

MODULE DATA

MODULE TITLE		Dissertation (Organisation Development and Consultancy)			
MODULE LEVEL		7			
MODULE CREDIT POINTS		60			
SI MODULE CODE (if known)		44-7E43-00C			
MODULE JACS CODE		N200			
SUBJECT GROUP		Organisational Behaviour & Human Resource Management			
MODULE DELIVERY PATTERN (✓ as applicable or give dates for non-standard delivery) NB "Semester 3" ends on 31 July each year					
LONG (2 semesters)		SHORT (1 semester)		NON-STANDARD DELIVERY	
Sem 1 & 2		Sem 1		Start Date	TBC
Sem 2 & 3		Sem 2		End Date	TBC
		Sem 3			
MODULE ASSESSMENT PATTERN (✓ as applicable - also complete Table A, Section 5, below)					
Single Module Mark with Overall Module Pass Mark of 40%					✓
Single Module Mark - Pass/Fail only					
Up to Three Assessment Tasks with Pass Mark of 40% for each Task and Overall Module Pass Mark of 40%					
Up to Three Assessment Tasks - Pass/Fail only					
Other - if choosing "Other" please give further details of assessment pattern in the blank space below					
Overall Module Pass Mark if other than 40% (subject to approval)					%
MODULE INFORMATION (✓ as applicable - also complete Table A, Section 5)					
Is a timetabled examination required for the assessment of this module?					
Is a timetabled examination required for the reassessment of this module?					
Is the module delivered wholly by Distance Learning (ie. not timetabled at SHU)					
Are any staff who are responsible for teaching on this module non-SHU employees?					
MODULE STATUS (✓ as applicable to status of module in the context of current proposal)					
Unchanged: an existing module, presented as unchanged from previous years					
Modified: an existing module being modified as a result of this validation, eg. changes to delivery or assessment pattern, title, credit weighting etc					
New: new module to be approved through current validation process					✓
If status is 'Modified', please give date when modified version is to be available from				Modified Version Available from	
Breakdown of notional study hours by type (Typically requires 10 hours of notional study time for 1 CATS credit)		Tutor-Led (Contact Hours)	Tutor-Directed Study	Self-Directed Study	TOTAL STUDY HOURS for this Module
		6	9	585	600
OTHER COURSES FEATURING THIS MODULE (please list below)					

1 AIM OF THIS MODULE

The aim of the dissertation is to integrate the student's exploration and evaluation of the principles, models and theories that underpin Organisation Development and Consultancy in the context of organisational situations and to evaluate the implications and limitations of OD interventions through recognition of the significance of epistemological and ontological issues in relation to relevant theory and concepts. This should typically be achieved through investigation of an organisation situation appropriate to the principles of Organisation Development that enables the student to use strategies that demonstrates development of the self as reflective (reflexive) practitioner with the potential for continuing personal and professional development.

2 BY ENGAGING SUCCESSFULLY WITH THIS MODULE YOU WILL BE ABLE TO

1. *Take responsibility for a consultancy project that involves formal and/or informal research within the field of Organisation Development which has clear goals and objectives but in which the student shows ability to reflect on the contingencies that affect those goals and objectives.*
2. *Explain and evaluate the principles, models and theories that underpin a selected area of Organisation Development and Consultancy in the context of an organisational situation in order to develop new understandings of the situation and, where appropriate, theory.*
3. *Investigate an organisation situation appropriate to the principles of Organisation Development either by conducting an empirical research study using the appropriate research methodology and methods or by a reflective and critical engagement with an OD intervention in which the student has engaged in the past.*
4. *To evaluate and explain the Organisation Development intervention and the consultancy as it affects the host organisation.*
5. *To evaluate and explain in a reflective manner the impact of the participant's own presence on the research and consultancy process by developing an awareness of one's own role as a researcher and consultant, and through an understanding of the ambiguities inherent in the researcher, consultant (and student) roles.*
6. *Use strategies that demonstrate development of the self as reflective practitioner with the potential for continuing personal and professional development.*
7. *Develop a sustained narrative that synthesises theory and practice that is appropriately structured and which is personal and observes scholarly conventions of referencing and presentation without loss of creativity.*

3 THESE ARE EXAMPLES OF THE CONTENT OF THE MODULE

You may choose your own title for the dissertation, subject to agreement by the Dissertation Module Leader and by your proposed Supervisor (if different). The dissertation should have a clear relationship to the overall theme of the MSc Organisation Development and Consultancy course in that it explores the processes

of organisation development and consultancy in organisations. This means that typically the dissertation should:

- Include a clear and rigorous diagnosis of an organisation situation of sufficient scope to develop the potential for a meaningful intervention using appropriate research methods for the collection of information and its analysis. This should include, where appropriate, discussion of the ethical issues encountered in the diagnostic process.
- Include evidence of the author's ability to engage in processes of observation and reflection that are congruent with the principles of change agency in an organisation development context.
- Include relevant theory that enables a critical discussion of the issues that arise from the diagnosis of the situation and also that enable critical discussion of the consultancy/intervention approach. The bodies of theory to be drawn on will typically be found in the modules that constitute the taught element of the course.
- Include theorised discussion of the processes of organisation intervention that are the outcomes of the processes of diagnosis. In some cases this may be a discussion of the intervention as it happens; in other cases it may be a discussion of a planned intervention.
- Include theorised discussion of the processes of consultancy (as internal or external consultant) that are involved in the development of the project that leads to the dissertation. This could include situations where the author is a line manager working in consultancy mode on an organisational issue.
- Although these are typical contents of an MSc Organisation Development and Consultancy dissertation there may be occasions where the author can agree with the supervisor a somewhat different content for the dissertation. This can happen, for example, where the student is unable to find an organisation situation or where the project is a failed project. In this event the author can legitimately explore the key issues involved in the consultancy approach that surround the problems he/she has encountered.

4 THESE ARE THE MAIN WAYS YOU WILL BE SUPPORTED IN YOUR LEARNING TO ACHIEVE THESE OUTCOMES

The learning philosophy adopted will encourage students to take a critical and independent approach towards the anticipated learning outcomes. To achieve this, students will:

- Meet with an appointed academic supervisor to discuss the research, seek advice on methodological issues and background reading, and as necessary, on the appropriate method of presentation.
 - Work independently conducting empirical research and a review of the literature.
 - Be encouraged to reflect upon the process of research
- The dissertation will be assessed by the student's supervisor and moderated according to standard academic procedures.

5 THESE ARE THE WAYS THAT WILL BE USED TO ENABLE YOU TO DEMONSTRATE YOU HAVE MET THE LEARNING OUTCOMES

The dissertation will be assessed by the student's supervisor and moderated according to standard academic procedures. The supervisor will give feedback during the supervision meetings and feedback will be given at the assessment stage of the dissertation.

LO	Students will be assessed on	Minimum Threshold for Pass
1	Ability to take responsibility for a consultancy project that has clear goals and objectives but in which the student shows ability to reflect on contingencies.	The goals and objectives are set, but are not ambitious. Some awareness of ability to reflect on contingencies
2	Ability to explain and evaluate the principles, models and theories that underpin a selected area of OD&C in the context of an organisational situation	Partially addressed, although insufficient theory considered and not well integrated
3	The ability to investigate an organisation situation appropriate to the principles of Organisation Development by conducting an empirical research study using the appropriate research methodology and methods.	Some understanding of epistemological and ontological issues. Some attempt made to analyse the fieldwork. Ability to synthesise data collected and relevant theory.
4	Ability to use strategies that demonstrate development of the self as reflective practitioner with the potential for continuing personal and professional development.	Some understanding of the personal development and ability to reflect on the self in the researcher/consultancy /student roles.
5	Ability to develop a sustained narrative that synthesises OD&C theory and practice that is appropriately structured and observes scholarly conventions of referencing and presentation.	Some competence over a range of issues in the development of a narrative that undertakes some synthesis of theory and practice. Observation of conventions of referencing and presentation.

TABLE A: ASSESSMENT TASK INFORMATION

ASSESSMENT TASK	% weighting of overall module mark	Duration of task / word count / length of exam	In-module retrieval available?	Individual task pass mark ONLY IF OVER 40%**
Dissertation	100%	15,000	Yes	

6 THIS IS HOW YOU WILL BE GIVEN FEEDBACK ON YOUR PERFORMANCE

Feedback in the support of student learning is an integral part of module design and:

We encourage dialogue and collaboration around learning through regular supervisory meetings and e-mail

We help clarify what good performance is through full discussion of the dissertation in discussions the final two modules of the course, in the dissertation handbook and then in supervisory meetings.

We provide information that can be used to help shape teaching and learning support through the dissertation handbook and the BlackBoard site

Encourage positive motivational beliefs and self esteem through the establishment of clear boundaries in the supervisory sessions.

Provide formative feedback on performance in supervision and, where appropriate, feedback on draft chapters.

Facilitate the development of self-assessment and reflection in learning through the reflective nature of the dissertation and its relationship to experience, reflection and relevant theory.

Deliver high quality information to students about their learning through the use of supervisory meetings and the matrix and the feedback narrative.

Provide opportunities to close the gap between current and desired performance through the development of formative as well as substantive content feedback through the supervision process. Where students request this, we can also look at drafts of their work.

7 *THESE ARE EXAMPLES OF THE KEY LEARNING RESOURCES YOU WILL USE*

The main learning resource is the supervisory encounter. There will be a BlackBoard site for the dissertation. This will include necessary resources (including the Talis Reading Lists for the modules of the course).

Since the dissertation draws on a wide range of substantive and methodological areas it is difficult to suggest a set of indicative readings since appropriate literature discussed in an emergent manner with students during the process of supervision with students, in a spirit of enquiry, typically bringing their own resources to the situation.

FINAL TASK

According to the Assessment Strategy shown in the Module Descriptor, which task will be the LAST TASK to be taken or handed-in? (Give task number as shown in the Assessment Strategy)	Task No. 1
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MODULE REFERRAL STRATEGY

Task for Task (as shown for initial assessment strategy)	Y
Single Referral Package for All Referred Students	N

REVISIONS

Date	Reason
July 2012	Assessment Framework review