

## MODULE DESCRIPTOR

### Module Title

Learning and Development

Reference	BSM848	Version	1
Created	March 2021	SCQF Level	SCQF 11
Approved	February 2022	SCQF Points	15
Amended		ECTS Points	7.5

### Aims of Module

The aim of this module is to equip students with the ability to critically analyse the contribution of learning and talent development strategies, policies and practices to the achievement of organisational goals.

### Learning Outcomes for Module

On completion of this module, students are expected to be able to:

- 1 Evaluate and critically analyse the macro and micro contextual factors impacting on the design, delivery and assessment of learning interventions in organisations.
- 2 Critically evaluate the potential and appropriateness of a range of learning and talent development strategies, policies and methods with reference to relevant contextual factors.
- 3 Initiate, develop, implement and evaluate strategies and interventions for developing employees.
- 4 Act ethically and professionally with commitment to equality of opportunity and diversity in learning and development.

### Indicative Module Content

The module examines and explains those activities which are essential to learning within organisations; the business case for learning and development; current trends in learning and development; learning theory; identification of learning needs at different levels; design learning activities; production of learning plans; delivery methods and evaluation of learning activities; government agendas and initiatives; the strategic role and impact of the learning and development function; learning and development strategies, policies and procedures; leadership development.

### Module Delivery

This module is delivered for on campus students via a series of interactive live lectures and tutorials in addition to pre-recorded content. The live sessions are student-led and often require group work to analyse case studies. Students are also required to undertake directed and independent self-study. Online students will have access to a range of materials and tools to facilitate their learning including topic guides, recorded lectures, online tutorials, exercises, group-work areas and discussion forums. In addition to the sessions with a tutor, online quizzes and knowledge checkers may be used to assist online learners to benchmark their knowledge as they go. External speakers may also be used to further contextualise the module content.

### Indicative Student Workload

	Full Time	Part Time
Contact Hours	36	36
Non-Contact Hours	114	114
Placement/Work-Based Learning Experience [Notional] Hours	N/A	N/A
TOTAL	150	150
<i>Actual Placement hours for professional, statutory or regulatory body</i>		

### ASSESSMENT PLAN

*If a major/minor model is used and box is ticked, % weightings below are indicative only.*

#### Component 1

Type:	Coursework	Weighting:	100%	Outcomes Assessed:	1, 2, 3, 4
Description:	Learning Intervention and Justification Report				

### MODULE PERFORMANCE DESCRIPTOR

#### Explanatory Text

Component 1 comprises 100% of the module grade. To pass the module, a D grade is required.

Module Grade	Minimum Requirements to achieve Module Grade:
<b>A</b>	A
<b>B</b>	B
<b>C</b>	C
<b>D</b>	D
<b>E</b>	E
<b>F</b>	F
<b>NS</b>	Non-submission of work by published deadline or non-attendance for examination

### Module Requirements

Prerequisites for Module	None.
Corequisites for module	None.
Precluded Modules	None.

**INDICATIVE BIBLIOGRAPHY**

- 1 BEEVERS, K., HAYDEN, D. and REA, A., 2020. *Learning and Development Practice in the Workplace*. 4th ed. London: CIPD Kogan Page.
- 2 GOLD, J. et al., 2013. *Human Resource Development: Theory and Practice*. 2nd ed. Basingstoke: Palgrave Macmillan.
- 3 MANKIN, D., 2009. *Human Resource Development*. Oxford: Oxford University Press.
- 4 PAGE-TICKELL, R., 2022. *Learning & Development: A Practical Introduction*. 3rd Ed. London: Kogan Page.
- 5 STEWART, J. and RIGG, C., 2011. *Learning and Talent Development*. London: CIPD Kogan Page.