



HRMT19013 *Human Resource Training and Development*

Term 1 - 2024

Profile information current as at 29/07/2024 03:18 pm

All details in this unit profile for HRMT19013 have been officially approved by CQU University and represent a learning partnership between the University and you (our student). The information will not be changed unless absolutely necessary and any change will be clearly indicated by an approved correction included in the profile.

General Information

Overview

The effective training and development of employees is critical for the sustainability and growth of organisations. This unit will provide you an understanding of the role of human resource training and development (T&D) function in an organisation, as well as the underlying concepts and principles upon which T&D is based. You will gain knowledge and skills to evaluate T&D needs, recommend appropriate interventions, evaluate T&D outcomes, and experience the role of a trainer and a trainee. The unit will also provide you an overview of contemporary developments in the field of T&D and the role of T&D in broader management and organisational strategy.

Details

Career Level: *Undergraduate*

Unit Level: *Level 2*

Credit Points: 6

Student Contribution Band: 10

Fraction of Full-Time Student Load: 0.125

Pre-requisites or Co-requisites

There are no requisites for this unit.

Important note: Students enrolled in a subsequent unit who failed their pre-requisite unit, should drop the subsequent unit before the census date or within 10 working days of Fail grade notification. Students who do not drop the unit in this timeframe cannot later drop the unit without academic and financial liability. See details in the [Assessment Policy and Procedure \(Higher Education Coursework\)](#).

Offerings For Term 1 - 2024

- Melbourne
- Online
- Sydney

Attendance Requirements

All on-campus students are expected to attend scheduled classes - in some units, these classes are identified as a mandatory (pass/fail) component and attendance is compulsory. International students, on a student visa, must maintain a full time study load and meet both attendance and academic progress requirements in each study period (satisfactory attendance for International students is defined as maintaining at least an 80% attendance record).

Website

[This unit has a website, within the Moodle system, which is available two weeks before the start of term. It is important that you visit your Moodle site throughout the term. Please visit Moodle for more information.](#)

Class and Assessment Overview

Recommended Student Time Commitment

Each 6-credit Undergraduate unit at CQUniversity requires an overall time commitment of an average of 12.5 hours of study per week, making a total of 150 hours for the unit.

Class Timetable

[Regional Campuses](#)

Bundaberg, Cairns, Emerald, Gladstone, Mackay, Rockhampton, Townsville

[Metropolitan Campuses](#)

Adelaide, Brisbane, Melbourne, Perth, Sydney

Assessment Overview

1. **Group Work**

Weighting: 15%

2. **Presentation**

Weighting: 40%

3. **Written Assessment**

Weighting: 45%

Assessment Grading

This is a graded unit: your overall grade will be calculated from the marks or grades for each assessment task, based on the relative weightings shown in the table above. You must obtain an overall mark for the unit of at least 50%, or an overall grade of 'pass' in order to pass the unit. If any 'pass/fail' tasks are shown in the table above they must also be completed successfully ('pass' grade). You must also meet any minimum mark requirements specified for a particular assessment task, as detailed in the 'assessment task' section (note that in some instances, the minimum mark for a task may be greater than 50%). Consult the [University's Grades and Results Policy](#) for more details of interim results and final grades.

CQUniversity Policies

All University policies are available on the [CQUniversity Policy site](#).

You may wish to view these policies:

- Grades and Results Policy
- Assessment Policy and Procedure (Higher Education Coursework)
- Review of Grade Procedure
- Student Academic Integrity Policy and Procedure
- Monitoring Academic Progress (MAP) Policy and Procedure – Domestic Students
- Monitoring Academic Progress (MAP) Policy and Procedure – International Students
- Student Refund and Credit Balance Policy and Procedure
- Student Feedback – Compliments and Complaints Policy and Procedure
- Information and Communications Technology Acceptable Use Policy and Procedure

This list is not an exhaustive list of all University policies. The full list of University policies are available on the [CQUniversity Policy site](#).

Previous Student Feedback

Feedback, Recommendations and Responses

Every unit is reviewed for enhancement each year. At the most recent review, the following staff and student feedback items were identified and recommendations were made.

Feedback from SUTE comments and data

Feedback

Students are generally happy with the assessments, consistent and friendly communication, resources and contents.

Recommendation

The authentic assessment, consistent communication and resources and textbook updates should continue.

Feedback from SUTE comments and data

Feedback

'Distance' students generally found it difficult to attend or view the two-hours weekly virtual workshops and additional assessment support.

Recommendation

The important assessment related additional support and interactive short videos should be posted in the relevant section of the assessment tile and students missing the critical assessment instruction videos should be individually notified about the resource location using SAM and CQU Success.

Feedback from SUTE comments and data

Feedback

Some students could not identify the exemplar for each assessment and specifically asked for an exemplar for assessment 3 to be added.

Recommendation

Exemplar should be provided for assessment 3 and the video presentation demo should be included in the relevant assessment resource folders in an easily identifiable manner.

Unit Learning Outcomes

On successful completion of this unit, you will be able to:

1. Demonstrate understanding of the concepts, principles and theories of training and development
2. Assess the link between training and development and broader organisational issues and strategies
3. Evaluate training and development needs in a practical workplace context, design appropriate interventions, and evaluate the effectiveness of such interventions
4. Examine training and development opportunities and challenges in contemporary workplaces
5. Synthesise concepts and theories covered in the unit to develop training and development interventions for practical workplace contexts.

Alignment of Learning Outcomes, Assessment and Graduate Attributes



Alignment of Assessment Tasks to Learning Outcomes

| Assessment Tasks | Learning Outcomes | | | | |
|-------------------------------------|-------------------|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 |
| 1 - Group Work - 15% | • | | | | • |
| 2 - Presentation - 40% | • | • | • | • | • |
| 3 - Written Assessment - 45% | • | • | • | • | • |

Alignment of Graduate Attributes to Learning Outcomes

| Graduate Attributes | Learning Outcomes | | | | |
|--|-------------------|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 |
| 1 - Communication | • | • | • | | • |
| 2 - Problem Solving | • | • | • | • | • |
| 3 - Critical Thinking | • | • | • | • | • |
| 4 - Information Literacy | • | • | • | • | • |
| 5 - Team Work | • | | • | • | • |
| 6 - Information Technology Competence | | | | | • |
| 7 - Cross Cultural Competence | • | • | • | • | • |
| 8 - Ethical practice | • | • | • | • | • |
| 9 - Social Innovation | | | | | |
| 10 - Aboriginal and Torres Strait Islander Cultures | | | | | |

Textbooks and Resources

Textbooks

HRMT19013

Supplementary

Employee Training & Development

Ninth Edition (2023)

Authors: Raymond A. Noe

McGraw Hill

New York , NY , USA

ISBN: 9781264080922

Binding: Paperback

[View textbooks at the CQUniversity Bookshop](#)

IT Resources

You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)

Referencing Style

All submissions for this unit must use the referencing style: [American Psychological Association 7th Edition \(APA 7th edition\)](#)

For further information, see the Assessment Tasks.

Teaching Contacts

Jennifer Chelsea Veres Unit Coordinator

j.veres@cqu.edu.au

Schedule

Week 1 - 04 Mar 2024

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|------------------------------|
| Introduction to Employee Training and Development and the Australian Training Context | Chapter 1 Other relevant articles and resources in the Unit Moodle site, Week 1 section. | |

Week 2 - 11 Mar 2024

| Module/Topic | Chapter | Events and Submissions/Topic |
|--------------------|---|------------------------------|
| Strategic Training | Chapter 2 Other relevant articles and resources in the Unit Moodle site, Week 2 section. | |

Week 3 - 18 Mar 2024

| Module/Topic | Chapter | Events and Submissions/Topic |
|---------------------------|---|------------------------------|
| Training needs assessment | Chapter 3 Other relevant articles and resources in the Unit Moodle site, Week 3 section. | |

Week 4 - 25 Mar 2024

| Module/Topic | Chapter | Events and Submissions/Topic |
|-----------------------------------|---|--|
| Learning and transfer of training | Chapter 4 Other relevant articles and resources in the Unit Moodle site, Week 4 section. | Group registration - Due: Week 4 Monday 11:45 pm AEST |

Week 5 - 01 Apr 2024

| Module/Topic | Chapter | Events and Submissions/Topic |
|----------------|---|------------------------------|
| Program design | Chapter 5 Other relevant articles and resources in the Unit Moodle site, Week 5 section. | |

Vacation Week - 08 Apr 2024

| Module/Topic | Chapter | Events and Submissions/Topic |
|--------------|---------|------------------------------|
| | | |

Week 6 - 15 Apr 2024

| Module/Topic | Chapter | Events and Submissions/Topic |
|------------------------------|---|--|
| Traditional training methods | Chapter 7 Other relevant articles and resources in the Unit Moodle site, Week 6 section. | Group presentation Due: Week 6 Monday (15 Apr 2024) 11:45 pm AEST |

Week 7 - 22 Apr 2024

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|--|------------------------------|
| Contemporary methods of training: Technology based training methods | Chapter 8 Other relevant articles and resources in the Unit Moodle site, Week 7 section | |

Week 8 - 29 Apr 2024

| Module/Topic | Chapter | Events and Submissions/Topic |
|---------------------|---|------------------------------|
| Training evaluation | Chapter 6 Other relevant articles and resources in the Unit Moodle site, Week 8 section. | |

Week 9 - 06 May 2024

| Module/Topic | Chapter | Events and Submissions/Topic |
|----------------------|--|---|
| Employee development | Chapter 9 Other relevant articles and resources in the Unit Moodle site, Week 9 section | Presentation - Training Video (Individual) Due: Week 9 Monday (6 May 2024) 11:45 pm AEST |

Week 10 - 13 May 2024

| Module/Topic | Chapter | Events and Submissions/Topic |
|-------------------|---|------------------------------|
| Career management | Chapter 9 Other relevant articles and resources in the Unit Moodle site, Week 10 section | |

Week 11 - 20 May 2024

| Module/Topic | Chapter | Events and Submissions/Topic |
|--|--|------------------------------|
| Social Responsibility: Legal Issues, Managing Diversity, and Career Challenges | Chapter 10 Other relevant articles and resources in the Unit Moodle site, Week 11 section | |

Week 12 - 27 May 2024

| Module/Topic | Chapter | Events and Submissions/Topic |
|--------------|---------|------------------------------|
| | | |

The future of training and development

Chapter 11
Other relevant articles and resources in the Unit Moodle site, Week 12 section.

Review/Exam Week - 03 Jun 2024

Module/Topic

Chapter

Events and Submissions/Topic

Report (Individual) Due:
Review/Exam Week Monday (3 June 2024) 11:45 pm AEST

Exam Week - 10 Jun 2024

Module/Topic

Chapter

Events and Submissions/Topic

There is no exam for this Unit.

Assessment Tasks

1 Group presentation

Assessment Type

Group Work

Task Description

Purpose

This assessment aims to evaluate students' skills in collaborative group work and conducting needs assessments. You will work in groups to analyse and identify key training and development needs. You will then present the findings in a written report and verbal presentation. This exercise develops important workplace competencies including critical thinking, problem-solving, written communication, verbal communication, and the ability to work productively as part of a team.

Description

In a group of two (2), you are to create and deliver a presentation using PowerPoint slides based on your Training Needs Assessment Report to communicate your findings to the Senior Management Team.

This assessment includes

1. A Training Needs Assessment Report (group work) (1600-1800 words)
2. A presentation of the report in a group (8-10 minutes) and
3. Self-evaluation (individual) in the prescribed form (available on the Unit Moodle site).

Group registration is required on Moodle by **Week 4 Monday, 11.45 pm AEST.**

This assessment links to the UN SDG 8 of Decent Work and Economic Growth.

Please visit Moodle for more details of this assessment before you commence the task.

Penalties for late submission are applied according to the Policy (5% each day after the due date).

Assessment Due Date

Week 6 Monday (15 Apr 2024) 11:45 pm AEST

All written submissions must be uploaded through the assessment link and format in Moodle. Your Report must be uploaded in Word format as a .doc or .docx file. Do not upload a PDF file. Your PowerPoint must be uploaded as a .ppt or .pptx.

Return Date to Students

Mark and feedback will be returned in two (2) weeks from the submission date for all on-time submissions.

Weighting

15%

Assessment Criteria

Assessment 1 - Marking Criteria for the Group Presentation and associated Business Report

Your submission will be assessed on the extent to which it meets each of the following criteria.

- Registration of the group members on Moodle by the required date. (5%)
- A thorough knowledge and application of Needs Assessment, and critical analysis in the discussion. (Report 10%; Presentation 10%)
- A critical review of the academic literature relevant to Needs Assessment and associated human resource training and development interventions integrated throughout to support your analysis and discussion. (Report 10%; Presentation 10%)
- Relevant and accurate use of the academic literature; A minimum to pass this criterion is citing SIX (6) recent and relevant scholarly references (post-2014). (Report 5%; Presentation 5%)
- Referencing: correctly use the CQU APA Referencing Guide. Use in-text citations throughout the PowerPoint slides and have a slide to provide the reference list. (Report 3%; Presentation 2%)
- Report written presentation: Use a Report Format Guide; have clarity of expression; Use appropriate academic language and Australian English spelling. (5%)
- PowerPoint presentation: Have a professional design; Include the key contents from the report in an appropriate format; Have a clear structure with introduction, body, and conclusion; Use appropriate academic language and Australian English spelling. (10%)
- Personal presentation skills: professionalism; appropriateness to the audience of the Senior Management Team; clarity of expression; voice projection; engagement; speaker transitions. (20%)
- Group work and contribution: completion of a self-evaluation and contribution analysis. (5%)

Your Assessment will be marked out of 100 and then converted to a mark out of 15 as per the Assessment weighting.

Referencing Style

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

Submission

Online Group

Submission Instructions

All submissions must be uploaded through the correct assessment links on Moodle. Please read instructions about individual and group responsibility and submission details in Moodle Assessment tile before final submission.

Learning Outcomes Assessed

- Demonstrate understanding of the concepts, principles and theories of training and development
- Synthesise concepts and theories covered in the unit to develop training and development interventions for practical workplace contexts.

2 Presentation - Training Video (Individual)

Assessment Type

Presentation

Task Description

Purpose

As online training videos are becoming more prevalent due to technological advancement, increased electronic communications, and the diversity and geographical spread of workplaces, the purpose of this assessment is to provide you with skills to develop online training and development sessions for workplaces.

Description

You are required to plan and create a **short training video** (from 7 to 10 minutes) based on a skill. You will also develop a Session Plan for your training session and use this plan to deliver the training and record it for online viewing. The training video must be complete and stand-alone.

You should identify a particular skill that will be the content focus of your training video. Given the skill, the intended audience (participants in the training), and any context, consider the most appropriate training approach. Document this in the Session Plan. The skill you select should not require any expert knowledge or resources (i.e. anyone should be able to watch your training video and participate in the training you are providing).

This Assessment task links to the UN SDG 8 of Decent Work and Economic Growth.

Please visit Moodle for more details of this assessment before you commence the task.

Penalties for late submission are applied according to the Policy (5% each day after the due date).

Assessment Due Date

Week 9 Monday (6 May 2024) 11:45 pm AEST

Return Date to Students

Mark and feedback will be returned in two (2) weeks from submission date for all on-time submissions.

Weighting

40%

Assessment Criteria**Assessment 2 - Marking Criteria for Online Training Video and accompanying Session Plan**

Your submission will be assessed on the extent to which it meets each of the following criteria:

- Presentation: professionalism of delivery, conduct, language, engagement, impact, duration, and use of time. (20%)
- Content: effectiveness of the training video in meeting its specified purpose - skills-based training. (20%)
- Delivery: appropriateness of the use of training delivery concepts and techniques in relation to the content, audience, and context; creativity and innovation. (20%)
- Structure: training is conducted according to the session plan. (15%)
- Session Plan: professional presentation, complete - contains elements of a session plan, structure of content, logical flow, appropriate language. (15%)
- Research: A reference list of scholarly, recent (post-2014) journal articles; correctly use the CQU APA Referencing Guide. (10%)

Your Assessment will be marked out of 100 and converted to a mark out of 40 as per the Assessment weighting.

Referencing Style

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

Submission

Online

Submission Instructions

All submissions must be uploaded through the assessment link on Moodle in prescribed format. Read submission instruction in the Moodle assessment tile before uploading any document.

Learning Outcomes Assessed

- Demonstrate understanding of the concepts, principles and theories of training and development
- Assess the link between training and development and broader organisational issues and strategies
- Evaluate training and development needs in a practical workplace context, design appropriate interventions, and evaluate the effectiveness of such interventions
- Examine training and development opportunities and challenges in contemporary workplaces
- Synthesise concepts and theories covered in the unit to develop training and development interventions for practical workplace contexts.

3 Report (Individual)

Assessment Type

Written Assessment

Task Description**Purpose**

The primary purpose of this assessment item is to assist students develop skills in critical thinking in the analysis of training and development interventions and application in the modern workplace setting. The secondary purpose is to give students the opportunity to enhance their analytical and critical thinking, and written communication skills, particularly in the areas of developing arguments and business report writing.

Description

You are required to prepare a Business Report (2000 words) for the Senior Executive Team in relation to a training and development intervention in the contemporary workplace. You are expected to engage in extensive research of the academic literature relating to the topic and evidence your argument from scholarly sources.

This Assessment links to the UN SDG 8 of Decent Work and Economic Growth.

Please visit Moodle for more details of this assessment before you commence the task.

Penalties for late submission are applied according to the Policy (5% each day after the due date).

Assessment Due Date

Review/Exam Week Monday (3 June 2024) 11:45 pm AEST

Return Date to Students

Assessments will be returned and marks released after grade certification.

Weighting

45%

Assessment Criteria**Assessment 3 - Marking criteria for individual Business Report**

Your submission will be assessed on the extent to which it meets each of the following criteria:

- A thorough and critical analysis of the topic, which incorporates a critical review of the academic literature integrated throughout the report to evidence the argument. (35%)
- The implementation plan is included and rationale is provided. (15%)
- Relevant and appropriate industry/organisational examples have been incorporated to evidence application in the real world setting. (10%)
- Appropriate use of argument supported by evidence, including a properly constructed introduction, key content sections, a comprehensive conclusion, and specific recommendations. (10%)
- Cite relevant and recent scholarly academic peer-reviewed journal articles. (15%)
- Professionalism of the Business Report; clarity of expression; language; grammar; punctuation, and correct spelling using Australian English; within word count. (10%)
- Correct use of the CQU APA Referencing Guide. (5%)

Your Assessment will be marked out of 100 and converted to a mark out of 45 as per the Assessment weighting.

Referencing Style

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

Submission

Online

Submission Instructions

Your submission must be uploaded via Moodle link in Word format as a .doc or .docx file.

Learning Outcomes Assessed

- Demonstrate understanding of the concepts, principles and theories of training and development
- Assess the link between training and development and broader organisational issues and strategies
- Evaluate training and development needs in a practical workplace context, design appropriate interventions, and evaluate the effectiveness of such interventions
- Examine training and development opportunities and challenges in contemporary workplaces
- Synthesise concepts and theories covered in the unit to develop training and development interventions for practical workplace contexts.

Academic Integrity Statement

As a CQUniversity student you are expected to act honestly in all aspects of your academic work.

Any assessable work undertaken or submitted for review or assessment must be your own work. Assessable work is any type of work you do to meet the assessment requirements in the unit, including draft work submitted for review and feedback and final work to be assessed.

When you use the ideas, words or data of others in your assessment, you must thoroughly and clearly acknowledge the source of this information by using the correct referencing style for your unit. Using others' work without proper acknowledgement may be considered a form of intellectual dishonesty.

Participating honestly, respectfully, responsibly, and fairly in your university study ensures the CQUniversity qualification you earn will be valued as a true indication of your individual academic achievement and will continue to receive the respect and recognition it deserves.

As a student, you are responsible for reading and following CQUniversity's policies, including the [Student Academic Integrity Policy and Procedure](#). This policy sets out CQUniversity's expectations of you to act with integrity, examples of academic integrity breaches to avoid, the processes used to address alleged breaches of academic integrity, and potential penalties.

What is a breach of academic integrity?

A breach of academic integrity includes but is not limited to plagiarism, self-plagiarism, collusion, cheating, contract cheating, and academic misconduct. The Student Academic Integrity Policy and Procedure defines what these terms mean and gives examples.

Why is academic integrity important?

A breach of academic integrity may result in one or more penalties, including suspension or even expulsion from the University. It can also have negative implications for student visas and future enrolment at CQUniversity or elsewhere. Students who engage in contract cheating also risk being blackmailed by contract cheating services.

Where can I get assistance?

For academic advice and guidance, the [Academic Learning Centre \(ALC\)](#) can support you in becoming confident in completing assessments with integrity and of high standard.

What can you do to act with integrity?



Be Honest

If your assessment task is done by someone else, it would be dishonest of you to claim it as your own



Seek Help

If you are not sure about how to cite or reference in essays, reports etc, then seek help from your lecturer, the library or the Academic Learning Centre (ALC)



Produce Original Work

Originality comes from your ability to read widely, think critically, and apply your gained knowledge to address a question or problem