University of the West of England
BRISTOL

CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data						
Module Title	Learning in Teams					
Module Code	UMCDBS-30-1		Level	1	Version	1.2
Owning Faculty	FBL		Field	Business and Management		
Contributes towards	BA Business (Team Entrepreneurship)					
UWE Credit Rating	30	ECTS Credit Rating	15	Module Type	Standard	
Pre-requisites	None		Co- requisites	None		
Excluded Combinations			Module Entry requirements			
Valid From	September 2013		Valid to			

CAP Approval Date	5/12/12

Part 2: Learning and Teaching	
Learning Outcomes	On successful completion of this module students will be able to: • Demonstrate an understanding of the concept of team entrepreneurship (All) • Demonstrate an understanding of group processes and dynamics and their implications for learning (A2, B) • Demonstrate a knowledge and understanding of the theory of managing people and team learning (B) • Show insight into working effectively and authentically in teams, team roles and their personal impact (A3,B) • Reflect on the role of coaching conversations and giving and receiving constructive feedback in team effectiveness (A) • Show competency in critical self reflection and self awareness, including personal impact (All) • Communicate – with clarity - verbally and in writing, their ideas and findings (All) • Understand the ethical implications and sustainability of practice of projects undertaken (B)
Syllabus Outline	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 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. 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:

	• Group processes and team dynamics • Principles of team entrepreneurship and team working • Team roles and learning environments • Readings and guided reflections on managing people and team learning • Peer coaching and coaching conversations • Giving and receiving constructive feedback and its contribution to learning
Contact Hours	Formal contact hours with staff will take the form of team coaching sessions, comprising 72 hours over the 27 week learning block (in total there will be 216 hours of team coaching across the 90 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. Students on the programme will typically spend more time on campus, working in their team companies than would normally be the case 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. 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. Taken together, a student will typically receive 80-88 contact hours on this module.
Teaching and Learning Methods	Scheduled learning on this module is based around team coaching sessions, supplemented by coach support and giving and receiving peer feedback. During this learning block there will be two x 4 hour team coaching sessions per week, shared with the 'Management Learning and Development (UMCDBT-30-1) and 'Developing a Company' (UMCDBR-30-1) modules. Students will also work with the Team Coach and their peers to develop and refine their Learning Contract as projects and the module unfold. Students will undertake peer coaching and learning projects, and will select appropriate texts that support their practice and deepen their learning on these projects. They will be guided in selecting appropriate reading material from the programme reading handbook by the Team Coach and their peers. The study time on this module for a typical student will be: Team coaching 72 hours Team meetings 18 hours Peer coaching sessions 40 hours Feedback sessions 18 hours Reading 50 hours Learning project 40 hours Learning contract 10 hours Reflective logs 12 hours Assessment 40 hours **Scheduled learning** on this module is through participation in team coaching sessions. **Independent learning** includes hours engaged with essential reading, identifying and approaching potential clients, undertaking projects and recording learning, assignment preparation and completion etc. These sessions constitute an average time per level as indicated in the table below.
Key Information	Key Information Sets (KIS) are produced at programme level for all programmes that this module contributes to, which is a requirement set by HESA/HEFCE. KIS are

Sets Information	comparable sets of standardised information about undergraduate courses allowing prospective students to compare and contrast between programmes they are interested in applying for.

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	188	40	300	✅

The table below indicates as a percentage the total assessment of the module which constitutes a -

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

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:

Total assessment of the module:			
Written exam assessment percentage			0%
Coursework assessment percentage			90%
Practical exam assessment percentage			10%
			100%

| Reading Strategy | 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 on peer coaching and learning projects. 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.

Students on this module are, therefore, expected to access readings to support their learning and performance in peer coaching sessions and on learning projects, and can expect to apply their learning from these materials in the course of their project and/or their reflections on the project. They will be supported in the selection process by their Team Coach and their peers.

On this module, students will be required to read and review books, refereed journal articles and other published sources totalling 20 book points[1], at least 5 points of |
|---|---|

[1] For example, a typical refereed journal article might attract 0.5 book point, whilst a complex book can attract up to 5 book points.

| | which must be selected from the 'Coaching' and 'Managing People' sections of the programme reading handbook and a minimum of 5 points should consist of readings identified and retrieved independently.

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. |
|---|---|
| Indicative Reading List | Indicative readings for this module include:

Downey, M. (2003) *Effective Coaching: Lessons from the Coaches Coach*
Isaacs, W.R (xxxx) *Dialogue: The Art of Thinking Together*
Kline, N. (1998) *Time to Think*
O' Niell, M.B. (2007) *Executive Coaching with Backbone and Heart: A Systems Approach to Engaging Leaders with their Challenges*
Rogers, J. (2008*) Coaching Skills: A Handbook*
Starr, J. (2010) *The Coaching Manual*
Thornton, C. (2010) *Group and Team Coaching* |

Part 3: Assessment
Assessment Strategy	In 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. Project reports will include reflections on the implications for ethics and sustainable practice of the project.

Summative assessment will require the student to enquire into and reflect on their experience of peer coaching, learning in teams and their implications for managing people. This will include book reviews, coaching logs and observations, and a critical reflection on their learning on the module (linked to their Learning Contract). These will be collected together in an e-learning portfolio. Formative feedback on a sample book review and coaching log and on a plan of the reflective assignment will be provided by the team coach. Students are also encouraged to seek feedback on their assignments from peers in their peer coaching sessions.

As reflective practitioners, students receive formative feedback and assessment throughout the module from, for example, the Team Coach and peers. Students submit book reviews and coaching logs to their e-portfolio throughout the teaching block to fit with the timing of their projects.

Student team companies keep planners to record submission of book reviews, project reports, coaching logs, etc for team members as part of their workload management activity and are responsible as a company for managing workload of individual members. Team coaches will also monitor e-portfolios at regular intervals, as agreed in the learning contract with each student, so that materials are submitted in a timely fashion on completion of projects.

Book reviews, project reports and presentations will be scheduled to fit with student projects. The completed learning portfolio will be handed in no later than 6 weeks after the end of the teaching block. |

Identify final assessment component and element	Component B	
	A:	**B**:
% weighting between components A and B (Standard modules only)	50%	50%

First Sit	
Component A (controlled conditions) **Description of each element**	**Element weighting** **(as % of component)**
1. Book reviews (covering reading material totalling 20 'book points')	40%
2. Observed peer coaching session (group)	20%
3. Coaching logs and observations	40%
Component B **Description of each element**	**Element weighting** **(as % of component)**
1. Critical incident report from experience on the module	25%
2.Reflections on its implications for team learning and managing people	75%

Resit (further attendance at taught classes is not required)	
Component A (controlled conditions) **Description of each element**	**Element weighting** **(as % of component)**
1. Book reviews (covering reading material totalling 20 'book points')	40%
2. Observed peer coaching session (group)	20%
3. Coaching logs and observations	40%
Component B **Description of each element**	**Element weighting** **(as % of component)**
1. Critical incident report from experience on the module	25%
2.Reflections on its implications for team learning and managing people	75%
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.	