



CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Human Resource Management in a Strategic Context				
Module Code	UMPCNU-15-M	Level	M	Version	1.2
Owning Faculty	FBL	Field	Human Resource Management		
Contributes towards	MA Human Resource Management				
UWE Credit Rating	15	ECTS Credit Rating	7.5	Module Type	Standard
Pre-requisites	None		Co- requisites	None	
Excluded Combinations	None		Module Entry requirements		
First CAP Approval Date	QMAC September 2010		Valid from	1 September 2010	
Revision CAP Approval Date	20 November 2014		Revised with effect from	September 2015	

Review Date	September 2016
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Part 2: Learning and Teaching	
Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <ul style="list-style-type: none"> • Demonstrate critical insight into prevailing and emerging patterns and ideologies of work and employment (Component B) • Identify international, national, sectoral and local influences on employment policy and practice (Component B) • Draw critically on theory to analyse and evaluate strategy and the strategic process within particular organisations (Component B) • Analyse systematically the relationship between organisational strategy and human resource management (Component A) • Demonstrate critical understanding of the roles played by HRM professionals, trends in the delivery of HRM, measurement and evaluation of its contribution, and ethical practice (Component A) <p>In addition, the educational experience may explore, develop, and practise <u>but not formally assess</u> the following:</p>

	<ul style="list-style-type: none"> • Independent learning, group work and skills associated with discussion and debate • Personal organisation and study skills
Syllabus Outline	<p><i>The external context of HRM</i></p> <ol style="list-style-type: none"> 1. The economic context: Key economic concepts and contemporary theories of employment in a national and international context 2. Politics, law, and the social regulation of employment 3. Labour market theory and employment trends 4. Gender, the household, and paid employment: an elusive search for work-life balance? <p><i>The strategic context of HRM</i></p> <ol style="list-style-type: none"> 1. Key concepts in strategic management: Competing perspectives on the strategy process 2. Environmental and industry analysis: The strategic positioning of organisations 3. Defining, diagnosing and building strategic capability 4. Strategic purpose and culture: Stakeholder perspectives and the issue of governance. <p><i>The internal context of HRM</i></p> <ol style="list-style-type: none"> 1. Historical, ethical and contemporary stakeholder perspectives on the HRM profession 2. Defining and delivering HRM: Trends in the roles and organization of the HRM department 3. Devising and implementing HRM strategy: HRM's link with corporate strategy 4. Making a difference? Managing and measuring the contribution of HRM to organizational goals.
Contact Hours	36 hours
Teaching and Learning Methods	<p>Teaching Strategy Classes offer a combination of formal lectures with a variety of participative activities, including case studies, role play, self-diagnostic exercises, problem-solving activities and group discussion. The module's participative ethos attributes equal value to the contribution of tutors and students in exploring, evaluating and creating theory, and in applying knowledge to the organisational context. This approach promotes the ability to define, obtain, analyse and evaluate information quickly and rigorously, and communicate conclusions and recommendations to team colleagues and professional and academic audiences in a range of formats.</p> <p>Learning Methods Students will need to carry out reading (of set texts, and other preparatory material including case studies) before class, and their learning will be enhanced by group discussion before, during and after formal classes. Preparatory reading and assignment preparation involve approximately [nnn] hours of private study.</p> <p>The study skills web page provides support and guidance in a range of areas, and specific guidance will be provided by tutors on sources of information for students' work, including web- and library-based sources. This is in addition to support provided in other modules of the programme.</p> <p>Blackboard – This module is supported by Blackboard, where students will be able to find all necessary module documentation, including detailed session outlines, instructions for preparatory reading, assessment instructions and guidance on further reading.</p>
Key Information Sets Information	N/a

Reading Strategy	<p>Access and Skills – Students will be encouraged to make full use of the print and electronic resources available to them through membership of the University. These include a large range of journals (both print and electronic) and a wide variety of resources available through web sites and information gateways. The University Library’s web pages provide access to subject relevant resources and services, and to the library catalogue. Students will be presented with opportunities within the programme curriculum (especially the Dissertation and Research Methods module) and within this and other modules to develop their information retrieval and evaluation skills, in order to identify appropriate resources effectively.</p> <p>Essential Reading - Essential reading will be specified in the module handbook and on Blackboard at the start of the module. This is potentially subject to change at short notice and students should not purchase any text without the guidance of the module leader. Examples of essential reading may include:</p> <p>Boxall P & Purcell J., (2008) <i>Strategy and Human Resource Management</i>. 2nd edn. Basingstoke: Palgrave Macmillan. Johnson G, Scholes K, & Whittington R., (2008) <i>Exploring Corporate Strategy</i>. 8th edn. Harlow: FT Prentice Hall.</p> <p>Marchington M & Wilkinson A., (2008) <i>Human Resource Management at Work: People management and development</i>. 4th edn. London: Chartered Institute of Personnel and Development. Taylor S. & Emir A.,(2nd ed)(2012) <i>Employment Law: an introduction</i>. 2nd edn. Oxford: Oxford University Press. Ulrich D & Brockbank W (2005) <i>The HR Value Proposition</i>. Cambridge, MA: Harvard Business School Press Wetherly P & Otter D (2nd ed)(2013) <i>The Business Environment</i>. Oxford: Oxford University Press.</p>
Indicative Reading List	<p>Johnson, G., Scholes, K., & Withington, R. (8th ed.)(2010) <i>Exploring Corporate Strategy: Text and Cases</i>, London: FT Prentice Hall Marchington M & Wilkinson A., (2008) <i>Human Resource Management at Work: People management and development</i>. 4th edn. London: Chartered Institute of Personnel and Development. Taylor S. & Emir A.,(2nd ed)(2012) <i>Employment Law: an introduction</i>. 2nd edn. Oxford: Oxford University Press. Ulrich D & Brockbank W (2005) <i>The HR Value Proposition</i>. Cambridge, MA: Harvard Business School Press Wetherly P & Otter D (2nd ed)(2013) <i>The Business Environment</i>. Oxford: Oxford University Press.</p>

Part 3: Assessment	
Assessment Strategy	<p>As this module encourages students to engage critically and in some depth with a wide range of literature, and to assess the implications of this literature for professional practice in an organisational setting, assessment is also intended to develop and assess these approaches to learning and its implementation. All assessment requires students to review theory and knowledge in the context of case-study based analysis, whether in the form of written case studies or students’ own employing organisation. Assessment involves presentation of work in a variety of formats, including eg formal literature review, essay and case analysis.</p> <p>Formative assessment occurs throughout the module in tutors’ commentary on students’ contributions as individuals or in groups. Summative assessment takes place at the end of the module, and has two components. Component A is a test under controlled conditions lasting one hour, and Component B is submitted as coursework (2000 words). Both require case analysis in the light of relevant literature. Together these assessments will enable students to demonstrate that they have achieved the learning outcomes, and covered the</p>

	<p>syllabus. Component A, the test under controlled conditions, will also ensure the authenticity of students' work.</p> <p>Specific assessment criteria for both components will be published in the module handbook/outline each year.</p>
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Identify final assessment component and element	Component B	
% weighting between components A and B (Standard modules only)	A:	B:
	40%	60%
First Sit		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
1. Test under controlled conditions (1 hour)	100%	
Component B Description of each element	Element weighting (as % of component)	
1. Assignment (External Context) (1000 words)	50%	
2. Assignment (Strategic Context) (1000 words)	50%	

Resit (further attendance at taught classes is not required)		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
1. Test under controlled conditions (1 hour)	100%	
Component B Description of each element	Element weighting (as % of component)	
1. Assignment (External Context) (1000 words)	50%	
2. Assignment (Strategic Context) (1000 words)	50%	
<p>If a student is permitted a RETAKE of the module the assessment will be that indicated by the Module Description at the time that retake commences.</p>		