



CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Authentic Management for Sustainable Practice				
Module Code	UMCDBW-60-2	Level	2	Version	1.1
UWE Credit Rating	60	ECTS Credit Rating	30	WBL module?	No
Owning Faculty	FBL	Field	Business and Management cross Disciplinary		
Department	Business and Management	Module Type	Dissertation		
Contributes towards	BA 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	

Review Date	September 2019
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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"> • Demonstrate an understanding of organisations, work and management (A3) • Demonstrate knowledge and understanding of managing people (A2, A3) • Demonstrate a critical appreciation of sustainability and sustainable practice (All) • Show insight into personal values and the practice of authentic management (A2, A3) • Gain depth of insight into ethics in practice and an appreciation of cultural context. (A3) • Identify and analyse complex business problems in a range of contexts using appropriate concepts and frameworks (A3) • Scope, plan and conduct a personal enquiry project (A3) • Show competency in critical self reflection and self awareness, including personal impact (A2, A3) • 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

	<p>students, their project groups and their team company.</p> <p>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:</p> <ul style="list-style-type: none"> • 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 								
<p>Contact Hours</p>	<p>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.</p> <p>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.</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 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.</p> <p>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.</p> <p>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.</p> <p>The study time on this module for a typical student will be:</p> <table data-bbox="416 1935 852 2054"> <tr> <td>Team coaching</td> <td>144 hours</td> </tr> <tr> <td>Team meetings</td> <td>36 hours</td> </tr> <tr> <td>360 feedback sessions</td> <td>40 hours</td> </tr> <tr> <td>Reading</td> <td>100 hours</td> </tr> </table>	Team coaching	144 hours	Team meetings	36 hours	360 feedback sessions	40 hours	Reading	100 hours
Team coaching	144 hours								
Team meetings	36 hours								
360 feedback sessions	40 hours								
Reading	100 hours								


Project related 80 hours
 Personal enquiry project 60 hours
 Learning contract 20 hours
 Reflective logs 40 hours
 Assessment 80 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 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				
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
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:	
Written exam assessment percentage	0%
Coursework assessment percentage	100%
Practical exam assessment percentage	0%
	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 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

	<p>information sources.</p> <p>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.</p> <p>On this module, students will be required to read and review books, refereed journal articles and other published sources totalling 60 book points¹, 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.</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>Crane, A. and Matten, D. (2010) <i>Business Ethics: Managing Corporate Citizenship and Sustainability in the Age of Globalization</i></p> <p>Etherington, K. (2004) <i>Becoming a Reflexive Researcher: Using Our Selves in Research</i></p> <p>Frankl, V.E (1959/1984) <i>Man's Search for Meaning</i></p> <p>Gladwell, M. (2008) <i>Outliers: The Story of Success</i></p> <p>Handy, C. (1996) <i>The Search for Meaning</i></p> <p>Haudan, J. (2008) <i>The Art of Engagement: Bridging the Gap Between People and Possibilities</i></p> <p>London, M. And Morfopoulos, R. G. (2010) <i>Social Entrepreneurship: How to Start Successful Corporate Social Responsibility and Community-Based Initiatives for Advocacy and Change</i></p> <p>Moon, J. A. (2004) <i>A Handbook of Reflective and Experiential Learning: Theory and Practice</i></p> <p>Tapscott, D. and Williams, A. D. (2007) <i>Wikinomics: How Mass Collaboration Changes Everything</i></p> <p>Wheatley, M. J. (2002) <i>Turning to One Another: Simple Conversations to Restore Hope to the Future</i></p> <p>Whyte, D. (2001) <i>Crossing the Unknown Sea: Work and the Shaping of Identity</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.</p> <p>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 be presented as an extended personal enquiry project report ('dissertation'), supported by book reviews and 'feedback logs' from sessions with peers, the team coach and, where appropriate, clients.</p> <p>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</p>
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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.

	<p>coach will provide feedback on a draft of the personal enquiry project report and on a sample book review and learning log.</p> <p>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.</p>
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Identify final assessment component and element	Component A3	
% weighting between components A and B (Standard modules only)	A:	B:
	100%	
First Sit		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
1. Book reviews (core text)	7%	
2. Feedback logs	20%	
3. Personal enquiry project (6,000-10,000 words)	60%	
4. Book reviews (none core text)	13%	
Component B Description of each element	Element weighting (as % of component)	
n/a		

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 (core text)	7%	
2. Feedback logs	20%	
3. Personal enquiry project (6,000-10,000 words)	60%	
4. Book reviews (none core text)	13%	
Component B Description of each element	Element weighting (as % of component)	
n/a		
<p>If a student is permitted an RETAKE of the module the assessment will be that indicated by the Module Description at the time that retake commences.</p>		