




CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Employment Law				
Module Code	UMPCXK-15-M	Level	M	Version	1.1
Owning Faculty	FBL	Field	HRM		
Contributes towards	MA HRM				
UWE Credit Rating	15	ETCS Credit Rating	7.5	Module Type	Standard
Pre-requisites	None		Co- requisites	None	
Excluded Combinations			Module Entry requirements		
Valid From	1 st September 2014		Valid to		

CAP Approval Date	QMAC
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Part 2: Learning and Teaching	
Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <ul style="list-style-type: none"> Critically discuss and analyse the development of employment law in the UK, essential to the understanding of contemporary legal developments. .(Comp A/B) Critically evaluate legal materials capably and confidently. .(Comp A/B) Make constructive contributions to the achievement of employment law compliance in the workplace. .(Comp B) Act as the primary adviser to management on employment law. .(Comp A) Explain legislation and case law in an easily understandable manner.(Comp A/B) <p>All the above learning outcomes are formally assessed through Component A or B or A+B of the assessment.</p> <p>In addition the educational experience may explore, develop and practise <u>but not formally discretely assess</u> the following:</p> <ul style="list-style-type: none"> Representing management in labour court proceedings. Preparing witnesses to give evidence at a labour court hearing.
Syllabus Outline	<ul style="list-style-type: none"> Sources of employment law; legal/conciliation institutions; the contract of employment Termination of employment contract; unfair dismissal; statutory dispute resolution procedures

	<ul style="list-style-type: none"> • Health and safety • Work-life balance; family friendly policies • Collective labour law – collective bargaining, trade unions, trade disputes • Equal pay • Discrimination law • Transfer of Undertakings (Protection of Employment) • Working time, including Working Time Regulations • Wages and salaries, including National Minimum Wage • Representing the employer in labour court proceedings: preparation of witnesses and evidence • Representing the employer in labour court proceedings: conducting a hearing 																				
<p>Contact Hours/Scheduled Hours</p>	<ul style="list-style-type: none"> • This module comprises 12 x three hour classroom sessions which are a mixture of lecture, seminar activity, student led discussions, scenario based enquiry 																				
<p>Teaching and Learning Methods</p>	<ul style="list-style-type: none"> • Teaching Strategy – The module offers a combination of formal lecturing with a wide range of participative activities, including case studies, role plays, problem-solving activities and group discussion. A participative ethos allows the contribution of both staff and students to be equally valued in the exploration, evaluation and creation of theory and its application to problem solving in both case and real organisational contexts. This approach requires the ability to define, obtain, rigorously analyse and evaluate information quickly and communicate relevant conclusions and recommendations to team colleagues and professional audiences in a range of formats. • Learning strategy – Students will need to read the core textbook (essential reading) as set out for each week. A series of journal articles are also suggested for each session. Additionally, decided cases will be read in preparation to tackle exam questions, case study examples, and to support group discussion and analysis. • The study skills web page provides support and guidance in a range of areas and specific guidance on information and especially journal article searching, retrieval and evaluation will be provided within this module. This is in addition to that found in other modules in the programme. 																				
<p>Key Information Sets Information</p>	<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> <table border="1" data-bbox="483 1615 1394 2007"> <thead> <tr> <th colspan="5">Key Information Set - Module data</th> </tr> </thead> <tbody> <tr> <td colspan="4"><i>Number of credits for this module</i></td> <td style="border: 2px solid black;">15</td> </tr> <tr> <th>Hours to be allocated</th> <th>Scheduled learning and teaching study hours</th> <th>Independent study hours</th> <th>Placement study hours</th> <th>Allocated Hours</th> </tr> <tr> <td>150</td> <td>36</td> <td>114</td> <td>0</td> <td>150</td> </tr> </tbody> </table> <p style="text-align: right;"></p> <p>The table below indicates as a percentage the total assessment of the module</p>	Key Information Set - Module data					<i>Number of credits for this module</i>				15	Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	150	36	114	0	150
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150	36	114	0	150																	

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		70%	
Coursework assessment percentage		30%	
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 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 (particularly the Research Methods and Dissertation or Research Methods and Management Report modules to develop their information retrieval and evaluation skills in order to identify such resources effectively.
- Blackboard – The modules is supported by Blackboard, where students will be able to find all necessary module documentation, to include guidance on further reading within the module handbook. Direct links to information resources will also be provided from within Blackboard.

Essential reading This module has a set textbook and students are expected to purchase it. An example is Lewis D and Sargeant M (2013) *Employment Law: The essentials*. 12th edn. London: CIPD. This is potentially subject to change at short notice and students should not purchase any text without the guidance of the module leader.

- Other required reading will be electronically retrievable via Blackboard or from the library directly.

Further reading – student are expected to read widely in the subject area, suggested journals are the Industrial Law Journal, Human Resource Management Journal and Work, Employment and Society. All of these journals are available electronically through the UWE Library.

Indicative Reading List

Burton B (2014) Neoliberalism and the Equality Act 2010: A Missed Opportunity for Gender Justice? *Ind Law J (2014) 43 (2): 122-148*

Dickens L (2012) Making employment rights effective *Warwick Business School IRRU Briefing*

Dickens, L. and Hall, M. (2010) The Changing Legal Framework of Employment Relations. In: Colling, T. and Terry, M. (eds) (2010) *Industrial Relations: Theory and Practice*. 3rd ed. Chichester: John Wiley & Sons Ltd

Ewing K (2007) 'The implications of the ASLEF case' *Industrial Law Journal* 36 4 425-445

Foster C and Harris L (2005) 'Easy say, difficult to do: diversity management in retail' *Human Resource Management Journal* 15 3 4-17

Hepple, B. (2013) Back to the Future: Employment Law under the Coalition Government. *Industrial Law Journal* [online]. 42(3), pp.203-223.

Kelly, J. (2012) The decline of British trade unionism: markets, actors and institutions. *Industrial Relations Journal* [online]. 43(4), pp.348-358. [Accessed 18 February 2014].

McMullen J (2014) TUPE: Ringing the (Wrong) Changes. The Collective Redundancies and Transfer of Undertakings (Protection of Employment) (Amendment) Regulations 2014 *Industrial Law Journal* 43 2 pp 149-169

Morris, G. (2012) The Development of Statutory Employment Rights in Britain and Enforcement Mechanisms. In: Dickens, L. (ed) (2012) *Making Employment Rights Effective: Issues of Enforcement and Compliance*. Oxford: Hart Publishing, pp.7-28.

Sanders A (2008) The 'minimalist' approach to minimum standards of procedural fairness *Industrial Law Journal* 37, 1, March 2008 89-99

Lord Wedderburn (2007) *Labour Law 2008: 40 Years On* *Industrial Law Journal* 36 4 397-424

Woodward R and Winter P (2006) Gender and the limits to diversity in the contemporary British army *Gender, Work and Organization* 13 1 45-67

Part 3: Assessment

Assessment Strategy	<p>The teaching and learning addresses the development of employment law in the United Kingdom and relevant academic debates. It also addresses statute and case law. Formative assessment is provided from the start of the module through the consideration and analysis of potential in-class test questions. Students will prepare and present answers and lead discussion of questions under consideration. Students will thereby benefit from class debate, commentary and feedback from the tutor.</p> <p>Summative assessment takes place at the end of the module and has two components, Component A, which is a 1.5 hours, unseen in-class test which is open-book. The test will address the analysis of employment law scenarios. Component B will require an analysis of developing employment law and its effect on HRM outcomes.</p>
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Identify final assessment component and element	Component B	
% weighting between components A and B (Standard modules only)	A:	B:
	70%	30%

First Sit	
Component A (controlled conditions) Description of each element	Element weighting (as % of component)
1. In-class test (1.5 hours)	100%
Component B Description of each element	Element weighting (as % of component)
1. Written assignment of 1500 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. In-class test (1.5 hours)	100%
Component B Description of each element	Element weighting (as % of component)
1. Written assignment of 1500 words	100%
If a student is permitted a RETAKE of the module the assessment will be that indicated by the Module Description at the time that retake commences.	