Module Descriptor

Title	Organisational Performance of MNEs		
Session	2026/27	**Status**	Approved
Code	BUSN11101	**SCQF Level**	11
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Business & Creative Industries**		
Module Co-ordinator	Ying Ding		

Summary of Module

This module considers organisational performance in MNEs. Students are introduced to the performance of MNEs and the measurement and performance management systems that may be used. Students will reflect and analyse MNEs with different organisational context to achieve and maintain competitive advantage.

The module will consider the relationship between organisational mission and the manner in which it is attained. This will be done through a holistic approach to managing MNEs performance that considers the 4Es (efficiency, effectiveness, equity and efficacy). The module will enable students to reflect, reason and rationalise the internal /external influences on MNE performance, such as the manner in which MNEs are measured internally and externally.

This module is core to the MSc International Management Programme.

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	☒

[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

Long-thin Delivery over more than one Term	Term 1 – Term 2	☐	Term 2 – Term 3	☐	Term 3 – Term 1	☐

Learning Outcomes	
L1	Critically evaluate the various factors that impact the performance of MNEs, using accepted forms of internal and external measurement
L2	Critically analyse the use of performance management and measurement systems to operate successfully within the global marketplace
L3	Apply appropriate measures to generate solutions, allowing for the improvement of an MNE performance
L4	
L5	

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 11** Demonstrate broad knowledge of the internal and external environment in which the MNEs operate. Utilise a range of management/financial measurements in organisational performance.
Practice: Applied Knowledge and Understanding	**SCQF 11** Apply knowledge, skills and understanding in using a significant range of professional skills, techniques and practices in the discipline. Apply theoretical framework to organisations to measure performance. Identify competitive advantages of an organization in a view to strengthen its market share in a turbulent economy.
Generic Cognitive skills	**SCQF 11** Critically analyse issues of the chosen MNEs in terms of performance. Evaluate, conceptualise and define new and abstract problems and issues. Develop original and creative solutions to problems and issues.
Communication, ICT and Numeracy Skills	**SCQF 11** Communicate effectively using appropriate methods to a range of potential audiences with various levels of knowledge and expertise. Communicate effectively with peers, more senior colleagues and specialists in the field.
Autonomy, Accountability and Working with Others	**SCQF 11** Work effectively in collaboration with others, display responsible autonomy for own work and significant responsibility for the work of others. Use and deploy a range of skills in team working.

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	16
Asynchronous Class Activity	1
Independent Study	163
n/a	
n/a	
TOTAL	200

Indicative Resources
The following materials form essential underpinning for the module content and ultimately for the learning outcomes: Keller, S. and Schaninger, B. 2019. Beyond Performance 2.0: a proven approach to leading large-scale change. Wiley & Sons: New Jersey. *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 Moodle.
(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:** The university is committed to providing a supportive learning environment that actively facilitates student success. In this module, there is a high degree of student-led flexibility. You are academically engaged if you are regularly engaged with scheduled live sessions on-campus and online, including engaging with online learning activities in your own time, course-related learning resources, and with timely completion and submission of assessments. Whilst we understand that there may be times when conflicting priorities make participation challenging, for you to gain the most from this module it is recommended that you participate in all scheduled live classes and complete your self-directed learning activities in a timely manner.

It may be difficult to pass the assessment associated with this module if you are not regularly engaging with the module work and live classes. We may reach out to check how things are going and offer support if we observe that you have not been attending sessions or completing online activities.

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. This module is appropriate for all students irrespective of ethnic status, disability, age, gender, religious and sexual orientation. The module has been designed to take account of increase in the diversity of the student body and in this respect, the approach is "learner centred". The delivery of the module is personalised, and students are supported by staff as well as the learning 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)

Supplemental Information

Divisional Programme Board	**Management, Organisations People**
Overall Assessment Results	**Graded**
Module Eligible for Compensation	☐ **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	Clare Manning
Accreditation Details	
Module Appears in CPD catalogue	☐ **Yes** ☒ **No**
Changes / Version Number	

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Video Presentation equating to 30% of the final module mark
Assessment 2
Individual Written Assessment equating to 70% of the final module mark
Assessment 3
(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**
	☒	☒	☒	☐	☐	30	0

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
	☒	☒	☒	☐	☐	70	0

Component 3							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
	☐	☐	☐	☐	☐		
Combined total for all components						100%	0 hours

Change Control

What	When	Who