Collaborative teaching model to amalgamate vocational education skills into tertiary programs - Contributing towards holistic student experience for the Lifelong learning

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Aim
The aim of the study is to examine the untapped potential of a learning model for a student where vocational education plays a key role in higher education outcomes.

Background
UQ-Skills is a vocational arm of University of Queensland. This paper has researched the potential of packaging vocational competencies along with degree program which has seen some exceptional results for students as an employment outcome.

This study explores the impact of collaboration, packaging the unit of competencies, designing of modules, complimentary approaches towards a holistic educational experience. This exceptional training model is to facilitate students learning to integrate their theoretical study and hands-on experience by supporting a sequential, embedded accomplishment of dual qualifications across both VET and University study in the Bachelor of Veterinary Technology and Bachelor of Wildlife Science degree providing increased amounts of industry specific practical skills withunderpinning knowledge.

Method
In order to determine the impact of vocational education in degree program, I studied couple of methodologies to see the effectiveness

• Observation Research Method-Case Study
• Theoretical Method-Logically structured knowledge
• Empirical method-Directly related to practice and synthesis of feedback

Discussion & Conclusions
• UQ-Skills with a core role to support the Faculty and its programs delivery to deliver applied teaching with accreditation.
• Achieving multiple student finalists in the Queensland training awards is testimony to the quality training delivered in the program. In 2007, 100% of the students had employment outcome.
• It is time to reverse this trend and remove the perceived stigma associated with vocational education and innovate a teaching model which will prepare better workforce for economic growth of Australia
• The study indicates that the approaches used like work-placement as part of course supported by a professional trainer and timely feedback, constitute good tools in order to improve self-directed learning and understanding. It also supports the overarching requirement of Australian Government to articulate graduate outcomes in employment.
• More importantly, Learner’s understand that any trade problems are neither ‘simple’ nor ‘standard’. It is such autonomy that permits a learner, to think and learn, and to make them better prepared to face the real world.
• Finally, in globalised education context and from industry perspective vocational training is supposed to provide ‘working-class education’ which again justifies its importance for tertiary programs.

Acknowledgement
NCVER- Report-Total VET students and courses 2017
UQ Skills