

## Module Descriptor 2023/24

<b>Title of Module: Organisational Behaviour</b>			
<b>Code:</b>	<b>SCQF Level:</b> (Scottish Credit and Qualifications Framework)	<b>Credit Points: 20</b>	<b>ECTS: 10</b> (European Credit Transfer Scheme)
<b>School:</b>	School of Business Creative Industries		
<b>Module Co-ordinator:</b>	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

Face-To-Face	Blended	Fully Online
✓	✓	
<p><b>Face-To-Face</b> Term used to describe the traditional classroom environment where the students and the lecturer meet synchronously in the same room for the whole provision.</p> <p><b>Fully Online</b> Instruction that is solely delivered by web-based or internet-based technologies. This term is used to describe the previously used terms distance learning and e learning.</p> <p><b>Blended</b> A mode of delivery of a module or a programme that involves online and face-to-face delivery of learning, teaching and assessment activities, student support and feedback. A programme may be considered "blended" if it includes a combination of face-to-face, online and blended modules. If an online programme has any compulsory face-to-face and campus elements it must be described as blended with clearly articulated delivery information to manage student expectations</p>		

### Campus(es) for Module Delivery

The module will **normally** be offered on the following campuses / or by Distance Learning (D/L) (ie. Virtual Campus): (Provided viable student numbers permit)

Paisley:	Ayr:	Dumfries:	Hamilton:	D/L Virtual Campus:	Other:
✓			✓	✓	✓

Course Reference Numbers (CRNs) (if known)					
Paisley:	Ayr:	Dumfries:	Hamilton:	D/L Virtual Campus:	Other:
TBC			TBC	TBC	TBC

Trimester(s) for Module Delivery		
(Provided viable student numbers permit).		
Trimester 1	Trimester 2	Trimester 3
✓	✓	✓

Learning Outcomes: (maximum of 5 statements)
<p>At the end of this module the student will be able to:</p> <p>L1: Discuss theories, concepts and models relevant to human behaviour in organisations;</p> <p>L2: Assess the management of people in an organisational context;</p> <p>L3: Analyse group/team processes in an organisational context;</p> <p>L4: Evaluate individual behaviour in groups, teams and organisations;</p> <p>L5: Develop a practice of self-reflection by assessing personal characteristics, abilities and growth.</p>

Employability Skills and Personal Development Planning (PDP) Skills	
<b>SCQF Headings</b>	During completion of this module, there will be an opportunity to achieve core skills in:
<b>Knowledge and Understanding (K and U)</b>	<p>SCQF Level 8</p> <p>A broad knowledge of the scope, defining features, and main areas of organisation theory and organisational behaviour. Detailed knowledge in some areas of organisational behaviour. Understanding of a limited range of core theories, principles and concepts in organisation theory and organisational behaviour. Limited knowledge and understanding of some major current issues and specialisms in organisation theory and organisational behaviour. An outline knowledge and understanding of research and equivalent scholarly/academic processes in organisation theory and organisational behaviour.</p>
<b>Practice: Applied Knowledge and Understanding</b>	<p>SCQF Level 8</p> <p>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. Carry out routine lines of enquiry, development or investigation into problems and issues of managing people in organisations. Adapt routine practices within accepted standards.</p>

<b>Generic Cognitive skills</b>	SCQF Level 8 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. Use a range of approaches to formulate evidence-based solutions/responses to defined and/or routine problems/issues of managing people in organisations. Critically evaluate evidence-based solutions/responses to defined and/or routine problems/issues of managing people in organisations.
<b>Communication, ICT and Numeracy Skills</b>	SCQF Level 8 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. 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.
<b>Autonomy, Accountability and Working with others</b>	SCQF Level 8 Exercise autonomy and initiative in some activities at a professional level. Take continuing account of own and others' roles, responsibilities and contributions in carrying out and evaluating tasks. 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.

<b>Pre-requisites:</b>	Before undertaking this module, the student should have undertaken the following:	
	<b>Module Code:</b> —	<b>Module Title:</b> —
	<b>Other:</b> Students must be enrolled on the BA(Hons) Business & HRM, BA(Hons) Business or Graduate Apprenticeship programmes.	
<b>Co-requisites:</b>	<b>Module Code:</b> —	<b>Module Title:</b> —

\* Indicates that module descriptor is not published.

<b>Learning and Teaching</b>	
Delivery will take the form of asynchronous online learning activities and face-to-face workshops/tutorials. Online learning will include digital lecture material on theory and practice alongside activity learning activities. Student will also have the opportunities to work individually and in groups to apply learning to practice. Each week additional reading will be identified on the VLE (Aula) to support students to deepen understanding of the topics covered.	
<b>Learning Activities</b> During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	<b>Student Learning Hours</b> <b>(Normally totaling 200 hours):</b> (Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture/Core Content Delivery	24
Tutorial/Synchronous Support Activity	12
Independent Study	164
	200 Hours Total

**\*\*Indicative Resources: (eg. Core text, journals, internet access)**

The following materials form essential underpinning for the module content and ultimately for the learning outcomes:

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 Aula/myUWS.

(\*\*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 Requirements

In line with the Academic Engagement and Attendance Procedure, Students are defined as academically engaged if they are regularly engaged with timetabled teaching sessions, course-related learning resources including those in the Library and on Moodle, and complete assessments and submit these on time. Please refer to the Academic Engagement and Attendance Procedure at the following link: [Academic engagement and attendance procedure](#)

Programme Board (Previously Subject Development Group (SDG)/LTC)	Management, Organisations and People
Assessment Results (Pass/Fail)	No
Subject Panel	Management, Organisations and People
Moderator	Catherine Clark
External Examiner	Olatunji Adekoya
Accreditation Details	—
Changes/Version Number	1

### Assessment: (also refer to Assessment Outcomes Grids at end of document)

60% of the overall module assessment will be accounted for by a group report.

40% of the overall module assessment will be accounted for by an individually written reflective essay.

(N.B. (i) **Assessment Outcomes Grids** for the module (one for each main assessment category) can be found at the end of this descriptor which clearly demonstrate how the learning outcomes of the module will be assessed. (ii) An **indicative schedule** listing approximate times within the academic calendar when assessment is likely to feature will be provided within the Student Handbook.)

### Assessment Outcome Grids (Footnote A.)

Assessment Category 1							
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Portfolio of written work	✓	✓	✓			60	0
Assessment Category 2							

Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Essay				✓	✓	40	0
Combined Total For All Assignment Categories						100	0

Footnotes:

- A. Referred to within Assessment Section above
- B. Identified in the Learning Outcome Section above

Note(s):

More than one assessment method can be used to assess individual learning outcomes. Schools are responsible for determining student contact hours. Please refer to University Policy on contact hours (extract contained within section 10 of the Module Descriptor guidance note). This will normally be variable across Schools, dependent on Programmes &/or Professional requirements.

### **Equality and Diversity**

The Equality, Diversity and Human Rights policy underpins student engagement. We aim to make UWS a fair and equal place to study an institution which addresses specific issues covering all aspects of equality, diversity and human rights. Where required module assessment will be adapted to meet student requirements.

[UWS Equality and Diversity Policy](#)

(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)