

## Course Information Form (CIF)

The CIF provides core information to students, staff teams and others on a particular course of study.

<b>Section 1 - General Course Information</b>	
<b>Course Title</b>	MSc International Human Resource Management
<b>Qualification</b>	MSc
<b>Intermediate Qualification(s)</b>	PG Diploma in International Human Resource Management
<b>Awarding Institution</b>	University of Bedfordshire
<b>Location of Delivery</b>	AA University Square Campus
<b>Mode(s) of Study and Duration</b>	Time over 1 Year (MSc) or 15 month Full Time over 9 months (PG Diploma)
<b>Core Teaching Pattern</b>	PG Block Delivery
<b>FHEQ Level</b>	Level 7
<b>Professional, Statutory or Regulatory Body (PSRB) accreditation or endorsement</b>	Not Applicable
<b>PSRB Renewal Date</b>	Not Applicable
<b>University of Bedfordshire Employability accreditation</b>	
<b>Route Code (SITS)</b>	MSIHRAAF+MSHRMAAF+PDIHRAAF
<b>Subject Community</b>	Postgraduate Human Resource Management
<b>UCAS Course Code</b>	Not Applicable
<b>Relevant External Benchmarking</b>	QAA (2015), 'Subject Benchmark Statement: Master's Degrees in Business and Management' QAA Framework for higher education qualifications (2014) (level 7) <a href="http://www.qaa.ac.uk/en/Publications/Documents/qualifications-frameworks.pdf">http://www.qaa.ac.uk/en/Publications/Documents/qualifications-frameworks.pdf</a> QAA (2014), 'Master's Degree characteristics'



## Section 2 - Published Information

Material in this section will be used on the course web site to promote the course to potential students. The text should be written with this potential audience in mind.

### Course Structure

The Units which make up the course are:

Unit Code	Level	Credits	Unit Name	Core or option
SHRXXX-6	7	30	Leading People in Creative Teams	Core
BSSXXX-6	7	30	Strategic Management	Core
SHRXXX-6	7	30	Talent Resourcing and Development	Core
LAWXXX-6	7	30	Employment Law in a Global Context	Core
MAR042-6	7	60	Business Dissertation	Option
MAR040-6	7	60	Professional Practice	Option
MAR041-6	7	60	Business Live Project	Option

### Why study this course

In the fast-moving global context of HRM, qualifications are an important way to build your knowledge and demonstrate expertise in the workplace. This course will develop your critical thinking and understanding of talent management, leadership, strategy, and international law as well as your ability to develop creative and strategic HR solutions for sustained organisational performance.

### Course Summary – Educational Aims

This course will help in:

- providing an opportunity to specialise in international human resource management.
- Providing an analytical framework which enables you to identify, evaluate and apply a strategic HRM approach to improve organisational performance.
- Developing skills of critical thinking and understanding of people and organisations in order to implement strategic, effective and creative HR solutions.
- Developing strategic specialist HR and generic management skills enabling you to make a meaningful contribution to organisational effectiveness.
- Developing lifelong learning and continuing professional development skills enabling you to work autonomously and creatively within the profession of management generally, and people management specifically.

### Entry requirements

We consider applicants with a degree from a recognised University. To apply for this course, applicants from different subject areas will be considered on an individual basis according to their relevant professional experience or qualifications.

English language requirements are described at: <http://www.beds.ac.uk/international/international-applications/countries/english>

### PSRB details

### Graduate Impact Statements

The course has been designed to develop graduates who are able to:

- Demonstrate expertise in their knowledge and understanding of global HRM issues and solutions, ensuring that their achievements and professional credibility are recognised by employers, enhancing career prospects and earning potential.
- Demonstrate professionalism on which employers can judge their credentials, working in specialist teams as well as collaboratively in cross-functional teams providing relevant HRM solutions to a range of organisational stakeholders whilst maintaining personal relevance

through up-to-date knowledge and a commitment to continuing professional development.

- Be creative and innovative in providing HR solutions to a range of organisational stakeholders providing you with status and relevance and giving you the edge over non-qualified colleagues in the employment marketplace.

## Higher Education Achievement Report - Additional Information

### Learning and Teaching

This Course will provide you with a unique learning experience. It will be intense but also very rewarding. You will start with a week-long induction where, apart from being introduced to the University and your Faculty, the first interaction with the area of HRM will prepare you for the rest of your studies. Your course will be delivered in a blocks format; this means you will undertake one unit at a time for 6 weeks and that will be a block of delivery. At the end of four blocks you will progress to the master's capstone experience stage where you will opt to complete either, a dissertation, a professional practice, or a live project unit. Each of these options will include an element of research methodology which is embedded within the unit. In order to undertake any of the capstone elements of this course you must have successfully completed 90 taught credits with the exception of the Professional practice Unit for which you need to have completed all taught elements. Each Unit will include significant direct contact time but it will also require and provide time for individual reading and preparation for assessment. That will take place in weeks 3 and 6 of each block. By the end of this course you will appreciate the importance of developing a critical understanding of managing and leading people for organisational competitive advantage in a range of national and international contexts.

If you have opted to enrol for the 15 month course, you will take a break of one block at the end of the four taught blocks. You will then progress to the master's capstone unit in block 6. The time to complete the master's capstone unit is not affected by taking a break at the end of the four taught blocks.

Being active participants in the learning process, instead of members of a passive audience, will improve your learning experience and increase your knowledge. At the same time, and throughout the course, you will be working on building up on a number of transferable skills. These are the ability to conduct high quality academic enquiry, to identify questions that need to be addressed in both a professional and scientific way, to think critically when analysing, deduct when synthesizing, and to present your argument in a clear and concise manner as it is required for your success in this course but also as it will be expected by your future employers.

Your contribution to your own learning is pivotal. It is essential that, in order to maximise your benefit and to derive the best student experience, you must make optimum use of the time provided for individual learning. Direct contact times will be highly interactive and student preparation in advance is a key element for success. Starting in welcome week you will prepare for what will be an intensive delivery which will then be followed by your own individual learning and assessment. Your tutors are active researchers and they will guide you through this process by exposing you to the latest developments of the relevant subjects. Research-informed teaching is the basis for transforming a course into a unique student experience in an area of knowledge which is very dynamic in its evolution. Although the main concepts and theories might be following the structure of a textbook, you are expected to do a substantial amount of reading yourselves. There will be both guided and independent reading and the information will be available to you through BREQ and your Unit Handbooks. The University's Virtual Learning Environment will be essential in your effort given the delivery method.

### Developing your employability

The MSc International Human Resource Management will not focus solely on the study of HRM, strategy or research methods. It is a process through which you will develop problem solving skills using the techniques you learn when you study these subjects, becoming therefore more skilled, well informed and alert professionals in an increasingly demanding world.

The course sits at the heart of developing the University of Bedfordshire Business School's distinctiveness through its practice-based provision while maintaining its high academic standards. Throughout the course the focus will be on the identification, analysis, evaluation and application of different external and internal

factors that influence and organisation's business environment and their approach to the management of people. The central principle underlying the learning and assessment of this course is reflective practice, and you will be encouraged to apply this developmental approach to the development of your future career. The course aims to make the most of a wide variety of learning opportunities, both inside and outside the classroom, and seeks to develop or improve a range of transferable behavioural skills and competences necessary in business leadership and HRM, such as: curiosity, collaboration, decision-making, negotiation and having the courage to challenge. Students will get an opportunity to reflect on personal development which is built into each block using pre block activities. This will help develop self-awareness skills which are valued by employers.

**Department (s)**

Department of Law and Finance

**Assessment**

A number of different assessment methods will contribute to your development and will enhance your employability. We consider it essential that comprehensive feedback is provided in due time so it is integrated in your learning process. When group work is required, the marks given will be individual following the University of Bedfordshire's regulatory scheme. In some cases, different kinds of assessment may be used in combination, making sure however that there are no hidden tasks.

The intensive character of this Course's delivery as it is outlined in its Teaching and Learning philosophy is consistent with the needs of today's world for graduates who accumulate knowledge fast and are able to express the outcome of this process in a way that is meaningful and comprehensive. Welcome and induction activities will be followed immediately by a week of intensive direct contact time followed by your own contribution through individual learning, will take you to your first assessment point. At the end of your six-week block, your final assessment will be due. This will be a demanding but very rewarding experience.

The overall assessment strategy for this course includes:

The underpinning rationale for an assessment strategy of this course is based on the following quote from QAA section 6 Assessment- "There are good reasons why forms of assessment vary widely. These include the need to ensure that types of assessment, including re-assessment, test the intended learning outcomes accurately and fairly, and are appropriate to the subject being studied, the mode of learning, and to the students taking the module or programme".

The assessments for this course will enable students to engage in reflection as part of independent learning, providing them with both the confidence and emerging skills to react to the feedback provided to them to monitor and improve their future performance. The below given assessment methods are deemed appropriate for the given course/unit learning outcomes:

Individual Written Report, Essays or Literature Review:

Your knowledge and skills are developed when you undertake the task of writing an individual report and the whole process contributes to your improvement when it comes to conducting postgraduate level research and developing your enterprise. The ability to perform literature informed research, to review and evaluate the relevant sources and to use an appropriate methodology in order to analyze and evaluate the relevant concepts is being assessed. These will be used mainly as summative assessments, particularly for both HRM specialist units.

Oral Presentation: A number of transferable skills will be developed including the ability to present your findings in a professional, clear and concise manner. We will use this assessment type as part of learning experience both for formative and summative purpose.

Reflective Report: Evaluating your own contribution to a task and/or team is essential in the context of this course but in the workplace as well. It serves as a good formative assessment for some innovative class activities for students, for example: Designing an assessment center and role play exercises

Dissertation / Professional Practice / Live Project: Regardless of which master's capstone experience you opt for, you will have to produce an individual, independent piece of work. You will be asked to identify the research question or problem under investigation, review the relevant literature, develop a sound

methodology in order to explore the problem, proceed with the analysis, discuss your findings and make recommendations. It is the capstone of this course and builds on the knowledge and skills acquired in all Units. It will be one of the most challenging but yet enjoyable and rewarding experiences you will encounter.

The use of a wide range of sources, both academic and other is a requirement for a postgraduate degree. The notions of accountability and academic integrity will be an integral part of your course. Plagiarism will not be tolerated. You will be informed about what plagiarism is and how to avoid it during the delivery of each Unit. Where an individual project is required you will be asked to show the different stages of your work or to present it in its entirety upon completion. Where collaborative tasks are assigned, an individual reflective report will be necessary to indicate your contribution to the team. All coursework assignments will require a thorough evaluation of the sources used and referencing will be done according to the Harvard Referencing System.

### After Graduation

This course is designed for you to pursue a professional career in the field of human resource management.

On completing this course you are likely to progress into one or more of the following areas:

- Strategic architect role in the field of human resource management;
- Expert HR roles in researching specialist fields within human resource management;
- Senior positions within the human resource management and development function;
- Consultancy positions concerned with the management and development of employees;
- Consultancy roles within organisations concerned with public policy matters relating to employment affairs.

Further study: On completing this course you are likely to progress onto:

- MPhil / Phd
- Professional doctorate (e.g. DBA)

### Student Support during the course

At the University of Bedfordshire, student experience is a top priority. A holistic approach requires that students receive appropriate support which is not limited to their scheduled class time. A range of services will be available to you as students in this course. **Library Services** (<http://lrweb.beds.ac.uk>) and the **Student Information Desk** (<http://www.beds.ac.uk/studentlife/student-support/sid>) will usually be your first point of reference and two of the places you visit most often. For an overview of those services, including **Health and Well Being** as well as **Career Services** please visit: <http://www.beds.ac.uk/studentlife/student-support>

**BREO:** Bedfordshire Resources for Education Online (BREO) includes the University's virtual learning environment (Blackboard) and a range of other technologies. Through BREO you will have access to a range of materials and resources to help and support you in each of the units you study and it is important that you access BREO regularly to find out about any changes.

In addition to these support services available in the University, course specific support has been designed to help you progress successfully, both academically and in terms of your future career and study ambitions.

**English Language Support** through the Language Centre with daily drop in service and free language classes.

For international students, there is a Dedicated **International Students' support team**. The team is here to help you settle into University life and give advice on a range of issues such as: part-time work, how to open a bank account, places of worship and local places of interest. There is also an international student welcome programme, designed to enrich your time of study at the University as well as help you settle in, adjust to your surroundings and get to know your way around.

Your **Course Coordinator is a key contact for you who** will be there to advise you on the following:

- Specific information regarding your Course, particular Units, options, regulations, etc.

- Accuracy of your results
- Obligations regarding re-assessment and repeats
- Materials including the Course Handbook, and welcome information.

You will first meet your course coordinator during welcome week (induction) at the start of your course. Welcome week is a vital part of your course, designed to help you settle into the university and provide you with all the information that you need relating to how your course runs. During this week, you will be involved in several interactive tasks designed to prepare you for study at Masters level and to start planning your personal development. Between each block of study, you will be expected to attend follow on sessions where you will reflect on your progress against your intended aims and plan future development steps. During welcome week, we will explain the teaching and learning experience that we have designed in the course and explain why you will be engaged in various learning activities. The employability aspects and the skills that the course aims to develop will be also be explained. You will have an opportunity to reflect on and evaluate your learning strengths and weaknesses and current skills base during welcome week. In between each block of study you will then be able to reflect on your progress, identify the activities that have contributed to your personal development and plan future development targets and actions.

During welcome week, the Masters capstone unit choices will be explained and you will make an initial choice about whether your final unit is a traditional dissertation or a work related learning experience. The course team will then work with you to help you plan the steps that you need to take to be successful in your final unit. Finally, during welcome week, you will develop a map of 'your support network' and be introduced to the individuals who are available to help you with the various aspects of your study.

A **Personal Academic Tutor** will be allocated to you after you have arrived and registered. Your PAT will be your coach during your studies. A dedicated information system is designed to support this process and you will be invited to meetings with your PAT to discuss your progress. Your PAT will be an important person to help you reflect on your progress and get the most of your decision to study a master's degree.

As you will be studying one unit at a time, you will develop a strong relationship with the staff and your peers in each block of study. This design aspect of the course means that you will be benefitting from and contributing to learning communities that are dynamic and supportive. Staff and peers will get to know you very quickly, they will notice if you are missing and will follow up to check that everything is OK. There is also time in each block of delivery to help you catch up if you unavoidably miss a session due to illness for example.

A lot of thought and attention has been paid to ensuring that you are supported, at a university, course and unit level. Your engagement with these support systems is crucial for you to achieve your ambitions.

### **Accessibility and Key Features**

Although this Course does not have any specific elements which, in case of disabled students, may require special consideration, the University of Bedfordshire is committed to supporting students with disabilities, and we do all we can to ensure we are accessible and welcoming to all. The Disability Advice Team is always available to discuss any issues you may have and provide solutions and services. For further information, please visit:

<http://www.beds.ac.uk/student-experience2/studying-at-bedfordshire/student-support/disabilities2>

## Assessment Map

Unit Code	C/O	Weeks																							
		0	1	2	3	4	5	6	7	8	9	10	11	12											
Leading People in Creative Teams	C				CW-CS			PR-Oral																	
Talent Resourcing & Development	C				PR-Oral			CW-RW																	
Employment Law in a Global Context	C				PR-Oral			WR-I																	
Strategic Management	C				WR-I			CW-CS																	
Business / Law Project	O				WR-I																			PJ-Diss	
Professional Placement	O				WR-I																			WR-WB	
Business Live Project	O				WR-I																			PJ-Proj	

**Please Note:** The numbered weeks in the above table indicate the point in block where the assessment is due in the individual Unit teaching schedule. According to this delivery mode, Units do not run concurrently but consecutively. Therefore, students will only be working on one assessment at any given time. Consequently, there is no bunching of assessment.

### Assessment Types:

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Unseen examination (Ex)  
 Case study examination (Ex-CS)  
 Computer-based examination (Ex-CB)  
 Summative in-class test or phase test (Ex-PT)  
 Other form of examination e.g. open book, seen exam (Ex-OT)

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Essay (CW-Ess)  
 Case study (CW-CS)  
 Literature review (CW-LR)  
 Reflective writing (CW-RW)  
 Data exercise (CW-Data)

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Portfolio (CW-Port)  
 e-portfolio (CW-ePort)  
 Journal (CW-Jour)

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Individual report (WR-I)  
 Business report (WR-Bus)  
 Group report (WR-Gr)  
 Laboratory report (WR-Lab)  
 Poster (WR-Post)  
 Problem-based report (WR-Prob)

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Field work (WR-Field)  
 Work-based report (WR-WB)  
 Project report (PJ-Proj)  
 Dissertation report (PJ-Diss)

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Exhibition (PJ-Exhib)  
 Artefact (PJ-Art)

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Collaborative activity such as a wiki (PJ-Coll)

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Oral presentation (PR-Oral)

Viva (PR-viva)

Laboratory-based (PR-Lab)

OSCE (PR-OSCE)

Performance (PR-Perf)

Placement - where work-based skills are assessed (PR-Plac)

Practical skills assessment – not included elsewhere (PR-OT)

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## Section 3 - Academic Information

This section will be used as part of the approval and review process and **peer academics** are the target audience.

### Course Learning Outcomes

Upon successful completion of this course, students should be able to:-

1. Critically evaluate current HR research and key debates within HRM in a global context and develop creative and constructive solutions to business issues within organisations;
2. Communicate persuasively and influentially at all levels within the organisation and to external stakeholders, both orally and in writing, using a range of media;
3. Understand and critically evaluate the role of HRM, law, ethics and professionalism in the organisation.
4. Demonstrate effective self-management in terms of planning, behaviour, motivation, individual initiative and enterprise in order to meet the demands of a Master's degree in International Human Resource Management, while taking responsibility for personal learning and continuous professional development.
5. Demonstrate effective, rigorous and reflective skills of self-management and independence in terms of planning, behaviour, motivation, individual initiative and enterprise in order to meet the demands of the field of study in human resource management, while taking responsibility for personal learning and continuous professional development against clearly identified personal career-related goals
6. In the absence of complete data, analyse a range of complex and pervasive issues in a systematic and creative manner to generate sound judgements and recommendations that are communicated effectively to both a specialist and non-specialist audience.

For a PG Diploma in International HRM:

1. Critically evaluate current HR research and key debates within HRM in a global context;
2. Develop creative and constructive solutions to business issues within organisations;
3. Communicate persuasively and influentially at all levels within the organisation and to external stakeholders, both orally and in writing, using a range of media;
4. Understand and critically evaluate the role of HRM, law, ethics and professionalism in the organisation.

### Course-specific regulations

Not Applicable

### Teaching, Learning and Assessment

CRe8 articulates the University of Bedfordshire's approach to creating an environment that supports effective learning and teaching. Its elements, appropriate curriculum design, personalized and realistic learning, employability and suitable assessment strategies, are the basic ingredients of our approach to teaching and learning. The MSc Human Resource Management has been developed based on those principles.

This Course will provide students with a unique learning experience. It will be intense but also very rewarding. Students will start with a week-long induction where, apart from being introduced to the University and the Faculty, the first interaction with the area of international HRM will prepare them for the rest of their studies. The delivery method followed is that of Block teaching. At the end of four blocks they will progress to their chosen master's capstone experience which demands students to demonstrate an ability to apply current literature and thinking to address a topical research question or practical problem. Research methods appropriate to the enquiry context of the chosen unit will be embedded. Each Unit will include significant direct contact time but it will also require and provide time for individual reading and preparation for assessment. That will take place in weeks 3 and 6 of each block. By the end of this course learners will appreciate the importance of developing a critical understanding of managing and leading people for organisational competitive advantage in a range of national and international contexts.

A number of taught Units where direct contact will be blended with independent learning have been designed to offer an interesting, current and innovative curriculum. Students will undertake four 30 credit

Units in the areas of Leading People in Creative Teams, Strategic Management, Talent Resourcing and Development and Employment Law in a Global Context. These are four areas of cognitive knowledge that provide a sound background for a graduate and will be the basis for a successful career. They will provide our students with a clear understanding of a very dynamically evolving environment and will equip them with both a holistic awareness of the world we live in and the qualities that are highly sought by employers.

A number of transferable skills will be further developed. Today's demanding labour markets, in the UK and internationally, require a number of other abilities and proficiencies. The ability to conduct sound research, computer literacy, professionalism, communication and presentation skills is some of the attributes that our graduates will possess at the end of their course.

The knowledge and concepts acquired during the first four taught periods of block teaching along with a number of highly important transferable skills will be combined and evaluated during the writing of the final piece of work. The master's capstone experience unit. Whether the students opt for a traditional research dissertation or an experiential learning option (Professional Practice or Live Project), an appropriate research methods element will introduce the students to the idea of postgraduate and/or action-based research. This final unit will enhance student ability to produce an independent piece of work and it will provide them with an opportunity to show the creativity and independence required in the workplace by holders of postgraduate degrees.

With no doubt, being active participants in the learning process, instead of members of a passive audience, improves the student learning experience and increases knowledge. At the same time, and throughout the course, students will be working on building up on a number of additional transferable skills. Those are the ability to conduct high quality academic enquiry, to identify questions that need to be addressed in both a professional and scientific way, to think critically when analysing, deduct when synthesising, and to present argument in a clear and concise manner as it is required for their success in this course but also as it will be expected by future employers.

Student contribution to own learning is pivotal. It is essential that, in order to maximise the educational benefit and to derive the best experience, students must make optimum use of the time provided for individual learning. Direct contact times will be highly interactive and student preparation in advance is a key element for success. Starting in induction week students will prepare for what will be an intensive delivery which will then be followed by their own individual learning and assessment. The Lecturers who will deliver this Course are active researchers and will guide students through this process by exposing them to the latest developments of the relevant subjects. Research-informed teaching is the basis for transforming a course into a unique student experience in an area of knowledge which is very dynamic in its evolution. Although the main concepts and theories might be following the structure of a textbook, students will be expected to do a substantial amount of reading themselves. There will be both guided and independent reading and the information will be available to through BREO. The University's Virtual Learning Environment will be essential in this effort given the delivery method.

Besides the knowledge of theories and concepts and their application to real life business situations, four basic elements have been used in developing this course. Critical and creative thinking should be part of every postgraduate course. Students will be encouraged to receive, discuss and evaluate across all Units. They will also participate greatly in developing their own learning through independent and guided reading and they will be encouraged to share their views, ideas and knowledge. Systemic thinking will be greatly promoted. The ability to decompose and synthesise will be a key factor in achieving this and it will be developed in all Units. Finally, collaboration at all stages of this course will be required, either informally in the context of class discussions, or when formative group assessments have to be prepared. Along with sharing their ideas and contributing to their team, students will learn to appreciate the importance of being dependable.

The assessment strategy for this course is designed in a way that will contribute to student development and will help them achieve their goals and enhance their employability. An essential element of this process is that feedback will be provided in due time so it is integrated in the learning process. When group work is required, the marks given will be individual following the University of Bedfordshire's regulatory scheme. The different kinds of assessment are listed below and in some cases they will be used in combination, making sure however that there are no hidden tasks. In addition to the assessment strategies followed in each Unit, student knowledge and skills will be also formatively assessed through problem solving sessions or case study discussions, in order to ensure that development of their comprehension of the underlying concepts is appropriate to the level of studies and continuously supports the overall student achievement. A full list of how each Unit will be assessed is presented in the previous section. Please refer to the relevant section of this form regarding Academic Integrity.

The intensive character of this Course's delivery as it is outlined in its Teaching and Learning philosophy is consistent with the needs of today's world for graduates who accumulate knowledge fast and are able to express the outcome of this process in a way that is meaningful and comprehensive. After induction, a week of intensive direct contact time followed by students own contribution through individual learning, will take them to the first assessment point. The process will repeat and at the end of the six-week block, the final assessment will be due. This will be a demanding but very rewarding experience.

As mentioned above, the MSc International Human Resource Management is designed to develop a number of transferable skills which along with the knowledge and understanding of the relevant theories and concepts will provide our graduates with all those abilities required for a successful career. The different methods used to assess student performance are designed to evaluate the following: Research and literature review skills, enquiry, enterprise, application, computer literacy, ability to contextualize and evaluate, presentation skills and professionalism, and collaboration.

The Course's Assessment Strategy includes:

The underpinning rationale for an assessment strategy of this course is based on the following quote from QAA section 6 Assessment- "There are good reasons why forms of assessment vary widely. These include the need to ensure that types of assessment, including re-assessment, test the intended learning outcomes accurately and fairly, and are appropriate to the subject being studied, the mode of learning, and to the students taking the module or programme".

The assessments for this course will enable students to engage in reflection as part of independent learning, providing them with both the confidence and emerging skills to react to the feedback provided to them to monitor and improve their future performance. The below given assessment methods are deemed appropriate for the given course/unit learning outcomes:

**Individual Written Report, Essays or Literature Review:**

Your knowledge and skills are developed when you undertake the task of writing an individual report and the whole process contributes to your improvement when it comes to conducting postgraduate level research and developing your enterprise. The ability to perform literature informed research, to review and evaluate the relevant sources and to use an appropriate methodology in order to analyze and evaluate the relevant concepts is being assessed. These will be used mainly as summative assessments, particularly for both HRM specialist units.

**Oral Presentation:** A number of transferable skills will be developed including the ability to present your findings in a professional, clear and concise manner. We will use this assessment type as part of learning experience both for formative and summative purpose.

**Reflective Report:** Evaluating your own contribution to a task and/or team is essential in the context of this course but in the workplace as well. It serves as a good formative assessment for some innovative class activities for students, for example: Designing an assessment center and role play exercises. It will also be part of summative assessment in one of the specialist IHRM unit

**Dissertation / Professional Practice / Live Project:** Regardless of which master's capstone experience you opt for, you will have to produce an individual, independent piece of work. You will be asked to identify the research question or problem under investigation, review the relevant literature, develop a sound methodology in order to explore the problem, proceed with the analysis, discuss your findings and make recommendations. It is the capstone of this course and builds on the knowledge and skills acquired in all Units. It will be one of the most challenging but yet enjoyable and rewarding experiences you will encounter.

**Additional Academic Information**

***Peer-assisted learning (PAL)***

Not Applicable

***Initial Assessment***

Each blocks initial assessment is in week 3.

***Improving students' learning***

This course will build upon the general knowledge and skills acquired at the undergraduate level. However, as the understanding of the underlying theories evolves throughout this course and additional skills are developed, students will find new ways of improving their learning and enhancing their student experience and employability. Along with the cognitive knowledge in the area of Human Resource Management, a number of skills, including the review of the relevant literature, critical evaluation of a published work, replication of seminal work, creativity, development of methodological approaches and other will be developed not only in the taught Units of this course but also in the research methods part of the final Unit.

The blocks delivery structure involves an extensive induction week at the start of each block which will introduce new students to both university structures and prepare them for block delivery. Students will also have the opportunity to consider the skills that they are expected to develop during the course of their master's study, On progression to subsequent blocks, students will return to review their personal progress and assess further development needs and opportunities. Therefore, continuing students will also benefit from this week at the start of each new block to reflect on progress made to date on their skills development. Furthermore, the blocks delivery structure provides opportunities to significantly enhance the student learning experience with new students studying units alongside continuing students (depending on entry points), supporting the transition for new students and promoting a supportive learning community. Prior to the final capstone masters experience unit, students will participate in future horizons activities' which will assist in their transition from a taught environment to one which requires application of skills and knowledge through independent action.

***Academic Integrity***

The use of a wide range of academic and other sources is a requirement for a postgraduate degree. The concepts of accountability and academic integrity will be introduced to students during induction week and are an integral part of this course. University regulations regarding academic misconduct are introduced to students during their induction and throughout lectures and seminars. All coursework assignments will require a thorough evaluation of sources used and referencing will be done according to the University of Bedfordshire Harvard Referencing System.

Free-riding and plagiarism will be penalized and students will be reminded of this during each Unit. Where a 'higher-risk' assessment (as defined by the University of Bedfordshire Quality Handbook Ch 8) is used additional steps will be taken. For instance, if an individual project is required students will present their work in stages or will present their work in its entirety upon completion. Case study assessments are typically developed individually with the student based on employer engagement and personal interest. When collaborative tasks are assigned, an individual reflective report will indicate each student's contribution to the team. Turnitin will be used for all submissions and for plagiarism checking.

***HEAR implementation***

Not applicable

***Internationalisation***

Internationalisation is a notion thoroughly examined and addressed in this course. Multinational corporations (MNCs) require not only coordination of their international business strategies but also the coordination and management of people on an international basis. National cultural and institutional differences will have an impact on HR policies in MNCs and this course will explore the policy choices and consequences inherent in managing internationally. It is expected that students must be ready and able to develop their understanding of the processes involved for changes in organisation and to formulate their own strategic solutions.

***Sustainability***

Sustainable organisational performance refers to the maintenance of an organisation's high performance levels in respect of financial indicators, people management and environmental and societal contribution over the long term. To achieve sustainable organisational performance, there should be integration and co-ordination between employee behaviour and the organisation's long-term values. Employee engagement then becomes a driver of long-term performance. For engagement to support sustainable performance, objectives at all levels need to be aligned with the organisation's strategic priorities. These key areas are covered in Leading People in Creative Teams where the concept of high performance working and employee engagement is explored. Sustainability is investigated further in the other units in determining how to resource and develop employees to ensure high performance and how to manage the employer employee relationship within the bounds of employment legislation and regulation to ensure engagement and willingness to perform at a high level for organisational sustainability.

## Section 4 - Administrative Information

This section will be used as part of the approval and review process and peer academics are the target audience.

Faculty	UBBS
Portfolio	Postgraduate
Department/School/Division	Department of Law and Finance
Course Coordinator	Muhammad Sameer
Version Number	2/16
Approved by (cf Quality Handbook ch.2)	University Approval
Date of approval (17/06/2016)	01/02/17
Implementation start-date of this version (plus any identified end-date)	AY2016/17

Form completed by:

Name: Muhammad Sameer

Date: 4<sup>th</sup> May 2016

Authorisation on behalf of the Faculty Teaching Quality and Standards Committee (FTQSC)

Chair: ..... Date: .....

Course Updates		
Date (dd/mm/yyyy)	Nature of Update	FTQSC Minute Ref:
01/02/17	Diet changes to facilitate 15 month delivery pattern	



## Annexes to the Course Information Form

*These annexes will be used as part of the approval and review process and **peer academics** are the target audience.*

### General course information

<b>Course Title</b>	MSc International Human Resource Management
<b>Qualification</b>	MSc
<b>Route Code (SITS)</b>	MSIHRAAF+MSHRMAAF
<b>Faculty</b>	University of Bedfordshire Business School
<b>Department/School/Division</b>	Department of Law and Finance
<b>Version Number</b>	1/16



## Annex B: Named exit or target intermediate qualifications

*This annex should be used when departments wish to offer intermediate qualifications which sit under the main course qualification as named exit or target awards, rather than unnamed exit/default awards.*

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### Section 1: General course information

<b>Intermediate Qualification(s) and titles</b>	Postgraduate Diploma in International Human Resource Management
<b>Mode(s) of Study and Duration</b>	Full Time over 9 months
<b>Type of Intermediate Qualification(s)</b>	Postgraduate Diploma
<b>Route Code(s) (SITS) of Intermediate Qualification(s)</b>	

### Section 2: Qualification unit diet

One table to be used for each intermediate qualification

<b>Confirmation of unit diet for:</b>	<i>n.a.</i>	
The units to achieve the credits required may be taken from any on the overall diet for the main course qualification		<input type="checkbox"/>
A combination of units from a restricted list must be taken to achieve the credits required (specify the list below)		<input type="checkbox"/>
A specific set of units must be taken to achieve the credits required (specify units below)		<input checked="" type="checkbox"/>

List of units (if applicable):- <b>Leading People in Creative Teams</b> <b>Strategic Management</b> <b>Talent Resourcing and Development</b> <b>Employment Law in a Global Context</b>
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### Section 3: Course structure and learning outcomes

One table to be used for each intermediate qualification

Intermediate qualification and title														
The Units which make up this course are:					Contributing towards the learning outcomes <i>Insert LO1 and/or LO2 for each unit into cell corresponding to the course learning outcome</i>									
Unit Code	Level	Credits	Unit Name	Core or option	1	2	3	4	5	6	7	8	9	10
	7	30	<b>Leading People in Creative teams</b>	Core	LO1/LO2	LO1/LO2	LO1/LO2	LO2						
	7	30	<b>Strategic Management</b>	Core	LO1/LO2	LO2	LO1/LO2	LO2						
	7	30	<b>Talent Resourcing and</b>	Core	LO1/LO2	LO1/LO2	LO1/LO2	LO2						

			<b>Development</b>											
	7	30	<b>Employment Law in a Global Context</b>	Core	LO1/LO2	LO1/LO2	LO1/LO2	LO2						

## Annex C: Course mapping to FHEQ level descriptor, subject benchmark(s) and professional body or other external reference points

One set of mapping tables to be produced for the course and each named intermediate qualification

<b>Course (or intermediate) qualification and title</b>	MSc Human Resource Management
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FHEQ Descriptor for a higher education qualification	Descriptor for a higher education qualification at level 7 on the FHEQ and SCQF level 11 on the FQHEIS: master's degree	Course Learning Outcome(s)								
		1	2	3	4	5	6			
<b>Graduates should be able to demonstrate:</b>										
A systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of their academic discipline, field of study or area of professional practice		X	X	X		X	x			
A comprehensive understanding of techniques applicable to their own research or advanced scholarship				X			x			
Originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline			X	X	X		x			
Conceptual understanding that enables the student to evaluate critically current research and advanced scholarship in the discipline		X		X		X	x			
Conceptual understanding that enables the student to evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses				X		X	x			
<b>Graduates should be able to:</b>										
deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate their conclusions clearly to specialist and non-specialist audiences		X	X		X	X	x			
demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level			X	X	X	X	x			
continue to advance their knowledge and understanding, and to develop new skills to a high level		X	X	X	X	X	x			
<b>Graduates will have:</b>										
the qualities and transferable skills necessary for employment requiring the exercise of initiative and personal responsibility			X	X	X	X	x			
the qualities and transferable skills necessary for employment requiring decision-making in complex and unpredictable situations			X	X		X	x			
the qualities and transferable skills necessary for employment requiring the independent learning ability required for continuing professional development.			X	X	X	X	x			

<b>Subject Benchmark Statement(s)</b>	QAA (2015), 'Subject Benchmark Statement. Master's Degrees in Business and Management'	<b>Evidence and/or Course Learning Outcome(s)</b> <i>How the course takes account of relevant subject benchmark statements</i>
A systematic understanding of relevant knowledge about organisations, their external context and how they are managed		LO1, LO3
Application of relevant knowledge to a range of complex situations taking account of its relationship and interaction with other areas of the business or organisation		LO1, LO2, LO3, LO4
A critical awareness of current issues in business and management which is informed by leading edge research and practice in the field		LO1, LO2, LO3
An understanding of appropriate techniques sufficient to allow detailed investigation into relevant business and management issues		LO2, LO4
Creativity in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to develop and interpret knowledge in business and management		LO1, LO2
Ability to acquire and analyse data and information, to evaluate their relevance and validity and to synthesise a range of information in the context of new situations		LO2, LO4
Conceptual understanding that enables students to evaluate the rigour and validity of published research and assess its relevance to new situations		LO1, LO2
Ability to conduct research into business and management issues that requires familiarity with a range of business data, research sources and appropriate methodologies and for such to inform the overall learning process		LO2, LO4
Ability to communicate effectively both orally and in writing, using a range of media		LO2
Operate effectively in a variety of team roles and take leadership roles when appropriate		LO1, LO2, LO3
Ability to take an international perspective including understanding the impact of globalisation on businesses, societies and the environment and the ethical implications.		LO1, LO2, LO3, LO4

*The format of the following mapping tables may be adjusted.*

<b>Qualification Characteristic</b>	QAA (2014), 'Master's Degree characteristics'	<b>Evidence</b> <i>How the course takes account of relevant qualification characteristics documents</i>
Have an in-depth knowledge and understanding of their discipline and/or profession, informed by current practice, scholarship and research, including a critical awareness of current issues and developments in the subject and/or profession		LO1, LO3
Use initiative and take responsibility		LO1, LO2
Solve problems in creative and innovative ways		LO1, LO2, LO4
Make decisions in challenging situations		LO1, LO2, LO3, LO4

Continue to learn independently and to develop	LO1, LO2
Communicate effectively, with colleagues and a wider audience, in a variety of media	LO2, LO4

Professional body or other external reference points	<i>(insert title and year)</i>	Evidence <i>How the course takes account of Professional body or other external reference points</i>

## Annex D: Equality Impact Assessments of Courses and Units

### Introduction

As a widening participation institution, equality and diversity considerations are important in all aspects of our approach to teaching and learning. They are a theme within CRe8, embedded in our approach to teaching (in the minimum teaching expectations) and feature in staff induction and development. This annex sets out expectations in relation to the approval of courses and units and the need to undertake appropriate Equality Impact Assessments (EIA).

### Equality Impact Assessments

The following apply.

- All courses and all units should have an associated EIA (see forms below).
- EIAs may cover multiple courses but individual EIAs are required for each unit.
- EIAs will be undertaken as courses come forward for approval or review (there is no requirement to go back and undertake more detailed EIAs, in line with this policy, than was previously required).

### Further guidance

Guidance from the Equalities Challenge Unit (ECU) available at

<http://www.ecu.ac.uk/publications/disability-legislation-practical-guidance-for-academic-staff-revised/>

Equality and Human Rights Commission: Guidance for providers of further and higher education

[www.equalityhumanrights.com/advice-and-guidance/further-and-higher-educationproviders-guidance](http://www.equalityhumanrights.com/advice-and-guidance/further-and-higher-educationproviders-guidance)

Equality Challenge Unit (2010) Disability legislation: practical guidance for academic staff (revised)

[www.ecu.ac.uk/publications/disability-legislation-practical-guidancefor-academic-staff-revised](http://www.ecu.ac.uk/publications/disability-legislation-practical-guidancefor-academic-staff-revised)

Higher Education Academy (2010) Inclusive Learning and Teaching in Higher Education

[www.heacademy.ac.uk/resources/detail/inclusion/LTsummit\\_final\\_report](http://www.heacademy.ac.uk/resources/detail/inclusion/LTsummit_final_report)

Higher Education Academy and Equality Challenge Unit: Ethnicity, Gender and Degree Attainment

[www.heacademy.ac.uk/resources/detail/inclusion/Ethnicity/ethnicity](http://www.heacademy.ac.uk/resources/detail/inclusion/Ethnicity/ethnicity)

Higher Education Academy and UK Council for International Student Affairs:

Inclusive assessment in Higher Education a Resource for change available at

<http://www1.plymouth.ac.uk/disability/Documents/Space%20toolkit.pdf>

JISC TechDis: Teaching Inclusively Using Technology

[www.jisctechdis.ac.uk/pages/detail/online\\_resources/Teaching\\_Inclusively\\_Using\\_Technology](http://www.jisctechdis.ac.uk/pages/detail/online_resources/Teaching_Inclusively_Using_Technology)

Teachability project: Creating accessible information about courses or programmes of study for disabled

students [www.teachability.strath.ac.uk/chapter\\_1/tableofcontents1.html](http://www.teachability.strath.ac.uk/chapter_1/tableofcontents1.html)

Teaching International Students Project [www.heacademy.ac.uk/teaching-international-students](http://www.heacademy.ac.uk/teaching-international-students)

<b>Course Equality Impact Assessment</b>		
<b>Course Title</b>	<b>MSc International Human Resource Management</b>	
<b>Question</b>	<b>Y/N</b>	<b>Anticipatory adjustments/actions</b>
1. Will the promotion of the course be open and inclusive in terms of language, images and location?	Y	
2. Are there any aspects of the curriculum that might present difficulties for disabled students? For example, skills and practical tests, use of equipment, use of e-learning, placements, field trips etc. If so then: (a) have these been flagged on the CIF so that potential students are aware, and (b) have anticipatory adjustments and arrangements been put in place.	Y	Students undertaking a professional practice experience who have particular requirements related to disability, learning difficulties or other protected characteristics are invited to complete a needs assessment form prior to undertaking their search for an appropriate professional opportunities so that they and the university can work with employers to reduce barriers wherever possible.
3. Are there any elements of the content of the course that might have an adverse impact on any of the other groups with protected characteristics <sup>1</sup> ? If so then: (a) have these been flagged on the CIF so that potential students are aware, and (b) have anticipatory adjustments and arrangements been put in place	N/A	
4. If the admission process involves interviews, performances or portfolios indicate how you demonstrate fairness and avoid practices that could lead to unlawful discrimination?	N/A	
5. Are the course learning outcomes and Graduate Impact Statements framed in a non-discriminatory way?	Y	
6. Does the course handbook make appropriate reference to the support of disabled students?	Y	

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<sup>1</sup> Age, Gender reassignment, Marriage and civil partnership, Pregnancy and maternity, Race, Religion and belief, Sex, Sexual orientation.

## Unit Equality Impact Assessment

*One EIA to be produced for each unit and included within the UIF*

<b>Unit title</b>	<b>International Human Resource Management</b>	
<b>Unit code</b>	MSIHRAAF	
<b>Level</b>	<b>7</b>	
<b>Credits</b>	<b>30</b>	
<b>Question</b>	<b>Y/N/NA</b>	<b>Anticipatory adjustments/actions</b>
1. Learning materials will be made available in advance of sessions for students to adapt as appropriate?	Y	
2. The unit delivery method is sufficiently flexible to enable all students to succeed?	Y	
3. The approach to group work takes account of the needs of students with disabilities and from diverse backgrounds?	Y	
4. The approach to practical work takes account of the needs of students with disabilities?	Y	
5. Students with a protected characteristic <sup>2</sup> have an equal opportunity to achieve the learning outcomes?	Y	
6. The assessment tasks provide all students with an equal opportunity to succeed?	Y	
7. Any other aspect of the unit that might pose potential challenges from an equality or diversity perspective have been considered?	Y	

<sup>2</sup> Age, Gender reassignment, Marriage and civil partnership, Pregnancy and maternity, Race, Religion and belief, Sex, Sexual orientation.