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| **Module code and title:** | Business Environment | **Module leader:** | Matthew Obonyilo |
| **Assignment No. and type:** | Case study report (2000 words) | **Assessment weighting:** | 50% |
| **Submission time and date:** | On or before: **2pm March 3rd, 2023** | **Target feedback time and date:** | 3 weeks from the date of final submission |

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| **Assignment task** | |
| This assessment is an individual case study report that focuses on a tourism business and the factors that shaped its operations between 2018 and 2022. Each student is required to analyse Ryanair business environment within the United Kingdom and globally using the case study provided, the UK Government tourism recovery plan, Ryanair annual reports and other relevant sources. | |
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| **This assignment has been designed to provide you with an opportunity to demonstrate your achievement of the following module learning outcomes:** | |
| LO 2 | Understand and interpret information relevant to an analysis of a firm's business environment. |
| LO 3 | Demonstrate an understanding of how economic, political, social, technological, environmental, and ethical factors impact on business activities and their stakeholders. |
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| **Task requirements** | |
| **Overview of the assignment**  Business environmental dynamics have significant impact on the performance of any business, its relationships with stakeholders and its strategic direction. For instance, the need to analyse the impact of environmental dynamics, fluctuation and uncertainties have become more crucial than before because of Brexit, the recent Covid-19 pandemic and global recession. As Worthington, et al. (2018) argues, it is essential for business owners and leaders to constantly analyse the business environment due to its complex nature. This implies that an analysis of the business environment helps to better understand the environment an organisation operates in, the types of organisations it competes and interacts with and the dynamics of different markets. This also help organisations to deal with contemporary socioeconomic, political, and legal factors (Worthington, Britton, and Thompson, 2018).  Consequently, this assignment provides the opportunity for students to demonstrate the ability to understand and interpret information relevant to an analysis of a firm's internal, micro and macro business environments. The evidence of this ability will be submitted as 2000 words written case study report.   |  | | --- | | **Description of the task – what you are being asked to do.** |   **Required task:**  Interpret the information provided in the case study, the UK Government tourism recovery plan and Ryanair’s annual reports by explaining how the chosen information will impact Ryanair’s internal, micro and macro environments in positive and negative ways. See the assignment guide for a breakdown of this task. | |
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| **Referencing and research requirements** | |
| Please reference your work according to the Canterbury Harvard style guidance which you can access on Moodle.  Include a minimum of 15 references. | |
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| **How your work will be assessed** | |
| Your work will be assessed on the extent to which it demonstrates your achievement of the stated learning outcomes for this assignment (see above) and against other key criteria, as defined in the University’s institutional grading descriptors. If it is appropriate to the format of your assignment and your subject area, a proportion of your marks will also depend upon your use of academic referencing conventions.  This assignment will be marked according to the grading descriptors for Level 4. | |
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| Submission details | |
| This assignment should be submitted electronically via Moodle (module tutors will discuss this process with you during class time).   * Please ensure that your work has been saved in an appropriate file format (Microsoft Word, Excel or PowerPoint, or PDF are the most widely used; Google Docs is also accepted). Your file must also contain at least 20 words of text, consist of fewer than 400 pages and be less than 40MB in size. * You can submit your work as many times as you like before the submission date. If you do submit your work more than once, your earlier submission will be replaced by the most recent version. * Once you have submitted your work, you will receive a digital receipt as proof of submission, which will be sent to your forwarded e-mail address (provided you have set this up). Please keep this receipt for future reference, along with the original electronic copy of your assignment * You are reminded of the University’s regulations on academic misconduct, which can be viewed on the University website: Academic Misconduct Policy. In submitting your assignment, you are acknowledging that you have read and understood these regulations. | |
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| **Submission date and time** | |
| This assignment should be submitted to Moodle **before 2pm on 3rd March 2023.**  You should submit all work for summative assessments by the above deadline. Work submitted up to three working days after the deadline will be accepted and marked, but the mark will be capped at the pass mark (40%) unless there is a valid reason for the late submission (i.e., having been granted an extension to the deadline or a deferral under the terms of the Extenuating Circumstances Policy).  Work submitted more than three working days after the deadline without a valid reason will not be accepted and will be recorded as 0% RN (refer, no work submitted).  For more information, please refer to: Student Handbook on Moodle.  Feedback and marks for this assignment will be available in three weeks from the deadline. | |

**Assignment Guide-Case Study**

This Assignment Guide should be used with the Assignment Brief. Its purpose is to provide guidance on the best way to meet the task requirements in the assignment brief. It also gives an indication of what the marker will be looking for in the case study.

**Introduction** (200 words)

The introduction should draw from academic sources and include (but not limited to):

* A brief explanation of the aim of the case study
* A definition of the internal business environment
* A definition of the micro business environment
* A definition of the macro business environment.

**Section 1** (400 words)

This section should give a summary of Ryanair by including the following (but not limited to):

* Business overview (e.g., key events, products/services, business type, legal structure)
* Size (e.g., annual revenue, number of employees, scale of operation, market share)
* Sector and industry of operation
* Direct and indirect competitors
* Organisational structure and leadership team.

**Section 2** (400 words)

This section should interpret the information provided by including the following (but not limited to):

* The impacts of Brexit and Covid-19 Pandemic on Ryanair’s internal environment.
* The impacts of the UK government’s recovery plan on Ryanair’s internal environment.

**Section 3** (400 words)

This section should interpret the information provided by including the following (but not limited to):

* The impacts of the UK government’s recovery plan on Ryanair’s micro-environment
* The impacts of Brexit and Covid-19 Pandemic on Ryanair’s micro-environment.

**Section 4** (400 words)

This section should use the information provided to analyse Ryanair’s macro environment:

* The impacts of PESTLE factors on Ryanair’s operations.

**Conclusion** (200 words)

This section should include (but not limited to):

* Suggestions for Ryanair to improve considering the micro, internal and macro analysis.
* Recommendations on how Ryanair can benefit from the UK government tourism recovery plan.

**Indicative Resources**

**Core text**

* Worthington, I. and Britton, C. and Thompson, E. (2018) *The business environment: a global perspective*. 8th ed. Harlow: Pearson

**Recommended text**

* Alina Mihaela Dima & Fabrizio D'Ascenzo (ed.), 2021. "[**Business Revolution in a Digital Era**](https://ideas.repec.org/b/spr/prbuec/978-3-030-59972-0.html)," [Springer Proceedings in Business and Economics](https://ideas.repec.org/s/spr/prbuec.html), Springer, number 978-3-030-59972-0, December
* Hamilton, L. and Webster, P. (2018). *The international business environment*. 4th ed. Oxford: Oxford University Press.
* Morrison, J. (2017). *The global business environment: challenges and responsibilities*. 4th ed. London: Palgrave
* [Johnson, Regnér, Whittington, Scholes, Angwin & Regner (2017). Exploring Strategy: Text and Cases. Pearson Higher Education.](https://www.pearson.com/uk/educators/higher-education-educators/product/Johnson-Exploring-Strategy-Text-and-Cases-11th-Edition/9781292145129.html)
* Susan L. Slocum, Abena Aidoo, Kelly McMahon (2020). The Business of Sustainable Tourism Development and Management. London, Routledge. <https://doi.org/10.4324/9781351031066>

**Academic journal articles and other resources**

* Brinkman, J., Bateman, I. N., Harper, D., & Hodgson, C. (2014). Unlocking: The business environment. Unlocking: The Business Environment (pp. 1–378). Taylor and Francis. <https://doi.org/10.4324/9780203782644>
* Hoffman, A. J., & Georg, S. (2018). Business and the Natural Environment. Business and the Natural Environment. Routledge. <https://doi.org/10.4324/9781351238946>
* Slocum, S. L., Aidoo, A., & McMahon, K. (2020). The Business of Sustainable Tourism Development and Management. The Business of Sustainable Tourism Development and Management. Routledge. https://doi.org/10.4324/9781351031066
* Richard Brunet-Thornton and Felipe Martinez (2018). Analyzing the Impacts of Industry 4.0 in Modern Business Environments. IGI Global Publisher. [10.4018/978-1-5225-3468-6](https://gbr01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fdx.doi.org%2F10.4018%2F978-1-5225-3468-6&data=04%7C01%7Cadada%40globalbanking.ac.uk%7Cdfb451556cf14a174a2208d9b1ec1e44%7Ce8549c2e0d2e456095913186755fc587%7C0%7C0%7C637736449942640712%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000&sdata=X7sGa17MY4bfEAzbS2ac8BR33kJVJEPFs55lZGURvlI%3D&reserved=0)
* Sheng Fang Chorching Goh Mark Roberts L. Colin Xu Albert Zeufack (2020). Female Business Leaders, Business and Cultural Environment, and Productivity around the World. World Bank Group Development Economics Development Research Group.
* “World Bank 2020”. Doing Business 2020: Comparing Business Regulation in 190 Economies. Washington, DC: World Bank. © World Bank. https://openknowledge.worldbank.org/handle/10986/32436 License: CC BY 3.0 IGO.”
* “World Bank 2021”. The World Bank Annual Report 2021: From Crisis to Green, Resilient, and Inclusive Recovery. Washington, DC: World Bank. © World Bank. https://openknowledge.worldbank.org/handle/10986/36067 License: CC BY-NC-ND 3.0 IGO.
* “World Bank Group 2021”. World Bank Group Climate Change Action Plan 2021–2025: Supporting Green, Resilient, and Inclusive Development. World Bank, Washington, DC. © World Bank. https://openknowledge.worldbank.org/handle/10986/35799 License: CC BY 3.0 IGO.”
* “World Bank 2021”. Global Economic Prospects, June 2021. Washington, DC: World Bank. © World Bank. https://openknowledge.worldbank.org/handle/10986/35647 License: CC BY 3.0 IGO.”
* van Hall, S.A., van Leeuwen, C., Lengton, E.E., & van der Linden, R.W.H. (2010). European Business Environment: Doing Business in the EU (F.J.L. Somers, Ed.) (1st ed.). Routledge. https://doi.org/10.4324/9781003021926
* “Zhenwei Qiang, Christine; Wang, He; Xu, L. Colin. 2020. Heterogeneous Effects of the de jure and de facto Business Environment: Findings from Multiple Data Sets on the Business Environment. Policy Research Working Paper; No. 9115. World Bank, Washington, DC. © World Bank. https://openknowledge.worldbank.org/handle/10986/33229 License: CC BY 3.0 IGO.

**News & Magazines**

The Chartered Management Institute journals

The Business Review journal

The Economist

Bloomberg Businessweek

The Financial Times

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| Provision at Level 3 (often forming part of a Foundation Year course) is designed to prepare students for higher education. At the end of Level 3, students will be expected to demonstrate the acquisition of foundation level skills, knowledge and understanding necessary to embark on a higher education programme of study at Level 4. In accordance with the national Qualifications and Credit Framework (QCF), this includes the ability to identify and use relevant understanding, methods and skills to complete tasks and address problems that, while well defined, have a measure of complexity. It includes taking responsibility for initiating and completing tasks and procedures as well as exercising autonomy and judgement within limited parameters. It also reflects awareness of different perspectives or approaches within an area of study or work.  **A pass mark (40% or above) demonstrates achievement of all learning outcomes associated with the module assessment** | | | | | |
|  | | **Assessment category** | | | |
| **Introductory knowledge and understanding of the basic underlying concepts and principles of the subject(s)** | **Cognitive and intellectual skills** | **Reading and referencing** | **Presentation, style, and structure**  Work that significantly exceeds the specified word limit may be penalized |
| **Pass Mark** | **90%-100%** | Excellent work showing flawless understanding of the basic underlying concepts and principles of the subject(s), resulting in students being fully prepared for study at Level 4. | Insightful and accurate interpretation and evaluation of information and ideas, based on an excellent application of the most appropriate skills, methods, and procedures. Work shows full awareness of the nature of the area of study and different perspectives or approaches within it | Insightful and effective use of a carefully selected range of relevant reading. Consistently accurate application of referencing. | Exemplary presentation of work that is fluent and flawless throughout. |
| **80%-89%** | High quality work showing fluent understanding of the basic underlying concepts and principles of the subject(s), resulting in students being fully prepared for study at Level 4. | Excellent interpretation and evaluation of information and ideas, employing highly appropriate skills, methods, and procedures. Work shows strong awareness of the nature of the area of study and different perspectives or approaches within it | Consistent and balanced engagement with a refined selection of many types of relevant reading. Consistently accurate application of referencing. | Highly effective presentation of work that is coherently structured and clearly expressed throughout. |
| **70% – 79%** | Commendable work showing detailed understanding of the basic underlying concepts and principles of the subject(s), resulting in students being highly prepared for study at Level 4. | Effective interpretation and evaluation of information and ideas, showing effective use of appropriate skills, methods, and procedures. Work shows well established awareness of the nature of the area of study and different perspectives or approaches within it. | Consistent engagement with a wide range of relevant reading. Consistently accurate application of referencing. | Well-formed presentation of work that is coherently structured and clearly expressed throughout. |
| **60% – 69%** | Work of solid quality showing competent and consistent understanding of the basic underlying concepts and principles of the subject(s), resulting in students being well prepared for study at Level 4. | Good interpretation and evaluation of information and ideas, using appropriate skills, methods, and procedures. Work shows sound awareness of the nature of the area of study and different perspectives or approaches within it. | Engagement with a wide range of relevant reading. Sound application of referencing, with no inaccuracies or inconsistencies. | Competent presentation of work in terms of structure and clarity of expression. |

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| **Level 3** | | **Introductory knowledge** | **Cognitive and intellectual skills** | **Reading and referencing** | **Presentation, style, and structure** |
| **Pass mark** | **50% – 59%** | Adequate work showing understanding of the basic underlying concepts and principles of the subject(s), resulting in students being prepared for study at Level 4, but lacking depth and breadth. | Adequate interpretation and evaluation of information and ideas, largely using appropriate skills, methods, and procedures. Work shows awareness of the nature of the area of study and an emerging awareness of different perspectives or approaches within it. | Engagement with an appropriate range of reading beyond essential texts. Referencing may show minor inaccuracies or inconsistencies. | Work is structured in a largely coherent manner and is for the most part clearly expressed. |
| **40% – 49%** | Simple factual approach showing understanding of the basic underlying concepts and principles of the subject(s), resulting in students being largely prepared for study at Level 4. Narrow or misguided selection of material, with elements missing or inaccurate. | A limited interpretation and evaluation of information and ideas, showing emerging awareness of the nature of the area of study and different perspectives or approaches within it, although not always logical or coherent and with inaccuracies. | Evidence of reading, largely confined to essential texts, but mainly reliant on taught elements. Referencing may show inaccuracies and/or inconsistencies. | Ordered presentation in which relevant ideas / concepts are reasonably expressed. |
| **Marginal fail** | **35% – 39%** | Work shows limited but fragmentary understanding of the basic underlying concepts and principles of the subject(s), for example through inaccuracies, inclusion of irrelevant material and/or absence of appropriate information. | Weak and at times flawed interpretation and evaluation of information and ideas, resulting in largely descriptive work that shows lack of awareness of the nature of the area of study and different perspectives or approaches within it. | Poor engagement with essential texts and no evidence of wider reading. Heavily reliant on taught elements. Inconsistent and weak use of referencing. | Work is loosely, and at times incoherently, structured, with information and ideas often poorly expressed. |
| **Fail** | **20% – 34%** | Unsatisfactory work showing weak and flawed understanding of the basic underlying concepts and principles of the subject(s), for example through serious inaccuracies, inclusion of a significant amount of irrelevant material and/or absence of appropriate information. | Very weak interpretation and evaluation of information and ideas, resulting in descriptive work that is often illogical, invalid, or irrelevant. Little awareness of the nature of the area of study and no appreciation of different perspectives or approaches within it. | Limited evidence of reading and/or reliance on inappropriate sources. Limited engagement with taught elements. Very poor use of referencing. | Work is poorly presented in a disjointed and incoherent manner. Information and ideas are very poorly expressed, with weak English and/or inappropriate style. |
| **< 20%** | Highly unsatisfactory work showing major gaps in understanding of the basic underlying concepts and principles of the subject(s). Inclusion of largely irrelevant material, absence of appropriate information and significant inaccuracies. | Work is largely irrelevant or inaccurate, characterised by descriptive text and unsubstantiated generalisations. Minimal or no use of evidence to back up views, showing complete lack of awareness of the nature of the area of study and different perspectives or approaches within it. | No evidence of reading or engagement with taught elements. Absent or incoherent referencing. | Work is extremely disorganised, with much of the content confusingly expressed. Very poor English and/or very inappropriate style. |