



Designing, Delivering and Evaluating Training

Dr Claire Valentin (*Course Organiser*)

Credit Rating 20 credits, SCQF 11

Course Description

The design and delivery of learning and development always occurs in a specific context. This course develops a critical understanding of the role and influence of a range of contextual factors on the design, delivery and evaluation of learning and development plans and interventions. There is a well-established body of knowledge and theory on learning processes and their application in instructional design and facilitating learning that also influences design and delivery of learning and development plans and events. The course as a whole is intended to develop the professional knowledge and skills required to perform effectively in specialist roles associated with the design, delivery and evaluation of learning and development. It requires learners to reflect critically on theory and practice from an ethical and professional standpoint and provides opportunities for applied learning and continuous professional development.

Indicative content:

Understanding training in the organizational context: the impact of external factors such as economic and legislative conditions, and internal factors such as organisational plans and priorities, learning climate and resource availability; external and internal barriers, inhibitors and facilitators of L&D.

Identifying and analyzing organizational and individual training needs: analyzing the role of stakeholders in identifying learning and development (L&D) needs; strengths and limitations of methods of identifying learning needs at organisational, occupational and individual levels; approaches to building support among stakeholders; person-centred learning.

Learning and instructional theories applied: theories of individual and collective learning; models and frameworks of instructional design; methods of L&D appropriate to a range of purposes and audiences; selecting and applying methods; range and types of delivery channels, including the role of technology and e-learning; methods of engaging others in design and delivery of learning and development.

Designing training programmes and sessions: factors influencing L&D plans; ways of meeting organisational, occupational and individual-level learning needs in a timely way; organisational, departmental, team and individual learning plans; planning, designing and managing implementation of feasible learning interventions and events.

Training monitoring and evaluation: methods of evaluating L&D and issues in their use and application; models and frameworks of evaluation; sources and types of data; formative and summative assessment in evaluation; problems of measurement; the politics of evaluation.

Delivery of training, facilitation skills; skills associated with facilitating learning of groups and individuals; creating effective learning climates; giving and receiving feedback; providing one-to-one coaching and mentoring; use of a range of presentational and instructional skills; supporting learning of groups and individuals.

Learning Outcomes

On completion of this course, students will be able to:

- explain, evaluate and critically analyse the internal and external contextual factors impacting on the design, delivery and assessment of learning plans and interventions in organisations
- evaluate, select and apply a range of approaches and processes for establishing learning and development (L&D) needs at organisational, group/team, occupational and individual levels in collaboration with relevant stakeholders
- critically evaluate a range of learning and instructional design theories and principles and apply them to select and justify appropriate L&D methods and delivery channels with the engagement and support of other professionals and managers
- design learning plans and interventions to meet identified needs in a timely, feasible and cost-effective way, and design appropriate methods for evaluation of L&D
- demonstrate skills of delivery and facilitation of learning through a range of methods and for employees at a range of organisational levels and a range of occupational groups

Teaching

The course has 25 hours of contact teaching time. This will usually be delivered in ten 2.5-hour classes, and includes lectures, class discussion, group exercises, case studies and group and individual presentations.

Assessment

One written essay of 4, 000 words, which relates to the topics discussed during class. Successful participation in the course will require not only attendance at the class sessions, but also work in your own time - pre-session reading, preparation for sessions, additional reading, and time spent thinking about the ideas raised on the course.

Content – to be confirmed

Week 1

Setting the scene
Understanding training in the organizational context

Week 2

Identifying and analysing organizational and individual training needs
Learning theories applied

Week 3

Designing training programmes and sessions

Week 4

Training methods and approaches

Week 5

Delivery of training: facilitation skills; participative delivery techniques; creating a learning environment

Week 6 Innovative Learning Week – no classes

Week 7

Training monitoring and evaluation

Week 8

Delivery and methods: contexts for practice

Week 9

Delivery and methods: Presentation skills

Week 10

Feedforward exercise

Week 11

Training management
Personal development planning
Synthesis: Reflection and planning
Assignment briefing

Reading List

Specific chapters and journal articles will be recommended in each session. However, the books and journals listed here are generally relevant for this course.

Anderson, V. (2007) *The Value of Learning: from return on investment to return on expectation*, CIPD.

Bee, R. & Bee, F. (2007) *Learning Evaluation*, CIPD Publishing

Blanchard, P. N. and Thacker, J. W. (2007) *Effective Training: systems, strategies and practices* 3rd edition, Pearson Education.

Buckley, R & Caple, J. (2009) *The theory and practice of training*. 6th ed. London: Kogan Page.

Gibb, S. (2007) *Human resource development: processes, practices and perspectives*. 2nd ed. Basingstoke: Palgrave MacMillan.

Gold, J., Beardwell, J., Holden, R., Iles, P., & Stewart, J. (2009) *Human Resource Development: theory and practice*, Palgrave Macmillan

Harrison, R. (2009) *Learning and Development* (5th edition) CIPD Publishing.

Mumford, A. and Gold, J. (2004) *Management Development: strategies for action* CIPD Pubs

Sadler-smith, E. (2006) *Learning and Development for Managers: perspectives from research and practice*, Blackwell publishing.

Simmonds, D. (2003) *Designing and Delivering Training*, CIPD Publishing

Sims, R. R. (2006) *Human Resource Development – today and tomorrow*, Information Age Publishing

Smith, P.J. and Sadler-Smith, E. (2006) *Learning in organizations: complexities and diversities*. London: Routledge.

Stewart, J. & Cureton, P. (2014) *Designing, Delivering and Evaluating L&D: Essentials for Practice*. McGraw Hill Education

Stewart, J. & Rigg, C. (2011) *Learning and Talent Development*, CIPD publishing

Swart, J., Mann, C., Brown, S. and Price, A. (2005) *Human Resource Development*, Elsevier Butterworth

Journals A selection to include:

Advances in Developing Human Resources
European Journal of Training and Development
Human Resource Development International
Human Resource Development Quarterly
Human Resource Development Review
International Journal of Training and Development
Management Learning

UPDATED: 9 Sept 2015