

# Unit Outline (Higher Education)

**Institute / School:** Institute of Education, Arts & Community

**Unit Title:** VET Teaching and Assessment Practice

**Unit ID:** EDTAS1205

**Credit Points:** 15.00

**Prerequisite(s):** Nil

**Co-requisite(s):** Nil

**Exclusion(s):** (EDTAS1001 and EDTAS1005)

**ASCED:** 070109

## Description of the Unit:

The unit provides students with the skills, knowledge and values to work in teaching and assessment in the VET sector. Students develop an introductory understanding of learning and curriculum theories as they apply to everyday teaching and training practice. They learn how to balance fairness with the maintenance of confidence among all stakeholders in teaching and assessment outcomes. The unit will develop skills in considering language, literacy and numeracy (LLN) in VET teaching and assessment, utilising the Australian Core Skills Framework to assist with diagnosing the LLN needs of the teaching and assessment situation and of learners, and of adapting materials appropriately and/or referring learners for assistance. The unit will also provide students with some knowledge in teaching and assessment methods to cater for learner diversity in the VET context. The unit includes a period of teaching and assessment practice in VET contexts, which includes time under direct supervision, time observing other teachers, and time spent in other strategies such as developing teaching and assessment strategies, attending teacher meetings, and liaising with learners. Students identify their development needs and develop a plan to address them. The unit covers content relating to three units of competency from the Diploma of Vocational Education and Training: TAEDEL502 Provide Advanced Facilitation Practice, TAEASS501 Provide Advanced Assessment Practice, and TAELLN411 Address Adult Language, Literacy and Numeracy Skills.

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

## Work Experience:

Student is undertaking work experience in industry where learning and performance is not directed by the provider, but support is received from the provider. Fees (provider may charge a student contribution amount or tuition fee).

**Placement Component:** Yes - days

**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.** Identify an initial range of curriculum, learning and assessment theories as they apply to VET
- K2.** Investigate the importance of mode of delivery (including learning media) and resources to the effectiveness of the learning process, and relevant information that address the competencies/learning outcomes to be achieved by the learner.
- K3.** Appreciate the importance of Language, Literacy and Numeracy (LLN) in VET teaching.
- K4.** Identify the principles of the Australian Core Skills Framework
- K5.** Recognise learner diversity in VET
- K6.** Link teaching methods to cater for learner diversity and promote independent learning
- K7.** Identify feedback methods for individual and group performance
- K8.** Identify and consider a range of assessment strategies appropriate in the VET context including current methods utilised in the sector
- K9.** Develop an understanding of ethical dilemmas that arise in teaching and assessing VET students
- K10.** Identify the range of professional development activities in VET teaching and assessment.

**Skills:**

- S1.** Determine the parameters of learning strategies, taking account of LLN skill requirements of learners and learning context; and of health and safety, and sustainability, matters
- S2.** Apply Australian Core Skills Framework to learning strategy and resource design
- S3.** Develop and apply content and structure to learning strategies
- S4.** Incorporate learning media and resource requirement
- S5.** Develop and review learning resource content
- S6.** Develop skills, through supervised teaching and assessment practice, in delivery and assessment for a range of learning methods
- S7.** Apply effective interpersonal, communication, recording and effective time management skills to teaching and assessment activities
- S8.** Develop effective academic skills for own use and for application with students

**S9.** Develop skills in observing others' teaching and in providing feedback

**S10.** Develop a plan for addressing own development needs in teaching and assessment

**Application of knowledge and skills:**

**A1.** Apply skills in period of teaching practice in the VET context, and develop an understanding of effective practices and continuous improvement.

**A2.** Apply skills in period of assessment practice in the VET teaching context.

**A3.** Utilise feedback from others to improve teaching practice and provide effective feedback to others

**Unit Content:**

Topics include: Developing skills, knowledge and values to work effectively at an introductory level in teaching and assessment in the VET sector. Identifying external and internal factors that affect teaching and assessment practices and the development of teaching practices and assessment tools and procedures. Developing and understanding and commitment to quality and integrity of the VET system and how teaching and assessment contributes to this. Understand and develop and design strategies to account for LLN in the VET context, drawing from a range of teaching, learning and assessment strategies Recognise and cater for the diversity of learners in a VET context. Being prepared for ethical issues in teaching and assessment. Apply knowledge and skills in a supervised teaching and assessment practice context

**Learning Task and Assessment:**

| Learning Outcomes Assessed   | Assessment Tasks   | Assessment Type  | Weighting |
|--|--|--|-----------|
| K1, K2, K3, K5, K6, K8, K10, S6, S7, S9, S10, A1, A2, A3                   | Gather feedback on own teaching and assessment practices and other development activities, observe others' practices, and analyse to identify own effective practices and areas for improvement. Discuss improvement strategies with peers and develop professional development plan | Report and practical task  | 40-60%    |
| K1, K3, K4, K5, K6, K7, K8, K9, S1, S2, S3, S4, S5, S6, S7, S8, A1, A2, A3 | Document 100 hours of teaching practice and 25 hours of assessment practice. Provide a reflective report that includes utilisation of learning and assessment theories, LLN considerations, choice of delivery mode and resources, and ethical and sustainability issues.            | Reflective Report Including documentation of teaching and assessment practices | 40-60%    |

**Adopted Reference Style:**

APA ()

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

Fed Cite - [referencing tool](#)