

# PROGRAMME SPECIFICATION

This Programme Specification is correct as of the date indicated; however, minor amendments may be made throughout the year and will be incorporated in the annual updating process.

## SECTION A: DETAILS OF THE COURSE AND AWARD

<b>Programme Title</b>	<b>Master of Science Organisational Resilience (PgCert, PgDIP)</b>
<b>Awarding Body</b>	<b>Buckinghamshire New University</b>
<b>Teaching Institution</b>	<b>Buckinghamshire New University</b>
<b>School</b>	<b>Aviation and Security</b>
<b>Name of Final Award</b>	<b>Master of Science, MSc</b>
<b>NQF/FHEQ Level of Qualification</b>	<b>Level 7: Master's degree</b>
<b>QAA Benchmark Statement(s)</b>	<b>Business and Management 2007</b>
<b>UCAS Code</b>	<b>n/a</b>
<b>Course Code(s)</b>	<b>MU1OGR9</b>
<b>Mode and Length of Study</b>	<b>Flexible and Distributed/Distance Learning TWO YEARS</b>
<b>Number of Intakes</b>	<b>One October</b>
<b>Regime of Delivery</b>	<b>Flexible &amp; Distributed Learning</b>
<b>Language of Study</b>	<b>English</b>
<b>Details of Accreditation</b>	<b>n/a</b>
<b>Publication Date</b>	<b>01 February 2014 Revised: September 2017 CAP Revised July 2019</b>

### Potential Student Profile / Criteria for Admission:

*What the award is about and who the programme is aimed at:*

Organisations are vulnerable and exposed to threats from malicious or accidental events on a constant basis. In order to be able to manage the impacts of any risks upon an organisation and its assets, there are multiple levels of planning which should be considered. Planning and subsequent management and operational activities must ensure that the organisation can not only anticipate, but also respond to an incident whilst it is happening and beyond until full recovery has been achieved. The need for organisations to not only understand the requirements for Organisational Resilience (OR), but also to be able to put into place capabilities to effectively manage and respond, and to maintain alignment with wider organisational objectives and aims is essential for maintaining viability. With multiple and inter-related, interdependent sub-disciplines, a holistic approach to OR within organisations is not only desirable, but essential.

The MSc Organisational Resilience is designed to meet the requirements of industry and the professionals who are either currently employed in it or who seek to develop advanced capability. There are many currently working in the sector who have long-term experience and are seeking validation and evidence of this through the achievement of postgraduate qualification. In particular, applied

postgraduate programmes and awards are considered to be the most desirable and required awards by companies and employers. Industry also requires, because of the growing inter-relationship and blurred boundaries between the various elements, and the constant development of new risks and the need to mitigate them; the development of organisational and individual capability and knowledge across a range of contributing areas. Therefore, this programme is designed to attract and educate those with a specialist interest in the following areas and sub-disciplines:

- Security
- Business Continuity
- Crisis and Incident Management
- Emergency Management
- Disaster and IT Recovery (note that 'Disaster Recovery' (DR) is generally accepted to be related to IT issues)
- Natural Disaster Response and Recovery

All of these components are to some extent complementary and considered to be contributing elements to the understanding and developed capability to devise, plan and manage resilience within organisations. By allowing students to take a holistic approach to the subject matter, the programme provides an opportunity for advancement to those already employed in OR roles, for example as security, crisis or business continuity managers or heads of function, who wish to broaden their industry knowledge base and management and analytical skills with a view to enhancing their career prospects. Secondly, the programme is designed to appeal to people with general management roles and experience who are interested in moving into the resilience sector or who have been made responsible for the implementation and management of resilience within their organisation. Thirdly, recent graduates (from both our own and other universities) of related BA/BSc programmes (e.g. risk management, security management or crisis response) would benefit from studying this course, in preparation for further development and advancement in their chosen field and career path.

*Why students should choose this award:*

Students should choose this award for its unique approach to the study of OR and its constituent elements. The MSc is designed to deliver an accessible postgraduate programme that reflects sector currency and assists in the drive towards further professionalism and research capabilities. The MSc OR is intended to build upon and develop the Department of Security and Resilience's success in developing and delivering flexible and applied programmes that allow students to study in the context of the needs of real organisations and their current and future operating environments. OR is rapidly becoming recognised as a coherent, rather than distinct and completely separable, group of linked subjects. In this programme the development of mastery in understanding of these links, in their applicability to organisations and business and the high-level knowledge, confidence and capability necessary to be fully effective as an OR professional is considered to be essential and explicit educational outcomes. This programme is for students who wish to apply academic rigour to their professional capability and development and will allow successful graduates to be differentiated from and more competitive than their peers who may not have taken such an approach.

*Opportunities available for students after completion of the award:*

On successful completion of this award, students from all backgrounds will find their employment prospects enhanced and their understanding of the multiple facets of OR significantly deepened. Managers will have gained the requisite knowledge and analytical skills to enable them to perform at higher management levels in their organisations; recent graduates or people employed outside the resilience sector are more likely to be able to obtain employment in the component industries; and current employees will be better equipped to seek promotion. All graduates will have developed transferable skills that can be used in a wide range of employment roles.

*Expected knowledge and skills that the entrant will have on entry to the programme:*

Graduate entrants to the programme will normally have an Honours degree or equivalent. Recent graduates would generally have achieved an upper second class honours degrees in any field. It is anticipated that this degree will evoke interest from international students for whom such qualification is not available in their home country. Applicants whose first language is not English will be required to demonstrate English language skills to IELTS 7.0 or equivalent.

Applicants who are in employment may qualify for entry without holding a first degree. The University welcomes applicants with non-standard or no formal qualifications and applicants will be assessed through a recruitment process based on interview, portfolio, employment history or other evidence of achievement and ability to benefit from the course. This is a particularly important access route for those who may have significant experience and capability and are seeking validation and development of knowledge and ability that they may already possess due to their extensive sector employment history.

### **Credit Transfer**

There may be some applicants who are able to use Accredited Prior Learning (APL) to apply for exemptions for some of the MSc OR modules, dependent on the level of the prior learning, award or certification and the ability to map them to the Modules. All APL assessments will be conducted by a formally constituted Credit Accumulation Transfer Scheme (CATS) Committee, in accordance with AQD Regulation on the Credit Accumulation and Transfer Scheme dated June 2011. In particular, those students who have completed the School's Level 7 Certificate in Security Management will be exempted from SE 701 and SE 702 and will not need to be referred to the University APL panel. A copy of the Certificate will be checked. Also graduates of the Frontier Risks SRMC Course will be eligible for exemption from SE701 and 702 in the same way.

## **SECTION B: PROGRAMME AIMS, OUTCOMES, LEARNING, TEACHING AND ASSESSMENT METHODS**

### **Programme Aims**

The main educational aims of the programme are to:

- Synthesise, apply and critically appraise a range of strategies for organisational resilience planning and implementation
- Apply concepts and principles of organisational resilience planning outside their context of study to provide solutions for threat, risk and impact management in a wide range of organisational contexts
- Evaluate and synthesise theories and concepts to inform strategic requirements for organisational resilience communication and management issues
- Critically evaluate the interdependencies and differentials in the component elements of organisational resilience
- Critically evaluate research methods identifying an appropriate methodology to address, deliver and analyse a research issue in relation to organisational resilience

## **Programme Learning Outcomes**

### *A. Knowledge and Understanding*

On successful completion of the programme a graduate will be able to:

1. Critically approach contextual problems of Organisational Resilience for their own operational and strategic environment.
2. Assess organisational change requirements due to the impact of external and internal factors and understand their implications.
3. Illustrate and explicate effective Organisational Resilience planning and implementation requirements
4. Evaluate and solve complex problems through reflection upon current issues and thinking and management techniques
5. Choose appropriate and organisationally viable approaches to the development of interrelationships for effective long-term organisational resilience

### *B. Intellectual/Cognitive Skills*

On successful completion of the programme a graduate will be able to:

1. Reflect upon and recognise the value and disadvantages of experience and bias in predictive analysis
2. Analyse, synthesise and solve complex business problems related to Organisational Resilience requirements
3. Recognise and address ethical and governance issues related to Organisational Resilience decisions
4. Differentiate between highly effective and less effective organisations in the context of Organisational Resilience Planning and Implementation
5. Evaluate the rigour and validity of published research in its application to effective Organisational Resilience

### *C. Practical Skills*

On successful completion of the programme a graduate will be able to:

1. Design and effectively implement organisational communication plans and processes to support effective Organisational Resilience
2. Initiate and create organisational management teams and processes to provide and develop Organisational Resilience
3. Devise and generate organisational change management processes, particularly in relation to continuity and crisis management requirements
4. Produce, manage and implement integrated and effective Organisational Resilience programmes which can be applied in a variety of organisational circumstances both internal and external
5. Make effective strategic Organisational Resilience management decisions which are inextricably linked to the organisational mission and objectives

### *D. Key/Transferable Skills*

On successful completion of the programme a graduate will be able to:

1. Develop and deliver both in personal and organisational contexts the processes and functions required for effective management implementation of initiatives
2. Plan, design and prepare appropriate and adaptable personnel management systems for the implementation and long-term direction of resilience and wider management

3. Evaluate and balance competing components of organisational activity to offer optimal opportunities for appropriate anticipation, response and recovery
4. Formulate and develop original, insightful and effective problem-solving capabilities in order to ensure and support management processes and capabilities
5. Develop the capability to work independently and in a self-directed fashion across a range of organisational resilience and general projects

**Table 1: Programme Skills Matrix – Assessment**

Module Code	Information Acquisition	Critical thinking, analysis and synthesis	Self-reflection and Criticality	Communication Skills: Oral	Communication Skills: Written	Information & Communications Technology (ICT)	Numeracy & Quantitative Skills	Problem Solving & Decision Making	Independent & Self-managed Learning	Working with Others
SE 701	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
SE 702	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
SE 703	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
SE 704	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
SE 705	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

## Learning, Teaching and Assessment Methods to achieve the Programme Learning Outcomes

The Faculty's courses are practice based, supported by contextual studies, and are structured to allow students, particularly at postgraduate level, to develop autonomous and organisationally orientated study. Such self-directed and self-initiated study programmes are the primary means by which a student's independent learning skills develop, and allow them to capitalise upon their activities and experience, often gained through extensive careers.

The teaching, learning and assessment methodologies used within the Faculty and detailed below, are consistent with those described in relevant QAA Benchmarks. The study of theories and organisational approaches to OR, using workshop-related activity surrounded by distance learning activities, is the principal vehicle for teaching and learning; supported by personal research and informed by formative activities. Learning is further developed through group engagement, and through personal development supported by individual tutorials. The Faculty operates a regime of formative and summative assessment, which allows students to develop their work continuously with clear tutorial guidance.

## Teaching Methods

A range of specific learning and teaching mechanisms that will be used in the programme is outlined below:

**Seminars:** Enable open discussion, contribution by tutors, practitioners and industry representatives. Students are enabled to practice the articulation of ideas, question, test their knowledge and listen to other points of view, thus enabling their critical abilities to develop. These may be conducted face to face or remotely.

**Lectures:** Provide key information, knowledge and theories. Students may also be involved in interactive activities which have some of the characteristics of seminars listed above during these lectures. These may be conducted face to face or remotely.

**Small group work:** Develops collaborative and communication skills, networking, sharing and supporting each other to learn. This may be conducted face to face or remotely.

**Visits from industry professionals:** Enables the development and awareness of current practice in the subject. This is essential to developing an understanding of current practices, career opportunities, and preparing students for working life as a professional. Contact with industry professionals, enables the development of language, concepts, research approaches and identity formation through an ontological approach to learning in the discipline. Visits will be recorded and web seminars will be incorporated into the programme.

**Self-directed study:** Encourages the development in students of independent working, autonomy and self-awareness. The ability to project manage, time manage and identify own learning needs is supported by formal and informal learning opportunities throughout the course. Self-directed study is important to successfully managing and achieving the course learning outcomes. This is, of course, essential for distance learning elements of this programme.

**Tutorials:** Both individual and in small groups help to focus students on evaluating their own work and in identifying directions for study and research. Tutors will question and advise students, presenting alternatives and challenging decisions, in order to help students to realise their full potential and to develop critical and evaluative skills. These may be conducted face to face or remotely.

This award offers students a programme of study that accommodates their particular needs and work profiles. Students who are employed full time or who work irregular hours or in multiple/remote locations (for example, deployed security managers) and as such would not be able to attend university-based classes may access the programme via Flexible and Distributed Learning (FDL). Students receive lectures and study materials by means of Blackboard Collaborate; podcasts; vodcasts and other appropriate tools and interact with their tutors on-line through the use of discussion boards, blogs and wikis. Resources and activities in the module will be made available via the 'Blackboard' learning platform. These may include references to papers; case study analysis, debates and/or discussions on relevant themes and contemporary issues in relation to the study and development of OR as an academic subject with practical applications. The Department is committed to the development and delivery of high standard and intuitive FDL and distance learning capability. The programme will use the fullest possible and available range of complementary technologies to support appropriately designed pedagogy in the delivery of education to students.

An appetite for collaborative learning and team working will crucially underpin the elements and academic work where much of the student-tutor interaction will take place online. Delivery of online material will be carefully phased and managed, and well supported with interactive content, videos, lecture material, and practical exercises. Visual modes of communication including Skype and WebEx may also be used where deemed appropriate for the module. Vitally, self study, 'peer to peer' learning and the Virtual Learning environment are all important components in this form of learning; however this will be supported and directed by the tutor. Self study can involve both reading widely and with

focus, taking learning from other forms of media such as film, TV, the Internet and importantly from other industry practitioners and students.

**Flexible and Distributed Learning (FDL):** “denotes educational provision leading to an award, or to specific credit toward an award, of an awarding institution delivered and/or supported and/or assessed through means which generally do not require the student to attend particular classes or events at particular times and particular locations.” QAA (2008) *Code of Practice for the Assurance of Academic quality and standards in Higher Education. Section 2: Collaborative provision and flexible and distributed learning (including e-learning).*

#### **Criteria for Teaching, learning and assessment approaches to FDL:**

1. do not require a student's place of study to be physically located within the institution (the awarding institution) whose academic award is being sought through successful completion of the programme of study;
2. do not assume that a student's programme of study is necessarily delivered directly by the awarding institution;
3. do not assume that a student is necessarily directly supported by staff of the awarding institution;
4. do not assume that a student is routinely working with other students;
5. do not necessarily require assessment of a student's achievement to take place at the location of the awarding institution.

QAA (2008) *Code of Practice for the Assurance of Academic quality and standards in Higher Education. Section 2:23: Collaborative provision and flexible and distributed learning (including e-learning).*

For each Module, the programme is designed as follows:

One month before Module start date; release of pre-course study materials. This will include access to the University online learning platform (Blackboard) which will support interactive learning documents, pre-attendance tasks linked to various web-based resources, and semi-directed study of required reading. The aim will be to ensure that students are prepared for activities well in advance of the Module start date.

**Workshop One** will introduce and discuss the range of theories and concepts involved in the subject area. The workshops will be designed to allow students to fully participate in working groups to discuss and analyse in a participative and pragmatic way the necessary actions and requirements for OR. The face to face workshops will operate on a minimum in class attendance of five students. If this threshold is not reached, an online, virtual workshop may be implemented.

**Distance Learning.** This component will incorporate directed study based upon our web-based platform with on-line tutor interaction with students. Students will be involved in formulating responses to scenario based activities and will be required to discuss online and in groups their analysis and response reasoning processes.

**Workshop Two.** Workshop Two will allow students to discuss and develop further responses to formative assignments; introduce and build upon theories and ideas that are the results of their studies and research. The face to face workshops will operate on a minimum in class attendance of five students. If this threshold is not reached, an online, virtual workshop may be implemented.

**Distance Learning.** This component will incorporate further directed study based upon outcomes from the workshops and feedback requirements. Students will be involved in discussions and collaborative activities to support their study along with directed and undirected research.

**Assignments.** Students will be required to validate learning by submission of assessments.

### **Personal Development Planning**

During the study within the course students are expected to take ownership of their learning, actively guiding it through their selection of modules and complementary studies towards their own educational, academic and career development. While the University records and maintains a document of each student's academic performance, Personal Development Planning (PDP) is the process of the students' recording of their own reflection on their learning.

Reflection allows students to monitor their own performance and to take a conscious approach to what they need to learn, when they need to learn, and what is the best method for themselves to assist their own learning. PDP allows students to realise their development needs by increasing their self awareness, reflecting on their personal development and their functioning among colleagues, responding to feedback and being self critical, and by increasing their confidence and skill of self promotion.

During the course students will be expected to keep a continuously updated record of their performance as is recorded by the University centrally and by module leaders on returned work. In addition, students are expected to maintain in parallel their own personal development records listing reflective reviews of learning achieved per module taken, aims and objectives that are to be met by, or with the help of, the course and reviews of progress made towards the set aims. In addition to providing a reminder to students of their long-term aims and helping to motivate them during their study, the PDP records will also help to produce personal statements (such as CVs) for future employers.

## **Assessment Methods**

### **Assessment Strategies**

All assessment is undertaken through application of the criteria and weightings outlined on the Module Descriptors. Module Assignment Briefs will be published on the University VLE prior to the commencement of the module.

The overall assessment strategy matrix has been designed to achieve the required balance of the subject's underpinning knowledge and skills along with a measured degree of appropriateness with regard to level, quality, quantity and chronological distribution, ensuring sufficient time to undertake the assignments and to reflect on the feedback received. A range of appropriate assessment methods is offered across the whole course, which provide the students extensive opportunity to demonstrate their full range of capabilities. The programme team is proactive in the debate about assessment, and other aspects of study relevancy, including the opportunity for student engagement through the Programme Committee meetings.

Most assessments are summative to encourage a disciplined approach to project deadlines. There are some strategically placed formative assessment points. In a formative approach, feedback given will support a collaborative environment between individuals, groups and tutors, providing opportunity for dialogue and reflection on their practices, and allowing responsibility for acknowledging areas of strength and areas requiring further improvements. In a summative approach taken at the completion of each assignment checkpoint, evidence will be sought to recognise that the learning outcomes of the assignment have been achieved at the appropriate level. Feedback will be provided against each of the assessment criteria, so that the students can understand the associated links to the learning outcomes for each module.



Feedback is written and usually supported by verbal briefings and discussion. Students are given an opportunity to reflect on feedback. Self-assessment becomes an important part of the students' development during the course, and is implicit throughout the tutorial and critique system. The opportunity for disagreement and reasoned justification of student work is present throughout the assessment method.

#### Progression Board

At the end of the first academic year, there will be a progression board where students will be assessed and if both first year modules ( SE701 and SE702) have been passed, then the student will progress to year two. If one or both modules are failed then there will be the opportunity for referral work.

#### **Referral Opportunities**

As with any award at Buckinghamshire New University, if a student has not received a pass mark (normally 40%) for a module or piece of assessment, they may be required to be reassessed in the component(s) that they have failed.

For full details of assessment regulations for all taught programmes please refer to our Results webpages.

## SECTION C: PROGRAMME STRUCTURE(S) AND MATRIX MAPPING

Table 2a: Programme Structure Table – October Intake

<b>Course Title</b>	MSc Organisational Resilience								
<b>Course Code</b>	MU10GR9								
<b>Mode of Study</b>	Flexible and Distributed Learning								
<b>Credit Value</b>	UK	180	ECTS			90			
Module Code	Module Title	QCF/FHEQ Level	Course Stage / Year	Status in Award (/Core / /Optional)	Credit Value	Assessment Regime			Semester Taught
						Written Exam %	Coursework %	Practical %	
SE 701	Threat Risk and Impact Perspectives	7	1	C	30		100		S1
SE 702	Security Management	7	1	C	30		100		S2
SE 703	Civil Protection, Crisis and Emergency Management	7	2	C	30		100		S1
SE704	Business Continuity Management and Perspectives	7	2	C	30		100		S2
SE 705	Research and Dissertation	7	2	C	60		100		SB

This programme structure has been mapped for semester allocation against *Buckinghamshire New University Validation Process Regulatory Document* dated September 2011.

**Table 3: Mapping of Programme Outcomes to Modules**

Programme Outcome	Level 4 (Code)	Level 5 (Code)	Level 6 (Code)	Level 7 (Code)	Level 8 (Code)
<b>A. Knowledge and Understanding</b>					
A1				SE 701, SE 702, SE 703, SE 704	
A2				SE 701, SE 702, SE 703, SE 704	
A3				SE 701, SE 702, SE 703, SE 704	
A4				SE 701, SE 702, SE 703, SE 704	
A5				SE 701, SE 702, SE 703, SE 704	
<b>B. Intellectual / Cognitive Skills</b>					
B1				SE701, SE705	
B2				SE701, SE702, SE703, SE704, SE705	
B3				SE701, SE702, SE703, SE704, SE705	
B4				SE701, SE702, SE703, SE704, SE705	
B5				SE701, SE705	
<b>C. Practical Skills</b>					
C1				SE701, SE702, SE703, SE704	
C2				SE701, SE702, SE703, SE704	
C3				SE701, SE702, SE703, SE704	
C4				SE701, SE702, SE703, SE704	
C5				SE701, SE702, SE703, SE704	
<b>D. Key / Transferable Skills</b>					
D1				SE701, SE702, SE703, SE704	

Programme Outcome	Level 4 (Code)	Level 5 (Code)	Level 6 (Code)	Level 7 (Code)	Level 8 (Code)
D2				SE701, SE702, SE703, SE704	
D3				SE701, SE702, SE703, SE704,	
D4				SE701, SE702, SE703, SE704,	
D5				SE701, SE702, SE703, SE704, SE705	

## SECTION D: CONTACT HOURS

*Note: Hours are worked on the basis of full-time study. 1 Academic Credit is equated to 10 notional learning hours. A full-time undergraduate student will normally study 120 credits in an academic year which is therefore equated to 1200 notional hours. A full time postgraduate student will normally study 180 credits in an academic year which equates to 1800 hours. Module Descriptors provide detailed breakdowns of the categories given below.*

**Table 4: Breakdown of Contact Hours**

Year of course	Scheduled Learning and Teaching Activities	Guided Independent Study	Placement / Study Abroad	Total
Year One	150	750	0	<b>900</b>
Year Two	150	750	0	<b>900</b>
<b>Total</b>	<b>300</b>	<b>1500</b>	<b>0</b>	<b>1800</b>

It is an expectation that students will undertake study in their own time in addition to the taught elements.

## SECTION E: ASSESSMENT REGULATIONS

This programme conforms to the approved University procedures as detailed on the University website:

- Assessment Regulations
- Annual Review and Evaluation
- Student Feedback
- Personal Tutoring
- Student Representation

This programme will be covered by the following University regulations: *University Academic Framework and Assessment Regulations*

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## APPENDIX: OTHER AWARDS AVAILABLE

The following Exit Awards are available on this programme:

- Postgraduate Certificate (PGCert)
- Postgraduate Diploma (PGDip)

### Exit Award Programme Learning Outcomes

#### ***Postgraduate Certificate***

On successful completion of a **Postgraduate Certificate (PGCert)**, a graduate will be able to:

- Rationalise and determine the relative value of threat risk and impact analysis and management as contributors to Organisational Resilience
- Identify and diagnose conflicts and linkages in Organisational Resilience disciplines
- Synthesise theoretical and applied approaches to threat, risk and impact analysis and management to resolve organisational strategy issues
- Critically evaluate the effects and consequences of differentiated personal behaviours, traits and approaches on effective threat, risk and impact measure selection in the organisational context
- Critically analyse the role and evaluate the significance of effective security management in an organisational context
- Critically evaluate the contribution of security management policy and practice in developing effective organisational and business strategies and how they provide the focus for a long-term approach to the effective development of the organisation
- Demonstrate critical assessment and evaluation of security management concepts, theory and research including leadership and the role of the manager in the corporate context
- Critically discuss the central role of security management strategy in achieving overall corporate objectives which focus on the strategic, international and cultural aspects of security management and policy initiatives
- Evaluate the impact of the external environment upon security policy and practice

A **Postgraduate Certificate (PGCert)** will be awarded to a student who has completed the programme learning outcomes specified above. This is measured by achievement of 60 credits at Level 7. The following modules will count towards achievement of this award:

- SE701 – Threat, Risk and Impact Perspectives
- SE702 – Security Management

SE701 is the critical first module and it is non-condonable and must be passed.

#### ***Postgraduate Diploma***

On successful completion of a **Postgraduate Diploma (PGDip)**, a graduate will be able to:

- Evaluate and select appropriate organisational response models for crisis and emergency management
- Critically analyse the effectiveness of national and international civil protection and crisis/emergency response capabilities
- Critically evaluate general and specific organisational requirements and capabilities to enable effective cogent and coherent response planning and implementation

- Assess the attributes that are required, and may be deficient, in organisational personnel and workforces who are required to anticipate, respond to and recover from crises and emergencies
- Evaluate and select appropriate crisis and emergency communication responses across a range of potential levels of incidents and events
- Assess the strategic contribution of BCM to organisational objectives
- Evaluate the application of BCM techniques and processes and their effectiveness
- Analyse the process perspective of BC models and functions with the aim of development and improvement
- Critical analyse the organisational impacts of ineffective BCM
- Assess the potential future development of BCM as a resilience contributor
- 

A **Postgraduate Diploma (PGDip)** will be awarded to a student who has completed the programme learning outcomes specified above. This is measured by achievement of a combined total of 120 Credits at Level 7. The following modules will count towards achievement of this award:

- SE703 – Civil Protection, Crisis and Emergency Management
- SE704 - Business Continuity Management and Perspectives

The certificate and diploma exit awards can only be gained by the passing of the stated modules in the given order. It is not possible to obtain the awards with any different combination of modules.