



## Programme Specification

A statement of the knowledge, understanding and skills that underpin a taught programme of study leading to an award from  
The University of Sheffield

1	<b>Programme Title</b>	Human Resource Management with CIPD Pathway
2	<b>Programme Code</b>	MGTT67
3	<b>JACS Code</b>	N600
4	<b>Level of Study</b>	Postgraduate
5a	<b>Final Qualification</b>	Master of Science (MSc)
5b	<b>Position in the QAA Framework for Higher Education Qualifications</b>	Masters
6a	<b>Intermediate Qualification(s)</b>	Postgraduate Certificate (PG Cert), Postgraduate Diploma (PG Dip)
6b	<b>Position in the QAA Framework for Higher Education Qualifications</b>	Certificate, Diploma
7	<b>Teaching Institution (if not Sheffield)</b>	Not applicable
8	<b>Faculty</b>	Social Sciences
9	<b>Department</b>	Management School
10	<b>Other Department(s) involved in teaching the programme</b>	Institute of Work Psychology
11	<b>Mode(s) of Attendance</b>	Full-time
12	<b>Duration of the Programme</b>	1 year
13	<b>Accrediting Professional or Statutory Body</b>	In the next two years, after the commencement of the course, it is intended that we will seek CIPD accreditation for the course. The programme needs to have been run successfully prior to any application for accreditation since the CIPD will not recognize courses <i>ab initio</i> .
14	<b>Date of production/revision</b>	October 2006, Revised February 2017, November 2023, April 2024

### 15. Background to the programme and subject area

Contemporary organizations exist in increasingly turbulent, uncertain, competitive and globalized environments. In response, new organizational forms have arisen to meet the challenges arising from the need to manage people in an environment characterized by continuous change and the organizational need for people to accomplish high levels of job performance. Simultaneously we are witnessing the development of many new forms of work, with e-commerce, teleworking and virtual working becoming common place. One result of these processes is that the demands of the workplace have changed in that they require: HRM managers to have specialist knowledge/skills; an understanding of how organisations are structured and financially managed; an understanding of how organizations strategically respond to developments and challenges in their environments; an understanding of the varying international contexts in which HRM may operate. Such demands therefore require HRM specialists to comprehend the international, strategic, financial and organizational contexts in which HRM continues to evolve. They also provide the opportunity for HRM professionals to contribute to strategic management processes within their organizations and provide an expert support service to other managers as certain HRM functions get devolved.

The Programme is a 'Type 2 Masters' Award' (QAAHE, 2002, 'Masters Awards in Business and Management') designed primarily for non-business graduates who are seeking to add an understanding of Human Resource Management theory and practice to their existing qualifications. It is also for students from a business background wishing to add a research-informed, specialist, postgraduate degree to their undergraduate degree.

Generally, there is a growing recognition of the usefulness of post-graduate qualifications in management and business. This is reflected in an increasing demand for post-graduate education in business-related subjects in the U.K. (British Council, 2005, Presentation to the Committee of Heads of Accounting Conference). The programme will provide an excellent grounding in Human Resource Management for students prior to moving into full-time employment or continuing onto further studies in higher education.

There is an array of HRM course provided by local, regional and national competitors. Some of these courses have CIPD accreditation – others do not. Whilst many of these courses are quite similar in terms of content, especially

when they meet CIPD external accreditation, the course proposed here is differentiated in much of the marketplace by being both research-led and practitioner-focused. Its combination of international, financial, strategic and organizational elements in an integrated fashion further differentiates it in the marketplace.

The status of Sheffield University as a Russell Group University adds further kudos to the course.

Further information about the Management School is available on our website at <http://www.shef.ac.uk/management>.

## 16. Programme aims

1. Our students will be employable professional graduates.
2. Our students will have contextually relevant critical thinking skills.
3. Our students will be socially responsible professionals in Human Resource Management.
4. Our graduates have advanced knowledge in Human Resource Management and the ability to apply this knowledge in an effective manner.

## 17. Programme learning outcomes

### Knowledge and understanding: students will

<b>K1</b>	Attain advanced knowledge of theory and concepts in Human Resource Management.
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<b>K2</b>	Create solutions using theories and concepts in Human Resource Management.
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### Skills and other attributes: students will be able to:

<b>S1</b>	Demonstrate advanced written communication skills for different purposes and audiences.
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<b>S2</b>	Deliver persuasive oral presentations for different purposes and audiences.
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<b>S3</b>	Recommend evidence-based management solutions to complex/wider contexts.
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<b>S4</b>	Critically analyse complex management practices.
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<b>S5</b>	Critically synthesise relevant theoretical concepts.
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<b>S6</b>	Integrate social responsibility concepts into management practices.
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## 18. Teaching, learning and assessment

### Development of the learning outcomes is promoted through the following teaching and learning methods:

**Lectures** are used to communicate subject-specific knowledge and understanding, to guide the general direction of students' engagement with each subject to develop analytical skills and to stimulate critical reflection.

The provision of **web sites** and **handouts** embodies questions, activities, and case-studies to enhance understanding through exercises and illustrations and to promote critical reflection by students of the linkages between management theory and practice.

**Seminars** enable students to develop their understanding of the subject matter through discussion of review questions and the analysis of case studies based upon real organisational challenges. Students also prepare presentations on their case study analysis to develop communication and other transferable skills.

**Group work** allows students to develop transferable skills and understanding by debate and collaborative working.

Tutor and self-directed **private study** and preparation for tutorials and assessment is a significant component of each student's personal development.

**Tutorials** are used to respond to students' enquiries, to provide feedback on progress and to promote reflection and analysis. Students have one-to-one supervision to help them prepare their dissertation (S5). Students have one-to-one communication through the use of face-to-face meetings, email and telephone contact.

**Opportunities to demonstrate achievement of the learning outcomes are provided through the following assessment methods:**

**Examinations** are used to test knowledge and understanding of the theory and practice of HRM.

**Essays and reports** are used to test knowledge and understanding and skills.

A reflective personal **logbook/portfolio** is used to analyse and evaluate the development of professional skills relevant to HRM praxis as well as identify remedial strategies through the elucidation of a personal development plan.

Case analysis **presentations** are used to test skills S1 to S4 and relevant knowledge and understanding.

The dissertation is used to test S5.

## 19. Reference points

**The learning outcomes have been developed to reflect the following points of reference:**

The Management School Learning and Teaching Strategy.

Subject Benchmark Statements

<https://www.qaa.ac.uk/quality-code/subject-benchmark-statements>

Framework for Higher Education Qualifications (2014)

<https://www.qaa.ac.uk/docs/qaa/quality-code/qualifications-frameworks.pdf>

University Vision and Strategic Plan

<https://www.sheffield.ac.uk/vision>

The Masters' level qualification descriptor within the QAA Framework for Higher Education Qualifications.

CIPD professional standards.

## 20. Programme structure and regulations

The programme for the MSc in HRM has 135 credits of core taught modules. This includes the taught research methods module (15 credits) which is the preparatory part of the dissertation (45 credits). Students may only proceed to the dissertation with the permission of the Board of Examiners: the Board will need to be satisfied, based on the results of the taught part of the programme, that a student has a good chance of completing a satisfactory dissertation.

The need to meet accreditation requirements limits the subject choice which can be offered, but it is hoped to provide elements of flexibility within modules.

Detailed information about the structure of programmes, regulations concerning assessment and progression and descriptions of individual modules are published in the University Calendar available on-line at [www.shef.ac.uk/calendar](http://www.shef.ac.uk/calendar)

## 21. Student development over the course of study

The first semester is devoted to developing the professional skills and knowledge bases relevant to HRM organizational practice and core sub-disciplines (e.g. organization behaviour, employee resourcing, employee relations, accounting and financial management).

The second semester covers Strategic Management, so as to enable students to integrate the knowledge and skills acquired in the first semester, and to develop a deeper level of skill in analysing HRM problems and issues in their strategic context. This strategic theme is further developed through the module on Employee Performance Management, where the focus is upon strategy implementation with reference to varying modalities of control and the behavioural implications, and the module on Employee and Organizational Development where the focus includes the developmental implications of strategic change. Simultaneously students' understanding of HRM is broadened out to various international contexts by the module on International Human Resource Studies.

The dissertation enables students to demonstrate their ability to undertake a sustained empirical investigation of an HRM problem or issue, drawing on relevant aspects of the knowledge, understanding and skills gained in the earlier stages. This is facilitated by the taught module 'Research Methods' which enables students to think carefully about and plan their dissertation. The output of the module is a detailed dissertation proposal which allows a student to explore a focussed HRM issue and/or problem in greater depth with reference to identifying an appropriate and viable methodology.

## 22. Criteria for admission to the programme

The normal entry requirements will be the holding of an honours' degree from an Approved Institution. Non-graduates who hold a professional qualification in management that is deemed to be equivalent to the holding of an honours degree from an Approved Institution may be admitted to the programme after being considered individually by the Head of Department.

Applicants whose first language is not English will also be required to provide an International English Language Test Score (IELTS) of at least 7.0 with a minimum in any of the four categories of 6.0.

## 23. Additional information

None

This specification represents a concise statement about the main features of the programme and should be considered alongside other sources of information provided by the teaching department(s) and the University. In addition to programme specific information, further information about studying at The University of Sheffield can be accessed via our Student Services web site at [www.shef.ac.uk/ssid](http://www.shef.ac.uk/ssid).