

1. Programme Title(s) and UCAS code(s):

BSc in Human Resource Management

2. Awarding body or institution:

University of Leicester

3. a) Mode of study:

Part-time

b) Type of study:

Distance Learning

4. Registration periods:

The BSc in Human Resource Management (HRM) comprises two levels of study, BSc Year 2 (Diploma HE) and BSc Year 3 (Honours).

Component Registration Periods

BSc Year 2 – Diploma in Higher Education in Human Resource Management. Normal 19 months, maximum 24 months

BSc Year 3 – BSc in Human Resource Management Honours Year. Minimum Normal 19, maximum 24 months

Complete BSc Registration Period

Normal registration period for the whole BSc in Human Resource Management: 38 months

Maximum registration period for the whole BSc in Human Resource Management: 48 months

5. Typical entry requirements:Entry at BSc Year 2 - Diploma (HE) in HRM

a) A level **OR** equivalent academic qualifications (equivalent in content and level);

AND

b) Three years relevant work experience (for example in HRM or training roles)

Entry at BSc in HRM – Honours Year:

a) Successful completion of Diploma in HRM or Diploma in Lifelong Learning and Industrial Relations (see point 10 below); **OR** an equivalent University of Leicester qualification such as a foundation degree

AND

b) Three years' relevant work experience (see above);

NB: Other qualifications may be considered if these are a) equivalent in level and content to the Diploma, b) obtained from a reputable academic institution and c) obtained no more than five years before the date of application.

When English is not the first language of the candidate, the successful applicant must have either IELTS 6.5 (7.0 in writing preferred), TOEFL (paper) 575 with TWE 4.0, 90 (IBT), or the University of Leicester English Language Test.

6. Accreditation of Prior Learning:

See typical entry requirements

7. Programme aims:

- Develop subject knowledge relevant to the needs of human resource managers;
- Provide a rigorous HR syllabus that is based upon the School's research expertise;
- Develop students' (working adults') underpinning knowledge for continuing professional development in HR;
- Enable students to combine research and theoretical knowledge with professional application.

8. Reference points used to inform the programme specification:

- University of Leicester Learning and Teaching Strategy
<http://www.le.ac.uk/teaching/pdf/strategy/lts2002.pdf>
- External Examiners' reports
- Discussions with DL partners and overseas agents
- Discussions with professional HR bodies
- Discussions with employers who fund employees for career development
- QAA Frameworks for Higher Education Qualifications,
<http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/FHEQ08.pdf>

9. Programme Outcomes:

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
(a) Discipline specific knowledge and competencies		
(i) Mastery of an appropriate body of knowledge		
Demonstrate knowledge and understanding of an appropriate body of knowledge related to HRM (D, B) ¹	Module texts form a structured approach to the subject. Core concepts are developed early and are reinforced by review exercises and by tutorial support. Assignment feedback includes formative guidance.	All assessed work.
Discuss and evaluate competing arguments. (D, B)	The approach taken is to critically evaluate concepts and models in terms of their theoretical rigour and their implications for practice. Students are required to consider policy and practice in assessed work	All assessed work

(ii) Understanding and application of key concepts and techniques		
Apply theoretical concepts in these fields at the level of the workplace or organisation (D, B)	Review exercises (non-assessed); online discussion. The link between theory and practice is a key feature of the BSc as a whole. The case study (Year 2) and dissertation (Year 3) enable students to apply this knowledge to workplace practice.	Specifically LM2501 and 3502; all module assignments require the use of evidence and the application of theory to workplace practice.
Use evidence appropriately in evaluating ideas and policies. (D)	Review exercises and associated course material. Tutorial support.	All assessed work, but particularly the case study assignment, LM3502 (Year 2).
(iii) Critical analysis of key issues		
Critically evaluate key concepts and models in HRM with reference to contemporary practice in organisations. (D, B)	This is a central aim of the course. All modules include some critical, comparative evaluation of policy and practice. Skills are developed by structured study of the module material and are reinforced via tutorial support and online discussion.	All assessed work, but particularly the case study assignment (Year 2) and dissertation (Year 3).
(iv) Clear and concise presentation of material		
Present concise, structured arguments within a strict word limit	The Academic Writing Skills module develops this skill and also forms a resource for study throughout the course. Formative assignment feedback includes guidance on expression, structure and presentation.	Academic Writing Skills module
(v) Critical appraisal of evidence		
Utilise evidence from academic research and other sources to evaluate propositions. (D, B)	The link between theory and practice is made throughout the course. Review exercises in all modules require students to reflect on core concepts in the light of to evidence from their own organisations or countries. The case study (Year 2) is an exercise in analyzing and interpreting secondary data.	All assessed work, but particularly the case study assignment (Year 2) and dissertation (Year 3)
(vi) Other discipline specific competencies		
Design, research and present an independently conceived piece of research in an HRM topic (B)	The case study module (Year 2) provides an introduction to research within organisations. Research methods are developed in Year 3, leading to the dissertation.	Research Methods module, LM3509; dissertation, LM3501
(b) Transferable skills		
(i) Written communication		
Express ideas clearly and coherently as part of a logically structured argument. (D, B)	These skills are developed throughout the course, but particularly during the Academic Writing Skills module. Detailed feedback on assessed work includes formative guidance on expression, essay structure and presentation	All assessed work
(ii) Numeracy		
Use and interpret numeric data as part of a balanced academic argument (D)	Quantitative methods are not taught explicitly, but a distinctive feature of the course is the link between academic theory and practice. Students are encouraged to analyse evidence at all stages of the course.	Quantitative research is introduced in LM3509; assessment at all levels may require students to interpret and comment upon relevant numeric data
(iii) Problem solving		
Apply knowledge of HRM to problems and dilemmas encountered in the workplace (D)	The application of theory to practice is a feature of the course as a whole. Review exercises call on the student to evaluate	A focus on problem-solving is part of the case-study assignment (Year 2), which requires students to analyse a work-

	concepts and models with respect to workplace practice. The case study (Year 2) is a small-scale exercise in researching a specific issue within the student's own organisation.	based issue; All assessed work requires some reflection on practice
(iv) Information handling		
Identify, analyse and interpret appropriate information from a range of sources (D, B)	Academic Writing Skills module; Case study module (Year 2); Research methods material (Year 3); tutorial support throughout the course	Appropriate use of qualitative and quantitative data in the case study (Year 2) and Dissertation (Year 3)
(v) Skills for lifelong learning		
Deal confidently with new knowledge and apply this reflectively to the student's own work situation (D, B)	The structured development of learning throughout the course is designed to build a secure understanding of core ideas.	Academic Writing Skills module; 'Ability to relate theory to practice' is a key requirement in all assessed work

¹ Demonstrated at BSc Year 2 Diploma (HE)(D), BSc Year 2 (B) level

10. Progression points:

In order to progress between the stages of the BSc a student must achieve an average of 45% in each year of study.

In cases where a student has failed to meet a requirement to progress he or she will be required to withdraw from the course

11. Special features:

This course is specifically designed for working adults. It has the following features.

- (a) It is taught entirely by distance learning;
- (b) It allows for entry and exit at each level: Year 2 (Diploma), Year 3 (BSc).

12. Indications of programme quality

External examiners' reports

Appendix 1: Programme structure (programme regulations)

The BSc comprises two levels of study, BSc Year 2 (Diploma) and BSc Year 3 (Honours Year).

BSc Year 2 - Diploma in Higher Education in Human Resource Management

Module Code	Module Title	Core/Option	Credit Rating
LM1500	Academic Writing Skills - Undergraduate	C	0
LM2501	Workplace Learning and Human Resource Management	C	20
LM3506	Organisational Behaviour and Employee Development	C	20
LM2503	Management in Organisations	C	20
LM2504	Personnel and Human Resource Management	C	20
LM2506	Culture and the International Context	C	20
LM3502	Case Study	C	20

Assessment:

- (i) Each of the modules LM2501, LM2503, LM2504, LM2505 and LM2506 (listed above) is assessed by an assignment of 3,000-4,000 words.
- (ii) Module LM3502 is assessed by a report of 2,000-3,000 words.

Qualifications Awarded:

Candidates who have successfully completed 120 credits and met all of the assessment requirements for each module and do not wish to progress to the BSc Year 3 programme, will be awarded a Diploma (HE) in Human Resource Management. Students who achieve an overall (average) result of 45.00% or above in the Diploma (HE) will be eligible to proceed directly on to BSc Year 3 BSc Honours Year programme.

BSc Year 3 - B.Sc. in Human Resource Management Honours Year

Curriculum: Candidates will study the two core modules and three options selected from those listed below:

NB Progressing will not be require to repeat LM1500 (Academic Writing Skills)

Module Code	Module Title	Core/Option	Credit Rating
LM1500	Academic Writing Skills	C	0
LM3509	Research Methods	C	20
LM3505	E Learning	O	20
LM3503	Labour Market Themes, Issues and Controversies	O	20
LM3504	Industrial Relations in a Changing Economy	O	20
LM3508	High-Performance Work Practices	O	20
LM3507	Equality and Diversity	O	20
LM3510	Dissertation	C	40

Assessment:

- (i) Modules LM3503, LM3504, LM3505, LM3507, LM3508, and LM3509 will be assessed by written assignments of 3000-4000 words
- (ii) Module LM3510 (Dissertation) will be assessed by a thesis of 9,000 words
- (iii) Candidates must achieve a pass mark on LM3509 to progress to the dissertation. One resubmission will be permitted where this is necessary.

Qualifications Awarded

- (i) Successful completion of the level 3, B.Sc. one year full-time equivalent programme will lead to the award of a BSc in Human Resource Management.
- (ii) It is not possible to obtain a Diploma (HE) and BSc. from the same course of study.

Appendix 2: Module specifications

See module specification database <http://www.le.ac.uk/sas/courses/documentation>

Appendix 3: Skills matrix

Programme Learning Outcomes	Year 2 Modules 1 – 5	Year 2 Module 6	Year 3 Modules 1 – 3	Year 3 Module 4	Dissertation
(a) Discipline specific knowledge and competencies					
<i>(i) Other discipline specific competencies</i>					
Design and carry out independent research in an HRM topic		X		X	X
(b) Transferable skills					
<i>(i) Written communication</i>					
Express ideas clearly and coherently as part of a logically structured argument.	X	X	X	X	X
<i>(ii) Numeracy</i>					
Use numeric data as evidence in presenting a reasoned argument					X
<i>(iii) Problem solving</i>					
Address practical problems in HRM using subject knowledge from the course	X	X	X	X	X
<i>(iv) Information handling</i>					
Identify, analyse and interpret appropriate information from a range of sources	X	X	X		X
<i>(v) Skills for lifelong learning</i>					
Deal confidently with new knowledge and apply this reflectively	X	X	X	X	X