![University of the West of England, Bristol logo]

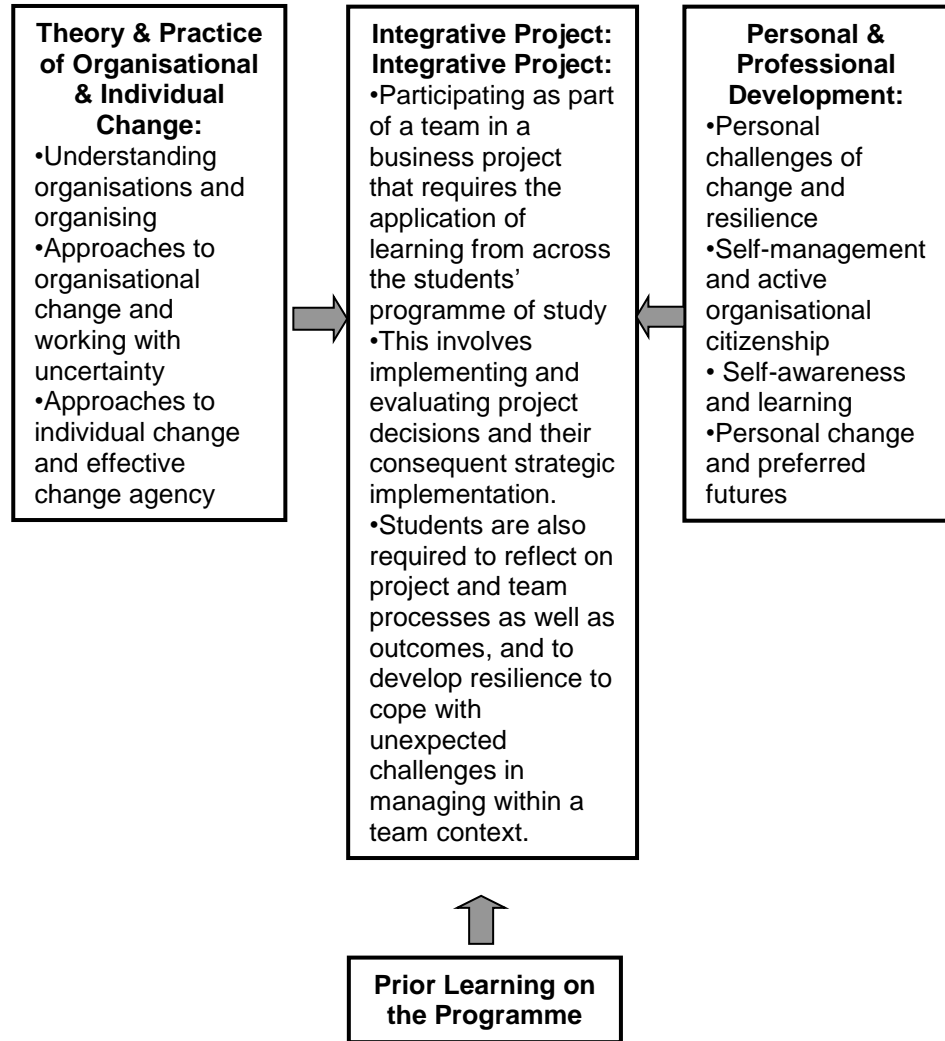**CORPORATE AND ACADEMIC SERVICES**

MODULE SPECIFICATION

Part 1: Basic Data						
Module Title	Managing Organisational and Individual (Accounting, Economics and Finance)					
Module Code	UMOD69-30-3		Level	3	Version	1.3
UWE Credit Rating	30	ECTS Credit Rating	15	WBL module?	No	
Owning Faculty	FBL		Field	Organisation Studies		
Department	BBS, Business and Management		Module Type	Standard		
Contributes towards	BA (Hons) Business Management with Accounting & Finance; BA (Hons) Business Management with Economics; BA (Hons) Banking and Finance					
Pre-requisites	none		Co- requisites	none		
Excluded Combinations	UMOD68-30-3 UMOD6D-30-3 UMODDQ-30-3 UMOD6E-30-3 UMODHN-30-3		Module Entry requirements	none		
First CAP Approval Date	QMAC - December 2011		Valid from	September 2012		
Revision CAP Approval Date	2 February 2016		Revised with effect from	September 2015		

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 and approaches (underpinned by prior programme learning) to holistically explore complex organisational situations. (Component A) 2. Effectively engage in practice-based learning through the application of a range of theoretical approaches, analytical techniques and tools, to develop and implement strategic recommendations for achieving project objectives (Component A) 3. Understand and critically evaluate different conceptual frameworks of the management of individual and organisational change. (Component B) 4. Systematically understand the interrelationship of organisation theory and organisational practice. (Components A and B) 5. Reflect critically on the ethical dilemmas and challenges of organisational change. (Components A & B) 6. Explore the concept of personal resilience and develop reflexive self-awareness. (Component B) 7. Identify the need for personal change to achieve their preferred futures. (Component 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, which could be through an integrative case or simulation. Key aspects of the syllabus are outlined in the schematic below.

Theory & Practice of Organisational & Individual Change:	**Integrative Project: Integrative Project:**	**Personal & Professional Development:**
•Understanding organisations and organising •Approaches to organisational change and working with uncertainty •Approaches to individual change and effective change agency	•Participating as part of a team in a business project that requires the application of learning from across the students' programme of study •This involves implementing and evaluating project decisions and their consequent strategic implementation. •Students are also required to reflect on project and team processes as well as outcomes, and to develop resilience to cope with unexpected challenges in managing within a team context.	•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 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	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 seminar/workshops with a wide range of participative activities including case studies, individual and

	group-problem solving activities, simulation, 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 project-based learning experience is based on group work and provides an opportunity for students to apply their learning from core modules across their programme of study to a business project and to develop resilient and sustainable approaches to dealing with uncertainty and complex organisational environments. It encourages students to confront the challenges of group work and to engage actively with notions of organisational citizenship.
	The project culminates in a presentation that requires students to present project performance outcomes. In addition, students' reflections on both project outcomes and process promote wider learning from the project experience.
	Students will be directed towards the University Library online 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.
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			70%	
	Practical exam assessment percentage			30%	
				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	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 Dess, Lumpkin and Eisner (2010). *Strategic Management: Creating competitive advantages* (Fifth Edition). New York: McGraw-Hill. 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. Grant, M (2009), *Contemporary Strategic* Analysis (Seventh Edition). Oxford: Blackwell. Johnson, G., Scholes, K., and Whittington, R. (2011). *Exploring corporate strategy* (Ninth Edition). Harlow, Essex: Prentice Hall. 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
	Component A (30)
	    1. Integrative Project (30%) – Group presentation
	Component B (70)
	    1. Personal & Professional Development (28%) – Learning Portfolio
	    2. Theory & Practice of Organisational & Individual Change (42%) - essay
	
	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 Essay		

% weighting between components A and B (Standard modules only)	**A:**	**B:**
	30%	70%

First Sit

Component A (controlled conditions) **Description of each element**	**Element weighting** **(as % of component)**
1. Presentation	100%

Component B **Description of each element**	**Element weighting** **(as % of component)**
1. Learning Portfolio (1500 words)	40%
2. Individual essay (2,500 words)	60%

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 a **RETAKE** of the module the assessment will be that indicated by the Module Description at the time that retake commences.