Module Descriptor

Title	Digital Workplaces		
Session	2026/27	**Status**	Approved
Code	BUSN08061	**SCQF Level**	8
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Business and Creative Industries**		
Module Co-ordinator	S Parveen		

Summary of Module

The fourth industrial revolution is blurring the lines between, physical, digital and biologic worlds. This revolution will cause unprecedented levels of change, the scope and size of which have never before been experienced. The world of work will change fundamentally in the face of technological advances with ever- changing and advancing Information Communications Technology and Digital Solutions to workplace problems. It is clear that organisations will have to adapt ways of working significantly to embed organisational resilience to address the changes in workplace practice and in the face of the wider societal changes.

This module will introduce students to the digital technologies and types of software which have become ubiquitous within today's organisations. The module further explores emerging technologies and will equip students with the knowledge and skills to evaluate the impact that new technologies will have within the workplace, on employees, organisations and wider stakeholders.

Students will develop the digital literacy skills which are expected of university graduates going into modern workplaces.

Module Delivery Method	**On-Campus[1]**	**Hybrid[2]**	**Online[3]**	**Work -Based Learning[4]**
	☒	☐	☐	☐

Campuses for Module Delivery			
	☐ Ayr	☒ Lanarkshire	☐ Online / Distance Learning
	☐ Dumfries	☐ London	☐ Other (specify)

[1] Where contact hours are synchronous/ live and take place fully on campus. Campus-based learning is focused on providing an interactive learning experience supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus contact hours will be clearly articulated to students.

[2] The module includes a combination of synchronous/ live on-campus and online learning events. These will be supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus and online contact hours will be clearly articulated to students.

[3] Where all learning is solely delivered by web-based or internet-based technologies and the participants can engage in all learning activities through these means. All required contact hours will be clearly articulated to students.

[4] Learning activities where the main location for the learning experience is in the workplace. All required contact hours, whether online or on campus, will be clearly articulated to students

			☒ Paisley			
Terms for Module Delivery	Term 1	☐	Term 2	☒	Term 3	☐
Long-thin Delivery over more than one Term	Term 1 – Term 2	☐	Term 2 – Term 3	☐	Term 3 – Term 1	☐

Learning Outcomes	
L1	Demonstrate understanding of current and emerging technologies in an organisational context
L2	Evaluate the impact of technological environmental factors on organisational performance
L3	Demonstrate competence in the use of relevant software for business purposes
L4	
L5	

Employability Skills and Personal Development Planning (PDP) Skills	
SCQF Headings	**During completion of this module, there will be an opportunity to achieve core skills in:**
Knowledge and Understanding (K and U)	**SCQF 8** Demonstrate a broad knowledge of the scope, defining features, and main areas of new technologies with respect to business and management
Practice: Applied Knowledge and Understanding	**SCQF 8** Use a range of routine skills, techniques and practices associated with software
Generic Cognitive skills	**SCQF 8** Undertake evaluation and synthesis of ideas concepts, information and issues which are within the common understanding of technologies and business and management
Communication, ICT and Numeracy Skills	**SCQF 8** Use a range of routine skills and some advanced and specialised skills associated with new technologies. Use a variety of data and electronic and library resources for research purposes.
Autonomy, Accountability and Working with Others	**SCQF 8** Exercise autonomy and initiative in some activities at a professional level. Take continuing account of own and others' roles, responsibilities and contributions in carrying out and evaluating tasks.

Prerequisites	**Module Code**	**Module Title**
	Other	
Co-requisites	**Module Code**	**Module Title**

Learning and Teaching

In line with current learning and teaching principles, a 20-credit module includes 200 learning hours, normally including a minimum of 36 contact hours and maximum of 48 contact hours.

Learning and Teaching for this module will be delivered through a series of interactive workshops. A flipped classroom approach will be used for any information delivery allowing for classroom activity to be focused on constructivist learning practices.

Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	**Student Learning Hours** (Note: Learning hours include both contact hours and hours spent on other learning activities)
Tutorial / Synchronous Support Activity	36
Independent Study	164
Please select	
Please select	
Please select	
Please select	
TOTAL	200 Hours total

Indicative Resources

The following materials form essential underpinning for the module content and ultimately for the learning outcomes:

Goodwin, T. (2018). Digital Darwinism: Survival of the fittest in the age of business disruption. 1st Ed. KoganPage.

Details of further resources, including textbooks, journals and online resources will be identified at the beginning of each delivery in the module handbook and made available via VLE

(N.B. Although reading lists should include current publications, students are advised (particularly for material marked with an asterisk*) to wait until the start of session for confirmation of the most up-to-date material)

Attendance and Engagement Requirements

In line with the Student Attendance and Engagement Procedure, Students are academically engaged if they are regularly attending and participating in timetabled on-campus and online teaching sessions, asynchronous online learning activities, course-related learning resources, and complete assessments and submit these on time.

For the purposes of this module, academic engagement equates to the following:

The university is committed to providing a supportive learning environment that actively facilitates student success. In this module, there is a high degree of student-led flexibility. You are academically engaged if you are regularly engaged with scheduled live sessions on campus and online, including engaging with online learning activities in your own time, course-related learning resources, and with timely completion and submission of assessments.

Whilst we understand that there may be times when conflicting priorities make participation challenging, for you to gain the most from this module it is recommended that you participate

in all scheduled live classes and complete your self-directed learning activities in a timely manner.

It may be difficult to pass the assessment associated with this module if you are not regularly engaging with the module work and live classes. We may reach out to check how things are going and offer support if we observe that you have not been attending sessions or completing online activities.

For the purposes of this module, students should also reference the 'BCI Guidance on Implementation of the Revised Student Attendance and Engagement Procedure' which details the School attendance and engagement requirements and how this will be monitored for attendance.

Equality and Diversity
The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: UWS Equality, Diversity and Human Rights Code. In line with current legislation (Equality Act, 2010) and the UWS Equality, Diversity, and Human Rights Code, our modules are accessible and inclusive, with reasonable adjustment for different needs where appropriate. Module materials comply with University guidance on inclusive learning and teaching, and specialist assistive equipment, support provision and adjustment to assessment practice will be made in accordance with UWS policy and regulations. Where modules require practical and/or laboratory-based learning or assessment required to meet accrediting body requirements, the University will make reasonable adjustments such as adjustable height benches or assistance of a 'buddy' or helper. To meet the diverse needs of our student body, we are dedicated to adapting learning experiences where required. This personalised one-to-one approach ensures that all students can succeed, regardless of their background or circumstances. By embracing and promoting these principles, we aim to cultivate a learning community where everyone feels valued, supported, and empowered to achieve their full potential.
(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)

Supplemental Information

Divisional Programme Board	**Management, Organisations People**
Overall Assessment Results	☐ **Pass / Fail** ☒ **Graded**
Module Eligible for Compensation	☒ **Yes** ☐ **No** **If this module is eligible for compensation, there may be cases where compensation is not permitted due to programme accreditation requirements. Please check the associated programme specification for details.**
School Assessment Board	Management, Organisations & People
Moderator	I Koswatte
External Examiner	K Strong
Accreditation Details	None
Module Appears in CPD catalogue	☒ **Yes** ☐ **No**
Changes / Version Number	1

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Interactive presentation 30%
Assessment 2
Written report 70% The word count will align with the guidance in the Assessment Handbook'.
Assessment 3
(N.B. (i) Assessment Outcomes Grids for the module (one for each component) can be found below which clearly demonstrate how the learning outcomes of the module will be assessed. (ii) An indicative schedule listing approximate times within the academic calendar when assessment is likely to feature will be provided within the Student Module Handbook.)

Component 1							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Creative Output	☐	☐	☒	☐	☐	30	

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Portfolio of Written Work	☒	☒	☐	☐	☐	70	

Component 3							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
	☐	☐	☐	☐	☐		
Combined total for all components						100%	hours

Change Control

What	**When**	**Who**