



CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data

Module Title	Applied HRM and Business Skills				
Module Code	UMPCXG-15-M	Level	M	Version	1
Owning Faculty	FBL	Field	Human Resource Management		
Contributes towards	MA HRM; MA International HRM				
UWE Credit Rating	15	ETCS Credit Rating	7.5	Module Type	Standard
Pre-requisites			Co- requisites		
Excluded Combinations			Module Entry requirements		
Valid From	1 September 2010		Valid to		

CAP Approval Date	
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Part 2: Learning and Teaching

Learning Outcomes	<p>Learning outcomes:</p> <p>On successful completion of this module students will be able to:</p> <ul style="list-style-type: none"> • Show insight into their own approach to managing themselves and others through understanding and applying theories of personality and individual differences. (Component B) • Critically evaluate and apply theories of team working, leadership and interpersonal communication in order to manage and lead others more effectively. (Component B) • Critically reflect upon and develop skill in decision making, problem solving and consulting. (Component B) • Show a critical awareness of the underpinning theoretical frameworks and principles and demonstrate skill in conducting interviews, delivering training and negotiation. (Component A1 and B) • Understand and interpret financial information and demonstrate proficiency in relevant IT applications and statistical techniques. (Component A2 and B) <p>In addition the educational experience may explore, develop, and practise <u>but not formally discretely assess</u> the following:</p>
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	<ul style="list-style-type: none"> • Postgraduate study skills including accessing and evaluating research evidence, critical thinking, effective essay writing. • Receiving and providing constructive feedback to other group members on observed skill development • Working as a team member
Syllabus Outline	<ul style="list-style-type: none"> • Theories underpinning the management of interpersonal relationships at work and effective supervision and team leading. Development of skill in these areas. • Principles of systematic and evidence based decision making, problem solving and consulting. Development of skill in these areas. • Role of reflective learning in the continuous development of professional skills • Development of self-awareness through use of tools and techniques based upon theories of personality and understanding individual differences • Development of self-management skills (time management, personal organisation, stress management) • Theoretical approaches to the interview as a method of assessment. Sources of distortion and bias. Development of skill in conducting selection and performance interviews. • Underpinning knowledge and development of skill in planning, designing and delivering employee development activity. • Principles of negotiation and influencing others. Development of skill in these areas. • Structure and interpretation of balance sheets, profit and loss accounts, trading statements, ratio analysis, basic costing concepts and budgets. Commonly used IT applications. • Statistical concepts relevant to practice and research in HRM. • Postgraduate study skills
Contact Hours/Scheduled Hours	63 hours (This includes taught sessions and skill development workshops)
Teaching and Learning Methods	<p>The skills included in this module are diverse and the teaching and learning methods reflect this, consisting of a combination of experiential learning and formal lecturing supported by participative activities such as case studies and small group discussion. Interpersonal skills are developed through observed role plays in small groups with peer and tutor feedback, followed by critical self-reflection. Self-awareness is enhanced through the use of psychometric instruments. Central to teaching and learning at this level is a high level of critical discussion and self reflection in contact sessions and assessed work. Sessions will be delivered at intervals alongside the other core modules so that skill development is linked to relevant areas of teaching and learning.</p> <p>Students will be directed towards the study skills website at as appropriate. Students will be encouraged to use Blackboard to access resources used during the classes.</p>

	<p>Scheduled learning includes lectures, seminars, tutorials, practical classes and skills workshops;</p> <p>Independent learning includes hours engaged with essential reading, case study preparation, assignment preparation and completion etc.</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. 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>
Indicative Reading List	<p>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:</p> <p>Watson, G and Reissner, S. (2010) <i>Developing Skills for Business Leadership</i>. London: CIPD Horn, R. (2009) <i>The Business Skills Handbook</i>. London: CIPD</p> <p>Further Reading Further reading will be expected and will comprise recommended texts, journal articles and online resources. Current advice on reading should be made by referring to the module handbook and other more frequently updated sources.</p> <p>Examples of recommended texts could be:</p> <p>Anderson, N and Shackleton, V. (1993), <i>Successful Selection Interviewing</i>. Blackwell (available in the library)</p> <p>Fletcher, C. (2007), <i>Appraisal, Feedback and Development – Making Performance Review Work</i>. Routledge (available in the library)</p> <p>Routledge, C and Carmichael, J. (2007), <i>Personal Development and Management Skills</i>. London, CIPD (available in the library)</p> <p>Robbins, S and Hunsaker, P. (2008), <i>Training in Interpersonal Skills</i>, 5th edn. New Jersey. FT Prentice Hall (available in the library)</p>

Part 3: Assessment

Assessment Strategy	<p>The assessment strategy reflects the experiential nature of the module and requires students both to demonstrate competence in the acquisition of the skills incorporated in the module and to reflect critically upon their learning and skill development.</p> <p>Summative assessment consists of three pieces of assessment:</p> <ol style="list-style-type: none"> 1. Structured Reflective Log (Final Assessment) Students will be required to reflect upon their skill development throughout the module and to produce a portfolio showing evidence of critical reflection upon the relevant underpinning theories and the feedback received from peers and tutors. The log will be submitted in two stages.
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	<ol style="list-style-type: none"> 2. Students will be required to demonstrate competence in conducting interviews, delivering training or negotiation. This will be assessed as part of the skills development sessions. 3. Understanding of financial information and statistical techniques will be assessed through an in class test. <p>Formative assessment takes the form of peer and tutor feedback (written and verbal) during the skills development workshops. In particular, feedback on observed role play exercises will contribute to formative assessment and to the reflective element of the summative assessment. Formative feedback will also be provided on the first part of the log which will be submitted early in the module.</p>
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Identify final assessment component and element	Component B2
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% weighting between components A and B (Standard modules only)	A:	B:
	40%	60%

First Sit

Component A (controlled conditions) Description of each element	Element weighting (as % of component)
1. Demonstration of competency in specified HRM skills	38%
2. In class test (finance and statistics)	62%
Component B Description of each element	Element weighting (as % of component)
1. Structured Reflective Log Part 1	50%
2. Structured Reflective Log Part 2	50%

Resit (further attendance at taught classes is not required)

Component A (controlled conditions) Description of each element	Element weighting (as % of component)
1. Demonstration of competency in specified HRM skills	38%
2. In class test (finance and statistics)	62%
Component B Description of each element	Element weighting (as % of component)
1. Structured Reflective Log Part 1	50%
1. Structured Reflective Log Part 2	50%

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.