



ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data				
Module Title	Developing Specialist Knowledge and Understanding			
Module Code	UMCDB5-60-3	Level	3	Version 2
Owning Faculty	FBL	Field	Business and Management	
Department	BBS: Business and Management	Module Type	Project	
Contributes towards	BA Business (Team Entrepreneurship)			
UWE Credit Rating	60	ECTS Credit Rating	30	
Pre-requisites	None	Co- requisites	None	
Excluded Combinations	None	Module Entry requirements	None	
First CAP Approval Date	5/12/12	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"> <li>• Scope, plan, conduct and critically evaluate a creative learning project enquiry (A)</li> <li>• Gain deep insight into the application of approaches to enterprise and entrepreneurship (A)</li> <li>• Demonstrate a depth of critical understanding of the defined aspects of enterprise, entrepreneurship, work and organisations (A)</li> <li>• Identify, analyse and critically evaluate complex business problems in a range of contexts using appropriate concepts and frameworks and transfer this learning across different settings (A)</li> <li>• Gather, prioritise and critically evaluate information and evidence from a range of sources and including different media (A)</li> <li>• Show a high level of competency in critical self-reflection and self-awareness, including personal impact (A)</li> <li>• Communicate with clarity ideas and findings. (A)</li> </ul>
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"> <li>• Principles of action enquiry</li> <li>• Enterprise and entrepreneurship in practice</li> <li>• Application of approaches to creativity and innovation in research, self-managed learning and personal development.</li> </ul>																
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 4 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="395 1541 831 1794"> <tr> <td>Team coaching</td> <td>144 hours</td> </tr> <tr> <td>Team meetings</td> <td>36 hours</td> </tr> <tr> <td>Action enquiry groups</td> <td>36 hours</td> </tr> <tr> <td>Reading</td> <td>100 hours</td> </tr> <tr> <td>Project related</td> <td>80 hours</td> </tr> <tr> <td>Creative learning project</td> <td>140 hours</td> </tr> <tr> <td>Learning contract</td> <td>20 hours</td> </tr> <tr> <td>Reflective logs</td> <td>40 hours</td> </tr> </table> <p><b>Scheduled learning</b> on this module is through participation in team coaching sessions and through Learning Sets.</p> <p><b>Independent learning</b> 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	144 hours	Team meetings	36 hours	Action enquiry groups	36 hours	Reading	100 hours	Project related	80 hours	Creative learning project	140 hours	Learning contract	20 hours	Reflective logs	40 hours
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Reading	100 hours																
Project related	80 hours																
Creative learning project	140 hours																
Learning contract	20 hours																
Reflective logs	40 hours																
Key Information																	

Sets Information

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
600	180	340	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

For this module and alongside their readings for their creative learning project, which

Reading List	<p>will vary according to the nature of the project they are enquiring into, students are encouraged to read the following text:</p> <p>Costley C., Elliott G. and Gibbs. (2010) <i>Doing Work-based Research. Approaches to Enquiry for Insider- Researchers</i>. London: Sage</p> <p>Shane, S.A. (2003) <i>A General Theory of Entrepreneurship: the Individual-opportunity Nexus</i>. Cheltenham: Edward Elgar</p> <p>Torbert, W. and Associates (2012) <i>Action Inquiry: The Secret of Timely and Transforming Leadership</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>This is the capstone module for the programme, where students reflect deeply on their learning on the programme, the principles of enterprise and entrepreneurship and how they will apply them in their careers beyond the Programme. Summative assessment on this module will commence by the student reviewing and updating 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?). They will then undertake a creative enquiry learning project, where they select a relevant topic to explore in depth – this may take the form of, for example, an Academic Dissertation, a Personal Enquiry Project, a Business Development Plan or a Consultancy Project.</p> <p>Using an action enquiry process, students will bring their writings and reflections to a facilitated small Learning Set supported by a Tutor. Through a series of action-reflection cycles they will develop and refine their creative learning project based on input and feedback from the group.</p>

Identify final assessment component and element	Component A	
% 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. Creative Learning Enquiry Project Proposal	15%	
3. Creative Learning Enquiry Project (10,000 words)	75%	
Component B Description of each element	Element weighting (as % of component)	
n/a		

**Resit (further attendance at taught classes is not required)**

<b>Component A</b> (controlled conditions) <b>Description of each element</b>	<b>Element weighting</b> (as % of component)
1. Learning Contract Review	10%
2. Creative Learning Enquiry Project Proposal	15%
3. Creative Learning Enquiry Project (10,000 words)	75%
<b>Component B</b> <b>Description of each element</b>	<b>Element weighting</b> (as % of component)
n/a	
If a student is permitted a <b>RETAKE</b> 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	2	<a href="#">link to RIA</a>
			3	
			4	