



CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Leadership in Practice				
Module Code	UMCDB4-30-3	Level	3	Version	1.1
Owning Faculty	FBL	Field	Business and Management		
Contributes towards	BA Business (Team Entrepreneurship)				
UWE Credit Rating	30	ECTS Credit Rating	15	Module Type	Standard
Pre-requisites	None		Co- requisites	None	
Excluded Combinations			Module Entry requirements		
Valid From	September 2013		Valid to		

CAP Approval Date	5/12/12
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Part 2: Learning and Teaching	
Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <ul style="list-style-type: none"> • Demonstrate a critical appreciation of leadership practice, fostering the learning and development of leadership capacities in self and others (All) • Demonstrate a critical knowledge and understanding of organizational leadership and thought leadership (B) • Gain a critical appreciation of the dynamics of complex networks and patterns of relationship in contemporary organisations (B) • Demonstrate deep insight into effective behaviours through processes of enquiry and reflection and show awareness of how they influence others (A) • Critically reflect on their own well-being and its impact on their professional practice (All) • View complex situations from different perspectives and observe and interpret qualitative patterns (B) • Communicate - with clarity - verbally and in writing, their ideas and findings to a diverse audience (All) • Understand the ethical implications and sustainability of practice of business decisions taken (B)
Syllabus Outline	<p>The learning on this module is experiential and enquiry-based; is guided through team coaching (see learning and teaching methods below for fuller explanation); and does not follow a set syllabus. Instead team coaching sessions work with experience gained on learning projects and the learning taken from readings and from reflecting on these projects. As such the precise content will be tailored to meet the needs of individual students and their team company.</p> <p>To meet the learning outcomes, there will be particular emphasis in this module on</p>

	<p>providing students with guidance, readings and coaching in the following areas:</p> <ul style="list-style-type: none"> • Personal influence • Readings and guided reflections on leadership practice • Readings and guided reflections on leading through complexity, networks and patterns of relationship • Well-being and resilience • Diversity and difference • Storyboarding 																		
<p>Contact Hours</p>	<p>Formal contact hours with staff will take the form of team coaching sessions, comprising 72 hours over the 36 week learning block (in total there will be 288 hours of team coaching across the 120 credits studied in this learning block). There is an expectation that students will attend all team coaching sessions. In addition, students may have access to support from an 'Assistant Coach' – a recent graduate of a similar programme.</p> <p>Students on the programme will typically spend more time on campus, working in their team companies than would typically be the case for and each team will have its own dedicated space within the 'Team Entrepreneurship' suite. At least one of the Team Coaches will typically be present during normal working hours in the suite.</p> <p>The programme is supported by the Blackboard virtual learning environment and makes extensive use of this technology to support discussion groups, share project reports, etc.</p> <p>Taken together, a student will typically receive 80-88 contact hours on this module.</p>																		
<p>Teaching and Learning Methods</p>	<p>'Classroom' learning on this module is based around team coaching sessions, supplemented coach support and giving and receiving peer feedback. During this learning block there will be two x 4 hour team coaching sessions per week, shared with the 'Sustaining a Company' (UMCDB3-30-3) and 'Team Entrepreneurship' (UMCDB5-60-3) modules. Students will also work with the Team Coach and their peers to develop and refine their Learning Contract as projects and the module unfold.</p> <p>Students will undertake team meetings, strategy and planning sessions in project teams, alongside their projects. They will select appropriate texts that support their practice and deepen their learning from these activities. They will be guided in selecting appropriate reading material from the programme reading handbook by the Team Coach and their peers.</p> <p>The study time on this module for a typical student will be:</p> <table border="0" data-bbox="416 1563 959 1839"> <tr> <td>Team coaching</td> <td>72 hours</td> </tr> <tr> <td>Team meetings</td> <td>18 hours</td> </tr> <tr> <td>Peer coaching and feedback</td> <td>40 hours</td> </tr> <tr> <td>Project planning</td> <td>18 hours</td> </tr> <tr> <td>Reading</td> <td>50 hours</td> </tr> <tr> <td>Undertaking projects</td> <td>50 hours</td> </tr> <tr> <td>Learning contract</td> <td>10 hours</td> </tr> <tr> <td>Reflective logs</td> <td>12 hours</td> </tr> <tr> <td>Assessment</td> <td>40 hours</td> </tr> </table> <p>Scheduled learning on this module is through participation in team coaching sessions.</p> <p>Independent learning includes hours engaged with essential reading, identifying and approaching potential clients, peer coaching and feedback sessions, project planning sessions, undertaking projects and recording learning, assignment preparation and completion etc. These sessions constitute an average time per</p>	Team coaching	72 hours	Team meetings	18 hours	Peer coaching and feedback	40 hours	Project planning	18 hours	Reading	50 hours	Undertaking projects	50 hours	Learning contract	10 hours	Reflective logs	12 hours	Assessment	40 hours
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level as indicated in the table below.

Key Information Sets Information

Key Information Set - Module data				
<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	72	178	50	300



The table below indicates as a percentage the total assessment of the module which constitutes a -

Written Exam: Unseen written exam, open book written exam, In-class test

Coursework: Written assignment or essay, report, dissertation, portfolio, project

Practical Exam: Oral Assessment and/or presentation, practical skills assessment, practical exam

Please note that this is the total of various types of assessment and will not necessarily reflect the component and module weightings in the Assessment section of this module description:

Total assessment of the module:	
Written exam assessment percentage	0%
Coursework assessment percentage	60%
Practical exam assessment percentage	40%
	100%

Reading Strategy

The reading strategy on this module is designed to encourage students to read relevant and challenging books and refereed journal articles at a point in time when they can apply ideas and concepts learned to thinking about their leadership and learning journey. Readings are selected from the programme reading handbook, supported by readings identified and retrieved independently. In accessing reading materials in this way, the reading strategy aims to support students in making strong connections between theory and its application in practice and in developing their skills in identifying, sifting and selecting information sources. They will be supported in the selection process by their Team Coach and their peers.

The programme reading handbook provides an extensive book list across the whole programme. Updated annually to ensure currency, the programme reading handbook is available on Blackboard, as well as in hard copy. It is organised by broad topic area to improve ease of access, whilst still permitting students to select the readings of most relevance to them.

Indicative Reading List

Indicative readings for this module include:

Badaracco Jr, J. L. (2002) *Leading Quietly: An Unorthodox Guide to Doing the Right Thing*
 Johansen, B. (2009) *Leaders Make the Future: Ten New Leadership Skills for an Uncertain World*
 Moore, J. and Sonsino, S. (2003) *Leadership Unplugged: The New Renaissance of Value Propositions*
 Sinclair, A. (2008) *Leadership for the Disillusioned*
 Vaill, P. (1998) *Spirited Leading and Learning: Process Wisdom for a New Age*

Part 3: Assessment	
Assessment Strategy	<p>In keeping with the learning strategy for the module, the assessment strategy has been developed to encourage students to reflect deeply on their experience and their learning and to make strong connections between theory, ideas and concepts and their application in practice.</p> <p>Summative assessment will require the student to enquire into and reflect critically on their leadership and learning journey on the programme, through a storyboard presentation and a reflective essay that explores both their legacy and their aspirations for continuing their journey.</p> <p>As reflective practitioners, students receive formative feedback and assessment throughout the module from, for example, the Team Coach, peers and, where appropriate and available, clients. Students will be encouraged to seek formative feedback on their storyboard from peers in their peer coaching sessions and team coaches will provide formative feedback on their reflective essay.</p> <p>Students submit project reports and other materials to their e-portfolio throughout the teaching block to fit with the timing of their projects. The completed assessments will be handed in no later than 6 weeks after the end of the teaching block. Student team companies keep planners to record submission of book reviews, project reports and learning logs, etc for team members as part of their workload management activity and are responsible as a company for managing workload of individual members. Team coaches will also monitor e-portfolios at regular intervals, as agreed in the learning contract with each student, so that materials are submitted in a timely fashion on completion of projects.</p>

Identify final assessment component and element	Component B	
% weighting between components A and B (Standard modules only)	A:	B:
	40%	60%
First Sit		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
1. Storyboard presentation of leadership learning	100%	
Component B Description of each element	Element weighting (as % of component)	
1. Essay: Leading thoughts and legacy (2,500-4,000 words)	100%	

Resit (further attendance at taught classes is not required)		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
1. Storyboard presentation of leadership learning	100%	
Component B Description of each element	Element weighting (as % of component)	
1. Essay: Leading thoughts and legacy (2,500-4,000 words)	100%	
If a student is permitted an EXCEPTIONAL RETAKE of the module the assessment will be that indicated by the Module Description at the time that retake commences.		