Module Descriptor

Title	Introducing People Management		
Session	2026/27	**Status**	Existing
Code	HURM07001	**SCQF Level**	7
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Business and Creative Industries**		
Module Co-ordinator	Dr Aleksandra Webb		

Summary of Module

People are valuable assets of any successful organisation. This module aims to provide a broad overview of the foundations of people management known as the human resource management (HRM). HRM has developed as an area of applied academic knowledge to better understand work and work behaviours, and to effectively manage workforce (or HR - human resources) in line with organizational strategies. HRM knowledge helps to inform people management practice by designing effective processes and policies at work and making responsible employment-related decisions spanning across organizational areas such as:

✓ workforce planning, recruitment and selection of employees

✓ motivation, engagement and development of employees

✓ retention of individuals and high-performance teams

✓ management of performance and employee relations.

All those areas of functional HRM help organisations to fulfill their strategic vision and performance targets. Focusing on the human aspects is inevitable in shaping optimal work environments, relationships and behaviors across all different profiles of organisations (for example, private/public, voluntary/charitable, large/small, local/international). In examining HRM students will gain understanding and develop knowledge about interconnected activities performed by HR practitioners. Finally, aspects related to the impact of the external environment, the changes in the world of work, workforce diversity and the role of HRM in organisational change will also feature in this module. In addition, students will gain vital academic skills, particularly focused on the conduct of basic academic desk-research, including selection, analysis and critique of academic literature.

Module Delivery Method	On-Campus[1] ☒	Hybrid[2] ☒	Online[3] ☐	Work -Based Learning[4] ☐
Campuses for Module Delivery	☐ Ayr ☐ Dumfries	☐ Lanarkshire ☐ London ☒ Paisley	☐ Online / Distance Learning ☐ Other (specify)	

Terms for Module Delivery	Term 1	☒	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	Develop awareness for strategic importance of people management in the contemporary workplace.
L2	Describe the main functions of Human Resource Management
L3	Characterise and connect different HRM activities and their role in organisational performance.
L4	Develop foundational academic skills and capabilities of responsible learner
L5	

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)	**SCQF 7** Developing awareness and understanding of the foundations and operational functions of HRM in changing work contexts.
Practice: Applied Knowledge and Understanding	**SCQF 7** Using frameworks and techniques to describe and explain real-life work situations nationally and globally.
Generic Cognitive skills	**SCQF 7** The ability to present and assess arguments about different approaches to HRM foundations and operational functions.

[1] Where contact hours are synchronous/ live and take place fully on campus. Campus-based learning is focused on providing an interactive learning experience supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus contact hours will be clearly articulated to students.

[2] The module includes a combination of synchronous/ live on-campus and online learning events. These will be supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus and online contact hours will be clearly articulated to students.

[3] Where all learning is solely delivered by web-based or internet-based technologies and the participants can engage in all learning activities through these means. All required contact hours will be clearly articulated to students.

[4] Learning activities where the main location for the learning experience is in the workplace. All required contact hours, whether online or on campus, will be clearly articulated to students

Communication, ICT and Numeracy Skills	**SCQF 7** Use of relevant information technology applications to produce and present documents in an appropriate form and to communicate with peers in group exercises and lead on student led classes. Use the digital library to search for resources.
Autonomy, Accountability and Working with Others	**SCQF 7** Use initiative and discretion in the production of work both individually and collectively within classes. Self-manage own learning and manage time effectively. Develop a practice of reflecting upon own learning and learning needs

Prerequisites	**Module Code**	**Module Title**
	Other	
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. Students on a Graduate Apprentice programme will undertake the following teaching, 9 weeks of 2-hour lecture/Core content delivery online sessions and 3 weeks of 3 hour on-campus workshops (dates for on-campus sessions to be confirmed each term)	
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)
Lecture / Core Content Delivery	24
Tutorial / Synchronous Support Activity	12
Asynchronous Class Activity	
Independent Study	164
Please select	
Please select	
TOTAL	200

Indicative Resources
The following materials form essential underpinning for the module content and ultimately for the learning outcomes: Leatherbarrow, C. and Fletcher, J., (2018), "Introduction to Human Resource Management: A Guide to HR in Practice", (4th edition), CIPD - Kogan Page, London

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 Moodle
(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 People**
Overall Assessment Results	☒ **Pass / Fail** ☒ **Graded**
Module Eligible for Compensation	☒ **Yes** ☐ **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 Operations and People
Moderator	Dr Shuai Zhang
External Examiner	**Soumya Singh**

Accreditation Details	
Module Appears in CPD catalogue	☐ **Yes** ☒ **No**
Changes / Version Number	1

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
50% of the overall marks will be accounted for by a practical, problem-oriented assessment (assessment centre/in-tray).
Assessment 2
50% a literature review with a portfolio of outputs typical in desk-research academic practice (report format).
Assessment 3
N/A
(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**
Clinical/ Fieldwork/ Practical skills assessment/ Debate/ Interview/ Viva voce/ Oral	☐	☒	☒	☐	☐	50	2

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Portfolio of written work	☒	☐	☐	☒	☐	50	

Component 3							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
n/a	☐	☐	☐	☐	☐		

Combined total for all components	100%	hours

Change Control

What	When	Who
Converted to be template	13/11/2024	Patrick Hutchinson