Queen Mary
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Programme Specification

Awarding Body/Institution	Queen Mary University of London
Teaching Institution	Queen Mary University of London
Name of Final Award and Programme Title	MSc International Human Resource Management
Name of Interim Award(s)	n/a
Duration of Study / Period of Registration	12 Months (Full-time)
QM Programme Code / UCAS Code(s)	N1S3
QAA Benchmark Group	
FHEQ Level of Award	Level 7
Programme Accredited by	CIPD
Date Programme Specification Approved	
Responsible School / Institute	School of Business & Management

Schools which will also be involved in teaching part of the programme
N/a

Institution(s) other than Queen Mary that will provide some teaching for the programme
N/a

Programme Outline

The rationale for this programme is to provide the School of Business and Management with a specialist research-led postgraduate programme in the disciplines of Human Resource Management and Employment Relations. The programme adopts an international focus to reflect the diversity of our postgraduate student recruitment base. The programme reflects research interests of the academics in the Centre for Research in Equality and Diversity who provide the majority of the teaching for the programme. The programme contains a balance of theoretical and practical modules to meet the QAA benchmark for Type 1 (specialist) master's degrees.

Aims of the Programme

This programme is designed to:
Provide a critical and research driven programme of study which provides a depth of knowledge in the field of international human resource management and employment relations and the changing external context in which they operate;
Prepare individuals for employment either related to their first degree discipline or in a human resource management role in

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national and international contexts;
Develop an understanding of theories, models, frameworks tasks and roles of human resource management together with rational analysis and other processes of decision making concerning employment relations within organisations and in relation to their external context, both national and international. Hence it aims to:
Deliver an advanced study of human resource management and employment relations, and the changing external context in which they operate;
Develop the ability to apply knowledge and understanding of human resource management to complex issues, both systematically and creatively, to improve business and management practice;
Enhance lifelong learning skills and personal development so as to be able to work with self-direction and originality and to contribute to business and society at large.

What Will You Be Expected to Achieve?

The School promotes active learning within a context of clear learning objectives. Students are encouraged to take responsibility for their own learning. Most modules have a weekly course element and in some this will require collaborative group work. We expect informal work groups to emerge particularly in the more numerically based subjects. Clear guidance on basic and supplementary reading is given.

Academic Content:	
A1	International Human Resource Management and Employment Relations in the wider context of business and management.
A2	Primary research and policy on International Human Resource Management and Employment Relations
A3	The skills required by international human resource managers

Disciplinary Skills - able to:	
B1	Apply theoretical and conceptual models of International Human Resource Management and Employment Relations to the practical tasks that are required of Human Resource managers
B2	Apply theoretical and conceptual models of International Human Resource Management and Employment Relations to the practical tasks that are required of Human Resource managers
B3	Critically analyse academic research methodologies used to examine International Human Resource Management and Employment Relations.

Attributes:	
C1	Understand and interrogate international statistical data on employment and unemployment
C2	Design and conduct a research project in the field of International Human Resource Management and Employment Relations
C3	Work individually and in teams to assess problems encountered in the management of human resources and formulate solutions

How Will You Learn?

Teaching is by research-oriented staff (complemented where appropriate by visiting lecturers with professional expertise), who

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will combine professional knowledge of their subject with a critical attitude to its delivery. Students therefore work in a challenging, supportive environment.

Teaching:
Each module has an outline description, giving the aims, expected learning outcomes, assessment methods, outline syllabus and indication of primary reading. This information is available online on the School's Postgraduate webpage.
Students typically have 3 contact hours per week in each module. Within these three hours, each module has its own pattern of lectures, seminars/classes and other activities. Lectures emphasise dissemination of information, explaining the key ideas and determining the sequence and pace of learning. Seminars/classes make for a more active learning experience by facilitating student interaction in discussion, exercises, problem sets, case studies and presentations (as appropriate).

How Will You Be Assessed?

Modules are typically assessed by a combination of coursework (usually 20-40% of the total mark) and final (two hour) examinations; however there is considerable variation across modules, and some are wholly examined by coursework. Clear guidance on coursework requirements is given emphasising approaches to coursework of various types and the avoidance of plagiarism. Standard College procedures are followed in the setting and marking of examinations and in the determination of overall results

How is the Programme Structured?
Please specify the full time and part time programme diets (if appropriate).

In the week before Semester A teaching begins, the Director of Postgraduate Taught Programmes leads a two day induction session for the cohort entering that year. This provides details of the core and elective modules in each Programme; the documentation students must complete; exams; coursework and assessment; the Student Handbook; the Dissertation (structure; organisation; research and plagiarism); Security and Safety; Library Resources; IT Resources; SSLC; Careers Advice; Help with English; and Campus Tours.

Teaching:
Each module has an outline description, giving the aims, expected learning outcomes, assessment methods, outline syllabus and indication of primary reading. This information is available online on the Postgraduate webpages of the respective Schools.
Students typically have 3 contact hours per week in each module. Within these three hours, each module has its own pattern of lectures, seminars/classes and other activities. Lectures emphasise dissemination of information, explaining the key ideas and determining the sequence and pace of learning. Seminars/classes make for a more active learning experience by facilitating student interaction in discussion, exercises, problem sets, case studies and presentations (as appropriate).

Academic Year of Study   FT - Year 1

Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester
Dissertation for International Human Resource Management	BUSM102	60	7	Core	1	Semester 3
Leading Organisational Change	BUSM108	15	7	Compulsory	1	Semester 1

Programme Title: MSc International Human Resource Management

Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester
Comparative Employment Relations	BUSM016	15	7	Compulsory	1	Semester 1
Managing Diversity	BUSM017	15	7	Compulsory	1	Semester 1
Human Resource Management	BUSM110	15	7	Compulsory	1	Semester 1
Research Methods for Business Management	BUSM027	15	7	Compulsory	1	Semester 2
Management Consulting	BUSM092	15	7	Compulsory	1	Semester 2
Organisational Development and Transformation	BUSM109	15	7	Elective	1	Semester 2
HRM in the Public Services	BUSM077	15	7	Elective	1	Semester 2
Corporate Governance	BUSM060	15	7	Elective	1	Semester 2
International Reward Management	BUSM049	15	7	Compulsory	1	Semester 2
Multinationals and Global Business	BUSM028	15	7	Elective	1	Semester 2
Continued Professional Development workshops for MSc International Human Resource Management	BUSMXXX	15	7	Compulsory	1	Semesters 1 & 2

What Are the Entry Requirements?

A good upper second class (2:1) honours degree or equivalent in any subject
IELTS 7.0 (writing 6.0) or equivalent

How Do We Listen and Act on Your Feedback?

There are both formal and informal channels of feedback within the School.

Each PGT programme has a dedicated Programme Director who also acts in most instances as the Academic Advisor for students in that programme. Students are introduced to their Programme Director during the induction week and are encouraged to approach them for academic advice or to discuss issues and/or concerns during their time of study.

Students may also speak with or write to the Director of Postgraduate Taught Programmes about their issues and concerns or to

provide feedback.

The Staff-Student Liaison Committee (SSLC) provides a formal means of communication and discussion between schools/institutes and its students. The Committee consists of student representatives from each programme in the School together with appropriate representation from staff within the school. It is designed to respond to the needs of students, as well as act as a forum for discussing programme and module developments. The School's Staff-Student Liaison Committee meets formally once each semester. The minutes of the meetings are published to the School and the action points for these are noted and responded to accordingly.

Feedback from SSLC meetings, module evaluations and the PTES results are also considered by the School's Teaching and Learning Committee which has oversight on matters relating to the delivery and quality of taught programmes at School level.

The School operates a structure to address complaints raised by students and students can directly approach the Head of School if they deem every other channel as not having served their purpose.   This information is available to students via the Student handbook, the Virtual Learning Environment and the School's website.

All schools/institutes operate an Annual Programme Review (APR) of their taught undergraduate and postgraduate provision. APR is a continuous process of reflection and action planning which is owned by those responsible for programme delivery; the main document of reference for this process is the Taught Programmes Action Plan (TPAP) which is the summary of the school/institute's work throughout the year to monitor academic standards and to improve the student experience. Students' views are considered in this process through analysis of the PTES and module evaluations.

Academic Support

The School of Business and Management aims to provide a high quality teaching and learning environment. Teaching will be by research-oriented staff complemented where appropriate by Teaching Fellows, who will combine specialist knowledge of their subject with a critical attitude to its delivery. Students will, accordingly, be working in a challenging, supportive environment

The induction week prior to the start of Semester A provides introductory talks on all of the services and support mechanisms available within the School and College.

Students on this programme will be supported by the individual staff members running modules on this program in terms of immediate advice on a specific module: course content, assignments and exam structure. Students are also assigned an academic advisor whom they are encouraged to consult for academic related support and a dedicated supervisor for their core dissertation module. Beyond this, the administrative staff also provide support services for non-academic matters.

The School uses various channels of communication to provide updates on teaching timetables, module information, events and support services (e.g. Plasma Screens, notice boards, Virtual Learning Environment).

Programme-specific Rules and Facts

In addition to the compulsory and elective modules students must attend additional (CPD) workshops (as specified). These workshops will be compulsory but non-credit bearing.

Eligibility for CIPD accreditation
To meet the requirements for CIPD Professional Membership and programme accreditation, students must pass all eight taught modules and the dissertation project. In the event that one or more of these modules is failed the student will still be eligible for a non-accredited award in accordance with the Academic Regulations.

Specific Support for Disabled Students

Queen Mary has a central Disability and Dyslexia Service (DDS) that offers support for all students with disabilities, specific learning difficulties and mental health issues. The DDS supports all Queen Mary students: full-time, part-time, undergraduate, postgraduate, UK and international at all campuses and all sites.

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Students can access advice, guidance and support in the following areas:
• Finding out if you have a specific learning difficulty like dyslexia
• Applying for funding through the Disabled Students' Allowance (DSA)
• Arranging DSA assessments of need
• Special arrangements in examinations and guidance for examiners
• Accessing loaned equipment (e.g. digital recorders)
• Specialist one-to-one study skills tuition
• Ensuring access to course materials in alternative formats (e.g. Braille)
• Providing educational support workers (e.g. note-takers, readers, library assistants)
• Access to specialist mentoring support for students with mental health issues and Autistic Spectrum Disorders.

Links With Employers, Placement Opportunities and Transferable Skills

The School works closely with the Careers Service to locate possible work placements/ internships and to prepare students for the recruitment process (e.g assistance in creating effective CVs to reach potential employers, interview skills).

The qualities and skills a graduate from this programme might be expected to have include a range of cognitive and intellectual skills together with techniques specific to business and management, and relevant personal and interpersonal skills. These include:
The ability to think critically and creatively: organise thoughts, analyse, synthesise and critically appraise. This includes the capability to identify assumptions, evaluate statements in terms of evidence, detect false logic or reasoning, identify implicit values, define terms adequately and generalise appropriately

The ability to conduct research into business and management issues either individually or as a part of a team through research design, data collection, analysis, synthesis and reporting

Effective performance within team environments and the ability to recognise and utilise individuals' contributions in group processes and to negotiate and persuade or influence others; team selection, delegation, development and management
 Ability to recognise and address ethical dilemmas and corporate social responsibility issues, applying ethical and organisational values to situations and choices

Programme Specification Approval

Person completing Programme Specification	Lorna Ireland (PG Programmes Manager)
Person responsible for management of programme	Dr Maria Koumenta
Date Programme Specification produced/amended by School Learning and Teaching Committee	13 Jan 2016
Date Programme Specification approved by Taught Programmes Board	

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