Programme Specification

Title:

Human Resource Management (Open)

Final Award: Bachelor of Science (BSc)

With Exit Awards at:
Bachelor of Science with Honours (BSc (Hons))

To be delivered from: 1 Sep 2015

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<tr>
<td>Level 3 or Bachelor of Science with Honours (BSc (Hons))</td>
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1. Introduction
This document describes one of the University of Lincoln's programmes using the protocols required by the UK National Qualifications Framework as defined in the publication *QAA guidelines for preparing programme specifications*.

This programme operates under the policy and regulatory frameworks of the University of Lincoln.
# 2. Basic Programme Data

**Final Award:** Bachelor of Science (BSc)

**Programme Title:** Human Resource Management (Open)

**Exit Awards and Titles**
Bachelor of Science with Honours (BSc (Hons))

**Subject(s)**
- Business Administration
- Human Resource Management
- Management
- Business

**Mode(s) of delivery**
- Distance Learning
- Work Based Learning

**Is there a Placement or Exchange?**
No

**UCAS code**

**Awarding Body**
University of Lincoln

**Campus(es)**
Lincoln Campus

**School(s)**
Department of People and Organisation

**Programme Leader**
Janet Marshall (jmarshall)

**Relevant Subject Benchmark Statements**

**Professional, Statutory or Regulatory Body Accreditation**
Chartered Institute of Personnel and Development (CIPD)

**Programme Start Date**
2018-19
3. Programme Description

3.1 Overview
The BSc (Hons) Human Resource Management degree is based on the University’s Work Based Distance Learning (WBDL) degree framework. The University of Lincoln (UofL) has invested over fourteen years in developing its WBDL degree framework, which aims to satisfy the study needs of people who are in full time employment and to break down the barriers between learning at work and learning at university. WBDL recognises the high level of skills and learning that are demonstrated every day in the workplace and provides a degree framework to support and accredit this learning. It is designed to allow individuals to make maximum use of their work experience and previous learning.

The Benefits of the WBDL Degree Programme are:

For Individuals

a. Academic recognition for learning already achieved.

b. Programme delivery at a pace and place to suit the student, the potential to work towards the degree when work and personal commitments allow and to interrupt the programme when other pressures take over.

c. Individual learning programmes focused on work related and relevant learning.

d. Direct access to specialist expertise to support work based projects and extend the scope of student activities.

e. Immediate opportunities to apply theory in practice in the workplace.

f. Improved professional capability and performance and the ability to respond to change.

For Organisations

a. Improved workplace performance and enhanced competitive edge.

b. Increased motivation, confidence and creativity of the workforce.

c. Immediate benefits from availability of expertise and advice on work based projects.

d. Customised programmes to suit individual organisations.

External contexts

The College of Social Science already has a favourable market position by satisfying increasing demand for programmes that meet a range of non-traditional requirements, including postgraduate, undergraduate part-time, and Work Based Distance Learning options, by providing a unique teaching/learning experience. This approach has already been highly successful with the BSc (Hons) Logistics Management, BSc (Hons) Engineering Management, BSc (Hons) Communications Management, BSc (Hons) Communications Engineering Management, BSc (Hons) Aerospace Engineering and Airworthiness Management, BSc (Hons) Humanitarian Supply Chain Management,
BSc (Hons) Retail Management, and the BA (Hons) Business Management degrees, delivered (as appropriate) to both civilian and military students and offers the opportunity to extend this delivery strategy into what is a rapidly growing academic and managerial discipline. In order to meet dynamic internal and external expectations the BSc (Hons) Human Resource Management degree shares the modular approach of the existing WBDL BSc (Hons) and BA (Hons) programmes to:

• Be flexible for the future - to allow new routes to be introduced as demands change, without the need to redesign the whole degree programme.
• Be compatible with the CATS - this gives both academic and geographical flexibility for participants to move to/from other programmes of study and other parts of the country.
• Be responsive to individual circumstances - participants could, because of personal or professional circumstances, undertake a programme of study over a reasonably extended time-scale or interrupt from the programme and restart at a later date.
• Offer the advantages of part-time, Work Based Distance Learning delivery.
• Provide an entry point to Undergraduate study.

Hence, this degree will compliment the existing portfolio of WBDL degrees offered by the University of Lincoln, College of Social Science. This degree programme will be a blended learning experience, offering the best of both worlds - the convenience and flexibility of online distance learning, with the added advantage of optional face-to-face induction. The degree qualification is seen as the basis for further career development. The work-based nature of the BSc (Hons) Human Resource Management degree is particularly suited to students who are unable to attend a full or part time campus based programme as the flexibility offered by the course allows individuals to complete the course in their own time, either at home or whilst working on overseas projects. The degree qualification is seen as contributing to students' ongoing professional development, as well as being the basis for further career development within the sphere of HRM.

3.1.1 Programme Entry Requirements and Qualifications

To reiterate, this programme has been designed to allow professionals who are employed within the human resource sector and, in particular, within the management and coordination of associated resources, to make maximum use of their work experience and prior learning. Given the diversity of the HR workforce, it is expected that applicants for the programme will be drawn from a wide range of backgrounds with differing levels of academic achievement and work experience. Moreover, the programme has been developed as a final year top up degree. Consequently, whilst recognising that flexible entry requirements are needed to facilitate applications, the administration of applications for the BSc (Hons) Human Resource Management is necessarily strict. All candidates will meet the admission requirements of the University in relation to equal opportunities as specified in University Regulations and will comply with current WBDL student administrative processes as already agreed with the University Admissions Team and Quality Department. Moreover, in order to avoid any confusion, and to exploit existing knowledge and familiarity, the admissions process described here will be carried out by the Lincoln Business School's WBDL Administrative Team.

As well as a completed application form, all applicants will provide a personal CV and letter of reference from their current employer. In addition a copy of the applicants’ passport will be required as well as copies of academic and professional qualifications and certificates achieved thus far. Finally, a clear statement of intent is required from each student which will clarify reasons for and aspirations in respect of the achievement of the degree award. The Programme Leader will then carry out a close review of the application form and supporting documentation before final sign off of
an Accreditation of Prior Certified Learning (APCL) form. This form, as agreed with University Admissions Staff is annotated with the final decision in accordance with University of Lincoln and QAA regulations, be that a conditional offer, an unconditional offer or a rejection. Where applicants are rejected, reasons for the rejection are annotated on the form and subsequently fed back to the applicant. Before final approval of APCL is granted and an offer of a place on the programme made to the applicant, the signatory of the APCL form will assess the applicant’s profile with a view to identifying evidence of the following:

1. Employed within Human Resource Management, for example as evidenced by the letter of reference and personal CV.

2. At least 3 years of relevant experience of working within Human Resource Management, for example as evidenced on the applicant's personal CV and letter of reference.

3. Evidence of a Level 5 qualification or above (Professional qualification or Professional Body Membership at the appropriate level) in a relevant discipline which is recognised in the National Qualifications Framework, as evidenced by the applicants’ academic and professional certificates. For example a CIPD Level 5 Diploma, FdSc or HND in Human Resource Management.

4. All students should be proficient in English, both written and verbal. This can be evidenced in part by the individual statement of intent. In addition, if English is a first language then the student must offer a GCSE Grade C or above in English in order to meet the University’s minimum admissions requirements:

http://www.lincoln.ac.uk/home/studyatlincoln/undergraduatecourses/howtoapply/entryrequirements/

If English is not a first language an English language qualification is needed and must meet with the stated University of Lincoln’s English language requirements:

http://www.lincoln.ac.uk/home/international/englishlanguagecentre/englishrequirements/

3.2 Aims and Objectives
Human Resource Management is viewed as a strategic activity which relates the management of human resources (people) to the delivery of organisational or business objectives in a strategic, integrated and coherent way. It is concerned with the establishment and delivery of integrated people management policies which support organisational strategy and ensure the delivery of successful business outcomes.

The CIPD define Strategic Human Resource Management (strategic HRM, or SHRM) as

‘an approach to managing human resources that supports long-term business goals and outcomes with a strategic framework. The approach focuses on longer-term people issues, matching resources to future needs, and macro-concerns about structure, quality, culture, values and commitment. It is necessarily dependent on the evolving nature of work itself...’.

CIPD Factsheet: Strategic Human Resource Management. Revised February 2014. Available at:
http://www.cipd.co.uk/hr-resources/factsheets/strategic-human-resource-management.aspx
The BSc (Hons) Human Resource Management will provide students with a distinct academic and practical route into the specialist area of human resource management, applying and developing their knowledge and skills as HR practitioners and also exploring HRM from a strategic perspective. The programme will be designed to provide a unique academic opportunity for those who are already employed within the discipline of human resource management, or one of its specialist areas, but who have yet to gain academic and professional recognition of their skills and experience. It will serve to recognise previous experience within the HR field, offering a series of final year top-up modules which will lead to the degree award. The programme will seek to develop student's professional competence and enable them to enhance and embellish specific knowledge, skills and abilities relating to their chosen speciality, thereby giving them a distinct advantage within the HR sector over those graduates who have studied a more generalist business degree. In order to achieve this, the Chartered Institute of Personnel and Development (CIPD) standards have been used as the platform from which to develop this programme.

The BSc (Hons) Human Resource Management is distinctive in that the programme is informed by, but not bounded exclusively to the latest CIPD intermediate level professional standards. In order to achieve professional standing in the HR field great importance must be placed upon professional skills development and the application of knowledge into a distinct range of practical situations. As a result, the teaching team will take as its underpinning delivery strategy the 'student as producer' concept, and will actively encourage and expect students to develop their own approaches to assessment tasks through the application of theoretical concepts to their own working environment. This approach is the essence of the existing WBDL delivery and assessment strategy that has already proved successful when applied to the Lincoln Business School’s (LBS) suite of virtual learning environment (VLE) based programmes. The work based academic work which results gives the student body the opportunity to critically analyse their existing professional practice and to enhance existing, and new skill sets within their chosen professional field of specialisation.

Hence, this Final Year top up degree programme will act as a management development programme that links theory with practical experience. The emphasis will be on critical evaluation and application of theory and practice in a range of contexts and scenarios, developed through the exploitation of close working relationships between student and tutor. By the end of the programme students will be equipped with the appropriate knowledge, skills and abilities to meet the CIPD’s core competencies. They will also meet the criteria required for Associate Membership of the CIPD which in turn provides a pathway to Chartered membership and associated professional recognition. Given the above discussion, the BSc (Hons) Human Resource Management has the following overarching aims/objectives:

a. To offer flexible delivery to meet the needs of students who are seeking to develop their career by combining academic study with their existing employment.

b. Provide participants with a thorough grounding in relevant Human Resource Management disciplines.

c. Enable participants to reflect on and learn from their own professional experience and be able to integrate new knowledge with their experience and apply it to management situations.

d. To develop the power of critical enquiry, logical thought, creative imagination and independent judgement and apply these to decision-making processes within management environments.
e. Develop the knowledge and skills to enhance their effectiveness as managers and leaders.

f. Enhance the learning skills of the participants and encourage independent research, enabling participants to manage their own learning and development and become lifelong learners.

The key features of the programme are:

a. On-line delivery: drawing on the LBS' expertise in delivering on-line programmes to work based distance learners. The new programme will enable students who wish to develop their careers by studying for a degree in their chosen profession to do so whilst remaining in their current employment.

b. An emphasis throughout the programme on the “responsible futures principles” which are a hallmark of the LBS’ approach to the learning experience, giving students a wider critical perspective on the consequences of individual decisions and actions and on the ethics of being socially responsible, including corporate social responsibility.

c. A focus on the student experience. Although this is a distance learning programme the delivery and assessment is designed to foster collaborative working between students, and developing people who create shared values and knowledge thereby encompassing the “student as producer” strategy.

3.3 Variations to Standard Regulations and Guidance
4. Programme Outcomes
Programme-level learning outcomes are identified below.

Refer to Appendix I – Curriculum Map for details of how outcomes are deployed across the programme.

4.1 Knowledge and Understanding
On successful completion of this programme a student will have knowledge and understanding of:

1. Management action and concepts in terms of complex issues, situations and relationships/inter-relationships.
2. Both the theoretical and practical implications of diverse perspectives and paradigms of organisational behaviour.
3. The relevance of strategic perspectives to human resource management issues.
4. The relevance of a range of analytical frameworks, models and techniques applicable to the human resource management of organisations.
5. The appropriateness of human resource management systems and functions to the organisational value creation process.
6. The skills of analysis, criticism and synthesis in addressing contemporary issues associated with effective, sustainable and durable management.
7. The role of the HR practitioner and HRM in contributing to organisational performance.

4.2 Subject Specific Intellectual Skills
On successful completion of this programme a student will be able to:

8. Identify, select and process information and make decisions.
9. Identify their own learning processes.
10. Demonstrate an awareness of their management skills, and plan strategies for enhancing personal development.
11. Recognise the impact of the dynamics of relationships in the workplace.
12. Understand the limitations of qualitative and quantitative methods in human resource management research.
13. Demonstrate cognitive skills that underpin analytical reasoning and critical thinking.

4.3 Subject Specific Practical Skills
On successful completion of this programme a student will be able to:

14. Demonstrate effective use of the interpersonal skills required to improve organisational and managerial performance.
15. Use a range of established techniques to critically evaluate data and identify solutions to managerial problems.
16 Communicate effectively through the use of written, oral, electronic, audio visual and other appropriate media.
17 Become more reflective management practitioners, and take responsibility for their personal development and their performance within workplace teams.
18 Demonstrate an awareness of the flexible managerial approaches required to be a success within a demanding practical working environment.

4.4 Transferable Skills and Attributes

On successful completion of this programme a student will be able to:

19 Enter and maintain peer relationships.
20 Demonstrate leadership and conflict resolution abilities.
21 Allocate resources effectively.
22 Demonstrate reflective practice.
23 Manage personal conduct in a variety of challenging situations.

For details of each module contributing to the programme, please consult the module specification document.
5. Learning, Teaching and Assessment Strategies

5.1. Learning and Teaching Strategy
The BSc (Hons) Human Resource Management programme is predicated on the belief that effective management goes beyond the application of learnt theories, models and easy to remember mnemonics. The core values of the subject teaching team are integral to this curriculum and its delivery; where integrity and commitment matter to the team and they inform the approach to teaching and learning. Paramount is the team’s concern to go beyond the mere transmission of relevant knowledge and to this end, and wherever possible, they have used the notion of promoting understanding as an important criterion for determining teaching and learning strategies on this programme. The team has a clear sense of duty to ensure that its students have the necessary intellectual inquiry, personal skills and capabilities to make a difference in an increasingly competitive and changing world. A clearer sense of the team’s values and the factors that shape its teaching and learning can be shown by questions such as: how can we ensure that students are stimulated by the module? can they appropriate the module to their own development and practice? how can we stimulate them to want to demonstrate their learning and understanding? If the team can address these challenges it has gone some way to displacing knowing about managing to one of understanding, and through appreciation, allowing management action to become more effective and meaningful. Consequently, the relationship between human resource management theory and practice are at the heart of this Human Resource Management education programme. The programme is also based on a relationship between tutors and students, where the team knows the students and they know the team; and where the team works to escape the traditional student/teacher relationship and moves toward a professional mentoring and development model appropriate to those who are committed to managerial careers, continuous professional development and life-long learning.

Distance learning is self-directed learning and it is recognised how much more of a challenge this is when compared to attending classes and mixing with other students on a regular basis. It requires a greater degree of motivation, organisation and commitment than face-to-face learning. This in turn requires a rethinking of our techniques of presentation of course materials in order to encourage engagement with materials, tutors and fellow students, and to allow for formative assessment and speedy feedback. The BSc (Hons) Human Resource Management will be delivered asynchronously – it will not depend on each student being available at exactly the same time, since students will be located in a variety of different places and will have different study schedules; they will not be mandated to attend the University at any stage although they will be welcomed should they choose to do so at any time.

All students who accept a place on the programme will receive access to the pre-induction 'Getting Started' blog which sets out expectations about their engagement with the programme and comprises information regarding:

a. Studying at higher education level.

b. The University of Lincoln and its services.

c. Information about WBDL and its programmes.

They will also be sent an e-handbook that will contain:

a. Basics of the course: modules, structure, delivery arrangements, assessment strategy and
outcomes, what course materials to expect.

b. ‘Who’s who’ of the university staff supporting the course and who to contact for what purpose: Academic staff, Library staff, IT staff, Registry/Faculty Officers. This will include names, contact details, photos, a brief job description and how each can help the learner.

c. What is expected of the student.

d. Explanation of the role of academic and personal tutors.

e. A guide to how communication will work: what media will be used, how announcements will be made, how to inform staff of learner’s change of circumstance, policy on real-time discussions, time delays in email contact.

f. A statement of how each student's progression will be monitored through the course.

g. A statement of how students can participate in the evaluation of their course.

h. Tips for distance learning: regular contact, setting goals, rewards, taking initiative, etc

i. Tasks to get started.

The programme will utilise methods of teaching and learning which are appropriate to the intended learning outcomes. Accordingly, the basis of delivery will be Work Based Distance Learning (WBDL); this engenders flexibility and fluidity for the students. This will militate against much of the didactic and group learning opportunities of more traditional degrees and will ensure a best ‘fit’ with the diversity in student backgrounds, demands of current employment, ambition and geographical location. The delivery will remain focused on practical management situations and problems, making use of research based concepts from journal articles, case studies, and participants' own experiences in management. Specifically, a key feature of this programme will be the experiential advantage of the application of their learning in the daily operations of their organisations as the course progresses.

It is the teaching team’s belief that education goes beyond training. Consequently, Human Resource Management students will be encouraged to develop independence in their thinking and to manage their own time within a framework of direction and support offered by teaching staff. The University of Lincoln WBDL modules reflect a more student-centred learning requirement. Supported by a robust Tutor/Student relationship, students are required to:

a. Conduct individual study and research focussed on their workplace.

b. Carry out initial academic research and investigation; synthesise and present conclusions that are substantiated by appropriate research data.

c. Take guidance from work-based mentors as appropriate.

d. Exchange views and discuss issues with other students on the degree programme.

e. Organise visits to professional conferences, exhibitions and events that are appropriate to their
individual work-based study.

Underpinning the whole of the learning process is the student’s use of the University’s Virtual Learning Environment (VLE) (Blackboard). This is a web based system, available only to registered students and staff of the University. Alongside all of the obvious information access benefits, students on the BSc (Hons) Human Resource Management degree are provided with specific information and learning materials that are exclusive to the programme.

5.1.1 Student as Producer

The overall delivery strategy derives from the University’s aim to produce independent, enquiring, knowledgeable graduates who enjoy learning, are enterprising, employable, self-aware, seek career and other opportunities in life, and make a positive contribution to society. Key to the implementation of these aims is the University-wide initiative to embed research-engaged teaching as the organising principle for learning at Lincoln, through an institutional project, ‘Student as Producer’ (www.studentasproducer.lincoln.ac.uk). In essence, the very nature of Work Based Distance Learning ensures that the key principles of Student as Producer are embedded with the programme through the promotion of active and research-engaged teaching and learning as well as, through the production of topical assignment submissions that will be based on on-going, up to the minute scenarios that have been identified by the student in direct consultation with his tutor and employer; a process that ultimately realises tangible benefits for student and employer alike.

This ‘Student as Producer’ initiative is overseen and supported by the University’s Educational Development and Enhancement Unit (EDEU), whose role is to enhance the teaching and learning experience for staff and students through the provision of practical support, funding schemes, research capacity, teacher training and support for continuing professional development. EDEU's role as an agent for change operates within the already well-established framework for the management and governance of quality and standards for teaching and learning at the University.

Working within the University’s model where all modules are centred upon a set of consistent and agreed learning outcomes, this approach seeks to implement:

• a learning and teaching strategy where methods in each module are those most appropriate for distance learners.
• an assessment strategy that ensures that assessment is matched to learning outcomes/outputs, that assessment criteria and methods assist students as far as possible to achieve these, and that feedback on assessment is recognised as vital in contributing to distance learners’ engagement and development.
• review processes that critically appraise and evaluate learning, teaching and assessment methods within supply chain management, in order to ensure that they meet the learning needs of all students.

Teaching staff aspire to motivate students, to encourage the sharing of skills and insights, and to develop independence in study. Learning situations are varied within and across programmes, reflecting the diversity of learning resources and the integration of learning and teaching processes.

The range of teaching and learning methods used in the BSc (Hons) Human Resource Management is indicated here:
Virtual Learning Environment:
Blackboard is designed both as a teaching and learning resources and to facilitate a community of practice of learners. There are a host of different features of Blackboard that will be used. Some will allow students to ‘receive’ information passively (e.g. downloading a podcast) but most will encourage interaction, such as wikis and blogs. It will also be used to facilitate student feedback on their experiences. The provision of an on-line asynchronous induction provides both a forum for staff and students to get to know each other along with, navigating the systems and services of the university and their development as independent learners. Blackboard will also be used for assessment purposes, giving students electronic feedback wherever they may be employed across the globe.

Email

This most common form of electronic communication will be strongly encouraged as a means of keeping in contact with academic tutors and resolving any practical difficulties being experienced.

Social networking:

Social networking is used as another means of encouraging students to communicate with each other.

Course guide and module materials:

At the start of the programme all students will receive a course guide electronically (available online too). This will contain basic details of all the staff), course outlines, reading lists etc...

Electronic library resources:

These will be central to meeting the learning outcomes/outputs of the course; staff will as far as possible rely on e-books and electronic journals and databases for all their module requirements. Clear instructions on how to access these resources, plus ample opportunity to test access, will be provided as part of the induction programme.

Phone

It is recognised that tutoring through a distance mode raises different challenges and the use of telephone and alternative technologies is used to provide quick and effective support. Telephone is used as a method of engaging with students following initial e-mail communication

Skype / Face Time / Online group seminars:

In addition to the above, alternative technologies are used to facilitate student/tutor communication.

5.2. Assessment Strategy

The assessment ethos adopted in the BSc (Hons) Human Resource Management degree reflects the teaching and learning values of the Subject of Management and Leadership, the School and the University. Assessments are designed to address the intended learning outcomes of individual modules, and reflect progression through the various levels of the programmes. A range of assessment methods are used to give students a variety of opportunities to demonstrate their
abilities. Assessments become increasingly demanding in their content and complexity as the programmes progress. Assignments are used to allow students to manage their own time, develop their research and analytical skills, and explore subjects in greater depth. They take a range of forms including essays, reports, portfolios and reflective logs. All modules include the opportunities for formative feedback to aid learning and prepare students for submission of summative assessments.

The distribution of assessments is representative of the fact that Work Based Distance Learning students complete the programme over a 2 year period, with the time taken to complete each individual module planned at between 2 to 4 months. The distribution of modules across the Assessment Map (Appendix II) has been apportioned to reflect this.

To restate, the Human Resource Management programme team are committed to ensuring that students engage deeply with the programme and are able to demonstrate and apply the benefits of enhanced learning and understanding. The team is committed to a transparent system of assessment where students are well-informed about the method, timing and criteria of assessment. In this context, module handbooks and assessment documentation are all available at the start of the degree with Blackboard used as a central and continuously accessible information, support and communication tool.

The team's approach to modes of assessment is an eclectic one. This diversity in assessment reflects the teaching team's commitment to ensuring that individual students with a diverse range of learning styles and experiences are each provided with opportunities to succeed and excel. The key objective is that achievement of the intended learning outcomes for the programme are demonstrated through the most effective form of assessment. In some cases this approach will lead to students being assessed in recognisably traditional forms, for example by essay, dissertation, presentation or research/case-study.

The team intends to support students through a personal tutor system which reflects the above view of the learning process - more contact time for students who are more dependent learners and contact time becoming progressively less as learners develop. More in-depth descriptions of the summative assignments are included in the module descriptors in the individual module guides.
6. Programme Structure

The total number of credit points required for the achievement of Bachelor of Science with Honours (BSc (Hons)) is 120.

Level 3

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## Appendix I - Curriculum Map

This table indicates which modules assume responsibility for delivering and ordering particular programme learning outcomes.

### Key:
- ✓ Delivered and Assessed
- □ Delivered
- ✓ Assessed

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Appendix III - Benchmark Analysis
This table maps programme learning outcomes to relevant QAA subject benchmark statements or PSRB guidelines.

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Appendix IV:
Benchmark Benchmark Statement(s)
GBM01 - Demonstration of breadth, depth, integration and application of knowledge and understanding.

GBM02 - Demonstration of subject-specific and intellectual skills.

GBM03 - Demonstration of personal and interpersonal skills.

GBM04 - Demonstration of learning skills.

GBM05 - Demonstration of a capability to deal with uncertainty and complexity.

GBM06 - Demonstration of the capabilities of evaluation, reflection, creativity and originality.

GBM07 - Have knowledge and understanding of the key areas of business and management, the relationships between these and their application.

GBM08 - Have demonstrated competence within the range of subject-specific and intellectual skills.

GBM09 - Have a view of business and management which is predominantly influenced by guided learning with a limited critical perspective.

GBM10 - Have a wide knowledge and understanding of the broad range of areas of business and management and the detailed relationships between these, their application and their importance in an integrated framework.

GBM11 - Consistently demonstrate a command of subject-specific skills including application of knowledge, as well as proficiency in intellectual skills.

GBM12 - Have a view of business and management which is influenced by a variety of learning sources including guided learning, team work and independent study.

GBM13 - Be distinguished from the threshold category by their enhanced capacity to develop and apply their own perspectives to their studies, to deal with uncertainty and complexity, to explore alternative solutions, to demonstrate critical evaluation and...