

Programme Specification

Human Resource Management (2020- 21)

This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided.

Awarding Institution	University of Southampton
Teaching Institution	University of Southampton
Mode of Study	Full-time
Duration in years	1
Accreditation details	None
Final award	Master of Science (MSc)
Name of Award	Human Resource Management
Interim Exit awards	Postgraduate Certificate Postgraduate Diploma
FHEQ level of final award	Level 7
UCAS code	N/A
Programme Code	5100
QAA Subject Benchmark or other external reference	
Programme Lead	Guy Vernon
Pathway Lead	

Programme Overview

Brief outline of the programme

The programme offers a foundation for critical, evidence-based, practice, and personal resilience, in people management. Its reference to international evidence on the conduct, and apparent best conduct, of people management sits alongside its emphasis on developing a reflective practitioner and on action learning to render it distinctive. The programme is accredited by the UK practitioner body, the Chartered Institute of Personnel and Development.

The programme provides an analytical, rigorous Masters level education in HRM which makes extensive reference to international evidence, carefully considering its appropriate interpretation. Although the emphasis is principally on HRM in the countries of the European Union, there is attention beyond to other nations of the established OECD including the USA and Japan but also to newly industrialised and indeed developing nations. Simultaneously, the programme emphasises the development of a reflective practitioner, in part via action learning sets and group work, which form a key element of the programme more generally.

Our students, who come to us from across the world, have typically gone on to work in general and specialist people management roles in the UK, Europe and in their (other) home countries, e.g. China. In some cases students go on to further study, either of further Masters programmes in other areas or to PhD level study of HRM in the UK, Europe or their (other) home countries, e.g. China.

Your contact hours will vary depending on your module/option choices. Full information about contact hours is provided in individual module profiles.

Learning and teaching

- Lectures and large group discussion to critically evaluate the use of HR theory in practice in an international context.
- Engaging students in small group work to develop skills in critical analysis learning from other viewpoints and perspectives
- Engaging students in presentations that analyse and evaluate current thinking in HR theory and practice.
- The use of case studies in class drawn from a wide range of industrial and international contexts.
- Supported independent learning through the use of action learning sets.
- Supported independent learning through the use of guided reading lists.
- The use of action learning sets and learning logs on the programme are designed to equip students with leadership, group work and reflective learning skills.

Assessment

In order to meet the learning outcomes set for the programme a range of more or less conventional assessment methods have been identified with a balance reflecting both the analytical and self-reflective learning outcomes that underpin the programme. An element of assessment is that students draw from their learning logs, which will record structured reflection on key skills and knowledge gained on the programme and its linkages with students' understanding of their own past and current organisational problems and experiences. This helps the programme to meet the key aim of becoming a self-reflective HR practitioner that underpins the CIPD standards framework. Examinations will assess knowledge and understanding of the subject area. The use of assignments will assess the ability to synthesise key HR theoretical concepts and consider their practical application in more depth. In line with CIPD requirements, the dissertation features a component that requires students to consider the cost-benefits of the practical implementation of recommendations arising from research and also elements of personal reflection. Aside from summative assessment, we undertake formative assessment through reflective engagement in class exercises and exploration of teamwork in class.

Special Features of the programme

A key component of the programme is the use of action learning sets and group work, both formative and summative. This is a particular type of educational process where students are placed into a specific group alongside other colleagues on the programme and where they meet on a regular basis to jointly and collaboratively examine their own experiences and actions as a result of participating on the programme with a view to improving performance. Students acquire new knowledge on their own performance, abilities and skills with the aim of improving their own personal and professional competence as a HR practitioner. Students are placed into their action sets as soon as they commence the programme (usually during induction week) and they remain in the same action learning sets throughout the programme. According the requirements of each module, students will participate in group work in classes in their action learning sets as well as meet outside classes in their action

Action Learning Sets and Group Work on the Programme

learning sets when engaging in directed formative (i.e. non-assessed) group work and when preparing for group assignments. In addition, students are required to meet outside class times in their action learning sets during semester one to reflect on how they manage interpersonal relationships, engage in leadership and manage themselves more effectively within group and professional situations.. Students are given initial guidance on the appropriate focus and conduct of group work or action learning set meetings.

Please note: As a research-led University, we undertake a continuous review of our programmes to ensure quality enhancement and to manage our resources. As a result, this programme may be revised during a student's period of registration; however, any revision will be balanced against the requirement that the student should receive the educational service expected. Please read our [Disclaimer](#) to see why, when and how changes may be made to a student's programme.

Programmes and major changes to programmes are approved through the University's [programme validation process](#) which is described in the University's [Quality handbook](#).

Educational Aims of the Programme

The aims of the programme are to:

- Provide an understanding of the complex inter-relationships between the business environment, workplace organisation and HR policies and practices that combine to influence performance in contemporary

organisations.

- Develop an understanding of the key areas of human resource management knowledge and theory that underpin effective HRM practice at both national and international levels.
- Develop students' analytical and problem-solving capacities to approach and solve organisational problems where people management issues are involved.
- Develop a breadth and depth of knowledge in both operational and strategic areas of human resource management to help support both line manager and specialist HR roles in organisations.
- Enable students to develop more evidence-based approaches to people management that draws upon contemporary thinking, research and practice within the HRM field.
- Develop students with knowledge and skills in HR policies and practices in areas such as training and development, reward, selection, performance management and employee relations and how these can be utilised for maximising the contribution of HRM for both organisational performance and individual well-being.
- Equip students' with the international knowledge and internationally sensitive skills for managing change and learning within organisations that are necessary for effective people management in the 21st century.
- Develop students' skills in undertaking applied research in the HRM field that can contribute towards a more effective HRM function in organisations.
- Develop students' skills and abilities in critical and independent thinking and capacity for managing their own learning and development.

Programme Learning Outcomes

Knowledge and Understanding

On successful completion of this programme you will have knowledge and understanding of:

- A1. the key theories and concepts for the effective utilisation of Human Resource Management policies and procedures in contemporary organisations.
- A2. the variety of ways in which HR operates at both operational and strategic levels and its impact on individual, team and organisational performance.
- A3. the relevant theories and concepts from the underpinning social science disciplines that explain and support HR practices within organisations.
- A4. how Human Resource Management practice is changing to meet the new business and work context surrounding today's organisations.

Teaching and Learning Methods

Learning outcomes A1-A4 will be enabled by a variety of learning and teaching activities as follows:

- Lectures and large group discussion to critically evaluate the use of HR theory in practice.
- Engaging students in small group work to develop skills in critical analysis learning from other viewpoints and perspectives
- Engaging students in presentations that analyse and evaluate current thinking in HR theory and practice.

Assessment Methods

In order to meet learning outcomes A1-A4 a range of final or summative assessment methods have been identified reflecting both the analytical and self-reflective learning outcomes that underpin the programme. Whilst exams are important in the programme as a whole, they are thus complemented by other approaches, including coursework assignments (principally individual but also group). Part of the assessment will require students to draw from their learning logs, which will record structured reflection on key skills and knowledge gained on the programme and its linkages with students' understanding of their own past and current organisational problems and experiences. This will also help the programme to meet the key aim of becoming a self-reflective HR practitioner that underpins the CIPD standards

framework.

Subject Specific Intellectual and Research Skills

On successful completion of this programme you will be able to:

- B1. Critically appraise the impact, implementation and limitations of Human Resource Management theories and models for organisational problem solving.
- B2. Apply a theoretically informed understanding to the evaluation of HR policies and practices in contemporary organisations.
- B3. Undertake considered and deep reflection on the nature of people management issues and challenges a both national and international levels to underpin HR policy implementation.
- B4. Approach organisational problem solving from an integrated and systemic perspective drawing upon appropriate HRM/OB theories and models.
- B5. Operate effectively internationally having gained a greater understanding of cross-national comparative, cross-institutional and cross-cultural people management and international HRM.

Teaching and Learning Methods

- The use of case studies in class drawn from a wide range of industrial and international contexts.
- Supported independent learning through the use of action learning sets.
- Supported independent learning through the use of guided reading lists.

Assessment Methods

- Examinations will assess in particular knowledge and understanding of the subject area.
- The use of assignments will assess in particular the ability to synthesise key HR theoretical concepts and consider their practical application.
- The dissertation will have a component that requires students to consider the cost-benefits of the practical implementation of recommendations arising from research, and also elements of personal reflection.

Transferable and Generic Skills

On successful completion of this programme you will be able to:

- C1. Assess and synthesise knowledge in order to put forward a persuasive argument.
- C2. Critically evaluate ideas and concepts from a variety of media in order to judge and evaluate its merits
- C3. Reflect on and consider the nature of problems analytically.
- C4. Communicate ideas and proposals effectively whether in writing or orally.
- C5. Understand and build individual competencies and capabilities drawing (inter alia) on team or group work.
- C6. Motivate and focus individual activities drawing (among other things) on appropriate leadership and followership in team or group work
- C7. Implement time and workload management.

Teaching and Learning Methods

- The use of group work, action learning sets and learning logs on the programme are designed to equip students with leadership, group work and reflective learning skills
- The development of analytical, argumentation, evaluative and communicative skills in the programme more generally.

Assessment Methods

- We undertake formative assessment building towards summative assessment through reflective engagement in class exercises and exploration of teamwork in class.
- Summative assessment consists principally of a combination of exams, individual assignments and to some extent presentation and also to some extent group work/presentation.
- The programme requires students to complete reflective skill assignments, complementing exams and other types of assignments.

Learning Outcomes

LO1. Postgraduate Certificate learning outcomes

A. Knowledge and understanding

Having successfully completed the PG Certificate you will be able to demonstrate:

- Some elements of knowledge and understanding of key theories and concepts which underpin, explain and support Human Resource Management policies, procedures and practices in contemporary organisations.
- Some elements of knowledge and understanding of the variety of ways in which Human Resource Management operates at strategic and operational levels, impacting individual, team and organisational performance, in a changing business and work context.

You should be aware that as the PG Certificate is based on the attainment of credit rather than on passing specific modules you will be able to demonstrate the specific learning outcomes relating to the modules which you have passed.

LO2. Postgraduate Diploma learning outcomes

A. Knowledge and understanding

Having successfully completed the PG Diploma you will be able to demonstrate:

- A range of elements of knowledge and understanding of key theories and concepts which underpin, explain and support Human Resource Management policies, procedures and practices in contemporary organisations.
- A range of elements of knowledge and understanding of the variety of ways in which Human Resource Management operates at strategic and operational levels, impacting individual, team and organisational performance, in a changing business and work context.

You should be aware that as the PG Diploma is based on the attainment of credit rather than on passing specific modules you will be able to demonstrate the specific learning outcomes relating to the modules which you have passed.

Programme Structure

The programme structure table is below:

Information about pre and co-requisites is included in individual module profiles.

Where optional modules have been specified, the following is an indicative list of available optional modules, which are subject to change each academic year. Please note in some instances modules have limited spaces available.

Pathway

Part I

Typical Course Content

The programme may be completed on a full-time (12 months) basis only. The first 9 months of the programme involves taught study, divided into two 14-week semesters which includes a period for examinations. In the following description, the term "module" is taken to mean a discrete component of the programme with its own learning outcomes and assessment requirements. All modules are at Masters level and are planned to be taught at the Highfield campus.

The taught component of the programme consists of taught modules worth 60 ECTS (120 CATS) in total. The research component of the programme consists of students undertaking a dissertation which provides a further 30 ECTS (60 CATS).

Where optional modules have been specified, the following is an indicative list of available optional modules, which are subject to change each academic year. Please note in some instances modules have limited spaces available

Exit Awards:

Postgraduate Certificate (30 ECTS/60 CATS)

Postgraduate Diploma (60 ECTS/120 CATS)

Part I Compulsory

Code	Module Title	ECTS	Type
MANG6393	Quantitative and Qualitative Research (HRM/OB)	7.5	Compulsory

Part I Core

Code	Module Title	ECTS	Type
MANG6178	Contemporary Issues and debates in Human Resource Management	7.5	Core
MANG6177	Employee Relations	7.5	Core
MANG6379	Key Skills in Communication and HRM	7.5	Core
MANG6254	Organisational Development	7.5	Core
MANG6153	Strategic Human Resource Development	7.5	Core
MANG6154	Strategic Human Resources Management	7.5	Core

Part I Optional

You may choose Option modules totalling 15 CATS/7.5 ECTS. You must choose either MANG6179 International and Comparative Human Resource Management or MANG6241 European Labour Markets.

Code	Module Title	ECTS	Type
MANG6241	European Labour Markets	7.5	Optional
MANG6179	International and Comparative Human Resource Management	7.5	Optional

Part II

Part II Core

MANG6095 Dissertation supervision starts in Semester 2 and should be submitted in September 2017.

Code	Module Title	ECTS	Type
MANG6095	Dissertation	30	Core

Progression Requirements

The programme follows the University's regulations for [Progression, Determination and Classification of Results : Undergraduate and Integrated Masters Programmes](#) or [Progression, Determination and Classification of Results: Postgraduate Master's Programmes](#). Any exemptions or variations to the University regulations, approved by AQSC are located in [section VI of the University Calendar](#).

Support for student learning

There are facilities and services to support your learning some of which are accessible to students across the University and some of which will be geared more particularly to students in your particular Faculty or discipline area.

The University provides:

- library resources, including e-books, on-line journals and databases, which are comprehensive and up-to-date; together with assistance from Library staff to enable you to make the best use of these resources
- high speed access to online electronic learning resources on the Internet from dedicated PC Workstations onsite and from your own devices; laptops, smartphones and tablet PCs via the Eduroam wireless network. There is a wide range of application software available from the Student Public Workstations.
- computer accounts which will connect you to a number of learning technologies for example, the Blackboard virtual learning environment (which facilitates online learning and access to specific learning resources)
- standard ICT tools such as Email, secure filestore and calendars.
- access to key information through the MySouthampton Student Mobile Portal which delivers timetables, Module information, Locations, Tutor details, Library account, bus timetables etc. while you are on the move.
- IT support through a comprehensive website, telephone and online ticketed support and a dedicated helpdesk in the Hartley Library.
- Enabling Services offering support services and resources via a triage model to access crisis management, mental health support and counselling. Support includes daily Drop In at Highfield campus at 13.00 – 15.00 (Monday, Wednesday and Friday out of term-time) or via on-line chat on weekdays from 14.00 – 16.00. Arrangements can also be made for meetings via Skype.
- assessment and support (including specialist IT support) facilities if you have a disability, long term health problem or Specific Learning Difficulty (e.g. dyslexia)
- the Student Services Centre (SSC) to assist you with a range of general enquiries including financial matters, accommodation, exams, graduation, student visas, ID cards
- Career and Employability services, advising on job search, applications, interviews, paid work, volunteering and internship opportunities and getting the most out of your extra-curricular activities alongside your degree programme when writing your CV.
- Other support that includes health services (GPs), chaplaincy (for all faiths) and 'out of hours' support for students in Halls and in the local community (18.00-08.00).
- A Centre for Language Study, providing assistance in the development of English language and study skills for non-native speakers.

The Students' Union provides

- an academic student representation system, consisting of Course Representatives, Academic Presidents, Faculty Officers and the Vice-President Education; SUSU provides training and support for all these representatives, whose role is to represent students' views to the University.
- opportunities for extracurricular activities and volunteering
- an Advice Centre offering free and confidential advice including support if you need to make an academic appeal
- Support for student peer-to-peer groups, such as Nightline.

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- opportunities for extracurricular activities and volunteering
- an Advice Centre offering free and confidential advice including support if you need to make an academic appeal
- Support for student peer-to-peer groups, such as Nightline.

Associated with your programme you will be able to access:

- Library support.
- A dedicated study skills induction programme for new entrants, including an introduction to the library;
- A Faculty student office, as a source of general information;
- A personal tutor system for any kind of study-related or personal advice and support;
- Dedicated Teaching and Learning Co-ordinators to aid with study skills issues;
- Comprehensive Programme Handbooks;
- Module support materials (often in online form);

- Online communication between staff and students;
- Staff-student liaison committee.

Methods for evaluating the quality of teaching and learning

You will have the opportunity to have your say on the quality of the programme in the following ways:

- Completing student evaluation questionnaires for each module of the programme.
- Acting as a student representative on various committees, e.g. Staff/Student Liaison Committees, School Programmes Committee OR providing comments to your student representative to feedback on your behalf.
- Serving as a student representative on Faculty Scrutiny Groups for programme validation.
- Taking part in programme validation meetings by joining a panel of students to meet with the Faculty Scrutiny Group.

Further details on the University's quality assurance processes are given in the [Quality handbook](#).

Career Opportunities

The programme in Human Resource Management (HRM) is designed to meet the needs of students who wish to follow different careers in the profession, industry or in the academic world.

This programme offers students postgraduate level education in the field of human resource management that brings together theories and models from across the underpinning academic disciplines to enable students to understand and more effectively manage people within contemporary work organisations. Importantly the programme provides a curriculum associated with specialist knowledge required for undertaking specialist as well as generalist HR functions with organisations internationally.

External Examiner(s) for the programme

Name: Mr Stephen Taylor - University of Exeter

Students must not contact External Examiner(s) directly, and external examiners have been advised to refer any such communications back to the University. Students should raise any general queries about the assessment and examination process for the programme with their Course Representative, for consideration through Staff: Student Liaison Committee in the first instance, and Student representatives on Staff: Student Liaison Committees will have the opportunity to consider external examiners' reports as part of the University's quality assurance process.

External examiners do not have a direct role in determining results for individual students, and students wishing to discuss their own performance in assessment should contact their Personal Academic Tutor in the first instance.

Please note: This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if they take full advantage of the learning opportunities that are provided. More detailed information can be found in the programme handbook.

Appendix 1:

Students are responsible for meeting the cost of essential textbooks, and of producing such essays, assignments, laboratory reports and dissertations as are required to fulfil the academic requirements for each programme of study. In addition to this, students registered for this programme also have to pay for:

Additional Costs

Type	Details
Approved Calculators	Candidates may use calculators in the examination room only as specified by the University and as permitted by the rubric of individual examination papers. The University approved models are Casio FX-570 and Casio FX-85GT Plus. These may be purchased from any source and no longer need to carry the University logo.
Printing and Photocopying Costs	<p>In some cases, written coursework such as essays; projects; dissertations are submitted online and by hard copy. The costs of printing a hard copy for submission of such coursework will be the responsibility of the student.</p> <p>The cost of photocopying will also be the responsibility of the student.</p> <p>https://www.southampton.ac.uk/isolutions/students/printing</p>
Stationery	You will be expected to provide your own day-to-day stationary items, e.g. pens, pencils, notebooks, etc.). Any specialist stationery items will be specified under the Additional Costs tab of the relevant module profile.
Textbooks	<p>Where a module specifies core texts these should generally be available on the reserve list in the library. However due to demand, students may prefer to buy their own copies. These can be purchased from any source.</p> <p>Some modules suggest reading texts as optional background reading. The library may hold copies of such texts, or alternatively you may wish to purchase your own copies. Although not essential reading, you may benefit from the additional reading materials for the module.</p>

In some cases you'll be able to choose modules (which may have different costs associated with that module) which will change the overall cost of a programme to you. Details of such costs will be listed in the Module Profile. Please also ensure you read the section on additional costs in the University's Fees, Charges and Expenses Regulations in the University Calendar available at www.calendar.soton.ac.uk.