University of the West of Scotland
Module Descriptor

Session: 2020/21

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Title of Module: Business in the Age of Acceleration

Code: BUSN10060	SCQF Level: 10 (Scottish Credit and Qualifications Framework)	Credit Points: 20	ECTS: 10 (European Credit Transfer Scheme)
School:	School of Business & Creative Industries		
Module Co-ordinator:	Matt Frew		

Summary of Module

This module critically interrogates how digital, social and transformational technologies (e.g. social media to virtual, augmented reality, haptics, internet-of-things, nano-technology, artificial intelligence) have and will, in the future, challenge and change business and enterprise. It critically locates contemporary business and enterprise within this age of acceleration and the global phenomenon of techno-culture.

Students will explore and critique how this age of acceleration has, increasingly, produced digital, social and transformational technologies the technological that have changed consumption, production and governance practices. Through the critical concepts of socio-cultural theory students will see how business and enterprise has been re-imagined, shaped and shifted through the integration of techno-cultural forces. Students will critically examine current modes of digital disruption that have seen the evolution and decimation of forms of business (e.g. press, retail, finance, tourism, music and gaming). By the end of the module students will have developed a higher order, creative and critical thinking skill set that will allow them to interpret, interrogate and reimagine the shape and future of business and enterprise. As such the module is future facing enabling students to critically explore the integrated power and potential of future technologies. This will provide students with the critical sets required to negotiate and succeed in a globally and technologically accelerating marketplace.

Module Delivery Method

Face-To-Face	Blended	Fully Online
	✓	✓

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.

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.

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

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	✓

Learning Outcomes: (maximum of 5 statements)

On successful completion of this module the student will be able to:

L1. Critically situate the contemporary trends of digital, social and transformational technologies and how they currently impact strategic national policy agendas through to the local practices of business and enterprise

L2. Critically interrogate those socio-cultural and technological phenomenon that are digital disrupting and shaping the future trends of business, enterprise and entrepreneurial development

L3. Develop a critical understanding of the theoretical to practical skills sets demanded by business and enterprise in and age of accelerating techno-culture

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 10. Students will be able to demonstrate knowledge and understanding of key components of digital, social and transformational technologies. They will be able to critical interrogate the theoretical to practical impact and future implications of digital and technological disruption for business, enterprise and entrepreneurship.
Practice: Applied Knowledge and Understanding	SCQF Level 10. Students will be able to understand, demonstrate and apply a range of digital, social and future facing technologies for the critical, analysis, promotion and development of business and enterprise.
Generic Cognitive skills	SCQF Level 10. Demonstrate critical and analytical skills through the application of socio-cultural and consumer behaviour concepts for the development of new modes of business, enterprise and entrepreneurship Critically review, reflect and consolidate the knowledge, skills and practices that demonstrate the rise and demand for digitally accelerated business, enterprise and entrepreneur Demonstrate creativity and innovation through the application and integration of digital, social and transformational technologies for the development of new businesses and enterprises
Communication, ICT and Numeracy Skills	SCQF Level 10. Develop the skills, competencies and creative confidence to performatively articulate a digital and future facing business and enterprise Utilise a series of digital, social media and transformational technologies that demonstrate a 21st Century digitally convergent and connected entrepreneur
Autonomy, Accountability and Working with others	SCQF Level 10. Exercise autonomy, independence and initiative by developing and deploying a personal portfolio digital skills that speaks to a globally convergent and networked business environment

Demonstrate the interpersonal to practical skills to work effectively and efficiently, with facilitated guidance, with peer, professional and social networks to complete collaborative project work

Demonstrate responsibility, accountability and professional practice through negotiated workloads, outputs and deadlines with peers, external organisations and clients.

Pre-requisites:	Before undertaking this module the student should have undertaken the following:	
	Module Code:	**Module Title:**
	Other:	Enrolment in the Graduate Apprenticeship Programme and completion of level 9 modules.
Co-requisites	**Module Code:**	**Module Title:**

* Indicates that module descriptor is not published.

Learning and Teaching

This module is delivered via Accelerated and Immersive Education (AIE) approach. The AIE is designed to digitally deliver teaching and learning in a mobile, immediate and interactive manner. It responds to the challenges of a digitally accelerating world by providing a versatile, student-centred and empowering educational experience that flexibly adapts to the field, industry and lifestyles of individual students.

Core educational content is hosted through a cloud-based virtual learning platform that allows staff to customise and digitally deliver content that is visual, vibrant and engaging. Through the integration of digital, social and transformational technologies student learning is a facilitated, convergent and immersive process being co-created between staff, students and their social networks. Therefore, the AIE is specifically designed to provide a collaborative, interactive and immersive educational experience for the contemporary learner.

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)
Lecture/Core Content Delivery	24
Tutorial/Synchronous Support Activity	24
Asynchronous Class Activity	24
Independent Study	128
	200 Hours Total

**Indicative Resources: (eg. Core text, journals, internet access)

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

Castells, M., 2011. The rise of the network society (Vol. 12). John Wiley & Sons.

Solis, B., 2013. WTF?: What's the Future of Business?: Changing the Way Businesses Create Experiences. John Wiley & Sons.

Van Dijck, J., 2013. Cultures of connectivity. Oxford University Press.

Vaynerchuk, G., 2013. Jab, jab, jab, right hook: How to tell your story in a noisy social world. Harper Business.

*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 in the 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 Requirements
In line with the Academic Engagement and Attendance 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 Moodle, and complete assessments and submit these on time. Please refer to the Academic Engagement and Attendance Procedure at the following link: Academic engagement and attendance procedure

Supplemental Information

Programme Board	Marketing, Innovation, Tourism & Events
Assessment Results (Pass/Fail)	No
Subject Panel	Marketing, Innovation, Tourism & Events
Moderator	TBC
External Examiner	W Basuki
Accreditation Details	
Changes/Version Number	1

Assessment: (also refer to Assessment Outcomes Grids below)
Assessment 1 (60%)
Assessment 2 (40%)
(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 practical work	✓	✓		60	0

Component 2

Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Creative output/ Audiotapes/			✓	40	0

Videotapes/ Games/ Simulations					
		Combined Total For All Components		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

The Equality, Diversity and Human Rights policy underpins student engagement. We aim to make UWS a fair and equal place to study an institution which addresses specific issues covering all aspects of equality, diversity and human rights. Where required module assessment will be adapted to meet student requirements.
http://www.uws.ac.uk/equality/

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)