

## MN2513 Workplace Learning and Development

Module Leader:	Lianne Picot
Assessment Type:	Essay
Weighting:	100%
Deadline:	<b>29<sup>th</sup> November 2024 at 23:59 via Blackboard</b>
Wordcount:	2500 (+/-10%) excluding references, appendices, charts, diagrams, etc.
Academic Year:	2024/5

### Assignment Brief

Answer ONE question only

1. Compare and contrast formal and informal learning. Which kind of learning is better for employee learning and development?

*Your answer must include reference to at least three of the readings from the reading list which are linked to the different kinds of learning in the workplace. You may also include any other relevant sources.*

2. Is it important for HRM professionals to have a deep understanding of how adults learn? Critically discuss this question with reference to adult learning theories and the role of HRM in employee learning and development.

*Your answer must include reference to at least three of the readings from the reading list which are linked to the different theories of adult learning and the role of HRM in workplace learning and development. You may also include any other relevant sources.*

### Transferable Skills

Transferable skills are skills that are developed in one scenario and can be transferred to another, such as communication, teamwork or analytical skills.

The main transferable skill covered in this assessment is Choose an item.

The following skills are also covered in this assignment

Communicating <input checked="" type="checkbox"/>	Researching & Analysing <input checked="" type="checkbox"/>	Learning, Improving & Achieving <input checked="" type="checkbox"/>
Team working <input type="checkbox"/>	Problem solving & Decision making <input type="checkbox"/>	Resilience, Adaptability & Drive <input type="checkbox"/>
Leadership & Supervising <input type="checkbox"/>	Planning & Organising <input checked="" type="checkbox"/>	Enterprising Skills <input type="checkbox"/>

## Generative Artificial Intelligence



***The use of Generative AI will not be permitted within this assessment.***

*This assessment requires students to demonstrate foundational knowledge, develop independent critical thinking skills or demonstrate an understanding of the core theoretical underpinnings, academic or professional skills necessary to study the programme and succeed in their later studies.*

*When assessing such knowledge and skills, it is essential that students can demonstrate their independent mastery of such foundations, and in such cases AI is not permitted in any format in this assessment.*

Using AI tools when they are specifically not allowed is considered an academic offence in accordance with senate regulation 11.

## Further Guidance

To prepare for this assessment, it is recommended that you re-visit the relevant unit(s) and your own notes depending on the question you choose to answer.

You will be expected to reference and support the discussion in your assignment with relevant academic literature from the module. A good starting place for relevant literature can be found on the online reading list for your chosen topic. Assignments should have a clear structure which includes an introduction, body, conclusion, and bibliography.

Specific advice and guidance about the assessment will be provided in Blackboard.

## Suggested Essay Structure (Highly Recommended)

When writing your assignment please follow the below outlined format to ensure that your argument is always visible, and that you are addressing and answering the assignment question fully:

### **INTRODUCTION**

- 1) Ensure that you tell the reader how you are going to answer the question and how you are going to organise your answer.
- 2) Identify the central line of argument you are going to put forward in your assignment i.e., if you agree or disagree with the question.

### **BODY OF ASSIGNMENT**

- 1) Provide explanatory detail to show you have understood the issues raised by the question.
- 2) Critically evaluate the issues and debates raised by the question by stating strengths and limitation of the theories and debates. In addition, make sure that you:
  - a) Put forward your central line of argument
  - b) Focus points back to the question

### **CONCLUSION**

- 1) Ensure that you summarise the key points raised in your assignment.
- 2) Restate main line of argument.
- 3) Apply these two points above (1+2) directly back to the question set.

## Marking criteria (Mandatory)

Please include a list of marking criteria appropriate for this assessment. This may include for example theoretical comprehension, critical evaluation etc. **You should set marking criteria that are specific to the assessment brief.** For instance, an assignment on research method may be assessed based on the criterion of the viability of the research instrument. **If you decide to use the generic Undergraduate Grade Descriptor below, you need to ensure that it sufficiently address the marking criteria of this assessment.**

This assignment will be assessed based on the following criteria:

### Undergraduate Grade Descriptor

Grade	Mark	Theory & Literature	Analysis	Critical Evaluation
First Class	100	-Synthesises disparate literatures with confidence to offer a new way of seeing an issue or context.	-A perceptive and intellectually nuanced integration of theory and practice that demonstrates independent thought.	-Demonstrates a creative and engaged command of the literature and the issue in context such that new contributions to knowledge are considered possible.
	95			
	85			
	78	-Draws on a wide range of relevant literature -Arguments are nuanced and well supported by a variety of literatures. -Demonstrates excellent knowledge of relevant theories and concepts	-An insightful and perceptive analysis that demonstrates both the depth and breadth of the issue. -Excellent integration of theory into practice such that new contributions to knowledge are emergent. -Excellent examples provided to illustrate nuanced issues	-Excellent evidence of sound judgement based on supported arguments. -Logical, nuanced and complex argument presented. -Sense is made of the issues identified with consistent support of relevant literatures.
	75			
	72			
2:1	68	-Draws on a very good range of relevant literature. -Arguments are nuanced and supported by a variety of literatures. -Demonstrates a very good knowledge of relevant theories and concepts	-Very good level of analysis demonstrated leading to a nuanced and perceptive analysis of the issues. -Very good integration of theory into practice. -Well chosen, well justified and insightful examples provided.	-Very good evidence of sound judgement based on supported arguments. -Addresses assignment brief in full -Logical and nuanced argument presented. -Sense is made of the issues identified with the support of relevant literatures.
	65			
	62			
2:2	58	-Draws on a good range of relevant literature. -Arguments are nuanced and supported by a variety of literatures. -Demonstrates a good knowledge of relevant theories and concepts	-Good levels of analysis demonstrated which lead to a perceptive analysis of the issues. -Good integration of theory into practice. -Good number of relevant examples provided.	-Good evidence of sound judgement based on supported arguments. -Addresses assignment brief -Logical argument presented. -Consistent attempts to make sense of the issues identified with the support of relevant literatures.
	55			
	52			
3 <sup>rd</sup> Class	48	-Draws on an adequate range of relevant literature -Arguments are supported by a variety of literatures. -Demonstrates an adequate knowledge of relevant theories and concepts	-Adequate levels of analysis demonstrated but with some lapses into descriptions or practice. -Adequate use of theory to makes sense of practice. -Adequate number and/or depth of examples provided	-Adequate evidence of sound judgement based on supported arguments. -Addresses assignment brief -Adequate logic but argument can sometimes be difficult to follow -Adequate attempt to make sense of the issues identified with the support of relevant literatures.
	45			
	42			

Fail	35	<ul style="list-style-type: none"> <li>-Demonstrates a weak knowledge and understanding of key theories and concepts.</li> <li>-Evidence of reading – restricted to core course materials</li> <li>-Minimal references to relevant literatures leading to unsupported assertions.</li> </ul>	<ul style="list-style-type: none"> <li>-Some analysis but is predominantly descriptive of practice.</li> <li>-Weak links between theory and practice</li> <li>-Weak or undeveloped examples provided.</li> </ul>	<ul style="list-style-type: none"> <li>-Minimum acceptable level of engagement with the assignment brief.</li> <li>-Weak logic and weakly structured argument</li> <li>-Many unsupported assertions and judgements made</li> </ul>
Serious Fail	15	<ul style="list-style-type: none"> <li>-Demonstrates an inadequate knowledge of key theories and concepts</li> <li>-Meagre or inadequate use of supporting materials and literatures</li> <li>-Limited evidence of reading</li> </ul>	<ul style="list-style-type: none"> <li>-No analysis but descriptive of practice.</li> <li>-Minimal to no links between theory and practice</li> <li>-Irrelevant or obscure examples provided.</li> </ul>	<ul style="list-style-type: none"> <li>-Fails to address the assignment brief in full</li> <li>-No obvious structure or argument presented</li> <li>-Unsupported assertions and value judgements made throughout</li> </ul>

## Plagiarism

Plagiarism is to take the work of another person and use it as if it were one's own in such a way as to mislead the reader. Whole pieces of work can be plagiarised (for example, if a student put his or her name on another student's essay), or part pieces, where chapters or extracts may be lifted from other sources, including the Internet, without acknowledgement. Sometimes plagiarism happens inadvertently, where students fail to read instructions about or do not understand the rules governing the presentation of work which require sources to be acknowledged. In such cases, the problem is usually identified very early in the course and can be put right through discussion with tutors. Deliberate attempts to mislead the examiners, however, are regarded as cheating and are treated very severely by boards of examiners. Any plagiarism in assessments which contribute to the final degree class are likely to lead, at the very least, to the downgrading of the degree class by one division. In the worst cases, expulsion from the University is a possibility.

## Referencing

You are required to use the **Harvard Referencing style** for your work. Please ensure that you have read the advice on referencing which is available at:

<https://uniofleicester.sharepoint.com/sites/academic-skills-online/SitePages/Reference.aspx>

## Generative AI Integrity Form

**Integrity form to be completed and included in the appendix of your assessment**

**Student number:**

**Date of Submission:**

You are required to openly and transparently acknowledge your use of AI within this submission

### **Declaration**

**No content generated by AI technologies has been presented as my own work**

Signed with your student number to acknowledge you agree to the declaration above

**Dated**