



Module Specification

Working in Teams

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Part 1: Information

Module title: Working in Teams

Module code: UMCDBS-30-1

Level: Level 4

For implementation from: 2023-24

UWE credit rating: 30

ECTS credit rating: 15

Faculty: Faculty of Business & Law

Department: FBL Dept of Business & Management

Partner institutions: None

Delivery locations: Not in use for Modules

Field: Business and Management Cross-Disciplinary

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: See Learning Outcomes

Outline syllabus: 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. The precise content of the team coaching sessions will be tailored to meet the needs of individual students and their Team Company, with a 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 working

Team roles and learning environments

Readings and guided reflections on team learning

Giving and receiving constructive feedback and its contribution to learning

Part 3: Teaching and learning methods

Teaching and learning methods: 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 teaching 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 typically 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.

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 3-hour team coaching sessions per week, shared with the other Level 1 modules. Students will also work with the Team Coach and their peers to maintain and develop team working portfolio as projects and the module unfold.

Students will undertake learning activities within their Team Company, and will select appropriate texts that support their practice and deepen their learning on these activities. 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.

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

MO1 Demonstrate an understanding of the concept of team working

MO2 Demonstrate an understanding of group processes and dynamics and their implications for learning

MO3 Demonstrate a knowledge and understanding of roles within teams

MO4 Show competency in critical self-reflection and self-awareness as a team player, including personal impact

MO5 Communicate ideas and findings with clarity

MO6 Understand the ethical implications of practices and processes within teams

Hours to be allocated: 300

Contact hours:

Independent study/self-guided study = 188 hours

Placement = 40 hours

Face-to-face learning = 72 hours

Total = 300

Reading list: The reading list for this module can be accessed at [readinglists.uwe.ac.uk](https://uwe.rl.talis.com/modules/umcdbs-30-1.html) via the following link <https://uwe.rl.talis.com/modules/umcdbs-30-1.html>

Part 4: 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.

Summative assessment of practice-led activity will require the student to work with their peers in their Team Company to develop a Training Session Plan for their Company that will facilitate team learning. Students will also maintain a portfolio capturing their practice within teams – specific requirements for what will be included within the portfolio will be set within the Module Handbook.

Summative assessment will also include undertaking a guided research undertaking, whereby they evidence their learning on defined topics relating to team working and learning in teams based on their own research and sources provided by the Module Leader. Students will also be required to evidence their understanding of the topic in an assessed reflective essay which draws on their practical experience and research.

As reflective practitioners, students receive formative feedback and assessment throughout the module from, for example, the Team Coach, their peers and, where appropriate and available, clients.

Assessment components:

Presentation (First Sit)

Description: Training session delivery (presentation)

Weighting: 15 %

Final assessment: No

Group work: Yes

Learning outcomes tested: MO1, MO2, MO3, MO5

Portfolio (First Sit)

Description: Portfolio of team working practice

Weighting: 45 %

Final assessment: No

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4, MO5

Project (First Sit)

Description: Research undertaking (guided)

Weighting: 10 %

Final assessment: No

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO5, MO6

Written Assignment (First Sit)

Description: Reflection on group processes and team dynamics

Weighting: 30 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4, MO5, MO6

Presentation (Resit)

Description: Design for training session

Weighting: 15 %

Final assessment: No

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO5

Portfolio (Resit)

Description: Portfolio of team working practice

Weighting: 45 %

Final assessment: No

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4, MO5

Project (Resit)

Description: Research undertaking (guided)

Weighting: 10 %

Final assessment: No

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO5, MO6

Written Assignment (Resit)

Description: Reflection on group processes and team dynamics

Weighting: 30 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4, MO5, MO6

Part 5: Contributes towards

This module contributes towards the following programmes of study: