University of the West of England
BRISTOL

CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data						
Module Title	Organisational Development					
Module Code	UMODFE-15-M		Level:	M	Version	1
Owning Faculty	FBL		Field:		Organisation Studies	
Contributes towards	MSc Leadership and Management (Organisational Development)					
UWE Credit Rating	15	ECTS Credit Rating	7.5	Module Type	Standard	
Pre-requisites	None		Co- requisites	None		
Excluded Combinations			Module Entry requirements			
Valid From	March 2014		Valid to			

CAP Approval Date	13 February 2014

Part 2: Learning and Teaching	
Learning Outcomes	On successful completion of this module students will be able to: • Develop a critical understanding of the theory and practice of Organisational Development and its relevance for a range of professional and managerial roles [A & B] • Demonstrate awareness, knowledge and understanding of theories and models that inform practice [A & B] • Develop a critical appreciation of issues of power, diversity and ethics in Organisational Development practice [A & B] • Develop insights into effective Organisational Development behaviours through processes of inquiry and reflection [A & B] • Critically reflect on their practice and acquire improved Organisational Development skills [A] • communicate professionally through the clear and well-articulated presentation of complex ideas and arguments [A and B]
Syllabus Outline	The module explores the following areas • The nature and history of Organisational Development (OD) • OD values and ethics • Key stakeholders in the OD process • Key OD skills and competencies • Models of organisational learning, change and development

	- The consulting and diagnostic processes - OD interventions: individual, team, organisational and multi-organisational - Sustainable change and development - Future directions for OD
Contact Hours	Teaching and learning is undertaken through guided study sessions totalling 24 hours. These sessions are designed to actively support the development of independent learning strategies by the students.
Teaching and Learning Methods	Learning in the module is achieved through a combination of class-based activity (which may take place in a physical or virtual classroom) and independent study, supported by online materials. This will combine topic and research related pre-reading; theoretical input; experiential learning; group discussion of key critical journal articles; guest speakers; problem-based workshops; artistic workshops. Significant emphasis will be placed on learning from practice and experience and study hours will be divided in a balanced manner between reflective exercises and reviews, lectures, and reading. Independent learning includes hours engaged with essential reading, case study preparation, assignment preparation and completion etc. Students are encouraged to relate the knowledge gained throughout the course to their own working environment in a creative way, and to try to find competent solutions to the current problems in their organisations.
Key Information Sets Information	**Key Information Set - Module data** _Number of credits for this module_ — 15 (see table below) The table below indicates as a percentage the total assessment of the module which constitutes a - **Written Exam**: Unseen written exam, open book written exam, In-class test **Coursework**: Written assignment or essay, report, dissertation, portfolio, project **Practical Exam**: Oral Assessment and/or presentation, practical skills assessment, practical exam 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:
Reading Strategy	**Core readings** Any essential reading will be indicated clearly, along with the method for accessing it, e.g. students may be required to purchase a set text, be given a print study pack and/or be referred to texts that are available electronically or in the Library. Module guides will also reflect the range of reading to be carried out.

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	24	126	0	150	✅

Total assessment of the module:

Written exam assessment percentage	0%
Coursework assessment percentage	100%
Practical exam assessment percentage	0%
	100%

	Further readings Further reading will be required to supplement the set text and other printed readings. Students are expected to identify all other reading relevant to their chosen topic for themselves. They will be required to read widely using the library search, a variety of bibliographic and full text databases, and Internet resources. Many resources can be accessed remotely. The purpose of this further reading is to ensure students are familiar with current research, classic works and material specific to their interests from the academic literature. **Access and skills** The development of literature searching skills is supported by the library early in the programme. Students will be presented with further opportunities within the curriculum to develop their information retrieval and evaluation skills in order to identify such resources effectively. Additional support is available through the Library Services web pages, including interactive tutorials on finding books and journals, evaluating information and referencing. Sign up workshops are also offered by the Library.
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 the module guide. Anderson, Donald L (2010) Organization Development: The Process of Leading Organizational Change, London: Sage Cheung- Judge, Mee-yan & Holbeche, Linda (2011) Organization Development: A practitioner's guide for OD and HR, London: Kogan Page Cummings, Thomas (2008) Organization Development and Change, International Edition, Cengage Learning, South-Western Schein, Edgar H (2006) Organization Development: A Jossey-Bass Reader (Business and Management Series, San Francisco: John Wiley & Sons Wheatley Margaret, Tannenbaum Robert, Yardley Griffin P & Quade K (2003) Organization Development At Work: Conversations on the Values, Applications and Future of OD (J-B-O-D), San Francisco: John Wiley & Sons Andreas Wallo, A., Ellström, P. & Kock , H. (2013) 'Leadership as a balancing act between performance- and development-orientation', L*eadership & Organization Development Journal* 34/3: 222-237 Hutton, C. & Liefooghe, A. (2011) 'Mind the Gap: Revisioning Organization Development as Pragmatic Reconstruction', *The Journal of Applied Behavioral Science* 47: 76-97 **Indicative Journals** Leadership and Organization Development Journal Journal of Organizational Change Management Journal of Applied Behavioural Science ERIC Trends in Cognitive Sciences Human Resource Management Journal Personnel Review

Part 3: Assessment	
Assessment Strategy	Summative assessment in this module is in two parts. This will consist of a critical reflection on the student's own learning and practice in Organisational Development (50% of module mark; 2000 words or equivalent) and a critical evaluation of an Organisational Development intervention (2,000 words).. Marking criteria relevant to the learning objectives will be used to allocate marks to students. The objective of this assessment strategy is to determine whether students can relate their practice to the concepts and experiences addressed within the module. This is with particular reference to their ongoing practice of organisational development and relating to relevant organisational issues and situations.

Identify final assessment component and element	Component A		
		A:	**B**:
% weighting between components A and B (Standard modules only)		**50%**	**50%**

First Sit	
Component A (controlled conditions) **Description of each element**	**Element weighting** **(as % of component)**
1. Critical Reflection on learning and practice (2000 words)	100%
Component B **Description of each element**	**Element weighting** **(as % of component)**
1. Critical evaluation of an Organisational Development intervention (2000 words or equivalent)	100%

Resit (further attendance at taught classes is not required)	
Component A (controlled conditions) **Description of each element**	**Element weighting** **(as % of component)**
1. Critical Reflection on learning and practice (2000 words)	100%
Component B **Description of each element**	**Element weighting** **(as % of component)**
1. Critical evaluation of Organisational Development intervention (2000 words or equivalent)	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.