



Module Descriptor

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| Title | Evidencing Learning and Development Needs | | |
| Session | 2025/26 | Status | |
| Code | EDUC11148 | SCQF Level | 11 |
| Credit Points | 20 | ECTS (European Credit Transfer Scheme) | 10 |
| School | Education and Social Sciences | | |
| Module Co-ordinator | L Lafferty | | |
| Summary of Module | | | |
| <p>This module has been designed to support practitioners working in a range of educational settings who are involved in the management, implementation and coordination of learning interventions/programmes; practitioners who have some form of learning/development/training remit. Specifically, the module aims to provide participants with practical experience of conducting a formal training/learning needs analysis (TNA/LNA) which is directly related to organisational policy within their professional context. In doing so, the module offers participants the opportunity to develop/enhance a range of (transferable) skills and knowledge in related areas: data collection, analysis, exercising judgement and making evidence informed recommendations centred around appropriate development interventions that contribute to bridging employees' knowledge and skill gaps.</p> | | | |

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| Module Delivery Method | On-Campus¹ <input type="checkbox"/> | Hybrid² <input type="checkbox"/> | Online³ <input checked="" type="checkbox"/> | Work -Based Learning⁴ <input type="checkbox"/> |
| Campuses for Module Delivery | <input type="checkbox"/> Ayr <input type="checkbox"/> Dumfries | <input type="checkbox"/> Lanarkshire <input type="checkbox"/> London <input type="checkbox"/> Paisley | <input checked="" type="checkbox"/> Online / Distance Learning <input type="checkbox"/> Other (specify) | |
| Terms for Module Delivery | Term 1 <input type="checkbox"/> | Term 2 <input checked="" type="checkbox"/> | Term 3 <input type="checkbox"/> | |

¹ Where contact hours are synchronous/ live and take place fully on campus. Campus-based learning is focused on providing an interactive learning experience supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus contact hours will be clearly articulated to students.

² The module includes a combination of synchronous/ live on-campus and online learning events. These will be supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus and online contact hours will be clearly articulated to students.

³ Where all learning is solely delivered by web-based or internet-based technologies and the participants can engage in all learning activities through these means. All required contact hours will be clearly articulated to students.

⁴ Learning activities where the main location for the learning experience is in the workplace. All required contact hours, whether online or on campus, will be clearly articulated to students

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| Long-thin Delivery over more than one Term | Term 1 – Term 2 | <input type="checkbox"/> | Term 2 – Term 3 | <input type="checkbox"/> | Term 3 – Term 1 | <input type="checkbox"/> |
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| Learning Outcomes | |
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| L1 | Demonstrate enhanced knowledge and critical awareness of the principal theories/concepts associated with organisational growth and development |
| L2 | Critically evaluate an organisation's strategic approach to learning and development; identifying contextual variables and their impact on learning and development policy |
| L3 | Demonstrate enhanced practitioner skills and techniques in planning and conducting a training/learning needs analysis using an inclusive, evidence informed approach, including critical evaluation and presentation of findings |
| L4 | Develop evidence informed recommendations associated with potential learning and development interventions to bridge identified organisational learning/development gaps and/or employees' knowledge and skill gaps |
| L5 | n/a |

| Employability Skills and Personal Development Planning (PDP) Skills | |
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| SCQF Headings | During completion of this module, there will be an opportunity to achieve core skills in: |
| Knowledge and Understanding (K and U) | <p>SCQF 11</p> <p>Critical understanding of the principal theories, principles and concepts associated with organisational growth and development.</p> <p>Critical understanding of a range of specialised theories, principles and concepts related to the use of training/learning needs analysis and associated resources.</p> <p>Critical awareness of current issues in a subject/discipline and one or more specialisms.</p> |
| Practice: Applied Knowledge and Understanding | <p>SCQF 11</p> <p>Using a significant range of the principal skills, techniques, practices and/or materials which are associated with the use of training/learning needs analysis.</p> <p>Demonstrating originality or creativity in the application of knowledge, understanding and/or practices within a specific professional context.</p> |
| Generic Cognitive skills | <p>SCQF 11</p> <p>Developing original and creative responses to problems and issues with reference to the content of this module and to a specific professional context.</p> <p>Critically reviewing, consolidating and extending knowledge, skills practices and thinking in a subject/discipline.</p> |
| Communication, ICT and Numeracy Skills | <p>SCQF 11</p> <p>Communicating, using appropriate methods, to a range of audiences with different levels of knowledge/expertise.</p> <p>Communicating with peers, senior colleagues and specialists.</p> <p>Using a wide range of software to support and enhance work at this level to increase effectiveness.</p> |

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| Autonomy, Accountability and Working with Others | <p>SCQF 11</p> <p>Exercising substantial autonomy and initiative in professional and equivalent activities.</p> <p>Taking responsibility for own work and/or significant responsibility for the work of others.</p> <p>Taking responsibility for a significant range of resources.</p> <p>Demonstrating leadership and/or initiative and make an identifiable contribution to change and development.</p> <p>Practising in ways which draw on critical reflection on own and others' roles and responsibilities particularly within frameworks encompassed by relevant professional standards (where applicable).</p> |
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| Prerequisites | Module Code | Module Title |
| | Other | |
| Co-requisites | Module Code | Module Title |

| Learning and Teaching | |
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| <p>In line with current learning and teaching principles, a 20-credit module includes 200 learning hours, normally including a minimum of 36 contact hours and maximum of 48 contact hours.</p> <p>The module handbook will provide specific information regarding the particular learning and teaching methodologies adopted however, in general terms, the module is delivered using an “integrated” (online) delivery approach. That is to say, the various formative activities/readings build into resources which learners are able to refer back to throughout the module and which have immediate application to their respective personal and professional practice. Introducing a range of inter-related themes, coursework is made up of various online activities (for example, reading, reflection and related 'asynchronous' discussion). A detailed module timeline will also be provided to enable each learner to manage their study time; accordingly, to plan and review their progress against timescales and deadlines at regular intervals throughout the module.</p> | |
| <p>Learning Activities</p> <p>During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:</p> | <p>Student Learning Hours</p> <p>(Note: Learning hours include both contact hours and hours spent on other learning activities)</p> |
| Asynchronous Class Activity | 80 |
| Independent Study | 120 |
| Please select | |
| Please select | |
| Please select | |
| Please select | |
| TOTAL | 200 |

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| Indicative Resources |
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The following materials form essential underpinning for the module content and ultimately for the learning outcomes:

Access to internet: As the module is delivered entirely online via the University's virtual learning environment, participants must have access to an appropriate internet connected device which will enable full engagement with, and the development of, work at Masters level.

Reading: The under noted reading list provides a limited number of texts for illustrative purposes only. Coursework will provide direction to a range of literature with a number of texts (and readings) currently available in 'e' (online) format from the library. Participants are advised to contact the module coordinator in advance of the module commencing to check availability of ebook formats (and/or to enquire about how to access a copy of the module resource list online).

Kraiger, K., Passmore, J., Rebelo dos Santos, N., Malvezzi, S. (eds) (2014) The Wiley Blackwell Handbook of the Psychology of Training, Development, and Performance Improvement. Chichester, West Sussex, UK ; Malden, MA : Wiley Blackwell (available online via UWS Library)

Sleezer, C.M., Russ-Eft, D. F., Gupta, K. (2014, 3rd edition) A Practical Guide to Needs Assessment. San Francisco: Wiley (available online via UWS Library)

Journals: Academic journals are a valuable source of reading. Key articles will be detailed as part of module activities where applicable however participants should also source relevant material, using databases and other resources, provided by the UWS Library as a means of extending their own personal and professional knowledge and skills.

(N.B. Although reading lists should include current publications, students are advised (particularly for material marked with an asterisk*) to wait until the start of session for confirmation of the most up-to-date material)

Attendance and Engagement Requirements

In line with the [Student Attendance and Engagement Procedure](#), Students are academically engaged if they are regularly attending and participating in timetabled on-campus and online teaching sessions, asynchronous online learning activities, course-related learning resources, and complete assessments and submit these on time.

For the purposes of this module, academic engagement equates to the following:

The university is committed to providing a supportive learning environment that actively facilitates student success. As this module has been designed for part-time, distance learners, a high degree of student-led flexibility is built-in. That is to say, in order to be academically engaged, there is a need for you to regularly access the learning space and course-related learning resources, undertake course-related activities, and, in doing so, work towards timely completion and submission of assessments; it may be difficult to pass the assessment associated with this module if you are not regularly engaging with the module. Whilst we understand that there may be times when conflicting priorities make participation challenging, we may reach out to check how things are going and offer support if we observe that you have not been regularly accessing the module and/or completing online activities. Further information regarding this module's 'attendance and engagement' requirements are also set out in the Module Handbook

Equality and Diversity

The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: [UWS Equality, Diversity and Human Rights Code](#).

Aligned with UWS' overall commitment to equality and diversity, the module supports equality of opportunity for students from all backgrounds

and with different learning needs. Using Aula, learning materials will be presented electronically in formats that allow flexible access and manipulation of content.

The module complies with University regulations and guidance on inclusive learning and teaching practice. Specialist assistive equipment, support provision and adjustment to assessment practice will be made in accordance with UWS policy and regulations. Our partners are fully committed to the principles and practice of inclusiveness and our modules are designed to be accessible to all.

(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)

Supplemental Information

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| Divisional Programme Board | Education |
| Overall Assessment Results | <input type="checkbox"/> Pass / Fail <input checked="" type="checkbox"/> Graded |
| Module Eligible for Compensation | <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If this module is eligible for compensation, there may be cases where compensation is not permitted due to programme accreditation requirements. Please check the associated programme specification for details. |
| School Assessment Board | Career-Long Professional Learning (CPL) |
| Moderator | A Killen |
| External Examiner | D. Lukic |
| Accreditation Details | n/a |
| Module Appears in CPD catalogue | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| Changes / Version Number | |

Assessment (also refer to Assessment Outcomes Grids below)

Assessment 1

A formal, critical evaluative report which provides evidence informed recommendations/advice through conducting a departmental (or equivalent) training/learning needs analysis associated with the client organisation and which demonstrates synthesis and integration of themes covered throughout the module (weighted 100%). The summative assessment is graded in line with the University's A-E assessment/grading scale and further, more specific, detail and guidance (including word count allowance) will be provided via the Module Assessment Handbook.

Assessment 2

n/a

Assessment 3

n/a

(N.B. (i) Assessment Outcomes Grids for the module (one for each component) can be found below which clearly demonstrate how the learning outcomes of the module will be assessed.
(ii) An indicative schedule listing approximate times within the academic calendar when assessment is likely to feature will be provided within the Student Module Handbook.)

| Component 1 | | | | | | | |
|--------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|--------------------------|-------------------------------------|--------------------------|
| Assessment Type | LO1 | LO2 | LO3 | LO4 | LO5 | Weighting of Assessment Element (%) | Timetabled Contact Hours |
| Written assignment | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | 100 | 0 |

| Component 2 | | | | | | | |
|-----------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|-------------------------------------|--------------------------|
| Assessment Type | LO1 | LO2 | LO3 | LO4 | LO5 | Weighting of Assessment Element (%) | Timetabled Contact Hours |
| n/a | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | n/a | n/a |

| Component 3 | | | | | | | |
|-----------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|-------------------------------------|--------------------------|
| Assessment Type | LO1 | LO2 | LO3 | LO4 | LO5 | Weighting of Assessment Element (%) | Timetabled Contact Hours |
| n/a | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | n/a | n/a |
| Combined total for all components | | | | | | 100% | 0 hours |

Change Control

| What | When | Who |
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