Module Specification

Leadership in Project Environments

Version: 2025-26, v1.0, Approved

Contents

Part 1: Information

Module title: Leadership in Project Environments

Module code: UMMTEX-15-M

Level: Level 7

For implementation from: 2025-26

UWE credit rating: 15

ECTS credit rating: 7.5

College: College of Business and Law

School: CBL Bristol Business School

Partner institutions: None

Field: Operations and Information Management

Module type: Module

Pre-requisites: None

Excluded combinations: None

Co-requisites: None

Continuing professional development: No

Professional, statutory or regulatory body requirements: None

Part 2: Description

Overview: This module aims to equip students with advanced skills and knowledge in project leadership, focusing on strategic planning, team management, and effective communication. Students will learn to lead complex projects, manage diverse teams, and navigate organisational challenges.

Features: Not applicable

Educational aims: This module examines leadership theories and their applications in project contexts. This includes exploring techniques to manage team dynamics and performance to lead to successful project outcomes, and addressing challenges in managing diversity and fostering inclusion.

Outline syllabus: Indicative content:

Leadership theories in a project management context.

Importance of understanding team dynamics.

Different leadership styles and their impact on team performance. Approaches and techniques for building and leading high-performing teams.

Principles of change management and theories on leading teams through change. Adaptability and resilience in project leadership and sustainable project leadership.

Part 3: Teaching and learning methods

Teaching and learning methods: The aim is to create an engaging and dynamic student experience by blending a range of diverse learning resources, including informative texts, case studies, videos, and discussion activities. Students are encouraged to actively participate in tasks, reflective exercises, and discussions that connect theory with practical, real-world applications, helping them to deepen their understanding of inclusion, leadership, and teamwork.

Leveraging technology, the module utilises a variety of online platforms to facilitate meaningful engagement, from asynchronous discussion boards to interactive tools. These digital resources not only support students in developing inclusive teamwork and leadership skills but also foster a sense of community and collaborative learning, extending the educational experience.

The module emphasises active and experiential learning methods. In particular, the module is informed by the 3Ps whereby students learn in 3 steps: Prepare, Participate, and Practise. Students are expected to prepare, participate fully and practically apply their knowledge and skills.

Prepare

Students prepare by reading and studying the materials provided to acquire background knowledge.

Preparation and independent study involves students using a range of material such as videos, books, journals and professional publications to deepen their understanding of the taught concepts.

Participate

Students participate in activities which may include group debates and completion of tasks, whereby students become co-creators of their learning journey.

Students are encouraged and expected to participate in analysing contemporary challenges through problem based learning approaches, case studies, presentations and discussions, etc. to draw conclusions.

Practise

By engaging in the activities students practise applying their knowledge to real-world situations.

Emphasis is placed on practical application of the taught theory and student's development of learning- independence through active engagement with both taught theory and practice.

Module Learning outcomes: On successful completion of this module students will achieve the following learning outcomes.

MO1 Critique leadership theories and their applications in project contexts.

MO2 Explore and apply techniques to manage team dynamics and performance, resolving conflict and integrating different perspectives.

MO3 Demonstrate a critical understanding of the challenges in managing diversity and inclusion.

Hours to be allocated: 150

Contact hours:

Independent study/self-guided study = 114 hours

E-learning/online learning = 36 hours

Reading list: The reading list for this module can be accessed at readinglists.uwe.ac.uk via the following link https://rl.talis.com/3/uwe/lists/81C131D0-8820-F240-D286-F63D37B75E2D.html?lang=en-GB&login=1

Part 4: Assessment

Assessment strategy: Written Assignment (1500 words)

Based on a given project brief focusing on leadership, students assess and evaluate the leadership role and the management of the team considering diversity and inclusion.

Resit assessments will be equivalent to the first sit and students will be supported for success through formative assessments and appropriate feedback.

Assessment tasks:

Written Assignment (First Sit)
Description: Written Assignment (1500 words)
Weighting: 100 %
Final assessment: Yes
Group work: No
Learning outcomes tested: MO1, MO2, MO3

Written Assignment (Resit)
Description: Written Assignment (1500 words)
Weighting: 100 %
Final assessment: Yes
Group work: No
Learning outcomes tested: MO1, MO2, MO3

Part 5: Contributes towards

This module contributes towards the following programmes of study:

Project Management [UWE Online] MSc 2025-26