

VEDC Special Interest Articles:

- VEDC and Total ABK to sign MoU soon



- Report about the VEDC's Vocational wing

"The mission of the Institute is to provide high quality education and training for people of school drop out ages between 14 to 23 years and thus to play a vital role in the economy of UAE and helping juvenile delinquents to get a new life".

VEDC Individual Highlights:

Interviews 3

VEDC to Participate in ADIPEC

ADIPEC 2008 is a four day mega petroleum show; a veritable showcase of the latest in technologies, products, services and trends across the oil and industry

VEDC has partnered up with the giant oil and gas producer Total ABK in the UAE establishing Total ABK-VEDC Academy.

The academy aims to educate and up lift skills for the

petroleum sector trainees and specially VEDC graduates, who have been selected for employment in Total ABK.

Total ABK-VEDC apprentices will be manning the Total display stand in the exhibition along side with VEDC instructors and Total employees.

Total is a multinational energy company committed to leveraging innovation and

initiative to provide a sustainable response to the growing energy demand.

The fourth largest publicly-traded integrated international oil and gas company* and a world-class chemicals manufacturer, Total operates in more than 130 countries and has 96, 400 employees.

VEDC's Vocational wing

This report presents the findings of the quality of education provided in the Vocational wing of VEDC. Which is consist of four department within the subject area of

1. Mechanical Engineering,
2. Electrical Installation,
3. Automotive and
4. Business Studies.

Aim and Objective

The mission of the Institute is to provide high quality education and training for people of school drop out ages between 14 to 23 years and thus to play a vital role in the economy of UAE and helping juvenile delinquents to get a new life. The vocational wing is fully committed to strive continuously for quality improvement and has formulated agreed quality procedures.

It was stated that an aim is to offer a course which fit persons with non-standard

entry qualification who generally have significant potential to enhance their career prospect in industry and to engender in them the necessary confidence and capability to undertake further responsibility. This aim is being achieved through the curriculum of Challenger TAFE (Technical and Further Education) College of Western Australia. It is appropriate for these students and in general is very relevant to the needs of industry reflecting the contemporary requirements of manufacturing.

Student learning experience

The staff taken the teaching role very seriously and providing an education which is appropriate to the student on the course in addition the Vocational department provides a wide range of student service for academic, technical and personal support. An important and

effective service is provided by the vocational teachers to support control staff and evening program and activity as a part of CAL program. The level of academic and technical support provided within the vocational wing both formally and informally is excellent.

The monitoring of student progress however is generally structured through the knowledge base exam system as per the requirement of Ministry of Education for certification. The majority of student that took part during the course last year being found satisfactory, relatively small group of mature student with excellent interaction between student & instructor was found. Student feel that the courses relevant to future employment with a good range of teaching and assessment method. The use of laboratory & work shop was having excellent provision with student taking full



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advantage of the facilities during project work.

The qualification and industrial experience of the lecturing team match the requirements of the course. The approach to staff development has been recently developed to comply with the objectives and organizational requirements of the VEDC staff development policy. The attitude of management towards staff development is positive and pro-active; as a result 20 members of vocational teachers as well as two line managers were got the opportunity to complete a prestigious degree (Cert- IV in Training and Assessment) from the Challenger TAFE college of Western Australia. It will have a massive positive impact in to the learning environment of VEDC.

Student Achievement

The claim in the self-assessment of admitting school drop out student and student without formal qualification to the course has clearly been achieved. Student get a new life and VEDC make them fill that they are a valuable members of the society. Statistical indicators on progress to employment show that in the beginning year most of the graduates were employed in to the local industry like Total Abu Al Bokhush, Electricity Generation Industry, DUCAB, and Caracal and so on. This is considered to be not only

satisfactory, obviously successful.

Conclusions and Recommendations

The overall conclusion, based on the quality of education and teaching and learning strategy of Vocational section is satisfactory. In general, one of the main omission in last year was lack of earlier planning severely hampered the process of monitoring and learning, but nevertheless several positive features were identified which included:-

- The success in the recruitment of the student and the appropriate style of teaching in the Vocational wing for these students.
- The up-to-date nature of the course and its relevance to industry.
- The integrated facility in laboratory and work shops.
- The range of assessment methods which are appropriate to students.
- The level of academic support, the helpful attitude of the staff and the excellent staff-student relationship.
- The high level of added value for the student.

The Institute can build on these positive qualities by considering the following recommendations:-

- Additional resource is required in order to ensure that basic teaching and learning facilities are adequate and up-to-date.

This is true for some equipment as well as material.

- The level of industrial contact needs to be improved by the well trained staff. In addition however, the Institute might make grater efforts to encourage staff to liaise with industry in order to maintain the industrial relevance of the TAFE course.
- The progress of students and the problem of individual students would benefit from more formal monitoring.
- The induction program for new students whilst being satisfactory could be improved by better integration among the Institute, student support service and the Industrial representative.
- Formal staff development to be continued through seminars and innovative workshops and an induction program for new staff could be improving the cohesiveness among the teachers.
- More innovative and attractive learning program to be introduced whilst some of them being introduced as apart of the learning program like International Youth Award. And science club activity in international level like, formula-1 in school could be attracting student to involve them to the education system.



“Yes, of course. I was aimless. Now I have ambition. I used to depend on others. Now I am independent”

Vocational Success Stories

Interview 1:

Name: Mansour Bashir

Ans. It has given me a real job opportunity and a promising future.

Place of Work: CARACAL

Q. Do you miss VEDC?

VEDC Graduate 2007 – 2008

Ans. Yes, I do. I miss living with my colleagues and going to classrooms.

Section: Mechanics

Q. How useful was VEDC?

Q. What are the most important things you have learnt in VEDC?

Ans. Discipline, Independence

Interview 2:

Name: Majed Abdullah Al- Jabry

Ahmed Al- Hosany who taught me discipline and mutual respect.

Place of Work: CARACAL

Akram Al- Dowery, who taught me the basics in mechanics and to love my work.

VEDC Graduate 2007 – 2008

Section: Mechanics

Q. Name teachers who left an impact on you? Why?

Q. Have you noticed any change in your personal life after joining VEDC?

Ans. Amr Gad who managed to make me like the English Language.

Ans. Yes, of course. I was aimless. Now I have ambition. I used to depend on others. Now I am independent.

Interview 3:

Name: Ahmed Akbar Ali Al-Bloushy

Q. Do you face any difficulties at work now?

Place of Work: CARACAL

Ans. VEDC taught us patience. VEDC gave us problem solving skills as well. So I do not have any problems at work.

VEDC Graduate 2007 – 2008

Section: Mechanics

Q. What is the difference between VEDC and other regular Schools?

Q. Are you willing to join VEDC again for more training and developing programmes?

Ans. Other schools are just for academic learning while VEDC helps us develop ourselves and gives us job opportunities.

Ans. We are more than willing to do it.

Q. What message do you want to convey to other trainees in VEDC?

Ans. Be patient and work hard to learn to get a good job.

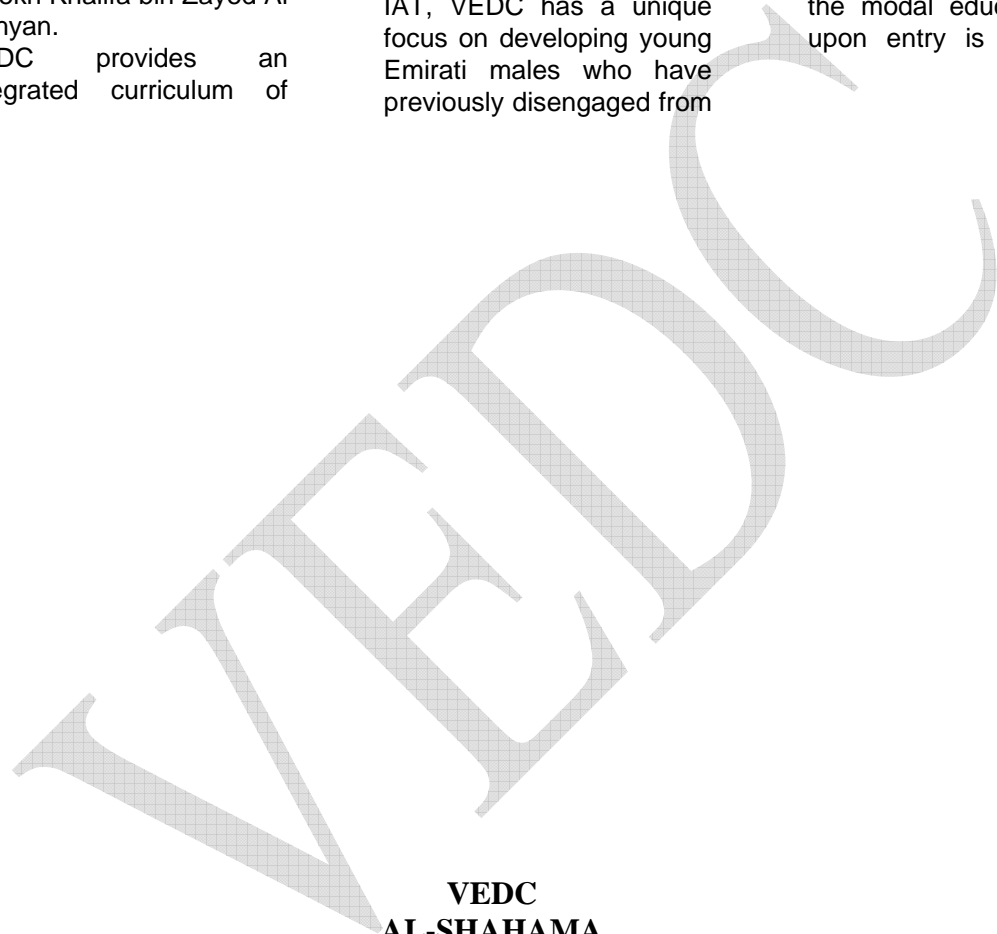
About VEDC

VEDC is one of six campuses that comprise the Institute of Applied Technology (IAT) [www.iat.ac.ae], which was established by Royal Decree, in 2005 by H.H Shiekh Khalifa bin Zayed Al Nahyan.

VEDC provides an integrated curriculum of

academic and vocational studies that leads to qualifications that support both continuing studies and the needs of the workplace. Unlike the other five 'mainstream' campuses of IAT, VEDC has a unique focus on developing young Emirati males who have previously disengaged from

formal learning. There are currently 640 boys, aged between 14 and 23 years, under instruction with student numbers planned to double by Feb-2009. The modal age is 17 years, and the modal education level upon entry is 9th grade.



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