



MODULE SPECIFICATION




Part 1: Information			
Module Title	Evidencing Work Based Learning in Leadership and Change		
Module Code	UMOCXY-30-M	Level	M
For implementation from	September 2019		
UWE Credit Rating	30	ECTS Credit Rating	15
Faculty	Business and Law	Field	Organisation Studies
Department	Business and Management		
Contributes towards	Virtual Award, MSc Leadership and Management in Health and Social Care, MSc Leadership and Management, MSc Planning and Urban Leadership		
Module type:	Project		
Pre-requisites	None		
Excluded Combinations	None		
Co- requisites	None		
Module Entry requirements	None		

Part 2: Description
<p>Work Based Learning enables a range of learning activities that are embedded in academic programmes and are undertaken in a workplace. The purpose of work based learning activity is multi-faceted and the work of students ranges from experiences with clear objectives and outcomes related to improving application of theory to practice, and vice versa, to enhancing core and key competencies related to the leadership and change aspects of the students' exploration.</p> <p>The student's initiative will be known and supported by the organisation. The module is delivered in through a series of workshops and seminars which will run over a period of several months enabling the student to explore relevant themes from directed study, their own research, learning from other members of the learning set, and from learning on the programme. Through facilitation the student will use their learning contract to explore and further enquire into their focus reflecting the framework of the learning outcomes. The learning contract will be agreed between the learner, mentor and identified academic.</p> <p>This module will enable the student to explore an aspect of leadership and change in their workplace. This will address an organisational need and allow the student to integrate the learnt experience and knowledge into their workplace. The workshops/seminars will provide facilitation supporting the student in their chosen direction and developing their ability to enquire, thereby deepening their knowledge and understanding of self and the project being explored. The workshops/seminars will introduce themes and take a reflective and project management approach. Much of the teaching and learning will be self-directed or team focused, determined via a personal development plan and/or learning sets; utilising inquiry and problem solving activities, and supported by a negotiated learning contract. Other supporting approaches may include field work activities, seminars, open and distance learning material, study days, on line materials and tutorials. The learning contract is a key part in the</p>

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development of the student's enquiry; it is designed in agreement with the employing organisation and is included as an appendix within the completed work. It will identify the proposed plan and assessment, giving clarity on the aims and objectives for both the module and self		
Part 3: Assessment		
The type of assessment will be determined through consideration of the need identified in the learner's personal development plan and agreed via a learning contract between the members of the partnership. Where the learner accesses more than one Work Based Learning (WBL) module at this level the assessment should be different to previous WBL modules.		
Draft presentations will be delivered and videoed with full feedback from peers and staff. Feedback on the nature and development of the students' ideas for the assignment and presentation will be given throughout the course both face to face and online		
Identify final timetabled piece of assessment (component and element)	Component A	
% weighting between components A and B (Standard modules only)	A:	B:
	100%	
First Sit		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
a presentation in the workplace/other location supported by a 3,000 word supporting paper which summarises the processes and discusses the learning achieved.	100%	
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. Resubmission of the assignment as agreed in the original learning contract	100%	
Component B Description of each element	Element weighting (as % of component)	
n/a		
Part 4: Teaching and Learning Methods		
Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <ul style="list-style-type: none"> • Critically review approaches to leadership and change in complex working environments • Debate strategies for personal learning and leadership qualities to enable the implementation of change initiatives • Show deep insight into effective leadership behaviours and demonstrate understanding of how they influence others • Demonstrate a critical insight into the constraints and opportunities of working across professional and organisational boundaries • Critically evaluate the role of quality enhancement in relation to leadership and change 	

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All Learning Outcomes assessed in Component A																
Key Information Sets Information (KIS)	<table border="1"> <thead> <tr> <th colspan="5">Key Information Set - Module data</th> </tr> </thead> <tbody> <tr> <td colspan="5"><i>Number of credits for this module</i></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td style="border: 2px solid black;">30</td> </tr> </tbody> </table>	Key Information Set - Module data					<i>Number of credits for this module</i>									30
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Contact Hours	<table border="1"> <thead> <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> </thead> <tbody> <tr> <td style="text-align: center;">300</td> <td style="text-align: center;">72</td> <td style="text-align: center;">228</td> <td style="text-align: center;">0</td> <td style="text-align: center;">300</td> <td style="text-align: center;"></td> </tr> </tbody> </table>	Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours		300	72	228	0	300				
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Total Assessment	<p>The table below indicates as a percentage the total assessment of the module which constitutes a;</p> <p>Written Exam: Unseen or open book written exam Coursework: Written assignment or essay, report, dissertation, portfolio, project or in class test Practical Exam: Oral Assessment and/or presentation, practical skills assessment, practical exam (i.e. an exam determining mastery of a technique)</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th colspan="2">Total assessment of the module:</th> </tr> </thead> <tbody> <tr> <td>Written exam assessment percentage</td> <td style="text-align: center;">0%</td> </tr> <tr> <td>Coursework assessment percentage</td> <td style="text-align: center;">100%</td> </tr> <tr> <td>Practical exam assessment percentage</td> <td style="text-align: center;">0%</td> </tr> <tr> <td></td> <td style="text-align: center;">100%</td> </tr> </tbody> </table>	Total assessment of the module:		Written exam assessment percentage	0%	Coursework assessment percentage	100%	Practical exam assessment percentage	0%		100%					
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Reading List	<p>The aim of the module is to develop the skills of self directed learning and so the reading list is indicative of the content. It can be reached by following the link below https://uwe.rl.talis.com/lists/D0924838-4E49-1655-9D43-531FFA4748B7.html</p>															

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First CAP Approval Date	QMAC September 2010			
Revision CAP Approval Date	22 March 2017	Version	2	link to RIA
Revision ASQC Approval Date <i>Update this row each time a change goes to ASQC</i>	30/5/19		3	n/a