University of the West of Scotland

Module Descriptor

Session: 2024/2025

Title of Module: Change Management and Leadership			
Code: QUAL11015	SCQF Level: 11 (Scottish Credit and Qualifications Framework)	Credit Points: 20	ECTS: 10 (European Credit Transfer Scheme)
School:	School of Computing, Engineering and Physical Sciences		
Module Co-ordinator:	Dr Nor Azuana Mat Said/Dr Mehtab Khan		

Summary of Module

The module covers the following:
 	
• Planned change: phases, models and development of change theory including Lewin, action research and comparison with emergent approaches.
• Applying Change Management to projects.
• Constructive communication, problem solving, conflict management and resolution, coaching and negotiation skills.
• Dynamics of teams and teambuilding and the role of HR in a project context.
• Identifying and developing key project leadership skills.
 	
This is a continuously assessed module. It utilises integrative assessment with on-going formative assessments based on case studies and presentations relating to their field of study. Practice based learning is utilised through a case study approach.
 	
The assessments and module delivery is designed to encourage the student to undertake reflective practice in terms of their own leadership and interpersonal skills.
 	
Attribute Skills include:
 	
1) Universal
   o Critical Thinker
   o Ethically minded
   o Research-minded
   o Work Ready Problem-Solver
   o Effective Communicator
   o Ambitious
2) Successful
   o Autonomous
   o Resilient
   o Driven

Module Delivery Method					
Face-To-Face	**Blended**	**Fully Online**	**HybridC**	**Hybrid 0**	**Work-Based Learning**
⊠	⊠	⊠	⊠	☐	☐
See Guidance Note for details.					

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) (tick as appropriate)						
Paisley:	Ayr:	Dumfries:	Lanarkshire:	London:	Distance/Online Learning:	Other:
⊠	☐	☐	⊠	⊠	⊠	TNE: LUBM

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

Learning Outcomes: (maximum of 5 statements)
These should take cognisance of the SCQF level descriptors and be at the appropriate level for the module.
At the end of this module the student will be able to:

L1	Develop a critical knowledge of effective use of interpersonal skills in leading and managing projects.
L2	Apply and critically evaluate appropriate leadership styles and techniques in managing projects.
L3	Develop self-awareness and reflective practice.
L4	Develop a critical understanding of the principles of change management

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 **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 Level **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 Level **11** Demonstrate an understanding of a project issue and develop a creative and sensible solution.
Communication, ICT and Numeracy Skills	SCQF Level **11** Develop and demonstrate an ability to communicate effectively in a variety of professional settings. Gain a full understanding of the process of preparing oral and written reports, using IT.
Autonomy, Accountability and Working with others	SCQF Level **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, Develop the ability to self-reflect and recognize the impact of behaviour on others.

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

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.

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	24
Tutorial/Synchronous Support Activity	12
Independent Study	164
	200 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:

APM Body of Knowledge (2019) 7th edition, Princes Risborough: Association for Project Management, UK.

Burnes, B. (2018). Managing Change, 7th Edition, London: FT/Prentice Hall.

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

Cummings and Worley, (2008) Organization Development & Change, 8th Ed, Thomson.

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, Routledge.

Hayes J, (2010)The theory and Practice of Change Management.

James Harrington, (2005) "The five pillars of organizational excellence", Handbook of Business Strategy, Vol. 6 Iss: 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. Palgrave.

The International Journal of Project Management.

The Harvard Business Review.

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.

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Please ensure the list is kept short and current. Essential resources should be included, broader resources should be kept for module handbooks / Aula VLE.

Resources should be listed in Right Harvard referencing style or agreed professional body deviation and in alphabetical order.

(**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

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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

Divisional Programme Board	Engineering
Assessment Results (Pass/Fail)	Yes ☐No ☒
School Assessment Board	Civil Engineering and Quality Management
Moderator	Sona Shadmand
External Examiner	A Garad
Accreditation Details	This module is part of a degree programme accredited by APM: Association for Project Management
Changes/Version Number	2.14

Assessment: (also refer to Assessment Outcomes Grids below)
Assessment 1 – Individual Assessment (100%)
(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.)

Assessment Outcome Grids (See Guidance Note)

Component 1							
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetabled Contact Hours
	✓	✓	✓	✓		100%	0
Combined Total for All Components						100%	0 hours