

Diploma/Bachelor of Education and Training

Diploma of Education and Training (DipEd&Train)

The Diploma of Education and Training is designed to provide those students entering vocational education and training (VET) programs who have no prior tertiary qualifications with the basic knowledge and skills to become a competent teacher, lecturer or instructor in vocational education and training. It may be completed in two years full time or equivalent part time.

Note: There will be no first-year intake into the Diploma of Education and Training in 2003. Applications will only be accepted from those who have completed the Certificate IV in Assessment and Workplace Training. Acceptance of an offer will be on the condition that all course requirements are completed by the end of 2004.

Course objectives

The course broadly aims to develop professional educators and trainers able to make significant contributions to the Australian community, business, industry, educational and governmental organisations. Completion of the course should enable you to:

- apply and adapt key concepts and theories of adult education and training within the changing contexts of vocational education and training;
- evaluate the contexts of vocational education and training using a range of theoretical perspectives;
- analyse the interplay between group, individual and organisational needs and assess how these can be addressed through education and training;
- develop and maintain professional relationships and collaborative work practices; and
- engage in on-going critical reflection as a means of continuing your professional development.

Bachelor of Education and Training (BE&Train)

The Bachelor of Education and Training is designed to provide students with more advanced teaching/learning skills and knowledge in VET, and also with the knowledge and skills to take on greater responsibilities for the supervision and management of VET. It also gives them the opportunity to go on to a variety of postgraduate programs in VET.

The degree may be completed in three years full time or equivalent part time. An honours year, following the third year of the Bachelor of Education and Training, provides outstanding students with the opportunity to study aspects of VET at an advanced level, to undertake a significant piece of research in the field, and it further enhances their opportunity to go on to postgraduate work in this area.

Note: There will be no first-year intake into the Bachelor of Education and Training in 2003. Students who have completed the Diploma of Education and Training may apply for the final year of the Bachelor of Education and Training. Acceptance of an offer will be on the condition that all course requirements are completed by the end of 2004.

Course objectives

The course broadly aims to develop professional educators and trainers able to make significant contributions to the Australian community, business, industry, educational and governmental organisations. Completion of the course should enable students to:

- apply and adapt key concepts and theories of adult education and training within the changing contexts of vocational education and training;
- evaluate the contexts of vocational education and training using a range of theoretical perspectives;
- analyse the interplay between group, individual and organisational needs and assess how these can be addressed through education and training;
- develop and maintain professional relationships and collaborative work practices; and
- engage in on-going critical reflection as a means of continuing your professional development.

Bachelor of Education and Training (Honours) BE&Train (Hons)

Note: There will be no intake into the Bachelor of Education and Training (Honours) in 2003.

In the honours year or part-time equivalent, two subjects are undertaken from the postgraduate subject pool (see Master of Education brochure or the Faculty of Education Postgraduate Handbook 2003) in addition to a research methods subject and a minor thesis. The additional honours year provides the opportunity for candidates with a special interest in and capacity for research to undertake a challenging and intensive program with a major research focus in a selected area of vocational education and training.

Students may apply for the Bachelor of Education and Training (Honours) if they have completed the Bachelor of Education and Training at a standard of H2A or above in the final year, or an approved equivalent.

Upon completion of this course students should be able to demonstrate:

- an understanding of the theory and practice of educational research needed to evaluate the research literature and carry out systematic research activities;
- an appreciation of the professional responsibilities and ethical principles associated with research, particularly that conducted in vocational education and training settings; and
- advanced knowledge and understanding of educational theory and practice in a selected area relevant to vocational education and training settings.

To qualify for the Bachelor of Education (Honours) award students must:

- complete two subjects chosen from the postgraduate pool of subjects in VET (see 2003 Faculty of Education Postgraduate Handbook). Subjects should be related to a potential thesis topic (2 x 25 points);
- complete a research methodology subject (25 points); and
- complete a 10 000-word thesis (25 points).

Bachelor of Education and Training (HRD) (Singapore Program)

The Bachelor of Education and Training (Singapore Program) is taught in Singapore through an arrangement with the Singapore Institute of Management (SIM). Holders of the Diploma of Human Resource Development at SIM (or equivalent) have the opportunity to upgrade their qualification to degree level by undertaking the Bachelor of Education and Training (HRD) in a combined distance/intensive mode.

Students enrolling in the Singapore Program are required to have completed a Diploma in Human Resource Development or an equivalent approved by the faculty and receive 100 points credit towards the Bachelor of Education and Training (HRD) and complete the remaining 200 points in Singapore, normally over three years.

This course is only available to international students. Subjects are not available under the Higher Education Contribution Scheme (HECS).

Credit

Students who have already completed Certificate IV of Workplace Training prior to commencing the diploma/bachelor may, on application, receive credit for all first-year subjects **except** for 468-119 Integrating IT Into Training (p.3).

For further details refer to a copy of the Faculty of Education credit policy which is available from the Faculty Office.

Course structure

The Diploma of Education and Training and the Bachelor of Education and Training courses consist of four compulsory strands. Studies in learning provides subjects which enable the student to understand learning in the workplace, the wider influences on learning and the learner, and selected models and theories of learning appropriate to vocational education and training. Contexts and applications of education and training provide the student with background knowledge about work and cultural issues affecting VET. All the subjects in these two strands are compulsory. The VET practice strand provides the professional knowledge and practice necessary for graduates to assume responsibility for education and training programs. The compulsory subjects in this stream are designed to allow students to adapt models and approaches to their own workplaces. Elective subjects are available in this strand in the second and third years. The information technology and multimedia strand enables the student to gain and develop skills in this area of increasing importance in education and training. The elective subjects allow students to expand their knowledge in IT in specific areas of workplace need.

Diploma of Education and Training

First year	Points
Compulsory subjects	
468-101 Adult Learning & Learners (p.2)	12.5
468-103 Contexts of Workplace Training (p.2)	12.5
468-105 Workplace Trainer (p.2)	12.5

First year

468-106	Preparing & Delivering Training (p.3)	Points	12.5
468-107	Preparing Training Programs (p.3)		12.5
468-108	Evaluating Training Programs (p.3)		12.5
468-116	Assessor Training (p.3)		12.5
468-119	Integrating IT Into Training (p.3)		12.5
Total		100.0	

Second year

Compulsory subjects			
468-205	Information Technology in VET (p.3)	Points	12.5
468-206	Issues in VET Policy (p.3)		12.5
468-208	Training Co-ordination (p.3)		12.5
468-219	Learning & Thinking (p.4)		12.5
468-220	Workplace Organisation & Technology (p.4)		12.5
468-221	Contexts in VET (p.4)		12.5
468-222	Diversity in the Workplace (p.4)		12.5

Elective subjects (Choose ONE from the following subjects)

468-209	Mentoring and Coaching (p.3)	12.5
468-210	Introduction to Training Consultancy (p.3)	12.5
468-211	Individual Project (p.3)	12.5
468-223	Multimedia Development & Production (p.4)	12.5
Total		100.0

Bachelor of Education and Training

First year

As for Diploma of Education and Training - first year.

Second year

As for Diploma of Education and Training - second year.

Third year

Compulsory subjects			
468-307	Advanced Learning Theory (p.4)	Points	12.5
468-308	Praxis (p.4)		12.5
468-309	Program Design in VET (p.4)		12.5
468-310	VET Policy Analysis (p.5)		12.5
468-311	Economics & Finance of VET (p.5)		12.5
468-312	Managing Learning in the Workplace (p.5)		12.5

Elective subjects (Choose TWO from the following subjects)

468-209	Mentoring and Coaching (p.3)	12.5
468-210	Introduction to Training Consultancy (p.3)	12.5
468-211	Individual Project (p.3)	12.5
468-223	Multimedia Development & Production (p.4)	12.5
468-313	Workplace Literacy & Numeracy (p.5)	12.5
468-314	Philosophy & Ethics in VET (p.5)	12.5
468-317	International VET (p.5)	12.5
Total		100.0

Bachelor of Education and Training (HRD) (Singapore Program)

This program is offered in a combined distance/intensive mode for graduates of the Diploma of Human Resource Development at the Singapore Institute of Management, or an equivalent qualification approved by the Faculty. Credit from this diploma is granted for the equivalent of eight subjects (100 points).

This course is only available to international students in Singapore, and subjects are not available under the Higher Education Contribution Scheme (HECS).

First year			
Semester 2			
468-130	Assessing Trainee Competence (SP) (p.5)	Points	12.5
468-230	Facilitating Work-Based Learning (SP) (p.5)		12.5
468-231	Learning and Thinking (SP) (p.5)		12.5
<i>Sub-total</i>			37.5

Second year

Semester 1			
468-232	Workplace Organisation & Technology (SP) (p.6)	Points	12.5
468-234	Diversity in the Global Workplace (SP) (p.6)		12.5
468-236	Designing for Flexible Delivery (SP) (p.6)		12.5
468-320	Advanced Learning Theory (SP) (p.6)		12.5

Semester 2			
468-235	Contemporary Issues in HRD (SP) (p.6)	Points	12.5
468-322	Designing & Implementing Programs (p.6)		12.5
468-323	HRD Strategy and Policy Analysis (SP) (p.6)		12.5
468-325	Managing Learning in the Workplace (SP) (p.7)		12.5
<i>Sub-total</i>			100.0

Third year

Semester 1			
468-321	Linking Theory and Practice (SP) (p.6)	Points	12.5
468-324	Organisational Change & Development (SP) (p.6)		12.5
468-330	Evaluating HRD Programs (SP) (p.7)		12.5
468-328	International HRD (SP) (p.7)		12.5
468-329	Work-based Project (p.7)		12.5
<i>Sub-total</i>			62.5
Total			100

Contact hours

The contact hours listed in the subject descriptions are expressed in terms of the total contact or equivalent for that subject.

1. Intensive program:

Subjects are offered over three full days on weekends or six half days via a combination of lectures, tutorials, workshops and seminars.

2. On-line delivery:

Some subjects will be available in on-line mode for students who have access to the required computing and internet facilities.

Workplace learning agreement

All subjects in the first year of the Diploma of Education and Training and the Bachelor of Education and Training include a special requirement statement which advises students of the need to have access to an approved role in education and training to enable them to undertake workplace tasks as required, integrating theory and practice. The access to an approved role in education and training is normally guaranteed by the employer in writing as a condition of entry to the course. Should access to this role become unavailable or restricted during the course, the student will be responsible for finding an alternative placement approved by the faculty. Failing this, in extenuating circumstances, the faculty may approve a period of leave of absence for a reasonable period of time in which employment or an education and training role may be sought by the student.

Students in the first year of study may be required to collaborate with workplace mentors, supervisors or colleagues, as well as lecturers and fellow students to undertake tasks in their workplace integrating theory and practice. It is expected that time of at least equivalent to subject contact hours will be spent in the workplace training role.

Subject descriptions

468-101 Adult Learning & Learners

Note: Special requirement: Students in this subject are required to have access to an approved role in education and training which will enable them to undertake workplace assessment as required.

Availability: Not available in 2003

Credit points: 12.5

HECS-band: 1

Semester: Not Offered

Description: This subject is an introduction to the social, psychological and cultural theories of learning; the role of language and communication in learning; and strategies for building constructive learning group cultures and for overcoming difficulties experienced by educators and trainers when working with groups and individuals.

468-103 Contexts of Workplace Training

Note: Special requirement: Students in this subject are required to have access to an approved role in education and training which will enable them to undertake workplace assessment as required.

Availability: Not available in 2003

Credit points: 12.5

HECS-band: 1

Semester: Not Offered

Description: This subject focuses on forms of preparation for work and how these reflect the social, political and economic structures of education and society; an introduction to current VET policy and infrastructure at federal, state and local levels; and exploration of the roles of professional groups within VET.

468-105 Workplace Trainer

Note: Special requirements: Students in this subject are required to have access to an approved role in education and training which will enable them to undertake workplace assessment as required.

Availability: Not available in 2003

Credit points: 12.5

HECS-band: 1

Semester: Not Offered

Description: Topics include needs assessments, design options, elements of session planning, training/teaching practice; trainee assessment; session evaluation. Theoretical underpinnings of session planning including communication and questioning strategies will be introduced.

468-106 Preparing & Delivering Training

Note: Special requirements: Students in this subject are required to have access to an approved role in education and training which will enable them to undertake workplace assessment as required.

Availability: Not available in 2003

Credit points: 12.5

HECS-band: 1

Semester: Not Offered

Description: Topics include constructs of 'training', 'development', 'education'; designing training and learning interventions; aspects of self-paced and self-directed learning programs, on-the-job/off-the-job and contract learning, evaluation of personal performance; and introduction to competency-based training and workplace assessment theory and practice.

468-107 Preparing Training Programs

Note: Special requirements: Students in this subject are required to have access to an approved role in education and training which will enable them to undertake workplace assessment as required.

Availability: Not available in 2003

Credit points: 12.5

HECS-band: 1

Semester: Not Offered

Description: This subject is an introduction to methodologies for program design and development; identification of factors impinging on program design decisions; and exploration of theoretical underpinnings and applications in the workplace.

468-108 Evaluating Training Programs

Note: Special Requirement: Students in this subject are required to have access to an approved role in education and training which will enable them to undertake workplace assessment as required.

Availability: Not available in 2003

Credit points: 12.5

HECS-band: 1

Semester: Not Offered

Description: Theories of evaluation of education and training contexts; forms and procedures for summative and formative evaluation; and approaches to the design, conduct and reporting of evaluation will be studied.

468-116 Assessor Training

Note: Special requirement: Students in this subject are required to have access to an approved role in education and training which will enable them to undertake workplace assessment as required.

Availability: Not available in 2003

Credit points: 12.5

HECS-band: 1

Semester: Semester 1

Description: Topics include the nature of assessment; normative and criterion-based approaches; key issues in assessment; the contemporary role of assessment in the workplace; the design and conduct of valid, reliable, fair and efficient assessment procedures, modes of reporting; and self-assessment methods.

468-119 Integrating IT Into Training

Note: Special requirements: Students in this subject are required to have access to an approved role in education and training which will enable them to undertake workplace assessment as required.

External mode students must have access to the required computing and internet facilities, as detailed on the Faculty of Education homepage.

Availability: Parkville campus or external (on-line) mode

Credit points: 12.5

HECS-band: 1

Coordinator: Ted Clark

Contact: A total of 24 hours for internal mode students. External mode students can expect a total workload of approximately 120 hours over the semester (*Semester 1*).

Description: Topics include criteria for the use of software for training purposes, technical and design considerations for computer-based presentations, constraints on remote and computer-based delivery of industry and TAFE training, methods appropriate to training and education for the integration of a range of software, including word processors, databases, presentation packages, graphics sound and moving image files, and internet and the World Wide Web browsers and search engines.

Assessment: Essays, assignments and/or class presentation equivalent to 4000 words.

468-205 Information Technology in VET

Note: Special requirements: Students in this subject should have access to a personal computer.

External mode students must have access to the required computing and internet facilities, as described on the Faculty of Education homepage.

Availability: Parkville campus or external (on-line) mode

Credit points: 12.5

HECS-band: 1

Coordinator: Ted Clark

Prerequisites: 468-119 Integrating IT Into Training (*p.3*)

Contact: A total of 24 hours for internal mode students. External mode students can expect a total workload of approximately 120 hours over the semester (*Semester 2*).

Description: This subject examines the implications of information and communication technologies within vocational education and training, and the wider community - local, national and global. A major focus is network communications in education and training, such as email and the world wide web.

Assessment: Essays, assignments and/or class presentation equivalent to 4000 words.

468-206 Issues in VET Policy

Credit points: 12.5

HECS-band: 1

Coordinator: Ian Roos

Prerequisites: 468-103 Contexts of Workplace Training (*p.2*)

Contact: A total of 24 hours (*Semester 1*).

Description: This subject examines current political, economic and social perspectives of VET; and analyses of the nature, origin and scope of public and professional issues in VET.

Assessment: Essays, assignments and/or class presentation equivalent to 4000 words.

468-208 Training Co-ordination

Credit points: 12.5

HECS-band: 1

Coordinator: Paul Hanrahan

Prerequisites: 468-106 Preparing & Delivering Training (*p.3*)

Contact: A total of 24 hours (*Semester 2*).

Description: This subject examines the application of management models to education and training; a study of the impact on learning of administrative systems; information needs and processes in organisational contexts; and introduction to budget preparation and analysis, human resource management systems.

Assessment: Essays, assignments and/or class presentation equivalent to 4000 words.

468-209 Mentoring and Coaching

Credit points: 12.5

HECS-band: 1

Coordinator: Dianne Mulcahy

Prerequisites: 468-101 Adult Learning & Learners (*p.2*)

Contact: A total of 24 hours (*Semester 1*).

Description: Topics include role of workplace mentor and coach; skills and attributes; formal and informal mentoring and coaching schemes; exploration of theoretical underpinnings of the mentor concept; and professional application in the workplace.

Assessment: Essays, assignments and/or class presentation equivalent to 4000 words.

468-210 Introduction to Training Consultancy

Credit points: 12.5

HECS-band: 1

Coordinator: Paul Hanrahan

Prerequisites: 468-108 Evaluating Training Programs (*p.3*)

Contact: A total of 24 hours (*Semester 2*).

Description: Topics include concepts, rationale, characteristic purposes and features of consultancy; theories and models of organisational change and development and the consultant's role; types and frameworks for consultancy; values and ethics for consultants; and professional development and associations.

Assessment: Essays, assignments and/or class presentation equivalent to 4000 words.

468-211 Individual Project

Credit points: 12.5

HECS-band: 1

Coordinator: Ian Roos

Prerequisites: 468-108 Evaluating Training Programs (*p.3*)

Contact: A total of 24 hours (*Semester 1, repeat 2, Summer*).

Description: Participants will design, manage, implement and evaluate an innovative project in the workplace with support from the supervising lecturer.

Assessment: Essays, assignments and/or class presentation equivalent to 4000 words.

468-219 Learning & Thinking

Credit points: 12.5

HECS-band: 1

Coordinator: Carol Lewis-Shaw

Prerequisites: 468-101 Adult Learning & Learners (*p.2*)

Contact: A total of 24 hours (*Semester 2*).

Description: This subject introduces selected learning theories, concrete and abstract thinking; theories of intelligence; as well as strategies for identifying the learning needs of individuals and a consideration of individual learning, teaching and training styles and how these may affect communication in education and training.

Assessment: Essays, assignments and/or class presentation equivalent to 4000 words.

468-220 Workplace Organisation & Technology

Credit points: 12.5

HECS-band: 1

Coordinator: Ian Roos

Prerequisites: 468-103 Contexts of Workplace Training (*p.2*)

Contact: A total of 24 hours (*Semester 2*).

Description: This subject reviews workplace organisation theories such as Taylorism, scientific management, human relations, contingency theory, organisational cultures. Topics include an examination of factors and forces that are responsible for the convergence of workplace organisation and technology: Fordism, neo-Fordism, post-Fordism or flexible specialisation; how do modes of technology serve the interests of some over the interests of others; a critical and comparative exploration of technological determinism and social determinism; and use of actor network analysis as a 'tool' and the implications of workplace reformation for work roles, relationships, vocational knowledge and skill development.

Assessment: Essays, assignments and/or class presentation equivalent to 4000 words.

468-221 Contexts in VET

Credit points: 12.5

HECS-band: 1

Coordinator: Dianne Mulcahy

Prerequisites: 468-103 Contexts of Workplace Training (*p.2*)

Contact: A total of 24 hours (*Semester 1*).

Description: The first third of this subject will consist of a general development of critical frameworks drawing upon sociocultural and philosophical perspectives. These frameworks will analyse national VET policies, practices, and programs and contribute to conceptualisations of workplace and social change as a whole. In particular, the changing nature of skill formation, teacher-learner relations, sectoral relations, equity and access, and the significance of globalisation will be examined. After this general development, in the remaining two-thirds of the subject, four specific areas will extend these analyses: schools - pathways, retention, participation, pedagogy, structural reform and the tension between vocationalism and liberal learning; TAFE - links and tensions between schools, higher education and employers, and between industrial and enterprise goals and markets in the light of community and access expectations; industry - private provision and consultancy, training and workplace learning and assessment, and organisational development will all be examined as sociocultural phenomena; rural - the provision of regionally focused, locally significant and accessible learning opportunities and study programs using community-based and information technology resources will be addressed.

Assessment: Essays, assignments and/or class presentation equivalent to 4000 words.

468-222 Diversity in the Workplace

Credit points: 12.5

HECS-band: 1

Coordinator: David Beckett

Prerequisites: 468-103 Contexts of Workplace Training (*p.2*)

Contact: A total of 24 hours (*Semester 1*).

Description: This subject studies social and cultural constructions of class, gender, sexuality and ethnicity; constructions and alternative definitions of access and equity in vocational education and training; and the development of appropriate teaching and learning strategies.

Assessment: Essays, assignments and/or class presentation equivalent to 4000 words.

468-223 Multimedia Development & Production

Note: Special requirements: Students in this subject are expected to have a sound working knowledge of computer applications and recent experience of network systems in their workplace. Students are advised to consult the lecturer prior to enrolment.

External mode students must have access to the required computing and internet facilities, as detailed on the Faculty of Education homepage

Availability: Parkville campus or external (on-line) mode

Credit points: 12.5

HECS-band: 1

Coordinator: Ted Clark

Prerequisites: 468-119 Integrating IT Into Training (*p.3*)

Contact: A total of 24 hours for internal mode students. External mode students can expect a total workload of approximately 120 hours over the semester (*Semester 1*).

Description: This subject provides educators and trainers with a sound conceptual understanding of multimedia and practical skills in designing and developing viable multimedia products and managing its delivery and marketing. It includes practical demonstrations in media capture, including digitisation of vision and sound, graphic design, instructional design, interface design, trial and development; and on-line delivery of multimedia.

Assessment: Essays, assignments and/or class presentation equivalent to 4000 words.

468-307 Advanced Learning Theory

Note: Special requirements: External mode students must have access to the required computing and internet facilities, as detailed on the Faculty of Education homepage.

Availability: Parkville campus or external (on-line) mode

Credit points: 12.5

HECS-band: 1

Coordinator: Carol Lewis-Shaw

Prerequisites: 468-219 Learning & Thinking (*p.4*)

Contact: A total of 24 hours for internal mode students. External mode students can expect a total workload of approximately 120 hours over the semester (*Semester 1*).

Description: Topics include conceptual analysis and analytic thinking; the concept of person and implications of such concepts for teaching, training and learning. Intelligence, reason, emotion and intuition; situated learning and distributed cognition; and individual and organisational values, the concept of responsibility and ethical implications for education and training practice.

Assessment: Essays, assignments and/or class presentation equivalent to 4000 words.

468-308 Praxis

Note: Special requirements: External mode students must have access to the required computing and internet facilities, as detailed on the Faculty of Education homepage.

Availability: Parkville campus or external (on-line) mode

Credit points: 12.5

HECS-band: 1

Coordinator: Carol Lewis-Shaw

Prerequisites: 468-219 Learning & Thinking (*p.4*) and 468-220 Workplace Organisation & Technology (*p.4*)

Contact: A total of 24 hours for internal mode students. External mode students can expect a total workload of approximately 120 hours over the semester (*Semester 2*).

Description: Topics include the concept of praxis and its implications for learning and administrative activity; the concepts of the modern organisation and the learning organisation; conceptual analysis, analytic thinking and reflective practice; values theory, including the Hall Tonna values framework and Schon and Argyris' theory of single-loop and double-loop learning; individual and organisational values relating to ethics, power, conflict, loyalty and whistleblowing; and values development for measuring human performance, policy decision-making and leadership in education and training.

Assessment: Essays, assignments and/or class presentation equivalent to 4000 words.

468-309 Program Design in VET

Note: Special requirements: External mode students must have access to the required computing and internet facilities, as detailed on the Faculty of Education homepage.

Availability: Parkville campus or external (on-line) mode

Credit points: 12.5

HECS-band: 1

Coordinator: Pam St Leger

Prerequisites: 468-219 Learning & Thinking (*p.4*) or equivalent

Contact: A total of 24 hours for internal mode students. External mode students can expect a total workload of approximately 120 hours over the semester (*Semester 2*).

Description: Topics include analysis of assumptions and ideologies underpinning predominant program design models, frameworks and methodologies, and perceptions of stakeholders; issues associated with implementation of key competencies, training packages and assessment practices; accommodating needs of particular client groups; curriculum implementation theories and implications for staff development; and selection and use of evaluation approaches in relation to program improvement and implementation.

Assessment: Essays, assignments and/or class presentation equivalent to 4000 words.

468-310 VET Policy Analysis

Note: Special requirements: External mode students must have access to the required computing and internet facilities, as detailed on the Faculty of Education homepage.

Availability: Parkville campus or external (on-line) mode

Credit points: 12.5 **HECS-band:** 1

Coordinator: Paul Hanrahan

Prerequisites: 468-206 Issues in VET Policy (*p.3*)

Contact: A total of 24 hours for internal mode students. External mode students can expect a total workload of approximately 120 hours over the semester (*Semester 1*).

Description: Topics include a critical analysis of approaches to policy discourse analysis including philosophical, sociological and ideological stances; comparative analyses of policy discourses and the implications for VET practice; case study effects arising from the application of policy initiatives upon VET practices; exploration of frameworks that guide the language and interpretation of policy and policy into practice; politics and policy and potential effects upon VET practice; and overview of political and economic policy perspectives on VET and models of policy and planning.

Assessment: Essays, assignments and/or class presentation equivalent to 4000 words.

468-311 Economics & Finance of VET

Credit points: 12.5 **HECS-band:** 2

Coordinator: Ibtisam Abu-Duhou

Contact: A total of 24 hours (*Semester 2*).

Description: This subject includes topics covering resource allocation decision-making; the role of governments in education including finance and training; the economics of education and training; the financing of education and training in a mixed market economy; education, training and economic performance; and labour markets.

Assessment: Essays, assignments and/or class presentation equivalent to 4000 words.

468-312 Managing Learning in the Workplace

Credit points: 12.5 **HECS-band:** 1

Coordinator: Ian Roos

Prerequisites: 468-208 Training Co-ordination (*p.3*)

Contact: A total of 24 hours (*Semester 1*).

Description: Topics include a critical analysis of the eclectic nature of human resource development and its potential as a contribution to strategic, individual and organisational performance; appraisal of the roles of education, development and training within organisations; and analyses of the interrelationships and interdependencies between the contributions of strategic VET leadership, and management of learning within workplaces.

Assessment: Essays, assignments and/or class presentation equivalent to 4000 words.

Prescribed texts: R L De Simone and D M Harris, *Human Resource Development*, 2nd edn, Dryden, 1998.

468-313 Workplace Literacy & Numeracy

Availability: Not available in 2003

Credit points: 12.5 **HECS-band:** 1

Prerequisites: 468-222 Diversity in the Workplace (*p.4*)

Semester: Not Offered

Description: This subject offers an overview of selected models of literacy development, including those applicable to adults and second language learners. Topics include the role of reading and writing in the learning process; the nature of numeracy and difficulties encountered by innumerate adults; possible links between gender and illiteracy and innumeracy; and selected models and programs for teaching mathematics, reading and writing to adults in vocational settings.

468-314 Philosophy & Ethics in VET

Availability: Not available in 2003

Credit points: 12.5 **HECS-band:** 1

Semester: Not Offered

Description: This subject offers an exploration of ethical traditions in Western philosophy, beginning with Aristotle. Consequentialist theories will be compared and contrasted with deontological theories and the nature of obligation will be explored. A range of ethical concepts will be analysed including autonomy, fairness, rights, responsibility and related concepts. The nature of knowledge, propositional, practical, intuitive and others will be discussed. Ethics in relation to business and the environment will be explored. Participants will be expected to relate these perspectives to their understanding and experience in VET contexts. The class will be conducted on an interactive basis and include a weekly reading.

468-317 International VET

Availability: Not available in 2003

Credit points: 12.5 **HECS-band:** 1

Semester: Not Offered

Description: Topics include exploration of selected international VET systems from various perspectives including economic, political, cultural and historical; comparative assessment of system performance; the implications of globalisation of the world economy for VET; and the role of VET in developing countries and role and function of international development assistance programs.

468-408 Thesis

Credit points: 25 **HECS-band:** 1

Semester: Semester 1, repeat 2

Description: The honours thesis should provide an ordered, critical exposition of knowledge gained through the candidates own efforts and should also demonstrate a sound understanding of the research process. Since the honours thesis requires 10 000 words, the candidate must choose a topic which can be adequately explored through a paper of this length.

The qualities which characterise a minor thesis should also be evident in an honours thesis. For further information on the minor thesis refer to the Faculty of Education, Postgraduate Handbook, 2003.

Subject descriptions (Singapore Program)

468-130 Assessing Trainee Competence (SP)

Credit points: 12.5 **HECS-band:** 1

Coordinator: Pam St Leger

Contact: Fifteen hours of intensive contact, supported by structured materials for private study (*Semester 2*).

Description: Topics include the nature of assessment; normative and criterion based approaches, key issues in assessment; the contemporary role of assessment in the workplace; the design and conduct of valid, reliable, fair and efficient assessment procedures, modes of reporting; and self-assessment methods.

Assessment: A 2-hour examination on critical concepts of this subject (50%), and essays, assignments, and/or class presentation equivalent to 2000 words (50%).

468-230 Facilitating Work-Based Learning (SP)

Credit points: 12.5 **HECS-band:** 1

Coordinator: Paul Hanrahan

Contact: Fifteen hours of intensive contact supported by structured materials for private study (*Semester 2*).

Description: Topics include growing significance of work-based learning; knowledge management; roles of the mentor and coach; skills and attributes; formal and informal mentoring and coaching schemes; and exploration of theoretical underpinnings of workplace learning concepts and professional application in the workplace.

Assessment: Essays, assignments, and/or class presentation equivalent to 4000 words (100%).

468-231 Learning and Thinking (SP)

Credit points: 12.5 **HECS-band:** 1

Coordinator: Carol Lewis-Shaw

Contact: Fifteen hours of intensive contact, supported by structured materials for private study (*Semester 2*).

Description: Topics include an introduction to selected learning theories, concrete and abstract thinking; theories of intelligence; strategies for identify-

ing the learning needs of individuals; and a consideration of individual learning, teaching and training styles and how these affect communication in education and training.

Assessment: A 2-hour examination on critical concepts of this subject (50%), and essays, assignments, and/or class presentation equivalent to 2000 words (50%).

468-232 Workplace Organisation & Technology (SP)

Credit points: 12.5

HECS-band: 1

Coordinator: Ian Roos

Contact: Fifteen hours of intensive contact, supported by structured materials for private study (*Semester 1*).

Description: This subject presents a review of workplace organisation theories such as Taylorism, scientific management, human relations, contingency theory, organisational cultures; an examination of factors and forces that are responsible for the convergence of workplace organisation and technology: Fordism, neo-Fordism, post-Fordism and flexible specialisation; how do modes of technology serve the interests of some over the interests of others; a critical and comparative exploration of technological determinism and social determinism; and an outline of actor network analysis as a tool and the implications of workplace reformation for work roles, relationships, knowledge and skill development.

Assessment: A 2-hour examination on critical concepts of this subject (50%), and essays, assignments, and/or class presentation equivalent to 2000 words (50%).

468-234 Diversity in the Global Workplace (SP)

Credit points: 12.5

HECS-band: 1

Coordinator: David Beckett

Contact: Fifteen hours of intensive contact, supported by structured materials for private study (*Semester 1*).

Description: This subject studies social and cultural constructions relevant to understanding diversity in the global workplace; constructions and alternative definitions of access and equity in education and training; and the development of appropriate training and learning strategies to address diversity in the global workplace.

Assessment: Essays, assignments, and/or class presentation equivalent to 4000 words (100%).

468-235 Contemporary Issues in HRD (SP)

Availability: Four hours of intensive contact supported by structured computer mediated learning,

Credit points: 12.5

HECS-band: 2

Coordinator: Paul Hanrahan

Contact: As for mode of delivery above (*Semester 2*).

Description: Contemporary issues derived from student survey and addressed during the four contact hours.

Assessment: Essays and assignments equivalent to 4000 words (100%).

468-236 Designing for Flexible Delivery (SP)

Availability: On-line

Credit points: 12.5

HECS-band: 2

Coordinator: Ted Clark

Contact: Students can expect a total workload of approximately 120 hours over the semester (*Semester 1*).

Description: This subject establishes a conceptual framework for the development of teaching and learning programs as an alternative to traditional face-to-face classes. It especially focuses on ways to introduce learning technologies including internet and multimedia approaches to teaching and learning that allow for remote and asynchronous access to courses. It identifies different strategies for using and evaluating learning technologies to support instructional and student work. It provides some practical experience in developing and delivering learning programs using various technologies.

Assessment: Practical project and online presentations equivalent to 4000 words (100%).

468-320 Advanced Learning Theory (SP)

Credit points: 12.5

HECS-band: 1

Coordinator: Carol Lewis-Shaw

Prerequisites: 468-231 Learning and Thinking (SP)

Contact: Fifteen hours of intensive contact, supported by structured materials for private study (*Semester 1*).

Description: Topics include conceptual analysis and analytic thinking; the concept of person and implications of such concepts for teaching, training and learning; intelligence, reason, emotion and intuition; situated learning and

distributed cognition; and individual and organisational values, the concept of responsibility and ethical implications for education and training practice.

Assessment: A 2-hour examination on critical concepts of this subject (50%), and essays, assignments, and/or class presentation equivalent to 2000 words (50%).

468-321 Linking Theory and Practice (SP)

Credit points: 12.5

HECS-band: 1

Coordinator: Carol Lewis-Shaw

Prerequisites: 468-231 Learning and Thinking (SP) and 468-232 Workplace Organisation and Technology (SP)

Contact: Fifteen hours of intensive contact, supported by structured materials for private study (*Semester 1*).

Description: Topics include the concept of praxis and its implications for learning and administrative activity; the concepts of the modern organisation and the learning organisation; conceptual analysis, analytic thinking and reflective practice; values theory, including the Hall Tonna values framework and Schon and Argyris' theory of single-loop and double-loop learning; individual and organisational values relating to ethics, power, conflict, loyalty and whistleblowing; and values development for measuring human performance, policy decision-making and leadership in education and training.

Assessment: Essays, assignments, and/or class presentation equivalent to 4000 words (100%).

468-322 Designing & Implementing Programs

Credit points: 12.5

HECS-band: 1

Coordinator: Pam St Leger

Prerequisites: 468-231 Learning and Thinking (SP)

Contact: Fifteen hours of intensive contact, supported by structured materials for private study (*Semester 2*).

Description: Topics include analysis of assumptions and ideologies underpinning predominant program design models, frameworks and methodologies, and perceptions of stakeholders; contemporary issues in program design; accommodating needs of particular client groups; curriculum implementation theories and implications for staff development; and selection and use of evaluation approaches in relation to program improvement and implementation.

Assessment: Essays, assignments, and/or class presentation equivalent to 4000 words (100%).

468-323 HRD Strategy and Policy Analysis (SP)

Credit points: 12.5

HECS-band: 2

Coordinator: Paul Hanrahan

Prerequisites: 468-235 Contemporary Issues in HRD (SP) and 468-232 Workplace Organisation and Technology

Contact: Fifteen hours of intensive contact, supported by structured materials for private study (*Semester 2*).

Description: Topics include corporate strategy; linkages with HRD strategy, policy and practice; major strategies and policies, relevant to HRD, of the government of Singapore and of selected multinational corporations and international agencies; selected case studies linking the above strategies and policies with enterprise HRD practice, (drawn from participants' own experience, wherever possible); Australian HRD-related government strategies and policies; strategy and policy evaluation models; and overview of human capital theory and selected sociopolitical theories relevant to resource allocation for HRD, including consideration of issues of access and equity and technological change.

Assessment: A 2-hour examination on critical concepts of this subject (50%), and essays, assignments, and/or class presentation equivalent to 2000 words (50%).

468-324 Organisational Change & Development (SP)

Credit points: 12.5

HECS-band: 1

Coordinator: Ian Roos

Prerequisites: 468-232 Workplace Organisation and Technology (SP) and 468-235 Contemporary Issues in HRD (SP).

Contact: Fifteen hours of intensive contact, supported by structured materials for private study (*Semester 1*).

Description: Topics include shifts from Fordist to post-Fordist notions of work and workplace organisation; the critical relationships between HRD and post-Fordist workplace reform practices; examination of change as a concept that influences workplace practices from micro and macro perspectives; the relationships and influences HRD has in shaping organisational change and development; the HRD and HRM relationship; changing workplace cultures; and co-evolution of technological and social changes in workplaces.

Assessment: A 2-hour examination on critical concepts of this subject (50%), and essays, assignments, and/or class presentation equivalent to 2000 words (50%).

468-325 Managing Learning in the Workplace (SP)

Credit points: 12.5 **HECS-band:** 1

Coordinator: Ian Roos

Prerequisites: 468-235 Contemporary Issues in HRD (SP)

Contact: Fifteen hours of intensive contact, supported by structured materials for private study (*Semester 2*).

Description: Topics include a critical analysis of the eclectic nature of human resource development and its potential contribution to strategic, individual and organisational performance; appraisal of the roles of education, development and training within organisations; and analyses of the inter-relationships and interdependencies between the contributions of strategic leadership, and management of learning within workplaces.

Assessment: A 2-hour examination on critical concepts of this subject (50%), and essays, assignments, and/or class presentation equivalent to 2000 words (50%).

Prescribed texts: R L De Simone and D M Harris, *Human Resource Development*, 2nd edn, Dryden, 1998.

468-330 Evaluating HRD Programs (SP)

Availability: Not available in 2003

Credit points: 12.5 **HECS-band:** 1

Contact: Fifteen hours of intensive contact supported by structured materials for private study (*Not Offered*).

Description: This subject focuses on different forms and approaches to evaluation that are used to provide useful information at different stages of HRD program development (eg. needs assessment; benchmarking best practice; clarification of program design and program theory development; action research to improve practice; systems analysis and impact evaluation). Content will also include practical ways to collect, analyse and disseminate evaluation information with a focus on making use of evaluation findings.

Assessment: Essays, assignments and/or class presentation equivalent to 4000 words.

468-328 International HRD (SP)

Availability: On-line

Credit points: 12.5 **HECS-band:** 2

Coordinator: Paul Hanrahan

Contact: Fifteen hours of intensive contact, supported by structured materials for private study (*Semester 1*).

Description: Topics include exploration of HRD in selected international contexts from various perspectives including economic, political, organisational, cultural and historical; comparative assessment of performance; the implications of globalisation of the world economy for HRD; and the role of HRD in developing countries and the role and function of international development assistance programs.

Assessment: Essays and assignments equivalent to 4000 words (100%).

468-329 Work-based Project

Availability: On-line

Credit points: 12.5 **HECS-band:** 1

Semester: Not Offered

Description: Participants will design, manage, implement and evaluate an innovative project in the workplace with support from the supervising lecturer.

