UNIVERSITY OF WOLVERHAMPTON

Course Specification

Published Date:	08-Jul-2026
Produced By:	Multi Type Usr Record For All Personnel
Status:	Validated

Core Information

Awarding Body / Institution:	University of Wolverhampton		
School / Institute:	School of Business and Law		
Course Code(s):	HR021P01UM HR021P34UM	Full-time Part-time Day and Evening	12 Months 2 Years
Course Title:	MA Strategic People Management and Human Resources		
Hierarchy of Awards:	Master of Arts Strategic People Management and Human Resources Postgraduate Diploma Strategic People Management and Human Resources Postgraduate Certificate Strategic People Management and Human Resources University Statement of Credit Strategic People Management and Human Resources		
Language of Study:	English		
Date of DAG approval:	14/Sep/2026		
Last Review:			
Course Specification valid from:	2025/6		
Course Specification valid to:			

Academic Staff

Course Leader:	Ms Kate Moseley
Head of Department:	LUCY CRITCHLEY

Course Information

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

Entry Requirements:

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:

Key Features:

- Mapped against CIPD/HR profession membership standards
- Course content has both a global and local focus
- Welcomes mature students with relevant work experience
- Considers current and emerging people management challenges
- Individual assignments with no exams
- Only 5 modules leading to a master's degree and an upgrade from student to associate membership of the CIPD.

This dynamic new master's programme is designed to boost your career in people management, both locally and globally. Whether you're aiming to become an HR specialist or a future leader, this CIPD-accredited course provides the professional knowledge and skills needed to enter or progress your career. The course is available for full-time or part-time study and consists of four modules and a research project, each assessed by a single assignment, with no exams required.

For students based in the UK, each module includes regular in-person classes at our modern city centre campus, supported by excellent learning resources and supportive staff. All students get access to comprehensive online study materials, featuring a wide range of activities including interactive sessions, case studies, learning activities and other content focused on current and emerging topics in people management and HR.

The curriculum is mapped to the CIPD Profession Map, fulfilling the academic requirements for future Chartered Membership (provided you're registered as a CIPD student member whilst on the course). You are encouraged to attend local CIPD branch events to enhance your networking within this profession. The research project, which can be conducted within an organisation, and combined with the module credits, allows you to graduate with both a full master's degree and access to associate membership of the CIPD, the UK based professional body. You'll be encouraged to develop a professional mindset and explore the challenges of working in an evolving and contemporary employment landscape.

Educational Aims of the Course:

Intakes:

September

January

Major Source of Funding:

Office for Students (OFS)

Tuition Fees:

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
2022/3	H	Full Time	£9230.00
2022/3	Overseas	Full Time	£14450.00
2022/3	H	Part Time	£4615.00
2023/4	H	Full Time	£9690.00
2023/4	Overseas	Full Time	£15450.00
2023/4	H	Part Time	£4845.00
2024/5	H	Full Time	£10175.00
2024/5	Overseas	Full Time	£15950.00
2024/5	H	Part Time	£5088.00
2025/6	H	Full Time	£10490.00
2025/6	Overseas	Full Time	£16950.00
2025/6	H	Part Time	£5245.00
2026/7	H	Full Time	£11015.00
2026/7	Overseas	Full Time	£18645.00
2026/7	H	Part Time	£5508.00

PSRB:

HR021P01UM (Full-time)

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
02/Jul/2021	02/Jul/2021		

HR021P34UM (Part-time Day and Evening)

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
02/Jul/2021	02/Jul/2021		02/Jul/2026

Course Structure:

January (Full-time)

Module	Title	Credits	Period	Type
7HR041	Beyond Borders: Global and Cross-Cultural Employment Challenges	30	SEM2	Core
7HR044	Developing a Sustainable Employee Journey	30	SEM2	Core
7MG022	The Postgraduate Independent Project	60	CRYRA	Core

January (Full-time)

Module	Title	Credits	Period	Type
7HR042	Navigating Workplace Dynamics: Rights, Responsibilities and Relationships	30	SEM1	Core
7HR043	Leadership for Change	30	SEM1	Core

January (Part-time Day and Evening)

Module	Title	Credits	Period	Type
7HR044	Developing a Sustainable Employee Journey	30	SEM2	Core

January (Part-time Day and Evening)

Module	Title	Credits	Period	Type
7HR043	Leadership for Change	30	SEM1	Core

January (Part-time Day and Evening)

Module	Title	Credits	Period	Type
7HR041	Beyond Borders: Global and Cross-Cultural Employment Challenges	30	SEM2	Core
7MG022	The Postgraduate Independent Project	60	CRYRA	Core

January (Part-time Day and Evening)

Module	Title	Credits	Period	Type
7HR042	Navigating Workplace Dynamics: Rights, Responsibilities and Relationships	30	SEM1	Core

September (Full-time)

Module	Title	Credits	Period	Type
7HR042	Navigating Workplace Dynamics: Rights, Responsibilities and Relationships	30	SEM1	Core
7HR043	Leadership for Change	30	SEM1	Core
7HR041	Beyond Borders: Global and Cross-Cultural Employment Challenges	30	SEM2	Core
7HR044	Developing a Sustainable Employee Journey	30	SEM2	Core
7MG022	The Postgraduate Independent Project	60	CRYRA	Core

September (Part-time Day and Evening)

Module	Title	Credits	Period	Type
7HR042	Navigating Workplace Dynamics: Rights, Responsibilities and Relationships	30	SEM1	Core
7HR041	Beyond Borders: Global and Cross-Cultural Employment Challenges	30	SEM2	Core

September (Part-time Day and Evening)

Module	Title	Credits	Period	Type
7MG022	The Postgraduate Independent Project	60	CRYRA	Core
7HR043	Leadership for Change	30	SEM1	Core
7HR044	Developing a Sustainable Employee Journey	30	SEM2	Core

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

Regulations Exemption:

NONE

Reference Points:

UK Quality Code for Higher Education

Qualifications and Credit Frameworks

Subject Benchmark Statements

University Policies and Regulations

Equality Act 2010: guidance - GOV.UK

Apprenticeship Standard

Overview of Assessment:

As part of the course approval process, the course learning outcomes were mapped to each of the modules forming the diet of the programme of study. This process confirmed that all course learning outcomes can be met through successful completion of the modules. This mapping applies to the final

award as well as to all of the intermediate awards.

Learning Outcomes	Modules
PGCERT01 Critical evaluate and apply current theories, concepts and insights informed by, the forefront of your academic discipline, field of study or area of professional practice (Knowing)	
PGCERT02 Demonstrate in-depth knowledge and practical and/or professional skills in your discipline. (Knowing)	
PGCERT03 Make informed decisions on complex issues, and communicate your conclusions clearly to different audiences. (Doing)	
PGCERT04 Demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level. (Doing)	
PGCERT05 Critically analyse, identify and utilise various study methods to improve your own performance. (Being)	
PGCERT06 Reflect on your own achievements, identify future goals and plan for a further career or study (Being)	
PGDIP01 Demonstrate critical evaluation of current theories, concepts and insights informed by, the forefront of your academic discipline, field of study or area of professional practice. Show how you have applied this knowledge in original and insightful ways. (Knowing)	
PGDIP02 Demonstrate in-depth knowledge and practical and/or professional skills in your discipline. (Knowing)	
PGDIP03 Make informed decisions on complex issues, and communicate your conclusions clearly to different audiences employing discipline conventions and expectations. (Doing)	
PGDIP04 Demonstrate self-direction and originality in tackling and solving problems, acting independently and autonomously in planning and implementing tasks at a professional or equivalent level. (Doing)	
PGDIP05 Critically analyse, identify and utilise various study methods to improve your own performance. (Being)	
PGDIP06 Reflect on your own achievements and plan for a future career or further study (Being)	
MA01 Debate and critically evaluate the theories, concepts and practices related to people management and HR in a local and global context (Knowing)	
MA02 Analyse and evaluate information related to research and contemporary local and international people management challenges (Knowing)	
MA03 Criticise and apply good practice in people management and HR, including the ethical, DEI, professional, digital transformation and sustainability principles in a global and local context (Doing)	
MA04 Identify and apply transferable skills and a professional approach in communication, networking, research activities, reflective practice, and personal employability activities (Doing)	

Learning Outcomes	Modules
MA05 Synthesise and review commitment to lifelong learning, sustainability, inclusivity and professional development through research activities, CPD and reflective practice (Being)	
MA06 Respond to people management and HR challenges in a local or global context with professional resilience and apply the PSRB/CIPD membership standards (Being)	

Teaching, Learning & Assessment Strategy/(Learning and Teaching):

The MA Strategic People Management and Human Resource programme is designed to build students' confidence however all the modules are level 7 and so any structured progression is based on the individual requirements. For example, students may come from a different subject area (if their UG degree has not included HR or related topics) course tutors are cognisant of this and will incorporate recommending reading and learning activities to assist students gain confidence and review core concepts before applying them in more challenging analytical tasks, collaborative projects, and critical evaluations and summative assessments.

To support inclusive and flexible learning, the programme blends in-person teaching with online learning activities that complement each other. Classroom sessions are run as seminars which focus on discussion, debate, case studies, and practical scenarios, while online activities—including readings, quizzes, videos, and asynchronous tasks—allow students to consolidate learning at their own pace. Some recorded lectures are available, Canvas discussion spaces, and digital collaboration tools ensure that students who may be balancing work, caring responsibilities, or international time zones can remain fully engaged and supported.

Students also receive continuous support in developing the academic and digital skills needed for postgraduate study. Early in the programme, Library Skills for Learning sessions introduce academic writing, referencing, critical reading, and research methods. Module tutors integrate digital platforms such as Microsoft Teams, data dashboards, and research databases into learning activities, helping students build confidence in digital communication, collaboration, and information handling. In addition, Success Coaches are available for one-to-one help with learning activities and assignments. Group work, independent study tasks, and research-based activities are scaffolded to help students build capability gradually while receiving constructive formative feedback.

Professional and practice-based learning is woven throughout the curriculum. Live briefs, real-world case studies, reflective practice activities, and opportunities to apply theory to students' own workplaces ensure that academic concepts are grounded in practical relevance. Visiting speakers are invited to share their professional journey or area of expertise either online or face-to-face, e.g. alumni who are working globally or local professionals who are willing to share their knowledge. Where appropriate, students are encouraged to use their workplace or prior professional experience as a context for assessments, helping them make meaningful connections between theory and practice while enhancing career readiness.

Digital fluency is a central theme, with students explicitly encouraged to use digital tools, AI systems, and data ethically and responsibly. Teaching sessions integrate discussions around privacy, bias, data governance, and responsible AI use in HR practice. Students learn how digital technologies shape modern people management, gaining both practical confidence and critical awareness.

Together, these elements create a programme in which students build competence steadily, engage flexibly, and develop the academic, digital, and professional skills needed for future HR leadership.

Assessment Methods/Assessments:

Assessment across the course is designed as an integrated and supportive learning journey that balances a variety of assessment task types while maintaining a manageable workload. This includes the opportunity to evidence level 7 performance criteria, CIPD membership standards and professional approaches both formatively and summative.

Formative opportunities are embedded throughout the course so that students can practise key skills and receive constructive feedback before completing final assessments. These include draft submissions, in-class activities, discussions, quizzes, and peer-review exercises, all of which help students understand expectations and improve their work in response to feedback.

Assessments are intentionally structured to develop and evidence master's higher-level intellectual abilities such as critical thinking, analysis, synthesis and debate. Tasks such as case studies, research-based assignments, and scenario or data-driven activities require students to analyse information, interpret evidence, and justify decisions. Clear marking criteria available as part of the assignment brief, and discuses during assignment unpacking sessions, reinforce the importance of reasoned argument and reflective judgement. Formative feedback on summative assessments also includes advice relating to rubrics through the early submission of the student's draft assignment.

Throughout the course, assessment design follows principles of inclusivity and accessibility. Tasks are presented with transparent instructions, exemplars, and accessible formats, while digital materials meet accessibility standards. A varied mix of assessment formats—written, oral, creative, and practical—supports different learning needs and reduces unnecessary barriers to success. Reasonable adjustments and alternative assessments are available where required.

Many assessments incorporate authentic, real-world or industry-aligned tasks that mirror the types of outputs and decision-making processes students will encounter in professional practice. This combination of personalisation, authenticity, and inclusive design ensures that assessment not only measures achievement but actively supports learning, confidence, and readiness for future study or employment.

Further Information for Student:

Transitional Support

The MA Strategic People Management and Human Resource programme is intentionally structured to provide extensive academic, professional, and personal support that enables students to progress confidently and achieve success. Tailored induction activities, embedded academic skills, and ongoing guidance ensure that both home and international learners can fully engage with their studies. Transitional support is built into each 30-credit module across all semesters, recognising that students may enter the programme at different points. Key themes—including academic integrity, digital fluency, reflective practice, and career readiness—are integrated throughout, with individual tutorials available after every class to consolidate learning.

The course begins with a bespoke introduction that outlines expectations, assessment approaches, and the academic culture of the programme. Current students are invited to attend to support early networking, and this introduction is repeated in week four to assist late starters. These sessions also cover essential skills such as critical thinking, research skills, and academic integrity, ensuring all students begin with clarity and confidence.

A distinctive feature of the programme is the informal buddy system, which pairs new students with peers who have already completed modules or are further along in the course. This peer group network helps new learners settle in, manage workloads, and navigate assessments while fostering a strong sense of community.

Students also benefit from regular access to the course leader and academic tutors through scheduled tutorials, online or in-person drop-ins, and ongoing communication via Canvas announcements. These touchpoints encourage open dialogue, timely problem-solving, and strong academic relationships.

The programme places strong emphasis on developing academic skills through the university's Library Skills for Learning initiative. These sessions—available online and face-to-face—support students with academic writing, referencing, critical reading, literature searching, and digital tools, enabling them to become more confident and independent researchers.

Recognising the diverse backgrounds of its students, the university provides extensive support for international learners, including visa guidance, language and academic communication workshops, and cultural integration activities. This ensures that global majority students feel welcomed and supported both academically and personally.

Early formative assessments are embedded within teaching sessions to build confidence and promote continuous improvement. Activities such as debates, case studies, scenarios, quizzes, and guided internet research offer low-stakes opportunities to test understanding. Immediate peer and tutor feedback helps students refine their thinking, while draft review opportunities—through tutorials, skills workshops, or VLE submissions—provide personalised guidance ahead of summative assessments. Together, these strategies create a supportive learning environment that prepares students for academic success.

Student Support

The University provides a wide range of academic and pastoral support to help students succeed in their studies and personal development. This includes access to the Library and Skills for Learning service and tailored advice from the Careers and Enterprise teams. Students also benefit from 24/7 wellbeing support through WLV Student Life Connect, pastoral care via the Multi-faith Chaplaincy, and assistance from the Mental Health and Wellbeing team. Those living in university accommodation have additional access to Residential Life support, and all students can engage with the Students' Union for advocacy, societies, and further peer-led services.

Currency:

The course is structured to ensure that the content remains dynamic and responsive to developments in the profession and people leadership management roles both globally and locally. Module teams review and update learning materials each year, incorporating new research, emerging theories, industry trends, and contemporary issues. This is gained through professional bodies, published research and use of current affairs and topics. This ongoing refresh ensures students engage with cutting-edge knowledge rather than static content.

Interdisciplinary collaboration is encouraged through group projects, shared modules, and tasks that require students to draw on multiple perspectives to address complex issues. The course promotes lifelong learning by helping students develop reflective habits, self-directed study skills, and the ability to adapt to new knowledge and emerging professional demands. Students are encouraged to become student members of the CIPD and other HR professional bodies around the world such as the Society for Human Resource Management (SHRM) Australian HR Institute (AHRI) and the African Human Resource Confederation (AHRC)

Teaching staff draw directly on their own research at the University of Wolverhampton, integrating current projects, case studies, and scholarly debates into lectures, workshops, and assessment tasks. Students progressively develop inquiry skills by evaluating research literature, analysing data, and undertaking their own small-scale investigations, fostering critical thinking and academic curiosity.

Throughout the course, learning activities encourage students to apply creative and critical thinking to real-world challenges. Case studies, scenario-based projects, and problem-solving tasks address issues such as sustainability, enterprise, social responsibility, and ethical decision-making, helping students understand how theoretical concepts translate into practical solutions. These experiences build confidence in navigating complex and uncertain environments.

The University's Graduate Attributes are embedded across the curriculum to support holistic development. Students grow as *Global Citizens* through engagement with international perspectives and culturally diverse case examples. They become *Knowledgeable* by working with research-informed content and developing strong analytical skills. *Professionalism* is fostered through industry-aligned assessments, reflective practice, and opportunities to collaborate and communicate effectively. *Digital Fluency* is developed using sector-relevant technologies, digital research tools, and online learning platforms such as Canvas

Personalisation Opportunities:

The MA Strategic People Management and Human Resource programme is designed to give students meaningful opportunities to shape their own learning journey and connect academic study to their personal interests, goals, and lived experiences. Throughout the course, students are encouraged to engage with topics that reflect their professional aspirations, cultural backgrounds, and individual perspectives, making the learning experience more relevant, inclusive, and personally motivating.

Across the five core modules, students are offered structured but flexible pathways that allow them to tailor learning tasks and assessments. Assignments and learning activities enable students to select organisations, industries, case studies, or themes that align with their own career goals or personal experiences.

For example, students may apply theoretical concepts to an organisation they have worked for, choose a people-management issue that resonates with their background, or explore leadership and HR practice through the lens of their own cultural context. In addition, students choose their own research or consultancy project and is allocated a supervisor to support them in their chosen topic. In sessions students also make choices about the topics they discuss, the resources they use, and the direction of group activities such as debates, scenario analysis, or applied research tasks. This flexibility supports deeper engagement and encourages students to take ownership of their academic development.

The programme is mapped against the CIPD membership standards. This also supports students to make informed choices about future pathways in managing, leadership or people management/HR roles, including international careers. While the core modules are compulsory, students receive personalised advice about how to shape their projects, research, and professional development activities in ways that align with their longer-term career ambitions. Tutorials, CPD activities and regular consultations with the course leader and tutors, help students select assessment topics for their research project that build toward HR practice, consultancy, strategic leadership, or further academic study. These conversations ensure that each student can connect the programme's learning outcomes to their intended professional direction.

Inclusivity is central to the course design. Teaching incorporates global case studies, diverse leadership perspectives, and contemporary HR issues that reflect a wide range of cultural experiences and organisational contexts. Students are encouraged to share insights from their own backgrounds, and classroom dialogue is intentionally structured to value multiple viewpoints. This creates a learning environment where different identities, cultures, and professional histories are recognised as assets that enrich collective understanding.

Throughout the programme, students are prompted to reflect on their progress through use of CPD activities, reflective journals, formative feedback, and regular one-to-one academic guidance by course leader and other academics. These reflective touchpoints help students evaluate how far they have developed, identify their strengths, and plan next steps in their professional growth. By combining choice, inclusivity, and guided reflection, the course empowers students to shape a learning journey that is both personally meaningful and professionally impactful.

Employability in the Curriculum/Employability and Professional Development:

The course is designed to help students explore and prepare for a wide range of career pathways through structured exposure to professional environments and industry-relevant learning. Opportunities such live briefs, guest lectures, and employer-linked projects allow students to engage directly with real-world practices and understand the expectations of people management sector. These experiences not only build confidence but also help students make informed decisions about future career directions. Additionally, membership of local and global HR professional associations is encouraged and recommended for networking, up to date knowledge and professional identity. Eg. Society for Human Resource Management (SHRM) Australian HR Institute (AHRI), the African Human Resource Confederation (AHRC) . The UK based CIPD membership standards are embedded within the core modules further enabling employability and professional development.

Students are supported in developing a strong professional identity through reflective activities, personal development planning, and the creation of a portfolio that evidences their skills, achievements, and practical experiences. Assessment tasks mostly mirror professional outputs, enabling students to showcase competencies valued by employers. Professional standards, employer expectations, and PSRB requirements are embedded throughout the curriculum, ensuring that students graduate with the behaviours, knowledge, and skills required in their discipline.

The course provides structured opportunities for students to reflect on their strengths, receive personalised feedback, and practise key employability skills. Workshops on CV writing, interview techniques, networking, and digital activities are supplemented by support from the university's careers service.

Guidance on specialisms is provided through academic advising, career coaching, and curriculum mapping that clearly links learning pathways to different professional roles. This ensures students can tailor their studies to align with their ambitions and build a coherent, future-focused profile as they move towards employment or further study.

