



Appendix 3: Module Descriptors (New Programme)

Communications Skills

University of the West of Scotland Module Descriptor

Session: 2021/22

Last modified: 24/06/2021 16:12:25

Status: Proposal

Title of Module: Communication Skills			
Code:	SCQF Level: 6 (Scottish Credit and Qualifications Framework)	Credit Points: 20	ECTS: 10 (European Credit Transfer Scheme)
School:	School of Business & Creative Industries		
Module Co-ordinator:	Lakhbir Singh		
Summary of Module			
<p>The module is designed to develop general communications skills within students. It will focus reading listening and critical thinking skills associated with preparing to study at a higher education level.</p> <p>Students will develop skills associated with reading, researching listening and analysing. The module will be delivered using a hybrid approach with the emphasis within the face to face element of developing these skills for a real world situation as well as preparing for academic work as well.</p> <ul style="list-style-type: none">• Listening• reading• researching• comparing and contrasting			
Module Delivery Method			

Face-To-Face	Blended	Fully Online
	✓	
<p>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.</p> <p>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.</p> <p>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</p>		

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:
				✓		

Learning Outcomes: (maximum of 5 statements)

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

- L1. Understand and extract relevant information from a variety of spoken general and academic texts.
- L2. Understand and extract relevant information from a variety of written general and academic texts.
- L3. Develop and demonstrate an understanding of communication skills suitable to undertake undergraduate study.

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 6. Appreciating what constitutes the correct way to research, construct and reference academic writing.
Practice: Applied Knowledge and Understanding	SCQF Level 6. Applying the understanding of the key areas of writing, listening researching and presenting academic work.
Generic Cognitive skills	SCQF Level 6. Presenting and evaluating academic writing
Communication, ICT and Numeracy Skills	SCQF Level 6.

	Selecting and using a range of communication methods and information technology	
Autonomy, Accountability and Working with others	SCQF Level 6. Taking responsibility for group work and independent study whilst carrying out independent research and information gathering	
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	
<p>This module uses a hybrid approach and also incorporates lectures, workshops, and tutorials to provide you with information on the key functions of communication skills.</p> <p>The module will use a thematic approach to develop these skills. The four themes will be</p> <p>Theme 1: The Service Sector – Tourism + Hospitality</p> <p>Theme 2: Media, Advertising and Marketing</p> <p>Theme 3: The Public Sector – NHS and Local Authority</p> <p>Theme 4: Food – the past, the present and the future</p> <p>Some case studies and real life examples are used in lectures and tutorials to build up knowledge and understanding of the theoretical aspects of the module. Tutorials are designed to help you apply the theory to actual examples of Listening and writing.</p> <p>In addition you are expected to search for relevant information to enhance your autonomy, information gathering skills and communication skills.</p> <p>Assessment is by reading two articles and answering questions based on the articles and by watching and listening to a video, answering questions based on the video and writing a short essay based on the topic of the video.</p> <p>Support for this is provided by the provision of a dedicated website (within the University's Virtual Learning Environment), PowerPoint slides, class discussions and a printed text which is available from a range of Professional publishing houses (often in a slightly different format).</p>	
<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 and hours spent on other learning activities)</p>

Lecture/Core Content Delivery	27
Tutorial/Synchronous Support Activity	27
Asynchronous Class Activity	20
Independent Study	126
	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:

Cottrell, Stella (2003) *The Study Skills Handbook*, Basingstoke: Palgrave MacMillan

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 via 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](#)

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

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](#)

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

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

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](#)

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

It is expected that students will attend all scheduled classes or participate with all delivered elements as part of their engagement with their programme of study. Please refer to UWS Regulations

Supplemental Information

Programme Board	Management, Organisations & People
Assessment Results (Pass/Fail)	No
Subject Panel	Management, Organisation & People
Moderator	TBC
External Examiner	TBC
Accreditation Details	
Changes/Version Number	1

Assessment: (also refer to Assessment Outcomes Grids below)

Assessment 1: 60-minute Exam 50%

Students are given a stimulus of 2 contrasting texts based on one of the themes from the trimester.

Students must read and answer questions on both the text content and also author bias.

Assessment 2: 90-minute exam 50%

Students must watch a short video based on one of the themes from the trimester.

Students must answer questions on the content of the video.

Students must write a short essay based on the topic of the video.

(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

Seen open book	✓	✓		50	1
Component 2					
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Seen open book		✓	✓	50	1.5
Combined Total For All Components				100%	2.5 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

In accordance with the University's proposed Single Equality Scheme every effort will be made to accommodate any equality and diversity issues brought to the attention of the school.

UWS Equality and Diversity Policy

[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)

Study Skills

University of the West of Scotland Module Descriptor

Session: 2021/22

Last modified: 24/06/2021 16:18:25

Status: Proposal

Title of Module: Study Skills IFP

Code:	SCQF Level: 6 (Scottish Credit and Qualifications Framework)	Credit Points: 20	ECTS: 10 (European Credit Transfer Scheme)
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School: School of Business & Creative Industries

Module Co-ordinator: Melissa Kerr

Summary of Module

This module has been designed to introduce students to the study skills required to undertake study within higher education.
The module will cover areas such as research, study skills, plagiarism, referencing, and presentation skills

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:
				✓		

Learning Outcomes: (maximum of 5 statements)

On successful completion of this module the student will be able to:
 L1. Develop skills in the use of academic research, resources and referencing.
 L2. Construct essays in a academic format
 L3. Identify appropriate study skills

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 6. Understanding the basic study skills required to undertake a higher education programme. Appreciating what constitutes the correct way to construct academic writing and presentations
Practice: Applied Knowledge and Understanding	SCQF Level 6. Apply learning in a range of coursework assessments, and demonstrate understanding through process of interaction in classroom-based tutorials. Applying the understanding of the key areas of writing and presenting academic work.
Generic Cognitive skills	SCQF Level 6. Presenting and writing at an academic level
Communication, ICT and Numeracy Skills	SCQF Level 6. Using a range of communication methods and information technology
Autonomy, Accountability and Working with others	SCQF Level 6. Group work and independent study; carrying out basic independent research and information gathering

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

This module will be delivered using a hybrid approach.
 Lecturers will provide students with detailed information regarding reading materials and

online journals to enhance student knowledge of the subject area. Student handbooks, and other detailed material made available to students, will give more specific information on the particular learning and teaching methodologies, and combinations of these methodologies, to be used for timetabled student sessions. This will clarify for students both their expectations for timetabled sessions, and their expectations for the overall balance of learning and teaching methodologies to be used during the module.

Some case studies and real life examples are used in lectures and tutorials to build up knowledge and understanding of the theoretical aspects of the module. Tutorials are designed to help you apply the theory to actual business scenarios
In addition you are expected to search for relevant information to enhance your autonomy, information gathering skills and communication skills.

Support for this is provided by the provision of a dedicated website (within the University's Virtual Learning Environment), PowerPoint slides, class discussions and a printed text which is available from a range of Professional publishing houses (often in a slightly different format).

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)
Tutorial/Synchronous Support Activity	54
Asynchronous Class Activity	20
Independent Study	126
	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:
Cottrell, Stella (2003) The Study Skills Handbook, Basingstoke: Palgrave MacMillan

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 via the UWS 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](#)
For the purposes of this module, academic engagement equates to the following:
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](#)

For the purposes of this module, academic engagement equates to the following:
It is expected that students will attend all scheduled classes or participate with all delivered elements as part of their engagement with their programme of study. Please refer to UWS Regulations.

Supplemental Information

Programme Board	Management, Organisations & People
Assessment Results (Pass/Fail)	No
Subject Panel	Management, Organisation & People
Moderator	Peter McGuire
External Examiner	A Colville
Accreditation Details	
Changes/Version Number	1

Assessment: (also refer to Assessment Outcomes Grids below)

Essay 60%

Presentation 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
Essay	✓	✓		60	0
Component 2					

Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Weighting (% of Assessment Element)	Timetabled Contact Hours
Presentation			✓	40	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

In accordance with the University's proposed Single Equality Scheme every effort will be made to accommodate any equality and diversity issues brought to the attention of the school.

UWS Equality and Diversity Policy

[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)

IT Skills IFP

University of the West of Scotland Module Descriptor

Session: 2021/22

Last modified: 10/06/2021 16:07:00

Status: Proposal

Title of Module: IT Skills IFP			
Code:	SCQF Level: 6 (Scottish Credit and Qualifications Framework)	Credit Points: 20	ECTS: 10 (European Credit Transfer Scheme)
School:	School of Business & Creative Industries		
Module Co-ordinator:	Lakhbir Singh		
Summary of Module			
<p>This module has been designed to introduce students to the IT skills required to undertake study within higher education.</p> <p>The module will cover areas such as basic word processing, the use of spreadsheets to analyse business data and presentation software to assist in business presentations</p>			

Module Delivery Method		
Face-To-Face	Blended	Fully Online
	✓	
<p>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.</p> <p>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.</p> <p>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</p>		

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:

				✓		
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Learning Outcomes: (maximum of 5 statements)		
<p>On successful completion of this module the student will be able to:</p> <p>L1. Use word processing to communicate and present solutions to a specified business task.</p> <p>L2. Use spreadsheets to provide solutions to a specified business task</p> <p>L3. use presentation software</p>		
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 6. Understanding the basic IT skills required to undertake a higher education programme.	
Practice: Applied Knowledge and Understanding	SCQF Level 6. Apply learning in a range of coursework assessments, and demonstrate understanding through process of interaction in classroom-based tutorials.	
Generic Cognitive skills	SCQF Level 6. Presenting and self-reflection	
Communication, ICT and Numeracy Skills	SCQF Level 6. Using a range of communication methods and information technology	
Autonomy, Accountability and Working with others	SCQF Level 6. Group work and independently study; carrying out independent research and information gathering	
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
<p>This module will be delivered through Hybrid learning.</p> <p>Lecturers will provide students with detailed information regarding reading materials and online journals to enhance student knowledge of the subject area.</p> <p>Student handbooks, and other detailed material made available to students, will give more specific information on the particular learning and teaching methodologies, and combinations</p>

of these methodologies, to be used for timetabled student sessions. This will clarify for students both their expectations for timetabled sessions, and their expectations for the overall balance of learning and teaching methodologies to be used during the module.

Classroom teaching is used for presentation of the material and to facilitate tutorial discussions and practical work in a laboratory setting. Web-based materials and appropriate support are provided as support to learning.

Support for this is provided by the provision of a dedicated website (within the University's Virtual Learning Environment), PowerPoint slides, class discussions and a printed text which is available from a range of Professional publishing houses (often in a slightly different format).

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)
Laboratory/Practical Demonstration/Workshop	40
Asynchronous Class Activity	20
Independent Study	140
	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:

Essential Office 365 Third Edition: The Illustrated Guide to Using Microsoft Office:
 Amazon.co.uk: Wilson, Kevin: 9781730927676: Books

Microsoft on-line teaching materials.

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 via Moodle.

(**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](#)
 For the purposes of this module, academic engagement equates to the following:

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](#)

For the purposes of this module, academic engagement equates to the following:
It is expected that students will attend all scheduled classes or participate with all delivered elements as part of their engagement with their programme of study. Please refer to UWS Regulations.

Supplemental Information

Programme Board	Management, Organisations & People
Assessment Results (Pass/Fail)	No
Subject Panel	Management, Organisation & People
Moderator	Peter McGuire
External Examiner	A Colville
Accreditation Details	
Changes/Version Number	1

Assessment: (also refer to Assessment Outcomes Grids below)

Word Processing Assignment 40%

Spreadsheet Assignment 40%

Powerpoint Presentation 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
Case study	✓			40	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		✓		40	0
Component 3					
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Presentation			✓	20	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

In accordance with the University's proposed Single Equality Scheme every effort will be made to accommodate any equality and diversity issues brought to the attention of the school.

UWS Equality and Diversity Policy

[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)

Personal Development Practice
 University of the West of Scotland
 Module Descriptor

Session: 2021/22

Last modified: 24/06/2021 15:55:32

Status: Proposal

Title of Module: Personal Development Practice

Code:	SCQF Level: 6 (Scottish Credit and Qualifications Framework)	Credit Points: 20	ECTS: 10 (European Credit Transfer Scheme)
School:	School of Business & Creative Industries		
Module Co-ordinator:	Peter McGuire		

Summary of Module

This module will develop the students self awareness of what it is like to study at pre and undergradyate level.
 The module will develop self awareness and practical skills.

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:
				✓		

Learning Outcomes: (maximum of 5 statements)

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

- L1. Develop the skills required to prepare for future careers
- L2. Review knowledge of self, own practical abilities and task management skills
- L3. Analyse personal strengths and identify areas for development

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 6. Understanding the basic skills required to develop personally and for future careers.
Practice: Applied Knowledge and Understanding	SCQF Level 6. Applying learning in a range of coursework assessments, and demonstrate understanding through process of interaction in classroom-based tutorials.
Generic Cognitive skills	SCQF Level 6. Presenting and self-reflection
Communication, ICT and Numeracy Skills	SCQF Level 6. Using a range of communication methods and information technology
Autonomy, Accountability and Working with others	SCQF Level 6. Independent study; carrying out basic independent research and information gathering

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

This module will be delivered using a hybrid approach.

Lecturers will provide students with detailed information regarding reading materials and online journals to enhance student knowledge of the subject area. Student handbooks, and other detailed material made available to students, will give more specific information on the particular learning and teaching methodologies, and combinations of these methodologies, to be used for timetabled student sessions. This will clarify for students both their expectations for timetabled sessions, and their expectations for the overall balance of learning and teaching methodologies to be used during the module.

Some case studies and real life examples are used in lectures and tutorials to build up knowledge and understanding of the theoretical aspects of the module. Tutorials are designed to help you apply the theory to actual business scenarios
 In addition you are expected to search for relevant information to enhance your autonomy, information gathering skills and communication skills.

Support for this is provided by the provision of a dedicated website (within the University's Virtual Learning Environment), PowerPoint slides, class discussions and a printed text which is available from a range of Professional publishing houses (often in a slightly different format).

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)
Tutorial/Synchronous Support Activity	40
Asynchronous Class Activity	20
Independent Study	140
	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:
 Cottrell, Stella (2003) The Study Skills Handbook, Basingstoke: Palgrave MacMillan

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 via VLE Platform

(**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](#)

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

For the purposes of this module, academic engagement equates to the following:
 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](#)

For the purposes of this module, academic engagement equates to the following:
It is expected that students will attend all scheduled classes or participate with all delivered elements as part of their engagement with their programme of study. Please refer to UWS Regulations.

Supplemental Information

Programme Board	Management, Organisations & People
Assessment Results (Pass/Fail)	No
Subject Panel	Management, Organisation & People
Moderator	TBC
External Examiner	Annette Colville
Accreditation Details	
Changes/Version Number	1

Assessment: (also refer to Assessment Outcomes Grids below)

CV Preparation 30%

PDP Portfolio 40%

Swot Analysis 30%

(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
Case study	✓			30	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 written work		✓		40	0
Component 3					
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Essay			✓	30	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

In accordance with the University's proposed Single Equality Scheme every effort will be made to accommodate any equality and diversity issues brought to the attention of the school.

UWS Equality and Diversity Policy

[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)

Business Organisation IFP

University of the West of Scotland Module Descriptor

Session: 2021/22

Last modified: 09/06/2021 16:54:11

Status: Proposal

Title of Module: Business Organisations IFP			
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Code:	SCQF Level: 6 (Scottish Credit and Qualifications Framework)	Credit Points: 20	ECTS: 10 (European Credit Transfer Scheme)
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School:	School of Business & Creative Industries
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Module Co-ordinator:	Claire English
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Summary of Module

This module has been designed to introduce students to the organisational elements of a business.
The module will cover areas such as people management, organisational structure, operational issues and marketing.
The module is designed to give students a general introduction and understanding of the key areas of business organisations.

- The module will cover general business areas.

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:
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				✓		
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Learning Outcomes: (maximum of 5 statements)

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

- L1. Apply knowledge and understanding of how the management of people can meet the objectives of organisations.
- L2. Apply knowledge and understanding of how the marketing function enhances the effectiveness of organisations
- L3. Analyse the environment in which organisations operate
- L4. Analyse the features, objectives and internal structures of organisations

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 6. Appreciating what constitutes organisational structure and management (broad knowledge), marketing and people management	
Practice: Applied Knowledge and Understanding	SCQF Level 6. Applying the understanding of the key areas of a business to address a set situation or a problem.	
Generic Cognitive skills	SCQF Level 6. Presenting and evaluating arguments re business functions and leadership and management styles	
Communication, ICT and Numeracy Skills	SCQF Level 6. Selecting and using a range of communication methods and information technology	
Autonomy, Accountability and Working with others	SCQF Level 6. Taking responsibility for group work and independent study whilst carrying out independent research and information gathering	

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

This module uses a series of lectures, workshops, and tutorials to provide you with information on the key functions of a business organisation.

Some case studies and real life examples are used in lectures and tutorials to build up knowledge and understanding of the theoretical aspects of the module. Tutorials are designed to help you apply the theory to actual business scenarios

In addition you are expected to search for relevant information to enhance your autonomy, information gathering skills and communication skills.

Assessment of this module is by on-line multiple choice tests and the submission of an individual typed coursework which requires you to investigate and organise resources to demonstrate knowledge of business organisational structures.

Support for this is provided by the provision of a dedicated website (within the University's Virtual Learning Environment), PowerPoint slides, class discussions and a printed text which is available from a range of Professional publishing houses (often in a slightly different format).

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	20
Tutorial/Synchronous Support Activity	20
Asynchronous Class Activity	20
Independent Study	140
	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:

Coutts, L. (2020). Higher Business Management Course Notes: For SQA 2019 and Beyond. (2nd ed.).

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 via Moodle.

(**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](#)

For the purposes of this module, academic engagement equates to the following:
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](#)

For the purposes of this module, academic engagement equates to the following:
It is expected that students will attend all scheduled classes or participate with all delivered elements as part of their engagement with their programme of study. Please refer to UWS Regulations

Supplemental Information

Programme Board	Management, Organisations & People
Assessment Results (Pass/Fail)	No
Subject Panel	Management, Organisation & People
Moderator	Peter McGuire
External Examiner	A Colville
Accreditation Details	
Changes/Version Number	1

Assessment: (also refer to Assessment Outcomes Grids below)

Essay worth 60%

Online test worth 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)	Learning Outcome (4)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Essay			✓	✓	60	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
Class test (written)	✓	✓			40	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

In accordance with the University's proposed Single Equality Scheme every effort will be made to accommodate any equality and diversity issues brought to the attention of the school.

UWS Equality and Diversity Policy

[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)

Business Operations IFP

University of the West of Scotland Module Descriptor

Session: 2021/22

Last modified: 09/06/2021 16:55:21

Status: Proposal

Title of Module: Business Operations IFP

Code:	SCQF Level: 6 (Scottish Credit and Qualifications Framework)	Credit Points: 20	ECTS: 10 (European Credit Transfer Scheme)
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School:	School of Business & Creative Industries
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Module Co-ordinator:	Selman Tetik
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Summary of Module

This module has been designed to introduce students to the financial and economic operational elements of a business.
The module will cover areas such as financial management, performance evaluation and the economic context of businesses.
Students will also look at simple ratios associated with business decisions.

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:
				✓		

Learning Outcomes: (maximum of 5 statements)

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

- L1. Analyse how the management of finance contributes to the effectiveness of organisations
- L2. Prepare simple ratios that can be applied to the finances of an organisation
- L3. Apply knowledge and understanding of basic economic problems to choices made by individuals, firms and governments
- L4. Analyse market economics in relation to demand, supply, production and cost

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 6. Appreciating the basic financial aspects of a business and the need for such activities within an organisation Understanding the role of economics to a business.
Practice: Applied Knowledge and Understanding	SCQF Level 6. Applying some of the basic, routine practices and or techniques to the understanding of finance and economics to organisations. Planning how skills required will be used to address business situations and adapt these to given scenarios
Generic Cognitive skills	SCQF Level 6. Presenting, evaluating and drawing conclusions from business finance and economics problems.
Communication, ICT and Numeracy Skills	SCQF Level 6. Selecting and using a range of communication methods and information technology
Autonomy, Accountability and Working with others	SCQF Level 6. Taking responsibility and working independently or in groups whilst carrying out independent research and information gathering.

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

The module will be a Hybrid delivery.

This module uses a series of lectures, workshops, and tutorials to provide you with

information on the key operations aspects of business finance as well as examining the role economics play in a business and its operations.

Some case studies and real life examples are used in lectures and tutorials to build up knowledge and understanding of the theoretical aspects of the module. Tutorials are designed to help you apply the theory to actual business scenarios

In addition you are expected to search for relevant information to enhance your autonomy, information gathering skills and communication skills.

Assessment of this module is by on-line multiple choice tests and the submission of an individual typed coursework which requires you to investigate and organise resources to demonstrate knowledge of business organisational structures.

Support for this is provided by the provision of a dedicated website (within the University's Virtual Learning Environment), PowerPoint slides, class discussions and a printed text which is available from a range of Professional publishing houses (often in a slightly different format).

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	20
Tutorial/Synchronous Support Activity	20
Asynchronous Class Activity	20
Independent Study	140
	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:

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Attendance Requirements

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Supplemental Information

Programme Board	Management, Organisations & People
Assessment Results (Pass/Fail)	No
Subject Panel	Management, Organisation & People
Moderator	Peter McGuire
External Examiner	A Colville
Accreditation Details	
Changes/Version Number	1

Assessment: (also refer to Assessment Outcomes Grids below)

Coursework 60%

Online class test 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)	Learning Outcome (4)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Case study	✓	✓			60	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
Class test (written)	✓	✓	✓	✓	40	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.
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Equality and Diversity

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UWS Equality and Diversity Policy

[UWS Equality and Diversity Policy](#)

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