Module Descriptor

Title of Module: People Management Practice 4			
Code: HURM10010	**SCQF Level: 10** **(Scottish Credit and Qualifications Framework)**	**Credit Points: 40**	**ECTS: 20** **(European Credit Transfer Scheme)**
School:	School of Business Creative Industries		
Module Co-ordinator:	Silvio Hofmann		

Summary of Module

This module is part of the People Management work-based learning *'spine'*, enabling students to furth develop their professional experience through the incorporation of relevant and contemporary academ theory.

The module allows students to explore relevant topical areas covered throughout their studies in organisational context, through the development of a research-based management report, where students w conduct their research, exploring a contemporary issue in People Management in depth.

Support in the development and execution of the project will be provided by the People Management Practi Mentor. The student is required to utilise various academic, technical, practical and transferable skills learn through their academic programme of study.

Students will be required to demonstrate advanced skills as reflective practitioners, supported by a meaning alignment of their reflective practice to the CIPD Profession Map (Associate Level), focusing on the followi key areas:

- ✓ <u>Core knowledge:</u> People Practice; Culture and Behaviour; Business Acumen; Analytics and Creati Value; Digital Working; and Change.
- ✓ <u>Core behaviour:</u> Ethical Practice; Professional Courage and Influence; Valuing People; Worki Inclusively; Passion for Learning; Insights Focused; Situational decision-making; Commercial Drive.

This is also supported by the module assessments which focus on both the notion of people management practice — where students will partake in a viva voce — and a research-based management report with reflective element.

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. Demonstrate the ability to identify, critically and systematically evaluate a people management issues in the workplace;

L2. Evidence the ability to devise and carry out people management research through the critical utilisation of both primary and secondary data and sources;

L3. Exhibit advanced skills in presenting and organising your findings through a structure of sustained and critical argument in a well organised output (report and viva);

L4. Demonstrate the ability to reflect on professional practice and specialist knowledge 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 10 Evidence a critical understanding of the principal areas, features, boundaries, terminology and conventions of people management. Demonstrate detailed knowledge and understanding in one or more specialisms, some of which is informed by, or at the forefront of people management. Demonstrate knowledge and a critical understanding of the ways in which people management is developed, including a range of established techniques of enquiry or research methodologies.

Practice: Applied Knowledge and Understanding	SCQF Level 10
	Use a wide range of the principal professional skills, techniques, practices and/or materials associated with people management in organisations at advanced level.
	Use various skills, techniques and practices and/or materials that are specialised, advanced and/or at the forefront of people management in organisations.
	Execute a defined people management project of research, development or investigation and in identifying and implementing relevant outcomes.
	Practice in a range of professional level contexts that include a degree of unpredictability and/or specialism within the people management arena.
Generic Cognitive skills	SCQF Level 10
	Critically identify, define, conceptualise and analyse complex/professional problems and issues in people management.
	Offer professional insights, interpretations and solutions to problems and issues the people management arena.
	Critically review and consolidate knowledge, skills, practices and thinking in people management, and make judgements where data/information is limited or comes from a range of sources.
Communication, ICT and Numeracy Skills	SCQF Level 10
	Use a wide range of routine skills and some advanced and specialised skills in support of established practices in people management for example:
	✓ Present or convey, formally and informally, information about specialised topics to informed audiences.
	✓ Communicate with peers, senior colleagues and specialists on a professional level.
	✓ Use a range of ICT applications to support and enhance work at this level and adjust features to suit purpose.
	✓ Interpret, use and evaluate a wide range of numerical and graphical data to set and achieve goals/targets.
Autonomy, Accountability and Working with others	SCQF Level 10
	Exercise autonomy and initiative in professional activities in managing a people management project.
	Exercise significant managerial responsibility for the work of others and for a range of resources.
	Practice in ways that show awareness of own and others roles and responsibilities.
	Work, under guidance, in a peer relationship with specialised practitioners.
	Work with others to bring about change, development and/or new thinking within people management.
	Manage complex ethical and professional issues in accordance with current professional and/or ethical codes or practices.

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 a 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 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	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

Wilson, J., (2014), "Essentials of Business Research - A Guide to Doing Your Research Project", 2nd Edition, Sage Publications Ltd.

Anderson, V., (2019), "Research Methods in Human Resource Management: Investigating a Business Issue", 4th Edition, CIPD - Kogan Page

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

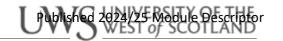**Assessment: (also refer to Assessment Outcomes Grids at end of document)**

70% of the overall module assessment will be accounted for by an individual written management report with a reflective element.

30% of the overall module assessment will be accounted for by a viva voce

(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	✓	✓	✓	✓	70	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
Clinical/ Fieldwork/ Practical skills assessment/ Debate/ Interview/ Viva voce/ Oral	✓	✓	✓		30	1
Combined Total For All Assignment Categories					100	1

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)