University of the West of England
BRISTOL

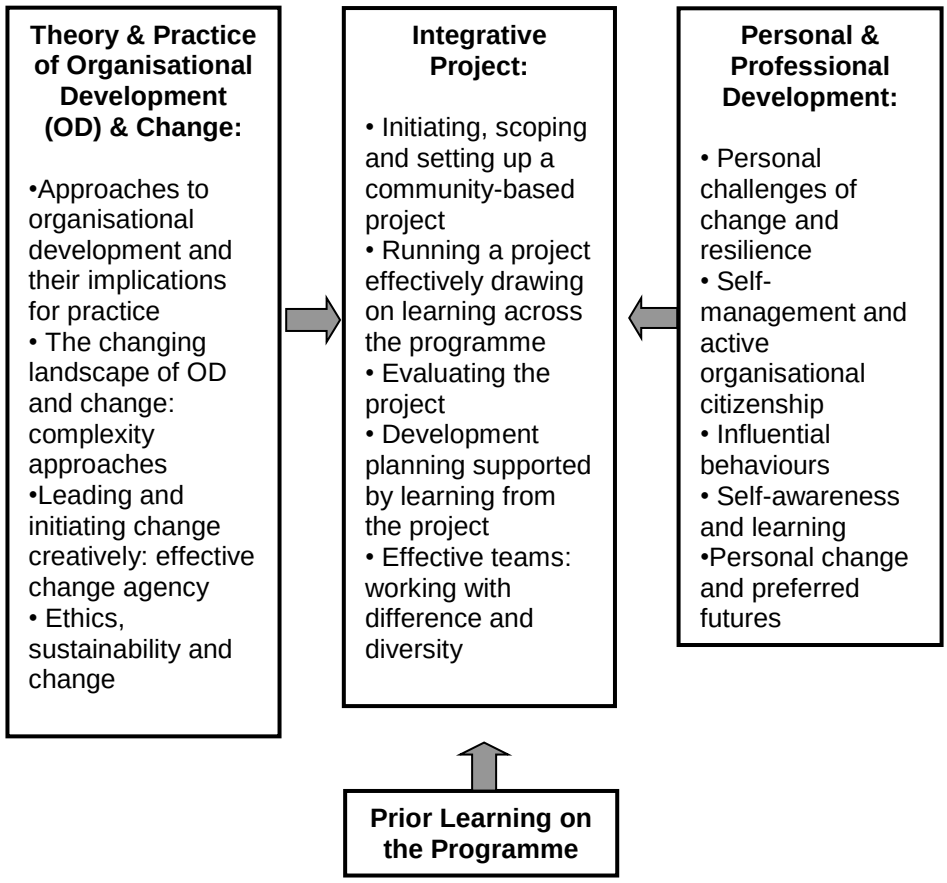
CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data						
Module Title	Organisation Development					
Module Code	UMOD6E-30-3		Level	3	Version	1.2
Owning Faculty	FBL		Field	Organisation Studies		
Contributes towards	BA (Hons) Business Management (Leadership, Change and Organisations)					
UWE Credit Rating	30	ECTS Credit Rating	15	Module Type	Standard	
Pre-requisites			Co- requisites			
Excluded Combinations	UMOD68-30-3 or UMOD69-30-3 or UM0D6D-30-3 or UMODDQ-30-3		Module Entry requirements			
Valid From	September 2013		Valid to			

CAP Approval Date	QMAC Dec 11

Part 2: Learning and Teaching	
Learning Outcomes	On successful completion of this module students will be able to: 1. Integrate learning from a range of different disciplines to holistically explore complex organisational situations. (Component A) 2. Systematically understand and critically evaluate a range of theories, models and approaches to organisational development (Component B) 3. Engage with the ethical dilemmas and challenges of leading and managing change (Components A & B) 4. Explore the implications of complexity and multiple perspectives in the change process (Component B) 5. Critically evaluate business change initiatives and show insight into perceptions of successful outcomes from different stakeholder perspectives (Component B) 6. Conceptually understand the importance of the interplay of the rational, political and emotional domains in how members of organisation engage with and manage change **7.** Explore the concept of personal resilience and develop reflexive self-awareness. (Components A& B) 8. Identify the need for personal change to achieve their preferred futures. (Components A & B) **9.** Understand the role of agency, awareness and association, in effecting personal and organisational change

Syllabus Outline	**Syllabus outline:** The module explores the theory and practice of organisational development, complexity and change at the level of the organisation, group and individual and their interdependencies. A personal and professional development strand looks at the notions of organisational citizenship, influential behaviours and resilience and the need for personal change to achieve preferred futures. In addition to this the module serves an integrative function in drawing together strands of learning from the module and the programme more widely through an integrative, community-based project. Key aspects of the syllabus are outlined in the schematic below. 
Contact Hours/Scheduled Hours	Module delivery will be based on 3 hours of scheduled learning and teaching activities per teaching week over two 12 week teaching blocks, or equivalent. This will consist of a mix of lectures for the delivery of core syllabus concepts, seminars and project workshops.
Teaching and Learning Methods	**Teaching and learning methods:** The module adopts experiential and enquiry-based approaches to learning and uses a Coaching and Mentoring style to guide students learning. It includes a combination of class-based activity, group-based activity and independent study. The taught sessions are designed to actively support the development of independent learning strategies by the students and will place an emphasis on learning as a 'life-long' journey. The sessions combine formal tutor input such as lectures and/ or lectorials with a wide range of participative activities including: case studies; individual and group-problem solving activities; experiential and enquiry based learning methods; student-led discussions of existing research; and article reviews. There will be a strong emphasis on linking learning from directed readings to their own enquiries and to application in the workplace, including implications for leadership and management.

	The assessment is designed to provide an opportunity to reflect critically and from an ethical perspective on the student's own experience of contemporary issues in business and organisational practice and upon the relationship between theory and practice. The Project presentation provides students with an experience of presenting their projects and project learning outcomes and develops and evidences personal resilience, team-working and organisational citizenship. Students will be directed towards the University Library online Study Skills resources for the development of skills appropriate to the level and style of the module. Students will be directed on how the resources on this site should be used to develop the skills that will underpin their studies in the module handbook and/or via Blackboard http://www.uwe.ac.uk/library/resources/hub/ Extensive use will be made of Blackboard to support students' learning, to facilitate interactions between students and as a repository for students' own work thereby promoting a sense of learning community.
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				30
Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours
300	72	228	0	300

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:

Total assessment of the module:	
Written exam assessment percentage	0%
Coursework assessment percentage	75%
Practical exam assessment percentage	25%
	100%

Reading Strategy	**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 web sites and information gateways. The University Library's web pages provide access to subject relevant resources and services, and to the library catalogue. Students will be presented with opportunities within the curriculum to develop their information retrieval and evaluation skills in order to identify such resources effectively. **Essential Reading:** Given the integrative and innovative content of this module, the essential reading will be specified in the module handbook and on Blackboard at the start of the module.
Indicative Reading List	Bennis W. (2000) *Managing the Dream: Reflections on Leadership and Change* Burnes B (2004) *Managing Change (*Fourth Edition*)* Harlow: Prentice Hall Carnall C (1999) *Managing Change in Organisations* Harlow: Prentice Hall Collins, D. (1998) *Organisational Change*, London: Routledge. Easterby Smith M J Burgoyne and L Araujio (eds) (1998) *Organizational Learning and the Learning Organization* London: Sage Gabriel Y. (1999) *Organizations in Depth* London: Sage Hall, W. (1995) *Managing Change. Making Strategic Relationships Work*, John Wiley and Sons. Keen, L. and Scase, R. (1998) *Local Government Management -The Rhetoric and Reality of Change*, Open University Press. Passmore W. and R Woodman (eds) (1999) *Research In Organizational Change And Development* Volume 12 JAI Press Stamford Shaw, P. (2002) *Changing Conversations in Organizations: A Complexity Approach to Change.* London: Routledge. Stacey, R. D. (2010) *Complexity and Organizational Reality* London: Rourledge

Part 3: Assessment	
Assessment Strategy	The assessment is designed to provide an opportunity to reflect critically on managing organizational and personal change and its implications for organizational practice Component A (25) 1. Integrative Project (25%) – Group presentation Component B (75) 2. Theory & Practice of Organisational & Individual Change (45%) - essay 3. Personal & Professional Development (30%) – Learning Portfolio Summative assessment is as described above. Formative feedback is built into the module design and provides opportunities for peer and tutor feedback with regard to developing thinking and approaches to assessment and working with the assessment criteria. The assessment criteria for components A and B elements are reviewed annually to ensure that they reflect the assessment strategy and learning outcomes.
Identify final assessment component and element	**Component A**

% weighting between components A and B (Standard modules only)	**A:**	**B**:
	25%	75%

First Sit	
Component A (controlled conditions) **Description of each element**	**Element weighting** (as % of component)
1. Presentation (20 mins)	100%
Component B **Description of each element**	**Element weighting** (as % of component)
1. Individual Essay (2,500 words)	60%
2. Project learning logs and summary (1,500 words for summary)	40%

Resit (further attendance at taught classes is not required)	
Component A (controlled conditions) **Description of each element**	**Element weighting** (as % of component)
1. Reflection under controlled conditions (exam – 1 hour)	100%
Component B **Description of each element**	**Element weighting** (as % of component)
1. Individual Essay (3,000 words)	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.	