RMIT UNIVERSITY

School of Management

BUSM4592 Strategic Human Resource Development

Assessment 1: Essay

Assessment type: Essay (Individual)

Due date: Sunday of Week 3 at 23:59 PM (AEST)

Weighting: 30%

Word limit: 1500 words

Length: N/A

Overview

The aim of this assessment is to give you a chance to reflect and explain what is the strategic importance of HRD.
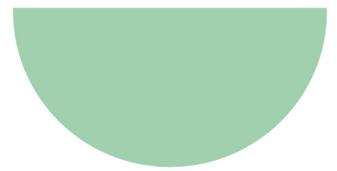
Learning outcomes

After completion of this assessment you should be able to:

1. apply contemporary and emerging HRD concepts and principles to strategic organisational challenges

2. identify HRD needs in a workplace context, design appropriate interventions and evaluate the effectiveness of these interventions

3. comprehend and apply HRD knowledge, professional practice and further learning to boost organisational success

4. analyse and associate contemporary operational HRD issues in the workplace.

By the end of this assessment you will:

– develop specialised knowledge of the concepts, principles and theories of HRD
– relate HRD to broader organisational issues and strategies.

Assessment details

Overview

This is a 1500-word essay. Respond to the following question:

<p align="center">"What is the strategic importance of HRD?"</p>

Minimum references – eight including any combination of quality journal articles and textbooks or citations plus two citations from the following:

Australian Human Resource Institute www.ahri.com.au and/or Chartered Institute of Personnel Development (CIPD) www.cipd.co.uk .

Refer to the RMIT Learning Lab: Writing an essay guide.

Referencing guidelines

 You must acknowledge all the courses of information you have used in your assessments. Refer to the RMIT [Easy Cite referencing tool](#) to see examples and tips on how to reference in the appropriate style. You can also refer to the [library referencing page](#) for more tools such as EndNote, referencing tutorials and referencing guides for printing.

Submission format

Upload as one single file via the Assignments submission page within Canvas.

Academic integrity and plagiarism

Academic integrity is about honest presentation of your academic work. It means acknowledging the work of others while developing your own insights, knowledge and ideas.

You should take extreme care that you have:

– acknowledged words, data, diagrams, models, frameworks and/or ideas of others you have quoted (i.e. directly copied), summarised, paraphrased, discussed or mentioned in your assessment through the appropriate referencing methods
– provided a reference list of the publication details so your reader can locate the source if necessary. This includes material taken from internet sites.

If you do not acknowledge the sources of your material, you may be accused of plagiarism because you have passed off the work and ideas of another person without appropriate referencing, as if they were your own.

RMIT University treats plagiarism as a very serious offence constituting misconduct.

Plagiarism covers a variety of inappropriate behaviours, including:

– failure to properly document a source
– copyright material from the internet or databases
– collusion between students.

For further information on our policies and procedures, please refer to the [University website.](#)

Assessment declaration

When you submit work electronically, you agree to the [Assessment declaration.](#)

Assessment criteria

Criteria	Ratings					Pts
	HD	**D**	**CR**	**P**	**N**	
Key issues have been developed	Has complied clearly and with excellence and comprehension what is required in Task 1.	Has complied with a good level for what is required in Task 1.	Has complied at an adequate level for what is required in Task 1.	Has complied generally with a reasonable level for what is required in Task 1 with some gaps.	Has failed to grasp what was required in Task 1.	
	10.0>7.99 pts	7.99>6.99 pts	6.99>5.99 pts	5.99>4.99 pts	4.99>0 pts	10.0
Analysis and synthesis of relevant academic literature used (8 academic references minimum)	Demonstrates analysis and synthesis. Constructs an evidence-based argument, drawing on academic and professional sources. Uses the referenced literature to develop the student's own voice in constructing an argument. Greatly exceeds the minimum requirement in terms of referencing.	Demonstrates analysis and synthesis. Constructs evidence-based argument and the exercise of independent judgement. There are gaps in evaluation of claims and in the use of the referenced literature to develop some arguments. Number of references are adequate.	There is an imbalance between description and analysis and synthesis in the evaluation and use of referenced literature. This may lead to some arguments driven more by the author's claims. Number of references is questioned along with superficial use.	The discussion demonstrates an attempt to exercise analysis, synthesis and independent judgement; however, work of this kind tends to be overly descriptive of the referenced literature. Thus, the argument consists largely of an organised set of claims made by authors. Number of references is questioned along with superficial use.	Largely descriptive, lacking independent analysis and synthesis of arguments derived from referenced literature, evaluation of claims. The line of argument is difficult to interpret by the reader.	
	10.0>7.99 pts	7.99>6.99 pts	6.99>5.99 pts	5.99>4.99 pts	4.99>0 pts	10.0

Ideas and assertions substantiated through use of high-quality reference material and key academic perspectives/views have been used.	Ideas and assertions within the student's text are comprehensive, demonstrate academic integrity, and conform with academic conventions including accurate referencing.	Ideas and assertions within the student's text are generally comprehensive, demonstrate academic integrity and conform with academic conventions including accurate referencing. Minor errors or omissions occur, which detract to an extent from the quality but do not seriously impact on the transparency and traceability of the source, or the demonstration of academic integrity.	Ideas and assertions within the student's text, in the main, are comprehensive e to a satisfactory level and demonstrate an adequate level of academic integrity, and generally conform to academic conventions including accurate referencing. Several concerning errors or omissions occur, which detract to an extent from the quality but at times may impact on the transparency and traceability of the source, or the demonstration of academic integrity.	Ideas and assertions within the student's text exhibit gaps and are comprehensive to a passable level and demonstrate some appreciation of subject matter and issues pertaining to academic integrity, and often conforms to academic conventions including accurate referencing. The frequency of concerning errors or omissions detract from the quality but and at times impact on the transparency and traceability of the source, or the demonstration of academic integrity.	Fails to meet criteria for a pass as outlined in the columns to the left.	
	5.0>3.99 pts	3.99>3.49 pts	3.49>2.99 pts	2.99>2.49 pts	2.49>0 pts	5.0

Clear and comprehensive written style (spelling, grammar, syntax.) and appropriate RMIT Harvard referencing for quality websites, journal articles, text books	Language features and structures are used to convey meaning effectively, clearly, concisely, unambiguously, and in a tone appropriate to the purpose with no spelling, grammatical or punctuation errors. Complies with the instructions from the Easy Cite Referencing Tool.	Language features and structures are used to convey meaning effectively, clearly, unambiguously, and in a tone appropriate to the audience and purpose with few minor spelling, grammatical, or punctuation errors. Complies generally with the Easy Cite Referencing Tool at a good standard with minor errors.	The text contains some errors in spelling, grammar, word choice, and structure. It lacks clarity occasionally, and may not be concise, but the meaning is apparent to the reader with little effort. Complies at times with the Easy Cite Referencing Tool but more care required.	The text contains frequent errors in spelling, grammar, word choice, and structure. It lacks clarity, and is not concise, but the meaning is apparent to the reader with some effort. Complies with the Easy Cite Referencing Tool with a level of errors that are of concern.	The frequency of errors in spelling, grammar, word choice and structure result in a lack of clarity, and is not concise. The overall response to the task is presented poorly, making it difficult to follow. Fails to comply with the Easy Cite Referencing Tool in too many instances.	
	5.0>3.99 pts	3.99>3.49 pts	3.49>2.99 pts	2.99>2.49 pts	2.49>0 pts	5.0

Total: **30 pts**