PROGRAMME SPECIFICATION (Preview)

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

Awarding institution	LJMU
Teaching institution	Oryx Universal College WLL
JACS Code	
Programme Duration	Full-Time: 4 Years
Language of Programme	All LJMU programmes are delivered and assessed in English
Subject benchmark statement	General Business and Management 2015
Programme accredited by	
Description of accreditation	
Validated target and alternative exit awards	Bachelor of Arts with Honours (Fnd) in Human Resource Management
	Diploma of Higher Education (Fnd) in Human Resource Management
	Certificate of Higher Education (Fnd) in Human Resource Management
Link Tutor	Peter Wolstencroft

Educational aims of the programme

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, 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 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

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. Each academic year consists of two 12 week semesters.

Level 6	Potential Awards on completion	Bachelor of Arts with Honours (Fnd)
Core	Option	Award Requirements
6701ORYXHR Strategic HR (20 credits) 6702ORYXHR EQUALITY,	6703ORYXHR International HRM and HRD (20 credits) 6707ORYXHR Consultancy (20	100 core credits at level 6 20 option credits at level 6

DIVERSITY AND INCLUSION (20 credits) 6704ORYXHR Employment Relations and Legal Framework (20 credits) 6705ORYXHR Organisational Development & Change Management (20 credits) 6706ORYXHR Dissertation and Impact Report (20 credits)	credits)	

Level 5	Potential Awards on completion	
Core	Option	Award Requirements
5701ORYXHR LEADERSHIP AND MANAGEMENT (20 credits) 5702ORYXHR HR Professional Practice (20 credits) 5703ORYXHR Employability (20 credits) 5704ORYXHR Development, Coaching and Performance (20 credits) 5705ORYXHR Introduction to Research Methods (20 credits) 5706ORYXHR 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
4701ORYXHR Organisational Behaviour (20 credits) 4702ORYXHR Academic and Business Skills (20 credits) 4703ORYXHR Introduction to HR (20 credits) 4704ORYXHR Social, Political, Economic and Legal Context of HR (20 credits) 4705ORYXHR HR PRACTITIONER SKILLS (20 credits) 4706ORYXHR 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
3700ORYXHR Academic English Skills (AES) (40 credits) 3701ORYXHR Economics (20 credits) 3702ORYXHR Introduction to Business (20 credits) 3703ORYXHR Project Study (20 credits) 3704ORYXHR Foundation Mathematics for Business (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

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.

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 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 progamme 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

• 60% or above in the Qatari High School exam (year 12) or equivalent as certified by the Ministry of Education and Higher Education of Qatar.

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 5.0 (minimum 4.5 in each component) or recognized equivalent.

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

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.