

## Course Specification

<b>Published Date:</b>	10-Sep-2018
<b>Produced By:</b>	Louise Wood
<b>Status:</b>	Validated

## Core Information

<b>Awarding Body / Institution:</b>	University of Wolverhampton		
<b>School / Institute:</b>	Wolverhampton Business School		
<b>Course Code(s):</b>	BU003P31UV	Part-time	2 Years
	BU003P36UV	Part-time Block Release	2 Years
<b>Course Title:</b>	MSc Human Resource Development and Organisational Change		
<b>Hierarchy of Awards:</b>	Master of Science Human Resource Development and Organisational Change Postgraduate Diploma Human Resource Development and Organisational Change Postgraduate Certificate Human Resources University Statement of Credit University Statement of Credit		
<b>Language of Study:</b>	English		
<b>Date of DAG approval:</b>	30/Jun/2017		
<b>Last Review:</b>	2013/4		
<b>Course Specification valid from:</b>	2010/1		
<b>Course Specification valid to:</b>	2019/0		

## Academic Staff

<b>Course Leader:</b>	Mrs Nicola Adams
<b>Head of Department:</b>	Dr Janet Firth

# Course Information

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<b>Location of Delivery:</b>	University of Wolverhampton
<b>Category of Partnership:</b>	Not delivered in partnership
<b>Teaching Institution:</b>	University of Wolverhampton
<b>Open / Closed Course:</b>	This course is open to all suitably qualified candidates.

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## Entry Requirements:

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Entry requirements are subject to regular review. The entry requirements applicable to a particular academic year will be published on the University website (and externally as appropriate e.g. UCAS)

The entry requirements for the MSc HRDOC are:

- a first or second class undergraduate honours degree from a UK university or overseas equivalent, or a professional qualification and/or experience considered to be equivalent to the above;
- a reference from a tutor who has supervised the applicants undergraduate studies (or equivalent);
- if English is not the applicant's first language they will need to have a TOEFL score of 550 or above, or an IELTS score of 6.0 or above, or evidence of English proficiency equivalent to these scores;
- Accreditation of prior learning (APL) – students may apply for up to 90 credits of APL (accreditation of prior certificated learning and/or accreditation of prior experiential learning) subject to the guidelines set out in the UWBS APL Guidelines.
- An NVQ or SVQ Level Four in a related subject specific area (level 6/7 on new framework).
- A Certificate in Personal Practice, a Certificate in Training Practice, a Certificate in Recruitment and Selection, or an equivalent CIPD certificated programme, plus two years' relevant experience.
- Applications are also invited under the widening participation agenda from individuals who do not possess the above qualifications but who may be more mature and with significant organisational experience. In such cases, students will need to demonstrate at least 8 years relevant organisational experience, with at least three years in an HR role, or five years in a relevant role, for example a supervisory or management role. Admission to the programme will be based on an evaluation of the applicant's ability to contribute to, benefit from and achieve the award.
- Holders of other awards, including those from non - UK universities will be considered on the equivalence of their qualifications. Those applicants for whom English is not their first language will be asked to demonstrate a certified level of proficiency of at least IELTS 6
- Students holding the PgD Human Resource Development and Organisational Change may be eligible to enter with advanced standing.

Additionally, you should be in, or aspiring to, a position of strategic influence within your organisation, either as an advanced HR practitioner, senior manager or management consultant

## Distinctive Features of the Course:

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UWBS currently holds devolved status from CIPD, which enables you to gain a professional CIPD qualification whilst studying for the MSc HRDOC. These levels of attainment are achieved through research which you can focus to your own organisation.

The course aims to develop students at advanced level for a professional career in HRD by developing knowledge and understanding of the disciplines of HRD and Organisational Change. This is achieved through honing critical reflective thinking and developing robust, independent, personal and professional development skills.

Completion of the course enables students to apply for professional Chartered Membership or Fellowship of the CIPD.

## Educational Aims of the Course:

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The MSC Human Resource Development and Organisational Change aims to develop your research skills for effective operation at a strategic level in an organisation, particularly in the areas of organisational development, change and transition. This course will assist you in making a strategic contribution to any organisation. It will enable you to compete for higher level posts within the field of HRD.

The research programme will give you knowledge of research methods to assist in the process of writing a research dissertation. This process will assist you in making a strategic contribution to any organisation. It may advance your career by enabling you to compete for higher level strategic posts within the field of HR and HRD.

## Intakes:

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September  
January

## Major Source of Funding:

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HE FUNDING COUNCIL FOR ENGLAND (HEFCE)

## Tuition Fees:

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Tuition fees are reviewed on an annual basis. The fees applicable to a particular academic year will be published on the University website.

Year	Status	Mode	Amount
2017/8	H	Part Time	£3720.00
2017/8	EU	Part Time	£3720.00
2018/9	HHQ	Part Time	£3800.00
2018/9	EU	Part Time	£3800.00

## PSRB:

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BU003P36UV (Part-time Block Release)

Professional Accreditation Body:  
Chartered Institute of Personnel and Development (CIPD)

Accrediting Body:  
Chartered Institute of Personnel and Development (CIPD)

Accreditation Statement:  
Accredited by the Chartered Institute of Personnel and Development (CIPD).

Approved	Start	Expected End	Renewal
21/Jun/2011	21/Jun/2011	31/Aug/2020	01/Sep/2020

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BU003P31UV (Part-time)

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21/Jun/2011	21/Jun/2011	31/Aug/2020	01/Sep/2020

Course Structure:

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## January (Part-time)

### Year 1

Module	Title	Credits	Period	Type
7HR005	Human Resource Management in Context	20	SEM2	Core
7HR003	Leading, Managing and Developing People	20	SEM1	Core
7HR001	Investigating a Business Issue from an HR Perspective	20	IN YR	Core

## January (Part-time)

### Year 2

Module	Title	Credits	Period	Type
7HR015	Understanding and Implementing Coaching and Mentoring	20	SEM2	Core
7MG002	Dissertation Project	60	CRYRA	Core
7HR004	Organisational Change and Development	20	SEM1	Core
7HR016	Learning and Talent Development	20	SEM1	Core

## September (Part-time)

### Year 1

Module	Title	Credits	Period	Type
7HR015	Understanding and Implementing Coaching and Mentoring	20	SEM1	Core
7HR004	Organisational Change and Development	20	SEM1	Core
7HR016	Learning and Talent Development	20	SEM2	Core

## September (Part-time)

## Year 2

Module	Title	Credits	Period	Type
7HR003	Leading, Managing and Developing People	20	SEM1	Core
7HR001	Investigating a Business Issue from an HR Perspective	20	INJR	Core
7HR005	Human Resource Management in Context	20	SEM2	Core
7MG002	Dissertation Project	60	CRYRA	Core

## Learning, Teaching and Assessment

### Academic Regulations Exemption:

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Section 1.2.3 - Exemption permitting the delivery of module 7HR001 (Investigating a Business Issue from a HR Perspective) over a whole academic year with module content taught during Semester 1, supervision during Semester 2 and the assessment submission during Semester 3.

Approved by AFRSC (17/6/2011).

### Reference Points:

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- CIPD Professional Standards
- Quality Assurance Agency for Higher Education (2015) Masters awards in Business and Management: programme framework (benchmark)
- FHEQ (2006) Framework for Higher Education Qualifications
- Equality Act 2010.

### Learning Outcomes:

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#### PGCert Course Learning Outcome 1 (PGCCL01)

"Demonstrate a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of your academic discipline, field of study or area of professional practice with a conceptual understanding that enables the student: 1. to evaluate critically current research and advanced scholarship in the discipline. 2. to evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses."

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#### PGCert Course Learning Outcome 2 (PGCCL02)

"Demonstrate a comprehensive understanding of techniques applicable to your own research or advanced scholarship and ability to continue to advance your knowledge and understanding, and to develop new skills to a high level."

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#### PGCert Course Learning Outcome 3 (PGCCL03)

"Demonstrate originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline."

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#### PGCert Course Learning Outcome 4 (PGCCL04)

"Ability to deal with complex issues both systematically and creatively, make sound judgements in the

absence of complete data, and communicate your conclusions clearly to specialist and non-specialist audiences."

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PGCert Course Learning Outcome 5 (PGCCL05)

"Demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level."

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PGCert Course Learning Outcome 6 (PGCCL06)

Demonstrate the qualities and transferable skills necessary for employment requiring: 1. the exercise of initiative and personal responsibility 2. decision-making in complex and unpredictable situations 3. the independent learning ability required for continuing professional development.

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PGDip Course Learning Outcome 1 (PGDCL01)

"Demonstrate a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of your academic discipline, field of study or area of professional practice with a conceptual understanding that enables the student: 1. to evaluate critically current research and advanced scholarship in the discipline 2. to evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses."

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PGDip Course Learning Outcome 2 (PGDCL02)

"Demonstrate a comprehensive understanding of techniques applicable to your own research or advanced scholarship and ability to continue to advance your knowledge and understanding, and to develop new skills to a high level."

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PGDip Course Learning Outcome 3 (PGDCL03)

"Demonstrate originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline."

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PGDip Course Learning Outcome 4 (PGDCL04)

"Ability to deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate your conclusions clearly to specialist and non-specialist audiences."

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PGDip Course Learning Outcome 5 (PGDCL05)

"Demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level."

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PGDip Course Learning Outcome 6 (PGDCL06)

Demonstrate the qualities and transferable skills necessary for employment requiring: 1. the exercise of initiative and personal responsibility 2. decision-making in complex and unpredictable situations 3. the independent learning ability required for continuing professional development.

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Masters Course Learning Outcome 1 (MACLO1)

Critically evaluate contemporary organisations in terms of their principal operating environments.

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Masters Course Learning Outcome 2 (MACLO2)

"Critically analyse how learning and talent development strategies are organised and understand, analyse and evaluate coaching and mentoring in organisations."

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Masters Course Learning Outcome 3 (MACLO3)

Identify and justify a business issue that is of strategic relevance to the organisation in terms of research.

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Masters Course Learning Outcome 4 (MACLO4)

Analyse and critically evaluate the historical and theoretical basis of organisational designs and their development in terms of their value and contribution to organisational life.

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Masters Course Learning Outcome 5 (MACLO5)

"Critically evaluate the practice, relevance and contribution of HRM and HRD to organisational success and effective change management using major contemporary research and debates in the field of HR."

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Masters Course Learning Outcome 6 (MACLO6)

Synthesise relevant critical thinking through academic research completing an independent research project/dissertation at masters level

#### Overview of Assessment:

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Module	Title	Course Learning Outcomes
7HR001	Investigating a Business Issue from an HR Perspective	MACLO1, MACLO3, MACLO4, MACLO5, PGCCLO1, PGCCLO3, PGCCLO4, PGCCLO5
7HR003	Leading, Managing and Developing People	MACLO1, MACLO3, MACLO4, MACLO6, PGCCLO1, PGCCLO3, PGCCLO4, PGCCLO6
7HR004	Organisational Change and Development	MACLO1, MACLO2, MACLO3, MACLO4, MACLO5, PGDCLO1, PGDCLO2, PGDCLO3, PGDCLO4, PGDCLO5
7HR005	Human Resource Management in Context	MACLO1, MACLO2, MACLO3, PGCCLO1, PGCCLO2, PGCCLO3
7HR015	Understanding and Implementing Coaching and Mentoring	MACLO1, MACLO6, PGDCLO1, PGDCLO6
7HR016	Learning and Talent Development	MACLO2, MACLO3, MACLO6, PGDCLO2, PGDCLO3, PGDCLO6
7MG002	Dissertation Project	MACLO1, MACLO2, MACLO3, MACLO4, MACLO5, MACLO6

#### Teaching, Learning and Assessment:

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A variety of interactive learning activities will support the achievement of the course learning outcomes. Learning will involve both classroom engagement and out of classroom activities including the use of blended learning environments. Flexible and interactive e-learning opportunities (including CANVAS and PebblePad) will be a feature of learning. Personal reflection and collaborative learning will be vital components of this course and students will be expected to participate fully.

Students will encounter a number of learning activities during a variety of formal lectures, seminars and tutorials. The course will make use of case studies, problem solving activities, discussions (both structured and unstructured), action learning sets, evaluation of online and documentary resources and guest speaker inputs.

Students will be expected, and directed, to read from a range of sources, including academic journals. Students will work autonomously as well as interactively within group exercises. In order to progress and show

knowledge and skill at Master's level requires a significant amount of self directed as well as lecturer directed reading and this forms a significant part of this course.

Both formative and summative assessment tasks will enhance opportunities for learning.

Learning activities will encompass a number of approaches that are designed to ensure a holistic overview of the subject matter. These will typically include;

- research
- critical analysis
- ethical approaches to key issues
- systematic problem solving
- presentation of results
- group dynamics and team activities
- CPD and critical self evaluation

The course covers a range of topics in the field of HR including, Leadership, Talent Development, Change Management, Organisational Development and Coaching and Mentoring. Each level of the programme is aligned to the national standards for the profession, and is endorsed by the Chartered Institute of Personnel and Development (CIPD). Completion of the course enables students to apply for professional Chartered Membership or Fellowship of the CIPD.

It is essential that you become a student member of the CIPD in order to gain the appropriate membership on completion of your studies. The appropriate form will be supplied at the beginning of your course of study.

### Student Support:

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In providing flexible and interactive e-learning opportunities to meet student needs, e-learning components will be designed to form an integral feature of the learning, teaching and support. CANVAS provides a platform for doing this and will be the primary focus of the online supported learning dimension of the module. In addition to making use of the online databases and other software resources available through the Learning Centre and ITS, students will be encouraged to consider the potential benefits of using Pebble Pad as a practical aid to research activity.

A Personal Tutor is allocated to every student. Personal Tutors maintain regular communication (virtual and/or face-to-face) with each of their designated tutees. Follow up meetings are arranged with students who are not making satisfactory progress or who are at risk of withdrawal. Personal Tutors assist students in their personal and academic development, planning and progression as well as offering students advice and guidance to help them liaise with other staff and support facilities in their school and the University, including study skills support.

The Course Leader will monitor the academic and experiential quality of the Course through Award Boards, focus groups and other channels. Course Leader also supports and directs students proactively on the Course, both collectively and individually, and respond to inquiries and requests from students with regard to the academic programme of study.

Special Needs Tutor liaises with the Student Enabling Centre (SEC) regarding provision for specific disabled students & disseminates information from the SEC on the needs of specific disabled students. The Special Needs Tutor also monitor requests for, and provision of, specific examination and assessment arrangements, publicise SNT 'surgery' arrangements and make available time to meet with individual disabled students to enable them to discuss their own school-specific disability issues where necessary. The tutor takes a pro-active role in monitoring the welfare and academic progress of disabled students within the school.

### Employability in the Curriculum:

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The CIPD is the foremost HR Institute in the world, and for anyone wishing to pursue or further their career within the field of HR or HRDOC, it is essential that a CIPD postgraduate qualification is obtained for those leading change and developing people in organisations.



Most organisations who recruit HR professionals require applicants to either hold a CIPD qualification or be studying to achieve one.

International, National and Local recruitment to the field of HR is a growing industry and as such competition for employment is high. Our programme is a robust programme that has been highly commended by the CIPD for many years. More recently the HRDOC pathway has been subject to nationally recognised awards for teaching innovation and programme innovation.

There are elements of training design and delivery incorporated within the programme, so as to enable students to be able to plan and prepare a business case for selling new ideas, concepts and products within an organisation. The core disciplines of internal and external marketing presentations are identical.

This course is essential for anyone engaged in the development of Organisations through staff and stakeholders in current and future economic climates of change. Failure to understand the underpinning theories and practice of HRDOC will result in organisations failing to work in a proactive manner, become leaner and fitter, and maximise its human resource effectively and efficiently.

Graduates from the MSc HRDOC award should be able to operate effectively in strategic roles or in positions of strategic influence, but bring higher levels of expertise to bear than previously. They should also be able to move up their organisational hierarchy more quickly, or alternatively seek and secure employment in another organisation at a higher level, or set themselves up as an independent consultant



THE UNIVERSITY OF OPPORTUNITY