

ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data						
Module Title	Developing a Venture					
Module Code	UMCDBR-30-1		Level	1	Version	2
UWE Credit Rating	30	ECTS Credit Rating	15	WBL module?	No	
Owning Faculty	FBL		Field	Business and Management Cross Disciplinary		
Department	BBS: Business and Management		Module Type	Standard		
Contributes towards	BA(Hons) 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	31 January 2017		Revised with effect from	September 2017		

Part 2: Learning and Teaching	
Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <ol style="list-style-type: none"> 1. Demonstrate an understanding of testing and adapting business model components.(All) 2. Understand and apply key principles of customer validation. (A3, B1, B2) 3. Understand and apply key principles of scoping and managing projects (A2, A3, B1, B2) 4. Understand and apply key principles of knowledge management and the use of information technology within ventures(A2, A3, B2) 5. Communicate with clarity, verbally and in writing, ideas and findings to a diverse audience (All) 6. Understand good governance and its impact on ethical and sustainable practice (A1, B2)
Syllabus Outline	<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. Instead team coaching sessions work with experience gained on learning 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"> • Hypothesis driven and iterative business model development • Customer development and validation. • Readings and guided reflections on managing simple projects
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</p>

	<p>programme.</p> <p>Students on the programme will typically spend more time working in their team companies and projects than would typically be the case. Each team will have its own dedicated space within the 'Team Entrepreneurship HubH. At least one of the Team Coaches will typically be present during normal working hours in the Hub.</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 3-hour team coaching sessions per week, shared with the other Level 1 modules. Students will also work with the Team Coach and their peers to develop and refine their team company and their projects.</p> <p>Students will undertake team meetings and teambuilding sessions and learning 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.</p> <p>The study time on this module for a typical student will be:</p> <table><tr><td>Team coaching</td><td>72 hours</td></tr><tr><td>Team meetings</td><td>18 hours</td></tr><tr><td>Business and marketing strategy</td><td>40 hours</td></tr><tr><td>Project planning</td><td>18 hours</td></tr><tr><td>Reading</td><td>50 hours</td></tr><tr><td>Undertaking projects</td><td>50 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 projects and recording learning, assignment preparation and completion etc. These sessions constitute an average time per level as indicated in the table below.</p>	Team coaching	72 hours	Team meetings	18 hours	Business and marketing strategy	40 hours	Project planning	18 hours	Reading	50 hours	Undertaking projects	50 hours	Learning contract	10 hours	Reflective logs	12 hours	Assessment	40 hours		
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Key Information Sets Information	<table><tr><th colspan="5">Key Information Set - Module data</th></tr><tr><td colspan="3">Number of credits for this module</td><td></td><td>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>300</td><td>72</td><td>188</td><td>40</td><td>300</td></tr></table> <p>The table below indicates as a percentage the total assessment of the module which constitutes a -</p> <p>Written Exam: Unseen written exam, open book written exam, In-class test</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	72	188	40	300
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	<p>Coursework: Written assignment or essay, report, dissertation, portfolio, project</p> <p>Practical Exam: Oral Assessment and/or presentation, practical skills assessment, practical exam</p> <p>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:</p> <table><tr><td colspan="2">Total assessment of the module:</td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td></tr><tr><td colspan="2">Written exam assessment percentage</td><td></td><td>0%</td></tr><tr><td colspan="2">Coursework assessment percentage</td><td></td><td>100%</td></tr><tr><td colspan="2">Practical exam assessment percentage</td><td></td><td>0%</td></tr><tr><td colspan="2"></td><td></td><td>100%</td></tr></table>	Total assessment of the module:								Written exam assessment percentage			0%	Coursework assessment percentage			100%	Practical exam assessment percentage			0%				100%
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Reading Strategy	<p>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.</p> <p>Students on this module are, therefore, expected to access readings to support their learning and performance in teambuilding activities 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.</p> <p>On this module, students will be required to read and review materials that are relevant to the topic of developing ventures through guided research undertakings.</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>Aulet, B. (2013) <i>Disciplined Entrepreneurship: 24 Steps to a Successful Startup</i>. John Wiley & Sons.</p> <p>Baines, P., Fill, C. & Page, K. (2013) <i>Essentials of marketing</i>. Oxford: Oxford University Press.</p> <p>Blank, S. (2013) <i>The four steps to the epiphany</i>. 5th edition. K & S Ranch.</p> <p>Blank, S. & Dorf, B. (2012) <i>The startup owner's manual</i>. K&S Ranch.</p> <p>Barringer, B. & Ireland, R. (2012) <i>Entrepreneurship: Successfully Launching New Ventures</i>. 4th edition. Pearson Education.</p> <p>Burns, P. (2007) <i>Entrepreneurship and small business</i>. Basingstoke [England]: Palgrave.</p> <p>Reiss, G. (2007) <i>Project Management Demystified</i></p>																								

Part 3: Assessment			
Assessment Strategy	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.		
	Summative assessment of practice-led activity will require the student to work in groups to develop and deliver an “Out of the Chrysalis” consultancy report for an external client focusing on the issues of developing their venture. It will also require students to individually review and evaluate the issues involved in the development of a project that they have participated in. Students will also have to work with their peers within their Team Company to produce a report which assess and evaluates the performance of their Team Company.		
	Summative assessment will also include undertaking a guided research undertaking, whereby they evidence their learning on defined topics relating to the development of ventures based on their own research and sources provided by the Module Leader. Students will also be required to evidence their understanding of the topic of the development of ventures in an assessed reflective essay on the topic 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 assessment component and element		Component B2	
% weighting between components A and B (Standard modules only)		A: 60%	B: 40%
First Sit			
Component A (controlled conditions) Description of each element		Element weighting (as % of component)	
1. Team Company Project Report (Group)		25%	
2. Project Reviews		50%	
3. Team Company Implementation Report		25%	
Component B Description of each element		Element weighting (as % of component)	
1. Research Undertaking (guided)		25%	
2. Reflection of the subject of Developing a Venture		75%	
Resit (further attendance at taught classes is not required)			
Component A (controlled conditions) Description of each element		Element weighting (as % of component)	
1. Project Report (Individual)		25%	
2. Team Company Implementation Report (Individual Commentary)		25%	
3. Project Reviews		50%	
Component B Description of each element		Element weighting (as % of component)	

1. Research Undertaking (guided)	25%
2. Reflection of the subject of Developing a Venture	75%
If a student is permitted a RETAKE of the module the assessment will be that indicated by the Module Description at the time that retake commences.	

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First CAP Approval Date	September 2013			
Revision CAP Approval Date	31 January 2017	Version	2	link to RIA
			3	
			4	