

MODULE SPECIFICATION FORM

Module Title: Business Idea Development	Level: 4	Credit Value: 20
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Module code: BUS439 (if known)	Cost Centre: GAMG	JACS2 code: N100
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Trimester(s) in which to be offered: Trimester 2 (F/T 2 year) Semester 2 (F/T 3 year)	With effect from: September 2014
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Office use only: To be completed by AQSU:	Date approved: September 2014 Date revised: - Version no: 1
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Existing/New: New	Title of module being replaced (if any): BUS419 Business Idea Development II
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Originating Academic Department:	Business and Management	Module Leader:	Prof Chris Jones
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Module duration:	200 hours	Status: core/option/elective (identify programme where appropriate): Core
Scheduled learning & teaching:	30 hours	
Independent study:	170 hours	
Placement hours	0	

see additional information attached for further guidance

Programme(s) in which to be offered: BSc (Hons) Entrepreneurship	Pre-requisites per programme (between levels): None
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Module Aims:

1. Students are required to select a business idea and actively begin its development as a business venture
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 venture
4. To develop ability to self-evaluate in terms of personal skills and qualities.

Expected Learning Outcomes:

At the end of this module, students will be able to:

Knowledge and Understanding:

1. Identify the steps required to commence a small business venture (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)

Key skills for employability

1. Written, oral and media communication skills
2. Leadership, team working and networking skills
3. Opportunity, creativity and problem solving skills
4. Information technology skills and digital literacy
5. Information management skills
6. Research skills
7. Intercultural and sustainability skills
8. Career management skills
9. Learning to learn (managing personal and professional development, self management)
10. Numeracy

Assessment:

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

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.

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*, 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. The 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.

Background 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

Industrial Marketing Management

Technovation