1. **Title of the module**

BUSN9045 (CB9045) Human Resource Management in Context

1. **School or partner institution which will be responsible for management of the module**

Kent Business School

1. **The level of the module (Level 4, Level 5, Level 6 or Level 7)**

Level 7

1. **The number of credits and the ECTS value which the module represents**

15 credits (7.5 ECTS)

1. **Which term(s) the module is to be taught in (or other teaching pattern)**

Autumn

1. **Prerequisite and co-requisite modules**

None

1. **The programmes of study to which the module contributes**

MSc Human Resource Management

1. **The intended subject specific learning outcomes.  
   On successfully completing the module students will be able to:**

8.1 Critically evaluate the major internal and external environmental contexts within which HR professionals operate in the market, public and third sectors.

8.2 Generate effective, reasoned responses to market and competitive environments from an overall organisational and HR perspective.

8.3 Create and deliver effective HR strategies, practices and solutions in response to internal and external environment factors, including national and global contexts.

8.4 Demonstrate an in-depth understanding of demographic, social and technological trends and how they shape and impact on organisational and HR strategies and practices

8.5 Demonstrate an in-depth understanding of Government policy and legal regulation and how these shape and impact on organisational and HR strategies and practices.

8.6 Demonstrate an in-depth understanding of the role of values and ethics in the context of HRM.

1. **The intended generic learning outcomes.  
   On successfully completing the module students will be able to:**

9.1 Critically assess and evaluate the impact of HRM on management and the performance of organisations within a range of contexts.

9.2 Have developed analytical skills by linking theoretical perspectives to contemporary organisational situations in a range of contexts.

9.3 Have developed relevant strategies and policies within different organisational and environmental contexts.

9.4 Plan work, work independently and also in groups.

9.5 Write coherently and write critically.

9.6 Reflect on their continuous personal and professional development.

1. **A synopsis of the curriculum**

This module will provide students with an in-depth and critical understanding of the major internal and external environmental contexts within which human resource managers operate in public, private and NGO sectors. It will also provide insights in terms of customising and delivering effective HR strategies consistent with the cultural or organisational contexts. The awareness of markets, products and services is now a key attribute for HR practitioners. Prospective practitioners need to be aware of the wide range of contexts in which HR work takes place, and the influence of external bodies of various kinds, and this applies to all types of practitioner, including the personnel and development generalist or specialist, line manager or consultant. The manager of people also needs to develop an analytical and critical reflective approach to the subject, to enable him or her to distinguish between the conflicting solutions put forward to human resource problems.

Indicative topic areas are as follows:

* Contemporary organisations and their principle environments
* The managerial and business environment within which HR professionals work
* How organisational and HR strategies are shaped by and developed in response to internal and external environmental factors
* The market and competitive environments of organisations and how organisational leaders and the HR function respond to them
* Globalisation and international forces and how they shape and impact on organisational and HR strategies and HR practice
* Demographic, social and technological trends and how they shape and impact on organisational and HR strategies and practices
* Government policy and legal regulation and how these shape and impact on organisational and HR strategies and practices.
* Ethical frameworks and HRM

1. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**

Beardwell J. and Thompson, A. (2014) Human Resource Management: A contemporary approach, 7th Edn. Harlow: FT Prentice Hall

Boxall P. and Purcell J. (20032011) Strategy and Human Resource Management, 3rd Edn. Basingstoke: Palgrave Macmillan

Farnham, D. (2015) HRM in Context. 4th Edn. London: CIPD

Kew, J. and Stredwick, J. (2013) Business Environment: Managing in a Strategic Context, 2nd edition. London: CIPD

Kramar R. and Syed J. (2012) Human resource management in a global context, Basingstoke: Palgrave Macmillan

Redman, T. and Wilkinson, A. (2013) Contemporary Human Resource Management: Text and Cases 4th Edn. Harlow: Pearson

Wilton, N. (2013). An Introduction to Human Resource Management. 2nd Edn. London: Sage

1. **Learning and teaching methods**

Total contact hours: 25

Private study hours: 125

Total study hours: 150

1. **Assessment methods**
   1. Main assessment methods

Individual Assignment (Case Study) (2500 words) (40%)

Examination, 2 hour (60%)

13.2 Reassessment methods

Like for Like.

1. **Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section12) and methods of assessment (section 13)**

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | *8.1* | *8.2* | *8.3* | *8.4* | *8.5* | *8.6* | *9.1* | *9.2* | *9.3* | *9.4* | *9.5* | *9.6* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |  |  |
| Private Study | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Lectures | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Seminars | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Revision session | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |  |  |
| Examination | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |  |  |
| Case study | **x** | **x** | **x** | **x** |  |  | **x** | **x** | **x** | **x** | **x** | **x** |

1. **Inclusive module design**

The School recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

a) Accessible resources and curriculum

b) Learning, teaching and assessment methods

1. **Campus(es) or centre(s) where module will be delivered**

Canterbury and Medway

1. **Internationalisation**

Internationally focussed case studies and perspectives in exploring theory and practice are included throughout the module.

**FACULTIES SUPPORT OFFICE USE ONLY**

**Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of the delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
| 07/06/2017 | Minor | September 2017 | 11, 12, 13, 17 | No |
|  |  |  |  |  |

Revised FSO Jan 2018