

## Course Information Form (CIF)

The CIF provides core information to students, staff teams and others on a particular course of study.

<b>Section 1 - General Course Information</b>	
<b>Course Title</b>	Master in Business Administration (Human Resource Management)
<b>Qualification</b>	MBA
<b>Intermediate Qualification(s)</b>	
<b>Awarding Institution</b>	University of Bedfordshire
<b>Location of Delivery</b>	AA
<b>Mode(s) of Study and Duration</b>	Full-time over 12 months
<b>Core Teaching Pattern</b>	Block delivery core pattern (6 intakes per year)
<b>FHEQ Level</b>	7
<b>Professional, Statutory or Regulatory Body (PSRB) accreditation or endorsement</b>	NA
<b>PSRB Renewal Date</b>	NA
<b>University of Bedfordshire Employability accreditation</b>	
<b>Route Code (SITS)</b>	MBAHRAAF
<b>Subject Community</b>	Master of Business Administration
<b>UCAS Course Code</b>	
<b>Relevant External Benchmarking</b>	QAA UK Quality Code for Higher Education 2014 Part A, October 2014 QAA Subject Benchmark Statement, Master's Degrees in Business and Management, June 2015 QAA Characteristics Statement for Master's Degrees, September 2015

## Section 2 - Published Information

Material in this section will be used on the course web site to promote the course to potential students. The text should be written with this potential audience in mind.

### Course Structure

The Units which make up the course are:

Unit Code	Level	Credits	Unit Name	Core or option
	7	30	Leading and Managing Organisational Resources	Core
	7	30	Strategy and the Global Competitive Environment	Core
	7	30	International and Comparative Human Resource Management	Core
	7	30	Corporate Innovation and Entrepreneurship	Core
	7	15	Management Practice	Core
	7	45	Theory into Practice Project	Core

### Why study this course

The programme combines core MBA disciplines with innovative subject areas supported by the latest research in strategic management and leadership to develop business competence and strengthen confidence and credibility, providing you with the practical and theoretical capabilities to master the complexities of a competitive and changing business environment.

### Course Summary – Educational Aims

The MBA (Human Resource Management) is a flagship qualification designed to meet the needs and aspirations of early career individuals through the combination of a general management education with the specialist area of Human Resource Management (HRM). It is designed for individuals who want to develop their leadership and management skills along with their interest in Human Resource Management and for those seeking fast track career progression opportunities.

The course adopts a practical and applied business curriculum and aims to develop an advanced knowledge of organisations and their effective management in the dynamic competitive global context, and the ability to creatively apply this knowledge and understanding to complex issues to systematically and innovatively enhance strategic business and management practice. This pathway includes a two-month internship for you to gain experience in an organisation further enhancing your professional prospects.

This offers a challenging learning opportunity to encourage the integration of theory and practice supported by experienced academics with substantial management experience. You will work with academics and professors of practice on live consultancy projects with leading employers in organisations across private, public and not-for-profit sectors to support your personal and professional development as a creative and innovative leader with the knowledge and skills needed in the global, knowledge-based economy.

You will develop the attributes and skills expected of post-graduates, as recognised by professional and industry bodies such as the Chartered Management Institute and the Confederation of British Industry, including team-working, negotiation skills, leadership, confidence and the ability to apply critical and creative thinking to complex and unclear problems to develop innovative solutions.

This degree aims to enhance your professional prospects by developing your capability to apply the latest thinking relating to organisational development and change in the competitive global context. Successful completion of the MBA (Human Resource Management) highlights your potential to have a real impact on the transformation of the organisation you join.

### Entry requirements

In order to cope with the demands of the course you should have:

- A good Honours degree in any discipline from a recognised university or higher education institution
- For international students English competence of IELTS 6.0 or equivalent is required. We also consider candidates with other relevant qualifications and individuals with appropriate work experience.

**Entry Requirements:** <http://www.beds.ac.uk/howtoapply/admissions/making-your-application>

**International students:** <http://www.beds.ac.uk/international/international-applications/international-entry-requirements>

<b>PSRB details</b>
NA
<b>Graduate Impact Statements</b>
<p>The course has been designed to develop graduates who are able to:</p> <ul style="list-style-type: none"> <li>• Apply contemporary approaches to strategic management and leadership in complex organisations to systematically and creatively evolve the business, while understanding real life challenges and uncertainties.</li> <li>• Inspire collaboration and synergistic team work by managing relationships, sharing skills and experience and objective consideration and evaluation of alternative perspectives, in contributing to professional, ethical and innovative practice.</li> <li>• Synthesise a range of information in the context of new situations using informed judgment to develop innovative approaches to organisational challenges and opportunities.</li> </ul>
<b>Higher Education Achievement Report - Additional Information</b>
NA
<b>Learning and Teaching</b>
<p>The MBA (Human Resource Management) adopts a block teaching and guided learning approach to support the practice-led curriculum for early career leaders and managers. Individual units are delivered in intense 6 week blocks combining student-centred interactive workshops supported by guided learning with group work and private study. Learning is experiential to enable you to practise and experiment in the workshops through practical application to live events to support your personal and professional development.</p> <p>You will participate in a Welcome week before the start of your first teaching block so that you are fully prepared for the practice-led approach to learning. At the start of subsequent teaching blocks you will engage in Next Steps to progressively develop your engagement and experience as a student. As you enter the final blocks on the course you will benefit from Future Horizons to support your transition into your first post-MBA work role.</p> <p>You will acquire a toolkit of diverse and complex skills and knowledge necessary for a creative organisational change agent. This energetic and active approach to learning will enhance your confidence and self-esteem and support you in progressively taking greater responsibility for your own development as an autonomous learner and creative business practitioner who can explore opportunities for innovation.</p> <p>The teaching team includes staff with a specialist research base and tutors with a depth of practical experience in management and leadership. Research informed teaching draws on specialist staff research and the influential contributions of other experts. We treat our u students as colleagues in the enterprise of learning and expect you to engage with this approach in a way which reflects your professional aspirations.</p>
<b>Developing your employability</b>
<p>You will develop a broad range of knowledge and skills of business and management with potential for you to join an employer in a variety of positions. Understanding how theory applies in real organisations is key to your employability so the focus of every unit is the application of theory to practice.</p> <p>You will use case studies and other materials from current organisations introduced by staff research activities, and from tutor engagement with consultancy work and from Business School contacts. Tutors will also expect you to keep up with developments in business and key industry sectors through newspapers, magazines and business news websites.</p> <p>Central to our vision to take business education, research and practice in exciting new directions are practice events. These are designed to integrate your learning and allow you to develop the skills and knowledge required to successfully progress your career. You will explore your own potential as a manager and strengthen your skills and capabilities. At the end of the course you will experience two units specifically designed to support your transition to the work place. In the Management Practice unit you will experience either a live consultancy project or a challenging business simulation. The Theory into Practice Project supports the integration of your learning in the context of a real organisation. These are specifically designed to help you make a successful transition into work an allow you to integrate areas of the MBA with a</p>

focus on Human Resource Management of interest to your future career. These help you to consider your own development and consider the complexity of putting what you have learnt into practice to advance your career once you join an organisation.

### Department (s)

Strategy and Management

### Assessment

The underpinning philosophy of all the assessments is to develop both your knowledge and skills to enter employment as a confident manager with a strong base from which to meet your own aspirations. The aim is for you to become an independent and self-directed lifelong learner. Tutors will provide feedback on formative assessments to develop your knowledge and understanding.

All assessments are rooted in authentic and practical workplace scenarios to enable learning to be transferred to the workplace. Later assessments allow for greater integration and synthesis. Exams are kept to a minimum as the focus is on practical skills such as report writing, presentation and projects. A range of assessment methods are used throughout the course for you to demonstrate your knowledge and skills.

Individual written reports allow you to apply theory to case studies for in-depth analysis

Business Reports allow you to demonstrate contextual insight and report professionally on practice

Project Plans require you to demonstrate your teamwork, leadership, decision making and project planning skills

Seminar Papers allow progressive development of critical analysis skills

In-class tests test your knowledge of core concepts in context

Project Report integrates learning throughout the course applied in practice

Business simulation where you demonstrate the impact of your strategic decision making

You will therefore be active within an authentic learning scenario, the situation is dynamic and in real time, and most importantly you will be learning and monitoring a 'real world' work situation. The aim of the feedback from the tutor would be to help you to recognise your own input to the problem, and to self-assess efficacy in the achievement of the learning objectives.

The Dissertation stage of the course is defined as the final 60 credits, which include:

Management Project (15 credits) and Theory into Practice Project (45 credits)

You must meet the University progression requirements to progress to the Dissertation stage.

### After Graduation

#### Career:

You will be in a good position to demonstrate your potential to employers. Recruiters value the skills to work in a team, the ability to continue to learn, analytical abilities and a broad understanding of management. Whatever you decide to do, the successful completion of your MBA should have laid a strong foundation for you to become a positive change agent in any organisation and an obvious champion for the added value of a dynamic and innovative organisational culture. You will also have had extensive and continuous opportunity for reflective and critical evaluation of your capability as a team worker and leader.

As part of a large and multi-cultural learning community, you should gain a valuable network of friends and contacts for the future. Our MBA Alumni organisation will help you keep in touch with your MBA contacts.

#### Further study:

It is anticipated that you will enter employment after this course and the applied nature of the programme reflects that expectation. Later study options might include more specialist study as you develop your own functional focus or a DBA.

The tutors will always be there as a source of advice and help should you want to progress your development further.

### **Student Support during the course**

The course team will be your first point of contact while you are studying and you will also be allocated to a student self-study support group, which will also act as both a learning and motivational help to you. You can meet up face-to-face apart from the times you are at the University or can contact via email.

Students are supported through a comprehensive Welcome process in the week prior to the start of your first teaching block. During this week you will be supported in good academic practice, the use of formative assessment, personal and professional development and allocation of a Personal Academic Tutor. Students are supported in a number of ways.

- The Student Information Desk (SID) <http://www.beds.ac.uk/studentlife/student-support/sid/services> provides a range of support services and an interface to the University Student Engagement and Mitigation Team for extenuating circumstances <http://www.beds.ac.uk/studentlife/student-support/academic/extenuating>
- A Student Advisory Service is provided within the Business School to assist with general academic advice.
- Subject Librarians can assist with advanced information retrieval for assignments and the dissertation in particular <http://rweb.beds.ac.uk/help/ALLs/Subjects>
- Study Hub provides advice and guidance on developing academic skills <http://rweb.beds.ac.uk/studyhub>

Support provided during Welcome week is further reinforced through the Next Steps process prior to the start of all subsequent teaching blocks.

At the start of the final block you will receive guidance on career development and employability to support your transition into the work environment.

### **Accessibility and Key Features**

The course team is aware of the requirements of the Special Educational Needs and Disability Act 2001 and seek to ensure that the practices the Act seek to encourage are followed. Concerning special educational needs (e.g. dyslexia) special provision is made for assessment for course work depending on the individual needs of the student. All formal teaching and learning is undertaken on premises that provide reasonable access for you if you have concerns about mobility. Advice on the nature of specific disabilities and the reasonable adjustments which can be made to accommodate disabled students is available from the Disability Advice Team. Further details can be obtained from <http://www.beds.ac.uk/studentlife/student-support/health/disabilities>

## Assessment Map

Unit Code	C/O	Weeks																					
		Block 1			Block 2			Block 3				Block 4				Blocks 5 and 6							
	Week	3	5	6	2	3	5	6	2	3	5	6	2	3	5	6	2	3	5	6	8	12	+2
LMOR	C	WR-I	F	WR-B	F																		
ICHRM	C					CW-LR	F	WR-I	F														
SGCE	C									WR-I	F	CW-CS	F										
CIE	C													CW-OT	F	WR-B	F						
MP	C																	WR-I	F				
TIP	C																			PR-Oral	F	PJ-Proj	F

Students can join the course at the start of Blocks 1-4

Week numbers refer to 6 week blocks not calendar weeks

### **Section 3 - Academic Information**

This section will be used as part of the approval and review process and **peer academics** are the target audience.

#### **Course Learning Outcomes**

Upon successful completion of this course, students should be able to:

1. Demonstrate a systematic understanding of and critically assess the external context in which modern organisations operate including economic, political, social and environmental change and the regulatory and governance trends impacting on different organisations.
2. Assess and apply relevant knowledge to a range of complex situations taking account of the development and progression of the relationship and expectations between markets and customers and other stakeholders.
3. Understand and synthesise the financing of the business enterprise, the sources, uses and management of finance and the use of accounting for managerial and financial reporting applications
4. Demonstrate a critical understanding of theories and practices related to the management and development of human resources in organisations, and apply that knowledge to a range of complex situations within and across borders
5. Demonstrate sensitivity to the complexity of implementing plans and of achieving change in organisations both because of individual and organisational obstacles and critically appraise the methods available to managers to handle this complexity.
6. Effectively manage relevant communication and information technologies for application in business and management in a global knowledge-based economy.
7. Demonstrate independent planning, initiative and enterprise in order to meet the demands of a Master's degree in Business Administration, while taking responsibility for personal learning and continuous professional development.
8. Critically reflect on an understanding of appropriate research techniques sufficient to allow detailed investigation integrating relevant business and management issues and to show expertise in the interpretation of such material. Acquire and analyse data, evaluate relevance and validity, and synthesise a range of information. Deal with a range of complex and pervasive issues in a systematic and creative manner appropriate to a Master's degree in Business Administration, in so doing form sound judgements in the absence of complete data in the context of new situations and communicate conclusions and recommendations appropriate to both a specialist and non-specialist audience.

Learning Outcome 4 is specifically related to the HRM specialism offered as a part of this course compared to our general MBA.

#### **Course-specific regulations**

There are no dedicated professional standards for related specifically to this qualification.

#### **Teaching, Learning and Assessment**

1. The teaching and learning approach of the course is through guided learning. This means a combination of pedagogic approaches, including using the latest approaches to learning technology, action learning, flipped classroom and independent learning. Students will acquire a toolkit of diverse and complex skills and knowledge necessary for development as creative organisational change agents. Student-centred self-support groups, both face-to-face and/or via virtual contact, will be used throughout the course. There are thus a variety of pedagogic approaches in which the focus of the learning is experiential to enable students to practise, experiment and evaluate in the workshops and other face-to-face opportunities, and to use the online technology and related facilities for knowledge acquisition and research.
2. The teaching strategy will be eclectic enabling students to gain the necessary underpinning theoretical knowledge and research that will enable them to actively explore, reflect and critically evaluate their perceptions and knowledge. This approach will also help students to become an autonomous and self-directed learners. This means they will develop confidence in their capabilities as independent learners and researchers and manage their own learning to develop a compendium of knowledge, reflecting and analysing the implications of this for their development.

3. There will be a Welcome week at the start of the course. The aim of the Welcome is to familiarise students with colleagues and the course team and to give them a very practical insight into the MBA learning experience. These initial workshops will be made up of a number of sessions facilitated by members of the course team and will focus on learning through critical reflection, peer and lecturer feedback, and self-analysis. Students will also be introduced to the different facilities and resources at your disposal. At the end of the Welcome week it is expected that you will be fully prepared to engage with your studies. Prior to the start of subsequent teaching blocks students will participate in Next Steps to progressively support personal academic and professional development.
4. Each unit will have dedicated materials that can be accessed via the University virtual learning environment. These give students the necessary underpinning knowledge and research directives and they are written specifically for this course by the relevant academics within the team. Students will receive information to help with time management to ensure completion of each unit of study within a specified timescale. In addition podcasts, wikis, and voice-to-voice seminar tutorials may be used. Technical training and support will be provided where necessary.
5. Action learning involving the use of 'real-life' problems and scenarios will be integrated into the workshop and other face-to-face sessions. This flexible process allows action, improvement and change together with relevant research to be achieved at the same time. Students will gain knowledge and understanding which will allow change to be processed in an informed way, and similarly their understanding will be further informed by the change.

The teaching strategy is designed to support students through the process of becoming a future manager based on awareness of current management thinking, of organisational complexity and of their strengths and weaknesses. Students' learning experience while studying will provide the opportunity to explore, experience and develop management abilities working in groups. In this way students can construct and interpret new meanings for how to conduct their business life.

The educational aims of the course are grounded in the University's mission to provide challenging and innovative learning and teaching that empowers the active and professional learner. The aims are also rooted in the mission and practice of the Business School to provide enterprising and fit for purpose courses that are necessary for businesses to expand and diversify. The School's Learning and Teaching strategy supports these aims through the development of an engaging and stimulating learning environment that, particularly at postgraduate level, engages actively with research and scholarly activity.

In particular the course aims:

- To enable graduates to expand on undergraduate skills and enable them to contribute to a global knowledge economy.
- To enable students to appreciate the integrated nature of management study, and to relate both hard and soft issues to problem solving.
- To emphasise the international nature of management study.
- To add value to students to make them better employment prospects
- To undertake advanced studies of organisations, their management and the changing external context in which they operate;
- To develop a career in business and management by developing skills at a professional or equivalent level.
- To develop the ability to apply knowledge and understanding of business and management to complex issues, both systematically and creatively, to improve business and management practice.
- To enhance lifelong learning skills and personal development so as to be able to work with self-direction and originality and to contribute to business and society at large.

The assessment strategy is as follows:

1. The underpinning philosophy of all the assessments is to develop both knowledge and skills to enter employment as a confident manager with a strong base from which to meet students' aspirations. This requires consideration of your own personal capabilities as well as looking outward at the business world.
2. This is exemplified by two units in particular at the end of the MBA - Management Practice and the Theory into Practice Project. These are specifically designed to help students make a successful transition into work. These help you to consider your own development and consider the complexity



of putting what you have learnt into practice once in employment.

- 3.** The overall aim of the assessment strategy is for tutors to provide constructive feedback. The team will support students in using this feedback as part of their professional and personal development and to ensure they are enabled to do this they will be provided with group and individual tutorial support from the team. Tutors will give active guidance to plan the next stages of your learning. This opportunity for supported self-reflection will enable students to take charge of your learning through developing critical evaluation and planning skills.
- 4.** To facilitate and maximise learning for all students a range of assessment methods are used throughout the course and they will be required to undertake a variety of assessments throughout the duration of the course. These assessments include individual projects, action learning and presentations. They are all rooted in authentic and practical workplace scenarios to enable learning to be transferred to the workplace. The individual assessments are designed to test knowledge and understanding of the appropriate underpinning theoretical input and research, but also to demonstrate their skills. An appropriate sample of all assessed work will be subject to multiple marking and external moderation to ensure appropriate quality standards and intended learning outcomes are achieved as well as consistency and fairness to all.
- 5.** Apart from the formal assessments there will be an emphasis on self, peer and group assessment. However all formal assessments will be graded and moderated by professional tutors. The aim is for students to become independent and self-directed lifelong learners and they will not only gain the skills and advantages of using self-reflection but will gain more feedback from the conventional tutor-student written feedback. This will be used primarily as part of a formative assessment process within the units, rather than in the summative part, where moderation by others may be used.

**Additional Academic Information*****Peer-assisted learning (PAL)******Initial Assessment***

Students complete an early formative assessment at the start of the course (Welcome week) and are provided with feedback in good time for preparation for the main assignments. The first assessment in all units is in Week 3 of the 6 week blocks.

***Improving students' learning***

In the Welcome week students are provided with the International Orientation and input on good academic practice in the Academic Welcome by the Course Coordinator and the teaching team. Welcome also includes various activities including team building and communication skills, Study Hub and Learning Resources. Practice events are central to learning on the MBA and are highly beneficial in developing students' understanding of team work, presentations and focussing on the task. The Welcome and Next Steps weeks also serve the purpose of socialising for students leading to greater cohesion. Good academic practice is emphasised in all units on the full-time MBA and this starts during Welcome week where you will be expected to complete preparatory work so that you are ready to engage effectively in learning.

***Academic Integrity***

Training and emphasis on good academic practice (see above) is supported by the Academic Integrity Resource which all students must complete prior to the submission of the first assignment.

***HEAR implementation***

NA

***Internationalisation***

The course comprises mainly international students and therefore cohorts are multicultural. Teaching and learning activities are highly interactive encouraging debate among students and with the tutors. Students are actively encouraged to discuss and use examples from their home countries relevant to the weekly topics for discussion. This is actively practiced by all tutors on the course and leads to lively and interesting debates.

The taught materials on each unit adopt a multicultural and global perspective as far as is possible within the discipline and, in the practice-based approach tutors draw on international cases and/or give students the choice of organisation which can include organisations from their home country which adds to the value of their learning.

***Sustainability***

The MBA Toolkit provides students with a range of tools for application in context and the skills to know when and how these might be used in the dynamic global environment. Students are encouraged to develop lifelong learning skills and a systematic understanding of strategic and operational management. Reflection is encouraged in support of continuing personal and professional development to evaluate, implement and achieve transformation in the organisations in which they work. Networking is also encouraged among the various cohorts in the UK and Europe as well as in our overseas partners.

## Section 4 - Administrative Information

This section will be used as part of the approval and review process and peer academics are the target audience.

<b>Faculty</b>	<b>University of Bedfordshire Business School</b>
<b>Portfolio</b>	<b>MBA</b>
<b>Department/School/Division</b>	<b>Strategy and Management</b>
<b>Course Coordinator</b>	<b>Dr Pauline Loewenberger</b>
<b>Version Number</b>	<b>1/16</b>
<b>Approved by (cf Quality Handbook ch.2)</b>	<b>University Approval Panel</b>
<b>Date of approval (dd/mm/yyyy)</b>	<b>04/04/2016</b>
<b>Implementation start-date of this version (plus any identified end-date)</b>	<b>2016/17</b>

Form completed by:

Name: Dr Pauline Loewenberger

Date: April 2016

Authorisation on behalf of the Faculty Teaching Quality and Standards Committee (FTQSC)

Chair:

Date:

<b>Course Updates</b>		
<b>Date (dd/mm/yyyy)</b>	<b>Nature of Update</b>	<b>FTQSC Minute Ref:</b>

## Annexes to the Course Information Form

*These annexes will be used as part of the approval and review process and **peer academics** are the target audience.*

### General course information

<b>Course Title</b>	Master in Business Administration (Human Resource Management)
<b>Qualification</b>	MBA
<b>Route Code (SITS)</b>	MBAHRAAF
<b>Faculty</b>	University of Bedfordshire Business School
<b>Department/School/Division</b>	Strategy and Management
<b>Version Number</b>	1/16

## Annex A: Course mapping of unit learning outcomes to course learning outcomes

Unit code	LMOR	SGCE	ICHRM	CIE	MP	TIP
Level	7	7	7	7	7	7
Credits	30	30	30	30	15	45
Core or option	C	C	C	C	M level Core	M level Core
Course Learning Outcome (number)						
1	LO1 LO2	LO1 LO2	LO1 LO2	LO1 LO2	LO1 LO2	LO1 LO2
2	LO2	LO1 LO2	LO2	LO1 LO2	LO1 LO2	LO1 LO2
3	LO2	LO1			LO1 LO2	LO1 LO2
4	LO1 LO2		LO1 LO2	LO1 LO2	LO1 LO2	LO1 LO2
5	LO2	LO1 LO2	LO2	LO2	LO1 LO2	LO1 LO2
6	LO2	LO1 LO2			LO1 LO2	LO1 LO2
7	LO1 LO2	LO1 LO2	LO1 LO2	LO1 LO2	LO1 LO2	LO1 LO2
8	LO1 LO2	LO1 LO2	LO1 LO2	LO1 LO2	LO1 LO2	LO1 LO2

## Annex B: Named exit or target intermediate qualifications

*This annex should be used when departments wish to offer intermediate qualifications which sit under the main course qualification as named exit or target awards, rather than unnamed exit/default awards.*

### Section 1: General course information

<b>Intermediate Qualification(s) and titles</b>	NA
<b>Mode(s) of Study and Duration</b>	
<b>Type of Intermediate Qualification(s)</b>	
<b>Route Code(s) (SITS) of Intermediate Qualification(s)</b>	

### Section 2: Qualification unit diet

*One table to be used for each intermediate qualification*

<b>Confirmation of unit diet for:</b>	NA
The units to achieve the credits required may be taken from any on the overall diet for the main course qualification	<input type="checkbox"/>
A combination of units from a restricted list must be taken to achieve the credits required (specify the list below)	<input type="checkbox"/>
A specific set of units must be taken to achieve the credits required (specify units below)	<input type="checkbox"/>

List of units (if applicable):-
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**Section 3: Course structure and learning outcomes**

*One table to be used for each intermediate qualification*

<b>Intermediate qualification and title</b>					<b>NA</b>									
The Units which make up this course are:					<b>Contributing towards the learning outcomes</b> <i>Insert LO1 and/or LO2 for each unit into cell corresponding to the course learning outcome</i>									
<b>Unit Code</b>	<b>Level</b>	<b>Credits</b>	<b>Unit Name</b>	<b>Core or option</b>	1	2	3	4	5	6	7	8	9	10

**Annex C: Course mapping to FHEQ level descriptor, subject benchmark(s) and professional body or other external reference points**

<b>Course (or intermediate) qualification and title</b>	Master in Business Administration (Human Resource Management)
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FHEQ Descriptor for a higher education qualification	Masters Level	Course Learning Outcome(s)							
		1	2	3	4	5	6	7	8
Student can demonstrate a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of their academic discipline, field of study or area of professional practice		√	√	√	√	√	√	√	√
Student can demonstrate a comprehensive understanding of techniques applicable to their own research or advanced scholarship		√	√	√	√	√	√	√	√
Student can demonstrate originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline		√	√	√	√	√	√	√	√
Student can demonstrate conceptual understanding that enables the student to: <ul style="list-style-type: none"> <li>- evaluate critically current research and advanced scholarship in the discipline;</li> <li>- evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses.</li> </ul>		√	√	√	√	√	√	√	√
Student is able to deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate their conclusions clearly to specialist and non-specialist audiences		√	√	√	√	√	√	√	√
Student is able to demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level		√	√	√	√	√	√	√	√
Student is able to continue to advance their knowledge and understanding, and to develop new skills to a high level.		√	√	√	√	√	√	√	√
Student has the qualities and transferable skills necessary for employment requiring: <ul style="list-style-type: none"> <li>- the exercise of initiative and personal responsibility</li> <li>- decision-making in complex and unpredictable situations</li> <li>- the independent learning ability required for continuing professional development.</li> </ul>		√	√	√	√	√	√	√	√
Student can demonstrate a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of their academic discipline, field of study or area of professional practice		√	√	√	√	√	√	√	√



<b>Subject Benchmark Statement(s)</b>	QAA Subject Benchmark Statements for Master's Degrees in Business and Management June 2015	<b>Evidence and/or Course Learning Outcome(s)</b> <i>How the course takes account of relevant subject benchmark statements</i>
Master's degrees in the business and management field are awarded to students who have demonstrated during their programme:		Course Learning Outcomes
a systematic understanding of relevant knowledge about organisations, their external context and how they are managed		1,2,3,4,5,7,8
application of relevant knowledge to a range of complex situations taking account of its relationship and interaction with other areas of the business or organisation		1,2,3,4,5,6,7,8
a critical awareness of current issues in business and management which is informed by leading edge research and practice in the field		1,2,3,4,5,6,7,8
an understanding of appropriate techniques sufficient to allow detailed investigation into relevant business and management issues		1,2,3,4,5,6, 7, 8
creativity in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to develop and interpret knowledge in business and management		1,2,3,4,5,6,7,8
ability to acquire and analyse data and information, to evaluate their relevance and validity, and to synthesise a range of information in the context of new situations		1,2,3,4,5,6,7,8
conceptual understanding that enables the student to: - evaluate the rigour and validity of published research and assess its relevance to new situations - use existing research and scholarship to identify new or revised approaches to practice		1,2,3,4,5,6,7,8
ability to conduct research into business and management issues that requires familiarity with a range of business data, research sources and appropriate methodologies, and for such to inform the overall learning process		1,2,3,4,5,6,7,8
ability to communicate effectively using a range of media (for example, orally, in writing, and through digital media)		1,2,3,4,5,6,7,8
ability to operate effectively in a variety of team roles and take leadership roles, where appropriate		1,2,3,4,5,6,7,8
ability to take an international perspective including understanding the impact of globalisation on businesses, societies and the environment and the ethical implications.		1,2,3,4,5,6,7,8

Qualification Characteristics	QAA Characteristics Statement for Master's Degrees September 2015	Evidence
		How the course takes account of relevant qualification characteristics documents
		Course Learning Outcomes
In-depth and advanced knowledge and understanding of their subject and/or profession, informed by current practice, scholarship and research.		1, 2, 3, 7, 8
Critical awareness of current issues and developments in the subject and/or profession; critical skills; knowledge of professional responsibility, integrity and ethics; and the ability to reflect on their own progress as a learner.		1, 2, 3, 4, 5,7, 8
Ability to study independently in the subject, and to use a range of techniques and research methods applicable to advanced scholarship in the subject		1, 3, 4, 7. 8
Graduates of professional or practice masters are able to apply research and critical perspectives to professional situations, both practical and theoretical.		1, 2, 3, 4, 5, 6, 7, 8
Use a range of techniques and research methods applicable to their professional activities.		1,2,3,4,5,6,7,8
Equipped to enter a variety of types of employment (either subject-specific or generalist) or to continue academic study at a higher level, for example a doctorate (provided that they meet the necessary entry requirements).		Develops a broad range of knowledge and skills of business and management such that graduates have the potential to join and employer in a variety of positions.
Learning tends to be structured, and programme structure may be developed in collaboration with the relevant PSRB or employer, and may include practical elements, such as fieldwork, placements or other opportunities for work-based learning, as well as a project undertaken through independent study.		Course is practice-led throughout comprising practice events, live projects, contemporary cases, simulation and an independent project applying theory to practice.

Professional body or other external reference points	(insert title and year)	Evidence
		How the course takes account of Professional body or other external reference points

## Annex D: Equality Impact Assessments of Courses and Units

### Introduction

As a widening participation institution, equality and diversity considerations are important in all aspects of our approach to teaching and learning. They are a theme within CRe8, embedded in our approach to teaching (in the minimum teaching expectations) and feature in staff induction and development. This annex sets out expectations in relation to the approval of courses and units and the need to undertake appropriate Equality Impact Assessments (EIA).

### Equality Impact Assessments

The following apply.

- All courses and all units should have an associated EIA (see forms below).
- EIAs may cover multiple courses but individual EIAs are required for each unit.
- EIAs will be undertaken as courses come forward for approval or review (there is no requirement to go back and undertake more detailed EIAs, in line with this policy, than was previously required).

### Further guidance

Guidance from the Equalities Challenge Unit (ECU) available at <http://www.ecu.ac.uk/publications/disability-legislation-practical-guidance-for-academic-staff-revised/>  
Equality and Human Rights Commission: Guidance for providers of further and higher education [www.equalityhumanrights.com/advice-and-guidance/further-and-higher-educationproviders-guidance](http://www.equalityhumanrights.com/advice-and-guidance/further-and-higher-educationproviders-guidance)  
Equality Challenge Unit (2010) Disability legislation: practical guidance for academic staff (revised) [www.ecu.ac.uk/publications/disability-legislation-practical-guidancefor-academic-staff-revised](http://www.ecu.ac.uk/publications/disability-legislation-practical-guidancefor-academic-staff-revised)  
Higher Education Academy (2010) Inclusive Learning and Teaching in Higher Education [www.heacademy.ac.uk/resources/detail/inclusion/LTsummit\\_final\\_report](http://www.heacademy.ac.uk/resources/detail/inclusion/LTsummit_final_report)  
Higher Education Academy and Equality Challenge Unit: Ethnicity, Gender and Degree Attainment [www.heacademy.ac.uk/resources/detail/inclusion/Ethnicity/ethnicity](http://www.heacademy.ac.uk/resources/detail/inclusion/Ethnicity/ethnicity)  
Higher Education Academy and UK Council for International Student Affairs: Inclusive assessment in Higher Education a Resource for change available at <http://www1.plymouth.ac.uk/disability/Documents/Space%20toolkit.pdf>  
JISC TechDis: Teaching Inclusively Using Technology [www.jisctechdis.ac.uk/pages/detail/online\\_resources/Teaching\\_Inclusively\\_Using\\_Technology](http://www.jisctechdis.ac.uk/pages/detail/online_resources/Teaching_Inclusively_Using_Technology)  
Teachability project: Creating accessible information about courses or programmes of study for disabled students [www.teachability.strath.ac.uk/chapter\\_1/tableofcontents1.html](http://www.teachability.strath.ac.uk/chapter_1/tableofcontents1.html)  
Teaching International Students Project [www.heacademy.ac.uk/teaching-international-students](http://www.heacademy.ac.uk/teaching-international-students)

<b>Course Equality Impact Assessment</b>		
<b>Course Title</b>	<b>Master in Business Administration (Human Resource Management)</b>	
<b>Question</b>	<b>Y/N</b>	<b>Anticipatory adjustments/actions</b>
1. Will the promotion of the course be open and inclusive in terms of language, images and location?	Y	
2. Are there any aspects of the curriculum that might present difficulties for disabled students? For example, skills and practical tests, use of equipment, use of e-learning, placements, field trips etc. If so then: (a) have these been flagged on the CIF so that potential students are aware, and (b) have anticipatory adjustments and arrangements been put in place.	N	
3. Are there any elements of the content of the course that might have an adverse impact on any of the other groups with protected characteristics <sup>1</sup> ? If so then: (a) have these been flagged on the CIF so that potential students are aware, and (b) have anticipatory adjustments and arrangements been put in place	N	
4. If the admission process involves interviews, performances or portfolios indicate how you demonstrate fairness and avoid practices that could lead to unlawful discrimination?	NA	
5. Are the course learning outcomes and Graduate Impact Statements framed in a non-discriminatory way?	Y	
6. Does the course handbook make appropriate reference to the support of disabled students?	Y	

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<sup>1</sup> Age, Gender reassignment, Marriage and civil partnership, Pregnancy and maternity, Race, Religion and belief, Sex, Sexual orientation.