



## COURSE OUTLINE

# HRM312 Learning and Development

**Course Coordinator:** Melissa Innes (minnes1@usc.edu.au) **School:** School of Business and Creative Industries

2021 | Semester 1

USC Sunshine Coast  
USC Moreton Bay  
USC Southbank

**ON CAMPUS**

Most of your course is on campus but you may be able to do some components of this course online.

Online

**ONLINE 1**

You can do this course without coming onto campus.

*Please go to the USC website for up to date information on the teaching sessions and campuses where this course is usually offered.*

## 1. What is this course about?

### 1.1. Description

Leading the drive for competitive advantage for your organisation is dependent on your understanding of employees' capabilities and the role of human resources in developing the firm. This knowledge, and the practice of developing human resources, is fundamental to building a flexible, adaptable workforce. In this course you will work with an organisation to identify training needs and then design, implement and evaluate a small individual-focussed training program. As a result of your participation in this course you will have learned both traditional and contemporary training techniques and developed your knowledge and skills to assess and deliver effective training programs.

### 1.2. How will this course be delivered?

| ACTIVITY  | HOURS | BEGINNING WEEK | FREQUENCY |
|---|-------|----------------|-----------|
| <b>ON CAMPUS</b>  |       |                |           |
| <b>Tutorial/Workshop</b> – In-class tutorial                        | 2hrs  | Week 2         | 11 times  |
| <b>Online</b> – Pre-recorded concept videos and associated activity | 1hr   | Week 1         | 12 times  |
| <b>ONLINE 1</b>   |       |                |           |
| <b>Tutorial/Workshop</b> – Interactive zoom tutorial                | 2hrs  | Week 2         | 11 times  |
| <b>Online</b> – Pre-recorded concept videos and associated activity | 1hr   | Week 1         | 12 times  |

### 1.3. Course Topics

- Introduction to learning and development
- Aligning training to strategy & organisational learning
- Needs assessment
- Learning, motivation and transfer of training
- Training design
- Training delivery methods
- Developing and implementing training
- Evaluation of training
- Developing capability in organisations
- Ethical issues and approaches in training and development

## 2. What level is this course?

300 Level (Graduate)

Demonstrating coherence and breadth or depth of knowledge and skills. Independent application of knowledge and skills in unfamiliar contexts. Meeting professional requirements and AQF descriptors for the degree. May require pre-requisites where discipline specific introductory or developing knowledge or skills is necessary. Normally undertaken in the third or fourth full-time study year of an undergraduate program.

## 3. What is the unit value of this course?

12 units

## 4. How does this course contribute to my learning?

| COURSE LEARNING OUTCOMES  | GRADUATE QUALITIES MAPPING   | PROFESSIONAL STANDARD MAPPING                         |
|---|--|---|
| On successful completion of this course, you should be able to...   | Completing these tasks successfully will contribute to you becoming... | Association to Advance Collegiate Schools of Business |
| 1 Apply knowledge of key concepts associated with training and development learning theories, organisational learning, motivation and performance, and learning needs analysis. | Knowledgeable<br>Empowered   |   |
| 2 Identify, design and implement appropriate ethical and sustainable training practices into a training program.  | Creative and critical thinker<br>Ethical<br>Sustainability-focussed    |   |
| 3 Design and implement a training needs analysis within an existing organisation through applying adult learning and instructional design theories.                             | Knowledgeable<br>Creative and critical thinker<br>Empowered            |   |
| 4 Utilise knowledge of adult learning theories, training delivery methods and instructional design to develop, implement and evaluate a training program.                       | Knowledgeable<br>Creative and critical thinker<br>Empowered            |   |
| 5 Work effectively with teams from diverse backgrounds and display effective leadership behaviours.   | Empowered<br>Engaged   |   |
| 6 Demonstrate effective oral communication skills in a business context   | Knowledgeable<br>Engaged   | PC1.2 - Oral Communication                            |

## 5. Am I eligible to enrol in this course?

Refer to the [USC Glossary of terms](#) for definitions of “pre-requisites, co-requisites and anti-requisites”.

### 5.1. Pre-requisites

Not applicable

## 5.2. Co-requisites

Not applicable

## 5.3. Anti-requisites

Not applicable

## 5.4. Specific assumed prior knowledge and skills (where applicable)

Not applicable

# 6. How am I going to be assessed?

## 6.1. Grading Scale

Standard Grading (GRD)

High Distinction (HD), Distinction (DN), Credit (CR), Pass (PS), Fail (FL).

## 6.2. Details of early feedback on progress

Students will be offered an opportunity in Weeks 2 and 3 to clarify the selection of their organisation for the focus of tasks 1 and 2.

## 6.3. Assessment tasks

| DELIVERY MODE | TASK NO. | ASSESSMENT PRODUCT | INDIVIDUAL OR GROUP | WEIGHTING % | WHAT IS THE DURATION / LENGTH? | WHEN SHOULD I SUBMIT? | WHERE SHOULD I SUBMIT IT?                          |
|---------------|----------|--------------------|---------------------|-------------|--------------------------------|-----------------------|--|
| All           | 1        | Report             | Individual          | 20%         | 750 words                      | Week 5                | Online Assignment Submission with plagiarism check |
| All           | 2        | Report             | Group               | 50%         | 3,000 words                    | Week 10               | Online Assignment Submission with plagiarism check |
| All           | 3        | Oral               | Individual          | 30%         | 10 mins                        | Refer to Format       | In Class   |

### All - Assessment Task 1: Training Needs Analysis Report

|                  |  |  |                                  |
|------------------|--|--|----------------------------------|
| <b>GOAL:</b>     | To identify training needs through conducting an organisational analysis, person analysis and task analysis on an approved organisation of choice.   |  |                                  |
| <b>PRODUCT:</b>  | Report   |  |                                  |
| <b>FORMAT:</b>   | This is an individual assessment; however, students will gather organisational information as a group (up to three members). Students will write their own short report outlining unique needs identified for an organisation (reports will differ in focus, based on agreement between members of Task 2 group). In addition, students must submit a Self & Peer Assessment based on group performance during collection of data for this task – which will contribute to Task 2 assessment outcomes. |  |                                  |
| <b>CRITERIA:</b> | <b>No.</b>   |  | <b>Learning Outcome assessed</b> |
|                  | 1  | Analysis and representation of key issues related to the organisation and context                                    | 1                                |
|                  | 2  | Analysis and representation of needs assessment of the organisation, task and / or person                            | 3                                |
|                  | 3  | Development of arguments, integration of various sections, interrelationship of ideas presented, logical conclusions |                                  |
|                  | 4  | Presentation including neatness, layout, legibility, readability, referencing and communication                      |                                  |

### All - Assessment Task 2: Training Program Delivery & Report

|                  |   |   |
|------------------|---|---|
| <b>GOAL:</b>     | To design, implement and evaluate a training program.   |   |
| <b>PRODUCT:</b>  | Report  |   |
| <b>FORMAT:</b>   | <p>This is a group assessment.</p> <p>Students will design, implement and evaluate one short training program for the individual in the organisation that was analysed in Task 1. The training program must incorporate an online delivery component.</p> <p>Groups will prepare a report (word count 3.000 words maximum excluding appendices and Reference List) which includes all details as outlined on Blackboard.</p> <p>Students must also submit a Self &amp; a Peer Assessment in addition to a team diary in Weeks 4 and 10 based on group performance during the design, delivery, evaluation and development of the report. See Blackboard for further instructions.</p> |   |
| <b>CRITERIA:</b> | <b>No.</b>  | <b>Learning Outcome assessed</b>  |
|                  | 1   | Key elements incorporated, justified and well-integrated throughout report, including: Training purpose statement; Learning objectives (linked to needs assessment); Session plan; and evidence of evaluation methods. <b>1 2 3 4</b> |
|                  | 2   | Presentation including neatness, layout, legibility, readability, referencing and communication   |
|                  | 3   | Evidence of group processes through the completion of a team diary and Self and Peer assessments <b>5</b>   |
|                  | 4   | Identification of digital tool/channel for specific training purposes and outcomes (problem solving) <b>1 4</b>   |
|                  | 5   | Knowledge of digital communication tools/channels to present, share and communicate in a business context <b>4</b>  |

### All - Assessment Task 3: Oral Presentation

|                  |  |   |
|------------------|--|---|
| <b>GOAL:</b>     | To develop and present a business case for proposed training program.  |   |
| <b>PRODUCT:</b>  | Oral   |   |
| <b>FORMAT:</b>   | <p>Submit: Weeks 11-13</p> <p>This is an individual assessment. Students will develop and deliver a 10-minute oral presentation for their 'client' (i.e. their tutor) which presents a business case for their proposed training program.</p> <p>This task is being used for measuring assurance of learning towards Association to Advance Collegiate Schools of Business (AACSB) accreditation. The following Program Competency will be assessed: Program Competency 1.2 – Demonstrate effective oral communication skills in a business context:</p> <p>See Blackboard for further instructions.</p> |   |
| <b>CRITERIA:</b> | <b>No.</b>   | <b>Learning Outcome assessed</b>                                |
|                  | 1  | Structure of the presentation                                   |
|                  | 2  | Clarity, logic and flow of arguments presented                  |
|                  | 3  | Depth and breadth of content <b>1 4</b>                         |
|                  | 4  | Use of appropriate verbal and non-verbal communication <b>6</b> |
|                  | 5  | Use of appropriate supporting materials                         |
|                  | 6  | Use of effective time management                                |

## 7. Directed study hours

A 12-unit course will have total of 150 learning hours which will include directed study hours (including online if required), self-directed learning and completion of assessable tasks. Directed study hours may vary by location. Student workload is calculated at 12.5 learning hours per one unit.

### 7.1. Schedule

| PERIOD AND TOPIC   | ACTIVITIES  |
|--|---|
| Module 1: Course Overview and Introduction to training and development | Online learning activities: 1 hour<br>Workshop: 2 hours<br>Reading: Chapter 1                                     |
| Module 2: Aligning training to strategy & organisational learning      | Online learning activities: 1 hour<br>Workshop: 2 hours<br>Reading: Chapter 2                                     |
| Module 3: Needs assessment   | Online learning activities: 1 hour<br>Workshop: 2 hours<br>Reading: Chapter 3 & additional readings on Blackboard |
| Module 4: Learning, motivation and transfer of training                | Online learning activities: 1 hour<br>Workshop: 2 hours<br>Reading: Chapter 4                                     |
| Module 5: Training design  | Online learning activities: 1 hour<br>Workshop: 2 hours<br>Reading: Chapter 5 & additional readings on Blackboard |
| Module 6: Training delivery methods                                    | Online learning activities: 1 hour<br>Workshop: 2 hours<br>Reading: Chapters 7 and 8                              |
| Module 7: Developing and implementing training                         | Online learning activities: 1 hour<br>Workshop: 2 hours<br>Reading: Chapter 5 & additional readings on Blackboard |
| Module 8: Evaluation of training                                       | Online learning activities: 1 hour<br>Workshop: 2 hours<br>Reading: Chapter 6                                     |
| Module 9: Developing capability in organisations                       | Online learning activities: 1 hour<br>Workshop: 2 hours<br>Reading: Readings on Blackboard                        |
| Module 10: Ethical issues and approaches in training and development   | Online learning activities: 1 hour<br>Workshop: 2 hours<br>Reading: Chapter 10                                    |
| Module 11: Task 3 Presentations  | Presentations for Task 3<br>Schedule of presentations to be issued via Blackboard                                 |
| Module 12: Task 3 Presentations  | Presentations for Task 3<br>Schedule of presentations to be issued via Blackboard                                 |

## 8. What resources do I need to undertake this course?

Please note: Course information, including specific information of recommended readings, learning activities, resources, weekly readings, etc. are available on the course Blackboard site– Please log in as soon as possible.

### 8.1. Prescribed text(s) or course reader

Please note that you need to have regular access to the resource(s) listed below. Resources may be required or recommended.

| REQUIRED? | AUTHOR         | YEAR | TITLE                           | PUBLISHER   |
|-----------|----------------|------|---------------------------------|-------------|
| Required  | Raymond A. Noe | 2020 | Employee Training & Development | McGraw Hill |

### 8.2. Specific requirements

Students should have access to their own PC or laptop to engage in online or face-to-face workshops and to undertake assessment.

## 9. How are risks managed in this course?

Health and safety risks for this course have been assessed as low. It is your responsibility to review course material, search online, discuss with lecturers and peers and understand the health and safety risks associated with your specific course of study and to familiarise yourself with the University's general health and safety principles by reviewing the [online induction training for students](#), and following the instructions of the University staff.

## 10. What administrative information is relevant to this course?

### 10.1. Assessment: Academic Integrity

Academic integrity is the ethical standard of university participation. It ensures that students graduate as a result of proving they are competent in their discipline. This is integral in maintaining the value of academic qualifications. Each industry has expectations and standards of the skills and knowledge within that discipline and these are reflected in assessment.

Academic integrity means that you do not engage in any activity that is considered to be academic fraud; including plagiarism, collusion or outsourcing any part of any assessment item to any other person. You are expected to be honest and ethical by completing all work yourself and indicating in your work which ideas and information were developed by you and which were taken from others. You cannot provide your assessment work to others. You are also expected to provide evidence of wide and critical reading, usually by using appropriate academic references.

In order to minimise incidents of academic fraud, this course may require that some of its assessment tasks, when submitted to Blackboard, are electronically checked through SafeAssign. This software allows for text comparisons to be made between your submitted assessment item and all other work that SafeAssign has access to.

### 10.2. Assessment: Additional Requirements

#### Eligibility for Supplementary Assessment

Your eligibility for supplementary assessment in a course is dependent of the following conditions applying:

The final mark is in the percentage range 47% to 49.4%

The course is graded using the Standard Grading scale

You have not failed an assessment task in the course due to academic misconduct

### 10.3. Assessment: Submission penalties

Late submission of assessment tasks may be penalised at the following maximum rate:

- 5% (of the assessment task's identified value) per day for the first two days from the date identified as the due date for the assessment task.

- 10% (of the assessment task's identified value) for the third day - 20% (of the assessment task's identified value) for the fourth day and subsequent days up to and including seven days from the date identified as the due date for the assessment task.

- A result of zero is awarded for an assessment task submitted after seven days from the date identified as the due date for the assessment task. Weekdays and weekends are included in the calculation of days late. To request an extension you must contact your course coordinator to negotiate an outcome.

### 10.4. Study help

For help with course-specific advice, for example what information to include in your assessment, you should first contact your tutor, then your course coordinator, if needed.

If you require additional assistance, the Learning Advisers are trained professionals who are ready to help you develop a wide range of academic skills. Visit the [Learning Advisers](#) web page for more information, or contact Student Central for further assistance: +61 7 5430 2890 or [studentcentral@usc.edu.au](mailto:studentcentral@usc.edu.au).

### 10.5. Wellbeing Services

Student Wellbeing provide free and confidential counselling on a wide range of personal, academic, social and psychological matters, to foster positive mental health and wellbeing for your academic success.

To book a confidential appointment go to [Student Hub](#), email [studentwellbeing@usc.edu.au](mailto:studentwellbeing@usc.edu.au) or call 07 5430 1226.

### 10.6. AccessAbility Services

Ability Advisers ensure equal access to all aspects of university life. If your studies are affected by a disability, learning disorder mental health issue, injury or illness, or you are a primary carer for someone with a disability or who is considered frail and aged, [AccessAbility Services](#) can provide access to appropriate reasonable adjustments and practical advice about the support and facilities available to you throughout the University.

To book a confidential appointment go to [Student Hub](#), email [AccessAbility@usc.edu.au](mailto:AccessAbility@usc.edu.au) or call 07 5430 2890.

## 10.7. Links to relevant University policy and procedures

For more information on Academic Learning & Teaching categories including:

- Assessment: Courses and Coursework Programs
- Review of Assessment and Final Grades
- Supplementary Assessment
- Administration of Central Examinations
- Deferred Examinations
- Student Academic Misconduct
- Students with a Disability

Visit the USC website: <http://www.usc.edu.au/explore/policies-and-procedures#academic-learning-and-teaching>

## 10.8. General Enquiries

### In person:

- **USC Sunshine Coast** - Student Central, Ground Floor, Building C, 90 Sippy Downs Drive, Sippy Downs
- **USC Moreton Bay** - Service Centre, Ground Floor, Foundation Building, Gympie Road, Petrie
- **USC SouthBank** - Student Central, Building A4 (SW1), 52 Merivale Street, South Brisbane
- **USC Gympie** - Student Central, 71 Cartwright Road, Gympie
- **USC Fraser Coast** - Student Central, Student Central, Building A, 161 Old Maryborough Rd, Hervey Bay
- **USC Caboolture** - Student Central, Level 1 Building J, Cnr Manley and Tallon Street, Caboolture

**Tel:** +61 7 5430 2890

**Email:** [studentcentral@usc.edu.au](mailto:studentcentral@usc.edu.au)