Programme Specification for Undergraduate Programme
Leading to:
BSc Human Resource Management
BSc Human Resource Management with Placement

*Applicable for all undergraduate students **starting at FHEQ Level 4** on or after September 2022*

Version No.	Date	Notes – Q&S USE ONLY	QA
1	*August 2022*	*Programme specification for 2022-23 created.*	*NPB*

Undergraduate Programme	
1. Awarding institution	Brunel University London
2. Teaching institution(s)	Brunel University London
3. Home college/Department/Division	College of Business, Arts and Social Sciences, Brunel Business School
4. Contributing College/Department/Division/ Associated Institution	Brunel University London Pathway College (BPC) offers the following Validated Programme Element/s which enable progression on to this programme: • Generic Level 0 Studies (for Gulf-sponsored students) • University Foundation Studies • First Year University Studies in Business and Management (Alternative FHEQ Level 4)
5. Programme accredited by	Accredited by the Chartered Institute of Personnel and Development (CIPD) The Brunel Business School is accredited by the Association to Advance Collegiate Schools of Business (AACSB)
6. Final award(s) and FHEQ Level of Award	BSc (Hons) Human Resource Management (FHEQ Level 6) BSc (Hons) Human Resource Management with Placement (FHEQ Level 6)
7. Programme title	BSc Human Resource Management
8. Programme type (single honours/joint)	Single Honours programme
9. Normal length of programme (in months) for each mode of study	3 years FT; 4 years thick sandwich For students commencing their studies at BPC, the normal length stated above will vary as follows:

	Generic Level 0 Studies (for Gulf-sponsored students) • Foundation Year September commencement (for progression to Level 4 in the following September): + 1 year • Foundation Year January commencement (for progression to Level 4 in September): + 9 months **University Foundation Studies** • Foundation Year September commencement (for progression to Level 4 in the following September): + 1 year • Foundation Year January commencement (for progression to Level 4 in September): + 9 months • Foundation Year May commencement (for progression to Level 4 in January): +7 months **First Year University Studies in Business and Management (Alternative FHEQ Level 4)** • FHEQ Level 4 September commencement (for progression to Level 5 in the following September): no change • FHEQ Level 4 January commencement (for progression to level 5 in September): -3 months
10. Maximum period of registration for each mode of study	Standard duration
11. Variation(s) to September start	None See BPC Validated Programme Element Specifications for intakes for those programmes
12. Modes of study	Standard
13. Modes of delivery	Full time; Thick sandwich
14. Intermediate awards and titles with FHEQ Level of Award	Certificate of Higher Education in Business and Management (FHEQ Level 4) Diploma of Higher Education in Human Resource Management (FHEQ Level 5) Diploma of Higher Education in Human Resource Management with Placement (FHEQ Level 5) BSc (Ord) in Human Resource Management (FHEQ Level 6) BSc (Ord) in Human Resource Management with Placement (FHEQ Level 6)
15. UCAS Code	N130 (Full Time) N131 (Placement)
16. HECoS Code	100079 (Business Studies)
17. Route Code	B4FCUHUREMG
18. Relevant subject benchmark statements and other external and internal reference points used to inform programme design.	UK Quality Code for Higher Education which includes the English Framework for Higher Education Qualifications within Part A on Setting and Maintaining Academic Standards. Most Recent QAA Subject Benchmark Statement- Business and Management Brunel 2030

	Brunel Placement Learning Policy, as published under the 'Placements' section of the 'Managing Higher Education Provision with Others' page. School staff's participation in formal and informal academic networks Staff teaching and research interests
19. Admission Requirements	Details of entry requirements are provided on the University's and College website. Levels of English for non-native speakers are outlined on Brunel International's language requirements pages. For admission via Brunel University London Pathway College, see the relevant Validated Programme Element Specification
20. Other relevant information (e.g. study abroad, additional information on placements)	The learning outcomes of the HRM BSc programme have been mapped against the CIPD Associate Membership. All students on successful completion of the BSc HRM programme (who pass all modules) and are in active Student membership will automatically gain CIPD Associate membership meaning that they can use the designatory letter Assoc CIPD. For further details refer to CIPD web site: https://www.cipd.co.uk/membership/grades/associate
21. Programme regulations not specified in Senate Regulation 2. Any departure from regulations specified in Senate Regulation 2 must be stated here and approved by Senate.	N/A
22. Further information about the programme is available from the College website.	Link to programme information on the College website

23. EDUCATIONAL AIMS OF THE PROGRAMME

The Human Resource Management programme aims to train students to perform effectively and responsibly in achieving critical HR objectives in contemporary organisations. Reflecting Brunel Business School's mission, it further intends to develop students into creative, curious and pro-active HR leaders, who can apply critical thinking in taking on real-world challenges by implementing sustainable HR strategies and practices. As global citizens, graduates of this programme will understand key domestic and international labour market trends and their significance for fair, diverse and inclusive workforce planning. Specifically, the programme aims to:

- Offer students a programme of business and management studies with a specialism in human resource management that is stimulating, robust and designed to meet their evolving needs and aspirations, academically and vocationally.
- Equip students with analytical and conceptual skills, knowledge and understanding of human resource management required by HR officers and managers to solve employee-related management problems in organizations.
- Support students in understanding the challenges involved in maintaining and managing HR services and how standards are established and monitored in organizations.
- Enable students to develop transferable intellectual, vocational and interpersonal skills required for an HR career either in self – employment or in established international firms.
- Support students in developing the capacity and the desire to engage in lifelong learning in whatever direction their careers may subsequently develop.
- Equip students to explore and critically reflect on the development of their personal and business skills during their placement (4 years thick sandwich).

24. PROGRAMME AND INTERMEDIATE LEARNING OUTCOMES

The programme provides opportunities for students to develop and demonstrate knowledge and understanding (K) cognitive (thinking) skills (C) and other skills and attributes (S) in the following areas:

FHEQ Level	Category (K = knowledge and understanding, C = cognitive (thinking) skills, S = other skills and attributes)	Learning Outcome	Associated Assessment Blocks Code(s)	Associated Study Blocks Code(s)	Associated Modular Blocks Code(s)
4					
	C	Understand how to critically analyse and question sources and how to report and reflect upon them.			MG1062 MG1011 MG1054 MG1600
	S	Demonstrate an understanding of effective written communication.			MG1062 MG1011 MG1054 MG1600
	S	Recognise the use of a variety of information and data sources relevant to business and management activities.			MG1062 MG1011 MG1054

					MG1600 MG1016
	K	Comprehend the structure, culture and practice of business and management			MG1016 MG1011 MG1051 MG1054 MG1600 MG1016
	K	Demonstrate a knowledge and comprehension of socially responsible, ethical and sustainable business and management practices.			MG1016 MG1011 MG1051 MG1054 MG1016
5					
	S	Employ written skills to demonstrate an analysis of human resource management			MG2129 MG2609
	K	Apply ethical principles to business practices			MG2133 MG2602 MG2129 MG2063 MG2608 MG2609
	C	Apply critical analytic skills to human resource management			MG2133 MG2608 MG2609
	S	Apply appropriate research methodologies in business and management informed by a variety of data sources			MG2129 MG2609
	K	Demonstrate knowledge and comprehension of socially responsible, ethical and sustainable business and management practices.			MG2133 MG2602 MG2129 MG2063 MG2608 MG2609
	C	Employ in critical analysis to theory and practice of human resource management			MG2133 MG2608 MG2609
6					
	C	Use a synthesis of quantitative and qualitative methods and data analysis to address real business world issues and/or challenges			MG3018 MG3109 MG3612
	K and S	Employ sustainable HR strategies and practices to raise levels of employee recruitment, training, talent development, engagement, wellbeing and performance in a specific organisational context.			MG3610 MG3611 MG3018 MG3612
	C	Independently evaluate real world business cases/situations by synthesising appropriate theories to suggest creative and ethical solutions.			MG3018 MG3047 MG3109 MG3612
	C and S	Employ equal opportunities, workplace diversity and inclusion management solutions			MG3610 MG3611 MG3113 MG3018 MG3047 MG3612
	K	Evaluate competing approaches that contextualise contemporary developments in			MG3610 MG3611 MG3018

		HRM and the challenges involved in maintaining and managing HR services.			MG3612
	K	Assess employment regulation and the way it is enforced in practice to ensure that staff are treated ethically when they are at work			MG3610 MG3611 MG3113 MG3109 MG3612

Learning/teaching strategies and methods to enable learning outcomes to be achieved, including formative assessments

Knowledge and Understanding:

The relevant QAA subject benchmark statements inform our teaching and learning strategies. We offer a structured curriculum that (i) stresses the importance of personal initiative, enthusiasm and positive study habits (ii) emphasises the value of developing knowledge and skills progressively from one level of study to the next, and (iii) encourages personal learning and development through managed choice and flexibility via core modules in key areas combined with optional modules at Level 6 that allow students to personalise their studies.

Modules typically combine weekly lectures supported by a series of small group seminars, whilst some provide workshops and/or a tutorial component. Some modules make use of two-hour participatory lecture sessions, in which learning is facilitated through an appropriate range and mix of learning opportunities that include lectures, group work, individual work, case study and break-out sessions. Large class sizes in core modules require modern, audio-visual teaching aids and electronic delivery of teaching materials. Thus, students learn quickly how to access on-line materials provided and how to make the best use of databases and search engines.

Seminars provide small-group contact with opportunities to review, discuss and debate topics. They frequently require students to make informal presentations to the peer group and the tutor, individually or as part of a team.

Visiting speakers, video materials and other devices balance theory and practice in the quest for a stimulating learning environment.

Blackboard Learn will be utilised extensively to deliver materials and communicate with students, and to facilitate discussion and collaboration among students. Blackboard Learn will be the medium through which students will be kept informed of their progress; it will also be pivotal in achieving additional programme aims with respect to assessment (integrity, security, transparency, etc.) and, monitoring and review

Cognitive (Thinking) Skills:

Cognitive skills are generally co-developed with human resource management subject-specific knowledge and the same learning and teaching strategies apply. Some modules at each level address analytical and critical thinking skills in particular, whilst others cover the acquisition and application of qualitative and quantitative data.

Innovative learning and assessment tools will be used to facilitate students learning experience. For example, "*Interactive Coursework*" will be adopted to one of our newly designed module called MG2609 Diversity Management in Organizations (see details in the following assessment section).

From one study level to another we expect students to demonstrate an increasing ability to understand, analyse, critique, compare, evaluate, synthesise and apply ideas, concepts and theories (not merely to reiterate facts), and to show evidence of learning via critical reflection on outcomes and experience. We encourage critical interaction and debate between lecturers and students and among students**. Real life cases studies** will often be used to promote understanding of theories in human resource management, and to connect theoretical ideas with evidence during the small group seminar sessions. Preparation in advance of seminars is expected. We are also keen to make seminar

sessions more innovative and interactive. The programme will be facilitating team-based learning and peer-learning, as team working is embedded in different modules.

Similarly, we place increasing emphasis on the demonstration of cognitive skills in presentations and written work. These skills come together in the conception and execution of the research-oriented Level 6 Project.

Other Skills and Attributes (Practical/Professional/Transferable):

Students are assisted in managing and taking responsibility for their learning by ensuring that the support that they are given is responsive to their changing needs and abilities as they progress through their studies. Greater support is provided in the early stages of learning (at Level 4) in order to provide guidance and support that will be the foundation for less lecturer-led and more student-directed learning during later stages. This early support will take the form of more small-group classroom-led work at level 4 than at level 6, an effective induction programme (at the beginning of the Autumn semester of level 4) and Level 4 coursework targeted specifically at helping students to adapt to the demands of degree-level study.

At Levels 4, 5 and 6 various modules cover inter alia methods of data collection and research relevant to business. Some work is required to be presented in electronic formats, to ensure relevant computer literacy. Some modules at all three levels require teamwork, including group presentations, where interpersonal skills are refined.

The work placement year is a major opportunity for students to learn to work effectively as part of a team whose members may have diverse backgrounds, technical awareness and expertise, seniority and aspirations, to demonstrate and refine their IT skills and their ability to perform both routine and one-off (project) tasks and responsibilities.

The Final Year Project also requires a major enhancement in individuals' project management skills, typically involving the collection and analysis of primary and/or secondary research data via contacts outside the University.

Summative assessment strategies and methods to enable learning outcomes to be demonstrated

Knowledge and Understanding:

Forms of assessment are geared to evaluate individual capabilities in relation to each module's aims and contents. Assessment of knowledge comprises formal examinations, written coursework assignments such as individual essays, reports and case study analyses, group reports, presentations and the final year Project.

Coursework remains vital for students to receive feedback that helps them understand and apply concepts and theories appropriately and critically. Modules contain an examination component, unless assessment solely by coursework is justified by module aims and content. Where we suspect plagiarism, we will follow University policies strictly, using oral examinations and software search programmes to establish the provenance of doubtful work.

Assessments are designed to appraise individual capabilities fairly and consistently. We use clear, descriptive assessment guidelines (made available to students) to grade coursework and examinations and to aid classification. Lecturers communicate their expectations clearly to students and use explicit schema to facilitate consistency of marking within and between modules and to ensure good feedback on individual performance. All examinations and coursework assessments that contribute to degree classifications are subject to scrutiny by the External Examiners.

Cognitive (Thinking) Skills:

From one level to the next assessments are increasingly designed to test analytical and other cognitive capabilities in relation to particular module aims and content. Coursework and examination assignments place considerable stress on individuals' ability to think and reason critically, but constructively. Coursework assignments such as individual

essays, reports, case study analyses, individual and group-based reports and presentations and various technique-oriented assessments are used to test these skills. For example, as an **innovative assessment technique** we will be adopting an **interactive coursework** assessment for one of our new modules, MG2609 Diversity Management in Organizations. What students are supposed to do in this innovative assessment is putting a 500 words entry on Wikipedia (on diversity relevant topics, such as gender equality, religious diversity, homophobia, etc.) based on what they have learned from the course. They will take a screen shoot of the page before and a week after the entry, and write a 1000 word reflective essay.

The Final Year Project is the capstone module to assess various skills, requiring students to conceive, justify, design in detail and execute a substantial piece of academic research. For the most able students, the Project can generate work of a standard appropriate for submission to practitioner and academic journals in business and management.

Other Skills and Attributes (Practical/Professional/Transferable):

At every level we place high value on students being able to demonstrate effective communication in its various forms. This priority is reflected not only in how assignments are specified, but also in how they are marked - good command of written and spoken English is vital for work placements and for graduate employment. In order to encourage time management skills, students are set tasks to predetermined deadlines and are penalised for non-conformance.

Some modules have a teamwork requirement and in some there are group assignments, assessed via presentations and reports. All group assignments allow for an element of individual assessment, in order to recognise differences in individual performance where appropriate. Peer feedback can also play a significant part in team activities and is encouraged.

Work placement learning is assessed through a graded report requiring a reflective, critical and conceptually grounded analysis of the placement context and experience.

25. Programme Structure, progression and award requirements

Programme structures and features: levels, assessment blocks, credit and progression and award requirements

- **Compulsory block:** one which all students registered for the award are required to take as part of their programme of study. These will be listed in the left hand column of the table below;

- **Optional block:** one which students choose from an 'option range'. These will be listed in the right hand column**;**

- A **core assessment** is an assessment identified within an assessment block or modular block (either compulsory or optional) which must be passed (at grade D- or better) in order to be eligible to progress and to be eligible for the final award. All core assessments must be specified on the programme specification next to the appropriate assessment or modular block:

  Where students are expected to pass the block at D- or better, but not necessarily all elements, then the block itself is core.
  e.g. AB3000 Project (40)
  Core: Block

  Where only some elements of assessments are required to be passed at D- or better, these will be identified by listing each element that is core
  e.g. ABXXX1 Title (XX credits)

Core: 1 & 4

Where students are expected to pass all assessments in a block then this will be identified. By setting the assessment this way, students are also required to pass the block by default. This will be identified thus:
e.g. ABXXXX Title (XX credits)
Core: All, Block

- A **non-core assessment** does not have to be passed at grade D- or better, but must be better than a grade F, in order to progress and to be eligible for the final award.

Foundation Year
Foundation Year structures are specified in the relevant Validated Programme Element Specifications. These documents also specify the progression requirements to FHEQ Level 4.

Level 4	
Compulsory assessment block codes, titles and credit N/A	**Optional assessment block codes, titles and credits** N/A
Compulsory study block codes, titles and credit volume N/A	**Optional Study block codes, titles and credit volume** N/A
Compulsory modular block codes, titles and credits All blocks are 20 credits. MG1011 Introduction to Management Enquiry MG1016 Managing Information with Technology MG1051 Organisational Behaviour and Analysis MG1600 Introduction to Accounting and Financial Management MG1054 International Business Environment MG1062 Principles and Practice of Marketing	**Optional modular block codes, titles and credits**
An alternative FHEQ Level 4 structure for international students is specified in document “Validated Programme Element Specification for BPC First Year University Studies in Business and Management”. This document also specifies the admission and progression requirements.	
Level 4 Progression and Award Requirements **As per Senate Regulation 2**	

Level 5

Compulsory assessment block codes, titles and credits	Optional assessment block codes, titles and credits
N/A	N/A
Compulsory study block codes, titles and credit volume MG2554 Preparation for Placement and a Graduate Career (0 credits)	**Optional Study block codes, titles and credit volume** N/A
Compulsory modular block codes, titles and credits All blocks are 20 credits. MG2133 Human Resource Management and its International Dimensions MG2602 Quantitative Methods for Business and Management MG2129 Managing Change and Creativity MG2063 Critical Perspectives in Management MG2554 Preparing for Placement and a Graduate Career MG2608 Employment Relations MG2609 Diversity Management in Organizations	**Optional modular block codes, titles and credits** N/A
Level 5 Progression and Award Requirements **As per Senate Regulation 2**	

Level 5 – Sandwich Placement	
Compulsory assessment block codes, titles and credits	**Optional assessment block codes, titles and credits** N/A
Compulsory study block codes, titles and credit volume	**Optional study block codes, titles and credit volume** N/A
Compulsory modular block codes, titles and credits This block is a requirement only for awards 'with Placement'. MG2555 Placement (120) **Core: Block**	**Optional modular block codes, titles and credits** N/A

Level 5 Placement Progression and Award Requirements
As per Senate Regulation 2 For BSc Human Resource Management with Placement, MG2555 will contribute 1/3 of the Level 5 profile and 11% of the overall degree calculation.

Level 6	
Compulsory assessment block codes, titles and credits N/A	**Optional assessment block codes, titles and credits** N/A
Compulsory study block codes, titles and credit volume N/A	**Optional study block codes, titles and credit volume** N/A
Compulsory modular block codes, titles and credits All blocks are 20 credits unless otherwise specified. MG3610 Organizational Structure, Functions and Service Delivery MG3611 HRM in Context: Resourcing, Performance and Assessment MG3612 Issues and Controversies in HRM Project (40 credits) **Core: Block**	**Optional modular block codes, titles and credits** All blocks are 20 credits MG3113 Business Ethics, Environmental Sustainability and Governance MG3018 Gender and Organizations MG3047 Strategic Management MG3109 Innovation and Knowledge Management 40 credits from: Any of two optional modules above
Level 6 Progression and Award Requirements **As per Senate Regulation 2** For BSc Human Resource Management with Placement, MG2555 will contribute 11% of the overall degree calculation.	

Please note: this specification provides a concise summary of the main features of the programme and the learning outcomes that a 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 and teaching, learning and assessment methods can be found in the modular block, assessment and study block outlines and other programme and block information. The accuracy of the information contained in this document is reviewed by the University from time to time and whenever a modification occurs.