![Leeds Trinity University logo]

PROGRAMME SPECIFICATION

1.

Awarding body / institution	**Leeds Trinity University**
Teaching institution	**MostMedia**
Professional accreditation body	**n/a**
Final award	**MSc**
Title of programme	**Business and Human Resource Management**
Subsidiary awards	
In the case of a Scheme of Study, the other Scheme(s) with which it may be combined	**n/a**
Duration and modes of study	**1 year; E-learning/Blended**
Start date (this version)	**Academic Year 2016/17**
Periodic review next due	
UCAS course code & code name	**n/a**
Delivery venue	**Warsaw-based - predominantly by distance learning**

2. Aims of the programme

Rationale and general aims
a) To provide a sound and sophisticated understanding of the business environment
b) To enable the acquisition of competencies necessary to help fulfill a specialist role in Business
c) To provide contemporary models and concepts enabling effective management in a variety of cultural, economic and people contexts
d) To supply advanced, rigorous methodological tools enabling research into managerial issues
e) To encourage originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge
f) To encourage students to reflect critically on their own experiences, to develop their own capabilities and to regard themselves as life-long learners

3. Student learning outcomes of the programme

Learning outcomes in terms of:
– **knowledge and understanding (K)**
– **intellectual / cognitive / 'thinking' skills (I)**
– **physical skills specific to the subject (P)**
– **employability skills (E)**

The 'K1', etc codes are used in section 6c) and module descriptors to refer to each of these learning outcomes.

On successful completion of the MSc programme, students will have demonstrated:

Knowledge and understanding (K)

K1   The ability to critically analyse current research on the main topics and issues in management and organisation theory;

K2   The ability to systematically and creatively assess the complexity of the competitive environment and its impacts on marketing decisions and activities;

K3   The ability to critically analyse contemporary approaches to the functioning of business organisations;

K4   The ability to identify and analyse the role of strategy at multiple organisational levels;

K5   The ability to, with critical awareness, analyse and debate the main issues involved in the management of human resources in the international context;

K6   Self-direction and originality in analysing the requirements and implications of the integration of training and development activity with organisational needs.

Intellectual/cognitive/'thinking' skills (I)

I1   The ability to critically assess and make sound judgements to resolve people management problems at individual, group and organisational levels;

I2   Originality in applying a range of advanced and specialised financial techniques in support of financial analysis and decision making;

I3   The ability to act autonomously to conceptualise a problem; formulate hypotheses and objectives; design a research strategy, collecting, analysing, and interpreting quantitative and qualitative data as appropriate;

I4   The ability to apply systematic planning, organisation, comprehension, self-discipline and commitment in the management of a sustained investigation;

I5   The ability to critically analyse current research on organisational change, the context in which it operates and how change can be effectively led;

I6   The ability to critically analyse legal problems in an employment law context and propose logical solutions communicating answers clearly both orally and in writing.

Employability skills (E)

E1   <u>Self-management</u> – the ability to plan and manage time; readiness to accept responsibility and improve their own performance, based on feedback/reflective learning; the ability to take initiative and be proactive, flexible and resilient;

E2   Team-working – the ability to co-operate with others on a shared task and to recognise and take on appropriate team roles; leading, contributing to discussions and negotiating; contributing to discussions; awareness of interdependence with others;

E3   Business and sector awareness – an understanding of the key drivers for business success, including the importance of customer/client satisfaction and innovation; understanding of the market/sector in which an organisation operates; the ability to recognise the external context and pressures on an organisation, including concepts such as value for money, profitability and sustainability;

E4   Problem-solving – a capacity for critical reasoning, analysis and synthesis; a capacity for applying knowledge in practice; an ability to retrieve, analyse and evaluate information from different sources;

E5   Communication – the ability to present information clearly and appropriately, both orally and in writing, and to tailor messages to specific audiences and purposes;

E6   Application of numeracy – a working knowledge and understanding of business statistics and applied mathematics in practical contexts; the ability to carry out arithmetic operations and understand data; to read and interpret graphs and tables, including basic statistical models and to build and analyse incrementally based and zero based budgets;

E7   Communication and Information technology (CIT) – the ability to identify the appropriate IT package for a given task; familiarity with word-processing, spreadsheets and file management; the ability to use the internet and email effectively;

E8   Entrepreneurship/enterprise – the ability to demonstrate an innovative approach and creativity, to generate ideas and to identify and take opportunities;

E9   Social, cultural & civic awareness – embracement of an ethos of community and civic responsibility; an appreciation of diversity and ethical issues; an understanding of cultures and customs in the wider community.

Statement of congruence with the relevant published subject benchmark statements
(including appropriate references to the FHEQ and any PSRB requirements)

This programme will have a mixed-experience cohort, where peer learning is multidimensional in terms of recent graduates sharing their academic skills with those who are returning to HE and students with professional (and international) experience bringing the breadth of their practical knowledge to the class.

The aims, objectives and learning outcomes of the programme seek to be consistent with the MSc Benchmark Statement (Type 3 – generalist degrees).

4.   Content

Summary of content by theme
(providing a 'vertical' view through the programme)

The programme is designed to provide a critical and applied study at postgraduate level of contemporary business theory, delivered through real-world business problems. The core modules are aimed at developing knowledge and skills in the major business disciplines. The elective pathways permit programme members to concentrate in-depth on more specific subjects according to individual interests and career requirements. The programme is primarily designed to meet the needs of graduates who have not previously specialised in Business related subjects.

Our philosophy is to deliver a learner centred educational system that incorporates a mechanism for an on-going educational dialogue. Such a mechanism creates a forum for both teachers and students and enables them to address current issues in the classroom context. As a consequence, students are better prepared to face the challenges resulting from the rapid technological progress and constant changes in the business environment in Europe and across the world.

The Human Resource Management pathway considers a full range of people management practices and policies within an organisation with a view to achieving improved individual and organisational performance. The pathway enables students to examine current thinking on the strategic role of human resource management and develop the practitioner, analytical and research skills needed to provide professional support to organisations in mobilising their human resources.

Subsidiary Awards

Module code	Module title	Credits
Postgraduate Certificate		
7H1	Managing People	10
7F1	Financial Decision Making	10
7M1	Marketing Principles	10
7S1	Managing Organisational Processes	10
7S2	Strategic Management	20
Postgraduate Diploma (As above, plus the following)		
7H2	International Human Resource Management	20
7H3	Training and Development	20
7H4	Leading Change	20

5. Structure

THE ORGANISATION OF THE ACADEMIC YEAR

Semester I (autumn)	1st September – 31st December
Examination Session (winter)	1st – 31st January
Semester II (spring)	1st February – 31st May
Examination Session (summer)	1st – 30th June

Registration for students takes place twice a year, usually starting one month before each new semester.

THE DEGREE SCHEME - SUGGESTED SEQUENCE OF THE MSC PROGRAMME

Master of Science in Business and Human Resource Management				
Semester	Module code	Module title	Module type	Credits
Semester 1	7H1	Managing People	Core	10
	7F1	Financial Decision Making	Core	10
	7M1	Marketing Principles	Core	10
	7S1	Managing Organisational Processes	Core	10
	7S2	Strategic Management	Core	20
Semester 2	7H2	International Human Resource Management	Pathway	20
	7H3	Training and Development	Pathway	20
	7H4	Leading Change	Pathway	20
		Project		60

6.   Learning, teaching and assessment

6a) Statement of the strategy for learning, teaching and assessment for the programme

ONLINE WORKSHOPS
Workshops are the core element in the flexible learning system employed by E-edusystems. The essential ingredient of learning during a workshop is that the learning derives from experience. Workshop activities are set up to enable the learner to reflect on the processes he or she has experienced. Workshops enhance skills development and the acquisition of knowledge. Short presentations alternate with group work. Students spend time working together in small groups, brainstorming, analysing case-studies, carrying out group discussions or group exercises, learner presentations, role play, and plenary feedback sessions. Groups are carefully selected by the tutors to ensure the members have the greatest opportunity to learn from each other. Workshops stress how to lead and how to be an effective member of a study/work group.

Strategic workshops conducted by business practitioners (managers, directors of departments of well known companies, and consultants from abroad). During the seminars, recent case studies are discussed in the context of strategic management, strategic finances, strategic human resources management, the economy and strategic operations management. The seminars are designed to discuss managerial problems, taking on-board different points of view and often examining international companies as well as domestic firms. Business leaders who carry out the seminars analyse specific business cases and their influence on the strategies implemented in different companies.

ONLINE CLASSROOM EXERCISES
On occasion, classroom exercises are used which require course participants to become actively involved in "learning by doing", for example, working in-groups, students take part in a "merger and acquisition exercise" in which they test their ability to negotiate successfully.

CASE STUDIES
Relevant European and international case studies are introduced into the modules which require the student to examine the circumstances surrounding a particular business action, problem, opportunity or decision. The students analyse the situation and suggest "solutions", thus improving their analytical and decision-making skills whilst learning to search for group consensus, to communicate, to influence and to make presentations.

STUDENT PRESENTATIONS
Giving presentations offers the student the possibility of learning and practising effective communication in a format appropriate to the discipline, in a clear and concise manner. The students are exposed to various forms of presentations from short oral presentations, to presenting findings when working on case studies and final project presentation at the very end of the programme.

AUDIO/VISUAL AIDS
Throughout the programme, students benefit from other forms of teaching with the use of multimedia aids, including video. Tutors recognise that knowledge transfer and examination of attitudes can be facilitated through visual methods.

ONLINE LECTURES/DISCUSSIONS
Occasionally, lectures interwoven with questions and comments from students, are used to introduce new theories and concepts. Discussion periods, in which members exchange knowledge and experience, follow the lecture.

COMPUTER PRACTICALS
We expect the students to take a student centred approach where they work both collaboratively and individually benefiting from the resource centred teaching elements including computer business simulations and online conferences delivered via the E-edusystems e-learning platform.

REVISION SESSIONS
Revision sessions are held prior to the examination sessions and aim at helping the students to prepare for the examinations. The sessions focus the attention on the more important aspects of the course, address typical mistakes, as well as consolidate knowledge and skills developed during the workshops/conferences. Module content is reviewed and presented in a coherent way, so that the student can identify and clarify any problem areas.

On-line workshops are led by teachers and practitioners at home and abroad. Experienced theoreticians and practitioners emphasise the important connections within the economy and the influence of different economic occurrences in the business world. The workshops are carried out using the E-edusystems patented platform and tools that permit real-time, interactive on-line classes. Students can participate in these classes from anywhere in the world. Whether at home, at work or abroad, our students are connected.

ASSESSMENT STRATEGY
Effective assessment is central to learning, and is intended to shape and develop learning as much as to judge and evaluate it. Assessment is designed at programme level, to integrate module assessment and ensure that assessment is consistent with the aims and learning outcomes of the programme as a whole. Assessment judgements focus on the achievement of the learning outcomes in accordance with the assessment criteria.

Students are given supportive, constructive and timely feedback as an essential part of their learning. Programmes include activities (e.g. marking exercises and self and peer assessment) specifically designed to involve students in assessment. Students are expected to take responsibility for their own learning through: actively engaging with assessment tasks, delivering work on time, asking for clarification or advice, acting on feedback provided, and engaging in the development of assessment policy through student representation.

Our recommended assessment strategy is targeted at achieving maximum consistency with the statements of programme goals and graduate profile. The assessment strategy aims to:
- Assess students' strengths and development needs
- Evaluate achievements in terms of knowledge and skills
- Establish students' levels of achievement at appropriate stages of each module.

Assessment criteria follow the requirements for a master level programme, namely, for the student to:
- Demonstrate clear understanding of the relevant theoretical concepts and principles
- Provide convincing, clear and concise evidence of the analysis and use of relevant concepts and principles in the context of the information provided
- Demonstrate the ability to creatively synthesise and form responses
- Evaluate relevant issues
- Show effectiveness in problem solving
- Demonstrate the ability to present the required information in an acceptable format.

The principles of the assessment strategy of the programme are reflected in the assessment schemes of the modules. The precise form of assessment is determined by the module leader and is appropriate to the specification of each module. Normally, the following marking criteria are applied:

- Critical approach (i.e. the ability to see an issue from more than one point of view, and avoid over-simplification)
- Academic standard (including use of appropriate subject knowledge and references)
- Quality of argument (including logic and flow)
- Application of concepts (including credibility of recommendations).

Assessment is mainly by assessed coursework and examination. Written coursework for assessment may include essays, reports, project proposals, discussion documents, case study analyses, and a final project. Presentations (both group and individual) also constitute a form of assessed coursework. Students may be required to work in groups or individually on specific coursework. This gives module leaders an opportunity to assess group dynamics as part of the module assessment. Group work (and the associated reports, presentations, etc.) is weighted according to the degree of difficulty of the task as well as the extent to which group dynamics are monitored by the module leader. Some group work is conducted entirely within class time, while other group work may require students to meet (within the virtual learning environment or otherwise) outside of class time.

Examinations take a variety of forms: unseen examinations of a traditional nature, open- or closed-book examinations on a previously issued case study, or open-book examinations.

In addition to the above, portfolios of online activity are used to monitor student engagement and progress as well as to provide students with timely (often real-time, but also aggregate) feedback. Portfolios of online activity are generally not part of the formal, summative, assessment structure, although they can carry up to 30% of the total marks for some modules. In the latter case, details regarding the portfolio of online activity can be found in the module description. In all other cases, the extent to which a module leader makes use of portfolios of online activity remains their prerogative; the e-learning platform used by MostMedia is such that information regarding student engagement and participation in workshops is stored automatically and, in this sense, every module has a portfolio of online activity associated with it.

Candidates are required to complete a Project Module at the end of their programme. Given MostMedia's focus on real-world, applied business education, 40% of a candidate's final grade in the Project Module comes from a review prepared by their Project Mentor. The Project Mentor will be a person within the candidate's organisation, usually but not necessarily a direct or indirect superior. The remaining 60% of the candidate's final grade for the module will be assessed on the basis of a report, details of which can be found in the Project Module descriptor.

Half of the maximum marks awarded for the Mentor's Review will be awarded on the basis of the relevant four learning outcomes associated with it, as assessed by the Mentor. The remainder of the marks will be awarded on the basis of the Mentor's evaluation of the candidate's performance according to criteria that are relevant to their organisation (and which are negotiated with the candidate and their Advisor). Further details are outlined in the Project Module descriptor.

In general:

- Students are given credit not so much for retrieving theoretical knowledge but for applying it in an innovative way. Acquired knowledge and understanding, as well as the ability to apply analytical tools, is measured against problem-solving tasks which test the student's ability to apply such theoretical concepts and analytical tools to resolve realistic problems within organisations. An important outcome of the programme is to foster individual lifelong learning as an important factor in personal development.
- Given that the workshops are interactive, students not only get formal assessment, such as written assignments or exams, but they also receive feedback on their progress during class. Professional skills, such as numerical skills, analytical skills, information gathering and interpretation, are practised during workshops and consolidated during individual consultations/tutorials. If a deficiency in a student's performance is identified, a tutor is obliged to give feedback on the problem area as well as suggesting possible solutions.
- The interactive teaching approach adopted by MostMedia demands more from its students, who

are encouraged to participate in peer and self-assessment. As a result, the tutor is not the only assessor and he/she uses student feedback to measure students' progress.

- The assessment procedures serve not only to provide students with immediate feedback on their progress and to define problem areas, but also as a learning tool. Students are encouraged to reflect on their own, as well as their fellow students', performance. Students' written assignments and exams are designed to measure students' success in acquiring the knowledge and skills essential for effective performance in a company.

The variety of assessment methods is a consequence of the concept of learner-centredness. This allows for different learning styles whilst measuring performance, not only in terms of academic achievements, but also in terms of the skills and competencies necessary for lifelong learning.

Students are encouraged to work in groups while preparing their assignments, but inappropriate collusion and direct plagiarism are strictly forbidden. Quotations and paraphrases should be clearly identified and attributed through the use of one of the standard referencing systems, preferably the Harvard system.

Plagiarism is considered to be a serious disciplinary offence and may result in penalties ranging from an official warning, receiving a zero for the piece of assessment or module in question, or even exclusion in the event of serious or repeated misconduct.

6b) Module details

Module number and name	Learning and Teaching Methods	Assessment				Teaching Staff (module co-ordinator as first name and in bold)
		Form	**Magnitude**	**Weighting**	**Timing**	
7H1 Managing People	Lectures/workshops (online) Guided independent studies Tutorials/consultation	Group project		30%	During the workshops	**Katarzyna Zdebiak-Mucha**
		Assignment	1,500 words	70%	End of module	
7F1 Financial Decision Making	Lectures/workshops (online) Guided independent studies Tutorials/consultation	In-course assignment	1,000 words	40%	During the workshops	**Prof. Leszek Zaremba**
		Final report	1,000 words	60%	End of module	
7M1 Marketing Principles	Lectures/workshops (online) Guided independent studies Tutorials/consultation	Group work		40%	During the workshops	**Justyna Berniak-Woźny, Ph.D.**
		Individual assignment	1,000 words	60%	End of module	
7S1 Managing Organisational Processes	Lectures/workshops (online) Guided independent studies Tutorials/consultation	Portfolio of online activity		10%	During the workshops	**Justyna Berniak-Woźny, Ph.D.**
		Individual report	1,000 words	40%	End of module	
		Exam	60 minutes	50%	End of module	

7S2 Strategic Management	Lectures/workshops (online) Guided independent studies Tutorials/consultation	Group work		30%	During the workshops	**Katarzyna Chwalbińska-Kusek**
		Individual report	3,000 words	70%	End of module	
Pathway modules						
7H2 International Human Resource Management	Lectures/workshops (online) Guided independent studies Tutorials/consultation	Individual report	2,000 words	50%	End of module	**Magdalena Kaczkowska-Serafińska, Ph.D.**
		Exam	120 minutes	50%	End of module	
7H3 Training and Development	Lectures/workshops (online) Guided independent studies Tutorials/consultation	Group project		30%	During the workshop	**Magdalena Kaczkowska-Serafińska, Ph.D.**
		Assignment	3,000 words	70%	End of module	
7H4 Leading Change	Lectures/workshops (online) Guided independent studies Tutorials/consultation	Assignment	4,000 words	100%	End of module	**Magdalena Kaczkowska-Serafińska, Ph.D.**
Project / Consultation	Real-world application of programme content Consultation with teaching staff Independent study and research	Mentor's review	Equivalent to 5,000 words	40%	End of project	Project advisor and mentor to be negotiated and agreed upon at the very beginning of the project
		Individual report	10,000 words	60%	End of project	

6c) Programme learning outcomes covered

	Assessed learning outcomes of the programme												Skills development								
Adjust LO codes as necessary. → *These must match module descriptors.*	**K1**	**K2**	**K3**	**K4**	**K5**	**K6**	**I1**	**I2**	**I3**	**I4**	**I5**	**I6**	**E1**	**E2**	**E3**	**E4**	**E5**	**E6**	**E7**	**E8**	**E9**
Lighter shading indicates modules that are not core, ie. not all students on this programme will undertake these.	Management & organisation theory	Competitive environment & marketing	Approaches to business organisations	Role of strategy	HRM in international context	Integration of T&D activity	Resolving people management	Financial techniques & analysis	Research-based problem solving	Managing a sustained investigation	Organisational change	Employment law	Self-management	Team-working	Business and sector awareness	Problem-solving	Communication	Application of numeracy	Communication and Information technology (CIT)	Entrepreneurship/enterprise	Social, cultural & civic awareness
7H1 Managing People	■		■	■	■		■			■		■	■		■		■				
7F1 Financial Decision Making	■		■					■		■			■		■				■	■	
7M1 Marketing Principles	■	■	■										■		■					■	
7S1 Managing Organisational Processes	■		■				■			■			■		■						
7S2 Strategic Management	■		■	■			■			■			■		■						
7H2 International Human Resource Management	■		■	■	■		■		■				■		■						
7H3 Training and Development	■		■		■		■	■		■	■		■						■	■	
7H4 Leading Change	■									■			■								
Project / Consultation	■		■		■		■	■	■	■			■	■	■	■	■		■	■	■

7.   Entry requirements

Postgraduate programmes

Applicants should normally have achieved the following prior to registering for the programme:
 	
• An honours degree (minimum 2.2) in any discipline.
 	
    • Or a professional award at Diploma level (or equivalent) together with three years employment/professional experience.
    • Or A-Level matriculation (or equivalent) together with six-years employment/professional experience.
    • Or eight years post-18 employment/professional (full time or substantially full time permanent) experience.
 	
For students whose first language is not English a pass in an approved test in English is needed, eg. the International English Language Testing Service (IELTS) – 6.0 (no component should be lower than 5.5) or the Test of English as a Foreign Language (TOEFL).
 	
International students will have additional access to English language sessions – focusing on academic writing / skills and information retrieval sessions (which will be also covered during mandatory Induction week). Please see Bridging Programme description for additional student candidate support.
 	
Applications are welcome from those with few or no formal qualifications but with significant professional experience. Any previous relevant work experience and learning will be assessed and to determine whether the candidate has the appropriate qualifications to study for the MSc. The application process will be in line with the University's Recognition of Prior Experiencial Learning (RPEL) and other appropriate procedures.

8.   Progression, classification and award requirements

Details of requirements for student progression between levels and receipt of the award(s) (A certain level of attainment which <u>must</u> be achieved in a specific module; any deviation from the standard University stipulations for award classification, eg. exclusion of Level 4 module marks from Foundation Degree classification)
Standard University Postgraduate Taught Course Academic Regulations apply. The MSc will be awarded on successful completion of 180 credits. The award will be with Pass, Merit or Distinction, as outlined within the University's Taught Course Academic Regulations.

9.   Prerequisites

Details of modules which <u>must</u> be passed before enrolment on a module at a higher level *Include the rationale which justifies imposition of the prerequisite(s) and the mark/grade required.*
There are no prerequisites.

10.   External examining arrangements

External examining arrangements (eg. joint with another programme – extended duties for someone already in post – or separate, single/multiple examiners; if multiple examiners, which subjects / types of module are to be allocated to each)

11.   Additional information

Details regarding arrangements in respect of any special features of the programme/scheme, (eg. study abroad, a field course, specific work placement, opportunities for onward progression from foundation degrees)
Applicants who do not meet the English language criteria for entry into the programme will have the option of completing Righton Oxford International's[†] individually tailored Bridge Programme, which may help them improve their English language skills enough to meet Most Media's entry requirements. Completion of the Bridge Programme does not, however, guarantee entry into the programme. [†] Righton Oxford International is a wholly owned subsidiary of Most Media

12.   Additional support needs

Arrangements made to accommodate students with additional support needs and any unavoidable restrictions on their participation in the programme/scheme (Key aspects of the Equality Impact Assessment for the Department – see Internal Audit Form NP2G for further details)
Students with disabilities or other support needs are welcome. Arrangements will be made, to accommodate students with additional support needs, wherever possible.