PROGRAMME SPECIFICATION		Newcastle University

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**	17/2/2011

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 2007 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 enable participants to obtain membership of The Chartered Institute of Personnel and Development (CIPD).

5   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.

9. To provide a programme which complies with University procedures and policies and satisfies the requirements of the FHEQ for a level 7 programme

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11 Learning Outcomes

The programme provides opportunities for students to develop knowledge and understanding of the key principles and theories in their subject area as well as demonstrate disciplinary competency. The programme outcomes have references to the benchmark statements for Business and Management.

Knowledge and Understanding

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

A: Knowledge and Understanding

A1 Contemporary approaches to human resource management and development and their impact on business performance.

A2 The legal context of the management of people in organisations.

A3 The importance of organisational context for 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 significance of the internal organisational environment, relationships to other managers, and the range of options for the delivery of human resource management functions.

A5 The impact of changes in the wider social and economic climate on the management of human resources.

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 human resourcing and development in enhancing employee performance, well being and organisational effectiveness.

A8 The potential contribution of effective employment relations to the enhancement of employee work performance, well being and organisational effectiveness.

A9 The role and function of information technology in supporting human resource management.

A10 The principles and techniques of research method and design, the ways in which business research is located in the broader corpus of the social sciences.

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 – 10).

Assessment Strategy

A   Knowledge and understanding
        Knowledge (A1-10) 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. If CIPD membership is sought, a management report is produced.

Intellectual Skills

B: Intellectual Skills

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

B1   The ability to evaluate evidence critically, reach conclusions and present findings.

B2   Problem solving within the context of the business environment with particular emphasis on the management of people.

B3   The ability to integrate evidence from a variety of sources to effect improvement in the management of people.

B4   The ability to contribute effectively to the planning, design and implementation of projects.

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   Intellectual skills
        Intellectual 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 and management report is produced.

Practical Skills

C: Practical skills

By the end of the programme students should be :

C1   capable of implementing 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.

C2   able to demonstrate an ethical sensibility towards the practice of HRM.

C3	able to apply appropriate advice in relation to the legal dimensions involved in the management of people.
C4	able to manipulate people management and development databases, providing relevant guidance and advice.
C5	able to implement effective processes for the recruitment, selection, retention and development of employees. .
C6	able to work collaboratively with relevant stakeholders in resolving human resource issues and problems.
C7	able to work in partnership with other stakeholders to develop procedures and processes that enhance the commitment of employees and resolve work conflict.
C8	able to 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	able to 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 human resourcing and development 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   Practical skills
     Practical 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. If CIPD membership is sought a management report is produced.

Transferable/Key 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.

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 and is produced. If CIPD membership is sought a management report 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 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 research methods teaching 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. The management report enables students to apply their knowledge and skills to a practical business 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 75 credits of the core elements of the programme in human resource management in context, leading, managing and developing people, managing employment relations, leadership and management development, resourcing and talent management. 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 30 credits in core areas. Students undertake research methods training and complete the practical management report, if CIPD membership is sought.

Phase 3 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.)

(i)	**Programme Features**
(a)	Core programme 140 Dissertation 40 Total 180
(b)	Modules NBS8270 Human Resources Management in Context NBS8271 Leading, managing and Developing People NBS8272 Developing Skills for Business Leadership NBS8273 Investigating a Business Issue from a Human Resource Management Perspective NBS8274 Leadership and Management Development NBS8275 Resourcing and Talent Management NBS8276 Managing Employment Relations NBS8278 Understanding and Implementing Coaching and Mentoring NBS8100 Dissertation
(c)	All modules are compulsory.
(ii)	**Curriculum and Structure**

The modules fall into two broad groups with related skill sets - taught modules in the earlier stages of the programme, the thesis and management report enabling students to apply their knowledge and skills.

Key features of the programme (including what makes the programme distinctive)
The programme aims to facilitate the development of human resource practitioners, sensitising them to their ethical responsibilities.
Programme regulations (link to on-line version)
http://www.ncl.ac.uk/regulations/

13   Criteria for admission
Educational Qualifications

Educational Qualifications

A UK bachelor's degree of at least 2:1 level or an overseas qualification of equivalent standard or a postgraduate/higher degree. Applicants with a 2:2 from Newcastle University with no marks below 40 in any year will also be considered.

Experience Requirements

Minimum of 2 years continuous work experience in a relevant field for those without an undergraduate/higher or equivalent degree. Applicants are required to attend an interview and to submit a relevant piece of written work before an offer can be made.

English Language Requirements

The Business School now have a standard policy of 6.5 IELTS for direct entry with no sub-score below 6.0. Applicants can be admitted to the 6 week pre-sessional programme with IELTS 6.0 and 6.5 in written English with no other sub-scores below 5.5. Applicants can also be admitted to the 10 week pre – sessional programme with IELTS 6.0 and no sub-scores below 5.5.

Admissions policy/selection tools On-line application

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. The International Office offers an additional induction programme for overseas students.

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.

Numeracy support is available through Maths Aid and help with academic writing is available from the Writing Centre (further information is available from the Robinson Library).

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 one-to-one counselling and guidance or group sessions / workshops on a range of topics, such as emotional issues e.g. Stress and anxiety, student finance and budgeting, disability matters etc. There is specialist support available for students with dyslexia and mental health issues. Furthermore, the Union Society operates a Student Advice Centre, which can provide advocacy and support to students on a range of topics including housing, debt, legal issues etc.

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 an English Language Proficiency Test. This is administered by INTO Newcastle University Centre on behalf of Newcastle University. Where appropriate, in-sessional language training can be provided. The INTO Newcastle University Centre houses a range of resources 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 Board of Studies and/or the School Teaching and Learning Committee. 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. The FTLC takes an overview of all programmes within the Faculty and reports any Faculty or institutional issues to the University 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 results from student surveys are considered as part of the Annual Monitoring and Review of the programme and any arising actions are captured at programme and School / institutional level and reported to the appropriate body.

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. Every five years degree programmes in each subject area are subject to periodic review. This involves both the detailed consideration of a range of documentation, and a two-day review visit by a review team which includes an external subject specialist in addition to University and Faculty representatives. Following the review a report is produced, which forms the basis for a decision by University Teaching and Learning Committee on whether the programmes reviewed should be re-approved for a further five year period.

Accreditation reports
The programme is accredited by CIPD

Additional mechanisms

16	Regulation of assessment

Pass mark
The pass mark is 50%

Course requirements
Progression is subject to the University's Masters Degree Progress Regulations, Taught and Research and Examination Conventions for Taught Masters Degrees. 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.

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

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

  i. See and approve assessment papers
  ii. Moderate examination and coursework marking
  iii. Attend the Board of Examiners
  iv. Report to the University on the standards of the programme

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

The University Prospectus: http://www.ncl.ac.uk/postgraduate/

The School Brochure http://www.ncl.ac.uk/marketing/services/print/publications/ordering/

Degree Programme and University Regulations: 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
NBS8270	Comp	1-6	1-4	1-4,6-8	1 - 4
NBS8271	Comp	1-7	1 –4	1 – 3,5- 8	1 - 4
NBS8272	Comp	1,2,4.9	1-4	1 – 3, 5-8	1 –4
NBS8273	Comp	1 – 10	1 –4	1 – 4 6 -8	1 - 4
NBS8274	Comp	1 -6,8.	1- 4	1- 3 5 - 9	1 - 4
NBS8275	Comp	1 – 9	1 – 2	1 – 3 6-9	1 –4
NBS8276	Comp	1 – 9	1 – 4	1 – 3 6-9	1 –4
NBS8278	Comp	1 – 9	1-4	1 – 3 5-9	1 –4
NBS8100	Comp	1 – 10	1 – 4	1 – 9	1 –4