

# University of the West of Scotland

## Module Descriptor

Session: 2023/24

**Title of Module: Business Information Technology**

<b>Code: BUSN08067</b>	<b>SCQF Level: 8</b> (Scottish Credit and Qualifications Framework)	<b>Credit Points: 20</b>	<b>ECTS: 10</b> (European Credit Transfer Scheme)
<b>School:</b>	School of Business & Creative Industries		
<b>Module Co-ordinator:</b>	Sabrina Azzi		

### Summary of Module

In today's world, technology plays a crucial role in every business, and having a digital heartbeat is essential for its survival. The ability to understand and embrace technology is more crucial now than ever before.

This module aims to equip students with the foundations for understanding of technology within businesses. It explores the generation, storage, evaluation, application, distribution, archival and recovery of corporate information using information systems (SI). It aims to introduce commonly used information technology (IT) in organisations to students with no previous training in the subject.

Upon completion of this module, students will develop an awareness of the need to understand and appreciate business driven technology. They should be able to appraise the various IT tools utilised by organizations such as technology infrastructures and information systems. Students will be ready for integrating modern organisations and also be better innovators.

### 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:
✓			✓			

<b>Term(s) for Module Delivery</b>					
(Provided viable student numbers permit).					
Term 1	✓	Term 2	✓	Term 3	✓

<b>Learning Outcomes: (maximum of 5 statements)</b>
<p>On successful completion of this module the student will be able to:</p> <p>L1. Demonstrate an understanding of a range of IT used in a modern business environment, including security risks posed by the use of sophisticated technology.</p> <p>L2. Understand the objectives, development, implementations and applications of Information Systems in modern organisations.</p> <p>L3. Evaluate the alignment between organisational needs and IT.</p>

<b>Employability Skills and Personal Development Planning (PDP) Skills</b>	
<b>SCQF Headings</b>	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 knowledge and understanding of basic concepts of IT used in businesses.
Practice: Applied Knowledge and Understanding	SCQF Level 8. Use a range of IT concepts to analyse and evaluate a real information system.
Generic Cognitive skills	SCQF Level 8. Demonstrate critical and analytical skills through analysing a real information system and be able to make recommendations for its improvement.
Communication, ICT and Numeracy Skills	SCQF Level 8. Demonstrate a deep understanding for IT concepts by presenting a study and analysis of an information system.  Use a range of recent technologies used within Business.  Develop interpersonal skills.
Autonomy, Accountability and Working with others	SCQF Level 8. Exercise autonomy, independence, and initiative throughout the module.  Work effectively in a group to analyse and evaluate an information system and take a leadership role as and when required to successfully complete the group coursework.

<b>Pre-requisites:</b>	Before undertaking this module the student should have undertaken the following:
<b>Module Code:</b>	<b>Module Title:</b>

<b>Co-requisites</b>	<b>Other:</b>	
	<b>Module Code:</b>	<b>Module Title:</b>

\* Indicates that module descriptor is not published.

<b>Learning and Teaching</b>	
The mandatory face to face component will be a combination of workshops (where the students will be able to explore in context various theories and concepts) and computer lab work (where the students will become proficient in use of contemporary technology).	
<b>Learning Activities</b> During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	<b>Student Learning Hours</b> (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture/Core Content Delivery	12
Laboratory/Practical Demonstration/Workshop	24
Independent Study	164
	200 Hours Total

<b>**Indicative Resources: (eg. Core text, journals, internet access)</b>
The following materials form essential underpinning for the module content and ultimately for the learning outcomes: Paige, B. (2023). Business Driven Technology. MC Graw Hill.
(**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)

<b>Engagement Requirements</b>
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: <a href="#">Academic engagement procedure</a>

### Supplemental Information

<b>Programme Board</b>	Marketing, Innovation, Tourism & Events
<b>Assessment Results (Pass/Fail)</b>	No
<b>Subject Panel</b>	Marketing, Innovation, Tourism & Events
<b>Moderator</b>	Ephias Ruhode
<b>External Examiner</b>	
<b>Accreditation Details</b>	
<b>Changes/Version Number</b>	1

<b>Assessment: (also refer to Assessment Outcomes Grids below)</b>
Portfolio of written work: 40%

Portfolio of practical work: 60%

(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)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Portfolio of written work	✓			40	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 practical work		✓	✓	60	0
<b>Combined Total For All Components</b>				100%	0 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 suitable for all students and will be fully inclusive. Where required module assessment will be adapted to meet student requirements.

[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)