

PROGRAMME SPECIFICATION

Course record information

Name and level of final award:	MA in International Human Resource Management
	The MA in International Human Resource Management is a masters degree that is Bologna FQ-EHEA second cycle degree or diploma compatible.
Name and level of intermediate awards:	Postgraduate Diploma Postgraduate Certificate
Awarding body/institution:	University of Westminster
Teaching Institution:	University of Westminster
Status of awarding body/institution:	Recognised Body
Location of delivery:	Marylebone Campus
Language of delivery and assessment:	English
Mode, length of study and normal starting month:	One year full time
QAA subject benchmarking group(s) :	PG Business and Management
Professional statutory or regulatory body:	Chartered Institute of Personnel and Development
Date of course validation/review:	May 2008
Date of programme specification approval:	2014
Course Leader:	
Course URL:	westminster.ac.uk/courses/postgraduate
Westminster Course Code:	PWBSIHRM
JACS code:	N600
UKPASS code:	

Admissions Requirements

There are standard minimum [entry requirements](#) for all undergraduate courses. Students are advised to check the standard [requirements](#) for the most up-to-date information.

westminster.ac.uk/courses/postgraduate/how-to-apply

For most courses a decision will be made on the basis of your application form alone. However, for some courses the selection process may include an interview to demonstrate your strengths in addition to any formal entry requirements.

More information can be found here: westminster.ac.uk/courses/postgraduate/how-to-apply

Aims of the course

The rationale for the course is to expose students to a coherent and specialised body of knowledge relevant to the theory and practice of international human resource management.

The aim of the MA in International Human Resource Management is therefore to provide students with the opportunities to explore, analyse and research into Human Resource practices, policies and theory within a global context in order that they might pursue a professional or academic career in International Human Resource Management.

The MA IHRM however is designed to fulfil two different sets of requirements: those of the University of Westminster for Masters programmes; and those for students wishing to undertake a CIPD course as specified by its Professional Standards. As such it offers modules fully compliant with the CIPD's qualifications framework and has been approved by the Institute as meeting the Knowledge Criteria for Chartered Membership. This means that students successfully completing the course will be awarded both a Masters qualification by the University and, once students have successfully shown the CIPD evidence of relevant workplace practice, they will gain the professional level of one of the following:

- Associate Membership
- Chartered Membership
- Chartered Fellowship

The programme aims to develop students' awareness of the challenges and issues concerning International HRM (IHRM) in order that they acquire a balance of theoretical and practical skills allowing intellectual, personal and professional development in the field. Students participating on the course will be encouraged to develop a range of skills, including those of independent learning and enquiry that will serve as a foundation for lifelong learning and personal development.

The rationale for the course is to expose students to a wide range of contemporary perspectives and key developments in and around the field of international human resource management and organisational analysis, thus providing them with access to a range of alternative views and thereby encouraging them to explore relevant IHRM issues and, in particular, what these mean for different groups of individuals and organisations at local, national and international levels.

Students will therefore acquire a coherent, specialised body of knowledge relevant to the theory and practice of HRM. There is a strong 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. Such study will enable them to be better able to pursue a professional or academic career in International Human Resource Management on the basis of their critical evaluation and appreciation of:

- The theory and practice of organisations and human resource management.
- Comparative HRM and employee relations practices.
- Analysis of economic, global and local labour market factors influencing corporate strategy.
- The nature of management consultancy skills, analytic and diagnostic techniques.
- 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.

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 within different international contexts and then to apply this knowledge to management problems and situations that affect professional practice.

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

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

Besides preparing students for further study or career progression the MA IHRM encourages them to promote the acquisition of skills that will enable students completing the course to:

- Interpret how wider cultural and environmental factors affect organisations by an analysis of factors, global and national, impacting upon the business environment
- 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).

Employment and Further Study Opportunities

Those completing the course can be expected to find employment within the IHRM arena, either in the UK or abroad, or to continue their studies in HR related fields. Providing successful students with a higher degree qualification in a well-established management area the course facilitates the development of the critical thinking necessary to plan and manage international human resource strategies. All students will have enhanced their career prospects by gaining a substantial awareness of how organisations operate in an increasingly international business environment. This, together with a developing understanding of cross-national similarities and differences across HRM policies and practices, will augment their potential employability and marketability.

Graduates from the programme will be able to develop an international management career within a wide range of business management opportunities potentially working locally, nationally and trans-nationally for global corporations, trans-European, trans-Asian, African or Australasian companies, management consultancy, general HRM or as expatriate HRM specialists. Additionally the course may enable graduates (and their employing organisation) to facilitate organisational development, such as a move from national to international operations. Past students have gone on to become consultants (internal and external), HR managers, compensation and benefits managers, change management specialists, HR business partners / operations managers, civil servants, and mediators. Companies that have employed our students include Price Waterhouse Coopers, Cap Gemini, BBC, and Visa.

Today's organisations need graduates with both good degrees and skills relevant to the workplace, i.e. employability skills. A Master's 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.

MA IHRM Learning Outcomes

Learning outcomes are statements setting out what successful students have achieved as the result of their learning. The outcomes are threshold statements of achievement and 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:

- Analyse and interpret academic and professional data and information from different countries and international sources.
- 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.
- Comprehend and explain the impact of social, cultural, economic and political contexts on Human Resource Management
- Diagnose human resource problems and apply appropriate solutions taking particular account of specific international, national and local contexts, institutions and cultures.
- Be analytically aware of the impact on, and implications of, diversity of people for HRM policies and practices.
- Discern appropriate HRM strategies that contribute to organisational effectiveness.
- Have a strong business understanding and awareness linked to an HRM perspective (nationally and internationally: 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 the necessity for cost benefit calculations when contemplating continuous improvement and 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 performance in the HRM arena.
- Analyse the design of HRM processes and activities in order to discern whether they will add value to the organisation and the individuals within them.
- Critically evaluate the factors contributing to the work environment that are likely to enhance or inhibit the performance of individuals and teams, showing appropriate 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.
- Show autonomy and confidence in the 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.

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 international 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.
- 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 IHRM arena.
- Recognising processes of group functioning and how such knowledge might be deployed in leading, negotiating, motivating and handling conflict within groups.
- Think strategically showing the capacity to create an achievable vision for the future; to foresee longer-term developments; to envisage options and consequences; 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.
- Communicate information, written and spoken, in a structured cogent and persuasive way.
- Think strategically; envisioning options and consequences; selecting sound, appropriate courses of action.
- Think analytically by; engaging in a systematic approach to situational analysis, developing convincing, business-focussed action plans, and (where appropriate) deploying intuitive /creative ethical thinking in order to generate appropriate innovative solutions.
- Continue the processes of development and personal growth through self-directed learning.

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 IHRM.

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 ethically apply it, where appropriate and 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 sets out to promote 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 MA IHRM is the explicit development of transferable skills and aptitudes relevant for personal and career development within the IHRM profession. One of the course aims focuses particularly on skill development and lifelong learning encouraging the development of those interpersonal management skills needed for acting as an internal and external consultant to organisations whether they be based locally, nationally or globally. Transferable professional and personal skills form part of the learning outcomes and assessment strategies on a number of the modules on the course.

An annual HRM conference and a number of skills-based workshops enhance the opportunities for student learning. Conference speakers are expert practitioners and academics who address a range of topics on a particular issue. Skills-based workshops are popular with students who relish the opportunities to practice and share some of their classroom based experiences and learning. Workshops include finance, legal aspects, interviewing skills and negotiation.

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.

The learning environment encourages active, experiential and reflective learning by participants, with plenty of scope for group work, discussion and problem based learning using case studies, analysis, synthesis and evaluation.

The learning experience requires a degree of self-directed independent learning, critical evaluation and reflection – 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. Discussion, debate and sharing experiences are crucial parts of the course.

Students will have the opportunity, through the project to research, in depth, a relevant topic.

A key feature of study within the MAIHRM is the explicit development of transferable skills and aptitudes relevant for personal and career development within the HRM profession both within the UK and abroad. 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 internal and external consultant to organizations. This module has been specifically designed to assist participants to define, develop and refine those managerial skills that will aid them in their professional careers.

Transferable professional and personal skills form part of the learning outcomes and assessment strategies for a number of the modules on the course.

The annual **HRM Conference** also enhances student learning. Conference speakers are expert practitioners and academics who address a range of topics on a particular HR issue.

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 IHRM 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 IHRM 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.

Course Structure

This section shows the core and option modules available as part of the course and their credit value. Full-time Postgraduate students study 180 credits.

Credit Level 7				
Module code	Module title	Status	UK credit	
7HURM001W	Comparative Employment Relations	Core	20	10
7HURM012W	Managing Human Resources	Core	20	10
7HURM006W	HRM in a Business Context	Core	20	10
7BUSS014W	Skills of the Manager / Consultant	Core	20	10
7HURM008W	International HRM	Core	20	10
7HURM013W	Organisational Analysis Design and Development	Core	20	10
7HURM016W	Project	Core	30	15
7HURM017W	Research Methods and Project Preparation	Core	10	5
One CIPD elective from:				
7HURM015W	People Resourcing	Elective	20	10
7HURM018W	Reward Management	Elective	20	10
7LEAD008W	Learning and Development	Elective	20	10

Please note: Not all option modules will necessarily be offered in any one year.

Academic regulations

The current Handbook of Academic Regulations is available at westminster.ac.uk/academic-regulations

How will you be supported in your studies?

Course Management

A Course Leader 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 Master's degree in Human Resource Management.

Twenty 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 departments are part of the Westminster Business School. Where appropriate outside speakers (often practitioners within the HR field) are able to supplement the

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lecturing staff by giving special talks/lectures. The HRM Department is fortunate to have links with the Sorbonne and guest lecturers from this institution occasionally deliver talks to the MA IHRM students.

Academic Support

Upon arrival, an induction programme will introduce you to the staff responsible for the course, the campus on which you will be studying, the Library and IT facilities, additional support available and to your Faculty Registry Office. You will be provided with the Course Handbook, which provides detailed information about the course. Each course has a course leader or Director of Studies. All students enrolled on a full-time course and part time students registered for more than 60 credits a year have a personal tutor, who provides advice and guidance on academic matters. 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

Learning Support

The Academic Learning Development Centre supports students in developing the skills required for higher education. As well as online resources in Blackboard, students have the opportunity to attend Study Skills workshops and one to one appointments.

Learning support includes four libraries, each holding a collection of resources related to the subjects taught at that site. Students¹ 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.

Support Services

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

How do we ensure the quality of our courses and continuous improvement?

The course was initially approved by a University Validation Panel in 2008. The panel included internal peers from the University, academic(s) from another university and a representative from industry. This helps to ensure the comparability of the course to those offered in other universities and the relevance to employers.

The course is also monitored each year by the Faculty to ensure it is running effectively and that issues which might affect the student experience have been appropriately addressed. Staff will consider evidence about the course, including the outcomes from Course Committees, evidence of student progression and achievement and the reports from external examiners, to evaluate the effectiveness of the course. Each Faculty puts in

¹ Students enrolled at Collaborative partners may have differing access due to licence agreements.

to place an action plan. This may for example include making changes on the way the module is taught, assessed or even how the course is structured in order to improve the course, in such cases an approval process is in place.

A Course review takes place periodically to ensure that the curriculum is up-to-date and that the skills gained on the course continue to be relevant to employers. Students meet with review panels to provide feedback on their experiences. Student feedback from previous years e.g. from Course Committees is also part of the evidence used to assess how the course has been running.

How do we act on student feedback?

Student feedback is important to the University and student views are taken seriously. Student feedback is gathered in a variety of ways.

- Through Course Committees students have the opportunity to express their voice in the running of their course. Student representatives are elected to Committee to expressly represent the views of their peer. The University and the Students' Union work together to provide a full induction to the role of the student representatives.
- Each Faculty also has its own Faculty Student Forum with student representatives; this enables wider discussions across the Faculty. Student representatives are also represented on key Faculty and university committees.
- All students are invited to complete a 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 seeks the opinions of students about their course and University experience. Final year Undergraduate students will be asked to complete the National Student Survey which helps to inform the national university league tables.

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.

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