

CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Human Resource Development and Knowledge Management				
Module Code	UMPD7F-15-3	Level	3	Version	1
Owning Faculty	FBL	Field	HRM		
Contributes towards	BA (Hons) Business and Management (<i>Optional</i>); BA (Hons) Business & Human Resource Management (<i>Compulsory</i>); BA (Hons) Business Management (Leadership, Change and Organisation) (<i>Optional</i>)				
UWE Credit Rating	15	ECTS Credit Rating	7.5	Module Type	Standard
Pre-requisites	UMPD78-30-2 or UMPD79-30-2 or UMPD7D-30-2		Co- requisites	None	
Excluded Combinations	None		Module Entry requirements		
Valid From	September 2012		Valid to		

CAP Approval Date	QMAC Dec 11
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Part 2: Learning and Teaching	
Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <ul style="list-style-type: none"> Understand the multiple roles of organisational and national human resource development in their dynamic context (Components A and B) Appreciate the constraints and challenges to decision-making in the field of HRD (Components A and B) Compare and contrast alternative theories of individual and organisational learning (Components B) Critically evaluate the process by which organisations develop and design HRD interventions to address specific organisational needs (Components A and B) Explain and evaluate current debates and management practice in the area of careers and career development (Components A) Assess and illustrate with examples the importance of the development and effective management of organisational knowledge to contemporary organisations (Components A and B) <p>In addition the educational experience may explore, develop, and practise <u>but not formally discretely assess</u> the following:</p> <ul style="list-style-type: none"> Skills in independent learning, group work, critical evaluation, discussion and debate Verbal (including presentation) and written communication skills
Syllabus Outline	<ul style="list-style-type: none"> From Training to Learning: Defining Human Resource Development

	<ul style="list-style-type: none">• Skills, labour markets and national human resource development• Individual learning processes and styles• Strategic HRD: Learning organisations and organisational learning• Assessing HRD Needs• Designing, Delivering and Evaluating HRD Interventions• The international dimension of HRD• Continuous Professional Development and Management Development• E-Learning• 21st Century Careers and Career Management• Knowledge as an Organisational Asset• Managing Organisational Knowledge and Knowledge Workers																									
Contact Hours/Scheduled Hours	Module delivery is based on 3 hours of scheduled learning and teaching activities per teaching week. This contact time will be a combination of lectures and workshops, which will be partially student-led in the form of in-class presentations. These workshops will provide opportunities for in-class preparation for assessment and formative feedback. This pattern of delivery will be supported by electronic means, including an online discussion forum and extensive use of VLE.																									
Teaching and Learning Methods	<p>Scheduled learning includes 36 hours of lectures and workshops.</p> <p>Independent learning includes approximately 110-120 hours engaged with essential reading, case study preparation and assignment preparation and completion.</p> <p>Extensive use will be made of Blackboard for guided independent study work; to support students' learning; to facilitate interactions between students e.g. for group project work. Students will also be directed towards the University Library online Study Skills resources for the development of skills appropriate to the level and style of the module. In addition a number of e-learning resources will also be used, including:</p> <ul style="list-style-type: none">• The MySkills Study Skills website at http://www.uwe.ac.uk/library/resources/hub/• Skills4study (s4s) as part of the MySkills resource [Academic reading and note making; Critical thinking; Academic writing; Referencing and plagiarism]• iSkillzone http://iskillzone.uwe.ac.uk [workshops for information retrieval, referencing, evaluation skills and literature reviewing http://www1.uwe.ac.uk/library/help.aspx]• Learn Higher http://www.learnhigher.ac.uk/Students.html																									
Key Information Sets Information	<table><tr><th colspan="5">Key Information Set - Module data</th></tr><tr><td colspan="5">Number of credits for this module</td></tr><tr><td colspan="4"></td><td>15</td></tr><tr><td>Hours to be allocated</td><td>Scheduled learning and teaching study hours</td><td>Independent study hours</td><td>Placement study hours</td><td>Allocated Hours</td></tr><tr><td>150</td><td>36</td><td>114</td><td>0</td><td>150</td></tr></table> <p>The table below indicates as a percentage the total assessment of the module which constitutes a -</p> <p>Written Exam: Unseen written exam</p> <p>Coursework: Written portfolio</p>	Key Information Set - Module data					Number of credits for this module									15	Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	150	36	114	0	150
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	<p>Please note that this is the total of various types of assessment and will not necessarily reflect the component and module weightings in the Assessment section of this module description:</p> <table><tr><td colspan="4">Total assessment of the module:</td></tr><tr><td></td><td></td><td></td><td></td></tr><tr><td colspan="3">Written exam assessment percentage</td><td>30%</td></tr><tr><td colspan="3">Coursework assessment percentage</td><td>70%</td></tr><tr><td colspan="3">Practical exam assessment percentage</td><td>0%</td></tr><tr><td></td><td></td><td></td><td>100%</td></tr></table>	Total assessment of the module:								Written exam assessment percentage			30%	Coursework assessment percentage			70%	Practical exam assessment percentage			0%				100%
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Reading Strategy	<p>All students are expected to make full use of the print and electronic resources available to them through membership of the University. These include a range of electronic journals and a wide variety of resources available through web sites and information gateways. The University Library's web pages provide access to subject relevant resources and services, and to the library catalogue. Many resources can be accessed remotely. Support will be provided in developing the necessary information literacy and information technology skills necessary to access required materials.</p> <p>By necessity students will need to develop as autonomous learners and will be actively encouraged to develop information skills to enable them to identify, retrieve and evaluate relevant sources of information.</p> <p>The essential reading for this module will be a series of book chapters and articles to be digitised and provided to students via Blackboard.</p> <p>Further reading – Students will be advised of further reading that is desirable and further develops knowledge and understanding of a specific topic. In addition, students will be encouraged to engage in independent research and wider reading In completion of the assessment for this module. Additional reading material will be made available to students during the course of the module via Blackboard. The essential and suggested readings provide a baseline of sources that students should go beyond in their assessment research.</p>																								
Indicative Reading List	<p>The indicative reading list below contains a range of textbooks which are available through the university library and which will help students to develop their knowledge beyond the immediate coverage of each session and its associated reading. This list is subject to update in each year's module handbook. In addition, to specific human resource development, career management and knowledge management texts, all HRM textbooks will address at least some of the issues/topics covered in the module. Students are expected to undertake independent study through the course of the module, beyond required reading, by identifying appropriate sources and bringing acquired to knowledge to bear on tutorial discussion. In addition, relevant academic journal articles and other additional reading will be made available to students via Blackboard:</p> <p>Beavers, K. and Rea, A. (2010) <i>Learning and Development Practice</i>, London: CIPD</p> <p>Gibb, S. (2010) <i>Learning and Development: Process, Practices and Perspectives at Work</i> (Third Edition), Basingstoke: Palgrave MacMillan</p> <p>Gold, J., Holden, R. Iles, P. Stewart, J. and Beardwell, J. (2013) <i>Human Resource Development: Theory and Practice</i> (Second edition), Basingstoke: Palgrave MacMillan</p> <p>Harrison, R. (2009) <i>Learning and Development</i>, London: CIPD.</p> <p>Hill, R. (2007) <i>Management Development: Perspectives from Research and Practice</i>, London: Routledge</p>																								

	<p>Hislop D. (2005) <i>Knowledge Management in Organizations: A Critical Introduction</i>, Oxford: Oxford University Press</p> <p>Inkson, K. (2007) <i>Understanding Careers: The Metaphors of Working Lives</i>, London: Sage</p> <p>Mankin, D. (2010) <i>Human Resource Development</i>, Oxford: Oxford University Press</p> <p>Meggison, D. and Whittaker, V. (2007) <i>Continuing Professional Development</i> (2nd Edition), London: Chartered Institute of Personnel and Development</p> <p>Redman, T. and Wilkinson, A. (2008) <i>Contemporary Human Resource Management: Text and Cases</i> (3rd edition), Harlow: FT Prentice Hall</p> <p>Reid, M., Barrington, H. and Brown, M. (2004) <i>Human Resource Development: Beyond Training Interventions</i>, London: CIPD</p> <p>Rigg, C. (2007) <i>Critical human resource development: beyond orthodoxy</i>, Harlow: FT Prentice Hall</p> <p>Stewart, J. and Rigg, C. (2011) <i>Learning and Talent Development</i>, London: CIPD.</p> <p>Swart, J., Mann, C. Brown, S. and Price, A.(2005) <i>Human Resource Development: Strategy and Tactics</i>, Oxford: Butterworth Heinemann</p> <p>Wilton, N. (2013) <i>An Introduction to Human Resource Management (Second edition)</i>, London: Sage</p>
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Part 3: Assessment			
Assessment Strategy	There are two components to the assessment for this module.		
	<p>Component A: A one and a half hour exam to assess students’ ability to understand key concepts in the field of HRD and the relationship between theory and practice. This component constitutes 30% of the module mark.</p> <p>Component B – A portfolio of work that relates to the activities undertaken in workshops and the topics covered in lectures. The activities to be included in this portfolio include a review of an academic article, literature review and case study analysis. The portfolio will be approximately 2500-3000 words in total. The assessment criteria for this component includes the following: critical understanding of contemporary HRD, application of theory to practice (where appropriate), evidence of independent research and wide reading from a range of appropriate sources and competence in academic literacy (including referencing). This component constitutes 70% of the module mark.</p>		
Identify final assessment component and element		Component B	
% weighting between components A and B (Standard modules only)		A:	B:
		30%	70%
First Sit			
Component A (controlled conditions) Description of each element		Element weighting (as % of component)	
1. Examination (1.5 hours)		100%	
Component B Description of each element		Element weighting (as % of component)	
1. Portfolio		100%	
Resit (further attendance at taught classes is not required)			

Component A (controlled conditions) Description of each element	Element weighting (as % of component)
1. Examination (1.5 hours)	100%
Component B Description of each element	Element weighting (as % of component)
1. Individual essay	100%
If a student is permitted an EXCEPTIONAL RETAKE of the module the assessment will be that indicated by the Module Description at the time that retake commences.	