

## Programme Specification

When printed this becomes an uncontrolled document.

**PLEASE DO NOT ADD ANY PICTURES OR TABLES.**

Please check the Programme Directory for the most up to date version:

[UG Programme Directory](#)

[PG Programme Directory](#)

Section 1 – regulatory details											
1.1	Awarding body	Wrexham University									
1.2	Teaching institution	Wrexham University									
1.3	Final award and programme title (Welsh and English)	MSc Rheoli Adnoddau Dynol MSc Human Resource Management									
1.4	Exit awards and titles	Postgraduate Certificate in Human Resource Management Postgraduate Diploma in Human Resource Management									
1.5	Credit requirements	180 credits – MSc Human Resource Management  120 credits – Postgraduate Diploma in Human Resource Management  60 credits – Postgraduate Certificate in Human Resource Management									
1.6	Intake points	September, January, June									
1.7	Mode of study	Full & part time									
1.8	Length of delivery	FT – 1 year PT – 2 years									
1.9	Location of delivery	Plas Coch Campus, Wrexham University									
1.10	Mode of delivery	<table border="1"> <tbody> <tr> <td>Full time</td> <td>In person</td> </tr> <tr> <td>Full time</td> <td>Hybrid/Hyflex</td> </tr> <tr> <td>Part time</td> <td>In person</td> </tr> </tbody> </table>	Full time	In person	Full time	Hybrid/Hyflex	Part time	In person			
Full time	In person										
Full time	Hybrid/Hyflex										
Part time	In person										
1.11	Language of delivery	English									
1.12	Faculty	Business School									
1.13	Subject area	Human Resource Management									
1.14	HECoS Code	100085									
1.15	Suitable for applicants requiring a Student Visa?	<table border="1"> <tbody> <tr> <td>Full time</td> <td>In person</td> <td>Yes</td> </tr> <tr> <td>Full time</td> <td>Hybrid/Hyflex</td> <td>No</td> </tr> <tr> <td>Part time</td> <td>In person</td> <td>No</td> </tr> </tbody> </table>	Full time	In person	Yes	Full time	Hybrid/Hyflex	No	Part time	In person	No
Full time	In person	Yes									
Full time	Hybrid/Hyflex	No									
Part time	In person	No									

Section 1 – regulatory details		
1.16	Is DBS check required on entry?	No
1.17	Professional, Statutory or Regulatory Body (PSRB) accreditation	N/A
1.18	Welsh Medium Provision	The programmes will be delivered through the medium of English. Students are entitled to submit assessments in the medium of Welsh.
1.19	External reference points	QAA Subject benchmark statements:  <a href="https://www.qaa.ac.uk/the-quality-code/subject-benchmark-statements?indexCatalogue=documents-and-pages-for-sbs&amp;searchQuery=sport">https://www.qaa.ac.uk/the-quality-code/subject-benchmark-statements?indexCatalogue=documents-and-pages-for-sbs&amp;searchQuery=sport</a>  <a href="https://www.qaa.ac.uk/the-quality-code/subject-benchmark-statements/subject-benchmark-statement-business-and-management">https://www.qaa.ac.uk/the-quality-code/subject-benchmark-statements/subject-benchmark-statement-business-and-management</a>
1.20	Derogation to Academic Regulations	N/A
1.21	Foundation Year route	N/A
1.22	Placement / Work based learning	N/A
1.23	Length and level of the placement	N/A
1.24	Collaborative arrangement	N/A

## Section 2 – programme details

### 2.1 Aims of the programme

<ol style="list-style-type: none"> <li>1. Develop a critical understanding of strategic human resource management.</li> <li>2. Build evidence-informed expertise across HRM functions for strategic decision-making.</li> <li>3. Lead and promote ethical, sustainable and legally compliant approaches in human resource management.</li> <li>4. Develop knowledge and application of analytical tools for business and HRM intelligence and strategic decision-making.</li> <li>5. Build strategic leadership capabilities in a digital and global landscape.</li> <li>6. Develop operational, consultancy, and stakeholder engagement skills.</li> <li>7. Develop professional frameworks to enhance sector alignment and professional values.</li> </ol>
--

### 2.2 Programme structure and diagram, including delivery schedule

--

### Full-time Programme Structure

Sept intake					
Level	Module Code	Module Title	Credit Value	Core/ Option	Delivery (i.e. semester 1,2)
7	BUS7F1	Sustainable HRM	30	Core	2
7	BUS7F2	Strategic Leadership	30	Core	2
7	BUS7F4	People and Performance	30	Core	1



Full-time Programme Structure Sept intake					
Level	Module Code	Module Title	Credit Value	Core/ Option	Delivery (i.e. semester 1,2)
7	BUS7F3	Business Analytics and AI	30	Core	1
7	BUS7E4	Capstone Project	60	Core	1, 2

Full-time Programme Structure Jan intake					
Level	Module Code	Module Title	Credit Value	Core/ Option	Delivery (i.e. semester 1,2)
7	BUS7F1	Sustainable HRM	30	Core	3
7	BUS7F2	Strategic Leadership	30	Core	3
7	BUS7F4	People and Performance	30	Core	2
7	BUS7F3	Business Analytics and AI	30	Core	2
7	BUS7E4	Capstone Project	60	Core	2, 3

Full-time Programme Structure June intake					
Level	Module Code	Module Title	Credit Value	Core/ Option	Delivery (i.e. semester 1,2)
7	BUS7F1	Sustainable HRM	30	Core	1
7	BUS7F2	Strategic Leadership	30	Core	1
7	BUS7F4	People and Performance	30	Core	3
7	BUS7F3	Business Analytics and AI	30	Core	3
7	BUS7E4	Capstone Project	60	Core	3, 1

Part-time Programme Structure Sept intake						
Level	Module Code	Module Title	Credit Value	Core/ Option	Delivery (i.e. semester 1,2)	Year of Study (PT only)
7	BUS7F1	Sustainable HRM	30	Core	1	2
7	BUS7F2	Strategic Leadership	30	Core	3	1
7	BUS7F4	People and Performance	30	Core	2	1
7	BUS7F3	Business Analytics and AI	30	Core	1	1
7	BUS7E4	Capstone Project	60	Core	1, 2	1 and 2

Part-time Programme Structure Jan intake						
Level	Module Code	Module Title	Credit Value	Core/ Option	Delivery (i.e. semester 1,2)	Year of Study (PT only)
7	BUS7F1	Sustainable HRM	30	Core	2	2
7	BUS7F2	Strategic Leadership	30	Core	1	2

Part-time Programme Structure Jan intake						
Level	Module Code	Module Title	Credit Value	Core/ Option	Delivery (i.e. semester 1,2)	Year of Study (PT only)
7	BUS7F4	People and Performance	30	Core	3	1
7	BUS7F3	Business Analytics and AI	30	Core	2	1
7	BUS7E4	Capstone Project	60	Core	3, 1 2, 3	1 and 2

Part-time Programme Structure June intake						
Level	Module Code	Module Title	Credit Value	Core/ Option	Delivery (i.e. semester 1,2)	Year of Study (PT only)
7	BUS7F1	Sustainable HRM	30	Core	3	2
7	BUS7F2	Strategic Leadership	30	Core	2	2
7	BUS7F4	People and Performance	30	Core	1	1
7	BUS7F3	Business Analytics and AI	30	Core	3	1
7	BUS7E4	Capstone Project	60	Core	3, 1 1,2	1 and 2

No.	Learning Outcome	K	I	S	P	PG Cert (L7)	PG Dip (L7)	Masters (L7)	Optional Ref (PSRB standards)
1	Present critical evaluation of how human resource methodologies and theories are applied in the workplace to generate organisational performance.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	NA
2	Evidence the contribution people management practices make to secure sustainable competitive advantage.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	NA
3	Apply evidence-based conceptual frameworks to strategise innovative people solutions in complex, uncertain, and global contexts.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	NA
4	Critically evaluate impact and solutions that directly link human-AI impact to organisational outcomes and assess their impact on future people and organisational performance.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	NA
5	Critically reflect own contribution, professional practice, leadership, teamwork and decision-making impact on the future of people and performance priorities and practices.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	NA
6	Critically evaluate contemporary HRM theories, models, and practices through the lens of sustainability, ethics, and long-term organisational resilience.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	NA
7	Analyse the interconnections between different organisational strategies in the context of change management.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	NA
8	Assess the impact of employment markets, policy regulation and socio-economic trends on sustainable workforce planning and people strategy.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	NA
9	Using a systems thinking approach, communicate complex, evidence-based organisational strategies to stakeholders.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	NA
10	Evaluate alternative strategic options to justify robust ethical reasoning and sustainability principles through the lens of one's own responsible leadership, knowledge and behaviours.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	NA
11	Critically reflect own leadership practice and leading others and consider new approaches to leadership and organisational	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	NA

No.	Learning Outcome	K	I	S	P	PG Cert (L7)	PG Dip (L7)	Masters (L7)	Optional Ref (PSRB standards)
	development through the lens of assumptions and decision-making and formulate strategic recommendations and demonstrate higher-level judgement and foresight								
12	Analyse the inter-relationship between leadership, strategy, organisational culture within a decision-making context.	☒	☐	☒	☐	☒	☒	☒	NA
13	Synthesise sources of evidence such as AI, digital transformation, sustainability and workforce dynamics to identify strategic challenges and generate innovative, ethically grounded leadership responses.	☒	☒	☐	☒	☐	☒	☒	NA
14	Explore and identify a suitable topic for research demonstrating a critical awareness on specific business issue/problem	☒	☒	☒	☒	☐	☐	☒	NA
15	Critically analyse a body of academic and professional literature in relation to the identified specific business issue/problem	☒	☒	☒	☐	☐	☐	☒	NA
16	Synthesise and critically apply systematic understanding and new insights based on business intelligence	☐	☒	☒	☒	☐	☐	☒	NA
17	Propose relevant solution(s) through the application of frameworks, models or theories to address a business issue/problem	☒	☐	☒	☒	☐	☐	☒	NA
18	Write final report and executive summary for presentation to senior managers	☒	☒	☒	☒	☐	☐	☒	NA
19	Critically examine the role of ethical, legal, compliance, and governance in the use of organisational data.	☒	☒	☒	☒	☒	☒	☒	NA
20	Design data-driven solutions to complex business problems using appropriate analytical frameworks and tools.	☒	☐	☐	☒	☒	☒	☒	NA

Note: K- Knowledge and understanding; I-Intellectual Skills; S-Subject Skills; P-Practical, professional and employability skills

## 2.4 Learning and teaching strategy

The teaching and learning strategy for this programme underpins Wrexham University's commitment to Universal Design for Learning (UDL); the key principle of which holds that learners are encouraged to participate in higher education when they are exposed to flexible ways of learning by staff that engage them in different ways using innovative and creative approaches. This programme applies the University's Active Learning Framework (ALF) supporting accessible, and flexible learning. The faculty implements the standards laid down in the University's Academic Regulations, Policies and Procedures and provides each module with a module handbook, providing full details of the aims and learning outcomes relevant to the module and how teaching will be processed. The module handbook also provides information on the assessments, hand in dates, tutor support arrangements and a reading list. This programme is delivered by a team of experienced, academics who are specialists in their field, with pedagogical approaches that support a range of delivery modes, including face to face, hybrid, blended, hyflex, simultaneous broadcast, and/or multi-room teaching. In accordance with sound educational research and current best practice, the programme will be delivered and assessed through a broad range of methods, reflecting the distinctive features of the programme, providing learning opportunities in a supportive environment to ensure learners receive an excellent learning experience. Learners have access to a variety of opportunities. Teaching of the full-time programme will be campus-based, with opportunities for flexible, blended delivery for home learners. International learners will be taught on campus only. The part time programme is open to home or non-visa students only, again with options for flexible or blended delivery where stated. Other types of learning may include seminars, tutorials, symposiums, conferences group or team work. Learners will have access to pre-recorded materials and online/Moodle activities; all of which are designed to support and scaffold learning, and develop critical thinking, judgement and problem-solving skills.

Learners will be expected to engage with key issues by drawing on case studies and practical knowledge and experiences in the world of business and the sports industry. During lectures learners will be expected to participate in group and individual work, discussions, debates, role play, and projects. Learners will have access to a personal tutor. The programme has a strong focus on the university's employability framework. This and other aspects of learner support, assessment and learning are embedded in the University's Strategy for Supporting Student Learning and Assessment (SSSLA). This programme is aligned to the University's Vision and Strategy 2030, focussing upon the domain of outstanding teaching and learning experience which is compassionate, inclusive and supports learner's wellbeing, confidence and achievement.

## 2.5 Assessment strategy

Formative feedback plays a key role in supporting learning and preparing learners for the summative requirements of the MSc Human Resource Management. The specific format and timing of formative tasks may vary from year to year, as the programme team actively responds to learner feedback gathered through Student Evaluation Monitoring Surveys (SEMS), Student Voice Forums, and informal feedback opportunities. This responsive approach ensures that formative activities remain relevant, meaningful, and aligned to current cohort needs.

## 2.5 Assessment strategy

Examples of formative activities may include draft submissions, workshop-based tasks, group presentations, problem-solving exercises, case study discussions, or short reflective pieces. These activities are designed to provide learners with early opportunities to practise key skills, engage with programme content, and receive constructive academic guidance before completing summative assessments.

Feedback on summative assessments within the MSc Human Resource Management is designed to be clear, developmental, and closely aligned with the programme's learning outcomes. All assessed work is marked explicitly via a rubric, against the relevant learning outcomes for each module, ensuring that learners receive transparent guidance on how they meet the expected Level 7 standards. Markers provide detailed commentary that highlights strengths, identifies areas for improvement, and offers specific direction on how learners can enhance future work.

Examples of assessment can include written submissions (e.g. reports, essays, executive summaries), in-person, video, PowerPoint, or voice presentations, portfolios, group projects, written or voice reflections and reflective practice. Some assignments may require group or team participation.

Assessments are weighted representative of (or as close to) the associated word count.

To create a more personalised and supportive feedback experience, the programme can offer where able a blended feedback model. This can include academic staff providing verbal voice-note feedback, offering a concise overview of key themes in the learner's performance. Audio summaries allow markers to communicate tone, emphasis, and nuanced guidance, supporting deeper learner understanding of their feedback.

In addition to audio commentary, staff can also provide written comments directly on the submitted work. These text-based notes offer targeted, actionable observations relating to structure, argument, use of evidence, academic writing, and application of theory to practice. Where able, this combination of voice-note and written feedback provides learners with both a high-level perspective and detailed, point-by-point guidance.

## 2.6 Disclaimer

Throughout quality assurance processes we have ensured that this programme engages with and is aligned to:

- [Academic Regulations](#)
- [The University Skills Framework](#)
- [Welsh Language Policy](#)
- [Equality and Diversity Policy](#)
- [The Student Union offers support for students](#)

## Section 3 – Programme set up (office use only)

3.1 Framework		Full time	Part time
		FRAME078_SEP	FRAME031_SEP
		FRAME078_JAN	FRAME031_JAN
		FRAME078_JUN	FRAME031_JUN
3.2	Cost centre	GABP	
3.3	Course type (HESA)	N/A	

Section 3 – Programme set up (office use only)		
3.4	Fee model	PGT: Fee Band A FT/PT (Fee as specified on website) Standard International fees as specified on website
3.5	Are any modules taught over either multiple periods or across the HESA year (defined as running 1st August - 31st July)	Yes
3.6	Student funding model	SLC/Self Financed
3.7	Mode of Attendance (Funding)	In person attendance Or Distance Learning
3.8	Does the Suitability for Practice Procedure apply to the programme?	No
3.9	Programme Leader	Emma Taylor/Dr Esnart MacKenzie
3.10	Date of Approval	08/06/2026 - commencing September 2026
3.11	Date and type of Revision	