College of Business, Law and Social Sciences

Programme Specification

MSc Supply Chain Improvement

<table>
<thead>
<tr>
<th>Valid from</th>
<th>September 2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>JACS code</td>
<td>N100, N200</td>
</tr>
<tr>
<td>Programme code</td>
<td>MN1AL</td>
</tr>
<tr>
<td>Valid for delivery at</td>
<td>University of Derby (Kedleston Road and appointed UoD venues)</td>
</tr>
</tbody>
</table>
Contents

GENERAL INFORMATION .................................................................................................................. 1
1.1. PROGRAMME TITLE .................................................................................................................. 1
1.2. AWARD TITLE AND INTERIM AWARDS .............................................................................. 1
1.3. INTERIM AWARDS: .................................................................................................................. 1
1.4. MODE OF STUDY ....................................................................................................................... 1
1.5. PROGRAMME START ............................................................................................................... 1
1.6. AWARDING INSTITUTION ....................................................................................................... 1
1.7. COLLEGE MANAGING THE PROGRAMME ........................................................................... 1
1.8. INSTITUTIONS DELIVERING THE PROGRAMME ................................................................... 1
1.9. RELEVANT EXTERNAL BENCHMARK STATEMENTS .......................................................... 2
1.10. EXTERNAL ACCREDITATION / RECOGNITION ................................................................. 2
1.11. JACS CODES .......................................................................................................................... 2
1.12. PROGRAMME SPECIFICATION LAST UPDATED .............................................................. 2
2. OVERVIEW AND PROGRAMME AIMS ....................................................................................... 3
2.1. OVERVIEW ............................................................................................................................. 3
2.2. PROGRAMME AIMS ............................................................................................................... 4
3. PROGRAMME LEARNING OUTCOMES ...................................................................................... 4
3.1. KNOWLEDGE AND UNDERSTANDING ................................................................................ 5
3.2. INTELLECTUAL SKILLS ......................................................................................................... 5
3.3. SUBJECT SPECIFIC SKILLS .................................................................................................. 5
3.4. TRANSFERABLE SKILLS ....................................................................................................... 6
4. PROGRAMME STRUCTURE AND CURRICULUM ...................................................................... 7
4.1. PERSONAL DEVELOPMENT PLANNING (PDP) .................................................................... 9
5. PROGRAMME DELIVERY ........................................................................................................... 9
5.1. LEARNING AND TEACHING METHODS ............................................................................... 10
5.2. ASSESSMENT ........................................................................................................................ 12
6. ADMISSIONS ............................................................................................................................. 14
7. STUDENT SUPPORT AND GUIDANCE ...................................................................................... 14
8. POST PROGRAMME OPPORTUNITIES ....................................................................................... 16
9. EMPLOYER LINKS ..................................................................................................................... 16
APPENDIX ONE: LEARNING OUTCOMES CURRICULUM MATRIX ........................................ 17
1.1. Programme Title
MSc Supply Chain Improvement

1.2. Award Title and Interim Awards
MSc Supply Chain Improvement

1.3. Interim Awards:
Postgraduate Certificate in Supply Chain Improvement
Postgraduate Diploma in Supply Chain Improvement

1.4. Mode of Study
<table>
<thead>
<tr>
<th>Programme</th>
<th>Delivery</th>
</tr>
</thead>
<tbody>
<tr>
<td>PG Cert in Supply Chain Improvement</td>
<td>Part time/Full time</td>
</tr>
<tr>
<td>PG Diploma in Supply Chain Improvement</td>
<td>Part time/Full time</td>
</tr>
<tr>
<td>MSc Supply Chain Improvement</td>
<td>Part time/Full time</td>
</tr>
</tbody>
</table>

1.5. Programme Start
Start date: January 2013
Period of Validation  Indefinite

1.6. Awarding Institution
The University of Derby

1.7. College Managing the Programme
College of Business, Law and Social Sciences

1.8. Institutions Delivering the Programme
The University of Derby
1.9. Relevant External Benchmark Statements

QAA Subject Benchmark Statement for specialist Masters’ Degrees in Business and Management (2007)

1.10. External Accreditation / Recognition

Seeking potential CIPS and CILT

1.11. JACS Codes

N100, N200

1.12. Programme Specification last updated

June 2015
2. OVERVIEW AND PROGRAMME AIMS

2.1. Overview

The MSc. Supply Chain Improvement is being offered to meet a growing market and is designed to develop specific skills and knowledge required by ‘the Supply Chain professional’ rather than ‘broader skills’ required on other Masters programmes.

With the different modes of study, the programme aims to attract a number of part-time students each year, and in particular managers working in the supply chain/logistics sector who wish to enhance their personal and career development. Full-time delivery mode will aim to attract students who normally will have completed an undergraduate degree and are potentially seeking a career in the supply chain/logistics sector. The programme aims to “add value by developing in individuals an integrated and critically aware understanding of management and organisations, and assist them to take effective roles within them” (QAA Benchmark Statement).

QAA Subject benchmarks indicate that the overall objective of master’s level business and management degrees is to educate individuals as managers and business specialists, and thus to improve the quality of management as a profession. The purpose of these degrees reflects the QAA benchmarks for:

- the advanced study of organisations, their management and the changing external context in which they operate
- preparation for and/or development of a career in business and management by developing skills at a professional or equivalent level, or as preparation for research or further study in the area
- development of the ability to apply knowledge and understanding of business and management to complex issues, both systematically and creatively, to improve business and management practice
- enhancement of lifelong learning skills and personal development so as to be able to work with self-direction and originality and to contribute to business and society at large.

The Programme is classified within the QAA programme framework as Type 1, in that it is:

Career entry or career development
To prepare individuals to be operationally effective
Focused in a defined profession
Could link to a professional qualification (In the process of application for CIPS, CILT accreditation)

The MSc Supply Chain Improvement is designed for career progression/preparation in a clearly defined type of job or profession (supply chain/logistics) and aims to prepare individuals to be operationally effective in the specialist subject areas. Entry requirements for part-time students will include relevant sector/management experience. Full time students will require a first degree or equivalent professional qualification that is relevant or cognate to the specialism.

The degree will give students the opportunity for in-depth study in supply chain/logistics and include relevant ancillary subjects. There is the potential to link the programme to
professional institute qualifications and membership (e.g. CIPS, CILT). The delivery and content of the programme will take a critically evaluative approach to theory and emphasise practical application, together with taking a critical perspective on both current practice and likely future developments. The MSc Supply Chain Improvement is intended to provide supply chain practitioners (current or future) the opportunity to develop their knowledge and skills for working in the sector, with the potential to improve operational effectiveness and ‘competitive’ advantage of organisations. The context and themes in the programme will draw from and use real working organisations and more specifically current and potential future operational practices in the management of the end-to-end supply chain.

Individuals will be able to ground their new knowledge within the base of their professional (or academic) experience, reflect on and learn from that prior experience and thus be able to integrate new knowledge with past experience and apply it to new situations (i.e. be reflective practitioners). They will be able to view potential complex situations holistically and propose strategies for operational improvement within the supply chain.

2.2. Programme Aims

The MSc Supply Chain Improvement will aim to:

(1) Further develop the career of Supply chain managers through giving the opportunity to apply new knowledge to their chosen areas of the Supply chain

(2) Give students the opportunity to develop a high level strategic awareness of the whole Supply chain and apply new knowledge to inform and develop Supply Chain Management strategy

(3) Apply relevant systems modelling techniques to real Supply chain operations for an in-depth understanding of current scenarios and development of significant systems/process improvement (e.g. warehouse movements, movement of goods across the supply chain)

(4) Provide a blended delivery, PG programme with theory, sufficient variety, practical problem solving and rigour to enable students to innovate and improve success within supply chain/logistics

(5) Provide an intellectually challenging, postgraduate learning opportunity that enhances students’ confidence and potential as senior and strategic managers within the sector

(6) Develop ability to apply knowledge and understanding of specific supply chain topics systematically and creatively to inform, develop and apply operational improvement strategies within the Supply chain/Logistics sector

(7) Develop relevant transferable professional and cognitive skills to enable students to make a valuable contribution to their current and future employment

(8) Support individual participants’ endeavours for personal self-development and life-long learning

(9) Help develop the career of graduate students aspiring to work within Supply Chain Management

3. PROGRAMME LEARNING OUTCOMES

The generic learning outcomes are broken down into knowledge and understanding, cognitive skills, practical skills and transferable skills.
Appendix 1 demonstrates how these learning outcomes, detailed below, will be achieved across the range of modules offered on the programme.

3.1. Knowledge and Understanding

Students will develop knowledge and understanding of:

1. The key elements within an organisation which impact directly and non-directly on operational effectiveness
2. Both qualitative and quantitative approaches to analysing the key issues for the successful formulation and implementation of an improvement strategy
3. The different contexts of Supply Chain and Logistics management
4. The Corporate governance and strategy required within an organisation
5. Appropriate methodologies and application of theory to investigate Supply Chain/Logistics scenarios, problems or issues
6. How to undertake a significant piece of independent research

The Learning through reflection on practice and experience skill is assessed through the use of PDP.

3.2. Intellectual Skills

Students will develop the following intellectual skills:

1. Critical analysis and evaluation of theoretical frameworks, and application to an organisational context
2. Critical evaluation of changes/improvements to services, products and systems and how these impact on operations, and the overall success of an organisation
3. Apply methods and techniques for identifying improvement opportunities within an organisation and formulation of new business processes
4. Identify relevant organisational information and knowledge, make analysis and evaluate options for business improvement
5. Evaluation techniques to critically evaluate, synthesise and quantify information relating to complex organisations and to support decision making.
6. Adopt a self-critical and reflective approach to learning

3.3. Subject Specific Skills

Students will develop the following subject specific skills:

1. Apply business improvement methodologies to the Supply Chain
2. A critical awareness of current and potential future issues and considerations for effective management of the Supply Chain and Logistics function
3. Research into specific Supply Chain/Logistics management issues
4. Identify Supply Chain and Logistics corporate social responsibilities, including opportunities for improving sustainability
5. Critically evaluate how business functions integrate for effective management of the Supply Chain and Logistics.
3.4. Transferable Skills

As a management development programme, many transferable skills are integral to the programme. Transferable skills developed will include:

1. Qualitative and quantitative data research and analysis skills.
4. Communication skills, including listening and presentation skills; oral and written communication using a range of media.
5. Project management skills.
4. PROGRAMME STRUCTURE AND CURRICULUM

**Postgraduate Certificate in Supply Chain Improvement**

<table>
<thead>
<tr>
<th>Strategic Supply Chain Management</th>
<th>Improving Supply Chain &amp; Logistics Operations</th>
<th>Option 1</th>
<th>Option 2</th>
<th>Option 3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Storage and Warehousing</td>
<td>Purchasing Contexts</td>
<td>Work Based Project</td>
</tr>
</tbody>
</table>

**Postgraduate Diploma in Supply Chain Improvement**

<table>
<thead>
<tr>
<th>Enterprise Systems Management</th>
<th>Supply Chain Systems Modeling</th>
<th>Option 1</th>
<th>Option 2</th>
<th>Option 3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Transportation and Freight Logistics</td>
<td>International Procurement and Inventory Management</td>
<td>Work Based Project</td>
</tr>
</tbody>
</table>

**Master of Science in Supply Chain Improvement**

<table>
<thead>
<tr>
<th>Business Impact Study or Independent Study</th>
</tr>
</thead>
</table>

In order to obtain the Masters Award learners must obtain 180 Postgraduate Credits, 60 at Certificate, 60 at Diploma and 60 at Masters. Each module is 20 credits with the exception if the Independent Study module which is 60 credits.

The following tables outline the structure of the programme; however, in exceptional circumstances it is possible for students to achieve the awards above with a different configuration of modules as long as they obtain the relevant number of credits. The work based project module may only be taken as an option once; it cannot be taken at diploma stage if already undertaken at certificate stage.
### Postgraduate Certificate in Supply Chain Improvement
Two Core modules + one option

<table>
<thead>
<tr>
<th>Module</th>
<th>Credits</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strategic Supply Chain Management</td>
<td>20</td>
<td>Core</td>
</tr>
<tr>
<td>Improving Supply Chain &amp; Logistics Operations</td>
<td>20</td>
<td>Core</td>
</tr>
<tr>
<td>Storage and Warehousing</td>
<td>20</td>
<td>Option</td>
</tr>
<tr>
<td>Purchasing Contexts</td>
<td>20</td>
<td>Option</td>
</tr>
<tr>
<td>Work Based Project</td>
<td>20</td>
<td>Option</td>
</tr>
</tbody>
</table>

### Postgraduate Diploma in Supply Chain Improvement
Two Core modules + one option module

<table>
<thead>
<tr>
<th>Module</th>
<th>Credits</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enterprise Systems Management</td>
<td>20</td>
<td>Core</td>
</tr>
<tr>
<td>Supply Chain Systems Modeling</td>
<td>20</td>
<td>Core</td>
</tr>
<tr>
<td>Transportation and Freight Logistics</td>
<td>20</td>
<td>Option</td>
</tr>
<tr>
<td>International Procurement and Inventory Management</td>
<td>20</td>
<td>Option</td>
</tr>
<tr>
<td>Work Based Project</td>
<td>20</td>
<td>Option</td>
</tr>
</tbody>
</table>

### Master of Science in Supply Chain Improvement

<table>
<thead>
<tr>
<th>Module</th>
<th>Credits</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business Impact Study</td>
<td>60</td>
<td>Option</td>
</tr>
<tr>
<td>Independent Study</td>
<td>60</td>
<td>Option</td>
</tr>
</tbody>
</table>
4.1. Personal Development Planning (PDP)

Whilst studying on the MSc students will be provided with the opportunity to develop their personal development planning skills through challenging and stimulating learning experiences. Students will be encouraged to reflect on their learning and be supported in the development of the critical self analysis and reflective practice skills, which underpins robust learning analysis and development planning to support life-long learning & personal growth / development. It will enable students to prepare to meet any continual professional development (CPD) requirements.

To help support development and progression each student will be assigned a personal tutor. The role of the personal tutor is to offer support and guidance along the student journey, together with potential elements of mentoring and coaching as appropriate to help give structure and support. Each student will be introduced to a personal tutor within the first month of the programme and will work with the tutor over the academic year. There will be an expectation for students to engage with their tutor on a regular basis, this can be either face to face or through electronic communication. Personal tutors will not replace the role of module leaders\tutors, whom will give specific subject and assignment support.

STUDENTS WILL BE ENCOURAGED TO WORK WITH PEERS ON THE PROGRAMME AND DEVELOP A COMMUNITY OF LEARNING WHICH WILL DRAW FROM THE KNOWLEDGE BASE EACH STUDENT WILL BRING TO THE PROGRAMME.
5. PROGRAMME DELIVERY

5.1 `Learning and Teaching Methods

Throughout the programme, students will encounter a diverse range of learning and teaching methods designed to meet the programme aims and assist them in developing a range of appropriate skills and techniques. Students will be challenged to look beyond the status-quo and to seek innovative and competitive approaches to supply chain improvement, whilst being encouraged to incorporate professional, academic and practical experiences of themselves and co-learners. They will be encouraged to share their learning to stimulate debate and identify areas for continued self development. Work based learning will be a key theme within the programme and the final stage independent study will draw off these wide learning experiences.

Teaching strategies will differ between full-time and part-time modes of delivery.

- **Part time** Students will undertake a blended learning approach, which will include tutor directed study but will also draw on the concept of a learning community with co-developers of knowledge. Tutor directed learning will often be work based and will be required to be undertaken between the block teaching sessions, examples could include:

  - Applying new knowledge to the work place (e.g. process improvement methods)
  - Specific operational research
  - Critical review of published emerging themes in Supply Chain Management

Learning communities will be student led and will be both face to face and online. Students will be encouraged to share their experiences and knowledge throughout the programme, integrate learning to their practice and through high level research skills, derive evidence, draw conclusions and make recommendations for improvement.

The module delivery will either be in block (e.g. two 3 day block sessions per module) or one afternoon/evening per week.

- **Full-time** students will also have the opportunity to apply their study to current business scenarios through the use of live organisations giving context and setting real problem solving cases. Although the teaching mode for full-time students will be classroom based, additional externality of the programme will be sought through visits to organisations and when feasible working with business mentors from the above live case organisations. It is recognised that many students studying in this mode will have minimal work experience and therefore potentially less anecdotal experiences, therefore additional focus will be given to the application of the theory and linkages to actual scenarios. The personal tutoring will help each student with a strategic approach to making business links during and potentially beyond the programme. As with the part-time study mode the programme will draw on the concept of a learning community, the facilitation of which will be promoted and encouraged during the modules and will potentially focus on the case organisations and approaches to learning.

The programme delivery will typically be three modules delivered during each 12 week semester, with the independent study being undertaken throughout the year.
From the commencement of the programme, participative approaches to teaching will be used to facilitate the sharing of knowledge and experience. In the case of some students, this may be a gradual process, sometimes due to cultural adjustments that will need to be addressed, or through logistical difficulties, but it is recognised that the development will be ongoing. The Programme Leader will co-ordinate any additional support needs which have been identified. The teaching and learning strategy will ensure that the student is provided with the same level of opportunity for teaching, learning and personal development no matter what their previous experience or method of study.

The use of speakers from businesses, professional bodies, visits to organisations, visiting professors, researchers etc. will also enhance breadth and depth of knowledge, hopefully providing a stimulating experience as well as assisting students in developing their skills to critically evaluate and apply knowledge to differing situations. Guest speakers and visits to organisations will be particularly valuable to full-time students as they will provide the live scenarios and context for the students to apply their learning. Integration between academics and employers will not only keep the modules informed, but will give opportunity for business benefits, for example, students learning specific knowledge and skills which can be directly transferred to the business for operational improvements.

All students are required to comply with research governance and ethics principles whilst undertaking their programme of study. This is of particular importance when conducting research involving other people e.g. for module assessments or Independent Studies. Information on these principles can be found on the University web site at www.derby.ac.uk/research/ethics

Students will need to demonstrate that their work satisfies the benchmark standards for Masters level study. In particular, they should demonstrate the following.

5.1.1. Analytical skills

Each module will give opportunity for students to demonstrate their analytical and critical evaluative skills, in particular to live business scenarios and problems. Any work, whether this is a contribution in seminars or written submissions, is expected to show evidence that a particular issue or problem has been understood and evaluated using appropriate resources and techniques relevant to the business context. Students will also demonstrate high level problem solving skills showing that they can propose a number of options to solve the issue under discussion and provide clear justification for their recommendation.

5.1.2. Manage learning effectively

Students will be expected to manage their balance of study, leisure and work time effectively. To achieve a high performing learning community, each members contribution will be important. Students will take a professional approach to identifying and remedying any particular weaknesses in study skills through practice, reading of appropriate self-help resources, attendance and engagement at additional workshops or one-to-one tutorials and discussion with relevant peers or staff. Their study skills will achieve the high standards required at Masters level.
5.1.3. Work effectively in groups

Working in groups will form a critical part of the learning experience both inside and outside of the classroom. Taught sessions will include group discussion and informed debate through which students will challenge and enhance both their own learning and that of others. Group work will often take place outside of the teaching hours, requiring students to communicate effectively and coordinate activities.

It is the students' responsibility to communicate effectively with their study groups and develop good working relationships within the groups through high standards of contribution.

5.1.4. Become an Independent learner

A wide range of resources are available via the University Library, many of which are available electronically, these include professional journals, e-books and specific subject material. The structure of the library services gives students the opportunity for specialist advice whether studying on-campus or remotely. It is up to students to identify their learning needs and to seek relevant information on how to solve these needs and manage the acquisition of any new skills through practice. For instance, there are DVDs, videotapes, textbooks and audio-visual facilities to help improve presentation skills. Similarly, there is online and printed material to answer queries on how to write and structure a report, how to write an executive summary, etc. Participants are encouraged to practice with the help of these resources. Information on a wide range of study skills can be found through Library Services: Study Skills.

Students will be expected to draw on a very wide range of resources e.g. from professional bodies, journals, and their place of work to achieve the high levels of independent study required on the programme. They will use a range of tools and techniques to understand their own profile as a learner and develop and implement a personal improvement strategy.

5.2 Assessment

This programme operates within the University’s Regulatory Framework and conforms to University regulations on assessment.

Assessment is an integral part of the teaching and learning process, allowing the learner to demonstrate an appropriate level of achievement of the learning outcomes. Given the diversity of the students' backgrounds and their need to develop skills appropriate for being an effective and innovative practitioner, the programme incorporates authentic and relevant assessments to the Supply Chain profession. The skills utilised and developed for the assessment process itself are of value beyond academic work and so will enhance students’ transferable and applicable skills, for example, designing more efficient operational processes or implementing a new sourcing strategy. Similarly, the assessment strategy is geared towards assisting students to become autonomous learners, and as such two-way feedback and peer-to-peer feedback are important elements of both the formative and summative assessment strategy.

Formative assessment will be included in all modules and will assist students with a structured learning approach but also to provide feedback opportunities. This is particularly important in the early stages of the programme. There will be a variety of formative assessments and will include:

- Critically reviewing current academic journal articles
• Application of theory to the workplace and presenting findings
• Peer review of structure documents
• Informal and formal subject tests

A range of summative assessments, commensurate with level 7 requirements have been devised, within the University’s Regulatory Framework and conform to its regulations on assessment. A flexible approach has been taken in developing the assessment strategy, to allow for the potential diverse nature of the student cohorts and the different learning styles of students, module assessments are not only academically valid, but also have the potential to give added value to the students and potentially their work organisations.

Summative assessment will take different forms to ensure congruence with the programme aims and learning outcomes identified, and the master’s levels in knowledge, skills and personal development. Over the course of the programme students will experience different assessment methods which may include computer aided tests, research projects, work based reports, case study analysis, presentations and reflective reports. In all cases, assessment is directly related to either student’s personal development or in diagnosing and applying solutions to their organisations (or comparable case study organisations).

To ensure consistency across modules summative assessment will normally be a 3,500-4000 word, or equivalent, assignment. Where assessment has more than one component the weighting will be pro rata, for example 60% & 40% of total grade.

In the MSc Supply Chain Improvement programme the final assessment at Master’s level is a major piece of independent study, demanding the demonstration of a wide range of knowledge and skills, including those as indicated in the QAA level 7 benchmarks.

In line with current developments for both Undergraduate and Postgraduate programmes, the development team have introduced Personal Development Planning (PDP).

All modules include the following PDP assessment as part of the assignment: “In order to fulfil the requirements of your Personal Development Plan (PDP) you must include a personal reflection on the process of managing your learning on this module. This is to be included at the end of your assignment and to be between 350 and 500 words in length.”
6. ADMISSIONS

6.1 Entry Requirements

The University's standard entry requirements can be found by following the link below, http://www.derby.ac.uk/postgraduate-study/general-entry-requirements/taught-degrees

Students will normally hold a bachelor's degree in a relevant discipline at the 2:2 level or above, or its international or a professional programme equivalent (e.g. CIPS or CILT level 6 Qualification). Applicants with a lower classification qualification may still be considered for entry to the programme where they can demonstrate a relevant level of work experience/knowledge to work at the required level. Part–time students will preferably have a number of years work experience, all applicants must demonstrate effective communication and learning skills and the motivation to succeed. Interviews will be conducted by the programme leader and may be undertaken by telephone where access to campus may be prohibitive. At this time consideration will also be given to any APL requests, or will be recommended to the student upon evaluation.

In addition, applicants who are applying to study on the programme who do not have English as their first language will need to hold at least one of the following qualifications:

- IELTS 6.5 with a minimum of 6.0 in each module
- TOEFL 550 paper based (213 computer based or 80 internet based)
- Cambridge Advanced Certificate pass
- London Tests of English level 5
- International GCE O level English Language grade C
- International GCSE English or English as a second Language grade C
- ASE Proficiency pass

Students who can demonstrate that they have already successfully studied in a country with English as the first language such as the UK, USA, Canada or Australia may not need a formal English language qualification. Where this is the case requirements will be assessed on an individual basis by interview with the Programme Leader as detailed above.

Where appropriate qualifications have been obtained by the candidate at other learning situations, or where management experience shows significant indicators of expertise in a particular field, the student may be offered APL (either certificated or experiential). This will be assessed on an individual basis, provided the candidate is able to evidence the knowledge, skill or certificated award.

7. STUDENT SUPPORT AND GUIDANCE

The programme team will provide personal support and guidance to the student and advice on access to the university’s student support services. They will be provided with a detailed induction on enrolment to the programme to familiarise themselves with the university, processes and procedures, key personnel, programme details and tutors.
Additional support will be given to ensure that students are familiar and confident in using the university’s VLE and related systems (e.g. access to Blackboard etc.). Attention will also be paid to the differences of studying at a masterly level to assist them in making the transition from undergraduate and/or professional body to post graduate study. The induction will also identify and communicate the key expectations for successful study on each mode of the programme, for example, the need to undertake any directed study in between the taught sessions, the level and type of feedback from formative and summative assessments.

The programme team consists of the programme leader, module leaders at each stage and personal tutors, all the team will provide students with appropriate support and guidance related to their activities (see 4.1 above for personal tutors).

The College also provides a Student Liaison Officer who can provide additional support and advice and postgraduate administrative support as detailed in the Programme Handbook.

The University central Student Support Services offer a wide range of general, specialist and professional support services for students as detailed in the programme handbook. Students with special needs can register with the Student Support Services who can design a personalised Student Support Plan. The University also offers facilities for on campus students for religious observance in the Multi-Faith Centre.

Supervisory arrangements are formalised in terms of independent study based on a one-to-one basis.

Careers support and advice can be obtain through the University Career Development Centre

### 7.1 The Student Voice

We are very keen to hear about the experiences of students and welcome all feedback, good or bad which will help us to improve the student experience. We have therefore tried to find various ways in which the students can feedback to us, both formally and informally.

In terms of formal arrangements we encourage the election of student representatives who feed into the Programme Committees which are held three times a year. Programme Committees review and monitor the operation of the programme and any intended changes to the programme need to be approved by the Programme Committee. Student representatives play a vital role in the procedures for ensuring the quality and smooth running of your programme and can raise both concerns and areas of particular satisfaction at these meetings.

Each module is assessed by the students via a module evaluation form, which captures the student experience and allows us to monitor the effectiveness of the learning experience. This feedback is incorporated into the review process and helps to prioritise any necessary changes.

In addition, students are encouraged to make suggestions for improvements to a module or the programme. This can be done directly, by contacting the module or programme leader or comments can be passed via your student representative. In addition to the programme committee meetings there will also be regular monthly contact/communication between student representatives and the programme team. This allows many issues to be raised and responded to rapidly. Of course, we cannot guarantee to act in accordance with all requests but we will respond to each request with the reasons for our decisions.

FINAL: 08/06/2015
The University also operate a number of annual surveys to which all students will be invited to participate.

8. POST PROGRAMME OPPORTUNITIES
The MSc Supply Chain Improvement programme is designed to prepare students with the strategic and operational skills and knowledge to enter or progress their careers. It will provide a sound foundation for management careers within the supply chain and logistics sector and organisations. Successfully achieving an MSc in Supply Chain Improvement will significantly enhance the employability of the student across the sector and the profession.

For those interested in continuing academic study a PhD could be the next stage of progression.

9. EMPLOYER LINKS
Employees needs and opinions have been taken into consideration in the design, content and delivery strategy of this programme through dialogue with a range of employers, potential students and professional bodies, there have been numerous meetings with CILT and attendance at CIPS validation events. Employer input will also be encouraged within the programme through the use of guest speakers, visits to organisations and during elements of the assessments (e.g. setting problems solving tasks, reviewing presentations).
APPENDIX ONE: LEARNING OUTCOMES CURRICULUM MATRIX

<table>
<thead>
<tr>
<th>Knowledge and Understanding</th>
<th>Strategic Supply Chain Management</th>
<th>Improving Supply Chain &amp; Logistics Operations</th>
<th>Storage and Warehousing</th>
<th>Purchasing Contexts</th>
<th>Enterprise Systems Management</th>
<th>Transportation and Freight Logistics</th>
<th>International Procurement and Inventory Management</th>
<th>Supply Chain Systems Modelling</th>
<th>Business Impact Study/Independent Study</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The key elements within an organisation which impact directly and non-directly on operational effectiveness</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>2. Both qualitative and quantitative approaches to analysing the key issues for the successful formulation and implementation of an improvement strategy</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>3. The different contexts of Supply Chain and Logistics management</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. The Corporate governance and strategy required within an organisation</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>5. Appropriate methodologies and application of theory to investigate Supply Chain/Logistics scenarios, problems or issues</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>6. How to undertake a significant piece of independent research</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Intellectual skills</td>
<td>Strategic Supply Chain Management</td>
<td>Improving Supply Chain &amp; Logistics Operations</td>
<td>Storage and Warehousing</td>
<td>Purchasing Contexts</td>
<td>Enterprise Systems Management</td>
<td>Transportation and Freight Logistics</td>
<td>International Procurement and Inventory Management</td>
<td>Supply Chain Systems Modeling</td>
<td>Business Impact Study / Independent Study</td>
</tr>
<tr>
<td>-----------------------------------------------------------------------------------</td>
<td>----------------------------------</td>
<td>---------------------------------------------</td>
<td>--------------------------</td>
<td>--------------------</td>
<td>-----------------------------</td>
<td>-------------------------------------</td>
<td>---------------------------------------------</td>
<td>-------------------------------</td>
<td>----------------------------------------</td>
</tr>
<tr>
<td>1. Critical analysis and evaluation of theoretical frameworks, and application to an organisational context</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>2. Critical evaluation of changes/improvements to services, products and systems and how these impact on operations, and the overall success of an organisation</td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>3. Apply methods and techniques for identifying improvement opportunities within an organisation and formulation of new business processes</td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>4. Identify relevant organisational information and knowledge, make analysis and evaluate options for business improvement</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>5. Evaluation techniques to critically evaluate, synthesise and quantify information relating to complex organisations and to support decision making.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>6. Adopt a self-critical and reflective approach to learning</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Subject specific skills</td>
<td>Strategic Supply Chain Management</td>
<td>Improving Supply Chain &amp; Logistics Operations</td>
<td>Storage and Warehousing</td>
<td>Purchasing Contexts</td>
<td>Enterprise Systems Management</td>
<td>Transportation and Freight Logistics</td>
<td>International Procurement and Inventory Management</td>
<td>Supply Chain Systems Modelling</td>
<td>Business Impact Study / Independent Study</td>
</tr>
<tr>
<td>----------------------------------------------------------------------------------------</td>
<td>----------------------------------</td>
<td>---------------------------------------------</td>
<td>--------------------------</td>
<td>---------------------</td>
<td>-------------------------------</td>
<td>--------------------------------------</td>
<td>---------------------------------------------</td>
<td>----------------------------------</td>
<td>------------------------------------------</td>
</tr>
<tr>
<td>1. Apply business improvement methodologies to the Supply Chain</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>2. A critical awareness of current and potential future issues and considerations for effective management of the Supply Chain and Logistics function</td>
<td>X X X X X X X X X X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>3. Research into specific Supply Chain/Logistics’ management issues</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>4. Identify Supply Chain and Logistics corporate social responsibilities, including opportunities for improving sustainability</td>
<td>X X X X X X X X X X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>5. Critically evaluate how business functions integrate for effective management of the Supply Chain and Logistics.</td>
<td>X X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Transferable skills</td>
<td>Strategic Supply Chain Management</td>
<td>Improving Supply Chain &amp; Logistics Operations</td>
<td>Storage and Warehousing</td>
<td>Purchasing Contexts</td>
<td>Enterprise Systems Management</td>
<td>Transportation and Freight Logistics</td>
<td>International Procurement and Inventory Management</td>
<td>Supply Chain Systems Modelling</td>
<td>Business Impact Study / Independent Study</td>
</tr>
<tr>
<td>---------------------</td>
<td>----------------------------------</td>
<td>---------------------------------------------</td>
<td>-------------------------</td>
<td>-------------------</td>
<td>-------------------------------</td>
<td>----------------------------------</td>
<td>-----------------------------------------------</td>
<td>-----------------------------</td>
<td>---------------------------------</td>
</tr>
<tr>
<td>1. Qualitative and quantitative data research and analysis skills.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Techniques for evaluating business process and systems performance</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Self critical and reflective practice.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>4. Communication skills, including listening and presentation skills; oral and written communication using a range of media</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>5. Project management skills</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

FINAL: 08/06/2015