1. **Title of the module**

BUSN6010 (CB6010) Entrepreneurship

1. **School or partner institution which will be responsible for management of the module**

Kent Business School

1. **The level of the module (Level 4, Level 5, Level 6 or Level 7)**

Level 6

1. **The number of credits and the ECTS value which the module represents**

15 credits (7.5 ECTS)

1. **Which term(s) the module is to be taught in (or other teaching pattern)**

This module is to be taught as part of the new Chartered Manager Degree Apprenticeship which will be delivered by a part-time blended learning approach

1. **Prerequisite and co-requisite modules**

None

1. **The programmes of study to which the module contributes**

BSc Management as part of the Chartered Manager Higher and Degree Apprenticeship

1. **The intended subject specific learning outcomes.  
   On successfully completing the module students will be able to:**

8.1 demonstrate a systematic understanding of the pathways for becoming an entrepreneur in a wide array of settings including large organisation, start-ups, universities, government, intermediaries and society;

8.2 critically evaluate – by making use of scholarly reviews and primary sources – the processes and organisational forms involved in co-creating value to solve complex challenges in collaboration with different types of entrepreneurs;

8.3 deploy accurately established knowledge and techniques of analysis and enquiry to manage innovation entrepreneurially in a knowledge based economy;

8.4 develop an entrepreneurial mind-set by understanding and applying key debates in the areas of entrepreneurial opportunity, motivation, marketing and finance.

1. **The intended generic learning outcomes.  
   On successfully completing the module students will be able to:**

9.1 work in interdisciplinary areas relating theories from different subjects;

9.2 self-manage their learning;

9.3 communicate effectively through oral presentations and written documents;

9.4 work with others efficiently and effectively;

9.5 apply numeracy and IT skills appropriately.

1. **A synopsis of the curriculum**

This module facilitates the development of an entrepreneurial mind-set, and equips students with necessary cutting-edge knowledge and skills vital for generating value in a knowledge based economy. The curriculum will include the following areas of study:

* Broader application of entrepreneurship
* Co-creation as a new form of generating value in an innovation ecosystem.
* Managing innovation entrepreneurially
* Entrepreneurial opportunity
* Entrepreneurial Motivation
* Entrepreneurial Marketing
* Entrepreneurial Finance – Finance fuels entrepreneurship.

1. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**

Aal, K., L. Di Pietro, B. Edvardsson, M. F. Renzi, and R. Guglielmetti Mugion. (2016). Innovation in service ecosystems: an empirical study of the integration of values, brands, service systems and experience rooms. *Journal of Service Management* 27(4):619–651.

Nätti, S., S. Pekkarinen, A. Hartikka, and T. Holappa. (2014). The intermediator role in value co-creation within a triadic business service relationship. *Industrial Marketing Management* 43(6):977–984.

Parhankangas, A., and M. Ehrlich. (2014). How entrepreneurs seduce business angels: An impression management approach. *Journal of Business Venturing* 29(4):543–564.

Perks, H., Gruber, T. & Edvardsson, B. (2012). Co-creation in radical service innovation: A systematic analysis of microlevel processes. *Journal of Product Innovation Management*, 29(6), 935–951.

Ramaswamy, V., and F. Gouillart. (2010). Building the co-creative enterprise. *Harvard Business Review* 88(10):100–109.

Sarasvathy, S.D. et al. (2010). Three Views of Entrepreneurial Opportunity. *In Handbook of Entrepreneurship Research. An Interdisciplinary Survey and Introduction*. pp. 77–96.

Shane, S. and Venkataraman, S., (2000). The Promise of Entrepreneurship as a Field of Research. *The Academy of Management Review* 25, (1), 217 – 226

1. **Learning and teaching methods**

The total study time for this module is 150 hours incorporating online e-learning, work-based experience and private study.

Teaching is delivered as a blended learning approach. VLE-delivered E-activities, VLE-delivered practicals and work activities serve to reinforce material presented online and also relate directly to the learning objectives. These are specifically based on enabling students to relate their theoretical knowledge to the workplace in a variety of industries.

Work-based experience serves to reinforce and provide real-life context to the material being delivered in the module.

1. **Assessment methods**
   1. Main assessment methods

Group Presentation (20%)

Group Report (2000 words) (20%)

Examination, 2 hours (60%)

13.2 Reassessment methods

Reassessment Instrument: 100% exam

1. **Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section12) and methods of assessment (section 13)**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | *8.1* | *8.2* | *8.3* | *8.4* | *9.1* | *9.2* | *9.3* | *9.4* | *9.5* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |
| Private Study | × | × | × | × | × | × |  |  | × |
| Teaching | × | × | × | × | × | × | × | × | × |
| Workplace assignment | × | × | × | × | × | × | × | × | × |
| **Assessment method** |  |  |  |  |  |  |  |  |  |
| Examination | × | × | × | × | × | × | × | × | × |
| Group Case Study |  | × | × |  |  | × | × | × | × |
| Group Presentation | × | × | × |  | × | × | × | × | × |

1. **Inclusive module design**

The School recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

a) Accessible resources and curriculum

b) Learning, teaching and assessment methods

1. **Campus(es) or centre(s) where module will be delivered**

Blended learning, Medway, Canterbury, Employer

1. **Internationalisation**

Emerging co-creation initiatives and knowledge based interactions have a strong internationalisation focus, particularly due to the complexity of global challenges that cannot be solved in-house, requiring close collaboration between diverse entrepreneurs from different countries. The students will be asked to develop a case study of a co-creation initiative, in which they will have the opportunity to select one with a global focus.

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**Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

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| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of the delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
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Revised FSO Jan 2018