



CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Professional Practice in Change Leadership				
Module Code	UMODDR-60-M	Level	M	Version	1
Owning Faculty	FBL	Field	Organisation Studies		
Contributes towards	CPD Programme, MSc Leadership and Management (Creativity and Change)				
UWE Credit Rating	60	ECTS Credit Rating	30	Module Type	Standard
Pre-requisites	none		Co- requisites	none	
Excluded Combinations	none		Module Entry requirements	none	
Valid From	September 2013		Valid to		

CAP Approval Date	7 May 2013
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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"> Plan, organise, implement and critically evaluate change leadership experiences and interventions in order to achieve enhanced organisational performance (Component B) Critically review an extended period of involvement in the leadership of a change initiative with organisational impact.(Component B) Gather and critically reflect on feedback from supervisors, peers, clients, colleagues and tutors in order to advance own knowledge and understanding and develop professional skills to a high level (Component A) Plan own continuing professional development as a leader in order to maintain professional standards (Component B) <p>In addition, the educational experience may explore, develop and practice, but not formally, discretely assess, the following:</p> <ul style="list-style-type: none"> Effectiveness in working in groups and teams Understanding context (policy and organisation), Insight into processes of creativity, innovation and inspiration Development as a reflective practitioner and autonomous learner Networking skills Entrepreneurship, innovation, decision making and problem solving skills Understanding of organisational complexity <p>This module is designed to enable students to critically review their own abilities to perform effectively in a change leadership role. It will support the development of skills and understanding relevant to their current role and future career aspirations. It also encourages critical reflection on their experience of</p>

	change leadership and on the application of theoretical models, frameworks, tools and techniques associated with leading complex change with organisational impact.																				
Syllabus Outline	<ul style="list-style-type: none"> • Theory relating to change leadership practice and its application in relevant organisational contexts • Approaches and theory relating to change interventions, , creativity and innovation • Personal and organisational resilience and its implications for leadership of self and others. • Theory and literature relating to organisational culture, structure, complexity, power and politics • Application of models relating to reflective and experiential learning • Nature and value of networks to support own and others' development • Personal development planning 																				
Contact Hours	75 hours including a mix of facilitated workshops, learning sets, group supervision and individual supervision. The balance of each will be adapted to meet the needs of a cohort more precisely																				
Teaching and Learning Methods	<p>Learning typically will be achieved through a mixture of facilitated workshops, learning sets, guided observation exercises, learning logs/journal, group and peer supervision, and independent research, though may be adapted to meet the needs of a cohort more precisely. This module requires a high level of critical reflection on practice and personal values and behaviours. Consequently students will be allocated a personal tutor and be expected to participate in group and peer supervision sessions.</p> <p>Students will be expected to develop their own learning and skills by independently using resources within the Faculty and the University Library including, "i skills", the post- graduate community site on Blackboard.</p> <p>Students will be directed towards the University Library online Study Skills resources for the development of skills appropriate to the level and style of the module. Students will be directed on how the resources on this site should be used to develop the skills that will underpin their studies in the module handbook and/or via Blackboard</p> <p>Scheduled learning includes lectures, seminars, project supervision, demonstration, practical classes and workshops; fieldwork; external visits; work based learning.</p> <p>Independent learning includes hours engaged with essential reading, assignment preparation and completion etc. These sessions constitute an average time per level as indicated in the table below. Scheduled sessions may vary slightly depending on the module choices you make.</p>																				
Key Information Sets Information	<p>Key Information Sets (KIS) not applicable to PG modules</p> <table border="1" data-bbox="571 1774 1264 2011"> <tr> <td colspan="2">Total assessment of the module:</td> <td></td> <td></td> </tr> <tr> <td>Written exam assessment percentage</td> <td></td> <td>0%</td> <td></td> </tr> <tr> <td>Coursework assessment percentage</td> <td></td> <td>100%</td> <td></td> </tr> <tr> <td>Practical exam assessment percentage</td> <td></td> <td>0%</td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td>100%</td> </tr> </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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Written exam assessment percentage		0%																			
Coursework assessment percentage		100%																			
Practical exam assessment percentage		0%																			
			100%																		
Reading																					

Strategy	<p>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</p> <p>Essential Reading</p> <p>The essential reading will be specified in the module handbook and on Blackboard at the start of the module. This is potentially subject to change at short notice and students should not purchase any text without the guidance of the module leader.</p>
Indicative Reading List	<p><i>The following list is offered to provide validation panels/accrediting bodies with an indication of the type and level of information students may be expected to consult. As such, its currency may wane during the life span of the module specification. However, as indicated above, CURRENT advice on readings will be available via other more frequently updated mechanisms.</i></p> <p>The most current reading lists and texts will be available in the Module Handbook, however, at present the following are suggested as texts which students may find useful. These texts are available in the university library.</p> <p>Badaracco, J.L. (2002) <i>Leading Quietly: An Unorthodox Guide to Doing the Right Thing</i>, Harvard Business School Press</p> <p>Landsberg, M. (2003) <i>The Tools of Leadership: Vision, Inspiration, Momentum</i>, HarperCollins Business</p> <p>Meyerson, D. E. (2008) <i>Rocking the Boat: How to Effect Change Without Making Trouble</i>, Harvard Business School Press</p> <p>Porter, M (2002) 'Creating a Plan for Change – the art of intelligent leadership' Harvard Business Review March pp 63-78</p> <p>Stacey, R. (2010) <i>Complexity and Organizational Reality: Uncertainty and the Need to Rethink Management After the Collapse of Investment Capitalism</i>, Routledge</p> <p>Journals</p> <p>Academy of Management Review Business Horizons Harvard Business Review Human Relations Journal of Leadership and Organizational Development Journal of Organizational Change Management Management Learning Organizational Dynamics</p>

Part 3: Assessment	
Assessment Strategy	<p>In Component A, a portfolio, in line with the critical, reflective aspect of this module and its emphasis on extended practice to develop professional skills and personal approach, the assessment will include a range of materials drawn from practice, reflections and learning from learning sets, tutorials and taught sessions. This may include, learning logs, observations, 360 feedback, book reviews and other creative activities. A summary of 1,000 words will pull together key themes emerging from the different elements of the portfolio.</p>

	<p>In component B, a project, the student will reflect on the major or deep learning experiences, chart their development as a change leader, outline their findings on the characteristics of an effective change leadership and outline a personal development plan for their continuing professional development. Where necessary, and appropriate, an alternative medium of assessment may be negotiated. Alternative assessments can include combining, for example a workplace presentation or an article for publication/ conference paper, or a project report, with their written assignment. In this case, the length of the written assignment will be reduced to reflect the substantive nature of the alternative assessment.</p>
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Identify final assessment component and element	Component B	
% weighting between components A and B (Standard modules only)	A:	B:
	25%	75%
First Sit		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
1. Learning Portfolio	100%	
Component B Description of each element	Element weighting (as % of component)	
1. Work based learning project to the equivalent of 9,000 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. Learning Portfolio	100%	
Component B Description of each element	Element weighting (as % of component)	
1. Work based learning project to the equivalent of 9,000 words	100%	
<p>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.</p>		