Module Descriptor

Title	Knowledge (Mis)Management		
Session	2025/26	**Status**	Approved
Code	BUSN10078	**SCQF Level**	10
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Business and Creative Industries**		
Module Co-ordinator	W Kwiatkowski		

Summary of Module

Knowledge is widely regarded as being instrumental to the success of many organisations in the modern, knowledge-based economy. However, the managerialist conceptualisation of knowledge as a transferrable, controllable resource is naive and sometimes even dangerous. It can result in the misidentification of the knowledge that forms the basis of an organisation's success and competitive advantage; misunderstandings with regard to how organisations learn, evolve and innovate; misconceptions with regard to the use of consulting firms as external knowledgeproviders; sub-optimal technology development efforts; and disregard for the challenges associated with the implementation of new technologies. It may also have destructive effects on labour.

The module provides the students with an opportunity to become knowledgeable and incisive critical thinkers by developing the necessary awareness that will allow them to avoid the aforementioned pitfalls through the exploration of both orthodox and critical literature covering topics such as:

• Organisational knowledge and learning;

• Knowledge management;

• Becoming a competent practitioner;

• Politics of collaborative knowledge work;

• New technology development;

• Consequences of new technologies;

• The role of consultancies in the knowledge economy.

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) Dumfries and Galloway College	

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 detailed knowledge of the key concepts, theories and frameworks associated with the topics of the knowledge economy, organisational knowledge and organisational learning.
L2	Critically appraise the key concepts, theories and frameworks associated with the topics of the knowledge economy, organisational knowledge and organisational learning.
L3	Critically examine the key challenges associated with technology development and the key consequences of the implementation of new technologies.
L4	Position oneself within the ongoing discourse on a selected topic through an appreciation of contrasting scholarly and professional perspectives and independent, evidence-based judgment.
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 10** Demonstrating a critical understanding of the theories, concepts and principles underpinning knowledge management and its critique.
Practice: Applied Knowledge and Understanding	**SCQF 10** Apply the developed knowledge and theoretical understanding to appreciate and devise means for addressing the challenges associated

[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

	with the role knowledge and new technologies play in the knowledge economy at large, knowledge work and knowledge management.
Generic Cognitive skills	**SCQF 10** Critically identify, define, conceptualise and analyse complex knowledge- and technology-related problems and issues affecting work and its management.
Communication, ICT and Numeracy Skills	**SCQF 10** Present or convey, formally and informally, information about specialised topics to informed audiences. Communicate with peers, senior colleagues and specialists on a professional level. Use a range of ICT applications to support and enhance work at this level.
Autonomy, Accountability and Working with Others	**SCQF 10** Exercise autonomy and initiative in individual and group module activities. Work with others to bring about novel ways of thinking.

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. Students on a Graduate Apprentice programme will undertake the following teaching, 9 weeks of 2-hour lecture/Core content delivery online sessions and 3 weeks of 3 hour on-campus workshops (dates for on-campus sessions to be confirmed each term).	
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	36
Independent Study	144
Please select	
Please select	
Please select	
Please select	
TOTAL	200

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

Roberts, J. (2015) A very short, fairly interesting and reasonably cheap book about knowledge management. London, UK: SAGE.

You are not required to obtain a copy since a selection of further compulsory and supplementary readings and other resources will be made available to the students via the module VLE.

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 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:** 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. To meet the diverse needs of our student body, we are dedicated to adapting learning experiences where required. This personalised 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	**Please select**
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 and People
Moderator	S Lee
External Examiner	D Bolton
Accreditation Details	N/A

Module Appears in CPD catalogue	☐ **Yes** ☒ **No**
Changes / Version Number	1.4

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Poster - an individual poster on how new technologies change work and/or societal practices and their organising.
Assessment 2
Essay - an individual essay requiring students to position themselves within the discourse between orthodox and critical perspectives associated with one of the topics available for selection. The word count will align with the guidance in the UWS Assessment Handbook.
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**
Poster	☒	☐	☒	☐	☐	30	

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

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**
New module amended according to feedback received during first delivery.	14/1/2022	W Kwiatkowski

Updated moderator details, external examiner details and the module reading list.	14/3/2023	W Kwiatkowski
Updated for academic year 2024-2025 in line with the new module descriptor template.	16/2/2024	W Kwiatkowski
Module name and delivery term updated those approved at the November 2024 revalidation to smoothen transition between the 2021 ILR and 2024 revalidation programme structures.	6/3/2025	W Kwiatkowski