

## Arden University QUALITY ASSURANCE DOCUMENT QA3 - PROGRAMME SPECIFICATION

<b>1. Target Award</b>	BA
<b>2. Programme Title</b>	BA (Hons) HRM & Psychology
<b>3. Exit Awards</b>	Certificate of Higher Education in HRM & Psychology (120 credits) Diploma of Higher Education in HRM & Psychology (240 credits) BA (Ordinary) in HRM & Psychology (300 credits).
<b>4. Programme Leader(s)</b>	Angela Burns
<b>5. Delivery Model</b>	Blended Learning Online Learning
<b>6. Start date</b>	January 2017
<b>7. Programme Accredited by</b> <i>(PSRB or other, if applicable)</i>	N/A
<b>8. UCAS Code</b> <i>(If applicable)</i>	
<b>9. Relevant QAA subject benchmark statement</b>	Business & Management (2015) Psychology (2010)

### 10. Programme Aims

The overall aim of the AU BA (Hons) HRM & Psychology is to enable students to acquire knowledge, understanding and a range of practical skills relating to the two inert-related disciplines which are applicable to commercial and non-commercial sectors, and in a variety of geographical and cultural settings. 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:

- allow students to develop professional level skills and understanding across the two related disciplines of Human Resource Management and Psychology.
- promote understanding of the key aspects of current practice in the fields of HRM and Psychology while acknowledging current and emerging developments in related disciplines.
- equip students with the essential skills and tools to work innovatively and professionally in a range of commercial and non-commercial situations; and to be creative and professional practitioners, when working independently and when collaborating with others as part of multidisciplinary teams.
- present multiple perspectives on HRM and Psychology in a way that fosters critical evaluation and an ethical approach
- interpret and apply contract law and employment law in a range of organizational settings
- enable students to appreciate how HRM theory and practice is informed by the theory and practice of Psychology; and vice versa
- develop knowledge leading to an ability to appreciate and critically evaluate theory, research findings, and applications
- enable students to communicate effectively through a variety of media and presentational forms to specialist and non-specialist audiences.
- equip students to work within multicultural settings and to appreciate the complexities of such contexts
- 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.

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
<p>A1 Interpret a variety of influences on psychological functioning and well-being; and how these are conceptualised across the domains of Cognitive Psychology, Developmental Psychology, Individual Differences and Social Psychology</p> <p>A2 Evaluate the meaning and purpose of HRM, appraise the role of the HRM function in its organisational context, and analyse the strategic contribution of HRM to organisational effectiveness</p> <p>A3 Navigate the English legal system and interpret contract law and employment law in a range of commercial and non-commercial contexts</p> <p>A4 Utilise relevant research to improve organisational performance and analyse and interpret written, visual and graphical data.</p> <p>A5 Recognise the importance of collecting relevant data, and the variety or information sources, both primary and secondary.</p> <p>A6 Apply a range of theoretical concepts in HRM and Psychology to practical organisational or industry sector issues or problems, displaying sensitivity to differing cultural and ethical contexts.</p>	<p>Acquisition of knowledge and understanding is facilitated through comprehensive online teaching materials and broader resources, structured activities, online facilities for student discussion, and online engagement with support by tutors. Where blended learning is used, these structures are supplemented with a combination of face to face seminars, workshops and tutorials; group discussions and independent and directed study. We achieve this through a pedagogy that includes project work, group forums and project-based activities.</p> <p>That is:</p> <p><b>Asynchronous</b></p> <ul style="list-style-type: none"> <li>• Independent and directed student study, supported throughout by comprehensive online multi-media teaching materials and resources accessed through our VLE.</li> <li>• Guided group / project based work.</li> <li>• 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.</li> <li>• Podcasts and narrated PowerPoints.</li> </ul> <p><b>Synchronous</b></p> <ul style="list-style-type: none"> <li>• Seminars either face to face or using Adobe Connect where theory and practice are integrated.</li> <li>• Independent and directed student study, supported throughout by comprehensive teaching materials and resources.</li> <li>• Guided group / project based work</li> </ul> <p>Throughout, the learner is encouraged to undertake independent study to both supplement and consolidate what is being learnt and to broaden their individual knowledge and understanding of the subject. Learning is facilitated largely by set tasks with regular tutor support including small group forums. This allows students to not only discuss with staff their own</p>	<p>Assessment methods and strategies:</p> <p>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, self-reflection, portfolios of evidence, sector report production, preparation of a subject-specific plan, etc.</p>

<p>A7 Appreciate the distinctive character of both Psychology and HRM in relation to other forms of understanding, such as the relation to other disciplines and to everyday explanations</p> <p>A8 Analyse leading issues in business and have a clear view of the contemporary and cross cultural issues facing modern managers and practitioners</p>	<p>work and progress, but to also see other students' work and to engage in the discussions that relate to the work of their peers.</p> <p>There is a requirement for written work at all levels including reports, essays, practical tasks, developed plans, time constrained set work, etc. Our assessment policy informs how feedback is supplied by tutors at the formative and summative assessment phases. Developing critical analysis through a structured taxonomy is encouraged as students progress through levels 4 - 5 levels culminating in a dissertation.</p> <p>All students complete an induction module prior to starting on subject discipline units of work. The induction module requires students to undertake a range of tasks that both test and develop subject specific and online pedagogical knowledge, understanding and skills.</p>	
<p><b>11b. Intellectual Skills</b></p>	<p><b>The means by which these outcomes are achieved</b></p>	<p><b>The means by which these outcomes are demonstrated</b></p>
<p>B1 Recognise different perspectives on psychological issues and that psychology involves a range of research methods, theories, evidence and applications</p> <p>B2 Identify general patterns in behaviour, psychological functioning and experience and evaluate how these impact on HRM strategy, policies and practices</p> <p>B3 Identify HRM-related issues in commercial and non-commercial contexts; and formulate appropriate methods of investigation and evaluation.</p> <p>B4 Understand the English legal system and Interpret and apply contract law and</p>	<p>Intellectual skills are developed throughout the programme by the methods and strategies outlined in section A, above. Intellectual development is further encouraged via formative assessment tasks including set briefs, in-module activities, self-initiated briefs, and discussion with tutors and peers both face to face and online.</p> <p>Specific modules support the development self-reflective skills and this is the focus of the opening Skills for Interdisciplinary Study module. 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, judgement and self-reflection in the development of solutions.</p>	<p>Assessment methods and strategies:</p> <p>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 essays, self-reflection, portfolios of evidence, sector report production, preparation of a targeted plan, etc.</p>

<p>employment law in a range of commercial and non-commercial contexts</p> <p>B5 Apply theoretical concepts and practical techniques to the solution of complex problems; and formulate appropriate methods of investigation and evaluation.</p> <p>B6 Select and synthesise information from a variety of sources; including the analysis, evaluation and interpretation of quantitative and qualitative data, thereby display numeracy and quantitative skills including data analysis, interpretation and extrapolation.</p> <p>B7 Utilise judgement to draw appropriate conclusions and make recommendations demonstrating commercial and business acumen where relevant.</p> <p>B8 Reflect upon the activities of others and their own impact and effectiveness in a variety of inter- and intra- personal contexts.</p>		
<p><b>11c. Practical Skills</b></p>	<p><b>The means by which these outcomes are achieved</b></p>	<p><b>The means by which these outcomes are demonstrated</b></p>
<p>C1 Engage in academic debate in a professional manner.</p> <p>C2 Work productively and independently both within and between disciplines to produce work in a variety of formats as specified.</p>	<p>Practical skills are employed in the production of ethical solutions to real life situations developed through set briefs and are a particular focus in Research and Ethics in Action, Research Planning and Project and Skills for Interdisciplinary Study. The important modern day skills of engaging in academic debate, working independently and presenting ideas clearly using appropriate terminology pervade all modules and forms of assessment on the programme.</p> <p>Practical skills are further developed and integrated through a series of in-</p>	<p>To support the development of practical skills, students must supply worked materials and evidence in completion of their assignments. Sound reasoning, good presentation and evidence trails in all assignments are rewarded. Assessment briefs include a variety of commercial and geographical contextual settings. Students receive formative feedback on all tasks,</p>

<p>C3 Present information clearly and coherently in an appropriate form using subject specific terminology.</p> <p>C4 Show an ability to read a range of complex academic works suitable for study at undergraduate level, summarising the arguments accurately weighing up the merits and substance.</p> <p>C5 Examine practical, theoretical and ethical issues associated with the use of different methodologies, paradigms and methods of analysis.</p> <p>C6 Construct discipline-specific and informed questions and, deploy appropriate research methodologies and data collection methods and evaluate research findings examining practical, ethical and theoretical constraints associated with the chosen methodology and paradigm.</p> <p>C7 Demonstrate a confident understanding of interdisciplinary themes and skills and comment on the value of this work with regard to policy issues.</p> <p>C8 Demonstrate a confident understanding of interdisciplinary themes and problem-solving skills.</p>	<p>course and online activities and projects intended to test skills acquired. Group discussion forums provide opportunities for peer-to-peer discussion of ideas, progress, discussion of the work of others and the strengths and weakness in the work and ideas presented. They particularly support the development of flexibility and adaptation. Activities are provided so that students can work independently to consolidate their knowledge and grasp of practical skills.</p>	<p>activities and assessments, which include practical examples towards improvement.</p>
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11d. Transferable skills	The means by which these outcomes are achieved and demonstrated	The means by which these outcomes are demonstrated
<p>D1 Communicate succinctly in written and oral forms at a level suitable for an undergraduate student.</p> <p>D2 Work effectively in collaboration with others and evaluate own strengths and weaknesses through engaging in critical reflection and acting on feedback.</p> <p>D3 Take responsibility for own learning, acting independently in planning and managing tasks with limited guidance.</p>	<p>Transferable skills are developed throughout the programme. The skills of communication, critical use and acknowledgement of source material especially the internet, and research informing practice are integral to coursework at all levels.</p> <p>All modules promote practical application and employability that a student may develop further in their dissertation topic at level 6 if they wish.</p> <p>As work becomes more progressively more complex at levels 5 and 6, students are required to draw upon their skill sets to manage increasingly large workloads. 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.</p>	<p>To 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 marking guides. These guides, in line with good practice are available to students and are included with every assignment brief.</p>

## HRM & Psychology Exit Awards: Programme Outcomes

As a joint honours award, students will be required to meet the credit thresholds set out in the AU Assessment Regulations. It is therefore not possible to map precisely which outcomes will be met for each exit award as this will depend across which modules the credits have been achieved. However, the table below provides an indication which Programme Outcomes will typically be achieved for each exit award.

Exit Award	Knowledge & Understanding	Intellectual Skills	Practical Skills	Transferrable Skills
<b>BA (Ordinary) (300 credits)</b>	A1, A2, A3, A4, A5	B6, B7, B8	C1, C2, C3, C4, C6	D1, D2, D3
<b>Diploma of Higher Education (240 credits)</b>	A1, A4, A5	B7, B8	C1, C2, C3, C5	D1, D3
<b>Certificate of Higher Education (120 credits)</b>	A1	B8	C1, C2, C3	D1, D3

### 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:

- E1 – Discipline Expertise
- E2 – Effective Communication
- E3 – Responsible Global Citizenship
- E4 - Professional Skills
- E5 - Reflective Practitioner
- E6 - Lifelong Learning

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

The achievement of these attributes is integrated into all programmes of study curriculum, unit study tasks (individual and group work) and through summative assessment tasks. A contextualised version of the AU Graduate Attributes forms Learning Outcome 5 on the Module Descriptor Form.

### 13. Learning and teaching methods and strategies

Learning and teaching methods and strategies are delivered through an 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 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

- Face to face or Adobe Connect seminars where theory and practice are integrated.
- Independent and directed student study, supported throughout by comprehensive teaching materials and resources.
- Guided group / project based work.

Based upon our typical student profile, 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, timed examinations, portfolios of work etc., and our assessment policy informs how feedback is supplied by tutors at the formative and summative assessment stage.

#### **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 essays, critical self-reflection, portfolios of evidence, sector report production, preparation of a targeted sector plan, time constrained tests, etc. All students will have the opportunity to engage in an activity and receive formative feedback from the tutor before the summative assessment.

#### **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.'

The development of key skills for future employability is reflected and embedded through the AU values (Programme Outcomes C & D) and the AU Graduate Attributes (LO5 on the MDFs). This development is supported throughout the student journey with the suite of tools provided by the Ab Integro Careers Portal on the student home page.

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

Two Subjects at GCE A level or equivalent, plus passes at grade C or above in three subjects at GCSE level or equivalent; or

Completion of a recognised Access Programme or equivalent.

IELTS 6.0 (no less than 5.5 in any element) or equivalent for students whose medium of prior learning was not English.

Candidates who demonstrate an ability to study the programme as evidenced through previous a personal statement (of between 350-500 words) that addresses their motivation for undertaking the programme; including their references, relevant prior experience and qualifications.

Exemptions may be granted in respect of other qualifications subject to Arden University's APL regulations.



**17. Programme Structure****Level 4**

Module Code	Module Title	Credits	Module Type (Core/Option)	Assessment Method
SKI4002	Skills for Interdisciplinary Study	20	C	Portfolio of Tasks
LLBQLD002 (DL) LAW4002 (BL)	English Legal System	20	C	Essay
LLBQLD004 (DL) LAW4005 (BL)	Law of Contract	20	C	Time Constrained Assessment
BUS4001	Understanding the Business Environment	20	C	Assignment
PSY4002	Introduction to Social & Developmental Psychology	20	C	Coursework
PSY4003	Introduction to Bio & Cognitive Psychology	20	C	Coursework

**Level 5**

Module Code	Module Title	Credits	Module Type (Core/Option)	Assessment Method
RES5001	Research Ethics in Action	20	C	Report and Reflective Learning Statement
PSY5003	Personality & Intelligence	20	C	2 x Coursework
PSY5004	Social Psychology	20	C	HR Plan and Reflective Statement
HRM5001	Planning Human Resources	20	C	HR Plan and Reflective Statement
BUS5001	Managing Across Cultures	20	C	Report
BUS5006	Managing Change in Organisations	20	C	Case Study

**Level 6**

Module Code	Module Title	Credits	Module Type (Core/Option)	Assessment Method
RES6004	Research Planning & Project	40	C	Interdisciplinary Research Project
PSY6003	Occupational Psychology	20	C	Coursework
LLBQLD017 (DL) LAW6006 (BL)	Employment Law	20	C	Portfolio Assessment
HRM6002	Strategic Issues in HRM	20	C	Assignment and Reflective Statement
PSY6002	Cross Cultural Psychology	20	C	Extended Essay

**18. Subject:****Select from:**<https://www.hesa.ac.uk/component/content/article?id=1787>**Last Updated: 29.10.2018 (V2)**



Programme Learning Outcomes		Module Type	A1	A2	A3	A4	A5	A6	A7	A8	B1	B2	B3	B4	B5	B6	B7	B8	C1	C2	C3	C4	C5	C6	C7	C8	D1	D2	D3
			Modules																										
	Social Psychology	C	√																										
	Planning HR	C		√									√					√											
	Managing Across Cultures	C						√		√							√				√								
	Managing Change	C							√	√			√				√				√			√	√				
Level 6	Research Planning & Project	C						√			√	√		√		√							√						
	Occupational Psychology	C										√																	
	Employment Law	C			√									√								√							
	Strategic Issues in HRM	C		√				√		√			√		√			√			√							√	
	Cross Cultural Psychology	C								√	√											√							