

Programme Specification Pro-forma (PSP)

1. GENERAL INFORMATION

1.	Programme Title:	MSc/PgD Human Resource Management
2.	Final Award:	MSc Human Resource Management
3.	Exit Awards:	PgD Human Resource Management PgC Human Resource Management
4.	Awarding Body:	Glasgow Caledonian University
5.	Approval Date:	1995
6.	School:	Glasgow School <i>for</i> Business & Society
7.	Host Department:	Department of Business Management
8.	UCAS Code:	
9.	PSB Involvement:	Chartered Institute of Personnel and Development (CIPD); US Society for Human Resource Management (SHRM)
10.	Place of Delivery:	Glasgow Caledonian University
11.	Subject Benchmark Statement:	QAA Subject Benchmark Statement: Master's Degrees in Business and Management
12.	Dates of PSP Preparation/Revision:	19 th February 2016

2. EDUCATIONAL AIMS OF THE PROGRAMME

The over-arching aim of the MSc Human Resource Management programme is to provide a robustly academic and functionally relevant framework which delivers educational awards in HRM in an efficacious way. The key purpose is:

‘to support students’ career preparedness and/ or career development for strategic and/or operational roles, where a key responsibility lies in managing, supporting and developing an organisation’s human resources, in home/ EU, international and/ or culturally diverse settings’.

Broad in scope, the MSc Human Resource Management encompasses high quality learning experiences to develop knowledge, skills and professionalism in managers who will specialise in HR as a whole, or in particular aspects of it, and line managers who work with, and/or are responsible for, employees.

The MSc Human Resource Management aims are:

- to develop critical analysis of current thinking and leading practices in Human Resource Management (HRM) and Human Resource Development (HRD) in work environments and spaces that often extend beyond national boundaries and involve different cultural groups;
- to provide students with a theoretical and applied grounding in contemporary HRM and HRD models and activities, in a range of contexts;
- to build awareness and critical appreciation of the impact of globalisation and internationalisation on organisational environments;
- to develop conceptual evaluation of HRM and HRD strategies, policies and practices in

a variety of contexts and provide appropriate solutions to problems;

- to stimulate originality in the application of HRM and HRD knowledge in a variety of contexts/ situations that are uncertain, ambiguous or risky;
- to develop an understanding of the value and design of research and enquiry;
- to promote a deep, independent level of learning and high degree of professionalism in inter-acting with and managing an organisation's human resources in a variety of settings;
- to inculcate professional and transferable skills related to HRM and HRD at conceptual and practicable levels;
- to develop a core set of people management skills/ techniques;
- to foster independence and self-direction, together with creative thinking, decision-making and problem-solving ability, in the field of HRM and HRD;
- to develop qualities and skills in reflective learning;
- to generate and develop leadership potential;
- to encourage positive and confident responses to the management of change and to provide the opportunity for students to develop and apply further critical, analytical and investigative skills at a strategic level (through a Masters HRM Research Project); and
- to develop heightened insights into key elements of employment law in order to support organisational interpretation of aspects of international /EU/ and UK law and apply it to key employment issues.

3. INTENDED LEARNING OUTCOMES

The learning outcomes frame the suite objectives from the student point of view and span four categories as below. The learning outcomes derive in a linear way from the above noted aims and programme module descriptors. (A full set of module descriptors can be found in Appendix 2 of the Suite Approval Document, April 2016). This is not to prioritise the intended learning outcomes, but to cluster them according to core academic classifications. Additional outcomes specific to MSc Human Resource Management and its constituent modules are also articulated. Overall, the MSc HRM programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills, qualities and other attributes in the following areas in adherence to the QAA Subject Benchmark Statement: Master's Degrees in Business and Management and CIPD priorities.

3A Knowledge and Understanding:

- A1 theoretical and applied grounding in contemporary Human Resource Management (HRM) and Human Resource Development (HRD) models and activities, in a range of contexts
- A2 awareness of the impact of globalisation, internationalisation on organisational environments
- A3 independent level of learning in interacting with, and managing, human resources in a variety of settings
- A4 critical understanding of the behaviour of individuals, groups and organisations
- A5 critical awareness of the contribution effective human resource management makes to sustainable organisational performance
- A6 awareness of multi-level and stakeholder perspectives on key HRM and HRD issues
- A7 advanced knowledge and critical understanding of the value and design of research and enquiry
- A9 heightened insights into key elements of employment law and their application to key employment issues

3B Intellectual Skills:

- B1 critical analysis of current thinking and leading practices in HRM and HRD in work environments and spaces that often extend beyond national boundaries and involve different cultural groups

- B2 critical appreciation of the impact of globalisation and internationalisation on organisational environments
- B3 conceptual evaluation of HRM and HRD strategies, policies and practices in a variety of contexts
- B4 apply critical evaluation and synthesis to issues in HRM and HRD
- B5 critically review, synthesise and extend, knowledge and thinking in HRM and HRD
- B6 critical analysis of the implications likely to arise from the application of HRM and HRD strategies in diverse and international contexts; focussed on the implications likely to arise from the application

3C Professional/ Practical Skills:

- C1 high levels of ethical behaviour and professionalism in interacting with and managing an organisation's human resources in a variety of settings
- C2 originality in the application of HRM and HRD knowledge in various contexts that are uncertain, ambiguous or risky
- C3 inculcate sensitivity to diversity in people, and different situations
- C4 interpret financial and statistical data
- C5 utilise labour market information
- C6 conduct a SWOT and a Long PESTLE analysis
- C7 develop people management skills
- C8 development of leadership potential
- C9 growing independence and self-direction, together with creative thinking, problem-solving and decision-making abilities, in the fields of HRM and HRD
- C10 change management skills
- C11 further critical, analytical and investigative project skills at a strategic level
- C13 develop interviewing skills
- C14 develop performance management skills
- C15 develop coaching /training skills
- C17 enabled by self-awareness and a widening frame of reference, demonstrate acuity in developing and articulating insights into complex and diverse contexts
- C18 demonstrates critical insights to enable the evaluation inherent in the implementation of HR strategies in large, transnational and multi-national organisations
- C19 demonstrates professional and ethical competencies for the common good

3D Transferable/Key Skills:

- D1 self-confidence
- D2 self-discipline
- D3 self-reliance
- D4 awareness of strengths and weaknesses
- D5 creativity
- D6 independence
- D7 knowledge of international affairs
- D8 desire to go on learning
- D9 ability to reflect
- D10 reliability
- D11 integrity
- D12 honesty
- D13 regard for others
- D14 ability to prioritise tasks
- D15 time management
- D16 interpersonal skills
- D17 presentational skills
- D18 ability to work in teams and leadership skills
- D19 commercial awareness
- D20 flexibility

Strategy for Learning

The learning and teaching strategies adopted by the MSc HRM Suite of Programmes are guided by GCU's Strategy for Learning 2015-20 (SfL), aimed at creating successful graduates who are global citizens and able to contribute economically and socially to the communities they serve.

The programme is delivered in two modes: fulltime and part-time. The fulltime mode is delivered from Monday to Friday with care taken to provide students with at least one day free from timetabled activities. In addition, Wednesday afternoons are also normally free from timetabled activities to enable students to engage in other university related activities. However, given constraints related to room availability, Skills Assessments are normally conducted on Wednesday afternoons. The part-time mode is delivered on an afternoon – evening basis. Year 1 classes are delivered on a Monday, whilst Year 2 classes are delivered on a Tuesday.

Teaching and Learning Strategy

All modules are delivered over 12 weeks. In line with the university's vision, 'University for the Common Good', and commitment to Principles of Responsible Management Education (PRME), and HR professional body priorities (CIPD and SHRM) lecture content explores contemporary HRM and HRD theories and models within the context of business ethics, corporate social responsibility and responsible leadership. Both local and international platforms are explored and students develop critical appreciation of such context for professional practice. Students may find the classroom focus on concepts, theories and the dynamics of reflection novel but also somewhat challenging. Lectures are used as a key means of introducing new themes and techniques, but the programme teaching teams will also make full use of other methods to bring to the foreground the abstract nature of the seemingly concrete world of everyday management. The use of practitioner guest lecturers helps highlight the relevance of lectures to professional practice.

Group activities and collaborative learning will help capture enthusiasm and convey the practical worth of formal management theories. Active or experiential learning connects theory with practice, and the world of the University with the 'real world' of work and management. By tapping into emotions and values, as well as cognitive interests, such activities engage the whole being and provide students with concrete learning experiences on which they can build theoretical interpretations. The programme will include small group discussions and projects, presentations and debates, peer critiques, case studies, and activities that encourage small groups of students to form informal learning communities where they can discuss and analyse topics in a supportive environment. Teaching teams will explore diverse means of stimulating interest, set aside time for the assimilation of complex ideas, confront misconceptions in a facilitative manner, and help students to draw on research-supported theories to reinterpret prior experiences. Throughout the programme, students are exposed not only to lecture input but also group working, case study analysis, use of podcasts, practical exercises and skills development sessions. This includes three formally assessed assessments on interviewing skills, performance management skills, and coaching/training skills. Technology-facilitated learning will also be adopted, as relevant, through the advanced use of GCULearn and social media tools such as twitter to facilitate student engagement with, and ownership of, their learning journey. Further, the opportunity for the HR Work Experience Placement incorporated into their journey will help enhance deep learning on the programme.

Assessment Strategy

The assessment strategy is designed to encourage student learning, validate their learning achievement, and discriminate between differing performance levels. On the MSc HRM Programme, both formative and summative assessments feature in modules; whilst all summative assessments are formally assessed, not all formative assessments are assessed. Non-assessed formative assessments (e.g. Research Design & Critical Inquiry) are invaluable; tutor and peer feedback and ensuing discussions help to inform the development of the final summative assessment for all students. Highly regarded by GCU and the CIPD, the key aim of formative assessments is to provide timely, high quality, constructive feedback to students to reinforce student engagement in the learning process and embed learning and understanding for feedforward.

The assessments on the MSc HRM Suite of programmes collectively meet the principles of GCU's SfL and CIPD Assessment Guidance. This is achieved through varied assessment types including Skills Assessments, Reflective Reports, Essays, Reports, Class Tests, Written Exam, Individual and Group Presentations, Peer Reviewed Draft Assignment, Research Proposal, and an empirical Research Based Project/Report. Assessments require critical review of the relevant theories with attention to implications for practice. Care is taken to ensure that assessments are appropriately timed and evenly spread.

All written assessments are required to be submitted via Turnitin to ensure originality of the work submitted. Turnitin is also set up to enable students to submit draft work in the lead up to the final submission, which provides a valuable learning opportunity for students to enhance their citation and referencing style and protect themselves against the risk of plagiarism. Clear guidance on plagiarism is included in all module handbooks and students are required to complete and submit an 'Avoiding Academic Irregularity Checklist' along with each assessment.

The marking of all assessment material conforms to the university assessment regulations. The criteria for marking for each assessment grade are included in module handbooks, which are provided to students in the first week of classes. All formal written assessments are marked and a sample is double marked internally to ensure consistency of internal marking; all borderline and fails are also double marked. From this, a sample is selected for review and moderation by the MSc HRM Suite's External Examiners to ensure parity of rigour with other UK institutions offering similar programmes.

Feedback Strategy

Module teaching teams ensure that specific student feedback is available on all forms of assessed work, group or individual, within appropriate timescales (and GCU guidelines) – normally 3 working weeks for assessments. Formal feedback on written assessments is normally provided via GradeMark. However a range of feedback mechanisms are adopted on the programme including:

Interactive Feedback: to enable students to seek clarification and encourage peer discussion, which facilitates deeper reflection, learning and feed forward (e.g. through classroom discussions/ exercises)

Diagnostic Feedback: to raise student awareness of self and sensitivity to others, challenge students to challenge themselves, clarify expectations and misconceptions, and to motivate students (e.g. through the use of Personal Development Diagnostic Tools in the Professional and Personal Competence Development For HR Managers; Peer review

in Managing Employment Relationships, and student marking examples of previous assessments in Research Design & Critical Inquiry and Organisational Change and Responsible Leadership)

Peer Feedback: to enable students to see themselves and their output using the lens of others in a supportive environment to encourage reflection, learning and peer group support (e.g. feedback given in dedicated skills development sessions);

Generic Assessment Feedback: students will receive generic feedback on module assessments either verbally in class or via GradeMark.

Students also have the opportunity for further verbal feedback on module assessments if required, which is provided on an individual basis by module tutors.

Assessed Skills Development

Whilst skills are developed through various structured exercises in class and in formal assessments, assessed skill sessions form a prime focus for the development of key behavioural and professional People Management, HRM and HRD skills. Programme and module tutors contribute to these events; making a valuable and highly regarded contribution to the learning process.

Four key areas of professional development reflecting core activities of the contemporary HRM and HRD practitioner/ People Managers are formally assessed on the programme and embedded within module assessment strategies:

- Organisational Diversity and Cross Cultural Competency Development (in Managing Workforce and Workplace Diversity)
- Management of a Performance Hearing/Under-Performance Issue (in Performance Management)
- Design and Conduct of a Workshop on a specific HRD topic **or** Design and Facilitation of a Coaching Session (in HRD Strategies in Practice)
- Selection Interviewing (in Resourcing and Talent Management)

Skills assessments are generally scheduled out with normal class time, ensuring adequate time for preparation, practice, assessment and reflection facilitated by tutors. Skills events are timetabled during the week in the same way as any other learning event and are held on GCU campus, normally the CEE Centre, which provides flexible accommodation, break out spaces and a central meeting area is generally used.

Skills are formally assessed in modules in line with module learning objectives, which emphasise the importance of skills development to students and provide focal points on their programme. In each case students are provided in advance with a set of assessment criteria against which they are judged. Whilst the overall outcome recorded is 'competent' or 'not yet competent' (pass/fail), the assessment feedback provided to students is a detailed commentary on their strengths and weaknesses in the various aspects of the activity concerned. The use of a straight-forward competent/ not yet competent system of marking ensures that students focus on the learning and development occurring within the activity rather than on specific marks gained. The assessment of key skills on each module makes these skills significant aspects of the programme; students take these assessments seriously and invest a good deal of time and effort in preparation, displaying very effective performance.

Non-Assessed Skills Development

On other modules, students will work in groups and participate in specific skills development exercises, taking roles as participants and/ or observers. A number of identified skills will be staff and peer assessed. Despite not being formally assessed as pass/ fail, these skills sessions will form a vital element of student learning and professional development. Exercises will build student confidence and inculcate effective interpersonal and feedback skills that are central to their current and future roles as HR professionals or line managers. Such classroom activities include:

- Team working skills developed through experiential learning and feedback at the Development Centre Workshop linked to the Professional and Personal Competence Development module
- Team working and leadership (assessed team based assessments such as in the Organisational Change & Responsible Leadership module)
- Ability to prioritise and time management (in all modules)
- Independence and confidence (in all modules)

HR Work Experience Placement

The HR Work Experience Placement is fundamental for embedding learning on the programme and advancing skills relevant for professional HR practice including professionalism, confidence, assertiveness, negotiation, and sensitivity to others through the exposure of fulltime students to HR professional practice within a real world setting. Whilst unassessed, it also provides a context for the conduct of the primary research required for the capstone HRM Research Project. Students are directed to secure their own HR Work Experience Placement however support is provided by the programme team for those unable to secure a suitable organisation (including European and International students). The HR Work Experience Placement consists of an initial 8 – 10 day induction at the organisation (January for September start students and May for January start students) followed by an additional negotiated minimum of 10 days, arranged between the student and the organisation. The initial induction period takes place outwith teaching trimesters, whilst the negotiated days are attended during the subsequent trimester. The flexibility afforded by the negotiated additional days provides optimal benefits for both students and the organisations and further encourages students to take ownership of their HR Work Experience Placement whilst promoting autonomous, responsible and personalised learning. The time required by the HR Work Experience Placement does not exceed 50% of the programme. MSc HRM Part-Time students who are already in fulltime employment are not required to undertake the HR Work Experience Placement; the empirical research for the HRM Project is contextualised within their own organisation.

Employability, Career Development and the Motivation to Continue to Learn

Employability and Career Development are emphasised at the very start of the programme at Induction and is underpinned by the programme curriculum and activities. The programme provides opportunities for students to enhance employability and career development through the advancement of relevant subject-specific knowledge and skills through its modules and related assessments. In addition an annual Career Development & Employability Event is held for students completing their programmes of study, which provides a pertinent culmination of such preparation of students on the programme. The aim is to enable students to plan and prepare for their future, post- graduation. The workshop covers key topics ranging from,

searching and applying for jobs, employers' expectations and priorities, CV preparation, the benefits of CIPD accreditation and relevant tips for securing interviews and jobs. It enables student to consider their priorities and develop a plan for securing a first HR appointment or for career advancement. The event is coordinated by programme staff with guest speakers from the CIPD, an HR Recruitment Agency, recent graduates from the FT programmes who have secured a HR position, and PT graduands who have since advanced their careers, and the GSBS Careers Business Partner. Further, the dual programme accreditation by the CIPD and recognition of curriculum alignment by the SHRM, enhances student employability and career development both in the UK and internationally.

Reflective learning for continuous personal and professional development remains a key feature of the MSc HRM programme. The programme begins with the Professional and Personal Competence Development For HR Managers module, which is one of the first modules attempted on the programme focused on reflective learning for reflective professional practice and continuous development. Such competencies are further refined over the programme which culminates in the assessed reflection on the entire programme including the HR Work Experience Placement and priorities for future development, in the capstone HRM Research Project.

In sum the programme has a well-developed range of approaches for facilitating employability, career development and a desire for continuous learning. These have been recognised assets of the programme for some years, and are key features in GCU's reputation as an excellent provider of HRM programmes.

Student Support

The level and nature of student support is a recognised strength of the programme and a factor in students selecting GCU for their studies. It is an essential element of effective learning and teaching as it contributes to a constructive, facilitative and non-threatening learning experience. (Also see IPASS detail below).

The full time student groups have a dedicated Programme Leader, ensuring a high level of support; continuity of service is available to students. The IPASS co-ordinator (see below) also offers support as required. In addition, students are allocated a HRM Research Project Supervisor who provides them with individual support and guidance.

Student Induction and Transition

The programme places a strong emphasis on actively supporting students throughout their programme. This support is continuous and focuses on four key stages in order to ease student transition into university life: induction week activities; a Development Centre Workshop, additional activities at appropriate points; and continued student support through academic advising and Personal Development Planning and finally directing graduates to ongoing CPD and upgrading their professional membership of the CIPD.

A comprehensive week- long induction programme for full-time students is provided for all new entrants in the week prior to commencement of teaching. The induction week programme is organised by the full complement of Programme Leaders attached to the HRM Suite, in conjunction with colleagues from across the School and University.

The Integrated Pastoral and Academic Support System (IPASS), has been designed and

developed by a member of the HRM Group drawing from research evidence on the support required by postgraduate students. It aims to orient students to various elements/requirements of University life, such as the academic norms of referencing, the avoidance of plagiarism and use of Turnitin. Sessions introduce students to key learning activities such as developing information retrieval and evaluation skills, academic writing skills and the enhancement of critical and reflective thinking throughout the programme. Further, these sessions contain core messages which include an expectations exchange and the setting of ground rules and recognition of issues related to UK-based Masters-level study. Additional sessions are arranged to meet the needs of particular cohorts of students e.g. sessions have been included to address Refworks, verbal presentations and working in the UK. These sessions are undertaken by the HRM IPASS tutor and by specialist staff from appropriate GCU/ GSBS support functions such as the Learning Development Centre, the Library and the Careers Service. IPASS helps build student engagement and confidence which enhances the quality of their learning experience and journey.

4. PROGRAMME STRUCTURES AND REQUIREMENTS, LEVELS, MODULES, CREDITS AND AWARDS

Postgraduate Certificate in Human Resource Management

This exit award will recognise students' learning from the programme should they require to exit the programme without sufficient PG Diploma or MSc credits gained. Students will be able to take the credits and match them into the CIPD's knowledge bank. Students will have completed 60 credits from **any** of the modules below.

SHEM Level			
Module Code	Module Title		Credit
MMN624105	Professional and Personal Competence Development For HR Managers		15
MMN624079	HRD Strategies in Practice		15
MMN624099	HRM in International Contexts		15
MMN624104	Resourcing and Talent Management		15
MMN624011	Performance Management		15
MMM224063	Employment Law For HR Practitioners		15
MMN624102	Managing Employment Relationships		15
MMN624062	Organisational Change & Responsible Leadership		15
MMN624076	Research Design and Critical Inquiry		15

Exit Award – PgC Human Resource Management (Without CIPD Accreditation) **60**

NOTE: Please refer to pages 14 and 15 for further details on awards.

Postgraduate Diploma in Human Resource Management:

The full-time Pg Diploma will normally be completed in three trimesters (Trimester A, B and C) for September intakes, and in four trimesters (Trimester B, C, A and B) for January intakes. The Pg Diploma in Human Resource Management provides the full knowledge bank for the CIPD Advanced Level Diploma. To achieve this, students will complete 6 taught modules of 15 credits each and the research focused Business Investigation Report (30 credits). Modules denoted by an asterisk (*) are core CIPD mapped modules for the Pg Diploma in Human Resource Management, and are essential for CIPD accreditation.

SHEM Level			
Module Code	Module Title		Credit
MMN624105	Professional and Personal Competence Development For HR Managers *		15
MMN624079	HRD Strategies in Practice *		15
MMN624099	HRM in International Contexts *		15
MMN624104	Resourcing and Talent Management *		15
MMN624011	Performance Management		15
MMN624102	Managing Employment Relationships		15
MMN624098	Business Investigation Report		30

Exit Award – PgD Human Resource Management (with CIPD accreditation) **120**

NOTE: Please refer to pages 14 and 15 for further details on awards.

MSc in Human Resource Management:

The full-time MSc Human Resource Management will normally be completed in three trimesters for September intakes, and four trimesters for January intakes, providing the full knowledge bank for CIPD accreditation. To achieve this, students will complete 9 taught modules of 15 credits each and the HRM Research Project (45 credits). Modules denoted by an asterisk (*) are core CIPD mapped modules for the MSc Human Resource Management Programme, and are essential for CIPD accreditation.

SHEM Level

Module Code	Module Title	Credit
MMN624105	Professional and Personal Competence Development For HR Managers *	15
MMN624079	HRD Strategies in Practice *	15
MMN624099	HRM in International Contexts *	15
MMN624104	Resourcing and Talent Management *	15
MMN624011	Performance Management	15
MMN224063	Employment Law For HR Practitioners	15
MMN624102	Managing Employment Relationships	15
MMN624062	Organisational Change & Responsible Leadership	15
MMN624076	Research Design and Critical Inquiry	15
MMN624078	Human Resource Management Research Project	45

Exit Award – MSc Human Resource Management (with CIPD accreditation) 180

NOTE: Please refer to pages 14 and 15 for further details on awards.

5. SUPPORT FOR STUDENTS AND THEIR LEARNING

- Student Induction and Transition programmes
- Development Centre Workshop (A day dedicated to team based experiential learning with tutor feedback)
- Student Programme handbook
- Module handbooks and module descriptors
- Glasgow Caledonian Library with access to other local and national library resources
- Learning Development Centre Services – study skills and support groups/ tutorials
- IPASS Transition and Study skills support packages
- An Academic Adviser to assist with academic/personal issues
- Academic supervisors to provide guidance for the Business Investigation Report or the HRM Research Project
- Access to a Project Co-ordinator responsible for allocating supervisors to students, providing overall guidance and handbooks
- Student e-mail
- Open access to IT facilities
- Access to staff including the Programme Leader
- Access to Student Services which provides assistance and guidance
- Access to the Positive Living Team and Disability Service
- Access to International Student Advisors
- Programme of Seminars and Master classes offering networking opportunities
- Visiting lecturer/ Industry expert presentations

- Computer Assisted Learning facilities
- Industry links
- CIPD professional body contacts and local branch meetings
- Student representatives on the Suite/ Programme Board
- Student Staff Consultative Group
- Student representation on Senate and its Standing Committees
- Web-based Learning including GCULearn (VLE) such as advanced posting of lectures, reading and assignment materials
- Access to on-line discussion groups and other forms of e-communication
- Glasgow Caledonian University's Student Association
- Glasgow Caledonian University's Alumni Association

6. CRITERIA FOR ADMISSION

Candidates must be able to satisfy the general admissions requirements of Glasgow Caledonian University

Programme Admission Requirements:

The typical entry requirement is a people or business centred UK Honours Degree (2.2) or equivalent. Degrees may be in, for example, psychology, sociology, education, any business subject or general business degree. Some applicants may instead (or in addition) have a postgraduate diploma or certificate in these areas or an MBA.

Furthermore, to ensure full-time students achieve an optimal experience from their planned (intensive) HR Work Experience Placement; evidence of language proficiency is required namely through achievement of an IELTS score of 6.5 (no element less than 6.0). Alternatively, applicants who have completed an INTO Graduate Diploma in Business (e.g. GCU/INTO's Graduate Diploma in English with Business) or comparable programme in similar institutions (e.g. Kaplan) will also be considered. Every applicant will be required to submit two satisfactory references: preferably one academic and one employment.

Consideration is also be given to individuals with other UK Honours Degrees (e.g. Science or Engineering) where they present a clear rationale for a change in career direction and have appropriate work experience – candidates are expected to elaborate on this rationale in the personal statement of their application form. In addition, applicants with a relevant HND (or UK equivalent) in a people or business-centred area plus relevant work experience may also be considered. The overriding concern is the Admissions Team's/ Programme Leader's assessment of the applicant's ability to undertake the Programme successfully.

Flexible Entry - Credit Transfer and RPL:

Following both CIPD and University policies on wider access, candidates who do not meet standard entry requirements are also be considered. Non-standard applicants who do not meet any of the above criteria or who have lower levels of qualifications such as the CIPD Foundation Level Qualifications will be considered, but are required to demonstrate relevant HR work experience. Generally this experience should demonstrate the applicant's work experience in an HR/ People Management role over a period of 2-3 years. Candidates seeking non-standard entry will normally be interviewed by the Programme Leader or their nominee.

Entry with Advanced Standing:

Candidates who already hold a Postgraduate Diploma in Human Resource Management may join the programme to advance to MSc, via a HRM Research Project with a taught module.

7. METHODS FOR EVALUATING AND IMPROVING THE QUALITY AND STANDARDS OF TEACHING AND LEARNING

Mechanisms for review and evaluation of teaching, learning, assessment, the curriculum and outcome standards:

- Annual Programme Monitoring Process
- Annual Module Monitoring Process
- Module Feedback Questionnaire
- External Examiners' Reports (CIPD approved)
- CIPD accredited External Examiner
- Annual monitoring (CIPD Professional Body)
- Programme Assessment Moderation Procedures
- Subject level Module Evaluation and Enhancement Groups (MEEG)
- Assessment Boards
- University and GSBS Procedures for LTAS
- Staff Development Events/Away Days
- Close links with organisations (from public, private and voluntary sectors)
- Links with industry for feedback on changing needs and curriculum developments etc.
- Programme/ Suite Board Meetings and Reports
- Programme approval/review (Internal and Professional)

Committees with responsibility for monitoring and evaluating quality and standards:

- Student-Staff Consultative Group (SSCG)
- Programme Board (PB)
- School Board
- School Academic Development Committee (ADC)
- Assessment Board (AB)
- University Learning and Teaching Sub-Committee (LTSC)
- University Academic Policy Committee (APC)
- University Senate
- Glasgow School for Business & Society Board (or nominated sub-committee)
- Glasgow School for Business & Society Board Learning, Teaching and Quality Committee
- Department of Business Management Advisory Group (DAG)
- Department of Business Management Learning, Teaching & Quality Sub-Committee

Mechanisms for gaining student feedback on the quality of teaching and their learning experience:

- Student-Staff Consultative Group (SSCG)
- Student representation on Programme Board (PB)
- Student representation on School Board
- Module Feedback Questionnaire
- GCULearn
- Open access to members of Programme Team e.g. Module Leaders, Programme Leader, Academic Advisor, Year Tutor
- Annual Programme Analysis (MSc HRM Suite of Programmes)

Staff development priorities include:

- PhD Completions
- Conference and seminar attendance and presentations
- Journal publications
- Research Excellence Framework (REF) submission
- Postgraduate Certificate in Learning and Teaching
- Continuous Professional Development (CPD)

- Performance and Development Annual Review (PDAR)
- Peer support for teaching
- Mentoring scheme for new teaching staff
- Membership of Higher Education Academy (HEA)
- Membership of and involvement with Professional Bodies
- Research Allowance for staff in GSBS
- GSBS Staff Development Workshops

8. ASSESSMENT REGULATIONS

The key assessment provisions defined by Glasgow Caledonian University Assessment Regulations are summarised below, but a full set of regulations for Taught Postgraduate Programmes can be found at:

<http://www.gcu.ac.uk/media/gcalwebv2/theuniversity/gaq/gaqfiles/assessmentregulations/University%20Assessment%20Regulations%202017-18%20Taught%20Postgraduate.pdf>

- **Module Pass Mark**

The overall pass mark for all modules on the MSc HRM programme is 50%. In addition, for modules assessed through a combination of coursework and examination components, the attainment of a minimum mark 45% in each of the coursework and examination components is also required. If the coursework component is formed from two or more coursework elements, the coursework component mark used is the aggregated mark of the constituent elements.

- **Number of Attempts**

Each assessment mechanism for all modules will cater for a first and a second diet. A student who fails at the second diet (attempt) will be deemed to have failed the module and exhausted all legitimate attempts in the module.

- **Assessment Non-Submission**

The non-submission of assessment without good cause and prior agreement of the module leader will normally result in a mark of zero being awarded (and treated as an attempt).

- **Assessment Deadline Extension**

Extensions to coursework submission deadlines may only be granted by the module leader and in consultation with the Programme Leader for extensions in excess of 5 working days. Extensions will normally require documentary evidence in support of the application. Such an application must be made prior to the stipulated deadline. Applications received after the stipulated deadline will only be considered in extenuating circumstances, subject to the discretion of the module leader. No extensions may be granted that extend beyond the date students are due to receive feedback on their assessment. Late submissions that are beyond this date will be dealt with under the Consideration of Mitigating Circumstances.

- **Compensation**

The Assessment Board may allow the overall performance of a student to compensate for failure in only one M level module (maximum of 15 credits) on the programme. Automatic compensation will apply when a student obtains an overall module mark of between 45% and 49%, and has achieved an overall aggregate mark across all modules of at least 55%. Additionally, for modules assessed through a combination of coursework and examination components, each component contributing to the overall

mark must have achieved a mark of at least 40%. Compensation may be applied at the Postgraduate Diploma exit award point.

Failure on the following modules cannot be compensated:

- HRM Research Project (45 Credits)
- Business Investigation Report (30 Credits)

The above noted regulations along with the following approved exception apply to this programme:

- **Compensation:**

A student who has been compensated based on GCU Assessment Regulations for a single failed module, is required to attempt and pass an alternative assessment for the compensated module to meet CIPD requirements for CIPD Accreditation. Only upon successful completion of the alternative assessment, will the student be eligible for professional membership with the CIPD.

- **Regulations for Award with Merit or Distinction**

When exiting the programme, a student who has shown special performance in assessments at the first diet for all modules, may be granted the award of either 'with Merit' or 'with Distinction'.

The criteria for the award of 'with Merit' or 'with Distinction' are as follows:

Merit:

An award with merit requires an overall credit-weighted average within the range 65% to 69% of the modules used in the calculation, with all modules passed at the first attempt.

Distinction:

An award with merit requires an overall credit-weighted average of the modules used in the calculation equal to 70% or greater, with all modules passed at the first attempt and no mark below 55%. In addition, where the award has a project/dissertation module, the mark for that module is no less than 70%.

Awards

The HRM programme is delivered in three stages:

Exit Award: Postgraduate Certificate (Named, without CIPD Accreditation)

To qualify for the PgC named exit award, a student must complete sufficient MSc HRM programme modules *excluding* the HRM Research Project [45 credits] and Business Investigation Report [30 Credits], to achieve 60 credit points at SHEM. This exit award does not carry CIPD Accreditation.

Exit Award: Postgraduate Diploma (Named, with CIPD Accreditation)

To qualify for the PgD named exit award with CIPD Accreditation, a student must complete sufficient MSc HRM programme modules, *including* either the 'Business Investigation Report' or the 'HRM Research Project' to achieve 120 credit points at SHEM. In addition, a student must also pass the following four core CIPD mapped modules: 'HRD Strategies in Practice', 'Professional and Personal Competence Development For HR Managers', 'HRM in International Context' and 'Resourcing and Talent Management'.

Exit Award: Postgraduate Diploma (Named, without CIPD Accreditation)

To qualify for the PgD named exit award but without CIPD Accreditation, a student must complete

sufficient MSc HRM programme modules, *including* the 'HRM Research Project', to achieve 120 credit points at SHEM.

Exit Award: University Postgraduate Certificate (Without CIPD Accreditation)

In exceptional cases, to qualify for the University's PgC exit award, a student must complete sufficient MSc HRM programme modules to achieve 60 credit points at SHEM. These credit points may include either the HRM Research Project [45 credits] or the Business Investigation Report [30 Credits].

Exit Award: University Postgraduate Diploma (Without CIPD Accreditation)

To qualify for the University's PgD exit award, a student must complete sufficient MSc HRM programme modules to achieve 120 credit points at SHEM. These credit points may include either the HRM Research Project [45 credits] or the Business Investigation Report [30 Credits].

Final Award: Masters

The final award will be conferred on students who have successfully completed the entire programme of study attracting 180 credits at SHEM.

9. INDICATORS OF QUALITY AND STANDARDS

- Details of approval, review and development events organised by the School/University
- Subject Group & MEEG statements on modules
- External Examiners' Reports
- PSB accreditation visits and reports
- Enhancement Led Internal Subject Review (ELISR)
- Student progression rates
- Annual module review report of modules to the Programme Board for sharing of good practice and proposed modules enhancements
- Annual Programme Analysis
- The outcome of any Cognate Area Reviews organised by the School and /or University
- The outcome of any QAA HE subject review
- Application rates
- Applications through 'word of mouth' recommendations
- Annual student programme questionnaire and formal/informal module evaluation discussions

10. INFORMATION ABOUT THE PROGRAMME

Key information about the programme can be found in:

- Approved Programme Document
- Programme Handbook
- Student Handbook
- University Website <http://www.gcu.ac.uk>
- School Website
- GCULearn
- My Caledonian
- University Prospectus

- University Module Catalogue
- Glasgow School for Business & Society Publications
- GCULearn Managed Learning Environment

This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning assessment methods of each module can be found in the University Module catalogue which can be accessed from the University website. The accuracy of the information in this document is reviewed by the University and may be checked by the Quality Assurance Agency for Higher Education.

A curriculum map is attached showing how the outcomes are being developed and assessed within the programme. This relates the modules from Section 4 to the outcomes in Section 3.

DATE: **April 2016**

Curriculum Map for MSc Human Resource Management

The curriculum map links the modules (Section 4) to the Outcomes listed in Section 3

This map provides both a design aid to help academic staff identify where the programme outcomes are being developed and assessed within the course. It also provides a checklist for quality assurance purposes and could be used in approval, accreditation and external examining processes. This also helps students monitor their own learning, and their personal and professional development as the course progresses. The map shows only the main measurable learning outcomes which are assessed. There are additional learning outcomes (e.g. attitudes and behaviour) detailed in the module specifications which are developed but do not lend themselves to direct measurement

Modules

Programme outcomes

Modules			Programme outcomes																									
	Code	Title	A1	A2	A3	A4	A5	A6	A7	A8	A9	B1	B2	B3	B4	B5	B6	C1	C2	C3	C4	C5	C6	C7	C8	C9	C10	
ALL LEVEL M	MMN624078	HUMAN RESOURCE MANAGEMENT RESEARCH PROJECT	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X				X		
	MMN624102	MANAGING EMPLOYMENT RELATIONSHIPS	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X			X		X		X	X
	MMN624062	ORGANISATIONAL CHAGE AND RESPONSIBLE LEADERSHIP	X	X	X	X	X	X		X		X	X	X		X	X	X	X	X	X			X	X	X	X	X
	MMN624011	PERFORMANCE MANAGEMENT	X	X	X	X	X	X		X		X	X	X	X	X	X	X	X		X				X		X	
	MMN624105	PROFESSIONAL AND PERSONAL COMPETENCE DEVELOPMENT FOR HR MANAGERS	X		X	X					X					X			X	X	X				X	X	X	X
	MMN624076	RESEARCH DESIGN AND CRITICAL INQUIRY	X							X						X	X	X	X		X	X	X				X	
	MMN624104	RESOURCING AND TALENT MANAGEMENT	X	X	X	X	X	X		X		X	X	X	X	X	X	X	X	X	X		X		X		X	
	MMN624098	BUSINESS INVESTIGATION REPORT	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X				X	
	MMN624079	HRD STRATEGIES IN PRACTICE	X	X	X	X	X	X	X			X	X	X	X	X	X	X	X	X	X				X	X	X	
	MMN 624069	HRM IN INTERNATIONAL CONTEXTS	X	X	X	X		X				X	X	X	X	X	X	X	X	X		X	X	X			X	X
	MMN 24063	EMPLOYMENT LAW FOR HR PRACTITIONERS	X					X		X	X	X			X	X			X	X	X						X	

Modules

Programme outcomes

Modules		Programme outcomes																													
Code	Title	C 11	C 12	C 13	C 14	C 15	C 16	C 17	C 18	C 19	D 1	D 2	D 3	D 4	D 5	D 6	D 7	D 8	D 9	D 10	D 11	D 12	D 13	D 14	D 15	D 16	D 17	D 18	D 19	D 20	
ALL LEVEL M	MMN624078	HUMAN RESOURCE MANAGEMENT RESEARCH PROJECT	X	X				X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X			X	X	
	MMN624102	MANAGING EMPLOYMENT RELATIONSHIPS		X				X	X	X			X		X	X				X	X	X	X			X			X		
	MMN624062	ORGANISATIONAL CHANGE AND RESPONSIBLE LEADERSHIP	X	X				X	X	X	X	X	X		X	X	X			X	X	X	X	X	X	X	X		X	X	X
	MMN624011	PERFORMANCE MANAGEMENT			X	X			X	X	X	X	X	X						X	X	X	X	X		X	X		X	X	
	MMN624105	PROFESSIONAL AND PERSONAL COMPETENCE DEVELOPMENT FOR HR MANAGERS		X					X		X	X	X	X		X			X	X	X	X	X	X			X		X	X	X
	MMN624076	RESEARCH DESIGN AND CRITICAL INQUIRY	X		X				X	X	X	X	X	X	X	X	X			X	X	X	X	X	X	X	X			X	
	MMN624104	RESOURCING AND TALENT MANAGEMENT		X	X				X	X	X	X	X	X	X	X		X			X	X	X	X		X	X		X	X	
MMN624098	BUSINESS INVESTIGATION REPORT	X	X					X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X			X	
MMN624079	HRD STRATEGIES IN PRACTICE					X				X	X	X	X	X	X	X			X	X	X	X	X	X	X	X	X	X	X	X	
MMN624099	HRM IN INTERNATIONAL CONTEXTS	X	X					X	X	X	X	X	X		X					X	X	X	X	X	X	X	X	X	X	X	
MMN24063	EMPLOYMENT LAW FOR HR PRACTITIONERS						X	X	X	X	X	X	X			X				X	X	X	X	X	X	X	X	X	X	X	

