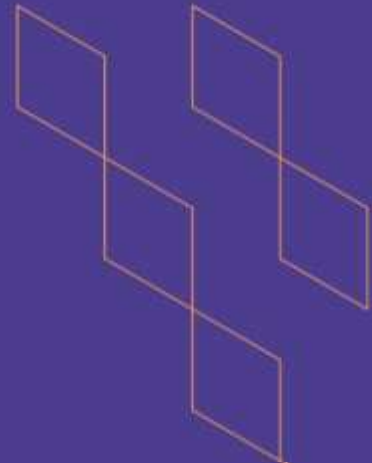




T-104
2022

Course Specification



Course Title:	Learning and Talent Development
Course Code:	BA3604
Program:	BA Degree in Business Administration
Department:	Business Administration
College:	College of Business
Institution:	Umm Al-Qura University
Version:	2
Last Revision Date:	28/01/2023



Table of Contents:

Content	Page
A. General Information about the course	3
1. Teaching mode (mark all that apply) . Contact Hours (based on the academic semester)	4
Course Learning Outcomes (CLOs), Teaching Strategies and Assessment Methods	4
Course Content	6
1. References and Learning Resources	7
2. Required Facilities and Equipment	7
F. Assessment of Course Quality	8
G. Specification Approval Data	8



A. General information about the course:

Course Identification

1. Credit hours: 4

2. Course type

a. University College Department Track Others

b. Required Elective

3. Level/year at which this course is offered: Level 10

4. Course general Description

This course provides the essential aspects of learning and development practice for those working in a people management focused role, recognizing the connections within the organization and how learning and development drives performance. It explores the stages of learning and development design, development and facilitation as well as alternative modes of learning to enhance learner engagement and support the business

5. Pre-requirements for this course (if any):

6. Co- requirements for this course (if any):

7. Course Main Objective(s)

You will explore key themes and agendas that currently shape the provision of learning and development in organizations and compare the different ways in which it connects with other areas of organizations to support achievement of business goals and objectives. You will compare a range of learning and development methods including the different ways they can be blended to form engaging solutions to meet learning objectives. Additionally, you will discuss methods of group learning and facilitation and the importance of different contexts for learner engagement. You will also evaluate the potential benefits and risks of informal and self-directed learning





1. Teaching mode (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1.	Traditional classroom	32	80%
2.	E-learning		
3.	Hybrid <ul style="list-style-type: none"> • Traditional classroom • E-learning 	8	20%
4.	Distance learning		

2. Contact Hours (based on the academic semester)

No	Activity	Contact Hours
1.	Lectures	32
2.	Laboratory/Studio	
3.	Field	
4.	Tutorial	
5.	Others (specify) Elearning	8
	Total	30

B. Course Learning Outcomes (CLOs), Teaching Strategies and Assessment Methods

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
1.0	Knowledge and understanding			
1.1	Understand how learning and development connects with other areas of the organization	K3	Class lectures Discussions	Written Test Assignments Class Participations
1.2	Illustrate the design of learning and development solutions	K1	Lecture, Discussion	Written Test Assignments





Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
				Class Participations
1.3	Demonstrate the importance of alternative methods of learning for individuals and organizations	K4	Class lectures Discussions	Written Test Assignments Class Participations
2.0	Skills			
2.1	Distinguish methods for identifying learning and development needs and requirements at different levels: • organization • team • individual	S2	Class lectures Discussions Group assignments	Assignments Class Participations
2.2	Evaluate the concepts and strategies for supporting the transfer of learning to the workplace including consideration at initial design	S3	Class lectures Discussions Group assignments	Assignments Class Participations
2.3	Assess the steps that learning professionals can take to encourage informal learning in organizations and to support individuals to manage their own learning	S4	Class lectures Discussions Group assignments	Assignments Class Participations
3.0	Values, autonomy, and responsibility			
3.1	Manage how to work in groups	V2	Class lectures Discussions Group assignments	Assignments Class Participations
3.2	Demonstrate values of integrity and ethical behavior	V2	Class lectures Discussions Group assignments	Assignments Class Participations
3.3	Demonstrate Self-evaluation and accept criticism from others	V2	Class lectures Discussions Group assignments	Assignments Class Participations



C. Course Content

No	List of Topics	Contact Hours
1	Introduction: The L&D professional	4
2	The organizational context	4
3	Identifying learning and development needs	4
4	Designing learning and development activities	4
5	Delivery: Face-to-face training and facilitation	4
6	Delivery: Using technology	4
7	Delivery: Coaching and mentoring	4
8	Delivery: Social and collaborative learning	4
9	Engaging learners	4
10	Evaluating impact	4
Total		40

D. Students Assessment Activities

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	Individual Assignment	Week 2, 5 & 7	%15
2	Quiz	Week 3	%5
3	Mid term	Week 8	%25
4	Group Project	Week 10	%15
5	Final exam	Week 13	%40
6			
7			
8			

*Assessment task (i.e., written test, oral test, oral presentation, group project, essay, etc.)



E. Learning Resources and Facilities

1. References and Learning Resources

Essential References	Kathy Beevers, Andrew Rea and David Hayden (2019). Learning and Development Practice in the Workplace (4 th ed). CIPD Kogan page
Supportive References	<p>Jim Stewart and Peter Cureton (2014). Designing, Delivering and Evaluating L&D. CIPD Kogan page</p> <p>Noe, R. A. (2020). Employee training and development (8th ed.). New York, NY: McGraw-Hill</p> <p>Stewart, J., & Rigg, C. (2017). Learning and Talent Development. Kogan Page Publishers.</p>
Electronic Materials	<ul style="list-style-type: none"> • Society for Human Resource Management. (2013, September 16). How to establish a performance improvement plan. Retrieved from http://www.shrm.org/templatestools/howtoguides/pages/performanceimprovementplan.aspx • Society for Human Resource Management. (2014, April 4). How to conduct a training needs assessment. Retrieved from http://www.shrm.org/templatestools/howtoguides/pages/conduct-training-needs-assessment.aspx • CIPD: https://www.cipd.co.uk/ • SHRM: https://www.shrm.org/ • Human Resources Available at: www.hrmagazine.co.uk/ • People Management Available at: www.peoplemanagement.co.uk • Personnel Today Available at: www.personneltoday.com/
Other Learning Materials	Case studies and material provided by the instructor

2. Required Facilities and equipment

Items	Resources
facilities (Classrooms, laboratories, exhibition rooms, simulation rooms, etc.)	Classroom, lab
Technology equipment (projector, smart board, software)	Data Show, Smart Board , , software
Other equipment (depending on the nature of the specialty)	None





F. Assessment of Course Quality

Assessment Areas/Issues	Assessor	Assessment Methods
Effectiveness of teaching	Chair, Students, External Stakeholders Department and quality committee	Open discussions with the students Anonymous surveys
Effectiveness of students assessment	Chair, Students, External Stakeholders Department and quality committee	Checking marking by the students themselves if it's possible Using the help of other members in reviewing the assignments/exams
Quality of learning resources	Chair, Students, External Stakeholders Department and quality committee	Review of course portfolios Instructor assessment by students
The extent to which CLOs have been achieved	Chair, Students, External Stakeholders Department and quality committee	Course specifications are periodically reviewed at the departmental level. Courses are updated periodically and compared to the benchmark standards.
Other		

Assessor (Students, Faculty, Program Leaders, Peer Reviewer, Others (specify))

Assessment Methods (Direct, Indirect)

G. Specification Approval Data

COUNCIL /COMMITTEE	BA DEPARTMENT
REFERENCE NO.	
DATE	28/01/2023

