

Course Outline (Higher Education)

School:	School of Education
Course Title:	VET TEACHING AND ASSESSMENT PRACTICE
Course ID:	EDTAS1205
Credit Points:	15.00
Prerequisite(s):	Nil
Co-requisite(s):	Nil
Exclusion(s):	(EDTAS1001 and EDTAS1005)
ASCED:	070109

Description of the Course:

The course 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 course 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 course will also provide students with some knowledge in teaching and assessment methods to cater for learner diversity in the VET context. The course 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 course 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 TAE LLN411 *Address Adult Language, Literacy and Numeracy Skills*.

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

Where supplementary assessment is available a student must have failed overall in the course but gained a final mark of 45 per cent or above and submitted all major assessment tasks.

Program Level:

Level of course in Program	AQF Level of Program					
	5	6	7	8	9	10
Introductory	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Intermediate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Advanced	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

Course 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

Values:

- V1.** Recognise the importance of a commitment to high quality and ethical practice in VET teaching
- V2.** Recognise the importance of a willingness to invite feedback on own teaching practice and to critically reflect on practice
- V3.** Apply a commitment to implementing changes to improve own practice and seek professional development opportunities
- V4.** Recognise the importance of the design and development of high quality curriculum, teaching strategy and learning resources in VET
- V5.** Recognise the importance of accounting for LLN needs of VET learners
- V6.** Recognise the importance of understanding and improving own VET practice

Graduate Attributes

The Federation University FedUni 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 programs. Graduate attribute attainment typically follows an incremental development process mapped through program progression. **One or more graduate attributes must be evident in the specified learning outcomes and assessment for each FedUni course, and all attributes must be directly assessed in each program**

Graduate attribute and descriptor	Development and acquisition of GAs in the course	
	Learning Outcomes (KSA)	Assessment task (AT#)

Graduate attribute and descriptor		Development and acquisition of GAs in the course	
		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
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	Learning 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%

Adopted Reference Style:

APA

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

Fed Cite - [referencing tool](#)