

# Course Outline (Higher Education)

<b>School:</b>	School of Education
<b>Course Title:</b>	VET LINKS WITH THE ECONOMY AND INDUSTRY
<b>Course ID:</b>	EDTAS2003
<b>Credit Points:</b>	15.00
<b>Prerequisite(s):</b>	Nil
<b>Co-requisite(s):</b>	Nil
<b>Exclusion(s):</b>	Nil
<b>ASCED:</b>	070109

## Description of the Course :

The main purpose of this course is to assist students to understand the relationship between industry and VET and the location of vocational education and training (VET) within the Australian and world economy. Globalisation, sustainability and the effects of the Global Financial Crisis will be considered and students will analyse the structure of the Australian economy. The course will assist students to understand the levels of engagement between VET and industry: at national, enterprise and individual firm level. Students will complete a project examining an industry area in depth, identifying that industry's current and evolving demands of the VET sector. They will develop a personal industry engagement plan that will ensure their personal VET practice is continuously updated. They will develop the ability to reflect critically on professional practice and contemporary developments in industry and in VET are also included in the program.

This course is suitable for students working in a wide range of vocational education and training settings.

**Grade Scheme:** Graded (HD, D, C, etc.)

## Work Experience:

No work experience: Student is not undertaking work experience in industry.

**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.** The relationship between VET and national/international economic developments
- K2.** How VET policy supports and reacts to changes in the economy
- K3.** The major players in Australian VET policy, industry stakeholders and the roles of national and State/Territory governments; different overseas systems
- K4.** The place and history of VET in different industry areas and the role of Skills Service Organisations and related bodies, nationally and internationally.
- K5.** The reasons why employers train their staff and the ways in which they engage with the VET system
- K6.** The concept of industry engagement for vocational educators

**Skills:**

- S1.** Access relevant government and stakeholder policies and reports, from Australia and overseas
- S2.** Analyse economic and industry developments for their effects on VET
- S3.** Develop skills to work in partnership with employers
- S4.** Develop a personal industry engagement plan.

**Application of knowledge and skills:**

- A1.** Students apply knowledge and skills to the analysis of VET policy and its economic context.
- A2.** Students apply knowledge and skills to researching an industry area and its engagement with VET.
- A3.** Students apply knowledge and skills to researching and developing a personal industry engagement plan

**Course Content:**

This course is designed to raise students understanding of links between VET and the economy more generally and VET and industry. It is divided into two main themes. The first examines broad relationships between VET and the economy, both in Australia and globally, and the ways in which VET policies are used to develop a skilled workforce to meet economic needs. Policies are analysed for tensions such as conflict between the needs of the economy and those of individuals, and between immediate and long-term aims. The second theme is about the relationship between VET and particular industries. Students examine the nature of the qualifications offered in different industries and the relative contribution of VET to those industries. Engagement in VET by the industry is examined at the national, industry and individual enterprise level. Enterprises' decisions to train their workers and to use the VET system are examined. Students learn how to develop an individual engagement plan to include industry currency, industry networking and an ability to interpret the nature of different enterprises and their VET-related needs.

**Values:**

- V1.** Develop a critical and reasoned approach to VET policy and its relationship to industry and economic imperatives.
- V2.** Develop an appreciation of the need for change in VET to accommodate and support changes in the economy and workplaces.

**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)	Code A. Direct B. Indirect N/A Not addressed	Assessment task (AT#)	Code A. Certain B. Likely C. Possible N/A Not likely
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, S2, S4, A1, A2, A3	A, A, A	AT1, AT2	A, A
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.	K6, S4	A	AT2	A
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.	K1	A	AT1	B
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.	S3	A	AT2	B
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.	Not applicable	Not applicable	Not applicable	Not applicable

**Learning Task and Assessment:**

Learning Outcomes Assessed	Learning Tasks	Assessment Type	Weighting
Knowledge: 1-3 Skills: 1-2 Application: 1	An analysis of the links between the VET system and economic systems	Essay 1800 - 2000 words	40-60%
Knowledge: 4,5,6 Skills: 3,4 Application: 2,3	A study of an industry area and its engagement with VET and the development of a personal industry engagement plan.	Report 1500-2500 words	40-60%

**Adopted Reference Style:**

APA