UWE Bristol | University of the West of England

MODULE SPECIFICATION

Part 1: Information			
Module Title	Managing Change		
Module Code	UMOCB3-15-M	Level	M
For implementation from	September 2018		
UWE Credit Rating	15	ECTS Credit Rating	7.5
Faculty	Business and Law	Field	
Department	BBS, Business and Management		
Contributes towards	MSc Business Management; MSc Engineering Business Management, MSc International Management		
Module type:	Project		
Pre-requisites	None		
Excluded Combinations	None		
Co- requisites	None		
Module Entry requirements	N/A		

Part 2: Description

There are three fundamental principles underpinning the teaching and learning approach of this module.

A multiple-perspective approach for understanding organisational change. The most fundamental idea underpinning this module is that when it comes to understanding organisational change, no single theoretical perspective can be entirely satisfying. Theories are simplified representations of reality that, just like maps, have by their nature limitations. Just as we need different kinds maps to navigate different terrains with different purposes, we need different kinds of theories to navigate the complex reality of contemporary organisations.

Research-led learning. Also central to the teaching and learning strategy in this postgraduate module is the principle that students should develop their research skills and become proficient in using academic literature on organisational change. This means that they will be encouraged and supported in developing a number of skills:
1) Students will become increasingly more familiar with the format, conventions and style of academic literature.
2) They will develop the ability to obtain, analyse and evaluate information, and communicate relevant conclusions and recommendations to colleagues, and professional and academic audiences in oral and written formats.
3) They will develop their analytical abilities; they will learn to establish relevant links between theory and practice. They will be encouraged to reflect upon your work experiences and relate them to the concepts and principles learnt in the module.
4) They will develop their critical and evaluative skills; they will learn to appreciate the usefulness of theories, but also to recognise their limitations.

Active engagement as a member of a community of learners. As learning happens most effectively within a supportive community of learners, activities in the classroom are designed to create and nurture meaningful peer relationships among cohort members.

The module is divided into three parts, which may include the themes underneath.

Part 1: Organisations and their environment
- The contingency of organisational structures
- Between resource-dependency and strategic choices
- Structural inertia in organisational populations
- The importance of institutional legitimacy

Part 2: Organisations and symbols: culture, cognition and sensemaking.
- Cognitive changes and sensemaking
- Change through culture

Part 3: The politics of change: understanding power and resistance
- An introduction to power and politics in organisations
- Two views on resistance
- Understanding change through its language

The module will be delivered over twelve, two-hour sessions, or an equivalent format. Contact time will include a mixture of tutor-led and student-led activities.

Part 3: Assessment

The coursework is designed specifically to assess the five Learning Outcomes described below.

By reflecting on how the theories encountered help them understanding their management practices, students will be able to demonstrate three things: 1) their knowledge of existing theories of organisational change, 2) their ability to use theories to reflect on practice and to inform it, and 3) their ability to assess the usefulness of existing approaches, and to construct solutions to problem when faced with contradictory insights.

By having two elements to Component A, students are given the opportunity to receive feedback after the submission of the first element. Formative feedback will be given in class. Through discussions of the readings and of practical case studies, students will be able to assess their understanding of the material.

Identify final timetabled piece of assessment (component and element)	Component A2	
	A:	**B**:
% weighting between components A and B (Standard modules only)	**100%**	

First Sit		

Component A (controlled conditions) **Description of each element**	**Element weighting** (as % of component)
1. Essay on part 1 (1600 words)	40%
2. Essay on part 2 & 3 (2400 words)	60%
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. Essay on part 1, 2 & 3 (4000 words)	100%
Component B **Description of each element**	**Element weighting** (as % of component)
N/A	

Part 4: Learning Outcomes & KIS Data

Learning Outcomes	On successful completion of this module students will be able to: • Identify, explain and categorise common ways of understanding and analysing organisational change. • Analyse concrete organisational problems by selecting relevant theories, and by using their insights in a meaningful manner. • Assess the usefulness of the different theories of change available. • Recognise the role ascribed to managers by different theories of change. • Construct, assess and synthesise solutions to problems in light of contradictory views and insights. All the above learning outcomes are formally assessed through Component A.
Key Information Sets Information (KIS)	**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	✅

Contact Hours	The table below indicates as a percentage the total assessment of the module which constitutes a; **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)

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

Total Assessment	
Reading List	Link to reading list https://uwe.rl.talis.com/lists/DF86AEC6-25EA-C76E-26CB-006D752516AB.html

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