1. **Title of the module**

BUSN5019 (CB5019) New Enterprise Development

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 5

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 associated with Chartered Manager Degree (Level 6), Operations/Departmental Manager (Level 5) and Junior Management Consultant (Level 4)

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

8.1 develop a viable business plan for establishing a new business venture or introducing innovation (e.g. new product/ service/ process/ business / project development) in an established organisation.

8.2 discover and/or create opportunities to generate value to potential customers.

8.3 conduct research necessary to gain in-depth knowledge required to develop a business plan.

8.4 devise a marketing plan to generate value to customers.

8.5 design a plan to operationalise a business model.

8.6 develop an effective financial plan for a business and evaluate its viability.

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

9.1 understand the specific skills required to successfully establish and operate a new enterprise, project or business unit etc.

9.2 cooperate with others in the acquisition, development and application of useful information.

9.3 communicate effectively using appropriate media.

9.4 organise own time and effort to use available resources efficiently.

1. **A synopsis of the curriculum**

This module is designed to provide students across the university with access to knowledge, skill development and training in the field of entrepreneurship with a special emphasis on developing a business plan in order to exploit identified opportunities. Hence, the module will be of value for students who aspire to establishing their own business and/or introducing innovation through new product, service, process, project or business development in an established organisation. The module complements students’ final year projects in Computing, Law, Biosciences, Electronics, Multimedia, and Drama etc.

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

Burns P. (2014). *New venture creation: a framework for entrepreneurial start-ups*, Basingstoke, Hampshire: Palgrave Macmillan.

Grant R.M., (2016). *Contemporary strategy analysis*, Chichester, West Sussex: Wiley.

Osterwalder A., Pigneur Y. and Clark T. (2010) *Business model generation: a handbook for visionaries, game changers, and challengers*, Hoboken, New Jersey: John Wiley & Sons.

Williams S. (2016). *The Financial Times guide to business start up* 2016, Harlow, England: Pearson

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 Report (1,500 words) (30%)

Individual Report (3,000 words) (70%)

* 1. Reassessment methods

Reassessment Instrument: 100% coursework

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* | *8.5* | *8.6* | *9.1* | *9.2* | *9.3* | *9.4* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |
| *Private Study* | **×** | **×** | **×** | **×** | **×** | **×** | **×** | **×** | **×** | **×** |
| *Teaching* | **×** | **×** | **×** | **×** | **×** | **×** | **×** | **×** | **×** | **×** |
| *Work based experience* |  |  |  |  |  |  | **×** | **×** | **×** | **×** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |
| *Group Report* | **×** | **×** |  |  |  |  | **×** | **×** | **×** | **×** |
| *Individual report* | **×** | **×** | **×** | **×** | **×** | **×** | **×** | **×** | **×** | **×** |

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**

Medway

1. **Internationalisation**

The students could chose to develop their business plan for internationalisation in their individual report. The learning on researching and developing a business model that comprises designing a business concept, and developing marketing, operation, and financial plans – leading to the development of a business plan – could be applied to generate optimum value through internationalisation.

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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.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 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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