

1 Module 15 Introduction to Entrepreneurship

1.1 Headline information about the module

Module title	Introduction to Entrepreneurship
Module NFQ level (only if an NFQ level can be demonstrated)	8
Module number/reference	15
Parent programme(s) the plural arises if there are embedded programmes to be validated.	Bachelor of Arts (Hons) in Business Bachelor of Arts (Honours) in Business (HRM) Bachelor of Arts (Honours) in Business (Marketing)
Stage of parent programme	Stage 2
Semester (semester1/semester2 if applicable)	Semester 2
Module credit units (FET/HET/ECTS)	ECTS
Module credit number of units	5
List the teaching and learning modes	Full Time, Part Time, Blended
Entry requirements (statement of knowledge, skill and competence)	Learners must have completed the previous stage or equivalent.
Pre-requisite module titles	None
Co-requisite module titles	None
Is this a capstone module? (Yes or No)	No
Specification of the qualifications (academic, pedagogical and professional/occupational) and experience required of staff (staff includes workplace personnel who are responsible for learners such as apprentices, trainees and learners in clinical placements)	Lecturing staff are required to hold at least a master's degree in a business-related discipline and /or an equivalent professional qualification. Industry experience is very beneficial but is not a requirement.
Maximum number of learners per centre (or instance of the module)	100
Duration of the module	12 weeks
Average (over the duration of the module) of the contact hours per week (see * below)	3
Module-specific physical resources and support required per centre (or instance of the module)	<ul style="list-style-type: none"> Fully equipped classroom for lectures with capacity to hold at least 100 learners, including projection and video recording capability, internet access, and presentation software for use by the lecturer Tutorial rooms to accommodate 25 learners Online broadcasting and recording capability to stream and store lectures

Analysis of required learning effort		
*Effort while in contact with staff	Minimum ratio teacher / learner	Hours
Classroom and demonstrations	1/100	24
Monitoring and small-group teaching	1/25	10
Other (specify)	-	-
Independent Learning		
Directed e-learning (hours)		45
Independent Learning (hours)		46
Other hours		-
Work-based learning hours of learning effort		-
Total Effort (hours)		125

Allocation of marks (within the module)					
	Continuous assessment	Supervised project	Proctored practical examination	Proctored written examination	Total
Percentage contribution	100%	-	-	-	100%

1.2 Module aims and objectives

This module aims to engage learners to explore what is arguably one of the driving forces of the current global economic market. The module requires action learning. The module is designed to allow learners to synthesise learning gained from previous modules studied on the programme, applying this learning into devising a commercially viable business proposal.

Their findings are presented as a business plan proposal and oral presentation at the end of the semester. The module explains the entrepreneurship process as an ever-unfinished one, of becoming, but also as one that leads to the creation of sustainable growth within an organisation.

1.3 Minimum intended module learning outcomes

On successful completion of this module, learners are able to:

- (i) Recognise the entrepreneurial mindset
- (ii) Complete and interpret market research findings
- (iii) Complete a business plan proposal
- (iv) Consider strategic perspectives in enterprise development
- (v) Prepare, present and defend the business plan proposal.

1.4 Rationale for inclusion of the module in the programme and its contribution to the overall MIPLOs

This module enables learners to consider the importance of effective enterprise development in relation to the individual, community, national and global growth of an economy. It breaks down entrepreneurship into the various building blocks that contribute to a nation's wellbeing, from a social, commercial and public services perspective. Whether the intended outcome is for profit or not for profit, a commercial reality has to be adhered to and this module introduces the learner to each of the variables that have to be considered when exploring entrepreneurship as an owner / manager of a business or as an employee.

Modules at stage 1 and 2 do not have an NFQ level and so do not map directly to the Business Awards Standards. However, these modules give the learners the fundamental business knowledge they need to achieve the MIPLOs at award stage which is at level 8 on the NFQ. In that context this module supports the achievement of MIPLOs 1, 4, 5, 9, 10, and 13.

1.5 Information provided to learners about the module

Learners enrolled on this module initially receive a copy of the module descriptor, assessment briefs and assessment strategy. These materials are given directly by the lecturer but also by the year head as part of the Semester Schedule Handbook for stage 2 modules of the programme. All content is provided on Moodle as well as access to additional content through the library and online resources.

1.6 Module content, organisation and structure

This module is divided into the following segments to cover the module areas:

Understanding the entrepreneurial mind-set

- The revolutionary impact of entrepreneurship
- The individual entrepreneurial mind-set
- Corporate entrepreneurship mindset
- The social perspective and the global environment of entrepreneurship

Collecting and interpreting market research data

Launching entrepreneurial ventures

- Creativity and innovation
- Assessment of feasibility
- Methods to initiate ventures
- Funding

Essential features of the business plan

- Legal challenges in entrepreneurship
- Marketing aspects
- Financial statements
- Business plan preparation

Strategic perspectives in entrepreneurship

- Strategic growth
- Global markets
- Valuation in entrepreneurship

Presentation techniques

- Report writing
- Oral presentations
- Answering presentation questions

1.7 Module teaching and learning (including formative assessment) strategy

This module is specifically designed to develop the learner's awareness of the world of entrepreneurship. It is delivered through a series of lectures, role-plays in smaller tutorial groups, supporting videos, online resources and examples of best practice from the field of business. Guest speakers, who are entrepreneurs in their own right, are invited to share their experiences with the

learners. Formative feedback is given in tutorials and following the assignment submissions. The results of the assignments inform the tutorial sessions that follow.

1.8 Work-based learning and practice-placement

There is no work-based learning or practical placement in the module.

1.9 E-learning

Resources such as newspaper articles, blog posts and videos are made available to learners online for them to review as well as online resources available through the college library. Learners are also encouraged to view live streamed conferences and TED talks. Online classes and seminars are provided for learners undertaking the 'Blended Learning' courses.

1.10 Module physical resource requirements

The module requires a fully equipped classroom for lectures, with capacity to hold at least 100 learners, including projection and video recording capability, internet access and presentation software, and tutorial rooms to accommodate 25 learners. Online broadcasting and recording capability to stream and store lectures is also required. Library resources are also required for learners, as well as support premises such as the Learners' Union and restaurant.

1.11 Reading lists and other information resources

Primary Reading

Laverty, M. and Littel, C. (2020) *Entrepreneurship*. Houston, TX: OpenStax. Available at:

<https://openstax.org/details/books/entrepreneurship>

Scarborough, N.M. and Cornwall, J.R. (2019) *Essentials of entrepreneurship and small business management*, 9th edition. Harlow: Pearson Education.

Secondary Reading

Barringer, B.R. and Duane Ireland, R. (2018) *Entrepreneurship: Successfully Launching New Ventures*, Global Edition. New York: Pearson USA.

Bridge, S. and O'Neill, K. (2017) *Understanding enterprise: Entrepreneurs and small business*. New York: Macmillan International Higher Education.

Lanier, J. (2017) *Dawn of the new everything: a journey through virtual reality*. London: The Bodley Head.

O'Kane, B. (2017) *Starting a business in Ireland: a comprehensive guide and directory*. 7th edition. Dublin: Oak Tree Press.

Ross, A. (2017) *The industries of the future*. New York: Simon & Schuster.

Tidd, J. and Bessant, J. (2018) *Managing innovation: integrating technological, market and organizational change*. 6th edition. Hoboken, NJ; John Wiley & Sons Ltd.

Online Resources

www.entrepreneur.com/magazine/index.html

www.enterprise.gov.ie/

www.djei.ie/index.htm

www.citizensinformation.ie

www.registeracompany.ie

www.enterprise-ireland.com

www.localenterprise.ie

www.startups.ie

1.12 Specifications for module staffing requirements

For each instance of the module, one lecturer must be qualified to at least master's level in a business-related discipline and/or possess an equivalent professional qualification. Industry experience would be beneficial but is not a requirement.

1.13 Module summative assessment strategy

Coursework for this module, which is continuously assessed, accounts for 100% of the overall marks. 20% is allocated to a research report titled 'explore the entrepreneurial mind-set'. 60% is allocated to a business proposal including idea generation, industry, market and consumer current / new /future research. Learners must also demonstrate a realistic view of the feasibility of the proposal and clearly identify possible sources of finance. This is used as the basis for the third year Business Plan module. 20% is allocated to an oral presentation.

The assessed work breakdown is indicated in the table below:

No.	Description	MIMLOs	Weighting
1	Explore the current/new/future entrepreneurial mindset	(i)	20%
2	Complete a Business Plan Proposal	(ii) to (v)	60%
3	Presentation	(ii) to (v)	20%

1.14 Sample assessment materials

The sample assessment materials are included in a separate document.