



CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	International Standards and Employment Law				
Module Code	UMPDHP-15-M	Level	M	Version	1.1
UWE Credit Rating	15	ECTS Credit Rating	7.5	WBL module?	No
Owning Faculty	FBL	Field	Human Resource Management		
Department	BBS: Business and Management	Module Type	Standard		
Contributes towards	MSc International Human Resource Management, MSc International Human Resource Management (International)				
Pre-requisites	None		Co- requisites	None	
Excluded Combinations	None		Module Entry requirements	N/A	
First CAP Approval Date	20 September 2014		Valid from	September 2014	
Revision CAP Approval Date	2 February 2016		Revised with effect from	September 2016	

Review Date	September 2020
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Part 2: Learning and Teaching	
Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <ul style="list-style-type: none"> Identify the main sources of global standards and international employment law including ILO Conventions, EU Regulations and Directives, OECD guidelines, and Codes established by international corporations designed to regulate their international activities, (national, regional and international) organisations of trade unions and employers, other NGOs and international trade agreements. (Components A and B) State the arguments for and against global standards in the context of international trade and its impact on national economies and societies. (Components A and B) Review critically a range of subjects covered by international labour standards, including freedom of association, collective bargaining, forced labour, child labour, discrimination, employment security (including termination of employment and flexible working), wages, working time etc. (Components A and B) Understand the importance of minimum standards with regard to equity in rewards, equality of treatment and freedom of association, collective bargaining and employment rights. (Components A and B) Specify the concept of 'decent work' (Components A and B)

	<ul style="list-style-type: none"> • Relate the application of global standards and International Employment Law to the establishment of best practice within organisations in the management of HRM. (Components A and B) • Understand the relevance of global standards and International Employment Law to a career in international business or national policy setting and administration. (Components A and 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"> • Work as a team member in activities involving colleagues from different national backgrounds • Develop and practice analytical skills with regard to 'international' issues • Present and explain arguments verbally in respect of global standards 																				
Syllabus Outline	<ul style="list-style-type: none"> • Sources and examples of global standards and international employment law, how they are applied and their relationship to best practice. • Debates concerning the importance and effectiveness of global standards. • International employment law relating to freedom of association, collective bargaining, forced labour, child labour, discrimination, employment security (including termination of employment, flexible working), wages and working time. • The concept of 'decent work'. • Protection for vulnerable groups of workers. 																				
Contact Hours/Scheduled Hours	36 hours (12 x 3 hour sessions)																				
Teaching and Learning Methods	<p>Scheduled learning includes lectures, seminars, tutorials, project supervision, demonstration, practical classes and workshops; fieldwork; external visits; work based learning; supervised time in studio/workshop.</p> <p>Independent learning includes hours engaged with essential reading, case study preparation, assignment preparation and completion etc. These sessions constitute an average time per level as indicated in the table below. Scheduled sessions may vary slightly depending on the module choices you make.</p>																				
Key Information Sets Information	<table border="1" data-bbox="483 1435 1394 1821"> <thead> <tr> <th colspan="5">Key Information Set - Module data</th> </tr> <tr> <td colspan="4">Number of credits for this module</td> <td>15</td> </tr> <tr> <th>Hours to be allocated</th> <th>Scheduled learning and teaching study hours</th> <th>Independent study hours</th> <th>Placement study hours</th> <th>Allocated Hours</th> </tr> </thead> <tbody> <tr> <td>150</td> <td>36</td> <td>114</td> <td>0</td> <td>150</td> </tr> </tbody> </table> <p>The table below indicates as a percentage the total assessment of the module which constitutes a -</p> <p>Written Exam: Unseen written exam, open book written exam, In-class test Coursework: Written assignment or essay, report, dissertation, portfolio, project Practical Exam: Oral Assessment and/or presentation, practical skills assessment, practical exam</p>	Key Information Set - Module data					Number of credits for this module				15	Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	150	36	114	0	150
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	<p>Please note that this is the total of various types of assessment and will not necessarily reflect the component and module weightings in the Assessment section of this module description:</p> <table border="1"> <tr> <td colspan="2">Total assessment of the module:</td> <td></td> <td></td> </tr> <tr> <td>Written exam percentage</td> <td></td> <td>50%</td> <td></td> </tr> <tr> <td>Coursework assessment percentage</td> <td></td> <td>50%</td> <td></td> </tr> <tr> <td>Practical exam assessment percentage</td> <td></td> <td>0%</td> <td></td> </tr> <tr> <td></td> <td></td> <td>100%</td> <td></td> </tr> </table>	Total assessment of the module:				Written exam percentage		50%		Coursework assessment percentage		50%		Practical exam assessment percentage		0%				100%	
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Reading Strategy	<p>All students will be encouraged to make full use of the print and electronic resources available through membership of the University. These include a range of electronic journals and a wide variety of resources available through websites and information gateways. The University Library web pages provide access to subject relevant resources and services and to the library catalogue. Many resources can be accessed remotely.</p> <p>Essential reading will be identified in the module handbook, and additional material will be distributed where these form part of the focus for seminar discussion. Where relevant extracts will be made available via Blackboard, or distributed in class. This will be done on a weekly basis.</p> <p>Students are expected to augment their reading by exploring a range of sources additional to those provided and/or referred to on Blackboard.</p>																				
Indicative Reading List	<p>Briscoe D, Sculer R & Tarique I (2012) <i>International Human resource Management</i>. Oxford: Routledge</p> <p>Edwards, T & Rees, C (2011), <i>International Human Resource Management</i>, FT Pearson/ Prentice Hall</p> <p>International Labour Organisation website www.ilo.org.uk</p> <p>Florkowski G (2006) <i>Managing Global Legal Systems</i>. Routledge</p>																				

Part 3: Assessment		
Assessment Strategy	<p>The assessment will consist of two elements. 50% will be an individual assignment (of 1,500 words) and 50% will be by in class test.</p> <p>The assignment will be task focused, and formative feedback will be provided in a class session where students report 'progress'.</p> <p>Summative feedback relates to marking the assignment task against a clear set of pre-notified criteria.</p> <p>The in class test is 2 hours long and relates to questions that students will receive in advance.</p>	
Identify final assessment component and element	Component B	
% weighting between components A and B (Standard modules only)	A:	B:
	50%	50%

First Sit	
Component A (controlled conditions) Description of each element	Element weighting (as % of component)
1. 2 hours in class test	100%
Component B Description of each element	Element weighting (as % of component)
1. Task focused assignment (1,500 words)	100%

Resit (further attendance at taught classes is not required)	
Component A (controlled conditions) Description of each element	Element weighting (as % of component)
1. 2 hours in class test	100%
Component B Description of each element	Element weighting (as % of component)
1. Task focused assignment (1,500 words)	100%
If a student is permitted a RETAKE of the module the assessment will be that indicated by the Module Description at the time that retake commences.	