

# BA (Hons) Business and Human Resource Management

## Programme Specification

### **Primary Purpose:**

Course management, monitoring and quality assurance.

### **Secondary Purpose:**

Detailed information for students, staff and employers. Current students should refer to the related Course Handbook for further detail.

### **Disclaimer:**

The University of Portsmouth has checked the information given in this Programme Specification and believes it to be correct. We will endeavour to deliver the course in keeping with this Programme Specification but reserve the right to change the content, timetabling and administration of the course whilst maintaining equivalent academic standards and quality.

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# **Programme Specification**

## **1. Named Awards**

Business and Human Resource Management

## **2. Course Code (and UCAS Code if applicable)**

C2441S

## **3. Awarding Body**

University of Portsmouth

## **4. Teaching Institution**

University of Portsmouth

## **5. Accrediting Body**

Chartered Institute of Personnel and Development (CIPD)

## **6. QAA Benchmark Groups**

The General Business and Management benchmarks were used to develop variants angled to recognise the specialist contexts on this degree:

General Business and Management

- Organisations
- External Environments
- Management

Context Specific – to Business and Human Resource Management

Markets – How the management of people and the design of HR policies shape and are shaped by changing markets for goods and services

Customers – Significance of HR strategy and policies in the generation and support of customer-responsive management. Internal and external customers.

Finance – Financial implications of HR policies and practices; strategic links between HR and finance functions (downsizing/labour costs).

People – Contribution of HR strategies and policies to the general process of people-management and human resource development.

Operations – Contribution of HR policies and practices to general operational practice; the nature of HR as an operational practice.

Information Systems – Development and uses of HR information systems.

CIT – Uses of CIT in HR policies and practices.

Business Policy – Contribution of HR to business strategy; strategic HR policy.

Contemporary issues – as per General Business and Management Benchmarks: - Markets; Customers; Finances; People; Operations; Information Systems; Communication and Information Technology; Business Policies and Strategies; Contemporary and Persuasive issues.

## **7. Document Control Information**

June 22nd 2016

## **8. Effective Session**

20 16/17

## **9. Author**

Becky Quew-Jones

## **10. Faculty**

Portsmouth Business School

## **11. Department**

Organisation Studies and Human Resources Management

## **12. Educational Aims**

The Programme aims to:

- To provide a challenging and stimulating study environment.
- To provide students with the opportunity to study following a flexible and coherent programme of study.
- To equip graduates with the necessary transferable skills for lifelong learning and flexibility in the context of changing labour markets.
- To provide students with the skills and knowledge required to maximise career and postgraduate study opportunities.
- To provide a framework for understanding the HRM/Personnel function and the contribution it makes to organisational goals.
- To provide an appreciation of disciplines underlying the study of business and knowledge of other business functional area.
- To encourage ongoing critical, evaluative and strategic ways of thinking in all areas.
- To view change and enterprise as constants in business and society and as such their positive handling as an integral part of business learning.
- To recognise the importance of industry-education links and to offer students opportunities to learn in other environments.
- To provide links and/or a platform for professional development with specific reference to the field of HRM/Personnel.
- To integrate research undertaken by academic staff into teaching

## **13. Reference Points**

- University of Portsmouth curriculum framework document.
- The scholarship and research expertise of academic members of staff
- QAA Code of Practice for the Assurance of Academic Quality and Standards in Higher Education
- Chartered Institute of Personnel and Development (CIPD) level 5 standards for Intermediate Diploma
- Framework of Higher Education Qualifications
- Vocational and professional experience of academic members of staff

## 14. Learning Outcomes

Outcomes of the Business and Human Resource Degree Pathway- *Generic Learning Outcome of the Programme*

*Students will be able to demonstrate ability to:*

- Understand the key aspects of the subject areas
- Apply appropriate techniques of analysis to the subject areas
- Research topics and to devise and sustain arguments in the subject areas
- Discuss current and scholarship related to subject areas
- Discuss current limits of knowledge in subject specific areas
- Take responsibility for their own learning
- Carry out an extended piece of independent enquiry
- Communicate information in a manner appropriate to subject and the intended audience
- Show initiative and be able to make and justify decisions

### **Subject Specific Outcome of Business and Human Resource Degree Pathways: *Benchmark Statement***

The General Business and Management Statement applies to general business and management Honours degree programmes. Outcomes which cross reference directly to the General Business and Management Benchmark Statement are shown with a #.

The Portsmouth variants of these benchmarks apply to the Business and Human Resource Management degree and are angled to recognise the specialist context of this degree. Outcomes with cross reference directly to the Portsmouth Business and Human Resource Management Benchmarks are shown with a \*.

#### **A. Knowledge and Understanding of:**

- A1# Fundamentals/Principles of a range of business functions
- A2# Interrelationships between organisations, the business environment and society/key developments in historical and contemporary business environments influencing people at work
- A3# Processes relating to people and their management in organisations/ Core dimensions of HRM, policy and practices (planning, recruitment and selections, employee development, equal opportunities and diversity)
- A4# Complexity of organisational governance
- A5# Interaction [synthesis] of management theory and business practice
- A6# Nature of innovation and entrepreneurship
- A7# Significance of key contemporary issues of HRM such as globalisation and CIT
- A8# Complexity of values and norms adopted in business
- A9# Key principles of employment law
- A10# Comparative dimensions of HRM
- A11# HRM developments and debates, theory, critique and renewal
- A12# Principles of employee relations/ industrial relations, structures, parties and processes

#### Learning and Teaching Strategies and Methods

Teaching and learning is achieved by lectures supplemented by seminars, and workshops. Pastoral support is provided by integrated unit study skills sessions, opportunity of PBStudy team and designated personal tutor, which have strong operational links with the course management team.

Teaching and learning is developed through a range of methods. Lectures provide theoretical/ conceptual foundations (L0 A1, A2, A3, A4, A5, A6, A7, A8, A9, A10, A12). Seminars, workshops and surgery sessions build on and develop further knowledge and understanding (L0, A2, A3, A4, A5 A7, A8, A9, A10, A11, A12). Sandwich students' knowledge and understanding are further developed through their placement experience. (L0 A1, A2, A3, A4, A8 and A11).

### Assessment

Assessment is via a mix of coursework and examination although some units may be assessed by only one of these modes. Coursework includes individual and group work, presentations case studies and assignments.

### **B. Cognitive (Intellectual or Thinking) Skills, able to:**

- B1# Identify, define and explore business problems [using logical and creative approaches]
- B2# Identify tacit assumptions and limitations of data and information
- B3# Discriminate between business/ and managerial alternatives and evaluate them
- B4# Analyse and interpret a range of business documentation
- B5# Argue cogently in oral and written form
- B6# Think creatively in dynamic, unpredictable business situations
- B7# Apply mathematical and statistical analysis to business tasks; alevel maths not required.
- B8# Reflect on own learning, and apply skills to actively manage studies

### Learning and Teaching Strategies and Methods

Cognitive skills are developed through lectures supported by other class based sessions and independent learning. On this pathway, students also apply these skills in the course of their work placement if this is chosen by the student.

### Assessment

Assessment of cognitive skills occurs in the range of assessment methods employed i.e. examination and or continuous assessment, coursework and/or group work. The Placement is also assessed via employer reports and a self-completed learning log discussed with an academic tutor.

### **C. Practical (Professional or Subject) Skills, able to:**

- C1 Use of techniques for planning and scheduling work/projects
- C2 Deciding on the feasibility of plans given time and resources available
- C3 Liaising and negotiating with clients
- C4# Self-management to meet deadlines in business
- C5# Interpersonal skills to relate to, and collaborate effectively with colleagues
- C6# Cultural sensitivity
- C7# Information search and data retrieval using traditional and electronic sources
- C8# Use of IT skills including spreadsheets for data analysis
- C9 Ability to use CIT to process and progress business tasks
- C10 Update professional knowledge using business resources on the internet
- C11 Networking skills
- C12# Use a range of presentation forms professionally

### Learning and Teaching Strategies and Methods

C1, C2, C4, C5 C10 and C12 are developed through self-management and individual and group-based seminar and workshop activities. These skills, together with C3, C6, C7, C8, C9 and C11 are required in units focussing on the particular skills or skills referred to.

### Assessment

C1, C3, C6, C7, C8, C9 and C11 are assessed through relevant unit assessment artefacts. These plus C2, C4. C5, C10 and C12 form part of self-managed learning and are key to performance in a

range of assessments. Students' practical skills are additionally assessed via University tutor and employer reports plus a learning log completed by the student.

#### **D. Transferable (Graduate and Employability) Skills, able to:**

- D1. Communicate
- D2. Information technology
- D3. Problem Solving
- D4. Application of number
- D5. Improving own learning and performance
- D6. Working with others

#### Learning and Teaching Strategies and Methods

Seminar activities across the programme will provide the primary mechanisms for the development of transferable and key skills

#### Assessment

These will be assessed in units across the programme.

D6 is assessed through group project activities. D1 and D3 are assessed in specific assessment artefacts. D2 is assessed in units specialising in IT and D4 in quantitatively based units. D5 forms part of independent learning developed through the course by learning logs, portfolios and final year project/dissertation.

### **15. Course Structure, Progression and Award Requirements**

1. The equivalent of 360 credits is required in order to be awarded the Honours degree. Standard University rules apply. The Regulations must be consulted for a full description of exit awards.
2. One credit is equivalent to 10 hours of learning. Each level comprises of a minimum of 120 credits. Units are offered as 20 credits except the final year project/dissertation which is a 40 credit unit.
3. The Business and Human Resource Management pathway is offered in both three year full time and four year Sandwich mode. It is divided into three levels: level 4 (year 1), level 5 (year 2) and level 6 (Year 3 or Year 4). The Placement (Sandwich) year is optional and takes place between years 2 and 3. To be awarded the degree "in sandwich mode" students must complete an approved work placement of at least 48 weeks and submit and pass the reflective report. Units are either core to the pathway optional or an elective language. Elective language units totalling 20 credits are offered in level 5 only and provide an opportunity for students to study a foreign language outside their main subject area.

#### Employability Statement

The concentration on employability/graduate skills starts immediately at level 4 with the inclusion into the taught curriculum of the '7<sup>th</sup>' unit, Business Innovation Development Project (BIDP). This unit is designed to integrate the learning of the six core units, delivering coherence to the notion of business not only at entry level but ensuing levels, while developing the critical 'soft' skills of communication; negotiation; reflection; cooperative working; research; creativity; IT; numeracy and literacy. This forms part of the personal tutoring programme and is also incorporated in units such as ERPD (level 5) - Career Portfolio and PDP for example and Human Resource Development (level 5) and continuing professional development. Within the final year there is a focus on employability within the People Resourcing unit, through employability events throughout the year and also via the PDP's if they wish to engage. For all students an HR Employability handbook is available on the Moodle site. The Moodle site fully supports employability with extra information provided.



Personal development planning including the identification and review of skills is delivered at all levels of study as part of the personal tutoring system and for direct entry and international students there is additional support and systems in place.

Wednesday afternoon is kept free of formal tuition so that students may participate in the range of sports and other special interest clubs offered by the university.

## 16. Support for Student Learning

### Course Management and Personal Tutoring:

The Course is managed by a Course Leader, International Tutor, and Year One Tutor. Each student has a named personal tutor, responsible for pastoral support and guidance who the students meet in induction.

Level 4 – Personal Tutoring support is offered through weekly timetabled (staff and students) activities throughout the year within the BIDP unit: topics covered will include: induction, settling in to the University: Library orientation/using the library effectively; PDP and employability; Options; Critical Thinking; Exam technique; ECF and Regulations; Debating skills; Joined up thinking; PDP on track. In addition students are expected to make two individual meetings with their personal tutor.

Level 5 – Personal Tutoring support is offered through timetabled activities within the ERPD unit. Topics covered PDP – employability, research skills, academic skills, setting targets; debating skills; writing well; interviewing; presentations; option choice; PDP action plan, producing a career portfolio, assessment centre and interviewing. There will be a minimum of eight group and two individual meetings. International students are inclusive of this process but have a specialised induction which includes introduction to courses, university support, regulations, procedures and guidance from the new international tutor for HRM courses.

Students entering directly into Level 5 (ICP and Home EU) will have a dedicated induction that introduces them to University, a series of group and individual meetings will support the students and cover PDP, regulations, degree aspirations, employment and career goals. The meetings will be embedded in the ERPD unit but with further support from the HRM international tutor i.e International HR Cafe. There will be a minimum of 8 group and 2 individual meetings.

Level 6 – Personal Tutoring support is offered through individual meetings with project supervisor (WBL, Dissertation, and Business Research Project). Discussions cover PDP; critical reflection, degree aspirations, employment and career goals and assessed achievement.

Students entering directly into Level 6 (Home EU and international students) will have a dedicated induction that introduces them to University, a series of group and individual meetings will support the students and cover PDP, regulations, degree aspirations, employment and career goals. The meetings will be embedded in the final year Direct Entry Business Research Project. For the international students they will have extra support from the new international HRM tutor i.e International HR cafe. There will be a minimum of 12 group and 2 individual meetings.

All students undertake an induction programme that introduces the student to the University and their course and that will give them guidance and advice about the additional University support offered to all students detailed below:



- University support services include careers, financial advice, housing, counselling etc.
- The Academic Skills Unit (ASK).
- The Additional Support and Disability Advice Centre (ASDAC).
- Library facilities.
- PBS study support
- Counselling service

## 17. Admissions Criteria

### A. Academic Admissions Criteria

280 credits from 3 'A' levels

Students are recruited with a variety of different qualifications.

General guidance:

- A-levels: 280 points from a maximum of three A levels or equivalent (equivalent qualifications could include AVCE/AVCEDA, BTEC Nationals – Award, Certificate, Diploma).
- Five GCSEs A-C, including mathematics at Grade C or above.
- The level of English language proficiency required is at least IELTS 6
- Professional qualifications & experience: considered positively
- Other qualifications: Yes
- Mature and International students are welcomed.

### B. Disability

The University makes no distinction in its admissions policy with regard to disability and will endeavour to make all reasonable adjustments in order to make it possible for students to study at Portsmouth on a course of their choice.

## 18. Evaluation and Enhancement of Standards and Quality in Learning and Teaching

### A. Mechanisms for Review and Evaluation

- Unit and Course Level student feedback considered at Student Staff Consultative Committees and Board of Studies
- Mid year student unit feedback
- Unit Assessment Board consideration of student performance for each programme
- Annual Report to Board of studies, including consideration of Subject and Award External Examiner Reports
- Periodic Review
- Annual Subject Quality Review and Faculty report to Quality Assurance Committee
- Annual Staff Appraisal
- Peer Teaching Observation
- Faculty Learning and Teaching Committee

### B. Responsibilities for Monitoring and Evaluation

- Unit Co-ordinators for unit content and delivery
- Course Leader, Deputy Course Leader and International HR Tutor for day-to-day running of course
- Board of Studies with overall responsibilities for operation and content of course
- Student Representatives and Staff Student Liaison Committees
- Head of Undergraduate Programmes/Head of Subject Group
- Associate Dean (Academic)
- Associate Dean (Students)

- Quality Assurance Committee
- Unit, Award and Progression Board of Examiners

### **C. Mechanisms for Gaining Student Feedback**

- Student Representation on Board of Studies
- Student Staff Liaison Committees
- Unit and Course level student feedback questionnaires
- Induction feedback questionnaire
- Group personal tutoring (BDIP and ERPD units) sessions at Level 4 and 5
- Individual personal tutor meetings (BIDP and ERPD units) at Level 4,5 and 6
- Course Leader/Deputy Course Leader Student Focus Groups (2 per annum)
- University participates in external student surveys, e.g. National Student Survey (NSS), Postgraduate Research Experience Survey (PRES) and International Student Barometer (ISB).
- Less formal Unit and Course level student feedback

### **D. Staff Development Priorities**

- Academic staffs undertake activities related to research, scholarship, teaching and learning and student support and guidance
- Annual staff appraisals match development to needs
- Managers undertake a variety of management development programmes
- New academic staff required to undertake PgCert Teaching and Learning in Higher Education
- All academic staff encouraged to seek Institute Learning and Teaching Membership
- Support Staff are encouraged to attend short courses in areas such as minute taking, and specific IT packages

### **Assessment Strategy**

- All assessments for core units on this programme are considered to provide opportunities for students to demonstrate knowledge and understanding of the subject matter relating to the degree programme. Some assessments lend themselves more readily to the development and demonstration of cognitive skills. Others provide evidence of practical, professional and subject specific skills. Most assessments will provide opportunities for students to demonstrate the achievement of transferable and key). Consideration of this has been given at each level whilst acknowledging that there is a rising expectation of the development of these skills as the programme progresses.
- Formative feedback has and will be introduced in most of the units on the HR Courses e.g. people resourcing, BIDP, ERPD
- At level five students are assessed on longer essays for example the dissertation proposal. This provides them with the opportunity to develop the intellectual skills of evaluation, knowledge and analysis. Presentations continue to provide opportunities to develop further collaborative skills, an understanding of group dynamics and an analysis of the individual student's role in that process.
- Summative assessments become longer in duration in accordance with University guidelines. This allows students further opportunity to demonstrate their knowledge and understanding of the subject matter and their ability to work under pressure.

At level six students are expected to demonstrate critical thinking and engage analytically with the subject matter. An example of this is the 10,000 word dissertation option (Note there are three other variants to the dissertation on offer). The dissertation provides an opportunity for students to develop self-management skills of sustained substantial piece of work. This includes skills of researching, analysing, documenting and evaluating. Other units based on independent study offer similar opportunities

## 19. Assessment Regulations

Standard university rules apply (see [Assessment and Regulations](#)).

In summary, the main points relating to assessment are as follows but the regulations as stated in University Handbook AR. 1.10 must be consulted for a full description:

### A. Assessment and classification rules.

- Unit overall pass mark is 40%
- Second assessment is allowed to a student (in all or some assessment components), who has failed a unit or units at the first attempt to limits prescribed in the regulations with unit overall marks capped at 40%
- At the final stage units, to limit prescribed in the regulations, units failed at the first attempt may be compensated at the discretion of the Award/Progression Board
- Special Provision may be made if approved extenuating circumstances cases, usually by allowing the affected assessment to be undertaken again, as if for the first time.

### B. Interpretation of Marks in Classification

Standard university rules apply. In summary the main points relating to classification are as follows but the regulations must be consulted for a full description.

Degree classification bands:

- 40-49 third
- 50-59 lower second
- 60-69 upper second
- 70+ first

Final degree classification is based on a multi-criteria approach using the highest classification achieved from:

- Average of weighted Level 5 and Level 6 marks in the ratio 40:60.
- Average of weighted Level 6 marks.
- Dominant grade from Level 5 and Level 6 - attainment of 50% or more credits at or above the degree classification awarded with the requirement that 60 credits or more in the degree classification should be at Level 6.

## 20. Role of Externals

Subject External Examiners who will:

- oversee unit assessment and usually attend Unit Assessment Boards;
- approve unit assessment strategy;
- sample assessment artefacts;
- Present report to Unit Assessment Boards.

Award External Examiners (usually also a Subject External Examiner) who will:

- oversee and attend Award/Progression Boards;
- scrutinise and endorse the outcomes of assessment;

- Ensure that the standard of the award is maintained at a level comparable with that of similar awards elsewhere in the United Kingdom.

## 21. Indicators of Standards and Quality

### A. Professional Accreditation/Recognition

Chartered Institute of Personnel and Development

### B. Periodic Programme Review (or equivalent)

Periodic Programme Review 29<sup>th</sup> April 2010 confirmed 'Fitness of Purpose of Curriculum' and 'Annual Monitoring and Review Processes Effective'

### C. Quality Assurance Agency

QAA Higher Education Review, March 2015, judgements about standards and quality meet UK expectations. For full report see [Higher Education Review of the University of Portsmouth, March 2015](#)

### D. Others

CIPD Centre of Research Excellence

## 22. Other Sources of Information

Other sources of information may be found in

- Course Approval Document.
- Student Handbook.
- University of Portsmouth Curricula Framework.
- University of Portsmouth Undergraduate Prospectus.
- Assessment Regulations.
- University of Portsmouth (<http://www.port.ac.uk/>) and (Portsmouth Business School, Dept. HR and MM) website