University of the West of England BRISTOL

MODULE SPECIFICATION

Code: UMOCXY-30-M   **Title**: Evidencing Work Based Learning in Leadership and Change   **Version**: 1

Level: M   **UWE credit rating**: 30   **ECTS credit rating:** 15

Module type: Project

Owning Faculty: FBL   **Field**: Organisation Studies

Valid from: 1 September 2010   **Discontinued from:**

Contributes towards: Virtual Award, MSc Leadership and Management in Health and Social Care

Pre-requisites: None

Co-requisites: None

Excluded combinations: None

Aim of module

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.

Learning outcomes

On successful completion of this module students will be able to:

- 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

All outcomes will be assessed

Syllabus outline

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.

Teaching and learning methods

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. An element 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 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.

Students will be directed towards the BBS study skills website as appropriate. Students will be encouraged to use Blackboard resources used during the classes.

Reading Strategy

All students will be encouraged to make full use of the print and 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, including coaching and mentoring, 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.

Indicative reading
Specific texts will reflect the student's specific area of interest. General texts may include:

Argyris, C. & Schon, D. (1992) *Theory in Practice: Increasing Professional Effectiveness.* San Francisco: Jossey Bass.
Boud, D., Cressey,P. & Docherty, P., eds (2005) *Productive Reflection at Work.* London: Routledge

Databases
Business Source Premier
Emerald
ScienceDirect

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.

Percentage split
Weighting between components A and B   NA

ATTEMPT 1

First Assessment Opportunity
Component A
Description of each element   Element weighting

1 The assessment will be one of the following: 100%

- Portfolio evidence of the outcome of a work-based learning opportunity, supported by a 3,000-4,000 word critical incident report on the learning achieved
  OR
- 6,000 word report on a critical incident exploring the learning and further planning achieved
  OR
- 6,000 word article produced for publication supported by a 4,000 word paper outlining the learning achieved and further action required
  OR
- a presentation in the workplace supported by a 3,000 word supporting paper which summarises the processes and discusses the learning achieved.

Second Assessment Opportunity (further attendance at taught classes is not required)
Component A
Description of each element   Element weighting

1 Resubmission of the assignment as agreed in the original learning contract   100%