



MODULE SPECIFICATION

Part 1: Information			
Module Title	Developing Performance in Teams		
Module Code	UMCDBU-30-2	Level	2
For implementation from	September 2018		
UWE Credit Rating	30	ECTS Credit Rating	15
Faculty	Business and Law	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:	Standard		
Pre-requisites	None		
Excluded Combinations	None		
Co- requisites	None		
Module Entry requirements	N/A		

Part 2: Description
<p><i>You will cover:</i></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 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"> • High performance teams • Diversity and cross-cultural working • Challenges and benefits of teams and collaborative working • Peer coaching and coaching conversations • Giving and receiving constructive feedback <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 learning 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</p>

Entrepreneurship' suite. At least one of the Team Coaches will typically be present during normal working hours in the suite.

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.

Taken together, a student will typically receive 80-88 contact hours on this module.

Scheduled learning on this module is based around team coaching sessions, supplemented by 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 Level 2 modules. Students will also work with the Team Coach and their peers to maintain and develop team working portfolio as projects and the module unfold.

Students will undertake peer coaching and learning projects, and will select appropriate texts that support their practice 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.

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

Team coaching	72 hours
Team meetings	18 hours
Peer coaching sessions	40 hours
Feedback sessions	18 hours
Reading	50 hours
Learning project	40 hours
Learning contract	10 hours
Reflective logs	12 hours
Assessment	40 hours

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.

Summative assessment of practice-led activity will require the student to work with their peers in coaching groups to develop peer coaching skills. Students will also maintain a portfolio capturing their practice within teams – specific requirements for what will be included within the portfolio will be set within the Module Handbook.

Summative assessment will also include undertaking a guided research undertaking, whereby they evidence their learning on defined topics relating to working in teams, team development and coaching 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.

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.

Identify final timetabled piece of assessment (component and element)	Component B2	
% weighting between components A and B (Standard modules only)	A:	B:
	60%	40%
First Sit		

Component A (controlled conditions)		Element weighting (as % of component)																										
Description of each element																												
1. Coaching Observation		25%																										
2. Portfolio of Team Working Practice		75%																										
Component B		Element weighting (as % of component)																										
Description of each element																												
1. Research Undertaking (guided)		25%																										
2. Reflection on the subject of developing performance in teams		75%																										
Resit (further attendance at taught classes is not required)																												
Component A (controlled conditions)		Element weighting (as % of component)																										
Description of each element																												
1. Coaching Log		25%																										
2. Portfolio of Team Working Practice		75%																										
Component B		Element weighting (as % of component)																										
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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"> • Demonstrate a knowledge and understanding of the theory of high performance teams (B) • Show awareness of the role of diversity and cross cultural working in effective teams (B2) • Reflect critically on the challenges and benefits of team working (A2, B2) • Demonstrate a capacity for peer coaching and giving and receiving constructive feedback (A) • Reflect critically on the role of coaching conversations (B2) • Show competency in critical self-reflection and self-awareness, including personal impact (A) • Communicate ideas and findings clearly (All) • Understand the ethical implications of behaviours and processes within teams (A) 																											
Key Information Sets Information (KIS)	<table border="1"> <thead> <tr> <th colspan="5">Key Information Set - Module data</th> </tr> <tr> <td colspan="5"><i>Number of credits for this module</i></td> </tr> </thead> <tbody> <tr> <td colspan="4"></td> <td style="text-align: center;">30</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 style="text-align: center;">300</td> <td style="text-align: center;">72</td> <td style="text-align: center;">188</td> <td style="text-align: center;">40</td> <td style="text-align: center;">300</td> </tr> </tbody> </table>			Key Information Set - Module data					<i>Number of credits for this module</i>									30	Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	300	72	188	40	300
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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</p>																											

Total Assessment	Practical Exam: Oral Assessment and/or presentation, practical skills assessment, practical exam (i.e. an exam determining mastery of a technique)			
	Total assessment of the module:			
	Written exam assessment percentage			0%
	Coursework assessment percentage			40%
	Practical exam assessment percentage			60%
			100%	
Reading List	https://uwe.rl.talis.com/lists/BF72516B-C349-1716-CE60-92B2D521D767.html			

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First CAP Approval Date	September 2013			
Revision CAP Approval Date	31 January 2017	Version	3	link to RIA
Revision ASQC Approval Date	7 March 2018		4	link to the RIA
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