

**CDA4 Programme Design Template  
Module specification (with KIS) 2014-15**



University of the  
West of England

**ACADEMIC SERVICES**

**MODULE SPECIFICATION**

Part 1: Basic Data					
Module Title	Business Development Plan				
Module Code	UMCDJN-60-M	Level	M	Version	1
UWE Credit Rating	60	ECTS Credit Rating	30	WBL module?	No
Owning Faculty	FBL	Field	Business and Management		
Department	BBS, Business and Management	Module Type	Dissertation		
Contributes towards	MSc Innovation and Applied Entrepreneurship				
Pre-requisites	None		Co- requisites	None	
Excluded Combinations			Module Entry requirements	N/A	
First CAP Approval Date	3 <sup>rd</sup> June 2015		Valid from	September 2015	
Revision CAP Approval Date			Revised with effect from		

<b>Review Date</b>	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"> <li>Prepare a robust and compelling business and investment plan and articulate a compelling value-proposition with relevant marketing collateral (A1, A2)</li> <li>Demonstrate a knowledge and deep understanding of key business start-up disciplines such as IP, contracts, governance, business and funding models, strategic marketing, and developing an effective management team (A1,A2)</li> <li>Present effectively showing a critical appreciation of the value of their business, including business risks, informed by relevant research (A1, A2)</li> <li>Critically explore and apply both primary and secondary research methodologies and demonstrate the ability to conduct research into complex business and management issues through research design, data collection, analysis, synthesis and produce robust conclusions (A2)</li> <li>Reflect critically on their learning from conducting the project (A3)</li> <li>Evidence critical thinking and creativity: organise thoughts, analyse, synthesise and critically appraise (All)</li> <li>Communicate - with clarity - verbally and in writing, their ideas and findings to a diverse audience (All)</li> <li>Understand the ethical implications and sustainability of practice of business decisions taken (All)</li> </ul>

Syllabus Outline	<p>The module is a combination of sound academic underpinning and practical application. It enables students to further develop knowledge developed within the programme and bring it to bear on the development of their business or business idea.</p> <p>Through independent study and their Action Research Group, and in consultation with supervisors, students will be research their business idea and its associated business risks to prepare and communicate a robust business development plan.</p> <p>The business development plan is mentored by a suitably qualified supervisor.</p>																						
Contact Hours	<p>Formal contact hours with staff will take the form of team coaching – or “training” - sessions, comprising 15 hours over the learning block. Action Research Groups contribute a further 20 contact hours. There is an expectation that students will attend all team coaching sessions and Action Research Groups. In addition, students may have access to support from an ‘Assistant Coach’ who is a recent graduate of a similar programme.</p> <p>Students on the programme will typically spend more time on campus, working in their project team and training cohort than would typically be the case and the programme will have its own dedicated space within the ‘Team Entrepreneurship’ hub. At least one of the Team Coaches will typically be present in the Hub during normal working hours.</p> <p>The programme is supported by the Blackboard and Pebble virtual learning environments and makes extensive use of this technology to support discussion groups, share project reports, etc.</p>																						
Teaching and Learning Methods	<p>The MSc Innovation and Applied Entrepreneurship programme takes an integrative approach to learning and teaching. ‘Classroom’ learning on this module is based around training sessions, supplemented by coach support and giving and receiving peer feedback. Students will also work in Action Research Groups with the Team Coach and their peers to develop and refine their critical evaluation and business development plan as projects and the module unfold.</p> <p>This module is based on a live project. The ARG and team coach will provide peer and academic support. Mentoring is provided by the supervisor who will provide technical guidance relating to the content of the business development plan.</p> <p>The student will participate in at least four Action Research cycles and meet with their supervisor as needed.</p> <p>The study time on this module for a typical student will be:</p> <table data-bbox="416 1473 970 1839"> <tr> <td>Team coaching/training sessions</td> <td>15 hours</td> </tr> <tr> <td>Mentoring/supervision</td> <td>10 hours</td> </tr> <tr> <td>Action Research Groups</td> <td>20 hours</td> </tr> <tr> <td>Team meetings</td> <td>30 hours</td> </tr> <tr> <td>Project planning</td> <td>45 hours</td> </tr> <tr> <td>Business research</td> <td>150 hours</td> </tr> <tr> <td>Reading</td> <td>100 hours</td> </tr> <tr> <td>Business project</td> <td>100 hours</td> </tr> <tr> <td>Reflective logs/critical evaluation</td> <td>50 hours</td> </tr> <tr> <td>Assessment</td> <td>80 hours</td> </tr> <tr> <td><b>Total</b></td> <td><b>600 hours</b></td> </tr> </table> <p><b>Scheduled learning</b> on this module includes participation in team coaching sessions, supervision and Action Research Groups</p> <p><b>Independent learning</b> includes hours engaged with essential reading, business research, peer coaching and feedback sessions, project planning sessions, undertaking projects and recording learning, assignment preparation and</p>	Team coaching/training sessions	15 hours	Mentoring/supervision	10 hours	Action Research Groups	20 hours	Team meetings	30 hours	Project planning	45 hours	Business research	150 hours	Reading	100 hours	Business project	100 hours	Reflective logs/critical evaluation	50 hours	Assessment	80 hours	<b>Total</b>	<b>600 hours</b>
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<b>Total</b>	<b>600 hours</b>																						

completion etc. These sessions constitute an average time per level as indicated in the table below.

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

**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.

<b>Key Information Set - Module data</b>				
Number of credits for this module				60
Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours
600	45	455	100	600

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	75.0%
Practical exam assessment percentage	25.0%
	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 to preparing their business development plan. Students taking this module will also need to reprise learning gained on previous modules relevant to their business idea and plan.

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 web sites and information gateways. The University Library web pages provide access to subject relevant resources and services and to the library catalogue. Many 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.

*Essential reading*

	Given the specificity attached to each business development plan, the reading will be tailored to the needs of each situation and individual. Some essential reading will be specified in the module handbook and on Blackboard at the start of the module. This is potentially subject to change at short notice and students should not purchase any text without the guidance of the module leader.
Indicative Reading List	Given the specificity attached to each business development plan, it is not appropriate to suggest indicative texts for this module.

<b>Part 3: Assessment</b>	
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 bring them to their practice.</p> <p>Action Research Groups will provide constructive challenge and formative feedback and enhance learning.</p> <p>Grounded in rigorous business research, the business development plan brings together a strategy to achieve specific business goals and the key elements that will help the business to achieve these within a given time-frame. These are likely to include but are not limited to: value proposition and business model, strategic marketing plan, human resources and management structure, financial structure, sales planning, and financial and (where appropriate) investment planning.</p> <p>The presentation and viva voce will assess the student's ability to organise their thinking and present their proposition clearly and effectively and to respond convincingly to constructive challenge.</p> <p>The critical reflection and evaluation will demonstrate the student's ability to engage with and learn from feedback and to apply this learning in different complex contexts.</p>

Identify final assessment component and element	<b>Component A1</b>	
% weighting between components A and B (Standard modules only)	<b>A:</b>	<b>B:</b>
	<b>100</b>	
<b>First Sit</b>		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
1. Viva voce/presentation of business development plan	25%	
2. Business development plan (10,000 words)	50%	
3. Critical reflection and evaluation (4,000 words)	25%	
Component B Description of each element	Element weighting (as % of component)	

<b>Resit (further attendance at taught classes is not required)</b>	
Component A (controlled conditions) Description of each element	Element weighting (as % of component)

1. Viva voce/presentation of business development plan	25%
2. Business development plan (10,000 words)	50%
4. Critical reflection and evaluation (4,000 words)	25%
<b>Component B</b> <b>Description of each element</b>	<b>Element weighting</b> <b>(as % of component)</b>
<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>	