

HRM312 Learning and Development

School: School of Business and Creative Industries

2025 Semester 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.

Please go to usc.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

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.

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	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																			
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 key issues related to the organisation and context</td> <td>1</td> </tr> <tr> <td>2</td> <td>Analysis and representation of needs assessment of the organisation, task and / or person</td> <td>3</td> </tr> <tr> <td>3</td> <td>Development of 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, 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 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	7	4	Presentation including neatness, layout, legibility, readability, 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 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	7																		
4	Presentation including neatness, layout, legibility, readability, 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																			
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 (30% with 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 (10%) complete with a peer contribution evaluation (10%). Evidence of team processes based on group performance during the design, delivery, evaluation and development of the report must be included. 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, layout, legibility, readability, 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 (10%) and peer contribution evaluation (10%).</td> <td>5</td> </tr> <tr> <td>4</td> <td>Identification of digital tool/channel for specific training purposes and outcomes</td> <td>1 4</td> </tr> <tr> <td>5</td> <td>Knowledge of 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, layout, legibility, readability, 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 (10%) and peer contribution evaluation (10%).	5	4	Identification of digital tool/channel for specific training purposes and outcomes	1 4	5	Knowledge of 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, layout, legibility, readability, 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 (10%) and peer contribution evaluation (10%).	5																		
4	Identification of digital tool/channel for specific training purposes and outcomes	1 4																		
5	Knowledge of 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		
FORMAT:	<p>Submit: Week 15</p> <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:</p> <p>See Canvas for further instructions.</p>		
CRITERIA:	No.		Learning Outcome assessed
	1	Structure of the presentation, including Clarity, logic and flow of arguments presented.	6
	2	Depth and breadth of 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

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	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. SafeUniSC

UniSC is committed to a culture of respect and providing a safe and supportive environment for all members of our community. For immediate assistance on campus contact SafeUniSC by phone: [07 5430 1168](tel:0754301168) or using the [SafeZone](#) app. For general enquires contact the SafeUniSC team by phone [07 5456 3864](tel:0754563864) or email safe@usc.edu.au.

The SafeUniSC Specialist Service is a Student Wellbeing service that provides free and confidential support to students who may have experienced or observed behaviour that could cause fear, offence or trauma. To contact the service call [07 5430 1226](tel:0754301226) or email studentwellbeing@usc.edu.au.

10.5. 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.

10.6. 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 or call 07 5430 1226.

10.7. 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 or call 07 5430 2890.

10.8. 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>

10.9. 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.

10.10. General Enquiries

In person:

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

Tel: +61 7 5430 2890

Email: studentcentral@usc.edu.au