THE AOG - PART 4A

MODULE GUIDE HANDBOOK

31 March 2025

CONTENTS

1   Developing New Module Guides

At Wittenborg University of Applied Sciences (Wittenborg) we have a standard template for all Module Guides.

This template has been developed and approved by the Education Board. All modules have a corresponding Module Guide that offers the most crucial information for students, faculty and administrative staff at Wittenborg.

The Module Guide has four main parts, which are all explained in the course of this handbook:

1. **Cover Page:** which displays the specialisation, module title & code, allocated European Credits and the aims & objectives.
2. **Module Description:** contains all practical information related to a module: some examples are the content, study load, final qualifications mapping, teaching methods, assessment method, required/recommended literature, etc.
3. **Module Plan:** lists each lesson plan with the details on lesson plan content, aims/learning outcomes, required preparation, tasks (self-study/homework).
4. **Module Evaluation Plan:** displayed with weight of final mark, pass requirement and short explanation on any specific related information to the assessment type.

The Module description and the Evaluation plan are always filled in by the EDQM Department. After that, the respective faculty member will be requested to complete the remaining parts of the Module Guide.

The following procedures should be followed when developing a new Module Guide:

Drafting of aims & objectives by EDQM Department	→	1st subject expert review	→	2nd subject expert review	→	Final Review by EDQM Department	→	Proof-reading	→	Approval of Education Board	→	Uploading in the module online area

Furthermore, the following important points should be kept in mind when developing a Module Guide:

- There are some key criteria that are pre-set by the Education Board of Wittenborg, such as the title and code of the module, European credits allocated, total study hours, assessment method, final qualifications mapping, etc. These elements should be taken into consideration and respected throughout the development stages.
- The aims & objectives (goals) should be reflected in the module content as well as in the lesson plans, as the aims & objectives are developed based on the relevant final qualifications mapping (see final programme qualifications in the relevant EEG). Faculty can propose completely new aims & objectives in case of new module guides or redesigning of existing module guides. However, the new module guide must be approved by the Education Board for delivery/teaching.
- It is very important to select the required literature before developing the guide, which should always be up to date and the most recent versions (within the last 5 years) of the published study book. However, the module content or lessons plan should neither be based on the table of contents of the required literature, nor should it follow the same structure. Each module content and each

module lesson plan must follow the logical structure of cognitive deepening for a given subject and always reflect the aims & objectives of the module.
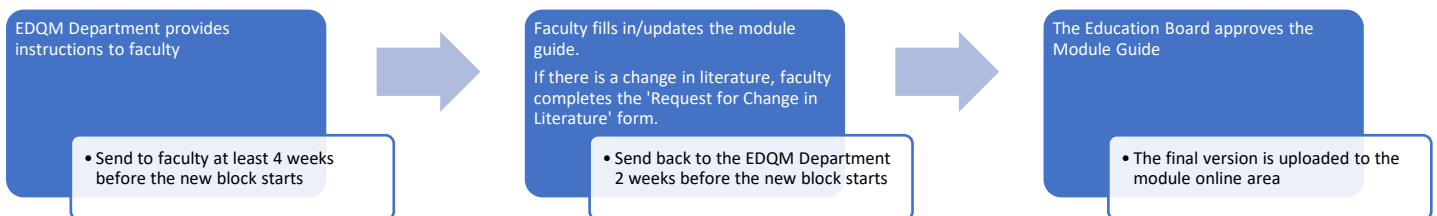
2 Updating Module Guides

In addition to developing new modules, Wittenborg has an effective system in place for a continuous review of the curriculum. Almost all module guides are reviewed every academic year in order to make sure that all the modules as well as the required literature are up to date. In the case of any issues, the EDQM Department, which works under the guidelines of an Education Board, asks for a revision of a module.

There could be several reasons why the EDQM Department could request the update of a Module Guide from a faculty member. These include but are not limited to:

- Change of the required literature: this may require minor changes in the lesson plans.
- Change of the Module Guide at the request of the Education Board and/or Faculty: whenever a faculty has a valid justification accepted by the Education Board, the Module Guide can be updated accordingly.
- Any other changes that might require alteration in the lesson plans or other crucial part of the Module Guide.

The following procedures should be followed when updating a Module Guide:

The respective faculty member requests for the editable version of the Module Guide from the EDQM Department at least 4 weeks before the new block starts. They need to update the literature and amend the content and/or lesson plans if necessary (using Track Changes), and return the updated Module Guide 2 weeks before the start of the new block.

EDQM Department provides instructions to faculty	→	Faculty fills in/updates the module guide. If there is a change in literature, faculty completes the 'Request for Change in Literature' form.	→	The Education Board approves the Module Guide
• Send to faculty at least 4 weeks before the new block starts		• Send back to the EDQM Department 2 weeks before the new block starts		• The final version is uploaded to the module online area

Furthermore, the following instructions should be followed when filling in or updating the Module Guide

- Use the track changes function of MS Word to enable the education office to track where changes were made. You may highlight all changes with a different colour if track changes are complicated.
- There is no need to include/list any articles in the module guide; however, these should be uploaded directly to the module online area with a clear note for which lesson/topics these will be used during the block.
- Avoid referring to specific page number(s) or table/figure(s) of textbooks/journal papers/articles when relating to the content of the lessons. These are much more likely to be changed with the new editions of the required literature.
- Since some of the publishers do revise their titles quite often for marketing purposes, the Module Guides should be updated in a manner to avoid frequent changes, even in the case of two editions of the book being used by students. Faculty should get a copy of both the editions and inform students accordingly.

- Literature changes can be made for a module; however, this must be approved by the Education Board and will require the redesigning of a module. For this purpose, instructions for developing and redesigning a new module mentioned in the section above and below should be followed.

3   Redesigning Module Guides

The redesigning of a Module Guide can be requested by the Education Board in order to induce necessary changes of the aims & objectives of the module: any change in the aims & objectives will require and result in re-development of the Module Guide.

3.1   Module Description

The module description needs to be filled in by the EDQM Department, all the parts are required and cannot be changed without permission of the Education Board. The parts marked in red are to be changed whenever there is a new book which has been approved by the Board.

Module Description				Explanation
Module Name				*pre-set by the Education Board*
Module Code				*pre-set by the Education Board*
Teacher Name	Please refer to the module online area			*pre-set by the Education Board*
Period	Year	Phase	Block	*pre-set by the Education Board*
Prerequisite				*May vary*
Introduction				*Short paragraph introducing the subject*
Goals	Same as Aims & Objectives on the cover			*Exactly same as aims & objectives*
Content				*8-12 bullet points, could be with a few sub-headings* *Logical structure of deepening the subject*
Instruction/ Study Load	… Lesson hours … Preparation Lesson hours … Assignments / Homework hours … Exam and exam preparation hours … Literature hours (depending on the length and difficulty of the book) The course uses … pages from the book(s) and journal articles where: • …. pages easy reading and understanding material – … Hours • …. pages average reading and understanding material – … Hours • …. pages difficult reading and understanding material – … Hours Criteria: • Difficult reading and understanding material – 3 pages per hour • Average reading and understanding material – 5 pages per hour			*Lesson hours are fixed by the Education Board; however, faculty are free to determine the hours that students are required to spend on the different study activities. The total number of hours is fixed and calculated based on the accreditation of the module.* ***1 EC = 28 hours of study*** *The number of pages of the required literature for the module.* *Faculty can specify the division between easy, average and difficult reading.* *The number of total hours is accordingly calculated based on the accreditation of*

	• Easy reading and understanding material – 7 pages per hour Total …. Hours	*the module; therefore, it is pre-set and cannot be changed.*
Final Qualification Mapping	Mapped with number … See the EEG for further references	*The final qualifications mapping is pre-set by the Education Board, and they are related to the aims & objectives of the module.*
Teaching Language	English	
Teaching Methods	• Classroom lecturing • Case study discussions • Feedback and presentation sessions • Video and film • Discussion sessions • Research Papers	*Pre-set by the Education Board, modified depending on modules*
Module / Lecture and Seminar status	Compulsory / Elective	*Pre-set by the Education Board*
Testing and Assessment	Examination Type 1/2/3/4/5/6/7/8 See the EEG for further references	*Pre-set by the Education Board*
European Credits		*Pre-set by the Education Board*
Required Literature		*Pre-set by the Education Board, in the beginning. However, faculty are encouraged to give recommendations on the literature and revise the module guide. This requires the approval of the Education Board.*
Recommended Literature		*Pre-set by the Education Board, but faculty are encouraged to recommend recent relevant literature to the Education Board.*
Notes		

Should any changes be made in the information filled in by the EDQM Department, faculty members are welcome to request the changes by filling in the Revision of Module Content/Literature form via the link: New Literature Request Form this form is available in the Teacher Resources Guides and Online Area .

Requests must be sent at least 4 weeks before the start of a block. Then the decision will be made by the Education Board within 2 weeks. The lecturer concerned must update the module guide based on the approved changes at least 2 weeks before the start of module.

If the request is approved and the required literature is changed, the previous literature becomes the recommended literature.

3.2 Module Plan

Module Plan is where faculty includes detailed planning for all lessons for a module. This is an integral part of the Module Guide; hence, it needs completing within the same deadline as the Module Guide. For each lesson, the faculty member should fill in four main categories shown in the table below.

Lesson 1	Explanation
Content	*Main topics to be introduced and discussed in the lesson as per the module content mentioned under module description.*
Aims	*What students should know after the attending the lesson. These are usually learning objectives based on the lesson outline.*
Required preparation	*The chapters/pages/specific parts of the literature needed for the lesson.*
Tasks (self-study/ homework)	*Home assignments and recommendations for self-study. Faculty should refrain from adding any specific names/titles of such activities. Only generic information should be added here, and any detailed information should be provided in the module online area.*

The following sub-sections will help in understanding the above mentioned categories:

3.2.1 Content

The content of the lesson is closely linked to and based on the required literature; however, it should be in bullet points and should not be a direct copy from the table of contents in the required book. Faculty members should only list the main content or topics to be discussed in the lesson. The content could be moderately specific but general examples are not encouraged to be included.

3.2.2 Aims

The aims of the lesson are understood to be what students are able to do after the lesson, or in other words, the achievement of students. Therefore, they should be specific, measurable and achievable statements starting with a verb, which are related to the lesson. From the complete module viewpoint, the aims of each lesson should also be related and supportive to the aims and objectives of the whole course, which are mentioned on the cover page and in the module description.

3.2.3 Required preparation

Literature and activities that are required to be prepared need to be mentioned in every lesson.

3.2.4 Tasks (self-study/homework)

Homework and self-study tasks should be written in a formal manner. Any sort of direct communication should otherwise be expressed in class or uploaded directly to the module online area.

3.3 Module Evaluation Plan

The Module Evaluation Plan is filled in by the EDQM Department.

Module Evaluation Plan				Explanations
Module name	**E.g. Human Resources Management**			*The Module Evaluation Plan is developed by the Education Board at Wittenborg, and faculty must adhere to the set assessment method.*
Assessment	Block	Type of Evaluation	% Weight of Final Module Mark	
Evaluation 1 (E.g.)	FEB (E.g.)	1. Written Examination 2. Assignment/Report/Essay 3. Project Work 4. Language Test (Reading, Writing, Listening & Speaking) 5. PDP Portfolio 6. Active Participation 7. Oral Presentation/Oral Q&A 8. Digital & Multimedia Output	100%	*There are 8 types of evaluation at Wittenborg, (see EEG part 5).*
Total mark required for pass: 5.5			Total must equal 100%	*The assessment method can be one type or a combination of two types of evaluation.*
Short explanation There is a short description of this in the Education and Examination Guide (EEG) under Examinations and Evaluation leading to European Credits. Content of the exam covers the topics that have been given in the module plan. **Teacher explanation:** Teacher will provide detailed instructions on the assessments in classes and via the module online area. Students should attend classes and visit the module online area for further details.				
Notes:				

4   General Instructions and Tips

When developing or updating module guides, faculty members should ensure the requirements enlisted below are met:

- Font style: Arial
- Font size: 11
- The contents and aims of the lessons are in bullet points
- No copy/paste from any sources including but not limited to books, articles and pdf documents
- No changes with the table format or the structure of the standard template

If the requirements are not properly followed, revision of the module guides will be required.

5 Appendices

5.1 Sample Module Guide Bachelor Programme

Bachelor Module Guide

Marketing Plan
(MA25_IBA)

4

Aims and Objectives of this module:

1. Define marketing planning as well as the internal and external influences, which affect the planning process.
2. Understand the different sub types of planning required and the importance of formal planning.
3. Describe and analyse the different stages in the marketing planning process.
4. Understand the need for evaluation and control of marketing plans and their implementation.
5. Apply the knowledge on strategic marketing problems.
6. Get insight into the strategic planning process and its implications to a company's marketing actions.
7. Develop practical skills in writing a marketing plan.
8. Develop analytical skills as well as good and persuasive reasoning.
9. Describe and analyse the separate elements, which are incorporated in marketing mix strategy.
10. Understand the importance of planning the project and the use of Gantt charts in project planning.

Module Description

Module Name	**Marketing Plan**
Module Code	MA25_IBA
Module Teacher	*Please refer to the module online area*

Period	Year 3	Phase 2	BLK FEB

Prerequisite	Phase 1 related modules (MA) or equivalent
Introduction	This course will guide you towards making a real marketing plan. You can develop it, as if you were the marketing manager in a (bigger) company, or as a starting entrepreneur. It is as much about writing the plan (we will also use "tools" for that), as about the "how and why?" and "what and where?" The 7 w-questions, which you should regularly ask yourself during the making-up process.
Goals	1. Define marketing planning as well as the internal and external influences, which affect the planning process. 2. Understand the different sub-types of planning required and the importance of formal planning. 3. Describe and analyse the different stages in the marketing planning process. 4. Understand the need for evaluation and control of marketing plans and their implementation. 5. Apply the knowledge on strategic marketing problems. 6. Get insight into the strategic planning process and its implications to a company's marketing actions. 7. Develop practical skills in writing a marketing plan. 8. Develop analytical skills as well as good and persuasive reasoning. 9. Describe and analyse the separate elements, which are incorporated in marketing mix strategy 10. Construct a Gantt chart to show timings and planning dates.
Content	• Introduction to marketing planning • Analysing the current situation • Analysing customers and markets • Planning segmentation, targeting and positioning • Planning direction, objectives and strategy • Planning for products and brands • Planning for pricing • Planning for channels and logistics • Planning for integrated marketing communication • Supporting the marketing mix • Planning to measure performance • Controlling marketing and implementation

Instruction / Study Load	24 Lesson hours 8 Preparation Lesson hours 22 Assignments/Homework hours 20 Exam and exam preparation hours 38 Literature (Depending on the length and difficulty of the book) hours The course uses 270 pages from the book where: • 270 pages easy reading and understanding material – 38 hours **Criteria:** • Difficult reading and understanding material – 3 pages per hour • Average reading and understanding material – 5 pages per hour • Easy reading and understanding material – 7 pages per hour **Total 112 Hours**
IBA Final Qualification Mapping	Mapped with numbers 1, 4, 6, 17 and 18 See the EEG for further reference.
Teaching Language	English
Teaching Methods	- Classroom lecturing - Case study discussions - Feedback and presentation sessions - Video and film - Discussion sessions - Research Papers
Module / Lecture	Compulsory
Testing and assessment	Assignment/Report/Essay (2) See the EEG for further reference.
European Credits	4
Required literature	Wood, M. B. Essential guide to Marketing Planning., Financial Times/ Prentice Hall
Recommended literature	Kotler & Armstrong. Principles of Marketing Kindle Edition
Notes	

Module Plan

Module Name	Marketing Plan

Lesson 1

Content	**General Introduction** • Roles • Expectations • Module guide • Assessment & Exams and Feedback **Introduction to marketing planning** • Definition of marketing planning • The role of marketing planning • The marketing planning process **Internal environment analysis** • Environmental scanning and analysis • SWOT analysis • Analysing the internal environment
Aims	• Define key concepts: marketing planning and internal environment. • Outline the benefits of marketing planning. • Describe and analyse the different stages in the marketing planning process. • Describe the contents of a marketing plan. • Begin the first stage of marketing planning. • Start documenting a marketing plan. • Understand the purpose of the internal audit. • How the internal environment affects marketing planning. • Conduct internal audit.
Required Preparation	Chapters 1 and 2
Tasks (self-study/ homework)	- Start brainstorming about your plan/business. - Use the checklists in chapters 1 and 2. - Use the worksheets on the Course area: II.2.1 and II.2.2.

Lesson 2

Content	**External environment analysis** • SWOT analysis. **Analysing customers and markets** • Analysing consumer and business markets • Analysing customers in consumer markets • Analysing customers in business markets
Aims	• Understand the purpose of the external audit. • Know how the external environment affect marketing planning. • Use of the SWOT-analysis for marketing planning. • Conduct external analysis. • Prepare a SWOT-analysis. • Understand why markets are examined according to definition, changes and share.

	• Explain main influences on consumer behaviour. • Describe how secondary and primary data are used in marketing planning. • Define/describe the market for a product. • Identify sources of information about consumers and business markets. • Calculate market share. • Analyse customer behaviour for marketing planning purposes.
Required Preparation	Chapters 2 and 3
Tasks (self-study / homework)	- Use checklists for your marketing plan. - Use the worksheets on the Course area: II.2.3 – II.2.6 and III. - Start writing first chapter(s) of your plan.

<p align="center">***Lesson 3***</p>

Content	**Planning segmentation, targeting and positioning** • Benefits of segmentation, targeting and positioning • The market segmentation process • The targeting process • The positioning process **Planning direction, objectives and strategy** • Direction and objectives drive marketing planning • Marketing plan direction • Marketing plan objectives
Aims	• Understand the benefits of segmentation, targeting and positioning. • Identify segmentation variables for consumer and business markets. • Understand the concepts of undifferentiated, differentiated, concentrated and individual marketing. • Apply segmentation variables in consumer/business markets. • Evaluate segments for marketing attention. • Choose targeting approach for market coverage. • Formulate meaningful positioning. • Understand the three broad directions that can shape a marketing plan. • Know the characteristics of effective objectives. • Know how financial, marketing and societal objectives work together in a marketing plan. • Set a direction for your marketing plan. • Formulate your marketing plan objectives.
Required Preparation	Chapters 4 and 5
Tasks (self-study / homework)	- Use the checklists for your marketing plan. - Use the worksheets on the Course area: II.2.3 – II.2.6 and III. - Keep up with theory in writing your plan.

<p align="center">***Lesson 4***</p>

Content	**Planning direction, objectives and strategy.** • Marketing plan objectives: Societal objectives • From objectives to marketing-mix decisions

	Planning for products • Product mix and product line decisions • Product life-cycle decisions • New product development decisions • Product attribute decisions • Quality and performance decisions • Feature and benefit decisions • Design decisions • Packaging and labelling decisions **Planning for brands** • Brand identity • Brand meaning • Brand response • Brand relationship
Aims	• Understand how product-mix, -line and –life cycle affect product planning. • Know the steps in new product development. • How to analyse and enhance brand equity. • Analyse a product's position in the product mix and the life cycle. • Make planning decisions about products. • Make planning decisions about brands.
Required Preparation	Chapters 5 and 6
Tasks (self-study / homework)	- Use the checklists for your marketing plan. - Use the worksheets on the Course area: IV and V. - Keep up with theory in writing your plan.
Lesson 5	
Content	**Planning for pricing** • Price and value • Analysing influences on pricing decisions • Organisational and marketing plan objectives • Costs • Setting pricing objectives • Pricing new products • Pricing multiple products • Adapting prices • Planning for prices to vary **Planning for channels** • Analysing the value chain • Planning for channels
Aims	• Understand how customers' perceptions of value affect price decisions. • Know how external/internal influences on pricing works.

	• Determine pricing for new products. • Know how to adapt prices. • Analyse the influences on your pricing decisions. • Set appropriate pricing objectives. • Understand the role of the value chain and marketing channels. • Know how various channel levels and intermediaries work. • Define exclusive, selective and intensive distribution. • Analyse the value chain. • Decide on the number of channel levels and members.
Required Preparation	Chapters 7 and 8
Tasks (self-study / homework)	- Use the checklists for your marketing plan. - Use the worksheets on the Course area: IV and relevant part of V. - Keep up with theory in writing your plan.

Lesson 6	
Content	**Planning for logistics** • Inventory decisions • Storage decisions • Transportation decisions • Order processing and fulfilment decisions **Planning for communications and influence** • Types of marketing communications and influence • Planning for communications and influence process • IMC process
Aims	• Analyse and plan for logistics • Understand the role of integrated marketing communication • Understand the IMC planning process • How to use IMC to support marketing plan objectives • Set IMC objectives consistent with marketing plan objectives • Select appropriate IMC tools • Plan for an IMC campaign
Required Preparation	Chapters 8 and 9
Tasks (self-study / homework)	- Use the checklists for your marketing plan. - Use the worksheets on the Course area: IV and relevant part of V. - Keep up with theory in writing your plan.

Lesson 7	
Content	**Supporting the marketing mix** • The role of customer service and internal planning today • Planning for customer service • Planning for internal marketing **Planning metrics and performance measurement** • Tools for evaluating marketing progress

	• Measuring progress with metrics • Forecasting and the planning process • The use of Gantt charts in project planning • Preparing budgets and schedules
Aims	• Understand why a marketing plan should include customer service and internal marketing. • Understand how to use forecasts, budgets and schedules in marketing planning. • Realise how the role of metrics in tracking progress toward marketing performance works. • Prepare for forecasting, budgeting and scheduling. • Construct a Gantt chart. • Select metrics to measure progress toward marketing plan objectives.
Required Preparation	Chapters 10 and 11
Tasks (self-study / homework)	- Use the checklists for your marketing plan. - Use the worksheets on the Course area: relevant part of V and VI. - Keep up with theory in writing your plan.

Lesson 8	
Content	**Planning implementation and control** • The marketing control process • Levels of marketing control • Types of marketing control • Contingency plans and scenario planning
Aims	• Understand the role of marketing control. • Understand how marketing control works at various levels works. • Discuss planning for annual, financial, productivity and strategic control. • Diagnose interim marketing results and plan corrective action. • Evaluate plan performance using marketing control. • Prepare for contingency and scenario planning.
Required Preparation	Chapter 12
Tasks (self-study / homework)	- Use the checklists for your marketing plan. - Use the worksheets on the Course area: VI and VII. - Keep up with theory in writing your plan.

Module Evaluation Plan

Module Name	Marketing Plan		
Assessment	Block	Type of Evaluation	% Weight of Final Module Mark
Evaluation 2	FEB	Assignment / Report / Essay (2)	100%
Total mark required for pass 5.5			Total must equal 100%

Short explanation

There is a short description of the exam types in the Education and Examination Guide (EEG) under Part 5 - Examinations and Assessment leading to European Credits at Wittenborg.

The content(s) of the exam shall cover the topics mentioned in the module plans to achieve the aims and objectives mentioned in the module guide.

Module teacher may decide whether it is a group or individual assignment. **Individual/Group Assignment:**
A group report (3,000 – 6,000 words) should be prepared on Marketing plan and the related topics. The specific word limit will be given by the module teacher. The written report should incorporate all key topics introduced and should demonstrate the ability of students to evaluate critically the content of case study and comprehend the theoretical concepts.
In this case, group sizes are required to be a minimum of 3 and a maximum of 5 students.

This assignment is assessed as a pass/fail because it aims to evaluate your work participation in a group. A **Statement of Contribution** with all group members' signatures must be attached with the Group report as an appendix (the form is attached at the end of the module guide).

Submission deadline: Friday of the Exam week 16:00 hours (Submission can only be made via the Turnitin submission online area)

Although, there is no separate mark for the presentation a teacher may request a student to present their work. The main focus of the presentation is:
- To ensure that the Assignment/Report/Essay is genuine and student's own work.
- The student is capable of preparing and delivering a proper PowerPoint presentation and can sufficiently answer any questions related to the Assignment/Report/Essay.

However, the quality and performance of the presentation should reflect in the overall mark of the Type 2 Examination grade. For further information about Type 2 Examination Instructions and Plagiarism policy, please refer to the module online area.

Retake submission deadline: Retake Exam Week 1 Friday 16:00 hours (Submission can only be made via the Turnitin submission online area).

The retake submission of the written assignment is possible only in the event of students having failed in the regular submission during the teaching block and fulfilled the standard retake exam submission requirements.

Teacher explanation:
- Teacher will upload detailed instructions of both assessments (group and individual) on the module online area during Lesson Week 1. Students should attend classes and visit the module online area for further details.

- There will be a minimum of two and maximum of four feedback sessions of 50 minutes each during the ongoing classes. These sessions are imperative for effective feedback on students' works on the given assignments.
- Teacher is responsible for ensuring the Turnitin submission online area for the module assignments and the respective retake block is created by Lesson Week 1 Friday.
- Teacher has 10 working days from the submission deadline to submit the exam result on the exam results registration form as per the SOP.

Notes: **DUE TO THE FACT THAT THIS MODULE REQUIRES STUDENTS TO WORK TOGETHER IN TEAMS, STUDENTS WILL NOT BE ABLE TO JOIN THIS COURSE AFTER LESSON WEEK 1.**

STATEMENT OF CONTRIBUTION FOR GROUP ASSIGNMENTS

This Statement of Contribution is for the group assignment which is part of the assessment requirements of the Module: - ……………………………………with the Module code………….

In order to ensure the equal contribution hence a fair assessment on the group project, this Statement of Contribution was confirmed and signed by the group members who actively participated in the final submission.

Our group includes:

(Information of active group participants only)

Full name	S-number	Signature

We hereby declare and confirm that the group report was conducted based on the equal contribution of all abovementioned individuals. We acknowledge that each member will receive the same assessment result awarded for the report and for any forthcoming issue we are in agreement that every member will be held liable.

*Note: This document is to be included in the group report as a part of the acknowledgement.

5.2 Sample Module Guide Master Programmes

Master Module Guide

5

MBA Module Guide

Human Resource Management

(MO41_MBA)

Aims and Objectives of this module:

1. Be able to apply knowledge and understanding of the nature and importance of HRM.
2. Be capable of instigating change in the environment (involving globalisation and technology), influencing what HR managers (are expected to) do and how they do it (including links with strategy, the concept of high-performance organisation and evidence-based HRM).
3. Be able to deal with issues of diversity, gender and intercultural communication.
4. Be able to apply the concepts of job analysis, personnel planning, recruiting, training and coaching, employee testing and selection, performance management and appraisal.
5. Develop insight into and critically review compensation and related issues (such as incentives, fringe benefits, social insurance and flexible benefits programmes).
6. Manage employee legal relations and issues (such as fair treatment, ethical behaviour, discipline, privacy and dismissal, HR in entrepreneurial firms) and labour relations (unions, works councils, collective bargaining, grievance procedures, HR and international outsourcing and supply chains, international

Module Description: Human Resource Management

Module Name	Human Resource Management
Module Code	MO41_MBA
Module Teacher	Please refer to the module online area

Period	Year 1, Semester 1
Prerequisites	Bachelor's degree or equivalent managerial working experience

Introduction

People are crucial to every organisation. Irrespective of how the labour market looks, good co-workers are scarce, difficult to find and in many cases irreplaceable. These human resources have to be optimally utilised. This implies that personal goals and organisational goals must be integrated.

Human Resource Management (HRM) is about managing an organisation's employees (individually and collectively) as its most important assets, both strategically and operationally.

HRM involves planning, implementing, and managing recruitment, as well as selection, training, career, and organisational initiatives within an organisation. The goal of HRM is to maximise the productivity and quality of an organisation by optimising its employees' effectiveness. At the same time HRM targets improving the work life of employees and treating employees as valuable resources.

This module will give insight into the role of HRM in an organisation. You will be acquainted with various HRM models and instruments. You will learn to understand how HRM tool and strategies can support your organisation's strategy.

Goals

1. Be able to apply knowledge and understanding of the nature and importance of HRM.
2. Be capable of instigating change in the environment (involving globalisation and technology), influencing what HR managers (are expected to) do and how they do it (including links with strategy, the concept of high-performance organisation and evidence-based HRM).
3. Be able to deal with issues of diversity, gender and intercultural communication.
4. Be able to apply the concepts of job analysis, personnel planning, recruiting, training and coaching, employee testing and selection, performance management and appraisal.
5. Develop insight into and critically review compensation and related issues (such as incentives, fringe benefits, social insurance and flexible benefits programmes).
6. Manage employee legal relations and issues (such as fair treatment, ethical behaviour, discipline, privacy and dismissal, HR in entrepreneurial firms) and labour relations (unions, works councils, collective bargaining, grievance procedures, HR and international outsourcing and supply chains, international framework agreements).
7. Explain and apply the role of HRM in improving strategic management processes.

8. Be able to define and develop effective HRM policies based on the previous knowledge and understanding.

Content

- Describing an organisation's HRM
- Evaluating the role of recruitment and selection
- Understanding training and development
- Evaluating existing performance appraisal methods
- Evaluating role of compensation and rewards methods
- Analysing external and internal effects on HRM developments
- Evaluating the integration of personal and organisational goals
- Judging whether control and trust are in balance
- Managing competences, understanding their implications and effectiveness
- Integration of corporate strategy and HRM strategy
- Comparing the ways in which organisations deal with their various resources, using the Resource-based view of the firm
- HRM theories, universal model, contingency model, configurations model and behavioural theory
- Understanding the nature of HRM within SMEs
- Issues related to International HRM

Instruction / Study Load

1 36 Lesson hours
2 101 Hours of reading literature, completing the handbook and preparation for examination
3 3 Examination Hours

Total 140 Hours

MBA Final Qualification Mapping

Mapped with numbers: 1, 2, 14, 15, 25 and 26.
See the EEG for further reference.

Teaching Language

English

Teaching Methods

Classroom lecturing
Case study discussions
Feedback and presentation sessions
Discussion sessions
Research Papers
Brainstorming

Wittenborg University of Applied Sciences
Academic & Operations Guide
Module Guide Handbook

Graphic Organisers

Module / Lecture

Compulsory

Testing and assessment

Note: This is a Semester 1 Module

Closed/Open book Examination during exam week.

See the Handbook and the EEG for further reference.

European Credits   5

Required Literature

Dessler G. Human Resource Management. Global Edition. Harlow (UK): Pearson Education Ltd.

Boxall P. and Purcell J. Strategy and Human Resource Management.. Basingstoke and New York: Palgrave Macmillan.

Recommended Literature

Osterman, P. (2000). Work reorganisation in an era of restructuring: trends in diffusion and effects on employee welfare. Industrial and Labour Relations Review, 53 (2), 179-196.

Duke Chr. and Hinzen H. (2011). Adult Education and Lifelong Learning Within UNESCO: CONFINTEA, Education for All, and Beyond. Adult Learning, Fall 2011, 18-23.

Arms D. (2012). Effective Learning and Development Programs are Crucial, Strategic Finance, February 2012, 16-18.

Levenson A. (2011). Using Targeted Analytics to Improve Talent Decisions. People & Strategy, 34 (2), 34-43.

Ulrich D. (2012). Exclusive: The six competencies to inspire HR professionals for 2012. HR Magazine, 4 January 2012.

Lansbury R.D. (2009). Work and Industrial Relations: Towards a New Agenda. Industrial Relations, 64 (2), 327-339.

Glasscock T. (2011). Who works for you? Risk Management, November 2011, 36-40.

Sanford K.D. (2011). How to fill key leadership positions strategically? Healthcare Financial Management, June 2011, 44-48.

Leon L.C. and Matthews L.R. (2010). Self-esteem Theories: Possible Explanations for Poor Interview Performance for People Experiencing Unemployment. Journal of Rehabilitation, 76 (1), 41-50.

Smith J.L. (2011). Manage the Human Side of Quality Improvement. Quality, June 2011, 14.

Spiller J. (2011). HRD Interview with Simon Lloyd – HR Director of Santander. 11 April 2011. (www.theHRDirector.com)

Syedain H. (2012). From expats to global citizens. 9 January 2012 (www.peoplemanagement.co.uk/pm/articles/2012/01)

Brand M.J. and Croonen E.P.M. (2010). Franchised and Small, the Most Beautiful of All; HRM and Performance in Plural Systems. Journal of Small Business Management, 48 (4), 605-626.

Devereux J. (2011). Flex Appeal. Health and Well-being, February 2011, 50-52.

Kelleher B. (2011). Engaged Employees = High-performing Organisations. Financial Executive, April 2011, 51-53.

Gupta V. (2011). Cultural basis of high-performance organisations. International Journal of Commerce and Management, 21 (3), 221-240.

Crain M. (2010). Managing Identity: Buying into the Brand at Work. Iowa Law Review, June 2010, 1182-1258

Structure of the Module

Block Teaching

The module is taught over 6 days, with two 3-day blocks of contact hours in which students receive lectures and workshops by one or both of the module's core teachers.

Each teaching day is scheduled from 11.20 a.m. to 5:30 p.m. with breaks for lunch and coffee. The total number of contact hours allocated to this module is 36, with a normal load of 6 hours per day.

Assessment

Type 1 Open/Closed-book examination

Assessment of modules in Semester 1:

The assessment for all 6 modules in Semester 1 will be done through the completion of a writing examination (the teacher can decide to develop either a closed-book or an open-book written exam).

Part 1: First Module Block

Focus (aims)

- Be able to apply knowledge and understanding of the nature and importance of HRM.
- Be capable of instigating change in the environment (involving globalisation and technology), influencing what HR managers (are expected to) do and how they do it (including links with strategy, the concept of high-performance organisation and evidence-based HRM).
- Be able to deal with issues of diversity, gender and intercultural communication.
- Be able to apply the concepts of job analysis, personnel planning, recruiting, training and coaching, employee testing and selection, performance management and appraisal.

Content

- Describing an organisation's HRM
- Evaluating the role of recruitment and selection
- Understanding training and development
- Evaluating existing performance appraisal methods
- Evaluating role of compensation and rewards methods
- Analysing external and internal effects on HRM developments
- Understanding the nature of HRM within SMEs

Preparation and Discussion Questions

See Module Handbook and reading related to this module guide.

Part 2: Second Module Block

Focus (aims)

- Develop insight into and critically review compensation and related issues (such as incentives, fringe benefits, social insurance and flexible benefits programmes).
- Manage employee legal relations and issues (such as fair treatment, ethical behaviour, discipline, privacy and dismissal, HR in entrepreneurial firms) and labour relations (unions, works councils, collective bargaining, grievance procedures, HR and international outsourcing and supply chains, international framework agreements).
- Explain and apply the role of HRM in improving strategic management processes.
- Be able to define and develop effective HRM policies based on the previous knowledge and understanding.

Content

- Evaluating the integration of personal and organisational goals.
- Judging whether control and trust are in balance.
- Managing competences, understanding their implications and effectiveness.
- Integration of corporate strategy and HRM strategy.
- Comparing the ways in which organisations deal with their various resources, using the Resource-based view of the firm.
- HRM theories, universal model, contingency model, configurations model and behavioural theory.
- Issues related to International HRM.

Preparation and Discussion Questions

See Module Handbook and reading related to this module guide.

Module Evaluation Notes			
Module Name	Human Resource Management		
Assessment	Block	Type of Evaluation	% Weight of Final Module Mark
Evaluation 1	OCT & APR	Written Examination (Open or Closed-book)	100%
Total mark required for pass 5.5			Total must equal 100%

Short explanation

There is a short description of the exam types in the Education and Examination Guide (EEG) under Part 5 - Examinations and Assessment leading to European Credits at Wittenborg.

The content(s) of the exam shall cover the topics mentioned in the module plans to achieve the aims and objectives mentioned in the module guide.

Teacher explanation:

Teacher will provide detailed instructions on the assessments in classes and via the module online area. Students should attend classes and visit the module online area for further details.

Teacher is responsible for uploading study materials on the module online area before the start of the first lesson.

Teachers teaching a module delivered to multiple groups from the same or other programmes at other locations must cover the module content as mentioned in this module guide as the module exam will be selected centrally based on submissions made by all the teachers teaching this module.

Teacher should present the module guide, its contents and rational for the aims and objectives of a module within the first lesson of a module.

Teacher has 10 working days from the submission deadline to submit the exam result on the exam results registration form.

Notes: