

PROGRAMME SPECIFICATION



1	Awarding Institution	Newcastle University
2	Teaching Institution	Newcastle University
3	Final Award	MA
4	Programme Title	Human Resource Management
5	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	Last updated	Revised March 2014, June 2014

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 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

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:

- 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
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
<p>Key intellectual skills which will be developed by the end of the programme are:</p> <ul style="list-style-type: none"> 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
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
<p>By the end of the programme students should be :</p> <p>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.</p> <ul style="list-style-type: none"> C1 Able to demonstrate an ethical sensibility towards the practice of HRM. C2 Able to apply appropriate advice in relation to the legal dimensions involved in the management of people.

<p>C3 Able to manipulate people management and development databases, providing relevant guidance and advice.</p> <p>C4 Able to implement effective processes for the recruitment, selection, retention and development of employees.</p> <p>C5 Able to work collaboratively with relevant stakeholders in resolving human resource issues and problems.</p> <p>C6 Able to work in partnership with other stakeholders to develop procedures and processes that enhance the commitment of employees and resolve work conflict.</p> <p>C7 Able to make recommendations concerning arrangements for the organisation and</p> <p>C8 Delivery of people management services, including ways of assessing the contribution of people management to organisational success.</p> <p>C9 Able to provide advice about how to motivate and reward people so as to maximise employee contributions to organisational performance.</p>
Teaching and Learning Methods
<p>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).</p>
Assessment Strategy
<p>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.</p>
Transferable/Key Skills
<p>Key transferable skills which will be developed by the end of the programme are:</p> <p>D1 The ability to present both in writing and orally.</p> <p>D2 The ability to work independently.</p> <p>D3 The ability to work as part of a team.</p> <p>D4 The ability to solve problems.</p>
Teaching and Learning Methods
<p>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)</p>

Assessment Strategy

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

(i) Programme Features

(a)	Core programme	120
	Dissertation	60
	Total	180

(b) Modules

NBS8270 Human Resources Management in Context
NBS8271 Leading, managing and Developing People
NBS8272 Developing Skills for Business Leadership

NBS8274 Leadership and Management Development
NBS8275 Resourcing and Talent Management
NBS8276 Managing Employment Relations
NBS8278 Understanding and Implementing Coaching and Mentoring
NBS8284 Research Methods in Human Resource Management

NBS8500 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/programme/

13 Criteria for admission
<p><i>Educational Qualifications</i></p> <p>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.</p> <p><i>Experience Requirements</i></p> <p>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.</p> <p><i>English Language Requirements</i></p> <p>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-session 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.</p> <p><i>Admissions policy/selection tools</i></p> <p>On-line application</p>

14 Support for Student Learning
<p>The Student Services portal provides links to key services and other information and is available at: http://www.ncl.ac.uk/students/</p> <p><i>Induction</i></p> <p>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.</p> <p><i>Study skills support</i></p> <p>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.</p>

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

Academic and Pastoral support

Each undergraduate and taught postgraduate student will be assigned a personal tutor.* A personal tutor is one part of a wider network of advice and guidance available to students to support their personal and general academic development. The module leader acts as the first point of contact for subject-specific academic advice. Thereafter the Degree Programme Director or Head of School may be consulted. Issues relating to the programme may be raised at the Student-Staff Committee, and/or at the Board of Studies. Within the academic unit, students may also receive additional academic and pastoral advice from a range of other student-facing staff including degree programme directors, dissertation/project supervisors, and administrative support staff.

*Arrangements may vary for students taking special types of provision.

The University also offers a wide range of institutional services and support upon which students can call, such as the Writing Development Centre, Careers Service and Student Wellbeing Service. This includes 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 Student Union 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 team 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-session 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 Student-Staff Committee and/or the Board of Studies. New modules and major changes to existing modules are subject to approval by the Faculty Learning, Teaching and Student Experience Committee.

Programme reviews

The Board of Studies conducts an Annual Monitoring and Review of the degree programme and reports to Faculty Learning, Teaching and Student Experience Committee. The FLTSEC takes an overview of all programmes within the Faculty and reports any Faculty or institutional issues to the Faculty Learning, Teaching and Student Experience Committee.

External Examiner reports

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

Student evaluations

All modules, and the degree programme, are subject to review by student questionnaires. Informal student evaluation is also obtained at the Student-Staff 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

Every six years degree programmes in each subject area undergo periodic review. This involves both the detailed consideration of a range of documentation, and a review visit by a review team (normally one day in duration) which includes an external subject specialist and a student representative. Following the review a report is produced, which forms the basis for a decision by University Learning, Teaching and Student Experience Committee on whether the programmes reviewed should be re-approved for a further six 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. There are reassessment opportunities, with certain restrictions. Limited compensation up to 40 credits of the taught element and down to a mark of 40% is possible for candidates who commenced their programme in 2013/14 or earlier. For students starting their programme in 2014/15 or later, no compensation is possible.

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 the University 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

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	Compulsory	1, 2, 3, 4, 5, 6	1, 2, 3, 4	1, 2, 3, 4, 6, 7, 8	1, 2, 3, 4
NBS8271	Compulsory	1, 2, 3, 4, 5, 6, 7	1, 2, 3, 4	1, 2, 3, 5, 6, 7, 8	1, 2, 3, 4
NBS8272	Compulsory	1, 2, 4, 9	1, 2, 3, 4	1, 2, 3, 5, 6, 7, 8	1, 2, 3, 4
NBS8274	Compulsory	1, 2, 3, 4, 5, 6, 8.	1, 2, 3, 4	1, 2, 3, 5, 6, 7, 8, 9	1, 2, 3, 4
NBS8275	Compulsory	1, 2, 3, 4, 5, 6, 7, 8, 9	1, 2	1, 2, 3, 6, 7, 8, 9	1, 2, 3, 4
NBS8276	Compulsory	1, 2, 3, 4, 5, 6, 7, 8, 9	1, 2, 3, 4	1, 2, 3, 6, 7, 8, 9	1, 2, 3, 4
NBS8278	Compulsory	1, 2, 3, 4, 5, 6, 7, 8, 9	1, 2, 3, 4	1, 2, 3 5, 6, 7, 8, 9	1, 2, 3, 4
NBS8284	Compulsory	1, 2, 3, 4, 5, 6, 7, 8, 9, 10	1, 2, 3, 4	2, 4, 9	1, 2, 4
NBS8500	Compulsory	1, 2, 3, 4, 5, 6, 7, 8, 9, 10	1, 2, 3, 4	1, 2, 3, 4, 8, 9	1, 2, 4