




ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Leadership in Practice				
Module Code	UMCDB4-30-3	Level	3	Version	2
UWE Credit Rating	30	ECTS Credit Rating	15	WBL module?	No
Owning Faculty	FBL	Field	Business and Management Cross Disciplinary		
Department	Business and Management	Module Type	Standard		
Contributes towards	BA (Hons) Business (Team Entrepreneurship); BA(Hons) Sports Business and Entrepreneurship				
Pre-requisites	None	Co- requisites	None		
Excluded Combinations	None	Module Entry requirements	n/a		
First CAP Approval Date	5 December 2012	Valid from	September 13		
Revision CAP Approval Date	31 January 2017	Revised with effect from	September 2017		

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 organisational leadership and followership (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 own and others' well-being and its impact on professional practice (All) • Communicate ideas and findings clearly (All) • Understand the ethical implications and sustainability of practice of decisions taken in relation to leadership and working with others (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 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

	<ul style="list-style-type: none"> • Well-being and resilience • Diversity and difference • Storyboarding 																		
Contact Hours	<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>																		
Teaching and Learning Methods	<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 3-hour team coaching sessions per week, shared with the other Level 3 modules. Students will also work with the Team Coach and their peers to maintain and develop team working portfolio 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 data-bbox="395 1261 941 1541"> <tbody> <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> </tbody> </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 level as indicated in the table below.</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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Key Information Sets Information	Key Information Set - Module data														
	Number of credits for this module				30										
	Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours										
	300	72	178	50	300 										
<p>The table below indicates as a percentage the total assessment of the module which constitutes a -</p> <p>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</p> <p>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:</p> <table border="1" data-bbox="576 943 1257 1171"> <tr> <td colspan="2">Total assessment of the module:</td> </tr> <tr> <td>Written exam assessment percentage</td> <td>0%</td> </tr> <tr> <td>Coursework assessment percentage</td> <td>60%</td> </tr> <tr> <td>Practical exam assessment percentage</td> <td>40%</td> </tr> <tr> <td></td> <td>100%</td> </tr> </table>						Total assessment of the module:		Written exam assessment percentage	0%	Coursework assessment percentage	60%	Practical exam assessment percentage	40%		100%
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Reading Strategy	<p>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.</p> <p>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.</p>														
Indicative Reading List	<p>Indicative readings for this module include:</p> <p>Badaracco Jr, J. L. (2002) <i>Leading Quietly: An Unorthodox Guide to Doing the Right Thing</i></p> <p>Johansen, B. (2009) <i>Leaders Make the Future: Ten New Leadership Skills for an Uncertain World</i></p> <p>Moore, J. and Sonsino, S. (2003) <i>Leadership Unplugged: The New Renaissance of Value Propositions</i></p> <p>Sinclair, A. (2008) <i>Leadership for the Disillusioned</i></p> <p>Vaill, P. (1998) <i>Spirited Leading and Learning: Process Wisdom for a New Age</i></p>														

Part 3: Assessment	
Assessment Strategy	<p>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 of practice-led activity will require the student to work with their peers in coaching groups to develop peer coaching skills. Students will also maintain a portfolio capturing their practice within teams – specific requirements for what will be included within the portfolio will be set within the Module Handbook.</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, their peers and, where appropriate and available, clients.</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 a RETAKE of the module the assessment will be that indicated by the Module Description at the time that retake commences.	

FOR OFFICE USE ONLY

First CAP Approval Date	September 2013			
Revision CAP Approval Date	31 January 2017	Version	2	link to RIA
			3	
			4	