

HRM312

Learning and Development

School: School of Business and Creative Industries

2026 | Trimester 1

 UniSC Sunshine Coast
 UniSC Moreton Bay

**BLENDED
LEARNING**

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

Online

ONLINE

You can do this course without coming onto campus, unless your program has specified a mandatory onsite requirement.

Please go to unisc.edu.au 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

Seeking competitive advantage for organisations is dependent on understanding employees' capabilities and the role of human resources in developing the firm. The practice of developing human resources, is fundamental to building a flexible, adaptable workforce. In this course you work with an organisation to identify training needs, and 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, ethical and sustainable (aligned with SDG definitions) training programs.

1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
BLENDED LEARNING			
Learning materials – Interactive online learning activities.	1hr	Week 1	12 times
Tutorial/Workshop 1 – Scheduled face to face workshops.	2hrs	Week 1	11 times
Seminar – Scheduled face to face seminars.	1hr	Week 1	Once Only
ONLINE			
Learning materials – Interactive online learning activities.	1hr	Week 1	12 times
Tutorial/Workshop 1 – Scheduled online workshops (Recorded).	2hrs	Week 1	11 times
Seminar – Scheduled online seminars (Recorded).	1hr	Week 1	Once Only

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 – Traditional

Training delivery methods – Technology-based

Developing and implementing training

Evaluation of training

Presentation skills in a training environment

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 Empowered	PC3, PC3.1, PC6.2
2 Identify, design and implement appropriate ethical and sustainable (as per SDG definitions) training practices into a training program.	Creative and critical thinker Ethical Sustainability-focused	PC4.1
3 Design and implement a training needs analysis within an existing organisation through applying adult learning and instructional design theories.	Knowledgeable Creative and critical thinker Empowered	PC3, PC3.1
4 Utilise knowledge of adult learning theories, training delivery methods and instructional design to develop, implement and evaluate a training program.	Knowledgeable Creative and critical thinker Empowered	PC1, PC2.1, PC3, PC3.1, PC6.2
5 Work effectively with teams from diverse backgrounds and display effective leadership behaviours.	Empowered Engaged	PC1, PC2.1
6 Demonstrate effective oral communication skills in a business context	Knowledgeable Engaged	PC1.2
7 Demonstrate effective written communication skills in a business context	Empowered	PC1.1

* Competencies by Professional Body

CODE	COMPETENCY
ASSOCIATION TO ADVANCE COLLEGIATE SCHOOLS OF BUSINESS	
PC1	Communication
PC1.1	Written Communication
PC1.2	Oral Communication
PC2.1	Teamwork
PC3	Creative and Critical Thinking
PC3.1	Problem Solving
PC4.1	Social Responsibility and Sustainability
PC6.2	Discipline Knowledge

5. Am I eligible to enrol in this course?

Refer to the [UniSC 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

5.5. Microcredential Information

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. Formative feedback will be provided weekly in class to support training program development. Regular weekly attendance and engagement due to the consultative nature of workshops in this course is recommended.

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%	1000 words	Week 5	Online Assignment Submission with plagiarism check
All	2	Report	Individual and Group	50%	3,000 words	Week 11	Online Assignment Submission with plagiarism check
All	3	Oral	Individual	30%	10 mins	Exam Period	Online Submission

All - Assessment Task 1: Training Needs Analysis Report

GOAL:	Present a training needs analysis on an approved organisation of choice through conducting an organisational analysis, person analysis and task analysis; incorporating an industry environmental analysis.																			
PRODUCT:	Report																			
AUTHORSHIP STATEMENT:																				
FORMAT:	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 (formative only) based on group performance during collection of data for this task. Further details available on Canvas.																			
CRITERIA:	<table border="1"> <thead> <tr> <th>No.</th> <th></th> <th>Learning Outcome assessed</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Analysis and representation of discipline-specific key issues related to the organisation and context</td> <td>1</td> </tr> <tr> <td>2</td> <td>Analysis and representation of needs assessment at the organisation, task and / or person levels</td> <td>3</td> </tr> <tr> <td>3</td> <td>Development of discipline-informed arguments, integration of various sections, interrelationship of ideas presented, logical conclusions</td> <td>7</td> </tr> <tr> <td>4</td> <td>Presentation including neatness, layout, legibility, readability, authentic and traceable, accessible and accurately-formatted referencing, and communication</td> <td>7</td> </tr> <tr> <td>5</td> <td>Acknowledgement of relevant sustainable opportunities (as per SDG definitions) and implications in a business context.</td> <td>2</td> </tr> </tbody> </table>	No.		Learning Outcome assessed	1	Analysis and representation of discipline-specific key issues related to the organisation and context	1	2	Analysis and representation of needs assessment at the organisation, task and / or person levels	3	3	Development of discipline-informed arguments, integration of various sections, interrelationship of ideas presented, logical conclusions	7	4	Presentation including neatness, layout, legibility, readability, authentic and traceable, accessible and accurately-formatted referencing, and communication	7	5	Acknowledgement of relevant sustainable opportunities (as per SDG definitions) and implications in a business context.	2	
No.		Learning Outcome assessed																		
1	Analysis and representation of discipline-specific key issues related to the organisation and context	1																		
2	Analysis and representation of needs assessment at the organisation, task and / or person levels	3																		
3	Development of discipline-informed arguments, integration of various sections, interrelationship of ideas presented, logical conclusions	7																		
4	Presentation including neatness, layout, legibility, readability, authentic and traceable, accessible and accurately-formatted referencing, and communication	7																		
5	Acknowledgement of relevant sustainable opportunities (as per SDG definitions) and implications in a business context.	2																		
GENERIC SKILLS:	Communication, Collaboration, Problem solving																			

All - Assessment Task 2: Training Program Delivery & Report

GOAL:	To design, implement and evaluate a training program.																			
PRODUCT:	Report																			
AUTHORSHIP STATEMENT:																				
FORMAT:	<p>This is a group and individual assessment.</p> <p>Students will design, implement and evaluate one short training program for the trainee in the organisation that was analysed in Task 1. The training program must incorporate an online / digital 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 Canvas.</p> <p>Students must also submit an individual reflection on groupwork with a peer contribution evaluation. Evidence of team processes based on group performance during the design, delivery, evaluation and development of the report must be included. Individual performances may vary based on group process evidence and individual contribution. See Canvas for further instructions.</p>																			
CRITERIA:	<table border="1"> <thead> <tr> <th>No.</th> <th></th> <th>Learning Outcome assessed</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Key elements incorporated, justified and well-integrated throughout report, including: Training purpose statement; Training objectives (linked to needs assessment); Session plan; and evidence of evaluation methods.</td> <td>1 2 3 4</td> </tr> <tr> <td>2</td> <td>Presentation including neatness, report layout, legibility, readability, discipline-specific, traceable and accessible referencing and communication</td> <td>7</td> </tr> <tr> <td>3</td> <td>Evidence of group processes through a) the completion of a team contract, b) evidence of team processes (e.g. meeting minutes), and c) individually submitted groupwork reflection and peer contribution evaluation.</td> <td>5</td> </tr> <tr> <td>4</td> <td>Identification and inclusion of appropriate digital tool/channel for specific training purposes and outcomes.</td> <td>1 4</td> </tr> <tr> <td>5</td> <td>Knowledge and justification of appropriate digital communication tools/channels to present, share and communicate in a business context</td> <td>4</td> </tr> </tbody> </table>	No.		Learning Outcome assessed	1	Key elements incorporated, justified and well-integrated throughout report, including: Training purpose statement; Training objectives (linked to needs assessment); Session plan; and evidence of evaluation methods.	1 2 3 4	2	Presentation including neatness, report layout, legibility, readability, discipline-specific, traceable and accessible referencing and communication	7	3	Evidence of group processes through a) the completion of a team contract, b) evidence of team processes (e.g. meeting minutes), and c) individually submitted groupwork reflection and peer contribution evaluation.	5	4	Identification and inclusion of appropriate digital tool/channel for specific training purposes and outcomes.	1 4	5	Knowledge and justification of appropriate digital communication tools/channels to present, share and communicate in a business context	4	
No.		Learning Outcome assessed																		
1	Key elements incorporated, justified and well-integrated throughout report, including: Training purpose statement; Training objectives (linked to needs assessment); Session plan; and evidence of evaluation methods.	1 2 3 4																		
2	Presentation including neatness, report layout, legibility, readability, discipline-specific, traceable and accessible referencing and communication	7																		
3	Evidence of group processes through a) the completion of a team contract, b) evidence of team processes (e.g. meeting minutes), and c) individually submitted groupwork reflection and peer contribution evaluation.	5																		
4	Identification and inclusion of appropriate digital tool/channel for specific training purposes and outcomes.	1 4																		
5	Knowledge and justification of appropriate digital communication tools/channels to present, share and communicate in a business context	4																		
GENERIC SKILLS:	Communication, Collaboration, Problem solving, Organisation, Applying technologies, Information literacy																			

All - Assessment Task 3: Narrated PowerPoint Training Program Pitch

GOAL:	To develop and present a business case, considering ethical implications, sustainable training opportunities (aligned with SDG definitions) for developing capability, and consideration of return of investment for the proposed training program (delivered in Task 2).																						
PRODUCT:	Oral																						
AUTHORSHIP STATEMENT:																							
FORMAT:	<p>This is an individual assessment. Students will develop and deliver a 10-minute narrated PowerPoint oral presentation for their 'client' (i.e. their tutor) which presents a business case for their Training Program, considering ethical and sustainable implications (as per SDG definitions), opportunities for developing capability, and consideration of return of investment for the proposed training program delivered in Task 2.</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: See Canvas for further instructions.</p>																						
CRITERIA:	<table border="1"> <thead> <tr> <th>No.</th> <th></th> <th>Learning Outcome assessed</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Structure and uniqueness of the presentation, including clarity, logic and flow of arguments presented.</td> <td>6</td> </tr> <tr> <td>2</td> <td>Depth and breadth of discipline-specific content.</td> <td>1 4</td> </tr> <tr> <td>3</td> <td>Use of appropriate verbal and non-verbal communication</td> <td>6</td> </tr> <tr> <td>4</td> <td>Use of appropriate supporting materials</td> <td>6</td> </tr> <tr> <td>5</td> <td>Use of effective time management</td> <td>6</td> </tr> <tr> <td>6</td> <td>Identification and consideration of relevant ethical and sustainable training program opportunities (as per SDG definitions).</td> <td>2</td> </tr> </tbody> </table>	No.		Learning Outcome assessed	1	Structure and uniqueness of the presentation, including clarity, logic and flow of arguments presented.	6	2	Depth and breadth of discipline-specific content.	1 4	3	Use of appropriate verbal and non-verbal communication	6	4	Use of appropriate supporting materials	6	5	Use of effective time management	6	6	Identification and consideration of relevant ethical and sustainable training program opportunities (as per SDG definitions).	2	
No.		Learning Outcome assessed																					
1	Structure and uniqueness of the presentation, including clarity, logic and flow of arguments presented.	6																					
2	Depth and breadth of discipline-specific content.	1 4																					
3	Use of appropriate verbal and non-verbal communication	6																					
4	Use of appropriate supporting materials	6																					
5	Use of effective time management	6																					
6	Identification and consideration of relevant ethical and sustainable training program opportunities (as per SDG definitions).	2																					
GENERIC SKILLS:	Communication, Problem solving																						

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. Student workload is calculated at 12.5 learning hours per one unit.

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 Canvas site– Please log in as soon as possible.

8.1. Prescribed text(s) or course reader

You need regular access to the resource(s) below. Many texts are available as ebooks through the [Library](#) at no additional cost.

REQUIRED?	AUTHOR	YEAR	TITLE	EDITION	PUBLISHER
Recommended	Raymond A. Noe	2023	ISE Employee Training & Development	9th edition	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 Canvas, are electronically checked through Turnitin. This software allows for text comparisons to be made between your submitted assessment item and all other work to which Turnitin has access.

10.2. Assessment: Additional Requirements

Eligibility for Supplementary Assessment

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

- (a) The final mark is in the percentage range 47% to 49.4%; and
- (b) The course is graded using the Standard Grading scale

10.3. Assessment: Submission penalties

Late submissions may be penalised up to and including the following maximum percentage of the assessment task's identified value, with weekdays and weekends included in the calculation of days late:

- (a) One day: deduct 5%;
- (b) Two days: deduct 10%;
- (c) Three days: deduct 20%;
- (d) Four days: deduct 40%;
- (e) Five days: deduct 60%;
- (f) Six days: deduct 80%;
- (g) Seven days: A result of zero is awarded for the assessment task.

The following penalties will apply for a late submission for an online examination:

- Less than 15 minutes: No penalty
From 15 minutes to 30 minutes: 20% penalty
More than 30 minutes: 100% penalty

10.4. 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
- Central Examinations
- Deferred Examinations
- Student Conduct
- Students with a Disability

For more information, visit <https://www.usc.edu.au/explore/policies-and-procedures#academic-learning-and-teaching>

10.5. Student Charter

UniSC is committed to excellence in teaching, research and engagement in an environment that is inclusive, inspiring, safe and respectful. The [Student Charter](#) sets out what students can expect from the University, and what in turn is expected of students, to achieve these outcomes.

10.6. General Enquiries

For course-specific questions, contact your teaching staff or Course Coordinator.

For other enquiries or to access support, please contact Student Central:

- [UniSC Student Central](#)
- [UniSC Adelaide Student Central](#)