

Vocational Education at RMIT University

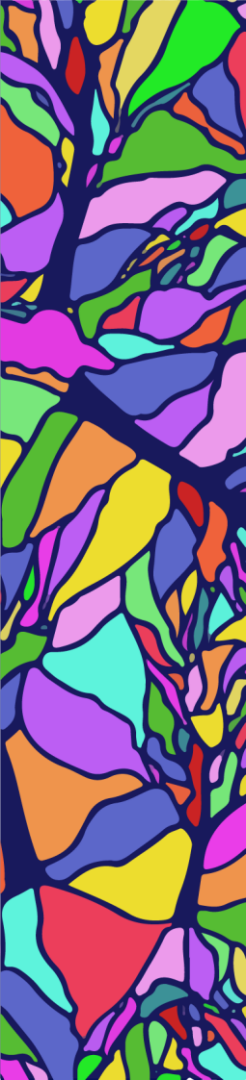
Peter Ryan

Executive Dean, School of Vocational Engineering,
Health & Sciences

Elissa McKenzie

Manager, Vocational Education Design Team (VEDT)
of the Education Portfolio

What's next...



Australia's largest tertiary institution



- Founded in 1887
- Five Campuses in Australia & Vietnam
- 91,911 Students (40.6% international students)
- Established as a public university in 1992
- 3 Colleges, 17 Schools
- Exchange partnerships with over 200 partners across 40 countries
- In 2001 RMIT is invited by the Vietnamese Government to establish Vietnam's first and only foreign-owned university.

Our locations

- Three campuses in Melbourne, Australia: City, Brunswick and Bundoora.
- Two campuses in Vietnam: Ho Chi Minh City & Hanoi
- A research, industry and global experience centre in Barcelona, Spain
- And with many partners across the globe, including teaching partnerships in Singapore, Mainland China, Hong Kong SAR, Sri Lanka & Indonesia

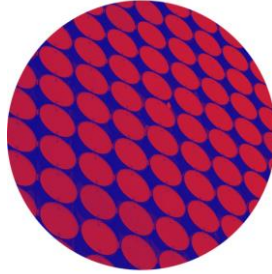


Colleges



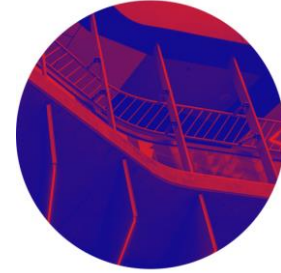
Business

- Accounting
- Business IT & Logistics
- Economics, Finance & Marketing
- Graduate School of Business & Law
- Management
- Vocational Business Education



Design & Social Context

- Architecture & Design
- Art
- Education
- Fashion & Textiles
- Global, Urban & Social Studies
- Media & Communication
- Property, Construction & Project Management
- Vocational Design and Social context



Science, Engineering & Health

- Engineering
- Health & Biomedical Sciences
- Science
- Vocational Engineering, Health & Sciences

Schools



School of Vocational Business Education

The School of Vocational Business Education prides itself in the suite of solutions it provides to assist industry and individuals reach their full potential.



School of Vocational Design & Social Context

The School of Vocational Design and Social Context delivers quality student experiences, deep industry impact, and a strong sense of identity and belonging.



School of Vocational Engineering, Health & Sciences

We offer a diverse range of certificate, diploma and sub-bachelor programs, including engineering technology, nursing, computer science, myotherapy, and dental studies.

Return to campus



Our Nursing and Trades students returned to campus to complete practical assessments that could not be completed online.



Building 57 Workshop



Nursing

Vocational programs



- Our Nursing programs are 60% practical and 40% theory.
- Our Engineering programs are 60% practical and 40% theory.
- Our Dental programs are 70% practical and 30% theory.



Nursing simulator



Engineering students

Vocational programs



Our Business programs
50% practical or
Industry project work,
and 50% Theory.



Practice Firm Facility – College of Business



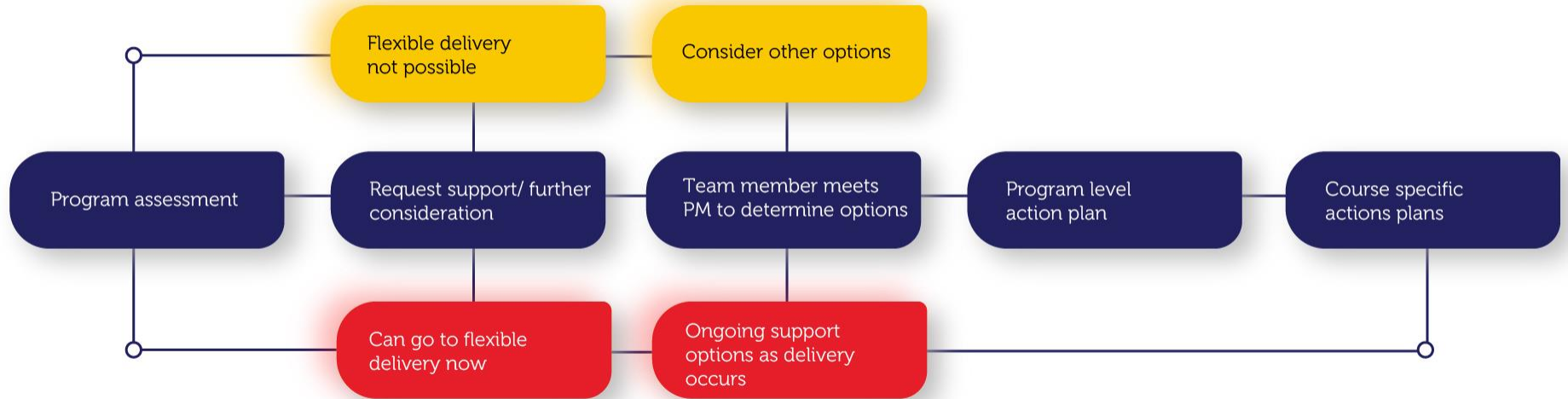
COVID-19 – March 23 – What happened

- We were forced to suspend all traditional classes on campus.
- Move all platforms to digital.
- All management and administration processes completely remote and online.
- Immediate shift from traditional lectures and tutorials to online.

Note: For Vocational Education, a significant amount of learning and skill enhancement was disconnected because of this (no practical assessments).

Steps to flexible delivery

- Rapid transformation
- Assessment of what could be delivered
- Supported decision making
- Action planning



Support mechanisms

- One-to-one mentoring and elbow support for teachers
- Collaborative support with learning and teaching staff in the schools
- Guidance materials, videos and templates
- Broad range of professional development options





Ensuring quality

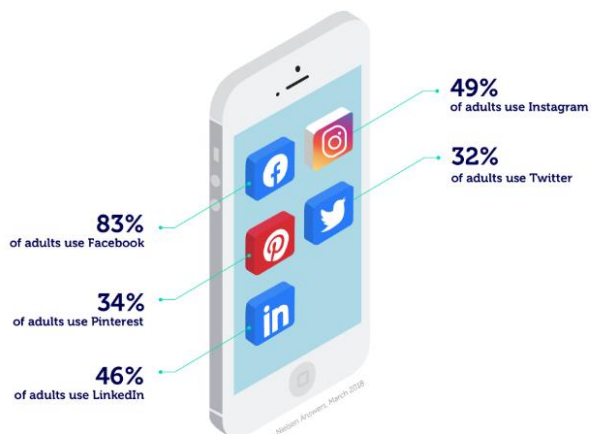
- Quality confirmation process against agreed benchmarks
- Feedback for teaching staff on quality of their online delivery
- Alignment back to support options
- Student feedback surveys
- Teacher self-assessment



Where are we now

- Delivering classes online through Microsoft Teams, Echo360 and Collaborate Ultra
- Student experience guided through Canvas
- Formative and summative assessments submitted through Canvas

Content



Activity

Download and read through the [PDF guide on controlling hazards and risks in the workplace](#) from the Work Safe Victoria site.

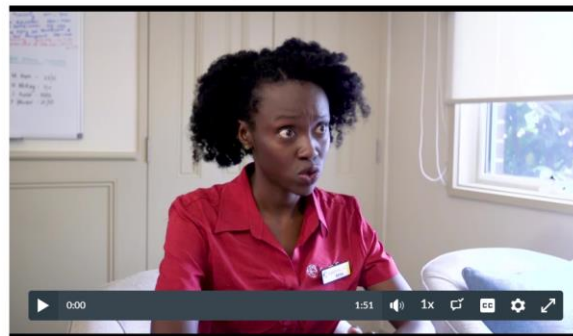
Example policy

Policy 20: Monitoring blood pressure

To establish and monitor an individual **blood pressure baseline** for each resident.

To be performed on (a) initial assessment, (b) the designated monthly review, (c) following a catastrophic event or (d) when ordered by the medical officer.

Regardless of the actions you take or how big the risk seems, you must let your supervisor know about the hazard. All hazards must be reported. In some cases, your supervisor will need to take further action. Your supervisor may also ask you to complete a formal report. Watch the following video to see how Sena deals with a hazard in her facility.



[Download transcript](#)

Interaction with peers and teachers



 [Download transcript](#)

Procedure

- Think about the questions asked in the video. What would you answer?
- What do you think this video tells us about the ways people in Australia are different?
- Select Write a reply... and write your post to join the discussion.
- After you have completed your first post read your peers' responses. You can like or reply to their responses as you like.



A WHS policy is only useful if everyone in the organisation knows about it. Communicating the key messages of your policy to all staff is vital.

Look at the White Dwarf WHS Policy. What do you think are the key messages? Create a short post that captures these messages below.

The forum will be monitored by your teacher.

Procedure

1. Think about the question posed.
2. Select Write a reply... and add your post. You may type directly in or create an image or other type of post that shows the key message of the policy. Do not copy and paste directly from the policy.
3. Look at the posts added by your peers. Take time to comment on these posts.

Facilitation of practice/learning activities



① Drag the options onto the correct space of the house to increase its environmental sustainability.

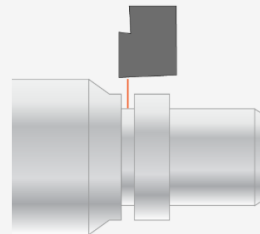


Air Conditioning Draft control Indoor Plants Window coverings including permits over windows Wall and floor insulation
Efficiency / energy use of lighting Optimise Daylight Transport option
Internal finishes that do not continue to off gas once installed (ie laminate, glues, adhesives) Ventilation Internal Finishes & Fittings

4/15 [C Retry](#)

Knowledge check

Larry shows you a cabinet containing toolings used on CNC lathe machines. There are shelves and drawers full of them! You spend some time familiarising yourself with the various types of cutting tools, inserts and tool holders. Larry asks you the following questions.



Question 1 of 5

Identify the pictured lathe cutting tools.

- ☐ Facing/turning tool
- ☐ Grooving tool
- ☐ Boring tool
- ☐ Threading tool
- ☐ Cut-off tool

[Submit](#)

Have a go

Ask your workplace supervisor or TAFE trainer to show you where lathe cutting inserts and tool holders are stored. Ask them to demonstrate how different tools are attached to tool holders, then have a go at assembling a few yourself.



Have a go

Ask your supervisor to introduce you to some of the different people in your facility. Make a note of their names and roles so you can refer back to this later.



What does the future look like?

- We have developed sophisticated online system approaches to support students distance education.
- Technology will assist with supporting practical assignments in the workplace.
- Simulation and alternative assessment practices will be used.
- Reliance on workshops, laboratories and technical equipment will become less.
- Industry partnerships will support many practical learning activities.