1. **Title of the module**

BUSN6012(CB6012) Corporate and Business Strategy

1. **School or partner institution which will be responsible for management of the module**

Kent Business School

1. **The level of the module (Level 4, Level 5, Level 6 or Level 7)**

Level 6

1. **The number of credits and the ECTS value which the module represents**

15 credits (7.5 ECTS)

1. **Which term(s) the module is to be taught in (or other teaching pattern)**

This module is to be taught as part of the new Chartered Manager Degree Apprenticeship which will be delivered by a part-time blended learning approach

1. **Prerequisite and co-requisite modules**

BUSN5034 Strategy Analysis and Tools

1. **The programmes of study to which the module contributes**

BSc Management as part of the Chartered Manager Higher and Degree Apprenticeship

1. **The intended subject specific learning outcomes.  
   On successfully completing the module students will be able to:**

8.1 understand the implications of different organisational and environmental contexts for the successful implementation of strategy

8.2 use an extended range of tools and frameworks to conduct a full strategic analysis of a real-life organisation/business

8.3 propose a future strategy for the organisation/business and provide an implementation plan

8.4 appreciate the effects of complexity and uncertainty on strategy formation / implementation

8.5 assess alternative theories and incorporate theoretical developments into strategic analysis, thereby linking theory and practice

8.6 work with others effectively and efficiently to analyse and evaluate pertinent company, business and environmental data to produce a strategic report

1. **The intended generic learning outcomes.  
   On successfully completing the module students will be able to:**

9.1 plan and work to a schedule and deliver output in a timely fashion

9.2 select, organise and synthesise complex information from a variety of sources, including company data

9.3 draw on concepts, theories and frameworks from a range of contexts to analyse situations, identify problems and formulate solutions

9.4 communicate effectively within a group and organisational context and contribute to group and organisational decision-making

9.5 demonstrate interpersonal skills for interacting in groups and small teams

9.6 write coherently and effectively / persuasively

9.7 communicate to different audiences using appropriate media and style

1. **A synopsis of the curriculum**

This module will extend students’ knowledge and understanding of strategic management and strategic issues. It will introduce a range of contemporary issues associated with the formulation and implementation of corporate and business strategies with an emphasis on identifying and implementing strategic change within the organisation, building dynamic capabilities and developing coherent strategies. Issues might include strategies for a recession, global strategies, knowledge-based strategies, firms and industries, strategies where profit is of secondary (or no) importance. The module will also extend students’ theoretical knowledge by presenting contemporary debates and issues in strategic thinking. The module will use a project in which students identify and suggest possible strategic solutions to a strategic issue in a real organisation to develop students’ ability to link theory and practice in real-life situations.

1. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**

Bethell, E. & Milsom, C. (2014), *Posters and Presentations*, Basingstoke: Palgrave Macmillan

Cummings, S. & Angwin, D. (2015), *Strategy Builder*, Chichester: Wiley

Grant, R. (2016), *Contemporary Strategy Analysis,* 9th edition, Oxford: Blackwell

Macintosh, R. & MacLean, D. (2015). *Strategic Management: Strategists at Work*, London: Palgrave

1. **Learning and teaching methods**

The total study time for this module is 150 hours incorporating online e-learning, work-based experience and private study.

Teaching is delivered as a blended learning approach. VLE-delivered E-activities, VLE-delivered practicals and work activities serve to reinforce material presented online and also relate directly to the learning objectives. These are specifically based on enabling students to relate their theoretical knowledge to the workplace in a variety of industries.

Work-based experience serves to reinforce and provide real-life context to the material being delivered in the module.

1. **Assessment methods**
   1. Main assessment methods

Group Poster (33%)

Individual Report (1500 words) (33%)

Take Home Exercise (2000 words) (34%)

13.2 Reassessment methods

Reassessment Instrument: 100% coursework.

1. **Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section12) and methods of assessment (section 13)**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | *8.1* | *8.2* | *8.3* | *8.4* | *8.5* | *8.6* | *9.1* | *9.2* | *9.3* | *9.4* | *9.5* | *9.6* | *9.7* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Private Study** | x | x | x | x | x | x | x | x | x | x |  | x | x |
| *Teaching* | x | x | x | x | x | x | x | x | x | x | x | x | x |
| *Workplace assignment* | x | x | x | x | x | x | x | x | x | x | x | x | x |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Individual take-home exercise | x |  |  | x | x |  | x | x | x |  |  | x | x |
| Group poster | x | x | x | x | x | x | x | x | x | x | x | x | x |
| Individual report summarising contribution to poster | x | x | x | x | x | x | x | x | x | x | x | x |  |

1. **Inclusive module design**

The School recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

a) Accessible resources and curriculum

b) Learning, teaching and assessment methods

1. **Campus(es) or centre(s) where module will be delivered**

Blended learning, Medway, Canterbury, Employer

Canterbury

1. **Internationalisation**

The theories of strategic management are variously applicable in a range of international settings – the appropriateness of particular frameworks to particular international settings is discussed through the use of examples and questioning; as are issues of corporate social responsibility and ethics. International expansion as a means of growth is touched on briefly but not at length because this is covered in another module. However, if the project organisation chosen by a group is international in nature then its international aspects and the appropriate use of international theory and analysis is discussed. The impact of global business development and open / global economy on strategic options and strategy choice is also discussed. Students work in mixed nationality teams to bring different cultural perspectives to their group and seminar/workshop work.

**FACULTIES SUPPORT OFFICE USE ONLY**

**Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

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| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of the delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
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