

Module Descriptor 2024/25

Title of Module: HR Systems & Analytics			
Code: HURM09008	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:	Silvio Hofmann		

Summary of Module

The module is aimed at developing a fundamental understanding and appreciation for the development, implementation and utilisation of Human Resource Information Systems (HRIS). The module, therefore, provides a discussion around theoretical concepts focused on designing & Implementing HR Information Systems; HR Information System administration; strategy, metrics & HR Information Systems; recruiting, managing & rewarding talent; and HRIS & Social Media in HRM.

Additionally, in order to support students in the development of knowledge and understanding of the use of quantifiable data within the context of HRM, the module explores key areas around HR analytics, including the basics of HR analytics & analytical thinking; tools for HR analytics, sources of HR data (such as employee surveys, performance reviews, and other HR systems) and data collection; HR analytics modelling; and analytics & the HR Function (incl. resourcing, training, etc.). This is aimed at developing key skills around analysing such data to gain insights into things like employee productivity, turnover rates, recruitment strategies, and employee engagement.

Achieving the development of knowledge, understanding and appreciation is nurtured by the module assessment strategy, placing a strong emphasis on employability-/practice-focused skills.

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					

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. Develop a critical understanding of the design, implementation and use of HR Information Systems;</p> <p>L2. Critically evaluate the role of HRIS in the context of recruiting, managing and rewarding talent;</p> <p>L3. Develop a fundamental understanding of the use of analytics and quantifiable data in the context of HRM;</p> <p>L4. Demonstrate the ability to utilise HR Analytics in the various contexts of the HR function;</p> <p>L5. Further develop key employability-related skills, such as facilitation, communication and writing skills.</p>

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)	<p>SCQF Level 9</p> <p>Develop a critical understanding and the ability to evaluate the impact of HR systems and analytics upon the HR function.</p> <p>Understand and critically evaluate the role HR systems and analytics plays in contributing towards making people in organisations.</p>
Practice: Applied Knowledge and Understanding	<p>SCQF Level 9</p> <p>Evaluate key concepts of HR systems and analytics in an HRM context.</p> <p>Apply theoretical knowledge and understanding of key concepts around HR systems and analytics to various organisational contexts in a critical manner.</p>

Generic Cognitive skills	<p>SCQF Level 9</p> <p>Identify, define, and critically analyse the contemporary key concepts of HR systems and analytics within HRM in organisations.</p> <p>Collate, analyse and interpret information from a variety of sources, including academic research publications in an evaluative manner.</p> <p>Presenting and critically evaluating information, arguments and ideas on the contemporary themes of HR systems and analytics in HRM.</p>
Communication, ICT and Numeracy Skills	<p>SCQF Level 9</p> <p>Communicating effectively in speech and writing.</p> <p>Using, interpreting and evaluating numerical, statistical and graphical data.</p> <p>Using a range of IT applications to support and enhance work.</p>
Autonomy, Accountability and Working with others	<p>SCQF Level 9</p> <p>Exercise independence and initiative in preparing assessed work, while systematically identifying and addressing their own learning needs.</p> <p>Plan, organise and prioritise personal workload.</p> <p>Demonstrating initiative in carrying out research and participating in group activities.</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) Business & HRM or BA (Hons) People Management.	
Co-requisites:	Module Code: —	Module Title: —

* Indicates that module descriptor is not published.

Learning and Teaching		
<p>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.</p> <p>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.</p> <p>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.</p>		
Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	Categories	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	Scheduled	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:

Johnson, R.D.; Carlson, K.D. and Kavanagh, M.J. (Eds.), (2020), "Human Resource Information Systems: Basics, Applications, and Future Directions", 5th Edition, SAGE Publications, Inc.

Diez, F., Bussin, M. and Lee, V. (2019), "Fundamentals of HR Analytics: A Manual on Becoming HR Analytical", Emerald Publishing Limited, Bingley

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	Sahar Siami
External Examiner	Soumya Singh
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)

40% of the overall marks will be accounted for by a group facilitation session.

60% of the overall marks will be accounted for by a practical, problem-oriented assessment (assessment centre/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	LO (1)	LO (2)	LO (3)	LO (4)	LO (5)	Weighting (%)	Contact Hours
Presentation	✓	✓			✓	40%	3
Assessment Category 2							
Assessment Type	LO (1)	LO (2)	LO (3)	LO (4)	LO (5)	Weighting (%)	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)