MA Human Resource Management

The programme includes:
MA in HRM
PG Diploma in HRM
PG Certificate in HRM

Glyndŵr University

Part time

Chartered Institute of Personnel and Development (CIPD)

30th April 2010

Implementation date: **September 2010**

1 INTRODUCTION

The rationale in introducing the MAHRM programme to replace the existing provision derives primarily from the marketplace; there is a clear demand for professional awards that can be achieved within or alongside postgraduate qualifications. Currently within the UK the Chartered Institute of Personnel and Development (CIPD) practitioner qualification is the premier award in the occupation and although not a 'right to practise' it is nevertheless perceived to be the 'benchmark' expectation for practitioners in personnel/ HRM. The current PDS has retained its market buoyancy and may even be perceived to have an inverse relationship with the economic cycle, such that demand increases as the economy experiences recession. Changes to the professional standards are being implemented by the professional body and the replacement of their existing programme at Glyndŵr University provides a window of opportunity to introduce a new MAHRM that addresses the needs of the CIPD new professional standards whilst at the same time provides a more seamless progression route into a full MA which has a potentially greater market appeal.

The proposed new MA programme seeks to marry the strengths developed over the past twenty five years of CIPD delivery at Glyndŵr University with the more recent experience of development and delivery of a number of masters level programmes and to take advantage of the University's modular framework to present a flexible programme which will appeal both to the professional candidate and the more general student, by providing professional and academic qualification opportunities

The new programme team is currently delivering the CIPD Professional Development Scheme and experienced in developing and delivery of masters programmes. All members of the team are full time lecturers in the Glyndŵr Business School and the team consists of:

Chris Burgess
Paula Young
Sue King
Neil Pritchard
Mike Green   (who will be taking over programme management responsibility for the new programme and be the named contact person for correspondence with the professional body).

This document presents the team's proposed scheme to satisfy the requirements of the Chartered Institute of Personnel and Development (CIPD) new professional standards within a Glyndŵr University programme/framework to achieve two broad outcomes:

1.   The current MA requires students to have 120 credits from the existing CIPD professional development scheme qualification before they enter. They then work on a 60 credit module based around the completion of a dissertation, to acquire the additional credits to achieve the final award. The new scheme will integrate the MA Human Resource Management more fully with its antecedent programme (the CIPD Professional Development Scheme) by creating a programme that is of equivalence to its predecessor but which interfaces more seamlessly to allow students smooth progression from certificate to Masters level. The new MA award will have a more traditional structure with year one being a Postgraduate Certificate award (60 credits), completion of year two leading to a Postgraduate Diploma award (120 credits) and a Dissertation stage (60 credits) in Year Three completing the award to MA.

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2.   The new MA replaces the very popular CIPD Professional Development Scheme (PDS) programme that the School of Business has been delivering in some form for more than 25 years. The change has become necessary by a fundamental review of professional HR standards by the professional body and the creation of a new over -arching 'HR Profession Map'. This has resulted in entry onto year 1 of the existing Professional Development Scheme ending in 2010 and a new programme laying the foundations into membership being established. Consequentially the final year of enrolment onto the PDS was October 2009 with the new programme to begin in October 2010.

The new programme will reflect the content of this 'HR profession map' and ensure that the University continues to offer a programme to support professional development by providing students with a programme of study which contributes toward achieving professional membership of the CIPD. The revamped programme will reflect the changing practice of people management and its multi-faceted expression in UK organisations and across the globe; by incorporating emerging developments and new thinking.

The content, standard and level of the syllabus for a diploma and certificate have been developed by the professional body. An important feature of this new syllabus has been the requirement that students seeking professional membership of the CIPD are assessed in behavioural capabilities as well as academic ones. This document will therefore outline how the CIPD standards can be accommodated within a MA HRM structure operated by Glyndŵr University.

In brief the new PGDip HRM contains a number of core modules, successful completion of which meets the academic underpinning knowledge requirements to support professional membership of the CIPD. The MA is achieved by undertaking appropriate and valid research and completing a 60 credit dissertation.

Review of market and market opportunities

The Welsh Development Skills Council

In 2007 the Welsh Development Skills Council surveyed skills gaps and business skills as perceived by industry and the public sector, through a series of interviews and focus groups throughout the public and private sectors in Wales. Its ensuing report highlighted the skills and knowledge regarded as essential for the workforce that would be competing for jobs in 2020. These include; people management skills, leadership, entrepreneurship and problem solving. In addition, they identified those skills which need to be developed for managers and leaders at board level to enable business growth; strategic alliances, aligning high performance teams, globalisation, leadership development and growth, creativity and flexibility. The new MA HRM proposal resonates with these requirements to a considerable degree by focusing on the new 'HR profession map' and supporting these 'softer skills' of leadership and personal development.

UK Market Competitors

Local universities offer a range of postgraduate programmes in related management areas. In particular, Chester, and Liverpool John Moores Universities (LJMU) already have postgraduate MA HRM programmes as part of their Master suites, although only LJMU has a programme which facilitates progression within the CIPD. In the recent past West Cheshire College, Wirral Metropolitan College and Llandrillo College have offered some part of the existing CIPD PDS programme. There is no current information concerning their plans in respect of delivery of the new CIPD programmes.

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In the rest of the UK, it is expected that many established institutions/universities will apply to run the new programmes for the CIPD by combining the advanced award (level 7) with a Masters programme.

2   CURRICULUM DEVELOPMENT

Business Rationale

The demand for postgraduate courses has been rising in the UK and one conservative estimate is that the overall market has expanded by some 21% over the four years from 1997-2004 (Sastry, 2004). The demand for postgraduate courses has increased at a much faster rate (41%) than for undergraduate courses (8%) from 1999-2004 (Barber, L. *et. al.* 2004) The Graduate Prospects website (www.prospects.ac.uk) contains details of 19,000 research and taught courses in 2007 a 26% increase on the 15,000 available in 2001. Demand also appears to be particularly prominent in business-related subjects with one survey indicating that business and management courses attract some 40% of students seeking postgraduate qualifications (QS Research, 2006)

This national context and the growth in demand evidenced at the national and regional level has been a key consideration in the proposed evolution from the present CIPD PDS and its 'top up' Masters into a more fully integrated and 'seamless' MA HRM. These macro considerations are also supported by the experience of the Business School which has a substantial track record in delivering high quality undergraduate and postgraduate courses in Business and Management since its inception. This suite of business and management courses includes HNC in Business, FdA in Business, BA (Hons) in Business Management, MA in Public Sector Management, MSc in Management, MSc in Marketing, MBA (part and full time).

In addition the new programme will support the University's mission to collaborate with local organisations and to maintain its portfolio of professional programmes. Providing postgraduate level modules on a professional programme enables the School of Business to retain its credibility in the marketplace in delivering other more academic programmes such as the MBA and the MSc Management, and involvement with professional bodies enhances the validity of its programmes.

The programme is supported by the local branch of the CIPD and will need to be approved by CIPD's national quality assurance procedures.

In terms of enrolments the predecessor programme has been able to attract significant cohorts of students and have been a major contribution to maintaining the viability of the School of Business for a number of years.

Enrolment on CIPD PDS programme at Glyndŵr University:

Year	PDS 1	PDS2	PDS3	Total
2008/9	26	16	13	55
2007/8	21	20	27	68
2006/7	29	31	10	70

In addition, the attendance of students who are middle and senior level HR Managers in local organisations have enabled the School of Business to:

- maintain good links with a range of private and public sector organisations
- develop a conduit and source of students for other programmes
- support staff CPD by their involvement with the professional body

Overall

The current CIPD PDS programme is popular and well supported by a range of organisations and new programme will develop and expand the portfolio of programmes of the School of Business, enabling it to continue with its industry facing mission.

The School has a long established record of delivering CIPD programmes and the course team's members include Chartered Members of the CIPD and staff undertaking doctorates and/or publications in HR related areas.

Academic rationale

The change in curriculum design has been made for a number of reasons:

1.   To conform to university regulations in respect of revalidation of programmes.

2.   To move in line with university policy to have fewer modules of a consistent size on programmes.

3.   To replace the existing three year professional development programme with a two year Postgraduate Diploma incorporated within a three year part time MA programme.

4.   To review current thinking in the area, and thus realign with the market and the professional body on the offering.

5.   The buoyancy of the existing PDS programme indicates there is a healthy demand for qualifications that are linked to professional membership of the CIPD, therefore the programme will cover the relevant areas of the new 'HR profession map' as well as allowing more seamless entry onto a MA programme for CIPD graduates.

6.   Central to its approach is ensuring that the thinking performer/ strategic partner concept is the focus of the learning process and thus reflected in the programme content and outcomes.

7.   To integrate with the professional body (the CIPD) requirements to retain the professional currency of the programme and to ensure a continuing market with HR professionals

8.   To be able to support students' eligibility for professional membership of CIPD on successful completion of the Postgraduate Diploma by providing the underpinning knowledge which alongside the additional work based evidence is necessary for gaining professional membership.

The distinctive elements of the programme are:

1. It utilises the new CIPD advanced level standards and modules and will thus facilitate students' achievement of the underpinning knowledge necessary which can alongside the additional work-based evidence allow application for professional membership of the professional body.

2. The MA is perceived to be a prestigious award and will assist students in employability and progressing with their careers. The CIPD qualification is generally highly regarded within the functional areas of work in organisations (such as personnel, MHR, training, development and reward etc.).

3. Visiting speakers / specialists will continue to contribute to bring a broader industry based perspective to the programme.

4. Students receive regular postings from the local CIPD branch which is involved in initial student induction and students will be encouraged to take an active part in branch proceedings and attend events.

Rationale for the programme structure

The rationale for the revised MA HRM structure is:-

- The proposed format has to satisfy University regulations in terms of the development of the programme and to meet the standards laid down in the CIPD qualification structure (advanced standards)
- At the Postgraduate Diploma level, the CIPD qualification structure/standards specify a unit size of 15 credits and provides explicit content for each of the 8 modules. To conform with the Glyndŵr University 20 credit modular framework the MA programme team have reconfigured the CIPD units to fit in to six 20 credit modules that cover the same standards.
- Six of the CIPD units are mapped directly against the six 20 credit MA HRM modules. The content of the remaining two CIPD units (Developing Skills for Business Leadership and Investigating a Business Issue from a Human Resources Perspective) are incorporated within the six MA HRM modules as demonstrated below. The rationale for the modules chosen is that the skill related nature of the content makes them most suited to linking with other modules, and can therefore be reasonably split up and added to the other modules. Each of the module specifications (see Appendix One) demonstrates how the learning outcomes associated with the two skills based modules has been incorporated into the content and assessment. From a learner's perspective the integration of these skills based modules into the other modules will ensure they are coherent and resonate with the content of the syllabus

The Context for HRM	Leading and managing people	People and talent management
Developing skills for business leadership		

| Employee Reward | Managing employee relations | Human resource |

managements		development
Investigating a business issue from a HR perspective		

The benefits of studying the programme for potential students

1. Possession of an MA HRM from a reputable institution is clearly advantageous in the jobs market and, more attractive if this also gains professional membership of the CIPD. The CIPD has a membership of 132,000 members and is recognised nationally and internationally as the body that represents HR professionals in the UK.

2. Research undertaken by the CIPD suggest that there are a number of potential employment and career benefits from professional membership and having a Masters level qualification. Recent evidence produced by an independent economic impact analysis identified that individuals with professional qualifications and membership stand to gain in the region of £152,000 in additional earnings over the course of their career.

3. A CIPD approved qualification is considered the postgraduate qualification of choice for HR/ personnel professionals.

4. The MA will be particularly beneficial for those who have a degree/significant relevant work experience to improve their human resource/general management skills and business knowledge.

5. The MA is also valuable to those who have been working in senior/ line management roles or other allied areas (trade union capacities/ trainers) who wish to consolidate their knowledge, develop the theory which underpins their actions and gain a qualification which clearly demonstrates their commercial acumen.

6. Studying on a MA course part time provides an opportunity for networking with professionals from a range of industries and organisations.

7. Studying for a MA at a local/regional university perhaps has the added benefit of students building links with other regional organisations and learning from them.

The Target Learner

The area of human resource management is very diverse and hence it is not possible to identify specific job titles that would benefit from this programme. In relation to the 'Profession Map' devised by the CIPD the award would seek to address the learning needs of those workers in band 2 or 3 (HR adviser/consultant).

The primary market is expected to be experienced senior or middle level managers or HR professionals. Consequently they are likely to have relevant work experience and, increasingly, these learners hold appropriate formal educational qualifications for a masters programme.

QAA Subject Benchmark statements

The programme has been developed in accordance with the QAA benchmark standards for Specialist Masters programmes and the new CIPD professional standards. In this respect it is intended to "develop or enhance professional competence in individuals who are already experienced and who wish to build on that experience through a structured programme of study". (QAA Benchmark Statements 2007). As such they are usually offered in modes of study which accommodate ongoing employment and "the process and content of the programme will have an emphasis on practice (based on theory) and will take a critical perspective on both current practice and likely future developments" (QAA Benchmark Statements 2007).

In accordance to these standards the programme aims to provide students with:

- a systematic understanding of relevant knowledge about organisations, their external context and how they are managed;
- application of relevant knowledge to a range of complex situations taking account of its relationship and interaction with other areas of the business or organisation;
- a critical awareness of current issues in business and management which is informed by leading edge research and practice in the field;
- an understanding of appropriate techniques sufficient to allow detailed investigation into relevant business and management issues;
- creativity in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to develop and interpret knowledge in business and management;
- ability to acquire and analyse data and information, to evaluate their relevance and validity, and to synthesise a range of information in the context of new situations conceptual understanding that enables the student to evaluate the rigour and validity of published research and assess its relevance to new situations;
- extrapolate from existing research and scholarship to identify new or revised approaches to practice;
- ability to conduct research into business and management issues that requires familiarity with a range of business data, research sources and appropriate methodologies, and for such to inform the overall learning process;
- ability to communicate effectively both orally and in writing, using a range of media;
- operate effectively in a variety of team roles and take leadership roles.

Employer Involvement

At a national level, agreement on content and focus of the curriculum has been subject to extensive research by the CIPD involving a range of organisations (Government, national bodies, industry leaders and a wide spectrum of employers). This process involved surveys, questionnaires, focus groups and conferences amongst stakeholders all of which shaped the new CIPD 'HR profession map'

At a local level there has been a sharing of the proposed MA HRM programme with employers in a range of ways. The existing programme has two nominated professional advisors whose role is to guide the programme and ensure CIPD standards are maintained. These advisers have been involved at an early stage through the programme consultative process where the new programme structure was discussed and shaped. The draft validation documents have been made available to these advisers for consideration.

In addition most students on the existing programme (CIPD PDS) have mentors at a tactical or strategic level in a range of organisations (large, small, public, private). These people, as

representatives of their organisations, have regular involvement in providing feedback on the currency, content and applicability of the programme. Representatives have been consulted and involved in the development of the new programme.

Further, the local branch of the CIPD (Chester and North Wales) has been consulted about these developments and have been sent a draft validation document for consideration and an opportunity to guide the final version.

Requirements of the Chartered Institute of Personnel and Development

The School of Business has had a longstanding relationship with the Chartered Institute of Personnel and Development and has provided programmes supporting their awards at professional/postgraduate level.

This programme will be an enhancement of this ongoing relationship with the new programme being awarded by Glyndŵr University as well as facilitating professional membership of the CIPD for the students following successful completion of the PGDiploma.

A joint validation event will be held between the University and CIPD where both University approval of the programme, and CIPD approval of the PGDiploma will be considered. A mapping of the CIPD content against the PGDiploma modules is provided in Appendix Two.

The Programme Aims

- To provide a contemporary, critical and professionally recognised programme at postgraduate level in Human Resource Management.
- To provide a thorough grounding in the research, practices and theoretical approaches and debates that are recognised as suitable for the postgraduate study of HRM.
- To provide the opportunity for students to pursue subjects in greater depth and to carry out independent research into a strategic HRM issue through the undertaking of a dissertation.
- To provide a syllabus and content that meets the needs of a diverse student group (including practitioners who have different perspectives on similar issues such as HR managers, Line managers, Employee Development Managers, Consultants and trade unionists).
- To provide a contemporary, critical and applied programme of study at postgraduate level in complex and unpredictable Human Resource related environments.

Intended Learning Outcomes: POSTGRADUATE CERTIFICATE IN HRM

The intended learning outcomes for the Postgraduate Certificate in HRM will enable students to demonstrate:

A   Knowledge and understanding of:

A1   Research, practices, theoretical approaches and debates which are at the forefront of the HRM academic and professional discipline in relation to the context for HRM, leading and managing people and in people and talent management practice and an understanding of how the boundaries of HRM knowledge is advanced through research.

A2   The ability to reflect on and learn from that prior experience and thus be able to integrate new knowledge with past experience and apply it to new situations.

A3 The ability to recognise and address ethical dilemmas and corporate social responsibility issues, applying ethical and organisational values to situations and choices.

A4 Effective performance within team environments and the ability to recognise and utilise individuals' contributions in group processes and to negotiate and persuade or influence others; team selection, delegation, development and management

B **Intellectual skills**

B1 Being able to think critically and to be creative: to manage the creative processes in self and others; organise thoughts, analyse, synthesise and critically appraise. This includes the capability to identify assumptions, evaluate statements in terms of evidence, detect false logic or reasoning, identify implicit values, define terms adequately and generalise appropriately within the subject of HRM.

B2 Being able to solve complex problems and make decisions: establish criteria, using appropriate decision-making techniques including identifying, formulating and solving HR and wider business problems; and the ability to create, identify and evaluate options; the ability to implement and review decisions in the study/ practice of HRM

B3 They will be able to challenge preconceptions and to remove subject and functional boundaries so as to handle complex situations holistically.

C **Subject specific skills: the ability to**

C1 Solve problems: identify and critically analyse and evaluate complex issues arising from the research, practices, theoretical approaches and debates in the subject of HRM

C2 Utilise a variety of theoretical and research approaches in order to systematically and creatively deal with complex issues in the study and/or practice of HRM

C3 Conduct research into business and HRM issues. either individually or as part of a team through research design, data collection, analysis, synthesis and reporting

D **Practical, professional and employability skills**

D1 High personal effectiveness: critical self-awareness, self-reflection and self management; time management; sensitivity to diversity in people and different situations and the ability to continue to learn through reflection on practice and experience.

D2 Develop practical and professional skills in order to operate in complex and unpredictable HRM and related environments.

D3 Effective two-way communication: listening, effective oral and written communication of complex ideas and arguments, using a range of media, including the preparation of business reports.

D4 Thinking critically, organising thoughts, analysis, synthesis, critical appraisal. Synthesising and analysing in order to abstract meaning from information and to share knowledge.

D5 Numeracy and quantitative skills including the development and use of relevant business models

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D6   Effective use of CIT

D7   Demonstrate relevant personal and interpersonal skills. Being capable of working independently as well as in a team

Intended Learning Outcomes: POSTGRADUATE DIPLOMA IN HRM

The intended learning outcomes for the Postgraduate Diploma in HRM will enable students to build on the above and apply to a wider perspective of HRM activities plus being able to demonstrate:

A   Knowledge and understanding of:

A1   Research, practices, theoretical approaches and debates which are at the forefront of the HRM academic and professional discipline (reward, relations and development) and an understanding of how the boundaries of HRM knowledge is advanced through research

A2   The ability to reflect on and learn from that prior experience and thus be able to integrate new knowledge with past experience and apply it to new situations.

A3   The ability to recognise and address ethical dilemmas and corporate social responsibility issues, applying ethical and organisational values to situations and choices.

A4   Effective performance within team environments and the ability to recognise and utilise individuals' contributions in group processes and to negotiate and persuade or influence others; team selection, delegation, development and management

A5   Theory, practice, and application of research methods and methodological approaches, in conducting original independent research and writing reports.

B   Intellectual skills

B1   Being able to think critically and to be creative: to manage the creative processes in self and others; organise thoughts, analyse, synthesise and critically appraise. This includes the capability to identify assumptions, evaluate statements in terms of evidence, detect false logic or reasoning, identify implicit values, define terms adequately and generalise appropriately within the subject of HRM.

B2   Being able to solve complex problems and make decisions: establish criteria, using appropriate decision-making techniques including identifying, formulating and solving HR and wider business problems; and the ability to create, identify and evaluate options; the ability to implement and review decisions in the study/ practice of HRM

B3   They will be able to challenge preconceptions and to remove subject and functional boundaries so as to handle complex situations holistically.

C   Subject specific skills: the ability to :

C1   Solve problems : identify and critically analyse and evaluate complex issues arising from the research, practices, theoretical approaches and debates in the subject of HRM

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C2   Utilise a variety of theoretical and research approaches in order to systematically and creatively deal with complex issues in the study and/or practice of HRM

C3   Conduct research into business and HRM issues. either individually or as part of a team through research design, data collection, analysis, synthesis and reporting

D   Practical, professional and employability skills

D1   High personal effectiveness: critical self-awareness, self-reflection and self management; time management; sensitivity to diversity in people and different situations and the ability to continue to learn through reflection on practice and experience.

D2   Develop practical and professional skills in order to operate in complex and unpredictable HRM and related environments.

D3   Effective two-way communication: listening, effective oral and written communication of complex ideas and arguments, using a range of media, including the preparation of business reports.

D4   Thinking critically, organising thoughts, analysis, synthesis, critical appraisal. Synthesising and analysing in order to abstract meaning from information and to share knowledge.

D5   Numeracy and quantitative skills including the development and use of relevant business models

D6   Effective use of CIT

D7   Demonstrate relevant personal and interpersonal skills. Being capable of working independently as well as in a team

Intended learning outcomes: MA HRM

The intended learning outcomes for the MA encompass all of the above. In addition, students will be able to:

A1   Undertake an in depth independent research project with which they develop their study skills, field work and research skills within a defined HRM area, and demonstrate a level of independent enquiry which provides both insight and critical analysis.

B2   Demonstrate an ability to communicate complex problems and their resolution in a clear and effective manner.

These additional outcomes enable some insight or resolution into a problem and contribute towards achieving the development goals and the capabilities that should be enhanced through the Masters Dissertation process.

To successfully complete this type of study requires a significant level of independence and well-developed study skills. In situations where these are not present to the required level the programme offers an exit strategy with a postgraduate award.

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CURRICULUM MATRIX – CORE

	Core module titles		Knowledge and understanding, intellectual skills, subject skills, and practical, professional and employability skills																		
			A1	A2	A3	A4	A5	B1	B2	B3	C1	C2	C3	D1	D2	D3	D4	D5	D6	D7	
Level 7	The Context for HRM	C	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	
	Leading and managing people	C	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	
	People and talent management	C	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	
	Employee Reward management	C	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
	Managing employee relations	C	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
	Human resource development	C	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
	Dissertation	C	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	

C = Core modules

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3   PROGRAMME STRUCTURE

The programme will be offered on a part time basis over 3 years. Part One (PGDiploma) will be delivered over 2 years with students being expected to complete the Dissertation in the third year. The submission date of the dissertation is normally to be no later than 12 months from the cessation of the taught stage of the programme, typically May in each year. Assignment or examination referrals will be undertaken in the August/September following communication of the grade approved at assessment board. A referral dissertation should be submitted no later than November following the original May submission date.

Programme length
3 years part time

Modes of study
Part time

Progression and award requirements for all awards, including exit awards

The Postgraduate Certificate in HRM will be awarded where a candidate has achieved 60 credits from year one modules, (The context for HRM, Leading and Managing People, People and Talent management) but has not achieved a Postgraduate Diploma in HRM and is ineligible to progress to the dissertation or desires not to.

The Postgraduate Diploma in HRM will be awarded where the student has achieved 120 credits in the taught element but does not wish to progress to the dissertation stage, or subsequently fails the dissertation stage.

Where a student achieves 120 credits, then they will be eligible to progress to the dissertation stage. Successful completion of the dissertation leads to the award of the MA HRM.

<u>**Programme outline**</u>:

All modules are core and are delivered across Semesters 1 and 2, on a day release basis

Year 1 modules - 60 credits in total

Sessions 30 weeks @ 2.5hrs= 75 hrs	Module	Tutor	Credit value
9.30 – 12.00	The Context for HRM	MG	20
1.00 – 3.30	Leading and managing people	PY	20
4.00- 6.30	People and talent management	CB	20

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Year 2 modules – 60 credits in total

Sessions 30 weeks @ 2.5hrs= 75 hrs	Module	Tutor	Credit value
9.30 – 12.00	Employee Reward management	MG	20
1.00 – 3.30	Managing employee relations	SK/NP	20
4.00- 6.30	Human resource development	CB	20

Year 3 modules- 60 credits in total

Dissertation (60 credits) Tutor: MG	10 hours of Supervision periods at mutually agreed times between student and supervisor September- April

4.   ADMISSIONS

Entry Requirements

The entry requirements for the MA HRM are drawn up in accordance with the University's regulations, as indicated below. Additionally, applicants should not have less than three years relevant experience unless exceptional circumstances prevail.

A candidate must also satisfy one, or a combination of, the following criteria:

   i)   an initial degree of the University of Wales, or another University approved degree awarding body.

   ii)   a non-graduate qualification which the University deemed to be of satisfactory standard for the purpose of postgraduate admission.

   iii)   have relevant work experience that is deemed to compensate the lack of formal qualifications **and** have held a position of **management** responsibility for a minimum of three years.

A candidate who has already achieved Grad CIPD Status may be given permission to proceed direct onto the dissertation stage, in accordance with the University's APL criteria.

In a case where there is lack of clarity or a need to gain deeper insight into a candidate's suitability for the programme of study, an informal interview with the candidate may be held. This will allow the candidate an opportunity to provide evidence to the satisfaction of the interview panel of his/her ability to complete academic work of the required standard in the subject area and to complete successfully the scheme of study proposed.

The criteria to be used in the interview when assessing suitability for non standard entry will be:
- Recent / current position in organisation
- Length of service in role/ work organisation / environment
- Size/ complexity/ type of organisation
- Relevance of responsibilities / accountabilities stated in role profile/ job description of work experience in relation to programme focus
- Recency of work experience
- Other non work experiences e.g voluntary work, internships,

Transitional arrangements for current and former PDS students onto the MAHRM

As is normal practice on professional programmes, the expectation is that students who have commenced on one programme of study will complete their distance learning, block-release programme.

However, as part of the process of ensuring a smooth interface for students who may have to delay completion of the existing PDS, or who would prefer to transfer to the new MAHRM programme, the team has undertaken a mapping of the curriculum and learning aims of both programmes to consider the possible options.

The focus of the current PDS 1 programme means that although there are some overlaps between the old and new modules on the post graduate certificate, the move to part- time delivery, the change to 20 credit sized modules, the new materials in the modules and the integration of the business skills learning outcomes within them, means that there is insufficient overlap for students to gain credits for the 'old' programme's modules completed in year 1.

Therefore the options for students wishing to change are either to:
- continue with the existing CIPD PDS and complete before 2013
- complete PDS 1, gain associate membership of the CIPD, and enrol on the new MA HRM from year 1

If they have undertaken more of the PDS scheme (such as levels 2, 3 and the fourth field) they can use the University APL and/ or APEL to make a claim for credit against the relevant parts of the new programme.

Where an applicant's first language is not English or Welsh and where an applicant possesses qualifications other than those indicated above, evidence of Level 6.5 attainment in the International English Language Testing Scheme and / or TOFEL score of 575 and / or a pass in the University's intensive pre-sessional English for Academic Purposes (EAP) course is required.

APL, the Accreditation of Prior Learning, is defined as the recognition of a previously awarded formal certificate, diploma or degree as equivalent to one or more module(s) on a programme of study.

APEL, the Accreditation of Prior Experiential Learning, is defined as the process by which appropriate un-certified learning is given academic recognition.

To qualify for the APL/APEL to be awarded the applicant must satisfy the criteria as detailed in the University's Academic Quality Handbook.

5   LEARNING AND TEACHING

The programme is embedded within the values and practices espoused in the University Learning and Teaching strategy, within which students are encouraged to take responsibility for their own learning and staff to facilitate the learning process, with the aim of encouraging high levels of student autonomy in learning and the capacity to apply this within the wider environment.

These overall aims are achieved through the use of a variety of learning, teaching and assessment processes and a strong emphasis on the application of learning within the student's own workplace environment.

For most modules the approximate level of direct face-to-face teaching contact is about 40% of the hours associated with the module, As part of the contact hours, the programme includes guided learning (lectures, exercises, case-study work, simulations, web-based learning and guided discussions), group learning (small and large group discussions, self-managed support groups) and independent learning throughout with a strong emphasis on working in a critical manner with theory and empirical research sources.

In addition to the contact hours, the students will be organised into learning and study sets. These sets will have timetabled hours outside of the normal University day release attendance and will have learning objectives and self managed learning tasks. Tutors will facilitate this group learning and facilitate the development of group synergy, synthesis of information and creative solutions to contemporary human resource related problems. Students will be encouraged to share organisational information and perspectives and develop their capacity as 'thinking performers'.

The remaining hours for the modules will be devoted to tutor-guided and independent reading and research, structured activities including application within the workplace, and assessment preparation, implementation and completion.

The use of team teaching techniques for the delivery of the taught part of the programme will be incorporated into parts of the programmes as this approach offers a number of benefits:

- It helps to foster independence of thought by exposing students to as many different viewpoints on a subject as possible

- It makes optimum use of available expertise within the School allowing students to gain the maximum possible advantage from the availability of that expertise.

- It will contribute to the communication and exchange of ideas within the Programme Team and make these visible to the students.

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- It will assist in the professional development of members of the Programme Team in both academic disciplines and teaching skills and therefore improving the student learning experience.

- It will also contribute to the Quality Assurance process by providing opportunities for peer observation and allowing the observation of student's reactions to certain topics/methods of presentation.

The aim is for team teaching to reflect individual academic excellence and diversity of experience from within the Programme Team. Hence the module leader will individually be capable of delivering the module and be able to draw on the expertise of a teaching team where it would enhance the delivery of the module.

Learning and teaching strategies: equality and diversity

The MA HRM programme is open to all suitably qualified applicants. There is no discrimination on any grounds other than academic or experiential qualification. Traditionally female students on the predecessor programme (CIPD PDS) outnumber male students to a ratio of about 4:1, therefore for the School of Business it has always been a positive programme in ensuring a good level of female participation in management programmes.

On-line support/ VLE strategy

The programme tutors currently utilise the University's Virtual Learning Environment (VLE) 'Blackboard' within their learning and teaching strategies (this is transferring to 'Moodle' in year 2010/2011) and it provides an invaluable communication tool and announcements are regularly posted to inform the students of course information. The utility and value of the Virtual learning environment for some learners and tutors is increasingly recognised by the programme team, specifically for students studying part time who may have a range of other commitments which necessitates the need, at times, to access information outside the normal taught sessions.

To facilitate a consistent approach to its use the team will ensure all students will be introduced to the VLE and how they can access it at the induction stage.
 To ensure there is a consistent approach to content accessible on line from this site the team will ensure that there is posted on the VLE:
- A specific programme area which will allow announcements and hold core documents

- Each module area will include files on the scheme of work, the reading list, the assessment briefs, the module specification. In addition, the module tutors will, where they are available, place copies of OHT's and other support materials as they relate to the tutor preferences and the module teaching and learning strategies

6   ASSESSMENT

Assessment, Completion and Awards

The design of the programme was predicated on the view that the purpose and function of assessment is not confined to measuring achievement. Assessment is seen as an integral part of the learning process; in particular, diagnostic and formative assessments are

regarded as essential for successful learning and, as such, assessment provides the focus for reflection about study topics.

The award of a named Master's degree involves completing a prescribed course of study by satisfying related assessment criteria and completion requirements. In all cases, relevant sections of the Regulations of the University apply.

Assessment Strategy

Students will be assessed on their achievement of the programme learning outcomes which, in turn, are achieved by meeting the learning outcomes of the taught modules plus the dissertation. The assessment of the programme learning outcomes will therefore be achieved by assessment at module level. Selection of the methods for assessment has been determined by the nature of each module and the assessment patterns and indicative assessment tasks are detailed in the module specifications in Appendix One.

The assessment of modules is predominantly a mixture of coursework or examinations in relation to the main topic/theme of the modules and is normally based on research within the student's host organisation. This reflects the core values underlying the programme in terms of relevance, applicability and wider contribution to managing work-based issues. The 20 credit modules have a mixture of one or two assessments, as well as the Portfolio and/or Research Report which are to be submitted at the end of the first and second years respectively.

The portfolio of evidence in year one will assess the learning outcomes of the CIPD prescribed module, Developing Skills for Business Leadership. The input for this will be covered in all three year one modules and the assessment will be a pass/ refer assessment of documents in the portfolio of documents that demonstrate that the learning outcomes have been achieved.

The research report in year two will assess the learning outcomes of the CIPD prescribed module, Investigating a business issue from a HR perspective. Again the input into research methodology and other related research issues (supervision, guidance) will be covered in the other three year two modules and the assessment (the research report) will demonstrate that the learning outcomes are achieved

Assessments are chosen to examine a student's ability to integrate theory and practice, and to think critically in relation to theory, empirical research and practice. Subject specific, professional and transferable skills are developed within classroom-based and independent learning activities. Most modules assess a variety of skills, either directly or indirectly through the assessment work for the module.

The dissertation module enables students to study and research into a specific topic in depth, and also develops further the capacities for self-managed learning and critical thinking achieved in year two of the programme. The assessment of the Research Report which runs across all year two modules requires an investigation of a business issue from a HR perspective and will prepare students in critical areas like research methodology and an examination of specific analytic tools. The report can contribute to and form the basis of a more extensive investigation in the subsequent dissertation.

Language of assessment

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The language of delivery will be English. Where there is a request for delivery in Welsh this will be subject to the University's guidelines and regulations prevailing at the time and the availability of resources.

In summary, the regulations state that students have the right to submit examination scripts and assessed work in Welsh, regardless of whether the main language of assessment of a programme is Welsh or English. For students wishing to submit in Welsh then this can be arranged with the Programme Leader by October and January for semester 1 and 2 respectively.

MA HRM indicative assessment schedule:

Module Title	Assessment and submission date	Assessment 2 and submission date
YEAR ONE		
The Context for HRM	**Closed book examination: Semester 2**	**Portfolio: Semester 1&2**
Leading and managing people	**Closed book examination: Semester 2**	
People and talent management	**Report: Semester 2**	
Year Two		
Employee Reward management	**Report: Semester 1 Presentation: Semester 2**	**Research report: Semester 1&2**
Managing employee relations	**Group activity Semester 1 Individual Report: Semester 2**	
Human resource development	**Report: Semester 2**	
Year Three		

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Dissertation	**To be submitted in May**

All assignment and/or examination referrals will be completed in the August following the Summer Assessment Board in line with University procedures.

Dissertation commences upon satisfactory completion of the taught stage and will be submitted the following May. Referral of the dissertation will be submitted the following November, typically in the last week of the month. The period for the recovery of the module should be similar to the original period.

Students referred in year 2 will commence their dissertation in September and submit the following August.

All students must obtain 120 credits to progress to the dissertation stage.

Derogation from regulations

Regulation 18.1 of the University's regulations for Taught Master's degrees permits compensation for modules within the following parameters:

Failure may be compensated at the completion of Part One(year 1 and 2) in the light of overall performance, defined as:

100 credits at Part One have been passed.

And

The average mark for all modules at Part One is at least 40%,

And

A mark of at least 35% has been achieved in the failed module(s).

However students who are compensated in this way will not be able to demonstrate to CIPD that they have achieved the underpinning knowledge required to apply for professional membership. Therefore, a request for a derogation from regulations will be submitted to the University's Standards and Quality Committee.

7   LEARNING INFRASTRUCTURE AND STUDENT SUPPORT

All MA HRM students have direct access to module leaders and to the programme leader. In addition, they are allocated a personal tutor from the programme team. At present this is the programme leader and another year tutor. The programme leader holds a year tutor session with all students once a semester or as demand dictates.

The students also elect student representatives for a programme consultative meeting which involves CIPD professional advisors and the programme teaching team. These meetings will be held once a semester.

Academic support is given through the teaching/learning mechanisms in the first instance. Students may make an appointment to see their module tutor for additional guidance. All tutors are encouraged to have office hours for student enquiries, and given the part time

nature of the cohorts, to communicate via email as necessary. If the problem or issue is not resolved by the tutor then the student has access to the programme leader and so on.

Other mechanisms include programme team meetings, student perception of module feedback, ad hoc student liaison meetings, annual monitoring report, etc. All students are provided with a Student Programme Handbook which gives detailed information on support mechanisms and other detailed information about the programme. The students are also informed about such mechanisms during induction which takes place in week 0 (zero).

Following enrolment, an extensive induction programme is carried out to achieve student familiarisation of the School and University. In addition, a detailed breakdown is provided that incorporates expected student attendance, a teaching timetable and coverage of administrative issues to explain assignment hand-in procedures and other course requirements.

Study skills sessions are arranged in the induction period and in the Developing Skills for Business Leaders areas. Additional support for students entering a master programme from non traditional backgrounds will be able to access the usual Glyndŵr University wide support from the website, Library etc. as well as being given study skills sessions on analytical writing, referencing and report writing during the induction period and in sessions scheduled in year 1 of the programme.

Learning resources

ALL MA HRM students require library facilities in respect of a study place, book loans, e-books access, inter-library loans, access to computer work stations for the internet, electronic journal databases, University software programmes, Blackboard/Moodle, email, printing and photocopying, etc. Once registered, these facilities are available to them in the university library.

The availability of computer laboratories for teaching purposes is valuable and the demand for these labs will increase in future years.

Computer and presentation facilities are available in every teaching room.

Curriculum support

The university seeks to support and develop excellence in learning and teaching in its entire teaching staff as well as developing their subject expertise. Staff continuously update their knowledge and skills, through their scholarly and professional activity and research. This allows an up to date relevant curriculum to be developed and reviewed, and for students' development to be linked to the latest research, professional development and employers' ideas. Staff are encouraged to develop themselves by undertaking further study, engaging with peers in other HE institutions and professional bodies, external examining and being involved in research and/or consultancy.

Staff are encouraged to develop their scholarly research as appropriate in accordance with School of Business and University guidelines. Most of the team are members of the Higher Education Academy and maintain regular engagement with the academy subject centre, Business, Management and Finance. A number of tutors are professionally qualified and maintain currency through their membership of the CIPD and consequently this will input directly to syllabus content and learning and teaching strategies employed on the programme. All staff deliver modules on the MSc Management and MBA programmes as well as other undergraduate programmes which assists in maintaining a good level of

understanding of learning and teaching and helps ensure currency and awareness in the field/topics they are delivering.

It is further recognised that practical work with public, commercial and corporate bodies, such as consultancy and knowledge transfer partnerships has a research and development element. Attendance at academic conferences is encouraged, even more so with a paper presentation. Combined with other publications, journal articles and books, the syllabi offered are grounded in academic rigour.

There are presently 5 members of academic staff comprising the MA HRM team. All of the modules are covered by existing full time staff. As a generalisation the School of Business operates on a 'one deep' in teaching capability in subject areas approach, and as such it will be necessary to replace any members of the team who may leave to ensure capacity to deliver the programme is maintained.

Various tutors research interests, publications, and enrolment on higher degrees, support the student learning experience in particular modules.

Of relevance to the Context of HRM module, Mike Green obtained a Nebosh qualification in occupational health and safety in 2008. In 2009 he also was a contributor to a conference paper on the impact of migrants from the A8 countries in a sector of the manufacturing industry.

In relation to the Leading and Managing People module, Mike Green's ongoing work in considering the micro level impact of migrant workers on leadership and management would again be relevant. Also Paula Young published a journal article, leadership and gender in HE:a case study, 2004, and has a Ph.D. in progress on performance management in Higher Education.

Of relevance to the People and Talent Management module, is again Mike Green's research in relation to the impact of migrant workers on resourcing strategies. In addition Neil Prichard developed a module entitled Essential Employment Law that was delivered to the public and private sector across the counties of Wrexham, Flintshire and Gwynedd in 2006 and 2007.

In connection with the Managing Employment Relations module, Sue King is enrolled on a Ph.D. whose topic is 'Management and HR practices in third sector organisations'.

In connection with the Developing Skills for Business Leadership area, Paula Young has published an article on the loneliness of the long-distance doctoral student in 2009 and also leadership and gender in HE, a Case study article in 2004. This would also be of relevance to Investigating a Business Issue from an HR perspective area. Sue King has authored a chapter on managing course administration in a book, "Beyond Bureaucracy: Managing the University Year", 2009.

Administrative support for all the postgraduate programmes (new provision 2010) is provided by the postgraduate programmes office and it is expected that there will be dedicated support for the professional programmes. The support will include the coordination of admissions and assessment documentation, taking minutes at meetings and assessment boards, collation of results and responding to enquiries for course information.

Staff CV's are given in appendix 3. Research and scholarly output of the School is given in appendix 4.

Support and Guidance

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The School of Business envisages that the part time professional learner is central to its mission and really values the opportunity to work with them and their host organisations. These specific needs of these students in relation to balancing study/work/life will be recognised in the approach used to support then and within the teaching and learning approaches deployed.

The PDP process embedded within certain modules covering the area relating to Developing Skills for Business leaders within the programme. This will provide opportunities for each student to have individual appointments with their tutors to discuss their personal, academic and career development and consolidate learning achievements.

The programme team is committed to the needs of University stakeholders and to the recruitment of non-traditional students. Thus the student intake is likely to contain students who have a range of diverse needs either in terms of disabilities, illness, language, their family circumstances or work commitments. In accordance with our legislative obligations every effort is made to facilitate students with disabilities by arranging extra time or special facilities for assessments. The School of Business also has its own Disability Coordinator to offer advice and complement the University's provision.

8 PROGRAMME MANAGEMENT ARRANGEMENTS

The Programme Team

The Programme Management Team will consist of a Programme Leader, the Module Leaders/personal tutors, academic tutors, dissertation co-ordinator and student representatives. The student representatives are invited to Programme Management team meetings at the discretion of the programme team.

Programme Leader

The Programme Leader's role is to ensure the smooth running of the Programme and to provide a link between the programme, the Programme Team, the School Board, the School Management Team and the CIPD.

The other activities of the Programme Leader include:

- Taking an active role in the marketing of the programme in liaison with the University's Central Services, such as Marketing, Admissions and the Student Information Desk.

- Guiding the development of the programme making use of external information and contacts (such as feedback from external examiners and feedback from employers). Also making use of internal information, in the form of student feedback, and taking advice from Module Leaders and other members of the Programme Team. This applies to the academic subject matter of the Programme and also the strategic aspects of the Programme.

- Taking a central role in the selection of students for enrolment on the programme with the support of the University Admissions Team and being responsible for accepting applicants and for arranging interviews for candidates.

- Arranging for the induction of students into the School of Business and onto the programme, providing the student with information about the programme and liaising with service departments to ensure that students are made aware of the different aspects of student life at the University.

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- Taking responsibility for reporting any timetabling and resource implications of the programme to the School Management Team.

- Tracking the overall progress of students enrolled on the course and reporting this progress to Assessment Boards. This is again carried out with the support of Glyndŵr University services departments as well as other members of the Programme Team.

- Monitoring and evaluation of the programme using information gathered throughout the delivery of the programme from the Module Leaders/Tutors and from student and employer feedback. This information, for example the Annual Monitoring Report, will be considered by the Programme Team and the School Board, as well as the wider Institution.

These various activities will assist the Programme Leader in ensuring that the Programme operates to the Quality Assurance standards required by Business School and the University itself. The Programme Leader will work closely with the Programme Team in order to clearly define the division of specific responsibilities and the management and reporting tasks relating to the Programme.

Module Leaders

Module Leaders are responsible for the day to day administration and academic content of modules. In many cases the module leader will deliver most of, or be involved in, the teaching of the module.

Personal Tutors

The personal tutor role is undertaken by the Programme leader and year tutor.

DISSERTATION SUPERVISION AND THE PROVISION OF RESEARCH METHODS TRAINING

The provision for dissertation support on the programme, will take a variety of forms:-

Year 2

To support the Research Report completed in Year Two, the programme team will provide an extensive induction process and regular timetabled sessions on research methods and methodology, this will consist of lectures, seminars and computer lab time as well as independent learning and provide guidance on the process of investigating business problems. This will cover a full introduction to the nature of research, the principles of methodology and research design, research options and limitations, interpretivist versus positivist approaches, qualitative and quantitative data, and the selection, application, justification of data collection methods, report writing and the process of reflective learning.

Year 3
The cohort from year 2 plus any new direct entry students onto this stage will receive both at the front end and throughout the early part of the dissertation a structured set of sessions that will review the main learning from the research report and to frame the expectations of this type of dissertation.

The dissertation stage will be part of an iterative process that builds on the management research report precursor, that all students whether direct entry or progressing students have completed, and will involve a thorough induction to develop a deeper understanding of

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the research process in relation to academic research. This induction will be timetabled following the completion of the taught elements of the programme. It will cover the format and content of a dissertation, stressing the need for a business/management related question that will form the core of the research. Students are advised that the topic should relate to their studies to provide appropriate underpinning knowledge. Additional guidance is provided about conducting and writing a literature search to enable students to commence their work. Students are also encouraged to consider their own time management and planning and are encouraged to create a dissertation plan to monitor their own progress. This has, on other Master level programmes, proved to be a key factor enabling students to finalise their work and successfully meet the hand-in dates.

Additionally, there is an approved Research Methods module that is common to other master level programmes (MBA, MSc) and students on the MAHRM will be given the opportunity to attend the module as timetabled on these other programmes if they wish. This would enhance their learning opportunities, but is not prescribed for the completion of the programme. They will also have access to relevant research material available in the University and on the VLE.

Allocation of supervisors is undertaken by the Programme Leader following induction to ensure the expertise of supervisors is fully utilised within the school. Records of meetings between supervisor and learner will be kept of all formal meetings, including the dates on which they take place, actions agreed, and deadlines established, etc. If a student anticipates problems which might result in late submission, it should be brought to the attention of the allocated supervisor, in writing as soon as possible. Supervisors are responsible for identifying those students they consider to be "at risk" of no submission or fail standard work and report to the Programme Leader. Dissertations are blind double marked and subsequently moderated. Where the two internal markers are in significant disagreement a third internal marker will be brought in and allocated by the Programme Leader. The final arbiter in case of complete disagreement will be the Programme Leader who may request an opinion on the work from the external examiner if deemed appropriate.

Quality management

Overall management of staffing and resources for the programme is undertaken by the Head of School and the School Management Team.

There are a number of mechanisms within the school designed for quality enhancement and the maintenance of academic and professional standards.

Each module is assigned a Module Tutor who is responsible for the planning and delivering of the learning programme. The Module Tutor provides students with a module guide which details the module specification, a scheme of work, guided reading and the relevant assignments to complete the module. The Module Tutor is responsible for returning marked assignments with appropriate feedback within three weeks of the submission date.

Student Representatives will be elected for each year of the programme. As well as the formal Student Consultative Committee process, the programme leader and relevant module tutors will meet the Student Representatives at intervals during the academic year in order to discuss any course related issues.

These arrangements work well with current provision and students are provided with further information through the use of Blackboard/ Moodle (the College virtual learning environment – or VLE).

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All assessments will be peer reviewed for consistency of standard and layout before issue to students. Additionally, before issuing to students, all assessments and examinations are sent to the external examiner who is invited to comment on their suitability for purpose.

A sample of student assessments for each module will be double marked by a tutor in the same subject area in order to ensure the correct standard of marking. Samples of marked assessments are then sent to the External Examiner for further scrutiny. All stages of peer review and double marking are recorded on a proforma for each module and collated by the programme office staff.

Issues relating to developments or changes to the programme will be discussed at the regular meetings of the Programme Team. At the end of the academic year the Programme Team meets to discuss programme review and evaluation. This meeting aims to critically discuss the events of the whole year and assess areas of good practice as well as identify problem areas which need resolving. As a result of this meeting the Annual Monitoring Report (AMR) is constructed with an action plan for implementation during the forthcoming academic year.

External Examiners' Reports will also be considered by the programme team and issues raised are often included in the action plan. A response to the External Examiner's Report will form part of the AMR.

Students will be regularly consulted on aspects of the programme. At the beginning of each academic year Student Representatives will be elected for each of the years of the part-time programme. The representatives will be part of a Programme consultative committee that will convene each semester. The committee membership includes external advisers who are CIPD nominations from the local branch.

All modules contained within the Programme are subject to a Student Perception of Module (SPOM) analysis. In addition, students from all years will be asked to complete a Student Perception of Programme (SPOP) form at the end of the academic year. The student views will be included in team discussions, and discussed at annual monitoring helping to inform future changes in the development of the programmes.

The AMRs of all programmes within the School are discussed at a School Board and are reviewed through Glyndŵr University's Standards and Quality Committee.

Peer observation takes place annually during the academic year sharing good practice between members of the academic staff.