

# PROGRAMME SPECIFICATION

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## Bachelor of Arts with Honours (Fnd) in Human Resource Management

<b>Awarding institution</b>	Liverpool John Moores University
<b>Teaching institution</b>	LJMU
<b>UCAS Code</b>	N601
<b>JACS Code</b>	N600
<b>Programme Duration</b>	Full-Time: 4 Years, Sandwich Thick: 5 Years
<b>Language of Programme</b>	All LJMU programmes are delivered and assessed in English
<b>Subject benchmark statement</b>	General Business and Management 2015
<b>Programme accredited by</b>	Chartered Institute of Personnel and Development (CIPD) Intermediate Standards leading to Associate Membership (CIPD).
<b>Description of accreditation</b>	Only students who complete Levels 4-6 of this programme as student members are eligible, upon graduation, for Associate Membership of CIPD. Students are only permitted to register with the CIPD once they have completed Level 3.
<b>Validated target and alternative exit awards</b>	Bachelor of Arts with Honours (Fnd) in Human Resource Management  Bachelor of Arts with Honours (SW) (Fnd) in Human Resource Management  Diploma of Higher Education (Fnd) in Human Resource Management  Diploma in Higher Education (SW) (Fnd) in Human Resource Management  Certificate of Higher Education (Fnd) in Human Resource Management
<b>Programme Leader</b>	Jason Bogh

## Educational aims of the programme

The programme aims to equip students with the knowledge and progress skills attainment to meet the Intermediate standards of CIPD. Completion of the programme, with appropriate, employer evidenced work related mapping will meet the requirements for Associate Membership of CIPD. The curriculum is designed to comply with the QAA General Business and Management Subject Benchmark, published as part of the national academic infrastructure as amended by mapping requirements against the CIPD Intermediate standards. CIPD require a 100% match against their Intermediate standards.

The BA (Hons) Human Resource Management with Foundation Programme aims to produce graduates who have: undertaken a rigorous study of core and strategic human resource management knowledge, specialising in the analysis of the contribution of people to the strategic objectives of organisations obtained the necessary knowledge and skills to pursue management careers in human resource management/ personnel / individual and organisational development or corporate careers that involve developing performance in people, equality and diversity initiatives, developed the personal and key skills to enable them to work effectively on their own and within teams, and to be able to meet the challenges of working in a changing environment, developed and evidenced and mapped against CIPD requirements, the key behaviours of a HR professional practitioner at Intermediate level acquired the intellectual skills to enhance personal development and inculcate a positive attitude to lifelong learning and development developed the ability to act ethically in different circumstances and contexts gained the necessary entrepreneurial qualities and skills, including working in digital contexts, to meet the challenges of today's working environments gained experience in the application of skills and knowledge in a work situation through completing an optional one year placement/ voluntary intern position with HR related activities/ paid work experience undertaken whilst completing the programme. To encourage students to engage with the development of employability skills by completing a self-awareness statement.

### **Alternative Exit/ Interim Award Learning Outcomes - Certificate of Higher Education (Fnd)**

*A student who is eligible for this award will be able to:*

Describe and evaluate the role of human resource management in diverse organisations and contribute to the management of these organisations.

Use a range of data; organisational, financial and external to formulate opinions and guidance in HR related issues

Develop and regularly use team working and interpersonal skills to support effective working in a rapidly changing and diverse environment

### **Alternative Exit/ Interim Award Learning Outcomes - Diploma of Higher Education (Fnd)**

*A student who is eligible for this award will be able to:*

Describe and evaluate the role of human resource management in diverse organisations and contribute to the management of these organisations.

Conduct detailed evaluation of the tools of recruitment and selection, performance, development, reward for a range of organisational contexts.

Use a range of data; organisational, financial and external to formulate opinions and guidance in HR related issues

Recognise and demonstrate professional behaviours which can be mapped to corresponding Intermediate Standards of CIPD

Develop and regularly use team working and interpersonal skills to support effective working in a rapidly changing and diverse environment

### **Target award Learning Outcomes - Bachelor of Arts with Honours (Fnd)**

*A student successfully completing the programme of study will have acquired the following subject knowledge and understanding as well as skills and other attributes.*

*A student who is eligible for this award will be able to:*

1. Describe and evaluate the role of human resource management in diverse organisations and contribute to the management of these organisations.
2. Evaluate the impact of the changing local and global environment on human resource management practice.
3. Utilise and evaluate case study material from the private, public and not for profit sectors
4. Conduct detailed evaluation of the tools of recruitment and selection, performance, development, reward for a range of organisational contexts.
5. Design, justify, identify, measure, and evaluate the contribution of human resource management initiatives and strategies.
6. Use a range of data; organisational, financial and external to formulate opinions and guidance in HR related issues
7. Use organisational and academic research to inform the design and evaluation of HR related issues
8. Develop reflective skills in respect to personal competence and development in line with the values and impact of HR policy practice and strategy
9. Develop the critical and analytical skills necessary to question and offer informed alternatives in a rapidly changing environment

### **Teaching, Learning and Assessment**

*The methods used to enable outcomes to be achieved and demonstrated are as follows:*

The acquisition of core knowledge is achieved through a range of teaching methods including lecture, seminar, tutorial and workshop. The core knowledge and understanding required for the programme determines the teaching methods used within modules. For example, lectures may be used to introduce core theories and concepts, with seminars, tutorials and workshops being utilised to build on core theories and explore in more detail further concepts, ideas and 'real-world' business issues.

The ability for students to consolidate their learning has been considered and developed within modules. As well as potentially using workshops, tutorials and seminars to practice and further explore theories and concepts, students will also develop their learning through on-line activities and directed reading.

In formulating the assessment strategy, the programme team aims to achieve an appropriate match between teaching and learning methods and assessment tasks in order to ensure that the programme offers variety in its assessment. The provision of formative assessment and feedback has also been considered within modules in order to provide students with the best opportunity to develop their knowledge and understanding of key subjects. Assessment methods for the programme include portfolios, presentations, research case-study, poster campaigns, on-line reflection, tests, essays, reports and examinations.

## Programme structure - programme rules and modules

The programme is studied over 4 years full time, with an option of a 1 year placement at the end of level 5 -5170BUSHR - (taking the years of study to 5). Each academic year consists of two 12 week semesters. The programme will also offer the opportunity of an additional study year abroad following Level 5. This option is only available to students who have not undertaken the additional placement year. These students will be enrolled on a 600 credit honours with study abroad programme. Of those 600 credits, 120 will be taken via 5800BUSHR Level 5 Study Abroad module.

Level 6	Potential Awards on completion	Bachelor of Arts with Honours (Fnd)
Core	Option	Award Requirements
6115BUSHR Strategic HR (20 credits) 6125BUSHR EQUALITY, DIVERSITY AND INCLUSION (20 credits) 6140BUSHR Employment Relations and Legal Framework (20 credits) 6150BUSHR Organisational Development & Change Management (20 credits) 6160BUSHR Dissertation and Impact Report (20 credits)	6130BUSHR International HRM and HRD (20 credits) 6180BUSHR Consultancy (20 credits)	100 core credits at level 6 20 option credits at level 6
Level 5	Potential Awards on completion	
Core	Option	Award Requirements
5110BUSHR LEADERSHIP AND MANAGEMENT (20 credits) 5120BUSHR HR Professional Practice (20 credits) 5130BUSHR Employability (20 credits) 5140BUSHR Development, Coaching and Performance (20 credits) 5150BUSHR Introduction to Research Methods (20 credits) 5160BUSHR Advanced Selection Practice (20 credits)		120 core credits at level 5 0 option credits at level 5
Level 4	Potential Awards on completion	
Core	Option	Award Requirements
4110BUSHR Organisational Behaviour (20 credits) 4125BUSHR Academic and Business Skills (20 credits) 4145BUSHR Introduction to HR (20 credits) 4150BUSHR Social, Political, Economic and Legal Context of HR (20 credits) 4160BUSHR HR PRACTITIONER SKILLS (20 credits) 4170BUSHR Management Practice (20 credits)		120 core credits at level 4 0 option credits at level 4
Level 3	Potential Awards on completion	

Core	Option	Award Requirements
3100FNDLBS Developing Skills for Business (20 credits) 3101FNDLBS Understanding Business Organisations and Operations (20 credits) 3102FNDLBS Essentials of Management (20 credits) 3103FNDLBS Introduction to Marketing and PR Communications (20 credits) 3104FNDLBS Data Analysis Techniques for Business (20 credits) 3105FNDLBS Programme Case Study (20 credits)		120 core credits at level 3 0 option credits at level 3

## Information about assessment regulations

All programmes leading to LJMU awards operate within the University's Academic Framework.  
<https://www.ljmu.ac.uk/about-us/public-information/academic-quality-and-regulations/academic-framework>

## Opportunities for work-related learning ( location and nature of activities)

Work based learning:

Learning about self and others

Learning and practicing key skills in management and HRM specifically

Experiencing the world of work

Developing solutions to work based problems in workshops and tutorials

Experience and learning how to manage oneself in a range of situations

Encourage students to engage with the development of employability skills by completing a self-awareness statement

There is on-going development of graduate skills embedded in the programme. All 41 skills will be taught, practised and assessed via core modules within the programme. Work related skills form part of workshop and tutorial tasks throughout the programme. Specialist speakers at appropriate points in key modules enhance the work related experience for the students.

Level Four

HR Practitioner skills employs case-based and role-play techniques to develop real world skills in a practitioner context supported by CIPD qualified practitioner input. The Business and Finance module will give HR students a wider understanding of other functions and the ability to work effectively with budget and forecast data.

Level Five

Particular reference is made to Professional Practice and Preparation for Work at level five where students are exposed to real work simulations which develop a range of skills. Assessment for Professional practice involves the interpretation and offering of solutions to a real world based case study. Assessment for Preparation for Work includes reflective learning logs.

Placement Year

Students work in a HRM related job. They enter into a learning agreement between themselves and their employer and LBS concerning their personal and business skills development. Students produce learning logs which are assessed by LJMU and work-based supervisors.

Level Six

Through the investigative report, students research either a live HR business problem connected to a company or research a HR business related issue. The research is undertaken individually with support from action learning sets and supervision and written up as a 9,000 word analytical report.

In Strategic HRM - students analyse a range of HRM strategy problems using case studies which focus on the development of work related skills.

Students who do not take a placement year before moving into level six will be encouraged to undertake paid and voluntary opportunities to develop the employer assessed behaviours linked to the Intermediate Standards.

PDP and CPD planning forms part of the overall development of individual students on the programme and students are encouraged to participate in skills development and to collect work related evidence for HR behavioural mapping from level one onwards.

## Criteria for admission

### **A/AS Level**

72 UCAS tariff points from a minimum of 2 A Levels. Maximum of 20 AS points accepted.

### **BTEC National Diploma**

72 UCAS Tariff points

### **Irish Leaving Certificate**

72 UCAS tariff points with a maximum 20 UCAS Tariff points from Ordinary Level

### **Scottish Higher**

72 UCAS points to include Advanced Higher

### **International Baccalaureate**

24 IB Diploma points

### **Access**

At least 24 Merits and 21 Passes or any other combination which equates to 72 UCAS Tariff points in a relevant subject

### **Higher national diploma**

Exemptions may apply - decisions on an individual basis on discussion with the programme team

### **Other**

Prior to starting the programme applicants must have obtained grade 4 or grade C or above in English Language and Mathematics GCSE or an approved alternative qualification:

- Key Skills Level 2 in English/ Maths
- NVQ Level 2 Functional skills in Maths and English Writing and or Reading
- Skills for Life Level 2 in Numeracy/English
- Higher Diploma in Maths/ English
- Functional skills Level 2 in Maths/ English
- Northern Ireland Essential Skills Level 2 in communication or Application of Number
- Wales Essential Skills Level 2 in Communication or Application of Number

### **Mature entry**

Applications are welcomed from mature and non-standard applicants, who will be considered on an individual basis. These applicants may be required to submit an essay and/or attend an interview, and should demonstrate potential and motivation and/or have relevant experience. .

### **Overseas qualifications**

International applications will be considered in line with UK qualifications.

Any Applicant whose first language is not English will be required to have IELTS 6.0 (minimum 5.5 in each component)

## External Quality Benchmarks

All programmes leading to LJMU awards have been designed and approved in accordance with the UK Quality Code for Higher Education, including the Framework for Higher Education Qualifications in the UK (FHEQ) and subject benchmark statements where applicable.

The University is subject to periodic review of its quality and standards by the Quality Assurance Agency (QAA) Published review reports are available on the QAA website at [www.qaa.ac.uk](http://www.qaa.ac.uk)

Programmes which are professionally accredited are reviewed by professional, statutory and regulatory bodies (PSRBs) and such programmes must meet the competencies/standards of those PSRBs.

## Support for students and their learning

The University aims to provide students with access to appropriate and timely information, support and guidance to ensure that they are able to benefit fully from their time at LJMU. All students are assigned a Personal Tutor to provide academic support and when necessary signpost students to the appropriate University support

services.

Students are able to access a range of professional services including:

- Advice on practical aspects of study and how to use these opportunities to support and enhance their personal and academic development. This includes support for placements and careers guidance.
- Student Advice and Wellbeing Services provide students with advice, support and information, particularly in the areas of: student funding and financial matters, disability, advice and support to international students, study support, accommodation, health, wellbeing and counselling.
- Students studying for an LJMU award at a partner organisation will have access to local support services

## **Methods for evaluating and improving the quality and standards of teaching and learning**

### **Student Feedback and Evaluation**

The University uses the results of student feedback from internal and external student surveys (such as module evaluations, the NSS and PTES), module evaluation questionnaires and meetings with student representatives to improve the quality of programmes.

### **Staff development**

The quality of teaching is assured through staff review and staff development in learning, teaching and assessment.

### **Internal Review**

All programmes are reviewed annually and periodically, informed by a range of data and feedback, to ensure quality and standards of programmes and to make improvements to programmes.

### **External Examining**

External examiners are appointed to programmes to assess whether:

- the University is maintaining the threshold academic standards set for awards in accordance with the FHEQ and applicable subject benchmark statements
- the assessment process measures student achievement rigorously and fairly against the intended outcomes of the programme(s) and is conducted in line with University policies and regulations
- the academic standards are comparable with those in other UK higher education institutions of which external examiners have experience
- the achievement of students are comparable with those in other UK higher education institutions of which the external examiners have experience

and to provide informative comment and recommendations on:

- good practice and innovation relating to learning, teaching and assessment observed by external examiners
- opportunities to enhance the quality of the learning opportunities provided to students

### **Please note:**

*This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content, teaching, learning and assessment methods of each module can be found in module and programme guides.*