



Level 5 Diploma in Human Resources Management (630)
135 Credits






Unit: Training and Development	Guided Learning Hours: 200
Exam Paper No.: 5	Number of Credits: 20
Prerequisites: Knowledge of business organisational terminology.	Corequisites: A pass or higher in Certificate in Business Studies or equivalence.
<p>Aim: This unit considers the role of training and development in organisations. Learners become familiar with the manner in which training and development is part of the human resource system of an organisation; the psychology of the learning process on which training is partially based; the basics of needs analysis, program design and program evaluation. Essential principles include those related to developing training objectives, selecting training methods and resources, sequencing the learning experiences, and evaluating the training. Learners will learn to: describe the role of needs assessment in program development; formulate and assess clear training objectives; select training methods appropriate to learners, the goals of the program; analyse the strengths and weaknesses of specific training strategies; understand the role of culture in training; identify and confirm ethics based on professional standard.</p>	
Required Materials: Recommended Learning Resources.	Supplementary Materials: Lecture notes and tutor extra reading recommendations.
Special Requirements: The unit requires a combination of lectures, demonstrations and discussions.	
<p>Intended Learning Outcomes:</p> <p>1 Employee training, development, how much money is spent on training in companies and how the money is used and identify appropriate resources (e.g., journals, websites) for learning about training research and practice.</p> <p>2 How business strategy influences the type and amount of training in a company and firms facing difficulties with the implementation of strategies than with its formulation.</p>	<p>Assessment Criteria:</p> <p>1.1 Explain the forces influencing the workplace and learning, and explain how training can help companies deal with these forces.</p> <p>1.2 Explain various aspects of the instructional system design model.</p> <p>1.3 Describe the amount and types of training occurring in companies.</p> <p>1.4 Explain the key roles and competencies required for training professionals.</p> <p>1.5 Describe current trends in using formal education for development.</p> <p>1.6 Analyse and relate how assessment of personality type, work behaviours, and job performance can be used for employee development.</p> <p>1.7 Describe the benefits that protégés and mentors receive from a mentoring relationship.</p> <p>1.8 Explain the characteristics of successful mentoring programs.</p> <p>1.9 Explain how job experiences can be used for skill development.</p> <p>1.10 Explain how to train managers to coach employees.</p> <p>2.1 Describe how changes in work roles influence training.</p> <p>2.2 Describe how a company’s staffing and human resource planning strategies influence training.</p> <p>2.3 Explain the training needs created by concentration, internal growth, external growth, and disinvestment business strategies.</p> <p>2.4 Explain the advantages and disadvantages of organizing the training function according to the faculty, customer, matrix, and corporate university models.</p> <p>2.5 Explain the characteristics of the virtual training</p>

<p>3 The role of organisation analysis, person analysis, task analysis in needs assessment and the concerns of upper-level and mid-level managers and trainers in needs assessment.</p>	<p>in an organisation</p> <p>2.6 Describe how virtual training can contribute to the company's business strategy.</p> <p>2.7 Explain how the role of training has changed.</p> <p>3.1 Identify different methods used in needs assessment and identify the advantages and disadvantages of each.</p> <p>3.2 Explain how person characteristics, input, output, consequences, and feedback influence performance and learning.</p> <p>3.3 Describe the steps involved in conducting a task analysis.</p> <p>3.4 Analyse the task analysis data to determine the tasks in which people need to be trained.</p> <p>3.5 Explain competency models and the process used to develop them.</p>
<p>4 The different types of learner outcomes, the implications of identical elements, stimulus generalisation, and cognitive theories for transfer of training.</p>	<p>4.1 Explain the implications of learning theory for instructional design.</p> <p>4.2 Describe how learners receive, process, store, retrieve, and act upon information.</p> <p>4.3 Explain the internal conditions (within the learner) and external conditions (learning environment) necessary for the trainee to learn each type of capability.</p> <p>4.4 Develop a self-management module for a training program.</p> <p>4.5 Describe the technologies that can be used to support transfer of training.</p> <p>4.6 Describe the key features of the learning organisation.</p>
<p>5 Why evaluation is important and choosing the appropriate evaluation design based on the characteristics of the company.</p>	<p>5.1 Explain the importance and purpose of the training</p> <p>5.2 Identify and choose outcomes to evaluate a training program.</p> <p>5.3 Explain the process used to plan and implement a good training evaluation.</p> <p>5.4 Explain the strengths and weaknesses of different evaluation designs.</p> <p>5.5 Describe how to conduct a cost-benefit analysis for a training program.</p>
<p>6 The strengths and weaknesses of presentational, hands-on, and group building training methods.</p>	<p>6.1 Provide recommendations for effective on-the-job training.</p> <p>6.2 Develop a case study.</p> <p>6.3 Develop a self-directed learning module.</p> <p>6.4 Describe the key components of behaviour modeling training.</p> <p>6.5 Explain the conditions for adventure learning to be effective.</p> <p>6.6 Explain what team training should focus on to improve team performance</p>
<p>7 E-learning, the use of technology in training; comparing and contrasting the strengths and weaknesses of traditional training methods with those of methods based on new technology.</p>	<p>7.1 Explain how new technologies are influencing training.</p> <p>7.2 Describe potential advantages and disadvantages of multimedia training.</p> <p>7.3 Evaluate a Web-based training site.</p>

<p>8 Career management; the reasons why companies should help employees manage their careers.</p> <p>9 How future trends may impact training delivery and administration as well as the strategic role of the training department.</p>	<p>7.4 Explain how learning and transfer are enhanced by using new training technologies.</p> <p>7.5 Explain the strengths and limitations of e-learning.</p> <p>7.6 Analyse and recommend what should be included in an electronic performance support system.</p> <p>7.7 Identify and explain the benefits of new technologies that can be used to improve the efficiency of training administration.</p> <p>8.1 Explain why and how the concept of a career has changed.</p> <p>8.2 Explain the development tasks and activities in the career development process.</p> <p>8.3 Describe how to design a career management system.</p> <p>8.4 Explain the role of the web in career management.</p> <p>8.5 Describe how to effectively perform the manager's role in career management</p> <p>9.1 Describe the future of training and development</p> <p>9.2 Identify the future trends that are likely to influence training departments and trainers.</p> <p>9.3 Describe the components of the change model and how they can be used to introduce a new training method.</p> <p>9.4 Demonstrate how to benchmark current training practices.</p>
<p>Methods of Evaluation: A 2½-hour written examination paper with five essay questions, each carrying 20 marks. Candidates are required to answer all questions. Candidates also undertake project/coursework in Training and Development with a weighting of 100%.</p>	

Recommended Learning Resources: Training and Development

<p>Text Books</p>	<ul style="list-style-type: none"> • Employee Training & Development by Raymond Andrew Noe. ISBN-10: 0071259341 • Managing the Training and Development Function by Allan D. Pepper. ISBN-10: 0566024357 • Training and Development by Rosemary Harrison. ISBN-10: 0852923929
<p>Study Manuals</p> 	<p>BCE produced study packs</p>
<p>CD ROM</p> 	<p>Power-point slides</p>
<p>Software</p> 	<p>None</p>