**CORPORATE AND ACADEMIC SERVICES**

**MODULE SPECIFICATION**

| Part 1:  Basic Data | | | | | | |
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| Module Title | Authentic Management for Sustainable Practice | | | | | |
| Module Code | UMCDBW-60-2 | | Level | 2 | Version | 1.1 |
| Owning Faculty | FBL | | Field | Business and Management | | |
| Contributes towards | BA Business (Team Entrepreneurship) | | | | | |
| UWE Credit Rating | 60 | ECTS Credit Rating | 30 | Module Type | Dissertation | |
| Pre-requisites | None | | Co- requisites | None | | |
| Excluded Combinations | | | Module Entry requirements | | | |
| Valid From | September 2013 | | Valid to | | | |

| CAP Approval Date | 5/12/12 |
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| Part 2:  Learning and Teaching | |
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| Learning Outcomes | On successful completion of this module students will be able to:<br><br>• Demonstrate an understanding of organisations, work and management (A3)<br>• Demonstrate knowledge and understanding of managing people (A2, A3)<br>• Demonstrate a critical appreciation of sustainability and sustainable practice (All)<br>• Show insight into personal values  and the practice of authentic management (A2, A3)<br>• Gain depth of insight into ethics in practice and an appreciation of cultural context. (A3)<br>• Identify and analyse complex business problems in a range of contexts using appropriate concepts and frameworks ( A3)<br>• Scope, plan and conduct a personal enquiry project (A3)<br>• Show competency in critical self reflection and self awareness, including personal impact (A2, A3)<br>• Communicate – with clarity - verbally and in writing, their ideas and findings to a diverse audience (All) |
| 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 |

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| | students, their project groups 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: |
| | • Principles of management learning and development |
| | • Ethics in practice |
| | • Sustainable practice and corporate social responsibility |
| | • Authentic management |
| | • Developing capacities for critical personal enquiry and values-in-action |
| | • Readings and guided reflections on the nature of organisations, work and management |
| | • Readings and guided reflections on managing people |
| | • Preparation of project reports and presentation of findings to clients and other stakeholders |
| | • Diagnostics and activities for exploring personal learning styles and organisational learning cultures |
| Contact Hours | Formal contact hours with staff will take the form of team coaching sessions, comprising 144 hours during the course of the 36 week learning block (in total there will be 288 hours of team coaching across the 120 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 company 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 | 'Classroom' 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 'Working in Teams' (UMCDBU-30-2) and 'Growing a Business' (UMCDBV-30-2) 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 projects for clients; all projects will provide learning and many will generate income. Students will select appropriate texts that support and deepen their learning on these projects. |
| | On this module, students will also undertake a 'personal enquiry' project that explores their values-in-use and implications for their leadership and management. 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            144 hours<br>Team meetings            36 hours<br>360 feedback sessions   40 hours<br>Reading                      100 hours |

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| | Project related         80 hours<br>Personal enquiry project 60 hours<br>Learning contract      20 hours<br>Reflective logs         40 hours<br>Assessment           80 hours<br><br>**Scheduled learning** on this module is through participation in team coaching sessions.<br><br>**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 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. |

**Key Information Set - Module data**

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| Number of credits for this module | | 60 |

| Hours to be allocated | Scheduled learning and teaching study hours | Independent study hours | Placement study hours | Allocated Hours | |
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| 300 | 144 | 376 | 80 | **600** | ✅ |

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: | |
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| Written exam assessment percentage | 0% |
| Coursework assessment percentage | 100% |
| Practical exam assessment percentage | 0% |
| | 100% |

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| 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 current enquiry 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. |
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| | Students on this module are, therefore, expected to access readings to support their learning and performance on their projects, and can expect to apply their learning from these materials in the course of their enquiry 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 60 book points[1], at least 10 points of which must be selected from the 'Management Learning' and 'Ethics and Sustainability' sections of the programme reading handbook and a minimum of 20 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:<br><br>Crane, A. and Matten, D. (2010) *Business Ethics: Managing Corporate Citizenship and Sustainability in the Age of Globalization*<br>Etherington, K. (2004) *Becoming a Reflexive Researcher: Using Our Selves in Research*<br>Frankl, V.E (1959/1984) *Man's Search for Meaning*<br>Gladwell, M. (2008) *Outliers: The Story of Success*<br>Handy, C. (1996) *The Search for Meaning*<br>Haudan, J. (2008) *The Art of Engagement: Bridging the Gap Between People and Possibilities*<br>London, M. And Morfopoulos, R. G. (2010) *Social Entrepreneurship: How to Start Successful Corporate Social Responsibility and Community-Based Initiatives for Advocacy and Change*<br>Moon, J. A. (2004) *A Handbook of Reflective and Experiential Learning: Theory and Practice*<br>Tapscott, D. and Williams, A. D. (2007) *Wikinomics: How Mass Collaboration Changes Everything*<br>Wheatley, M. J. (2002) *Turning to One Another: Simple Conversations to Restore Hope to the Future*<br>Whyte, D. (2001) *Crossing the Unknown Sea: Work and the Shaping of Identity* |

| Part 3: Assessment |
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| Assessment Strategy | |
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| | 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.<br><br>Summative assessment will require the student to enquire into and reflect critically on authentic management, their values-in-practice and sustainable practice, and on their strengths and development opportunities. This will presented as an extended personal enquiry project report ('dissertation'), supported by book reviews and 'feedback logs' from sessions with peers, the |

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[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.

team coach and, where appropriate, clients.

As reflective practitioners, students receive formative feedback on assessments throughout the module from, for example, the Team Coach, peers and, where appropriate and available, clients. For example, the team coach will provide feedback on a draft of the personal enquiry project report and on a sample book review and learning log.

Students submit book reviews and feedback logs to their e-portfolio throughout the teaching block to fit with the timing of their projects. The completed assessments will be handed in no later than 6 weeks after the end of the teaching block. 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 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.

| Identify final assessment component and element | Component A3 | |
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| | **A:** | **B**: |
| **% weighting between components A and B** (Standard modules only) | **100%** | |

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| **Component A** (controlled conditions) **Description of each element** | **Element weighting** (as % of component) |
| 1. Book reviews (covering reading material totalling 60 'book points') | 20% |
| 2. Feedback logs | 20% |
| 3. Personal enquiry project (6,000-10,000 words) | 60% |
| **Component B** **Description of each element** | **Element weighting** (as % of component) |
| n/a | |

| Resit (further attendance at taught classes is not required) | |
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| **Component A** (controlled conditions) **Description of each element** | **Element weighting** (as % of component) |
| 1. Book reviews (covering reading material totalling 60 'book points') | 20% |
| 2. Feedback logs | 20% |
| 3. Personal enquiry project (6,000-10,000 words) | 60% |
| **Component B** **Description of each element** | **Element weighting** (as % of component) |
| n/a | |
| 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. | |