



ACADEMIC SERVICES


MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Leading People				
Module Code	UMODLA-15-2	Level	2	Version	1
UWE Credit Rating	15	ECTS Credit Rating	7.5	WBL module?	Yes
Owning Faculty	FBL	Field	Organisation Studies		
Department	BBS: Business and Management	Module Type	Standard		
Contributes towards	BA(Hons) Leadership and Management Practice				
Pre-requisites	None	Co- requisites	None		
Excluded Combinations	None	Module Entry requirements	N/A		
First CAP Approval Date	14 July 2016	Valid from	September 2017		
Revision CAP Approval Date		Revised with effect from			

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"> Identify and critically understand the major theories contained within traits, situational, behavioural, contingency, processual, distributed and team-based approaches to leadership (A,B) Critically understand the difference between leading and managing people and apply to own experience and employment context (A,B) Identify and understand the roles of leader, follower and context in the process of leadership (A,B) Demonstrate understand the nature and roles of culture, power, diversity and ethics in the process of leadership (A,B) Identify different coaching and mentoring approaches and recognise how they may help to develop teams and support people (A,B)
Syllabus Outline	<ul style="list-style-type: none"> Early leadership Theories LMX & Contingency Theories Transformational, Charismatic and Strategic Leadership Theories Leadership Context Distributed Leadership and Followership Culture and Diversity Power and Ethics in Leadership Coaching and Mentoring

Contact Hours	<ul style="list-style-type: none"> The module will typically be studied on a day release basis, although employer preference may dictate a different delivery pattern. Contact time per module will equate to 3 hours per week over a 12 week teaching block. There is a focus on flipped delivery supported by technology, here the delivery of core theoretical concepts moves from the classroom into the online space and face to face sessions focus on collaborative learning, sense making and sharing of experiences. Post session (face to face) online activities help the student to apply their learning to the context of their organisation and personal and professional development.
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Teaching and Learning Methods	<p>This module is centred on students 'learning by doing' and the emphasis is located on problem-posing learning rather than rote teaching. The specific teaching and learning methods of this module are grounded in the principles and practice of action learning. The approach will be developmental and students will be expected to make a substantial contribution to the content and conduct of the module.</p> <p>Teaching and learning methods are focused around a problem posing pedagogy that draws on student and peer experiences. Lectures will have blended material embedded within them and may be presented as podcasts on BB for students to follow at any time. Students will be exposed to the more complex technical, organisational and social concepts through seminars and workshops. Workshops offer the opportunity to apply the theory accrued in both lectures and private study primarily through the use of case studies and the critical appraisal of 'live' cases and issues. Cases and issues will be drawn from the students own working environment. The workshop programme explores and applies core syllabus concepts within the specialist context of the student's working practice.</p> <p>Scheduled learning includes on-line materials such as lectures, seminars, tutorials, workshops.</p> <p>Independent learning includes hours engaged with essential reading, data collection in own organisation or case study preparation, assignment preparation and completion etc. These sessions constitute an average time per level as indicated in the table below. Scheduled sessions may vary slightly.</p>
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Key Information Sets Information	<table border="1"> <thead> <tr> <th colspan="5">Key Information Set - Module data</th> </tr> <tr> <td colspan="5"><i>Number of credits for this module</i></td> </tr> </thead> <tbody> <tr> <td colspan="4"></td> <td style="border: 2px solid black; text-align: center;">15</td> </tr> <tr> <th>Hours to be allocated</th> <th>Scheduled learning and teaching study hours</th> <th>Independent study hours</th> <th>Placement study hours</th> <th>Allocated Hours</th> </tr> <tr> <td style="text-align: center;">150</td> <td style="text-align: center;">36</td> <td style="text-align: center;">114</td> <td style="text-align: center;">0</td> <td style="text-align: center;">150</td> </tr> </tbody> </table> <div style="text-align: right; margin-top: -10px;">  </div> <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>	Key Information Set - Module data					<i>Number of credits for this module</i>									15	Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	150	36	114	0	150
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Reading Strategy	<p>Students are encouraged to secure access to the core textbook available in the library and for purchase in the campus book store. They are further expected to access additional weekly readings recommended in academic journals and expected to identify additional reading relevant for weekly topics and their assessment by themselves. Students will be encouraged to read widely using the library catalogue, a variety of bibliographic and full text databases and internet resources. It will be expected that assignment reference lists will reflect the range of reading carried out.</p>																				
Indicative Reading List	<p>Module Core Text: Schedlitzki, D. and Edwards, G (2014) <i>Studying Leadership: Traditional and Critical Approaches</i>, Sage.</p> <p>Indicative Sources: Iszatt-White, M. and Saunders, C. (2014) <i>Leadership</i>. Oxford University Press. Western, S. (2007) <i>Leadership: A critical text</i>, Sage. Yukl, G. (2010) <i>Leadership in Organizations</i>, Pearce Education.</p> <p>Journals: Leadership The Leadership Quarterly Harvard Business Review</p>																				

Part 3: Assessment	
Assessment Strategy	<p>The assessment strategy has two components: A) which is an individual reflection on your learning about leading people on this module and future application to practice in the workplace; and B) coursework in the form of a 2000 word essay submitted during the course of the module. The 2000 word essay will require you to write a work based case study focussing on an issue of leading people in your workplace and to explain and analyse this case study through reference to leadership theories and literature covered on the module.</p> <p>Summative assessment is as described above. Formative feedback is built into the module design and provides opportunities for peer and tutor feedback with regards to developing thinking and approaches to assessment and working with the assessment criteria.</p>

Identify final assessment component and element	Component B	
% weighting between components A and B (Standard modules only)	A:	B:
	30%	70%
First Sit		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
1. Individual reflection on learning about leading people and future application to practice in the workplace (1000 words)	100%	
Component B Description of each element	Element weighting (as % of component)	
1. Work based case study analysis (2000 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. Reflection on leadership in the workplace (1000 words)	100%	
Component B Description of each element	Element weighting (as % of component)	
1. Work based case study analysis (2000 words)	100%	
If a student is permitted a retake of the module under the University Regulations and Procedures, the assessment will be that indicated by the Module Description at the time that retake commences.		