



CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Team Entrepreneurship				
Module Code	UMCDB5-60-3	Level	3	Version	1.1
Owning Faculty	FBL	Field	Business and Management		
Contributes towards	BA Business (Team Entrepreneurship)				
UWE Credit Rating	60	ECTS Credit Rating	30	Module Type	Dissertation
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"> • Scope, plan, conduct and critically evaluate a creative learning project enquiry exploring the principles of team entrepreneurship in practice (A) • Gain deep insight into the application of approaches to creativity and innovation (A) • Demonstrate a depth of critical understanding of collaborative practice and its implications for the nature of leadership, work and organisations (A) • Reflect critically on the challenges and benefits of team entrepreneurship to bring added value to customers (A) • Identify, appreciate and respond to group processes and dynamics and their personal impact (A) • Show a deep appreciation of diversity and internationalisation in teams (A) • Develop and demonstrate a strong capacity for peer and group coaching and giving and receiving constructive feedback (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 - verbally and in writing, their ideas and findings to a diverse audience (A)
Syllabus Outline	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. Instead team coaching sessions work with experience

	<p>gained on projects and the learning taken from readings and students will complete a creative learning enquiry exploring the application of the principles of team entrepreneurship in depth. Supervision of this project will take the form of facilitated action enquiry groups.</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 and approaches to complex responsive processes of relating • Team entrepreneurship in practice • Application of approaches to creativity and innovation in team coaching and facilitation 																
<p>Contact Hours</p>	<p>Formal contact hours with staff will take the form of team coaching sessions and facilitated action enquiry groups, 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 will 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 for 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>'Classroom' 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 4 hour team coaching sessions per week, shared with the 'Leadership in Practice' (UMCDB4-30-3) and 'Sustaining a Company' (UMCDB3-30-3) 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 continue to undertake projects, and will select one or more of their projects to explore in depth in their action enquiry group, which will then be written-up as a 'dissertation' (creative learning project).</p> <p>Students will be guided in selecting appropriate reading material from the programme reading handbook by the Team Coach and peer members of the action enquiry group.</p> <p>The study time on this module for a typical student will be:</p> <table data-bbox="416 1675 847 1921"> <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>Scheduled learning on this module is through participation in team coaching sessions.</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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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.

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				
<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



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 current enquiry 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 on their creative learning project, and can expect to apply their learning from these materials in the course of their creative learning project.

They will be supported in the selection process by their Team Coach and peers in their

	<p>action enquiry group.</p> <p>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.</p>
Indicative Reading List	<p>For this module and alongside their readings for their creative learning project, which will vary according to the nature of the project they are enquiring into, students are encouraged to read the following text:</p> <p>Torbert, W. and Associates (2012) <i>Action Inquiry: The Secret of Timely and Transforming Leadership</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>This is the capstone module for the programme, where students reflect deeply on their learning on the programme, the principles of team entrepreneurship and how they will apply them in their careers beyond the programme. Summative assessment on this module will be a creative learning project enquiry, where students select a completed project to explore in more depth.</p> <p>Using an action enquiry process, students will bring their writings and reflections to a facilitated small action enquiry group. 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> <p>Their reflections on the action enquiry group sessions will be lodged in their e-portfolio throughout the teaching block and will be included as appendices in their final creative learning project report ('dissertation'). Team coaches will monitor e-portfolios at regular intervals, as agreed in the learning contract with each student, so that materials are submitted in a timely fashion on completion of each action enquiry cycle.</p> <p>The creative learning project report will be handed in no later than 6 weeks after the end of the teaching block.</p>
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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. Creative learning enquiry project (10,000-15,000 words + appendices)	100%	
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. Creative learning enquiry project (10,000-15,000 words + appendices)	100%	
Component B Description of each element	Element weighting (as % of component)	
n/a		
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.		