

1	<b>Awarding Institution</b> University of Newcastle upon Tyne
2	<b>Teaching Institution</b> University of Newcastle upon Tyne
3	<b>Final Award</b> MA
4	<b>Programme title</b> International Human Resource Management
5	<b>Programme Accredited by:</b> Applying to be accredited by Chartered Institute of Personnel and Development
6	<b>UCAS Code</b> Not relevant
7	<b>QAA Subject Benchmarking Group(s)</b> Business and Management
8	<b>Date of production/revision</b> October 2002
9	<p><b>Programme Aims:</b></p> <p>The overall educational aim of the programme which are in line with the QAA benchmarks for Masters awards in Business and Management dated 30 September 2002 are:</p> <ul style="list-style-type: none"> <li>* The advanced study of the management of people in organisations and the changing context in which they operate.</li> <li>* To enable participants to prepare for and /or develop a career in international human resource management.</li> <li>* To enable participants to obtain membership of the Chartered Institute of Personnel and Development (CIPD).</li> <li>* To enable participants to develop the ability to apply their knowledge and understanding of international human resource management to complex issues, both systematically and creatively, to improve the management of human resources within organisations.</li> <li>* To promote lifelong learning skills and personal development so that individuals will be able to work with self-direction and originality and contribute to business and society at large.</li> </ul> <p>More specifically the aims are:</p> <ol style="list-style-type: none"> <li>(1) To provide advanced study of the management of people in a variety of organisational contexts.</li> <li>(2) To produce graduates with the necessary specialist knowledge and skills appropriate to the pursuit of careers in international human resource management, personnel management, training, management development, organisation development and human resource management consulting.</li> <li>(3) To expose students to a variety of teaching and learning experiences, including lectures, working in small groups, case studies, participative exercises and projects.</li> </ol>

<p>(4) To develop transferable skills including report writing, personal and interpersonal skills, presentation skills, group working skills and an appreciation of working in a multicultural environment.</p> <p>(5) To produce graduates able to understand, explain and apply an integrated approach to the management of people as a means of improving organisational performance.</p> <p>(6) To provide an understanding of the contribution of life long learning and personal development to both individual and organisational development.</p> <p>(7) To ensure that graduates choosing the Chartered Institute of Personnel and Development (CIPD) option meet the CIPD standards of achievement.</p> <p>(8) To produce highly marketable graduates of international human resource management who are able to make an immediate contribution to their organisation.</p>	<p><b>10(a) Programme Intended Learning Outcomes:</b></p> <p><b>A Knowledge and understanding</b></p> <ol style="list-style-type: none"> <li>1. How an integrated approach to the management of people in an international context can impact on business performance.</li> <li>2. A detailed understanding of the management of people in a global economy.</li> <li>3. An understanding of the business environment and its impact on the human resource function.</li> <li>4. How the effective management of human resources contributes to competitive advantage.</li> <li>5. How to think strategically and to be able to take a corporate rather than simply a functional perspective.</li> <li>6. An understanding of how to evaluate critically ideas, concepts and practices related to business and management.</li> <li>7. To be creative and intuitive in generating innovative solutions to business problems.</li> <li>8. Leading edge research in the disciplines studied (including research by members of staff where relevant).</li> </ol> <p><b>B Subject-specific/professional skills</b></p> <ol style="list-style-type: none"> <li>1. An understanding of the human resource cycle.</li> <li>2. How human resource management contributes to business strategy and organisational capability.</li> <li>3. Information, financial and business skills necessary for understanding how human resource management contributes to business performance.</li> <li>4. How to achieve goals that deliver added-value outcomes to the organisation.</li> <li>5. To contribute to the development of learning within the organisation.</li> </ol>
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- 6 To work collaboratively with other stakeholders in resolving human resource issues and problems.
7. Critical analytical skills to relate theory to practice.

**C Cognitive skills**

1. Problem solving within the context of the global business environment with particular emphasis on the management of human resources.  
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2. The ability to gather, synthesise and evaluate information and to present the findings in a concise and coherent manner.
3. Independent critical analysis.

**D Key (transferable) skills**

1. Effective oral and written communication skills.
2. Ability to solve problems and provide innovative solutions.
3. Ability to work independently, manage time, show initiative and adaptability.
4. Ability to work in a team.

10(b) Programme Learning Outcomes:	Intended	Teaching and Learning Methods and Strategies
A: <b>Knowledge and understanding</b>		The primary means of imparting knowledge and understanding is through interactive lectures which guide students towards independent reading and enable students to check their learning through group discussions and problem solving/ practice. External speakers and practitioners may be brought in to provide examples of human resource management in different types of organisations. Students are encouraged to read research articles, take part in student-centred projects, and analyse case studies during the programme (A1-A8)..
B: <b>Subject Specific Skills</b>		These learning outcomes are achieved via lectures, case studies and practical exercises such as role play where these skills are demonstrated and practised. The case studies, group exercises and practical sessions are essential to enable students to practise and master the requisite business and analytical skills. Tutor feedback and peer review helps to reinforce student learning (B1-B7).
C: <b>Cognitive Skills</b>		C1 cognitive skills are in the first instance developed by encouraging students to prepare and give presentations during seminars, practical sessions and some lectures. Later, students have the opportunity to practise C2 and C3 through student-centred project work and critical analysis of current research.
D: <b>Key (transferable) Skills</b>		These are introduced to students through sessions in induction and within modules. Oral communications are developed specifically through presentations (D1). Problem solving is addressed through case studies and assignments (D2). Students work independently on assignments to meet specific deadlines (D3). Team working skills are seen as an essential part of students learning on management programmes and these are developed through group based activities (D4).

10 (c) Programme Intended Learning Outcomes	Assessment Strategy and Methods
<p>A Knowledge and Understanding</p> <p>B Subject specific/professional Skills</p> <p>C Cognitive Skills</p> <p>D Key/ Transferable Skills</p>	<p>Knowledge and understanding (A1- 6) is assessed by unseen exams and various forms of coursework. This includes essays requiring critical analysis, business reports, case studies, presentations and dissertations.</p> <p>Subject specific skills are assessed by a mix of unseen exams, assignments, case studies and presentations. Students are also required to produce a thesis (B1-B7).</p> <p>Cognitive skills are assessed by assignments, unseen examinations and the dissertation (C1-C3).</p> <p>D1 and D2 are assessed through presentations, unseen examinations, essays and project work. D3 cannot be assessed directly and is assessed as part of course work and group work. D4 is assessed as part of group work and group presentations.</p>
<p><b>11 Programme Curriculum, Structure, and Features:</b></p> <p>The programme is studied over one year on a full-time basis.</p> <p><b>Full time students</b></p> <p>The full-time programme comprises 180 credits and is split into two phases</p> <p><b>Phase 1</b> The core element of the programme comprises 120 credits and provides students with an understanding of the main international human resource management issues organisations have to deal with including business strategy, human resource policies, processes, procedures, cross-cultural issues, financial and competitive constraints and the international business environment.</p> <p><b>Phase 2</b> Research methods and the dissertation. The module in Research Methods provides students with the training to undertake advanced level research in business and management. The dissertation is designed to allow students to demonstrate the range of knowledge and skills that they have gained throughout the programme within the context of a human resource management problem.</p>	

Module Code	Module	Credits	Learning Outcomes	Progression requirements
<b>Full-Time</b>				
<b>Phase 1</b>				
NSM848	International HRM Research Methods	10	A1-7, B1-2, B4, B7, C1-3, D1-3.	
NSM939	Managing HR for CA	20	A6-8, B7, C2-3, D1-3.	
NSM952	Managing HR Information	10	A1-6, B1-2, B4-7, C1-3, D1-3.	
NSM955	Strategic HRM	10	A6, B2-3, B7, C1-3, D1-4. A1-8, B1-2, B4-7, C1-3, D1-3.	
NSM956	Understanding Managerial Work	10	A6, A8, B5, B7, C2-3, D1-3.	
NSM958	E R in Int. Context	10	A1-7, B1-2, B4-7, C2-3, D1-4.	
NSM959	IHRM in Practice	20	A1-4, B4-6, C1-3, D1-4.	
NSM960	Global Business	10	A1-7, B4, C2-3, D1-3.	
NSM962	Strategy HRM	10	A1-8, B1-2, B4-7, C1-3, D1-3.	
NSM963	Cross-Cultural Management	20	A1-3, A6-8, B4-7, C1-3, D1-3.	
NSM965		10		
<b>Phase 2</b>				
	Dissertation	40	A1-8, B1-7, C1-3, D1-3.	

<b>(i) Programme Features</b>																											
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<b>(e)</b>	It is necessary to pass all elements of the programme.																										
<b>(ii) Curriculum and Structure</b>																											
The modules fall into two broad groups with related skill sets. The taught modules are qualitative, whilst the thesis concentrates on research																											
<b>12. Criteria for Admission</b>																											
All students are expected to hold a first degree at second class honours or above from a UK university, or equivalent from a recognised non-UK university. Equivalent professional qualifications may also be accepted. If the candidate does not meet these requirements a GMAT score of 550+ can be acceptable. If English is not the first language of the candidate we would look for evidence of proficiency in English, either through an IELTS score of 6.5, TOEFL score of 580 (237) or above. The University provides pre-sessional courses and tests in English Language and successful completion of these may be a condition of entry.																											

### 13. Support for Students and their Learning

- Induction programmes at the beginning of each Stage that are appropriate to the needs of those particular students – study skills, careers etc.
- Student handbook and module guides
- Departmental website
- Each student is allocated a personal tutor when they arrive on the degree programme. The tutor system is the University's principal means of trying to ensure that every student has at least one member of academic staff to turn to for help and advice on a personal basis. This advice may be academic or non-academic. The relationship between a tutor and tutee is confidential and students should be able to talk freely to their tutors.
- Blackboard for module support and E-Learning
- E-mail facilities and personal access to Degree programme director.
- In addition to tutorial assistance the University also runs a Counselling Service. This service exists for students who wish to discuss and explore any personal concerns that are causing them difficulty. Counsellors are available to see students every weekday.
- The Students' Union has a Welfare Office where a student may seek help and confidential advice on a range of issues such as housing, childcare, financial, legal, health, immigration and personal. The Welfare Office is located in the Union Building.
- The University has a Disability Unit which is a centre offering advice, guidance and support for students with disabilities and specific learning difficulties (e.g. Dyslexia). The unit is headed by the Disability Officer and has a Dyslexia Advisor, Co-ordinator for deaf students and a Technical Support Advisor. The unit has a technical resources room with specialist equipment for the use of students and for assessment purposes.
- The Language Centre provides a number of useful facilities, further information about which may be obtained from its web site: <http://www.newcastle.ac.uk/langcen/>
- The University Robinson Library and all of its facilities
- The School has a shared computing facility located on the second floor of the Armstrong Building which is used for teaching purposes and by students working individually on projects and essays. The computer network runs standard word processing, spreadsheet and statistical packages as well as offering access to the Internet. Comprehensive instruction in the use of the computing facilities is given through workshops. All University Computing Service clusters are open to undergraduates.
- The Careers Service is located on the second floor of the Armstrong Building and is open Monday to Friday between 9am and 5pm throughout the year. It offers extensive programmes of events and activities and information on career and vacation work opportunities. You are advised to familiarise yourself with the full range of services available from the service at the earliest opportunity. Further details of all its services can be found on its website at <http://www.careers.ncl.ac.uk>



#### 14. **Methods for evaluating and improving the quality and standards of teaching and learning:**

##### ***Mechanisms for review and evaluation of teaching, Learning, assessment, the curriculum and outcome standards:***

- Student questionnaires issued to all students on each stage of the degree programme.
- Module feedback questionnaires
- Biennial course review
- Peer observation of teaching
- Internal subject review
- External examiners reports
- Annual module review
- Annual review of progression rates, degree classes achieved, graduate employment statistics

##### ***Committees with responsibility for monitoring and evaluating quality and standards:***

- Board of Studies
- Teaching and Learning Committee
- Staff Student Committee
- Faculty Teaching and Learning Committee
- University Teaching Committee
- Examination Boards

##### ***Mechanisms for gaining student feedback on the quality of teaching and their learning experience***

- Staff Student Committee and student representation on Board of Studies
- Student evaluation questionnaires

#### 15. **Regulation of Assessment**

Students who satisfy the examiners that they have attained the required pass marks in the taught modules they have studied may proceed to the dissertation.

- Candidates must normally pass the assessment for each module with an overall mark of not less than 50%. The overall mark returned by the examiners shall be an amalgam of written examinations and course work in the ratio prescribed in the respective module outline. Candidates must normally achieve a mark of at least 40% in any individual assessment.
- Candidates must normally achieve a mark of 50% to successfully pass the dissertation.

##### ***Common Marking Scheme***

<b>Mark</b>	<b>Degree Class</b>
>70%	Pass with Distinction
60-69%	Pass with merit
50-59%	Pass
<50%	Fail

##### ***Role of the External Examiners***

The external examiners are distinguished academics appointed by Faculty Teaching and Learning Committee and their role is to:

- Approve assessment on modules that count for honours
- Review samples of examination scripts and coursework to monitor standards and assessment procedures
- Attend the Examination Board meeting
- Report back to the University.

## 16. Indicators of Quality and Standards

**Professional Accreditation Reports:** It is proposed to have the MA IHRM accredited by the Chartered Institute of Personnel and Development

**Internal Review Reports:** Previous subject review and action points duly followed up.

This specification provides a concise summary of the main features of the programme and of the learning outcomes that a typical student might reasonably be expected to achieve if she/he takes full advantage of the learning opportunities provided. **It should be noted that there may be variation in the range of learning opportunities reflecting the availability of staff to teach them. While every effort will be made to ensure that the module or modules described in the programme specification are available, this cannot be guaranteed.** The accuracy of the information contained is reviewed by the University and may be checked by the Quality Assurance Agency for Higher Education.

In addition, information relating to the course is provided in:

The University Prospectus

The Departmental Prospectus

The University and Degree Programme Regulations

The Degree Programme Handbook

QAA Subject Review Report

