

University of the West of Scotland

Module Descriptor

Session: 2023/24

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| Title of Module: Business Cultures | | | |
| Code: LNDN08002 | SCQF Level: 8 (Scottish Credit and Qualifications Framework) | Credit Points: 20 | ECTS: 10 (European Credit Transfer Scheme) |
| School: | School of Business & Creativite Industries | | |
| Module Co-ordinator: | David Twigg | | |
| Summary of Module | | | |
| <p>This module introduces students to organisational factors that influence the behaviour of people in the workplace. The lecture programme reviews contemporary perspectives of organisational theory (OT) and organisational behaviour (OB) as they contribute the pursuit of organisational strategy and goals. The lecture programme further addresses the implications of organisational design and activities for managing human behaviour and contributing to organisational effectiveness. The tutorial programme offers opportunities for students to apply these theoretical underpinnings in practical contexts Targeted learning activities and formative tasks support completion of the module assessments. Students are provided with space to apply theories, models and concepts of OT and OB e.g. leadership, group/team dynamics, individual differences, to contemporary management contexts through an action learning and autonomous engaged learning environment. Students work in project teams throughout the term using timetabled hours.</p> | | | |

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| Module Delivery Method | | | | | |
| Face-To-Face | Blended | Fully Online | HybridC | Hybrid 0 | Work-Based Learning |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| See Guidance Note for details. | | | | | |

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| 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) (tick as appropriate) | | | | | | |
| Paisley: | Ayr: | Dumfries: | Lanarkshire: | London: | Distance/Online Learning: | Other: |

| | | | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|-------------------------------------|--------------------------|----------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Add name |
|--------------------------|--------------------------|--------------------------|--------------------------|-------------------------------------|--------------------------|----------|

Term(s) for Module Delivery

(Provided viable student numbers permit).

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|--------|-------------------------------------|--------|-------------------------------------|--------|-------------------------------------|
| Term 1 | <input checked="" type="checkbox"/> | Term 2 | <input checked="" type="checkbox"/> | Term 3 | <input checked="" type="checkbox"/> |
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Learning Outcomes: (maximum of 5 statements)
These should take cognisance of the SCQF level descriptors and be at the appropriate level for the module.

At the end of this module the student will be able to:

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| L1 | Discuss theories, concepts and models relevant to human behaviour in organisations; |
| L2 | Assess the management of people and group/team processes in an organisational context; |
| L3 | .Evaluate individual behaviour within organisations; |
| L4 | Assess and develop fundamental skills within organisational behaviour in practice. |
| L5 | Click or tap here to enter text. |

Employability Skills and Personal Development Planning (PDP) Skills

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| 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 A broad knowledge of the scope, defining features, and main areas of organisation theory and organisational behaviour. Detailed knowledge in some areas of organisational behaviour. Understanding of a limited range of core theories, principles and concepts in organisation theory and organisational behaviour. Limited knowledge and understanding of some major current issues and specialisms in organisation theory and organisational behaviour. An outline knowledge and understanding of research and equivalent scholarly/academic processes in organisation theory and organisational behaviour. |
| Practice: Applied Knowledge and Understanding | SCQF Level 8 Use a range of routine skills, techniques, practices and/or materials associated with organisation theory and organisational behaviour, a few of which are advanced or complex. Carry out routine lines of enquiry, development or investigation into problems and issues of managing people in organisations. Adapt routine practices within accepted standards. |

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| Generic Cognitive skills | <p>SCQF Level 8</p> <p>Undertake critical analysis, evaluation and/or synthesis of ideas, concepts, information and issues that are within the common understandings of organisation theory and organisational behaviour. Use a range of approaches to formulate evidence-based solutions/responses to defined and/or routine problems/issues of managing people in organisations. Critically evaluate evidence-based solutions/responses to defined and/or routine problems/issues of managing people in organisations.</p> | |
| Communication, ICT and Numeracy Skills | <p>SCQF Level 8</p> <p>Use a range of routine skills and some advanced and specialised skills associated with organisation theory and organisational behaviour, for example: Convey complex information to a range of audiences and for a range of purposes. Use a range of standard applications to process and obtain data. Use and evaluate numerical and graphical data to measure progress and achieve goals/targets.</p> | |
| Autonomy, Accountability and Working with others | <p>SCQF Level 8</p> <p>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. Work in support of current professional practice, under guidance. Deal with ethical and professional issues in accordance with current professional and/or ethical codes or practices, under guidance</p> | |
| 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 | |
| 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. | |
| <p>Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:</p> | <p>Student Learning Hours (Normally totalling 200 hours): (Note: Learning hours include both contact hours</p> |

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| | and hours spent on other learning activities) |
| Lecture/Core Content Delivery | 36 |
| Independent Study | 164 |
| Choose an item. | |
| Choose an item. | |
| Choose an item. | |
| Choose an item. | |
| Choose an item. | |
| Choose an item. | |
| Choose an item. | |
| Choose an item. | |
| | Hours Total 200 |
| **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>Mullins, L. (2019). Organisational Behaviour in the workplace. 12th edition. Pearson London</p> <p>Details of further resources, including textbooks, journals and online resources will be identified at the beginning of delivery in the module handbook and made available via the VLE</p> <p>Click or tap here to enter text.</p> <p>Please ensure the list is kept short and current. Essential resources should be included, broader resources should be kept for module handbooks / Aula VLE.</p> <p>Resources should be listed in Right Harvard referencing style or agreed professional body deviation and in alphabetical order.</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> | |
| Attendance and Engagement Requirements | |
| <p>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,</p> | |

course-related learning resources, and complete assessments and submit these on time.

For the purposes of this module, academic engagement equates to the following:

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](#).

Please ensure any specific requirements are detailed in this section. Module Co-ordinators should consider the accessibility of their module for groups with protected characteristics..

(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

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| Divisional Programme Board | Management, Organisations & People |
| Assessment Results (Pass/Fail) | Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> |
| School Assessment Board | Management, Organisations & People |
| Moderator | Usman Masood |
| External Examiner | Peter Robertson |
| Accreditation Details | e.g. ACCA Click or tap here to enter text . |
| Changes/Version Number | 1 |

Assessment: (also refer to Assessment Outcomes Grids below)

This section should make transparent what assessment categories form part of this module (stating what % contributes to the final mark).

Maximum of 3 main assessment categories can be identified (which may comprise smaller elements of assessment).

NB: The 30% aggregate regulation (Reg. 3.9) (40% for PG) for each main category must be taken into account. When using PSMD, if all assessments are recorded in the one box, only one assessment grid will show and the 30% (40% at PG) aggregate regulation will not stand. For the aggregate regulation to stand, each component of assessment must be captured in a separate box.

Please provide brief information about the overall approach to assessment that is taken within the module. In order to be flexible with assessment delivery, be brief, but

do state assessment type (e.g. written assignment rather than “essay” / presentation, etc) and keep the detail for the module handbook. [Click or tap here to enter text.](#)

Assessment 1 60% of the overall module assessment will be accounted for by a group report. Students who fail to pass this group assessment will be required to complete an individual written assessment of 2500 words.

Assessment 2 40% of the overall module assessment will be accounted for by an individual skills portfolio.

Assessment 3 – **Free Text**

(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.)

Assessment Outcome Grids (See Guidance Note)

| Component 1 | | | | | | | |
|--------------------------------------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|--|---------------------------------|
| Assessment Type (Footnote B.) | Learning Outcome (1) | Learning Outcome (2) | Learning Outcome (3) | Learning Outcome (4) | Learning Outcome (5) | Weighting (%) of Assessment Element | Timetabled Contact Hours |
| | x | x | x | | | 60 | |

| Component 2 | | | | | | | |
|--------------------------------------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|--|---------------------------------|
| Assessment Type (Footnote B.) | Learning Outcome (1) | Learning Outcome (2) | Learning Outcome (3) | Learning Outcome (4) | Learning Outcome (5) | Weighting (%) of Assessment Element | Timetabled Contact Hours |
| | | | | x | | 40 | |

| Component 3 | | | | | | | |
|--|-----------------------------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|--|---------------------------------|
| Assessment Type (Footnote B.) | Learning Outcome (1) | Learning Outcome (2) | Learning Outcome (3) | Learning Outcome (4) | Learning Outcome (5) | Weighting (%) of Assessment Element | Timetabled Contact Hours |
| | | | | | | | |
| Combined Total for All Components | | | | | | 100% | |

Change Control:

| What | When | Who |
|---|-------------|------------|
| Further guidance on aggregate regulation and application when completing template | 16/01/2020 | H McLean |
| Updated contact hours | 14/09/21 | H McLean |
| Updated Student Attendance and Engagement Procedure | 19/10/2023 | C Winter |
| Updated UWS Equality, Diversity and Human Rights Code | 19/10/2023 | C Winter |
| Guidance Note 23-24 provided | 12/12/23 | D Taylor |
| General housekeeping to text across sections. | 12/12/23 | D Taylor |

Version Number: MD Template 1 (2023-24)