

**1. Minor Pathway Title(s):**

**Entrepreneurship**

**2. Awarding body or institution:**

University of Leicester

**3. a) Mode of study:** Full-time

**b) Type of study:** Campus-based

**4. Registration periods:**

The normal period of registration is three years

The maximum period of registration is five years

**5. Typical entry requirements:**

Not applicable. No entry requirements for the minor.

**6. Accreditation of Prior Learning:**

No accredited prior learning

**7. Programme aims:**

The programme aims to:

***Enable learners to have a critical comprehension of, and ability to evidence, entrepreneurial theory and practice, including:***

- entrepreneurial mindset, capability; and effectiveness;
- critical thinking applied to entrepreneurial contexts;
- a comprehension of entrepreneurship, intrapreneurship, innovation, social networking, and leadership;
- team working skills to a range of entrepreneurial activities and problems;
- higher level enterprise and innovation skills of value to an employer in the public, private, and third sectors.

Via demonstration of:

- evidence of developing reflexivity and emotional intelligence in an entrepreneurial context;
- a critical and reflective comprehension of leadership capabilities in relation to the improvement of entrepreneurial capacities of others;
- a clear comprehension of a range of business activities and the enterprise environment;
- a critical and reflective comprehension of the range of specialised skills relevant to entrepreneurial activity in order to develop business enterprise and innovations;
- an evaluation of the planning, development and implementation of investigative strategies in relation to entrepreneurial activity;
- an ability to research and disseminate information from reliable and accurate sources and reference sources correctly.

## 8. Reference points used to inform the programme specification:

- University of Leicester Learning and Teaching Strategy 2011-2016
- University of Leicester Periodic Developmental Review Report
- External Examiners' reports (annual)
- University of Leicester, Code of Practice on the Development, Approval and Modification of Taught Provision
- University of Leicester Student Enterprise Delivery Strategy
- University of Leicester Undergraduate General Regulations, 2008
- University of Leicester Qualifications Framework
- Programme Approval documentation
- University of Leicester guidance on APL

### External:

- National Qualifications Framework
- Higher Education credit framework for England: guidance on academic credit arrangements in higher education in England. August 2008. QAA, UUK, Guild HE.
- A Framework for Qualifications of the European Higher Education Area. Bologna Working Group on Qualifications Frameworks. ISBN 87-91469-54-6
- UK HE Europe Unit guidance on the relationship between national arrangements for credit in HE in England and the European Credit Transfer System. Europeunit, UUK.
- QAA Benchmark Statement for business and management 2015
- QAA Enterprise and Entrepreneurship Education 2012 Guidance for UK HEPs.
- Fdf Development and Qualifications in Leadership and Management
- Specialist external advisor
- Management and Leadership Standards, Management Standards Centre, [www.management-standards.org](http://www.management-standards.org)

9. Programme Outcomes:

<b>Entrepreneurship.</b>		
<b>Intended Learning Outcomes</b>	<b>Teaching and Learning Methods</b>	<b>How Demonstrated?</b>
<b>(a) Discipline specific knowledge and competencies</b>		
<b>(i) Mastery of an appropriate body of knowledge</b>		
<ul style="list-style-type: none"> <li>➤ <b>Demonstrate knowledge and comprehension of a range of theories and concepts related to entrepreneurship, leadership and management</b></li> <li>➤ <b>Reflect on theory and explain how entrepreneurship enhances capacities and effectiveness</b></li> <li>➤ <b>Demonstrate knowledge and comprehension of the personal characteristics necessary in developing entrepreneurial mindsets</b></li> <li>➤ <b>Demonstrate comprehension of ethical practices in business and entrepreneurship</b></li> <li>➤ <b>Demonstrate knowledge of the policy and financial contexts of entrepreneurship</b></li> </ul>	<p>Lectures, Seminars, Online resources Reading list, Reflection, Group work Discussion Forums, Peer support, Independent research, Feedback from tutors and peers, active learning</p>	<p>Examination, Written Report, Reflective Diary, Development Plan, Presentations, Case Study Analysis, Construct Financial Statements, Real- World Based Problem Solving</p>

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<b>Intended Learning Outcomes</b>	<b>Teaching and Learning Methods</b>	<b>How Demonstrated?</b>
<b>(ii) Understanding and application of key concepts and techniques</b>		
<ul style="list-style-type: none"> <li>➤ Carry out an analytical approach to the macro-economic environmental influences on entrepreneurship</li> <li>➤ Define, using examples, the differences between leadership and management and how to adapt own styles/skills within the context of Entrepreneurial capacities</li> <li>➤ Comprehend the economic history of entrepreneurship in the context of contemporary challenges</li> <li>➤ Demonstrate the ability to differentiate between entrepreneurship, intrapreneurship, innovation, and business practice</li> </ul>	<p>Lectures, Seminars, Online resources Reading list, Reflection, Group work Discussion Forums, Peer support Independent research,</p>	<p>Examination, Written Report, Case Study Analysis, Essay, Reflective Diaries, Essays</p>
<b>(iii) Critical analysis of key issues</b>		
<ul style="list-style-type: none"> <li>➤ Apply problem solving and decision making techniques to assess the role of innovation in entrepreneurship</li> <li>➤ Analyse preferred team role and explain how this could be applied to a given situation</li> <li>➤ Analyse issues pertaining to a range of leadership and management styles</li> </ul>	<p>Lectures, Seminars, Online resources Reading list, Reflection, Group work Discussion Forums, Peer support Independent research</p>	<p>Written Report , Research Proposal and Project, Case Study Analysis</p>
<b>(iv) Clear and concise presentation of material</b>		
<ul style="list-style-type: none"> <li>➤ Present work in a professional and appropriate manner,</li> <li>➤ Summarise information into appropriate formats - academic and business</li> </ul>	<p>Lectures, Seminars, Online resources Reading list, Reflection, Group work Discussion Forums, Peer support Independent research, Tutor Feedback, Practice Use of Powerpoint</p>	<p>Examination, Written Report, Reflective Diary, Poster Presentation, Case Study Analysis, Construct Financial Statements</p>
<b>(v) Critical appraisal of evidence with appropriate insight</b>		

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<b>Intended Learning Outcomes</b>	<b>Teaching and Learning Methods</b>	<b>How Demonstrated?</b>
<ul style="list-style-type: none"> <li>➤ Assess how the broader business and economic environment influences entrepreneurial capacities and effectiveness</li> <li>➤ Evaluate the appropriateness of a range of leadership styles for particular groups or situations</li> <li>➤ Evaluate the benefits of networking skills</li> <li>➤ Critically reflect on problem-solving activities using appropriate knowledge of management, leadership, and entrepreneurship</li> </ul>	Lectures, Seminars, Online resources Reading list, Reflection, Group work Discussion Forums, Peer support Independent research, Tutor Feedback, Practice manipulation of data	Written Report, Poster Presentation, Reflective Diary and Development Plan
<b>(vi) Other discipline specific competencies</b>		
<ul style="list-style-type: none"> <li>➤ Demonstrate the acquisition of skills in entrepreneurship</li> <li>➤ Demonstrate the acquisition of skills in networking</li> <li>➤ Demonstrate skills in interpreting financial information</li> <li>➤ Demonstrate the application of a range of business and management tools to entrepreneurial challenges</li> </ul>	Lectures, Seminars, Online resources Reading list, Reflection, Group work Discussion Forums, Peer support Independent research, Practice manipulation of financial data, networking events	Reflective Diary and Development Plan, Innovation Project, Examination, Essay, Real-World Problem Solving
<b>(b) Transferable skills</b>		
<b>(i) Oral communication</b>		
<ul style="list-style-type: none"> <li>➤ Deliver clear and well-structured presentations</li> <li>➤ Demonstrate clarity in class discussions and group work</li> </ul>	Lectures, Seminars, Online resources Reading list, Reflection, Group work Discussion Forums, Peer support Independent research, Tutor Feedback, Practice Presentations	Presentations – practice and summative
<b>(ii) Written communication</b>		
<ul style="list-style-type: none"> <li>➤ Plan and prepare written work.</li> <li>➤ Communicate using different writing styles appropriate to both academic and professional audiences</li> </ul>	Lectures, Seminars, Online resources Reading list, Reflection, Group work Discussion Forums, Peer support Independent research, Tutor Feedback	Examination, Written Report, Reflective Diary, Poster Presentation, Case Study Analysis.
<b>(iii) Information technology</b>		

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<b>Intended Learning Outcomes</b>	<b>Teaching and Learning Methods</b>	<b>How Demonstrated?</b>
<ul style="list-style-type: none"> <li>➤ Use a variety of technologies to support and facilitate own learning and development</li> <li>➤ Manipulate IT to create a variety of materials to demonstrate learning undertaken</li> </ul>	Lectures, Seminars, Online resources Reading list, Reflection, Group work Discussion Forums, Peer support Independent research, Practice use of appropriate IT Tools and Software	Poster Presentation, Essay
<b>(iv) Numeracy</b>		
<ul style="list-style-type: none"> <li>➤ Manipulate raw data to create accurate financial records</li> <li>➤ Use numerical data to inform problem solving and decision making</li> </ul>	Lectures, seminars, practice papers, peer review, online materials, Practice Use of Excel	Examination, Written Report
<b>(v) Team working</b>		
<ul style="list-style-type: none"> <li>➤ Effectively Communicate and Collaborate in Group Learning</li> <li>➤ Identify preferred team role(s)</li> <li>➤ Demonstrate awareness of Leadership roles in collaborative learning</li> </ul>	Lectures, Seminars, Online resources Reading list, Reflection, Group work Discussion Forums, Peer support Independent research, Tutor Feedback, Use of Self-Assessment Tools	Reflective Diary and Development Plan, Real-World Problem Solving, Presentations
<b>(vi) Problem solving</b>		
<ul style="list-style-type: none"> <li>➤ Investigate problems identify and analyse options, apply decision making techniques to provide general solutions to problems</li> <li>➤ Use creative thinking to solve conceptual and real-world problems</li> </ul>	Case Study Analysis, Lectures, Seminars, Online resources Reading list, Reflection, Group work Discussion Forums, Peer support Independent research, in Class Practice Problem Solving Scenarios	Case Study Analysis, Innovation Project, Written Report, Examination, Real-World Problem Solving
<b>(vii) Information handling</b>		
<ul style="list-style-type: none"> <li>➤ Demonstrate the ability to collect, disseminate and summarise information from a range of sources</li> </ul>	Lectures, Seminars, Online resources Reading list, Reflection, Group work Discussion Forums, Peer support Independent research, Study Skills Sessions and Workshops	Written Report, Essay, Exam, Presentation, Real-World Problem Solving

Entrepreneurship.		
Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
<b>(viii) Skills for lifelong learning</b>		
<ul style="list-style-type: none"> <li>➤ Demonstrate evidence of developing a reflective capacity and emotional intelligence in relationships with others</li> <li>➤ Research information from a range of academic and professional sources</li> <li>➤ Develop skills in academic writing, referencing and research</li> </ul>	Lectures, Seminars, Online resources Reading list, Reflection, Group work Discussion Forums, Peer support Independent research, Tutor Feedback, Study Skills Sessions and Workshops	Reflective Diary and Development Plan, Essays, Written Report, Presentations, Real-World Problem Solving

#### 10. Excluded combinations and course transfers

##### a) Excluded combinations

N/A

##### b) Course transfers

Our policy is to accept student transfers into our BA Management Studies programme where they have successfully completed a first year on a similar programme at another university. We will vary this slightly for students wishing to transfer into this minor, so that they will need to have successfully completed modules elsewhere which map to Foundations of Entrepreneurship and Entrepreneurial Practices. Any transfers will be done on a case by case basis and obviously are also numbers dependent

#### 11. Criteria for award and classification

As defined in [Senate Regulation 5](#): Regulations governing undergraduate programmes of study.

#### 12. Progression points:

As defined in [Senate Regulation 5](#): Regulations governing undergraduate programmes of study.

In cases where a student has failed to meet a requirement to progress he or she will be required to withdraw from the course

#### 13. Key/extra features:

This programme will have 2 modules that include real world problem solving activities, i.e. an Independent Income Generation Project.

The programme will be capped at 55 students due to the nature and management of the Independent Income Generation Project

#### 14. Indications of programme quality

- Student and Staff feedback will be actively sought to inform development of teaching and learning materials and strategies.
- The programme will be subject to standard University quality assurance procedures.
- The programme will be subject to an annual development review (ADR).
- An external advisor will assist in the final development and external examiner reports will be carefully considered and appropriate actions or recommendations acted on in a timely manner

## **15. Summary of programme/pathway delivery and assessment:**

The Entrepreneurship minor pathway consists of 6 modules that total 90 credits. These are designed to introduce students to different aspects of business innovation and enterprise development; particularly models, skills, knowledge and competencies in entrepreneurship. These include networking and innovation skills, enterprise development, financial planning, management, and the development of leadership. Irrespective of the Major pathway studied, the knowledge and skills gained from this minor will help students improve their employability through problem-solving relevant to entrepreneurial and intrapreneurial activities in the private, public and third sector. This will settle graduates into work with the confidence that they have a good comprehension of how public, private, and third sector organisations use enterprise and innovation. Students will also be confident in applying their degree experience in their future employment. Content for the minor has been set in accordance with the QAA Subject benchmark statement for business and management studies 2015; in particular regard to the business innovation and enterprise development components. In addition to the QAA guidance on enterprise and entrepreneurship education 2012.

The teaching and learning strategies are designed to maximise active learning, interactivity, creativity, critical thinking, and real-world problem solving – it is these skills that contribute to a student's 'entrepreneurial mindset'. The minor programme will be multi-disciplinary and will emphasise the importance of business and economic history, sociology, economic geography, and public third sector organisation/management in addition to the general content of management and business studies as set out in the QAA Subject Benchmark Statement 2015. These will encourage students to think critically about their own ideas, accepted knowledge and practice, and to comprehend the social contexts within which entrepreneurship is located. Lectures will be informal and students will be encouraged to question and participate throughout. Small and whole group discussions and activities will be embedded in session planning and some sessions will include individual and small group research using the library and internet. Active learning promotes confidence and encourages independent learning so we believe that our students will develop subject specific and transferable employability quickly and effectively. These will include experimental and real-world problem-solving activities orientated around entrepreneurship fostered through an Independent Income Generational Project.

Assessment strategies will vary from the traditional written report and examination to reflective journals, diaries and poster presentations designed to test skills, knowledge and comprehension in imaginative and interesting ways. The Entrepreneurship Practices module for instance will enable students to apply the 'foundations of entrepreneurship' to real-world problem solving activities through an Independent Income Generation Project. This will allow students to experience real-world problem solving through the application of theoretical, empirical, and practice-based knowledge. Assessments will be placed throughout the course using a developmental approach that encourages self-reflection and a critical engagement with theory, research, and practice in entrepreneurship – these will be themed accordingly to 'inspiration', 'knowledge', and 'networking' categories.



**Appendix 1: Programme structure** (programme regulations)

CODE	MODULE TITLE	CREDIT VALUE	SEMESTER
MN1407	Foundations of Entrepreneurship	15	1 YR1
MN1408	Entrepreneurship Practices	15	2
MN2024	Entrepreneurial Environments	15	1 YR2
MN2025	Entrepreneurial Leadership	15	2
TBC	The Management & Shaping of Innovation	15	1 YR3
TBC	Design, Technology, and Entrepreneurship	15	2

**Appendix 2: Module specifications**

See module specification database <http://www.le.ac.uk/sas/courses/documentation>

## Appendix 3: Skills Matrix

### Programme Specification Appendix 2 Skills Matrix: **Entrepreneurship Minor Pathway** Date amended: July 2016

Programme Learning Outcomes	Foundations of Entrepreneurship	Entrepreneurship Practice	Entrepreneurial Environments	Entrepreneurial Leadership	Management & Shaping Innovation	Design, Technology, & Entrepreneurship
<b>(a) Discipline specific knowledge and competencies</b>						
<i>(vi) Other discipline specific competencies</i>						
Demonstrate the acquisition of skills in innovation					X	X
Demonstrate the acquisition of skills in networking		X		X	X	X
Demonstrate skills in interpreting financial information		X	X	X		
Demonstrate the application of a range of business and management tools		X		X	X	X
Demonstrate the ability to differentiate between entrepreneurship, intrapreneurship, innovation, and business practice	X	X		X	X	
<b>(b) Transferable skills</b>						
<i>(i) Oral communication</i>						
Deliver clear and well-structured presentations	X		X		X	X
Demonstrate clarity in class discussions and group work	X	X	X	X	X	X
<i>(ii) Written communication</i>						
Plan and prepare written work.	X	X	X	X	X	X
Communicate using different writing styles appropriate to both academic and professional audiences		X		X		X
<i>(iii) Information technology</i>						
Use a variety of technologies to support and facilitate own learning and development	X	X	X	X	X	X
Manipulate IT to create a variety of materials to demonstrate learning undertaken		X		X	X	X
<i>(iv) Numeracy</i>						
Manipulate raw data to create accurate financial records		X		X		
Use numerical data to inform problem solving and decision making		X		X		X
<i>(v) Team working</i>						
Effectively Communicate and Collaborate in Group Learning		X		X		X
Identify preferred team role(s)		X		X		
Demonstrate awareness of Leadership roles in collaborative learning		X		X	X	X
<i>(vi) Problem solving</i>						
Investigate problems identify and analyse options, apply decision making techniques to provide general solutions to problems		X		X		
Use creative thinking to solve conceptual and real-world problems	X	X	X	X	X	X
<i>(vii) Information handling</i>						
Demonstrate the ability to collect, disseminate and summarise information from a range of sources	X	X	X	X	X	X
<i>(viii) Skills for lifelong learning</i>						
Demonstrate evidence of developing a reflective capacity and emotional intelligence in relationships with others		X		X		
Research information from a range of academic and professional sources	X		X		X	X
Develop skills in academic writing, referencing and research	X		X		X	X