

Assignment Brief and Front Sheet PGT

This front sheet for assignments is designed to contain the brief, the submission instructions, and the actual student submission for any WMG assignment. As a result, the sheet is completed by several people over time, and is therefore split up into sections explaining who completes what information and when. Yellow highlighted text indicates examples or further explanation of what is requested, and the highlight and instructions should be removed as you populate 'your' section.

This sheet is only to be used for components of assessment worth more than 3 CATS (e.g. for a 15 credit module, weighted more than 20%; or for a 10 credit module, weighted more than 30%).

To be completed by the student(s) prior to final submission:

Your actual submission should be written at the end of this cover sheet file, or attached with the cover sheet at the front if drafted in a separate file, program or application.

Student ID or IDs for group work	5569029
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To be completed (highlighted parts only) by the programme administration after approval and prior to issuing of the assessment; to be consulted by the student(s) so that you know how and when to submit:

Date set	18/10/2024
Submission date (excluding extensions)	11/11/2024 by 12 pm UK TIME
Submission guidance	Tabula link
Marks return date (excluding extensions)	09/12/2024
Late submission policy	<p>If work is submitted late, penalties will be applied at the rate of 5 marks per University working day after the due date, up to a maximum of 10 working days late. After this period the mark for the work will be reduced to 0 (which is the maximum penalty). "Late" means after the submission deadline time as well as the date – work submitted after the given time even on the same day is counted as 1 day late.</p> <p>For Postgraduate students only, who started their current course before 1 August 2019, the daily penalty is 3 marks rather than 5.</p>
Resit policy	<p>If you fail this module and/or component, the University allows students to remedy failure (within certain limits). Decisions to authorise resits are made by Exam Boards. These will be issued at specific times of the year, depending on your programme of study. More information can be found from your programme office if you are concerned.</p>

	If this is already a resit attempt, this means you will not be eligible for an additional attempt. The University allows as standard a maximum of two attempts on any assessment (i.e. only one resit). Students can only have a third attempt under exceptional circumstances via a Mitigating Circumstances Panel decision.
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To be completed by the module leader/tutor prior to approval and issuing of the assessment; to be consulted by the student(s) so that you understand the assignment brief, its context within the module, and any specific criteria and advice from the tutor:

Module title & code	WM9E8-15 Strategy and Finance for Engineering Organisations
Module leader	Mairi Macintyre
Module tutor	Mairi Macintyre
Assessment type	Reflective diary
Weighting of mark	10%

Assignment brief

Module Reflective writing (10 marks)

This should not be a module review but a reflection on your learning over the course of the module. For example, consider what your perceptions of SFEO were before the module and reflect on how they have changed throughout the module. Consider if there are specific aspects that you found enlightening and consider areas where you think various aspects may be useful in your future or past experiences. To help structure your thoughts and subsequent written work, consider using Gibbs reflective learning model, detailed below, Figure 1: Gibbs' Model of Reflection, Gibbs, G. (1988) Learning by Doing: A guide to teaching and learning methods. Further Education Unit, Oxford Brookes University, Oxford. You should develop a reflective learning journal throughout the module which will aid you in producing this piece of work.

Figure 1: Gibbs' Model of Reflection, Gibbs, G. (1988) Learning by Doing: A guide to teaching and learning methods. Further Education Unit, Oxford Brookes University, Oxford.

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Word count	400 words excluding any references.
Module learning outcomes (numbered)	1. Critically evaluate key areas of strategic decisions, capabilities and competitive positioning of an

	<p>organisation in order to improve, or sustain, long-term competitive advantage. (AHEP M2, M4, M5)</p> <p>2. Calculate and interpret the costs of production of goods, budgets and projections (AHEP M1, M2, M4)</p> <p>3. Critically apply and appraise the tools and techniques used to manage and measure the implementation and development of strategy and performance for an engineering organisation. (AHEP M2, M4)</p> <p>4. Assess real world strategy and performance for an engineering organisation issues through applying learned models, frameworks, methodologies and techniques. (AHEP M2, M4, M5)</p> <p>5. Reflect on how the module has developed your understanding of strategy creation, deployment and ongoing performance of an engineering business (AHEP M5).</p>
Learning outcomes assessed in this assessment (numbered)	5
Marking guidelines	<p>< 40 The diary discusses merely the academic content or discusses how they evaluate the delivery rather than evaluating how they have received the learning experience.</p> <p>40 – 49 You have mainly described the events that have taken place and may have kept observations to the team, rather than individual.</p> <p>50 – 59 You have described your experience and drawn out how this made you feel. It will demonstrate sound insights into their own assumptions, beliefs, emotions and behaviour and awareness of their impact on performance and on others as well as flexibility in responding to the traits of colleagues. The assessment will demonstrate an integration of theory and practice but may not fully explore the linkages. It will generate plans and approaches which are reasonably convincing for integrating reflections into current and future practice.</p>

	<p>60 – 69 You have described your experience, identified your emotional reaction and identified behaviours they you may change or develop should you find yourself with similar triggers in the future. A model of reflection will be worked in the reflection either explicitly or implicitly to guide the diary's structure. A merit answer will demonstrate a good integration of theory and practice but may not fully explore complexities in practice. A merit answer will demonstrate good understanding of the consequences and implications of new insights. It will generate plans and approaches which are convincing for integrating reflections into current and future practice.</p> <p>A merit answer will demonstrate good engagement with the reflective process across the whole module</p> <p>70 + You have described your experience, emotional reaction and identified associated behaviours and how they might be changed in the future. You have reflected on cause of this and have set yourself SMART goals to effect the change. The model will be applied well with no major omissions, in appropriate depth, and recognising the subtleties of the situation.</p> <p>The reflective diary will demonstrate excellent insights into their own assumptions, beliefs, emotions and behaviour and good awareness of their impact on performance and on others as well as flexibility in responding to the traits of colleagues. Deeper insights will allow for transformative personal and professional development.</p>
Academic guidance resources	Please refer to academic sources of Gibb or Kolb for further academic reading around reflective practice.

Reflective Essay

As a post graduate student in the course of Engineering Business Management here at University of Warwick, Strategy and Finance for Engineering Organizations was my module that I learnt. As the module name says Strategy, I gained theoretical and practical knowledge about different strategic tools which are being used worldwide. To dive deeper about the practical use of those strategies, tutors formed groups of students and made sure each group has 4-5 students in it. As the days progressed, we as group were involved in the analysis of a grocery organization in UK named Rocado whose aim was to achieve NetZero by 2035. We were told to implement the strategic tools (Turner 2002) which were taught in the classes. In the last session of the Strategy part, we gave a group presentation where we presented the practical implementation of all the tools we were taught.

My emotional experience was excited, nervous and bit scared at the same time. Excited because being an overseas student, I had always dreamt of studying in a diverse culture and experiencing that in real life felt really excited. Alongside my excitement, I was nervous and scared as well. Even though, I was aware about some of the strategic tools which surely helped in our assigned group tasks but since we had to give a presentation in front of our class, that's where I was nervous and scared which made me stop while presenting. I was out my words and I couldn't speak further but I managed to gather my thoughts in few seconds and started speaking again. To avoid that negative consequence, I could have practiced more. Afterwards, we were told to choose an engineering organization that we admire and implement the learning outcomes from the module.

Being a fond of automobiles, I've always had an interest in strategies that auto manufacturers follow to achieve their goal, this interest created a positive and confident approach towards the learning outcomes and also helped me to contribute in my group tasks. My one of the positive sides was a strong sense of curiosity and eagerness to learn about different strategic tools and their practical applications.

Overall from my above experience, I found out that there's a lot to learn in classes other than just studying. Also, I feel working in a diverse group has enhanced my ability to collaborate effectively with people from different background which is really crucial to work in practical business environment. Although, my entire experience was really positive still there are few areas I need to work on to be a better version of myself, Like I need to work on my presentation skills and the delivery of my thoughts.

Referances

Turner, S. (2002). Tools for Success: A Manager's Guide. New York, USA, McGraw-Hill.