1. **Title of the module**

QUSU6004 Human Resources and Organisational Behaviour in Construction

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

Centre for Higher and Degree Apprenticeships

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

Level 6

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)**

 This module is being taught as part of the BSc (Hons) Quantity Surveying being delivered through a part-time distance learning approach.

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

None

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

 BSc (Hons) Quantity Surveying

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

8.1 Critically evaluate and apply the theory of strategic human resource management (HRM) and its links with wider theories.

8.2 Critically evaluate the links between strategic HRM and business strategy.

8.3 Critically assess the role of strategic HRM in the performance of organisations.

8.4 Through an analysis of case study materials, critique current issues in organisational behaviour (OB) and HRM in a variety of work settings.

8.5 Critically evaluate and apply the theory of organisational wellbeing, particularly related to mental health/stress in the workplace and as part of strategic human resource management.

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

9.1 Demonstrate an ability to organise and present an analysis as a considered viewpoint.

9.2 Demonstrate the ability to apply critical thinking to a range of competing theories and frameworks.

9.3 Demonstrate an ability to find, select, organise and synthesise complex information.

9.4 Demonstrate initiative and personal responsibility in undertaking independent and self-managed learning.

1. **A synopsis of the curriculum**

The aims of this module are to develop an insight into the key concepts and theories of human resource management (HRM) and organisational behaviour (OB). It will develop in students an understanding of the links between HRM policies and practices and organisational performance, and the factors that influence the management of employees specific to the construction industry.

1. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**

Core textbook:
Clegg, S. R., Kornberger, M., and Pitsis, T. (2011). *Managing and organizations: An introduction to theory and practice*. London: Sage

Further indicative readings:
Redman T. and Wilkinson A. (2013). *Contemporary Human Resource Management: Text and Cases*. London: FT Prentice Hall
Robbins, S. P., and Judge, T. A. (2001). *Organizational Behavior*. New Jersey: Pearson
Storey J. (2007). *Human Resource Management: A Critical Text*. London: Thomson
Torrington D., Hall, L. and Taylor S. (2008). *Human Resource Management*. Harlow: FT Prentice Hall
Beardwell, J. and Claydon, T. (2010). *Human Resource Management: A Contemporary Approach*. 6th edn. London: FT Prentice Hall
Kramar, R. and Syed, J. (2012). *Human Resource Management in a Global Context*. Basingstoke: Palgrave MacMillan

Students are also recommended to keep up to date with the latest issues in the HRM arena from the perspective of the HRM professional by reading People Management, which is the professional magazine published by the CIPD.

1. **Learning and teaching methods**

The total study time for this module is 150 hours incorporating online e-learning, work-based experience and private study.

Teaching is delivered as a distance learning approach. VLE-delivered e-activities, VLE-delivered work activities serve to reinforce material presented online and also relate directly to the learning objectives. These are specifically based on enabling students to relate their theoretical knowledge to the workplace.

Work-based experience serves to reinforce and provide real-life context to the material being delivered in the module.

Private study encompasses the revising of all material presented in the above various forms of teaching and learning, together with the opportunity to explore and read more widely around specific topics.

1. **Assessment methods**

Main assessment methods:

Essay – 40% - 3,000 words (40%)

Exam – 60% - 2 hours

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* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |
| Private Study | **X** | **X** | **X** | **X** | **X** |  |  |  | **X** |
| Teaching | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Work based experience | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |
| Examination  | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Individual Essay  | **X** |  |  | **X** |  | **X** | **X** | **X** | **X** |

1. **Inclusive module design**

The Centre 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**

Distance

1. **Internationalisation**

This module, within its subject content, contains a specific topic related to international human resource management, where the role of cultural differences in the practice of human resource management will be explored. Additionally, in teaching material, representative case studies of each topic will be frequently studied, always aiming to provide the student with cases from around the world.

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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) |
| 24 Jan 19 | New | Sept 19  | New |  |
|  |  |  |  |  |