Module Descriptor

Title	HRM In Context		
Session	2026/27	**Status**	Existing
Code	HURM11001	**SCQF Level**	11
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Business and Creative Industries**		
Module Co-ordinator	Eleni Tzouramani		

Summary of Module

Human resource (HR) professionals and managers operate within increasingly complex and changing organisational and contextual circumstances, whether in the market, public or 'third' sectors and whatever the size of their organisations or the types of goods or services these enterprises produce for their customers or clients.

This module provides learners, first, with an understanding of the principal internal and external environmental contexts of contemporary organisations, including the managerial and business context, within which managers, HR professionals and staff interact in conditions of environmental turbulence, change and uncertainty. Furthermore, the module indicates how leaders in organisations, and those in the HR function, and line managers with HR responsibilities, need to recognise and acknowledge that corporate decisions and HR choices are not always shaped by managers alone. They are also shaped by internal and external forces beyond their immediate control.

The module has been designed with our HRM students in mind, where the roles HR staff, managers and others have in the successful operation of organisations within various different contexts is covered, such as line managers, consultants and HR specialists.

Module Delivery Method	**On-Campus[1]**	**Hybrid[2]**	**Online[3]**	**Work -Based Learning[4]**
	☒	☒	☐	☐
Campuses for Module Delivery	☐ Ayr	☐ Lanarkshire	☒ Online / Distance Learning	

[1] Where contact hours are synchronous/ live and take place fully on campus. Campus-based learning is focused on providing an interactive learning experience supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus contact hours will be clearly articulated to students.

[2] The module includes a combination of synchronous/ live on-campus and online learning events. These will be supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus and online contact hours will be clearly articulated to students.

[3] Where all learning is solely delivered by web-based or internet-based technologies and the participants can engage in all learning activities through these means. All required contact hours will be clearly articulated to students.

[4] Learning activities where the main location for the learning experience is in the workplace. All required contact hours, whether online or on campus, will be clearly articulated to students

	☐ Dumfries		☐ London ☒ Paisley		☐ Other (specify)	
Terms for Module Delivery	Term 1	☒	Term 2	☒	Term 3	☒
Long-thin Delivery over more than one Term	Term 1 – Term 2	☐	Term 2 – Term 3	☐	Term 3 – Term 1	☐

Learning Outcomes	
L1	Understand, analyse and critically evaluate contemporary organisations and their principal environments, and the role of HR professionals.
L2	Understand, analyse and critically evaluate how organisational and HR strategies are shaped by and developed in response to internal and external environmental factors.
L3	Understand, analyse and critically evaluate the market and competitive environments of organisations, globalisation and international forces and how organisational leaders and the HR function respond to them.
L4	Understand, analyse and critically evaluate demographic, social and technological trends, government policy and legal regulation and how they shape and impact on organisational and HR strategies and practices.
L5	Understand, analyse and critically evaluate different change approaches to address dynamic contexts in practice.

Employability Skills and Personal Development Planning (PDP) Skills	
SCQF Headings	**During completion of this module, there will be an opportunity to achieve core skills in:**
Knowledge and Understanding (K and U)	**SCQF 11** Gain critical understanding of key tools of analysis of the environmental context within which businesses operate, including in the field of globalisation and technological change. Display a critical awareness of the fields of demographic change, social trends, government policy & regulation.
Practice: Applied Knowledge and Understanding	**SCQF 11** Use and practice a range of tools relevant to analysing the context within which a business operates. Source and analyse information on changes within the environment eg demographics, government policy.
Generic Cognitive skills	**SCQF 11** Apply critical analysis and evaluation to key issues to the major business contexts within which businesses operate, including globalisation and technological change. Review and judge academic information with respect to demographic trends, social trends, government policy and regulations.
Communication, ICT and Numeracy Skills	**SCQF 11** Communicate to a range of audiences, using oral and written means, academic and applied material relating to a variety of business context

	issues Utilise a range of software and numerical skills to enhance synthesis and analysis of key environmental data.
Autonomy, Accountability and Working with Others	**SCQF 11** Exercise substantial autonomy and initiative in learning through the course curriculum.

Prerequisites	**Module Code**	**Module Title**
	Other	
Co-requisites	**Module Code**	**Module Title**

Learning and Teaching

In line with current learning and teaching principles, a 20-credit module includes 200 learning hours, normally including a minimum of 36 contact hours and maximum of 48 contact hours.

This module is delivered in part-time and full-time face-to-face formats.

This module is delivered via a combination of lectures, tutorials and workshops. Lectures involve the delivery and exposition of the material forming the basis of the module. Though this is structured and led by the lecturer, it is also intended that there will be a reasonable degree of student participation. Tutorials and workshops however, make quite specific demands upon students in relation to preparation and participation. Tutorial questions and case studies will be available on VLE at the beginning of the trimester, allowing students to prepare appropriately. While tutorials are dependent upon student effort, they are conducted in a manner that is structured and supported by the tutor. Workshops, emphasise applied learning and collaborative group work. Workshop learning activities include skills development discussion, debate case studies, problem focused and reflective activities. Asynchronous discussion boards are used for group discussions and formative assessment.

Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	**Student Learning Hours** (Note: Learning hours include both contact hours and hours spent on other learning activities)
Laboratory / Practical Demonstration / Workshop	36
Independent Study	164
Please select	
Please select	
Please select	
Please select	
TOTAL	200

Indicative Resources

The following materials form essential underpinning for the module content and ultimately for the learning outcomes:

Kew, J. and Stredwick, J. (2016), "Human Resource management in a Business Context", 3rd Edition, London: CIPD-KoganPage.

Details of further resources, including textbooks, journals and online resources will be identified at the beginning of each delivery in the module handbook and made available via Aula/myUWS.
(N.B. Although reading lists should include current publications, students are advised (particularly for material marked with an asterisk*) to wait until the start of session for confirmation of the most up-to-date material)

Attendance and Engagement Requirements
In line with the Student Attendance and Engagement Procedure, Students are academically engaged if they are regularly attending and participating in timetabled on-campus and online teaching sessions, asynchronous online learning activities, course-related learning resources, and complete assessments and submit these on time. **For the purposes of this module, academic engagement equates to the following:** Students are academically engaged if they are regularly attending the on-campus lectures/tutorials/workshop. Also, they need to engage with the AULA site regularly to access to the teaching materials and complete assessments and submit these on time. Students should also reference the 'BCI Guidance on Implementation of the Revised Student Attendance and Engagement Procedure' which details the School attendance and engagement requirements and how this will be monitored for attendance.

Equality and Diversity
The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: UWS Equality, Diversity and Human Rights Code. To meet the diverse needs of our student body, we are dedicated to adapting learning experiences where required. This personalised one-to-one approach ensures that all students can succeed, regardless of their background or circumstances. By embracing and promoting these principles, we aim to cultivate a learning community where everyone feels valued, supported, and empowered to achieve their full potential.
(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)

Supplemental Information

Divisional Programme Board	**Management Organisations & People**
Overall Assessment Results	☐ **Pass / Fail** ☒ **Graded**
Module Eligible for Compensation	☒ **Yes** ☐ **No** **If this module is eligible for compensation, there may be cases where compensation is not permitted due to programme accreditation requirements. Please check the associated programme specification for details.**
School Assessment Board	Management Organisations and People
Moderator	S Siami
External Examiner	Olatunji Adekoya
Accreditation Details	The module is accredited by the Chartered Institute of Personnel and Development (CIPD).
Module Appears in CPD catalogue	☐ **Yes** ☒ **No**

Changes / Version Number	

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
70% of the overall mark will be accounted for by a portfolio of written work.
Assessment 2
30% of the overall mark will be accounted for by a presentation.
Assessment 3
(N.B. (i) Assessment Outcomes Grids for the module (one for each component) can be found below which clearly demonstrate how the learning outcomes of the module will be assessed. (ii) An indicative schedule listing approximate times within the academic calendar when assessment is likely to feature will be provided within the Student Module Handbook.)

Component 1							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Portfolio of written work	☒	☒	☒	☐	☐	70	0

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Presentation	☒	☐	☒	☒	☒	30	3

Component 3							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
	☐	☐	☐	☐	☐		
Combined total for all components						100%	hours

Change Control

What	When	Who