Course Handbook
MSc Human Resource Management
MSc Human Resource Development
2020/21
Dr Ruth E Slater FHEA Chartered MCIPD
Division of HRM and Leadership
Lancashire School of Business and Enterprise

Please read this Handbook in conjunction with the University's Student Handbook.

All course materials, including lecture notes and other additional materials related to your course and provided to you, whether electronically or in hard copy, as part of your study, are the property of (or licensed to) UCLan and MUST not be distributed, sold, published, made available to others or copied other than for your personal study

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Welcome to the course

Dear Student

Welcome to the University of Central Lancashire and our HR community! More specifically, welcome to your MSc Human Resource Management/Development Course.

We hope that during your time with us here at the University of Central Lancashire you will enjoy your studies. As a student you also have access to lots of electronic resources, support and free courses. Four key services you might like to look at are:.

- **Ask the Library Trainer** for support and help on using the library

- **Ask the IT trainer** for support on a range of software applications

- A range of **electronic resources**

- **E-learning (Blackboard)** access remotely & on campus for resources on modules

- **Library & Information Services Induction** presentation.

We also have an active Students' Union and many interesting clubs and societies which you may be interested in joining.

The first few weeks of your course will probably be quite hectic - lots of new faces, travelling to different buildings, and so on. Your Student Handbook is, therefore, designed to act as a reference guide for all the pieces of information you may need during your life here.

It is part of our University's philosophy to involve students in the running of their courses as much as possible. There are opportunities for students to become Student Representatives, who seek views, concerns and plaudits from course members, which are then relayed to staff through the Stall Student Liaison processes

I would like to take this opportunity to wish you every success here at the University of Central Lancashire and to encourage you to strive to achieve your full potential.

If you have any problems, issues or concerns during your programme please do not hesitate to contact me by e-mail at **RESlater@uclan.ac.uk**

Best wishes for your success.

Ruth Slater

Dr Ruth E Slater FHEA Chartered MCIPD

1.1 Rationale, aims and learning outcomes of the course

The MSc offers you the opportunity to enhance your professional skills and knowledge of Human Resource Management and Development. We seek to enable you to gain a competitive edge in pursuing your professional career and to make an outstanding contribution to the performance of your employing organisation. The accreditation of this course by the Chartered Institute of Personnel and Development (CIPD) is a key factor in this. All students will become student members of the CIPD.

Successfully completing the MSc may lead to membership of the CIPD following the CIPD's behavioural assessment and gaining appropriate experience. The CIPD want members to be capable in certain 'professional areas' and to demonstrate certain behaviours.

Professional areas:

Behaviours:

The MSc offers the opportunity to develop skills and these behaviours as part of your studies for the academic qualification.

The programme of study will be directed towards the attainment, assessment and evaluation of knowledge and skills required by you to meet your Postgraduate qualification.

The intention is to create an intellectually challenging degree that will prepare you as a graduate, for a career in human resource management or human resource development, or for further academic study.

This programme is accredited by the CIPD and subject to both CIPD and University quality assurance processes and procedures.

The Programme aims are:

- To provide you with a high-quality postgraduate management education and development experience of intrinsic worth that will enable you to achieve learning outcomes at a level appropriate for the award of an MSc of the University.

- To provide an intellectually stimulating programme of professional postgraduate education for students desiring to develop their careers in the human resource management and development profession.

- To develop the operational skills and behaviours of human resource management and development practitioners through a curriculum that combines rigorous academic study, skills development and application.

- To ensure that by completion of the programme, students meet the requirements of CIPD 'advanced' level standards to enable them to contribute to their present or future organisations.

- To enable you to learn and demonstrate your skills and knowledge to a level that may lead to MCIPD. *Please note* this course meets the skills and knowledge elements of the CIPD process but the CIPD have their own process for the assessment of the 'behaviours' (listed above) and the appropriate experience.

Learning outcomes

Upon successful completion of the Programme you should be able to demonstrate that you have achieved a number of key learning outcomes to a level appropriate for the award of an MSc from the University. You will also have completed all of the learning outcomes required by the CIPD's programme of study.

In particular, you should be able to show that you can:

- Critically assess the objectives and methodologies of your business colleagues and stakeholders.
- Strategically assess trends and patterns and identify good practice which can be imported from outside the organisation.
- Identify and critically evaluate method and methodological alternatives for undertaking postgraduate research and demonstrate a critical awareness of problems.
- Demonstrate a level of knowledge, understanding and ability to managing people and leadership that meets CIPD Professional Standards.
- Demonstrate an awareness of the wider contribution that personnel management and development can make to organisational success.
- Demonstrate an understanding of how to develop organisational capacity through people management and development processes and initiatives that will help to embed or promote change in organisational culture, structure and functioning, and ensure the skills needed to operate in changing roles and environments.
- Effectively analyse business needs and issues using relevant facts and figures; anticipating objections and preparing responses.
- Effectively apply a range of critical thinking abilities, tools and processes.
- Effectively evaluate the appropriateness and potential value of concepts, models, paradigms and ideologies to the understanding and management of organisations.
- Demonstrate the ability to prioritise tasks and work schedules
- Systematically seek to improve performance and professional development through periodic reflection.
- Identify how to gain support and commitment from others and be able to influence and persuade them.
- Promote professionalism and an ethical approach to HRM and HRD practice in organisations.

1.2 Course Team

The course is run by the Lancashire School of Business and Enterprise (LSBE), Division of Human Resource Management and Leadership.

Course Leader	Room	Phone	E-Mail
Dr Ruth E Slater	GR260	01772 894640	reslater@uclan.ac.uk

STAFF	E-MAIL	PHONE	ROOM
Mrs Janet Chettle	JChettle@uclan.ac.uk	01772 894735	GR250
Dr. Barbara Menara	BMenara@uclan.ac.uk	01772 894616	GR257
Mr Tony Proctor	tproctor@uclan.ac.uk	01772 894704	GR 250
Dr. Ruth Slater	reslater@uclan.ac.uk	01772 894640	GR 260
Dr. Emma Thirkell	ethirkell@uclan.ac.uk	01772 893780	GR250
Mr Richard Fisher	rfisher6@uclan.ac.uk	01772 894640	GR260

1.3 Expertise of staff

The University has been running CIPD programmes for more than 25 years. The current Course Team is well developed in terms of teaching and learning practice established over many years and builds upon the previous business and industry experience of individuals.

Most of the staff who teach on the programme have HR experience and are Associates, Chartered Members or Chartered Fellows of the CIPD. Several members of staff are involved in knowledge transfer (consultancy) activities which helps them to maintain good links with organisations and businesses. We also have strong links to the CIPD at a national and local level.

Most of the staff who teach on this programme are part of the HRM & Leadership Division. The Division is perhaps the most active group of researchers in the Lancashire School of Business and Enterprise (LSBE). Many of the teaching staff have PhDs or are progressing towards achieving them and all staff have at least a Masters level qualification. Several have also completed a CIPD qualification like the one you are embarking on here! Most of the Course Team are also members of iROWE (Institute of Research Organisation, Work and Employment) our own research institute and as a student (and after you leave UCLaN) you will also have access to iROWE. For more information visit the iROWE webpage. A number of staff are research active.

You can see more details on university staff profiles

1.4 Academic Advisor

You will be assigned an Academic Advisor who will provide additional academic advice and support during the year. They will be the first point of call for many of the questions that you might have during the year. Your Academic Advisor will be able to help you with personal development, providing insight and direction to enable you to realise your potential.

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1.5 Administration details

Course Administration Service provides academic administration support for students and staff and is located in the following hubs which open from 8.45am until 5.15pm Monday to Thursday and until 4.00pm on Fridays. The hub can provide general assistance and advice regarding specific processes such as extenuating circumstances, extensions and appeals.

Greenbank Building
Sport and Wellbeing
Management
Business
Telephone: 01772 891992/891993
Email: GreenbankHub@uclan.ac.uk

1.6 Communication

The University expects you to use your UCLan email address and check regularly for messages from staff. If you send us email messages from other addresses they risk being filtered out as potential spam and discarded unread.

Within the Lancashire School of Business and Enterprise (LSBE), Academic and programme support staff will normally communicate with you using email. We will use your University email address and you are expected to access your emails regularly. Module Tutors will also use Blackboard so you must ensure you access these areas regularly as well. In some circumstances the University will ring you and you should ensure that you update your mobile phone number.

Letters will be sent occasionally if all other means of communication fail. These will be sent to your home address so you must ensure your details are kept up to date.

1.7 External Examiner

The University has appointed an External Examiner to your course who helps to ensure that the standards of your course are comparable to those provided at other higher education institutions in the UK. The name of this person and home institution can be found below. If you wish to make contact with your External Examiner, you should do this through your Course Leader and not directly. External Examiner reports will be made available to you electronically.

The School will also send a sample of student coursework to the external examiner(s) for external moderation purposes, once it has been marked and internally moderated by the course tutors. The sample will include work awarded the highest and lowest marks and awarded marks in the middle range.

The external examiner for our course is **Professor Ian Cunningham** at Strathclyde University. Ian is also an Academic Fellow of the CIPD and has a responsibility to the CIPD for ensuring the University complies with its approved status.

2. Structure of the course
2.1 Overall structure

MSc HRM&D Course Structure 2017-18

Total credits required: 180

Of which

Semester One	Semester Two	Semester Three
• HR4007 HRM in Context (15) • HR4008 Managing, Leading and Developing People (15) • HR4009 Developing Skills for Business Leaders (15) • HR4307 Research Methods (20) (yearlong) • Option (15) or two options in Semester 2 • Progress Tutorial (0) • Academic Development (0)	• HR4011 Organisational Design and Development (15) • HR4019 Leadership and Management Development (15) • HR4072 Critical Research Issues in HRM (20) • HR4307 Research Methods • Option (15) (if not taken in Semester 1) • Option (15) • Progress tutorial (0)	• HR4993 Dissertation (35)

HRM (pathway) Options	HRD (pathway) Options	Shared HRM/HRD Options
S2:HR4012 Talent & People Resourcing	S1:HR4018 Learning & Talent Development	S2:HR4011 Organisational Design and Development
S2:HR4014 Employment Law	S2:HR4020 Designing, Delivering and Evaluating Training	S2: HR4019 Leadership and Management Development
	S2: HR4021 Understanding and Implementing Coaching and Mentoring	

All modules are delivered on the main City Campus.

2.2 Modules

Each module is a self-contained block of learning with defined aims, learning outcomes and assessment. A standard module is worth 20 credits however the CIPD accredited modules are 15 credits each. A standard module equates to the learning activity expected from one-sixth of a full-time academic year. Modules may be developed as half or double modules with credit allocated up to a maximum of 120 credits per module.

Compulsory Modules

These modules are compulsory:

HR4007   HRM in Context

This module provides learners, first, with an understanding of the principal internal and external environmental contexts of contemporary organisations, including the managerial and business context, within which managers, HR professionals and workers interact in conditions of environmental turbulence, change and uncertainty. Second, the module examines how those leading organisations respond to these dynamic environmental contexts. Third, the module indicates how leaders in organisations, and those in the HR function, and line managers with HR responsibilities, need to recognise and acknowledge that corporate decisions and HR choices are not always shaped by managers alone. They are also shaped by internal and external forces beyond their immediate control.

HR4008   Managing, Leading & Developing People

This module aims to provide learners with a rigorous framework of knowledge and understanding concerning people management and development that they will need whatever the degree of specialisation they later elect to follow. It has a number of distinct learning objectives. First, the module seeks to familiarise learners with major contemporary research evidence on employment and effective approaches to human resource (HR) and learning and development (L&D) practice. Research focusing on the links between people management practices and positive organisational outcomes is covered, as is research that highlights major contemporary changes and developments in practice. Second, the module introduces learners to major debates about theory and practice in the specific fields of leadership, flexibility and change management, the aim being to help them become effective managers as well as effective HR specialists, managing others fairly and effectively and increasing levels of engagement, commitment, motivation and performance.   The module also introduces the major aims of HR and L&D and explores how these are achieved in practice in different types of organisational scenario. Finally, the module requires learners to reflect critically on theory and practice from an ethical and professional standpoint and provides opportunities for applied learning and continuous professional development.

HR4009   Developing Skills for Business Leaders

Successful human resource (HR) professionals have different approaches to their work, sharing a range of diverse personality traits, attributes and beliefs. These underpin skills proficiency, but cannot in themselves be described as 'skills'. Yet often they are central determinants of an individual manager's effectiveness and are developed consciously over time and with an awareness of different cultural contexts and operating environments. A key purpose of this module is thus to encourage learners to develop a strong sense of self-awareness and of their own strengths and weaknesses as managers and colleagues. The module is primarily concerned with the development of skills, and specifically seeks to develop and improve a range of definable skills that are pivotal to successful management practice and to effective leadership. These include thinking and decision-making skills, the management of financial information, managing budgets, a range of teamworking and interpersonal skills and others associated with developing personal effectiveness and credibility at work. The module also seeks to develop further more-specialised skills that are of particular significance to effective higher-level people management and provides opportunities for applied learning and continuous professional development. Finally, the module seeks to help learners make the most of their formal programmes of study with the inclusion of key postgraduate study skills and requires critical reflection on theory and practice from an ethical and professional standpoint.

HR4072   Critical Research Issues in HRM

This module acts in part as a bridge between Research Methods in Semesters One and Two and the Dissertation in Semester Three. Critical Research Issues in HRM further develops students' knowledge and understanding of key research issues in the fields of HRM/D. It builds students' awareness of research themes in terms both of the literature and research findings and further develops their appreciation of research methodologies and methods. The module draws upon the research topics and publications of division staff and students will be helped to see how topics are researched within particular conceptual and theoretical frameworks. Indicative topics include: workplace violence and bullying, dispute resolution, career choices and emotional labour.

HR4307   Research Methods

Research Methods is intended to enable students to plan and conduct a research project and produce a postgraduate dissertation. The module focuses on both introducing students to the philosophical basis of research design and on the practical actions that are key to the production of a worthwhile piece of research. The module also explores the potential value of research for managers in today's ever-changing organisations and the ethical issues that

must be considered in researching people in organisations. Skills of data collection and analysis are also developed, as well as the students' ability to synthesise and present information in the form of a postgraduate dissertation.

HR4993 Dissertation

The Dissertation Module will develop the students' ability to plan and conduct an extended piece of postgraduate research within the field of HRM/D and in so doing, meet both academic standards and the requirements of CIPD's *'Investigating a Business Issue'* module. Students will be able to develop and demonstrate their critical thinking at a theoretical level and at a practical/application level. The dissertation enables students to research a pertinent HR issue through a critical literature review and primary research; combining these two, students will offer a rationale for the changes to policy and/or practice that they recommend. The dissertation enables students to demonstrate their appreciation of HRM as a catalyst for changes which can add value to an organisation's human resources, give greater efficiency to its people management systems and add to its overall efficiency and ability to adapt and thrive.

Option Modules

There are two pathways on this programme and you need to inform the Course Leader at the outset which pathway you wish to be on. One pathway is HR Management (HRM) and the second is HR Development (HRD).

HRM (pathway) Options	HRD (pathway) Options	HRM/D (pathway) These modules are normally taught as standard
Employment Law	Learning & Talent Development	Organisational Design and Development
Managing Employee Relations	Designing, Delivering and Evaluating Training	Leadership & Management Development
Employee Engagement	Knowledge Management & Organisational Learning	Understanding and Implementing Coaching and Mentoring
Performance Management		
Reward Management		
Talent & People Resourcing		

HRM Pathway

To be awarded an MSc HRM, as well as taking the core modules outlined in 2.1, you are required to complete at least one option module from the HRM list above and complete a dissertation based on an HRM topic.

HRD Pathway

To be awarded an MSc HRD, as well as taking the core modules outlined in 2.1, you are required to complete at least one option module from the HRD list above and complete a dissertation based on an HRD topic.

PLEASE NOTE: The University is accredited to run all module options listed below. However, modules will only run when student numbers make them economically viable and based on staff availability. Core modules will always run and there will always be a guaranteed pathway for both HRD and HRM.

HR4011   Organisational Design and Development

This module covers organisation design and organisation development and will enable learners to develop a critical understanding of the theory and conceptual framework of organisation design and of the principles and practices of organisation development. Both are critical to our understanding of organisations and how they function and both reside within a framework of organisation theory. The module focuses on decisions that have to be made on the most appropriate organisational structure(s) to ensure delivery of organisational activity. Organisation design is about shaping an organisation to maximise its effectiveness, aiming for flexibility in the delivery of its services. Through breaking down departmental barriers, seeking improved supply efficiencies, teamwork and collaboration and working towards better customer management and retention, organisations can enhance their performance and ensure that organisational goals and targets are achieved. Organisation design activities therefore focus on finding the most appropriate structures, relationships between departments and sections, and allocation of work activities, including definition of duties and role responsibilities. It has a clear link to performance management in that effective delivery of work and output will be measured and managed. The module also focuses on how an organisation's culture, values and environment support and enhance organisational performance and adaptability. Organisation development is defined by CIPD as a 'planned and systematic approach to enabling sustained organisation performance through the involvement of its people'. This might include how organisational members acquire new skills, knowledge and behaviours, and do things differently, often as part of the application of continuous improvement strategies. The concept of the 'learning organisation' as one of a number of organisation development strategies that might be adopted as part organisational

change activities is also explored. The importance of cultural awareness in managing outcomes of design and development strategies, the practical applications of organisation design and organisation development concepts and the implications for the effective management of organisations and professional practice are considered.

HR4012   Talent & People Resourcing

This module focuses on these activities, focusing not just on the practical aspects of recruitment, selection, employee retention and dismissal, but also on the strategic aspects to equip learners with the knowledge and skills required for resourcing and talent management within a global context. Skills can be sourced by hiring employees, but also through other means such as the employment of agency workers, subcontractors and consultants, or through outsourcing arrangements. To mobilise an effective workforce, organisations hire people from employment markets, which obliges them to compete for talent with other employers whenever demand for skills is greater than the available supply. Effective organisations thus develop a strategic approach to the attraction and retention of staff, analysing their key employment markets and gaining an understanding of their dynamics so as to enable them to compete more effectively, both now and in the future. Indeed, planning to enable an organisation to meet its future demand for skills is an increasingly important HR role and is central to this module. As the skills that employers seek become more specialised, employment markets have tightened, leading to increased sophistication in the area of resourcing and talent planning. This is reflected in the increased use of proactive diversity management, employer branding, work-life balance initiatives and innovative approaches to job design, which are covered in this module.

HR4019   Leadership & Management Development

The focus of this module is on the development of leadership and management in facilitating organisational, team and individual change and growth. There is recognition of differing approaches and interpretations of the concepts of leadership and management within a range of organisational contexts including public, private, not-for-profit, large, small, national, international and multicultural organisations. This module encompasses the development of leadership and management at all levels ranging from first line to senior managers and draws on the established body of knowledge and theory in both leadership and management and learning and development, in addition to the growing body of specialist knowledge in leadership and management development. The module will enable learners to develop a critical understanding of the complexities and contested nature of leadership and management and the contextual opportunities for development. It will enable learners to develop a range

of personal and professional skills associated with the development of leadership and management strategies to facilitate organisational development and change.

Optional Modules

Please note that owing to staffing and timetabling constraints, not all these modules may be available in any one academic year:

HR4013　　　Managing Employee Relations

This module will provide learners with a comprehensive understanding of employment relations perspectives and debates, both national and international, from a theoretical and behavioural competency perspective. It will enable learners to understand, analyse and evaluate competing theories and perspectives associated with managing employment relations strategies and their outcomes on organisational climate, employees and management. The module provides opportunities for learners to critically apply the activities, knowledge and behavioural competencies required for managing employment relations practices in union and non-union, small and large, private, public and indigenous and multinational organisations and will enable learners to review and critically evaluate the roles and functions of different stakeholders in employment relations and the structures and processes required to manage the employment relationship effectively. Learners will also be able to assess the impact of contextual changes on employment relations practices and organisational performance from a managerial perspective and gain insights into the creation and implementation of effective employment relations procedures and policies.

HR4014　　　Employment Law

The purpose of this module is to provide learners with the knowledge, understanding and skills required to brief organisations on the consequences of current and future developments in employment law, and to give up-to-date, timely and accurate advice concerning the practical application of legal principles at work in different jurisdictions. The module will provide learners with the key principles that underpin UK and EU employment law, their purpose, the major defences that employers are able to deploy when defending cases, and the potential organisational costs and reputational risks associated with losing them. Moreover, the focus is on situations that occur relatively regularly in workplaces rather than on more uncommon or obscure legal scenarios and on advanced knowledge of legislation or case law. Employment law continues to expand both in terms of volume and complexity and the amount of regulation covering the employment relationship and the workplace has grown substantially in recent years, including additional duties placed on public bodies to actively promote equality. While organisations can source specialist advice on more complex and unprecedented issues from legal advisers, senior human resource (HR) professionals need to be sufficiently aware of

major, current and coming developments in the regulatory environment to ensure organisations are fully prepared and also able to anticipate legal problems associated with proposed decisions or plans before they are implemented. In the context of increasing numbers of claims to employment tribunals, they take a leading role in handling issues and disputes at work and in leading an organisation's response when a formal legal claim is contemplated or pursued, including preparing and presenting responses to employment tribunal claims and they need to fulfil each of these requirements to a professional standard.

HR4015   Performance Management

The module examines the design of performance management systems that aim to transform organisational objectives and performance outcomes and identifies the knowledge and skills needed for effective performance review processes that are fair, ethical and improve people performance in modern organisations. It will equip learners with the necessary skills and a critical understanding of the performance review process that combines challenge and support and places a focus on personal, team and organisational learning and accountability. Furthermore, it recognises the importance of communication skills in the performance review process and evaluates the need for employee involvement as well as transparent, ethical and justifiable rewards for performance.

HR4016   Reward Management

This module examines total rewards in an organisational and international context and provides learners with the knowledge and understanding of environments in which reward professionals plan, implement and evaluate employee reward policies to support strategic organisational goals. They will acquire both theoretical and normative understanding of the diverse approaches to reward management and be able to critically reflect on the strengths and limitations of these approaches in promoting individual and organisational performance in a fair, reasonable and equitable way. The foundations for pay and benefits management in modern organisations in the private, public and third sectors and how these traditions can be integrated into appropriate strategic designs that provide considerations of relative value and worth, individual and collective contribution and labour markets are examined. Learners will be able to comprehend the relationship between traditional, contingent and developmental choices of rewards, the use of diagnostic and evaluative skills in designing flexible approaches to reward and the challenges of international and executive pay arrangements.

HR4017   Employee Engagement

This module explores the different dimensions of employee engagement, that is, the cognitive, affective and behavioural dimensions. It examines and explores what is meant by 'engagement' and why some organisations are better than others at creating authentic engagement among their employees, and what any organisation can do, with the aid of its human resource (HR) professionals, to create sustainable high levels of workforce engagement. The module will equip learners with a comprehensive understanding of the concept of 'engagement' as applied in an organisational setting and explores the research-based and philosophical connections between employee engagement and other related beliefs, values, leadership models and management practice. It provides learners with knowledge and understanding of the rationale for the emergence of employee engagement as a key priority for organisations with high-performance working (HPW) achievements or aspirations and will enable them to develop the knowledge and skills necessary to assess the research, experiential and anecdotal evidence surrounding both the processes that facilitate employee engagement and the outcomes that may follow. The module counsels caution in the assessment and interpretation of 'evidence' about the processes and benefits of engagement and the need to guard against tendencies towards rhetoric, as many studies lack empirical detail and devote excessive attention to views of those with a vested interest in reporting progress and success. Employee engagement, if properly understood, carefully implemented and objectively measured, is a powerful tool for delivering positive reputational and 'bottom-line' outcomes. Learners will explore techniques needed to measure engagement, take remedial action or embed engagement-enhancing cultural practices, and to identify, prioritise and evaluate actions to promote high levels of engagement.

HR4018   Learning & Talent Development

Learning and development and its central contribution to talent management are recognised and acknowledged to be a significant lever in achieving economic, social and cultural aspirations, ambitions and objectives of governments, work organisations and individuals. Perhaps less recognised, but of equal importance, is the potential role of learning and development in formulating and agreeing on aspirations, ambitions and objectives. The contribution of learning and talent development to both *formulating* and *achieving* objectives forms a core rationale and component of this module. So too does the contextual nature of notions of talent and their connections with national and organisational policy and strategies intended to promote similarly contextual notions of success. This module will develop a critical understanding of the potential and limitations of the contribution of learning and talent development policies and strategies to formulating and achieving objectives at national,

organisational, group and individual levels and will enable the development of intellectual, social, professional and personal skills to perform effectively in associated professional roles.

HR4020   Designing, Delivering and Evaluating Learning & Development Provision

The design and delivery of learning and development always occur in a specific context. It is important therefore that this module develops a critical understanding of the role and influence of a range of contextual factors on the design, delivery and evaluation of learning and development plans and interventions. There is a well-established body of knowledge and theory on learning processes and their application in instructional design and facilitating learning that also influences design and delivery of learning and development plans and events. This body of knowledge therefore forms a significant component of the module. The module as a whole is intended to develop the professional knowledge and skills required to perform effectively in specialist roles associated with the design, delivery and evaluation of learning and development.

**HR4021   Understanding and Implementing Coaching and Mentoring**

Interest in and the use of coaching and mentoring in organisations, and as methods of personal, professional and management development have grown significantly. Both processes are more popular and prevalent in professional practice and have been subject to much academic and professional research and writing which suggest many issues and problems, as well as features of effective practice, that need to be taken into account when using the processes and methods. The research and writing also signal many unanswered questions about current practice and this module promotes an evidence-based approach to enable the development of intellectual, social and professional skills necessary to design, apply and practise coaching and mentoring programmes and services in work organisations and their application in supporting personal and performance development. It encourages a questioning of simplistic and prescriptive accounts of coaching and mentoring in order to develop a critical awareness and understanding of the potential and limitations of coaching and mentoring models, frameworks and associated theories.

HR4022   Knowledge Management & Organisational Learning

Organisational learning is argued to be a critical process affecting the success or otherwise of organisations, for example in achieving competitive advantage. The efficiency and effectiveness of the process influence performance outcomes. Therefore attention needs to

be given to examining and improving organisational learning. This is often achieved through mechanisms and techniques associated with knowledge management. Learning and knowledge are intertwined, as the former is a necessary condition for the creation of the latter. There is therefore an established connection between the two concepts. This module will explore that connection to develop a critical understanding of the concepts of knowledge management and of organisational learning and associated theories and the personal and professional skills associated with designing and implementing knowledge management strategies that promote organisational learning.

2.3 Course requirements
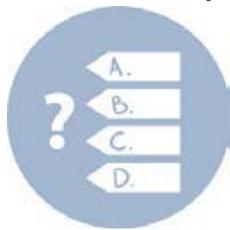
The combinations of modules required to achieve the MSc HRM or HRD qualification are explained in detail above. To successfully achieve the MSc HRM or HRD you must pass ALL assessments in each module. Additionally, for the Course Leader to be able to notify the CIPD of your results, you must remain a member of CIPD throughout the programme and provide evidence of CPD to the Course Leader at the end of the course.

2.4 Module Registration Options

Discussions about your progression through the course normally take place in February each year. It is an opportunity for you to make plans for your study over the next academic year. The course team will tell you about the various modules/combinations available and you will both agree on the most appropriate (and legal) course of study for you.

2.5 Study Time
2.5.1   Weekly timetable
A timetable will be available once you have enrolled in the programme, through the student portal.

2.5.2   Expected hours of study
This is a **full-time** master's programme. In semesters 1, 2 and 3 you should expect to devote at least as much time per week to your studies as you would to a full-time job. For this taught programme, the University and CIPD estimate of overall workload for successful study are 10 hours per credit. Thus, a total of 150 study hours should be devoted to each 15 credit module that you take – this includes class attendance, guided learning, assessment time (e.g. revision, writing essay etc.) and student-initiated learning. The dissertation includes some one-to-one supervision but the greater part of the work involves self-directed study.

You will typically have to attend at the university on three or four days of the week during the semester one and semester two teaching weeks.

2.5.3 Attendance Requirements

You are required to attend **all** timetabled learning activities for each module. Notification of illness or exceptional requests for leave of absence must be made to:

GreenbankHubAttendance@uclan.ac.uk, and copied to your Course Leader: Dr Ruth E Slater, reslater@uclan.ac.uk

Information for Postgraduate Students during the dissertation period in Semester 3

Attendance for semester three when you are completing your dissertation will be self-managed and you will arrange supervision directly with your supervisor.

All Tier4 students will be required to come to Greenbank Hub once a fortnight to sign the register, as well as complying with their visa conditions in meeting with their supervisor monthly when taught modules have finished. Tier4 students may request authorised absence during semester 3 but this will only be granted if the visit or return home is relevant to their topic research and no holiday period will be granted unless there are evidenced exceptional circumstances. Please note: for any student who is given authorised absence for more than 59 days PBS will require information as the University will look to revoke the sponsorship which will mean the student will not be able to return back to UK again.

International Students - you MUST attend your course of study regularly; under PBS, UCLan is obliged to tell UKVI if you withdraw from a course, defer or suspend your studies, or if you fail to attend the course regularly.

If you have not gained the required authorisation for leave of absence, do not respond to communications from the University and if you are absent for four weeks or more, you may be deemed to have withdrawn from the course. If this is the case, then the date of withdrawal will be recorded as the last day of attendance. You can check your attendance record through the 'MyUCLan' facility available in your student portal.

Each time you are asked to enter your details on SAM you must remember that the University has a responsibility to keep information up to date and that you must only enter your own details on the system. To enter any other names would result in inaccurate records and be dishonest. Any student who is found to make false entries can be disciplined under the student guide to regulations.

3. Approaches to teaching and learning
3.1 Learning and teaching methods

Students are supported by the electronic **E-Learn (Blackboard) system** where materials are made available to them by module to support their learning. There is a course page which contains lots of useful information (e.g. timetables, handbooks and study skills) and information on each module you are undertaking. **PLEASE NOTE** that it is better to access Blackboard using **Mozilla Firefox** as your browser than Microsoft Internet Explorer.

Mozilla Firefox can be downloaded for free for your own PC here.

Acquisition of core knowledge and understanding is through a variety of teaching and learning methods including lectures, seminars and workshops. Group activities are used to encourage social learning and interaction. Particular emphasis is placed on applied, active learning with students participating in case studies, exercises and by relating your learning to work. You will be expected to engage in a wide range of private study in preparation for each module week by week. This will include sourcing materials, reading and notetaking to apply to particular situations. We also encourage reflective practice throughout the programme, learning from experience for future action.

3.2 Study skills
Study Skills - 'Ask Your Librarian'

https://www.uclan.ac.uk/students/support/study/it_library_trainer.php

You can book a one to one session with a subject Librarian via Starfish. These sessions will help with questions such as "My lecturer says I need a wider variety of sources in my references, what do I do?"
"I need to find research articles, where do I start?"
"How do I find the Journal of ...?"
"How do I use RefWorks?"

Staff on the course give advice and guidance on assessments for each module.

The University offers more support on a wide range of study skills. To start with you might like to look on **MyUCLan** at your course page which has further information.

WISER offers specialist advice and guidance to ALL students at the University, no matter what area of study, undergraduate or postgraduate; and for students of all levels of ability.
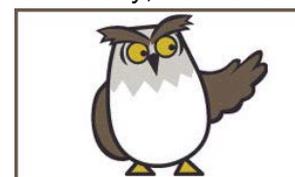
Learn how to study more effectively, write better and get the marks you deserve, so even the confident able student can use the services to gain those extra marks.

WISER tutorials offer:

- 1-to-1 help;
- Feedback on your writing (either personally face to face or on-line);
- Advice on your specific study problems.

WISER can help you generally in your study and specifically to develop the communication skills that can contribute to your PDP portfolio and will be invaluable in future employment.

If you need support either talk to a member of the course team or go directly to **WISER**.

Website – the "I"

The electronic version of the "I" is the Student Lobby and a very useful site to direct you to sources of help and to aid your studies. Often you can find the answer here as a useful point to go to and which will direct you to important information. If you don't know something then it is probably here.

3.3 Learning resources

3.3.1 Learning and Information Services (LIS)

The best place to start when exploring the Library resources available to you is;
- Your 'Subject Guide' can be found in the Library Resources
- Your 'My Library' tab in the Student Portal
- Library search

Extensive **resources** are available to support your studies provided by LIS – library and IT staff. Take advantage of the free training sessions designed to enable you to gain all the skills you need for your research and study.

You can get support on:

- Study skills at **study smarter** and there is an **online IT induction**

- **Ask the Library Trainer** for support and help on using the library

- **Ask the IT trainer** for support on a range of software applications

- A range of **electronic resources**

- **E-learning (Blackboard)**

3.3.2 Electronic Resources

LIS provide access to a huge range of electronic resources – e-journals and databases, e-books, images and texts.

- See course material on **E-learning (Blackboard)** and library **electronic resources**

3.4 Personal development planning

The University encourages personal development planning for students and staff and our course is no different. As we are also teaching you on behalf of the CIPD we expect you to keep a Continuing Professional Development (CPD) portfolio. The Course Leader will talk to you about the requirements at your induction and at the end of the course the Course Leader will review your portfolio on behalf of the CIPD. Throughout the programme you will also be encouraged to reflect and maintain CPD. The **CIPD web site** has more information on CPD and offers an online process for capturing your CPD. The CIPD view is that it is much more important that you keep a CPD portfolio than what process you use to keep it.

3.5 Preparing for your career

Your future is important to us, so to make sure that you achieve your full potential whilst at university and beyond, your course has been designed with employability learning integrated into it. This is not extra to your degree, but an important part of it which will help you to show future employers just how valuable your degree is. These "Employability Essentials" take you on a journey of development that will help you to write your own personal story of your time at university:

- To begin with, you will explore your identity, your likes and dislikes, the things that are important to you and what you want to get out of life.
- Later, you will investigate a range of options including jobs and work experience, postgraduate study and self- employment,
- You will then be ready to learn how to successfully tackle the recruitment process.

Daily drop in service available from 09:00-17:00 for CV checks and initial careers information. For more information come along and visit the team (in Foster building near the main entrance) or access our careers and employability resources via the Student Portal or through this link: CAREERS

- career and employability advice and guidance appointments
- support to find work placements, internships, voluntary opportunities, part-time employment and live projects
- workshops, seminars, modules, certificates and events to develop your skills

Daily drop in service available from 09:00-17:00 for CV checks and initial careers information. For more information come along and visit the team (in Foster building near the main entrance) or access our careers and employability resources via the Student Portal. A member of the Careers team will provide a careers support session to the group at a Progress Tutorial slot in semester two.

Your programme leads to a qualification accredited with the CIPD, the professional association for people working in HR, HRD or learning and development role. You can specialise in either HRM or HRD, depending upon which optional modules you take in semester 1 and 2. You may already have experience of working in an HR, HRD or management role and this course is designed to support your career in HR/D or in managing people. As the course is linked to the CIPD it will be recognised by employers nationally and, in some countries, internationally and should, combined with practitioner experience, help to enhance your future employability. Once you upgrade to Chartered Membership status with the CIPD, you will also be more marketable across the HR profession.

4. Student Support
Information on the support available is at: https://www.uclan.ac.uk/students/

It is important to us that you are supported throughout your studies and a range of support services are available to you within your course, Lancashire School of Business and Enterprise (LSBE) and the University. Within your course, you are supported by your Course Leader, Module Tutors and an Academic Advisor. Within the Lancashire School of Business and Enterprise (LSBE) there is a Student Support Office based in Greenbank Hub (Gr 006) which offers a range of advice and guidance to all students. Within your first few weeks at university, your Course Leader will explain to you what is offered by the Student Support Team and how you access them.

4.1 Academic Advisors

The **Academic advisor** is your **Course Leader** (Dr Ruth Elizabeth Slater) and Dr Slater can help you with advice about both the academic, personal and administrative aspects of your course. Dr Slater is the person to contact if you have any **personal difficulties** which are affecting your ability to study on the course, certainly in the first instance. Contact Alison at the earliest opportunity.

If there is anything which you are not sure about then please contact reslater@uclan.ac.uk.

4.2 Students with disabilities

The Lead for disability in the Lancashire School of Business and Enterprise is Angela Mackenzie AMMackenzie@uclan.ac.uk

4.3 Students' Union

The Students' Union offers thousands of volunteering opportunities ranging from representative to other leadership roles. We also advertise paid work and employ student staff on a variety of roles. You can find out more information on our website: http://www.uclansu.co.uk/
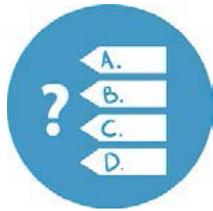
5. Assessment

5.1 Assessment Strategy

Assessment is an important part of your development as a student to test understanding, knowledge and ability to apply learning. The learning achieved from completing an assessment and from the feedback received, especially about how to improve are very valuable.

Each learning outcome of the course has to be assessed and this is achieved in the various modules. There is scope for modules to have more formative work or more summative work to be assessed as befits the module. Most modules are assessed purely by course work, but some modules have examinations at the end of semesters; some have time-constrained assessments during semester.

5.2 Notification of assignments and examination arrangements

You will be notified of the requirements for individual assessments and their respective deadlines for submission by your module tutor and this will normally be included in the Module Information Pack (MIP) for each module. Marking criteria for each assignment are incorporated into each MIP. The MIP for each module will be available on Blackboard.

In most cases assignments are to be submitted electronically via Blackboard and "TurnItIn" and your module tutor will advise you accordingly. Assignments are marked in accordance with CIPD professional body requirements and whilst this course does not adopt UCLan's grade band marking scheme it is used as a guide to assist staff in making their academic judgements. The grade band marking scheme is explained in more detail on the programme page on Blackboard.

Assignment marks and feedback are usually provided through the Blackboard system. Overall module marks will be available on the MyUCLAN system once the marks have been ratified at a Course Board.

5.3 Referencing

The Lancashire School of Business and Enterprise (LSBE) uses the Harvard referencing style and more information on this is available in an easy to use comprehensive guide at **Harvard referencing guide**

5.4 Confidential material

During the course of your study, it is possible that you may have access to confidential information, for example, on placement, in completing your dissertation, undertaking a live project, etc. Please remember that it is your ethical and legal responsibility to respect confidentiality and maintain the anonymity of individuals and organisations within your assignments. If you need further guidance on these issues you should contact the relevant Module Tutor or your Course Leader.

When you join the course you will be signed up to the CIPD and as such you will be immediately governed by the professional and ethical standards of both UCLan and CIPD. As a HE institution the University operates a freedom of speech policy. This does not allow people to be offensive to one another but does allow for exploration of differing views and meanings in order to develop and benefit the learning community. For example, one of your fellow students may discuss experiences and issues from a present or previous workplace. To allow this to happen we prefer that classroom discussions are both open and confidential in nature. You have to use your own professional judgment in deciding what and how to divulge such information. This is equally true in writing assignments and conducting research and you are bound by UCLan's research ethics code which call for overt research and the protection of your research subjects (usually through anonymity). If you have any doubts talk to your research supervisor, module tutor or contact the course leader. The course team are also bound by the University's ethical and professional standards and many of us are also covered by CIPD guidelines and policies. As such we do not disclose information outside of the teaching team and/or University processes.

5.6 How do I know that my assessed work had been marked fairly?

Assessment is an integral part of the course. Module staff work closely together to design assessments, agree the marking criteria and approve final versions of assessments to ensure that these are appropriate. The criteria for assessment will be communicated to you clearly during the module teaching.

All module staff engage in development and training in assessment, marking and feedback. Once the assessments have been completed the module team will discuss the assessment

methods and marking criteria, prior to starting to mark, so that there is a common understanding of what is expected of students. All assessed modules have moderation built into the marking process. Moderation involves sampling students' assessed work to make sure that the learning outcomes and agreed marking criteria have been interpreted and applied in the same way. This ensures that you and your fellow students are treated equitably and that the academic standards are applied consistently. During the marking process the module leader will co-ordinate moderation to ensure that at least 10% of assessed work (or a minimum of three pieces) has been reviewed by other markers and any concerns about consistency or accuracy addressed with the whole module team. Your work may or may not be part of this sample, but the processes for developing assessments and marking criteria as well as moderation mean that you can be confident that teaching staff are marking assessments to the same criteria. Module teams may then use feedback from moderation to improve clarity about the nature and purpose of future assessment, or to make changes if required.

Modules are also moderated externally. The module leader will arrange for the external examiner to receive a sample of work for review and comment. External examiners cannot change individual grades, but can act as 'critical friends' and confirm that marking standards are in line with other, similar courses in the sector. If, on reviewing the sample, external examiners feel that the marking criteria have not been applied consistently the work of the whole cohort will be reviewed.

5.5 Cheating, plagiarism, collusion or re-presentation

Please refer to the information included in section 6.6 of the University Student Handbook for full definitions. The University uses an online Assessment Tool called TurnItIn. A pseudo-TurnItIn assignment will be set up using the School space on Blackboard to allow students to check as many drafts as the system allows before their final submission to the main TurnItIn portal. Students are required to self-submit their own assignment on TurnItIn and will be given access to the Originality Reports arising from each submission. In operating TurnItIn, module leaders take steps to ensure that the University's requirement for all summative assessment to be marked anonymously is not undermined and therefore TurnItIn reports should either be anonymised or considered separately from marking. TurnItIn may also be used to assist with plagiarism detection and collusion, where there is suspicion about individual piece(s) of work.

Where possible UCLan uses anonymous marking and TurnItIn assignments can be anonymised but there may be exceptions to this. For example, where one student has a special educational need it could mean they are unfairly identified whilst others would be anonymous. In such cases the module tutor or course leader may decide to remove anonymity for all students in the interest of fairness. As the special need is a personal matter we would not disclose this to other students.

On a professional programme anonymity is very difficult to achieve as you may write about your organisation or experiences and from that it may be possible to identify you but the Course Team have years of experience of marking and academic professionalism. Similarly,

in personal reflection and dissertation style assignments anonymity may not be applied due to the feedback or marking requirements and you will be advised of this at the outset of a module.

6. Classification of Awards

The University publishes the principles underpinning the way in which awards and results are decided in [Academic Regulations](). Decisions about the overall classification of awards are made by Assessment Boards through the application of the academic and relevant course regulations.

7. Student Feedback

You can play an important part in the process of improving the quality of this course through the feedback you give. In addition to the on-going discussion with the course team throughout the year, there are a range of mechanisms for you to feedback about your experience of teaching and learning. We aim to respond to your feedback and let you know of our plans for improvement. For example, we have adapted a number of our modules based on previous student feedback.

The Students' Union can support you in voicing your opinion, provide on-going advice and support, and encourage your involvement in all feedback opportunities. They will be asking that you complete the UCLan Student Survey.

The Students' Union and University work closely together to ensure that the student voice is heard in all matters of student-life. We encourage students to provide constructive feedback throughout their time at university, through course reps, surveys and any other appropriate means,

The Union's Student Affairs Committee (SAC), and members of Students' Council each have particular representative responsibilities, and are involved with decision making committees as high as the University Board. Therefore, it is very important students engage with the democratic processes of the Students' Union and elect the students they see as most able to represent them.

As a Course Team we are keen to know what you think so that we can continue to offer an excellent course. Apart from staff student liaison (see the section below) there are a number of opportunities to help us and the future HR community that will pass through this programme.

- When courses are validated, revalidated or assessed for re-approval by the University and/or the CIPD the validation panel will meet with a selection of students in private to discuss what works well and what issues there are on the programme. If the Course

Leader approaches you to attend one of these sessions, we would be grateful if you could make every effort to attend as your contribution is valuable to us.

- Staff may ask from time to time for feedback on how things are going on their modules or during teaching sessions.
- Staff who supervise you on a one to one basis may also ask how the supervisory relationship is progressing. Although you do not need to wait to be asked to discuss this!
- The course Leader may ask from time to time on an informal basis how the course is progressing – again though you do not need to be asked and you are encouraged to contact the Course Leader to raise issues or give positive feedback.

7.1 Student Staff Liaison Committee meetings (SSLCs)

Details of the Protocol for the operation of SSLCs is included in section 8.2 of the University Student Handbook.

The purpose of a SSLC meeting is to provide the opportunity for course representatives to feedback to staff about the course, the overall student experience and to inform developments which will improve future courses. These meetings are normally scheduled once per semester.

Meetings will be facilitated using guidelines and a record of the meeting will be provided with any decisions and / or responses made and / or actions taken as a result of the discussions held. The meetings include discussion of items forwarded by course representatives, normally related to the following agenda items (dependent on time of year).

The course team encourage student feedback in all areas and recognise that additional items for discussion may also be raised at the meeting

- Update on actions completed since the last meeting
- Feedback about the previous year – discussion of external examiner's report; outcomes of National /UCLan student surveys.
- Review of enrolment / induction experience;
- Course organisation and management (from each individual year group, and the course overall);
- Experience of modules - teaching, assessment, feedback;
- Experience of academic support which may include e.g. Personal Development Planning, academic advisor arrangements;
- Other aspects of University life relevant to student experience e.g. learning resources, IT, library;
- Any other issues raised by students or staff.

Updates on actions resulting from the SSLC may be emailed, discussed in class or posted on Blackboard to ensure that students clearly understand any changes which have been made.

8. Appendices

8.1 Programme Specification(s)

UNIVERSITY OF CENTRAL LANCASHIRE

Programme Specification

This Programme 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.

Sources of information on the programme can be found in Section 17

1.	**Awarding Institution / Body**	University of Central Lancashire
2.	**Teaching Institution and Location of Delivery**	University of Central Lancashire/Preston
3.	**University School/Centre**	Lancashire School of Business and Enterprise
4.	**External Accreditation**	Chartered Institute of Personnel and Development
5.	**Title of Final Award**	MSc Human Resource Management/Development
6.	**Modes of Attendance offered**	Full-Time
7.	**UCAS Code**	-
8.	**Relevant Subject Benchmarking Group(s)**	-
9.	**Other external influences**	Chartered Institute of Personnel and Development
10.	**Date of production/revision of this form**	March 2016

11. Aims of the Programme

- To provide students with a high quality postgraduate management education and development experience of intrinsic worth that will enable you to achieve learning outcomes at a level appropriate for the award of an MSc of the University.
- To provide an intellectually stimulating programme of professional postgraduate education for students desiring to develop their careers in the human resource management and development profession.
- To develop the operational skills and behaviours of human resource management and development practitioners though a curriculum that combines rigorous academic study, skills development and application.
- To ensure that by completion of the programme, students meet the requirements of CIPD 'advanced' level standards to enable them to contribute to their present or future organisations.
- To enable students to learn and to demonstrate their academic learning to a level that may lead to MCIPD. ***Please note*** this is subject to successful assessment by CIPD of behaviours and attaining the appropriate experience.

12. Learning Outcomes, Teaching, Learning and Assessment Methods
A. Knowledge and Understanding
A1. Critically assess the objectives & methodologies of business colleagues & stakeholders. A2. Strategically assess trends and patterns and identify good practice which can be imported from outside the organisation. A3 Identify and critically evaluate method and methodological alternatives for undertaking postgraduate research and demonstrate a critical awareness of problems.
Teaching and Learning Methods
Lectures, small group work and plenary sessions, self-directed study, individual reflection, individual and team presentations, research tasks.
Assessment methods
Essays, reports, dissertation
B. Subject-specific skills
B1. Demonstrate a level of knowledge, understanding and ability about managing people and leadership that meets CIPD Professional Standards. B2. Demonstrate an awareness of the wider contribution that personnel management and development can make to organisational success. B3. Demonstrate an understanding of how to develop organisational capacity through people management and development processes and initiatives that will help to embed or promote change in organisational culture, structure and functioning, and ensure the skills needed to operate in changed roles and environments.
Teaching and Learning Methods
Lectures, small group work and plenary sessions, practical workshops, critical discussion and evaluation, visiting speakers, individual reflection, and presentations.
Assessment methods
Essays, reports, presentations, skills assignments, portfolio, dissertation.
C. Thinking Skills
C1. Effectively analyse business needs and issues using relevant facts and figures; anticipating objections and preparing responses. C2. Effectively apply a range of critical thinking abilities, tools and processes. C3 Effectively evaluate the appropriateness and potential value of concepts, models, paradigms and ideologies to the understanding and management of organisations.
Teaching and Learning Methods
Lectures, small group work and plenary sessions, self-directed study, individual reflection, individual and team presentations, and critical discussions.
Assessment methods
Essays, presentations, case study analysis, dissertation.
D. Other skills relevant to employability and personal development
D1. Demonstrate the ability to prioritise tasks and work schedules D2. Systematically seek to improve performance and professional development through periodic reflection. D3. Identify how to gain support and commitment from others and be able to influence and persuade them. D4. Promote professionalism & an ethical approach to HRM/HRD practice in organisations.
Teaching and Learning Methods
Lectures, small group work and plenary sessions, self-directed study, individual reflection, individual and team presentations, research tasks.
Assessment methods
Reports, essays and presentations, dissertation.

13. Programme Structures*				14. Awards and Credits*
Level	**Module Code**	**Module Title**	**Credit rating**	
Level 7		**Core Modules**		**MSc HRM** requires 180 credits at Level 7 with at least 45 credits of HRM pathway modules taken.
	HR4307	Research Methods	20	
	HR4007	HRM in context	15	
	HR4008	Managing, Leading and Developing People	15	**MSc HRD** requires 180 credits at Level 7 with at least 45 credits of HRD pathway modules taken.
	HR4009	Developing Skills for Business Leadership	15	
	HR4072	Critical Research Issues in HRM	20	
	HR4011	Organisational Design and Development	15	
	HR4019	Leadership and Management Development	15	**Postgraduate Diploma HRM** requires 120 credits of which 45 credits have to be from the HRM pathway option modules
	HR4993	Dissertation	35	
		Option modules		**Postgraduate Diploma HRD** requires 120 credits of which 45 credits have to be from the HRD pathway option modules
	HR4012	Talent and People Resourcing	15	
	HR4013	Managing Employee Relations	15	**Postgraduate Certificate Human Resources** requires a minimum of 60 credits.
	HR4014	Employment Law	15	
	HR4015	Performance Management	15	
	HR4016	Reward Management	15	
	HR4017	Employee Engagement	15	
	HR4018	Learning & Talent Development	15	
	HR4020	Designing, Delivering & Evaluating Learning & Development Provision	15	
	HR4021	Understanding and Implementing Coaching and Mentoring	15	
	HR4022	Knowledge Management & Organisational Learning	15	

15. Personal Development Planning

Students will be made aware of and required to follow CIPD's approach to CPD (Continuing Professional Development). The CPD processes commences with a briefing during the induction. Examples of CPD will be provided and all students will have access to online CIPD support. Students will also be given additional guidance and support throughout the

programme. More specific support will be given in the modules **Managing, Leading and Developing People** and **Developing Skills for Business Leadership.** At the end of the programme students are required to submit a copy of their CPD portfolio and this is assessed by David Vickers (in his CIPD capacity)**.**

16. Admissions criteria
A UK university undergraduate honours degree, with at least a lower second class classification, **or** its equivalent. For students where English is not their first language the following is also required: A score of at least 6.5 on IELTS or a score of 600-650 in TOEFL, supported by a pass in the associated Test of Written English, or a score of greater than 250 on TOEFL computer test. Further information at: http://www.uclan.ac.uk/information/international/entry_requirements/entry_requirements.php

17. Key sources of information about the programme
• Lancashire School of Business and Enterprise (LSBE) Part Time Postgraduate Brochure and website
• UCLan Postgraduate Prospectus and website
• CIPD web pages and post code search system
• Fact sheet

18. Curriculum Skills Map

Please tick in the relevant boxes where individual Programme Learning Outcomes are being assessed

Level	Module Code	Module Title	Core (C), Compulsory (COMP) or Option (O)	Knowledge and understanding			Subject-specific Skills			Thinking Skills			Other skills relevant to employability and personal development			
				A1	A2	A3	B1	B2	B3	C1	C2	C3	D1	D2	D3	D4
LEVEL 7	HR4007	HRM in Context	C	✓	✓			✓	✓		✓					✓
	HR4008	Managing Leading & Developing People	C	✓	✓		✓	✓	✓	✓	✓		✓	✓	✓	✓
	HR4009	Developing Skills for Business Leaders	C	✓	✓		✓	✓	✓	✓	✓		✓	✓	✓	✓
	HR4011	Organisational Design and Development	C	✓	✓			✓	✓	✓	✓				✓	✓
	HR4012	Talent Management and Resourcing	O	✓	✓			✓	✓	✓	✓				✓	✓
	HR4013	Managing Employee Relations	O	✓	✓			✓	✓	✓	✓				✓	✓
	HR4014	Employment Law	O	✓	✓			✓	✓	✓	✓				✓	✓
	HR4015	Performance Management	O	✓	✓			✓	✓	✓	✓				✓	✓
	HR4016	Reward Management	O	✓	✓			✓	✓	✓	✓				✓	✓
	HR4017	Employee Engagement	O	✓	✓			✓	✓	✓	✓				✓	✓
	HR4018	Learning & Talent Development	O	✓	✓			✓	✓	✓	✓				✓	✓
	HR4019	Leadership & Management Development	C	✓	✓			✓	✓	✓	✓				✓	✓
	HR4020	Designing, Delivering & Evaluating Learning & Development Provision	O	✓	✓			✓	✓	✓	✓				✓	✓
	HR4021	Understanding and Implementing Coaching and Mentoring	O	✓	✓			✓	✓	✓	✓				✓	✓
	HR4022	Knowledge Management & Organisational Learning	O	✓	✓			✓	✓	✓	✓				✓	✓
	HR4072	Critical Research Issues in HRM	C	✓				✓				✓		✓		✓
	HR4307	Research Methods	C			✓						✓				
	HR4993	Dissertation	C			✓	✓	✓			✓		✓	✓	✓	✓

19.   LEARNING OUTCOMES FOR EXIT AWARDS:

For **each exit award available**, list learning outcomes relating to the knowledge and understanding, subject specific skills, thinking, other skills relevant to employability and personal development that a typical student might be expected to gain as a result of successfully completing each level of a course of study.

Learning outcomes for the award of: Postgraduate Certificate Human Resources

A1. Critically assess the objectives & methodologies of your business colleagues & stakeholders.

A2. Strategically assess trends and patterns and identify good practice which can be imported from outside the organisation.

B2. Evaluate the wider contribution that personnel management and development can make to organisational success.

B3. Deduce how to develop organisational capacity through people management and development processes and initiatives that will help to embed or promote change in organisational culture, structure and functioning, and ensure the skills needed to operate in changed roles and environments.

C2. Effectively apply a range of critical thinking abilities, tools and processes.

D4. Promote professionalism & an ethical approach to HRM/D practice in organisations.

Learning outcomes for the award of: Postgraduate Diploma HRM/D

A1. Critically assess the objectives & methodologies of your business colleagues & stakeholders.

A2. Strategically assess trends and patterns and identify good practice which can be imported from outside the organisation.

B1. Illustrate a level of knowledge, understanding and ability about managing people and leadership that meets CIPD Professional Standards.

B2. Define the wider contribution that personnel management and development can make to organisational success.

B3. Articulate ways to develop organisational capacity through people management and development processes and initiatives in order to help embed or promote change in organisational culture, structure and functioning, and ensure the skills needed to operate in changed roles and environments.

C1. Effectively analyse business needs and issues using relevant facts and figures; anticipating objections and preparing responses.

C2. Effectively apply a range of critical thinking abilities, tools and processes.

D1. Plan and prioritise tasks and work schedules

D2. Systematically seek to improve performance & professional development through periodic reflection.

D3. Identify how to gain support &commitment from others and be able to influence and persuade them.

D4. Promote professionalism & an ethical approach to HRM/D practice in organisations.