

Module Details	
Module Title	Human Resource Development
Module Code	HRM7505-B
Academic Year	2024/5
Credits	20
School	School of Management
FHEQ Level	FHEQ Level 7

Contact Hours	
Type	Hours
Lectures	22
Tutorials	10
Directed Study	168

Availability	
Occurrence	Location / Period
BDA	University of Bradford / Semester 2

Module Aims
<p>This module aims to promote a critical understanding of the systemic nature of skills and expertise, and their importance and use in the workplace. It focuses on Human Resource Development (HRD), leadership development coaching and allows students to develop understanding of the way in which 'skill' is conceptualised and understood in the workplace.</p> <p>Students are expected to develop critical awareness of the importance of skill development and the factors which shape HRD within diverse organisational and institutional contexts, and develop understanding of the critical role of HRD as an integral part of the overall performance management of organisations.</p>

Outline Syllabus

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

- * HRD as an aspect of Human Resource Management (HRM);
- * The nature of skills and systemic aspects of skill development;
- * International approaches to HRD (voluntarism and regulation);
- * 'Soft' skills and Learning Organisations;
- * Qualifications and audit mechanisms;
- * Coaching models and coaching practice;
- * Emotional and aesthetic labour;
- * Managerial work and management development;
- * HRD and sustainable organisational performance;
- * Enabling performance and continuous development.

Learning Outcomes

Outcome Number	Description
1	Understand and be able to critically evaluate the role of Human Resource Development for performance management and different forms of development and training, within different contexts and under diverse institutional pressures.
2	Critically assess and evaluate the impact of different types of training and development (including coaching) and identify key developments within the area of workplace skills.
3	Draw on research and theory to critically assess the way that HRD and skills have been studied in order to evaluate their applicability to business.
4	Critically evaluate the connections between HRD and performance management. Demonstrate through analysis and persuasive writing how to apply models of HRD in order to maximize individual and organisational performance.

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. 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. Tutorials will be used to reinforce the taught component and formative assessments will allow for monitoring progress. Taught sessions will be supplemented by web-based learning and self-directed learning to support each topic taking place within the directed study time.

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. 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.

Mode of Assessment			
Type	Method	Description	Weighting
Summative	Presentation	Group Presentation (15 minutes); SUPPLEMENTARY if required: Individual or group presentation	30%
Summative	Coursework - Written	Individual Coursework (2500 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.

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