Programme Specification (Undergraduate) FOR ENTRY YEAR: 2024/25

Date created: 24/04/2023 **Last amended:** 27/02/2026 **Version no.** 2 **Date approved by EQED:**
Click or tap here to enter text.

1. Programme title(s) and code(s):

Diploma in Higher Education in Human Resource Management

BSc in Human Resource Management

a) HECOS Code

HECOS Code	%
100078	100

b) UCAS Code (where required)

n/a

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 18 months, maximum 24 months

BSc Year 3 – BSc in Human Resource Management Honours Year. Minimum Normal 18, maximum 24 months

Complete BSc Registration Period

Normal registration period for the whole BSc in Human Resource Management: 36

months Maximum registration period for the whole BSc in Human Resource

Management: 48 months

5. Typical entry requirements

Entry is only permitted at the Diploma level

Students enter the programme on the basis of one of the following:

- APL: a 120 credits at level 4 (academic qualification e.g. HNC). This must have been completed within 5 years of starting their level 5 studies. The qualification must have 'Naric' equivalence and be approved by the programme leader.

- APEL (experiential route): significant (>3 years) relevant work experience, mapped against the pre-determined APEL learning outcomes and approved by the programme leader and one other academic member of staff. 5 year time limit for acceptance of evidence.

- 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 entry requirements

7. Programme aims

This programme will enable you to:

- Understand Human Resource Management theory and practice, as is relevant to the needs of practicing human resource managers.

- Critique HR theory and practice, based on professional body and academic research and the School's research expertise.

- Appreciate and engage with continuing professional development in HR.

- Develop the skills and competences to enable successful HR practice.

- Combine research and theoretical knowledge with professional application.

8. Reference points used to inform the programme specification

- QAA Benchmarking Statement
- Framework for Higher Education Qualifications (FHEQ)
- UK Quality Code for Higher Education
- University Education Strategy
- University Assessment Strategy [Login required]
- University of Leicester Periodic Developmental Review Report
- External Examiners' reports (annual)
- United Nations Education for Sustainable Development Goals
- Student Destinations Data

UNIVERSITY OF LEICESTER

Programme Specification (Undergraduate) FOR ENTRY YEAR: 2024/25

Date created: 24/04/2023 **Last amended:** 27/02/2026 **Version no.** 2 **Date approved by EQED:** Click or tap here to enter text.

9. Programme Outcomes

Unless otherwise stated, programme outcomes apply to all awards specified in 1. Programme title(s).

a) Knowledge and Critical Understanding

i) Competence in an appropriate body of knowledge

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to: Demonstrate knowledge and understanding of appropriate HRM literature.	All modules are informed by and premised on both classical and contemporary academic literature.	Guided reading and self-directed study, augmented by anticipatory activities with revealed answers.	All forms of assessment, with the exception of practitioner reports, will require overt and appropriate reference to the relevant academic literature.

ii) Breadth of knowledge

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to: Discuss and evaluate a breadth of views and opinions thus recognising competing authorial perspectives.	Module texts form a structured and broad approach to the subject. Comprehension of the core concepts is developed early, and is reinforced by review exercises and by tutorial support.	Knowledge acquisition is reinforced by review exercises and by tutorial support.	Essay assessments will require students to demonstrate a breadth of knowledge by positioning and counter-positioning the different authorial perspectives.

iii) Understanding of source materials

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type

Students should be able to: Distinguish and assess the relevance of academic, professional and policy literature.	The theory and practice of HRM is reflected throughout the study materials. Guided reading is drawn from academic, professional and policy literature.	Through the embedded activities, students are asked to apply and/or reflect on the relevance of academic, professional and policy literature within their own organisational context.	Engagement with the professional literature and the relationship between this and the academic/policy literature is assessed within the skills and practice oriented modules.

b) Cognitive and Practical Skills

i) Selection and analysis of sources

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to: Identify, access and interpret a range of literature.	The initial 'academic skills' module content addresses the issue of academic literacy. Students acquire the ability to read and interpret and the skills to access and review, relevant literature. The module places an emphasis on the distinction between credible and non-credible sources.	Throughout the materials students are directed to accessing recommended sources, and encouraged to engage with wider credible sources.	Throughout the summative assessments, feedback will be given on the quality, quantity and application of the literature used. Feedback will also give developmental comments on where alternative credible sources would have added value to the students answers.

ii) Critical engagement

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to: Critically evaluate key concepts, models and practices in HRM.	The module contents 'teach' the concepts first, before encouraging the students to think critically about these. This is done through: Getting them to assess the strengths of limitations of the construct	As per the teaching methods, the activities which are embedded in the materials encourage critical thinking and also present an 'our answers' section, in which they can appreciate the wider critiques.	Critical engagement with the academic literature is woven through all the assessments. Evaluative and developmental feedback reinforces and encourages critical engagement.

	Getting them to apply the theory to practice and recognise where this does and does not work.		

iii) Presentation of an argument

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to: Present concise, structured arguments with a defined word limit.	The academic skills module develops this skill, and also forms a resource for study and reference, throughout the course.	Students are encouraged to read critically, think critically and then use this balance view to construct well-reasoned arguments. In addition to engaging with the in-text activities, assignment feedback offers constructive support and guidance.	Both essay type, and practitioner report assignments.

iv) Independent research

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Diploma students should be able to: determine which credible literatures are relevant to their studies, access and interpret these as the basis for their individual assignments.	The core content of the academic skills module, and the in-text activities guide students towards making independent decisions about sources, their credibility and their relevance.	Guided reading, in-text activities and attendance at the optional synchronous seminars.	Diploma students should be able to: determine which credible literatures are relevant to their studies, access and interpret these as the basis for their individual assignments.
In addition to the above, BSc students should be able to: Design, research and present an independently conceived piece of research on an HRM topic.	Students will study a bespoke research methods module, and will be supported throughout their dissertation by an individual supervisor.	The bespoke research methods module will guide students through research methods. In-text activities will help them to clarify their learning and additional support is given in the optional synchronous sessions and via 1-2-1 supervision.	In addition to the above, BSc students should be able to: Design, research and present an independently conceived piece of research on an HRM topic.

v) Relevant technical skills

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to: Use technology to access resources and produce high quality assessments.	The academic skills module will help student to acquire the digital literacy needed to support their studies. Moreover, guidance is given throughout on the standard of presentation required.	In-text activities and practices are built in to the academic skills module. Enabling students to acquire the requisite levels of digital literacy.	All assessments. Feedback (Evaluative and developmental) will be given in relation to the quality and quantity of sources used, and on the presentation of the assessment.

vi) Autonomous working

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to: Direct and organise their study time.	The academic skills module helps students to develop the skills of self-directed study and time management.	In-text activities and engagement in the optional synchronous seminars will help to guide students to successful autonomous working. All students also have a personal tutor to whom they can turn for study advice.	Evidence of successful autonomous working will be in the timely submission of creditable assessments.

vii) Presentation of research findings

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Diploma students should be able to: Articulate the findings of their analysis of credible literatures, as the basis for their individual assignments.	The academic skills module help develop the skills of presenting compelling findings from individual research.	In-text activities.	All assessments. Academic style assessments require a clear presentation of the findings of the student's engagement with the academic literature. Professionally oriented assessments require a robust presentation of findings in

			relation to professional/policy literature.
In addition to the above, BSc students should be able to: Present credible findings from their independent research.	Guided reading and in-text activities within the research methods module.	Guided reading and in-text activities within the research methods module.	Research methods assessment and dissertation.

c) Transferable skills

i) Verbal, written and digital communication

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to: Express ideas clearly and coherently as part of a logically structured assignment.	The academic skills module consider writing and structuring techniques. Guided reading, optional synchronous seminars and in-text activities and reflections.	Learning activities are embedded within the module texts. Moreover, assignment feedback offers evaluative and developmental feedback in relation to articulation skills and digital communication.	Self- assessment through reflective activities. Summative assessment through the marking of submitted work. All assessment types.

ii) Numeracy

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to: Use and interpret relevant numeric data .	Numeracy does not form part of the curriculum, however, students will be supported in their understanding of numeric data encountered through the academic and professional literature. BSc students' study of research methods will include a consideration of quantitative data.	Guided reading as part of the on-line modules. Self-directed study. Activities, exercises and reflections woven through the module materials.	There is no formal assessment of numeracy skills, however, feedback on the interpretation of data will be given where this is relevant, in wider assessments.

iii) Self-reflection

Intended Learning Outcome	Module Code	Teaching methods	Learning Activities	Assessment Type
Students should be able to: Reflect on practice and in practice.	Reflective practice is a core CIPD (Reflective practitioner) behaviour, and reflection therefore appears in all modules.	Guided reading, optional synchronous sessions and in-text activities.	Activities include but are not limited to: Reflection on theory-conclusions drawn Reflection on theory in practice- conclusions drawn Reflections on practice and conclusions drawn.	Self-assessment through comparing their answer with the integrated 'our answer' contents. Feedback in summative assessments.

iv) Problem solving

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to: Apply knowledge and experiential insights to problems and dilemmas in the workplace.	These skills are developed throughout the course, but in particular in the HR in practice module. Guided reading, optional synchronous seminars and in-text activities.	Activities include problem solving activities, recognising stakeholder interests and appreciating how data can inform problem solving.	Self-assessment through comparing their answer with the integrated 'our answer' contents. Case study assignment.

v) Organisation and management

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to: Exercise efficient and effective management skills, within the context of their studies and their jobs.	Guided reading, optional synchronous seminars and in-text activities. Specifically in the Academic Skills and the Sills for HR Practice modules.	Activities include time management exercises and managing HR scenarios.	Self-assessment through comparing their answer with the integrated 'our answer' contents.

			The students effective management of their studies will also be evident through the timely submission of their assignments.

vi) Teamwork

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to: Show the ability to work effectively as part of a team, organise roles, manage time and undertake assigned tasks.	Group work for projects. Facilitation of team-working during workshops. Engagement with VLE discussion boards. Group work during synchronous sessions	Guided discussion activities Team work briefs Shared problem solving	Reflection as part of written assignments. Reflection as contribution to group sessions.
Students should be able to: Reflect on the value and challenges of group working.	Directed reflective activities. Application of models of reflective thinking (reflection in action v reflection on action).	Directed through in-text asynchronous activities. Directed through synchronous engagement	Reflection as part of written assignments. Reflection as contribution to group sessions.

10. Progression points

This programme follows the standard Scheme of Progression set out in Senate Regulations – see the version of Senate Regulation 5 governing undergraduate programmes relevant to the year of entry.

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

a) Course transfers

n/a

11. Criteria for award and classification

This programme follows the standard scheme of undergraduate award and classification set out in Senate Regulations – see the version of *Senate Regulation 5 governing undergraduate programmes* relevant to the year of entry.

12. Special features

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

(a) It is taught entirely by distance learning, augmented with optional synchronous features
(b) It allows for (APL/APEL compliant) entry and exit at Year 2 (Diploma), or entry at Year 2 (Diploma) with exit Year 3 (BSc).

13. Indications of programme quality

The programme has been mapped to: QAA Benchmark Statement and the Framework for Higher Education Qualifications (FHEQ). As there is no specific set of standards for HR (these we have taken from the CIPD) the programme has been mapped to the Business and Management standards. Likewise, as there are no standards for the Diploma in Higher Education, we have followed the guidelines and mapped the Diploma component to the standards for the degree.

The College Strategy.

The College aims to deliver the University's Education Strategy primarily through a renewed emphasis on research-led teaching, employability and student satisfaction. The new programme will provide research-led teaching premised on updated and digitised materials. This attractive and updated curriculum offers high quality academic knowledge and transferable skills aimed at improving the career prospects of its graduates. The College aims to deliver the University's Education Strategy primarily through a renewed emphasis on research-led teaching, employability and student satisfaction. The new programme will provide research-led teaching premised on updated and digitised materials. This attractive and updated curriculum offers high quality academic knowledge and transferable skills aimed at improving the career prospects of its graduates. Student satisfaction will be improved by the increased quality of teaching materials and the integration of synchronous events and face-to-face support. Creating a sense of belonging to the university and an engagement with faculty and their peers will help us to meet the students' expectations and increase the programme's appeal across markets. We aim to provide 'the best education and experience that we can imagine' (https://uniofleicester.sharepoint.com/sites/staff/strategy/discovery-strategies/SitePages/Home.aspx). The college aims to improve access to higher education and to grow global markets. Our robust APEL system enables us to support highly experienced HR

professionals in the achievement of a formal academic qualification, and in doing so, has given us first-mover advantage to a new and growing market. The college aims to more widely embed professional body accreditations across the portfolio of programmes. The achievement of CIPD L5 accreditation here will contribute to this. Moreover, this will enable the creation of an accredited programme pipeline, through to our CIPD L7 accredited DL MSc HRM&T.

Education Strategy.

The programme addresses the education strategy by:

- Widening access to higher education and degree level study
- Using research to inform teaching
- Growing the university's global distance learning markets
- Creating an operationally cost efficient mode of delivering high quality education
- Creating a pipeline for student retention and progression
- Embedding a transferable skills framework (also required by CIPD)
- Embedding sustainability through the programme (also required by CIPD)
- Embedding UNSDGs and demonstrating our commitment to UNPRME

- University Assessment Strategy. Our assessments will be for and of learning: All assessments will be designed to enable students to reflect on and demonstrate their learning, and to recognise opportunities to enhance and augment their learning by self-directed study.

- Our assessments will be coherent at programme level: Programme level coordination will help to ensure that we offer a range of forms and formats of assessments, and that there is consistency in the module tutor's expectations.

- Our staff and students will be assessment literate: The academic skills module will give students insights in to how to approach assignment questions, and how to engage with self-directed research to answer the questions. It will also look at answer structures and formats. All assessment questions will be accompanied by student guidelines, each module will offer the opportunity for format feedback on assignment plans and each module will offer a synchronous assignment support session.

- We will harmonise assessment and re-assessment workload to ensure loads are appropriate and reasonable: Modules run sequentially so students will only even be focussed on one assessment at a time. Word limits set will be congruent with the assessment guidelines for single assessed 15 credit modules. Given the students are also in full time employment, a decision has been made to avoid numerous small assessments. Re-assessments will be coordinated around progression and exam boards and the submission dates for later assessments.

- Our assessments of learning will aim to be authentic, show achievement of threshold standards and stratify student achievement: Assessments will be designed to ensure that the students can most effectively demonstrate and augment their learning. They will be accompanied by clear marking guidelines which set out the criteria for distinguishing and ordering levels of student performance.

- Our assessments will align with the UoL Digital by Default strategy: All assignments will be submitted through Blackboard and Turnitin, and will be marked on line.

14. External Examiner(s) reports

The details of the External Examiner(s) for this programme and the most recent External Examiners' reports for this programme can be found at exampapers@Leicester [log-in required].

UNIVERSITY OF LEICESTER

Programme Specification (Undergraduate) FOR ENTRY YEAR: 2024/25

Date created: 24/04/2023 **Last amended:** 27/02/2026 **Version no.** 2 **Date approved by EQED:** Click or tap here to enter text.

Appendix 1: Programme structure (programme regulations)

The University regularly reviews its programmes and modules to ensure that they reflect the current status of the discipline and offer the best learning experience to students. On occasion, it may be necessary to alter particular aspects of a course or module.

BSc Human Resource Management

Level 5/Year 1 2024/25 Intake Month October Mode of Study Part Time Structure

Core modules

Delivery period	Code	Title	Credits
October	MN2XXX	Academic skills	15 credits
December	MN2XXX	HRM in Practice	15 credits
February	MN2XXX	Management in Organisations	15 credits
April	MN2XXX	Workplace Learning and Development	15 credits
June	MN2XXX	Organisational Behaviour	15 credits
August	MN2XXX	Equality and Diversity	15 credits
October	MN2XXX	Developing HR Practitioner Skills	15 credits
December	MN2XXX	The future of work	15 credits

Notes

This is a bi-annual programme, starting either in October of April. The 8 modules run across an 18 month structure, with each module lasting 8 weeks. It does not 'slot in' to the standard semester structure.

Level 6/Year 2 2025/26

Core modules

Delivery period	Code	Title	Credits
April	MN3012	Strategic HRM	15 credits
June	MNXXXX	International Business	15 credits
August	MNXXXX	Labour Market Trends and Developments	15 credits
October	MNXXXX	Employment Relations in a Global Context	15 credits
December	MN3156	Big Data and People Analytics	15 credits
February	MNXXXX	Research Methods	15 credits
April	MNXXXX	Dissertation	30 credits

Notes

Notes. This is a rolling programme, starting either in October or April. The 7 modules (6 x 15 credits + 1 x 30 credits) run across an 18 month structure. The programme does not align the standard semester structure.

Level 5/Year 1 2024/25 Intake Month April Mode of Study Part Time Structure

Core modules

Delivery period	Code	Title	Credits
April	MN2XXX	Academic skills	15 credits
June	MN2XXX	HRM in Practice	15 credits
August	MN2XXX	Management in Organisations	15 credits
October	MN2XXX	Workplace Learning and Development	15 credits
December	MN2XXX	Organisational Behaviour	15 credits
February	MN2XXX	Equality and Diversity	15 credits
April	MN2XXX	Developing HR Practitioner Skills	15 credits
June	MN2XXX	The future of work	15 credits

Notes
This is a bi-annual programme, starting either in October of April. The 8 modules run across an 18 month structure, with each module lasting 8 weeks. It does not 'slot in' to the standard semester structure.

Level 6/Year 2 2026/27

Core modules

Delivery period	Code	Title	Credits
October	MN3525	Strategic HRM	15 credits
December	MN3520	International Business	15 credits
February	MN3521	Labour Market Trends and Developments	15 credits
April	MN3522	Employment Relations in a Global Context	15 credits

Delivery period	Code	Title	Credits
June	MN3526	Big Data and People Analytics	15 credits
August	MN3523	Research Methods	15 credits
October	MN3524	Dissertation	30 credits

Notes

Notes. This is a rolling programme, starting either in October of April. The 7 modules (6 x 15 credits + 1 x 30 credits) run across an 18 month structure. The programme does not align the standard semester structure.

Appendix 2: Module specifications

See undergraduate module specification database [Login required] (Note - modules are organized by year of delivery).