

# PROGRAMME SPECIFICATION

**Programme Title:** BSc (Hons) Human Resources with Management.

**Partner Institution:** GSM London.

**Start Date:** October 2015

**First Date of Award:** 2017.

**Date(s) of Revision(s) to this Document:** 06/07/2017

## Contents

|   |    |
|---|----|
| PROGRAMME SPECIFICATION .....   | 2  |
| PS1. Programme Details .....  | 2  |
| PS2. Brief Description of the Programme .....   | 2  |
| PS3. Details of Accreditation by a Professional/Statutory Body (if appropriate) .....       | 3  |
| PS4. Exceptions to Plymouth University Regulations .....                                    | 3  |
| PS5. Programme Aims .....   | 3  |
| PS6. Programme Intended Learning Outcomes (ILO) .....                                       | 4  |
| PS7. Distinctive Features .....   | 5  |
| PS8. Student Numbers .....  | 7  |
| PS9. Progression Route(s) .....   | 7  |
| PS10. Admissions Criteria .....   | 8  |
| PS11. Academic Standards and Quality Enhancement .....                                      | 9  |
| PS12. Programme Structure .....   | 11 |
| PS13. Exposition and Mapping of Learning Outcomes, Teaching & Learning and Assessment ..... | 13 |
| PS14. Work based/related learning .....   | 28 |
| Appendix: Programme Structure by Delivery Mode .....  | 30 |
| Appendix: Matching of modules to the relevant SEEC Level Descriptors .....                  | 32 |
| Appendix: Programme Map .....   | 36 |
| Appendix: Summary of Programme Assessments (Including Indicative Content .....              | 37 |

## PROGRAMME SPECIFICATION

This Programme Specification should contain no information referring to individual members of staff as it will be employed as a public document.

### PS1. Programme Details

|                                    |  |
|------------------------------------|--|
| <b>Awarding Institution:</b>       | Plymouth University  |
| <b>Teaching Institution:</b>       | GSM London   |
| <b>Accrediting Body:</b>           | N/A  |
| <b>Language of Study:</b>          | English  |
| <b>Mode of Study:</b>              | Standard (3 Years) / Accelerated (2 Years)<br>Extended Standard (4 Years)/ Extended Accelerated (3 Years)<br>Part-time Standard (4 Years)/ Part-time Extended (5 Years 1 Semester)<br>(See Appendix: Programme Structure by Delivery Mode) |
| <b>Final Award:</b>                | BSc (Hons).  |
| <b>Intermediate Award:</b>         | CertHE 120 credits; DipHE 240 credits; Ordinary degree 320 credits   |
| <b>Programme Title:</b>            | BSc (Hons) Human Resources with Management   |
| <b>UCAS Code:</b>                  | 2 Year – N2N6<br>3 Year – NNF6<br>2 Year (Extended) - NN26<br>3 Year (Extended) – NFN6   |
| <b>JACS Code:</b>                  | N600   |
| <b>Benchmarks:</b>                 | The BSc in Human Resources with Management is benchmarked against the FHEQ and QAA subject benchmark for generic management as well as SEEC Level Descriptors.   |
| <b>Date of Programme Approval:</b> | 15/01/2015   |

### PS2. Brief Description of the Programme

The following is a description of the programme that clarifies both its position within the delivering institution and Plymouth University's portfolio. This material/ may be used for promotion of the programme and the text should be approximately 200-250 words.

This programme provides the theoretical and practical knowledge and skills necessary to develop students' competences within the field of human resources and management. During the programme, an individual student evaluation of knowledge and skills is carried out through a range of innovative assessment methods, including interactive and practical applications of skills within the HR context. Specifically, the degree equips students with an in-depth understanding of issues in human resource management and business, together

with a portfolio of practical skills that enable them to deploy that understanding within a professional context. Students are enabled to critically analyse and synthesise existing knowledge and research in the area as well as test that knowledge within practice, giving them transferable skills appropriate to employment, entrepreneurship and further academic study.

At stage one, students will focus on the principles and fundamentals of core management and have an opportunity to define the role of HRM within organisations. At stage two, students focus on using their knowledge of HR and organisations to build their skills capacity and to model the required professional behaviours as HR practitioners. At stage three, students critically analyse and evaluate the effectiveness of various models of HR practice that contribute to driving organisational performance. Graduates of the programme will emerge with a well-rounded view of human resource management practice which enables them to confidently increase their employability within the sector.

### **PS3. Details of Accreditation by a Professional/Statutory Body (if appropriate)**

Full details of professional qualifications/accreditation by professional/statutory bodies are available at:

<http://www.gsm.org.uk/undergraduate/professional-qualifications>

### **PS4. Exceptions to Plymouth University Regulations**

Plymouth University have approved an exemption to the regulations enabling GSM London to utilise a 15/30 credit structure

### **PS5. Programme Aims**

The programme will deliver:<sup>1</sup>

- A1: A critical understanding of the principles that underpin the human resource management function within contemporary organisations
- A2: The ability to develop the necessary skills to identify and formulate appropriate business solutions with particular emphasis on increasing the organisation's human resource capacity
- A3: A practical application of HR skills utilised within the HR profession, such as learning and development, employment law, employee resourcing and talent management.

---

<sup>1</sup> Recommended: 5-7 "numbered points"

- A4: The development of individual confidence and competence within the human resource management field which contribute to increasing their competency base.
- A5: To provision of higher education foundations for a range of careers within the general and/or human resource management fields.

## **PS6. Programme Intended Learning Outcomes (ILO)**

By the end of this programme the student will be able to:<sup>5</sup>

### **Knowledge and understanding:**

- K1.0 Demonstrate knowledge and understanding of the key aspects of human resource management
- K1.1 Possess a critical understanding of (a) human resource management theories and (b) the principles of management.
- K1.2 Recognise the need to collect, manipulate and interpret relevant quantitative and qualitative data in relation to relevant HR systems.
- K1.3 Analyse environmental factors, including economics, that influence business and the implications of these.
- K1.4 Evaluate ethical issues in core human resource management activities and discuss these in relation to personal beliefs and values.

### **Cognitive and intellectual skills**

- C2.0 Engage in meaningful debate and analysis of topics related to the subject of business and HR management
- C2.1 Carry out an analysis of the business environment with guidance to provide satisfactory responses to issues.
- C2.2 Apply the correct human resource management concepts and frameworks to clearly-defined problems while beginning to appreciate the complexity of the decision-making involved in business activity.
- C2.3 Evaluate the reliability of data using recognised and appropriate financial and quantitative techniques.
- C2.4 Evaluate alternative management approaches within organisations and the application of these to human resource management.

### **Transferable Skills:**

- T3.0 Evidence transferable skills necessary to work within areas of human resource management across sectors and industries.
- T3.1 Develop core management skills, such as communication, team management and problem solving essential for use within a managerial role.
- T3.2 Work with limited autonomy within agreed and defined parameters.
- T3.3 Develop responsibility for their own learning.
- T3.4 Identify the skills and behaviours required of an HR practitioner and reflect upon individual continuous development needs.

### **Employment:**

- E4.0 Demonstrate possession of the skills required for graduate employment in the areas of human resource and/or business management including the use of initiative, complex decision making, and the ability to recognise the need for further professional development.
- E4.1 Demonstrate core human resource management activities relating to entry, and the development and sustainability of organisations.
- E4.2 Understand careers pathways and the professional expectations of the behaviours required to achieve these.

### **Practical:**

- P5.0 Demonstrate the acquisition of GSM London's Graduate Attributes and facilitate the application of these attributes in both academic and vocational contexts.
- P5.1 Demonstrate an understanding of issues involved when working with others and to act appropriately to achieve successful business outcomes.
- P5.2 Apply relevant human resource management methods and frameworks to clearly defined business problems.
- P5.3 Undertake research tasks with minimum guidance to investigate and develop people management and performance issues.
- P5.4 Communicate effectively to explain business issues in a clear and concise manner.

## **PS7. Distinctive Features**

The following provides a definitive and approved list of elements that may be used to both conceptualise and promote the market position of this programme:<sup>2</sup>

- This programme provides students with a ***theoretical and practical grounding in management frameworks and development of core HR practitioner skills:***

---

<sup>2</sup> Recommended: "bullet points" to assist promotional use

- Level 4 provides them the contextual awareness of the business world and the imperative integration of HRM practice. As a result, students gain knowledge and understanding how organisations work and how business acumen is gained through demonstrable competencies in marketing, communications and financial management skills. In addition, within the first year of the programme, students develop an understanding of the professional skills required within the HR field and acquire competencies in how to meet the academic requirements of the programme. Hence, students will obtain a firm grounding in business fundamentals which enables them to put the HR functions within organisations into context. (See Appendix: Skills Modules).
- All 120 credits at Level 5 give students a command of subject-specific skills in key areas of HR such as, employment law, employee resourcing and talent management, international HR management and use of HR data. Students will then use the application of their knowledge in an HR focused work-based project (see Appendix for further details). Through a reflective process, they will crystalize their HR-specific competences to support their employability skills.
- At Level 6 students gain a critical understanding of the organisational strategy aspects of the HR role through a focus on leadership, strategy, organisational change and employee engagement. They consider the emerging themes within the HR field to ensure up-to-date practice and develop essential HR research skills. These fundamentals are consolidated with an HR-focused consultancy project or dissertation within semester 6 alongside two underpinning modules in learning and development and equality and diversity. Students not wishing to complete a dissertation or consultancy project may undertake two alternative modules in project management and stakeholder engagement which have subject-specific HR skills in their content.
- A **blended learning approach** will be used to ensure that there is a range of diverse learning and teaching methods. Through a student-centric perspective, learning will be accessible through recorded lectures, webinars, in-class quizzes, research activities, field trips, guest speakers and simulation activities as examples.

There will also be a **blend of assessment tools** that will be used within the necessary academic assessment framework which directly link to HR practitioner skills. Examples of this include carrying out video simulations within HR related activities, researching key HR business functions, identifying change management strategies from an HR perspective, undertaking management games.

- Students will undertake a **reflective learning approach** which will involve in-class and guided independent study activities pre and post tutor-led activities in the form of learning logs. These learning logs will be used as materials for formative assessments.
- The programme offers the **option for students to create a personal development portfolio** linked to their assessments which can be used to demonstrate their continuous professional development in progressing towards membership of the Chartered Institute of Personnel and Development (CIPD).
- Students will understand the implementation of core areas of human resource management practice within the business context and develop the ability to apply employment law principles to business operations and consider the ethical and legal

perspectives in managing people.

- The programme will be flexibly delivered and provides the following distinct modes of study: Standard (3 Years); Accelerated (2 Years); Extended Standard (4 Years); Extended Accelerated (3 Years); Part-time Standard (4 Years); Part-time Extended (5 Years 1 Semester) (See Appendix: Programme Structure by Delivery Module.)
- Students increase their employability through a balance between “technical HR skills” and “general skills” which encourages effective written and verbal communication, team working skills, problem solving, developing the ability to use their initiative and work independently. This will assist in developing them into competent HR managers. (See Appendix: Skills Modules)
- Supporting our students to develop distinctive GSM London Graduate Attributes valued by employers (employability and professionalism, enterprise and innovation, critical thinking and scholarship, global citizenship and social responsibility) is an important feature of the student experience. These dimensions shape the design, content and delivery of the programme and the extra-curricular portfolio on offer. Students are encouraged and supported to evidence and articulate their acquisition of these attributes.

## **PS8. Student Numbers**

The following provides information that should act as a guide to assure the quality of the student experience, progression opportunities, and staff and resource planning:

Approximate minimum student numbers per stage = 15

Target student numbers per stage = 250

Approximate maximum student numbers per stage = No maximum provided at this point in time because additional numbers over target will be monitored over the recruitment cycle to ensure that student numbers can be managed.

## **PS9. Progression Route(s)**

There are GSM London Masters level programmes which students can progress onto, please see the programme team for more details.

## PS10. Admissions Criteria

| Qualification(s) Required for Entry to this Programme:   | Details:  |
|--|---|
| <p><b>Level 2:</b></p> <p>-</p> <p>-</p>   | <p>Level 2 qualifications are not suitable for entry onto the Bachelor degree programmes. However, applicants for entry onto the extended degree options are considered for entry with a qualification at Level 2: <b>Please see the Bachelors' Extended Degree Programme Specification for further details.</b></p>  |
| <p><b>Level 3: at least one of the following:</b></p> <p>-</p> <p>-</p> <p>-</p> <p>-</p> <p>-</p> <p>-</p> <p>-</p> | <p><u>These are requirements for entry onto the Bachelor degrees only (excluding the extended degrees i.e. Year 0 entry)</u></p> <p>An applicant must normally be 18 years of age at the start of the programme and as a minimum must have obtained:</p> <ul style="list-style-type: none"> <li>• 2 A Level passes (A-E/ minimum of 80 UCAS Tariff points) or successfully achieved 120 credits on the GSM London's Year 0 programme or equivalent</li> </ul> <p><i>We accept overseas qualifications equivalent to those mentioned above. For further information contact your local British Council office or GSM London's International Advisors (+44 [0]208 5167 800 <a href="mailto:admissions@gsm.org.uk">admissions@gsm.org.uk</a>)</i></p> <ul style="list-style-type: none"> <li>• If English is not the applicant's first language, proof of fluency through IELTS (minimum score 6.0 for degree programmes) or another accepted system must be provided.</li> </ul> <p>Other qualifications may be considered (subject to approval by Plymouth University):</p> <ul style="list-style-type: none"> <li>• Advanced Level Diploma:</li> <li>• BTEC National Certificate/Diploma:</li> <li>• HNC/D:</li> <li>• VDA: AGNVQ, AVCE, AVS:</li> <li>• Access to HE or Year 0 provision:</li> <li>• International Baccalaureate:</li> <li>• Irish / Scottish Highers / Advanced Highers:</li> </ul> |
| <p><b>Work Experience:</b></p>   | <p>Applications from candidates who lack the</p>  |



|   |  |
|---|--|
|   | normal course entry requirements are positively encouraged. In such cases, the Admissions Tutors must be satisfied that the applicant has the necessary potential, knowledge or experience and motivation to follow the course successfully. Candidates with non-standard qualifications will be invited to attend for interview.  |
| <b>Other non-standard awards or experiences:</b>  | Other non-standard awards or experiences are welcomed and these are assessed on an individual basis. Such awards could be other HE level awards. Where required, an interview may be necessary.  |
| <b>APEL / APCL<sup>3</sup> possibilities:</b>   | <p><u>Accreditation of prior learning</u></p> <p>Partial exemptions from an undergraduate programme may be obtained in accordance with the Academic Regulations dependent on the compatibility of previous study. Each case is considered on its own merit and will be, subject to the approval by Plymouth University.</p> <p>You may be required to provide an academic reference and/or personal statement.</p> <p><b>We will not normally consider APL's older than 3 years unless the applicant has a recent experiential learning that is directly related to the APL.</b></p> |
| <b>Interview / Portfolio requirements:</b>  | Interview(s) may be required by the admissions tutor.  |
| <b>Independent Safeguarding Agency (ISA) / Criminal Record Bureau (CRB) clearance required:</b> | No   |

## PS11. Academic Standards and Quality Enhancement

The programme will follow Plymouth University's current annual monitoring process for partnership programmes to complete evaluation of and planning for maintaining and improving quality and standards.

Elements of this process include engaging with stakeholders. For this definitive document it is important to define:

### Subject External Examiner(s):

The programme will have an external examiner who will provide a strategic overview of both the academic, practical and research elements of the programme. In addition, specialist

<sup>3</sup> Accredited Prior Experiential Learning and Accredited Prior Certificated Learning

external examiners will provide an oversight of specific modules. However, modules which fall under the management of another programme will be externally examined by examiners appointed to that programme and therefore will appear in the relevant programme specification. A full list of modules and department owners is available in the Operational Specification. Modules are grouped as below but are subject to change:

|                                       |                                 |                                       |   |
|---------------------------------------|---------------------------------|---------------------------------------|---|
| Employment Law                        | HR data and Information Systems | Leadership, Strategy and Change in HR | Capstone Project                            |
| Employee Talent and People Resourcing |                                 | Equality and Diversity                | Project/Placement Design and Implementation |
| International HRM Practices           |                                 | Emerging Themes                       | Evaluation and Reflection                   |
| Employee Engagement and Relations)    |                                 | Learning and Development              | Research Methods                            |
|                                       |                                 |                                       | Research and the Professional               |

#### **Additional stakeholders specific to this programme:**

The following additional stakeholders are vital to the successful delivery of this programme:

Students: Engagement through programme committee meetings, student liaison meetings, module evaluation questionnaires, students' perception questionnaires, and discussion forums.

Employers: Engagement through dialogue and consultation to facilitate a curriculum focused on employability, also through participation in employability events.

Graduates: Engagement through the Alumni community.

Academic communities: Engagement through academic partnerships, collaborative research, projects.

Professional bodies: Engagement through mapping of modules to meet professional body requirements, facilitate students' progression routes, and access to professional certification within the programme.

Accrediting bodies: Engagement through quality assurance of programme, appointment of external examiners, subject assessment panels and award boards, module evaluation questionnaire, students' perception questionnaires, programme monitoring and review, peer review

## PS12. Programme Structure

The following provides the current structure diagram for this programme. It enables both full time and part time routes to be compared within a single diagram as well as any optional modules to be clearly indicated.

| FHEQ Level: 4. For: Year 1 BSc (Hons) Human Resources with Management |                             |                                    |                      |   |
|---|-----------------------------|------------------------------------|----------------------|---|
| F/T Route Year 1 <sup>4</sup>   | P/T Route Year <sup>1</sup> | Core or Option Module <sup>5</sup> | Credits <sup>6</sup> | Module <sup>7</sup>                                     |
| 1   | 1                           | Core.                              | 15                   | Management and Organisations (MORG4038)                 |
| 1   | 1                           | Core                               | 30                   | Marketing and Communications (MCOM4040)                 |
| 1   | 1                           | Core                               | 15                   | Academic Skills (ACSK4001-E)                            |
| 1   | 1                           | Core                               | 15                   | Introduction to Human Resource Management (IHRM4032)    |
| 1   | 1                           | Core                               | 15                   | Professional Skills (PRSK4048-E)                        |
| 1   | 2                           | Core                               | 30                   | Financial and Economic Literacy for Managers (FELM4026) |

<sup>4</sup> Enter: "1, 2, 3, 4 or No F/T (or P/T) Route"

<sup>5</sup> Enter: "Core, Option Any Mix, Option Choice A, Option Choice B, Option Choice C, Option Choice D or Option Choice E (please ensure options are identified in a linked fashion)"

<sup>6</sup> Enter: "10 Autumn, 10 Spring, 20, 30 or 40 (10 credit modules are an exception to Plymouth University regulations)"

<sup>7</sup> Enter: the module code and title

| FHEQ Level: 5. For: Year 2 BSc (Hons) Human Resources with Management |                |                                    |                       |  |
|---|----------------|------------------------------------|-----------------------|--|
| F/T Route Year 2 <sup>8</sup>   | P/T Route Year | Core or Option Module <sup>9</sup> | Credits <sup>10</sup> | Module <sup>11</sup>   |
| 2   | 2              | Core.                              | 15                    | Employment Law for Human Resources (ELHR5014)                      |
| 2   | 2              | Core                               | 15                    | Employability Skills (EMSK5012)                                    |
| 2   | 3              | Core                               | 15                    | Employee Talent and People Resourcing (CTPR5013)                   |
| 2   | 2              | Elective Option A                  | 15                    | HR Data and Information Systems (HDIS5023)                         |
| 2   | 2              | Elective Option B                  | 15                    | International HRM Practice (IHPR5025)                              |
| 2   | 3              | Core                               | 30                    | Project/Placement Design and Implementation (PPDI5039)             |
| 2   | 3              | Core                               | 30                    | Evaluation and Reflection (Work Based/Related Learning) (EVRE5017) |

| FHEQ Level: 6. For: Year 3 BSc (Hons) Human Resources with Management |                |                                     |                       |                            |
|---|----------------|-------------------------------------|-----------------------|----------------------------|
| F/T Route Year 2 <sup>12</sup>  | P/T Route Year | Core or Option Module <sup>13</sup> | Credits <sup>14</sup> | Module <sup>15</sup>       |
| 3   | 3              | Core                                | 15                    | Emerging Themes (EMTH6013) |

<sup>8</sup> Enter: "1, 2, 3, 4 or No F/T (or P/T) Route"

<sup>9</sup> Enter: "Core, Option Any Mix, Option Choice A, Option Choice B, Option Choice C, Option Choice D or Option Choice E (please ensure options are identified in a linked fashion)"

<sup>10</sup> Enter: "10 Autumn, 10 Spring, 20, 30 or 40 (10 credit modules are an exception to Plymouth University regulations)"

<sup>11</sup> Enter: the module code and title

<sup>12</sup> Enter: "1, 2, 3, 4 or No F/T (or P/T) Route"

<sup>13</sup> Enter: "Core, Option Any Mix, Option Choice A, Option Choice B, Option Choice C, Option Choice D or Option Choice E (please ensure options are identified in a linked fashion)"

<sup>14</sup> Enter: "10 Autumn, 10 Spring, 20, 30 or 40 (10 credit modules are an exception to Plymouth University regulations)"

<sup>15</sup> Enter: the module code and title

|   |   |                   |    |   |
|---|---|-------------------|----|---|
| 3 | 3 | Core              | 15 | Leadership, Strategy and Change in Human Resources (LSCH6037) |
| 3 | 4 | Core              | 15 | Employee Engagement and Relations (EERE6015)                  |
| 3 | 4 | Elective Option A | 15 | Research Methods (RMET6053)                                   |
| 3 | 4 | Elective Option B | 15 | Research and the Professional (RPRO6050)                      |
| 3 | 4 | Core              | 15 | Equality and Diversity (EQDI6018)                             |
| 3 | 4 | Core              | 15 | Learning and Development (LEDE6038)                           |
| 3 | 4 | Elective Any Mix  | 15 | Project and Risk Management (PRMA6049)                        |
| 3 | 4 | Elective Any Mix  | 15 | Stakeholder and Community Engagement (SCEN6058)               |
| 3 | 4 | Elective Any Mix  | 30 | Capstone Project (CAPP6004-E)                                 |

*\*See Appendix: Programme Map for run semesters.*

### **PS13. Exposition and Mapping of Learning Outcomes, Teaching & Learning and Assessment**

Developing graduate attributes and skills, at any level of HE, is dependent on the clarity of strategies and methods for identifying the attributes and skills relevant to the programme and the where and how these are operationalized. The interrelated factors of Teaching, Learning and Assessment and how these are inclusive in nature are fundamentally significant to these strategies and methods, as are where and how these are specifically distributed within the programme.

Ordered by graduate attributes and skills, the following table provides a map of the above plus an exposition to describe and explain the ideas and strategy of each. Therefore, subsequent to the initial completion for approval, maintenance of this table as and when programme structure changes occur is also important:

**Level: 4**

| Definitions of Graduate Attributes and Skills Relevant to this Programme  | Teaching and Learning Strategy / Methods   | Prog Aims            | Prog intended Learning Outcomes | Range of Assessments   | Related Core Modules   |
|---|--|----------------------|---------------------------------|--|--|
| <p><b>Knowledge / Understanding:</b></p> <p>For this bachelor level programme the following has been guided by the FHEQ Level 4 descriptor, SEEC credit Level 4 descriptor, and the QAA Honours Degree Subject Benchmark General business and management (2007).</p> <p>By the end of this level of this programme the students will be able to demonstrate for:</p> <p>A threshold pass:</p> <ul style="list-style-type: none"> <li>knowledge of the underlying concepts, principles, and terminology related to management, organisations, and their external environment, and its importance in relation to the HRM role.</li> </ul> | <p><b>Primary:</b><br/>Lectures and tutorials,<br/>Problem-based learning,<br/>Work-related learning,<br/>Guided independent study.</p> <p><b>Secondary/Supplementary:</b><br/>Electronic and computer-based communication and learning such as live webinars, recorded audio and video lectures, and the use of social media.</p> | <p>A1: 1 &amp; 2</p> | <p>K1.0<br/>K1.1<br/>K1.3</p>   | <p>Knowledge and understanding is assessed via a combination of multiple choice tests, longer tests, exams, essays, presentations and seminar performances. A combination of both formative and summative assessment will be utilised across every module.</p> | <p>Academic Skills, Management &amp; Organisations, Marketing &amp; Communication, Professional Skills, Financial and Economic Literacy for Managers, Introduction to Human Resource Management.</p> |
| <p><b>An exposition for embedding Knowledge and Understanding through Teaching &amp; Learning and Assessment at this level of the programme:</b><br/>The key elements of Level 4 are the context of business and an introduction to the human resource management discipline, along with a focus on academic and professional skills. Students will synthesise their knowledge and understanding of management within the context of the contemporary business environment.</p>   |  |                      |                                 |  |  |

|  |  |            |                                |   |   |
|--|--|------------|--------------------------------|---|---|
| <p><b>Cognitive and Intellectual Skills:</b></p> <p>For this bachelor level programme the following has been guided by the FHEQ Level 4 descriptor, SEEC credit Level 4 descriptor, and the QAA Honours Degree Subject Benchmark General business and management (2007).</p> <p>By the end of this level of this programme the students will be able to demonstrate for:</p> <p>A threshold pass:</p> <ul style="list-style-type: none"> <li>an ability to present, evaluate and interpret qualitative and quantitative data in order to develop lines of argument and make sound judgements in accordance with basic theories and concepts of management including those of the human resource management function</li> </ul> | <p><b>Primary:</b><br/>Lectures and tutorials;<br/>Problem-based learning,<br/>Work-related learning,<br/>Guided independent study.</p> <p><b>Secondary/Supplementary:</b><br/>Electronic and computer-based communication and learning such as live webinars, recorded audio and video lectures, and the use of social media.</p> | <p>A2:</p> | <p>C2.0:<br/>C2.1<br/>C2.3</p> | <p>Cognitive and intellectual skills are assessed via a combination of multiple choice tests, longer tests, exams, essays, presentations and seminar performances. A combination of both formative and summative assessment will be utilised across every module.</p> | <p>Academic Skills, Management &amp; Organisations, Marketing &amp; Communications, Professional Skills, Financial and Economic Literacy for Managers, Introduction to Human Resource Management.</p> |
| <p><b>An exposition for embedding Cognitive and Intellectual Skills through Teaching &amp; Learning and Assessment at this level of the programme:</b><br/>A key aim of the programme is to equip students with a contemporary awareness and the critical skills necessary to adapt to and engage with fast-changing contemporary situations. By embedding and practicing critical intellectual skills, students are encouraged to remain up-to-date as well as critically engaged, developing the sort of informed, critical perspectives the business environment requires.</p>  |  |            |                                |   |   |

|  |  |           |   |   |   |
|--|--|-----------|---|---|---|
| <p><b>Key Transferable Skills:</b></p> <p>For this bachelor level programme the following has been guided by the FHEQ Level 4 descriptor, SEEC credit Level 4 descriptor, and the QAA Honours Degree Subject Benchmark General business and management (2007).</p> <p>By the end of this level of this programme the students will be able to demonstrate for:</p> <p>A threshold pass:</p> <ul style="list-style-type: none"> <li>the ability to evaluate and interpret concepts and principles within business, and to exercise some personal responsibility.</li> </ul> | <p><b>Primary:</b><br/>Lectures and tutorials;<br/>Problem-based learning,<br/>Work-related learning,<br/>Guided independent study.</p> <p><b>Secondary/Supplementary:</b><br/>Electronic and computer-based communication and learning such as live webinars, recorded audio and video lectures, and the use of social media.</p> | <p>A3</p> | <p>T3.0<br/>T3.1<br/>T3.2<br/>T3.3<br/>T3.4</p> | <p>Key transferable skills are assessed via a combination of multiple-choice tests, longer tests, exams, essays, presentations and seminar performances. A combination of both formative and summative assessment will be utilised across every module.</p> | <p>Academic Skills, Management &amp; Organisations, Marketing &amp; Communications, Professional Skills, Financial and Economic Literacy for Managers, Introduction to Human Resource Management.</p> |
| <p><b>An exposition for embedding Key Transferable Skills through Teaching &amp; Learning and Assessment at this level of the programme:</b><br/>The focus on practice-research within the management field ensures that students are developing technical competencies alongside business and communication skills. The assessment strategy of object and commentary and/or presentation ensures that students engage with the full range of skills necessary for both academic and professional work.</p>  |  |           |   |   |   |



|  |  |                         |                      |   |   |
|--|--|-------------------------|----------------------|---|---|
| <p><b>Employment Related Skills:</b></p> <p>For this bachelor level programme the following has been guided by the FHEQ Level 4 descriptor, SEEC credit Level 4 descriptor, and the QAA Honours Degree Subject Benchmark General business and management (2007)</p> <p>By the end of this level of this programme the students will be able to demonstrate for:</p> <p>A threshold pass: The use of interpersonal and communication skills such as effective listening, negotiating, persuasion, and presentation to clarify tasks and rectify issues within a business context.</p>               | <p><b>Primary:</b><br/>Lectures and tutorials;<br/>Problem-based learning,<br/>Work-related learning,<br/>Guided independent study.</p> <p><b>Secondary/Supplementary:</b><br/>Electronic and computer-based communication and learning such as live webinars, recorded audio and video lectures, and the use of social media.</p> | <p>A3<br/>A4<br/>A5</p> | <p>E4.0<br/>E4.2</p> | <p>Employment related skills are assessed via Coursework, in-class simulation, presentation</p> | <p>Academic Skills, Management &amp; Organisations, Marketing &amp; Communications, Professional Skills, Financial and Economic Literacy for Managers, Introduction to Human Resource Management.</p> |
| <p><b>An exposition for embedding Employment Related Skills through Teaching &amp; Learning and Assessment at this level of the programme:</b><br/>The programme is developed with a view to equipping students with the human resource management skills required within contemporary organisations. The focus is on analysis and practical sessions within business, the challenges the organisation faces and the strategic moves it needs to make. The development of technical, research and communication skills allows students to operate effectively within the business environment.</p> |  |                         |                      |   |   |

|   |  |           |   |   |   |
|---|--|-----------|---|---|---|
| <p><b>Practical Skills:</b></p> <p>For this bachelor level programme the following has been guided by the FHEQ Level 4 descriptor, SEEC credit Level 4 descriptor, and the QAA Honours Degree Subject Benchmark General business and management (2007).</p> <p>By the end of this level of this programme the students will be able to demonstrate for:<br/>A threshold pass:</p> <ul style="list-style-type: none"> <li>• Practical skills related to data analysis and the use of models of business.</li> </ul>  | <p><b>Primary:</b><br/>Lectures and tutorials;<br/>Problem-based learning,<br/>Work-related learning,<br/>Guided independent study.</p> <p><b>Secondary/Supplementary:</b><br/>Electronic and computer-based communication and learning such as live webinars, recorded audio and video lectures, and the use of social media.</p> | <p>A5</p> | <p>P5.0<br/>P5.1<br/>P5.2<br/>P5.3<br/>P5.4</p> | <p>Reflective journal,<br/>Portfolio,</p> | <p>Academic Skills,<br/>Management &amp; Organisations,<br/>Marketing &amp; Communications, Professional Skills, Financial and Economic Literacy for Managers,<br/>Introduction to Human Resource Management.</p> |
| <p><b>An exposition for embedding Practical Skills through Teaching &amp; Learning and Assessment at this level of the programme:</b><br/>The programme is developed with a view to equipping students with the technical and strategic skills necessary for employability within contemporary organisations. The focus is on both analysis and practical sessions in the business environment, the challenges the organisation faces and the strategic moves it needs to make thus ensuring students reflect on their skills set and devise individual portfolios to demonstrate them.</p> |  |           |   |   |   |

| Level:5.   |   |           |                                 |   |   |
|--|---|-----------|---------------------------------|---|---|
| Definitions of Graduate Attributes and Skills Relevant to this Programme   | Teaching and Learning Strategy / Methods  | Prog Aims | Prog intended Learning Outcomes | Range of Assessments  | Related <u>Core</u> Modules   |
| <p><b>Knowledge / Understanding:</b></p> <p>For this bachelor level programme the following has been guided by the FHEQ Level 5 descriptor, SEEC credit Level 5 descriptor, and the QAA Honours Degree Subject Benchmark General business and management (2007).<sup>16</sup></p> <p>By the end of this level of this programme the students will be able to demonstrate for:<br/>A threshold pass:</p> <ul style="list-style-type: none"> <li>A detailed knowledge of major HRM theories and an awareness of a variety of ideas, contexts and frameworks as they would apply within the operational human resource management environment.</li> </ul> | <p><b>Primary:</b><br/>Lectures and tutorials;<br/>Problem-based learning,<br/>Work-related learning,<br/>Guided independent study.<sup>17</sup></p> <p><b>Secondary/Supplementary:</b><br/>Electronic and computer-based communication and learning such as live webinars, recorded audio and video lectures, and the use of social media.</p> | A1        | K1.0<br>K1.2                    | Coursework, research project; In-class simulations, reflective logs, examinations | Employment Law for Human Resources, Employee Talent and People Resourcing |
| <p>An exposition for embedding Knowledge and Understanding through Teaching &amp; Learning and Assessment at this level of the programme:<br/>At this level, the programme focuses on practical application across all the modules to ensure that knowledge and understanding are embedded well within</p>   |   |           |                                 |   |   |

<sup>16</sup> Enter: "For this sub-bachelor level programme the following has been informed by the Foundation Degree Qualification Benchmark (FDQB), as well as QAA Subject Benchmark(s)" or "For this bachelor level programme the following has been guided by the QAA Honours Degree Subject Benchmark(s)" or "For this post-graduate taught level programme the following is guided by the QAA Master's Degree Level Subject Benchmark(s)"

<sup>17</sup> List strategy/methods (i.e. lecs, tuts, guided ind study etc)

|   |   |    |                      |   |   |
|---|---|----|----------------------|---|---|
| the traditional academic elements of the programme. The assessment strategies focus on practice and research and an integrated submission ensures students focus on both themes.  |   |    |                      |   |   |
| <p><b>Cognitive and Intellectual Skills:</b><br/>For this bachelor level programme the following has been guided by the FHEQ Level 5 descriptor, SEEC credit Level 5 descriptor, and the QAA Honours Degree Subject Benchmark General business and management (2007).</p> <p>By the end of this level of this programme the students will be able to demonstrate for:<br/>A threshold pass:</p> <ul style="list-style-type: none"> <li>The use of a range of established human resource management techniques to initiate, undertake and synthesise the critical analysis of information in order to inform and propose suitable business solutions to problems arising from that analysis, and which contribute to increasing organisational performance.</li> <li>The ability to identify, analyse and communicate human resource management principles and concepts, recognising any competing perspectives intended to increase the capacity of an organisation's human resources.</li> </ul> | <p><b>Primary:</b><br/>Lectures; workshops, Independent research, Problem-based learning, Work-related learning, Guided independent study.</p> <p><b>Secondary/Supplementary:</b><br/>Electronic and computer-based communication and learning such as live webinars, recorded audio and video lectures, and the use of social media.</p> | A2 | C2.0<br>C2.2<br>C2.4 | Presentation and implementation portfolio | Project/Placement Design and implementation, Evaluation and Reflection (work based/related learning), |
| <p>An exposition for embedding Cognitive and Intellectual Skills through Teaching &amp; Learning and Assessment at this level of the programme:<br/>At Level 5 students connect their academic and practice-research learning to work-related project. This grounding is designed to test their practice-research but also to feedback into their academic and practice-research work at Levels 5 and 6. Testing their intellectual as well as practical skills serves to reinforce the pedagogic strategy while building a portfolio of skills.</p>  |   |    |                      |   |   |
| <b>Key Transferable Skills:</b>   |   |    |                      |   |   |

|   |  |           |   |  |   |
|---|--|-----------|---|--|---|
| <p>For this bachelor level programme the following has been guided by the QAA Honours Degree Subject Benchmark(s):</p> <p>By the end of this level of this programme the students will be able to demonstrate for:</p> <p>A threshold pass:</p> <ul style="list-style-type: none"> <li>• The effective communication of information, arguments and analysis in a variety of forms to specialist HRM and non-specialist audiences, and effectively deploy key competencies that relate to the HRM role.</li> <li>• Through reflection, the identification and undertaking further training, in order to develop existing skills and acquire new competencies that will enable them to assume significant HRM responsibilities within organisations.</li> </ul> | <p>Primary:<br/>Independent research,<br/>Problem-based learning,<br/>Work-related learning,</p> <p>Secondary/Supplementary:<br/>Self-directed learning, 121 clinics, individual needs analysis.</p> | <p>A3</p> | <p>T3.0<br/>T3.1<br/>T3.2<br/>T3.3<br/>T3.4</p> | <p>Coursework, in-class simulation, presentation</p> | <p>Employment Law for Human Resources, Employee Talent &amp; People Resourcing.</p> |
| <p>An exposition for embedding Key Transferable Skills through Teaching &amp; Learning and Assessment at this level of the programme:<br/>At Level 5, students' critical analysis and application of academic practitioner models and frameworks within a contemporary business environment provides a learning process where they are required to transfer their academic and research skills as well as their practical competencies, into a corporate management situation. The level focuses upon developing professional human resource management skills and to connect theory with practice in a contemporary and professional business environment.</p>   |  |           |   |  |   |
| <p><b>Employment Related Skills:</b></p> <p>For this bachelor level programme the following has been guided by the QAA Honours Degree Subject Benchmark(s)</p>  |  |           |   |  |   |

|  |  |           |   |   |   |
|--|--|-----------|---|---|---|
| <p>By the end of this level of this programme the students will be able to demonstrate for:</p> <p>A threshold pass:</p> <ul style="list-style-type: none"> <li>The qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and decision-making.</li> <li>Awareness of personal responsibility and professional codes of conduct within HRM practice.</li> </ul>  | <p>Primary:<br/>Seminars, workshops, Independent research; Problem-based learning, Work-related learning,</p> <p>Secondary/Supplementary:<br/>Self-directed learning; 121 clinics; individual needs analysis</p> | <p>A4</p> | <p>E4.0<br/>E4.1<br/>E4.2</p>                   | <p>Reflective journal, portfolio<br/>Presentation and implementation portfolio.</p> | <p>Employability Skills,<br/><br/>Evaluation and reflection (work based/related learning)</p> |
| <p>An exposition for embedding Employment Related Skills through Teaching &amp; Learning and Assessment at this level of the programme:<br/>At Level 5, students' work-related project with an organisation not only serves to embed employment related skills within the course, but also serves as a focus for their other study. The other modules provide the intellectual context and debates that serve to inform the project and widen the range of the students' employment-related skills. The reflective journal enables students to document their professional skills set and evaluate their application within the contemporary business environment.</p> |  |           |   |   |   |
| <p><b>Practical Skills:</b></p> <p>For this bachelor level programme the following has been guided by the QAA Honours Degree Subject Benchmark(s):</p> <p>By the end of this level of this programme the students will be able to demonstrate for:</p> <p>A threshold pass:</p> <ul style="list-style-type: none"> <li>Practical demonstration of key skills, such as communication, team-working, problem-solving, and leadership within a contemporary business context, as well as the ability to adapt within a range of business situations, audiences and degrees of complexity.</li> </ul>  | <p>Primary:<br/>One-to-one clinics, in-class simulations, group activities, presentations</p> <p>Secondary/Supplementary:<br/>Independent guided study, practical individual activities, reflective log</p>      | <p>A5</p> | <p>P5.0<br/>P5.1<br/>P5.2<br/>P5.3<br/>P5.4</p> | <p>Reflective journal, Portfolio.</p>   | <p>Employability Skills (PDP3), Project/Place ment design and implementation.</p>             |

An exposition for embedding Practical Skills through Teaching & Learning and Assessment at this level of the programme:  
 At Level 5, students are extending their practical knowledge. This is done within the context of wider study and research but also in the light of a work-related project. Here, practice extends from the formal learning environment into the wider society while being systematically and formatively evaluated and developed through in-class assessment mechanisms such as in-class simulations, practical activities and self-assessments.

| Level: 6  |   |           |                                 |   |   |
|---|---|-----------|---------------------------------|---|---|
| Definitions of Graduate Attributes and Skills Relevant to this Programme  | Teaching and Learning Strategy / Methods  | Prog Aims | Prog intended Learning Outcomes | Range of Assessments  | Related <u>Core</u> Modules   |
| <p><b>Knowledge / Understanding:</b></p> <p>For this bachelor level programme the following has been guided by the FHEQ Level 6 descriptor, SEEC credit Level 6 descriptor, and the QAA Honours Degree Subject Benchmark General business and management (2007).</p> <p>By the end of this level of this programme the students will be able to demonstrate for:</p> <p>A threshold pass:</p> <ul style="list-style-type: none"> <li>a systematic understanding of the key aspects of contemporary management, organisations, and their external environment, including acquisition of coherent and detailed knowledge, at least some of which is at, or informed by, the forefront of</li> </ul> | <p><b>Primary:</b><br/>           Lectures and tutorials,<br/>           Problem-based learning,<br/>           Work-related learning,<br/>           Guided independent study.</p> <p><b>Secondary/Supplementary:</b><br/>           Electronic and computer-based communication and learning such as live webinars, recorded audio and video lectures, and the use of social media.</p> | A1        | K1.0<br>K1.1<br>K1.2<br>K1.4    | Coursework, research project, In-class simulations, reflective logs, examinations | Emerging Themes, Leadership, Strategy and Change in Human Resources;<br><br>Employee Engagement and Relations |

|   |  |     |                                      |   |  |
|---|--|-----|--------------------------------------|---|--|
| defined aspects of human resource management.   |  |     |                                      |   |  |
| <p>An exposition for embedding Knowledge and Understanding through Teaching &amp; Learning and Assessment at this level of the programme:<br/> . At Level 6 students are taking their knowledge and understanding of the current situation and looking towards the future. The modules and the Capstone project encourage students to build on their earlier learning and practice-research to develop strategies for future development, research or work.</p>   |  |     |                                      |   |  |
| <p><b>Cognitive and Intellectual Skills:</b></p> <p>For this bachelor level programme the following has been guided by the FHEQ Level 6 descriptor, SEEC credit Level 6 descriptor, and the QAA Honours Degree Subject Benchmark General business and management (2007).</p> <p>By the end of this level of this programme the students will be able to demonstrate for:</p> <p>A threshold pass:</p> <ul style="list-style-type: none"> <li>• An ability to think critically and deploy accurately established techniques of analysis and enquiry within human resource management practice and the broader area of business management.</li> <li>• The development of conceptual understanding in order to devise and sustain arguments, and/or to solve problems, using ideas and techniques which are at the forefront of the human resource management discipline.</li> <li>• The ability to describe and comment</li> </ul> | <p><b>Primary:</b><br/>Lectures and tutorials;<br/>Problem-based learning,<br/>Work-related learning,<br/>Guided independent study.</p> <p><b>Secondary/Supplementary:</b><br/>Electronic and computer-based communication and learning such as live webinars, recorded audio and video lectures, and the use of social media.</p> | A2: | C2.0<br>C2.1<br>C2.2<br>C2.3<br>C2.4 | Research project, coursework, presentation, case study analysis | Emerging Themes,<br><br>Research and the Professional,<br><br>Research Methods,<br><br>Leadership, Strategy and Change in Human Resources. |



|  |  |           |   |  |  |
|--|--|-----------|---|--|--|
| <p>upon particular aspects of current research within the human resource management discipline as well as other cognate areas.</p>   |  |           |   |  |  |
| <p><b>An exposition for embedding Cognitive and Intellectual Skills through Teaching &amp; Learning and Assessment at this level of the programme</b><br/>         .At Level 6, students are expected to be able to harness the intellectual skills developed at previous levels and combined with discussion and practice-research exploration of emerging trends, engage in an extended, intellectually informed project or dissertation. Modules at Level 6 provide the tools for that development.</p>   |  |           |   |  |  |
| <p><b>Key Transferable Skills:</b></p> <p>For this bachelor level programme the following has been guided by the FHEQ Level 6 descriptor, SEEC credit Level 6 descriptor, and the QAA Honours Degree Subject Benchmark General business and management (2007).</p> <p>By the end of this level of this programme the students will be able to demonstrate for:</p> <p>A threshold pass:</p> <ul style="list-style-type: none"> <li>• Application of the methods and techniques learned to review, consolidate, extend and apply knowledge and understanding, to initiate and carry out projects relevant to the human resource management function.</li> <li>• Critical evaluation of arguments, assumptions, and abstract concepts and data, to make judgements, and to frame appropriate questions to achieve a solution or range of solutions.</li> </ul> | <p><b>Primary:</b><br/>         Lectures and tutorials, Problem-based learning, Work-related learning, Guided independent study.</p> <p><b>Secondary/Supplementary:</b><br/>         Electronic and computer-based communication and learning such as live webinars, recorded audio and video lectures, and the use of social media.</p> | <p>A3</p> | <p>T3.0<br/>         T3.1<br/>         T3.2<br/>         T3.3<br/>         T3.4</p> | <p>In-class simulations, formative self-assessments; reflective log, research project/skills</p> | <p>Emerging Themes, Research and the Professional, Research Methods, Leadership, Strategy and Change in Human Resources.</p> |

|   |   |            |   |  |  |
|---|---|------------|---|--|--|
| <ul style="list-style-type: none"> <li>The communication of information, ideas, problems and solutions to both specialist and non-specialist audiences.</li> </ul>  |   |            |   |  |  |
| <p><b>An exposition for embedding Key Transferable Skills through Teaching &amp; Learning and Assessment at this level of the programme:</b><br/>         At Level 6, students are asked to consolidate their learning through a practice-research project and/or dissertation. This is positioned within the course as a management project, and modules on managing a project, as well as on research, provide skills for this project as well as for other projects students may undertake post-graduation.</p>  |   |            |   |  |  |
| <p><b>Employment Related Skills:</b></p> <p>For this bachelor level programme the following has been guided by the QAA Honours Degree Subject Benchmark General business and management (2007).</p> <p>By the end of this level of this programme the students will be able to demonstrate for:</p> <p>A threshold pass:</p> <ul style="list-style-type: none"> <li>The development of the qualities and transferable skills necessary for employment within the HR profession which requires the exercise of initiative and personal responsibility; decision making in complex and unpredictable contexts, and the learning ability needed to undertake appropriate further training of a professional or equivalent nature.</li> </ul> | <p><b>Primary:</b><br/>         Lectures and tutorials,<br/>         Problem-based learning,<br/>         Work-related learning,<br/>         Guided independent study.</p> <p><b>Secondary/Supplementary:</b><br/>         Electronic and computer-based communication and learning such as live webinars, recorded audio and video lectures, and the use of social media.</p> | <p>A4:</p> | <p>E4.0<br/>         E4.1<br/>         E4.2</p> | <p>Presentations and self-assessments, reflective logs, a combination of both formative and summative assessment will be utilized.</p> |  |
| <p><b>An exposition for embedding Employment Related Skills through Teaching &amp; Learning and Assessment at this level of the programme:</b><br/>         The programme is designed to equip students with relevant and future-proof employment-related skills. The capstone project, building on Level 5's work-related project, as well as the supporting and connected practice-research modules, serves to bring together that learning, and to focus on allowing students</p>  |   |            |   |  |  |

|  |  |    |                      |   |  |
|--|--|----|----------------------|---|--|
| to plan, run and manage a relevant and forward- looking piece of practice-research.  |  |    |                      |   |  |
| <p><b>Practical Skills:</b></p> <p>For this bachelor level programme the following has been guided by the FHEQ Level 6 descriptor, SEEC credit Level 6 descriptor, and the QAA Honours Degree Subject Benchmark General business and management (2007).</p> <p>By the end of this level of this programme the students will be able to demonstrate for:<br/>A threshold pass:</p> <ul style="list-style-type: none"> <li>The ability to locate a role within a poorly defined and/or flexible contexts requiring a level of autonomy to seek, and apply new techniques and processes to their own performance and identify how these might be evaluated to demonstrate key skills, such as team-working, problem solving, and leadership to set, and sets criteria for, and be effective in professional and interpersonal communication in a wide range of situations.</li> </ul> | <p><b>Primary:</b><br/>Lectures and tutorials,<br/>Problem-based learning,<br/>Work-related learning,<br/>Guided independent study.</p> <p><b>Secondary/Supplementary:</b><br/>Electronic and computer-based communication and learning such as live webinars, recorded audio and video lectures, and the use of social media.</p> | A5 | P5.2<br>P5.3<br>P5.4 | Professional development log, research project, presentations; formative in-class simulations | Emerging Themes,<br><br>Research and the Professional,<br><br>Research Methods,<br><br>Leadership, Strategy and Change in Human Resources. |
| <p><b>An exposition for embedding Practical Skills through Teaching &amp; Learning and Assessment at this level of the programme:</b><br/>While at Level 6, students are engaged in exploring cutting edge management techniques and emerging practices. They are still approaching this through practice. They will be working with the frameworks and will be able to apply the practical skills they gained to diverse business environments.</p>   |  |    |                      |   |  |

## PS14. Work based/related learning

WBL is an essential element of Foundation Degrees and therefore needs to be detailed here. However, there should be an employability focus for all HE programmes, through at least Work Related Learning. Therefore, the following section is applicable to all programmes:

| Level: Choose an item.  |  |                  |   |  |  |
|---|--|------------------|---|--|--|
| WBL/WRL Activity:   | Logistics  | Prog Aim         | Prog Intended LO  | Range of Assessments   | Related Core Module(s)   |
| <sup>18</sup> Employer site visits, guest talks   | Some activities will take place on campus while others may take place at other business locations. Activities outside of the GSM London's sites will be appropriately planned to ensure that students have the opportunity to attend and that all appropriate safety recommendations are fully adhered to. | A1 <sup>19</sup> | K1.0, K1.1, K1.3, C2.1, C2.2, T3.0, T3.1, T3.3 T3.4 E4.2; P5.1, | Design and Implementation of projects, evaluation, reflection, multiple choice tests, longer tests, exams, essays, presentations and seminar performances. | Academic Skills, Management and Organisations, Marketing and Communications, Introduction to Human Resource Management, Professional Skills, Financial and Economic Literacy for Managers. |
| <p>An exposition to explain this map:<br/>           Students at this level will be involved in a number of activities through the delivery of the modules aimed at exposing them to the workplace. This will be delivered through simulations via presentations, employer site visit and varying assessment tools.</p> |  |                  |   |  |  |

<sup>18</sup> Insert a title and brief description

<sup>19</sup> Refer to relevant numbered aim(s) or LO(s) [as appropriate]

| Level: 5   |   |  |  |  |   |
|--|---|--|--|--|---|
| WBL/WRL Activity:  | Logistics   | Prog Aim   | Prog Intended LO   | Range of Assessments   | Related Core Module(s)  |
| Project<br>Employer site-visit<br>Work-based learning<br>Guest talks   | Some activities will take place on campus while others may take place at other locations. Activities outside of the GSM London's sites will be appropriately planned to ensure that students have the opportunity to attend and that all appropriate safety recommendations are fully adhered to. | A1, A3, A4, A5<br><br>A1, A2, A3, A4, A5 <sup>20</sup> | K1.0, K1.1, K1.2, K1.4; C2.0, C2.1, C2.2, C2.4; T3.0 T3.1; T3.2, T3.3; T3.4 E4.0, E4.1; P5.0, P5.1, P5.3, P5.4 | Design and Implementation of projects, evaluation, reflection, multiple choice tests, longer tests, exams, essays, presentations and seminar performances. | Employability Skills, Employment Law, Employee Talent and People Resourcing, Project/Placement Design and Implementation, Evaluation and Reflection (work based/related learning) |
| <p>An exposition to explain this map:<br/>Students at this level will be involved in the project design and implementation module (including work placement) along with the project evaluation and reflection module (including work placement evaluation and career planning). This is intended to provide them with the maximum exposure to work-based learning.</p> |   |  |  |  |   |
| Level: 6   |   |  |  |  |   |
| WBL/WRL Activity:  | Logistics   | Prog Aim   | Prog Intended LO   | Range of Assessments   | Related Core Module(s)  |
| Capstone Project<br>Employer site visit<br>Work-based learning<br>Guest talks  | Some activities will take place on campus while others may take place at other locations. Activities outside of the GSM London's sites will be appropriately planned to ensure that students have the opportunity to  | A1, A3, A4, A5<br><br>A1, A2, A3, A4, A5 <sup>21</sup> | K1.1, K1.2, K1.3, K1.4, C2.0, C2.1, C2.2, C2.3, C2.4 T3.2, T3.3, T3.4 E4.0, E4.1, E4.2; P5.0, P5.2, P5.3, P5.4 | Design and Implementation of projects, evaluation, reflection, multiple choice tests, longer tests, exams, essays, presentations and seminar performances. | Leadership, Strategy and Change in Human Resources, Employee Engagement and Relations, Emerging Themes.   |

<sup>20</sup> Refer to relevant numbered aim(s) or LO(s) [as appropriate]

<sup>21</sup> Refer to relevant numbered aim(s) or LO(s) [as appropriate]

|  |  |  |  |  |  |
|--|--|--|--|--|--|
|  | attend and that all appropriate safety recommendations are fully adhered to. |  |  |  |  |
|--|--|--|--|--|--|

An exposition to explain this map:  
 Students at this level could be involved in the Capstone Project module (which focuses on dissertation / consultancy project / work-based learning). This is intended to provide students with the maximum exposure to work-based learning.

## Appendix: Programme Structure by Delivery Mode

### Full Time modes

| Academic Year | Semester | Extended Standard (4 Years) |                | Standard (3 Years) |                | Extended Accelerated (3 Years) |                | Accelerated (2 Years) |                |
|---------------|----------|-----------------------------|----------------|--------------------|----------------|--------------------------------|----------------|-----------------------|----------------|
|               |          | Level                       | Module Credits | Level              | Module Credits | Level                          | Module Credits | Level                 | Module Credits |
| Year 1        | 1        | Year 0                      | 60             | Level 4            | 60             | Year 0                         | 60             | Level 4               | 60             |
|               | 2        |                             | 60             |                    | 60             |                                | 60             |                       |                |
|               | 3        |                             |                |                    |                |                                | 60             |                       | 60             |
| Year 2        | 4        | Level 4                     | 60             | Level 5            | 60             | Level 4                        | 60             | Level 5               | 60             |
|               | 5        |                             | 60             |                    | 60             |                                | 60             |                       |                |
|               | 6        |                             |                |                    |                |                                | 60             |                       | 60             |
| Year 3        | 7        | Level 5                     | 60             | Level 6            | 60             | Level 6                        | 60             |                       |                |
|               | 8        |                             | 60             |                    | 60             |                                | 60             |                       |                |
|               | 9        |                             |                |                    |                |                                |                |                       |                |
| Year 4        | 10       | Level 6                     | 60             |                    |                |                                |                |                       |                |
|               | 11       |                             | 60             |                    |                |                                |                |                       |                |
|               | 12       |                             |                |                    |                |                                |                |                       |                |

**Part Time modes**

| Academic Year | Semester | Extended (5 Years) |                | Standard (4 Years) |                | Academic Year |
|---------------|----------|--------------------|----------------|--------------------|----------------|---------------|
|               |          | Level              | Module Credits | Level              | Module Credits |               |
| Year 1        | 1        | Year 0             | 30             | Level 4            | 30             | Year 1        |
|               | 2        |                    | 30             |                    | 30             |               |
|               | 3        |                    | 30             |                    | 30             |               |
| Year 2        | 4        | Level 4            | 30             | Level 5            | 30             | Year 2        |
|               | 5        |                    | 30             |                    | 30             |               |
| Year 3        | 6        |                    | 30             |                    | 30             |               |
|               | 7        |                    | 30             |                    | 30             |               |
|               | 8        | 30                 | 30             |                    |                |               |
| Year 4        | 9        | Level 5            | 30             | Level 6            | 30             | Year 3        |
|               | 10       |                    | 30             |                    | 30             |               |
|               | 11       |                    | 30             |                    | 30             |               |
| Year 5        | 12       | Level 6            | 30             |                    | 30             | Year 4        |
|               | 13       |                    | 30             |                    | 30             |               |
|               | 14       |                    | 30             |                    | 30             |               |
| 15            | 30       |                    | 30             |                    |                |               |
| Year 6        | 16       |                    | 30             |                    | 30             | Year 5        |
|               | 17       |                    | 30             |                    | 30             |               |
|               | 18       |                    | 30             |                    | 30             |               |
|               |          |                    |                |                    |                | Year 6        |

## Appendix: Matching of modules to the relevant SEEC Level Descriptors

| <b>MODULES / SEEC DESCRIPTORS</b>   | A | B | C | D | E | F | G | H | I | J | K | L | M |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| <b>STAGE 1 – HE LEVEL 1</b>   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| Academic Skills   | X |   | X |   |   |   |   |   | X |   |   | X | X |
| Management and Organisations  | X | X | X |   |   |   |   | X | X | X | X |   |   |
| Marketing and Communications  |   |   | X |   |   |   |   |   | X | X | X |   | X |
| Introduction to Human Resource Management                                 | X |   | X |   |   |   |   |   | X |   |   | X |   |
| Professional Skills   | X | X | X |   |   |   |   |   | X | X |   | X | X |
| Finance and Economic Literacy for Managers                                | X | X | X | X |   |   |   |   | X |   |   |   |   |
| <b>STAGE 2 – HE LEVEL 2</b>   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| Employability Skills  | X | X | X | X |   |   |   | X | X | X |   | X | X |
| Employment Law for Human Resources  | X |   | X |   | X |   | X | X |   |   |   |   |   |
| Employee Talent and People Resourcing                                     |   |   | X |   | X |   | X | X | X |   |   | X |   |
| International HRM Practices   | X |   | X | X | X |   | X | X | X | X | X | X |   |
| HR Data and Information Systems   | X |   | X | X | X | X | X | X | X | X | X | X |   |
| Project/Placement Design and Implementation or Work Placement Portfolio   | X | X | X | X | X | X | X | X | X | X | X | X | X |
| Evaluation and Reflection (Work Placement Evaluation and Career Planning) | X | X | X | X | X | X | X | X | X |   | X | X |   |
| <b>STAGE 3 – HE LEVEL 3</b>   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| Emerging Themes   |   |   | X | X | X | X | X | X | X |   |   |   |   |
| Leadership, Strategy and Change in Human Resources                        | X | X | X | X | X | X | X | X | X | X | X |   |   |
| Research and the Professional or Research Methods                         | X | X | X | X | X | X | X | X | X |   |   |   |   |
| Project and Risk Management   | X | X | X | X | X | X | X | X | X | X | X |   |   |
| Employee Engagement and Relations   | X | X | X | X | X | X | X |   | X | X |   |   |   |
| Stakeholders and Community Engagement                                     | X | X | X | X | X | X | X | X | X | X |   |   |   |
| Learning and Development  |   |   | X | X | X | X | X |   | X | X | X | X | X |
| Capstone Project  | X | X | X | X | X | X | X | X | X | X | X | X | X |
| Equality and Diversity  |   |   | X |   | X |   | X | X | X |   |   |   | X |



## Appendix: Level 5: Project Outline (PPDI5039F)

Outline of suggested project topics for the Level 5 project modules.

**Student Scenario:** Develop an assessment centre as a selection tool: scenario – for a graduate trainee scheme; recruiting experienced managers for a global subsidiary

| <b>Project Input and Main Focus</b>        | <b>Development Process</b>  | <b>Employability and Professionalism Output</b>  |
|--|---|--|
| HR in International context                | Provides a thorough grounding in the field of international business as well as a specific focus upon the development of HRM into a strategic function and the growth | Students will be able to write management reports focusing on best international practice for a senior management board based upon professional HRM standards. |
| Professional Recruitment                   | Provides a consultancy understanding on best practice in recruitment and selection  | Students will have enough knowledge to design action plans to implement a fair and ethical recruitment process   |
| Legal Aspect of International Organisation | Aims to provide authoritative guidance on major aspects of the law of international organizations   | Conduct team and individual performance<br>Create ethical and legal human resource policies and procedures   |
| Identify Organisation HR issues            | Focuses on identifying existing skills gaps within an organisation and developing or filling the gaps   | Create solutions on how to develop new managers<br>Deal with Individual Performance  |
| Global Talent Management                   | Understanding how employers should compete for talent in a market which is set to go global.  | Develop a talent management programme<br>Analyse the global labour market to compile relevant role profiles  |

## Appendix: Skills Modules

### BSc (Hons) Human Resources with Management

The skills modules will include a combination of skills based elements and subject based elements. The Learning and Skills Department are working alongside subject specialists to ensure students receive a balance of generic skills with skills relevant to their chosen discipline. Indicative examples of skills are outlined below. More detailed schemes of work are available for each student within the individual module handbooks each semester.

#### *Academic Skills (Level 4)*

| Examples of Skills Based Element | Examples of Subject Based Element  |
|----------------------------------|--|
| Research Skills                  | HR journals, HR-related research papers; credible news sources on people management issues |
| Critical Thinking skills         | Problem solving; Critical thinking   |
| Computer Literacy                | HR data and workforce planning information   |
| Referencing & Plagiarism         | Harvard referencing  |
| Academic self-reflection         | Performance evaluation and self-reflection   |
| Report writing                   | Formal & Informal Business reports   |

#### *Professional Skills (Level 4)*

| Examples of Skills Based Element      | Examples of Subject Based Element   |
|---------------------------------------|---|
| Business Awareness skills             | People management in context – public, private sector; HR roles and responsibilities e.g. HR Business Partner, HR Change Agent; corporate governance responsibilities |
| Team Building                         | Organisational working; matrix working; relationship building skills  |
| Presentation and communication skills | Fundraising for oil and gas projects; negotiation skills; oil and gas industry language   |
| Professional & Personal Development   | Professional networking; Role and access to professional bodies; continuous professional development and portfolio  |

|                                   |  |
|-----------------------------------|--|
|                                   | building; Professional HR practitioner profiling   |
| Organisational Development skills | HR & business planning; Learning Organisation techniques; inter-departmental working (HR and beyond); ethical practice |

### **Employability Skills (Level 5)**

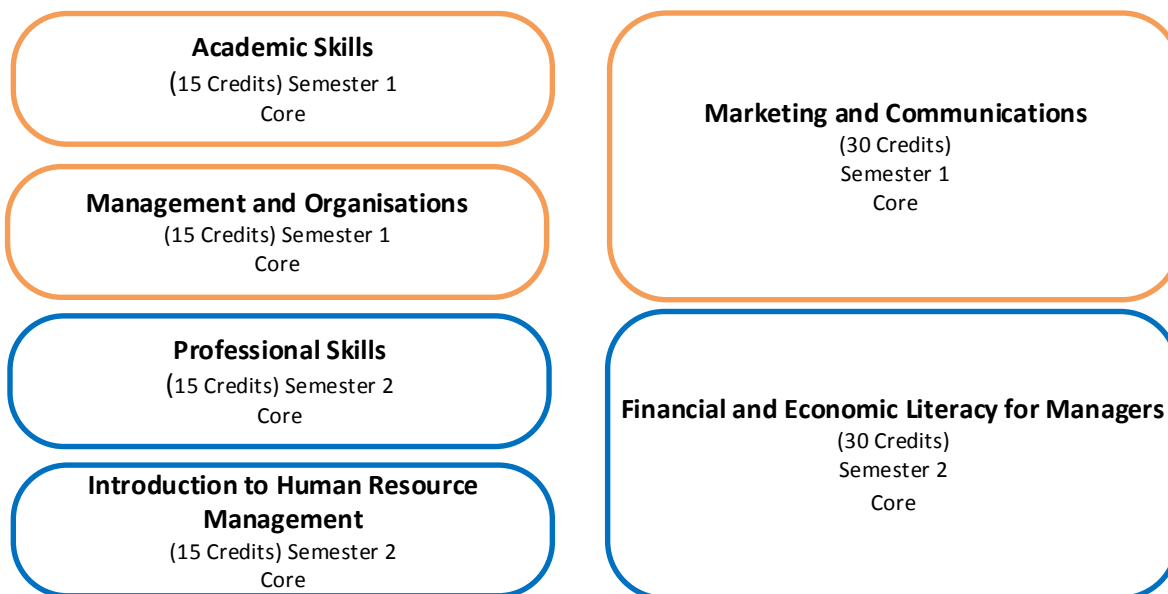
| <b>Examples of Skills Based Element</b>              | <b>Examples of Subject Based Element</b>   |
|--|--|
| Interview Skills                                     | Recruitment trends; transferable skills; demonstrating abilities and core competencies; personal performance – interviews; assessment centres; online recruitment; employment agencies |
| Digital Skills                                       | Digital literary skills and application within the HR sector – e.g. effective use of social media  |
| CV Building & Job Applications                       | Internships within the HR field; career counselling clinics with HR specialists; completing online applications and understanding selection techniques                                 |
| Exploring and Evaluating Career Paths/ Opportunities | Career planning; Professional body requirements; HR Professional Standards self-assessment; Approaching employers “on spec”  |
| Employment Action Plan                               | Career path mapping exercises; Participation in Industry guest speaker session(s) on-site or off-site; personal goal setting   |

## Appendix: Programme Map

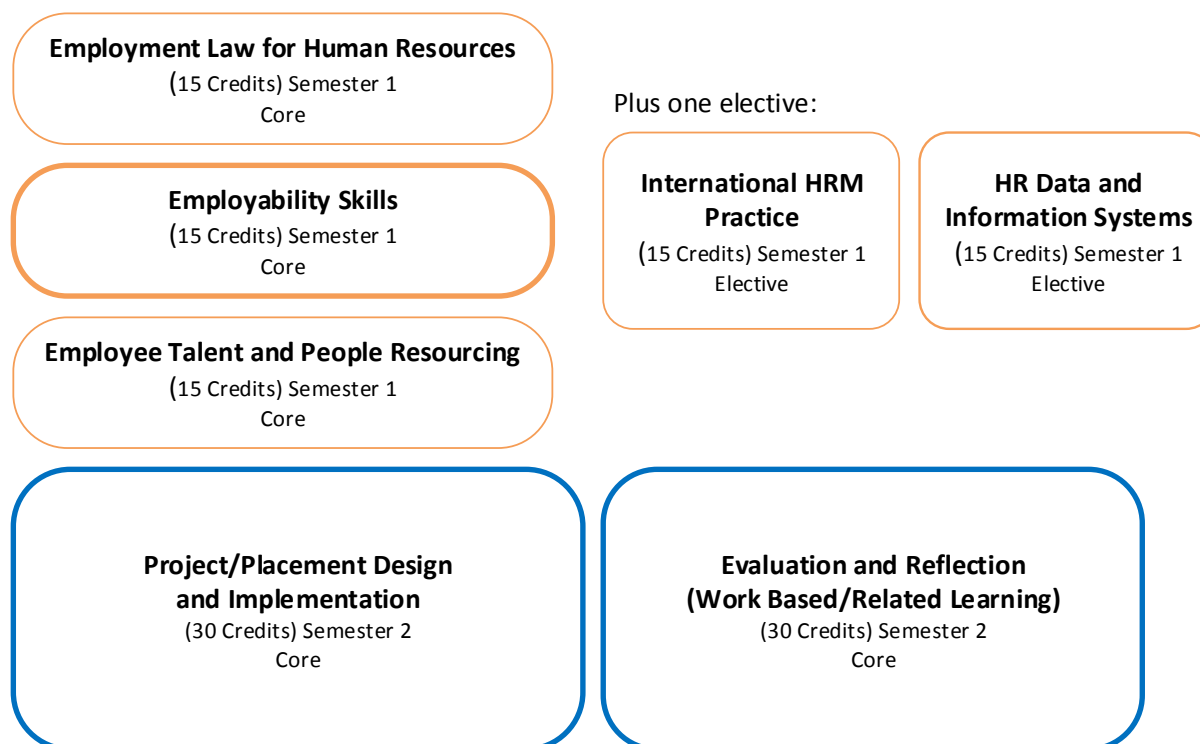
### BSc (Hons) Human Resources with Management

#### Level 4: Certificate on Higher Education (120 Credits)

| KEY              |                 |
|------------------|-----------------|
| Orange           | - Semester 1    |
| Blue             | - Semester 2    |
| <b>Bold line</b> | - Shared module |
| <b>Thin line</b> | - Unique module |

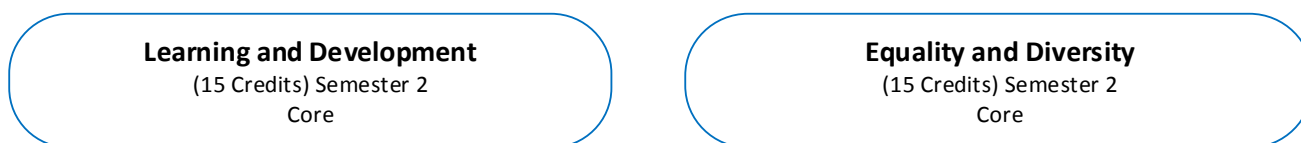
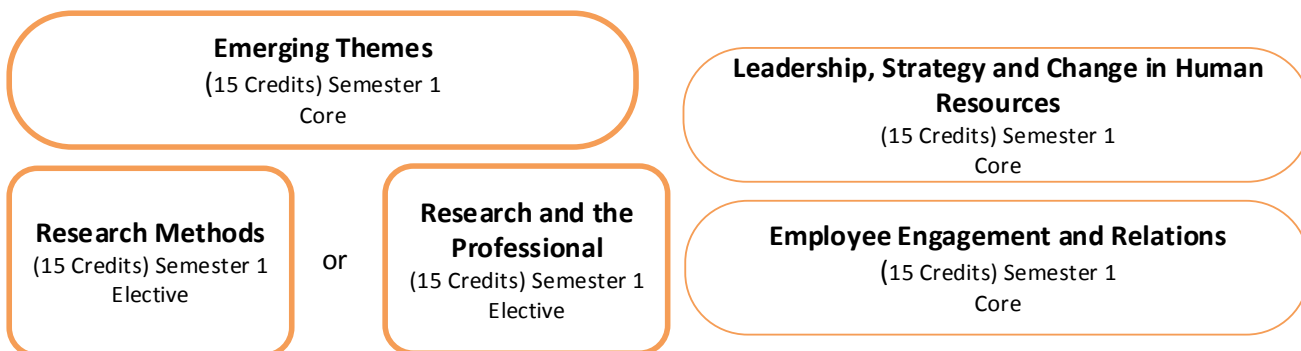


#### Level 5: Diploma of Higher Education (120 Credits)

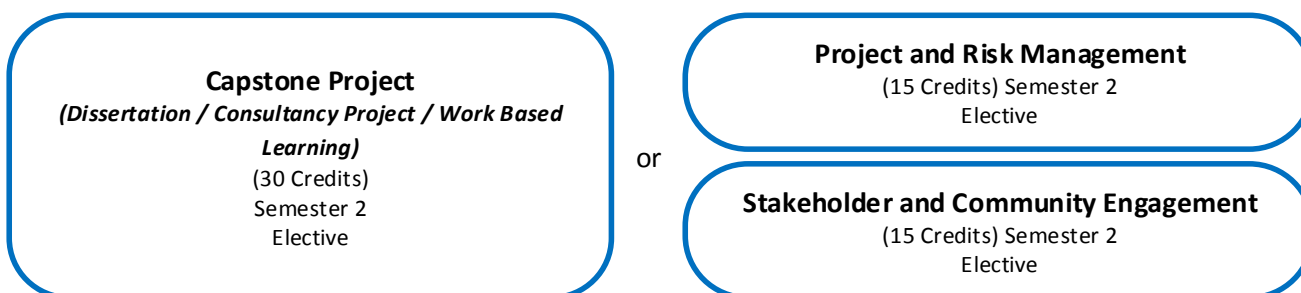


# BSc (Hons) Human Resources with Management

## Level 6 (120 Credits)



Any mix of electives (30 credits):



## Appendix: Summary of Programme Assessments (Including Indicative Content) BSc (Hons) Human Resources with Management

| Module                                       | Credits | Level | Semester | Core/Elective | Exam  | Coursework  | Practical  |
|--|---------|-------|----------|---------------|---|---|--|
| Academic Skills                              | 15      | 4     | 1        | Core          |   | 100%<br>Indicative Content:<br>Portfolio  |  |
| Management and Organisations                 | 15      | 4     | 1        | Core          |   | 100%<br>Indicative Content:<br>Written assignment<br>2,000 words  |  |
| Marketing and Communications                 | 30      | 4     | 1        | Core          |   | 100%<br>Indicative Content:<br>Report and Written<br>assignment - (50%)<br>Marketing report<br>2,000 words (50%)<br>Communication<br>campaign 2,000 words |  |
| Professional Skills                          | 15      | 4     | 2        | Core          |   | 100%<br>Indicative Content:<br>Portfolio 1,500 words  |  |
| Introduction to Human Resource Management    | 15      | 4     | 2        | Core          |   | 100%<br>Indicative Content:<br>Report- Analytical<br>Report 2,500 words   |  |
| Financial and Economic Literacy for Managers | 30      | 4     | 2        | Core          |   | 100%<br>Indicative Content:<br>Written assignment -<br>Coursework 2,500<br>words  |  |
| Employment Law for Human Resources           | 15      | 5     | 1        | Core          | 100%<br>Indicative<br>Content:<br>Written<br>exam -<br>Closed Book<br>2 hours (plus<br>15 min<br>reading<br>time) |   |  |
| Employability Skills                         | 15      | 5     | 1        | Core          |   | 100%<br>Indicative Content:<br>Written assignment-<br>30% journal entries 3x<br>200 words each (70%)<br>critical reflection 900<br>words                  |  |
| Employee Talent and People Resourcing        | 15      | 5     | 1        | Core          |   | 40%<br>Indicative Content:<br>Written Assignment<br>Reflective Log<br>2,000 words   | 60%<br>Indicative Content:<br>Practical skills<br>assessment-<br>Recruitment<br>Exercise |
| International HRM Practice                   | 15      | 5     | 1        | Elective      | 50%<br>Indicative<br>Content:<br>Written<br>exam- Open<br>Book Exam<br>2 hours plus<br>15 minutes<br>reading time | 50%<br>Indicative Content:<br>Report 2,000 word<br>count  |  |

|   |    |   |   |          |  |  |  |
|---|----|---|---|----------|--|--|--|
| HR Data and Information Systems                       | 15 | 5 | 1 | Elective |  | 70%<br>Indicative Content:<br>Report Group analysis<br>2,000 words   | 30%<br>Indicative Content:<br>Oral assessment<br>and presentation  |
| Project/Placement Design and Implementation           | 30 | 5 | 2 | Core     |  | 100%<br>Indicative Content:<br>Portfolio   |  |
| Evaluation and Reflection Work based/related learning | 30 | 5 | 2 | Core     |  | 100%<br>Indicative Content:<br>Portfolio: Evaluation,<br>reflective report. 4,000<br>words   |  |
| Leadership, Strategy and Change in Human Resources    | 15 | 6 | 1 | Core     |  | 50%<br>Indicative Content:<br>Report- Group Work -<br>Training Programme<br>2,000 words  | 50%<br>Indicative Content:<br>Oral assessment<br>and presentation-<br>Group assessment<br>20 minutes                               |
| Emerging Themes                                       | 15 | 6 | 1 | Core     |  | 100%<br>Indicative Content:<br>Written assignment -<br>50% Article Analysis<br>1,000 words<br>50% Seen case analysis<br>3000 words |  |
| Research Methods                                      | 15 | 6 | 1 | Core     |  | 100%<br>Indicative Content:<br>Written assignment -<br>Research Proposal<br>4,000 words  |  |
| Research and the Professional                         | 15 | 6 | 1 | Core     |  | 100%<br>Indicative Content:<br>Written assignment -<br>Research Proposal<br>4,000 words  |  |
| Employee Engagement and Relations                     | 15 | 6 | 1 | Core     |  | 100%<br>Indicative Content:<br>Report- Analytical<br>2,000 words   |  |
| Equality and Diversity                                | 15 | 6 | 2 | Core     |  | 100%<br>Indicative Content:<br>Report - 2,500 word<br>count  |  |
| Learning and Development                              | 15 | 6 | 2 | Core     |  | 60%<br>Indicative Content:<br>Report<br>2,000 words  | 40%<br>Indicative Content:<br>Practical skills<br>assessment -<br>Training<br>presentation or<br>facilitation skills 15<br>minutes |
| Project and Risk Management                           | 15 | 6 | 2 | Elective |  | 70%<br>Indicative Content:<br>Group work 2,500<br>words  | 30%<br>Indicative Content:<br>Oral assessment<br>and presentation-<br>Group Presentation<br>10 minutes                             |

|  |    |   |   |          |  |  |  |
|--|----|---|---|----------|--|--|--|
| Stakeholder and<br>Community<br>Engagement | 15 | 6 | 2 | Elective |  | 100%<br>Indicative Content:<br>Written Assignment<br>4,000 words           |  |
| Capstone Project                           | 30 | 6 | 2 | Elective |  | 100%<br>Indicative Content:<br>Dissertation/Written<br>assignment- Project |  |