# BA (Hons) Business Management (Human Resource Management) (Top up) Programme Handbook

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V2

# Introduction to the Programme

Welcome to the BA (Hons) Business Management (Human Resource Management) (Top up) programme. This handbook provides you with information about the structure of your programme and a description of each of the modules that you will study.

The programme is made up of the modules listed in the table below. Each 20-credit module is equivalent to 200 hours of self-guided learning.

This programme aims to equip students with a knowledge and understanding of the key business and people functions and how these interrelate. Students will also be given the opportunity to develop a range of generic and specialist people management skills applicable to the contemporary business environment. Students will explore in their specialist route, talent management, ensuring organisations develop employees in order for them to perform to the best of their ability. Rewards and performance strategies will be examined. Attention will also be given to developing leaders of the future.

To achieve these overarching aims, students will:
- Analyse and interpret people analytics, resource planning techniques, talent management and performance methods.
- Develop and evaluate effective solutions and HR plans to respond to business challenges and problems
- Develop a range of general business and people management skills
- Develop a critical understanding of the contemporary business environment and how people and culture within the workplace responds accordingly
- Comprehend the role and purpose of people and culture in the wider environment
- Explore the ethical and social responsibilities required in practice
- Evaluate the importance of technology, innovation and transformation in contemporary people and culture practice

Programme accredited by: CMI

This course is accredited by the Chartered Management Institute (CMI). The Institute aims to boost career development across the management sector and connect you with like-minded professionals across diverse sectors.

As the CMI possesses a Royal Charter, they are the only organisation in the UK that can award Chartered Manager status to their members – the gold standard in management. They are also active in business policy making across the globe and ensure that their more than 140,000 members are represented in policy decision making.

As an Arden student, you'll have free CMI Membership throughout your studies, giving you access to a range of additional resources including a mentoring service and invitations to networking events both online and offline.

Upon completion of your course, you will be eligible to gain a CMI qualification, which is offered at 3 different levels: an Award, Certificate or a Diploma. The final award you receive upon completion of your degree will depend on your level and length of study, whether you entered your course with Recognition for Prior Learning (RPL) or if you accept any compensation on your modules.

**BA (Hons) Business Management (Human Resource Management) (Top up) Modules**

Level 6

| Module Code | Module Title | Credits | Module Type (Core/Optional) |
|---|---|---|---|
| BUS6010 | Business Transformation | 20 | C |
| BUS6011 | Entrepreneurship and Innovation | 20 | C |
| BUS6012 | Governance, Law & Ethics | 20 | C |
| BUS6017 | Independent Study | 20 | C |
| BUS6013 | Future Leaders and Talent Management | 20 | C |
| BUS6019 | Reward and Performance | 20 | C |

Please note that modules may not be delivered in this order, please refer to the module delivery schedule on ilearn.

## Arden University Assessment Regulations

Students will be assessed in accordance with the standard Arden University assessment regulations which can be found on the Arden University website http://arden.ac.uk/

# Programme Specification

| 1. | Programme Code | TBC |
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| 2. | Programme Title | BA Business Management (Human Resource Management) (Top-up) |
| 3. | Target Award Title | BA Business Management (Human Resource Management) |
| 4. | Exit Award Title(s) | n/a |
| 5. | Subject area | Business |
| 6. | School | Leadership and Management |
| 7. | Programme Team Leader(s) | Ross Thompson |
| 8. | Programme Type | Specialist |

| 9. Delivery Model | DL F/T | X | BL F/T | X | Apprenticeship | |
|---|---|---|---|---|---|---|
| | DL P/T | X | BL P/T | X | Other | X |

| Where delivery model identified as 'Other' please provide details | Standalone module study |
|---|---|
| 10. Location of delivery | All BL centres, DL |
| 11. Proposed Start date | November 2021 |
| 12. Reference points | QAA benchmark statements, business and management (2019) <br> UK Quality Code (2018) <br> FHEQ level 4, 5 & 6 descriptors (2014) <br> FHEQ classification level 6 descriptor (2019) |
| 13. Professional, Statutory & Regulatory Bodies (PSRB) | Tentatively proposing the Institute of Leadership and Management (ILM) and recognition from Chartered Institute of Personnel Development (CIPD) |

| 14. Programme aims |
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Evaluate the importance of technology, innovation and transformation in contemporary people and culture practice

## 15. Programme Entry Requirements

To be eligible for our BA (Hons) Business Management (Human Resource Management) (top up) applicants must have either:

- A HND in Business or equivalent, provided that your prior learning is consistent with Level 5 of the functional areas of Business (Finance, Marketing, HRM and Operations Management)
- IELTS 6.0 (no less than 5.5 in any element); or TOEFL iBT 80; or equivalent

Arden will consider an application from applicants if they can demonstrate appropriate work experience.

## 16. Graduate Attributes:

The concept of the Arden University Graduate based upon the definition of "graduate attribute" by Bowden et al (2000) has been developed around 6 attributes:

01 Discipline Expertise
02 Effective Communication
03 Responsible Global Citizenship
04 Professional Skills
05 Reflective Practitioner
06 Lifelong Learning


The Means by which Graduate Attributes are Achieved and Demonstrated

1 - Discipline Expertise: achieved through and demonstrated through:
- Gathering, sharing, and consolidating relevant theory via self-study, peer to peer exchanges and discussions, tutor feedback, case study analyses, independent study, and practical applications
- Drafting, constructing, and commenting upon business documents and applications
- Adopting a research informed approach to learning, assessments, and individual and collaborative exercises

2 - Effective Communication: achieved and demonstrated through:
- Participation in team-based activities and tasks
- Online collaborative exercises, discussions, and presentations
- Peer to peer exchanges and feedback
- Tutor feedback discussions
- Collaborative case study analyses

3   Responsible Global Citizen: achieved and demonstrated through:
- Identifying regulatory and ethical issues applicable to accounting and finance
- Reflecting upon "best practice" approaches and strategies
- Evaluating accepted business practice, codes of conduct and protocols
- Exploring international case studies

4   Professional Skills: achieved and demonstrated through:
- Drafting, constructing, and commenting upon business "work products," systems and policies
- Participating in "mock" business practices and situations including role plays and business simulations
- Critiquing own outputs and assessments
- Diagnosing business problems

5 – Reflective Practitioner: achieved and demonstrated through:
- Reflecting upon exercises and tasks
- Reflecting upon case studies and business simulations
- Formulating PDPs and personal SWOT analyses

6 – Lifelong Learning: achieved and demonstrated through:
- Developing a foundational knowledge of developments in business and management
- Developing a personal development plan (PDP) and career strategy

| 17. **Learning, teaching and assessment methods and strategies** |
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The programme draws upon an eclectic mix of teaching methods and assessment strategies.  Teaching strategies and assessments methods are based around blended and online interventions.

Learning and Teaching
In line with Arden University's "digital first" teaching focus, interventions are enriched and enhanced by the deployment of a range of digital assets including: specialist software, simulations, discussion fora, social media channels, collaborative tools, webinars and e-presentation software.

Teaching is designed to engage and inspire students via a range of innovative activities and retains a "real world" focus using interventions such as contemporary case studies and industry data sets.   Teaching is largely student led; students are expected to take ownership of their own learning journeys, reflect upon the teaching interventions, datasets, case and study materials and act upon tutor feedback as they develop their knowledge of and skills in business management.

Teaching activities may require students to work both collaboratively and individually, analyse case studies, participate in simulation exercises, devise solutions to "real world" problems by producing "work products", exchange peer to peer feedback and reflect upon their own work experiences (where applicable).   Teaching is enriched by a programme of industry guest lectures.

Assessment

The assessment strategy similarly centres on a strong alignment with real world organisational and business practice and embraces a range of assessment methods including work related products, presentations, report writing, case studies and reflections.   Students are expected to apply knowledge and theory explored in the modules and produce assessments that simultaneously focus on real business situations and indicate the requisite levels of academic rigour required at level 6.

The programme culminates in the submission of the independent study assessment that builds upon content examined and skills developed in the taught modules.

| 18. Intended programme learning outcomes and the means by which they are achieved and demonstrated | | |
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| **Learning outcomes** | **The means by which these outcomes are achieved** | **The means by which these outcomes are assessed** |
| At the end of this course you, the student, will be able to: | | |
| 1. Identify the key skills, technologies and competencies required to lead and manage in the contemporary people environment. | Through an integrated learning and teaching pedagogy that includes both asynchronous and synchronous activities drawing upon a range of academic and professional body source materials; students thus have multiple opportunities to gather knowledge of core concepts. (LOs 1, 2,3, 4, 5, 6, 8, 9) (GA1) | **Formative Feedback – informal** Students will have multiple informal opportunities to receive formative feedback as they navigate the programme.  The Arden virtual learning environment (VLE) is highly interactive and features embedded tools to facilitate peer to peer and student to tutor discussion opportunities, examples include discussion fora, interactive exercises and activities, self-assessment tools and reflective activities. (LOs 1-9) (GAs 1 – 5) |
| 2. Analyse external organisational environments and influences. | Throughout the programme, the student is encouraged to develop intellectual skills further by undertaking further independent study and research, i.e., in addition to "directed study" and learning. (LOs 1, 2, 3, 4, 5, 6, 8, 9) (GA5,6) | |
| 3. Identify and evaluate the contributions of the key people functions in range of cultural contexts. | | |
| 4. Develop a critical understanding of the role and purpose of people in organisations, and how they relate and interact with the wider environment. | Analysis of real-world cases; using diagnostic skills to evaluate business and organisational performance and effectiveness. (LOs  2, 3, 4, 5, 6, 8, 9) (GA4,6) | **Formative opportunities – formal** As well as the plentiful opportunities for informal feedback, formative occasions will also be scheduled: |
| 5. Identify and articulate robust business solutions and human resource plans to meet the | Independent and directed student study, supported throughout by comprehensive classroom based and online multi-media teaching materials, activities, simulations, and resources. (LOs 1, 2, 3, 5 6, 8, 9) (GA1) | Students will be given opportunities |

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| challenges presented by contemporary business environments. | Discussion in class and online forums where students discuss and critically engage with themes emerging from the materials they learn from; this might include business problems, case studies, simulations, datasets, and industry reports. (LOs 1, 2,3, 4, 5, 6, 8) (GA2,4) | to share draft sections of assessments with tutors and (in some modules) peers to garner feedback and guidance. This feedback can then be incorporated in submissions for the summative assessments. Students may also be able to draft plans and outlines for assessment items and receive tutor and peer feedback in a similar manner |
| 6. Apply and evaluate academic theories, frameworks and principles to a range of business, and people and culture, challenges, and situations. | Problem solving and diagnostic skills are developed throughout the programme by formative assessment tasks including problem analyses, drafting business documents and reports, analysing case studies, ethical dilemma exercises, data analyses and self-assessments. (LOs 2, 5, 6, 8, 9) (GA1, 4, 5) | (LOs 1-9) (GAs 2, 5) |
| 7. Develop a set of generic "life" skills including, self-awareness and management, research, argumentation, numeracy, critical thinking, and analytical ability. | Engaging in reflection on study activities such as: feedback (peer and tutor), cases, academic texts and articles, activities, and simulations. | The virtual learning environment (VLE) enables students to engage in targeted online discussions relating to specific aspects of the programme modules, for example, examining |
| 8. Understand and evaluate the importance of corporate social responsibility, global citizenship, and diversity management in contemporary people management. | Practical business skills are further developed and integrated through a series of in-class and online activities intended to test practical ability, these can include group forums and activities, drafting business documentation, engaging in simulation exercises and informal peer assessment | ethical considerations, business risks and social responsibility. Students are encouraged to not just post discussion items in the relevant fora but also to ensure they comment on |
| 9. Critically analyse the people and culture function in a range of organisational contexts. | (LOs 4, 7, 8) (GA5) | posts uploaded by their peers. |

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| GA1 Discipline Expertise<br>Knowledge and understanding of chosen field.  Possess a range of skills to operate within this sector, have a keen awareness of current developments in working practice being well positioned to respond to change<br><br>GA2 Effective Communication<br>Effectively communicate both, verbally and in writing, using a range of media widely used in relevant professional context.  Be IT, digitally and information literate.<br><br>GA3 Responsible Global Citizenship<br>Understand global issues and their place in a globalised economy, ethical decision-making, and accountability.  Adopt self-awareness, openness, and sensitivity to diversity in culture<br><br>GA4 Professional Skills<br>Perform effectively within the professional environment.  Work within a team, demonstrating interpersonal skills such as effective listening, negotiating, persuading and presentation.  Be flexible and adaptable to changes within the professional environment. | Group discussions and exercises in class and on the online forum promoting argumentation, listening, leadership and team working skills.<br>(LOs 5, 7, 9) (GA1, 2, 4)<br><br>Considering employability and career development options, strategies, and challenges by conducting self-audits, personal SWOT analyses and developing personal development plans.<br>(LOs 1, 7, 8) (GA3, 5, 6, 9) | (LOs 1-9) (GAs 2, 5)<br><br>Students will have access to academic staff in all the modules they study.  These staff include subject matter experts (lecturers) and study support tutors.  Students are invited to attend synchronous learning activities relating to both these areas (academic content and study support) including online lectures, guest lectures, webinars, and other activities.  They will also have opportunities to arrange one to one meeting, normally conducted via video conferencing software, where they can discuss specific areas of concern with the tutor(s) (LO1- 9; GA2, 3).<br><br>Where the summative assessment diet includes time constrained assessments (TCAs), students will have opportunities to practice "mock" style TCA questions and receive tutor feedback before the summative events.<br>(LOs 2-6, 8,9) (GAs 1 – 4) |

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| GA5 Reflective Practitioner<br>Undertake critical analysis and reach reasoned and evidenced decisions, contribute problem-solving skills to find and innovate in solutions.<br><br>GA6 Lifelong Learning<br>Manage employability, utilising the skills of personal development and planning in different contexts to contribute to society and the workplace. | | Other summative assessments used on the programme include:<br><br>Reflections and development plans (GA6)<br><br>Producing "work type products" (LOs 1,2, 5, 9) (GAs 1-4)<br><br>Individual presentations (LOs  1, 2, 5, 9) (GAs 2,4)<br><br>Case studies (LOs 1-5) (GA3-4)<br><br>Reflections (LOs 2,3,4, 7,8, 9) |

**19. Summary of modules and mapped programme learning outcomes**

| Level | Module title | Module type Compulsory (C) or Optional (O) | Identified pinned modules | LO 1 | LO 2 | LO 3 | LO 4 | LO 5 | LO 6 | LO 7 | LO 8 | LO 9 | GA1 | GA2 | GA3 | GA4 | GA5 | GA6 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **L6** | | | | | | | | | | | | | | | | | | |
| | Business Transformation | C | P | X | X | X | X | X | X | | | | X | | | | | |
| | Entrepreneurship & Innovation | C | P | X | X | X | X | X | X | X | | | | X | | | | |
| | Corporate Governance, Law & Ethics | C | | X | | | X | X | | X | X | | | | X | | | |
| | Independent Study | C | | X | X | X | X | X | X | X | X | X | | | | | X | X |
| | Future Leaders & Talent Management | C | | X | X | | X | X | X | X | X | | | | | X | | |
| | Reward & Performance | C | | X | X | | X | X | X | X | X | | | | | X | | |