

# What if second year is your first? Supporting VE to HE pathway students in a law based subject

VU COLLEGE  
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**VICTORIA  
UNIVERSITY**

**A NEW  
SCHOOL OF  
THOUGHT**

# Context...

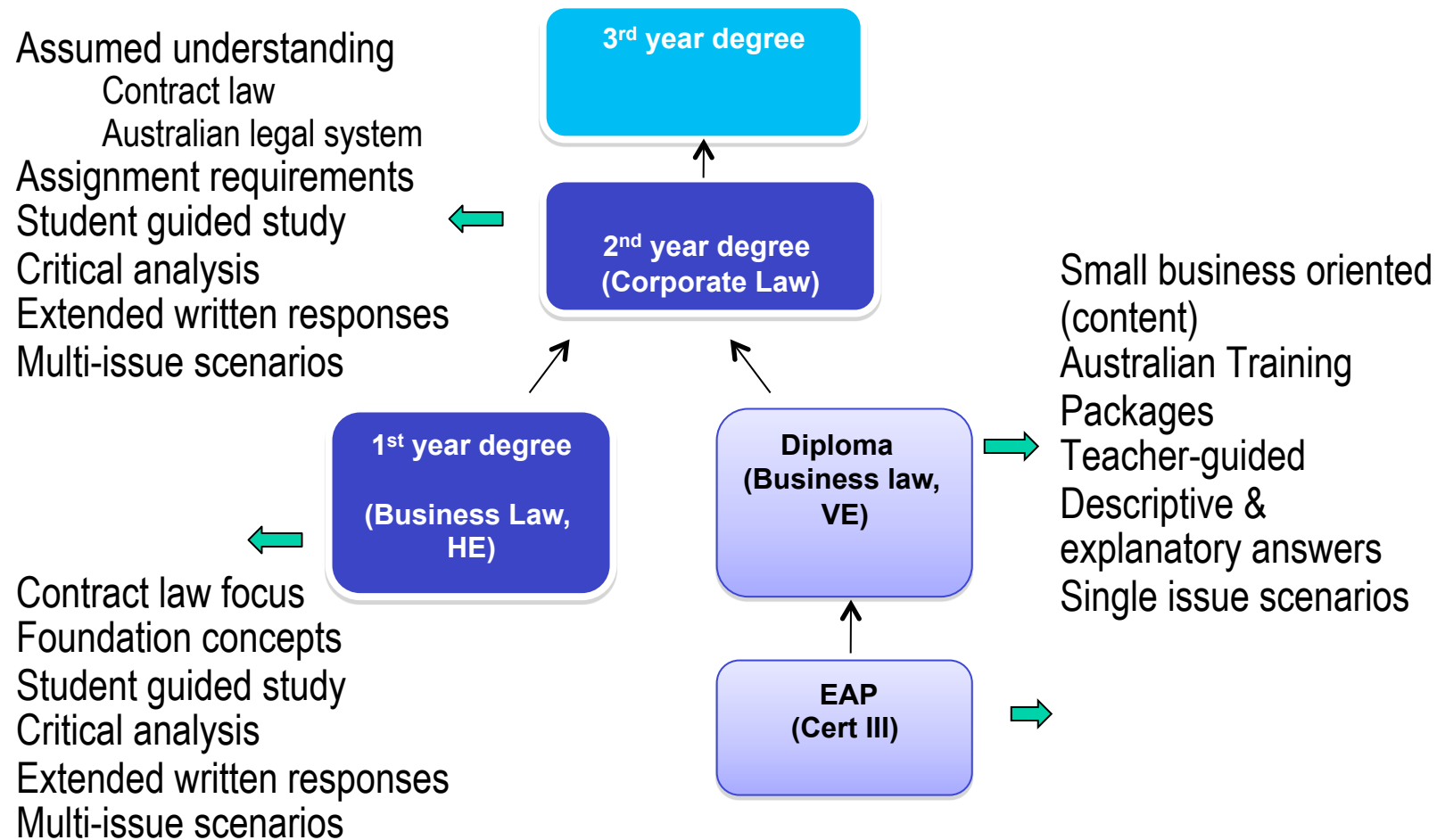
- Increased focus on pathways
  - participation: 29-40% of 25-34 y/o by 2020
  - social inclusion: 20% low SES by 2020
- Nationally
  - around 14% of commencing students in HE in 2003 had a TAFE diploma or advanced diploma (Stanwick 2006, p.17)
  - many of these receive credit for 1st year/sem. subjects

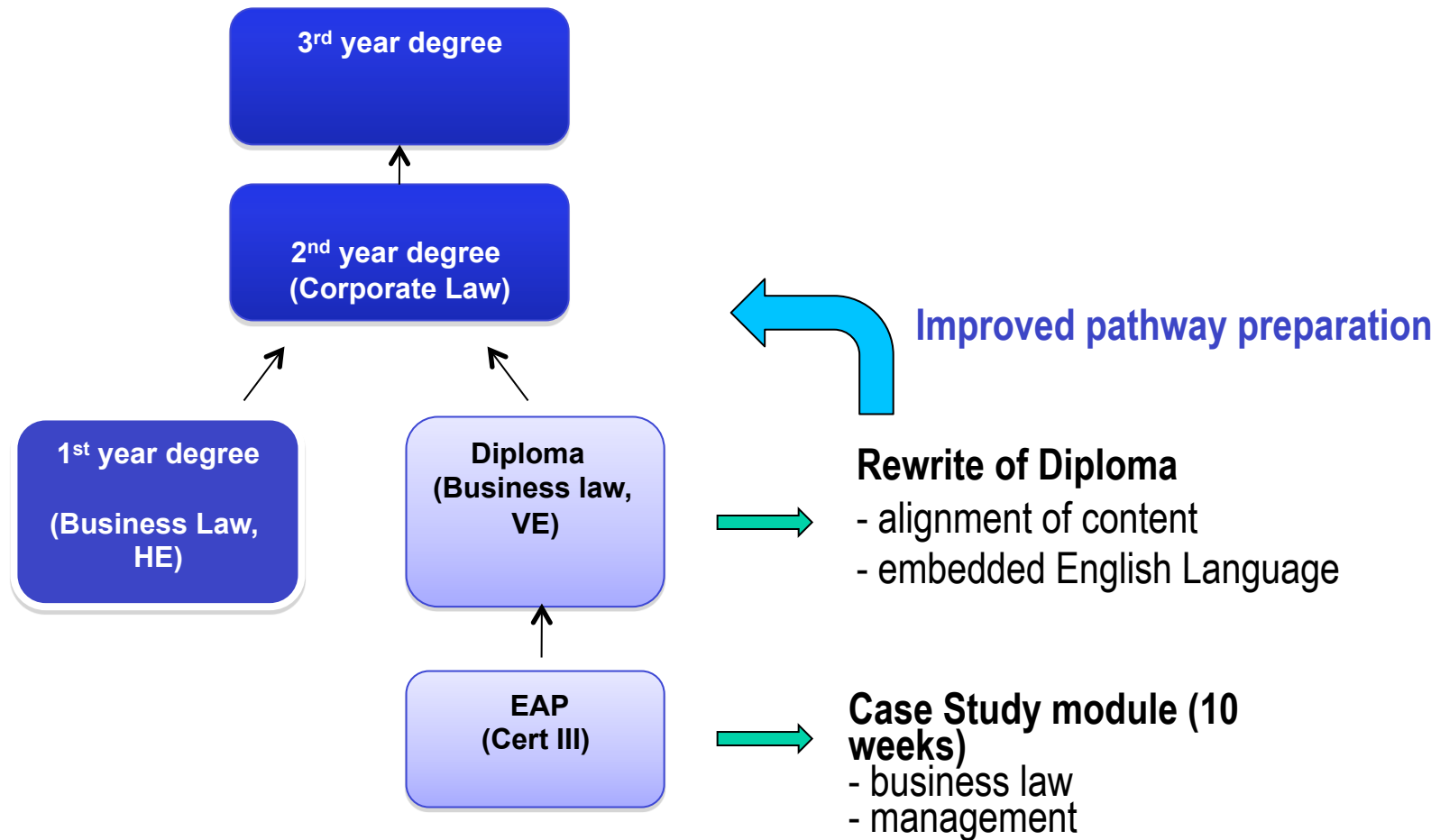
# Context...

- At VU
  - 9% VE articulating students - domestic
  - 1/3 – international students
- Corporate law:
  - Domestic - 10%
  - International students
    - City Flinders 24%
    - Footscray Park Campus 53%

# Context

- How well aligned are VE (National Training Package) and 'functionally equivalent' HE 'credited' subjects in terms of
  - content (foundation concepts)
  - academic skills
  - intro to HE study culture
  - language support
- Series of projects at VU to address this complex issue





# AIMS

- To support transition of students into Corporate Law
- To provide a variety of learning experiences through online and face to face delivery modes

# LEARNING STRATEGIES INTRODUCED


- Apart from face to face lectures and tutorials we introduced:
- Broader Assessment
- 40% internal and 60% on exam
- A Case Study – written assessment or Multiple choice?
- Purpose and effect of case study – students at risk?
- Support for students at risk
- Evaluation Positive



# LEARNING STRATEGIES INTRODUCED















- On-line learning for Blackboard

Your location: **Course Content Home**



## Corporate Law BLO2205

Hint: Get more screen area by collapsing the left menu column and/or using **F11** to toggle between full-screen and normal modes

 <p><b>INTRODUCTION</b> Study Skills for Corporate Law</p>	 <p><b>1</b> Business Structures</p>	 <p><b>2</b> History &amp; Types of Companies</p>	 <p><b>3</b> The Company as a Separate Entity</p>	 <p>Student Guides</p>
 <p><b>9</b> Companies in Financial Distress</p>	 <p><b>10</b> <b>FEEDBACK</b> Tell us what worked for you ... and what didn't</p>	 <p><b>4</b> The Company Constitution</p>	 <p>Resources</p>	
 <p><b>8</b> Shareholders Remedies</p>	 <p>Directors &amp; Directors' Duties</p>	 <p>Corporate Finance</p>	 <p><b>5</b> Company Contracting</p>	 <p>Assessments, Assignments &amp; Case Studies</p>

# On-line learning for Blackboard

- Assessable task on foundational part of course
- 5% of assessment
- Evaluation of online modules

# Latest initiatives

- DVD – designed as an introduction for international and onshore students into the subjects and what they can expect.
- Features of DVD
  - 1. Orientation to HE culture of learning
  - 2. Brief overview of Australian Legal System
  - 3. Introduction to key concepts in Corporate Law
  - 4. Introduction to different genres of writing in Corporate Law
  - 5. Reading Strategies
- Includes interviews with law lecturers, language & learning specialists, and advice from past students.

**DVD**

# Conclusions

- Positive evaluation of Case study – working well and will continue
- Broadening the assessment has improved progression rates

## Challenges...

Has broadening assessment really improved outcomes?

- Too much assessment?
- Lack of focus on the final exam?
- Do we need to reconsider internal assessment?
  
- Student at risk policy
- Supplementary assessment policy
- Possible changes in the English language entry levels of international students?

# Discussion

1. With an anticipated increase in VET-HE pathways stemming from the Federal Government's social inclusion and increased participation targets, how well aligned are Diploma subjects that function as equivalent to HE 'foundational' first year subjects (such as Business Law)? How should any disparities be addressed?

Implicit in these questions are:

- (i) the issues re different cultures of learning between two sectors
- (ii) the different expectations of assessment tasks and learning requirements.

# Discussion

2. Given that issues have been identified regarding the different learning requirements between the two sectors, what strategies could be employed to facilitate a smoother transition for articulating students?
3. What are other people's experiences of the VET to HE transition (in HE-dedicated institutions?) What kinds of approaches have been used? Are the same issues present? Are there different issues?

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