London South Bank University

Course Specification

A. Course Information	
Final award title(s)	MSc International Human Resource Management
Intermediate exit award title(s)	PG Diploma/PG Certificate International Human Resource Management
UCAS Code	**Not Applicable**	**Course Code(s)**	FT (12 months) 5473, 5474 and 5475
	London South Bank University		
School	☐ ASC ☐ ACI ☐ BEA ☒ BUS ☐ ENG ☐ HSC ☐ LSS
Division	Management, Marketing and People
Course Director	Dr John Opute
Delivery site(s) for course(s)	☒ Southwark ☐ Havering ☐ Other: please specify
Mode(s) of delivery	☒Full time ☐Part time ☐other please specify

Length of course/start and finish dates				
	Mode	**Length years**	**Start - month**	**Finish - month**
	Full time 5473, 5474 and 5475	12 Months	September	September
	Part time	N/A		
	Part time with Placement/ sandwich year	N/A		

Is this course generally suitable for students on a Student Sponsored visa?	Please complete the International Office questionnaire **Yes** ~~No~~ Students are advised that the structure/nature of the course is suitable for those on a Student Sponsored visa but other factors will be taken into account before a CAS number is allocated.
Approval dates:	Course(s) validated / Subject to validation	January 2020
	Course specification last updated and signed off	December 2021
Professional, Statutory & Regulatory Body accreditation	
Reference points:	Internal	Corporate Strategy 2015-2020

		Academic Quality and Enhancement Manual School Strategy LSBU Academic Regulations
	External	QAA Quality Code for Higher Education 2013-18 Framework for Higher Education Qualifications Subject Benchmark Statements PSRB Competitions and Markets Authority SEEC Level Descriptors 2016

B. Course Aims and Features	
Distinctive features of course	The key distinctive features of the course are as follows: • Enables the specialisation of business graduates and HRM professionals in the area of International HRM; • Provides a pathway to employment within an HRM function in international and multinational enterprises; • Provides an embedded programme of guest lectures from leading academics and HRM professionals; • Offers engagement with professional bodies such as the Chartered Institute of Personnel and Development (CIPD) and the Chartered Management Institute (CMI); • Applied teaching and learning; • A residential weekend; • The opportunity to engage in enterprise and consultancy practice; • The opportunity to carry out a project that suits the student's career needs; • Opportunities to network and develop connectivity with our postgraduate research and enterprise community; • Based in the heart of London; • Personal tutoring; • Sound and international comparative emphasis; • Varied background of class, with students from two collaborating institutions in Europe, thus enhancing the opportunities for networking and various cultural dispositions; • The research element of the course provides means of specialisation in an area of HR which is of interest to the student's future career.
Course Aims	The MSc International Human Resource Management aims to: • Develop the capacity for personal and professional development; through an integration of academic specialist knowledge and skills in consultancy and enterprise; • Equip participants with a range of research skills and develop their ability to generate creative and resourceful solutions to problems via the adoption of intellectually rigorous methods of enquiry; • Produce international human resource management graduates well equipped with the relevant knowledge and skills to define strategic people objectives in organisations; • Provide knowledge, understanding and skills in the field of international human resource management.

	• Help the students understand the multi-faceted dimensions of international HRM, which includes cultural, institutional and legal contexts; • Help the students develop a strategic view of the importance of globalisation when seeking to bring strategic contributions to help international organisations to compete; • Enable students to acquire, modify and integrate key contemporary and relevant developments in HRM to help fulfil individual career aspirations; • Encourage a professional attitude to the discipline and international business and thereby foster employability or further study.
Course Learning Outcomes	**a) Students will have knowledge and understanding of:** A1 Principles and practice of HRM in the global sphere; A2 The analysis of global HR models; A3 The capabilities required to work at a strategic level in international firms; A4 The importance of integrating human resource strategies with global business strategy. **b) Students will develop their intellectual skills such that they are able to:** B1 Synthesise and evaluate information and data from a variety of sources within the specific field of international human resource management and the wider management subject; B2 Critically analyse and apply a range of concepts, principles and practices within the international human resource management field; B3 Exercise critical judgement in the selection and use of various techniques and methods within the human resource management domain; B4 Provide evidence of competence in data collection and analysis, documenting and reporting research findings with a strategic dimension; B5 Demonstrate problem solving abilities by applying professional ethical frameworks and critiquing strategic options chosen by companies (usually through case studies) in seeking competitive advantage. **c) Students will acquire and develop practical skills such that they are able to:** C1 Plan and manage work (both individually and in teams), effectively manage group projects leading to formal and informal presentation within the subject domain; C2 Communicate and explain, using various mediums, e.g. Moodle/VLE, face to face presentations, in-class discussions or simulations; C3 Produce work (within quality frameworks) involving problem solving and evaluation, drawing on some supporting evidence, typically the coverage of each module and case studies dealt with in seminars; C4 Practically apply knowledge gained. Such applications take the form of critical analysis of case studies in some modules, examination of a critical international HRM issue during group work or simulation of a specific case;

	C5 Identify appropriate practices within a professional and ethical framework and understand the continuing need for professional development as relating to the international HR professional, given continuous changes in the field and the diversity of cultures and environments.
	d) Students will acquire and develop transferrable skills such that they are able to: D1: Use interpersonal and communication skills in a wide range of contexts; D2: Use ICT skills for a variety of purposes and have strategies for when ICT is not available; D3: Practice using ethical frameworks and with an evidence base to justify decisions; D4: Deal with a variety of situations with cultural sensitivity.

C. Teaching and Learning Strategy

Lectures, seminars, case studies and guest speeches by professionals working in the field will be offered throughout the course. Module leaders will also run online discussion boards using Moodle in order to stimulate critical analysis, thinking and contrasting arguments. Module leaders will make use of on-line educational technologies that provide virtual teaching and assessment environments (e.g. Moodle). Intellectual skills (B1) (B2) and (B5) are developed through individual and group tutorial and seminar work and assignments based on subject theory. The more detailed intellectual skills outlined in (B3) and (B4) are developed and encouraged through tutorial discussion, case studies and coursework projects, including the dissertation. Students are expected, as part of the teaching and learning strategy, to be pro-active participants in the development of intellectual skills through discussion and peer presentation and subject reporting. By using small group work, case studies and seminars, students will be encouraged to apply their knowledge and skills in ways that allow transfer to different settings and contexts. Practical skills are normally developed through case studies and simulations. Students are required to demonstrate and provide evidence of practical skills within the international human resource management field in their academic work and by drawing on examples of specific organisations they may be assigned to investigate in groups.

D. Assessment

The assessment strategy in this course comprises of two elements. Firstly, formative assessment relates to activities that provide feedback to students, enable them to develop their thinking further and reflect on their learning. Formative feedback is a key teaching and learning strategy used throughout the course to ensure students engage in a process of continuous learning. Workshop and seminar activities provide the platform for formative assessment where the tutor can engage students in a variety of activities, such as in-class debates, moots and discussions. Such formative feedback can provide students staff with an understanding of the knowledge gained and areas of syllabus needing further reinforcement and delivery. Peer and staff review on a variety of in-class activities can provide formative feedback to students on the development of their knowledge and skills. Formative assessment will be supported by back up material provided on the University's VLE. Formative assessment will allow staff to reflect on student performance and feed forward into future delivery.

Secondly, formative assessment relates to the testing of subject knowledge and understanding, intellectual skills and practical skills through the application to case study, team working and client handling within workshops and seminars. Summative assessment is delivered through a variety of individual and group methods. Individual methods include essays, report writing and literature reviews, oral presentations and reflective writing. Group methods include group consultancy projects, group presentations, and group simulations. The course overall utilises a mixture of individual and group assessment methods. The Capstone Project is flexible in form and enables students to carry out a consultancy project within a business, explore the possibility of new venture creation or produce a

'standard' Capstone Project investigating and finding evidence-based solutions to business challenges. Exams are not utilised in the course since there is no professional body requirement for these and student feedback has indicated that coursework is preferred at a postgraduate level. Each module has one coursework component and the team will map out all deadlines in order to ensure that students have adequate time to prepare for each assessment and effectively manage the overall course workload.

E. Academic Regulations

The University's Academic Regulations apply for this course.

F. Entry Requirements

(i) BA/BSc (Hons) 2:2 (or overseas equivalent) in Business Studies or Social Sciences. For overseas qualification, the NARIC framework is used as reference to determine equivalence.
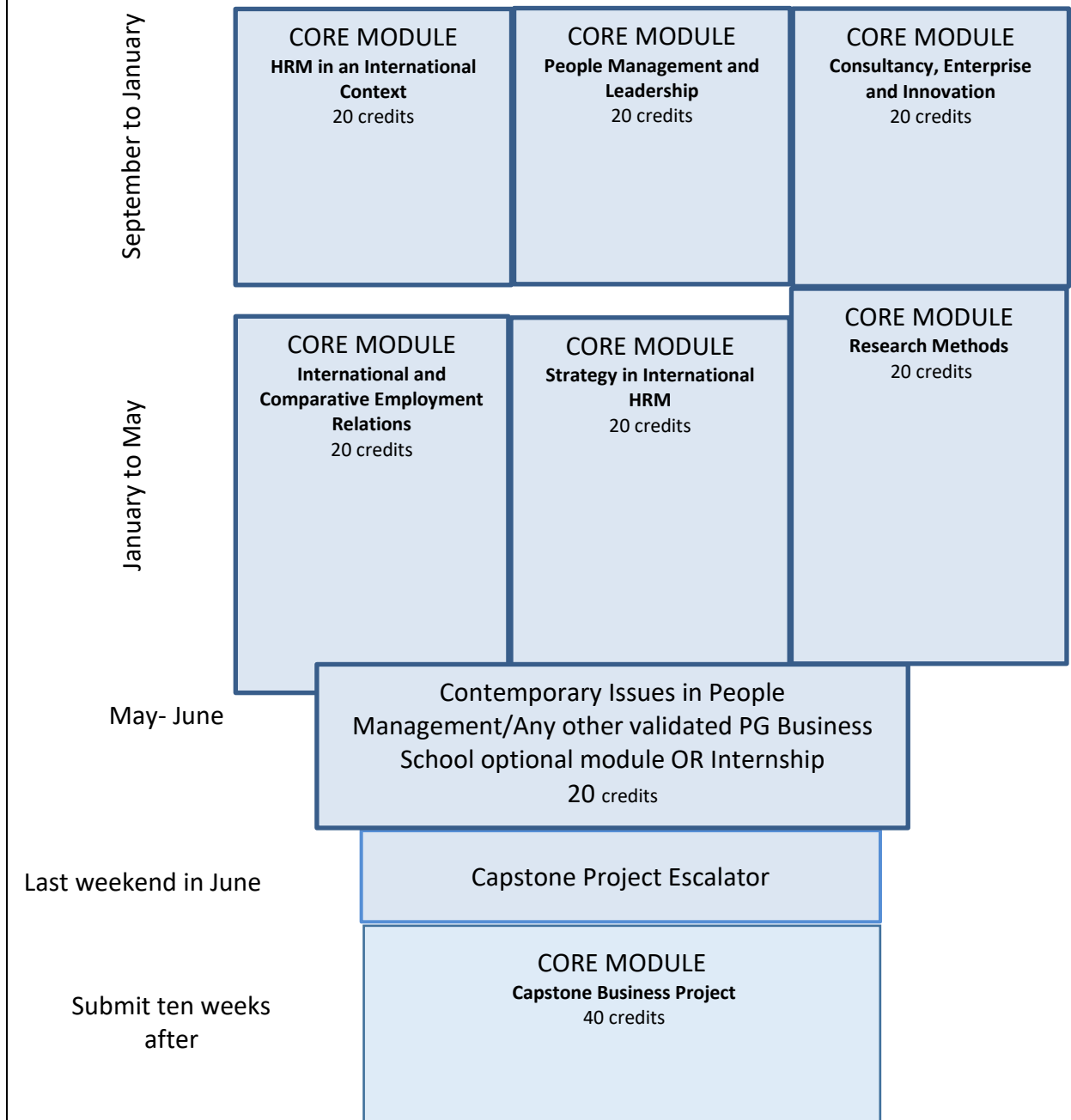
Applicants with other degrees may be considered for admissions if it is deemed that elements of qualifications or experience could enable them to benefit from the course. Additionally, applicants whose first language is not English will need to have passed the IELTS with a minimum of 6.5.

G. Course structure(s)

Course overview

- There are 3 modules to be covered in semester 1 and 3 modules and 1 optional module (or an internship in place of the optional module) in semester 2. However, there is no optional module for the 24 months course as this is replaced with the extended 12 months internship.

- The dissertation/capstone business project module commences in June with a submission date of end August.

MSc International Human Resource Management (12 months FT)

September to January

CORE MODULE HRM in an International Context 20 credits	**CORE MODULE** People Management and Leadership 20 credits	**CORE MODULE** Consultancy, Enterprise and Innovation 20 credits

January to May

CORE MODULE International and Comparative Employment Relations 20 credits	**CORE MODULE** Strategy in International HRM 20 credits	**CORE MODULE** Research Methods 20 credits

May- June

Contemporary Issues in People Management/Any other validated PG Business School optional module OR Internship
20 credits

Last weekend in June

Capstone Project Escalator

Submit ten weeks after

CORE MODULE
Capstone Business Project
40 credits

H. Course Modules

Module Title	Level	Semester	Credit value	Assessment	
HRM in an International Context	7	1	20	Coursework	
People Management and Leadership	7	1	20	Coursework	
Consultancy, Enterprise and Innovation	7	1	20	Coursework	
International and Comparative Employment Relations	7	2	20	Coursework	
Strategy in International HRM	7	2	20	Coursework	
Research Methods	7	2	20	Coursework	
Contemporary Issues in People Management /Any other validated PG Business school optional module	7	2	20	Coursework	
Internship	7	2	20	Coursework	
Capstone Business Project	7	2	40	Coursework	

I. Timetable information

Timetables will depend on the choice of options and will be provided to students about two weeks in advance of each semester.

J. Costs and financial support

Course related costs

- There are no other course-related costs other than the School fees.

Tuition fees/financial support/accommodation and living costs

- Information on tuition fees/financial support can be found by clicking on the following link - http://www.lsbu.ac.uk/courses/undergraduate/fees-and-funding or
- http://www.lsbu.ac.uk/courses/postgraduate/fees-and-funding

- Information on living costs and accommodation can be found by clicking the following link- https://my.lsbu.ac.uk/my/portal/Student-Life-Centre/International-Students/Starting-at-LSBU/#expenses

List of Appendices
Appendix A: Curriculum Map
Appendix B: Personal Development Planning (postgraduate courses)
Appendix C: Terminology

Appendix A: Curriculum Map

This map provides a design aid to help course teams identify where course outcomes are being developed, taught and assessed within the course. It also provides a checklist for quality assurance purposes and may be used in validation, accreditation and external examining processes. Making the learning outcomes explicit will also help students to monitor their own learning and development as the course progresses.

Modules			A1	A2	A3	A4	B1	B2	B3	B4	B5	C1	C2	C3	C4	C5	D1	D2	D3	D4
Level	**Title**	**Code**																		
7	HRM in an International Context	MMP_7_HIC	TDA	TDA	D	D	TDA	TD	TD		TD	TDA	TD	TD			TD	TD		TD
7	People Management and Leadership	MMP_7_MPL	TDA	TDA			TDA	TDA	D		TD		TD	TD	TD	TDA	TD			TDA
7	International and Comparative Employment Relations	MMP_7_ICR	TDA	TDA	TDA	TD	TDA	TDA	TD	TDA		TDA	TD	TDA						TDA
7	Strategy in International HRM	MMP_7_SIH			TDA	TDA	TDA			TDA	TDA			TDA	TDA				D	TDA
7	Research Methods	TBA	TDA						TDA	TDA		TDA							TD	
7	Contemporary Issues in People Management	TBA			TDA			TDA		TDA	TDA			TDA	TDA				D	TD
7	Internship	MMP_7_INT	T						TDA	TDA				TDA		TDA	TDA	TDA	TDA	D
7	Consultancy, Enterprise and Innovation	TBA							TDA	TDA	TDA	TDA		TDA					TDA	
7	Capstone Business Project	MBA_7_CBP	TDA	TDA	TDA	TDA	TDA		TDA	TDA		TDA		TDA	TDA				D	

There is an implicit assumption in modules where outcomes are assessed that the learning outcomes are also being taught or developed.

Appendix B: Personal Development Planning

Personal development planning is a framework which provides the student with the opportunity to identify untapped abilities and thus provide the opportunity to construct a plan that will focus on their specific skill sets and strengths. It is thus a way of bringing out the student's distinct characteristics and strength and develops same to excel in their chosen area of interest. Students are therefore encouraged to reflect on their progress and to think about areas for development and improvement.

The PDP is designed into the modules of the course by means of how the modules are structured and assessed. Additionally, the course supports PDP opportunities as follows:

1) Modules, workshops and resources (through the LRC) to support skills development.
2) Opportunity to meet with your seminar tutor to discuss your progress and development.
3) Case study and group assignments to support employment-based activities and development.
4) Simulations and presentation sessions.
5) Reflective statement from dissertation report.

Many PDP activities also involve close collaborations with the library, learning development and career development service.

Approach to PDP	Level 7
1 Supporting the development and recognition of skills through a personal tutoring system.	Students will be allocated personal tutors who will monitor their development throughout the course, with sign posting to additional support as needed. Personal tutors will support students with any challenges they may face during their journey with LSBU.
2 Supporting the development and recognition of skills in academic modules.	The course Induction lays the foundation for skills development that operates throughout the course. Skills development is evident through the course's specialist IHRM modules which target soft skills development, such as problem solving, presentation and team work, coupled with academic knowledge. Skills relating to more general business acumen is developed through the 'Creativity Enterprise and Innovation' module and the common option modules shared across other postgraduate courses. Support is provided through the residential and extra curricula activities running alongside core academic provision.
3 Supporting the development and recognition of skills through purpose designed modules.	The course has a clear focus on developing research, enterprise and consultancy skills. Skills development in the acquisition, storage, and analysis of information in all its forms is developed in a number of modules, as for example in "Curiosity,

	Creativity and Research", "Research in Action" and the "Capstone Business Project". Enterprise and creativity skills are developed through the 'Creativity Enterprise and Innovation' module while consultancy skills are developed through the 'Management Consultancy in a Global Environment' module.
4 Supporting the development and recognition of skills through research projects and dissertation work.	The study of research methods and the completion of the Capstone Business Project are central to the award of the master's qualification. This will involve students in all aspects of the design and specification of research projects, including methodological choices, data collection and analysis and issues relating to personal and business ethics. Presentation and communication skills are also developed and tested through the research methods modules and the Capstone Project and support for the development of these skills is provided during the residential.
5 Supporting the development and recognition of career management skills.	The course is designed to allow students to bring their own prior experiences into discussion. The use of guest lectures and real case studies will emphasise the practical skills that underpin effective decision-making. The course develops team-working skills and encourages personal reflection and self-organisation, essential for successful dissertation research work. All students have access to the University's central resources for skills development and career planning. Professional body events, such as CIPD and CMI events, enable students to network with the professional community and develop possible career avenues.
6 Supporting the development and recognition of career management skills through work placement or work experience.	The course offers an opportunity for an internship In addition, as previously described, the sharing of prior experiences of students and the use of guest lecturers and live case studies will provide access, at least in part, to the necessary skills and experience required of HR managers in the contemporary workplace.
7 Supporting the development of skills by recognising that they can be cultivated through extra curricula activities.	Students will be made aware of relevant public industry activities taking place outside the University. This would include seminars, talks and presentations at professional body events, conferences etc. Relevant publications available electronically or through the University library will be highlighted to students. In addition, students will have access to the School's extensive programme of extra-curricular activities that includes the Research Today! seminar series, the opportunity to apply for work in the Business Solutions Centre etc.

8 Supporting the development of skills and attitudes as a basis for continuing professional development.	The course has opportunities for students to participate in all seminars, business talks, symposiums and conferences organised by the School of Business in collaboration with relevant professional bodies, such as the CIPD and the CMI.
9 Other approaches to personal development planning.	To support personal development, all students have access to the university's central learning resources, which provide services relating to Library, IT Support, Skills for Learning, Student Advice, and Employability and Careers.
10 The means by which self-reflection, evaluation and planned development is supported e.g. electronic or paper-based learning log or diary.	Self-reflection is embedded throughout the course both in modules (for example in the 'Creativity, Enterprise and Innovation', 'People Management and Leadership', 'International and Comparative Employment Relations', 'Contemporary Issues in HRM' modules), within the Residential and through the development and execution of the Capstone Business Project.

Appendix C: Terminology

awarding body	a UK higher education provider (typically a university) with the power to award higher education qualifications such as degrees
bursary	a financial award made to students to support their studies; sometimes used interchangeably with 'scholarship'
collaborative provision	a formal arrangement between a degree-awarding body and a partner organisation, allowing for the latter to provide higher education on behalf of the former
compulsory module	a module that students are required to take
contact hours	the time allocated to direct contact between a student and a member of staff through, for example, timetabled lectures, seminars and tutorials
coursework	student work that contributes towards the final result but is not assessed by written examination
current students	students enrolled on a course who have not yet completed their studies or been awarded their qualification
delivery organisation	an organisation that delivers learning opportunities on behalf of a degree-awarding body
distance-learning course	a course of study that does not involve face-to-face contact between students and tutors

extracurricular	activities undertaken by students outside their studies
feedback (on assessment)	advice to students following their completion of a piece of assessed or examined work
formative assessment	a type of assessment designed to help students learn more effectively, to progress in their studies and to prepare for summative assessment; formative assessment does not contribute to the final mark, grade or class of degree awarded to students
higher education provider	organisations that deliver higher education
independent learning	learning that occurs outside the classroom that might include preparation for scheduled sessions, follow-up work, wider reading or practice, completion of
intensity of study	the time taken to complete a part-time course compared to the equivalent full-time version: for example, half-time study would equate to 0.5 intensity of study
lecture	a presentation or talk on a particular topic; in general lectures involve larger groups of students than seminars and tutorials
learning zone	a flexible student space that supports independent and social earning
material information	information students need to make an informed decision, such as about what and where to study
mode of study	different ways of studying, such as full-time, part-time, e-learning or work-based learning
modular course	a course delivered using modules
module	a self-contained, formally structured unit of study, with a coherent and explicit set of learning outcomes and assessment criteria; some providers use the word 'course' or 'course unit' to refer to individual modules
national teaching fellowship	a national award for individuals who have made an outstanding impact on student learning and the teaching profession
navigability (of websites)	the ease with which users can obtain the information they require from a website
optional module	a module or course unit that students choose to take
performance (examinations)	a type of examination used in performance- based subjects such as drama and music
professional body	an organisation that oversees the activities of a particular profession and represents the interests of its members
prospective student	those applying or considering applying for any programme, at any level and employing any mode of study, with a higher education provider

regulated course	a course that is regulated by a regulatory body
regulatory body	an organisation recognised by government as being responsible for the regulation or approval of a particular range of issues and activities
scholarship	a type of bursary that recognises academic achievement and potential, and which is sometimes used interchangeably with 'bursary'
semester	either of the parts of an academic year that is divided into two for purposes of teaching and assessment (in contrast to division into terms)
seminar	seminars generally involve smaller numbers than lectures and enable students to engage in discussion of a particular topic and/or to explore it in more detail than might be covered in a lecture
summative assessment	formal assessment of students' work, contributing to the final result
term	any of the parts of an academic year that is divided into three or more for purposes of teaching and assessment (in contrast to division into semesters)
total study time	the total time required to study a module, unit or course, including all class contact, independent learning, revision and assessment
tutorial	one-to-one or small group supervision, feedback or detailed discussion on a particular topic or project
work/study placement	a planned period of experience outside the institution (for example, in a workplace or at another higher education institution) to help students develop particular skills, knowledge or understanding as part of their course
workload	see 'total study time'
written examination	a question or set of questions relating to a particular area of study to which candidates write answers usually (but not always) under timed conditions