

Programme Specification (Undergraduate)

FOR ENTRY YEAR: 2025/26

Date created: 27/11/2024

Last amended: 10/04/25 Version no. 1

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

International Year 1 BA Human Resource Management^

International Year 1 BA Human Resource Management with Year Abroad^

International Year 1 BA Human Resource Management with a Year in Industry^

Diploma of Higher Education in Human Resource Management*

Certificate of Higher Education in Human Resource Management*

Notes

^ The award title on the certificate will be 'BA Human Resource Management' and will not include the wording 'International Year 1'.

* An award marked with an asterisk is only available as an exit award and is not available for students to register onto.

a) HECOS Code

HECOS Code	%
100085	100%

b) UCAS Code (where required)

N600

2. Awarding body or institution:

University of Leicester

3. a) Mode of study

Full-time

b) Type of study

Campus-based

4. Registration periods:

International Year 1 BA Human Resource Management

The normal period of registration is 3 years

The maximum period of registration 5 years

International Year 1 BA Human Resource Management with Year Abroad

The normal period of registration is 4 years

The maximum period of registration 6 years

International Year 1 BA Human Resource Management with a Year in Industry

The normal period of registration is 4 years

The maximum period of registration 6 years

5. Typical entry requirements

Satisfactory completion of A-levels, or first year of an overseas university degree with good grades or equivalent.

English language requirements: IELTS 6.0 (minimum 5.5 in each skill).

Age requirements: Students must be 17 on the programme start date.

For those on the Year in Industry, see additional programme specification content for Year in Industry programme.

For the aims, learning outcomes and application criteria for the GCSA Year Abroad please see <https://le.ac.uk/study/undergraduates/courses/abroad>

6. Accreditation of Prior Learning

n/a

7. Programme aims

The programme aims to:

- Demonstrate a detailed knowledge and critical understanding of the principal ideas, concepts, models, principles and practices underpinning Human Resource Management
- Application of key concepts, techniques and skills relevant to contemporary practice and a wide range of business and/or work contexts
- Collate, analyse, select and communicate data and relevant information utilizing media, formats and language appropriate for a variety of audiences
- Demonstrate the skills required to be a confident learner, with the ability to work both independently and collaboratively
- Apply knowledge of ethics, responsibility and sustainability to corporate, regional, local, national and global management of business, work and people
- Recognise and refine problems to work towards formulating answers or solutions to business, management and/or people issues.
- Critically evaluate arguments and evidence considering context and having an awareness of alternative viewpoints

Students undertaking the International Year One will also develop the transferrable academic skills and English language knowledge to succeed at the University of Leicester.

In addition, for the 'with a Year abroad' variants

- The 'Year Abroad' variant of this programme is offered in accordance with the University's [standard specification for the experiential year abroad variant](#).

In addition, for the 'with Industry' variants

- The 'Year in industry' variant of this programme is offered in accordance with the University's [standard specification for year in industry programme variants](#).
- To provide experience of applications of professional and discipline-specific skills in Industry and to reinforce knowledge through its use in different environments.

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

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9. Programme Outcomes

Unless otherwise stated, programme outcomes apply to all awards specified in 1. Programme title(s). To ensure students meet the programme specific learning outcomes the following competences are mapped to the programme learning outcomes as described in 7.

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 competence in management as a field of study and should be able to apply key ideas, concepts, models, theories to a range of subjects that it encompasses.	Lectures, seminars, exercises (including computer-based), group work, directed reading, independent study and final year dissertation.	Seminar discussions, lecture discussions, ELTU workshops	Essay assignments, examinations, oral presentations, dissertation research.

ii) Breadth of knowledge

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to: Demonstrate the ability to apply concepts and theories to clearly identified problems and concerns in the field.	Lectures, seminars, exercises (including computer-based), group work, directed reading, independent study and final year dissertation.	Solving case-based exercises, ELTU workshops, CIPD workshops, seminar discussions, lecture discussions	Essay assignments and examinations, Oral presentations, Problem-based exercises and case study work. Dissertation research.
Critical analyse relevant issues in practice and make practical application of theory and concepts to real world cases, situations or simulated exercises.	Lectures, seminars, exercises (including computer-based), group work, directed reading, independent study and final year dissertation, Year in industry	Solving case-based exercises, formative and peer feedback and summative feedback, seminar and lecture discussions	Dissertation research. Completion of project or group work, based on examining and creating solutions for real life organisational problems, Formative feedback from employers Completion of reflective learning based on the Chartered Institute for Personnel and Development's core behaviour standards (for accredited programme mapping - Associate level).

iii) Understanding of source materials

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to: Use/apply information from variety of sources appropriately to reflect critically upon the nature of human resource management as a discipline.	Lectures, seminars, directed reading and final year dissertation, independent study	ELTU workshops, practice sessions, seminar sessions, one to one consultation (The centre for Academic achievement)	Essay assignments, learning portfolios, reviewing report, and examinations. Oral presentations. Dissertation research.

Critically analyse relevant issues in practice.	Lectures, seminars, exercises (including computer-based), group work, directed reading, independent study and final year dissertation, year in industry.	Seminar sessions, workshops, case-based exercises	Essay assignments and examinations. Oral presentations. Dissertation research, organisation-based assessments, and formative feedback from employer

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 and use a variety of reliable written and oral sources to appraise relevant research and identify and present issues and arguments related to organisational challenges, strategies and management of people in organisations.	Lectures, seminars, formative and summative feedback and final year dissertation. Induction session, assessment literacy session, guided independent reading	Library induction, seminar and lecture discussions and activities, ELTU workshops	Essay, portfolio assignments and examinations. Oral presentations. Dissertation or project research reports.

ii) Critical engagement

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to: Read, analyse and reflect critically upon management/ organisation texts and other source materials, both theoretical and empirical and relate to contemporary issues in the field of HRM.	Lectures, seminars, exercises (including computer-based), group work, directed reading, independent study and final year dissertation.	Seminar and lecture discussions	Essay assignments, reports, group work, presentations and examinations

Undertake independent research, involving the formulating of appropriate questions and the use of evidence.	Lectures, seminars, exercises (including computer-based), group work, directed reading, independent study and Research Methods module MN3013, final year dissertation/project.	Seminar and lecture discussions	Essay assignments, reports, group work, presentation and dissertation/project
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iii) Presentation of an argument

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to: Construct clear and concise arguments	Lectures, seminars, group work formative and summative feedback throughout the course of the programme years 1, 2 and 3	Dissertation work, seminar and lecture discussions, oral presentations	Assessed throughout years 1, 2 and 3 through a range of written assessments (essays, learning portfolios), reports based on interrogating HR analytics data base (MN3161), group presentation of a briefing paper prepared by students (MN2027) to name a few

iv) Independent research

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to: Design, undertake and present an independent piece of work focused on a particular human resource management issue.	Lectures, directed in-class support in Research Methods, Dissertation and project modules	Independent research – drafting proposal, filling ethics application, undertaking field work, data analysis, dissertation or project report writing	Dissertation/Project
Support own ideas with appropriate backing of theory, empirical evidence and data analysis	Lectures, group problem-solving exercises, case studies and presentations.	Seminar discussions, in-class activities, workshops	Varied assessment types – essays, reports, oral presentation, reflective exercises, dissertation/project completion

v) Relevant technical skill

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to: Find reliable sources of information, identify different sources of information, marshal evidence and use/apply the information appropriately to explore and examine issues and situations in HRM discipline	Lectures, group problem-solving exercises, case studies and presentations. Feedback from personal tutors, module leaders, academic skills centre	Seminar discussions, ELTU workshops (MN2133, MN3116), group case presentations in MN3162, assessment literacy sessions	varied assessment types – essays, reports, oral presentation, reflective exercises, dissertation/project completion
Contribute to problem solving, decision making; plan and organise and make relevant use of information technology effectively besides using appropriate IT resources, including but not limited to Blackboard, search databases, etc	Lectures, group problem-solving exercises, case studies and presentations. Feedback from personal tutors, module leaders, Academic skills centre, Library induction session Year in Industry Year option	Seminars, independent work, workshops, in-class activities Demonstrating competency with specific aspects of analytics applied to a company's HR analytics database Preparing practical business report on how human resource strategy links with practical aspects of a business through simulated exercise YouTube video presentation Consultancy report presenting problem-posing and problem-solving solutions on a real-life case study organisation (Activities in MN2133, MN2105, MN3161, MN3162, MN3012)	Essay, reports, pre-recorded oral presentations Case study -based group presentations Development of core behaviour standards (for accredited programme mapping - Associate level).

vi) Autonomous working

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to: Produce independent work in a timely manner (iv).	Lectures, Induction, group work and independent research, personal tutoring	Seminar discussions, effective use of independent study hours, attendance at personal tutoring sessions, approaching dissertation or project supervisors in a timely manner, attendance at regular meetings, establishing professional relationship	Oral presentations, essay assignments, and dissertation research. Development of core behaviour standards (for accredited programme mapping - Associate level).

vii) Presentation of research findings

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to: Present independent research to an audience and defend the findings (iii)	Lectures, case studies, and independent research.	Seminar activities, mock presentations, formative feedback	Case study-based presentations (MN3162), and dissertation/project research (MN3202, MN3203). Consultancy report (MN2105) and preparation of briefing paper and presentation (MN2027)

Transferable Skills

i) Verbal, written and digital communication

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to: Make oral presentations, communicate effectively with team members in a group presentation,	Induction, Lectures, academic skills centre, Learning tech support, module leader support	Seminars, ELTU workshops, participation in in-class activities, independent study	Formative feedback on presentation outline Summative assessment: oral presentations, Pre-recorded

respond effectively to questioning and use of information technology effectively besides using appropriate IT resources, including but not limited to Blackboard, search databases, etc (v)	support provided across all years of study		PowerPoint, YouTube presentations, group presentations in several modules across the programme years
Be clear, fluent and coherent in written expression of human resource management issues and debates and make use of information technology effectively besides using appropriate IT resources, including but not limited to Blackboard, search databases, etc. (v)	Induction, Lectures, academic skills centre, Learning tech support, module leader support support provided across all years of study	Seminars, ELTU workshops, participation in in-class activities, independent study	Formative feedback on draft of outline for essays, reports, dissertation chapters Summative assessment: Essays, business reports, dissertation or project report MCQs in MN1026 assess understanding of academic writing Creative writing piece called "A Graduate Survival Guide to Power" (MN3111)

ii) Numeracy

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to: Employ general numerical, statistical skills to understand findings from quantitative studies and engage in interpreting and analysis of quantitative data	Lectures - Research methods classes (MN3013) and independent research, particularly that supported by dissertation supervision (MN3202 and 3203), modules MN3012, MN3161	Seminar discussions, in-class activities during lectures, simulation exercises/cases, interrogating HR analytics database of a company to provide HR insights	Business reports, proposals, dissertation and project report

iii) Self-reflection

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to: Reflect on their own skills, strengths and weaknesses	Core MN1027, MN2128, MN3111	Reflective log of transferable skills developed through programme assessment (MN1027) Completion of a reflective learning portfolio of demonstrated HR practitioner skills, in line with the CIPD accredited programme mapping (Associate level).	Reflective log, group prepared business proposal and presentation, reflective portfolio

iv) Problem solving

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to: Demonstrate problem identification, formulation and solution considering diverse organisational strategies, work and employment dynamics and need to manage people within dynamic contexts	Lectures, seminars, group work, directed reading, independent study and final year dissertation/project Core modules – MN1027, MN3161, MN3012, MN3202, MN3203	Group work, seminar discussions, lecture activities, use of independent study hours	Report interrogating company HR analytics database to provide HR insights Prepare business proposal and presentation to develop solutions to case study-based challenge Case-study based group presentations

v) Organisation and Management

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to:	Induction sessions Year in Industry	Seminar discussions, attending personal tutoring sessions, assessment literacy sessions, using	Timely submission of assignments, online timed assessment, timed

To reflect upon behaviour and skills with a view to personal and professional development (vi)	Dissertation/Project Career support Consultation and feedback from personal tutors, module leaders across the years of study in the programme	independent study hours, attending career support sessions, timely submission of assignments, getting feedback on drafts, consulting Academic skills centre for feedback (if/when required) For Year in Industry variant – Working practice	presentation, dissertation, project, other assessments For Year in Industry students – discussion with personal tutor, programme leader, careers team, (preparation, planning, application)
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vi) Team working

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to: Demonstrate basic team working skills, work collaboratively, effectively and responsibly in groups.	Years 1, 2 and 3 – Lectures, seminars, workshops	Group work across the years of study in the programme	Group presentation and report (MN1027, MN1002), case-study based group presentations (MN3161)
Apply team building skills within work environment (Year in Industry variant)	Project work	Working practice	



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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.

The following additional progression requirements for this programme have been approved:

Students wanting to gain accreditation from the Chartered Institute of Personnel and Development (CIPD) must pass all modules with a mark of 40.00% or higher. Students who meet all other progression and awarding regulations but fail to meet all of these accreditation requirements may be awarded a non-accredited degree in Human Resource Management.

For the aims, learning outcomes and application criteria for the GCSA Year Abroad please see link in section 5.

For the aims, learning outcomes and application criteria for the GCSA Year Abroad please see <https://le.ac.uk/study/undergraduates/courses/abroad>

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

b) Year abroad

For the Year Abroad variant (for experiential Year Abroad only) [the additional progression points apply](#)

c) Year in Industry

For the Year in Industry variant, the [additional progression points apply](#)

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 programme is accredited by the Chartered Institute of Personnel and Development.

12a. Research-inspired Education

Sub-section i: Considering your students' journey through Research-inspired Education Framework.

Students on this programme will advance through the four quadrants of the University of Leicester Research-inspired Education Framework as follows:

RiE Quadrant	Narrative
Research-briefed Bringing staff research content into the curriculum.	<p><i>Max. 250 words</i></p> <p><i>The HRM programme provides a thorough grounding of the knowledge and skills required to pursue a career in HRM. It provides students with the ability to think critically, identify problems, and think/discuss potential solutions to real-world issues. Students gain a comprehensive grounding in the functions of management and its role in successfully managing people and organisations. This is underpinned by critical analysis of the organisational context in which managers and employees work and the relevance of theories for the solution of management and people problems. CIPD accreditation by the professional body for HR and people development further ensures that the knowledge and skills acquired by graduates align with the expectations of the profession.</i></p>
Research-based Framed enquiry for exploring existing knowledge.	<p><i>Research briefed – Students in the programme will be exposed to research outputs from members of the university’s research clusters on Futures of Work (FoW) and Well-being, Performance and Justice (WPJ), as well as Research Centre for Sustainable Organisations and members of the HRM professional community. Teaching staff on the programme are engaged in relevant research and professional activities which are integrated into the course content and teaching sessions.</i></p>
Research-oriented Students critique published research content and process.	<p><i>Research based – Taught sessions draw from real world situations and/or contemporary issues impacting organisational functioning, people management and managerial and worker experiences of work, life, and environment. Students are provided with ample opportunities to identify relevant scholarly literature to examine a topic, apply relevant research to support claims or develop arguments in their assignments (essays, learning portfolios, simulation exercises, video presentations, poster presentations)</i></p>
Research-apprenticed Experiencing the research process and methods; building new knowledge.	<p><i>Research orientated – Students critically reflect on scholarly research content (journal articles, research reports) to identify strengths and weaknesses in approach (in modules such as: The Future of Work and Human Resource Management in Practice), and gain experience in research process through research methods module.</i></p> <p><i>Research apprenticed - Students experience and learn about the entire research process by undertaking research themselves under the first-hand guidance of a supervisor leading to the submission of a dissertation or a project that present findings from their scholarly research or problem-based research activity respectively.</i></p>

Sub-section ii: Articulation of research culture in your programme or School/Department.

As part of studying at a research-intensive university, students on this programme have the following extra or co-curricular opportunities available to them to gain exposure to research culture:

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Max. 150 words

A number research seminars and workshops are timetabled on a regular basis across the College of Business and are accessible to all students within the College. These sessions focus not only on potential research outputs and working papers from academic staff within the College but also on the processes underpinning research and associated funding and dissemination of work.

Within the Labour Market Trends and HRM (MN2027) module, research is primarily drawn from current research and publications associated with the research undertaken by individuals within the University of Leicester.

Sub-section iii: Articulation of research-informed teaching within your programme.

Teaching on this programme will be research-informed (it draws consciously on systematic inquiry into the teaching and learning process itself) in the following way:

Max. 150 words

The college academy of education runs regular sessions including external speakers and workshops for recognition of external awards for teaching excellence. The Academy also facilitates a journal paper, book reading group which provides an informal environment to discuss contemporary pedagogic issues related to Business education.

The academy underpins a teaching and learning research culture which provides staff with a clear platform to share and evaluate current and potential practice-based activities within the pedagogic sphere.

Almost every module leader, teaching focussed staff teaching in the programme have acquired Advance HE fellowships at AFHEA or FHEA or SFHEA levels and demonstrate commitment to teaching, learning and the student experience, through engagement in a practical process that encourages research, reflection and development.

Module leaders and staff involved in teaching, regularly present research in reputed national and international conferences including higher education teaching and learning conferences (example, SRHE, ILPC, WES, BAM)

13. Indications of programme quality

External Examiner Reports

First Destination career statistics

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].

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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.

International Year 1 BA HUMAN RESOURCE MANAGEMENT, INCLUDING WITH A YEAR ABROAD AND A YEAR IN INDUSTRY

Updates to the programme

Academic Year affected	Module	Change
2025/26	MN1012 Principles of Human Resource Management	Previously Managing Human Resources
2025/26	MN1014 Economics and Social Responsibility in Business	Previously Business, Economy and Society
2025/26	MN1031 Personal and Professional Development	New core module
2025/26	MN1026 Principles of Management	Previously Introduction to Management
2025/26	MN027 Enterprise in Practice	Core module deleted
2025/26	MN1013 The Future of Work	New core module

Level 4/Year 1 2025/26

Credit breakdown

Status	Year long	Semester 1	Semester 2
Core	15 credits	45 credits	60 credits
Optional	n/a	n/a	n/a

120 credits in total

Core modules

Delivery period	Code	Title	Credits
Semester 1	MK1002	Principles of Marketing	15 credits
Semester 1	MN1012	Principles of Human Resource Management	15 credits
Semester 2	MN1013	The Future of Work	15 credits
Semester 1	MN1026	Principles of Management	15 credits
Semester 2	AF1010	Business Finance and Reporting	15 credits
Semester 2	MN1024	Managing Digital Technologies	15 credits
Semester 2	MN1014	Economics and Social Responsibility in Business	15 credits
Year long	ADMN100	Getting ahead as an International Student	0 credits
Year long	EL1009	English Language and Academic Skills for Business and Management	15 credits

Notes

The first year of the International Year 1 BA Human Resource Management will not include optional modules for the students.

Level 5/Year 2 2026/27

Credit breakdown

Status	Year long	Semester 1	Semester 2
Core	n/a	60 credits	60 credits
Optional	n/a	n/a	n/a

120 credits in total

Core modules

Delivery period	Code	Title	Credits
Semester 1	MN2104	Organisational Behaviour	15 credits
Semester 1	MN2131	Human Resource Management in Practice	15 credits
Semester 1	MN2133	Equity, Diversity and Inclusion (EDI) in Organisations	15 credits
Semester 1	MN2144	Globalisation and Skills	15 credits
Semester 2	MN2027	Labour Market Trends and Debates	15 credits
Semester 2	MK2105	Consultancy Challenge	15 credits
Semester 2	MN2128	Developing HR Practitioner Skills	15 credits
Semester 2	MN2143	Workplace Learning and Development	15 credits

Notes

n/a

Level 6/Year Final 2027/28

Credit breakdown

Status	Year long	Semester 1	Semester 2
Core	30 credits	45 credits	45 credits
Optional	n/a	n/a	n/a

120 credits in total

Core modules

Delivery period	Code	Title	Credits
Semester 1	MN3013	Research Methods	15 credits
Semester 1	MN3111	Power at Work	15 credits
Semester 1	MK3116	Employment Relations in the Global Economy	15 credits
Semester 2	MN3012	Strategic Human Resource Management	15 credits
Semester 2	MN3161	Big Data and People Analytics	15 credits
Semester 2	MN3162	Employment Law for HR Practitioners	15 credits
Year long	MN3202	Dissertation (Human Resource Management)	30 credits
Year long	MN3203	Project (Human Resource Management)	30 credits

Notes

For Year long, pick one of the two modules, either MN3202 OR MN3203

Appendix 2: Module specifications

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