



ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Developing Entrepreneurial Capacities				
Module Code	UMCDJK-30-M	Level	M	Version	1
UWE Credit Rating	30	ECTS Credit Rating	15	WBL module?	No
Owning Faculty	FBL	Field	Business and Management		
Department	BBS, Business and Management	Module Type	Standard		
Contributes towards	MSc Innovation and Applied Entrepreneurship				
Pre-requisites	None	Co- requisites	None		
Excluded Combinations	None	Module Entry requirements	N/A		
First CAP Approval Date	3 rd June 2015	Valid from	September 2015		
Revision CAP Approval Date		Revised with effect from			

Review Date	September 2021
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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 breadth of understanding of entrepreneurial capacities and their application in different contexts (All) • Identify relevant ideas, theories and concepts, critically review them and apply them to their own entrepreneurial practice (A2, B2) • Explore and examine innovation and entrepreneurship from a range of different perspectives (All) • Gain a critical appreciation of how to integrate multiple factors that influence complex decision-making (B) • Complete and critically evaluate a formal report on business model selection and resource planning. (B1) • Communicate - with clarity - verbally and in writing, their ideas and findings to a diverse audience (All) • Understand the ethical implications and sustainability of practice of business decisions taken (All)
Syllabus Outline	This module is delivered online and comprises 10 study units – 5 compulsory and 5 optional (from a choice of 10). The 5 compulsory study units cover key syllabus areas for developing entrepreneurial capacities: Creative Problem-Solving and Decision-Making; Adding Value for Customers; Experimenting and evolving; Funding Models

and Pitching; and Bricolage: Making the Most of Your Resources.

The optional study units provide each individual student with an opportunity to select which of these study areas s/he wishes to explore in more depth and to explore balancing learning across the team, according to business/project need. Example study units may include:

- Technology and Innovation
- Sustaining Innovation
- Digital Marketing and Social Media
- E-business
- Value Co-Creation
- Networks, Alliances and Joint Ventures
- Project Management
- Effectuation
- Innovating Across Borders

Contact Hours

This is an e-learning module delivered through the Blackboard virtual learning environment, with some face-to-face support through Masterclasses. Students may also wish to bring learning and issues raised in online content to the training sessions, though this is not a requirement.

The table below summarises contact hours by study unit and for the module overall.

Contact	By study unit	Overall module
On line activities	6	60
Masterclasses	n/a	12
Mentoring	n/a	5
Total		77

Teaching and Learning Methods

The MSc Innovation and Applied Entrepreneurship programme takes an integrative approach to learning and teaching. Core content on this module will be delivered through online study units, supported by interactive Masterclasses. This learner-centred approach is designed to allow students the flexibility to access learning content as and when it is most relevant to them and their projects. For example, one student may choose to cover all compulsory units first and then select which options s/he wishes to complete, whilst another may have a project that requires him/her to develop their understanding of digital marketing and e-business and complete these study units before embarking on any of the others.

The module comprises five compulsory study unit and five optional study units (from a choice of 10 available) allowing students further to tailor the learning experience to best meet their individual learning needs.

Approximate study time is as follows:

Masterclasses	12 hours
Online content	60 hours
Add. mentoring/coaching support	5 hours
Project team meetings	18 hours
Client visits	18 hours
Project planning and research	40 hours
Reading	50 hours
Undertaking projects	45 hours
Reflective logs	12 hours
Assessment	40 hours
Total	300 hours

Scheduled learning includes Masterclasses and a range of on-line activities, including but not limited to: mini-lectures; videos; exercises; worksheets; and multiple choice tests.

Independent learning includes hours engaged with essential reading, case study preparation, assignment preparation and completion etc. These sessions constitute an average time per level as indicated in the table below. Scheduled sessions may vary slightly depending on the module choices you make.

Placement learning: includes client visits, external mentoring, etc.

Students will undertake team meetings, strategy and planning sessions in project teams, alongside their projects. They will select appropriate texts that support their practice and deepen their learning from these activities. They will be guided in selecting appropriate reading material from the programme reading handbook by the Team Coach and their peers.

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.

This is a PG programme and KIS data are provided for guidance.

Key Information Set - Module data				
Number of credits for this module				30
Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours
300	77	205	18	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	0.0%
Coursework assessment percentage	87.5%
Practical exam assessment percentage	12.5%
	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. Required and recommended (for students

	<p>wanting to explore a topic in more depth) readings are included in all study units. Additional readings can be accessed in the programme's extended reading list, 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. They will be supported in the selection process by their Team Coach and their peers.</p> <p>The extended programme reading list provides an extensive book list across the whole programme. Updated annually to ensure currency, the programme reading list 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>The following texts provide an overview of the module, connecting different disciplinary areas. :</p> <p>Bygrave, W.D. and Zacharakis A. (2014) <i>Entrepreneurship</i>, 3rd Ed. Wiley.</p> <p>Crane, F. G. (2012) <i>Marketing for Entrepreneurs: Concepts and Applications for New Ventures</i>, London: Sage</p> <p>Matthews, C. H. and Brueggemann, R. (2015) <i>Innovation and Entrepreneurship: A Competency Framework</i>, Routledge</p> <p>O'Sullivan, D. and Dooley, L. (2008) <i>Applying Innovation</i> London: Sage</p> <p>Ries, E (2011) <i>The Lean Startup: How Constant Innovation Creates Radically Successful Businesses</i>, Portfolio. New York, Crown</p> <p>Wasserman, N. (2013) <i>The Founders Dilemmas: Anticipating and Avoiding The Pitfalls That Can Sink A Start Up</i>. The Kauffman Foundation Series. Princetown University Pres</p> <p>Individual study units will provide essential and suggested readings relevant to their discipline-specific content. The programme reading list provides further guidance.</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 and critically on their experience and their learning and to make strong connections between theory, ideas and concepts and their application in practice. The assessment strategy requires students to draw together their learning from individual study units, integrating multiple factors that influence complex decision-making.</p> <p>The emphasis on collaborative learning and working is reflected in the assessment strategy. Group assignments are completed in project teams and for each group assignment, team members will rate each other member of the project team on a scale of poor - outstanding (1-5) against key criteria. Where an individual's average overall score falls below 'satisfactory' (3), this will be discussed with the team coach and the rest of their team and their mark for that assignment may be adversely affected.</p> <p>Learning portfolios focus on learning relating to the business of innovation and entrepreneurship and may include, for example:</p> <ul style="list-style-type: none"> • Worksheets from completed study units • 'Flash Report' feedback logs • Notes/mind maps from key readings <p>A reflective summary extracts and outlines key themes and their implications for current and future projects. By contrast the 'critical</p>

	<p>evaluation' element of assessment on these modules requires the student to reflect more deeply on their project, its progress, their personal contribution to the project and their SMART objectives. In preparing this, students may draw more heavily on, for example:</p> <ul style="list-style-type: none"> • Project logs and plans • Notes from team meetings. • Feedback from clients and other stakeholders • Notes/mind maps from key readings. <p>Summative assessment requires students to demonstrate core skills and competencies needed to develop an entrepreneurial mindset and innovate effectively (A1, A2, B1) and to reflect deeply and critically on their learning from this (A2, B2) to ensure that this learning can be applied in different and complex situations.</p> <p>Multiple choice tests, for example, provide formative feedback that enable students to identify gaps and strengths in their learning on that study unit to prepare effectively for summative assessment. As reflective practitioners, students also receive formative feedback and assessment throughout the module from, for example, the Team Coach, peers and, where appropriate and available, clients.</p> <p>The programme places an emphasis on giving and getting feedback, including a short feedback questionnaire completed in the first few months of the programme to provide formative feedback on contribution to the team. The same feedback questionnaire is completed 2-4 months later. The mark achieved for the second assessment form part of the assessment criteria for the critical evaluation.</p>
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Identify final assessment component and element	Component B2	
% 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. Client presentation (group)	25%	
2. Innovation and entrepreneurship learning portfolio and reflective summary (1,500 words)	75%	
Component B Description of each element	Element weighting (as % of component)	
1. Project/business report (group) (10,000 words)	50%	
2. Critical evaluation (3,000 words)	50%	

Resit (further attendance at taught classes is not required)		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
1. Innovation and entrepreneurship learning portfolio and reflection on feedback (2,500 words)	100%	
Component B	Element weighting (as % of component)	

Description of each element	
1. Revised project/business report, with commentary (commentary 1,500 words)	50%
2. Critical evaluation and reflection on feedback (3,000 + 1,000 words)	50%
<p>If a student is permitted a retake of the module under the University Regulations and Procedures, the assessment will be that indicated by the Module Description at the time that retake commences.</p>	