Session: 2022/23

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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		

Summary of Module

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)   Applying Change Management to projects.

4)   Constructive communication, problem solving, conflict management and resolution, coaching and negotiation skills.

5)   Dynamics of teams and teambuilding and the role of HR in a project context.

6)   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:

Universal

- Critical Thinker
- Ethically-minded
- Research-minded

Work Ready

- Problem-Solver
- Effective Communicator
- Ambitious

Successful

- 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

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. 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 behavior on others.

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
This module is in line with the learning and teaching strategy. Lectures are interactive as are the tutorials, which often involve role play scenarios. Preparation for coursework assignments include activities such as group meetings, formative assessment and presentations. DL students will make full use of groupwork and interactive facilities within the VLE. Forums, video conference and chats will be utilised. Lectures and tutorials will be carried out on-line for distance learning and hybrid students. Research skills are enhanced through independent guided study.

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.

Kotter, JP (2001) What Leaders Really Do, 2001

The International Journal of Project Management

The Harvard Business Review

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

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

Carnall, C.A., (2003), The change management toolkit, London: Thomson

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

James Harrington, (2005) "The five pillars of organizational excellence", Handbook of Business Strategy,Vol. 6 Iss: 1, pp.107 - 114

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

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

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.

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	Sona Shadmand

External Examiner	A Garad
Accreditation Details	**This module is part of a degree programme accredited by APM: Association for Project Management**
Version Number	2.14

Assessment: (also refer to Assessment Outcomes Grids below)
Group Assignment 60%
Individual essay 40%

External Examiner	A Garad
Accreditation Details	**This module is part of a degree programme accredited by APM: Association for Project Management**
Version Number	2.14

(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
Review/ Article/ Critique/ Paper	✔	✔		✔	60	0

Component 2

Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Demonstrations/ Poster presentations/ Exhibitions			✔		40	0
Combined Total For All Components					100%	0 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/