Lord Ashcroft International Business School

Strategic Management Analysis

Department: Marketing, Strategy and Enterprise

Module Code: MOD001074

Year: 2013/14
Semester: 1

Academic Year: 2013/14
Semester/Trimester: 1
Contents

1. Key information ........................................................................................................................................... 2
2. Introduction to the module (MDF, section 6A) ......................................................................................... 2
3. Intended learning outcomes (MDF, section 7) ............................................................................................ 2
3.1 Employability skills delivered in this module.......................................................................................... 3
4. Outline delivery ................................................................................................................................................ 4
4.1 Attendance requirements ............................................................................................................................ 10
5. Assessment .................................................................................................................................................... 11
5.1 Submitting via Turnitin®UK GradeMark [Cambridge and Chelmsford students] ................................. 13
5.2 Submitting your work [students in all other locations at Associate Colleges] ................................... 15
5.3 Marking rubric and feedback .................................................................................................................... 15
5.4 Re-assessment (resit) ............................................................................................................................... 15
6. How is my work marked? .............................................................................................................................. 16
7. Assessment criteria and marking standards ................................................................................................. 18
7.1 Specific assessment criteria – Case study and examination ................................................................. 18
7.2 University generic assessment criteria – Level 6 .................................................................................... 19
8. Assessment offences ..................................................................................................................................... 20
9. Learning resources .......................................................................................................................................... 22
9.1. Library ....................................................................................................................................................... 22
9.2. Other resources ....................................................................................................................................... 23
10. Module evaluation ......................................................................................................................................... 23
11. Report on last delivery of module .............................................................................................................. 24
Appendix 1: Re-assessment Information ......................................................................................................... 25
1. Key information

Module: Strategic Management Analysis

Module leader: Dr Elisa Alt
Cambridge campus, Faculty Office LAB 322
Direct line: 0845 196 5039
International: +44 (0)1223 363271 ext 5039
Email: elisa.alt@anglia.ac.uk
Skype: elisa.alt7

Module tutors: Name

Every module has a Module Definition Form (MDF) which is the officially validated record of the module. You can access the MDF for this module in three ways via:

- the Virtual Learning Environment (VLE)
- the My.Anglia Module Catalogue at www.anglia.ac.uk/modulecatalogue
- Anglia Ruskin’s module search engine facility at www.anglia.ac.uk/modules

All modules delivered by Anglia Ruskin University at its main campuses in the UK and at Associate Colleges throughout the UK and overseas are governed by the Academic Regulations. You can view these at www.anglia.ac.uk/academicregs. A printed extract of the Academic Regulations, known as the Assessment Regulations, is available for every student from your Faculty Office [REPLACE WITH EQUIVALENT OFFICE/LOCATION AT ASSOCIATE COLLEGE] (all new students will have received a copy as part of their welcome pack).

In the unlikely event of any discrepancy between the Academic Regulations and any other publication, including this module guide, the Academic Regulations, as the definitive document, take precedence over all other publications and will be applied in all cases.

2. Introduction to the module (MDF, section 6A)

This module is designed to provide students with a holistic view of an organisation’s strategic position. The content is mainly concerned with the strategic analysis of organisations regarding their competitive positioning and strategic fit. This analysis will provide a springboard for reviewing strategic options in response to the competitive environment and for considering issues involved in strategy implementation.

3. Intended learning outcomes (MDF, section 7)

<table>
<thead>
<tr>
<th>No</th>
<th>Type</th>
<th>On successful completion of this module, students will be expected to be able to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Knowledge and understanding</td>
<td>Demonstrate an understanding of the importance of strategic resource capabilities of business organisations, the organisations’ strengths and weaknesses and their impact upon organisational dynamics.</td>
</tr>
<tr>
<td>2</td>
<td>Knowledge and understanding</td>
<td>Demonstrate an understanding of the nature and dynamics of the competitive environment in which business organisations operate, with particular focus on environmental threats and opportunities.</td>
</tr>
<tr>
<td>3</td>
<td>Intellectual,</td>
<td>Undertake a detailed analysis and evaluation of the resource capability and</td>
</tr>
</tbody>
</table>
practical, affective and transferable skills | competitive environment of business organisations, with particular focus on the strategic fit of such organisations.

| 4 | Intellectual, practical, affective and transferable skills | Interpret that detailed analysis correctly and then report and present those findings in an appropriate manner. |

### 3.1 Employability skills delivered in this module

It is important that we help you develop employability skills throughout your course which will assist you in securing employment and supporting you in your future career. During your course you will acquire a wide range of key skills. In this module, you will develop those identified below:

<table>
<thead>
<tr>
<th>SKILL</th>
<th>Skills acquired in this module</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication (oral)</td>
<td>X</td>
</tr>
<tr>
<td>Communication (written)</td>
<td>X</td>
</tr>
<tr>
<td>Commercial awareness</td>
<td>X</td>
</tr>
<tr>
<td>Cultural sensitivity</td>
<td></td>
</tr>
<tr>
<td>Customer focus</td>
<td>X</td>
</tr>
<tr>
<td>Data handling</td>
<td>X</td>
</tr>
<tr>
<td>Decision making</td>
<td>X</td>
</tr>
<tr>
<td>Enterprising</td>
<td>X</td>
</tr>
<tr>
<td>Flexibility</td>
<td>X</td>
</tr>
<tr>
<td>Initiative</td>
<td>X</td>
</tr>
<tr>
<td>Interpersonal skills</td>
<td>X</td>
</tr>
<tr>
<td>Leadership/management of others</td>
<td></td>
</tr>
<tr>
<td>Networking</td>
<td>X</td>
</tr>
<tr>
<td>Organisational adaptability</td>
<td></td>
</tr>
<tr>
<td>Project management</td>
<td></td>
</tr>
<tr>
<td>Problem solving and analytical skills</td>
<td>X</td>
</tr>
<tr>
<td>Responsibility</td>
<td>X</td>
</tr>
<tr>
<td>Team working</td>
<td>X</td>
</tr>
<tr>
<td>Time management</td>
<td>X</td>
</tr>
<tr>
<td>Other</td>
<td></td>
</tr>
</tbody>
</table>
4. Outline delivery

<table>
<thead>
<tr>
<th>Wk</th>
<th>ACTIVITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>INTRODUCTION TO STRATEGIC MANAGEMENT</td>
</tr>
<tr>
<td></td>
<td>- Introduction to the module</td>
</tr>
<tr>
<td></td>
<td>- The concept of strategy</td>
</tr>
<tr>
<td></td>
<td>- How to analyse and prepare strategy cases</td>
</tr>
<tr>
<td></td>
<td>Seminar</td>
</tr>
<tr>
<td></td>
<td>- The Alaska Gold Mine Exercise.</td>
</tr>
<tr>
<td></td>
<td>Student-managed learning</td>
</tr>
<tr>
<td></td>
<td>Required readings</td>
</tr>
<tr>
<td></td>
<td>- Grant and Jordan (2012): Chapter 1 or Johnson, Whittington and Scholes (2011): Chapter 1.</td>
</tr>
<tr>
<td></td>
<td>Supplemental reading</td>
</tr>
<tr>
<td>2</td>
<td>STRATEGIC PURPOSE</td>
</tr>
<tr>
<td></td>
<td>- Vision, mission, and values</td>
</tr>
<tr>
<td></td>
<td>Seminar</td>
</tr>
<tr>
<td></td>
<td>- Illustration 4.1: Mission, vision and values statements (Johnson, Whittington and Scholes, 2011, chapter 4, p. 122).</td>
</tr>
<tr>
<td></td>
<td>Student-managed learning</td>
</tr>
<tr>
<td></td>
<td>Required readings</td>
</tr>
<tr>
<td></td>
<td>- Grant and Jordan (2012): Chapter 1 and Johnson, Whittington and Scholes (2011): Chapter 4.</td>
</tr>
<tr>
<td></td>
<td>Supplemental readings</td>
</tr>
<tr>
<td>3</td>
<td>STAKEHOLDER ANALYSIS</td>
</tr>
</tbody>
</table>
• Stakeholder mapping

Seminar
• Illustration 4.5: Stakeholder mapping at Tallman GmbH (Johnson, Whittington and Scholes, 2011, chapter 4, pp. 144-145).

Student-managed learning
Required readings
• Grant and Jordan (2012): Chapter 5 (pp. 236-238) and Johnson, Whittington and Scholes (2011): Chapter 4.

Supplemental readings

4 STRATEGIC ANALYSIS: EXTERNAL ENVIRONMENT ANALYSIS
• Scenarios
• Industry life-cycle

Seminar

Or
• Case study: The global pharmaceutical industry: Swallowing a bitter pill (Johnson, Whittington and Scholes, 2011, pp. 547-556).

Student-managed learning
Required readings
• Grant and Jordan (2012): Chapters 2 and 5 (pp. 211-227; pp. 238-241) or Johnson, Whittington and Scholes (2011): Chapter 2.

Supplemental readings
<table>
<thead>
<tr>
<th>5</th>
<th>STRATEGIC ANALYSIS: EXTERNAL ENVIRONMENT ANALYSIS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Porter’s 5 Forces</td>
</tr>
<tr>
<td></td>
<td>• Segmentation</td>
</tr>
<tr>
<td></td>
<td>• Key/critical success factors</td>
</tr>
<tr>
<td>Seminar:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Case study: Fitness First and the UK Health Fitness Club Industry (Grant and Jordan, 2012, chapter 2, pp. 95-101).</td>
</tr>
<tr>
<td>Or</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Case study: Global forces and the Western European brewing industry (Johnson, Whittington and Scholes, 2011, chapter 2, pp. 79-81).</td>
</tr>
<tr>
<td>Or</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Case study: The global pharmaceutical industry: Swallowing a bitter pill (Johnson, Whittington and Scholes, 2011, pp. 547-556).</td>
</tr>
</tbody>
</table>

[continuation from previous week]

Student-managed learning

**Required readings**


**Supplemental readings**


<table>
<thead>
<tr>
<th>6</th>
<th>STRATEGIC ANALYSIS: RESOURCES AND CAPABILITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seminar</td>
<td>PaperScape Exercise.</td>
</tr>
</tbody>
</table>

Student-managed learning

**Required readings**

- Grant and Jordan (2012): Chapter 3 or Johnson, Whittington and Scholes (2011): Chapter 3.

**Supplemental readings**

- Rothaermel (2013): Chapter 5
<table>
<thead>
<tr>
<th>7</th>
<th>STRATEGIC ANALYSIS: VALUE CHAIN</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Seminar</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Case study:</strong> Harley-Davidson, Inc (Grant and Jordan, 2012, chapter 3, pp. 157-163).</td>
<td></td>
</tr>
<tr>
<td><strong>Case study:</strong> ‘Inside Dyson’: A distinctive company (Johnson, Whittington and Scholes, 2011, chapter 3, pp. 115-117).</td>
<td></td>
</tr>
<tr>
<td><strong>Illustration 3.4:</strong> A value network for Ugandan chilled fish fillet exports (Johnson, Whittington and Scholes, 2011, chapter 3, pp. 100-101). Exercise using information from the Ryanair case study (pp. 618-629).</td>
<td></td>
</tr>
<tr>
<td><strong>Student-managed learning</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Required readings</strong></td>
<td></td>
</tr>
<tr>
<td>Grant and Jordan (2012): Chapter 3 or Johnson, Whittington and Scholes (2011): Chapter 3.</td>
<td></td>
</tr>
<tr>
<td><strong>Supplemental readings</strong></td>
<td></td>
</tr>
<tr>
<td>**8</td>
<td>STRATEGIC FORMULATION: BUSINESS STRATEGIES</td>
</tr>
<tr>
<td><strong>Seminar</strong></td>
<td></td>
</tr>
<tr>
<td>Cost leadership</td>
<td></td>
</tr>
<tr>
<td>Differentiation</td>
<td></td>
</tr>
<tr>
<td>Integration</td>
<td></td>
</tr>
<tr>
<td>Case study: AirAsia: The world’s lowest cost airline.</td>
<td></td>
</tr>
<tr>
<td>---------------------------------------------------</td>
<td></td>
</tr>
</tbody>
</table>

**Student-managed learning**

**Required reading**

**Supplemental reading**

### 9 STRATEGIC FORMULATION: BUSINESS STRATEGIES AND INNOVATION

**Seminar**
- **Case study**: Video game console industry in 2012: The next round.

**Student-managed learning**

**Required readings**

**Supplemental readings**

### 10 STRATEGIC FORMULATION: CORPORATE STRATEGY

- Vertical integration
- Diversification

**Seminar:**
- **Case study**: Diversification at Disney (Grant and Jordan, 2012, chapter 7, pp. 352-355).
- **Case study**: Virgin: The global entrepreneur (Johnson, Whittington and Scholes, 2011, chapter 7, pp. 260-262).

**Student-managed learning**

**Required readings**
### Supplemental readings
- Grant and Jordan (2012): Chapter 8.

### 11 STRATEGIC IMPLEMENTATION: ORGANISATIONAL DESIGN

#### Seminar
- **Case study:** Designing and redesigning Cisco (Grant and Jordan, 2012, chapter 7, pp. 352-355).
- **Case study:** Hurricane Katrina: Human-made disaster? (Johnson, Whittington and Scholes, 2011, chapter 13, pp. 459-461).

#### Student-managed learning

#### Required readings

#### Supplemental readings

### 12 REVISION: PLANNING YOUR STRATEGY

#### Seminar
- Mock exam.

#### Student-managed learning
- Review previous readings and notes.

*Seminar activities may be subject to changes*
4.1 Attendance requirements

Attending all your classes is very important and one of the best ways to help you succeed in this module. Research has found a clear correlation between student attendance and overall performance. In accordance with the Student Charter, you are expected to arrive on time and take an active part in all your timetabled classes. If you are unable to attend a class for a valid reason (e.g. illness), please contact your Module Tutor [or amend as appropriate].

Anglia Ruskin will closely monitor the attendance of all students and will contact you if you have been absent without notice for two weeks. Continued absence can result in various consequences including the termination of your registration as you will be considered to have withdrawn from your studies.

International students who are non-EEA nationals and in possession of entry clearance/leave to remain as a student (student visa) are required to be in regular attendance at Anglia Ruskin. Failure to do so is considered to be a breach of national immigration regulations. Anglia Ruskin, like all British Universities, is statutorily obliged to inform the UK Border Agency of the Home Office of significant unauthorised absences by any student visa holders.
5. Assessment
The assessment for this module consists of two parts.

<table>
<thead>
<tr>
<th>Part</th>
<th>Type of assessment</th>
<th>Word or time limit</th>
<th>Weighting</th>
<th>Submission method</th>
<th>Submission dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Time constrained case study</td>
<td>1000 words</td>
<td>30%</td>
<td>Turnitin®UK GradeMark or in hard copy</td>
<td>Wed 13th Nov, 2013 by 5pm</td>
</tr>
<tr>
<td>2</td>
<td>Examination</td>
<td>2 hours</td>
<td>70%</td>
<td>Examination conditions</td>
<td>Examination week (6-8 January 2014 – specific date to be confirmed)</td>
</tr>
</tbody>
</table>

Part 1 – Time constrained case study (in pairs)

<table>
<thead>
<tr>
<th>Mark</th>
<th>Learning Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>55</td>
<td>2</td>
</tr>
<tr>
<td>35</td>
<td>1-2</td>
</tr>
<tr>
<td>10</td>
<td>4</td>
</tr>
</tbody>
</table>

**TOTAL MARKS 100%**

**Assessment brief part 1:**
- In order to prepare you for the final examination, the case and questions will be released 1 week before the submission deadline. This is a time-constrained task and you have to plan your time in advance. Identify a pair during the first week of the modules, and if possible, try to work together in the seminars. Block time in the week preceding the submission deadline to work with your colleague.
- Working in pairs, you will apply models from the classes and readings to your analysis of the case. You will select and answer one question from section 1 (600 words), and answer the question from section 2 (400 words). You will be allowed to include one attachment, which presents facts arranged in a table, figure, or chart format. The attachment is not included in the word count.
- The 1000-word limit for both questions will be enforced.
- You should use font point 12, single spacing, and 1-inch margins. You should provide a reference list using the Harvard Referencing Style. The reference list is not included in the word count.
- Avoid restating facts from the case or describing theories. Focus your writing on strategic analysis.
- Remember that there is no single correct answer to a case analysis. A good case analysis contains a careful analysis of the situation, supported by relevant conceptual frameworks.
- Your tutors will not look at any part of your report before the submission. You will receive feedback on your report within 20 working days.
The case study must be submitted by the published deadline which is detailed above. It is your responsibility to know when work is due to be submitted – ignorance of the deadline date will not be accepted as a reason for late or non-submission. Any late work will NOT be accepted and a mark of zero will be awarded for the assessment task in question. You are requested to keep a copy of your work.

Part 2 – Pre-release case study examination

<table>
<thead>
<tr>
<th>Question</th>
<th>Mark</th>
<th>Learning Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Question 1</td>
<td>20</td>
<td>1-4</td>
</tr>
<tr>
<td>2. Question 2</td>
<td>25</td>
<td>1-4</td>
</tr>
<tr>
<td>3. Question 3</td>
<td>25</td>
<td>1-4</td>
</tr>
<tr>
<td>4. Question 4</td>
<td>25</td>
<td>1-4</td>
</tr>
<tr>
<td>4. Notes with Turnitin receipt (Harvard System of Referencing, word limit)</td>
<td>5</td>
<td>4</td>
</tr>
</tbody>
</table>

**TOTAL MARKS** 100%

Assessment brief part 2:
- The examination paper will give you the opportunity to demonstrate your mastery and personal insights of the material covered, with an exclusive focus on application.
- The case study will be released 2 weeks in advance of the examination date, allowing you time to prepare accordingly. Please note that only the case study will be released in advance – you will only see the questions in the examination day.
- **You are required to bring to the examination a document with notes to aid you in answering the question.** These notes should consist of a maximum of 2000 words (including tables, figures, charts, and references), and should not exceed 8 pages. Notes should be referenced according to the Harvard System. In order to be allowed to use your notes and references during the examination, you are required to submit your document to Turnitin®UK (up to the examination day), and print your notes with a Turnitin digital receipt.
- Notes will be checked for word length. Your notes may contain content copied from other sources, however if you use this content in any exam answer, you have to cite it (as you would in any assignment). Answering questions by simply (or mainly) copying content from other sources will decrease your marks. You are encouraged to use the notes to advance your analysis of the case, rather than copying material from the key text and other sources. Remember the examination is about application ok knowledge.
- The marking will emphasise the quality of the answers rather than the completeness. Remember that there is no single correct answer to a case analysis. A good case analysis contains a careful analysis of the situation, supported by relevant conceptual frameworks.

**PLEASE REFER TO MARKING CRITERIA FOR BOTH THE CASE STUDY AND THE EXAMINATION ON SECTION 7 OF THIS DOCUMENT**
5.1 Submitting via Turnitin®UK GradeMark [Cambridge and Chelmsford students]

You are required to submit your written assignment(s) online via Turnitin/Grademark. Unless stated on the assignment brief, all your assignments should be submitted online. Hard copy assignments handed into the iCentre will NOT be marked. You must put YOUR Student ID number (SID) as the submission title (details below).

You will be enrolled automatically to two types of Turnitin class: 1) Grademark Classes entitled by module name, to which you will submit a ONE TIME ONLY final submission; 2) The Originality Report Class to which you can submit multiple drafts for originality checking.

The Grademark class page shows the start date (when you can begin submitting work), the due date for your assignment and the post date. All assignments must be submitted by 5pm on the due date. Any late work will NOT be accepted and a mark of zero will be awarded for the assessment task in question. The post date is the date when both feedback and provisional results will be posted online. You should follow the detailed instructions provided on the VLE.

When you submit your paper, remember to:

ONLINE SUBMISSION AND FEEDBACK THROUGH GRADEMARK

At the post date you will get your feedback through Turnitin/Grademark. We have implemented this online feedback system to give you the following benefits:

- More timely receipt of your feedback;
- Better quality feedback;
- The ability to hand in your work online;

a) Keep default (recommended)

b) Enter your first and last name(s)

c) Enter your SID as the submission title VERY IMPORTANT!

d) Browse to search for your assignment file

e) Upload

f) or cancel
• Reduction in time spent queuing to hand in and pick up your assignments;
• The ability to receive marker feedback when it is posted, regardless of your location;
• Reduction of both yours and the university’s carbon footprint by no longer printing work.

HOW TO VIEW YOUR FEEDBACK

Click on the class that you wish to view and then you will see the assignments for the module listed. Click the blue view button to open up the document viewer. A new window will open and you will see your feedback on the right-hand side of the screen. Or click on the grey arrow to download a copy of your assignment and feedback.

POINTS TO NOTE

1. The due date as seen in eVision is the official submission deadline. Any late work will NOT be accepted and a mark of zero will be awarded for the assessment task in question. Do not leave it until the last minute to submit your work – the system becomes extremely busy and can be slower during the period of the deadline.

2. Grademark final submission classes will become available 10 working days before the final submission date. Be aware that work can only be submitted ONCE to these classes and cannot be removed or changed.

3. All work submitted MUST be entitled by your Student ID number.

4. Any work handed in via the iCentre will NOT be marked.

5. The Originality Report is automatically generated by Turnitin on submitting work. A paper copy of the originality report is not required.

6. The Originality Report will not be used to make assessment decisions unless concerns arise as to poor academic practice, plagiarism, or collusion. The report may then be considered as part of the normal investigatory procedures undertaken by the academic team and the Director of Studies (again, please see Section 10 of the Assessment Regulations).

7. Re-sits and extensions are also to be submitted via Turnitin. New Turnitin classes will be created for re-sits.

8. Full details as on submitting to Turnitin, the Originality Report, and a FAQs list, can be located on the module VLE. If you have experience submission difficulties, please email: LAIBS_Grademark_Support@anglia.ac.uk
All coursework assignments and other forms of assessment must be submitted by the published
deadline which is detailed above. It is your responsibility to know when work is due to be submitted –
ignorance of the deadline date will not be accepted as a reason for late or non-submission.

5.2 Submitting your work [students in all other locations at Associate Colleges]

For part 1 of the assessment (time constrained case study in pairs) of this module, you are required to
submit a hard copy of your assignment according to your institutions guidelines. Academic staff
CANNOT accept work directly from you.

Any late work will NOT be accepted and a mark of zero will be awarded for the assessment task in
question.

You are requested to keep a copy of your work.

5.3 Marking rubric and feedback

The rubric, shown in Section 7.1 Specific Marking Criteria, will be used to mark your work.

Feedback

You are entitled to written feedback on your performance for all your assessed work. For all assessment
tasks which are not examinations, this is provided by a member of academic staff through Grademark at
Cambridge and Chelmsford. At other locations and Associate Colleges, this is provided through the
completion of the assignment coversheet on which your mark and feedback will relate to the
achievement of the module’s intended learning outcomes and the assessment criteria you were given for
the task when it was first issued.

Examination scripts are retained by Anglia Ruskin and are not returned to students. However, you are
entitled to feedback on your performance in an examination and may request a meeting with the Module
Leader or Tutor to see your examination script and to discuss your performance.

Anglia Ruskin is committed to providing you with feedback on all assessed work within 20 working days
of the submission deadline or the date of an examination. This is extended to 30 days for feedback for a
Major Project module (please note that working days excludes those days when Anglia Ruskin University
is officially closed; e.g. between Christmas and New Year). Personal tutors will offer to read feedback
from several modules and help you to address any common themes that may be emerging.

On occasion, you will receive feedback and marks for work that you completed in the earlier stages
of the module. We provide you with this feedback as part of the learning experience and to help you
prepare for other assessment tasks that you have still to complete. It is important to note that, in these
cases, the marks for these pieces of work are unconfirmed. This means that, potentially, marks can
change, in either direction!

Marks for modules and individual pieces of work become confirmed on the Dates for the Official
Publication of Results which can be checked at www.anglia.ac.uk/results.

5.4 Re-assessment (resit)

If you are unsuccessful with the 1st attempt of your assessment, you must complete a re-assessment.
As indicated in Section 6.2.7. of the Senate Code of Practice, this is a NEW assessment, you CANNOT
re-work the assessment explained in this section. The re-assessment information is given in Appendix 1.
6. How is my work marked?
After you have submitted your work or you have completed an examination, Anglia Ruskin undertakes a series of activities to assure that our marking processes are comparable with those employed at other universities in the UK and that your work has been marked fairly, honestly and consistently. These include:

- **Anonymous marking** – your name is not attached to your work so, at the point of marking, the lecturer does not know whose work he/she is considering. When you undertake an assessment task where your identity is known (e.g. a presentation or Major Project), it is marked by more than one lecturer (known as double marking).

- **Internal moderation** – a sample of all work for each assessment task in each module is moderated by other Anglia Ruskin staff to check the standards and consistency of the marking.

- **External moderation** – a sample of student work for all modules is moderated by external examiners – experienced academic staff from other universities (and sometimes practitioners who represent relevant professions) who scrutinise your work and provide Anglia Ruskin academic staff with feedback, advice and assurance that the marking of your work is comparable to that in other UK universities. Many of Anglia Ruskin's staff act as external examiners at other universities.

- **Departmental Assessment Panel (DAP)** – performance by all students on all modules is discussed and approved at the appropriate DAPs which are attended by all relevant Module Leaders and external examiners. Anglia Ruskin has over 25 DAPs to cover all the different subjects we teach.

This module falls within the remit of the Marketing, Strategy and Enterprise DAP.

The following external examiners are appointed to this DAP and will oversee the assessment of this and other modules within the DAP’s remit:

**MARKETING, ENTERPRISE AND STRATEGY**

<table>
<thead>
<tr>
<th>External Examiner’s Name</th>
<th>Academic Institution</th>
<th>Position or Employer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr Ross Brennan</td>
<td>University of Hertfordshire</td>
<td>Reader in Marketing</td>
</tr>
<tr>
<td>Dr Lindsey Carey</td>
<td>Glasgow Caledonian University</td>
<td>Lecturer</td>
</tr>
<tr>
<td>Prof. Dr. Jens Cordes</td>
<td>Hochschule Harz University of Applied Sciences</td>
<td>Professor of Service Management and Service Marketing</td>
</tr>
<tr>
<td>Dr Margaret Fletcher</td>
<td>University of Glasgow</td>
<td>Lecturer</td>
</tr>
<tr>
<td>Mr David Gibson</td>
<td>Queen’s University of Belfast</td>
<td>Senior Teaching Fellow</td>
</tr>
<tr>
<td>Prof Rolf Meyer</td>
<td>FHNW University of Applied Sciences Northwestern Switzerland</td>
<td>Professor of Management</td>
</tr>
<tr>
<td>Dr Chris Miller</td>
<td>University of Glamorgan</td>
<td>Principal Lecturer</td>
</tr>
<tr>
<td>Mr Luiz Montanheiro</td>
<td>University of Sheffield</td>
<td>Associate Lecturer</td>
</tr>
<tr>
<td>Prof Roger Palmer</td>
<td>Bournemouth University</td>
<td>Dean of Business School</td>
</tr>
</tbody>
</table>

The above list is correct at the time of publication. However, external examiners are appointed at various points throughout the year. An up-to-date list of external examiners is available to students and staff at [www.anglia.ac.uk/eeinfo](http://www.anglia.ac.uk/eeinfo).

Anglia Ruskin’s marking process is represented in the flowchart below:
Anglia Ruskin’s marking process is represented in the flowchart below:

**Flowchart of Anglia Ruskin’s marking processes**

1. **Marking stage**
   - Student submits work / sits examination
   - Work is marked by Module Leader and Module Tutor(s). All marks collated by Module Leader for ALL locations.

2. **Internal moderation stage**
   - Internal moderation samples selected. Moderation undertaken by a second academic.
   - Any issues?
     - YES
     - NO
   - Students receive initial (unconfirmed) feedback
   - Unconfirmed marks and feedback to students within 20 working days (30 working days for Major Projects)

3. **External moderation stage**
   - External moderation samples selected and moderated by External Examiners.
   - Any issues?
     - YES
     - NO
   - Marks submitted to DAP for consideration and approval

4. **DAP stage**
   - Confirmed marks issued to students via e-Vision
   - Marks Approved by DAP and forwarded to Awards Board

---

1. All work is marked anonymously or double marked where identity of the student is known (e.g. in a presentation).
2. The internal (and external) moderation process compares work from all locations where the module is delivered (e.g. Cambridge, Chelmsford, Peterborough, Malaysia, India, Trinidad etc.).
3. The sample for the internal moderation process comprises a minimum of eight pieces of work or 10% (whichever is the greater) for each marker and covers the full range of marks.
4. Only modules at levels 5, 6 and 7 are subject to external moderation (unless required for separate reasons). The sample for the external moderation process comprises a minimum of eight pieces of work or 10% (whichever is the greater) for the entire module and covers the full range of marks.
5. DAP: Departmental Assessment Panel – Anglia Ruskin has over 25 different DAPs to reflect our subject coverage.
7. Assessment criteria and marking standards

7.1 Specific assessment criteria – Case study and examination

**Marking criteria**

<table>
<thead>
<tr>
<th>A (70-100 marks)</th>
<th>B (60-69 marks)</th>
<th>C (50-59 marks)</th>
<th>D (40-49 marks)</th>
<th>Fail (0-39 marks)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Knowledge and understanding of the topic</td>
<td>1. Excellent knowledge and understanding of the topic</td>
<td>1. Satisfactory knowledge and understanding of the topic</td>
<td>1. Basic knowledge and understanding of the topic</td>
<td>1. Limited knowledge and understanding of the topic</td>
</tr>
<tr>
<td>2. Integration of theory into practice</td>
<td>2. Excellent integration of theory into practice</td>
<td>2. Good integration of theory into practice</td>
<td>2. Basic integration of theory into practice</td>
<td>2. Limited integration of theory into practice</td>
</tr>
<tr>
<td>3. Analytical skills</td>
<td>3. Analytical originality and autonomy</td>
<td>3. Some analytical originality and self-directed research</td>
<td>3. Restricted analytical ability; mainly descriptive</td>
<td>3. Analytical skills are not yet secure; work significantly descriptive</td>
</tr>
<tr>
<td>7. Presentation skills (Harvard System of Referencing, word limit, formatting*, style of writing*, and use of language*)</td>
<td>7. Excellent presentation skills (structured and accurate written expression and referencing)</td>
<td>7. Good presentation skills (structured and accurate written expression and good referencing)</td>
<td>7. Basic presentation skills (some difficulty with accuracy in written expression and referencing)</td>
<td>7. Limited presentation skills (significant difficulty with accuracy in written expression and referencing)</td>
</tr>
<tr>
<td>8. Identification of issues and recommendations</td>
<td>8. Identify all the key issues and provide good recommendations</td>
<td>8. Identify all the key issues and provide good recommendations</td>
<td>8. Merely a summary of facts, with elementary recommendations</td>
<td>8. Deficient identification of facts and unrealistic recommendations</td>
</tr>
</tbody>
</table>

*Only for part 1 of the assessment (case study)

Your assessments will be evaluated not only on their own merits, but also on how well they compare to the work of your classmates.
### 7.2 University generic assessment criteria – Level 6

**Level 6** is characterised by an expectation of students’ increasing autonomy in relation to their study and developing skill sets. Students are expected to demonstrate problem solving skills, both theoretical and practical. This is supported by an understanding of appropriate theory; creativity of expression and thought based in individual judgement; and the ability to seek out, invoke, analyse and evaluate competing theories or methods of working in a critically constructive and open manner. Output is articulate, coherent and skilled in the appropriate medium, with some students producing original or innovative work in their specialism.

<table>
<thead>
<tr>
<th>Mark bands</th>
<th>Outcome</th>
<th>Knowledge and understanding</th>
<th>Intellectual (thinking), practical, affective and transferable skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>90-100%</td>
<td>Exceptional information base exploring and analysing the discipline, its theory and ethical issues with extraordinary originality and autonomy. Work may be considered for publication within Anglia Ruskin University.</td>
<td>Exceptional management of learning resources, with a higher degree of autonomy/exploration that clearly exceeds the assessment brief. Exceptional structure/accurate expression. Demonstrates intellectual originality and imagination. Exceptional team/practical/professional skills. Work may be considered for publication within Anglia Ruskin University.</td>
<td></td>
</tr>
<tr>
<td>80-89%</td>
<td>Outstanding information base exploring and analysing the discipline, its theory and ethical issues with clear originality and autonomy.</td>
<td>Outstanding management of learning resources, with a degree of autonomy/exploration that clearly exceeds the assessment brief. An exemplar of structured/accurate expression. Demonstrates intellectual originality and imagination. Outstanding team/practical/professional skills.</td>
<td></td>
</tr>
<tr>
<td>70-79%</td>
<td>Achieves module outcome(s) related to GLO at this level.</td>
<td>Excellent knowledge base that supports analysis, evaluation and problem-solving in theory/practice/ethics of discipline with considerable originality.</td>
<td></td>
</tr>
<tr>
<td>60-69%</td>
<td>Good knowledge base that supports analysis, evaluation and problem-solving in theory/practice/ethics of discipline with some originality.</td>
<td>Good management of learning resources, with consistent self-directed research. Structured and accurate expression. Good academic/intellectual skills and practical/team/practical/professional/problem solving skills.</td>
<td></td>
</tr>
<tr>
<td>50-59%</td>
<td>Satisfactory knowledge base that supports some analysis, evaluation and problem-solving in theory/practice/ethics of discipline.</td>
<td>Satisfactory management of learning resources. Some autonomy in research but inconsistent. Structured and mainly accurate expression. Good academic/intellectual skills and practical/team/practical/professional/problem solving skills.</td>
<td></td>
</tr>
<tr>
<td>40-49%</td>
<td>A marginal pass in module outcome(s) related to GLO at this level. Possible compensation.</td>
<td>Basic use of learning resources with little autonomy. Some difficulties with academic/intellectual skills. Some difficulty with structure/accuracy in expression, but evidence of developing team/practical/professional/problem solving skills.</td>
<td></td>
</tr>
<tr>
<td>30-39%</td>
<td>A marginal fail in module outcome(s) related to GLO at this level. Satisfies qualifying mark.</td>
<td>Limited use of learning resources. Unable to work autonomously. Little input to teams. Weak academic/intellectual skills. Little evidence of practical/problem solving skills that are not yet secure.</td>
<td></td>
</tr>
<tr>
<td>20-29%</td>
<td>Little evidence of knowledge base. Little evidence of understanding of discipline/ethical issues. Difficulty with theory and problem solving in discipline.</td>
<td>Little evidence of use of learning resources. Unable to work autonomously. Very weak academic/intellectual skills and practical/problem solving skills.</td>
<td></td>
</tr>
<tr>
<td>1-9%</td>
<td>No evidence of knowledge base; no evidence of understanding of discipline/ethical issues. Total inability with theory and problem solving in discipline.</td>
<td>No evidence of use of learning resources. Completely unable to work autonomously. No evidence of input to teams. No evidence of academic/intellectual skills and practical/problem solving skills.</td>
<td></td>
</tr>
<tr>
<td>0%</td>
<td>Awarded for: (i) non-submission; (ii) dangerous practice and; (iii) in situations where the student fails to address the assignment brief (e.g., answers the wrong question) and/or related learning outcomes.</td>
<td>Outstanding management of learning resources, with a degree of autonomy/exploration that clearly exceeds the assessment brief. Exceptional structure/accurate expression. Demonstrates intellectual originality and imagination. Exceptional team/practical/professional skills. Work may be considered for publication within Anglia Ruskin University.</td>
<td></td>
</tr>
</tbody>
</table>

*Note: Results are indicative only and may be subject to further refinement based on individual assessment.*
8. Assessment offences

As an academic community, we recognise that the principles of truth, honesty and mutual respect are central to the pursuit of knowledge. Behaviour that undermines those principles weakens the community, both individually and collectively, and diminishes our values. We are committed to ensuring that every student and member of staff is made aware of the responsibilities s/he bears in maintaining the highest standards of academic integrity and how those standards are protected.

You are reminded that any work that you submit must be your own. When you are preparing your work for submission, it is important that you understand the various academic conventions that you are expected to follow in order to make sure that you do not leave yourself open to accusations of plagiarism (e.g. the correct use of referencing, citations, footnotes etc.) and that your work maintains its academic integrity.

Definitions of assessment offences

**Plagiarism**

Plagiarism is theft and occurs when you present someone else's work, words, images, ideas, opinions or discoveries, whether published or not, as your own. It is also when you take the artwork, images or computer-generated work of others, without properly acknowledging where this is from or you do this without their permission.

You can commit plagiarism in examinations, but it is most likely to happen in coursework, assignments, portfolios, essays, dissertations and so on.

Examples of plagiarism include:

- directly copying from written work, physical work, performances, recorded work or images, without saying where this is from;
- using information from the internet or electronic media (such as DVDs and CDs) which belongs to someone else, and presenting it as your own;
- rewording someone else’s work, without referencing them; and
- handing in something for assessment which has been produced by another student or person.

It is important that you do not plagiarise – intentionally or unintentionally – because the work of others and their ideas are their own. There are benefits to producing original ideas in terms of awards, prizes, qualifications, reputation and so on. To use someone else’s work, words, images, ideas or discoveries is a form of theft.

**Collusion**

Collusion is similar to plagiarism as it is an attempt to present another’s work as your own. In plagiarism the original owner of the work is not aware you are using it, in collusion two or more people may be involved in trying to produce one piece of work to benefit one individual, or plagiarising another person’s work.

Examples of collusion include:

- agreeing with others to cheat;
- getting someone else to produce part or all of your work;
- copying the work of another person (with their permission);
- submitting work from essay banks;
- paying someone to produce work for you; and
- allowing another student to copy your own work.
Many parts of university life need students to work together. Working as a team, as directed by your tutor, and producing group work is not collusion. Collusion only happens if you produce joint work to benefit of one or more person and try to deceive another (for example the assessor).

**Cheating**

Cheating is when someone aims to get unfair advantage over others.

Examples of cheating include:

- taking unauthorised material into the examination room;
- inventing results (including experiments, research, interviews and observations);
- handing your own previously graded work back in;
- getting an examination paper before it is released;
- behaving in a way that means other students perform poorly;
- pretending to be another student; and
- trying to bribe members of staff or examiners.

**Help to avoid assessment offences**

Most of our students are honest and want to avoid committing assessment offences. We have a variety of resources, advice and guidance available to help make sure you can develop good academic skills. We will make sure that we make available consistent statements about what we expect. You will be able to do tutorials on being honest in your work from the library and other support services and faculties, and you will be able to test your written work for plagiarism using ‘Turnitin®UK’ (a software package that detects plagiarism).

You can get advice on how to use honestly the work of others in your own work from the library website ([www.libweb.anglia.ac.uk/referencing/referencing.htm](http://www.libweb.anglia.ac.uk/referencing/referencing.htm)) and your lecturer and personal tutor.

You will be able to use ‘Turnitin®UK’, a special software package which is used to detect plagiarism. Turnitin®UK will produce a report which clearly shows if passages in your work have been taken from somewhere else. You may talk about this with your personal tutor to see where you may need to improve your academic practice. We will not see these formative Turnitin®UK reports as assessment offences. All students in Cambridge and Chelmsford are also expected to submit their final work through Turnitin®UK as outlined above.

If you are not sure whether the way you are working meets our requirements, you should talk to your personal tutor, module tutor or other member of academic staff. They will be able to help you and tell you about other resources which will help you develop your academic skills.

**Procedures for assessment offences**

An assessment offence is the general term used to define cases where a student has tried to get unfair academic advantage in an assessment for himself or herself or another student.

We will fully investigate all cases of suspected assessment offences. If we prove that you have committed an assessment offence, an appropriate penalty will be imposed which, for the most serious offences, includes expulsion from Anglia Ruskin. For full details of our assessment offences policy and procedures, see Section 10 of the *Academic Regulations* at: [www.anglia.ac.uk/academicregs](http://www.anglia.ac.uk/academicregs).
9. Learning resources

9.1. Library

<table>
<thead>
<tr>
<th>Resources</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Key text</strong></td>
<td>We will draw heavily on this book. Students are advised to purchase a copy.</td>
</tr>
</tbody>
</table>

**Supplementary Texts**


**Journals**

Drawing on articles published in the world's leading management journals will contribute to the development of your academic and professional skills. These are some relevant titles that are available in the Digital Library:

**Practitioner-oriented**
- Harvard Business Review
- California Management Review
- MIT Sloan Management Review
- Academy of Management Perspectives
- Journal of Management Inquiry
- Long Range Planning

**Research-oriented**
- Academy of Management Journal
- Academy of Management Review
- Strategic Management Journal
- Administrative Science Quarterly
- Journal of Management
- Journal of Management Studies
- British Journal of Management
- Journal of Business Venturing
- Entrepreneurship, Theory and Practice
- Journal of Business Ethics
- International Journal of Management Reviews
- Organization Science
- Public Administration Review
- Strategic Organization

**Additional resources**

- Virtual Learning Environment
- Check the VLE website weakly

**Additional notes on this reading list**

- Link to the University Library catalogue and Digital Library [http://libweb.anglia.ac.uk/](http://libweb.anglia.ac.uk/)
- Link to Harvard Referencing guide [http://libweb.anglia.ac.uk/referencing/harvard.htm](http://libweb.anglia.ac.uk/referencing/harvard.htm)

Library contact for Lord Ashcroft International Business School: libteam.aibs@anglia.ac.uk
9.2. Other resources

In order to facilitate your first contact with academic research on strategy, you are advised to make use of the Research Insights provided by the Network for Business Sustainability (NBS): http://nbs.net/topic/strategy/business-strategy/

These Research Insights are one-page summaries of relevant journal articles. They focus on the practical implications of research and are written in plain English (no academic jargon).

Videos from the Harvard Business Review channel on YouTube may also enhance your learning experience: http://www.youtube.com/user/HarvardBusiness?feature=watch

In addition, it is strongly recommended that you keep updated with the latest news from the business world on a daily basis. Recommended sources are:

- Fast Company: http://www.fastcompany.com/
- Financial Times: http://www.ft.com/home/uk
- The Economist: http://www.economist.com/
- Fortune: http://money.cnn.com/magazines/fortune/
- Businessweek: http://www.businessweek.com/

10. Module evaluation

During the second half of the delivery of this module, you will be asked to complete a module evaluation questionnaire to help us obtain your views on all aspects of the module.

This is an extremely important process which helps us to continue to improve the delivery of the module in the future and to respond to issues that you bring to our attention. The module report in section 11 of this module guide includes a section which comments on the feedback we received from other students who have studied this module previously.

Your questionnaire response is anonymous.

Please help us to help you and other students at Anglia Ruskin by completing the Module Evaluation survey. We very much value our students’ views and it is very important to us that you provide feedback to help us make improvements.

In addition to the Module Evaluation process, you can send any comment on anything related to your experience at Anglia Ruskin to tellus@anglia.ac.uk at any time.
11. Report on last delivery of module

<table>
<thead>
<tr>
<th>Anglia Ruskin University</th>
<th>MODULE REPORT FORM</th>
</tr>
</thead>
</table>

This form should be completed by module tutors (where there is more than one delivery) and forwarded to Module Leaders who compiles the results on to one form for use at the Programme Committee and other methods of disseminating feedback to students.

**Module code and title:** MOD001074 Strategic Management Analysis

**Anglia Ruskin department:** Lord Ashcroft International Business School

**Location(s) of delivery:** Cambridge and Chelmsford

**Academic year:** 2012/2013 **Semester/Trimester:** 1

**Enrolment numbers (at each location):** 522 in Cambridge; 143 in Chelmsford

**Module leader:** Dr Elisa Alt

**Other module tutors:** Dr Maria Karafyllia and Edward Anyaeji in Cambridge; David Flude in Chelmsford

**Student achievement**

Cambridge and Chelmsford students achieved a similar performance, with a mean mark of 54, and a balanced distribution of As, Bs, Cs, and Ds. More than 80% students passed at their first attempt.

**Feedback from students**

**What we did well:** A number of student comments highlighted that lectures were interesting and seminars were interactive, bringing together knowledge from other modules, and conveying theory that can be applied to practice. As illustrated by the following comment, students enjoyed “…the connection between the real life case studies we have in seminars and subjects explained in lectures”.

Overall, many students considered the module stimulating, and appreciated the helpfulness and the preparation efforts of the tutors involved. In particular, international students praised the openness of tutors. Finally, many students highlighted the good VLE support, and the links established between the classes and the assignment.

**What we can improve:** Some overlaps with content from other modules were identified by students. A number of students suggested that the amount of information delivered in lectures should be reduced, and that lectures should be more interactive.

Students also asked for more case-based teaching, particularly international cases. In terms of content, students required a stronger focus on value chain analysis. In terms of resources, students asked for a cheaper key text, and more book copies available in the library. Finally, many students suggested a change in assessment style, due to the broad scope of the previous assessment (a 3000-word strategic fit analysis report).

**Module leader/tutor’s reflection on delivery of the module, including response to feedback from students**

2012/13 was my first academic year at ARU and leading the Strategic Management Analysis module. This is a fascinating and challenging module, delivered to a large cohort of students across campus and partners. Over the past months, I have been working with Dr Maria Karafyllia and David Flude to address the improvements required by our students, and redesign the module to improve our collective experience in the classroom.

**Developments during the current year or planned for next year**

We have rethought the delivery outline (eliminating and minimising overlaps), changed the key text (to a great value book), and the assessment (introducing a midterm assessment and an examination). We will have an entire session dedicated to value chain analysis, and our teaching will be more case-based. We will also apply new and fun experiential exercises that should allow students to quickly familiarise with the key concepts of the field. Our lectures will be more interactive, stimulating constant student participation and engagement from the outset.

**External examiner’s comments**

The external examiner agreed with the marks awarded, and suggested to introduce strategic management implementation in the module, in order to offer students a stronger foundation in the field. This recommendation has been addressed, and we have introduced a session on organisational design before closing the module.
Appendix 1: Re-assessment Information

THIS INFORMATION ONLY APPLIES TO STUDENTS WHO ARE UNSUCCESSFUL IN THEIR FIRST SUBMISSION DRAFT VERSION – AWAITING EXTERNAL EXAMINER APPROVAL

Assessment will be confirmed before the re-assessment period

The re-assessment for this module consists of two parts:

<table>
<thead>
<tr>
<th>Part</th>
<th>Type of assessment</th>
<th>Word or time limit</th>
<th>Weighting</th>
<th>Submission method</th>
<th>Submission dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Time constrained case study</td>
<td>1000 words</td>
<td>30%</td>
<td>Turnitin®UK GradeMark or in hard copy</td>
<td>TBC</td>
</tr>
<tr>
<td>2</td>
<td>Examination</td>
<td>2 hours</td>
<td>70%</td>
<td>Examination conditions</td>
<td>Resit period: 21st July, 2014</td>
</tr>
</tbody>
</table>

Part 1 – Time constrained case study (individual assignment)

<table>
<thead>
<tr>
<th>Mark</th>
<th>Learning Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>35</td>
<td>1-2</td>
</tr>
<tr>
<td>55</td>
<td>2</td>
</tr>
<tr>
<td>10</td>
<td>4</td>
</tr>
</tbody>
</table>

TOTAL MARKS 100%

Assessment brief part 1:

- The case and questions will be released 1 week before the submission deadline. This is a time-constrained task and you have to plan your time in advance. Block time in the week preceding the submission deadline to work in your re-sit assessment.
- Working in pairs, you will apply models from the classes and readings to your analysis of the case. You will select and answer one question from section 1 (400 words), and answer the question from section 2 (600 words). You will be allowed to include one attachment, which presents facts arranged in a table, figure, or chart format. The attachment is not included in the word count.
- The 1000-word limit for both questions will be enforced.
- You should use font point 12, single spacing, and 1-inch margins. You should provide a reference list using the Harvard Referencing Style. The reference list is not included in the word count.
- Avoid restating facts from the case or describing theories. Focus your writing on strategic analysis.
- Remember that there is no single correct answer to a case analysis. A good case analysis contains a careful analysis of the situation, supported by relevant conceptual frameworks.
- Your tutors will not look at any part of your report before the submission. You will receive feedback on your report within 20 working days.
The case study must be submitted by the published deadline which is detailed above. It is your responsibility to know when work is due to be submitted – ignorance of the deadline date will not be accepted as a reason for late or non-submission. Any late work will NOT be accepted and a mark of zero will be awarded for the assessment task in question. You are requested to keep a copy of your work.

<table>
<thead>
<tr>
<th></th>
<th>Mark</th>
<th>Learning Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Question 1</td>
<td>20</td>
<td>1-4</td>
</tr>
<tr>
<td>2. Question 2</td>
<td>25</td>
<td>1-4</td>
</tr>
<tr>
<td>3. Question 3</td>
<td>25</td>
<td>1-4</td>
</tr>
<tr>
<td>4. Question 4</td>
<td>25</td>
<td>1-4</td>
</tr>
<tr>
<td>5. Notes with Turnitin receipt (Harvard System of Referencing, word limit)</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td><strong>TOTAL MARKS</strong></td>
<td><strong>100%</strong></td>
<td></td>
</tr>
</tbody>
</table>

Assessment brief part 2:

- The examination paper will give you the opportunity to demonstrate your mastery and personal insights of the material covered, with an exclusive focus on application.
- The case study will be released 2 weeks in advance of the examination date, allowing you time to prepare accordingly. Please note that only the case study will be released in advance – you will only see the questions in the examination day.
- **You are required to bring to the examination a document with notes to aid you in answering the question.** These notes should consist of a maximum of 2000 words (including tables, figures, charts, and references), and should not exceed 8 pages. Notes should be referenced according to the Harvard System. In order to be allowed to use your notes and references during the examination, you are required to submit your document to Turnitin®UK (up to the examination day), and print your notes with a Turnitin digital receipt.
- Notes will be checked for word length. Your notes may contain content copied from other sources, however if you use this content in any exam answer, you have to cite it (as you would in any assignment). Answering questions by simply (or mainly) copying content from other sources will decrease your marks. You are encouraged to use the notes to advance your analysis of the case, rather than copying material from the key text and other sources. Remember the examination is about application ok knowledge.
- The marking will emphasise the quality of the answers rather than the completeness. Remember that there is no single correct answer to a case analysis. A good case analysis contains a careful analysis of the situation, supported by relevant conceptual frameworks.

**PLEASE REFER TO MARKING CRITERIA FOR BOTH THE CASE STUDY AND THE EXAMINATION ON SECTION 7 OF THIS DOCUMENT**