

Report on the Compatibility of Programme with FHEQ

Programme:	Masters of Human Resource Management Full time and part time
Level:	M – Level Masters Degree
Intended Learning Outcomes:	The intended learning outcomes of the programme were compared with the descriptors at the Masters degree level of the FHEQ, and it was found that these were consistent with the latter (see Appendix 1 for details).
Curriculum:	The links between the programme learning outcomes and the curriculum are set out in the programme specification (Appendix 2, Section 11). As the programme outcomes cover the FHEQ descriptors, the latter are also covered by the curriculum.
Assessment:	The links between the programme learning outcomes and assessment are also set out in the programme specification (Appendix 2, Section 10 c)). As the programme outcomes match the FHEQ descriptors, then the assessment is consistent with the descriptors.
Achievement:	As students have to achieve the outcomes to gain the award and the outcomes are consistent with the FHEQ descriptors, the provider considers that the students achieve the latter. This will be reviewed by the external examiners during the current academic year.

Appendix 1

<p>Masters degrees are awarded to students who have demonstrated:</p> <p>i a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of their academic discipline, field of study, or area of professional practice;</p> <p>ii a comprehensive understanding of techniques applicable to their own research or advanced scholarship;</p> <p>iii originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline;</p> <p>iv conceptual understanding that enables the student:</p> <p>a) to evaluate critically current research and advanced scholarship in the discipline;</p> <p>and</p> <p>b) to evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses.</p> <p>Typically, holders of the qualification will be able to:</p> <p>a deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate their conclusions clearly to specialist and non-specialist audiences;</p> <p>b demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level;</p> <p>c continue to advance their knowledge and understanding, and to develop new skills to a high level;</p> <p>and will have:</p> <p>d the qualities and transferable skills necessary for employment requiring:</p> <ul style="list-style-type: none"> the exercise of initiative and personal responsibility; decision-making in complex and unpredictable situations; and the independent learning ability required for continuing professional development. 	<p>A1-9</p> <p>B1-9</p> <p>C1-4</p> <p>A1-9, C1-4</p> <p>C1-4</p> <p>B1-9, C1-4, D1-4</p> <p>D2, D4</p> <p>C1-4,</p> <p>D2, D3 B1-9, D4</p> <p>C1-4, D2, D4</p>
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Appendix 2

1	Awarding Institution University of Newcastle upon Tyne
2	Teaching Institution University of Newcastle upon Tyne
3	Final Award MA
4	Programme title: Human Resource Management
5	Programme Accredited by: Chartered Institute of Personnel and Development
6	UCAS Code Not relevant
7	QAA Subject Benchmarking Group(s) Business and Management
8	Date of production/revision March 2004
9	<p>Programme Aims:</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"> * To provide advanced study of the management of people in organisations and the changing context in which they operate. * To enable participants to prepare for and /or develop a career in business management. * To enable participants to develop the ability to apply their knowledge and understanding of human resource management to complex issues both systematically and creatively. * To promote lifelong learning and development so that individuals will be able to work with self-direction and originality and contribute to business and society at large. <p>More specifically the aims are:</p> <ol style="list-style-type: none"> (1) To provide advanced study of the management of people in a variety of organisational contexts. (2) To produce graduates with the necessary specialist knowledge and skills appropriate to the pursuit of careers in human resource management, personnel management, training, management development, organisation development and human resource management consulting. (3) To expose students to a variety of learning experiences. (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. (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.

- (6) To provide an understanding of the contribution of life long learning and personal development to both individual and organisational development.
- (7) To ensure that graduates choosing the Chartered Institute of Personnel and Development (CIPD) option meet CIPD standards of achievement.
- (8) To produce highly marketable graduates who are able to make an immediate contribution to their organisation.

10(a) Programme Intended Learning Outcomes:

A Knowledge and Understanding

The programme provides opportunity for students to develop and demonstrate an advanced knowledge of:

- A1 How an integrated approach to the management of people can impact on business performance.
- A2 The legal context of the management of people in organisations.
- A3 The importance of organisational context in the management of people, including whether the organisation is in the public or private sector, organisation size, type of industry, stage in the business life cycle and the degree of internationalisation of the business.
- A4 The range of options for the delivery of human resource management functions, including the role of line managers, outsourcing, decentralisation and devolution.
- A5 The impact of changes in the wider social and economic climate on the management of people.
- A6 The nature and importance of the ethical issues in human resource management, critical challenges to the human resource practitioner, diversity and professional considerations.
- A7 The role of the human resource cycle in enhancing employee performance and organisational effectiveness.
- A8 The potential contribution of effective employment relations to the enhancement of employee motivation and satisfaction.
- A9 The role and function of information technology in supporting human resource management.

B Subject-specific/professional skills

By the end of the programme students should be able to:

- B1 Implement appropriate people management and development policies and strategies, maximising the contribution of human resources while optimising the interests of key stakeholders in different organisational environments.
- B2 Demonstrate an ethical sensibility towards the practice of HRM.

B3 Apply appropriate advice in relation to the legal dimensions involved in the management of people.

B4 Manipulate people management and development databases, providing relevant guidance and advice.

B5 Implement effective processes for the recruitment, selection, retention and development of employees.

B6 Work collaboratively with relevant stakeholders in resolving human resource issues and problems.

B7 Work in partnership with other stakeholders to develop procedures and processes that enhance the commitment of employees and resolve work conflict.

B8 Make recommendations concerning arrangements for the organisation and delivery of people management services, including ways of assessing the contribution of people management to organisational success.

B9 Provide advice about how to motivate and reward people so as to maximise employee contributions to organisational performance.

C Cognitive skills

Key cognitive skills which will be developed by the end of the programme are:

C1 The ability to evaluate evidence critically, reach conclusions and present findings.

C2 Problem solving within the context of the business environment with particular emphasis on the management of people.

C3 The ability to integrate evidence from a variety of sources to effect improvement in the management of people.

C4 The ability to contribute effectively to the planning, design and implementation of projects.

D Key (transferable) skills

Key transferable skills which will be developed by the end of the programme are:

D1 The ability to present both in writing and orally.

D2 The ability to work independently.

D3 The ability to work as part of a team.

D4 The ability to solve problems.

**10 (b) Programme Intended
Learning Outcomes**
**Teaching and Learning
Methods and Strategies**
A Knowledge and understanding

The primary mode of instruction is via lectures and staff led discussion, supplemented by practical exercises including the use of case studies. Students are encouraged to employ reading lists to broaden subject knowledge and to use appropriate business cases, legal decisions and new developments in the management of human resources to ensure up to date knowledge of the theory and practice of human resource management. The External speakers may be brought in to provide examples of key aspects of human resource management in different organisations, students are encouraged to critically evaluate these sessions in the light of their developing knowledge. (A1 – 9).

B Subject-specific/professional skills

Students are required to apply their knowledge of key skills to practical situations, for example interpreting and applying the law (B3), carrying out analysis of the strategy of organisations and relate these to the management of people (B1). Practical exercises such as role play are used to develop key employee relations skills (B7) with tutor and peer review and to develop information management competencies (B4). Case studies conducted as group exercises with tutor feedback will enable students to develop ethical awareness, skills in managing stakeholder relationships, the effective management of the human resource cycle and in organising and assessing the delivery of HR services (B2, B5, B6, B8). Group exercises will assist in developing skills in motivation (B9).

C Cognitive skills

Students learn by completing case studies, role play exercises, group and individual exercises, the presentation of findings and designing and completing a research project. (C1 - 4).

D Key (transferable) skills

Students experience problem solving in case studies, group exercises and assignments. (D4) They develop presentation, team-working skills and the ability to work independently. (D1, D2, D3)

**10 (c) Programme Intended
Learning Outcomes**
Assessment Strategy and Methods
A Knowledge and understanding

Knowledge (A1-9) is assessed by a mix of unseen examinations, supported by assignments which are selected to best reflect the subject being studied. In addition a thesis is produced.

B Subject-specific/professional skills

Subject specific skills (B1-9) are assessed by a mix of unseen examinations, supported by assignments and other assessed exercises which are selected to best reflect the subject being studied. In addition a thesis is produced.

C Cognitive skills

Cognitive skills (C1-4) are assessed by a mix of unseen examinations, supported by assignments which are selected to best reflect the subject being studied. In addition research skills are assessed when a thesis is produced.

D Key (transferable) skills

Transferable skills (D1-4) assessed by a mix of unseen examinations, open book examinations, supported by assignments which are selected to best reflect the subject being studied. In addition skills are assessed when a thesis is produced.

11 Programme Curriculum, Structure, and Features:

The programme is studied over one year on a full-time basis and two years on a part-time basis.

Full time students

The full-time programme comprises 180 credits and is split in to two phases

Phase 1 The core element of the programme comprises 120 credits and provides students initially with knowledge and skills associated with general management and people management and development. Students subsequently develop their knowledge and skills in key areas of human resource management and pursue more specialist study.

Phase 2 The research methods module is designed to provide students with the necessary 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 they have gained throughout the programme within the context of a human resource management problem.

(Part time students

The part-time programme comprises 180 credits and is split into three phases

Phase 1 (Year 1) The first year provides 60 credits of the core elements of the programme in human resource management, business strategy, employee relations and current issues in HRM. It provides students with an understanding of the main human resource managements issues organisations have to deal with.

Phase 2 (Year 2) Provides a further 50 credits in core areas of law, organisational behaviour and psychology of assessment. The elective consists of 10 credits and allows students to develop a deeper understanding of a specialist area.

Phase 3 The dissertation is designed to allow students demonstrate the range of knowledge and skills they have gained throughout the programme within the context of a human resource management problem.)

(i) Programme Features

(a)	Core programme	120
	Research Methods	20
	Dissertation	40
	Total	180

- (b)** Modules
- NSM 952 Managing HRM for Competitive Advantage.
 - NSM 953 Human Resource Management in Practice
 - NSM 954 Managing People
 - NSM 955 Managing HR Information
 - NSM 956 Strategic HRM
 - NSM 957 Human Resource Development
 - NSM 958 Understanding Managerial Work
 - NSM 961 Business Strategy
 - NSM 963 Human Resource Management
 - NSM 964 Employee Relations
 - NSM 939 Research Methods
 - NSM 966 Dissertation

- (c)** It is necessary to pass all elements of the programme.

(ii) Curriculum and Structure

The modules fall into two broad groups with related skill sets. The taught modules are qualitative, while the thesis concentrates on research.

Module Code-	Module	Credits	Learning outcomes	
NSM 963	Human Resource Management	20	A1 – 6, A9, B1, B3, B4, B6, B8 C1- 4, D1, D2, D4	
NSM 953	Human Resource Management in Practice	10	A7 A8, B1, B5, B9, C1– 4,D1-4	
NSM 954	Managing People	10	A6,A8, B2, B7 , B9, C1, C2, D1, D2, D4.	
NSM 958	Understanding Managerial work	10	A3,A5,A6, B2, C1, C2,D1, D2,D4.	
NSM 961	Business Strategy	10	A1,A2, A3, A6, A9,B2, C1, C2, D1,D2,D4.	
NSM 955	Managing HR Information	10	A9,B4,C1-4,D1,D3,D4. A2, A3, A5, B2, B4, C1-3, D1-D4.	
NSM 964	Employee Relations	20	A2, A3, A5, A8, B1, B3, B6, B9, C1 – 4, D1 – 4.	
NSM 952	Managing HR for Competitive Advantage	10	A1, A2, A3, A5, A6,A7,B1 – 5,B7,B9, C1 – 3, D1, D2, D4.	
NSM 956	Strategic HRM	10	A1,A3,A4,B1,B2, B5 – 9,C1- 3,D1,D2,D4.	
NSM 957	Human Resource Development	10	A1,A3,A7,B5,B6,C1 – 3, D1, D2, D4.	
NSM 939	Research Methods	20	C1-4, D1, D2, D4. A1-5, B1-4, C1-3, D1, D2, D4.	
NSM 966	Dissertation	60	A1 – 9,B1 – 9,C1 – 4, D1,D2,D4.	

<p>12 Criteria for Admission:</p> <p>A first degree at second class or above from a UK University (or equivalent from a non-K institution). For applicants with a non-UK degree a GMAT test may be required minimum score 550). Overseas applicants should have, or expect to obtain, an IELTS score of 6.5 or above or a 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.</p> <p>Candidates may be asked to attend for interview prior to being made an offer. In the case of overseas candidates interviews may be delegated to members of the University's International Office. Non-standard applicants are required to attend an interview, pass a written test and be approved by the Director of Graduate Studies prior to admission.</p>				

<p>13 Support for Students and their Learning: Induction</p> <ul style="list-style-type: none"> • All students participate in an extensive induction programme. It provides an opportunity to get to know and work with colleagues on the programme and start the process of mutual support. • 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 				
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between a tutor and tutee is confidential and students should be able to talk freely to their tutors.

- Blackboard for module support
- 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:
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Mechanisms for review and evaluation of teaching, Learning, assessment, the curriculum and outcome standards:

- 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 a mark of 50% to successfully pass the dissertation.

Common Marking Scheme

Mark	Degree Class
>70%	Distinction
50-69%	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**

The programme is accredited by Chartered Institute of Personnel and Development

Internal Review Reports

None available

Previous QAA Reports

None available

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. 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