

QUALITY ASSURANCE DOCUMENT QA3 – PROGRAMME SPECIFICATION



1. Programme Code						
2. Programme Title	MSc Strategic Human Resource Management					
3. Target Award Title	MSc Strategic Human Resource Management					
4. Exit Award Title(s)	Postgraduate Diploma in Strategic Human Resource Management					
5. Subject area	Human Resource Management					
6. School	HRM					
7. Programme Team Leader(s)	Jo Graham/Esther Lee					
8. Programme Type	Post Graduate					
9. Delivery Model	DL F/T	Y	BL F/T	Y	F/T	X
	DL P/T	Y	BL P/T	Y	Other	
Where delivery model identified as 'Other' please provide details						
10. Location of delivery	Blended Learning Centres Distance Learning Berlin: Full-time					
11. Proposed Start date	November 2022					
12. Reference points	https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/sbs-business-and-management-15.pdf?sfvrsn=1997f681_16 https://www.qaa.ac.uk/docs/qaa/quality-code/master%27s-degree-characteristics-statement.pdf?sfvrsn=86c5ca81_18 https://peopleprofession.cipd.org/profession-map#gref					
13. Professional, Statutory & Regulatory Bodies (PSRB)	Chartered Institute of Personnel and Development (CIPD)					

14. Programme aims

The overall aim of the MSc Strategic Human Resource Management is to develop the analytical and strategic human resource management skills of students using concepts derived from a wide range of academic disciplines, thus enabling them to respond creatively and effectively to the challenges of the global business environment. In line with the CIPD philosophy our programme reflects the need in emphasis on the understanding of and reflection on theoretical content, as well as the development of the skills required in Strategic Human Resource Management.

This overall aim embraces several distinct and individual aims:

- To provide a coherent and integrated programme of study that will enable students to respond effectively to increasingly complex, dynamic and diverse external environments.
- To encourage a sustained, reflective and critical approach to contemporary and future practice thereby enhancing professional and personal development that meets the requirements for Masters level study.
- To enable students to analyse complex contemporary practice so that they are able to effectively and confidently manage strategic level issues.

To provide an opportunity for participants to critically evaluate and apply strategic human resource management 'next' practice in a range of contexts

15. Programme Entry Requirements

A bachelor's degree at 2.2 or above or

3 years senior human resource management work experience

IELTS 6.0 (no less than 5.5 in any element) or equivalent for those students whose first language is not English

Exemptions may be granted in respect of other prior qualifications subject to Arden's APCL

16. Graduate Attributes

Graduate attributes are embedded within each module as well as key human resource management skills that will enable students to progress in their HR careers on completion of the programme. Students will gain and develop these skills through:

- Case studies
- Reflective exercises
- Synchronous and asynchronous interactive group activities
- Self-directed independent study
- Feedback from lecturing staff

17. Learning, teaching and assessment methods and strategies

The overall programme Learning and Teaching Strategy is based on the premise that the best way to become an effective people professional is by developing the key skills of critical analysis and evaluation through authentic, highly experiential learning opportunities.

All students will start their programme with an induction which is designed to highlight expectations, help learners to navigate the programme and emphasise the importance and benefits of belonging to the professional body, the CIPD.

The digital programme will be delivered 100% online supported with a comprehensive digital learning suite delivered through the ilearn platform.

Students will be supported to understand the theory and critically apply it to their own situation and that of others. Some of our students have not studied for some time so we incorporate an extended induction which includes study skills. This is supported through the Arden expert Study Skills Team. In addition, the teaching team provide recorded bite sized videos, succinct written guidance and individual support.

Distance learning students study over a 12 week study block consisting of 10 weeks of teaching and 2 weeks for assessments. There are 4 study blocks per year with intakes in October, January, April and July.

Our students come from a variety of academic and professional backgrounds. They have different styles and preferences. In alignment with good practice in teaching and learning, we provide a variety of teaching and learning strategies which include links to illustrated text, video explanations, podcasts, discussions and collaborative tasks, all of which serve to engage learners, enhance understanding, apply outcomes to the workplace and support assessment requirements.

When attending a live session (whether in the classroom or live online) students are provided with an engaging, informative and collaborative experience, supporting them to develop and maximise their achievements. Teaching and learning strategies for both live online and in class will include analysis of case studies; presentations; buzz groups; thought showers; peer feedback; formative assessment; Q&A and quizzes; role play; reports and projects. Our teaching team are experts in adult learning and they have found creative ways of using technology to facilitate learning.

Collaboration outside of the classroom is an important element of the student learning experience and this is achieved through the use of discussion boards. Self-assessment is built into our Virtual Learning Environment (ilearn) through task-based activities incorporated on a week to week basis. The tasks form an essential part of the programme no matter which study mode is taken. The blended learning material is designed by our teaching team, each of whom have successfully completed a digital learning induction. The Head of School oversees the blended learning content to ensure consistency in delivery styles across the programme. In addition to the variety of tools we use in zoom (polls, break out rooms, chat box), we incorporate other platforms such as Padlet for linking and sharing ideas and Kahoot! for interactive mobile quizzes. Videos and podcasts are used throughout. Quizzes, activities and self-assessment allow students to reflect on their learning and measure understanding in manageable chunks.

Tutorials form an important and integral part of the programme. Students are encouraged to meet with tutors regularly. In addition, students are allocated a research supervisor for their Research Project.

Within live sessions, formative assessment takes place through questions, debates, discussions, groups tasks, quizzes, presentations and observations. Many of the assessments require students to undertake additional guided learning outside of the session. This preparation is embedded within our Module Content on ilearn where tasks and collaborative learning are clearly directed.

18. Intended programme learning outcomes and the means by which they are achieved and demonstrated		
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: <i>(No more than 10 programme learning outcomes are permitted per programme.)</i>		
1. Apply and synthesise knowledge and understanding relevant to the management of people within an organisation 2. Advise an organisation on appropriate strategies to assist their management of people 3. Critically analyse the context in which an organisation operates, and understand the impact that this may have on Human Resource Management activities 4. Demonstrate a critical understanding of current thinking and research in a range of strategic management topics relevant to Human Resource Management	Knowledge and Understanding Learning outcomes will be achieved via engagement with the online module learning material and the online tutoring and programme participant support mechanisms, both of which are delivered via Arden's iLearn platform (a Moodle-based system). The learning material comprises purpose-written self-contained lessons with frequent activities and feedback to generate learning and reinforce the knowledge acquisition through frequent application of learning to specific examples	The outcomes will be demonstrated by successful completion of the assessments, which will be written in a way that requires students to apply the knowledge that they have learnt to a variety of situations. There will also be monitoring of engagement with discussion forums and activities, to assess the application of the material.
5. To apply and where appropriate synthesise models and theories to different situational contexts 6. Undertake research on a contemporary people management topic and report the findings of the research with appropriate recommendations	Intellectual (thinking skills) Intellectual skills are acquired through engagement with the online module learning material and the online tutoring. At all stages of their course, in all modules, programme participants are encouraged to take a critical and evaluative approach to the subject.	The first skill will be demonstrated through the successful completion of the coursework assignments and exams. The second skill will be demonstrated through the completion of a research project,

	Acquisition of transferrable skills takes place throughout the modules Programme participants are gradually required to take responsibility for their own learning throughout the programme. The tutorial support mechanisms are intensive during the first study period of the programme and programme participant engagement, achievement with progression monitored regularly and followed up on an individual basis thereafter	which will relate to an HR issue in a business context.
7. Develop personal skills to increase effectiveness in strategic leadership and human resource management strategies 8. Identify practical solutions to theoretical and practical people related problems	Practical Skills The development of practical skills takes place throughout the programme. A number of activities are added into the learning material requiring students to apply the knowledge that they are learning, and to think about the way that they could use this knowledge in their professional practice. Discussion forums allow students to debate both future and contemporary human resource management strategies.	These outcomes are demonstrated by engagement in discussion forums, and the content of the assessments. If students have engaged in debate and thinking about the theoretical and practical issues they will show stronger practical skills.
9. Effectively plan and undertake personal development including the awareness of an ethical and socially responsibly dimension to decision making 10. Critically reflect to support enhanced learning, self-awareness and interaction with others	Transferable Skills As the programmes progresses work becomes more complex and students are tested on their abilities to respond positively to feedback from a variety of audiences, as well as to manage increasingly large workloads. Students are required to complete a number of assignments and a Dissertation that rewards independence, originality and	To develop transferable skills all assignments must meet time deadlines and word count guidelines. 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 adopt a spirit of critical enquiry and self-reflection which is rewarded in

	critical enquiry and which further enhances communication and self-reflective skills.	marking guides. These guides are shared with students.
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It is important to note that Programme Learning Outcomes are phrased in an appropriate but generic way so that they effectively facilitate specific skills development. Every module genuinely matches the Programme Learning Outcomes. This is because the programme is specifically designed in alignment with the CIPD profession map which is essentially the competency framework for people professionals.

This will not lead to overassessment at module level because the programme Learning Outcomes represent the attributes that practitioners are expected to demonstrate in each subject area. They align closely with the Module Learning Outcomes which are appropriately assessed in alignment with the practice-based nature of the programme.

The programme's assessment strategy incorporates a variety of assessment types which are in line with CIPD requirements.