



Module Specification

Leading Self and Others

Version: 2025-26, v1.0, Approved

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Part 1: Information

Module title: Leading Self and Others

Module code: UMOTED-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: Organisation Studies

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 is a practice-based and theoretical module which draws on students' experiences and knowledge, skills and behaviours both within and outside the workplace. The module will also focus on developing advanced leadership skills, personal awareness, and the ability to lead teams effectively.

Features: Not applicable

Educational aims: This module is designed to explore and facilitate students' critical self-knowledge and the contribution their own well-being (physical and emotional) makes to effective leadership of self and others. The complexity of contemporary working environments places new demands on those working in them and the module will consider how personal characteristics such as resilience, courage, personal integrity, consistency, self-awareness and inter-personal communication skills can support the development of self and others in these contexts.

Outline syllabus: This module offers students a structured and engaging learning journey, guiding them towards the achievement of specific learning outcomes. The content is thoughtfully curated to facilitate active learning, peer collaboration, and accessibility.

The module will typically include:

Self-Awareness and Personal Leadership Development:

Critically assess and reflect on personal leadership style, strengths, and areas for development.

Apply self-awareness techniques to improve decision-making, conflict resolution, and leadership effectiveness.

How to enable continuous Learning and Leadership Development:

Critical exploration and analysis of underpinning Theories of Leadership and their relevance within your personal and professional context

Introduction to Resilience and Well-being within a challenging and changing environment

The module is structured around three themes: reflecting on action, acting on reflection; wellness and wellbeing in leadership; and thriving in complexity and uncertainty.

1. Reflecting on action; acting on reflection: This topic will explore the dynamics and interplay of action and reflection; approaches to enquiry and learning from experience; and the role of dialogic reasoning in learning.

2. Wellness and wellbeing in leadership: This theme looks at what it means to work from a perspective of health or wholeness and its implications for professional practice. Topics will include: a conception of 'wellness'; developing resilience; the role of agency, awareness and association in personal and organisational change; and authentic and ethical leadership.

3. Thriving in complexity and uncertainty: This topic recognises the different challenges posed by working with uncertainty and complexity; the implications this has for learning approaches and the need for self-awareness in contemporary organisations; and influential and effective behaviours in this context.

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.

Peer learning is central to this approach, with opportunities for students to engage in structured group discussions and collaborative problem-solving tasks. These interactions are designed to challenge ideas, promote critical thinking, and enhance learning from diverse perspectives.

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 leadership skills but also foster a sense of community and collaborative learning, extending the educational experience.

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

MO1 Ability to critically assess and reflect on personal leadership style, strengths, and areas for self-development.

MO2 Develop a critical understanding of the theory and practice of leading self and others and its applications in your personal and professional context.

MO3 Critically analyse and apply key concepts of wellbeing and resilience in leadership.

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](https://uwe.rl.talis.com/modules/umoted-15-m.html) via the following link <https://uwe.rl.talis.com/modules/umoted-15-m.html>

Part 4: Assessment

Assessment strategy: Summative Assessment task: Presentation of personal storyboard (15 mins)

You are asked to produce a “storyboard” (either using an online platform such as Adobe Express, or on one side of flipchart paper, or any material that is A1 in size) that summarises your leadership journey.

Storyboarding is a technique that has developed out of the film and advertising industries, where storyboards are widely used to ‘pitch’ ideas to potential funders.

Successful storyboards capture the ‘essence’ of an idea in words and images, and encourage the author to think creatively and to focus on what is really important to

making sense of their story.

For your storyboard, you can use Adobe Express, a one side of A1, flipchart paper/ card/ other material to represent the key aspects of your leadership journey captured in words and images.

You will be asked to make a short (10-15 minute) presentation of your storyboard as part of the assessment on this module.

The assessment is designed to provide an opportunity to reflect critically on the student's own experience of self-leadership and upon the relationship between theory and practice. In addition, the assessment is designed to provide an opportunity to reflect critically on the student's own experience of self-leadership and upon the relationship between theory and practice. Formative assessment is achieved through a completed workbook outlining their response to a range of questions about their own leadership style/preferences and the context(s) in which they work. This will provide an opportunity to critically reflect on their own skills and development needs in a summative assessment of a recorded video presentation.

Assessment tasks:**Presentation (First Sit)**

Description: Pre-recorded Presentation (15 minutes)

Weighting: 100 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3

Presentation (Resit)

Description: Pre-recorded Presentation (15 minutes)

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:

Healthcare Management and Leadership [UWE Online] MSc 2025-26