

UNIVERSITY OF KENT

Module Specification

- 1. The title of the module**
CB 613 Enterprise
- 2. The School which will be responsible for management of the module**
Kent Business School
- 3. The Start Date of the Module**
September 2004
- 4. The number of students expected to take the module**
50
- 5. Modules to be withdrawn on the introduction of this proposed module and consultation with other relevant Schools and Faculties regarding the withdrawal**
None
- 6. The level of the module (eg Certificate [C], Intermediate [I], Honours [H] or Postgraduate [M])**
H (FHEQ level: 6)
- 7. The number of credits which the module represents**
15
- 8. Which term(s) the module is to be taught in (or other teaching pattern)**
The module will be taught in Term 2
- 9. Prerequisite and co-requisite modules**
None
- 10. The programmes of study to which the module contributes**
BBA
- 11. The intended subject specific learning outcomes and, as appropriate, their relationship to programme learning outcomes**
By the end of this module the participants will have achieved the following subject specific learning outcomes and will be able to:
 - Explain the role and relevance of small businesses within the UK economy
 - Discuss the issues that impact on the potential survival and growth of SMEs and social enterprises in the context of UK and EU political and economic policies
 - Explain the differences in strategy for survival and growth between large and small firms, and how management processes differ from those used to manage larger organisations
 - Understand and explain the impact that creating enterprising and innovative cultures can have on organisations.

- Understand the process of planning a new venture, the main problems and issues faced by owner-managers of new and small firms, and the business skills required.

The above learning outcomes relate to the following listed knowledge and understanding learning outcomes and will involve the use and development of all the listed subject specific skills for the programme.

Knowledge and understanding of:

- Organisations, their environment, and their management
- Contemporary and pervasive issues
- European and international developments relevant to management
- The ability to critically evaluate arguments and evidence

12. The intended generic learning outcomes and, as appropriate, their relationship to programme learning outcomes

By the end of the programme the participants will have covered the following generic learning outcomes and will be able to:

- Examine and discuss the main underlying concepts and issues relating to entrepreneurship and the establishment and survival of new businesses
- Understand and explain the characteristics of the SME sector and its relevance to the modern economy
- Understand the significance of the entrepreneurial culture to the changing 21st Century socio-economic structure

The understanding and application of enterprise is being seen as a university-wide transferable skill. The module will also contribute to the acquisition of the listed transferable skills of the programme apart from those concerned with numeracy and IT. The learning outcomes will also facilitate the development of the following Intellectual and Subject-specific skills associated with the BBA programme:

- Analyse and draw reasoned conclusions concerning problems
- Identify formulate and solve business problems using appropriate quantitative and qualitative tools
- Create, evaluate and assess options in a range of business situations, applying concepts and knowledge appropriately
- Communicate effectively, orally and in writing, about business issues.

13. A synopsis of the curriculum

The curriculum will include the following areas of study:

- Factors that have influenced the growth of the enterprise culture in the UK

- The role and relevance of SMEs in the UK economy, varying definitions of SMEs, statistical information. Government policies, initiatives, & support agencies.
- Are entrepreneurs made or born? Can enterprise skills be taught or learned? Are entrepreneurs different from other managers? Characteristics of an entrepreneur - case study examples.
- Enterprise and innovation development in organisations, and the role of graduates in innovation. Protecting ideas & intellectual capital.
- The planning process for starting a new venture – risks & liabilities, problems & pitfalls, potential profit & success. Business plan format and content, information required by potential lenders
- Funding the new enterprise, venture capital, exit strategies..
- Surviving the early stages of business development. Failure rates in new and small enterprises. Barriers to growth & development.
- Differences in attitudes, objectives, skill requirements and business strategies between small and large firms. Does the management process impede entrepreneurial flair?
- Growth strategy options. The culture shift from operational to strategic thinking.
- Political & ethical dilemmas – the conflict between government aspirations for employment growth and the burden of red tape and legislation.
- Corporate enterprise – creating enterprise cultures in larger organisations and the public sector

14. Indicative Reading List

Main texts:

Beaver, G., (2002), *Small Business, Entrepreneurship and Enterprise Development*. FT Prentice Hall, ISBN 01273651056

Butler, D., (2001), *Business Development: a guide to small business strategy* Butterworth Heinemann, ISBN 0750652470

Kirby, D.A., (2003), *Entrepreneurship*. McGraw Hill, ISBN 0077098587

Wider reading:

Bennett, R. *Small Business Survival* Natwest (1998) 2nd Ed. ISBN 027365654

Bolton, B. and Thompson, J., (2000), *Entrepreneurs - Talent, Temperament, Technique*. Butterworth Heinemann, ISBN 0750646233

Bridge, S. O'Neill, K. and Cromie, S., (2003), *Understanding Enterprise, Entrepreneurship & Small Business*. Macmillan, 2nd ed ISBN 033398465X

Burns, P. and Dewhurst, J., (1996), *Small Business & Entrepreneurship*. Macmillan 2nd ed, ISBN 0333645871

Butler, D *Business Planning – a guide to business start-up* (2000) Butterworth Heinemann, ISBN 075064706X

Carlock, R.S. and Ward, J.L., (2001), *Strategic Planning for the Family Business*. Palgrave, ISBN 0333947312

Carter, S. and Jones-Evans, D., (2000), *Enterprise and Small Business - Principles, Practice and Policy*. FT Prentice Hall, ISBN 0201398524

Chaston I, & Mangles T. (2002) *Small Business Marketing Management* Palgrave ISBN 0333645871

Coulter, M., (2003), *Entrepreneurship in Action*. FT Prentice Hall, ISBN 0131011014

Deakins, F. *Entrepreneurship & Small Firms*. McGraw Hill (2002) 3rd Ed. ISBN 00771232729

Stokes, D., (1998), *Small Business Management - a case study approach*. Letts, 3rd ed. ISBN 1858053706

Storey, D., (1994), *Understanding the Small Business Sector*. Thompson, ISBN 0415100380

Westall, A., (2000), *Micro Entrepreneurs - creating enterprising communities*. Inst Public Policy Research, ISBN 1860301436

Wickham, P.A., (2004 new edition), *Strategic Entrepreneurship*. FT Prentice Hall, ISBN 0273682261

International Small Business Journal - Periodical (Templeman Library location HD 28.19)

15. Learning and Teaching Methods, including the nature and number of contact hours and the total study hours which will be expected of students, and how these relate to achievement of the intended learning outcomes

This module will be delivered via a series of 1-hour lectures, and 1-hour seminars per week over a period of 12 weeks as part of a programme of 150 learning hours for the module. In addition to the two hours per week of contact time, each student will be expected to spend an average of 10 hours per week in directed study, reading and assignment preparation. Teaching methods will include lectures, interactive class discussion, case studies and exercises, and students will be expected to undertake wider reading in order to contribute to the learning processes. The course lectures and the programme of wider reading and private study are intended to provide the factual framework of the course by delivering the essential data and information that will enable course participants to make positive and informed contributions to the seminars. The seminars will provide the opportunity for interactive discussion of ideas and concepts that relate to the module learning outcomes, and to gain a critical perspective of the subject in preparation for the assessment.

16. Assessment methods and how these relate to testing achievement of the intended learning outcomes

Formal assessment of the module will be by means of a two 2500-word assignments in which the participants will be expected to demonstrate a critical understanding of the module learning outcomes. The first assignment will focus on the learning outcomes relating to the broader economic, social and political aspects of small firms and enterprise development, including aspects of the role of SMEs in the national economy, the impact of bureaucracy on SMEs, government policy and intervention, and enterprise support mechanisms and their efficacy. The second examine the importance of entrepreneurial skills and attitudes to organisations, intrapreneurship, the process of establishing a new business, and issues relating to funding, long-term growth, and survival.

17. Implications for learning resources, including staff, library, IT and space

Staff time for the hour indicated above. Library resources sufficient for up to 50 students as indicated in indicative reading; no particular IT requirements; one room holding 50 students plus one other for up to 25 students to allow the group to be divided for two seminars that will be delivered consecutively following the lecture.

18. A statement confirming that, as far as can be reasonably anticipated, the curriculum, learning and teaching methods and forms of assessment do not present any non-justifiable disadvantage to students with disabilities

This is confirmed.

Statement by the Director of Learning and Teaching: "I confirm I have been consulted on the above module proposal and have given advice on the correct procedures and required content of module proposals"

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Director of Learning and Teaching

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Date

Statement by the Head of School: "I confirm that the School has approved the introduction of the module and will be responsible for its resourcing"

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Head of School

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Date