MODULE DATA

MODULE TITLE	Third Sector Human Resource Management
MODULE LEVEL	7
MODULE CREDIT POINTS	15
SI MODULE CODE (if known)	25-7E29-00C
MODULE JACS CODE	N211
SUBJECT GROUP	Strategic Management

MODULE DELIVERY PATTERN (✓ as applicable or give dates for non-standard delivery)
NB "Semester 3" ends on 31 July each year

LONG (2 semesters)		SHORT (1 semester)		NON-STANDARD DELIVERY	
Sem 1 & 2		Sem 1		Start Date	TBC
Sem 2 & 3		Sem 2		End Date	TBC
		Sem 3			

MODULE ASSESSMENT PATTERN (✓ as applicable - also complete Table A, Section 5, below)

Single Module Mark with Overall Module Pass Mark of 40%	✓
Single Module Mark - Pass/Fail only	
Up to Three Assessment Tasks with Pass Mark of 40% for each Task and Overall Module Pass Mark of 40%	
Up to Three Assessment Tasks - Pass/Fail only	
Other - if choosing "Other" please give further details of assessment pattern in the blank space below. *"Other" should be chosen where, for example, a PSRB has specified an overall Module Pass Mark of higher than 40% - if so, give details below and specify higher pass mark. Or, e.g., where PSRB has specified an Individual Task Pass Mark of higher than 40% give details in space below and complete final column in Table A, Section 5)*	
Overall Module Pass Mark **if other than 40%** (subject to approval)	**%**

MODULE INFORMATION (✓ as applicable - also complete Table A, Section 5

Is a timetabled examination required for the assessment of this module?	
Is a timetabled examination required for the reassessment of this module?	
Is the module delivered wholly by Distance Learning (i.e. not timetabled at SHU)	
Are any staff who are responsible for teaching on this module non-SHU employees?	

MODULE STATUS (✓ as applicable to status of module in the context of current proposal)

Unchanged: an existing module, presented as unchanged from previous years	
Modified: an existing module being modified as a result of this validation, e.g.. changes to delivery or assessment pattern, title, credit weighting etc	✓
New: new module to be approved through current validation process	

If status is 'Modified', please give date when modified version is to be available from	Modified Version Available from: January 2010

Breakdown of notional study hours by type (Typically requires 10 hours of notional study time for 1 CATS credit)	**Tutor-Led (Contact Hours)**	**Tutor-Directed Study**	**Self-Directed Study**	**TOTAL STUDY HOURS for this Module**
	21	**29**	**100**	**150**

OTHER COURSES FEATURING THIS MODULE (please list below)

1   AIM OF THIS MODULE

This module aims to explore the field of human resource management in the specific context of charities at a level that will enable participants to make critical input on these issues in actual third sector organisations (charities, social enterprises, and employee-owned businesses).

Note: This is a **route-linked** module which will be taken by students on both the following routes:
*   MSc Charity Resource Management
*   MSc Co-operative and Social Enterprise Management.

For anyone involved or moving towards a management role in a third sector organisation (TSO), the issues of managing people are central. This includes management of staff, volunteers, and the management of relationships with trustees and external parties.

Participants in the module are likely to be individuals already holding responsible positions in TSOs, who need the resources of understanding and critical analysis to address these issues.

2   BY ENGAGING SUCCESSFULLY WITH THIS MODULE YOU WILL BE ABLE TO

1. Demonstrate a critical understanding of the impact of legal frameworks on the engagement of staff, volunteers and board members in TSOs in England and Wales.

2. Analyse factors, and evaluate theories, the nature and scale of staff, trustee and director involvement in HRM policy and practice in different TSOs.

3. Demonstrate understanding of one area of HRM theory and practice, and critically assess its usefulness and limitations in a UK TSO context.

4. Using appropriate methods of analysis, critically assess the theory and research findings that underpins an HR decision or recommendation in a specific TSO context.

3   THESE ARE EXAMPLES OF THE CONTENT OF THE MODULE

The module will use a combination of lectures and seminars, involving extensive case study work in the seminars – both existing, and applied work in relation to participants' own organisations.

Introduction to HRM in the Third Sector

*   Key HRM concepts (Hard HRM / Soft HRM)
*   Written and Psychological Contracts
*   Strategic HRM in the context of third sector organisational strategy
*   Key Employee Relations concepts (Unitary, Pluralist, Radical perspectives on the employment relationship).
*   HRM in a TSO context: staff, trustees, volunteers.
*   Internal and external stakeholders.
*   Short-term project-specific funding – HR implications.

Recruitment and Selection of Staff, Volunteers and Board Members

• Approaches to staff recruitment.
• Trustee/board member recruitment.
• Methods of candidate evaluation and appraisal.
• Issues in recruiting and managing volunteers.
• Altruistic motives v companionship motives.
• Volunteer recruitment (benefits and limitations).
• Staff / volunteer tensions.
• Volunteer expenses and benefits.

Approaches to Learning and Development

• Theories of learning (Kolb, Honey and Mumford).
• Intellectual and ethical development (Perry).
• Directive and learner-centred theories of learning.
• Barriers to learning.
• Pedagogy and Andragogy (Knowles).
• Critical / transformative learning (Mezirow).

Employment Law

• Contracts of employment, terms and conditions.
• Fixed term contracts.
• Pension provision.
• Volunteer agreements.
• Legal distinctions between employees and voluntary workers.
• Legal issues regarding payments to trustees/volunteers including interaction with benefits systems.
• Rights to work in the UK
• Employment/self-employment distinctions.
• Managing redundancies
• Equal pay.

Stakeholder Voice and Dispute Resolution

• The concept of employee voice, involvement and participation
• Works councils / Union recognition
• Conflict (Unitary, Pluralist and Transformative perspectives)
• Handling internal/external relationships.
• Comparing "disciplinary and grievance" with "ADR and mediation".
• Board level mediation.

Motivation and Reward Management
• Content and contingency theories of motivation.
• Theory X and Theory Y: implications for motivation and reward management strategies.
• The concept of 'total reward'.
• Costing of reward and remuneration packages
• Adapting 'total reward' to a TSO context.
• Theory Z perspectives on motivation and reward (Ouchi).

4 THESE ARE THE MAIN WAYS YOU WILL BE SUPPORTED IN YOUR LEARNING TO ACHIEVE THESE OUTCOMES

The module will use a combination of lectures and seminars, involving extensive use of case study examples, or exploration of concepts applied to the participants' own organisations. The module will include a learning set to explore how knowledge from this module is interlinked with other themes on the course. The assessment is designed to enable students to apply learning to practice, and reflect on outcomes.

Throughout the module, the teaching team will:
• Encourage dialogue (tutor, peer) and collaboration around learning
• Help clarify what good performance is (goals, criteria, standards)
• Encourage positive motivational beliefs and self-esteem

A number of case studies will be used to illustrate different HRM problems in the third sector. Using available theory, students will critically analyse the case and make recommendations for future action. A BlackBoard site will support student learning.

5 THESE ARE THE WAYS THAT WILL BE USED TO ENABLE YOU TO DEMONSTRATE YOU HAVE MET THE LEARNING OUTCOMES

A written assignment (approx 4500 words) exploring an issue of HR management within their own organisation or other TSO where they have sufficient access to make informed judgements.

Sample assessment criteria for achieving a pass grade:

• The capacity of the student to select an aspect of HRM practice from their own organisational setting, and critically review its theoretical relevance.
• The capacity of the student to explain legal frameworks that impact on the situation chosen for investigation.
• The capacity of the student to critically assess internal policies and procedures, their underlying assumptions, and impact on the situation.
• The capacity of the student to explain the basis of an HR decision or recommendation using appropriate methods of analysis.
• The capacity of the student to properly reference their work, and construct a well presented argument of publishable quality.

Students will be assessed on:	Pass
1: Clarity of definition of the situation or issue under investigation and description of it in its organisational context.	Provides an explanation of the situation or issue to be investigated, and situates this in an organisational context.
2: Explanation of the legal frameworks that impact on the situation or issue chosen for investigation.	Provides an explanation of the legal framework(s) that impact on the situation or issue selected under investigation.
3: Critical assessment of the impact of internal policies and processes on the situation or issue.	Assesses the impact of internal policies and processes on the situation or issue investigated with some evidence of critical analysis.
4: Explanation of the basis of an HR decision or recommendation using appropriate methods of analysis.	Provides a credible explanation of the basis for the HR decision or recommendation. Evidence is provided of analysis.
5: Work that is properly referenced, and presents a well constructed argument in a writing style of publishable quality.	Authors are referenced; the essay develops a coherent argument. After major revisions, the paper would be of publishable quality

TABLE A: ASSESSMENT TASK INFORMATION

ASSESSMENT TASK	% weighting of overall module mark	Duration of task / word count / length of exam	In-module retrieval available?	Individual task pass mark ONLY IF OVER 40%**
Explore an issue of HR management within their own organisation and make recommendations	100%	4,500 words	No	

*** Complete this column **only if an individual task(s) has a pass mark over 40%** (NB: individual task pass marks over 40% will require approval as an exemption from Standard Assessment Regulations)*

6   THIS IS HOW YOU WILL BE GIVEN FEEDBACK ON YOUR PERFORMANCE

Students will be given written feedback on their performance in the assignment by means of a feedback sheet with detailed comments and a provisional mark. These will normally be given out within four weeks of the assignment submission date.

The assignment will be marked in accordance with normal university procedures using a marking grid, and students will be advised of the mark.

During the module, students will be provided with formative feedback in seminar discussions and group exercises. Students will be supported through one-to-one and small group discussions on exercise materials. Student requests for one-to-one discussion on assignments will be met whenever workloads permit.

7 THESE ARE EXAMPLES OF THE KEY LEARNING RESOURCES YOU WILL USE

Participants will receive journal articles, plus a list of books and other resources for use in directed and self-directed learning. The university Learning Centre holds a wide range of books and other material on TSOs and has electronic access to the key journals in the field. Students will be expected to use journals that are emerging in the field of charity, third sector and social enterprise studies, as well as established journals on non-profit and co-operative management practices.

Useful journals include:

Journal of Co-operative Studies
Non-Profit Quarterly
Social Enterprise Journal
Voluntas

Students are encouraged to use quality journals that discuss issues of subject interest including:

Economic and Industrial Democracy
Human Resource Management Journal
Industrial Relations Journal
International Journal of Human Resource Management
Journal of Industrial Relations

Recommended reading material will be provided by tutors during the module, and in the module guide. Every effort is made to include relevant texts in the university library. Students may wish to consider obtaining or purchasing of the following articles and books to assist their studies:

Burnell, J. (2001) *Managing People in Charities* (2nd edn), ICSA.
Cornforth, C. & Edwards, C. (1998) *Good Governance: Developing Effective Board-Management Relations in Public and Voluntary Organisations*, London: CIMA Publishing.
Clegg. S., Kornberger, M., & Pitsis, T. (2008) *Managing and Organizations,* London: Sage.
Doherty, B., Foster, G., Mason, C., Meehan, J., Rotheroe, N. and Royce, M. (2009) *Management for Social Enterprise,* London: Sage Publications.
Hudson, M. (1999) *Managing Without Profit,* 2nd Edition*,* London: Penguin.
Rothschild, J., Allen-Whitt, J. (1986) *The Cooperative Workplace*, Cambridge: Cambridge University Press.
Storey, D. (2001) *Human Resource Management: A Critical Text,* London: Thompson Learning.
Turnbull, S. (2002) *A New Way to Govern,* London: New Economics Foundation, Working Paper 5,
http://papers.ssrn.com/sol3/papers.cfm?abstract_id=310263.
Taylor, S. (2004) *People Resourcing*, 3rd Edition, London: CIPD.

The following resources may be useful for further perspectives on the subject:

Useful Resources

ACAS: http://www.acas.org.uk/index.aspx?articleid=1461

Charity Governance: http://www.charity-commission.gov.uk/enhancingcharities/default.asp

Charity Trustee Network: http://www.trusteenet.org.uk/

CIPD: http://www.cipd.co.uk/default.cipd

Cooperantics: http://www.cooperantics.co.uk/

Dept for Business, Innovation and Skills, http://www.berr.gov.uk/whatwedo/employment/

Governance Hub, http://www.ncvo-vol.org.uk/governanceandleadership/?id=9164

Open Space Technology: http://www.openspaceworld.org

Workforce Hub, http://www.ukworkforcehub.org.uk/

FINAL TASK

According to the Assessment Strategy shown in the Module Descriptor, which task will be the LAST TASK to be taken or handed-in? (Give task number as shown in the Assessment Strategy)	Task No. 1

MODULE REFERRAL STRATEGY

Task for Task (as shown for initial assessment strategy)	Y
Single Referral Package for All Referred Students	N

REVISIONS

Date	Reason
July 2012	Assessment Framework review