

Module Descriptor 2023/24

Title of Module: Organisational Culture & Development			
Code: HURM10003	SCQF Level: 10 (Scottish Credit and Qualifications Framework)	Credit Points: 20	ECTS: 10 (European Credit Transfer Scheme)
School:	School of Business and Creative Industries		
Module Co-ordinator:	Stephen Gibb		

Summary of Module

The aim of this module is to provide students with the analytical skills within Organisation Culture & Development (OD). These skills can be used in a variety of organisation and business contexts to enhance organisational performance. Organisation Culture & Development is a recognised management / consultancy discipline (for example by the CIPD) which has contributed to the effective functioning of organisations for some time and continues to evolve and be relevant to organisations today. For the graduate applying these skills in the workplace - this will enhance their work performance and help them to progress in their career.

Module Delivery Method

Face-To-Face	Blended	Fully Online
✓	✓	
<p>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.</p> <p>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.</p> <p>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</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

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. Understand the nature of the OC&D process and the relevance of its application to contemporary organisational challenges</p> <p>L2. Develop a critical application of OC&D processes (such as entering and contracting, diagnosis, interventions and evaluation)</p> <p>L3. Be able to critically apply selected OC&D processes in specific organisational circumstances</p>

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)	<p>SCQF Level 10</p> <p>Demonstrate and/or work with:</p> <p>Knowledge that covers and integrates most of the principal areas, features, boundaries, terminology and conventions of OD.</p> <p>A critical understanding of the principal theories, concepts and principles of OD.</p> <p>Detailed knowledge and understanding in OD, some of which is informed by, or at the forefront of, OD.</p> <p>Knowledge and understanding of the ways in which the OD is developed, including a range of established techniques of enquiry or research methodologies.</p>
Practice: Applied Knowledge and Understanding	<p>SCQF Level 10</p> <p>Apply knowledge, skills and understanding:</p> <p>In using a wide range of the principal professional skills, techniques, practices and/or materials associated with OD.</p> <p>In using a few skills, techniques, practices and/or materials that are specialised, advanced and/or at the forefront of a OD.</p> <p>In executing a defined project of research, development or investigation and in identifying and implementing relevant outcomes.</p> <p>To practise in a range of professional</p>

Generic Cognitive skills	<p>SCQF Level 10</p> <p>Critically identify, define, conceptualise and analyse complex/professional problems and issues.</p> <p>Offer professional insights, interpretations and solutions to problems and issues.</p> <p>Demonstrate some originality and creativity in dealing with professional issues.</p> <p>Critically review and consolidate knowledge, skills, practices and thinking in OD.</p> <p>Make judgements where data/information is limited or comes from a range of sources.</p>
Communication, ICT and Numeracy Skills	<p>SCQF Level 10</p> <p>Use a wide range of routine skills and some advanced and specialised skills in support of established practices in a OD, for example:</p> <p>Present or convey, formally and informally, information about specialised OD topics to informed audiences.</p> <p>Communicate with peers, senior colleagues and specialists on a professional level.</p> <p>Use a range of ICT applications to support and enhance work at this level and adjust features to suit purpose.</p> <p>Interpret, use and evaluate a wide range of numerical and graphical data to set and achieve goals/targets.</p>
Autonomy, Accountability and Working with others	<p>SCQF Level 10</p> <p>Exercise autonomy and initiative in professional/equivalent activities.</p> <p>Exercise significant managerial responsibility for the work of others and for a range of resources.</p> <p>Practise in ways that show awareness of own and others' roles and responsibilities.</p> <p>Work, under guidance, in a peer relationship with specialist practitioners.</p> <p>Work with others to bring about change, development and/or new thinking.</p> <p>Manage complex ethical and professional issues in accordance with current professional and/or ethical codes or practices.</p> <p>Recognise the limits of these codes and seek guidance where appropriate.</p>

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

* Indicates that module descriptor is not published.

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- and discussion-based workshops, nurtured by meaningful online content, including short videos, reading materials, quizzes, etc.

Along with a strong emphasis on self-directed studying, and the delivery of fewer workshops, 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 Equality, Diversity and Inclusion.

Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	Categories	Student Learning Hours (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)
Laboratory/Practical Demonstration/Workshop	Scheduled	36
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:

Cummings, T., Worley, C. (2015) Organization Development and Change (10th edn). Cengage Learning: Stamford, CT

Details of further resources, including textbooks, journals and online resources will be identified at the beginning of 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 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	Shuai Zhang
External Examiner	D.S. Russell
Accreditation Details	—
Changes/Version Number	1

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

Group project and presentation (30%)

Individual assignment (70%)

(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	LO (1)	LO (2)	LO (3)	Weighting (%)	Contact Hours
Individual Written Report	✓	✓	✓	30	0
Assessment Category 2					
Assessment Type	LO (1)	LO (2)	LO (3)	Weighting (%)	Contact Hours
Group Presentation	✓	✓	✓	70	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)