

# Course Outline (Higher Education)

<b>School:</b>	School of Education
<b>Course Title:</b>	CONTEMPORARY VET PEDAGOGICAL PRACTICE
<b>Course ID:</b>	EDTAS2005
<b>Credit Points:</b>	15.00
<b>Prerequisite(s):</b>	Diploma of VET TAE50111 or TAE50116 or Diploma of VET Practice 21697VIC or EDTAS1205 VET teaching and assessment practice
<b>Co-requisite(s):</b>	Nil
<b>Exclusion(s):</b>	Nil
<b>ASCED:</b>	070109

## Description of the Course:

This course is aimed at improving students' current teaching practice and to develop in students the knowledge and skills to reflect critically on their vocational education and training pedagogical practice. They will undertake a structured 100 hour practicum in vocational education and training (in the formal VET sector) during which they will be required to teach students and seek, and to provide to others, observation of teaching/training and assessment, and to engage in other teaching-related duties including presenting to teacher meetings. The practicum may be undertaken as part of their normal work. Students will also provide evidence of previous periods of practicum undertaken. Students will identify current challenges in VET teaching/training and assessment, both in their own practice and more generally, and will be required during their practicum to address such issues.

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

**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	■	■	■	■	■	■

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

### Learning Outcomes:

#### Knowledge:

- K1.** Explore scholarly literature relating to contemporary practice in VET teaching and assessment and particularly that relating to challenges and dilemmas for VET teachers
- K2.** Critically examine standards for teaching in VET, national and international, as well as standards from other education sectors, in order to identify and problematise characteristics of good teaching
- K3.** Identify the teaching implications of the diversity of contexts and of learners in VET, including learners with language, literacy, numeracy and digital literacy development needs.
- K4.** Critically examine and reflect on accepted good practice examples of VET teaching
- K5.** Explore practice theory and its implications for developing a personal standpoint in professional practice.
- K6.** Examine the teaching implications of different modes of delivery and of current VET policy settings.

#### Skills:

- S1.** Keep abreast of discussions on VET pedagogical matters within the sector
- S2.** Organise and keep records of own teaching practice
- S3.** Organise and record observation of peers' VET pedagogical practice, observation of own practice by peers, and feedback from students.
- S4.** Implement improvements in own pedagogical practice and evaluate the success of these innovations
- S5.** Disseminate results of own innovations

#### Application of knowledge and skills:

- A1.** Apply learning from the scholarly literature and from professional debates to students' own pedagogical practice
- A2.** Identify the limits placed on pedagogical practice by regulatory and contextual matters
- A3.** Contribute to the learning of other VET teachers within and/or external to own organisation
- A4.** Apply an ethical framework to reconcile needs of learners with requirements of the sector, the curriculum, and the employing organisation.
- A5.** Develop confidence in making professional judgments.
- A6.** Reflect on own teaching and assessment practice, and identify strengths and weaknesses.

#### Course Content:

The course contains an introduction to bodies of literature and knowledge in VET teaching/training and assessment. The topics covered include the standards for good VET teachers as set out in seminal documents both in Australia and overseas, and the issues which create challenges for VET teachers in their daily practice. Students will be introduced to frameworks which will assist them in identifying such challenges and in decision-making about them. They undertake a period of pedagogical practice as part of which they will implement strategies addressing some of the identified challenges. They will receive critiques of their own work and will contribute to improving the practice of colleagues. This period of practice, equivalent to four weeks of teaching/training (100 hours), may be based on students' own normal

work as VET practitioners, within the formal VET sector in any type of training provider, or other arrangements may be negotiated with the course co-ordinator if necessary. Students undertaking the Associate Degree of VET who have entered with a Diploma of VET or Diploma of VET Practice are required to provide evidence of the practicum undertaken in the relevant qualification, and to undertake additional practicum hours if this evidence covers fewer than 100 hours

### Values:

- V1.** Students accept that their practice involves practical and ethical challenges and dilemmas which they need to address
- V2.** Students acknowledge the difficulty of balancing their own learners' needs with those of other stakeholders
- V3.** Students begin to develop a personal theory of their pedagogical practice to assist with future challenges and dilemmas
- V4.** Students are committed to contributing to their organisations and to their learners' development.
- V5.** Students value feedback from others on their own teaching and assessment practice.

### 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#)
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, K4, A1, A5	2
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.	K1, K2, K5, S1	1, 2
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.	K3, A3, A4,	2
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.	S2, S3, S5	1, 2, 3
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.	K6, A2, A4, V1, V2, V4	3

### Learning Task and Assessment:

Learning Outcomes Assessed	Learning Tasks	Assessment Type	Weighting
S2, A6.	Students report the details of the practicum supervisor who they have identified for their practicum. Students who have not studied the course EDTAS1205 submit evidence of practicum from other qualifications for evaluation. All students summarise and reflect on the practicum associated with their previous qualifications or with their studies in EDTAS1205.	Submission of documentation and short reflective report.	10%
K1-K6, S1, A2, A3, A4, A5	Identify, from own practice, from debates in the VET sector, and from the literature, current issues and challenges affecting teaching, learning and assessment practice, and influencing current descriptions of VET teaching. Reflect on their application to own teaching practice and teaching context.	Written response	30-50%
S2-S5, A1-6.	Undertake, record and report on a structured practicum, of 100 hours minimum, in VET pedagogy within the formal VET sector. The practicum includes observation by peers, observation of peers, and student feedback; and other teaching-related activities. The practicum includes devising and putting into practice strategies to deal with identified issues, and dissemination of learning from the practicum. The assignment includes a written reflection. Students who have not studied the course EDTAS 1205 may be required to undertake additional practicum hours.	Structured practicum, report and reflective essay	40-60%

### Adopted Reference Style:

APA

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

Fed Cite - [referencing tool](#)