Module Descriptor

Title	Understanding Organisations In Business And Society		
Session	2026/27	**Status**	Approved
Code	BUSN07054	**SCQF Level**	7
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Business and Creative Industries**		
Module Co-ordinator	I Koswatte		

Summary of Module

This module introduces students to the fundamental concepts of organisations and their role in contemporary society. Through exploration of various organisational types, structures, and sectors, students will develop a critical understanding of how organisations operate, interact with stakeholders, and impact society. The module examines how different organisations are created, managed, and sustained within diverse sectors, from traditional businesses to social enterprises and public institutions.

Students will explore the complex relationships between organisations and their environments, both internal and external, developing an appreciation for how organisational decisions and actions influence various stakeholder groups.

The module places particular emphasis on understanding contemporary challenges facing organisations, including technological disruption, sustainability imperatives, and changing societal expectations. Through engagement with real-world cases and examples, students will examine how organisations navigate these challenges while balancing economic, social, and environmental responsibilities.

Module Delivery Method	**On-Campus[1]** ☒	**Hybrid[2]** ☐	**Online[3]** ☐	**Work -Based Learning[4]** ☐
Campuses for Module Delivery	☐ Ayr ☐ Dumfries	☒ Lanarkshire ☐ London	☐ Online / Distance Learning	

[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

			☒ Paisley		☐ 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	☐

Learning Outcomes	
L1	Identify and compare different types of organisations across various sectors
L2	Analyse the internal and external environmental factors affecting organisational operations
L3	Evaluate the relationships between organisations and their stakeholders
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 7** Understand the nature of organisations and how they operate within their environments.
Practice: Applied Knowledge and Understanding	**SCQF 7** Applied knowledge and understanding will be achieved by the use of case study material and written coursework. Students will evaluate problems and or issues presented to them using theoretical frameworks introduced in the module.
Generic Cognitive skills	**SCQF 7** Through the use of case studies and coursework students will evaluate ideas, concepts, information and issues within the topic area. Students will be encouraged to consider their own roles and contribution and those of others when working in teams.
Communication, ICT and Numeracy Skills	**SCQF 7** Written and verbal communication demonstrated through preparation and presentation of coursework. Digital literacy skills for inquiry and research throughout the module
Autonomy, Accountability and Working with Others	**SCQF 7** To work independently and reflect on their own practice. Demonstrate effective planning and time management skills to meet competing priorities

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 and Teaching for this module will be delivered through a series of interactive workshops. A flipped classroom approach will be used for any information delivery allowing for classroom activity to be focused on constructivist learning practices

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)
Tutorial / Synchronous Support Activity	36
Asynchronous Class Activity	24
Independent Study	140
Please select	
Please select	
Please select	
TOTAL	200

Indicative Resources

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

Needle, D. (2019) Business in context: An introduction to business and its environment. 7th ed. Hampshire: Cengage Learning EMEA.

Southall, J., (2022) Organisational Behaviour, 1st edition Published by Pearson

Clegg, S., Kornberger, M., Pitsis, T. and Mount, M. (2019). Managing and Organizations. 5th Edition. SAGE Publications, Ltd. (UK).

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 VLE

(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.The workshops for the module are designed for flexibility during class activities for maximum engagement. You are academically engaged if you are regularly engaged with the in session activities as well as follow the before and after class reading materials provided and updated regularly on aula.

For the purposes of this module, students should also reference the 'BCI Guidance on Implementation of the Revised Student Attendance and Engagement Procedure' which details the School attendance and engagement requirements and how this will be monitored for attendance.

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. The subject area and teaching / delivery approach supports the principles of EDI. To meet the diverse needs of our student body, we are dedicated to adapting learning experiences where required. This personalised approach and innovative use of technology ensures that all students can succeed, regardless of their background or circumstances. The students are given access and provided resources to interfaces such as flip video tools which will be important later in the module.
(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	Management, Organisations & People
Moderator	K McQuade
External Examiner	K Strong
Accreditation Details	N/A
Module Appears in CPD catalogue	☐ **Yes** ☒ **No**
Changes / Version Number	2

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
60% of the marks for this module will be assessed using a presentation portfolio
Assessment 2
40% of the marks for this module will be assessed through production of an environmental analysis.

The word count will align with the guidance in the assessment handbook.
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**
Online presentation	☐	☒	☒	☐	☐	60	

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