**Module Descriptor**

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| **Title** | Organisational Behaviour | | |
| **Session** | 26-27 | **Status** | Approved |
| **Code** | HURM08001 | **SCQF Level** | **SCQF 8** |
| **Credit Points** | 20 | **ECTS (European Credit Transfer Scheme)** | 10 |
| **School** | **Business and Creative Industries** | | |
| **Module Co-ordinator** | Eleni Tzouramani | | |

**Summary of Module**

This module introduces students to organisational factors that influence the behaviour of people in the workplace. The lecture programme reviews contemporary perspectives of organisational theory (OT) and organisational behaviours (OB) as they contribute to the pursuit of organisational strategy and goals. The lecture programme further addressed the implications of organisational design and activities for managing human behaviour and contributing to organisational effectiveness.

The tutorial programme offers opportunities for students to apply these theoretical underpinnings in practical contexts. Targeted learning activities and formative tasks support completion of the module assessments. Students are provided with space to apply theories, models and concepts of OT and OB through action learning in an autonomous engaged learning environment. Students work in project teams throughout the term using timetabled hours.

The contact hours reserved for formative assessment activities provide guidance, space and time to work collaboratively whilst linking the theoretical foundations with practical experience and knowledge via an approach of autonomous learning that can be provided either face-to-face or via online live sessions.

| **Module Delivery Method** | **On-Campus[1]** ☒ | **Hybrid[2]** ☒ | **Online[3]** ☐ | **Work -Based Learning[4]** ☐ |
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| **Campuses for Module Delivery** | ☐ Ayr | ☒ Lanarkshire | ☒ Online / Distance Learning | |

[1] Where contact hours are synchronous/ live and take place fully on campus. Campus-based learning is focused on providing an interactive learning experience supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus contact hours will be clearly articulated to students.

[2] The module includes a combination of synchronous/ live on-campus and online learning events. These will be supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus and online contact hours will be clearly articulated to students.

[3] Where all learning is solely delivered by web-based or internet-based technologies and the participants can engage in all learning activities through these means. All required contact hours will be clearly articulated to students.

[4] Learning activities where the main location for the learning experience is in the workplace. All required contact hours, whether online or on campus, will be clearly articulated to students

| | ☐ Dumfries | | ☐ London<br>☒ Paisley | | ☒ Other (specify)<br>TNE | |
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| **Terms for Module Delivery** | Term 1 | ☒ | Term 2 | ☒ | Term 3 | ☒ |
| **Long-thin Delivery over more than one Term** | Term 1 – Term 2 | ☐ | Term 2 – Term 3 | ☐ | Term 3 – Term 1 | ☐ |

| **Learning Outcomes** | |
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| **L1** | Discuss theories, concepts and models relevant to human behaviour in organisations; |
| **L2** | Assess the management of people in an organisational context; |
| **L3** | Analyse group/team processes in an organisational context; |
| **L4** | Evaluate individual behaviour in groups, teams and organisations; |
| **L5** | Develop a practice of self reflection by assessing personal characteristics, abilities and growth. |

| **Employability Skills and Personal Development Planning (PDP) Skills** | |
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| **SCQF Headings** | **During completion of this module, there will be an opportunity to achieve core skills in:** |
| **Knowledge and Understanding (K and U)** | **SCQF 8**<br>A broad knowledge of the scope, defining features, and main areas of organisation theory and organisational behaviour.<br>Detailed knowledge in some areas of organisational behaviour.<br>Understanding of a limited range of core theories, principles and concepts in organisation theory and organisational behaviour.<br>Limited knowledge and understanding of some major current issues and specialisms in organisation theory and organisational behaviour.<br>An outline knowledge and understanding of research and equivalent scholarly/academic processes in organisation theory and organisational behaviour. |
| **Practice: Applied Knowledge and Understanding** | **SCQF 8**<br>Use a range of routine skills, techniques, practices and/or materials associated with organisation theory and organisational behaviour, a few of which are advanced or complex.<br>Carry out routine lines of enquiry, development or investigation into problems and issues of managing people in organisations. Adapt routine practices within accepted standards. |
| **Generic Cognitive skills** | **SCQF 8**<br>Undertake critical analysis, evaluation and/or synthesis of ideas, concepts, information and issues that are within the common understandings of organisation theory and organisational behaviour.<br>Use a range of approaches to formulate evidence-based solutions/responses to defined and/or routine problems/issues of managing people in organisations. |

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| | Critically evaluate evidence-based solutions/responses to defined and/or routine problems/issues of managing people in organisations |
| **Communication, ICT and Numeracy Skills** | **SCQF 8**<br><br>Use a range of routine skills and some advanced and specialised skills associated with organisation theory and organisational behaviour, for example: Convey complex information to a range of audiences and for a range of purposes.<br><br>Use a range of standard applications to process and obtain data. Use and evaluate numerical and graphical data to measure progress and achieve goals/targets. |
| **Autonomy, Accountability and Working with Others** | **SCQF 8**<br><br>Exercise autonomy and initiative in some activities at a professional level.<br><br>Take continuing account of own and others' roles, responsibilities and contributions in carrying out and evaluating tasks.<br><br>Work in support of current professional practice, under guidance. Deal with ethical and professional issues in accordance with current professional and/or ethical codes or practices, under guidance. |

| **Prerequisites** | **Module Code** | **Module Title** |
|---|---|---|
| | **Other** Students must be enrolled on the BA (Hons) Business & HRM, BA (Hons) People Management, BA (Hons) Business or BA (Hons) Business Management (Graduate Apprenticeship) programmes. | |
| **Co-requisites** | **Module Code** | **Module Title** |

| **Learning and Teaching** |
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| In line with current learning and teaching principles, a 20-credit module includes 200 learning hours, normally including a minimum of 36 contact hours and maximum of 48 contact hours.<br><br>Students on a Graduate Apprentice programme will undertake the following teaching, 9 weeks of 2-hour lecture/Core content delivery online sessions and 3 weeks of 3 hour on campus workshops (dates for on-campus sessions to be confirmed each term)<br><br>In line with UWS' Curriculum Framework, providing a flexible, student-centred and inclusive approach to learning and teaching, the module has been designed around the delivery of engaging, activity- and discussion-based workshops, nurtured by meaningful online content, including short videos, reading materials, quizzes, etc.<br><br>This is further supported by the assessment approach adopted, enabling students to develop both academic and employability-focused knowledge and skills within the key areas of the module content.<br><br>The contact hours shown below reflect full-time delivery — these may differ for students studying towards the BA(Hons) People Management due to the blended/work-based learning nature of the programme — please refer to the 'Teaching & Assessment' section on the UWS website (https://www.uws.ac.uk/study/undergraduate/undergraduate-course-search/people-management) for more information. |

| **Learning Activities**<br>During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below: | **Student Learning Hours**<br>(Note: Learning hours include both contact hours and hours spent on other learning activities) |
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| Lecture / Core Content Delivery | 12 |
| Tutorial / Synchronous Support Activity | 24 |
| Independent Study | 164 |
| Please select | |
| Please select | |
| Please select | |
| **TOTAL** | 200 |

| **Indicative Resources** |
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| **The following materials form essential underpinning for the module content and ultimately for the learning outcomes:**<br>The following materials form essential underpinning for the module content and ultimately for the learning outcomes:<br>Buchanan D. and Huczynski A. (2023) Organisational Behaviour. (11th Edition) Harlow: Pearson Education Ltd.<br>Details of further resources, including textbooks, journals and online resources will be identified at the beginning of each delivery in the module handbook and made available via the VLE. |
| **(N.B. Although reading lists should include current publications, students are advised (particularly for material marked with an asterisk*) to wait until the start of session for confirmation of the most up-to-date material)** |

| **Attendance and Engagement Requirements** |
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| **In line with the Student Attendance and Engagement Procedure, Students are academically engaged if they are attending and participating in all timetabled programme activities including on-campus and online teaching sessions, asynchronous online learning activities, placement, work-based elements, course-related learning resources, and complete assessments and submit these on time.**<br>**For the purposes of this module, academic engagement equates to the following:**<br>Students are academically engaged if they are regularly attending the on-campus lectures/tutorials/workshop. Also, they need to engage with the AULA site regularly to access to the teaching materials and complete assessments and submit these on time.<br>Students should also reference the 'BCI Guidance on Implementation of the Revised Student Attendance and Engagement Procedure' which details the School attendance and engagement requirements and how this will be monitored for attendance. |

| **Equality and Diversity** |
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| **The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: UWS Equality, Diversity and Human Rights Code.**<br><br>To meet the diverse needs of our student body, we are dedicated to adapting learning experiences where required. This personalised one-to-one approach ensures that all students can succeed, regardless of their background or circumstances. By embracing and promoting these principles, we aim to cultivate a learning community where everyone feels valued, supported, and empowered to achieve their full potential. |
| **(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)** |

**Supplemental Information**

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| **Divisional Programme Board** | **Management, Organisations People** |
| **Overall Assessment Results** | ☐ **Pass / Fail** ☒ **Graded** |
| **Module Eligible for Compensation** | ☒ **Yes** ☐ **No**<br>**If this module is eligible for compensation, there may be cases where compensation is not permitted due to programme accreditation requirements. Please check the associated programme specification for details.** |
| **School Assessment Board** | Management, Organisations and People |
| **Moderator** | C Clark |
| **External Examiner** | O Adekoya |
| **Accreditation Details** | |
| **Module Appears in CPD catalogue** | ☒ **Yes** ☐ **No** |
| **Changes / Version Number** | 1.0 |

| **Assessment (also refer to Assessment Outcomes Grids below)** |
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| **Assessment 1** |
| 100% of the overall module assessment will be accounted for by an individual portfolio. |
| **Assessment 2** |
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| **Assessment 3** |
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| (N.B. (i) Assessment Outcomes Grids for the module (one for each component) can be found below which clearly demonstrate how the learning outcomes of the module will be assessed.<br>(ii) An indicative schedule listing approximate times within the academic calendar when assessment is likely to feature will be provided within the Student Module Handbook.) |

| **Component 1** | | | | | | | |
|---|---|---|---|---|---|---|---|
| **Assessment Type** | **LO1** | **LO2** | **LO3** | **LO4** | **LO5** | **Weighting of Assessment Element (%)** | **Timetabled Contact Hours** |
| Individual Portfolio | ☒ | ☒ | ☒ | ☒ | ☒ | 100 | 0 |

| Component 2 | | | | | | | |
|---|---|---|---|---|---|---|---|
| **Assessment Type** | **LO1** | **LO2** | **LO3** | **LO4** | **LO5** | **Weighting of Assessment Element (%)** | **Timetabled Contact Hours** |
| N/A | ☐ | ☐ | ☐ | ☐ | ☐ | | |

| Component 3 | | | | | | | |
|---|---|---|---|---|---|---|---|
| **Assessment Type** | **LO1** | **LO2** | **LO3** | **LO4** | **LO5** | **Weighting of Assessment Element (%)** | **Timetabled Contact Hours** |
| N/A | ☐ | ☐ | ☐ | ☐ | ☐ | | |
| **Combined total for all components** | | | | | | 100% | hours |

**Change Control**

| What | When | Who |
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