



Peter Symonds College  
Adult & Higher Education Division



## BA (Hons) Management & Business Module Narratives

<b>Module Title:</b>	Marketing Communications
<b>Module Code:</b>	PSMB601
<b>Credits:</b>	20
<b>Level:</b>	Six
<b>Academic Department or collaborative partner:</b>	Peter Symonds' College, Adult & Higher Education Division
<b>Programmes to which the module contributes:</b>	BA (Hons) Management and Business
<b>Tutor responsible:</b>	Russ Bunnage
<b>Entry requirements:</b>	Completion of Level 5 PSMB or equivalent
<b>Aims:</b>	<p>The marketing communications module will familiarise students with the formulation, preparation and implementation of integrated marketing communications plans. Learners will apply and evaluate marketing communications tools, models and concepts to case studies and scenarios, taking into account current developments from the marketing communications industry.</p>
<b>Learning Outcomes:</b>	<p>At the conclusion of this module, students should be able to:</p> <ol style="list-style-type: none"><li>1. Analyse the context in which marketing and corporate communications are to be implemented</li><li>2. Determine promotional objectives and positioning</li><li>3. Appraise the significance of product and corporate branding and understand how internal and external marketing communications can build and support brands</li><li>4. Understand various elements that constitute the Marketing Communications Mix</li><li>5. Formulate creative and innovative communications strategies for different types of organisations, products and services</li><li>6. Determine message and media strategies for a range of target audiences</li><li>7. Evaluate the suitability of a range of promotional techniques</li><li>8. Make recommendations for evaluating and controlling the marketing communications plan</li><li>9. Manage the client-agency relationship</li></ol>
<b>Indicative Curriculum content:</b>	<ul style="list-style-type: none"><li>• Definitions of marketing communications and integrated marketing communications</li><li>• Creativity and innovation in marketing communications</li><li>• Legal and regulatory considerations</li></ul>

- Models of communication and factors that influence them
- The strategic role of branding
- The client-agency relationship
- Elements of the marketing communications plan, management and planning of the marketing communications process such as *message and media strategies*, and *selecting and integrating promotional tools*
- Budgeting and financing marketing communications
- Evaluation of the impact and effect of marketing communications campaigns using appropriate metrics

**Learning strategy:**

The delivery of core concepts and theories will be front-loaded to provide students with the knowledge and skills needed to develop their marketing communications planning skills. Teaching and learning material will encourage the application of theoretical concepts to practical marketing communications examples, using workshops, seminars, case studies and visual examples drawn from a variety of media.

**Mode of assessment:**

**Formative:** The workshops will provide an opportunity for students to evaluate and apply core concepts of marketing communications in an environment that encourages formative feedback from the tutor and other students.

**Summative:**

**LO1 to LO9** applicable to both parts of the assessment

**Group Presentation** - group *pitch* (2/3 students per group) of an outline marketing communications plan to be prepared in response to a practical client-based brief. Students will take on the role of an advertising agency team pitching for the client's business. Each student will be required to produce their own summary report to accompany the presentation.

**(1400 word equivalent, 30%,)**

**Individual Report**– Individual students will build a more detailed marketing communications plan based upon their pitch from the group presentation. The report will be based upon a marketing communications planning structure, and will provide a vehicle for learners to generate innovative and creative marketing communications proposals. **(3300 words, 70%)**

**Assessment Criteria:**

The criteria by which the assessment will be awarded marks is that students will demonstrate:

**Presentation:**

- Relevant marketing communications skills developed within the module, and their ability to apply them to a practical brief.
- The ability to *pitch* within a prescribed time scale, and use appropriate presentation tools and visual.
- A clear structure that illustrates a fluent and focused approach to meeting the needs of the client.

**Individual report:**

Students will be assessed against their ability to evaluate and apply core concepts introduced in the module. Marketing communications plans will be assessed against the students' ability to communicate in a concise, creative and innovative style.

Appropriate level 6 Grading Criteria will be used.

**Reassessment Scheme**

LO1 to LO9 Resubmit an improved individual report(100%, 4,700 words

**Indicative Reading:****Recommended/Core text:**

Fill, C. (2013) *Marketing Communications: brands, experiences and participation*. 6th edn. Harlow: Pearson Education

**Additional reading:**

Dahlen, M. (2009) *Marketing Communications: A Brand Narrative Approach*. UK: Wiley.

Egan, J. (2015) *Marketing Communications*. 2nd edn. London : Sage Publications Ltd.

Fill, C. (2006) *Simply Marketing Communications*. Harlow : FT Prentice Hall .

Fill, C., Hughes, G., and de Francesco, S. (2013) *Advertising, strategy, creativity and media*. Harlow: Pearson Education.

Picton, D & Broderick, A. (2009) *Integrated Marketing Communications*. 3rd edn. Harlow: FT-Prentice Hall

Russell, E. (2009) *Fundamentals of Marketing Communications*. UK: AVA Publishing.

**Other resources:**

CampaignLive - <http://www.campaignlive.co.uk/>

Business Source Elite (for company profiles and publications, available via Portia).

Marketing Week (UK) - Centaur Communications, London.

Marketing (UK) - Haymarket Business Publications Ltd.

Marketing Magazine (USA) – Rogers Media, Toronto.

Marketing Management (USA) – American Marketing Association, Chicago.

<b>Module Title:</b>	Corporate Responsibility and Business Ethics
<b>Module Code:</b>	PSMB 602
<b>Credits:</b>	20
<b>Level:</b>	Six
<b>Academic Department or collaborative partner:</b>	Peter Symonds' College, Adult & Higher Education Division and The University of Chichester
<b>Programmes to which the module contributes:</b>	BA (Hons) Management and Business
<b>Tutor responsible:</b>	<b>Dawn Moulard</b>
<b>Entry requirements:</b>	Completion of level 5 PSMB or equivalent
<b>Aims:</b>	Corporate responsibility, sometimes referred to as corporate social responsibility (CSR), is an increasingly important function of business. The emphasis is increasingly on what is termed the triple bottom line, referring to profit as well as social impact and minimising environmental damage. Each organisation faces particular challenges and contexts that it needs to manage on a day-to-day basis and to anticipate the future. This module aims to provide the student with a way to engage in the subject in a practical way so as to offer meaningful insights to their employer / chosen organisation
<b>Learning Outcomes</b>	At the end of the module the student should be able to <ol style="list-style-type: none"> <li>1. Demonstrate an understanding of the key concepts of corporate responsibility.</li> <li>2. Evaluate the corporate responsibility 'landscape' that an organisation occupies.</li> <li>3. Demonstrate the ability to develop corporate responsibility strategy including the means to evaluate its effectiveness.</li> <li>4. Feedback on others' assessments carried out for LO2 and LO3</li> </ol>
<b>Indicative Curriculum content:</b>	<ul style="list-style-type: none"> <li>• The principle of corporate responsibility and its impact both within and beyond the organisation</li> <li>• How corporate responsibility impacts upon organisational strategy and performance</li> <li>• Processes, techniques and motivators for implementing and evaluating corporate responsibility</li> </ul>
<b>Learning strategy:</b>	There will be a series of lead lectures to provide a framework for students to work on interactive tasks both individually and in small teams..
<b>Mode of assessment:</b>	<p><b>Formative :</b> Working in small teams using the case study provided and any additional information from independent research, establish: how significantly corporate responsibility has impacted that particular industry sector; to what extent the organisation has incorporated corporate responsibility in its organisational strategy and its ability to measure the benefits and costs of this strategy. In addition suggest possible improvements in processes, techniques and motivators to implement and evaluate current and future corporate responsibility initiatives. Present the findings</p> <p><b>Summative:</b> <b>LO1, LO2, LO3:</b> An <b>essay</b> describing the corporate responsibility landscape of the student's working context or chosen industry sector and how this can be effectively responded to <b>(3,700 words, 80%)</b> <b>LO4 :</b> Completion of <b>peer feedback</b> on presentation via module discussion forum</p>

**(1,000 words, 20%)**

**Assessment Criteria:**

Students at this level will be expected to

Essay

- Identify and critically analyse the key concepts of corporate responsibility relevant to the industry sector
- Integrate theory and practice making links to the specific situation
- Evaluate the current situation allowing meaningful conclusions to be drawn and proposals for future improvements
- Write clearly and concisely in a structured manner, following academic conventions

Peer feedback

- Provide constructive feedback supported by clear examples or evidence
- Write clearly and concisely in a professional manner with due regard for the recipient

Appropriate level 6 Grading Criteria will be used

**Reassessment Scheme**

LO1 to LO4 An essay describing the corporate responsibility landscape of a different industry sector and how this can be effectively responded to (4700 words, 100%)

**Indicative Reading:**

Blowfield, M., & Murray, A. (2008) *Corporate responsibility: A critical introduction*. Oxford: Oxford University Press.

Gottschalk, P. (2011) *Corporate social responsibility, governance and corporate reputation*. London: World Scientific

Lenssen, G. (2006) *Corporate responsibility and competitiveness* (Vol. 6, No. 4).UK: Emerald Group Publishing.

Journals

Business Ethics: a European Review

Journal of Corporate Citizenship

Corporate Citizen Magazine

Other Resources

UN Global Compact: <https://www.unglobalcompact.org/>

<https://www.iisd.org/business/>

<http://www.csreurope.org/>

<b>Module Title:</b>	Organisation Development Techniques and Change Management
<b>Module Code:</b>	PSMB 603
<b>Credits:</b>	20
<b>Level:</b>	Six
<b>Academic Department or collaborative partner:</b>	Peter Symonds' College, Adult & Higher Education Division
<b>Programmes to which the module contributes:</b>	BA (Hons) Top up Management and Business
<b>Tutor responsible:</b>	Melinda Cripps
<b>Entry requirements:</b>	Completion of level 5 PSMB or equivalent
<b>Aim:</b>	<p>The aim of this module is to give the learner an understanding of:</p> <ul style="list-style-type: none"> <li>• The nature of change in the context of the organisation and its impact upon effectiveness</li> <li>• How change can be planned and managed using a range of models</li> <li>• Organisation Development as a concept and how to apply OD techniques to improve interpersonal, team and intergroup effectiveness within organisations</li> </ul>
<b>Learning Outcomes:</b>	<p>At the conclusion of this module students should be able to:</p> <ol style="list-style-type: none"> <li>1. Explore the sources, drivers and impact of change on modern organisations and the benefits and challenges of managing change.view historical evolution of models and approaches to change and explain the potential benefits and challenges of managing change</li> <li>2. Critically analyse a wide range of approaches and models of managing change and consider their suitability for a range of change situations in organisations.</li> <li>3. Analyse the impact of organisational culture on the success or failure of change initiatives and outline the experience of organisational change for the individual.Outline the experience of organisational change for the individual and the impact this may have on employee satisfaction, motivation at work and the success of change.</li> <li>4. Identify and explore the role of the change agent in change management Explore organisation development (OD) as a specific approach to change, considering its evolution and future</li> <li>5. Explore the organisation development (OD) approach to change and advise how to apply and critically evaluate a range of OD techniques to specific organisations and change projects.</li> </ol>
<b>Indicative Curriculum content:</b>	<ul style="list-style-type: none"> <li>• Nature of change and drivers for change from internal and external environmental forces, including the impact of IT and globalisation</li> <li>• Identify and explore the potential barriers to change in modern organisations and how to manage them</li> <li>• Evolution of approaches to and models of managing change from Lewin to Appreciative Inquiry and Positive Psychology</li> <li>• Impact of the culture of an organisation on the success or failure of change</li> <li>• Impact of change on individuals within organisations including satisfaction and motivation and models of human behaviour during the change process</li> <li>• OD as a philosophy and model for change management and the wide range of interventions techniques</li> <li>• Evaluation of change projects and programmes</li> </ul>
<b>Learning strategy:</b>	

Lecture-style delivery supported by PowerPoint slides. Discussion on topics covered will make use of student experience scenarios and case studies.

Workshops facilitated by the tutor to enable students to explore case studies and actual work-based scenarios and to provide advice and feedback to each other as OD consultants

**Mode of assessment:**

**Formative :**

Tutor and peers will provide feedback on scenarios and case studies discussions

**Summative:**

A folder of work equivalent to **4,700 word essay (100%)** containing:

1. **(LO1)** A Briefing Note analysing the drivers for change/barriers to change currently or potentially impacting on your own organisation/an organisation you know well
2. **(LO2 and LO3)** Materials for a presentation to an organisation's management board to suggest a range of suitable OD techniques and interventions to address a change management situation identified in a case study provided by the tutor
3. **(LO4)** A set of documents to provide evidence of your suitability to undertake the role of a change agent in your own organisation
4. **(LO5)** A report examining the effectiveness of the application of a model of change and one or more OD techniques or other change interventions to a situation in your own organisation/an organisation you know well

*(see assessment briefing for more details)*

**Assessment Criteria:**

Students at this level will be expected to:

- Demonstrate evidence of research and use of literature in supporting arguments and critical analysis
- Consistently write in a succinct and effective academic style, using a clear and logical structure and observing academic conventions
- Demonstrate their capability ability to identify and analyse the sources of, drivers for and barriers to change and critically analyse the impact of change on individuals and organisations **(LO1)**
- Demonstrate the ability to accurately apply relevant models and techniques to practice to a case study and within an agreed organisational setting **(LO2, LO3 and LO5)**
- Provide credible evidence of the ability to assess and develop their own capabilities to undertake the role of a change agent and use of reflexive thought practices **(LO4)**

Appropriate level 6 Grading Criteria will be used

**Reassessment Scheme**

LO1 to LO5 Resubmit the original assessment **(100%, 4,700 words)**

**Indicative Reading:**

Claxton, G. and Lucas, B. (2004) *Be Creative: Essential Steps to Revitalize Your Work and Life*. London: BBC Books.

Cheung-Judge, M. and Holbeche, L. (2015) *Organizational Development- A practitioner's guide for OD and HR*. London: Kogan Page.

Francis, H. (2012) *People and Organisational Development: A new Agenda for Organizational Effectiveness*. London: CIPD.

Brown, D. (2014) *An Experiential Approach To Organisational Development*, 8th edn. Harlow: Pearson.

Knight, S. (2000) *Nlp At Work*. London: Nicholas Brealey.

Mintzberg, H. (1998) 'Covert Leadership: Notes on Managing Professionals' *Harvard Business Review*, Nov/Dec, pp.140-7

Yukl, G. (2012) *Leadership in Organizations*. 8th edn. Harlow: Pearson.

**Websites**

Chartered Institute of Personnel & Development – [www.cipd.co.uk](http://www.cipd.co.uk)

Gov. UK - [www.gov.uk](http://www.gov.uk)

**Journals**

Human Resource Management Journal

Industrial Relations Journal

Journal of Business Ethics

British Journal of Industrial Relations

New Technology, Work and Employment

People Management

Work and Occupations

<b>Module Title:</b>	Management and Business Project
<b>Module Code:</b>	PSMB 604
<b>Credits:</b>	40
<b>Level:</b>	Six
<b>Academic Department or collaborative partner:</b>	Peter Symonds' College, Adult & Higher Education Division
<b>Programmes to which the module contributes:</b>	BA (Hons) Top up Management and Business
<b>Tutor responsible:</b>	<b>Sarah Green</b>
<b>Entry requirements:</b>	Completion of Level 5 PSMB or equivalent

**Aim:** The module has a crucial role within the programme of study in that it provides the opportunity for students to research an area of particular interest within an appropriate business, public sector or third sector context. The module is designed to make a major contribution to the professional and intellectual development of students. Students are prepared for the project through the Research Skills module (PSMB504) and the Work Focused Learning module (PSMB 505) at level 5 where they are introduced to different approaches to research, Students will also be familiar with different types of research associated with disciplines studied previously in their chosen pathway.

The project provides a vehicle for students to demonstrate the extent to which they have managed the final transition from a tutor-led approach to student centred learning. The issue is chosen, investigated and published by the student, with the support of a supervisor. It enables students to demonstrate their capacity for sustained independent thought, learning and critical reflection in a major piece of work.

The subject chosen will normally be concerned with the investigation of one or more management or business issues within the context of a public or private sector organisation. For students in employment, the project will usually be set in the context of their organisation, but students can identify a suitable alternative organisation as a focus for their project. In these cases, the students must approach the organisation and agree suitable terms of reference. Another context for the project is to pursue research in a range of organisations or identify specific groups of people to study in relation to a management or business issue.

Whilst the topic might well be one that is of interest, the end product must have findings that are generalisable and capable of broad application. A library-based dissertation may also be acceptable, but it must consider the management implications of the study, and cannot be purely literature based

### **Learning Outcomes:**

At the conclusion of this module students should be able to:

1. Identify, compare and evaluate appropriate research methods
2. Identify and justify choice of topic and the methodology
3. Apply chosen methodology in an intellectually rigorous manner
4. Evaluate the research approach taken
5. Analyse and evaluate results of research undertaken
6. Determine, critically evaluate and synthesise current literature and other sources in a field of study
7. Conduct research in an acceptable manner, taking due note of ethical considerations
8. Present their findings orally and in writing (using Harvard conventions)
9. Analyse findings and draw conclusions substantiated by the analysis

**Indicative Curriculum content:**

- Each student will undertake their own project/ personal study. This will require choosing, application and justification of recognised research methods, but the academic area of study will be unique to the individual student.
- In preparation for carrying out their management project/personal study students will be supported in devising a proposal. Within the first term of the module's delivery it is expected that students will want to revisit elements of the indicative content of Research Skills. Coverage will be negotiated with students according to demand.

**Learning strategy:**

Students are introduced to the preparation of a research project during their relevant work focused learning modules at level 5. A recap of key aspects covered in these modules along with a series of lectures in term 1 will provide students with the skills to consider research philosophies, methodology and methods as well as statistical tools useful for research in this area. Students are introduced to the preparation of a research project during their relevant research modules at Level 5.

Students will be asked to submit a research proposal of 1,800 words and to present this for formative assessment to the group (mandatory). Students are encouraged to seek guidance with their tutor during this early planning stage of their research project. Students are required to work independently in consultation with, and with support of, the tutor, reading, collecting data and performing analyses. Students will be expected to work closely with their supervisor and submit regular drafts of their dissertation work to their supervisor over the course of the academic year.

Upon arrangement by the student the project supervisor will initially assist in the following processes

1. clarifying the terms of the research project
2. establishing a timetable for the research and dates for subsequent student/supervisor meetings
3. directed background reading
4. study design, methodology, ethical approval (where necessary) and statistical analysis

Supervisory support will form a key part of the teaching method, but ultimately, most of the learning will be student-centred. Supervisor meetings will continue periodically through the project. A typical amount of contact time the student can expect is six hours with the supervisor. Each meeting will be logged and a summary of the outcome should be signed by both parties using the appropriate proforma.

**Mode of assessment:**

**Formative** – Presentation of the research proposal to the group

Presentation of progress to date at mid-point of the research process  
Submission of one draft copy of each chapter to their research project  
Tutor for comment.

**Summative** –Research Project: The final report will be **9,400 words** in length  
(plus or minus 10%) excluding the list of references and appendices.  
**(LO1 to LO9, 9,400 words 100%)**

**Assessment Criteria:**

Students at his level will be expected to:

- Identify a rationale, including clear research objectives
- Critically review current literature
- Defend their methodology and implement appropriate research methods
- Analyse data accurately and clearly present their findings

- Critically discuss their findings
- Draw meaningful conclusions and propose realistic recommendations

Students will be required to conduct primary research and, on the basis of the data, write up the research. Core skills of logical argument and coherent reasoning, evidence of reflection on practice and the relation of principles to practice will be assessed throughout  
Appropriate level 6 Grading Criteria will be used

### **Reassessment Scheme**

LO1 to LO9 Resubmit the original assessment (100%, 9,400 words)

### **Indicative Reading:**

Core:

Saunders, M., Lewis, P and Thornhill, A. (2016) *Research Methods for Business Students*. 7th edn. Harlow: Pearson Education Limited.

Additional:

Anderson, V. (2004) *Research Methods in Human Resource Management*. London: Chartered Institute of Personnel and Development.

Bell, J. (2014) *Doing Your Research Project*. 6th edn. Maidenhead: Oxford University Press.

Bryman, A. (2012) *Social Research Methods*. 5th edn. Oxford: Oxford University Press.

Bryman, A. & Bell, E. (2007) *Business Research Methods*. 2nd edn. Oxford: Oxford University Press.

Collis, J. and Hussey, R. (2013) *Business research: A practical guide for undergraduate and postgraduate students*. London: Palgrave Macmillan.

Cottrell, S. (2005) *Critical Thinking Skills: Developing Effective Analysis and Argument* (Palgrave Study Guides). Basingstoke: Palgrave Macmillan.

Denscombe, M. (2014) *The Good Research Guide*. 5th edn. Maidenhead. Oxford University Press.

Denscombe, M. (2012) *Research Proposals: A Practical Guide*. Maidenhead: Open University Press

Denscombe, M. (2010) *Ground Rules for Social Research*. 2nd edn. Maidenhead: Oxford University Press.

Easterby-Smith, M., Thorpe, R., Jackson, P.(2015), *Management and Business Research*. 5th edn. Los Angeles: SAGE.

Fisher, C. (2004) *Researching and Writing a Dissertation for Business Students*. London: FT Prentice Hall.

Horn, R. (2009) *Researching and Writing Dissertations, a complete guide for business and management students*. London: Chartered Institute of Personnel and Development.

McNiff, J. & Whitehead, J. (2009) *You and your action research project*. 3rd edn. Abingdon: Routledge.

Van Brink-Budgen, R (2010) *Critical Thinking for Students: Learning the Skills of Analysing, Evaluating and Producing Arguments*, Oxford, How To Books Ltd

Whitehead, J & McNiff J. (2000) *Action Research in Organisations*. London: Routledge.

Whitehead, J & McNiff J. (2006) *Action Research Living Theory*. London: Sage.

<b>Module Title:</b>	Strategic Management
<b>Module Code:</b>	PSMB605
<b>Credits:</b>	20
<b>Level:</b>	Six
<b>Academic Department or collaborative partner:</b>	Peter Symonds' College, Adult & Higher Education Division
<b>Programmes to which the module contributes:</b>	BA (Hons) Top Up Management and Business
<b>Tutor responsible:</b>	Ian Ralph
<b>Entry requirements:</b>	Completion of Level 5 PSMB or equivalent
<b>Aims:</b>	<p>This module aims: to provide an understanding of strategic analysis, strategic decision-making and strategic processes. The module content combines approaches to strategic management, concepts and frameworks, and issues in strategic management. In particular, the themes covered include: internal and external environment, strategic options, selection and evaluation, strategy implementation and evaluation. The benefits and limitations of a range of approaches will be covered and learners will be able to make informed decisions regarding their own practice.</p>
<b>Learning Outcomes:</b>	<p>At the conclusion of this module students should be able to:</p> <ol style="list-style-type: none"> <li>1. Demonstrate a critical understanding of what a strategy is, and the purpose for having one.</li> <li>2. Evaluate strategic issues and principles of change associated with their own organisations and others in relation to the environment in which it is operating.</li> <li>3. Develop an enterprise level strategy for a chosen organisation or a part of a chosen organisation following an appropriate methodology and using a range of analytical tools.</li> <li>4. Demonstrate a critical understanding of some of the issues associated with managing change and ensure that the strategy is capable of being implemented through the entire strategy to execution process</li> </ol>
<b>Indicative Curriculum content:</b>	<ul style="list-style-type: none"> <li>• The strategic management process – strategy analysis, strategy direction, strategy formation, strategy implementation, strategy evaluation.</li> <li>• Theories &amp; strategic implementation tools – to include but not exclusively; Mintzberg 5 P's for Strategy, SWOT/PEST Analysis, core competence identification, Porter 5 Forces, Porter Generic Competitive Strategies, Ansoff's Matrix, Values Curves, Value Chains, VRIO analysis, Balanced Score Card, critical success factors, Booze Balls, critical evaluation, TOWS analysis, BCG Matrix and application of these theories/tools</li> <li>• Utilisation of case studies to assess existing strategy and future strategic choices;</li> <li>• Implementing strategy through the products, services systems, structures and culture of the organisation, organisational change &amp; development.</li> <li>• New product development and innovation.</li> </ul>
<b>Learning strategy:</b>	<p>There will be a series of lead lectures to provide a framework for students to work on interactive tasks both individually and in small teams. The emphasis of this module is on building knowledge around the fundamentals of strategic planning and management. At the end of the module learners should be able to review strategic management from a number of perspectives and make informed</p>

decisions. The module aims to build awareness of the wider impact of strategic management and planning decisions in a management and business context.

**Mode of assessment:**

**Formative :**

Students will be formatively assessed through active involvement in seminar discussion and individual/group tasks during sessions. At various stages they will be asked to undertake a number of workshop activities and reflect upon the outcome of these.

**Summative LO1 to LO4**

**Task1**

For their chosen organisation a preliminary presentation of their strategic proposal covering the background to the strategy, the reasoning why it is an area worth researching or developing and the proposed approach/ methodology to the subsequent project. The time allowed for each student will be **10 minutes presentation plus 5 minutes questions (15mins, 25%, Summative)**

**Task 2**

A **3,500 word equivalent strategy document** for the area of their chosen organisation identified in Part 1. The document will need to include an analysis of the current environment in which the organisation is operating, the key organisational drivers and overall objectives. This would lead to the development of the strategy in terms of objectives, key initiatives and organisational changes required to meet the changing needs. An overview of the implementation plans and change management implications will also need to be discussed related to theoretical studies.  
**(3,500 words, 75%, Summative)**

**Assessment Criteria:**

Students at this level will be expected to:

**Task 1: Presentation**

- Demonstrate the relevance of the focus of the assignment
- Deliver a coherent analysis of the organisational background informing the strategy development.
- Present a coherent description of the proposed strategic development approach.
- Deliver well organised information, with clear aims and objectives
- Present information accurately and succinctly

**Task 2:**

The strategic document will be assessed in terms of the following criteria:

- Coherent presentation (using appropriate analysis tools to support the argument) of the strategy following a logical argument.
- Effective presentation of the plans and change management issues associated with the implementation of the strategy.
- Discussion of the organisational benefits of adopting the strategy.
- Presentation in a clear and logical manner being appropriately structured and supported using supportive material.

Appropriate level 6 Grading Criteria will be used

**Indicative Reading:**

\*Chan Kim, W. and Maubourgne, R. (2005) *Blue Ocean Strategy*. Boston: Harvard Business School Press.

Carter et al (2010) *A Very Short, Fairly Interesting and Cheap Book about Studying Strategy*. London: Sage Publications Ltd.

Cottrell, S. (2005) *Critical Thinking Skills: Developing Effective Analysis and Argument (Palgrave Study Guides)*. Basingstoke: Palgrave Macmillan.

Henry, AE. (2011) *Understanding Strategic Management*. Oxford: Oxford University Press.

Jefferies, C. (2009) *Strategic Management – Course Companion*. London: Sage Publications Ltd.

Johnson, G. et al. (2014) *Exploring Strategy*. 10th edn. Harlow: Pearson Education Ltd.

Lynch, R. (2015) *Strategic Management*. Harlow: Pearson Education.

Porter, M.E. (1998) *Competitive Advantage: Creating and Sustaining Superior Performance*. New York: The Free Press

Thompson, J. and Martin, F. (2010) *Strategic Management; Awareness and Change*. 6th edn. Cengage Learning.