



MODULE SPECIFICATION

Part 1: Information			
Module Title	Leading Change		
Module Code	UMOCBA-15-M	Level	M
For implementation from	September 2018		
UWE Credit Rating	15	ECTS Credit Rating	7.5
Faculty	FBL	Field	Organisation Studies
Department	BBS, Business and Management		
Contributes towards	MSc Leadership and Management PG Cert Leadership and Management MSc Sustainable Development in Practice Engineering Career Capability Development Framework Professional and short course		
Module type:	Standard		
Pre-requisites	None		
Excluded Combinations	Principles of Change Practice-UMODAQ-15-M		
Co- requisites	None		
Module Entry requirements	None		

Part 2: Description	
<p>The approach to teaching and learning is primarily student centred engaging students in practical exercises, personal study, and critical reflection upon the relationship between theory and experience. The design and delivery of this module is based on a commitment to international education and this is reflected in the teaching, learning and reading strategies. Various delivery methods will be adopted (e.g. block release, weekly sessions) depending upon the contract of the programme (e.g. open programme, executive programme). Readings and theoretical inputs provide students with knowledge and awareness of current thinking on change leadership. The assessment is designed to provide an opportunity to reflect on learning about change leadership, together with critical reflection upon the relationship between theory and practice.</p> <p>You will cover:</p> <ul style="list-style-type: none"> • Change leadership theory and practice. • Transformational change. • Culture, complexity, and change. • Organisation Development. • Creative cultures and learning organisations. • Change agents - roles and relationships. • Planning and implementation issues. • Evaluating change - successful and unsuccessful change programmes. • Change management tools and techniques e.g. force-field analysis, action planning. 	

Scheduled class contact time for this module is usually 24 hours spread across 3 days. Additional opportunities exist for non-class contact to discuss assignments.

Part 3: Assessment


Summative assessment will require the student to work with others to identify a case study in organisational change leadership, critically evaluate it, and identify how it might have been improved. There must be a selection of appropriate literature and the application of models/theories with examples to illustrate the argument. The structure must be clear and the argument must be clearly stated and coherent. Formative assessment will be carried out throughout the module by setting regular tasks for students that will assess their grasp of the material covered. Tasks will be reviewed as part of the sessions.

Assessment Criteria (related Learning Outcome in brackets)

- Well developed understanding of a range of relevant, referenced theories (L.O. 1, 2, 3)
- Awareness of and reference to a range of literature on change leadership (L.O. 1, 2, 3)
- Insightful reflections highlighting key issues in change leadership practice (L.O. 4, 5, 6)
- Well developed arguments concerning effective practice with evidence of critical thinking and well supported evaluations (L.O. 4, 5, 6)

Effective written presentation, style, use of language, grammar, structure, and appropriate referencing.

Identify final timetabled piece of assessment (component and element)	Component A2	
% weighting between components A and B (Standard modules only)	A:	B:
	100%	
First Sit		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
1. Assignment: Individual or Group Element (1500 words) Case study: change leadership plan	25%	
2. Assignment: Individual Element (3000 words) Essay: Critical reflections on case study	75%	
Component B Description of each element	Element weighting (as % of component)	
N/A		
Resit (further attendance at taught classes is not required)		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
1. Assignment: Individual (3500 words) Critical reflections on change leadership practice	100%	
Component B Description of each element	Element weighting (as % of component)	
N/A		
Part 4: Learning Outcomes & KIS Data		
Learning Outcomes	On completion of the module participants will be able to:	
	<ul style="list-style-type: none"> • Categorise, critique and synthesise different theories of change. • Identify the prime internal and external drivers of organisational change. 	

	<ul style="list-style-type: none"> • Understand the importance of people and trust in the change process. • Diagnose change settings (including resistance to change) and respond appropriately. • Identify and analyse the key roles, behaviours, and processes in the effective leadership of change. • Develop skills as reflective practitioners of change leadership 																																			
<p>Key Information Sets Information (KIS)</p> <p>Contact Hours</p> <p>Total Assessment</p>	<table border="1" data-bbox="533 443 1445 826"> <thead> <tr> <th colspan="5">Key Information Set - Module data</th> </tr> <tr> <td colspan="5"><i>Number of credits for this module</i></td> </tr> </thead> <tbody> <tr> <td colspan="4"></td> <td style="border: 2px solid black;">15</td> </tr> <tr> <th>Hours to be allocated</th> <th>Scheduled learning and teaching study hours</th> <th>Independent study hours</th> <th>Placement study hours</th> <th>Allocated Hours</th> </tr> <tr> <td style="text-align: center;">150</td> <td style="text-align: center;">24</td> <td style="text-align: center;">126</td> <td style="text-align: center;">0</td> <td style="text-align: center;">150</td> </tr> </tbody> </table> <p style="text-align: right;"></p> <p>The table below indicates as a percentage the total assessment of the module which constitutes a;</p> <p>Written Exam: Unseen or open book written exam Coursework: Written assignment or essay, report, dissertation, portfolio, project or in class test Practical Exam: Oral Assessment and/or presentation, practical skills assessment, practical exam (i.e. an exam determining mastery of a technique)</p> <table border="1" data-bbox="644 1137 1339 1373"> <thead> <tr> <th colspan="2">Total assessment of the module:</th> </tr> </thead> <tbody> <tr> <td>Written exam assessment percentage</td> <td style="text-align: center;">0%</td> </tr> <tr> <td>Coursework assessment percentage</td> <td style="text-align: center;">100%</td> </tr> <tr> <td>Practical exam assessment percentage</td> <td style="text-align: center;">0%</td> </tr> <tr> <td></td> <td style="text-align: center;">100%</td> </tr> </tbody> </table>	Key Information Set - Module data					<i>Number of credits for this module</i>									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%
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<p>Reading List</p>	<p><i>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.</i></p> <p>Anderson, D. (2012). Organization Development: the process of leading organizational change (2nd). London: sage</p> <p>Burnes B (2004) Managing Change (Fourth Edition) Harlow: Prentice Hall</p> <p>Carnall C (1999) Managing Change in Organisations Harlow: Prentice Hall Change. London: Routledge.</p> <p>Cheung-Judge M Y & Holbeche L (2015) Organization Development – A practitioner’s guide for OD and HR (2nd ed). London, Kogan Page</p> <p>Collins, D. (1998) Organisational Change, London: Routledge.</p>																																			

	<p>Easterby Smith M J Burgoyne and L Araujo (eds) (1998) <i>Organizational Learning and the Learning Organization</i> London: Sage</p> <p>Gabriel Y. (1999) <i>Organizations in Depth</i> London: Sage</p> <p>Hall, W. (1995) <i>Managing Change. Making Strategic Relationships Work</i>, John Wiley and Sons.</p> <p>Keen, L. and Scase, R. (1998) <i>Local Government Management -The Rhetoric and Reality of Change</i>, Open University Press.</p> <p>Passmore W. and R Woodman (eds) (1999) <i>Research In Organizational Change And Development Volume 12</i> JAI Press Stamford</p> <p>Potter, J (2001) 'Creating a Plan for Change – the art of intelligent leadership' <i>Journal of Industrial and Commercial Training</i> Vol 33 No 2 pp 54-59</p> <p>Shaw, P. (2002) <i>Changing Conversations in Organizations: A Complexity Approach to</i></p> <p>Stacey, R. D. (2010) <i>Complexity and Organizational Reality</i> London: Rourledge</p> <p>Waddell, D. M., Cummings, T. G. and Worley, C. G. (2011) <i>Organisational Change Development & Transformation 4th Ed</i>, Cengage Learning</p> <p>Weick, K. & Sutcliffe K.M (2001) <i>Managing the Unexpected</i> Jossey – Bass</p> <p><i>Indicative Journals</i></p> <p>Academy of Management Review Business Horizons Harvard Business Review Human Relations Journal of Leadership and Organizational Development Journal of Organizational Change Management Management Learning Organizational Dynamics</p>
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First Approval Date (and panel type)	CAP 18 November 2015 (version 2)			
Revision ASQC Approval Date	7 March 2018	Version	3	link to RIA