



CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Working in Teams				
Module Code	UMCDBU-30-2	Level	2	Version	1.1
UWE Credit Rating	30	ECTS Credit Rating	15	WBL module?	No
Owning Faculty	FBL	Field	Business and Management cross Disciplinary		
Department	Business and Management	Module Type	Standard		
Contributes towards	BA Business (Team 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	2 February 2016		Revised with effect from	September 2016	

Review Date	September 2019
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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"> • Demonstrate a knowledge and understanding of the theory of approaches to creativity and innovation (A1) • Demonstrate a knowledge and understanding of the theory of high performance teams (A1, B2) • Show awareness of the role of diversity in effective teams (B) • Reflect critically on the challenges and benefits of team working to bring added value to customers (B2) • Show insight into internationalisation and cross-cultural working (A1, B2) • Reflect critically on the role of coaching conversations and demonstrate a capacity for peer and group coaching and giving and receiving constructive feedback (A3, B2) • Show competency in critical self reflection and self awareness, including personal impact (A2,B) • Communicate – with clarity - verbally and in writing, their ideas and findings (All) • Understand the ethical implications and sustainability of practice of projects undertaken (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 from reflecting on these projects. As such the precise content will be tailored to meet the needs of individual students 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"> • Creativity and innovation • High performance teams • Diversity and difference • Internationalisation and cross-cultural working • Adding customer value through teams and collaborative working • Peer group coaching and coaching conversations • Giving and receiving constructive feedback 																		
Contact Hours	<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 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>																		
Teaching and Learning Methods	<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 'Growing a Company' (UMCDBV-30-2) and 'Authentic Management and Sustainable Practice' (UMCDBW-60-2) 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 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.</p> <p>The study time on this module for a typical student will be:</p> <table data-bbox="416 1653 831 1933"> <tr> <td>Team coaching</td> <td>72 hours</td> </tr> <tr> <td>Team meetings</td> <td>18 hours</td> </tr> <tr> <td>Peer coaching sessions</td> <td>40 hours</td> </tr> <tr> <td>Feedback sessions</td> <td>18 hours</td> </tr> <tr> <td>Reading</td> <td>50 hours</td> </tr> <tr> <td>Learning project</td> <td>40 hours</td> </tr> <tr> <td>Learning contract</td> <td>10 hours</td> </tr> <tr> <td>Reflective logs</td> <td>12 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 peer coaching and feedback sessions</p>	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
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																		

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>				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	90%
Practical exam assessment percentage	10%
	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 peer coaching sessions 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 books, refereed journal articles and other published sources totalling 20 book points¹, at least 5 points of

¹ For example, a typical refereed journal article might attract 1 book point, whilst a complex book can attract up to 5 book points.

	<p>which must be selected from the 'Creativity and Innovation' and 'Managing People' sections of the programme reading handbook and a minimum of 5 points should consist of readings identified and retrieved independently.</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>Indicative readings for this module include:</p> <p>Berne, E. (1968) <i>Games People Play: The Psychology of Human Relationships</i> Gattrell, C. and Swan, E. (2008) <i>Gender and Diversity in Management: A Concise Introduction</i> Hay, J. (2007) <i>Reflective Practice and Supervision for Coaches</i> Isaacs, W.R (xxxx) <i>Dialogue: The Art of Thinking Together</i> Kets de Vries, M., Guillen, L., Korotov, K. and Florent-Treacy, E. (2010) <i>The Coaching Kaleidoscope: Insights from the Inside</i> Kline, N. (1998) <i>Time to Think</i> O' Niell, M.B. (2007) <i>Executive Coaching with Backbone and Heart: A Systems Approach to Engaging Leaders with their Challenges</i> Rogers, J. (2008) <i>Coaching Skills: A Handbook</i> Starr, J. (2010) <i>The Coaching Manual</i> Thornton, C. (2010) <i>Group and Team Coaching</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. Project reports will include reflections on the implications for ethics and sustainable practice of the project.</p> <p>Summative assessment will require the student to enquire into and reflect on their experience of peer coaching, learning in teams and their implications for managing people. This will include book reviews, coaching logs and observations, and a critical reflection on their learning on the module (linked to their Learning Contract). These will be collected together in an e-learning portfolio.</p> <p>As reflective practitioners, students receive formative feedback and assessment throughout the module from, for example, the Team Coach and peers. Formative feedback on a sample book review and coaching log and on a plan for the reflective essay will be provided by the team coach.</p> <p>Students submit book reviews and project reports to their e-portfolio throughout the teaching block to fit with the timing of their projects. Student team companies keep planners to record submission of book reviews, project reports and coaching logs logs, etc for team members as part of their workload management activity and are responsible as a company for managing workload of individual members. Team coaches will also 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 projects.</p> <p>Book reviews, project reports and presentations will be scheduled to fit with student projects. The completed learning portfolio will be handed in no later</p>
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	than 6 weeks after the end of the teaching block
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Identify final assessment component and element	Component B	
% weighting between components A and B (Standard modules only)	A:	B:
	50%	50%
First Sit		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
1. Book reviews (core text)	20%	
2. Observed group coaching session (group)	20%	
3. Group coaching logs and observations	40%	
4. Book reviews (none core text)	20%	
Component B Description of each element	Element weighting (as % of component)	
1. Group coaching session plan	25%	
2. Critical reflection on coaching and working in teams (1,500-3,000 words)	75%	

Resit (further attendance at taught classes is not required)		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
1. Book reviews (core text)	20%	
2. Observed group coaching session (group)	20%	
3. Group coaching logs and observations	40%	
4. Book reviews (none core text)	20%	
Component B Description of each element	Element weighting (as % of component)	
1. Group coaching session plan	25%	
2. Critical reflection on coaching and working in teams (1,500-3,000 words)	75%	
If a student is permitted an RETAKE of the module the assessment will be that indicated by the Module Description at the time that retake commences.		