



ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Managing My Learning and Development				
Module Code	UMCDBT-30-1	Level	1	Version	3
UWE Credit Rating	30	ECTS Credit Rating	15	WBL module?	No
Owning Faculty	FBL	Field	Business and Management Cross Disciplinary		
Department	BBS: Business and Management	Module Type	Standard		
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 a knowledge and understanding of the theory of learning and personal development (B) • Show insight into the practice of personal learning and development (A) • Identify and analyse how personal learning and development objectives can be met in a range of contexts using appropriate concepts and frameworks (A1, B) • Show competency in critical self-reflection and self-awareness, including personal impact (All) • Communicate with clarity, verbally and in writing, 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 does not follow a set syllabus. 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"> • Principles of self-managed learning and development • Developing capacities for critical self-reflection • Readings and guided reflections on the nature of learning and personal development • diagnostics and activities for exploring personal learning needs, identifying learning styles and managing independent learning Research methods • Effective writing

<p>Contact Hours</p>	<p>Formal contact hours with staff will take the form of team coaching sessions, comprising 72 hours over the 27 week learning block (in total there will be 216 hours of team coaching across the 90 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 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>Scheduled learning on this module is based around team coaching sessions, supplemented coach support and giving and receiving peer feedback. During this learning block there will be two x 3-hour team coaching sessions per week, shared with the other modules at Level 1. 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 'pilot' projects, and will select appropriate texts that support and deepen their learning on these projects. 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="395 1137 813 1384"> <tr> <td>Team coaching</td> <td>72 hours</td> </tr> <tr> <td>Team meetings</td> <td>18 hours</td> </tr> <tr> <td>Feedback sessions</td> <td>18 hours</td> </tr> <tr> <td>Reading</td> <td>50 hours</td> </tr> <tr> <td>Project related</td> <td>50 hours</td> </tr> <tr> <td>Learning contract</td> <td>20 hours</td> </tr> <tr> <td>Reflective logs</td> <td>32 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 sessions.</p> <p>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.</p>	Team coaching	72 hours	Team meetings	18 hours	Feedback sessions	18 hours	Reading	50 hours	Project related	50 hours	Learning contract	20 hours	Reflective logs	32 hours	Assessment	40 hours
Team coaching	72 hours																
Team meetings	18 hours																
Feedback sessions	18 hours																
Reading	50 hours																
Project related	50 hours																
Learning contract	20 hours																
Reflective logs	32 hours																
Assessment	40 hours																

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	72	188	40	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	40%
Practical exam assessment percentage	60%
	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 self-managed learning and development 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>Chapman, M. (2011) <i>Emotional Intelligence Pocketbook</i></p> <p>Coppock, D. and Whitmore, J. (2005) <i>The Power of Being You: A Coaching Approach</i></p> <p>Goleman, D. (2007) <i>Social Intelligence: The New Science of Human Relationships</i></p> <p>Cottrell, S. (2013) <i>The study skills handbook</i>. 4th edition. Basingstoke: Palgrave Macmillan.</p> <p>Covey, S. (1989) <i>The seven habits of highly effective people</i>. New York: Simon and Schuster.</p> <p>Gallagher, K. (2010) <i>Skills development for business and management students</i>. Oxford: Oxford University Press.</p> <p>Griffin, R. & Van Fleet, D. (2013) <i>Management Skills: Assessment and Development</i>. South-Western College Publishing.</p> <p>Honey, P. (2008) <i>Strengthen Your Strengths: A Guide to Enhancing Your Self-Management Skills</i></p> <p>Mind Gym (2005) <i>The Mind Gym: Wake Your Mind Up</i></p> <p>Senge, P. (1990) <i>The Fifth Discipline</i></p> <p>Williams, M. and Penman, D. (2011) <i>Mindfulness: A Practical Guide to Peace in a Frantic World</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.</p> <p>Summative assessment of practice-led activity will require the student to work on the development of a personal Learning Contract which will include the identification 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 then identify actual achievements made against these goals at the end of the period. Summative assessment of practice-led activity will also require students to undertake a short research activity into a topic related to their learning goals.</p> <p>Summative assessment will also include undertaking a guided research undertaking, whereby they evidence their learning on defined topics relating to self-managed learning and development based on their own research and sources provided by the Module Leader. Students will also be required to evidence their understanding of the topic in an assessed reflective essay which draws on their practical experience and research.</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	B2		
% weighting between components A and B (Standard modules only)	A:		B:
	60%		40%
First Sit			
Component A (controlled conditions) Description of each element		Element weighting (as % of component)	
1. Learning Contract		25%	
2. Research Undertaking (self-managed)		25%	
3. Learning Contract Workbook		50%	
Component B Description of each element		Element weighting (as % of component)	
1. Research Undertaking (guided)		25%	
2. Reflection on the subject of personal learning and development		75%	

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		25%	
2. Research Undertaking (self-managed)		25%	
3. Learning Contract Workbook		50%	
Component B Description of each element		Element weighting (as % of component)	
1. Research Undertaking (guided)		25%	
2. Reflection on the subject of personal learning and development		75%	
If a student is permitted a 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	