

Course Information Form (CIF)

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

Section 1 - General Course Information	
Course Title	Post Graduate Diploma in Human Resource Management
Qualification	PG Diploma
Intermediate Qualification(s)	
Awarding Institution	University of Bedfordshire
Location of Delivery	AB (Bedford Campus)
Mode(s) of Study and Duration	Part-time course over two years
Core Teaching Pattern	3
FHEQ Level	7
Professional, Statutory or Regulatory Body (PSRB) accreditation or endorsement	Chartered Institute of Personnel and Development
PSRB Renewal Date	June 2019
University of Bedfordshire Employability accreditation	
Route Code (SITS)	PDHRMABP
Subject Community	Post Graduate HRM
UCAS Course Code	
Relevant External Benchmarking	<ul style="list-style-type: none"> ▪ QAA Quality Code Section A1 ▪ QAA Quality Code Section A2, Subject benchmark statement: Master's degree in Business and Management (2007) - Type 1 ▪ Chartered Institute of Personnel and Development (Level 7 Advanced Diploma in HRM Standards 2009)

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
PRO009-6	7	15	HRM in a Strategic Business Context	Core
PRO010-6	7	15	Managing, Leading and Developing People	Core
PRO011-6	7	15	Resourcing and Talent Management	Core
PRO012-6	7	15	Managing Employment Relations	Core
PRO013-6	7	15	Learning and Talent Development	Core
PRO014-6	7	15	Performance and Reward Management	Core
PRO015-6	7	15	Management Research Report	Core
PRO016-6	7	15	Reflective Practice in Business Leadership	Core

Why study this course

In the fast moving world of HRM, professional qualifications are an important way to build your knowledge and demonstrate expertise in the workplace. This course will develop your critical thinking and understanding of organisations as well as your learning how to develop creative and strategic HR solutions for sustained organisational performance. The professional level of Associate membership of the Chartered Institute of Personnel and Development (CIPD) is achieved upon completion.

Course Summary – Educational Aims

- Providing you with breadth of knowledge alongside the opportunity to specialise in your chosen area of expertise.
- Providing an analytical framework which enables you to identify, evaluate and apply HRM issues to improve organisational performance.
- Developing skills of critical thinking and understanding of organisations and their changing external context in order to implement: strategic, effective and creative HR solutions.
- Developing strategic specialist HR and generic management skills enabling you to make a meaningful contribution to organisational effectiveness.
- Guidance provided to help you to expand upon your practical experience and gain a depth of knowledge and understanding of excellent practice in human resource management.
- Developing lifelong learning and continuing professional development skills enabling you to work autonomously and creatively within the profession of management generally, and people management specifically.
- Allowing you to gain recognition for your HRM experience through CIPD Associate membership, whilst also fulfilling the increasing requirement of job advertisements to hold a CIPD qualification.

Entry requirements

Standard: The course welcomes applications from potential students with no formal qualifications furthering the widening participation strategy of the University and increasing the diversity of the course in line with the University's Education Strategy. The course also welcomes applicants from all sectors and job roles ranging from HR assistants through to senior HR managers and a variety of junior, middle and senior management roles. You will be interviewed by the course co-ordinator (where applicable) to determine suitability for the course. You will be required to be working within an HR role or as a line manager or supervisor (with responsibility for managing other workers).

**Standard entry requirements for UK students – <http://www.beds.ac.uk/howtoapply/postgraduatestudy>
From the European Union - <http://www.beds.ac.uk/howtoapply/eu/guides>**

Additional: You will be expected to register as a member of the Chartered Institute of Personnel and

Development. Where you are not currently in work you must have previous experience in work organisations as well as access to an organisation for research information.

PSRB details

Named PSRB contact: Janice Johnson

Each year over 11,000 professionals join the Chartered Institute of Personnel and Development as Student members. As a Student member you will become an Associate member after successfully completing this course. Associate is a professional level of CIPD membership and is recognised by employers. It also allows you to use the letters Assoc. CIPD after your name. In addition, the PGDipHRM course provides the underpinning knowledge for later upgrading to CIPD Chartered membership (Chartered Member or Chartered Fellow).

Graduate Impact Statements

The course has been designed to develop graduates who are able to:

- Demonstrate expertise in their knowledge and understanding of HRM issues and solutions, ensuring that their achievements and professional credibility are recognised by employers, enhancing career prospects and earning potential.
- Demonstrate a mark of professionalism on which employers can judge their credentials, working in specialist teams as well as collaboratively in cross-functional teams providing relevant HRM solutions to a range of organisational stakeholders whilst maintaining personal relevance through up-to-the-minute knowledge and a commitment to continuing professional development.
- Be creative and innovative in providing HR solutions to a range of organisational stakeholders providing you with status and relevance and giving you the edge over non-qualified colleagues in the employment marketplace.
- Make a difference to an organisation's strategy and its people. Professional credentials make a difference.

Higher Education Achievement Report - Additional Information

Students have the opportunity to attend meetings and networking events on a monthly basis provided by the local CIPD branch. These events aim to provide knowledge and understanding of latest thinking and changes impacting the HR profession as well as to provide opportunities for continuous professional development for which students will receive a certificate as evidence.

Learning and Teaching

A reflective approach to learning and teaching will be used to allow you as practitioners, to draw upon and share your organisational experiences. Learning will be enabled through interactive classroom discussions, where information is disseminated, shared, debated and discussed with tutors and colleagues, drawing upon your own organisational experiences. Special attention will also be placed upon the survey and research evidence gathered by the CIPD, CBI, IDS, Governmental departments, and other such bodies.

During the three hour classroom session, at least an hour of this time will be allocated to the application of knowledge to a variety of different issues relating to the topic being explored. A balanced and blended approach will be taken to the use of: lectures, case studies, group work, presentations and assignments in order to address the learning outcomes of the unit. For example, case studies will be analysed as well as illustrative examples from journals and current news articles explored. Videos, podcasts and use of the on-line discussion board will also be integrated into the learning experience.

Developing your employability

The course supports the enhancement of your *employability* through its emphasis on the skills and knowledge related to improving HR managerial practice at work. The central principle underlying the learning and assessment of this course is reflective practice, and you will be encouraged to apply this developmental approach to the consolidation and development of your career. The course aims to make

the most of a wide variety of learning opportunities, both in the workplace as well as the classroom, and seeks to develop or improve a range of transferable behavioural skills and competences necessary in business leadership and HRM, such as: curiosity, collaboration, decision-making, negotiation and having the courage to challenge.

The local CIPD Branch also offers a programme of events (www.cipd.co.uk/branches/events) aimed at promoting members' education, development and networking. These include updates on employment law, skills development in key areas, and workshops in areas such as managing diversity and coaching. You will also have an opportunity to become a committee member for the local CIPD Branch as part of your development into professionalism.

Department (s)

Management and Business Systems

Assessment

The overall strategy for this course is to achieve a balance between the assessment of academic understanding and evaluation, and the assessment of competences and skills that are valuable in organisations.

Your learning will be enabled through a variety of formative and summative assessments. For example there will be exams, assignments and presentations, with key emphases on continuous learning with each piece of work. You will also be expected to write a reflective account of what has been learned during each assignment and how this can be applied in the future. Underpinning each assessment consideration must be made to ethics, diversity and to legal issues.

You will be assessed summatively via: both short and long written reports and papers (from 1500 to 3000 words); presentations, management research report (8,000 words) and the development of a reflective skills portfolio. The coursework assignments will relate to your own workplace or to a chosen case study. Formative assessment will come through verbal feedback on: in-class presentations, coursework activities, assignments as well as through report supervision.

After Graduation

This course is designed for you to pursue a professional career in the field of human resource management. The portfolio that you will create as part of the Reflective Practice in Business Leadership unit can be used as evidence towards moving from Associate membership upon completion of the course to Chartered membership of the CIPD. You will be expected to provide detailed reflections on your knowledge, skills and understanding as part of continuing professional development standards (for the CIPD) and membership upgrade. On completion of the course you are provided with an extra opportunity to meet with the course co-ordinator (past member of CIPD upgrade panel) and the CIPD local branch representative to discuss how to upgrade their membership and demonstrate that they have met the CIPD's eight core behaviours in their ten professional areas.

On completing this course you are likely to progress into one or more of the following areas:

- Professional HR role with responsibility for HR decision-making within an organisation at either operational, tactical or more strategic level;
- Specialist HRM roles in the field of: resourcing and talent management, employee reward, employment relations, learning and talent development;
- Independent or employed consultants who support organisations in meeting their goals and specifically concerned with the management and development of employees;
- Professional HR role within organisations concerned with public policy matters relating to employment affairs and communication.

Further study: On completing this course you are likely to transfer your credits to complete the MSc in Human Resource Management at the University (60 further credits).

Student Support during the course

The University has a number of formalised and specialised support structures and departments. These support areas are listed at <http://www.beds.ac.uk/studentlife/support>.

You will have access to the full range of student services and support offered by the University including: careers, chaplaincy, counselling, financial advice and student housing. You will be informed of these services during induction and via the unit sites located on the virtual learning environment.

You can seek advice and support from the Professional and Academic Development department, with respect to study skills, such as academic writing.

You will be advised to raise any course specific issues with your unit tutor in the first instance. In the event that the unit tutor is unable to satisfactorily resolve the issue, it will be brought to the attention of the Course co-ordinator for appropriate action. You will have access to tutor information (telephone and e-mail) via the course handbook as well as this information being posted on the virtual learning platform.

You will elect a student representative, who can raise issues formally at the Portfolio Executive Committee.

Formative assessment activities will be undertaken at an early stage to identify particular learning difficulties you may have, and to recommend that you make use of relevant support services. If you do not pass one or more units you will be asked to meet with the course co-ordinator to discuss your situation. Tutors will also provide pastoral support to you if you are experiencing any difficulties with the units taken or with the course.

Students with disabilities

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.

Where you have a learning need then the tutor is made aware of this through central registry and steps to accommodate you are taken, for example providing hand-outs on cream/buff coloured paper instead of white; allowing for larger font sizes, if vision is impaired. Extra time in exams may be offered to you if you have a learning need such as dyslexia or dyspraxia if requested and providing certificates are confirmed. All formal teaching and learning will be undertaken on premises that provide reasonable access.

Advice on the nature of specific disabilities and the reasonable adjustments which can be made to accommodate you is available from the Disability Advice Team. Further details can be obtained from: <http://www.beds.ac.uk/studentlife/support/disabilities>.

Assessment Map

Unit Code	C/O	Weeks																											
		6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30			
PRO009-6 Yr1:sem1	C	EX-PT			F		G				EX			F			G												
PRO010-6 Yr1:sem 1	C										EX			F			G												
PRO011-6 Yr1:sem2	C																		WR-I			F			G WR-I				
PRO012-6 Yr1:sem 2	C																				WR-I				F	WR-I			
PRO013-6 Yr2:sem 1	C				CW- CS			F	PR- Oral	G		F		G															
PRO014-6 Yr2:sem 1	C					CW- CS			F	PR- Oral	PR- Oral	G		F		G													
PRO015-6 Yr2:sem 2	C																								PJ- Proj				
PRO016-6 Yr2:sem 2	C																									CW- Port			

CW-CS – Case study
 CW-Port – Portfolio
 CW-LR – Literature review
 CW-RW – Reflective writing
 EX-PT – Summative in-class test
 EX – Exam
 PJ-Proj - Project report
 PR Oral – Presentation

WR-I - Individual report
 WR-Post - Poster
 WR-Bus – Business report
 F – Feedback to students
 G – Provisional grades released

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. Critically evaluate current HR research and key debates within HRM;
2. Develop creative and constructive solutions to business issues within your organisation;
3. Extrapolate from existing practice and research to create new and revised approaches to established HR and business practice;
4. Critically analyse a range of appropriate research techniques to enable you to research and investigate key HR issues and to identify reasoned and creative business solutions;
5. Communicate persuasively and influentially at all levels within the organisation and to external stakeholders, both orally and in writing, using a range of media;
6. Understand and critically evaluate the role of HRM, ethics and professionalism in the organisation.

Course-specific regulations

As specified by Chartered Institute of Personnel and Development

PRO09-6 : Unseen examination 3 hours

PRO10-6: Unseen examination 3 hours

PRO15-6: Research report assessed using CIPD's generic assessment criteria

PRO16-6: Portfolio assessment

Teaching, Learning and Assessment

The course aims to achieve a balance between the assessment of academic understanding and evaluation, and the assessment of competences and skills that are valuable in organisations. The teaching, learning and assessment strategy of the course is designed to be appropriate for the outcomes identified above as well as to enable progressive advancement of knowledge and understanding throughout the course, supporting personal responsibility for learning and continuing professional development. The course is aligned with the University's conceptualisation of good educational practice. The teaching, learning and assessment strategy for this course is designed for three key purposes:

1. Demonstrating the appropriateness of the teaching, learning and assessment methods used in relation to the outcomes and skills being developed.
2. Demonstrating that there is progressive advancement of knowledge and understanding throughout the course.
3. Supporting personal responsibility for learning and continuing professional development.

The teaching strategy will ensure the continuous improvement of strategic and operational competences espoused by the CIPD and the commitment to lifelong learning supported by the University. Each unit information form clearly demonstrates how independent learning is fostered within that unit. The course also aims to develop an independent learning culture and a challenging learning experience for the students.

Each unit has a distinctive, balanced and blended approach taken to the use of: lectures, case studies, group work, and assignments in order to address the learning outcomes of the unit. For example, case studies will be analysed as well as illustrative examples from journals and current news articles. Students will also be encouraged to read independently and to use on-line resources and discussion opportunities provided through the virtual learning site. Videos and podcasts will also be integrated into the learning

experience. For each unit, interactive sessions will be provided, where the focus will be on exploring relevant knowledge and theories in the light of students' experiences and perspectives.

Students will also be involved for example in presenting relevant topical articles to the group on a weekly basis for discussion and debate. These weekly readings will be taken from selected journals on relevant people management or organisational issues in an attempt to understand and analyse the reasons behind the strategic choices made in organisations. All students will participate on a weekly rota basis and hone their skills of communication, presentation and business understanding. Occasionally homework exercises will be set after each class session, and briefly reviewed at the start of the next session. In order to provide greater support for students in terms of additional and on-line learning resources and mediated discussion, the virtual learning environment will be utilised. The tools within the virtual learning environment will enable student collaboration and is especially helpful for students who are part-time, and normally meet together only once per week. Students are advised to keep well abreast of current national and world events in the business community. Most learning interventions at this level commence with a quick recap on the external environment and its dynamic impact on varying businesses and their strategic capabilities. Simultaneously students will be asked to determine and analyse what it will mean for the people dimension as key resources in businesses. This encourages students to remain alert to the environment and also consider the broader consequences and implications collectively, promoting and encouraging greater criticality in their thinking.

The students' learning will be enabled through a variety of formative and summative assessments. For example there will be reports, assignments, group work and presentations with key emphasis on continuous learning with each piece of work, questioning: *what have you learned from this activity?* This helps the students to consider reflecting on every concrete experience they have in order to make necessary abstract conceptualisations before they experiment again. This then becomes part of a pedagogic practice and helps them in becoming autonomous reflectors. Students will be assessed summatively via: short written reports and papers; presentations, management research report and the development of a reflective skills portfolio. The coursework assignment will normally be based upon, or related to, their own workplace or to a chosen case study. Formative assessment will come through verbal feedback on: in-class presentations, coursework activities, group tasks, assignments as well as through report supervision. Students will also be provided with opportunities to reflect on their own performance and contribution as the course progresses.

Assessments will be structured to ensure that the course and unit learning outcomes are achieved. Clear indications will be given on the assessment brief relating to the specific learning outcomes as well as the marking criteria to be used. In this way transparency and understanding is ensured. The assessments will be designed to test and assess knowledge and understanding of the appropriate subject matter, as well as to demonstrate a range of skills necessary in the workplace, employability and career progression. Assessments will be written with the QAA's, the University's and the CIPD's standards in mind and are also closely linked to the CIPD's objectives and learning outcomes for their advanced standards in HRM. The assessments will pay close attention to the establishment of a business case, the research evidence used, how it can be applied specifically, as well as how the argument persuades acceptance of the recommendations. Underpinning the assessments, consideration must be made to ethics, diversity and legal issues. Assignments will then be assessed using established and available assessment criteria against the above mentioned areas and both formative and summative feedback provided (orally and written) for the student to reflect upon and to use further. Assessments will be submitted, marked and returned according to the University regulations. For example, the Management Research Report unit will allow students to demonstrate the ability to diagnose and investigate a live, complex business issue from an HR perspective and to demonstrate professional competences such as: strategic awareness, a business orientation, application capability, knowledge and understanding and a concern for adding value through HR practice. This report will be completed during the second year of the programme. The marking criteria will be specified and notified to the students in advance in a specially designed handbook for this unit.

The overall balance, variety and loading of assessments have been considered during development of the Course and will be monitored by the Course Team. Care will be taken to ensure that assessment activities are timed to avoid excessive fluctuations in workload although high pressure activities with short deadlines may be used if appropriate. The overall assessment load will be demanding of students, and individual support will be important to ensure that the pressures are not dispiriting or damaging.

Further recognition is provided throughout the students' years of study as there is an opportunity to be awarded with a student prize against criteria established by the teaching team. This prize is given via a local CIPD branch event held in May at the University.

Additional Academic Information
Peer-assisted learning (PAL) – not applicable
Initial Assessment: HRM in a Strategic Business Context - PRO009-6
<p>Improving students' learning</p> <p>All units will have a series of tasks, activities and exercises aimed at improving knowledge and understanding and to identify areas for further development. There are activities within each unit where practical skills will be applied and assessed and formative feedback provided. Each written assignment will have a reflective task attached to the brief where students will be asked to reflect upon what has been learned and what changes they would make for improvement the next time. The Reflective Practice in Business Leadership unit is aimed at encouraging students to develop a strong sense of self-awareness and of their own strengths and weaknesses. The unit focuses upon the development and improvement of skills pivotal to successful management practice and effective leadership. Formative and summative feedback is given on all assessments to assist students in identifying clear areas of strengths as well as areas of weaknesses to focus upon for further development.</p>
<p>Academic Integrity</p> <p>The University's regulations regarding academic misconduct will become known to students not only during their induction session but throughout their lectures and seminars and attached to each assignment brief. Ethics, professionalism and academic integrity will be an integral part of this course and stressed as important in maintaining standards as a member of a professional body. Use of the academic liaison librarian and the virtual learning environment will be encouraged to make best use of the guidance provided and the practise exercises available. Where the research report is required students will be asked to present the stages of their work as the project is developing. Where collaborative tasks are assigned, an individual reflective report will be necessary to indicate the journey experienced through the process. All coursework assignments will require a thorough evaluation of the sources used and referencing will be done according to the Harvard Referencing System.</p>
HEAR implementation
<p>Internationalisation</p> <p>Multinational corporations (MNCs) require not only coordination of their international strategy but also the people and the organisation to implement it. National differences in HRM will have an impact on HR policies in MNCs. For example, the practicalities of appointing and managing an international staff will be explored in the resourcing and talent development unit and the processes of assessing and rewarding the managers will be covered in the performance and reward management unit. Questions of industrial relations and industrial democracy in MNCs will also arise in the managing employment relations unit. It is expected that students must be ready and able to develop their understanding of the processes involved for changes in their organisation and to formulate their own strategic solutions.</p>
<p>Sustainability</p> <p>Sustainable organisation performance refers to the maintenance of an organisation's high performance levels in respect of financial indicators, people management and environmental and societal contribution over the long term. To achieve sustainable organisation performance, there should be integration and co-ordination between employee behaviour and the organisation's long-term values. Employee engagement then becomes a driver of long-term performance. For engagement to support sustainable performance, objectives at all levels need to be aligned with the organisation's strategic priorities. These key areas are covered in the early units of HRM in a Strategic Business Context (PRO009-6) as well as in Leading Managing and Developing People (PRO010-6) where the concept of high performance working and employee engagement is explored. Sustainability is investigated further in the other units in determining how to resource (PRO011-6) and develop (PRO013-6) employees to ensure high performance and how to reward and manage the employer employee relationship (PRO014-6, PRO012-6) to ensure engagement and willingness to perform at a high level for organisation sustainability.</p>

Section 4 - Administrative Information

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

Faculty	University of Bedfordshire Business School
Portfolio	PG (HRM)
Department/School/Division	Management and Business Systems
Course Coordinator	Janice Johnson
Version Number	1/15
Approved by (cf Quality Handbook ch.2)	University Approval Panel
Date of approval (dd/mm/yyyy)	17/02/2015
Implementation start-date of this version (plus any identified end-date)	2015/16

Form completed by:

Name: Janice Johnson.....

Date: February 2015.....

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

Chair:

Date:

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