



MODULE SPECIFICATION

| Part 1: Information | | | |
|---------------------------|--|--------------------|--|
| Module Title | Leadership for the Uniformed and Public Services | | |
| Module Code | UBGMRL-30-3 | Level | Level 6 |
| For implementation from | 2019-20 | | |
| UWE Credit Rating | 30 | ECTS Credit Rating | 15 |
| Faculty | Faculty of Environment & Technology | Field | Geography and Environmental Management |
| Department | FET Dept of Geography & Environmental Mgmt | | |
| Module type: | Standard | | |
| Pre-requisites | None | | |
| Excluded Combinations | None | | |
| Co- requisites | None | | |
| Module Entry requirements | None | | |

| Part 2: Description |
|---|
| <p>Educational Aims: See Learning Outcomes.</p> <p>Outline Syllabus: The syllabus includes:</p> <p>Changing perspectives of leadership; the economic, social and political context. Introduction to concepts of strategy. The role of the administrator and manager, leadership in organisations, strategy as a means of achieving goals.</p> <p>Leadership vs. management; role and functions.</p> <p>Effective leadership and personality traits; the extent to which leadership can be learned.</p> <p>Leadership style and organisational context. Strategies for change. Models of change, triggers for change, change management, power in and around organisations, innovation, transformation leadership in times of change.</p> <p>Leadership in the 21st century; Followership and distributed Leadership, what makes people 'follow' others, the growing importance of 'emergence', innovation and change.</p> <p>From vision and goals to purpose and cause.</p> <p>Authentic leadership; theory and application in the context of organisational development.</p> <p>Leadership in a world of volatility, uncertainty, complexity and ambiguity.</p> <p>Transformational leadership; strengths and weaknesses.</p> <p>Leaders as people who shape and influence conversations and 'meaning'.</p> |

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The role of power and politics; the phenomenon of 'language' as a source of power.
 Responsible leadership; ethical and social considerations.
 'Ineffective leadership; the business and economic consequences.
 Leadership learning and self-development in order to gain the trust, respect and commitment of followers.
 The role of power and politics; the phenomenon of 'language' as a source of power.
 Responsible leadership; ethical and social considerations.
 'Ineffective leadership; the business and economic consequences.
 Leadership learning and self-development in order to gain the trust, respect and commitment of followers.

Teaching and Learning Methods: 300 hours study time of which 100 hours will represent scheduled learning.

Scheduled learning will comprise introductory lectures, seminars, guest lectures and individual tutorials.

Scheduled learning may also take a synchronous virtual form rather than face-to-face, through the use of email discussion groups, virtual learning environments (VLEs) and other technology-aided means.

Independent learning includes hours engaged with essential reading, project preparation and completion etc. Student study time will be organised each week with a series of both essential and further readings.

Contact Hours:

100 hours scheduled learning.

This module will be scheduled across both semesters on one day per week.

Part 3: Assessment

A range of assessment techniques will be employed to ensure that learners can meet the breadth of learning outcomes presented in this module alongside the ability to demonstrate transferable skills e.g. communication skills.

Pre-seen Case Study Examination: students will be given a pre seen case study to demonstrate knowledge and understanding of the key concepts of leadership utilising learning provided through visits, lectures, seminars and key note speakers. Students will be expected to demonstrate and apply key leadership theories to a case study based around the public or uniformed services.

Critical Essay: An extended piece of writing encouraging students to engage with both the essential and the further reading to justify an intervention and to test the ability to discuss, evaluate, analyse, summarise and criticise.

Opportunities for formative assessment exist for each of the assessment strategies used. Verbal feedback is given and all students will engage with personalised tutorials setting SMART targets as part of the programme design.

| First Sit Components | Final Assessment | Element weighting | Description |
|----------------------------------|------------------|-------------------|---------------------------------|
| Written Assignment - Component B | | 40 % | Critical essay (2000 words) |
| Examination - Component A | ✓ | 60 % | Pre-seen case study examination |

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| Resit Components | Final Assessment | Element weighting | Description |
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| Part 4: Teaching and Learning Methods | | | | | | | | | | | | | | | | | |
|---|---|--------------------------|-----------|--|-----|--|-----|---|-----|--|-----|---|-----|--|-----|------------------------|-----|
| Learning Outcomes | <p>On successful completion of this module students will achieve the following learning outcomes:</p> <table border="1"> <thead> <tr> <th>Module Learning Outcomes</th> <th>Reference</th> </tr> </thead> <tbody> <tr> <td>Identify and evaluate the contributions of different individuals and teams to overall organisational goals</td> <td>MO1</td> </tr> <tr> <td>Critically reflect and discuss organisational behavioural concepts</td> <td>MO2</td> </tr> <tr> <td>Critically analyse how aspects of individual and group behaviour affect public and uniformed services business operations</td> <td>MO3</td> </tr> <tr> <td>Understand the relevance and be able to put into context current perspectives and challenges in leadership</td> <td>MO4</td> </tr> <tr> <td>Critically analyse the concept and application of authentic leadership in the public and uniformed services, critiquing how it is developed and differs from management</td> <td>MO5</td> </tr> <tr> <td>Analyse the importance of responsible leadership during a process of managing change</td> <td>MO6</td> </tr> </tbody> </table> | Module Learning Outcomes | Reference | Identify and evaluate the contributions of different individuals and teams to overall organisational goals | MO1 | Critically reflect and discuss organisational behavioural concepts | MO2 | Critically analyse how aspects of individual and group behaviour affect public and uniformed services business operations | MO3 | Understand the relevance and be able to put into context current perspectives and challenges in leadership | MO4 | Critically analyse the concept and application of authentic leadership in the public and uniformed services, critiquing how it is developed and differs from management | MO5 | Analyse the importance of responsible leadership during a process of managing change | MO6 | | |
| Module Learning Outcomes | Reference | | | | | | | | | | | | | | | | |
| Identify and evaluate the contributions of different individuals and teams to overall organisational goals | MO1 | | | | | | | | | | | | | | | | |
| Critically reflect and discuss organisational behavioural concepts | MO2 | | | | | | | | | | | | | | | | |
| Critically analyse how aspects of individual and group behaviour affect public and uniformed services business operations | MO3 | | | | | | | | | | | | | | | | |
| Understand the relevance and be able to put into context current perspectives and challenges in leadership | MO4 | | | | | | | | | | | | | | | | |
| Critically analyse the concept and application of authentic leadership in the public and uniformed services, critiquing how it is developed and differs from management | MO5 | | | | | | | | | | | | | | | | |
| Analyse the importance of responsible leadership during a process of managing change | MO6 | | | | | | | | | | | | | | | | |
| Contact Hours | <table border="1"> <thead> <tr> <th colspan="2">Independent Study Hours:</th> </tr> </thead> <tbody> <tr> <td>Independent study/self-guided study</td> <td>200</td> </tr> <tr> <td>Total Independent Study Hours:</td> <td>200</td> </tr> <tr> <th colspan="2">Scheduled Learning and Teaching Hours:</th> </tr> <tr> <td>Face-to-face learning</td> <td>100</td> </tr> <tr> <td>Total Scheduled Learning and Teaching Hours:</td> <td>100</td> </tr> <tr> <td>Hours to be allocated</td> <td>300</td> </tr> <tr> <td>Allocated Hours</td> <td>300</td> </tr> </tbody> </table> | Independent Study Hours: | | Independent study/self-guided study | 200 | Total Independent Study Hours: | 200 | Scheduled Learning and Teaching Hours: | | Face-to-face learning | 100 | Total Scheduled Learning and Teaching Hours: | 100 | Hours to be allocated | 300 | Allocated Hours | 300 |
| Independent Study Hours: | | | | | | | | | | | | | | | | | |
| Independent study/self-guided study | 200 | | | | | | | | | | | | | | | | |
| Total Independent Study Hours: | 200 | | | | | | | | | | | | | | | | |
| Scheduled Learning and Teaching Hours: | | | | | | | | | | | | | | | | | |
| Face-to-face learning | 100 | | | | | | | | | | | | | | | | |
| Total Scheduled Learning and Teaching Hours: | 100 | | | | | | | | | | | | | | | | |
| Hours to be allocated | 300 | | | | | | | | | | | | | | | | |
| Allocated Hours | 300 | | | | | | | | | | | | | | | | |
| Reading List | <p>The reading list for this module can be accessed via the following link:</p> <p>https://uwe.rl.talis.com/modules/ubgmrl-30-3.html</p> | | | | | | | | | | | | | | | | |

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Part 5: Contributes Towards

This module contributes towards the following programmes of study:

Uniformed and Public Services {Top-Up} [Sep][PT][UCW][2yrs] BA (Hons) 2018-19