UNIVERSITY OF
AIMS
AMBITIONS
ACHIEVEMENTS
WESTMINSTER⌗

PROGRAMME SPECIFICATION

2.1 Course Record Information	
Name and level of final & intermediate Awards	*MA in Human Resource Management*
Awarding Body	University of Westminster
Location of Delivery	Marylebone campus
Mode of Study	Full Time (September and January starts) Part Time (September and January starts)
UW Course Code	PWBSHRM
JACS Code	N600
QAA Subject Benchmarking Group	PG Business and Management
Professional Body Accreditation	Chartered Institute of Personnel and Development
Date of initial course approval/last review	1998/2002/2008/2010/2014
Date of Programme Specification	2014

2.2 Admissions Requirements

Standard Qualifications for Admission to the Course

- A UK Honours degree 2.2 or above (or overseas equivalent)

or

- A degree supplemented by a qualification or by qualifications from a course of study which includes a substantial business or management studies component. Examples would include a Management Diploma, HNC or HND.

Accreditation of Prior Learning (APL)

The University operates a system of awarding credit for accredited prior learning, which may contribute up to a maximum of 50% of the credits required for an award. All awards for APL must comply with Chartered Institute of Personnel and Development (CIPD) regulations. If students think their prior accredited learning (e.g. other study they may have undertaken may qualify them for accreditation and thereby exemption from one or more modules, they are advised to contact the CIPD's Membership and Education Department before applying for APL through the University. The student will be required to submit specific evidence (i.e. a letter of accreditation from the CIPD) that will be considered by the Course Leaders or their nominees. All APL applications must be considered by the University's APL Board. Any credit awarded for prior certified or experiential learning will be notified to the Conferment Board. Until a student who has applied for APL has been formally advised of the outcome of their application for credit they should register for, and participate in, their normal module load, including any modules for which they are seeking credit. For further details please refer to the full regulations governing APL, that appear in Part 2 Section 4 of the Handbook of Academic Regulations 2009.

Applicants without Standard Qualifications

The University welcomes applications from persons with certificated learning, or who have had a significant amount of relevant work experience and who are able to demonstrate that they will be able to study effectively at Masters level.

Some applicants may be interviewed by the Course Leaders or a member of the teaching team and / or be required to submit a 1000 word essay on a selected aspect of human resource management.

Language Proficiency

Postgraduate applicants who have not had their secondary or tertiary education through the medium of English should normally have attained the equivalent of an IELTS score of at least 6.5 with a minimum 6.5 score in each component.

2.3 Aims of the course

The MAHRM is designed to fulfil two different sets of requirements: those of the University of Westminster for Masters programmes; and those of the CIPD, specified by its qualifications framework. This means that students successfully completing the course will be awarded both a Masters qualification by the University *and* Associate status by the CIPD. Furthermore, those students with relevant managerial level experience will qualify as Chartered Members of the CIPD (**see Appendix 1 for benefits of joining the CIPD**).

The rationale for the course is to expose students to a coherent and specialised body of knowledge relevant to the theory and practice of human resource management. The aim of the MA in Human Resource Management (MAHRM) is therefore to provide students with the opportunities to explore, analyse and research into Human Resource Management theory, practices and policies in order that they might pursue a professional or academic career in Human Resource Management on the basis of their critical evaluation and appreciation of:

- The theory and practice of organisations and human resource management
- The nature of management consultancy skills, analytic and diagnostic techniques
- The analysis of economic, global and local labour market factors influencing corporate strategy
- The ethical requirements within the workplace
- How the human resource specialist deploys knowledge-based analytical and problem solving skills and competences at both operational and strategic levels.

The course aims to expose students to a wide range of contemporary perspectives on key developments in human resource management and organisational analysis providing access to a range of alternative views, thereby encouraging them to explore relevant HRM issues and what these mean for different groups of individuals and organisations at local and national level. There is a focus on how research informs advances in professional knowledge and course participants should both demonstrate originality in the application of such knowledge and reflect on their own personal learning in the context of their continuing professional development. In this way course participants are expected to exhibit the qualities of 'thinking performers', dealing with complex issues systematically and creatively and demonstrating originality in tackling and solving problems.

Consequently the programme aims to enable students to build a body of practical skills and theoretical knowledge - from the operational through the tactical to the strategic - around the management of organisations and then to apply this knowledge to management problems and situations that affect professional practice. Students will therefore be able to diagnose problems, test assumptions, and offer apposite solutions.

As well as preparing students for further study or career progression, the MAHRM encourages them to:

- Develop a critical approach to HRM theories, literature, issues and practice
- Develop and use problem solving, analytical, evaluative and interpersonal skills
- Continue their development of analytical, investigative research skills by designing a critical investigation into a relevant HRM topic of their choice in an area of human resource management.

To this end the course endeavours to provide students with an intellectually challenging learning environment that is commensurate with Masters level study and promote lifelong learning.

Besides preparing students for further study or career progression, the MAHRM aims to promote the acquisition of skills that will enable students completing the course to:

- Interpret how the wider environment affects organisations by an analysis of factors in the business environment and continuing emphasis on horizontal, vertical and functional integration

- Commit to continuing professional development (CPD) showing an ability to plan and review, systematically and continuously, their personal development

- Demonstrate competence in a wide range of generic and specific professional skills (e.g. business understanding, strategic thinking, professional and ethical behaviour and intuitive/creative thinking, communication and interpersonal skills).

2.4 Employment and Further Study Opportunities

Those completing the course can be expected to find employment within HRM (either in the UK or abroad), further their existing HR careers or to continue their studies in HR related fields. Providing, as it does, a higher degree qualification in a well-established management area, the course enables students to enhance their career prospects and marketability in the professional practice of HRM. Past students have gone on to become consultants (internal and external), HR managers, change management specialists, HR business partners, operations managers, civil servants, and mediators. Organisations that have employed our students include Arcadia, the BBC, Harrods, HSBC and the Royal Household.

Today's organisations need graduates with both good degrees and skills relevant to the workplace, i.e., employability skills. A Masters degree in combination with a CIPD qualification will enhance student employability and marketability. Membership of the CIPD will enable students to attend Branch meetings, network with other professionals in the field and augment their CPD. The University of Westminster is committed to developing employable graduates by ensuring that:

- Career development skills are embedded in all courses
- Opportunities for part-time work, placements and work-related learning activities are occasionally available to students
- Staff continue to widen and strengthen the University's links with employers in all sectors, involving them in curriculum design and encouraging their participation in other aspects of the University's career education and guidance provision
- Staff are provided with up-to-date data on labour market trends and employers' requirements which will inform the service delivered to students.

2.5 MAHRM Learning Outcomes
Learning outcomes are statements on what successful students have achieved as the result of learning. The threshold statements of achievement are linked to the knowledge, understanding and skills that a student will have gained on successfully completing a course.

❖ Knowledge and Understanding

Overall the course provides students with the ability to develop a systematic, integrated understanding and critical awareness of the current developments and issues in human resource management.

On successfully completing the course, students will be able to:

- Comprehend and explain the impact of social, cultural, economic and political contexts on Human Resource Management.
- Evaluate and understand databases and information sources that provide up-to-date information about current and emergent theory, practice and issues in the field of human resources.
- Be analytically aware of the impact on, and implications of, diversity of people for HRM policies and practices.
- Discern HRM strategies that contribute to organisational effectiveness.
- Have a strong business understanding and awareness linked to an HRM perspective: able to view things from a corporate (not merely functional) perspective, including awareness of financial issues and accountabilities of business processes and operations, of 'customer' priorities, and of the necessity for cost/benefit calculations when contemplating continuous improvement or transformational change.
- Exhibit the skills and attitudes needed to work effectively in changing organisational roles, structures and working environments.
- Have a professional and ethical awareness of subject knowledge required for effective achievement in the personnel and development arena.
- Analyse the design of HRM processes and activities in order to discern whether they will add value to organisations and to the individuals within them.
- Evaluate factors in the work environment likely to enhance or inhibit the performance of individuals and teams, showing knowledge and insight in how to motivate others towards the achievement of shared goals, the establishment of professional credibility and the creation of reciprocal trust.

❖ Specific Skills

On successfully completing the course students will be expected to demonstrate that they can:

- Utilise a wide range of conceptual frameworks drawn from academic, organisational and social studies that will aid skills of analysis and problem solving within a business context.
- Systematically and creatively apply knowledge about different approaches to human resource management in different environments in order to challenge presuppositions, engage in research and evaluate theoretical perspectives
- Continue the process of learning and personal growth through self-directed development programmes in order both to develop as an autonomous professional and to respond to changing job demands and organisational problems.
- Demonstrate a wide variety of skills and competence related to the specialised practice of people management and development.
- Behave in an ethical and professional way exhibiting professional skills and technical capabilities, specialist subject knowledge, and the integrity in decision-making and operational activity that are required for effective achievement in the HRM arena.
- Think strategically, showing the capacity to create an achievable vision for the future; to foresee longer-term developments; to envisage options and consequences; and to select sound courses of action and to challenge the status quo.

❖ Key Transferable Skills

On successfully completing the course students will be expected to demonstrate that they can:

- Show autonomy and confidence in the appropriate use of academic and professional resources.
- Continue the processes of development and personal growth through self directed learning.
- Communicate information, written and spoken, in a structured cogent and persuasive way.
- Recognising processes of group functioning and how such knowledge might be deployed in leading, negotiating, motivating and handling conflict within groups.
- Think strategically; envisioning options and consequences; selecting sound, appropriate courses of action.
- Think analytically by engaging in a systematic approach to situational analysis, the development of convincing, business-focused action plans, and (where appropriate) the deployment of intuitive/creative ethical thinking in order to generate innovative solutions.

2.6 Teaching, Learning and Assessment Methods

The programme draws upon the current research activities and specialist academic experience and skills of the HR teaching group and provides students and practitioners with a thorough grounding in the academic debates in and about HRM.

Great emphasis is placed upon the need to develop students' conceptual frameworks and skills in a rigorous manner but also in a vocationally useful way. At Masters level students are expected not only to understand the nature of theoretical work, but also to be able to apply it, where feasible, to the resolution of practical problems. This emphasis on problem solving in turn necessitates an emphasis on the diagnosis of the nature and causes of managerial problems and on the distinction between symptoms and underlying causes. Students are thereby encouraged to think for themselves and to avoid the uncritical application of prescriptive techniques to managerial issues and problems.

Learning

The learning environment encourages active, experiential and reflective learning by participants, with scope for group work and problem-based learning using case studies and analysis, synthesis and evaluation. The learning experience requires independent learning, critical evaluation, reflection, discussion and debate, as well as the opportunity, through the project, to research, in significant depth, a relevant topic.

A key feature of study within the MAHRM is the explicit development of transferable skills and aptitudes relevant for personal and career development within the HRM profession. One of the course aims focuses particularly on skill development, and the module Skills of the Manager / Consultant aims specifically to enable students to develop the interpersonal management skills needed for acting as an internal and external consultant to organisations. The module has been specifically designed to assist participants to define, develop and refine those managerial skills that will aid them in employment. Transferable professional and personal skills form part of the learning outcomes and assessment strategies a number of the modules on the course.

An annual HRM Conference and a number of skills-based workshops enhance student learning. Conference speakers are expert practitioners and academics who address a range of topics on a particular HR issue. Skills-based workshops include finance, introduction to employment law, interviewing skills, disciplinary and grievance handling, and negotiatiion.

Teaching

Teaching is through classroom based lectures and seminars involving a variety of methods of delivery and student participation including, exercises, group work, presentations, discussions, videos, workshops and role-plays and computer-aided techniques. Sessions typically involve a combination of tutor input and student participation and activity. In line with the 'thinking, ethical performer' ethos, reflective involvement in the learning process is regarded as essential.

There will be a degree of self-directed learning – based around information provided for each module, involving structured reading, analysis and problem solving. Students' personal contributions will therefore be a critical factor in influencing the successful achievement of the learning outcomes. Students' own current experience will be used wherever possible and, where appropriate, emphasis is placed on self-organised and group learning.

As indicated above, an annual HRM Conference and Skills-based workshops also enhance student learning.

Assessment

Assessment for the majority of modules is a combination of in-course assessment and end-of-module examination. The weighting of each component varies from module to module. The overall strategy of Masters level HRM assessment is that, in all subject areas, students are required to:

- Demonstrate an ability to go beyond the mere exposition and reproduction of textbook facts, (and concepts, approaches, models and theories) and apply these to practical situations.
- Provide evidence in their work of both analytical and critical ability, that is, to show an awareness of how all HRM practice is informed by theoretical presuppositions upon which analysis and critique can and should be exercised
- Demonstrate an ability to conduct empirical and/or theoretical work in a specialist project area

Modules are assessed using various appropriate methods drawn from the following list. To find out which assessment methods apply to modules *you* will be undertaking you will need to refer to the module outlines in Appendix 3.

- Essay, case study analysis, or similar, word length typically in the range 2,000 - 2,500
- Work-based report, critical evaluation of HRM policy or practice; word length typically in the range of 2,000 - 2,500 words
- Skills development practical assignment
- Literature review; word length typically in the range 2,000 - 2,500
- Classroom presentation and report of same
- Group-work assignment
- Project, 30-credit; word length typically in the range 8,000 - 10,000
- Examinations; written, typically 3 hours duration

2.7 Academic Regulations

The MA in Human Resource Management and its intermediate awards operate in accordance with the University's Academic Regulations and the Framework for Higher Education Qualifications in England, Wales and Northern Ireland published by the Quality Assurance Agency for Higher Education (QAA) in 2008.

All students should make sure that they access a copy of the current edition of the general University handbook called Essential Westminster, which is available at westminster.ac.uk/essential-westminster. The following regulations should be read in conjunction with Section 18: Modular Framework for Postgraduate Courses and relevant sections of the current Handbook of Academic Regulations, which is available at westminster.ac.uk/academic-regulations

Award

To qualify for the award of MA in Human Resource Management a student must have:

- obtained a minimum of 180 credits at Level 7 (this may include a maximum of 30 credits at Level 6 where validated as part of the award);

- attempted modules worth no more than 240 credits; and

   Note: A first attempt of any module will count as an attempt, and a re-attempt of any module that a student has failed will count as a further, separate attempt. Re-assessment following referral at the first sit will not count as a further separate attempt.

- satisfied the requirements contained within any course specific regulations for the relevant Course Scheme.

The University may award:

- a Masters Degree with Merit to a student whose marks average at least 60% across modules at Level 7.

- a Masters Degree with Distinction to a student whose marks average at least 70% across the modules at Level 7.

N.B. Please note that the pass mark for each module is 50%. Students have to pass all modules to qualify for the award of a Masters degree.

2.8 Support for Students

Upon arrival, an induction programme will introduce students to the staff responsible for the course, the campus on which they will be studying, the Library and IT facilities and to the Faculty Registry. Students will be provided with the Course Handbook, which provides detailed information about the course. Students are allocated a personal tutor who can provide advice and guidance on academic matters.

Learning support includes four libraries, each holding a collection of resources related to the subjects taught at their Faculty. Students can search the entire library collection online through the Library Search service to find and reserve printed books, and access electronic resources (databases, e-journals, e-books).

Students can choose to study in the libraries, which have areas for silent and group study, desktop computers, laptops for loan, photocopying and printing services. They can also choose from several computer rooms at each campus where desktop computers are available with the general and specialist software that supports the courses taught at their Faculty. Students can also securely connect their own laptops and mobile devices to the University wireless network.

The University uses a Virtual Learning Environment called Blackboard where students access their course materials, and can communicate and collaborate with staff and other students.

At University level, Services for Students provide advice and guidance on accommodation, financial and legal matters, personal counselling, health and disability issues, careers and the chaplaincy providing multi-faith guidance. The International Office provides particular support for international students. The University of Westminster Students' Union also provides a range of facilities to support all students during their time at the University.

2.9 Reference Points for the course

Internally:

- University Teaching and Learning Policy
- Westminster Business School Teaching and Learning Strategy
- Westminster Business School Staff Development Policy
- Quality Assurance Handbook, University Regulations for PG Modular Framework
- Educational Initiative Centre: Guide to HE & Career Management Skills.

Externally:

- The Chartered Institute of Personnel and Development's Professional Standards
- QAA 'Academic Standards' for Masters awards in Business and Management.

2.10 Quality Management and Enhancement

Course Management

Two Course Leaders (one for full time students and the other for part time students) both from within the Department of Human Resource Management will manage the course which is part of a family of Human Resource Management Masters programmes offered by Westminster Business School. The Department also offers a Masters degree courses in International Human Resource Management. Twenty-seven full-time-equivalent staff and fifteen visiting lecturers, who between them have extensive business, consultancy and research achievements, staff the Department. Not all staff teaching on the programme are from the HRM Department, some are drawn from the Department of Leadership and Development and others from the Finance and Business Law Department and the Economics and Quantitative Methods Department; all of these schools are part of the Westminster Business School.

Course Approval, Monitoring and Review

The course was initially approved by a University Validation Panel in 1998 and most recently it was revalidated in March 2014. The Panel included internal peers from the University and external subject specialists from academia and industry to ensure the comparability of the course to those offered in other Universities and the relevance to employers. Periodic Course Review helps to ensure that the curriculum is up-to-date and that the skills gained on the course continue to be relevant to employers. The course was also approved by the CIPD as meeting the requirements of their new qualifications framework in July 2010.

The course is monitored each year by the School to ensure that it is running effectively and that issues that might affect the student experience have been appropriately addressed. Staff will consider evidence about the course, including the outcomes from each Course Committee, evidence of student progression and achievement and the reports from External Examiners, to evaluate the effectiveness of the course. The Campus Academic Standards Group audits this process and the outcomes are reported to the Academic Council of the University, which has overall responsibility for the maintenance of quality and standards in the University.

Student involvement in Quality Assurance and Enhancement

Student feedback is important to the University and student views are taken seriously. Student feedback is gathered in a variety of ways. The most formal mechanism for feedback on the course is the Course Committee. Student representatives will be elected to sit on the Committee to represent the views of their peer group in various discussions. The University and the Students' Union work together to provide a full induction to the role of the
Course Committee.

All students are invited to complete a Module Feedback Questionnaire before the end of each module. The feedback from this will inform the module leader on the effectiveness of the module and highlight areas that could be enhanced. The University also has an annual Student Experience Survey, which elicits feedback from students about their course and University experience.

Students meet with review panels when the periodic review of the course is conducted to provide oral feedback on their experience on the course. Student feedback from course committees is part of the Faculty's' quality assurance evidence base.

Appraisal

The School operates a University appraisal system which is developmental in focus. The Appraisal form encourages staff to identify their own development needs and wishes, including in relation to developing effective teaching strategies.

Peer Observation

The School operates a peer observation scheme aimed at achieving continuous improvement of the teaching and learning process.

In-house Staff Development

The University offers a continuous programme of seminars and courses, directed towards disseminating good practice on teaching and learning, that staff can attend free of charge.

Membership of The Higher Education Academy

All staff are encouraged to be members of the Academy. Many staff in the department are Fellows of the HEA and regularly attend the HEA conferences.

Annual Monitoring and Review

Please refer to the University's Quality Assurance handbook.

Whistleblowing

The University's whistleblowing policy has been introduced to help staff raise concerns about malpractice such as fraud, a danger to health, safety or the environment, a crime or a serious breach of the University's internal policies, in the right way and without worry.

For more information about this course : **http://www.wmin.ac.uk**

Please note:

This programme specification provides a concise summary of the main features of the course and the learning outcomes that a student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided. This specification should be read in conjunction with the Course Handbook provided to students and Module Handbooks which provide more detailed information on the specific learning outcomes, content, teaching, learning and assessment methods for each module.

COURSE AIMS AND LEARNING OUTCOMES

AIMS	LEARNING OUTCOMES **To enable students to:**	RELEVANT MODULES
• To expose students to a wide range of contemporary perspectives on key developments in human resource management and organisational analysis	Critically evaluate • The theory and practice of organisations and human resource management • The nature of management consultancy skills, analytic and diagnostic techniques • The analysis of economic and global and local labour market factors influencing corporate strategy • The ethical requirements within the workplace	MHR, OADD SMC, ER, L&D, PR, REW HRMC MHR, ER, PR, L&D, OADD, REW & all other electives
• To provide students with opportunities to critically explore, analyse and research Human Resource Management theory, practices and policies	• Develop a critical approach to HRM theories, literature, issues and practice • Develop and use problem solving, analytical, evaluative and interpersonal skills • Continue their development of analytical, investigative research skills by designing a critical investigation into a relevant HRM topic of their choice in an area of human resource management	MHR, OADD, SMC, ER, L&D, PR, REW MHR, OADD, SMC, ER, PR, L&D, REW Project

AIMS	LEARNING OUTCOMES **To enable students to:**	RELEVANT MODULES
• To familiarise students with the ways in which the human resource specialist deploys knowledge-based analytical and problem solving skills and competences at both operational and strategic levels.	• Diagnose problems, test assumptions, offer apposite solutions.	MHR, OADD, ER, L&D, PR, REW, HRMC & all other electives
	• Deal with complex issues systematically and creatively and demonstrate originality in tackling and solving problems.	MHR, OADD, SMC, ER, PR, L&D, REW, HRMC, RM & all other electives
	• Interpret how the wider environment affects organisations by an analysis of factors in the business environment and continuing emphasis on horizontal, vertical and functional integration	HRMC, ER, OADD, REW, PR, MHR
• To facilitate the acquisition of skills which will prepare students for career progression within Human Resource Management	• Demonstrate competence in a wide range of generic and specific professional skills (e.g. business understanding, strategic thinking, professional and ethical behaviour and intuitive/creative thinking, communication and interpersonal skills)	MHR, OADD, SMC, ER, PR, L&D, HRMC, REW, RM, Project
	• Commit to continuing professional development (CPD) showing an ability to plan and review, systematically and continuously, their personal development	SMC

MODULE INFORMATION
(see Appendix 4 for the Module Outlines)

Managing Human Resources

This module explores the research evidence on effective approaches to human resource (HR) practice and the implications for organisational success. It also examines the theory and practice of leadership and management and provides a foundation for specialist modules in human resource management (HRM) and human resource development (HRD). Two one-day workshops (on discipline and counselling) develop essential practitioner skills.

HRM in Context

This module provides learners with an understanding of the principal environmental contexts of contemporary organisations within which managers, HR professionals and other employees interact in conditions of change and uncertainty. It also examines how organisations respond to these dynamic environmental contexts.

Skills of the Manager / Consultant

The module is concerned with the development and acquisition of knowledge and skills that are crucial to successful management practice and to effective leadership.

Project

In the Project module, students show their ability to critically analyse, research and report independently a specific human resources area of knowledge or, within that area, a specific human resources problem, practice, policy or opportunity, through systematic enquiry and the integration of theory. The Project will be of practical relevance to students in their future careers, and to organisations and professional practice. To start the Project, students are required to pass the Research Methods and Project Preparation module, through writing a satisfactory research proposal, which is further developed and executed in the Project Module.

Research Methods and Project Preparation

The purpose of this module is to provide preparation for the MA HRM project module and develop students' knowledge of effective and academic HRM research design and data collection at master's level, and provide guidance on the purpose and design of literature reviews; strategies of critical research problem definition and ethical research considerations. The application of this knowledge is assessed through the writing of a viable and feasible research proposal, within the framework of master's level and CIPD criteria.   .

Employee Relations

The module aims to encourage students to develop and critically reflect upon their knowledge of UK employee relations from a number of different theoretical, ethical and behavioural perspectives. The holistic importance of ER within an organisation is emphasised so that students

are aware of the importance of aligning HR policies with business strategy, change processes, employee involvement and organisational goals. Attention is focused on a wide range of practical influences and examples from the national and international arenas, covering areas such as: the psychological contract employee engagement, flexible working, workforce diversity, discipline, employee voice/involvement, union recognition and partnership agreements. Particular weight is placed on the ability to diagnose the causes of employee relations problems, to make practical suggestions for the resolution of these problems and to analyse the context in which they occur - whether they be in small or large, private or public, union or non-union organisations.

Learning and Development

This module explores current practice and research into the way that organisations approach learning and development, in the UK and internationally, and across vocational education and training. It also examines the theory and practice of the evolving corporate university concept and the use of learning 2.0 technologies and the impact of these upon human resource management (HRM) and human resource development (HRD) and knowledge management (KM).

People Resourcing

The module concentrates on organisations' need to build, develop and retain effective teams of people with the necessary skills, attitudes and experience to achieve organisational objectives. The module combines a practical focus on recruitment, selection, retention and dismissal with an appreciation of the strategic approach to resourcing and talent management in a global context. This requires a thorough understanding of employment markets (global, national and local) and the full range of resourcing options, including permanent employees as well as agency workers, subcontractors, consultants and outsourcing. A special feature of this module is a one day employee selection interviewing skills workshop.

Reward Management

This module focuses on the management of reward systems. It explores total rewards in an organisational and international context and provides learners with the knowledge and understanding of environments in which reward professionals plan, implement and evaluate employee reward policies to support strategic organisational goals. The links between reward systems and employee behaviour is critically analysed using theory and case studies to develop understanding and analytical skills. Coverage includes recent developments in pay systems, benefits, job evaluation and contingent reward, as well as the essential skills and techniques of setting pay levels and managing pay; all within a legal, ethical and market context.

Organisational Analysis, Design and Development

This module uses concepts and modes of analysis from the social sciences to develop a mastery of both practical and theoretical issues in the study of organisations and their development. It examines ways in which employee attitudes, organisational structures, technologies, work processes, cultures and the relations of authority, power and conflict may be linked to wider social factors influencing organisational processes, design and development.

Assessment and Individual Differences at Work

This module focuses on the critical exploration of good practice in assessment at work. The module includes an examination of the contribution that various methods of assessment can make to the attainment of organisational strategic goals and the personal development of individuals within organisations. It is concerned with an overview of the nature of psychometric testing and the use of assessment and development centres within organisations.

It draws on the theories and methods of the psychology of individual differences, and explores critical issues in the measurement of individual and social processes including ethical and legal issues.

Design and Delivery of Training

The module provides the theoretical underpinning necessary to understand the processes of designing and delivering training effectively within an organisational context. Participants apply this knowledge to organisations to produce an informed, systematic and practical approach. A range of teaching and learning methods is used to enable the development of appropriate skills relevant to the design and delivery of learning events.

Employment Law for HR Practitioners in England & Wales

This module focuses on the application of Employment Law relating to England and Wales. It enables students to gain an in-depth knowledge of the legal principles underpinning this area of law, as well as gaining an ability to evaluate legal agreement across the full syllabus.

Students will be able to investigate both statute and case law to develop a critical approach to advising on legal issues within a range of work settings. The content will be delivered within a problem-solving environment, thereby developing the students' ability to integrate all sources of legal principle required to present a legal argument. Students will be able to review employment policies and advise senior management on any changes required line with developments from both National and European perspectives.

International HRM

This module concentrates on the international context of human resource management, the policies and procedures that organisations need to devise when designing international human resource strategies, including issues relating to personnel abroad and ways that international issues affect human resource management practices in the UK. An optional element includes visits to French and British MNCs and collaboration with Sorbonne students.

Management Development

The module aims to provide the student with the ability to critically appreciate the philosophies, theories, models and techniques underpinning the management development processes at both the corporate and individual levels. It also seeks to offer a framework that will help students identify appropriate strategies for the development of managers as these are aligned with the development of the organisation as a whole.

Managing Culture and Change

This module examines the ways in which an understanding of organisational culture might play a key role in the management of organisational change. It attempts this through analytic and critical exposition and practice, i.e. through examination of the models and methods of organisational culture/change and through discussion of the range and limitations of their applicability in different organisational environments. The emphasis is on the analysis of examples from students' workplaces and published case studies. The underlying rationale for the module is to prepare managers for a more central and pro-active role in the management of the processes and dynamics of organisational change.

Managing Diversity and Equality in Employment

The module will explore and consider the structure and implications of difference and inequality within the employment relationship. Examining the implementation and management of equality and diversity in the workplace, it will consider the structures of inequality and the economic, sociological and psychological bases of discrimination; including historical, economic and demographic dimensions. A significant part of the module will be spent using case studies to consider how equality and diversity in the workplace can be implemented and managed. The case for equality and diversity will be discussed, together with the respective roles of the individual employee, the line manager, the HR department and senior management. Strategies for changing organisation cultures together with the skills required for promoting diversity will be explored. Techniques for researching inequality and the metrics, which can be used in organisations to track progress will be discussed. Students will examine relevant UK and European legislation and case law and learn both how to interpret it and evaluate the implications for the workplace.

Contemporary Issues in Strategic HRM

The module focuses on the evolving role of Strategic Human Resource Management (SHRM) in an environment of unprecedented economic uncertainty and intensification of competition driven by advances in globalisation. Employers of all types: public, private and not-for-profit are under increasing pressure to maximise the value created through the people in their workforce amid increasing concerns about business ethics, social responsibility and sustainability which are being driven further up the corporate agenda by governments, professional bodies, trade unions and lobbying groups.

The module explores the various approaches to strategy formulation, the strategic integration of HRM and its contribution to contemporary organisational imperatives such as developing and supporting the organisation's ethical and CSR agenda, developing sustainable business practices, knowledge management and managing mergers, acquisitions and restructures and a workforce that is increasingly diverse in both ethnic and geographical terms. Evaluation and future directions of SHRM are also considered.