

Module Descriptor 2024/25

Title of Module: HR Professional Skills			
Code: HURM11002	SCQF Level: 11 (Scottish Credit and Qualifications Framework)	Credit Points: 20	ECTS: 10 (European Credit Transfer Scheme)
School:	School of Business Creative Industries		
Module Co-ordinator:	Eda Ulus		

Summary of Module
<p>This module is designed to meet the requirements of the CIPD module 'Developing Skills for Business Leadership'.</p> <p>The main purpose of this module is to ensure that the student understands and can demonstrate the interpersonal and business skills required by an HR professional. A range of interpersonal skills and issues, ICT issues and applications will be taught and the student will become proficient in using and manipulating data for use as a management tool. They will also learn how to interpret and use financial data. The student will learn techniques for collecting and analysing data and how to present information in ways that are meaningful and useful. The students will address the ethical requirements of the HR profession and understand how they will meet the CIPD Code of Professional Conduct.</p> <p>This module will be delivered through a standard teaching format.</p>

Module Delivery Method		
Face-To-Face	Blended	Fully Online
✓	✓	
<p>Face-To-Face Term used to describe the traditional classroom environment where the students and the lecturer meet synchronously in the same room for the whole provision.</p> <p>Fully Online Instruction that is solely delivered by web-based or internet-based technologies. This term is used to describe the previously used terms distance learning and e learning.</p> <p>Blended A mode of delivery of a module or a programme that involves online and face-to-face delivery of learning, teaching and assessment activities, student support and feedback. A programme may be considered "blended" if it includes a combination of face-to-face, online and blended modules. If an online programme has any compulsory face-to-face and campus elements it must be described as blended with clearly articulated delivery information to manage student expectations</p>		

Campus(es) for Module Delivery					
The module will normally be offered on the following campuses / or by Distance Learning (D/L) (ie.Virtual Campus): (Provided viable student numbers permit)					
Paisley:	Ayr:	Dumfries:	Hamilton:	D/L Virtual Campus:	Other:
✓				✓	

Course Reference Numbers (CRNs) (if known)
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Paisley:	Ayr:	Dumfries:	Hamilton:	D/L Virtual Campus:	Other:
TBC				TBC	

Trimester(s) for Module Delivery		
(Provided viable student numbers permit).		
Trimester 1	Trimester 2	Trimester 3
✓	✓	✓

Learning Outcomes: (maximum of 5 statements)
<p>At the end of this module the student will be able to:</p> <p>L1. Develop and evidence the skills and behaviours relevant to the HR profession.</p> <p>L2. Be able to make sound and justifiable decisions and demonstrate an up to date knowledge of a range of applications and apply critical judgment to these.</p> <p>L3. Provide evidence of understanding financial data and managing financial resources.</p> <p>L4. Demonstrate skills in collecting, analysing and presenting complex data, such as selection interviewing.</p> <p>L5. Demonstrate evidence of professional and ethical approaches to HRM.</p>

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)	<p>SCQF Level 11</p> <p>Understand the range of interpersonal skills required in an HR professional role Display a critical awareness of the understanding of management information and computer technology</p> <p>Be able to demonstrate knowledge of analysing financial information.</p> <p>Know how to collect data from a variety of sources and know how to process this using software.</p>
Practice: Applied Knowledge and Understanding	<p>SCQF Level 11</p> <p>Demonstrate and evidence a range of interpersonal skills</p> <p>Learn to integrate information from a range of sources.</p> <p>Be able to evaluate financial information.</p> <p>Source data, use software to process the data and know how to present the data to a range of audiences.</p>
Generic Cognitive skills	<p>SCQF Level 11</p> <p>Apply critical analysis to information and the computing processes used to process this.</p> <p>Review and judge academic information with respect to information management.</p> <p>Apply an ethical approach to their HR practice and understand how the CIPD Code of Professional Conduct.</p>

Communication, ICT and Numeracy Skills	SCQF Level 11 Be able to select and apply the correct communication approaches in different interpersonal 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	SCQF Level 11 Exercise substantial autonomy and initiative in learning through the course curriculum.

Pre-requisites:	Before undertaking this module the student should have undertaken the following:	
	Module Code: —	Module Title: —
	Other: —	
Co-requisites:	Module Code: —	Module Title: —

* Indicates that module descriptor is not published.

Learning and Teaching	
The learning and teaching activities developed for the module were crafted in accordance with the UWS Education Enabling plan in terms of providing variety in learning and assessment practice and engaging students in learning practices. The formative and summative learning and teaching activities and assessment instruments are adopted with the aim of providing learners with the opportunity to manage partnerships with fellow students in informal group activities and to develop individual independence in the coursework essay. 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.	
Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	Student Learning Hours (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)
Laboratory/Practical Demonstration/Workshop	36
Independent Study	164
	200 Hours Total

****Indicative Resources: (eg. Core text, journals, internet access)**

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

- Watson, G and Reissner, S (2020) Developing Skills for Business Leadership. 3rd edition London: Chartered Institute of Personnel and Development
- Cameron, S. (2016) The Business Student's Handbook: Skills for Study and Employment, 6th Edition, London, Pearson.
- DYSON, J.R. (2010) Accounting for non-accounting students. 8th ed. London: Financial Times/Prentice Hall.
- Owen, J. (2017) The Leadership Skills Handbook 90 essential skills you need to be a leader, 4th, London, KoganPage
- Horn, R. The Business Skills Handbook, (2009) 1st ed London: Chartered Institute of Personnel and Development

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 Aula/myUWS.

(**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 Requirements

In line with the Academic Engagement and Attendance Procedure, Students are defined as academically engaged if they are regularly engaged with timetabled teaching sessions, course-related learning resources including those in the Library and on Moodle, and complete assessments and submit these on time. Please refer to the Academic Engagement and Attendance Procedure at the following link: [Academic engagement and attendance procedure](#)

Programme Board (Previously Subject Development Group (SDG)/LTC)	Management, Organisations and People
Assessment Results (Pass/Fail)	No
Subject Panel	Management, Organisations and People
Moderator	Aleksandra Webb
External Examiner	Shirley Barrett
Accreditation Details	The module is accredited by the Chartered Institute of Personnel and Development (CIPD).
Changes/Version Number	1

Assessment: (also refer to Assessment Outcomes Grids at end of document)

This assessment will be a skills/reflective portfolio worth 60% of the final mark.

A group presentation/facilitation worth 40% of the final mark.

(N.B. (i) **Assessment Outcomes Grids** for the module (one for each main assessment category) can be found at the end of this descriptor 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 Handbook.)

Assessment Outcome Grids (Footnote A.)

Assessment Category 1

Assess-ment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assess-ment Element	Timetabled Contact Hours
Workbook/ Laboratory notebook/ Diary/ Training log/ Learning log	✓		✓	✓	✓	60	0
Assessment Category 2							
Assess-ment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assess-ment Element	Timetabled Contact Hours
Presentation	✓	✓			✓	40	3
Combined Total For All Assignment Categories						100	3

Footnotes:

- A. Referred to within Assessment Section above
 B. Identified in the Learning Outcome Section above

Note(s):

More than one assessment method can be used to assess individual learning outcomes.
 Schools are responsible for determining student contact hours. Please refer to University Policy on contact hours (extract contained within section 10 of the Module Descriptor guidance note).
 This will normally be variable across Schools, dependent on Programmes &/or Professional requirements.

Equality and Diversity

<p>The Equality, Diversity and Human Rights policy underpins student engagement. We aim to make UWS a fair and equal place to study an institution which addresses specific issues covering all aspects of equality, diversity and human rights. Where required module assessment will be adapted to meet student requirements.</p>

<p><u>UWS Equality and Diversity Policy</u></p>

<p>(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)</p>
