Module Descriptor

Title	HR Systems & Analytics		
Session	2026/27	**Status**	Existing
Code	HURM09008	**SCQF Level**	9
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	Business & Creative Industries		
Module Co-ordinator	S Hofmann		

Summary of Module

The module is aimed at developing a fundamental understanding and appreciation for the development, implementation and utilisation of Human Resource Information Systems (HRIS). The module, therefore, provides a discussion around theoretical concepts focused on evidence-based and strategic design, implementation and administration of HR Information Systems in organisations.

Additionally, in order to support students in the development of knowledge and understanding of the use of quantifiable data within the context of HRM, the module explores key areas around HR analytics to gain insights into various HR areas, such as employee productivity, turnover, recruitment, and employee engagement.

The module also explores the use of artificial intelligence (AI) within various HR approaches, systems and analytics. This includes a fundamental discussion around the application of various AI tools, specifically in. context of people management.

Achieving the development of knowledge, understanding and appreciation is nurtured by the module assessment strategy, placing a strong emphasis on employability-/practice-focused skills.

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		Term 2	x	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	Develop a critical understanding of the design, implementation and use of HR Information Systems
L2	Critically evaluate the role of HRIS in the context of recruiting, managing and rewarding talent
L3	Develop a fundamental understanding of the use of analytics and quantifiable data in the context of HRM
L4	Demonstrate the ability to utilise HR Analytics in the various contexts of the HR function
L5	Further develop an understanding and appreciation of the application of artificial intelligence (AI) within various key HR approaches, systems and analytics.

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)	Develop a critical understanding and the ability to evaluate the impact of Artificial Intelligence (AI), HR systems and analytics upon the HR function. Understand and critically evaluate the role Artificial Intelligence (AI), HR systems and analytics play in contributing towards making people in organisations.

Practice: Applied Knowledge and Understanding	Evaluate key concepts of Artificial Intelligence (AI), HR systems and analytics in an HRM context. Apply theoretical knowledge and understanding of key concepts around Artificial Intelligence (AI), HR systems and analytics to various organisational contexts in a critical manner.
Generic Cognitive skills	Identify, define, and critically analyse the contemporary key concepts of Artificial Intelligence (AI), HR systems and analytics within HRM in organisations. Collate, analyse and interpret information from a variety of sources, including academic research publications in an evaluative manner. Presenting and critically evaluating information, arguments and ideas on the contemporary themes of Artificial Intelligence (AI), HR systems and analytics in HRM.
Communication, ICT and Numeracy Skills	Communicating effectively in speech and writing. Using, interpreting and evaluating numerical, statistical and graphical data. Using a range of IT applications to support and enhance work.
Autonomy, Accountability and Working with Others	Exercise independence and initiative in preparing assessed work, while systematically identifying and addressing their own learning needs. Plan, organise and prioritise personal workload. Demonstrating initiative in carrying out research and participating in group activities.

Prerequisites	**Module Code**	**Module Title**
	Other Students must be enrolled on the BA (Hons) Business with HRM or BA (Hons) People Management.	
Co-requisites	**Module Code**	**Module Title**

Learning and Teaching

In line with current learning and teaching principles, a 20-credit module includes 200 learning hours, normally including a minimum of 36 contact hours and maximum of 48 contact hours.

In line with UWS' Curriculum Framework, providing a flexible, 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 content, including short videos, reading materials, quizzes, etc.

This is further supported by the assessment approach adopted, enabling students to develop both academic and employability-focused knowledge and skills within the key areas of the module content.

The contact hours shown below reflect full-time delivery — these may differ for students studying towards the BA(Hons) People Management due to the blended/work-based learning nature of the programme — please refer to the 'Teaching & Assessment' section on the UWS website (https://www.uws.ac.uk/study/undergraduate/undergraduate-course-search/people-management) for more information.

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	36
Independent Study	164
TOTAL	200

Indicative Resources

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

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

Eubanks, B., (2022), Artificial Intelligence for HR: Use AI to Support and Develop a Successful Workforce", 2nd Ed., KoganPage — CIPD, London

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.

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	S Siami
External Examiner	N Brown

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 an HRIS facilitation session, worth 40% of the overall module assessment.
Assessment 2
Assessment 2: each student sits a scheduled, on-campus in-tray assessment, worth 60%, critically evaluating and applying analytics in an HRM context.
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**
In-Tray assessment			x	x	x	60	0

	LO5 is an underlying theme within the entire module content 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, LO5, PDP skills, indicative reading material	02/2025	Dr. Silvio Hofmann