University of the West of England BRISTOL

CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data						
Module Title	The Experience and Practice of Organisations					
Module Code	UMOD67-15-2		Level	2	Version	1.1
Owning Faculty	FBL		Field	Organisation Studies		
Contributes towards	BA(Hons) Business Management (Leadership, Change and Organisations)					
UWE Credit Rating	15	ECTS Credit Rating	7.5	Module Type	Standard	
Pre-requisites	None		Co- requisites	None		
Excluded Combinations	None		Module Entry requirements			
Valid From	September 2013		Valid to			

CAP Approval Date	6 February 2013

Part 2: Learning and Teaching	
Learning Outcomes	On successful completion of this module students will be able to: • apply critical and creative thinking skills to a range of different situations in order to describe, analyse, and evaluate organising and organisational problems (A,B) • deal more effectively with the ambiguity and complexity inherent in organising and organisations, work and society (B) • exercise personal judgement and demonstrate the ability to think and work independently (A,B) • synthesise conflicting, complementary & disparate material(A) • understand that organisations do not exist within a vacuum but instead are affected by and affect society as a whole and the way we make sense of our lives today(A,B) • function more effectively as members of organisations (B) • apply organisation theories and class room experiences to a real-life organisational context
Syllabus Outline	Introduction to module & link to programme Embodiment of Work Emotions and Feelings at work Group Dynamics in Organisations Politics and Influence The Nature of 'Knowing' about Organisations Summary and Application of all Themes & Link to Level 3
Contact Hours/Scheduled	Scheduled contact will be 3 hours per week in a combination of lectorials and seminar activities.

Hours	Students will be expected to prepare for the seminar activity and guidance will be given on the content of that preparation.
Teaching and Learning Methods	People in organisations are rewarded if they are able to provide solutions to organisational problems and the aim of this module is to encourage students to become more creative in such problem solving activities by extending the way they can interpret and deconstruct situations, engaging with organisations and 'think outside of the box'. As such the module uses innovative and creative teaching and learning techniques designed to challenge students thinking and perceptions of organisations, work and society.

Each week's sessions will combine a variety of teaching and learning methods including some tutor input, student presentations, debates, exciting activities and most of all critical thinking based on personal and organisational experiences. The readings listed for a particular session must be completed BEFORE coming to class that day. During class, students discuss the arguments and evidence presented in the readings and participate in a formal debate. The purpose of these debates is both to help students to understand the substance of the course and to improve speaking, persuading, and listening skills.

The study time associated with the module is based on 10:1 ratio of notional student study hours to credit value. |
| Key Information Sets Information | Key Information Sets (KIS) are produced at programme level for all programmes that this module contributes to, which is a requirement set by HESA/HEFCE. KIS are comparable sets of standardised information about undergraduate courses allowing prospective students to compare and contrast between programmes they are interested in applying for. |

Key Information Set - Module data

Number of credits for this module				15	

Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	
150	36	114	0	150	✓

The table below indicates as a percentage the total assessment of the module which constitutes a -

Please note that this is the total of various types of assessment and will not necessarily reflect the component and module weightings in the Assessment section of this module description:

Total assessment of the module:	
Written exam assessment percentage	40%
Coursework assessment percentage	60%
Practical exam assessment percentage	0%
	100%

Reading Strategy*	All students will be encouraged to make full use of the print and electronic resources available to them through membership of the University. These include

	a range of electronic journals and a wide variety of resources available through websites and information gateways. The University Library web pages provide access to subject relevant resources and services and to the library catalogue. Many of these resources can be accessed remotely. Students will be presented with opportunities within the curriculum to develop their information retrieval and evaluation skills in order to identify such resources effectively. A list of indicative textbooks and relevant journals is provided below but students are expected to recognise that these may be starting points only and that they should extend their reading as widely as is necessary to demonstrate a comprehensive knowledge. **Essential reading** For each study unit (see syllabus), students will have to read 2 compulsory texts: 1 relevant textbook chapter provided on blackboard 1 out of a choice of relevant journal articles provided on blackboard. In addition, students will be expected to undertake additional reading around the subject in the form of journal articles and other critical academic texts. Suggested readings will be posted on Blackboard along with a other suggested media e.g. films, music, TV programmes, literature etc.
Indicative Reading List	The following list is offered to provide validation panels/accrediting bodies with an indication of the type and level of information students may be expected to consult. As such, its currency may wane during the life span of the module specification. However, as indicated above, CURRENT advice on readings will be available via other more frequently updated mechanisms. - Ellis, N., & Ybema, S. (2010) Marketing Identities: Shifting Circles of Identification in Inter-organizational Relationships, Organization Studies 31 (3): 279-305. - Greer, G. (1984) *Sex and Destiny: The politics of Human Fertility*. London: Macmillan - Grey, C. (2009) *A Very Short, Fairly Interesting and Reasonably Cheap Book about Studying Organizations,* London: Sage - Llewellyn, N., & Spence, L. 2009 Practice as a Members' Phenomenon, *Organization Studies*, 30 (12): 1419-1439. - Samra-Fredericks, D. (2004) Managerial elites making rhetorical and linguistic 'moves' for a moving (emotional) display, *Human Relations*, 57 (9): 1103-1143 - Snizek, W., & Neil, C. (1992) Job Characteristics, Gender Stereotypes and Perceived Gender Discrimination in the Workplace, *Organization Studies*, 13 (3): 403-427. - Weick, K. (1995) *Sensemaking in Organizations,* Sage: London - Willis, P. (2012). "Witnesses on the periphery: Young lesbian, gay, bisexual and queer employees witnessing homophobic exchanges in Australian workplaces." - Hancock, A. N. (2012). "'It's a macho thing, innit?' Exploring the effects of masculinity on career choice and development." - French, R. (2007). Friendship and organization: Learning from the western friendship tradition. - V Suchitra Mouly and Jayaram K Sankaran. (2002). The enactment of envy within organizations. - Coetzee, Olga and Cilliers, Frans (2012). Humour as defence against the anxiety manifesting in diversity experiences. - Brewer, M. B. (1999). The psychology of prejudice: Ingroup love or outgroup hate? - Allen, M. W., & Caillouet, R. H. (1994). Legitimation endeavors: Impression management strategies used by an organization in crisis - Stein, H. F. (2007). Insight and imagination : a study in knowing and not-knowing in organizational life.

Part 3: Assessment		
Assessment Strategy	The examination accounts for 40%, the and coursework for 60% of the total module marks. The coursework consists of 5 reflective reports that are completed for each study unit. The end of module (2 hour) examination includes questions to test their knowledge and understanding of a study unit and includes questions that require evaluation and solution.	
Identify final assessment component and element	**Component A**	

% weighting between components A and B (Standard modules only)	**A:**	**B**:
	40%	60%

First Sit	
Component A (controlled conditions) **Description of each element**	**Element weighting** (as % of component)
1. Examination (2 hours)	100%
Component B **Description of each element**	**Element weighting** (as % of component)
1. Reflective reports	100%

Resit (further attendance at taught classes is not required)	
Component A (controlled conditions) **Description of each element**	**Element weighting** (as % of component)
1. Examination (2 hours)	100%
Component B **Description of each element**	**Element weighting** (as % of component)
1. Essay	100%
If a student is permitted an **EXCEPTIONAL RETAKE** of the module the assessment will be that indicated by the Module Description at the time that retake commences.	