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:

Not wholly work experience: Student is not undertaking work experience in industry or student is undertaking work experience in industry where learning and performance is directed by the provider.

Placement Component: Yes

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

Graduate Attributes

The Federation University Federation graduate attributes (GA) are entrenched in the [Higher Education Graduate Attributes Policy](#) (LT1228). FedUni graduates develop these graduate attributes through their engagement in explicit learning and teaching and assessment tasks that are embedded in all FedUni Courses. Graduate attribute attainment typically follows an incremental development process mapped through Course progression. **One or more graduate attributes must be evident in the specified learning outcomes and assessment for each FedUni Unit, and all attributes must be directly assessed in each Course**

Graduate attribute and descriptor		Development and acquisition of GAs in the Unit	
		Learning Outcomes (KSA)	Assessment task (AT#)
GA 1 Thinkers	Our graduates are curious, reflective and critical. Able to analyse the world in a way that generates valued insights, they are change makers seeking and creating new solutions.	K1, K2, K5, K9, S1, S2, S3, S9, S10, A3	1, 2
GA 2 Innovators	Our graduates have ideas and are able to realise their dreams. They think and act creatively to achieve and inspire positive change.	K10, S4, S5, S9, S10, A1	1,2

Graduate attribute and descriptor		Development and acquisition of GAs in the Unit	
		Learning Outcomes (KSA)	Assessment task (AT#)
GA 3 Citizens	Our graduates engage in socially and culturally appropriate ways to advance individual, community and global well-being. They are socially and environmentally aware, acting ethically, equitably and compassionately.	K3, K4, K5, K6, K9	2
GA 4 Communicators	Our graduates create, exchange, impart and convey information, ideas, and concepts effectively. They are respectful, inclusive and empathetic towards their audience, and express thoughts, feelings and information in ways that help others to understand.	K7, S6, S7, S8, A1, A2	1, 2
GA 5 Leaders	Our graduates display and promote positive behaviours, and aspire to make a difference. They act with integrity, are receptive to alternatives and foster sustainable and resilient practices.	K9, K10, S9, A3	1

Learning Task and Assessment:

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K1,K2,K3, K5, K6, K8, K10, S3, S6, S7, S9, S10, 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%
K3, K4, K5, K6, K7, K8, K9, S1, S2, S4, S5, S6, S7, S8, A1,A2	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%

Alignment to the Minimum Co-Operative Standards (MiCS)

The Minimum Co-Operative Standards (MiCS) are an integral part of the Co-Operative University Model. Seven criteria inform the MiCS alignment at a Course level. Although Units must undertake MiCS mapping, there is NO expectation that Units will meet all seven criteria. The criteria are as follows:

1. Co-design with industry and students
2. Co-develop with industry and students
3. Co-deliver with industry
4. FedTASK alignment
5. Workplace learning and career preparation
6. Authentic assessment
7. Industry-link/Industry facing experience

MiCS Course level reporting highlights how each Course embraces the principles and practices associated with the Co-Operative Model. Evidence of Course alignment with the MiCS, can be captured in the Course Modification Form.

MICS Mapping has been undertaken for this Unit   No

Date:

Adopted Reference Style:

APA

Refer to the library website for more information

Fed Cite - referencing tool