

**CDA4 Programme Design Template
Module specification (with KIS)**



CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Professional Practice in Team Coaching				
Module Code	UMODE9-30-M	Level	M	Version	1
Owning Faculty	FBL	Field	Organisation Studies		
Contributes towards	PG Certificate Team Coach Development				
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	22/5/14
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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"> Plan, organise, implement and critically evaluate team coaching experiences and interventions in order to achieve enhanced organisational performance (Component B) Critically review your team coaching practice and its development over an extended period.(Component B) Demonstrate knowledge and critical insight into processes of creativity, innovation and inspiration Evidence an entrepreneurial and solutions-focussed approach to decision making and problem solving skills Gather and critically reflect on feedback from peers, clients, colleagues and tutors in order to advance own knowledge and understanding and develop professional skills to a high level (Component A) Plan own continuing professional development as a team coach in order to maintain professional standards (Component B) <p>In addition, the educational experience may explore, develop and practice, but not formally, discretely assess, the following:</p> <ul style="list-style-type: none"> Effectiveness in working in groups and teams Understanding organisational and team context Development as a reflective practitioner and autonomous learner Networking skills Understanding of organisational complexity

	<p>This module is designed to enable students to critically review their own abilities to perform effectively in a team coach role. It will support the development of skills and understanding relevant to their current role and future career</p>
<p>Syllabus Outline</p>	<p>Theory relating to team coaching and leadership practice and its application in relevant organisational contexts:</p> <ul style="list-style-type: none"> • Approaches and theory relating to team coaching interventions, creativity and innovation • Personal and organisational resilience and its implications for coaching teams, self and others. • Theory and literature relating to group and team development, group dynamics, complexity, and organisational context • Application of models relating to reflective and experiential learning, individually and in groups • Nature and value of networks to support own and others' development • Personal development planning
<p>Contact Hours</p>	<p>48 hours including a mix of facilitated workshops, learning and/or coaching sets and group supervision. The balance of each will be adapted to meet the needs of each cohort more precisely</p>
<p>Teaching and Learning Methods</p>	<p>Learning typically will be achieved through a mixture of facilitated workshops, learning and/or coaching sets, guided observation exercises, learning logs/journal, group and peer supervision, and independent research, though may be adapted to meet the needs of a cohort more precisely. This module requires a high level of critical reflection on practice and personal values and behaviours. Consequently students will be expected to participate in group and peer supervision sessions.</p> <p>Students will be directed towards the University Library online Study Skills resources for the development of skills appropriate to the level and style of the module. Students will be directed on how the resources on this site should be used to develop the skills that will underpin their studies in the module handbook and/or via Blackboard</p> <p>Scheduled learning includes but is not limited to: practical classes and workshops; fieldwork; external visits; learning and/or coaching sets; group supervision; work based learning.</p> <p>Independent learning includes hours engaged with essential reading, assignment preparation and completion etc. These sessions constitute an average time per level as indicated in the table below. Scheduled sessions may vary slightly depending on the module choices you make.</p>

Key Information Sets Information

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	96	204	0	300

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

Coursework: Written portfolio, project

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	100%
Practical exam assessment percentage	0%
	100%

Reading Strategy

All students will be encouraged to make full use of the print and electronic resources available to them through membership of the University. These include a range of electronic journals and a wide variety of resources available through web sites and information gateways. The University Library’s web pages provide access to subject relevant resources, including coaching and mentoring, and services, and to the library catalogue. Many resources can be accessed remotely. Students will be presented with opportunities within the curriculum to develop their information retrieval and evaluation skills in order to identify such resources effectively

Essential Reading

The essential reading will be specified in the module handbook and on Blackboard at the start of the module. This is potentially subject to change at short notice and students should not purchase any text without the guidance of the module leader.

Indicative Reading List

The following list is offered to provide validation panels/accrediting bodies with an indication of the type and level of information students may be expected to consult. As such, its currency may wane during the life span of the module specification. However, as indicated above, CURRENT advice on readings will be available via other more frequently updated mechanisms.

The most current reading lists and texts will be available in the Module Handbook, however, at present the following are suggested as texts which students may find useful. These texts are available in the university library.

Badaracco, J.L. (2002) *Leading Quietly: An Unorthodox Guide to Doing the Right Thing*, Harvard Business School Press.

Isaacs, W. (1999) *Dialogue: The Art of Thinking Together*

Kets de Vries, M. F. R. (2005) ‘Leadership Group Coaching in Action: The Zen of Creating High-Performance Teams’ in *Academy of Management Executive*, 19(1): 61-

76.

Landsberg, M. (2003) *The Tools of Leadership: Vision, Inspiration, Momentum*, HarperCollins Business

Nicholas, J. and Twaddle, K. (2008) *Group Executive Coaching: 2008 Global Survey*, Singapore: The AIR Institute.

Stacey, R. (2010) *Complexity and Organizational Reality: Uncertainty and the Need to Rethink Management After the Collapse of Investment Capitalism*, Routledge

Thornton, C. (2010) *Group and Team Coaching: The Essential Guide*, Hove: Routledge.

Whittington, J. (2012) *Systemic Coaching and Constellations: An Introduction to the Principles, Practices and Application*, London: Kogan Page.

Journals

Academy of Management Review

Action Learning: Research and Practice

Advances in Developing Human Resources

Coaching and Mentoring

Harvard Business Review

Human Relations

Journal of Leadership and Organizational Development

Journal of Organizational Change Management

Management Learning

Organizational Dynamics

Part 3: Assessment

Assessment Strategy

Component A comprises of a learning portfolio. In line with the critical, reflective aspect of this module and its emphasis on extended practice to develop professional skills and personal approach, the assessment will include a range of materials drawn from practice, reflections and learning from learning and/or coaching sets and workshop sessions. This may include, learning logs, team coaching reflections, observations, feedback, book reviews and other creative activities. A summary of 1,000 words will pull together key themes emerging from the different elements of the portfolio.

In component B, a project, the student will reflect on the major or deep learning experiences, chart their development as a team coach, outline their findings on the characteristics of an effective team coach and outline a personal development plan for their continuing professional development. Where necessary, and appropriate, an alternative medium of assessment may be negotiated. Alternative assessments can include combining, for example a workplace presentation or an article for publication/ conference paper, or a project report, with their written assignment. In this case, the length of the written assignment will be reduced to reflect the substantive nature of the alternative assessment

Identify final assessment component and element	Component B	
% weighting between components A and B (Standard modules only)	A:	B:
	50%	50%
First Sit		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
1. Learning portfolio and contract	100%	
Component B Description of each element	Element weighting (as % of component)	
1. Work based learning project to the equivalent of 4,500 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. Learning portfolio and contract	100%	
Component B Description of each element	Element weighting (as % of component)	
1. Work based learning project to the equivalent of 4,500 words	100%	
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.		