

Course Outline (Higher Education)

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|-------------------------|---------------------------------------------------------------|
| School: | School of Education |
| 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 five units of competency from the Diploma of Vocational Education and Training: *TAEDES501 Design and develop learning strategies*; *TAEDES502 Design and develop learning resources*; *TAETAS501 Undertake organisational training needs analysis*; *TAEICR501 Work in partnership with industry, enterprises and community groups*; and *TAEDES505 Evaluate a training program*.

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

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

Values:

- V1.** Recognise the importance of high quality curriculum, teaching strategy and learning resources in VET that incorporate principles of social justice, the current and future needs of industry and the economy, and sustainability
- V2.** Recognise the importance of learning strategies and resources that address the needs of particular cohorts of VET learners
- V3.** Recognise the importance of understanding and improving VET practice through evaluation of curriculum and its delivery
- V4.** Apply principles of inclusivity and equity in analysing worker needs in enterprises
- V5.** Recognise and attend to the needs of multiple stakeholders

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, K3, S9, A6 | AT1, AT2 |
| 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. | A2 | Not applicable |
| 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. | A4 | Not applicable |
| 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, S8 | AT1, AT2 |
| 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. | S10 | Not applicable |

Learning Task and Assessment:

| Learning Outcomes Assessed | Learning Tasks | Assessment Type | Weighting |
|-----------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------|-----------|
| K1, K2, K3, K4, K7, S1, S2, S3, S4, S5, S6, S9, S10, A1, A2, A3 | Select a unit of competency and develop learning strategies to deliver it in an RTO context for two different learner cohorts, including (a) the selection of one learning resource and (b) preparation of your own learning resource, for each cohort. Validate the strategies with an appropriate expert from an RTO context, and write a reflection. | Practical task and report | 30-50% |
| K3, K5, K6, K7, K8, S1, S2, S3, S4, S5, S6, S7, S8, S9, S10, A2, A3, A4, A5 | Develop a training program for an industry context, specifying the learner cohort, including (a) the selection of one learning resource and (b) preparation of another, for each cohort. Prepare a document that would be used to present it to the enterprise(s). Validate the strategy with an appropriate staff member from the industry in question and write a reflection. | Practical task and report | 30-50% |
| K3, K5, K7, K8, S1, S5, S9, S10, A4, A6 | Develop plans for evaluating the learning strategies and training program that were developed in assignments 1 and 2, for the appropriate contexts. | Written task | 10-20% |

Adopted Reference Style:

APA

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

Fed Cite - [referencing tool](#)