GLASGOW CALEDONIAN UNIVERSITY
Programme Specification Pro-forma (PSP)

1.	GENERAL INFORMATION	
1.	**Programme Title:**	Master of Science in Human Resource Management
2.	**Final Award:**	Master of Science in Human Resource Management
3.	**Exit Awards:**	Post Graduate Diploma in Human Resource Management
		Post Graduate Certificate in Human Resource Management
4.	**Awarding Body:**	Glasgow Caledonian University
5.	**Period of Approval:**	September 2023 to September 2028
6.	**School:**	Glasgow School for Business & Society
7.	**Host Department:**	Management and HRM
8.	**UCAS Code:**	
9.	**PSB Involvement:**	*Chartered Institute of Personnel and Development; Society for Human Resource Management*
10.	**Place of Delivery:**	Any GCU Campus
		Online/Distance Learning subject to availability
11.	**Subject Benchmark Statement:**	QAA Subject Benchmark Statement: Master's Degrees in Business and Management
12.	**Dates of PSP Preparation/Revision:**	November 2022

2.   EDUCATIONAL AIMS OF THE PROGRAMME

The MSc HRM FT/PT aims to provide a robust, academic and functionally relevant framework to deliver academic awards to support the career preparedness and/or continuing development of those aspiring to hold, or who are currently holding, operational, strategic, generalist or specialist roles in Human Resource Management, Human Resource Development, the people profession, people management or organisational leadership. This Chartered Institute of Personnel and Development (CIPD) accredited (with mutual recognition from the Australian HR Institute) and Society for Human Resource Management (SHRM) curriculum-recognised programme is designed to meet the growing needs of people professionals who require international perspectives and global mind-sets within a strong ethical and professional identity. Accordingly, the MSc HRM develops students' knowledge, skills and competencies in relation to the people profession in culturally diverse settings both in the U.K. and in globalised environments, but also has particular relevance for those who require to apply knowledge of U.K. employment legislation and U.K. employment relations climates in their professional careers, elements which are key employer requirements in the U.K. labour market.

The programme is designed to help students develop the GCU Common Attributes of: Active Global Citizenship; Entrepreneurial Mind-Set; Systems Thinking; Responsible Leadership; Resilience, Compassion and Empathy; and Confidence. In line with Glasgow School for Business and Society's (GSBS) commitment to the Common Good, the United Nation's 'Principles for Responsible Management Education' (PRME) and Sustainable Development Goals, the programme's curriculum also emphasises: the ethical treatment and management of employees; the reduction of inequalities; good health and wellbeing in the workplace; corporate social responsibility; quality education and responsible employee development; decent work and economic growth; and peace, justice and strong institutions.

The programme delivers a contemporary and exciting curriculum within an encouraging, supportive and inclusive learning environment to facilitate student engagement and the maximisation of individual learning and development. With a coverage of both generalised and specialist knowledge, support for academic development, a balanced structure of study including self-managed learning, and a variety of assessment

modes, skills assessments and personal competency development, the programme's curriculum is purposefully designed to optimise the top baseline and specialised knowledge as well as the skills graduate employers in the people profession are looking for.

Accordingly, the MSc HRM aims to:

1. Develop students' critical appreciation and evaluation of theory in relation to core and specialist HRM areas, requiring demonstration of an enquiring and analytical approach;

2. Develop student's ability to apply theory to HRM strategies, policies and practices in dynamic local and global contexts;

3. Develop key skills, competencies and behaviours to positively impact others, the organization and society, and facilitate their own career advancement in people management through the development of a personal and professional identity as underpinned by GCU Common Good Attributes;

4. Enable students to utilize both knowledge and skills to develop the capability for creative thinking and innovative problem solving to enhance organisational performance whilst addressing local and global, social and economic challenges through the ethical and responsible management of people;

5. Develop students' knowledge and critical appreciation of HR strategies and practices to prepare them to successfully manage and lead people in culturally diverse employment settings, both in the UK and in globalised environments, with particular emphasis on applied knowledge of current U.K. employment legislation and contemporary employment relations issues pertinent for people management careers in the U.K. labour market.

3.   INTENDED LEARNING OUTCOMES

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills, qualities and other attributes in the following areas:

3A   Knowledge and understanding;
A1   Comprehensive theoretical and research-based grounding in contemporary Human Resource Management (HRM) and Human Resource Development (HRD) as applied to a range of local and international organisational contexts
A2   Critical awareness of the impact of globalisation, international affairs, and internationalisation on organisational environments and people management
A3   Critical understanding of the behaviour of individuals and groups in diverse organisational settings
A4   Critical awareness of the contribution effective human resource management makes to sustainable organisational performance and people outcomes
A5   Critical awareness of multi-level and stakeholder perspectives on key HRM and HRD issues
A6   Comprehensive knowledge of the use of people and financial data to provide insights into people issues within organisations
A7   Advanced knowledge and critical understanding of the value and design of research and enquiry
A8   Comprehensive appreciation of the CIPD Professional Map and how it links to reflective practice and professional identity development
A9   Knowledge of current and future U.K. and international legal regulation which impacts the employment relationship and the implications for people management policies and practices at work
A10   Knowledge and understanding of the U.K. employment relations climate and contemporary issues, strategies, policies and practices which support the employee experience

3B   Practice: Applied knowledge, skills and understanding;
B1   Responsible and ethical people management and leadership of diverse and multicultural workplaces within the global economy
B2   Professionalism in designing and/or critically evaluating HRM strategies, policies and practices and their impact on organisations and people
B3   Consultancy skills applied to HRM strategies, policies and practices; providing advice and guidance to managers

B4   Interviewing skills
B5   Coaching / mentoring / career counselling / training skills
B6   National and international, internal and external environmental diagnostic and analysis skills
B7   Business acumen, commercial awareness and the ability to identify organisational opportunities for change or growth
B8   Application of the use of people and financial data to guide decision-making
B9   Managing risk, change, uncertainty and ambiguity in the application of HRM strategy, policy and practice in dynamic and disruptive environments
B10   Application of the CIPD Professional Map to personal reflective practice, professional identity, and continuing professional and career development
B11   Ability to evaluate legal risks in the management of people in organisations and persuasively argue for the effective application of U.K. employment law to the development of policy, practice and decision making
B12   Ability to apply knowledge and understanding of the U.K. employment relations climate to successfully manage and positively enhance the employee experience

3C   Generic cognitive skills;
C1   Research skills: responsible retrieval, evaluation and interpretation of sources/data
C2   Ability to critically review and synthesise relevant sources to extend knowledge and thinking on a required topic area
C3   Critical thinking, discussion and evaluation skills
C4   Ability to apply a disciplined approach to comprehensive evidence-based analysis, with attention to detail
C5   Sophisticated diagnostic and problem solving skills
C6   Creativity, original thinking and agility in decision-making with considerations of people and organisational implications

3D   Communication, numeracy and ICT skills
D1   Effective and selective use of communication methods, MS Office and/or digital technologies to present ideas in a range of contexts
D2   Professionalism in the use of a range of oral communications techniques when articulating ideas and concepts
D3   Effective written communication: report, essay, project and/or reflective writing skills
D4   Numeracy, quantitative and MS Excel skills in manipulating, analysing and interpreting financial and statistical data
D5   Presentation skills including verbal and written communication in a variety of formats
D6   Interpersonal communication skills including questioning and listening, influencing and persuading, advising others and giving feedback

3E   Autonomy, accountability and working with others.
E1   Personal ability to apply the UN Sustainable Development Goals, ethical decision making and responsible leadership to one's own professional practice as well as people management strategies and practices in the workplace, and make a positive difference
E2   Self-awareness, self-knowledge, self-evaluation and self-management; continuing personal, career and professional identity development
E3   Self-efficacy, confidence and taking ownership; self-reliance, independent learning and working; personally reflecting and acting on constructive feedback
E4   Self-discipline, time management, planning and organisation skills
E5   Interpersonal and group working competencies including emotional intelligence, relationship building, regard for others, negotiation and conflict resolution
E6   Adaptability, resilience and openness to change

Programme Learning & Teaching, Assessment and Feedback:

Student Support for Learning

Support for learning is essential to enable a constructive, facilitative and safe learning experience. Prioritised on the MSc HRM, the level and nature of student support provided is a recognised strength of the

programme. IPASS, the programme's extended induction programme delivered over 6 weeks in the first trimester of study, aims to orient students to the key requirements of UK based Master's level education. The curriculum encompasses critical thinking, academic writing, citation and referencing, searching for and evaluating library sources, using Turn-it-in and avoiding the risk of plagiarism, employability and CV building, and giving and receiving feedback. This is supplemented by additional programme level critical thinking and academic writing support at key points on the learning journey. Moreover, students also benefit from module level support provided, and continued opportunities to access individual support from GCU's specialist support departments, in particular, the Learning Development Centre (LDC) and the Library. Students are further support by their Programme Leader who also acts as their Personal Tutor, providing pastoral and academic-linked support to enable students to perform to the best of their abilities. Such wide-ranging support equips students with the capabilities and confidence required to effectively engage with Master's level education, facilitating equality of participation and attainment.

Learning and Teaching

The programme's curriculum provides full and explicit coverage of the CIPD Profession Map's core and specialist knowledge and behaviours and meets SHRM's content stipulations. It is also informed by GCU's Strategy for Learning 2030 (SfL 2030) which is set within the guiding framework of Sustainable Development Goals (SDGs) and GCU's commitment to developing students' Common Good Attributes. Furthermore, the learning on the programme is globally contextualised, and underscored by internalisation and decolonisation, to facilitate holistic critical evaluation of organisations and the implications for effective management of its people resource.

Modules generally adopt a workshop-based approach to learning and teaching, involving both a lecture and interactive element, which ensures a student centred, interactive and participative approach. Lectures are used as key means of introducing students to key theories, concepts and models, with in-class activities used to embed understanding. Industry guest speakers are also invited to share with students their experiences of practical HR-based problem-solving. GCULearn is used to support student learning through the provision of lecture slides (in advance of classes) and related support material arranged in weekly order. Support materials consisting of journal articles, chapters from textbooks, videos, podcasts and CIPD reports aim to cater for different learning styles and preferences, providing flexibility in the sequence in which materials can be reviewed. During classes, activity based small group discussions (facilitated by module tutors) provide opportunities for students to discuss and analyse topics, seek clarification and consider the applicability of concepts addressed in a supportive tutor-enabled environment. Module staff assist students to assimilate complex ideas, confront misconceptions in a facilitative manner, and help them draw on research-supported theories to reflect on prior experiences. This helps students connect theory with practice, and the world of University with the 'real world' of work and people management. In combination, the learning process is designed to be personal, flexible, inclusive and accommodating of multiple perspectives, as well as accessible, whilst simultaneously promoting equality in participation and attainment.

Transferable Skills Development

Collectively, the skills developed on the programme (CIPD Level 7) provide a springboard for students to advance to chartered membership with the CIPD. Students are supported in developing a relevant Professional Identity to make a positive impact on others, the organisation and society whilst facilitating individual career advancement. The programme's modules and their learning outcomes are explicitly designed to help students develop:
- The CIPD's eight core behaviours required to be effective people professionals: Commercial Drive; Passion for Learning; Insights Focused; Situational Decision Making; Ethical Practice; Professional Courage and Influence; Valuing People; and Working Inclusively
- GCU's six Common Good Attributes: Active and Global Citizenship; Entrepreneurial Mind-Set; Systems Thinking; Responsible Leadership; Resilience, Compassion and Empathy; and Confidence
- The ability to apply the United Nation's Sustainability Development Goals and Principles for Responsible Management Education within a HRM context: the ethical treatment and management of employees; the reduction of inequalities; good health and wellbeing in the

workplace; corporate social responsibility; quality education and responsible employee development; decent work and economic growth; and peace, justice and strong institutions.

- The key skills sought after by employers in the people profession: top baseline skills; top specialised skills; top growth skills; and the most-in-demand national and global skill clusters.

Fulltime MSc HRM students have an opportunity to further advance and apply some of the knowledge and skills developed on the programme through the optional Project Placement. The Project Placement is based on an application process that allows students to develop their career management competencies, with formal and coordinated support provided by the programme team, Careers Service and Employability Manager. One aim is for students to enhance their competencies and skills in proactively seeking career development opportunities, writing cover letters, developing appropriately pitched CVs and undergoing informal selection processes (e.g., interviews). Students are directed to secure their own Project Placement organisation, however, additional support is provided for those unable to secure a suitable organisation. When on placement, students will work with the placement organisation to identify, diagnose and gained a deep understanding of an organisational HRM issue or related area for strategy / policy / practice improvement. The issue to be investigated will then feed directly into the topic area, data collection, data analysis, and contextualised recommendations required for students' Master's Research Project. While part-time students who are already working in organisations are expected to utilise their own organisation, the same assistance from the programme team will be offered to any student who does not have access to an appropriate case study organisation / data / research participants in order to help them secure a Project Placement. Thus, the Project Placement allows students to: develop career-readiness, career self-management and employability; enhance their professional communication, negotiation and consultancy skills; lead and manage a project; apply theoretical knowledge and understanding to a real-world HRM issue; nurture autonomous, responsible and personalised learning; and increase their confidence.

Programme Assessment Strategy:

In line with the Learning and Teaching Strategy adopted by the MSc HRM programme, the Assessment Strategy is shaped by professional body (CIPD and SHRM) priorities and informed by GCU's Strategy for Learning 2030. A commendable feature of the programme is the diversity in assessment types which involve a combination of individual and team-based assessments, as well as within-trimester and final (GCU exam period) assessments. Assessments range from traditional written assignments such as academic essays, consultancy reports and reflective reports, to alternative modes adopting digital media such as digital posters and digital presentations, as well as HR skills assessments. Final assessments normally scheduled during GCU's exam period consist normally of written pieces of work requiring critical review of theory and consideration of implications for practice.

Assessments are generally submitted via the modules' GCULearn site to ensure originality of the work submitted through the embedded Turn-it-in facility. Submission links for written draft work are also set up to enable students to submit their work in the lead up to the final submission, which provides a valuable learning opportunity for students to enhance their citation and referencing style and protect themselves against the risk of plagiarism. Clear guidance on plagiarism is included in all module handbooks (as well as in IPASS) and students are required to complete and submit an 'Avoiding Academic Irregularity Checklist' along with each assessment. Clear assessment guidelines and marking criteria for each assessment is provided to students. The marking of all assessment material conforms to the university assessment regulations. All formal written assessments are marked and a sample is doubled marked internally to ensure consistency of internal marking. From this, a sample is selected for review and moderation by the MSc HRM programme's External Examiners to ensure parity of rigour with other UK institutions offering similar programmes.

Programme Feedback Strategy:

The feedback strategy is designed to help students develop their knowledge, skills and competencies throughout the duration of their programme and includes:

- Formal Feedback: e.g. written tutor feedback on all forms of assessed work. Formal feedback on written assessments is provided via GCULearn. Students also have the opportunity for further verbal feedback on module assessments if required, which is provided on an individual basis by module tutors.

- Interactive Feedback: e.g. in class discussions, to enable students to seek clarification and encourage discussion which facilitates deeper consideration, reflective analysis, learning and feed forward.
- Diagnostic Feedback: e.g. using personal development diagnostic tools and tutor feedback on group dynamics, individual behaviours and student presentations, to raise student awareness of self and sensitivity to others, challenge students to challenge themselves, clarify expectations and misconceptions, and to motivate students
- Peer Feedback: e.g. during team reflection on shared experiences following formal activities, to enable students to see themselves and their output using the lens of others in a supportive environment, and encourage reflection, learning and peer group support
- Generic Assessment Feedback: e.g. generic feedback on the overall performance of the cohort on module assessments either verbally in class or via GCULearn. The aim of this is to identify common errors and underscore feedback for feedforward.

4. PROGRAMME STRUCTURES AND REQUIREMENTS, LEVELS, MODULES, CREDITS AND AWARDS

SCQF Level 11

Module Code	Module Title	Credit
MMN630212	Human Resource Development*	15
MMN230181	Postgraduate Research Methods*	15
MMN630209	Developing Leadership for the Common Good	15
MMN630211	Developing Professional Identity for the People Profession*	15
MMN630255	Managing Employment Relations and the Employee Experience*	15
MMN630216	Resourcing and Talent Management*	15
MMN230214	Leading Responsible Change*	15
MMN230217	Strategic Organisational Performance Analytics*	15
MMM230210	Applied Employment Law*	15
MMN230182	Masters Research Project	45
Exit Award – Master of Science in Human Resource Management (With CIPD Accreditation)		**180**
* Stipulated modules for PgD with CIPD exit award		

Post Graduate Certificate in Human Resource Management: (without CIPD accreditation)

To qualify for the PgC named exit award without CIPD accreditation, a student must complete 4 HRM programme taught modules from the modules listed above denoted by an asterisk* (excluding Developing Leadership for the Common Good [15 credits] and the Masters Research Project [45 credits]), to achieve 60 credit points at SCQF level 11.

Post Graduate Diploma in Human Resource Management: (with CIPD accreditation)

To qualify for the PgD named exit award with CIPD accreditation, a student must complete all 8 stipulated HRM programme taught modules denoted by an asterisk* above (excluding Developing Leadership for the Common Good [15 credits] and the Masters Research Project [45 credits]) to achieve 120 credit points at SCQF level 11.

Post Graduate Diploma in Human Resource Management: (without CIPD accreditation)

To qualify for the PgD named exit award without CIPD accreditation, a student must complete sufficient HRM programme modules to achieve 120 credit points at SCQF level 11. The 120 credits may consist of any 7 taught modules denoted by an asterisk* above and Developing Leadership for the Common Good [15 credits]; **or** include the Masters Research Project [45 credits] with a minimum of 75 credits being achieved in the programme's other taught modules denoted by an asterisk* above (excluding Developing Leadership for the Common Good [15 credits]).

Master of Science in Human Resource Management: (with CIPD accreditation)

Master of Science in Human Resource Management: (with CIPD accreditation)

The final award with CIPD accreditation will be conferred on students who have successfully completed the entire programme of study attracting 180 credits at SCQF level 11.

Professional, Statutory and Regulatory Body requirements:
Please see Section 8 for additional CIPD assessment requirements.

5.   SUPPORT FOR STUDENTS AND THEIR LEARNING

- Student Induction and Transition programmes
- Library with access to other local and national library resources; subject librarian
- Learning Development Centre– study skills and support groups/ tutorials (including e-support); Academic Development Tutors
- Personal Tutors
- Open access to IT facilities
- Student Support which provides assistance and guidance
- Wellbeing Team and Disability Support
- International Student Support
- Visiting lecturer/ expert presentations
- Employer visits
- Student Staff Consultative Group
- Student representatives on the Programme Board
- Student representation on School Board, Senate and its Standing Committees
- Web-based Learning including GCU Learn (VLE)
- GCU Student Association

6.   CRITERIA FOR ADMISSION

Candidates must be able to satisfy the general admissions requirements of Glasgow Caledonian University

Programme Admission Requirements:
Entry to the programme will normally be on the basis of a candidate having a United Kingdom (UK) Honours degree or equivalent in any discipline, normally at grade 2.2 or above.

All students whose first language is not English should meet the minimum language proficiency as stipulated by the wider GCU admissions policy of IELTS 6.5 (no element less than 6.0).

Flexible Entry - Credit Transfer and RPL:
An applicant can seek entry to the programme if they do not have the normal entry requirements, but can demonstrate that they have achieved the prerequisite skills and knowledge through their experience, or informal learning (Recognition of Prior Learning). Applicants may be granted entry with advanced standing, if they can demonstrate equivalence to the learning outcomes of a module. A student can gain credit towards an award through a combination of prior informal and prior certificated learning.

Non-standard applicants who do not meet any of the above criteria or who have lower levels of qualifications, such as a CIPD Level 5 / Associate Diploma Qualification, will be considered but are required to demonstrate relevant HR work experience. Generally, this experience should demonstrate the applicant's work experience in a HR / HRD / People Management role over a period of 2-3 years. Candidates seeking non-standard entry may be interviewed by the Programme Leader or their nominee.

Entry with Advanced Standing
Glasgow Caledonian University leads the way in widening access to higher education. As part of the University's mission to promote the common good, we work with schools, children and families in the local community to raise educational aspirations in young people and their families. The Contextualised Admissions Policy aims to build on this work and recognise the different student leaner journeys. The policy aims to recognise and acknowledge that not all applicants have an equal opportunity to demonstrate their full

academic potential and will take into consideration the context and circumstance in which a student has achieved their academic grades. For details please access the policy here: https://www.gcu.ac.uk/aes/documentsandpolicies/

7. METHODS FOR EVALUATING AND IMPROVING THE QUALITY AND STANDARDS OF TEACHING AND LEARNING

Mechanisms for review and evaluation of teaching, learning, assessment, the curriculum and outcome standards:
- Annual Programme Monitoring Process
- Annual Module Monitoring Process
- Module Feedback Questionnaire
- External Examiner(s) Reports
- Professional Body (Re)Accreditation Procedures
- Enhancement-led Internal Subject Review (ELISR)
- Enhancement-led Institutional Review (ELIR)

Committees with responsibility for monitoring and evaluating quality and standards:
- Student-Staff Consultative Group (SSCG)
- Programme Board (PB)
- School Board
- Progression & Awards Board (PAB)
- Learning Enhancement Subcommittee (LESC)
- University Academic Policy and Practice Committee (APPC)
- University Senate

Mechanisms for gaining student feedback on the quality of teaching and their learning experience:
- Student-Staff Consultative Group (SSCG)
- Student representation on Programme Board (PB)
- Student representation on School Board
- Module Evaluation Questionnaire
- GCULearn
- Open access to members of Programme Team e.g. Module Leaders, Programme Leader, and Personal Tutor
- Module Evaluation Surveys
- Week 6 Pause for Feedback

Staff development priorities include:
- Postgraduate Certificate in Academic Practice
- Continuous Professional Development (CPD)
- Performance and Development Annual Review (PDAR)
- Peer support for teaching
- Mentoring scheme for new teaching staff
- Conference and seminar attendance and presentation
- Research Excellence Framework (REF) submission
- Membership of Higher Education Academy (HEA)
- Membership of and involvement with Professional Bodies

8. ASSESSMENT REGULATIONS

Students should expect to complete their programme of study under the Regulations that were in place at the commencement of their studies on that programme, unless proposed changes to University Regulations are advantageous to students, with the following approved exceptions:

- **Compensation** *(awaiting CIPD confirmation)*:

A student who has been compensated based on GCU Assessment Regulations for a single failed module, is required to attempt and pass an alternative assessment for the compensated module to meet CIPD requirements for CIPD Accreditation. Only upon successful completion of the alternative assessment, will the student be eligible for professional membership with the CIPD.

Exception Case 95: IELTS 6.5 with no element less than 6

Exception Case 115: A student who has been compensated based on GCU Assessment Regulations for a single failed module, is required to attempt and pass an alternative assessment for the compensated module to meet CIPD requirements for CIPD Accreditation. Only upon successful completion of the alternative assessment, will the student be eligible for professional membership with the CIPD.

9.   INDICATORS OF QUALITY STANDARDS

- Module evaluation
- Annual Programme Analysis
- Outcomes from periodic programme review
- Enhancement led internal subject review (ELISR)
- QAA institutional reviews (ELIR)
- External Examiner Reports
- Post Graduate Taught Student Experience Survey
- International Student Barometer

10.   INFORMATION ABOUT THE PROGRAMME

Key information about the programme can be found in:

- Definitive Programme Document
- Programme Handbook
- Module Handbook
- University Website http://www.gcu.ac.uk
- School Website
- GCULearn
- University Prospectus
- University Module Catalogue

This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if they take full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning assessment methods of each module can be found in the University Module catalogue which can be accessed from the University website. The accuracy of the information in this document is reviewed by the University and may be checked by the Quality Assurance Agency for Higher Education.

A curriculum map is attached showing how the outcomes are being developed and assessed within the programme. This relates the modules from Section 4 to the outcomes in Section 3.

DATE: 3rd November 2022

PSMAP

Curriculum Map for Master of Science in Human Resource Management

The curriculum map links the modules (Section 4) to the Outcomes listed in Section 3

This map provides both a design aid to help academic staff identify where the programme outcomes are being developed and assessed within the course. It also provides a checklist for quality assurance purposes and could be used in approval, accreditation and external examining processes. This also helps students monitor their own learning, and their personal and professional development as the course progresses. The map shows only the main measurable learning outcomes which are assessed. There are additional learning outcomes (e.g. attitudes and behaviour) detailed in the module specifications which are developed but do not lend themselves to direct measurement

Modules			Programme outcomes																			
	Code	Title	A1	A2	A3	A4	A5	A6	A7	A8	A9	A10	B1	B2	B3	B4	B5	B6	B7	B8	B9	B10	B11	B12
			X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
SCQF11	MMN230181	Postgraduate Research Methods							X															
	MMN630209	Developing Leadership for the Common Good		X	X								X											
	MMN630211	Developing Professional Identity for the People Profession		X	X					X			X									X		
	MMN630216	Resourcing and Talent Management	X	X	X	X	X	X					X	X	X	X		X		X	X			
	MMN230214	Leading Responsible Change	X	X	X	X	X						X	X	X			X	X		X			
	MMN230217	Strategic Organisational Performance Analytics	X	X		X	X	X					X	X	X			X	X	X				
	MMN630212	Human Resource Development	X	X	X	X	X	X					X	X	X		X		X	X				
	MMM230210	Applied Employment Law	X	X	X	X	X				X		X	X	X						X		X	
	MMN630255	Managing Employment Relations and the Employee Experience	X	X	X	X	X	X				X	X	X	X					X				X
	MMN230182	Masters Research Project	X	X	X	X	X	X	X				X	X	X				X	X				

Modules   **Programme outcomes**

Level	Code	Title	C1	C2	C3	C4	C5	C6	D1	D2	D3	D4	D5	D6	E1	E2	E3	E4	E5	E6
SCQF11			X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
	MMN230181	Postgraduate Research Methods	X	X	X	X	X	X	X	X	X	X		X	X		X	X		
	MMN630209	Developing Leadership for the Common Good	X	X	X	X			X	X	X		X	X	X	X	X	X	X	
	MMN630211	Developing Professional Identity for the People Profession	X	X	X	X	X	X	X	X	X			X	X	X	X	X	X	X
	MMN630216	Resourcing and Talent Management	X	X	X		X	X	X	X	X	X	X	X	X		X	X	X	
	MMN230214	Leading Responsible Change	X	X	X	X	X	X	X	X	X			X	X		X	X		
	MMN230217	Strategic Organisational Performance Analytics	X	X	X	X	X	X	X	X	X	X	X	X	X		X	X	X	X
	MMN630212	Human Resource Development	X	X	X	X	X	X	X	X	X	X	X	X	X		X	X	X	
	MMM230210	Applied Employment Law	X	X	X		X	X	X	X	X			X	X		X	X		
	MMN630255	Managing Employment Relations and the Employee Experience	X	X	X		X	X	X	X	X			X	X		X	X	X	
	MMN230182	Masters Research Project	X	X	X	X	X	X	X	X	X	X		X	X		X	X		

ASSESSMENT LOADING MATRIX

				Assessment Weighting				
SCQF Level 11								
Module Code	**Module Title**	**Trimester**	**Credits**	**CW1**	**CW2**	**Skills**	**EX1 (Exams Office)**	**EX2 (Exams Office)**
MMN630211	Developing Professional Identity for the People Profession	A or B	15	100% (Wk14/15)				
MMN630255	Managing Employment Relations and the Employee Experience	A	15	30% (Wk10)	70% (Wk14/15)			
MMN630216	Resourcing and Talent Management	A	15	30% (Wk7)	70% (Wk14/15)	(Wk12)		
MMN230214	Leading Responsible Change	A	15	100% (Wk14/15)				
MMN230181	Postgraduate Research Methods	B	15	100% (Wk12)				
MMN230217	Strategic Organisational Performance Analytics	B	15	30% (Wk7)	70% (Wk14/15)			
MMM230210	Applied Employment Law	B	15	40% (Wk6)	60% (Wk14/15)			
MMN630212	Human Resource Development	B	15	40% (Wk8)	60%(Wk14/15)	(Wk10)		
MMN630209	Developing Leadership for the Common Good	C	15	100% (Wk14/15)				
MMN230182	Masters Research Project	C	45	100% (Wk13)				
EXIT AWARD: Master of Science in Human Resource Management								