

KEY PROGRAMME INFORMATION

Originating institution(s) Bournemouth University	Faculty responsible for the programme Bournemouth University Business School
Final award(s), title(s) and credits MSc Disaster Management 180 credits (90 ECTS)	
Intermediate award(s), title(s) and credits PG Dip Disaster Management 120 credits (60 ECTS) PG Cert Disaster Management 60 credits (30 ECTS)	
UCAS Programme Code(s) (where applicable and if known) N/A	HECoS (Higher Education Classification of Subjects) Code and balanced or major/minor load. 100823
External reference points The Quality Assurance Agency for Higher Education (QAA) sets out a national framework of qualification levels, and the associated standards of achievement are found in their Framework for Higher Education Qualifications document .	
Professional, Statutory and Regulatory Body (PSRB) links There are currently no formal PSRBs linked to this programme.	
Places of delivery On-Campus (Campus-Based Programme) Off-Campus (External contracts) 100% Online Delivery (Distance Learning Programme)	
Mode(s) of delivery Full time / Part time / Individual CPD Accredited Units / Individual CPD Non-Credit Bearing Units	Language of delivery English
Typical duration Programme Duration: Full-time: 12 months Part-time: 24 months	
Date of first intake September 2021	Expected start dates September, January
Maximum student numbers 25 per intake	Placements No-compulsory placement required
Partner(s) None	Partnership model n/a
Date of this Programme Specification June 2023	
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Author	

Programme Specification – Section 1

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PROGRAMME STRUCTURE

Programme Award and Title: MSc Disaster Management (Campus Based Version)									
Level 7									
Students are expected to complete all three core units (CPD1, CPD6 & CPD10) and four optional units.									
The availability of options may vary each year depending on student enrolment on individual units and other operational considerations.									
Unit CPD Number	Unit Name	Core/ Option	No. of Credits	Assessment Element Weightings			Expected Contact hours per unit	Unit Version No.	HECoS Code (plus balanced or major/ minor load)
				Exam 1	Cwk 1	Cwk 2			
CPD1	Developing Policies and Plans	Core	20		80%	20%	40	2.0	100823
CPD2	Management of Man-Made Disasters and Security Threats	Option	20		80%	20%	40	2.0	100823
CPD3	Management of Natural Hazards	Option	20		80%	20%	40	2.0	100823
CPD4	Humanitarian Operations and External Assistance	Option	20		80%	20%	40	2.0	100823
CPD5	Management of Wider Stakeholders	Option	20		80%	20%	40	2.0	100823
CPD6	Management of Communication and Learning	Core	20		50%	50%	40	2.0	100823
CPD7	Public Health Preparedness Resilience and Response	Option	20		80%	20%	40	2.0	100823
CPD8	Foreign Policy Analysis and Crisis Management	Option	20		80%	20%	40	2.0	100823
CPD9	Disaster Management for Business Professionals	Option	20		80%	20%	40	2.0	100823
CPD10	Dissertation	Core	60		100%		20	2.0	100823
<p>Progression requirements: 100 credits are required before a student can progress to study their dissertation.</p> <p>Exit qualification: PGCert Disaster Management 60 Credits (30 ECTS) PGDip Disaster Management 120 Credits (60 ECTS) MSc Disaster Management 180 Credits (90 ECTS)</p>									

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Programme Award and Title: MSc Disaster Management (100% Online Version)									
Level 7									
Students are expected to complete six core units (CPD1, CPD2, CPD3, CPD4, CPD6 and CPD7) and the dissertation unit (CPD10) in order to be awarded the qualification of MSc in Disaster Management.									
Unit CPD Number	Unit Name	Core/ Option	No. of Credits	Assessment Element Weightings			Expected Contact hours per unit	Unit Version No.	HECoS Code (plus balanced or major/ minor load)
				Exam 1	Cwk 1	Cwk 2			
CPD1	Developing Policies and Plans	Core	20		80%	20%	40	2.0	100823
CPD2	Management of Man-Made Disasters and Security Threats	Core	20		80%	20%	40	2.0	100823
CPD3	Management of Natural Hazards	Core	20		80%	20%	40	2.0	100823
CPD4	Humanitarian Operations & External Assistance	Core	20		80%	20%	40	2.0	100823
CPD6	Management of Communication and Learning	Core	20		50%	50%	40	2.0	100823
CPD7	Public Health Preparedness Resilience and Response	Core	20		80%	20%	40	2.0	100823
CPD10	Dissertation	Core	60		100%		20	2.0	100823
<p>Progression requirements: 100 credits are required before a student can progress to study their dissertation.</p> <p>Exit qualification: PGCert Disaster Management 60 Credits (30 ECTS) PGDip Disaster Management 120 Credits (60 ECTS) MSc Disaster Management 180 Credits (90 ECTS)</p>									

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Programme Award and Title: MSc Disaster Management (Off Campus - External Contracts Version)									
Level 7									
For the Off-Campus (External Contracts) version of the programme, students will be expected to complete seven preselected units listed below (including CPD1, CPD6 & CPD10)									
Unit CPD Number	Unit Name	Core/ Option	No. of Credits	Assessment Element Weightings			Expected Contact hours per unit	Unit Version No.	HECoS Code (plus balanced or major/ minor load)
				Exam 1	Cwk 1	Cwk 2			
CPD1	Developing Policies and Plans	Core	20		80%	20%	40	2.0	100823
CPD2	Management of Man-Made Disasters and Security Threats	Core	20		80%	20%	40	2.0	100823
CPD3	Management of Natural Hazards	Core	20		80%	20%	40	2.0	100823
CPD4	Humanitarian Operations & External Assistance	Core	20		80%	20%	40	2.0	100823
CPD6	Management of Communication and Learning	Core	20		50%	50%	40	2.0	100823
CPD7	Public Health Preparedness Resilience and Response	Core	20		80%	20%	40	2.0	100823
CPD10	Dissertation	Core	60		100%		20	2.0	100823
<p>Progression requirements: 100 credits are required before a student can progress to study their dissertation.</p> <p>Exit qualification: PGCert Disaster Management 60 Credits (30 ECTS) PGDip Disaster Management 120 Credits (60 ECTS) MSc Disaster Management 180 Credits (90 ECTS)</p>									

AIMS OF THE DOCUMENT

The aims of this document are to:

- define the structure of the programme;
- specify the programme award titles;
- identify programme and level learning outcomes;
- articulate the regulations governing the awards defined within the document.

AIMS OF THE PROGRAMME

The MSc Disaster Management programme seeks to develop the knowledge and skills required for students from a broad range of backgrounds. This includes students who have just completed an undergraduate degree, as well as public and private sector professionals working for organisations such as government agencies, national and international industries, emergency and medical services, small to medium sized industries, faith based and local community organisations, with current or future responsibility for disaster management, who wish to return to education to obtain further qualifications.

The education and training of disaster management remains in its infancy in many countries. As a consequence, many graduates of overseas universities seek a postgraduate qualification in countries where the study of disaster management and the development of crisis management and emergency management professionals is more advanced. In the UK, Bournemouth University is one of the leading providers of this type of education and training at the Postgraduate Level.

Vision

The work of the Bournemouth University Disaster Management Centre (BUDMC), in the UK and overseas, led to a growing demand from our clients that we accredit our current and future disaster management activities against post graduate qualification criteria. First validated in 2013, the MSc Disaster Management was developed in accordance with a Continuing Professional Development (CPD) pathway in order to maintain our emphasis on short (one to two week) training programmes, offered to public and private sector professionals who have current or anticipated responsibility for disaster management in their organisations. The BUDMC has developed three versions of the MSc Disaster Management, which will be offered through three corresponding routes of study

1. On-Campus. The MSc Disaster Management is delivered on campus.
2. 100% Online. The MSc Disaster Management is delivered wholly online via an online learning platform such as Brightspace.
3. Off-Campus - External Contracts. The MSc Disaster Management is delivered in the country of the external partner via a one-week intensive training course. This is followed by an 8-week online learning period.

The Disaster Management CPD programme has been designed to develop individuals to meet the following professional criteria:

- a. Understand the roles and responsibilities of external agencies involved in disaster management as part of a collaborative and collective enterprise.
- b. Participate in, and encourage, integrated planning and risk reduction activities amongst and between relevant civilian and military organisations as well as community groups.
- c. Promote disaster management planning within wider security and development strategies.
- d. Participate in, and encourage, the development of risk reduction and resilience strategies including mitigating hazards and reducing vulnerability.

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- e. Develop effective major incident management systems to respond quickly to, and recover from, a range of disasters when they occur
- f. Develop individual skills in communication and learning to assist in the exploitation and implementation of lessons identified from previous disaster events.

Academic and Professional Context

Disaster management as a subject area is distinctive in that it is interdisciplinary, drawing on a wide range of base disciplines from 'hard' to 'soft' sciences. It is focused around complex political, social and economic activity and reflects the very heart of governance in a country. It is concerned with the development of sound policies and plans at the national, state and local levels and requires nations to integrate their activities across all key national and international sectors. The study of the subject, particularly at postgraduate level, requires an integrative approach that blends human behaviour with analytic approaches to solving complex problems and implementing appropriate solutions through and with people. Finally, the subject must be treated from an international perspective to ensure relevance in today's disaster-prone world. In this context, non-UK students are particularly important for enriching the overall learning experience of everyone on the programme.

This programme recognises both the extent and diversity of the activities described as disaster management. National governments have acutely different solutions to the tasks of reducing risk, responding to crises and ensuring that the affected communities, infrastructure and environment are able to recover. Both the public and private sectors around the world are increasingly aware of the risks to reputation and business continuity if strategies for coping when disaster strike are not well thought through, integrated with wider stakeholders and practised and exercised. Consequently, we are seeking to produce graduates with the knowledge and skills to both operate and communicate as generalists and facilitators of specialist knowledge in disaster management, with transferable competences and specialisms that can focus more closely on narrower vocational opportunities. The programme aims to meet the needs of both our students and the branches of the disaster management sector in which they wish to work and our experience of offering these programmes over the last twenty years confirms this approach as being appropriate. There are no professional statutory or regulatory body requirements which are addressed by the framework although we will be developing a linked qualification with the Institute of Civil Protection and Emergency Management (ICPEM).

One Programme - Three Modes of Delivery: The Campus Based, Distance Learning and External Contracts Pathways

We intend to offer three pathways to completion of the MSc Disaster Management. The rationale for the three modes of study is outlined below.

Campus-Based Pathway

This pathway is offered to students who want to study on campus. It is aimed primarily at students that have just completed their first undergraduate degree, as well as public and private sector professional seeking to obtain a further qualification to enhance their career prospects. This pathway is an appropriate mode of study for both Part-Time (2 years to completion) or Full-Time (1 year to completion) students.

This pathway is delivered as a campus based experience that consists of one-week of intensive teaching at Bournemouth University (35-40 hours in person teaching), .This is followed by an 8-week additional learning period where students receive additional seminars, lectures and one-to-one tutorial support. Students take three core units: Developing Policies and Plans (CPD1), Management of Communication and Learning (CPD6) and the Dissertation unit (CPD10), alongside four optional units from a choice of seven (CPD 2, 3, 4, 5 and CPD 7, 8, 9). Please note that option units require minimum numbers in order to run and may only be available on a semester by semester basis. They may also change from year to year. For each CPD, students receive a minimum of 40 hours of direct, in person contact with staff and 160 hours of directed learning. This pathway is taught primarily by the BUDMC

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staff, with support from Hourly-Paid Lecturers and Guest Lecturers. Teaching on this pathway consists of a combination of lectures, seminars, table-top exercises and online webinars and tutorials.

100% Online: Distance Learning Pathway

This pathway is offered to students who cannot study on campus. It is aimed primarily at public and private sector professional seeking to obtain a further qualification to enhance their career prospects. It is also aimed at students from other countries that the Bournemouth University Disaster Management Centre has extensive links (e.g. Nigeria, Sierra Leone and the British Overseas Territories in the Caribbean) and we view this version of the programme as a way of breaking into other global markets for students. This pathway is an appropriate mode of study for, and is aimed primarily at, Part-Time students.

This pathway is delivered as a 100% online, distance learning experience that consists of nine-weeks of online study for each unit. Students take six core units: Developing Policies and Plans (CPD1), Management of Man-Made Disasters and Security Threats (CPD2), Management of Natural Hazards (CPD3), Humanitarian Operations & External Assistance (CPD4), Management of Communication and Learning (CPD6), Public Health Preparedness Resilience & Response (CPD7) and the Dissertation unit (CPD10). For each CPD, students receive 40 hours of direct contact with staff and 160 hours of directed learning. The main difference in terms of delivery is that the teaching is extended out over the nine-week learning period and there will be more pre-recorded lectures and talks used to deliver content to students. Teaching consists of a combination of pre-recorded lectures, online discussion forums, online webinars/seminars, online table-top exercises delivered through the Crisis Management Exercise Tool (CMET, see explanation below) and online tutorials.

We expect the online tutor to spend 10 hours per week working on the unit: engaging with students in discussion forums, providing formative feedback and first marking assignments. For this pathway, delivery will be supported by Online Tutors in Hourly Paid Lecturer roles, with oversight of teaching and student progress monitored by BUDMC staff. Students will be expected to commit 20 hours per week to their studies.

External Contracts Pathway: In-Country Training / Online Learning

The MSc Disaster Management (Enterprise) is designed for the delivery of disaster management education to external partners outside the UK.

It will be taught through one-week of intensive teaching in the country where the external contract has been signed (35-40 hours in person teaching). This will be followed by an 8-week additional learning period where students receive additional seminars, lectures and one-to-one tutorial support.

Students take all seven units in the following sequence: Developing Policies and Plans (CPD1), Man-Made Disasters and Security Threats (CPD2), Management of Natural Hazards (CPD3), Humanitarian Operations and External Assistance (CPD4), Public Health, Resilience and Response (CPD7), Management of Communication and Learning (CPD6) and the Dissertation unit (CPD10). For each CPD, students receive a minimum of 40 hours of direct, in person contact with staff and 160 hours of directed learning. Teaching consists of a combination of lectures, seminars, table-top exercises and online webinars and tutorials.

ALIGNMENT WITH THE UNIVERSITY'S STRATEGIC PLAN

The MSc Disaster Management programme is informed by and aligned with Bournemouth University's BU2025 strategic plan and the fusion of excellent teaching, world-class research and professional practice that is at the heart of the institution's visions and values. Students are supported by academics with a wealth of academic and industry experience. Academics delivering the programme are actively engaged in cutting edge research, while students are encouraged to participate in a range of co-creation and co-publication projects. The programme's innovative CPD structure, based on one week of intensive teaching and eight weeks of additional learning, as well as the Part-Time or Full-Time pathways, offer students the opportunity to study and learn around their current employment.

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Students learn through a combination of teaching techniques, including lectures, seminars, interactive workshops, online webinars, one-to-one tutorials, and participation in table-top exercises. These activities are aimed at equipping students with the full range of skills necessary to succeed in the field of Disaster Management, and are informed by the academic team's own experience as well as by a network of contacts who also contribute directly to the programme by delivering guest lectures and webinars.

LEARNING HOURS AND ASSESSMENT

Bournemouth University taught programmes are composed of units of study, which are assigned a credit value indicating the amount of learning undertaken. The minimum credit value of a unit is normally 20 credits, above which credit values normally increase at 20-point intervals. 20 credits is the equivalent of 200 study hours required of the student, including lectures, seminars, assessment and independent study. 20 University credits are equivalent to 10 European Credit Transfer System (ECTS) credits.

Specific to this programme:

The assessment workload for each unit is based on the total time devoted to study, including the assessment workload (i.e. formative and summative assessment) and the taught elements and independent study workload (i.e. lectures, seminars, preparatory work, practical activities, reading, critical reflection).

Assessment per 20 credit unit consist of two pieces of assessment. 1. A 2500 words or equivalent essay/report. 2. A 500 word reflection assignment directly linked to an exercise activity all students must complete in order to pass each unit. The Dissertation Final Project is distinct from other assessment types. The word count for this assignment is 15000 words and it worth 60 credits; this recognises that the dissertation project is an in-depth piece of original research that provides the capstone to the degree programme.

STAFF DELIVERING THE PROGRAMME

Campus-Based Version

Students will usually be taught by a combination of senior academic staff with others who have relevant expertise including – where appropriate according to the content of the unit – academic staff, qualified professional practitioners, demonstrators/technicians and research students.

100% Online: Distance Learning Version

Students learning will be supported primarily by online tutors, with oversight provided by senior academic staff. Where appropriate and according to the content of the unit, others who have relevant expertise including academic staff, qualified professional practitioners, demonstrators/technicians and research students will also contribute to teaching on this pathway.

The Online Tutor Role

The use of Online Tutors is standard practice for online delivery in the Higher Education Sector. Online tutors will be used to support the six core CPD units. The role will include providing support for students. Online tutors will not be required for the dissertation unit, which would be managed within the team.

External Contracts Pathway: In-Country Training / Online Learning

In-Country One-Week Intensive Teaching Programme

Students will be taught by a combination of senior academic staff from the Disaster Management Centre and externally contracted teaching staff who have relevant expertise including – where appropriate and according to the content of the unit – qualified professional practitioners. Funding for the externally

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contracted teaching staff for each unit will be built into the contract with the partner country with whom an agreement for the provision of Disaster Management training has been reached.

Eight-Week Online Learning Period

Students learning will be supported primarily by the senior academic staff member responsible for each CPD unit (the Unit Leader). Where appropriate and according to the content of the unit, others who have relevant expertise including qualified professional practitioners and research students will also contribute to teaching during this period of the unit.

INTENDED LEARNING OUTCOMES – AND HOW THE PROGRAMME ENABLES STUDENTS TO ACHIEVE AND DEMONSTRATE THE INTENDED LEARNING OUTCOMES

PROGRAMME: LEVEL 7 INTENDED PROGRAMME OUTCOMES

<p>A: Subject knowledge and understanding</p> <p>This level provides opportunities for students to develop an understanding and demonstrate knowledge of:</p>	<p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the level learning outcomes:</p>
<p>A1 National and international disaster management organisations, their external context and how they are managed;</p> <p>A2 Current issues in both disaster management and risk reduction which is informed by cutting edge research and practice in the field;</p> <p>A3 The core disciplines and methods of working in the disaster management arena, and be able to apply these in practical contexts.</p>	<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • lectures (A1 – A3); • seminars (A1 – A3); • directed reading (A1 - A3); • use of the VLE (A1-A3); • independent research (for dissertation) (A2-A3).
	<p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • coursework essays (A1 – A3); • simulation and exercise activities (A1-A3) • reflection pieces e.g. reports, communiques, advisories (A1-A3) • dissertation (A2-A3).
<p>B: Intellectual skills</p> <p>This level provides opportunities for students to:</p>	<p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the level outcomes:</p>

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<p>B1 Apply relevant knowledge to a range of complex situations taking account of its relationship and interaction with wider areas of the disaster management structures or organisations;</p> <p>B2 Demonstrate an understanding of appropriate techniques sufficient to allow detailed investigation into relevant disaster management issues;</p> <p>B3 Demonstrate creativity in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to develop and interpret knowledge in disaster management issues;</p> <p>B4 Demonstrate the ability to acquire and analyse data and information, to evaluate their relevance and validity, and to synthesise a range of information in the context of new situations;</p> <p>B5 Demonstrate conceptual understanding that enables the student to:</p> <ul style="list-style-type: none"> • evaluate the rigour and validity of published research and assess its relevance to new situations; • extrapolate from existing research and scholarship to identify new or revised approaches to practice; • communicate effectively, both orally and in writing, using a range of media. 	<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • lectures (B1 - B4); • seminars (B1 – B4); • directed reading (B1 – B5); • use of the VLE (B2 – B5); • independent research (for dissertation) (B1 - B5). <hr/> <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • coursework essays (B1 – B5); • simulation and exercise activities (B1-B4) • reflection pieces e.g. reports, communiques, advisories (B1-B5) • dissertation (B1-B5).
<p>C: Practical skills</p> <p>This level provides opportunities for students to:</p>	<p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the level learning outcomes:</p>
<p>C1 Conduct research into disaster management issues that requires familiarity with a range of key hazard data, key business data, research sources and appropriate methodologies, and for such to inform the overall learning process;</p> <p>C2 Demonstrate an ability to work with key practitioners and to carry out appropriate investigations with them in a specific field of disaster management;</p> <p>C3 Subject specific practical skills are further defined for each unit.</p>	<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • lectures (C1 - C3); • coursework essays (C1 - C3); • independent research (C1, C3); • presentations (C1, C3) • group exercises (C1 – C3). <hr/> <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • coursework essays (C1 – C3);

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	<ul style="list-style-type: none"> • simulation and exercise activities (C1 – C3) • reflection pieces e.g. reports, communiques, advisories (C1, C3) • dissertation (C1 - C3).
<p>D: Transferable skills</p> <p>This level provides opportunities for students to:</p>	<p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the level learning outcomes:</p>
<p>D1 Communicate effectively by oral, written and/or visual means and be able to communicate and disseminate information, ideas and concepts about disaster management issues through a range of media to all levels of the community;</p> <p>D2 Use effectively IT, including the Web, spreadsheets and word-processing;</p> <p>D3 Analyse a range of data;</p> <p>D4 Solve numerical problems using appropriate techniques;</p> <p>D5 Work in collaboration with others, including staff and students (teamwork), and be able to facilitate and manage group processes, negotiation and participation (leadership);</p> <p>D6 Undertake independent work of an original nature addressed to disaster management practice;</p> <p>D7 Demonstrate problem solving skills and the application of knowledge across discipline areas.</p>	<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • lectures (D1 – D7); • coursework essays (D1 – D7); • independent research (D1 – D7); • presentations (D1 – D7) • group exercises (D1 – D7). <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • coursework essays (D1 – D7); • simulation and exercise activities (D1 – D7) • reflection pieces e.g. reports, communiques, advisories (D1 – D7) • dissertation (D1 – D7).

LEVEL 7/PG Dip: INTENDED LEVEL OUTCOMES

<p>A: Subject knowledge and understanding</p> <p>This level provides opportunities for students to develop and demonstrate an interlediate knowledge and understanding of:</p>	<p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the level learning outcomes:</p>
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<p>A1 National and international disaster management organisations, their external context and how they are managed;</p> <p>A2 Current issues in both disaster management and risk reduction which is informed by cutting edge research and practice in the field;</p> <p>A3 The core disciplines and methods of working in the disaster management arena, and be able to apply these in practical contexts.</p>	<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • lectures (A1 – A3); • seminars (A1 – A3); • directed reading (A1 - A3); • use of the VLE (A1-A3); <hr/> <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • coursework essays (A1 – A3); • simulation and exercise activities (A1-A3) • reflection pieces e.g. reports, communiques, advisories (A1-A3)
<p>B: Intellectual skills</p> <p>This level provides opportunities for students to:</p>	<p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the level outcomes:</p>
<p>B1 Apply relevant knowledge to a range of complex situations taking account of its relationship and interaction with wider areas of the disaster management structures or organisations;</p> <p>B2 Demonstrate an understanding of appropriate techniques sufficient to allow detailed investigation into relevant disaster management issues;</p> <p>B3 Demonstrate creativity in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to develop and interpret knowledge in disaster management issues;</p> <p>B4 Demonstrate the ability to synthesise a range of information in the context of new situations;</p> <p>B5 Demonstrate conceptual understanding that enables the student to:</p> <ul style="list-style-type: none"> • evaluate the rigor and validity of published research and assess its relevance to new situations; • extrapolate from existing research and scholarship to identify new or revised approaches to practice; • communicate effectively, both orally and in writing, using a range of media. 	<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • lectures (B1 - B4); • seminars (B1 – B4); • directed reading (B1 – B5); • use of the VLE (B2 – B5); <hr/> <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • coursework essays (B1 – B5); • simulation and exercise activities (B1-B4) • reflection pieces e.g. reports, communiques, advisories (B1-B5)

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<p>C: Practical skills</p> <p>This level provides opportunities for students to:</p>	<p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the level learning outcomes:</p>
<p>C1 Conduct research into disaster management issues that requires familiarity with a range of key hazard data, key business data, research sources and appropriate methodologies, and for such to inform the overall learning process;</p> <p>C2 Demonstrate an ability to work with key practitioners and to carry out appropriate investigations with them in a specific field of disaster management;</p> <p>C3 Subject specific practical skills are further defined for each unit.</p>	<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • lectures (C1 - C3); • coursework essays (C1 - C3); • independent research (C1, C3); • presentations (C1, C3) • group exercises (C1 – C3). <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • coursework essays (C1 – C3); • simulation and exercise activities (C1 – C3) • reflection pieces e.g. reports, communiques, advisories (C1, C3)
<p>D: Transferable skills</p> <p>This level provides opportunities for students to:</p>	<p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the level learning outcomes:</p>
<p>D1 Communicate effectively by oral, written and/or visual means and be able to communicate and disseminate information, ideas and concepts about disaster management issues through a range of media to all levels of the community;</p> <p>D2 Use effectively IT, including the Web, spreadsheets and word-processing;</p> <p>D3 Analyse a range of data;</p> <p>D4 Work in collaboration with others, including staff and students (teamwork), and be able to facilitate and manage group processes, negotiation and participation (leadership);</p> <p>D5 Undertake independent work of an original nature addressed to disaster management practice;</p>	<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • lectures (D1 – D6); • coursework essays (D1 – D6); • independent research (D1 – D6); • presentations (D1 – D6) • group exercises (D1 – D6). <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p>

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<p>D6 Demonstrate problem solving skills and the application of knowledge across discipline areas.</p>	<ul style="list-style-type: none"> • coursework essays (D1 – D6); • simulation and exercise activities (D1 – D6) • reflection pieces e.g. reports, communiques, advisories (D1 – D6)
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LEVEL 7/PG Cert: INTENDED LEVEL OUTCOMES

<p>A: Subject knowledge and understanding</p> <p>This level provides opportunities for students to develop and demonstrate a basic knowledge and understanding of:</p>	<p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the level learning outcomes:</p>
<p>A1 National and international disaster management organisations, their external context and how they are managed;</p> <p>A2 Current issues in both disaster management and risk reduction which is informed by cutting edge research and practice in the field;</p> <p>A3 Skills in the core disciplines and methods of working in the disaster management arena, and be able to apply these at a basic level in practical contexts.</p>	<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • lectures (A1 – A3); • seminars (A1 – A3); • directed reading (A1 - A3); • use of the VLE (A1-A3); <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • coursework essays (A1 – A3); • simulation and exercise activities (A1-A3) • reflection pieces e.g. reports, communiques, advisories (A1-A3)
<p>B: Intellectual skills</p> <p>This level provides opportunities for students to:</p>	<p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the level outcomes:</p>
<p>B1 Apply relevant knowledge to a range of situations taking account of its relationship and interaction with some areas of disaster management;</p> <p>B2 Demonstrate a basic understanding of appropriate techniques sufficient to allow investigation into relevant disaster management issues;</p>	<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • lectures (B1 - B4); • seminars (B1 – B4);

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<p>B3 Demonstrate a basic ability to interpret knowledge in disaster management issues;</p> <p>B4 Demonstrate the ability to analyse information in the context of new situations;</p> <p>B5 Demonstrate basic understanding of disaster management concepts that enables the student to:</p> <ul style="list-style-type: none"> • understand published research and assess its relevance to new situations; • communicate effectively, both orally and in writing, using a range of media. 	<ul style="list-style-type: none"> • directed reading (B1 – B5); • use of the VLE (B2 – B5); <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • coursework essays (B1 – B5); • simulation and exercise activities (B1-B4) • reflection pieces e.g. reports, communiques, advisories (B1-B5)
<p>C: Practical skills</p> <p>This level provides opportunities for students to:</p>	<p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the level learning outcomes:</p>
<p>C1 Conduct research into disaster management issues that requires familiarity with source material that can inform the overall learning process;</p> <p>C2 Demonstrate an ability to work with others;</p> <p>C3 Subject specific practical skills are further defined for each unit.</p>	<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • lectures (C1 - C3); • coursework essays (C1 - C3); • independent research (C1, C3); • presentations (C1, C3) • group exercises (C1 – C3). <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • coursework essays (C1 – C3); • simulation and exercise activities (C1 – C3) • reflection pieces e.g. reports, communiques, advisories (C1, C3)
<p>D: Transferable skills</p> <p>This level provides opportunities for students to:</p>	<p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the level learning outcomes:</p>

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<p>D1 Communicate effectively by oral, written and/or visual means and be able to communicate and disseminate information, ideas and concepts about disaster management issues;</p> <p>D2 Use effectively IT, including the Web, spreadsheets and word-processing;</p> <p>D3 Analyse basic disaster management data;</p> <p>D4 Work in collaboration with others, including staff and students (teamwork), and be able to facilitate and manage group processes, negotiation and participation (leadership);</p> <p>D5 Undertake independent work of an original nature addressed to disaster management practice;</p> <p>D6 Demonstrate problem solving skills.</p>	<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • lectures (D1 – D6); • coursework essays (D1 – D6); • independent research (D1 – D6); • presentations (D1 – D6) • group exercises (D1 – D6).
	<p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • coursework essays (D1 – D6); • simulation and exercise activities (D1 – D6) • reflection pieces e.g. reports, communiques, advisories (D1 – D6)

Extra information for all three qualifications: MSc / PG Dip / PG Cert

Learning and teaching strategies/methods and assessment strategies/methods are outlined below.

LEARNING AND TEACHING STRATEGIES AND METHODS

The teaching and learning strategies that are used throughout the programme reflect the team's view that the extent of student managed learning is one of the essential differences between undergraduate and postgraduate study. The role of academic staff is primarily one of facilitating and supervising student study. However, it is recognised that many of the students that undertake this programme of study are being introduced to the subject material for the first time, come from diverse prior learning and professional experiences, as well as cultures and languages. Consequently the learning strategy can be seen to be in two parts. Firstly, there is concentrated instruction in Study Skills and English for Academic Purposes early in the programme and each taught unit has an introductory element which harnesses the graduate skills of the students to move quickly to higher level work. Secondly, students are required to read extensively in preparation for classes and assignments and to manage their learning through contact with subject and personal tutors. Their progress is monitored through continuous assessment. Where possible, teaching is based on small groups in workshop and seminar situations.

A wide variety of methods of delivery will be used including a mixture of seminars, lectures, tutorials, field visits, table-top exercises and any other form of delivery felt to be appropriate to the diverse nature and objectives of each unit.

The programme will be delivered in three formats. First, a Campus-based programme delivered in the UK. Second, a 100% online version of the course, which can be studied from anywhere in the world.

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Third, an external contracts version of the course, with one-week intensive teaching delivered in the country of the partner with whom a contract has been signed, and followed by an 8-week online learning period.

Learning and teaching arrangements therefore remain deliberately flexible to maximize student opportunities wherever or however the programme is delivered. The core units are structured around lectures and seminars, with additional support for this method of delivering and facilitating teaching material provide. Some of these methods include:

- * the use of prepared readers / work-books etc. which provide structure and depth to the subject and a detailed guide to reading and the other resources of specific relevance;
- * the use of comprehensive and integrated case studies which provide a mechanism for relating the themes within units;
- * the use of the School's VLE Brightspace;
- * the use of handbooks to detail the unit learning objectives and content of each unit in order to provide an overview of the level and to assist the integration between units.

In summary, the delivery policy will give students increased responsibility for their own learning, underpinned by appropriate support in a context that closely reflects the vocational focus of the programme.

ASSESSMENT STRATEGIES AND METHODS

Assessment plays an important role in the student learning process. The purpose of assessment is seen as six-fold:

- * to ensure that the programme and unit objectives have been realised;
- * to measure the quality of a student's performance;
- * to provide students with feedback and motivation;
- * for use as an indicator to monitor a student's development;
- * to provide the programme management with a quality control mechanism and an indicator of the effectiveness of the teaching and learning process;
- * to provide an indication of the aptitude of students to progress on a particular programme.

This programme and its component units may be assessed through a range of methods including a variety of types of coursework (essays, reports, case studies, literature reviews, journal-type articles and reflective journals), consultancy reports and presentations. All students will complete a Dissertation. Details of assessment for each unit are contained within unit specifications.

Whilst the subject material of different pathways may require a variety of approaches to assessment the programme team monitors the range and balance of assessments to ensure parity of assessment experience and workload.

All units are rated at Level 7 - 20 credits - and follow university guidelines i.e. the assessment loading for each unit has a notional equivalency of a 3000 word assignment. Within this equivalency units may require a variety of assessment tasks appropriate to and individualized to the demands of the subject material. The assessment matrix demonstrates the range of methods used. It can be seen that the majority of units require at least one essay type assessment but these are interspersed with assessments with a more practical orientation (presentations, reports, business plans etc.) as befits a management programme. Underpinning this approach is the team's belief that these methods allow for an appropriate balance of academic rigour and management skills development. There are currently no examinations in the assessment schedule. Our view is that the skills required to satisfactorily complete time constrained examinations can be assessed in more useful ways. The assessment strategy is reviewed on a continuous basis.

All assignments are summative however considerable formative support is available and provided through one-to-one tutorials and formative assessment feedback throughout the duration of each nine-week unit teaching period. Our research shows for some of our students, given that they are graduates

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from non-UK institutions, experience some form of pedagogic culture shock and the pacing of the assessment workload also allows for this.

ADMISSION REGULATIONS

The regulations for this programme are the University's [Standard Postgraduate Admission Regulations](#).

PROGRESSION ROUTES

Recognition arrangements provide formally approved entry or progression routes through which students are eligible to apply for a place on a programme leading to a BU award. Recognition does not guarantee entry onto the BU receiving programme only eligibility to apply. In some cases, additional entry criteria such as a Merit classification from the feeder programme may also apply. Please see the [recognition register](#) for a full list of approved Recognition arrangements and agreed entry criteria.

ASSESSMENT REGULATIONS

The regulations for the Campus Based Version of the programme are the University's Standard Postgraduate Assessment Regulations:

The University's Standard Postgraduate Assessment Regulations are available from:
<https://intranetsp.bournemouth.ac.uk/pandptest/6a-standard-assessment-regulations-postgraduate.pdf>

The regulations for the Distance Learning and external contract versions of the programme are similar to the University's Standard Postgraduate Assessment Regulations, with a different IELTS requirement.

Applicants whose first language is not English will be required to demonstrate competency in the four components of English: Listening, Speaking, Reading and Writing, normally by means of a recognised qualification, such as IELTS, or completion of the University's Pre-sessional English for University Study Programme.

For this programme, applicants will be required to provide evidence of IELTS (Academic) 6.5 (with a minimum of 6.5 Writing and a minimum of 6.0 in Reading, Listening and Speaking).

WORK BASED LEARNING (WBL) AND PLACEMENT ELEMENTS

There is no WBL or Placement Element for this programme.

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Programme Skills Matrix

Units		Programme Intended Learning Outcomes																	
		A 1	A 2	A 3	B 1	B 2	B 3	B 4	B 5	C 1	C 2	C 3	D 1	D 2	D 3	D 4	D 5	D 6	D 7
L E V E L 7	Dissertation (DM) (Core)	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
	Management of Communication and Learning (Core)			X		X		X		X		X	X	X	X	X	X		X
	Developing Policies and Plans (Core)	X	X	X	X		X	X		X	X	X	X	X	X	X	X		X
	Humanitarian Operations & External Assistance			X		X		X		X	X	X	X		X		X		
	Management of Wider Stakeholders			X		X		X		X		X	X		X		X		
	Management of Man-Made Disasters and Security Threats	X	X					X		X	X	X	X		X		X		
	Management of Natural Hazards	X	X					X		X	X	X	X		X		X		
	Foreign Policy Analysis and Crisis Management	X	X	X	X		X			X	X	X			X		X		
	Disaster Management for Business Professional		X	X		X		X		X	X	X			X		X		
	Public Health Preparedness Resilience and Response	X	X	X	X	X	X	X		X	X	X	X		X		X		X

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<p>A – Subject Knowledge and Understanding This programme provides opportunities for students to develop and demonstrate knowledge and understanding of:</p> <ol style="list-style-type: none"> 1. National and international disaster management organisations, their external context and how they are managed; 2. Current issues in both disaster management and risk reduction which is informed by cutting edge research and practice in the field; 3. The core disciplines and methods of working in the disaster management arena, and be able to apply these in practical contexts. 	<p>C – Subject-specific/Practical Skills This programme provides opportunities for students to:</p> <ol style="list-style-type: none"> 1. Conduct research into disaster management issues that requires familiarity with a range of key business data, research sources and appropriate methodologies, and for such to inform the overall learning process; 2. Demonstrate an ability to work with key practitioners and to carry out appropriate investigations with them in a specific field of disaster management; 3. Subject specific skills are further defined for each unit.
<p>B – Intellectual Skills This programme provides opportunities for students to:</p> <ol style="list-style-type: none"> 1. Apply relevant knowledge to a range of complex situations taking account of its relationship and interaction with wider areas of the disaster management structures or organisations; 2. Have an understanding of appropriate techniques sufficient to allow detailed investigation into relevant disaster management issues; 3. Apply knowledge and develop a practical understanding of how established techniques of research and enquiry are used to develop and interpret knowledge in disaster management issues; 4. Acquire and analyse data and information, to evaluate their relevance and validity, and to synthesise a range of information in the context of new situations; 5. Develop a conceptual understanding that enables the student to: <ul style="list-style-type: none"> • evaluate the rigour and validity of published research and assess its relevance to new situations; • extrapolate from existing research and scholarship to identify new or revised approaches to practice. • communicate effectively, both orally and in writing, using a range of media. 	<p>D – Transferable Skills This programme provides opportunities for students to:</p> <ol style="list-style-type: none"> 1. Communicate effectively by oral, written and visual means and be able to communicate and disseminate information, ideas and concepts about disaster management issues through a range of media to all levels of the community; 2. Use effectively IT, including the Web, spreadsheets and word-processing; 3. Analyse a range of data; 4. Solve numerical problems using appropriate techniques; 5. Work in collaboration with others, including staff and students, and be able to facilitate and manage group processes, negotiation and participation; 6. Undertake independent work of an original nature addressed to disaster management practice; 7. Demonstrate problem solving skills and the application of knowledge across discipline areas.

