

## **MSc in International Human Resource Management (full-time) For students entering in 2013/4**

Awarding Institution:	University of Reading
Teaching Institution:	University of Reading
Relevant QAA subject Benchmarking group(s):	
Faculty:	Henley Business School at Univ of Reading
Programme length:	1 years
Date of specification:	02/Dec/2013
Programme Director:	Dr Elizabeth Houldsworth
Programme Advisor:	
Board of Studies:	HBS Pre Exp BOS
Accreditation:	Chartered Institute of Personnel and Development (CIPD)

### **Summary of programme aims**

The programme aims to provide a rigorous and current postgraduate education in the field of international human resource management. By combining offerings from across the business school the programme is unique in its combination of theory and practice in the study of HRM within a global environment. Emphasis is given to the understanding of both the discipline of HRM, the contextual environment in which organisations are increasingly operating and the management of MNEs. Students will develop a practical understanding of the range of challenges facing organisations in different environments.

### **Transferable skills**

The programme requires a substantial amount of independent reading, research and study in academic literature. Students are expected to take personal responsibility and show initiative in developing their knowledge and understanding of the field of study. For the students that are able to demonstrate these independent study skills, they will have the opportunity to develop analytical and conceptual thinking and apply these skills to the management and motivation of an organisation's most expensive resource.

Students will receive grounding in the development of HRM into a strategic function and the growth of International HRM in recent years. As well as developing a comparative awareness of the various elements of HRM practice, notably: training and development; recruitment and selection; performance management and reward the students will also be equipped with a range of analysis/diagnostic tools to support their awareness of context. The core knowledge provided by the masters programme in International HRM will be supplemented by relevant optional topics as elective modules. The final element in the programme is a project in International Human Management. Projects are self-directed in their nature, but there will be an opportunity for the students to link with activities in the Henley HR Centre of Excellence to discuss project ideas and possibly to gain project opportunities within one of these organisations.

As outlined in more detail below, students who complete this course of study will not only be well-grounded in the core of HRM, its background and strategic development but will also have an awareness of how the field of IHRM has developed in response to the increasingly global nature of our world. As a result students will be equipped to understand more about context and the challenges this poses for international managers and leaders as they strive to manage people. During their studies students will have the opportunity to enhance and develop their reflective and interpersonal skills and enhance their communication (oral and written), presentations, information handling, problem solving, team-working, and the use of information technology. Students will learn to work independently, under time pressures, and will learn to set priorities and manage their time in order to meet strict deadlines.

### **Programme content**

#### *Compulsory Modules*

MMM001	International Strategic Management	20	7
MMM027	Designing Organisations	20	7
MMM070	Study and Research Skills: Sources, Methods, and Practice	-	7
MMM072	Professional Development and Practice	-	7
MMM078	Principles of HRM in a Global Context	20	7
MMM079	Comparative Human Resource Management	20	7
MMM080	Managing Transformation	20	7
MMM081	International Human Resource Management	20	7
MMM082	Project in Human Resource Management	20	7

There are 5 modules of special significance, listed below, and students must gain a combined average mark of not less than 50% in each of these. Four of these are taught modules in which students must achieve a mark at least 50% in the examination or assessed portfolio component in order to comply with requirements for CIPD membership.

Modules of Special Academic Significance

MMM078	Principles of HRM	Taught & examined
MMM079	Comparative HRM	Taught & examined
MMM080	Managing Transformation	Taught & assessed portfolio
MMM081	International HRM	Taught & examined
MMM082	Project in International HRM	Project

**Optional Modules**

In addition students must choose **two** option modules from a supplied list.

A complete list of options is available from the Programme Director, and a list of current options can be found in the relevant Departmental Handbook. There is no guarantee that in any one year all modules will be available. New optional modules may also be added.

Students may choose to substitute MMM082 (International HRM Project, 20 credits) with a dissertation, 40 credits. This would require that they complete only 1 additional optional module.

**Course Map**

Autumn		Spring		Summer
MMM001 ISM	c	MMM027 Designing Organisations	c	Project MMM082
MMM078 Principles of HRM in Global Organisations		MMM080 Managing Transformation	c	
MMM079 CHRM	c	MMM081 IHRM	c	
MMM072 Professional Development and Practice (includes careers development & is non-assessed)	c	MMM072 Professional Development and Practice	c	
MMM070 Study and Research Skills (supports project)	c	MMM070 Study and Research Skills (supports project)	c	MMM070 (cont.)
Optional module (s)	o	Optional module (s)	o	

**Part-time or modular arrangements**

N/A

**Progression requirements**

Assessment of taught modules in January and the Summer term examination period for failed modules reassessment takes place in August/September.

Project in International Human Resource Management should be submitted at the end of August, as set out in the hand book, or 4 weeks thereafter for students entered for resit examinations.

Students wishing to proceed to a higher degree by research should normally have obtained a merit grade and at least 60% in the Project in International Human Resource Management or dissertation.

**Summary of Teaching and Assessment**

Teaching is organised in modules. The method of delivery varies between modules, especially in terms of the proportion of time allocated to lectures, seminars and case studies. With the exception of the project and dissertation modules, all modules are assessed through a combination of methods: a written exam and

coursework that can take a variety of forms. All students enrolled on a module study the same materials and sit the same examinations.

Mark Interpretation

70 - 100% Distinction

60 - 69% Merit

50 - 59% Pass

Failing categories:

40 - 49% Work below threshold standard

0 - 39% Unsatisfactory Work

### ***For Masters Degrees***

To qualify for Distinction, students must gain an overall average of 70 or more over 180 credits and a mark of 60 or more for the dissertation, and must not have any mark below 40.

To qualify for Merit, students must gain an overall average of 60 or more over 180 credits and a mark of 50 or more for the dissertation, and must not have any mark below 40.

To qualify for a Pass, students must gain an overall average of 50 or more over 180 credits and a mark of 50 or more for the dissertation. In addition, the total credit value of all modules marked below 40 must not exceed 30 credits and of all modules marked below 50 must not exceed 55 credits.

In addition, no mark may be below 40 in modules of special significance, MMM078 Principles of HRM, MMM079 Comparative HRM, MMM080 Managing Transformation, MMM081 International HRM and MMM082 Project in International HRM. In line with CIPD policy any student who is seeking to use the qualification in pursuit of an application for membership may not do so if a mark in a module of special academic significance has been condoned in order to reach the pass mark of 50%. Students must also have achieved an examination mark of at least 50% in modules of special academic significance.

#### *For PG Diploma*

To qualify for Distinction, students must gain an overall average of 70 or more over 120 credits and must not have any mark below 40.

To qualify for Merit, students must gain an overall average of 60 or more over 120 credits and must not have any mark below 40.

To qualify for Pass students must gain an overall average of 50 or more over 120 credits. In addition, the total credit value of all modules marked below 40 must not exceed 30 credits and of all modules marked below 50 must not exceed 55 credits.

Students who are awarded the PG Diploma will not be judged to have achieved the standard required to apply for CIPD membership if they do not attain a pass mark of 50 in all 5 modules of special academic significance and pass the examinations in the relevant taught modules with a mark of at least 50%.

#### *For PG Certificate*

To qualify for a Postgraduate Certificate, students must gain an overall average of 50 or more over 60 credits. In addition, the total credit value of all modules marked below 40 must not exceed 10 credits.

Students who are awarded the PG certificate will not be judged to have achieved the learning outcomes required to apply for CIPD membership.

### **Admission requirements**

Entrants to this programme are normally required to have obtained a first degree the equivalent of a British upper second class honours degree.

Degrees can be in any discipline but for applicants whose first language is not English, proof of proficiency is required. IELTS score of 7 with no elements below 6.5 or equivalent is the usual requirement.

References are also taken into account. Acceptance onto the programme is at the discretion of the Director of Studies and the Faculty Director of Teaching & Learning.

#### *Cases where GMAT is recommended:*

GMAT is not in the admission requirements for this program. However, it may be useful for applicants if they have been out of education for more than a few years.

**Admissions Tutor:** Dr Liz Houldsworth

**Support for students and their learning**

University support for students and their learning falls into two categories. Learning support is provided by a wide array of services across the University, including: the University Library, the Careers, Placement and Experience Centre (CPEC), In-session English Support Programme, the Study Advice and Mathematics Support Centre teams, IT Services and the Student Access to Independent Learning (S@il) computer-based teaching and learning facilities. There are language laboratory facilities both for those students studying on a language degree and for those taking modules offered by the Institution-wide Language Programme. Student guidance and welfare support is provided by Personal Tutors, School Senior Tutors, the Students' Union, the Medical Practice and advisers in the Student Services Centre. The Student Services Centre is housed in the Carrington Building and offers advice on accommodation, careers, disability, finance, and wellbeing, academic issues (eg problems with module selection) and exam related queries. Students can get key information and guidance from the team of Helpdesk Advisers, or make an appointment with a specialist adviser; Student Services also offer drop-in sessions and runs workshops and seminars on a range of topics. For more information see [www.reading.ac.uk/student](http://www.reading.ac.uk/student)

University support for students and their learning falls into two categories. Learning support includes IT Services, which has several hundred computers, and the University Library, which across its three sites holds over a million volumes, subscribes to around 4,000 current periodicals, has a range of electronic sources of information and houses the Student Access to Independent Learning (S@il) computer-based teaching and learning facilities. There are language laboratory facilities both for those students studying on a language degree and for those taking modules offered by the Institution-wide Language Programme.

Student guidance and welfare support is provided by Personal Tutors, School Senior Tutors, the Students' Union, the Medical Practice and the Student Services Directorate. The Student Services Directorate is housed in the Carrington Building and includes the Careers Advisory Service, the Disability Advisory Service, Accommodation Advisory Team, Student Financial Support, Counselling and Study Advisors. Student Services has a Helpdesk available for enquiries made in person or online ([www.risisweb.reading.ac.uk](http://www.risisweb.reading.ac.uk)) or by calling the central enquiry number on (0118) 378 5555. Students can get key information and guidance from the team of Helpdesk Advisers, or make an appointment with a specialist adviser; Student Services also offer drop-in sessions on everything from accommodation to finance. The Carrington Building is open between 8:30 and 17:30 Monday to Thursday (17:00 Friday and during vacation periods). Further information can be found in the Student website ([www.reading.ac.uk/student](http://www.reading.ac.uk/student)).

Learning support in the Henley Business School also includes a student handbook containing full details of the programme structure and administration. Blackboard is used to manage teaching and learning and to monitor student progress for full-time, flexible learning and distance learning students.

### **Career prospects**

Due to its strong emphasis in International Human Resource Management, it is likely that large firms operating internationally could be seen as attractive potential employers. This programme builds on very strong cross-school foundations in the areas of managing people and International Business.

Students may opt to build on element of the programme by undertaking an additional period of study (and additional fee) to complete the Henley Certificate in Facilitation.

### **Opportunities for study abroad or for placements**

There are currently no opportunities to study abroad within this programme. However there may be opportunities for project work in association with the Henley HR Centre of Excellence.

### **Programme Outcomes**

#### **Knowledge and Understanding**

##### **A. Knowledge and understanding of:**

- A1.  
1. Alternative models of management and international business

##### **Teaching/learning methods and strategies**

- A1-5  
Formal lectures, guest lecturers from industry, discussions, individual and group presentation,

2. Most recent developments in relevant empirical work, business and management practices, and the international business environment
3. Theories of HRM - strategic, analytical tools and frameworks
4. Variables impacting context: culture, institutions and how they shape HRM practice.
5. The role of the HR professional in international business
6. Concepts of facilitation, the underlying literature

group exercises, case studies, guided readings and guidance on key sources of reference material. Feedback and guidance are important elements complementing an emphasis on self-study. These are supported by lectures and blackboard. A6.

Formal lectures supported by peer facilitation practice. Support is provided via virtual learning environment.

#### *Assessment*

Unseen examinations and coursework comprising of long essays. Seminar presentations are also used as a means of assessment in some modules.

In order to gain Henley Certificate in Facilitation and Team Coaching student must complete VLE activities.

### **Skills and other attributes**

#### **B. Intellectual skills - able to:**

1. Structure, analyse, and evaluate theoretical issues, and practical business dynamics and challenges.
2. Think logically and analytically to understand the different factors impacting HRM in different contexts
3. Identify choices made by organizations in the management of their people and evaluate these with reference to practice
4. Comprehend the rapidly evolving state of international human resource management factors influencing both the change and the pace of change

#### **Teaching/learning methods and strategies**

Students are frequently challenged in all teaching situations to complete logical arguments, analyse problems and alternative strategies, and justify statements. Long essays, debate, group work, and presentations provide the principal vehicle for developing intellectual skills

#### *Assessment*

Unseen examinations and coursework, case study analysis, dissertation.

#### **C. Practical skills - able to:**

1. Evaluate current theoretical and empirical research in the field of study
2. Evaluate the context and strategy of firms and how this links to behaviour and culture
3. Recognise the challenges facing international business in their management of people in different contexts.
4. Use facilitation and team coaching techniques in a cross-cultural multi-language context

#### **Teaching/learning methods and strategies**

Students are required to undertake and understand a wide range of reading, both of specific references and through researching their own sources of information. Discussion in lectures and seminars emphasises the use of statistical and empirical evidence and the strengths and weaknesses in alternative theories, methodologies, and international business practices.

1-4 are achieved through lectures, seminars, presentations, case studies, and group exercises.

#### *Assessment*

Practical skills are introduced in lectures, developed in supporting/ group work activities and tutorials and reinforced by supervised project work.

#### **D. Transferable skills - able to:**

#### **Teaching/learning methods and strategies**

1. Communicate effectively with a wide range of individuals using a variety of means.
2. Evaluate his/her own academic professional performance.
3. Utilise problem-solving skills in a variety of theoretical and practical situations.
4. Manage change effectively and respond to changing demands in a multi-national environment where there are material cultural and legal cross-border differences.
5. Take responsibility for personal and professional learning and development (personal Development Planning).
6. Manage time, prioritise workloads and manage personal emotions and stress.
7. Understand career opportunities and begin to plan a career path.
8. Information management skills. e.g. IT

Communication skills are assessed at several points throughout the programme. Communication, presentation and team-working skills are specifically important for work in HRM. Good time management is essential for organising a timetable to complete project work.

*Assessment*

Assessment of transferable skills is incorporated at several points in the programme

**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 he/she 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 description and in the programme handbook. The University reserves the right to modify this specification in unforeseen circumstances, or where the process of academic development and feedback from students, quality assurance process or external sources, such as professional bodies, requires a change to be made. In such circumstances, a revised specification will be issued.**