Module Descriptor 2024/25

Title of Module: Critical Employment Relations			
Code: HURM09005	**SCQF Level: 9** (Scottish Credit and Qualifications Framework)	**Credit Points: 20**	**ECTS: 10** (European Credit Transfer Scheme)
School:	School of Business Creative Industries		
Module Co-ordinator:	Patrick Hutchinson		

Summary of Module
This module critically examines the employment relationship, i.e. the relationship between employer and employee, taking a thematic approach to its object of study in terms of; theory and context; main actors; and key processes or contemporary concerns. It begins by examining the context within which employment relationship take place and theoretical underpinnings to the field of study. The second theme outlines the role of the main actors or parties, i.e. management; the state; and trade unions. The third theme centres on topical contemporary concerns in the employment relationship; employee engagement; equality, diversity and inclusiveness; and conflict, discipline and grievance. As such the module prepares learners to consider the institutional and environmental influences on the relationship including sources of legislation and labour markets; it considers different approaches to managing the employment relationship, concepts such as the nature of work, rights, responsibilities, power, authority and how the relationship would change over time.

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:	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. Critically examine the employment relationship.
L2. Conceptualise the contexts and theoretical underpinning of employment relations.
L3. Identify and conceptualise the role of the main parties in the employment relationship.
L4. Understand and differentiate between main processes that regulate and maintain the employment relationship.
L5. Advise stakeholders on contemporary employment relations.

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 9 Knowledge and understanding of how the employment relationship would be reproduced in the contemporary period. Knowledge, understanding and critical appreciation of the roles of the main actors/parties in the employment relationship. Knowledge, understanding and critical evaluation of the processes used to regulate and maintain the employment relationship.
Practice: Applied Knowledge and Understanding	SCQF Level 9 Critical scrutiny and selection of sources of employment relations knowledge. Interpretation, explanation and application of key concepts in practice.

Generic Cognitive skills	SCQF Level 9
	Critical analysis of the methods used to regulate and maintain the employment relationship.
	Critical evaluation of the role of the main parties involved.
	Critical appraisal of context, development and underpinning theory of employment relations.
Communication, ICT and Numeracy Skills	SCQF Level 9
	Critical interpretation and use of relevant statistical indicators e.g. TU membership, unemployment rates, interest and inflation rates and their implications for the field of study.
	Development of ICT skills for the production of coursework materials.
Autonomy, Accountability and Working with others	SCQF Level 9
	Working autonomously and in collaboration with peers to produce robust characterisation of the employment relations field in terms of professionalism and ethics.

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:
    Bennett, T. et al., (2020) Managing Employee Relations. 7th Edition London. CIPD
    Gennard, J. et al., (2016) Managing Employee Relations. 6th Edition. London CIPD
 	
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	Eleni Tzouramani
External Examiner	Olatunji Adekoya
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)
50% of the overall module assessment will be accounted for by an individual written assessment.
50% of the overall module assessment will be accounted for by a group project.
(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
Portfolio of written work	✓	✓	✓			50	0

Assessment Category 2

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
Practical				✓	✓	50	3
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)