MODULE SPECIFICATION

Code: UMPCXU-15-M   **Title:** Human Resource Management   **Version:** 1

Level: M   **UWE credit rating:** 15   **ECTS credit rating:** 7.5

Module type: Standard

Owning Faculty: FBL   **Field:** Human Resource Management

Faculty Committee approval: QMAC   **Date:**

Valid from: 1 September 2010   **Discontinued from:**

Contributes towards: MA Human Resource Management

Pre-requisites: None

Co-requisites: None

Excluded combinations: None

Aim of module

The module aims to:

- develop a foundation of knowledge and understanding of the basic elements of HRM

- provide students with a critical awareness of the main theories, concepts and developments in the key elements of HRM: resourcing, training & development, employee relations and reward

- explore the contribution that HRM can make to organisational effectiveness and understand the integrative nature of HRM.

This module contributes to the knowledge requirements needed to meet the Chartered Institute of Personnel and Development's (CIPD) qualifications at Advanced level.

Learning outcomes

On successful completion of this module students will be able to:

- Understand and critically analyse the main theoretical and conceptual frameworks underpinning HRM

- Examine the contribution that effective HRM can make to the achievement of organisational effectiveness.

- Apply theory and key principles in HRM to practice with full regard to the context.

- Demonstrate an understanding of contemporary debates and trends in HRM.

- Integrate the perspectives provided by people resourcing, reward, training and development and employee relations in considering HR problems and issues

In addition the educational experience may explore, develop, and practise <u>but not formally discretely assess</u> the following

- Independent learning, group work and skills associated with discussion and debate
- Personal organisation and study skills

Syllabus outline:

• Exploration of the link between HR strategy, policy and practice and organisational strategy and understand the contribution of HRM to organisational effectiveness.

• HR Planning, recruitment and selection; its principles, processes and practices.

• Theoretical approaches to performance management including appraisal systems and performance feedback; principles, processes and practice.

• Equality and Diversity at work.

• The strategic contribution and context of employee training, learning and development

• The nature of adult learning, development process and learning theory.

• Stages and processes of employee training, learning and development, strategies and interventions.

• Reward from an external and organisational context: locating reward in its UK context and examining theoretical, societal and legal explanations for trends and developments in reward management; examining reward through the organisational lens and considering possible employer reward strategies and the range and types of reward structures utilised by organisations.

• Contingent reward and flexible benefits: key principles of paying for performance, competence, contribution and skill; employee benefits and flexible benefits.

• Job evaluation and equal pay: the role of job evaluation in developing equitable reward structures and the avoidance of gender discrimination in reward.

• The nature of the employment relationship, theories and perspectives

•.Management of the employment relationship; the roles and function of the different parties, management strategy and style

•. Employee representation and voice

Teaching and learning methods:

Teaching and learning in this module consists of a combination of formal lecturing supported by a range of participative activities including case studies, videos, small group activities and the use of role play. 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.

Students will be encouraged to use Blackboard to access resources used during the classes. Private study will require students to sue of wide range of reading material to deepen their understanding of performance management and help them prepare for the in course assessment. Students will be directed towards the study skills website as appropriate.

Reading Strategy

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. 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.

Essential Reading

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:

- Boxall, P., and Purcell, J. (2008) *Strategy and Human Resource Management*, 2nd edn. Hampshire, Palgrave Macmillan,

- Redman, T., and Wilkinson, A. (2009) *Contemporary Human Resource Management*, 3rd edn. Harlow FT Prentice Hall

- Marchington, M., and Wilkinson, A. 2008), *Human Resource Management at Work*, 4th edn. London. CIPD

Further Reading

Further reading will be required to supplement the set texts and other provided readings. Suggested further reading will be provided in the module handbook and other more frequently updated sources. However students are also expected to use their own initiative and discretion in selecting appropriate Students are also expected to engage with academic journals relevant to the module.

Assessment

The assessment is designed to examine the capacity of students to take an integrative and critical approach to HRM, with a particular focus on the application of policy and practice to the work context. Formative assessment occurs throughout the module in tutors' commentary on students' contributions as individuals or in groups. Summative assessment takes place at the end of the module and has one component, Component A, which is a three hour, unseen examination.

Weighting between components A and B (standard modules only)   n/a

ATTEMPT 1

First Assessment Opportunity
Component A
Description of each element   **Element weighting**
1 Exam (3 hours)   100%

Second Assessment Opportunity (further attendance at taught classes is not required)

Component A
Description of each element   **Element weighting**
1 Exam (3 hours)   100%

Specification confirmed by ……………………………………………………Date
……………………………
(Associate Dean/Programme Director)