Course Handbook

BA (Hons) Human Resource Management
BA (Hons) Human Resource Management with Placement
2019/20
Dr Douglas Martin
Lancashire School of Business and Enterprise

Please read this Handbook in conjunction with the University's Student Handbook.

All course materials, including lecture notes and other additional materials related to your course and provided to you, whether electronically or in hard copy, as part of your study, are the property of (or licensed to) UCLan and MUST not be distributed, sold, published, made available to others or copied other than for your personal study use unless you have gained written permission to do so from the Dean of School. This applies to the materials in their entirety and to any part of the materials.

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Welcome to the course

Dear Student

Welcome to the University of Central Lancashire. More specifically, welcome to your BA HRM Degree Course.

We hope that during your time with us here you will enjoy your studies and any other activities you may pursue. We have an active Student Union and many interesting clubs and societies which you may be interested in joining.

The first few weeks of your course will probably be quite hectic - lots of new faces, travelling to different buildings, learning new skills and subjects, etc. Your Student Handbook is, therefore, designed to act as a reference guide for all the pieces of information you may need during your life here.

We are very proud of our HRM degree and expect motivation and commitment from our students. For our part, we can promise you an enthusiastic teaching team and a genuine concern for each individual student. Throughout your time on the programme I shall be playing an active part in the day-to-day running of the programme and shall be available to offer guidance and support as and when necessary.

It is part of our University's philosophy to involve students in the running of their courses as much as possible. Quite soon therefore, we shall be asking you to nominate representatives to serve on the Course Staff/Student Liaison Panel (SSLP). So, perhaps at this early stage, you might like to be thinking about whether you would like to be a Student Representative.

Whatever part you play in student life, we would like to take this opportunity to wish you every success here at the University of Central Lancashire and to encourage you to strive to achieve your full potential.

Best wishes for your success.

Dr Douglas Martin, MA, MSc, PhD, FHEA
Course Leader, BA Human Resource Management

1.1 Rationale, aims and learning outcomes of the course

A significant component of an organisation's ability to succeed and achieve its goals and objectives is the workforce. Human Resource Management (HRM) is the application of techniques and practitioner competence to harness the talents and efforts of the workforce in relation to the needs of the organisation, the law and for the collective and societal good. This is what this programme aims to offer you.

What does the course set out to achieve?
The programme of study will be directed towards the attainment, assessment and evaluation of knowledge and skills required by you, the Human Resource Management graduate. The intention is to create an intellectually challenging degree that will prepare you as a graduate, for a career in the field of human resource management and development, business and management, or for further academic study.

Links with professional bodies and qualifications
The programme provides the foundation for building a career in the field of human resource management and development. It is accredited with the professional body for HR practitioners, the Chartered Institute of Personnel and Development (CIPD) (www.cipd.co.uk), and its contents align closely with the values, knowledge and skills required by the CIPD. On joining the University students will become student members of the CIPD. As part of the programme students will be encouraged to explore the CIPD, and avail themselves of the many resources that are available to aid learning. On successful completion of the course the University will notify CIPD of your success and this will lead to Associate membership level with CIPD. It is then possible for you to progress onto a Postgraduate course to work towards Chartered Membership of CIPD.

Furthermore, students will be encouraged to attend local CIPD branch meetings that take place periodically. Several of the tutors who teach on this programme are themselves former professionals with industry experience and who also hold the CIPD professional qualification.

Employment opportunities

All students have the opportunity to complete a **work placement** in Year 3 and their award is then given as: BA (Hons) HRM with Work Placement.

All students are encouraged to take up shorter placement opportunities (internships) during their degree study usually during student vacations. The University has links with local employers and a number of internships are offered each year.

To enhance their skills for the workplace students are encouraged to join the University mentoring scheme (M&M) where more senior students mentor junior peers.

Students are also encouraged to access the support offered by the University Careers service where they can develop and enhance their skills in the search for work opportunities and experience.

The aims and learning outcomes of the course

The aims of the BA HRM programme are as follows:

- To provide an in depth and professionally relevant Bachelors programme for students desiring to develop their careers in the human resource management and development profession

- To prepare students to build the necessary portfolio of knowledge and skills so that they will be able to undertake further study leading to membership of the professional body, the Chartered Institute of Personnel and Development and enable them to perform an organisational role at an entry level for the profession

- To equip graduates of the programme with the operational skills and behaviours required by human resource management and development practitioners though a curriculum that combines rigorous academic study, skills development and application.

- To produce graduates who understand wider social, business, commercial and organisational factors and to equip them to be able to utilise this knowledge to support the roles which HR professionals undertake.

Work Placement:

- To offer an opportunity to undertake a placement and introduction to human resource management practice by means of a practical/development period.
- To encourage students to integrate their academic studies with their practical experience of human resource management

The learning outcomes for the programme indicate knowledge and understanding, subject specific skills, thinking skills and other skills relevant to employability and personal development, which will be achieved upon completion of the programme.

The course learning outcomes for BA HRM are as follows:

Knowledge and Understanding

At the end of the programme, students will be able to:

- Explain and evaluate the external environment and internal aspects, functions and processes of organisations and the relationships of these to HRM and HR professionals
- Explain and evaluate theories, models and frameworks to critically evaluate the meaning, process and practice of human resource management
- Apply theoretical concepts of self-awareness, personal reflection and continuing professional development.
- Critically assess the objectives and perspectives of key internal and external organisational stakeholders.
- Evaluate trends and patterns that affect the practice of human resource management and development and identify good practice

Subject specific skills

Students will be able to:

- Explain the role and nature of human resource management and development and be able to articulate the wider contribution that HRM makes in organisations and in society
- Identify and apply a range of business and management theories, models and perspectives to analyse human resource management and development
- Develop practical competencies in relation to managing and developing people at work

- Explain the role that human resource management and development plays in promoting and embedding change

Thinking skills

During the course of the programme, students will develop the skills to:

- Select, collate, analyse and synthesise information from a range of sources to effectively analyse business needs and issues, anticipating objections and preparing responses

- Be able to evaluate and apply problem-solving tools, techniques and processes specific to the management of human resources.

- Plan and conduct individual research projects and effectively communicate the outcomes.

- Effectively evaluate the appropriateness and potential value of concepts, models, paradigms and ideologies to the understanding and management of people at work

Other skills relevant to employability and personal development

The programme aims to enable students to develop the following life skills:

- Communicate effectively using verbal and non-verbal communication skills and making use of appropriate information technologies

- Collate, evaluate and transfer information, including numerical and statistical information.

- Identify how to gain support and commitment from others and be able to influence and persuade them.

- Systematically seek to improve performance and professional development through periodic reflection.

- Prioritise tasks and work schedulesand manage self in terms of time, planning, motivation and individual initiative

- Develop a professional & ethical approach to HRM/HRD practice in organisations.

- Perform effectively within a team environment including building, developing and leading teams, problem solving skills

1.2 Course Team

The BA HRM degree programme is located in the Lancashire School of Business and Enterprise, within the Division of HRM and Leadership. Your Course Team consists of your Course Leader, Year Tutors and lecturers from a range of

disciplines. The Course Leader is Dr Douglas Martin. If you have any problems or general enquiries about the programme the Course Leader or relevant Year Tutor should be your first point of contact. Contact details are given below:

Name	Role	Room	Telephone	Email
Dr Douglas Martin	**Course Leader**	**Gr248**	**01772 894709**	wdmmartin@uclan.ac.uk

Enquiries about specific modules should be addressed to each module leader. Contact details for the leaders of the modules are given on the Module Information Pack (MIP) for each module of your programme. The MIP is made available at the first lecture of each module, and throughout the module as a point of reference on the module space on BlackBoard, the virtual learning environment.

1.3 Expertise of staff

Staff engaged to teach on this programme will come from different parts of the College of Business, Law and Applied Social Studies, and as such have a great deal to offer you in terms of their interests and expertise. They are all qualified to teach on the modules and some have relevant professional qualifications and experience. You will also discover that your tutors may be engaged in a range of scholarly activity such as research and writing, and they will be keep to share this with you as appropriate.

1.4 Academic Advisor

You will be assigned an Academic Advisor who will provide additional academic support during the year. They will be the first point of call for many of the questions that you might have during the year. Your Academic Advisor will be able to help you with personal development, including developing skills in self-awareness, reflection and action planning.

1.5 Administration details

Campus Admin Services provides academic administration support for students and staff and are located in the following hubs which open from 8.45am until 5.15pm Monday to Thursday and until 4.00pm on Fridays. The hub can provide general assistance and advice regarding specific processes such as extenuating circumstances, extensions and appeals.

Allen Building

Medicine
Dentistry
telephone: 01772 895566
email: AllenHub@uclan.ac.uk

Harris Building
Lancashire Law School
Humanities and the Social Sciences
Centre for Excellence in Learning and Teaching
telephone: 01772 891996/891997
email: HarrisHub@uclan.ac.uk

Foster Building
Forensic and Applied Sciences
Pharmacy and Biomedical Sciences
Psychology
Physical Sciences
telephone: 01772 891990/891991
email: FosterHub@uclan.ac.uk

Computing and Technology Building
Art, Design and Fashion
Computing
Journalism, Media and Performance
Engineering
telephone: 01772 891994/891995
email: CandTHub@uclan.ac.uk

Greenbank Building
Sport and Wellbeing
Lancashire School of Business and Enterprise
Business
telephone: 01772 891992/891993
email: GreenbankHub@uclan.ac.uk

Brook Building
Community, Health and Midwifery
Nursing
Health Sciences
Social Work, Care and Community
telephone: 01772 891992/891993
email: BrookHub@uclan.ac.uk

1.6 Communication

The University expects you to use your UCLan email address and check regularly for messages from staff. If you send us email messages from other addresses they risk being filtered out as potential spam and discarded unread.

Within the Lancashire School of Business and Enterprise, Academic and programme support staff will normally communicate with you using email. We will use your university address and you are expected to access your emails regularly. Module tutors will also use Blackboard, so you must ensure you access these areas regularly as well. The Course Leader and Module tutors have office hours which are published on the Blackboard module spaces and on signs on tutors' offices. It is wise to contact the staff member you need by email in the first instance to arrange an appointment.

In some circumstances the University will ring you and you should ensure that you keep the university up to date with any changes to your mobile phone numbers as necessary. Letters may be sent, if all other means of communication fail. These will be sent to your home address so you must also ensure your details are kept up to date too.

1.7 External Examiner

The University has appointed an External Examiner to your course who helps to ensure that the standards of your course are comparable to those provided at other higher education institutions in the UK. The name of this person, their position and home institution can be found below. If you wish to make contact with your External Examiner, you should do this through your Course Leader and not directly. External Examiner reports will be made available to you electronically. The School will also send a sample of student coursework to the external examiner(s) for external moderation purposes, once it has been marked and internally moderated by the course tutors. The sample will include work awarded the highest and lowest marks and awarded marks in the middle range.

The External Examiner for the BA HRM is Professor Ian Cunningham, Department of HRM, University of Strathclyde.

2. Structure of the course
2.1 Overall structure

Year 0 – Foundation
Introduction

The foundation entry year is designed for students who do not have the usual entry qualifications to directly join one of our main degree programmes. Foundation entry students are typically registered on a 4 or 5 year programme, linked to one of our 3 or 4 year Degree programmes in the Lancashire School of Business and Enterprise. i.e. the one in this handbook. The first year of this programme (or Year 0 as it is officially known) will prepare you to progress to a main degree programme on successful completion. Although you are registered on a particular programme, that you may have expressed an interest in upon application, you may switch to another appropriate programme during the course of your foundation year. Please speak to your academic adviser for further details.

Aims and Learning Outcomes of the Foundation Entry Programme

Aims

• To provide the opportunity to students who do not have the normal entry qualifications, to prepare for and progress to one of the Business and Management undergraduate degree programmes.

• To provide a broad and academically rigorous business education, in preparation for undergraduate study in the Business and Management fields.

• To develop the students' personal and interpersonal skills in preparation for study at HE level.

• To develop the students' employability and business skills

Learning Outcomes for the foundation year programme are detailed in the Programme Specification in Appendix 8.1

For students entering the programme on Year 0 the structure of the programme for that year is set out below.

Foundation Year

Managing Business Information (20) *Year long*	Skills for HE (20) *Year long*
Business Context (20) *Semester 1*	Introduction to Enterprise Skills (20) *Semester 2*

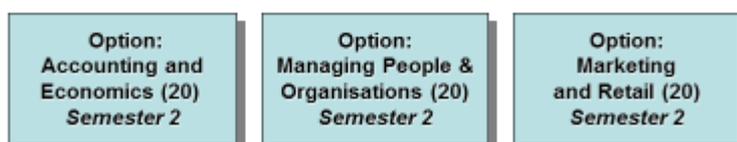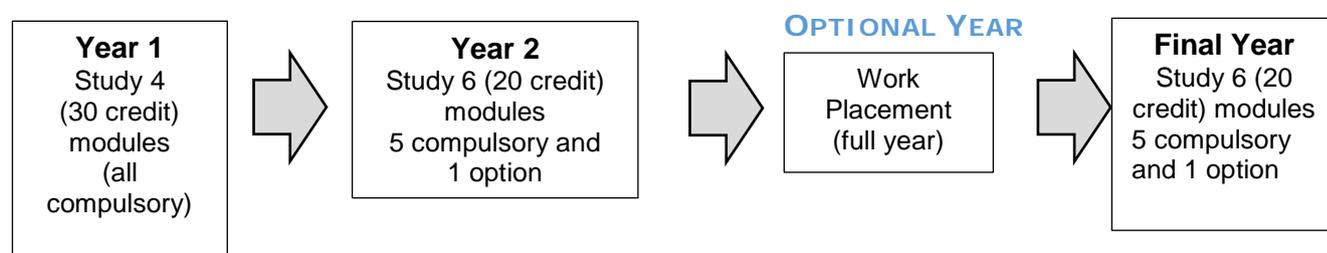## Choose 2 options

Option: Accounting and Economics (20) *Semester 2*	Option: Managing People & Organisations (20) *Semester 2*	Option: Marketing and Retail (20) *Semester 2*
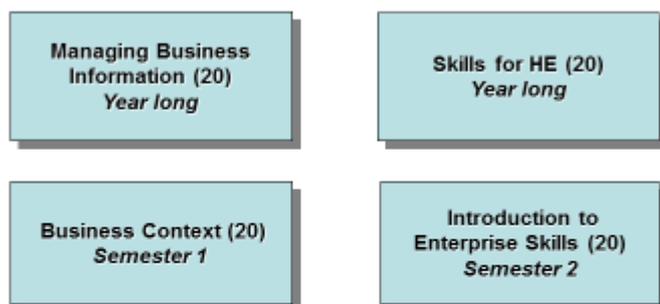
The year leader for Year 0 is Barry Marshall-Kalina (BGMarshall-kalina@uclan.ac.uk

BA (Hons) Human Resource Management

Year 1 Study 4 (30 credit) modules (all compulsory)	→	Year 2 Study 6 (20 credit) modules 5 compulsory and 1 option	→	OPTIONAL YEAR Work Placement (full year)	→	Final Year Study 6 (20 credit) modules 5 compulsory and 1 option

This course is designed as a full-time programme.

Students can choose to follow a full-time placement during the course. This normally takes place during Year 3 after successful completion of Year 2. Students who opt for the placement year are supported in their search by studying HR2009 Workplace Placement Preparation module during Year 2 and also by the University Careers Service. Placement opportunities are advertised through the Careers intranet and students are also actively encouraged to search for their own placement opportunity. The vast majority of placements are

paid. Students may undertake placements, internationally, nationally or regionally.

There are 16 modules and students study 4 x 30 credit modules in Year 1 and 6 x 20 credit modules in Years 2 and 3.

Progression from one year to the next is **dependent upon** successful completion of all the modules for that year.

It is **absolutely imperative** that students do register and study for the required number of modules each year. It is the responsibility of the student to ensure this is done.

Details of all compulsory modules and options are given in Section 2.2 Modules Available

In order to achieve the full award of BA (Hons) Human Resource Management, students must gain 360 credits. More details can be found in 2.3 Course Requirements.

Year 1- Level 4

Year 1 – Level 4

- **Certificate of Higher Education in HRM**

HR1005 Introduction to Business Functions (30 credits)

BU1006 The Business Environment (30 credits)

HR1007 Business and Management Project Essentials (30 credits)

HR1006 Foundations in Human Resource Management and Development Practice (30 credits)

    – Requires 120 credits at Level 4 or above

Year 2 – Level 5

HR2050 Managing Personnel and Human Resources (20 credits)

HR2015 Organisational Change at Work (20 credits)

HR2009 Workplace Placement Preparation (20 credits)

LW2011 Employment Law (20 credits)

HR2010 Research Methods (20 credits)

Plus 20 credits from other guided options (see section 2.2).

Year 3 (or 4 if taking placement) – Level 6

HR3026 Workplace Learning

HR3024 HRM in Context

HR3005 Employee Relations

HR3006 Performance and Reward Management

And one of the following: HR3053 Analysis of Management Issues; or BC3011 Management Report; or HR3993 HRM & Leadership Dissertation.

2.2 Modules available

Each module is a self-contained block of learning with defined aims, learning outcomes and assessment. A standard module is worth 20 credits. It equates to the learning activity expected from one sixth of a full-time undergraduate year. Modules may be developed as half or double modules with credit allocated up to a maximum of 120 credits per module. The Core and Option modules are given in the section below. More details about the modules can be found in the Course Area on Blackboard. Please note: optional modules may not be available every year and a student can only study these if they fit into their personal timetable.

Course Structure for Year 1

Year 1 consists of four year-long compulsory modules, each of 30 credit value at Level 4.

Compulsory modules

Module Code	Module Title	Credit Value
HR1005	Introduction to Business Functions	30
BU1006	The Business Environment	30
HR1007	Business and Management Project Essentials	30
HR1006	Foundations in Human Resource Management and Development Practice	30

Course Structure for Year 2

Compulsory modules

Module Code	Module Title	Credit Value
HR2009	Workplace Placement Preparation	20
HR2015	Organisational Change at Work	20
HR2050	Managing Personnel and Human Resources	20

HR2010	Research Methods	20
LW2011	Employment Law	20

Plus 20 credits from other guided options in consultation with a tutor. Options may include:

Module Code	Module Title	Credit Value
EC2102	Global Environment of Business	20
MK2003	Marketing Principles for Business	20
MD2219	Enterprise in Practice: Planning & Developing a Business Model	20
MD2048	Enterprise in Practice – Entrepreneurship & the Small Business	20
MG2008	Project and Operations Management	20

The university cannot guarantee that all these modules will run each year because this depends upon staffing and numbers wishing to undertake the module. Furthermore, modules can only be taken if they fit in with your personal timetable.

Course Structure for Final Year

Compulsory Modules

Module Code	Module Title	Credit Value
HR3026	Workplace Learning	20
HR3005	Employee Relations	20
HR3006	Performance and Reward Management	20
HR3024	HRM In Context	20
Plus one of the following:		
HR3993 or	HRM & Leadership Dissertation	20
BC3011 or	Management Report	20
HR3053	Analysis of Management Issues	20

Plus 20 credits of options from one of:

Module Code	Module Title	Credit Value
HR3406	Coaching and Mentoring	20
HR3034	Managing Consultancy Skills	20
HR3047	HRM in a Global Context	20

The university cannot guarantee that all these modules will run each year because this depends upon staffing and numbers wishing to undertake the module. Furthermore, modules can only be taken if they fit in with your personal timetable.

Compulsory Modules for Students on Work Placement Year

Module Code	Module Title	Credit Value
MD3000	Work Placement	120
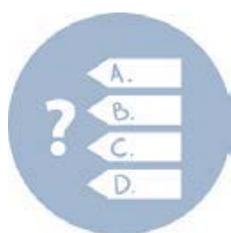
2.3 Course requirements

Compulsory modules are listed in Section 2 above. However, it is important to know that some of the modules, which have been accredited by the Chartered Institute of Personnel and Development (CIPD), the professional body for human resource practitioners, have an additional requirement for successful completion. These modules are HR2009, HR2050, HR2015 , HR3005, HR3006, HR3026, HR3024, HR3053. For successful completion of these modules, students must pass **both** assessments. The modules cannot be passed on an aggregated mark and they cannot be compensated.

2.4 Module Registration Options

Discussions about your progression through the course normally take place in February each year. It is an opportunity for you to make plans for your study

over the next academic year. The course team will tell you about the various modules/combinations available and you will both agree on the most appropriate (and legal) course of study for you.

At this stage you may wish to discuss your progress to date and where your specific strengths and weaknesses lie. This is an opportunity to identify and gain further advice on extra support available (if you have not already accessed this) to enable you to complete all modules to the best of your ability. In some cases this may involve discussions of moving onto a different programme of study following final assessments.

There will be an Attendance Board held mid-semester in both semester 1 and semester 2 and you will be advised if the Course Team has any concerns about your academic progress.

2.5 Study Time
2.5.1 Weekly timetable
A timetable will be available once you have enrolled on the programme, through the student portal.

2.5.2 Expected hours of study
20 credits is a standard module size and is equivalent to 200 notional learning hours – this includes attendance at UCLan and time spent in private study.

The normal amount of work in achieving a successful outcome to your studies is to study 10 hours per credit. This includes attendance to lectures, seminars and workshops and time spent in private study.

In a typical week in Year 1 you are expected to attend approximately twelve hours of classes. In addition to this you will be expected to spend time undertaking directed reading around your subject area, preparing for seminars, planning and organising group activities and researching for assignments. This will total approximately 18 hours per week (on average). You will be given guidance on these activities during your lectures and seminars. As already highlighted, the time commitment per module is heavy and makes up the equivalent of a normal

business week on average across the year. This is likely to increase in Years 2 and 3 as the work becomes increasingly challenging and you engage in a range of activities such as placement search.

For the work placement year or international study year these are typically of 36-48 weeks duration.

2.5.3 Attendance Requirements

You are required to attend all timetabled learning activities for each module. Notification of illness or exceptional requests for leave of absence must be made to: GreenbankHub@uclan.ac.uk.

It is important that you keep the Course Leader, and if appropriate, the relevant module leaders informed too.

If you are an international student from outside the EU and governed by the UK Border Agency (UKBA), Points Based System (PBS) - you MUST attend your course of study regularly; under PBS, UCLan is obliged to tell UKBA if you withdraw from a course, defer or suspend your studies, or if you fail to attend the course regularly.

If you have not gained the required authorisation for leave of absence, do not respond to communications from the University and if you are absent for four weeks or more, you may be deemed to have withdrawn from the course. If this is the case, then the date of withdrawal will be recorded as the last day of attendance.

You can monitor your attendance record through myUCLan.

You will be required to scan your university card every time you attend your session and so it is important that you keep the card with you at all times. Each time you are asked to enter your details on SAM for a lecture or seminar you must remember that the University has a responsibility to keep information up to date and that **you must only enter your own details on the system**. To enter any other names would result in inaccurate records and be dishonest. Any

student who is found to make false entries can be disciplined under the student guide to regulations.

If you have not gained the required authorisation for leave of absence, do not respond to communications from the University and if you are absent for four weeks or more, you may be deemed to have withdrawn from the course. If this is the case, then the date of withdrawal will be recorded as the last day of attendance.

3. Approaches to teaching and learning

3.1 Learning and teaching methods

Becoming a good HR professional or manager requires a balance of skill, knowledge and know-how, the requirements for which will change throughout your career. The methods of teaching on learning on this programme have been designed to encourage development of the foundational knowledge and skills you will require. Chief among these are the ability to initiate and develop plans to maximise learning opportunities from many quarters and know when and how to source, evaluate, and apply new knowledge and information.

Students will engage with a variety of material through lectures, self-directed study and individual and group research tasks to build core knowledge and practice essential skills. Your module tutor may require you to prepare for each of their sessions, in advance and this is likely to include reading or research. Although slides and handouts will be provided through the Blackboard space, these will not comprise the sum total of the knowledge you need for success on the programme. Through the assessment strategy for each module, you will be tested on your development at each step of the way, and on the knowledge and skills you have acquired.

Where possible, external practitioners may be invited to address your group about the challenges they face in an organisational context, and you will be encouraged to participate in the HR community through the CIPD website and social media, and attending local CIPD branch meetings.

You will have the opportunity to apply your knowledge and skill in the timetabled sessions through critical group discussions, debate, role plays and presentations.

You will be directed to materials through the various module spaces on Blackboard, engage in discussion with peers through online discussion and provision will be made for you to capture your learning in a reflective log through the Blackboard spaces. (This is an essential part of your learning and development as a practitioner.)

3.2 Study skills

You are offered support in the development of study skills in a variety of ways. All modules in Year One will include relevant guidance and advice on subject specific study skills. Across Year One, this will include guidance on skills including essay and reporting writing, referencing, note taking, presentation skills, etc. In addition, student study support is offered through WISER, and the Learning Information Service (LIS):

WISER
https://portal.uclan.ac.uk/webapps/portal/frameset.jsp?tab_tab_group_id=_33_1
LIS
https://portal.uclan.ac.uk/webapps/portal/frameset.jsp?tab_tab_group_id=_25_1

3.3 Learning resources
3.3.1 Learning Information Services (LIS)
Extensive resources are available to support your studies provided by LIS – library and IT staff. Take advantage of the free training sessions designed to enable you to gain all the skills you need for your research and study.

The Library, situated on Peter Street, also hosts a range of sources that can be accessed by students electronically. The Library webpage is:
http://www.uclan.ac.uk/students/study/library/index.php
This link will direct you to all you need to know about the Library, its opening hours, and how to get the best from it. You will also find up to date information about the Library opening times, and you should note that there are different times for term and vacations, although these restrictions will not apply to access to the electronic resources held by the Library.

The Lancashire School of Business and Enterprise has a dedicated service from LIS; the link to their webpages is:

http://www.uclan.ac.uk/students/study/library/business_management_guide.php

The subject librarians is:

Jane Bruney: jbruney@uclan.ac.uk

The subject librarian is keen to support you in your studies and will direct you to the many facilities that library offers to help support you.

3.3.2 Electronic Resources

LIS provide access to a wide range of electronic resources – e-journals and databases, e-books, images and texts. Some resources you will be directed towards by your tutors, however, you will be expected to source material yourself, read it, and use it in classes and assignments. There are other quality sources that you may consult, and these include the websites for the Chartered Institute of Personnel and Development (www.cipd.co.uk), the Advisory, Conciliation and Advisory Service (ACAS www.acas.org.uk).

3.4 Personal development planning

Students will be encouraged to undertake personal and professional development planning for which the approach to CPD (Continuing Professional Development) used by the professional body, the Chartered Institute of Personnel and Development (CIPD) will be encouraged. The content will include elements of the professional and behavioural aspects the CIPD looks for in practitioners. This process will begin at the start of the programme and continue throughout in order to promote professional identity and the appropriate mind-sets useful to practitioners and their organisations. Some of the personal and professional development planning is assessed.

3.5 Preparing for your career

Your future is important to us, so to make sure that you achieve your full potential whilst at university and beyond, your course has been designed with employability learning integrated into it. This is not extra to your degree, but an important part of it which will help you to show future employers just how valuable your degree is. These "Employability

Essentials" take you on a journey of development that will help you to write your own personal story of your time at university:

- To begin with, you will explore your identity, your likes and dislikes, the things that are important to you and what you want to get out of life.
- Later, you will investigate a range of options including jobs and work experience, postgraduate study and self- employment,
- You will then be ready to learn how to successfully tackle the recruitment process.

You will be able to record your journey using Pebblepad, the university's e-portfolio system, which will leave you with a permanent record of all the fantastic things you have achieved during your time at UCLan. You may also record your personal learning on the online learning journals which some module spaces have integrated with them. Capturing personal learning for taking future action is an important skill and habit to develop and will stand you in good stead as you develop your career beyond university.

It's your future: take charge of it!

Careers offers a range of support for you including:-
- career and employability advice and guidance appointments
- support to find work placements, internships, voluntary opportunities, part-time employment and live projects
- workshops, seminars, modules, certificates and events to develop your skills

A daily drop in service is available between 09:00-17:00 for CV checks and initial careers information. For more information come along and visit the team (in Foster building near the main entrance) or access our careers and employability resources via the Student Portal. The CIPD website is also a good source of information for people interested in pursuing careers in the field.

As students develop their knowledge and understanding of practice, the teaching and learning strategies will promote the development of a range of skills and behavioural competencies, which are encouraged by the profession, and which are transferable and promote employability; these include research skills,

strategic awareness, analysis and synthesis, all forms of communication skills, self-awareness and self-efficacy.

4. Student Support

All academic staff will reserve time each week in order to see and support individual students: this is known as Academic Support Hours, and if you need to see a module tutor, then check from the relevant Blackboard space how best to access that tutor. If the matter relates to the programme as a whole, or personal matters which are affecting your study, you should contact the Course Leader who is responsible for supporting students, offering guidance and managing student conduct on the programme. If you require support on personal and academic matters e-mail Dr Douglas Martin (wdmmartin@uclan.ac.uk).

4.1 Academic Advisors
The Academic Advisor is a key person to help you with your personal development, including developing skills in self-awareness, reflection and action planning, and other forms of academic support. You will be assigned an Academic Advisor who will make regular contact with you.   If however you require academic support that cannot be discussed with your Module Tutors, then please contact Dr Douglas Martin, , (WDMMartin@uclan.ac.uk) so that a mutually acceptable time can be set aside.

Students should be prepared for these encounters by indicating the steps they have taken to resolve the issue (see the information under 4.2), and a willingness to learn.

4.2 Students with disabilities
If you have a disability that may affect your studies, please either contact the Disability Advisory Service - disability@uclan.ac.uk - or let one of the course team know as soon as possible. With your agreement information will be passed on to the Disability Advisory Service. The University will make reasonable adjustments to accommodate your needs and to provide appropriate support for you to complete your study successfully. Where necessary, you will be asked for evidence to help identify appropriate adjustments.

Assessment arrangements for students with a disability

Arrangements are made for students who have a disability/learning difficulty for which valid supporting evidence can be made available. Contact the Disability Adviser for advice and information, disability@uclan.ac.uk

Within the Lancashire School of Business and Enterprise the Academic Lead for students with disabilities is Angela Mackenzie. Angela's email address is AMMackenzie@uclan.ac.uk if you wish to contact her for further advice/support. Angela is based in Greenbank129.

4.3 Students' Union

The Students' Union offers thousands of volunteering opportunities ranging from representative to other leadership roles. We also advertise paid work and employ student staff on a variety of roles. You can find out more information on our website:
http://www.uclansu.co.uk/

5. Assessment

Please note that all modules will be assessed. You are expected to attempt all required assessments for each module for which you are registered, and to do so at the times scheduled unless authorised extensions, special arrangements for disability, or extenuating circumstances which allow you to defer your assessment, have alternative arrangements
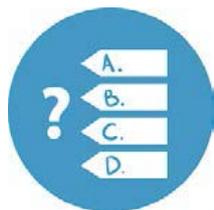
5.1 Assessment Strategy

In order to achieve the aims of the programme, a range of learning outcomes have been devised to test your Knowledge and Understanding, and a range of thinking and employability skills such as communication, using information, personal efficacy and digital literacy. As a result, assessment is an important element in your learning journey and each assessment you undertake aims to test both your understanding and knowledge of the material, and your ability to apply that knowledge to different circumstances. The learning to be gained from the feedback given is as important as the preparation you undertake for the assessment, and students are expected to build upon the feedback given with each assessment with a view to taking action to improve. This is part of building the skills of an effective learner and is a skill for life.

Each learning outcome of the course is assessed across the range of modules you will undertake, usually at the end of a module. There is scope for modules to have more formative work or more summative work to be assessed as befits the module. Most modules are assessed by course work, but some modules have examinations at the end of semesters; some may have time-constrained assessments during semester. Course work can range from individual written essays or reports, and group work (presentations and/or online discussions).

Please note that Modules recognised by the CIPD have a stipulation that both elements must be attempted and passed for the module to be considered passed. For the other modules, marks may be averaged so that you may achieve an overall pass mark for the module. The Module Information Packs and assessment briefing sheets will clearly state the position. On the Programme Specification included in this Handbook, modules listed as C (Core) are those modules recognised by the CIPD.

4.3 Students Union

The Students' Union offers thousands of volunteering opportunities ranging from representative to other leadership roles. We also advertise paid work and employ student staff on a variety of roles. You can find out more information on our website: http://www.uclansu.co.uk/

5.2 Notification of assignments and examination arrangements

Students will be notified about the requirements for **all** assessments (coursework and examinations) through the course and module spaces on Blackboard.

Module leaders will also discuss the arrangements and requirements for all assessments in the Module Information Packs (MIPs) and Assessment Briefs. Assessment briefs may be contained within the MIP or published separately (for example, on Blackboard). Students are advised to take note of any special or separate communication from individual module leaders as announcements by e.g. e-mail or in lectures. Assessments will always be notified in writing.

Short Tests and Examinations may be set within the semester or at the end of a semester/year and students should ensure that they are fully aware of when and where these are.

Assessed written course work is usually submitted by a particular time and on a particular day, through the Turnitin portal on the relevant module space on Blackboard. Submission after the deadline date will be regarded as late unless specific arrangements have been made (for further details see below). You will be required to include a declaration on the front cover of the assignment to indicate that this work is entirely your own; the precise wording will be given in the MIP (see below). Assignments are marked anonymously where the assignment format and content allows, and therefore your front cover should include only your student number, the name of the assignment and module, and the declaration as indicated above.

General assessment criteria and each assessment will have particular criteria specified in the assessment brief. This will be published either as part of the Module Information Pack, or as a separate assessment document.

5.3 Referencing

It is important when writing in assessed work that you adopt the correct academic style used at the University. This may be very different from what you are used to from pre-degree study and especially if you are an international student. The following is given as a brief review of this important area.

The most important point to remember is that you are expected to write in your own words, but reference the source you have drawn upon both as you write within the text and in the reference list at the end of your work.

It is a common misunderstanding that it is all right to use your sources' words so long as you give the source, however, this is poor academic practice and is not acceptable. Generally you should not use words directly from your source and if you do you must identify this as such by putting the words exactly as originally written and within quotation marks. These should be short and form a very minor part of the overall work that you present. You are expected to build arguments not from uncorroborated opinion but from your understanding and application of

the sources, using these as evidence to build up your points and citing their work i.e. giving references to them as the original source, but using your own words.

You are required to use the Harvard system of referencing when you write. You cite the short reference within your text of author, date and page and given the full reference in a listing at the end of your work. See the School's guide to standard referencing:

https://v3.pebblepad.co.uk/v3portfolio/uclan/Asset/View/Gm3mmGk6sM3RgHZnjGfh7mm6pM

Writing in the correct style is very important and not doing so is often the cause of plagiarism which is contrary to the University regulations and carries severe penalties. For a fuller explanation, see section 5.7.

5.4 Confidential material

During the course of your study, it is possible that you may have access to confidential information, for example, on placement, in completing your dissertation, undertaking a live project, etc. Please remember that it is your ethical and legal responsibility to respect confidentiality and maintain the anonymity of individuals and organisations within your assignments. If you need further guidance on these issues you should contact the relevant Module Tutor or your Course Leader.

5.5 Cheating, plagiarism, collusion or re-presentation

Please refer to the information included in section 6.6 of the University Student Handbook for full definitions. The University uses an online Assessment Tool called Turnitin. A pseudo-Turnitin assignment will be set up using the School space on Blackboard to allow students to check as many drafts as the system allows before their final submission to the 'official' Turnitin assignment. Students are required to self-submit their own assignment on Turnitin and will be given access to the Originality Reports arising from each submission. In operating Turnitin, Schools must take steps to ensure that the University's requirement for all summative assessment to be marked anonymously is not undermined and therefore Turnitin reports should either be anonymised or considered separately from marking.

Turnitin may also be used to assist with plagiarism detection and collusion, where there is suspicion about individual piece(s) of work.

Most written assignments are submitted electronically, and you are required to include a declaration on the first sheet indicating that individual work submitted for an assessment is your own.

If you attempt to influence the standard of the award you obtain through cheating, plagiarism or collusion, it will be considered as a serious academic and disciplinary offence as described within the Academic Regulations and the Assessment Handbook .

- Cheating is any deliberate attempt to deceive and covers a range of offences described in the Assessment Handbook.
- Plagiarism describes copying from the works of another person without suitably attributing the published or unpublished works of others. This means that all quotations, ideas, opinions, music and images should be acknowledged and referenced within your assignments.
- Collusion is an attempt to deceive the examiners by disguising the true authorship of an assignment by copying, or imitating in close detail another student's work - this includes with the other student's consent and also when 2 or more students divide the elements of an assignment amongst themselves and copy one another's answers. It does not include the normal situation in which you learn from your peers and share ideas, as this generates the knowledge and understanding necessary for each individual to independently undertake an assignment; nor should it be confused with group work on an assignment which is specifically authorised in the assignment brief.
- Re-presentation is an attempt to gain credit twice for the same piece of work.

As noted earlier in section 5.2, most assignments are submitted electronically through Turnitin on the module space of Blackboard and your Module Tutor will show you where this is. TurnItIn is a useful way for students to check the

originality of their work **before** the submission date so that amendments can be made, and therefore this tool is a useful addition to your learning.

The process of investigation and penalties which will be applied can be reviewed in the Assessment Handbook. If an allegation is found to be proven then the appropriate penalty will be implemented:

In the case of a single offence of cheating, plagiarism, collusion or re-presentation:

- the penalty will be 0% for the element of assessment, and an overall fail for the module.
- the plagiarised element of assessment must be resubmitted to the required standard, and
- the mark for the module following resubmission will be restricted to the minimum pass mark

When plagiarism is detected for the first time on a resubmission for an already failed module, no further resubmission for the module will be permitted, and the appropriate fail grade will be awarded.

In the event of a repeat offence of cheating, plagiarism, collusion or re-presentation (irrespective of whether the repeat offence involves the same form of unfair means) on the same or any other module within the course:

- the appropriate penalty will be 0% for the module with no opportunity for re-assessment. This penalty does not preclude your being able to retake the module in a subsequent year.

The penalties will apply if you transfer from one UCLan course to another during your period of study and module credits gained on the former course are transferred to the current course.

Contact the [Students' Union Advice and Representation Centre](#) by emailing: suadvice@uclan.ac.uk for support and guidance.

Appeals against assessment board decisions

If you consider that you have a reason to appeal against an assessment board decision, please bear in mind that your reasons must fall within the grounds specified in the University Academic Regulations: Section I. You cannot appeal simply because you disagree with the mark given. The specified grounds for appeal are:

1. that an Assessment Board has given insufficient weight to extenuating circumstances;

2. that the student's academic performance has been adversely affected by extenuating circumstances which the student has, **for good reason**, been unable to make known to the Assessment Board;

3. that there has been a material administrative error at a stage of the examining process, or that some material irregularities have occurred;

4. that the assessment procedure and/or examinations have not been conducted in accordance with the approved regulations.

If you want to appeal, then you must do so within 14 days of your results being published. The onus is on you to find out your results and submit your appeal on time. Contact the Students' Union Advice and Representation Centre by emailing: suadvice@uclan.ac.uk for support and guidance.

Results are published formally in line with the dates set out on the academic calendar for the year. This is the link:

https://www.uclan.ac.uk/students/study/academic_calendar.php

6. Classification of Awards

The University publishes the principles underpinning the way in which awards and results are decided in Academic Regulations. Decisions about the overall classification of awards are made by Assessment Boards through the application of the academic and relevant course regulations.

7. Student Feedback

You can play an important part in the process of improving the quality of this course through the feedback you give. In addition to the on-going discussion with the course team throughout the year, there are a range of mechanisms for you to feedback about your experience of teaching and learning. We aim to respond to your feedback and let you know of our plans for improvement.

The Students Union can support you in voicing your opinion, provide on-going advice and support, and encourage your involvement in all feedback opportunities. They will be requesting that you complete the National Student Survey (during semester 2 for students in their final year of study) or the UCLan Student Survey (all other students).

The Students' Union and University work closely together to ensure that the student voice is heard in all matters of student-life. We encourage students to provide constructive feedback throughout their time at university, through course reps, surveys and any other appropriate means.

The Union's Student Affairs Committee (SAC), members of Students' Council and School Presidents each have particular representative responsibilities, and are involved with decision making committees as high as the University Board. Therefore it is very important students engage with the democratic processes of the Students' Union and elect the students they see as most able to represent them.

As a student your feedback is essential to inform the Course Team of your views about modules, the course as a whole and the University facilities. There are opportunities to do so personally in dialogue with Module Tutors and the Course Leader throughout the year. Other opportunities for students to voice opinions include Staff/Student Liaison Committee (SSLC) meetings (one per semester), completion of Module Evaluation Questionnaires and informal discussion in classes with whole groups.

7.1 Student Staff Liaison Committee meetings (SSLCs)

Details of the Protocol for the operation of SSLCs is included in section 8.2 of the University Student Handbook. The purpose of a SSLC meeting is to provide the opportunity for course representatives to feedback to staff about the course, the overall student experience and to inform developments which will improve future courses. These meetings are normally scheduled once per semester.

Meetings will be facilitated using guidelines and a record of the meeting will be provided with any decisions and / or responses made and / or actions taken as a result of the discussions held. The meetings include discussion of items forwarded by course representatives, normally related to the following agenda items (dependent on time of year).

The course team encourages student feedback in all areas and recognise that additional items for discussion may also be raised at the meeting

- Update on actions completed since the last meeting
- Feedback about the previous year – discussion of external examiner's report; outcomes of National /UCLan student surveys.
- Review of enrolment / induction experience;
- Course organisation and management (from each individual year group, and the course overall);
- Experience of modules - teaching, assessment, feedback;
- Experience of academic support which may include e.g. Personal Development Planning, academic advisor arrangements;
- Other aspects of University life relevant to student experience e.g. learning resources, IT, library;
- Any other issues raised by students or staff.

In your first few weeks at University, the Students' Union will come to classes and facilitate the process of choosing course representatives. At this session, students will be asked to nominate students who they would like to be represented by. Depending on how many are nominated, an election may take place and those individuals with the highest votes will be asked to take on the role. Course Representatives receive training for the role by the Student Union. Students are

informed, by email, of the meetings by the Course Leader and/or Programme Administrator. Feedback on any actions taken are communicated to the Course Representatives via email once discussions with all parties have taken place. They are also highlighted at the next SSLM meeting. The Minutes will be published on the Course area of Blackboard.

A course representative is a student who represents their fellow students' views and opinions to the course team, school, university and students' union. Course representatives work proactively and diplomatically to improve the academic and non-academic experiences of students.

The role of a course representative is extremely beneficial to both students on your course and the university. It enables students to have ownership of their student experience and voice their opinions and share positive practice with the course team, primarily the Student Staff Liaison Committee Meetings (see below).

Course representatives will be elected every year either in April or September. Alongside receiving recognition, support and respect being a course representative is a great opportunity to enhance your employability skills. If you are interested in becoming a course representative and wish to find out more about the role visit the Students' Union website or by emailing: coursereps@uclan.ac.uk.

School Presidents meanwhile are annually elected representatives who voice the opinions of students within each school. They communicate and engage with students in their school to gain feedback and work in partnership with senior management to create positive change. They are also trained to support and signpost course representatives where needed. If you wish to find out who is your School President or more about the role visit the **Students' Union website** or email: **coursereps@uclan.ac.uk.**

UNIVERSITY OF CENTRAL LANCASHIRE

Programme Specification

This Programme 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.

Sources of information on the programme can be found in Section 17

1.	**Awarding Institution / Body**	University of Central Lancashire
2.	**Teaching Institution and Location of Delivery**	University of Central Lancashire, Preston Campus
3.	**University School/Centre**	Lancashire School of Business and Enterprise
4.	**External Accreditation**	Chartered Institute of Personnel and Development (CIPD)
5.	**Title of Final Award**	BA (Hons) Human Resource Management BA (Hons) Human Resource Management with placement
6.	**Modes of Attendance offered**	Full-time (three years) Full-time with placement (four years)

7. UCAS Code	NN66	
8. Relevant Subject Benchmarking Group(s)	Business & Management	
9. Other external influences	CIPD	
10. Date of production/revision of this form	May 2017	

11. Aims of the Programme

- To provide an in depth and professionally relevant Bachelors programme for students desiring to develop their careers in the human resource management and development profession
- To prepare students to build the necessary portfolio of knowledge and skills so that they will be able to undertake further study leading to membership of the professional body, the Chartered Institute of Personnel and Development and enable them to perform an organisational role at an entry level for the profession
- To equip graduates of the programme with the operational skills and behaviours required by human resource management and development practitioners though a curriculum that combines rigorous academic study, skills development and application.
- To produce graduates who understand wider social, business, commercial and organisational factors and to equip them to be able to utilise this knowledge to support the roles which HR professionals undertake.
- **Work Placement:**

To offer an opportunity to undertake a placement and introduction to human resource management practice by means of a practical/development period.

- To encourage students to integrate their academic studies with their practical experience of human resource management

12. Learning Outcomes, Teaching, Learning and Assessment Methods

A. Knowledge and Understanding

A1. Explain and evaluate the external environment and internal aspects, functions and processes of organisations and the relationships of these to HRM and HR professionals

A2. Explain and evaluate theories, models and frameworks to critically evaluate the meaning, process and practice of human resource management

A3. Apply theoretical concepts of self-awareness, personal reflection and continuing professional development.

A4. Critically assess the objectives and perspectives of key internal and external organisational stakeholders.

A5. Evaluate trends and patterns that affect the practice of human resource management and development and identify good practice

Teaching and Learning Methods

Lectures, small group work and plenary sessions, self-directed study, individual reflection, individual and team presentations, research tasks.

Assessment methods

Essays, reports, unseen assessment (e.g. examination).

B. Subject-specific skills

 B1. Explain the role and nature of human resource management and development and be able to articulate the wider contribution that HRM makes in organisations and in society

B2. Identify and apply a range of business and management theories, models and perspectives to analyse human resource management and development

B3. Develop practical competencies in relation to managing and developing people at work

B4. Explain the role that human resource management and development plays in promoting and embedding change

Teaching and Learning Methods

Lectures, small group work and plenary sessions, practical workshops, critical discussion (classroom and on line) and evaluation, visiting speakers, individual reflection, and presentations.

Assessment methods

Essays, reports, presentations, skills assignments, portfolio

C. Thinking Skills

C1. Select, collate, analyse and synthesise information from a range of sources to effectively analyse business needs and issues, anticipating objections and preparing responses

C2. Be able to evaluate and apply problem-solving tools, techniques and processes specific to the management of human resources.

C3.Plan and conduct individual research projects and effectively communicate the outcomes.

C4. Effectively evaluate the appropriateness and potential value of concepts, models, paradigms and ideologies to the understanding and management of people at work

Teaching and Learning Methods

Lectures, small group work and plenary sessions, self-directed study, individual reflection, individual and team presentations, and critical discussions (classroom and online)

Assessment methods

Essays, presentations, case study analysis, critical account of learning and Continuing Professional Development

D. Other skills relevant to employability and personal development

D1. Communicate effectively using verbal and non-verbal communication skills and making use of appropriate information technologies

D2. Collate, evaluate and transfer information, including numerical and statistical information.

D3. Identify how to gain support and commitment from others and be able to influence and persuade them.

D4. Systematically seek to improve performance and professional development through periodic reflection.

D5. Prioritise tasks and work schedules and manage self in terms of time, planning, motivation and individual initiative

D6. Develop a professional & ethical approach to HRM/HRD practice in organisations.

D7. Perform effectively within a team environment including; building, developing and leading teams, problem solving skills

Teaching and Learning Methods
Lectures, small group work and plenary sessions, self-directed study, individual reflection, individual and team presentations, research tasks.
Assessment methods
Reports, essays and presentations.

13. Programme Structures*				14. Awards and Credits*
Level	Module Code	Module Title	Credit rating	
Level 6	HR3026	Learning and Development	20	**Bachelor HRM Honours Degree**
	HR3024	Evaluating Human Resource Management	20	Requires 360 credits including a minimum of 220 at Level 5 or above and 100 at Level 6
	HR3005	Employee Relations	20	**Bachelor HRM Degree without honours**
	HR3006	Performance and Reward Management	20	Requires 320 credits including a minimum of 180 at Level 5 or above and 60 at Level 6
		and one of the following:		
	HR3053	Analysis of Management Issues; or	20	Work placement route requires successful completion of BC3000 which has a notional credit rating of 120 credits.
	BC3011	Management Report; or	20	
	HR3993	HRM & Leadership Dissertation	20	
	Options	Plus 20 credits from **one** of the following:		

	HR3034	Managing Consultancy Skills	20	
	HR3406	Coaching and Mentoring	20	
	HR3047	HRM in a Global Context	20	
	MD3004	Work Placement	120	
Level 5	HR2050	Managing Personnel and Human Resources	20	**Diploma of Higher Education in HRM**
	HR2015	Work and Organisational Change	20	Requires 240 credits including a minimum of100 at Level 5 or above
	HR2009	Work Placement Preparation	20	
	HR2010	Research Methods	20	
	LW2011	Employment Law	20	
	Options	Plus 20 credits from other guided options in consultation with a tutor. Options may include:		
	MG2008	Project and Operations Management		

	EC2102	The Global Environment of Business		
	MK2003	Marketing Principles for Business		
	MD2219	Enterprise in Practice: Planning & Developing a Business Model		
	MD2050	Enterprise in Practice – Entrepreneurship & the Small Business		
Level 4	HR1005	Introduction to Business Functions	30	**Certificate of Higher Education**
	BU1006	The Business Environment	30	Requires 120 credits at Level 4 or above
	HR1007	Business and Management Project Essentials	30	
	HR1006	Foundations in Human Resource Management and Development Practice	30	

15. Personal Development Planning

Students will be encouraged to undertake personal and professional development planning for which the approach to CPD (Continuing Professional Development) used by the professional body, the Chartered Institute of Personnel and Development (CIPD) will be encouraged. The content will include elements of the professional and behavioural aspects the CIPD looks for in practitioners. This process will begin at the start of the programme and continue throughout in order to promote professional identity and the appropriate mind-sets useful to practitioners and their organisations. Some of the personal and professional development planning is assessed.

16. Admissions criteria

Full- Time Students entering at Level 4

The University's minimum standard entry requirements for degree level study is a 12 unit profile, made up from one of the following:

At least two A2 level subjects including

One A2 level subject plus one single award Advanced VCE

One double or two single award(s) Advanced VCE

Other acceptable qualifications include:

Scottish Certificate of Education Higher Grade

Irish Leaving Certificate Higher Grade

International Baccalaureate

BTEC National Certificate/Diploma

Kite marked Access Course

Applications from individuals with non-standard qualifications, relevant work or life experience and who can demonstrate the ability to cope with and benefit from degree-level studies are welcome and these applicants will be interviewed. If applicants have not studied recently they may need to undertake an Access programme first.

17. Key sources of information about the programme
• UCLan website: http://www.uclan.ac.uk/courses/ba_hons_business_and_management.php
• Course handbook available online: www.uclan.ac.uk
• Open Days and Applicant Days
• Information about the School of Management: http://www.uclan.ac.uk/schools/management/
• Course Factsheet

Section 18. Curriculum Skills Map

Please tick in the relevant boxes where individual Programme Learning Outcomes are being assessed

Level	Module Code	Module Title	Core (C), Compulsory (COMP) or Option (O)	Programme Learning Outcomes			
				Knowledge and understanding	Subject-specific Skills	Thinking Skills	Other skills relevant to employability and personal development

				A1	A2	A3	A4	A5	B1	B2	B3	B4	C1	C2	C3	C4	D1	D2	D3	D4	D5	D6	D7
LEVEL 6																							
																						✓	✓
	HR3026	Learning and Development	C	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓						

Code	Title	Type	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
HR3024	Evaluating Human Resource Management	C	✓	✓		✓	✓	✓			✓	✓	✓		✓	✓	✓	✓						
HR3005	Employee Relations	C	✓	✓		✓	✓	✓		✓	✓	✓	✓		✓	✓						✓		
HR3006	Performance and Reward Management	C	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓		✓	✓						✓		
HR3034	Managing Consultancy Skills	O				✓			✓		✓	✓	✓	✓	✓	✓	✓							✓
	Must do either HR3993, or BC3011 or HR3056																							
HR3993	Dissertation	C	✓	✓		✓	✓	✓	✓			✓		✓	✓	✓	✓		✓	✓	✓			
BC3011	Management Report	C	✓	✓		✓	✓	✓	✓			✓		✓	✓	✓	✓			✓				
HR3053	Analysis of Management Issues	C	✓	✓		✓	✓	✓	✓		✓	✓		✓	✓	✓	✓			✓				✓
HR3406	Coaching and Mentoring	O	✓	✓	✓	✓				✓	✓					✓		✓	✓			✓	✓	
HR3047	HRM in a Global Context	O	✓	✓		✓		✓	✓		✓					✓		✓				✓	✓	

Level	Code	Module	Core/Option	C1	C2	C3	C4	C5	C6	C7	C8	C9	C10	C11	C12	C13	C14	C15	C16	C17	C18	C19	C20
	MD3004	Work Placement (C for sandwich route only)	C	✓	✓	✓	✓			✓			✓	✓	✓	✓	✓	✓	✓	✓		✓	
LEVEL 5	HR2050	Managing Personnel and Human Resources	C	✓	✓			✓	✓	✓	✓	✓		✓		✓	✓						✓
	HR2015	Work and Organisational Change	C	✓			✓	✓				✓		✓	✓	✓	✓						
	HR2010	Research Methods	Comp											✓		✓	✓		✓				
	HR2009	Work Placement Preparation	C		✓												✓				✓	✓	
	LW2011	Employment Law	Comp	✓							✓			✓			✓						
	MD2219	Enterprise in Practice: planning and developing a business model	O				✓									✓	✓					✓	
	MD2050	Enterprise in Practice: Entrepreneurship and the small business	O				✓					✓				✓	✓						
	MG2008	Project & Operations Management	O				✓							✓		✓	✓	✓					

Level	Code	Module Title	Status	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
	EC2102	The Global Environment of Business	O				✓													✓			
	MK2003	Marketing Principles for Business	O				✓										✓	✓					
	CD2201	Enterprise Skills for Starting a Business	O											✓				✓			✓		✓
LEVEL 4	HR1005	Introductions to Business Functions	Comp	✓			✓	✓		✓		✓					✓	✓					
	BU1006	The Business Environment	Comp	✓			✓								✓		✓	✓		✓			✓
	HR1007	Business and Management Project Essentials	Comp				✓			✓				✓	✓	✓	✓	✓					
	HR1006	Foundations of Human Resource Management and Development Practice	Comp	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Note: *Mapping to other external frameworks, e.g. professional/statutory bodies, will be included within Student Course Handbooks*

19. LEARNING OUTCOMES FOR EXIT AWARDS:

For **each exit award available**, list learning outcomes relating to the knowledge and understanding, subject specific skills, thinking, other skills relevant to employability and personal development that a typical student might be expected to gain as a result of successfully completing each level of a course of study.

Learning outcomes for the award of: Certificate of Higher Education

A1. Explain and evaluate the external environment and internal aspects, functions and processes of organisations and the relationships of these to HRM and HR professionals

A2. Explain and evaluate theories, models and frameworks to critically evaluate the meaning, process and practice of human resource management

A3. Apply theoretical concepts of self-awareness, personal reflection and continuing professional development.

A4. Critically assess the objectives and perspectives of key internal and external organisational stakeholders.

B2. Identify and apply a range of business and management theories, models and perspectives to analyse human resource management and development

B4. Explain the role that human resource management and development plays in promoting and embedding change

C2. Be able to evaluate and apply problem-solving tools, techniques and processes specific to the management of human resources.

C3.Plan and conduct individual research projects and effectively communicate the outcomes

D1. Communicate effectively using verbal and non-verbal communication skills and making use of appropriate information technologies

D2. Collate, evaluate and transfer information, including numerical and statistical information.

D3. Identify how to gain support and commitment from others and be able to influence and persuade them.

D4. Systematically seek to improve performance and professional development through periodic reflection.

D5. Be able to prioritise tasks and work schedules and manage self in terms of time, planning, motivation and individual initiative

D6. Develop a professional & ethical approach to HRM/HRD practice in organisations.

D7. Perform effectively within a team environment including; building, developing and leading teams, problem solving skills

Learning outcomes for the award of: Diploma of Higher Education in HRM

A1. Explain and evaluate the external environment and internal aspects, functions and processes of organisations and the relationships of these to HRM and HR professionals

A2. Explain and evaluate theories, models and frameworks to critically evaluate the meaning, process and practice of human resource management

A3. Apply theoretical concepts of self-awareness, personal reflection and continuing professional development.

A4. Critically assess the objectives and perspectives of key internal and external organisational stakeholders.

A5. Evaluate trends and patterns that affect the practice of human resource management and development and identify good practice

B1.Explain the role and nature of human resource management and development and be able to articulate the wider contribution that HRM makes in organisations and in society

B2. Identify and apply a range of business and management theories, models and perspectives to analyse human resource management and development

B3. Develop practical competencies in relation to managing and developing people at work

B4. Explain the role that human resource management and development plays in promoting and embedding change

C1. Select, collate, analyse and synthesise information from a range of sources to effectively analyse business needs and issues, anticipating objections and preparing responses

C2. Be able to evaluate and apply problem-solving tools, techniques and processes specific to the management of human resources.

C3.Plan and conduct individual research projects and effectively communicate the outcomes.

C4. Effectively evaluate the appropriateness and potential value of concepts, models, paradigms and ideologies to the understanding and management of people at work

D1. Communicate effectively using verbal and non-verbal communication skills and making use of appropriate information technologies

D2. Collate, evaluate and transfer information, including numerical and statistical information.

D3. Identify how to gain support and commitment from others and be able to influence and persuade them.

D4. Systematically seek to improve performance and professional development through periodic reflection.

D5. Be able to prioritise tasks and work schedules and manage self in terms of time, planning, motivation and individual initiative

D6. Develop a professional & ethical approach to HRM/HRD practice in organisations.

D7. Perform effectively within a team environment including; building, developing and leading teams, problem solving skills

Programme Specification

UNIVERSITY OF CENTRAL LANCASHIRE	

Programme Specification

This Programme 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.

Sources of information on the programme can be found in Section 17

1.	**Awarding Institution / Body**	University of Central Lancashire
2.	**Teaching Institution and Location of Delivery**	University of Central Lancashire
3.	**University Department/Centre**	Lancashire School of Business and Enterprise
4.	**External Accreditation**	N/A
5.	**Title of Final Award**	BA Business (Foundation Entry) (non-award-bearing programme: initial stage of 4 year degree course)
6.	**Modes of Attendance offered**	Full time
7.	**UCAS Codes**	B278, B378, B478, B678, B778, B878 F424, F524, F724 L256 M234, M865
8.	**Relevant Subject Benchmarking Group(s)**	Business and Management
9.	**Other external influences**	N/A
10.	**Date of production/revision of this form**	May 2017

11. Aims of the Programme

- To provide the opportunity to students who do not have the normal entry qualifications, to prepare for and progress to one of the Business and Management undergraduate degree programmes.

- To provide a broad and academically rigorous business education, in preparation for undergraduate study in the Business and Management fields.

- To develop the students' personal and interpersonal skills in preparation for study at HE level.

- To develop the students' employability and business skills

12. Learning Outcomes, Teaching, Learning and Assessment Methods
A. Knowledge and Understanding
A1. Select and collate information from a range of sources and analyse business problems. A2. Construct and criticise proposed solutions A3. Draw conclusions and recommend actions appropriate to the level of study A4. Communicate knowledge and ideas effectively; orally and in writing.
Teaching and Learning Methods
A combination of *lectures*, to aid development of subject specific skills, *seminars*, to include practical exercises, including case studies, discussion, individual and group oral presentations to further aid the development of subject specific skills and *workshops*, to allow the development and demonstration of transferable skills. E-Learn and on-line discussions will further develop students' communication skills and knowledge of the subject. These, together with guided self-study to widen sources of reference to support the above will form the teaching and learning methods.
Assessment methods
Individual and collective, reflective assignments involving peer feedback and assessment. Group and individual presentations. Business and research reports. Essay planning and writing. Tests. Case studies. Portfolio of employability documentation and progression
B. Subject-specific skills
B1. Identify and describe a range of management and business problems and situations both real and simulated. B2. Demonstrate an ability to apply a range of business and management theories, models and perspectives to analyse management situations B3. Perform effectively within a team environment including; building, developing and managing teams, planning. B4. Conduct research into business and management issues, from a variety of business and academic sources.
Teaching and Learning Methods
A combination of *lectures*, to aid development of subject specific skills, *seminars*, to include practical exercises, including case studies, discussion, individual and group oral presentations to further aid the development of subject specific skills and *workshops*, to allow the development and demonstration of transferable skills. E-Learn and on-line discussions will further develop students' communication skills and knowledge of the subject. These, together with guided self-study to widen sources of reference to support the above, will form the teaching and learning methods.
Assessment methods
Individual and collective, reflective assignments involving peer feedback and assessment. Group and individual presentations. Business and research reports. Essay planning and writing. Tests. Case studies. Portfolio of employability documentation and progression

C.   Thinking Skills
Display an ability to:- C1. Effectively select and process information from a range of sources;. C2. Describe and interpret theoretical, research and experiential data C3. Evaluate problem-solving tools and methods applied to business and management case studies. C4. Reflect and learn from own and others' experiences.

Teaching and Learning Methods
A combination of *lectures*, to aid development of subject specific skills, *seminars*, to include practical exercises, including case studies, discussion, individual and group oral presentations to further aid the development of subject specific skills and *workshops*, to allow the development and demonstration of transferable skills. E-Learn and on-line discussions will further develop students' communication skills and knowledge of the subject. These, together with guided self-study to widen sources of reference to support the above, will form the teaching and learning methods.

Assessment methods
Individual and collective, reflective assignments involving peer feedback and assessment. Group and individual presentations. Business and research reports. Essay planning and writing. Tests. Case studies. Portfolio of employability documentation and progression.

D.   Other skills relevant to employability and personal development
To develop an ability to:- D1. Assess existing skills and identify needs for further development D2. Develop effective negotiation skills D3. Develop effective networking skills. D4. Work independently D5. Manage teamwork processes effectively D6. Develop IT skills for data management and analysis

Teaching and Learning Methods
A combination of *lectures*, to aid development of subject specific skills, *seminars*, to include practical exercises, including case studies, discussion, individual and group oral presentations to further aid the development of subject specific skills and *workshops*, to allow the development and demonstration of transferable skills. E-Learn and on-line discussions will further develop students' communication skills and knowledge of the subject.   These, together with guided self-study to widen sources of reference to support the above, will form the teaching and learning methods.

Assessment methods
Individual and collective, reflective assignments involving peer feedback and assessment. Group and individual presentations. Business and research reports. Essay planning and writing. Tests. Case studies. Portfolio of employability documentation and progression.

13. Programme Structures*				14. Awards and Credits*
Level	**Module Code**	**Module Title**	**Credit rating**	
3	HRC002	Managing Business Information	20	**BA (Hons) Business (Foundation Entry)**
	HRC004	Skills for Higher Education	20	
	HRC005	Introduction to Enterprise	20	Requires completion of 120 credits at Level 3.
	BUC006	Business in Context	20	
	ACC003	Accounting & Economics	20	Successful completion of six modules leads to progression to Year 1 of BA (Honours) in the following:
	HRC007	Managing People and Organisations	20	
	HRC008	Marketing and Retail	20	
				Accounting
				Accounting and Finance Management
				Accounting and Financial Studies
				Advertising and Marketing Communication
				Business and Management
				Business and Marketing
				Business Administration
				Business Studies
				Economics
				Human Resource Management
				International Business
				International Business and Management
				Marketing Management
				Retail Management
				Students who exit after successful completion of 120 credits at Level 3 will receive a transcript of the modules and grades

15. Personal Development Planning
A strong emphasis is placed upon personal development throughout the programme. Personal Development Planning exists as a formal strand though module HRC004 in which the learner's ability to reflect upon his/her skills base and plan for future personal development is developed, practiced, monitored and assessed. There is, in addition a strong focus on developing the individual's employability and lifelong learning skills. The academic advisor system additionally provides each student with an individual with whom they can consult on a wide variety of issues over the term of their study.

16. Admissions criteria
The entry requirements for Foundation Year entry is 180 points at A2 level or equivalent. Other acceptable qualifications include: Advanced VCE Scottish Certificate of Education Higher Grade Irish Leaving Certificate Higher Grade International Baccalaureate BTEC National Certificate/Diploma

17. Key sources of information about the programme
• Fact sheet http://www.uclan.ac.uk/courses/ug/ • Prospectus http://www.uclan.ac.uk/courses/index.htm • Prospectus Hard Copy: Contact University Admissions Department admissions@uclan.ac.uk • University Admissions Department: email admissions@uclan.ac.uk • Advise about applications http://www.uclan.ac.uk/courses/ug/applying.htm • Open Days and Campus Tours http://www.uclan.ac.uk/opendays/index.htm • Department Website http://www.uclan.ac.uk/facs/lbs/depts/stratin/index.htm • Information about the UCLan http:///www.uclan.ac.uk • Information about the City of Preston http://www.uclan.ac.uk/guide2/preston/index.htm • Information about Student Life at UCLan http://www.yourunion.co.uk

Please tick in the relevant boxes where individual Programme Learning Outcomes are being assessed

Level	Module Code	Module Title	Core (C), Compulsory (COMP) or Option (O)	Knowledge and understanding				Subject-specific Skills				Thinking Skills				Other skills relevant to employability and personal development					
				A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4	D1	D2	D3	D4	D5	D6
LEVEL 3(FE)	HRC002	Managing Business Information	COMP	x	x	x	x			X	x	x	x	x					x	x	X
	HRC004	Skills for Higher Education.	COMP	x			x			X	x	x	x		x	x	X	x	x	X	
	HRC005	Introduction to Enterprise	COMP	x	x		x	x	x	x	x	x	x	x	x	X	X		x	X	x
	BUC006	Business in Context	COMP	x			x	x	x		x	x	x	x					x	x	
	ACC003	Accounting and Economics	O	x		x	x	x	x		x	x		x					x	X	
	HRC007	Managing People & Organisations	O	x	x	x	x	x	x	x	x		x	x	x	X	x		x	x	
	BUC008	Marketing and Retail.	O	x	x		x	x	x	x	x		x	x	x				x	x	X

Note: *Mapping to other external frameworks, e.g. professional/statutory bodies, will be included within Student Course Handbooks*