

Programme Specification: Undergraduate

For students starting in Academic Year 2017/2018

1. Course Summary

Names of programme(s) and award title(s)	Human Resource Management Human Resource Management with Placement Year Human Resource Management with International Year (see Annex A for details)
Award type	Dual Honours/Minor <i>NB:</i> Students who study their two Principal subjects in humanities and/or social science subjects will be awarded the degree of Bachelor of Arts (with Honours) (BA Hons). All students who study a science Principal subject are candidates for the degree of Bachelor of Science (with Honours) (BSc Hons) irrespective of their second Principal subject.
Mode of study	Full time
Framework of Higher Education Qualification (FHEQ) level of final award	Level 6
Duration	3 years 4 years with either the Placement Year or International Year between years 2 and 3
Location of study	Keele University – main campus
Accreditation (if applicable)	This programme is accredited by CIPD – for further details see section 12
Regulator	Office for Students (OfS)
Tuition Fees	UK/EU students: Fee for 2017/18 is £9,250* International students: Fee for 2017/18 is £13,000** <i>or</i> £14,150** <i>(if combined with a laboratory-based Principal Subject)</i>

* These fees are regulated by Government. We reserve the right to increase fees in subsequent years of study in response to changes in government policy and/or changes to the law. If permitted by such change in policy or law, we may increase your fees by an inflationary amount or such other measure as required by government policy or the law. Please refer to the accompanying Student Terms & Conditions. Further information on fees can be found at <http://www.keele.ac.uk/studentfunding/tuitionfees/>

** We reserve the right to increase fees in subsequent years of study by an inflationary amount. Please refer to the accompanying Student Terms & Conditions for full details. Further information on fees can be found at <http://www.keele.ac.uk/studentfunding/tuitionfees/>

	<p>The fee for the placement year is calculated at 20% of the standard year fee</p> <p>The fee for the international year abroad is calculated at 15% of the standard year fee</p>
Additional Costs	Refer to section 18

How this information might change: Please read the important information at <http://www.keele.ac.uk/student-agreement/>. This explains how and why we may need to make changes to the information provided in this document and to help you understand how we will communicate with you if this happens.

2. What is a Dual Honours programme?

Dual Honours degrees are degrees that are taken in two different subjects, resulting in an X and Y degree title, for example *Human Resource Management and Finance*. If you are taking a Dual Honours programme, these will be the two subjects you applied for. These are referred to as your Principal Subjects.

In a Dual Honours degree you must take at least 120 credits in each Principal Subject, accrued over all three levels of study, with at least 30 credits in Year 1 (Level 4) and at least 45 credits in each of Years 2 and 3 (Levels 5 and 6) in each of two Principal Subjects. The remaining available credits can be filled with modules from these subjects or other subjects entirely.

What is a Major/Minor programme?

Major/Minor degrees are degrees that are taken in two different subjects, much like a Dual Honours degree, except that you will specialise in the Major subject. In a Major/Minor degree you will need at least 225 credits in your Major subject over your three years of study with at least two modules (30 credits) taken each year in your Major Subject, although some Principal Subjects will require you to take more than this and this will be stated in the relevant programme specification. You will also need 90 credits in your Minor subject with a minimum of 30 credits (two modules) taken in Year 1 (Level 4) and 45 credits (three modules) taken in Year 2 (Level 5).

HRM at Keele is offered as a three-year dual honours degree taken in combination with another subject to produce a dual honours, or major/minor degree. The programme is also offered as a four-year, with placement, degree programme. Both pathways will lead to a qualification of BA/BSc HRM with another subject. Students taking the four-year programme gain a BA/BSc in HRM & another subject 'with placement year'.

Students taking the Minor Route in HRM might not necessarily be able to demonstrate that they have achieved all of the Programme's learning outcomes.

3. Overview of the Programme

The Human Resource Management Programme at Keele offers a unique insight into Human Resource Management and Industrial Relations by a main provider of courses in HRM and IR in the UK. The programme is designed to promote the student's ability to engage either in graduate employment, in HR or in business more generally, or to undertake further postgraduate study in HRM and related subjects.

HRM is taught by the Human Resource Management Group at the School of Management. The programme is academically rigorous, and delivered in a supportive and challenging learning environment that provides sound foundations that enables students to acquire a range of skills that are highly relevant for either subsequent careers or further study.

The four-year Placement option provides students with the opportunity to undertake a year-long professionally focused placement (minimum 30 weeks full-time (1,050 hours) or equivalent) between the 2nd and 3rd year of their degree programme in a sector relevant to their degree. Students will gain substantial experience of a

professional working environment relevant to their future career aspirations allowing for familiarisation of professional practice, enhanced skill development, and reflection upon programme content.

4. Aims of the Programme

The broad aims of the programme are to enable you to:

- Think, talk, and write about Human Resource Management in a systematic way, drawing on the intellectual traditions and scholarly methods of social sciences.
- Understand, evaluate and apply a range of theories about the nature of the task of managing people at work.
- Acquire a critical understanding of the nature and development of HRM, including the law, managerial practices and worker organisation.
- Appreciate the theory and empirical reality of HRM in its historical, social, political, and economic contexts.
- Become familiar with the main quantitative and qualitative methods of social scientific research used in the collection and analysis of employment data.
- Develop the ability to conduct and report on their own research using relevant concepts, suitable methods of investigation and appropriate techniques of scholarship in the social sciences.
- Obtain the knowledge, skills and personal qualities necessary to find a fulfilling and rewarding career and become informed and active citizens.

5. What you will learn

The intended learning outcomes of the programme (what students should know, understand and be able to do at the end of the programme), can be described under the following headings:

- Subject knowledge and understanding
- Subject specific skills
- Key or transferable skills (including employability skills)

Subject knowledge and understanding

Successful students will be able to demonstrate knowledge and understanding of:

- The contested nature of the employment relationship and its regulation.
- The main processes and actors in the regulation of the employment relationship.
- HRM theories and concepts and their relevance to organisations.
- The historical, social, political, and economic contexts of HRM.

Subject specific skills

Successful students will be able to:

- Describe and evaluate the application of key concepts and theoretical approaches to a range of contemporary problems in the management of labour.
- Explain and analyse the impact of social inequality and diversity and the significance of the historical, social, political and economic contexts on the management of labour and the response of labour.
- Critically evaluate the effectiveness of current HRM strategies and policies within organisations, and recommend enhanced strategies and policies.
- Assess and present the conclusions of theoretical and empirical work in HRM to a range of audiences and in a variety of appropriate formats.

- Frame a research problem in the management of labour, deciding upon the factors that may be considered relevant for the purpose of the research.

Key or transferable skills (including employability skills)

Successful students will be able to:

- Demonstrate effective skills in problem solving and decision making.
- Create, evaluate and assess a range of options together with the capacity to apply ideas and knowledge to a range of situations.
- Use the knowledge and skills they have acquired in a socially responsible way, in complex and unpredictable contexts and as the basis for more advanced learning or professional training.
- Clearly communicate information orally and in writing through the use of a variety of media.
- Work effectively independently and in groups, recognising and respecting the viewpoints of others.
- Work effectively with information technology.
- Demonstrate and sustain effective approaches to learning and study, including reflection, critical ability, flexibility, time management and project management.

Keele Graduate attributes

Engagement with this programme will enable you to develop your intellectual, personal and professional capabilities. At Keele, we call these our ten Graduate Attributes and they include independent thinking, synthesizing information, creative problem solving, communicating clearly, and appreciating the social, environmental and global implications of your studies and activities. Our educational programme and learning environment is designed to help you to become a well-rounded graduate who is capable of making a positive and valued contribution in a complex and rapidly changing world, whichever spheres of life you engage in after your studies are completed.

Further information about the Keele Graduate Attributes can be found here: <http://www.keele.ac.uk/journey/>

6. How is the Programme taught?

Learning and teaching methods used on the programme vary according to the subject matter and level of the module. They include the following:

- **Traditional lectures** where the lecturer provides students with a framework for reading and independent study. Some lecture classes may feature guest speakers working in the field of HRM; others may involve video and audio presentations
- **Interactive learning** in large classes where students have the opportunity to work together in smaller groups, interact with the lecturer and reflect on their own learning
- **Tutorials** in groups of up to 20 students where key issues can be discussed in more depth. Students are expected to play a full part, and occasionally to lead these discussions. Some tutorials consist largely of student presentations
- **Independent study** based on directed reading from text books, research monographs, academic journals, official government publications and media
- **Web-based learning** using the University's virtual learning environment. Known as the Keele Learning Environment (KLE), this gives students easy access to a wide range of resources and research tools, and as a platform for online discussions and quizzes
- For those who choose to take the **dissertation** module in HRM in their final year, the opportunity to undertake a piece of independent research supervised and supported by a member of staff
- **Work placement**

In addition, students who complete the placement programme will conduct a skills audit in relation to their 'fit' to sector skill demands, whilst critically evaluating their learning from the placement context.

Apart from these formal activities, students are also provided with regular opportunities to talk through particular areas of difficulty, and any individual learning needs they may have, with their module and tutorial group leaders on a one-to-one basis.

These learning and teaching methods enable students to achieve the learning outcomes of the programme in a variety of ways. For example:

- **Lectures and independent study** allow students to gain a systematic understanding of the ideas which lie behind HRM, and how these ideas inform practice
- **Tutorials** provide opportunities for students to ask questions about, and suggest answers to problems in a responsible way, and to present their own ideas to members of staff and other students using an appropriate medium of communication
- **Interactive lectures, tutorials and web-based activities** encourage students to reflect on their own learning and take responsibility for its development by addressing areas of difficulty, perhaps by discussing them with their fellow students or by getting additional help from a member of staff

Undertaking a research report with the support of an experienced and active researcher allows students to formulate relevant research questions and devise a feasible and ethically sound strategy for answering them.

7. Teaching Staff

Currently our core teaching staff comprises of a number senior lecturers and lecturers. All members of permanent staff have doctorates in HRM and related disciplines in social sciences. All probationary appointments receive an intensive one-year training programme on Teaching and Learning in Higher Education. They are all active researchers whose work across many different aspects of HRM has been widely published in books, research monographs and leading international journals.

The staff group has extensive experience in teaching at both undergraduate and postgraduate levels in universities in the UK, continental Europe and South East Asia. A number of members of staff hold a teaching qualification and all are full or associate members of their research institute. All the seven staff are members of Chartered Institute of Personnel and Development (CIPD).

The University will attempt to minimise changes to our core teaching teams, however, delivery of the programme depends on having a sufficient number of staff with the relevant expertise to ensure that the programme is taught to the appropriate academic standard.

Staff turnover, for example where key members of staff leave, fall ill or go on research leave, may result in changes to the programme's content. The University will endeavour to ensure that any impact on students is limited if such changes occur.

8. What is the Structure of the Programme?

The academic year runs from September to June and is divided into two semesters. The number of weeks of teaching will vary from course to course, but you can generally expect to attend scheduled teaching sessions between the end of September and mid-December, and from mid-January to the end of April.

Our degree courses are organised into modules. Each module is usually a self-contained unit of study and each is usually assessed separately with the award of credits on the basis of 1 credit = 10 hours of student effort. An outline of the structure of the programme is provided in the tables below.

There are four types of module delivered as part of this programme. They are:

- Compulsory core module – a module that you are required to study on this course;
- Optional core module – these allow you some limited choice of what to study from a list of modules;
- Programme approved elective module – subject-related modules that count towards the number of subject credits required by your degree;
- Free-standing elective module – a free choice of modules that count towards the overall credit requirement but not the number of subject-related credits.

This programme enables students to develop an understanding of the subject progressively over the course of their study. An outline of the programme structure is provided in the table below. Compulsory core modules are shown in bold and elective modules are in regular font. Note that in the following programme, students can choose to take programme approved electives – electives offered by their programme or from elsewhere inside or outside the School, subject to satisfying any module pre-requisites. Students are encouraged to use this choice of electives to broaden their knowledge and skills throughout the three years of their degree.

Year 1 (Level 4)

Compulsory Core modules	Credits	Programme Approved Elective modules	Credits
Management in Context	15	Introductory Microeconomics	15
The British and Global Economy	15	Accounting Principles	15
Foundations of HRM	15	Business Law	15
		Quantitative Methods I	15
		Multinational Enterprise Business Perspectives	15
		Introduction to International Business	15
		Marketing Principles	15
		Financial Accounting*	15
		Quantitative Methods II**	15

* Students taking this module as an elective must have taken Accounting Principles in Semester 1

** Students taking this module as an elective must have taken Quantitative Methods I in Semester 1

Year 2 (Level 5)

Core modules	Credits	Programme Approved Elective modules	Credits
Employee Resourcing	15	None	
Developing Professional Knowledge & Practice in HRM (year-long module)	15		
Managing Human Resources	15		
Employment Relations	15		

NB: For students undertaking a four-year version of the programme, the placement or international year options are taken between the second and third years of the programme. The placement year encourages reflection on programme content from the first two years and represents a chance to put programme material into practice. A summary of the International Year is provided at Annex A.

Year 3 (Level 6)

Compulsory Core modules	Credits	Programme Approved Elective modules	Credits
Pay and Performance Management	15	Employment Law	15
Researching Contemporary Issues in HRM	15	Business Strategy	15
Employee Development	15	Marketing and Globalisation	15

In addition to the elective modules listed in this table, students may choose to study modules, which are offered as part of other programmes in the Keele Management School, the Faculty of Humanities and Social Sciences and across the University. These include:

- Modules in other subjects closely related to HRM, such as Business Management, Sociology, Psychology, and Law.
- Modules in other subjects in which they may have a particular interest such as English, History, Politics or International Relations.
- Modules designed to help students for whom it is not their first language to improve their use of English for academic purposes.
- Modern foreign languages modules at different levels in French, German, Spanish, Italian, Russian and Japanese.
- Freestanding modules in subjects of general interest including ethics, contemporary religions and the politics, society and culture of some of Britain's European neighbours.
- Freestanding modules related to student volunteering, studying abroad as part of the University's exchange programme employability skills and personal development.

For students undertake the four-year programme, the placement is delivered between the second and third years of the programme and this encourages reflection on programme content from the first two year and represents a chance to put programme material into practice.

For further information on the content of modules currently offered please visit:

www.keele.ac.uk/recordsandexams/az

Learning Outcomes

Year 1 (Level 4)

Subject Knowledge and Understanding		
Learning Outcome	Module in which this is delivered	Principal forms of assessment (of the Level Outcome) used
<i>Successful students will be able to:</i>		
Define what is meant by the employment relationship	Foundations of HRM	Essay
Analyse the nature of the employment contract	Foundations of HRM	Essay Seen examination
Assess the distribution of power between the parties	Foundations of HRM	Essay Seen examination
Identify and compare the main perspectives in the study of employment relations	Foundations of HRM	Seen examination
Describe the history of labour management in the UK	Foundations of HRM	Seen examination
Identify the key tasks involved in HRM	Foundations of HRM	Seen examination
Identify the ways in which these tasks have changed over time, and differ between occupational sectors and groups	Foundations of HRM	Seen examination

Explain the ways in which the labour market is regulated	Foundations of HRM	Seen examination
Explain how different aspects of management have developed historically	Management in Context	Essay Presentation
Relate historical aspects of management to the contemporary workplace	Management in Context	Essay Presentation
Explain how they present enduring problems in terms of work organisation and the management of employees	Management in Context	Essay Presentation
Describe the key characteristics of national and global economic structures	The British and Global Economy	Reference exercise Reflective analysis Seen examination
Explain the factors that created the industrial revolution in Britain	The British and Global Economy	Reference exercise
Analyse the growth and decline of international economic activity between 1870 and 1940	The British and Global Economy	Reflective analysis Seen examination
Describe the post-World War 2 political settlement and analyse the causes of the breakdown of the Bretton Woods system	The British and Global Economy	Reflective analysis Seen examination
Identify and analyse the main characteristics of the British and global economies since 1980	The British and Global Economy	Reflective analysis Seen examination

Subject Specific Skills		
Learning Outcome	Module in which this is delivered	Principal forms of assessment (of the Level Outcome) used
<i>Successful students will be able to:</i>		
Use appropriate bibliographic search tools to find relevant materials in hard copy and electronic formats	Foundations of HRM Management in Context The British and Global Economy	Essay Annotated Bibliography, essay Unseen examination Formative assessment Reference exercise
Identify the main points of key texts and use them in developing arguments and making judgements about HRM issues	Foundations of HRM Management in Context The British and Global Economy	Essay Essay; Presentation Unseen examination Formative assessment
Present written work in an appropriate scholarly style using the Harvard system of citation and referencing	Foundations of HRM Management in Context	Essay Essay Unseen examination

	The British and Global Economy	Formative assessment Referencing exercise
Identify relevant research materials and apply their content to aspects of the modern world of work	Management in Context Foundations of HRM The British and Global Economy	Essay
Orally communicate theories and research materials in relation to management issues	Management in Context Foundations of HRM	Presentation

Key or Transferable Skills (graduate attributes)		
Learning Outcome	Module in which this is delivered	Principal forms of assessment (of the Level Outcome) used
<i>Successful students will be able to:</i>		
Find and make use of information from closed and open sources using online search tools	Foundations of HRM Management in Context The British and Global Economy	Essay Essay Formative assessment
Communicate ideas and arguments orally and in writing to an audience of their peers using appropriate visual presentation aids	Foundations of HRM Management in Context The British and Global Economy	Presentation Formative assessment
Work effectively as a member of a team	Foundations of HRM Management in Context The British and Global Economy	Presentation Formative assessment
Reflect on and plan their own learning by acting appropriately on feedback	Foundations of HRM Management in Context The British and Global Economy	Essay (submitted for formative and summative assessment) Reflective analysis Formative assessment

Year 2 (Level 5)

Subject Knowledge and Understanding		
Learning Outcome	Module in which this is delivered	Principal forms of assessment (of the Level Outcome) used
<i>Successful students will be able to:</i>		
Identify the main external and internal contextual factors impacting on employee resourcing	Employee Resourcing	Essay Formative Essay (e.g. Case study)
Explain different forms of employment and flexible resourcing strategies	Employee Resourcing	Essay Formative Essay (e.g. Case study)
Identify relationships between organisational structure, job design and employee resourcing	Employee Resourcing	Essay

Identify the main approaches to career planning and assess the contribution of training and development	Employee Resourcing	Unseen examination
Reflect on staff retention issues and labour turnover	Employee Resourcing	Unseen examination
Describe and explain the role and functions of the parties to the employment relationship	Employment Relations	Essay Seen examination
Explain the competing approaches to understanding the employment relationship	Employment Relations	Essay Reflective diary
Explain conflict with reference to the distribution of power between the parties	Employment Relations	Essay Unseen examination Reflective diary
Demonstrate a critical understanding of HRM as a profession	Developing Professional Knowledge and Practice in HRM	Portfolio
Develop knowledge of contemporary business issues affecting the HR function in various environments	Developing Professional Knowledge and Practice in HRM	Portfolio
Identify trends of Human Resource Management and the management of labour in the 21st century environment	Managing Human Resources	Essay Unseen examination
Reflect on drivers for work-life balance, explain the legislative context and the range of work-life balance practices, and assess the benefits and problems with work-life balance policies	Managing Human Resources	Essay Unseen examination
Explain issues of performance management and performance appraisals, working hours and diversity within the workplace, and the nature of contemporary issues and debates	Managing Human Resources	Essay Unseen examination

Subject Specific Skills		
Learning Outcome	Module in which this is delivered	Principal forms of assessment (of the Level Outcome) used
<i>Successful students will be able to:</i>		
Explore the nature and function of workplace procedures, (their legal underpinning and the importance	Managing Human Resources	Essay Unseen examination

of precision in drafting and conceptualisation) and their implications for the employment relationship		
Explore key legal requirements in the management of dismissal, redundancy and retirement, reflect on alternatives to redundancy and various approaches to the management of retirement;	Managing Human Resources	Essay Unseen examination
Describe the basic legal requirements generally surrounding health and safety at work	Managing Human Resources	Essay Unseen examination
Assess emerging issues (e.g. globalisation and labour market trends) influencing employee resourcing strategies	Employee Resourcing	Essay Unseen examination
Assess different recruitment and selection methods within the expectations of the law and good practice	Employee Resourcing	Unseen examination
Assess different elements of talent planning activities	Employee Resourcing	Essay Formative essay (e.g. case study)
Examine the process of collective bargaining and apply knowledge of bargaining practices and constraints to the negotiation exercise carried out in tutorials	Employment Relations	Essay Unseen examination Reflective diary
Appreciate the changing contextual and legal framework in which employment relations exist	Employment Relations	Portfolio
Demonstrate a critical awareness of own knowledge and skills in relation to the HR profession through reflective practice.	Developing Professional Knowledge and Practice I HRM	Portfolio
Analyse the business and external contexts of HRM and their implications for employment practice	Developing Professional Knowledge and Practice in HRM	Portfolio
Appreciate the changing contextual and legal framework in which employment relations exist	Employment Relations	Essay Unseen examination Reflective diary

Key or Transferable Skills (graduate attributes)

Learning Outcome	Module in which this is delivered	Principal forms of assessment (of the Level Outcome) used
<i>Successful students will be able to:</i>		
Critically review their own written work to ensure that the structure and length is appropriate, ideas are clearly expressed and spelling and grammar is used correctly	Employee Resourcing Managing Human Resources Employment Relations Developing Professional Knowledge and Practice in HRM	Essay Formative essay (e.g. Case study) Examination Reflective diary Portfolio
Communicate effectively with other team members to ensure effective operation of the team	Employee Resourcing Employment Relations	Formative essay (e.g. Case study) Reflective diary
Evaluate and make use of abstract theories in analysing and resolving problems working alone and as a member of a team	Managing Human Resources Employee Resourcing Employment Relations Developing Professional Knowledge and Practice in HRM	Essay Formative essay (e.g. Case study) Examination Reflective diary Portfolio
Communicate complex arguments supported by appropriate evidence both orally and in writing	Managing Human Resources Employee Resourcing Employment Relations Developing Professional Knowledge and Practice in HRM	Essay Formative essay (e.g. Case study) Examination Portfolio

Placement Year (Level 6)

During the placement year, students undertake a placement (minimum 30 weeks full time (1,050 hours) or equivalent) in an organisation relevant to their HRM programme and career aspirations. Students take the non-credit bearing placement year module.

Learning Outcome	Module in which this is delivered	Principal forms of assessment (of the Level Outcome) used
<i>Successful students will be able to:</i>		
Evaluate their own employability skills (via a SWOT Analysis) together with an analysis of sector skill demands to create Intended Placement Outcomes in order to develop the skill areas which they have identified as being weak or needing further enhancement	Placement Module	Initial placement portfolio
Develop, through practice on placement, the employment-related skills identified through their SWOT analysis and Intended Learning Outcomes	Placement Module	Initial placement portfolio; final placement portfolio
Reflect on and apply academic themes, concepts and theory as	Placement Module	Initial placement portfolio; final placement portfolio

explored at Level 4 and Level 5 to complex real situations on work placement;		
Reflect on and critically evaluate their learning from the work placement and previous learning	Placement Module	Initial placement portfolio; final placement portfolio
Appreciate and adapt to the structure and workings of a professional work environment	Placement Module	Initial placement portfolio; final placement portfolio
Effectively communicate ideas, thoughts and evidence outcomes through written and oral skills	Placement Module	Initial placement portfolio; final placement portfolio
Work effectively in a team and individually in a professional environment	Placement Module	Initial placement portfolio; final placement portfolio

Year 3 (Level 6)

Subject Knowledge and Understanding		
Learning Outcome	Module in which this is delivered	Principal forms of assessment (of the Level Outcome) used
<i>Successful students will be able to:</i>		
Demonstrate a critical understanding of the central issues that determine and shape the theory and practice of international HRM	International HRM	Report
Demonstrate effective knowledge in the major employment policies of TNCs and the practices adopted in managing an international workforce	International HRM	Report
Examine the development and practice of HRM in a range of host market economies and the implications of this for TNCs' strategies	International HRM	Report
Examine and explain the evidence for labour market inequalities, with particular reference to gender.	Discrimination and Equal Opportunities at Work	Essay Group presentation
Critically evaluate the debates surrounding the causes of these inequalities, through the use of theoretical, empirical and case-study research	Discrimination and Equal Opportunities at Work	Essay Group presentation
Relate EU employment policy to UK domestic employment law and assess its impact	The Employment Relationship and the Law	Essay Examination
Describe the differences between education, training and employee development	Employee Development	Essay

Describe and evaluate different systems of vocational education and training	Employee Development	Essay
Identify pay as a complex cluster concept and part of a theory of income	Pay and Performance	Seen examination
Critically analyse a range of payment systems and the link between pay and performance	Pay and Performance	Seen examination
Assess the role of line managers in pay determination	Pay and Performance	Seen examination
Analyse the concepts of intrinsic and extrinsic reward	Pay and Performance	Seen examination
Explain government policy in relation to pay and its regulation	Pay and Performance	Labour market analysis report Seen examination
Evaluate the literature on management styles and relate these to Strategic HRM models	Researching Contemporary Issues in HRM	Research proposal Research report
Reflect on the economic pressures which drive most contemporary managerial strategies	Researching Contemporary Issues in HRM	Research proposal Research report
Critically assess the meaning of 'strategic' in Strategic HRM and relate to literature on High Performance Workplaces and the management of organisation performance	Researching Contemporary Issues in HRM	Research proposal Research report
Critically assess new methods of work organisation and relate to organisational restructuring and change management	Researching Contemporary Issues in HRM	Research proposal Research report

Subject Specific Skills		
Learning Outcome	Module in which this is delivered	Principal forms of assessment (of the Level Outcome) used
<i>Successful students will be able to:</i>		
Analyse the cross-border diffusion of HRM policies and identify the economic and social constraints for policy transfer across national boundaries	International HRM	Report
Evaluate strategy and issues arising from attempts to implement HRM strategy across national boundaries	International HRM	Report
Assess the typologies used to	International HRM	Report

differentiate between the different organisational and internationalisation strategies employed by TNCs		
Critically assess the usefulness of existing devices which have been used as remedies for these inequalities, such as the law, equal opportunities policies and collective bargaining, through reference to original research and case study analysis.	Discrimination and Equal Opportunities at Work	Essay Group Presentation
Communicate ideas informed by contemporary research and new developments in theory both orally and in writing	International HRM	Report
Assess the impact of government, employer and trade union roles in the design and delivery of training and education	Employee Development	Essay
Relate external and internal (organisational, occupational and individual) factors to the delivery and effectiveness of training and development within the organisation	Employee Development	Essay
Analyse the context of pay and evaluate the key elements of reward decision making, including the labour market, trade unions, state regulation and organisations' pay strategies;	Pay and Performance	Labour market analysis report Seen examination
Identify and analyse pay statistics drawn from appropriate HR sources (e.g. ASHE data) with reference to relevant pay theories and labour market trends;	Pay and Performance	Seen examination
Evaluate various pay structures and job evaluation methods	Pay and Performance	Seen examination
Analyse negotiating theory and practice	Pay and Performance	Seen examination
Function effectively as a member of a team (seminar group) to facilitate the achievement of a particular task	Researching contemporary issues in HRM	Research proposal Research report
Develop a critical awareness of the application of key HRM techniques and topics	Researching Contemporary Issues in HRM	Research proposal Research report
Identify and evaluate appropriate	Researching Contemporary Issues	Research proposal

methods and data sources used in HRM research	in HRM	Research report
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Key or Transferable Skills (graduate attributes)		
Learning Outcome	Module in which this is delivered	Principal forms of assessment (of the Level Outcome) used
<i>Successful students will be able to:</i>		
Work productively in a largely unstructured context exercising initiative and personal responsibility	International HRM Discrimination and Equal Opportunities at Work Employee Development Researching Contemporary Issues in HRM	Report Essay Essay Research Proposal/Report
Communicate analysis and conclusions in an appropriate form (whether oral or written)	International HRM Discrimination and Equal Opportunities at Work Employee Development Researching Contemporary Issues in HRM Pay and Performance	Report Unseen examination Group presentation Essay Research Report Labour market analysis report Seen examination
Function effectively as a member of a team (seminar group) to facilitate the achievement of a particular task	International HRM Discrimination and Equal Opportunities at Work	Tutorial Group presentation
Make decisions and plan activity in uncertain and unpredictable contexts	International HRM Discrimination and Equal Opportunities at Work	Report Essay
Analyse a problem in order to identify its essential elements and apply prior knowledge to a problem	International HRM Discrimination and Equal Opportunities at Work Employee Development Researching Contemporary Issues in HRM Pay and Performance	Report/Tutorial Essay Essay Research report Labour market analysis report Seen examination

9. Final and intermediate awards

Credits required for each level of academic award are as follows:

Honours Degree	360 credits	<p>You will require at least 120 credits at levels 4, 5 and 6.</p> <p>The number of Human Resource Management credits you require depends on whether Human Resource Management is taken as a Dual or Minor subject.</p> <p>Dual Honours: You will require at least 120 credits in both Human Resource Management and your other principal subject (out of 360 credits overall), with at least 30 credits in Year 1 (Level 4) and at least 45 credits in each of Years 2 and 3 (Levels 5 and 6) in each of your two Principal Subjects. You will also be required to take at least one Independent Study Project in your final year.</p> <p>Minor Route: You will require at least 90 credits in Human Resource Management Studies and at least 225 credits in your other Major subject over the course of the degree. Students taking Human Resource Management as a Minor subject must obtain at least 30 credits in Human Resource Management in Year 1 (level 4) and 45 credits in Human Resource Management in Year 2 (level 5).</p>
Diploma in Higher Education	240 credits	You will require at least 120 credits at level 4 or higher and at least 120 credits at level 5 or higher
Certificate in Higher Education	120 credits	You will require at least 120 credits at level 4 or higher

Human Resource Management with Placement Year: in addition to the above students must pass a non-credit bearing module covering the placement year in order to graduate with a named degree in Human Resource Management with placement year. Students who do not complete, or fail the placement year, will be transferred to the three-year Human Resource Management programme.

Human Resource Management with International Year: in addition to the above students must pass a module covering the international year in order to graduate with a named degree in Human Resource Management with International Year. Students who do not complete, or fail the international year, will be transferred to the three-year Human Resource Management programme.

10. How is the Programme assessed?

The wide variety of assessment methods used within Human Resource Management at Keele reflects the broad range of knowledge and skills that are developed as you progress through the degree programme. Teaching staff pay particular attention to specifying clear assessment criteria and providing timely, regular and constructive feedback that helps to clarify things you did not understand and helps you to improve your performance. The following list is representative of the variety of assessment methods used within Human Resource Management:

- **Unseen closed and open book examinations** in different formats test students' knowledge and understanding of the subject. Examinations may consist of essay, short answer and/or multiple choice questions, and paper comprehension
- **Essays** allow you to demonstrate your ability to articulate ideas clearly using argument and reasoning skills and with close reference to the contexts and critical concepts covered in the modules. Essays also develop and demonstrate research and presentation skills (including appropriate scholarly referencing)
- **Reviews** of other scholars' work test students' ability to identify and summarise the key points of a text and to evaluate the quality of arguments and the evidence used to support them. In the case of work based on empirical research, reviews also assess students' knowledge of research methodologies and

their ability to make critical judgements about the appropriateness of different strategies for collecting and analysing data

- **Class tests** taken either conventionally or online via the Keele Learning Environment (KLE) assess students' subject knowledge and their ability to apply it in a more structured and focused way
- **Dissertations** enable students to explore in depth an area of particular interest through a substantial piece of focused research and writing, and test their ability to formulate and answer research questions
- **Research projects and reports** test student's knowledge of different research methodologies and the limits and provisional nature of knowledge. They also enable students to demonstrate their ability to formulate research questions and to answer them using appropriate methods
- **Oral and poster presentations and reports** assess individual students' subject knowledge and understanding. They also test their ability to work effectively as members of a team, to communicate what they know orally and visually, and to reflect on these processes as part of their own personal development

Marks are awarded for summative assessments designed to assess your achievement of learning outcomes. You will also be assessed formatively to enable you to monitor your own progress and to assist staff in identifying and addressing any specific learning needs. Feedback, including guidance on how you can improve the quality of your work, is also provided on all summative assessments within three working weeks of submission, unless there are compelling circumstances that make this impossible, and more informally in the course of tutorial and seminar discussions.

11. Contact Time and Expected Workload

This contact time measure is intended to provide you with an indication of the type of activity you are likely to undertake during this programme. The data is compiled based on module choices and learning patterns of students on similar programmes in previous years. Every effort is made to ensure this data is a realistic representation of what you are likely to experience, but changes to programmes, teaching methods and assessment methods mean this data is representative and not specific.

Undergraduate courses at Keele contain an element of module choice; therefore, individual students will experience a different mix of contact time and assessment types dependent upon their own individual choice of modules. The figures below are an example of activities that a student may expect on your chosen course by year/stage of study. Contact time includes scheduled activities such as: lecture, seminar, tutorial, project supervision, demonstration, practical classes and labs, supervised time in labs/workshop, fieldwork and external visits. The figures are based on 1,200 hours of student effort each year for full-time students.

Activity	Year 1 (Level 4)	Year 2 (Level 5)	Year 3 (Level 6)
Scheduled learning and teaching activities	18%	18%	17%
Guided independent Study	82%	82%	83%
Placements	0%	0%	0%

Placement Year	
Scheduled Learning and Teaching Activities	0%
Guided Independent Study	0%
Placements	100%

12. Accreditation

The HRM programme is approved by the Chartered Institute of Personnel and Development (CIPD) against the CIPD Intermediate Level Diploma in Human Resource Management. Successful completion of this programme will give students CIPD Associate membership. This is the CIPD's first level of professional membership; it means

that you can use the designatory letters 'Assoc CIPD' after your name and you will automatically become an Associate and professional member of the CIPD (Assoc CIPD).

13. Regulations

The University Regulations form the framework for learning, teaching and assessment and other aspects of the student experience. Further information about the University Regulations can be found at: <http://www.keele.ac.uk/student-agreement/>

Students should note that it is not possible to take both the Placement Year and International Year options. Also, a student who has completed a semester abroad will not normally be eligible to transfer onto the International Year option.

14. What are the typical admission requirements for the programme?

Subject	A-level	Subjects not included	International Baccalaureate	BTEC	Access to Higher Education Diploma	GCSE requirements
Human Resource Management (Dual Honours)	BBB/ ABC	Critical Thinking	32 points including Standard Level Maths or Maths Studies at 4 or above.	DDM	Obtain Access to Higher Education Diploma with 30 Level 3 credits at Distinction	Maths @ C (or 4) English Lang @ C (or 4)

Applicants who are not currently undertaking any formal study or who have been out of formal education for more than 3 years and are not qualified to A-level or BTEC standard may be offered entry to the University's Foundation Year Programme.

Applicants for whom English is not a first language must provide evidence of a recognised qualification in English language. The minimum score for entry to the Programme is Academic IELTS 6.0 or equivalent.

Please note: All non-native English speaking students are required to undertake a diagnostic English language assessment on arrival at Keele, to determine whether English language support may help them succeed with their studies. An English language module may be compulsory for some students during their first year at Keele.

Accreditation of Prior Learning (APL) is considered on a case-by-case basis and those interested should contact the Programme Director. The University's guidelines on this can be found here: <http://www.keele.ac.uk/qa/accreditationofpriorlearning/>

15. How are students supported on the programme?

Support for student learning on the Programme is provided in the following ways:

- Module and tutorial group leaders are responsible for providing support for learning on the modules and in the tutorial groups for which they are responsible. They also give individual feedback on in-course assessments and more general feedback on examinations.
- There is a programme director responsible for all aspects of coordination of the undergraduate HRM programme. S(he) may be consulted on a wide range of issues and, among other things, may commonly be approached to provide a reference for job and other applications.
- Every student is allocated to a personal tutor who is responsible for reviewing and advising on students' academic progress. Personal tutors also act as a first point of contact for students on non-academic issues which may affect their learning and can refer students on to a range of specialist health, welfare and financial services co-ordinated by the University's Student Support and Development Services.
- The Language Learning Unit offers on-going support to students who wish to improve their academic English during their studies.

All members of teaching staff on the HRM Principal Programme are available to see students during advertised weekly office hours and at other times by appointment.

Students for whom English is not their first language are offered language classes, facilities and services by the University's English Language Unit. In addition to credit-bearing modules on English for academic study, students also have access to one-to-one tutorials for individual help and advice, and to a wealth of resources for self-study and practice.

Careers: In addition to the University's central Careers service there is a specific Management School careers tutor. Students are encouraged to seek the careers tutor for any help with deciding on postgraduate courses and funding opportunities, discussing career options, discussing option choices in relation to specific career routes, and for help and assistance in applying for jobs and placements. Within the Keele Learning Environment there is a dedicated page to careers including several subject specific careers sites.

Placement Tutor: All students undertaking the placement degree programme will be provided with an academic tutor, based at Keele. Students will be expected to find their own placement however, support will be provided throughout the placement process. This will involve support ensuring the appropriateness of the placement prior to starting the Placement Year, and email/telephone/face-to-face contact with the academic tutor throughout the placement at regular intervals.

16. Learning Resources

HRM is taught in modern teaching rooms across the University, almost all of which are equipped with computers, internet access and electronic whiteboards or projection equipment. Rooms may be arranged either in traditional lecture format or more informally to allow students to work together in small groups.

The learning resources available to students on the Programme include:

- The extensive collection of materials relevant to undergraduate study held in the University Library. Built up over 20 years of delivering HRM at this level, these materials include books, journals and government publications. Much of this material is also accessible online to Keele students from anywhere in the world with a University username and password.
- The Keele Learning Environment (KLE) which provides easy access to a wide range of learning resources including lecture notes, electronic materials available in a repository maintained by the University Library and other resources – video, audio and text-based – accessible from external providers via the internet.

17. Other learning opportunities

Study abroad (semester)

Students on the Human Resource Management programme have the potential opportunity to spend a semester abroad in their second year studying at one of Keele's international partner universities.

Exactly which countries are available depends on the student's choice of degree subjects. An indicative list of countries is on the website (<http://www.keele.ac.uk/studyabroad/partneruniversities/>); however this does not guarantee the availability of study in a specific country as this is subject to the University's application process for studying abroad.

No additional tuition fees are payable for a single semester studying abroad but students do have to bear the costs of travelling to and from their destination university, accommodation, food and personal costs. Depending on the destination they are studying at additional costs may include visas, study permits, residence permits, and compulsory health checks. Students should expect the total costs of studying abroad to be greater than if they study in the UK, information is made available from the Global Education Team throughout the process, as costs will vary depending on destination

Whilst students are studying abroad any Student Finance eligibility will continue, where applicable students may be eligible for specific travel or disability grants. Students studying in Erasmus+ destinations may be eligible for

grants as part of this programme. Students studying outside of this programme may be eligible for income dependent bursaries at Keele.

Students travel on a comprehensive Keele University insurance plan, for which there are currently no additional charges. Some governments and/or universities require additional compulsory health coverage plans; costs for this will be advised during the application process.

Study Abroad (International Year)

A summary of the International Year, which is a potential option for students after completion of year 2 (Level 5), is provided at Annex A.

Work placement

Students have the opportunity to apply directly for the 4-year Human Resource Management with Placement Year degree programme or to transfer onto the 4-year degree programme at the end of Year-1 and in Year-2 at the end of Semester 1. Students who are initially registered for the 4-year degree programme may transfer onto the 3-year degree programme at any point in time, prior to undertaking their year-long placement. To be eligible for the placement year, students must have a good University attendance record. They must also have passed all Year 1 and Year 2 Semester 1 modules with an overall module average of $\geq 60\%$. Students must have met the progression requirements to proceed to their final year of study prior to commencing a placement.

Students wishing to take the placement year should meet with the Programme Director to obtain their signature to confirm agreement before they will be allowed to commence their placement.

18. Additional costs

HRM Placement Year Costs

Students will be responsible for organising their own placement, with the support of the placement tutor. This allows students to choose when and where to carry out their placement, taking into consideration the potential living and travel expenses, for which they are responsible. Students are encouraged to consider the potential costs incurred in carrying out the placements at the time of setting these up. Further guidance and support on these considerations is available from the placement tutor.

These costs have been forecast by the University as accurately as possible but may be subject to change as a result of factors outside of our control (for example, increase in costs for external services). Forecast costs are reviewed on an annual basis to ensure they remain representative. Where additional costs are in direct control of the University we will ensure increases do not exceed 5%.

As to be expected there will be additional costs for inter-library loans and potential overdue library fines, print and graduation.

19. Quality management and enhancement

The quality and standards of learning in Human Resource Management are subject to a continuous process of monitoring, review and enhancement.

- The Learning and Teaching Committee of Keele Management School is responsible for reviewing and monitoring quality management and enhancement procedures and activities across the School.
- Individual modules and the Human Resource Management Programme as a whole are reviewed and enhanced every year in the annual programme review which takes place at the end of the academic year and as part of the University's Curriculum Annual Review and Development (CARD) process.
- The programme is run in accordance with the University's Quality Assurance procedures and is subject to periodic reviews under the Internal Quality Audit (IQA) process.

Student evaluation of, and feedback on, the quality of learning on every Human Resource Management module takes place every year using a variety of different methods:

- The results of student evaluations of all modules are reported to module leaders and reviewed by the Programme Committee as part of the Curriculum Annual Review and Development (CARD) process.
- Findings related to the Human Resource Management Programmes from the annual National Student Survey (NSS), and from regular surveys of the student experience conducted by the University, are subjected to careful analysis and a planned response at programme and School level.
- Feedback received from representatives of students in all three years of the Human Resource and Management Programme is considered acted on at regular meetings of the Programmes Staff/Student Liaison Committee.

The University appoints senior members of academic staff from other universities to act as external examiners on all programmes. They are responsible for:

- Approving examination questions
- Confirming all marks which contribute to a student’s degree
- Reviewing and giving advice on the structure and content of the programme and assessment procedures

Information about current external examiner(s) can be found here:

<http://www.keele.ac.uk/ga/externalexaminers/currentexternalexaminers/>

20. The principles of programme design

The Human Resource Management Programme described in this document has been drawn up with reference to, and in accordance with the guidance set out in, the following documents:

- UK Quality Code for Higher Education, Quality Assurance Agency for Higher Education: <http://www.qaa.ac.uk/quality-code>
- QAA Subject Benchmark Statement: Business and Management (2015) http://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/sbs-business-management-15.pdf?sfvrsn=c7e1f781_8
- Keele University Regulations and Guidance for Students and Staff: <http://www.keele.ac.uk/regulations>

21. Document Version History

Version history	Date	Notes
Date first created	October 2016	
Revision history	V2.0: May 2019	Changes to Level 6 modules including Employee Development moving from option to core [major change]
Date approved		

Annex A

Human Resource Management (Dual Honours)

Please note: in order to be eligible to take the International Year option your other subject must also offer this option. Please refer to the information published in the course document for your other subject.

International Year Programme

Students registered for Dual Honours Human Resource Management may either be admitted for or apply to transfer during their period of study at Level 5 to the Dual Honours programme in both their principal subjects, providing that they meet the progression criteria outlined in this document. Students accepted onto the International Year programme will have an extra year of study at an international partner institution after they have completed Year 2 (Level 5) at Keele.

Students who successfully complete both the second year (Level 5) and the International Year will be permitted to progress to Level 6. Students who fail to satisfy the examiners in respect of the International Year will normally revert to the Dual Honours programme without the International Year and progress to Level 6 on that basis. The failure will be recorded on the student's final transcript.

Study at Level 4, Level 5 and Level 6 will be as per the main body of this document. The additional detail contained in this annex will pertain solely to students registered for Human Resource Management with International Year'.

International Year Programme Aims

In addition to the programme aims specified in the main body of this document, the international year programme of study aims to provide students with:

1. Personal development as a student and a researcher with an appreciation of the international dimension of their subject
2. Experience of a different culture, academically, professionally and socially

Entry Requirements for the International Year

Students may apply to the 4-year programme during Level 5. Admission to the International Year is subject to successful application, interview and references from appropriate staff.

The criteria to be applied are:

- Academic Performance (an average of 60% across all modules at Level 5 is normally required)
- General Aptitude (to be demonstrated by application for study abroad, interview during the 2nd semester of year 2 (Level 5), and by recommendation of the student's personal tutor, 1st and 2nd year tutors and programme director)

Student Support

Students will be supported whilst on the International Year via the following methods:

- Phone or Skype conversations with Study Abroad tutors, in line with recommended Personal Tutoring meeting points.
- Support from the University's Global Education Team

Learning Outcomes

In addition to the learning outcomes specified in the main text of the Programme Specification, students who complete a Keele undergraduate programme with International Year will be able to:

- a. Describe, discuss and reflect upon the cultural and international differences and similarities of

- different learning environments
- b. Discuss the benefits and challenges of global citizenship and internationalisation
 - c. Explain how their perspective on their academic discipline has been influenced by locating it within an international setting.

In addition, students who complete 'Human Resource Management with International Year' will be able to:

- i) Design, plan and critically evaluate research projects with respect to Human Resource Management.
- ii) Record relevant information accurately and systematically and reflect on a range of sources in a critical manner.
- iii) Integrate, apply and develop enhanced principles relating to the analysis of Human Resource Management
- iv) Recognise, describe and explain cultural phenomena across national boundaries and reflect critically upon problems relating to contemporary society and culture.

Please note that students on Dual Honours programmes with International Year must meet the subject-specific learning outcomes for BOTH their principal subjects.

These learning outcomes will all be assessed by the submission of a satisfactory individual learning agreement, the successful completion of assessments at the partner institution and the submission of the reflective portfolio element of the international year module.

Course Regulations

Students registered for the 'Human Resource Management with International Year' are subject to the course specific regulations (if any) and the University regulations. In addition, during the International Year, the following regulations will apply:

Students undertaking the International Year must complete 120 credits, which must comprise *at least 40%* in the student's discipline areas.

This may impact on your choice of modules to study, for example you will have to choose certain modules to ensure you have the discipline specific credits required.

Students are barred from studying any Human Resource Management module with significant overlap to Level 6 modules to be studied on their return. Significant overlap with Level 5 modules previously studied should also be avoided.

Additional costs for the International Year

Tuition fees for students on the International Year will be charged at 15% of the annual tuition fees for that year of study, as set out in Section 1. The International Year can be included in your Student Finance allocation, to find out more about your personal eligibility see: www.gov.uk

Students will have to bear the costs of travelling to and from their destination university, accommodation, food and personal costs. Depending on the destination they are studying at additional costs may include visas, study permits, residence permits, and compulsory health checks. Students should expect the total costs of studying abroad be greater than if they study in the UK, information is made available from the Global Education Team throughout the process, as costs will vary depending on destination.

Students studying in Erasmus+ destinations may be eligible for grants as part of this programme. Students studying outside of this programme may be eligible income dependent bursaries at Keele.

Students travel on a comprehensive Keele University insurance plan, for which there are currently no additional charges. Some Governments and/or universities require additional compulsory health coverage plans; costs for this will be advised during the application process.