

BACHELOR OF LEARNING DEVELOPMENT AND TRAINING

1. Background

The Bachelor of Learning Development and Training (BLDT) is a three year undergraduate degree aimed at students seeking a career or advancing their existing career in the learning and development field. Depending on the industry the student chooses to work in, the field may also be referred to as training and development or human resource development. The program will be available from Semester 1, 2005.

The target market can be broadly broken into four segments, being:

- Current learning and development or broader human resource practitioners
- Individuals seeking a career change
- Current year 12 students
- International applicants

Current Learning and Development Practitioners

Those currently working in the HR/LD area may come from public or private organisations and operate with roles including some or all of:

- Coordination of training activities
- Designing training programs, including undertaking needs analysis surveys
- Evaluation and cost-effectiveness of training programs
- Delivering training programs

Learning and development professionals are employed in industries as diverse as banking and finance, law, accounting, tourism and hospitality, retail, telecommunications, registered training organisations (RTOs), superannuation, universities, TAFE, management consultancies, mining and trades.

These practitioners will prefer to study part-time using evening and intensive delivery modes. Some practitioners will apply to the BLDT seeking credit for studies undertaken as part of a Certificate IV, Diploma or Associate Diploma. Credit will be granted where the qualifications meet the new accreditation requirements currently under development with ANTA and within the directions of dual accreditation and pathways from TAFE to higher Education as outlined in the Nelson Reform packages to tertiary education.

Career Changers

Many HR roles in organisations are created through internal transfers from other functional areas. This is particularly prevalent in small to medium sized businesses. These applicants may or may not be degree qualified, but will require studies below the postgraduate level and are therefore included in the target market.

Current Year 12 students

The Year 12 school leavers, will favour a more traditional delivery method with day time classes. However, some scope will exist for combining full-time students with part-time, increasing the student mix and cross benefits in shared learning outcomes for both groups.

Young graduates can expect to find their first employment in either a generalist HR role or a specific learning and development support role in a medium to large organisation. All graduates regardless of their specialisation are expected to demonstrate a basic understanding of other HR functions.

Recent research undertaken by CSHE has indicated that in selecting courses, students tend to identify three key factors, being the field of study; the perceived 'reputation' of both the course and institution; and course ENTER scores.

International Applicants

In the time available the Development Unit contacted a number of agents and representatives of the University overseas. To date 9 have responded to a Fax-Back questionnaire. Information about the BLDT was provided and then agents were asked to comment on whether they had current interest in a Human Resource Development (HRD) focused program, where they currently direct these prospective students to, whether it was school leaver or mature students interested in this area, whether employer sponsorship was available for people currently working in this field and whether they believed there was interest in their region for a program like the BLDT. Agents were also asked to grade on a low to high scale the level of market activity and demand for staff with generic HRD skills.

This snapshot survey reveals there is currently a medium to high level of interest in this field. Prospective students are currently directed towards general business programs because there is nothing perceived to meet this demand. The majority of leads for programs in this field are at a school-leaver level. Some sponsorship opportunities are available for people already working in the field. There is a low to medium demand for staff with HRD skills and knowledge in the current workforce.

The clearest indicator from this survey is the level of interest shown by agents towards the new program. It would appear acceptable to conclude that this is based on current enquiries (pursued in the first couple of questions) received by agents. This being the case it would seem safe to conclude that there would be some international interest in the BLDT from the countries/regions who responded to our survey.

The delivery of the BLDT will be more flexible, with day, evening and intensive study options for part-time and full-time students. An Advisory Board with broad representation from the tertiary and TAFE sectors, industry, government and regulatory bodies will oversee and review the course content. Both of these options will assist the Faculty in delivering and meeting part three of the University's Strategic Plan – *Quality Learning*.

Quality Assurance

Learning and Development is one of five broad functions of human resources, with the other four being personnel administration, personnel services, organisational improvement and knowledge management.

Training and development or HRD is currently the largest growth area of the five human resource functions in recent years. Further, the role of the HR practitioner has increasingly become a part of the core operations and strategic decision making processes of organisations to address the needs of staff at all levels. As a measure of the size of the marketplace, two key Australian industry bodies – the Australian Human Resources Institute (AHRI) and the Australian Institute of Training and Development (AITD) have membership numbers exceeding 25,000 and 2,500 respectively. Membership of both organisations now requires at minimum, an undergraduate degree. For the thousands of Certificate IV and Diploma holders, seeking membership of either body will require further study.

When it comes to workplace training, whilst smaller organisations and some government departments are outsourcing their training needs to private consultancies, Registered Training Organisations (RTOs) and other providers, larger firms and government departments are increasingly bringing the full training and development functions in-house.

Enrolments in the Faculty's Master of Training and Development show senior staff from organisations such as Ford Australia, QANTAS, the Australian Defence Force (ADF), Kraft Foods, Coles Myer and Telstra.

The Training Package for Assessment and Workplace Learning review has been undertaken over the last 3 years by ANTA using an exhaustive development and consultative process. The latest draft Training Package is broad in scope and content – more so than earlier versions. This is in recognition of the need to develop a Training Package that can meet the skill, knowledge, professional development and recognition needs of VET practitioners working in a range of roles. The Training Package also addresses competency requirements of staff working in support, coordination, quality and management roles directly related to training and assessment services. The latest draft contains 62 new units of competency.

The core focus of the competency framework is learning, with the units of competency that support the learning process directly grouped into three fields: Training Advisory and Support Services; Coordination and Management; and Quality of Training and Assessment Services.

These trends provide a basis for moving forward with an undergraduate offering in the learning and development field. The Centre for Human Resource Development and Training (CHRDT) is part of the Faculty's Centre for Post-compulsory Education and Lifelong Learning (CPELL). CHRDT undertakes research, teaching and consultancy in the areas of human resource development, vocational education and training and lifelong learning. CPELL delivers award programs at the undergraduate and postgraduate level both in Australia and Singapore and has an expanding postgraduate research student profile. Through its Training Services and Development Unit, the Centre also offers fee paying non-award programs such as the Certificate IV in Workplace Assessment.

CPELL is the largest team of staff currently engaged in teaching and research in post-compulsory education and training at an Australian university. Staff such as Professor Richard Teese, Professor Jack Keating, Associate Professor David Beckett and Dr Ian Roos are recognised for their excellence in research and publishing at national and international levels. The Centre has engaged for many years in important state and national research into student outcomes, post-compulsory education and training, comparative studies, and workplace learning. The course will draw on this wealth of expertise and experience, and utilise the substantial research data and findings available, in achieving its aims.

2. Course/Program Objectives

The course seeks to equip students to:

- Apply and adapt key concepts and theories of adult education and learning within the changing contexts of professional learning, development and training
- Evaluate the contexts of professional learning and development using a range of theoretical perspectives
- Research and evaluate the professional learning and development environment
- Appraise the business context
- Understand the diversity of the global knowledge economy and workplace and take action to enhance the learning environment
- Analyse the interplay between group, individual and organisational dynamics and assess how these can be addressed through learning and development programs
- Plan and develop professional education programs appropriate to a variety of business contexts
- Develop high standards of interpersonal communication appropriate to the professional education environment, including oral presentations and written materials

- Develop and maintain professional relationships and collaborative work practices
- Engage in ongoing critical reflection as a means of continuing professional development and life long learning

Through these objectives students should be able to make significant contributions to the Australian community, business, industry, educational and government organisations.

3. Entry Requirements

The entry requirements into the Bachelor of Learning Development and Training are:

- First Year Entry - Successful completion of Year 12 or its equivalent as outlined in the Faculty of Education selection requirements
- Later Year Entry - Successful completion of the Associate Diploma in VET (Management) or an equivalent course of study.

4. Course/program structure

Subject Code	Subject name	Semester
Year 1		
482-1xx	Introduction to Learning Principles	1
476-1xx	Organizational needs analysis	1
482-1xx	Designing workplace learning programs	1
482-1xx	Current issues in professional education	1
482-1xx	Introduction to Strategic Management in HRD	2
482-1xx	Workplace learning environments	2
476-1xx	Competency Assessment	2
485-1xx	E-Learning for training and development	2
Year 2		
482-2xx	Diversity in the workplace	1
482-2xx	Managing the training and assessment system	1
482-2xx	Learning and thinking	1
476-2xx	Developing assessment tools and procedures	1
482-2xx	Post industrial work and technology	2
482-2xx	Legal issues in professional education	2
485-2xx	Instructional design for multimedia	2
482-2xx	Evaluating learning programs	2
Year 3		
482-3xx	Workplace Project: Research and Analysis	1
482-3xx	The learning organisation	1
482-3xx	Learning and business performance	1
482-3xx	Developing Adult literacy and numeracy	1
482-3xx	Advanced learning theories	2
482-3xx	Workplace Project: Research and Recommendations	2
482-3xx	Strategic HRD and training	2
482-3xx	Consultancy in the learning environment	2

The course will be available on a full-time and part-time basis.

5. EFTSU and Budgetary Consequences

The course will be available to Australian and international full-fee-paying students.

Bachelor of Learning Development and Training (*new course*)

1. The Selection Committee will evaluate the applicant's ability to pursue successfully the course using the following additional criteria:
 - VCE units 3 and 4 (or equivalent) – a study score of at least 25 in each English (any).
2. The Selection Committee may conduct interviews and call for referees and employer references to elucidate on any of the requirements for entry listed above.