

PROGRAMME SPECIFICATION

Awarding body	Glyndŵr University
Teaching institution (if different from above)	Glyndŵr University Capital College, Dubai (approved only to deliver Level 7 Top Up)
Details of accreditation by a professional, statutory or regulatory body (including link to relevant website)	Chartered Institute of Personnel and Development (CIPD) www.cipd.co.uk Accreditation will only be available to Wrexham graduates.
What type of accreditation does this programme lead to?	An exit award of a Postgraduate Certificate/Diploma or MA will result in the student being automatically upgraded to Associate Membership of the CIPD. An exit award of the Postgraduate Diploma/MA provides the qualification required for an application to upgrade to Chartered Membership of the CIPD.
Is accreditation in some way dependent on choices made by students?	The student must choose to submit to the CIPD's Chartered Member upgrade process and provide evidence that shows that they have operated consistently and sustainably at Chartered Member level over a period of at least three years. The student must also sustain their CIPD membership.
Final award/s available , e.g. BSc/DipHe/CertHE	PG Certificate in Human Resource Management PG Diploma in Human Resource Management MA in Human Resource Management MA in Human Resource Management (Level 7 Top Up)
Award title	Human Resource Management
JACS 3 code	N600 Human Resource Management
UCAS code (available from Admissions)	G53
Relevant QAA subject benchmark statement/s	QAA Master's Degrees in Business and Management (2007) and Master's Degree characteristics (2010)
Other external and internal reference points used to inform the programme outcomes	Matched to CIPD Professional Standards, Chartered Management Institute and QAA Business and Management postgraduate benchmark standards
Mode/s of study (<i>p/t, f/t, distance learning</i>)	Glyndwr Wrexham campus: Part-Time Blended Learning Part-Time Distance Learning (The availability of each mode of study is subject to sufficient student numbers) Capital College, Dubai: Full-Time Level 7 Top Up

Language of study	English
Date at which the programme specification was approved, please include original approval date and dates of any revisions	August 2015 Updated September 2015 Updated August 2017 – change to sequencing of modules Updated August 2018 – to include programme delivery at Capital College, Dubai Updated Feb 2019 – module BUS7AK replaced with BUS7AM

Criteria for admission to the programme

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

Both the Distance Learning and Blended Learning modes of the programme have been designed to be very flexible – meaning that students can generally fit their work around their study. The Postgraduate Certificate and Diploma are a mix of both academic and vocational study and assessments are focused on individual research and work experience. It is therefore considered advantageous for a student to be in employment throughout their study, although students may apply their learning to an organization with which they are familiar.

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

- I. An initial degree of Glyndŵr University, 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. 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 two years.

A student who has already achieved the current or previous CIPD Advanced Diploma may be given permission to proceed directly onto the MA Part 2, in accordance with the Glyndŵr University's Advanced Standing criteria.

Students with other qualifications may also be considered for full or part exemption from the programme in line with Glyndŵr University's RPL criteria.

In a case where there is lack of clarity or a need to gain deeper insight into a students' suitability for the programme of study, an informal interview with the student 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.

Applicants, whose first language is not English or Welsh, will be required to demonstrate IELTS 6.5 or equivalent.

Technology Requirements

Both Distance and Blended Learning modes require students to access course material digitally, access to the following hardware and software is required to study on the MA HRM Programme.

Hardware

- Desktop, Laptop or Tablet
- Speakers (these may be built into your computer)
- Microphone (which may be built into your computer)
- Webcam (Likely to be in-built if using a tablet or laptop)

Software

Some modules may also require specific software to be installed in order to view different file types. The computer labs at Glyndŵr University will have the software installed as standard. If students are having trouble viewing a file on their personal computer or device, they can download the following web applications for free:

Name	Description
Adobe Acrobat Reader	To view PDF files [http://www.adobe.com/products/acrobat/readstep2.html]
Adobe Flash Player	To view Flash content on websites [http://www.adobe.com/products/flashplayer/]
Quicktime Player	To play Quicktime files [http://www.apple.com/quicktime/download]
Real Media Player	To play Real audio and video files [http://www.real.com/playerplus]
Windows Media Player	To play a variety of media files, including Windows Media. [www.microsoft.com/windows/windowsmedia]

Aims of the programme

Working closely with the UK Professional Body (CIPD) the aim of the programme is for Glyndŵr University to become the first choice for students wishing to study Human Resource Management at a postgraduate level, in North Wales and North West England.

The aim of the programme is to deliver good HR practice in organisations supported by a strong commitment to a highly flexible contemporary research approach and incorporating the wide range of resources available to run the programme. With the continuing economic uncertainty, the contribution that the MA Human Resource Management Programme can make to North Wales is vital in delivering sustainable organisational performance.

Low productivity in the UK employment market continues to present HR with challenges, and changing employment patterns as a result of the prevailing turbulent environment, provides and advances the contribution of the MA HRM programme. The MA Human Resource Management Programme delivers exceptional value to the individual student and return on investment for sponsoring organisations, which will ensure that Glyndŵr University will be a valued partner to Welsh Businesses and institutions.

The course will be relevant for Human Resource Management in all types of organisations within the UK and internationally. The programme will emphasise the value of people within an

organisation and the effective contribution HR practices make to enhancing organisational performance. The programme team has validity of application of theory and practice across a wide range of different industries, and continue to practise as HR and management professionals.

The Business School has a long established record of delivering CIPD programmes, and the programme team's professional expertise is supported by the active engagement as members of various professional bodies, including; Chartered Institute of Personnel and Development; British Psychological Society; Chartered Management Institute; The British Academy of Management; Association of Coaching and the European Mentoring and Coaching Council. This demonstrates the extensive links between professional practice and academic study to support the learning aims of the student.

The programme will reflect the content of the CIPD's professional map and ensure that Glyndŵr University offers a programme to support professional development providing the knowledge and skill base required for application to CIPD professional membership. The syllabus for the Postgraduate Diploma and Postgraduate Certificate has been developed to align with CIPD Advanced Diploma content, standard and levels. In addition to providing high quality teaching, which delivers academic content and behavioural capability development, the programme is designed to provide professional postgraduate students with a learning experience, which is focused on increasing their employability as HR practitioners.

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 to support 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.
- To provide a syllabus and content that meets the needs of a diverse student group.
- To provide a contemporary, critical and applied programme of study at postgraduate level encompassing complex and unpredictable Human Resource related environments.

Distinctive features of the programme

The MA Human Resource Management programme is a highly valued postgraduate qualification designed for those who want to pursue senior level careers in Human Resource Management and covers essential skills for students to develop their professional and future career potential.

The Postgraduate Certificate in Human Resource Management and the Postgraduate Diploma in Human Resource Management are accredited by the Chartered Institute of Personnel and Development, (CIPD) the only HR institution in the world to recognise human resource professionals through Chartered Membership (Wrexham graduates only).

All Wrexham students are required to join the CIPD as a student member at the start of the programme to ensure that their qualification is recognised by the CIPD. Membership provides students with access to essential HR and development resources and access to the CIPD Student Resource Area. The Programme Leader will provide students with their CIPD registration Key upon their acceptance on the programme. Membership fees for the CIPD are not included in the MA HRM programme fees.

An exit award of a Postgraduate Certificate/Diploma or MA will provide the qualification required for automatic upgrade to Associate Member of the CIPD. Associate Members can use the designatory letter 'Assoc CIPD' after their name (Wrexham graduates only).

An exit award of the Postgraduate Diploma or MA will provide the qualification required for an application to upgrade to Chartered Membership. Chartered Membership is the second level of CIPD professional membership. It recognises the experience, knowledge and continued professional development of HR and L&D practitioners who manage, develop and implement people management projects or programmes to deliver organisational performance. Chartered Members can use the designatory letter 'Chartered MCIPD' after their name (Wrexham graduates only).

To be awarded Chartered Membership students must be able to demonstrate consistent, sustained performance against Band 2 of the Profession Map, working to timescales of around 12–18 months. Students must be able to fully evidence the Core of the Map – Insights, strategy and solutions, and Leading HR – and demonstrate an understanding of most other areas and how they integrate with each other, although they may specialise in one or two areas (Wrexham graduates only).

With the right level of experience students can upgrade to Chartered Membership by telephone assessment or form. Students can upgrade to Chartered Membership through a convenient 45-minute telephone assessment, which involves a one-to-one conversation with a senior HR professional, reflecting on the students' achievements and future career. Upgrading by form is a simple and straightforward way to evidence HR or L&D experience to upgrade to Chartered Member. Students will need to complete and return their application, current CV and feedback from two colleagues (one must be a line manager or a recent client). In addition, CIPD also run some face-to-face Chartered upgrading events in the UK and Ireland, which can be found on the CIPD events page at www.cipd.co.uk (Wrexham graduates only).

The MA HRM programme is focused on developing HR professionals, underpinning academic research and theory with an understanding of how to apply this knowledge in the day-to-day rigours of HR practice. The programme draws on leading research and experience from our expert teaching team, who are all accomplished HR practitioners. The students will also receive opportunities during the programme to develop the skills and behaviours identified by CIPD as what is required to practise HR successfully.

The teaching for the MA HRM Programme is delivered via two modes: Part-time Distance Learning and a Part-time Blended Learning, at Wrexham campus. Teaching methods have been designed to deliver an alignment between theory, application in practice and developing the practitioner, using a mixture of digital content, tutorials, seminars, case studies and opportunities for collaborative learning.

The programme also offers five Residential Weekends (at Wrexham) over the course of three years. The participatory group-based activities, visiting speakers and focus on guided experiential learning are designed to increase self-awareness and develop team-building and leadership skills for all students. At the beginning of the residential weekend, students will attend a briefing session which covers the practical details and reinforces the connection between the activities they will undertake and the application of theories and research they have been learning on the programme.

Glyndŵr University offers individual modules from the MA HRM programme to support continuing professional development for HR and L&D professionals. Individual modules offer busy professionals a flexible alternative and are ideal for building up Continuing Professional Development hours – a requirement for membership of the CIPD.

By taking an individual module, students will have the opportunity to sample a discrete learning unit from the larger MA HRM programme. In some cases, where these modules are studied in a

timely and coherent manner, students may also progress to the related qualification. This means that by taking an individual module, students can gauge the extent of the commitment required before applying for a full programme of study, should the student wish to progress to the qualification awarded by Glyndŵr University.

Glyndŵr University is developing its reputation as a hub of HR in the region. Close ties with the CIPD Mid and North Wales Branch, and the Regional HR Directors Forum, which covers the Wrexham and Deeside Industrial Estates, provides fertile ground for collaboration and networking with the vibrant local HR community. In addition, the programme provides a series of topical HR seminars delivered by expert speakers from the world of Human Resource Management and Business. The MA HRM programme also offers students an organised field trip to the annual CIPD conference. CIPD Conference fees are not included in the MA HRM Programme fees.

Whether the student is a new graduate or wants to develop a career in HR, our MA Human Resource Management programme provides the perfect opportunity to achieve a Master's degree and to work towards professional Chartered Membership of the CIPD at the same time.

Programme structures and requirements, levels, modules, credits and awards

See below for delivery schedule table

Intended learning outcomes of the programme

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

A Knowledge and understanding

- A1** Systematic knowledge and understanding of contemporary research evidence on effective approaches to HRM and HRD practice.
- A2** A critical appraisal of relevant knowledge and understanding of organizations; how they operate and how they are managed and how contextual factors impact on organisations and decision making.
- A3** The ability to reflect on and learn from prior experience and thus be able to integrate new knowledge with past experience and apply it to new situations.
- 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** The ability to think critically and to be creative: to manage the creative processes in self and others; organise thoughts, analyse, synthesize 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** The ability 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** The ability to challenge preconceptions and to remove subject and functional boundaries so as to handle complex organisational 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** Learn through reflection on practice and experience.
- C3** Develop practical and professional skills in order to operate in complex and unpredictable HRM and related environments.
- C4** Demonstrate competencies in the application of resourcing and talent management strategies in appropriate situations.

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** 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.
- D3** Numeracy and quantitative skills including the development and use of relevant business models.
- D4** Effective use of Information and Communication Technology.
- D5** Demonstrate relevant personal and interpersonal skills. Being capable of working independently as well as in a team

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

A *Knowledge and understanding of*

- A5** Research, practices, theoretical approaches and debates which are at the forefront of the HRM academic and professional discipline and an understanding of how the boundaries of HRM knowledge is advanced through research.
- A6** The ability to recognise and address ethical dilemmas and corporate social responsibility issues, applying ethical and organisational values to situations and choices.
- A7** Theory, practice, and application of research methods and methodological approaches, in conducting original independent research and writing reports.
- A8** Evaluation and the application of the knowledge and skills required for the effective management of employment relations in organisations.

B *Intellectual skills*

- B4** 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.
- B5** The ability to critically conceptualise, evaluate and judge in order to evidence, propose and operationalize effective solutions.

C *Subject specific skills: the ability to*

- C5** Conduct research into business and HRM issues through research design, data collection, analysis, synthesis and reporting.
- C6** 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.
- C7** Demonstrate the competencies required for the application of learning and development strategies in a variety of situations.
- C8** Critically appraise the knowledge and skills required to design and implement reward management in organisations.

D Practical, professional and employability skills

- D6** Actively Listen, using a process of self-monitoring, adapting behaviour to manage personal impact to negotiate, manage the power balance and positively influence others using oral and written communication, using a range of media.
- D7** Develop and critically evaluate the skills of people management for the practice of HRM.
- D8** Develop practical and professional skills in order to operate in complex and unpredictable HRM and related environments.

Intended learning outcomes: MA Human Resource Management

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

A Knowledge and understanding of

- A9** Undertake an in depth independent literature review and developing the research practitioner project with which they will 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.

B Intellectual skills

- B6** Critically assess a range of research methodologies and different approaches to research.

C Subject specific skills: the ability to

- C9** Diagnose and investigate a live business issue from an HR perspective that adds value to the organisation.

D Practical, professional and employability skills

- D9** Demonstrate an ability to communicate complex problems and their resolution in a clear and effective manner.
- D10** Reflect on and learn from professional experience and to be able to integrate new knowledge with past experience and apply it to new situations

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

Delivery Schedule – Glyndŵr University Wrexham Campus

Module Number	Cohort								
	Sept 15 starts	Sept 16 starts	Jan 17 Starts	Sept 17 starts	Jan 18 starts	Sept 18 starts	Jan 19 starts	Sept 19 starts	
BUS7AA	Complete	Complete	Sept 18				Sept 20		
BUS7AC			Complete	Jan 19					Jan 21
BUS7AD			Sept 18				Sept 20		
BUS7AE			Complete	Jan 19					Jan 21
BUS7AF		Sept 17			Sept 19				
BUS7AG		Sept 17			Sept 19				
BUS7AH		Jan 18				Jan 20			
BUS7AJ		Jan 18				Jan 20			
Dissertation									
BUS7AK	Sept 17	Sept 18	Jan 19	Sept 19	Jan 20	Sept 20	Jan 21	Sept 21	

*Schedule updated August 2017

Delivery Schedule - Capital College, Dubai [Level 7 – 60 Credit Top up only]

Semester 2 Full-time

Sem 2 Feb to May	Research Methods and Dissertation
	60 Credits – Core

September Intake Delivery Schedule: MA HRM (60 credit top up)

Semester 1 Full-time

Sem 1 Sep to Jan	Research Methods and Dissertation
	60 Credits – Core

CURRICULUM MATRIX demonstrating how the overall programme outcomes are achieved and where skills are developed and assessed within individual modules.

	Module Title	Knowledge and understanding and intellectual skills															
		Core	A1	A2	A3	A4	A5	A6	A7	A8	A9	B1	B2	B3	B4	B5	B6
Level 7 Certificate	Human Resource management in Context	C	*	*	*							*	*	*			
	Developing Skills for Business Leadership	C	*	*	*	*						*					
	Leading, Managing and Developing People	C	*	*	*	*						*					
	Resourcing and Talent Management	C	*	*	*							*	*	*			
Level 7 Diploma	Module Title	Core	A1	A2	A3	A4	A5	A6	A7	A8	A9	B1	B2	B3	B4	B5	B6
	Managing Employment Relations	C	*	*	*	*	*		*	*		*	*	*		*	
	Reward Management	C	*	*	*		*	*	*			*	*	*		*	
	Learning and Talent Development	C	*	*	*	*	*	*				*				*	
	Investigating a Business Issue	C	*	*	*		*		*			*	*		*	*	
Lev 7 MA	Module Title	Core	A1	A2	A3	A4	A5	A6	A7	A8	A9	B1	B2	B3	B4	B5	B6
	Research Methods and Dissertation	C	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

CURRICULUM MATRIX demonstrating how the overall programme outcomes are achieved and where skills are developed and assessed within individual modules.

	Module Title	Subject skills, and practical, professional and employability skills																			
		Core	C1	C2	C3	C4	C5	C6	C7	C8	C9	D1	D2	D3	D4	D5	D6	D7	D8	D9	D10
Level 7 Certificate	Human Resource management in Context	C	*		*								*	*	*	*					
	Developing Skills for Business Leadership	C	*	*	*						*	*		*	*						
	Leading, Managing and Developing People	C	*	*	*							*		*	*						
	Resourcing and Talent Management	C	*	*	*	*							*	*	*	*					
Level 7 Diploma	Module Title	Core	C1	C2	C3	C4	C5	C6	C7	C8	C9	D1	D2	D3	D4	D5	D6	D7	D8	D9	D10
	Managing Employment Relations	C	*	*	*			*					*	*	*	*	*	*	*		
	Reward Management	C	*	*	*			*		*		*	*		*	*			*		
	Learning and Talent Development	C	*	*	*	*			*			*	*	*	*	*	*	*	*		
	Investigating a Business Issue	C	*	*	*			*	*				*	*		*	*			*	
Level 7 MA	Module Title	Core	C1	C2	C3	C4	C5	C6	C7	C8	C9	D1	D2	D3	D4	D5	D6	D7	D8	D9	D10
	Research Methods and Dissertation	C	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

Learning and teaching strategy used to enable outcomes to be achieved and demonstrated

The intended teaching, learning and assessment strategy presents an andragogical and constructed alignment approach to curriculum design to optimise conditions for quality of learning.

The teaching and learning strategy aims to produce professionals who are not only able to perform effectively in their present roles; but who have developed the skills, insight and confidence to adapt to the main contextual variables that are shaping their organisation.

To achieve this thinking performer approach the learning and teaching strategy is focused on enhancing the students' knowledge of Human Resource Management issues within their own organisational context. The students will also learn how to apply the analytical and evaluative skills, business awareness and interpersonal abilities required to propose strategic and operational responses to organisational challenges and opportunities.

Students are encouraged to take a collaborative approach to learning with peers from a wide range of backgrounds to enable them to benefit from their varied perspectives and contexts that exist. Therefore, teaching and learning involves the examination of knowledge, concepts and issues, and the discussion of current problems and emerging thinking. These activities are intended to challenge students by encouraging them to tolerate the complexity and ambiguity that must exist in real situations.

Problem solving without full information and evaluation can be practised in a safe environment and the skills of planning and implementation can be developed through case studies, presentations, discussions, and other activities. The range of ages, skills, experience and background of students on professional programmes means that the students learn to help themselves and each other, thus enhancing their collaborative and interpersonal skills. Similarly having to voice opinions and develop their arguments in assignments helps to develop their presentational and influencing skills.

Students must be able to direct their own learning and develop their own learning strategies, the requirements for this is introduced at the induction and reinforced in all modules.

Provision for Distance Learning and Blended Learning Students (Wrexham)

Although there are two distinct modes of study, Distance and Blended Learning, the MA HRM programme seeks to provide all students with a comprehensive package of learning resources, which can be accessed flexibly and fit in around the commitments of busy professionals. The learning and teaching strategy on both modes of study are designed as a blended learning programme, combining tutor led interactions with digital learning resources, access to self-study resources and networked and collaborative learning among students as members of a wider community of HR professionals.

Part One will be delivered over 2 years, with the syllabus for each module being delivered over a twelve-week period (Trimester) The syllabus for Part Two will be delivered over two trimesters; Trimester 1 and 2 or Trimester 3 and 1. Both Distance Learning and Blended Learning Students will be provided with the same access to study materials through Glyndŵr University's Virtual Learning Environment, Moodle.

Each module will include:

- **Module Handbook** – The module handbook will provide key information about the module including; module aims, learning outcomes, details regarding the assessment, the module reading list and Tutor contact details.

- **Scheme of Work** – Outlines the study schedule for all students, detailing what learning resources need to be accessed when, and what activities are relevant for each week of the Trimester. The scheme of work also includes dates for Residential Weekends and Assessment hand in dates.
- **Panopto Digital Lectures** – Modules will have pre-recorded Digital lectures consisting of narrated PowerPoint using Panopto, these will be used to transmit knowledge, including threshold concepts and key theories/models. Each lecture will last approximately 20 - 30 minutes in length. In Part One there will generally be one digital lecture per topic. In Part Two there will be Digital Lectures on key themes.
- **Study Guides** – Each Module will include online access to a purpose written Subject Guide in the form of a Moodle Book. Drawing on leading research and practitioner literature, the subject guide covers a range of topics across the module syllabus, presenting a basic introduction to the main syllabus topics in the study of each module. As with any guidebook, the subject guide is designed to help the student navigate around the subject matter. It seeks to outline, explain and clarify the central concerns of the topic. Each Subject Guide includes learning outcomes for the guide, an introduction to the topic, a topic summary and a list of references cited. In addition, activities are provided throughout the study guide to help the student engage and interact with the material being studied. Each Study Guide should take approximately 2 to 2.5 hours to complete. Although the activities are not assessed, it is strongly recommended that students complete these activities as they work through the subject guide.
- **Reading Materials for Tutorials** – Digitalised excerpts from books and journals, which are required reading for tutorials, and the questions which will be explored during tutorials (whether Distance Learning or Blended Learning modes) will be made available on Moodle.

Learning Resources for Distance Learning and Blended Learning Students

Additional learning resources include:

- **Forums:** The forum activity enables students to have asynchronous discussions to explore their interests and experiences, seek support from peers, work collaboratively to solve problems and discuss module content.
- **Virtual Café:** Using a Moodle chat activity enables students to have a text-based, real time synchronous discussions with their tutor at a pre-determined date and time.
- **Signposts to Further Learning Resources** – Links to further study materials from the CIPD and other relevant online resources including videos and podcasts will be provided where they aid understanding of the subject.
- **CIPD Student VLE:** Membership of the CIPD provides students with access to essential HR and development resources and access to the CIPD Student Resource Area via the CIPD website www.cipd.co.uk. Membership fees for the CIPD are not included in the MA HRM programme fees.
- **Recorded Workshops:** For some modules, where appropriate, the sessions from Residential Weekends may be recorded and made available.

Library Resources for Distance Learning and Blended Learning Students

Glyndŵr University offers access to a number of online journals and e-books through its online library.

- **Essential Reading** - for each module, textbooks listed as essential reading will, where possible, be available as an e-book.
- **Supplementary Reading** – Further e-books are available in the subject area. For hard copies of textbooks students can either visit Glyndŵr University or Distance Learning Students can borrow (in person) books from up to three other UK university libraries using SCONUL Access - <http://www.sconul.ac.uk/sconul-access>.

- **Journal Articles** - To help students read extensively, all MA HRM programme students have free access to the Glyndŵr University Online Library where they can have access to articles through various journal article repositories.
- **Further reading** – Please note that as long as students read the essential reading they are then free to read around the subject area using any textbook, paper or online resource. Students will need to support their learning by reading as widely. To help students to read extensively, they will have free access to Moodle and Glyndŵr University’s Online Library. A full reading list is provided for each module in the Module Handbook.
- **Library Access** – The Library and IT Desk are located on the ground floor of the Edward Llwyd Building on the Wrexham Campus, giving students access to books, journals and DVDs as well as PCs, Print Facilities and study spaces with wired/Wifi access. The Library opening times are:

Day	Full Library Services including Book Loan	Library Study Spaces, Book Return Bin
Monday - Thursday	8:45am to 9pm	6:30am – 12:00 Midnight
Friday	8:45am to 6pm	8:45am – 6pm
Saturday	10am to 4pm	8:30am – 12:00 Midnight
Sunday		8:30am – 12:00 Midnight

Offline Learning Support for Distance Learning and Blended Learning Students (Wrexham campus)

The MA HRM programme offers additional offline support including:

- **A Personal Tutor** – Students will be allocated a personal tutor to provide academic development and pastoral care, enhancing students' academic and personal development and ensuring students make the most of their time at university. Students can schedule time with their personal tutor for one-to-one discussions, which can be conducted face to face, via telephone, email or Moodle Chat.
- **Workplace Mentoring Scheme** – The purpose of the Workplace Mentoring Scheme is to assist students in building a mutually supportive relationship, with the objective of developing their professional competence through mentoring help provided by more experienced HR practitioners. All students will be required to nominate a mentor to support their study. Students will be required to meet their mentor a minimum of five times each academic year. The mentoring relationship will be supported by an agreed learning contract between Mentor, Personal Tutor and Student and Records of Mentor and Student meetings.
- **Finding a Mentor** - The mentor will usually be a senior HR practitioner within their workplace. Where a student is unable to secure a workplace mentor, the personal tutor will work alongside the student to find a suitable HR professional to mentor them from the MA HRM programme’s HR peer network.
- **Mentor Preparation** - Mentors are in a key position to shape the learning experience of the students that they encounter. Mentors will be invited to attend a pre-course Mentor Preparation Webinar, which will cover the expectations of the mentor/student relationship and outlining the role and responsibilities of the Mentor, Student and MA HRM Programme Team. To undertake Mentor preparation the mentor will require access to a computer and the internet.
- **Engaging with the Workplace** – In many cases managers and colleagues are unaware of students’ experience at university and don’t know how best to help students. The workplace mentoring scheme will provide:
 - An identifiable and consistent source of emotional and practical support for the student, in the form of his/her manager, an experienced colleague or an experienced HR professional;
 - A regularity to, and framework for, discussions regarding students’ development and experience on the MA HRM programme;

- The opportunity for students to discuss their learning with someone who knows about practising HR in the context of an organisation's culture, function, structure, politics, challenges and issues;
 - More effective transfer of learning from University to workplace and a forum for identifying learning opportunities within the workplace
 - An aid to student reflection to allow greater insights into HR in practice, their studies and themselves;
 - Awareness within the department/ organisation of the student's developing skills and knowledge to allow maximum utilisation of those within the workplace;
 - Awareness within the department/ organisation of the demands of the programme.
- **Residential Weekends** - Over the course of the three-year MA Human Resource Management programme, five residential weekends are offered, one per trimester in Part One and one in the first Trimester (Trimester 1 or Trimester 3) for Part Two. Each residential weekend runs from Friday afternoon, which includes a two-hour Welcome Seminar with a Key Note Speaker and finishes with a closing Key Note Seminar at 4pm on the Sunday. The Residential weekend is designed to bring all MA Human Resource Management students together for meals and after-dinner drinks to increase the opportunity for networking and collaboration. The learning and teaching strategy for the weekend is based on themed tutorials for each of the modules being taught in that trimester. Some module assessments will take place during the weekend. A choice of academic skills workshops and experiential workshops offering people management skills development will also be offered. The focus of the weekend is on added value skills development, experiential learning to apply the theory they have learnt during their studies into real world practice and where appropriate visiting speakers to share experience of HR practice. The Residential weekend is a compulsory part of the MA Human Resource Management Programme, all costs except for travel costs associated with the weekend are incorporated into the programme fees.
 - **CIPD Annual Conference** - Glyndŵr University will organise a field trip for all students who wish to attend the CIPD Annual Conference during November of each year. The conference provides thought-provoking insights from industry experts and tried-and-tested solutions from organisations across all sectors and runs alongside the UK's leading HR exhibition where students can meet leading suppliers, explore new ideas, connect with like-minded professionals and support their professional development. The cost of the conference is not included in the MA HRM Programme fees.
 - **HR Events** – The MA HRM programme provides a series of topical HR seminars delivered by expert speakers from the world of Human Resource Management and Business. These seminars will be scheduled for the evening and will be hosted at Glyndŵr University Wrexham Campus. Where permission is given, these events will be recorded and made available on Moodle.

Divergence of Learning and Teaching Strategy for different Modes of Study

In addition to the learning and teaching strategy outlined above, tutorials form a significant part of student study on the MA HRM Programme. However, it is in the delivery of tutorials where the learning and teaching strategy for the MA HRM Programme diverges for the two modes of study.

Those students studying via the Distance Learning mode will conduct their Tutorials online on a weekly basis. Due to the asynchronous nature of the online tutorials, the Module Tutor will moderate the online tutorial and will provide guidance where students need it, including answering any direct questions posted by students.

Students studying via the Blended Learning mode will have tutorial discussions facilitated by the tutor on a face-to-face basis conducted on site at the Glyndŵr University Wrexham Campus on a monthly basis (three per Trimester). Each monthly tutorial will be scheduled to run from 9am to 5pm and will cover the two modules being studied that trimester, and several topics from each module.

In total the Blended Learning Students will be expected to attend 6 days of tutorials each year for Part One and 4 half-day tutorials for Part Two.

Distance Learning Students Only

- **Online Tutorials** – Weekly asynchronous online tutorials will be conducted by providing students with materials to read before joining a weekly forum. The forum will be tutor monitored. Distance learning students will be required to contribute in a variety of ways. Each week one student will be asked to provide an overview of the topic to begin the forum discussion and another student will be asked to provide a summary at the end of the week to end the forum discussion. All students will be given the opportunity to start and finish an online discussion at least once per module, and as such the maximum size of any distance learning tutorial group in Part One will be twelve students and in Part Two, ten Students. The tutor will regularly monitor the forum to keep the discussion on track.

Each tutorial topic will be 'active' for a week, and students will therefore have some flexibility as to when they choose to study and contribute to discussions within that period. All students on the Distance Learning programme are required to participate actively – regularly and frequently – in online tutorials. They are expected to contribute several times to each topic while that topic is active. Though quantity of contributions is important, quality is even more so. Student contributions need not be long but they should add value and be relevant to the topic under discussion.

- **Participation Requirements** - There is a Glyndŵr University requirement that students attend regularly. For the Distance Learning students, this is interpreted as contributing to all online Tutorial topics at least two or three times to each one, and students must attend all five residential weekend workshops over the three-year programme.
- **Absence from online Tutorials or Residential Weekends** - If students are unable to attend, they should contact their Module Tutor in the first instance. Except where extenuating circumstances have been submitted, any students who do not attend the residential weekends or contribute to online tutorials at least two or three times per topic will be regarded as not having met the attendance requirement.
- **Extenuating Circumstances** – Where students have missed a residential weekend due to extenuating circumstances tutorials and workshop sessions will be recorded and links to the recorded sessions will be provided to students to watch online. In addition, one-to-one tutorial support will be given to enable the student to cover the material they have missed. In the case of missed assessments, the team will recreate scenarios for practical assessments by special arrangement, and any examination resits would be scheduled to take place in the scheduled University examination periods. If students have missed a significant amount of teaching and learning the student may need to defer the module or suspend their studies.

Blended Learning Students Only

- **Classroom Tutorials** – Monthly classroom tutorials will be conducted at Glyndŵr University's Wrexham Campus and students will be provided with materials to read (via Moodle) before joining the Tutorial. The tutorial will be facilitated by the Module Tutor and students will be required to participate actively to the tutorial discussion. Each monthly tutorial will cover several topics. The day will be split between the two modules, which are being taught within the Trimester in which the classroom tutorial is being run.
- **Participation Requirements** - There is a Glyndŵr University requirement that students attend regularly. For the Blended Learning students, this is interpreted as attending all scheduled classroom tutorials and attending all five residential weekend workshops over the three-year programme.
- **Absence from Classroom Tutorials or Residential Weekends** - If students are unable to attend, they should contact their Module Tutor in the first instance. Except where extenuating circumstances have been submitted, any students who do not attend the residential weekends or attend classroom tutorials will be regarded as not having met the attendance requirement.

- **Extenuating Circumstances** – Where students have missed a residential weekend due to extenuating circumstances tutorials and workshop sessions will be recorded and links to the recorded sessions will be provided to students to watch online. In addition, one-to-one tutorial support will be given to enable the student to cover the material they have missed. In the case of missed assessments, the team will recreate scenarios in a later tutorial session for practical assessments, and any examination resits would be scheduled to take place in the scheduled University examination periods. If students have missed a significant amount of teaching and learning the student may need to defer the module or suspend their studies

Teaching Hours – Blended Learning and Distance Learning Students

Both Distance Learning and Blended Learning modes allow students the flexibility of studying without having to take weekly classes on-site. Students are able to incorporate their studies alongside other personal or professional commitments. Self-directed study is an essential component of Postgraduate, Distance learning and Blended Learning programmes and independent study hours constitute more than two-thirds of the student's study requirements. Students on both modes of study are expected to commit approximately 20 - 25 hours per week (split between two modules) to their studies. Scheduled Learning and Teaching Hours per Module on Part One includes:

- Panopto Lectures – 4 hours
- Subject Guides – 16 hours
- Tutorials – 9 hours
- Residential Weekends – 12 hours
- Mentoring Scheme – 5 hours

Indicative Residential Weekend Timetable (Wrexham)

Timetable Residential Weekend Trimester 1 - Year 1 & 2

TIME ⊕	FRIDAY	SATURDAY		SUNDAY	
9:00 – 13:00		Year 1 HRM in Context	Year 2 Reward Management	Year 1 Leading, Managing and Developing People	Year 2 Managing Employee Relations
13:00 – 14:00		LUNCH			
14:00		Year 1 HRM in Context	Year 2 Reward Management	Year 1 Leading, Managing and Developing People	Year 2 Managing Employee Relations
15:00					
16:00	Arrival & Check In				
17:00		FINISH			
18:00	Welcome and Introduction				
19:00		Change & Personal Time			
20:00	DINNER				

Welsh Medium Provision

Students have the right to submit assessed work in Welsh. Students wishing to submit in Welsh need to advise the Programme Leader by October and January for Trimester 1 and 2 respectively in order for necessary arrangement to be made.

Assessment strategy used to enable outcomes to be achieved and demonstrated

Methods for assessment have been determined by the nature of each module and the assessment patterns and indicative assessment tasks are detailed in the module specifications.

The assessment of modules is predominantly a mixture of coursework and unseen assessments 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 15 credit modules have a mixture of one or two assessments, which are to be submitted at the end of the Trimester in which the module is taught.

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

The Research Methods and Dissertation module enables students to study and research into a specific topic in depth, and also develops further the capabilities for self-managed learning and critical thinking achieved in Year One and Year Two of the programme. The assessment of the Investigating a Business Issue module will prepare students in critical areas like research methods and an examination of specific analytic tools. The report can contribute to and form the basis of a more extensive investigation in the subsequent Conference Paper.

Professional Body Requirement for Unseen Assessment

The CIPD requires that two core modules, HRM in Context, and Leading, Managing and Developing People are unseen assessments. Each module will include a one-hour unseen written examination.

	Assessment type and weighting	Assessment loading
BUS7AA HRM in Context	Project 60% Develop a Business Case Written Exam 40%	2,000 words 1 Hour
BUS7AC Developing Skills for Business Leadership	Case Study 25% examining financial information Practical 50% A number of assessment tasks to demonstrate essential people management skills	1,500 Words Leadership Assessment Centre during Residential Weekend

	Portfolio – Continuous Professional Development 25% Develop a portfolio outlining the knowledge, skills and abilities developed over the course of the module	1,500 Words	
BUS7AD Leading, Managing and Developing People	Project – 60% Review and critically evaluate the aims, objectives and practices of the HRM and HRD Function Written Exam – 40%	2,000 Words 1 Hour	
BUS7AE Resourcing and Talent Management	Report 100% Report based on a topic Resourcing and Talent Management issue based on an organisation the student knows	3,500 words	
BUS7AF Managing Employment Relations	Simulation 60% Report 40% Role play an Employee Relations scenario and write a reflection on what you have learnt. Report based on a topical Employment Relations issue based on an organisation you know.	1,500 words 2,000 words	
BUS7AG Reward Management	Case Study 100% Critically evaluate a Reward based issue or opportunity in an organisation you know.	3,500 words	
BUS7AH Learning and Talent Development	Project 50% Practical 50% Training needs analysis, Design, Deliver and Evaluate a Micro training session.	2,000 words 20 minutes and 500 words	
BUS7AJ Investigating a Business Issue	Report 100% Management research report	7,000 words	
BUS7AM Research Methods and Dissertation	Research Proposal/Dissertation	18,000 words	

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

Submission of Assessments

Turnitin will be used for online submission of assessments by both Distance Learning and Blended Learning Students. This avoids the requirement for students to present their submission in person during the Student and Programmes Centre opening times. Students will be able to perform Oral Assessments, Simulations and Practical assessments during the residential weekends.

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 Student and Programmes Centre.

Assessment regulations that apply to the programme

Taught Masters Degrees regulations apply to this programme.

A derogation from academic regulations is in place for all Part One modules that require students to achieve a 40% pass mark in all elements of assessment, therefore no condonement is permitted.

All modules except for Investigating a Business Issue are eligible for trailing.

Programme Management

The Programme Team

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

The Programme Team will consist of a Programme Leader, Module Leaders, Module Tutors and Student Representatives.

Programme Leader – Karen Hynes

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 Business School Management Team and the CIPD.

The programme leader is a key role in Glyndŵr University, leading their colleagues and students in the development and 'delivery' of a programme and taking overall responsibility for its organisation and management to:

- Minimise the obstacles to student learning and provide a good learning environment for both its students and teachers.
- Manage modifications to the programme throughout the period of its internal and CIPD centre validation.
- Manage day to day programme issues and resolve any problems that might damage the experience or achievement of students.
- Strengthen feedback systems and working with students as partners.

- Recognise programme performance indicators related to student satisfaction, recruitment, progression and achievement.
- Undertake close liaison and coordination with admissions, tutors, module leaders, the Head of School, the Student and Programmes Centre and other departments within the University.
- Deliver high quality module design, delivery and assessment in line with contemporary knowledge, research and pedagogy to inform curriculum.

These various activities will assist the Programme Leader in ensuring that the Programme operates to the Quality Assurance standards required by the Business School and Glyndŵr University, leading their colleagues and students in the development and 'delivery' of a programme. The Programme Leader will work closely with the Programme Team in order to clearly define the responsibilities, management and reporting tasks relating to programme delivery.

Module Leaders

Module leaders are responsible for the day-to-day administration and academic content of modules. They have the responsibility of setting and marking assessment for the modules. Each module is assigned a Module Leader who is responsible for the planning and delivering of the learning programme. The Module Leader provides students with a Module Handbook, which details the module specification, a scheme of work, guided reading and the relevant assignments to complete the module. The Module Leader is responsible for returning marked assignments with appropriate feedback within three weeks of the submission date. Module Leaders may also be Module Tutors.

Module Tutors

Module Tutors are responsible for the design and delivery of module content. Module Tutors may be Glyndŵr University academic staff or sessional lecturers chosen for their expertise in a particular topic area.

The Module Tutors are responsible for writing and recording of Panopto Digital Lectures, writing and design of Subject Guides, design and facilitation/monitoring of tutorials and provision of signposts to further learning resources. The Module Tutor is responsible for all content that is uploaded onto Moodle. The Module Tutor will also provide feedback to students posting on Forums and Virtual Café's and be available for face-to-face, telephone, or email interactions with students regarding the content of the module.

Student Representatives

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 Leaders will meet the Student Representatives at intervals during the academic year in order to discuss any course related issues.

Research and Scholarship Activity underpinning the programme

The Business School and the MA HRM Programme team recognises that research has a number of dimensions and that each of these dimensions has a part to play, in varying degrees, in the delivery of different aspects of the programme's overall aim. These dimensions can be categorised as follows:

- Research and scholarship to underpin the delivery of programme curriculum – The Programme Leaders and Module Leaders have all published research in peer-reviewed journals, and are actively pursuing research interests in a variety of areas. Examples of Journals and Publishers where programme team work has been published include:

- Sage Publications
- Oxford University Press
- Routledge, Taylor and Francis Group
- Palgrave Macmillan
- Springer Verlag
- Cambridge Scholars Publishing
- International Journal of Entrepreneurial Behaviour and Research
- Grounded Theory Review: An International Journal
- Journal of Marketing Management
- International Journal of Development and Learning in Organizations
- Knowledge transfer and best practice– involving the provision of research and consultancy services, applied research and also research-led learning opportunities; such as Knowledge Transfer Partnership (KTP) and Strategic Insight Programme (SIP) facilitating interaction between Glyndŵr University and public, private and voluntary sector organisations.

The MA HRM programme aims to position itself to ensure that it is underpinned by research, current practice and active scholarship. Members of staff are encouraged to develop their scholarly research as appropriate, in accordance with the Business School and Glyndŵr University guidelines. Research in the business school is predominately focused on applied research. Module Tutors are professionally qualified and maintain currency through their professional practice in HR and Business areas, which includes consultancy, knowledge transfer partnerships and training. All members of staff are current members of the CIPD and/or other professional bodies, all of which include a requirement for professional CPD 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 practice and helps ensure currency and awareness in the field/topics they are delivering.

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

It is further recognised that practical work with public, commercial and corporate bodies, such as consultancy 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.

Quality management

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

Annual Monitoring Report

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, review and evaluate the MA HRM programme. 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 be considered by the programme team and any issues raised are often included in the AMR. A response to the External Examiner's Report forms part of the AMR.

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

Staff Student Consultative Committees

At the beginning of each academic year Student Representatives will be elected by the students on the MA HRM programme, for each of the years of the part-time programme. The Student representatives attend a Staff Student Consultative Committee meeting, which involves members of the Business School teaching team, postgraduate student support and when available, Student Guild representatives. The Staff Student Consultative Committee convene once a trimester, and will adopt a web conferencing platform to enable Distance Learning Students to take part. These arrangements work well with current provision and minutes from the SSCC and actions taken by staff in response to issues raised are posted on Moodle.

Student Feedback – Student Evaluation of Module

All modules contained within the programme are subject to a Student Evaluation of Module (SEM) analysis, which will be conducted as an online questionnaire via Moodle. In addition, students from all years will be asked to complete a Student Perception of Programme (SPOP) at the end of the academic year. The students' views will be included in programme team discussions, and discussed at annual monitoring, helping to inform future changes in the development of the MA HRM Programme.

Peer Observation

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

Particular support for learning

It is acknowledged that for many students starting the MA HRM programme interaction using an online platform may be alien. To help aid students at the beginning of the programme, a Welcome Pack will be sent with their acceptance letter to support the student through enrolment and accessing Moodle for the first time.

The Welcome Pack will include:

- Acceptance Letter
- Welcome Letter from Programme Leader
- Essential Dates for students' Calendar (Enrolment, Scheme of Work, Residential Weekend, Assessments)
- Key Contacts List (Programme Team, IT, Moodle support etc.)
- *How to* Guide to Enrolment
- *How to* Guide to Accessing Moodle (Including IT requirements)
- Student Responsibility and Expectations

Following enrolment, an extensive induction support is provided to achieve student familiarisation of the MA HRM programme and signpost support provided by the University. In addition, a detailed breakdown is provided that incorporates expected student attendance, a scheme of work and coverage of administrative issues to explain assessment hand-in procedures and other course requirements.

All MA HRM programme students have direct access to Module Leaders, Module Tutors and to the Programme Leader.

Academic support is given through the teaching/learning mechanisms in the first instance. Students may make an appointment (virtually or face-to-face) to speak to their Module Tutor for additional guidance. All tutors are encouraged to have office hours/Virtual Cafés for student enquiries, and given the part time nature of the cohorts, to communicate via email or Moodle Forum as necessary. If the problem or issue cannot be resolved by the Module Tutor then the student has access to the Module Leader, the Programme Leader and so on.

Other mechanisms include programme team meetings, student evaluation of module feedback, ad hoc student liaison meetings, annual monitoring report, etc. All students are provided with an electronic copy of the Student Programme Handbook, which will be available on Moodle, which gives detailed information on support mechanisms and other information about the programme. The students are also informed about such mechanisms during induction.

Study skills sessions are included in the Developing Skills for Business Leaders module. Additional support for students entering a master's programme from non-traditional backgrounds will be able to access the usual Glyndŵr University wide support for Academic Study Skills 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 Part One of the programme.

The CPD process is embedded within the Developing Skills for Business Leadership module. 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.

Learning resources

Learning Resources, Library Resources and Offline Learning support are an integral part of the MA HRM programme and have been outlined in detail in the teaching and learning strategy section above.

All MA Human Resource Management students will have access to library facilities in respect of; book loans; e-books access; inter-library loans, electronic journal databases; Glyndŵr University software programmes; Moodle; email; and for students visiting campus a study place; access to computer work stations for the internet; printing and photocopying; etc. Once enrolled, these facilities are available to students in the university library.

Support and Guidance

The Business School 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. The specific needs of these students in relation to balancing study/work/life will be recognised in the approach used to support them and within the teaching and learning approaches deployed.

In summary Support for Learning includes:

- Personal Tutor
- Programme Handbook and Module Specification
- Induction and orientation programme including Welcome Pack
- Student Services
- Access to student counsellors
- Learning Resources and Workplace Mentor Programme
- Personal and professional development sessions during the Residential Weekends

- Student e-mail and internet access
- Virtual learning Environment on Moodle and CIPD Student Resources
- Visiting speakers & HR Events
- Links with CIPD include Mid and North Wales Branch, Regional HR Directors Forum

Equality and Diversity

Glyndŵr University is committed to providing access to all students and promotes equal opportunities in compliance with the Equality Act 2010 legislation. This programme complies fully with the University's policy on Equality and Diversity, ensuring that everyone who has the potential to achieve in higher education is given the chance to do so, irrespective of age, gender, disability, sexuality, race or social background.

The MA HRM programme is open to all suitably qualified applicants. There is no discrimination on any grounds other than academic or experiential qualifications.

The MA Human Resource Management 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 Business School also has its own Disability Coordinator to offer advice and complement the University's provision.

The programme is specifically designed to (1) allow the graduating student to begin a career in the field of human resource management or (2) for a student already in an early stage career position in human resource management to develop their knowledge to progress their career further or (3) for the more experienced HR practitioner to further advance their career and enable them to apply to the CIPD for Chartered Member status.