

University of the West of Scotland Module Descriptor

Session: 2023/24

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Status: Published

Title of Module: The Strategic Manager			
Code:	SCQF Level: 11 (Scottish Credit and Qualifications Framework)	Credit Points: 20	ECTS: 10 (European Credit Transfer Scheme)
School:	School of Business & Creative Industries		
Module Co-ordinator:	Bobby Mackie Scotland Selman Tetik London		

Summary of Module

This module considers the role of managers in shaping and crafting strategy. Students will develop knowledge of strategy and strategic management, and explore the process of strategy development and how organisations might respond to factors that influence their intended strategies.

- Content – strategy, strategic management, factors influencing strategy development and implementation.
- The topics cover a number of areas such as the role and tasks of top management, the nature of strategic management, strategic change and decisions, business policy, organisational analysis, competitive position, SWOT analysis, value chain analysis, comparative analysis, resource led strategy examining the role of people, technology and information management on strategy. Social and political influence, organisational objectives, power. Strategic choice, generic strategies, strategy development, techniques and approaches to strategy evaluation. Strategy implementation, planning and resource allocation. Role of organisation structure, systems and culture . Managing strategic change. Strategic leadership.

Module Delivery Method

Face-To-Face	Blended	Fully Online	HybridC	HybridO	Work-based Learning
		✓	✓	✓	

Face-To-Face

Term used to describe the traditional classroom environment where the students and the lecturer meet synchronously in the same room for the whole provision.

Blended

A mode of delivery of a module or a programme that involves online and face-to-face delivery of learning, teaching and assessment activities, student support and feedback. A programme may be considered "blended" if it includes a combination of face-to-face, online and blended modules. If an online programme has any compulsory face-to-face and campus elements it must be described as blended with clearly articulated delivery information to manage student expectations

Fully Online

Instruction that is solely delivered by web-based or internet-based technologies. This term is used to describe the previously used terms distance learning and e learning.

HybridC

Online with mandatory face-to-face learning on Campus

HybridO

Online with optional face-to-face learning on Campus

Work-based Learning

Learning activities where the main location for the learning experience is in the workplace.

Campus(es) for Module Delivery

The module will **normally** be offered on the following campuses / or by Distance/Online Learning: (Provided viable student numbers permit)

Paisley:	Ayr:	Dumfries:	Lanarkshire:	London:	Distance/Online Learning:	Other:
✓			✓	✓	✓	✓

Term(s) for Module Delivery

(Provided viable student numbers permit).

Term 1	Term 2	Term 3
✓	✓	✓

Learning Outcomes: (maximum of 5 statements)

On successful completion of this module the student will be able to:

- L1. Develop a critical knowledge of strategy and strategic management
- L2. Critically evaluate the influences on organisational strategy development
- L3. Develop organisational strategies that take cognisance of internal and external influences and acknowledge the complexities and ambiguities surrounding such decisions
- L4. Critically reflect on the role of leadership in strategic change and strategy implementation

Employability Skills and Personal Development Planning (PDP) Skills

SCQF Headings	During completion of this module, there will be an opportunity to achieve core skills in:
Knowledge and Understanding (K and U)	<p>SCQF Level 11.</p> <p>A broad and integrated knowledge of the main areas of strategic management</p> <p>A critical understanding of the theories and principles of strategic management</p> <p>Extensive and critical knowledge of some specialised areas of strategic management</p>
Practice: Applied Knowledge and Understanding	<p>SCQF Level 11.</p> <p>Using a range of skills and techniques as appropriate to the discipline</p> <p>Applying a range of techniques of enquiry and research</p> <p>Planning and executing the analysis and presentation of the findings of a case study</p>

Generic Cognitive skills	<p>SCQF Level 11. SCQF Level 11. Applying critical analysis and evaluation to some issues in strategic management</p> <p>Identifying, abstracting, responding creatively to theoretical and practical issues in strategic management</p> <p>Critically reviewing and extending knowledge; and making informed judgements when information is inconsistent or incomplete</p>	
Communication, ICT and Numeracy Skills	<p>SCQF Level 11.</p> <p>Communicating effectively to a range of audiences, including peers and tutors</p> <p>Using a wide range of software packages to support and enhance learning</p> <p>Critically evaluating a wide range of numerical and graphical data as appropriate</p>	
Autonomy, Accountability and Working with others	<p>SCQF Level 11.</p> <p>Exercising substantial autonomy and initiative in studies</p> <p>Taking responsibility for own work and the work of others in group work</p> <p>Dealing with complex ethical issues raised in strategic management</p>	
Pre-requisites:	Before undertaking this module the student should have undertaken the following:	
	Module Code:	Module Title:
	Other:	
Co-requisites	Module Code:	Module Title:

* Indicates that module descriptor is not published.

Learning and Teaching	
Lecture and tutorial	
<p>Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:</p>	<p>Student Learning Hours (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)</p>
Lecture	20
Independent Study	152

Tutorial/Synchronous Support Activity	20
Asynchronous Class Activity	8
	200 Hours Total

****Indicative Resources: (eg. Core text, journals, internet access)**

The following materials form essential underpinning for the module content and ultimately for the learning outcomes:

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Grant, R., and Jordan, J. (2015) Foundations of Strategy, 2nd ed; Chichester: Wiley

Additional Recommended Reading:

Thompson, J. L., Martin, F. and Scott, J. (2022) Strategic Management: Awareness and Change, 10th Ed; Andover, Hampshire: Cengage Learning EMEA

Johnson, G., Scholes. K., Angwin, D., Regner, P. and Whittington. R. (2020). Fundamentals of Strategy: Text and cases, 5th Ed, Harlow: Pearson.

Grant, R., (2021). Contemporary Strategy Analysis, 11th ed; Chichester: Wiley

Students will have access to UWS library facilities so that core texts will be supplemented by case studies, academic journal articles and bespoke on-line resources.

(**N.B. Although reading lists should include current publications, students are advised (particularly for material marked with an asterisk*) to wait until the start of session for confirmation of the most up-to-date material)

Engagement Requirements

In line with the Academic Engagement Procedure, Students are defined as academically engaged if they are regularly engaged with timetabled teaching sessions, course-related learning resources including those in the Library and on the relevant learning platform, and complete assessments and submit these on time. Please refer to the Academic Engagement Procedure at the following link: [Academic engagement procedure](#)

Where a module has Professional, Statutory or Regulatory Body requirements these will be listed here:

In line with the Academic Engagement and Attendance Procedure, Students are defined as academically engaged if they are regularly engaged with timetabled teaching sessions, course-related learning resources including those in the Library and on Moodle, AULA, and complete assessments and submit these on time.

Supplemental Information

Programme Board	Management, Organisations & People
Assessment Results (Pass/Fail)	No
Subject Panel	Management, Organisations & People
Moderator	

External Examiner	Claire Manning
Accreditation Details	Chartered Management Institute (tbc)
Changes/Version Number	1

Assessment: (also refer to Assessment Outcomes Grids below)

Case study, 90%

Individual Reflection, 10%

(N.B. (i) **Assessment Outcomes Grids** for the module (one for each component) can be found below which clearly demonstrate how the learning outcomes of the module will be assessed.
(ii) An **indicative schedule** listing approximate times within the academic calendar when assessment is likely to feature will be provided within the Student Handbook.)

Assessment Outcome Grids (Footnote A.)

Component 1						
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Case study	✓	✓	✓		90	10
Component 2						
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Essay	✓			✓	10	5
Combined Total For All Components					100%	15 hours

Footnotes

- A. Referred to within Assessment Section above
B. Identified in the Learning Outcome Section above

Note(s):

1. More than one assessment method can be used to assess individual learning outcomes.
2. Schools are responsible for determining student contact hours. Please refer to University Policy on contact hours (extract contained within section 10 of the Module Descriptor guidance note).
This will normally be variable across Schools, dependent on Programmes &/or Professional requirements.

Equality and Diversity

This module is appropriate for all students irrespective of ethnic status, disability, age, gender, religious and sexual orientation. The University provides facilities and resources for all students through the Enabling Support Team.

[UWS Equality and Diversity Policy](#)

(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)

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