

MODULE SPECIFICATION PROFORMA

Module Title:	Business Idea Development	Level:	4	Credit Value:	20
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Module code:	BUS439	Is this a new module?	No	Code of module being replaced:	N/A
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Cost Centre(s):	GAMG	JACS3 code:	N100
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With effect from:	September 17
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School:	Business	Module Leader:	David Potter
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Scheduled learning and teaching hours	30 hrs
Guided independent study	170 hrs
Placement	0 hrs
Module duration (total hours)	200 hrs

Programme(s) in which to be offered	Core	Option
BSc (Hons) Digital Enterprise and Innovation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>

Pre-requisites

Office use only

Initial approval: September 14

Date of revision: February 17 (to incorporate new programmes)

Version: 2

MODULE SPECIFICATION PROFORMA

Module Aims
1. Students are required to select a commercial, public sector business or social enterprise venture idea and actively begin its development 2. To assign roles to individuals team members in a systematic and democratic way 3. To work through all of the steps required to actively create a new business or social enterprise venture 4. To develop ability to self-evaluate in terms of personal skills and qualities.

Intended Learning Outcomes
Key skills for employability KS1 Written, oral and media communication skills KS2 Leadership, team working and networking skills KS3 Opportunity, creativity and problem solving skills KS4 Information technology skills and digital literacy KS5 Information management skills KS6 Research skills KS7 Intercultural and sustainability skills KS8 Career management skills KS9 Learning to learn (managing personal and professional development, self-management) KS10 Numeracy

At the end of this module, students will be able to		Key Skills	
1	Identify the steps required to commence a small business venture or social enterprise	KS1	
2	Evaluate the importance of roles and delegation within a team-based business environment	KS2	
3	Explain market research concepts and evaluate their importance	KS1	
4	Explain the applicability of specific internet-based software tools	KS4	

Derogations

N/A

Assessment:

Indicative Assessment One:

Students will be required to attend an individual thirty-minute oral examination. Within the examination they will be asked a number of probing questions relating to what they have learnt about how to create and develop a business venture. This will include but not be limited to their understanding of the academic context for entrepreneurship, their practical experience of undertaking this in practice; their critical reflection of what worked well, what didn't and why and their evaluation of the value/benefit from adopting certain processes and personality traits within new business development.

Indicative Assessment Two:

Students will be required to work together in groups to develop a single page poster presentation that summarises their business idea. Their task will then be to present and summarise this poster back to the tutor and the remaining group of students. The team will use the poster as a basis to sell the potential for the business back to the group. The presentation will last for a maximum of thirty minutes, ten minutes of which will include answering questions from the group.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)	Duration (if exam)	Word count (or equivalent if appropriate)
1	1,2	Oral Assessment	60%	30 mins	N/A
2	3,4	Poster Presentation	40%	N/A	N/A

Learning and Teaching Strategies:

Main theme digital lectures to introduce students to the underlying theoretical principles of the module, illustrated by contemporary examples of relevant business ventures (i.e. technology start-ups).

As per *Business Idea Generation and Innovation*, think-tank sessions will again be scheduled to explore more business ideas in detail. The think-tank sessions will be facilitated by the tutor and delivered by a guest speaker. These content of these sessions will be directed more towards the experience of how businesses get developed, the pitfalls and what are required to overcome them.

Students will again progress by working in small teams to apply the lecture material to their own potential business scenarios. These sessions will be facilitated and supported by the tutor. Students develop experience and understanding of teamwork, the need for different team roles and leadership. Group tutorials and experiential exercises will again be used to encourage wider discussion of the lecture topics and for students to gain confidence in thinking creatively and commercially.

Guided independent study, which engages in exploring the themes of creativity, entrepreneurship and online venture creation will enhance the shared learning experience.

Syllabus outline:

1. An overview of small business ownership
2. Group formations and team roles
3. The fundamentals of market research
4. Advanced use of Wordpress and Buddypress
5. An introduction to competitive intelligence

Bibliography:

Essential reading

Williams, S. (2012) *The Financial Times Guide to Business Start Up 2013*, FT Publishing International; 8 edition. ISBN-10: 0273778757 ISBN-13: 978-0273778752.

Stross, R. (2013) *The Launch Pad: Inside Y Combinator, Silicon Valley's Most Exclusive School for Startups*, Penguin. ISBN-10: 1591845297 ISBN-13: 978-1591845294.

Other indicative reading

Textbooks

Sharp, S. (2009) *Competitive Intelligence Advantage: How to Minimize Risk, Avoid Surprises, and Grow Your Business in a Changing World*, Wiley. ISBN-10: 0470293179 ISBN-13: 978-0470293171.

Collins, J. (2001) *Good to Great*, Random House Business. ISBN-10: 0712676090 ISBN-13: 978-0712676090.

Journals

Journal of Business Venturing.
 Journal of Small Business Management
 Journal of Research in Marketing & Entrepreneurship
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