



ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Managing Marketing Teams				
Module Code	UMPDJ8-15-2	Level	2	Version	1
UWE Credit Rating	15	ECTS Credit Rating	7.5	WBL module?	No
Owning Faculty	FBL	Field	HRM		
Department	BBS: Business and Management	Module Type	Standard		
Contributes towards	BA (Hons) Marketing Communication Management				
Pre-requisites	None		Co- requisites	None	
Excluded Combinations	None		Module Entry requirements	n/a	
First CAP Approval Date	1 June 2016		Valid from	September 2017	
Revision CAP Approval Date			Revised with effect from		

Part 2: Learning and Teaching	
Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <ol style="list-style-type: none"> 1. Understanding the theory and practice of contemporary human resource management (HRM) in context 2. Analyse the relationship that exists between organisation effectiveness and the management of employees 3. Demonstrate a knowledge of the employment journey of an employee, from recruitment to termination of employment 4. Critically appraise the core concepts and practice in HRM including recruitment and selection, reward, training and development, managing performance and handling discipline and grievance 5. Understand the role and skills required of line managers and other key stakeholders in determining and delivering key HR policy and practice 6. Apply theory and 'real-life' practice in managing people with full regard to the context 7. Appreciate good practice and start to develop competence in a range of people management and employability skills such as interviewing, performance feedback and handling workplace grievance and discipline
Syllabus Outline	<ul style="list-style-type: none"> • Introduction to basic concepts – HRM, the employment relationship and the link with organisational performance • The context of managing people

	<ul style="list-style-type: none"> • The role of line managers and other key stakeholders • Recruiting, selecting and retaining the right people • Developing your team • Managing individual and team performance • Determining and managing employee reward • Employee voice and engagement • Handling discipline and grievance • Terminating the employment relationship
Contact Hours	<ul style="list-style-type: none"> • In line with the tenets of ‘flipped’ classroom delivery, initial briefings, threshold concepts and supporting material will be accessed online. • Face to face contact time will total 36 hours and comprise of 6 hours per week across a six-week period. Wherever possible, the majority of contact will take the form of workshops and small group teaching. • In addition to face-to-face contact, ongoing contact will be maintained with students through ‘office hours’ discussion boards on the University’s virtual learning environment (VLEs) and other technology-aided means. <p>QAA guidance is available here http://www.qaa.ac.uk/Publications/InformationAndGuidance/Pages/contact-hours.aspx</p>
Teaching and Learning Methods	<ul style="list-style-type: none"> • In line with tenets of the ‘flipped classroom’ students will be expected to engage with independent learning both before and after attendance at any face to face taught session. Students will be guided to a range of online materials on the Blackboard VLE to prepare in advance of scheduled sessions as well as materials to consolidate learning in a post session environment. • Scheduled learning will take place largely in an interactive environment where students will be encouraged to build upon their understanding of basic concepts by engaging in the development of more complex aspects of theory and practice using a range of online and offline resources. • Using a task-focussed, problem-based approach, the delivery of the syllabus will be based around the development of extended projects or case studies on topics of interest or relevance to organisations within the sector. Within the context of a wider projects students might engage in a range of activities which include (but is not limited to) the production of shorter case study examples, group research activities and presentations. • Scheduled teaching activity on this module over a 6 week period will account for 6 hours a week. • Online logs or e-portfolios or other forms of recording will be used to record engagement and progress on the projects. • In between scheduled sessions, students will be expected to work independently and in groups that will support their work toward their final assessment. This will account of the remainder of the hours allocated to this module. <p>Scheduled learning includes interactive learning sessions, seminars, practical classes and workshops lectures.</p> <p>Independent learning includes hours engaged with materials provided on the VLE, Library and internet searches, essential reading, case study preparation, assignment preparation and completion.. These sessions constitute an average</p>

time per level as indicated in the table below.

Key Information Sets Information

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



The table below indicates as a percentage the total assessment of the module which constitutes a -

Coursework: Written assignment

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	0%
Coursework assessment percentage	100%
Practical exam assessment percentage	0%
	100%

Reading Strategy

Students will be encouraged to engage with a wide range of academic and practitioner literature. They will be encouraged to make full use of the print and electronic resources available to them through membership of the University which include (but are not limited to) a range of electronic journals and a wide variety of resources available through websites and information gateways. The University Library web pages provide access to subject relevant resources and services and to the library catalogue. Many of these 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.

In line with the 'flipped' philosophy, students will be directed to specific resources and expected to undertake essential reading prior to each session.

Essential reading

Students are expected to purchase or have open access to following text as it is considered core to the module:

Armstrong, M. & Taylor S. (2014) *Armstrong's Handbook of Human Resource Management Practice*, 13th edition, London: KoganPage

Further reading – Students will also be actively encouraged to seek out and engage with additional reading and resources to supplement their knowledge. A list of indicative textbooks and relevant journals is provided below but students are expected to recognise that these may be starting points only and that they should extend their reading as widely as is necessary to demonstrate a comprehensive knowledge.

Indicative Reading List

Books

The indicative reading list below contains a range of textbooks which are available through the university library and which will help students to develop their knowledge

beyond the immediate coverage of each session and its associated reading. All texts are available in the UWE library. This list is subject to update in each year's module handbook and is to be supplemented with academic journal articles.

Armstrong, M. and Taylor, S. (2014) *Armstrong's Handbook of Human Resource Management Practice* (13th Edition), London: Kogan Page

Gillmore, S and Williams, S (2012) *Human Resource Management*, 2nd edition, Oxford: Oxford University Press

Horn, R. (2009) *The Business Skills Handbook*, London: CIPD

Marchington, M. and Wilkinson, A. (2012) *Human Resource Management at Work* (5th edition), London: CIPD

Martin, J. (2010) *Key Concepts in Human Resource Management*, London: Sage Publications

Martin., M. and Whiting, F. (2013) *Human Resource Practice* (6th Edition), London: CIPD

Redman, T. and Wilkinson, A. (2013) *Contemporary Human Resource Management: Text and Cases* (4th edition), Harlow: FT Prentice Hall

Taylor, S. (2014) *People Resourcing* (6th edition). London: CIPD

Thompson, N. (2015) *People Skills* (4th Edition), Basingstoke: Palgrave Macmillan

Torrington, D., Hall, L. and Taylor, S. and Atkinson, C (2014) *Human Resource Management* (9th edition), Harlow: FT Prentice Hall

Watson, G and Reissner, S. (2014) *Developing Skills for Business Leadership* (2nd Edition), London: CIPD

Wilton, N. (2016) *An Introduction to Human Resource Management*, 3rd Edition, London: Sage

Academic and Practitioner Journals

The list below is an indicative list of relevant journals and practitioner publications that are relevant to the study of people management:

Harvard Business Review

Advances in Developing Human Resources

Human Resource Development International

Development and Learning in Organizations

Human Resource Management Journal

Human Resource Management Review

International Journal of Human Resource Management

Organization Studies

People Management

Personnel Management

Personnel Today

Personnel Review

Career Development International

Academy of Management, Learning and Education

Human Resource Development Review/ International/Quarterly

International Journal of Training and Development

Journal of Workplace Learning

Other

Any/all broadsheet newspapers

Assessment Strategy	<p>The summative assessment represents the cumulative learning on this module and takes the form of a written assignment. For the duration of the module, it is anticipated that students will engage in an extended piece of enquiry into a subject of currency and relevance to the field, the summation of which will take the form of a written assignment</p> <p>Students will be expected to work directly or indirectly aspects of their written assignment over the course of the module and record their work in a module e-portfolio, log or other monitoring mechanism. During this time students will be given formative feedback on the work generated within context of scheduled sessions. This may take a range of forms and includes (but is not limited to) direct questioning, peer assessment and feedback. Students will be encouraged to develop their skills as independent learners through personal goal setting and personal reflection and will use formative feedback as a tool to track their own progress against module learning outcomes.</p> <p>Within the context of the written assignment, students will address directly or indirectly all of the specified learning outcomes. Where the learning outcomes have been indirectly addressed, the use of hyperlinks to the students' e-portfolios or logs may be used as supporting evidence.</p> <p>This piece of assessment has been identified as Component A as students will be required to keep a record of their assessment preparation in their module e-portfolio, log or monitoring mechanism. The work presented can then be evidenced on the basis of the students' own work by using hyperlinks or direct references.</p>
---------------------	--

Identify final assessment component and element	Component A	
% weighting between components A and B (Standard modules only)	A: 100%	B: N/A
First Sit		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
1. Written assignment (2500 words)	100%	
Component B Description of each element	Element weighting (as % of component)	
1. N/A	N/A	

Resit (further attendance at taught classes is not required)		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
1. Written assignment (2500 words)	100%	
Component B Description of each element	Element weighting (as % of component)	
1. N/A	N/A	
If a student is permitted a retake of the module under the University Regulations and Procedures, the assessment will be that indicated by the Module Description at the time that retake commences.		