



# INTERNATIONAL HUMAN RESOURCE MANAGEMENT

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The University of Liverpool works with partner, Kaplan Higher Education Hong Kong, to process applications and admissions.

# INTERNATIONAL HUMAN

# RESOURCE MANAGEMENT

## Programme overview

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**Study mode:** Online and part-time

**Qualification:** MSc / PG Dip / PG Cert International Human Resource Management

**Indicative programme duration:** 30 months / 20 months / 10 months

**Entry requirements:** All applications will be considered on a case-by-case basis. If you want to discuss your previous qualifications and experience before applying, please contact us now via LiveChat.

Applicants should possess either:

- A minimum of a 2:2 class degree in any subject, equivalent to a UK bachelor's degree; or
- Professional work experience in a related field and/or other prior qualifications will be considered on a case-by-case basis.

All applicants must provide evidence that they have an English language ability equivalent to an IELTS (academic) score of 6.5.

If you don't have an IELTS or equivalent certificate, you can take our free online English test to assess your proficiency. You don't need to prove your English ability if you are a national of, or have completed a qualification equivalent to a UK degree in, any of [these countries](#).

## Teaching and assessment

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The programme is delivered using the latest and most innovative online teaching techniques and includes a range of interesting and thought-provoking activities and exercises. Core information is developed by subject-leading experts in the field and closely aligned with both industry and academic best practice, underpinned by rigorous theoretical and relevant topics, examples and cases. Leading-edge materials are supported by specially trained tutors, who are not only professionals in the discipline, but who have an exceptional knowledge of supporting online students. Teaching activities consist of specially designed lecturecasts, carefully curated reading lists, and asynchronous discussions to enhance peer-to-peer learning opportunities.

Assessment is by coursework only – there are no examinations. Assessments align with the University of Liverpool commitment to have relevant, authentic and varied activities and are designed to lead directly to enhanced professional and personal objectives as well as being appropriate to the academic discipline.

\*The indicative study duration is a guide to how long your course will take to complete. The actual duration may vary depending on study options chosen and module availability.

**Ready to apply?** Please complete our online application form to apply to study this programme.

# INTERNATIONAL HUMAN RESOURCE MANAGEMENT

## What will I study?

This programme consists of the following modules. You are required to complete 180 credits to achieve a full Master of Science, 120 credits to achieve the postgraduate diploma (PG Dip), and 60 to achieve the postgraduate certificate (PG Cert).

	MSc	PGDip	PGCert
Strategic Human Resource Management (15 credits)	*	*	*
Becoming a Leader (15 credits)	*	*	
Ethical and Sustainable Business Practice (15 credits)	*	*	
Finance and Data Analysis for Managers (15 credits)	*	*	
Strategic Learning, Training and Development (15 credits)	*	*	*
Managing Change and Conflict (15 credits)	*	*	*
People and Performance Management (15 credits)	*	*	*
Research Methods (15 credits)	*	*	
Dissertation (60 credits)	*		



# PROGRAMME STRUCTURE

<b>NQF level</b>	Level 7	
<b>Credit value</b>	15 credits	<b>Module duration</b> 8 weeks

# STRATEGIC HUMAN RESOURCE MANAGEMENT

## Module aims

This module aims to:

- Introduce students to key principles and theories of Strategic HRM strategy and the role of SHRM within business strategy;
- Enable students to understand and critically examine the international and global nature of contemporary work and organisations, and the challenges for SHRM in a global context;
- Enable students to understand and critically reflect on the role of HRM in supporting managers to effectively manage people;
- Introduce students to a range of core HRM practices and their role in delivering strategic business objectives;
- Enable students to critically reflect on their own organisational role and their career aspirations, and be able to effectively identify and plan development priorities.

## Learning outcomes

Students will be able to:

- Understand key principles and theories of Strategic HRM strategy and the role of SHRM within business strategy.
- Understand and be able to critically examine the global nature of contemporary work and organisations, and the challenges for SHRM in a global context.
- Critically reflect on the role of HRM in supporting managers to effectively manage people.
- Be aware of and understand a range of core HRM practices and their role in delivering strategic business objectives.
- Critically reflect on their own organisational role and their career aspirations and be able to effectively identify and plan development priorities.

## Syllabus

- Work, organisations and strategy in a global context – the nature of contemporary

organisations; organisational strategy; the role of HRM.

- The evolution of HRM – the diverse and changing roles of HRM; levels of strategic influence.
- HRM in a global context – how global drivers have shaped HRM; global challenges for HRM.
- Strategic HRM – key theories and approaches.
- Strategy in practice – managing performance in the organisation.
- Strategy in practice – managing learning in the organisation.
- Strategy in practice – managing organisational change.
- The future of HRM – the changing nature of work and organisations; the role and impact of contemporary technologies for HRM; predicting future challenges.

## Learning and teaching methods

The module Learning and Teaching strategy is underpinned by the concepts of active, collaborative and co-produced learning. Students will apply key concepts to their own professional contexts and practice and will be encouraged to determine the direction and focus of discussions according to their own experiences and interests, both individually and in groups.

The module will primarily be delivered through eight weekly e-lectures, delivered through a variety of methods, covering key concepts, theories and case examples. These will be supported by individual online tasks, case studies, blogs, collaborative tasks and discussion boards, which will be used to develop and apply learning. These activities will be moderated by the module instructor. Students will also be directed to key academic and practitioner readings to further develop their learning.

Students will also participate in eight weekly e-seminars where they will engage in peer discussion of key concepts and application to their own work contexts. Seminars will be conducted via a discussion board with input from the module instructor.

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<b>NQF level</b>	Level 7		
<b>Credit value</b>	15 credits	<b>Module duration</b>	8 weeks

# BECOMING A LEADER

## Module aims

This module aims to:

- Provide students with the knowledge and skills to critically analyse the role of leadership in today's work environment and consider how personal reflection and evaluation can be used to develop and grow as a leader within an organisational context.
- Foster the ability to evaluate the activities, functions and roles related to being a leader in a variety of organisational contexts, and explain both the rationale for this and the implications for those who are led.
- Explore and critique a range of theoretical perspectives concerning leadership and consider how these have developed over time with the changes in the complexity and variety of organisational structures.
- Analyse the impact of changes and developments in the external global business environment and how this has impacted contemporary leadership practice.
- Provide students with the skills and opportunity to evaluate the factors affecting the 'leader-led' relationship, and the variety of frameworks (both formal and informal) that exist to facilitate this.

## Learning outcomes

Students will be able to:

- Evaluate the meaning, influence, and importance of leadership within contemporary organisations and the changing environments in which the organisations exist.
- Develop the ability to critically assess and reflect upon the personal nature of leadership styles and the role of the leader-follower relationship.
- Develop a personal leadership style and brand and consider how personal inspiration and incentive can develop future leadership styles.
- Recognise and evaluate the new demands that global organisations put on leadership.
- Analyse different styles of leadership and how they are influenced by motivation, culture and organisational practice.

## Syllabus

- Leadership in the 21st Century
- Leadership Theory and Practice
- Learning to Lead
- Understanding the Leader-Follower Relationship
- Personality, Charisma and Leadership
- Creative Leadership
- Digital Leadership- Leading in the Age of Technology
- Developing a Personal Leadership Brand

## Learning and teaching methods

The module will primarily be delivered through eight weekly e-lectures with one core topic studied each week. Module content, focusing on key concepts, theories and case examples, will be delivered through a variety of methods including written materials, videos, and social media. These will be supported by individual online tasks, such as blogs, case studies, and discussion boards, which will be used to develop and apply learning. These activities will be moderated by the module instructor. Students will also be directed to key academic and practitioner readings to further develop their learning.

Students will also participate in eight weekly e-seminars where they will engage in peer discussion of key concepts and application to their own work contexts. Seminars will be conducted via a discussion board with input from the module instructor.

<b>NQF level</b>	Level 7	
<b>Credit value</b>	15 credits	<b>Module duration</b> 8 weeks

## ETHICAL AND SUSTAINABLE BUSINESS PRACTICE

### Module aims

This module aims to:

- Enable students to reflect critically on the ethical nature of business and management, and the ethical implications of business strategy, decision making, and sustainability;
- Support students to examine a range of ethical and sustainability issues arising from the global nature of contemporary businesses;
- Provide students with a range of theoretical and practical tools with which to identify, and critically analyse ethical problems, and support effective decision making.

### Learning outcomes

Students will be able to:

- Identify and discuss the ethical and sustainability implications of global trends for businesses.
- Understand and critically evaluate a range of ethical theories and tools.
- Critically analyse and evaluate business practices in terms of ethics and sustainability.
- Critically reflect on their own personal ethics and the ethical responsibilities and consequences of a manager role.

### Syllabus

- Businesses, organisations and ethics.
- Sustainability
- Ethical frameworks across borders
- Personal ethics
- Stakeholder management
- Ethical and sustainable decision making
- Corporate Social Responsibility
- Managing ethically – putting it all together

### Learning and teaching methods

The module will primarily be delivered through eight weekly e-lectures, delivered through a variety of methods, covering key concepts, theories and case examples. These will be supported by individual online tasks, case studies, blogs, collaborative tasks and discussion boards, which will be used to develop and apply learning. These activities will be moderated by the module instructor. Students will also be directed to key academic and practitioner readings to further develop their learning.

Students will also participate in eight weekly e-seminars where they will engage in peer discussion of key concepts and application to their own work contexts. Seminars will be conducted via a discussion board with input from the module instructor.

Additionally, students will participate in virtual action learning sets, where students will form small action learning groups and collaboratively choose and then work together to solve current ethical problems affecting group members. This will be facilitated by the module instructor.

<b>NQF level</b>	Level 7	
<b>Credit value</b>	15 credits	<b>Module duration</b> 8 weeks

# FINANCE AND DATA ANALYSIS FOR MANAGERS

## Module aims

This module aims to:

- Enable students to broaden their understanding of finance techniques and tools which impact on business management decisions and actions;
- Equip students with technical financial skills which will allow them to participate in finance-related organisation projects, including project appraisal, financing decisions, budgeting and data analysis;
- Equip students with the skills to be able to appreciate where the financial and data management skills learnt on this module might be most appropriate / useful to their own area of business practice or specialism, as well as appreciating the limitations of techniques;
- Equip students with the skills and understanding to be able to use financial data in order to strategically influence within their workplace contexts.

## Learning outcomes

Students will be able to:

- Understand the different types of financial statements, critically evaluate the interlinkage between them and their usefulness to business decisions and challenge the basis from which various forms of data analysis take place.
- Critically analyse company performance from financial statements using financial data ratio analysis.
- Financially appraise potential business projects using investment appraisal techniques, critically evaluate the usefulness of these techniques and be able to demonstrate techniques to deal with risks and uncertainties.
- Support business planning and control through the adoption of budgets. Students will be able to critically evaluate the usefulness of budgeting techniques and appraise the usefulness of data from such control systems.
- Understand the various sources of finance available to businesses and be able to recommend suitable types of finance to meet the needs of individual business situations.

- Have an understanding of the calculation of discount rates for use in investment appraisal as well as the ability to explain problems and limitations of their use.
- Understand the non-financial and other financial risks facing businesses and be able to demonstrate and explain how such risk data can be managed.

## Syllabus

- Financial statements overview
- Company performance evaluation
- Investment appraisal
- Budgeting and control
- Financing
- Cost of capital
- Risk Management

## Learning and teaching methods

The module will be delivered over an 8-week period, primarily through a series of weekly e-lectures. These will be supported by individual online tasks and discussion boards, which will be used to develop and apply learning. These will be moderated by the module instructor. Students will also be directed to key academic and practitioner readings to further develop their learning.

Additionally, one scheduled synchronous seminar will be delivered (if there are issues with time zones another seminar will be provided).

MPH / PG Dip / PG Cert



<b>NQF level</b>	Level 7	
<b>Credit value</b>	15 credits	<b>Module duration</b> 8 weeks

# STRATEGIC LEARNING, TRAINING AND DEVELOPMENT

## Module aims

This module aims to:

- Provide students with knowledge of the principles and current issues relevant to strategic learning, training and development.
- Support students' development of subject specific and key transferable skills necessary for employment positions related to the management of human resources.
- Provide opportunities for students to acquire a range of analytical techniques required for the effective operational and strategic design of learning, training and development platforms.

## Learning outcomes

Students will be able to:

- Develop a critical understanding of the strategic importance of international learning, training and development for multi-national organisational performance, innovation and creativity.
- Understand and critically evaluate learning theories and their relevance to planning, performance and knowledge management across national and cultural boundaries.
- Explain the importance of micro-level activities, systems and processes that influence the development of learning in a dynamic and culturally complex organisational context.
- Demonstrate knowledge, understanding and application of the training cycle including needs analysis, training design and methods, implementation and delivery of training, transfer of learning, and evaluation.
- Describe and evaluate individual, organisational, cultural/environmental influencers of learning, training, and development in a variety of contexts.

## Syllabus

- Theories of organisational knowledge and learning
- The learning organisation
- Cultural and diversity dimensions of learning;

knowledge and learning in global organisations and in a global context;

- Identifying training needs;
- Design, implementation and delivery of training;
- Training transfer, embedding of learning and evaluation;
- International Human Resource Development;
- Knowledge management;
- Communities of practice, talent management and succession planning;
- Social, organisational and environmental influencers of effective learning, training and development.

## Learning and teaching methods

The module will be delivered over an 8-week period through weekly e-lectures. Module content will be delivered through a range of different interactive methods including videos, podcasts and written materials. The e-lectures will be supplemented by a combination of individual and group online learning activities including case studies, reflection, quizzes, problem solving, viewing multimedia content and posting on discussion boards. These activities will be moderated by the module instructor. Students will critically reflect on their own professional experience of learning, training and development in a workplace context and will be encouraged to link this to existing theory and broader issues pertaining to skill and knowledge development. Students will be expected to engage in wider reading to further develop their engagement with the topic, and relevant sources will be suggested.

Students will also participate in eight weekly e-seminars where they will engage in peer discussion of key concepts and application to their own work contexts. Seminars will be conducted via a discussion board with input from the module instructor.

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<b>NQF level</b>	Level 7		
<b>Credit value</b>	15 credits	<b>Module duration</b>	8 weeks

# MANAGING CHANGE AND CONFLICT

## Module aims

This module aims to:

- Provide students with a critical appreciation of change management as a form of strategic human resource management, and the negotiation of multiple interests;
- Enable students to engage with a range of theories and perspectives of change management and conflict management;
- Provide students with analytical and practical techniques required for effective change management, conflict management and successful employee relations development.

## Learning outcomes

Students will be able to:

- Develop a critical understanding of international and global drivers of change and conflict.
- Develop a critical appreciation of change management as a form of strategic human resource management and the negotiation of multiple interests.
- Understand and be able to critically evaluate a range of theories relating to change management, and their relevance to strategic human resource management.
- Gain knowledge and skills in analytical and practical techniques required for effective change management, including recognising and negotiating organisational politics and a critical awareness of the global and cultural context and implications for change management.
- Understand and critically evaluate a range of theories relating to conflict management, including employee relations perspectives.
- Gain knowledge and skills in analytical and practical techniques required for effective conflict management and successful employee relations development, including interpersonal skills, negotiation and mediation and a critical awareness of the global and cultural context and implications for conflict management.
- Understand the importance of reflective practice in developing their understanding and application of different approaches to change and conflict management.

## Syllabus

- Change in an international context; global drivers of change.

- Theories and perspectives of change management.
- The role of HRM in change management.
- Employment relations in a global context; global drivers of conflict; cross-cultural conflict; employment relations and change management.
- Theories and perspectives on employment relations; employee voice; employee engagement; implications for the balance of power.
- Conflict management; psychological explanations of conflict and approaches to conflict management; the psychological contract.
- Managing conflict within and between groups.
- Organisational level conflict; the role of collective bargaining, negotiation and mediation skills.

## Learning and teaching methods

The module learning strategy is underpinned by the concepts of active, collaborative and co-produced learning. Students will apply key concepts to their own professional contexts and practice and will be encouraged to determine the direction and focus of discussions according to their own experiences and interests, both individually and through group discussions.

The module will primarily be delivered through eight weekly e-lectures, delivered through a variety of methods, covering key concepts, theories and case examples. These will be supported by individual online tasks, case studies, blogs, collaborative tasks and discussion boards, which will be used to develop and apply learning. These activities will be moderated by the module instructor. Students will also be directed to key academic and practitioner readings to further develop their learning.

Students will also participate in eight weekly e-seminars where they will engage in peer discussion of key concepts and application to their own work contexts. Seminars will be conducted via a discussion board with input from the module instructor.

Additionally, students will form small learning groups and attend fortnightly e-seminars, where they will discuss with peers of key theories they learned from the lectures. E-seminars will be conducted via a discussion board led by the module instructor.

MPH / PG Dip / PG Cert

<b>NQF level</b>	Level 7		
<b>Credit value</b>	15 credits	<b>Module duration</b>	8 weeks

## PEOPLE AND PERFORMANCE MANAGEMENT

### Module aims

This module aims to:

- Provide students with a critical appreciation of performance management as a form of strategic human resource management, and as a cultural and ethical practice;
- Enable students to engage with a range of theories and perspectives of performance management practices relating to individual, group and organisational capabilities;
- Provide students with analytical and practical techniques required for effective performance management.
- Performance management and the development of individual, group and organisational capabilities.
- Performance management roles and responsibilities.
- Managing poor and outstanding performers as well as their engagement and commitment.
- Equity in performance management: rewards and career.
- Contemporary challenges in performance management, including topics such as talent management and bias in performance management evaluations.
- Cross-cultural differences in performance management systems.

### Learning outcomes

Students will be able to:

- Demonstrate critical and ethical awareness of the strategic and operational implications for performance management systems within organisations.
- Describe the performance management process and how it is integrated into existing management systems and work.
- Explain the roles and responsibilities for performance management.
- Discuss and critique the implications of contemporary performance management approaches.
- Explain the potential contribution of performance management to the development of individual, group and organizational capability.
- Recognise cross-cultural differences in performance management and the implications for performance management in a global context.
- Critically evaluate the effectiveness of performance management.

### Syllabus

- The context of performance management, including the international and cross-cultural context of performance management systems.
- The performance management process.

### Learning and teaching methods

The module learning strategy is underpinned by the concepts of active, collaborative and co-produced learning. Students will apply key concepts to their own professional contexts and practice and will be encouraged to determine the direction and focus of discussions according to their own experiences and interests, both individually and through group discussions.

The module will primarily be delivered through eight weekly e-lectures, delivered through a variety of methods, covering key concepts, theories and case examples. These will be supported by individual online tasks, case studies, blogs, collaborative tasks and discussion boards, which will be used to develop and apply learning. These activities will be moderated by the module instructor. Students will also be directed to key academic and practitioner readings to further develop their learning.

Students will also participate in eight weekly e-seminars where they will engage in peer discussion of key concepts and application to their own work contexts. Seminars will be conducted via a discussion board with input from the module instructor.

MPH / PG Dip / PG Cert

<b>NQF level</b>	Level 7		
<b>Credit value</b>	15 credits	<b>Module duration</b>	8 weeks

## RESEARCH METHODS

### Module aims

This module aims to:

- Consolidate their knowledge of research in leadership and management.
- Consider the nature of research for academic and more applied contexts.
- Develop skills in the acquisition, analysis, and management of qualitative and quantitative data sets.
- Enhance their general research and study skills.
- Critically analyse, evaluate and review current research and scholarship.
- Evaluate, select, and justify appropriate research methods in a chosen area of study to ensure that the evidence generated, its analysis and conclusion are appropriate and robust.
- Appreciate the importance of ethical conduct in research.

### Learning outcomes

Students will be able to:

- Enhance their understanding of the most effective research methods applicable to leadership and management.
- Develop knowledge of the methodological steps involved in producing and implementing a research process appropriate to the specific demands of a research project with a leadership and management focus.
- Increase their capacity to distinguish between primary and secondary modes of data and develop a critical awareness of research methods and techniques available when collecting and analysing both qualitative and quantitative data.
- Understand how to progress an outline research project idea into a practicable research proposal.
- Possess the aptitude to critically analyse, evaluate and review current research and scholarship.
- Develop the ability to evaluate, select, and justify appropriate research methods in a chosen area of study to ensure that the evidence generated, its analysis and conclusion are appropriate and

robust.

- Understand the importance of ethical conduct in research and be able to apply established ethical standards to research projects.

### Syllabus

Research in management and leadership: constraints, benefits and limitations. Types of research data and data collection strategies. Qualitative research: design, data collection, analysis and presentation. Quantitative research: statistical techniques and data presentation.

The nature of academic and applied research, desk-based research.

The research process, finding a suitable research area, framing a question, developing a research proposal, and planning a research schedule. Ethics in research: between theory and practice.

### Learning and teaching methods

The module will primarily be delivered through a series of e-lectures covering key topics. These will be supported by individual online tasks and discussion boards, which will be used to develop and apply learning. These will be moderated by the module instructor. Students will also be directed to key readings to further develop their learning.

Students will also participate in seminars which will enable peer discussion through discussions boards as with other modules. This will be facilitated by the module instructor.

<b>NQF level</b>	Level 7	
<b>Credit value</b>	60 credits	<b>Module duration</b> 40 weeks

# DISSERTATION

## Module aims

This module aims to:

- Apply and extend the knowledge and research skills that they have acquired during their programme of study such as would be required for an extended final research project;
- Use apposite research methodologies and data collection methods to examine a relevant organisational context in significant depth;
- Identify an appropriate research topic; critically select and apply appropriate research methodology and data collection methods to their chosen research topic;
- Demonstrate a rigorous understanding of the theory and literature relevant to the issues under investigation.

## Learning outcomes

Students will be able to:

- Apply relevant theory to the analysis of management practice.
- Reflect on prior learning throughout the programme, considering a broad range of subject matter. They will be able to identify which learning from this subject matter is most significant to delivering a PG dissertation.
- Conduct research in a rigorous and systematic fashion.
- Refine and execute a structured plan of research based on informed choices about research design, and data collection and analysis methods.
- Recognise and critically evaluate different management research designs and the assumptions upon which they are based.
- Present a logical, critical and sustained argument, and develop conclusions in a manner consistent with Masters level standards.

## Syllabus

- Refining the project proposal.
- Planning and executing the research project.
- Using appropriate research methods.
- Research ethics.
- Writing for academic and practitioner audiences.

## Learning and teaching methods

The module will include five taught sessions, three hours per session, in a guided virtual classroom discussion format, covering key information, enhancing students' understanding of the research methodology and planning required to pursue the dissertation. Students will also be directed to key academic and practitioner readings to further develop their learning. Students will have opportunity for instructor feedback on their research, as well as guidance on the ethical review process required to pursue empirical research.

Students will be allocated a supervisor for their dissertation. Supervisory contact hours will include scheduled meetings, detailed feedback on proposal and draft chapters, progress check-ins, and ongoing Q&A.



# INTERNATIONAL HUMAN

# RESOURCE MANAGEMENT

## USEFUL INFORMATION

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### Fees and funding

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For current information on tuition fees and funding options, please ask our course consultants for more details. ☎+852 9545 5878

### Discounts and scholarships

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For current information on discounts and scholarships, please ask our course consultants for more details. ☎+852 9545 5878

### Careers

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Programme graduates will be able to develop existing careers in Human Resource Management, move into a HRM role, or develop more generic managerial careers. Programme graduates will have developed an understanding of the career opportunities within Human Resource Management, including International Human Resource Management, and be able to articulate their career aims. Students will be able to reflect on the key skills and attributes that they have developed both within and outside of the programme, maintain a personal portfolio of learning, and be able to construct a personal development plan.

# READY TO APPLY?

Submit your application online

or contact our partner, Kaplan Higher  
Education Hong Kong, at

+852 2526 3686

[info@kaplan.edu.hk](mailto:info@kaplan.edu.hk)



The University of Liverpool works with partner, Kaplan Higher Education Hong Kong, to process applications and admissions.