



CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Building a Company				
Module Code	UMCDBQ-30-1	Level	1	Version	1.1
Owning Faculty	FBL	Field	Business and Management		
Contributes towards	BA Business (Team Entrepreneurship)				
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	5/12/12
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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 building a team company, including good governance requirements (All) • Demonstrate a knowledge and understanding of sources, uses and interpretation of financial information (A1, A3) • Understand and apply key principles of marketing, communications and building customer relationships (A1, A2, A3) • Show insight into the practice of knowledge management and the use of information technology (B) • Clearly communicate verbally and in writing, their ideas and findings to a diverse audience (A2, A3) • Understand the ethical implications and sustainability of practice of business decisions taken (A3)
Syllabus Outline	<p>This is the foundation module for the BA Business (Team Entrepreneurship) programme and will be delivered over the first nine weeks of the programme. The contact sessions on this module comprise a combination of team coaching sessions and taught input to support students in establishing their team companies. A number of diagnostics will provide insight into team profiles and learning preferences.</p> <p>Students will be put into teams of c20 and each team will establish its own jointly owned company in the first few weeks of the programme. The taught element will focus on providing the support and guidance required to do this and will include:</p> <ul style="list-style-type: none"> • Setting-up a team company and agreeing key operating principles for the company

	<ul style="list-style-type: none"> • Principles of good governance, ethics and sustainable practice • Sourcing, using and interpreting financial information • Basics of project management <p>The precise content of the team coaching sessions will be tailored to meet the needs of individual students and their team company, with a particular emphasis in this module on providing students with guidance, readings and coaching in the following areas:</p> <ul style="list-style-type: none"> • Developing capacities for knowledge management and use of information technology • Readings and guided reflections on marketing, communications and building customer relationships • Drawing-up their individual learning contract • Preparation of project reports and activity logs 																		
Contact Hours	<p>Formal contact hours with staff will include an intensive, 2 day programme induction; weekly 2 x 2 hour team coaching sessions, and 36 hours of teaching input to support the successful establishment of the team companies. There is an expectation that students will attend all team coaching sessions and taught input. 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 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 88 contact hours on this module.</p>																		
Teaching and Learning Methods	<p>This module includes an intensive induction and taught sessions and introduces students to the principles and practice of team coaching.</p> <p>The induction will include a range of exercises, diagnostics and activities to help students and team coaches get to know each other and the programme. Taught sessions will be highly interactive, with students applying their learning to the establishment of their team company.</p> <p>There will be two shorter (2 hour) Team Coaching sessions per week during this module, to familiarise students with the approach. Students will also work with the Team Coach and their peers to develop and refine their Learning Contract as the module unfolds.</p> <p>Students will undertake 'learning projects' on this module to allow them to develop their project management and report writing skills before undertaking 'live' projects'</p> <p>The study time on this module for a typical student will be:</p> <table data-bbox="416 1765 842 2040"> <tr> <td>Team coaching</td> <td>36 hours</td> </tr> <tr> <td>Taught input (seminars)</td> <td>36 hours</td> </tr> <tr> <td>Induction programme</td> <td>16 hours</td> </tr> <tr> <td>Reading</td> <td>50 hours</td> </tr> <tr> <td>Learning projects</td> <td>30 hours</td> </tr> <tr> <td>Learning contract</td> <td>20 hours</td> </tr> <tr> <td>Company formation</td> <td>60 hours</td> </tr> <tr> <td>Reflective logs</td> <td>12 hours</td> </tr> <tr> <td>Assessment</td> <td>40 hours</td> </tr> </table> <p>Scheduled learning on this module is through participation in team coaching</p>	Team coaching	36 hours	Taught input (seminars)	36 hours	Induction programme	16 hours	Reading	50 hours	Learning projects	30 hours	Learning contract	20 hours	Company formation	60 hours	Reflective logs	12 hours	Assessment	40 hours
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sessions, the induction programme and taught seminars.

Independent learning includes hours engaged with essential reading, company formation, undertaking learning 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				30
Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours
300	72	198	30	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	90%
Practical exam assessment percentage	10%
	100%

Reading Strategy

The reading strategy on this module combines set texts and self-selected readings (from the programme reading guide) of relevance to their learning projects. Students are supported in the selection process by their Team Coach and their peers.

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.

Students will also have access to UWE's 'Up and Running' learning resource which provides valuable advice and guidance on running a business.

Indicative

Indicative readings for this module include:

Reading List	<p>Barrow, C. (2011) <i>Starting a Business for Dummies</i></p> <p>The Prince's Trust (2010) <i>The Prince's Trust Guide to Starting Your Own Business</i></p> <p>Williams, S. (2012) <i>The Financial Times Guide to Business Start-up 2013: The Most Comprehensively Updated Guide for Entrepreneurs</i></p>
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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. Learning 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 reflect on their personal learning objectives and the aims, objectives and business plan of their team company. Group assignments include verbal and written presentation of the Team Company's business plan and will demonstrate application of their learning on the module. Formative feedback on the business plan and outline of the learning project report will be provided by team coaches, who will also provide feedback and support in preparing the learning contract.</p> <p>As reflective practitioners, students receive formative feedback and assessment throughout the module from, for example, the Team Coach and their peers.</p> <p>The assessments will be due for submission no later than 6 weeks after the end of the teaching block.</p>

Identify final assessment component and element	Component B2	
% weighting between components A and B (Standard modules only)	A: 50%	B: 50%
First Sit		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
1. Learning contract	50%	
2. Oral presentation (group)	20%	
3. Learning project report	30%	
Component B Description of each element	Element weighting (as % of component)	
1. Outline business plan (Team Company)	40%	
2. Individual commentary on business plan (1,000-2,000 words)	60%	

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	50%
2. Oral presentation (individual)	20%
3. Learning project report	30%
Component B	
Description of each element	Element weighting (as % of component)
1. Outline business plan (Team Company)	40%
2. Individual commentary on business plan (1,000-2,000 words)	60%
<p>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.</p>	