

## Course Specification

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## Core Information

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<b>Awarding Body / Institution:</b>	University of Wolverhampton		
<b>School / Institute:</b>	Wolverhampton Business School		
<b>Course Code(s):</b>	HR013W34UV	Part-time Day and Evening	1 Years
<b>Course Title:</b>	MA Strategic People Management & Human Resources (Top-up)		
<b>Hierarchy of Awards:</b>	Master of Arts Strategic People Management and Human Resources		
<b>Language of Study:</b>	English		
<b>Date of DAG approval:</b>			
<b>Last Review:</b>			
<b>Course Specification valid from:</b>	2020/1		
<b>Course Specification valid to:</b>	2026/7		

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## Academic Staff

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<b>Course Leader:</b>	Ms Kate Moseley
<b>Head of Department:</b>	

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# 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)

## Distinctive Features of the Course:

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This exciting and innovative programme is designed for those professionals looking to enhance and develop their masters' level strategic level knowledge and behaviours to support career development in the People Management Profession (including Human Resources, Learning and Development and Organisational Development).

We have a longstanding relationship with local branches of the CIPD and this ensures that you have access to a wide range of practitioners to develop their networking and other professional skills. CIPD branch members also provide voluntary services such as mentoring which students who are CIPD members can access to help support their personal and professional development.

The course is mapped onto the required areas of the CIPD 2018 Profession Map to meet the requirement for the academic element of Chartered Membership and offers four key areas of focus. Additionally, the completion of the Master's level work-based project provides the MA qualification alongside CIPD eligibility.

The first covers a broad range of practical business skills including identifying people-related business issues; developing the skills to investigate and provide solutions to such issues through evidence-based enquiry; understanding the need to provide a business case to support aspects of the wider people strategy and the impact of this on other areas of the business.

The second area focuses on best practice Strategic People Management in context including key responsibilities, value added contribution and impact of the key People Profession practices. It considers contemporary issues within strategic HRM and strategic HRD and the influence of internal and external contexts on this. The importance of a wide range of people practices are critically analysed.

The third area considers the importance of strategic change and competent, inclusive and appropriate leadership approaches to support the change process. It identifies internal and external factors, the use of effective teams and consideration of stakeholder management. It discusses culture, people practices, management leadership and how these link to the psychology of change and organisational readiness for change processes.

The fourth area explores a range of currently evolving issues within the wider people management arena. This is designed to ensure that people professionals are up to date with their knowledge and practice. As it is based on current research and issues, the content may therefore be subject to change to reflect this. Recent research identified key trends such as digital transformation; talent planning; internal change; changing demographics.

The Master's project module allows for the identification of an organisation-critical strategic people-related issue in any field of human resource management, human resource development or organisational development and for primary research to be carried out into the issue. The resulting project will not only allow the development and demonstration of a range of appropriate research skills, but also provides the organisation with an insight into the issue and practical recommendations to help address it. This links closely to the business and employability skills required at this level.

Overall, the course adopts an interdisciplinary approach and will help develop understanding of complex and contested notions in the business environment and the wider people management professions. This provides the opportunity to develop informed perspectives and collective responsibilities as a people professional within local, national and international communities.

### Educational Aims of the Course:

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This is a distinctive Master's programme which seeks to enable you to develop the necessary skills, competencies and knowledge for an effective career in the wider People Management Profession (including Human Resource Management, Learning & Development, Organisational Development). The aim of the course is to enable you to gain a qualification to enhance your employment opportunities in an international or UK setting, within the occupational area of strategic people management and human resources.

This will be achieved through embarking on 5 core modules (mapped to the UK professional body membership the CIPD) over one year of study. The learning outcomes of the modules are also mapped against the QAA masters taught courses benchmarks for business and management. Completion of the course enables you to apply for professional membership of CIPD (Chartered Institute of Personnel and Development). The elements which correspond to the Postgraduate Diploma in Strategic People Management & Human Resources are mapped onto the CIPD 2018 Profession Map and consequently provides you with a contemporary focus, offering a rigorous programme with both academic and practical elements to support your ongoing success in the People Profession. It aims to develop your knowledge and behaviour for a professional career in aspects of the People Management Profession by developing knowledge and understanding of the disciplines of human resources, learning and development and organisational development whilst encouraging critical reflective thinking and developing independent continuous personal development skills. The completion of the Master's project allows the practical application of these to be demonstrated for the benefit of both the student and the organisation.

As the course is aligned to the required elements of the CIPD 2018 Profession Map, upon successful completion it provides you with the correct level of qualification to be eligible to apply for Chartered Membership of the CIPD.

There is the opportunity to undertake an individual project through research or within the workplace, as well as studying topics which will give you the knowledge and skills in strategic people management, the business context, contemporary issues and strategic leadership and change.

### Intakes:

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September  
January

### Major Source of Funding:

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Office for Students (OFS)

### 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
2020/1	H	Part Time	£3250.00
2021/2	H	31	£3317.00

### PSRB:

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None

Course Structure:

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Continuing students will follow the programme indicated below:

## January (Part-time Day and Evening)

### Year 1

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Module	Title	Credits	Period	Type
7BU021	The Masters Professional Project	60	CRYRA	Core

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## September (Part-time Day and Evening)

### Year 1

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Module	Title	Credits	Period	Type
7BU021	The Masters Professional Project	60	CRYRA	Core

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Please note: Optional modules might not run every year, the course team will decide on an annual basis which options will be running, based on student demand and academic factors, to create the best learning experience.

## Learning, Teaching and Assessment

### Academic Regulations Exemption:

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Section 1.3.1 - This course will normally be made up of units of study called modules that consist of multiples of 30 credits. Modules are discrete units of assessed learning at a given level, with coherent learning outcomes.

Section 3.2.2- A part-time student can study a minimum of 30 credits and a maximum of 90 credits in any University academic year.

Section 3.4.4 - To be eligible to continue to study for an award a student must not exceed the maximum period of registration set for the appropriate interim awards unless approved Leave of Absence and/or statutory leave is taken (see 3.5). Undergraduate students achieving less than 30 credits within 12 months of commencing their studies (the minimum requirement for a University Statement of Credit) are permitted to repeat all failed modules once.

Section 4.4.2 - Provided students have passed modules worth a minimum of 90 credits at the same level, marginal failure (35-39%) will be compensated by Awards Boards as follows;

30 credits maximum permitted at L3, L4, L5 and L6

Section 4.4.4 - Where Professional, Statutory, Regulatory Bodies do not permit compensation, students will normally be permitted an additional resit attempt in assessment in modules, provided students have passed modules worth a minimum of 90 credits at the same level of study, as follows;

1. a maximum of 30 credits at level 4
2. a maximum of 30 credits at level 5
3. a maximum of 30 credits at level 6
4. Overall, a maximum of 90 credits for Bachelor's and Bachelor's Honours degrees.

An additional resit attempt will not be permitted for;

1. identified work-based or work-related modules at level 5 or 6; or
2. the Independent Study Module.

Section 4.5.1 - For undergraduate courses lasting more than one year (with the exception of Graduate Certificate and Graduate Diploma qualifications), in order to progress from one year to the next, full-time students will;

1. have passed at least 90 credits
2. be in a position to recover any failure
3. not have exceeded the maximum registration period for their award
4. have passed all modules at level 3 before commencing level 5 and have passed all modules at level 4 before commencing level 6.

Section 4.5.2 - Full-time students unable to progress to the next level may return to continue or repeat their studies at the same level on either a full-time or part-time basis. In such cases students will:

1. study a maximum of 90 credits and be registered as part-time
2. study a maximum of 30 credits from the next level of study
3. study the modules previously failed or deferred or substitutes for the failed modules
4. be in a position to recover any failure, and,
5. not have exceeded the maximum registration period for their award.

Section 4.5.3 - For undergraduate courses lasting more than one year (with the exception of Graduate Certificate, Graduate Diploma and Accelerated Single Honours Degree qualifications) in order to progress from one year to the next, part-time students will;

1. be in a position to recover any failure
2. have no more than 30 credits outstanding from modules already studied
3. be in a position to not exceed the maximum period over which an award or interim award may be studied.

Section 4.5.4 - Part-time students unable to progress to the next year of study may return to continue or repeat their studies at the same level. In such cases students will;

1. study modules previously failed or deferred or substitutes for failed modules
2. study a maximum of 30 credits from the next level of study
3. be in a position to recover any failure
4. not have exceeded the maximum registration period for their award.

Section 4.5.6 - Part-time students on Graduate Certificate and Graduate Diploma qualifications, in order to continue from one year to the next, will;

1. be in a position to recover any failure
2. have no more than 30 credits outstanding from modules already studied
3. not have exceeded the maximum registration period for their award.

Section 5.2.2 - The percentage grade average will be based on the grades from the student's best credits taken at the University of Wolverhampton on their current course as detailed in table below. Marginal fails at 35-39%, where a pass by compensation has been awarded, will be counted towards the percentage average if they fall within the best results as defined below.

Number of UofW credits taken on current course	Percentage average
240-360	180 level 5 and level 6 credits; at least 90 credits must be at level 6
160-220	150 level 5 and level 6 credits; at least 90 credits must be at level 6
Fewer than 160	90 level 6 credits

Section 5.2.3 - Students undertaking a Bachelor's Degree (Bracketed - Specialist) with Honours must have passed at least 90 credits at level 6 in the specialist subject.

Section 5.3.1 - The percentage grade average will be based on the grades from the student's best credits taken at the University of Wolverhampton on their current course as detailed in table below.

Number of UofW credits taken on current course	Percentage average
280-400	210 level 5 and 6 credits; at least 90 credits must be at level 6 and include a level 5 placement module.
180-260	150 level 5 and 6 credits; at least 90 credits must be at level 6 and include a level 5 placement module.

Section 5.5.1 - In addition to meeting the credit requirements for the qualification, a Foundation Degree may be awarded with Merit or Distinction as follows;

Qualification	Pass with Merit criteria	Pass with Distinction criteria
Foundation Degree	At least 90 credits at grade 60% or above at level 5.	At least 90 credits at 70% or above at level 5.

Section 5.6.1 - In addition to meeting the credit requirements for the qualification, a Master's Degree may be awarded with Merit or Distinction as follows;

Number of UofW credits taken on current course	Pass with Merit criteria	Pass with Distinction criteria
180	At least 120 credits at 60% or above, including research project/dissertation.	At least 120 credits at 70% or above, including research project/dissertation.
120-150	At least 90 credits at 60% or above, including research project/dissertation.	At least 90 credits at 70% or above, including research project/dissertation.
90-120	At least 60 credits at 60% or above, including research project/dissertation.	At least 60 credits at 70% or above, including research project/dissertation.

Section 5.7.1 - In addition to meeting the credit requirements for the qualification, an HNC or HND may be awarded with Merit or Distinction as follows;

Qualification	Pass with Merit criteria	Pass with Distinction criteria
HNC	At least 90 credits at grade 60% or above at level 4.	At least 90 credits at 70% or above at level 4.
HND	At least 90 credits at 60% or above at level 5.	At least 90 credits at 70% or above at level 5.

Effective Date: September 2021

APPROVED by Academic Board 17th March 2021 and AFRSC on 22nd April 2021.

#### Reference Points:

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[UK Quality Code for Higher Education](#)

[Qualifications and Credit Frameworks](#)

[Subject Benchmark Statements](#)

[University Policies and Regulations](#)

Wolverhampton Employability Framework

Wolverhampton Inclusivity Framework

Equality Act (2010)

Chartered Institute of Personnel and Development 2018 Profession Map

#### Learning Outcomes:

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#### Overview of Assessment:

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Module	Title	Course Learning Outcomes
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#### Teaching, Learning and Assessment:

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This is a blended learning course with supportive and structured learning activities on Canvas supported by regular in-class activities.

The online materials and face-to-face components of the module are integrated into a complimentary learning experience, which is engaging and relevant for students and resources are accessible online. Students are provided with a road map for studying each module in the form of a Homepage on Canvas.

Each Canvas Homepage sets expectations and includes an orientation to help students understand how to successfully navigate the different online components of the course and prepare for the face-to-face meetings.

The structure of each Canvas topic follows a standard Business School layout to ensure consistency and familiarity for students and to help them navigate the different modules they will be studying. The Canvas Pages are used to present learning inputs and related activities with a narrative flow; content is structured into bite sized inputs and activities, inclusive of any recorded slides. Each module Canvas page features a balance between interactive activities and short lecture inputs.

Regular opportunities are built in for formative feedback in class and online. For summative assessments on modules with more than one tutor a marking rubric is used to ensure consistency.

Blended learning lends itself to enquiry-based learning – this puts less emphasis on the lecture method of

teaching and more on getting students to solve problems, evaluate situations, research topics or apply principles, which is more appropriate to business education. Face-to-face sessions are delivered in workshop mode with a set of task-based activities, which draw on the online content, and enable students to practically and critically explore the topic individually and in small groups.

Opportunities are built in for students to collaborate in peer-to-peer learning activities. This could include things such as small groups using a flipped learning approach, small group case study analysis, student-led assessment unpacking, group discussions, student-led seminars and problem-based learning.

The workshop and activity-based approach to learning enables multiple opportunities for formative feedback and self-diagnosis and testing to be built into the core content for each module, and there will be regular opportunities for small group and one-to-one tutorials for all students.

## Assessment Methods:

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At the University of Wolverhampton, a variety of modes of assessment will be used to support and test your learning and progress and to help you develop capabilities that are valued beyond your University studies and into your working life. Your course may include a variety of assessment activities:

Written examinations (including online examinations, open and closed book examinations and quizzes)  
Coursework (for example, essays, reports, portfolios, project proposals and briefs, CVs, poster presentation)  
Practical (for example, oral and video presentations, laboratory work, performances, practical skills assessment)

In the final year of your undergraduate degree, and at the end of your postgraduate degree, you are likely to be expected to write an extended piece of work or research, such as a dissertation or a practice-based piece of research.

## Student Support:

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General University support:

[University Learning Centres](#) are the key source of academic information for students. Learning Centres provide physical library resources (books, journal, DVDs etc.) and offer a range of study areas to allow students to study in the environment that suit them best: Social areas, quiet and silent areas. Learning Centres also provide access to wide range of online information sources, including eBooks, e-Journals and subject databases.

Learning Centres also provide students with academic skills support via the [Skills for Learning programme](#). Students on campus can attend workshops or ask for one-to-one help on a range of skills such as academic writing and referencing. Students can access a range of online skills material at: [www.wlv.ac.uk/lib/skills](http://www.wlv.ac.uk/lib/skills)

The [University Student Support website](#) offers advice on a variety of matters (careers, counselling, student union advice, etc.) Students can also access these services by booking appointment with the SU, careers, counselling services, etc.

### Course Specific Support

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. The course leader also supports and directs students proactively on the course, both collectively and individually, and responds to inquiries and requests from students with regard to the academic programme of study.



The Faculty Enabling 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 Faculty Enabling Tutors also monitor requests for, and provision of, specific examination and assessment arrangements, publicise '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.

Where applicable, in-class semester assessments are arranged by the module tutor. The module tutor will, where appropriate, ensure that any arrangements made for students requiring special consideration will be checked by the University Student Enabling Centre to ensure fairness and equality, and that the provisions of the University Equal Opportunities policy are met. These arrangements will apply to those students who have identified special learning requirements

### Employability in the Curriculum:

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As a CIPD accredited course aligned with the 2018 CIPD Profession Map, this course meets the requirements outlined by the professional body for employability at senior and strategic levels within the People Profession.

The course is structured to provide the knowledge and develop the behaviours required to work at this level in organisations large and small, in any sector and also to develop an awareness of evolving issues in the profession and identify strategies for dealing with these issues. This and the part time nature of the course ensures that students are able to apply their learning directly to their workplaces, further embedding and reinforcing the learning and its application to their organisations in real time.

We have a longstanding relationship with local branches of the CIPD and this ensures that our students have access to a wide range of practitioners in different fields and at different levels of membership to develop their networking and other professional skills. CIPD branch members also provide voluntary services such as mentoring which students who are CIPD members can access to help support their personal and professional development.

Chartered membership of the CIPD is considered the gold standard within the People Profession and completion of this course allows students to meet the academic requirements of this level. The focus on application of skills through formative activities and summative assessments also allows students to develop their practical skills and gather evidence which can be used upon completion of the academic qualification to support their application for Chartered membership of the CIPD. This level of membership inspires confidence with employers and clients and helps further students' careers by opening doors to promotion and increasing the range of job opportunities.

The additional completion of the Masters project allows the practical application of these to be demonstrated for the benefit of both the student and the organisation, further enhancing employability skills at this level.

