

## H7DNEV: Design and Evaluation

<b>Module Code:</b>	H7DNEV
<b>Long Title</b>	Design and Evaluation <b>APPROVED</b>
<b>Title</b>	Design and Evaluation
<b>Module Level:</b>	LEVEL 7
<b>EQF Level:</b>	6
<b>EHEA Level:</b>	First Cycle
<b>Credits:</b>	10
<b>Module Coordinator:</b>	EDITH RACHEL DOHERTY
<b>Module Author:</b>	Isabela Da Silva
<b>Departments:</b>	School of Business
<b>Specifications of the qualifications and experience required of staff</b>	
<b>Learning Outcomes</b>	
<i>On successful completion of this module the learner will be able to:</i>	
<b>#</b>	<b>Learning Outcome Description</b>
LO1	Evaluate the various methods of conducting a learning needs analysis (LNA).
LO2	Establish learning and development needs in relation to organisational objectives
LO3	Using the evidence obtained, make recommendations for addressing the learning needs
LO4	Identify the legal, cultural, logistical, financial and learner factors to be considered when designing learning and development
LO5	Design an engaging learning and development solution underpinned by learning theory that addresses identified objectives
LO6	Explain how to apply an evaluation model to the proposed solution
<b>Dependencies</b>	
<b>Module Recommendations</b>	
No recommendations listed	
<b>Co-requisite Modules</b>	
No Co-requisite modules listed	
<b>Entry requirements</b>	As per programme requirements

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Module Content & Assessment	
<b>Indicative Content</b>	
<b>Learning Needs Analysis</b> Identify the key principles in conducting a learning needs analysis Establish the link between learning and development objectives and departmental and organisational objectives and strategy Examine diagnostic models with which to conduct a learning needs analysis.	
<b>Legal, Cultural, Logistical, Financial Factors</b> Factors to be considered when designing Learning and Development activities. Responsibilities between central and local teams across borders, languages and cultural differences. Ensuring inclusivity and accessibility	
<b>Design Engaging Learning and Development Solutions</b> Define learning objectives. The learning cycle How people learn – Learning theories and learning styles Incorporate learning theories into professional practice The 70/20/10 model Universal Design for Learning	
<b>Evidence Based Practice</b> Introduce the concept of evidence based practice Explore the principles of evidence based practice as they apply to Learning and Development. Confirm the validity of sources of evidence and the validity of the evidence itself Evidence and learning needs analysis Evidence and Evaluation of learning & development	
<b>Evaluation</b> Formative and summative evaluation of learning and development initiatives The subject(s) of evaluation Evaluation models The application of evaluation levels to Learning and Development	
<b>Assessment Breakdown</b>	%
Coursework	100.00%
<b>Assessments</b>	
<b>Full Time</b>	
<b>Coursework</b>	
<b>Assessment Type:</b>	Continuous Assessment
<b>Assessment Date:</b>	n/a
<b>Non-Marked:</b>	No
<b>Assessment Description:</b>	A written project covering all learning outcomes submitted on module completion. Learners will be expected to show evidence of outside reading and marks will be awarded for depth of reflection and comprehensiveness of plan for future development.
No End of Module Assessment	
No Workplace Assessment	
<b>Reassessment Requirement</b>	
<b>Coursework Only</b> <i>This module is reassessed solely on the basis of re-submitted coursework. There is no repeat written examination.</i>	
<b>Reassessment Description</b> Repeat Assessment is re-submission of written project. One re-submission attempt allowed.	

## H7DNEV: Design and Evaluation

<b>Module Workload</b>				
<b>Module Target Workload Hours 0 Hours</b>				
<b>Workload: Full Time</b>				
<i>Workload Type</i>	<i>Workload Description</i>	<i>Hours</i>	<i>Frequency</i>	<i>Average Weekly Learner Workload</i>
Lecture	Classroom and demonstrations	35	Per Semester	2.92
Independent Learning	Independent learning	215	Per Semester	17.92
Total Weekly Contact Hours				2.92

## Module Resources

### Recommended Book Resources

- Armstrong, M. (2021), *Armstrong's Handbook of Learning and Development*, 1st ed. Kogan Page.
- Hayden, D., Beevers, K. & Rea, A. (2019), *Learning and Development Practice in the Workplace*, 4th ed. Kogan Page.
- Garavan, T., Hogan, C. & Cahir-O'Donnell, A. (2020), *Learning & Development in Organisations*. Dublin, IITD.
- Arney, E. (2017), *Learning for organizational development: how to design, deliver and evaluate effective L&D*, Kogan Page, London.

### Supplementary Book Resources

- Garavan, T., Hogan, C. & Cahir-O'Donnell, A. (2021), *Implementing and Delivering Classroom-based Learning & Development in Organisations*, IITD, Dublin.
- Griffin, R. (2014), *Complete Training Evaluation*, 1st ed. Kogan Page, London.
- Harrison, R. (2009), *Learning and Development*, 5th ed. CIPD.
- Knowles, M.S. (1980), *The modern practice of adult education: from pedagogy to andragogy*, Association Press, New York.
- Lancaster, A. (2019), *Driving performance through learning: develop employees through effective workplace learning*, Kogan Page, London.
- Lawson, K. (2015), *The Trainer's Handbook*, 4th ed. Wiley, Hoboken, New Jersey.
- Neelen, M. and Kirschner, P.A. (2020), *Evidence-informed learning design: creating training to improve performance*, Kogan Page, London.
- Paine, N. (2021), *Workplace Learning*, 2nd ed. Kogan Page, London.
- Page-Tickell, R. (2022), *Learning and Development: A Practical Introduction*, 3rd ed. Kogan Page.
- Stewart, J. and Cureton, P. (2014), *Designing, delivering and evaluating L&D: essentials for practice*, CIPD Kogan Page.

*This module does not have any article/paper resources*

### Other Resources

- [Website], Ahmetaj, G. and Daly, J.. (2018), *Driving performance and productivity: why learning organisations propel and sustain more impact*. In-Focus report, [https://www.cipd.co.uk/Images/driving-performance-and-productivity\\_2018-why-learning-organisations-propel-and-sustain-more-impact\\_tcm18-40383.pdf](https://www.cipd.co.uk/Images/driving-performance-and-productivity_2018-why-learning-organisations-propel-and-sustain-more-impact_tcm18-40383.pdf)
- [Website], [www.iitd.ie](http://www.iitd.ie).
- [Website], [www.cipd.co.uk](http://www.cipd.co.uk).
- [Website], CIPD. *Aligning L&D with business objectives and emerging practices*(podcast), Chartered Institute of Personnel and Development, <http://www.cipd.co.uk/podcasts/aligning-learning-development-with-business-objectives>
- [Website], Association for Talent Development (ATD), formerly ASTD, the American association concerned with developing talent in organisations, <http://www.td.org>

Discussion Note: