

HRM7030-A Module Handbook

Organisational Agility (DL)

Semester: University of Bradford / Semester 3

Module Level: FHEQ Level 7

University of Bradford Credits: 10

Module Reading and Resources List:

<https://bradford.rl.talis.com/modules/hrm7030-a.html>

This handbook gives you valuable information about your module, including which topics you will be studying, how you will be assessed and what learning materials you will need.

If you have any questions after reading this handbook or at any point during your module, please talk to your Module Tutor. For help and support with your module, visit the 'Module Contacts' section of your Canvas course (our Virtual Learning Environment) or speak to your Personal Academic Tutor.

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Welcome and introduction

Module aims and outcomes

To explore the nature and configuration of the strategies, structures, processes, and human and technological resources that are required to enable an organisation to become truly agile, i.e. able to sense, assess, and respond to opportunities and threats rapidly, creatively, and reliably, to facilitate the co-creation of value with and for stakeholders.

Module learning outcomes (LOs)

Module organisation of work and topics

The module reading list is a great place to start your reading on the topic. You can access it here. You can also find your reading list on your canvas site or on our Reading List database, [Talis Aspire](#).

The outline syllabus gives you an indication of which topics you will study. This information may be subject to change, so please keep a record of any module announcements regarding changes from your Module Tutor, from Canvas, or by electronic communication.

Developing a culture that encourages reimagining both who the organisation creates value for, and how they do it.

Gaining commitment to creating value with, and for, a wide range of stakeholders, including employees, investors, partners, and communities.

Development of distributed, flexible approaches to creating value that are continually evolving to meet the needs of all their stakeholders.

Integration of external partners into value creation systems.

The paradox of stable but flexible structures. Importance of human business and social networks, how to create, scale, and collaborate within them.

Empowerment of teams to operate with high standards of alignment, accountability, expertise, transparency, and collaboration, and the creation of a stable ecosystem that such teams need to operate effectively. Enabling speed in an iterative cycle of thinking, doing and learning, ensuring rapid progression from creative ideas to value-adding outputs, accelerating strategic thinking and execution.

Development of organisational cultures that put people at the centre, and engages and empowers everyone in the organisation. This culture will promote leadership which empowers and develops people, grows a strong community, and fosters the entrepreneurship and skill building needed for agility to occur.

Leaders as visionaries, architects, and coaches that empower and serve the talent in the organisation, demonstrating shared and servant leadership.

Integration of a range of next-generation technology development and delivery practices into the business.

Learning and teaching on this module

Lectures will be used to deliver core syllabus concepts, followed by identification of key group and individual processes and activities that must be completed to find effective solutions to the problems inherent in transforming an organisation into a truly agile format.

Groups of 3 or 4 participants will work on an implementation plan for the transformation of an organisation (real, or case-study/simulation based), with each member taking responsibility for mutually agreed elements of the process, presenting alternatives to their team for discussion, review, recommendations and final selection. A group presentation of the outcomes of their decisions will comprise 50% of the assessment, and a reflexive 1000 word individual essay relating to the roles fulfilled within the group assessment will provide the remaining 50% of the assessment.

Scheduled module learning (hours)

This module carries hours of study, usually distributed as follows. These may be subject to change in exceptional circumstances due to internal resources or external demands. You will be notified of any changes.

Online Seminar (Synchronous) - 12

Online Tutorials (Synchronous) - 16

Groupwork - 22

Directed Study - 50

Module Assessments

Summative: Team-Based Learning Assessment (weighting 50%)

Problem-based tasks, completed by team members, reviewed by peers, before group 20 min presentation to assessor.

Summative: Coursework - Written (weighting 50%)

Individual reflexive account of the process. 1000 words.

Assessment Briefing Information

Additional assignment briefing information is provided for this module in the University's VLE.

Developing good academic practice

Referencing Style

We expect you to act with integrity throughout your studies and in your assessments. This means presenting your own work, written in your own words, and clearly indicating through referencing where you have read and used the work and ideas of others.

The academic referencing and citation style for this module is

If you need help with understanding referencing and using the style, you can look at the [University's Guide](#). This guide also contains information about online tools that help you write your references. For more in depth support, you can [contact your subject librarian or make an appointment](#), or you can [book onto a workshop](#).

Study Skills Support

Most students find that they need some assistance, guidance or reassurance at some point during their studies. For help and support with your module, visit the 'Module Contacts' section of your Canvas course or speak to your Personal Academic Tutor. Your well-being is important for effective study, so do not be afraid to contact the Student Life and Wellbeing Services if you need [help](#). There are a range of Student Services at the University who can also support you with your studies, including the [Academic Skills Advice Service](#) who provide a range of self-access skills resources, workshops and 1:1 appointments and the [Language Centre](#) who can help with English for academic purposes.

You can also contact your [subject librarian](#) for help with finding information and using Library resources. For more information about the wide range of support available during your studies, visit the 'Supporting your Learning at Bradford' page on [Canvas](#).

Academic Misconduct

As a student, you are expected to complete all work independently and honestly, using an appropriate academic style. Failure to do so may result in penalties for academic misconduct.

All students are expected to complete the University's Academic Integrity Induction module in Canvas during their first term of study. If you haven't done this already, you can find it on your Canvas dashboard under 'Essential E-Learning'.

To find out more about academic integrity and the University's regulations regarding academic misconduct, visit the [Student Casework site](#).

Extenuating circumstances and extension

During your studies, you might face circumstances which impact or extenuate your ability to attend learning sessions, complete assessments or academically perform at your expected level. This might include, for example, serious illness like Covid-19, or personal issues such as bereavement.

It is important that you tell someone at the University as soon as you can about any such issues so you can get the advice and support you need. As soon as an issue arises, let your Module Tutor and your Personal Academic Tutor know. They will then determine how best to support you.

Support before an assessment deadline might include:

- Having additional support sessions to help you with your assignment.
- Involving other services with your permission such as study skills support or counselling.
- Offering you the opportunity to request an extension to the assignment deadline by completing an Extension Form (available from the [Extenuating Circumstances information site](#)).
- Recommending that you submit an Extenuating Circumstances Form, if you are going to be unable to complete a particular assessment even with an extension or additional support:
https://evision.brad.ac.uk/urd/sits.urd/run/SIW_LGN

Include evidence of your circumstances, such as a doctor's note, and submit the form well in advance of the date of the assessment you are unable to attend or complete. This will then be reviewed by a Faculty panel and you will receive email updates about the status of your request and whether it has been accepted.

If it is impossible to let anyone know about your circumstances before the assessment date or assignment deadline, let your Module Tutor and Personal Academic Tutor know as soon as you can afterwards. In this scenario, you should also complete an Extenuating Circumstances form online via your e:Vision account. You should submit this online form no later than 7 days after your assessment was due to take place.

More information about extenuating circumstances and extensions

Visit the dedicated University intranet site to find information about what to do when things go wrong and the processes for requesting extensions and [submitting Extenuating Circumstances](#):

<https://unibradfordac.sharepoint.com/sites/student-life-service-intranet/SitePages/extenuating-circumstances.aspx>

How this module is reviewed

Your feedback

You can provide feedback on your modules in a number of diverse ways. Some common forms of feedback at Bradford are:

- Talking to your Module Tutor
- Completing module evaluation surveys
- Talking to the Student Representative for your programme – or becoming one yourself
- Asking your Rep or Tutor to consider something at a Student-Staff Liaison Committee
- Participating in staff/student forums
- Completing University and national student experience surveys

The external examiner

The external examiner is an expert in the discipline or subject area who volunteers to peer review the academic standards and quality of this module and are usually a lecturer or professor involved in teaching at another University. They advocate on your behalf ensure that this module is taught and assessed in ways that are fair and robust compared to the UK higher education sector.

The external examiner(s) for this module:

Continuous, annual and periodic review

Student feedback, external expertise and internal University reviewers all regularly contribute to the ongoing development and enhancement of University of Bradford modules and programmes.

All feedback is important to us and we seek to implement any changes that will benefit the programme at the earliest possible opportunity, whether that is within a teaching period, during annual review or at the next full re-certification of the programme.

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