



University of the  
West of England

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	University of the West of England		
Study abroad / Exchange / Credit recognition			
Faculty responsible for programme	Business and Law		
Department responsible for programme	Bristol Business School (Business and Management)		
Modular Scheme Title	Postgraduate Modular Scheme		
Professional Statutory or Regulatory Body Links	Chartered Institute of Personnel and Development (CIPD)		
Highest Award Title	MSc Human Resource Management (International)		
Default Award Title	none		
Fall-back Award Title	none		
Interim Award Titles	PG Diploma Human Resource Management (International) PG Certificate Human Resource Management (International)		
UWE Progression Route			
Mode(s) of Delivery	Full time		
Codes	<b>UCAS:</b>	<b>JACS:</b>	
	<b>ISIS2:</b> N6001 (N60A12)	<b>HESA:</b>	
Relevant QAA Subject Benchmark Statements	Business and Management		
First CAP Approval Date	28 March 2012	Valid from	1 September 2012.
Revision CAP Approval Date	2 February 2016	Revised with effect from	September 2016
Version	2.1		
Review Date	September 2018		

## **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.

## **Programme requirements for the purposes of the Higher Education Achievement Record (HEAR)**

This programme prepares human resource managers for the demands of an increasingly complex global environment through equipping them with a critical grasp of issues, themes and challenges central to managing people in different contexts; with expertise in designing and adapting core HR strategies, systems, processes and practices; and with diagnostic models and conceptual frameworks for matching HR solutions to specific national, international and organisational requirements. It also develops personal and professional qualities, skills and knowledge suitable for leadership roles in HRM. It aims furthermore to equip students to engage responsibly in evidence-based, ethical and sustainable management and business decision-making.

### 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:

*This section should set out what a student is expected to know, understand and be able to do on successful completion of the programme. It will be particularly important for an approval panel to be able to judge the extent to which these reflect the Educational Aims set out in Section 2.*

*The Learning Outcomes should be set out under the following four headings:*

*A. Knowledge and Understanding (subject specific)*

*What a student, on successful completion of the proposed programme (or at different stages within it) is expected to know and understand about the subject.*

*B. Intellectual Skills (generic)*

*Those cognitive skills which a student is expected to be able to demonstrate upon successful completion of the proposed programme, eg critical thinking, analysis, synthesis of different types of information, evaluation, problem solving, application and testing of hypotheses, etc.*

*C. Subject/Professional/Practical Skills (subject specific)*

*Any subject specific, professional or practical skills which are expected to be developed by a student successfully completing the programme. They may include skills of manipulation or observation (eg in a laboratory or field setting), design, production, or may be related to researching (a topic or problem), using and processing information or analysing textual content etc.*

*D. Transferable Skills and other attributes (generic)*

*An indication of the generic skills which successful completion of the programme is likely to enhance, eg key skills of numeracy, communication, ability to use information technology and learning to learn.*

*Where work-based or work-place learning is an intended part of the proposed programme, the team will need to ensure that the learning outcomes are clearly articulated and contribute to the overall aims of the programme.*

*Learning outcomes with an Education for Sustainable Development (ESD) context should be highlighted. There is no expectation that all modules within a programme will consider ESD but in order to meet the expectation that a programme will consider ESD **modules at each level of study must explicitly consider ESD.***

### Part 3: Learning Outcomes of the Programme

<i>Learning Outcomes:</i>	UMPD9N-15-M	UMPCXM-15-M	UMPCXG-15-M	UMPCXJ-15-M	UMPCXT-15-M	UMPD7Y-15-M	UMPCYF-60-M
<b>A) Knowledge and understanding of:</b>							
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.	√						
2. 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.	√	√		√	√	√	
3. Major debates about theory and practice in the specific fields of leadership, motivation, personality and change management.		√	√				
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.	√			√			
5. The application of HRM theory and research to the enhancement of professional practice and skills			√	√			
6. The main concepts theories and developments in the core elements of international HRM.				√			
7. The main theories, concepts and developments in specialist HRM and IHRM activities.				√	√	√	
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.							√
9. A particular aspect of IHRM through an opportunity to complete a substantial piece of research into an HR issue.							√

### Part 3: Learning Outcomes of the Programme

Learning Outcomes	UMPD9N-15-M	UMPCXM-15-M	UMPCXG-15-M	UMPCXJ-15-M	UMPCXT-15-M	UMPD7Y-15-M	UMPCYF-60-M
<b>(B) Intellectual Skills</b>							
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	√	√	√	√	√	√	√
<b>(C) Subject/Professional/Practical Skills</b>							
1. The analytical, creative, communication and interpersonal skills required of HR practitioners	√	√	√	√	√	√	√
2. Decision making, problem solving and consulting.	√	√	√	√	√	√	√
3. Leading and influencing others, working in teams.	√	√	√	√	√	√	√
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.							√

### Part 3: Learning Outcomes of the Programme

	UMPD9N-15-M	UMPCXM-15-M	UMPCXG-15-M	UMPCXJ-15-M	UMPCXT-15-M	UMPD7Y-15-M	UMPCYF-60-M
<b>(D) Transferable skills and other attributes</b>							
1. Independent learning, research and consultancy	√	√	√	√	√	√	√
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.	√	√	√	√	√	√	√
3. The processes of management: management of self, of tasks, of people and working with others in the organization		√	√				√
4. The competence required to work effectively in an organisation: understanding of individual and group behaviour, undertaking organisational analysis and an awareness of the environment in which organisations operate.	√	√	√				
5. Using the financial and information systems available to managers in organizations.			√				
6. Ability to think strategically and contribute to the development of creative solutions to HR problems.	√	√	√	√	√	√	√
7. Critical self-awareness, self-reflection and self-management	√	√	√	√	√	√	√
8. Sensitivity to diversity and cross-cultural understanding	√	√	√	√	√	√	√

## Part 4: Student Learning and Student Support

### Teaching and learning strategies to enable learning outcomes to be achieved and demonstrated

Teaching on the MSc Human Resource Management (International) 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 the teaching resources provided for students

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 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
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### 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 or the further development of in depth knowledge of core HRM topic areas. 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 optional specialist modules will be studied in the second term from a choice of ten (not all of which will be offered each year). These electives include four modules with a strong international and comparative focus (two of which must be chosen) and six shared with the domestic MA HRM programme. This will allow students to choose whether to study specialist international topics and /or whether to further develop their understanding of some of the core HRM topic areas to suit their own needs and aspirations. Delivery of modules shared with the domestic MA HRM programme will take into account the relevant contexts of both international and domestic students.

## Part 4: Student Learning and Student Support

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 both through targeted sessions in the opening weeks of the programme and throughout the first two terms in classes which offer tailored support provided dependent on individual needs and which include a focus on English language development.

The Chartered Institute of Personnel and Development (CIPD) has approved the programme at advanced level. This means 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 examinations (some open book), 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



## Part 4: Student Learning and Student Support

supervised mini-projects and dissertations.

### 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 health 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 elected 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 comment openly and honestly on 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.

#### Part 4: Student Learning and Student Support

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

#### Description of any Distinctive Features

This programme was highly commended by a Chartered Institute of Personnel & Development Quality Assurance Panel at its most recent visit in 2013, and is subject to on-going review by the Institute at 5-6 year intervals..

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.

#### Part 5: Assessment

A: Approved to [University Regulations and Procedures](#)

#### Assessment Strategy

Assessment strategy to enable the learning outcomes to be achieved and demonstrated:

The assessment strategy for the programme is designed to have a focus on practice-oriented activity which will support active learning and the development of the range of skills included in the programme learning outcomes. Assessment across all modules includes opportunities to develop the skills of making presentations, conducting seminars, team-working, problem-solving and decision-making whilst also requiring students to apply theoretical and conceptual frameworks to practice. Several assessments demonstrate an emphasis on enhanced self-awareness, and learning through reflection and personal effectiveness.

The format of assessment in certain modules is guided by the requirements of the Chartered Institute of Personnel and Development for a minimum amount of formal assessment through written examinations.

Several modules provide for formative as well as summative assessment, particularly in the early stages of the programme when international students are adjusting to the expectations of British postgraduate education.

The compulsory dissertation requires students to demonstrate an ability to plan and manage a substantial independent analytic investigation.

## Part 5: Assessment

### Assessment Map

The programme encompasses a range of **assessment methods** including; ..... (eg essays, posters, presentations, written examinations). These are detailed in the following assessment map:


#### Assessment Map for MSc Human Resource Management (International)

		<b>Instructions:</b> Add the Component (A or B) to the appropriate column for each Module Number  If group work please add a 'G' in the box i.e. A(G)									
		Unseen Written Exam	Open Book Written Exam	In-class Written Test	Practical Skills Assessment	Oral assessment and/or presentation	Written Assignment	Report / Project	Dissertation	Reflective Log/ Portfolio	Assessed Proposal
<b>Compulsory Modules</b>	UMPD9N-15-M			A (40)			B (60)				
	UMPCXM-15-M			A (50)			B (50)				
	UMPCXG-15-M			A (25)	A (15)				B (60)		
	UMPCXJ-15-M	A (100)									
	UMPCYF-60-M							A (85)		A (15)	
<b>Option Modules</b>	UMPCM3-15-M			A (33)				B (67)			
	UMPDHP-15-M		A (50)				B (50)				
	UMPCXL-15-M					A (G) (15)	B (70)		A (15)		
	UMPCXN-15-M		A (100)								
	UMPCXP-15-M					A (G) (15)			A (15) B (70)		
	UMPCXT-15-M					A (15)	B (70)		A (15)		
	UMPD7Y-15-M							A (100)			
	UMPCXK-15-M	A (50)						B (50)			
	UMPCXQ-15-M					A (30)		B (70)			
	UMPCXR-15-M			A (50)				B (50)			

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

**Part 6: Programme Structure MSc Human Resource Management (International)**

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		Compulsory Modules	Optional Modules	Interim Awards
	Year 1	<p>The International Employment Context* UMPD9N-15-M</p> <p>Managing People in Organisations* UMPCXM-15-M</p> <p>Applied HRM and Business Skills* UMPCXG-15-M</p> <p>International Human Resource Management* UMPCXJ-15-M</p> <p>Investigating a Business Issue from an HR Perspective (International) * UMPCYF-60-M</p> <p><b>Modules asterisked must be taken to comply with CIPD accreditation requirements</b></p>	<p><b>(Four must be chosen):</b> International Resourcing and Talent Management* † UMPCXT-15-M</p> <p>Equality and Diversity from a Comparative Perspective† UMPD7Y-15-M</p> <p>International Employment Relations *† UMPCM3-15-M</p> <p>International Standards and Employment Law † UMPDHP-15-M</p> <p>Performance Management* UMPCXL-15-M</p> <p>Managing Reward* UMPCXN-15-M</p> <p>Management and Career Development UMPCXP-15-M</p> <p>Employment Law UMPCXK-15-M</p> <p>Resourcing and Talent Management UMPCXQ-15-M</p> <p>Employee Relations UMPCXR-15-M</p> <p><b>*At least two of the modules asterisked must be chosen to comply with CIPD accreditation requirements</b></p> <p><b>†At least two of these explicitly comparative/international modules must be chosen</b></p>	<ul style="list-style-type: none"> <li>• PG Certificate in Human Resource Management (International) – 60 credits achieved in any four of the 15 credit modules that contribute to the programme.</li> <li>• PG Diploma in Human Resource Management (International) - 120 credits achieved in any of the modules that contribute to the programme</li> </ul>
		<b>GRADUATION</b>		

## Part 7: 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 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 2020 Strategy
- 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

*What methods have been used in the development of this programme to evaluate and improve the quality and standards of learning? This could include consideration of stakeholder feedback from, for example current students, graduates and employers.*

Quality and standards of learning are kept under constant review through the use of end-of-module student evaluation forms and through the formal review of learning in each module at termly meetings of the Student Representative Staff Forum (SRSF). The suitability and range of elective modules is reviewed periodically through the SRSF.

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](#).

