MODULE DESCRIPTION FORM

ME415  STRATEGIC ANALYSIS OF ENGINEERING BUSINESS CASE STUDIES

Module Registrar: Dr T Comlekci
tugrul.comlekci@strath.ac.uk

Taught To (Course): Cohorts for whom class is compulsory: BEng(Hons)/MEng MAE, MEng EME

Other Lecturers Involved:  Dr C A Walker, Prof J McKelvie, Industrial Mentors

Credit Weighting: 10 (ECTS 5)

Semester: 1

Assumed Studies

Prerequisites: 16288 - Professional

Compulsory class

Academic Level: 4

Module Format and Delivery (HOURS i.e. 1 credit = 10hrs of study):

<table>
<thead>
<tr>
<th>Lecture</th>
<th>Tutorial</th>
<th>Laboratory</th>
<th>Groupwork</th>
<th>External</th>
<th>Online</th>
<th>Project</th>
<th>Assignments</th>
<th>Private Study</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>18</td>
<td>-</td>
<td>30</td>
<td>-</td>
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<td>-</td>
<td>20</td>
<td>26</td>
<td>100</td>
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Educational Aim

The class is intended as an introduction to the concept of the conscious pursuit of competitive advantage by business.

Learning Outcomes

On completion of the module the student is expected to be able to

LO1 understand that business decisions are not simple technically-based evaluations, even in the engineering sector,

LO2 understand that strands of i) finance, ii) people, iii) marketing and iv) production intertwine to form an often complex web in which the generation of profit is not straightforward,

LO3 understand that this analysis of the business case should be a team effort, with inputs of appropriate literature research to the basic data,

LO4 understand that expression of one's ideas in a semi-formal meeting is an integral and essential part of a professional engineer's competence.

Syllabus

The module will teach the following:

The class will meet weekly for 3-hour periods in semester 1. Attendance at all meetings of the class is a mandatory condition of the award of the credits for the class. The initial weeks of the first semester will consist of introductory lectures, demonstration of case study techniques and introduction to mentors. Students will work in groups before the meetings in the following weeks to analyse and prepare for presentation, engineering business case studies from a selection of sources. Each student will present an analysis of their own aspect of the case. A discussion of the presentation will ensue, moderated by industrial mentors, who will award a group mark for the case analysis and an individual mark for each presentation. Students will grade each other with the peer marking form and this grading may modulate individual marks.

Assessment of Learning Outcomes

Criteria
For each of the Module Learning Outcomes the following criteria will be used to make judgements on student learning:

LO1 understand that business decisions are not simple technically-based evaluations, even in the engineering sector,

C1 understands source case study material,

C2 identifies key issues and moves beyond what is given or expected,

C3 draws conclusions that are insightful.

LO2 understand that strands of i) finance, ii) people, iii) marketing and iv) production intertwine to form an often
complex web in which the generation of profit is not straightforward,
C1 understands key issues relevant to the above strands,
C2 shows selectively what is important,
C3 synthesises all aspects of the business case study.

LO3 understand that this analysis of the business case should be a team effort, with inputs of appropriate literature
research to the basic data,
C1 works as part of a team and develops team working strategies,
C2 performs as part of the team to collect and analyse relevant literature,
C3 presents ideas and proposals as part of the team.

LO4 understand that expression of one's ideas in a semi-formal meeting is an integral and essential part of a professional engineer's competence
C1 develops a succinct presentation with given presentation guidelines and presents to an audience,
C2 uses a relevant technical language with ideas and concepts presented very lucidly,
C3 improves on presentation style with feedback given by industrial mentors.

The standards set for each criterion per Module Learning Outcome to achieve a pass grade are indicated on the assessment sheet for all assessment.

12 Principles of Assessment and Feedback
(on Learning & Teaching web pages: www.strath.ac.uk/learnteach/teaching/staff/assessfeedback/12principles/)

Please state briefly how these are incorporated in this module.

The group performance assessment is done according to the assessment sheet given in the class website. The individual presentation performance is assessed according to the given presentation guidelines. The students are expected to spend a significant time outside the class in order to prepare case study presentations as part of a team. Rehearsal of each presentation before the actual presentation day is essential for a successful presentation. The mentors return an informal verbal feedback during the class discussion and also a marking sheet with written feedback is given to each group that can help the group for their next presentation. Group feedback sheets are returned 1 week after the group presentations. This arrangement streamlines the feedback so that groups presenting later do not gain an advantage. Marks analysis for previous years did not show any significant advantage of presenting later.

The summative assessment is given according to the marking schedule which is available on the class website. The students are required to act on the feedback given in order to improve their next presentation. The mentors encourage discussion of the case studies in detail and students are required to reflect on their presentation based on the feedback. The students are informed on the weighting and the timing of their group presentations in detail and should contact class registrar well in advance if problems arise for a particular presentation day (e.g. university official sports activity timing clash).

Students submit peer marking forms with an assessment of each team member's contribution to the team. If the average peer mark is below 50% for a team member then the individual mark may be weighted or modulated by the peer mark. Peer marking sheets are confidential and will not be released to other team members.

Assessment Method(s) Including Percentage Breakdown and Duration of Exams

<table>
<thead>
<tr>
<th>Examinations</th>
<th>Case study presentations</th>
<th>Peer Marking</th>
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<tbody>
<tr>
<td>Number</td>
<td>Month(s)</td>
<td>Duration</td>
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<tr>
<td>2 or 3</td>
<td>(To be defined at start of semester)</td>
<td>90%</td>
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LO 1-4

Indicate which learning outcomes (LO1, LO2 etc) are to be assessed by exam/coursework/project as required.
Coursework / Submissions deadlines:
Case study to be emailed to Class Administrative Assistant anne.ross@strath.ac.uk by the Monday 1pm, before discussion. Individual peer marking forms should be submitted confidentially on Myplace immediately after each group’s third presentation.

Resit Assessment Procedures:
Those who fail will be required to carry out additional case study analysis work as agreed with Class Registrar to be completed prior to commencement of the August exam diet.

PLEASE NOTE:
Students need to gain a summative mark of 40% to pass the module. Students who fail the module at the first attempt will be re-examined during the August diet. This re-examination will consist entirely of coursework.

Recommended Reading

****Purchase essential  ***Purchase recommended  **Highly recommended reading
*Simply for reference (do NOT purchase)


Case studies allocated to groups and relevant information for the case study to be presented for essential reading.

Additional Student Feedback
(Please specify details of when additional feedback will be provided)

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<td></td>
<td>Mentor marking sheets with feedback will be returned two weeks after each group's presentation.</td>
<td>Central Services.</td>
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<td>Based on the presentation date.</td>
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Session: 2014 / 2015

Approved:

Course Director Signature: [Signature]

Date of Last Modifications: 4th September 2014
**Module Code:** ME415  
**Module Title:** STRATEGIC ANALYSIS OF ENGINEERING BUSINESS CASE STUDIES

**Brief Description of Assessment:**

90% case study discussion, 10% peer marking.  
Two or three case studies to be presented and discussed by each group defined by a schedule at the start of semester 1. Presentations’ weighting is 90%.

**Assessment Timing:**
Indicate on the table below the start/submission dates for each assignment/project and the timing of each exam/assessment(s). Students will be assigned three case studies in teams which are to be presented according to a published schedule.

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<th>WK1</th>
<th>WK2</th>
<th>WK3</th>
<th>WK4</th>
<th>WK5</th>
<th>WK6</th>
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<th>WK11</th>
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