Module Descriptor

Title	Professional Practice HRM		
Session	2026/27	**Status**	Existing
Code	HURM09004	**SCQF Level**	9
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	Business & Creative Industries		
Module Co-ordinator	S Hofmann		

Summary of Module

This module is designed to enable students to develop an understanding of the knowledge, skills and behaviours required by human resource (HR) professionals, whether in a generalist or specialist role in accordance with the CIPD Profession Map.

The module facilitates the delivery of the competencies required of HR professionals in a personal capacity, when collaborating and working with others, and when functioning efficiently and effectively in an organisational context.

The module enables students to assess their own strengths and identify a continuing professional development plan (CPD), based on the capabilities required for ethical, business-focused and interpersonal professional conduct.

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

Campuses for Module Delivery					
Ayr	Lanarkshire	Online / Distance Learning
Dumfries	London	Other (specify)
	Paisley x	

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	Analyse and demonstrate professional and ethical behaviours within the context of Human Resource Management.
L2	Analyse and demonstrate relevant skills within the context of Human Resource Management.
L3	Implement a personal continuous improvement plan, which is time-framed and aligned to the HR Profession map.
L4	Reflect on the impact of practice relating to both your career and the wider context.
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)	A knowledge of the scope, defining features, and main areas of HR professional practice. A discerning understanding of a defined range of core theories, concepts, principles and terminology of HR professional practice. Awareness and understanding of some major current issues and specialisms. Awareness and understanding of research and equivalent scholarly/academic processes.
Practice: Applied Knowledge and Understanding	In using a range of professional skills, techniques, practices and/or materials associated with HR professional practice, a few of which are advanced and/or complex. In carrying out routine lines of enquiry, development or investigation into professional-level problems and issues.
Generic Cognitive skills	Undertake analysis, evaluation and/or synthesis of ideas, concepts, information and issues that are the common understandings of HR professional practice. Use a range of approaches to formulate and critically evaluate evidence-based solutions/responses to defined and/or routine problems and issues.

Communication, ICT and Numeracy Skills	Convey complex information to a range of audiences and for a range of purposes. Use a range of standard ICT applications to process and obtain data.
Autonomy, Accountability and Working with Others	Exercise autonomy and initiative in some activities at a professional level in practice or in a subject/discipline/sector. Practice in ways that show awareness of own and others' roles, responsibilities and contributions when carrying out and evaluating tasks. Work, under guidance, with others to acquire an understanding of current HR professional practice.

Prerequisites	**Module Code**	**Module Title**
	Other Students must be enrolled on BA (Hons) Business & HRM	
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. Students and their employers are supported through a collaborative approach, enabling the transfer of learning between the degree and practice. This will be achieved through the implementation of People Management Practice Mentoring which will support students in identifying suitable projects and guide them through the evaluation and implementation of such. This is further fostered by the assessment approach, enabling students to develop both academic and employability-focused knowledge and skills within people management — all aligned to the overarching purpose and aims of the programme.

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: Watson, G. and Reissner, S, (2023), Developing Skills for Business Leadership: Building Personal Effectiveness and Business Acumen", 3rd Edition, CIPD — KoganPage, London Details of further resources, including textbooks, journals and online resources will be identified at the beginning of 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
40% of the overall marks will be accounted for by an individual creative CPD output.
Assessment 2
60% of the overall marks will be accounted for by an individually written report.
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				40	0

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Review/ Article/ Critique/ Paper			x	x		60	0

Component 3							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
n/a							
Combined total for all components						100%	0 hours

Change Control

What	**When**	**Who**
No changes	04/2025	Dr. Silvio Hofmann