

PROGRAMME SPECIFICATION



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| 1 | Awarding Institution | Newcastle University |
| 2 | Teaching Institution | Newcastle University |
| 3 | Final Award | MA |
| 4 | Programme Title | International Human Resource Management |
| 5 | UCAS/Programme Code | 4046 |
| 6 | Programme Accreditation | Chartered Institute of Personnel and Development |
| 7 | QAA Subject Benchmark(s) | |
| 8 | FHEQ Level | M |
| 9 | Date written/revised | 20/02/2007 |

10 Programme Aims

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:

- * The 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 international human resource management.
- * To enable participants to obtain membership of the Chartered Institute of Personnel and Development (CIPD).
- * 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.
- * 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.

More specifically the aims are:

- (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 international human resource management, personnel management, training, management development, organisation development and human resource management consulting.
- (3) To expose students to a variety of teaching and learning experiences, including lectures, working in small groups, case studies, participative exercises and projects.
- (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

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| | 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 the CIPD standards of achievement. |
| (8) | To produce highly marketable graduates of international human resource management who are able to make an immediate contribution to their organisation. |

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| 11 Learning Outcomes The programme provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas. The programme outcomes have references to the benchmark statements for (subject) (X). | |
| Knowledge and Understanding | |
| A1. | How an integrated approach to the management of people in an international context can impact on business performance. |
| A2. | A detailed understanding of the management of people in a global economy. |
| A3. | An understanding of the business environment and its impact on the human resource function. |
| A4. | How the effective management of human resources contributes to competitive advantage. |
| A5. | How to think strategically and to be able to take a corporate rather than simply a functional perspective. |
| A6. | An understanding of how to evaluate critically ideas, concepts and practices related to business and management. |
| A7. | To be creative and intuitive in generating innovative solutions to business problems. |
| A8. | Leading edge research in the disciplines studied (including research by members of staff where relevant). |
| Teaching and Learning Methods | |
| 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). | |
| Assessment Strategy | |
| 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. | |

| Intellectual Skills | |
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| B1. | Problem solving within the context of the global business environment with particular emphasis on the management of human resources. |
| B2. | The ability to gather, synthesise and evaluate information and to present the findings in a concise and coherent manner. |
| B3. | Independent critical analysis. |
| Teaching and Learning Methods | |
| 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). | |
| Assessment Strategy | |
| 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). | |
| Practical Skills | |
| C1. | An understanding of the human resource cycle. |
| C2. | How human resource management contributes to business strategy and organisational capability. |
| C3. | Information, financial and business skills necessary for understanding how human resource management contributes to business performance. |
| C4. | How to achieve goals that deliver added-value outcomes to the organisation. |
| C5. | To contribute to the development of learning within the organisation. |
| C6. | To work collaboratively with other stakeholders in resolving human resource issues and problems. |
| C7. | Critical analytical skills to relate theory to practice. |
| Teaching and Learning Methods | |
| 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. | |
| Assessment Strategy | |
| Cognitive skills are assessed by assignments, unseen examinations and the dissertation (C1-C3). | |
| Transferable/Key Skills | |
| D1. | Effective oral and written communication skills. |
| D2. | Ability to solve problems and provide innovative solutions. |
| D3. | Ability to work independently, manage time, show initiative and adaptability. |

D4. Ability to work in a team.

Teaching and Learning Methods

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).

Assessment Strategy

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.

12 Programme Curriculum, Structure and Features

Basic structure of the programme

The programme is studied over one year on a full-time basis.

Full time students

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

Phase 1 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.

Phase 2 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.

(i) Programme Features

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| (b) | Core | 120 |
| | Research Methods | 20 |
| | Dissertation | 40 |
| | Total | 180 |

(d) Core Modules

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| NBS8047 | International Human Resource Management |
| NBS8062 | Research Methods |
| NBS8063 | Managing HR for Competitive Advantage |
| NBS8065 | Strategic HRM |
| NBS8067 | Employee Relations in International Context |
| NBS8068 | IHRM in Practice |
| NBS8069 | Human Resource Management |
| NBS8095 | Managing For Results |
| NBS8096 | Studies in Leadership and Management |
| NBS8014 | Managing Information in a Strategic Business Context |
| NBS8100 | Dissertation |

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| (e) | It is necessary to pass all elements of the programme. |
| (ii) | <p>Curriculum and Structure</p> <p>The modules fall into two broad groups with related skill sets. The taught modules are qualitative, whilst the thesis concentrates on research</p> |
| Key features of the programme (including what makes the programme distinctive) | |
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| Programme regulations (link to on-line version) | |
| http://www.ncl.ac.uk/regulations/programme/ | |

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| 13 | Criteria for admission |
| <p>Education Requirements</p> <p>Acceptable Accept Honours Bachelor Degree 2:1 (or above), or overseas equivalent or Postgraduate/Higher Degree. 2:2 or above from Newcastle University with no module marks <40% in any year.</p> <p>Not Acceptable Reject 3rd Class Honours (or lower) or pass, or ordinary degrees.</p> <p>Refer to Selector Those in the 'grey area' to be referred back to selectors.</p> <p>Country Specific Notes 75 % from Top 100 (Project 211) Chinese Universities. 80% from other Universities as recognised by HASS Graduate School.</p> <p>Experience Requirements</p> <p>Acceptable Minimum of 2 years continuous work experience in a relevant field for those without an undergraduate/higher or equivalent degree.</p> <p>English Language Requirements</p> <p>Pre-Sessional IELTS 6.0 + 10 weeks pre-sessional</p> <p>Degree Entry IELTS 6.5 or Equivalent</p> <p>Reference Requirements</p> <p>Acceptable No references unless specifically requested by selector.</p> <p>School Bursaries</p> <p>Other Information</p> | |

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| 14 | Support for Student Learning |
| <p>Induction During the first week of the first semester students attend an induction programme. New students will be given a general introduction to University life and the University's principle support services and general information about the School and their programme, as described in the Degree Programme Handbook. New and continuing students will be given detailed programme information and the timetable of lectures/practicals/labs/ tutorials/etc. The International Office offers an additional induction programme for overseas students (see http://www.ncl.ac.uk/international/coming_to_newcastle/orientation.phtml)</p> <p>Study skills support Students will learn a range of Personal Transferable Skills, including Study Skills, as outlined in the Programme Specification. Some of this material, e.g. time management is covered in the appropriate Induction Programme. Students are explicitly tutored on their approach to</p> | |

both group and individual projects.

Academic support

The initial point of contact for a student is with a lecturer or module leader, or their tutor (see below) for more generic issues. Thereafter the Degree Programme Director or Head of School may be consulted. Issues relating to the programme may be raised at the Staff-Student Committee, and/or at the Board of Studies.

Pastoral support

All students are assigned a personal tutor whose responsibility is to monitor the academic performance and overall well-being of their tutees. Details of the personal tutor system can be found at <http://www.ncl.ac.uk/undergraduate/support/tutor.phtml>

In addition the University offers a range of support services, including the Student Advice Centre, the Counselling and Wellbeing team, the Mature Student Support Officer, and a Childcare Support Officer, see <http://www.ncl.ac.uk/undergraduate/support/welfare.phtml>

Support for students with disabilities

The University's Disability Support Service provides help and advice for disabled students at the University - and those thinking of coming to Newcastle. It provides individuals with: advice about the University's facilities, services and the accessibility of campus; details about the technical support available; guidance in study skills and advice on financial support arrangements; a resources room with equipment and software to assist students in their studies. For further details see <http://www.ncl.ac.uk/disability-support/>

Learning resources

The University's main learning resources are provided by the Robinson and Walton Libraries (for books, journals, online resources), and Information Systems and Services, which supports campus-wide computing facilities, see

<http://www.ncl.ac.uk/undergraduate/support/acfacilities.phtml>

All new students whose first language is not English are required to take an English Language test in the Language Centre. Where appropriate, in-session language training can be provided. The Language Centre houses a range of resources for learning other languages which may be particularly appropriate for those interested in an Erasmus exchange. See <http://www.ncl.ac.uk/undergraduate/support/facilities/langcen.phtml>

15 Methods for evaluating and improving the quality and standards of teaching and learning

Module reviews

All modules are subject to review by questionnaires which are considered by the Board of Studies. Changes to, or the introduction of new, modules are considered at the School Teaching and Learning Committee and at the Board of Studies. Student opinion is sought at the Staff-Student Committee and/or the Board of Studies. New modules and major changes to existing modules are subject to approval by the Faculty Teaching and Learning Committee.

Programme reviews

The Board of Studies conducts an Annual Monitoring and Review of the degree programme and reports to Faculty Teaching and Learning Committee.

External Examiner reports

External Examiner reports are considered by the Board of Studies. The Board responds to these reports through Faculty Teaching and Learning Committee. External Examiner reports are shared with institutional student representatives, through the Staff-Student Committee.

Student evaluations

All modules, and the degree programme, are subject to review by student questionnaires. Informal student evaluation is also obtained at the Staff-Student Committee, and the Board of Studies. The National Student Survey is sent out every year to final-year undergraduate

students, and consists of a set of questions seeking the students' views on the quality of the learning and teaching in their HEIs. Further information is at www.thestudentsurvey.com/ With reference to the outcomes of the NSS and institutional student satisfaction surveys actions are taken at all appropriate levels by the institution.

Mechanisms for gaining student feedback

Feedback is channelled via the Staff-Student Committee and the Board of Studies.

Faculty and University Review Mechanisms

The programme is subject to the University's Internal Subject Review process, see http://www.ncl.ac.uk/aqss/qsh/internal_subject_review/index.php

Accreditation reports

Additional mechanisms

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

16 Regulation of assessment

Pass mark

The pass mark is 40 (Undergraduate programmes)

The pass mark is 50 (Postgraduate programmes)

Course requirements

Progression is subject to the University's Undergraduate Progress Regulations

(<http://www.ncl.ac.uk/calendar/university.regs/ugcont.pdf>) and Undergraduate Examination

Conventions (<http://www.ncl.ac.uk/calendar/university.regs/ugexamconv.pdf>). In summary, students must pass, or be deemed to have passed, 120 credits at each Stage. Limited

compensation up to 40 credits and down to a mark of 35 is possible at each Stage and there are resit opportunities, with certain restrictions.

Progression is subject to the University's Masters Degree Progress Regulations, Taught and Research (<http://www.ncl.ac.uk/calendar/university.regs/tpmdepr.pdf>) and Examination Conventions for Taught Masters Degrees (<http://www.ncl.ac.uk/calendar/university.regs/tpmdeprexamconv.pdf>). Limited compensation up to 40 credits of the taught element and down to a mark of 40 is possible and there are reassessment opportunities, with certain restrictions.

Weighting of stages

The marks from Stages ??? will contribute to the final classification of the degree

The weighting of marks contributing to the degree for Stages ??? is ?:?

Common Marking Scheme

The University employs a common marking scheme, which is specified in the Undergraduate Examination Conventions, namely

| | Honours | Non-honours |
|-------|-------------------------------|--------------------|
| <40 | Fail | Failing |
| 40-49 | Third Class | Basic |
| 50-59 | Second Class, Second Division | Good |
| 60-69 | Second Class, First Division | Very Good |
| 70+ | First Class | Excellent |

The University employs a common marking scheme, which is specified in the Taught Postgraduate Examination Conventions, namely:

Summary description applicable to postgraduate Masters programmes

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| <50 | Fail |
| 50-59 | Pass |
| 60-69 | Pass with Merit |
| 70 or above | Pass with Distinction |

Summary description applicable to postgraduate Certificate and Diploma programmes

| | |
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| <50 | Fail |
| 50 or above | Pass |

Role of the External Examiner

An External Examiner, a distinguished member of the subject community, is appointed by Faculty Teaching and Learning Committee, after recommendation from the Board of Studies. The External Examiner is expected to:

- See and approve examination papers
- Moderate examination and coursework marking
- Attend the Board of Examiners
- Report to the University on the standards of the programme

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

The University Prospectus (see <http://www.ncl.ac.uk/undergraduate/>)

The School Brochure (contact enquiries@ncl.ac.uk)

The University Regulations (see <http://www.ncl.ac.uk/calendar/university.regs/>)

The Degree Programme Handbook

Please note. 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.

Mapping of Intended Learning Outcomes onto Curriculum/Modules

| Module | Type | Intended Learning Outcomes | | | |
|---------|------|----------------------------|--------------|-------|-------|
| | | A | B | C | D |
| NBS8047 | Comp | 1 – 7 | 1 -, 4, 7 | 1 – 3 | 1 - 3 |
| NBS8062 | Comp | 6 – 8 | 7 | 2 – 3 | 1 - 3 |
| NBS8063 | Comp | 1 – 6 | 1 – 2, 4 – 7 | 1 – 3 | 1 - 3 |
| NBS8065 | Comp | 1 – 8 | 1 – 2, 4 – 7 | 1 – 3 | 1 - 3 |
| NBS8067 | Comp | 1 – 7 | 1 – 2, 4 – 7 | 2 – 3 | 1 – 4 |
| NBS8068 | Comp | 1 – 4 | 4 – 6 | 1 – 3 | 1 – 4 |
| NBS8069 | Comp | 1 – 8 | 1 – 2, 4 – 7 | 1 – 3 | 1 – 3 |
| NBS8095 | Comp | 1 – 7 | 2 – 7 | 1 – 3 | 1 – 3 |
| NBS8096 | Comp | 1 – 7 | 2 – 7 | 1 – 3 | 1 – 3 |
| NBS8014 | Comp | 1 – 7 | 2 – 7 | 1 – 3 | 1 – 4 |
| NBS8100 | Comp | 1 – 8 | 1 – 7 | 1 – 3 | 1 – 3 |