



**UNIVERSITAS NEGERI YOGYAKARTA**  
**POSTGRADUATE PROGRAM DEPARTMENT OF**  
**ELECTRONICS AND INFORMATICS ENGINEERING**  
**EDUCATION**

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**Master of Education in Electronics and Informatics Engineering**

**MODULE HANDBOOK**

Module name:	Pendidikan dan Pelatihan Vokasional (Vocational Education and Training)
Module level, if applicable:	Postgraduate
Code:	PTI 8201
Sub-heading, if applicable:	-
Classes, if applicable:	-
Semester:	1 <sup>st</sup>
Module coordinator:	Dr. Dra. Umi Rochayati, M.T.
Lecturer(s):	Dr. Dra. Umi Rochayati, M.T.
Language:	Bahasa Indonesia
Classification within the curriculum:	Expertise Courses
Teaching format / class Hours per week during the semester:	100 minutes lectures and 120 minutes structured activities per week.
Workload:	Total workload is 90,67 hours per semester which consists of 100 minutes lectures, 120 minutes structured activities, and 120 minutes self-study per week for 16 weeks
Creditpoints:	2
Prerequisites course(s):	-
Course outcomes:	After taking this course the students have ability to: CO1. Describes the concept of vocational education CO2. Formulate the curriculum development for higher education and vocational training CO3. Describes of education management and vocational training reviewing of vocational education policy. CO4. Reviewing of vocational education policy CO5. Formulate the Human Resource Development

	CO6. Planning the management of Laboratory and Workshop																									
Content:	This course discusses the concept of vocational education and training which includes the concept of vocational education, curriculum development, management of vocational education and training, vocational education policies, human resource development, laboratory and workshop management.																									
Study/exam achievements:	<p>Attitude assessment is carried out at each meeting by observation and / or self-assessment techniques using the assumption that basically every student has a good attitude. The student is given a value of very good or not good attitude if they show it significantly compared to other students in general. The result of attitude assessment is not a component of the final grades, but as one of the requirements to pass the course. Students will pass from this course if at least have a good attitude. The final mark will be weight as follow:</p> <table border="1"> <thead> <tr> <th>No</th> <th>CO</th> <th>Assessment Object</th> <th>Assessment Technique</th> <th>Weight</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>CO1 - CO4</td> <td>Review book/paper</td> <td>Assignment</td> <td>60%</td> </tr> <tr> <td>2</td> <td>CO1, CO2,&amp; CO5</td> <td>Presentation</td> <td>Presentation</td> <td>30%</td> </tr> <tr> <td>3</td> <td>CO6</td> <td>Collaboration</td> <td>Observation</td> <td>10%</td> </tr> <tr> <td colspan="4">Total</td> <td>100%</td> </tr> </tbody> </table>	No	CO	Assessment Object	Assessment Technique	Weight	1	CO1 - CO4	Review book/paper	Assignment	60%	2	CO1, CO2,& CO5	Presentation	Presentation	30%	3	CO6	Collaboration	Observation	10%	Total				100%
No	CO	Assessment Object	Assessment Technique	Weight																						
1	CO1 - CO4	Review book/paper	Assignment	60%																						
2	CO1, CO2,& CO5	Presentation	Presentation	30%																						
3	CO6	Collaboration	Observation	10%																						
Total				100%																						
Forms of media:	LCD Projector, Laptop / Computer, White Board																									
Literature:	<ol style="list-style-type: none"> <li>1. Billett, Stephen. (2011). Vocational Education: Purposes, Traditions and Prospects. New York: Springer.</li> <li>2. Finch and Crunkilton. (1999). Curriculum development in vocational and technical education. Boston: Allyn and Bacon.</li> <li>3. Thompson, JF. (1973). Foundations of Vocational Education: Social and Philosophical Concepts. New Jersey: Prentice-Hall</li> <li>4. Pantea, M-C. 2019. Precarity and Vocational Education and Training: Craftsmanship and Employability in Romania. Springer International Publishing, Palgrave Macmillan.</li> <li>5. David, G. &amp; Lorna, U. 2019. The Wiley handbook of vocational education and training. John Wiley &amp; Sons.</li> <li>6. Olague-Smithson, C. 2019. Analysing Erasmus+ Vocational Education and Training Funding in Europe. Springer International Publishing.</li> <li>7. Paryono, B.B. 2019. Vocational Education and Training in ASEAN Member States: Current Status and Future Development. Springer Singapore.</li> <li>8. Marhuenda-Fluixa, F. 2019. The School-Based Vocational Education and Training System in Spain: Achievements and</li> </ol>																									

	<p>Controversies. Springer Singapore.</p> <p>9. Bergseng, B. 2019. Vocational Education and Training in Bulgaria. OECD Publishing.</p> <p>10. Kuczera, M. &amp; Jeon, S. 2019. Vocational Education and Training in Sweden. OECD Publishing.</p> <p>11. Musset, P., Field, S., Mann, A., &amp; Bergseng, B. 2019. Vocational Education and Training in Estonia. OECD Publishing.</p> <p>12. Benedicte, B. Eva, D., &amp; Samuel, L. 2019. OECD Reviews of Vocational Education and Training Unlocking the Potential of Migrants in Germany.</p> <p>13. Galguera, M.P. 2018. Globalization, Mass Education and Technical and Vocational Education and Training. Springer International Publishing.</p> <p>14. Coll. 2018. Apprenticeship in England, United Kingdom. OECD.</p> <p>15. Tran, L.T., &amp; Dempsey, K. 2017. Internationalization in Vocational Education and Training: Transnational Perspectives. Springer International Publishing.</p>
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**PLO and CO mapping**

	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10
CO1						✓				
CO2							✓			
CO3						✓				
CO4						✓				
CO5						✓				
CO6								✓		