University of the West of Scotland
Module Descriptor

Session: 2023/24

Title of Module: Interpersonal Skills & Change Management			
Code: QUAL11003	**SCQF Level: 11** **(Scottish Credit and Qualifications Framework)**	**Credit Points: 10**	**ECTS: 5** **(European Credit Transfer Scheme)**
School:	School of Computing, Engineering and Physical Sciences		
Module Co-ordinator:	Dr Nor Azuana Mat Said		

Summary of Module
This is a continuously assessed module with written and oral assignments. It utilises integrative assessment with on-going formative assessments based on case studies 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 interpersonal skills. The module covers the following: 1)   Planned change: phases, models and development of change theory including Lewin, action research and comparison with emergent approaches. 2)   Individual and organisational forces influencing motivation to change. Strategies for initiating, stimulating and facilitating the transformational process, situational variables and their influence on intervention style and techniques. Change-agent skills for successful organisation development programmes. 3)   Developing skills in self awareness and reflection. Self development through disclosure and feedback. Achievement of objectives including personal growth. Constructive communication, problem solving, constructive conflict management. Dynamics of teams and teambuilding in personal development. 4)   The role of leadership in transforming the vision into application. Identifying and developing leadership skills. Graduate Attributes on completon include: **U**niversal   - Critical Thinker   - Ethically-minded   - Research-minded   **W**ork Ready   - Problem-Solver   - Effective Communicator   - Ambitious   **S**uccessful   - Autonomous   - Resilient   - Driven

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. Critically analyse and evaluate theories in change management and interpersonal skills
L2. Develop a critical knowledge of effective use of interpersonal skills in leading and managing change.
L3. Apply and critically evaluate appropriate leadership styles and techniques in managing change.
L4. Develop self awareness and reflective practice in leading effective change in organisations.

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. Gain a critical understanding of the development of principles of change management. Achieve a detailed knowledge of theories relating to interpersonal skills such as leadership, teambuilding and be able to critically evaluate the effectiveness of

Practice: Applied Knowledge and Understanding	SCQF Level 11. Identify informed approaches to establishing management systems in a range of industrial settings. Synthesise information and gain a coherent understanding of theories and practices in change management Develop techniques for self reflection and improving effectiveness of interpersonal skills.
Generic Cognitive skills	SCQF Level 11. Develop and demonstrate an ability to communicate effectively in a variety of professional settings. Demonstrate an understanding of an issue and develop a creative and sensible solution to an industrial change problem.
Communication, ICT and Numeracy Skills	SCQF Level 11. Gain a full understanding of the process of preparing oral and written reports, using IT. Develop the ability to self reflect and recognize the impact of behaviour on others.
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,

Pre-requisites:	Before undertaking this module the student should have undertaken the following:	
	Module Code:	**Module Title:**
	Other:	Appropriate knowledge and experience from past studies or work-based learning
Co-requisites	**Module Code:**	**Module Title:**

* Indicates that module descriptor is not published.

Learning and Teaching
The Learning & Teaching Strategy for this module is based on the general strategy for the MSc Quality Management. Classes are delivered on a weekly basis. Lectures will introduce and exemplify key theoretical and critical concepts. Tutorial sessions will be given to further develop students' understanding. Lectures are interactive as are the tutorials, which often involve role play scenarios. Students will be given sufficient time and support to work on assignments. For On-Line Learning students, full use will be made of the VLE. That is, all teaching material will be made available on-line and students will be guided through the material. Email and video-conferencing will be used extensively to support students. Synchronous tutorials will be carried out via video conferencing. Group work will be organised and supported through facilities on the VLE such as forums and wikis. Group presentations will be made by video conference and scheduled according to time zones. Role play will be carried out through observation of on-line pre recorded scenarios. Case studies are used to enhance learning and give practical insight into change management in the workplace.

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
Tutorial/Synchronous Support Activity	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:
• APM Resources and Library (https://www.apm.org.uk/resources/)

• Kotter, John P.(2012), Leading Change. Boston, Mass: Harvard Business Review Press.

• Harrington, B. (2010) 'Project Change Management: Applying Change Management to Improving Projects', 3rd Ed Prentice Hall 2000

• Burnes, B. (2004) 'Managing Change: a strategic approach to Organisational Dynamics Group Dynamics', Cartwright D & Zander A 3rd Tavistock 1968

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

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

• H. James Harrington, (2005) 'The five pillars of organizational excellence', Handbook of Business Strategy, Vol. 6, pp.107 - 114

• Buchanan, D.A. and Huczynski, A.A. (2013) 'Organizational behaviour', Pearson education (8th ed).

• Burnes, B. (2004) 'Managing change: A strategic approach to organisational dynamics', Pearson Education (6th ed).

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

• Hayes, J. (2018) 'The theory and practice of change management'. Palgrave.

• Kipping, M. and Clark, T. (2012) 'The Oxford Handbook of Management Consulting', Oxford: OUP.

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

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

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

• Newton, R. (2010) 'The Management Consultant: Mastering the art of consultancy', 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)

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	Engineering
Assessment Results (Pass/Fail)	No
Subject Panel	Civil Engineering and Quality Management
Moderator	Michele Cano
External Examiner	A Garad
Accreditation Details	N/A
Changes/Version Number	2.15 Module coordinator and moderator change

Assessment: (also refer to Assessment Outcomes Grids below)

Individual Essay worth 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 Handbook.)

Assessment Outcome Grids (Footnote A.)

Component 1						
Assessment Type (Footnote B.)	**Learning Outcome (1)**	**Learning Outcome (2)**	**Learning Outcome (3)**	**Learning Outcome (4)**	**Weighting (%) of Assessment Element**	**Timetabled Contact Hours**
Essay	✓	✓	✓	✓	100	1
Combined Total For All Components					100%	1 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
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 presented electronically in formats that allow flexible access and manipulation 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/   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)