Non-standard routes:.

ROUTE A:

a grade below that of a 2:2 (3rd or Ordinary);
AND EITHER

business professional body, e.g. CIM, CMI,
CFA, ACCA, CIMA, CIPD, etc.
OR

experience;

ROUTE B:

Level 6 or above from a business professional body
such as CIM, CMI, CFA, ACCA, CIMA or CIPD;

Success Through business Ethics

Additionally, all students will share the following two modules:
Professional Development
Business Project

Leading and designing the development of human resource strategy and managing the implementation of strategic and operational plans locally, nationally and internationally from a human resources perspective;

Combining creativity with integrity and corporate responsibility.

Additional and Overlapping Skills Gained from the Placement

Leadership ability and interpersonal skills.
The capacity to progress in skills development and the
weaknesses.
Oral and written communication skills.
The capacity to embrace change and tolerate uncertainty
The ability to be collaborative and productive with a team
A growth mindset   the ability to learn from mistakes and failures and to demonstrate resilience under pressure.

16. Programme Outcomes

Knowledge and understanding

Critically demonstrate how an integrated approach to the leadership and management of people, together with the employment law, can impact business performance;

Critically evaluate the importance of organisational context in the leadership and management of people including whether the organisation is in the private or public sector, organisation size, type of industry, stage of the business cycle and the degree of internationalisation;

Synthesise the range of options for the delivery of human resource management functions, including the role and development of leaders and line managers from the oganisational and

effective plans and decisions in complex and unpredictable internal and external environments in local, national and international contexts;

Critically de-construct and apply factual and conceptual knowledge from across all aspects of people management to complex practical situations, demonstrating sensitivity to contending value systems and contextual constraints;

Resolve complex people management issues, dealing with incomplete or contradictory information, systematically and creatively, and communicate conclusions to a wide range of audiences;

Critically evaluate individual behaviour in teams, team leadership, team formation and team dynamics and exercise appropriate enterprise initiative and personal responsibility in a variety of people management roles;

Critically apply a level of knowledge, understanding and ability about managing people and leadership that meets CIPD Professional Standards;

Analyse the wider contribution that people management and development can make to organisational success;

Synthesise processes and initiatives that will help to develop organisational capacity through people management and development; embed or promote change in organisational culture, structure and functioning, and ensure the skills needed to operate in changed roles and environments.

Additional and Overlapping Skills Gained from the Placement (non-credit-bearing)

Leadership ability and interpersonal skills.

weaknesses
Oral and written communication skills.
The capacity to embrace change and tolerate uncertainty
The ability to be collaborative and productive with a team
A growth mindset the ability to learn from mistakes and failures and to demonstrate resilience under pressure.

Relevant Subject Benchmark Statements and other reference points to inform programme outcomes

The Framework for Higher Education Qualifications in England, Wales and Northern Ireland (FHEQ)

Subject Benchmark Statement Master's Degree in Business and Management June 2015 (QAA)

Subject Benchmark Statement Law, November 2019 (QAA)

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17. Programme Structure, Levels, Modules and Credits

Modules are 15 or credits apart from the Business Project Module (inclusive of a taught element focused on research methods), which is 45 credits. Professional Development is mandatory but non credit bearing.

Programme Title MSc Human Resources with Employment Law and MSc Human Resources with Employment Law Placement	Level 7
Module Titles	*Credit*

Critically evaluate the importance of organisational context in the leadership and management of people including whether the organisation is in the private or public sector, organisation size, type of industry, stage of the business cycle and the degree of internationalisation;

Synthesise the range of options for the delivery of human resource management functions, including the role and development of leaders and line managers;

Synthesise the impact of changes in the wider social and economic context on the leadership and management of people;

Call on a comprehensive and critical understanding of a wide range of strategic analytical techniques and methodologies used in leadership and human resource management and source and format appropriate information relating to

The capacity to understand the
process and to progress in skills
development and the articulation of

Demonstrate leadership ability through
interpersonal skills, team-building, and
dynamic thinking.

Advanced oral and written
communication skills.

The capacity to embrace change and
to take initiative in conditions of
uncertainty

The ability to be collaborative and
productive with a team and to mediate
conflict where necessary

A growth mindset   the ability to learn
from mistakes and failures, to
demonstrate resilience under pressure,
and to support others in their
development

Critically de-construct and apply factual and conceptual knowledge from across all aspects of people management to complex practical situations, demonstrating sensitivity to contending value systems and contextual constraints;

Resolve complex people management issues, dealing with incomplete or contradictory information, systematically and creatively, and communicate conclusions to a wide range of audiences;

Critically evaluate individual behaviour in teams, team leadership, team formation and team dynamics and exercise appropriate enterprise initiative and personal responsibility in a variety of people management roles;

Critically apply a level of knowledge, understanding and ability about managing people and leadership that meets CIPD Professional Standards;

Analyse the wider contribution that people management and development can make to organisational success;

Synthesise processes and initiatives that will help to develop organisational capacity through people management and development; embed or promote change in organisational culture, structure and functioning, and ensure the skills needed to operate in changed roles and environments.

Assessment Methods

A wide range of assessment methods, both formative and summative, will be used across all modules to ensure that programme outcomes can be demonstrated by students. The assessment methods are intended to underpin the learning process. Formative assessment of knowledge and understanding will take place through the regular activities within workshops. These can be in the form of

  workshop group activity, where students consider a case-study, issue, or problem, and report on towards the end of the session in an oral presentation

  simulations and role-play activities

  in-class debates

  communication exercises

  activities that confirm understanding

Other types of formative assessment may take place. Feedback will be given simultaneously and aimed at confirming and assisting students in building their communication, critical thinking and analysis, and problem solving skills.

Summative assessments of each module will be one of the following:

  written reports (formative element in the form of lecturer giving guidance on structure and general content)

  portfolio, where students compile a portfolio of activities, where they have applied critical analysis and assessment on issues/activities provided by the lecturer

  presentation/poster, where students prepare communication piece responding to a brief, constructing a presentation with annotations for further details.

This variety of approaches to assessment supports diversity in learning.

All assessment will test the module and programme learning outcomes and will be designed to align with the relevant FHEQ descriptors.

	For the online version the assessment methods will be the same and administered remotely.
19. Inclusive Considerations	Learning materials (examples, case-studies and other support materials) are sourced from as wide and diverse sources as possible, to reflect the demographics of the student population. Students are actively encouraged to share experiences from their own culture, providing opportunities for comparing and contrasting different behaviours, issues, and solutions. This exposes students to cross-cultural differences and enhances their cultural awareness. Students who