1. KentVision Code and title of the module

BUSN9046: Human Resource Management and Development in Practice *(Canterbury)*

BUSN8104: Human Resource Management and Development in Practice *(Medway)*

## Division which will be responsible for management of the module

Kent Business School

## The level of the module (Level 4, Level 5, Level 6 or Level 7)

Level 7

## The number of credits and the ECTS value which the module represents

15 credits (7.5 ECTS)

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

Autumn

## Prerequisite and co-requisite modules and/or any module restrictions

None

## The course(s) of study to which the module contributes

Compulsory to the following courses:

MSc Human Resource Management; MSc Human Resource Management with an Industrial Placement

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

8.1 Critically analyse and evaluate the aims and objectives of the HRM&D function in organisations and how these are met in practice.

8.2 Assess the contribution made by HRM&D specialists in different types of organisation.

8.3 Critically analyse and discuss existing literature on contemporary HR policy and practice.

8.4 Understand the requirement to secure compliance of all appropriate ethical and legal obligations, particularly equality of opportunity and diversity in HRM&D to promote professionalism and an ethical approach to HRM and HRD practice in organisations.

8.5 Understand the characteristics of effective leadership and development of leaders in organisations.

8.6 Evaluate the theories of motivation, commitment and employee engagement.

8.7 Understand the roles of flexible working and effective change management in organisations.

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

9.1 Set HRM and development in the wider context of general organisational management.

9.2 Develop their abilities to critically assess and evaluate the impact of HRM and Development practices on the performance of organisations.

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

9.4 Plan their work, working independently, and in groups.

9.5 Develop their ability to write coherently and critically

## A synopsis of the curriculum

Key elements of professional HRM&D competence in organisations are a strategic business orientation and a concern with adding value through HR practice. This module introduces students to the aims and objectives of HRM&D function in organisations and how these are met in practice

The module is designed to introduce students to the range of practical skills required by HR professionals. Building on their understanding of the basic notions in the field, students will learn current best practices and procedures within organisations.

The module will include core lectures but its focus will be on case studies, practice based workshops and directed learning activities. These will include activities around various HRM functions within an ethical and legislative framework.

Indicative topics of study are as follows:

* Aims and objectives of HRM&D functions and current developments
* Human Resource Management & Development in different organisational contexts
* Effective leadership and methods of leadership development
* Employee motivation, commitment and engagement
* Flexible working
* Change management
* Ethical issues and practices in HRM&D
* Contemporary research and debates in Human Resource Management

## Reading list

## The University is committed to ensuring that core reading materials are in accessible electronic format in line with the Kent Inclusive Practices.

## The most up to date reading list for each module can be found on the university's [reading list pages](https://kent.rl.talis.com/index.html).

## Contact Hours

Private Study: 23

Contact Hours: 127

Total: 150

## Assessment methods

* 1. Main assessment methods

Individual Assignment (2500 words) (40%)

Examination, 2 hour (60%).

13.2 Reassessment methods

100% exam

## Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section 12) and methods of assessment (section 13)

**Module learning outcomes against learning and teaching methods:**

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | *8.1* | *8.2* | *8.3* | *8.4* | *8.5* | *8.6* | *8.7* | *9.1* | *9.2* | *9.3* | *9.4* | *9.5* |
| Private Study | **x** | **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** | **x** |
| Revision session | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |

**Module learning outcomes against assessment methods:**

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | *8.1* | *8.2* | *8.3* | *8.4* | *8.5* | *8.6* | *8.7* | *9.1* | *9.2* | *9.3* | *9.4* | *9.5* |
| Examination | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Case study |  |  | **x** |  |  | **x** | **x** | **x** | **x** | **x** | **x** | **x** |

Students must achieve a pass in the examination to ensure all learning outcomes have been met**.**

## Inclusive module design

The Division 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

## Campus(es) or centre(s) where module will be delivered

Canterbury or Medway

## Internationalisation

The module will continue to use internationally relevant case studies and learning material and students will be encouraged to think about the learning outcomes in an international context.

**DIVISIONAL USE ONLY**

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

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