



MODULE SPECIFICATION

Code: UMPCXR-15-M **Title:** Employee Relations **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

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

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 the module, 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 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 but not formally discretely assess 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

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 sources:

List of examples for validation purposes only. Current advice on reading should be provided in annual module handbook and other more frequently updated sources.

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.

Assessment

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.

Component B is the FINAL assessment

Percentage split

Weighting between components A (controlled component) and B

A: 50% B: 50%

ATTEMPT 1

First Assessment Opportunity

Component A

Description of each element

1 Time-constrained test (invigilated) (1.5 hours)

Element weighting

100%

Component B

Description of each element

1 Written assignment (2500 words)

Element weighting

100%

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

Component A

Description of each element

1 Time-constrained test (invigilated) (1.5 hours)

Element weighting

100%

Component B

Description of each element

1 Written assignment (2500 words)

Element weighting

100%

ATTEMPT 2 (OR SUBSEQUENT): Attendance at taught classes is required

Specification confirmed byDate

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(Associate Dean/Programme Director)