

Programme specification

(Notes on how to complete this template are provide in Annexe 3)

1. Overview/ factual information

Programme/award title(s)	<ul style="list-style-type: none"> a. BSc (Honors) in Business Administration (Human Resource Management) b. BSc in Business Administration (Human Resource Management) c. Diploma of Higher Education – Business Administration d. Certificate of Higher Education - Business Administration
Teaching Institution	Deree - The American College of Greece
Awarding Institution	The Open University (OU)
Date of first OU validation	January 2011
Date of latest OU (re)validation	May 2015
Next revalidation	
Credit points for the award	360
UCAS Code	
HECoS Code	
LDCS Code (FE Colleges)	
Programme start date and cycle of starts if appropriate.	September 2021
Underpinning QAA subject benchmark(s)	Business and Management, November 2019
Other external and internal reference points used to inform programme outcomes. For apprenticeships, the standard or framework against which it will be delivered.	
Professional/statutory recognition	
For apprenticeships fully or partially integrated Assessment.	
Mode(s) of Study (PT, FT, DL, Mix of DL & Face-to-Face) Apprenticeship	
Duration of the programme for each mode of study	FT-3 years

Dual accreditation (if applicable)	NECHE Accredited
Date of production/revision of this specification	April 2021

Please note: This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided.

More detailed information on the learning outcomes, content, and teaching, learning and assessment methods of each module can be found in student module guide(s) and the students handbook.

The accuracy of the information contained in this document is reviewed by the University and may be verified by the Quality Assurance Agency for Higher Education.

2.1 Educational aims and objectives

The Human Resource Management programme is designed, administered and delivered in line with the College's and School's overall principles and mission, as shown below.

The American College of Greece mission

To add distinctive and sustainable value to our students as well as Greece, American education, Hellenic heritage, and the global community through transformative teaching, scholarship and service SBE mission.

School of Business and Economics mission

The School of Business and Economics is committed to providing academically rigorous economics and business and programs that equip students with knowledge and thinking skills grounded on liberal education, economics foundations, business functions and sound specialization components.

Human Resource Management Programme mission

In congruence with the mission statements of the College and the School of Business and Economics, the B.Sc. in Human Resource Management aims at providing students with cutting-edge insights and problem-solving skills that will prepare them for postgraduate education and for careers in individual HRM consultancy or corporate HRM.

Educational Aims

The Human Resource Management programme aims at developing high-calibre and ethically responsible professionals who will be equipped with in-depth academic knowledge and skills in the Human Resource Management field. Students completing the programme will be able to embark on a successful career in various business areas or pursue post-graduate studies.

The overall **goals** of the Human Resource Management programme are:

1. Provide students with in-depth knowledge and understanding of Human Resource Management and the importance of people for organizational effectiveness.
2. Develop students' personal and professional competences and skills in order to prepare them to undertake a career in Human Resource Management and other related fields.
3. Prepare students for applying the principles, concepts and practices in Human Resource Management
4. Develop students' understanding of ethical issues related to theory and practice of Human Resource Management so that they become informed citizens and responsible professionals.
5. Prepare students for lives of reflection and lifelong learning.

More specifically, the Human Resource Management programme aims to produce students with the following **competencies**:

1. Demonstrate knowledge and understanding of the external environment and its impact on business
2. Demonstrate in-depth knowledge and understanding of the internal aspects, functions and processes and specialized knowledge of the human resource function and its relevance to other business functions
3. Demonstrate awareness of moral theories and ethical issues and evaluate their impact on business decision making.
4. Demonstrate the ability to make sound operational and strategic decisions as an HR professional in a world of increasing complexity and uncertainty
5. Demonstrate ability to think critically, analytically and creatively as business professionals and citizens.
6. Demonstrate the acquisition of professional skills and competences required to function effectively in business across national and cultural boundaries.
7. Demonstrate the acquisition of personal and interpersonal skills and competences supporting their professional development and employability across professional settings.

The programme satisfies 2019 QAA Subject Benchmark Statement (Business and Management) for subject-specific and generic skills. The programme's **learning outcomes** specify that upon completion of the programme, students will be able to:

A. Knowledge and Understanding

A.1: Demonstrate knowledge and understanding of the external environment and its impact on business.

A.2: Demonstrate knowledge and understanding of the business functions and internal processes of organizations and their relationship with the external environment.

A.3: Demonstrate fundamental knowledge and understanding of quantitative and qualitative methods and tools used to conduct research in business.

A.4: Demonstrate knowledge in the concepts, practices and principles related to Human Resource Management theory and practice.

A.5: Demonstrate comprehensive knowledge of issues related to ethics and social responsibility and assess the models, practices and tools that an organization may employ to help assure a sustainable future.

A.6. Evaluate policies and strategies employed by organizations in addressing internal and external stakeholders' changing interests.

A.7. Demonstrate comprehensive knowledge and understanding of theories and current research on selected topics in Human Resource Management and employ theoretical frameworks to evaluate professional practice in real-world contexts.

B. Cognitive Skills (reasoning, perception, intuition)

B.1: Articulate and explain terms, concepts and theories in a relevant knowledge area effectively.

B.2: Locate, extract, evaluate and analyse data from academic and non-academic resources, and acknowledge source material in the appropriate academic convention.

B.3: Assess the moral and ethical dimensions of actions, persons, and business practices and develop an awareness of, and framework for, ethical decision-making.

B.4: Critically analyse, evaluate and apply a range of options for resolving complex issues or problems.

B.5: Evaluate the connections and interrelationships that exist across different subject areas.

B.6: Judiciously employ qualitative and/or quantitative reasoning in supporting evidence-based decision-making.

C. Practical and Professional Skills

C.1: Apply numeric skills in solving problems of increasing complexity and with increasing autonomy as students progress through the curriculum.

C.2: Make use of Information Technology effectively to retrieve, process, analyze and communicate information.

C.3: Apply qualitative and/or quantitative methods and tools in analyzing and solving financial and managerial problems.

C.4: Demonstrate ability to reflect on the key drivers of business success and the causes underlying business failure.

C.5: Develop entrepreneurial skills, such as the ability to identify business opportunities, devise appropriate business plans, and communicate these plans effectively to gain support and generate resources.

D. Key/Transferable Skills

D.1: Communicate ideas effectively orally and/or in writing in a professional context.

D.2: Demonstrate interpersonal, teamwork and/or leadership skills and the ability to work effectively with others including in cross-cultural settings.

D.3: Apply self-management skills including a capacity to plan, organize and manage time.

D.4: Take responsibility for own actions in an academic and professional context.

D.5: Reflect on the broader scope and value of learning and become an independent lifelong learner.

2.2 Relationship to other programmes and awards

(Where the award is part of a hierarchy of awards/programmes, this section describes the articulation between them, opportunities for progression upon completion of the programme, and arrangements for bridging modules or induction)

This program specification is part of a US Bachelor's degree program, awarded with a total of 121 US credits and consisting of:

- The Liberal Education curriculum (43 US credits)
- Concentration – Open University-validated curriculum (72 US or 360 UK credits)
- General electives (6 US or 30 UK credits)

Liberal Education (distributive requirements).....	43
Academic Writing and Research	9
Mathematics	3
Human Communication	3
Information Systems	3
Natural Sciences	7
(students are required to complete any two courses in natural science, one of which must have a lab component)	
Social and Behavioural Sciences	9
Humanities	3
Ethics	3
Fine and Performing Arts.....	3

Liberal Education Mission

A vital component of the undergraduate experience, the Liberal Education programme prepares students to become globally engaged twenty-first century citizens with the knowledge, intellectual habits, practical skills, and socio-cultural sensibilities needed in a rapidly changing world. Liberal Education helps students develop essential competencies for success across disciplines and in life beyond college by cultivating open mindedness, tolerance, problem-solving ability, intellectual curiosity and creativity. It also promotes thoughtful self-expression, an ethical compass, and responsibility to the local and global communities.

LIBERAL EDUCATION COMPETENCIES AND LEARNING OUTCOMES

1. Communication and Information Literacy

- a) Demonstrate effective verbal (writing, speaking and listening) and nonverbal communication skills.
- b) Retrieve, critically evaluate and synthesize information adhering to legal and ethical practices.
- c) Show knowledge of the stages needed from draft to final text or presentation using proper documentation and citation.
- d) Demonstrate a mastery of the basic skills in information technology.

2. Social Responsibility and Civic Engagement

- a) Discuss issues of identity and inclusion.
- b) Explain different dimensions of sustainability and how it relates to one's discipline.
- c) Discuss ways of responsible civic engagement.
- d) Engage in activities that serve the needs of the local and global community.

- e) Evaluate elements of Greek society that reflect Greek cultural values and the desirability to maintain or change such values so that Greek society can succeed in a new interdependent environment without losing its identity.

3. Cultural and Global Perspectives

- a) Discuss world history or sociocultural traditions from different perspectives.
 b) Describe diverse worldviews, ideas, institutions or artistic expressions manifest in varied contexts globally.
 c) Demonstrate understanding of the workings of Greek, American and European social, political and economic systems and trace the geographical and historical factors that shape these systems.
 d) Evaluate perspectives on cultural diversity.

4. Ethics and Values

- a) Explain the importance of values in our venture to understand the world.
 b) Identify ethical issues in different contexts, especially in one's major course of study.
 c) Discuss ideologies and ethical principles upheld by different cultures and cocultures.
 d) Describe different approaches through which ethical dilemmas may be examined and resolved.

5. Aesthetic Expression

- a) Discuss the main themes, symbols, and means of expression in various art forms.
 b) Demonstrate ability to create or recreate aesthetic works that reflect knowledge of the artistic process and awareness of self, social and stylistic contexts.
 c) Reflect on the outcomes of an artistic work.
 d) Discuss the value of diversity in creative approaches in the visual, verbal and performing arts.

6. Scientific and Quantitative Literacy

- a) Describe major concepts, principles, laws and theories in mathematics and the natural sciences.
 b) Discuss the impact of science and technology on the individual, society, and the physical environment. Apply scientific and mathematical methods and principles in making informed decisions in various disciplines.
 c) Demonstrate practical and processing skills associated with natural sciences, mathematics and technology.

7. Integration

- a) Synthesize concepts learned in the Liberal Education programme with major concepts in one's academic major.
 b) Evaluate theoretical and practical knowledge included in Liberal Education competencies in the context of academic and professional enhancement.

2.3 For Foundation Degrees, please list where the 60 credit work-related learning takes place. For apprenticeships an articulation of how the work based learning and academic content are organised with the award.

N/A

2.4 List of all exit awards

- a. BSc (Honors) in Business Administration (Human Resource Management)
- b. BSc in Business Administration (Human Resource Management)
- c. Diploma of Higher Education – Business Administration
- d. Certificate of Higher Education - Business Administration

3. Programme structure and learning outcomes

(The structure for any part-time delivery should be presented separately in this section.)

Programme Structure - LEVEL 4					
Compulsory modules	Credit points	Optional modules	Credit points	Is module compensatable?	Semester runs in
AF 2007 Financial Accounting	15	None			Fall
BU 2003 Business Legal Issues	15				Fall
EC 1000 Principles of Microeconomics	15				Fall
EC 1101 Principles of Macroeconomics	15				Spring
MA 2021 Applied Statistics	15				Spring
MG 2003 Management Principles	15				Fall
MG 20XX Introduction to HRM	15				Spring
MK 2030 Introduction to Marketing	15				Spring
TOTAL LEVEL 4	120				

Intended learning outcomes at Level 4 are listed below:

<u>Learning Outcomes – LEVEL 4</u>	
3A. Knowledge and understanding	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>A.1: Demonstrate knowledge and understanding of the external environment and its impact on business.</p> <p>A.2: Demonstrate knowledge and understanding of the business functions and internal processes of organizations and their relationship with the external environment.</p> <p>A.3: Demonstrate fundamental knowledge and understanding of quantitative and qualitative methods and tools used to conduct research in business.</p> <p>A.4: Demonstrate knowledge in the concepts, practices and principles related to Human Resource Management theory and practice.</p>	<p><u>Learning and Teaching Strategy:</u></p> <p>In congruence with the teaching and learning strategy of the college, the following methods are used at Level 4:</p> <p>Classes consist of lectures, discussions, collaborative in-class small projects or case studies and specialized video presentations as appropriate. Throughout the lectures students develop knowledge and understanding related to the subject content. Discussions and collaborative in-class small projects reinforce students' cognitive and key transferable skills. Specialized video presentations familiarize students with industry and professional practices and help them connect abstract concepts to the 'real world'.</p> <p>Classes at Level 4 are interactive and student engagement in the learning process is mainly pursued through their active participation in class. Through individual project work students are required to make use of the library and become familiar with library resources, hence making a first step towards independent learning.</p> <p>Office Hours (one hour per course per week): Students are encouraged to make full use of the office hours of their instructor in order to consult and discuss issues related to the course's content.</p> <p>Use of blackboard (online learning platform), where instructors post lecture notes, assignments instructions, timely announcements, as well as additional resources.</p> <p><u>Assessment Methods:</u></p>

<u>Learning Outcomes – LEVEL 4</u>	
3A. Knowledge and understanding	
	<p>Assessment of student performance at Level 4 involves a reasonable mix of methods and incorporates both “formative” (“diagnostic” evaluation that provides feedback in order to improve learning) along with “summative” (evaluation that tests whether students have mastered the learning outcomes of a programme) evaluation tools.</p> <p>Formative assessment may take the form of in-class “diagnostic” exams, take-home assignments, case analyses, tutorial tasks, etc., though it does not contribute to the student’s grade.</p> <p>Summative assessments assess learning outcomes oriented towards knowledge and understanding and includes a mix of assessments such as individual projects, business cases, midterm and final examinations. The exact nature of summative assessments and assessment weights vary by module. Examinations consist of open essay-type questions or problem solving exercises. The midterm examination takes place half-way through the module, whereas the final examination takes place at the end of the module. Instructors typically provide feedback on the first assessment to students in class. Such feedback informs students to what extent they have met learning outcomes and provides guidance on how to improve their future work. At their own initiative, students also have the opportunity to receive feedback on their final assessment.</p> <p><u>Where it is taught and assessed:</u></p> <p>A.1 EC 1000 Principles of Microeconomics (15 UK Credits–Compulsory) Introduction to economics and the economy. Product markets, elasticity, and consumer theory. Costs, production and the theory of the firm. Pricing and output determination in various market structures</p>

<u>Learning Outcomes – LEVEL 4</u>	
3A. Knowledge and understanding	
	<p>EC 1101 Principles of Macroeconomics (15 UK Credits–Compulsory) National income accounting, economic growth, taxation, business cycles, unemployment, inflation, deficit and debt. Aggregate expenditures model, and the Aggregate Supply/Aggregate Demand model. Countercyclical fiscal and monetary policy. The banking system, and the money supply.</p> <p>BU 2003, Business Legal Issues (15 UK credits – Compulsory) Introduction to basic concepts and principles of company law, intellectual property law, contract law, tort law and employment law, and overview of selected emerging legal issues.</p> <p>A.2</p> <p>AF 2007 Financial Accounting (15 UK Credits – Compulsory) Introduction to principles, concepts and procedures of the financial accounting cycle of services and merchandising businesses. Preparation and interpretation of financial statements as a source of financial information required in a business context.</p> <p>MG 2003 Management Principles (15 UK Credits – Compulsory) Nature, functions and responsibilities in the management of organizations. History of management thought, theories, concepts and practices. The managerial functions of planning and decision-making, organizing, leading and controlling.</p>

<u>Learning Outcomes – LEVEL 4</u>	
3A. Knowledge and understanding	
	<p>MK 2030 Introduction to Marketing (15 UK Credits – Compulsory)</p> <p>This course provides an understanding of basic marketing concepts, as they are used in different individual organizations. Marketing mix, segmentation, targeting, positioning, principles of consumer behavior, marketing research.</p> <p>A.3</p> <p>MA 2021 Applied Statistics (15 UK Credits – Compulsory)</p> <p>A comprehensive introduction of statistics for business and economics. Descriptive and inferential statistics, regression analysis and analysis of variance (ANOVA).</p> <p>A.4</p> <p>MG 20xx Introduction to Human Resource Management (15 UK credits-Compulsory)</p> <p>Introduction to HRM, including HR methods and roles, key HRM functions, and the role of HRM in sustainability and development issues, including green HRM and sustainable employability for employees.</p>

3B. Cognitive skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>B.1: Articulate and explain terms, concepts and theories in a relevant knowledge area effectively.</p> <p>B.2: Locate, extract, evaluate and analyse data from academic and non-academic resources, and acknowledge source material in the appropriate academic convention.</p> <p>B.3: Assess the moral and ethical dimensions of actions, persons, and business practices and develop an awareness of, and framework for, ethical decision-making.</p>	<p><u>Where it is taught and assessed:</u></p> <p>B.1 AF 2007 Financial Accounting BU 2003 Business Legal Issues EC 1000 Principles of Microeconomics EC 1101 Principles of Macroeconomics MA 2021 Applied Statistics MG 2003 Management Principles MG 20XX Introduction to Human Resource Management MK 2030 Introduction to Marketing</p> <p>B.2 MG 20XX Introduction to Human Resource Management MK 2030 Introduction to Marketing</p> <p>B.3 BU 2003 Business Legal Issues MG 2003 Management Principles MG 20XX Introduction to Human Resource Management Discussion of ethical choices is embedded in almost all courses.</p>

3C. Practical and professional skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>C.1: Apply numeric skills in solving problems of increasing complexity and with increasing autonomy as students progress through the curriculum.</p> <p>C.2: Make use of Information Technology effectively to retrieve, process, analyze and communicate information.</p> <p>C.3: Apply qualitative and/or quantitative methods and tools in analyzing and solving financial and managerial problems.</p> <p>C.4: Demonstrate ability to reflect on the key drivers of business success and the causes underlying business failure.</p>	<p><u>Where it is taught and assessed:</u></p> <p>C.1 AF 2007 Financial Accounting MA 2021 Applied Statistics</p> <p>C.2 AF 2007 Financial Accounting MA 2021 Applied Statistics MG 20XX Introduction to Human Resource Management MK 2030 Introduction to Marketing</p> <p>Use of information technology is embedded in almost all business modules.</p> <p>C.3 AF 2007 Financial Accounting MA 2021 Applied Statistics</p> <p>C.4 MG 2003 Management Principles MG 20XX Introduction to Human Resource Management MK 2030 Introduction to Marketing</p>

3D. Key/transferable skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>D.1: Communicate ideas effectively orally and/or in writing in a professional context.</p> <p>D.3: Apply self-management skills including a capacity to plan, organize and manage time.</p> <p>D.4: Take responsibility for own actions in an academic and professional context.</p> <p>D.5: Reflect on the broader scope and value of learning and become an independent lifelong learner.</p>	<p><u>Where it is taught and assessed:</u></p> <p>D.1 MG 20XX Introduction to Human Resource Management MK 2030 Introduction to Marketing</p> <p>D.3 Developed and reinforced throughout the curriculum.</p> <p>D.4 Developed and reinforced throughout the curriculum.</p> <p>D.5 Developed and reinforced throughout the curriculum.</p>

[Please insert here title(s) of exit award(s) at Level 4, if applicable]

Certificate of Higher Education in Business Administration

In accordance with the framework for higher education qualifications, the holder of a Certificate of Higher Education in Business Administration will have a sound knowledge of the basic concepts of General Business and Management and will have learned how to apply different business functions to solving problems. He or she will be able to communicate accurately and will have the qualities needed for employment requiring the exercise of some personal responsibility.

Certificates of Higher Education in Business Administration are awarded to students who have demonstrated:

- i) knowledge of the underlying concepts and principles associated with management and business administration functions, and an ability to evaluate and interpret these within internal and external business contexts;
- ii) an ability to retrieve, analyze, interpret, and present qualitative and quantitative data, to develop lines of argument and make sound judgments in accordance with basic theories and concepts of general business and management.

Typically, holders of the qualification will be able to:

- a) apply a wide variety of business functions to solving basic business-related problems;
- b) communicate the results of their study/work accurately and reliably, with coherent arguments, orally and in writing;
- c) undertake further training and develop new skills within a structured and managed environment;
and will have:
- d) qualities and transferable skills necessary for employment requiring the exercise of some personal responsibility.

Upon completion of level 4 (120 credits or 8 modules), students will be able to i) recognize and be familiar with key business functions and the impact of the external environment on business, ii) apply basic statistical techniques to business.

Specifically, holders of the Certificate of Higher Education in Business Administration will be able to demonstrate knowledge and understanding of:

- The principles, functions, role and impact of Human Resource Management in a high-performance business system (MG 20XX)
- Basic tools in statistics (MA 2021)
- The legal environment for business (BU 2003)
- Core economic concepts and principles (EC 1000, EC 1101)
- Management theories, concepts, principles and practices (MG 2003)
- The fundamentals of marketing research, consumer behavior and marketing strategy (MK 2030)
- Accounting transactions and non-complex financial statements (AF 2007)

In addition, they will have the following cognitive, practical/professional and key/transferable skills:

- Articulate and explain terms, concepts and theories in a relevant knowledge area effectively. (AF 2007, BU 2003, EC 1000, EC 1101, MA 2021, MG 2003, MG 2063, MK 2030)
- Locate, extract, evaluate and analyze data from academic and non-academic resources, and acknowledge source material in the appropriate academic convention. (MG 20XX, MK 2030)

- Assess the moral and ethical dimensions of actions, persons, and business practices and develop an awareness of, and framework for, ethical decision-making. (BU 2003, MG 2003, MG 20XX)
- Apply numeric skills in solving problems of increasing complexity and with increasing autonomy as students progress through the curriculum. (AF 2007, MA 2021)
- Make use of Information Technology effectively to retrieve, process, analyze and communicate information. (AF 2007, MA 2021, MG 20XX, MK 2030)
- Apply qualitative and/or quantitative methods and tools in analyzing and solving financial and managerial problems. (AF 2007, MA 2021)
- Demonstrate ability to reflect on the key drivers of business success and the causes underlying business failure. (MG 2003, MG 20XX, MK 2030)
- Communicate ideas effectively orally and/or in writing in a professional context. (MG 20XX, MK 2030)
- Apply self-management skills including a capacity to plan, organize and manage time. (All modules)
- Take responsibility for own actions in an academic and professional context. (All modules)
- Reflect on the broader scope and value of learning and become an independent lifelong learner. (All modules)

CERTIFICATE OF HIGHER EDUCATION IN BUSINESS ADMINISTRATION (120 CREDITS)

Compulsory Modules:

Level 4

AF 2007 FINANCIAL ACCOUNTING (LEVEL 4) – 15 CREDITS

BU 2003 BUSINESS LEGAL ISSUES (LEVEL 4) – 15 CREDITS

EC 1000 PRINCIPLES OF MICROECONOMICS (LEVEL 4) – 15 CREDITS

EC 1101 PRINCIPLES OF MACROECONOMICS (LEVEL 4) – 15 CREDITS

MA 2021 APPLIED STATISTICS (LEVEL 4) – 15 CREDITS

MG 2003 MANAGEMENT PRINCIPLES (LEVEL 4) – 15 CREDITS

MG 20XX INTRODUCTION TO HUMAN RESOURCE MANAGEMENT (LEVEL 4) – 15 CREDITS

MK 2030 INTRODUCTION TO MARKETING (LEVEL 4) – 15 CREDITS

Optional Modules:

None

Programme Structure - LEVEL 5					
Compulsory modules	Credit points	Optional modules	Credit points	Is module compensatable?	Semester runs in
AF 3116 Management Accounting BU 3233 Business Research Methods CS 3051 Business Driven Technology FN 3105 Financial Management MG 3034 Managing People and Organizations MG 3118 Developing Human Capital MG 3164 Talent Acquisition PH 3005 Business Ethics	15 15 15 15 15 15 15 15	None			Fall Fall Spring Spring Fall Spring Fall Spring
TOTAL LEVEL 5	120				

Intended learning outcomes at Level 5 are listed below:

Learning Outcomes – LEVEL 5	
3A. Knowledge and understanding	
Learning outcomes:	Learning and teaching strategy/ assessment methods
A.2: Demonstrate knowledge and understanding of the business functions and internal processes of organizations and their relationship with the external environment.	<u>Learning and Teaching Strategy:</u> In congruence with the teaching and learning strategy of the college, the following methods are used at Level 5:

<u>Learning Outcomes – LEVEL 5</u>	
3A. Knowledge and understanding	
<p>A.3: Demonstrate fundamental knowledge and understanding of quantitative and qualitative methods and tools used to conduct research in business.</p> <p>A.4: Demonstrate knowledge of the concepts, practices and principles related to Human Resource Management theory and practice.</p> <p>A.5: Demonstrate comprehensive knowledge of issues related to ethics and social responsibility and assess the models, practices and tools that an organization may employ to help assure a sustainable future.</p>	<p>Classes consist of lectures, tutorials on project work, discussions, collaborative in-class and take-home projects or case studies of more complex nature and specialized video presentations as appropriate. Throughout the lectures students have the opportunity to learn and apply concepts and theories in the subject area. Discussions and collaborative in-class small projects reinforce students' cognitive, practical, professional and key transferable skills. Specialized video presentations familiarize students with industry and professional practices and help them connect abstract concepts to the 'real world'. Invited lectures, as opportunities arise, offer students the opportunity to establish connections with the professional world.</p> <p>Classes at Level 5 are very interactive and student engagement in the learning process is pursued through their active participation in class, as well as through individual and group project work. Through project work students are required to make use of the library and study academic resources on their own, hence taking responsibility for their own learning.</p> <p>Office Hours (one hour per course per week): Students are encouraged to make full use of the office hours of their instructor in order to consult and discuss issues related to the course's content. During office hours students also have the opportunity to receive feedback on draft project work.</p> <p>Use of blackboard (online learning platform), where instructors post lecture notes, assignments instructions, timely announcements, as well as additional resources.</p> <p><u>Assessment Methods:</u></p>

<u>Learning Outcomes – LEVEL 5</u>	
3A. Knowledge and understanding	
	<p>At Level 5, assessment of student performance involves more varied and creative forms and incorporates both “formative” (“diagnostic” evaluation that provides feedback in order to improve learning) along with “summative” (evaluation that tests whether students have mastered the learning outcomes of a program) evaluation tools.</p> <p>Formative assessment may take the form of in-class “diagnostic” exams, take-home assignments, case analyses of more complex nature, tutorial tasks, etc., though it does not contribute to the student’s grade. Students typically receive feedback on draft project work.</p> <p>Summative assessments assess learning outcomes oriented towards application and analysis and require a degree of critical thinking capacity. They include assessments such as individual and group projects and presentations, complex business cases, as well as midterm and final examinations. The exact nature of summative assessments and assessment weights vary by module. Examinations consist of open essay-type questions or problem solving exercises of an increased level of challenge. The midterm examination takes place half-way through the module, whereas the final examination takes place at the end of the module. Instructors typically provide feedback on the first assessment to students in class. Such feedback informs students to what extent they have met learning outcomes and provide guidance on how to improve their future work. At their own initiative, students also have the opportunity to receive feedback on their final assessment.</p> <p><u>Where it is taught and assessed:</u></p>

<u>Learning Outcomes – LEVEL 5</u>	
3A. Knowledge and understanding	
	<p>A.2</p> <p>AF 3116 Management Accounting (15 UK Credits – Compulsory)</p> <p>Generation and preparation of information provided to decision-makers for optimal planning and control of an organization’s routine operations and long-range organizational goals. Focus on the use of accounting information in cost accumulation, profitability analysis, planning and decision making in business organizations.</p> <p>FN 3105 Financial Management (15 UK Credits – Compulsory)</p> <p>The course provides the basic knowledge and skills required to examine the role of financial management within companies, the nature of financial decisions companies make, the implementation of investment appraisal techniques, and the importance of capital structure and its implications for the company.</p> <p>MG 3034 Managing People and Organizations (15 UK Credits – Compulsory)</p> <p>Major theories of organizational behavior and the emergence of strategic Human Resource Management as a mechanism for managing people at work. Implications for managers in enacting work and people management activities.</p> <p>CS 3051 Business Driven Technology (15 UK Credits – Compulsory)</p>

<u>Learning Outcomes – LEVEL 5</u>	
3A. Knowledge and understanding	
	<p>Theories and practices on the role and use of information systems and technology in transforming organizations through streamlining business operations and optimizing business processes. Effective decision-making in implementing sustainable business/IS solutions.</p> <p>A.3 BU 3233 Business Research Methods (15 UK Credits – Compulsory)</p> <p>The Business Research process, the Research Report and the Proposal. The Research problem, the Literature Review and Research Questions. Research Design and Methodology. Data Collection methods. Quantitative and Qualitative Data Analysis.</p> <p>A.4 MG 3118 Developing Human Capital (15 UK Credits – Compulsory)</p> <p>The role of developing human capital in achieving corporate objectives, through effective needs assessment, employee development plans and career management. Evaluation of the training and development effort, learning theories and e-learning.</p> <p>MG 3164 Talent Acquisition (15 UK Credits – Compulsory)</p>

<u>Learning Outcomes – LEVEL 5</u>	
3A. Knowledge and understanding	
	<p>Models, methods, and practices of employee acquisition, including, human resource planning, job analysis, recruitment, selection and retention management, to achieve organizational effectiveness.</p> <p>A.5</p> <p>PH 3005 Business Ethics (15 UK Credits – Compulsory)</p> <p>Introduction to major theories and basic moral problems in the domain of business. The use of reasoning in moral assessment of business practices. Application of moral theories to specific cases of corporate conduct ranging from the individual to society in general, in the local and the international context.</p>
3B. Cognitive skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>B.1: Articulate and explain terms, concepts and theories in a relevant knowledge area effectively.</p> <p>B.2: Locate, extract, evaluate and analyse data from academic and non-academic resources, and acknowledge source material in the appropriate academic convention.</p>	<p><u>Where it is taught and assessed:</u></p> <p>B.1</p> <p>AF 3116 Management Accounting BU 3233 Business Research Methods FN 3105 Financial Management MG 3118 Developing Human Capital</p>

3B. Cognitive skills	
<p>B.3: Assess the moral and ethical dimensions of actions, persons, and business practices and develop an awareness of, and framework for, ethical decision-making.</p> <p>B.4: Critically analyse, evaluate and apply a range of options for resolving complex issues or problems.</p>	<p>MG 3164 Talent Acquisition MG 3034 Managing People and Organizations CS 3051 Business Driven Technology PH 3005 Business Ethics</p> <p>B.2</p> <p>BU 3233 Business Research Methods MG 3034 Managing People and Organizations MG 3118 Developing Human Capital MG 3164 Talent Acquisition CS 3051 Business Driven Technology</p> <p>B.3</p> <p>BU 3233 Business Research Methods MG 3034 Managing People and Organizations PH 3005 Business Ethics</p> <p>Discussion of ethical choices is embedded in almost all courses.</p> <p>B.4</p> <p>AF 3116 Management Accounting BU 3233 Business Research Methods FN 3105 Financial Management MG 3034 Managing People and Organizations</p>

3B. Cognitive skills	
	MG 3118 Developing Human Capital MG 3164 Talent Acquisition PH 3005 Business Ethics CS 3051 Business Driven Technology
3C. Practical and professional skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>C.1: Apply numeric skills in solving problems of increasing complexity and with increasing autonomy as students progress through the curriculum.</p> <p>C.2: Make use of Information Technology effectively to retrieve, process, analyze and communicate information.</p> <p>C.3: Apply qualitative and/or quantitative methods and tools in analyzing and solving financial and managerial problems.</p> <p>C.4: Demonstrate ability to reflect on the key drivers of business success and the causes underlying business failure.</p>	<p><u>Where it is taught and assessed:</u></p> <p>C.1 AF 3116 Management Accounting BU 3233 Business Research Methods FN 3105 Financial Management</p> <p>C.2 BU 3233 Business Research Methods CS 3051 Business Driven Technology MG 3034 Managing People and Organizations MG 3164 Talent Acquisition MG 3118 Developing Human Capital</p> <p>Use of information technology is embedded in almost all business modules.</p>

3C. Practical and professional skills	
	<p>C.3 AF 3116 Management Accounting BU 3233 Business Research Methods FN 3105 Financial Management</p> <p>C.4 AF 3116 Management Accounting FN 3105 Financial Management MG 3034 Managing People and Organizations MG 3118 Developing Human Capital MG 3164 Talent Acquisition PH 3005 Business Ethics</p>
3D. Key/transferable skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>D.1: Communicate ideas effectively orally and/or in writing in a professional context.</p> <p>D.2: Demonstrate interpersonal, teamwork and/or leadership skills and the ability to work effectively with others including in cross-cultural settings.</p>	<p><u>Where it is taught and assessed:</u></p> <p>D.1 MG 3118 Developing Human Capital MG 3164 Talent Acquisition MG 3034 Managing People and Organizations</p>

3D. Key/transferable skills	
D.3: Apply self-management skills including a capacity to plan, organize and manage time.	BU 3233 Business Research Methods CS 3051 Business Driven Technology
D.4: Take responsibility for own actions in an academic and professional context.	D.2 BU 3233 Business Research Methods
D.5: Reflect on the broader scope and value of learning and become an independent lifelong learner.	D.3 Developed and reinforced throughout the curriculum. D.4 Developed and reinforced throughout the curriculum. D.5 Developed and reinforced throughout the curriculum.

[Please insert here title(s) of exit award(s) at Level 5, if applicable]

Diploma of Higher Education in Business Administration

Upon completion of levels 4 and 5 (240 credits or 16 modules), students will be able to i) recognize and be familiar with key business and management functions and the impact of the external environment on business, ii) apply statistical techniques to business, iii) demonstrate detailed knowledge of theories, models, tools, and practices in organizational behavior, Human Resource Management, new business planning, finance, and accounting, iv) apply their knowledge of business functions, business ethics, and professional communication to solving complex problems in business administration.

Holders of the Diploma of Higher Education in Business Administration will be able to demonstrate knowledge and understanding of diverse business functions and environments as well as detailed knowledge and critical understanding of specific fields.

Specifically, holders of the Certificate of Higher Education in Business Administration will be able to demonstrate knowledge and understanding of:

- The principles, functions, role and impact of Human Resource Management in a high performance business system (MG 20XX)
- Basic tools in statistics (MA 2021)
- The legal environment for business (BU 2003)
- Core economic concepts and principles (EC 1000, EC 1101)
- Management theories, concepts, principles and practices (MG 2003)
- The fundamentals of marketing research, consumer behavior and marketing strategy (MK 2030)
- Accounting transactions and non-complex financial statements (AF 2007)

Additionally, holders of the Diploma of Higher Education in Business Administration will be able to demonstrate detailed knowledge and critical understanding of:

- Methodological approaches, frameworks and tools in conducting research in a business context (BU 3233)
- Organizational behavior and management theories, concepts, principles and practices (MG 3034)
- Financial and managerial accounting; as well as financial management tools and their applications to practical problems. (AF 3116, FN 3105)
- Moral theories and ethical issues which have an impact on business decision making (PH 3005)
- The internal aspects, functions and processes of Human Resource Management including their diverse nature, purposes, structures, governance, operations and management. (MG 3118, MG 3164)
- Business functional and cross-functional information systems (CS 3051)

In addition, they will have the following cognitive, practical/professional and key/transferable skills:

- Articulate and explain terms, concepts and theories in a relevant knowledge area effectively. (AF 2007, BU 2003, CS 3051, EC 1000, EC 1101, MA 2021, MG 2003, MG 20XX, MK 2030, AF 3116, BU 3233, FN 3105, MG 3034, MG 3118, MG 3164, PH 3005)
- Locate, extract, evaluate and analyse data from academic and non-academic resources, and acknowledge source material in the appropriate academic convention. (MG 20XX, MK 2030, BU 3233, MG 3034, MG 3118, MG 3164, CS 3051)
- Assess the moral and ethical dimensions of actions, persons, and business practices and develop an awareness of, and framework for, ethical decision-making. (BU 2003, MG 2003, MG 20XX, BU 3233, MG 3034, PH 3005)
- Critically analyse, evaluate and apply a range of options for resolving complex issues or problems. (AF 3116, BU 3233, FN 3105, MG 3034, MG 3118, MG 3164, PH 3005, CS 3051)
- Apply numeric skills in solving problems of increasing complexity and with increasing autonomy as student's progress through the curriculum. (AF 2007, MA 2021, AF 3116, BU 3233, FN 3105)

- Make use of Information Technology effectively to retrieve, process, analyze and communicate information. (AF 2007, MA 2021, MG 20XX, MK 2030, BU 3233, CS 3051, MG 3034, MG 3118, MG 3164)
- Apply qualitative and/or quantitative methods and tools in analyzing and solving financial and managerial problems. (MA 2021, AF 2007, AF 3116, BU 3233, FN 3105)
- Demonstrate ability to reflect on the key drivers of business success and the causes underlying business failure. (MG 2003, MG 20XX, MK 2030, AF 3116, FN 3105, MG 3118, MG 3164, MG 3034, PH 3005)
- Communicate ideas effectively orally and/or in writing in a professional context. (MG 20XX, MK 2030, CS 3051, MG 3034, MG 3118, MG 3164, BU 3233)
- Demonstrate interpersonal, teamwork and/or leadership skills and the ability to work effectively with others. (BU 3233)
- Apply self-management skills including a capacity to plan, organize and manage time. (All modules)
- Take responsibility for own actions in an academic and professional context. (All modules)
- Reflect on the broader scope and value of learning and become an independent lifelong learner. (All modules)

DIPLOMA OF HIGHER EDUCATION IN HUMAN RESOURCE MANAGEMENT (240 CREDITS)

Compulsory Modules:

Level 4

AF 2007 FINANCIAL ACCOUNTING (LEVEL 4) – 15 CREDITS

BU 2003 BUSINESS LEGAL ISSUES (LEVEL 4) – 15 CREDITS

EC 1000 PRINCIPLES OF MICROECONOMICS (LEVEL 4) – 15 CREDITS

EC 1101 PRINCIPLES OF MACROECONOMICS (LEVEL 4) – 15 CREDITS

MA 2021 APPLIED STATISTICS (LEVEL 4) – 15 CREDITS

MG 2003 MANAGEMENT PRINCIPLES (LEVEL 4) – 15 CREDITS

MG 20XX INTRODUCTION TO HUMAN RESOURCE MANAGEMENT (LEVEL 4) – 15 CREDITS

MK 2030 INTRODUCTION TO MARKETING (LEVEL 4) – 15 CREDITS

Optional Modules:

None

Level 5

AF 3116 MANAGEMENT ACCOUNTING (LEVEL 5) – 15 CREDITS
 BU 3233 BUSINESS RESEARCH METHODS (LEVEL 5) – 15 CREDITS
 CS 3051 BUSINESS DRIVEN TECHNOLOGY (LEVEL 5) – 15 CREDITS
 FN 3105 FINANCIAL MANAGEMENT (LEVEL 5) – 15 CREDITS
 MG 3034 MANAGING PEOPLE AND ORGANIZATIONS (LEVEL 5) – 15 CREDITS
 MG 3118 DEVELOPING HUMAN CAPITAL (LEVEL 5) – 15 CREDITS
 MG 3164 TALENT ACQUISITION (LEVEL 5) – 15 CREDITS
 PH 3005 BUSINESS ETHICS (LEVEL 5) – 15 CREDITS

Optional modules:

None

Programme Structure - LEVEL 6

Compulsory modules	Credit points	Optional modules	Credit points	Is module compensatable?	Semester runs in
MG 4120 International Human Resource Management	15	<u>TWO OF THE FOLLOWING:</u>			
MG 4131 Strategic Human Resource Management	15	MG 4028 Corporate Social Responsibility	15		
MG 41XX Contemporary Topics in HRM	15	MG 4121 Leadership	15		
MG 4343 Operations Management	15	MG 4122 Managing Organizational Change	15		
MG 4415 Strategic Management	15	MG 4151 Managing Performance and Rewards	15		
MG 45XX Capstone Project in HRM	15	MG 41xx HR Metrics and Analytics	15		
		MG 42XX HRM Consultancy Project	15		
Total compulsory Level 6	90	Total optional credits	30		
TOTAL LEVEL 6	120				

Intended learning outcomes at Level 6 are listed below:

<u>Learning Outcomes – LEVEL 6</u>	
3A. Knowledge and understanding	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>A.1: Demonstrate knowledge and understanding of the external environment and its impact on business.</p> <p>A.2: Demonstrate knowledge and understanding of the business functions and internal processes of organizations and their relationship with the external environment.</p> <p>A.3: Demonstrate fundamental knowledge and understanding of quantitative and qualitative methods and tools used to conduct research in business.</p> <p>A.4: Demonstrate knowledge of the concepts, practices and principles related to human resource management theory and practice.</p> <p>A.5: Demonstrate comprehensive knowledge of issues related to ethics and social responsibility and assess the models, practices and tools that an organization may employ to help assure a sustainable future.</p> <p>A.6. Evaluate policies and strategies employed by organizations in addressing internal and external stakeholders' changing interests.</p>	<p><u>Learning and Teaching Strategy:</u></p> <p>In congruence with the teaching and learning strategy of the college, the following methods are used at Level 6:</p> <p>Classes consist of lectures, workshops, discussions, collaborative in-class and take-home projects or complex case studies and specialized video presentations as appropriate. Classes in the capstone module are usually small (up to 15 students), highly interactive and follow a seminar-style format intended to support students in conducting their research project. Lectures at this level are intentionally designed to prepare students for the workplace and/or postgraduate studies. Increased emphasis is placed on higher-level cognitive skills, such as research skills, and on employability skills. There is systematic effort to organize invited lectures, site visits, etc. as opportunities arise, aiming at bringing students closer to the professional practice and helping them establish connections with the professional world.</p> <p>Classes at Level 6 are highly interactive and characterized by high student engagement in the learning process through their active participation in class, as well as through individual and group project work which constitute a significant part of their learning. In some modules, live projects bring students in direct contact with the industry. Students are required to make extensive use of the library and academic resources on their own, hence shaping their own learning.</p>

<u>Learning Outcomes – LEVEL 6</u>	
3A. Knowledge and understanding	
<p>A.7 Demonstrate comprehensive knowledge and understanding of theories and current research on selected topics in Human Resource Management and employ theoretical frameworks to evaluate professional practice in real-world contexts.</p>	<p>Office Hours (one hour per course per week): Students are encouraged to make full use of the office hours of their instructor in order to consult and discuss issues related to the course's content. During office hours students also have the opportunity to receive feedback on draft project work.</p> <p>Use of blackboard site (online learning platform), where instructors post lecture notes, assignments instructions, timely announcements, as well as additional resources.</p> <p><u>Assessment Methods:</u></p> <p>At Level 6, assessment of student performance involves varied and creative forms and incorporates both “formative” (“diagnostic” evaluation that provides feedback in order to improve learning) along with “summative” (evaluation that tests whether students have mastered the learning outcomes of a program) evaluation tools.</p> <p>Formative assessment may take the form of take-home assignments, complex case analyses, etc., though it does not contribute to the student’s grade. Students typically receive feedback and guidance on draft project work.</p> <p>Summative assessments assess learning outcomes oriented towards synthesis and evaluation and require a high level of critical thinking skills. They include assessments such as extended individual and group projects, presentations, live projects, complex business cases, as well as written examinations which in most cases carry a smaller weight. The exact nature of summative assessments and assessment weights vary by module. Examinations consist of open essay-type questions or problem solving exercises which are designed to challenge learners. Students receive extensive feedback on their performance during and after the end of the module.</p>

<u>Learning Outcomes – LEVEL 6</u>	
3A. Knowledge and understanding	
	<p><u>Where it is taught and assessed:</u></p> <p>A.1 MG 4120 International Human Resource Management - (15 UK Credits – Compulsory) Analysis of International Human Resource Management (IHRM): issues and practices. Focus on international recruitment, selection, training, global talent management and performance management. International assignments: forms, compensation, benefits and taxes. Labor law and industrial relations in international and EU context.</p> <p>A.2 MG 42XX HRM Consultancy Project - (15 UK Credits – Optional) A field-based course designed to develop proficiencies in a range of skills required to practice consulting to maximise the efficiency of HRM operations.</p> <p>MG 4343 Operations Management (15 UK Credits –Compulsory)</p>

<u>Learning Outcomes – LEVEL 6</u>	
3A. Knowledge and understanding	
	<p>Key elements of operations management as they apply to the production of goods and services offered by manufacturing or service organizations. Topics include nature and context of operations management, product design and process selection design of facilities and jobs, managing the supply chain, and revising the system.</p> <p>A.3</p> <p>MG 41xx HR Metrics and Analytics - (15 UK Credits – Optional)</p> <p>Introduction to HRM metrics and analytics. Exploration of the use of metrics and analytics within the HRM discipline. Application of evidence-based approaches to solve HRM related problems in contemporary organisations.</p> <p>A.4</p> <p>MG 4131 Strategic Human Resource Management (15 UK Credits – Compulsory)</p> <p>Strategic management of people to enhance the organization’s effectiveness. Human Resource Management theories, capturing strategic, institutional, contextual, critical, and sustainability perspectives. Students deepen their knowledge on HRM strategy and develop a related case study based on primary and secondary research.</p> <p>MG 41XX Contemporary Topics in HRM (15 UK Credits –Compulsory)</p>

<u>Learning Outcomes – LEVEL 6</u>	
3A. Knowledge and understanding	
	<p>Students examine a range of topics in Human Resource Management, such as flexible working arrangements, new forms of work, digital HRM and employee wellness. They deepen their knowledge on a specific topic and develop a related group project based on primary and secondary research in a real organisation and offer actionable recommendations.</p> <p>MG 4121 Leadership (15 UK Credits –Optional)</p> <p>Major theories and research findings in leadership. Application of theories and concepts to develop critical thinking and leadership skills. The dynamics of leadership. Topics include motivating and influencing people; power, politics and negotiation; teambuilding; managing conflict, leading decision groups; transformational, strategic leadership and change.</p> <p>MG 4122 Managing Organizational Change (15 UK Credits –Optional)</p> <p>Theories, principles and practices of change. The organizational change process and overcoming resistance to change. Organizational development, intervention processes and the effective implementation of change strategies to improve organizational effectiveness including diversity driven change and inclusion strategies.</p> <p>MG 4151 Managing Performance and Rewards (15 UK Credits –Optional)</p>

<u>Learning Outcomes – LEVEL 6</u>	
3A. Knowledge and understanding	
	<p>Compensation principles and strategy to achieve organizational effectiveness through job evaluation methods, salary surveys, creation of the wage structure, performance management, and the administration of compensation and benefits programs.</p> <p>A.5</p> <p>MG 4028 Corporate Social Responsibility (15 UK Credits – Optional)</p> <p>Total systems approach to integrating factors related to the workplace, human rights, the community, the environment and the marketplace into core business strategies. Examination of the economic, environmental and social dimensions necessary for sustainable business success.</p> <p>A.6</p> <p>MG 4415 Strategic Management (15 UK Credits – Compulsory)</p> <p>Sources of competitive advantage, competitive advantage, superior performance. Steps of strategic planning process, analysis of external environment, analysis of internal environment, business-level strategies, corporate-level strategies, corporate governance, business ethics.</p> <p>A.7</p> <p>MG 45XX Capstone Project in HRM (15 UK Credits – Compulsory)</p> <p>Students conduct qualitative and/or quantitative research on a topic in organizational behaviour and Human Resource Management, such as strategic Human Resource Management, employee engagement, talent management and employee well-being and innovativeness.</p>

3B. Cognitive skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>B.1: Articulate and explain terms, concepts and theories in a relevant knowledge area effectively.</p> <p>B.2: Locate, extract, evaluate and analyse data from academic and non-academic resources, and acknowledge source material in the appropriate academic convention.</p> <p>B.3: Assess the moral and ethical dimensions of actions, persons, and business practices and develop an awareness of, and framework for, ethical decision-making.</p> <p>B.4: Critically analyse, evaluate and apply a range of options for resolving complex issues or problems.</p> <p>B.5: Evaluate the connections and interrelationships that exist across different subject areas.</p> <p>B.6: Judiciously employ qualitative and/or quantitative reasoning in supporting evidence-based decision-making.</p>	<p><u>Where it is taught and assessed:</u></p> <p>B.1 MG 4120 International Human Resource Management MG 4131 Strategic Human Resource Management MG 41XX Contemporary Topics in HRM MG 4343 Operations Management MG 4415 Strategic Management MG 45XX Capstone Project in HRM MG 4028 Corporate Social Responsibility MG 4121 Leadership MG 4122 Managing Organizational Change MG 4151 Managing Performance and Rewards MG 41xx HR Metrics and Analytics MG 42XX HRM Consultancy Project</p> <p>B.2 MG 4120 International Human Resource Management MG 4131 Strategic Human Resource Management MG 41XX Contemporary Topics in HRM MG 4343 Operations Management MG 4415 Strategic Management MG 45XX Capstone Project in HRM MG 4028 Corporate Social Responsibility MG 4121 Leadership MG 4122 Managing Organizational Change MG 4151 Managing Performance and Rewards</p>

3B. Cognitive skills	
	<p>MG 41xx HR Metrics and Analytics MG 42XX HRM Consultancy Project</p> <p>B.3 MG 4120 International Human Resource Management MG 4415 Strategic Management MG 4028 Corporate Social Responsibility MG 4121 Leadership Discussion of ethical choices is embedded in almost all courses.</p> <p>B.4 MG 4120 International Human Resource Management MG 4131 Strategic Human Resource Management MG 41XX Contemporary Topics in HRM MG 4343 Operations Management MG 4415 Strategic Management MG 45XX Capstone Project in HRM MG 4028 Corporate Social Responsibility MG 4121 Leadership MG 4122 Managing Organizational Change MG 4151 Managing Performance and Rewards MG 41xx HR Metrics and Analytics MG 42XX HRM Consultancy Project</p> <p>B.5 MG 4131 Strategic Human Resource Management MG 41XX Contemporary Topics in HRM MG 4415 Strategic Management MG 45XX Capstone Project in HRM</p>

3B. Cognitive skills	
	MG 42XX HRM Consultancy Project B.6 MG 4343 Operations Management MG 4415 Strategic Management MG 45XX Capstone Project in HRM MG 41xx HR Metrics and Analytics MG 42XX HRM Consultancy Project
3C. Practical and professional skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>C.1: Apply numeric skills in solving problems of increasing complexity and with increasing autonomy as students progress through the curriculum.</p> <p>C.2: Make use of Information Technology effectively to retrieve, process, analyze and communicate information.</p> <p>C.3: Apply qualitative and/or quantitative methods and tools in analyzing and solving financial and managerial problems.</p> <p>C.4: Demonstrate ability to reflect on the key drivers of business success and the causes underlying business failure.</p> <p>C.5: Develop entrepreneurial skills, such as the ability to identify business opportunities, devise appropriate business plans, and communicate these plans effectively to gain support and generate resources.</p>	<p><u>Where it is taught and assessed:</u></p> <p>C.1 MG 4343 Operations Management MG 4415 Strategic Management MG 45XX Capstone Project in HRM MG 41xx HR Metrics and Analytics MG 42XX HRM Consultancy Project</p> <p>C.2 MG 4120 International Human Resource Management MG 4131 Strategic Human Resource Management MG 41XX Contemporary Topics in HRM MG 4343 Operations Management MG 4415 Strategic Management MG 45XX Capstone Project in HRM</p>

3C. Practical and professional skills	
	<p>MG 4028 Corporate Social Responsibility MG 4121 Leadership MG 4122 Managing Organizational Change MG 4151 Managing Performance and Rewards MG 41xx HR Metrics and Analytics MG 42XX HRM Consultancy Project</p> <p>Use of information technology is embedded in almost all business modules.</p> <p>C.3 MG 4343 Operations Management MG 4415 Strategic Management MG 45XX Capstone Project in HRM MG 41xx HR Metrics and Analytics MG 42XX HRM Consultancy Project</p> <p>C.4 MG 4120 International Human Resource Management MG 4131 Strategic Human Resource Management MG 41XX Contemporary Topics in HRM MG 4343 Operations Management MG 4415 Strategic Management MG 45XX Capstone Project in HRM MG 4028 Corporate Social Responsibility MG 4121 Leadership MG 4122 Managing Organizational Change MG 4151 Managing Performance and Rewards MG 41xx HR Metrics and Analytics MG 42XX HRM Consultancy Project</p>

3C. Practical and professional skills	
	<p>C.5 MG 4415 Strategic Management MG 42XX HRM Consultancy Project</p>
3D. Key/transferrable skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>D.1: Communicate ideas effectively orally and/or in writing in a professional context.</p> <p>D.2: Demonstrate interpersonal, teamwork and/or leadership skills and the ability to work effectively with others including in cross-cultural settings.</p> <p>D.3: Apply self-management skills including a capacity to plan, organize and manage time.</p> <p>D.4: Take responsibility for own actions in an academic and professional context.</p> <p>D.5: Reflect on the broader scope and value of learning and become an independent lifelong learner.</p>	<p><u>Where it is taught and assessed:</u></p> <p>D.1 MG 4120 International Human Resource Management MG 4131 Strategic Human Resource Management MG 41XX Contemporary Topics in HRM MG 4343 Operations Management MG 4415 Strategic Management MG 45XX Capstone Project in HRM MG 4028 Corporate Social Responsibility MG 4121 Leadership MG 4122 Managing Organizational Change MG 4151 Managing Performance and Rewards MG 41xx HR Metrics and Analytics MG 42XX HRM Consultancy Project</p> <p>D.2 MG 4131 Strategic Human Resource Management</p>

3D. Key/transferable skills	
	MG 41XX Contemporary Topics in HRM MG 4028 Corporate Social Responsibility MG 4120 International HRM MG 42XX HRM Consultancy Project D.3 Developed and reinforced throughout the curriculum. D.4 Developed and reinforced throughout the curriculum. D.5 Developed and reinforced throughout the curriculum.

BSc in Business Administration (Human Resource Management)

Upon completion of 300 credits (20 modules, including four Level 6 modules), students will be able to i) recognize and be familiar with key business functions and the impact of the external environment on business, ii) apply basic statistical techniques to business, iii) demonstrate detailed knowledge of theories, models, tools, and practices in organizational behavior, Human Resource Management, new business planning, finance, and accounting, iv) apply their detailed knowledge of business functions to evaluating and solving complex, unstructured problems in business administration and in Human Resource Management with minimum guidance.

Holders of the ordinary BSc in Business Administration (Human Resource Management) will be able to demonstrate knowledge and understanding of diverse business functions and environments as well as detailed knowledge and critical understanding of specific fields.

Holders of this BSc will demonstrate knowledge and understanding of:

- The principles, functions, role and impact of Human Resource Management in a high performance business system (MG 20XX)

- Basic tools in statistics (MA 2021)
- The legal environment for business (BU 2003)
- Core economic concepts and principles (EC 1000, EC 1101)
- Management theories, concepts, principles and practices (MG 2003)
- The fundamentals of marketing research, consumer behavior and marketing strategy (MK 2030)
- Accounting transactions and non-complex financial statements (AF 2007)

Additionally, holders of the BSc in Business Administration will be able to demonstrate detailed knowledge and critical understanding of:

- Methodological approaches, frameworks and tools in conducting research in a business context (BU 3233)
- Organizational behavior and management theories, concepts, principles and practices (MG 3034)
- Financial and managerial accounting; as well as financial management tools and their applications to practical problems. (AF 3116, FN 3105)
- Moral theories and ethical issues which have an impact on business decision making (PH 3005)
- The internal aspects, functions and processes of Human Resource Management including their diverse nature, purposes, structures, governance, operations and management. (MG 3118, MG 3164)
- Business functional and cross-functional information systems (CS 3105)

Additionally, holders of the ordinary BSc in Business Administration (Human Resource Management) will be able to demonstrate in depth knowledge and critical understanding of:

- Internal aspects, functions and processes of organizations including their diverse nature, purposes, structures, governance, operations and management. (MG 4343)
- Human Resource Management theories, capturing strategic, institutional, contextual, critical, and sustainability perspectives (MG 4131)
- International recruitment, selection, training, global talent management and performance management (MG 4120)
- Human resource management advanced issues / special topics (MG 41XX Contemporary Topics in HRM)

In addition, they will have the following cognitive, practical/professional and key/transferable skills:

- Articulate and explain terms, concepts and theories in a relevant knowledge area effectively. (AF 2007, BU 2003, EC 1000 EC 1101, MA 2021, MG 2003, MG 20XX, MK 2030, CS3051, AF 3116, BU 3233, FN 3105, MG 3034, MG 3118, MG 3164, PH 3005, MG 4120, MG 4131, MG 4343, MG 41XX)

- Locate, extract, evaluate and analyse data from academic and non-academic resources, and acknowledge source material in the appropriate academic convention. (MG 20XX, MK 2030, BU 3233, MG 3034, MG 3118, MG 3164, CS3051, MG 4120, MG 4131, MG 4343, MG 41XX)
- Assess the moral and ethical dimensions of actions, persons, and business practices and develop an awareness of, and framework for, ethical decision-making. (BU 2003, MG 2003, MG 20XX, BU 3233, MG 3034, PH 3005, MG 4120)
- Critically analyse, evaluate and apply a range of options for resolving complex issues or problems. (AF 3116, BU 3233, FN 3105, MG 3034, MG 4120, MG 4131, MG 4343, MG 41XX)
- Evaluate the connections and interrelationships that exist across different subject areas. (MG 4131, MG 41XX)
- Judiciously employ qualitative and/or quantitative reasoning in supporting evidence-based decision-making. (MG 4343)
- Apply numeric skills in solving problems of increasing complexity and with increasing autonomy as students progress through the curriculum. (AF 2007, MA 2021, AF 3116, BU 3233, FN 3105, MG 4343)
- Make use of Information Technology effectively to retrieve, process, analyze and communicate information. (AF 2007, MA 2021, MG 20XX, MK 2030, BU 3233, CS 3051, MG 3034, MG 3118, MG 3164, MG 4120, MG 4131, MG 4343, MG 41XX)
- Apply qualitative and/or quantitative methods and tools in analyzing and solving financial and managerial problems. (AF 2007, MA 2021, AF 3116, BU 3233, FN 3105, MG 4343)
- Demonstrate ability to reflect on the key drivers of business success and the causes underlying business failure. (MG 2003, MG 20XX, MK 2030, AF 3116, FN 3105, MG 3034, MG 3118, MG 3164, PH 3005, MG 4120, MG 4131, MG 4343, MG 41XX)
- Communicate ideas effectively orally and/or in writing in a professional context. (MG 20XX, MK 2030, BU 3233, MG 3034, MG 3118, MG 3164, CS 3051, MG 4120, MG 4131, MG 4343, MG 41XX)
- Demonstrate interpersonal, teamwork and/or leadership skills and the ability to work effectively with others including in cross-cultural settings. (BU 3233, MG 4131, MG 4120, MG 41XX)
- Apply self-management skills including a capacity to plan, organize and manage time. (All modules)
- Take responsibility for own actions in an academic and professional context. (All modules)
- Reflect on the broader scope and value of learning and become an independent lifelong learner. (All modules)

BSc in HUMAN RESOURCE MANAGEMENT (300 CREDITS)

Compulsory Modules:

Level 4

AF 2007 FINANCIAL ACCOUNTING (LEVEL 4) – 15 CREDITS
BU 2003 BUSINESS LEGAL ISSUES (LEVEL 4) – 15 CREDITS
EC 1000 PRINCIPLES OF MICROECONOMICS (LEVEL 4) – 15 CREDITS
EC 1101 PRINCIPLES OF MACROECONOMICS (LEVEL 4) – 15 CREDITS
MA 2021 APPLIED STATISTICS (LEVEL 4) – 15 CREDITS
MG 2003 MANAGEMENT PRINCIPLES (LEVEL 4) – 15 CREDITS
MG 20XX INTRODUCTION TO HUMAN RESOURCE MANAGEMENT (LEVEL 4) – 15 CREDITS
MK 2030 INTRODUCTION TO MARKETING (LEVEL 4) – 15 CREDITS

Optional Modules:

None

Compulsory Modules:

Level 5

AF 3116 MANAGEMENT ACCOUNTING (LEVEL 5) – 15 CREDITS
BU 3233 BUSINESS RESEARCH METHODS (LEVEL 5) – 15 CREDITS
CS 3051 BUSINESS DRIVEN TECHNOLOGY (LEVEL 5) – 15 CREDITS
FN 3105 FINANCIAL MANAGEMENT (LEVEL 5) – 15 CREDITS
MG 3034 MANAGING PEOPLE AND ORGANIZATIONS (LEVEL 5) – 15 CREDITS
MG 3118 DEVELOPING HUMAN CAPITAL (LEVEL 5) – 15 CREDITS
MG 3164 TALENT ACQUISITION (LEVEL 5) – 15 CREDITS
PH 3005 BUSINESS ETHICS (LEVEL 5) – 15 CREDITS

Optional modules:

None

Compulsory Modules:

Level 6

MG 4120 INTERNATIONAL HUMAN RESOURCE MANAGEMENT

MG 4131 STRATEGIC HUMAN RESOURCE MANAGEMENT

MG 41XX CONTEMPORARY TOPICS IN HRM

MG 4343 OPERATIONS MANAGEMENT

4. Distinctive features of the programme structure

- **Where applicable, this section provides details on distinctive features such as:**
 - where in the structure above a professional/placement year fits in and how it may affect progression
 - any restrictions regarding the availability of elective modules
 - where in the programme structure students must make a choice of pathway/route
- **Additional considerations for apprenticeships:**
 - how the delivery of the academic award fits in with the wider apprenticeship
 - the integration of the 'on the job' and 'off the job' training
 - how the academic award fits within the assessment of the apprenticeship

Elective modules are offered at least once a year. The rest of the points are not applicable.

5. Support for students and their learning.

(For apprenticeships this should include details of how student learning is supported in the work place)

Academic advising is primarily carried out by the Department Head/Program Coordinator in coordination with the Academic Advising Office. Students also consult Human Resource Management faculty for advising on a variety of topics including career options and postgraduate studies during faculty office hours. Faculty/instructors hold one office hour per week per module taught. Faculty/instructors office hours are available through the School of Business and Economics Dean's Office.

The Academic Advising Office aids students in choosing and completing their academic programs. The advising staff members provide academic advice and information to undergraduate students, advising all first-year students, some second-year students, and transfer students; support for academic staff advisors; and resources for all students in need of academic advice. The advising staff members communicate to new students the idea of the Engagement Development Plan (EDP) and the Co-Curricular Transcript.

Academic Societies offer students the opportunity to engage and collaborate with faculty in an academic discipline, attend lectures and seminars and participate in a wide range of activities that provide deeper engagement in a particular subject area. The Governing Body of the Management Society represents Human Resource Management students for academic matters and the organization of extra-curricular events. They communicate with the faculty and administration.

Opportunities for academic, professional and personal development are offered through the College's student academic support services, co-curricular activities, and academic societies. The College has implemented a US approach to PDP recently renamed to EDP (Engagement Development Plan). The Co-Curricular Transcript is designed as a means of recognizing extracurricular learning, development, and contributions to campus and community life. Official Copies of the Co-Curricular Transcript can be used by students to supplement résumés and academic transcripts when seeking employment and applying to graduate schools. The Co-Curricular Transcript includes the following categories: academic enrichment, scholarly

engagement, academic honours, awards, scholarships, fellowships, athletics, college engagement and leadership, community service and volunteerism. It is available to students through the Registrar's Office.

The Registrar offers a presentation on the dual award system and its academic policies during the New Student Orientation day. The New Student Orientation Program introduces incoming students to the campus, the academic system (dual OU/Deree awards), College rules and regulations, and academic and social life. Students receive information on student programs and services such as advising, financial aid, and co-curricular activities.

The Student Academic Support Services (SASS) offers academic assistance to students through individual learning facilitation sessions and/or workshops focusing on particular academic skills areas (for example, research skills, note-taking, exam preparation).

Work-based Learning - Internship Opportunities

The College cooperates with a number of multinational companies (e.g. the Libra Group, Diageo, Coca-Cola HBC, etc.) and offers all students international internship placements, often combined with study abroad opportunities.

In order to reinforce the employability of Human Resource Management students and enhance the acquisition of professional skills and competences, the Human Resource Management programme team introduced a credit-bearing internship placement as an optional module in the US curriculum. Although this module is not part of the validated curriculum, the module is developed according to the standards set for validated modules. The internship module involves work-based experiential learning in positions relevant to logistics and supply chain management. The acquisition of professional experience is critical for Human Resource Management graduates and the programme team aims at offering such opportunities to as many students as possible. The reinforcement of employability skills is a strategic priority for the Management and International Business department. The department promotes the credit-bearing internship module in the US (non-validated) curriculum on an ongoing basis.

Disability Status and Provisions

Students are responsible for alerting the Educational Psychologist to a special need, and for providing relevant documentary evidence. The Educational Psychologist suggests actions to be taken to accommodate a student with special needs, having ensured that there has been full consultation with faculty in the department(s) responsible for the assessment of that student. The accommodation is approved by the Committee of Disabilities and Learning Differences. This action must be endorsed by the Chair of the relevant Board of Examiners in the case of the validated award. Information, guidance and support are provided to all disabled students who declare their disabilities. Students with learning difficulties may be eligible for special accommodations, such as extra time for examination completion, and receive support and counselling from the Educational Psychologist on campus. The College announced the establishment of the Counselling Centre in September 2015, with the aim to support, encourage, educate, counsel, and empower students in a college setting as they adjust to the challenges and transition of university life where needed.

The Student Handbook provides detailed information about the Human Resource Management programme, all aspects related to pursuing an OU award at DERE, as well as guidance to prospective and current students. Individual program student handbooks are available on the ACG website.

The Office of Career Services helps students formulate strategies to make the most of their studies before they graduate. Career Services offers students dedicated employability and career development activities, workshops and events.

The Office of Student Affairs is dedicated to promoting student development and enhancing the quality of student life. Through extra-curricular activities the College strives to provide students with opportunities parallel to the classroom experience that are consistent with its educational values. The students are encouraged to explore personal and professional goals by participating in clubs, societies, organizations and athletic teams. Office of Student Affairs co-curricular activities include social, cultural and recreational clubs that allow students to pursue their interests and, at the same time, provide opportunities for leadership.

The Student Success Centre (SSC) is designed as a one-stop service point for students. The primary purpose of SSC is to simplify the interactions between students and the College. Among other services, the SSC issues student IDs; credentials for the college's online services; accepts student requests for various certificates and petitions related to their studies; processes requests for course withdrawals; and guides students to the appropriate offices for matters related to registration, academic advising, validation, transfer credit, and tuition payment. The SSC is open extended hours (M-Th. 8:00 – 19:00 and Fri. 8:00 – 18:00) in order to be accessible to students.

6. Criteria for admission

(For apprenticeships this should include details of how the criteria will be used with employers who will be recruiting apprentices.)

The Admissions Process

To qualify for admission to the academic programs of the College, applicants must demonstrate that they possess the appropriate qualifications to enable them to be successful in the program of their choice. To this end, applicants must meet the following requirements:

The standard minimum entry requirement for the major's programme is the following: 14/20 in the Greek system, an overall average grade of C in the US system, or 24 and above in the International Baccalaureate or the equivalent of any other educational grading system. Applicants whose grades are between 11/20-13.99/20 or its equivalent, may be admitted to the College on a provisional basis.

Students admitted on a provisional basis will be required to fulfil the following conditions in order to be allowed to continue on their selected major after the completion of one academic year after their acceptance to Deree:

- Meet with an assigned advisor at the Academic Advising Office at least twice every month or whenever the advisor thinks it is necessary. The assigned advisor will monitor the student progress very closely and may require that they seek academic help through the Student Academic Support Services.

The number of modules students will be allowed to register for will be determined by their English language placement (see section "English Language Requirements"). However, in no case will they be allowed to register for a total of more than 2 modules if placed in EAP 1002 or for more than 4 modules if placed in WP 1010. Students with provisional status who are placed in EAP 1000 or EAP 1001 must first complete their English for Academic Purpose modules before taking College level modules along with EAP 1002.

- Students who have successfully completed only the EAP sequence during their first academic year will be able to continue.
- Achieve a minimum cumulative average (CI) of at least 2.0 after one academic year.
- After the completion of one academic year on provisional status, students' performance will be reviewed by the Committee on Academic Standards and Policies (CASP), which will decide on student progression and/or new conditions.
- Students on provisional status are subject to the College probation policy (see section "Academic Probation").

The following is required for all freshmen applicants:

1. A completed application form.
2. A letter of recommendation from an academic teacher or professor.
3. An official secondary school transcript and an official copy of a secondary diploma, both legally certified.
4. A certified copy of their identity card for Greek citizens or a valid passport for non-Greek citizens.
5. An interview with an admissions counsellor.
6. Evidence of proficiency in English.

Evidence of Proficiency in English

All applicants must demonstrate proficiency in the English language either by taking the College's English Placement Test (EPT) or by submitting any evidence derived from one of the following tests:

Pearson test of Academic English (PTE Academic): 58 or greater
 Michigan State University Certificate of Language Proficiency (MSU-CELP)
 Michigan Proficiency Certificate
 Cambridge Proficiency Certificate
 Cambridge Advanced English (CAE) with Grade A only
 International Baccalaureate Certificate*
 International Baccalaureate Diploma
 IELTS: (academic) 6.5 or above
 SAT: 450 or above
 ACT: 18 or above
 TOEFL (paper based): 567 or above
 TOEFL (computer based): 227 or above
 TOEFL (internet based): 87 or above
 GCE higher level English: Grade C or greater
 Oxford Online Placement Test: 99 or above

* With grade 4 and above in the English higher-level subject or at least an average of 12 in the higher level subjects.

Applicants presenting a TOEFL score should arrange to have the test results sent directly to the Office of Admissions by the Educational Testing Service (ETS). The College's Institution Code Number is 0925. TOEFL scores are valid for 2 years.

Students may also qualify to take WP 1010 by submitting evidence of fluency based on graduation from an English speaking secondary school or programme.

The above listed grades qualify the student for placement directly into WP 1010. Applicants who do not qualify for WP 1010 but who otherwise show academic promise may be admitted conditionally and placed in the English for Academic Purposes Program.

7. Language of study

English

8. Information about non-OU standard assessment regulations (including PSRB requirements)

N/A

9. For apprenticeships in England End Point Assessment (EPA).
(Summary of the approved assessment plan and how the academic award fits within this and the EPA)

N/A

10. Methods for evaluating and improving the quality and standards of teaching and learning.

Programmes use the following direct and indirect methods for evaluating and improving the quality of teaching:

- On line Course Evaluation for each course (through *CourseEva*). This is submitted anonymously by students in all courses. Following submission of grades, results are sent electronically to the Provost, the Deans, the Department Heads/Programme Coordinators and the course instructor. They are also available to the President and the VP of Human Resources. Results are taken into consideration both in terms of improving teaching but also evaluating faculty.
- Senior Exit Survey: completed by all graduating students.
- Course Leader Reports where feedback from the course evaluations is also considered.
- Feedback from meetings between External Examiners and students.
- Departmental meetings with the student Academic Society.
- Representation of Academic Societies through their presidents in the Programme Committees. Student concerns are discussed and feedback is communicated back to the students by the relevant Society presidents.
- Student advising.
- Students may always express concerns to the Deans, the Provost or the President either individually or through the Student Association.

The College places high value on effective pedagogical practices in the classroom by:

- Providing its faculty with the resources to improve the quality of instruction such as computers, smart classrooms, and electronic and print library resources, and training in new instructional technologies such as Blackboard.
- Supporting workshops, seminars, guest speakers, and retreats on best practices in teaching.
- Supporting faculty in the organization and hosting of international conferences at ACG
- Supporting faculty on visiting teaching fellowships.

The College is an institutional member of the Faculty Resource Network (FRN) at New York University. Established in 1984, the Network is an award-winning, nationally recognized faculty development initiative involving over 16,000 faculty members who teach more than

200,000 undergraduate students at a broad cross section of colleges and universities across the United States.

DEREE-ACG is also a member of the Global Liberal Arts Alliance (GLAA), an international, multilateral partnership of American style liberal arts institutions with the goal of supporting excellence in liberal arts education on a transnational basis.

The Great Lakes Colleges Association, based in Ann Arbor, Michigan, coordinates the activities and projects of the Alliance and was instrumental in its formation. There are presently 27 institutions representing 15 nations in the Alliance membership.

GLAA's purpose is to exchange knowledge, expertise and experience among institutions committed to education in the tradition of the liberal arts and sciences.

DEREE-ACG's Teaching and Learning Centre (TLC) focuses on academic staff development. The goals of the TLC are to promote best practice (both US and UK) in pedagogy by

- Offering programs which engage faculty in continuous improvement of Teaching.
- Supporting faculty in professional development in teaching.
- Promoting the value of teaching inside and outside the University Community.
- Encouraging faculty to explore new teaching methods and technologies.

Throughout the academic year the TLC organizes frequent training sessions on pedagogy and encourages faculty to explore developments in teaching technologies and adopt learner-centered practices. Through a dedicated Blackboard container full of material related to classroom needs, which is made available to all DEREI instructors, TLC facilitates faculty efforts to keep up with best practices in pedagogy.

11. Changes made to the programme since last (re)validation

Curriculum Structure:

Level 4:

- IB 2006 International Business was removed from Level 4. Rationale: the international dimension is embedded throughout the management curriculum and thus it was considered appropriate to remove existing overlap. The module is replaced by EC 1000 Principles of Microeconomics.
- CS 2179 Business Information Systems was removed from Level 4 and was replaced by a new module MG 20XX Introduction to HRM
- The module BU 2003 Business Legal Issues became a 15-credit module, as opposed to a 10-credit module previously, in order to enable a more comprehensive coverage of the legal dimension of business. As a result, AF 2007 Financial Accounting became a 15-credit module, as opposed to a 20-credit module previously, as the team considered that accounting content, covered through two modules in the curriculum, was sufficient.

Level 5:

- CS 3051 Business Driven Technology is introduced. The HRM team considered that given increased computer literacy of students nowadays, students will benefit from more advanced knowledge in business information systems, previously imparted at Level 4. Information about the module removed from Level 5 is provided below.

Level 6:

- The module MG 4740 Business Strategy was replaced by MG 4415 Strategic Management. MG 4740 was formerly the capstone module of the Business Administration pathways. As the HRM team wanted to increase emphasis on the acquisition of research skills, a 'specialized' research-oriented capstone module was introduced. (s. next point).
- A new specialized capstone project module is introduced, embedding a major, individual research project which students are expected to conduct independently with supervision from the module instructor through in-class tutorial-style seminars. This change was introduced in order to strengthen the research skills of management students which are critical in preparing them for postgraduate studies and for careers in management. The proposed capstone module is assessed entirely through a research project in the field of HRM and also includes a small-scale field research component.

Human Resource Management Specific Changes

Level 4:

- The modules IB 2006 International Business and CS 2179 Business Information Systems were replaced by the modules EC 1000 Principles of Microeconomics and MG 20XX Introduction to HRM. The inclusion of a new specialized module at Level 4 was considered important in order to introduce students to core concepts pertaining to HRM early on in the curriculum. This change makes the structure of the HRM pathway consistent with the structures of Business Administration pathways and reinforces a progressive acquisition of knowledge in HRM throughout all levels of study.

Level 5:

- CS 3051 Business Driven Technology replaces MG 3033 New Ventures Creations. MG 3033 New Ventures Creation was not deemed directly relevant to the HRM pathway and this is supported by benchmarking (none of the benchmarked programs include it in the curriculum) and feedback received from HR specialists.

Level 6:

- MG 41XX Contemporary Topics in HRM was incorporated in the list of mandatory courses in order to expose students to the literature and research surrounding current events, special topics, and more advanced issues in HRM, such as flexible working arrangements, new forms of work, digital HRM, employee wellness, etc. Such topics emerged as very relevant following benchmarking of comparable programs as well as feedback received from HR specialists. The new module did not replace another one from the mandatory list, but it reduced the number of optional modules from three to two.
- The capstone module, MG 45XX Capstone Project in HRM, replaced MG 4535 Seminar in Human Resource Management. Although both modules involved a major research project accounting for 100 percent of the mark, the new module places a stronger emphasis on independent research work, which is supervised in tutorial-style seminars and assigning a larger word limit to the capstone project (ranging from 4,500 to 5,500 vs. 4,000 to 4,400 previously).
- In the list of optional modules MG 4017 Managing Workforce Diversity was removed as issues pertaining to diversity are discussed in several other HRM modules, such as MG 3118 Developing Human Capital, MG 4120 International Human Resource Management and MG 4122 Managing Organizational Change. Diversity concepts are embedded in all HRM modules throughout the curriculum.

- MG 41xx HR Metrics and Analytics was introduced as an optional module in the curriculum as it was deemed necessary based on the benchmarked universities and feedback received from both students and the market.
- MG 42XX HRM Consultancy Project was introduced as an optional module as based on market feedback it was deemed beneficial for students to acquire stronger management problem solving skills, connect with the labor markets and strengthen their employability.
- The optional MG 4136 Managing Labor Relations was removed from the list of optional courses and the content is included in the mandatory course MG 4131 Strategic Human Resource Management. The team felt that all HRM students should be partially exposed to concepts related to Labor Relations and an entire module was not deemed necessary based on the benchmarked universities and feedback received from both students and the market. The specific module was scheduled on a very few occasions during the past six years, as students showed very little interest in selecting this module.
- MG 4151 Managing Reward Systems was renamed to MG 4151 Managing Performance and Rewards.

Assessment strategy:

The assessment strategy of the pathway was thoroughly reviewed and the program team identified the following areas for improvement along with the proposed actions from the HRM team.

- a. Module assessment needs to adopt more creativity and innovation (OU Panel recommendations).
 - In the introductory module of the pathway at Level 4 (MG 20xx Introduction to HRM), the program team introduced a project instead of a midterm exam which also embeds a Personal Development Plan.
 - The optional MG 42xx HRM Consultancy Project includes a live group project and group presentation.
 - The optional MG 4028 Corporate Social Responsibility includes a group presentation.
 - The required MG 4131 Strategic HRM includes a group case study development and presentation in pairs.
 - The required MG 4120 International HRM includes a group presentation and a recorded group webinar.
 - The required MG 41xx Contemporary Topics in HRM includes a group project and a group presentation.
- b. Program assessment needs to rely less on written, unseen examinations. External Examiners have encouraged the teams to make the programs more 'user friendly' by reducing reliance on exams.
 - The assessment strategy at Level 6 has been revised in order to place more emphasis on project work as opposed to examinations. Therefore, the previous 40% (project) and 60% (exam) assessment design has been changed to 60% (project) and 40% (exam) for most modules as applicable.
- c. Module assessment needs to adopt a stronger management problem solving approach in order to offer students the opportunity to establish connections between theory and professional/ industry practice.

- MG 42xx Consultancy Project is a field-based module where students will address a particular HRM related problem provided by the sponsor firm. Students will be tasked with auditing, proposing and presenting a solution designed to address the problem and drive organisational improvement.
- In addition, assessment throughout the pathway adopts an evident management problem-solving orientation in that assessment tasks systematically require students to establish direct connections between the knowledge acquired in class and 'real-world' industry practice.

In response to feedback received during the preliminary event, the program team sought opportunities to replace written examinations with creative assessment tasks. The following change to module assessment was implemented:

The team replaced the final written examination with a recorded (group) webinar on the group project in Level 6 MG 4120 International HRM. The intention is to embed more creative assessment while imparting important digital and presentation skills in students.

Individual Modules:

At the level of individual modules, the program team reviewed thoroughly all syllabi components in terms of prerequisites, catalogue description, rationale, learning outcomes, teaching and learning strategies, assessment methods, required and recommended reading sources and material and indicative content. Many of the changes proposed in those components aim at updating the module content according to contemporary developments in the academic and professional field in the subject area. In this vein, all reading materials, required and recommended, were updated.

The above changes were deemed necessary in order to revise the HRM management pathway, remedy issues that emerged since their revalidation in 2015, and reinforce their academic orientation, which is now even more aligned with institutional objectives and Open University standards and benchmarks.

The monitoring of the programs and their effectiveness in meeting the formulated goals and outcomes is an ongoing process.

Annexe 1: Curriculum map

Annexe 2: Curriculum mapping against the apprenticeship standard or framework (delete if not required.)

Annexe 3: Notes on completing the OU programme specification template

Annexe 1 - Curriculum map

This table indicates which study units assume responsibility for delivering (shaded) and assessing (✓) particular programme learning outcomes.

Level	Study module/unit																									
		A1	A2	A3	A4	A5	A6	A7	A8	B1	B2	B3	B4	B5	B6	C1	C2	C3	C4	C5	D1	D2	D3	D4	D5	
4	AF 2007 Financial Accounting		✓							✓						✓	✓	✓						✓	✓	✓
	BU 2003 Business Legal Issues	✓								✓		✓												✓	✓	✓
	EC 1000 Principles of Microeconomics	✓								✓														✓	✓	✓
	EC 1101 Principles of Macroeconomics	✓								✓														✓	✓	✓
	MA 2021 Applied Statistics			✓						✓						✓	✓	✓						✓	✓	✓
	MG 2003 Management Principles		✓							✓		✓								✓				✓	✓	✓
	MG 20XX Introduction to Human Resource Management				✓					✓	✓	✓					✓			✓		✓		✓	✓	✓
	MK 2030 Introduction to Marketing		✓							✓	✓						✓			✓		✓		✓	✓	✓

Level	Study module/unit																									
		A1	A2	A3	A4	A5	A6	A7	A8	B1	B2	B3	B4	B5	B6	C1	C2	C3	C4	C5	D1	D2	D3	D4	D5	
5	AF 3116 Management Accounting		✓							✓						✓		✓	✓							
	BU 3233 Business Research Methods			✓						✓	✓	✓	✓			✓	✓	✓			✓	✓	✓	✓	✓	✓
	CS 3051 Business Driven Technology		✓							✓	✓		✓				✓				✓		✓	✓	✓	✓
	FN 3105 Financial Management		✓							✓			✓			✓		✓	✓				✓	✓	✓	✓
	MG 3034 Managing People and Organizations		✓							✓	✓	✓	✓				✓		✓		✓		✓	✓	✓	✓
	MG 3118 Developing Human Capital				✓					✓	✓		✓				✓		✓		✓		✓	✓	✓	✓
	MG 3164 Talent Acquisition				✓					✓	✓		✓				✓		✓		✓					
	PH 3005 Business Ethics					✓				✓		✓	✓						✓		✓			✓	✓	✓

Level	Study module/unit																									
		A1	A2	A3	A4	A5	A6	A7	B1	B2	B3	B4	B5	B6	C1	C2	C3	C4	C5	D1	D2	D3	D4	D5		
6	MG 4120 International Human Resource Management	✓							✓	✓	✓	✓				✓		✓		✓	✓	✓	✓	✓		
	MG 4131 Strategic Human Resource Management				✓				✓	✓		✓	✓			✓		✓		✓	✓	✓	✓	✓		
	MG 41XX Contemporary Topics in HRM				✓				✓	✓		✓	✓			✓		✓		✓	✓	✓	✓	✓		
	MG 4415 Strategic Management						✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓		
	MG 4343 Operations Management		✓						✓	✓		✓		✓	✓	✓	✓	✓	✓		✓		✓	✓		
	MG 45XX Capstone Project in HRM							✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓		✓		✓	✓		
	Two of the following HRM Courses																									
	MG 4028 Corporate Social Responsibility					✓			✓	✓	✓	✓					✓		✓		✓	✓	✓	✓		
	MG 4121 Leadership				✓				✓	✓	✓	✓					✓		✓		✓		✓	✓		
	MG 4122 Managing Organizational Change				✓				✓	✓		✓					✓		✓		✓		✓	✓		
	MG 4151 Managing Performance and Rewards				✓				✓	✓		✓					✓		✓		✓		✓	✓		
	MG 41xx HR Metrics and Analytics			✓					✓	✓		✓		✓	✓	✓	✓	✓	✓		✓		✓	✓		
	MG 42XX HRM Consultancy Project		✓						✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		

Annexe 2 - Curriculum mapping against the apprenticeship standard – N/A

This table indicates which study units assume responsibility for delivering (shaded) and assessing (✓) particular knowledge, skills and behaviours.

Please amend this mapping to suit Frameworks used within the different Nations if appropriate.

Level	Study module/unit	Apprenticeship standard																								
		K1	K2	K3	K4	K5	K6	K7	K8	S1	S2	S3	S4	S5	S6	S7	S8	B1	B2	B3	B4	B5	B6	B7	B8	
4																										

Level	Study module/unit	Apprenticeship standard																								
		K1	K2	K3	K4	K5	K6	K7	K8	S1	S2	S3	S4	S5	S6	S7	S8	B1	B2	B3	B4	B5	B6	B7	B8	
5																										

Annexe 3: Notes on completing programme specification templates

- 1 - This programme specification should be mapped against the learning outcomes detailed in module specifications.
- 2 – The expectations regarding student achievement and attributes described by the learning outcome in section 3 must be appropriate to the level of the award within the **QAA frameworks for HE qualifications**: <http://www.qaa.ac.uk/AssuringStandardsAndQuality/Pages/default.aspx>
- 3 – Learning outcomes must also reflect the detailed statements of graduate attributes set out in **QAA subject benchmark statements** that are relevant to the programme/award: <http://www.qaa.ac.uk/AssuringStandardsAndQuality/subject-guidance/Pages/Subject-benchmark-statements.aspx>
- 4 – In section 3, the learning and teaching methods deployed should enable the achievement of the full range of intended learning outcomes. Similarly, the choice of assessment methods in section 3 should enable students to demonstrate the achievement of related learning outcomes. Overall, assessment should cover the full range of learning outcomes.
- 5 - Where the programme contains validated **exit awards** (e.g. CertHE, DipHE, PGDip), learning outcomes must be clearly specified for each award.
- 6 - For programmes with distinctive study **routes or pathways** the specific rationale and learning outcomes for each route must be provided.
- 7 – Validated programmes delivered in **languages other than English** must have programme specifications both in English and the language of delivery.