

# Programme Specification – Postgraduate Diploma in Human Resource Management

Date of Publication to Students 2010

**NOTE:** This specification provides a concise summary of the main features of the course and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes advantage of the learning opportunities that are provided. More detail on the specific learning outcomes, indicative content and the teaching, learning and assessment methods of each module can be found (1) at <http://www.bcu.ac.uk/bcbs>, (2) in the Module Specifications and (3) in the Student Handbook.

The accuracy of the information contained in this document is reviewed by the University and may be checked within independent review processes undertaken by the Quality Assurance Agency.

<b>Awarding Institution / Body:</b>	Birmingham City University
<b>Teaching Institution:</b>	Business School
<b>Interim Awards and Final Award:</b>	Postgraduate Certificate and Postgraduate Diploma in HRM
<b>Programme Title:</b>	Postgraduate Diploma in Human Resource Management
<b>Main fields of Study:</b>	Leading, managing and developing people; HRM in context; coaching; performance management; resourcing and talent; employment law; skills for HRM practice
<b>Modes of Study:</b>	Part-time by part day-release and two evenings a week
<b>Language of Study:</b>	English
<b>UCAS Code:</b>	Not applicable
<b>JACS Code:</b>	

## Professional Status of the programme (if applicable):

The Postgraduate Certificate and Postgraduate Diploma are accredited by the professional body; the Chartered Institute of Personnel and Development against the Institute's Advanced Diploma in HRM. This provides the prerequisite knowledge for progression to Chartered Member CIPD with evidence of professional practice.

**Relevant subject benchmark statements and other external reference points used to inform programme outcomes:**

- The QAA's award descriptors for Postgraduate level qualifications.
- The University's award descriptors for Postgraduate level qualifications.
- The QAA's Subject Benchmark statement for Business and Management (2007) <http://www.qaa.ac.uk/academicinfrastructure/benchmark/statements/BusinessManagementMasters.asp>
- Chartered Institute of Personnel and Development Professional Standards: available at [cipd.co.uk](http://cipd.co.uk)

**Programme philosophy and aims**

**Explain the overall approach adopted by the programme and how it leads to the aims shown below**

**The aims of the programme are to:**

Develop the knowledge and skills of HR practitioners who are in employment through study of key aspects of HRM on a part-time mode. The programme is structured to gain accreditation of the Advanced Diploma of the Chartered Institute of Personnel and Development. This is the pre-requisite qualification to become a Chartered Member of the Institute. The process and content of the programme has an emphasis on practice (based on theory) and will take a critical perspective on both current practice and likely future developments.

The programme enables students to progress to the MA in HRM where they can develop their knowledge and skills to an advanced level.

**Intended learning outcomes and the means by which they are achieved and demonstrated:**

**Learning Outcomes**

1. To critically evaluate the knowledge and skills of people management for the practice of HRM.
2. To critically appraise relevant knowledge and understanding of organisations; how they operate and how they are managed and how contextual factors impact on organisations and decision-making.
3. To demonstrate the knowledge and understanding of contemporary research evidence on effective approaches to HRM and HRD practice.
4. To demonstrate competencies for the application of resourcing and talent management strategies in appropriate situations.
5. To evaluate and apply the knowledge and skills required to design and implement coaching and mentoring initiatives within organisations.
6. To diagnose and investigate a live business issue from an HR perspective that adds value to the organisation.
7. To formulate accurate and appropriate advice on legal aspects of employment.
8. To demonstrate the knowledge and skills to design and implement performance management in organisations.

**Learning teaching, and assessment methods used**

A variety of teaching and learning methods are employed with the aim of making participants' learning active and engaging. An experiential learning approach, through active learning techniques, applied research; critical reflection and process facilitation are features of the teaching-learning strategy. Role plays are a particular feature of the learning strategy within the classroom. Students also work individually and in teams, researching HR issues in a variety of contexts and participants learn experientially through researching real organisation issues.

## Programme structure and requirements, levels, modules, credits and awards

The structure of the course, the modules and the awards which can be gained are shown in the diagram below. Each module is 15 level 7 credits.

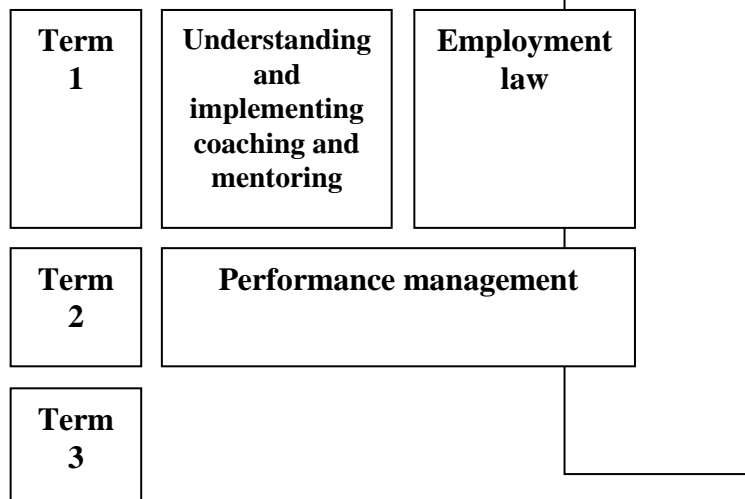
### YEAR 1 – PG Certificate



### YEAR 1 – PG Diploma



### YEAR 2 – PG Diploma



### **Support for Learning including Personal Development Planning (PDP)**

Students are encouraged to identify, and with guidance, to reflect on their own learning needs and are offered the following support as appropriate to meet those needs:

Throughout the programme students will be encouraged to reflect on their learning by means of formative and summative assessment. In the Developing skills for business leadership module at the start of the programme they will be introduced to reflective practice and the CIPD's requirement for CPD (Continuing Professional Development) which incorporates reflection on learning and planning for future development.

### **Criteria for admission**

Candidates must satisfy the general admissions requirements of the programme, which are as follows:

A member of the course team will interview candidates to establish their suitability to the programme where practical.

As a guide, candidates seeking admission to the programme would be expected to satisfy one or more of the following criteria:

An honours degree of a British University or equivalent institution

or

An equivalent graduate level qualification from an overseas university or equivalent institution

or

A graduate level professional qualification in an appropriate field of study

Previous experience will be considered for applicants with non-standard entry qualifications.

**Methods for evaluation and enhancement of quality and standards including listening and responding to views of students**

- Individual module evaluation by students, staff and, where appropriate, stakeholders
- Regular review of VLE content and usage
- Review of teaching support ( texts, cases etc)
- Annual review of modules by module leaders
- Annual course evaluation reports and action plans
- Annual monitoring process
- Peer observation of teaching
- Individual performance reviews
- External examiners' comments and formal reports
- Student representatives' feedback to Boards of Studies
- Consideration of the minutes of Boards of Studies by Academic Standards and Quality Enhancement Committee
- Approval and review and re-approval events
- PG Student Experience Survey
- Course development day

# Programme Specification: MA in Human Resource Management

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**NOTE:** This specification provides a concise summary of the main features of the course and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes advantage of the learning opportunities that are provided. More detail on the specific learning outcomes, indicative content and the teaching, learning and assessment methods of each module can be found (1) at <http://www.bcu.ac.uk/bcbs>, (2) in the Module Specifications and (3) in the Student Handbook.

The accuracy of the information contained in this document is reviewed by the University and may be checked within independent review processes undertaken by the Quality Assurance Agency.

<b>Awarding Institution / Body:</b>	Birmingham City University
<b>Teaching Institution:</b>	Business School
<b>Interim Awards and Final Award:</b>	MA in Human Resource Management
<b>Programme Title:</b>	MA in Human Resource Management
<b>Main fields of Study:</b>	International HRM; organisational change and development; applied research in HRM
<b>Modes of Study:</b>	Part-time by part day-release and two evenings a week
<b>Language of Study:</b>	English
<b>UCAS Code:</b>	Not applicable
<b>JACS Code:</b>	

## Professional Status of the programme (if applicable):

The programme enables practitioners holding the CIPD's Advanced Diploma in HRM or HRD (or equivalent) to gain a Master's award in the area of HRM.

**Relevant subject benchmark statements and other external reference points used to inform programme outcomes:**

- The QAA's award descriptors for Postgraduate level qualifications.
- The University's award descriptors for Postgraduate level qualifications.
- The QAA's Subject Benchmark statement for Business and Management (2007)  
<http://www.qaa.ac.uk/academicinfrastructure/benchmark/statements/BusinessManagementMasters.asp>

**Programme philosophy and aims**

**Explain the overall approach adopted by the programme and how it leads to the aims shown below**

**The aims of the programme are to:**

Develop the knowledge and skills of HR practitioners who are in employment through the study of key aspects of HRM on a part-time mode.

The Master's degree enables students to develop their knowledge and skills to an advanced level and prepares students for further research. The process and content of the programme has an emphasis on practice (based on theory) and will take a critical perspective on both current practice and likely future developments.



**Intended learning outcomes and the means by which they are achieved and demonstrated:**

**Learning Outcomes**

1. To apply the concepts and techniques of HRM internationally to enable practitioners to make a significant contribution to an organisation's success in a global context.
2. To critically examine, respond to and to facilitate/support change in international organisational settings.
3. To be able to conduct research into a specialist HR issue or topic
4. To be able to reflect on and learn from prior professional experience and to be able to integrate new knowledge with past experience and apply it to new situations.

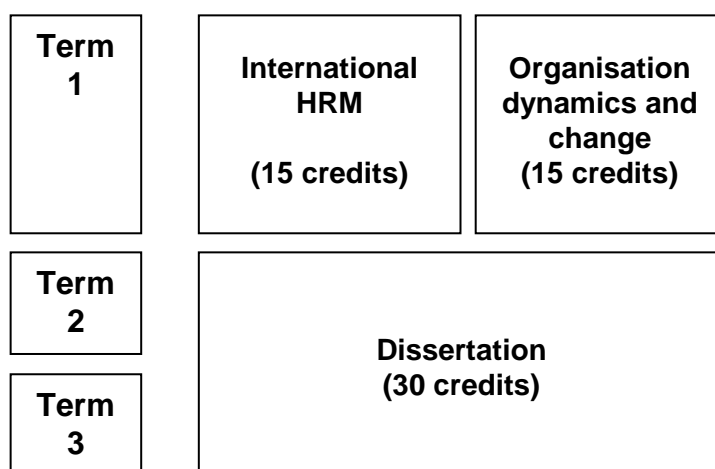
**Learning teaching, and assessment methods used**

A variety of teaching and learning methods are employed with the aim of making participants' learning active and engaging. An experiential learning approach, through active learning techniques, applied research; critical reflection and process facilitation are features of the teaching-learning strategy. Students also work individually and in teams, researching HR issues in a variety of contexts and participants learn experientially through researching real organisation issues. For the dissertation students will work alongside a supervisor who will help to facilitate the student's learning.

**Programme structure and requirements, levels, modules, credits and awards**

The structure of the course, the modules and the awards which can be gained are shown in the diagram below:

**MA in HRM**



## **Support for Learning including Personal Development Planning (PDP)**

Students are encouraged to identify, and with guidance, to reflect on their own learning needs and are offered the following support as appropriate to meet those needs:

Throughout the taught modules students will be encouraged to reflect on their learning by means of formative and summative assessment. Reflective practice will be developed through tutor facilitation of the dissertation.

## **Criteria for admission**

Candidates must satisfy the general admission requirements of the programme.

The current admission requirements can be found under the 'Entry Requirements' tab of the web page for this course.

## **Methods for evaluation and enhancement of quality and standards including listening and responding to views of students**

Individual module evaluation by students, staff and, where appropriate, stakeholders

Regular review of VLE content and usage

Review of teaching support ( texts, cases etc)

Annual review of modules by module leaders

Annual course evaluation reports and action plans

Annual monitoring process

Peer observation of teaching

Individual performance reviews

External examiners' comments and formal reports

Student representatives' feedback to Boards of Studies

Consideration of the minutes of Boards of Studies by Academic Standards and Quality Enhancement Committee

Approval and review and re-approval events

PG Student Experience Survey

Course development day