

Module Descriptor 2024/25

Title of Module: People Management Practice 2			
Code: HURM08009	SCQF Level: 8 (Scottish Credit and Qualifications Framework)	Credit Points: 40	ECTS: 20 (European Credit Transfer Scheme)
School:	School of Business Creative Industries		
Module Co-ordinator:	Sahar Siami		

Summary of Module
<p>This module is part of the People Management work-based learning ‘<i>spine</i>’, enabling students to further develop their professional experience through the incorporation of relevant and contemporary academic theory.</p> <p>As a second year module, students explore more advanced considerations in relation to their work practice. The module allows students to explore relevant topical areas covered in Term 1 and 2 in an organisational context, through the development of a practical project. These areas may include the following:</p> <ul style="list-style-type: none"> ✓ Developing leaders and managing change; ✓ Workplace flexibility and the psychological contract; ✓ Organisational & Job Design; ✓ Managing the Employment Relationship. <p>Support in the development and execution of the project will be provided by the People Management Practice Mentor. The student is required to utilise various academic, technical, practical and transferable skills learned through their academic programme of study.</p> <p>Students will also be enabled to further develop their skills as reflective practitioners, supported by meaningful alignment of their reflective practice to the CIPD Profession Map, focusing on the following key areas:</p> <ul style="list-style-type: none"> ✓ <u>Core knowledge</u>: People Practice; Culture and Behaviour; Business Acumen; Analytics and Creativity; Value; Digital Working; and Change. ✓ <u>Core behaviour</u>: Ethical Practice; Professional Courage and Influence; Valuing People; Working Inclusively; Passion for Learning; Insights Focused; Situational decision-making; Commercial Drive. <p>This is fostered by the module assessments which focus on both the context of people management practice and a reflective piece of written work.</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:	Lanarkshire:	D/L Virtual Campus:	Other:
✓				✓	

Course Reference Numbers (CRNs) (if known)					
Paisley:	Ayr:	Dumfries:	Lanarkshire:	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. Demonstrate a critical understanding of relevant theories and principles within people management; L2. Demonstrate the ability to identify and critically evaluate a people management issues in the workplace; L3. Critically evaluate theoretical concepts of reflection and professionalism in people management; L4. Demonstrate a foundational ability to reflect on professional practice in line with the CIPD Profession Map.

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 Knowledge that covers and integrates most of the principal areas, features, boundaries, terminology and conventions of people management. Detailed knowledge and understanding in one or more specialisms, some of which is informed by or at the forefront of people management. Knowledge and understanding of the ways in which people management is developed, including a range of established techniques of enquiry or research methodologies.

<p>Practice: Applied Knowledge and Understanding</p>	<p>SCQF Level 8</p> <p>Use a range of the principal skills, practices and/or materials in developing an understanding of people management in an organisational context.</p> <p>Execute a defined project of research, development or investigation and identify and implement relevant outcomes for people management in organisations.</p> <p>Practise in a range of professional level contexts which include a degree of unpredictability and/or specialism in a practical setting of people management.</p>
<p>Generic Cognitive skills</p>	<p>SCQF Level 8</p> <p>Identify, define, and analyse professional level problems and issues in people management.</p> <p>Offer professional level insights, interpretations and solutions to problems and issues within the people management arena.</p> <p>Review and consolidate knowledge, skills, practices and thinking in people management.</p> <p>Demonstrate some originality and creativity in dealing with professional level issues in people management.</p> <p>Make judgements on people management where data/information is limited or comes from a range of sources.</p>
<p>Communication, ICT and Numeracy Skills</p>	<p>SCQF Level 8</p> <p>Use a wide range of routine skills and some specialised skills in support of established practices in people management, for example:</p> <ul style="list-style-type: none"> ✓ 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 improvements to software to increase effectiveness. <p>Interpret, use and evaluate a wide range of numerical and graphical data to set and achieve goals/targets.</p>
<p>Autonomy, Accountability and Working with others</p>	<p>SCQF Level 8</p> <p>Exercise autonomy and initiative in professional activities in an organisational setting.</p> <p>Take significant responsibility for the work of others and for a range of resources.</p> <p>Practise in ways which show a clear awareness of own and others' roles and responsibilities.</p> <p>Work effectively, under guidance, in a peer relationship with qualified practitioners, to bring about change, development and/or new thinking.</p> <p>Deal with complex ethical and professional issues in accordance with current professional and/or ethical codes or practices.</p>

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) 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 an 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	Student Learning Hours (Normally totalling 200 hours):
During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	(Note: Learning hours include both contact hours and hours spent on other learning activities)
Laboratory/Practical Demonstration/Workshop	6
Practice Based Learning	294
Independent Study	80
Personal Development Plan	20
	400

**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, (2023), "Developing Skills for Business Leadership: Building Personal Effectiveness and Business Acumen", 3rd Edition, CIPD — KoganPage, London

Rees, G. and French, R. (2016) "Leading, Managing and Developing People", 5th 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 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	TBC
External Examiner	TBC
Accreditation Details	The module is accredited by the Chartered Institute of Personnel and Development (CIPD) (pending)
Changes/Version Number	1

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

50% of the overall module assessment will be accounted for by an individual written report

50% of the overall module assessment will be accounted for by a reflective portfolio

(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
Review/ Article/ Critique/ Paper	✓	✓			50	0
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
Portfolio of written work			✓	✓	50	0
Combined Total For All Assignment Categories					100	0

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 an 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)