MODULE SPECIFICATION PROFORMA

Module Title:	Understanding Organisations	**Level**:	5	**Credit Value**:	20

Module code:	SOC530	**Is this a new module?**	Yes	**Code of module being replaced**:	SOC410

Cost Centre:	GASY	**JACS3 code**:	L410, N215

Trimester(s) in which to be offered:	1, 2	**With effect from:**	September 16

School:	Social & Life Sciences	**Module Leader:**	Dr Ann Hynes

Scheduled learning and teaching hours	60 hrs
Guided independent study	140 hrs
Placement	0hrs
Module duration (total hours)	200 hrs

Programme(s) in which to be offered	Core	Option
BA (Hons) Public and Social Policy	✓	☐

Pre-requisites

Module Aims

The module provides students with knowledge of the functioning of organisations and an opportunity to collect empirical data about one organisation of choice. A key element of the course is to provide students with the understanding that organisations work as part of the wider society and not in isolation. This module provides an opportunity for Work Based Learning.

Intended Learning Outcomes

Key skills for employability

KS1	Written, oral and media communication skills
KS2	Leadership, team working and networking skills
KS3	Opportunity, creativity and problem solving skills
KS4	Information technology skills and digital literacy
KS5	Information management skills
KS6	Research skills
KS7	Intercultural and sustainability skills
KS8	Career management skills
KS9	Learning to learn (managing personal and professional development, self-management)
KS10	Numeracy

At the end of this module, students will be able to		Key Skills	
1	Explain the contexts in which non-commercial and commercial organisations function.	KS1	KS4
		KS5	KS8
		KS7	
2	Describe organisational culture and give examples of the influence on culture of stakeholder interests.	KS1	KS5
		KS7	KS8
3	Explain how organisations can respond effectively to the external environment.	KS3	KS5
		KS7	KS8
4	Identify and describe the major influences on behaviour within organisations, focusing on communication, decision making and management.	KS1	KS2
		KS7	KS8
		KS3	

Transferable/key skills and other attributes

- Research skills & study skills
- Critical thinking skills

- Communication skills
- Problem Solving skills
- IT skills
- Reflection on learning
- Professional practice skills

Derogations

NA

Assessment:

Assessment 1*:* Reflective Journal: 3 formative reflections on: communication; decision-making and management, cumulating in a 2,000 word reflection on the major influences on behaviour within organisations, focusing on communication, decision making and management.

Assessment 2*:* Case Study: 2,000 words: Based on their WBL placement host organisation, students will present a case study in which they explain the organisation's responses to contemporary change.

Formative assessment: Deadlines are set for the 3 formative reflections.
Personal tutors and module leader will maintain contact with students and feedback on the progress of placement and application of knowledge to summative assessments.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)	Duration (if exam)	Word count (or equivalent if appropriate)
1	4	Reflective Practice	50%		2,000
2	1, 2, 3	Case Study	50%		2,000

Learning and Teaching Strategies:

The learning and teaching strategies on this module supplement students' autonomous learning. Taught sessions (lectures) will be included, together with a series of drop-in workshops designed to provide support whilst the students are attending their placements at their identified organisation and preparing the summative assessments.   The VLE (Moodle) will be instrumental in facilitating contact with peers and tutors and some learning will be based online (activities embedded in VLE).

Within the 140hrs of guided independent study there is a requirement for WBL experience within an organisation.

Students are required to identify and arrange an experiential element of study. This element of study is designed to form the basis of the Case Study (Assessment 2) of this module, and can be used as the basis for the Case Study (Assessment 2) in 'Regional and International Equality and Diversity' module. This WBL element is formally managed by the module leader, Programme Leader and HE Curriculum Coordinator. Mechanisms for identification of potential host organisations; initial contact and communication with host organisations; DBS

checks; programme team monitoring of students within organisation and liaison between programme team and organisation are detailed in the PSP WBL handbook.

The students will be advised by their host organisation whether a DBS check is required for 'regulated activity'. Initial planning of the WBL element begins in Level 4 (Personal Development Workshops) so there will be time for students to arrange any necessary DBS checks. Students take responsibility for application for DBS and any costs incurred.

The form and duration of this student organised element can vary depending on the nature of the organisation, availability and practical considerations. Preparation for this learning opportunity will commence in Level 4 where a DBS check will be completed (if required) and potential host organisations identified by the students. Guidance and supervision of the planning stage will be undertaken by a combination of staff including Module leader, Programme Leader, HE curriculum Coordinator and HE Careers Advisor during scheduled Personal Development Workshops. Students are required to keep notes of all contact with their host organisation and submit with the final Case Study. A timesheet is also required detailing the time spent with the organisation and activities undertaken. The module leader, programme leader or HE Curriculum Coordinator will be allocated as supervisor for each student and they will maintain regular contact with the student from Level 4 planning initiation. The supervisor will also contact the organisation once prior to the student attending to ensure clarity of expectations and commitment, as well conducting an appropriaterisk assessment. During the students' attendance at the organisation the supervisor will contact the organisation at least once to review the arranged experiential learning element. Following conclusion of the experiential element students are required to contact the organisation to notify them of their completed case study and this is to be made available to the organisation upon request.

The focus of the WBL element will be to consolidate theoretical knowledge on the policy processes within organisations. To this end, an indicative WBL experiential element may include the following: access to relevant documentation; informal interviews with staff; observation of work practices; engagement with policy initiatives. This experience will inform the preparation and completion of the summative assessments, detailed in the module descriptor, in terms of providing a case study and working knowledge of an organisation. No assessment of the WBL activities will take place per se.

The WBL experience complements the taught component of this module, and other modules where a variety of methods for teaching and learning will include lectures, workshops, formative presentations, group work, individual tutorials, structured briefing papers, discussion, case studies and research.

Syllabus outline:

Topics will include :
• 	The nature of organisations – formal and informal perspectives.
• 	Perspectives on structures and management of organisations.
• 	Communication within organisations.
• 	Comparison of social, voluntary, and charitable organisations with commercial organisations from stakeholder perspectives.
• 	Contemporary factors driving and inhibiting decision-making and cultural change in organisations.
• 	Defining 'success' criteria in organizations, the making and breaking of organizations.

Bibliography:

Essential reading

- Brooks, I. (2008). Organisational behaviour: Individuals, Groups and Organisation. Financial Times/Prentice Hall.
- Mullins, L. J. (2013). Management and Organisational Behaviour. FT Publishing International

Other indicative reading

- Baker, D (2007) Strategic Change Management in Public Sector Organisations: A Guide for Public Sector and Not-for-profit Organizations [Paperback] Chandos Publishing; Oxford
- Bar-On, R and Parker, JDA (eds) (2000) The Handbook of Emotional Intelligence: The Theory and Practice of Development, Evaluation, Education, and Application - at Home, School, and in the Workplace
- Bolton, SC.; Houlihan, M, (2007) Searching for the Human in Human Resource Management Palgrave Macmillan
- Campbell, D and Craig, T, (2005) Organisations and the Business Environment [Paperback] Elsevier Butterworth-Heinemann
- Campbell, T and Miller, S, (2010) Human Rights and the Moral Responsibilities of Corporate and Public Sector Organisations, Springer-Verlag New York
- Capon, Claire (2009) Understanding the Business Environment (3rd ed.) Harlow : Pearson Education Ltd
- The Economic Review Periodical
- The Economist Periodical
- Handy, C. (1993) Understanding Organizations. Oxford : Oxford University Press
- Handy, C. (2009) Gods of Management: The Changing Work of Organisations. London : Souvenir Press
- Hayes, J. (2014). The theory and practice of change management. London: Palgrave Macmillan.
- Worthington, I & Britton, C (2009) The Business Environment. Place of pub: Pitman.