

MODULE DESCRIPTOR

TITLE	Information Strategy for a Global Economy
SI MODULE CODE	25-7D16-00S
CREDITS	15
LEVEL	7
JACS CODE	N200
SUBJECT GROUP	SG-44006 - Business Operations & Financial Info Systems
DEPARTMENT	Finance, Accounting and Business Systems
MODULE LEADER	Amanda Foster

MODULE STUDY HOURS (based on 10 hours per credit)*			
Scheduled Learning and Teaching Activities	Placement (if applicable)	Independent Guided Study	Total Number of Study Hours
90		60	150

MODULE AIM

Managers in all types of organisation will be challenged by new technology opportunities, new business models, structures and relationships. There will be an increasing demand for graduates who possess the knowledge to understand the challenges and opportunities of a digital global economy and can demonstrate the necessary skills to work and manage effectively within this environment.

Organisations require effective and evolvable business processes to collect, manipulate, securely manage and disseminate information and knowledge within the organisation and to collaborate with external parties such as customers, suppliers, partners, Governments, etc... This module explores how information processes can be developed and managed using proven theories & principles, informed by the experience of best practice. It will examine the frameworks and models used to support organisational strategies for the formulation & implementation of inter and intra organisational information systems. This module will make the student aware of industry-wide approaches and develop the ability to apply and evaluate appropriate techniques.

This module is an opportunity to learn about the characteristics, constraints and benefits of an increasingly digital environment for international business. It is important for managers to have an awareness of the existing and new models for the Electronic Business, both by practical example and by applying theoretical models to the real world.

MODULE LEARNING OUTCOMES

By engaging successfully with this module a student will be able to

1. Review, debate and apply principles, theories, models and frameworks for managing data, information and knowledge within a 21st Century global fiscal and knowledge economy.
2. Investigate, analyse and model intra- and inter-organisational information requirements, resources and flows.
3. Propose principles by which organisational information and knowledge environments can be managed.
4. Propose CIT solutions for information resource management within a networked global economy and debate their potential effectiveness.

5. Present graphically and in report form findings outlining innovative approaches to information and knowledge management and leveraging intellectual capital in dynamic organisations.
6. Critically reflect on your own role as provider and consumer of information and knowledge.

INDICATIVE CONTENT

- Strategic impact of and management of data, information and knowledge across a range of industry sectors;
- Information Strategy frameworks and techniques;
- Knowledge management strategy frameworks and techniques;
- Information and knowledge management enabling technologies;
- Ownership of knowledge and control mechanisms;
- Differences in management strategies for tacit and explicit knowledge;
- Management of knowledge based assets including all intangibles from which the organisation derives value;
- Relationship between Intellectual capital, intellectual assets and intellectual property and how these are managed;
- Impact of information and knowledge on strategic positioning and customer value;
- Relationship between Business process reengineering, Information and knowledge and technology projects;
- Application of strategic analysis frameworks and models to develop management strategies for the above;
- Ethics and governance issues related to the above issues.

LEARNING, TEACHING AND ASSESSMENT - STRATEGY AND METHODS

Students will be supported in their learning, to achieve the above outcomes, in the following ways

The learning outcomes are to be achieved via a programme of interactive seminars which will be related to case studies or student led research activities supported, where appropriate, by key lectures, media clips and your own research activities.

It anticipated that the groups will interact within a virtual environment, materials will be published electronically and a series of student and tutor led e-conferencing type discussion forums will take place. The aim of these sessions being to enable you to experience and evaluate the personal impact of virtual working and changes within an operational context and links with learning outcome 7.

Teaching materials will be disseminated via the module Blackboard site.

The seminar programme will be designed to:

- Encourage student centred learning and the development of independent research skills
- Facilitate both individual and group work
- Provide a focus for student presentations on a range of relevant topics
- Enable the student to draw from work placement experiences

Learning outcomes will be delivered in blocks and an overview of the aims and activities for each block will be released in advance of the block commencing.

It is extremely important that you prepare in advance for the sessions as required. Failure to prepare appropriately will drastically reduce the level of subject specific knowledge that is required to complete the module successfully.

Summative assessment will be in two parts.

Both parts are of equal weighting and are individual tasks with one focusing on the innovative impact of technology, information and knowledge within an area of your interest and the second focussed on the management challenges and solutions for managing digital innovations.

ASSESSMENT TASK INFORMATION

Task No.*	Short Description of Task	SI Code EX/CW/PR	Task Weighting %	Word Count or Exam Duration**	In-module retrieval available
1	Individual Journal/Portfolio	CW	50%	2500 words	N
2	Individual Assignment	CW	50%	2500 words	N

FEEDBACK

Students will receive feedback on their performance in the following ways

Formative feedback will be provided formally and informally within the seminar sessions, supported through group discussions, peer assessment, and question and answer sessions (it is anticipated that quick-fire 'do you know' - 'did you know' type activities will be integrated into the sessions on a regular basis).

Formative feedback will also be provided throughout the semester via discussion questions and the analyses of varied organisational information strategy scenarios. For both assessments, individual written feedback will be provided. In addition, an assessment matrix identifying the qualities of the submission against the module learning outcomes will be provided. Feedback will be provided in line with the Faculty's assignment feedback policy.

LEARNING RESOURCES FOR THIS MODULE (INCLUDING READING LISTS)

As noted above in section 4 the learning outcomes are to be achieved via a programme of interactive seminars which will be related to case studies or student led research activities supported, where appropriate, by key lectures, media clips and your own research activities.

It anticipated that the groups will interact within a virtual environment, materials will be published electronically and a series of student and tutor led e-conferencing type discussion forums will take place. The aim of these sessions being to enable you to experience and evaluate the personal impact of virtual working and changes within an operational context and links with learning outcome 7.

Teaching materials will be disseminated via the module Blackboard site and there will also be use of the discussion forums and WIKI facilities within this virtual learning environment.

You will be provided with support and guidance in relation to working effectively in groups in a virtual environment and it is felt that as a key discussion topic related to sharing knowledge in increasingly global environments this is a key element of the module.

The module will also be supported by a range of texts as outlined in the module guide and you will be expected to utilise a wide range of academic and professional journal sources to contribute to class discussion and research activities.

SECTION 2 MODULE INFORMATION FOR STAFF ONLY

MODULE DELIVERY AND ASSESSMENT MANAGEMENT INFORMATION

MODULE STATUS - INDICATE IF ANY CHANGES BEING MADE

NEW MODULE	N
EXISTING MODULE - NO CHANGE	N
Title Change	N
Level Change	N
Credit Change	N
Assessment Pattern Change	Y
Change to Delivery Pattern	N
Date the changes (or new module) will be implemented	09/2013

MODULE DELIVERY PATTERN - Give details of the start and end dates for each module. If the course has more than one intake, for example, September and January, please give details of the module start and end dates for each intake.

	Module Begins	Module Ends
Course Intake 1	30/09/2013	24/01/2014
Course Intake 2	27/01/2014	
Course Intake 3	DD/MM/YYYY	DD/MM/YYYY

Is timetabled contact time required for this module?	Y
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Are any staff teaching on this module non-SHU employees?	N
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If yes, please give details of the employer institution(s) below

What proportion of the module is taught by these non-SHU staff, expressed as a percentage?	
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MODULE ASSESSMENT INFORMATION

Indicate how the module will be marked	
*Overall PERCENTAGE Mark of 40%	Y
*Overall PASS / FAIL Grade	N

*Choose one only – module cannot include both percentage mark and pass/fail graded tasks

SUB-TASKS

Will any sub-tasks (activities) be used as part of the assessment strategy for this module?	N
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If sub-tasks / activities are to be used this must be approved within the Faculty prior to approval. Sub-task / activity marks will be recorded locally and extenuating circumstances, extensions, referrals and deferrals will not apply to sub-tasks / activities.

FINAL TASK

According to the Assessment Information shown in the Module Descriptor, which task will be the LAST TASK to be taken or handed-in? (Give task number as shown in the Assessment Information Grid in Section 1 of the Descriptor)	Task No. 2
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NON-STANDARD ASSESSMENT PATTERNS

MARK 'X' IN BOX IF MODULE ASSESSMENT PATTERN IS NON STANDARD, eg MODEL B, ALL TASKS MUST BE PASSED AT 40%.	
NB: Non-standard assessment patterns are subject to faculty agreement and approval by Registry Services - see guidance. notes.	