

### QUALITY ASSURANCE DOCUMENT QA3 - PROGRAMME SPECIFICATION

<b>1. Target Award</b>	MA Human Resource Management
<b>2. Programme Title</b>	MA Human Resource Management
<b>3. Exit Awards</b>	Postgraduate Certificate in Human Resource Management (60 credits); Postgraduate Diploma in Human Resource Management (120 credits excluding Research Project)
<b>4. Programme Leader(s)</b>	TBA
<b>5. Delivery Model</b>	Online  Blended Learning
<b>6. Start date</b>	July 2018
<b>7. Programme Accredited by</b> <i>(PSRB or other, if applicable)</i>	Application will be made to the CIPD
<b>8. UCAS Code</b> <i>(If applicable)</i>	n/a
<b>9. Relevant QAA subject benchmark statement</b>	QAA Masters Degrees in Business and Management (2015)

#### 10. Programme Aims

The aim of the MA HRM programme is to provide a distinctive and integrative educational programme for individuals seeking to develop and consolidate their knowledge and understanding of HRM. The programme is designed to expose programme participants to current thinking and practice across a wide range of HRM disciplines. It has been mapped against the requirements of CIPD to ensure that graduates can also achieve professional recognition.

Online teaching materials are derived from established academic research in order to develop critical powers of analysis, reflection and the further development of interpersonal skills in preparation for key positions in industry, commerce and the public sector.

Programme participants will build on their existing understanding of management and organisation within a framework that enables them to relate their business experience to contemporary ideas and practice in the HRM sector. This is achieved through critical thinking, creativity and personal development.

In particular, the purpose of the programme is to provide programme participants with:

- A critical and detailed understanding of the role of HRM in organisations
- An advanced understanding of the management of HRM within a global context;

- A detailed overview of specialist areas of HRM, including employee relations, learning and development and reward management;
- The opportunity to complete a detailed piece of research relating to an HRM issue within an organisation;
  
- An ability to apply knowledge and understanding of business and management to complex issues, both systematically and creatively, to improve business and management practice;
  
- A stimulating online academic environment, which is based upon the values of academic openness and critical appraisal

<b>11. Intended programme learning outcomes and the means by which they are achieved and demonstrated</b>		
<b>11a. Knowledge and understanding</b>	<b>The means by which these outcomes are achieved</b>	<b>The means by which these outcomes are demonstrated</b>
<p>A1 - Apply and synthesise knowledge and understanding relevant to the management of Human Resources within an organisation</p> <p>A2 - Advise an organisation on appropriate strategies to assist their management of Human Resources.</p> <p>A3 - Critically analyse the context in which an organisation operates, and understand the impact that this may have on Human Resource Management activities</p> <p>A4 - Demonstrate a critical understanding of current thinking and research in a range of strategic management topics relevant to Human Resource Management</p>	<p>Acquisition of A1-A4 is 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.</p> <p>Embedded within the text are links to further reading and appropriate websites. Feedback within the learning material is provided to allow programme participants to check their understanding with that of the tutor. Additionally, group learning activities direct programme participants to the tutor-facilitated discussion forums where they engage in discussion with their peers and receive formative feedback from the module tutor.</p> <p>Each of the 20 credit modules provides programme participants with an understanding of key theoretical and practical issues, debates and academic informed literatures.</p>	<p>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.</p> <p>There will also be monitoring of engagement with discussion forums and activities, to assess the application of the material.</p>

	<p>Teaching/learning methods adopted are transferrable across modules and are similar across modules and include online class discussions, exercises/case studies and group discussions.</p> <p>For each subject being taught a programme of structured online learning activities using both formative and summative assessment is applied. The emphasis is on action learning through the mediation of the module leader for each module.</p>	
<b>11b. Intellectual (thinking) skills</b>	<b>The means by which these outcomes are achieved</b>	<b>The means by which these outcomes are demonstrated</b>
<p>B1 - To apply and where appropriate synthesise models and theories to meet the needs of a range of situations of different complexity, with the outcome of giving effective and realistic advice.</p> <p>B2 - Undertake research on a management topic relevant to the work of a manager within a Human Resource context and report the research with appropriate recommendations.</p>	<p>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.</p> <p>Acquisition of transferrable skills takes place throughout the modules</p> <p>Programme participants are gradually required to take responsibility for their own learning throughout the programme. The tutorial support mechanisms are intensive during the first</p>	<p>The first skill will be demonstrated through the successful completion of the coursework assignments and exams.</p> <p>The second skill will be demonstrated through the completion of a research project, which will relate to an HR issue in a business context.</p>

	study period of the programme and programme participant engagement, achievement with progression monitored regularly and followed up on an individual basis thereafter	
<b>11c. Practical skills</b>	<b>The means by which these outcomes are achieved</b>	<b>The means by which these outcomes are demonstrated</b>
<p>C1 - Develop personal skills to increase effectiveness in strategic leadership and people management strategies.</p> <p>C2 - Identify practical solutions to theoretical and practical Human Resource Management related problems, thereby demonstrating praxis.</p>	The development of practical skills takes place throughout the degree. 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 work in HRM. Discussion forums allow students to debate the way that they would resolve theoretical and practical HRM problems.	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.
<b>11d. Transferrable skills</b>	<b>The means by which these outcomes are achieved</b>	<b>The means by which these outcomes are demonstrated</b>
D1 - Critically reflect to support enhanced learning, self-awareness and interaction with others	Personal responsibility) becomes an increasingly important skill as students Progress, culminating in the writing of the Dissertation.	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

<p>D2 - Identify and critically analyse issues in order to generate contextually relevant and workable solutions.</p> <p>D3 - Undertake effective communication and presentation skills commensurate with a management position</p> <p>D4 - Effectively use CIT to communicate and evaluate in a variety of settings</p> <p>D5 - Work independently and to take responsibility for own learning</p> <p>D6 - Effectively plan and undertake personal development including the awareness of an ethical and socially responsibly dimension to decision making</p>	<p>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 critical enquiry, and which further enhance communication and self-reflective skills.</p>	<p>their own work. All assignments require students to adopt a spirit of critical enquiry and self-reflection which is rewarded in marking guides. These guides are shared with students.</p>
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## **12. Graduate Attributes and the means by which they are achieved and demonstrated**

### **Graduate Attributes**

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

E01 –Discipline Expertise

E02 – Effective Communication

E03 – Responsible Global Citizenship

E04 - Professional Skills

E05 - Reflective Practitioner

E06 - Lifelong Learning

### **The means by which these outcomes are achieved and demonstrated**

All of these outcomes are core to the degree. The activities and discussion forums develop the ability of the student to communicate and operate as part of a team. There is a requirement to work independently as this is an online learning experience, and the students develop particular strengths in this area. There is a requirement to carry out research as part of the fundamental basis of all pieces of assessment.

## **13. Learning and teaching methods and strategies**

### **Distance Learning**

Acquisition of A1-A4 is via engagement with the online module learning material and the online tutoring and programme participant support mechanisms, both of which are delivered via Arden University'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.

Embedded within the text are links to further reading and appropriate websites. Feedback within the learning material is provided to allow programme participants to check their understanding with that of the tutor. Additionally, group learning activities direct programme participants to the tutor-facilitated discussion forums where they engage in discussion with their peers and receive formative feedback from the module tutor.

Each of the 20 credit modules provide programme participants with an understanding of key theoretical and practical management issues, debates and academic informed literatures.

Teaching/learning methods adopted are transferrable across modules and are similar across modules and include online class discussions, exercises/case studies and group discussions.

For each subject being taught a programme of structured online learning activities using both formative and summative assessment is applied. The emphasis is on action learning through the mediation of the module leader for each module.

### **Asynchronous**

Independent and directed student study, supported throughout by comprehensive online multi-media teaching materials and resources accessed 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 Adobe Connect software where theory and practice are integrated

Live chats

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 subject specialist engagement with the tutor and peer engagement.

There is a requirement for written work at all levels including reports, essays, developed plans, 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.

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.

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

### **Blended Model**

Learning and teaching methods and strategies are delivered through a blended and integrated learning and teaching pedagogy that includes both asynchronous and synchronous activity. Students will be expected to undertake online study prior to attending scheduled classes. It is understood that this habit needs to be developed and over the first modules students will be supported in making the transition to becoming a blended learner.

Blended students will have access to the full range of online resources as their DL counterparts, including online support, but excluding the synchronous activities which will occur within the

classroom. These activities will consider how theories and principles might be applied in practice and provide opportunities for discussion, presentation etc.

Blended delivery is subject to approval of the site by Arden's Quality and Standards Committee.

#### **14. Assessment methods and strategies**

The assessment process involves both formative and summative elements and is continuing in nature. There will be a focus on encouraging students to apply their knowledge to practical situations. A significant part of this comes from the Research Project. Here students will be required to identify a topic of interest to them, which relates to HRM. Students will explore this, and will apply their research to the topic and put forward recommendations which are of practical benefit to the organisation.

The approach to coursework assignments will be to encourage students to apply their knowledge to organisations. This could be achieved through the use of case studies, but will also involve employees applying information and approaches to their own organisations, or an organisation with which they are familiar.

The assessment designed for each module reflects the intentions of that module and will measure the identified learning outcomes. A variety of assessment strategies will be used to reflect and test the achievement of the learning outcomes. These are detailed within each module.

Assessment strategies are seen to be dynamic and are reviewed regularly in order to maintain rigour and reflect changes in professional focus and practice.

#### **15. Employability**

Entrants to this programme are highly likely to be in work. The programme aims to develop skills and knowledge such that graduates can confidently enter the HRM environment or can improve their existing career prospects within it. The degree develops a range of transferrable skills and provides opportunities for these to be evidenced. In particular the final dissertation provides the ability to demonstrate high level skills. The distributed nature of Arden students makes conventional careers support difficult but the use of the Integro provider allows us to offer a range of supports in career development and there are opportunities for students to purchase more specialist support if required.

#### **16. Entry Requirements**

Normally:

- A degree equivalent to UK second class honours standard;
- English ability equivalent to IELTS 6.5, where the medium of undergraduate study was not English;

Applicants with existing postgraduate business awards may be eligible for entry with advanced standing and will be considered through the APL process. Arden is keen to ensure that the programme is available to all those who can benefit from it. Applicants who have substantial managerial experience and are able to demonstrate an ability to successfully complete the programme may be admitted where they do not possess degree equivalent qualifications.

## 17. Programme Structure

### Level 7

Module Code	Module Title	Credits	Module Type (Core/Option)	Assessment Method
HRM7003	Managing the Human Resource	20	Core	Exam
HRM7004	HRM in Context	20	Core	Exam
RES7001	Research Project	60	Core	Research Proposal and Dissertation or Journal Formatted Article & Viva
HRM7005	Reward Management	20	Core	Coursework Assignment
HRM7006	Learning and Development	20	Core	Coursework Assignment
HRM7007	Resourcing and Talent Planning	20	Core	Assignment
HRM7008	Employee Relations	20	Core	Case Study Based Assignment

18. Subject:

N6

**Select from:**

<https://www.hesa.ac.uk/component/content/article?id=1787>

Last Updated: November 2018 (V2)

**Annex – Mapping of Intended Programme Learning Outcomes and Modules**

Programme Learning Outcomes		Module Type (Compulsory (C) or Option (O))	A1	A2	A3	A4	B1	B2	C1	C2	D1	D2	D3	D4	D5	D6
			Modules													
<b>Level 7</b>	Managing the Human Resource	C	X	X	X	X	X		X	X		X		X	X	
	HRM in Context	C	X	X	X	X	X			X		X			X	X
	Research Project	C	X	X	X	X	X	X		X	X		X	X	X	X
	Reward Management	C	X	X	X	X	X			X		X			X	X
	Learning and Development	C	X	X	X	X	X		X	X	X					X
	Resourcing and Talent Planning	C	X	X	X	X	X			X		X	X	X	X	X
	Employee Relations	C	X	X	X	X	X			X		X			X	