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| **HR7003 Sem B**  **Academic Year *2023/24*** | |
| **HRM - Assessment Guide**  **Coursework 1** | |
| **Teaching Dates: Feb 2024 – May 2024** | |
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**Assessment**

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| **Individual Coursework HR** |
| **Mon 11th March 2024 @ 9.00hrs (GMT)** |
| **This assignment accounts for 50% of the module marks.** |

**ASSESSMENT**

**Your Task:**

Using good quality academic and journalistic sources, prepare a 1,500 word report for the case study provided Note: In your responses, you are allowed to improvise or add to the case study details provided. However, the case study should not be changed or compromised in any way.

Your knowledge and understanding of Human Resource Management of an organisation, including management of individual, team, and organisation will be critically examined.

You have recently been appointed as the first ever HR Director at Coffee Shack your remit is to bring forward proposals for new approaches, policies and practices which will:

* Identify the 3 most important, HR priorities and the best way to tackle them effectively and rapidly. (15marks)
* What is the difference between Business Strategy and HR Strategy. In you opinion is the problem with the Business Strategy or the HR Strategy (10 mark)
* Pooja is Shop Manager and has been told by her Area Manager that some of her staff think she micro-manages the Team Leaders. She has 3 team leaders, John is the first Team Leader, he has been with the company for many years and has the responsibility of the staff rotas and to communicated with payroll to ensure all staff get the correct salary at the end of the month. He is very competent in his job and has developed a number of good networks throughout the company. The second Team Leader is Salim, he started as trainee and has been working in the company for 4years and has recently been made a Team Leader, he knows the job well but is a little anxious as he will now be leading some staff who were previously his colleagues. Finally, Maya is the third Team Leader, she is an experienced Team Leader, but has recently joined from a competitor. She is experienced Team Leader but lacks knowledge with the policies and practices at Coffee Shack.
* Pooja has approached you for advice on how to improve her leadership skills, suggest ONE theory of Leadership she could adopt to improve her relationship with the Team Leaders. Justify your answers (10marks)

• To establish measurable levels of staff engagement and improve them by 50% over the next two years. (25marks)

• To reduce staff turnover levels in the Coffee Shack by 50% a year. (25 marks)

• To ensure that scores and anonymous reviews left by employees and former employees on Glassdoor in the future are as positive as those of your major competitors. (10marks)

* A budget of £350,000 a year will be made available to you in order to meet these objectives provided the senior management team is convinced that your proposals will have an impact. (5marks)

Set out with persuasive business justification how you would go about meeting these four core objectives.

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The title of your report should be: ‘

A Business Report to improve the delivery of HR Processes at the case study organisation’.

Your report should include:

* A Title Page
* Executive Summary
* Contents Page
* Outline of the primary HRM issues in the case study organisation.
* Proposal to improve the delivery of HR Processes at the case study organisation.
* Implementation plan including outline costings and responsibilities
* Conclusions
* Recommendations
* References using Harvard Referencing conventions.

The word count of 1,500 words will not include the title page, executive summary, contents page or references.

You will not need to draw on all change and leadership theories that you read but should select instead those which are most applicable to the case study and apply them appropriately.

It is important that you show knowledge of key debates within the literature on Human Resource Management within an organisation. Also, it is strongly advised that you are critical in your writing and ensure a good level of integration and coherence in applying theories. Please work on, and ensure an excellent level of criticality, coherence, and flow of your report. This will require effective discussion and clarity.

Please note that a significant amount of the marks are awarded on the basis of wider reading, critical and logical presentation, quality of argument, referencing, academic integrity and academic writing conventions. Please see Assessment Criteria on the Moodle.

***Reassessment***

The reassessment will be a resubmission of this report, with tracked changes made in response to the feedback given and the comments tab used to explain the changes. The date for Reassessment will be advised after the results from this semester are confirmed and released to students after the Semester Assessment Board. There is no 24 hours late tab on reassessment.

The Learning Outcomes assessed by this assessment are:

***Knowledge***

1. Analyse and critically evaluate major ideas and practices in the field of people management.
2. Evaluate major contemporary theoretical and managerial perspectives on people management.

***Thinking***

1. Engage critically and analytically with literature relating to major developments in the field of people management.
2. Appreciate how research into effective people management underpins thinking in the other, more specialised fields of HRM and HRD practice that you will be studying.

***Subject-based practical skills***

1. Ability to effectively apply HR theories and models to situations and various scenarios.
2. Effectively apply key ratios appropriate for analysing the financial performance of the organisation.

***Skills for life and work (general skills***)

1. Develop and express strong, original and well-justified arguments to support your views.
2. Advise colleagues and senior managers about making improvements to management systems and thinking in organisations.

We strongly suggest that you try to submit all coursework by the deadline set as meeting deadlines will be expected in employment. However, in our regulations, UEL has permitted students to be able to submit their coursework up to 24 hours after the deadline. The deadline is published in this module guide. Coursework which is submitted late, but within 24 hours of the deadline, will be assessed but subjected to a fixed penalty of 5% of the total marks available (as opposed to marks obtained). If you submit twice, once before the deadline and once during the 24 hour late period, then the second submission will be marked and 5% deducted. This rule only applies to coursework. It does not apply to examinations, presentations, performances, practical assessments or viva voce examinations. If you miss these for a genuine reason, then you will need to apply for extenuating circumstances, or accept that you will receive a zero mark.

Further information is available in the Assessment & Feedback Policy at

<https://www.uel.ac.uk/Discover/Governance/Policies-Regulations-Corporate-documents/Student-Policies> (click on other policies)

1. **Assessment criteria**

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| Knowledge and Understanding (25%) | |
| Up to 40% | The proposal is written with little or no reference to any theoretical underpinning. |
| 40% - 50% | Evidence of some use of underpinning theory, but its use is limited and there are clear gaps of conceptual understanding in its application. |
| 50% - 60% | Theory is used to inform decisions and to justify them in a clear and logical manner. Systematic understanding of the discipline is evidenced through the implementation plan and risk register. |
| 60-70% | The proposal makes effective use of a wide range of theory and underlying concepts to provide a well judged and practical implementation plan evidencing a good understanding of the discipline. |
| 70% plus | Precise and well judged choice of theory and literature to inform an excellent proposal that synthesizes the practical and theoretical elements to produce a well judged proposal that incorporates a wide range of issues and concepts. |
| **Independent Research and Learning (25%)** | |
| Up to 40% | There is no evidence of independent research or of making use of the independent learning resources |
| 40% - 50% | There is evidence of some independent resources being used but of a limited value and number. |
| 50% - 60% | Relevant independent resources have been identified and incorporated to build the depth and breadth of the proposal. |
| 60-70% | A significant range of independent resources from the forefront of the discipline is introduced into the proposal to significantly raise its impact and to ground it effectively. |
| 70%+ | An extensive range of independent resources if high quality is synthesized for inclusion to lend the proposal an academic weight that lends significant authority. |
| **Persuasive, consistent argument (20%)** | |
| Up to 40% | No real structure to the argument |
| 40% - 50% | The report follows the prescribed structure in parts only. |
| 50% - 60% | The report l follows the prescribed structure and builds a clear, rational and well constructed argument. |
| 60-70% | The report is highly effective in its construction and through the use of argument convinces the reader of its conclusions and recommendations. |
| 70% + | Various strands of argument are synthesised to provide a compelling, grounded argument. |
| **Criticality. (25%)** | |
| Up to 40% | All sources are accepted at face value. |
| 40% - 50% | There is evidence of some limited criticality and analysis of events and facts, though it lacks depth. |
| 50% - 60% | A broadly critical approach to uncover underlying factors is used in the analysis to inform proposed recommendations and their implementation |
| 60-70% | A strong criticality informs all elements of the proposal, including the risk register through multiple perspectives and critical analysis. |
| 70% + | A highly analytical criticality underscores the proposal to synthesise multiple perspectives in a rigorously analytical proposal. |
| **Presentation (5%)** | |
| Up to 40% | Poor presentation  Poor references which do not follow the correct Harvard conventions and / or insufficient references  Serious errors in the use of language which makes the meaning unclear or imprecise |
| 40% - 50% | Presentation is somewhat untidy  References contain inconsistencies, errors or omissions  There are errors in the use of academic English which affect the clarity |
| 50% - 60% | Professional presentation standard  References follow correct conventions with one or two minor errors.  Language is clear and easily understood, sufficient for complex arguments. |
| 60-70% | Highly professional presentation  full and appropriate references.  Clear and precise use of language allowing a complex argument to be easily understood and followed |
| 70% + | Outstanding presentation  Precise, full and appropriate references.  Subtle use of language expressing highly nuanced thought with clarity and precision to a level appropriate for a submission for publication. |

1. **Guidance on referencing**

As a student you will be taught how to write correctly referenced essays using**UEL's standard Harvard referencing system from Cite Them Right .** Cite them Right is the standard Harvard referencing style at UEL for all Schools apart from the School of Psychology which uses the APA system. This book will teach you all you need to know about Harvard referencing, plagiarism and collusion. The electronic version of “Cite Them Right: *the essential referencing guide”* 9th edition, can be accessed whilst on or off campus, via UEL Direct. The book can only be read online and no part of it can be printed nor downloaded.

*Further information is available at*

<https://uelac.sharepoint.com/LibraryandLearningServices/Pages/default.aspx>

1. **Details of submission procedures - to include**

Notice is hereby given that all submissions for this component (**Individual Coursework HR)** of this Module must be submitted to Turnitin.” If you fail to submit component (**Individual Coursework HR)**, to Turnitin, in accordance with the guidance provided on the Virtual Learning Environment (Moodle), a mark of 0 will be awarded for the component.

**Submitting Assessments Using Turnitin:**

Turnitin is required for coursework assessments, such as report/research papers or projects in Microsoft Word, PowerPoint, and in PDF format. There are two main reasons we want you to use Turnitin:

* Turnitin can help you avoid academic breaches and plagiarism. When you use Turnitin ***before*** a submission deadline, you can use the Originality Report feature to compare your work to thousands of other sources (like websites, Wikipedia, and even other student papers). Anything in your work that identically matches another source is highlighted for you to see. When you use this feature ***before the deadline,*** you will have time to revise your work to avoid an instance of academic breach/plagiarism.
* Turnitin saves paper. When using Turnitin to electronically submit your work, you will almost never have to submit a paper copy.

**Late Submissions Using Turnitin**

UEL has permitted students to be able to submit their coursework up to 24 hours after the deadline. Assessments that are submitted up to 24 hours late are still marked, but with a 5% deduction. However, you have to ***be very careful when you are submitting your assessment***. If you submit your work twice, once using the original deadline link and then again using the late submission link on Turnitin, your assignment will be graded as late with the 5% deduction.

**Turnitin System Failure**

Best advice: Don’t wait until the last minute to submit your assessments electronically. If you experience a problem submitting your work with Turnitin, you should notify your lecturer/tutor by email immediately. However, deadlines are not extended unless there is a significant systems problem with Turnitin. UEL has specific plans in place to address these issues. If UEL finds that the issue with the system was significant, **you will receive an email notifying you of the issue and that you have been given a 24 hour extension**. **If you don’t receive any email that specifically states you have been given an extension, then the original deadline has not been changed.**

1. **Feedback and return of work**

Work should be submitted on Turnitin and all feedback will be on Turnitin.

You should not submit formative work to your seminar tutor as generic feedback will be given to the whole class.