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Module Descriptors

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Session: 2022/23

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Title of Module: Digital Workplaces

Code: BUSN08061	SCQF Level: 8 (Scottish Credit and Qualifications Framework)	Credit Points: 20	ECTS: 10 (European Credit Transfer Scheme)
School:	School of Business & Creative Industries		
Module Co-ordinator:	RICHARD JEFFERIES		

Summary of Module

The fourth industrial revolution is blurring the lines between, physical, digital and biologic worlds. This revolution will cause unprecedented levels of change, the scope and size of which have never before been experienced. The world of work will change fundamentally in the face of technological advances with ever-changing and advancing Information Communications Technology and Digital Solutions to workplace problems. It is clear that organisations will have to adapt ways of working significantly to embed organisational resilience to address the changes in workplace practice and in the face of the wider societal changes.

This module will introduce students to the digital technologies and types of software which have become ubiquitous within today's organisations. The module further explores emerging technologies and will equip students with the knowledge and skills to evaluate the impact that new technologies will have within the workplace, on employees, organisations and wider stakeholders.

Students will develop the digital literacy skills which are expected of university graduates going into modern workplaces.

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	

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Learning Outcomes: (maximum of 5 statements)
<p>On successful completion of this module the student will be able to:</p> <p>L1. Demonstrate understanding of current and emerging technologies in an organisational context</p> <p>L2. Evaluate the impact of technological environmental factors on organisational performance</p> <p>L3. Demonstrate competence in the use of relevant software for business purposes</p>

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 8. Demonstrate a broad knowledge of the scope, defining features, and main areas of new technologies with respect to business and management.
Practice: Applied Knowledge and Understanding	SCQF Level 8. Use a range of routine skills, techniques and practices associated with software
Generic Cognitive skills	SCQF Level 8. Undertake evaluation and synthesis of ideas concepts, information and issues which are within the common understanding of technologies and business and management.
Communication, ICT and Numeracy Skills	SCQF Level 8. Use a range of routine skills and some advanced and specialised skills associated with new technologies. Use a variety of data and electronic and library resources for research purposes.
Autonomy, Accountability and Working with others	SCQF Level 8. Exercise autonomy and initiative in some activities at a professional level. Take continuing account of own and others' roles, responsibilities and contributions in carrying out and evaluating tasks.

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.

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Learning and Teaching
<p>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.</p>

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)
Tutorial/Synchronous Support Activity	36
Asynchronous Class Activity	24
Independent Study	140
	200 Hours Total

**Indicative Resources: (eg. Core text, journals, internet access)
<p>The following materials form essential underpinning for the module content and ultimately for the learning outcomes:</p> <p>Goodwin, T. (2018). Digital Darwinism: Survival of the fittest in the age of business disruption. 1st Ed. KoganPage.</p> <p>Additional digital resources will be made available through the VLE.</p>
<p>(**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)</p>

Engagement Requirements
<p>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</p>

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Supplemental Information

Programme Board	Management, Organisations & People
Assessment Results (Pass/Fail)	No
Subject Panel	Management, Organisations & People
Moderator	Allan Burns
External Examiner	TBC
Accreditation Details	
Version Number	1

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Assessment: (also refer to Assessment Outcomes Grids below)
30% of the marks for this module will be assessed through the creation of a digital artifact
70% of the marks for this module will be assessed through the presentation of a business case evaluating organisational impacts of technology
<p>(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.</p>

(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)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Creative output/ Audiotapes/ Videotapes/ Games/ Simulations			✓	30	0

Component 2					
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Portfolio of written work	✓	✓		70	0
Combined Total For All Components				100%	0 hours

Footnotes

- A. Referred to within Assessment Section above
 B. Identified in the Learning Outcome Section above

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Note(s):

- More than one assessment method can be used to assess individual learning outcomes.
- 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

UWS is committed to advancing and promoting equality and diversity in all of its activities and aims to establish an inclusive culture free from discrimination and based upon the values of fairness, dignity and respect.

[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)