Faculty of Business Computing and Law

Programme Specification

MSc Strategic Management

May 2013

<table>
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<tr>
<th>Valid from</th>
<th>September 2012 (MM Sept 2017)</th>
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<td>JACS code</td>
<td>N200</td>
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<td>Programme code</td>
<td>MN2AJ MN2AH MN2AN</td>
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<tr>
<td>Valid for delivery at</td>
<td>University of Derby (Kedleston Road/Online) Botswana Accountancy College Malawi Institute of Management</td>
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PROGRAMME SPECIFICATION

1. GENERAL INFORMATION

1.1. Programme Title

MSc Strategic Management

1.2. Award Title and Interim Awards

MSc Strategic Management

1.3. Interim Awards:

Postgraduate Certificate in Strategic Management
Postgraduate Diploma in Strategic Management

1.4. Mode of Study

<table>
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<tr>
<td>PG Diploma in Strategic Management</td>
<td>Part time</td>
</tr>
<tr>
<td>MSc Strategic Management</td>
<td>Part time</td>
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* N.B. All programmes are delivered through blended learning/Online

1.5. Programme Start

Start date: May 2013 for MIM and BAC students

Period of Validation Indefinite

1.6. Awarding Institution

The University of Derby

1.7. Faculty Managing the Programme

Business, Computing and Law

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

None

1.11. JACS Codes

N200

1.12. Programme Specification last updated

Last updated September 2011/ May 2013
2. OVERVIEW AND PROGRAMME AIMS

2.1. Overview

The MSc. Strategic Management has been offered to meet a specific market need since 1996. The course was designed to develop specific skills and knowledge required by 'the strategist' rather than 'broader skills' required in an MBA programme.

Botswana Accountancy College and Malawi Institute of Management are key partners in this programme and following a survey of existing and past students and employer groups in these countries and elsewhere, the programme is being continued with alterations to better reflect practitioner development of specific skills and knowledge required by strategic managers in general business.

The programme attracts a consistent number of high profile part-time students each year, and in particular those that have a strong skill set in leadership and management. 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 is fourfold:

- 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 3, in that it is:

- Post-experience (minimum 2 years)
- Career change or acceleration other Sector Management,
- Mature entry students
- First degree in any discipline
- General Business and Management subjects but with strategic and integrated focus
- Professional (practical) orientation

The MSc Strategic Management is defined as a career development generalist programme for those who have significant post-graduation and relevant work experience on which the learning process should build. Normally, the experience required will be at least two years with the typical entrant having substantially more than this. This requirement enables students to appreciate the strategic focus of the modules.
The main emphasis of this programme is on the development of leadership through strategic management. There is a strong practical and professional orientation to the curriculum and they may be linked to professional institute qualifications. Due to the maturity and work experience of the students, Type 3 programmes are expected to be different in their objectives, recruitment and pedagogical processes to other master's degrees in business and management.

The MSc Strategic Management is intended to provide for those in business, government, not for profit and related organisations, the concepts, knowledge and skills to develop implementable, strategic business programmes in a local and/or international context. It is intended to provide only those subjects relevant to strategic decision making and so the content emphasises the development of analytical and strategic skills, the harnessing of IT as an aid to business analysis and strategy development and implementation, and the development of cognitive, professional and transferable skills.

There is a continuing demand from the market place for Strategic Management postgraduates at Masters Level who have both the relevant quantitative and qualitative skills and strategic capability, especially in an era of hyper competition and globalisation.

The inclusion of a specialist Strategic Management qualification enhances the postgraduate portfolio of the Derby Business School by providing a programme for senior managers which covers key elements for strategy development in organisations. The programme is delivered using a blended learning approach which combines face to face teaching with on line support.

Graduates will have been able to ground their new knowledge within the base of their professional experience. They will be able to 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. They will be able to challenge preconceptions and to remove subject and functional boundaries so as to handle complex situations holistically. They should also have particular strengths in analysing, synthesising and solving complex unstructured business problems.

In addition to being able to communicate their findings, they should have developed the skills to implement agreed solutions effectively and efficiently. They should therefore have strongly developed interpersonal skills and to be able to interact effectively with a range of specialists.

2.2. Programme Aims

The MSc Strategic Management operates within the Postgraduate Regulatory Framework which covers all the Masters suite of programmes in The Derby Business School. It aims to set the MSc Strategic Management within the context of the broader field of Business and Management enabling learners to demonstrate relevant knowledge and understanding of organisations, the external context in which they operate and how they are led.

The MSc Strategic Management aims to:

(1) Provide a modular programme within the Postgraduate Regulatory Framework with sufficient variety and flexibility to maintain the rigour of a postgraduate award and to meet market demands.

(2) Provide an intellectually challenging, postgraduate learning opportunity that prepares students to “enrich” their chosen career and/or for ‘strategic’ level career development.

(3) Develop the ability to apply knowledge and understanding of business and management topics and issues, both systematically and creatively to inform Strategic Management practice.

(4) Develop relevant transferable professional and cognitive skills that enables participants to make a valuable contribution to their current or future employment.
(5) Support individual participants' endeavours for personal self-development and life-long learning so as to be able to work with confidence and originality and to contribute to business and society.

(6) Allow students to study within a blended learning environment.

(7) Reflect external frameworks e.g. QAA Qualifications Framework.

(8) Develop closer links with local, regional and international employers, other Schools within the University and with international partners.

3. PROGRAMME LEARNING OUTCOMES
Programme participants are expected to develop and demonstrate an understanding of organisations and contexts and the process of Strategic Management within them. They should be able to develop an understanding of the appropriate theory, models and techniques and apply them in a variety of complex management situations, both creatively and systematically. They should also be able to conduct appropriate research with appropriate methodologies and be able to communicate effectively using relevant CIT. Finally they should be able to identify latest thinking, theories and issues and critically appraise them and their relevance in a variety of Strategic Management contexts.

By the end of the programme students will have achieved a range of learning outcomes at the level 7 standard of the Framework for Higher Education Qualification (FHEQ). These are aligned with the overriding philosophy of the QAA Subject Benchmark Statement for specialist Masters' Degrees in Business and Management (2007).

Programme participants are expected to develop and demonstrate an understanding of organisations and contexts and the process of Strategic Management within them.

On completion of the MSc Strategic Management students will be able to:

1. Demonstrate critical awareness of a range of themes, academic concepts, paradigms models and skills relevant to critically analysing situations and developing and implementing Strategic Management programmes both systemically and creatively in a variety of complex cultural and organisational settings. a)

2. Identify, analyse, synthesize, design and evaluate alternative strategies relevant to changes internal and external to the organisation and assess the resources and organisational implications of designing and implementing alternative strategies.

3. Evaluate and critically appraise existing knowledge, concepts, theories, models methodologies and paradigms in the light of evolving theory and practise.

4. Frame, negotiate, implement, manage, evaluate and control a detailed and ethical Strategic Management programme within any organisational context given a predetermined organisational environment audit or complex environment.

5. Develop the transferable skills necessary to exercise leadership and manage complex and unpredictable Strategic Management environments and use CIT effectively to communicate to and influence others in the process.

6. Adopt a self-critical approach and the ability to link the achievement of learning outcomes to their personal development and to the development of their specialist skills and knowledge required in an employment context.

7. Undertake research from primary and secondary sources, or with limited information, culminating in the completion of an Independent Study in a Strategic Management topic.

The generic learning outcomes are broken down into knowledge and understanding, cognitive skills, practical skills and transferable skills.
3.1. Knowledge and Understanding

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.

Students will develop knowledge and understanding of:

1. Both qualitative and quantitative approaches to analysing the key issues for the successful formulation and implementation of strategy.
2. The importance of effective strategic management and related integrating activities.
3. Evaluation techniques to critically evaluate, synthesis and quantify information relating to complex organisations and to support decision making.
4. Recognising and critical appraisal of the varied strategies used by international corporations.
5. Critical examination and evaluation of global, competitive environmental factors that influence different types of organisations in the formulation of their strategies.
6. The varied approaches to problem identification and critical evaluation within strategic decision making.
7. Appropriate methodologies to investigate problems or issues, reviewing pertinent literature
8. 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, situations and data. Ability to deconstruct and construct logical arguments.
2. The capability to identify assumptions, evaluate statements, detect false logic or reasoning, identify implicit values, define terms adequately and generalise to produce appropriate strategic solutions.
3. Creativity, developing innovation internally and externally to an organisational context internationally.
4. Problem solving and decision making; establishing criteria, using appropriate decision techniques including identifying, formulating and solving strategic business problems; create identify and evaluate options; implement and review implementation.
5. Information and knowledge: scanning, identifying, abstracting and organising data, to extract meaningful information and knowledge.

3.3. Subject Specific Skills

Students will develop the following practical and subject specific skills:

1. Apply the fundamental elements of strategic management to complex issues utilising appropriate modelling techniques for problem investigation, analysis and solving.
2. Preparation of management and business reports with academic underpinning.
3. Leadership skills, the ability to analyse and assess appropriate strategic management issues using individual and group contributions.
4. Strategic Performance management: setting targets, motivating, and monitoring, continuous improvement.
5. Research into strategic business and management issues

3.4. Transferable Skills

As a management development programme, many transferable skills are integral to the programme. Transferable skills developed will include:
1. Numeracy, qualitative and quantitative skills.
2. Quantitative and qualitative research skills.
3. Personal effectiveness: self awareness, interpersonal, and self management; time management; sensitivity to diversity in people and situations; continuity of learning.
4. Information technology & management and reflective practice.
5. Communication skills, including listening, presentation, negotiating, persuading, influencing; oral and written communication using a range of media including the internet.
6. Effective performance within a team environment.
7. The ability to assess and develop their own personal development goals, skills and learning and to take a strategic perspective
8. Ethics and value management: recognising ethical situations, applying ethical and organisational values.
9. Project management skills

3.5. Personal Development Planning

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

Personal Development Planning and the ‘reflective practitioner’ are, in many ways synonymous. The programme aims to encourage lifelong learning and learning, which is purposeful.

Part of the induction process will require students to use diverse tools and methods in order to review their personal cognitive, intellectual and behavioural skills and to set action plans for their development.

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.”
4. PROGRAMME STRUCTURE AND CURRICULUM

4.1. Programme Structure

**Postgraduate Certificate in Strategic Management**

Certificate Stage: Students select 2 options from: Strategic Information & Knowledge Management (7EC507), Strategic Leadership & People Management (7HR513), Strategic Finance for Managers (7AC503).

**Postgraduate Diploma in Strategic Management**

Diploma Stage: Students select 2 options from: Strategic Quality & Project Management (7LO503), Strategic Marketing & Competitive Intelligence (7MK512), Entrepreneurial Management (7GN500), International Business Strategies (7EC506).

**Master of Science in Strategic Management**

Independent Study (60) 7IM999
For the award title of Postgraduate Certificate in Strategic Management:

Core modules: Critical Perspectives in Strategic Management and Leadership

Option modules: International Business Strategies, Strategic Information and Knowledge Management, Strategic Finance for Managers, Strategic Leadership and People Management, Strategic Quality and Project Management, Strategic Marketing and Competitive Intelligence, Entrepreneurial Management

For the award title of Postgraduate Diploma in Strategic Management

Core Modules: Critical Perspectives in Strategic Management and Leadership, International Business Strategies

Option modules: Strategic Information and Knowledge Management, Strategic Finance for Managers, Strategic Leadership and People Management, Strategic Quality and Project Management, Strategic Marketing and Competitive Intelligence, Entrepreneurial Management

For the award title of MSc Strategic Management


Option modules: Strategic Information and Knowledge Management, Strategic Finance for Managers, Strategic Leadership and People Management, Strategic Quality and Project Management, Strategic Marketing and Competitive Intelligence, Strategic Entrepreneurial Management

4.2. Personal Development Planning (PDP)

Students on all Management Masters programmes of study will be provided with the opportunity to develop their personal development planning skills within each module. This will assist students with 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. PDP skills is also embedded throughout all the modules on the programme as shown in the curriculum map (Appendix 1).
5. PROGRAMME DELIVERY

The learning, teaching and assessment strategy has been guided by the University of Derby TLA strategy, and in line with good practice it has been developed to be mindful of the diverse nature of the students, their backgrounds and their prior experiences of teaching and learning. The overall aim of the TLA is to take the student through a relevant journey in terms of knowledge, the development of intellectual, transferable, analytical skills and critical awareness. A key component of the MSc Strategic Management TLA, is the focus on using students’ real management experiences as an integral part of the learning process, both in terms of individuals reflecting on their experience and practice, and also groups of students sharing their experiences as a group.

5.1. Learning and Teaching Methods

This programme is studied on part a basis. The Certificate stage provides the student with a broad recognition of the environment and strategic context within which a business operates. The Diploma and Masters stages build on this foundation with a more in depth exploration of a range of strategic areas.

Modules are designed to provide the student with a broad range of appreciation in key strategic business areas. These are tailored to suit the different business needs of the student cohort, and they will, where appropriate, be able to select optional modules to match their pathway and business interests.

Teaching and learning approaches will be brought to the student’s attention during the induction process and throughout the first stage of the programme. The induction process is central to promoting inter-cultural interaction. Throughout the programme opportunities for students to develop their study skills, and be introduced to personal development/planning/employability skills are an important element of the teaching and learning strategy.

All modules in the programme carry a responsibility to deliver an introduction and a level of development of these varied skills, and the PDP activities will ensure that the students develop self-awareness of their capabilities and their potential in terms of employability and career and professional development going forward.

The development of the autonomous and independent learner is further enhanced by a range of technology enhanced learning tools and activities. Students will have access to a range of these activities, providing them with reading and research activities, self-evaluation tools etc to enhance your self-directed study techniques.

Teaching and learning techniques are deliberately varied in nature and will include face to face or virtual lectures, case studies, role play, debates, student presentations, both formative and summative enquiry based learning, and problem solving activities. The particular methods used in enabling these techniques will vary according to whether students are physically present or studying at a distance. The programme encourages the student to apply learning to the work place and this will be a central feature of the teaching and learning strategy. This will be achieved through a variety of means with the aim being to encourage and develop critical evaluation and the ability to synthesis and apply solutions to complex real life management problems.

Asynchronous learning forms a major part of your student learning experience. Lecture and learning materials (including recordings) will be available for all students to enable materials
to be revisited according to individual student need and pace. Many modules, use Wikis, Blogs, or discussion boards to capture student interaction in an asynchronous way.

Teaching and learning approaches will be appropriately applied to each cohort in order that the same learning outcomes are achieved, but different methods may be used.

The use of speakers from businesses, professional bodies, visits to organisations etc. will also enhance breadth and depth of knowledge, hopefully providing a stimulating experience as well as assisting you in your ability to critically evaluate and apply knowledge and intellectual skills to differing situations. Where guest speakers present at the collaborative venues (subject to their approval) recordings will be made in order to share this more broadly.

From the commencement of the programmes 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 of different time zones, but it is recognised that the development will be ongoing. Where any additional support needs have been identified, the Programme Leader will co-ordinate responses required by individual students’ care plans.

The teaching and learning strategy will be 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.

All students are required to comply with research governance and ethics principles while undertaking their programmes of study. This is of particular importance when conducting research involving other people for module assessments or Independent Study. Information can be found at [www.derby.ac.uk/research/ethics](http://www.derby.ac.uk/research/ethics).

**Online Learning and Teaching Methods**

The online delivery of this programme is guided by the University of Derby Online Learning’s Academic Framework, which outlines the teaching and learning approach adopted in modules delivered online. Modules within this programme use the “Self-paced, supported online learning” learning design, the “Collaborative Online Learning” design and the “Portfolio Based Reflective Online Learning” design. In certain modules, there may be a blending of two of these three designs. Further details of the University of Derby Online Learning’s Academic Framework and its teaching and learning strategy can be found at [http://www.derbyonlinelearning.co.uk/content1.asp?MenuID=3641&courseId=UDO7714](http://www.derbyonlinelearning.co.uk/content1.asp?MenuID=3641&courseId=UDO7714).

The key features of the “Self-Paced, supported online learning” are:

- Learners are provided with a set number of units of learning content. Content can be textual, can include video and audio material, screencasts or presentations with voiceovers.
- Learners can work through the module at their own pace, with a tutor and peer group to call on for support, with a set of optional tasks to undertake to support their learning and with explicitly identified formative assessment activities about which they receive dedicated feedback and guidance from their online tutor.
- Each unit of content contains optional tasks for learners to undertake to apply or 'process' the content. These activities will include suggestions for postings learners could make in the community space for the module.
- Each module contains explicitly identified formative assessment activity that learners can undertake and for which they can expect to receive feedback.
from their tutor.

- Learners will be provided with the opportunity to participate in a set number of live classroom sessions during the module (and recordings of these sessions will be made available to everyone on the module).

The key features of the “Collaborative Online Learning” design are:

- Learners are provided with a set number of units of learning content. Content can be textual; can include video and audio material, screencasts or presentations with voiceovers.
- Some of the units of content contain optional tasks for learners to undertake to apply or ‘process’ the content.
- There will be a community space / discussion area for the module which is the primary space for learners to seek and receive support from tutors and peers.
- At set point or points within the module, learners are required to participate in online collaborative activity with a small group of their peers which contributes towards their final assessment for the module.

On those modules which blend the above two learning designs, this collaborative activity does not necessarily contribute to the whole of the final assessment.

The key features of the “Portfolio based, reflective online learning” are:

- Learners are provided with a set number of units of learning content. Content can be textual, can include video and audio material, presentations with voiceovers.
- As they work through the module, learners are set activities that require them to contribute to a ‘portfolio’ of work which contributes to their final assessment for the module.
- The portfolio or collection of reflection (which may be a blog or journal) can be used to assess knowledge, to assess reflective skills (such as analysis, synthesis or evaluation, often higher level skills) or to assess development over a period of time
- There will be a community space / discussion area for the module which is the primary space for learners to seek and receive support from tutors and peers.
- The community space / discussion area will be lead and managed by online tutors.
- A primary responsibility of the tutor will be to facilitate and provide formative feedback on the production and development of the learners’ portfolio or work.
- Learners will be provided with the opportunity to participate in a set number of live classroom sessions during the module (and recordings of these sessions will be made available to everyone on the module).

On those modules which blend two learning designs, the portfolio activity does not necessarily contribute to the whole of the final assessment.
5.2. Assessment

A range of assessments, commensurate with level 7 requirements has been devised and the programmes operate 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 diverse nature of the student cohorts as well as the different learning styles of individual students. Programme team members have been encouraged to share good practice create and develop relevant assessment. Assessments for all modules have been designed to be inclusive for all students.

Formative assessment will be provided across the breadth of modules to assist you in both a structured learning approach but also to provide feedback opportunities, this is particularly important to you in the early stages of the programme, as this gives you clear benchmarks with regard to your progress on the programme. The process may include self assessment, peer review, as well as feedback from the tutor/s following class (and other synchronous) exercises for example based on enquiry based learning and problem based learning activities etc.

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 a programme the student will experience different assessment methods which may include computer aided tests, research projects, work based reports, case study analysis, patchwork assessment, 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 word, or equivalent, assignment for a fifteen credit module. Where assessment has more than one component the weighting will be pro rata.

In the MSc Strategic Management 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.

Assessment for Online Students

In addition to the above strategies, given the differing learning needs of students undertaking the programme online, the following principles also inform our approach:

- To ensure that at the very beginning of a module students are made very clearly aware of the specific, assessed, activities or online participation that will be required of them and of the assessment criteria involved.
- To take a well-planned approach to the initiation of new or unusual assessment activity, paying attention to the need for clear instructions and opportunities to undertake low-risk preparatory activities to support familiarity with the technology involved or the development of new skills.
- To ensure that sufficient time is allowed within modules where there are multiple assessment types for students to grasp the different approaches to assessment.
- To place an emphasis upon, and sell the benefits of, online collaboration involving a series of very relevant and transferable skills for the modern workplace.
- To consider alternative and adapted assessment opportunities for each module, during the design phase to ensure that learners have an equality of opportunity to

MSc Strategic Management 20 Credits FV 12 03 12
meet the learning outcomes

• To place an emphasis upon, and sell the benefits of, online collaboration involving a series of very relevant and transferable skills for the modern workplace

Full details of the assessment strategy approach for online delivery can be found within the University of Derby Online Learning’s Academic Framework

http://www.derbyonlinelearning.co.uk/content1.asp?MenuID=3642&courseId=UDO7714

ADMISSIONS

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 on the MSc Strategic Management programme, as well as meeting the University general entry requirements, are expected to have evidential management or supervisory experience.

Students will normally hold a bachelors degree in any discipline at the 2:2 level or its international equivalent. Applicants with a lower degree classification in a business related discipline may still be considered for entry to the programme where they can demonstrate a minimum number of years relevant work experience in a management or supervisory position supported by employers references and can demonstrate effective communication and learning skills and the motivation to succeed in interview. Where required interviews will be conducted by the programme leader and may be undertaken by telephone where access to campus may be prohibitive.

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.

In addition to graduate status part time students will be expected to have a level of work experience; however this will be assessed on an individual basis by interview with the programme leader and should be supported by employer references.
We welcome and encourage applications from people of all ages as long as they can be considered adequately prepared to success on the programme. If students have few or no formal qualifications, they may be able to gain entry to the programme if they have the required communication and learning skills as well as the knowledge, experience and motivation to succeed.

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.

6. 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.

Due to the high level of international students on the programme, induction will focus on the challenges of working in a different cultural academic environment and on developing coping strategies to deal with this. 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 programme team consists of the programme leader and the module leaders (and in some cases e-tutors) at each stage and all the team will provide you with appropriate support and guidance related to their activities. Dedicated administrative support is also provided on site at both MIM and BAC.

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

The University central Student Support Services offer a wide range of general, specialist and professional support services for students as detailed in your 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.

Given the post experience nature of the MSc Strategic Management, a key feature of support will be via the student cohort itself. Cohorts, will be encouraged to form synchronous support sets and produce asynchronous support materials e.g. through the use of Wikis and Blogs.

ONLINE STUDENT SUPPORT AND GUIDANCE

Students undertaking the programme online will have access, both before formal entry to the programme and throughout their studies, to an Online Student Orientation. This serves the purpose of highlighting the particular needs of online study and preparing students for the online learning environment.
A number of support mechanisms are available:

- a customer service and operations team provides advice and guidance on administrative, technical and pastoral support issues
- Senior Online Tutors provide academic guidance and refer students to central university services designed to support their academic and personal development within the programme

More details of Online Student Support is discussed within the University of Derby Online Learning’s Academic Framework, which can be found at: http://www.derbyonlinelearning.co.uk/content1.asp?MenuID=3643&courseid=UDO7714

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 Committee. These committees are held three times a year, and where possible will be arranged via a video conference link to harness views from all student cohorts. 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. You can do so directly, by contacting the module or programme leader. You can also pass of comments 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.

The University also operate a number of annual surveys to which all students will be invited to participate.

7. POST PROGRAMME OPPORTUNITIES

The MSc Strategic Management programme is designed to prepare you with the strategic skills and knowledge to enter or progress their careers. It will provide a useful foundation for line management careers with people management responsibilities. Successfully achieving an MSc Strategic Management award will significantly enhancing your employability in a wide range of business sectors.
8. EMPLOYER LINKS

Employers needs and opinions have been taken into consideration in the design, content and delivery of this programme through dialogue with a range of employers, students and potential students. as well as ongoing contacts with former students on the programme who are now working in a range public and private industry sectors.

Employer input will also be encouraged within the programme through the use of guest speakers on a range of subjects and modules.
## APPENDIX ONE: LEARNING OUTCOMES CURRICULUM MATRIX

<table>
<thead>
<tr>
<th>Knowledge and Understanding</th>
<th>Strategic Leadership and People Management</th>
<th>Strategic Marketing and Competitive Intelligence</th>
<th>Entrepreneurial Management</th>
<th>Critical Perspectives in Strategic Management and Leadership</th>
<th>Strategic Information &amp; Knowledge Management</th>
<th>Strategic Finance for Managers</th>
<th>Strategic Quality and Project Management</th>
<th>International Business Strategies</th>
<th>Independent Study</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The integrative nature of strategic management, the implications of contextual forces on organisations e.g. legal systems, ethical, economic, environmental, social and technological change, corporate governance and responsibility on developing strategies</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<td>X</td>
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<tr>
<td>2. The importance of effective strategic management and related integrating activities.</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<td>X</td>
<td>X</td>
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<tr>
<td>3. How products and services are synthesised, changed and implemented in a variety of organisational contexts.</td>
<td>X</td>
<td>X</td>
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<tr>
<td>4. The strategic management of physical and human resources to support and drive the strategic objectives of the enterprise.</td>
<td>X</td>
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<tr>
<td>5. The financing of organisations and implications for strategic choice; sources, uses and management of finance; use of accounting for managerial and financial reporting applications</td>
<td>X</td>
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<tr>
<td>6. The management and development of people, processes and quality within organisations.</td>
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</table>

### Credits
- Strategic Leadership and People Management: 20 credits
- Strategic Marketing and Competitive Intelligence: 20 credits
- Entrepreneurial Management: 20 credits
- Critical Perspectives in Strategic Management and Leadership: 20 credits
- Strategic Information & Knowledge Management: 20 credits
- Strategic Finance for Managers: 20 credits
- Strategic Quality and Project Management: 20 credits
- International Business Strategies: 60 credits
- Independent Study: 20 credits
<table>
<thead>
<tr>
<th>Core / Prescribed / Option</th>
<th>Strategic Leadership and People Management</th>
<th>Strategic Marketing and Competitive Intelligence</th>
<th>Entrepreneurial Management</th>
<th>Critical Perspectives in Strategic Management and Leadership</th>
<th>Strategic Information &amp; Knowledge Management</th>
<th>Strategic Finance for Managers</th>
<th>Strategic Quality and Project Management</th>
<th>International Business Strategies</th>
<th>Independent Study</th>
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<td>Knowledge and Understanding cont</td>
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<tr>
<td>7. The implications of contemporary changes for strategy for the strategic management of organisations.</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td>8. The uses and limitations of a range of research methods / techniques, for providing information and evaluating options and market opportunities</td>
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<td>9. The information and knowledge needs of organisations, the development, management and exploitation of information systems and their impact on organisations.</td>
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<tr>
<td>10. The use of information technologies for organisational benefit.</td>
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<tr>
<td>11. The impact of competitive dynamics and the development and implications of business policies and strategies within a changing context to meet stakeholder interests.</td>
<td>X</td>
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<tr>
<td>Intellectual skills</td>
<td>Core / Prescribed / Option</td>
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<tr>
<td><strong>1. Critical analysis and evaluation of theoretical frameworks, situations and data. Ability to deconstruct and construct logical arguments</strong></td>
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<td><strong>2. The capability to identify assumptions, evaluate statements, detect false logic or reasoning, identify implicit values, define terms adequately and generalise to produce appropriate strategic solutions.</strong></td>
<td>X X X X X X X X X X X X</td>
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<td><strong>3. Creativity, developing innovation internally and externally to an organisational context internationally.</strong></td>
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<tr>
<td><strong>4. Problem solving and decision making; establishing criteria, using appropriate decision techniques including identifying, formulating and solving strategic business problems; create identify and evaluate options; implement and review implementation.</strong></td>
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<tr>
<td><strong>5. Information and knowledge: scanning, identifying, abstracting and organising data, to extract meaningful information and knowledge</strong></td>
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</tbody>
</table>
### Subject specific skills

<table>
<thead>
<tr>
<th>Course</th>
<th>1. Apply the fundamental elements of strategic management to complex issues utilising appropriate modelling techniques for problem investigation, analysis and solving</th>
<th>2. Presentation skills</th>
<th>3. Preparation of management and business reports with academic underpinning.</th>
<th>4. Interpersonal skills.</th>
<th>5. Leadership skills, the ability to analyse and assess appropriate strategic management issues using individual and group contributions.</th>
<th>6. Strategic Performance management: setting targets, motivating, and monitoring, continuous improvement.</th>
<th>7. Research into strategic business and management issues</th>
<th>8. Project management skills.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strategic Leadership and People Management</td>
<td>X</td>
<td>X</td>
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<td>Strategic Marketing and Competitive Intelligence</td>
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<td>Entrepreneurial Management</td>
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<tr>
<td>Critical Perspectives in Strategic Management and Leadership</td>
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<tr>
<td>Strategic Information &amp; Knowledge Management</td>
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<tr>
<td>Strategic Finance for Managers</td>
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<td>Strategic Quality and Project Management</td>
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<tr>
<td>International Business Strategies</td>
<td>X</td>
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<td>Independent Study</td>
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<tr>
<td>Transferable skills</td>
<td>Strategic Leadership and People Management</td>
<td>Strategic Marketing and Competitive Intelligence</td>
<td>Entrepreneurial Management</td>
<td>Critical Perspectives in Strategic Management</td>
<td>Strategic Information &amp; Knowledge Management</td>
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<tr>
<td>1. Numeracy, qualitative and quantitative skills</td>
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<tr>
<td>2. Quantitative and qualitative research skills</td>
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<tr>
<td>3. Personal effectiveness: self awareness and self management; time management; sensitivity to diversity in people and situations; continuity of learning.</td>
<td>X</td>
<td>X</td>
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<td>X</td>
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<tr>
<td>4. Information technology &amp; management and reflective practice.</td>
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<tr>
<td>5. Communication skills, including listening, negotiating, persuading, influencing; oral and written communication using a range of media including the internet.</td>
<td>X</td>
<td>X</td>
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<tr>
<td>6. Effective performance within a team environment.</td>
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<td>X</td>
<td>X</td>
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<tr>
<td>7. The ability to assess and develop their own personal development goals, skills and learning and to take a strategic perspective.</td>
<td>X</td>
<td>X</td>
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<tr>
<td>8. Ethics and value management: recognising ethical situations, applying ethical and organisational values.</td>
<td>X</td>
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