1. Target Award	Diploma of Higher Education
2. Programme Title	Business (Human Resource Management)
3. Exit Awards	Certificate of Higher Education
4. Programme Leader(s)	Paulette Wisdom
5. Delivery Model	Blended Learning
6. Start date	September 2015
7. Programme Accredited by *(PSRB or other, if applicable)*	N/A
8. UCAS Code *(If applicable)*	
9. Relevant QAA subject benchmark statement	QAA Framework for Higher Education Qualifications (FHEQ) 2008& 2014. QAA Human Resource Management Benchmark Statement 2007. QAA UK Quality Code for Higher Education. Part A: Setting and Maintaining Academic Standards. The Framework s for Higher Education Qualifications of UK Degree-Awarding Bodies. October 2014 . QAA undergraduate subject benchmark statement: General business and management

10. Programme Aims
The overall aim of the Arden University Diploma Higher Education in Business (HRM) is to enable students to benefit from the interpretation of HRM ideas and the experience of HRM practice, within the wider context of the workplace, and one in which HRM knowledge, understanding and skills are clearly integrated. Students will acquire knowledge, understanding and a range of practical skills relating to the theory and practice of 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 HRM and the role of the HR function in a wide range of organizational settings. Simultaneously students will develop a range of transferrable skills that will assist them as they pursue careers in HRM or further relevant study. More specifically it will enable students to:

- critically understand the well-established principles of HRM in business and of the way in which those principles have developed

- apply underlying HRM concepts and principles outside the geographical or sector context in which they were first studied, including, where appropriate, the application of those principles in diverse employment contexts

- know and understand the main methods of enquiry in HRM and have the ability to evaluate critically the appropriateness of different approaches to solving problems in the field of study

- apply HRM knowledge and skills and reflect on them and their application to decision-making in a variety of workplace contexts

- use a range of established techniques to initiate and undertake critical analysis of HRM information and process, and to propose solutions to work based problems arising from that analysis

- develop existing skills and acquire new competences that will enable them to assume significant

  HRM responsibility within an organisation

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 Framework for Higher Education Qualifications (FHEQ) 2008, QAA UK Quality Code for Higher Education. Part A: Setting and Maintaining Academic Standards. The Framework s for Higher Education Qualifications of UK Degree-Awarding Bodies. October 2014, and the QAA Human Resource Management Benchmark Statement 2007 the intended programme learning outcomes are for students to: A1 Have an informed awareness of the key concepts and perspectives underpinning the study of HRM in business A2 An understanding and appreciation of the range, scope and historical & cultural contexts of HRM in business including HRM in the context of globalisation, diversity and cross cultural work environments A3 Have a critical awareness of the processes involved in HRM in business in the	Acquisition of knowledge and understanding (A1 – A5) at all levels is achieved through a blended and integrated learning and teaching pedagogy that includes both asynchronous and synchronous activity facilitated through our Virtual Learning Environment (VLE). 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 - Problem focused work based learning - 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 - Podcasts and narrated PowerPoints **Synchronous** - Online tutorials facilitated by VOIP's where theory and practice are integrated. - Online 'Chat' between students and tutors.	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, especially including those required for the workplace. These are contextualised so that the assessment is directly relevant to each subject area and assessment methods include Business HRM case study analysis, written essay, critical self-reflection, production of a written reflective journal, portfolios of evidence, sector report production, preparation of a subject-specific plan, etc.

	workplace	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.	
A4	Demonstrate a critical understanding of the underlying concepts, principles, methodologies and skills of HRM in business	Independent study is the cornerstone of the learner experience, supported by peer engagement and engagement with the tutor.	
A5	Integrate HRM in business theory and practice in a wide range of situations, local, national and global generating contextually appropriate solutions	There is a requirement for written work at all levels including reports, essays, practical tasks, developed plans, timed examinations, etc., and our formative assessment policy informs how feedback is supplied by tutors at the formative and summative assessment phase. Critical analysis is encouraged at all levels.	
		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.	

11b. Intellectual (thinking) skills	The means by which these outcomes are achieved	The means by which these outcomes are demonstrated
Students will be expected to: B1 Engage in critical thinking and be able to accurately identify HRM issues and formulate an articulate response in given contexts.	Intellectual skills (B1 – B4) are developed throughout the programme by the methods and strategies outlined in section A, above. Intellectual development (B4) 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).	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 work-based and sector case study analysis, written essay, critical self-reflection, portfolios of work-based learning evidence, sector report production, preparation of a targeted plan, narrated PowerPoint presentations, etc.
B2 Effectively communicate information, arguments and analysis in a variety of forms to specialist and non-specialist HRM audiences, and deploy key techniques of the business marketing effectively.	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, judgement and self-reflection in the development of solutions.	
B3 Apply underlying concepts and principles outside the context in which they were first studied, including, where appropriate, the application of HRM in business principles in an employment context.	Throughout, the learner is encouraged to develop intellectual skills by undertaking further independent study and research in order to further consider a range of perspectives.	
B4 Use a range of established HRM in business techniques to initiate and undertake critical analysis of information in the area of HRM in business proposing solutions to problems arising from that analysis.		
11c. Practical skills	**The means by which these outcomes are achieved**	**The means by which these outcomes are demonstrated**
Students will be expected to:

C1   Select appropriate HRM in business analytical tools, processes and models in | Practical and professional skills are employed in the production of solutions to real life Business HRM situations developed through exercises and practical industry/workplace case study type activities from a variety of settings. These culminate in summative assessment tasks as noted in | To support the development of practical skills, students must supply worked materials and evidence in completion of their assignments. Critical reasoning, good |

the construction of business decision-making.	end of programme summative assessment briefs. The important modern day skills of managing or leading projects and/or teams working within differing organisational and national cultures are both provided by specific module as well as being a strand throughout, as are specific inputs with an emphasis upon practical functional decision making skills related to business marketing.	presentation and sound evidence trails in all assignments are rewarded. Assessment briefs include a variety of commercial business, management and geographical contextual settings. Students receive formative feedback on all tasks, activities and assessment which includes practical examples towards improvement.
C2 Develop research skills relevant to HRM in business.		
C3 Work effectively independently and as a member of a group utilising effective analytical, interpersonal and communication skills.	Practical skills are further developed and integrated through a series of in-course online activities, projects and problem focused work based learning intended to test skills acquired. (C1 - C3). Group discussion forums provide opportunities for peer to peer discussion of ideas, progress, the work of others and the strengths and weakness in the work and ideas presented and particularly support the development of C3. 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 C4 with specific modules devised to highlight the practical differences in business marketing skills required in differing contexts.	
C4 Manage HRM in business planning as a workplace strategy towards achieving organisational goals.		
C5 The qualities and transferable skills necessary for employment in HRM in business requiring the exercise of personal responsibility and decision-making.		
11d. Transferable skills	**The means by which these outcomes are achieved and demonstrated**	**The means by which these outcomes are demonstrated**

Students will be expected to:	Transferable skills (D1 – D5) are developed throughout the programme. The skills of communication, critical use and acknowledgement of source material especially the internet, and self-management (D1, D2, D3) are integral to coursework at all levels. Independent study (D2) becomes an increasingly important skill as students' progress.	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.
D1 Develop consistent command of HRM in business subject specific skills including sourcing information and application of knowledge, as well as a proficiency in intellectual skills.	All modules promote practical workplace application and employability.	
D2 Demonstrate independence and initiative, relevant for employment in the sector	Modules increasingly include content with regard to the global business environment and matters of culture. The Managing Across Cultures module at level 5, provides a targeted focus for these aspects but this is also a strand and in evidence in the supporting materials and assessments used throughout the programme.	
D3 Gain knowledge of the main methods of enquiry in the subject(s) relevant to the named award, and ability to evaluate critically the appropriateness of different approaches to solving problems in the field of study.	As work becomes more progressively more complex at levels 5, students are required to draw upon their skill sets to manage increasingly large workloads and the need for prioritisation.	
D4 Consider HRM in business in the context of globalisation, diversity and cross-cultural work environments.D5 Develop interpersonal skills of effective listening, negotiating, persuasion and presentation.		

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 6 attributes.

E01 –Discipline Expertise

E02 – Effective Communication

E03 – Responsible Global Citizenship

E04 - Professional Skills

E05 - Reflective Practitioner

E06 - Lifelong Learning

All six attributes are relevant to this programme.

The means by which these outcomes are achieved and demonstrated

The achievement of these attributes is integrated into all programmes of study curriculum, unit work based 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 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
- Podcasts and narrated PowerPoints

Synchronous

- Online tutorials facilitated by VOIP's where theory and practice are integrated.
- Classroom delivery: lectures, seminars, workshops and 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 engagement with the subject specialist 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.

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, especially with regard to the modern workplace and the global business environment. Assessments are contextualised so that the assessment is directly relevant to each subject area and its application in the workplace. Assessment methods include HRM in business work based case study analysis, written essay, critical self-reflection, portfolios of evidence, reflective journals, sector report production, internal and/or external analysis , mini work based project, preparation of a targeted sector plan or strategy, 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.

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 or equivalent for students whose medium of prior learning was not English.

- Candidates who demonstrate an ability to study the programme as evidenced through a personal statement (of between 350-500 words) that addresses their motivation for undertaking the

programme; including their references, relevant prior experience and qualifications.

17. Programme Structure

Level 4

Module Code	Module Title	Credits	Module Type (Core/Option)
	Developing Personal and Management Skills	20	Core
	Understanding the Business Environment	20	Core
	Principles of Marketing	20	Core
	Introduction to Finance	20	Core
	People in Organisations	20	Core
	Managing Human Resources	20	Core

Level 5

Module Code	Module Title	Credits	Module Type (Core/Option)
	Managing Across Cultures	20	Core
	Business Processes	20	Core
	Enterprise and Entrepreneurship	20	Core
	Business Plan Mini Project	20	Core
	Planning Human Resources	20	Core
	Managing Change	20	Core

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

Last Updated: 08 January 2015

	Modules \ Programme Learning Outcomes	A1	A2	A3	A4	A5	B1	B2	B3	B4	C1	C2	C3	C4	C5	D1
Level 4	Developing Personal and Management Skills		x				x	x	x	x		x	x		x	
Level 4	Understanding the Business Environment					x		x	x		x		x			x
Level 4	Principles of Marketing												x			
Level 4	Introduction to Finance		x			x						x	x			
Level 4	People in Organisations		x				x	x	x	x		x	x		x	
Level 4	Management Information Systems		x										x			
Level 5	Managing Across Cultures		x				x	x	x	x		x	x		x	
Level 5	Business Processes					x		x	x		x		x			x
Level 5	Enterprise and Entrepreneurship					x		x	x		x		x			x
Level 5	Business Analysis					x		x	x		x		x			x
Level 5	Managing Knowledge		x										x			
Level 5	Financial Reporting		x			x					x		x			