



Al-Maktoum College  
of Higher Education

# HND Human Resource Management

Academic Year 2023-2024



Programme Code GP8L 16

## CONTENTS

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1	Welcome .....	3
2	Staff .....	3
3	Aims and outcomes.....	4
4	Learning hours .....	4
5	Unit information .....	5
6	Assessment .....	10
7	Extensions .....	12
8	Grading criteria .....	12
9	Reading lists .....	12
10	Professional recognition.....	12

# 1 WELCOME

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Welcome to the HND Human Resource Management. The HNC and HND Human Resource Management have been designed to equip learners with the knowledge, understanding and skills across a range of disciplines to provide a sound basis for success in the Human Resource environment, both in employment, progression in employment or to higher level Human Resource Management degree or professional qualifications. The HND in Human Resource Management (SCQF level 8) builds on the knowledge and skills of the HNC Human Resource Management and covers employee resourcing and talent management, research methods, performance management, business culture and strategy, finance, managing people, and legislation regarding collective employment relations.

As a student of Al-Maktoum College of Higher Education you will benefit from an extensive programme taking place at our campus within Dundee, delivered by our dedicated team and other professional colleagues who are subject specialists. We aim to provide a cohort-based experience for all our students through facilitating access to events which run throughout the academic year to share insights and knowledge from across our academic subjects. Please engage with our virtual and in-person events which we have coordinated to aid with your student journey, creating a sense of community and support. Please contact us if you have any questions, suggestions, or concerns.

I welcome you all into our community and wish you the very best for your studies.

Michelle Young

**Academic Registrar and Programme Lead**

# 2 STAFF

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### 3 AIMS AND OUTCOMES

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The HNC and HND Human Resource Management are particularly suitable for learners who wish to develop a broad understanding of business, are interested in starting their own business, seeking employment, progression in existing employment, planning to progress their studies without committing to a specialist area and who wish to articulate to a degree or professional qualification.

The key aims of the HNC and HND Human Resource Management Awards are to develop knowledge and skills for progression to higher level study in HR disciplines or related employment in entry level HR, business officer or management roles. The overall aims have been established in their current form and have been refreshed and updated moderately in line with consultation, evolving developments in technological change, a desire for more integrated learning about business organisations, the meta-skills/human skills agenda and greater emphasis on enterprise and self-employment.

**The general aims for these awards are to:**

1. Develop knowledge and skills such as planning, analysing, and synthesizing.
2. Develop employment skills and enhance employment prospects.
3. Enable progression within the SCQF.
4. Develop study and research skills.
5. Develop transferable skills/Core Skills
6. Provide academic stimulus and challenge and foster an enjoyment of the subject.

**The specific aims of HND Human Resource Management are to:**

1. Enable learners to develop skills and knowledge in a wider range and complexity of HRM issues.
2. Develop learners' skills, knowledge, understanding and application of main theories and more complex issues of HRM as preparation for employment at an appropriate level.
3. Provide opportunities to enhance the core capabilities and behaviours needed for a successful career in human resource management.
4. Develop a range of core and transferable skills essential for research and evaluation within HRM.
5. Prepare learners for progression to further study in HRM at university or with a professional body.

### 4 LEARNING HOURS

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Classes are made up of lectures, seminars, and tutorials. You will be expected to undertake 16 hours per week for in class lectures and tutorials, plus independent study including reading, homework or exercises which will be assigned by your lecturers.

## 5 UNIT INFORMATION

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Unit code	Title	SCQF level	HN Credits
J2FT 34	Collective Employment Relations: Law and Practice	7	1
H1XV 35	Research Methods in Human Resource Management	8	1
J2FV 35	Employee Resourcing a Talent Management	8	2
DN3H 34	Learning and Development: An Introduction	7	2
J1BW 35	Behavioural Skills for Business	8	1
F7J7 35	Business Culture and Strategy	8	2
J2FY 34	Human Resource Management: An Introduction to Finance	7	1
H1XP 35	Human Resource Management: Supporting Organisational Change	8	1
DN7E 35	Human Resource Management: Employee Relationship Management	8	1
F69L 34	Communication: Presenting Complex Communication for Vocational Purposes	7	1
H1XR 35	Human Resource Management: Performance Management	8	
DN7H 35	Human Resource Management: Employee Reward	8	1
J2JX 35	Applying Interpersonal Communication Theory	8	1
J2HG 35	Human Resource Management Graded Unit 2	8	2

### **Collective Employment Relations: Law and Practice**

The unit is designed to provide learners with knowledge and understanding of employment relations and the main principles of law which relate to creating and maintaining good collective employment relations in the workplace. Learners will develop knowledge of the rights, duties and responsibilities of employees and their organisations to engage with each other not only individually but with those organisations that represent employees within the workplace. They will gain an overview of the importance of health and safety in the workplace and the application of legislative and common law rules and consider the impacts and best practice in dealing with redundancy situations in accordance with the main legal principles. The unit is designed to enable learners to develop knowledge of collective employment relations and the relevant law to apply this knowledge to a practical employment setting. Learners will develop an awareness of the context of employment practice and identify key issues that impact upon the employment relationship. It is relevant to those working or intending to work in a range of contexts such as Human Resource Management, line managers, supervisors or team leaders who wish to gain a practical overview of collective employment relations affecting their management role. It is also of use for owners or managers or small businesses who similarly wish to gain skills in this area.

#### **Outcomes:**

On successful completion of the unit the learner will be able to:

1. Explain the value and management of collective employment relations.
2. Explain the requirement of Health and Safety at work.
3. Explain and apply current legislation relating to redundancy.

### **Research methods in Human Resource Management**

This Unit is designed to provide candidates with the knowledge and skills required to undertake research projects. Candidates will learn about the theory of research; the research process; research methodologies and types of research data that can be used and their appropriateness for particular types of research.

Outcomes:

On successful completion of the unit the learner will be able to:

1. Explain theoretical approaches to research in Human Resource Management.
2. Explain research methodology in Human Resource Management.
3. Produce a research proposal.

### **Employee Resourcing and Talent Management**

This unit provides learners with the opportunity to explore advanced concepts in human resource planning including a wide range of employee resourcing techniques, assessment methods and talent management strategies and practices which support the effectiveness of organisations.

Outcomes:

On successful completion of the unit the learner will be able to:

1. Evaluate employee resourcing within an organisational context.
2. Evaluate selection methods used in the employment process.
3. Evaluate talent management within an organisational context.

### **Learning and Development: An Introduction**

This Unit is designed to provide candidates with the knowledge, skills and understanding required to promote effective training in an organisation. It will equip them with the underpinning knowledge necessary to undertake a training needs analysis, deliver a short training session and to reflect on the effectiveness of the training. It will also enable candidates to develop an understanding of the context of Government training initiatives, Investors in People and N/SVQs.

Outcomes:

On successful completion of the unit the learner will be able to:

1. Undertake a basic training needs analysis for an organisation.
2. Select appropriate training options.
3. Plan to prepare and deliver a short training session.
4. Provide feedback to learners.
5. Review effectiveness of training with learners

### **Behavioural Skills for Business**

The aim of this unit is to develop an understanding of the role of a manager as a leader and some of the key management behavioural skills required to meet an organisation's goals and objectives. It enables learners to explain what managerial behaviour in organisations involves and to analyse the behavioural skills which managers need to manage their own behaviour and to deal with differences and challenges in the workplace. It enables learners to recognise the skills which managers need to behave effectively in situations which arise within a dynamic business environment. Whilst the unit is aimed at learners who have current experience of working in a position with management responsibilities or those who are returning to management after a break, it is also suitable for those who do not presently have current management experience but aspire of taking up a management

role in the future. Successful completion of this unit will provide a foundation for further management units at more advanced SCQF levels.

#### Outcomes

On successful completion of the unit the learner will be able to:

1. Explain the managerial activities that contribute to managerial effectiveness.
2. Apply a selection of techniques used by managers to manage themselves and others in given situations.
3. Select and justify appropriate behavioural strategies for given situations.

#### **Business Culture and Strategy**

This Unit is designed to enhance candidates' understanding of business strategy and how it can be developed and managed within the culture of an organisation. It highlights the dynamic nature of the business environment and the role that business strategy and organisational culture can play in improving the long-term performance of an organisation.

#### Outcomes

On successful completion of the unit the learner will be able to:

1. Analyse the process by which management can assess the current relationship between the organisation and its external environment.
2. Assess the relationship between organisational culture and organisational behaviour.
3. Explain the influence of business strategy on organisational behaviour.
4. Explain how to manage a business strategy.
5. Analyse how to manage change within an organisation.

#### **Human Resource Management: An Introduction to Finance**

This unit is designed to enable learners to develop the knowledge and skills to apply basic financial principles required for the Human Resource (HR) function. It provides learners with the underpinning knowledge and practical skills to calculate simple wages and salaries, to interpret financial data, and to produce related reports.

#### Outcomes

On successful completion of the unit the learner will be able to:

1. Carry out basic manual payroll calculations.
2. Report on budget variances for a HR department.
3. Analyse the profitability and liquidity of an organisation and the efficiency of its HR department.

#### **Human Resource Management: Supporting Organisational Change**

This Unit is designed to provide candidates with the knowledge and skills to explore the different roles undertaken by internal and external change consultants as part of organisational change initiatives. It is intended for candidates who want to consider a career in human resources however, it is also suitable for those who wish to study management and business-related topics in general.

## Outcomes

On successful completion of the unit the learner will be able to:

1. Analyse the role of internal change consultants.
2. Evaluate the contribution of external consultancy to organisational change.
3. Evaluate the effectiveness of organisational change initiatives.

### **Human Resource Management: Employee Relationship Management**

This Unit is designed to enable candidates to understand and explain the concept and process of Employee Relationship Management, and to provide the knowledge and skills necessary to apply that process within an organisational setting.

## Outcomes

On successful completion of the unit the learner will be able to:

1. Define employee relationship management and explain the main related concepts.
2. Explain the process of employee relationship management.
3. Apply employee relationship management strategies in a business context.

### **Communication: Presenting Complex Communication for Vocational Purposes**

This Unit is designed to develop skills in analysing, presenting, and responding to complex written and oral communication in vocational contexts. It is intended for candidates whose study or employment requires enhanced abilities in interpreting, producing, and presenting complex information, arguments, and ideas.

## Outcomes

On successful completion of the unit the learner will be able to:

1. Produce documents that present complex information.
2. Deliver a formal presentation that presents complex information.
3. Participate in a formal meeting.

### **Human Resource Management: Performance Management**

This Unit is designed to enable candidates to understand the concept of performance management and manage individual performance. Candidates will develop an awareness of the various processes involved and how elements can be integrated.

## Outcomes

On completion of the Unit the candidate should be able to:

1. Explain the process of performance management.
2. Review and plan for individual performance.
3. Manage individual performance.



## **Human Resource Management: Employee Reward**

The purpose of this unit is to introduce candidates to the fundamental principles of reward management.

### **Outcomes**

On completion of the Unit the candidate should be able to:

1. Explain the contribution of reward management to an organisation and its links with other HR activities.
2. Describe and evaluate the principal tools and techniques of reward management.
3. Explain and evaluate reward management processes.

## **Applying Interpersonal Communication Theory**

The purpose of this unit is to develop skills in applying interpersonal communication theory to interactions and collaborations. It is aimed at learners studying in vocational contexts where strong interpersonal skills are required to communicate and interpret ideas, behaviour, and content.

### **Outcomes**

On completion of the Unit the candidate should be able to:

1. Analyse interactions of others using communication theory.
2. Apply communication theory to interactions to achieve a group goal.
3. Apply communication theory to own interactions to achieve an individual goal.
4. Evaluate own interactions using communication theory.

## **Human Resource Management: Graded Unit 2**

This graded unit has been validated as part of the HND Human Resource Management. Centres are required to develop a project-based assessment in accordance with this validated specification.

Recommended entry into the Graded Unit:

It is recommended that the learner should have completed or be in the process of completing the following units relating to the above principal aims prior to undertaking this graded unit: J2FY 34 Human Resource Management: An Introduction to Finance J2FT 34 Collective Employment Relations: Law and Practice H1XV 35 Research Methods in Human Resource Management J2FV 35 Employee Resourcing and Talent Management F7J7 34 Business Culture and Strategy.

Graded Unit Purpose:

This graded unit is designed to provide evidence that the learner has achieved the following principal aims of the HND Human Resource Management:

1. Enable learners to develop skills and knowledge in a wider range and complexity of HRM issues.
2. Develop learners' skills, knowledge, understanding and application of main theories and more complex issues of HRM as preparation for employment at an appropriate level.
3. Provide opportunities to enhance the core capabilities and behaviours needed for a successful career in human resource management.
4. Develop a range of core and transferable skills essential for research and evaluation within HRM.
5. Prepare learners for progression to further study in HRM at university or with a professional body.

## 6 ASSESSMENT

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This graded unit will be assessed using a project-based investigation developed by centres. The project should provide the learner with the opportunity to produce evidence that demonstrates they have met the aims of this graded unit.

The project undertaken by the learner must be a complex task which involves:

- variables which are complex or unfamiliar
- relationships which need to be clarified
- a context which may be unfamiliar to the learner

The project must require the learner to:

- analyse the task and decide on a course of action for undertaking the project.
- plan and organise work and carry it through to completion.
- reflect on what has been done and draw conclusions for the future.
- produce evidence of meeting the aims which this graded unit has been designed to cover.

This will involve learners:

- identifying a suitable organisation with:
  - an existing and recognised HR function or
  - an HR function which is outsourced to a professional HR supplier or
  - a nominated person who carries out key HR roles on behalf of senior management.
- carrying out research, both desk and primary, into innovations in practice within HRM
- analysing data and information
- considering and evaluating all factors that may impact on recommendations.
- presenting arguments and justifying proposals for actions, including a plan for implementation
- reflecting on what has been done and draw conclusions for the future.

### **Reasonable assistance:**

Reasonable assistance is the term used by SQA to describe the difference between providing learners with some direction to generate the evidence for assessment and providing too much support which would compromise the integrity of the assessment. Reasonable assistance is part of all learning and teaching processes. In relation to the project, assessors may provide advice, clarification and guidance during the time between the distribution of the project instructions and the completion date, i.e. at each stage of the project.

### **Marks & Grading:**

The project undertaken by learners will consist of three stages: planning; developing; and evaluating. The following table specifies the minimum evidence required to pass each stage.

Planning stage: 25% of mark allocation

Developing stage: 50% of mark allocation

Evaluating stage: 25% of mark allocation

The overall project will be marked out of 100. Only whole marks should be used. The percentage of marks allocated to each stage of the project is outlined in the evidence requirements. It is a requirement that learners must meet the minimum evidence requirements for the planning stage before progressing to the developing stage before progressing to the evaluating stage. Learners may produce evidence over and above that specified in the minimum evidence requirements and deserve more than half the available marks for that stage. Assessors should use the grade related criteria outlined below to judge learner performance. Learners are required to work independently to meet the evidence requirements of the graded unit. At the same time, learners need appropriate support. At the end of each stage there should be opportunities for remediation and re-assessment of learners for that stage. This includes the final evaluation stage.

### **Final learner grade:**

The marks allocated to each stage will then be aggregated to arrive at an overall mark for the project. Assessors will then assign an overall grade to the learner for this graded unit based on the following grade boundaries.

A = 70%–100%

B = 60%–69%

C = 50%–59%

These grade boundaries are fixed and should not be amended.

The final grading given must reflect the quality of the learner's evidence at the time of the completion of the graded unit. Learners must be awarded the highest grade achieved through any reassessment, remediation and/or reasonable assistance provided.

## 7 EXTENSIONS

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Student Administration will be responsible for recording any extensions which have been approved. Students must complete the Extension Request form which is available within the Student Resources section of the website [www.almcollege.ac.uk/assessment/](http://www.almcollege.ac.uk/assessment/)

The College aims to ensure fair and equal treatment in the assessment of all students and that no student is unjustly denied or unfairly granted the benefits of continuous assessment. Please consult the Summative Assessment Policy for more details. <https://www.almcollege.ac.uk/policies-documents/>

The College is aware that its aim of securing fair and equal treatment in the assessment of all students is ultimately inextricable from disability-related issues and is, therefore, anxious to ensure that proper provision/reasonable adjustment is always made. You can help the College to achieve this aim by communicating any relevant information to Student Administration [studentadmin@almcollege.ac.uk](mailto:studentadmin@almcollege.ac.uk)

## 8 GRADING CRITERIA

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Each unit will be assessed individually. You must meet all the minimum evidence requirements as defined in the learning outcomes. The successful achievements, approved by the Academic Standards Committee, will count in determining progression and contribute to the award.

Under no circumstances shall any candidate be permitted to submit themselves for assessment in any element more than twice. In the case of a candidate failing to complete a prescribed element of assessment on time, permission for a second assessment will only be granted if the failure is on account of illness or other good cause. The result of that assessment will contribute towards progression and award.

**Each unit has a marking criteria and pass rates are based upon information provided by the SQA.**

## 9 READING LISTS

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Lecturers will provide the reading lists for their specific units.

## 10 PROFESSIONAL RECOGNITION

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Professional recognition represents the biggest and most difficult barrier facing the HNC/D awards. The Chartered Institute of Personnel and Development (CIPD) represents over 145,000 members both in the UK and abroad and has established itself as a key policy influencer and voice for the profession. CIPD qualifications are regarded as the standard for the industry and the CIPD accredits and delivers CIPD awards across the UK and beyond. Prior to 2011 the CIPD endorsed the HNC award subject to identified units being undertaken.

However, the CIPD has refined and repositioned its model, aligning the higher-level awards at Masters (SCQF 11) level, introducing a new level and pathways, and more recently premising their qualifications on a set of professional principles. These changes in structure and approach have served to widen the gap between the CIPD awards and the HNC/D awards.

While CIPD no longer accepts the HNC/D for exemptions to its professional qualifications, learners would be able to apply on an individual basis requesting exemption for subjects based on the units successfully achieved in the HNC/D.