1. **Title of the module**

BUSN8001 (CB8001) Employment Relations

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)**

Level 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**

BUSN9046 – Human Resource Management & Development in Practice

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

MSc Human Resource Management; MSc International Human Resource Management

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

8.1 Critically evaluate the theory of employment relations and its links with organisational theory.

8.2 Develop an understanding and knowledge of the underpinning rationale for employment relations and its strategic importance to an organisation.

8.3 Critically assess the processes and skills, both existing and emerging in employment relations and their contribution to employee commitment and organisational performance.

8.4 Understand and critically evaluate the wider environmental context within which ‘employment relations’ is located and the implications for competing in a competitive global economy.

8.5 Understand the requirement to work with all appropriate stakeholders for mutual gains in the design, enactment and implementation of employment relations.

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

9.1 Set reward/performance management in the wider context of general organisational management.

9.2 Develop abilities to critically assess and evaluate the impact of reward/performance management on management and the performance of organisations.

9.3 Develop analytical skills by linking theoretical perspectives to contemporary organisational situations throughout the course of the module.

9.4 Develop ability to develop relevant strategies and policies.

9.5 Plan work and work independently.

9.6 Develop ability to write coherently and write critically.

1. **A synopsis of the curriculum**

The curriculum will provide students with a range of theoretical and practical knowledge, providing them with the opportunity to think critically and evaluate the theory and practice of employment relations. This will enable students to develop and apply employment relations to specific organisational contexts and consider the implications of employment relations for employee commitment, organisational change and organisational performance in a competitive global economy.

 Indicative topics of study are:

* The context of employment relations: the employment relationship and the psychological contract, workplace decision making, the organisational context, the labour market, the economy, European Union and historical background.
* Theories and perspectives of employment relations
* The actors in employment relations: the roles of managers, employees and the state. Issues to be discussed include: management styles and strategies, the role of employer associations and trade unions, the role of the state as an economic manager, regulator and employer and the role of state agencies.
* Employment relations processes: employee involvement and participation, collective bargaining, individual bargaining and negotiation, joint consultation and the rise of alternative forms of representation, non-union workplaces, industrial conflict and dispute resolution, pay determination, employee commitment and organisational change.
* Employment relations outcomes: the impact of employment relations on firm performance and national economic performance and employee commitment and agreement types.
* Employment relations skills: grievances, disciplinaries, redundancies and termination of employment, negotiation, change and problem solving.
* Employment law: historical background, institutions of employment law, individual and collective employment law, implications of EU membership for employment law.
* Occupational health and safety: the legal framework, the rights and duties of employers and employees, safety management, the role and function of health and safety committees and contemporary trends in health and safety
1. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**

Blyton, Paul, Turnbull, Peter, (2004), *The Dynamics of Employee Relations*, Basingstoke: Palgrave Macmillan

Cully, Mark, (1999) *Britain at work: As depicted by the 1998 Workplace Employee Relations Survey*, London: Routledge

Edwards, P. K, (2003) *Industrial relations: Theory and practice*, 2nd Edition, London: Blackwell Publishing

Hollinshead, Graham, (2003), *Employee relations*, 2nd Edition, London: FT Prentice Hall

1. **Learning and teaching methods**

Total contact hours: 24

Private study hours: 126

Total study hours: 150

1. **Assessment methods**
	1. Main assessment methods

Individual report (2500 words) (40%)

Examination, 2 hour (60%).

13.2 Reassessment methods

Like for Like

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* | *9.5* | *9.6* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |  |
| Private Study | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Lectures | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |  |
| Seminars | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |  |
| Examination  | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Individual report | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |

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 and Medway

1. **Internationalisation**

EU membership and the global economy

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**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) |
| 07/11/2016 | Minor | January 2018 | 7, 16 |  |
|  |  |  |  |  |

Revised FSO Jan 2018