



T-104  
2022

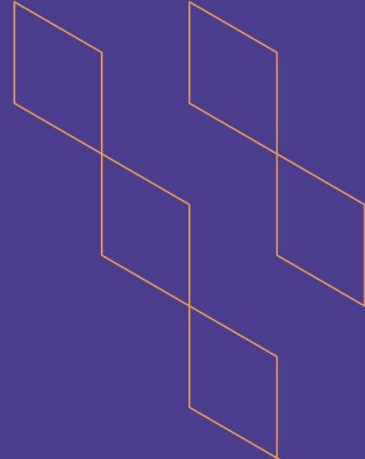
# Course Specification





T-104  
2022

## Course Specification



S
Course Code: <b>HRM 401</b>
Program: <b>BSBA (HRM)</b>
Department: <b>Human Resource Management</b>
College: <b>College of Business Administration</b>
Institution: <b>Prince Sattam Bin Abdulaziz University, Alkharj</b>
Version: <i>Course Specification Version Number</i>
Last Revision Date: <i>Pick Revision Date.</i>



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## A. General information about the course:

Course Identification	
1. Credit hours:	4(4+0+0)
2. Course type	
a.	University <input checked="" type="checkbox"/> College <input type="checkbox"/> Department <input type="checkbox"/> Track <input type="checkbox"/> Others <input type="checkbox"/>
b.	Required <input type="checkbox"/> Elective <input checked="" type="checkbox"/>
3. Level/year at which this course is offered:	11
4. Course general Description: <b>This course makes the students aware about the needs of training in work organizations; develop basic concepts and skills on 'training and development'. The main objective of this course would be to cover topics such as conceptual framework, strategic training, methods of training and development, training evaluation and future of training and development.</b>	
5. Pre-requirements for this course (if any): <b>HRM 302</b>	
6. Co- requirements for this course (if any):	
7. Course Main Objective(s) <b>The main purpose of this course is to develop basic concepts and skills on 'training and development'.</b>	

### 1. Teaching mode (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1.	Traditional classroom	√	100
2.	E-learning		
3.	Hybrid <ul style="list-style-type: none"> <li>• Traditional classroom</li> <li>• E-learning</li> </ul>		
4.	Distance learning		

### 2. Contact Hours (based on the academic semester)

No	Activity	Contact Hours
1.	Lectures	44
2.	Laboratory/Studio	



3.	Field	
4.	Tutorial	
5.	Others (specify)	
<b>Total</b>		<b>44</b>

## B. Course Learning Outcomes (CLOs), Teaching Strategies and Assessment Methods

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
<b>1.0</b>	<b>Knowledge and understanding</b>			
1.1	Outline the concept of training & development and various types of training. training strategies			
1.2	Describe the various methods of training, training and development			
1.3	State training evaluation designs, future trends and issues related to training and Development			
<b>2.0</b>	<b>Skills</b>			
2.1	Explain conceptual understanding of nature, role and dynamics of training and development			
2.2	Develop analytical skills for training evaluation and training strategic plans			
...				
<b>3.0</b>	<b>Values, autonomy, and responsibility</b>			
3.1	Demonstrate In-depth understanding of various aspects of training and development.			
3.2	Analyze professional problem solving skills related to Training and development			
...				



## C. Course Content

No	List of Topics	Contact Hours
1.	Introduction to Training and Development What is Training ? Designing Effective Training, Forces Influencing Working and Learning	8
2.	Strategic Training Introduction, Evolution of Training Role, The Strategic Training and Development Process, Characteristics that Influence Training	8
3.	Training Evaluation Reasons for Evaluating Training, Formative and Summative Evaluation, Evaluation Designs	8
4.	Training and Development Methods Introduction, Presentation Methods, Hands-on Methods	8
5.	Future of Training and Development Increased use of new technology, Increased use of training for virtual learning, Increased use of training in intellectual capital.	12
<b>Total</b>		<b>44</b>

## D. Students Assessment Activities

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1.	Home Assignment (At least two)	4 <sup>th</sup> & 8 <sup>th</sup>	%5
2.	Case Study / Class participation / Presentation	7 <sup>th</sup>	%5
3.	Mid Term Examination-I	7 <sup>th</sup>	25%
4.	Quiz (At least two)	4 <sup>th</sup> & 9 <sup>th</sup>	25%
5.	Final Examination	12 <sup>th</sup>	50%

\*Assessment Activities (i.e., Written test, oral test, oral presentation, group project, essay, etc.)





## E. Learning Resources and Facilities

### 1. References and Learning Resources

Essential References	<p>Craig.R.L.(ed) (1996),The ASTD Hndbook for Training and Development, 4<sup>th</sup>edn. New York: McGraw Hill.</p> <p>. Blanchard, Thacker (2009). Effective Training.Pearson.</p> <p>. G.Piskurich,P.Beckschi and B.Hall (2000).The ASTD Handbook of Training Design and Delivery.New York : McGraw Hill.</p>
Supportive References	<p>Raymond Andrew Noe, (2010), 'Employee Training and Development', Mc Graw Hill, 5<sup>th</sup> edn.</p>
Electronic Materials	<p><a href="http://www.Wikipedia.com">www.Wikipedia.com</a></p> <p><a href="http://www.Google.com/statistics">www.Google.com/statistics</a></p> <p><a href="#">Saudi Digital Library</a></p>
Other Learning Materials	<p>Multi media associated with the text book and the relevant websites</p>

### 2. Required Facilities and equipment

Items	Resources
facilities (Classrooms, laboratories, exhibition rooms, simulation rooms, etc.)	Lecture room with capacity at least 25 seats
Technology equipment (projector, smart board, software)	Computer with internet connection and unique data sets for each students depending on the class size
Other equipment (depending on the nature of the specialty)	n/a

## F. Assessment of Course Quality

Assessment Areas/Issues	Assessor	Assessment Methods
1. Strategies for Obtaining Student Feedback on Effectiveness of Teaching	Students Feedback through survey:	At the end of each academic semester, students' feedback is taken. A survey form entitled, Course Evaluation Survey (CES) provided by NCAAA is administered by Quality & Development Unit



Assessment Areas/Issues	Assessor	Assessment Methods
		regularly using the Survey Monkey portal. In the CES, Q.No.5 to Q.No.9 reflects the students' opinion on the effectiveness of teaching. Further, students can also provide their feedback on the effectiveness of teaching using the open ended questions given at the end of CES.
2 Other Strategies for Evaluation of Teaching by the Program/Department Instructo	# Peer-Observation: # Self-Assessment:	1. A senior faculty from the college/department nominated by DC visits the class and observes at least 2-3 classes during the entire semester. Peer observer provides his feedback on a template provided by Deanship of Development & Quality viz. class observation form for developing the teaching learning process.  At the end of each semester, the course instructor self-reflects his experiences during the semester and prepares the course report, which is discussed at the DC/CC for further improvement.
3. Processes for Improvement of Teaching.	# Conduct of workshop on Teaching Methodology: # Periodical Review of the Teaching Strategies:	1. Each academic year Deanship of Development & Quality conducts various workshops on teaching methodologies and tools and faculty are





Assessment Areas/Issues	Assessor	Assessment Methods
		<p>nominated to attend these workshops</p> <p>2. The Department council periodically reviews the teaching strategies of individual faculty members mentioned in course specifications and suggest measures for Improvement of Teaching.</p>
<p>4. Processes for Verifying Standards of Student Achievement (e.g. check marking by an independent member teaching staff of a sample of student work, periodic exchange and remarking of tests or a sample of assignments with staff at another institution)</p>	<p># In-house check marking of final Assessment Sheets</p> <p># External Experts Independent verification and opinion:</p> <p># Maintaining the Course Portfolio:</p>	<p>1. Check marking by an independent member of teaching staff of a sample of student work</p> <p>2. Department randomly select the samples of students' work (Exam answer sheets, home assignments etc.) from the faculty course portfolio and send it to the external evaluators already identified by each department</p> <p>Each semester updating the course portfolio by providing samples of all kind of assessment .</p>
<p>5 Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.</p>	<p># The course material and learning outcomes are periodically reviewed and the changes to be taken are approved in the departmental and higher councils.</p> <p># The head of department and faculty take the responsibility of implementing the proposed changes.</p>	<p>----</p>





Assessor (Students, Faculty, Program Leaders, Peer Reviewer, Others (specify))

Assessment Methods (Direct, Indirect)

## G. Specification Approval Data

COUNCIL /COMMITTEE	
REFERENCE NO.	
DATE	21 <sup>th</sup> March, 2023

