# Course Outline (Higher Education)

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| **Institute / School:** | Institute of Education, Arts & Community |
| **Course Title:** | DEVELOPING VET CURRICULUM FOR TRAINING PROVIDERS AND INDUSTRY |
| **Course ID:** | EDTAS1206 |
| **Credit Points:** | 15.00 |
| **Prerequisite(s):** | Nil |
| **Co-requisite(s):** | Nil |
| **Exclusion(s):** | Nil |
| **ASCED:** | 070109 |

**Description of the Course:**

This course helps students develop skills and knowledge to develop and evaluate curriculum for the vocational education and training (VET) sector and non-accredited workplace settings. The curriculum may be based on Training Package qualifications and units of competency, or other accredited or non-accredited courses, including courses developed for, or in conjunction with, employers. The skills and knowledge include the development of appropriate teaching and training strategies, the selection and development of appropriate delivery methods and learning resources; and can be applied to working in registered training organisations (RTOs), also known as 'training providers', or to working in industry contexts. The course covers principles for the design and development of curriculum and learning resources in VET; and assists students to work confidently with enterprises as external or internal clients in the provision of training services and advice. It addresses content from units of competency from the Diploma of Vocational Education and Training relating to learning strategies, learning resources, evaluation of VET and industry training programs, training needs analysis and Industry-RTO partnerships.

**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.

**Does Recognition of Prior Learning apply to this course?**    No

**Placement Component:**    No

**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 | | ✔ | | | | |
| Intermediate | | | | | | |
| Advanced | | | | | | |

**Learning Outcomes:**

**Knowledge:**

**K1.** Identify simple curriculum theories as they apply to VET.

**K2.** Identify good practice and good quality in the design and use of teaching strategy documents for qualifications or skills sets

**K3.** Investigate the importance of appropriate delivery mode and learning resources to the effectiveness of the learning and assessment process and assessment activities

**K4.** Recognise where to find relevant information that address the competencies/learning outcomes to be achieved by the learner, including Training Packages and Training Needs Analysis.

**K5.** Investigate training methods and their suitability for different enterprise contexts

**K6.** Recognise national training developments relevant to working with enterprises

**K7.** Utilise communication theories in verbal and written communication with staff within the registered training organisation (RTO) and within enterprises

**K8.** Utilise basic evaluation theories

**Skills:**

**S1.** Determine the parameters of the training strategy, addressing the learner cohort and learning context.

**S2.** Develop learning strategies

**S3.** Apply content and structure for learning strategies

**S4.** Incorporate learning resources

**S5.** Develop and review learning resource content

**S6.** Utilise appropriate academic skills in learning resource design and presentation

**S7.** Identify and obtain accurate information from within own organisation or section to provide training advice to clients

**S8.** Apply interpersonal, research and report-writing skills to investigate and prepare recommendations for training for enterprises

**S9.** Apply problem solving skills

**S10.** Develop planning and organising skills, using project management concepts

**Application of knowledge and skills:**

**A1.** Develop learning strategies appropriate for the VET context, drawing on knowledge of a range of teaching and learning strategies

**A2.**   Design learning resources, drawing on knowledge of contexts and learners

**A3.**   Utilise basic principles of curriculum theory as it relates to VET

**A4.**   Analyse the learning context and learner diversity in VET within a business or community setting

**A5.**   Apply skills that can be used in a partnership with industry

**A6.**   Apply evaluation theories to evaluate the effectiveness of training programs

**Course Content:**

Topics may include:

- Developing and understanding principles for the design and development of curriculum and learning resources in VET.
- Reflecting on and analysing the learning context, interrogation of training packages and addressing learner diversity in the selection and production of learning resources.
- Developing skills, knowledge and values to work effectively with enterprises and community groups in an industry area and develop ongoing, ethical and successful relationships with both existing and potential clients.
- Developing and understanding how to identify external and internal factors that affect an organisation's current and future training needs, and assisting enterprises and community groups in selecting appropriate training programs and strategies, based on training needs analysis and evaluation of existing training programs.
- Reflecting on the development of relationships with appropriate personnel in enterprises and more broadly in industry and in the community.
- Evaluation of training programs in institutional and industry settings

**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**ttributes **S**kills and **K**nowledge) provide a targeted focus on five key transferable Attributes, Skills, and Knowledge that are be 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 course, and all must be directly assessed in each program.*

| FEDTASK attribute and descriptor | | Development and acquisition of FEDTASKS in the course | |
|---|---|---|---|
| | | Learning Outcomes (KSA) | Assessment task (AT#) |
| FEDTASK 1 Interpersonal | Students will demonstrate the ability to effectively communicate, interact and work with others both individually and in groups. Students will be required to display skills in-person and/or online in:<br>• Using effective verbal and non-verbal communication<br>• Listening for meaning and influencing via active listening<br>• Showing empathy for others<br>• Negotiating and demonstrating conflict resolution skills<br>• Working respectfully in cross-cultural and diverse teams. | S10; A4; | AT1; AT2 |

| FEDTASK attribute and descriptor | | Development and acquisition of FEDTASKS in the course | |
|---|---|---|---|
| | | Learning Outcomes (KSA) | Assessment task (AT#) |
| 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:<br>• Creating a collegial environment<br>• Showing self -awareness and the ability to self-reflect<br>• Inspiring and convincing others<br>• Making informed decisions<br>• Displaying initiative | K2; S9; S10; A5 | AT1; AT2 |
| FEDTASK 3 Critical Thinking and Creativity | 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:<br>• Reflecting critically<br>• Evaluating ideas, concepts and information<br>• Considering alternative perspectives to refine ideas<br>• Challenging conventional thinking to clarify concepts<br>• Forming creative solutions in problem solving | A2; K5 | AT1; AT2 |
| FEDTASK 4 Digital Literacy | 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:<br>• Finding, evaluating, managing, curating, organising and sharing digital information<br>• Collating, managing, accessing and using digital data securely<br>• Receiving and responding to messages in a range of digital media<br>• Contributing actively to digital teams and working groups<br>• Participating in and benefiting from digital learning opportunities | K7; S5; A2 | AT1 |
| FEDTASK 5 Sustainable and Ethical Mindset | 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:<br>• Making informed judgments that consider the impact of devising solutions in global economic environmental and societal contexts<br>• Committing to social responsibility as a professional and a citizen<br>• Evaluating ethical, socially responsible and/or sustainable challenges and generating and articulating responses<br>• Embracing lifelong, life-wide and life-deep learning to be open to diverse others<br>• Implementing required actions to foster sustainability in their professional and personal life. | A2; A4 | AT1; AT2 |

## Learning Task and Assessment:

| Learning Outcomes Assessed | Assessment Tasks | Assessment Type | Weighting |
|---|---|---|---|
| K1, K2, K3, K4, K7, K8, S1, S2, S3, S4, S5, S6, S8, S9, S10, A1, A2, A3, A6 | Prepare a teaching program for a group of learners, based on a unit of competency, together with a learning resource and an evaluation plan.  Respond to short answer questions on VET curriculum. | Practical task and report | 40-60% |

| Learning Outcomes Assessed | Assessment Tasks | Assessment Type | Weighting |
|---|---|---|---|
| K3, K5, K6, K7, K8, S1, S2, S3, S4, S7, S8, S9, S10, A1, A3, A4, A5, A6 | Complete a plan for a Training Needs Analysis (TNA) and an Industry Partnership between an employer or community group and a Registered Training Organisation for training activities, and associated evaluation, to be conducted in a selected industry context. Complete a reflection and short answer questions. | Practical task and report | 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 program level. Although courses must undertake MiCS mapping, there is NO expectation that courses 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 program level reporting highlights how each program embraces the principals and practices associated with the Co-Operative Model. Evidence of program alignment with the MiCS, can be captured in the Program Modification Form.

**MICS Mapping has been undertaken for this course**          No

Date:

**Adopted Reference Style:**

APA

Refer to the library website for more information

Fed Cite - referencing tool