

**ACADEMIC SERVICES**

**PROGRAMME SPECIFICATION**

<b>Part 1: Basic Data</b>			
<b>Awarding Institution</b>	University of the West of England		
<b>Teaching Institution</b>	University of the West of England		
<b>Delivery Location</b>	University of the West of England		
<b>Faculty responsible for programme</b>	Faculty of Business and Law		
<b>Department responsible for programme</b>	Bristol Business School		
<b>Modular Scheme Title</b>	BBS Postgraduate Modular Scheme		
<b>Professional Statutory or Regulatory Body Links</b>	Chartered Institute of Personnel Development (CIPD)		
<b>Highest Award Title</b>	MA Human Resources Management		
<b>Default Award Title</b>			
<b>Fall-back Award Title</b>	PG Diploma HR Studies ( not CIPD accredited - see section 6)		
<b>Interim Award Titles</b>	PG Diploma Human Resources Management (accredited by CIPD) PG Certificate HR Studies		
<b>UWE Progression Route</b>			
<b>Mode(s) of Delivery</b>	FT PT		
<b>Codes</b>	<b>UCAS:</b>	<b>JACS:</b> N600	
	<b>ISIS2:</b> N630M2	<b>HESA:</b>	
<b>Relevant QAA Subject Benchmark Statements</b>			
<b>First CAP Approval Date</b>	QMAC	Valid from	September 2010
<b>Revision CAP Approval Date</b>	20 November 2014	Revised with effect from	September 2014
<b>Version</b>	5.2		
<b>Review Date</b>	September 2016		

<b>Part 2: Educational Aims of the Programme</b>	
•	equip students with the knowledge and skills needed for the successful practice of human resource management
•	provide a flexible framework for professional education which allows students to choose a

## Part 2: Educational Aims of the Programme

level of study and degree of specialisation which matches their interests, their career aspirations and the needs of their employers

- continue to develop the Business School's record of excellence in the provision of education in human resource management.
- develop critical insight into organisations and an understanding of business from a corporate as well as 'customer' perspective.
- enhance students' management skills and their familiarity with relevant theory
- develop skills in interpreting financial and management information, using information technology as appropriate
- provide a grasp of research methodology and problem-solving commensurate with students' level of study
- develop an understanding of the contribution of human resource management to organisational effectiveness and employee well-being
- improve students' grasp of the main techniques and processes of modern human resource management, based on a thorough understanding of relevant theories and concepts
- enhance students' analytical skill and their ability to solve human resource (HR) problems creatively, integrating insights gained from the study of the main specialist HR disciplines
- develop competency in a range of general management skills which underpin successful management practice and effective leadership
- develop skills of independent learning and a commitment to continuing self-development
- develop skills of effective communication, oral and written.

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

n/a for Master Programme

### 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:

*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,*

### Part 3: Learning Outcomes of the Programme

<b>Learning Outcomes:</b>	<b>Managing People in Organisations</b>	<b>HRM in a Strategic Context</b>	<b>Human Resource Management</b>	<b>Applied HRM &amp; Business Skills</b>	<b>Management and Career Development</b>	<b>Performance Management</b>	<b>Employment Law</b>	<b>People Resourcing</b>	<b>Managing Reward</b>	<b>Employee Relations</b>	<b>International Standards and Employment Law</b>	<b>Report</b>	<b>Dissertation</b>	<b>Module No:</b>
<b>A) Knowledge and understanding of:</b>														
management processes and functions	√	√	√											
how an organisation's political, social, legislative and technological environment affects the strategy, style and culture of the organisation	√	√	√											
the principal approaches to leading and managing change	√													
the structure and interpretation of basic financial information and commonly used management information applications				√										
the main theories, concepts and developments in the core elements of HRM			√											
the main theories, concepts and development in HRM specialist activities					√	√	√	√	√	√	√			
human resource management as an organisational activity that integrates the traditional areas of HRM work with business management, organisational change and strategic management. Issues of ethics and professionalism as well as managing diversity and equal opportunities.		√	√								√			
the main research approaches and techniques used in the investigation of HR issues and problems				√								√	√	
the nature and uses of research and of the main research traditions in the social sciences, business and management studies				√								√	√	
a particular aspect of human resource management through an opportunity to complete a substantial piece of research into an HR issue.												√	√	

### Part 3: Learning Outcomes of the Programme

<b>(B) Intellectual Skills</b>	Managing People in Organisations	HRM in a Strategic Context	Human Resource Management	Applied HRM & Business Skills	Management and Career Development	Performance Management	Employment Law	People Resourcing	Managing Reward	Employee Relations	International Standards and Employment Law	Report	Dissertation	
Analysis – high powers of critical analysis shown by comprehensiveness of approach	√	√	√	√	√	√	√	√	√	√	√	√	√	
synthesis - holistic understanding – ability to deal with complexity and contradiction in the knowledge base through the application of multiple perspectives on managerial situations	√	√	√	√	√	√	√	√	√	√	√	√	√	
critical evaluation of literature and of other perspectives;	√	√	√	√	√	√	√	√	√	√	√	√	√	
creativity around problem solving in complex, unstructured, ambiguous situations under conditions of uncertainty.	√	√	√	√	√	√	√	√	√	√	√	√	√	
Skills in critical reflection on personal development and learning	√	√	√	√	√	√	√	√	√	√	√	√	√	
<b>(C) Subject/Professional/Practical Skills</b>														
the analytical, creative, communication and interpersonal skills required of HR practitioners	√	√	√	√	√	√	√	√	√	√	√	√	√	√
decision making, problems solving and consulting	√	√	√	√	√	√	√	√	√	√	√	√	√	√
leading and influencing others				√						√				
interpreting financial and statistical analysis and presentation				√										
the applications of information technology to HR practice				√										
current HR techniques, practices and systems with a view to adding value	√	√	√	√	√	√	√	√	√	√	√	√	√	√
HR specific skills such as interviewing, training and negotiation				√										
research design and the use of qualitative and quantitative methods of data collection and analysis												√	√	



## Part 4: Student Learning and Student Support

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

The programme is designed to reflect the Bristol Business School's Teaching and Learning strategy and in particular emphasises:

- the development of autonomous learners
- the provision of learning opportunities which are personally and professionally relevant and quality assured
- the maintenance of a supportive learning environment
- the promotion of the scholarship of teaching
- the promotion of continuing professional development opportunities for all staff within a culture of reflective practice.

### Teaching Learning and Assessment Methods

The teaching learning and assessment strategy of Bristol Business School encourages students to take responsibility for aspects of their learning and for staff to take responsibility for facilitating that learning. Key aspects of the programme team philosophy towards the development organisation and teaching of the programme are:

- an expectation that students should have a realistic and firm commitment to independent study and thought, and to their own continuing development
- a belief in the value of students learning from each other through a participative approach
- a belief in the interplay between learning in the class room and learning through work and previous experience
- the conviction that learning in the class room needs to be tested against students' experience
- belief in the importance of facilitating the development of key interpersonal skills and competencies required by effective HR practitioners
- an emphasis on the development of research skills, reflecting the team's view that students' careers are likely to depend increasingly on their capacity for conducting well-grounded empirical and literature-based research and analysis
- belief in the importance for students' learning and well being of maintaining a balance between the demands of study and other parts of their lives.

The programme is delivered through a variety of methods including syndicate work, group presentations, and discussions, student-led seminar groups, analysis and abstraction of case studies, experiential learning exercises and simulations including role-plays as well as the more traditional lectures. The variety of methods used are designed to achieve a balance between tutor and student led activities. This balance varies within the programme. Masters phase students are expected to show an advanced degree of self direction and independence in their learning.

Skills development is provided in the core module 'Applied HRM and Business Skills' but is also central to all modules. Skills are developed through the weekly classes, and this class contact is supplemented throughout the programme with periods of sequential study. These are targeted at the development of general management and HRM specific skills, e.g. interviewing and negotiation.

An integrated view of the HR function is taken – both in relation to business requirements and the interdependency of different sub-specialisms. This approach is developed throughout the professional programme through the integrative modules; HRM in Strategic Context and HRM. The modules include programmed inter-disciplinary activities and also thematic treatment of those parts of the syllabus which crosses the boundaries between different modules.

### Intensive study

Completing this programme within the minimum time allowed requires intensity of study which does not suit everyone. Students will be encouraged to take advantage of the flexibility offered by the modular structure

## Part 4: Student Learning and Student Support

of the programme to pursue their studies at a pace which suits their style, preferences and circumstances.

### Assessment strategy

The programme's philosophy is to rely on continuous means of assessment i.e. assessment that is developmental for the student, integral to the learning process (rather than an isolated event) and organisationally relevant. Assessment processes are designed to develop and test conceptual understanding, analytical skill and the ability to apply learning in context.

These principles are best realised through written and other course work rather than through unseen examination. However, assessment under controlled conditions - eg through examinations or assessed class work, including skills-based activities, and supervised mini-projects - also has a part to play, and is included in all modules. Forms of assessment are used which are representative of the broad range of the syllabus, ensure that feedback on students' progress is spread evenly throughout each programme, provide variety in the assessment methods used and ensure that the scale of assessment reflects the credit rating of the module concerned.

### Assessment methods

Assessment methods flow from the programme aims, objectives and delivery philosophy. In written assignments, course work is based on an analysis of students' employing organisations or, where this is not possible, on case studies. Where appropriate (eg in the *HRM* module), assessment requires students to integrate their learning in different subjects.

Assessment of practical general management and HRM specific skills is an essential part of the programme. For example, students may be required to make formal *viva voce* presentations either individually or in groups, submit written assignments in management report format, demonstrate HRM competence in role playing exercises and critically reflect upon their skill development through a portfolio of work.

Teaching is based on research literature, professional experience, debate and discussion.

The programme has also been designed to comply with the standards of the CIPD Advanced Level Diploma in HRM. Throughout the programme there is the opportunity to combine academic knowledge with the practical application of learning. Emphasis is placed on the acquisition of thinking and delivering solutions at the strategic level as well as adding value.

### Learning Resources

All modules have paper-based teaching and learning resources, set texts and guidance on access to journals and web-based sources. Additional support is provided through the library and ICT facilities.

### Student Support and guidance

Student support is provided through the Programme Management Team, currently the Programme Manager, supported by the Programme Tutors and administrative staff. Module Leaders are the initial point of contact for all issues relating to the content and delivery of the modules. This is supplementary to the Programme Management committees, which also deal with matters relating to administration and management of the programme. Students are also encouraged to give regular feedback on individual modules.

At the dissertation and the management report phase the Programme Manager arranges the organisational placement for the students on the full time programme. Part time students usually already have an organisational host, however, assistance may be given if this is not the case. The placement is subject to satisfactory academic performance and students are normally required to pass 75% (3 out of 4) of the core modules.



## Part 5: Assessment

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

### Assessment Strategy

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

A variety of assessment methods are employed. The assessment procedures are designed to develop and test conceptual understanding, as well as analytical skill. Assessment is by way of written assignments, examinations, assessed class work, including skill based activities, supervised mini-projects and Investigating a Business Issue from an HR Perspective

### 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 MA 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	Portfolio
<b>Compulsory Modules</b>	UMPCXM-15-M			A (50)				B (50)			
	UMPCNU-15-M			A (40)				B (60)			
	UMPCXU-15-M	A (100)									
	UMPCXG-15-M			A (25)		A (15)		B (60)			
	UMPCYG-60-M									A (100)	
<b>Optional Modules</b>	UMPCXQ-15-M						A (10)	A (20) B(70)			
	UMPCXN-15-M	A (100)									
	UMPCXP-15-M						A (12)	A (38)			B (50)
	UMPCXR-15-M			A (50)				B (50)			
	UMPCXK-15-M			A (50)				B (50)			
	UMPCXL-15-M						A (10)	A (15) B (75)			
	UMPDHP-15-M		A (40)					B (60)			
	UMPCXV-60-M								A (100)		

\*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

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	Certificate	Compulsory Modules	Optional Modules	Interim Awards
↓		Managing People in Organisations UMPCXM-15-M  HRM in a Strategic Context UMPCNU-15-M  Human Resource Management UMPCXU-15-M  Applied HRM and Business Skills UMPCXG-15-M	Choose 4 from:  Resourcing and Talent Management UMPCXQ-15-M  Managing Reward UMPCXN-15-M  Management and Career Development UMPCXP-15-M  Employee Relations UMPCXR-15-M  Employment Law UMPCXK-15-M  Performance Management UMPCXL-15-M  International Standards and Employment Law UMPDHP-15-M  <b>Optional Compulsory</b>  Investigating a Business Issue from an HR Perspective (Report) UMPCXV-15-M	PG Certificate HR Studies  Other requirements: - 60 credits achieved in any of the modules that contribute to the programme  PG Dip Human Resources Management *  Other requirements: - 135 credits including all compulsory modules (60 credits) plus the optional compulsory module Investigating a Business Issue from an HR Perspective (Report) UMPCXV-15-M (15 credits) plus four optional modules (60 credits) - 135 credits.  *An alternative interim award of PG.Diploma in HR Studies is available for any student who has achieved 120 credits in modules that contribute to the programme, but who has failed to meet the requirements of the MA or the accredited PG Diploma Human Resources Management.

The dissertation module is normally attempted after completion of the PG.Diploma phase to a total of 120 credits.


Masters Phase	Compulsory Modules	
	Investigating a Business Issue from an HR Perspective (Dissertation) UMPCYG-60-M	The credit requirement for MA is 180 level M credits made up of: all compulsory modules (60 credits), four optional modules (60 credits), and the Dissertation module (60 credits).

**GRADUATION**

**Part 6: Part time Programme Structure**

**Part time:**

The following structure diagram demonstrates the student journey from Entry through to Graduation for a typical **part time student**.

ENTRY		Compulsory Modules	Optional Modules	Interim Awards
	Year 1. Certificate Phase	Managing People in Organisations UMPCXM-15-M  HRM in a Strategic Context UMPCNU-15-M  Human Resource Management UMPCXU-15-M  Applied HRM and Business Skills UMPCXG-15-M		PG Certificate HR Studies  Other requirements: - 60 credits achieved in any of the modules that contribute to the programme
	Year 2. Diploma Phase	Compulsory Modules	Optional Modules  Resourcing and Talent Management UMPCXQ-15-M Managing Reward UMPCXN-15-M Management and Career Development UMPCXP-15-M Employee Relations UMPCXR-15-M Employment Law UMPCXK-15-M Performance Management UMPCXL-15-M International Standards and Employment Law UMPDHP-15-M  <i>Additional options, as appropriate and available, may be offered through the annual Module Choices process each year</i>	Interim Awards  PG Dip Human Resources Management *  Other requirements: - 135 credits including all compulsory modules (60 credits) plus the optional compulsory module Investigating a Business Issue from an HR Perspective (Report) UMPCXV-15-M (15 credits) plus four optional modules (60 credits) - 135 credits.  *An alternative interim award of PG.Diploma in HR Studies is available for any student who has achieved 120 credits in modules that contribute to the programme, but who has failed to meet the requirements of the MA or the accredited PG Diploma Human Resources Management.
			<b>Optional Compulsory</b>  Investigating a Business Issue from an HR Perspective (Dissertation) UMPCYG-60-M	

**The dissertation module is normally attempted after completion of the PG.Diploma phase to a total of 120 credits.**

Year 3	<b>Compulsory Modules</b>	
	Investigating a Business Issue from an HR Perspective (Dissertation) UMPCYG-60-M	<p><b>Requirements:</b></p> <p>The credit requirement for MA is 180 level M credits made up of: all compulsory modules (60 credits), four optional modules (60 credits), and the Dissertation module (60 credits).</p>

### **Part 7: Entry Requirements**

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

Suitability for the programme will normally be demonstrated by a good honours degree from a recognised HE Institution.

In all other cases, candidates will be required to submit written work in evidence of their suitability for study at postgraduate level. Candidates may also be required to take cognitive tests in support of their application.

### **Part 8: Reference Points and Benchmarks**

The programme design reflects:

- Subject benchmarks (QAA Unit in Business and Management - ABS/QAA draft guidelines on Postgraduate Management Programmes – October 2007)
- Descriptor for a qualification at Masters (M) level: Masters degree – extracted from the Framework for Higher Education Qualifications in England, Wales and Northern Ireland, January 2001
- The University's Mission Statement (UWE)
- University teaching and learning policies: Bristol Business School Teaching and Learning Strategy
- The SEEC Credit Level Descriptors 2001
- Bristol Business School Review of Postgraduate Programmes 2001
- The CIPD Advanced level Diploma in HRM 2009/2010

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. These are available on the University Intranet.

Programme monitoring and review may lead to changes to approved programmes. There may be a time lag between approval of such changes/modifications and their incorporation into an authorised programme specification. Enquiries about any recent changes to the programme made since this specification was authorised should be made to the relevant Faculty Administrator.