

Module Details	
Module Title:	Human Resource Development
Module Code:	HRM7505-B
Academic Year:	2019-20
Credit Rating:	20
School:	School of Management
Subject Area:	Human Resource Management
FHEQ Level:	FHEQ Level 7 (Masters)
Pre-requisites:	
Co-requisites:	

Contact Hours	
Type	Hours
Lectures	24
Tutorials	12
Directed Study	164

Availability	
Occurrence	Location / Period
BDA	University of Bradford / Semester 2 (Feb - May)

Module Aims
<ol style="list-style-type: none"> 1. To promote a critical understanding of the systemic nature of skills and expertise and their importance and use in the workplace; 2. To develop understanding of the way in which skill is conceptualised and understood (individual, job, social setting); 3. To develop critical awareness of the importance of skill development and the factors which shape HRD within diverse organisational and institutional contexts. 4. To develop understanding of the critical role of HRD as an integral part of the overall performance management of organisations

Outline Syllabus

This is a topical course and subjects may change to reflect this. The syllabus will include:

HRM and HRD;
 Nature of skill; Systemic aspects of skill development;
 International approaches (voluntarism and regulation);
 'Soft' skills and Learning Organisations;
 Qualifications and audit mechanisms;
 Organisational culture;
 Emotional and aesthetic labour;
 Managerial work and management development;
 Training for the young.
 Learning theories
 HRD and sustainable organisational performance
 Enabling performance and continuous development

Learning Outcomes

1	1a) Understand and explain different forms of vocational education and training within different contexts and develop awareness of the influence of diverse institutional pressures. 1b) Understand and explain the role of HRD for performance management
2	2a) Assess the impact of different types of training; 2b) Assess key developments within the area of workplace skills; 2c) Evaluate the way that HRD and skill have been studied in order to evaluate their business applicability. 2d) Evaluate the connections between the HRD process and performance management 2e) Integrate learning theories and models of HRD in order to maximize individual and organisational performance
3	3a) Make a coherent presentation to a group of people; 3b) Actively engage in group discussion; 3c) Work with others to prepare presentations / explore topics in greater depth; 3d) Present written arguments with evidence and justification; 3e) Develop personal reflectivity through discussing, receiving and acting upon feedback from colleagues and tutors.

Learning, Teaching and Assessment Strategy

Lectures will be used to stimulate critical understanding of the systemic nature of skills and expertise and their importance and use in the workplace. Through these lectures students will develop an appreciation of the way in which institutional and contextual forces impact HRD policy (LO 1a, 1b, 2a, 2b, 2c, 2d, 2e). These will be supported by tutorials and student-led seminars which will include the discussion of case study materials and problem scenarios that require 'consultancy' type solutions (LO 1a, 1b, 2a, 2b, 2c, 2d, 2e). Tutorials will be used to reinforce the taught component and formative assessments will allow for monitoring progress. Students will develop an understanding of the way in which skill is conceptualised and understood (individual, job, social setting), and will appreciate how best to negotiate learning interventions within their chosen field and understand which factors need to be taken into consideration when planning such activity within a business. In addressing issues of sustainability, inequalities, diversity and social justice in contemporary societies and how they apply to HRD will be considered. This will focus principally upon inequalities in training

opportunities and the impact upon the individual and society as a whole. Tutorials will be used to reinforce the taught component and formative assessments will allow for monitoring progress. These will be supplemented by web-based learning and self-directed learning to support each topic will take place within the directed study time. Formative feedback is provided in the tutorials and lectures.

Formal assessment for the module will take two forms. The first is a group presentation which will develop oral and team working skills (LO 3a,3b,3c). The second. is a 1,500 word individual assignment which will be used to develop critical engagement with current debates (LO 2a,2b, 2c, 3d).

Mode of Assessment

Type	Method	Description	Length	Weighting
Summative	Presentation	Group Presentation	20 minutes	30%
Summative	Coursework	Individual coursework	1500 words	70%

Reading List

To access the reading list for this module, please visit <https://bradford.rl.talis.com/index.html>.

Please note:

This module descriptor has been published in advance of the academic year to which it applies. Every effort has been made to ensure that the information is accurate at the time of publication, but minor changes may occur given the interval between publishing and commencement of teaching. Upon commencement of the module, students will receive a handbook with further detail about the module and any changes will be discussed and/or communicated at this point.