

## Module specification

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*Refer to the module guidance notes for completion of each section of the specification.*

Module code	BUS494
Module title	Train the Trainer
Level	4
Credit value	10
Faculty	FSLS
Module Leader	Sara Fisher
HECoS Code	100078
Cost Code	GDZB

### Programmes in which module to be offered

Programme title	Is the module core or option for this programme
Standalone module Affiliated to BA(Hons) Business for QAA purposes	Option

### Pre-requisites

None

### Breakdown of module hours

Learning and teaching hours	16 hrs
Placement tutor support	0 hrs
Supervised learning e.g. practical classes, workshops	2 hrs
Project supervision (level 6 projects and dissertation modules only)	0 hrs
<b>Total active learning and teaching hours</b>	<b>18 hrs</b>
Placement / work based learning	0 hrs
Guided independent study	82 hrs
<b>Module duration (total hours)</b>	<b>100 hrs</b>

<b>For office use only</b>	
Initial approval date	28/09/2021

<b>For office use only</b>	
With effect from date	01/05/2022
Date and details of revision	
Version number	1

## Module aims

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The overall aim of this module is to introduce students to a structured approach to support individuals to facilitate behaviour change by using training experiences to promote and improve employee effectiveness. This includes providing students with a practical toolkit and a range of techniques to deliver training interventions that are people centred. It also includes an understanding of the tools and techniques required to respond more effectively to facilitate high levels of employee effectiveness.

## Module Learning Outcomes - at the end of this module, students will be able to:

1	Describe how to facilitate behaviour change by using training experiences to promote and improve employee effectiveness
2	Demonstrate knowledge and skills to deliver training interventions that are people centred
3	Develop a range of tools and techniques to deliver effective training
4	Evaluate the practice of “self as instrument” to facilitate learning

## Assessment

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Indicative Assessment Tasks:

This section outlines the type of assessment task the student will be expected to complete as part of the module. More details will be made available in the relevant academic year module handbook.

Students will be required to complete an online discussion forum on each weekly topic. The forums will enable students to reflect and demonstrate their learning. The minimum expectation for the total word count is 2,000 words.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)

1	1-4	Coursework	100
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## Derogations

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None

## Learning and Teaching Strategies

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This module will be delivered entirely online and the learning and teaching strategies will be accessible and wide-ranging in order to cater for a diverse audience. It is anticipated that content will take the form of recorded lectures, supporting signposts to learning materials such as links to videos, a moodle book if appropriate and further reading, asynchronous tutorials via discussion forums and live dialogic forums to stimulate thinking. Students will be expected to engage with all content.

The delivery for the four week short course will include:

- 1 x recorded lecture per week
- Supporting signposts to learning material on Moodle, such as links to videos (e.g. TED talks),
- A study guide if appropriate and further reading
- Material to support the delivery of 3 x Asynchronous tutorials
- Delivery of 1 x 2hr Dialogic forums

## Indicative Syllabus Outline

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Indicative topics for this module's syllabus include:

- The fundamentals of training design for behaviour change
- Using group and human processes to improve performance
- The practice of "self as instrument" to facilitate learning
- How to design effective training interventions

## Indicative Bibliography:

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Please note the essential reads and other indicative reading are subject to annual review and update.

### Essential Reads

Beevers, K., Rea, A. and Hayden, D. (2019) Learning and Development Practice in the Workplace. Kogan Page

### Other indicative reading

Arney, E. (2017) Learning for Organizational Development. Kogan Page

Archer, P. (2020) Train the Trainer of the 21<sup>st</sup> Century

### **Journals**

Academy of Management Journal  
European Journal of Work and Organizational Psychology  
Human Resource Management Journal  
Organization Studies

### **Websites**

<https://www.mckinsey.com>

<https://hbr.org/>

<https://www.cipd.co.uk/>

<https://www.forbes.com>

## **Employability skills – the Glyndŵr Graduate**

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Each module and programme is designed to cover core Glyndŵr Graduate Attributes with the aim that each Graduate will leave Glyndŵr having achieved key employability skills as part of their study. The following attributes will be covered within this module either through the content or as part of the assessment. The programme is designed to cover all attributes and each module may cover different areas.

### **Core Attributes**

Engaged  
Enterprising  
Creative  
Ethical

### **Key Attitudes**

Commitment  
Curiosity  
Resilience  
Confidence  
Adaptability

### **Practical Skillsets**

Digital Fluency  
Organisation  
Leadership and Team working  
Critical Thinking  
Emotional Intelligence  
Communication