

Course Specification

A. Course Information				
Final award title(s)	MSc Human Resource Development Post Graduate Diploma Human Resource Development MSc Human Resource Development (Top-Up)			
Intermediate exit award title(s)	Post Graduate Certificate in Human Resource Management/Development			
UCAS Code	Not applicable	Course Code(s)	MSc 5746 PG Dip 5747 Top Up 5748	
Awarding Institution	London South Bank University			
School	<input type="checkbox"/> ASC <input type="checkbox"/> ACI <input type="checkbox"/> BEA <input checked="" type="checkbox"/> BUS <input type="checkbox"/> ENG <input type="checkbox"/> HSC <input type="checkbox"/> LSS			
Division	Management Marketing and People			
Course Director	Fiona Wheeler			
Delivery site(s) for course(s)	<input checked="" type="checkbox"/> Southwark <input type="checkbox"/> Havering <input checked="" type="checkbox"/> Croydon <input checked="" type="checkbox"/> Other: LSBU Enterprises			
Mode(s) of delivery	<input type="checkbox"/> Full time <input checked="" type="checkbox"/> Part time <input type="checkbox"/> other please specify			
Length of course/start and finish dates	Mode	Length years	Start - month	Finish - month
	Full time	N/A		
	Full time with placement/ sandwich year	N/A		
	Part time MSc	24 months	September	September
	Part time PG Dip	18 months	September	January
	Part time top up	9 months	January	September
	Part time with Placement/ sandwich year	N/A		
Is this course suitable for students on a Student Sponsored visa?	No			
Approval dates:	Course(s) validation date	March 2021		
	Course specification last updated and signed off	Dec 2021		

Professional, Statutory & Regulatory Body accreditation	Chartered Institute of Personnel and Development - CIPD	
Link to Institute of Apprenticeship (IoA) Assessment Plan (Apprenticeship only)	N/A	
Reference points:	Internal	Corporate Strategy 2020 - 2025 Academic Quality and Enhancement Manual School Strategy LSBU Academic Regulations
	External	QAA The UK Quality Code for Higher Education 2018 Framework for Higher Education Qualifications Subject Benchmark Statements 2015 Chartered Institute of Personnel and Development 2020 Competitions and Markets Authority SEEC Level Descriptors 2016 OfS Guidance
B. Course Aims and Features		
Distinctive features of course	The MSc Human Resource Development is a part time programme designed for learning and development professionals working within the context of human resource management/development and the allied professions, seeking personal or career development. The course offers students the opportunity to study a broad range of practitioner-based subjects to ensure that they can operate at strategic level within an organisation. The course is also suitable for professionals working at a senior management level where they have responsibilities for staff development and people management. The course is accredited by the CIPD and will ensure that on completion professionals will achieve associate membership status from which they can upgrade to full membership status within a year of completing their course.	
Course Aims	<p>The MSc Human Resource Development aims to enhance the professional capability of the people practitioner within an organisation to be able advise and make considered decisions at both operational and strategic level.</p> <ul style="list-style-type: none"> • Develop the ability to define and expand existing knowledge and techniques, evaluate, and apply conceptual and analytical frameworks to the understanding of the theory and practice of strategic human resource management. • Develop the ability to practise appropriate HRD skills and professional judgement in a variety of organisational settings and particularly in the individual student's employing organisation(s). • Facilitate an appreciation of the increasingly strategic and international context of the human resource development. • Provide students with the opportunity to develop independent thought and critical reflection. 	

	<ul style="list-style-type: none"> • Develop a problem-solving approach to human resource issues involving an appreciation of the significant and appropriate research and work planning methods. • Develop credibility within an organisation by demonstrating the ability to analyse the impact that change will have on an organisation and make key recommendations that are substantiated. • Work effectively within a team and virtual team environment to build rapport and develop influencing skills. • Demonstrate student capability for carrying out and critically evaluating their own research and demonstrate an awareness of ethical dilemmas likely to arise in research and practice. • Provide students with an opportunity to review and reflect upon their own personal (and others') knowledge and practice to improve their own (and others') action and self-directed learning • Display work-planning and progressing skills in a project management context, making recommendations to the employing organisation(s) or employment sector in a format, which can be implemented and defended. • Integrate different elements of the programme, select appropriate research methodology and theoretical perspectives to investigate a research problem providing students with the opportunity to produce a dissertation.
<p>Course Learning Outcomes</p>	<p>a) At the end of the course students will have knowledge and understanding to be able to:</p> <p>A1- Identify key trends in human resource development that will impact on the organisation from a strategic perspective. A2- Analyse theoretical and practitioner based concepts that can be utilised to analyse current issues within an organisation. A3- Investigate the links between people development and improved organisational performance and employee engagement within organisations. A4 – Examine the role of organisational culture and leadership in engaging employees. A5 – Critically evaluate the processes by which human resource development strategy is incorporated into policies and practices. A6 – Develop equality, diversity, and inclusion as an intrinsic feature of human resource development.</p> <p>b) Students will develop their intellectual skills such that they are able to:</p> <p>B1- Evaluate current human resource development data both internally and externally as a basis for strategic decision making. B2- Develop the use of data analytics to use a basis for making key recommendations within an organisation. B3- Demonstrate problem solving abilities by applying professional ethical frameworks and critique of strategic options chosen by organisations.</p>

	<p>B4 – Consider the various options available when developing employees in an organisation.</p> <p>c) Students will acquire and develop practical skills such that they are able to: C1- Analyse data within an organisation using current techniques and technology to enhance the process. C2- Communicate and present information in a credible manner to senior management within an organisation. C3- Ensure that they have researched and analysed issues to a suitable depth and being able to draw on experience when making recommendations. C4 – Reflect on their current knowledge and skills and consider areas for development.</p> <p>d) Students will acquire and develop transferrable skills such that they are able to: D1- Practice the need to be able to communicate to a wide variety of individuals in an organisation whilst maintaining confidentiality. D2: Use technology to enhance and develop ways of working both individually and within teams. D3: Manage their decision making in an ethical and appropriate manner whilst working in practice. D4: Adapt the learning that they have assimilated across the various modules in ways that bring value to their organisations.</p>
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C. Teaching and Learning Strategy

The Teaching and learning strategy aims to give students a flexible approach to learning with interactive workshops, online activities and practitioner-based sessions. Classes are provided in 4 hour slots in the afternoon/evening and take place twice a week. Students are encouraged to work in groups and individually, ideally using information from an organisation of their choice. The emphasis is to ensure that students develop a critical viewpoint of both their organisation’s and other sectors practice in order to be able to transfer the strategic HRD related skills to the workplace. Each session is comprised of a two hour lecture followed by a two hour interactive seminar with activities and groupwork. There onsite workshops included in Resource and Talent management AND Research Methods.

D. Assessment

For each of the modules there are a variety of formative and summative assessments and these are based methods ranging from individual work, group work, discussions, mini case studies and role play situations. The course has formal summative assessment which are both individual coursework and groupwork. The information on each of the formal summative assessments is found in the Module guides and on Moodle.

E. Academic Regulations

The University’s Academic Regulations apply for this course. In terms of the MSc HRD and Post Graduate Diploma HRD these courses are accredited by the CIPD for Programme approval and students will not be able to have any part of the course compensated or condoned if they require the CIPD professional membership outcome. If the student

wishes to waive their CIPD professional membership outcome the University does still have the right to award a degree with compensated or condoned passes.

Please note that the MSc Human Resource Management (Top-Up) and MSc Human Resource Development (Top-Up) are University only awards and are not accredited by the CIPD as students will already have CIPD Associate Membership or similar before they can be accepted onto the programme.

F. Entry Requirements

To be considered for entry to the course(s) applicants will be required to have the following qualifications:

A first degree (minimum 2.2) or equivalent and normally be required to have at least one year's post graduate work experience.

Non-Standard Entry: Where there is a minimum of 2 years work experience but no first degree. applicant must complete a 1,500 word report on an organisational HR issue, provide an extended personal statement and supply two supporting references confirming suitability for entry to a postgraduate programme.

APEL is possible, within the normal rules and regulations of LSBU, but special PSRB rules apply that require APEL applicants to have successfully completed comparative 20 credit module(s) from a CIPD approved level 7 course.

MScHRM/D (Top-Up): Applicants who have already studied and achieved their Level 7 Advanced Diploma in HRM or Post graduate Diploma in HRM can apply for entry to the top up as long as they have evidence of 120 credits at Level 7. In order to achieve the top up applicants will need to study 3 modules, Research Methods and the Capstone project which will give them the extra 60 credits that take them up to the 180 credits required for an MScHRM.

G. Course structure(s)

MSc Human Resource Development – Part time

	Semester 1		Semester 2	
Year 1	Contextualising Human Resource management and Human Resource development	20	Managing Employee Relations: A Contemporary Lens	20
	Resource and Talent Management	20	Managing Reward or Mentoring & Coaching	20
Year 2	Individual and Organisational Development	20	Research Methods	20
	Strategic Human Resource management & Development	20	Capstone Business Project	40

Postgraduate Diploma Human Resource Development – Part time

	Semester 1		Semester 2	
Year 1	Contextualising Human Resource management and Human Resource development	20	Managing Employee Relations: A Contemporary Lens	20
	Resource and Talent Management	20	Managing Reward or Mentoring & Coaching	20
Year 2	Individual and Organisational Development	20		
	Strategic Human Resource Management & Development	20		

MSc Human Resource Development (Top-Up) Part time

	Semester 1		Semester 2	
Year 1				
Year 2			Research Methods	20
			Capstone Business Project	40

Placements information

Not Applicable

H. Course Modules

Module Code	Module Title	Level	Semester	Credit value	Assessment
	Contextualising Human resource management and human resource development	7	1 - Core	20	Coursework 100%
	Resource and Talent Management	7	1 - Core	20	Coursework 100%
	Managing Employee Relations: A Contemporary Lens	7	2 - Core	20	Coursework 100%
	Managing Reward	7	2 - Option	20	Coursework 100%
	Mentoring & Coaching	7	2 - Option	20	Coursework 100%
	Strategic Human Resource management & Development	7	1 - Core	20	Coursework 100%
	Individual and Organizational Development	7	1 – Core for Human Resource Development pathway	20	Coursework 100%
	Research Methods	7	2 – Core for MScHRM/D	20	Coursework 100%
	Capstone Business Project	7	2 – Core for MScHRM/D	40	Coursework 100%

I. Timetable information

- Students will be offered the option to study on either an afternoon/evening combination or 2 evenings per week for a total of 8 hours per week.

J. Costs and financial support

Course related costs

- Membership fees for the CIPD as a student member.

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>

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- 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			Course outcomes																	
Level	Title	Code	A1	A2	A3	A4	A5	A6	B1	B2	B3	B4	C1	C2	C3	C4	D1	D2	D3	D4
7	Contextualising Human resource management and human resource development		TDA	TDA		D	TD	TD	TDA	A	TD		D	D	TA	D	D	TD	D	
7	Resource and Talent Management		TDA	TDA	TD	D	TA	TDA	D A	DA	D	D	TD	D	TA	DA	D	D	DA	D
7	Managing Employee Relations: A Contemporary Lens		TDA	TDA	TDA	TDA	TDA	TDA	D	TD	D	D	D	TD	D	TD	TDA		TD	TDA
7	Managing Reward		TDA	TDA	TD		TDA	D	TDA	TD	D		D	TDA	TDA	D	D	D	DA	TDA
7	Mentoring & Coaching		TD	D		D	D	TD			D	TDA		TD	TDA	TDA	D		D	TD
7	Strategic Human Resource Management & Development		TDA	TDA		D	D	TD	TDA	TD	T	D	DA	DA	DA	A	A	D	DA	D
7	Individual and Organizational Development		TDA	TDA	D	DA	D	D	TDA		D	TDA		DA	DA	TDA	D	D	D	TDA
7	Research Methods		TDA	D	TDA	D	D	TD	TD	TD	TDA		TDA	TD	TDA	TDA	D	D	TDA	TD
7	Capstone Business Project		DA	DA	D	D	DA	D	DA	DA	D A	D	DA	D	DA	DA	D	D	DA	D A

Appendix B: Personal Development Planning

Appendix B:

Personal Development Planning (PDP) is a structured process by which an individual reflects upon their own learning, performance and/or achievement and identifies ways in which they might improve themselves academically and more broadly. Course teams are asked to indicate where/how in the course/across the modules this process is supported.

Approach to PDP	Level 7
1 Supporting the development and recognition of skills through the personal tutor 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/modules.	The course Induction lays the foundation for skills development that operates throughout the course. Skills development is evident through the course's specialist HRM/D modules which target soft skills development, such as problem solving, presentation and team work, coupled with academic knowledge. Skills relating to more general business and people management acumen is developed through a range of modules including Resource and Talent Management and the option modules which focus on practices. 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/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 "Research Methods" and the "Capstone Business Project".
4 Supporting the development and recognition of skills through research projects and dissertations 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 events, enable students to network with the professional community and develop possible career avenues. Additionally students will be required to complete a development plan in both Resource and Talent Management and/or Individual and Organisational Learning and Development
6 Supporting the development and recognition of career management skills through work placements or work experience.	N/A
7 Supporting the development of skills by recognising that they can be developed 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. There are established links made via the CIPD South London Branch for Continuing and Professional Development sessions.
8 Supporting the development of the 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.
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 Resource and Talent Management, Contextualising HRM/D Individual and Organisational Learning and Development and Managing Coaching and Mentoring), also within the one-day Residential and through the development and execution of the Capstone Business Project.

Appendix C: Terminology

[Please provide a selection of definitions according to your own course and context to help prospective students who may not be familiar with terms used in higher education. Some examples are listed below]

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 assessment tasks, or revision
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 learning
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