



**CORPORATE AND ACADEMIC SERVICES**

**MODULE SPECIFICATION**

Part 1: Basic Data					
Module Title	Enterprise Project				
Module Code	UMCD9Q-30-3	Level	3	Version	1.1
Owning Faculty	FBL	Field	Business and Management Cross Disciplinary		
Contributes towards	BA (Hons) Business and Management; BA (Hons) Business Management (Leadership, Change & Organisations); BA (Hons) Business Enterprise; BA (Hons) Business Management with Marketing; BA (Hons) Marketing; BA (Hons) Marketing Communications; BA(Hons) Business Management with Tourism; BA (Hons) Tourism Management; BA(Hons) Business and Events Management:				
UWE Credit Rating	30	ECTS Credit Rating	15	Module Type	Project
Pre-requisites			Co- requisites		
Excluded Combinations	Other 30 credit project modules	Module Entry requirements			
Valid From	September 2014	Valid to			

<b>CAP Approval Date</b>	QMAC Dec 2011
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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"> <li>• Creatively synthesise multiple sources of data to form the germ of a business idea (A)</li> <li>• Critically evaluate ideas for new ventures and new markets, of either a commercial or a social nature (A)</li> <li>• Analyse, evaluate and synthesise primary and/or secondary data to support ideas for a business plan (A)</li> <li>• Understand and apply the skills necessary to produce a comprehensive and detailed business plan (A)</li> <li>• Demonstrate the presentation skills to persuasively argue the relative merits of a business plan (A)</li> </ul> <p>In addition, the educational experience may explore, develop, and practise, but not formally discretely assess the following:</p> <ul style="list-style-type: none"> <li>• Developing self-management skills.</li> <li>• Resource identification and management skills</li> </ul>
Syllabus Outline	Although the project largely involves self-directed private study supported by

	<p>supervision, there will be a taught unit within the module, involving lectures, lectorials and skills sessions.</p> <p>-Week 1: Introduction to the Enterprise Project module</p> <p>-Week 2: Demand and competitors</p> <p>-Week 3: Business model and sustainability</p> <p>-Week 4: Operations and partners</p> <p>-Week 5: Writing the business plan</p> <p>Students will have the opportunity to develop an enterprise project based on one of the following possible scenarios:</p> <ul style="list-style-type: none"> <li>• A project which will see the development of a comprehensive and detailed business plan for a proposed new business.</li> <li>• A project which will see the development of a comprehensive and detailed business plan for an existing business in which the student is substantially involved: either as a member of a family run business, or as the founder of a business, or a business in which they have a significant ownership stake.</li> </ul>
<p>Contact Hours/Scheduled Hours</p>	<p>Module delivery will be based on 6 hours of scheduled learning and teaching activities per teaching week during the taught unit. This will consist of lectures, facilitated enquiry/problem based learning lectorials, and skills development/group supervision/surgery workshops with tutor feedback and support.</p> <p>Each student will be allocated an individual project supervisor to provide one to one ongoing advice throughout the project.</p> <p>Extensive use will be made of Blackboard, and students will also be directed towards the University Library online Study Skills resources for the development of skills appropriate to the level and style of the module.</p>
<p>Teaching and Learning Methods</p>	<p><b>Scheduled learning</b> The taught unit will be delivered over 5 weeks with a maximum of 6 hours contact time per week.</p> <p>Lectures will be 1 hour large group taught sessions. These will be supported by two hour lectorials where students will be supported in developing the requisite knowledge and understanding.</p> <p>Skills (etc) sessions will support (a) the formal learning sessions of the unit and (b) the individual supervision sessions, and will be directly linked to the final assessment.</p> <p><b>Independent learning</b> Extensive independent learning is a necessity for this module. The study time associated with the module is based on 10:1 ratio of notional student study hours to credit value. This study will be supported by a series of up to 4 supervision sessions with a member of academic staff.</p>
<p>Key Information Sets Information</p>	<p>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..</p>

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	32	268	0	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:

*Double click in the table and type over the percentages – the table will total automatically.*

*Please ensure that it amounts to 100%*

Total assessment of the module:	
Written exam assessment percentage	0%
Coursework assessment percentage	90%
Practical exam assessment percentage	10%
	100%

#### Reading Strategy

All students will be encouraged to make full use of the print and electronic resources available to them through membership of the University. These include a range of electronic journals and a wide variety of resources available through websites and information gateways. The University Library web pages provide access to subject relevant resources and services and to the library catalogue. Many of these resources can be accessed remotely. Students will be presented with opportunities within the curriculum to develop their information retrieval and evaluation skills in order to identify such resources effectively.

Students will be directed and expected to undertake essential reading throughout the module. However, depending upon specific topics addressed over the course of the module, students will be expected to undertake additional reading for themselves. A list of indicative textbooks and relevant journals is provided below but students are expected to recognise that these may be starting points only and that they should extend their reading as widely as is necessary to demonstrate a comprehensive knowledge.

#### Essential reading

Barringer, B. R., and Ireland, D. R. (2012) *Entrepreneurship: Successfully Launching New Ventures*. 4<sup>th</sup> ed., Upper Saddle River, New Jersey: Pearson Education Inc.

**Further reading** – Students will be encouraged to read widely. They will be advised of additional texts that further develop knowledge and understanding of specific issues within the module. In particular, students will be required to engage in independent research and wider reading in completion of the assessment for

	<p>this module. Suggestions as to additional reading material will be made available to students during the course of the module via Blackboard and by supervisors.</p>
Indicative Reading List	<p>Allen, K. R. 2012. <i>Launching New Ventures: An Entrepreneurial Approach</i>, 6th ed., South Western, Cengage: Mason Oh. USA.</p> <p>Mullins, J. 2003. <i>The New Business Road Test: What Entrepreneurs' and Executives Should Do Before Writing a Business Plan</i>. Prentice-Hall: Financial Times.</p> <p>Osterwalder, A., and Pigneur, Y., 2010. <i>Business Model Generation: A Handbook for Visionaries, Game Changers, and Challengers</i>. Hoboken, New Jersey: Wiley.</p> <p>Stutely, R. 2002. <i>The Definitive Business Plan</i>, FT Prentice Hall.</p> <p>Timmons, J. A. &amp; Spinelli, S. 2012. <i>New Venture Creation: Entrepreneurship for the 21st Century</i>, 9th ed. McGraw – Hill International Edition.</p>

<b>Part 3: Assessment</b>
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Assessment Strategy	<p>This is a project module comprising two elements of assessment, the Business Plan and an individual poster presentation based on the Business Plan.</p> <p>The assessment methods are chosen to provide summative feedback and to enable the students to demonstrate that they have achieved the learning outcomes of the module. Ongoing formative feedback will be provided during supervision sessions.</p>
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Identify final assessment component and element	Component A, Element 1		
<b>% weighting between components A and B</b> (Standard modules only)	<b>A:</b>	<b>B:</b>	
	100%	n/a	

<b>First Sit</b>
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<b>Component A</b> (controlled conditions) <b>Description of each element</b>	<b>Element weighting</b> (as % of component)
1. Business Plan (8,000 words)	90%
2. Individual presentation	10%

<b>Resit (further attendance at taught classes is not required)</b>
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<b>Component A</b> (controlled conditions) <b>Description of each element</b>	<b>Element weighting</b> (as % of component)
1. Resubmission of the Business Plan (8,000 words), together with a reflective coda (1,000 words).	100%

<p>If a student is permitted an <b>EXCEPTIONAL RETAKE</b> of the module the assessment will be that indicated by the Module Description at the time that retake commences.</p>
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