

## 468-120 Workforce Development and Assessment

<b>Credit Points:</b>	12.500
<b>Level:</b>	Graduate/Postgraduate
<b>Dates &amp; Locations:</b>	2008, This subject commences in the following study period/s: Semester 2, - Taught on campus. Parkville, on-campus.
<b>Time Commitment:</b>	Contact Hours: Twenty-four hours Total Time Commitment: Not available
<b>Prerequisites:</b>	None
<b>Corequisites:</b>	None
<b>Recommended Background Knowledge:</b>	None
<b>Non Allowed Subjects:</b>	None
<b>Core Participation Requirements:</b>	<p>&lt;p&gt;For the purposes of considering request for Reasonable Adjustments under the Disability Standards for Education (Cwth 2005), and Student Support and Engagement Policy, academic requirements for this subject are articulated in the Subject Overview, Learning Outcomes, Assessment and Generic Skills sections of this entry.&lt;/p&gt;         &lt;p&gt;It is University policy to take all reasonable steps to minimise the impact of disability upon academic study, and reasonable adjustments will be made to enhance a student's participation in the University's programs. Students who feel their disability may impact on meeting the requirements of this subject are encouraged to discuss this matter with a Faculty Student Adviser and Student Equity and Disability Support: &lt;a href="http://services.unimelb.edu.au/disability"&gt;http://services.unimelb.edu.au/disability&lt;/a&gt;&lt;/p&gt;</p>
<b>Coordinator:</b>	Dianne Mulcahy
<b>Subject Overview:</b>	<p>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.</p>
<b>Assessment:</b>	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.
<b>Prescribed Texts:</b>	Prescribed Texts:A book of readings will be made available.
<b>Breadth Options:</b>	This subject is not available as a breadth subject.
<b>Fees Information:</b>	Subject EFTSL, Level, Discipline & Census Date, <a href="http://enrolment.unimelb.edu.au/fees">http://enrolment.unimelb.edu.au/fees</a>
<b>Generic Skills:</b>	Information Not Available

<b>Related Course(s):</b>	Graduate Diploma in Training and Development
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