



CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Human Resource Management in Organisations				
Module Code	UMPDAT-15-M	Level	M	Version	1
Owning Faculty	FBL	Field	HRM		
Contributes towards	MSc Leadership and Management				
UWE Credit Rating	15	ECTS Credit Rating	7.5	Module Type	Standard
Pre-requisites	none		Co- requisites	none	
Excluded Combinations	none		Module Entry requirements		
Valid From	September 2012		Valid to		

CAP Approval Date	23/5/12
--------------------------	---------

Part 2: Learning and Teaching	
Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <ol style="list-style-type: none"> 1. Understand and locate the Human Resource Management role and activity within the broader strategy and frameworks of their own organisation. (Component A & B) 2. Critically discuss approaches towards enhancing organisational capability through effective recruitment, selection and retention of employees. (Component B) 3. Critically discuss and evaluate approaches to performance management, including the management of performance issues. (Component B) 4. Understand the role of employee development in enhancing performance and contribute to the diagnosis of learning needs, design, delivery and evaluation of appropriate training and development activities. (Component B) 5. Critically review the links between motivation, reward and performance. (Component B) 6. Understand the approach taken towards employee involvement and participation within specific contexts and evaluate its effectiveness. (Component B) <p>In addition the educational experience may explore, develop, and practise <u>but not formally discretely assess</u> the following:</p>

	<ul style="list-style-type: none"> • Working as part of a small group • Oral presentation skills
Syllabus Outline	<p><u>Syllabus outline</u></p> <ul style="list-style-type: none"> • Exploration of the link between HR strategy, policy and practice and overall organisational strategy. • Roles and responsibilities for HRM, including the crucial role of line management. • The concept of psychological contracting and its links to employee performance and commitment. • Leading theoretical approaches to recruitment, selection and retention and their application within the sector. • Review and discussion of theoretical approaches towards performance management and consideration of their application. • Exploration of the links between motivation, recognition and reward and the impact on employee performance. • The management of performance issues, including absence, poor performance and misconduct. • The role of employee development in enhancing performance. Leading theories concerning the identification of learning needs, design, implementation and evaluation of training and development. • Approaches to employee involvement, communication and participation and an evaluation of their impact on performance and commitment.
Contact Hours/Scheduled Hours	24 hours (3 x full days or 8 x 3 hour sessions)
Teaching and Learning Methods	<p>Teaching and learning on this module consists of formal lecturing supported by a wide range of participative activities, including case studies, problem solving exercises and small group discussions. Peer learning will be encouraged through activities designed to enable students to share and compare their experiences. Central to teaching and learning at this level is a high level of critical discussion and self reflection in contact sessions and assessed work.</p> <p>Students will be directed towards the study skills website at as appropriate. Students will be encouraged to use Blackboard resources used during the classes.</p>
Reading Strategy	<p>All students will be encouraged to make full use of the print and electronic resources available to them through membership of the University. These include a range of electronic journals and a wide variety of resources available through web sites and information gateways.</p> <p>The University Library's web pages provide access to subject relevant resources and services, and to the library catalogue. Many resources can be accessed remotely. Students will be presented with opportunities within the curriculum to develop their information retrieval and evaluation skills in order to identify such resources effectively.</p> <p>Essential Reading</p> <p>The essential reading will be specified in the module handbook and on Blackboard at the start of the module. This is potentially subject to change at short notice and students should not purchase any text without the guidance of the module leader. Examples of essential reading may include:</p> <p>Torrington D, Hall L, Taylor S, and Atkinson C, (2011), <i>Human Resource Management</i>, Harlow FT Prentice Hall</p>

Indicative Reading List	<p>Indicative Reading List of examples for validation purposes only. Current advice on reading should be provided in annual module handbook and other more frequently updated sources.</p> <p>Boxall, P. and Purcell, J. (2011), <i>Strategy and Human Resource Management</i>, New York, Palgrave Macmillan</p> <p>Redman, T. and Wilkinson, A. (2009), <i>Contemporary Human Resource Management</i>, Harlow, FT Prentice Hall</p> <p>Marchington, M. and Wilkinson, A. (2008), <i>Human Resource Management at Work</i> (4th Ed), London, CIPD</p>
-------------------------	---

Part 3: Assessment

Assessment Strategy	<p>Summative assessment consists of two elements, both of which are designed to encourage students to evaluate the theoretical concepts encountered within the module and apply them to their workplace. The first comprises an individual mini-presentation to the tutors on the topic, content and structure of their written assignment, followed by a written proposal which is assessed. The second element is a written assignment (3,000 words) consisting of an in depth analysis of one topic area from the module syllabus and an evaluation of its effectiveness within the student's workplace.</p> <p>Formative assessment will be provided through tutor feedback on the mini-presentation and written proposal.</p>
---------------------	--

Identify final assessment component and element	Component B	
% weighting between components A and B (Standard modules only)	A: 25%	B: 75%
First Sit		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
1. individual mini-presentation and written proposal	100%	
Component B Description of each element	Element weighting (as % of component)	
1. Written assignment	100%	

Resit (further attendance at taught classes is not required)		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
1. individual mini-presentation and written proposal	100%	
Component B Description of each element	Element weighting (as % of component)	
1. Written assignment	100%	

If a student is permitted an **EXCEPTIONAL RETAKE** of the module the assessment will be that indicated by the Module Description at the time that retake commences.