Birkbeck
UNIVERSITY OF LONDON

Programme Specification

1	**Awarding body**	University of London
2	**Teaching Institution**	**Birkbeck College**
3	**Programme Title(s)**	**MSc Human Resource Development and Consultancy**
4	**Programme Code(s)**	TMSHRMCC_C
5	**UCAS code (if applicable)**	N/A
6	**Home Department**	Department of Organisational Psychology
7	**Exit Award(s)**	Postgraduate Diploma, Postgraduate Certificate
8	**Duration of Study** (number of years)	One year full or two years part-time

9	**Mode of Study**	FT	X	PT	X	DL	

10	**Level of Award (FHEQ)**	7
11	**Other teaching depts or institution**	Not applicable
12	**Professional, Statutory Regulatory Body(PSRB) details**	CIPD Approved Advanced Level Qualification.
13	**QAA Benchmark Group**	Management

14	**Programme Rationale & Aims**
	The MSc HRDC seeks to equip students with the necessary theoretical and practical insights designed to improve HRD practice within the increasingly complex context of contemporary organisations. The programmes broad aims are:

1) To critically examine the conceptual foundations of HRD and equip students with the relevant theoretical framework/s for best practice.
2) To critically evaluate HRD practice in light of empirical evidence and in the contemporary context of work and organisations.
3) To situate the understanding of HRD practice within HRM with respect to the roles and responsibilities of key stakeholders within the organisation and other relevant institutions.
4) To enable informed and relevant practice by facilitating a deeper understanding of the broader contextual issues (social, demographic, technological and regulatory) and how they impact HRD at a local and international level.
5) To provide the opportunity for independent research and develop students' practice skills through the completion of a Consultancy-based Management Research Project (MRP) in a HR-related area of interest.
6) To ensure students develop an awareness of the importance of 'act ethically and professionally' with a demonstrated commitment to equality of opportunity and diversity and to ensure continuous professional development.
7) To equip students with the breadth and knowledge of skills required for CIPD Level 7 accreditation.

15	**Entry Criteria**
	Students should have:
	A good UK honours degree, or equivalent from a recognised university.
	If English is not your first language or you have not previously studied in English, the requirement for this course is the equivalent of an International English Language Testing System (IELTS Academic Test) score of 7.0, with not less than 6.5 in each of the sub-tests
	However, HR professionals, managers and consultants with significant experience in a wide range of public and private sector organizations may also be able to benefit substantially from the course, as well as contributing significantly to the learning experience of other students.
	Applicants may be admitted on the strength of five or more years' relevant experience (e.g. having a management development or consultancy role, at an appropriate level, in the private, public or voluntary sectors).

16	**Learning Outcomes**
	Overall:
	To critically examine the theoretical and conceptual foundations of HRD practice
	To review a range of empirical evidence evaluating HRD practice within contemporary organizational contexts
	To appreciate the relationship between HRD practice and HRM and the roles and responsibilities of key stakeholders within organizations and other relevant institutions
	To understand the impact on HRD practice of relevant contextual factors such as demographic, social, technological and regulatory trends both locally and internationally
	5)To provide the opportunity for independent research in an area of HRD of particular interest to the student
	6)To ensure students develop an awareness of the importance of act ethically and professionally with a demonstrated commitment to equality of opportunity and diversity and to ensure continuous personal and professional development
	Generic:
	Ability to recognise, practice and employ a range of strategies to support personal learning, including the ability to reflect on the success of strategies and to effectively solve problems
	Recognise and use a range of sources of learning support.
	Recognise and employ the skills necessary to complete assignments

Ability to act as a self-directed, reflective learner: Recognise, practice and employ a range of strategies to support personal learning, including the ability to reflect on the success of strategies and to effectively solve problems.

Recognise and use a range of sources of learning support.

Ability to work in groups: Recognise the benefits of working in groups; Recognise, practice and employ strategies for increasing the effectiveness of group functioning.

Ability to communicate effectively: Participate in small group discussion/debate/ exercises by both listening and communicating own ideas effectively; Ability to present own ideas on issues addressed on the course in an appropriate and effective manner.

Professional Development and Learning:

PDLLO1: Critically evaluate the conceptual foundations underpinning current and emerging understandings of professional development and learning

PDLLO2: Analyse and review the challenges to effective individual performance in contemporary organizations

PDLLO3: Analyse and review the challenges to effective interpersonal relationships in contemporary organizations

PDLLO4: Review and identify strategies for self-development of individuals and teams

PDLL05: Evaluate understandings of self-development in relation to contemporary understandings of career development

PDLL06: Demonstrate awareness of the importance of act ethically and professionally with a demonstrated commitment to equality of opportunity and diversity and to continuous personal and professional development

Leading and Developing People

LDPLO1:Critically review major research studies on contemporary developments in the HRM and HRD fields published in the UK and overseas.

LDPLO2.Evaluate major theories relating to motivation, commitment and engagement at work and how these are put into practice by organisations.

LDPLO3. Debate and critically evaluate the characteristics of effective leadership and the methods used to develop leaders in organisations taking into consideration HRDs role in the interaction between power, culture, knowledge and HR /HRD development

LDPLO4. Contribute to the promotion of flexible working and effective change management in organisations

LDPLO5.Critically discuss the aims and objectives of the HRM and HRD functions in organisations and how these are met in practice.

LDPLO6.Promote professionalism and an ethical approach to HRM and HRD practice in organisations.

LDPLO7.Explore future HRD trends and practices and their links to organisational strategic plans.

Contemporary challenges in HRD

CHALLLO1 Explore identify and critically analyse the underlying concepts and practices of talent development, talent and talent management across a range of organisational contexts.

CHALLLO2 Critically evaluate the potential and appropriateness of a range of learning and talent development strategies, policies and methods with reference to relevant contextual factors such as demographic, social, technological and regulatory trends.

CHALLLO3 Critically evaluate the on-going role of HRD in leading these learning and talent development strategies, interventions and activities.

CHALLLO4 Review the respective roles of (and dynamics between) HR professionals and other stakeholders in different types of approaches to learning and talent development

CHALLLO5 Critically assess the role and, identify how to influence the politics of, learning and talent development policy and practice in a range of contexts.

CHALLLO6 Act ethically and professionally with a demonstrated commitment to equality of opportunity and diversity in learning and talent development and to continuous personal and professional development.

Global Human Resource and Diversity Management:

GHRDML01: Understand contemporary theory and practice in the study of global human resource management and diversity management.

GHRDM02: Be familiar with issues involved in managing a workforce characterised by diversity in nationality, ethnic origin, religion, gender and gender identity, age, sexual orientation, and disability.

GHRDM03: Recognise the issues involved in Human Resource Management in multinational firms, including performance and pay, training and development, and work-life balance and well-being.

GHRDM04: Compare approaches taken to Human Resource Management and diversity management in different countries and analyse the regulatory and social drivers(s) of differences and/or similarities.

GHRDM05: Critically evaluate organisational policies and practices and their impact on work behaviours, attitudes and performance.

Human Resource Strategies:

HRSLO1: Identify, describe and apply a range of relevant approaches to deal with key strategic HRM issues

HRSLO2: Explain the need to undertake, and the benefits and challenges of, effective human resource planning

HRSLO3: Compare and contrast strategic approaches to recruitment, selection, development, rewards and employee exit (including consideration of a range of demographic, social, technological and regulatory trends)

HRSLO4: Identify effective approaches to developing employee engagement and to ensuring positive employer/employee relations (including consideration of a range of demographic, social, technological and regulatory trends)

HRSLO5: Analyse HRM practices within their own/case organizations and make suggestions for improvement

HRSLO6: Review the respective roles of (and dynamics between) HR practitioners and other key stakeholders (both within and without the organization) in the delivery of HR practices throughout the employment life-cycle.

Consultancy and Professional Practice

CPPLO1: Explain and evaluate different models of, and approaches to, consultancy practice in a range of organizational contexts

CPPLO2: Understand the relationships between these models and specific interventions at individual, team and organizational levels (including, for example coaching, counselling, learning and development and organizational change projects)

CPPLO3: Review the respective roles of (and dynamics between) clients, consultants and other key stakeholders in different types of consultancy engagements

CPPLO4: Critically evaluate the differences between internal and external consultants

CPPLO5: Design plans and interventions to meet identified needs in a timely, feasible and cost-effective way

CPPLO6: Know how to manage the stages of a consultancy life cycle from engagement to evaluation

CPPLO7: Act ethically and professionally with a demonstrated commitment to equality of opportunity and diversity within the consultancy engagement and to continuous personal and professional development.

Management Research Project or Management Project (Organizational Psychology):

RPLO1: Write a research proposal that includes an abstract, introduction, literature review, method section, and a description of how data will analysed and written up.

RPLO2: Write a final project report which presents an authoritative account of a piece of research;

RPLO3: Adopt an appropriate format, structure and style for the final project report;

RPLO4: Ensure final report meets the necessary assessment criteria.

RESEARCH METHODS

RMLO1: Formulate sound research questions;

RMLO2: Develop testable research hypotheses;

RMLO3: Be familiar with research process (e.g. recruiting participants; designing and distributing research materials; analyzing data; and drawing proper inferences from empirical findings);

RMLO4: Critically evaluate an empirical study;

RMLO5: Examine their research questions by following solid quantitative or qualitative methods;

RMLO6: Understand pros and cons in using different research methods;

RMLO7: Be aware of ethical issues involved in their research projects;

RMLO8: Be able to undertake their final management research projects.

17	**Learning, teaching and assessment methods**
	Teaching is provided in a three-term structure with assessment taking place immediately following the teaching of that module (either at the end of the term or the start of the following term). All fifteen credit modules follow a standard teaching structure.

Face to face session are either evening lectures (three hours) or full day workshops (six hours) Taught sessions may include lecture input, small group work, group discussion, case study analysis, and the use of experiences from participants' own organisations. These are supplemented by the appropriate use of multi-media inputs. Students use practical case study examples of good practice and are required to review appropriate journals and texts relevant to each module. Within classes, students are expected to be active participants, contributing to discussions and providing feedback about their experiences and findings either individually or in teams. Where appropriate, students may also work in learning sets outside the classroom to research specific topics and present these to their peers. Additional 1-1 sessions are provided for the supervision of students as they undertake independent research.

Via the BLE, students are provided with handbooks for each module and associated resource packs of key readings. The handbooks provide an introduction to the main topics in the field, together with exercises to help students reflect on the material. Although students are provided with these materials, it is emphasised before and during |

the programme that they are expected to read more widely, and make use of the library resources.

The teaching team includes experienced full-time academic staff working alongside associate lecturers who are active practitioners in their field, often with established links to the CIPD. Academic staff are active in academic research which, as part of the well established research community within the Department of Organizational Psychology, enables us to deliver a programme offering both research and practitioner insight.

All modules are assessed and the assessment criteria are described in detail in the Course Handbook. The pass mark on each element is 50 per cent. The assessment criteria are related to the learning outcomes and the marking scales show how different levels of achievement relate to the learning outcomes. A range of assessment methods is used: essays, unseen examinations, and a dissertation. Advice is sought from external examiners on an annual basis as to whether the assessment methods are appropriate.

Students receive individual written feedback on all assessed coursework within one month of the submission deadline. This takes the form of a) narrative feedback and b) ratings on a proforma. Student feedback confirms that students are satisfied with the helpfulness of the essay comments.

The internal and external examiners are provided with copies of the clear criteria for assessment that explain how the marks relate to different categories of achievement. The assessment criteria are reviewed regularly, particularly in the context of the Examinations Board.

Formative assessment opportunities are incorporated within the teaching activities as appropriate to the aims and objective of each module.

The programme employs a range of summative assessment methods.

FDMN001H7: 20% (Executive Summary of group presentations); 80% Development and Learning Report

FDMN002H7: 100% Coursework (3000 word organizational case study report plus reflective review)

BUOB043H7: 100% Exam (2hr unseen exam, 3 questions from a choice of 6)
BUOB045H7: 100% Exam (2hr unseen exam, 3 questions from a choice of 6)
BUOB044H7: 100% Coursework (2500 word consultancy proposal (80%) and Group Presentations and personal reflections (20%))
BUOB046H7: 100% Coursework (3000 word essay)
BUOB071H7: 100% Coursework (Case study assignment 3000 words)
BUOB037H7: 100% Exam (2 hours)
BUOB061D7 – Management Research Project (Literature Review and research proposal - 2,500 words; Project Report including self-reflection and evaluation - 6,000 words or *BUOB042D7 – Research Project (Organizational Psychology) (Research Proposal (3,000 words) and Research Project: EITHER quantitative (8,000 words) OR qualitative/mixed methods (10,000 words). Please note if you wish to replace BUOB061D7 with this module then you will need to seek permission from the Programme Director)

18	**Programme Description**
	This programme focuses on human resource development (HRD) which can be thought of as a strategic approach designed to enhance learning, skills, knowledge and performance within the workplace, across individual, team and organizational levels. The design of this programme recognises that barriers that once separated specialists in areas such as training, management development and organisational learning are disappearing whilst new approaches such as talent and knowledge management are gaining increasing traction in both academic and practitioner communities. It further recognises need for HRD practitioners, whether working within a HR department, independently or within a consultancy organisation, to critically evaluate their own practise and design and deliver HRD approaches that meet the needs of an increasingly diverse workforce.
	Full Time: All modules and assessments normally completed within one academic year
	Part time: All modules and assessments normally completed over two academic years as detailed below.
	This programme is delivered via evening study in both full and part time modes.

20	**Programme Structure**

Full Time programme – 1 year

Year 1

Level	Module Code	Module Title	Credits	Status*
7	FDMN001H7	Professional Development and Learning	15	Compulsory
7	FDMN002H7	Knowledge Management, Organizational Development and Innovation	15	Compulsory
7	BUOB043H7	Human Resource Strategies	15	Compulsory
7	BUMN071H7	Global Human Resource and Diversity Management	15	Compulsory
7	BUOB044H7	Consultancy and Professional Practice	15	Compulsory
7	BUOB045H7	Leading and Developing People	15	Compulsory
7	BUOB046H7	Contemporary challenges in HRD practice	15	Compulsory
7	BUOB037H7	Research Methods	15	Compulsory
7	BUOB061D7	Management Research Project	60	Compulsory
7	**BUOB042D7	Research Project (Organizational Psychology)	60	Compulsory
** This module could be taken instead of BUOB061D7 at the discretion of the Programme Director. Students must successfully complete either BUOB061 D7 – The Management Research Project or BUOB042D7 – Dissertation (Organizational Psychology)				

Part Time programme – 2 years				
Year 1				
Level	**Module Code**	**Module Title**	**Credits**	**Status***
7	FDMN001H7	Professional Development and Learning	15	Compulsory
7	FDMN002H7	Knowledge Management, Organizational Development and Innovation	15	Compulsory
7	BUOB043H7	Human Resource Strategies	15	Compulsory
7	BUOB071H7	Global Human Resource and Diversity Management	15	Compulsory
7	BUOB046H7	Contemporary challenges in HRD practice	15	Compulsory
7	BUOB037H7	Research Methods	15	Compulsory
Year 2				
Level	**Module Code**	**Module Title**	**Credits**	**Status***
7	BUOB044H7	Consultancy and Professional Practice	15	Compulsory
7	BUOB045H7	Leading and Developing People	15	Compulsory
7	BUOB061D7	Management Research Project	60	Compulsory
7	**BUOB042D7	Research Project (Organizational Psychology)	60	Compulsory
** Please note that students may take module BUOB042D7 instead of BUBO061D7 with permission from the Programme Director				

21	**Regulations**
	Admissions This programme adheres to the College Admissions Policy: http://www.bbk.ac.uk/registry/policies/documents/admissions-policy.pdf ***Credit Transfer*** Accredited Prior Learning will be considered in line with the College Policy on Accredited Prior Learning http://www.bbk.ac.uk/registry/policies/documents/accreditation-prior-learning.pdf ***Programme Regulations*** This programme adheres to the College Common Awards Scheme http://www.bbk.ac.uk/registry/policies/regulations ***Programme Specific Regulations (or not applicable)*** N/A

22	**Student Attendance Framework – in brief**
	The full version of the 'Student Attendance Framework' is available http://www.bbk.ac.uk/mybirkbeck/services/rules/Attendance-Framework.pdf . **Principle** Consistent and regular student attendance in class (or equivalent) promotes and affords student success. Inconsistent and irregular attendance is less likely to result in student success and is consistent with lower marks and degree classifications being achieved and awarded. **Attendance expectation** Birkbeck, University of London expects you to consistently attend all timetabled sessions, including lectures, seminars, group and individual tutorials, learning support sessions, workshops, laboratories, field trips, inductions and demonstrations. **E-Registers** All Birkbeck students are issued with student cards. Students are expected to take them to classes and to assessment venues and to present them to a member of staff if requested. This is for the purpose of identifying Birkbeck students.

23	**Student Support and Guidance**
	All Birkbeck students have access to a range of student support services, details can be found on our website here: http://www.bbk.ac.uk/mybirkbeck/services/facilities

24	**Methods of Enhancing Quality and Standards**
	The College has rigorous procedures in place for the monitoring and enhancing its educational provision. This includes regular monitoring of programmes drawing on feedback from various sources including external examiner's reports, student feedback, student achievement and progression data. In addition, departments are reviewed every four to five years through the internal review process that includes external input. For more information please see the Academic Standards and Quality website http://www.bbk.ac.uk/registry/about-us/operations-and-quality

25	**Programme Director**	Dr Vanessa Iwowo
26	**Start Date** *(term/year)*	Autumn 2013
27	**Date approved by TQEC**	Spring 2013
28	**Date approved by Academic Board**	Spring 2013
29	**Date(s) updated/amended**	April 2019