

## MODULE DESCRIPTOR

<b>MODULE TITLE</b>	Learning and Development		
<b>MODULE CODE</b>	HR3026 (L6)	<b>CREDIT VALUE</b>	20 CREDITS/10 ECTS
<b>SCHOOL</b>	SCHOOL OF BUSINESS AND MANAGEMENT		

### MODULE AIMS

The module aims to develop students' knowledge and understanding of the role of Learning and Development within organisations. Also to demonstrate that in attempts to achieve and maintain competitive advantage, what differentiates one organisation from another is the people within the organisation. Thus the content and delivery of the module encourages students to consider the aims of learning and development activity, within England at societal, organisational and individual level and from the differing perspectives of members of the employment relationship.

### MODULE CONTENT

#### Role of Learning and Development

- The contribution of workforce development to organisational goals.
- Corporate learning strategies.
- The politics and partnerships within the employment relationship.
- The role of line management in employee development.

#### National Policy

- Intervention of government in skills, learning and development.
- National policies and initiatives. Key legislation.
- Relationship between education, training and the issue of employability.

#### Learning Philosophy

- Organisational learning.
- Learning theories and principles – how people learn.
- Barriers to learning for certain groups, e.g. Adult Learners.
- Current focus on lifelong learning activity and continuous development philosophy.
- The concept of the learning Organisation and Knowledge Management.

#### Employee Development Process

- The systematic training cycle
- Applying learning philosophy to the employee development process.
- Systems and procedures for the assessment of employee performance.

### INTENDED LEARNING OUTCOMES

On successful completion of this module a student will be able to:

1. Recognise the importance of Learning and Development to society, organisations and individuals. To explain issues concerned with organisational learning. To consider the concept of the learning organisation.
2. Recognise the development of National Policy, the government initiatives on skills, learning and development and Trade Union responses at national level.
3. Understand the role of members of the employment relationship in workplace learning and development. To appreciate the role of appraisal and other learning support activities in the encouragement of improved performance.
4. Develop theoretical explanations of learning and to appreciate the focus on lifelong learning activities.
5. Apply the systematic training process (except for delivery stage)

## **TEACHING METHODS**

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Sessions will comprise of an appropriate blend of tutor input and student input/activity. Tutor input will typically present relevant theory and conceptual frameworks along with reviews of appropriate literature. Student input/activity are via small group discussion and particularly in semester two workshop type activities to maximise learning opportunities and the opportunity to apply knowledge to enhance students' understanding. Small group discussion will be facilitated to encourage application of such material to a given scenario. Where possible comparisons will be made to students' own experience of workplace learning and development activity and to promote critical analysis of key issues. Plenary sessions will draw together the views of the small groups. Students are encouraged to reflect on the activity they have been involved in and record their learning and consider how they might apply this in the future. In addition, where relevant, case studies, documentary and video material will be used to enhance the learning process.

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## **ASSESSMENT METHODS**

This module is assessed through an essay (60%) and a written examination (40%).