

MSc in International Human Resource Management (full-time)
For students entering in 2017/8

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:	12 months
Date of specification:	25/Jan/2018
Programme Director:	
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 and its core practices as well as the contextual environment in which organisations are operating. Students will develop a practical understanding of the range of challenges facing people managers in different environments. As well as Henley faculty, each year sees a different programme of visiting speakers and study visits.

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 acquire a deep understanding of the development of HRM into a strategic function as well as the growth of International HRM. In addition to the development of 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. 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. 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. The final element in the programme is a self-directed project relevant to their studies of International Human Resource Management.

Graduates will have developed an international and multicultural perspective on business and will have also developed the managerial, professional and ethical skills required to become an effective global citizen in an international organisation.

Graduates will therefore demonstrate a range of cognitive, personal and intellectual skills and techniques specific to International Human Resource Management.

They should be aware of cultural differences and the different approaches of a range of international students and be able to make adaptations to their natural styles to overcome difficulties. They will therefore need to develop and demonstrate relevant personal and interpersonal skills.

Programme content

Compulsory Modules

<i>Code</i>	<i>Title</i>	<i>Credits</i>	<i>Level</i>
MMM001	International Strategic Management	20	7

MMM027	Designing Organisations	20	7
MMM048	Managing People and Organisations	20	7
MMM122	Principles of HRM	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
MMM070	Study and Research Skills: Sources, Methods, and Practice	0	7
MMM132	Career and Professional Development	0	7

There are 5 modules listed below,

Modules of Special Academic Significance

<i>Code</i>	<i>Title</i>	<i>Credits</i>	<i>Level</i>
MMM122	Principles of HRM	Taught & 7 examined	
MMM079	Comparative HRM	Taught & 7 examined	
MMM080	Managing Transformation	Taught & 7 assessed portfolio	
MMM081	International HRM	Taught & 7 examined	
MMM082	Project in International HRM	Project 7	

Optional Modules

In addition students must choose one optional module 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 and no optional module in the Spring term

Course Map

Autumn	Spring	Summer
MMM001	cMMM027	cProject c
International Strategic Management	Designing Organisations	MMM082
MMM048	cMMM080	c
Managing	Managing	

People and Organisations	Transformation	
MMM122	cMMM081	c
Principles of HRM	IHRM	
MMM079	cMMM070	cMMM070c
CHRM	Study and Research Skills (supports project)	(cont.)
MMM070	cMMM132	c
Study and Research Skills (supports project)	Career and Professional Development	
MMM132	cOptional module	o
Career and Professional Development		

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 in 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, MMM122 Principles of HRM, MMM079 Comparative HRM, MMM080 Managing Transformation, MMM081 International HRM and MMM082 Project in International HRM.

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, In-sessional English Support Programme, the Study Advice and Mathematics Support teams and IT Services. 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 Support Centres. If a student has a general enquiry and is unsure where to seek help, they should visit their Support Centre. There are five Support Centres across the University, including one based at the London Road Campus. The Support Centre will be able to advise on matters such as extenuating circumstances, module selection, suspensions, withdrawals, timetable queries and transferring programme. The Support Centre will also be able to signpost students to Carrington building where other University services related to disability, financial support, counselling and wellbeing, accommodation and careers can be found. More information on what student services are available can be found here: <http://student.reading.ac.uk/essentials>.

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 Organisational Behaviour, HRM and International Business.

Opportunities for study abroad or for placements

There are currently no formal opportunities to study abroad built into the programme structure although opportunities do occur on a year by year basis. Depending on partnership organisations the programme aims to include an overseas study visit which is optional and at extra cost

Programme Outcomes

On successful completion of the MSc, assuming they are in current CIPD student membership, students achieve professional associate status (Assoc CIPD)

In this programme, the 4 Learning Goals below (LGs) each have a subset of 3-5 Learning Objectives (LOs).

For each LO, a 'core' module assessment has been identified as the mechanism by which 'Assurance of Learning' for the specific LO is evidenced (if passed).

A variety of assessment evidence ensures that the overall LGs are achieved by students upon completion of the programme.

The programme Learning Goals are as follows:

Academic business knowledge and analytical skills: Graduates will have developed the academic knowledge and the analytical and managerial skills needed to develop their own professional performance.

International perspective: The cohort is international with opportunities for cultural and business exchange. Graduates will have developed an international and multicultural perspective on business and will have also developed the managerial, professional and ethical skills required to become an effective global citizen for a career in an international organisation.

Personal development: Graduates will have developed the personal skills to enable them to better understand themselves and develop positive relationships with colleagues. They will be equipped to take on responsibilities within an organisation, and will also be able to confidently express themselves and their understanding of new ideas and practices within a variety of settings.

Awareness of business practice: Graduates will develop a practical understanding of business that enables them to develop their potential, enhance their employability, and become a great professional.

Knowledge and Understanding

A. Knowledge and understanding of:

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

Teaching/learning methods and strategies

A1-5

Formal lectures, guest lecturers from industry, discussions, individual and group presentation, group exercises, case studies, guided readings and guidance on key sources of reference material. 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.

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:*

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

Teaching/learning methods and strategies

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

a career path.

8. Information management skills. e.g. IT

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.