University of the West of Scotland

Module Descriptor Template

Session:

Title of Module: Organisation Strategy and Culture			
Code:	**SCQF Level: 9** (Scottish Credit and Qualifications Framework)	**Credit Points:20**	**ECTS:** (European Credit Transfer Scheme)
School:	School of Business and Creative Industries		
Module Co-ordinator:	James B Johnston		

Summary of Module

High performing and sustainable organisations engage in and depend on a combination of strategic planning and management and aligning these. This has always generated challenges in practice for private, public and 3rd sector organisations, in some common and some distinct ways. It is even more of a challenge in an era of global change and expectations around achieving missions around economic, social and environmental goals.

This module will study theories and models of how both strategy and culture, and their integration, can be understood and managed. It will address practice, as a set of common organisational challenges in practice emerge from the integrated management of strategy and culture. These include addressing social, economic and environmental missions; challenges of strategic and cultural leadership, the design of work and workplaces, and managing strategic and culturally effective organisational communication in practice. This module will cover strategy and culture in theory and the integrated management of these through leadership, workplace design, communication and internationalisation contexts.

The module has been designed with our students as future academics and professionals in mind, where a strong focus lies on the development of fundamental skills in research, leading to the devotement of the university's 'I am UWS' graduate attributes:

- **Universal:** supporting students in becoming critical thinkers, who can demonstrate analytical and collaborative skills;
- **Work-ready:** developing motivated, ambitious and knowledgeable future professionals, with effective communication skills;
- **Successful:** helping our students to be autonomous, resilient and transformational individuals who have the drive to succeed in their future careers.

Module Delivery Method		
Face-To-Face	**Blended**	**Fully Online**
☒	☐	☐

Campus(es) for Module Delivery
The module will **normally** be offered on the following campuses / or by Distance/Online Learning: (Provided viable student numbers permit) (tick as appropriate)

Paisley:	Ayr:	Dumfries:	Lanarkshire:	London:	Distance/Online Learning:	Other:
☒	☐	☒	☒	☐	☐	NCL

Term(s) for Module Delivery
(Provided viable student numbers permit).

Term 1	☒	Term 2	☐	Term 3	☐

Learning Outcomes: (maximum of 5 statements)
These should take cognisance of the SCQF level descriptors and be at the appropriate level for the module. At the end of this module the student will be able to:

L1	Describe and use theories and models of strategy and culture, and their integration for alignment, in organisations.
L2	Identify and analyse common organisational challenges in practice which are associated with the integrated management and alignment of strategy and culture
L3	Critically evaluate and propose solutions for real world cases of contemporary integrated strategy and culture management which address economic, social and environmental missions.
L4	Click or tap here to enter text.
L5	Click or tap here to enter text.

Employability Skills and Personal Development Planning (PDP) Skills

SCQF Headings	During completion of this module, there will be an opportunity to achieve core skills in:
Knowledge and Understanding (K and U)	SCQF Level **9** Demonstrate and/or work with: • An understanding of the scope and defining features of a subject/discipline/sector, and an integrated knowledge of its main areas and boundaries. • A critical understanding of a range of the principles, principal theories, concepts and terminology of the subject/discipline/sector. • Knowledge of one or more specialisms that is informed by forefront developments.
Practice: Applied Knowledge and Understanding	SCQF Level **9** Apply knowledge, skills and understanding: • In using a range of the principal professional skills, techniques, practices and/or materials associated with the subject/discipline/sector. • In using a few skills, techniques, practices and/or materials that are specialised and/or advanced. • In practising routine methods of enquiry and/or research. • To practise in a range of professional level contexts that include a degree of unpredictability.
Generic Cognitive skills	SCQF Level **9** Undertake critical analysis, evaluation and/or synthesis of ideas, concepts, information and issues in a subject/discipline/sector. • Identify and analyse routine professional problems and issues. • Draw on a range of sources in making judgements.
Communication, ICT and Numeracy Skills	SCQF Level **9** Use a wide range of routine skills and some advanced and specialised skills in support of established practices in a subject/discipline/sector, for example: • Present or convey, formally and informally, information on standard/mainstream topics in the subject/discipline/sector to a range of audiences. • Use a range of ICT applications to support and enhance work. • Interpret, use and evaluate numerical and graphical data to achieve goals/targets.
Autonomy, Accountability and Working with others	SCQF Level **9** • Exercise autonomy and initiative in some activities at a professional level in practice or in a subject/discipline/sector. • Exercise managerial responsibility for the work of others and for a range of resources. • Practise in ways that show awareness of own and others' roles and responsibilities. • Work, under guidance, with specialist practitioners. • Seeking guidance where appropriate, manage ethical and professional issues in accordance with current professional and/or ethical codes or practices. ..

Pre-requisites:	Before undertaking this module the student should have undertaken the following:	
	Module Code:	**Module Title:**
	Other:	

Co-requisites	Module Code:	Module Title:

Learning and Teaching

In line with UWS' Curriculum Framework, providing a flexible and hybrid, student-centred and inclusive approach to learning and teaching, the module has been designed around the delivery of engaging, activity-/discussion-based and subject-specific workshops, nurtured by meaningful online content, including short videos, reading materials, quizzes, etc. This approach creates more flexibility for students, while also enhancing deeper learning through engagement with peers and teaching staff, both online and in the classroom.

This is further supported by the assessment approach adopted, enabling students to develop both academic and employability-focused knowledge and skills within research methods and design — all aligned to the overarching purpose and aims of the students' respective programme of study.

Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	**Student Learning Hours** (Normally totalling 200 hours): (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
Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	
	Hours Total 200

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

The following form essential underpinning for the module content:

Lynch, R. et al (2024) Strategic Management, 10th Edition, Sage Ltd.

Details of other relevant books, journals and library materials will be available on the AULA VLE.

Attendance Requirements

In line with the Academic Engagement Procedure, Students are academically engaged if they are regularly engaged with timetabled on-campus and online teaching sessions, asynchronous online learning activities, course-related learning resources, and complete assessments and submit these on time. Please refer to the Academic Engagement Procedure at the following link: Academic engagement and attendance procedure

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.

http://www.uws.ac.uk/equality/

Supplemental Information

Divisional Programme Board	MOP
Assessment Results (Pass/Fail)	Yes ☒ No ☐
School Assessment Board	BCI
Moderator	Richard Jefferies
External Examiner	S Gibb
Accreditation Details	
Changes/Version Number	1

Assessment: (also refer to Assessment Outcomes Grids below)

This module involves the completion of **two forms** of assessment. Each of these relates to all the Learning Outcomes for the module. Assessment 1 is more oriented on theory and assessment 2 on processes/practice

Assessment 1; Groupwork presentation (30%). The presentation will be a description and analysis of the management of strategy-culture in an organisation.

Assessment 2; 2,000 word Individual written report assignment (70%); this will allow students to select a thematic area of strategy-culture integration and explore it in depth.

Assessment 3 Click or tap here to enter text.

(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.
(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.)

Component 1

Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Groupwork presentation	Y	Y			

Component 2

Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Written report		Y	Y		

Component 3

Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Combined Total For All Components				100%	hours