Queen Mary
University of London

Programme Specification (PG)

Awarding body / institution:	Queen Mary University of London
Teaching institution:	Queen Mary University of London
Name of final award and programme title:	Master of Science in International Human Resource Management
Name of interim award(s):	n/a
Duration of study / period of registration:	24 Months (Part-time)
QMUL programme code(s):	N1P5
QAA Benchmark Group:	N100 Business and Management
FHEQ Level of Award:	Level 7
Programme accredited by:	Chartered Institute of Personnel and Development [CIPD]
Date Programme Specification approved:	
Responsible School / Institute:	School of Business & Management

Schools / Institutes which will also be involved in teaching part of the programme:

Collaborative institution(s) / organisation(s) involved in delivering the programme:

n/a

Programme outline

This specialist research-led postgraduate programme integrates both sociological and psychological elements to provide insight into the key theories, policies and practices of Human Resource Management. The programme adopts an international focus to reflect the diversity of our postgraduate student recruitment base and the global nature of contemporary HRM challenges. The programme reflects research interests of the academics in the Centre for Research in Equality and Diversity who provide the majority of the teaching for the programme. The programme contains a balance of theoretical and practical modules to meet the QAA benchmark for Type 1 (specialist) master's degrees. This programme is CIPD accredited.

Aims of the programme

By the end of the programme, students should have acquired:
- knowledge of key theories, approaches and issues in the field of international HRM and related areas (e.g. employment relations, reward management, leadership and change management, managing oneself and others at work, diversity management)

Queen Mary
University of London

- the ability to critically appraise cutting-edge research and complex/ contradictory evidence in various areas of international human resource management
- the ability to draw on relevant theories and frameworks to provide evidenced-based analyses and solutions related to HRM processes in areas such as change, people management, diversity and employment relations, considering the changing external context in which organizations operate
- transferable cognitive skills in relation to the analysis, synthesis and evaluation of HRM issues
- methodological skills required to investigate HRM processes
- a range of personal skills including essential to HRM practitioners including self-awareness, the ability to build positive working relationships and work effectively in teams, influencing and persuasion skills, presentation skills, argumentation, evaluation, problem solving, autonomy in planning and management of learning
- employability skills either related to their first degree discipline or in a human resource management role in national and international contexts

What will you be expected to achieve?

The School promotes active learning within a context of clear learning objectives. Students are encouraged to take responsibility for their own learning. Most modules have a weekly course element and in some this will require collaborative group work. We expect informal work groups to emerge particularly in the more numerically based subjects. Clear guidance on basic and supplementary reading is given.

Academic Content:	
A 1	International Human Resource Management and Employment Relations in the wider context of business and management.
A 2	Primary research and policy on International Human Resource Management and Employment Relations.
A 3	The knowledge and interpersonal skills required by human resource professionals working in diverse environments.

Disciplinary Skills - able to:	
B 1	Apply theoretical and conceptual models of International Human Resource Management, Employment Relations and Organizational Behaviour/psychology to the practical tasks that are required of Human Resource professionals.
B 2	Design, conduct and communicate a dissertation project in the field of International Human Resource Management driven by individual research objectives.
B 3	Critically analyze academic research methodologies used to examine International Human Resource Management and related disciplinary areas.

Attributes:	
C 1	Understand and interrogate international statistical data on employment and unemployment.

C 2	Develop the ability to apply knowledge and understanding to complex issues, both systematically and creatively
C 3	Develop self awareness and interpersonal skills to work individually and in teams to assess problems encountered in the management of human resources and formulate solutions.

How will you learn?

Teaching is by research-oriented staff (complemented where appropriate by visiting lecturers with professional expertise), who will combine professional knowledge of their subject with a critical attitude to its delivery. Students therefore work in a challenging, supportive environment.
Teaching:
Each module has an outline description, giving the aims, expected learning outcomes, assessment methods, outline syllabus and indication of primary reading. This information is available online on the School's Postgraduate webpage.
Students typically have 3 contact hours per week in each module. Within these three hours, each module has its own pattern of lectures, seminars/classes and other activities. Lectures emphasise dissemination of information, explaining the key ideas and determining the sequence and pace of learning. Seminars/classes make for a more active learning experience by facilitating student interaction in discussion, exercises, problem sets, case studies and presentations (as appropriate).

How will you be assessed?

Modules are typically assessed by a combination of coursework (usually 20-40% of the total mark) and final (two hour) examinations; however there is considerable variation across modules, and some are wholly examined by coursework. Clear guidance on coursework requirements is given emphasizing approaches to coursework of various types and the avoidance of plagiarism. Formative developmental feedback is also provided throughout the terms. Standard College procedures are followed in the setting and marking of examinations and in the determination of overall results.

How is the programme structured?

Please specify the structure of the programme diets for all variants of the programme (e.g. full-time, part-time - if applicable). The description should be sufficiently detailed to fully define the structure of the diet.

Induction:
In the week before Semester A teaching begins, the Director of Postgraduate Taught Programmes and the Programme Director and lead a two day induction session for the cohort entering that year. This provides details of the core and elective modules in each Programme; the documentation students must complete; exams; coursework and assessment; the Student Handbook; the Dissertation (structure; organisation; research and plagiarism); Security and Safety; Library Resources; IT Resources; SSLC; Careers Advice; Help with English; and Campus Tours.

Teaching:
Each module has a module outline providing the aims, expected learning outcomes, assessment methods, outline syllabus and indication of primary reading. This information is available online on the Postgraduate webpages of the respective Schools. Students typically have 3 contact hours per week in each module. Within these three hours, each module has its own pattern of lectures, seminars/classes and other activities. Lectures emphasise dissemination of information, explaining the key ideas and determining the sequence and pace of learning. Seminars/classes make for a more active learning experience by facilitating student interaction in discussion, exercises, problem sets, case studies and presentations (as appropriate).

BUSM178: Elective non-credit bearing module which runs in both Semesters (A and B) - students can choose to take this module in either semester.

Part time students will take the same programme content and the full time programme, but split over two years as follows:

Programme Title: MSc International Human Resource Management

Year 1
Semester 1
2 x 15 credit compulsory modules
BUSM110 Human Resource Management
BUSM182 Managing Yourself and Building Positive Relationships at Work

Semester 2
2 x 15 credit compulsory modules
BUSM049 International Reward Management
BUSM016 Comparative Employment Relations

Year 2
Semester 1
2 x 15 credit compulsory modules
BUSM108 Leading Organizational Change
BUSM017 Managing Diversity

Semester 2
1 x 15 credit compulsory module
BUSM144 Research Methods for International Human Resource Management
1 x 15 credit elective module

Plus 60 credit core module – BUSM102 Dissertation

Academic Year of Study   PT - Year 1

Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester
Human Resource Management	BUSM110	15	7	Compulsory	1	Semester 1
Managing Yourself and Building Positive Relationships at Work	BUSM182	15	7	Compulsory	1	Semester 1
International Reward Management	BUSM049	15	7	Compulsory	1	Semester 2
Comparative Employment Relations	BUSM016	15	7	Compulsory	1	Semester 2
CIPD Continued Professional Development and academic skills workshops for MSc International Human Resource Management	BUSM156	0	7	Study only	1	Semesters 1 & 2
Graduate Professional and Academic Skills	BUSM178	15	7	Elective	1	Semesters 1 & 2

Queen Mary
University of London

Programme Title: MSc International Human Resource Management

Academic Year of Study   PT - Year 2

Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester
Dissertation for International HRM	BUSM102	60	7	Core	2	Semester 3
Managing Diversity	BUSM017	15	7	Compulsory	2	Semester 1
Leading Organizational Change	BUSM108	15	7	Compulsory	2	Semester 1
Research Methods for International Human Resource Management	BUSM144	15	7	Compulsory	2	Semester 2
Evidence-Based HRM	BUSM136	15	7	Elective	2	Semester 2
Corporate Governance	BUSM060	15	7	Elective	2	Semester 2
HRM in the Public Services	BUSM077	15	7	Elective	2	Semester 2
CIPD Continued Professional Development and academic skills workshops for MSc International Human Resource Management	BUSM156	0	7	Study only	2	Semesters 1 & 2
Graduate Professional and Academic Skills	BUSM178	15	7	Elective	2	Semesters 1 & 2

What are the entry requirements?

A good upper second class (2:1) honours degree or equivalent in any subject
IELTS 7.0 (writing 6.0) or equivalent

How will the quality of the programme be managed and enhanced? How do we listen to and act on your feedback?

There are both formal and informal channels of feedback within the School.
Each PGT programme has a dedicated Programme Director who also acts in most instances as the Academic Advisor for students in that programme. Students are introduced to their Programme Director during the induction week and are encouraged to approach them for academic advice or to discuss issues and/or concerns during their time of study.
Students may also speak with or write to the Director of Postgraduate Taught Programmes about their issues and concerns or to provide feedback.
The Staff-Student Liaison Committee (SSLC) provides a formal means of communication and discussion between schools/ institutes and its students. The Committee consists of student representatives from each programme in the School together with appropriate representation from staff within the school. It is designed to respond to the needs of students, as well as act as a forum for discussing programme and module developments. The School's Staff-Student Liaison Committee meets formally once each semester. The minutes of the meetings are published to the School and the action points for these are noted and

responded to accordingly.

Feedback from SSLC meetings, module evaluations and the PTES results are also considered by the School's Teaching and Learning Committee which has oversight on matters relating to the delivery and quality of taught programmes at School level. The School operates a structure to address complaints raised by students and students can directly approach the Head of School if they deem every other channel as not having served their purpose. This information is available to students via the Student handbook, the Virtual Learning Environment and the School's website.

All schools/institutes operate an Annual Programme Review (APR) of their taught undergraduate and postgraduate provision. APR is a continuous process of reflection and action planning which is owned by those responsible for programme delivery; the main document of reference for this process is the Taught Programmes Action Plan (TPAP) which is the summary of the school/institute's work throughout the year to monitor academic standards and to improve the student experience. Students' views are considered in this process through analysis of the PTES and module evaluations.

What academic support is available?

The School of Business and Management aims to provide a high quality teaching and learning environment. Teaching will be by research-oriented staff complemented where appropriate by Teaching Fellows, who will combine specialist knowledge of their subject with a critical attitude to its delivery. Students will, accordingly, be working in a challenging, supportive environment

The induction week prior to the start of Semester A provides introductory talks on all of the services and support mechanisms available within the School and College.

Students on this programme will be supported by the individual staff members running modules on this program in terms of immediate advice on a specific module: course content, assignments and exam structure. Students are also assigned an academic advisor whom they are encouraged to consult for academic related support and a dedicated supervisor for their core dissertation module. Beyond this, the administrative staff also provide support services for non-academic matters.

The School uses various channels of communication to provide updates on teaching timetables, module information, events and support services (e.g. Plasma Screens, notice boards, Virtual Learning Environment).

Programme-specific rules and facts

In addition to the compulsory and elective modules students must attend additional (CPD) workshops (as specified) for BUSM126. These workshops will be compulsory but non-credit bearing.

Eligibility for CIPD Accreditation

To meet the requirements for CIPD Accreditation, students must pass all eight taught modules and the dissertation project. In the event that one or more of these modules is failed the student will still be eligible for a non-accredited award in accordance with the Academic Regulations.

Specific support for disabled students

Queen Mary has a central Disability and Dyslexia Service (DDS) that offers support for all students with disabilities, specific learning difficulties and mental health issues. The DDS supports all Queen Mary students: full-time, part-time, undergraduate, postgraduate, UK and international at all campuses and all sites.

Students can access advice, guidance and support in the following areas:

• Finding out if you have a specific learning difficulty like dyslexia
• Applying for funding through the Disabled Students' Allowance (DSA)
• Arranging DSA assessments of need
• Special arrangements in examinations and guidance for examiners
• Accessing loaned equipment (e.g. digital recorders)
• Specialist one-to-one study skills tuition
• Ensuring access to course materials in alternative formats (e.g. Braille)
• Providing educational support workers (e.g. note-takers, readers, library assistants)
• Access to specialist mentoring support for students with mental health issues and Autistic Spectrum Disorders.

Links with employers, placement opportunities and transferable skills

The School works closely with the Careers Service to locate possible work placements/ internships and to prepare students for the recruitment process (e.g assistance in creating effective CVs to reach potential employers, interview skills). This MSc programme in particular seeks to enhance employability by providing several practical workshops throughout the year, delivered

by experienced HR professionals.

More broadly, the qualities and skills a graduate from this programme might be expected to have include a range of cognitive and intellectual skills together with techniques specific to business and management, and relevant personal and interpersonal skills. These include:
- The ability to think critically and creatively: 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
- The ability to conduct research into business and management issues either individually or as a part of a team through research design, data collection, analysis, synthesis and reporting
- 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
- Ability to recognize and address ethical dilemmas and corporate social responsibility issues related to HRM decisions, applying ethical and organisational values to situations and choices.

Programme Specification Approval

Person completing Programme Specification:

Dr Elena Doldor

Person responsible for management of programme:

Dr Elena Doldor

Date Programme Specification produced / amended by School / Institute Learning and Teaching Committee:

12 Dec 2018

Date Programme Specification approved by Taught Programmes Board:

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