## Programme Specification

<table>
<thead>
<tr>
<th>1</th>
<th>Awarding body</th>
<th>University of London</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Teaching Institution</td>
<td>Birkbeck College</td>
</tr>
<tr>
<td>3</td>
<td>Programme Title(s)</td>
<td>MSc Management Consultancy and Organizational Change</td>
</tr>
<tr>
<td>4</td>
<td>Programme Code(s)</td>
<td>TMSMCORG_C</td>
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<tr>
<td>5</td>
<td>UCAS code (if applicable)</td>
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<td>6</td>
<td>Home Department</td>
<td>Department of Organizational Psychology, School of Business, Economics and Informatics.</td>
</tr>
<tr>
<td>7</td>
<td>Exit Award(s)</td>
<td>PG Diploma; PG Certificate</td>
</tr>
<tr>
<td>8</td>
<td>Duration of Study (number of years)</td>
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</tr>
<tr>
<td>9</td>
<td>Mode of Study</td>
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<tr>
<td>10</td>
<td>Level of Award (FHEQ)</td>
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### Programme Rationale & Aims

This unique and innovative programme provides a practice-based perspective on management consultancy theory and application from the viewpoint of organisational and strategic change. It offers students the opportunity to develop their knowledge, skills and capabilities to operate as a successful consultant.

**Aims**

- To develop an understanding of management consultancy theory and practice from the perspective of organisational and strategic change.
- To help participants extend their interpersonal skills, improve personal performance and develop the analytical abilities and business knowledge required in a consultancy or change agent role.
- To take a critical perspective on change management theory and consultancy practice, and the ethical issues involved in organizational development and change.
- To develop the knowledge, skills and competencies essential for those aspiring to be management consultants with a special interest in organisational and strategic change.
- To offer a qualification that provides a sound basis for professional development, lifelong learning and career progression as a consultant.

### Entry Criteria

Students should have: 1) A good UK honours degree, or equivalent from a recognised university; 2) A good command of the English language both written and oral (IELTS score of 6.5 or equivalent). However, management development professionals and consultants with significant experience in a
wide range of public and private sector organizations may be able to benefit substantially from the course, as well as contributing significantly to the learning experience of other students. Applicants may be admitted on the strength of five or more years’ relevant experience (e.g. having a management development or consultancy role, at an appropriate level, in the private, public or voluntary sectors). All applicants must submit a formal application form, a supporting statement, and academic references.

Prospectus Entry

This unique and innovative programme provides a practice-based perspective on management consultancy theory and application from the viewpoint of organisational and strategic change. It offers you the opportunity to develop your knowledge, skills and capabilities to operate as a consultant. You will learn to apply the tools and techniques used by some of the most successful management consultancies. The programme is designed from the perspective of practising consultants and provides a unique combination of the latest theoretical thinking with practical insights into successful organisational change. It enables you to put your knowledge, strategic thinking and imagination to work with other talented people in a supportive academic environment that encourages teamwork and active engagement in the learning process. It is beneficial to: experienced consultants and change professionals who want to broaden their knowledge and experience in an academic setting; those starting out on a consulting career who wish to acquire new knowledge and develop their own consulting style; professionals, industry experts or executives in the private or public sector who want to transition into consulting or acquire consultancy skills and knowledge to enhance current role and performance.

Learning Outcomes

The learning outcomes for Professional Development and Learning:

- Critically evaluate the conceptual foundations underpinning current and emerging understandings of professional development and learning
- Analyse and review the challenges to effective individual performance in contemporary organizations
- Analyse and review the challenges to effective interpersonal relationships in contemporary organizations
- Review and identify strategies for self-development of individuals and teams
- Evaluate understandings of self-development in relation to contemporary understandings of career development
- Demonstrate awareness of the importance of act ethically and professionally with a demonstrated commitment to equality of opportunity and diversity and to continuous personal and professional development

The learning outcomes for Organizational Development, Knowledge and Learning:

- Critically evaluate the concepts of organizational development, knowledge and organisational learning and their interrelationships
- Examine the interrelationships between the organization, groups and individuals in respect to these conceptual frameworks
- Analyse and critique a range of applications of these concepts in a variety of organizational contexts
• Explore the challenges of evaluating outcomes in respect to interventions and applications of these concepts
• Identify and review emerging trends and their relationships to different conceptual frameworks and applications
• Review the respective roles of (and dynamics between) HR professionals and other stakeholders in different types of approaches to organizational development, knowledge management and organizational learning

The learning outcomes for Consultancy and Professional Practice:
• Explain and evaluate different models of, and approaches to, consultancy practice in a range of organizational contexts
• Understand the relationships between these models and specific interventions at individual, team and organizational levels (including, for example coaching, counselling, learning and development and organizational change projects)
• Review the respective roles of (and dynamics between) clients, consultants and other key stakeholders in different types of consultancy engagements
• Critically evaluate the differences between internal and external consultants
• Design plans and interventions to meet identified needs in a timely, feasible and cost-effective way
• Know how to manage the stages of a consultancy life cycle from engagement to evaluation.
• Act ethically and professionally with a demonstrated commitment to equality of opportunity and diversity within the consultancy engagement and to continuous personal and professional development.

The aims and learning outcomes for Understanding Organizations and Change:
The module provides multiple perspectives for thinking critically about organizations and organizational change.

By the end of this module, students should be able to:
• Critically compare and contrast the usefulness of different perspectives and theories of organisational change
• Appreciate the strengths and limitations of rational, planned and strategic perspectives on change.
• Explore concepts of power, resistance and the politics of change
• Identify and evaluate the importance of ‘practice’ in understanding how change is managed
• Understand the roles of ‘agency’, and especially change leaders and change agents, in processes of organisational change
• Use academic research effectively in evaluating different perspectives on organizational change

The aims and learning outcomes for Managing Organisational Change:
The main aims of the module are to:
• develop a critical understanding of change management theory and practice
• explore a variety of analytical approaches to managing change
• examine how change process in organisations can be effectively managed
• introduce some of the consulting tools and techniques used in successfully managing change
• review case studies of change management in private and public sector organisations; and
• examine the behavioural issues of how people make sense of, cope with or resist change in organisations

By the end of the module participants should be able to:

• apply and critically evaluate some of the key concepts and ideas of change management
• understand how change impacts on organisations
• diagnose and help facilitate change through the use of appropriate consulting tools and techniques

The aims and learning outcomes for Strategic Management:

• To investigate the contribution of strategy and the role of strategic management in organisations.
• To provide students with an advanced understanding of common strategic models and frameworks and an understanding of their benefits as well as limitations.
• To introduce important theoretical concepts and an appreciation of seminal writers and relevant academic literatures.
• To provide practical experience of strategic analysis and strategy formulation both as individuals and within teams and develop the ability to analyse specific case studies and identify generic solutions.

By the end of this module, students should be able to:

• Think deeply and rigorously and address the fundamental ideas in strategy research and challenges of strategic management (having developed ‘the mind of a strategist’).
• Demonstrate a sound grasp of classical tools used in strategic analysis and to capably apply them to different cases and contexts.
• Outline the underlying theories on which these tools are based and the academic research from which they have been developed.
• Apply strategic management tools and techniques to real world business situations.

The aims and learning outcomes for Strategy in Practice:

The module provides a practical and integrative introduction to some of the key tools of strategy analysis from a management consultancy perspective.

By the end of the module students should be able to:

• Understand management consultancy as a strategic approach to enhancing the overall performance of organizations, using a variety of tools and techniques from a range of management disciplines.
• Recognise the interaction of culture, power, knowledge and learning in understanding how management consultancy knowledge is used in organisations.
• Understand how the aims, objectives and content of the various modules on the programme can be integrated from a strategic perspective.
• Explore the practical application of strategy across a range of management functions, activities and processes.
The aims and learning outcomes for Research Methods proposal and final Dissertation:

- Write a research proposal that includes an abstract, introduction, literature review, method section, and a description of how data will be analysed and written up
- Write a final project report which presents an authoritative account of a piece of research
- Adopt an appropriate format, structure and style for the final project report
- Ensure final report meets the necessary assessment criteria. Formulate sound research questions
- Develop testable research hypotheses
- Be familiar with research process (e.g. recruiting participants; designing and distributing research materials; analyzing data; and drawing proper inferences from empirical findings)
- Critically evaluate an empirical study
- Examine their research questions by following solid quantitative or qualitative methods
- Understand pros and cons in using different research methods
- Be aware of ethical issues involved in their research projects

Learning, teaching and assessment methods

The programme combines research-led teaching and experiential forms of work-based learning. Students will be encouraged to develop a critical self-awareness of the scope and limits of management consultancy practices. Throughout the programme the emphasis will be on identifying core principles from relevant research, theories and practices and applying these to cases drawn from participants’ personal experience in the workplace. To this end, many classes will take the form of experiential workshops which acknowledge the participants current knowledge and past experience, and actively engage them in the process of learning, applying core management consultancy and change management development principles, while also understanding their limitations.

Participants will be expected to undertake personal study to develop a critical awareness of a range of core change management concepts and principles. They will be directed to core materials and will receive guidance on how to access materials relevant to their particular work.

Each module will use a variety of teaching methods, including case studies, class and small group discussion, in-class examinations and tests, class presentations, role plays, group activities, and written assignments.

**Professional Development and Learning (15 credits)** Personal development plan (3000 words 100%).

**Understanding Organizations and Change (15 credits)** Group work and presentation (20%), coursework essay (80%) 2000 words.

**Managing Organizational Change (15 credits)** Group work and presentation (20%), coursework essay (80%) 2000 words.

**Consultancy and Professional Practice (15 credits)** Coursework consultancy proposal case study, 3000 words (100%)

**Organizational Development, Knowledge and Learning (15 credits)**. 3000 word report (100%)

**Strategic Management (15 credits)** Coursework assignment/essay (25%) and 2 hour final exam
Programme Description

This unique and innovative programme provides a practice-based perspective on management consultancy theory and application from the viewpoint of organisational and strategic change. It offers students the opportunity to develop their knowledge, skills and capabilities to operate as a successful consultant.

Programme structure

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Development and Learning</td>
<td>15</td>
</tr>
<tr>
<td>Understanding Organizations and Change</td>
<td>15</td>
</tr>
<tr>
<td>Managing Organizational Change</td>
<td>15</td>
</tr>
<tr>
<td>Consultancy and Professional Practice</td>
<td>15</td>
</tr>
<tr>
<td>Organizational Development, Knowledge and Learning</td>
<td>15</td>
</tr>
<tr>
<td>Strategic Management</td>
<td>15</td>
</tr>
<tr>
<td>Strategy in Practice</td>
<td>15</td>
</tr>
<tr>
<td>Research Methods</td>
<td>15</td>
</tr>
<tr>
<td>Research Project/Dissertation</td>
<td>60</td>
</tr>
</tbody>
</table>

Strategy in Practice (15 credits). Group work and presentation (20%), coursework assignment/report (80%).

Research Methods (15 credits) and Dissertation (60 credits) Research Proposal, 3000 words, 25%; Research Project 10-12000 words, 75%.
Programme Structure

**Full Time programme**

**Year 1**

<table>
<thead>
<tr>
<th>Level</th>
<th>Module Code</th>
<th>Module Title</th>
<th>Credits</th>
<th>Status</th>
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</thead>
<tbody>
<tr>
<td>7</td>
<td>FDMN001H7</td>
<td>Professional Development and Learning</td>
<td>15</td>
<td>Compulsory</td>
</tr>
<tr>
<td>7</td>
<td>BUOB037H7</td>
<td>Research Methods (Occupational Psychology)</td>
<td>15</td>
<td>Compulsory</td>
</tr>
<tr>
<td>7</td>
<td>MOOP005H7</td>
<td>Understanding and Changing Organizations</td>
<td>15</td>
<td>Compulsory</td>
</tr>
<tr>
<td>7</td>
<td>BUOB044H7</td>
<td>Consultancy and Professional Practice</td>
<td>15</td>
<td>Compulsory</td>
</tr>
<tr>
<td>7</td>
<td>BUOB041H7</td>
<td>Managing Organisational Change</td>
<td>15</td>
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<tr>
<td>7</td>
<td>MOMN082H7</td>
<td>Strategic Management (Postgraduate)</td>
<td>15</td>
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<tr>
<td>7</td>
<td>FDMN002H7</td>
<td>Knowledge Management, Organisational Learning and Innovation</td>
<td>15</td>
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<tr>
<td>7</td>
<td>BUOB040H7</td>
<td>Strategy in Practice</td>
<td>15</td>
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</tr>
<tr>
<td>7</td>
<td>BUOB063D7</td>
<td>The Consultancy Challenge</td>
<td>60</td>
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**Part Time programme**

**Year 1**

<table>
<thead>
<tr>
<th>Level</th>
<th>Module Code</th>
<th>Module Title</th>
<th>Credits</th>
<th>Status</th>
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<tbody>
<tr>
<td>7</td>
<td>FDMN001H7</td>
<td>Professional Development and Learning</td>
<td>15</td>
<td>Compulsory</td>
</tr>
<tr>
<td>7</td>
<td>BUOB037H7</td>
<td>Research Methods (Occupational Psychology)</td>
<td>15</td>
<td>Compulsory</td>
</tr>
<tr>
<td>7</td>
<td>BUOB044H7</td>
<td>Consultancy and Professional Practice</td>
<td>15</td>
<td>Compulsory</td>
</tr>
<tr>
<td>7</td>
<td>MOMN082H7</td>
<td>Strategic Management (Postgraduate)</td>
<td>15</td>
<td>Compulsory</td>
</tr>
<tr>
<td>7</td>
<td>FDMN002H7</td>
<td>Knowledge Management, Organisational Learning and Innovation</td>
<td>15</td>
<td>Compulsory</td>
</tr>
<tr>
<td>7</td>
<td>BUOB040H7</td>
<td>Strategy in Practice</td>
<td>15</td>
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**Year 2**

<table>
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<th>Level</th>
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<td>7</td>
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<td>Understanding Organisations and Change</td>
<td>15</td>
<td>Compulsory</td>
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<td>7</td>
<td>BUOB041H7</td>
<td>Managing Organisational Change</td>
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<tr>
<td>7</td>
<td>BUOB063D7</td>
<td>The Consultancy Challenge</td>
<td>60</td>
<td>Compulsory</td>
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</table>

**Regulations**

- **Admissions**
  This programme adheres to the College Admissions Policy

- **Credit Transfer**
  Accredited Prior Learning will be considered in line with the College Policy on Accredited Prior Learning

- **Programme Regulations**
  This programme adheres to the College Common Awards Scheme
  [http://www.bbk.ac.uk/registry/policies/regulations](http://www.bbk.ac.uk/registry/policies/regulations)
22 Student Attendance Framework – in brief


Principle
Consistent and regular student attendance in class (or equivalent) promotes and affords student success. Inconsistent and irregular attendance is less likely to result in student success and is consistent with lower marks and degree classifications being achieved and awarded.

Attendance expectation
Birkbeck, University of London expects you to consistently attend all timetabled sessions, including lectures, seminars, group and individual tutorials, learning support sessions, workshops, laboratories, field trips, inductions and demonstrations.

E-Registers
All Birkbeck students are issued with student cards. Students are expected to take them to classes and to assessment venues and to present them to a member of staff if requested. This is for the purpose of identifying Birkbeck students.

23 Student Support and Guidance

All Birkbeck students have access to a range of student support services, details can be found on our website here: [http://www.bbk.ac.uk/student-services](http://www.bbk.ac.uk/student-services).

24 Methods of Enhancing Quality and Standards

The College has rigorous procedures in place for the monitoring and enhancing its educational provision. This includes regular monitoring of programmes drawing on feedback from various sources including external examiner’s reports, student feedback, student achievement and progression data. In addition, departments are reviewed every four to five years through the internal review process that includes external input.

For more information please see the Academic Standards and Quality website [http://www.bbk.ac.uk/registry/about-us/operations-and-quality](http://www.bbk.ac.uk/registry/about-us/operations-and-quality).

25 Programme Director

Professor Raymond Caldwell

26 Start Date (term/year)

October, 2013

27 Date approved by TQEC

Spring 2012

28 Date approved by Academic Board

Summer 2012

29 Date(s) updated/amended

August 2017