Module Specification

Professional Practice in Change Leadership

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Contents

Part 1: Information

Module title: Professional Practice in Change Leadership

Module code: UMODDR-60-M

Level: Level 7

For implementation from: 2023-24

UWE credit rating: 60

ECTS credit rating: 30

Faculty: Faculty of Business & Law

Department: FBL Dept of Business & Management

Partner institutions: None

Delivery locations: Not in use for Modules

Field: Organisation Studies

Module type: Module

Pre-requisites: None

Excluded combinations: None

Co-requisites: None

Continuing professional development: No

Professional, statutory or regulatory body requirements: None

Part 2: Description

Overview: Not applicable

Features: Not applicable

Educational aims: 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 change leadership and on the application of theoretical models, frameworks, tools and techniques associated with leading complex change with organisational impact.

In addition to the Learning Outcomes, the educational experience may explore, develop and practice, but not formally, discretely assess, the following:

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

Outline syllabus: The syllabus includes:

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

Part 3: Teaching and learning methods

Teaching and learning methods: 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.

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.

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.

Scheduled learning includes lectures, seminars, project supervision, demonstration, practical classes and workshops; fieldwork; external visits; work based learning.

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.

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.

Module Learning outcomes: On successful completion of this module students will achieve the following learning outcomes.

MO1 Plan, organise, implement and critically evaluate change leadership experiences and interventions in order to achieve enhanced organisational performance

MO2 Critically review an extended period of involvement in the leadership of a change initiative with organisational impact

MO3 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

MO4 Plan own continuing professional development as a leader in order to maintain professional standards

Hours to be allocated: 600

Contact hours:

Independent study/self-guided study = 525 hours

Face-to-face learning = 75 hours

Total = 600

Reading list: The reading list for this module can be accessed at readinglists.uwe.ac.uk via the following link https://uwe.rl.talis.com/index.html

Part 4: Assessment

Assessment strategy: In Task 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. 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.

Assessment components:

Project (First Sit)
Description: Work based learning project (9000 words equivalent)
Weighting: 75 %
Final assessment: Yes
Group work: No
Learning outcomes tested: MO1, MO2, MO4

Portfolio (First Sit)
Description: Learning portfolio
Weighting: 25 %
Final assessment: No
Group work: No
Learning outcomes tested: MO3

Project (Resit)
Description: Work based learning project (9000 words equivalent)
Weighting: 75 %
Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO4

Portfolio (Resit)

Description: Learning portfolio

Weighting: 25 %

Final assessment: No

Group work: No

Learning outcomes tested: MO3

Part 5: Contributes towards

This module contributes towards the following programmes of study: