UNIVERSITY OF WOLVERHAMPTON

Course Specification

Published Date:	12-Jun-2026
Produced By:	Multi Type Usr Record For All Personnel
Status:	Course currently being validated

Core Information

Awarding Body / Institution:	University of Wolverhampton		
School / Institute:	School of Social Science, Humanities and Creative Industries		
Course Code(s):	EP007P06UD EP007P35UD	Full time Distance Learning Part-time Distance Learning	16 Months 2 Years
Course Title:	MSc Disaster Management and Resilience		
Hierarchy of Awards:	Master of Science Disaster Management and Resilience Postgraduate Diploma Disaster Management and Resilience Postgraduate Certificate Disaster Management and Resilience University Statement of Credit Disaster Management and Resilience		
Language of Study:	English		
Date of DAG approval:			
Last Review:			
Course Specification valid from:			
Course Specification valid to:			

Academic Staff

Course Leader:	Mr Stewart Mashiter
Head of Department:	

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:

National and International Perspectives with Real-world Relevance

This programme explores disaster management, emergency management, and societal resilience through both national and international lenses. You will examine policy, frameworks, and professional practice alongside global case studies, international standards, and comparative approaches. By analysing lessons from national incidents and major international disasters, you'll develop a well-rounded understanding of how different systems operate and how resilience is built at local, regional, national, and global levels.

Flexible Online Study Designed Around You

As a fully online programme, you can learn from wherever you are in the world while progressing through flexible blocks of scheduled or independent study. Delivery includes recorded podcast sessions, guided readings, reflective tasks, and topic based discussion boards. This accessible learning model enables you to engage deeply with the content while benefiting from full access to the University's academic resources and virtual learning environment.

Supportive Learning Environment

Regular engagement with tutors allows for personalised support, helping you balance your studies with professional commitments, shift work, family/caring responsibilities, and/or international time zones. Our approach ensures the curriculum is accessible, adaptable, and supportive for all learners.

Grounded in Practice & Evidence

You will connect practice, policy, and statutory frameworks with insights from national and global research, academic literature, practitioner experience, and established models from around the world. This integrated approach encourages critical thinking, comparison, and innovation—supporting you to challenge assumptions, explore new ideas, and apply evidence informed improvements to your professional and academic practice.

The curriculum goes beyond documenting current disaster and emergency management practice to explore how and why approaches vary across different nations, sectors, and organisations. You will examine the challenges that often hinder learning from incidents and consider strategies to overcome these barriers, enabling more effective lesson identification and application. Through this, you will develop the insight needed to strengthen risk reduction, preparedness, response, and recovery at both national and international levels.

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 distance learning	£7995.00
2022/3	Overseas	Full time distance learning	£7995.00
2022/3	H	Part Time	£3998.00
2022/3	Overseas	Part Time	£3998.00
2023/4	H	Full time distance learning	£8395.00
2023/4	Overseas	Full time distance learning	£8395.00
2023/4	H	Part Time	£4198.00
2023/4	Overseas	Part Time	£4198.00
2024/5	H	Full time distance learning	£8815.00
2024/5	Overseas	Full time distance learning	£8815.00
2024/5	H	Part Time	£4408.00
2024/5	Overseas	Part Time	£4408.00
2025/6	H	Full time distance learning	£9088.00
2025/6	Overseas	Full time distance learning	£9088.00
2025/6	H	Part Time	£4544.00
2025/6	Overseas	Part Time	£4544.00
2026/7	H	Full time distance learning	£11015.00
2026/7	Overseas	Full time distance learning	£11015.00
2026/7	H	Part Time	£
2026/7	Overseas	Part Time	£

PSRB:

None

Course Structure:

January (Full time Distance Learning)

Module	Title	Credits	Period	Type
7EP034	Frameworks, Incident Complexity and Learning	30	SEM2	Core
7EP040	Research in Emergency / Disaster Management	30	INYR	Core
7EP038	Emergency / Disaster Management Dissertation	60	CRYRA	Core
7EP039	Communication, Information, Risk & Resilience	30	CRYRA	Core
7EP037	Societal & Future Ready Resilience	30	CRYRA	Core

January (Part-time Distance Learning)

Module	Title	Credits	Period	Type
7EP034	Frameworks, Incident Complexity and Learning	30	SEM2	Core
7EP039	Communication, Information, Risk & Resilience	30	CRYRA	Core

January (Part-time Distance Learning)

Module	Title	Credits	Period	Type
7EP040	Research in Emergency / Disaster Management	30	INYR	Core
7EP038	Emergency / Disaster Management Dissertation	60	CRYRA	Core
7EP037	Societal & Future Ready Resilience	30	CRYRA	Core

September (Full time Distance Learning)

Module	Title	Credits	Period	Type
7EP039	Communication, Information, Risk & Resilience	30	SEM2	Core
7EP037	Societal & Future Ready Resilience	30	INYR	Core
7EP034	Frameworks, Incident Complexity and Learning	30	SEM1	Core
7EP040	Research in Emergency / Disaster Management	30	INYR	Core
7EP038	Emergency / Disaster Management Dissertation	60	CRYRA	Core

September (Part-time Distance Learning)

Module	Title	Credits	Period	Type
7EP034	Frameworks, Incident Complexity and Learning	30	SEM1	Core
7EP039	Communication, Information, Risk & Resilience	30	SEM2	Core

September (Part-time Distance Learning)

Module	Title	Credits	Period	Type
7EP040	Research in Emergency / Disaster Management	30	INYR	Core
7EP037	Societal & Future Ready Resilience	30	SEM2	Core
7EP038	Emergency / Disaster Management Dissertation	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

Regulations Exemption:

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)	

Learning Outcomes	Modules
MA01 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 (Knowing)	
MA02 Show 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 your discipline (Knowing)	
MA03 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. (Doing)	
MA04 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)	
MA05 Exercise initiative and personal responsibility and show decision-making in complex and unpredictable situations. (Being)	
MA06 Show how you continue to advance your knowledge and understanding, through developing new skills to a high level, independent learning and continuing professional development. (Being)	

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

Building Confidence Through Progressive Learning: Your learning experience is designed to build confidence gradually, moving from core principles of emergency and disaster management into more advanced areas. Early blocks focus on foundational concepts, ensuring you develop a secure understanding before progressing to more complex themes.

Fully Online & Flexible Learning: Teaching is delivered fully online, using a mix of recorded sessions and online activities such as podcasts, guided reading, reflection, discussion boards, and optional interactive streamed lectures. This gives you the freedom to learn at your own pace, while live sessions and drop-ins enable deeper engagement, collaborative problem-solving, networking opportunities, and discussion around the application of theory to real-world situations. These elements reinforce each other to create an inclusive, supportive, and engaging learning environment.

Developing Academic and Digital Skills: Throughout the course, you will be supported to develop strong academic and digital skills. You will receive guidance on academic writing, critical reading, research methods, digital collaboration, and using the Virtual Learning Environment effectively. Activities such as group and individual tasks, independent study, and discussions or debates help you gain deeper understanding as you progress through the course, helping you build confidence and independence over time.

Integrating Professional and Practice Based Learning: Professional and practice based learning is integrated into the curriculum through case studies, consideration of organisational learning, and opportunities to align assessments with your workplace, personal, or professional interests. You will explore real incidents, operational challenges, and sector wide learning to develop your ability to apply theory in practical, meaningful ways.

Embedding Digital Fluency: Digital fluency is embedded across the course. You will use digital tools for taught sessions, research, collaboration, presentation, and analysis, and you will learn to navigate the ethical use of technologies—including responsible use of AI, data security, and digital communication—reflecting expectations of modern emergency and disaster management professionals.

Assessment Methods/Assessments:

Assessments Designed to Support Your Learning: Assessments across the course are designed to support your learning, develop confidence, and reflect the types of tasks you may encounter in professional emergency management roles as well as academic assessment. You will experience a balanced range of assessment types—such as essays, presentations, research proposals and applied practice analyses. These assessments are spaced, having one formal assignment per module, to ensure a manageable workload that allows you time to engage meaningfully with each task.

Opportunities for Practice and Feedback: Before each major assessment, you will have opportunities to practise and receive feedback through formative activities such as sample writing tasks, draft submissions, discussion board contributions, and personal reflection. These are designed to help you understand expectations, refine your academic skills, and feel confident before submitting your final work.

Developing Postgraduate Skills: Assessments are carefully designed to help you develop and demonstrate essential postgraduate skills. You will analyse complex scenarios, explore evidence based arguments, evaluate competing ideas, and propose improvements to practice. This builds your critical thinking, problem solving, and analytical capability—skills that are vital for senior roles in emergency and disaster management and resilience roles.

An Inclusive Approach to Assessment:

The course follows an inclusive approach to assessment. Formats are varied, expectations are clearly explained, and support is provided throughout. All assessments are checked to ensure they are accessible for students with diverse learning needs, and alternative methods of engagement are considered where appropriate.

Personalising Your Assessments: You will also have opportunities to personalise your assessments by choosing case studies, topics, or workplace relevant issues that reflect your professional interests.

Further Information for Student:

Transition Support:

We recognise that our students come to study with a wide range of experience, whether this be in academia and/or professional employment.

Become part of a community: Whatever your background you will become part of a student group, and you can meet and discover who your fellow students are and what experience they might bring into the course. You can bring your own experience and subject knowledge into discussions and assignments during each module which also enhances variety and depth of discussion.

Academic Skills Support: From the outset of your course, you will be provided with and supported in developing academic, study and reflective learning skills relevant to postgraduate level study. A frequent concern for many of our students who have little academic experience relates to developing these skills and so our support reflects this enabling you to succeed in your studies. This built in support, which allows you to submit and gain feedback on your writing, before your main assignment is submitted, is further backed by our Library Study Skills team who can assist you through specific online sessions and/or individual support.

Adapting to Study: Adapting to academic study and building this into and around the other commitments you have can be challenging. To help you navigate this transition we offer useful advice in how to manage and balance your commitments to make the most out of your time as well as highlighting university support services who can help if you need it. We also ensure that you are familiar with how to use our virtual learning environment and other systems to access your course content.

Student Feedback: Student feedback is highly valued and used to continually improve the course and your experience. There are both formal and informal routes to offer feedback and we respond to this either with immediate implementation or for future delivery depending on the specific feedback. You can feedback individually or, if you prefer, through a student representative who represents the group and can feed into our course management meetings.

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:

A Curriculum That Evolves with the Profession: The curriculum is designed so that the content can be updated regularly to reflect emerging challenges, new legislation, changes to policy, and current research. This ensures your learning remains relevant to the evolving emergency and disaster management landscape.

Engaging With Research: You will engage with research throughout your studies, critically evaluate published studies, and carry out your own inquiry through guided research and your dissertation.

Exploring Contemporary and Future Global Challenges: The course encourages you to think critically and creatively about real-world challenges, including those relating to sustainability, community and societal resilience, digital transformation, and social responsibility. You will explore how these challenges shape emergency and disaster management policy and risk reduction activities.

Developing as a Global, Reflective, and Digitally Fluent Professional: You will develop as a global citizen through exploring vulnerability and community or societal resilience; become knowledgeable by engaging with research and sector wide learning; grow as a professional through reflective practice and applied assessments; and strengthen your digital fluency by using digital research tools, office software, and our virtual learning environment throughout the course.

Learning From Multiple Incident and Organisational Perspectives: You will explore perspectives and drivers from a range of incidents and organisational roles within emergency and disaster management organisations. The course also promotes lifelong learning by helping you develop reflective habits, research skills, and the confidence to adapt to future challenges in the emergency and disaster management profession.

Personalisation Opportunities:

Personalising Your Learning: Within this module, you are encouraged to personalise your learning by engaging with topics that reflect your interests, professional background, or areas in which you wish to develop further. You can do this by drawing out relevant themes during discussions and by selecting two or three key issues to examine in greater depth within your assessments. The assignment briefs are intentionally broad, giving you the flexibility to shape your work around your individual goals.

Developing a Self-directed Focus: This process of self-directed focus allows you to engage more meaningfully with content that is most relevant to you. It enables you to use your time effectively by concentrating your research on areas of personal or professional significance. As a result, you can develop deeper insights, consider a range of perspectives, and apply this enhanced understanding both within your academic work and your workplace practice.

Reflecting on Your Development: Throughout your modules, you will also be encouraged to reflect on your learning, considering how new ideas may influence your thinking or shape the way you approach your professional or future employment role.

Employability in the Curriculum/Employability and Professional Development:

Professional Development Embedded Throughout the Course: Your professional development is built into every stage of the course, helping you explore career pathways and prepare for a range of roles in emergency and disaster management and organisational resilience. You will engage with practice-based activities such as case studies, presentations, problem-solving exercises, and opportunities to align assessments with workplace priorities or professional interests.

Learning Aligned with Professional Standards: Employer expectations, professional standards, and sector frameworks are embedded throughout the course. This ensures that what you learn is closely aligned with real-world practice and the needs of organisations involved in emergency and disaster management.

Reflecting on Strengths and Building Employability Skills: You will also have structured opportunities to reflect on your strengths and areas for development. Feedback is provided regularly, and one-to-one tutorials help you understand how to improve and progress. You will have opportunities to practise key employability

skills—including communication, presenting, networking, and digital professionalism.

Guiding Your Career Path and Specialism: Throughout the programme, you will receive guidance to help you make informed decisions about areas of specialism, assessment choices, and your dissertation. This supports you to shape your learning journey in ways that align with your career goals and long-term professional development.

