Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

MODULE DIRECTORY

MA Strategic People Management

Postgraduate Diploma Strategic People Management

LEVEL 7

ACADEMIC DISCIPLINE: Business

INSTITUTE OF MANAGEMENT AND HEALTH

2025-2026

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INTRODUCTION

This Module Directory includes all the modules for Level 7 within the MA Strategic People Management programme in the academic year 2025-2026.

This directory accompanies the Programme of Study Handbook, which will provide you with details of which modules you will be studying for your programme this year in the 'Programme of Study' section. This directory may include modules that are running on other programmes of study within your Academic Discipline/Institute. If you require assistance in identifying the modules for your programme of study, please contact the Programme Manager (whose name and contact details are provided in the accompanying Programme of Study Handbook), or the relevant Institute Office.

The University has made every effort to make the information as full and as accurate as possible, but you should note that minor changes in the organisation of modules between the planning stage and the actual teaching are inevitable. We shall try to keep any such changes to a minimum, and you will receive plenty of advance warning in the event of any alteration. We would also be grateful if you would let us know about any changes that you think might be helpful if introduced into future handbooks.

MODULES

Module Code	**BMHR7012**
Title	**Understanding the Business Context**
Date	**16.08.2021**
Level	**7**
Credits	**15**
Pre-Requisites	**None**

AIMS

- This unit allows you to gain a deep, critical understanding of your organisation, its external influences and the wider world of work, in order for you to be able to develop appropriate people management strategy for your organisation.
- It will equip you with the knowledge required to operate at CIPD Chartered Member level, by exploring topics covered in the core knowledge area of Business Acumen in the CIPD's new Profession Map.

LEARNING OUTCOMES

1. How organisations differ in terms of sector, structure, strategy, products and services, as well as customers and how this influences people management strategy.

2. How external factors influence organisational and people management strategy.

3. The Political, Economic, Social, Technological, Legal, Environmental and Ethical factors that can influence organisations.

4. Different approaches to formulating people plans and strategy and how people management strategy relates to organisational strategy.

5. What good people practice looks like in a range of organisations.

6. How to critically evaluate your organisation's performance data to inform strategy.

7. The role and purpose of ethics and governance in organisations.

8. How your organisation impacts society.

INDICATIVE CONTENT

By the end of the module you will have a critical understanding of:

1. **How organisations differ in terms of sector, structure, strategy, products and services, as well as customers and how this influences people management strategy.**

   Types of organisations, structures. New organisational forms and the changing nature of work. Impact of globalisation on business and working lives. The concept of VUCA and competitive intensity.

2. **How external factors influence organisational and people management strategy.**

The tools and techniques that can be used to analyse the environmental influences on your organisation such as PESTLE and SWOT.

3. **The Political, Economic, Social, Technological, Legal, Environmental and Ethical factors that can influence organisations.**

   The impact of advances in technology – AI, advanced robotics, virtual reality and autonomous vehicles on the world of work. Differing views on the impact. Views on the future of work as human. Significance of social media. Population ageing and patterns of demographic change. Individualism. Changing expectations of society and recently highlighted issues such as flexible ways of working, impact of work on mental health, racism and sexism in the workplace and socially responsible organisations. The role of organisations in shaping society. Social mobility and equality. Impact of government legislation and policy on the people practice agenda.

4. **Different approaches to formulating people plans and strategy and how people management strategy relates to organisational strategy.**

   Role of people management professionals in organisations. Different approaches to the people management function. Working with line managers. The differences between strategy, people management strategy and strategy for the people management function. Creating value for stakeholders through people practices and people plans. Horizontal and vertical integration. Long term impact of people management to improve organisational culture and performance. Value of working with customers to gain insight to inform strategy.

5. **What good people practice looks like in a range of organisations.**

   Different models of people management practice – high commitment, high performance models, hard and soft models. Best practice, contingency and resource-based practices. Research that links good practice with organisational performance – for example the Harvard model, AMO.

6. **How to critically evaluate your organisation's performance data to inform strategy.**

   Ways of measuring organisational performance. Quantitative and qualitative methods. Data available outside and inside the people management function, to inform strategy. Real-time data – pulse surveys. Evidence based practice. How to assess the quality and relevance of evidence. How to interpret data to make decisions and provide business insight.

7. **The role and purpose of ethics and governance in organisations.**

   Business ethics and organisational values. The business case for ethical business practice. Promoting ethical culture and behaviours. Corporate governance and transparent reporting. Working with suppliers to ensure their people practices are in line with the organisation's expectations. Ethical challenges presented by data analytics and technological developments, managing risk and reputation.

8. **How your organisation impacts society.**

Responsible organisations. Long term sustainability. Shareholder vs stakeholder approaches. Rise of the social enterprise.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	30	20
Independent learning	120	80
Placement learning		
TOTAL	**150**	**100%**

ASSESSMENT

Assessment Component 1
(Tick one)

☐ **Written exam** ☒ **Coursework** ☐ **Practical**

Mode of assessment	Volume	Weighting
Coursework – report and infographic	Report for Senior Management critically evaluating the three most important PESTLE factors and implications for people management (3500 words) Infographic depicting PESTLE and critical analysis of main factors (1000 words)	100%

Assessment Summary

Activity type	Percentage
Written exam	
Coursework	100
Practical	
TOTAL	**100%**

This course is accredited by the CIPD and is mapped to the core knowledge and core behaviours of the CIPD Profession Map. Completion of the qualification leads to Level 7 Associate status with the CIPD.

INDICATIVE READING LIST

Module Code	**BMHR7012**	
Module Title	**Understanding the Business Context**	
Classification	**Reading List entry**	**Electronic***
Essential	BOUDREAU, J. and RICE, S. (2015) Bright shiny objects and the future of HR. *Harvard Business Review* (July-August), p. 72-79 CAPPELLI, P. (2015) Why we love to hate HR...and what HR can do about it. *Harvard Business Review* (July-August), p. 54-61 CHARAN, R., BARTON, B. and CAREY, D. (2015) People before strategy. *Harvard Business Review* (July-August), p. 62-71 FARNHAM, D. (2015) *Human Resource Management in Context: Insights, Strategy and Solutions.* 4th edn. London: CIPD KEW, J and STREDWICK, J. (2016) *HRM in a Business Context.* 3rd ed. London: CIPD	☒
Further		

Module Code	**BMHR7013**
Title	**Shaping Cultures and Behaviours**
Date	**16.08.2021**
Level	**7**
Credits	**15**
Pre-Requisites	**None**

AIMS

- By the end of this module you will have a deep, critical understanding of workplace behaviour and culture that supports successful organisations.
- You will learn about positive organisational cultures that promote performance and help sustain organisations. You will develop a critical understanding of how to measure culture, identify cultural changes to support current and future strategy and change behaviour. The knowledge you will learn and critical thinking skills you will develop will enable you to synthesise a wealth of information about culture in order to create appropriate and well justified solutions for your organisation.
- It will equip you with the knowledge required to operate at CIPD Chartered Member level, by exploring topics covered in the core knowledge area of Culture and Behaviour.

LEARNING OUTCOMES

1. What culture is and why it is important.
2. Models to analyse and explain culture and organisational behaviour.
3. Different theories about human behaviour.
4. How to motivate and engage employees.
5. How to drive an inclusive culture.
6. The link between wellbeing and performance.

INDICATIVE CONTENT

By the end of the module you will have a critical understanding of:

1. **What culture is and why it is important.**

   Definition of culture and how it supports organisational success. Positive and negative cultures. How people practices impact on behaviour, culture, systems and structures. Types of culture to support specific objectives – innovation, problem-solving, collaboration. Cultures necessary for long term sustainability - supportive cultures that focus on wellbeing and inclusion, ethical cultures. Cultures that promote ethical behaviour. Implications of unethical behaviour in organisations (for example, scandals). Organisational values as important drivers of culture.

2. **Models to analyse and explain culture and organisational behaviour.**

   Models to analyse culture such as the Cultural Web, Handy, Deal and Kennedy, Schein. Different models of organisational behaviour – team performance, group dynamics, systems theory, high performance organisations theory. How to use models to diagnose and address organisational challenges.

3. **Different theories about human behaviour.**

   Models and theories of human behaviour such as nudge theory, decision-making theory, self-determination, neuroscience. How and when to use them to shape practices that deliver value. Ethical decision-making.

4. **How to motivate and engage employees.**

   Concept of engagement. Theories of motivation. Drivers and enablers of engagement. Employee voice. The link between individual and organisational values. How to build a culture of trust across the organisation for workers and other stakeholders.

5. **How to drive an inclusive culture.**

   Definitions of diversity and inclusion. Business case for promoting diversity and inclusion. What is meant by creating an inclusive environment. Factors which can positively or negatively impact inclusive environments. How to create an inclusive culture where all individuals feel supported to work at their best The value organisations place on inclusivity and the value it creates for organisations. Employee activism. Recent developments and campaigns - #blacklivesmatter, #metoo. Implications of pandemic for gender equality.

6. **The link between wellbeing and performance.**

   Issues accelerated by the pandemic. Wellbeing frameworks. Importance of an overall strategy that promotes a culture of wellbeing. Compassionate leadership and concept of kindness. Emotional intelligence as an increasingly important skill requirement for managers and employees. Initiatives and tools such as mindfulness and Wellness Action Plans. Positive psychology in the workplace.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	**Hours**	**Percentage**
Scheduled learning	30	20
Independent learning	120	80
Placement learning		
TOTAL	**150**	**100%**

ASSESSMENT

Assessment Component 1
(Tick one)

☐ **Written exam** ☒ **Coursework** ☐ **Practical**

Mode of assessment	Volume	Weighting
Report and Poster	A critical analysis of your organisation's culture and recommendations for improvement – 3500 words. Poster for managers, focussing on recommendations – 1000 words	100%

Assessment Summary

Activity type	Percentage
Written exam	
Coursework	100
Practical	
TOTAL	**100%**

This course is accredited by the CIPD and is mapped to the core knowledge and core behaviours of the CIPD Profession Map. Completion of the qualification leads to Level 7 Associate status with the CIPD.

INDICATIVE READING LIST

Module Code	**BMHR7013**	
Module Title	**Shaping Cultures and Behaviours**	
Classification	**Reading List entry**	**Electronic***
Essential	Huczynski, A.A. and Buchanan, D.A. (2019). *Organizational Behaviour*. 10th edn. Harlow: Pearson Education Ltd. Mullins, L. (2016) *Management and Organisational Behaviour*. 11th edn. Harlow: Pearson Education Limited. Timms, P. (2020) *The energized workplace: designing organizations where people flourish*. London: Kogan Page.	☒
Further	Frost , S. (2014) *The inclusion imperative: how real inclusion creates better business and builds better societies* . London: Kogan Page. Cooper, C. and Hesketh, I. (2019) *Wellbeing at Work*. London: Kogan Page.	

Module Code	**BMHR7014**
Title	**Driving Change and Building Business Cases**
Date	**16.08.2021**
Level	**7**
Credits	**15**
Pre-Requisites	**None**

AIMS

- At the end of this unit you will understand how to effectively enable change in your organisation to ensure its long term survival.
- You will learn about using evidence to identify problems, create solutions and build robust business cases for change. The unit will involve project work in which you use design thinking to define a problem and identify solutions for possible implementation in your organisation.
- It will equip you with the knowledge required to operate at CIPD Chartered Member level, by exploring topics covered in the core knowledge areas of Change, Business Acumen and Analytics and Creating Value, in the CIPD's new Profession Map.

LEARNING OUTCOMES

1. How to critically evaluate a broad range of evidence to develop a costed business case.

2. How to undertake research in the area of people management.

3. How to plan for change.

4. How to build an agile and change ready workforce.

5. Different change management approaches and how they can impact culture in different ways.

6. How change affects people in different ways and how they can be motivated to adapt and embrace change

INDICATIVE CONTENT

By the end of the module you will have a critical understanding of:

1. **How to critically evaluate a broad range of evidence to develop a costed business case.**

   Evidence-based decision-making. External insight, benchmarking and research as evidence. How to assess the quality and relevance of evidence available, by identifying sources of bias and using evidence-based questioning. Critical thinking. How to measure value and evaluate opportunity

cost. Assessing current and future capability and readiness for change across a range of stakeholder groups. Conducting skills or capability audits and gap analyses. Capability issues that exist within different sectors.

2. **How to undertake research in the area of people management.**

   Identifying a suitable area. Developing aims and objectives. Research philosophy, methodology. Conducting literature reviews. Ethical research. Quantitative and qualitative methods. Analysing and presenting data for different audiences.

3. **How to plan for change.**

   The importance of planning for change. Change plans, communication plans, stakeholder mapping. Importance of effective communication and support (ongoing training and development, coaching, counselling, EAPs). Planning methodologies – gantt charts, milestones, project management principles. Importance of senior management buy-in and championing. Clear rationale for change, effective consultation.

4. **How to build an agile and change ready workforce.**

   Concept of agility. Role of people management professionals. Changes in the way work is organised - build, borrow or buy. Different forms of flexible working. Hybrid working following COVID-19. Promoting organisational resilience.

5. **Different change management approaches and how they can impact culture in different ways.**

   Principles of design thinking. Models such as Kotter, Lewin and their relevance to the various stages of the change process. Stages of change management - planning for, implementing and reviewing change. Ensuring change is sustainable. Levers of change – factors that enable and hinder change.

6. **How change affects people in different ways and how they can be motivated to adapt and embrace change**

   Models such as Kubler-Ross change curve, DREC, 4 E's – ways and benefits of engaging employees throughout the whole process and beyond. Resistance to change. Employee Voice and feedback mechanisms. Change champions. Role of line managers, people professionals.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	30	20
Independent learning	120	80
Placement learning		
TOTAL	**150**	**100%**

ASSESSMENT

Assessment Component 1
(Tick one)

☐ **Written exam** ☒ **Coursework** ☐ **Practical**

Mode of assessment	Volume	Weighting
Academic Poster and presentation	Academic poster showcasing research (3500 words) 10 minute presentation – video or in person	100%

Assessment Summary

Activity type	Percentage
Written exam	
Coursework	100
Practical	
TOTAL	**100%**

This course is accredited by the CIPD and is mapped to the core knowledge and core behaviours of the CIPD Profession Map. Completion of the qualification leads to Level 7 Associate status with the CIPD.

INDICATIVE READING LIST

Module Code	**BMHR7014**	
Module Title	**Driving Change and Building Business Cases**	
Classification	**Reading List entry**	**Electronic***
Essential	Cameron, E. and Green, M. (2020) *Making sense of change management: a complete guide to the models, tools and techniques of organizational change*. 5th ed. London: Kogan Page. Hodges, J. (2021) *Managing and leading people through organizational change: the theory and practice of sustaining change through people*. London: Kogan Page. Holbeche, L. (2018) *The agile organization: how to build an engaged, innovative and resilient business*. 2nd ed. London: CIPD Kogan Page. Timms, P. (2020) *The energized workplace: designing organizations where people flourish*. London: Kogan Page. Anderson, V., Fontinha, F. and Robson, F. (2019) *Research methods in human resource management: investigating a business issue*. 4th edn. London: Kogan Page. Saunders, M.N.K., Lewis, P. and Thornhill, A. (2019) *Research methods for business students*. 8th edn. Harlow: Pearson Education.	☐
Further	Marchington, M., Wilkinson, A. and Donnelly, R. (2020) *Human resource management at work: the definitive guide*. 7th edn. London: Kogan Page. (Chapter 14 in particular but also see chapters 1, 3, 7, 9 and 10 for case studies based on workforce analytics.) Marr, B. (2018) *Data-driven HR: how to use analytics and metrics to drive performance*. London: Kogan Page.	

Module Code	**BMHR7015**
Title	**Resourcing and Talent Management**
Date	**16.08.2021**
Level	**7**
Credits	**15**
Pre-Requisites	**None**

AIMS

- By the end of this module you will have a deep, critical understanding of how resourcing and talent management contribute to individual and organisational performance.
- You will learn how to influence performance through the effective strategic positioning of your organisation in the labour market and effective resourcing and talent management strategies. You will develop a critical awareness of concepts such as employer branding, employee value proposition, employee experience and workforce planning. You will also learn how to evaluate the impact of artificial intelligence and other advances in technology in the area of recruitment, selection and performance management.
- It will equip you with the knowledge required to operate at CIPD Chartered Member level, by exploring topics covered in the core knowledge areas of People Practice and Digital Working and the specialist knowledge areas of Resourcing and Talent Management.
- The assessment of this unit will include developing resources for managers and creating a video to showcase your organisation to potential recruits.

LEARNING OUTCOMES

1. How resourcing and talent management activities influence performance.

2. How to use technology to support the delivery of people practices, and improve the worker experience.

3. The importance of strategic workforce planning.

4. The importance of employer branding to resourcing activities.

5. Different approaches to candidate pipelines and how to assess the value of different sourcing channels.

6. How to design and select assessment approaches for all levels in the organisation.

7. The importance of effective onboarding in setting standards of performance.

INDICATIVE CONTENT

By the end of the module you will have a critical understanding of:

1. How resourcing and talent management activities influence performance.

The employee lifecycle, associated people practices and how to design them in an integrated way. The performance cycle. High performance work systems. Links between people practice and employee outcomes (satisfaction, commitment, engagement, well-being, retention, absence). Talent management strategies. Identifying and tracking talent. Career management for all life phases.

2. **How to use technology to support the delivery of people practices, and improve the worker experience.**

   Use of technology to aid collaboration, improve the delivery of people practices and reorganise work. Use of pulse surveys and social media. Platforms to support engagement, wellbeing and access of benefits. Chatrooms, chat-bots. Ethical debates surrounding use of artificial intelligence in people practice. Inbuilt bias.

3. **The importance of strategic workforce planning.**

   Elements that make up workforce planning (succession, supply forecasting, skills gaps). The impact of external forces on workforce planning. Tight and loose labour markets. How workforce planning data can be used to improve other people practices. Current and future trends in working patterns and how work is organised. Concept of good work. Job design and job roles. Operating on global scales.

4. **The importance of employer branding to resourcing activities.**

   How to integrate an organisation's brand and values into people practices. Positioning your organisation in the labour market. How to create a unique employer brand aligned to culture, mission and values. Models such as employer of choice. Ways to enhance your brand. Linked concepts such as employee value proposition, employee experience. Use of websites such as Glassdoor.

5. **Different approaches to candidate pipelines and how to assess the value of different sourcing channels.**

   Value of different methods and techniques. Sourcing passive candidates. Integrating sourcing approaches into the overall resourcing strategy. How to tailor approaches to appeal to different candidates. Widening your talent pool – for example working with veterans, ex-offenders. Use of social media and consistent communications. Creating long term supply of candidates through work experience and liaison with local and national organisations. Use of apprenticeships and other sources of supply.

6. **How to design and select assessment approaches for all levels in the organisation.**

   Validity of different methods. Cost-benefit analysis. Links with culture and other forms of assessment in the organisation.

7. **The importance of effective onboarding in setting standards of performance.**

Evaluating and designing different approaches to onboarding. Value of gaining feedback from new recruits. Use of buddies and mentors. Role of HR and line managers. Use of technology. Engaging new recruits before their start date. Onboarding as an extended process. Communicating culture and expectations. Shaping employee behaviour.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	30	20
Independent learning	120	80
Placement learning		
TOTAL	**150**	**100%**

ASSESSMENT

Assessment Component 1
(Tick one)

☐ **Written exam** ☒ **Coursework** ☐ **Practical**

Mode of assessment	Volume	Weighting
Report and Video	A critical analysis of your organisation's approach to resourcing and talent management and the external influences impacting on it (3500 words). A video showcasing your organisation for future recruits, with commentary (5 minutes)	100%

Assessment Summary

Activity type	Percentage
Written exam	
Coursework	100
Practical	
TOTAL	**100%**

This course is accredited by the CIPD and is mapped to the core knowledge and core behaviours of the CIPD Profession Map. Completion of the qualification leads to Level 7 Associate status with the CIPD.

INDICATIVE READING LIST

Module Code	**BMHR7015**	
Module Title	**Resourcing and Talent Management**	
Classification	**Reading List entry**	**Electronic***
Essential	Taylor, S. (2019) *Resourcing and talent management*. 7th edn. London: CIPD Kogan Page.	☐
Further	Mattox, J.R., Parsky, P. and Hall, C. (2020) *Learning analytics: using talent data to improve business outcomes*. 2nd edn. London: Kogan Page.	

Module Code	**BMHR7016**
Title	**Driving Performance**
Date	**16.08.2021**
Level	**7**
Credits	**15**
Pre-Requisites	**None**

AIMS

- By the end of this module you will have a deep, critical understanding of ways to drive performance through different people practices, following the initial induction period.
- You will learn about the crucial role that line managers play and how people professionals can support them, strategies to retain employees and ways of managing performance.
- It will equip you with the knowledge required to operate at CIPD Chartered Member level, by exploring topics covered in the core knowledge area of People Practice and the core behaviours of professional courage and influence and situational decision-making.
- The assessment of this unit will include developing a lunchtime learning session for managers plus a handout.

LEARNING OUTCOMES

1. The crucial role of the line manager in influencing performance.

2. The impact of different performance management approaches and how performance management data can be used to drive improvements.

3. Approaches to managing absence and capability.

4. Strategies to retain employees.

5. How to create effective teams across business areas, locations and cultures.

6. How to use models of influencing and stakeholder management in a range of situations.

7. How to apply and adapt different models of facilitation, coaching and mentoring in a range of different situations.

INDICATIVE CONTENT

By the end of the module you will have a critical understanding of:

1. The crucial role of the line manager in influencing performance.

Importance of relationships. Psychological contract and psychological safety. Different leadership approaches – for example, situational and other contingency

approaches, command and control, transformational leadership, authentic leadership, compassionate/servant leadership and distributive leadership. Characteristics of successful and unsuccessful leaders. Perceptions of effective leaders. Political behaviour. Leadership development.

2. **The impact of different performance management approaches and how performance management data can be used to drive improvements.**

   Punitive versus collaborative approaches to managing performance. Links between reward and performance. Strengths based approaches. Arguments against the use of performance management. Debates regarding value of appraisals in an increasingly fast-paced world. Rating scales and appraiser bias. Value of continuous feedback. Competency based approaches. Outcomes focussed. How performance management varies in different countries, due to cultural reasons.

3. **Approaches to managing absence and capability.**

   Effective absence management; different attendance management practices. Issues of leavism and presenteeism. Managing unsatisfactory performance ethically, lawfully and effectively. Use of technology to manage performance – surveillance software and ethical considerations.

4. **Strategies to retain employees.**

   How to interrogate people management data to identify retention issues. Ways of measuring turnover. Usefulness or otherwise of exit interviews, 'stayers' interviews. Strategic approaches to retention. Push and pull indicators. The five generation workforce.

5. **How to create effective teams across business areas, locations and cultures.**

   Managing hybrid and virtual teams – ensuring consistency of treatment and opportunities for remote workers. Critical evaluation of team theories such as Belbin, Tuckman. Group dynamics. Need for psychological safety.

6. **How to use models of influencing and stakeholder management in a range of situations.**

   Stakeholder mapping. Ways to influence, persuade and negotiate. Role of people professionals as business partners. Networking. Assertiveness and methods of communication. Handling emotional behaviour. Managing own emotions. Working with customers – outside in, to shape people strategy. Problem-solving and decision-making tools.

7. **How to apply and adapt different models of facilitation, coaching and mentoring in a range of different situations.**

   Adapting approach/model adopted depending on organisational and people management context. Chairing meetings. Facilitating and co-ordinating discussions. Differences between coaching and mentoring. Models of coaching.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	30	20
Independent learning	120	80
Placement learning		
TOTAL	**150**	**100%**

ASSESSMENT

Assessment Component 1
(Tick one)

☐ **Written exam** ☒ **Coursework** ☐ **Practical**

Mode of assessment	Volume	Weighting
Outline of Lunchtime Learning Session and Handout	Outline of a lunchtime learning session for managers (3000 words) plus handout on topic of performance management (1500 words).	100%

Assessment Summary

Activity type	Percentage
Written exam	
Coursework	100
Practical	
TOTAL	**100%**

This course is accredited by the CIPD and is mapped to the core knowledge and core behaviours of the CIPD Profession Map. Completion of the qualification leads to Level 7 Associate status with the CIPD.

INDICATIVE READING LIST

Module Code	**BMHR7016**	
Module Title	**Driving Performance**	
Classification	**Reading List entry**	**Electronic***
Essential	Armstrong, M. (2016). *Armstrong's Handbook of Management and Leadership for HR*. 4th edn. London: Kogan Page. Rees, G. and French, R. (2016). *Leading, Managing and Developing People*. 5th edn. London: Kogan Page.	☐
Further	Armstrong, M. (2018) *Armstrong's handbook of performance management: an evidence-based guide to delivering high performance*. 6th edn. London: Kogan Page. Horn, R. (2009) *The business skills handbook*. London: CIPD Kogan Page. Watson, G. and Reissner, S. (2014) *Developing Skills for Business Leadership*. 2nd edn. London: Kogan Page. Hutchinson, S. (2013) *Performance management: theory and practice*. London: CIPD Kogan Page.	

Module Code	**BMHR7017**
Title	**Supporting Learning**
Date	**16.08.2021**
Level	**7**
Credits	**15**
Pre-Requisites	**None**

AIMS

- This module is intended to develop the professional knowledge and skills required to perform effectively in generalist and specialist roles associated with the design, delivery and evaluation of learning and development. It requires learners to reflect critically on theory and practice from an ethical and professional standpoint and provides opportunities for applied learning and continuous professional development.
- You will learn about new trends in the design and delivery of learning, the importance of learning cultures as well as innovative ways to evaluate effectiveness.
- It will equip you with the knowledge required to operate at CIPD Chartered Member level, by exploring topics covered in the specialist knowledge area of learning and development.
- The assessment of this unit will include a report on a learning intervention as well as a practical demonstration of an e-learning solution.

LEARNING OUTCOMES

1. The value of learning cultures and how they can support organisational growth.
2. How to engage with stakeholders to define capability needs and their implications for learning.
3. Current thinking regarding how people learn.
4. Developing learning and development plans.
5. Methods to deliver learning.
6. Evaluation of learning.

INDICATIVE CONTENT

By the end of the module you will have a critical understanding of:

1. The value of learning cultures and how they can support organisational growth.

The role and impact of external factors such as economic and legislative conditions (including health and safety aspects) and internal factors such as organisational plans and priorities, learning climate and resource availability.

The need for continuous upskilling to support the business and create ready talent pools. How to create a learning culture that supports continuous professional development.

2. **How to engage with stakeholders to define capability needs and their implications for learning.**

   Specifying and analysing the role of stakeholders in identifying learning and development needs; strengths and limitations of approaches to and methods of identifying learning needs at organisational, occupational and individual levels; the role of data and the forms they take in organisational settings and contexts, and their use in identifying learning needs; approaches to and methods of building support among stakeholders; person-centred learning.

3. **Current thinking regarding how people learn.**

   Background including a range of theories of individual and collective learning including cognitive, behavioural, social and constructivist; models and frameworks of instructional design; methods of learning and development appropriate to a range of purposes and audiences. Resources not courses. Informal and collaborative learning.

4. **Developing learning and development plans.**

   Factors determining and influencing learning and development plans; ways of meeting organisational, occupational-level and individual-level learning needs in a timely way; components and features of organisational, departmental, team and individual learning plans; estimating and justifying costs; planning, designing and managing implementation of feasible learning interventions and events.

5. **Methods to deliver learning.**

   Use of technology – gamification and virtual reality. Relative benefits of face-to-face and virtual delivery. Impact of pandemic. Methods of learning facilitation. How to design learning using theories and methods that maximise learner engagement, learning transfer and impact. Use of infographics and other mediums. How to lead the creation and curation of content that can be stored, searched, accessed, linked and used to create meaningful learning. Legal requirements.

6. **Evaluation of learning.**

   A range of approaches to and methods and techniques of validation and evaluation including return on expectation, return on investment (ROI), value-added and stakeholder satisfaction; models and frameworks of evaluation; sources and types of data; the role and contribution of formative and summative assessment in evaluation; problems of measurement; the politics of evaluation. Need for learning to support wellbeing, engagement and retention.

Study Time Allocation
The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	30	20
Independent learning	120	80
Placement learning		
TOTAL	**150**	**100%**

ASSESSMENT

Assessment Component 1
(Tick one)
☐ **Written exam** ☒ **Coursework** ☐ **Practical**

Mode of assessment	Volume	Weighting
Report and practical demonstration	Report outlining a learning resource for managers (3500 words) plus practical demonstration (500 words).	100%

Assessment Summary

Activity type	Percentage
Written exam	
Coursework	100
Practical	
TOTAL	**100%**

This course is accredited by the CIPD and is mapped to the core knowledge and core behaviours of the CIPD Profession Map. Completion of the qualification leads to Level 7 Associate status with the CIPD.

INDICATIVE READING LIST

Module Code	**BMHR7017**	
Module Title	**Supporting Learning**	
Classification	**Reading List entry**	**Electronic***
Essential	Shackleton-Jones, N (2019) *How People Learn*. London: Kogan Page. Stewart, J. and Cureton, P. (2014) *Designing, Delivering and Evaluating Learning and Development.* London: Chartered Institute of Personnel and Development.	☐
Further	Taylor, D.H. (2017) *Learning technologies in the workplace: how to successfully implement learning technologies in organisations*. London: Kogan Page.	

Module Code	**BMHR7018**
Title	**Driving your Development**
Date	**16.08.2021**
Level	**7**
Credits	**15**
Pre-Requisites	**None**

AIMS

- This module will provide you with knowledge of the core behaviours required to operate at CIPD Chartered Member level. According to the CIPD 'Certain ways of thinking and acting should be universal and consistent, even in new and challenging situations. The core behaviours do precisely this, outlining what it takes to be an effective people professional in an uncertain world of work. Identified through academic research and feedback from across the profession, the behaviours represent a significant shift for people professionals, and have a greater focus on ethical and evidence-based decision-making'.
- You will learn about the importance of ethical practice, professional courage and influence, valuing people, working inclusively, commercial drive, having a passion for learning, situational decision-making and being insights-focused.
- Summative assessment of this unit will involve learners showcasing their development over the two year period through a medium of their choice (for example podcast, magazine article or blog). Learners will also be required to demonstrate a commitment to continuous professional development by creating a comprehensive development plan.

LEARNING OUTCOMES

1. Building trust by role-modelling ethical behaviour, and applying principles and values consistently in decision-making.

This learning outcome directly maps to CIPD Core behaviour of ***Ethical Practice.***

2. Showing courage to speak up and skilfully influencing others to gain buy in and challenging constructively and confidently in the face of opposition.

This learning outcome directly maps to CIPD Core behaviour of ***Professional Courage and Influence*****.**

3. Creating a shared purpose and enabling people development, voice and well-being

This learning outcome directly maps to the CIPD Core behaviour of ***Valuing People.***

4. Working and collaborating across boundaries, effectively and inclusively, to achieve positive outcomes.

This learning outcome directly maps to the CIPD Core behaviour of ***Working Inclusively.***

5. Demonstrating curiosity and making the most of opportunities to learn, improve and innovate.

   *This learning outcome directly maps to the CIPD Core behaviour of **Passion for Learning.***

6. Asking questions and evaluating evidence and ideas, to create insight and understand the whole.

   *This learning outcome directly maps to the CIPD Core behaviour of being **Insights Focused***

7. Making effective and pragmatic decisions or choices based on the specific situation or context.

   *This learning outcome directly maps to the CIPD Core behaviour of **Situational Decision-making.***

8. Using a commercial mindset, demonstrating drive and enabling change to create value.

   *This learning outcome directly maps to the CIPD Core behaviour of **Commercial Drive***

INDICATIVE CONTENT

By the end of the module you will have a critical understanding of:

1. **Building trust by role-modelling ethical behaviour, and applying principles and values consistently in decision-making.**

   *This learning outcome directly maps to CIPD Core behaviour of **Ethical Practice.***

   Making responsible decisions by considering different ethical perspectives, and finding the best possible way forward for all stakeholders. Coach and influence line managers to consider the implications of their decision on stakeholders. Challenge decisions and actions that are not ethical, explaining the organisational risks. Encourage transparency in decision-making and communication where possible. Visibly and consistently role-model professional principles, values and personal integrity to build trust.

2. **Showing courage to speak up and skilfully influencing others to gain buy in and challenging constructively and confidently in the face of opposition.**

   *This learning outcome directly maps to CIPD Core behaviour of **Professional Courage and Influence*****.**

Communicate with impact, and make complex things clear, to enable a way forward. Proactively develop and sustain relationships to inform how you influence them. Tailor your influencing style and select appropriate communication channels to engage your audience and gain buy-in. Take responsibility for mistakes that sit within your remit, encouraging learning and demonstrating ownership for the actions to make things right.

3. **Creating a shared purpose and enabling people development, voice and well-being**

   *This learning outcome directly maps to the CIPD Core behaviour of **Valuing People.***

   Communicate the meaning and purpose of work to motivate and inspire people. Demonstrate compassion, humanity and fairness in your approach. Enable managers and leaders to support others to be their best at work. Enable people to have a meaningful voice by involving them in decisions that impact them, and bring a people perspective to organisation decision-making. Promote the business and people benefits of well-being and integrate them into your work.

4. **Working and collaborating across boundaries, effectively and inclusively, to achieve positive outcomes.**

   *This learning outcome directly maps to the CIPD Core behaviour of **Working Inclusively.***

   Role-model and advocate the value of including others and embracing difference. Explore and interpret a diverse range of perspectives and views. Build collaborative relationships across organisation boundaries, cultures and other disciplines. Facilitate connections and joint working across teams, disciplines and functions. Proactively share knowledge, experience and expertise to cocreate solutions across boundaries. Coach and enable others to resolve conflict and build trust within teams and functions.

5. **Demonstrating curiosity and making the most of opportunities to learn, improve and innovate.**

   *This learning outcome directly maps to the CIPD Core behaviour of **Passion for Learning.***

   Connect with internal and external peers regularly to benchmark, share good practice and anticipate future trends to inform future priorities and practice. Pursue opportunities to test insight, develop new approaches and innovate. Enable own and others' continuous professional development using a range of methods. Reflect on experience, seek feedback and apply your learning. Seek to have a deep understanding of yourself and your impact on others, and of the limits of your own expertise.

6. **Asking questions and evaluating evidence and ideas, to create insight and understand the whole.**

*This learning outcome directly maps to the CIPD Core behaviour of being **Insights Focused***

Take a disciplined and open-minded approach to understand and define organisation issues and their root causes. Acquire and source multiple sources of evidence (eg internal and external professional expertise, research and stakeholder concerns and values) to test assumptions and ideas. Objectively analyse and evaluate multiple sources of evidence to create insight, identifying sources of bias. Collectively develop and improve the quality of ideas and proposals. Assimilate evidence and ideas to identify themes and connections and gain insight on the whole issue and its wider implications.

7. **Making effective and pragmatic decisions or choices based on the specific situation or context.**

   *This learning outcome directly maps to the CIPD Core behaviour of **Situational Decision-making.***

   Make well-judged decisions by considering all available evidence in the context of the specific situation. Consider different options and make decisions by balancing opportunity, risk and alignment to professional values. Adapt your decisions and practices to take account of changes to the business environment. Demonstrate commitment to evaluating the outcome and impact of your decisions to inform your future approach.

8. **Using a commercial mindset, demonstrating drive and enabling change to create value.**

   *This learning outcome directly maps to the CIPD Core behaviour of **Commercial Drive***

   Continuously build a strong understanding of the sector, the organisation's business model, and where value is created and lost. Prioritise people practices, opportunities and risks that drive sustained commercial success and value for people. Partner with customers to understand their current and future needs, and contract effectively. Develop and present robust business cases using evidence to demonstrate a return on investment. Take responsibility and demonstrate commitment to deliver business outcomes and benefits. Demonstrate resilience in the face of setbacks, uncertainty or ambiguity and find a way forward. Enable business change through understanding of culture, capability and structure whilst mitigating people risks and maximising benefits.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	30*	20
Independent learning	120	80
Placement learning		
TOTAL	**150**	**100%**

***As part of the guided learning for this module, students will be expected to undertake the CIPD's short courses on the core behaviours, as well as attend the scheduled workshops. The link to these courses is https://peopleprofession.cipd.org/learning.**

The breadth of the indicative content of this module makes it more suitable for the content to be delivered within other modules and as standalone skills days throughout the duration of the two year programme. Students will also be required to complete the CIPD's short courses on the core behaviours, to supplement the workshops.

The teaching and learning strategy for this module begins at induction where students are introduced to the concept of reflective learning and continuous professional development. Students will be asked to maintain a learning journal throughout their studies which will particularly focus on the core behaviours. Students will also be encouraged to collect relevant information, articles and case studies as part of their learning journal. The core behaviours will then be taught within the content of specific modules, as detailed below:

Core behaviour	Module
Ethical practice	Understanding the Business Context
Professional courage and influence	Driving Performance Driving Change and Building Business Cases Resourcing and Talent Management
Valuing People	Driving Performance
Working inclusively	Shaping Cultures and Behaviour Driving Performance
Passion for Learning	Supporting Learning
Insights focused	Understanding the Business Context Driving Change and Building Business Cases
Situational decision-making	Driving Change and Building Business Cases
Commercial drive	Understanding the Business Context Driving Change and Building Business Cases

ASSESSMENT

Assessment Component 1

(Tick one)

☐ **Written exam** ☒ **Coursework** ☐ **Practical**

Mode of assessment	Volume	Weighting
Portfolio and development plan	Portfolio (4000 words) plus development plan (500 words).	100%

Assessment Summary

Activity type	Percentage
Written exam	
Coursework	100
Practical	
TOTAL	**100%**

This course is accredited by the CIPD and is mapped to the core knowledge and core behaviours of the CIPD Profession Map. Completion of the qualification leads to Level 7 Associate status with the CIPD.

INDICATIVE READING LIST

Module Code	**BMHR7018**	
Module Title	**Driving your Development**	
Classification	**Reading List entry**	**Electronic***
Essential	Watson, G. and Reissner, S. (2014) *Developing Skills for Business Leadership*. 2nd edn. London: Kogan Page.	☐
Further	Horn, R. (2009) *The business skills handbook*. London: CIPD Kogan Page.	

Module Code	**BMHR7019**
Title	**Advanced Application of Employment Law**
Date	**16.08.2021**
Level	**7**
Credits	**15**
Pre-Requisites	**None**

AIMS

- The purpose of this module is to provide learners with the knowledge, understanding and skills required to brief organisations on the consequences of current and future developments in employment law, and to give up-to-date, timely and accurate advice concerning the practical application of legal principles at work in different jurisdictions. The module will provide learners with the key principles that underpin UK and EU employment law, their purpose, the major defences that employers are able to deploy when defending cases, and the potential organisational costs and reputational risks associated with losing them.
- Employment law continues to expand both in terms of volume and complexity and the amount of regulation covering the employment relationship and the workplace has grown substantially in recent years, including additional duties placed on public bodies to actively promote equality. While organisations can source specialist advice on more complex and unprecedented issues from legal advisers, people professionals need to be sufficiently aware of major, current and coming developments in the regulatory environment to ensure organisations are fully prepared and also able to anticipate legal problems associated with proposed decisions or plans before they are implemented. In the context of increasing numbers of claims to employment tribunals, they take a leading role in handling issues and disputes at work and in leading an organisation's response when a formal legal claim is contemplated or pursued, including preparing and presenting responses to employment tribunal claims and they need to fulfil each of these requirements to a professional standard. The module promotes critical reflection on theory and practice from an ethical and professional standpoint, and provides opportunities for applied learning and continuous professional development.
- This module will equip you with the knowledge required to operate at CIPD Chartered Member level, by exploring topics covered in the core knowledge area of People Practice, specialist area of employee relations and the core behaviours of professional courage and influence and situational decision-making.
- The assessment of this unit will include providing advice based on scenarios and designing a leaflet for managers.

LEARNING OUTCOMES

- Explain the core principles that underpin employment law as it applies in the UK including common law, their purpose, origin and practical implications.
- Advise colleagues about significant legal implications of decisions, plans or proposals in the employment field.
- Advise about the appropriate action that should be taken in workplace scenarios where employment regulation applies.
- Play a leading role in determining the appropriate organisational response when legal action on the part of a worker or employee is anticipated, threatened or taken.

- Participate in the preparation, presentation and settling of employment tribunal cases.
- Know how to keep their knowledge of developments in employment law up to date and advice about the impact of these developments on employment policy and practice in their organisations.

INDICATIVE CONTENT

By the end of the module you will be able to:

1. **Explain the core principles that underpin employment law as it applies in the UK including common law, their purpose, origin and practical implications.**

   The following comprises a list of the areas of employment law that form the scope of the module:

   - accessing employment rights: employment status, worker status, continuity of employment, immigration regulations
   - contracts of employment: establishing and changing contracts, express and implied terms, written statements of major terms and conditions
   - discrimination law: the law as it relates to discrimination on grounds of sex or marital status, race, ethnicity or national origin, religion or belief, sexual orientation, disability, age, part-time and fixed-term work and the employment of ex-offenders
   - dismissal law: unfair dismissal, constructive dismissal, wrongful dismissal, redundancy payments
   - health and safety: criminal sanctions and their enforcement, personal injury law as it relates to the workplace, Working Time Regulations
   - wages and salaries: unlawful deductions, the National Minimum Wage regulations, equal pay law, the payment of Statutory Sick Pay (SSP)
   - transfer of undertakings law: rights relating to dismissal, terms and conditions of employment, consultation and continuity of employment in transfer situations
   - family-friendly employment law: rights for primary carers; maternity, shared parental, paternity and adoptive pay and leave entitlements; the law relating to ante-natal care; the health and safety of pregnant workers; parental leave; time off for family emergencies; the right to request flexible working
   - confidentiality issues: data protection law, interception of communications, the protection of trade secrets, the law on ‘whistle-blowing’
   - collective employment law: freedom of association, rights of trade union officials, industrial action, collective bargaining, right to be accompanied by a trade union representative, consultation rights

2. **Advise colleagues about significant legal implications of decisions, plans or proposals in the employment field.**

   The practical impact of the above body of law on day-to-day management activities and decision-making in organisations; the level and nature of risk associated with acting unlawfully, particularly where significant change is contemplated or planned.

3. **Advise about the appropriate action that should be taken in workplace scenarios where employment regulation applies.**

   Approaches to recommend that are both lawful and effective in fields such as recruitment and selection, establishing terms and conditions, maintaining the working environment, managing performance, communication and involvement, discipline, pay and reward, training and development, allocating work and managing retirement.

4. **Play a leading role in determining the appropriate organisational response when legal action on the part of a worker or employee is anticipated, threatened or taken.**

   Managing disciplinary and grievance procedures, undertaking disciplinary investigations, taking witness statements; sources of information on the expectations of the law, employer defences and on case law precedents.

5. **Participate in the preparation, presentation and settling of employment tribunal cases.**

   Employment tribunals and other courts with jurisdiction to hear employment-related matters, tribunal procedures, rules of evidence, remedies; assessing the risks and potential costs associated with defending or settling claims in practice; alternative means of resolving disputes through mediation and arbitration.

6. **Know how to keep their knowledge of developments in employment law up to date and advice about the impact of these developments on employment policy and practice in their organisations.**

   Sources of information about employment law and its evolution, including ACAS and the CIPD; key current and anticipated future developments and their practical significance for organisations.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	**Hours**	**Percentage**
Scheduled learning	30	20
Independent learning	120	80
Placement learning		
TOTAL	**150**	**100%**

ASSESSMENT

Assessment Component 1
(Tick one)

☐ **Written exam** ☒ **Coursework** ☐ **Practical**

Mode of assessment	**Volume**	**Weighting**
Case Study - answers to scenarios and leaflet for managers	Response to senior manager containing advice on specific scenarios (3000 words).	100%

	Leaflet for managers on essential employment legislation relating to people management (1500 words), aimed at mitigating risk to the organisation.	

Assessment Summary

Activity type	Percentage
Written exam	
Coursework	100
Practical	
TOTAL	**100%**

This course is accredited by the CIPD and is mapped to the core knowledge and core behaviours of the CIPD Profession Map. Completion of the qualification leads to Level 7 Associate status with the CIPD.

INDICATIVE READING LIST

Module Code	**BMHR7019**	
Module Title	**Advanced Application of Employment Law**	
Classification	**Reading List entry**	**Electronic***
Essential	Lewis, D. and Sargeant, M. (2020) *Employment law: the essential*s. 15th edn. London. CIPD Kogan Page.	☐
Further	Kidner, R. (2019) *Blackstone's Statutes on Employment law.* Oxford: Oxford University Press Daniels, K. (2019) *Introduction to employment law: fundamentals for HR and business students.* 5th edn. London: Kogan Page	

Module Code	**BMHR7020**
Title	**Dissertation**
Date	**16.08.2021**
Level	**7**
Credits	**60**
Pre-Requisites	**None**

AIMS

The dissertation is an essential part of the degree as it is the culmination of the Master's programme and defines the masters worthiness of the programme. As such, it has been designed and conceived as an integral part of the programme. The aims of this module are to prepare students for the complexity and challenges people management research and to develop a wide range of research-related professional skills so that they can both judge and use published research as well as undertaking research themselves to inform people management decisions.

Only on the successful completion of Part 1 will the student be formally invited to submit a dissertation.

Once the Research Proposal has been successfully completed, the dissertation module provides the student with the necessary support and opportunity to produce a substantial specialist body of research (15,000 words) which has been instigated, developed and produced as a consequence of their own research initiative. As such, the dissertation normally arises from a student's individual interest that is likely to have been developed from people management topics studied or researched during Part 1. However, students cannot choose the same focus of research as chosen in the module 'Driving Change and Building Business Cases' but have to develop a new focus that adds to their learning and development.

As such the module will require the student to pursue independent research and in doing so, develop a systematic piece of work that is based upon a sound rationale, has clear aims and objectives, demonstrates an understanding of both the context and literature; an appropriately chosen paradigm and methodology, and a synthesis, analysis and presentation of both primary and secondary sources of data that takes into account both ethical and research limitations. Also, it will require the student to show how the conclusions of the research are capable of more general application, either on a professional or theoretical basis.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to demonstrate the ability to:

- Plan, manage and execute an in depth research, inquiry or investigation with a people management focus by applying the principles of research design to the formulation of a research question including, where appropriate, formal hypotheses that can be tested and the selection of appropriate research methods for answering these questions.

- Critically evaluate the appropriateness of qualitative/quantitative methods of data

collection, in combination as necessary, to analyse, synthesise, interpret and present the resulting data and the applications of those methods by other researchers in other contexts.

- Demonstrate the ability to conduct research under supervision in a people management context including the ability to review published literature critically, show conceptual and theoretical understanding, identify research problems, use project management skills to budget, manage time and other resources, handle data, interpret results and disseminate findings in a way that is consistent with professional people practice and normal principles of research ethics.

- Exhibit the analytical, numerical, literacy, communication and computer skills to enable critical research to be undertaken and be able to apply those transferable skills to develop research based inquiry in future employment settings.

INDICATIVE CONTENT

The complexities and practical issues of people management research: Independent learning and development; stakeholder interests and ethical considerations; the investigative process; philosophical considerations; the use of theory; the importance of on-going clear communication.

The importance of clear aims and objectives: project management, use of project management skills to budget, manage time and other resources, building and managing relationships; learning and reflection, reviewing and judging.

Exploring the literature, writing a literature review, reviewing published literature critically, showing conceptual and theoretical understanding, identifying research problems and questions.

Choosing a research method, data collection and sampling, data analysis and interpreting results, reliability and validity of data, evidence based approach; disseminating findings in a way that is consistent with professional people practice. Drawing valid conclusions and recommendations. Reflecting on the research process and outcomes and the learning experience.

Study time allocation

The study time for this module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	30	5%
Independent learning	570	95%
Placement learning	0	0
TOTAL	**600**	**100%**

At the beginning of the dissertation module a dissertation handbook is provided for each student.

Students will be expected to manage their own learning and implement their own research programme of study over the dissertation period. Students will be allocated a supervisor/ tutor who will meet with each student on a regular tutorial

basis in order to monitor research progress (this will be for a minimum 15 hours tutorial time).

Guidelines and progress deadlines will be given to students at appropriate times of the year in order to facilitate continued progress. (All procedures and processes are contained in the dissertation handbook).

ASSESSMENT

Assessment Component 1
(Tick one)

☐ **Written exam** ☒ **Coursework** ☐ **Practical**

Mode of assessment	Volume	Weighting
Dissertation	15,000 words	100%

The assessment of the dissertation will be based upon a clear expression and articulation by the student of the research focus, use of appropriate methodology, analysis and evidence, and findings

Assessment Summary

Activity type	Percentage
Written exam	0
Coursework	100%
Practical	0
TOTAL	**100%**

Module Code	**BMHR7020**	
Module Title	**Dissertation**	
Classification	**Reading List entry**	**Electronic***
Essential	Anderson, V., Fontinha, F. and Robson, F. (2019) *Research methods in human resource management: investigating a business issue*. 4th edn. London: Kogan Page.	☒
Further	Saunders, M.N.K., Lewis, P. and Thornhill, A. (2019) *Research methods for business students*. 8th edn. Harlow: Pearson Education.	☒