Programme Specification: Post Graduate Taught

For Academic Year 2025/26

1. Course Summary

Names of programme and award title(s)	MSc in Human Resource Management (Senior People Professional)
Award type	Taught Masters
Mode of study	Part-time
Framework of Higher Education Qualification (FHEQ) level of final award	Level 7
Normal length of the programme	2 years
Maximum period of registration	The normal length as specified above plus 3 years
Location of study	Keele Campus
Accreditation (if applicable)	n/a
Regulator	Office for Students (OfS), Institute for Apprenticeships and Technical Education (IfATE)
Tuition Fees	The employer pays all course fees and no fees are charged to apprentice students. Programme price is set at the maximum funding band for this apprenticeship standard set by the Institute for Apprenticeships and Technical Education (IfATE) which is a government non-departmental body sponsored by the Department for Education (DFE). We reserve the right to increase price in future. Fees will be paid by the employer on behalf of the apprentice using Levy or co-funding arrangements. For further information please visit: https://www.gov.uk/government/publications/apprenticeship-funding-from-may-2017 A full breakdown of costs is set out in the training plan.

How this information might change: *Please read the important information at http://www.keele.ac.uk/student-agreement/. This explains how and why we may need to make changes to the information provided in this document and to help you understand how we will communicate with you if this happens.*

2. Overview of the Programme

This programme is used to deliver the apprenticeship standard of the Senior People Professional. Apprenticeship standards are co-designed by employers and training providers to ensure that apprentices are equipped with the

skills employers need. All higher and degree apprenticeships combine work-based learning with part-time study leading to a recognised qualification. The programme has been designed for delivery in a work-based learning context, where assessments for each module of the programme provide opportunities for the student to apply the learning from the module back into their workplace context.

During delivery we will work with the student's and their employer(s)to ensure that they progress through their apprenticeship, as a job with training. This will involve regular tripartite review meetings, monitoring compliance with apprenticeship requirements, such as the 20% of the job and identifying any changes required to their learning plan. Throughout the apprenticeship, students and their employer(s)will have access to Aptem, our apprenticeships management system, where they will be required to sign and submit documents to demonstrate the student's progress and adhere to compliance requirements.

Achievement of the apprenticeship is through the End Point Assessment (EPA) and further details are provided in the section titled 'How is the programme assessed?' The EPA for this programme is non-integrated. The MSc in Human Resource Management is the principal means of delivery of the Senior People Professional and affords opportunities for engagement with core areas of knowledge, skills and behaviours which will then be assessed by the EPA. The learning on the programme allows students to compile the EPA

This is an employer-responsive work-based learning programme utilising the Level 7 Senior People Professional (SPP) Apprenticeship Standards for those who wish to develop into a Senior People Professional role (i.e. in-house experts in people, work and change) across the private, public and third sectors. The programme is designed for practitioners in any organisation and sector with a responsibility in Human Resources (e.g. Human Resource Officers/Advisors, Chief People Officers, Senior Human Resources Administrators, Human Resources Generalists, and Human Resource Managers), individuals working in a management role but not within Human Resources (e.g. Middle/Senior Managers, General Managers), and individuals who have completed a Level 5 Apprenticeship in Human Resources or individuals who do not hold a postgraduate qualification in Human Resources and are ready to move into a more senior management or strategic role.

Individuals have the opportunity to study a two-year course that is mapped against industry relevant knowledge, behaviour and skills in relation to 'Senior Human Resources'. They also have the opportunity to engage via blended learning that allows flexibility and authentic curricula, and assessments (work-based project including reflection) that are used to enable students to tailor the assessment to their own work-based projects, activities, and role.

The programme is distinctive from other Master's programmes in that it builds on the employer-defined knowledge, skills and behaviours which are an integral part of the Senior People Professional standards, leading to assessment which is focused on applying learning from the programme into the practical work setting. The assessments are designed to be flexible to the needs of the learner and the organisation.

A successful completion of the programme will result in the award of the Institute for Apprenticeships and Technical Education Level 7 Senior People Professional Degree Apprenticeship (subject to successful completion of the End Point Assessment), a University of Keele MSc in Human Resource Management, and the prestigious Chartered Member status with the CIPD (Chartered Institute of Professional Development) following application.

3. Aims of the programme

The programme aims to equip participants with the knowledge, skills and behaviours needed to succeed within senior HR management and allow them to improve HR practices in their organisation, driving performance and effectiveness. The broad purpose of the programme is to enable participants to champion the people agenda to create working environments and cultures that help get the best out of people, delivering great organisational outcomes.

The programme is designed to provide a robust grounding in distinct areas of HRM with exposure to theories, contemporary debates, policies, and practices, keeping participants at the forefront of development in people management. Participants will be introduced to specialised knowledge and research evidence giving the man in depth understanding of successful people management in a range of organisational contexts. Participants will also have the opportunity to reflect on their practice and integrate new knowledge with past experience and apply it to new situations in their organisation and their role.

This programme meets areas of all 18 core occupation duties of a Senior People Professional in Senior Human Resources as set out in the apprenticeship standard:

1. Lead the design, creation, implementation and review of people policies and practices aligned to the needs of the organisation. Critically evaluate a range of people practices to ensure fit for purpose and review as appropriate.
2. Using critical analysis and evaluation of internal and external factors contribute to the development of the wider organisational people strategy and lead on the implementation of a workstream (e.g. HR/L&D/OD) relevant to the role.
3. Manage and lead people projects and lead the people element of broader organisation wide projects and programmes. Critically analyse, interpret and evaluate complex information, concepts and problems to

develop business cases for change and evaluate and apply appropriate change management methodologies.
4. Assess both current and future workforce needs, building future capability and talent and actively contribute to the organisation's strategic workforce planning or talent management processes.
5. Proactively develop and maintain relationships with senior stakeholders in order to communicate, engage, influence and challenge effectively in order to achieve the people strategy and represent the organisation externally.
6. Bring together the right people to ensure resource availability to drive sustained commercial success and value for people. Manage a budget and people metrics, review and forecast spend relating to the workforce.
7. Select and implement appropriate technology to deliver the people strategy, policy and practices, taking into account the risks, opportunities, impact and value of technology.
8. Review and critically evaluate current and future trends to ensure organisation effectiveness and commercial awareness. Interpret people analytics to provide insight, make recommendations, and to influence senior stakeholders regarding organisation decisions.
9. Proactively shape and drive the organisation's culture and role model the organisations core values and beliefs, creating working practices that reflect the organisation's culture, core values and beliefs.
10. Integrate diversity and inclusion into people and wider organisation approaches.
11. Proactively keep up to date with external trends and developments, both in the people profession and wider context (relevant to your role) and take responsibility for the development of other people professionals, managers and leaders, including providing coaching and mentoring where appropriate.
12. Keep up to date with and interpret relevant legislation and regulation, such as employment law, ethics, equality and diversity and critically evaluate relevant organisation people policies and practices to ensure compliance and mitigate risk.
13. Lead and advise on complex HR and employment issues & practices to mitigate risk and maximise effectiveness.
14. Create and sustain a positive employee relations climate to ensure the relationship between the organisation and its people is managed through its practices and relevant law.
15. Critically evaluate, develop and implement approaches to maximise employee engagement within the organisation.
16. Champion, design and implement approaches to employee well-being across the organisation.
17. Critically analyse, design and implement people reward strategies to attract, motivate and retain employees.
18. Critically analyse and review approaches to managing performance across the organisation, design and implement changes where appropriate.

4. What you will learn

The intended learning outcomes of the programme (what students should know, understand and be able to do at the end of the programme), can be described under the following headings:

- Subject knowledge and understanding
- Subject specific skills
- Key or transferable skills (including employability skills)

Subject knowledge and understanding

Successful students will be able to:

- the key theories and concepts for the effective utilisation of HR practices in contemporary organisations
- the internal and external organisational context with the view of recommending strategic HR ideas in managing complex situations in different settings and environments
- the links between theory and practice to undertake work-based investigation and/or applied research

Subject specific skills

Successful students will be able to:

- collect, evaluate, and deploy appropriate methodologies to gather evidence to identify HR challenges and make recommendations
- think analytically and in an integrated manner in order to make sound and effective judgements on the strategic performance of organisations from an HR perspective
- gather, synthesise, and communicate complex information across individuals, systems, and teams
- demonstrate self-awareness and the ability to critically reflect on experience and current practices with a view to improve people management practices
- demonstrate awareness of the ethical implications of HRM practices and respond to ethical issues as a socially responsible Senior People Professional with an inclusive mindset
- improve own capacity to respond practically to people management problems

- define, design, undertake, analyse, and report on a work-based project/investigation within a professional setting to develop, or enhance understanding and practice in HRM

Key or transferable skills (including employability skills)

Successful students will be able to:

- Communicate effectively using appropriate verbal, visual, graphic, IT, and written means depending on the audience
- Demonstrate the ability to learn independently, using a range of information sources and approaches
- Manage time effectively and work to deadlines
- Use digital and electronic communication techniques, hardware, and software, including word-processing, spreadsheets, email, and internet
- Work in teams as both a leader and member of a team
- Employ scientific methods and analysis of evidence in the solution of problems
- Sort, manipulate, interpret and apply data
- Present data in a variety of ways

The programme is designed to support students to develop a unique combination of skills, related to citizenship and employability, that they can apply to their personal, professional, and societal lives beyond graduation. Candidates can find more information on the difference that we make to students and their communities through our educational practices here: https://www.keele.ac.uk/kiite/visionforeducation/difference/

Keele Graduate Attributes

The Keele Graduate Attributes are the qualities (skills, values and mindsets) which you will have the opportunity to develop during your time at Keele through both the formal curriculum and also through co- and extra-curricular activities (e.g., work experience, and engagement with the wider University community such as acting as ambassadors, volunteering, peer mentoring, student representation, membership and leadership of clubs and societies). Our Graduate Attributes consist of four themes: **academic expertise, professional skills, personal effectiveness, and social and ethical responsibility.** You will have opportunities to engage actively with the range of attributes throughout your time at Keele: through your academic studies, through self-assessing your own strengths, weaknesses, and development needs, and by setting personal development goals. You will have opportunities to discuss your progress in developing graduate attributes with, for example, Academic Mentors, to prepare for your future career and lives beyond Keele.

5. How is the programme taught?

The course is delivered through blended learning that involves on campus delivery at Keele University and online synchronous and asynchronous learning via our virtual learning environment. Learning normally spreads over a semester that involves 12 learning weeks. The programme commences with an induction that introduces the programme team and provides valuable insight into the programme, teaching and learning, assessment, and other important information. Modules are normally taught in eight-week blocks followed by a four-week block focusing on assessment (preparation, support, submission). Blended delivery normally includes 2 days block teaching per module per semester (usually in week 2 and week 8), of which at least 1 day is delivered on campus. Blended delivery also typically includes up to 6 hours online learning and further independent study per taught 15 credits module as well as supervision of the Extensive Company Project. Entry point will be twice a year, January and September and modules will be taught to multiple cohorts simultaneously.

Across the programme, students experience a range of different learning and teaching methods with a practice-based and enquiry-led approach. Learners are exposed to a range of learning activities that offer them opportunities to apply theory and research to various people management issues and organisational contexts. Synchronous teaching sessions are typically based on active social learning, in which there will be opportunity for structured dialogue and group work. These aim to enable individuals to consolidate learning, obtain valuable insights from experienced and knowledgeable staff members, and share ideas, knowledge, and experiences with peers. A main resource for learning is the knowledge, experience and skills of all participants and staff. This is also a great opportunity for learners to network with fellow senior people professionals from a range of organisations. Asynchronous learning enables learners to engage with module material and an online library of content to support their studies. Support with study skills, conventions of academic analysis and writing are available for learners throughout university services. Though different forms of support are available to students, students are expected to work largely under their own direction and initiative and to reflect on their performance, identify their own learning needs and develop appropriate learning strategies.

The final session at the end of every semester will be a reflection session on the learning and development that has taken place throughout the semester in the course and in the workplace. Learners will have the opportunity to express challenges and celebrate successes in these sessions.

6. Teaching Staff

The programme is taught by highly qualified staff with specialist qualifications in Human Resource Management or closely related areas. All current members of academic staff have doctorates (PhDs or equivalent) in HRM or closely related areas and most hold(or are completing) qualifications in Teaching and Learning in Higher Education. Membership of the Advance Higher Education is encouraged in the School, and most members of staff are currently either Fellows or Senior Fellows, and one staff member is currently a Principal Fellow.

All KBS staff are active researchers and scholars whose work has been disseminated in various outlets. This research and scholarship inform the teaching that takes place in the School. This means that we are teaching cutting edge knowledge, with staff often actively researching or practising in that area. Additionally, some of our staff actively research teaching and learning within higher education, so how we teach is also at the forefront of higher education practice. More information about KBS Staff Members is available on the School website: https://www.keele.ac.uk/kbs/staff/

The University will attempt to minimise changes to our core teaching teams, however, delivery of the programme depends on having a sufficient number of staff with the relevant expertise to ensure that the programme is taught to the appropriate academic standard.

Staff turnover, for example where key members of staff leave, fall ill or go on research leave, may result in changes to the programme's content. The University will endeavour to ensure that any impact on students is limited if such changes occur.

7. What is the structure of the programme?

This programme is a full calendar year programme, but taught elements may not take place throughout the whole year. The programme comprises a taught programme of 8 modules amounting to 135 Level 7 (Masters) credits, plus a Research Methods module (15 credits) and associated Extensive Company Project worth 30 credits. This amounts to a total of 180 credits for the MSc as a whole.

September start

Year 1			
HRM-40059	Foundations of Human Resource Management (SPP)	15 credits	Semester 1
HRM-40061	Professional Skills and Practice in Human Resource Management (SPP)	15 credits	Semester 1
HRM-40063	Workshops in Human Resource Management (SPP)	30 credits	Semester 1/2
HRM-40065	People, Work and Organisations (SPP)	15 credits	Semester 2
HRM-40067	Research Methods (SPP)	15 credits	Semester 2/3
Year 2			
HRM-40071	Employee Relations and Reward (SPP)	15 credits	Semester 1
HRM-40077	Leading in a Complex World (SPP)	15 credits	Semester 1
HRM-40069	Employee Resourcing and Development (SPP)	15 credits	Semester 2
HRM-40073	Strategic Human Resource Management (SPP)	15 credits	Semester 2
HRM-40079	Extensive Company Project (SPP)	30 credits	Semester 3

January start

Year 1			
HRM-40059	Foundations of Human Resource Management (SPP)	15 credits	Semester 2
HRM-40065	People, Work and Organisations (SPP)	15 credits	Semester 2
HRM-40067	Research Methods (SPP)	15 credits	Semester 2/3
HRM-40063	Workshops in Human Resource Management (SPP)	30 credits	Semester 2/1
HRM-40061	Professional Skills and Practice in Human Resource Management (SPP)	15 credits	Semester 1
Year 2			
HRM-40073	Strategic Human Resource Management (SPP)	15 credits	Semester 2
HRM-40069	Employee Resourcing and Development (SPP)	15 credits	Semester 2
HRM-40079	Extensive Company Project (SPP)	30 credits	Semester 3
HRM-40077	Leading in a Complex World (SPP)	15 credits	Semester 1
HRM-40071	Employee Relations and Reward (SPP)	15 credits	Semester 1

The programme consists of the following modules.

HRM-40059 Foundations of Human Resource Management (SPP) (15 credits)

This module provides an overview of key theories and concepts in understanding employers and the management of labour (e.g. job regulation, power and control, HRM techniques and workers behaviour).

HRM-40061 Professional Skills and Practice in Human Resource Management (SPP) (15 credits)

This module focuses on key skills and behaviours that Senior People Professionals need to develop and employ(e.g. workplace procedures, use of statistical techniques and analysis of statistical data, interpretation of financial information, reflective practice, interpersonal relationships at work).

HRM-40063 Workshops in Human Resource Management (SPP) (30 credits)

This module is delivered via a series of workshops which include guest speakers and practical activities on a range of processes, practices and systems in people management (e.g. diversity, change management, disciplinary procedures).

HRM-40065 People, Work and Organisations (SPP) (15 credits)

This module looks at the role of management in contemporary organisations and considers how various issues, like sustainability, ethics, business continuity and corporate social responsibility influence the role of the manager and the decision-making process.

HRM-40069 Employee Resourcing and Development (SPP) (15 credits)

This module considers the employee lifecycle by looking at practices and developments in the recruitment and release of individuals from organisations, as well as the management of their performance, attendance, and well-being. The module also looks at the human resource development function in organisations, and the role of training in skills development, including mentoring and coaching.

HRM-40071 Employee Relations and Reward (SPP) (15 credits)

This module looks at both individual and collective relationships in the workplace, by focusing on areas like collective bargaining and employee representation. The module also offers an understanding of strategic reward and performance management practices and related issues, like pay inequalities.

HRM-40073 Strategic Human Resource Management (SPP) (15 credits)

This module discusses how HRM can adopt a strategic role in organisations by covering contemporary HR topics, like high performance working, employee commitment and engagement, flexibility, and management style in SMEs.

HRM-40077 Leading in a Complex World (SPP) (15 credits)

This module addresses the needs of executives in today's dynamic environment. It focuses on strategic

leadership in the context of complexity and change by looking at topics like how to enable an open culture, how to lead and influence people, and how to value difference and champion inclusivity.

HRM-40067 Research Methods (SPP) (15 credits)

This module provides research training to prepare students for their company project. It looks at how to scope a research or problem solving project, how to designing an appropriate methodological approach, and how to collect, analyse and present different forms of data. The module enables students to examine and apply appropriate paradigms for their sector and context, develop knowledge of the various research styles, and explore epistemological rationales and ethical implications.

HRM-40079 Extensive Company Project (SPP) (30 credits)

This module provides students with an opportunity to undertake a substantial piece of research in their organisation. The module involves the formulation, conduct and presentation of an independent investigation into a real and significant people management issue or problem. The issue chosen will have the capacity to influence the development of the selected HR practice in the organisation where the research is being conducted. The company project can therefore be considered as a piece of internal consultancy and students need to ensure the topic chosen has been discussed and signed-off with their employer and supervisor.

Year	Compulsory	Optional	
		Min	Max
Level 7	180	0	0

Module Lists

Level 7

Compulsory modules	Module Code	Credits	Period
Foundations of Human Resource Management (SPP)	HRM-40059	15	Semester 1
Professional Skills and Practice in Human Resource Management (SPP)	HRM-40061	15	Semester 1
Employee Relations and Reward (SPP)	HRM-40071	15	Semester 1
Leading in a Complex World (SPP)	HRM-40077	15	Semester 1
Workshops in Human Resource Management (SPP)	HRM-40063	30	Semester 1-2
People, Work and Organisations (SPP)	HRM-40065	15	Semester 2
Employee Resourcing and Development (SPP)	HRM-40069	15	Semester 2
Strategic Human Resource Management (SPP)	HRM-40073	15	Semester 2
Research Methods (SPP)	HRM-40067	15	Semester 2-3
Extensive Company Project (SPP)	HRM-40079	30	Semester 3

Learning Outcomes

The table below sets out what students learn in the programme and the modules in which that learning takes place. Details of how learning outcomes are assessed through these modules can be found in module specifications.

Subject Knowledge and Understanding	
Learning Outcome	**Module in which this is delivered**
Understanding of the key theories and concepts for the effective utilisation of HR practices in contemporary organisations	All modules (except HRM-40067: Research Methods (SPP))
Understanding of the internal and external organisational context with the view of recommending strategic HR ideas in managing complex situations in different settings and environments	Employee Relations and Reward (SPP) - HRM-40071 Leading in a Complex World (SPP) - HRM-40077 Workshops in Human Resource Management (SPP) - HRM-40063 Employee Resourcing and Development (SPP) - HRM-40069 Strategic Human Resource Management (SPP) - HRM-40073
Understanding the links between theory and practice to undertake work-based investigation and/or applied research	All modules

Intellectual skills	
Learning Outcome	**Module in which this is delivered**
Collect, evaluate, and deploy appropriate methodologies to gather evidence to identify HR challenges and make recommendations	All modules (except HRM-40067: Research Methods (SPP))
Think analytically and in an integrated manner in order to make sound and effective judgements on the strategic performance of organisations from an HR perspective	Strategic Human Resource Management (SPP) - HRM-40073 Employee Resourcing and Development (SPP) - HRM-40069 Workshops in Human Resource Management (SPP) - HRM-40063 Employee Relations and Reward (SPP) - HRM-40071
Gather, synthesise, and communicate complex information across individuals, systems, and teams	All modules (except HRM-40067: Research Methods)
Demonstrate self-awareness and the ability to critically reflect on experience and current practices with a view to improve people management practices	All modules (except HRM-40067: Research Methods)
Demonstrate awareness of the ethical implications of HRM practices and respond to ethical issues as a socially responsible Senior People Professional with an inclusive mindset	Strategic Human Resource Management (SPP) - HRM-40073 Research Methods (SPP) - HRM-40067 Employee Resourcing and Development (SPP) - HRM-40069 People, Work and Organisations (SPP) - HRM-40065 Workshops in Human Resource Management (SPP) - HRM-40063
Improve own capacity to respond practically to people management problems	All modules (except HRM-40067: Research Methods (SPP))
Define, design, undertake, analyse, and report on a work-based project/ investigation within a professional setting to develop, or enhance understanding and practice in HRM	All modules (except HRM-40067: Research Methods (SPP))

Key or Transferable Skills (graduate attributes)	
Learning Outcome	**Module in which this is delivered**
Communicate effectively using appropriate verbal, visual, graphic, IT, and written means depending on the audience	All modules
Demonstrate the ability to learn independently, using a range of information sources and approaches	All modules
Manage time effectively and work to deadlines	All modules
Use digital and electronic communication techniques, hardware, and software, including word-processing, spreadsheets, email, and internet	All modules
Work in teams as both a leader and member of a team	All modules
Employ scientific methods and analysis of evidence in the solution of problems	Extensive Company Project (SPP) - HRM-40079
Sort, manipulate, interpret and apply data	All modules
Present data in a variety of ways	All modules (except HRM-40067: Research Methods)

8. Final and intermediate awards

Master's Degree	180 credits	You will require at least 150 credits at Level 7
Postgraduate Diploma	120 credits	You will require at least 90 credits at Level 7
Postgraduate Certificate	60 credits	You will require at least 40 credits at Level 7

By committing to an apprenticeship, you are committing to work towards achieving the final award for the programme.

The award is separate from the End-Point assessment but the End-Point assessment must be passed in order to meet the requirements of the apprenticeship.

9. How is the Programme Assessed?

The wide variety of assessment methods used on this programme at Keele reflects the broad range of knowledge and skills that are developed as you progress through the degree programme. Teaching staff pay particular attention to specifying clear assessment criteria and providing timely, regular and constructive feedback that helps to clarify things you did not understand and helps you to improve your performance. The following list is representative of the variety of assessment methods used on your programme:

Authentic assessment forms the basis of the programme's assessment strategy. There is a varied diet of assessment at programme-level and assessments are designed to allow learners to focus on areas of interest within the learning outcomes of each module. Learners are assessed through applied coursework (most modules have one assessment at the end of the module) that enables them to apply academic knowledge to their own organisation and role.

For all modules (except for HRM-40079: Extensive Company Project (SPP) and HRM-40067: Research Methods (SPP)) learners are required to submit a portfolio that offers flexibility in the format of output that is included in the portfolio, like assignment, report, reflection, concept mapping, and digital outputs such as audio-visual recording, blog, vlog, and engagement with social media (see coursework brief). Learners are required to choose different communication methods to ensure that they are using a variety of different formats during their study. This will be discussed and monitored through their learning plans and the tripartite reviews. Most portfolios are using staged assessment design, with opportunity for formative feedback on the different components of the portfolio. For the HRM-40067: Research Methods (SPP) module, learners are assessed via online multiple-choice questions on different research methods and a company-based project proposal. In the

final year, learners complete an HRM-40079: Extensive Company Project (SPP) requiring them to look at a people management issue in their organisation (in agreement with employer). They need to deliver an oral presentation and produce a report featuring research (including ethical approval), analysis, and practical recommendations, including costing.

End-Point Assessment (EPA)

As well as containing in-programme training and assessment, the apprenticeship has an EPA. All apprentices must undertake this independent assessment, which is a synoptic assessment of the knowledge, skills and behaviours that have been learnt throughout the apprenticeship. The purpose of the assessment is to make sure the apprentice meets the standard set by employers and are fully competent in the occupation. It is taken by apprentices at the very end of the on-programme phase of training when their employer (and in some cases their training provider) is satisfied that they have met the "gateway" criteria. The University will confirm at an Award Board which students have met the gateway criteria. For non-integrated apprenticeships, like this programme, the EPA is a requirement of completion for all apprenticeships and is an independent assessment to determine that the apprentice meets the competency requirements of the apprenticeship standard. The End Point Assessment will be delivered by an independent End Point Assessment Organisation (EPAO).

More information on the Apprenticeship Standards and the Assessment Standard can be found here: Senior People Professional Assessment Plan

The EPA is conducted by an external assessor and will include the following elements that need to be completed to finish the apprenticeship:

Assessment 1: Professional discussion underpinned by a portfolio of evidence

Assessment 2: Project proposal, presentation, and questioning

EPA and how students can be prepared for this it will be discussed during induction and throughout the course. Regarding assessment 1,there will be a portfolio or a similar form of data gathering tool where students will be required to produce a collection of work through their postgraduate studies to showcase the essential knowledge, skills, and behaviours listed in the Apprenticeship Standard. Regarding assessment 2, students can use their learning experience and outputs from the research methods module and the extensive company project.

Contact time and expected workload

As part of their apprenticeship agreement, employers must provide apprentices with 20% of their time "off the job" to support their apprenticeship.

Marks are awarded for summative assessments designed to assess your achievement of learning outcomes. You will also be assessed formatively to enable you to monitor your own progress and to assist staff in identifying and addressing any specific learning needs. Feedback, including guidance on how you can improve the quality of your work, is also provided on all summative assessments within three working weeks of submission, unless there are compelling circumstances that make this impossible, and more informally in the course of tutorial and seminar discussions.

10. Accreditation

The Senior People Professional apprenticeship aligns with the professional recognition of CIPD (Chartered Institute of Professional Development) for Chartered Membership that can be gained following application and the successful completion of the EPA.

11. University Regulations

The University Regulations form the framework for learning, teaching and assessment and other aspects of the student experience. Further information about the University Regulations can be found at: http://www.keele.ac.uk/student-agreement/

If this programme has any exemptions, variations or additions to the University Regulations these will be detailed in an Annex at the end of this document titled 'Programme-specific regulations'.

12. What are the typical admission requirements for the Programme?

Under UK Government rules, apprentices must be employed for a minimum of 30 hours per week and must have the right to live and work in the UK (applies only in England). An apprentice cannot be self-employed. The employer must enter into an Apprenticeship Agreement with the apprenticeship student. All candidates must be employed in a role related to the subject matter of the apprenticeship and be sponsored by their employer. Applications can only be made through the sponsoring employer. The University will consider all such applications and will have the final decision whether to accept the candidate for entry to the programme.

The MSc Human Resources (Senior People Professional Degree Apprenticeship) typically requires:

- A 2:ii honours degree, or
- An equivalent overseas degree or
- A degree-level professional qualification or
- Extensive senior level experience (on a case-by-case basis and through interviewing the candidate)
- At least 3 years post-graduation work experience prior to starting the course
- Applicants should be in a role that supports the gathering of evidence required for the Senior People Professional apprenticeship standard
- Grade C (or 4) in GCSE Mathematics and English Language or equivalent

We normally require applicants to evidence the above qualifications before starting the apprenticeship.

Applications are welcomed from those with qualifications equivalent to the above. Relevant or prior experience will be taken into account when considering a candidate's suitability for the programme.

At application applicants are required to undertake a 'Skills Scan' where they are asked to self-assess against the knowledge, skills and behaviour of the apprenticeships standard. Applicants are also asked if they want to make an application for Recognition of Prior Learning (RPL) through the University procedure. There is a requirement for new knowledge and skills to be developed through apprenticeships, with a minimum duration of one year. Recognition of Prior Learning is considered on a case-by-case basis. The University's guidance can be found here: https://www.keele.ac.uk/qa/programmesandmodules/recognitionofpriorlearning/

13. How are students supported on the programme?

The programme is led by a Programme Director who act as the main point of academic contact for learners with any queries they have about the academic expectations of the programme or needing support in their studies. The Programme Director, in collaboration with other KBS and University staff, oversees the student journey from registration through to graduation. The Programme Director is responsible for the University administrative expectations, including ensuring Student Voice is heard, convening the programme boards and the provision of information for students and employers (including workplace mentors). In addition to tripartite reviews, it is an expectation of the programme that students will meet with the Programme Director once per semester to discuss their progress and undertake any necessary corrective action.

Each module has a module leader who has overall academic oversight of the design, content, delivery, and assessment of the module and provides academic support and feedback to learners related to that module. Individual academic project supervisors will provide academic guidance and support on research-related issues regarding the learner's Extensive Company Project.

The Business School has a Student Support and Experience Officer (SESO), who provides general pastoral support, guidance around university procedures, and referrals to additional support. All learners are entitled and encouraged to make use of all central university services, including the Keele Postgraduate Association.

Students with disabilities or medical problems will meet with a member of the University's Disability Services Department and the Business School Disability Liaison Officer where appropriate, at the start of the programme to discuss any special requirements they may have. Procedures will then be implemented according to the nature of the student's disability or medical problem. Ally software is also available to support disability students. Ally works with the virtual learning environment to also available to support disability students. Ally works with the virtual learning environment to check the accessibility of all module documents and allows students to request different formats.

To facilitate peer support and guidance dedicated spaces on MS Teams are provided and students are encouraged to utilise them. As part of developing professional working practices apprentices are assigned to peer support groups, which provide a safe space in which apprentices can air the challenges and successes they have experienced whilst gaining support and advice from peers.

At the work place, students will be supported by their employer. Exact arrangements and terminology are the responsibility of the employer but typically, they will have a named contact person(referred as workplace mentor) who manages the relationship between the programme and the employer. A workplace mentor needs to be allocated to each learner by their employer. The workplace mentor is someone with knowledge and experience of the demands of Senior People Professionals who will be able to provide support to the learner. Workplace mentors are supported in their role by the Programme Director. Guidelines are available to support and guide workplace mentors to execute their role. The University and the employer are bound by contract to work together to support students as apprentices. This will include 3-4 tripartite review meetings between the University, the apprentice, and the employer(workplace mentor).

If a student's employment circumstances change whilst they are on the programme; support can be accessed from the University's Careers and Employability Service.

14. Learning Resources

Teaching of the programme is carried out in modern teaching rooms within Keele Business School and/or other areas of the University, all of which are equipped with computers, internet access and electronic whiteboards or projection equipment. Rooms may be arranged either in traditional lecture format or more informally to allow students to work together in small groups.

The learning resources available to students on the Programme include:

- The extensive collection of business and management materials relevant to postgraduate study held in the University Library. Built up over an extensive period of delivering Management and Business related subjects at this level, these materials include books, journals and government publications. Much of this material is also accessible online to Keele students from anywhere in the world with a university username and password.
- The Keele Learning Environment (KLE) which provides easy access to a wide range of learning resources including lecture notes, electronic materials available in a repository maintained by the University Library and other resources -video, audio and text-based -accessible from external providers via the internet
- MS Teams which provides an ideal environment for synchronous and asynchronous distance learning.

The majority of the resources required for the programme are also available online.

15. Other Learning Opportunities

Tripartite process may identify additional opportunities for development which will be discussed as part of the tripartite review process.

The Keele Business School offers a range of guest speakers, workshops and events which are open to all our student cohort.

Students have the opportunity to engage with activities through the Keele Business School's links with the CIPD and the North Staffordshire and South Cheshire branch (e.g. disseminate knowledge, stay connected with the HR community through social media, join special interest groups, networking, mentoring).

16. Additional Costs

Tuition fees are paid by the student's employer but students may incur costs not covered by the mandatory components of the apprenticeship e.g. library fines, print costs and costs associated with graduation. Certification for non-mandatory awards may require students to pay a fee.

As to be expected there will be additional costs for inter-library loans and potential overdue library fines, print and graduation. We do not anticipate any further costs for this programme.

17. Quality management and enhancement

The quality and standards of learning in this programme are subject to a continuous process of monitoring, review and enhancement.

- The School Education Committee is responsible for reviewing and monitoring quality management and enhancement procedures and activities across the School.
- Individual modules and the programme as a whole are reviewed and enhanced every year in the annual programme review which takes place at the end of the academic year.
- The programmes are run in accordance with the University's Quality Assurance procedures and are subject to periodic reviews under the Revalidation process.

Student evaluation of, and feedback on, the quality of learning on every module takes place every year using a variety of different methods:

- The results of student evaluations of all modules are reported to module leaders and reviewed by the Programme Committee as part of annual programme review.
- Findings related to the programme from the annual Postgraduate Taught Experience Survey (PTES), and from regular surveys of the student experience conducted by the University, are subjected to careful analysis and a planned response at programme and School level.
- Feedback received from representatives of students on the programme is considered and acted on at regular meetings of the Student Staff Voice Committee.

The University appoints senior members of academic staff from other universities to act as external examiners on all programmes. They are responsible for:

- Approving examination questions
- Confirming all marks which contribute to a student's degree
- Reviewing and giving advice on the structure and content of the programme and assessment procedures

Information about current external examiner(s) can be found here:
http://www.keele.ac.uk/qa/externalexaminers/currentexternalexaminers/

18. The principles of programme design

The programme described in this document has been drawn up with reference to, and in accordance with the guidance set out in, the following documents:

a. UK Quality Code for Higher Education, Quality Assurance Agency for Higher Education:
http://www.qaa.ac.uk/quality-code
b. Keele University Regulations and Guidance for Students and Staff: http://www.keele.ac.uk/regulations
c. Institute for Apprenticeships and Technical Education, Senior People Professional:
https://www.instituteforapprenticeships.org/apprenticeship-standards/senior-people-professional-v1-0

Version History

This document

Date Approved: 16 April 2025

Previous documents

Version No	Year	Owner	Date Approved	Summary of and rationale for changes
1.1	2024/25	XUEBING CAO	30 October 2024	To modify the semester information for two SPP modules: HRM-40077 Leading in a Complex World (should be in Semester 1, not Semester 2) and HRM-40069 Employee Resourcing and Development (should be in Semester 2, not semester 1).
1	2024/25	XUEBING CAO	10 June 2024	
1	2023/24	MICHAEL PENDER	17 April 2023	
1	2022/23	AIKATERINI KOSKINA	13 October 2022	