

BMA6102-20 Strategic Human Resource Management

Assignment

IN SUMMARY: A 2,500-word report that demonstrates academic understanding of some of the themes covered on the module and applies these to either one or two organisations of your choice.

Word length: 2,500 words (+ or – 10%, excluding references)

Contribution to Overall Module Mark: 100%

Submit: One electronic copy (Pdf or Word format) to UeCampus LMS

Feedback: Will be received electronically. An announcement in UeCampus LMS will be made when feedback is ready.

In this rest of this document you will find the specific assessment brief, then the additional guidance, and finally the assessment criteria.

THE SPECIFIC TASK:

You are required to critically analyse one or two organisations of your choice using some of the following themes (as covered in the first phase of the module):

1. An analysis of HR policies and practices within the organisation(s) against selected theoretical concepts. For example, you might choose how successfully they use high commitment HRM (HCHRM), best fit HRM or hard and soft HRM.
2. An analysis of some specific external forces and the effect of these forces on HR strategic decisions within the organisation(s). For example, the employment market in which your organisation operates, whether the work force is high skilled or low skilled, unionised or non-unionised etc.
3. An analysis of how the HR function is organised and how HR policies and practices are delivered, e.g. do they follow Ulrich's model or other forms of delivery; what is the role and the challenges of line managers in the delivery of HRM? (This may be easier to ascertain if you have worked in the organisation or have contacts that work in the organisation)

You don't need to cover all three points.

Instead you'll need to choose the most appropriate aspects in relation to your chosen organisation(s) and the information you can find. However, your analysis must relate to content covered on the module. Be critical of what the organisation does, instead of just describing it. Make supported judgments.

ADDITIONAL GUIDANCE

This assessment has intentionally been designed to be flexible.

2,000 words is rather short, so you need to decide what will allow you to target each of the assessment criteria. You may need to include some background information regarding your organisation(s) if it is not well known. This can be included in an appendix and then will not be included in the word count.

Unlike Level 5, there are now two assessment criteria for Academic Knowledge – demonstrating it, and applying it.

Before applying the theories to your organisation(s), it is important that you demonstrate academic understanding using appropriate academic sources. For example, if you are analysing how the organisation(s) matches up to the practices covered in high commitment HRM (HCHRM) - you don't have to analyse all of the HR practices within HCHRM, but in this case you will need to demonstrate an understanding of the HCHRM concept before focusing on some or all of the HR practice areas within HCHRM. It might be difficult to cover all nine of the HCHRM practice areas in sufficient depth.

It is a small word limit. That is why there's the assessment criterion called Synthesis.

At Level 6, students need to look for the bigger picture. Build an argument/paragraph using multiple relevant sources and insights. If there are undeveloped ideas, then don't include them. This will allow you to achieve more in considerably fewer words.

Be critical and make realistic recommendations.

You are required to come to conclusions and if appropriate, make realistic recommendations that you feel would improve the way HR is delivered within this/these organisation(s). Being critical does not necessarily mean writing negatively. You may use other organisational examples to illustrate best practice if appropriate.

You can use charts, diagrams and figures. But tables you've written count as words unless they're in the Appendix.

Consider whether charts, diagrams and tables actually contribute to your writing, or distract from it.

Accurate referencing is important in both the text of your report and also the reference list.

Citations and references should be provided using the Harvard style.

This is a report, so have an accurate contents page, do spellchecks, and only use meaningful headings and subheadings.

ASSESSMENT CRITERIA

For this Level 6 module there are six assessment criteria, some of which you will have encountered before.

They are listed on this page, with a full table on the next page for how each will be marked.

- Demonstrating Academic Knowledge
- Applying Academic Knowledge
- Business Environment Awareness
- Critical Thinking
- Synthesis of Ideas
- Reading/Sources

Skills and knowledge that will be assessed	Fail 0-39% Poor quality	D 40-49% Satisfactory quality	C 50-59% Sound quality	B 60-69% Good quality	A 70-84% Excellent quality	A+ 85-100% Outstanding quality
<p>DEMONSTRATING ACADEMIC KNOWLEDGE</p> <p>Demonstrates in-depth academic knowledge of strategic HRM topic areas covered on module</p>	<i>Very little or no evidence of academic understanding of theoretical concepts. Insufficient explanations in your own words to judge the level of understanding</i>	<i>Covers the topic adequately, but there are some flaws: gaps in knowledge, insufficient detail, with too many quotes - your explanations could be clearer</i>	<i>A good grasp of the topic. Explains concepts clearly, using own words and appropriate quotations</i>	<i>As with C, but with a greater depth of knowledge</i>	<i>An authoritative grasp of the topic, confidently discussed</i>	<i>As of A but with no criticisms or flaws</i>
<p>APPLYING ACADEMIC KNOWLEDGE TO THE CHOSEN CASE STUDY</p> <p>Makes appropriate connections between academic knowledge and where it applies to the organisation</p>	<i>Little or no application of academic knowledge to your organisation</i>	<i>Makes an attempt to link theoretical concepts to the organisation, but more thought and research is necessary to consider the particular needs of the organisation</i>	<i>Adequate linking of theoretical concepts to the organisation</i>	<i>Considers which theoretical concepts are of most relevance to the organisation and applies these convincingly</i>	<i>Confidently considers which theoretical concepts are of most relevance to the organisation and applies with authority</i>	<i>As of A but with no criticisms or flaws</i>
<p>BUSINESS ENVIRONMENT AWARENESS</p> <p>Is aware of current business environment and how this affects your chosen organisation(s). Examples you might use may include practices in other organisations, from academic research and other valid research sources, e.g. the CIPD</p>	<i>The wider business environment is either not mentioned at all or is mentioned in a superficial and unsubstantiated way</i>	<i>Attempts to show awareness of business environment – e.g. gives some examples of real examples to illustrate points and some statistics are quoted</i>	<i>Shows awareness of the current business environment and how it affects the issues in the organisation. Gives statistics, and appropriate examples of other organisations as evidence to back up statements or to justify recommendations</i>	<i>As with C, but with greater depth of knowledge, more care given to select highly appropriate organisations. Statistics are up to date and relevant</i>	<i>Confidently sets whole report within the context of the current business environment. Shows critical thinking in choice and use of interesting statistics and examples of HR practices</i>	<i>As of A but with no criticisms or flaws</i>

Skills and knowledge that will be assessed	Fail 0-39% Poor quality	D 40-49% Satisfactory quality	C 50-59% Sound quality	B 60-69% Good quality	A 70-84% Excellent quality	A+ 85-100% Outstanding quality
<p>CRITICAL THINKING</p> <p>Analyses, thinks critically, evaluates and makes judgements.</p>	<i>Little or no evidence of critical thinking. Personal opinions are given, but little or no evidence is provided. No conclusion and/or recommendations given</i>	<i>Attempts to analyse the organisation and think critically, but personal opinions are given, and insufficient evidence is provided. Conclusion and/or recommendations given but they may lack credibility</i>	<i>The key issues within the organisation are identified. Comparisons between authors are attempted. Arguments and statements are adequately backed up with evidence. Conclusions and/or recommendations are adequately justified</i>	<i>Clear evidence of critical thinking, backs up arguments with effective evidence. Comparisons between authors are made. Conclusions and/or recommendations are clearly explained and appropriate</i>	<i>As with B, and also has credible challenges to other people's ideas and HRM practices. Conclusions and/or recommendations as B but demonstrates clear understanding of the implications of implementation</i>	<i>As of A but without any criticisms or flaws</i>
<p>SYNTHESIS</p> <p>Sees the bigger picture between issues and arguments; Makes links between them</p>	<i>Report is disjointed. There are no links between different issues or sections of the report. There may also be contradictions between different sections of the report. Conclusion and/or recommendations do not draw points together</i>	<i>Attempts to find links between different issues. However, there may be some flaws or limitations such as a repetitive conclusion</i>	<i>The report flows quite well; links are made between different issues. Points are drawn together in the conclusion and/or recommendations</i>	<i>The report has a good flow and links between points and issues are noticed. There is a good conclusion and or recommendations with points being drawn together</i>	<i>As with B, and the separate elements and arguments in the report have been fitted together to form an integrated whole</i>	<i>As of A but without any criticisms or flaws</i>
<p>SOURCES</p> <p>Reads additional books, journal articles, uses judgement when selecting information</p>	<i>No or little evidence of reading – e.g. only lecture notes used and/or only one textbook used. Or, several sources are used, but none have been properly read and understood or sources are inappropriate</i>	<i>The student has gone further than one textbook, and has clearly sought to understand the concepts in the sources they have read. The academic validity of sources has been evaluated</i>	<i>The student has clearly tried to research a number of different sources, and has read sources carefully. All sources are appropriate and academically valid</i>	<i>As for C, but with a greater range or depth of reading</i>	<i>Evidence of wide and highly appropriate reading including academic journal articles. It is clear that the student has been able to confidently comprehend the key arguments/facts from the sources they have read.</i>	<i>As of A, but with a significant number of understood academic journal articles (peer reviewed)</i>

