Module Descriptor

Title	Theoretical Perspectives Of Management		
Session	2026/27	**Status**	
Code	LNDN 09007	**SCQF Level**	9
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Business and Creative Industries**		
Module Co-ordinator	Narayan Bhattarai		

Summary of Module

The module will introduce students to the major contemporary developments in business and the most influential contemporary management theories come up encouraging seminal debates about management practise. While students are encouraged to reflect on past developments, the overall focus of the module is on the likely future direction of management practise and on the key explanatory factors. The aim of this module is to introduce students to a range of significant issues in today's business and management world.

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

[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

Learning Outcomes	
L1	Assess the impact of different historical developments in management and organisation studies
L2	Evaluate the changing characteristics of organisations and explain the causes of key contemporary developments in their management
L3	Explain that all of the manager in different organisational settings
L4	Identify the increasing impact of regulation, technology, innovation, and sustainability on the role of management
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 9** Understanding the ways in which business is impacted by emerging issues in management Understanding how business can be proactive in preparing for change Applying prior knowledge of business to perspectives of management
Practice: Applied Knowledge and Understanding	**SCQF 9** Using analytical and problem solving skills to identify how business can be proactive in response to theoretical perspectives in management Applying prior knowledge of business to emerging issues
Generic Cognitive skills	**SCQF 9** Undertaking critical analysis of theoretical perspectives in management Identifying problems created for business by a changing business environment Drawing on a range of sources to prescribe improvements to how businesses respond to change
Communication, ICT and Numeracy Skills	**SCQF 9** Presenting information on issues formally and informally Interpret, use, and evaluate information to help improve business responses to changes in management perspectives
Autonomy, Accountability and Working with Others	**SCQF 9** Exercise autonomy and initiative in undertaking class activities Working alone and with others in problem solving

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.

In line with UWS Curriculum Framework, providing a flexible and hybrid, student centred and inclusive approach to learning and teaching, the module has been designed around the delivery of engaging, activity and discussion based workshops, nurtured by meaningful online content, including short videos, reading materials, etc. This approach creates more flexibility for students, while also enhancing deeper learning through engagement with peers and teaching staff, both online and in the classroom. This is further supported by the assessment approach adopted enabling students to develop both academic and employability focused knowledge and skills within international business all aligned to the overarching purpose and aims of the programme.

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	164
Please select	
Please select	
Please select	
Please select	
TOTAL	200 hours total

Indicative Resources

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

G. A. Cole, P. Kelly, (2020) Management Theory and Practice, Ninth edition, Cengage

(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:

students are expected to attend the module and this attendance requirement is emphasised between week 6 and week 9 where only the students attending will be able to submit the formative tasks. Students who are not able to attend will need to agree with the coordinator well in advance and at at the beginning of the term to pre-arrange for suitable amendments

that align with the university attendance and engagement regulations while maintaining inclusiveness and fairness among students

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.
(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	☐ **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	London Undergraduate School Assessment Board
Moderator	
External Examiner	Shabnam Sheikh-Weesam
Accreditation Details	
Module Appears in CPD catalogue	☐ **Yes** ☐ **No**
Changes / Version Number	1

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
A portfolio report worth of 60% of the module overall mark and must be submitted via Turnitin. However, this portfolio is based upon the formative tasks to be done in class from weeks 6 to 9. The word count for this assessment is 2500 words ±10%.
Assessment 2
individual essay that is worth 40% of the modules overall mark and must be submitted via turnitin only as a Word document with a word count of 1000 words ±10%
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
Portfolio report	☒	☒	☐	☒	☐	60%	

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Individual Essay	☐	☐	☒	☒	☐	40%	

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

Change Control

What	When	Who
Changing the nature of first assessment: the previous form of this assessment was a video diary however as there were concerns about the access issues of external examiner to video materials come on the assessment changed to PPT prepared in class and presented in class for four weeks from week 6 to week 9 to allow for an insightful discussion that serves the learning objectives of the module. I have amended the nature of these PPT to be formative assessments for the sake of boosting engagement and attendance. this has helped in increasing the attendance from 5 students in week 1 to an average of 17 from week 6. Each of these PPT will be submitted on Handin as a formative assessment and will be used for the final writing of the portfolio part first part within the portfolio report each of the portfolio activities will contribute to the overall weight of 60% at the end of the assessment brief	In T1 onwards	Ghiwa Dandach and previously by David Twigg and Peter McGuire
Attendance requirements for the formative assessments	04/03/2025	Ghiwa Dandach