Module Descriptor

Title	HR Professional Skills		
Session	2026/27	**Status**	Approved
Code	HURM11002	**SCQF Level**	10
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	Business & Creative Industries		
Module Co-ordinator	S Hofmann		

This module introduced students to fundamental areas in HR and People Management, with an explicit focus on the development of professional skills and knowledge. The module draws from a variety of underlying concepts, including the following:

- ✓ Professional and reflective practice in HRM/People Management;
- ✓ Academic and professional skills development;
- ✓ Foundation to HR Policy Development in Organisations;
- ✓ Fundamentals in HR Systems and Metrics/Analytics.

Students will be required to demonstrate advanced skills as reflective practitioners, supported by a meaningful alignment of their reflective practice to the CIPD Profession Map (Chartered Level), focusing on the following key areas:

- ✓ Core knowledge: People Practice; Culture and Behaviour; Business Acumen; Analytics and Creating Value; Digital Working; and Change.
- ✓ Core behaviour: Ethical Practice; Professional Courage and Influence; Valuing People; Working Inclusively; Passion for Learning; Insights Focused; Situational decision-making; Commercial Drive.

This is also supported by the module assessments which focus on both the notion of people management in practice (facilitation) and a CPD portfolio report, demonstrating reflective practice.

Module Delivery Method	**On-Campus**	**Hybrid**	**Online**	**Work -Based Learning**
	x			

Campuses for Module Delivery	Ayr Dumfries		Lanarkshire London Paisley x		Online / Distance Learning Other (specify)	
Terms for Module Delivery	Term 1	x	Term 2		Term 3	
Long-thin Delivery over more than one Term	Term 1 – Term 2		Term 2 – Term 3		Term 3 – Term 1	

Learning Outcomes	
L1	Demonstrate a critical understanding of general ideas around professional and reflective practice in HRM.
L2	Show evidence of a critical understanding of the development and implementation of HR policies;
L3	Critically evaluate the use and importance of information systems and HR analytics.
L4	Exhibit advanced skills, such as communication, engagement, etc., in presenting and organising your findings through a structure of sustained and critical argument.
L5	Demonstrate the ability to critically reflect on professional practice and knowledge in line with the CIPD Profession Map (Chartered).

Employability Skills and Personal Development Planning (PDP) Skills	
SCQF Headings	**During completion of this module, there will be an opportunity to achieve core skills in:**
Knowledge and Understanding (K and U)	Understand the range of professional and reflective skills required in an HR professional role. Demonstrate knowledge and understanding of the role of HR policies in organisations. Display a critical awareness and understanding of HR information systems. Be able to demonstrate knowledge of analysing HR data and information.

Practice: Applied Knowledge and Understanding	Use a wide range of specialist professional skills, techniques, practices and/or materials associated with HR professionalism in organisations. Practice in a range of professional level contexts that include a degree of unpredictability and/or specialism within the HR professionalism arena.
Generic Cognitive skills	Critically identify, define, conceptualise and analyse complex problems and issues in HR professionalism. Offer professional insights, interpretations and solutions to problems and issues the HR professionalism arena. Critically review and consolidate knowledge, skills, practices and thinking in HR professionalism, and make judgements where data/information is limited or comes from a range of sources.
Communication, ICT and Numeracy Skills	Be able to select and apply the correct communication approaches in different interpersonal and professional situations. Collect and analyse a range of complex data appropriately (utilising a range of software and numerical skills). Use this to communicate to a range of audiences, using oral and written means.
Autonomy, Accountability and Working with Others	Exercise substantial autonomy and initiative in learning through the course curriculum. Practice in ways that show awareness of own and others roles and responsibilities.

Prerequisites	**Module Code** —	**Module Title** —
	Other —	
Co-requisites	**Module Code** —	**Module Title** —

Learning and Teaching

In line with UWS' Curriculum Framework, providing a engaging and active, student-centred and inclusive approach to learning and teaching, the module has been designed around the delivery of engaging, activity- and discussion-based workshops, nurtured by meaningful online support, including drop-in sessions, short videos, reading materials, quizzes, etc. This approach creates more flexibility for students, while also enhancing deeper learning through engagement with peers and teaching staff, both online and in the classroom.

The instruments of assessment are combined to provide learners with externally facing workplace relevant knowledge that is enhanced by a commitment to scholarly practice that enriches competence and resilience. Students will gain core knowledge in interactive activities and apply that knowledge in student-led workshops.

Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	**Student Learning Hours** (Note: Learning hours include both contact hours and hours spent on other learning activities)
Laboratory/Practical Demonstration/Workshop	24
Tutorial/Synchronous Support Activity	12
Independent Study	164
TOTAL	**200**

Indicative Resources

The following materials form essential underpinning for the module content and ultimately for the learning outcomes:

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Diez, F., Bussin, M. and Lee, V. (2019), "Fundamentals of HR Analytics: A Manual on Becoming HR Analytical", Emerald Publishing Limited, Bingley

Johnson, R.D.; Carlson, K.D. and Kavanagh, M.J. (Eds.), (2020), Human Resource Information Systems: Basics, Applications, and Future Directions", 5th Edition, SAGE Publications, Inc.

Lewis, D. and Sargeant, M., (2023), Employment Law — The Essentials", 16th Edition, CIPD-Kogan Page, London

Watson, G and Reissner, S (2023) Developing Skills for Business Leadership. 3rd edition, London: CIPD-KoganPage

Details of further resources, including textbooks, journals and online resources will be identified at the beginning of each delivery in the module handbook and made available via the VLE.

(N.B. Although reading lists should include current publications, students are advised (particularly for material marked with an asterisk*) to wait until the start of session for confirmation of the most up-to-date material)

Attendance and Engagement Requirements
In line with the Student Attendance and Engagement Procedure, Students are academically engaged if they are regularly attending and participating in timetabled on-campus and online teaching sessions, asynchronous online learning activities, course-related learning resources, and complete assessments and submit these on time. **For the purposes of this module, academic engagement equates to the following:** Students are academically engaged if they are regularly attending the on-campus lectures/tutorials/workshop. Also, they need to engage with the AULA site regularly to access to the teaching materials and complete assessments and submit these on time. Students should also reference the 'BCI Guidance on Implementation of the Revised Student Attendance and Engagement Procedure' which details the School attendance and engagement requirements and how this will be monitored for attendance

Equality and Diversity
The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: UWS Equality, Diversity and Human Rights Code. To meet the diverse needs of our student body, we are dedicated to adapting learning experiences where required. This personalised one-to-one approach ensures that all students can succeed, regardless of their background or circumstances. By embracing and promoting these principles, we aim to cultivate a learning community where everyone feels valued, supported, and empowered to achieve their full potential.
(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)

Supplemental Information

Divisional Programme Board	Management, Organisations and People
Overall Assessment Results	**Graded**
Module Eligible for Compensation	**No** **If this module is eligible for compensation, there may be cases where compensation is not permitted due to programme accreditation requirements. Please check the associated programme specification for details.**

School Assessment Board	Management, Organisations and People
Moderator	A Webb
External Examiner	S Barrett
Accreditation Details	The module is accredited by the Chartered Institute of Personnel and Development (CIPD).
Module Appears in CPD catalogue	**No**
Changes / Version Number	

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Assessment 1: groups of students design and deliver a practical facilitation session worth 40% of the overall module assessment.
Assessment 2
Assessment 2: each student develops a written reflective report worth 60%.
Assessment 3
(N.B. (i) Assessment Outcomes Grids for the module (one for each component) can be found below which clearly demonstrate how the learning outcomes of the module will be assessed. (ii) An indicative schedule listing approximate times within the academic calendar when assessment is likely to feature will be provided within the Student Module Handbook.)

Component 1							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Presentation		x	x	x		40	3

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Portfolio of written work	x			x	x	60	0
	LO4 builds the foundation for the aim and purpose of the entire module and is therefore assessed in both assessments.						

Component 3							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
n/a							
Combined total for all components						100%	3 hours

Change Control

What	**When**	**Who**
Module summary, new LOs, PDP skills updated, learning & teaching brought in line with new MDs	02/2025	Dr. Silvio Hofmann