

**Module Descriptor 2024/25**

Title of Module: The HR Generalist			
<b>Code: HURM11008</b>	<b>SCQF Level: 11</b> (Scottish Credit and Qualifications Framework)	<b>Credit Points: 60</b>	<b>ECTS: 30</b> (European Credit Transfer Scheme)
<b>School:</b>	School of Business Creative Industries		
<b>Module Co-ordinator:</b>	Catherine Clark		

Summary of Module
<p>This module aims to provide students with the required people management knowledge, understanding and skills to successfully perform in a HR generalist role. This is achieved through a focus on five key areas:</p> <ul style="list-style-type: none"> <li>✓ The Role and Contribution of HRM</li> <li>✓ Recruitment and Selection</li> <li>✓ Human Resource Development</li> <li>✓ Employment Relations</li> <li>✓ Motivation, Performance and Reward</li> </ul> <p>The module seeks to familiarise students with major contemporary research evidence on employment and effective approaches to human resource management. Research focusing on the links between people management practices and positive organisational outcomes is covered, as is research that highlights major contemporary changes and developments in practice.</p> <p>This module introduces students to contemporary debates around leadership, flexibility and change management, with the intention of developing effective leadership skills, as the HR generalist may also be in a leadership position.</p> <p>This module utilises activities which focus on examples from industry, non-governmental departments, and the professional body, in order to develop authenticity in learning, bridge the gap between theory and practice, and create exposure to the profession. This is also reflected in module assessments.</p>

Module Delivery Method		
Face-To-Face	Blended	Fully Online
✓	✓	
<p><b>Face-To-Face</b> 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><b>Fully Online</b> 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><b>Blended</b> 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 <b>normally</b> 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)					
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. Review and critically evaluate contemporary research on the role and contribution of HRM within various organisational contexts.</p> <p>L2: Critically evaluate the employment relationship within various contexts.</p> <p>L3: Explore the role of the HR generalist through the pertinent functions and activities of the HR professional.</p> <p>L4. Review and critically evaluate the role of HR in responding to contemporary issues impacting organisations and their people management.</p> <p>L5. Evaluate major theories relating to motivation, commitment and engagement at work and how these are put into practice by organisations.</p>

Employability Skills and Personal Development Planning (PDP) Skills	
<b>SCQF Headings</b>	During completion of this module, there will be an opportunity to achieve core skills in:
<b>Knowledge and Understanding (K and U)</b>	<p>SCQF Level 11</p> <p>Display a critical awareness of the key concepts of the roles and responsibilities of HRM professionals.</p> <p>Demonstrate a critical understanding of the key theories, concepts and principles on HRM.</p>
<b>Practice: Applied Knowledge and Understanding</b>	<p>SCQF Level 11</p> <p>Use and practice a range of tools and models relevant to analysing the context within which an HRM professional operates.</p> <p>Use a significant range of specialised techniques and applications relevant to the skills required in HRM.</p>

<b>Generic Cognitive skills</b>	SCQF Level 11 Undertake critical analysis of complex ideas, concepts, information and issues within HRM. Critically reviewing and consolidating knowledge, skills and practices and thinking relating to the people management in organisations.
<b>Communication, ICT and Numeracy Skills</b>	SCQF Level 11 Utilise a range of software and numerical skills to enhance synthesis and analysis of key data. Understand the role and challenges of measurement in assessing the contribution of HRM to organisational effectiveness.
<b>Autonomy, Accountability and Working with others</b>	SCQF Level 11 Exercise substantial autonomy and initiative in learning through the course curriculum at a professional level.

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

\* Indicates that module descriptor is not published.

<b>Learning and Teaching</b>	
<p>The learning and teaching activities of this module have been developed in line with the UWS Curriculum framework, including a range of learning and assessment techniques. 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 autonomous engagement in the coursework.</p> <p>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 tutorials.</p>	
<b>Learning Activities</b> During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	<b>Student Learning Hours</b> <b>(Normally totalling 200 hours):</b> (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:

Rees, G. and French, R. (2022) Strategic People Management. 6th ed. London: Kogan Page.

Armstrong, M., & Taylor, S. (2017). Armstrong's Handbook of Human Resource Practice, 14th ed. London: Kogan Page.

Raynar, C. & Adam-Smith, D.W. (2009). Managing and Leading People 2nd ed. London: 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 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	TBC
External Examiner	TBC
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)

40% of the overall marks will be accounted for by one group presentation.  
Individuals who fail to pass this instrument of assessment will be required to undertake an individual written assessment.

60% of the overall marks will be accounted for by an individually written report.

(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
Dissertation/ Project report/ Thesis	✓	✓			✓	40	3

<b>Assessment Category 2</b>							
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
Dissertation/ Project report/ Thesis			✓	✓	✓	60	0
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**

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.

[UWS Equality and Diversity Policy](#)

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