

## Module Descriptor 2023/24

<b>Title of Module: Professional Practice HRM</b>			
<b>Code: HURM09006</b>	<b>SCQF Level:</b> (Scottish Credit and Qualifications Framework)	<b>Credit Points: 20</b>	<b>ECTS: 10</b> (European Credit Transfer Scheme)
<b>School:</b>	School of Business Creative Industries		
<b>Module Co-ordinator:</b>	Eda Ulus		

### 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.

- ✓ Analyse and demonstrate professional and ethical behaviours within the context of Human Resource Management
- ✓ Analyse and demonstrate relevant skills within the context of Human Resource Management.
- ✓ Implement a personal continuous improvement plan, which is time framed and aligned to the HR Profession map.
- ✓ Reflect on the impact of practice relating to both you career and the wider context.

### Module Delivery Method

Face-To-Face	Blended	Fully Online
✓	✓	
<p><b>Face-To-Face</b> 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><b>Fully Online</b> 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><b>Blended</b> 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:	Hamilton:	D/L Virtual Campus:	Other:
✓					

Course Reference Numbers (CRNs) (if known)					
Paisley:	Ayr:	Dumfries:	Hamilton:	D/L Virtual Campus:	Other:
TBC					

Trimester(s) for Module Delivery		
(Provided viable student numbers permit).		
Trimester 1	Trimester 2	Trimester 3
✓		

Learning Outcomes: (maximum of 5 statements)
<p>At the end of this module the student will be able to:</p> <p>L1. Analyse and demonstrate professional and ethical behaviours within the context of Human Resource Management.</p> <p>L2. Analyse and demonstrate relevant skills within the context of Human Resource Management.</p> <p>L3. Implement a personal continuous improvement plan, which is time framed and aligned to the HR Profession map.</p> <p>L4. Reflect on the impact of practice relating to both you career and the wider context.</p>

Employability Skills and Personal Development Planning (PDP) Skills	
<b>SCQF Headings</b>	During completion of this module, there will be an opportunity to achieve core skills in:
<b>Knowledge and Understanding (K and U)</b>	<p>SCQF Level 9</p> <p>A knowledge of the scope, defining features, and main areas of HR professional practice.</p> <p>A discerning understanding of a defined range of core theories, concepts, principles and terminology of HR professional practice.</p> <p>Awareness and understanding of some major current issues and specialisms. Awareness and understanding of research and equivalent scholarly/academic processes.</p>
<b>Practice: Applied Knowledge and Understanding</b>	<p>SCQF Level 9</p> <p>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.</p> <p>In carrying out routine lines of enquiry, development or investigation into professional level problems and issues.</p>
<b>Generic Cognitive skills</b>	<p>SCQF Level 9</p> <p>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.</p>
<b>Communication, ICT and Numeracy Skills</b>	<p>SCQF Level 9</p> <p>Convey complex information to a range of audiences and for a range of purposes.</p> <p>Use a range of standard ICT applications to process and obtain data.</p>

<b>Autonomy, Accountability and Working with others</b>	SCQF Level 9 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 current HR professional practice.
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<b>Pre-requisites:</b>	Before undertaking this module the student should have undertaken the following:	
	<b>Module Code:</b> —	<b>Module Title:</b> —
	<b>Other:</b> Students must be enrolled on the BA(Hons) Business & HRM or BA(Hons) People Management.	
<b>Co-requisites:</b>	<b>Module Code:</b> —	<b>Module Title:</b> —

\* Indicates that module descriptor is not published.

<b>Learning and Teaching</b>	
<b>Learning Activities</b> During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	<b>Student Learning Hours (Normally totaling 200 hours):</b> (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

<b>**Indicative Resources: (eg. Core text, journals, internet access)</b>
The following materials form essential underpinning for the module content and ultimately for the learning outcomes: Armstrong, M. (most up to date edition), How to be an even better manager: a complete A-Z of proven techniques and essential skills, London: Kogan Page. Prince, E. S. (most up to date edition), 7 Skills for the Future, Pearson.
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)

<b>Attendance Requirements</b>
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: <a href="#">Academic engagement and attendance procedure</a>

Programme Board (Previously Subject Development Group (SDG)/LTC)	Management, Organisations and People
Assessment Results (Pass/Fail)	No
Subject Panel	Management, Organisations and People
Moderator	Aleksandra Webb
External Examiner	Shirley Barrett
Accreditation Details	The module is accredited by the Chartered Institute of Personnel and Development (CIPD).
Changes/Version Number	1

<b>Assessment: (also refer to Assessment Outcomes Grids at end of document)</b>
40% of the overall marks will be accounted for by an individual creative CPD output.
60% of the overall marks will be accounted for by an individually written report.
(N.B. (i) <b>Assessment Outcomes Grids</b> 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 <b>indicative schedule</b> 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.)

<b>Assessment Category 1</b>						
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Creative output/ Audiotapes/ Videotapes/ Games/ Simulations	✓	✓			40	0
<b>Assessment Category 2</b>						
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Portfolio of written work			✓	✓	60	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):

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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)

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