

1 Module overview

1.1 Introduction

We have introduced UWLFlex – our new, online, flexible learning platform.

UWLFlex has been designed to complement face-to-face learning and build on our reputation for excellence in teaching, learning and student support. We will be able to deliver a University experience that is more collaborative, active, and relevant for an increasingly digital world thus enabling us to provide you with an improved student experience. UWLFlex will provide you with an enhanced range of online tools, to help facilitate your learning whether this takes place primarily on site or online.

1.2 Module summary content and aims

This module provides a rigorous delivery of the concepts and frameworks used in strategic planning and decision making and provides students with the necessary tools to evaluate strategic issues and to use various tools of analysis to help inform decision making and strategic management. It examines the changing environment for businesses and introduces appropriate tools for analysing the opportunities and threats that are emerging. Different, approaches for assessing strategic positioning and capability are developed, within the context of case studies in lectures and particularly within weekly seminars.

It focuses on company and organisation strategic analysis and decision making in the context of changing industry structures, and the uncertain business environment in which organisations function. Theoretical and management issues underpinning a wide range of strategic debates relevant to modern organisations is examined. An evaluation of differing approaches to strategy-making is explored in order to provide an informed and critical view of strategic planning and strategic implementation.

Throughout the module, the emphasis is placed on enhancing understanding and application of concepts to case studies to appreciate the role of strategy in any management context and improve the ability of students to contribute to strategic development.

This module aims to:

- Enable students to develop a critical and informed understanding of the business environment in which organisations operate.
- Equip students with a range of tools and concepts of strategic analysis and business modelling that will enable them to assess the strategic position of business organisations.
- Develop strategic thinking and vision that can be utilised in formulating strategies, evaluating options, and implementing strategic decisions.

Expectations

Specific expectations students can have of tutors:

- Drop-in support by emailing the tutors, if needed.
- Constructive formative feedback on assessment draft will be provided and schedule will be published on BB,
- Lecture slides, seminar activities and any relevant solutions will be made available on Blackboard

Specific expectations tutors will have of students:

- Attend all classes and arrive at classes punctually
- Come prepared to all the sessions and behave professionally.
- Actively participate and engage in class activities
- Inform tutor via email in advance when not able to attend any classes

Indicative content:

- Introducing key concepts
- Strategic Position: The context of managing strategically
- Strategic Position: External Analysis
- Strategic Position: Internal Analysis
- Strategic Choices: Generic Competitive Strategies
- Strategy in Action: Strategy Development Processes
- See BlackBoard for any update

1.3 Learning outcomes to be assessed

To successfully complete this module you (the student) should have demonstrated the following learning outcomes:

LO.1: have developed knowledge of relevant strategic management frameworks to successfully carry out external analysis and apply this knowledge in a wide variety of contexts.

LO.2: have developed knowledge of relevant strategic management frameworks to successfully address internal analysis.

LO.3: be able to analyse and evaluate case study information in a critical and informed way.

LO.4: be able to identify key issues, evaluate alternatives and make conclusions based on thorough analysis

LO.5: be adept at accessing, selecting and utilising a variety of business information sources

LO.6: be able to formulate business reports and make appropriate strategy recommendations

1.4 Indicative Contact Hours

Teaching Contact Hours	42 hours
Independent Study Hours	158 hours

Total Learning Hours

200 hours

2 Assessment and feedback

Students will be given assignment briefs which will detail the questions to be answered and how to submit their work. Feedback will be given three weeks after the submission deadline.

2.1 Summative assessment grid

Type of Assessment	Word Count or equivalent	Threshold (if Professional Body-PSRB applies)	Weighting	Pass Mark	Indicative Submission week	Method of Submission & Date of Feedback (refer to BB)
Written Report (LO1 – LO6)	3,500 +/- 10%	N/A	100%	40%	Week 14	Submission via Turnitin. Feedback within 15 working days of submission

2.2 Learning materials

The reading list for this module is available in our library and in the module area and online library. Further reading materials, videos, case studies where appropriate will be given to you by your Lecturer including links and how to download all relevant materials. Remember to log into Blackboard regularly for all the latest information and announcements.

You are reminded that the College applies penalties to students who commit an academic offence, in which case the [Academic Offences Regulations](#) will be used to deal with any cases of academic misconduct including examination offences, plagiarism, use of ghost writing services and other means of cheating to obtain an advantage.

You can access the college's academic misconduct policy [here](#)

Remember to log into Blackboard daily to receive all the latest news and support available at your module sites!

Subject guides are also available to help you find relevant information for assignments, with contact details of the Academic Support Librarian for your School.

Core Reading:

- Clegg, S, Schweitzer, J, Whittle, A, Pitelis, C (2016) Strategy: Theory and Practice. 2nd ed. Sage Publication: London.

- Johnson, G., Whittington, R., Scholes, K., Angwin, D. and Regnér, P. (2017), *Exploring Strategy: Text & Cases*, 11th ed., Pearson Education Limited.

Additional Reading:

- Burns, P. (2016) *Entrepreneurship and Small Business: Start-Up, Growth and Maturity*, 4th ed., Palgrave, ISBN 978-1-137-43035-9
- Cpencher, C. (2014) *Business Strategy: Managing Uncertainty, Opportunity, and Enterprise*. London: Oxford University Press;
- Grant, R.M. (2010), *Contemporary Strategic Analysis*, 7th ed., Blackwell.
- Hashemi S and Hashemi B (2007) *Anyone Can Do It: Building The organisation (s) given in the case study from Our Kitchen Table - 57 Real Life Laws on Entrepreneurship* 3rd ed., John Wiley & Sons Limited, London
- Ismail S., Malone, M. (2014) *Exponential Organizations: Why new organizations are ten times better, faster, and cheaper than yours (and what to do about it)*. New York: Diversion Books
- Kaplan, S, Norton, P (2000) *The Strategy-Focused Organization: How Balanced Scorecard Companies Thrive in the New Business Environment*. New York: Barnes & Noble
- Khosla (2014) *Fewer, Bigger, Bolder: From Mindless Expansion to Focused Growth*. New York: Portfolio
- Kiechel, W. (2010) *Lords of Strategy: The Secret Intellectual History of the New Corporate World*. Cambridge: Harvard Business Review Press
- Kotter (2014) *Accelerate: Building Strategic Agility for a Faster-Moving World*. Cambridge: Harvard Business Review Press
- Lynch, R. (2015), *Strategic Management*. 7th ed., Pearson Education Limited, London.
- Mintzberg, H (2005) *Strategy Safari: A Guided Tour Through The Wilds of Strategic Management*. London: Free Press
- Moore, A. (2015) *Zone to Win: Organizing to Compete in an Age of Disruption*. New York: Diversion Books
- Osterwalder, A. and Pigneur, Y. (2009) *Business Model Generator*, ISBN: 978-2-8399-0580-0 http://businessmodelgeneration.com/book?_ga=1.44582183.2064136358.1460646276
- Pitt, M., and Koufopoulos D, N. (2012) *Essentials on Strategic Management*, Sage, ISBN 9781849201872, <http://www.uk.sagepub.com/books/Book234156/toc>
- Porter, M. (2004) *The Competitive Strategy: Techniques for Analyzing Industries and Competitors*. London: Free Press
- Rieger, T (2011). *Breaking the Fear Barrier: How Fear Destroys Companies From the Inside Out and What to Do About It*. London: Gallup Press

Other learning resources (journals, databases, websites) highlighted in lectures and/or which you may identify through independent study:

- Harvard Business Review
- Long Range Planning
- Strategic Management Journal (SMJ)
- Advances in Strategic Management

Electronic sources

www.lrpjournal.com provides access to Long Range Planning.

Company websites such as eurotunnel.com or gsk.com provide company information.

FT.com provides an index of FT sources.

3 Things you need to know

3.1 Engagement

Teaching at OBC during the academic year 2021-22 may involve a range of on site and online teaching and learning activities. Whether you are engaging with teaching and learning activities on site or via the college's Virtual Learning Environment (VLE), we expect the same level of commitment and engagement from you. If you are unable to attend scheduled on site or online activities or complete activities in the time frames set out, you should let your tutors know. You should aim to stick to assessment deadlines; if you are concerned that you will not be able to complete your assessments on time, you should talk to your tutors. Your engagement, whether online or on site, will be tracked and if we see that you are not engaging, we will get in contact with you. However, we encourage you to let us know if you are having problems so we can work with you to find solutions and get you back on track as soon as possible. Give yourself the best possible chance to succeed by engaging with the full range of learning and teaching activities available to you.

All students should refer to the Attendance and Engagement Monitoring Policy which can be downloaded from [here](#)

3.2 Need help, just ask

We recognise that there are times when you may encounter difficulties during your course of study and provisions are made to help you. If you think you will be unable to meet deadlines please talk to us, whether it's your course/module leader, personal tutor or any member of staff, so they can get you the support you need to succeed. You can extend your deadline if you have a good reason why you are not able to submit a piece of coursework on time before your deadline. If an extension is not sufficient and circumstances beyond your control are preventing you from completing your assessment, then you can apply for mitigation.

Please remember late submission without extension or mitigation may result in penalties depending on how late it is, see University [Academic Regulations](#).

As a student of the University of West London you are expected to behave in line with UWL expectations, irrespective of whether your interactions with staff and other students are in person or online. As you will be engaging with others online and with a range of online materials, it is important to consider how to stay safe online and ensure your communications are secure and appropriate. If you have any questions about how to manage your online activities, please contact your module leader.

If you have an issue about the module, you should speak to your Module Leader or Course Leader informally in the first instance. Your Course Representative can also raise your concerns at Course Committees, which take place each semester. If you are unable to resolve it informally, you should refer to our Complaints Procedure which is outlined on our website through this link

<https://www.oxfordbusinesscollege.ac.uk/news/how-to-make-a-complaint/>

The College will always aim to ensure that issues are resolved informally as quickly as possible to have minimum impact on your studies.

3.3 Getting support for your studies

Throughout your course of study, you will have access to a wide variety of sources of support depending on your individual circumstances and needs. Your first point of call for getting general academic support is your Personal Tutor. As well as approaching your Module Leader with any questions specifically related to your module and your Course Leader with questions on your Course, do contact your Personal Tutor or Partnership Support Link Tutor for academic advice in relation to your studies and your academic development.

Oxford Business College takes pride in its student support, guidance and wellbeing, complemented by our ethos that every student is an individual. Staff are committed to the College's mission statement "to provide each learner with the most positive learning experience".

We ensure that students at the College can expect a supportive and responsive experience from the initial inquiry by completing a course and progression within or outside the College. This demonstrates our commitment to provide support for inclusive, high-standard students and provides students with a foundation for high achievement.

Our students' changing needs and their varied reason for learning guide our approach to providing innovative learning opportunities from entry-level to higher learning that promotes individual progress. Either for personal development & wellbeing, academic progression or career advancement, whilst supporting those facing learning barriers to overcome them and succeed. The College is committed to helping its student's Academic and Professional Development (APD) via examples currently in place, such as personal tutorials, a mentor system and pastoral care.

PERSONALISED SERVICE

Oxford Business College provides a personalised service adapted to the different needs of different students by:

Developing effective individual learning plans

Effective pastoral care. The College has a dedicated Student Welfare Officer and Counsellor, and students may, in addition, meet the Head of academics or Principal to discuss their concerns

Tutorial meetings

A mentor system with a tutor or member of the academic team

Peer mentor

You can read more on our support services via the link below:

<https://www.oxfordbusinesscollege.ac.uk/support-wellbeing/>

3.4 Module evaluation – have your say!

Towards the end of the module you will be invited to provide some anonymous feedback to the Module Leader through an online survey. This is your opportunity to give some direct feedback about the module through a series of questions and free text. Your constructive feedback will help the Module Leader and teaching team to understand the module experience from your perspective and helps inform the development of the module. At the end of the survey period, a response to the survey will be available so that you can see exactly how your voice has been heard.