**University of the West of Scotland**
**Module Descriptor**

**Session: 2024/25**
Last modified: 02/03/2023 08:19
Status: Published

| Title of Module: Strategic Management | | | |
|---|---|---|---|
| Code: LNDN09002 | SCQF Level: 9 (Scottish Credit and Qualifications Framework) | Credit Points: 20 | ECTS: 10 (European Credit Transfer Scheme) |
| School: | School of Business & Creative Industries | | |
| Module Co-ordinator: | Zorlu Senyucel | | |

| Summary of Module |
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| Change is inevitable, and in a constantly changing world, businesses must make important decisions almost on a daily basis; therefore, strategic management has its place at the core of every operation.<br><br>The module adopts an innovative approach to learning with a blend of teaching and independent study where students are guided and encouraged to learn how theories and models of strategic management can be applied to management and leadership; and how businesses can be designed, launched, shaped and be successful through its effective and efficient use.<br><br>The module and its delivery are designed to facilitate students individual learning and development as future managers and leaders who can face future business problems with a confident, knowledgeable and professional attitude. The module will enable students to analyse the business environment and suggest how organisations can manage the strategy process through structure, processes, systems, and culture to be successful. Students will develop an appreciation and knowledge of the global challenges facing organisations and the strategic options open to combat these challenges including strategic alliances, mergers, and acquisitions.<br><br>Topics covered, but not limited to, are: the role and tasks of top management, the nature of strategic management, strategic change and decisions; business policy, organizational analysis, competitive position, internal and external business analysis, resource based and resource led strategy; social and political influence; strategic choice and development; techniques and approaches to strategy evaluation and implementation; planning and resource allocation; role of organization structure, people, systems, and culture. |

| 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.

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### 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: |
|---|---|---|---|---|---|---|
| | | | | ✓ | | |

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### Term(s) for Module Delivery

(Provided viable student numbers permit).

| Term 1 | ✓ | Term 2 | ✓ | Term 3 | ✓ |
|---|---|---|---|---|---|

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### Learning Outcomes: (maximum of 5 statements)

On successful completion of this module the student will be able to:
L1. Explain the principles of strategic management and apply them to organisations.
L2. Apply strategic concepts to understand and diagnose an organisations strategic position.
L3. Generate and critically evaluate strategic options.

### 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) | SCQF Level 9.<br>Understand the principles of Strategic management |
| Practice: Applied Knowledge and Understanding | SCQF Level 9.<br>Identify necessary concepts and practices and apply them for a correctly given set of circumstances. |
| Generic Cognitive skills | SCQF Level 9.<br>Critically analyse strategic issues and problems<br>Develop effective strategies for given solutions. |
| Communication, ICT and Numeracy Skills | SCQF Level 9.<br>Communicate effectively to a target audience using both speech and writing.<br>Interpret, use and evaluate complex data, ideas and concepts |

| Autonomy, Accountability and Working with others | SCQF Level 9. Take responsibility for own work and the work of others within a group / team environment. | |
|---|---|---|
| **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** | |
|---|---|
| In line with UWS' Curriculum Framework, providing a flexible and hybrid, student-centred and inclusive approach to learning and teaching, the module has been designed around the delivery of engaging, activity- and discussion-based workshops, nurtured by meaningful online content, including short videos, reading materials, quizzes, etc. This approach creates more flexibility for students, while also enhancing deeper learning through engagement with peers and teaching staff, both online and in the classroom. This is further supported by the assessment approach adopted, enabling students to develop both academic and employability-focused knowledge and skills within international business — all aligned to the overarching purpose and aims of the programme. | |
| **Learning Activities** During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below: | **Student Learning Hours** (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities) |
| Lecture/Core Content Delivery | 36 |
| Independent Study | 164 |
| | 200 Hours Total |

| **\*\*Indicative Resources: (eg. Core text, journals, internet access)** |
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| The following materials form essential underpinning for the module content and ultimately for the learning outcomes: Lynch, R., (2018) Strategic Management 8th edn: Harlow Pearson Lynch's Global Strategy website http://www.global-strategy.net/  Details of further resources, including textbooks, journals and online resources will be identified at the beginning of each delivery in the module handbook and made available via VLE |
| (\*\*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** |
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| 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**

**Supplemental Information**

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| **Programme Board** | Management, Organisations & People |
| **Assessment Results (Pass/Fail)** | No |
| **Subject Panel** | Management, Organisations & People |
| **Moderator** | Melissa Kerr |
| **External Examiner** | Jon Easter |
| **Accreditation Details** | |
| **Changes/Version Number** | 2.07 |

| **Assessment: (also refer to Assessment Outcomes Grids below)** |
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| Written Report 100% |
| (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. <br> (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) | Weighting (%) of Assessment Element | Timetabled Contact Hours |
|---|---|---|---|---|---|
| Written Report | ✓ | ✓ | ✓ | 100 | 0 |
| **Combined Total For All Components** | | | | 100% | 0 hours |

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

| Note(s): |
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| 1. 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). <br> This will normally be variable across Schools, dependent on Programmes &/or Professional requirements. |

**Equality and Diversity**

Experience shows that this module is appropriate for any student and, where required, advice can be taken on specific student requirements from Enabling Support. (N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)
UWS Equality and Diversity Policy

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