

**Module Descriptor 2024/25**

Title of Module: HR Policy & Practice			
<b>Code: HURM10002</b>	<b>SCQF Level: 10</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>	Silvio Hofmann		

**Summary of Module**

The module provides students with an understanding of the key areas which need to be acknowledged when developing/designing and implementing organisational HR policies. While it is appreciate that a great variety of HR-related policies exist, module focuses on the following five areas, with expert input from the teaching team:

- Employment Contract (from Recruitment to Termination, etc.);
- Health, Safety & Employee Well-being;
- Learning and Development;
- Performance & Reward;
- Employment Relationship.

This is nurtured through the written assessment component, where students will have the opportunity to evaluate HR policies and identify good practice, policy issues and make recommendations. Equally importantly, students will explore various mechanisms to engage with (hypothetical) staff and management during implementation and review of HR policies, where students will have a change to 'experiment 'with these different mechanism during the implementation session assessment.

**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:	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)
<p>At the end of this module the student will be able to:</p> <p>L1. Explore and evaluate key HR policy approaches in an organisational context.</p> <p>L2. Examine relevant aspects that require consideration for HR policy development.</p> <p>L3. Critically evaluate the quality of HR policies and identify good practice in policy design.</p> <p>L4. Develop and utilise an understanding of mechanisms of policy engagement in an organisational 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 10</p> <p>A critical understanding of the scope and defining features of HR Policy &amp; Practice, and an integrated knowledge of its main areas and boundaries.</p> <p>A critical understanding of a range of the principles, principal theories, concepts and terminology of HR Policy &amp; Practice.</p>
<b>Practice: Applied Knowledge and Understanding</b>	<p>SCQF Level 10</p> <p>In using a wide range of the principal professional skills, techniques, practices and/or materials associated with HR Policy &amp; Practice.</p> <p>In using crucial skills, techniques, practices and/or materials that are specialised and advanced within HR Policy &amp; Practice.</p> <p>In practising thorough methods of enquiry and/or research.</p>

<b>Generic Cognitive skills</b>	<p>SCQF Level 10</p> <p>Undertake critical analysis, evaluation and/or synthesis of ideas, concepts, information and issues in HR Policy &amp; Practice.</p> <p>Identify and analyse advanced professional problems and issues.</p> <p>Draw on a wide range of sources in making judgements.</p>
<b>Communication, ICT and Numeracy Skills</b>	<p>SCQF Level 10</p> <p>Present or convey, formally and informally, information on standard/mainstream topics in HR Policy &amp; Practice to a range of audiences.</p> <p>Use a range of ICT applications to support and enhance work.</p> <p>Interpret, use and evaluate numerical and graphical data in a critical manner to achieve goals/targets.</p>
<b>Autonomy, Accountability and Working with others</b>	<p>SCQF Level 10</p> <p>Exercise autonomy and initiative in some activities at a professional level in practice and in HR Policy &amp; Practice.</p> <p>Practise in ways that show awareness of own and others' roles and responsibilities.</p> <p>Seeking guidance where appropriate, manage ethical and professional issues in accordance with current professional and/or ethical codes or practices.</p>

<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>
<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 &amp; Assessment' section on the UWS website (<a href="https://www.uws.ac.uk/study/undergraduate/undergraduate-course-search/people-management">https://www.uws.ac.uk/study/undergraduate/undergraduate-course-search/people-management</a>) for more information.</p>

<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</b> (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:

Armstrong, M. and Taylor, S., (2020), "Armstrong's Handbook of Human Resource Management Practice", CIPD - Kogan Page, London

Lewis, D. and Sargeant, M., (2019), "Employment Law — The Essentials", 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](#)

<b>Programme Board</b> (Previously Subject Development Group (SDG)/LTC)	Management, Organisations and People
Assessment Results (Pass/Fail)	No
<b>Subject Panel</b> Moderator	Management, Organisations and People Catherine Clark
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)**

40% of the overall marks will be accounted for by the running of a policy implementation/training 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**

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
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)