

Module Descriptor

Leadership Development			
Module Code:	UCBS7304	CAT credits:	20
Mode(s) of delivery:	Face to Face: Residential Block Delivery	NQF Level:	7
Owning Department:	Department of Business, Law and Social Sciences	Module Leader:	Dr Grace Hurford
Validation start date:	September 2017	JACS Code:	N214 N215 N212

Aims of the Module
<p>The aim of this module is that you will understand the professional practice of 'leadership development'. Thus you will explore how people learn and unlearn concepts of leadership in general, and what this might mean for their own lives.</p> <p>You will contrast current mainstream practices with insights from critical social theory and theories on learning and personal development, to identify what you consider key to leadership development experiences, programmes and communities of learning. By experiencing different leadership development practice from multiple perspectives (participant, deliverer, critical observer, educator) and synthesising with critical theoretical understanding and analysis you will evaluate and contribute to emerging models and approaches to leadership development.</p>

Intended Learning Outcomes
On successful completion, you will be able to:
1. Critically analyse the evolution and current mainstream practices of leadership development in light of relevant social theory
2. Describe and critically evaluate the theories and pedagogies that do, or could, inform the practice of leadership development
3. Critically evaluate a range of leadership development practice, analysing the different bases for appropriate pedagogic and theoretical critique
4. Design and evaluate an appropriate leadership development within the scope of this module.

Indicative Module Content
<p>Review of history, content and scale of mainstream leadership development</p> <p>Insights on leadership development from Critical Leadership Studies</p> <p>Educational theories of adult learning</p> <p>Theories of psychological, personal and professional development</p> <p>Theories of professional learning</p> <p>Current evidence for, and results from, evaluation of leadership development</p> <p>Theories of the evaluation of learning and evaluation of projects</p> <p>Practical exercises in designing and running leadership development experiences for self and peers</p> <p>Components that are being included in sustainable leadership development by IFLAS, Impact International and others using critical approaches to leadership</p>

Indicative Student Workload (hours)	
Scheduled learning and teaching	24
Guided independent study	176

Formative Assessment –
Formative assessment provides an opportunity for you to receive feedback on work as part of your learning for the module. Formative work does not have marks awarded that contribute to the final module mark.
You will design a short leadership development experience, which can be delivered during the residential programme of activity. You will receive feedback from peers and the facilitator which would enable you to further develop the leadership experience.

Summative Assessment –					
Summative assessment provides the opportunity for you to demonstrate that you have met the learning outcomes for the module.					
	Size of the assessment	ILOs assessed	Weighting	Is anonymous marking possible?	Core element?*
Portfolio	4,500	1,2,3,4	100%	No	Yes
Brief description of set exercise (if appropriate)	The portfolio requires you to design and deliver a leadership development experience (LDE). You will include a critical evaluation process by different actors. The portfolio will explain the design, delivery and evaluation of the LDE using theory to practice and perspectives of different stakeholders.				
* By default, your final module grade will be an aggregated mark. However, if this box is marked 'yes,' then you <i>must</i> successfully pass this item of assessment regardless of the overall aggregated mark.					

Reassessment
Reassessment in the failed component(s) will be undertaken as stated in the Academic Regulations.

Indicative Core Bibliography
Bandura, A. (1986) <i>Social foundations of thought and action: A social cognitive theory</i> . Englewood Cliffs, NJ: Prentice-Hall.
Bolden, R., Petrov, G. and Gosling, J. (2008) <i>Developing Collective Leadership in Higher Education</i> . Exeter: Centre for Leadership Studies, University of Exeter. (freely available online)
McCauley, C., Van Velsor, E. (2010) <i>The Center for Creative Leadership Handbook of Leadership Development</i> . 3rd Ed . San Francisco: Jossey-Bass
Orr, D. (2004) <i>Earth in Mind: on education, environment and the human prospect</i> , Washington D.C.: Island Press.
Rooke, D. and Torbert, W.R. (2011) <i>Seven Transformations of Leadership</i> , in <i>Harvard Business Review on Leadership</i> . Boston: Harvard Business Review Press
Shriberg, M. and MacDonald, L. (2013) Sustainability Leadership Programs: Emerging Goals, Methods & Best Practices, <i>Journal of Sustainability Education</i> , June, p22
Tennant, M. (2006) <i>Psychology and adult learning</i> . 3 rd ed. London: Taylor & Francis.
Useful Online Resource: National Centre for the study of Adult Learning and Literacy (annual review) at http://www.ncsall.net/index.html?id=493.html

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In addition refer to Quest, ABI-Inform and other e-resources for journal articles and reports. See <http://www.cumbria.ac.uk/StudentLife/Learning/Resources/Subjects/Business/Home.aspx> for more information

Additional Notes

The module involves some pre-course work as directed through the online VLE.

No part of the discussion forums, tasks or organisational discourse can be reproduced other than for use in this module i.e. You will need to respect the intellectual property rights of your cohort and tutors. Peers need to ensure that any confidential information and reflective practice will be respected by the cohort.

Stand-Alone Study

This module can be taken as a standalone however you must demonstrate your ability to study at the appropriate level. Students registering and enrolling for the module as a standalone qualification will, upon passing, receive a University Certificate of Achievement.