University of the West of Scotland
Module Descriptor

Session: 2023/24

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Status: Validated

Title of Module: Change Management

Code: BUSN10055	SCQF Level: 10 (Scottish Credit and Qualifications Framework)	Credit Points: 10	ECTS: 5 (European Credit Transfer Scheme)
School:	School of Business & Creative Industries		
Module Co-ordinator:	Anne Clare Gillon		

Summary of Module

The aim of this module is to equip students with knowledge and skills in the practice of Change Management. In the contemporary business world, organisations need to continually change, develop and evolve, or they are unlikely to survive. Therefore for the 21st century graduate, having a grasp of change management theory, tools and being able to apply these is essential.

Module Delivery Method

Face-To-Face	Blended	Fully Online	HybridC	HybridO	Work-based Learning
	✓	✓			

Face-To-Face
Term used to describe the traditional classroom environment where the students and the lecturer meet synchronously in the same room for the whole provision.

Blended
A mode of delivery of a module or a programme that involves online and face-to-face delivery of learning, teaching and assessment activities, student support and feedback. A programme may be considered "blended" if it includes a combination of face-to-face, online and blended modules. If an online programme has any compulsory face-to-face and campus elements it must be described as blended with clearly articulated delivery information to manage student expectations

Fully Online
Instruction that is solely delivered by web-based or internet-based technologies. This term is used to describe the previously used terms distance learning and e learning.

HybridC
Online with mandatory face-to-face learning on Campus

HybridO
Online with optional face-to-face learning on Campus

Work-based Learning
Learning activities where the main location for the learning experience is in the workplace.

Campus(es) for Module Delivery

The module will **normally** be offered on the following campuses / or by Distance/Online Learning: (Provided viable student numbers permit)

Paisley:	Ayr:	Dumfries:	Lanarkshire:	London:	Distance/Online Learning:	Other:
✓			✓		✓	✓

Term(s) for Module Delivery				
(Provided viable student numbers permit).				
Term 1		Term 2		Term 3

Learning Outcomes: (maximum of 5 statements)

On successful completion of this module the student will be able to:

L1. Understand the nature of the Change Management Theory and Tools and the relevance of its application to contemporary organisational challenges

L2. Develop a critical application of Change Management Theory and Tools

L3. Be able to critically apply selected Change Managment tools in specific organisational circumstances

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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 Level 10. Demonstrate and/or work with: Knowledge that covers and integrates most of the principal areas, features, boundaries, terminology and conventions of Change Management Theory and Practice. A critical understanding of the principal theories, concepts and principles of Change Management Theory and Practice. Detailed knowledge and understanding in Change Management Theory and Practice, some of which is informed by, or at the forefront of, Change Management Theory and Practice. Knowledge and understanding of the ways in which the Change Management Theory and Practice is developed, including a range of established techniques of enquiry or research methodologies.
Practice: Applied Knowledge and Understanding	SCQF Level 10. Apply knowledge, skills and understanding: In using a wide range of the principal professional skills, techniques, practices and/or materials associated with Change Management Theory and Practice. In using a few skills, techniques, practices and/or materials that are specialised, advanced and/or at the forefront of a Change Management Theory and Practice. 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 Level 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 in Change Management Theory and Practice. Make judgements where data/information is limited or comes from a range of sources.
Communication, ICT and Numeracy Skills	SCQF Level 10. Use a wide range of routine skills and some advanced and specialised skills in support of established practices in Change Management Theory and Practice, for example: Present or convey, formally and informally, information about specialised Change Management Theory and Practice topics 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 Level 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.

Pre-requisites:	Before undertaking this module the student should have undertaken the following:	
	Module Code:	Module Title:
	Other:	
Co-requisites	Module Code:	Module Title:

* Indicates that module descriptor is not published.

Learning and Teaching	
Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	**Student Learning Hours** (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture/Core Content Delivery	12
Laboratory/Practical Demonstration/Workshop	6
Independent Study	82
	100 Hours Total

**Indicative Resources: (eg. Core text, journals, internet access)
The following materials form essential underpinning for the module content and ultimately for the learning outcomes: Burnes, B. (2014) Managing Change (6th edn), Pearson: Harlow Cawsey, T., Deszca, G., Ingols, C. (2016) Organizational Change: An Action-Oriented Toolkit (3rd edn). Sage Publications: Thousand Oaks, Ca.
(**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)

Engagement Requirements
In line with the Academic Engagement Procedure, Students are defined as academically engaged if they are regularly engaged with timetabled teaching sessions, course-related learning resources including those in the

Library and on the relevant learning platform, and complete assessments and submit these on time. Please refer to the Academic Engagement Procedure at the following link: Academic engagement procedure

Supplemental Information

Programme Board	Management, Organisations & People
Assessment Results (Pass/Fail)	No
Subject Panel	Management, Organisations & People
Moderator	Richard Jefferies
External Examiner	Robert Stevenson
Accreditation Details	
Changes/Version Number	2.02

Assessment: (also refer to Assessment Outcomes Grids below)
A case report
(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 Handbook.)

Assessment Outcome Grids (Footnote A.)

Component 1

Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Case study	✓	✓	✓	100	18
		Combined Total For All Components		100%	18 hours

Footnotes
A. Referred to within Assessment Section above
B. Identified in the Learning Outcome Section above

Note(s):
1. More than one assessment method can be used to assess individual learning outcomes. 2. Schools are responsible for determining student contact hours. Please refer to University Policy on contact hours (extract contained within section 10 of the Module Descriptor guidance note).   This will normally be variable across Schools, dependent on Programmes &/or Professional requirements.

Equality and Diversity
he Equality, Diversity and Human Rights policy underpins student engagement. We aim to make UWS a fair and equal place to study an institution which addresses specific issues covering all aspects of equality, diversity and human rights. Where required module assessment will be adapted to meet student requirements.
http://www.uws.ac.uk/equality/
UWS Equality and Diversity Policy
(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to

the attention of the School)