University of the West of England
BRISTOL

CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data						
Module Title	Managing Organisational and Individual Change (Business, International and Management)					
Module Code	UMOD68-30-3		Level	3	Version	1
Owning Faculty	FBL		Field	Organisation Studies		
Contributes towards	BA (Hons) Business Studies; BA (Hons) Business & HRM; BA (Hons) International Business; BA(Hons) Business & Law					
UWE Credit Rating	30	ECTS Credit Rating	15	Module Type	Standard	
Pre-requisites			Co- requisites			
Excluded Combinations	UMOD69-30-3 or UMOD6D-30-3 or UMOD6E-30-3		Module Entry requirements			
Valid From	September 2013		Valid to			

CAP Approval Date	December 2012

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. Understand and critically evaluate different conceptual frameworks of change. (Component B) 3. Systematically understand the interrelationship of organisation theory and organisational practice. (Components A and B) 4. Reflect critically on the ethical dilemmas and challenges of organisational change. (Components A & B) 5. Explore the concept of personal resilience and develop reflexive self-awareness. (Components A& B) 6. Identify the need for personal change to achieve their preferred futures. (Components A & B)
Syllabus Outline	The module explores the theory and practice of 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 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, problem-based project. Key aspects of the syllabus are outlined in the schematic below.

	Theory & Practice of Organisational & Individual Change: •Understanding organisations and organising •Approaches to organisational change and working with uncertainty •Approaches to individual change and effective change agency	**Integrative Project:** •Initiating, scoping and setting up a simulated business project •Running a project effectively drawing on learning across the programme •Evaluating the project •Development planning supported by learning from the project	**Personal & Professional Development:** •Personal challenges of change and resilience •Self-management and active organisational citizenship • Self-awareness and learning •Personal change and preferred futures

Prior Learning on the Programme

Contact Hours/Scheduled Hours	Module delivery will be based on 6 hours of scheduled learning and teaching activities per teaching week over 12 weeks, which may consist of: - 3 hours of lectures and 3 hours of seminar/workshops delivered in a 2 week cycle. Seminars are more often within the specialist context of the student's programme of study - A weekly two hour problem-based learning project workshop facilitated by tutors and external mentors who act in a coaching/consultancy role to project groups. The project will be group-based and provide an opportunity for students to draw on aspects of their learning on a range of modules throughout the programme through a simulated business experience. - A weekly one hour personal and professional development session (incorporating GDP + Employability e.g. Graduate Futures, resilience) and demonstrating the application of core syllabus concepts in the workplace. The module will conclude with preparation for, and presentation at, the Degree Conference in their last week of study.
Teaching and Learning Methods	The module adopts experiential and enquiry-based approaches to learning and 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 (seminar/workshops) with a wide range of participative activities including case studies, individual and group-problem solving activities, student-led discussions of existing research and article reviews. There is a strong emphasis on linking learning from directed readings to their application in the workplace, including

	implications for organisational and individual change.
	The problem-based learning project is based on group work and provides an opportunity for students to apply their learning from modules across the programme and to develop resilient and sustainable approaches to dealing with uncertainty and complex working environments. It encourages students to engage actively with notions of organisational citizenship.
	The Degree Conference event 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.
	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.
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 is a customised text, available electronically, including chapters and papers from a range of relevant and contemporary sources. The essential reading will be specified in the module handbook and on Blackboard at the start of the module.
Indicative Reading List	Ackroyd S. (2002) *The Organisation of Business* Oxford Press Burnes, B (2009) *Managing Change* Pearson Publishing Darwin, J., Johnson, P., McAuley, J. (2002) *Developing Strategies for Change* Harlow: Pearson Publishing Donaldson L. (1996) *For Positivist Organisation Theory* Sage Hancock P. & Tyler M. (2001*) Work, Postmodernism and Organisation* Sage Hatch M.J. (2005) *Organisational Theory* Oxford Press Hughes, M. (2007) *Change Management, a critical perspective* London: CIPD. Linstead, S., Fulop, L. & Lilley, S. (2004) *"Management and Organization – a critical text"* Palgrave MacMillan Morgan, G. (2006) *Images of Organization* Executive edition, Sage. Senior, B. and Swailes, S. (2010) *Organizational Change* Harlow: Pearson Publishing Watson T.J. (2002) *Organising and Managing Work. FT, Prentice Hall*

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.

	The assessment strategy has two components: A) presentation at the Degree Conference and B) coursework which comprises a 3,000 word essay submitted during the course of the module and project learning logs.
	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 B2 Project learning logs & summary**	
	A:	**B**:
% weighting between components A and B (Standard modules only)	25%	75%

First Sit

Component A (controlled conditions) **Description of each element**	**Element weighting** **(as % of component)**
1. Presentation at Degree Conference	100%
Component B **Description of each element**	**Element weighting** **(as % of component)**
1. Individual essay (3,000 words)	60%
2. Project learning logs and summary (1,500 words)	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	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.