

# Graduate Diploma in Training and Development (GradDipT&D)

The Graduate Diploma in Training and Development is an academic course of professional development for graduates who work, or wish to work, in the field of vocational education and training (VET). The aim of the course is to develop professional educators and trainers with the knowledge and skills to work effectively in vocational education and training. Sound knowledge of the theory, practice and context of VET will enable graduates to address the needs of individuals, groups and organisations in settings as diverse as business, industry, government, community, technical and further education (TAFE), post-compulsory schooling, universities, clinical services, the armed services and learning networks.

The course may be completed in a minimum of one year full-time study or a maximum of three years part-time study.

Students who have completed the Graduate Diploma in Training and Development can apply to enter the two-year Master of Training and Development, and receive 100 points of credit. Further details about the Master of Training and Development are available online.

## Course objectives

On completion of the Graduate Diploma in Training and Development graduates should be able to:

- demonstrate appropriate professional qualities including self-management, leadership and organisational skills, and an awareness of the ethical considerations affecting VET;
- apply and adapt key concepts and theories of education and training to the changing contexts of VET;
- engage in ongoing critical reflection as a means of continuing their professional development;
- develop and maintain professional relationships and collaborative work practices;
- evaluate the contexts of VET using a range of theoretical perspectives;
- analyse the interplay between group, individual and organisational needs and how these can be addressed through education and training; and
- apply research findings to VET and identify further areas for investigation.

## Entry requirements

Applicants must have completed an approved three-year degree or approved equivalent and have access to an education and training role which allows the professional practice component of the course to be met.

## Course structure

To qualify for the Graduate Diploma in Training and Development students must complete the eight compulsory subjects outlined below.

Full-time program	Points
<b>Semester 1</b>	
468-109 Foundations of Adult Learning (p.1)	12.5
468-121 Facilitating Learning and Development (p.2)	12.5
468-124 Designing for Flexible Delivery (p.2)	12.5
468-125 Work & the Professions:Challenges&Change (p.2)	12.5
<b>Semester 2</b>	
468-110 Advanced Learning Theory (p.1)	12.5
468-120 Workforce Development and Assessment (p.1)	12.5
468-122 Instructional Design and Evaluation (p.2)	12.5
468-123 The Practising Professional (p.2)	12.5
<b>Total</b>	<b>100.0</b>
Part-time program - first year	Points
<b>Semester 1</b>	
468-121 Facilitating Learning and Development (p.2)	12.5
468-124 Designing for Flexible Delivery (p.2)	12.5
<b>Semester 2</b>	
468-122 Instructional Design and Evaluation (p.2)	12.5
468-123 The Practising Professional (p.2)	12.5
<i>Sub-total</i>	<i>50</i>
Part-time program - second year	Points
<b>Semester 1</b>	
468-109 Foundations of Adult Learning (p.1)	12.5
468-125 Work & the Professions:Challenges&Change (p.2)	12.5
<b>Semester 2</b>	
468-110 Advanced Learning Theory (p.1)	12.5

Part-time program - second year	Points
468-120 Workforce Development and Assessment (p.1)	12.5
<i>Sub-total</i>	<i>50</i>
<b>Total</b>	<b>100</b>

## 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 six half-days on weekends 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.

## Credit

Applicants who have completed a minimum of Certificate IV in Assessment and Workplace Training or Certificate of Workplace Training Category 1 through CHRDT Training Services and Development or a TAFE institution or private provider may, on application, be eligible for credit for 468-121 Facilitating Learning and Development (p.2).

## Workplace learning agreement

The subjects 468-121 Facilitating Learning and Development (p.2) and 468-122 Instructional Design and Evaluation (p.2) 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 assessment as required. 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 as 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 or training role may be sought by the student.

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

## Subject descriptions

### 468-109 Foundations of Adult Learning

**Credit points:** 12.5

**Coordinator:** Dianne Mulcahy

**Contact:** Twenty-four hours (*Semester 1*).

**Description:** This subject explores how adults learn (andragogic theory); particularly in work settings; individual differences in learning styles; intelligence, reason, emotion and intuition and implications for teaching and learning, experiential learning, linear and non-linear thinking, reflective practice, action learning and group learning; and issues of diversity, equality, barriers, power and responsibility for learning.

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

### 468-110 Advanced Learning Theory

**Credit points:** 12.5

**Coordinator:** Dianne Mulcahy

**Prerequisites:** 468-109 Foundations of Adult Learning (p.1).

**Contact:** Twenty-four hours (*Semester 2*).

**Description:** Topics include conceptual analysis and analytic thinking; concept of a person and implications for management learning and development; contemporary relevance of major theoretical orientations of behaviourist, humanist, cognitivist, constructivist and social learning theories; intelligence, reason, emotion and intuition; transformative learning, situated learning and distributed cognition; and individual and organisational values, responsibility and ethical implications for learning.

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

### 468-120 Workforce Development and Assessment

**Credit points:** 12.5

**Coordinator:** Dianne Mulcahy

**Contact:** Twenty-four hours (*Semester 2*).

**Description:** This subject offers a study of the theoretical underpinnings and practice of workforce development including assessment for learning. Initially, students will be introduced to current research in the pedagogy of work-based learning and workforce development. Attention will then be given to current research and developments in performance assessment strategies that can be applied within a range of contexts including the workplace, higher education and vocational education. The subject explores contemporary issues within the assessment field, including developmental assessment and profiling, grading, validity and reliability principles, quality assurance, reporting and the assessment of higher order competencies. Students will investigate a range of assessment purposes, evidence gathering procedures, interpretation frameworks (normative, criterion and ipsative), decision-making strategies, as well as recording and reporting formats for monitoring the cognitive, affective and/or psychomotor development of employees/candidates. They will be given the opportunity to develop specialised skills in the design, development and review of performance tasks and scoring rubrics suitable for use in work settings.

**Assessment:** A literature review of 1500 words (40%) (due mid-semester); an evaluation study of 2500 words (60%) (due end of semester). There is scope for negotiation within assessment tasks: 4000-word total requirement may be met by the completion of two tasks, or their combination as a single task.

**Prescribed texts:** A book of readings will be made available.

#### 468-121 Facilitating Learning and Development

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

**Credit points:** 12.5

**Coordinator:** Pam St Leger

**Contact:** Twenty-four hours (*Semester 1*).

**Description:** This subject introduces needs assessment; session planning; training/teaching practice; experience-based learning; group facilitation; assessment; session improvement and evaluation; and theoretical underpinnings of session delivery.

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

#### 468-122 Instructional Design and Evaluation

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

**Credit points:** 12.5

**Coordinator:** Pam St Leger

**Prerequisites:** 468-121 Facilitating Learning and Development (*p.2*) or equivalent.

**Contact:** Twenty-four hours (*Semester 2*).

**Description:** Topics include curriculum theory and programming; models of adult learning including management learning; flexible delivery approaches in meeting workplace needs and organisational goals; theories of assessment in adult and workplace settings; and the role of evaluation in program improvement.

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

#### 468-123 The Practising Professional

**Credit points:** 12.5

**Coordinator:** David Beckett

**Prerequisites:** 468-122 Instructional Design and Evaluation (*p.2*).

**Contact:** Twenty-four hours (*Semester 2*).

**Description:** Topics include a critique of predominant models of program design and delivery in relation to diversity in the workplace; legal and social implications of training with respect to culture, gender, sexuality, ethnicity, equity and access in adult education and training settings; theories and models of literacy and numeracy development; the role of reading and writing in the learning process; mentoring and feedback; and professional ethics.

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

#### 468-124 Designing for Flexible Delivery

**Note:** Special requirements: external mode students must have access to the required computing and internet facilities.

**Availability:** Parkville campus or external (online) mode.

**Credit points:** 12.5

**Coordinator:** Ted Clark

**Contact:** Twenty-four hours for internal students. External mode students can expect a total of 120 hours over the semester (*Semester 1*).

**Description:** This subject identifies basic software and hardware solutions to industry and training needs. Criteria for the use of software for training purposes are developed. It provides strategies for the effective integration of a range of media into training content as class, world wide web, and multimedia presentations. Participants will evaluate information technology-based training in particular contexts.

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

#### 468-125 Work & the Professions: Challenges & Change

**Credit points:** 12.5

**Coordinator:** Dianne Mulcahy

**Contact:** Twenty-four hours (*Semester 1*).

**Description:** This subject offers a study of the changing world of work and the professions and the evolution of the labour market in the light of the emerging 'knowledge economy', including various conceptualisations of such change and of their educational implications. Particular attention will be given to: contested purposes in learning at and through work; the shift from institutional knowledge to 'working knowledge'; the blurring of traditional boundaries of learning institutions, such as the informal and semi-formal processes of workplace learning; and the ensuing roles and identities of the education professional.

**Assessment:** An investigative task of 1500 words (40%) (due mid-semester); a case study of 2500 words (60%) (due end of semester). There is scope for negotiation within assessment tasks: 4000-word total requirement may be met by the completion of two tasks, or their combination as a single task.

**Prescribed texts:** A book of readings will be made available.