



UNSW
A U S T R A L I A

Arts & Social
Sciences

School of Education

EDST5455
Human Resource Management in
Education

Semester 2, 2016

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IMPORTANT:

For student policies and procedures relating to assessment, attendance and student support, please see website, <https://education.arts.unsw.edu.au/students/courses/course-outlines/>

The School of Education acknowledges the Bedegal and Gadigal people as the traditional custodians of the lands upon which we learn and teach.

1. LOCATION

Faculty of Arts and Social Sciences
School of Education
EDST 5455 Human Resource Management in Education (6 units of credit)
Semester 2, 2016

2. STAFF CONTACT DETAILS

Course Convenor: Professor Stephen Marshall
Office Location: Room 1015, Level 10, Library (enter via rear opposite the Scientia Lawn)
Email: stephen.marshall@unsw.edu.au
Phone: 02 9385 8244
Availability: By appointment. Please contact 9385-8244 or via phone/email above

3. COURSE DETAILS

Course Name	Human Resource Management in Education
Credit Points	6 units of credit (uoc)
Workload	Includes 150 hours incorporating class contact hours, readings, class preparation, assessment, follow up activities, etc.
Schedule	Weekly seminars from 26 th July 2016 Tuesdays, 5 - 7pm Training Room 1025, Level 10 Library

Summary of Course

At the heart of effective leadership and management in any organisation lies the strategic use of human resources. In educational organisations, such as schools and higher education institutions, a range of issues related to the nature of learning, teaching, research, and the particular organisational contexts in which these activities are pursued, pose particular challenges for leaders and managers.

This course will familiarise you with: current theory and practice in Human Resource Management (HRM); the particular issues and challenges faced by educational/academic leaders and managers; and provide opportunities for you to develop and evaluate strategies to address these issues.

Specific topics that will be considered include: human resource planning and work design; recruitment and selection; induction and orientation; professional and career development; performance review; recognition and reward; equal opportunity; and Occupational Health and Safety.

Aims of the Course

The course aims to provide you with opportunities to:

1. develop a critical awareness of the history and current context for HRM in Australia
2. develop critical insights into the strategies, systems, processes, and challenges associated with HRM in schools and higher education institutions in Australia
3. use your understandings of effective HRM to review and evaluate current practices within your own institution/sector, and to develop a vision and strategies for improvement.

Student Learning Outcomes

At the end of this course you should have developed a demonstrable:

Discipline Specific Outcomes		Assessment
1	Understanding of the nature of HRM in Education in Australia and a critical appreciation of the influence of social, political, economic, technological and other factors on its development	1,2
2	Understanding of the strategies, systems and processes associated with contemporary HRM in Education including human resource planning and work design; recruitment and selection; induction and orientation; professional and career development; performance review; recognition and reward; equal opportunity; and Occupational Health and Safety	1,2
3	Capacity to use knowledge of HRM, leadership and organisational theory to identify issues in HRM in your school/educational institution/sector and to develop a vision and possible strategies to address these issues	1,2,3

Program Learning Outcomes

In addition, at the end of this course you should be able to:

Capability		Assessment
1	Advanced disciplinary knowledge and practices Demonstrate an advanced understanding of HRM in education, and the ability to synthesize and apply related disciplinary principles and practices to new or complex environments.	1,2,3
2	Enquiry-based learning Demonstrate an in-depth understanding of research-based learning and the ability to plan, analyse, present implement and evaluate complex activities that contribute to advanced professional practice and/or intellectual scholarship in education.	1,2,3
3	Cognitive skills and critical thinking Demonstrate advanced critical thinking and problem solving skills	3
4	Communication, adaptive and interactional skills Communicate effectively to a range of audiences, and be capable of independent and collaborative enquiry and team-based leadership	1,2,3
5	Global outlook Demonstrate an understanding of international perspectives relevant to the field of HRM in education.	2,3
6	Ethics Demonstrate an advanced capacity to recognise and negotiate the complex and often contested values and ethical practices that underlie HRM in education	2,3

4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH

The course has been designed to ensure you:

- are provided with *clear guidelines as to what is expected*

(This will be achieved through the use of an online learning environment (a Moodle course) that will provide you with an outline of what you are expected to do to facilitate your learning prior to, during, and after each on-campus seminar).

- are *engaged in independent and collaborative enquiry* and *actively* involved in *defining* your learning processes

(This will be achieved through learning activities and assessment tasks that require you to work independently and collaboratively to interpret learning activities/tasks; to plan and implement strategies to address these activities/tasks; and to communicate the outcomes of these learning activities/tasks to others).

- are *challenged by* and *supported in situated and authentic* learning

(This will be achieved through learning activities and assessment tasks (a) for which timely feedback will be provided to guide future learning, and (b) that require you to grapple with new concepts and ideas and apply these to the analysis of practice and the resolution of problems in HRM in your current or past workplace).

- learn in an environment that is *respectful of diversity* and that *recognizes and builds on prior knowledge and experience*

(This will be achieved through learning activities and assessment tasks that are specifically designed to recognize and draw on your prior knowledge, skills and experience).

The learning activities and assessment tasks associated with this course will, therefore, involve you in:

- research (information gathering, analysis, evaluation, management) and reading
- on-line and on-campus discussion, debate, and problem-solving
- the preparation and presentation of two Seminar Papers; and
- the preparation of one Major Written Assignment.

5. COURSE CONTENT STRUCTURE AND SCHEDULE

Week	Seminar Topic
1 26 July	Introduction to the Course and Human Resource Management
2 2 August	Context for Human Resource Management
3 9 August	Getting People Onboard: Human Resource Planning and Job Design
4 16 August	Getting People Onboard: Recruitment and Selection
5 23 August	Getting People Onboard: Induction and Orientation
6 30 August	Retaining and Developing Staff: Professional Development
7 6 September	Retaining and Developing Staff: Performance Review
8 13 September	Retaining and Developing Staff: Recognition and Reward
9 20 September	Retaining and Developing Staff: Career Development
24 Sept – 2 Oct	Mid-semester break
10 4 October	Issues in HRM: Equal Opportunity
11 11 October	Issues in HRM: Occupational Health and Safety
12 18 October	Where to from here?

6. RESOURCES

6.1 Moodle Course

EDST5455 Human Resource Management in Education has an on-line presence within Moodle where you can find:

1. information concerning the structure and processes of the course (including further information about assessment tasks)
2. Learning Modules for each of the topics included in the Course Schedule
3. tools that you can use for independent research, collaboration, and sharing of information.

Each **Learning Module** comprises:

1. An *overview* of the relevant topic
2. A list of *required readings* for the topic
3. A list of other *possible readings* related to the topic
4. A *prescribed Learning Group Activity* for the topic

You should ensure that you are a regular visitor to and user of this site as it will be the principal means by which the Course Coordinator will communicate information and provide feedback to you and your colleagues.

6.2 Prescribed Text

There is one prescribed text for this course. Copies are available in the Bookshop.

Nankervis, A., Baird, M., Coffey, J., & Shields, J., (2014). **Human Resource Management: Strategy and Practice. 8th Edition.** South Melbourne, VIC: Cengage Learning Australia.

6.3 Reading Guides

In addition to the prescribed text, a list of other *possible or indicative* readings related to each topic can be found in the Learning Module associated with the topic in Moodle.

6.4 UNSW Library and Online Search Engines

Information concerning HRM and HRM in Education can be identified and accessed from a wide variety of sources including the UNSW Library and its website:

<http://info.library.unsw.edu.au/web/services/services.html>

In addition, a number of on-line search engines such as Google Scholar, and websites such as those associated with the NSW Institute of Teachers, the National Tertiary Education Union, and the Australian Higher Education Industrial Association can assist you to locate and access relevant information.

7. ASSESSMENT

7.1 Assessment Overview

Assessment Task	Length	Weight	Student Learning Outcomes Assessed	Program Learning Outcomes Assessed	Due Date
On-line Learning Group Activities (x2)	250 words	20 %	1, 2	1, 4	By 5.00pm Friday 9 September and Friday 21 October 2016
Seminar Paper and Presentation 1	750 words	20 %	1, 2	1, 4, 5, 6	By 5pm on the Monday prior to your seminar presentation
Seminar Paper and Presentation 2	750 words	20 %	1, 2	1, 4, 5, 6	By 5pm on the Monday prior to your seminar presentation
Major Written Assignment	3000	40%	1, 2, 3	1, 2, 3, 4, 5, 6	By 5pm on Tuesday 18 October 2016

Students are required to follow their lecturer's instructions when submitting their work for assessment. All assessment will be submitted online via Moodle by 5pm. Student no longer need to use a cover sheet. Students are also required to keep all drafts, original data and other evidence of the authenticity of the work for at least one year after examination. If an assessment is mislaid the student is responsible for providing a further copy. Please see the Student Policies and Procedures for information regarding submission, extensions, special consideration, late penalties and hurdle requirements etc.

7.2 Assessment Task Descriptions

7.2.1 On-line Learning Group Activities (20% weighting)

Purpose. The purpose of the On-line Learning Group Activities is to provide you with opportunities to demonstrate your capacity to (a) lead and contribute to critical discussions on designated HR strategies, systems or processes; (b) work collaboratively with others; (c) explore and develop your individual and collective understandings of the key concepts and ideas associated with these strategies, systems or processes. In addition, these discussions provide you and your colleagues with opportunities to actively explore the relevance of these ideas and concepts to your current workplaces.

Task. You will be required to: (i) read and/or listen to the overview of the topic for the week provided in Moodle; (ii) read the relevant chapter(s) from the prescribed text book; (iii) facilitate and/or contribute to online discussion in a way that engages all members of your learning group in exploring their developing understandings of the topics and their relevance to their current workplaces.

7.2.2 2 x Seminar Papers and Presentations (each 20% weighting)

Purpose. The purpose of each seminar paper and presentation is to provide you with the opportunity to (i) explore one of the core strategies, systems and processes associated with contemporary HRM; and (ii) to critically evaluate current practice within your current workplace in relation to this system, strategy or process through reference to the scholarly literature. Further, each seminar provides you with opportunities to further develop and demonstrate your understanding of international perspectives relevant to the field of HRM in education and your capacity to recognise and negotiate the complex and often contested values and ethical practices that underlie HRM in education.

Task. You will be required to: (i) choose one contemporary HRM system, strategy or process from those included in the class schedule; (ii) prepare a seminar paper (maximum of 750 words) which clearly describes the chosen HRM system, strategy or process; evaluates current practice in this area of HRM within your workplace in light of current national and global practices; and identifies the ethical issues associated with this area of HRM practice; (iii) prepare and deliver a seminar presentation (maximum 15 minutes) and facilitate a discussion (maximum 15 minutes) based on your paper.

7.2.3 Major Written Assignment (40% weighting)

Purpose. The purpose of the major written assignment is to provide you with the opportunity (i) to develop an in-depth knowledge of one of the core strategies, systems and processes associated with contemporary HRM; and (ii) to use this and your knowledge of leadership, management and organisational theory to identify issues in HRM in your school/educational institution/sector and to develop a vision and possible strategies to address these issues.

Task. You will be required to: (i) identify an area of your workplace's current HRM policy and practice that is in need of improvement; (ii) provide a rationale, based on the research literature, for why this is the case; (iii) articulate a fully justified vision for how this area of HRM policy and practice might be improved in your workplace – what needs to change; and (iv) outline a plan, based on the research literature, for leading and managing a process by which this vision might be realized.

Further details concerning the requirements of each of these Assessment Tasks can be found in Moodle.

7.3 Assessment Criteria, Grading and Feedback

In **assessing** your work two questions will be considered:

1. Have you fulfilled ALL of the requirements of the assessment task?
2. How well have you demonstrated your achievement of the learning outcomes (including the graduate capabilities) associated with the task?

Feedback on your work will be provided on a designated **Feedback Sheet** for each type of assessment task (see copies of each of these Feedback Sheets on the following pages).

Feedback on each assessment task will be provided in accord with the arrangements contained in the following table.

Assessment Task	Feedback Mechanism	Feedback Date
Contributions to Weekly On-line Learning Group Activities	Written – based on Assessment Rubric 1	At the end of Week 6 and Week 12
Facilitation of On-line Learning Group Activities	Written – based on Assessment Rubric 1	Within TWO weeks of your On Line Learning Group Facilitation
Seminar Paper and Presentation 1	Written – based on Assessment Rubric 2	Within TWO weeks of your Presentation 1 and at least one week before your Presentation 2
Seminar Paper and Presentation 2	Written – based on Assessment Rubric 2	Within TWO weeks of your Presentation 2
Major Written Assignment	Written – based on Assessment Rubric 3	Within THREE weeks of the Due Date for Submission

UNSW SCHOOL OF EDUCATION
 FEEDBACK SHEET
 EDST5455 HUMAN RESOURCE MANAGEMENT IN EDUCATION

Student Name:

Student No.:

Assessment Rubric 1: Contributions to / Facilitation of On-Line Learning Group Activities

SPECIFIC CRITERIA	(-) → (+)				
Understanding of the question or issue and the key concepts involved <ul style="list-style-type: none"> • depth of understanding of HR Management theory, research and practice • clarity and accuracy in use of key terms and concepts in HR management 					
Depth of analysis and/or critique in response to the task <ul style="list-style-type: none"> • depth of analysis and/or critique of HR management practices • ability to identify particular strengths and weakness in HR strategies, systems and processes • ability to use HR theory to formulate strategies for improving current HR policy and practice 					
Familiarity with and relevance of professional and/or research literature used to support response <ul style="list-style-type: none"> • range of research and professional literature on HR Management is used to support response 					
Structure and organisation of response <ul style="list-style-type: none"> • appropriateness of overall structure of response for the type of assessment task • clarity and coherence in the organisation of the response 					
Presentation of response according to appropriate academic and linguistic conventions <ul style="list-style-type: none"> • clarity, consistency and appropriateness of conventions for quoting, paraphrasing, attributing sources of information, and listing references • clarity and consistency in presenting tables and diagrams • clarity and appropriateness of sentence structure, vocabulary use, spelling, punctuation 					
GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME					

Lecturer

Date

Recommended: /20 (FL PS CR DN HD)

Weighting: 10%

NB: The ticks in the various boxes are designed to provide feedback to students; they are not given equal weight in determining the recommended grade. Depending on the nature of the assessment task, lecturers may also contextualize and/or amend these specific criteria. **The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee.**

UNSW SCHOOL OF EDUCATION
 FEEDBACK SHEET
 EDST5455 HUMAN RESOURCE MANAGEMENT IN EDUCATION

Student Name:

Student No.:

Assessment Rubric 2: Seminar Paper and Presentation

SPECIFIC CRITERIA	(-) ←	→	(+)
Understanding of the question or issue and the key concepts involved <ul style="list-style-type: none"> depth of understanding of HR Management theory, research and practice clarity and accuracy in use of key terms and concepts in HR management 			
Depth of analysis and/or critique in response to the task <ul style="list-style-type: none"> depth of analysis and/or critique of HR management practices ability to identify particular strengths and weakness in HR strategies, systems and processes ability to use HR theory to formulate strategies for improving current HR policy and practice 			
Familiarity with and relevance of professional and/or research literature used to support response <ul style="list-style-type: none"> range of research and professional literature on HR Management is used to support response 			
Structure and organisation of response <ul style="list-style-type: none"> appropriateness of overall structure of response for the type of assessment task clarity and coherence in the organisation of the response 			
Presentation of response according to appropriate academic and linguistic conventions <ul style="list-style-type: none"> clarity, consistency and appropriateness of conventions for quoting, paraphrasing, attributing sources of information, and listing references clarity and consistency in presenting tables and diagrams clarity and appropriateness of sentence structure, vocabulary use, spelling, punctuation 			
GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME			

Lecturer

Date

Recommended: /20 (FL PS CR DN HD)

Weighting: 20%

NB: The ticks in the various boxes are designed to provide feedback to students; they are not given equal weight in determining the recommended grade. Depending on the nature of the assessment task, lecturers may also contextualize and/or amend these specific criteria. **The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee.**

UNSW SCHOOL OF EDUCATION
 FEEDBACK SHEET
 EDST5455 HUMAN RESOURCE MANAGEMENT IN EDUCATION

Student Name:

Student No.:

Assessment Rubric 3: Major Written Assignment

SPECIFIC CRITERIA	(-)	—————>			(+)
Understanding of the question or issue and the key concepts involved <ul style="list-style-type: none"> • depth of understanding of HR Management theory, research and practice • clarity and accuracy in use of key terms and concepts in HR management 					
Depth of analysis and/or critique in response to the task <ul style="list-style-type: none"> • depth of analysis and/or critique of HR management practices • ability to identify particular strengths and weakness in HR strategies, systems and processes • ability to use HR theory to formulate strategies for improving current HR policy and practice 					
Familiarity with and relevance of professional and/or research literature used to support response <ul style="list-style-type: none"> • range of research and professional literature on HR Management is used to support response 					
Structure and organisation of response <ul style="list-style-type: none"> • appropriateness of overall structure of response for the type of assessment task • clarity and coherence in the organisation of the response 					
Presentation of response according to appropriate academic and linguistic conventions <ul style="list-style-type: none"> • clarity, consistency and appropriateness of conventions for quoting, paraphrasing, attributing sources of information, and listing references • clarity and consistency in presenting tables and diagrams • clarity and appropriateness of sentence structure, vocabulary use, spelling, punctuation 					
GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME					

Lecturer

Date

Recommended: /20 (FL PS CR DN HD)

Weighting: 40%

NB: The ticks in the various boxes are designed to provide feedback to students; they are not given equal weight in determining the recommended grade. Depending on the nature of the assessment task, lecturers may also contextualize and/or amend these specific criteria. **The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee.**