Newcastle Business School

IRHR3510: Human Resource Development
2024

MISSION: To develop a unique business school identity which is distinctive in the marketplace and provides a clear value proposition for students. This will be achieved by embedding the themes of entrepreneurship and innovation, digitalisation and data within our programs and embracing sustainability, work integrated learning and a commitment to social justice.

OVERVIEW

Course Description

People performance within organisations is a source of long term competitive business strength. Human Resource Development examines the activities and processes that impact on organisational and individual learning. The focus is on interventions which change, or improve the ability to change organisational behaviour. Interventions can range from the strategic to the functional areas of training and development. Topics include the strategic role of human resource development, organisational and individual analysis, adult learning styles, technology and learning, management education, vocational education and training. Communication and group management techniques are emphasised as important attributes for the HRD professional. All students engage in trainer competencies through developing and implementing experiential sessions for small groups.

Contact Hours

Integrated Learning Session
Face to Face On Campus
Two (2) hour(s) per Week for Full Term

Students are expected to complete 4 hours of guided learning via online preparation, lectures, interactive workshops, tutorials, discussion groups or self-directed learning and an additional 6 hours of independent study per week.

Unit Weighting 10

Assumed Knowledge IRHR2270 Human Resource Management

Workload Students are required to spend on average 120-140 hours of effort (contact and non-contact) including assessments per 10 unit course.

Please refer to the course CANVAS site for details of teaching staff for ALL course offerings. The primary contact for courses is the Course Coordinator, whose details are listed on the course CANVAS site.

Student Consultation A minimum of one (1) hour of consultation per week. Please see course CANVAS site for details of time and location.

Course Learning Outcomes

On successful completion of this course, students will be able to:
1. Explain human resources development (HRD) and its theories, the difference between education, training, learning and the concept of the transfer of learning;
2. Critique the relationship between organisational development (OD) and HRD contribution to organisational effectiveness;
3. Apply and evaluate a learning process starting with training needs analysis to assessment and evaluation process;
4. Evaluate the HRD role dealing with contemporary challenges.

COURSE OUTLINE

THE UNIVERSITY OF NEWCASTLE AUSTRALIA

ASSESSMENT DETAILS

This course has **3** assessments. Each assessment is described in more detail in the sections below:

	Assessment Name	Due Date	Involvement	Weighting	Learning Outcomes
1	Written Assignment	Due Friday Week 4 by 11:59 pm	Individual	30%	1, 2
2	Micro-training activity	Various dates in Weeks commencing: Week 10 Week 11 Week 12 Week 13	Group	30%	1, 3
3	Final Examination	Formal Exam Period	Individual	40%	1, 2, 3, 4

Please note: students are advised that all assessments must be submitted in English. Assessment items **not** submitted in English will receive a mark of zero.

Results of individual assessment items and final results, including those provided via the Learning Management System (LMS) are 'unofficial results' until they are confirmed as finalised by the School Assessment Body and the Head of School or delegate. Finalised results are released directly to students on the Fully Graded Date of the relevant Semester/Trimester.

Time referenced is time in Newcastle NSW

Late Submissions	The mark for an assessment item submitted after the designated time on the due date, without an approved extension of time, will be reduced by 10% of the possible maximum mark for that assessment item for each day or part day that the assessment item is late. **Note**: this applies equally to week and weekend days.

Assessment 1 – Written Assignment

Assessment Type	Written Assignment
Purpose	The purpose of this assignment is to assess students' capacity to provide an informed understanding of theories, literature and developments advancing in Human Resource Development and its implications for practices. The paper is designed to encourage students to participate in a critical assessment of varying stakeholder views regarding training and development. While the paper is written in an Australian cultural context, it could easily be broadened to apply to other nations.
Description	Students apply critical thinking and problem-solving skills to explore and argue for a position regarding access to training and development opportunities for workers and marginalised social and cultural groups.
	Students will select one of the three scenarios provided on CANVAS and write a Position paper as an advocate for one of arguments. A full breakdown of the requirements of a position paper and marking rubric are provided on CANVAS.
	EXPECTATIONS: Students will use reliable sources to validate the quality of your paper. Students must use appropriate academic referencing conventions.
	The terms of the assignment only will be discussed in class time in week 1.
Weighting	30%
Length	2000 words
Due Date	Friday Week 4 by 11:59 pm
Submission Method	Online – via Turnitin
Assessment Criteria	Details, instruction and assessment criteria in the CANVAS under Assessment tab. The following five (5) criteria will be applied:
	• Relevance to the question;
	• Accuracy of information/argument;
	• Quality of argument
	• Clarity of expression, and
	• References, presentation, length
Return Method	Online
Feedback Provided	Online – Feedback will be provided in the first instance through the rubric attached to the assignment in CANVAS and a primary response comment. Additional comments and feedback will be provided by the instructor on request by the student.

Assessment 2 - Group Micro-training Activity

Assessment Type	Tutorial / Laboratory Exercises
Purpose	The purpose of the activity is to develop students' competencies in small group training techniques.
Description	This assessment should, within the obvious constraints, mirror how a training session would be conducted in a 'real- life' setting. Students apply critical thinking, problem solving skills and presenting skills to conduct professional training independently and in groups in 'real- life' settings.
Weighting	30%
Length	20 min presentation / 1000 words
Due Date	Various dates in Weeks 10, 11, 12 and 13
	Week 10
	Week 11
	Week 12
	Week 13
Submission Method	In Class - Interactive training session
Assessment Criteria	Details, instruction and assessment criteria in the course CANVAS site under Assessment tab
Return Method	Online
Feedback Provided	Returned Work - Note: The group mark is an overall mark.

Assessment 3 - Final Examination

Assessment Type	Formal Examination
Purpose	The examination will test students understanding, analytical skills, writing ability and ability to apply knowledge and skills developed in this course.
Description	Students apply critical thinking and problem-solving skills to explore and discuss the given questions and/or case study, linking key themes identified across literature and substantiating their arguments drawing on both informed supporting evidence and illustrative examples.
	This course has a **RESTRICTED OPEN BOOK** examination. A memory aid is permitted. The memory aid is a single double sided A4 sheet of handwritten or typed notes for use during the examination. Note: memory aids must be left on the examination table and cannot be removed from the examination venue.
Weighting	40%
Length	120 minutes
Due Date	Formal Examination Period
Submission Method	Formal Exam
Assessment Criteria	Details, instruction and assessment criteria in the CANVAS under Assessment tab
Return Method	Not Returned
Feedback Provided	No Feedback: Items not returned to students (e.g. final examination scripts) will be made available for review by students, upon request, in a controlled and monitored setting. Students are required to make requests, directly to the relevant course coordinator. The Newcastle Business School keeps completed examination scripts for a period of six (6) months only, from the relevant fully graded date. Requests made after the six (6) month period **cannot** be considered.

SYLLABUS

Course Content

Topics in the course include but are not limited to the following:

1. The strategic role of human resource development (HRD): defining the HRD function and links with organisational strategies, goals and sub-systems.
2. The Learning Organisation: traditional forms of HRD, current models and predictions for the future.
3. HRD and employee orientation: organisational socialisation and the role of HRD, role interpretation; vicarious learning; problems and benefits of formal induction programs.
4. Analysis: at an organisational, task and individual level; the rationale for analysis, methods utilised for analysis, how analysis can be linked to training programs.
5. Training Programs: the design, delivery, methods and media, assessment and evaluation of training programs. Adult learning styles and theories and integration with training programs.
6. Organisational development concepts and interventions: Analysing forces for and against change and a range of change interventions.
7. Management of talented employees; the need for management development; strategies and trends.
8. Open and distance learning: HRD through various media and technology; advantages and disadvantages of learning "off-the-job".
9. Transfer of Learning: the role of mentoring, coaching and feedback in transferring "off the job" training to "on-the-job" behaviour. Transitional problems, skill acquisition and utilisation.
10. Future Issues and HRD: adapting to workplace diversity; the increasing development of networks and global alliances; ethics, corporate social responsibility and sustainability; faster pace and less resources; working as an HRD contractor as opposed to a full-time employee.

Course Materials

Required Text:

Carbery, R., & Cross, E., *Human Resource Development: A Concise Introduction*, Eds (2015) – Palgrave – London

Ebook: 978 113736-010-6
ISBN: 978-1-137-36009-0

Please refer to the course CANVAS site for details of additional recommended texts.

SCHEDULE

Week	Topic	Class Preparation	Workshop Activities
1	Introduction to HRD – Course overview – Definitions and foundations	Text reference: Carbery & Cross, chapter 1	Class activities to be provided
2	HRD and the organisation – Strategic HRD – Human capital theory – HRD and performance	Text reference: Carbery & Cross, chapter 2	Class activities to be provided
3	HRD and the organisation – HRD and change – Managing HRD – Career development & management	Text reference: Carbery & Cross, chapter 3	Class activities to be provided
4	Individual-Level Learning – Principles of learning – Creating an effective learning environment	Text reference: Carbery & Cross, chapter 4	Class activities to be provided **Assessment 1 due:** Position Paper, due Friday Week 4 by 11:59 pm
5	Organisational Learning & Development – Knowledge Management – OD and Organisational Change Management	Text reference: Carbery & Cross, chapters 5 & 6	Class activities to be provided
6	Identifying Learning Needs – Learning Needs Analysis	Text reference: Carbery & Cross, chapter 7	Class activities to be provided
7	Designing HRD programs	Text reference: Carbery & Cross, chapter 8	Class activities to be provided
8	Delivering HRD programs	Text reference: Carbery & Cross, chapter 9	Class activities to be provided
9	Evaluating HRD programs	Text reference: Carbery & Cross, chapter 10	Class activities to be provided
10	Contemporary Issues: Management of talented employees	Text reference: Carbery & Cross, chapters 11 & 12	Class activities to be provided **Assessment 2**: Micro-training activity (Group)
11	The (Australian) National Training Reform Agenda	Text reference: Carbery & Cross, chapter 12	Class activities to be provided **Assessment 2**: Micro-training activity (Group)
12	Contemporary Issues: Online, Distance Learning, Transfer of learning	Text reference: Carbery & Cross, chapter 14	Class activities to be provided **Assessment 2:** Micro-training activity (Group)
13	Course review; future of HRD		**Assessment 2**: Micro-training activity (Group)

If a lecture/class is scheduled on a public holiday, a make-up lecture may be announced by the course coordinator on the course CANVAS site.

CONTACTS

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ADDITIONAL INFORMATION

Grading Scheme

This course is graded as follows:

Range of Marks	Grade	Description
85-100	High Distinction (HD)	Outstanding standard indicating comprehensive knowledge and understanding of the relevant materials; demonstration of an outstanding level of academic achievement; mastery of skills*; and achievement of all assessment objectives.
75-84	Distinction (D)	Excellent standard indicating a very high level of knowledge and understanding of the relevant materials; demonstration of a very high level of academic ability; sound development of skills*; and achievement of all assessment objectives.
65-74	Credit (C)	Good standard indicating a high level of knowledge and understanding of the relevant materials; demonstration of a high level of academic achievement; reasonable development of skills*; and achievement of all learning outcomes.
50-64	Pass (P)	Satisfactory standard indicating an adequate knowledge and understanding of the relevant materials; demonstration of an adequate level of academic achievement; satisfactory development of skills*; and achievement of all learning outcomes.
0-49	Fail (FF)	Failure to satisfactorily achieve learning outcomes. If all compulsory course components are not completed the mark will be zero. A fail grade may also be awarded following disciplinary action.

*Skills are those identified for the purposes of assessment task(s).

Communication Methods	Communication methods used in this course include: - CANVAS Course Site: Students will receive communications via the posting of content or announcements on the CANVAS course site. - Email: Students will receive communications via their student email account. - Face to Face: Communication will be provided via face to face meetings or supervision.
Course Evaluation	Each year feedback is sought from students and other stakeholders about the courses offered in the University for the purposes of identifying areas of excellence and potential improvement.
Oral Interviews (Vivas)	As part of the evaluation process of any assessment item in this course an oral examination (viva) may be conducted. The purpose of the oral examination is to verify the authorship of the material submitted in response to the assessment task. The oral examination will be conducted in accordance with the principles set out in the Oral Examination (viva) Procedure. In cases where the oral examination reveals the assessment item may not be the student's own work the case will be dealt with under the Student Conduct Rule.
Academic Misconduct	All students are required to meet the academic integrity standards of the University. These standards reinforce the importance of integrity and honesty in an academic environment. Academic Integrity policies apply to all students of the University in all modes of study and in all locations. For the Student Academic Integrity Policy, refer to https://policies.newcastle.edu.au/document/view-current.php?id=35.
Adverse Circumstances	The University acknowledges the right of students to seek consideration for the impact of allowable adverse circumstances that may affect their performance in assessment item(s). Applications for special consideration due to adverse circumstances will be made using the online Adverse Circumstances system where: 1. the assessment item is a major assessment item; or 2. the assessment item is a minor assessment item and the Course Co-ordinator has specified in the Course Outline that students may apply the online Adverse Circumstances system; 3. you are requesting a change of placement; or 4. the course has a compulsory attendance requirement. Before applying you must refer to the Adverse Circumstances Affecting Assessment Items Procedure available at: https://policies.newcastle.edu.au/document/view-current.php?id=236
Important Policy Information	The Help button in the Canvas Navigation menu contains helpful information for using the Learning Management System. Students should familiarise themselves with the policies and procedures at https://www.newcastle.edu.au/current-students/no-room-for/policies-and-procedures that support a safe and respectful environment at the University.

This course outline was approved by the Head of School. No alteration of this course outline is permitted without Head of School approval. If a change is approved, students will be notified and an amended course outline will be provided in the same manner as the original.