Module Descriptor

Title	Interpersonal Skills and Change Management		
Session	2025/26	**Status**	Published
Code	QUAL11003	**SCQF Level**	11
Credit Points	10	**ECTS (European Credit Transfer Scheme)**	5
School	**Computing, Engineering and Physical Sciences**		
Module Co-ordinator	Nor Azuana Mat Said		

Summary of Module

Interpersonal Skills and Change Management module prepares students to apply theoretical knowledge in real-world scenarios, equipping them with the skills to lead change, manage teams, and develop a strategic vision in dynamic organisational environments. This module develops students' ability to critically analyse change management theories and interpersonal skills, equipping them with the practical expertise needed to lead and manage change effectively. Through a continuously assessed written assignment, students will engage with real-world case studies relevant to their field of study, applying key concepts in practice-based learning. Ongoing formative assessments and reflective practice enable students to evaluate their own interpersonal competencies and leadership approaches in change management contexts.

The module covers the following:

• Theories of Change Management (L1) – A critical exploration of planned change models, including Lewin's framework, action research, and emergent change approaches, with an emphasis on their application in different organisational settings.

• Interpersonal Skills in Leading Change (L2) – Examination of teamwork, stakeholder engagement, and communication strategies for effectively initiating, facilitating, and sustaining transformational change. Students will evaluate the role of interpersonal skills in overcoming resistance and fostering collaboration.

• Leadership and Change Implementation (L3) – Application and critical evaluation of leadership styles and techniques, assessing their impact on change processes. Topics include adaptive leadership, transformational leadership, and situational decision-making in managing change.

• Self-Awareness and Reflective Practice (L4) – Development of self-awareness, feedback mechanisms, and personal growth strategies. Students will engage in reflective exercises to enhance their ability to communicate constructively, resolve conflicts, and build high-performing teams.

Upon completion, students will develop the following attributes:

• Critical Thinker & Ethically Minded – Ability to analyse and evaluate change management theories with ethical considerations.

• Effective Communicator & Problem Solver – Skilled in engaging stakeholders, managing conflicts, and leading change initiatives.

• Resilient & Self-Aware Leader – Equipped with the reflective skills and leadership competencies needed for professional and personal growth.

Module Delivery Method	**On-Campus[1]** ☒	**Hybrid[2]** ☐	**Online[3]** ☒	**Work -Based Learning[4]** ☐
Campuses for Module Delivery	☐ Ayr ☐ Dumfries	☐ Lanarkshire ☐ London ☒ Paisley	☒ Online / Distance Learning ☐ Other (specify)	

Terms for Module Delivery	Term 1	☒	Term 2	☐	Term 3	☐
Long-thin Delivery over more than one Term	Term 1 – Term 2	☐	Term 2 – Term 3	☐	Term 3 – Term 1	☐

Learning Outcomes	
L1	Critically analyse and evaluate theories in change management and interpersonal skills
L2	Develop a critical knowledge of effective use of interpersonal skills in leading and managing change
L3	Apply and critically evaluate appropriate leadership styles and techniques in managing change.
L4	Develop self-awareness and reflective practice
L5	N/A

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)	**SCQF 11** Gain a critical understanding of the development of principles of change management. Achieve a detailed knowledge of theories relating to interpersonal skills such as leadership, teambuilding, and ability to critically evaluate the effectiveness of all

[1] Where contact hours are synchronous/ live and take place fully on campus. Campus-based learning is focused on providing an interactive learning experience supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus contact hours will be clearly articulated to students.

[2] The module includes a combination of synchronous/ live on-campus and online learning events. These will be supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus and online contact hours will be clearly articulated to students.

[3] Where all learning is solely delivered by web-based or internet-based technologies and the participants can engage in all learning activities through these means. All required contact hours will be clearly articulated to students.

[4] Learning activities where the main location for the learning experience is in the workplace. All required contact hours, whether online or on campus, will be clearly articulated to students

Practice: Applied Knowledge and Understanding	**SCQF 11** Identify informed approaches to establishing management systems in a range of industrial settings. Synthesise information and gain a coherent understanding of theories and practices in change management. Develop techniques for self-reflection and improving effectiveness of interpersonal skills.
Generic Cognitive skills	**SCQF 11** Develop and demonstrate an ability to communicate effectively in a variety of professional settings. Demonstrate an understanding of an issue and develop a creative and sensible solution to an industrial change problem
Communication, ICT and Numeracy Skills	**SCQF 11** Gain a full understanding of the process of preparing oral and written reports, using IT. Develop the ability to self-reflect and recognize the impact of behaviour on others
Autonomy, Accountability and Working with Others	**SCQF 11** Work as part of a professional team to analyse information, formulate a solution, and present it back to the group. Prepare, carry out, report on and present solutions to an industrial based problem

Prerequisites	**Module Code**	**Module Title**
	Other	
Co-requisites	**Module Code**	**Module Title**

Learning and Teaching
In line with current learning and teaching principles, a 20-credit module includes 200 learning hours, normally including a minimum of 36 contact hours and maximum of 48 contact hours. In line with current learning and teaching principles, a 10-credit module includes 100 learning hours, normally including a minimum of 18 contact hours. Lectures (on-line and classroom) will introduce and exemplify key theoretical and critical concepts that can be applied to a wide range of areas in the field of change management. The approach is learner-centred with students actively engaged in a range of tasks to promote engagement with and analyses of different kinds of interpersonal skills and change management techniques. Tutorials and workshops will also be given both on-line and in class to further develop students' practical skill set. The Learning & Teaching Strategy for this module is based on the general strategy for the MSc Quality Management. Classes are delivered on a weekly basis. Lectures will introduce and exemplify key theoretical and critical concepts. Tutorial sessions will be given to further develop students' understanding. Live in-company or simulated audited scenarios will be used to enhance learning. Students will be given sufficient time and support to work on assignments.

For On-line learning students, full use will be made of the VLE. That is, all teaching material will be made available on-line and students will be guided through the material. Email and video-conferencing will be used extensively to support students. Tutorials will be on-line and synchronous.

Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	**Student Learning Hours** (Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture / Core Content Delivery	12
Tutorial / Synchronous Support Activity	6
Independent Study	82
n/a	0
n/a	0
n/a	0
TOTAL	100

Indicative Resources

The following materials form essential underpinning for the module content and ultimately for the learning outcomes:

Hayes, J., 2018. The theory and practice of change management. Palgrave.

Koprowska, J. (2020). Communication and Interpersonal Skills in Social Work. (Transforming Social Work Practice). Learning Matters

Noble, S., & Tarrant, A. (2022). Coaching People through Organizational Change (1st ed.). Kogan Page. Retrieved from https://www.perlego.com/book/3709759/coaching-people-through-organizational-change-practical-tools-to-support-employees-through-business-transformation-pdf (Original work published 2022)

Senior B. and Swailes S., 2016. Organizational Change (5th ed n.) Harlow: Pearson Education Limited

(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 and Engagement Requirements

In line with the Student Attendance and Engagement Procedure, Students are academically engaged if they are regularly attending and participating in timetabled on-campus and online teaching sessions, asynchronous online learning activities, course-related learning resources, and complete assessments and submit these on time.

For the purposes of this module, academic engagement equates to the following:

The School of Computing, Engineering and Physical Sciences considers attendance and engagement to mean a commitment to attending, and engaging in, timetabled sessions.

Students will scan their attendance, via the attendance scanners, each time they are on-campus, they will have their attendance recorded in class and they will be expected to login to the VLE several times per week. Students who are unable to attend a timetabled session, due to illness or other circumstance, should notify their Programme Leader. Across the School an 80% attendance threshold is set. Students who fall below this, will be referred to the Student Success Team to see how they can be best supported in their studies.

Equality and Diversity
The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: UWS Equality, Diversity and Human Rights Code. Aligned with the University's commitment to equality and diversity, this module supports equality of opportunity for students from all backgrounds and learning needs. Using the VLE, material will be presented electronically in formats that allow flexible access and manipulation of content. This module complies with University regulations and guidance on inclusive learning and teaching practice. This module has lab-based teaching and as such you are advised to speak to the Module Co-ordinator to ensure that specialist assistive equipment, support provision and adjustment to assessment practice can be put in place, in accordance with the University's policies and regulations.
(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)

Supplemental Information

Divisional Programme Board	**Engineering Physical Sciences**
Overall Assessment Results	☐ **Pass / Fail** ☒ **Graded**
Module Eligible for Compensation	☐ **Yes** ☒ **No** **If this module is eligible for compensation, there may be cases where compensation is not permitted due to programme accreditation requirements. Please check the associated programme specification for details.**
School Assessment Board	Civil Engineering and Quality Management
Moderator	E Viza
External Examiner	Alaa Garad
Accreditation Details	
Module Appears in CPD catalogue	☐ **Yes** ☒ **No**
Changes / Version Number	2.13 Summary module, Attendace and Engagement Requirements, Equality and Diversity text. Assessment information

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1

Case study report (100%): This assessment requires students to analyse why an organisation's change efforts failed due to factors like the economy, politics, or social influences while also considering the role of interpersonal skills in the process. Emphasis should be placed on how effective interpersonal skills such as conflict resolution, teamwork, and emotional intelligence could have influenced the success of the change initiative. This task helps students apply both theoretical knowledge and interpersonal skills to assess and manage change effectively in real-world scenarios.
Assessment 2
N/A
Assessment 3
N/A
(N.B. (i) Assessment Outcomes Grids for the module (one for each component) can be found below 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 Module Handbook.)

Component 1							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Individual Report	☒	☒	☒	☒	☐	100	0

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
N/A	☐	☐	☐	☐	☐		

Component 3							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
N/A	☐	☐	☐	☐	☐		
Combined total for all components						100%	hours

Change Control

What	**When**	**Who**
Summary module, Attendace and Engagement Requirements, Equality and Diversity text, assessment information	24/03/2025	E Viza
