

**SUBJECT SYLLABUS**



**TRAINING AND DEVELOPMENT (2006)**

22 June 2006

<b>Course Title</b>	<b>Training and Development</b>
<b>Unit Code</b>	<b>TAD-0706</b>
<b>Level</b>	<b>3</b>
<b>Credits</b>	<b>20</b>
<b>Unit Leader</b>	<b>BT</b>

### **Pre-requisites**

### **Main Aim(s) of the Unit**

This module aims to develop students' awareness of the key themes in a strategic approach to human resource development. It is designed to create greater effectiveness at a more managerial and policy making level within an organisation. The HRD function can have considerable impact on the successful achievement of organisational goals, however as a function it has to raise its credibility and profile in order to influence these management and employee processes and strategies. The module is relevant to those already operating or those who expect to operate at a level of responsibility for and management of a range of HRD activities both informal and formal.

### **Understanding the field**

- Themes and Issues
- Gateways
- Historical Context
- Current Trends
- Learning and Development in Practice

### **National Frameworks/Workforce Development**

- Skills and Strategies
- Workforce Development and Strategies
- Workforce Development Initiatives

### **The Education System and Lifelong Learning**

- Schools, Further and Higher Education
- Education and Employers
- Lifelong Learning Opportunities

### **Understanding the Learner and Learning**

- Age of the Trainer and Age of the Learner
- Tasks for the Learning and Development Professional

### **Linking Learning and Development to Performance**

- Motivation and Performance
- People and Organisational Performance
- Management and Development of Performance
- Types of Learning and Achievement

### **Organisational Learning Events**

- Understanding and Applying the 8-stage Process

### **Promoting Workplace Learning**

- Concepts of Knowledge
- The Learning Organisation
- The Knowledge Productive Organisation

### **Ethical Practice**

- Ethics, Human Resource Practice and Business
- Learning and Development Practice and the Good Employer
- Ethical Issues
- Managing Diversity

### **Learning and Development Agenda**

- The Organisational Setting: SMEs, Public Sector, Voluntary and Community Sectors

### **Learning and Development Function**

- Structure and Organisation
- The Way Forward
- Roles and Functions

### **Learning and Development Strategy**

- Producing a Strategy, Planning and Supporting and Adopting the Customer-face Approach

### **Adding Value**

- Defining Added Value, Aligning this to People, Engaging People and Measuring Added Value

### **Learning and Development Partnerships**

- Definition and Outcomes

### **Careers**

- Career Management, Development and the Individual

### **Leaders and Managers**

- Corporate Leadership
- Roles and Tasks
- Leadership and Management Development – the Context and Ownership

### **Challenges for Learning and Development**

#### **Learning Outcomes for the Unit**

At the end of this Unit, students will be able to:

1. Demonstrate a comprehensive understanding and critical awareness of the requirements and implications of the integration of learning and development activity with organisational needs.
2. Exhibit a comprehensive understanding of the provision of a value-adding learning and development function
3. Demonstrate core knowledge and skills in the theory and practice of the design and delivery of learning and development
4. Discuss the link between training and organisational success

The numbers in the boxes below show which of the above module learning outcomes are related to particular cognitive and key skills.

Knowledge & Understanding	1-4
Analysis	1-4
Synthesis/Creativity	-
Evaluation	1-4
Interactive & Group Skills	-
Self-appraisal	
Reflection on Practice	-
Planning and Management of Learning	1-4
Problem Solving	1-4
Communication & Presentation	1-4
Other skills (please specify):	-

**Learning and teaching methods / strategies used to enable the achievement of learning outcomes:**

Learning takes place on a number of levels through lectures, class discussion including problem review and analysis. Formal lectures provide a foundation of information on which the student builds through directed learning and self managed learning outside of the class. The students are actively encouraged to form study groups to discuss course material which fosters a greater depth learning experience.

**Assessment methods and weighting which enable students to demonstrate the learning outcomes for the Unit:**

3 Hour Examination 100%

**Indicative Reading for this Unit:**

**Main Text:**

Learning and Development (4<sup>th</sup> edition) - R Harrison (Chartered Institute of Personnel & Development)

**Guideline for Teaching and Learning Time (10 hrs per credit)**

**Lectures/Seminars/Tutorials/Workshops 50 hours**

Tutorial support includes feedback on assignments and may vary by college according to local needs and wishes.

**Directed learning 50 hours**

Advance reading and preparation / Class preparation / Background reading / Group study / Portfolio / Diary etc

**Self managed learning 100 hours**

Working through the course text and completing assignments as required will take up the bulk of the learning time. In addition students are expected to engage with the tutor and other students and to undertake further reading using the web and or libraries.