Module Descriptor

Title	Organisational Change In Practice		
Session	2026/27	**Status**	Approved
Code	BUSN10059	**SCQF Level**	10
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Business and Creative Industries**		
Module Co-ordinator	B Boateng		

Summary of Module

The aim of this module is to equip students with the diagnostic models, analytical knowledge and management skills required for the successful practice of change management, organisation development and leadership.

These are useful in a variety of organisation and business contexts to enhance organisational performance. By engagement with the many contemporary Business related problems facing every organisation the module supports students on best to arrive at sound judgments and recommendations in the absence of complete and perfect data whilst constructively challenging existing organization ideas and practices. The module also integrates the relevant theory and practice of leadership to enable students to assess the leadership skills required for their future careers where change will be a constant feature.

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) TNE partners	

Terms for Module Delivery	Term 1	☐	Term 2	☒	Term 3	☐

[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

Long-thin Delivery over more than one Term	Term 1 – Term 2	☐	Term 2 – Term 3	☐	Term 3 – Term 1	☐

Learning Outcomes	
L1	Understand the nature of the change management, organisation development and leadership processes and the relevance of its application to contemporary organisational challenges
L2	Develop a critical analysis of organisation and management report on change management, OD and leadership processes (such as entering and contracting, diagnosis, interventions and evaluation)
L3	Research and develop a robust, critically informed verbal defence of audit, analysis and recommendations
L4	
L5	

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 10** Demonstrate and/or work with: Knowledge that covers and integrates most of the principal areas, features, boundaries, terminology and conventions. A critical understanding of the principal theories, concepts and principles
Practice: Applied Knowledge and Understanding	**SCQF 10** Apply knowledge, skills and understanding: In using a wide range of the principal professional skills, techniques, practices and/or materials. In executing a defined project of research, development or investigation and in identifying and implementing relevant outcomes. To practise in a range of professional level contexts that include a degree of unpredictability and/or specialism.
Generic Cognitive skills	**SCQF 10** Critically identify, define, conceptualise and analyse complex/professional problems and issues. Offer professional insights, interpretations and solutions to problems and issues. Demonstrate some originality and creativity in dealing with professional issues. Critically review and consolidate knowledge, skills, practices and thinking. Make judgements where data/information is limited or comes from a range of sources.
Communication, ICT and Numeracy Skills	**SCQF 10**

	Use a wide range of routine skills and some advanced and specialised skills in support of established practices in relevant theory and practice for example: Present or convey, formally and informally, information to informed audiences. Communicate with peers, senior colleagues and specialists on a professional level. Use a range of ICT applications to support and enhance work at this level and adjust features to suit purpose. Interpret, use and evaluate a wide range of numerical and graphical data to set and achieve goals/targets.
Autonomy, Accountability and Working with Others	**SCQF 10** Exercise autonomy and initiative in professional/equivalent activities. Exercise significant managerial responsibility for the work of others and for a range of resources. Practise in ways that show awareness of own and others' roles and responsibilities. Work, under guidance, in a peer relationship with specialist practitioners. Work with others to bring about change, development and/or new thinking. Manage complex ethical and professional issues in accordance with current professional and/or ethical codes or practices. Recognise the limits of these codes and seek guidance where appropriate

Prerequisites	**Module Code**	**Module Title**
	Other Enrolment in the Graduate Apprenticeship Programme and completion of level 9 modules	
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. Students on a Graduate Apprentice programme will undertake the following teaching, 9 weeks of 2-hour lecture/Core content delivery online sessions and 3 weeks of 3 hour on campus workshops (dates for on-campus sessions to be confirmed each term) This module is delivered via Accelerated and Immersive Education (AIE) approach. The AIE is designed to digitally deliver teaching and learning in a mobile, immediate and interactive manner. It responds to the challenges of a digitally accelerating world by providing a versatile, student-centred and empowering educational experience that flexibly adapts to the field, industry and lifestyles of individual students. Core educational content is hosted through a cloud-based virtual learning platform that allows staff to customise and digitally deliver content that is visual, vibrant and engaging. Through the integration of digital, social and transformational technologies student learning is a facilitated, convergent and immersive process being co-created between staff, students and their social networks. Therefore, the AIE is specifically designed to provide a collaborative, interactive and immersive educational experience for the modern 21st Century learner.

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	24
Tutorial / Synchronous Support Activity	24
Asynchronous Class Activity	24
Independent Study	128
n/a	
Please select	
TOTAL	200

Indicative Resources
The following materials form essential underpinning for the module content and ultimately for the learning outcomes: Main text: Organizational Change Management: Inclusion, Collaboration and Digital Change in Practice First Edition by Danielle A. Tucker, Stefano Cirella and Paul R. Kelly (2024) Burnes, B. (2017) Managing Change (7th edn), Pearson: Harlow Cawsey, T., Deszca, G., Ingols, C. (2016) Organizational Change: An Action-Oriented Toolkit (3rd edn). Sage
(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:** Attending all lectures both online and face to face and submitting assignments on time.

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. The subject area and teaching / delivery approach supports the principles of EDI. To meet the diverse needs of our student body, we are dedicated to adapting learning experiences where required. This personalised approach and innovative use of technology ensures that all students can succeed, regardless of their background or circumstances. To meet the diverse needs of our student body, we are dedicated to adapting learning experiences where required. This personalised one-to-one approach ensures that all students can succeed, regardless of their background or circumstances. By embracing and

promoting these principles, we aim to cultivate a learning community where everyone feels valued, supported, and empowered to achieve their full potential. The learning experience and environment is intended to be flexible and student-centred, aiming to deliver an interactive learning experience. The subject area and teaching / delivery approach supports the principles of EDI. To meet the diverse needs of our student body, we are dedicated to adapting learning experiences where required, providing flexibility and access. For example, the team use AI to provide 24/7 support.
(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	**Management, Organisations People**
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	Management, Organisations People
Moderator	I Nkanta
External Examiner	H Amar
Accreditation Details	NA
Module Appears in CPD catalogue	☐ **Yes** ☒ **No**
Changes / Version Number	1

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Group presentation
Assessment 2
Case study individual assignment
Assessment 3
(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**
Presentation	☐	☐	☒	☐	☐	30	

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Case Study	☒	☒	☐	☐	☐	70	

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

Change Control

What	When	Who