	<b>52</b>



- Some comments to this question:

Its great to see that a homegrown syllabus, sensitive to the local scenario, is developed, together with being recognized by the SEC as other subjects. Definitely a very positive move.

I think we are starting November and we are still waiting for the syllabus to be official. It is still a draft! And during summer, the syllabus was changed 2 weeks before we started school.

The advantage of homegrown over BTEC is the applicability to the local context. Students can focus on local (micro and macro) context and therefore have a more sense of belonging in what they are learning

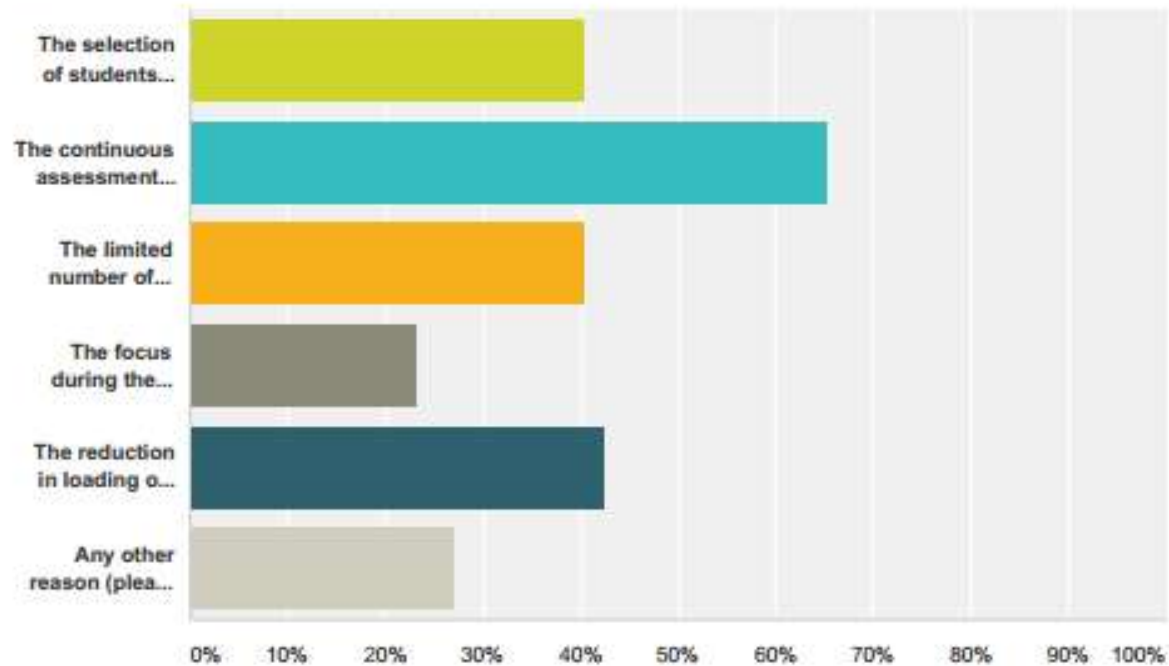
The syllabus given was amateurish and topics that were beyond A-level were included. This shows that the students are not expected to develop any deep understanding of the topics covered but just perform a skill.

In most subjects they removed parts of the hands on and replaced it with more theoretical subjects



## Q14 Do you attribute the high pass rate of VET students in the pilot phase to:

Answered: 52 Skipped: 202



Answer Choices	Responses	Count
The selection of students through an interview	40.38%	21
The continuous assessment criteria	65.38%	34
The limited number of students	40.38%	21
The focus during the pilot phase	23.08%	12
The reduction in loading of teachers involved	42.31%	22
Any other reason (please specify)	26.92%	14
<b>Total Respondents: 52</b>		



- Some comments to this question:

All students had to pass

Easier assessment and pressure to pass students

Political pressure for the programme to succeed.

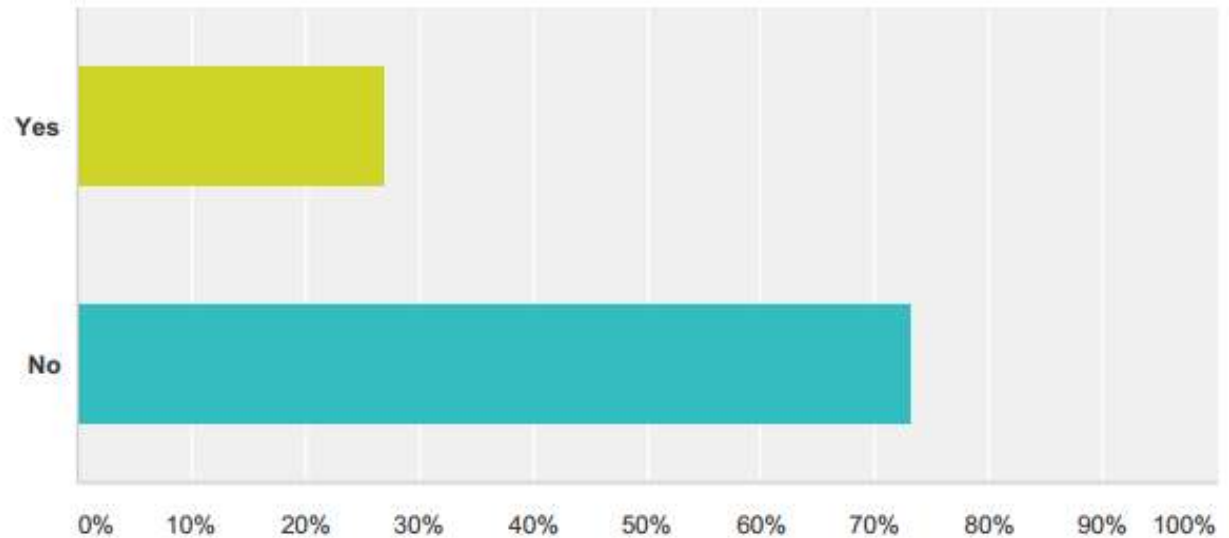
More hands on subject thus creating more interest in the subject itself

The course work is kept too narrow and simplistic, without properly developing the students' skills.



## Q15 Are you satisfied with the teaching resources provided to deliver your subject?

Answered: 52 Skipped: 202



Answer Choices	Responses	
Yes	26.92%	14
No	73.08%	38
<b>Total</b>		<b>52</b>



- Some comments to this question:

Always too late, too poor, little funds. I end up spending way too much from my own pocket to give the best standard of education because students deserve so!!

We create our own. No resources have ever been passed on except for a book which does not cover all the curriculum and is aimed at British students.

Our school did not receive resources such as a technician to support in the delivery of the subject.

Many resources are still lacking even now that the subject is being taught.

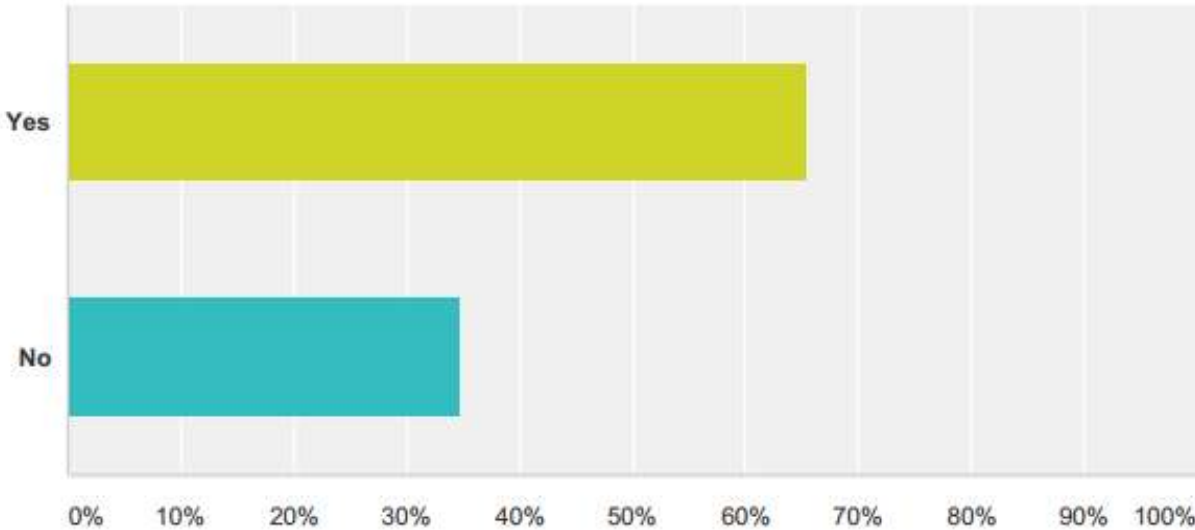
What teaching resources? We never received anything!





### Q16 Are you satisfied with the internal verification procedures?

Answered: 52 Skipped: 202



Answer Choices	Responses
Yes	65.38% 34
No	34.62% 18
Total	52



- Some comments to this question:

The internal verifier may be unavailable or unwilling to cooperate and may make your teaching life miserable to be able to take your best classes!..or just because he does not bother or because he is ill and cannot complete the verification.

Having another pair of eyes and a colleague you can go to to share queries and ideas is a must.

Instead of focusing on providing a positive learning experience for the students, I'm focusing on paperwork.

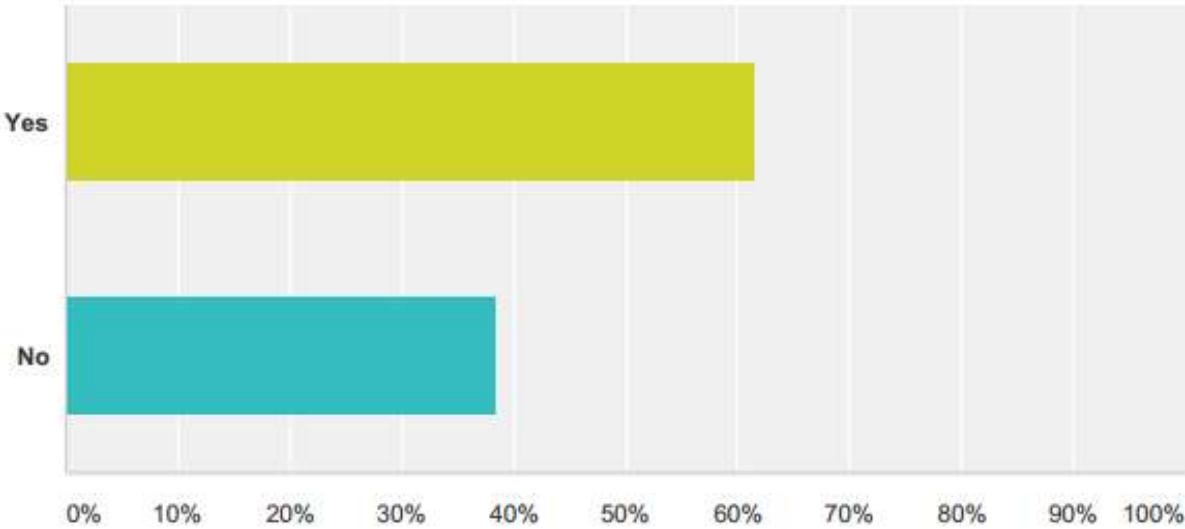
Internal and external verification add to the stress and load. In my opinion, external verification would be enough.

Little time is given for internal verification to be done effectively.



### Q17 Are you satisfied with the external verification procedures?

Answered: 52 Skipped: 202



Answer Choices	Responses
Yes	61.54% 32
No	38.46% 20
Total	52



- Some comments to this question:

Up till now they were done in the correct way... this ensures that all students are being fairly assessed.

Satisfied with the BTEC external verification procedures. Have not yet experienced the local ones.

Hardly any feedback returned

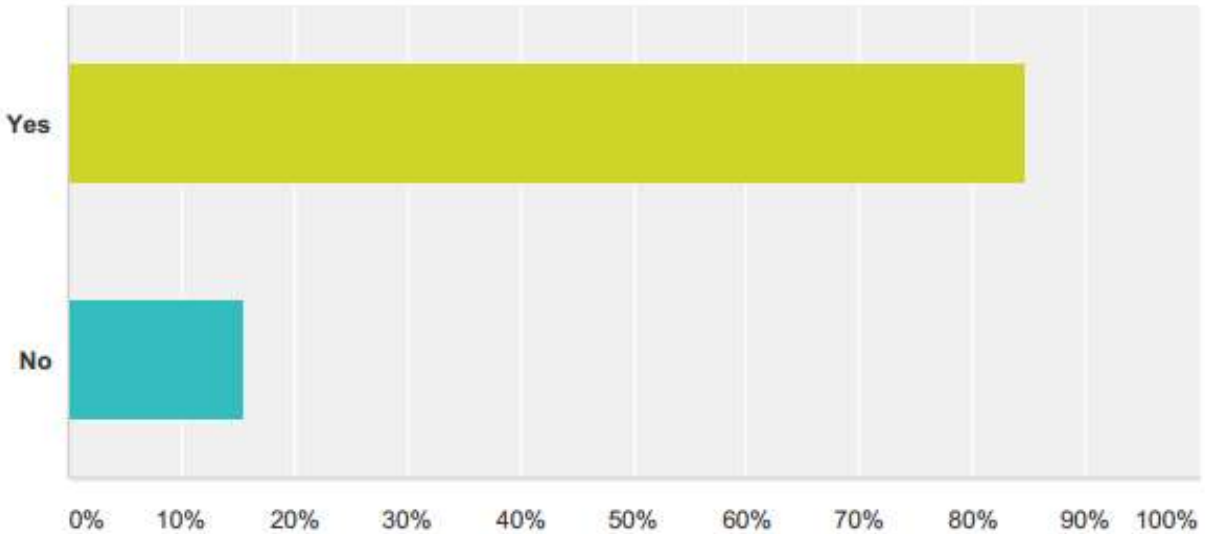
Some external verifiers are not consistent along the years in their guidelines and expectations.

As long as these serve for mentoring purposes rather than to punish teachers and internal verifiers



# Q18 Are you satisfied with the level and duration of controlled assessments?

Answered: 52 Skipped: 202



Answer Choices	Responses
Yes	84.62% 44
No	15.38% 8
<b>Total</b>	<b>52</b>



- Some comments to this question:

Assessments should have a percentage of the mark. I still think that there should be a time constrained assignment at the end of the year.

It is in English and can be a barrier since it is not the spoken language of the student that I teach

Its good to have a controlled assessment per term/module.

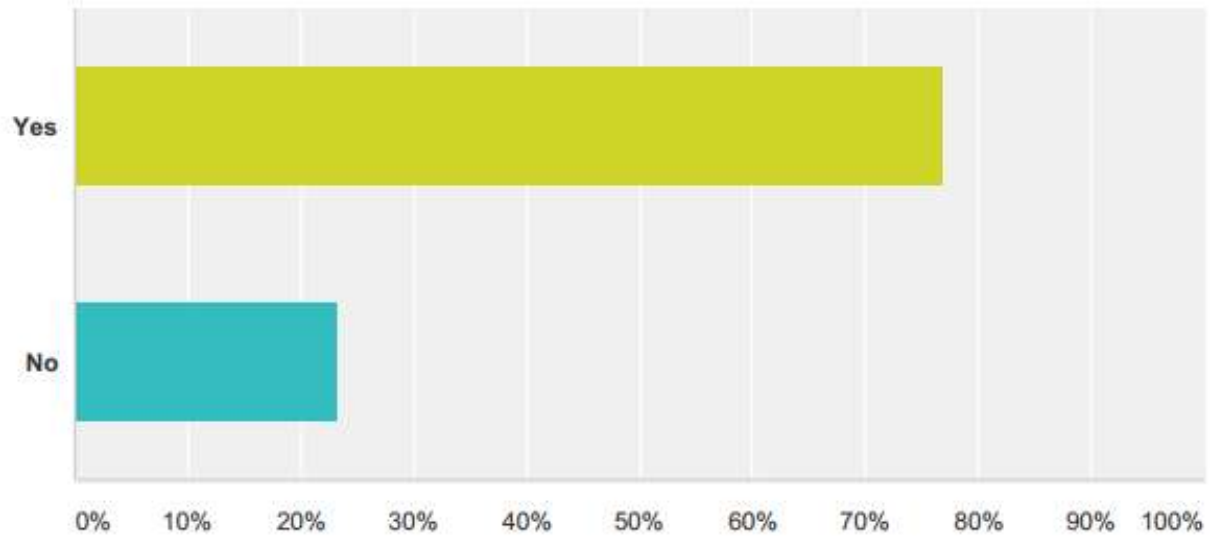
Not all are adequately pitched.

Have not experienced this yet but they seem reasonable.



## Q19 Do you think that the synoptic assessment served its purpose?

Answered: 52 Skipped: 202



Answer Choices	Responses	
Yes	76.92%	40
No	23.08%	12
<b>Total</b>		<b>52</b>



- Some comments to this question:

In the case of VET assessment should focus on specific tasks. Synoptic assessment is valid for course programmes as a general quantitative assessment and too generic for VET.

Synoptic assessment is rubbish. Its just a way how to pass students when they should not pass.

Not all units can be assessed through synoptic

Synoptic was a condensed and easier version of the assignments done throughout the year. May be seen as an 'easy way out' for students who might have intentionally missed some assignments during the year

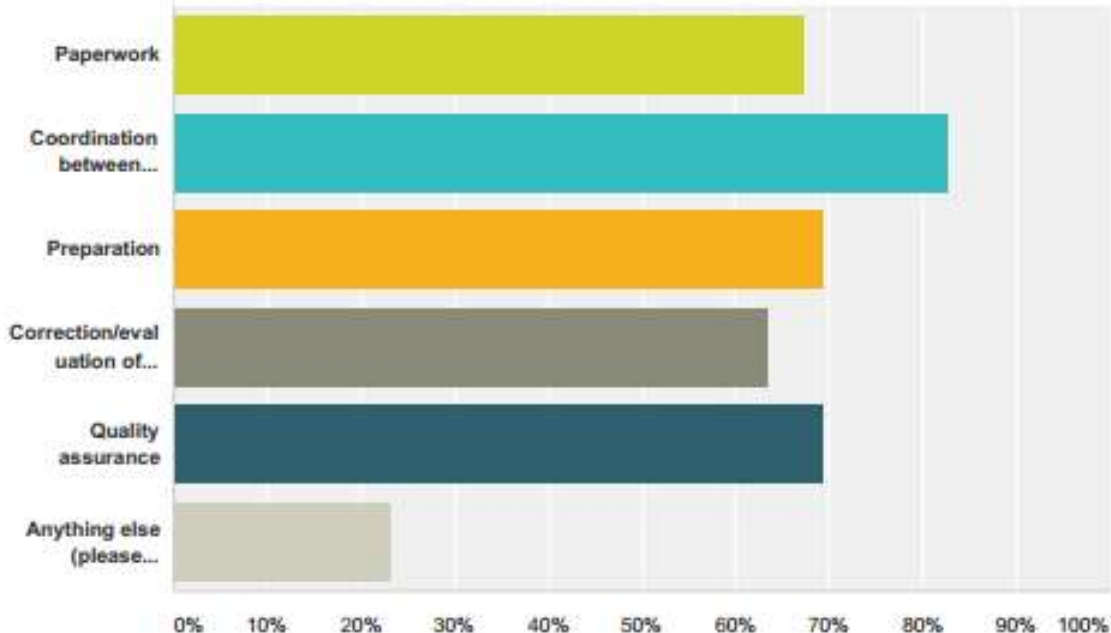
In some cases yes, especially when synoptics were not easy so students who were not interested did not manage to pass





## Q20 When compared with other subjects in secondary schools, VET subjects require additional:

Answered: 52 Skipped: 202



Answer Choices	Responses
Paperwork	67.31% 35
Coordination between teachers/verifiers	82.69% 43
Preparation	69.23% 36
Correction/evaluation of students' work	63.46% 33
Quality assurance	69.23% 36
Anything else (please specify)	23.08% 12
<b>Total Respondents: 52</b>	



- Some comments to this question:

Resources and health and safety guidance

Time loaded in VET teachers' timetables to be able to do these things.

Preparation of material and assistance during practical sessions, a technician should be present

Resources and equipment

Hands on!!!



## Q21 State if you agree or disagree with the following:

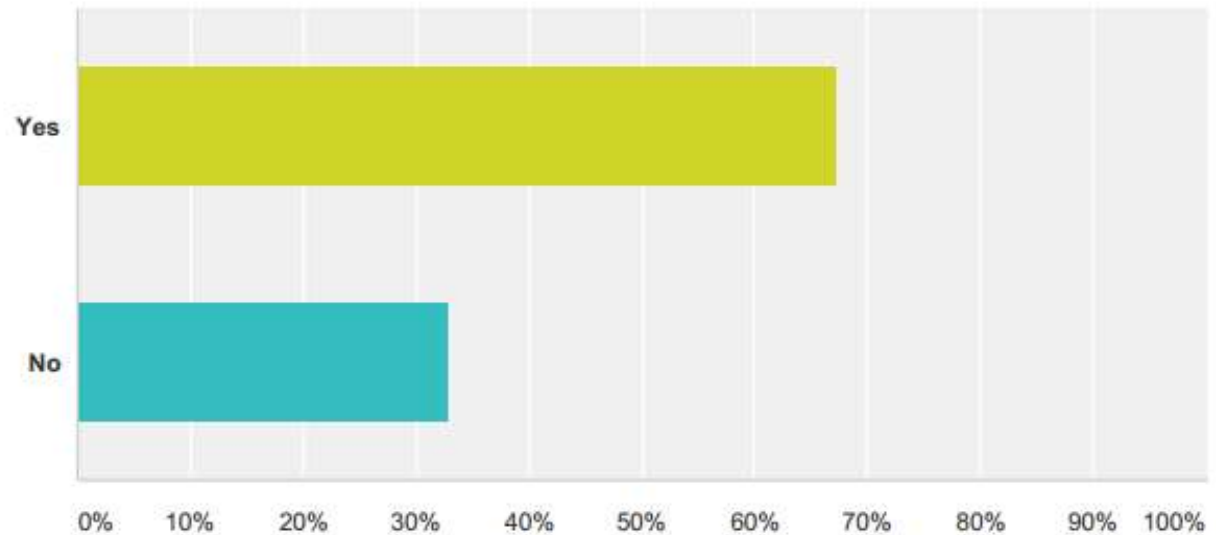
Answered: 52 Skipped: 202

	Agree	Disagree	Total	Weighted Average
VET teachers need to be allocated a number of hours for preparation. These need to be included in load.	90.38% 47	9.62% 5	52	1.10
Heads of departments need to be appointed for each VET subject.	86.54% 45	13.46% 7	52	1.13
Only one education officer should be appointed to cater for VET subjects.	25.00% 13	75.00% 39	52	1.75
VET teachers need to be allocated a number of hours for Internal verification procedures. These need to be included in load.	98.08% 51	1.92% 1	52	1.02
VET teachers need to be remunerated for correcting controlled assessment.	90.38% 47	9.62% 5	52	1.10
The number of students in VET classes needs to be reduced from sixteen.	71.15% 37	28.85% 15	52	1.29
Textbooks/workbooks are provided and are adequate for the subject.	57.69% 30	42.31% 22	52	1.42
There is standardisation between different schools offering the same subject.	71.15% 37	28.85% 15	52	1.29
Vet subjects should also be offered at Intermediate and Advanced levels.	71.15% 37	28.85% 15	52	1.29



## Q22 Do you feel that you are sufficiently trained to teach VET subjects?

Answered: 52 Skipped: 202



Answer Choices	Responses	
Yes	67.31%	35
No	32.69%	17
<b>Total</b>		<b>52</b>



- Some comments to this question:

I studied the other subject I teach for 11 year, I took VET training for 6 days....I had to look up everything on the internet, make my own notes during summer and read my notes before each lesson!

Being the only teacher teaching VET in school, I do not feel comfortable in teaching certain topics I was not trained to teach!

My qualifications are in academic subjects not vocational subjects....A course a few days long is not enough.

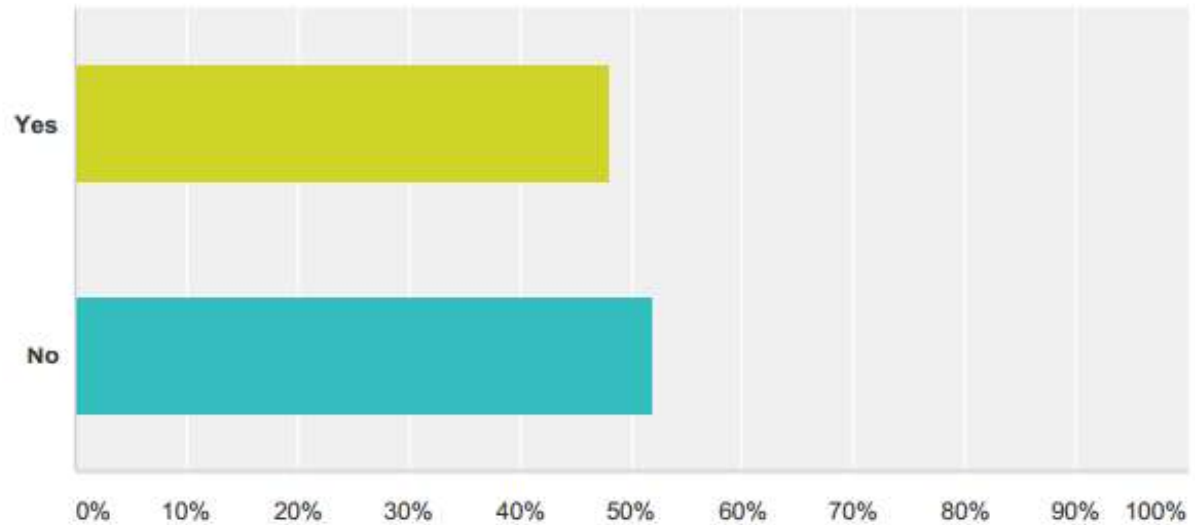
trained with regards to pedagogy not content. Sometimes we wonder what a criteria is referring to.

Syllabus needs to specify to what extent, and to what depth each topic needs to be taught.



## Q23 Is the current continuous professional development sufficient to keep abreast with your subject?

Answered: 52 Skipped: 202



Answer Choices	Responses	
Yes	48.08%	25
No	51.92%	27
<b>Total</b>		<b>52</b>



- Some comments to this question:

Professional development is usually about general difficulties encountered during the year. Attractive lesson preparation requires nights of work and not a few hours training

I am not sure I am getting any continuous professional development

More useful and practical sessions preferably delivered by professional teacher trainers. For instance, workshops on how to use interactive whiteboards, how to deal with challenging behaviour, classroom management, students with learning difficulty (autism e.g.) and how to deal with these cases effectively In class.

More training is needed and sometimes the in service course is not enough

More opportunities to continue to develop in the subject we teach will be very beneficial.



# Thanks for your attention

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