

Course Outline (Higher Education)

School:	School of Education
Course Title:	INTRODUCTION TO WESTERN VOCATIONAL CULTURE
Course ID:	ISEAP1204
Credit Points:	15.00
Prerequisite(s):	(Status as a Non-English Speaking Background (NESB) Fee-paying student and meeting the requirement of a minimum IELTS band score of 5.0 or its equivalent with no band less than 5.0.)
Co-requisite(s):	Nil
Exclusion(s):	Nil
ASCED Code:	091501

Description of the Course :

This course provides Non-English Speaking Background students with an introduction to culture and language in vocational workplaces to contextualise their continued development of appropriate language skills. Students will refine their reading and writing skills to engage with simple academic, vocational and technical texts. Students will also further develop their listening and speaking skills to participate confidently in communicative interactions involving vocational-focused vocabulary. Particular emphasis is placed upon the language skills required for entry into Australian VET programs that include work placements.

Grade Scheme: Graded (HD, D, C, etc.)

Placement Component: No

Program Level:

AQF Level of Program						
	5	6	7	8	9	10
Level						
Introductory	✓	■	■	■	■	■
Intermediate	■	■	■	■	■	■
Advanced	■	■	■	■	■	■

Learning Outcomes:

Knowledge:

- K1.** Listening: Understand the main points of narratives and conversations about familiar topics (e.g. work, leisure) delivered in clear, standard speech
- K2.** Speaking: Begin to use a repertoire of common idiomatic phrases in routine situations

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K3. Reading: Derive the probable meaning of simple unknown words from short, familiar contexts

K4. Writing: Write a basic letter or email requesting information, or giving news or opinions

Skills:

S1. Listening: Understand simple technical instructions for every-day equipment

S2. Speaking: Discuss every-day, practical issues when the conversation is conducted slowly and clearly

S3. Reading: Understand basic types of standard letters and emails on familiar topics (e.g. enquiries, complaints)

S4. Writing: Describe the sequence in a process when writing a simple text, using common discourse markers.

Application of knowledge and skills:

A1. Listening: Identify specific information in a simple presentation or lecture aimed at a general audience.

A2. Speaking: Initiate, maintain and close simple, face-to-face conversations on familiar topics

A3. Reading: Understand clearly written, straightforward instructions on how to use a piece of equipment

A4. Writing: Write descriptions of past events and activities, or personal experiences and interests

Course Content:

The following content will be covered: reading, writing, speaking and listening in workplace and everyday contexts; reading from technical texts; communication in a workplace and vocational learning environment; group work; vocational-focused vocabulary; introduction to culture and language of vocational workplaces.

Values:

V1. Active participation in all aspects of the learning environment through the four core aspects of the English language (reading, writing, speaking and listening).

Graduate Attributes:

FedUni graduate attributes statement. To have graduates with knowledge, skills and competence that enable them to stand out as critical, creative and enquiring learners who are capable, flexible and work ready, and responsible, ethical and engaged citizens.

Attribute	Brief Description	Focus
Knowledge, skills and competence	Scaffolded learning and development of academic English language skills that build on previous language learning. Knowledge and skills are applied and practised to develop competence.	High
Critical, creative and enquiring learners	Equip students to commence the development of the skills for gathering, evaluating and critically responding to information.	Low
Capable, flexible and work ready	Demonstration of the ability to participate in individual, peer and group activities for the completion of set tasks.	High

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Attribute	Brief Description	Focus
Responsible, ethical and engaged citizens	Knowledge and appreciation of, and ability to accommodate, cultural differences and academic conventions in order to develop a sense of social responsibility as a student.	Low

Learning Task and Assessment:

Hurdle requirement: Students must pass the reading/writing, and listening/speaking components separately in order to pass the course as a whole. Reading/writing components will add up to 50% of the final marks, as will listening/speaking components. This is to ensure that students have a balanced range of English language skills to succeed in their vocational studies.

Learning Outcomes Assessed	Learning Tasks	Assessment Type	Weighting
K1, S1, A1	Listening tasks, related to the comprehension of introductory vocational discussions and interviews.	Test - multiple-choice and/or short answer	20-30%
K2, S2, A2	Spoken responses to topics, related to the production of prepared introductory vocational discussions or conversations.	Interview or structured conversation	20-30%
K3, S3, A3	Reading comprehension task(s), related to the comprehension of short vocational texts.	Test - multiple-choice and/or short answer	20-30%
K4, S4, A4	Writing task(s), related to the production of short vocational texts.	Portfolio of written work	20-30%

Adopted Reference Style:

APA