

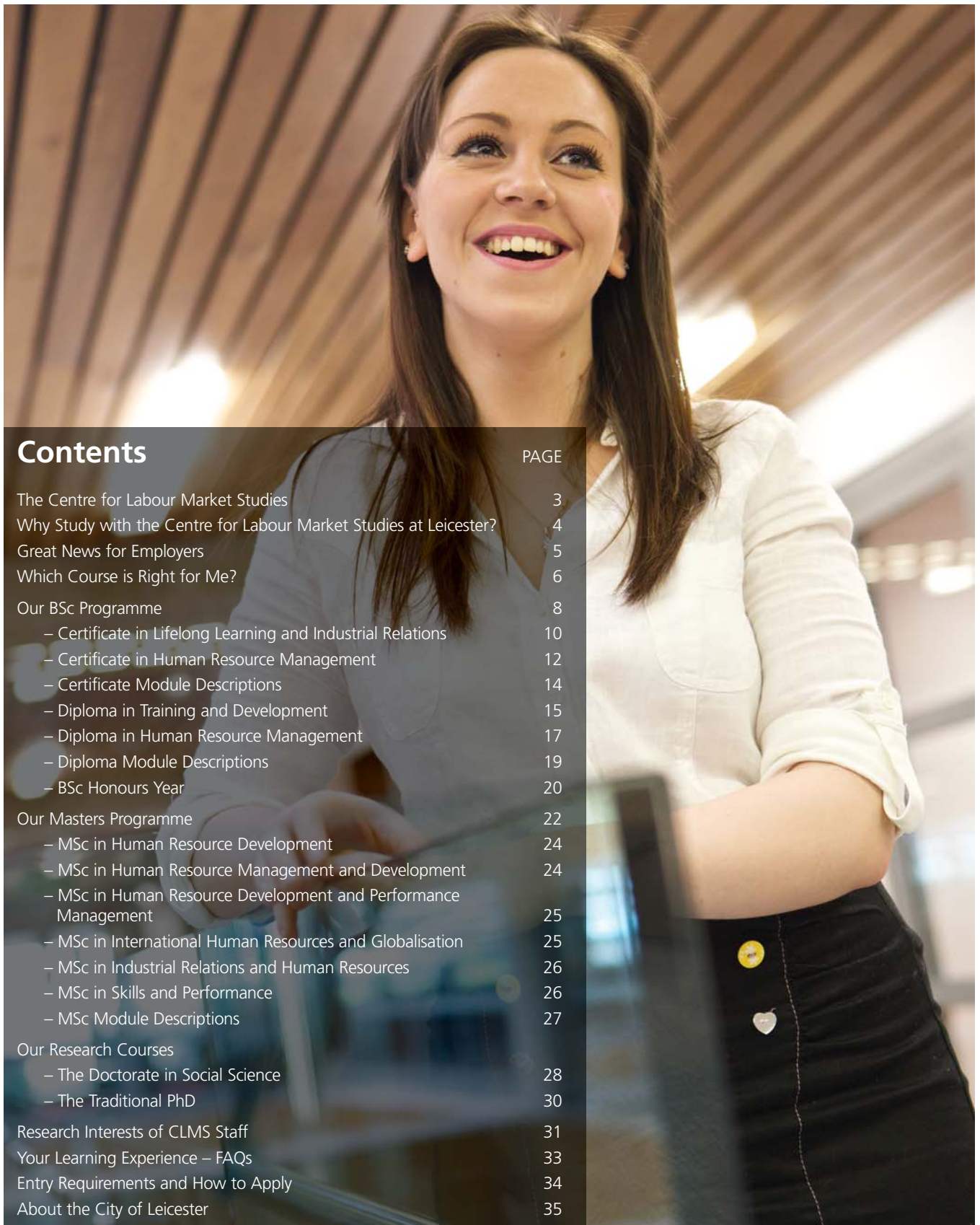


University of  
**Leicester**

DISTANCE LEARNING FOR

# Human Resources Professionals





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## The Centre for Labour Market Studies

The Centre for Labour Market Studies has developed an **international reputation** as a leading provider of **flexible distance learning courses** in training, skills, performance and human resources. With over 3,500 successful graduates in over 70 countries, you will be joining our growing body of students, many of whom have become **leaders in their fields**.

Our courses are based on **leading research** from around the world and the lessons we have learned from our own international research work. This cutting-edge research feeds directly into the course materials, ensuring they are **up-to-date with the latest developments** in the field.

Our courses are designed to enable you to **critically reflect** on your own HR practice and consider how your experience relates to the theories and concepts discussed in the research literature. By studying with us, you will develop the ability to ask probing questions, synthesise complex ideas and design and carry out your own research projects.

Alongside the **high quality learning materials**, you will also benefit from **ongoing support** throughout the course, enabling you to pursue your studies in as flexible a way as possible.

We hope you find our portfolio interesting. We are confident you will find your time with us rewarding, productive and enjoyable.

### Contact Details

#### Undergraduate and Masters admissions

Distance Learning Advisers

**t:** +44 (0)116 252 5377

**e:** [dladvisers@le.ac.uk](mailto:dladvisers@le.ac.uk)

**w:** [www.clms.le.ac.uk](http://www.clms.le.ac.uk)

#### Doctorate admissions

**e:** [susan.walker@le.ac.uk](mailto:susan.walker@le.ac.uk)

**t:** +44 (0)116 252 5979

**w:** [www.clms.le.ac.uk](http://www.clms.le.ac.uk)

#### Traditional PhD admissions

**e:** [k.venter@le.ac.uk](mailto:k.venter@le.ac.uk)

**t:** +44 (0)116 252 5956

**w:** [www.clms.le.ac.uk](http://www.clms.le.ac.uk)



## Why Study with the Centre for Labour Market Studies at Leicester?

### Our Experience

With over 18 years of experience in delivering distance learning courses and over 3,500 successful graduates from 70 countries, you can be confident that we understand the specific needs of distance learning students and all of our courses have been designed with those needs in mind.

### Our Passion

Our courses are based on our world-leading research and our passion for the subject is translated into our teaching. Our staff lead developments in the field enabling you to benefit from those developments as they occur.

### Your Choice

Our distance learning courses allow you to work from any location in the world, without the need to attend lectures or tutorials. This enables you to build your study around your work or family commitments without disrupting your learning experience. This mode of study is designed around the needs of busy professionals as it allows you to develop your skills and experience without leaving employment.

### Supporting You

As a University of Leicester student you will benefit from full support with a dedicated team available to answer your queries and provide support and advice. The University's David Wilson Library also provides full support for distance learning students including a postal loan service and full access to the Library's electronic resources.

### Our Approach

One of the key benefits of studying with the Centre for Labour Market Studies is our interdisciplinary approach to the subject. We draw on subjects including sociology, psychology, management and economics to develop a rounded course, providing you with skills from across several areas.

### Your Company

As a distance learning student the new skills you develop can be applied immediately to your current role. So, not only do you benefit from your new knowledge, your company benefits immediately as well.

## Great News for Employers

Our courses are designed not only to develop your skills, but also to add to the **skills and knowledge** base of your company.

As our courses are delivered via distance learning, you can remain in work during your studies, enabling you to apply your new knowledge and skills into your role immediately. As you don't have to attend classes at fixed times, this **minimises the disruption** to your professional and domestic lives.

You can choose to base the research elements of the course on issues within your company, enabling solutions to be developed and utilised within real life situations.

Our courses are also designed to offer **flexibility**. So, if your responsibilities change, you can choose to take a break from your studies.

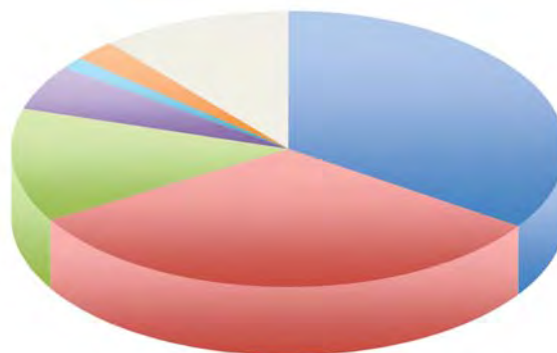
Our graduates have told us of the **tremendous benefits** they have gained at an individual and organisational level from completing our courses. These include: increased confidence; new ideas to inform practice; networking opportunities; and, personal intellectual development.

Theses and dissertations undertaken in the course of your assessment are research-based projects that enable you to **identify, critically analyse and evaluate** a particular issue of interest in your organisation.

Current dissertation topics include investigations into:

- the impact of training and HRM tools on growth, development, productivity and return on investment in organisations.
- the role of performance management in higher education.
- retention strategies to create loyal workforces.
- evaluating the effectiveness of formal training versus informal training methods.
- the effective implementation of HR practices in developing workforce motivation.
- the centralisation of collective bargaining.
- the effect of cultural differences on peoples' perception of leadership.
- the risks and challenges of implementing performance management systems and techniques.

## Where our students are located



## Our students' employers

AOL  
 American Express  
 Apple Inc  
 Armed Forces  
 Austin Reed  
 BAE Systems  
 British Aerospace  
 British Broadcasting Corporation (BBC)  
 British Council  
 Cathay Pacific  
 Ciba Chemicals  
 Coca Cola  
 Connexions  
 Crown Prosecution Service  
 Department for Work and Pensions  
 Emirates Airlines  
 Ernst & Young  
 European Parliament  
 GlaxoSmithKline  
 Goldman Sachs  
 Hays Accountancy & Finance  
 Hewlett-Packard  
 HK Police Force  
 HSBC  
 Inland Revenue Training Centre  
 NHS Trusts and Social Services  
 Metropolitan Police Force  
 Microsoft  
 National Air Traffic Service  
 National Police Training College  
 Pfizer Ireland Pharmaceuticals  
 Police Forces  
 Powergen  
 PepsiCo  
 PriceWaterhouseCoopers  
 Rolls Royce  
 Royal Sun Alliance  
 Shell UK  
 Siemens  
 Starbucks  
 T-Mobile  
 Tiscali / MWEB  
 UN World Food Programme  
 UNICEF  
 Vodafone  
 Zenith Bank

## Which Course is Right for Me?

“CLMS staff displayed and exercised a high calibre level of service starting from day one of my enrolment in the programme.”

Hana Sakkat, Canada



All our courses are designed as qualifications in their own right, but they also provide a career development pathway for training and HR practitioners, enabling a student to move from Certificate through to Doctorate level.







Certificate (HE)

BSc Year 1

Diploma (HE)

BSc Year 2

BSc Honours Year

BSc Year 3

## Contact Details

**For more information please contact:**

Distance Learning Advisers

**t:** +44 (0) 116 252 5377

**e:** [dladvisers@le.ac.uk](mailto:dladvisers@le.ac.uk)

**w:** [www.clms.le.ac.uk](http://www.clms.le.ac.uk)

## Our BSc Programme

The CLMS distance learning BSc in Human Resource Management is a unique course that combines all the benefits of a University of Leicester degree with maximum flexibility to suit the needs of working professionals.

### Highly respected qualifications at all levels

This programme allows you to combine and build on the undergraduate courses which CLMS offers, or courses you have studied elsewhere to attain a BSc Honours degree. It provides an integrated framework for study and a coherent basis for career development.

As with other CLMS courses, the BSc comprises taught modules and, in the BSc Honours Year, a dissertation project involving guided independent research.

**NB:** It is possible to attain the BSc by entering at any level, depending on previous relevant qualifications. The different levels of undergraduate course can also be undertaken on their own, as courses in their own right. At the end of each year of study, students have the option of continuing to study towards the full BSc or leaving with a recognised Certificate or Diploma in Higher Education. It is not possible to be awarded more than one qualification for the same course of study. Graduates will be awarded the highest qualification they are eligible for.

UNDERGRADUATE LEVEL	COURSE TITLE	TIME TAKEN	COURSE CONTENT
<b>Certificate (HE)</b> <b>(BSc Year 1)</b> <b>pages 10-14</b>	Certificate in Lifelong Learning and Industrial Relations	Minimum of 14 months to a maximum of 24 months	6 modules and a study skills portfolio
	Certificate in Human Resource Management		
<b>Diploma (HE)</b> <b>(BSc Year 2)</b> <b>pages 15-19</b>	Diploma in Training and Development	Minimum of 14 months to a maximum of 24 months	6 modules and a study skills portfolio
	Diploma in Human Resource Management		
<b>BSc Honours Year</b> <b>(BSc Year 3)</b> <b>pages 20-21</b>	BSc in Human Resource Management	Minimum of 14 months to a maximum of 24 months	3 option modules, a study skills portfolio, the compulsory Research Methods module and a Dissertation

The Certificate courses are Higher Education entry level, and are aimed at those who currently have, or wish to pursue, a career in industrial relations, HR or training but who lack experience or academic qualifications.

Our Diploma courses are intended for training and HR practitioners with three or more years practical experience who wish to enhance their existing skills and knowledge through the application of theory to practice. This programme builds on existing academic experience gained from the CLMS Certificate or other broadly equivalent courses. Our Diploma courses can be studied as courses in their own right or as part of your BSc in Human Resource Management.

The BSc Honours Year is designed for training and HR practitioners to build on existing academic experience and tops up previous relevant qualifications to a BSc Honours degree. This can either be from an approved foundation degree or the CLMS Diploma programme.

All courses have been developed and delivered by research-active specialists and provide up-to-date and relevant information on contemporary workplace issues.

**Studying with CLMS will enable you to:**

- develop your knowledge and improve your practical skills.
- evaluate training and HR policy using current theoretical understanding.
- carry out independent research.
- specialise in one of a range of CLMS research areas.

The following pages detail these courses, and the pathway through them, in full.





## Certificate (HE) in Lifelong Learning and Industrial Relations

### (BSc Year 1)

#### Course Outline

Learning is not only an issue for training specialists. In many countries, learning is increasingly seen as a bargaining issue. The Certificate in Lifelong Learning and Industrial Relations is specifically designed for people who need a broad understanding of learning and skills in an industrial relations context. Our current students include Union Learning Representatives, learning coordinators and training managers. The course provides a challenging, critical analysis of current developments and will be of benefit to anyone involved in promoting, negotiating or administering training in a unionised workplace.

“The University’s qualities are being recognised by applicants: a 14 per cent rise at the start of 2010 continued a run of increases.”

Times Good University Guide 2011

#### Enrolment Dates

February and October.

#### Aims and Objectives

##### Upon completion you will be able to:

- outline some of the major recent developments in UK policy on skills.
- discuss competing perspectives on the concept of the ‘labour market’.
- explain the concept of ‘human capital’.
- assess the advantages and disadvantages of a partnership approach for trade unions.
- critically evaluate arguments about the impact of competition on jobs.
- assess the efforts of trade unions to define the learning agenda.

#### Structure and Assessment

UNDERGRADUATE LEVEL	COURSE TITLE	TIME TAKEN	COURSE CONTENT
<b>Certificate (HE) (BSc Year 1)</b>	Certificate in Lifelong Learning and Industrial Relations	Minimum of 14 months to a maximum of 24 months	6 modules and a study skills portfolio

The Certificate in Lifelong Learning and Industrial Relations is studied completely by distance learning over a minimum of 14 months to a maximum of 24 months. The course comprises six assessed modules and an Academic Writing Skills (AWS) portfolio designed to introduce students to the study requirements of a CLMS programme.



The course is assessed by written assignments. For each of the six modules you will complete a piece of assessed work of 3,000-4,000 words, demonstrating study skills and professional development.

## Modules

Module 1	Education, Training and Skills
Module 2	Management and Labour
Module 3	Learning in Theory and Practice
Module 4	Trade Union Organisation and Action
Module 5	Learning as a Bargaining Issue
Module 6	Globalisation and Skills

Module descriptions can be found on page 14.

## Entry Requirements

Entrance is open to applicants who are qualified to A-level standard or equivalent. We also welcome applications from people who may have been away from formal education for some time, but who have relevant experience, either through your trade union or as a training practitioner or manager. Students who achieve an overall (average) result of 45% or above in the Certificate will be eligible to proceed directly on to the **BSc Year 2 programme**.

## STUDENT PROFILE

### Sam Mattioli – USA

#### Certificate, Diploma and Masters Programmes

“Since I started with CLMS I have had three promotions and, in each case, my studies at CLMS were a considering factor as a candidate.”

“CLMS and the staff were responsive to my needs and supported me throughout. The content of the material has been very good. It can be applied to the workplace and is up-to-date with information which can be applied to today's high paced environment.

As a National Training specialist, CLMS provided me with the foundation to become a team leader in curriculum design. I became the only National Training specialist to be qualified to deliver all the courses offered in Sales and Management through the ADT University.

With the help of CLMS I have doubled my income. This has greatly impacted my personal and professional life.

CLMS has been a critical contribution to my success in the workplace and I would recommend anyone to join.”



## Certificate (HE) in Human Resource Management

### (BSc Year 1)

#### Course Outline

The Certificate in Human Resource Management aims to introduce you to some of the key functions and theories in HRM and the training function in organisations. This first year will give you an overview of the learning theories that form the basis of learning at work as well as taking a look at some of the current debates within education, training and skills. The year concludes with an examination of one of the key growth areas in HR and training of the past decade or so – coaching and mentoring – and finally a module which debates the impact of globalisation on skills.

“The course material was of particular use when trying to understand the dynamics of human behaviour when challenged through major change.”

Ian Campbell, UK

#### Enrolment Dates

Launching February 2011.

#### Aims and Objectives

##### Upon completion you will be able to:

- assess the theory and practice of management, considering the importance of leadership and the HRM function.
- present a coherent assessment of training management policy in your own organisation.
- understand the uses and limits of coaching and mentoring in the workplace.

#### Structure and Assessment

UNDERGRADUATE LEVEL	COURSE TITLE	TIME TAKEN	COURSE CONTENT
<b>Certificate (HE) (BSc Year 1)</b>	Certificate in Human Resource Management	Minimum of 14 months to a maximum of 24 months	6 modules and a study skills portfolio

The Certificate in Human Resource Management is studied completely by distance learning over a minimum of 14 months to a maximum of 24 months. The course comprises six assessed modules and an Academic Writing Skills (AWS) portfolio designed to introduce students to the study requirements of a CLMS programme.

The course is assessed by written assignments. For each of the six modules you will complete a piece of assessed work of 3,000-4,000 words, demonstrating study skills and professional development.



## STUDENT PROFILE

### Angela Berry - UK

#### Undergraduate Programme

“Since starting the Diploma I have gained a great deal of knowledge which has given me the confidence to successfully apply for a job as a Learning Designer.”

“I was a bit concerned about the prospect of home study, however have found that if I needed any support it has been given very quickly, indeed I have had to extend my study period due to work commitments and this has been accommodated very well. This flexibility has allowed me to continue with my studies, during my own time.

This is a role that has great potential and lots of career opportunities within the field and I can honestly say that without the diploma experience I do not believe I would have had the confidence to apply for the role.

I think that CLMS provides a valuable resource in its approach to flexible learning.”



## Modules

Module 1	Education, Training and Skills
Module 2	The Learning Process and Practice of Training and Development
Module 3	Learning in Theory and Practice
Module 4	Training and Management Policy
Module 5	Coaching and Mentoring
Module 6	Globalisation and Skills

Module descriptions can be found on page 14.

## Entry Requirements

Entrance is open to applicants who are qualified to A-level standard or equivalent. We also welcome applications from people who may have been away from formal education for some time, but who have relevant experience, for example in HR or training. Students who achieve an overall (average) result of 45% or above in the Certificate will be eligible to proceed directly on to the **BSc Year 2 programme**.



## Certificate – Module Descriptions

These are the module descriptions for the Certificate courses:

- Certificate (HE) in Lifelong Learning and Industrial Relations (see page 10 for course information).
- Certificate (HE) in Human Resource Management (see page 12 for course information).

**Education, Training and Skills** serves as an introduction to some key concepts and debates and discusses the factors influencing training and skills policy, taking a close look at the way in which competing interests have been represented.

**Management in Labour** critically considers employee relations in the workplace. The module explores competing perspectives on the employment relationship and the labour market. This will provide you with the tools necessary to analyse current debates about the unions. You will also be able to apply these ideas to discuss the management of performance in the public and private sectors.

**Learning in Theory and Practice** provides you with a rigorous analysis of adult and workplace learning. This module will challenge assumptions, both about *how* and *why* we learn. You will encounter ideas that have had a huge influence on policy and on practice, and you will develop the theoretical knowledge necessary to evaluate these.

**Trade Union Organisation and Action** discusses the way in which unions organise at the workplace and beyond the workplace. We approach these issues by setting out competing models of union organisation, which make it possible to analyse and compare union strategies and approaches. We go on to look at the opportunities and threats facing unions in the 21st century.

**Learning as a Bargaining Issue** seeks to explore some recent developments within a broad analysis of industrial relations. Focusing on the UK, the module assesses how unions have developed a learning agenda and what impact that has had. We tackle controversial questions: Is the union learning initiative sustainable? What should unions aim to achieve? Are unions simply doing management's job?

**Globalisation and Skills** sets out to detail and explore a range of ideas that provide the background for current policy dilemmas. 'Globalisation' is an overused word, but one that is often poorly defined or understood. This module will enable you to take a critical look at some 'common sense' concepts and to use this analysis to evaluate the importance of skills for competitiveness.

**The Learning Process and Practice of Training and Development** provides a critical overview of the training, development and education debate, makes links between training and the organisation and considers how training is perceived by the various stakeholders involved. The module then goes on to discuss how training occurs in practice with examples from recent research.

**Training and Management Policy** identifies the factors influencing the level and type of training undertaken in organisations. It explains the relationship between system theory and variations in employee development practices. The module then looks at the role of training within business strategy and the strategy of evaluation.

**Coaching and Mentoring** seeks to provide the student with an understanding of the key issues concerning coaching and mentoring in the workplace. Within this, the question of which job roles are best suited to this training method is debated and the usefulness of growth of coaching as a HR technique is examined.



The University of Leicester is a leading UK University committed to international excellence through the creation of world changing research and high quality, inspirational teaching.

## Diploma (HE) in Training and Development (BSc Year 2)

### Course Outline

The Diploma in Training and Development examines the theory and practice of training and development and the learning process. The course begins with an overview of workplace learning and moves on to discuss the training function in detail. The importance of a coherent training policy is debated as is the impact of culture and the international context. The course concludes with a short case study of one of the issues covered in the materials in your own workplace setting.

### Enrolment Dates

February and October.

### Aims and Objectives

#### Upon completion you will be able to:

- compare and contrast formal and informal learning and discuss the merits of the two.
- demonstrate how the practice of training in an organisation differs from the theory.
- assess the theory and practice of management, considering the importance of leadership and the HRM function.
- present a coherent assessment of training management policy in your own organisation.
- construct an argument concerning the impact of globalisation on organisations and culture.
- apply the theories and knowledge gained in studying the Diploma to a workplace setting.

### Structure and Assessment

UNDERGRADUATE LEVEL	COURSE TITLE	TIME TAKEN	COURSE CONTENT
Diploma (HE) (BSc Year 2)	Diploma in Training and Development	Minimum of 14 months to a maximum of 24 months	6 modules and a study skills portfolio

The Diploma in Training and Development is studied completely by distance learning over a minimum of 14 months to a maximum of 24 months. The course comprises six assessed modules including a small practical case study.

Students who enter the course at Diploma level must first complete Academic Writing Skills (AWS), a series of exercises designed to help develop the study skills required on the course. The first five modules of the course are examined using 3,000-4,000 word assignments. The Case Study (Module 6) requires a shorter research report of 2,000-3,000 words.



## Modules

<b>Module 1</b>	Workplace Learning and Human Resource Management
<b>Module 2</b>	The Learning Process and Practice of Training and Development
<b>Module 3</b>	Management in Organisations
<b>Module 4</b>	Training and Management Policy
<b>Module 5</b>	Culture and the International Context
<b>Module 6</b>	Case Study

Module descriptions can be found on page 19.

## Admissions and Progression

The requirement for admissions to the Diploma programme is successful completion of the CLMS Certificate. We also encourage application for direct entry from individuals with broadly equivalent relevant academic qualifications **and** substantial relevant workplace experience (for example, in an HR or training role). Successful completion of the Diploma with a grade average of 45% or above gives automatic access to the **BSc Year 3 programme**.

## STUDENT PROFILE

### James Mills – Caribbean Diploma Programme

“The research is current and I must say that the CLMS authors have really given careful consideration to the student who has to study and work at a distance.”

“During the course of my studies. I received tremendous assistance in terms of administrative and academic support from my course administrator and tutors at CLMS. What really impressed me was the professionalism displayed by everyone I came in contact with via email during my studies. I have never met my course administrator or tutors in person. However, their genuine care and concern for my success was very evident through their email messages and assignment comments to the extent that I felt like I knew them personally.

The course materials prepared by CLMS are very informative and relevant. I actually found the Diploma course very interesting. I am currently undertaking the MSc. I am very impressed with the course materials. I am truly enjoying the Master’s course.

CLMS has granted me the opportunity to successfully climb the career ladder by enhancing my personal and professional development.”



“Leicester has been enjoying a period of unprecedented success, after many years living in the shadow of the big city universities. Consistently in the top five in the National Student Survey (NSS) and named as the Times Higher Education University of the Year in 2008, it has shown the scale of its ambitions with a £1-billion development plan.”

The Times Good University Guide 2011

## Diploma (HE) in Human Resource Management

### (BSc Year 2)

#### Course Outline

The Diploma in Human Resource Management examines organisational behaviour, HRM, employee relations and employee development. The course moves on to debate the importance of the HR function and whether HR needs to be linked directly to organisational strategy to work efficiently. The impact of culture and the international context is also considered before the course concludes with a short case study of one of the issues covered in the materials in your own workplace setting.

#### Enrolment Dates

February and October.

#### Aims and Objectives

##### Upon completion you will be able to:

- compare and contrast formal and informal learning and discuss the merits of the two.
- discuss how effective employee development can impact upon an organisations' performance.
- assess the theory and practice of management, considering the importance of leadership and the HRM function.
- demonstrate how an understanding of the issues involved in HRM can assist the HR manager in managing staff effectively.
- construct an argument concerning the impact of globalisation on organisations and culture.
- apply the theories and knowledge gained in studying the Diploma to a workplace setting.

#### Structure and Assessment

UNDERGRADUATE LEVEL	COURSE TITLE	TIME TAKEN	COURSE CONTENT
Diploma (HE) (BSc Year 2)	Diploma in Human Resource Management	Minimum of 14 months to a maximum of 24 months	6 modules and a study skills portfolio

The Diploma in Human Resource Management is studied completely by distance learning over a minimum of 14 months to a maximum of 24 months. The course comprises six assessed modules including a small practical case study.



Students who enter the course at Diploma level must first complete Academic Writing Skills (AWS), a series of exercises designed to help develop the study skills required on the course. The first five modules of the course are examined using 3,000-4,000 word assignments. The Case Study (Module 6) requires a shorter research report of 2,000-3,000 words.

## Modules

<b>Module 1</b>	Workplace Learning and Human Resource Management
<b>Module 2</b>	Organisational Behaviour and Employee Development
<b>Module 3</b>	Management in Organisations
<b>Module 4</b>	Personnel and Human Resource Management
<b>Module 5</b>	Culture and the International Context
<b>Module 6</b>	Case Study

Module descriptions can be found on page 19.

## Admissions and Progression

The requirement for admissions to the Diploma programme is successful completion of the CLMS Certificate. We also encourage application for direct entry from individuals with broadly equivalent relevant academic qualifications **and** substantial relevant workplace experience (for example, in an HR or training role). Successful completion of the Diploma with a grade average of 45% or above gives automatic access to the **BSc Year 3 programme**.

## STUDENT PROFILE

### Ian Campbell – UK

#### Diploma Programme

“I needed to find a course that would give me an academic qualification while at the same time would be of immediate and significant practical use to me.

There is no doubt in my mind that the Diploma programme aided me in the successful completion of both tasks. I commented on this several times to my manager and was able to explain in detail the relevance of applying the theoretical teaching to my actual job.

The balance of the course was just right. How it progressively shifted its emphasis from practical to theory over the six modules allowed someone like myself who has been away from academic studies for a long time to ease more gently back into the way of studying.

The course material was well laid out and gave plenty of references as well as excerpts from publications. The recommended reading list was invaluable in that it helped narrow the vast choice of available books on the subject matter.

The materials gave me a clearer understanding of some of the more difficult subject matter.

The most impressive aspect about the course was the professionalism with which the academic and administrative staff dealt with my needs. The speed and quality of response to queries is the best I have experienced.

The course itself impressed me to the point where I have recommended it to my manager as an ideal qualification for anyone entering the profession within my company.”



The quality of our teaching is high and, amongst mainstream universities, our students are the most satisfied in England. In 2009 91% of full-time students were satisfied with their programme (NSS 2009). The Sunday Times described Leicester as “top... amongst mainstream multi-faculty universities for student satisfaction”.

## Diploma – Module Descriptions

These are the module descriptions for the Diploma courses:

- Diploma (HE) in Training and Development (see page 15 for course information).
- Diploma (HE) in Human Resource Management (see page 17 for course information).

**Workplace Learning and Human Resource Management** considers the nature of workplace learning with particular reference to informal modes of learning at work. The material also covers the impact of workplace learning on the employment relationship and examines various methods used by organisations to identify learning needs.

**The Learning Process and Practice of Training and Development** provides a critical overview of the training, development and education debate, makes links between training and the organisation and considers how training is perceived by the various stakeholders involved. The module then goes on to discuss how training occurs in practice with examples from recent research.

**Management in Organisations** provides you with an understanding of what is meant by an organisation and the context within which learning is provided to its members. It introduces the theory and practice of management within the organisation, and considers the emerging importance of leadership, HRM, and how the two functions are interrelated in modern organisations. Finally, it introduces the concept of the learning organisation and shows how organisations can achieve collective and continuous learning.

**Training and Management Policy** identifies the factors influencing the level and type of training undertaken in organisations. It explains the relationship between system theory and variations in employee development practices. The module then looks at the role of training within business strategy and the strategy of evaluation.

**Culture and the International Context** seeks to identify important global processes and examines how these affect HRM and the national environments in which HRM is situated. It also identifies the rise of multinational corporations (MNCs) within the ‘convergence-divergence’ debate.

**Organisational Behaviour and Employee Development** critically considers both formal and informal systems of predicting individual behaviour. The module then goes onto explore the psychology of group membership and the dynamic interactions that occur between individuals and the collective identity, purpose and behaviour of the group. The latter part of the module examines how organisational and employee development can establish a shared sense of purpose and a commitment in order to manage change.

**Personnel and Human Resource Management** provides a reflection on the similarities and differences between personnel management and HRM. It also looks at the contemporary use of information technology in organisations. The module then goes onto explore the various stages of HR resourcing from manpower planning through job analysis to recruitment and selection of individuals. Lastly, this module examines the legal framework which underpins the terms of conditions of employment.

The emphasis of the **Case Study** – which is very different from that of a dissertation – is to use a workplace to examine a HR concept, model or principle that the student comes across in previous modules, e.g. teamworking, mentoring, etc.



“The course has helped me to make progress in a new career by giving me my first degree.”

Rita McClellan, Hong Kong

## Modules

<b>Module 1</b>	Option Module 1
<b>Module 2</b>	Option Module 2
<b>Module 3</b>	Option Module 3
<b>Module 4</b>	Research Methods
	Dissertation

## BSc Honours Year

### (BSc Year 3)

#### Course Outline

The Honours Year of the BSc aims to build on the theories and topics covered in Years 1 and 2 and allows you to focus in depth on some of the key issues in HRM today. You choose to study current topics such as e-learning, high performance work practices, developments in industrial relations and trends in labour market analysis before moving on to complete a dissertation.

#### Enrolment Dates

February and October.

#### Aims and Objectives

##### Upon completion you will be able to:

- identify recent trends and issues concerning flexible learning in the workplace.
- discuss possible explanations of organisational fragmentation.
- evaluate the impact of outsourcing, etc., on trade union organisation and bargaining.
- understand the key principles of high-performance working and critically review the links between performance and HRM practices.
- evaluate the tensions between the interests of employers and employees in the management of performance.
- prepare a research proposal having identified an appropriate topic, research question and method for dissertation study.

#### Structure and Assessment

UNDERGRADUATE LEVEL	COURSE TITLE	TIME TAKEN	COURSE CONTENT
<b>BSc Honours Year (BSc Year 3)</b>	BSc in Human Resource Management	Minimum of 14 months to a maximum of 24 months	3 option modules, a study skills portfolio, the compulsory Research Methods module and a Dissertation

The BSc Honours Year is studied completely by distance learning over a minimum of 14 months to a maximum of 24 months. The course comprises three assessed modules, a research methods portfolio and a dissertation.

Students who enter the course at BSc level must first complete Academic Writing Skills (AWS), a series of exercises designed to help develop the study skills required on the course.

The module options are examined using 3,000-4,000 word assignments. The research methods module requires you to put together a portfolio which will form your research proposal, leading to a dissertation of 9,000 words based on independent supervised research. Students who complete the BSc with an overall upper second-class honours will be eligible for consideration for entry to our **Masters programme** (see pages 22-27 for a full list of our Masters courses).

## Admissions and Progression

The requirements for admission to the BSc Honours Year are the successful completion of the CLMS Diploma (HE), or an equivalent University of Leicester qualification such as a foundation degree, together with substantial work experience in a relevant field. Other qualifications of the equivalent level and content of the CLMS Diploma from reputable academic institutions may be considered.

## Module Descriptions

### Option Modules (choose three)

**E-Learning** critically examines the rise and development of e-learning in training and HRM. It attempts to move on from the initial claims that e-learning heralded a 'revolution' in workplace learning and uses recent research to place e-learning in the context of other training methods and the concept of blended learning.

**Industrial Relations** examines the consequences of changing organisational structure and ownership for individual workers and for the conduct of industrial relations. In particular, it focuses on contemporary trends, including outsourcing and other forms of organisational fragmentation.



**Labour Market Trends, Issues and Controversies** examines long-term changes to the labour market focusing on issues such as recruitment, retention, skills, qualifications and labour supply and how the HR function can respond to these challenges. It also looks at labour markets in a global context.

**Higher Performance Work Practices** critically explores the links between HRM practice and worker performance. The module focuses on High Performance Work Practices (HPWPs) – an approach to labour management, work organisation, and management strategy, which focuses on combining practices in a manner which secures performance via greater employee involvement and commitment. A central debate discussed here concerns the extent to which HPWPs can secure 'mutual gains' for both employers and employees. 'Pluralist' and 'unitarist' perspectives on HPWPs are each considered to highlight more general issues concerning tensions between the interests of employers and employees in the pursuit of performance.

**National VET Policy** identifies theoretical approaches to national VET systems and builds an understanding of the impact of national VET policy on human resource development at the firm level. The module then seeks to identify the impact of a national qualification framework on skills supply.

### Compulsory Modules

**Research Methods** provides a broad introduction to social science research methods, covering a range of quantitative and qualitative methods such as survey research and interviewing. The module also discusses more complex issues such as epistemology and ontology and prepares the students for the dissertation stage of the course.

The **Dissertation**: you are expected to complete a 9,000 word dissertation which comprehensively examines a topic chosen by you which is relevant to the course. The dissertation should combine a literature review with empirical research and you will be allocated a supervisor who can advise you throughout the research process.



## MSc Courses

- Human Resource Development
- Human Resource Management and Development
- Human Resource Development and Performance Management
- International Human Resources and Globalisation
- Industrial Relations and Human Resources
- Skills and Performance

## Contact Details

**For more information please contact:**

Distance Learning Advisers

**t:** +44 (0) 116 252 5377

**e:** [dladvisers@le.ac.uk](mailto:dladvisers@le.ac.uk)

**w:** [www.clms.le.ac.uk](http://www.clms.le.ac.uk)

## Our Masters Programme

Our Masters programme is designed for experienced training, skills and HR professionals who want to enhance their understanding of how HRD and HRM processes work, and how they can be made to work more effectively through the critique and application of current theories, concepts and debates.

Studying on this programme will give you access to contemporary research knowledge in these fields, helping you to consider how this can inform and enhance your own practice. As outlined below, the programme is made up of six different courses, covering different specialisations and topics within the broad fields of human resources, skills and training. Research methods training is integral to this programme, equipping experienced practitioners with social research skills that can be applied in the workplace or in consultancy.

Our Masters courses are studied by distance learning, designed to fit in with the busy schedules of practitioners. The courses can be studied over a minimum of 24 months and a maximum of 36 months. To complete the course in 24 months, each core module will take approximately four and a half months and the dissertation will take six months. Each course includes four core modules. Once these are completed successfully, candidates progress on to the dissertation.

## Aims and Objectives

- to develop greater knowledge and understanding of human resources, skills and training issues.
- to provide a thorough grounding in theoretical and practical approaches via access to current research and debates in the field.
- to enhance your ability to critically analyse and engage reflectively with current research and debates.
- to enable you to engage in informed debate about topical issues in the field.
- to develop your ability to formulate a research question, design, carry out and write up social research.
- to support professional work experience with an academic qualification which demonstrates skills and abilities.

## Enrolment Dates

February, May and October.

## Assessment

The programme is assessed by written assignments. You will complete a 4,000–5,000 word assignment for each module and a 16,000–20,000 word dissertation.

Each course starts with the Academic Writing Skills (AWS) module, which is designed to prepare you for studying at Masters level at CLMS. The AWS gives you an opportunity to develop your academic writing skills and receive detailed feedback before starting your assessed work. It also helps familiarise you with the distance learning format and aspects such as how to prepare and write assignments.

## Admissions

Entrance is open to those who hold a first or second-class honours degree in a relevant field or an approved professional qualification coupled with 3 years or more suitable professional experience.

Our students come from diverse training and HR-related professions. At any one time, there are more than 700 students registered on this programme worldwide, with our largest groups of students being in Hong Kong, UK, Malta, UAE, North America, the Caribbean, Greece and Africa.

## STUDENT PROFILE

### Anna Pringle – Ireland

#### Masters Programme

“Since completing the course, I have taken on the role of HR Director for an international company.”

“I was not disappointed with the course. I found the content to be thorough, wide-ranging, challenging and illuminating. The materials were well organised and very accessible for the distance learner. Teaching days that I attended were helpful and feedback received on assignments was thoughtful and constructive.

The staff were unfailingly helpful and responsive. I found that, despite being a distance learning facility, CLMS successfully maintained a personal touch. During the times when I doubted whether I could commit to finishing the course (because of work and personal pressures), the support I received from various members of staff, academic and administrative, made all the difference. I can honestly say that I probably would not have completed the course without that encouragement. The staff appeared to be genuinely interested and invested in the success of the students. I really valued the flexibility that CLMS offered.

The readings from the course gave me a good grounding in the issues we face here, and prepared me well for working on this side of the Atlantic. I would have no hesitation in recommending CLMS to any prospective students.”

## MSc in Human Resource Development

### Modules

<b>Module 1</b>	Employee Development and Workplace Learning
<b>Module 2</b>	The Organisational Context of HRD
<b>Module 3</b>	Comparing National Systems of VET
<b>Module 4</b>	Research Methods
	Dissertation

Module descriptions can be found on page 27.

### Course Outline

The MSc in Human Resource Development provides a comprehensive examination of the role of the training function and employee development within the workforce and beyond. The course explores HRD issues and debates at the individual, organisational, national, international and supranational level.

#### This course will enable you to:

- engage critically with theories and practices around adult learning and the role of the HR practitioner.
- analyse how HRD is shaped by organisational structure and culture, whilst evaluating the contribution of, and alternative approaches to, training.
- critically reflect on the roles and conceptual models of vocational education and training at the supranational, national, organisational and individual level, and the ways in which we can carry out comparative research in order to understand them.
- design and conduct a piece of research broadly related to these topics.

## MSc in Human Resource Management and Development

### Modules

<b>Module 1</b>	Employee Development and Workplace Learning
<b>Module 2</b>	Managing Human Resources
<b>Module 3</b>	The Global Context of HRD and HRM
<b>Module 4</b>	Research Methods
	Dissertation

Module descriptions can be found on page 27.

### Course Outline

The MSc in Human Resource Management and Development examines issues relating to HRM and HRD at the individual, organisational, national and international level. The course investigates the role of training strategy and employee development in the workforce, as well as exploring the wider development of HRM theory and practice to support organisational strategy in an increasingly globalised labour market.

#### This course will enable you to:

- engage critically with theories and practices around adult learning and the role of the HR practitioner.
- critically reflect on the historical and contemporary development of human resource management practice and theory and its strategic role in the organisation.
- analyse conceptual models of globalisation and understand the links between global factors, the changing nature of organisations and national economies, and resulting HR practice.
- design and conduct a piece of research broadly related to these topics.

## MSc in Human Resource Development and Performance Management

### Modules

<b>Module 1</b>	Employee Development and Workplace Learning
<b>Module 2</b>	Performance in Organisations
<b>Module 3</b>	The Global Context of HRD and HRM
<b>Module 4</b>	Research Methods
	Dissertation

Module descriptions can be found on page 27.

### Course Outline

The MSc in Human Resource Development and Performance Management examines the transformation of training and development in the context of organisational change and the increased emphasis on performance management and measurement.

#### This course will enable you to:

- critically reflect on the historical and contemporary development of human resource management practice and theory and its strategic role in the organisation.
- critically reflect on the growing emphasis on the relationship between training and performance, evaluating alternative models used to measure and enhance performance within the organisational context.
- analyse conceptual models of globalisation and understand the links between global factors, the changing nature of organisations and national economies, and resulting HR practice.
- design and conduct a piece of research broadly related to these topics.

## MSc in International Human Resources and Globalisation

### Modules

<b>Module 1</b>	Managing Human Resources
<b>Module 2</b>	Comparing National Systems of VET
<b>Module 3</b>	The Global Context of HRD and HRM
<b>Module 4</b>	Research Methods
	Dissertation

Module descriptions can be found on page 27.

### Course Outline

The MSc in International Human Resources and Globalisation reflects the increasingly global nature of business and organisations. It examines how global pressures combine with local forces in creating the contexts in which decisions on HRM and HRD are taken.

#### This course will enable you to:

- engage critically with theories and practices around adult learning and the role of the HR practitioner.
- critically reflect on the roles and conceptual models of vocational education and training at the supranational, national, organisational and individual level, and the ways in which we can carry out comparative research in order to understand them.
- analyse conceptual models of globalisation and understand the links between global factors, the changing nature of organisations and national economies, and resulting HR practice.
- design and conduct a piece of research broadly related to these topics.

## MSc in Industrial Relations and Human Resources

### Modules

<b>Module 1</b>	Managing Human Resources
<b>Module 2</b>	The Global Context of HRD and HRM
<b>Module 3</b>	Industrial Relations
<b>Module 4</b>	Research Methods
	Dissertation

Module descriptions can be found on page 27.

### Course Outline

The MSc in Industrial Relations and Human Resources is a multidisciplinary course, designed to build a thorough understanding of management – labour relations, nationally and internationally, in the context of global economic change.

#### This course will enable you to:

- critically reflect on the historical and contemporary development of human resource management practice and theory and its strategic role in the organisation.
- analyse conceptual models of globalisation and understand the links between global factors, the changing nature of organisations and national economies, and resulting HR practice.
- understand and engage in debates about contemporary labour management issues on the national and global level.
- design and conduct a piece of research broadly related to these topics.

## MSc in Skills and Performance

### Modules

<b>Module 1</b>	The Changing Nature of Skills, Production, Performance and Competitiveness
<b>Module 2</b>	The Organisation of Work and Organisational Performance
<b>Module 3</b>	Implementing Improvements in Organisational Performance
<b>Module 4</b>	Research Methods
	Dissertation

Module descriptions can be found on page 27.

### Course Outline

The MSc in Skills and Performance focuses on the strategic use of skills and its impact on organisational performance. It is designed to provide the latest academic and applied knowledge on skills and performance to enhance the professional skills of HR managers, trainers, consultants as well as public policymakers.

#### This course will enable you to:

- engage critically with the historical and contemporary development of the concepts of skills, performance and productivity.
- analyse the link between organisational structures and competitive advantage.
- evaluate the different models developed to identify, measure and enhance performance and competitiveness.
- design and conduct a piece of research broadly related to these topics.

## Masters – Module Descriptions

These are the module descriptions for the MSc courses:

- MSc in Human Resource Development (see page 24 for course information).
- MSc in Human Resource Management and Development (see page 24 for course information).
- MSc in Human Resource Development and Performance Management (see page 25 for course information).
- MSc in International Human Resources and Globalisation (see page 25 for course information).
- MSc in Industrial Relations and Human Resources (see page 26 for course information).
- MSc in Skills and Performance (see page 26 for course information).

**Employee Development and Workplace Learning** introduces you to the concept of learning and explores key theoretical debates in the field. It moves on to examine the implications of different approaches to learning for employee development and HRD practice by analysing, through specific examples, their impact at individual and organisational levels.

**The Organisational Context of HRD** develops knowledge of the theories and concepts that help us understand the ways in which organisations are structured and the impact this can have on HRD.

**Comparing National Systems of VET** introduces theories and concepts that help us to understand why nation states have evolved different Vocational Education and Training (VET) and national HRD systems in order to compare them and contrast their key characteristics, processes and outcomes.

**Managing Human Resources** provides an understanding of the organisational

context within which HRM and training operate and the constraints that act on those responsible for implementation. It explores organisational theory and looks at the implications for the trainer and those in management development. Finally, it considers the contribution that HRM makes to an organisation.

**The Global Context of HRD and HRM** provides an overview of changes in the world economy brought about by globalisation. It considers the ways in which these changes have impacted on the organisation of production and employment in different societies and identifies the issues for HRM and HRD.

**Performance in Organisations** provides an understanding of the impact of the ever-intensifying competition amongst organisations for new markets, greater performance and productivity. In particular, it examines how this impact led to changes in HR practices and the role of HR professionals within organisations.

**Industrial Relations** provides an understanding of industrial relations, trade unionism and the changing nature of the employment relationship covering issues such as governance, conflict and consent, industrial relations and the multinational organisation.

**The Changing Nature of Skills, Production, Performance and Competitiveness** provides an understanding of changes in the fundamental concepts of skills, training and work practices and how they contribute to competitive strategy in organisations.

**The Organisation of Work and Organisational Performance** provides an understanding of the different ways in which companies in different sectors, countries and product markets organise production to achieve a competitive advantage. It focuses on the components of competitive strategy in organisations and how they relate to organisational competitive advantage. It therefore provides an understanding of



the various ways in which skills, training and work practices contribute to organisational performance and competitive advantage.

**Implementing Improvements in Organisational Performance** provides an in-depth and critical appreciation of the issues and problems associated with the implementation of the various techniques and practices used to enhance performance and competitiveness.

**Research Methods** introduces the process of social science research and the fundamental debates pertaining to the philosophy of social science. It provides research methods training in a range of techniques which you will be able to apply as you move on to the dissertation stage of the programme.

**The Dissertation** provides you with the opportunity to examine a topic of your choice that is relevant to the course. The dissertation should combine a literature review with empirical research and you will be allocated a supervisor who can advise you during the process. In designing, conducting and writing up the research, you will develop core social research and project management skills.



## The Doctorate in Social Science

This course aims to produce a group of leading practitioners who have mastered the full range of theoretical and practical knowledge necessary for the conduct of their professional activities at the highest level.

Using specifically designed materials you will gain a thorough grasp of the theoretical foundations of the profession. This will include advanced theory from a number of different social science disciplines, e.g. economics, education and training policy, management science, the psychology of learning, sociology, and the sociology of education.

You will gain knowledge of the range of research techniques available for enhancing professional knowledge and the ability to utilise appropriate research techniques to produce research of publishable quality.

### Upon completion you will:

- have the latest and most sophisticated theoretical knowledge for practitioners.
- be able to ensure that this knowledge can be used to inform practice and that you can critically engage with developments in your field.
- be equipped with the tools and techniques necessary to conduct and evaluate research pertinent to your professional interests.
- be able to enhance the growing discipline areas of Human Resource Development (HRD) and labour market studies.

### Duration

The Doctorate course is studied completely by distance learning over a minimum of 48 months to a maximum of 72 months.

### Structure

There are two core modules: Module 1 has four units covering research training and Module 2 consists of four options. Once these are completed you will produce a thesis proposal and, if this is accepted, proceed to write the thesis (50,000 words).

### Contact Details

If you are interested and would like to discuss your ideas further with a member of staff, please contact:

**Ms Susan Walker**  
(Doctorate Administrator)

**e:** susan.walker@le.ac.uk

**t:** +44 (0)116 252 5979

**f:** +44 (0)116 252 5953

**w:** www.clms.le.ac.uk

### The Doctorate Module 2 options:

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>• Workplace Learning</li> <li>• Gender, Work and Society</li> <li>• Knowledge Management and the Learning Organisation</li> <li>• Comparing National Education and Training Systems</li> <li>• Vocational Education and Lifelong Learning</li> <li>• National Culture and HRD</li> </ul> | <ul style="list-style-type: none"> <li>• The Changing Contours of the Labour Market</li> <li>• Youth Transitions and the Labour Market</li> <li>• Globalisation and HRD</li> <li>• Theories of Growth, Worker Skills and the Role of the State</li> <li>• Work, Employment and Learning Issues in China and Hong Kong (SAR)</li> </ul> |
|---|--|



## STUDENT PROFILE

### Paul Donovan – Ireland

“I believe that this award has complemented my business experience to offer my clients a more rounded package...”

“When I was asked five years ago why I wanted to do the programme I replied that I wanted a doctorate. I could see that it would open doors for me and it has done that. Others view you differently when you’re a “Dr”. It’s gone on to my business card effortlessly and I’m not in the least bit shy about using it. It does have its benefits when dealing with clients. Now that I’ve achieved the doctorate I believe that this award has complemented my business experience to offer my clients a more rounded package. It’s also helped my credibility with the academics with whom I deal on a daily basis.”



## Enrolment Dates

January, April and October.

## Admissions

We will require evidence of a relevant Masters degree, preferably at distinction level, together with a detailed outline of your initial research proposal. The validity and quality of the proposal will be of crucial significance in determining eligibility for entry.

## Assessment

In Module 1 each unit will be assessed by an assignment of 4,000 words and each Module 2 option by an assignment of 5,000 words. You will also be required to submit a 5,000 word thesis proposal before being permitted to proceed to the thesis stage of the programme where you will work in close contact with an allocated supervisor.

You will be required to submit a thesis of 50,000 words in a field of study approved by the Doctorate Programme Board. The thesis will demonstrate your ability to apply appropriate research methodologies and to analyse issues within the field of work, employment and learning. The thesis must contain original work and be of publishable quality. Doctorate theses have to be defended at a viva in the presence of two examiners.

## Candidates

There are currently more than 130 students registered on the Doctorate worldwide with significant groups in Hong Kong, Ireland, Malta and the UK. The majority of our students are mature professionals who undertake the Doctorate programme to advance or change their career.



## The Traditional PhD

We welcome applications from people who wish to study for a PhD by thesis. The PhD by thesis is studied either part-time over six years or full-time over three years. There are no taught components or written assignments and the thesis is written based entirely on your own research. PhD research is conducted with the support of a supervisor and students are expected to be based in Leicester or visit on a regular basis.

### Enrolment Dates

January, May, July and October.

### Contact Details

If you are interested and would like to discuss your ideas further with a member of staff, please contact:

**Dr Katharine Venter**  
(Director of Doctoral Studies)

**e:** [k.venter@le.ac.uk](mailto:k.venter@le.ac.uk)

**t:** +44 (0)116 252 5956

**f:** +44 (0)116 252 5953

**w:** [www.clms.le.ac.uk](http://www.clms.le.ac.uk)

### Assessment

The programme is assessed by thesis (80,000 words), though PhD candidates will be expected to report regularly to the Centre for Labour Market Studies' Thesis Committee. PhD theses have to be defended at a viva in the presence of two examiners.

### Admissions

Entrance is open to those who have a relevant first and Masters degree, and who can demonstrate the capacity to undertake independent research of a high academic standard.

We welcome applications both from recently graduated individuals as well as from mature professionals wishing to return to higher education. Applicants are expected to have developed their ideas to proposal stage with regards to the topic for the thesis and submit a proposal at the application stage.

### We supervise PhD theses in the following areas:

- Labour markets and the labour process
- Learning at work
- Skills acquisition and development
- Transformation in places of work
- Employee relations
- Global work and employment
- Equal opportunities, policies and practices
- Vocational education and training
- Policy-making in education, training and skills
- Regional and local labour markets
- Organisational forms and working practices
- Research methodologies in the study of education and employment
- Age, gender and ethnicity in employment relations
- The transition from education to work
- Non-standard forms of labour
- Communities of practice
- Comparative study of national education and employment systems
- Impact of culture on education and work
- Open learning, distance learning and e-learning
- Work-life balance

## Research Interests of CLMS Staff

### Professor (Emeritus) David Ashton, BA, DLitt (Leicester)

The theory of skill formation; the impact of globalisation on national VET systems; the comparative analysis of skill formation systems; workplace learning; high performance work organisations; and the skill strategies of multi-national and trans-national corporations.

### Heidi Ashton, BSc (Open University), MSc (Birkbeck, London)

Occupational identity; workplace learning and socialisation; career transitions; transitions of freelance dancers; qualitative analysis.

### Vanessa Beck, BSc (Brunel), MPhil (Keele), PhD (Birmingham)

Unemployment and redundancy; segregation in the labour market and in vocational education and training; employability; NEET groups; impact of gender and ethnicity on labour market status; diversity; labour market developments in transformation states; deprivation and social exclusion.

### Daniel Bishop, BA (Cambridge), MA (Warwick), PGCE (Cardiff), PhD (Cardiff)

Post-16 education and training, especially vocational training in small firms; SME / HEI relationships; the sociology of markets; decision-making processes in small firms; workplace learning; the social construction of learning behaviour at individual, organisational and inter-organisational levels.

### John Goodwin, BSc (Loughborough), PhD (Leicester), FRSA, FHEA

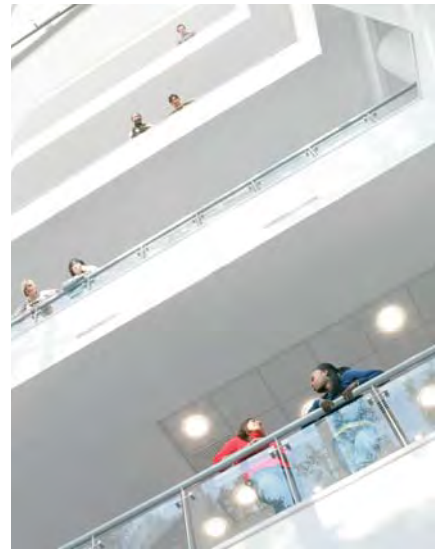
The sociology of work – especially the transition from education to work and gender and employment; qualitative data re-use and biographical methods; and the sociology of Norbert Elias and C. Wright Mills. Currently working on articles exploring the transition to retirement and co-authoring two books – *Norbert Elias's Lost Research* (Ashgate 2011) with Henrietta O'Connor and *Key Concepts in HRM* (Sage 2011) with Dr. Jason Hughes (Brunel University). Also undertaking research for a biography of the Leicester sociologist Ilya Neustadt. External examiner for the Brunel Business School and for the Department of Sociology, University of Ulster.

### Nikolaus Hammer, Mag (Vienna), PhD (Cardiff)

Fundamental labour rights and corporate social responsibility; international industrial relations and trade unionism; corporate governance; value chain analysis; restructuring of work and employment in Europe (electricity, public sector); equal opportunities and diversity; skills and vocational education.

### Nalita James, BA (Staffs), MA (De Montfort), EdD (Leicester)

Identity, work and learning; creative arts, particularly drama and the impact on young adults' skills development and learning transitions; using the internet in qualitative research.



“ I have received added responsibility and challenges in my training department that would not have been possible without the CLMS programme.”

Wayne Porterfield, Canada

**Henrietta O'Connor, BA (London), MLitt (Dublin), PhD (Leicester)**

Young workers and the transition from school to work; secondary analysis of work-related qualitative data; childcare strategies and employment decisions; using the internet for qualitative research; Irish migration to Britain.

**Réka Plugor, BA, MA (Babeş-Bolyai University, Romania), MA (Central European University, Hungary)**

The relationship between higher education and the world of work, with a special emphasis on student experience and student transition from higher education to the world of work, but also how qualitative and quantitative research methods can be used in youth studies and educational settings. Past research projects focused on space usage and perception of (urban) space; youth culture and leisure (time) consumption at festivals; non-governmental organisations and active citizenship.

**Martin Quinn, BA, MSc (Leicester)**

Training and development issues in the UK; tracking trends in the human resource profession; the East Midlands labour market; regional labour market policy under New Labour; the impact of New Labour's regional economic policy on the East Midlands.

**Arwen Raddon, BA (Leicester), MA (Open University), PhD (Warwick), AHEA**

Gender, work and learning; feminist perspectives; time, space and distance learning; skills development policy and practice; working and learning in higher education.

**Eimer Sparham, Dip, MSc (Leicester)**

The relationship between national culture and studying via distance learning. More recent research interest include high performance work practices and the issue of work intensification that surround the debate.

**Johnny Sung, BA (CNA), MSc (Salford), PhD (Leicester)**

Comparative workforce development systems; the role of the state in national HRD; high performance work practices and skills development in organisations.

**Katharine Venter, BSc, PhD (Leicester)**

Business systems and Chinese culture; the impact of culture on learning, training and development; women in management; qualitative research methodology.

**Melissa White, BOA (Mount Saint Vincent), MA (Toronto), PhD (Toronto)**

Political economy of adult education, especially training; public policy; comparative education; post-industrialism; regional development and globalisation.

**Glynn Williams, BSc (Open University), MA (Keele), PhD (Cardiff)**

Trade union organising strategies; the restructuring of UK public services; work and trade unionism under outsourcing; global competition and trade unionism.



## Your Learning Experience – FAQs

### Q. What support can I expect whilst I am studying?

A. As a student you will be supported by a dedicated team of tutors and support staff. Further to this our virtual learning environment (Blackboard) offers administrative support, additional course materials, discussion boards and student support networks.

To make distance learning work for you, you will need to develop or refine skills in time-management, self-motivation, as well as commitment to academic study. This can be very demanding and so the course team offers you support by e-mail, discussion groups, telephone and post. You are encouraged to contact other students to share views, ideas and issues and to create a virtual student community. We also offer strong library provision for our distance learning students, through which you can gain access to the latest academic journal articles online or by post, as well as books and other documents.

### Q. How flexible is a Leicester distance learning course?

A. Our courses can be studied flexibly through supported distance learning meaning that you don't have to take a career break to get ahead. You can study at a pace to suit you – in your own time and your own space. It also means that you can apply new knowledge and insights to your working life while you are still studying, with many students choosing to tackle work-related topics in their dissertations/thesis. Whilst studying you will be working to clearly laid out milestones so you won't lose sight of your goals.

### Q. Will I be awarded the same qualification as a full-time student?

A. Yes, our distance learning programmes carry the same qualification as full-time programmes. Upon successful completion you will receive the same certificate as a full-time student who completes an equivalent course.

### Q. How many hours a week will I need to study for?

A. Recommended study hours depend on your chosen course. For the Doctorate and MSc we suggest 15-20 hours per week, Diploma 8-15 and the Certificate 6-8.

### Q. How will I be assessed?

A. Details on how you will be assessed on your chosen course are available in this brochure in the course specific section.

### Q. Do the credits I hold at the moment count towards the course?

A. To receive full benefit from our programmes we ask that students complete all modules with us. However, if you have completed a similar level of study elsewhere, in a similar area, you may be able to gain recognition against up to one module of your programme. You will need to discuss this with the course team when you make your application, providing detailed information of any prior study you would like to have recognised.

### Q. Where will I sit my examinations?

A. All assessment is made via written assignment and there is no requirement to sit exams, however Doctorate, PhD and MSc students may need to partake in a viva.

### Q. Will I be required to visit the campus?

A. You will be given the opportunity to visit CLMS for Teaching Days or attend local teaching events closer to you (please contact us for more details). They offer a great opportunity to meet fellow students as well as the programme tutors, however, these are not a requirement of the course.

### Q. Are there any additional costs to the course fee?

A. The course fee includes all materials and despatch costs. There may be additional expenses if you attend our teaching visits, or need extra time to complete the Doctorate or a PhD.

### Q. What methods of funding might be available to me?

A. There are different possibilities for funding your studies, and combined with the installment options offered this should provide flexibility for how you pay the fee. Some of the options you may consider when thinking about sources of funding are Career Development Loans (UK students only), sponsorship from your employer or local schemes through the British Council (overseas students). In some areas outside the UK local arrangements may be available, such as government schemes which help support continuing professional development.

### Q. Will I have to buy any books?

A. All materials are included in the course fee. You will also have access to a large number of e-journals and e-books and the Library's postal loan service. Students within the UK can join a scheme which will offer you the use of a library in your area. At Doctorate and PhD level the course materials should be regarded as a starting point, you will be expected to read outside the materials utilising the library services.



## Entry Requirements and How to Apply

### Q. When can I start?

A. We have multiple intakes each year. Please refer to the specific programme pages or the website for further details [www.clms.le.ac.uk](http://www.clms.le.ac.uk).

### Q. What are the admission requirements for the courses?

A. Each of our programmes have different requirements and admission onto a course depends on the level of experience (practical and academic) you have. This means that whatever stage you are at in your work and academic career, it is highly likely that there is a course suitable for you. Details of the entry requirements for all courses can be found this brochure.

### Q. Do I need to take an English language test?

A. If you are an international student from a country where English is not the first language, you must provide proof of your English Language competence. We accept:

- GCE Ordinary or Cambridge 1119 or GCSE or IGCSE English Language, grades A to C.
- IELTS, 6.5 in writing preferred.
- 575 (Paper) or 90 (Internet-based), plus TWE 4.0.
- the University of Leicester English Language Test, which takes only 90 minutes and is available on demand.

Proof of this may be a copy of your TOEFL or IELTS certificate. If you are in doubt, please feel free to contact us.

### Q. How do I apply?

A. You can apply online by visiting: [www.le.ac.uk/pgprospectus](http://www.le.ac.uk/pgprospectus) or [www.le.ac.uk/ugprospectus](http://www.le.ac.uk/ugprospectus). You will be

able to attach supporting documentation to your application after completing the online form.

To apply by post, send a completed application form and all supporting documents to: Distance Learning Advisers, University of Leicester, Leicester, LE1 7RH, UK.

To make an application for one of our programmes you will need to submit:

- a completed application form.
- two completed current references.
- three passport-sized photos.
- copies of your degree/qualification certificates and your CV.
- if English is not your first language, you are required to provide evidence of your language ability – this might include a copy of your TOEFL or IELTS certificate or other certification.
- Doctorate and PhD students will also need to submit a proposal and previously written materials. One of the references provided should be academic.

### Q. What is the deadline for applications?

A. Please submit your application at least four weeks before the course is due to start or preferably earlier. For example, to start a course in October, please submit your application by the end of August at the latest.

### Q. When do I need to pay my fees?

A. If your application is successful we will send you instructions about how to make payment. We offer a number of flexible payment plans for each of our programmes, which means you do not have to pay them all in one go.

### Q. How can I make payment?

A. We accept fee payments via secure online payment and also sterling cheques.

# The University and the City of Leicester

## About the University

Some universities consider their primary purpose to be high quality research, others concentrate on excellent teaching. Here at Leicester we think that the two are not only complementary, they're inseparable. We believe that teaching is more inspirational when delivered by passionate scholars engaged in world-changing research – and that research is stronger when delivered in an academic community that includes students.

We think that a university should be about empowering people to explore what they don't know. We achieve this through passionate, dedicated research and teaching.

When we were named University of the Year for 2008-9 by the Times Higher Education, the judges applauded Leicester's very different approach, calling us "elite without being elitist." Of Britain's top 15 universities only one – Leicester – exceeds its government benchmarks for inclusivity.

Our dedication to providing an excellent student experience can be seen in our consistent performance in the National Student Survey. In 2009 91% of our full-time students were satisfied with their course. This is a level of satisfaction exceeded only by Cambridge amongst mainstream universities teaching full-time students in England.

With these ideas at heart, Leicester is re-framing the values that govern academia and re-defining what a university needs to be in the 21st century; we are constantly finding new ways of being a leading university.



## About the City of Leicester

Leicester is a lively and diverse city with all the activities and facilities you would expect from a major city. This is combined with a friendly and safe atmosphere.

Developments in the city have led to the opening of the Curve Theatre with its unique 'inside out' design where the stage is visible from the street. Further developments in the city's cultural quarter will join the existing museums and galleries within the city, and help to cement Leicester's reputation for culture.

Leicester is a city for individuals and this is shown throughout the city; from the individual shops and boutiques of the Lanes area which rub shoulders with the larger stores and designer shops of the Highcross Leicester shopping development; to the festivals held within the city throughout the year, including the Summer Sundae Music Festival.

This diversity is also celebrated through the city's wide range of restaurants, cafes and music venues which provide something for every taste.

We are passionate about our city with many of our students choosing to locate here after graduation.