Module Descriptor

Title	Digital And Numeracy Skills		
Session	2026/27	**Status**	
Code	LNDN07008	**SCQF Level**	**SCQF 7**
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Business and Creative Industries**		
Module Co-ordinator	Usman Masood		

Summary of Module

Digital and Numeracy Skills is a practical, task-based module that helps students develop digital and numeracy proficiency for both academic and professsional use. In addition to being important skills for academic study, the digital and numeracy skills acquired on this module are transferable to the world of work and can be used in a 'real-world' context, enhancing employability skills, post qualification.

In particular, this module will help students develop a range of digital capabilities as set out in the 2024 JISC Digital Capabilities Framework, such as:

- digital proficiency
- digital learning and development
- digital creation, problem-solving and innovation

Alongside digital skills, students will also develop core numeracy skills that will enable them to work with and manipulate numerical data, such as creating charts and graphs, performing statistical analysis, and using a range of calculations to enable analysis and interpretation of numerical datasets.

This module focuses on the application of digital and numeracy skills specifically in a business context. Students will learn how various digital tools and numeracy skills can be used to support a range of business tasks; for example:

- creating professional business documents
- working with datasets in a spreadsheet to enable data analysis and interpretation
- using presentation software and related media to create an engaging business presentation

Throughout the module, students will also gain an appreciation of the importance and relevance of digital skills and numeracy in modern business practices, as well as examining the latest digital trends in the business world. Students will also reflect on their own digital and numeracy skills development throughout the module, its impact on their future employability and career prospects, and identify areas for further development.

Module Delivery Method	**On-Campus[1]** ☒		**Hybrid[2]** ☐	**Online[3]** ☐	**Work -Based Learning[4]** ☐	
Campuses for Module Delivery	☐ Ayr ☐ Dumfries		☐ Lanarkshire ☒ London ☐ Paisley		☐ Online / Distance Learning ☐ Other (specify)	
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	Develop proficiency in the use of digital tools and technologies to perform a range of tasks and produce a variety of outputs for academic and professional purposes
L2	Use appropriate digital and numeracy skills to present, manipulate and interpret numerical and graphical data, and statistical information in a range of business-related contexts and scenarios
L3	Demonstrate an appreciation of the relevance and importance of digital and numeracy skills in modern business practices
L4	Reflect on own progress in developing digital and numeracy skills, particularly in relation to future employability and career prospects, and identify areas for further development
L5	n/a

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 7**

[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

	Appreciating the importance of digital and numeracy skills in modern business practices and how they are transferable to the world of work and beyond Demonstrating an understanding of the core functionality of a range of digital tools and technologies to support a range of business tasks, such as document creation, data management and analysis, and visual presentations Demonstrating an understanding of core numeracy skills needed to manipulate, present and interpret numerical data, statistical information and graphical data in a range of business contexts
Practice: Applied Knowledge and Understanding	**SCQF 7** Identifying, selecting and using appropriate digital tools and applications to produce a range of digital outputs, such as documents, presentations and spreadsheets Applying data analysis techniques using spreadsheets (or other relevant applications) to organise, present and share information in a professional context
Generic Cognitive skills	**SCQF 7** Working with, interpreting and evaluating data sets, numerical and graphical information in a range of business contexts, using appropriate digital and ICT tools and applications
Communication, ICT and Numeracy Skills	**SCQF 7** Using standard ICT tools to retrieve, organise and process a range of digital information from various sources, including an appreciation of the appropriate use of generative AI tools Using standard ICT tools and applications to produce a range of digital outputs in appropriate formats, such as text documents, presentations and spreadsheets Utilising a range of digital tools and numeracy skills relevant to business contexts, such as working with percentages, ratios and basic statistics
Autonomy, Accountability and Working with Others	**SCQF 7** Exercising initiative and independence in using ICT tools, digital skills and numeracy skills to carry out a range of activities, Reflecting on own progress and learning, and identifying areas for further development

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 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)
Lecture / Core Content Delivery	20
Tutorial / Synchronous Support Activity	20
Asynchronous Class Activity	30
Independent Study	130
Please select	
Please select	
TOTAL	200

Indicative Resources
The following materials form essential underpinning for the module content and ultimately for the learning outcomes: Web resources: > GCF Global - for foundational digital and computer literacy skills: https://edu.gcfglobal.org/en/ (Accessed: 22 May 2025). > Kirk, D. (2023) Contemporary Mathematics. Available at: https://openstax.org/details/books/contemporary-mathematics (Accessed: 22 May 2025) A full reading list for the module will be provided to students via the 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:** Attending all timetabled synchronous classes, engagement with asynchronous learning activities and resources, and timely submission of module assessments. 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.

Aligned with the overall commitment to equality and diversity stated in the Programme Specifications, the module supports equality of opportunity for students from all backgrounds and with different learning needs. Using our VLE, learning materials will be presented electronically in formats that allow flexible access and manipulation of content. The module complies with University regulations and guidance on inclusive learning and teaching practice. Specialist assistive equipment, support provision and adjustments to assessment practice will be made in accordance with UWS policy and regulations.
(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	**Accounting Finance Law**
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	London Undergraduate School Assessment Board
Moderator	TBC
External Examiner	Dr Jamie Carrahar
Accreditation Details	
Module Appears in CPD catalogue	☐ **Yes** ☒ **No**
Changes / Version Number	

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Portfolio of Practical Work: Students will complete a portfolio of digital tasks in a real-world business scenario, such as: > creating a professional business document (e.g. in MS Word) > creating a business dashboard using a dataset and interpreting the data (e.g. in MS Excel) > designing and creating a business pitch presentation (e.g. in MS PowerPoint)
Assessment 2
Written Reflective Journal: Students will complete a written journal throughout the module reflecting on: > the importance of digital literacy and numeracy skills in business contexts > own learning and skills development in digital competencies and numeracy, and how it will assist them in future employability and career prospects
Assessment 3
n/a
(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**
Portfolio of practical work	☒	☒	☐	☐	☐	60%	

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Reflective Journal	☐	☐	☒	☒	☐	40%	

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

Change Control

What	**When**	**Who**