

FINAL REPORT TO

**Higher Education Academy: Business, Management, Accounting &
Finance (BMAF)**

&

University Forum for Human Resource Development (UFHRD)

Teaching, Learning and Assessing HRD

Professor Sally Sambrook

&

Professor Jim Stewart

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Higher Education Academy: Business, Management, Accounting & Finance (BMAF) & University Forum for Human Resource Development (UFHRD)

Teaching, Learning and Assessing HRD

1. Main report

This research project explored how we teach, learn and assess Human Resource Development (HRD). It was funded by the Higher Education Academy (HEA) BMAF subject centre and the University Forum for HRD. It focused on the challenges and opportunities for teaching, learning and assessing in HRD at all levels in Higher Education. It also explored the establishment of a Special Interest Group (SIG) for HRD. The project was conducted by Professor Sally Sambrook and Professor Jim Stewart.

1.1 Aims

The aims of the project were:

- To establish the quantity, nature and location of current research focused on improvement of teaching, learning and assessment (TL&A) in HRD and related subjects both within and outside the UK.
- Based on the above, to identify and establish gaps in knowledge and research priorities for research on TL&A in HRD and related subjects.
- To utilise the findings of above to inform the establishment of a Special Interest Group (SIG) for HRD within the joint remit of UFHRD and BMAF.

1.2 Research methods

The research methods included:

- A critical review of literature in national and international journals focused on reporting research on TL&A but will also encompass HRD and related journals.
- An electronic questionnaire survey of all those involved in teaching and learning HRD predominantly in the UK, utilizing databases from UFHRD and BMAF, in addition to databases from related associations and bodies such as EHRD, the VETNET and HE networks of EERA and AHRD. The purpose of the questionnaire survey is to identify what TL&A is currently provided, what is needed, and what could be offered to develop a comprehensive HRD-specific TL&A website and resource. This website would provide a dedicated resource for HRD students, lecturers and researchers and would be hosted on the UFHR website, which is currently under reconstruction.
- Due to a poor response rate, a focus group was also conducted employing the questionnaire to gather additional data.

The other sections in the report provide separate results for each of the methods. The rest of this first section provides a summary of those results, including findings and recommendations.

1.3 Main findings

1.3.1 Literature review

- HRD is a complex subject and the curriculum is not easy to define
- HRD is clearly concerned with professional practice and teaching the subject in HE is about influencing and shaping practice.
- Research in HRD is healthy although there is little research about TLA in the subject.
- Business and management academics in other disciplines are taken out of their professional context when they research and study TLA of their subject. For HRD academics, researching TLA is researching their professional practice and it may be that to do so within the context of HRD educational programmes is both less interesting and seen as somehow incestuous.
- There is a need to encourage research in TLA of HRD.
- There is a lack of mechanisms for the sharing of good practice in TLA of HRD.

1.3.2 Questionnaire survey

- There are few HRD-specific courses delivered and these are at postgraduate level
- There is a large and diverse range of HRD modules which generally form part of broader HRM courses, both as postgraduate and undergraduate levels
- There is a wide range of resources used in teaching, learning and assessing HRD, including texts, journals, websites and electronic materials
- However, there is a paucity of videos and a limited number of good case studies
- There are numerous examples of good practice identified, and respondents are willing to share these on a dedicated website, subject to university policy allowing this
- Key problems faced include: small students numbers, small class sizes, student attributes and expectations, approaches to learning, limited resources
- Ways of overcoming these are linked to raising the profile of HRD, sharing resources and networking
- The benefits of establishing an HRD SIG are clearly demonstrated and respondents are enthusiastic about becoming involved, although some were uncertain of what level of contribution they could offer.

1.3.3 1st SIG meeting - Focus group

- The focus group confirmed the findings of the questionnaire survey
- There was support for operating a HRD SIG, and sharing practice on a dedicated website.
- It confirmed that there is good practice worthy of being shared.
- It identified the possibility of linking the SIG with the British Academy of Management (BAM) and the creation of a BAM HRD SIG.

1.3.4 2nd SIG meeting - workshop

- The findings from the project were discussed
- There was support for continuing to operate an HRD SIG, particularly if it could be linked to BAM.
- Our three recommendations were supported.

1.4 Recommendations

Based on these overall findings, our recommendations to BMAF, UFHRD and the HRD teaching community are as follows:

Website

- Pursue funding for the construction of the special area on the UFHRD website as a dedicated and integrated teaching, learning and assessing resource
- Construct website and market this integrated resource
- Invite contributions from colleagues to prepare and share their good practice
- Design a template to enable colleagues to make explicit their good practice
- Develop an annotatable, and regularly updated bibliography
- Create a student space to facilitate networking

Pedagogic HRD Research

- Conduct and disseminate pedagogic research in HRD
- The UFHRD Research Honorarium Scheme focus for one year to fund for such research
- UFHRD link this targeted funding to a planned special edition of an appropriate journal.
- BMAF T&D Research grants target HRD in one year and/or target encouragement and advice/guidance on preparing proposals.

HRD SIG

- Publicise the purpose of the SIG
- Establish formal roles and identify individuals to fulfil.
- Continuing support through research and development funded by BMAF
 - workshop on developing research projects on HRD teaching and learning,
 - website design
 - investigation of the quality and use of e-learning materials in HRD TLA.

1.5 Dissemination

- Presentation of this report at the 2nd SIG meeting
- Submit proposals to BMAF and UFHD conferences in 2008
- Additional conferences will include European Conference on Educational Research (ECER) and the Academy of Human Resource Development (AHRD) Americas conference.
- Submit papers to Human Resource Development International (UFHRD) and International Journal of Management Education (BMAF)
- Papers will also be submitted to other educational journals, such Journal of Further and Higher Education.

2. Literature Review

We have conducted a review of relevant literature focusing on teaching, learning and assessment in HRD, which has informed the design of the second phase of the research, and the construction of the questionnaire survey.

2.1 Search strategy

A comprehensive search of all relevant literature sources was conducted during the period from February – May 2007. Key words used included: teaching, learning and assessing, HRD, learning and development, training and development, education. The search interrogated the following databases: Ingenta, Google Scholar, EBSCO databases which included Business Source Premier and Academic Search Premier.

For example, for a search using the terms - hrd and teaching in Title AND hrd and teaching in Full Text, published January 1997 to April 2007 in the following selected journals:

Active Learning in Higher Education, Adult Education Quarterly, Advances in Developing Human Resources, American Educational Research Journal, Arts and Humanities in Higher Education, Educational Researcher, Health Education Journal, History of the Human Sciences, Human Relations, Human Resource Development Review, Journal of Career Development, Journal of Cases in Educational Leadership, Journal of Hispanic Higher Education, Journal of Industrial Relations, Journal of Leadership and Organizational Studies, Journal of Management Education, Journal of Studies in International Education, Journal of Transformative Education, Leadership, Management & Organizational History, Management in Education, Management Learning, Organization, Organization Studies, Review of Educational Research, Review of Research in Education, Small Group Research, Theory and Research in Education, Urban Education, Work and Occupations, and Work, Employment & Society

- the result was ‘matched zero articles.’

The overall search yielded very few sources, suggesting limited research has been conducted in this area and confirming the need for this initial project. A similar conclusion and argument is advanced by Kuchinke (2001), although interestingly subject matter research, or in other words a focus on curriculum content but not TLA, was identified as one of three priorities. Institutional characteristics and arrangements was also identified as a priority and this suggestion is supported by Hopfl (2000).

Kuchinke’s call for research into subject matter is also interesting in the context of a continuing and recent expansion in research on the meaning and professional practice of HRD. Most of the articles found referred to HRD in the workplace, particularly within the corporate sector, and not the educational/HEI environment (see Clarke 2004, for example). Some of the issues faced within the workplace are relevant to the content of HRD courses and may also be relevant to the processes of teaching, learning and assessing HRD within higher education. An example of this dual relevance is where research looks at HRD methods and techniques used by practitioners. Similar methods and techniques can be used in teaching and learning in the HE sector and a specific example here is the use of ICT. Work such as that by Marquandt (1996) is one example but there are many others. There is also work on this topic from within a broader HE context such as that by Hanson (2003) which will have relevance for HRD TLA as with any other discipline or subject. We did not though find any work specifically related to use of ICT in HRD TLA.

Key themes to emerge from our review include:

- defining HRD (Cascon-Pereira & Valverde 2006, Garavan & Morely 2006)
- curriculum content (Trehan, Rigg and Stewart, 2006, Truty, 2004, Fenwick, 2004)
- modules are mainly within HRM programmes (Manning 2007, Wilson 2007)
- undergraduate level – part of broader business and management education
- postgraduate level – advanced practitioners, critical reflection (Corley & Eades 2006), critical management studies (CMS) (Monaghan & Cervero 2006, Scott 2003), CIPD (tensions between educational and professional needs), workbased learning (Clarke 2004, Morse 2007)
- international perspective – European Masters programmes (Manning 2004), comparison of UK and US programmes (Kuchinke 2001 a & b, 2003), international HRD (Metcalfe & Rees 2005, Flannery & Shattuck 2006)
- links between HEI and HRD/OL (Hodkinson 2000, Hopfl 2000, Iles & Yolles 2002, Mavin et al 2007).

2.2 Defining HRD

To be able to teach, learn and assess HRD, it would seem helpful to be able to define what we mean by HRD. ‘Joseph Kessels provided a very useful working definition for our domain ... higher education programmes that deal with learning, development and education in a corporate setting,’ (Manning 2004). However, Lee (1998:3) was one of the first to argue that ‘I can’t define it sufficiently for myself, let alone others,’ who in this case were students on an HRD programme. Yet, it would appear that ‘Definitions matter in life and they particularly seem to matter in emergent professional fields like HRD where much recent scholarly writing has called for greater definition, clarity and transparency of the field itself,’ (Cascon-Pereira & Valverde 2006:14). The authors question whether it is too early to confine all its possible practice and research into a very static and narrow definition and argue that that variety of approaches may be a source of opportunities. Similarly, Garavan and Morley (2006) suggest HRD is at a crossroads, with theoretical ambiguities, permeable boundaries and practice dilemmas. However, this might suggest some difficulties in trying to compare curricula if HE programmes adopt or present this alleged diversity. It may also suggest assessing the quality of HRD educational programmes is problematic. Kuchinke’s work (2001) does argue the need for more research on assessing the outcomes and effectiveness of HRD educational programmes but does not offer specific guidance on how this can be done.

2.3 Curriculum content

Defining HRD may be considered either or both of a first step in determining the curriculum or an essential component of it. This has been the approach adopted in the past with models of HRD and descriptions of HRD roles leading to specifications of practitioner competence requirements which then inform the curriculum, and this is still the approach which informs programmes associated with professional bodies such as the CIPD. Work such as that of Stewart and McGoldrick (1996) and McGoldrick, Stewart and Watson (2001, 2002) have lead to a different approach of more general and open maps of the subject being the source of curriculum content. More recently, there has been a move to adopt critical approaches to the subject (Trehan, Rigg and Stewart, 2006, Bierema and D’Abundo, 2004) which are usually accompanied by calls for these approaches to inform curriculum design. An interesting feature of this more recent work is the focus on critical *content* and critical *process*. In other words, the argument is that HRD programmes should adopt critical perspectives in their curriculum and also adopt critical approaches in their methods of TLA. The special editions of the journals *International Journal of Training and Development* (2006) and *Journal of European Training and Development* (2004) edited by Trehan, Rigg and Stewart reflect this with some articles with a primary focus on what

constitutes critical HRD and some with a primary focus on adopting methods of TLA which reinforce a critical approach in HRD practice. This kind of work can be supported by that which is more concerned with Critical Management Studies more widely, such as that of Monaghan and Cervero (2006) which examines the effects of CMS courses on learners' attitudes and beliefs. Our review of this work suggests that it opens the curriculum even more than has been the case in the past. Some of the work reviewed also contains interesting suggestions on use of specific approaches and methods; for example using action learning and creative writing in learning and teaching; but at the moment such examples remain very limited.

2.4 Quality in HRD education

Kuchinke is clearly concerned with the quality of HRD qualification programmes in universities. In the UK at least this is a matter which is covered by both national and institutional arrangements. There is certainly little scope and arguably little or no need for particular approaches and methods for HRD programmes, many of which are also subject to QA processes of professional bodies as well as those of HE. However, Hopfl (2000) utilizes a HRD perspective to question the efficacy of HE QA processes and goes further in arguing detrimental effects on employees and employee relations in universities. That work may have some relevance in the sense of HRD specialists among academic staff being better placed to analyse and improve the operation of QA processes that seek to improve TLA. However, Hopfl is quite general in her analysis and offers little of immediate practical benefit.

2.5 HRD as part of HRM

A further problem is the relationship between HRM and HRD. HRD modules are located mainly within HRM programmes (Manning 2007, Wilson 2007), in particular at undergraduate level where they may form just a small element of a broader business and management degree. 'Human resource development is 'sold' as a junior partner forming a subsidiary part of human resource management. A look at the programmes in business and management schools confirms that the main subject is HRM and there is less mention of HRD. For HRD to achieve increased recognition there needs to be a change in both perception and reality. First, HR consists of the components of HRM and HRD and both should receive equal billing. Second, course content should have a greater emphasis on individual/organizational learning, and the role of learning and change. Third, students should learn how to learn,' (Wilson 2007:7).

2.6 Undergraduate level

As stated, HRD modules and teaching at undergraduate level are located mainly within HRM programmes or as components of HRM modules on business and management programmes (Wilson 2007). There is little published work which informs us of either specific curriculum content or approaches to and methods of TLA in those modules and components.

2.7 Postgraduate level

Most HRD teaching, learning and assessing is delivered at the post-graduate level, whether in HRD-specific Masters programmes, as elements of broader HR degrees or in the form of the 'development' components of the CIPD professional qualification scheme. 'While HRD is mostly related to HRM, it is also offered as part of studies in organization and work or, occasionally, in education,' (Manning 2007).

At the postgraduate level, students are often advanced practitioners in senior HRD roles, which raises specific issues, such as the need for part-time study, the integration of study/theory and work/practice, developing opportunities for work-based learning (Morse 2007) and assessment (Clarke 2004) and the balance/tensions between educational and professional needs. A key area is developing skills in critical reflection (Corley & Eades 2006), and adopting approaches related

to the critical approaches discussed above (Monaghan & Cervero 2006, Scott 2006). Related to this are issues of empowerment, diversity and understanding multi-culturalism.

2.8 International perspective

Although this project is concerned predominantly with teaching, learning and assessing HRD within the UK, some research has been conducted to identify and compare European Masters programmes – of which there are around 80 (Manning 2004), particularly in light of the Bologna agreement which seeks to harmonise educational programmes across the European Union. One of the key problems has again been the issue of labels and definitions, ‘and those programmes related to HRD may be called quite differently from county to country,’ and the structure and length of programmes, eg bachelor, masters etc (ibid). To assist in this task, Manning has mapped out the broad field of HRD to include HRD/HRM, competence development, continuing vocational training, knowledge management, learning in organizations, and work based learning. However, other areas are also related to HRD, such as organizational behavior, organizational development, learning, and leadership.

Indeed, the University Forum for HRD, in collaboration with Euresform, developed a certificate to assess and acknowledge practitioners who demonstrated knowledge of HRD practices in other countries and the ability to work across national boundaries. Further afield, there have been comparisons of HRD programmes in the UK, US and Singapore (Kuchinke 2001a) identifying differences in how feedback is sought. Kuchinke (2001b, 2003) also identified differences in the subject matter of HRD education, institutional characteristics, outcomes and effectiveness of HRD education. In addition, there is an emerging concept of international HRD, which can be categorized as ‘global,’ ‘comparative,’ and ‘national’ HRD (Metcalf & Rees 2005) and which has implications for how we teach, learn and assess HRD. As people and organizations increasingly have to work and learn across national and cultural boundaries, Flannery & Shattuck (2006) focus on the challenges of conducting learning across cultures via distance education means, often in the form of e-learning. However, this is not only confined to cross-cultural HRD education, and is often a feature of national (UK) programmes, particularly at the postgraduate level. Scott (2006) also refers to the need for a multi-cultural approach and recognition of diversity, albeit at doctoral level, although these issues might also be relevant at undergraduate and masters level.

2.9 Links between HEI and HRD/OL

Hodgkinson (2000) explores the role of higher education in enabling postgraduate, HRD managers to become familiar with the concept of organisational learning. Iles & Yolles (2002) consider ways of transferring knowledge from universities to SMEs, presenting a model of knowledge management and HRD developed from a case study. Mavin et al (2007) also consider the link between research and practice, between universities and practitioners, and find the practitioners’ ‘lack of voice’ within the profession and field of HRD. This has implications for the development of the HRD curriculum – both educational and professional - to ensure relevance in practice.

2.10 Discussion

It is clear from this brief paper that TLA in HRD is quite a complex subject. The curriculum is not easy to define as the subject continues to evolve and to adopt different concepts. HRD is clearly concerned with professional practice and so needs to be open to and reflective of that context. Teaching the subject in HE though is also about influencing and shaping practice. This relationship can be represented by the very simple model below, In Figure 1. This shows that research draws on practice and yet research also shapes practice.

There is clear evidence that research in HRD is healthy and that there is much to draw on in determining curriculum content. A paradox to some extent is that much of the research and theorising in HRD is about facilitating learning of individuals, groups, organisations, communities and even societies and yet it seems from our review that while HE is seen as a context of HRD practice, there is little attempt to apply the results of research in that context. Put another way, this means that research is published about the practice of HRD in work organisations but, with a few exceptions, research on HE as HRD practice, for example the use of ICT, action learning or mentoring, is not focused on HRD programmes and courses. It is either focused on general business and management programmes or HE more widely.

This paradox is perhaps explained by the interest of HRD researchers to study outside of their own context. Business and management academics in other disciplines are taken out of their professional context when they research and study TLA of their subject. They are in fact engaging in researching HRD. For HRD academics, researching TLA is researching their professional practice and it may be that to do so within the context of HRD educational programmes is both less interesting and seen as somehow incestuous. The lack of such research demonstrated by our search and review does in any case show that such research is not done to any significant extent.

Figure 1: Relationship between HRD theory and practice



2.11 Implications

This literature review has attempted to identify existing research on teaching, learning and assessing in HRD. It is evident that little research has been conducted. It is clear therefore that the HRD academic community needs to be encouraged to research TLA in HRD programmes. This will be an important focus for the HRD SIG. It is also clear that published sources are not very informative on what is currently happening in HRD TLA practice in UK universities. This reinforces the need for our other method of a survey to learn more about that practice. While that will be a useful starting point, the HRD SIG will also need to focus on continuing to collect similar information at regular intervals.

3. Report on the UFHRD/BMAF Questionnaire Survey

3.1 Executive summary

This paper reports on the questionnaire survey conducted during May-June 2007, as the main means of data collection within a research project focusing on teaching, learning and assessing in HRD. This research project is funded by the Higher Education Academy (HEA) BMAF subject centre and the University Forum for HRD. It focuses on the challenges and opportunities for teaching, learning and assessing in HRD at all levels in Higher Education. It also explores the establishment of a Special Interest Group (SIG) for HRD.

First, we briefly introduce the research project. Second, we describe the construction of the survey questionnaire, which was distributed electronically to the widest population of those involved in teaching, learning and assessing HRD via the BMAF, UFHRD, the VETNET and Research in Higher Education networks of EERA and AHRD list of members. Third, we present the findings and provide our interpretation of these, acknowledging the limitations of the study. Finally, we conclude with a discussion of the benefits and constraints associated with the establishment of a Special Interest Group (SIG) for HRD.

A comprehensive literature search and review was conducted to inform the survey, and particularly the specific content of the questionnaire data collection tool. The data collection tool can be found in Appendix A. The aim was to target as many lecturers as possible involved in teaching, learning and assessing HRD and the questionnaire was sent to key contacts in the following organizations, BMAF, UFHRD, EERA and AHRD to distribute to their members, thus making the survey accessible to potential respondents across the UK, Europe and United States (through both UFHRD and AHRD membership). Despite the large population (estimated at over several hundred, although exact figures are not possible to determine), the response rate was disappointing with only 13 respondents, which presents a severe limitation to the study. However, the respondents did provide comprehensive data, supplemented by a focus group (see separate report).

Key findings include:

- There are few HRD-specific courses delivered and these are at postgraduate level
- There is a large and diverse range of HRD modules which generally form part of broader HRM courses, both as postgraduate and undergraduate levels
- There is a wide range of resources used in teaching, learning and assessing HRD, including texts, journals, websites and electronic materials
- However, there is a paucity of videos and a limited number of good case studies
- There are numerous examples of good practice identified, and respondents are willing to share these, subject to university policy allowing this
- Key problems faced include: small students numbers, small class sizes, student attributes and expectations, approaches to learning, limited resources
- Ways of overcoming these are linked to raising the profile of HRD, sharing resources and networking
- The benefits of establishing an HRD SIG are clearly demonstrated and respondents are enthusiastic about becoming involved, although some were uncertain of what level of contribution they could offer.

Recommendations:

Website

- Pursue funding for the construction of the special area on the UFHRD website as a dedicated and integrated teaching, learning and assessing resource
- Construct website and market this integrated resource
- Invite contributions from colleagues to prepare and share their good practice
- Design a template to enable colleagues to make explicit their good practice
- Develop an annotatable, and regularly updated bibliography
- Create a student space to facilitate networking

Pedagogic HRD Research

- Conduct and disseminate pedagogic research in HRD
- The UFHRD Research Honorarium Scheme focus for one year to fund for such research
- UFHRD link this targeted funding to a planned special edition of an appropriate journal.
- BMAF T&D Research grants target HRD in one year and/or target encouragement and advice/guidance on preparing proposals.

HRD SIG

- Publicise the purpose of the SIG
- Establish formal roles and identify individuals to fulfil

3.2 Introduction and background

This paper reports on the questionnaire survey conducted during May-June 2007, as the main means of data collection within a research project focusing on teaching, learning and assessing in HRD. This project is funded by the Higher Education Academy (HEA) BMAF subject centre and the University Forum for HRD. It focuses on the challenges and opportunities for teaching, learning and assessing in HRD at all levels in Higher Education. It also explores the establishment of a Special Interest Group (SIG) for HRD. The project commenced in September 2006 and will be completed by November 2007. The project is being conducted by Professor Sally Sambrook (University of Wales Bangor) and Professor Jim Stewart (Leeds Metropolitan University) on behalf of the UFHRD and BMAF.

The aims of the project are:

- To establish the quantity, nature and location of current research focused on improvement of teaching, learning and assessment (TL&A) in HRD and related subjects both within and outside the UK.
- Based on the above, to identify and establish gaps in knowledge and research priorities for research on TL&A in HRD and related subjects.
- To utilise the findings of above to establish and inform a Special Interest Group (SIG) for HRD within the joint remit of UFHRD and BMAF.

The research methods include:

- A search and critical review of literature in national and international journals focused on reporting research on TL&A but also encompassing HRD and related journals.
- An electronic questionnaire survey of all those involved in teaching HRD predominantly in the UK, utilizing databases from UFHRD and BMAF, in addition to databases from related associations and bodies such as EHRD, the VETNET and Research in Higher Education networks of EERA and AHRD. The purpose of the questionnaire survey is to identify what TL&A is currently provided, what is needed, and what could be offered to develop a comprehensive HRD-specific TL&A website and resource. This website would provide a dedicated resource for HRD students, lecturers and researchers and would be hosted on the UFHR website, which is currently under reconstruction.
- A focus group interview conducted at the UFHRD conference in June at Oxford.

This paper reports on the questionnaire survey. First, we describe the construction of the survey questionnaire, which was distributed electronically to the widest population of those involved in teaching, learning and assessing HRD via the BMAF, UFHRD, VETNET and AHRD list of members. Second, we consider some of the limitations of the study. Third, we present the findings and provide our interpretation of these. Finally, we conclude with a discussion of the perceived benefits and constraints associated with the operation of a Special Interest Group (SIG) for HRD.

3.3 Research design

3.3.1 Data collection tool

A comprehensive literature search and review was conducted to inform the questionnaire survey, and particularly the specific research questions. The review suggests that very little research has been conducted around the pedagogy of teaching, learning and assessing HRD within Higher Education, although, paradoxically, learning is at the heart of HRD practice. Given this dearth of knowledge, the key areas included identifying what TL&A is currently provided, what is perceived as being needed, and what could be offered to develop a comprehensive HRD-specific TL&A website and resource. A final question explored the establishment of a SIG. The data collection tool can be found in Appendix A.

The survey was administered electronically to facilitate ease of completion and return. A copy of the questionnaire was sent to key contacts within the various organizations in April, with a return date of 30 June. Detailed instructions were provided. Respondents were advised to save the questionnaire as a Word document and asked to use as much space as needed to answer the questions. They were also requested to include any additional documents, if they wished, to support their responses and/or provide additional information. Only one respondent did this.

We asked for contact details so that we were able to contact respondents, should they be willing to share their resources with the wider HRD academic community, and to invite them to the launch HRD SIG, if they wished to attend. However, we also advised respondents that they could refrain from providing their name and institution, and we would respect their anonymity but requested that they still completed and returned the questionnaire.

If respondents did not wish to use email, and/or wished to remain anonymous, they were advised to print off the completed document and return it by 30th June 2007 to Professor Sambrook.

A reminder email was sent to the key contacts at the beginning of June, after which a few more questionnaires were returned.

Paper copies of the questionnaire were also made available at the UFHRD conference in Oxford in June 2007, with an invitation to complete and return them to Professor Sambrook via the post. None were received.

3.3.2 Sample and sampling

This survey was intended to reach all those involved in teaching HRD in Higher Education, at both undergraduate and postgraduate levels. The aim was to target as many lecturers involved in teaching, learning and assessing HRD and the questionnaire was sent to key contacts in the identified organizations to distribute to their members, thus making the survey accessible to potential respondents across the UK, Europe and United States (through both UFHRD and AHRD membership). A reminder was also sent out in early June. Despite the large population (estimated at over several hundred, although exact figures are not possible to determine), the response rate was disappointing with only 13 respondents.

Given the small sample size, we decided to hold a focus group interview during the Oxford conference, employing the questionnaire to guide a structured discussion. This generated a further six participants, and the findings from the focus group are presented in a separate report.

3.4 Findings

We present the findings employing the same structure as the questionnaire and grouped under six main headings: defining HRD and HRD curricula; TLA resources currently used and desired; good practice; problems and how to deal with them; issues specific to HRD; and establishing an HRD SIG.

3.4.1 Defining HRD and HRD curricula

Our literature review identified an issue in defining HRD and this has implications for curriculum content. Thus at the beginning of the questionnaire, we asked our respondents to provide details of all the HRD courses and/or modules they provided. These are listed in Table 1 below.

Table 1: Title(s) of all HRD courses and/or modules provided:

Management Development; Various skills workshops; Residentials in France for International HR Module; Residentials in UK at beginning of course; and Dissertations. All for MA HRM/D
HRD PG (MA) and UG (3 rd year) (modules)
HRD is currently only taught within two HRM modules and not as a stand alone unit as yet but expanded provision is anticipated within the next two years
The ones I teach are – Practice of Management Skills, Graduate Employment and Development and Student Self Development
Learning and Development
I am involved with HRD taught as part of ‘the HR Professional’, a 30 pt course within the MSc HRM. We do not offer a dedicated HRD module. There is also introductory coverage in Stage 1 MBA and in the MBA course on HR Management. I presume colleagues will reply in respect of these
HRD module MSc HRM – CIPD APPROVED)
HR 0363 Resourcing and Development for Organisational Capability (UG) HR 0839 Resourcing and Development for Organisational Capability (PG) HR 0862 Resourcing and Development for Organisational Capability (PG) HR0840 Managing Organisational Learning and Knowledge (PG) HR0841 Management Development (PG)
Strategic Human Resource Development Module on the MSc Human Resource Management and MSc Human Resource Strategies
Managing Development on MA Personnel & Development (also mapped against a CIPD standard) Developing People in an International Arena (newly re-validated and desperately in need of resources) Strategic HRD (a final year undergraduate module) The MA SHR and MA in Change Management are undergoing Programme Review.

At the course level, there is no dedicated postgraduate programme in HRD. There is one MA in Personnel and Development, and an MA in HRM/D. HRD is taught within a range of HRM courses, including an MSc in Human Resource Strategies, MA Strategic Human Resourcing and MA Change Management. In terms of modules, there is dedicated HRD provision at postgraduate level with titles including HRD, Strategic HRD, Learning and Development, Managing Organisational Learning and Knowledge, Management Development, and Developing People in an International Arena. These are all delivered as part of the Masters programmes in HRM. Where no specific HRD modules are delivered, HRD content is incorporated within HR modules, including HRM, HR Professional and MBA modules. At undergraduate level, there are no courses and only two modules: HRD and Strategic HRD.

This supports findings from our literature review that HRD modules are located mainly within HRM programmes (Manning 2007, Wilson 2007, Valentin 2006), both at undergraduate level and postgraduate where they may form just a small element of a broader business and management degree. A look at the programmes in business and management schools confirms that the main subject is HRM and there is less mention of HRD. Most HRD teaching, learning and assessing is delivered at the post-graduate level, whether in HRD-specific Masters programmes, as elements of broader HR degrees or in the form of the ‘development’ components of the CIPD professional qualification scheme. ‘While HRD is mostly related to HRM, it is also offered as part of studies in organization and work or, occasionally, in education,’ (Manning 2007).

3.4.2 HRD teaching, learning and assessing resources currently used

We asked respondents (Q1) to provide details of the HRD teaching, learning and assessing resources they currently used. These are summarised in Table 2 below.

Table 2: HRD teaching and learning resources currently used

Type of resource	Details
Texts	<p>Ashkenas, R. (1995). <i>The Boundaryless Organisation: Breaking the chains of organisation structure</i>. Jossey-Bass, San Francisco, CA.</p> <p>Back, A., von Krogh, G., Seufert, A., & Enkel, E. (2005). <i>Putting Knowledge Networks into Action. Methodology, Development & Maintenance</i>. Springer (3-540-40574-7)</p> <p>Beardwell, I; Holden L; & Claydon, T (2004) (4th ed) <i>Human Resource Management: A Contemporary Perspective</i> (FT/PrenticeHall)</p> <p>Bee F & Bee R (2003) <i>Learning Needs Analysis and Evaluation</i> (CIPD)</p> <p>Boud, D. & Garrick, J. (2001). <i>Understanding Learning at Work</i>. Routledge</p> <p>Buckley, R. & Caple., J. 1995. <i>The theory and practice of training</i>. London, Kogan Page</p> <p>Bratton, J. & Gold, J, (2003), <i>Human Resource Management Theory and Practice</i>, 3rd edit, Palgrave</p> <p>Child, J., Faulkner, D. & Tallman, S. (2005) (2nd Edn) . <i>Cooperative Strategy. Managing Alliances, Networks & Joint Ventures</i>. Oxford University Press ISBN 0-19-926625-5</p> <p>DfES, dti, HM Treasury, DWP, (2003), <i>21st Century Skills Realising Our Potential</i> (Individuals, Employers, Nation), The Stationery Office</p> <p>Fryer R.H., (1997), <i>Learning for the Twenty-First Century</i>, National Advisory Group for Continuing Education and Lifelong Learning</p> <p>Garvey B and Williamson Bill (2002) <i>Beyond Knowledge Management: Dialogue, creativity and the corporate curriculum</i> Dorchester, Financial Times Prentice Hall</p> <p>Gibb, S (2002) <i>Learning and Development</i> (Palgrave)</p> <p>Goldstein, IL. 1993. <i>Training in organisations: needs assessment, development and evaluation</i>. Pacific Grove, CA.: Brooks/Cole Publishing</p> <p>Grugulis I (2007) <i>Skills, Training and Human Resource Development</i> Palgrave Macmillan</p> <p>Harrison R (2002) <i>Learning and Development</i>, London, CIPD</p> <p>Harrison, R. (2005), <i>Learning and Development</i>, 4th edition, CIPD</p> <p>Harrison R and Kessels J (2004) <i>Human Resource Development in a Knowledge Economy: an organisational view</i>, Basingstoke, Palgrave MacMillian</p> <p>Hunsaker P <i>Management – A skills approach</i></p> <p>Klein, S. & Poulymenakou, A. (2005). <i>Managing Dynamic Networks. Organisational Perspectives of technology enabled Inter-firm Collaboration</i>. Springer (3-540-25367-X)</p> <p>Leopold, J. Harris, L. and Watson, T. (1999), <i>Strategic Human Resourcing. Principles, Perspectives and Practices</i>, FT Pitman</p>

	<p>Mabey C & Iles P, (1994), <i>Managing Learning</i>, Routledge</p> <p>Mabey C, Salaman G, Storey J, 1998, <i>Human Resource Management A Strategic Introduction</i>, Blackwell</p> <p>McGoldrick, J., Stewart, J. & Watson, S. (2002). <i>Understanding Human Resource Development: A research based approach</i>. Routledge.</p> <p>Marchington M & Wilkinson A (2005) (3rd ed) <i>Human Resource Management at Work: People Management and Development (CIPD)</i></p> <p>Mumford, A & Gold, J (2004) (4th ed) <i>Management Development - Strategies for Action (CIPD)</i></p> <p>Mumford, A. 1997. <i>Management development: strategies for action</i>. London, IPD.</p> <p>Payne and Whittaker - <i>Developing Essential Study Skills</i></p> <p>Pedler, M., Burgoyne, J. & Boydell, T. 1997. <i>The learning company: a strategy for sustainable development</i>. London: McGraw-Hill.</p> <p>Rainbird, H. (2000), <i>Training in the Workplace</i>, Palgrave Macmillan</p> <p>Rainbird, H. Fuller, A. Munro, A.(2004), <i>Workplace Learning in Context</i>, Routledge</p> <p>Raggatt P, Edwards E & Small N, (1996), <i>The Learning Society</i>, Routledge</p> <p>Reid, MA & Barrington, H. 1999. <i>Training Interventions: promoting learning opportunities</i>. London, CIPD (or latest edition)</p> <p>Reid, M; Barrington, H & Brown, M (2004) (7th ed) <i>Human Resource Development (CIPD) (Previous Title – Training Interventions)</i></p> <p>Rigg C, Stewart J and Trehan K (2007) <i>Critical Human Resource Development: beyond orthodoxy</i>, Essex, Pearson Education Limited</p> <p>Sadler-Smith, E. 2006. <i>Learning and development for managers: perspectives from research and practice</i>. Oxford: Blackwell</p> <p>Senge, P. (1990) <i>The Fith Discipline: The art and practice of the Learning Organization</i>. Doubleday, New York, NY</p> <p>Senge, P. (1990) <i>The Fith Discipline: The art and practice of the Learning Organization</i>. Doubleday, New York, NY</p> <p>Smith, PJ. & Sadler-Smith, E. 2006. <i>Learning in organisations: complexities and diversities</i>. Oxford: Routledge</p> <p>Starkey, K., Tempest, S., & McKinlay, A. (2004). <i>How Organizations Learn: Managing the Search For Knowledge</i>. Thomson Learning: London</p> <p>Stewart, J. (1996), <i>Managing Change Through Training and Development</i>, 2nd edit. Kogan Page</p> <p>Stewart J, (1997) <i>Managing Development</i>, Prentice Hall</p> <p>Stewart, J. 1999. <i>Employee development practice</i>. London: Financial Times Management (or latest edition)</p> <p>Stewart J & McGoldrick J, (1996), <i>Human Resource Development, Perspectives, Strategies and Practice</i>, London: Pitman</p> <p>Thomson, A. Mabey, C. Storey, J. Gray, C. & Iles, P, (2001), <i>Changing Patterns of Management Development</i>, Blackwell</p> <p>Truelove, S (1995) (2nd ed) <i>The Handbook of Training and Development (Blackwell) (New edition later in 2006)</i></p> <p>Vince R (2004) <i>Rethinking Strategic Learning</i>, London, Routledge</p> <p>Walton, J. (1999). <i>Strategic Human Resource Development</i>, Harlow: Pearson (FT Prentice Hall)</p> <p>Whetten & Cameron - <i>Developing Management Skills</i></p> <p>Woodall J, Lee M & Stewart J ed (2004) <i>New Frontiers in HRD</i>, London, Routledge</p>
Journals	<p>Academy of Management Learning and Education</p> <p>Education and Training</p> <p>Human Resource Development International, Routledge</p> <p>Human Resource Development Quarterly</p> <p>International Journal of Training and Development</p> <p>Journal of European Industrial Training</p> <p>Learning Organisation</p> <p>Management Learning, Sage Publications</p> <p>People Management</p>

	<p>T&D HRD quarterly Training and Coaching Today T&D journal Training for Quality, Training magazine,</p> <p>Also HRM and general management journals such as: British Journal of Industrial Relations British Journal of Management, Economy and Society Employee Relations Harvard Business Review Human Relations, Human Resource Management Journal Human Resource Management Review, HR Focus, HR magazine International Journal of Human Resource Management. Journal of Management Studies Organisation Studies Personnel Review Personnel Today Work, Employment and Society</p>
Newspapers	Articles from broadsheets
UK Websites	<p>http://www.ali.gov.uk/ http://www.basic-skills.co.uk http://www.cipd.co.uk http://www.dfes.gov.uk http://www.ento.co.uk http://www.iipuk.co.uk http://www.qca.org.uk http://www.ssda.org.uk http://www.tuc.org.uk Association for Management Education and Development (AMED) http://www.amed.org.uk/ Investors in People UK - http://www.investorsinpeople.co.uk/ Free business studies information (sometimes slightly 'off-beat') – http://www.businessballs.com/ ITOL, IITT, ITL, CMI Sectors Skills Development Agency; QCA; DfES; corporate universities e.g. Heineken; Hilton. SKOPE</p>
US Websites	<p>Society for HRM - http://www.shrm.org The American Society for Training and Development - http://www.astd.org/astd International: Academy of Human Resource Development - http://www.ahrd.org/</p>
Other	<p>Australia: National Council for Vocational Education Research http://www.ncver.edu.au/</p>

Videos/DVDs	Loads: from 'The Apprentice' to 'Fawlty Towers', 'So, you think you're a good driver?' and 'Who would hire you?!' etc. Labour process Various Shakespeare Plays I used to use quite a few but these have become very dated. Occasionally we will use clips from videos e.g. from the John Ridgeway video on outdoor mgt training; from an old Open University video on VET which features a young looking Ewart Keep !! Unaware of any that might be useful, willing to find out
Radio	Radio 4 programmes I have a superb clip from the Million Pound Radio Show – do you remember it ? , Andy Hamilton and others. I call it 'Training Days'. It is set on a pirate ship in the 1600's with a rebellious crew demanding a 'training day' !
Film	Film clips
Emerald	Relevant research papers
E-learning	E;Learning suite of training resources from IVY software plc, and negotiations underway with Cross Knowledge
Open University	OU provision of specially written workbooks supplemented by a website with additional resources
CIPD	CIPD Reports e.g. the annual survey...but also for specific topics sites
Students	Students' own policies and courses and organisational literature where appropriate.
Teaching	Collaboratively with students. Seminars discussions and critical analysis. Videos - At least 3 video clips per 2 hour session from a wide range of programmes. (Courses typically have 12 x 2 hour sessions)
Assessing	By presentation of analysis of own organisation's offer with written critique based on theoretical underpinnings and recommendations.
Dissertation	Action learning dissertations

The most frequently mentioned texts (n=3) are: Harrison, Mumford & Gold and Reid & Barrington. It is interesting to note that these three books are published by the CIPD. The list of next most frequently cited books (n=2) include authors such as Gibb, Stewart and Walton, who might be seen as less associated with the CIPD. The most frequently mentioned journal is Human Resource Development International (n=6). The next most frequently mentioned is People Management magazine (n=4) with more generalist HR and industrial relations journals as the third most frequently mentioned, as well as Journal of European Industrial Training (n=3). This result confirms the influence of the CIPD with the healthy exception of the relative popularity of HRDI. Many respondents use an assortment of resources provided by the Chartered Institute of Personnel and Development (CIPD), but as one respondent noted, 'People Management (students cautioned to handle with care).'

In addition, one respondent commented, 'None – can't find a journal specifically related to students' own development.'

In our literature review, we identified that recently there has been a move to adopt critical approaches to the subject (Trehan, Rigg and Stewart, 2006, Bierema and D'Abundo, 2004) which are usually accompanied by calls for these approaches to inform curriculum design. An interesting feature of this more recent work is the focus on critical *content* and critical *process*. In other words, the argument is that HRD programmes should adopt critical perspectives in their curriculum and also adopt critical approaches in their methods of TLA. However, this is not yet reflected in the resources used. A key area is developing skills in critical reflection (Corley &

Eades 2006), and adopting approaches related to the critical approaches discussed above (Monaghan & Cervero 2006, Scott 2006). Our empirical findings support this development, as illustrated in the statements above.

In addition, one respondent noted that

‘Currently I believe HRD has a part to play to supporting action learning / action research type dissertations. Recent article in Action Learning journal useful but think more on this area would be useful.’

We then asked (Q2) if respondents would be willing to make available to colleagues on a special area of the UFHRD website either details of the resources or, where appropriate, the resources themselves. All thirteen respondents agreed to this, although some were cautious of university policy, as illustrated in Table 3 below.

Table 3: Would you be willing to make available to colleagues on a special area of the UFHRD website either details of the resources or, where appropriate, the resources themselves?

These are in the open domain anyway. Very specific to areas we are discussing or working on.
I would be happy to help but I have little to offer as yet.
Yes. A similar set of resources is available on the OBTS (Org Behaviour Teaching Society Website in the US)
Yes, if they were helpful to others.
Not sure what policy is on this. We have made some of the course available on OpenLearn. It wouldn't be my decision.
I'm happy for the above information to go on the UFHRD web site
Yes, although they are all fairly standard fayre!
Yes if feasible and allowed by the university.
No problem.
Yes provided there was an unwritten rule of reciprocity

It is interesting that other subjects such as the Organisational Behaviour Teaching Society Website in the US, and the global Critical Management have developed similar sets of resources on dedicated websites, such as what we are proposing in this project. It would be helpful to explore these sites to identify their approach to sharing good practice. In addition, an HR journal is now calling for papers to share good practice and resources in a journal dedicated to sharing TLA resources.

3.4.3 Suggested HRD teaching, learning and assessing resources

Next, we asked (Q3) what resources would respondents like to see on this website and requested examples. These are summarised in Table 4 below. However, one respondent asked, ‘Which website?’ We had mentioned in Question 2 that the resources might be made available on a specially constructed area of the UFHRD website.

Table 4: HRD teaching, learning and assessing resources respondents would like to see on the website

Type of resource	Details
Reading	Bibliography Links to particularly good articles would be helpful
Research	Latest work in progress regarding management development in the HRD context – possibly unpublished. Ideas; forum for discussion.
Videos	Video clips are always popular Video clips are in very short supply, so I'd like to see more of them and also more exercises/case studies/activities
Online	Web sites contemporary links Discussion Room... E.g. we have tried to do one or two different things re 'workplace learning' and 'reflective practice' with mixed success...it would be good to share this experience and see what others think. Inter-institutional chat rooms
Case study	Good cases which can be used to tackle particular issues e.g. role of line manager in HRD. Case studies, both for information (examples of practice) and for analysis Various case studies would be good. I'm sure people have a few that they use and some may even have developed these themselves but bringing these together in one place under different HRD topic areas would be a good move.
Good practice	initially best practice and examples of what works and what doesn't. Approaches to handling tricky aspects of the syllabus. VET always gives me a headache!
Course design, assessment	Module guides, assessment briefs, mark criteria, possibly case studies, approaches to teaching reflective learning and assessment also action learning based supervision of dissertations. Dissertation structure and mark criteria. Innovative exercises etc but which seem to work.

The comments in Table 4 indicate that it would be useful to use Table 2 as a foundation for a bibliography, as suggested above. This bibliography could also be annotated by users on a regular basis, providing comments and guidance on the usefulness of the text/journal based on their experience. An additional, useful suggestion is that we make available our pedagogic research, possibly before publication and especially if unpublished. Case studies appear to be the most frequently requested resource, particularly bringing them together in one location, and this seems to be worth pursuing.

3.4.4 Good practice in HRD teaching, learning and assessing

Our next question (Q4) explored what respondents currently do in the way they teach, learn and assess HRD which could be considered good practice. All thirteen respondents provided some examples of their practice, illustrated in Table 5 below.

Table 5: Good practice in HRD teaching, learning and assessing

<p>As this is a postgraduate part time course, with all students employed in HRD with some years' experience, I believe in collaborative learning, where students are asked prior to the module if there are any methods they would like to use or experiment with. All students produce the lead seminar for one of the 12 topics, and we structure our 3 hour sessions as flexibly as possible, while ensuring that objectives, which have been agreed, are covered.</p> <p>The presentations which form 35% of the final mark, are assessed against agreed criteria by all the delegates and the presenter themselves.</p>

<p>Because of current small group sizes it is possible to spend time with each student and work as coach/mentor when required.</p> <p>All the written assignments are second marked by an HRD lecturer, and full comments are given to the students.</p>
<p>A very open question! Strong links to high quality research and analysis, lots of individual attention and feedback, regular student discussions and presentations with feedback and prizes (good champagne and chocs), detailed formative and summative feedback, both essay and exam.</p>
<p>I always try for an integrated approach, bringing in HRD throughout wider HRM and general management modules. I believe in and use experiential learning and assessment wherever possible.</p>
<p>Peer assessment of presentations; Direct application of video resources (e.g. if someone sees a video clip, then the group has to analyse & evaluate the practice they have seen, . And advise on different approaches); engagement with charity event planning;</p>
<p>Action learning on Masters programmes, programme underpinned by the philosophy (ideal) of a 'community of practice' becoming critically reflective practitioners. Support for reflective learning was better than it currently is, needs to be refocused. Also need to rethink structure and marking of dissertation, hoping to chat to you about this.</p>
<p>Use lots of guest speakers about what its like in the real world</p> <p>Use starting and finishing mental models</p> <p>Apply to students own organisations</p>
<p>All our teaching is based on reflective practice which I think is a major strength. We take a fairly 'critical' approach since the course is M level. Assessment is based on analysis of work situations</p>
<p>I try to give the module a robust conceptual and theoretical basis in research from the underlying base disciplines of HRD, and to try to get students to use these concepts and theories in the ways they respond to practical problems and tasks.</p>
<p>Approach is fairly traditional I would think, but includes group discussion/analysis of journal articles and group presentations of research findings.</p>
<p>Use practical examples from research (publications and journal articles) and findings and organisational studies including recent publications from various professional institutes. These are used within workshops and seminars to create group discussions and shared learning.</p>
<p>Use of action learning sets, development of evidence-based practice through discussion of journal articles and cases, use of outside speakers.</p>
<p>Skills development on BA HRM and Graduate Diploma in Personnel Management where students identify the learning needs of the group either against the CIPD's PDS Resourcing and Relations modules or the Core Competencies. Students then design, deliver and evaluate a learning and development intervention to meet these needs. Venue is in-house for undergraduate programme and in a hotel for the Graduate Diploma programme</p>
<p>Our Researching Workplace Learning module. Only runs for those pursuing programme to Masters level ...'cos not many have done so it hasn't run in last couple of years but it's good ! More details can be provided if interested.</p>
<p>Within the ED 'professional level' elective we run a 'workplace learning' initiative over 2/3 weeks. Students are required to identify a workplace learning 'issue' within their place of work ...address it according to criteria raised in class / workbook and then produce a short presentation on developing a wpl initiative re the issue</p>
<p>We run an experiential learning exercise over two weeks. In week 1 they get a flavour of exp learning in practice. Then in week 2 each group prepares to lead a review with one of the other groups (and be reviewed themselves) based on what they did and what happened in week 1. Finally tutors 'feedback' on their management of review.</p>
<p>We have a set of pretty good workbooks covering most of topic areas...students perhaps become too dependent on these and don't read anything else !!</p>
<p>Assessment: exam based. As part of CIPD review now underway we `hope to re-visit our assessment.</p>

The message we take from Table 5 suggests that self and peer assessment, encouraging and engaging in critical thinking/reflection and a concern with developing practical skills all

constituted good practice. When asked if they would be willing to share these on the website (Q5), all thirteen agreed, but with similar caveats as before.

‘I should imagine that any lecturer who works with this type of students would use this approach!’

‘Again, yes but HRD is just emerging as a topic within my institution and it's a very small institution.’

‘Yes, but I would refer folk also to Journal of Management Education, which carries details of case studies, resources and good teaching practices in each issue.’

‘I’m not sure how much use it would be as the course is not primarily about HRD, and presume others will have more detailed material. Would be happy to share past assignment briefs but they include, rather than directly addressing HRD.’

We suggest that sharing assignments might be helpful but we note the possible dangers associated with plagiarism.

3.4.5 Problems associated with teaching, learning and assessing HRD

Question 6 sought to identify the problems respondents faced in teaching, learning and assessing HRD. Their responses are summarised in Table 6 below. They relate to small student numbers, class sizes, student attributes and expectations, approaches to learning, the subject matter,

Table 6: Problems associated with teaching, learning and assessing HRD

Type of problem	Details
Student numbers	Insufficient HRD students at Master’s level. Mainly small groups which limits the sharing of experiences and the range of discussion.
Student attributes/ expectations	Student Expectations: At undergraduate level students struggle with many of the concepts and temptation is to resort to the systematic training cycle and easy perspective problems/solutions! At postgraduate level many practitioners have limited experience of HRD, however (with gentle pushing) they can and do engage with many of the core concepts.
	Part-Time Students: - level at which they are working within their own organisation...often this is relatively junior ...their level of engagement with some of the more interesting issues, debates, questions etc seems to be diminished as a result. - means to an end.....their CIPD ticket - getting them to go beyond the work book Full-Time students - lack of ongoing organisational experience - (in more recent years) English not mother tongue Both groups: CIPD rules and regs (e.g. re exams)now more relaxed I understand so should be less of a problem
Approaches to learning	Difficulties in assessing students’ emotional commitment to their own development, rather than simply going through the motions; Accuracy of peer assessments Encouraging deeper self critique and evaluation. Encouraging well-thought through planning

HRD as a subject	Students find it difficult to see it as a separate function. Secondly, my students are all Business & Management generalists and so I have to work hard to get them to understand its importance. Lastly, there are few resources and established networks for the occasional student who wishes to take this subject further.
	HRD is more conceptual than the other areas of HR and many students have difficulty with this, many also have an issue with the difference between individual and organisational learning and their respective techniques.
	I think HRD is essentially a field of practice (which pulls on theories from psychology, sociology, OB etc., etc.) and the main issue for me is trying to get students to make / see the link to practice for those who don't have any practical experiences of being a manager or of HRD practice. The problem is one of contextualisation for those who have little or no experience.
	Getting students to appreciate that HRD activity is heavily influenced by the nature of the employment relationship in an organisation (or part of an organisation), one size does not fit all.
Changing curriculum	Constantly keeping up to date with various changes and new ideas/tools/interventions/concepts (no sooner do you teach something and then something else is invented or a new theory/concept introduced) and trying to reinforce the importance of HRD – many students see HRM vital but tend not to focus on HRD Also, the amount of changes in textbooks is astonishing in terms of keeping reading lists up to date with the most relevant and useful texts.
Resources	Not sufficient case studies or they are too out of date. In fact videos are rather dated as well.

It seems clear that the student body for HRD is heterogeneous. That said, there also seem to be some common characteristics which can be problematic. Findings in Table 6 suggest that students tend to be generalists, in junior roles, international and with limited practical experience. It is commonplace in Higher Education to complain about large, and in increasing, class sized, yet here there are problems associated with small student numbers, such as the ability to generate discussion, share ideas and engage in group work.

However, as one respondent positively noted,

‘I have not found it to be problematic. The methods we use on other aspects of HRM seem to work perfectly well.’

In a related question (Q7), we asked what would help overcome these problems? These are summarised in Table 7, below.

Table 7: Ways of overcoming problems in teaching, learning and assessing HRD

Focus	Details
The ‘status’ of HRD	Better publicity; more emphasis from the CIPD on HRD;
	Recognition by the HRM profession and Management in general that the subject is, or ought to be considered ‘strategic’ (and may be the area which is most likely to provide eaily recognised ‘value
Resources	The web resource as suggested especially if it could include chances for my students to discuss and talk to other HRD interested students in other institutions.
	A network across Institutions of people interested in contributing to developing ideas and resources to inform TL&A of HRD. Access to resources as suggested in 3.

	Lots of examples
	I try to get over it with guest speakers and case studies but I also think video is a very powerful medium, and more video materials that are HRD focused would be a really valuable resource
	Advance notice in order to ensure teaching is as current as possible. In terms of texts not sure about this one!
	Could do with some sort of case bank/ resource bank that shares good practice. My experience is that some institutions (eg Wolverhampton) are more innovative in teaching/ assessment than others.
Curriculum	Return to an updated version of the PDS syllabus that had ED1 and ED2 as compulsory elements! Have level 2 and 3 HRD modules as prerequisites for all dissertations in HRD.
	The greater flexibility we now have should help overcome some of the problems. The problem of engagement is linked to numbers...it is unlikely we will turn people away because they are not at a level in organisation where they would get most out of module. Greater flexibility in how we teach i.e. not strapped to the two / three hour weekly block for 12 weeks. But there are major logistical problems to overcome here within an increasingly mass HE provision...classroom availability, tutor availability etc when one bit of 'system' seeks to deviate from norm.
Research	SKOPE's continuing work helps provision of high quality research

It is interesting to note that the term 'strategic' is mentioned in some of the module titles provided. A very helpful suggestion focuses on developing a student network. Also, whilst several respondents suggest sharing best practice, there is also an element of competitive advantage between institutions which might be problematic.

Given the lack of research into the pedagogy of HRD within the Higher Education context, we asked (Q8) if there were any issues specific to teaching, learning and assessing HRD, and if so, what were these? Four of the respondents referred back to their responses to Question 6 regarding the problems they faced. Three were not aware of any specific issues. However, five respondents identified the following issues.

'I feel it is important that those who teach it have practised (or are practising). As a part-time lecturer, with my own consultancy, I can cross reference current issues with a degree of authority. Also useful to have academic underpinnings to enable work with clients to be more valuable.'

Perhaps more experienced staff could share their practice examples with colleagues with limited practical experience.

'Skills development, employability and social responsibility/ethics.'

These are key challenges encountered in all organisations, globally, and are central to HRD. We suggest that HRD could take the lead in addressing these issues.

'HRD is difficult to define, suspect that many of us have different ideas about what HRD TL&A should be. For me the core concepts are learning and as I'm interested in social constructionist perspectives and critical approaches these tend to reflect in my teaching. I think this bias is justified given the dominance of positivist and exclusively managerial modules within the business school. However, students do see the module as different and harder and some even complain that the books make them think too much!!

Focus in HE is to assess learning outcomes yet HRD talks about the importance of process, assessing reflective learning may be a key to capturing learning process. I believe that the support and assessment of reflective learning is still an area which is under articulated.'

The core of HRD is learning and therefore HRD lecturers should be exemplar with regard to teaching, learning and assessment. This may reflect why HRD texts and tutors are demanding more critical thinking in students' learning and practice.

'The credibility of the 'academic' nature of the subject. It is perceived locally as a practical subject and marginal against the generalist area of HRM. This accounts for the small numbers of students interested in the subject as a speciality.'

However, we might contribute to this marginal status by talking of HRD as a contested concept, ambiguous and difficult to define (Lee 1998). However, issues of employability, skills and ethics are central to organisations and should not be marginalised.

'Difficult question. Not thought about this really...perhaps because I don't do much else!! I think one issue I feel – whether this is evident to students I'm not sure – but in teaching T&D/ED/HRD whatever we call it – we present ideas about good design based on needs; imaginative learning practices based on sound principles of learning; reflective practice etc etc Do we always practice what we preach ?'

3.4.6 Establishing a Special Interest Group (SIG) for HRD

Our final two questions focused on the SIG. Question 9 asked 'what would be the benefits of a Higher Education Academy Special Interest Group (SIG) for HRD? Respondents' comments are summarised in Table 8 below.

Table 8: benefits of a Higher Education Academy Special Interest Group (SIG) for HRD

Type of benefit	Detailed comments
The profile of HRD	Raise the profile and strengthen HRD as an academic discipline. Develop and continually develop the standard of TL&A of HRD and related areas within HE Institutions.
	Would help to focus activity AND raise the profile of HRD teaching
	It would help remove a dependency which I think we have on the CIPD. It would assist in the sharing of good practice; ideas etc. It would provide – if people engaged – in a useful reflective practice forum. It might enable some sort of partnership activity...research ? 'virtual' link ups ?? Might it even provide some funding to encourage / promote innovative practice !?!
Networking	networking, sharing. An important issue for me is that the university will not pay for membership of UFHRD but BMAF is not a problem
	I would be very happy if there was a source for HRD as I am the only HRM/HRD specialist in my institution and it would be excellent to read/talk/discuss HRD issues with other lecturers as it can be isolating.
	Support, information, advice and guidance from colleagues who are facing similar challenges in other HE institutions..
Sharing & best practice	It could be a way of sharing knowledge and skills, and helping offer better and more interesting ways of learning to our students.

	Sharing of teaching, learning and assessment approaches Raising of 'content' issues and contemporary topics
	It would ensure consistency and consolidarity across the discipline and allow discussions and interactions amongst the institutions as well as the sharing of best practice, models and new ways of teaching.
	1. Influence curriculum for professional practice 2. Share good practice and teaching materials

One respondent commented,

'Not sure, though a UK equivalent to the OBTS or input into the PDP agenda might be useful, but I am fairly sure that occurs anyway.'

Another wondered,

'Is there a SIG for HRM in general? If so, not sure that another is needed. (I'm not aware of SIGs – though FHEA. Should I be?)

If there is a SIG for HRM, (and we are not currently aware of one within BMAF), then an important question to be addressed would be: is it detrimental to HRD to be subsumed within HRM, or would it increase HRD's credibility/status?

Finally, we asked (Q 10) if respondents would like to be involved in the HRD SIG, and if so, how? All were enthusiastic about being involved, although the extent of this involvement was varied and some noted they were unsure of what involvement might entail, as illustrated in the comments in Table 9 below.

Table 9: Would you like to be involved in the HRD SIG?

Extent of involvement	Detailed comments
Yes	Yes most definitely – to be an active member to take part in meetings, share ideas and report on interventions that work in practice as well as feedback from the student's experience.
	Happy to help in any way I can. Could join a small team in doing some of what I suggest above?
	Happy to help - what do you need?
	Yes...What's on offer? Steering group ?? One issue which will need to be addressed is determining what link there should be between UFHRD web site and the SIG
	Happy to be involved at many different levels
	Yes, contribute to discussions re TL&A of HRD and contribute to improving resources.
	Happy to be kept informed on, have the opportunity to comment on its work. Maybe one of the HRD journals might have a section or one special issues devoted to HRD teaching and learning.
Yes, but ...	Yes, but not sure how. This may become more identifiable as the SIG is established. In the meantime any activity that helps to progress the initiative.
	Maybe, but I would approach this from a 'student development perspective' rather than an HRM/HRD knowledge perspective...
	Observer/participant
	At present, very busy! (Aren't we all?) But would be happy to attend workshops and continue improving my practice.

Some respondents wish to shape the SIG through involvement in the Steering Group. Others wish to become involved through team work and workshops. Some would use the SIG as a resource for their own continuing professional development and for students. A particularly useful suggestion here is that of special issues of HRD journals focusing on TLA of the subject. This prompts a further idea of financial support for research projects examining TLA within HRD courses and modules. The UFHRD Research Honorarium Scheme might be a relevant source, especially if a targeted approach was adopted and linked to a planned special edition of an appropriate journal. BMAF grants could be an additional source but again some targeting, or targeting of encouragement and advice/guidance on preparing proposals, may be required.

3.5 Discussion

Many issues arise from these findings. Among the most significant that occur to us are first the connection with CIPD standards and awards in HRD teaching, learning and assessment. The latter might be considered to be an obvious connection given the need to satisfy the CIPD specifications for assessment but there are clearly other important connections such as the titles of courses (reflecting the wider HR remit of CIPD qualifications), curriculum content (with HRD being part of general HR modules) and prevalent use of associated resources such as CIPD textbooks.

The latter point reflects also the general prevalence of books as a major teaching and learning resource. This is reflected in the wide range of titles quoted by respondents and also in the fact that many respondents listed a number of titles. That fact is perhaps encouraging in that lecturers do not rely on only one text and so encourage wider reading, a factor also indicated by the number and range of journal titles. Some of those though were surprising to us; e.g. those that focus on industrial relations. What is common to both types of resources is that 'sharing' can be quite easily achieved by a published bibliography. Such a resource is likely to be welcomed, especially if it can be annotated by users.

Some resources will be difficult to share because of their nature. We have in mind here particular approaches, methods, activities and exercises that reside in the currently tacit knowledge of lecturers and which are applied without much or any support material. Design and application of a standard template to describe and explain this type of resource would though be a fairly simple and cost effective way of facilitating sharing. Once described and explained the resource could then be made widely available through a web based depository.

Our findings suggest that there are no major problems in teaching and assessing HRD. These results might suggest that teaching, learning and assessing in HRD demonstrates good practice. In addition, respondents seem in agreement that TLA in HRD differs little from TLA in any other subject. That being the case, we can expect lessons on good practice in other disciplines to be transferable into TLA in HRD. However, an interesting, related point raised is that teaching and learning in higher education constitutes HRD and is therefore an example of its practice. Given that, students may expect that that practice be exemplar as well as an example. This might create particular pressures for staff teaching HRD.

Finally, our findings clearly support the establishment of a SIG together with either a dedicated SIG website or space being devoted to the SIG hosted on an appropriate established website, such as the UFHRD or BMAF. Both of these actions will bring benefits to lecturers and, through that, to enhanced teaching and learning, and so benefit students and other stakeholders. The level of support for a SIG is variable from willingness to participate to commitment to fully engage in

managing operations. This variability will be a constraint. Although not specifically mentioned by our respondents, financial support for SIG operations may be an additional constraint.

3.6 Conclusions

- There is a small number of HRD-specific courses delivered and these are at postgraduate level
- There is a small number of HRD specific modules
- There is a large and diverse range of HRD modules which generally form part of broader HRM courses, both as postgraduate and undergraduate levels
- There is a wide range of resources used in teaching, learning and assessing HRD, including texts, journals, websites and electronic materials
- However, there is a paucity of videos and a limited number of good case studies
- There are numerous examples of good practice identified, and respondents are willing to share these, subject to university policy allowing this
- Key problems faced include: small students numbers, small class sizes, student attributes and expectations, approaches to learning, limited resources
- Ways of overcoming these are linked to raising the profile of HRD, sharing resources and networking
- The benefits of establishing an HRD SIG are clearly demonstrated and respondents are enthusiastic about becoming involved.

3.7 Recommendations:

Website

- Pursue funding for the construction of the special area on the UFHRD website as a dedicated and integrated teaching, learning and assessing resource
- Construct website and market this integrated resource
- Invite contributions from colleagues to prepare and share their good practice
- Design a template to enable colleagues to make explicit their good practice
- Develop an annotatable, and regularly updated bibliography
- Create a student space to facilitate networking

Pedagogic HRD Research

- Conduct and disseminate pedagogic research in HRD
- The UFHRD Research Honorarium Scheme focus for one year to fund for such research
- UFHRD link this targeted funding to a planned special edition of an appropriate journal.
- BMAF T&D Research grants target HRD in one year and/or target encouragement and advice/guidance on preparing proposals.

HRD SIG

- Publicise the purpose of the SIG
- Establish formal roles and identify individuals to fulfil.

4. Report on the UFHRD/BMAF 1st SIG meeting - Focus Group

4.1 Executive summary

This paper reports on the focus group held during the first HRD SIG meeting held on 28th June 2007 at the HRD conference in Oxford, which attracts international delegates, as an additional means of data collection within a UFHRD/BMAF funded research project, focusing on teaching, learning and assessing in HRD. First, we briefly introduced the research project. Second, we worked through the survey questionnaire, which has been distributed electronically via the BMAF, UFHRD, VETNET and AHRD list of members. Third, we explored the operation of a Special Interest Group (SIG) for HRD. The event was intended for all those involved in teaching HRD at all levels in Higher Education, and attended by six participants. It was facilitated by Professor Sally Sambrook and Professor Jim Stewart.

The aims of the focus group were:

1. To raise awareness of the UFHRD/BMAF research project during this high profile conference
2. To use the questionnaire survey instrument as an additional means of gathering data through group discussion
3. To explore the formation of a HRD SIG for Teaching and Learning in HRD

Key outcomes were:

- New data for UFHRD/BMAF funded research project
- Support for establishing a HRD SIG, and linking it with the British Academy of Management (BAM)
- Actions to be taken:
 - Jim and Sally to complete the research part of the project.
 - Jim, Sally and Clare Valentin (who was unable to attend as she was involved in other parallel session) to progress setting up and operating a HRD SIG.
 - Beverly Metcalfe to explore the linking of this SIG to BAM.
 - Rick Holden to investigate additional possible funding from BMAF to support website development.

4.2 Introduction and background

We have received a research grant from UFHRD and BMAF to review teaching, learning and assessment in HRD and explore the formation of a Special Interest Group (SIG) for HRD.

An initial workshop was held at Lancashire Business School in January 2007, where Jim explained the background to the UFHRD/BMAF project:

- To critically review the extant literature review on Teaching, Learning and Assessment (TLA) issues/resources in HRD,
- To conduct a questionnaire survey to identify what TLA is currently provided, what is needed, and what could be offered to develop a comprehensive HRD-specific TLA website and resource
- and to explore the establishment of an HRD SIG.

During this workshop, Richard Atfield, Academic Developer at BMAF, briefly explained the structure and purpose of the Higher Education Academy, in which BMAF is the subject centre for Business, Management, Accounting and Finance. He also explained the process for setting up a SIG.

After Richard's informative presentation, the session was opened up for questions and Richard was able to provide guidance on the Purpose, Composition and Operation of SIGs. It was noted that the SIG could relate closely to the work of the Qualifications Sub-Group, chaired by Clare Valentin. Several ideas were suggested as the purpose for the SIG, including improving the UFHRD website, and collating existing HRD TLA resources to form an electronic book, and/or inform the publication of an introductory HRD text book to support teaching and learning HRD within the academic community, along the lines of 'HRD: A Critical Introduction'. Richard noted that additional funding may be available to support the technological development of the website and he agreed to report back after further investigation, and liaise with Rick Holden.

This exploratory workshop concluded with several action points. It was agreed that Sally and Jim would consider presenting their interim findings from the literature review and questionnaire survey during the UFHRD conference in Oxford in June 2007, where a stand would be created to publicise the SIG, possibly supported by BMAF. There was discussion regarding the merit of holding the first SIG meeting during the conference, but this would be dependent on conference timetabling.

After careful consideration, it was decided that there was insufficient time to prepare a paper for the conference. However, it was agreed that a SIG meeting should be timetabled during the conference, to attract participants from a wider HRD community. Given the low response rate to the electronic questionnaire survey, the meeting would also provide an opportunity to engage in further data collection through a structured focus group.

This paper reports on the outcome of this activity.

4.3 Research design

The aims of the focus group were:

1. To raise awareness of the UFHRD/BMAF research project during this high profile conference
2. To use the questionnaire survey instrument as an additional means of gathering data through group discussion
3. To explore the formation of a HRD SIG for Teaching and Learning in HRD

The focus group was scheduled for one hour during the main conference programme, and thus delegates had to decide whether to attend presentations or the SIG meeting. This resulted in low participation, with only six delegates attending. However, despite the small number, the delegates provided some thoughtful and helpful comments.

Our aim was to work through each of the ten questions in the questionnaire (Appendix A, presented earlier). However, given the interesting material provided, which resulted in some stimulating discussion, we did not manage to cover all of this.

4.4 Findings

1. Please list the teaching, learning and assessing resources you currently use to teach HRD eg text books, journals, videos, websites etc

Websites:

ilo.org (International Labour Organisation)

undp.org

These are both of relevance to international students.

CRE (Commission for Racial Equality)

CIPD (These are useful for CIPD programmes, however these due change due to policy changes).

Some also used their local CIPD branches.

Books:

McGoldrick et al 'Understanding HRD'

Trehan et al 'HRD – Beyond Orthodoxy'

Reid & Barrington

Stephen Gibb

Rosemary Harrison

John Walton

Journals:

Advances in HRD (some can access this via their library)

HRDI

Other:

Students – these were seen as a resource by their engaging in dialogue and providing examples, providing access to their own organisational documents, access to previous dissertations and assignments, and students who had graduated could 'mentor' existing students.

Case methodology – using local organisations as case studies

Corporate universities – using material from Heineken, Hilton, for example

There was consensus on the difficulty of finding and pulling together resources. ‘It’s a very difficult job.’

2. Would you be willing to make available to colleagues on a special area of the UFHRD website either details of the resources or, where appropriate, the resources themselves?

Most participants were willing to make their resources available, subject to university and publisher copyright issues etc. Rick Holden agreed to further investigate the possibility of seeking additional funding from BMAF to design the new area within the UFHRD site.

3. What resources would you like to see on this website? Please give examples.

Participants identified a gap in relation to video resources. However, some were rather ‘nervous’ about using videos given they are often ‘culturally specific.’ When they are employed, there are to critique HRD practice, but not to provide a ‘how to’ approach. Some used videos as an alternative medium through which to present case studies.

4. What do you currently do in the way you teach, learn and assess HRD which you consider to be good practice?

A range of activities were described which are summarised below. However, it was stressed that many students are part-time and are HRD practitioners. Some of the activities might not be appropriate/suitable for full-time students with little practical HRD experience.

- Use cuddly toys as icebreakers
- What hat are you wearing today? (Eg used to illustrate whether students are being supportive, creating a positive learning environment etc)
- Literature eg Arabian Knights
- Experiential learning eg ask students to design a team building session, develop the material, deliver, then review the session
- Ask students to design their own icebreaker, run it and review the session
- Ask students to write their own case study to draw out the key ‘learning points,’ which requires them to identify these and build them back into an organisational example. This also helps them deal with other case studies eg assignments
- Games and simulations eg make the exam a ‘contest’
- Use technology to connect with the ‘digital generation,’ eg blogs
- Get out of the classroom – eg 3 day residential for skills development; CIPD conference – link to assignment, demonstrate how HRD might be used

5. Would you be willing to share this on the website?

Participants were invited (and agreed) to write up these activities to share them on the proposed area of the UFHRD website. However, the issue of how these should be presented to assist usability was discussed at length. It was suggested that a brief proforma could be designed to guide – but not prescribe - the process with headings such as context, purpose, materials, numbers etc.

6. **What are the problems you face in teaching, learning and assessing HRD?**
7. **What would help overcome these problems?**
8. **Are there any issues specific to teaching, learning and assessing HRD? If so, what are these?**

There was insufficient time to discuss these three questions specifically, although some of the earlier responses do go some way to providing some answers.

9. **What would be the benefits of a Higher Education Academy Special Interest Group (SIG) for HRD?**
10. **Would you like to be involved in the HRD SIG? If so, how?**

These two questions were discussed briefly under the heading of ‘the way forward?’ It was suggested that the SIG could be structured as a SIG within BAM. Some were concerned that the HRD voice had been lost in BAM and this could provide an important link with the wider management academic community. However, BAM SIGs usually have a subject focus, rather than a teaching and learning focus, which is the aim of the BMAG SIG. It was agreed that Beverley Metcalfe would contact Richard Thorpe to determine the requirements for formal BAM approval. Also, it was agreed to explore the possibility of holding another SIG meeting during/as part of the ‘ICT & learning’ workshop which will be held the day after the October UFHRD council meeting.

4.5 Conclusions

It was unfortunate that the timing of the focus group clashed with some ‘big names’ who were presenting in parallel sessions. However, the focus group provided comprehensive additional data for the research project. Participants also agreed on the value and need for a SIG and were all interested in being involved in some way.

Key outcomes were:

- New data for UFHRD/BMAF funded research project
- Support for establishing a HRD SIG, and linking it with the British Academy of Management (BAM)
- Actions to be taken:
 - Jim and Sally to complete the research part of the project.
 - Jim, Sally and Clare Valentin (who was unable to attend as she was involved in other parallel session) to progress setting up and operating a HRD SIG.
 - Beverly Metcalfe to explore the linking of this SIG to BAM.
 - Rick Holden to investigate additional possible funding from BMAF to support website development.

Participants were thanked for their informative and valuable contributions. Their email addresses were noted, to contact them regarding writing up their innovative/good practices.

5. Report on the UFHRD/BMAF 2nd HRD SIG meeting

5.1 Executive summary

This paper reports on the second HRD SIG meeting held on 16th October 2007, following the UFHRD council meeting on 15th October, both kindly hosted by Edinburgh University. The purpose of this SIG meeting was to disseminate findings from the overall project, due to be completed with the presentation of this report in November 2007. First, we briefly introduced the research project. Second, we presented findings from the literature review, questionnaire survey and focus group, which generated considerable discussion. Third, we explored the continuing operation of the Special Interest Group (SIG) for HRD. The event was intended for all those involved in teaching HRD at all levels in Higher Education, and attended by twelve participants. It was facilitated by Professor Sally Sambrook and Professor Jim Stewart.

The aims of the meeting were:

1. To raise awareness of the UFHRD/BMAF research project
2. To present findings from the literature review, questionnaire survey and focus group
3. To discuss the continuing operation of the SIG for Teaching and Learning in HRD

Key outcomes were:

- The identification of the need to increase pedagogical research in HRD
- Ongoing support for the HRD SIG, and linking it with the British Academy of Management (BAM)
- Actions to be taken:
 - Jim and Sally to complete the final report and present to UFHRD and BMAF in November.
 - Clare Valentin to take over responsibility for operating the HRD SIG.
 - Beverly Metcalfe to report on the possibility of linking this SIG to BAM.

5.2 Introduction and background

An initial workshop was held at Lancashire Business School in January 2007, where we explained the background to the UFHRD/BMAF project:

- To critically review the extant literature review on Teaching, Learning and Assessment (TLA) issues/resources in HRD,
- To conduct a questionnaire survey to identify what TLA is currently provided, what is needed, and what could be offered to develop a comprehensive HRD-specific TLA website and resource
- and to explore the establishment of an HRD SIG.

A subsequent meeting was scheduled during the Oxford conference in June 2007, constituting the first SIG meeting. This was attended by six participants and facilitated by Professors Sally Sambrook and Jim Stewart as a focus group, taking the opportunity for further data collection. The meeting concluded with general support for the SIG, particularly if this could be linked to BAM.

5.3 2nd SIG meeting - discussion

The meeting held in October in Edinburgh constitutes the second and final SIG meeting within the current project terms of reference. It was open to all those involved in teaching HRD at all levels in Higher Education, and attended by twelve participants. It was facilitated by Professor Sally Sambrook and Professor Jim Stewart. The meeting formed part of a wider day-long workshop exploring teaching and learning in HRD, with a specific focus on the role of technology and e-learning.

The purpose of this SIG meeting was to disseminate findings from the overall project. Jim gave the presentation, assisted by Sally, who also took notes from the group discussion. First, we briefly introduced the research project, explaining the aims of the study and intended outcomes, including the establishment of an HRD SIG. Second, we presented findings from the research, including a comprehensive literature review, an electronic questionnaire survey and a focus group. We invited questions throughout the presentation, and this generated considerable discussion, as illustrated below. Third, we explored the continuing operation of the Special Interest Group (SIG) for HRD beyond the current project, and formally announced that Clair Valentin would assume responsibility for its management.

The results of the literature review suggested that HRD was taught mainly within wider HR - and predominantly postgraduate - programmes, although there was evidence from SIG participants to suggest that more HRD specific modules and programmes exist. One participant suggested conducting a survey of HEI websites to construct a more accurate database of HRD programmes and modules. However, this was beyond the scope of the current project. The review also highlighted that there was little pedagogic research in HRD and it was agreed that further research was needed. There was some discussion about what constituted 'good practice' in HRD teaching and learning and how this might differ from 'traditional' business and management subjects. It was felt that as HRD was usually delivered to practitioners, 'good practice' involved employing experiential learning. This was considered different from traditional subjects which tended to employ more didactic teaching and learning strategies.

The findings from the questionnaire survey were described and the small sample size was noted. Indeed, several participants were from the same institution, so there may be an element of bias in the results. It was generally agreed that this was a disappointing response rate. Some participants suggested that this may have been due to a variety of reasons: a lack of interest in the topic; HRD academics being too busy at that time of year; and the electronic nature of the survey (despite our invitation to print off the questionnaire, complete anonymously by hand and return in the post). One participant suggested that, due to the broad exploratory nature of the questions, it took too long to complete. This was also supported by another survey respondent who stated it would be too time-consuming to complete. However, our justification for the design is that we were adopting an inductive approach, as at that stage we did not know what we did not know (unconscious ignorance). Having completed the survey, we could now construct a more structured questionnaire and administer in a more efficient manner, through Survey Monkey, for example. This may be a task that the SIG might consider in the future.

Findings from the focus group/SIG meeting fleshed out some of the survey responses and could be a way of extending this research within the SIG. The notion of having a specific area on the UFHRD website, particularly for student networking, was welcomed. Whilst developing the website is a recommendation, it has been beyond the scope of this project to progress this. This will be a task for the SIG to explore in the future.

5.4 Conclusions and recommendations

Our three recommendations – to develop the website, increase pedagogic HRD research and continue to operate the SIG – were all met with approval. Our recommendation was not to create a new website, but to enhance the Forum’s current site, enabling easy access, increasing the Forum’s profile and providing additional benefits for UFHRD members. Examples of good practice shared during the focus group/1st SIG meeting were discussed and participants were invited to contribute. The annotatable and regularly updated bibliography was considered helpful in providing detailed reading lists for students. Our suggestions for increasing pedagogic research involved applying for the annual BMAF Teaching R&D Grants of around £3,500 and focusing the annual UFHRD honoraria on teaching and learning for one year. Existing Forum members have already been successful in obtaining such funding and it was agreed that a workshop to support writing grant applications/research proposals would be helpful, again as a possible future SIG activity. It was also noted that there was Forum member expertise in the Knowledge into Practice CIPD network, and this could form a future SIG topic to help develop curriculum and increase practitioner involvement, eg through ITOL. Finally, it was formally announced that Clair Valentin would now assume responsibility for managing the SIG, supported by other Forum members.

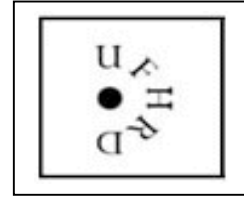
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APPENDIX A – QUESTIONNAIRE SURVEY



Higher Education Academy: Business, Management, Accounting & Finance Subject Centre (BMAF) & University Forum for Human Resource Development (UFHRD) TEACHING, LEARNING AND ASSESSING HRD

Dear Colleague,

You are invited to participate in a project exploring how we teach, learn and assess Human Resource Development (HRD). This research project is funded by the Higher Education Academy (HEA) BMAF subject centre and the University Forum for HRD. It focuses on the challenges and opportunities for teaching, learning and assessing in HRD at all levels in Higher Education. It also explores the establishment of a Special Interest Group (SIG) for HRD. The project commenced in September 2006 and will be completed by September 2007. The project is being conducted by Dr Sally Sambrook and Professor Jim Stewart on behalf of the UFHRD.

The aims of the project are:

- To establish the quantity, nature and location of current research focused on improvement of teaching, learning and assessment (TL&A) in HRD and related subjects both within and outside the UK.
- Based on the above, to identify and establish gaps in knowledge and research priorities for research on TL&A in HRD and related subjects.
- To utilise the findings of above to establish a Special Interest Group (SIG) for HRD within the joint remit of UFHRD and BMAF.

The research methods include:

- A critical review of literature in national and international journals focused on reporting research on TL&A but will also encompass HRD and related journals.
- An electronic questionnaire survey of all those involved in teaching and learning HRD predominantly in the UK, utilizing databases from UFHRD and BMAF, in addition to databases from related associations and bodies such as EHRD, the VETNET and HE networks of EERA and AHRD. The purpose of the questionnaire survey is to identify what TL&A is currently provided, what is needed, and what could be offered to develop a comprehensive HRD-specific TL&A website and resource. This website would provide a dedicated resource for HRD students, lecturers and researchers and would be hosted on the UFHR website, which is currently under reconstruction.

I hope you can help.

Dr Sally Sambrook

Questionnaire survey - instructions for completion

This survey is targeted at all those involved in teaching HRD in Higher Education, at both undergraduate and postgraduate levels.

The questionnaire survey is being administered electronically, via email. Please save this Word document on your computer, complete the questionnaire, save the document and then return it via email as an attachment to sally.sambrook@bangor.ac.uk by 30th June 2007.

Please use as much space as you need to answer the questions. Please also include any additional documents, if you wish, to support your responses and/or provide additional information.

We ask for your contact details so that we are able to contact you, should you be willing to share your resources with the wider HRD academic community, and to invite you to the launch HRD SIG, if you wish to attend. However, if you do not wish to give us your name and institution, we will respect your anonymity but request that you still complete and return the questionnaire.

If do you not wish to use email, and/or wish to remain anonymous, then please print off the completed document and return by 30th June 2007 to:

Dr Sally Sambrook
Bangor Business School
University of Wales
Bangor
Gwynedd
LL57 2DG

Thank you.

Teaching, Learning and Assessing HRD: Questionnaire Survey

Name:

Role:

Dept/School:

Higher Education Institution:

Email address:

Title(s) of all HRD courses and/or modules provided:

1. Please list the teaching, learning and assessing resources you currently use to teach HRD eg text books, journals, videos, websites etc
2. Would you be willing to make available to colleagues on a special area of the UFHRD website either details of the resources or, where appropriate, the resources themselves?
3. What resources would you like to see on this website? Please give examples.
4. What do you currently do in the way you teach, learn and assess HRD which you consider to be good practice?
5. Would you be willing to share this on the website?
6. What are the problems you face in teaching, learning and assessing HRD?
7. What would help overcome these problems?
8. Are there any issues specific to teaching, learning and assessing HRD? If so, what are these?
9. What would be the benefits of a Higher Education Academy Special Interest Group (SIG) for HRD?
10. Would you like to be involved in the HRD SIG? If so, how?

Thank you for completing this questionnaire. Please save this document and return it to sally.sambrook@bangor.ac.uk as an email attachment, or print off and post to Sally at Bangor Business School, University of Wales Bangor, Gwynedd LL57 2DG.