

1 Employee Relations

1.1 Headline information about the module

Module title	Employee Relations
Module NFQ level (only if an NFQ level can be demonstrated)	8
Module number/reference	30
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)
Stage of parent programme	Award
Semester (semester1/semester2 if applicable)	Semester 1
Module credit units (FET/HET/ECTS)	ECTS
Module credit number of units	5
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	Human Resource 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 are required to hold at least a master's degree in HR or a business-related discipline and / or an equivalent professional qualification. Industry experience is desirable but not essential.
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)	4 hours
Module-specific physical resources and support required per centre (or instance of the module)	<ul style="list-style-type: none"> Fully equipped classroom for lectures, with capacity to hold at least 100 learners, including projection and video recording capability, internet access, and presentation software Tutorial rooms to accommodate 25 learners Online broadcasting and recording capability to stream and store lectures

Analysis of required learning effort		
*Effort while in contact with staff	Minimum ratio teacher / learner	Hours
Classroom and demonstrations	1/100	36
Monitoring and small-group teaching	1/25	10
Other (specify)		
Independent Learning		
Directed e-learning (hours)		79
Independent Learning (hours)		
Other hours (assignment research)		
Work-based learning hours of learning effort		
Total Effort (hours)		125

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 aims to infuse learners with a knowledge of employee relations and its importance to business success. It allows learners to appraise the strategies and practices that organisations use to enhance a mutually successful employment relationship. This module also has the added objective of ensuring that the learner develops an appreciation of the evolving issues associated with this topic. Furthermore, the module encourages the learner to view employee relations from the perspective of both the employer and employee, hence to recognise the ethical issues that are central to this relationship.

1.3 Minimum intended module learning outcomes

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

- (i) Assess the power balance of the relationship between employers and employees in the context of declining trade union membership
- (ii) Critically evaluate the strategies and practices of employers in pursuing employee relations that help to achieve business goals
- (iii) Discuss the role of third parties in contributing to successful employee relations
- (iv) Appraise the importance of legislation, both national and European, in determining the constraints under which the employment relationship exists
- (v) Identify the ethical implications of decisions made by both employers and employees in the field of employee relations

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

The importance of the contribution of employees to the organisation success is recognised by both industry professionals and academics. Employees are a unique factor of production in that their skills and knowledge are impossible to replicate completely. Hence, it is important that the relationship between employer and employee is a positive one. For learners with an interest in human resource management, it is important that they are encouraged to explore this relationship from the perspective of both sides, of employer and of the employee, and to be able to evaluate the factors

which contribute to their mutual advantage. This fosters an awareness in learners that employee relations are at the heart of organisational success and societal development.

This module specifically supports the achievement of MIPLOs 1, 6, and 10. See appendices 1 and 2 of the programme document for more detail of the mapping.

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 award stage 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 to Employee Relations

- Overview of the history of employee relations
- The nature of the employment relationship
- The significance of the change from Personnel Management to Human Resource Management (HRM)
- Academic perspectives on employee relations

Industrial Relations

- Growth of trade unions and their decline
- Growth of employers' organisations
- The practice of collective bargaining
- Conflicts and strikes
- Dispute resolutions

Management of the Employment Relationship

- Implementation of procedures
- Individual bargaining
- Business strategies and employee relations
- HRM strategies and employee relations
- Comparative employee relations

Legal Issues of Employee Relations

- Industrial Relations Acts
- Contract law
- European dimension
- Employee rights

Ethical Relations

- Power balance in the employment relationship
- HRM and the elevation of business success over employee interests
- Outsourcing
- Globalisation and employee relations
- The Gig Economy
- Automation
- Corporate social responsibility – employees as stakeholders?

1.7 Module teaching and learning (including formative assessment) strategy

The module is delivered through a combination of lectures and tutorials. In lectures, the learner receives information through lecture notes that contain summaries of a descriptive nature and of varying perspectives of employee relations; learners are encouraged to view these perspectives from a critical viewpoint. The learners are required to combine their own research with the lecture material in order to develop their critical thinking.

Tutorials take place in a dynamic environment where the learners engage in discussion with both the lecturer and their colleagues. The discussions revolve around industry examples, case studies, the impact of different legislation and ethical issues. The tutorials seek to probe the issues of employee relations that are highlighted in the lectures whereby the learners can gain a deeper knowledge of the topic. Formative feedback is given in tutorials and following the assignment submission.

1.8 Work-based learning and practice-placement

There is no work-based learning or practical placement in the module.

1.9 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 and case studies. Learners can avail of the VLE to organise their own schedule of independent learning through access to library resources and other research materials that are relevant to employee relations. Online classes and seminars are provided for learners undertaking the 'Blended Learning' courses.

1.10 Module physical resource requirements

The module requires a fully equipped classroom for lectures, with capacity to hold at least 100 learners, including projection and video recording capability, internet access and presentation software, and tutorial rooms to accommodate 25 learners. Online broadcasting and recording capability to stream and store lectures is also required.

1.11 Reading lists and other information resources

Primary Reading

Aylott, E. (2018) *Employee Relations: A Practical Introduction* (HR Fundamentals series). Kogan Page/CIPD

Williams, S. (2014) *Introducing Employee Relations: a critical approach*. Oxford: Oxford University Press.

Secondary Reading

Bennett, T, Saundry, R. and Fisher, V. (2020) *Managing Employment Relations*. Kogan Page/CIPD

Carbery, R. and Cross, C. (2019) *Human Resource Management*. 2nd Ed. Dublin: Macmillan Education.

Gennard, J., Judge, G., Bennett, A. and Saundry, R. (2016) *Managing Employment Relations*, 6th Ed. London: CIPD.

Gunnigle, P., Heraty, N., and Morley, M. (2017) *Human Resource Management in Ireland*, 5th Ed. Dublin: IPA.

Reiche, B.S., Harzing, A. and Tenzer, H. (2019) *International Human Resource Management*, 5th Ed. Thousand Oaks, CA: Sage Publications.

Wallace, J., Gunnigle, P., McMahon, G. and O'Sullivan, M. (2013) *Industrial Relations in Ireland*. 4th Ed. Dublin: Gill Education.

Journals, Periodicals, Newspapers

Industrial Relations News
People Management
The Economist
Irish Times
The Financial Times
The Business Post
The Guardian

Websites

www.cipd.ie
www.workplacerelements.ie
www.lc.ie

1.12 Specifications for module staffing requirements

Lecturing staff are required to hold at least a master's degree in HR or a business-related discipline and / or an equivalent professional qualification. Industry experience is desirable but not essential.

1.13 Module summative assessment strategy

The assessment strategy for this module is one whereby the coursework comprises an assignment that explores one aspect of employee relations in detail and is required to be based on extensive research of this topic. Learners deliver their own conclusions and recommendations according to the knowledge gleaned from their research. The closed-book examination is designed to evaluate the extent of the knowledge and critical thinking that has been developed by the learners during this module and over the duration of their studies in this programme.

The assessed work breakdown is indicated in the table below.

No.	Description	MIMLOs	Weighting
1	Assignment	(i), (iii), (iv)	50%
2	Examination	(i) to (v)	50%

1.14 Sample assessment materials

The sample assessment materials are included in a separate document.