

Unit Outline (Higher Education)

Institute / School:	Institute of Education, Arts & Community
Unit Title:	APPLIED RESEARCH AND REFLECTIVE PRACTICE IN VET
Unit ID:	EDTAS1204
Credit Points:	15.00
Prerequisite(s):	Nil
Co-requisite(s):	Nil
Exclusion(s):	Nil
ASCED:	070109

Description of the Unit:

The unit uses the 'Boyer' framework of scholarship (Boyer, 1996), introducing theoretical, reflective and critical understandings of vocational education and training (VET) and VET practice, and developing research techniques. The Boyer framework of scholarship has four components: Discovery, Integration, Application and Teaching. The unit begins with applying existing research on curriculum and assessment to the VET field of practice, and the integration of pieces of scholarship and research in a field to develop new understanding. It then examines literature on VET teachers' development and practice, examining the use of new knowledge to improve professionalism and teaching. The course ends with the 'Discovery component': students carry out an original research project. Students undertake all stages of conceptualising, planning, implementing and writing up a small research project in VET or in students' industry or discipline area.

Grade Scheme: Graded (HD, D, C, P, MF, F, XF)

Work Experience:

No work experience: Student is not undertaking work experience in industry.

Placement Component: No

Supplementary Assessment: Yes

Where supplementary assessment is available a student must have failed overall in the Unit but gained a final mark of 45 per cent or above, has completed all major assessment tasks (including all sub-components where a task has multiple parts) as specified in the Unit Description and is not eligible for any other form of supplementary assessment.

Course Level:

Level of Unit in Course	AQF Level of Course					
	5	6	7	8	9	10
Introductory	■	■	■	■	■	■
Intermediate	■	■	■	■	■	■
Advanced	■	✓	■	■	■	■

Learning Outcomes:
Knowledge:

- K1.** Explore major curriculum and learning theories relevant to VET.
- K2.** Understand and critique competency-based training and assessment.
- K3.** Use assessment theory to understand current VET assessment practice
- K4.** Explore major issues affecting quality in assessment in VET in Australia.
- K5.** Consider and apply ethical issues in VET business practice.
- K6.** Use Boyer's framework of four types of scholarship to consider applied research in VET
- K7.** Critique the concept of communities of practice.
- K8.** Explore teacher development and professional development theories.
- K9.** Investigate careers theory in relation to personal development.

Skills:

- S1.** Use curriculum theory in planning programs.
- S2.** Identify business ethics issues and develop strategies for addressing them.
- S3.** Use assessment theory in writing assessment tools
- S4.** Use appropriate research techniques for small research projects
- S5.** Scan the external environment for changes affecting VET organisations.
- S6.** Identify and progress personal development.
- S7.** Create professional networks within and beyond the VET provider.

Application of knowledge and skills:

- A1.** Apply knowledge of features of VET and curriculum theory to the challenge of addressing needs of different learning groups.
- A2.** Apply assessment quality issues to improve own assessment practices with learners.
- A3.** Apply an ethical framework to developing business for Registered Training Organisations.
- A4.** Apply research techniques to applied research in VET and in relevant industry or discipline area
- A5.** Apply skills for career-long development as a VET practitioner.

Unit Content:

Topics include:

- The theoretical basis for curriculum design, development, delivery and assessment of VET programs.
- Competency-based training and assessment
- Commercial delivery of VET, appropriate use of government funding and the application of business ethics to these matters.

- Applied research in the VET sector
- Professional development as a VET practitioner and strategies for further development

FEDTASKS

Federation University Federation recognises that students require key transferable employability skills to prepare them for their future workplace and society. FEDTASKS (**T**ransferable **A**tttributes **S**kills and **K**nowledge) provide a targeted focus on five key transferable Attributes, Skills, and Knowledge that are embedded within curriculum, developed gradually towards successful measures and interlinked with cross-discipline and Co-operative Learning opportunities. *One or more FEDTASK, transferable Attributes, Skills or Knowledge must be evident in the specified learning outcomes and assessment for each FedUni Unit, and all must be directly assessed in each Course.*

FEDTASK attribute and descriptor		Development and acquisition of FEDTASKS in the Unit	
		Learning Outcomes (KSA)	Assessment task (AT#)
FEDTASK 1 Interpersonal	Students will demonstrate the ability to effectively communicate, inter-act and work with others both individually and in groups. Students will be required to display skills in-person and/or online in: <ul style="list-style-type: none"> • Using effective verbal and non-verbal communication • Listening for meaning and influencing via active listening • Showing empathy for others • Negotiating and demonstrating conflict resolution skills • Working respectfully in cross-cultural and diverse teams. 	K2, K7, K8, K9, S1, S3, S4, S5, A1, A3, A4	1, 2,3
FEDTASK 2 Leadership	Students will demonstrate the ability to apply professional skills and behaviours in leading others. Students will be required to display skills in: <ul style="list-style-type: none"> • Creating a collegial environment • Showing self -awareness and the ability to self-reflect • Inspiring and convincing others • Making informed decisions • Displaying initiative 	K4, S4, S5, S6, A2, A5	1, 2

FEDTASK attribute and descriptor		Development and acquisition of FEDTASKS in the Unit	
		Learning Outcomes (KSA)	Assessment task (AT#)
FEDTASK 3 Critical Thinking and Creativity	<p>Students will demonstrate an ability to work in complexity and ambiguity using the imagination to create new ideas. Students will be required to display skills in:</p> <ul style="list-style-type: none"> • Reflecting critically • Evaluating ideas, concepts and information • Considering alternative perspectives to refine ideas • Challenging conventional thinking to clarify concepts • Forming creative solutions in problem solving. 	K1, K2, K3, K4, K5, K6, K7, A3, A1	2,3
FEDTASK 4 Digital Literacy	<p>Students will demonstrate the ability to work fluently across a range of tools, platforms and applications to achieve a range of tasks. Students will be required to display skills in:</p> <ul style="list-style-type: none"> • Finding, evaluating, managing, curating, organising and sharing digital information • Collating, managing, accessing and using digital data securely • Receiving and responding to messages in a range of digital media • Contributing actively to digital teams and working groups • Participating in and benefiting from digital learning opportunities. 	S4, S7, A4	2, 3
FEDTASK 5 Sustainable and Ethical Mindset	<p>Students will demonstrate the ability to consider and assess the consequences and impact of ideas and actions in enacting ethical and sustainable decisions. Students will be required to display skills in:</p> <ul style="list-style-type: none"> • Making informed judgments that consider the impact of devising solutions in global economic environmental and societal contexts • Committing to social responsibility as a professional and a citizen • Evaluating ethical, socially responsible and/or sustainable challenges and generating and articulating responses • Embracing lifelong, life-wide and life-deep learning to be open to diverse others • Implementing required actions to foster sustainability in their professional and personal life. 	K5, K8, K9, S2, S6, S7, A3, A5	2

Learning Task and Assessment:

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K1,K2,K3,K4, K5 S1,S3, S4, A1, A2.	Essay on curriculum and assessment theories underpinning the planning, delivering and assessing of programs	Essay	20-30%
K7,K8,K9. S2, S5, S6, S7 A3, A4, A5.	Structured reflection on own professional needs, issues of concern including ethical practice, and professional development	Structured reflection	20-30%
K6, S4, S5, A4	Carry out a small applied research project and write a report	Project and Report	40-60%

Adopted Reference Style:

APA

Refer to the [library website](#) for more information

Fed Cite - [referencing tool](#)