



MODULE SPECIFICATION

Code: UMPCNU-15-M **Title:** Human Resource Management in a Strategic Context **Version:** 3

Level: M **UWE credit rating:** 15 **ECTS credit rating:** 7.5

Module type: Standard

Owning Faculty: FBL **Field:** Human Resource Management

Faculty Committee approval: QMAC **Date:**

Valid from: 1 September 2007 **Discontinued from:**
(Revised 1 September 2010)

Contributes towards: MA Human Resource Management

Pre-requisites: None

Co-requisites: None

Excluded combinations: none

Aim of module

This module considers forces in organisations' external and internal environments, and employment philosophies, which together shape the contribution of human resource management (HRM) to organisational purposes. It explores the corporate strategy process together with its implications for HRM policy, strategy and practice. It reviews the role of HRM professionals and evidence concerning the impact of HRM on organisational performance.

This module contributes to the knowledge requirements needed to meet the Chartered Institute of Personnel and Development's (CIPD) qualifications at Advanced level.

Learning outcomes

On successful completion of this module students will be able to:

- 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)

In addition, the educational experience may explore, develop, and practise but not formally assess the following:

- Independent learning, group work and skills associated with discussion and debate

- Personal organisation and study skills

Syllabus outline

The external context of HRM

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?

The strategic context of HRM

5. Key concepts in strategic management: Competing perspectives on the strategy process
6. Environmental and industry analysis: The strategic positioning of organisations
7. Defining, diagnosing and building strategic capability
8. Strategic purpose and culture: Stakeholder perspectives and the issue of governance.

The internal context of HRM

9. Historical, ethical and contemporary stakeholder perspectives on the HRM profession
10. Defining and delivering HRM: Trends in the roles and organization of the HRM department
11. Devising and implementing HRM strategy: HRM's link with corporate strategy
12. Making a difference? Managing and measuring the contribution of HRM to organizational goals.

Teaching and learning methods

- 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.
- Learning Strategy – 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.

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.

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.

Reading Strategy

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.

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:

Boxall P & Purcell J., (2008) *Strategy and Human Resource Management*. 2nd edn. Basingstoke: Palgrave Macmillan.
Johnson G, Scholes K, & Whittington R., (2008) *Exploring Corporate Strategy*. 8th edn. Harlow: FT Prentice Hall.

Indicative Reading

Marchington M & Wilkinson A., (2008) *Human Resource Management at Work: People management and development*. 4th edn. London: Chartered Institute of Personnel and Development.
Taylor S. & Emir A., (2009) *Employment Law: an introduction*. 2nd edn. Oxford: Oxford University Press.
Ulrich D & Brockbank W (2005) *The HR Value Proposition*. Cambridge, MA: Harvard Business School Press
Wetherly P & Otter D (2008) *The Business Environment*. Oxford: Oxford University Press.

Assessment

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.

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, and Component B is submitted as coursework. 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 syllabus. Component A, the test under controlled conditions, will also ensure the authenticity of students' work.

Specific assessment criteria for both components will be published in the module handbook/outline each year.

Component B is the FINAL assessment

Weighting between components A and B (standard modules only) A: 33% B: 67%

ATTEMPT 1

First Assessment Opportunity

Component A

Description of each element

1 Test under controlled conditions (1 hour)

Element weighting
100%

Component B

Description of each element

1 Assignment (2000 words)

Element weighting
100%

Second Assessment Opportunity (further attendance at taught classes is not required)

Component A

Description of each element

1 Test under controlled conditions (1 hour)

Element weighting
100%

Component B

Description of each element

1 Assignment (2000 words)

Element weighting
100%

Specification confirmed byDate
(Associate Dean/Programme Director)