



MODULE SPECIFICATION

Part 1: Information			
Module Title	Developing Specialist Knowledge and Understanding		
Module Code	UMCDB5-60-3	Level	3
For implementation from	September 2019		
UWE Credit Rating	60	ECTS Credit Rating	30
Faculty	FBL	Field	Business and Management Cross Disciplinary
Department	BBS: Business and Management		
Contributes towards	BA(Hons) Business (Team Entrepreneurship) BA (Hons) Sports Business and Entrepreneurship		
Module type:	Project		
Pre-requisites	None		
Excluded Combinations	None		
Co- requisites	None		
Module Entry requirements	N/A		

Part 2: Description
<p>You will cover:</p> <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 action enquiry • Enterprise and entrepreneurship in practice • Application of approaches to creativity and innovation in research, self-managed learning and personal development. <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>

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.

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.

'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.

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.

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.

The study time on this module for a typical student will be:

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

Scheduled learning on this module is through participation in team coaching sessions and through Learning Sets.

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.

Part 3: Assessment

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.

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.

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.

Identify final timetabled piece of 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)			
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			
Part 4: Learning Outcomes & KIS Data			
Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <ul style="list-style-type: none"> • Scope, plan, conduct and critically evaluate a creative learning project enquiry (A) • Gain deep insight into the application of approaches to enterprise and entrepreneurship (A) • Demonstrate a depth of critical understanding of the defined aspects of enterprise, entrepreneurship, work and organisations (A) • 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) • Gather, prioritise and critically evaluate information and evidence from a range of sources and including different media (A) • Show a high level of competency in critical self-reflection and self-awareness, including personal impact (A) • Communicate with clarity ideas and findings. (A) 		

Key Information Sets Information (KIS)	<table border="1"> <thead> <tr> <th colspan="5">Key Information Set - Module data</th> </tr> </thead> <tbody> <tr> <td colspan="5"><i>Number of credits for this module</i></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td style="border: 2px solid black;">60</td> </tr> <tr> <th>Hours to be allocated</th> <th>Scheduled learning and teaching study hours</th> <th>Independent study hours</th> <th>Placement study hours</th> <th>Allocated Hours</th> </tr> <tr> <td>600</td> <td>180</td> <td>340</td> <td>80</td> <td>600</td> </tr> </tbody> </table>	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	600	180	340	80	600
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Contact Hours	<p>The table below indicates as a percentage the total assessment of the module which constitutes a;</p> <p>Written Exam: Unseen or open book written exam Coursework: Written assignment or essay, report, dissertation, portfolio, project or in class test Practical Exam: Oral Assessment and/or presentation, practical skills assessment, practical exam (i.e. an exam determining mastery of a technique)</p> <table border="1"> <thead> <tr> <th colspan="2">Total assessment of the module:</th> </tr> </thead> <tbody> <tr> <td>Written exam assessment percentage</td> <td>0%</td> </tr> <tr> <td>Coursework assessment percentage</td> <td>100%</td> </tr> <tr> <td>Practical exam assessment percentage</td> <td>0%</td> </tr> <tr> <td></td> <td>100%</td> </tr> </tbody> </table>	Total assessment of the module:		Written exam assessment percentage	0%	Coursework assessment percentage	100%	Practical exam assessment percentage	0%		100%															
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Reading List	Reading list link https://uwe.rl.talis.com/modules/umcdb5-60-3.html																									

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First CAP Approval Date	September 2013			
Revision CAP Approval Date	31 January 2017	Version	2	link to RIA
Revision ASQC Approval Date <i>Update this row each time a change goes to ASQC</i>	15 January 2019		3	
			4	