



### MODULE SPECIFICATION

Part 1: Information			
Module Title	Personal and Professional Development		
Module Code	UMCDPJ-30-3	Level	3
For implementation from	September 2018		
UWE Credit Rating	30	ECTS Credit Rating	15
Faculty	Business and Law	Field	Business and Management Cross Disciplinary
Department	BBS, Business and Management		
Contributes towards	BA (Hons) Leadership and Management Practice (Top-Up)		
Module type:	Project		
Pre-requisites	None		
Excluded Combinations	None		
Co- requisites	None		
Module Entry requirements	NA		

Part 2: Description	
<p>This module forms part of the core taught provision on the BA (Hons) Leadership and Management Practice (Top-Up) programme. It completes the students' learning journey on this programme by enabling students' to make sense of their developing knowledge and experience in the fields of leadership and management practice through the medium of an extended learning portfolio. The module also deepens their understanding of decision-making (including issues of ethics and sustainability) and the forming of collaborative working relationships to support their critical reflections and personal development on the programme and in the workplace.</p> <p>Students are required to complete the Learning Portfolio they started as part of the assessment for 'Professional Development and Research Methods', documenting and critically reflecting on their learning journey throughout the duration of their programme of study. This document will include a range of materials in reflection on previous and current workplace practice and new knowledge developed over the period of the students' study which provides evidence of the students' ability to demonstrate leadership and management concepts. More specifically, the portfolio will evidence the application of knowledge/ skills/ competencies and professional behaviours which may be presented in the form of reports, minutes, reflection, demonstrations, presentations, feedback from managers and peers.</p> <p>Although the portfolio development largely involves self-directed private study supported, there will be support sessions as appropriate, which may cover topics such as:</p> <ul style="list-style-type: none"> <li>• Development of learning portfolios</li> <li>• Reflection and reflexivity</li> <li>• Reflective practitioner – impact on decision-making and building collaborative working relationships</li> <li>• Personal and professional development</li> </ul>	

Supervisory sessions will support students in the development of their learning portfolio and there will be online support from both library and technologist. Students will be required to use software which supports the development of electronic portfolios (such as PebblePad). Action learning sets may also be used to provide points of group supervision enabling peer-to-peer learning.

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 (pre block delivery) and synchronous sessions (block delivery) focus on collaborative learning, sense making and sharing of experiences. Post block delivery online activities help the student to apply their learning to the context of their organisation and personal and professional development.

### Part 3: Assessment

Strategy:

Two components:

- a) Critical Summary of Learning portfolio: a range of materials and documents generated over the period of the programme which provide evidence of the student's ability to apply management concepts, and professional behaviours. This is a holistic reflection of the students learning journey to date, and evidence capturing and demonstrating students ability to apply theory to experience/ experience to theory, and their professional development, including progress reviews and notes of quarterly meetings between tutor, manager and student.
- b) Presentation and Panel interview: discussion regarding specific aspects of the portfolio work.

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.

Identify final timetabled piece of assessment (component and element)	Component A	
% weighting between components A and B (Standard modules only)	<b>A:</b>	<b>B:</b>
	<b>100%</b>	<b>0%</b>

#### First Sit




Component A (controlled conditions) Description of each element	Element weighting (as % of component)
1. Critical summary of extended learning portfolio (5000 words)	80%
2. Presentation and Panel interview (30 mins incl. Q&A)	20%
Component B Description of each element	Element weighting (as % of component)
N/A	

#### Resit (further attendance at taught classes is not required)

Component A (controlled conditions) Description of each element	Element weighting (as % of component)
1. Critical summary of extended learning portfolio (5000 words)	80%
2. Panel interview (30 mins incl. Q&A)	20%
Component B Description of each element	Element weighting (as % of component)
N/A	

### Part 4: Learning Outcomes & KIS Data

Learning Outcomes	On successful completion of this module students will be able to: <ol style="list-style-type: none"> <li>1. Critically reflect on their learning throughout the completion of their degree programme, drawing on evidence from their studies as appropriate (A1,2)</li> </ol>
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	<ol style="list-style-type: none"> <li>2. Evidence reflective capacity in accepting accountability for decision-making, determining and achieving ethical, sustainable team and/ or personal outcomes (A1,2)</li> <li>3. Demonstrate a systematic understanding of their ability to transfer and apply critical diagnostic and creative skills (A1,2)</li> <li>4. Demonstrate the ability to exercise significant critically reflective judgement in a range of situations (A1,2)</li> <li>5. Demonstrate behaviours developed and skills acquired through continuous professional development in the workplace (A1,2)</li> <li>6. Critically reflect on their ability to develop effective working relationships across a range of stakeholders (A1,2)</li> <li>7. Critically reflect on the planning and implementation of a synoptic work based project (A1,2)</li> </ol>																																	
<p>Key Information Sets Information (KIS)</p> <p>Contact Hours</p> <p>Total Assessment</p>	<p><b>Key Information Set - Module data</b></p> <table border="1" data-bbox="539 551 1453 938"> <tr> <td colspan="5"><i>Number of credits for this module</i></td> <td style="text-align: right;">30</td> </tr> <tr> <th>Hours to be allocated</th> <th>Scheduled learning and teaching study hours</th> <th>Independent study hours</th> <th>Placement study hours</th> <th>Allocated Hours</th> <th></th> </tr> <tr> <td style="text-align: center;">300</td> <td style="text-align: center;">40</td> <td style="text-align: center;">260</td> <td style="text-align: center;">0</td> <td style="text-align: center;">300</td> <td style="text-align: center;"></td> </tr> </table> <p>The table below indicates as a percentage the total assessment of the module which constitutes a;</p> <p><b>Written Exam:</b> Unseen or open book written exam  <b>Coursework:</b> Written assignment or essay, report, dissertation, portfolio, project or in class test  <b>Practical Exam:</b> Oral Assessment and/or presentation, practical skills assessment, practical exam (i.e. an exam determining mastery of a technique)</p> <table border="1" data-bbox="628 1249 1323 1480"> <tr> <td colspan="2">Total assessment of the module:</td> <td></td> </tr> <tr> <td>Written exam assessment percentage</td> <td></td> <td style="text-align: center;">0%</td> </tr> <tr> <td>Coursework assessment percentage</td> <td></td> <td style="text-align: center;">80%</td> </tr> <tr> <td>Practical exam assessment percentage</td> <td></td> <td style="text-align: center;">20%</td> </tr> <tr> <td></td> <td></td> <td style="text-align: center;">100%</td> </tr> </table>	<i>Number of credits for this module</i>					30	Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours		300	40	260	0	300		Total assessment of the module:			Written exam assessment percentage		0%	Coursework assessment percentage		80%	Practical exam assessment percentage		20%			100%
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<p>Reading List</p>	<p>Students will be expected to undertake substantial independent reading on this module to enable them to apply theory to their work experience. All students will be encouraged to make full use of the electronic resources available to them through membership of the University. These include a range of electronic journals and a wide variety of resources available through web sites and information gateways. The University Library's web pages provide access to subject relevant resources and services, and to the library catalogue. Many resources can be accessed remotely. Students will be presented with opportunities within the curriculum to develop their information retrieval and evaluation skills in order to identify such resources effectively.</p> <p>An electronic indicative reading list can be found at: <a href="https://uwe.rl.talis.com/lists/9FD7E37F-524F-E14C-89A4-B156BDFBD4F7.html">https://uwe.rl.talis.com/lists/9FD7E37F-524F-E14C-89A4-B156BDFBD4F7.html</a></p>																																	

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First CAP Approval Date	UVP May 2018 <a href="#">link to Apprenticeship Proposal</a>			
Revision CAP Approval Date <i>Update this row each time a change goes to CAP</i>		Version	2	<a href="#">Link to RIA</a>