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

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Introduction to the Programme

Welcome to the BA (Hons) Business (Human Resource Management) (Top-up) degree programme.

As you are studying a final year top-up programme you will be required to complete the level 6 modules.

Each 20-credit module is equivalent to 200 hours of self- guided learning.

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.

Core Modules

	Module	Credits	BA (Hons) Business	BA (Hons) Business (Finance)	BA (Hons) Business (HRM)	BA (Hons) Business (Marketing)	BA (Hons) Business (Tourism)
Level 6	Contemporary Management Issues	20	x	x	x	x	x
	Strategic Management	20	x	x	x	x	x
	Managing Self and Others	20	x	x	x	x	x
	International Management	20	x				
	Financial Decision Making	20		x			
	Strategic Issues in Human Resource Management	20			x		
	International Marketing	20				x	
	International Destination Management	20					x
	Independent Study	20	x	x	x	x	X
	Project Management	20	x	x	x	x	X

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

PROGRAMME SPECIFICATION

1. Target Award		BA (Hons) Business (Human Resource Management)
2. Programme Title		BA (Hons) Business (Human Resource Management) (Top-up)
3. Exit Awards		BA Business (Human Resource Management)
4. Programme Leader(s)		Terfot Ngwana
5. Delivery Model		Online Blended
6. Start date		September 2015
7. Programme Accredited by *(PSRB or other, if applicable)*		
8. UCAS Code *(If applicable)*		
9. Relevant QAA subject benchmark statement		General Business Management 2023

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10. Programme Aims

The overall aim of the Arden University BA (Hons) Business (Human Resource Management) is to enable students to acquire knowledge, understanding and a range of practical skills relating to the theory and practice of strategic Human Resource Management (HRM) which are applicable to a range of commercial and non-commercial sectors, and in a variety of geographical and cultural settings. In particular it seeks to develop skills and understanding specific to Strategic HRM and the role of the HR function in a wide range of organizational contexts. Simultaneously students will develop a range of transferrable skills that will aid them as they pursue business careers or further relevant study. More specifically it will:

- enable students to build upon their areas of strength, career aspirations and current challenges, using innovative and flexible distance learning strategies.

- allow students to develop professional level skills in HRM, supplemented by an understanding of a range of associated business disciplines.

- promote understanding of the key aspects of current practice in the field of HRM while acknowledging current and emerging developments in related disciplines, local, national and international

- prepare students with the essential skills and tools to work professionally in any business environment and to be an effective and professional HR practitioners, when working independently and when collaborating with others as part of multidisciplinary teams.

- enable students to develop effective communication skills through a variety of media and presentational forms to specialist and non-specialist audiences wherever they may be

- prepare students to work within local, national and global settings and to appreciate the complexity of decision making in such contexts.

- develop an awareness of those entrepreneurial skills which best encourage the growth of enterprise and support the creation of new businesses

- provide a stimulating online academic environment in which students can develop confidence as practitioners, and as individuals who are part of a highly engaged community of learners and thereby to inspire students to become lifelong learners.

The programme provides for a Level 6 (Honours level) only. Entrants into it will possess a Business related a Diploma, for example an HND, and will join with 240 credits. The programme is designed to provide opportunities for students to develop their knowledge and skills in business in a flexible way. Learning materials have been developed which allow students to maximise the time they have available for study and the programme structure

allows students to determine the pace at which they learn. The programme also provides a range of supports for distance learning students thereby allowing international access.

11. Intended programme learning outcomes and the means by which they are achieved and demonstrated		
11a. Knowledge and understanding	**The means by which these outcomes are achieved**	**The means by which these outcomes are demonstrated**
With due regard to the QAA current Human Resource Management Benchmark Statement The intended programme learning outcomes are for students to be able to: A1 Evaluate the meaning and purpose of strategic HRM, appraise the role of the HRM function in its organisational context, and analyse the strategic contribution of HRM to organisational effectiveness A2 Utilise HRM and business research to improve HRM and business performance, and analyse and interpret written, visual and graphical data. A3 Recognise the importance of collecting relevant data, and the variety or information sources, both primary and secondary on issues relevant to strategic HRM A4 Analyse leading issues in HRM which have business implications and have a clear view of the contemporary and cross-cultural issues facing modern HR managers. A5 Apply a range of theoretical HR concepts to practical organisational or industry sector issues or problems, displaying sensitivity to differing cultural and ethical contexts in decision making.	Learning and teaching methods and strategy: Acquisition of knowledge and understanding (A1 – A5) at all levels is through a blended and integrated learning and teaching pedagogy that includes both asynchronous and synchronous activity. That is: Asynchronous • Independent and directed student study, supported throughout by comprehensive online multi-media teaching materials and resources accesses through our VLE • Guided group / project-based work • Discussion forums where students discuss and critically engage with themes emerging from the materials they engage with, following the posing of questions or propositions, case studies or similar by either tutor or students themselves • Podcast and narrated PowerPoints Synchronous • Online seminars facilitated by VOIP's where theory and practice are integrated. • Live chat • Classroom based teaching (lectures, seminars & tutorials) Based upon the profile of our typical student body, our strategy enables students to engage with a variety of learning tools that best meet their learning styles, overall objectives and personal circumstances. Independent study is the cornerstone of the learner experience supported by peer engagement and engagement with the tutor. There is a requirement for written work at all levels including reports, essays, practical tasks, developed plans etc and our formative assessment policy informs how feedback is supplied by tutors at the draft assessment	Assessment strategy: Our assessment strategy engages a variety of assessment methods all explicitly aligned to learning outcomes that focus upon knowledge, understanding and skills. These are contextualised so that the assessment is directly relevant to each subject area. Assessment methods include time constrained examinations, case study analysis, written essay, development of a targeted plan, etc.

11b. Intellectual (thinking) skills	The means by which these outcomes are achieved	The means by which these outcomes are demonstrated
	phase. Critical analysis is encouraged at all levels culminating in a Dissertation.	
B1 Identify HRM-related issues and formulate appropriate methods of investigation and evaluation as a result of selection and synthesise of information from a variety of sources. B2 Apply theoretical HRM, business and management concepts and practical techniques to the solution of complex problems. B3 Analyse, evaluate and interpret quantitative and qualitative data, thereby display numeracy and quantitative skills including data analysis, interpretation and extrapolation. B4 Utilise judgement to draw appropriate conclusions and make recommendations concerning HRM, business and management issues. B5 Reflect upon the activities of others and their own impact and effectiveness in a variety of inter- and intra- personal contexts.	Learning and teaching methods and strategies: Intellectual skills (B1 – B5) are developed throughout the programme by the methods and strategies outlined in section A, above. Intellectual development (B5) is further encouraged via formative assessment tasks, including set briefs, in-module activities, self-initiated briefs, and discussion with tutors and peers (in online forums/debates). Specific modules support the development of quantitative and qualitative analysis, and the development of self-reflective skills. In addition, the student's thinking skills will be evident in a summative assessment process which requires and rewards learners for the demonstration of creative thinking and problem solving, analysis, informed judgement and self-reflection in the development of solutions, and a willingness to explore a range of media. Throughout, the learner is encouraged to develop intellectual skills further by undertaking further independent study and research.	Assessment strategy: Intellectual skills are assessed through a combination of in-course formative exercises and summative assignments, including the submission of portfolios of self-reflective evidence, organisation/HRM analyses, qualitative and quantitative judgements based upon case study, time constrained tests and research reports/dissertation.

11c. Practical skills	The means by which these outcomes are achieved	The means by which these outcomes are demonstrated
C1 Select effective information collection methods and select appropriate analytical tools relevant to HRM, business and management. C2 Select and utilise management tools in the construction of business projects and decision-making which are HRM-related. C3 Plan effectively. C4 Articulate reasoned evidence and conclusions on HRM, business and management issues. C5 Demonstrate flexibility in adapting to different business contexts.	Practical and professional skills are employed in the production of solutions to real life situations developed through set briefs, exercises and practical activities. The important modern day skills of managing projects, working within differing organisational and national cultures are provided by specific modules, as are specific inputs with an emphasis upon practical functional decision making skills related to strategic HRM including HRM strategy and planning, recruitment and selection, employee relations, employee engagement, compensation and benefits, talent management and development, performance management, International HRM, and diversity. Practical skills are further developed and integrated through a series of in-course online activities and projects intended to test skills acquired. (C1 - C3). Group forums provide opportunities to discuss ideas, progress, the work of others and the strengths and weakness in the work presented and particularly support the development of C4. Activities are provided so that students can work independently to consolidate their knowledge and grasp of practical skills. The in-course activities and assessment process in the final year particularly emphasise the acquisition of C5 with specific modules devised to highlight the practical differences in management skills required in differing contexts.	To support the development of practical skills, students must supply worked materials and evidence in support of their assignments. Critical reasoning, good presentation and sound evidence trails in all assignments are rewarded. Assessment briefs include a variety of commercial and geographical contextual setting. Students receive feedback on all activities and assignments which includes practical examples for improvement in the application of theory to practice to help them improve both aspects of their skill base.
11d. Transferable skills	The means by which these outcomes are achieved and demonstrated	The means by which these outcomes are demonstrated
D1 Communicate effectively through appropriate media. D2 Utilise appropriate IT software and critically evaluate internet sources. D3 Work effectively on his/her own and demonstrate understanding of being part of a global virtual team, while taking personal responsibility for their own efforts and	Transferable skills (D1 – D5) are developed throughout the programme. The skills of communication, critical use of and acknowledgement of source material especially the internet, and self-management (D1, D2 and D3) are integral to coursework at all levels. Independent study (D3) becomes an increasingly important skill as students' progress, culminating in the writing of the Dissertation. All modules promote practical application and employability that a student may develop further in their Dissertation topic at level 6 if they wish.	To develop and embed transferable skills all assignments must meet time deadlines and word count guidelines as guided by our policies. All assessed work must be submitted independently even where group activity has been an element of the process. Students must take responsibility for their own work. All assignments require students to engage in critical enquiry and self-reflection which is rewarded in

outputs in the spirit of individual, critical and self-reflective enquiry	Modules increasingly include content with regard to the global business environment and matters of culture.	marking guides. These guides, in line with good practice are available to students and are included with every assignment brief.
D4 Utilise problem-solving skills in a variety of theoretical, practical, cultural contexts including the areas of enterprise and entrepreneurship.	The Managing Across Cultures module at level 5, combined with the Contemporary Management Issues module at level 6 provide a targeted focus for these aspects in also evidenced in the supporting materials and assessments used throughout the programme.	
D5 Manage time effectively by learning to plan and prioritise work in order to meet specified deadlines.	As work becomes progressively more complex at levels 5 and 6, students are required to draw upon their skill sets to manage increasingly large workloads. (D5). Students are required to complete a number of assignments and a Dissertation in level 6 that demonstrate independence and originality, and critical enquiry, and which further enhance communication and self-reflective skills. (D3 – D5)	

12. Graduate Attributes and the means by which they are achieved and demonstrated

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 these attributes:

- Digitally literate to show confident and critical use of information and digital technologies across a range of professional, personal, and academic contexts. (This may include but is not limited to computer literacy, digital information, digital media, digital communication, and collaboration competencies).

- Contextually innovative through applying skills of critical, creative, and evidenced based analysis and/or personal reflection to current real-world situations and future challenges.

- Socially intelligent and proactively inclusive, able to effectively navigate complex (working) relationships with others from any background or culture using teamwork, communication, and leadership skills.

- Professionally knowledgeable in their subject area, with in-depth comprehension, awareness, independent research skills, and other skills associated with their subject area and discipline(s).

The means by which these outcomes are achieved and demonstrated

The achievement of these attributes is integrated into all programmes of study curriculum, unit of study tasks (individual and group work) and through summative assessment tasks.

13. Learning and teaching methods and strategies

Learning and teaching methods and strategies are delivered through a blended and integrated learning and teaching pedagogy that includes both asynchronous and synchronous activity. That is:

Asynchronous
- Independent and directed student study, supported throughout by comprehensive online multi-media teaching materials and resources accesses through our Virtual Learning Environment
- Guided group / project-based work
- Research tasks
- Discussion forums where students discuss and critically engage with themes emerging from the online materials they engage with, following the posing of questions or propositions, case studies or similar by either tutor or students themselves
- Podcasts and narrated PowerPoints

Synchronous
- Online seminars facilitated by VOIP's where theory and practice are integrated.
- Lectures, seminars & tutorials both online and via classroom based input

Based upon the variety of student undertaking our programmes and our wishes to provide equal opportunity for engagement no matter what their preferred method of learning styles of the student, our strategy has been designed to enable students to engage with a variety of learning tools that best meet their learning styles, overall objectives and personal circumstances.
Independent study is the cornerstone of the learner experience, supported by subject specialist engagement with the tutor and peer engagement.

There is a requirement for written work at all levels including reports, essays, practical tasks, developed plans, timed examinations, portfolios of work etc., and our assessment policy informs how feedback is supplied by tutors at the formative and summative assessment stage. Critical analysis is encouraged at all levels culminating in a Dissertation.

14. Assessment methods and strategies

Our assessment strategy encourages a variety of assessment methods all explicitly aligned to learning outcomes that focus upon knowledge, understanding and skills. These are contextualised so that the assessment is directly relevant to each subject area and assessment methods include case study analysis, written essay, critical self-reflection, portfolios of evidence, sector report production, preparation of a targeted sector plan, time constrained tests, etc.

15. Employability

Our approach pays due regard to the UKCES report 'The Employability Challenge' (2009a) definition of employability, 'the skills almost everyone needs to do almost any job. They are the skills that must be present to enable an individual to use the more specific knowledge and technical skills that their particular workplaces will require.' Employability is an important strand integrated into the curriculum, learning tasks and summative assessment and as a result, employment prospects / posts of further responsibility are enhanced. This may be through enhanced skills development or further (professional) accreditation, for example.

16. Entry Requirements

The criteria for admission to the BA (Hons) Business top-up programme are:

− HND in Business, Advanced Diploma in Business or equivalent
− English language competence equivalent to IELTS 6.0

In the case of an equivalent award where this was not studied in English the candidate must demonstrate an ability in English equivalent to IELTS 6.0 (no less than 5.5 in any element). The equivalent award must also be approved through the APL process. Such an award must have provided the applicant with a prior learning consistent with Level 5 of the functional areas of business underpinning the programme. These should include: finance; marketing; HRM; and Operations Management. It is expected that such students will have a familiarity with basic Microsoft Office applications and no other IT skills are required.

17. Programme Structure

Level 6

Module Code	Module Title	Credits	Module Type (Core/Option)
BUS6001	Contemporary Management Issues	20	Core
BUS6002	Strategic Management	20	Core
HRM6001	Managing Self and Others	20	Core
HRM6002	Strategic Issues in Human Resource Management	20	Core
BUS6017	Independent Study	20	Core
BUS6018	Project Management	20	Core

18. Subject: N600 Human Resource Management	Select from: https://www.hesa.ac.uk/component/content/article?id=1787

Annex – Mapping of Intended Programme Learning Outcomes and Modules

Level	Modules	A1	A2	A3	A4	A5	B1	B2	B3	B4	B5	C1	C2	C3	C4	C5	D1	D2	D3	D4	D5
Level 6	Contemporary Management Issues		x		x		x	x	x		x	x	x	x	x	x			x	x	x
	Strategic Management	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x		x	x	x
	Managing Self and Others				x	x	x					x	x	x	x		x	x	x		x
	Strategic Issues in HRM	x		x	x		x		x	x	x		x	x	x				x		x
	Independent Study	x	x			x	x	x	x	x	x	x	x	x	x			x	x	x	X
	Project Management	x	x			x	x	x	x	x	x	x	x	x	x			x	x	x	X