Module Descriptor 2023/24

Title of Module: HRM in Context			
Code: HURMN11001	**SCQF Level:** (Scottish Credit and Qualifications Framework)	**Credit Points: 20**	**ECTS: 10** (European Credit Transfer Scheme)
School:	School of Business 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

Face-To-Face	Blended	Fully Online
✓	✓	

Face-To-Face
Term used to describe the traditional classroom environment where the students and the lecturer meet synchronously in the same room for the whole provision.

Fully Online
Instruction that is solely delivered by web-based or internet-based technologies. This term is used to describe the previously used terms distance learning and e learning.

Blended
A mode of delivery of a module or a programme that involves online and face-to-face delivery of learning, teaching and assessment activities, student support and feedback. A programme may be considered "blended" if it includes a combination of face-to-face, online and blended modules. If an online programme has any compulsory face-to-face and campus elements it must be described as blended with clearly articulated delivery information to manage student expectations

Campus(es) for Module Delivery

The module will **normally** be offered on the following campuses / or by Distance Learning (D/L) (ie.Virtual Campus): (Provided viable student numbers permit)

Paisley:	Ayr:	Dumfries:	Hamilton:	D/L Virtual Campus:	Other:
✓				✓	

Course Reference Numbers (CRNs) (if known)					
Paisley:	Ayr:	Dumfries:	Hamilton:	D/L Virtual Campus:	Other:
TBC				TBC	

Trimester(s) for Module Delivery		
(Provided viable student numbers permit).		
Trimester 1	Trimester 2	Trimester 3
✓	✓	✓

Learning Outcomes: (maximum of 5 statements)
At the end of this module the student will be able to: 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 Level 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 Level 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 Level 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 Level 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 Level 11 Exercise substantial autonomy and initiative in learning through the course curriculum.

Pre-requisites:	Before undertaking this module the student should have undertaken the following:	
	Module Code: —	Module Title: —
	Other: —	
Co-requisites:	Module Code: —	Module Title: —

* Indicates that module descriptor is not published.

Learning and Teaching

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 (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)
Laboratory/Practical Demonstration/Workshop	36
Independent Study	164
	200 Hours Total

**Indicative Resources: (eg. Core text, journals, internet access)

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 Requirements

In line with the Academic Engagement and Attendance Procedure, Students are defined as academically engaged if they are regularly engaged with timetabled teaching sessions, course-related learning resources including those in the Library and on Moodle, and complete assessments and submit these on time. Please refer to the Academic Engagement and Attendance Procedure at the following link: Academic engagement and attendance procedure

Programme Board (Previously Subject Development Group (SDG)/LTC)	Management, Organisations and People
Assessment Results (Pass/Fail)	No
Subject Panel	Management, Organisations and People
Moderator	Catherine Clark
External Examiner	Olatunji Adekoya
Accreditation Details	The module is accredited by the Chartered Institute of Personnel and Development (CIPD).
Changes/Version Number	1

Assessment: (also refer to Assessment Outcomes Grids at end of document)
70% of the overall mark will be accounted for by a portfolio of written work.
30% of the overall mark will be accounted for by a presentation.
(N.B. (i) **Assessment Outcomes Grids** for the module (one for each main assessment category) can be found at the end of this descriptor 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 Handbook.)

Assessment Outcome Grids (Footnote A.)

Assessment Category 1							
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Portfolio of written work	✓	✓	✓			70	0

Assessment Category 2							
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Presentation	✓		✓	✓	✓	30	3
Combined Total For All Assignment Categories						100	3

Footnotes:
A. Referred to within Assessment Section above
B. Identified in the Learning Outcome Section above

Note(s):
More than one assessment method can be used to assess individual learning outcomes.
Schools are responsible for determining student contact hours. Please refer to University Policy on contact hours (extract contained within section 10 of the Module Descriptor guidance note).
This will normally be variable across Schools, dependent on Programmes &/or Professional requirements.

Equality and Diversity
The Equality, Diversity and Human Rights policy underpins student engagement. We aim to make UWS a fair and equal place to study an institution which addresses specific issues covering all aspects of equality, diversity and human rights. Where required module assessment will be adapted to meet student requirements. UWS Equality and Diversity Policy (N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)