UNIVERSITY OF WOLVERHAMPTON

# Course Specification

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| **Published Date:** | 25-Jun-2025 |
| **Produced By:** | Multi Type Usr Record For All Personnel |
| **Status:** | Validated |

# Core Information

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| **Awarding Body / Institution:** | University of Wolverhampton | | |
| **School / Institute:** | Wolverhampton Business School | | |
| **Course Code(s):** | HR013W34UV | Part-time Day and Evening | 12 Months |
| **Course Title:** | MA Strategic People Management & Human Resources (Top-up) | | |
| **Hierarchy of Awards:** | Master of Arts Strategic People Management and Human Resources | | |
| **Language of Study:** | English | | |
| **Date of DAG approval:** | 17/Jan/2022 | | |
| **Last Review:** | | | |
| **Course Specification valid from:** | 2020/1 | | |
| **Course Specification valid to:** | 2026/7 | | |

# Academic Staff

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| **Course Leader:** | Dr Nicky Adams |
| **Head of Department:** | Alexandar Phillips |

# Course Information

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| **Location of Delivery:** | University of Wolverhampton |
| **Category of Partnership:** | Not delivered in partnership - Standard Provision |
| **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

Applicants must hold a Postgraduate Diploma in Human Resource Management or Human Resource Development.

## Distinctive Features of the Course:

This course allows professionals in possession of a Postgraduate Diploma in either Human Resource Management or Human Resource Development to top-up to a masters award on successful completion of a Masters project module.

The Masters 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.

## Educational Aims of the Course:

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. You have the opportunity to undertake an individual project through research or within the workplace. The completion of the Masters project allows the practical application of your skills and knowledge to be demonstrated for the benefit of both the student and the organisation.

## 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 | Part Time | £3077.00 |
| 2023/4 | H | Part Time | £3230.00 |
| 2024/5 | H | Part Time | £3392.00 |
| 2025/6 | H | Part Time | £3497.00 |

PSRB:

None

Course Structure:

## January (Part-time Day and Evening)

| Module | Title | Credits | Period | Type |
|---|---|---|---|---|
| 7MG002 | Dissertation Project | 60 | CRYRA | Core |

## September (Part-time Day and Evening)

| Module | Title | Credits | Period | Type |
|---|---|---|---|---|
| 7MG002 | Dissertation Project | 60 | CRYRA | 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

Academic Regulations Exemption:

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:

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

## 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 |
|---|---|
| **MA01** Critically evaluate contemporary organisations in terms of their principal operating environments. | |
| **MA02** Critically analyse how relevant people management strategies are developed and evaluate the different theories and perspectives within them. | |
| **MA03** Identify and justify a business issue that is of strategic relevance to the organisation in terms of research and appropriate research methods. | |
| **MA04** 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. | |
| **MA05** Critically evaluate the practice, relevance and contribution of strategic people management and development practices to organisational success and effective change management using major contemporary research and debates in the field of people management and development.. | |
| **MA06** Synthesise relevant critical thinking through academic research completing an independent research project at Masters level . | |

## Teaching, Learning and Assessment:

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:

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:

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

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:

The CIPD is world renowned for developing the standards for the People Management profession and for anyone wishing to pursue or further their career within the field it is essential that a CIPD postgraduate qualification is obtained, giving membership to the professional body.

Most organisations who recruit People Management professionals require applicants to either hold a relevant level of CIPD qualification or be studying to achieve one. International, national and local recruitment to the field of Human Resource Management, Learning & Development, Organisational Development is growing 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