

PROGRAMME SPECIFICATION

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)	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:

- * 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 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.

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 international human resource management through carrying out research and combines theory with the application of skills required to generate solutions within their discipline.

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).
- A9. Define key components of countries business environments and how environmental components differ across countries
- A10. The ability to identify ethical issues and determine the appropriate courses of action.

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-A10).

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
<p>B1. Problem solving within the context of the global business environment with particular emphasis on the management of human resources.</p> <p>B2. The ability to gather, synthesise and evaluate information and to present the findings in a concise and coherent manner.</p> <p>B3. Independent critical analysis.</p>
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-B3).
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-B3).
Practical Skills
<p>C1. An understanding of the human resource cycle.</p> <p>C2. How human resource management contributes to business strategy and organisational capability.</p> <p>C3. Information, financial and business skills necessary for understanding how human resource management contributes to business performance.</p> <p>C4. How to achieve goals that deliver added-value outcomes to the organisation.</p> <p>C5. To contribute to the development of learning within the organisation.</p> <p>C6. To work collaboratively with other stakeholders in resolving human resource issues and problems.</p> <p>C7. Critical analytical skills to relate theory to practice.</p> <p>C8. where relevant demonstrate numeracy by applying the appropriate computational techniques and interpreting or critically evaluating the results within a business setting.</p>
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
<p>D1. Appropriate use of verbal/written communication skills to convey information tailored in content, style and presentation to the needs of their intended audience.</p> <p>D2. Ability to solve problems and provide innovative solutions.</p> <p>D3. Ability to work independently, manage time, show initiative and adaptability.</p> <p>D4. Ability to work within a team contributing appropriately and effectively towards the team based activity.</p>
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
<p>The programme is studied over one year on a full-time basis.</p> <p>Full time students</p> <p>The full-time programme comprises 180 credits and is split into two phases</p> <p>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.</p> <p>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.</p>

(i)	Programme Features	
(b)	Core	120
	Research Methods	20
	Dissertation	40
	Total	180
(d)	Core Modules	
	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
	NBS8094	Studies in Leadership and Management
	NBS8014	Managing Information in a Strategic Business Context
	NBS8100	Dissertation
(e)	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, whilst 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
	<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>

Reference Requirements**Acceptable**

No references unless specifically requested by selector.

School Bursaries**Other Information****14 Support for Student Learning**

The Student Services portal provides links to key services and other information and is available at <http://www.ncl.ac.uk/students/>

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.

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.

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.

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.

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.

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.

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.

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.

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 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 and down to a mark of 40 is possible and there are resit 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

Summary description applicable to postgraduate Certificate and Diploma programmes

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

<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 es@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
NBS8047	Comp	1 – 7, 9 10	1 -, 4, 7	1 – 3	1 - 3
NBS8062	Comp	6 – 8, 10	7	2 – 3, 8	1 - 3
NBS8063	Comp	1 – 6, 10	1 – 2, 4 – 7	1 – 3	1 - 3
NBS8065	Comp	1 – 8, 10	1 – 2, 4 – 7	1 – 3	1 - 3
NBS8067	Comp	1 – 7, 9, 10	1 – 2, 4 – 7	2 – 3	1 – 4
NBS8068	Comp	1 – 4, 10	4 – 6	1 – 3	1 – 4
NBS8069	Comp	1 – 10	1 – 2, 4 – 7	1 – 3	1 – 3
NBS8095	Comp	1 – 7	2 – 7	1 – 3	1 – 3
NBS8094	Comp	1 – 7, 10	2 – 7	1 – 3	1 – 3
NBS8014	Comp	1 – 7	2 – 7	1 – 3, 8	1 – 4
NBS8100	Comp	1 – 8, 10	1 – 7	1 – 3	1 – 3