



**CORPORATE AND ACADEMIC SERVICES**

**MODULE SPECIFICATION**

Part 1: Basic Data					
Module Title	Sustaining a Company				
Module Code	UMCDB3-30-3	Level	1	Version	1.1
UWE Credit Rating	30	ECTS Credit Rating	15	WBL module?	No
Owning Faculty	FBL	Field	Business and Management		
Department	BBS: Business and Management	Module Type	Standard		
Contributes towards	BA(Hons) Business (Team Entrepreneurship)				
Pre-requisites	None	Co- requisites	None		
Excluded Combinations	None	Module Entry requirements	N/A		
First CAP Approval Date	5 December 2012	Valid from	September 2013		
Revision CAP Approval Date	2 February 2016	Revised with effect from	September 2016		

<b>Review Date</b>	<i>September 2019</i>
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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"> <li>• Demonstrate a critical appreciation of sustaining a team company, including working with complexity and building organizational resilience (All)</li> <li>• Demonstrate a knowledge and understanding of managing resources and priorities (A2, B1)</li> <li>• Analyse and critically evaluate complex situations from different perspectives and observe and interpret qualitative patterns (A3, B)</li> <li>• Critically evaluate a project and apply their learning in different cultural contexts and unpredictable settings (B3, A2)</li> <li>• Communicate - with clarity - verbally and in writing, their ideas and findings to a diverse audience (All)</li> <li>• Understand the ethical implications and sustainability of practice of business decisions taken (A2, A3, B)</li> </ul>
Syllabus Outline	<p>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 learning 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.</p> <p>To meet the learning outcomes, there will be particular emphasis in this module on</p>


	<p>providing students with guidance, readings and coaching in the following areas:</p> <ul style="list-style-type: none"> <li>• Sustaining customer relationships</li> <li>• Strategy in practice</li> <li>• Readings and guided reflections on managing resources</li> <li>• Readings and guided reflections on prioritising and targeting resources</li> <li>• Working with complexity</li> <li>• Project costing and managing budgets</li> <li>• Project planning and management</li> </ul>																		
<p>Contact Hours</p>	<p>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.</p> <p>Students on the programme will typically spend more time on campus, working in their team companies than would typically be the case for 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.</p> <p>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.</p> <p>Taken together, a student will typically receive 80-88 contact hours on this module.</p>																		
<p>Teaching and Learning Methods</p>	<p>'Classroom' learning on this module is based around team coaching sessions, supplemented 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 'Leadership in Practice' (UMCDB4-30-3) and Team Entrepreneurship' (UMCDB5-60-3) 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.</p> <p>Students will undertake team meetings, strategy and planning sessions in project teams, alongside their projects. They will select appropriate texts that support their practice and deepen their learning from these activities. They will be guided in selecting appropriate reading material from the programme reading handbook by the Team Coach and their peers.</p> <p>The study time on this module for a typical student will be:</p> <table data-bbox="416 1579 957 1854"> <tr> <td>Team coaching</td> <td>72 hours</td> </tr> <tr> <td>Team meetings</td> <td>18 hours</td> </tr> <tr> <td>Project meetings</td> <td>20 hours</td> </tr> <tr> <td>Project planning</td> <td>28 hours</td> </tr> <tr> <td>Reading</td> <td>50 hours</td> </tr> <tr> <td>Undertaking projects</td> <td>60 hours</td> </tr> <tr> <td>Learning contract</td> <td>10 hours</td> </tr> <tr> <td>Reflective logs</td> <td>12 hours</td> </tr> <tr> <td>Assessment</td> <td>40 hours</td> </tr> </table> <p><b>Scheduled learning</b> on this module is through participation in team coaching sessions.</p> <p><b>Independent learning</b> includes hours engaged with essential reading, identifying and approaching potential clients, project planning sessions, undertaking projects and recording learning, assignment preparation and completion etc. These</p>	Team coaching	72 hours	Team meetings	18 hours	Project meetings	20 hours	Project planning	28 hours	Reading	50 hours	Undertaking projects	60 hours	Learning contract	10 hours	Reflective logs	12 hours	Assessment	40 hours
Team coaching	72 hours																		
Team meetings	18 hours																		
Project meetings	20 hours																		
Project planning	28 hours																		
Reading	50 hours																		
Undertaking projects	60 hours																		
Learning contract	10 hours																		
Reflective logs	12 hours																		
Assessment	40 hours																		

sessions constitute an average time per level as indicated in the table below.

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

<b>Key Information Set - Module data</b>				
<i>Number of credits for this module</i>				30
Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours
300	72	168	60	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	80%
Practical exam assessment percentage	20%
	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 teambuilding activities 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.

	<p>On this module, students will be required to read and review books, refereed journal articles and other published sources totalling 20 book points<sup>1</sup>, at least 5 points of which must be selected from the 'Running a Team Company' section of the programme reading handbook and a minimum of 5 points should consist of readings identified and retrieved independently.</p> <p>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.</p>
Indicative Reading List	<p>Indicative readings for this module include:</p> <p>Harvard Business Review (2003) <i>On Building Personal and Organizational Resilience</i>  Hutchins, G. (2012) <i>The Nature of Business: Redesigning for Resilience</i>  Levitt, S. D. and Dubner, S. J. (2005) <i>Freakonomics: A Rogue Economist Explores the Hidden Side of Everything</i>  Meyerson, D.E. (2008) <i>Rocking the Boat: How to Effect Change Without Making Trouble</i>  Morgan, G. (2006) <i>Images of Organization</i>  Osterwalder, A. and Pigneur, Y. (2010) <i>Business Model Generation: A Handbook for Visionaries, Game Changers and Challengers</i>  Stacey, R. D. (2010) <i>Organizational Reality: Uncertainty and the Need to Rethink Management After the Collapse of Investment Capitalism</i></p>

### Part 3: Assessment

Assessment Strategy	<p>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.</p> <p>Summative assessment will require the student to enquire into and reflect critically on their experience of growing their team company through activities such as strategic marketing, managing customer relationships and project planning. This will include book reviews, project reports, client presentation and a critical reflection on their learning on the module (linked to their Learning Contract) and their development opportunities. These will be collected together in an e-learning portfolio.</p> <p>As reflective practitioners, students receive formative feedback and assessment throughout the module from, for example, the Team Coach, peers and, where appropriate and available, clients.</p> <p>As reflective practitioners, students receive formative feedback and assessment throughout the module from, for example, the Team Coach, peers and, where appropriate and available, clients. Formative feedback on a sample book review and project report and on a plan for the reflective essay will be provided by the team coach.</p> <p>Students submit book reviews and project reports 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 and learning logs, etc for team members as part of their workload</p>
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<sup>1</sup> For example, a typical refereed journal article might attract 0.5 book point, whilst a complex book can attract up to 5 book points.

	<p>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.</p> <p>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.</p>
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Identify final assessment component and element	<b>Component B</b>	
% weighting between components A and B (Standard modules only)	<b>A:</b>	<b>B:</b>
	<b>50%</b>	<b>50%</b>
<b>First Sit</b>		
<b>Component A</b> (controlled conditions) <b>Description of each element</b>	<b>Element weighting</b> (as % of component)	
1. Book reviews (core text )	20%	
2. Organisation Analysis (Presentation)	40%	
3. "Out of the Chrysalis" Consultancy (Group Project)	20%	
4. Book reviews (none core text)	20%	
<b>Component B</b> <b>Description of each element</b>	<b>Element weighting</b> (as % of component)	
1. Consultancy Report (Group Report)	25%	
2. Organisation Analysis (Report)"	75%	

<b>Resit (further attendance at taught classes is not required)</b>		
<b>Component A</b> (controlled conditions) <b>Description of each element</b>	<b>Element weighting</b> (as % of component)	
1. Book reviews (core text )	20%	
2. Organisation Analysis (Presentation)	40%	
3. "Out of the Chrysalis" Consultancy (Group Project)	20%	
4. Book reviews (none core text)	20%	
<b>Component B</b> <b>Description of each element</b>	<b>Element weighting</b> (as % of component)	
1. Consultancy Report (Group Report)	25%	
2. Organisation Analysis (Report)"	75%	
<p>If a student is permitted a <b>RETAKE</b> of the module the assessment will be that indicated by the Module Description at the time that retake commences.</p>		