

Course Outline (Higher Education)

Faculty: Faculty of Education and Arts

Course Title: VET IN SOCIETY

Course ID: EDTAS2004

Credit Points: 15.00

Prerequisite(s): Nil

Co-requisite(s): Nil

Exclusion(s): Nil

ASCED Code: 070109

Grade Scheme:

Graded (HD, D, C, etc.)

Work Experience:

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

Placement Component:

No

Program Level:

AQF Level of Program						
	5	6	7	8	9	10
Level						
Introductory	■	■	■	■	■	■
Intermediate	■	■	■	■	■	■
Advanced	■	✓	■	■	■	■

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.

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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.

Course 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

Values:

- V1.** Students value the diversity of their own and others' students.
- V2.** Students are committed to ensuring that their professional practice is sensitive to their own learners' individual circumstances and meets learners' individual needs.
- V3.** Students understand the importance of reflective practice, feedback, and the use of research evidence, and use these as tools to enhance their own teaching and assessment practice in relation to diversity.
- V4.** Students acknowledge, and reflect in their own practice, the values associated with their own vocational area.

Graduate Attributes:

FedUni graduate attributes statement. To have graduates with knowledge, skills and competence that enable them to stand out as critical, creative and enquiring learners who are capable, flexible and work ready, and responsible, ethical and engaged citizens.

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Attribute	Brief Description	Focus
Knowledge, skills and competence	Students engage with international policy and scholarship, and understand the importance of continuously maintaining current awareness of this to inform their professional practice	Medium
Critical, creative and enquiring learners	Students undertake desk based research and analysis, developing skills as autonomous learners	Medium
Capable, flexible and work ready	Students engage with global and national VET policy and analyse its outcomes and implications for students	Medium
Responsible, ethical and engaged citizens	Students engage with concepts of social justice in relation to the broad VET sector and their own learners.	High

Learning Task and Assessment:

Learning Outcomes Assessed	Learning 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%

Adopted Reference Style:

APA