

University of the West of Scotland Module Descriptor

Session: 2023/24

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Status: Proposal

Title of Module: Fundamentals of Senior Management			
Code: BUSN11141	SCQF Level: 11 (Scottish Credit and Qualifications Framework)	Credit Points: 40	ECTS: 20 (European Credit Transfer Scheme)
School:	School of Business & Creative Industries		
Module Co-ordinator:	Tom Keegan		

Summary of Module

Managers operate within increasingly complex and changing organisational and contextual circumstances, whether in the market, public or 'third' sectors and irrespective of the size of their organisations or the types of goods or services these enterprises produce for their customers or clients. This foundation module provides learners with an understanding of the management functions and the principal internal and external environmental contexts of contemporary organisations, including the managerial and business context, within which businesses operate. More organisations are now more open to criticism and may face legal challenges for their activities.

This module also introduces learners to a number of business structures, cultures and the political, social, economic, technological, legal and ethical considerations affecting business. The module explores the question 'What is a business?' It investigates business functions including human resource management, accounting and finance, operations and marketing and considers the linkages between them and the challenges experienced in managing across functional boundaries.

This module also 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.

- This module seeks to provide an integrated and critical understanding of businesses and their core business functions including internal and external factors which impact on them. The module provides students with an understanding of organisational theory, management functions and leadership theory.
- This module enables learners to analyse how the business functions operate in a real-life context by utilising business case studies and online activities accessed through the UWS online VLEs which bring together all the various functional elements to emulate 'real world' issues that need to be addressed. Specific scenarios will be created to simulate issues that impact on the on the overall success of the business.
- This module considers organisational performance. Students are introduced to evaluating organisational performance and the external and internal measures that might be used. Students will reflect on how organisational objectives are met, the role of systems for managing performance, the tools for managing performance.
- The module provides 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. Areas included in terms of performance -Organisational Performance Management, Performance Measurement, Performance Indicators, Quality and Risk, Operational Efficiency, Financial Health, Customer Relations, Employee Engagement, Corporate Social Responsibility, Sustainability, Innovation and Enterprise.

Module Delivery Method

Face-To-Face	Blended	Fully Online	HybridC	HybridO	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)

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

Term(s) for Module Delivery

(Provided viable student numbers permit).

Term 1	Term 2	Term 3
✓	✓	✓

Learning Outcomes: (maximum of 5 statements)

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

L1. Demonstrate a critical understanding of the key tools for analysis of the internal and external environmental context within which businesses operate in order to exhibit knowledge and analyse the impact of changing and challenging environments on businesses and business functions in different sectors

- L2. Critically evaluate business functions and their contribution to organisational success across a range of business settings
- L3. Synthesise the complexity and ambiguity of other factors which impinge on businesses and business functions including structure, culture, stakeholders and ethics
- L4. Critically evaluate the various factors that impact upon the health of an organisation, using accepted forms of internal and external measurement
- L5. 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

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>The development of a critical understanding of the key tools of analysis of the environmental context within which businesses operate</p> <p>A broad and integrated knowledge of the main functional areas of organisations</p> <p>Extensive and critical knowledge of organisational functions and how they should be inextricably linked in order to achieve competitive advantage and / or make best use of resources within organisations</p> <p>The complexity and ambiguity of other factors which impinge on businesses and business functions including structure, culture, stakeholders, ethics and globalisation</p> <p>A critical understanding of the theories and principles of organisations</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>
Practice: Applied Knowledge and Understanding	<p>SCQF Level 11.</p> <p>Use and practice a range of tools relevant to analyzing the context within which a business operates</p> <p>Source and analyse information on changes within the internal and external environment in which businesses operate</p> <p>Using a range of skills and techniques as appropriate to the discipline</p> <p>Apply a range of techniques of enquiry and research</p> <p>Planning and executing the analysis and presentation of the findings of a business case study in report format</p> <p>Executing a defined project of research or investigation and identifying relevant outcomes</p>
Generic Cognitive skills	<p>SCQF Level 11.</p> <p>Applying critical analysis and evaluation of issues in relation to organisations, their internal and external environments and managing and integrating organisational functions within a business context</p> <p>Synthesising knowledge, problem evaluation and solving, moving</p>

	<p>from conceptualisation to applied context 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	<p>SCQF Level 11. Communicate effectively to a range of audiences, including peers and tutors, using oral and written means, academic and applied material relating to a variety of business context issues</p> <p>Utilise a range of software and numerical skills to enhance synthesis and analysis of key environmental data to support and enhance learning</p> <p>Critically evaluate a wide range of numerical and graphical data as appropriate</p>				
Autonomy, Accountability and Working with others	<p>SCQF Level 11. Exercising substantial autonomy and initiative in studies</p> <p>Taking responsibility for own work and the work of others in group work</p> <p>Dealing with complex ethical issues raised in managing organisations and organisational functions</p> <p>Working with others in a team context and accepting accountability for the decisions of the collective group</p>				
Pre-requisites:	Before undertaking this module, the student should have undertaken the following:				
	<table border="1"> <tr> <td>Module Code:</td> <td>Module Title:</td> </tr> <tr> <td>Other:</td> <td>n/a</td> </tr> </table>	Module Code:	Module Title:	Other:	n/a
	Module Code:	Module Title:			
Other:	n/a				
Co-requisites	<table border="1"> <tr> <td>Module Code:</td> <td>Module Title:</td> </tr> </table>	Module Code:	Module Title:		
Module Code:	Module Title:				

* Indicates that module descriptor is not published.

Learning and Teaching	
Teaching will take place through large lectures and workshops (tutorials), the tutorials will use individual and group activities.	
<p>Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:</p>	<p>Student Learning Hours (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)</p>
Lecture/Core Content Delivery	40

Tutorial/Synchronous Support Activity	30
Asynchronous Class Activity	70
Independent Study	260
	400 Hours Total

****Indicative Resources: (e.g. Core text, journals, internet access)**

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

Nickels, W. G., McHugh, S. and McHugh, J. (2022) Understanding Business, 13th Ed. New York: McGraw Hill

Needle, D. and Burns, J. (2023) Business in Context, 8th Ed; Andover, Hampshire: Cengage Learning EMEA

Thompson, J. L., Martin, F. and Scott, J. (2022) Strategic Management: Awareness and Change, 10th Ed; Andover, Hampshire: Cengage Learning EMEA

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

(**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)

Engagement Requirements

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](#)

Supplemental Information

Programme Board	Management, Organisations & People
Assessment Results (Pass/Fail)	No
Subject Panel	MOP
Moderator	Melissa Kerr
External Examiner	C Manning
Accreditation Details	Chartered Managment Institute

Changes/Version Number	2
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Assessment: (also refer to Assessment Outcomes Grids below)

Portfolio weighted 70%

Essay weighted 30%

(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)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Portfolio of practical work	✓	✓	✓	✓		70	30

Component 2

Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Essay					✓	30	10
Combined Total For All Components						100%	40 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. (N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)

[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)