**Session: 2022/23**
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**Title of Module: Organisational Change in Practice**

| Code: BUSN10059 | SCQF Level: 10 (Scottish Credit and Qualifications Framework) | Credit Points: 20 | ECTS: 10 (European Credit Transfer Scheme) |
|---|---|---|---|
| School: | School of Business & Creative Industries | | |
| Module Co-ordinator: | Shaif Ahammed | | |

**Summary of Module**

The aim of this module is to equip students with the diagnostic models, analytical knowledge and management skills required for the successful practice of change management, organisation development and leadership. These are useful in a variety of organisation and business contexts to enhance organisational performance. By engagement with the many contemporary Business related 'wicked' problems facing every organisation the module supports students on best to arrive at sound judgments and recommendations in the absence of complete and perfect data whilst constructively challenging existing organization ideas and practices. The module also integrates the relevant theory and practice of leadership to enable students to assess the leadership skills required for their future careers where change will be a constant feature.

**Module Delivery Method**

| Face-To-Face | Blended | Fully Online | HybridC | HybridO | Work-based Learning |
|---|---|---|---|---|---|
| | ✔ | ✔ | | | |

**Face-To-Face**
Term used to describe the traditional classroom environment where the students and the lecturer meet synchronously in the same room for the whole provision.

**Blended**
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

**Fully Online**
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.

**HybridC**
Online with mandatory face-to-face learning on Campus

**HybridO**
Online with optional face-to-face learning on Campus

**Work-based Learning**
Learning activities where the main location for the learning experience is in the workplace.

**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)

| Paisley: | Ayr: | Dumfries: | Lanarkshire: | London: | Distance/Online Learning: | Other: |
|---|---|---|---|---|---|---|
| ✔ | | | | | ✔ | |

**Term(s) for Module Delivery**

(Provided viable student numbers permit).

| Term 1 | ✔ | Term 2 | ✔ | Term 3 | ✔ |
|---|---|---|---|---|---|

**Learning Outcomes: (maximum of 5 statements)**

On successful completion of this module the student will be able to:

L1. Understand the nature of the change management, organisation development and leadership processes and the relevance of its application to contemporary organisational challenges

L2. Develop a critical analysis of organisation and management report on change management, OD and leadership processes (such as entering and contracting, diagnosis, interventions and evaluation)

L3. Research and develop a robust, critically informed verbal defence of audit, analysis and recommendations

**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 10. Demonstrate and/or work with: Knowledge that covers and integrates most of the principal areas, features, boundaries, terminology and conventions. A critical understanding of the principal theories, concepts and principles. |
| Practice: Applied Knowledge and Understanding | SCQF Level 10. Apply knowledge, skills and understanding: In using a wide range of the principal professional skills, techniques, practices and/or materials. In executing a defined project of research, development or investigation and in identifying and implementing relevant outcomes. To practise in a range of professional level contexts that include a degree of unpredictability and/or specialism. |
| Generic Cognitive skills | SCQF Level 10. Critically identify, define, conceptualise and analyse complex/professional problems and issues. Offer professional insights, interpretations and solutions to problems and issues. Demonstrate some originality and creativity in dealing with professional issues. Critically review and consolidate knowledge, skills, practices and thinking. Make judgements where data/information is limited or comes from a range of sources. |
| Communication, ICT and Numeracy Skills | SCQF Level 10. Use a wide range of routine skills and some advanced and specialised skills in support of established practices in relevant theory and practice for example: Present or convey, formally and informally, information to informed audiences. Communicate with peers, senior colleagues and specialists on a professional level. Use a range of ICT applications to support and enhance work at this level and adjust features to suit purpose. Interpret, use and evaluate a wide range of numerical and graphical data to set and achieve goals/targets. |
| Autonomy, Accountability and Working with others | SCQF Level 10. Exercise autonomy and initiative in professional/equivalent activities. Exercise significant 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, in a peer relationship with specialist practitioners. Work with others to bring about change, development and/or new thinking. Manage complex ethical and professional issues in accordance with current professional and/or ethical codes or practices. Recognise the limits of these codes and seek guidance where appropriate. |

| Pre-requisites: | Before undertaking this module the student should have undertaken the following: | |
|---|---|---|
| | Module Code: | Module Title: |
| | Other: | Enrolment in the Graduate Apprenticeship Programme and completion of level 9 modules |
| Co-requisites | Module Code: | Module Title: |

* Indicates that module descriptor is not published.

This module is delivered via Accelerated and Immersive Education (AIE) approach. The AIE is designed to digitally deliver teaching and learning in a mobile, immediate and interactive manner. It responds to the challenges of a digitally accelerating world by providing a versatile, student-centred and empowering educational experience that flexibly adapts to the field, industry and lifestyles of individual students.

Core educational content is hosted through a cloud-based virtual learning platform that allows staff to customise and digitally deliver content that is visual, vibrant and engaging. Through the integration of digital, social and transformational technologies student learning is a facilitated, convergent and immersive process being co-created between staff, students and their social networks. Therefore, the AIE is specifically designed to provide a collaborative, interactive and immersive educational experience for the modern 21st Century learner.

| 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>(Normally totalling 200 hours):<br>(Note: Learning hours include both contact hours and hours spent on other learning activities) |
|---|---|
| Lecture/Core Content Delivery | 24 |
| Tutorial/Synchronous Support Activity | 24 |
| Asynchronous Class Activity | 24 |
| Independent Study | 128 |
|  | 200 Hours Total |

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**\*\*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 in the VLE

Burnes, B. (2017) Managing Change (7th edn), Pearson: Harlow
Cawsey, T., Deszca, G., Ingols, C. (2016) Organizational Change: An Action-Oriented Toolkit (3rd edn). Sage
Publications: Thousand Oaks, Ca.

(\*\*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)

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**Engagement Requirements**

In line with the Academic Engagement 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 the relevant learning platform, and complete assessments and submit these on time. Please refer to the Academic Engagement Procedure at the following link: Academic engagement procedure

**Supplemental Information**

| Programme Board | Management, Organisations & People |
|---|---|
| Assessment Results (Pass/Fail) | No |
| Subject Panel | Management, Organisations & People |
| Moderator | Inyene Nkanta |
| External Examiner | G Cantafio |
| Accreditation Details |  |
| Version Number | 1.02 |

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**Assessment: (also refer to Assessment Outcomes Grids below)**

Strategic Audit and Analysis of Current Organisational Situation (30%)

Strategic Recommendations Management Report (30%)

Robust, critically informed verbal defence of audit, analysis and recommendations (40%)

(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 |
|---|---|---|---|---|---|
| Case study | ✔ |  |  | 30 | 0 |

## Component 2

| Assessment Type (Footnote B.) | Learning Outcome (1) | Learning Outcome (2) | Learning Outcome (3) | Weighting (%) of Assessment Element | Timetabled Contact Hours |
|---|---|---|---|---|---|
| Report of practical/ field/ clinical work |  | ✔ |  | 30 | 0 |

## Component 3

| Assessment Type (Footnote B.) | Learning Outcome (1) | Learning Outcome (2) | Learning Outcome (3) | Weighting (%) of Assessment Element | Timetabled Contact Hours |
|---|---|---|---|---|---|
| Presentation |  |  | ✔ | 40 | 0 |
| **Combined Total For All Components** |  |  |  | 100% | 0 hours |

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

Note(s):
1. More than one assessment method can be used to assess individual learning outcomes.
2. 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.

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**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/

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)