



ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Developing Leadership and Management Practice 1				
Module Code	UMODL9-15-1	Level	1	Version	1
UWE Credit Rating	15	ECTS Credit Rating	7.5	WBL module?	No
Owning Faculty	FBL	Field	Organisation Studies		
Department	BBS: Business and Management	Module Type	Standard		
Contributes towards	BA(Hons) Leadership and Management Practice				
Pre-requisites	none	Co- requisites	none		
Excluded Combinations	none	Module Entry requirements	n/a		
First CAP Approval Date	14 July 2016	Valid from	September 2017		
Revision CAP Approval Date		Revised with effect from			

Part 2: Learning and Teaching	
Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <ul style="list-style-type: none"> • Understand different forms of communication (written, verbal non-verbal, digital) and how to apply them. (A, B) • Maintain personal presence and present to large groups. (A) • Work effectively within a team environment (A) • Understand and demonstrate interpersonal skills awareness including effective listening, influencing techniques, conflict management & dispute resolution, negotiating & persuasion. (A, B)
Syllabus Outline	<ul style="list-style-type: none"> • Oral, written and digital communication channels and platforms. • Presentation skills • Managing and chairing meetings. • Working collaboratively. • Contributing within a team environment. • Interpersonal skills awareness • Active listening and open questioning. • Influencing techniques. • Conflict management & dispute resolution. • Negotiation & persuasion.
Contact Hours	<p>The module will typically be studied on a day release basis, although employer preference may dictate a different delivery pattern. Contact time per module will equate to 3 hours per week over a 12 week teaching block.</p> <p>There is a focus on flipped delivery supported by technology, here the delivery of core theoretical concepts moves from the classroom into the online space and face to face</p>

sessions focus on collaborative learning, sense making and sharing of experiences. Post session (face to face) online activities help the student to apply their learning to the context of their organisations and personal and professional development.

Teaching and Learning Methods

This module is centred on students 'learning by doing' and the emphasis is located on problem-posing learning rather than rote teaching. The specific teaching and learning methods of this module are grounded in the principles and practice of action learning. The approach will be developmental and students will be expected to make a substantial contribution to the content and conduct of the module.

The module is primarily experiential (Kolb, 1984) involving each of the four phase cycle of: active experimentation (testing out management capabilities in real time), concrete experience (implementing the project), reflective observation (facilitated reviews in set meetings), and abstract conceptualisation (engaging with management and organisation theory).

Students will work in learning sets where each participant will find creative ways to develop their understandings and practice of management capabilities. These will be negotiated and agreed with the module leader.

Scheduled learning includes lectures, seminars, tutorials, project supervision, demonstration, practical classes and workshops; fieldwork; external visits; work based learning; supervised time in studio/workshop.

Independent learning includes hours engaged with essential reading, case study preparation, assignment preparation and completion etc. These sessions constitute an average time per level as indicated in the table below. Scheduled sessions may vary slightly depending on the module choices you make.

Key Information Sets Information

Key Information Set - Module data				
<i>Number of credits for this module</i>				15
Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours
150	36	114	0	150



The table below indicates as a percentage the total assessment of the module which constitutes a -

Written Exam: Unseen written exam, open book written exam, In-class test

Coursework: Written assignment or essay, report, dissertation, portfolio, project

Practical Exam: Oral Assessment and/or presentation, practical skills assessment, practical exam

Please note that this is the total of various types of assessment and will not necessarily reflect the component and module weightings in the Assessment section of this module description:

	<table border="1"> <tr> <td colspan="2">Total assessment of the module:</td> <td></td> <td></td> </tr> <tr> <td>Written exam assessment percentage</td> <td></td> <td>0%</td> <td></td> </tr> <tr> <td>Coursework assessment percentage</td> <td></td> <td>50%</td> <td></td> </tr> <tr> <td>Practical exam assessment percentage</td> <td></td> <td>50%</td> <td></td> </tr> <tr> <td></td> <td></td> <td>100%</td> <td></td> </tr> </table>	Total assessment of the module:				Written exam assessment percentage		0%		Coursework assessment percentage		50%		Practical exam assessment percentage		50%				100%	
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Written exam assessment percentage		0%																			
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Practical exam assessment percentage		50%																			
		100%																			
Reading Strategy	<p>Core reading Armstrong, M, (2011) <i>How to be an Even Better Manager: A Complete A-Z of Proven Techniques and Essential Skills</i> (8th edition). Kogan Page.</p> <p>Students are recommended to purchase the above text. In addition to this, detailed reading lists will be made available through relevant channels, e.g. module handbooks, Blackboard, etc,</p>																				
Indicative Reading List	<p>The following list is offered to provide validation panels/accrediting bodies with an indication of the type and level of information students may be expected to consult. As such, its currency may wane during the life span of the module specification. However, as indicated above, CURRENT advice on readings will be available via other more frequently updated mechanisms.</p> <p>Indicative reading list</p> <ul style="list-style-type: none"> - Anderson, A. (1993) <i>Successful training practice: a manager's guide to self-development</i>. - Baldwin, T; Bommer, B. & Rubin, R. (2008) <i>Developing Management Skills: What great managers know and do</i>. McGraw Hill International Edition. McGrawHill Irwin. - Burgoyne, J and Reynolds, M.(eds) (1997) <i>Management Learning: Integrating Perspectives in Theory and Practice</i>. Sage. - Cunliffe, A.L. (2009) <i>A very short, fairly interesting and reasonably cheap book about Management</i>. Sage - Guirdham, M. (2002) <i>Interactive behaviour at work</i>. (3rd edition) Financial Times: Pearson Education - Honey, P. (2000) <i>Learning Logs: A way to evidence Learning from Experience</i>. Peter Honey Publications. - Honey, P. (2001) <i>Improve Your People Skills</i>. - Hayes, J (2002) <i>Interpersonal Skills and Work</i>. Routledge - Mumford, A (1997) <i>Management Development: Strategies for Action</i>. CIPD - Pedler, M.; Burgoyne, J. & Boydell, T. (2006) <i>A Manager's Guide to Self-Development</i>. (5th edition) McGraw Hill. - Rees, W.D. & Porter, C. (2008) <i>Skills of Management</i>. (6th ed.) South-Western CENGAGE Learning. - Robbins, S.P. & Coulter, M. (2007) <i>Management</i> (9th edition) Pearson Education. - Routledge, C. & Carmichael, J. (2007) <i>Developing Management Skills</i>. CIPD. - Whetten, D.A. & Cameron, S. (2006) <i>Developing Management Skills</i>. Prentice Hall - Winstanley, D. (2005) <i>Personal Effectiveness: A Guide to Action</i>. CIPD. 																				

Part 3: Assessment

Assessment Strategy	<p>Component A: Group presentation: 20 minutes plus 10 minute question & answer session.</p> <p>Component B: Critical incident evaluation report, 1500 words. This is a written assignment where learners identify and then analyse an event they understand as being significant (critical incident).</p> <p>Summative assessment is as described above. Formative feedback is built into the module design and provides opportunities for peer and tutor feedback with regards to developing thinking and approaches to assessment and working with the assessment criteria.</p>
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Identify final assessment component and element	Component A	
% weighting between components A and B (Standard modules only)	A:	B:
	50%	50%
First Sit		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
1. Group presentation (20 mins+10 mins Q&A)	100%	
Component B Description of each element	Element weighting (as % of component)	
1. Critical incident evaluation report (1500 words)	100%	

Resit (further attendance at taught classes is not required)		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
1. Individual reflection (supported by appendix evidence) (1500words)	100%	
Component B Description of each element	Element weighting (as % of component)	
1. Critical incident evaluation report (1500 words)	100%	
<p>If a student is permitted a retake of the module under the University Regulations and Procedures, the assessment will be that indicated by the Module Description at the time that retake commences.</p>		