

## Programme Specification: MSc Human Resource Management (International)

About the course		
1	Name of course and highest award	MSc Human Resource Management (International)
2	Level of highest award (according to <a href="#">FHEQ</a> )	7
3	Possible interim awards –	BA or BSc (Hons) or pre master foundation
4	Awarding/validating institution	University of Gloucestershire
5	Teaching institution	University of Gloucestershire
6	Faculty responsible	Business, Education and Professional Studies ( BEPS)
7	Mode of study (full-time, part-time, etc)	Full time / Part time
8	QAA <a href="#">subject benchmark statement(s)</a> where relevant	QAA benchmark statement for General Business and Management
9	Recognition by Professional, Statutory or Regulatory Body (PSRB), to include definition of the recognition	CIPD
10	Other external points of reference	QAA & FHEQ
11	Date of initial validation	March 2007
12	Date(s) of revision	March 2010 & 2013
13	<p><b>Course aims</b> –The course aims to facilitate the understanding and application of knowledge, skills and behaviours appropriate for decision making at senior management level within the field of HRM and related practice. It is aimed at students within a related field who wish to specialise in people management and development. This will be achieved by:</p> <ol style="list-style-type: none"> <li>1. developing a critical understanding of theories and models underpinning the practice of Human resource Management and development operating in an international context</li> <li>2. the development of analytical, evaluative and decision making in the context of employee resourcing, employee development, employee relations and business management and leadership.</li> </ol>	

	<ol style="list-style-type: none"> <li>3. develop an understanding of the influences both external and internal on strategic decisions and policy formulation within organisations operating in national, international or global environments</li> <li>4. enabling the development of team working, effective communication and interpersonal skills essential for leading, managing and developing people.</li> <li>5. facilitate independent research and critical analytical skills of investigation and enquiry into the field</li> <li>6. Providing the opportunity to engage with CPD at a personal level whilst establishing sustainable development and how it can be promoted both professionally and ethically within the business community.</li> </ol>
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<b>14</b>	<p><b>Learning outcomes of the course</b></p> <ol style="list-style-type: none"> <li>1 To enable students to engage with both the theoretical knowledge and its practical application in the field of people management and development within an international context.</li> <li>2 To enhance an individual's skills of analysis, evaluation and communication through engagement with research, case studies and other learning activities.</li> <li>3 To develop or strengthen an individual's ability to apply knowledge and understanding to practice in a variety of contexts.</li> <li>4 To enhance continual professional and personal development in an ethical and sustainable way.</li> <li>5 Develop a critical evaluation of contemporary research and debates on the range of HR areas which might include resourcing, relations, development and leadership?</li> <li>6 Promote a wider business orientation to the leadership of people management in the context of effective and sustainable organisations.</li> </ol>
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<b>15</b>	<p><b>Learning and teaching strategy</b> – the course's approach to learning and teaching, including via blended learning, which enable learning outcomes to be achieved and demonstrated by the student.</p> <p>In order to ensure clarity about how students are provided with the opportunity to demonstrate achievement of programme outcomes, this section should contain a mapping grid which demonstrates which modules, through their content, contribute to supporting students to achieve the programme outcomes. A simple grid which enables this, and which is capable of extension as necessary, is provided below.</p>
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		<b>Programme Outcomes</b>					
		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
<b>Modules</b>	<b>BM7100</b> Leadership by Design	LO1	LO3	LO5,6	LO5	LO3,4	LO1,2,3,4,5,6
	<b>BM7102</b> Business Decision Making	LO1,LO3	LO1	LO2	LO2	LO3	LO1,2,3

		<b>BM7500</b> Strategic Management	LO1	LO5	LO4	LO4	LO3	LO2
		<b>BM7501</b> Managing Human Resources	LO1-7	LO 1-7	LO 1-7	LO6	LO 1-7	LO 4
		<b>BM7502</b> Leading, Managing and Developing People	LO 1-5	LO	LO 2-5	LO 6	LO 1,2,4,5	LO 3,4,6
		<b>BM7505</b> Managing Employment Relationships and Engagement in an International Business Context	LO 1-7	LO 1-7	LO 1-7	LO7	LO 1-7	LO 3,4,5,6,7
		<b>BM7503</b> Human Resource Development Strategies	LO1,2,3,5,6	LO 1-6	LO 1-6	LO 2-6	LO 1,6	LO 2-6
		<b>BM7504</b> Strategic Human Resource Management	LO 1-6	LO 1-6	LO 1-6	LO 1-6	LO 1-6	LO 2

**16 Learning and teaching methods**

The emphasis will be on the generation of personal understanding through active and independent learning, group work and tutor led activity. Teaching continues to provide an important input to the programme as it introduces the methods for enquiry and fundamentals of knowledge needed to engage with higher-level management research materials and practices. Students will be expected to participate in a wide range of facilitated sessions, which will include:

- Tutor input
- Reading and case based sessions

	<ul style="list-style-type: none"> <li>• Problem based activities</li> <li>• Student lead lectures and seminars</li> <li>• Input sessions from practitioners and active researchers</li> <li>• One to one tutorials</li> <li>• Project supervision</li> <li>• Presentations with ‘students as experts’</li> <li>• Practical demonstrations</li> <li>• Organisational visits</li> <li>• Virtual learning environments and electronic resources</li> <li>• Personal portfolios</li> </ul> <p>Students will be encouraged to use their employing organisation or ones known to them as a resource. This will help them work independently and creatively to apply theory to practice in their everyday work setting. The preparation and delivery of the dissertation as the capstone module for the course, also requires students to demonstrate discovery, integration, and engagement with the field.</p> <p>HEFCE requires that the University’s Key Information Set (KIS) indicates the proportion of time in each year of study that students can expect to engage in the following activities (express as a percentage for each level).</p> <ul style="list-style-type: none"> <li>• Scheduled learning and teaching activities (including lectures, seminars, tutorials, dissertation meetings, demonstration, practical workshops, fieldwork, external visits, work-based learning);</li> <li>• Guided independent learning;</li> <li>• Placement and study abroad</li> </ul>	
<b>Level 7</b>	Scheduled learning and teaching activities	360 hours staff/student contact
	Guided independent learning	1440hrs student directed learning
	Placement and study abroad	0%

<b>17</b>	<p><b>Assessment strategy</b></p> <p>The course’s approach to assessment which enable learning outcomes to be achieved and demonstrated by the student. <i>Assessment reflects the teaching and learning strategy, as well as the overall outcomes of the programme. A range of approaches have been adopted in order to assess knowledge, understanding, module outcomes and transferability. These include:</i></p> <ul style="list-style-type: none"> <li>• <i>Course work which include formative feedback and assessment ‘way-points’</i></li> <li>• <i>Critique based essays and reports, emphasising applying theory to practice</i></li> <li>• <i>Individual and group oral presentations</i></li> <li>• <i>Problem based critiques</i></li> <li>• <i>Critical article-based portfolios</i></li> <li>• <i>Group presentations</i></li> <li>• <i>Assessed personal development activities through a reflective portfolio</i></li> <li>• <i>Unseen assessment</i></li> </ul>
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- *An independent and self managed dissertation*

Learning outcomes at module level may be the subject of either formative or summative assessment. Development teams are asked to consider their assessment strategy carefully, to distinguish between outcomes which are the subject of summative or formative assessment, and to indicate which assessment tasks enable students to demonstrate achievement of which learning outcomes. This can be represented simply by completing the following grid, which may be extended as necessary

		<b>Learning outcomes which contribute to the programme outcomes</b>					
		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
<b>Summative Assessment Tasks</b>	<b>BM7100</b> Leadership by design	√	√	√	√	√	√
	<b>BM7102</b> Business Decision Making	√	√	√	√	√	√
	<b>BM7500</b> Strategic Management	√	√	√	√	√	√
	<b>BM7501</b> Managing Human Resources	√	√	√	√	√	√
	<b>BM7502</b> Leading , Managing and Developing People	√	√	√	√	√	√
	<b>BM7505</b> Managing Employment Relationships and Engagement in an International Business Context	√	√	√	√	√	√

			<b>BM7503</b> Human Resource Development Strategies	√	√	√	√	√	√
			<b>BM7504</b> Strategic Human Resource Management	√	√	√	√	√	√
<b>18</b>	<b>Assessment methods</b>								
	HEFCE requires that the University's Key Information Set (KIS) indicates the proportion of <u>summative</u> assessment in each year of study that will derive from the following:								
	<ul style="list-style-type: none"> <li>• Written exams</li> <li>• Practical exams</li> <li>• Coursework</li> </ul>								
	<b>Level 7</b>	Written exams						12.5%	
		Practical exams						0%	
		Coursework						87.5%	
<b>19</b>	<b>Location(s) of the course's delivery</b>	Campus based							
<b>20</b>	<b>Admissions requirements</b>	<p><b>MSc HRM (Masters)</b>  have a good undergraduate degree  have a good undergraduate degree with an interest in the area  have demonstrated practice experience at degree level  have completed a post graduate diploma stage</p> <p><b>MSc HRM (International)</b>  i. have a good undergraduate degree  ii. have a good undergraduate degree with an interest in the area  iii. have demonstrated practice work experience at degree level  iv. in addition for international students – IELTS score of 6.5  ** Standard APL policy also applies to all three of these programmes</p>							

21	<b>Career and employability opportunities</b> - details of any work experience, work-based learning, sandwich year or year abroad	N/A
22	<p><b>Management of Quality and Standards</b> – the means by which the quality and standards of the course are assured at course, Faculty and University level. The text below is offered as an aid may be adapted as necessary.</p> <p><b>External and Internal reference points</b></p> <p>The educational aims and outcomes of the programme have been written with reference to the following reference points.</p> <p><b>12a) EXTERNAL</b></p> <p>Framework for Higher Education Qualifications (FHEQ);</p> <p>QAA Benchmark statement(s) Type 1;</p> <p>Chartered Institute of Personnel and Development (CIPD) Advanced Level Qualifications</p> <p><b>12b) INTERNAL</b></p> <p>University of Gloucestershire PMS regulations;</p> <p>University of Gloucestershire TLA policy including PDP and skills;</p> <p>University of Gloucestershire Strategic Plan.</p> <p>Other specified policies for example; sustainability, AWP, and student charter;</p>	
	<p>Guidance on the University’s approach to the management of quality and standards is contained in the Quality Assurance Handbook, Academic Regulations for Taught Provision, Assessment Principles and Procedures, and associated sources of advice. All regulations, policies and procedures are aligned with QAA reference points and, where relevant, those of Professional, Statutory and Regulatory Bodies.</p> <p>Quality assurance is undertaken as close as possible to the point of delivery. There is a route from the module level to courses and through to faculty and University levels so that issues can be addressed and delivery enhanced in the appropriate arena.</p> <p>Externality is guaranteed via external examiner reports which allow the University to make judgements on the quality and standards of its provision. The University also benefits from the input of externals in its approval and review procedures.</p> <p>Students are able to comment on their modules and courses in various ways including module evaluations, course boards and the NSS.</p>	

23	<p><b>Support for Students and for Student Learning</b> – means by which support for students is provided at course, Faculty and University level. The suggested text below is offered as an aid may be adapted as necessary.</p>
	<p>At University level, students are able to access information, advice and guidance on a range of issues as well as contacting most Student Services teams through the campus based Helpzones, either in person, accessing materials and advice via the website or by telephone/e-mail contact see <a href="http://www.glos.ac.uk/helpzones">www.glos.ac.uk/helpzones</a></p> <p>Available support specific to their studies includes Student Employability (Careers advice and guidance and placement related activity), Disability, Dyslexia and Learning Support team and the Student Achievement team (including study skills tutors for academic and numeracy skills). Full details of all Student Services are available at - <a href="http://www.glos.ac.uk/studentsservices">www.glos.ac.uk/studentsservices</a>.</p> <p>Further general and programme specific support is available through the Libraries, ICT and LTS. Library and Information Services support student learning by delivering effective, efficient and learner-focused services via the three campus libraries. These include traditional academic library resources, electronic information resources, open access IT and media facilities, integrated learner support, enquiry services, a choice of study spaces and access to the Archives and special collections. Students have access to expert help and advice in using the full range of resources to support their studies, whether they are working on or off campus. Full details of all LIS services are available at <a href="http://insight.glos.ac.uk/departments/lis/Pages/default.aspx">http://insight.glos.ac.uk/departments/lis/Pages/default.aspx</a>.</p>