University of the West of Scotland

Module Descriptor

Title of Module: IT Strategy and Management

Code: COMP11116	SCQF Level: 11 (Scottish Credit and Qualifications Framework)	Credit Points: 20	ECTS: 10 (European Credit Transfer Scheme)
School:	School of Computing, Engineering and Physical Sciences		
Module Co-ordinator:	Graeme A. McRobbie		

Summary of Module

This module develops the student's knowledge of strategic management within the context of IT systems development and deployment. Theory is related to practical examples to help underpin theoretical knowledge and develop in the student the capability of formulating a coherent and relevant strategy for the business of today.

The module starts by reviewing developments in strategic planning and management and links them with developments in computing and the deployment of IT-based systems within business.

As the student develops their knowledge and understanding of the subject, more recent approaches within the field of strategy will be introduced through lectures, case studies and tutorial materials. The deployment of of IT-based systems in tune with the business strategy will be given as a means of providing a current context of value to the student.

Undertaking this module will help the student develop a range of graduate attributes including: critical & analytical thinking, problem solving, research skills, collaborating and effective communication.

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	✓

Learning Outcomes: (maximum of 5 statements)

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

L1. Demonstrate a critical understanding of the principal approaches and techniques associated with IT Strategy and Management

L2. Develop strategies for the planning, development and implementation of IT-based systems aligned with the business strategy

L3. Apply methodologies and techniques used in traditional and modern strategic planning, formulation and implementation

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 11. Demonstrate knowledge and understanding of the principal approaches and techniques to strategic planning and be able to integrate this knowledge within a business context employing IT-based systems
Practice: Applied Knowledge and Understanding	SCQF Level 11. Apply specific current and general skills and knowledge within the domain of strategic management and IT
Generic Cognitive skills	SCQF Level 11. Apply judgement in the definition and implementation of strategic planning within the domain of business strategy and IT-based systems development and deployment
Communication, ICT and Numeracy Skills	SCQF Level 11. Use informal presentations to a peer group audience and purposefully reflect on feedback as befitting the systems practitioner
Autonomy, Accountability and Working with others	SCQF Level 11. Exercise initiative and self-management in the completion of the coursework.

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.

Learning and Teaching

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
Independent Study	152
	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:

FT Guide to Strategy: How to Create, Pursue and Deliver a Winning Strategy (The FT Guides), Richard Koch, Fourth edition, 2011*

Grant K., Hackney R. and Edgar D., Strategic Information Systems Management, Course Technology, 2010.*

Hitt, Michael A; Ireland, R Daune; and Hoskisson, Robert E (2017) Strategic Management – Competitiveness & Globalization: Concepts and Cases, Boston, Cengage Learning

Pearlson, Keri E.; Saunders Carol S (2015) Managing & Using Information Systems: A Strategic Approach (2015), West Sussex: Wiley*

Peppard, Joe and Ward, John (2016) The Strategic Management of Information Systems: Building a Digital Strategy, West Sussex: Wiley*

Rothaermel, Frank T (2017) Strategic Management, NY: McGraw 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)

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

Programme Board	Computing
Assessment Results (Pass/Fail)	No
Subject Panel	Business and Applied Computing
Moderator	tbc
External Examiner	tbc

Accreditation Details	pending
Changes/Version Number	1

Assessment: (also refer to Assessment Outcomes Grids below)
Written Assignment (80%)
Critical Self Reflection (20%)
(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
Review/ Article/ Critique/ Paper	✓	✓		20	0

Component 2

Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Case study	✓	✓	✓	80	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

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 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)