

University of the West of Scotland**Module Descriptor****Session: 2024/25**

Status: Published

Title of Module: Managing Organisational Health			
Code: BUSN11080	SCQF Level: 11 (Scottish Credit and Qualifications Framework)	Credit Points: 20	ECTS: 10 (European Credit Transfer Scheme)
School:	School of Business & Creative Industries		
Module Co-ordinator:	Bobby Mackie		
Summary of Module			
<p>This module considers organisational performance. Students are introduced to evaluating organisational performance and the external and internal measures that might be used. Students will analyse and evaluate organisations (at different levels) so that they can become more competitive. The module will consider the link between performance and organisational direction, goals and objectives. Students will reflect on how organisational objectives are met, the role of systems for managing performance, the tools for managing performance.</p> <p>A holistic view of managing performance (economy, efficiency, effectiveness, equity and efficacy) is taken. It is important for all organisations to perform well and make the best use of their resources and as a result managers are not only judged on the profit they make but how that profit has been made. More organisations are now more open to criticism and may face legal challenges for their activities. There are many internal/external influences on organisational health. Structure, culture, appropriate systems/processes, internal performance measures, managing stakeholders needs and internal politics are typical influences.</p> <p>The module adopts an approach akin the Kaplan and Norton's Balanced Scorecard and the teaching curriculum comprises:</p> <p>Organisational Performance Management</p> <p>Performance Measurement</p> <p>Performance Indicators</p> <p>Quality and Risk</p>			

Operational Efficiency

Financial Health

Customer Relations

Employee Engagement

Corporate Social Responsibility

Module Delivery Method**Face-To-Face****Blended****Fully Online****Face-To-Face**

Term used to describe the traditional classroom environment where the students and the lecturer meet synchronously in the same room for the whole provision.

Fully Online

Instruction that is solely delivered by web-based or internet-based technologies. This term is used to describe the previously used terms distance learning and e learning.

Blended

A mode of delivery of a module or a programme that involves online and face-to-face delivery of learning, teaching and assessment activities, student support and feedback. A programme may be considered “blended” if it includes a combination of face-to-face, online and blended modules. If an online programme has any compulsory face-to-face and campus elements it must be described as blended with clearly articulated delivery information to manage student expectations

Campus(es) for Module Delivery

The module will **normally** be offered on the following campuses / or by Distance/Online Learning: (Provided viable student numbers permit)

Paisley:	Ayr:	Dumfries:	Lanarkshire:	London:	Distance/Online Learning:	Other:

Learning Outcomes: (maximum of 5 statements)

On successful completion of this module the student will be able to:

L1. Critically evaluate the various factors that impact upon the health of an organisation, using accepted forms of internal and external measurement

L2. Critically analyse the extent to which the health of an organisation may affect its ability to operate in a successful manner, in terms of objectively acknowledged criteria

L3. Apply appropriate measures to generate solutions, allowing for improvement in organisation health and, ultimately, organisational performance

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)	<p>SCQF Level 11.</p> <p>A broad and integrated knowledge of the main areas of organisational performance</p> <p>A critical understanding of the theories and principles of performance management</p> <p>A critical evaluation of the models associated with performance measurement</p>
Practice: Applied Knowledge and Understanding	<p>SCQF Level 11.</p> <p>Using a range of skills and techniques as appropriate to the discipline.</p> <p>Applying a range of techniques of enquiry and research</p> <p>Executing a defined project of research or investigation and identifying relevant outcomes</p>
Generic Cognitive skills	<p>SCQF Level 11.</p> <p>Undertaking critical analysis of complex ideas, concepts, information and issues relating to organisational performance</p> <p>Identifying, abstracting, responding creatively to theoretical and practical issues</p> <p>Critically reviewing and extending knowledge; and making informed judgements when information is inconsistent or incomplete</p>

Communication, ICT and Numeracy Skills	SCQF Level 11. Communicating effectively to a range of audiences, including peers and tutors Using a wide range of software packages to support and enhance learning Critically evaluating a wide range of numerical and graphical data as appropriate	
Autonomy, Accountability and Working with others	SCQF Level 11. Exercising substantial autonomy and initiative in studies Taking responsibility for own work and the work of others in group work Dealing with complex ethical issues raised in managing performance	
Pre-requisites:	Before undertaking this module the student should have undertaken the following:	
	Module Code:	Module Title:
	Other:	
Co-requisites	Module Code:	Module Title:

* Indicates that module descriptor is not published.

Learning and Teaching	
Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	Student Learning Hours (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture/Core Content Delivery	24

Tutorial/Synchronous Support Activity	16
Asynchronous Class Activity	30
Independent Study	130
	200 Hours Total
**Indicative Resources: (eg. Core text, journals, internet access)	
<p>The following materials form essential underpinning for the module content and ultimately for the learning outcomes:</p> <p>Bourne, M. and Bourne, P.(2011) Handbook of Corporate Performance Management. Chichester: Wiley</p> <p>Additional recommended Reading:</p> <p>Besterfield, D. H., Besterfield-Michna, C., Besterfield, G. and Besterfield-Sacre, M. (2011) Total Quality Management, 3rd Ed. Harlow: Pearson Education</p> <p>Johnson, R. and Clark, G. (2008) Service Operations Management, 3rd Ed. Essex: Prentice Hall</p> <p>Tyagi, R.K. and Gupta, P.K. (2009) A Complete and Balanced Service Scorecard: Creating Value Through Sustained Performance Improvement. Essex: Financial Times Press</p> <p>Students will have access to UWS library facilities so that core texts will be supplemented by case studies, academic journal articles and bespoke on-line resources.</p>	
<p>(**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)</p>	
Attendance Requirements	
<p>In line with the Academic Engagement and Attendance Procedure, Students are defined as academically engaged if they are regularly engaged with timetabled teaching sessions, course-related learning resources including those in the Library and on Moodle, and complete assessments and submit these on time. Please refer to the Academic Engagement and Attendance Procedure at the following link: Academic engagement and attendance procedure</p>	

Supplemental Information

Programme Board	Management, Organisations & People
Assessment Results (Pass/Fail)	No
Subject Panel	Management, Organisations & People
Moderator	Bernard Boateng
External Examiner	TBA
Accreditation Details	
Changes/Version Number	2.04 New module - Sept 2013 Instruments of assessment changed and curriculum modified March 2019. Assessments reduced from 3 Instruments of Assessment to 2 Instruments of Assessment8/065/

Assessment: (also refer to Assessment Outcomes Grids below)
Essay 30% of overall mark
Case Study Consultancy Report 70% of overall mark
(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 Handbook.)

Assessment Outcome Grids (Footnote A.)

Component 1					
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Weighting (%) of Assessment Element	Timetabled Contact Hours

Essay				30	20
Component 2					
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Case study				70	40
Combined Total For All Components				100%	60 hours

Footnotes

- A. Referred to within Assessment Section above
 B. Identified in the Learning Outcome Section above

Note(s):

1. More than one assessment method can be used to assess individual learning outcomes.
2. Schools are responsible for determining student contact hours. Please refer to University Policy on contact hours (extract contained within section 10 of the Module Descriptor guidance note).
This will normally be variable across Schools, dependent on Programmes &/or Professional requirements.

Equality and Diversity

This module is appropriate for all students irrespective of ethnic status, disability, age, gender, religious and sexual orientation. The University provides facilities and resources for all students through the Enabling Support Team.

[UWS Equality and Diversity Policy](#)

(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)