University of the West of England
BRISTOL

CORPORATE AND ACADEMIC SERVICES

PROGRAMME SPECIFICATION

Part 1: Basic Data	
Awarding Institution	University of the West of England
Teaching Institution	University of the West of England
Delivery Location	Frenchay Campus, Bristol, UK
Faculty responsible for programme	Faculty of Business and Law
Department responsible for programme	Business and Management
Modular Scheme Title	MA International Human Resource Management
Professional Statutory or Regulatory Body Links *Name of PSRB* *Type of approval* **Dates**	Chartered Institute of Personnel and Development (CIPD)
Highest Award Title	MA International Human Resource Management
Default Award Title	
Interim Award Titles	PG Diploma International Human Resource Management; PG Certificate International Human Resource Management
UWE Progression Route	
Mode(s) of Delivery	Full time
Codes	**UCAS:** **JACS:** **ISIS2:** N6001 **HESA:**
Relevant QAA Subject Benchmark Statements	Business and Management
CAP Approval Date	28 March 2012
Valid from Date	1 September 2012
Valid until Date	September 2018
Version	1

Part 2: Educational Aims of the Programme

This programme aims to equip students with the knowledge and skills needed for the practice of Human Resource Management (HRM) in an international environment, and for work in organisations operating across national boundaries. It also aims to provide the knowledge requirements for professional membership of the Chartered Institute of Personnel and Development. It is likely to appeal to international students and to UK students with an interest in working in global organisations.

Part 3: Learning Outcomes of the Programme

The award route provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas:

Learning Outcomes	Teaching, Learning and Assessment Strategies
A Knowledge and Understanding	
A Knowledge and understanding of:	Teaching/learning methods and strategies:
The student will have developed knowledge and understanding of business and general management issues and a more detailed understanding of international human resource management. In particular, the student will have developed theoretical and practical knowledge and understanding in the following areas:	
1. The international/ organisational and external context of international human resource management, including the impact of cultural, political, social, legal and economic factors on managerial decision making and how organisations respond to their specific contexts.	**Acquisition of 1 is achieved through:** The International Employment Context UMPD9N-15-M
2. Major contemporary research evidence on employment and effective approaches to HRM and learning and development, including the links between people management practices and organisational performance.	**Acquisition of 2 is achieved through:** Managing People in Organisations UMPCXM-15-M, International HRM in Context UMPCXS-15-M and The International Employment Context UMPD9N-15-M
3. Major debates about theory and practice in the specific fields of leadership, motivation, personality and change management.	**Acquisition of 3 is achieved through:** Managing People in Organisations UMPCXM-15-M
4. HRM as an organisational activity which integrates the traditional areas of HRM work with international business and strategic management, including issues of ethics and professionalism, diversity and equal opportunities.	**Acquisition of 4 is achieved through:** The International Employment Context UMPD9N-15-M and International Human Resource Management UMPCXJ-15-M
5. The application of HRM theory and research to the enhancement of professional practice	**Acquisition of 5 is achieved through:** Applied HRM and Business Skills UMPCXG-15-M

Part 3: Learning Outcomes of the Programme

and skills	
6. The main concepts theories and developments in the core elements of international HRM.	**Acquisition of 6 is achieved through:** International Human Resource Management UMPCXJ-15-M
7. The main theories, concepts and developments in specialist IHRM activities.	**Acquisition of 7 is achieved through the specialist modules listed below:** International Employment Relations (UMPCM3-15-M), International Resourcing and Talent Management (UMPCXT-15-M), Global Standards and Human Resource Management Best Practice (UMPCXX-15-M), Equality and Diversity from a Comparative Perspective (UMPD7Y-15-M),
8. Research approaches and techniques used in the investigation of HR issues and problems drawing on the main research traditions in the social sciences, business and management studies.	**Acquisition of 8 is achieved through:** Investigating a Business Issue from an HR Perspective (International) (UMPCYF-60-M)
9. A particular aspect of IHRM through an opportunity to complete a substantial piece of research into an HR issue.	**Acquisition of 9 is achieved through:** Investigating a Business Issue from an HR Perspective (International) (UMPCYF-60-M)

B Intellectual Skills

B Intellectual Skills	Teaching/learning methods and strategies:
The student will have developed, in relation to complex HR and IHR problems and issues, intellectual skills in:	Acquisition of Intellectual skills 1-5 is achieved throughout the programme
1. Analysis – high powers of critical analysis shown by comprehensiveness of approach. 2. Synthesis – holistic understanding and the ability to deal with complexity and contradiction in the knowledge base through the application of multiple perspectives on managerial situations. 3. Critical evaluation of literature, research and other perspectives. 4. Creativity in problem solving in complex, unstructured and ambiguous situations. 5. Skills in critical reflection on personal development and learning	Assessment: A variety of assessment methods are employed. These are designed to develop and test conceptual understanding as well as analytical skill. Assessment is by way of written assignment, examinations, assessed class work, including skill based activities, supervised mini-projects and the dissertation.

C Subject, Professional and Practical Skills

C Subject, Professional and Practical Skills	Teaching/learning methods and strategies:
	Skill development is achieved mainly through the Applied HRM and Business Skills module (UMPCXG-

Part 3: Learning Outcomes of the Programme	
	15-M) but is also central to all modules.
1. The analytical, creative, communication and interpersonal skills required of HR practitioners	Acquisition of Skill 1 is achieved through all modules.
2. Decision making, problem solving and consulting.	Acquisition of Skill 2 is achieved through all modules.
3. Leading and influencing others, working in teams.	Acquisition of Skills 3 – 7 is achieved through the Applied HRM and Business Skills module (UMPCXG-15-M)
4. HR specific skills such as interviewing, negotiation and delivering training.	
5. Self management skills to enhance effectiveness at work.	
6. Interpreting financial and statistical information	
7. The application of information technology to HR practice	
8. Research design and the use of qualitative and quantitative methods of data collection and analysis.	Acquisition of Skill 8 is achieved through the Investigating a Business Issue from an HR Perspective (international) (UMPCYF-60-M)
	Assessment:
	Assessment is achieved through a variety of approaches including a structured reflective log, role playing exercises and in class tests. Skill 8 is primarily assessed through the dissertation.
D Transferable Skills and other attributes	
D Transferable Skills and other attributes	Teaching/learning methods and strategies:
1. Independent learning, research and consultancy	Acquisition of Skill 1 is achieved through all modules.
2. Attributes required for effective performance in future work roles including the ability to work independently, to respond flexibly to changing circumstances and to meet deadlines.	Acquisition of Skill 2 is achieved through all modules.
3. The processes of management: management of self, of tasks, of people and working with others in the organization.	Acquisition of Skill 3 is achieved through Managing People in Organisations (UMPCXM-15-M), Applied HRM and Business Skills (UMPCXG-15-M) and Investigating a Business Issue from an HR Perspective (International) (UMPCYG-60-M)
4. The competence required to work effectively in an organisation: understanding of	Acquisition of Skill 4 is achieved through Managing People in Organisations (UMPCXM-15-M),The

Part 3: Learning Outcomes of the Programme	
individual and group behaviour, undertaking organisational analysis and an awareness of the environment in which organisations operate.	International Employment Context (UMPD9N-15-M) and Applied HRM and Business Skills (UMPCXG-15-M).
5. Using the financial and information systems available to managers in organizations.	Acquisition of Skill 5 is achieved through the Applied HRM and Business Skills Module (UMPCXG-15-M)
6. Ability to think strategically and contribute to the development of creative solutions to HR problems.	Acquisition of Skill 6 is achieved through all modules.
7. Critical self-awareness, self-reflection and self-management.	Acquisition of Skill 7 is achieved through all modules.
8. Sensitivity to diversity and cross cultural understanding.	Acquisition of Skill 8 is achieved throughout the programme.
	Assessment: A variety of assessment methods are employed. These are designed to develop and test conceptual understanding as well as analytical skill. Assessment is by way of written assignment, examinations, reflective log, assessed class work, including skill based activities, supervised mini-projects and the dissertation

Part 4: Programme Structure

This structure diagram demonstrates the student journey from Entry through to Graduation for a typical **full time student**, including:
level and credit requirements
interim award requirements
module diet, including compulsory and optional modules

ENTRY	M Level	Compulsory Modules	Specialist Modules	Interim Awards
		The International Employment Context UMPD9N-15-M	International Employment Relations UMPCM3-15-M	• PG Certificate in International Human Resource Management – 60 credits achieved in any four of the 15 credit modules that contribute to the programme.
		Managing People in Organisations UMPCXM-15-M	International Resourcing and Talent Management UMPCXT-15-M	
		Applied HRM and Business Skills UMPCXG-15-M	Global Standards and Human Resource Management Best Practice UMPCXX-15-M	
		International Human Resource Management UMPCXJ-15-M	Equality and Diversity from a Comparative Perspective UMPD7Y-15-M	
		Investigating a Business Issue from an HR Perspective (International) UMPCYF-60-M		• PG Diploma in International Human Resource Management -120 credits achieved in any of the modules that contribute to the programme
				• Primary Award: **MA International Human Resource Management.** The credit requirement for the MA is 180 M credits made up of: all compulsory modules (120 credits) and four optional modules (60 credits).

GRADUATION

Part 5: Entry Requirements

The University's Standard Entry Requirements apply with the following additions:

Applicants must also be able to demonstrate an interest in the study of HRM.

Part 6: Assessment

Delete one of the following statements as appropriate

A: Approved to University Regulations and Procedures

Assessment Map

The programme encompasses a range of **assessment methods** including; written assignment, examinations, structured reflective log, presentations and practical skills assessment. These are detailed in the following assessment map:

Assessment Map for MA International Human Resource Management

		Type of Assessment*									
		Unseen Written Exam	Open Book Written Exam	In-class Written Test	Practical Exam	Practical Skills Assessment	Oral assessment and/or presentation	Written Assignment	Report / Project	Dissertation	Reflective Log
Compulsory Modules	**Module No** UMPD9N-15-M			A (25)				B (75)			
	Module No UMPCXM-15-M			A (50)				B (50)			
	Module No UMPCXG-15-M			A (25)		A (15)					B (60)
	Module No UMPCXJ-15-M	A (100)									
	Module No UMPCYF-60-M									A (100)	
Optional Modules	**Module No** UMPCM3-15-M			A (40)				B (60)			
	Module No UMPCXT-15-M						A (25)	B (75)			
	Module No UMPCXX-15-M		A (40)					B (60)			
	Module No UMPD7Y-15-M						A (25)	B (75)			

*Assessment should be shown in terms of either Written Exams, Practical exams, or Coursework as indicated by the colour coding above.

Part 7: Student Learning

Teaching, learning and assessment strategies to enable learning outcomes to be achieved and demonstrated

Teaching on the MA International Human Resource Management Programme comprises a mix of scheduled classes, skill development activities and independent learning.

Scheduled learning includes taught sessions, skills workshops and dissertation supervision. These sessions constitute an average of 36 hours per module. Scheduled sessions may vary slightly depending on the module choices made.

Independent learning includes hours engaged with essential reading, case study preparation, assignment preparation and dissertation research. These sessions constitute an average time per level as indicated in the table below.

Description of Distinctive Features and Support

The programme will continue to develop the Business School's record of excellence in the theory and practice of Human Resource Management teaching and learning. The School of HRM was designated as a 'Centre of Excellence' by the Quality Assurance Panel of the Chartered Institute of Personnel and Development (CIPD) in February 2002, one of only 11 such centres in the UK.

A distinctive strength of the teaching strategy is that most lecturers teaching on the MA IHRM programme are members of the Centre for Employment Studies (CESR) and are able to base their teaching on their own experience or research in the field of HRM/Employment Studies.

The overarching aim of the Faculty's Learning Teaching & Assessment Strategy is *' to maximise student achievement (both in relation to award classification and to employability) and student satisfaction whilst maintaining appropriately rigorous academic standards and supporting the university's vision of becoming an inclusive and welcoming learning community, actively engaged with global society and based on values of mutual respect, critical engagement and self-awareness'.*

The supporting objectives of the strategy are the:
- further development of intellectually vibrant, highly reflective, mutually respectful and diverse student and staff learning communities within the Faculty
- increase in the use of links with the world external to UWE (including professional accreditation where possible) to inform curriculum design and delivery and provide lifelong learning opportunities
- provision of an effective, efficient and supportive infrastructure for learning (organisation and management of programmes, student advice, communication with students etc)
- appropriate design and flexible delivery of curricula which provide an intellectually stimulating learning experience enabling students to develop as highly employable and internationally aware lifelong learners
- provision of effective support for students making the transition to learning at UWE
- provision of effective and ongoing developmental support for all staff
- use of effective strategies for assessment for learning

CURRICULUM DESIGN, CONTENT AND ORGANISATION

The programme is designed and delivered within a postgraduate modular scheme which allows credit accumulation and flexibility. It is intended that three of the core modules will be delivered first to provide an introduction to the context for international HRM and to the discipline and core functions of HRM and some of the key themes relevant to HRM in an international arena. This will provide a sound foundation for the subsequent study of the more specialist areas of international and comparative HRM. The International Employment Context (UMPD9N-15-M), Managing People in Organisations (UMPCXM-15-M) and International Human Resource Management (UMPCXJ-15-M) modules will be delivered in the first term,

Four specialist modules will be offered in the second term. .

Part 7: Student Learning

Students will have the opportunity to pursue their interests in a particular area of comparative or international human resource management at the dissertation phase of the programme which follows the specialist modules.

Skill development runs throughout the programme and is delivered mainly through the Applied HRM and Business Skills Module, which will be delivered through a series of workshops throughout the first two terms, but also through other modules. Skills sessions will be delivered in full day workshops to allow for practice and small group work. Postgraduate study skills will be an important component of the programme and will be delivered towards the start of the year with further tailored support provided dependent on individual needs.

Approval by the Chartered Institute of Personnel and Development (CIPD) for the programme will be sought at advanced level. This will mean that on completion of the programme students will have met the knowledge requirements for Chartered Membership of the professional body.

TEACHING, LEARNING AND ASSESSMENT

The teaching, learning and assessment strategy of the Faculty encourages students to assume responsibility for many aspects of their learning and staff to take responsibility for facilitating that learning. The balance of student and staff responsibility varies according to individual student profiles, academic level and according to the nature of the learning outcomes the students are expected to meet. Ultimately, the aim of this programme is to enable students to progress to a high level of autonomy in their learning and professionalism and to view that learning as a process of continuing professional development.

To achieve this, an appropriate blend of learning approaches and opportunities have been integrated throughout the programme with an overall emphasis on active student participation. This 'blend' consists of face to face learning in groups supported by on-line learning via Blackboard, together with exposure to real life examples through case studies, and guest practitioner speakers. There is a significant requirement for students to work independently throughout the programme – both individually and in groups - with the level of this independence increasing as the student moves into the dissertation phase.

Included within the programme is a clear strand of general management and HRM specific transferable skills which underpin successful management practice and effective leadership, thus enhancing employability.

Assessment is an integral part of the teaching and learning process. The range of assessments indicated have been incorporated to:
- test the students' ability to integrate concepts, theories and practice;
- ascertain student's learning strengths and weaknesses and continuing development needs;
- expose students to a variety of assessment methods in order to promote the growth of their life-long learning skills;
- test students' level of skill development.

The assessment strategy comprises formal tutor assessment, informal tutor assessment and informal peer review and feedback. Formal testing of the knowledge base, intellectual, subject specific and transferable skills is through a combination of open book examinations, supervised mini-projects, written assignments, and presentations. Informal testing of intellectual, subject specific and transferable skills is through class interaction during work on current academic research and understanding, case studies, practical exercises and experiential exercises.

The faculty supports the University Academic Regulations and Procedures, and its requirement for controlled conditions to apply to part of the assessment of every module. Forms of assessment commonly used in controlled and non-controlled conditions assessment are: invigilated timed assignments including examinations, presentations, in-class tests, self and peer assessments, individual and group projects and supervised mini-projects and dissertations.

Part 7: Student Learning

LEARNING RESOURCES

All modules make use of Blackboard for web enhanced delivery to at least the recommended minimum standard and for communications with students. All modules have handbooks which include details of teaching/learning resource in accordance with the university's Reading Strategy. Additional support is provided through the library and an extensive student computing network.

Students are directed towards the University Library online MySkills resources for the development of skills appropriate to the level and style of the programme. Students will be directed on how the resources on this site should be used to develop the skills that will underpin their studies in module handbooks and/or via Blackboard.

STUDENT SUPPORT AND GUIDANCE

Student support for all issues relating to the content, delivery and assessment of modules is provided by Module Leaders and for more general academic and professional concerns, by Programme Managers. In addition, students can seek support from Faculty Learning Support tutor to address specific study skills issues. Specific study support will be provided to meet the needs of international students.

Student Services Student Advisors can also provide timely, accurate and confidential advice where necessary on all aspects of the provision, for example coursework and examination arrangements, extenuating circumstances procedures, progression counselling, as well as personal issues such as problems with studying or meeting deadlines, financial matters, ill heath and so on, including when relevant how to access the wider support provided by the University. This service is supported by extensive online resources.

Students and graduates are supported by UWE Careers who help them to access skills, experience and knowledge to improve their employability prospects. The service provides high quality and professional advice and guidance focusing on enabling them to take control of and responsibility for their own career planning and progression/development. They can access support around finding vacancies for work experience, volunteering, part time work and internships, as well as events and workshops. There is specialist support for international students including specific resources and opportunities for work experience through the International Talent scheme. Students are introduced to the service during the induction to the course and can continue to use their services for three years after graduation.

All students take part in an Induction programme at the start of their studies. This includes specific guidance and orientation sessions for international students. The Faculty 'Current Student' web pages provide access to the more detailed and up to date information covering all aspects of academic and administrative procedures and support. These pages link closely to the student portal, MyUWE, and to the Student Services web pages, and act as a comprehensive 'faculty handbook'.

An important part of the programme is the involvement of students. Two or three student representatives are selected from each level of the programme to serve on the Student Representatives & Staff Forum (SRSF). These are held each term to discuss issues raised by students in relation to their experience of studying at UWE and on the programme. Issues raised are discussed in an open and friendly atmosphere so that students feel able to contribute openly and honestly about their experiences. Any issues raised are taken forward for action by programme managers. Where appropriate they may be discussed at Departmental Committees or Faculty Academic Standards and Quality Committee.

Support to students with disability is offered both at the faculty level under the remit of the Leader of WP, Disability & Schools Liaison and centrally through the university's Disability Resource Centre. This acts as a holistic service for disabled students and applicants to the University but also supports the academic and administrative staff who work with disabled students.

In addition to the above The University's Student Services offers a range of services to support

Part 7: Student Learning

students during their time at university and beyond:

- University Health Centre and general advice on 'Staying Healthy';
- Careers and employability, advice on choosing a career, and finding student and graduate vacancies;
- UWE volunteering, opportunities for students to get involved in the local community through the Community Volunteer Programme;
- Student Advisors & Counselling for anything from exam stress to homesickness and depression;
- The Living Centre, for support with faith and spiritual matters;
- Global student support, to help international students to make the most of living and studying in the UK;
- Managing disability and dyslexia, to get help with all disability related support needs;
  Money and Visas, for financial checkups, or help with UK visas.

Part 8: Reference Points and Benchmarks

Description of *how* the following reference points and benchmarks have been used in the design of the programme:

QAA subject benchmark statements
University strategies and policies
Staff research projects
Employer interaction and feedback

The learning outcomes of the programme map against the QAA subject benchmark statements for:
- General Business & Management and QAA Benchmarks for Postgraduate management Programmes

The programme also meets the learning outcomes of the CIPD Advanced level Module Descriptors

and the following University and Faculty strategies and policies:
- University's Vision & Mission – I.N.S.P.I.R.E.
- University Strategic Plan
- UWE Charter

Faculty strategies and policies:
- Blended Learning Framework
- Curriculum Principles
- Employability Strategy
- Faculty of Business and Law LTA Strategy

Staff research projects
- Where ever possible staff are encouraged to utilise their research – and that of colleagues – to inform their teaching, both in terms of content and pedagogic approach

Employer interaction and feedback
- Employers and alumni are regularly consulted to ensure the currency and relevance of the programme

This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of individual modules can be found in module specifications, available on the University's website.