Coventry University
Faculty of Business & Law
School of Marketing & Management
Programme Specification
MSc International Human Resource Management
FBLT051
Academic Year 2019-20

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

We regularly review our course content, to make it relevant and current for the benefit of our students. For these reasons, course modules may be updated.

More detailed information on the learning outcomes, content, and teaching, learning and assessment methods of each module can be found in the Module Information Directory (MID), student module guide(s) and the course handbook.

The accuracy of the information contained in this document is reviewed by the University and may be verified by the Quality Assurance Agency for Higher Education.
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Introduction

The MSc International Human Resource Management (IHRM) is a full-time course offered by the School of Marketing & Management, Faculty of Business and Law. It seeks to develop students’ theoretical knowledge, intellectual frameworks and practical skills required by today’s employers within the field of Human Resources through a set of modules fundamental to understanding the application of human resource management concepts and theories in a range of business contexts. Offering an international student experience, a wide range of internship opportunities and practical integration between theory and practice, the course will develop postgraduate skills such as critical analysis of data to appraise a variety of situations and make appropriate recommendations.

The MSc is benchmarked against HR’s professional body, The Chartered Institute of Personnel and Development’s (CIPD) Profession Map. This provides students with the opportunity to develop industry standard knowledge, understanding and skills to drive organisational performance. Upon approval by the Chartered Institute, expected summer 2016, the course will fulfil CIPD’s requirement for professional accreditation by mapping to their learning outcomes, resulting in successful students being awarded CIPD Associate membership. Associate membership is the first level of professional membership. It “showcases one’s ability to have a real impact in the workplace and raises one’s profile,” (CIPD, 2015).

The programme also includes the Chartered Management Institute (CMI) module, Global Professional Development - Consultancy. The Chartered Management Institute (CMI) is an accredited professional institution for management based in the UK with over 80,000 members. The organisation is an active member of the European Management Association, a pan-European organisation who develops management standards and conduct research into the future of work. The International Council of Management Consulting Institute, (an organisation with CMI) forms a global network of management consultants, an increasingly popular employment option for qualified HR practitioners around the globe. The Institute also engages with government and other public bodies concerning policy on management and business related issues. Students who successfully complete the CMI module and meet the CMI evidence requirements, will gain a level 7 Certificate in Strategic Leadership and Management and a level 7 Award in Professional Consulting.

Demand for full-time HR programmes remains high. This demonstrates intense competition for places, particularly on accredited programmes. The course team has continued to have a strong relationship with the Chartered Institute of Personnel and Development and local employers. We continue to identify collaborative opportunities to input into the teaching, learning and assessment of the HR courses. The target market for the MSc in IHRM will continue to be both international and home/EU students.

Both course programmes embed the six Principles for Responsible Management Education (PRME) [http://www.unprme.org/].

**MSc International Human Resource Management** will offer a range of technical modules such as HR Analytics and Managing HR Change using project management, in addition to core HR accredited modules to achieve Associate CIPD membership and Accreditation by Chartered Management Institute. It will also provide a more focussed, internationalised learning experience, allowing students to develop awareness of a range of international contexts. For instance, the Comparative Global HRM module will allow learners to select two regions from four to compare HR practices in order to meet their personal requirements in line with future career aspirations.

**Distinctive Features of the Programme:**
• Research-informed teaching from specialist lecturers who have HE sector experience and/or international experience of academia and/or relevant work in multinational organisations and are published in related disciplines.

• Internationalisation is an increasingly important feature and students will have many opportunities to explore and foster an international outlook through the use of international formative case studies, summative assessments, diversity among the course cohort and opportunities for Online International Learning (OIL) projects.

• Study skills are supported by specialist academic personal tutors and include direct support and involvement from the Faculty’s Employment Unit and the School’s Employment Personal Tutor.

• An interactive and internationally diverse learning environment.

• Industry field trips to global organisations within a range of sectors and industries and diversified HR functions.

• Guest speakers on a range of topics related to international human resource management and responsible business practices.

• An International field trip and enhanced cross-cultural awareness via the Global Leaders Programme (GLP).

• Opportunity to develop specialist skills in project management in an HR Change context.

• Targeted development in employability skills for international labour markets.

• Focus on comparative international HR practices.

• Use of bespoke HR Analytic software such as SAGE designed to develop applied HR related skills.
# Part 1: Programme Specification for MSc International Human Resource Management

## 1 Available Award(s) and Modes of Study

<table>
<thead>
<tr>
<th>Title of Award</th>
<th>Mode of Study</th>
<th>UCAS Code</th>
<th>FHEQ Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>MSc in International Human Resource Management (180 credits)</td>
<td>Full time - 1 year</td>
<td>N/A</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>Part time - 2 years</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Fall back award</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Postgraduate Diploma in International People Management (120 credits)</td>
<td>Fall back award</td>
<td>N/A</td>
<td>7</td>
</tr>
<tr>
<td>Postgraduate Certificate in People Management (60 credits)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## 2 Awarding Institution/Body

Coventry University

## 3 Collaboration

None

## 4 Teaching Institution and Location of delivery

Coventry University, Faculty of Business & Law

## 5 Internal Approval/Review Dates

Date of approval: 
Date of next review date: 2021/22

## 6 Programme Accredited by

MSc in International Human Resource Management  CIPD and CMI

The course programme has been designed to meet professional body requirements. CIPD accreditation has been applied for, and is expected to be approved in summer 2016.

Successful MSc IHRM students will receive Associate Membership of the CIPD on completion of 4 specific CIPD modules however will need to complete a further 4 CIPD modules in order to achieve the knowledge requirement, if they wish to upgrade to Chartered Member. Students, who successfully complete the CMI module and meet the CMI evidence requirements, will gain a level 7 Certificate in Strategic Leadership and Management and a level 7 Award in Professional Consulting.

Date of Last Full Review: December 2015

## 7 Accreditation Date and Duration

The CIPD new standards outlined in the documentation were approved in June 2010. It is expected that new CIPD standards will be introduced in 2018.

## 8 QAA Subject Benchmark Statement(s) and/or other external factors

There are no specific QAA postgraduate Subject Benchmark statements relating to Human Resource Management, however there are generic benchmark statements (see link below) relating to Business and Management which have been developed in
collaboration with the Association of Business Schools and these have been incorporated into the design, assessment and delivery of this course. The Subject Benchmark Statement for Master’s Degrees in Business and Management (2015) can be found here:


The course meets the required CIPD and CMI benchmarks to allow professional body approval and membership awards and upgrades by the professional body. The course content is appropriately mapped to the relevant CIPD and CMI modules/units to gain maximum accreditation as indicated above. The CIPD benchmarks can be found at http://www.cipd.co.uk/qualifications/ and the CMI benchmark statements can be found at http://www.managers.org.uk/individuals/qualifications/qualifications-explained

<table>
<thead>
<tr>
<th>9 Date of Programme Specification</th>
<th>September 2018</th>
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<tbody>
<tr>
<td>10 Programme Manager/Course Tutor</td>
<td>Nicola Dawson and Nick Wylie</td>
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11 Educational Aims of the Programme

The programme provides students with an opportunity to develop their studies in the area of international human resource management. The programme seeks to enhance students’ knowledge and skills of critical analysis through an in-depth study of key issues relating to the subject matter of the programme.

The course provides students with a range of modules with an international focus which are taught within an internationally diverse learning environment. The programme thus seeks to produce autonomous learners, able to work with self-direction and originality, with the ability to blend theory and practice in complex situations, and have an appreciation of how properly conducted research can enhance their performance as future managers within the human resource management and development sectors.

The QAA Subject Benchmark Statement for Master’s Degrees in Business and Management – Type 1: Specialist Master’s degrees (QAA, 2015) provided the foundation for developing the educational aims of this course.

The key educational aims of the degree are:

- To develop students’ critical awareness of the current perspectives and trends, along with skills and techniques to core to the field of human resource management and development.
- To develop students’ ability to apply the knowledge and skills they acquire to both the theory and practice of human resource management and the ability to reflect on these skills.
- To develop the knowledge and skills to conduct research in the HRM discipline, by using appropriate methodologies.
- To enable students to extract, interpret and manipulate HR data from multiple sources and develop reasoned conclusions.
- To develop solid, practical, professional and interpersonal skills fundamental to the management of people, including leadership, teamwork and conflict resolution.
- To demonstrate an understanding of the core business disciplines and methods of working in the HR sector and be able to apply these to practical contexts.
- To critically evaluate the conceptual and theoretical frameworks of HRM and challenge assumptions.
- To critically assess the current and future environments and economic context in which HR practice operates and develop a competitive strategic response.
- To enhance skills for learning and personal development so that learners are able to work with self-direction and autonomy.
- To provide students with the opportunity to pursue careers in the global HR sector, through the provision of employability skills and experiences.
- To engage with the HR professional body, the Chartered Institute of Personnel and Development (CIPD) through participation in its networks and activities provided through professional membership and accreditation.
- To provide students with the opportunity to expand their application capability and critical thinking through the exposure to different real life business cases, guest speakers and the application of HR theories in different settings.
- To develop students’ ability to understand and critically evaluate current, individual and organisational practices within different cultural contexts, so as to provide value added solutions.
- To develop key technical, numerical and inter-cultural competence in HR related professional practice, in managing projects and in working with HR data and appraising global contexts.
- To engage with relevant broader professional bodies such as the globally recognised Chartered Management Institute (CMI) through membership and accreditation.

12 Intended Learning Outcomes
This programme satisfies the QAA Subject Benchmark Statement for Master’s Degrees in Business and Management (QAA, 2015).

Section 21 maps the intended learning outcomes as described in the next sections to the programmes mandatory and option modules (as listed in Section 20).

The principal teaching, learning and assessment methods normally used on the programme to achieve these learning outcomes are identified in the next section.

12.1 Knowledge and Understanding

12.1.1 Generic Programme Learning Outcomes
Upon successful completion of this programme students should be able to demonstrate knowledge and understanding of the following:

KU1: Concepts and theories of human resource management and their application to real world situations.

KU2: Issues in human resource management to enable effective operation in cross-cultural environments.

KU3: Issues in human resource management and the application of appropriate research methods.

KU4: The economic, social, cultural, environmental, technological and political dimensions of international human resource management with a focus on sustainable and responsible business practices.

KU5: Intellectual frameworks and practical skills to develop and implement solutions to managerial tasks and problems.

KU6: The principles of consultancy and the theories and practices found in leadership.

KU7: A detailed and applied awareness of different global cultural contexts in HR practice.

<table>
<thead>
<tr>
<th>Teaching and Learning</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>KU1 Lectures, seminars, textbooks, module webs, journals (hard copies and electronic), guest speakers, case studies, individual/group tutorials.</td>
<td>Examinations, individual written coursework, project work, presentations, reports, individual/group work, problem-based learning.</td>
</tr>
<tr>
<td>KU2</td>
<td>Lectures, seminars, textbooks, module webs, journals (hard copies and electronic), case studies, individual/group tutorials.</td>
</tr>
<tr>
<td>-----</td>
<td>------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>KU3</td>
<td>Lectures, seminars, textbooks, workshops, module webs, journals (hard copies and electronic), data analysis software, individual tutorials.</td>
</tr>
<tr>
<td>KU4</td>
<td>Lectures, seminars, textbooks, module webs, journals (hard copies and electronic), guest speakers, group/individual tutorials.</td>
</tr>
<tr>
<td>KU5</td>
<td>Lectures, seminars, textbooks, module webs, journals (hard copies and electronic), guest speakers, group/individual tutorials.</td>
</tr>
<tr>
<td>KU6</td>
<td>Workshops, textbooks, module webs, journals, textbooks, tutorials.</td>
</tr>
<tr>
<td>KU7</td>
<td>Lectures, seminars, textbooks, module webs, journals (hard copies and electronic), guest speakers, group/individual tutorials.</td>
</tr>
</tbody>
</table>

**12.2 Cognitive (Thinking) Skills**

Upon successful completion of this programme students should be able to demonstrate the following cognitive (thinking) skills:

**CS1:** To apply appropriate concepts or techniques to analyse and solve international human resource management problems.

**CS2:** To synthesise ideas and arguments and formulate research questions into research design.

**CS3:** To develop appropriate management and technological solutions to complex economic, environmental, social, cultural and political issues.

**CS4:** To identify an international human resource management or development problem, choose and justify an appropriate research method and make recommendations to answer a question posed.

**CS5:** To acquire and analyse data and information to evaluate their relevance and validity.

**CS6:** To exercise judgement in the selection of different methods and approaches to project management in an HR Change context.
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<th></th>
<th>Teaching and Learning</th>
<th>Assessment</th>
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</thead>
<tbody>
<tr>
<td>CS1</td>
<td>Lectures, seminars, textbooks, module webs, journals (hard copies and electronic), case studies, problem-based learning.</td>
<td>Presentations, individual/group based problem solving exercises, coursework, examinations.</td>
</tr>
<tr>
<td>CS2</td>
<td>Lectures, seminars, textbooks, module webs, journals (hard copies and electronic), case studies, problem-based learning.</td>
<td>Presentations, individual/group based problem solving exercises, coursework.</td>
</tr>
<tr>
<td>CS3</td>
<td>Lectures, seminars, textbooks, workshops, case studies, journals (hard copies and electronic), presentations.</td>
<td>Presentations, individual/group based problem solving exercises.</td>
</tr>
<tr>
<td>CS4</td>
<td>Lectures, seminars, textbooks, workshops, journals (hard copies and electronic), group work.</td>
<td>Presentations, group based problem solving exercises, coursework.</td>
</tr>
<tr>
<td>CS5</td>
<td>Lectures, seminars, textbooks, workshops, case studies, journals (hard copies and electronic), presentations.</td>
<td>Presentations, individual/group based problem solving exercises, coursework, examinations.</td>
</tr>
<tr>
<td>CS6</td>
<td>Lectures, seminars, textbooks, workshops, case studies, journals (hard copies and electronic), presentations.</td>
<td>Presentations, individual/group based problem solving exercises, project plans.</td>
</tr>
</tbody>
</table>

### 12.3 Practical Skills

Upon successful completion of this programme students should be able to demonstrate the following practical skills:

**PS1:** To present ideas and findings effectively to an audience.

**PS2:** To apply and practise data sourcing and analysis techniques to support decision-making.

**PS3:** To engage in creative problem-solving, critical thinking and decision making skills

**PS4:** To design and conduct research in the field of human resource management and development using appropriate methodologies.

**PS5:** To apply and practice interview techniques in a range of global HR situations

**PS6:** To apply and demonstrate questioning and influencing skills and to lead challenging conversations in order to facilitate stakeholder consultation.

**PS7:** To conduct and lead simulated investigations into employee performance related issues.

**PS8:** To develop intercultural competence including cross-cultural empathy

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<tr>
<th></th>
<th>Teaching and Learning</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>PS1</td>
<td>Problem-based learning, projects, workshops, electronic business resources</td>
<td>Presentations, group based problem solving exercises, individual/group written coursework.</td>
</tr>
</tbody>
</table>
and databases, university library, practical exercises.

<table>
<thead>
<tr>
<th>PS2</th>
<th>Problem-based learning, projects, workshops, electronic business resources and databases, university library, practical exercises.</th>
<th>Presentations, seminar papers, individual/group written coursework.</th>
</tr>
</thead>
<tbody>
<tr>
<td>PS3</td>
<td>Problem-based learning, projects, workshops, electronic business resources and databases, university library, practical exercises.</td>
<td>Presentations, seminar work, problem solving exercises, coursework.</td>
</tr>
<tr>
<td>PS4</td>
<td>Problem-based learning, projects, workshops, electronic business resources and databases, university library, ICT packages.</td>
<td>Individual coursework, presentations.</td>
</tr>
<tr>
<td>PS5</td>
<td>Problem-based learning, projects, workshops, electronic business resources and databases, university library, ICT packages.</td>
<td>Presentations, Interview exercises, seminar work, problem solving exercises.</td>
</tr>
<tr>
<td>PS6</td>
<td>Problem-based learning, projects, workshops, electronic business resources and databases, university library, ICT packages.</td>
<td>Presentations, seminar papers, individual/group written coursework.</td>
</tr>
<tr>
<td>PS7</td>
<td>Problem-based learning, projects, workshops, electronic business resources and databases, university library, ICT packages. Simulations; case studies; placement experience</td>
<td>Presentations, seminar papers, individual/group written coursework. Dissertation</td>
</tr>
<tr>
<td>PS8</td>
<td>Problem-based learning, projects, workshops, electronic business resources and databases, university library, ICT packages.</td>
<td>Presentations, seminar papers, individual/group written coursework, group based problem solving work.</td>
</tr>
</tbody>
</table>

**12.4 Transferable Skills**

Upon successful completion of this programme students should be able to demonstrate the following transferable skills:

**TS1:** To communicate ideas and arguments effectively in both written, oral and through digital media

**TS2:** To act as independent learners and take responsibility for planning, implementing and presenting findings of a major piece of research.

**TS3:** To enhance interpersonal and intercultural skills including leadership, teamwork and conflict resolution.
TS4: To apply a range of skills to critically analyse and interpret data including numerical and quantitative skills.

TS5: To demonstrate effective self-management and awareness of diversity in people and cultures.

TS6: To demonstrate digital competency for research, analysis and strategy implementation purposes

Transferable/key skills are generally incorporated within individual modules and are related to relevant assessments as appropriate. Self-directed learning forms an element of all modules and the necessity to work within tight deadlines is an essential requirement across the curriculum. The ability to communicate orally and in writing will be developed across the range of modules.

The wide range of assessment techniques will ensure that students are given every opportunity to demonstrate their skills in these areas. Independent study will encourage, facilitate and stimulate independence in learning.
13 Programme Structure and Requirements, Levels, Modules, Credits and Awards

13.1 Rationale Aims and Objectives
The course has been designed to allow students from a diverse range of academic and professional backgrounds to enrol on this specialist postgraduate human resource management qualification and to choose a specific path according to their desired career focus.
As well as a substantive knowledge, each course aims to equip students with a range of appropriate technical and transferable skills.

13.2 Course Management
The course is managed by a PG Course Director, with overall responsibility for course design and delivery. This structure is communicated to the students during induction week, reinforced with several meetings during the term with the course tutors and is outlined in the student handbook which is made available in hard copy and via the VLE.
The course will be available on a 1 year full-time basis and also be offered on 2 year part-time basis.
University regulations concerning enrolment and registration are applicable to the course.
Modules within the programme, their status, the levels at which they are studied; their credit value and pre/co requisites are identified in section 20.

13.3 Professional Body Recognition
Successful MSc IHRM students will be awarded Associate Membership of the CIPD by the CIPD.*
Students who accept a fall-back award of post graduate certificate (60 credits) or post graduate diploma (120 credits) may not be able to claim CIPD membership – this depends on which modules have been passed successfully.
CIPD accredited modules are;
- Human Resource Management in Context
- Leading, Managing and Developing People
- Skills for Study and HR Leadership
- Postgraduate Dissertation/ Consultancy Project
Successful MSc IHRM students who successfully complete the CMI module and meet the CMI evidence requirements, will gain a level 7 Certificate in Strategic Leadership and Management and a level 7 Award in Professional Consulting.
13.4 Course structure

MSc International HRM Course Structure

Students must undertake and pass all eight mandatory modules on their course. There are four mandatory modules in semester one and four mandatory modules in semester two. In semester 3 students will take two mandatory modules including the Postgraduate Dissertation/ Consultancy Project worth 50 credits. Students must pass the Postgraduate Dissertation /Consultancy Project module to be awarded a ‘Master of Science’ title in their respective degree.

<table>
<thead>
<tr>
<th>MSc International Human Resource Management - Course Structure Showing Modules</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Semester One Sept or Jan</strong></td>
<td></td>
</tr>
<tr>
<td>7001HRM HRM in Context</td>
<td>15</td>
</tr>
<tr>
<td>7002HRM Enhancing Skills for Study and HR Leadership</td>
<td>20</td>
</tr>
<tr>
<td>7000HRM Leading, Managing and Developing People</td>
<td>15</td>
</tr>
<tr>
<td>7002CRB Global Professional Development - Consultancy CMI</td>
<td>10</td>
</tr>
<tr>
<td><strong>Semester Two Jan-May</strong></td>
<td></td>
</tr>
<tr>
<td>7007HRM International Employee Relations</td>
<td>20</td>
</tr>
<tr>
<td>7008HRM Comparative Global HRM</td>
<td>15</td>
</tr>
<tr>
<td>7009HRM HR Analytics</td>
<td>10</td>
</tr>
<tr>
<td>7010HRM Managing Organisational Change Projects</td>
<td>15</td>
</tr>
<tr>
<td><strong>Semester 3 May or Sept</strong></td>
<td></td>
</tr>
<tr>
<td>7011HRM Enhancing Skills for International Employment</td>
<td>10</td>
</tr>
<tr>
<td>7012SMM Postgraduate Dissertation/ Consultancy Project *</td>
<td>50</td>
</tr>
</tbody>
</table>

*Internships as part of this module are subject to availability and a competitive application process

13.5 Progression and Awards

MSc IHRM students study 60 credits in semester 1, 60 credits in semester 2; students are then required to undertake a Postgraduate Dissertation/ Consultancy Project (50 credits) and international employability module (10 credits).

PG Cert 60 credits ------ PG Diploma 120 credits ------ Master’s 180 credits

13.6 Awards

MSc in International HRM

Students who successfully pass the Postgraduate Dissertation/ Consultancy Project and have accumulated 180 credits can exit with the award of MSc International Human Resource Management.

Post Graduate Certificate
Students enrolled on the MSc who achieve a pass in 60 credits worth of modules, excluding the Postgraduate Dissertation/ Consultancy Project, can exit with the award of a Post Graduate Certificate in International People Management.

**Post Graduate Diploma**

Students who achieve a pass in 120 credits worth of modules can exit with the award of a Post Graduate Diploma in International People Management.

All awards are subject to the University’s Academic Regulations for taught post-graduate courses.

**14 Support for Students and their Learning**

Student support mechanisms are as detailed in the University Code of Practice on the Personal Support of Students. In addition, students studying for the award will be supported through the following mechanisms:

- An induction providing information about the course administration and management, course ethos, learning styles, how to use CU Online and the Library facilities, reflective learning, assignment preparation and social time to aid cohort bonding
- An induction programme specifically for international students. International students, including students from EU countries, receive additional support from the International Office, and special events are put on for their benefit.
- A Course Director to act as a point of contact
- A team of Faculty Registry Administrators to support the students’ academic Journey advising on all Regulatory matters
- Online support via the course and module webs. On line learning (CU Online) can also be sought via the CU Online ‘Flying Squad’, Faculty Learning Technologists and the e-learning unit
- Mathematics Support Centre which offers extra help and support to students experiencing, or diagnosed as having difficulties, in mathematics and statistics
- The Centre for Academic Writing which offers individualised advice on writing essays, reports, exams, other assignments and referencing
- Lanchester Library and the University’s ‘Open Access’ computing laboratories including local PC laboratories
- Access to Financial advice both centrally and at Faculty level
- Allocation of a designated Academic Personal Tutor (APT) followed by an APT meetings schedule designed to support the individual needs of students. This will vary depending on student needs
- A Post Graduate Centre facility for postgraduate students. It provides access to well-equipped teaching and conference rooms, quiet Wi-Fi work areas, computer suites, café bar and social areas. The Centre is there to support students throughout their studies at Coventry University
- Allocation of a Project Supervisor

The following written support material will be provided:

- University Regulations
- Student Handbook and Module Guides
- Module Information Directory

Reasonable adjustments can be made to the teaching, learning, assessment and support of the course to maximise accessibility to students with disabilities. This will be done on an individual basis in consultation with the University Disabilities Unit.
All support mechanisms are consistent with University policies on Equal Opportunities. Reasonable adjustments can be made to the teaching, learning assessment and support of course to maximise accessibility to students with disabilities. Students may discuss their needs with the course director. Faculty Learning Support Coordinator or any other member of staff with whom they feel comfortable. Support for students with specific learning difficulties is provided by the Welfare Disabilities Team disoff.ss@coventry.ac.uk

At the University level student support is available, designed as a ‘one stop’ to deal with the vast majority of non-academic issues that might arise. The main services located in the centre, or providing consultation session there, are listed below. Full information on these services can be found on the University’s web site.

- Academic Registry
- Careers and Employability
- Counselling
- Finance
- International Office
- Medical Centre
- Mental Health
- Nursery
- Recruitment and Admissions
- Spirituality and Faith
- Student Funding
- Students’ Union Advice Centre
- Welfare and Disability

15 Criteria for Admission

The programme is subject to the general University admission procedures and access policies. To be accepted for the programme students must possess either:

- an Honours Degree at 2:2 in a relevant subject or above or an equivalent professional qualification.

- International students’ English language proficiency should be at least 6.5 IELTS or equivalent.
16 Method for Evaluating and Enhancing the Quality and Standards of Teaching and Learning

The course is managed by the School of Marketing & Management (SMM) Board of Study of the Faculty of Business and Law.

The Faculty Post Graduate Programme Assessment Board is responsible for considering the progress of all students and making awards in accordance with both the University and course-specific regulations.

The assurance of the quality of modules is the responsibility of the Subject Assessment Board (SAB) which contributes modules to the programme.

External Examiners report annually on the programme and their views are considered as part of the Course Quality Enhancement and Monitoring process (CQEM). Details of the CQEM process can be found on the Academic Registry’s portal.

Students are represented at CQEM meetings, Student Forums, Boards of Studies and the Faculty Board all of which normally meet two or three times per year.

Student views are also sought through module and course evaluation questionnaires.

The Faculty of Business & Law also operates the following methods for evaluating and enhancing the quality and standards of teaching and learning:

- Staff are observed in accordance with the Coventry University teaching Observation Scheme
- The provision of in-house seminars and workshops on teaching and learning matters which all staff are encouraged to attend

17 Regulation of Assessment

University policy requires the internal moderation of assessments.

External Examiners are appointed for all named University awards. The role of the External Examiner at module level is to ensure that academic standards are in line with national norms for the subject. External Examiners undertake the moderation of examination papers, and view representative samples of work for the modules for which they have responsibility. At programme level, External Examiners help to ensure fairness in the consideration of student progression and awards. They have the right to comment on all aspects of the assessment system and participate as full members of the assessment boards.

The pass mark for all modules is 40%. The overall module mark may comprise more than one component (e.g. coursework and exam). The individual module descriptors give the precise pass criteria and the weighting of the component marks that contribute to the overall module mark.

Awards for Taught Master programmes may be made with Distinction or Merit (i.e. achievement of an average mark of at least 70% or 60% respectively).
18 Indicators of Quality and Standards

The following are key indicators of quality and standards:

- The programme has been designed in accordance with the QAA Subject Benchmark Statement for Master’s Degrees in Business and Management (QAA, 2015).

- Coventry Business School is ranked by EDUNIVERSAL in the ‘Excellent Business School’ (3 Palme’s) worldwide category. EDUNIVERSAL provides a ranking and information system for students in order to help decide which Business School to study at (http://eduniversal-ranking.com/).

- Coventry Business School is a signatory to the Principles for Responsible Management Education (PRME) initiative http://www.unprme.org/.

- The School has a portfolio of active researchers who publish in peer reviewed internationally recognised publications.

- The Guardian University Guide 2016 ranked the university 15th overall (of 119 universities), and The Time and Sunday Times rated the university 23rd in the Table of Tables.

- The University was ranked in the top 4% of worldwide higher education institutions in 2014 by QS World University Rankings

The QAA’s review of higher education undertaken in February 2015 confirmed that Coventry University meets the UK expectations in:

- the setting and maintenance of the academic standards of awards;
- the quality of student learning opportunities;
- the quality of the information about learning opportunities;
- the enhancement of student learning opportunities.

19 Additional Information

Key sources of information about the course and student support can be found in:

- The Student Handbook
- Module Guides
- Module Information Directory (http://mid.coventry.ac.uk)
- Teaching Plan and Module Resource documents produced for all modules
- Moodle Pages (https://cumoodle.coventry.ac.uk/)
- Student Portal https://students.coventry.ac.uk/Pages/index.aspx
- CUSU Advice http://www.cusu.org/support/advice/
- Student Centre https://students.coventry.ac.uk/StudentCentre/Pages/Home.aspx
- Coventry Academic Skills Programme http://www.cusu.org/support/advice/
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 s/he takes full advantage of the learning opportunities that are provided.

More detailed information on the learning outcomes, content, and teaching, learning and assessment methods of each module can be found in the Module Information Directory (MID), student module guide(s) and the course handbook.

The accuracy of the information contained in this document is reviewed by the University and may be verified by the Quality Assurance Agency for Higher Education.

### 20.12 Mandatory and Option Modules - MSc International HRM

<table>
<thead>
<tr>
<th>Module code</th>
<th>Module title</th>
<th>Credit value</th>
<th>Pre/Co requisite</th>
<th>Mandatory or Optional</th>
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<tbody>
<tr>
<td>7001HRM</td>
<td>Human Resource Management in Context</td>
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<tr>
<td>7002HRM</td>
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<td>Enhancing Skills for International Employment</td>
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<td>International Employee Relations</td>
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<td>7008HRM</td>
<td>Comparative Global HRM</td>
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<td>HR Analytics</td>
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<tr>
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<tr>
<td>7002CRB</td>
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<tr>
<td>7012SMM</td>
<td>Postgraduate Dissertation/ Consultancy Project</td>
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**Key**

- **M** = Mandatory (i.e. must be studied and passed for the named award)
- **O** = Option
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<thead>
<tr>
<th>Module codes</th>
<th>Knowledge and Understanding</th>
<th>Cognitive (Thinking) Skills</th>
<th>Practical Skills</th>
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<td>P1 S1</td>
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</table>
Part 2: Supporting Information for 
MSc International Human Resource Management

1 Relationship to the National Qualifications Framework, Subject Benchmarks and Professional/Statutory Body requirements

The following general benchmark statements have been sourced from latest professional body publication (The Framework for Higher Education Qualifications in England, Wales and Northern Ireland, August 2008). The QAA Subject Benchmark Statement for Master’s Degrees in Business and Management (2015) have been coded (NQF1 to 5 and abilities a to d) for convenience and then mapped to the learning outcomes for the new proposed course.

National Qualifications Framework Descriptor for a higher education qualification at level 7: Master’s degree. Master's degrees are awarded to students who have demonstrated:

NQF1: 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;

NQF2: a comprehensive understanding of techniques applicable to their own research or advanced scholarship

NQF3: 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

NQF4: conceptual understanding that enables the student:
- To evaluate critically current research and advanced scholarship in the discipline;
- To evaluate methodologies and develop critiques of them and where appropriate, to propose new hypotheses.

Typically, holders of the qualification will be able to:

a) 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
b) Demonstrate self-direction and originality in tackling and solving problems and act autonomously in planning and implementing tasks at a professional or equivalent level
c) Continue to advance their knowledge and understanding, and to develop new skills to a high level.

And holders will have:

d) The qualities and transferable skills necessary for employment requiring:
- The exercise of initiative and personal responsibility
- Decision-making in complex and unpredictable situations
- The independent learning ability required for continuing professional development.

Summary
Much of the study undertaken for Master’s degrees will have been at, or informed by, the forefront of an academic or professional discipline. Students will have shown originality in the
application of knowledge, and they will understand how the boundaries of knowledge are advanced through research. They will be able to deal with complex issues both systematically and creatively, and they will show originality in tackling and solving problems. They will have the qualities needed for employment in circumstances requiring sound judgement, personal responsibility and initiative in complex and unpredictable professional environments.

Holders of a Master’s degree should have the qualities needed for employment in situations requiring the exercise of personal responsibility, and decision-making in complex and unpredictable circumstances. Master’s degrees are awarded after completion of taught courses, programmes of research or a mixture of both.

The learning outcomes of most Master’s degree courses are achieved on the basis of study equivalent to at least one full-time calendar year and are taken by graduates with a Bachelor’s degree with honours (or equivalent achievement).

**Mapping of NQF benchmarks against Learning Outcomes for:**

**MSc International Human Resource Management**

The following table demonstrates how the intended learning outcomes for the proposed course above relates to the relevant qualification descriptor in the Framework for Higher Education Qualifications in England, Wales and Northern Ireland 2008:

<table>
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<tr>
<th></th>
<th>NQF1</th>
<th>NQF2</th>
<th>NQF3</th>
<th>NQF4</th>
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<td>a, c, d</td>
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<td></td>
<td>a, c, d</td>
</tr>
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<td></td>
<td>a, c, d</td>
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</tr>
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</tbody>
</table>
2 Teaching and Learning Strategy

The proposed course addresses each of the six pillars of transformative learning (Education Strategy, 2015-2021) as shown below:

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>PS5</td>
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<tr>
<td>PS8</td>
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<td>a,c</td>
</tr>
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<td>TS1</td>
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</tr>
<tr>
<td>TS2</td>
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</tr>
<tr>
<td>TS6</td>
<td>✓</td>
<td>✓</td>
<td>a, b, c, d</td>
</tr>
</tbody>
</table>

Research inspired teaching
The research-based dissertation includes a research methods component to encourage postgraduate students to access current research and move towards greater independent learning. Access may be through guest lectures by university researchers and teaching staff, case studies taken from current research or opportunities to critically evaluate existing research and scholarship to inform professional practice. Opportunity to participate in research events, such as poster presentations or student conferences provide first-hand experience of dissemination of students own outputs.

Embedded employability
The course enables students to carry out independent study in and on local, national and international organisations and synthesise conceptual understanding within a range of complex situations. Two modules specifically aid development of key skills for employment, whilst others advance competence in self-management or communication via the assessment methods utilised. These have been included in order to develop students’ self-confidence and continuous professional development in readiness for employment.

Creativity and Enterprise
Closely linked to employability skills are opportunities to become involved in enterprise and entrepreneurship. The MSc includes the CMI accredited Global Professional Development module, which serves in part to develop consultancy skills, core to the self-employed HR practitioners’ skillset.

Intercultural and international engagement
All students who are enrolled on a postgraduate Master’s course are able to engage in the Global Leaders’ Programme, the Global Researcher Programme or other, newly developed leadership opportunities. The international focus across the programme through the inclusion of internationally-focussed learning outcomes, and specific modules with a comparative, international perspective helps to emphasise intercultural engagement and group working which fosters intercultural competency. Opportunities will also be sought to develop Online International Learning projects with other institutions.

Community contribution and responsibility
Students will be expected to understand their responsibility to actively contribute towards a more sustainable future. This together with the Principles for Responsibility Management Education (PRME) are addressed in several core modules, Leading, Managing and Developing People, Human Resource Management in Context and Comparative Global HRM.

**Innovation and digital fluency**
Students will be taught how to critically evaluate sources of information and apply these in complex and unpredictable situations. There is an expectation that students who complete a postgraduate taught course will have attained a significant level of digital fluency that they can apply in their own discipline or professional practice. This pillar is addressed in the research-based dissertation module but there is an expectation that students will be required to research information for all modules.

The overall aim of the proposed course is to achieve the stated learning outcomes such that students will have developed the required knowledge, skills and capabilities to pursue a career in a chosen HR related field.

The study of human resource management is grounded in understanding people management and development, the environment that a company is operating within, competitors and their offerings and then developing the most appropriate strategies to satisfy organisational stakeholders. The teaching and learning strategy of this course is based upon understanding the core principles of leading, managing and developing people, the business context within which HR operates and the key knowledge and skills required for strategic leadership in the first semester. These modules provide the foundation for the modules in the second semester. The focus then becomes more strategic and more specialised.

In terms of curriculum design the MSc International Human Resource Management focuses on comparative study of HR policy and practice in different regions of the world, specialist technical competence, in managing organisational change and HR analytics.

As well as traditional teaching and learning methods such as lectures and seminars, specific subjects adopt a mix of experiential approaches to facilitate the achievement of intended learning outcomes for richer deeper learning. For example:

- Using real life case studies from secondary sources and invited guest speakers
- Providing a mix of classroom and seminar based activities

**University Education Strategy**

The University’s Education Strategy (2015-2021) has informed the design and delivery of the curriculum as the following examples demonstrate:

1. Standard semester pattern as shown in section 14 ensures a balanced delivery of modules where possible. This allows students to assimilate and develop higher levels of applied knowledge, understanding and synthesis as they progress through the course.

2. Inquiry-led learning is a major theme of the course which is applied to large part of all PG courses. It will be introduced particularly where students begin to develop the inquiry-led skills suitable for PG level, and at the final stage of their programme students are expected to fully engage in inquiry-led learning, principally through the dissertation.

3. Development of communities of learning will be encouraged both inside and outside the classroom through student engagement with their personal tutor and the APT scheme, working with peers on assessed group work. The development of peer to peer relationship is key to peer learning.
(Lundberg, 2003), this will be shown in various seminars were students give constructive feedback to their peers. The PG course will ensure constant support for employability through dedicated modules, formatively assessed tasks such as group presentations and opportunities to attend research seminars undertaken by academic experts in HRM and related disciplines.

4. Enhanced employability will be evidenced when the course acquires CMI and CIPD accreditation.

5. The Employment Personal Tutor promotes PG graduate job opportunities and provides specialist support. This is supported by other areas of the university including the Employability and Placement Unit (EPU) where they have a dedicated careers advisor for PG students, Centre for Global Engagement (CGE) and the Careers Service.

6. Continued use CUOnline as well as the full utilisation of Moodle, which is present in the design and delivery of all modules.

7. Staff continue to attend local workshops, seminars and national and international conferences to develop teaching and learning strategies, and share ideas for best practice pedagogy.

8. Staff teaching on the PG course are already involved in both academic and applied research. The School has recently recruited new staff and a key requirement of the job specification is a demonstrable interest in research. To ensure that staff, particularly those supervising dissertations, are at the forefront of current practice and research, they will be encouraged to attend and present at the relevant national and international HRM or HRD-related conferences.

9. The teaching team have, between them, many years of human resources, training and development and people management experience and will draw on this for case material and contacts to bring the course to life.

10. Feedback is offered at both module level (all modules) and course level (twice a semester) through interactive workshops and lectures, office hours, personal tutorial sessions and on-line. Feed forward is provided to help students prepare for summative assessments.

Personal Development Planning
The course will offer the opportunity for students to engage in Personal Development Planning, primarily through development of their Academic Study Skills that are incorporated in various modules. Further support is provided to students by a dedicated Academic Personal Tutor and Employment Personal Tutor.

In addition, elements of personal development planning and skills for employment are embedded into the course in a number of ways:

• Through a dedicated module – Enhancing Skills for Study and HR Leadership, utilising a portfolio approach to assessment to monitor and chart progress
• Developing skills for action planning and reflection on key skills of communication, teamwork, IT and numeracy throughout all PG programmes.
• Students will be given plenty of opportunities to develop their creative skills via numerous activities and thereby generate their own portfolio of work to evidence to employers.
• Written skills in various formats e.g. reports, essays, reflective blogs will be required across the suite of modules providing developmental evidence.
• Development of presentation skills, teamwork and negotiation in a number of modules via formative and summative coursework.
• Formative assessments within all modules provide the opportunity for developmental feedback on performance, so enabling students to reflect on their learning and performance in order to improve their academic skills.
• The dissertation will provide excellent evidence of in-depth academic learning, conducted independently and demonstrating initiative.

The University’s Education Strategy (2015–2021) highlights six pillars of transformative learning which are based upon: research inspired teaching, embedded employability, creativity and enterprise, intercultural and international engagement, community contribution and responsibility, innovation and digital fluency. These have been incorporated within the course modules.

3 Assessment Strategy

The methods of assessment are described in the Programme Specification Part One (see above). University and FBL policies and guidelines including the Faculty Assessment and Feedback Strategy have influenced our approach throughout. Multiple stakeholders informed the assessment strategy underpinning these course programmes.

The assessment strategy for the proposed courses has been designed at a course level and cascaded through each stage of the course programme to demonstrate achievement of the module intended learning outcomes across a semesterised delivery approach. A schedule of assessments showing the nature and timing of assessments across all modules demonstrates that a variety of appropriate methods are used, that there is development in the nature of assessment, that there is equity and parity between modules, and that excessive bunching of coursework assignments does not occur. The assessment strategy was designed in order that;

a) Students have the opportunity to develop requisite skills early in the course programme
b) Students new to UK education are best prepared to meet the demands of the programme
c) A balance of appropriate assessments was used, in range, number and mode, so that students of different skill levels, would have equality of opportunity of attainment without being constrained by sole use of timed examinations and written reports.
d) Developmental feedback be available through formative assessment, prior to summative assessment deadlines, where appropriate.
e) It embeds formative, summative and unseen assessment under controlled conditions and the assessment of skills and behaviours, in line with CIPD requirements (CIPD Centres Handbook, 2015)

The weighting of these is consistent with the Faculty Assessment Tariff (2014). The assessment strategy follows the FBL PG assessment Tariff in terms of weighting of coursework to examinations and assignment requirements such as word count appropriate to each stage. Deadlines for coursework are communicated well in advance and are included in the Teaching Plan and Module Resources document at the start of each module and published on Moodle.

Student workloads, engagement and participation

The HR profession is growing in scope and successful graduates in this field typically work in a variety of human resources and customer-facing roles. The teaching and learning programme has been designed to provide students with the necessary skills to be successful within the sector. In order to communicate the reality of work life to the students, engagement with industry professionals through guest speakers and live projects will be utilised. We recognise that many students have to work part
time to support themselves through their degree, so students timetables will be planned to allow reasonable time for work and/or study.

The course incorporates a wide range of tasks, activities and events designed to engage and stimulate students, particularly early on in the course, recognising that good habits start early. Some semester one modules have coursework assessments within the first six weeks ensuring that any lack of engagement can be picked up by the Academic Personal Tutor (APT) and acted upon before it is too late. Through the Faculty’s Student Support Centre, APT support and retention monitoring procedures, student participation will be monitored.

**Assessment variety**

Assessment methods selected are inclusive by nature. The course will provide a number of different assessments for students in order to ensure a good range of variety of assessments are provided, for example presentations, portfolios, reports, essays, written examinations and verbal tests. Students will not be expected to submit summative assessment within their first nine weeks on the course programme.

**High quality feedback/feed forward in the learning process**

An appreciation of the vital role that high quality feedback plays in the learning process underpins the design of assessment activities. For feedback to be effective it is timely, regular, verbal and dialogic.

Early formative and summative assessments are also implemented, in order to ensure early (timely) feedback and guidance for all students irrespective of prior education or nationality. Details of how feedback will be returned will be in the module guide. Feedback is prompt, with written work being returned within two weeks, and immediately in some cases. Online coursework submission and online feedback is implemented throughout all the modules. This is to ensure clarity of the feedback and allow students to access their work via Moodle.

Evidence suggests immediate verbal feedback, even if it is basic, is more effective than detailed written feedback at a later date. Regular immediate and dialogic feedback is a major element of the course’s teaching and learning strategy. Feed-forward is provided to help students prepare for summative assessments. Across the PG course feedback is provided widely through a range of different learning environments including interactive lectures, workshops, academic personal tutorials and through Moodle.

**Develop students’ self-evaluative ability**

The assessment method enables students to develop their ability to self-evaluate their own work and that of their peers. In order to achieve this it is crucial that there is a shared understanding between the tutor and students of the standard of work expected.

**Assessing students fairly**

The assessment process is designed to ensure that it impartially measures student learning and achievement throughout the course. Students will have the opportunity to develop requisite skills early in the course programme. A range of different assessment methods are used across the course both to support the development of a variety of skills and knowledge and to take into account the different learning styles of the students. In assessments with group work and presentations guidance is given both on working as a group and on presentation skills before the assessment. The method for the
allocation of marks for group work is transparent, including a method to re-allocate marks to reflect a differential contribution if necessary.

In accordance with the University’s Assessment Strategy 2015 – 2021 the course team are “committed to using the most appropriate forms of assessment for the learning outcomes desired”. Consequently the course utilises a number of different assessment techniques. For example, written assessments are used to assess specific subject knowledge and the student’s ability to access relevant and valid data, whilst oral presentations and group work help assess the transferable skills that students will need in their graduate careers. Both formative and summative assessment is used on the course to enable students to reflect on feedback and incorporate learning into their work.
4. Course Management

The course is managed by a Course Director (CD) with support and input from Module Leaders (MLs). The CD acts as final arbiter in admissions matters, although this work is dealt with by the Recruitment and Admissions Office (RAO), the Faculty Admissions Office and the Recruitment Tutor. Each student will also have a personal tutor for academic and pastoral matters and one for employment. In addition, the course administrator, staff in the Student Support Office (SSO) can also offer support to students. This structure is communicated to the students during induction week and is outlined in the student Handbook, which is made available in hard copy and via the Virtual Learning Environment. Roles and responsibilities of the Course Director and MLs have been determined at Faculty level and are as follows:

**Course Director**
- To oversee the running of courses within the programme
- To produce programme documentation, and update for changes
- To head the development for revalidation of the programme
- To coordinate the development of courses within the programme
- To act as back stop for student advice/ appeals
- To represent the programme on Faculty and University committees
- To become involved in/ lead programme/ course initiatives
- To advise on and oversee articulation agreements with partner institutions
- To liaise with tutors with cross faculty student support roles and the Student Support Centre

**Module Leaders** will provide academic advice to students.

**Academic Personal Tutors** will provide pastoral and welfare support to students.

Each course is managed by a dedicated course director (with the support of the course team) who is responsible for admissions, induction, academic and pastoral care and presenting student achievement to the relevant PAB. Student forums are held twice per semester, organised by the Student Union, and are attended by the course director.

5 Entry Requirements and Selection Procedures

Minimum University requirements for entry to the MSc International Human Resource Management:
- Relevant business or management undergraduate degree
- Minimum of 2:2 in undergraduate studies or equivalent
- English qualification, IELTS 6.5 or equivalent
- Good academic references

The RAO and Faculty Admissions Office have detailed tables of “equivalences” for these and other qualifications, particularly international qualifications. These offices consult with the Recruitment Tutor and the Academic Course Director about the suitability of an applicant with any other qualification.

**Students with Advanced Standing**
Accreditation for prior learning (APL) or prior experiential learning (APEL) subject to University APEL policy in line with university regulations section 7.3.
The standard entry requirement for this course is a good honours first degree (at least a minimum of second class honours or equivalent) in an appropriate discipline area. These could be in business or management studies. Other discipline areas or professional qualifications may also be considered for entry on a case by case basis and an interview may be required.

6 Compliance with the University’s Academic Regulations and current legislation

All PG course details comply with Coventry University’s Academic Regulations and all course procedures and practices are consistent with University guidelines, policies and codes of practice.

Principles for Responsible Management Education (PRME)

The course is fully committed to the Principles for Responsible Management Education (PRME) initiative to inspire and champion responsible management education, research and thought leadership globally. The PRME initiative focuses on international values such as the principles of the United Nations Global Compact. They seek to establish a process of continuous improvement among institutions of management education in order to develop a new generation of business leaders capable of managing the complex challenges faced by business and society in the 21st century. In the current academic environment, corporate responsibility and sustainability have entered but not yet become embedded in the mainstream of business-related education. The PRME are therefore a timely call for business schools and universities worldwide to gradually adapt their curricula, research, teaching methodologies and institutional strategies to the new business challenges and opportunities. The Six Principles are discussed further below.

Principle 1: Purpose

Corporate responsibility has become crucial for businesses and the role of managers is now under scrutiny to establish best practices of sustainable business and innovation. The role of business schools has become crucial to educate future managers in a responsible way by using innovative management courses. The MSc IHRM course aims not only to educate but also to promote a sense of social responsibility. This is reflected in modules such as Human Resource Management in Context and Managing Organisational Change Projects. Each of these modules aims to encourage students to apply the concept of sustainability to core business areas in the HR profession in order to help them appreciate responsibility and ethical practices.

Principle 2: Values

We have incorporated into our academic activities and curricula several key values including team work, creativity, dedication, honesty, responsibility, fairness, respect, transparency and citizenship. These values will provide direction and guide decision-making. Students are expected to use these values in improving communication, reducing conflicts, and strengthening communications within an organisation. The assessment strategy includes group assessments enabling students to widen their perspectives and deal with each other fairly. Students will be taught how to select, evaluate and apply the ethics process in academic research in the research-based dissertation module.

Principle 3: Method

The course requires students to deal critically with sustainability issues such as the environmental and social dimensions of business strategy and development. Students also explore principles of CSR. In order to create optimal learning conditions for the students, the aim is to create a classroom environment which is positive, consistent and encourages independent student learning in a friendly setting. Most importantly, to enhance classroom experience, the business school’s role in building responsible leadership and the course expectations will be clearly established in the curriculum and reiterated in the learning material to promote a sense of social responsibility.
**Principle 4: Research**
The proposed course aims to build on the existing knowledge of students and encourage them to think critically. In a constantly changing and evolving world the ability to challenge the existing status quo and explore newer ways to adapt and solve problems will provide competitive advantage to the students. Through high quality academic readings and hands on research in the form of the dissertation, students will be exposed to the triple bottom line approach of organisations in the modern economy (i.e. social, environmental and economic issues). The module Leading, Managing and Developing People aims to develop a critical understanding of the latest issues relating to people management and development. The research-based dissertation module embeds this principle.

**Principle 5: Partnership**
As part of the course, the team will invite key industry speakers and managers from the HR field to extend students’ knowledge and awareness of the challenges they face. Industry partnerships will be strengthened by developing live projects with local organisations. The course will make use of business cases studies and practitioner-based activities to align theory and practice more fully. In line with PRME principles, leading corporations will welcome the emergence of a new generation of professionals whose vision, knowledge and skills are suited for the new opportunities of value creation. The proposed course aims to provide a sound foundation for the leaders of tomorrow’s business world.

**Principle 6: Dialogue**
Students actively reflect upon best practice through ‘critical assessments’ which encourages them to develop an awareness of how HR has evolved over time. Students are encouraged to understand the positive and negative role of human resources as a function and how this can affect different stakeholder groups. We will facilitate and support dialogue and debate among educators, students, business, HR practitioners and other interested groups and stakeholders on critical issues related to global social responsibility and sustainability.