

MODULE SPECIFICATION FORM

Module Title: Learning and Talent Development	Level: 7	Credit Value: 15
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Module code: BUS7AH	Cost Centre: GAMG	JACS3 code: N130
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Trimester(s) in which to be offered: 2	With effect from: Sept 2015
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Office use only: To be completed by AQSU:	Date approved: August 2015
	Date revised: -
	Version no: 1

Existing/New: New	Title of module being replaced (if any): BUS743 Human Resource Development
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Originating Academic School: Business	Module Leader: Carrie Foster
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Module duration (total hours): 150 Scheduled learning & teaching hours: 50 Independent study hours: 10 Placement hours: 0	Status: core/option/elective Core (identify programme where appropriate):
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Programme(s) in which to be offered: MA Human Resource Management Programme	Pre-requisites per programme (between levels):
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Module Aims: The purpose of this module is to equip the learner with the knowledge and understanding (both theoretical and practical) to make a substantial contribution to the management of Learning and Talent Development in contemporary organisations.

Intended Learning Outcomes:

Knowledge and Understanding:

At the end of this module, students will be able to;

1. Synthesize and demonstrate the formulation and implementation of processes of learning and talent development strategies, policies, and methods for achieving future organisational effectiveness with reference to relevant contextual factors.
2. Critically analyse relationships with key internal and external partners and stakeholders to diagnose and manage learning and talent development through the initiation, development and implementation of learning strategies.
3. Critically evaluate the role of equality of opportunity and diversity in learning and talent development and the promotion of continuous personal and professional development.

Transferable/Key Skills and other attributes:

Students will be able to;

- Think critically and creatively: analysing, synthesising and critically appraising current and predicted changes in the external environment as they relate to attitudinal, behavioural, and skill requirements of employees. Students will be enabled to formulate innovative learning solutions to the learning requirements of one of employees in an organisational context.
- Demonstrate the ability to conduct research into business and management issues. Students will learn the skills of researching the learning needs of organisations by taking account of the needs and aspirations of employees and other stakeholders.
- Understand effective two-way communication. Students will learn, through practical simulations of training activities, the importance of dialogue with trainees, and building relationships with them to develop their learning and performance.
- Analyse effective performance within team environments. Students will learn through practice the importance of team learning, and how motivation and learning can be influenced and accelerated by students' peers
- Explain leadership and performance management. Students will learn from simulations the vital importance of well-led training programmes, and how learning can contribute to improved performance.

This module maps against the CIPD module 7LTD Learning and Talent Development

Assessment:

Assessment 1 - The main assessment will require the learner to investigate and the learning and talent development in their organisation and develop a learning and talent development strategy.

Assessment 2 – An assessment of a student's practical skills focusing on the development of a 20-minute Learning intervention (Workshop or Webinar), which encompasses equality of opportunity and diversity. To include a reflective evaluation and personal development plan.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting	Duration (if exam)	Word count (or equivalent if appropriate)
1	1 & 2	Project	50%		2,000
2	3	Practical	50%	20 mins	500 (Reflective Statement)

Learning and Teaching Strategies:

The teaching and learning strategy supports the concept of trying to develop thinking performers, who can manage their own learning needs. The nature of the module, aimed at studying learning and talent development theory and practice, lends its self to take a learner centred approach to cover the learning aims.

The teaching methods are designed as a blended learning programme, combining tutor moderated or led interactions with digital learning resources, access to self-study resources and networked and collaborative learning among students as part of the regions HR community.

The syllabus for the module will be delivered over a twelve week period (Trimester.) Both Distance Learning and Blended Learning Students will be provided with the same access to study materials through Glyndŵr University's Virtual Learning Environment, Moodle including; Panopto Digital Lectures, Online Subject Guides, Learning Resources, Library Resources, Residential Weekends and either online (Distance Learning Students) or Face-to-Face (Blended Learning Students) tutorials.

The range of teaching practices deployed would include, digital lectures, tutorials, presentations, case studies, were the expectation would be that these would facilitate the students knowledge and awareness while discussions, seminars presentations, feedback and coaching will support the formative and summative learning outcomes and skills.

The emphasis will be on shaping professionals who are not only able to perform effectively in their present roles; but who have developed the skills, insight and confidence to develop and learn the role and practices of LTD to utilise in future roles. This will be attempted by supporting the formal inputs with by the tutor with class discussions and the use of learning sets to allow the students to develop alternatives and solutions to problems that exist in their organisations.

To support the learner centred focus on enhancing knowledge, analytical skills, business awareness and interpersonal and collaborative abilities students will be provided with guided reading, lists of appropriate web based research and information accessible from the VLE. Throughout they will be encouraged to take a collaborative approach to learning with peers from a wide range of backgrounds to enable them to benefit from their varied perspectives as well as being able to direct their own learning and development strategies.

Syllabus outline:

This module provides Students with;

- A critical understanding of L&D as a significant lever in achieving economic, social and cultural aspirations, ambitions and objectives of governments, work organisations and individuals.
- The potential role of L&D in formulating and agreeing aspirations, ambitions and objectives.
- The contribution of learning and talent development to both formulating and achieving objectives.
- The contextual nature of notions of talent and their connections with national and organisational policy and strategies intended to promote similarly contextual notions of success.
- Critical understanding of the potential and limitations of the contribution of learning and talent development policies and strategies to formulating and achieving objectives at national, organisational, group and individual levels.
- The development of intellectual, social, professional and personal skills to perform effectively in associated professional roles.
- Critical reflection on theory and practice from an ethical and professional standpoint explores the implications for professional practice and provides opportunities to applied learning and continuous professional development.

Indicative module content

1. The formulation, implementation of processes and range of learning and talent development strategies, policies and methods. The criteria for the selection and adoption of strategies and methods including stakeholder management and analytical tools.
2. The notions of strategy, strategy formulation and the strategy process and their application to learning and talent development.
3. The nature and content of national and organisational policies and strategies for learning and talent development.
4. Relevant contextual (historical, economic, social, cultural, sector and organisational) factors that influence the policy and practice in learning and talent development.
5. The positioning and contribution of corporate learning and talent development in relation to future aspirations, and policy formulation and content. Examples of common policies, a range of formal and informal learning and talent development interventions and methods.
6. The initiation, development and implementation of learning and talent development strategies, interventions and activities. A range of formal and informal learning and talent development interventions and methods, and the application of a range of learning theories.
7. The design of learning and talent development plans and programmes, including business plans and cases, and the allocation management of resources. Budget planning and control, and the selection and management of third party suppliers.

8. The influence of the politics of learning upon its policy and practice. The coverage of sources of power, interest groups, coalitions and alliances in terms of influencing the decision makers concerning learning and development strategies.
9. Understanding a range of stakeholder theories including models of stakeholder analysis.
10. Ethics, equality of opportunity and diversity in learning and talent development and to continuous personal and professional development.

Bibliography:

Essential

- Stewart, J. and Cureton, P. (2014) *Designing, Delivering and Evaluating L&D: Essentials for Practice*. London: CIPD
- Stewart, J. and Rigg, C. (2011) *Learning and Talent Development*. London: CIPD

Other indicative reading:

- Beevers, K. and Rea, A. (2013) *Learning and Development Practice (2nd Edition)* London: CIPD
- Caplan, J. (2013) *Strategic Talent Development: Develop and Engage All Your People for Business Success*. Kogan Page
- Gibb, S. (2011) *Human Resource Development: Foundations, Process, Context (3rd Edition)* Palgrave Macmillan
- Gold, J., Holden, R., Iles, P., Stewart, J. and Beardwell, J. (2013) *Human Resource Development: Theory and Practice. (2nd Edition)* Palgrave Macmillan
- Mankin, D. (2009) *Human Resource Development*. Oxford: OUP
- McGuire, D. (2014) *Human Resource Development (2nd Edition)* Sage
- Mumford, A. and Gold, J (2010) *Management Development Strategies for Action (5th edition.)* London: CIPD
- Page-Tickell, R. (2014) *Learning and Development (HR Fundamentals)*. Kogan Page.
- Paine, N. (2014) *The Learning Challenge: Dealing with Technology, Innovation and Change in Learning and Development*. Kogan Page
- Pollock, R. V. H., Jefferson, A. and Wick, C. W. (2015) *The Six Disciplines of Breakthrough Learning: How to Turn Training and Development into Business Results. (3rd Edition)* John Wiley & Sons
- Quinn, C. N. (2014) *Revolutionize Learning and Development: Performance and Innovation Strategy for the Information Age*. John Wiley & Sons
- Reid, M.A., Barrington, H. and Brown, M. (2009) *Human Resource Development (7th edition)* London: CIPD

Journals

- [Human Resource Management Journal](#)
- [International Journal of Human Resource Management](#)
- [People Management](#)
- [Personnel Review](#)
- [Work, Employment and Society](#)

Websites

- www.cipd.co.uk - Chartered Institute of Personnel and Development
- www.employmentstudies.co.uk - Institute for Employment Studies
- www.ilo.org - International Labour Organization
- www.bis.gov.uk - Department of Business, Innovation and Skills

- www.ons.gov.uk - Office for National Statistics
- www.europa.eu/employment - European Union Employment and Social Affairs
- www.managers.org.uk - Chartered Management Institute
- www.tuc.org.uk - Trades Union Congress
- www.independent.co.uk - Independent newspaper
- www.telegraph.co.uk - Daily Telegraph newspaper
- www.bbc.co.uk/news/ - BBC News website
- www.cnn.com/BUSINESS - CNN Business News