BS328

WORKPLACE TRAINING AND ASSESSMENT

This sample unit outline is provided by CHC for prospective and current students to assist with unit selection.

Elements of this outline which may change with subsequent offerings of the unit include Content, Required Texts, Recommended Readings and details of the Assessment Tasks.

Students who are currently enrolled in this unit should obtain the outline for the relevant semester from the unit lecturer.
Unit Name: BS328 Workplace Training and Assessment

Nominal Duration: 14 weeks

Delivery Mode: Internal and External

Workload:
- Class contact (Internal mode) or Review of materials (External mode): 42 hours
- Reading and private study: 48 hours
- Assignment preparation: 50 hours
- TOTAL: 140 hours

Weight: 10 credit points

Unit Coordinator: Dr Rod St Hill

Teaching Staff: Dr Rod St Hill

Co / Prerequisite Units:
- BS325 Human Resource Management

Core / Elective:
- Diploma of Business: Not available
- Associate Degree in Business: Not available
- Bachelor of Business: Core for HRM major; Elective for all other majors

Rationale:
This unit provides the basic training and development of competencies expected of a person involved as an occasional or sessional trainer. For Human Resource Management students, it provides a basic grounding and theoretical basis for the training function of HRM as well as providing the grounding for further development as a professional trainer. This unit develops key themes of strategy and professional practice skills and is particularly oriented to those who have responsibility for the design and management of human resource development in their organisation.

Text Requirements:
Tovey, MD & Lawlor, DR 2008, Training in Australia, 3rd edn, Pearson, Sydney.

Outcomes:
On completion of this unit, students will have provided evidence that they are able to:
1. Demonstrate an understanding of the adult learning process, adult learning and instructional design theory.
2. Design a training program through the phases of:
   a) needs analysis and problem identification
   b) promotion of training
   c) writing objectives
   d) designing training
   e) developing session plans, including training methods and assessment
   f) developing training materials
   g) conducting a structured training session and a discussion session
   h) program evaluation.
3. Exhibit advanced analytical skills in design of training programs.
4. Apply adult learning and instructional design theories to workplace training.

Content:

<table>
<thead>
<tr>
<th>Week</th>
<th>Content</th>
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<tbody>
<tr>
<td>1</td>
<td>Introduction to training design and practice, History of training and development, The Australian Quality Training Framework</td>
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<tr>
<td>2</td>
<td>Adult Learning in the Workplace and Experiential Learning</td>
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<td>3</td>
<td>Training Needs Analysis, Designing and Conducting a Skills Audit</td>
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<td>4</td>
<td>Discussion of Student-conducted Training Needs Analysis</td>
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<td>5</td>
<td>Conducting and Reviewing Assessment as it relates to Training Needs Analysis</td>
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<td>6</td>
<td>Competency Based Assessment and Developing Assessment Criteria</td>
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<td>7</td>
<td>Designing and Developing Training, Writing Learning Outcomes</td>
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<td>8</td>
<td>Delivering Training, Instructional Methods and Session Plans</td>
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<td>9</td>
<td>Presentation of the training session developed for Assessment Task #1</td>
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<td>10</td>
<td>Costing Training Programs</td>
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<tr>
<td>11</td>
<td>Evaluation and Validation of Training</td>
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Assessment Task #1 – Training Session (Relates to Outcomes 1-4)

Part A  Each student will be a ‘trainer’ for a training session addressing the effective use of one of the training approaches discussed in class. This will require the development of a session plan (to be submitted) which identifies the learning outcome, training methods, timing, assessment, etc, per the proforma supplied. The actual training session will be presented to a class as per the schedule.

Weighting: 20%  Length: 30 minutes
Due Date:  As scheduled

Please note:
1. External students are to submit a DVD or a Video of their oral presentation.
2. Both Internal and External students are to submit a PowerPoint presentation.

Part B  In this portion of Assessment Task #1, students will discuss in depth the components of the training session in Part A. This report is to be well structured with the main ideas to be supported by at least five (5) references from the literature, Scripture, the textbook, class exercises and outside reading. The scope of these papers is to be comprehensive.

Weighting: 30%  Length: 1500 words
Due Date:  As scheduled

Assessment Task #2 – Training Program Development (Relates to Outcomes 1-4)

Students are to plan the design, promotion and evaluation of a training program for a client. The report will provide theoretical and practical justification for the training needs analysis approach, design, instructional strategies, expected results, evaluation and costing of the program. The proposal is to be pre-approved by the lecturer, before the student commences work.

Weighting: 50%  Length: 2500 words
Due Date:  Week 14

Academic & General Resource Requirements

De Simone, R, Werner, D & Harris, D 2005, Human Resource Development, 4th edn, Dryden, Fort Worth, TX.


Journals

Human Resource Planning [ISSN 0199-8986]
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Unit Summary

This unit is designed to provide the basic train and develop competencies expected of a person involved as an occasional or sessional trainer and for students preparing for a career in Human Resource Management. It provides a basic grounding and theoretical basis for the training function of HRM as well as providing the grounding for further development as a professional trainer. The unit develops key themes of strategy and professional practice skills and is particularly oriented to those who have responsibility for the design and management of human resource development in an organisation.