

Unit Outline (Higher Education)

Institute / School: Institute of Education, Arts & Community

Unit Title: VET IN SOCIETY

Unit ID: EDTAS2004

Credit Points: 15.00

Prerequisite(s): Nil

Co-requisite(s): Nil

Exclusion(s): Nil

ASCED: 070109

Description of the Unit:

VET in Society covers 'the sociology of vocational education and training (VET)'. It addresses issues associated with diversity, marginalisation and the experience of equity groups in VET and lifelong learning, and places these in a context of social justice. It examines the human face of economic change and globalisation, topics covered from an economic viewpoint in the unit EDTAS 2003, in terms of the impact on VET student cohorts. As well as covering equity groups such as refugees, migrants and indigenous learners, specific issues of topical importance in the year of offering are covered. Government policies that affect VET are examined in terms of their effects and potential effects on specific groups of learners. Students are provided with an introduction to social welfare provision including external agencies which may offer services relevant to VET students. This unit is suitable for students working in a wide range of settings, including, for example, TAFE, Enterprise and Private RTOs, Industry, or Adult and Community Education settings.

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

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 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

CourseLevel:

Level of Unit in Course	AQF Level of Course					
	5	6	7	8	9	10
Introductory	<input type="checkbox"/>	<input 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Learning Outcomes:

Knowledge:

- K1.** Appraise concepts of diversity in relation to education and VET, with reference to contemporary scholarship
- K2.** Identify the equity groupings recognised in Australian VET, and discuss the relationship between equity groups and concepts of diversity
- K3.** Outline the human effects of economic change and dislocation, and their implications for VET.
- K4.** Discuss the consequences of an increasingly globalised world for the learner cohorts in VET .
- K5.** Evaluate the implications of VET and other relevant government policy for VET students from different groups.
- K6.** Appreciate the fundamentals of the social welfare framework in Australia.

Skills:

- S1.** Demonstrate academic skills consistent with Advanced Level 6 requirements
- S2.** Undertake desk-based research to develop understanding and arrive at definitions for abstract and contested concepts
- S3.** Interpret policy and contemporary debates around the sociology of VET in the context of own practice and in relation to other settings/students

Application of knowledge and skills:

- A1.** Research and analyse academic and government documents
- A2.** Reflect analytically on a range of academic and political debates of relevance to VET.
- A3.** Plan and carry out a visit to a social welfare agency of relevance to VET students.

Unit Content:

Topics Include

- The sociology of vocational education and training (VET)
- Issues associated with diversity, marginalisation and the experience of equity groups in VET and lifelong learning
- The human face of economic change and globalisation, topics covered from an economic viewpoint
- Equity groups such as refugees, migrants and indigenous learners, specific issues of topical importance in the year of offering
- Government policies that affect VET are examined in terms of their effects and potential effects on specific groups of learners
- Introduction to social welfare provision including external agencies which may offer services relevant to VET students and undertake a visit to such an agency

Learning Task and Assessment:

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K1; K2; K3; K4; K5 S1; S2; S3 A1; A2	Students use reading and desk-based research to write an essay about an equity group or groups in VET.	Essay	40-60%
K5; S2; S3; A3	Visit and agency or agencies providing services to clients who may be VET learners, and write a report on the visit and its implications for own practice.	Case Study	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](#)