



ACADEMIC SERVICES

MODULE SPECIFICATION


Part 1: Basic Data					
Module Title	Developing Personal Effectiveness and Resilience				
Module Code	UMCDBW-60-2	Level	2	Version	3
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 (Hons) Business (Team Entrepreneurship); BA(Hons) Sports Business and 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	31 January 2017	Revised with effect from	September 2017		

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 self, organisations, work and entrepreneurship (A3) • Demonstrate knowledge and understanding of managing and leading self (A2, A3) • Demonstrate a critical appreciation of sustainability and sustainable practice (All) • Show insight into personal values, ethics and motivations (A2, 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 clearly ideas and findings to a diverse audience (All)
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 within Learning Sets; and does not follow a set syllabus. Instead team coaching sessions and Learning Sets 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 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 learning and development • Ethics in practice • Sustainable practice and personal social responsibility

	<ul style="list-style-type: none"> • 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 and leading self • Diagnostics and activities for exploring personal learning styles and organisational learning cultures 																		
Contact Hours	<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 this module will also work within small Learning Sets supported by a Tutor. Students will attend 6 x 1.5 hour Learning Set meetings where they will gain support during this module.</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 90-98 contact hours on this module.</p>																		
Teaching and Learning Methods	<p>'Classroom' learning on this module is based around team coaching sessions, supplemented by coach support and giving and receiving peer feedback, together with engagement in small Learning Sets supported by a Tutor. 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 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 their Learning Set Tutor, their Team Coach and their peers.</p> <p>The study time on this module for a typical student will be:</p> <table data-bbox="416 1608 853 1888"> <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> <tr> <td>Project related</td> <td>80 hours</td> </tr> <tr> <td>Personal enquiry project</td> <td>60 hours</td> </tr> <tr> <td>Learning contract</td> <td>20 hours</td> </tr> <tr> <td>Reflective logs</td> <td>40 hours</td> </tr> <tr> <td>Assessment</td> <td>80 hours</td> </tr> </table> <p>Scheduled learning on this module is through participation in team coaching sessions and through Learning Sets.</p> <p>Independent learning includes hours engaged with essential reading, identifying and approaching potential clients, undertaking projects and recording learning,</p>	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
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																		

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 Set - Module data				
<i>Number of credits for this module</i>				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 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.

On this module, students will be required to read and review materials that are relevant to the topic of personal effectiveness and resilience through guided research undertakings. In addition they will be required to read and review materials that are relevant to their own learning objectives as set within their learning contract.

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	<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>Moon, J. A. (2004) <i>A Handbook of Reflective and Experiential Learning: Theory and Practice</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 review and update their personal Learning Contract which will include a review of key learning and development goals (Where do I want to get to?) and activities to meet these goals (How will I get there?). Students will also be required to undertake a guided research undertaking related to the topic of personal effectiveness and resilience. These activities will help the students to define the scope of a Personal Enquiry Project. They will undertake short self-managed research undertakings related to their Personal Enquiry Project or on other topics related to their personal learning goals.</p> <p>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.</p>
---------------------	--

Identify final assessment component and element	Component A4	
% 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. Learning Contract Review	10%	
2. Research Undertaking (guided)	10%	
3. Research Undertakings (self-managed)	20%	
4. Personal Enquiry Project (5,000 words)	60%	
Component B Description of each element	Element weighting (as % of component)	
n/a		

Resit (further attendance at taught classes is not required)		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
1. Learning Contract Review	10%	
2. Research Undertaking (guided)	10%	
3. Research Undertakings (self-managed)	20%	
4. Personal Enquiry Project	60%	
Component B Description of each element	Element weighting (as % of component)	
n/a		
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.		

FOR OFFICE USE ONLY

First CAP Approval Date	September 2013			
Revision CAP Approval Date	31 January 2017	Version	3	link to RIA
			4	
			5	