

PROGRAMME SPECIFICATION



1	Awarding Institution	Newcastle University
2	Teaching Institution	Newcastle University
3	Final Award	MA
4	Programme Title	Human Resource Management
5	UCAS/Programme Code	4048F
6	Programme Accreditation	Chartered Institute for Personnel and Development
7	QAA Subject Benchmark(s)	Business and Management
8	FHEQ Level	7
9	Date written/revised	Revised May 2010

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:

- 1 To provide advanced study of the management of people in organisations and the changing context in which they operate.
- 2 To enable participants to prepare for and /or develop a career in business management
- 3 To enable participants to develop the ability to apply their knowledge and understanding of human resource management to complex issues both systematically and creatively.
- 4 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.

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 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.

11 Learning Outcomes

The programme outcomes have references to the benchmark statements for Masters Awards in Business and Management and provides students with opportunities to demonstrate disciplinary competency by developing their knowledge and understanding of the key principles and theories of human resource management and combines theory with the application of skills required to generate solutions within their discipline.

Knowledge and Understanding

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

A: Knowledge and Understanding

- 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 defining the key components of global business environments and 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 and make recommendations for the appropriate courses of action.
- 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.

Teaching and Learning Methods

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).

Assessment Strategy	
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.
Intellectual Skills	
B: Cognitive skills	<p>Key cognitive skills which will be developed by the end of the programme are:</p> <p>B1 The ability to evaluate evidence critically, reach conclusions and present findings.</p> <p>B2 Problem solving within the context of the business environment with particular emphasis on the management of people.</p> <p>B3 The ability to integrate evidence from a variety of sources to effect improvement in the management of people.</p> <p>B4 The ability to contribute effectively to the planning, design and implementation of projects.</p>
Teaching and Learning Methods	
Students learn by completing case studies, role play exercises, group and individual exercises, the presentation of findings and designing and completing a research project. (B1 - 4).	
Assessment Strategy	
B Cognitive skills	Cognitive skills (B1-4) 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.
Practical Skills	
C: Subject-specific/professional skills	<p>By the end of the programme students should be able to:</p> <p>C1 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.</p> <p>C2 Demonstrate an ethical sensibility towards the practice of HRM.</p> <p>C3 Apply appropriate advice in relation to the legal dimensions involved in the management of people.</p> <p>C4 Manipulate people management and development databases, providing relevant guidance and advice.</p> <p>C5 Implement effective processes for the recruitment, selection, retention and</p>

development of employees.	
C6	Work collaboratively with relevant stakeholders in resolving human resource issues and problems.
C7	Work in partnership with other stakeholders to develop procedures and processes that enhance the commitment of employees and resolve work conflict.
C8	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.
C9	Provide advice about how to motivate and reward people so as to maximise employee contributions to organisational performance.
Teaching and Learning Methods	
Students are required to apply their knowledge of key skills to practical situations, for example interpreting and applying the law (C3), carrying out analysis of the strategy of organisations and relate these to the management of people (C1). Practical exercises such as role play are used to develop key employee relations skills (C7) with tutor and peer review and to develop information management competencies (C4). 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 (C2, C5, C6, C8). Group exercises will assist in developing skills in motivation (C9).	
Assessment Strategy	
C	Subject-specific/professional skills Subject specific skills (C1-9) 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
Transferable/Key Skills	
Key transferable skills which will be developed by the end of the programme are:	
D1	The ability to use appropriate verbal/written communication skills to convey information tailored in content, style and presentation to the needs of their intended audience.
D2	The ability to work independently.
D3	The ability to work within a team contributing appropriately and effectively towards the team based activity.
D4	The ability to solve problems, including where relevant numerical problems by applying the appropriate computational techniques and interpreting or critically evaluating the results.
Teaching and Learning Methods	
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)	
Assessment Strategy	
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.

12 Programme Curriculum, Structure and Features

Basic structure of the programme

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
	NBS8069 Human Resource Management
	NBS8064 Human Resource Management in Practice
	NBS8063 Managing HR for competitive Advantage
	NBS8065 Strategic HRM
	NBS8070 Employee Relations
	NBS8066 Human Resource Development
	NBS8095 Managing For Results
	NBS8094 Studies in Leadership and Management
	NBS8014 Managing Information in a Strategic Business Context
	NBS8062 Research Methods
	NBS8100 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.

Key features of the programme (including what makes the programme distinctive)

Programme regulations (link to on-line version)

<http://www.ncl.ac.uk/regulations/docs>

13 Criteria for admission

Education Requirements

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.

Not Acceptable

Reject 3rd Class Honours (or lower) or pass, or ordinary degrees.

Refer to Selector

Those in the 'grey area' to be referred back to selectors.

Country Specific Notes

75 % from Top 100 (Project 211) Chinese Universities.

80% from other Universities as recognised by HASS Graduate School.

Experience Requirements

Acceptable

Minimum of 2 years continuous work experience in a relevant field for those without an undergraduate/higher or equivalent degree.

English Language Requirements

Pre-Sessional

IELTS 6.0 + 10 weeks pre-sessional

Degree Entry

IELTS 6.5 or equivalent

Reference Requirements

Acceptable

No references unless specifically requested by selector.

School Bursaries

Other Information

14 Support for Student Learning

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/prearrival>)

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 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/postgraduate/support/pgtutor.htm>

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/postgraduate/support/>

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/postgraduate/facilities/>

All new students whose first language is not English are required to take the University English Language Assessment with the INTO Newcastle University Centre. Where appropriate, in-session language training can be provided. See the In-Sessional English web pages for further details:-

<http://www.ncl.ac.uk/students/insessional/>

The Newcastle University Open Access 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/langcen/>

- 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 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 Open Access Centre provides a number of useful facilities, further information about which may be obtained from its website: <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 postgraduates.

- 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>

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 Postgraduate Taught Experience Survey (PTES) is run by Newcastle University together with the Higher Education Academy and is sent out every year to students on taught postgraduate degrees at Newcastle University. PTES is an anonymous online survey aimed at identifying, at both local and national level, areas where improvements could be made and efforts targeted to further enhance the provision of postgraduate taught degree.

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:

- 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 50 (Postgraduate programmes)

Course requirements

Progression is subject to the University's Postgraduate Progress Regulations and Examination Conventions (see University Regulations online <http://www.ncl.ac.uk/regulations/docs/>). 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.

Common Marking Scheme

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

Summary description applicable to postgraduate Masters programmes

<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

<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/postgraduate/>)

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

The University Regulations (see <http://www.ncl.ac.uk/regulations/docs/>)

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
NBS8062	Comp	6 – 8	7	2 – 3	1 - 3
NBS8063	Comp	1 – 6	1 – 2, 4 – 7	1 – 3	1 - 3
NBS8064	Comp	1 – 4	4 – 6	1 – 3	1 – 4
NBS8065	Comp	1 – 8	1 – 2, 4 – 7	1 – 3	1 - 3
NBS8066	Comp	1,3, 7.	1- 3	1- 2, 5 - 9	1 - 4
NBS8069	Comp	1 – 8	1 – 2, 4 – 7	1 – 3	1 – 3
NBS8070	Comp	1 – 7	1 – 2, 4 – 7	2 – 3	1 – 4
NBS8095	Comp	1 – 7	2 – 7	1 – 3	1 – 3
NBS8094	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