

**KEY PROGRAMME INFORMATION**

<b>Originating institution(s)</b> Bournemouth University	<b>Faculty responsible for the programme</b> Faculty of Science and Technology
<b>Final award(s), title(s) and credits</b> MA Design Management –180 (90 ECTS) Level 7 credits	
<b>Intermediate award(s), title(s) and credits</b> PGDip Design Management - 120 (60 ECTS) Level 7 credits PGCert Design Management - 60 (30 ECTS) Level 7 credits	
<b>UCAS Programme Code(s) (where applicable and if known)</b> NA	<b>HECoS (Higher Education Classification of Subjects) Code and balanced or major/minor load</b> 100048 (50%), 100810 (50%)
<b>External reference points</b> UK Quality Code for Higher Education; Part A: Part A: Setting and Maintaining Academic Standards; Chapter A1: UK and European reference points for academic standards (October 2013) - incorporates the Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (Qualification Frameworks), Foundation Degree qualification benchmark, Master's Degree Characteristics and Subject Benchmark Statements; Subject benchmark statements - Business and Management (2015) Subject benchmark statements – Art and Design (2016) Masters level benchmark statements – Masters Degrees in Business and Management (2015)	
<b>Professional, Statutory and Regulatory Body (PSRB) links</b> Not applicable	
<b>Places of delivery</b> Bournemouth University, Talbot Campus	
<b>Mode(s) of delivery</b> full-time/part-time	<b>Language of delivery</b> English
<b>Typical duration</b> Programme duration: 12/15 months full-time 24 months part-time	
<b>Date of first intake</b> September 2022	<b>Expected start dates</b> September and January
<b>Maximum student numbers</b> Not applicable	<b>Placements</b> Not applicable
<b>Partner(s)</b> Not applicable	<b>Partnership model</b> Not applicable
<b>Date of this Programme Specification</b> February 2022	
<b>Version number</b> Version 1.4 0924	
<b>Approval, review or modification reference numbers</b> E20171866 BU1819 01 FST 2021 01, Approved 06/11/2020 - Previously version v1.1-0920 FST 2021 08, Approved 05/05/2021 - Previously v1.2-0921 FST 2122 16, Approved 02/02/2022 – Previously v1.3-0921	
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## Programme Specification - Section 2

### PROGRAMME STRUCTURE

**Programme Award and Title:** MA Design Management

**Stage 1/Level 7**  
Students are required to complete 6 core units.

Unit Name	Core/ Option	No of credits	Assessment Element Weightings			Expected contact hours per unit	Unit version no.	HECoS Subject Code	
			Exam 1	Cwk 1	Cwk 2				
Competitive Product Development	Core	20		100		31	V1.1	100048	
Design Management	Core	20		100		31	V1.1	100048 (Major)	100075 (minor)
Strategic Management	Core	20		100		31	V1.1	100810	
Knowledge Transfer	Core	20		100		31	V1.1	100184	
Design Thinking	Core	20		100		31	V1.1	100048	
Research Methods	Core	20		100		31	V1.1	100962	

**Progression requirements:** Requires 120 credits at Level 7

**Exit qualification:**  
PGCert Design Management requires 60 credits at Level 7. Student must pass two subject specific units (from Competitive Product Development, Design Management, Strategic Management, Knowledge Transfer)  
PGDip Design Management requires 120 credits at Level 7. Students must pass all taught units excluding the individual project.

**Stage 2/Level 7**  
Students are required to complete the Individual Project.

Unit Name	Core/ Option	No of credits	Assessment Element Weightings			Expected contact hours per unit	Unit version no.	HECoS Subject Code	
			Exam 1	Cwk 1	Cwk 2				
Individual Masters Project	Core	60		90	10	7.5	V2.2	100048 (balanced)	100184 (balanced)

**Exit qualification:** MA Design Management requires 180 credits at Level 7.

### 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

This programme aims to develop an understanding of the key issues involved in harnessing the power of design and innovation in a corporate context. The course focuses on understanding of how design can contribute to leadership, business or social innovation, in addition to possessing the necessary skills to build and manage organisational growth through the development and launch of new products, services and brands. The subject area covers the whole design management cycle, from the identification of market trends and use of research to inform the design process, through to product recycling.

This named degree will appeal to design organisations as well as engineering employers for the advancement of candidates holding a first degree, or equivalent qualification, in a design/engineering related field. The aim is to enhance existing skills and abilities by enabling a systematic approach to design and the decision making process.

### ALIGNMENT WITH THE UNIVERSITY'S STRATEGIC PLAN

The MA Design Management programme is informed by and aligned with Bournemouth University's 2012-18 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 industry experience, many of whom are actively engaged with national professional institutions. Academics delivering the programme are actively engaged in cutting edge research and consultancy projects, while students are encouraged to participate in a range of co-creation and co-publication projects. The programme's innovative pedagogic approach offers students the opportunity to learn by engaging in a series of practical, industry focused projects. These projects are aimed at equipping students with the full range of skills necessary to succeed in an innovative design environment, and are informed by the academic team's own industrial experience as well as by a network of industry contacts, who may also contribute directly to the programme by delivering guest lectures and providing opportunities for industrial visits.

### 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.

The assessment workload for a unit should consider 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 should normally consist of 3,000 words or equivalent. Dissertations and Level 6 and 7 Final Projects are distinct from other assessment types. The word count for these assignments is 5,000 words per 20 credits, recognising that undertaking an in-depth piece of original research as the capstone to a degree is pedagogically sound.

**STAFF DELIVERING THE PROGRAMME**

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.

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

**PROGRAMME INTENDED OUTCOMES**

<p><b>A: Subject knowledge and understanding</b></p> <p>This programme provides opportunities for students to develop and demonstrate knowledge and understanding of:</p>	<p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the programme learning outcomes:</p>
<p><b>A1</b> the reasons for, and benefits and disadvantages of, Knowledge Transfer;</p> <p><b>A2</b> the global context and in particular low-cost manufacturing issues and import / export opportunities;</p> <p><b>A3</b> modern computer tools for product design, evaluation and manufacture, and of their place and role in the various stages of product development;</p> <p><b>A4</b> the implications of design management decisions;</p> <p><b>A5</b> methodology, research planning, and experiment design and analysis techniques;</p> <p><b>A6</b> how the industry environment and change creates both opportunities and threats for organisations and the need for organisations to make strategic choices;</p> <p><b>A7</b> advanced design methods and user experience design techniques, methodologies and ethical principles applicable to their own research or advanced scholarship.</p>	<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> <li>• independent research (for project) (A1-A7);</li> <li>• lectures (A1-A7);</li> <li>• seminars (A1–A7);</li> <li>• practical tutorials (A3);</li> <li>• directed reading (A1-A7);</li> <li>• use of the VLE (A1-A7).</li> </ul> <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> <li>• individual project (A1-A7);</li> <li>• coursework (A1–A7).</li> </ul>
<p><b>B: Intellectual skills</b></p> <p>This programme 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 programme outcomes:</p>
<p><b>B1</b> to identify and fully analyse the stages in the product development and life cycle, in terms of time and resources;</p> <p><b>B2</b> gain critical understanding of IPR mechanisms and have the ability to critically evaluate innovation drivers;</p> <p><b>B3</b> critically evaluate decision making techniques to aid management judgement;</p> <p><b>B4</b> identify appropriate sources of information and evaluate them critically in terms of reliability and relevance to a particular topic;</p> <p><b>B5</b> develop critical responses regarding the importance of culture and its impact on strategy formation;</p>	<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> <li>• independent research (for project) (B1- B7);</li> <li>• group exercises (B3, B4, B6);</li> <li>• directed reading (B1- B7);</li> <li>• use of the VLE (B1-B7).</li> </ul> <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> <li>• individual project (B1-B7);</li> </ul>

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<p><b>B6</b> be able to consider the strategic position of an organisation;</p> <p><b>B7</b> deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data.</p>	<ul style="list-style-type: none"> <li>• coursework (B1–B7).</li> </ul>
<p><b>C: Practical skills</b></p> <p>This programme 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 programme learning outcomes:</p>
<p><b>C1</b> employ a systematic design process in analysing and solving design problems;</p> <p><b>C2</b> analysis of complex, incomplete or contradictory information to plan, prepare and present an account of their analysis in the form of a poster presentation;</p> <p><b>C3</b> develop and apply more advanced design methods the latest techniques in user experience design.</p>	<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> <li>• individual project (C1-C3);</li> <li>• practical tutorials (C1, C3);</li> <li>• seminars (C1-C3);</li> <li>• use of the VLE (C1-C3).</li> </ul> <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> <li>• individual project (C1-C3);</li> <li>• coursework (C1–C3).</li> </ul>
<p><b>D: Transferable skills</b></p> <p>This programme 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 programme learning outcomes:</p>
<p><b>D1</b> demonstrate problem solving skills and the application of knowledge across the discipline areas;</p> <p><b>D2</b> gather, select, and analyse a range of experimental and fieldwork data and present professionally using appropriate media;</p> <p><b>D3</b> distil, synthesise and critically analyse alternative approaches and methodologies to problems and research results reported in literature and elsewhere;</p> <p><b>D4</b> demonstrate initiative, self-direction and exercise personal responsibility for management of own learning;</p> <p><b>D5</b> work autonomously and become reflective learners;</p> <p><b>D6</b> communicate effectively and confidently to appropriate professional and academic standards.</p>	<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> <li>• lectures (D1-D3);</li> <li>• individual project (D1-D6);</li> <li>• seminars (D1-D6);</li> <li>• use of the VLE (D1 – D6).</li> </ul> <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> <li>• individual projects (D1-D6);</li> <li>• coursework (D1–D6).</li> </ul>

**PGDip INTENDED OUTCOMES**

<p><b>A: Subject knowledge and understanding</b></p> <p>This programme provides opportunities for students to develop and demonstrate knowledge and understanding of:</p>	<p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the programme learning outcomes:</p>
<p><b>A1</b> the reasons for, and benefits and disadvantages of, Knowledge Transfer;</p> <p><b>A2</b> the global context and in particular low-cost manufacturing issues and import / export opportunities;</p> <p><b>A3</b> modern computer tools for product design, evaluation and manufacture, and of their place and role in the various stages of product development;</p> <p><b>A4</b> the implications of design management decisions;</p> <p><b>A5</b> methodology, research planning, and experiment design and analysis techniques;</p> <p><b>A6</b> how the industry environment and change creates both opportunities and threats for organisations and the need for organisations to make strategic choices;</p> <p><b>A7</b> advanced design methods and user experience design techniques, methodologies and ethical principles applicable to their own research or advanced scholarship.</p>	<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> <li>• lectures (A1-A7);</li> <li>• seminars (A1–A7);</li> <li>• practical tutorials (A3);</li> <li>• directed reading (A1-A7);</li> <li>• use of the VLE (A1-A7).</li> </ul> <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> <li>• coursework (A1–A7).</li> </ul>
<p><b>B: Intellectual skills</b></p> <p>This programme 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 programme outcomes:</p>
<p><b>B1</b> to identify and fully analyse the stages in the product development and life cycle, in terms of time and resources;</p> <p><b>B2</b> gain critical understanding of IPR mechanisms and have the ability to critically evaluate innovation drivers;</p> <p><b>B3</b> critically evaluate decision making techniques to aid management judgement;</p> <p><b>B4</b> identify appropriate sources of information and evaluate them critically in terms of reliability and relevance to a particular topic;</p> <p><b>B5</b> develop critical responses regarding the importance of culture and its impact on strategy formation;</p> <p><b>B6</b> be able to consider the strategic position of an organisation.</p>	<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> <li>• group exercises (B3, B4);</li> <li>• directed reading (B1- B6);</li> <li>• use of the VLE (B1-B6).</li> </ul> <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> <li>• coursework (B1–B6).</li> </ul>
<p><b>C: Practical skills</b></p> <p>This programme provides opportunities for students to:</p>	<p>The following learning and teaching and assessment strategies and methods enable students to achieve and to</p>

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	demonstrate the programme learning outcomes:
<p><b>C1</b> employ a systematic design process in analysing and solving design problems;</p> <p><b>C2</b> analysis of complex, incomplete or contradictory information to plan, prepare and present an account of their analysis in the form of a poster presentation;</p> <p><b>C3</b> develop and apply more advanced design methods the latest techniques in user experience design.</p>	<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> <li>• practical tutorials (C1, C3);</li> <li>• seminars (C1-C3);</li> <li>• use of the VLE (C1-C3).</li> </ul>
	<p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> <li>• coursework (C1–C3).</li> </ul>
<p><b>D: Transferable skills</b></p> <p>This programme 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 programme learning outcomes:</p>
<p><b>D1</b> demonstrate problem solving skills and the application of knowledge across the discipline areas;</p> <p><b>D2</b> gather, select, and analyse a range of experimental and fieldwork data and present professionally using appropriate media;</p> <p><b>D3</b> distil, synthesise and critically analyse alternative approaches and methodologies to problems and research results reported in literature and elsewhere;</p>	<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> <li>• lectures (D1-D3);</li> <li>• seminars (D1-D6);</li> <li>• use of the VLE (D1 – D6).</li> </ul>
<p><b>D4</b> demonstrate initiative, self-direction and exercise personal responsibility for management of own learning;</p> <p><b>D5</b> work autonomously and become reflective learners;</p> <p><b>D6</b> communicate effectively and confidently to appropriate professional and academic standards.</p>	<p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> <li>• coursework (D1–D6).</li> </ul>

### PGCert INTENDED OUTCOMES

<p><b>A: Subject knowledge and understanding</b></p> <p>This programme provides opportunities for students to develop and demonstrate knowledge and understanding of:</p>	<p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the programme learning outcomes:</p>
<p><b>A1</b> the reasons for, and benefits and disadvantages of, Knowledge Transfer;</p> <p><b>A2</b> the global context and in particular low-cost manufacturing issues and import / export opportunities;</p> <p><b>A3</b> modern computer tools for product design, evaluation and manufacture, and of their place and role in the various stages of product development;</p>	<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> <li>• lectures (A1-A5);</li> <li>• seminars (A1–A5);</li> <li>• practical tutorials (A3);</li> </ul>

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<p><b>A4</b> the implications of design management decisions;</p> <p><b>A5</b> how the industry environment and change creates both opportunities and threats for organisations and the need for organisations to make strategic choices.</p>	<ul style="list-style-type: none"> <li>• directed reading (A1-A5);</li> <li>• use of the VLE (A1-A5).</li> </ul> <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> <li>• coursework (A1–A5).</li> </ul>
<p><b>B: Intellectual skills</b></p> <p>This programme 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 programme outcomes:</p>
<p><b>B1</b> to identify and fully analyse the stages in the product development and life cycle, in terms of time and resources;</p> <p><b>B2</b> gain critical understanding of IPR mechanisms and have the ability to critically evaluate innovation drivers;</p> <p><b>B3</b> critically evaluate decision making techniques to aid management judgement;</p> <p><b>B4</b> identify appropriate sources of information and evaluate them critically in terms of reliability and relevance to a particular topic;</p> <p><b>B5</b> develop critical responses regarding the importance of culture and its impact on strategy formation;</p> <p><b>B6</b> be able to consider the strategic position of an organisation.</p>	<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> <li>• group exercises (B3, B4);</li> <li>• directed reading (B1- B6);</li> <li>• use of the VLE (B1-B6).</li> </ul> <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> <li>• coursework (B1–B6).</li> </ul>
<p><b>C: Practical skills</b></p> <p>This programme 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 programme learning outcomes:</p>
<p><b>C1</b> employ a systematic design process in analysing and solving design problems;</p> <p><b>C2</b> analysis of complex, incomplete or contradictory information to plan, prepare and present an account of their analysis in the form of a poster presentation.</p>	<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> <li>• practical tutorials (C1);</li> <li>• seminars (C1-C2);</li> <li>• use of the VLE (C1-C2).</li> </ul> <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> <li>• coursework (C1–C2).</li> </ul>
<p><b>D: Transferable skills</b></p> <p>This programme provides opportunities for students to:</p>	<p>The following learning and teaching and assessment strategies and methods enable students to achieve and to</p>

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	demonstrate the programme learning outcomes:
<b>D1</b> demonstrate problem solving skills and the application of knowledge across the discipline areas;	Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):
<b>D2</b> gather, select, and analyse a range of experimental and fieldwork data and present professionally using appropriate media;	
<b>D3</b> distil, synthesise and critically analyse alternative approaches and methodologies to problems and research results reported in literature and elsewhere;	<ul style="list-style-type: none"> <li>• lectures (D1-D3);</li> <li>• seminars (D1-D6);</li> <li>• use of the VLE (D1 – D6).</li> </ul>
<b>D4</b> demonstrate initiative, self-direction and exercise personal responsibility for management of own learning;	Assessment strategies and methods (referring to numbered Intended Learning Outcomes):
<b>D5</b> work autonomously and become reflective learners;	
<b>D6</b> communicate effectively and confidently to appropriate professional and academic standards.	

### ADMISSION REGULATIONS

The regulations for this programme are the University's Standard Postgraduate Admission Regulations (<https://intranetsp.bournemouth.ac.uk/pandptest/3a-postgraduate-admissions-regulations.doc>).

### ASSESSMENT REGULATIONS

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

## Programme Skills Matrix

Units		Programme Intended Learning Outcomes																							
		A 1	A 2	A 3	A 4	A 5	A 6	A 7	B 1	B 2	B 3	B 4	B 5	B 6	B 7	C 1	C 2	C 3	D 1	D 2	D 3	D 4	D 5	D 6	
L E V E L  7	Research Methods						x				x				x	x	x		x	x	x	x	x	x	
	Competitive Product Development	x		x					x			x			x	x				x	x	x	x	x	
	Design Management				x					x		x			x					x	x	x	x	x	
	Strategic Management						x					x	x	x	x		x			x	x	x	x	x	
	Knowledge Transfer	x										x	x		x	x					x	x	x	x	
	Design Thinking							x				x				x	x		x		x	x	x	x	
	Individual Masters Project (60 credits)	x	x		x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	
<b>A – Subject Knowledge and Understanding</b> This programme provides opportunities for students to develop and demonstrate knowledge and understanding of: <ol style="list-style-type: none"> <li>the reasons for, and benefits and disadvantages of, Knowledge Transfer;</li> <li>the global context and in particular low-cost manufacturing issues and import / export opportunities;</li> <li>modern computer tools for product design, evaluation and manufacture, and of their place and role in the various stages of product development;</li> <li>the implications of design management decisions;</li> <li>methodology, research planning, and experiment design and analysis techniques;</li> <li>how the industry environment and change creates both opportunities and threats for organisations and the need for organisations to make strategic choices;</li> <li>advanced design methods and user experience design techniques, methodologies and ethical principles applicable to their own research or advanced scholarship.</li> </ol>								<b>C – Subject-specific/Practical Skills</b> This programme provides opportunities for students to: <ol style="list-style-type: none"> <li>employ a systematic design process in analysing and solving design problems;</li> <li>analysis of complex, incomplete or contradictory information to plan, prepare and present an account of their analysis in the form of a poster presentation;</li> <li>develop and apply more advanced design methods the latest techniques in user experience design.</li> </ol>																	
<b>B – Intellectual Skills</b> This programme provides opportunities for students to: <ol style="list-style-type: none"> <li>to identify and fully analyse the stages in the product development and life cycle, in terms of time and resources;</li> <li>gain critical understanding of IPR mechanisms and have the ability to critically evaluate innovation drivers;</li> <li>critically evaluate decision making techniques to aid management judgement;</li> <li>identify appropriate sources of information and evaluate them critically in terms of reliability and relevance to a particular topic;</li> <li>develop critical responses regarding the importance of culture and its impact on strategy formation;</li> <li>be able to consider the strategic position of an organisation;</li> <li>deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data.</li> </ol>								<b>D – Transferable Skills</b> This programme provides opportunities for students to: <ol style="list-style-type: none"> <li>demonstrate problem solving skills and the application of knowledge across the discipline areas;</li> <li>gather, select, and analyse a range of experimental and fieldwork data and present professionally using appropriate media;</li> <li>distil, synthesise and critically analyse alternative approaches and methodologies to problems and research results reported in literature and elsewhere;</li> <li>demonstrate initiative, self-direction and exercise personal responsibility for management of own learning;</li> <li>work autonomously and become reflective learners;</li> <li>communicate effectively and confidently to appropriate professional and academic standards.</li> </ol>																	

