

TITLE	International Human Resource Development
SI MODULE CODE	44-7788-00S
CREDITS	15
LEVEL	7
JACS CODE	N600
SUBJECT GROUP	OB/HRM
DEPARTMENT	Management
MODULE LEADER	Michelle Blackburn

MODULE STUDY HOURS (based on 10 hours per credit)*			
Scheduled Learning and Teaching Activities	Placement (if applicable)	Independent Guided Study	Total Number of Study Hours
30	NA	120	150

MODULE AIM

The module aims to develop students' understanding of the strategic importance of Human Resource Development. The module focuses on how HRD can impact on organisational success, exploring international HRD strategy making and the value and impact of individual, team and organisational approaches to people development. The module also explores the skills and competences required of HRD professionals.

MODULE LEARNING OUTCOMES

By engaging successfully with this module a student will be able to;

- Demonstrate an understanding of the strategic justification of HRD in a global economy
- Critically evaluate HRD strategies in an international context.
- Critically evaluate individual, team and organisational level HRD approaches.
- Review the individual capabilities (knowledge, skills and competencies) required of HRD professionals.

INDICATIVE CONTENT

- Strategic justification of HRD in an international context.
- HRD strategy making and demonstrating added value.
- Organisational, team and individual HRD challenges and approaches (including organisational learning and the learning organisation, talent management and development, cross cultural and cross border HRD, coaching and mentoring and self and peer learning).
- The HRD professional (including CPD and the reflective practitioner)

LEARNING, TEACHING AND ASSESSMENT - STRATEGY AND METHODS

Students will be supported in their learning, to achieve the above outcomes in the following ways:

- Tutor facilitated sessions to introduce key concepts, theories and research in the field of HRD
- Student facilitated learning activities and discussions to encourage intra-dependent learning, personal development and confidence building.
- On-going peer and tutor support and feedback to ensure students maximise learning and reflect on their learning and practice.
- The Virtual Learning Environment (Blackboard) providing resources and learning materials.

ASSESSMENT TASK INFORMATION

The assessment is in two parts. The first part comprises the analysis of a case study and the identification of HRD issues as they influence the organisation and recommendations for action. The second part of the assessment process is an individual reflection on learning from the module and implications for the future.

Task No.*	Short Description of Task	SI Code EX/CW/PR	Task Weighting %	Word Count or Exam Duration**	In-module retrieval available
1	Case Study	CW	70	3500	N
2	Personal Reflection	CW	30	1000	N

FEEDBACK

Students will receive feedback on their performance in the following ways:

- In classroom discussion with tutors and peers based on a critical analysis and review of the literature, research and case study materials;
- Through oral feedback from tutors and peers on the research proposals;
- In self-managed learning forums designed to help students explore and discuss their research;
- Through the use of discussion boards via blackboard to disseminate research in the field;
- By using formative feedback and the marking grid to help with improving academic research capability and writing skills with accordance with the university timescales for providing feedback.

LEARNING RESOURCES FOR THIS MODULE (INCLUDING READING LISTS)

Students will be expected to utilise the research databases that are identified in the module guide to help in their research to identify the research objectives for the assignment.

International HRD/M text books

Edwards, T & Rees, C (2011) 'International Human Resource Management: globalisation, national systems and multinational companies' 2nd Ed. Harlow: Financial Times Prentice Hall

Wilson, J.P., ed. (2012). International Human Resource Development: Learning, Education and Training for Individuals and Organizations. 3rd ed., London: Kogan Page Ltd.

HRD and related text books

Gibbs, S. (2011). Human Resource Development: Foundations Process Context. 3rd Ed. Palgrave

Gold, J., Holden, R., Iles, P., Stewart, J. and Beardwell, J. (2013). Human Resource Development: Theory and Practice. 2nd Edition. Basingstoke: Palgrave Macmillan

Hansen, C.D., and Lee, Y. ed. (2009). The cultural context of human resource development. Palgrave Macmillan Ltd [eBook]

Harrison, R. (2009). Learning and Development. London: CIPD

Lee, M. ed. (2012) Human Resource Development as We Know It: Speeches that Have Shaped the Field: Abingdon Oxon: Routledge Ltd [eBook]

Other text books

Bolton, G. E. (2010). Reflective Practice: Writing and Professional Development. 3rd ed. Sage Publications

Garvey, B (2011). A Very Short, Fairly Interesting and Reasonably Cheap Book About Coaching and Mentoring. London: Sage Publications Ltd.

Megginson, D and Whitaker, V. (2007). Continuing Professional Development. 2nd Ed. London: CIPD

Journals

European Journal of Training and Development,

Reflective Practice, [e-journal]

SECTION 2 MODULE INFORMATION FOR STAFF ONLY

MODULE DELIVERY AND ASSESSMENT MANAGEMENT INFORMATION

MODULE STATUS - INDICATE IF ANY CHANGES BEING MADE

NEW MODULE	Y
EXISTING MODULE - NO CHANGE	N
Title Change	N
Level Change	N
Credit Change	N
Assessment Pattern Change	N
Change to Delivery Pattern	N
Date the changes (or new module) will be implemented	09/2013

MODULE DELIVERY PATTERN - Give details of the start and end dates for each module. If the course has more than one intake, for example, September and January, please give details of the module start and end dates for each intake.

	Module Begins	Module Ends
Course Intake 1	September 2013	December 2013
Course Intake 2	January 2014	May 2014
Course Intake 3	DD/MM/YYYY	DD/MM/YYYY

Is timetabled contact time required for this module?	Y
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Are any staff teaching on this module non-SHU employees?	N
If yes, please give details of the employer institution(s) below	
What proportion of the module is taught by these non-SHU staff, expressed as a percentage?	

MODULE ASSESSMENT INFORMATION

Indicate how the module will be marked	
*Overall PERCENTAGE Mark of 40%	Y
*Overall PASS / FAIL Grade	N

*Choose one only – module cannot include both percentage mark and pass/fail graded tasks

SUB-TASKS

Will any sub-tasks (activities) be used as part of the assessment strategy for this module?	N
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If sub-tasks / activities are to be used this must be approved within the Faculty prior to approval. Sub-task / activity marks will be recorded locally and extenuating circumstances, extensions, referrals and deferrals will not apply to sub-tasks / activities.

FINAL TASK

According to the Assessment Information shown in the Module Descriptor, which task will be the LAST TASK to be taken or handed-in? (Give task number as shown in the Assessment Information Grid in Section 1 of the Descriptor)	Task No. 2
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NON-STANDARD ASSESSMENT PATTERNS

MARK 'X' IN BOX IF MODULE ASSESSMENT PATTERN IS NON STANDARD, eg MODEL B, ALL TASKS MUST BE PASSED AT 40%. NB: Non-standard assessment patterns are subject to faculty agreement and approval by Registry Services - see guidance. notes.	
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