



HRMT19013 Human Resource Training and Development

Term 1 - 2020

Profile information current as at 14/12/2025 06:02 pm

All details in this unit profile for HRMT19013 have been officially approved by CQUniversity 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 - 2020

- Melbourne
- Online
- Rockhampton
- 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: 25%

2. **Presentation**

Weighting: 30%

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 Student feedback - unit evaluation

Feedback

Students are looking for a range of resources and engagement throughout the term including online/zoom interactions to support their learning. There also were requests to consider the scheduling of the zooms (e.g. a time other than 5.30pm -not ideal for people working full-time 9 - 5). Feedback indicated that the students' queries were responded to in a timely manner.

Recommendation

Schedule Zooms sessions for content discussion and assessment to complement the video lectures. Consider also the time of day for Zooms to provide options for people who are working full-time. Continue to review the type and combination of resources, and timeliness, to support oncampus and online learning. And continue with timely responses to queries.

Feedback from Student feedback - unit evaluation

Feedback

Overall the variety and nature of the assessment tasks were well received as a positive learning experience (and some reported challenging); 'they were all very different but informative and more practical - tasks that we may have to do within a HR job.'

Recommendation

Continue with the practical nature of the assessments; ensure clarity on the scope of requirements; provide exemplars as appropriate.

Feedback from Student feedback; Unit Coordinator review.

Feedback

It was reported that the Moodle site was readily navigable and organised - 'by far the best I have worked with in my studies'. Moodle site should be reviewed and developed as per the best practice guidelines.

Recommendation

Ensure that the Moodle site is developed in accordance with best practice guidelines provided by the School of Business and Law.

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 - 25%	•				•
2 - Presentation - 30%	•	•	•	•	•
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					

Alignment of Assessment Tasks to Graduate Attributes

Assessment Tasks	Graduate Attributes									
	1	2	3	4	5	6	7	8	9	10
1 - Group Work - 25%	•	•	•	•	•	•	•	•		
2 - Presentation - 30%	•	•	•	•		•	•	•		
3 - Written Assessment - 45%	•	•	•	•		•	•	•		

Textbooks and Resources

Textbooks

HRMT19013

Prescribed

Training & Development: Learning for Sustainable Management

Edition: 2nd Revised (2013)

Authors: Raymond A Noe & Colin Winkler

McGraw Hill

North Ryde , NSW , Australia

ISBN: 9781743072394

Binding: eBook

Additional Textbook Information

If preferred, you can purchase a paper text at the CQUni Bookshop here: <http://bookhop.cqu.edu.au> (search on the Unit code)

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 6th Edition \(APA 6th edition\)](#)

For further information, see the Assessment Tasks.

Teaching Contacts

Maree Franettovich Unit Coordinator

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Tim Whan Unit Coordinator

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Schedule

Week 1 - 09 Mar 2020

Module/Topic	Chapter	Events and Submissions/Topic
Introduction to Training and Development; and the Australian Training Context	Chapter 1	

Week 2 - 16 Mar 2020

Module/Topic	Chapter	Events and Submissions/Topic
Strategic role of training and development	Chapter 2	

Week 3 - 23 Mar 2020

Module/Topic	Chapter	Events and Submissions/Topic
Training needs assessment	Chapter 3	

Week 4 - 30 Mar 2020		
Module/Topic	Chapter	Events and Submissions/Topic
Learning: theories and program design	Chapter 4	GROUP REGISTRATION Due: Week 4 Wednesday (1 Apr. 2020) 11:45 pm AEST
Week 5 - 06 Apr 2020		
Module/Topic	Chapter	Events and Submissions/Topic
Transfer of training	Chapter 5	
Vacation Week - 13 Apr 2020		
Module/Topic	Chapter	Events and Submissions/Topic
		Personal review
Week 6 - 20 Apr 2020		
Module/Topic	Chapter	Events and Submissions/Topic
Traditional methods of training	Chapter 7	GROUP PRESENTATION Due: Week 6 Monday (20 Apr 2020) 11:45 pm AEST
Week 7 - 27 Apr 2020		
Module/Topic	Chapter	Events and Submissions/Topic
Contemporary methods of training	Chapter 8	
Week 8 - 04 May 2020		
Module/Topic	Chapter	Events and Submissions/Topic
Training evaluation	Chapter 6	
Week 9 - 11 May 2020		
Module/Topic	Chapter	Events and Submissions/Topic
Employee development	Chapter 9	Presentation - Training Video (Individual) Due: Week 9 Monday (11 May 2020) 11:45 pm AEST
Week 10 - 18 May 2020		
Module/Topic	Chapter	Events and Submissions/Topic
Career management	Chapter 11	
Week 11 - 25 May 2020		
Module/Topic	Chapter	Events and Submissions/Topic
Issues in training and development	Chapter 10	
Week 12 - 01 Jun 2020		
Module/Topic	Chapter	Events and Submissions/Topic
The future of training and development	Chapter 12	
Review/Exam Week - 08 Jun 2020		
Module/Topic	Chapter	Events and Submissions/Topic
		BUSINESS REPORT (Individual) Due: Review/Exam Week Monday (8 June 2020) 11:45 pm AEST
Exam Week - 15 Jun 2020		
Module/Topic	Chapter	Events and Submissions/Topic
There is no exam for this Unit.		

1 GROUP PRESENTATION

Assessment Type

Group Work

Task Description

Purpose

The primary purpose of this assessment item is to examine students' ability to work effectively and productively in a group, and report on a key training and/or development need of an organisation based on a Needs Assessment. The secondary purpose is to develop skills in analytical and critical thinking, problem solving, and written and personal communication, appropriate to the workplace context.

Description

As a group of two (2) you are to create and deliver a personal presentation using an appropriate presentation tool (e.g. PowerPoint or similar) based on your Needs Assessment Report to communicate your findings to the Senior Management Team. Group registration is required on Moodle.

This Assessment links to the UN SDG No 8 of *Decent Work and Economic Growth*.

Please do not commence this Assessment without referring to the Assessment Information provided on Moodle.

Penalties for late submission are applied according to the Policy.

Assessment Due Date

Week 6 Monday (20 Apr 2020) 11:45 pm AEST

All written submissions must be uploaded through the assessment link 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

Marks and feedback usually will be returned two (2) weeks from submission for on-time submissions.

Weighting

25%

Assessment Criteria

Assessment Item 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 evidence your analysis and discussion. (Report 15%; Presentation 15%)
- Relevant and accurate use of the academic literature; Minimum to pass this criterion [7.5/15] is SIX (6) scholarly references which **MUST include the prescribed textbook** and FIVE (5) relevant academic peer reviewed journal articles. (Report 5%; Presentation 5%)
- Referencing: strict conformity to the referencing protocol of the CQU APA Referencing Guide. References are used throughout the PowerPoint slides as appropriate and a dedicated slide provides the reference list. (Report 3%; Presentation 2%)
- Report presentation: *Report Format Guide* used; professional presentation; clarity of expression - grammar, punctuation and correct spelling using Australian English. (5%)
- PowerPoint presentation: professional approach; key content from report included and in appropriate format and order; overall design, structure demonstrates introduction, body, and conclusion, appropriate language, grammar, punctuation, and correct spelling using Australian English. (10%)
- Personal presentation skills: professionalism; appropriateness to audience of Senior Management Team; clarity of expression; voice projection; emphasis; engagement; speaker transitions. (10%)
- Group work and contribution: completion of a self-evaluation and contribution analysis. (5%)

Your Assessment will be marked out of 100 converted to a mark out of 25 as per the Assessment weighting.

Referencing Style

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)

Submission

Online Group

Submission Instructions

The report must be presented in word format.

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.

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Team Work
- Information Technology Competence
- Cross Cultural Competence
- Ethical practice

2 Presentation - Training Video (Individual)

Assessment Type

Presentation

Task Description

Presentation - Training Video (Individual)

You are required to plan and create a short training video based on a **skill**. Online training videos are becoming more prevalent due to technological advances, increased electronic communications and the diversity and geographical spread of workplaces. You are required to develop a Session Plan for your training session, and use this plan to personally 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 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 links to the UN SDG No 8 of *Decent Work and Economic Growth*.

Please do not commence this Assessment without referring to the Assessment Information provided on Moodle.

Penalties for late submission are applied according to the Policy.

Assessment Due Date

Week 9 Monday (11 May 2020) 11:45 pm AEST

All submissions must be uploaded through the assessment link on Moodle.

Return Date to Students

Marks and feedback usually will be returned two (2) weeks from submission for on-time submissions.

Weighting

30%

Assessment Criteria

Assessment Item 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: list of sources consulted, which is presented as a reference list according to the CQU APA Referencing Guide; (10%)

Your Assessment will be marked out of 100 and converted to a mark out of 30 as per the Assessment weighting.

Referencing Style

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)

Submission

Online

Submission Instructions

All submissions must be uploaded through the assessment link in Moodle.

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.

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Information Technology Competence
- Cross Cultural Competence
- Ethical practice

3 BUSINESS 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 argument and business report writing.

Description

You are required to prepare a Business Report 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 No 8 of *Decent Work and Economic Growth*.

Please do not commence this Assessment without referring to the Assessment Information provided on Moodle.

Penalties for late submission are applied according to the Policy.

Assessment Due Date

Review/Exam Week Monday (8 June 2020) 11:45 pm AEST

All submissions must be uploaded through the assessment link in Moodle. Your submission must be uploaded in Word format as a .doc or .docx file. Do not upload a PDF file.

Return Date to Students

Assessments will be returned and marks released after grade certification.

Weighting

45%

Assessment Criteria

Assessment Item 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%)
- Relevant and accurate use of the academic literature; Minimum to pass this criterion [7.5/15] is SEVEN (7) scholarly references, which **MUST include the prescribed textbook** and SIX (6) relevant academic peer reviewed journal articles. (15%)
- Professionalism of the Business Report; *Report Format Guide* used; clarity of expression; language; grammar; punctuation, and correct spelling using Australian English; within word count. (10%)
- Strict conformity to the referencing protocol 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 6th Edition \(APA 6th edition\)](#)

Submission

Online

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.

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Information Technology Competence
- Cross Cultural Competence
- Ethical practice

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