



ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Managing People				
Module Code	UMPDLE-15-1	Level	1	Version	1
UWE Credit Rating	15	ECTS Credit Rating	7.5	WBL module?	Yes
Owning Faculty	FBL	Field	HRM		
Department	BBS: Business and Management	Module Type	Standard		
Contributes towards	BA(Hons) Leadership and Management Practice				
Pre-requisites	None	Co- requisites	None		
Excluded Combinations	None	Module Entry requirements	N/A		
First CAP Approval Date	14 July 2016	Valid from	September 2017		
Revision CAP Approval Date		Revised with effect from			

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 the nature of contemporary people management in its broader context (including business strategy, labour markets, organisations, occupational structures and industry sector) (Component A and B); 2. Understand the contemporary employment relationship and its constituent elements (Component A and B); 3. Apply theory and 'real-life' practice in HRM, and understand the role of line managers in enacting HRM policies and practices (Component A and B); 4. Evaluate core concepts and contemporary practice in HRM & their own organisations, including reward and performance management, employee involvement and resourcing (Component A and B); 5. Understand critical HRM concerns, including ethical decision-making and managing diversity (Component A and B); 6. Demonstrate team-working skills, including delegation, monitoring of progress and managing conflict (Component A);
Syllabus Outline	<ol style="list-style-type: none"> 1. Introduction to Managing People 2. The Context of HRM 3. HRM, Strategy and Organisational Performance

	<ol style="list-style-type: none"> 4. Talent Management: Recruitment and Resourcing 5. Talent Management: Employee Performance 6. Talent Management: Reward 7. Talent Management: Training and Development 8. HRM, Equality and Diversity 9. Employee Engagement and Voice 10. Work and Wellbeing 11. Managing Workplace Conflict 12. Overview of the module
Contact Hours	<p>The module will typically be studied on a day release basis, although employer preference may dictate a different delivery pattern. Contact time per module will equate to 3 hours per week over a 12 week teaching block.</p> <p>There is a focus on flipped delivery supported by technology, here the delivery of core theoretical concepts moves from the classroom into the online space and face to face sessions focus on collaborative learning, sense making and sharing of experiences. Post session (face to face) online activities help the student to apply their learning to the context of their organisation and personal and professional development.</p> <p>Typically, module delivery will be based on a flipped classroom delivery followed up by 3 hours of scheduled learning activities per teaching week:</p> <ul style="list-style-type: none"> • A weekly ninety minute seminar for the discussion and application of core syllabus concepts presented via the virtual learning environment (VLE) in advance of the session. • A weekly ninety minute workshop to develop and practice HR skills, including interviewing and managing performance.
Teaching and Learning Methods	<p>The module is organised thematically with each week's learning contributing to an operational aspect of HRM or a critical issue in managing people. The horizontal integration of the various elements of the module will ensure that the students are able to grasp the linkages between theory and practice and deepened by the use of case study materials. Bridging the gap between academic and practitioner will be further supported via the coursework which encourages students to develop a greater awareness of the organisational context of HRM. The flipped classroom delivery is intended to maximise the use of peer-led learning and students will be supported to work in groups within the classroom. The skills sessions will enable students to develop and practice specific people management skills around talent management performance and training.</p> <p>Scheduled learning includes 12 x seminars/ workshops (3 hours).</p> <p>Independent learning includes around 114 hours hours engaged with essential reading and seminar preparation, use of online discussion forums to support VLA delivery, as well as assignment research and preparation and completion.</p>
Key Information Sets Information	<p>Key Information Sets (KIS) are produced at programme level for all programmes that this module contributes to, which is a requirement set by HESA/HEFCE. KIS are comparable sets of standardised information about undergraduate courses allowing prospective students to compare and contrast between programmes they are interested in applying for.</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



The table below indicates as a percentage the total assessment of the module which constitutes a -

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

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:

Total assessment of the module:	
Written exam assessment percentage	0%
Coursework assessment percentage	100%
Practical exam assessment percentage	0%
	100%

Reading Strategy

Access and Skills – 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 large range of journals (both print and electronic) and a wide variety of resources available through web sites and information gateways. The University Library's web pages provide access to subject relevant resources and services, and to the library catalogue. Students will be presented with opportunities within this module (especially within the research report) to develop their information retrieval and evaluation skills, in order to identify appropriate resources effectively.

Blackboard – This module is supported by Blackboard and will be the pivotal form of delivery as this module uses a flipped classroom delivery; hence, students will be provided with learning materials (PowerPoint slides, video clips, key articles, podcasts). Students will be able to find all necessary module documentation, including guidance on Further Reading within the module handbook/outline. Direct links to information resources will also be provided from within Blackboard. Blackboard will be

UWE Libraries – Engagement with online resources available through the library will be a core requirement of this module. This includes mySkills / iSkills zone, and the Skills4Study resources.

Indicative Reading List

Core Text(s):

Wilton, N. (2013) *An Introduction to Human Resource Management*, 2nd Edition, London: Sage

Additional Reading:

Books:

Foot M & Hook C (2011) *Introducing Human Resource Management* (6th Edition) London: FT Prentice Hall (or 5th edition, 2008)

Bratton G & Gold J (2007) *Human Resource Management* (4th Edition) London: Palgrave Macmillan

Torrington D, Hall L, Taylor S (2011) *Human Resource Management* (8th Edition) London: FT Prentice Hall

Currie, D. (2009) *Introduction to Human Resources*: London: CIPD

Marchington & Wilkinson (2012) *Human Resource Management at Work* (5th edn): London: CIPD

Anderson, V. (2009) *Research Methods in Human Resource Management* (2nd Edn) London: CIPD

Beardwell, J. & Claydon, T. (2010) *Human Resource Management: a contemporary approach* (6th edition), Harlow: FT Prentice Hall

Martin, J. (2010) *Key Concepts in Human Resource Management*, London: Sage Publications

Pilbeam, S. & Corbridge, M. (2010) *People Resourcing: Contemporary HRM in Practice* (4th Edition), Harlow: FT Prentice Hall

Journals:

People Management, Personnel Today, Training Journal

Websites:

www.cipd.co.uk

www.hrguide.co.uk

www.peoplemanagement.co.uk

www.acas.co.uk

Part 3: Assessment

Assessment Strategy

The assessment strategy adopted on this module is designed to assess the students' knowledge and critical understanding of a range of HR topics and to assess the benefits and limitations of different approaches in practice within their own organisations. Opportunities for formative and summative feedback are built into the module delivery. There are two components to the assessment:

Component A:

- Reflection on students understanding of key concepts and processes in HRM and their utilisation in practice. This is Supported by an evidence portfolio of HR skills with which the learner can cross reference..

Component B:

- Topic-based research report utilising both primary and secondary sources, examining an HR issue within students' organizations.

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	
1. Reflection on HR practice evidenced by HR skills portfolio (1500words)	100%	
Component B Description of each element	Element weighting	
1. HR Research report (1500 words)	100%	

Resit (further attendance at taught classes is not required)		
Component A (controlled conditions) Description of each element	Element weighting	
1. Exam (2 hours)	100%	
Component B Description of each element	Element weighting	
1. HR Research report (2000 words)	100%	
If a student is permitted a retake of the module under the University Regulations and Procedures, the assessment will be that indicated by the Module Description at the time that retake commences.		