

## University of the West of Scotland

## Module Descriptor

Session: 2023/24

<b>Title of Module: Management of Change</b>			
<b>Code: LNDN10002</b>	<b>SCQF Level: 10 (Scottish Credit and Qualifications Framework)</b>	<b>Credit Points: 20</b>	<b>ECTS: 10 (European Credit Transfer Scheme)</b>
<b>School:</b>	School of Business & Creative Industries		
<b>Module Co-ordinator:</b>	Melissa Kerr		
<b>Summary of Module</b>			
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 modern business graduate, having a grasp of change management theory, tools and being able to apply these is essential.			

<b>Module Delivery Method</b>					
<b>Face-To-Face</b>	<b>Blended</b>	<b>Fully Online</b>	<b>HybridC</b>	<b>Hybrid 0</b>	<b>Work-Based Learning</b>
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>See Guidance Note for details.</b>					

<b>Campus(es) for Module Delivery</b>						
The module will <b>normally</b> be offered on the following campuses / or by Distance/Online Learning: (Provided viable student numbers permit) (tick as appropriate)						
<b>Paisley:</b>	<b>Ayr:</b>	<b>Dumfries:</b>	<b>Lanarkshire:</b>	<b>London:</b>	<b>Distance/Online Learning:</b>	<b>Other:</b>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Add name

<b>Term(s) for Module Delivery</b>					
(Provided viable student numbers permit).					
<b>Term 1</b>	<input checked="" type="checkbox"/>	<b>Term 2</b>	<input checked="" type="checkbox"/>	<b>Term 3</b>	<input checked="" type="checkbox"/>

<b>Learning Outcomes: (maximum of 5 statements)</b> <b>These should take cognisance of the SCQF level descriptors and be at the appropriate level for the module.</b> At the end 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 International business challenges
L2	Understand the nature of the Change Management Theory and Tools and the relevance of its application to International business challenges
L3	Be able to critically apply selected Change Management tools in specific organisational circumstances
L4	Click or tap here to enter text.
L5	Click or tap here to enter text.

<b>Employability Skills and Personal Development Planning (PDP) Skills</b>	
<b>SCQF Headings</b>	During completion of this module, there will be an opportunity to achieve core skills in:
Knowledge and Understanding (K and U)	<p><b>SCQF Level 10</b></p> <p>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.</p>
Practice: Applied Knowledge and Understanding	<p><b>SCQF Level 10</b></p> <p>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.</p>
Generic Cognitive skills	<p><b>SCQF Level 10</b></p> <p>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.</p>

	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	<p><b>SCQF Level 10</b></p> <p>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.</p>	
Autonomy, Accountability and Working with others	<p><b>SCQF Level 10</b></p> <p>Exercise autonomy and initiative in professional/equivalent activities. Exercise significant managerial responsibility for the work of others and for a 12/13/23, 1:27 PM University of the West of Scotland Module Descriptor <a href="https://web.archive.org/web/20230602052206/https://psmd.uws.ac.uk/moduledescriptors/ModuleDescriptorsCodesA_Z/ModuleDescriptor.aspx?d...">https://web.archive.org/web/20230602052206/https://psmd.uws.ac.uk/moduledescriptors/ModuleDescriptorsCodesA_Z/ModuleDescriptor.aspx?d...</a> 4/6 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.</p>	
<b>Pre-requisites:</b>	Before undertaking this module the student should have undertaken the following:	
	<b>Module Code:</b>	<b>Module Title:</b>
	<b>Other:</b>	
<b>Co-requisites</b>	<b>Module Code:</b>	<b>Module Title:</b>

\*Indicates that module descriptor is not published.

<b>Learning and Teaching</b>	
<b>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.</b>	
<p><b>Learning Activities</b></p> <p>During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:</p>	<p><b>Student Learning Hours</b> (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)</p>

Lecture/Core Content Delivery	36
Independent Study	164
Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	
	Hours Total 200
<b>**Indicative Resources: (eg. Core text, journals, internet access)</b>	
<p>The following materials form essential underpinning for the module content and ultimately for the learning outcomes:</p> <p>Hodges, J. (2016) Managing and leading people through organizational change : the theory and practice of sustaining change through people. London, United Kingdom: Kogan Page Limited.</p> <p>Details of further resources, including textbooks, journals and online resources will be identified at the beginning of delivery in the module handbook and made available via the VLE</p> <p>Please ensure the list is kept short and current. Essential resources should be included, broader resources should be kept for module handbooks / Aula VLE.</p> <p>Resources should be listed in Right Harvard referencing style or agreed professional body deviation and in alphabetical order.</p> <p>(**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)</p>	
<b>Attendance and Engagement Requirements</b>	
<p>In line with the <a href="#">Student Attendance and Engagement Procedure</a>: 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.</p>	

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

### 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](#).

Please ensure any specific requirements are detailed in this section. Module Co-ordinators should consider the accessibility of their module for groups with protected characteristics..

(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

<b>Divisional Programme Board</b>	Management, Organisations & People
<b>Assessment Results (Pass/Fail)</b>	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
<b>School Assessment Board</b>	Management, Organisations & People
<b>Moderator</b>	TBC
<b>External Examiner</b>	TBC
<b>Accreditation Details</b>	e.g. ACCA <a href="#">Click or tap here to enter text.</a>
<b>Changes/Version Number</b>	1

### Assessment: (also refer to Assessment Outcomes Grids below)

This section should make transparent what assessment categories form part of this module (stating what % contributes to the final mark).

Maximum of 3 main assessment categories can be identified (which may comprise smaller elements of assessment).

**NB: The 30% aggregate regulation (Reg. 3.9) (40% for PG) for each main category must be taken into account. When using PSMD, if all assessments are recorded in the one box, only one assessment grid will show and the 30% (40% at PG) aggregate regulation will not stand. For the aggregate regulation to stand, each component of assessment must be captured in a separate box.**

Please provide brief information about the overall approach to assessment that is taken within the module. In order to be flexible with assessment delivery, be brief, but do state assessment type (e.g. written assignment rather than "essay" / presentation, etc ) and keep the detail for the module handbook. [Click or tap here to enter text.](#)

Assessment 1 Case Study 100%
Assessment 2
Assessment 3 – Free Text
(N.B. (i) <b>Assessment Outcomes Grids</b> 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 <b>indicative schedule</b> listing approximate times within the academic calendar when assessment is likely to feature will be provided within the Student Module Handbook.)

**Assessment Outcome Grids (See Guidance Note)**

<b>Component 1</b>							
<b>Assessment Type (Footnote B.)</b>	<b>Learning Outcome (1)</b>	<b>Learning Outcome (2)</b>	<b>Learning Outcome (3)</b>	<b>Learning Outcome (4)</b>	<b>Learning Outcome (5)</b>	<b>Weighting (%) of Assessment Element</b>	<b>Timetabled Contact Hours</b>
	x	x	x			100	

<b>Component 2</b>							
<b>Assessment Type (Footnote B.)</b>	<b>Learning Outcome (1)</b>	<b>Learning Outcome (2)</b>	<b>Learning Outcome (3)</b>	<b>Learning Outcome (4)</b>	<b>Learning Outcome (5)</b>	<b>Weighting (%) of Assessment Element</b>	<b>Timetabled Contact Hours</b>

<b>Component 3</b>							
<b>Assessment Type (Footnote B.)</b>	<b>Learning Outcome (1)</b>	<b>Learning Outcome (2)</b>	<b>Learning Outcome (3)</b>	<b>Learning Outcome (4)</b>	<b>Learning Outcome (5)</b>	<b>Weighting (%) of Assessment Element</b>	<b>Timetabled Contact Hours</b>
<b>Combined Total for All Components</b>						<b>100%</b>	

**Change Control:**

<b>What</b>	<b>When</b>	<b>Who</b>
Further guidance on aggregate regulation and application when completing template	16/01/2020	H McLean
Updated contact hours	14/09/21	H McLean
Updated Student Attendance and Engagement Procedure	19/10/2023	C Winter
Updated UWS Equality, Diversity and Human Rights Code	19/10/2023	C Winter
Guidance Note 23-24 provided	12/12/23	D Taylor
General housekeeping to text across sections.	12/12/23	D Taylor

**Version Number: MD Template 1 (2023-24)**