1 Module 14   Human Resource Management

1.1 Headline information about the module

Module title	Human Resource Management
Module NFQ level (only if an NFQ level can be demonstrated)	8
Module number/reference	14
Parent programme(s) the plural arises if there are embedded programmes to be validated.	Bachelor of Arts (Hons) in Business Bachelor of Arts (Honours) in Business (HRM) Bachelor of Arts (Honours) in Business (Marketing)
Stage of parent programme	Stage 2
Semester (semester1/semester2 if applicable)	Semester 2
Module credit units (FET/HET/ECTS)	ECTS
Module credit number of units	10
List the teaching and learning modes	Full Time, Part Time, Blended
Entry requirements (statement of knowledge, skill and competence)	Learners must have completed the previous stage or equivalent.
Pre-requisite module titles	Business Management
Co-requisite module titles	None
Is this a capstone module? (Yes or No)	No
Specification of the qualifications (academic, pedagogical and professional/occupational) and experience required of staff (staff includes workplace personnel who are responsible for learners such as apprentices, trainees and learners in clinical placements)	Lecturing staff must hold at least a master's degree in human resource management or in a related discipline. Industry experience is beneficial but is not a requirement.
Maximum number of learners per centre (or instance of the module)	100
Duration of the module	12 weeks
Average (over the duration of the module) of the contact hours per week (see * below)	5 hours
Module-specific physical resources and support required per centre (or instance of the module)	• Lecture hall with capacity to hold at least 100 learners • Tutorial rooms to accommodate 25 learners with moveable tables and chairs to facilitates group work • Online broadcasting and recording capability to stream and store lectures • Access to library which carries the most recent publications for management modules

Analysis of required learning effort		
*Effort while in contact with staff	Minimum ratio teacher / learner	Hours
Classroom and demonstrations	1/100	48
Monitoring and small-group teaching	1/25	10
Other (specify)	-	-
Independent Learning		
Directed e-learning (hours)		-
Independent Learning (hours)		192
Other hours (specify)		-
Work-based learning hours of learning effort		-
Total Effort (hours)		250

Allocation of marks (within the module)					
	Continuous assessment	Supervised project	Proctored practical examination	Proctored written examination	Total
Percentage contribution	50%	-	-	50%	100%

1.2   Module aims and objectives

This module introduces the learner to a broad range of contemporary views of human resource practices and policies. Learners gain an understanding of the importance of human resource management in terms of aligning people and business processes. The learner is able to identify the significance of managing the key HR activities such as recruitment, selection, performance, training, etc., in a professional manner.

In addition, the module aims to provide the learner with a knowledge of the essential applicable principles in terms of the employer /employee relationship. The module addresses current aspects and changes in employment legislation which can influence the employment relationship and, ultimately, the organisation.

1.3   Minimum intended module learning outcomes

On successful completion of this module, learners are able to:

(i)   Explain the essential elements of human resource management and ethical practices in organisations
(ii)   Discuss the importance of the link between human resources and an organisation's success
(iii) Explain the importance of the employment relationship in terms of the changing legislation and its impact on organisations
(iv) Discuss how human resource management has evolved and continues to change
(v)   Display critical ability in terms of the application of human resource activities in organisational settings.

1.4   Rationale for inclusion of the module in the programme and its contribution to the overall MIPLOs

The module provides learners with a broad and contemporary view of managing people with the business environment being the key area of learning. This module, with its vital component, encourages learners to discuss, appreciate and be able to apply key principles of human resource practice and as such, ensure graduates have very valuable human resource knowledge as they gain a

foothold in their business careers. The knowledge gained in this stage 2 module builds upon materials delivered in the stage 1 module Business Management.

Modules at stage 1 and 2 do not have an NFQ level and so do not map directly to the Business Awards Standards. However, these modules give the learners the fundamental business knowledge they need to achieve the MIPLOs at award stage which is at level 8 on the NFQ. In that context this module supports the achievement of MIPLOs 1, 2, 4, 5, 7, 9, 10, 11, and 13.

1.5 Information provided to learners about the module

Learners enrolled on this module initially receive a copy of the module descriptor, assessment briefs and assessment strategy. These materials are given directly by the lecturer but also by the year head as part of the Semester Schedule Handbook for stage 2 modules of the programme. All content is provided on Moodle as well as access to additional content through the library and online resources.

1.6 Module content, organisation and structure

Introduction
- Introduction to managing people
- Personnel vs HRM
- The hard and soft approaches to managing people
- Strategic HRM
- HRM and ethics

Recruitment and selection
- Job analysis and design
- Person specification
- Recruiting and selection for success
- Review of applications
- Induction / On boarding

Training, learning and development
- The context of training, learning and development
- Design and methods
- Weaknesses/ Benefits
- The learning environment

Performance management and reward
- Employee performance management
- Methods of performance management
- The link with reward
- Issues with performance management

Employee/employer communication
- The psychological contract
- Work/life balance
- Handling workplace stress
- Diversity management
- Exit interviews

Policies and procedures
- The benefit of policies and procedures
- Disciplinary procedures
- Grievance procedures
- Health and safety
- Data protection/GDPR
- Conflict resolution

Employment law
- The impact of EU legislation
- Employee relations
- The changing legal framework of the workplace
- Increased regulation and the impact on HR policies and practices
- Negotiation skills

International HRM
- Recruitment and selection
- Managing the international workforce

1.7 Module teaching and learning (including formative assessment) strategy

In the design of the teaching and learning strategy, the primary aim is to foster a shared sense of ownership and responsibility for learning and development, and to stimulate interest within this module. On commencement of the module, learners receive all required documents including a detailed module curriculum, the learning outcomes, reading list, assignment brief, marking criteria and assignment submission dates.

Teaching within this module consists of class-based lectures and practical tutorials. Learning materials are available in class and on Moodle which includes class notes, reading materials, videos and supporting industry-based case studies. The case studies demonstrate the influence of human resource management when integrated into the overall business strategy. In the delivery of the material content in the lectures, probing questions, industry examples and videos are utilised in order to unpack the theories and concepts within the human resource management module.

The tutorials utilise two types of group tasks. With the first task, the learners participate in practical sessions using case studies, taking a problem-based learning approach. This experience provides learners with the opportunity to bring theories and concept materials to real life scenarios. In the second task, learners undergo formative assessment through MCQs or discursive questions which focus on topics previously addressed in lectures. This strategy allows the learners to receive feedback from the lecturer to which the aim of these formative assessments is to encourage further exploration of the module materials.

In designing the assessments, the teaching team focuses on encouraging inquiry, research and development of application, to HR problems and advancing knowledge.

1.8 E-learning

Moodle is the College's virtual learning environment (VLE) from which learners are able to access all materials. These include class notes, reading materials, videos, case studies. In some situations, the lecturer may contact the class through Moodle to indicate particular materials which the learner must review prior to the lecture or tutorial. This encourages and supports the view that learners take responsibility for their learning thus taking a self-directed approach. In addition, learners can access

the library through Moodle; this service offers learners current online research, eBooks, and journal articles.

1.9   Module physical resource requirements
The module requires the following physical resources: one lecture hall with capacity to hold at least 100 learners; tutorial rooms to accommodate 25 learners with moveable tables and chairs to facilitates group work; online broadcasting and recording capability to stream and store lectures; access to library which carries the most recent publications for management modules. Online classes and seminars are provided for learners undertaking the 'Blended Learning' courses.

1.10   Work-based learning and practice-placement
There is no work-based learning or practical placement in the module.

1.11   Reading lists and other information resources

Primary Reading
Armstrong, M. and Taylor, S. (2020). *Armstrong's Handbook of Human Resource Management Practice,* 15th Edition. London: Kogan Page.
Carbery, R. and Cross, C. (2019) *Human Resource Management,* 2nd Edition. Dublin: Macmillan Education.
Gunnigle, P., Heraty, N. and Morley, M. (2017) *Human Resource Management in Ireland,* 5th Edition. Dublin: IPA.

Secondary Reading
Aylott, E. (2018) *Employee Relations A Practical Introduction (CIPD).* London: Kogan Page.
Torrington. D., Hall. L., Atkinson. C., and Taylor. S., (2020). *Human Resource Management,* 11th Edition. Harlow: Pearson.

Learners are directed to relevant journals, publications, case studies, websites and other sources of information as required. The relevant publications are made available through our online library service via Moodle.

Websites
www.cipd.ie
www.dbei.gov.ie/en/Legislation
www.hrheadquarters.ie
www.workplacerelations.ie

1.12   Specifications for module staffing requirements
For each instance of the module, one lecturer must be qualified to at least master's level in human resource management or in a related discipline preferably with industry experience.

1.13   Module summative assessment strategy
There are two types of summative assessments conducted within this module. The first comprises an individual, mid-semester, discursive piece of course work and the second is an end-of-semester closed book exam.

The assessed work breakdown is indicated in the table below:

No.	Description	MIMLOs	Weighting
1	Examination	(i) to (iv)	50%
2	Course work	(ii) to (v)	50%

1.14 Sample assessment materials

The sample assessment materials are included in a separate document.