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CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data						
Module Title	Employee Relations					
Module Code	UMPCXR-15-M		Level	M	Version	1
Owning Faculty	FBL		Field	Human Resource Management		
Contributes towards	MA Human Resource Management ; MA International Human Resource Management					
UWE Credit Rating	15	ETCS Credit Rating	7.5	Module Type	Standard,	
Pre-requisites	None		Co- requisites	None		
Excluded Combinations	None		Module Entry requirements			
Valid From	September 2010		Valid to			

CAP Approval Date	

Part 2: Learning and Teaching
Learning Outcomes

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<tr><td>Learning Outcomes</td><td>

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

- The implications of the internationalisation of employee relations policies and European Union membership on employee relations policies, issues and practices.
- Advise on contemporary developments in employee relations and the wider society and their potential impact on the organisation's policies and practices, including issues of diversity

In addition students will be able to:

- Be conscious of the contextual pressures and influences that help to shape management thinking and practice in the UK and how these vary from other countries, particularly in Europe. (Component B)
- Be able to distinguish between rhetoric and reality that is between management theories and actual outcomes, from business, professional and ethical perspectives(Component A and B)
- Demonstrate an overview of the European Social Model and Co-determination in Germany (Component B)
- Evaluate the quality of working life drawing on relevant academic literature (Component A)
- Be able to assess the character, level, scale and scope of direct and indirect forms of employee influence (Component B)
- Be aware of changes in employee relations in the public sector and the implications of this. (Component B)
- Understand management objectives in promoting high performance, high

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	commitment and employee engagement and comprehend employees' experiences and aspirations in these working environments. (Component B) • Understand the dynamics of industrial conflict and work place disputes, including mechanisms and techniques for resolution(Component B) 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 • Self-organising and time management skills
Syllabus Outline	• Varieties of capitalism such as the Anglo American model and the Rhineland model (for example, Germany, and co-determination). The role and response of domestic governments, labour organisations and other bodies in the process of globalisation. • Quality of working life debate in the UK/Europe in the age of globalisation. • Impact of concept of High Performance Workplaces • How the concept of employee engagement impacts of employee processes, consensus and contestation, including stakeholder perspectives. • Implementing organisational change, issues and perspectives, with especial regard to the public sector • Handling and addressing of grievance and disciplinary issues, the impact on policies, and procedures, the role of Codes of Practice in the context of organisational justice and external legal regulation • Issues of employee relations and diversity, the generation and resolution of conflict through intervention Causes of strikes and industrial action, and the active management of disputes, including negotiating skills Role of mediation and alternative dispute resolution, developing frameworks and applying conciliatory skills
Contact Hours/Scheduled Hours	36 hours (12 x 3 hour sessions)
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, problem solving exercises and small group activities. 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 directed towards the study skills website as appropriate. Students will be encouraged to use Blackboard to access resources used during the classes.
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: Williams, S. and Adam-Smith D. (2009) *Contemporary Employment Relations*, 2nd edn. OUP

Indicative Reading List	Blyton, P. and Turnbull, P. (2004) *The Dynamics of Employee Relations.* 3rd edn. Basingstoke: Macmillan,.
	Gennard J. and Judge G, (2005) *Employee Relations* 4th edn. CIPD
	Green, F. (2006)*, Demanding Work: The Paradox of Job Quality in the Affluent Economy* Princetown.
	Kersley, B, Alpin, C, Forth, J, Bryson, A, Bewlwy, H, Dix, G, & Oxenbridge, S (2006) *Inside the Workplace: Findings from the 2004 Workplace Employment Relations Survey*, Routledge.
	Williams, S. and Adam-Smith D. (2009) *Contemporary Employment Relations*, 2nd edn. OUP

Part 3: Assessment			
Assessment Strategy	.Both assessment components are designed to test the ability of students to gather relevant material from source materials and to communicate their findings, in response to a set question, in a proper and acceptable fashion. Details of assessment criteria will be included in the module outline. Component A is designed to allow students to work together and share knowledge in preparing for a test on a pre-notified question. The skill tested here is the assimilation of knowledge in a short time period and the ability to communicate this information in response to one set question. Component B allows the student time away from the class to research, prepare and write an assignment and therefore greater depth, analysis and understanding is expected.		
Identify final assessment component and element	**Component B**		
% weighting between components A and B (Standard modules only)		**A:** **50%**	**B:** **50%**

First Sit	
Component A (controlled conditions) **Description of each element**	**Element weighting** **(as % of component)**
1. Time-constrained test (invigilated) (1.5 hours)	100%
Component B **Description of each element**	**Element weighting** **(as % of component)**
1. Written assignment (2500 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. Time constrained class test 1.5 hours invigilated	100%
Component B **Description of each element**	**Element weighting** **(as % of component)**
1. Written assignment (2500 words)	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.	