Module Descriptor 2024/25

Title of Module: The HR Function			
Code: HURM08002	SCQF Level: 8 (Scottish Credit and Qualifications Framework)	Credit Points: 20	ECTS: 10 (European Credit Transfer Scheme)
School:	School of Business Creative Industries		
Module Co-ordinator:	Catherine Clark		

Summary of Module
This module explores the role of HRM in an organisational context. This includes a critical discussion around the contribution HR departments make in order to support the achievement and exceeding of organisational performance as well as the meeting of organisational objectives.
Furthermore, the modules explores the extent to which the HR function has and will continue to evolve, as well as the degree to which it adds value, and how to measure such value in organisations.
The module has been designed with our HRM students in mind, where the roles HR staff, managers and others have in developing and implementing meaningful HR policies and practices is covered, such as line managers, consultants and HR specialists.

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. Explain the purpose and key objectives of the HR function in contemporary organisations.
L2. Describe how HR objectives are delivered in different organisations.
L3. Define how the HR function can be evaluated in terms of value added and organisational performance.
L4. Recognise the relationship between organisation performance and effective HR management and development.

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 8 Demonstrate and/or work with: Knowledge that covers and integrates most of the principal areas, features, boundaries, terminology and conventions of HRM. An understanding of the principal theories, concepts and principles. Detailed knowledge and understanding in one or more specialisms some of which is informed by or at the forefront of HRM. Knowledge and understanding of the ways in which the subject/discipline is developed, including a range of established techniques of enquiry or research methodologies.
Practice: Applied Knowledge and Understanding	SCQF Level 8 Use a range of the principal skills, practices and/or materials associated with HRM. Use a few skills, practices and/or materials which are specialised, advanced, or at the forefront of HRM. Execute a defined project of research, development or investigation and identify and implement relevant outcomes. Practise in a range of professional level contexts which include a degree of unpredictability and/or specialism.

Generic Cognitive skills	SCQF Level 8
	Identify, define, and analyse professional level problems and issues. Offer professional level insights, interpretations and solutions to problems and issues.
	Review and consolidate knowledge, skills, practices and thinking in HRM. Demonstrate some originality and creativity in dealing with professional level issues.
	Make judgements where data/information is limited or comes from a range of sources.
Communication, ICT and Numeracy Skills	SCQF Level 8
	Use a wide range of routine skills and some specialised skills in support of established practices in HRM, for example:
	Make formal presentations about specialised topics to informed audiences.
	Communicate with professional level peers, senior colleagues and specialists.
	Use a range of software to support and enhance work at this level and specify refinements/improvements to software to increase effectiveness.
	Interpret, use and evaluate a wide range of numerical and graphical data to set and achieve goals/targets.
Autonomy, Accountability and Working with others	SCQF Level 8
	Exercise autonomy and initiative in professional/equivalent activities. Take significant responsibility for the work of others and for a range of resources.
	Practise in ways which show a clear awareness of own and others' roles and responsibilities.
	Work effectively, under guidance, in a peer relationship with qualified practitioners.
	Work with others to bring about change, development and/or new thinking. Deal with complex ethical and professional issues in accordance with current professional and/or ethical codes or practices.
	Recognise the limits of these codes and seek guidance where appropriate.

Pre-requisites:	Before undertaking this module the student should have undertaken the following:	
	Module Code: —	**Module Title:** —
	Other: Students must be enrolled on the BA (Hons) Business & HRM or BA (Hons) People Management.	
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, 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 content, including short videos, reading materials, quizzes, etc.

This is further supported by the assessment approach adopted, enabling students to develop both academic and employability-focused knowledge and skills within the key areas of the module content.

The contact hours shown below reflect full-time delivery — these may differ for students studying towards the BA(Hons) People Management due to the blended/work-based learning nature of the programme — please refer to the 'Teaching & Assessment' section on the UWS website (*https://www.uws.ac.uk/study/undergraduate/undergraduate-course-search/people-management*) for more information.

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:
    Rees, G. and French, R. (2016) "Leading, Managing and Developing People", 5th 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 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 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 the VLE, 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	Olatunji Adekoya
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 a group presentation.
60% of the overall module mark will be accounted for by a an individual 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)	Weighting (%) of Assess-ment Element	Timetabled Contact Hours
Presentation	✓	✓	✓	✓	40	3

Assessment Category 2						
Assess-ment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Weighting (%) of Assess-ment Element	Timetabled Contact Hours
Review/ Article/ Critique/ Paper	✓	✓	✓	✓	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)