1. **Title of the module**

BUSN9167 (CB9167) HR Analytics

1. **School or partner institution which will be responsible for management of the module**

Kent Business School

1. **The level of the module (Level 4, Level 5, Level 6 or Level 7)**

7

1. **The number of credits and the ECTS value which the module represents**

15 credits (7.5 ECTs)

1. **Which term(s) the module is to be taught in (or other teaching pattern)**

 Spring

1. **Prerequisite and co-requisite modules**

None

1. **The programmes of study to which the module contributes**

MSc Human Resource Management; MSc Organisational Psychology; MSc International Human Resource Management

1. **The intended subject specific learning outcomes.
On successfully completing the module students will be able to**

8.1 Demonstrate an advanced knowledge and understanding of core concepts

and analytical frameworks in HR analytics with the aim to influence and shape people and business strategy by aiding strategic decision making.

8.2 Critically identify links between HR analytics and sustainable organisational performance by aligning people data with business intelligence data.

8.3 Critically apply relevant knowledge, skills and creativity in analysing HR data using advanced quantitative techniques.

8.4 Evaluate opportunity costs and/or propositions to build capability within an organisation using evidence based practice

8.5. Demonstrate a practical understanding of model building and problem-solving techniques to support ethical and responsible HR policies using specialised software.

1. **The intended generic learning outcomes.
On successfully completing the module students will be able to:**

9.1 Select and critically apply a variety of problem solving techniques, both autonomously and

collaboratively.

* 1. Aiding strategic decision making through applying HR people and business analytics
	2. Effectively communicate information, arguments and analysis in a variety of forms (e.g. storytelling)
	3. Work effectively as part of a group, and use self-direction, initiative and planning in the context of independent learning and the management of assignments

10. **A synopsis of the curriculum**

This module aims to provide an understanding of the importance of HR analytics in practice. It will also ensure that students have hand-on experience to apply current quantitative techniques and tools to a variety of problems encountered in HR. Special emphasis will be given to the analysis of diversity within companies and how HR analytics can contribute to a better understanding on how this relates to performance, retention and the wider organisational climate.

Indicative topics are:

* Introduction to HR Analytics
* HR Systems, Data Databases and their usage
* Diversity Analytics
* Engagement and Workforce Perceptions
* Predicting Employee turnover and performance
* HR analytics – recruitment and selection
* HR Analytics to mentor training and interventions
* Critical HR Analytics – ethical and moral implications for Organisations and Employees
1. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**

Bhattacharyya, D. K. (2017). *HR Analytics: Understanding Theories and Applications*. London: Sage.

Edwards, M. R., & Edwards, K. (2018). *Predictive HR Analytics: Mastering the HR Metric*. London: Kogan Page Publishers

Marr, B., (2018). Data-Driven HR: *How to Use Analytics and Metrics to Drive Performance*. London: Kogan Page Publishers

Students are strongly recommended to read as widely as possible, using a mixture of textbooks and journal articles. Support and encouragement of journal article reading is provided through seminar activities.

Students are advised to read from the following journals:

*Journal of Applied Psychology; Employee Relations; Human Resource Management Journal; International Journal of Human Resource Management; Personnel Psychology; Psychometrika*

1. **Learning and teaching methods**

Total contact hours: 24

Private study hours: 126

Total study hours: 150

1. **Assessment methods**

13.1. Main assessment methods

In-course test – 45 minutes (20%)

Group presentation – 15-20 minutes (20%)

3000 – 4000 word individual report (60%)

13.2. Reassessment methods

100% coursework

1. **Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section12) and methods of assessment (section 13)**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | *8.1* | *8.2* | *8.3* | *8.4* | *8.5* | *9.1* | *9.2* | *9.3* | *9.4* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |
| Lectures | **×** | **×** | **×** |  |  | **×** | **×** |  |  |
| *Computer based workshops* | **×** | **×** | **×** | **×** | **×** | **×** | **×** | **×** | **×** |
| *Independent Study*  | **×** | **×** | **×** | **×** | **×** | **×** | **×** | **×** | **×** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |
| *In course test* | **×** | **×** |  | **×** |  | **×** |  |  |  |
| *Group Presentation* | **×** | **×** |  | **×** | **×** | **×** | **×** | **×** | **×** |
| *Individual Report* | **×** | **×** | **×** | **×** | **×** | **×** | **×** | **×** |  |

1. **Inclusive module design**

The School recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/ declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

a) Accessible resources and curriculum

b) Learning, teaching and assessment methods

1. **Campus(es) or centre(s) where module will be delivered**

Canterbury

1. **Internationalisation**

HR Analytics is a skill that transcend international boundaries. Students are trained in using software to analyse a variety of organisational datasets that can be applied to various contexts and cultures.

**FACULTIES SUPPORT OFFICE USE ONLY**

**Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of the delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
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