



Module Descriptor

Title	Change Management and Leadership		
Session	2025/26	Status	Published
Code	QUAL11015	SCQF Level	11
Credit Points	20	ECTS (European Credit Transfer Scheme)	10
School	Computing, Engineering and Physical Sciences		
Module Co-ordinator	A M Said (Paisley/DL)/ M Khan (London)		

Summary of Module

This module bridges theoretical frameworks with real-world application, preparing students to effectively lead organisational change. Students explore established change theories (Lewin, action research) alongside emergent approaches, while developing concrete skills to implement change within project contexts.

The curriculum emphasises hands-on development of essential leadership competencies i.e communication, problem-solving, conflict resolution, coaching, and negotiation through case studies relevant to students' professional fields. Additional focus areas include team dynamics, HR's role in project environments, and the cultivation of key leadership capabilities.

Learning occurs through continuous assessment rather than theoretical examinations, featuring ongoing case analysis, field-specific presentations, and reflective practice exercises. The module is enriched by industrial speakers who share contemporary challenges and solutions from their organisations, providing students with valuable insights into current industry practices and trends in change management.

This approach helps students develop critical attributes for professional success: critical thinking, ethical reasoning, problem-solving, effective communication, autonomy, and resilience, all essential for navigating real-world change leadership challenges.

Module Delivery Method	On-Campus¹	Hybrid²	Online³	Work -Based Learning⁴
	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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

Campuses for Module Delivery	<input type="checkbox"/> Ayr <input type="checkbox"/> Dumfries		<input type="checkbox"/> Lanarkshire <input checked="" type="checkbox"/> London <input checked="" type="checkbox"/> Paisley		<input checked="" type="checkbox"/> Online / Distance Learning <input checked="" type="checkbox"/> Other (specify) LUBM	
	Term 1	<input checked="" type="checkbox"/>	Term 2	<input checked="" type="checkbox"/>	Term 3	<input checked="" type="checkbox"/>
Long-thin Delivery over more than one Term	Term 1 – Term 2	<input type="checkbox"/>	Term 2 – Term 3	<input type="checkbox"/>	Term 3 – Term 1	<input type="checkbox"/>

Learning Outcomes	
L1	Develop a critical understanding of the key principles of change management
L2	Develop a critical knowledge of effective use of interpersonal skills in leading and managing projects.
L3	Apply and critically evaluate appropriate leadership styles and techniques in managing projects.
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 Management and its impact on projects. Achieve a detailed knowledge of theories relating to interpersonal skills such as leadership, teambuilding, negotiation and conflict resolution.
Practice: Applied Knowledge and Understanding	SCQF 11 Identify informed approaches to establishing procedures and processes that ensure deviations or project changes are managed effectively. Develop techniques for self-reflection and improving effectiveness of interpersonal skills.
Generic Cognitive skills	SCQF 11 Demonstrate an understanding of a change management and leadership project issue and develop a creative and sensible solution.
Communication, ICT and Numeracy Skills	SCQF 11 Develop and demonstrate an ability to communicate effectively in a variety of professional settings. Gain a full understanding of the process of preparing written analytical change management and leadership reports, using IT.
Autonomy, Accountability and Working with Others	SCQF 11

	<p>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,</p> <p>Develop the ability to self-reflect and recognise the impact of behaviour on others.</p>
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Prerequisites	Module Code	Module Title
	Other	
Co-requisites	Module Code	Module Title

Learning and Teaching	
<p>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.</p> <p>The Learning & Teaching Strategy for this module is based on the general strategy for the MSc Project Management.</p> <p>Classes will be delivered on a weekly basis. Lectures introduce and exemplify key theoretical and critical concepts. Tutorial sessions will be given to further develop students' understanding and facilitate them to practice managing a project within their groups. Students are given sufficient time and support to work on the coursework.</p> <p>For Distance Learning students and hybrid/blended deliveries, full use will be made of the VLE. That is, all teaching material will be made available online and students will be guided through the material. Email and videoconferencing will be used to support students. Any class test will need to take place at a designated remote site under UWS protocols.</p>	
Learning Activities	Student Learning Hours
During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	(Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture / Core Content Delivery	24
Tutorial / Synchronous Support Activity	12
Independent Study	164
n/a	0
n/a	0
n/a	0
TOTAL	200

Indicative Resources
<p>The following materials form essential underpinning for the module content and ultimately for the learning outcomes:</p> <p>APM Body of Knowledge (2019) 7th edition, Princes Risborough: Association for Project Management, UK.</p> <p>Burnes, B. (2018). Managing Change, 7th Edition, London: FT/Prentice Hall.</p>

Campbell, Helen. (2014) Managing organizational change : a practical toolkit for leaders. London:Kogan Page.

Cameron, E. and Green, M. (2019). Making Sense of Change Management, 5th edn. London: Kogan Page.

Cummings, T. G and Worley, C.G. (2008) Organization Development & Change. 8th edn. Nashville: South Western.

Clark, T. and Fincham, R. (2002) 'Critical Consulting: New perspectives on the management advice industry'. Oxford: Blackwell.

Harrington, J. (2018). Innovative Change Management: Preparing your Organisation for the new innovative culture. Abingdon: Routledge.

Hayes J, (2010)The theory and Practice of Change Management. London: Bloomsbury Academic.

Harrington, H.J. (2005), "The five pillars of organizational excellence", Handbook of Business Strategy, Vol. 6 No. 1, pp. 107-114.

Newton, R. (2010) 'The Management Consultant: Mastering the art of consultancy', Harlow: Pearson Education Ltd.

O'Mahoney, J. and Markham, C. (2013) 'Management Consultancy'. Oxford: OUP.

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

Hayes, J., (2018). The theory and practice of change management. London: Palgrave.

Thompson, J. L., (2017), Strategic management: awareness and change. Andover : Cengage Learning.

Wickham, L. and Wilcock, J. (2012) 'Management Consulting: Delivering an effective project' Harlow: Pearson Education Ltd.

(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:

- Prompt Attendance of Lectures- Students are expected to attend scheduled lectures promptly and actively participate by taking notes, asking questions, and contributing to discussions.
- Prompt Attendance of Tutorials- Students are expected to attend tutorials on time, prepared with any assigned readings or tasks. Active participation in tutorial discussions and activities is strongly encouraged.
- Weekly Access to Materials on Aula- Students are required to access Aula on a weekly basis to stay informed about updates, download lecture slides or readings, and engage with any online activities or discussions

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 of content. This module complies with university regulations and guidance on inclusive learning and teaching practice. Specialist assistive equipment, support provision and adjustment to assessment practice in accordance with the University's policies and regulations. More information on the University's EDI policies can be accessed at: <https://www.uws.ac.uk/about-uws/uws-commitments/equality-diversity-inclusion/>

(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	<input type="checkbox"/> Pass / Fail <input checked="" type="checkbox"/> Graded
Module Eligible for Compensation	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> 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	S Shadmand
External Examiner	A Garad
Accreditation Details	This module is part of a degree programme accredited by APM: Association for Project Management.
Module Appears in CPD catalogue	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Changes / Version Number	2.15

Assessment (also refer to Assessment Outcomes Grids below)

Assessment 1

Individual Assessment (100%)

The individual report places students in the role of a change leader developing a comprehensive change management plan for a specific type organisation undergoing significant transformation. Students must:

1. Introduce a selected project organisation in a specific country and outline the change initiative.
2. Develop a detailed change management plan including readiness analysis, strategy development, stakeholder analysis, communication planning, and evaluation methods.
3. Analyse leadership requirements, motivation techniques, team building approaches, and ethical considerations.
4. Provide conclusions and recommendations for successful implementation.

Learning Outcomes Alignment:

- L1: Change Management Principles - Demonstrated by applying change models (Lewin, Kotter, ADKAR) and developing a comprehensive change strategy.
- L2: Interpersonal Skills - Achieved through developing communication plans and stakeholder engagement strategies that demonstrate effective use of interpersonal skills in leading projects.
- L3: Leadership Styles - Addressed by analysing leadership competencies required for the change initiative and proposing appropriate leadership approaches.
- L4: Self-Awareness - Developed through the entire process of creating the plan, requiring students to reflect on leadership capabilities and approaches to change.

The assessment criteria align perfectly with these outcomes, evaluating students on change analysis (50%), leadership skills analysis (30%), organisation identification (10%), and professional presentation (10%). This practical application approach enables students to demonstrate their understanding of change management principles while developing real-world leadership capabilities.

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
Coursework (Analytical and reflective)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	100	0

Component 2

Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
N/A	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

Component 3

Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
N/A	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Combined total for all components						100%	hours

What	When	Who
Module Descriptor reviewed prior AY 2025/2026 in line with ILR recommendations	March 2025	Dr Ana Mat Said Dr Mehtab Khan