Module Descriptor 2023/24

Title of Module: HRM in Business Context			
Code: HURM07002	**SCQF Level:** (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
Human Resource professional must understand the key developments in the business and external contexts within which HR operates. This module enables learners to identify and review the business and external contextual factors impacting organisations and to assess these factors in relation to the HR function. The module also considers HR's role in strategy formulation and implementation. The module is designed to encourage learners to adopt a critical perspective of these contexts and to provide workable organisational and HR solutions to address them, along the following key areas: ✓ The internal and external environment impacting on organisation and HRM; ✓ Theories and perspectives underpinning HRM; ✓ Contemporary business and HRM themes, issues and questions.

Module Delivery Method		
Face-To-Face	Blended	Fully Online
✓	✓	

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.

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.

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

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)

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)

At the end of this module the student will be able to:
L1. L1. Understand the fundamental concepts of managing and coordinating the HR function.
L2. Understand the contemporary business issues and external factors affecting different organisations and the HR function.
L3. Understand how organisational and HR strategies and practices are shaped and developed. L4. Demonstrate an ability to identify and respond to changes in the business environment.
L5. Understand and apply a range of relevant skills in context of HR professionalism, such team-working, using information and data in HRM, etc.

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 Level 7 An overall appreciation of the body of knowledge that constitutes HR Business Issues. Knowledge that is embedded in the main theories, concepts and principles of HR Business Issues. An awareness of the dynamic nature of knowledge and understanding. An understanding of the difference between explanations based on the importance of this difference.
Practice: Applied Knowledge and Understanding	SCQF Level 7 In using some of the basic and routine professional skills, techniques, practices and/or materials associated within HR Business Issues and Contexts. To practise these in both routine and non-routine contexts.
Generic Cognitive skills	SCQF Level 7 Present and evaluate arguments, information and ideas that are routine to HR Business Issues. Use a range of approaches to address defined and/or routine problems and issues within familiar contexts.
Communication, ICT and Numeracy Skills	SCQF Level 7 Convey complex ideas in well-structured and coherent form. Use a range of forms of communication effectively in both familiar and unfamiliar contexts. Select and use standard ICT applications to process and obtain a variety of information and data.

Autonomy, Accountability and Working with others	SCQF Level 7 Exercise some initiative and independence in carrying out defined activities at a professional level in practice or HR Business Issues and Contexts. Accept supervision in less familiar areas of work. Take account of own and others' roles and responsibilities when carrying out and evaluating tasks. Work, under guidance, with others to acquire an understanding of current professional practice.

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
In line with UWS' Curriculum Framework, providing a flexible and hybrid, student-centered 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 approach creates more flexibility for students, while also enhancing deeper learning through engagement with peers and teaching staff, both online and in the classroom. This is further supported by the assessment approach adopted, enabling students to develop both academic and employability-focused knowledge and skills within HRM in business context — 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 (Normally totaling 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: Taylor, S. and Woodhams, C., (2016), "Studying Human Resource Management", 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 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	Silvio Hofmann
External Examiner	Soumya Singh
Accreditation Details	—
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 the delivery of an interactive group presentation (facilitation). Students who fail to pass this element of assessment will be required to undertake an individual written assessment.
60% of the overall marks will be accounted for by a practical, problem-oriented assessment (assessment center/in-tray).
(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							
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Presentation	✓	✓			✓	40	3

Assessment Category 2							
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetabled Contact Hours

Clinical/ Fieldwork/ Practical skills assessment/ Debate/ Interview/ Viva voce/ Oral				✓	✓	60	2
Combined Total For All Assignment Categories						100	5

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)