University of the West of Scotland

Module Descriptor

Session:2023/24

Title of Module: Global Digital Business			
Code: BUSN11123	SCQF Level: 11 (Scottish Credit and Qualifications Framework)	Credit Points: 20	ECTS: (European Credit Transfer Scheme)
School:	School of Business & Creative Industries		
Module Co-ordinator:	Narayan Bhattarai		

Summary of Module
The focus on the management of digital businesses will help students know how to manage the opportunities and challenges of successfully developing digital business. The module will focus on relevant issues such as collaboration with business, information strategy, application portfolio management, managing IT-based risk, social computing, e-business, digital marketing and supply chain management. The module will be structured around case studies drawn from the wider environment. They will expand on and support the lectures and form the basis of analysis in the weekly seminars. • The purpose of the module is to inform students on the opportunities, challenges and dilemmas faced when organisations decide to consider investing in new technologies. • The content will adopt a 'managerialist' philosophy to the development and implementation of new technology strategies. • This assumes that successful technology investments and strategies must now be closely integrated with wider Strategic Management activities given the central role of new technologies in all types of organisations. • The educational approach will focus on the strategic and managerial issues that face existing organisations and expect students to present their analysis in the form of an individual report and a group 'client centered' presentation. • The learning materials will be enhanced by consistent use of current industry reports and publications from a variety of professional organisations.

Module Delivery Method					
Face-To-Face	**Blended**	**Fully Online**	**HybridC**	**Hybrid 0**	**Work-Based Learning**

☐	☒	☒	☐	☐	☐

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.

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.

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.

HybridC

Online with mandatory face-to-face learning on Campus.

HybridO

Online with optional face-to-face learning on Campus.

Work-based Learning

Learning activities where the main location for the learning experience is in the workplace.

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) (tick as appropriate)

Paisley:	Ayr:	Dumfries:	Lanarkshire:	London:	Distance/Online Learning:	Other:
☒	☐	☐	☐	☐	☒	Add name

Term(s) for Module Delivery
(Provided viable student numbers permit).

Term 1	☒	Term 2	☒	Term 3	☐

Learning Outcomes: (maximum of 5 statements) **These should take cognisance of the SCQF level descriptors and be at the** **appropriate level for the module.** At the end of this module the student will be able to:	
L1	By the completion of the module the student will demonstrate a developed knowledge of the latest research and organisational experiences of the management challenges surrounding the concept of global digital business.
L2	By the completion of the module the student will be able to evidence how they have learnt to assimilate and synthesise information and data that is then presented and defended to a potential 'client'.
L3	By the completion of the module the student will demonstrate a developed knowledge of the latest research and organisational experiences of the business challenges surrounding digital business.

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 Level **11** Educational material from both advanced market leading textbooks and industry standard analysis will form the foundation of the knowledge and understanding created during this module.
Practice: Applied Knowledge and Understanding	SCQF Level **11** The 2 assessments will focus on a practical management report and business style presentation that will focus on the recommendations of the students as to how an organisation should successfully exploit the opportunities of digital businesses
Generic Cognitive skills	SCQF Level **11** Advanced critical thinking models will be applied to all aspects of the learning materials students by the students. Synthesis of arguments from diverse sources of information and data will be required during classes and submission of assessments.
Communication, ICT and Numeracy Skills	SCQF Level **11** Their communication, ICT and numeracy skills will be developed during the preparation and submission of both the management report and group presentation that will require specific financial justification.
Autonomy, Accountability and Working with others	SCQF Level **11**

	Students will be required to work both individually and as a group member during the assimilation and analysis of the lecture, seminar, and assessments.
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	
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** (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	12
Independent Study	152
Asynchronous Class Activity	12
	200 Hours Total
**Indicative Resources: (eg. Core text, journals, internet access)	

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

Core textbook:

Chaffey, D., Edmundson-Bird, D. and Hemphill, T., 2019. *Digital Business and E-commerce Management*. Pearson UK.

The latest media including blogs, social media, books and journal material will be provided via the VLE and UWS Library.

(**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.

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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:

In line with the Academic Engagement 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 the relevant learning platform, and complete assessments and submit these on time. Please refer to the Academic Engagement Procedure at the following link: Academic engagement procedure Where a module has Professional, Statutory or Regulatory Body requirements these will be listed here: 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.

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.](#)

Please ensure any specific requirements are detailed in this section. Module Co-ordinators should consider the accessibility of their module for groups with protected characteristics..

(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
Assessment Results (Pass/Fail)	Yes ☐No ☒
School Assessment Board	Management, Operations & People
Moderator	James B Johnston
External Examiner	PERI PAPADIMITRIOU
Accreditation Details	e.g. ACCA Click or tap here to enter text.
Changes/Version Number	1.01

Assessment: (also refer to Assessment Outcomes Grids below)
Assessment 1 Case study aim is to develop appropriate criticality and develop the core Employability Skills and Personal Development Planning (PDP) Skills
Assessment 2 'Client led' presentation aim is to develop critical thinking skills both in preparation for face-to-face assessment and during presentation
(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.)

Assessment Outcome Grids (See Guidance Note)

Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Case Study	√		√	70	7

Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Presentation		√	√	30	5
Combined Total for All Components				**100%**	**12 hours**

Change Control:

What	When	Who
Further guidance on aggregate regulation and application when completing template	16/01/2020	H McLean
Updated contact hours	14/09/21	H McLean
Updated Student Attendance and Engagement Procedure	19/10/2023	C Winter
Updated UWS Equality, Diversity and Human Rights Code	19/10/2023	C Winter
Guidance Note 23-24 provided	12/12/23	D Taylor
General housekeeping to text across sections. .	12/12/23	D Taylor

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