

# University of the West of Scotland

## Module Descriptor

**Session: 2023/24**

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Status: Validated

**Title of Module: The Knowledge Economy and Work**

<b>Code: BUSN10078</b>	<b>SCQF Level: 10</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>	Wojciech Marek Kwiatkowski		

### Summary of Module

Knowledge is widely regarded as being instrumental to the success of many organisations in the modern, knowledge-based economy. However, the managerialist conceptualisation of knowledge as a transferrable, controllable resource is naive and sometimes even dangerous. It can result in the misidentification of the knowledge that forms the basis of an organisation's competitive advantage and success; misunderstandings with regard to how organisations learn, evolve and innovate; misconceptions with regard to the use of consulting firms as external knowledge providers; sub-optimal technology development efforts; and disregard for the challenges associated with the implementation of new technologies. It may also have destructive effects on labour.

The module provides students with an opportunity to develop the necessary awareness that will allow them to avoid the above pitfalls through the exploration of both orthodox and critical literature covering topics such as:

- Organisational knowledge and learning;
- Knowledge management;
- Becoming a competent practitioner;
- Politics of collaborative knowledge work;
- New technology development;
- Consequences of new technologies;
- The role of consultants in the knowledge economy.

### 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.

<b>Campus(es) for Module Delivery</b>						
The module will <b>normally</b> 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>
On successful completion of this module the student will be able to:
L1. Demonstrate an awareness of the key concepts, theories and frameworks associated with the topics of the knowledge economy, organisational knowledge and organisational learning.
L2. Critically appraise the key concepts, theories and frameworks associated with the topics of the knowledge economy, organisational knowledge and organisational learning.
L3. Understand the key challenges associated with technology development and the key consequences of the implementation of new technologies.
L4. Position oneself within the ongoing discourse on a selected topic through an appreciation of contrasting scholarly and professional perspectives and independent, evidence-based judgment.

<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 10. Demonstrating a critical understanding of the principal theories, concepts and principles relevant to the knowledge economy and working within it.
Practice: Applied Knowledge and Understanding	SCQF Level 10. Apply the developed knowledge and theoretical understanding to appreciate and devise means for addressing the challenges associated with the role knowledge and new technologies play in the knowledge economy and work.
Generic Cognitive skills	SCQF Level 10. Critically identify, define, conceptualise and analyse complex knowledge- and technology-related problems and issues affecting work in the knowledge economy.
Communication, ICT and Numeracy Skills	SCQF Level 10. Present or convey, formally and informally, information about specialised topics to informed audiences. Communicate with peers, senior colleagues and specialists on a professional level. Use a range of ICT applications to support and enhance work at this level.
Autonomy, Accountability and Working with others	SCQF Level 10.

Exercise autonomy and initiative in individual and group course activities. Work with others to bring about new thinking.

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

\* Indicates that module descriptor is not published.

### Learning and Teaching

The module is delivered in a hybrid learning format. It comprises workshops revolving around highly interactive discussion-based activities, asynchronous activities students should complete online after the workshops to 'keep the conversation going', and independent study.

Discussions within a collaborative learning environment are at the heart of the module's design and delivery. They are intended to allow the students to not only develop an understanding of the relevant literature, but also to develop their own perspectives on the studied topics.

Delivery of the module is supported by a robust virtual learning environment via which core content is shared and which also serves as digital space for further interactions revolving around the module's content.

<b>Learning Activities</b>	<b>Student Learning Hours</b> (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)
During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	
Lecture/Core Content Delivery	36
Independent Study	164
	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:

The following book provides a good introduction into most of the topics covered on the module:

Roberts, J. (2015) A very short, fairly interesting and reasonably cheap book about knowledge management. London, UK: SAGE.

You are not required to obtain a copy since a selection of further compulsory and supplementary readings and other resources will be made available to the students via the module VLE. Whenever possible, links to relevant entries in the library catalogue and other resources will be provided on the module VLE to facilitate easy access.

(\*\*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)

### Engagement Requirements

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](#)

## Supplemental Information

<b>Programme Board</b>	Management, Organisations & People
<b>Assessment Results (Pass/Fail)</b>	No
<b>Subject Panel</b>	Management, Organisations & People
<b>Moderator</b>	Sir Lee
<b>External Examiner</b>	David Bolton
<b>Accreditation Details</b>	N/A
<b>Changes/Version Number</b>	1.01  14/1/2022 - new module amended according to feedback on; 14/3/2023 - updated moderator details, external examiner details and the module reading list

**Assessment: (also refer to Assessment Outcomes Grids below)**

Poster – an individual poster on how new technologies change work and its organising.

Essay – an essay requiring students to position themselves within the discourse between orthodox and critical perspectives associated with one of the selected topics.

(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)	Learning Outcome (4)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Demonstrations/ Poster presentations/ Exhibitions	✓		✓		30	0

**Component 2**

Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Essay		✓		✓	70	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**

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)