Royal Holloway, University of London
Course specification for an undergraduate award
BSC MANAGEMENT WITH HUMAN RESOURCES (N2N6)

Section 1 – Introduction to your course

This course specification is a formal document, which provides a summary of the main features of your course and the learning outcomes that you might reasonably be expected to achieve and demonstrate if you take full advantage of the learning opportunities that are provided. Further information is contained in the University prospectus, and in various handbooks, all of which you will be able to access online. Alternatively, further information on the University's academic regulations and policies can be found here. Further information on the University's Admissions Policy can be found here.

Our School of Business and Management has a fresh and intellectually challenging approach to management research and education. You will learn from internationally renowned experts who will share their research and experience so that you gain state-of-the-art knowledge and relevant management skills. A wide range of modules is offered to ensure that you appreciate the diverse, interdisciplinary nature of management and also gain or reinforce a range of employability skills including critical thinking, communication and leadership. Our balanced approach to research and teaching guarantees high-quality teaching from subject leaders, cutting-edge materials and intellectually challenging debates. You will receive individual attention and flexibility to acquire, if desired, expertise within a specialist field.

Your degree course in BSc Management with Human Resources is delivered in three stages, each of which comprises one year of full-time study during which you must follow modules to the value of 120 credits (most modules comprise 15 national credits). The curriculum is based around a progressive 'spine' of mandatory modules, which reflect the variety of perspectives (institutional, comparative, international, critical and responsible) that inform an understanding of Management. The degree structures are progressive, allowing you to move from foundation modules to more critical or specialist modules. A wide range of modules is offered to ensure that you have the opportunity to learn the diverse, interdisciplinary nature of management and also to gain or reinforce a range of conceptual, technical, quantitative and personal skills.

Level 4 provides a foundation for advanced and independent study through establishing a common platform of essential management knowledge and professional skills.

Level 5 provides an even greater emphasis on independent learning, and you will then build upon your foundation knowledge for the advanced study of key management functions, their role within organisations, and their relationship to overall responsible management in a specialist field such as human recource management. More advanced digital literacy and transferable employability skills are developed at this stage to prepare you to embrace global challenges and to make a difference in a rapidly changing world.

Level 6 provides specialist kowledge which give you the opportunity to develop particular skill sets, to deepen your understanding of core management functions and to extend your knowledge of literature, theory and case evidence and the associated practical implications in business and management. You will also undertake a business impact project, which integrates and further develops knowledge and skills acquired throughout the course.

While Royal Holloway keeps all the information made available under review, courses and the availability of individual modules, especially optional modules are necessarily subject to change at any time, and you are therefore advised to seek confirmation of any factors which might affect your decision to follow a specific course. In turn, Royal Holloway will inform you as soon as is practicable of any significant changes which might affect your studies.

The following is brief description for some of the most important terminology for understanding the content of this document:

Degree course – May also be referred to as 'degree course' or simply 'course', these terms refer to the qualification you will be awarded upon successful completion of your studies.
Module – May also be referred to as 'course', this refers to the individual units you will study each year to complete your degree course. Undergraduate degrees at Royal Holloway comprise a combination of modules in multiples of 15 credits to the value of 120 credits per year. On some degree courses a certain number of optional modules must be passed for a particular degree title.

Section 2 – Course details			
Date of specification update	March 2026	**Location of study**	Egham Campus
Course award and title	BSc Management with Human Resources	**Level of study**	Undergraduate
Course code	1264	**UCAS code**	N2N6
Year of entry	2026/27		
Awarding body	Royal Holloway, University of London		
Department or school	Business and Management	**Other departments or schools involved in teaching the course**	N/A
Mode(s) of attendance	Full-time	**Duration of the course**	3 years
Accrediting Professional, Statutory or Regulatory Body requirement(s)	AACSB Chartered Institute of Personnel & Development (CIPD)		
Link to Coursefinder for further information:	https://www.royalholloway.ac.uk/studying-here/	**For queries on admissions:**	https://royalholloway.ac.uk/applicationquery

Section 3 – Degree course structure					
3.1 Mandatory module information **The following table summarises the mandatory modules which students must take in each year of study**					
Year	**Module code**	**Module title**	**Credits**	**FHEQ level**	**Module status (Mandatory Condonable MC or Mandatory Non-Condonable MNC**
1	MN1407	Professional Skills	15	4	MC
1	MN1105	Quantitative Skills and Ideas for Decision Making	15	4	MC
1	MN1205	Foundations for Enterprise Internationalisation	15	4	MC
1	MN1405	Fundamentals of Accounting and Finance	15	4	MC
1	MN1125	Foundations for Sustainable Business	15	4	MC
1	MN1315	Principles of Marketing	15	4	MC
1	MN1505	Fundamentals of Digital Enterprise	15	4	MC
1	MN1705	People and Organisations	15	4	MNC
2	MN2555	Communication for Business	15	5	MNC
2	MN2165	The Global Economy	15	5	MC
2	MN2245	Responsible Business and Management	15	5	MNC
2	MN2705	Work and Employment Relations	15	5	MNC
2	MN2565	Data Visualisation and Analytics	15	5	MNC
2	MN2725	Managing Organisational Change	15	5	MNC
2	MN2735	Human Resource Management	15	5	MNC

3	MN3007	Business and Management Impact Project I	15	6	MNC
3	MN3008	Business and Management Impact Project II	15	6	MNC
3	MN3206	Equality, Diversity and Inclusion	15	6	MC
3	MN3271	International Human Resource Management	15	6	MNC
3	MN3295	Wellbeing at Work	15	6	MNC
3	MN3945	Career Management and Employability Skills	15	6	MC

This table sets out the most important information for the mandatory modules on your degree course. These modules are central to achieving your learning outcomes, so they are compulsory, and all students on your degree course will be required to take them. You will be automatically registered for these modules each year. Mandatory modules fall into two categories: 'condonable' or 'non-condonable'.

In the case of mandatory 'non-condonable' (MNC) modules, you must pass the module before you can proceed to the next year of your course, or to successfully graduate with a particular degree title. In the case of mandatory 'condonable' (MC) modules, these must be taken but you can still progress or graduate even if you do not pass them. Please note that although Royal Holloway will keep changes to a minimum, changes to your degree course may be made where reasonable and necessary due to unexpected events. For example: where requirements of relevant Professional, Statutory or Regulatory Bodies have changed and course requirements must change accordingly, or where changes are deemed necessary based on student feedback and/or the advice of external advisors, to enhance academic provision.

3.2 Optional modules

In addition to mandatory modules, there will be a number of optional modules available during your degree. Although Royal Holloway will keep changes to a minimum, new options may be offered, or existing ones may be withdrawn. For example, where reasonable and necessary due to unexpected events, where requirements of relevant Professional, Statutory or Regulatory Bodies (PSRBs) have changed and course requirements must change accordingly, or where changes are deemed necessary based on student feedback and/or the advice of External Advisors, to enhance academic provision. There may be additional requirements around option selection; please contact the Department for further information.

At level four you must take all eight modules as there are no options offered at this stage.

At level five, you must choose one module to the value of 15 credits from a list of modules offered by the department/School.

At level six, you must choose two modules in total to the value of 30 credits of which

- 15 credits in autumn from a choice of two human resources modules offered by the department/School.
- 15 credits from the spring term from a choice of option modules offered by the department/School.

Section 4 - Progressing through each year of your degree course

For further information on the progression and award requirements for your degree, please refer to Royal Holloway's Academic Regulations.

Progression throughout the year/s is monitored through performance in summative or formative coursework assignments. Please note that if you hold a Student Visa and you choose to leave (or are required to leave because of non-progression) or complete early (before the course end date stated on your CAS), then this will be reported to UKVI.

All first-year undergraduate students are required to take and pass the non-credit bearing Moodle-based Academic Integrity module SS1001 to progress into the second year of study (unless their course includes the alternative mandatory SS1000 module). The pass mark for the module assessment is stated in the on-line Academic Integrity Moodle module. Students may attempt the assessment as often as they wish with no penalties or capping. Students who meet the requirements for progression as stipulated in the Academic Taught Regulations but fail to pass the Moodle-based Academic Integrity module will not be permitted to progress into their second year of academic study.

Section 5 – Educational aims of the course

The aims of this course are:

- to provide an intellectually challenging and relevant education which will equip students with the analytical competence, knowledge base, critical capabilities, and personal and technical skills required for future working roles in business, management, the public sector, and society;
- to combine academic and practical insights into the subject of Management within an international and contemporary context;
- to reflect the dynamic nature of the business world in a national and international context;
- to provide a learning environment informed by the research expertise of academic staff;
- to develop students' lifelong learning skills, and instill and improve a broad range of transferable personal and technical skills for the world of work;
- to provide integration of theory with practice by a variety of means including, for example, real world case studies, work-based experience or placement, and engagement with industry partners.

Section 6 - Course learning outcomes In general terms, the courses provide opportunities for students to develop and demonstrate the following learning outcomes.				
Theme	**Course learning outcome**	**Level 4**	**Level 5**	**Level 6**
Graduates from this course will foster KNOWLEDGE and CURIOSITY	1. Acquire business knowledge and apply relevant disciplinary theories and concepts to generate and evaluate solutions to contemporary business challenges. (Focussing, Curiosity, Sense making, Critical thinking, Creativity)	1.4.1 Identify core business functions and processes. (Focussing) 1.4.2 Demonstrate knowledge of subject-specific theories and concepts and their limitations. (Focussing) 1.4.3. Apply theories and concepts in practical contexts to reach evidence-based conclusions. (Curiosity)	1.5.1 Evaluate business functions and processes in an interdisciplinary context. (Sense making) 1.5.2 Evaluate the merits and limitations of a range of subject-specific theories. (Curiosity) 1.5.3 Apply appropriate theories and concepts to business/organisational problems to make informed decisions. (Sense making)	1.6.1 Evaluate the effectiveness of different business functions, processes, and decisions. (Critical thinking) 1.6.2 Evaluate subject-specific theories and concepts. (Curiosity) 1.6.3 Apply appropriate subject-specific knowledge, theories, and concepts to generate realistic recommendations to solve complex business/organisational problems. (Creativity)
Graduates from this course will focus on SUSTAINABILITY	2. Demonstrate excellent sustainability competencies to shape a sustainable future. (Feeling, Initiative, Creativity, Adapting, Sense making)	2.4.1 Explain the principles that underpin sustainable business and society. (Feeling) 2.4.2 Understand the role of sustainability in organisational decision making. (Feeling) 2.4.3 Identify and explain relevant Sustainable Development Goals (Feeling)	2.5.1 Apply sustainability competencies to formulate decisions and promote sustainable business practices. (Initiative) 2.5.2 Discuss initiatives to meet Sustainable Development Goals. (Creativity)	2.6.1 Analyse sustainability issues facing business and society. (Feeling) 2.6.2 Critically reflect how personal values impact sustainable relationships in a business context. (Adapting) 2.6.3 Analyse the challenges in implementing sustainable solutions to meet organisational need. (Sense making)
Graduates from this course will demonstrate	3. Behave ethically and evidence effective professional and interpersonal skills for success.	3.4.1 Recognise the importance of effective communication. (Communicating)	3.5.1 Demonstrate effective communication skills for business. (Communicating)	3.6.1 Justify appropriate methods of communication in a business context. (Communicating)

PROFESSIONAL SKILLS AND BEHAVIOURS	(Communicating, Collaborating, Integrity, Initiative, Leading)	3.4.2 Identify the components of effective teamwork. (Collaborating) 3.4.3 Demonstrate self-awareness and motivation of self and others. (Initiative) 3.4.4 Explain and apply the principles and codes of practice that underpin personal and professional ethics. (Integrity)	3.5.2 Work effectively in a team. (Collaborating) 3.5.3 Demonstrate leadership of self and others. (Leading) 3.5.4 Evaluate ethical working practices using personal judgement. (Initiative)	3.6.2 Develop effective teamworking skills to achieve a common goal. (Collaborating) 3.6.3 Recognise the need to adopt different leadership styles in dynamic business contexts. (Leading) 3.6.4 Respond to unethical practice or behaviour. (Integrity)
Graduates from this course will develop DIGITAL LITERACY	4. Use appropriate technologies responsibly to innovate and solve problems creatively in a digital world. (Focussing, Communicating, Collaborating, Sense making, Critical thinking)	4.4.1 Use digital tools to search, process and manage information responsibly. (Focussing) 4.4.2 Identify the features of different digital tools for communication and collaboration. (Communicating) 4.4.3 Understand how digital media and networks influence social behaviour. (Collaborating)	4.5.1 Apply knowledge to represent ideas, products, or processes in digital formats. (Sense making) 4.5.2 Communicate information and ideas effectively using appropriate digital media and formats. (Communicating) 4.5.3 Assess how digital technology is changing global practices in business and management. (Sense making)	4.6.1 Analyse digital information to make informed decisions. (Critical thinking) 4.6.2 Select and apply appropriate digital communication to work effectively with others. (Collaborating) 4.6.3 Evaluate the challenges digital transformation presents for business and society. (Sense making)
Graduates from this course will act with INCLUSION in mind	5. Develop and nurture an adaptive mindset to operate inclusively in business and society. (Feeling, Collaborating, Adapting, Integrity, Initiative)	5.4.1 Demonstrate a shared understanding of inclusion and the implications of non-inclusive practices. (Feeling) 5.4.2 Understand the importance of different perspectives and worldviews. (Collaborating)	5.5.1 Practice inclusion in business scenarios or environments. (Integrity) 5.5.2 Respond appropriately to evolving perspectives and worldviews. (Adapting) 5.5.3 Recognise and respond to non-inclusive practices. (Feeling)	5.6.1 Create strategies to enhance inclusion. (Feeling) 5.6.2 Justify a stand on non-inclusive practices. (Initiative) 5.6.3 Synthesise perspectives and worldviews of others to expand own perspective. (Adapting)

		5.4.3 Develop confidence in sharing own values and respecting diverse others. (Adapting)		

ection 7 - Teaching, learning and assessment
Teaching is through a number of means depending on the specific topic or module, such as lectures, seminars and workshops. Lectures normally cover the critical knowledge-based content. Seminars or workshops supplement lectures, allowing you the opportunity to practise or acquire a technical or personal skill. They employ a range of approaches, including case studies, discussion, role-plays, one-to-one interactions, question and answer sessions, information technology, or computer-based training. Considerable emphasis is placed on independent study and library work, often in preparation for seminars, workshops, and lectures. Module leaders provide guided reading and an indicative bibliography. Assessment methods vary in accordance with the aims and outcomes of a specific topic or module. All assessments are authentic and reflect a task which is relevant in the workplace. Different forms of assessment are used and aim to meet the needs of a diverse set of learners. For all assessments, you receive either written or oral feedback. Assessments designated as 'summative' will receive a mark which will count towards your overall mark for the module, and potentially your degree classification, depending on your year of study. On successful completion of the module, you will gain the credits listed. At level 4, teaching, learning and assessment focus on achievement of foundation knowledge and skills for advanced study; at level 5 there is an even greater emphasis on independent learning and development of conceptual capabilities and advanced knowledge; and level 6 allows you to deepen your specialist knowledge, adopt more critical and evaluative approaches and carry out independent research to make a real-life impact. Full details of the assessments for individual modules can be obtained from the School. Contact hours come in various forms and may take the form of time spent with a member of staff in a lecture or seminar with other students. Contact hours may also be project supervision with a member of staff, or discussion through a virtual learning environment (VLE). These contact hours may be with a lecturer or teaching assistant, but they may also be with a technician, or specialist support staff. More detailed information on modules, including teaching and learning methods, and methods of assessment, can be found via the online Royal Holloway Curriculum Catalogue. The accuracy of the information contained in this document is reviewed regularly by the university and may also be checked routinely by external agencies.

Section 8 – Additional costs
Additional costs will be incurred for students who choose to register with the CIPD.
These estimated costs relate to studying this particular degree course at Royal Holloway. General costs such as accommodation, food, books and other learning materials and printing etc., have not been included, but further information is available on our website.

Section 9 – Indicators of quality and standards	
QAA Framework for Higher Education Qualifications (FHEQ) Level	4-6
Your course is designed in accordance with the FHEQ to ensure your qualification is awarded on the basis of nationally established standards of achievement, for both outcomes and attainment. The qualification descriptors within the FHEQ set out the generic outcomes and attributes expected for the award of individual qualifications. The qualification descriptors contained in the FHEQ exemplify the outcomes and attributes expected of learning that results in the award of higher education qualifications. These outcomes represent the integration of various learning experiences resulting from designated and coherent courses of study.	
QAA Subject benchmark statement(s)	http://www.qaa.ac.uk/quality-code/subject-benchmark-statements
Subject benchmark statements provide a means for the academic community to describe the nature and characteristics of courses in a specific subject or subject area. They also represent general expectations about standards for the award of qualifications at a given level in terms of the attributes and capabilities that those possessing qualifications should have demonstrated.	

Section 10– Intermediate exit awards (where available)		
You may be eligible for an intermediate exit award if you complete part of the course as detailed in this document. Any additional criteria (e.g. mandatory modules, credit requirements) for intermediate awards are outlined in the sections below.		
Award	**Criteria**	**Awarding body**
Diploma in Higher Education (DipHE)	Pass in 210 credits of which at least 90 must be at or above FHEQ Level 4 and at least 120 of which must be at or above FHEQ Level 5	Royal Holloway and Bedford New College

Certificate in Higher Education (CertHE)	Pass in 120 credits of which at least 90 must be at or above FHEQ Level 4	Royal Holloway and Bedford New College