*NOTES ABOUT THE USE OF THIS FORM:*

1. *This form is designed to be completed on a computer. Cells in the table below will expand to accommodate any amount of text … but we suggest that you keep the narrative as succinct as possible!*
2. *Please keep the use of formatting to a minimum. Importing formatted text onto a virtual learning platform presents challenges!*
3. *This form assumes that the “unit of learning” is a module. The module, in turn, would be included in a “course” (which is not referred to here). Each module will have a series of components which have been called “units” – they may be called something different in your design (like “weeks”, or “sections”) and you are free to change the terminology.*
4. *In the section about the authors of and contributors to the course, we have provided space for 5 co-authors (or co-contributors). If there were more than six people on the team, please add additional rows to the table.*
5. *Please ensure that you use student-friendly language. So the intended learning outcomes will be framed using the word “you”, and not “the student”. (This may be at odds with what you understand to be “academic” language. The aim, in online and blended learning, is to use language that includes the student to the greatest extent possible.)*
6. *Please note that module-level outcomes should be “overarching” outcomes onto which the unit-level outcomes map. You should have a few (maybe 4) module-level outcomes, and a very few (two or three at the most) unit-level outcomes for each unit.*
7. *The unit-level template should be copied so that there is a copy of the template for EACH unit/week/section. Thus, if there are 15 units/weeks/sections in a module, you will copy the template 14 times and complete each copy for one unit/week/section.*
8. *In the unit-level template, there is a space for a detailed description of student and teacher engagement with the unit. Here we would expect to see a “blow-by-blow” account of how the unit “hangs together”. What happens first? And then? What resources would students need to access for each part of the unit’s work? Where would they find these? Where is collaboration expected to happen? How is it scaffolded? And so on? What happens in class? What happens online? How do these elements build on each other? How long should students spend on each part of the unit?*

*This is NOT a list of things that students (or teachers) do. It is a* ***detailed description*** *of the* ***process****.*

*We have used a generic set of headings in the template. You are free to change the headings to suit the particular unit, but you are* ***not*** *free to ignore any of the required information.*

*Be sure, when completing the unit-level template to contextualise the content … by which we mean that content needs to be grounded in real life – even mathematical equations need to be demonstrably linked to real life! A student needs to know* ***why*** *they are engaging with the content.*

There are 2 templates on the following pages. The **Module-level template**should be completed once, and the **Unit-level template** should be completed in respect of each of the Units (or Sections, or Weeks) in the Module

MODULE-LEVEL TEMPLATE

|  |  |
| --- | --- |
| **Details of institution that has developed the module** | |
| Name of University | UNIVERSITY OF LAGOS, NIGERIA |
| Name of institutional contact | PROF. ABAYOMI SUNDAY ADEBISI |
| Email address of institutional contact | sadebisi@unilag.edu.ng |

|  |  |
| --- | --- |
| **Details of Creative Commons licence** (<https://creativecommons.org/licenses/>) | |
| Licence type | CC BY-NC-ND |

|  |  |
| --- | --- |
| **Details of the authors of/contributors to the course and their role** *(You can delete any sections that don’t apply.)* | |
| Original author (if applicable) | **DR. AYODELE IBRAHIM SHITTU** |
| Lead author (+ email address) | **ishittu@unilag.edu.ng** |
| *Responsible for:* | **Coordinating the activities of the group and review of MDF write-ups of authors.** |
| Co-author/co-contributor | **DR. OYEKUNLE YINUSA** |
| *Responsible for:* | **Topic content development unit 5-7 and editing and proof reading unit 1-4** |
| Co-author/co-contributor | **DR. BUKOLA AMAO-TAIWO** |
| *Responsible for:* | **Topic content development unit 1-4 and editing and proof reading unit 8-10** |
| Co-author/co-contributor | **MRS YAMA OMOKHOBA BLESSING** |
| *Responsible for:* | **Topic content development unit 8-10 and editing and proof reading unit 5-7** |

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| **Information regarding format of material to upload onto the OER Africa repository** | |
| Primary resource (Not PDF) | General Studies 307 – ENTREPRENEURSHIP AND BUSINESS INNOVATION STUDIES |
| Will a Moodle common cartridge be uploaded as well? | NO |

*(A Moodle common cartridge is a .ZIP file of your module – if it is created in Moodle – that can be imported into another university’s Moodle platform.)*

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| **Course details** | | | |
| Module title: | Entrepreneurship and Business Innovation Studies | | |
| Under- or Post-graduate? | UNDERGRADUATE | Year of study: | YEAR 3 |
| Class contact time (hours): | 20 | Number of credits: | 2 |
| Private/online study hours: | 20 | Number of weeks of study: | 10 |
| Total student learning hours: | 40 | Number of units of study: | 10 |

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| Programme(s) which might include this Module: | ENTREPRENEURSHIP STUDIES PROGRAMME |
| Pre-requisite student abilities and knowledge: | Students have basic understanding of the concept of entrepreneurship |
| Pre-requisite (or co-requisite) modules: |  |

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| Aim of the module: | Entrepreneurship development among students |
| Brief description of module: | The general objective of this module is to guide you through the process of creating and sustaining successful business. In specific terms, this module will lead you through nine steps of creating your business successfully. You will be empowered to identify “wicked” problems; identify and exploit entrepreneurial opportunities; develop innovative products and solutions; identify and penetrate your target market; as well as translate these into a commercially viable and sustainable enterprise. |

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| Intended learning outcomes: | *At the end of this* ***module****, you will be able to:*   1. To create a successful new business. |
| Indicative content: | General studies in entrepreneurship |
| Form of final/summative assessment: | Continuous Assessment = 40%  Examination = 60% |

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| **Assessment of module-level learning outcomes** | |
| Module-level learning outcome | Module assessment task |
| 1. You will be able to create a successful new business | Create and run a start-up business. |

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| **Significant features or elements of module** |
| The features of the module include:  Activities  E-tivities  Learning outcome  E-tutoring  Assessment task ( Group activity and Individual task) |

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| **Student profile in the context of this module:** | |
| What is the target group of students who would do this module? | Undergraduate students |
| What **skills** should a *student* have **already** mastered before starting this Module? | As a student, you must possess the skills such as;  Readiness to learn,  Team player, and  Commitment |
| What **prior knowledge** of the subject matter should a *student* have? | As a student, you must have a basic knowledge of the concept of entrepreneurship before starting engaging with this module. |

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| **Non-expert support:** | |
| What **skills** and **prior knowledge** of the subject matter  should *facilitators* have **already** mastered before starting to deliver this Module? | The facilitator should have good mastery of the subject matter and possess entrepreneurship skills. More so, the facilitator should have created a successful new business or start-up. |
| What **skills** do *support staff* need in order to support the delivery of this module? | Support staff should be a team player and be dedicated to the delivery of the module. |

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| **Quality assurance matters** | | |
| How will feedback on module be obtained from students? | Feedback will be obtained through the Learning Management System (LMS) where students will have access to evaluate the relevance of the module and the facilitator. Additionally, all work done and assessment tasks will be received at the backend which will form a robust feedback. | |
| How will student feedback be used to improve module? | Students’ feedback will be collated and analysed. The relevant feedback will be integrated for the purpose of enhancing the module and the delivery of the module. | |
| A certificate, signed by the university’s Head of Quality Assurance, confirming that the module meets the requirements of the PEBL QA rubric is attached. | | Yes  No |

UNIT/WEEK/SECTION-LEVEL TEMPLATE

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| **Unit-level overview** | | **Unit/week/section** |  |
| Topic name: | Problem identification | | |
| Aim of the topic: | The aim of this unit is to equip you with requisite skills required for identifying opportunities in your daily life and that of others in your community. | | |
| This topic covers: | * Opportunity Spotting * Opportunity Assessment * Opportunity Exploitation | | |
| Intended learning outcomes: | *At the end of this* ***topic****, you will be able to:*   1. Explain the steps to identifying a problem; 2. Identify opportunities in daily experiences 3. Synthesize value points in opportunities identified | | |

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| Overview of student activity: | You will go through the resource on how to identify a problem. As you read, you will make notes on the steps followed in identifying a problem. You will post the notes on the LMS group forum (20 min).  After posting your notes, you will read what two others have posted, summarize it, and use what you have learned to improve your notes (20 min).  After posting your final notes on how to identify a problem, you should observe in your local communities and apply the steps in identifying problems.  Thereafter, you will post the problem(s) identified on the LMS chat forum (20 min). |

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| **Constructive alignment of unit-level outcomes with module-level outcomes, learning activities, and assessment** *(Pressing <Tab> at the end of the table will provide additional rows in the table, if required.)* | | | |
| Intended unit learning outcomes: | No of module-level outcome | Activity where students engage with this outcome | Where and how is this outcome assessed? |
| ***At the end of this unit, you will be able to:*** | | | |
| 1. Explain the steps to identifying a problem; | 1 | You will read through and discuss the story “What One Can Invent” by Hans Christian Andersen  (https://pinkmonkey.com/dl/library1/tale122.pdf) | You will make a storyboard showing the pathway through which the poet identified sources of ideas by listening to the wise woman  The storyboard will be pasted on the LMS where your peers and the facilitator can view |
| 1. Identify opportunities in daily experiences | 1 | You will visit an identified company or business on campus  Ask customers for the areas of improvement they expect from your identified company | You will create a PowerPoint in your group stating the gaps observed in products, services, and processes |
| 1. Synthesize value points in opportunities identified | 1 | You will answer this Big Question.  What will a new business offer to compete favorably with the existing thriving businesses on campus? | Insights from the classroom discussion to answer the big question. |
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| Detailed explanation of ALL student and teacher engagement with the unit:  ***(This should be presented in the order that the activities take place. So if students do work* online *before* *coming to the lecture, that should be shown ahead of what happens in class.***  ***If there is more than one opportunity for face-to-face contact, or more than one online task, there should be a separate section for each instance, and they should be presented in the template in the same order that students encounter them.)***  ***Content*** *– such as lecture material – can EITHER be shown here OR added as* ***clearly identifiable*** *addenda to the document. If you plan to use addenda, you should ensure that these are cross-referenced in this section.)* | | | |
| Module-level outcomes addressed: creating a successful new business. | | | |
|  | | | |
| Purpose of the unit/week/section: In this unit, you will learn to identify opportunities in existing products, services and processes | | | |
|  | | | |
| Over to you: *(a description of the process of the section).* | | | |
| * Read through and discuss the story “What One Can Invent” by Hans Christian Andersen * In groups of 6 in an organised zoom meeting , discuss the ideas the wise woman shared * Brainstorm in teams to provide answer to the big question * Present your answers in teams to the class in a one minute video on the LMS | | | |
| Pre-topic activity: | | Number of hours | 20 minutes |
| * Read through and discuss the story “What One Can Invent” by Hans Christian Andersen | | | |
| Face to face time: *(if applicable)* | | Number of hours | 60 Minutes |
| * In groups of 6 in an organised zoom meeting, discuss the ideas the wise woman shared * Create a storyboard showing sources of ideas | | | |
| Online activity: | | Number of hours | 40 minutes |
| What should students do? | Present your answers in teams to the class in a one-minute video pasted on the LMS | | |
| Where do they do it? | On the LMS | | |
| By when should they do it? | A week after face-to-face session | | |
| E-moderator/tutor role | | | |
| * Providing course resource link * Putting students in teams * Facilitating brainstorming sessions * Redirecting student’s ideas and comment on the LMS * Conducting Student polls as feedback mechanism | | | |
| How are the learning outcomes in this unit assessed? | | Number of hours |  |
| The tutor will assess student insights and video quality in the one-minute videos pasted on the LMS. | | | |
| How does this section link to other sections of the module? | | | |
| The opportunity identification units help students to spot, assess and exploit opportunities for creating value on campus | | | |

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| = Total number of hours | 2 hours |

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| Which learning resources/ references will scaffold the students’ learning? | Read Story: <https://pinkmonkey.com/dl/library1/tale122.pdf>  Watch: <https://youtu.be/DIU822KwBPc> |
| How are students enabled to access the resources? | * Link to the resources will be pasted on the LMS * Print out of case can be provided to cater for students who have limited access to internet |
| Where in this unit are students expected to work collaboratively? | * In the brainstorming session * The videos will be presented in groups |
| How has an inclusive approach been incorporated in this unit? | * By providing the case story in hard copy, students who don’t have access to data ca benefit. * Tutor ensures that team composition is balanced in terms of gender and physical ability |
| How will feedback on unit be obtained from students? | * A poll will be conducted before and after the unit to show the extent to which student expectations were met |
| How will student feedback be used to improve unit? | * Insights from the students feedback polls will be used to define new ways of delivering the course. * By identifying areas of difficulty through the poll, tutor will look out for other methods of delivery that align with students learning style. |
| At which point(s) will students receive formative feedback on the work they have done in the unit? | * Feedback on this unit will be given on the LMS for students that submit based on the deadline |

END

UNIT/WEEK/SECTION-LEVEL TEMPLATE

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| **Unit-level overview** | | **Unit/week/section** | **2** |
| Topic name: | Economic Development Through Entrepreneurship | | |
| Aim of the topic: | You will be introduced to the subject of economic development and how it can be promoted using entrepreneurship as a policy tool | | |
| This topic covers: | The importance of entrepreneurship in economic growth and development. | | |
| Intended learning outcomes: | *At the end of this* ***topic****, you will be able to:*   1. Understand the importance of entrepreneurship in economic development; 2. Identify the link between businesses and economic growth and development; 3. Identify drivers of economic development on campus | | |

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| Overview of student activity: |  |

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| **Constructive alignment of unit level outcomes with module level outcomes, learning activities and assessment** *(Pressing <Tab> at the end of the table will provide additional rows in the table, if required.)* | | | |
| Intended unit learning outcomes: | No of module-level outcome | Activity where students engage with this outcome | Where and how is this outcome assessed? |
| ***At the end of this unit, you will be able to:*** | | | |
| 1. Understand the importance of entrepreneurship in economic development | 1 | You are required to watch a video linking entrepreneurship and economic development or a Subject Matter Expert is invited to speak to students | Reflect on what you have learned from the video and describe how it will impact on your entrepreneurship mindset as students |
| 1. Identify the link between businesses and economic growth and development; | 1 | You are rquired to study Drivers of economic development in Nigeria using the Global Entrepreneurship Monitor (GEM), NBS Reports and Fate Foundation State of Entrepreneurship in Nigeria Report | Summarize insights from the GEM monitor and share them on the LMS. Peers help each other to lookout for new insights they have not observed earlier |
| 1. Identify the link between businesses and economic growth and development; | 1 | You are to identify the sectoral contribution to the economic development of Nigeria in the Global Entrepreneurship Monitor (GEM), NBS Reports and Fate Foundation State of Entrepreneurship in Nigeria Report | Reflect on the prospects of the sectors driving the economy.  In groups of 6, Students reflect on the sector of the economy that has prospects and yet untapped |
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| Detailed explanation of ALL student and teacher engagement with the unit:  ***(This should be presented in the order that the activities take place. So if students do work* online *before* *coming to the lecture, that should be shown ahead of what happens in class.***  ***If there is more than one opportunity for face-to-face contact, or more than one online task, there should be a separate section for each instance, and they should be presented in the template in the same order that students encounter them.)***  ***Content*** *– such as lecture material – can EITHER be shown here OR added as* ***clearly identifiable*** *addenda to the document. If you plan to use addenda, you should ensure that these are cross-referenced in this section.)* | | | |
| Module-level outcomes addressed: | | | |
| This unit supports students understanding of how creating a successful new business supports economic development | | | |
| Purpose of the unit/week/section: | | | |
| To demonstrate the relationship between entrepreneurship and economic growth | | | |
| Over to you: *(a description of the process of the section)* | | | |
| * Students watch recommended video * In teams, students study the drivers of economic growth using the GEM and NBS reports * Students reflect on sectors of the economy with prospects yet untapped. | | | |
| Pre-topic activity: | | Number of hours | 40 Minutes |
| * Students watch recommended video * Students Study GEM and NBS reports | | | |
| Face to face time: *(if applicable)* | | Number of hours | 60 |
| Each team shares sectors of the economy and their ranking as drivers of economic development | | | |
| Online activity: | | Number of hours |  |
| What should students do? | Watch online video and download GEM and NBS on entrepreneurship and Economic development | | |
| Where do they do it? | On youtube | | |
| By when should they do it? | Before coming for face-to-face sessions | | |
| E-moderator/tutor role | | | |
| * Shares link to downloads and reports on LMS * Synthesises students insights based on videos and readings | | | |
| How are the learning outcomes in this unit assessed? | | Number of hours | 20 Minutes |
| Students create wordcloud of possible solutions to an identified problem in a sector of the economy | | | |
| How does this section link to other sections of the module? | | | |
| This units supports student’s understanding of the entrepreneurship ecosystem in Nigeria | | | |

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| = Total number of hours | 2 |

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| **Some important questions** | |
| Which learning resources/ references will scaffold the students’ learning? | Read: <https://www.legit.ng/1125968-entrepreneurship-development-nigeria-problems-prospect.html>  Read: (State of Entrepreneurship in Nigeria) <https://www.fatefoundation.org/download/2021soe/>  Watch: <https://youtu.be/aAWud9_g_Kc> |
| How are students enabled to access the resources? | Links will be posted in the LMS |
| Where in this unit are students expected to work collaboratively? | Students will work in teams to study the recommended reports in order to identify the drivers of economic development in Nigeria |
| How has an inclusive approach been incorporated in this unit? | Students have the opportunity to download the reports online.  To help students who have issues acquiring data, the tutor will share downloads on students’ WhatsApp group |
| How will feedback on the unit be obtained from students? | A poll will be conducted before and after the unit to show the extent to which student expectations were met |
| How will student feedback be used to improve the unit? | * Insights from the students feedback polls will be used to define new ways of delivering the course. * By identifying areas of difficulty through the poll, tutor will look out for other methods of delivery that align with students learning style. |
| At which point(s) will students receive formative feedback on the work they have done in the unit? | * Feedback on this unit will be given on the LMS for students that submit based on the deadline |

END OF UNIT/WEEK/SECTION-LEVEL TEMPLATE

*You should copy sufficient unit templates so that there is one for each unit of your module in the space below.*

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| **Unit-level overview** | | **Unit/week/section** | **3.** |
| Topic name: | Business Innovation | | |
| Aim of the topic: | To foster student’s understanding of Business Innovation | | |
| This topic covers: | * Importance of creativity and Innovation in business * Forms of Innovation * Phases of a successful Innovation | | |
| Intended learning outcomes: | *At the end of this* ***topic****, you will be able to:*   1. Identify innovative products and services in the community through a case study 2. Analyse triggers of innovation in Nigeria 3. Synthesise the barriers to innovation in Nigeria | | |

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| Overview of student activity: |  |

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| **Constructive alignment of unit level outcomes with module level outcomes, learning activities and assessment** *(Pressing <Tab> at the end of the table will provide additional rows in the table, if required.)* | | | |
| Intended unit learning outcomes: | No of module-level outcome | Activity where students engage with this outcome | Where and how is this outcome assessed? |
| ***At the end of this unit, you will be able to:*** | | | |
| 1. Identify innovative processes, products and services in the community through a case study | 1 | You are required to a study case study of business innovation (A global case)  You are required to create case study of business innovation in Nigeria in teams | Students case-study on local business innovation |
| 1. Analyse triggers of innovation in Nigeria | 1 | Students Brainstorm on the triggers of innovation in the in the local and global space | Student’s presentation on case studies on innovative products, services and products in the locality |
| 1. Synthesise the barriers to innovation in Nigeria | 1 | Students conduct interview with a manager of an innovative company through zoom to understand triggers of innovation | Insights from interviews will be synthesised in a class discussion session  Presented in powerpoint to be saved in the LMS |
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| Detailed explanation of ALL student and teacher engagement with the unit:  ***(This should be presented in the order that the activities take place. So if students do work* online *before* *coming to the lecture, that should be shown ahead of what happens in class.***  ***If there is more than one opportunity for face-to-face contact, or more than one online task, there should be a separate section for each instance, and they should be presented in the template in the same order that students encounter them.)***  ***Content*** *– such as lecture material – can EITHER be shown here OR added as* ***clearly identifiable*** *addenda to the document. If you plan to use addenda, you should ensure that these are cross-referenced in this section.)* | | | |
| Module-level outcomes addressed: | | | |
| ***This unit supports students journey to create a successful new business that will be innovative*** | | | |
| Purpose of the unit/week/section: | | | |
| To give students a clearer understanding of creativity and business innovation. | | | |
| Over to you: *(a description of the process of the section)* | | | |
| * Students study case study of business innovation (A global case) * Students create case study of business innovation in Nigeria in teams * Students Brainstorm on the triggers of innovation in the cases studied * Students conduct interview with a manager in an organisation to understand triggers of innovation in the Nigeria space. | | | |
| Pre-topic activity: | | Number of hours | 20 minutes |
| Students pre-read the global case study | | | |
| Face to face time: *(if applicable)* | | Number of hours | 60 minutes |
| Students create case study of innovative business in Nigeria | | | |
| Online activity: | | Number of hours | 20 minutes |
| What should students do? | Interview with a manger in a local organisation to understand the triggers of innovation in the local business | | |
| Where do they do it? | In the class | | |
| By when should they do it? | During a face-to-face session | | |
| E-moderator/tutor role | | | |
| * Serve as guide during the brainstorming session * Guide students in preparing insightful questions for visiting manager | | | |
| How are the learning outcomes in this unit assessed? | | Number of hours | 20 minutes |
| * Attendance during interview session * Participation and composure during the interview * What was your major take-away during the interview and in what ways will it influence your practice in the future? | | | |
| How does this section link to other sections of the module? | | | |
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| = Total number of hours | 2 hours |

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| **Some important questions** | |
| Which learning resources/ references will scaffold the students’ learning? | Read: GST Module  Read: Case Study on Business Innovation (<https://www.planbox.com/resources/unbossing-environment-novartis-genesis-labs/>)  Read: https://youmatter.world/en/definition/definitions-innovation-definition-types-examples/  Watch: https://youtu.be/6L\_ipFvVtWE |
| How are students enabled to access the resources? | Link to resources will be shared on the LMS |
| Where in this unit are students expected to work collaboratively? | Students will work in teams to prepare questions for visiting entrepreneur/manager |
| How has an inclusive approach been incorporated in this unit? | Students have the opportunity to download case studies online.  To help students who have issues acquiring data, the tutor will share downloads on students’ WhatsApp group |
| How will feedback on unit be obtained from students? | A poll will be conducted before and after the unit to show the extent to which student expectations were met |
| How will student feedback be used to improve unit? | * Insights from the student’s feedback polls will be used to define new ways of delivering the course.   By identifying areas of difficulty through the poll, tutor will look out for other methods of delivery that align with students learning style. |
| At which point(s) will students receive formative feedback on the work they have done in the unit? | Feedback on this unit will be given on the LMS for students that submit based on the deadline |

END OF UNIT/WEEK/SECTION-LEVEL TEMPLATE

*You should copy sufficient unit templates so that there is one for each unit of your module in the space below.*

UNIT/WEEK/SECTION-LEVEL TEMPLATE

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| **Unit-level overview** | | **Unit/week/section** | **4.** |
| Topic name: | Classifications of Innovation in Businesses | | |
| Aim of the topic: | Students to introduced to dimensions of innovation | | |
| This topic covers: |  | | |
| Intended learning outcomes: | *At the end of this* ***topic****, you will be able to:*   1. Describe the classification of innovation in business 2. Identify a successful innovation in the locality 3. Co-create various innovations required for students and the university | | |

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| --- | --- |
| Overview of student activity: |  |

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| --- | --- | --- | --- |
| **Constructive alignment of unit level outcomes with module level outcomes, learning activities and assessment** *(Pressing <Tab> at the end of the table will provide additional rows in the table, if required.)* | | | |
| Intended unit learning outcomes: | No of module-level outcome | Activity where students engage with this outcome | Where and how is this outcome assessed? |
| ***At the end of this unit, you will be able to:*** | | | |
| 1. Describe the classification of innovation in business | 1 | Students populate innovative products, services and processes in the public sector  Students classify the innovation based on the types of innovation learnt in the GST document | * Group blog article on case studies of examples of the types of innovation |
| 1. Identify a successful innovation in the locality | 1 | A brainstorming session to provide answer to the big question.  **Big Question:** Which of the identified innovations is the most successful. Why ?  Which innovation failed and why? | Students do three minute videos on cases of failed innovations. To be uploaded on the LMS |
| 1. Co-create various innovations required for students and the university | 1 | Students conduct interview among peers to find out areas in which students require innovative service.  Stages   1. What innovations are working 2. What innovations do students need to foster better learning experiences | A one page summary of findings and recommendation to the university authorities |
|  |  |  |  |

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| Detailed explanation of ALL student and teacher engagement with the unit:  ***(This should be presented in the order that the activities take place. So if students do work* online *before* *coming to the lecture, that should be shown ahead of what happens in class.***  ***If there is more than one opportunity for face-to-face contact, or more than one online task, there should be a separate section for each instance, and they should be presented in the template in the same order that students encounter them.)***  ***Content*** *– such as lecture material – can EITHER be shown here OR added as* ***clearly identifiable*** *addenda to the document. If you plan to use addenda, you should ensure that these are cross-referenced in this section.)* | | | |
| Module-level outcomes addressed: | | | |
| Creating a successful new business that delivers innovative products and services | | | |
| Purpose of the unit/week/section: | | | |
| Guide students to think about refining and re-inventing products and services that are distinctive from the existing products | | | |
| Over to you: *(a description of the process of the section)* | | | |
| * Students create a pool of innovative companies and organisations in the locality * Students classify innovation based on types of innovations * Students co-create new innovations for the university from responses gotten from student interviews | | | |
| Pre-topic activity: | | Number of hours | 20 minutes |
| Students read study session on types of innovation | | | |
| Face to face time: *(if applicable)* | | Number of hours | 50 minutes |
| Students populate and classify innovative companies and products based on types of innovations. | | | |
| Online activity: | | Number of hours | 40 |
| What should students do? | Read study session on classification of business innovation | | |
| Where do they do it? | Online from home | | |
| By when should they do it? | Before face to face session | | |
| E-moderator/tutor role | | | |
| Guiding students to classify organisations in the pool of innovators created | | | |
| How are the learning outcomes in this unit assessed? | | Number of hours | 10 |
| Classification of innovative companies and product presented as pdf catalogue on the LMS | | | |
| How does this section link to other sections of the module? | | | |
| This section helps develop an innovative mindset in students. It demystifies the concept of innovation | | | |

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| = Total number of hours | 2 |

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| **Some important questions** | |
| Which learning resources/ references will scaffold the students’ learning? | Watch: <https://youtu.be/XjL6t6LlcHs> |
| How are students enabled to access the resources? | The link will be pasted on the LMS and shared on whatsapp groups |
| Where in this unit are students expected to work collaboratively? | Students will work in teams to classify innovative businesses in the community |
| How has an inclusive approach been incorporated in this unit? | To help students who have issues acquiring data, the tutor will share downloads on students’ WhatsApp group |
| How will feedback on unit be obtained from students? | A poll will be conducted before and after the unit to show the extent to which student expectations were met |
| How will student feedback be used to improve unit? | * Insights from the student’s feedback polls will be used to define new ways of delivering the unit and course   By identifying areas of difficulty through the poll, tutor will look out for other methods of delivery that align with students learning style. |
| At which point(s) will students receive formative feedback on the work they have done in the unit? | Feedback on this unit will be given on the LMS for students that submit based on the deadline |

END OF UNIT/WEEK/SECTION-LEVEL TEMPLATE

UNIT/WEEK/SECTION-LEVEL TEMPLATE

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| **Unit-level overview** | | **Unit/week/section** | **5.** |
| Topic name: | Feasibility Study and Business Plan | | |
| Aim of the topic: | The aim of the topic is to enhance your capacity as a learner to carry out feasibility study and write a compelling business plan. | | |
| This topic covers: | * Concept of feasibility study * Steps involved in developing feasibility study * Writing business plan | | |
| Intended learning outcomes: | *At the end of this* ***topic****, you will be able to:*   1. Describe the concept of feasibility study 2. Carry out a successful feasibility study 3. Write a compelling business plan | | |

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| Overview of student activity: | Students will be divided in groups and be required to go to the field to carry out feasibility study. Thereafter, students will be required to develop a business plan. |

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| **Constructive alignment of unit level outcomes with module level outcomes, learning activities and assessment** *(Pressing <Tab> at the end of the table will provide additional rows in the table, if required.)* | | | |
| Intended unit learning outcomes: | No of module-level outcome | Activity where students engage with this outcome | Where and how is this outcome assessed? |
| ***At the end of this unit, you will be able to:*** | | | |
| 1. Describe the concept of feasibility study | 1 | Describe what feasibility study means to them | This will be assessed on the learning management system (LMS) where they will be required to write in chat box section what feasibility study entails. Students who complete the task correctly will be marked to have completed the task with grade awarded on the LMS |
| 1. Carry out a successful feasibility study | 1 | Carry out a feasibility study on the field | This will be assessed in online where students in each group present the outcome of the feasibility study carried out. Assessment will follow immediately as they make presentations. Thereafter, they will post their presentation on the LMS platform. |
| 1. Write a compelling business plan | 1 | Develop a business plan model | Each group will present their business plan in preparation for creating a successful new business. Thereafter, they will post their business plan on the LMS. This will be graded as well. |

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| Detailed explanation of ALL student and teacher engagement with the unit:  ***(This should be presented in the order that the activities take place. So if students do work* online *before* *coming to the lecture, that should be shown ahead of what happens in class.***  ***If there is more than one opportunity for face-to-face contact, or more than one online task, there should be a separate section for each instance, and they should be presented in the template in the same order that students encounter them.)***  ***Content*** *– such as lecture material – can EITHER be shown here OR added as* ***clearly identifiable*** *addenda to the document. If you plan to use addenda, you should ensure that these are cross-referenced in this section.)* | | | |
| Module-level outcomes addressed: | | | |
| This is addressed through carrying out feasibility study and writing a compelling business plan in a bid to create a successful new business. | | | |
| Purpose of the unit/week/section: | | | |
| The aim of the topic is to enhance your capacity as a learner to carry out feasibility study and write a compelling business plan. | | | |
| Over to you: *(a description of the process of the section)* | | | |
| Read about feasibility study and business plan on LMS  Come for class discussion and for formation into groups  Go for feasibility study  Write a business plan | | | |
| Pre-topic activity: | | Number of hours | 15 minutes |
| You will log into your profile in the LMS and access the study unit to read about feasibility study | | | |
| Face to face time: *(if applicable)* | | Number of hours | 2 hours |
| Class discussion on feasibility study and business plan. Presentations on business plan will also be done in class. | | | |
| Online activity: | | Number of hours | 30 minutes |
| What should students do? | Present feasibility study outcome on zoom and post it on the LMS platform. | | |
| Where do they do it? | Zoom and LMS platform | | |
| By when should they do it? | On Thursday at 11:59 pm | | |
| E-moderator/tutor role | | | |
| Guide the chat of the students on the LMS platform and put up reminder for students who are yet to complete their tasks. Harvest the feedback and transmit for grading. | | | |
| How are the learning outcomes in this unit assessed? | | Number of hours | 15 minutes |
| It will be assessed both in class and online. Feasibility study presentations on zoom will be assessed, business plan presentations in class will be assessed and e-tivities of students on the LMS platform will be graded. | | | |
| How does this section link to other sections of the module? | | | |
| To create a successful new business, students must be able to carry out feasibility study to enhance the quality and actualization of the business plan. | | | |

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| = Total number of hours | 3 hours |

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| **Some important questions** | |
| Which learning resources/ references will scaffold the students’ learning? | Barringer, B.R. (2008). Entrepreneurship: successfully launching new ventures, Pearson-Prentice Hill, New Jersy, USA, 2nd Edition.  Meredith, G.G., Nelson, R.E., & Neck, P.A. (1991). The practice of entrepreneurship. University of Lagos Press, Lagos, Nigeria. |
| How are students enabled to access the resources? | All the resources can be accessed on the LMS platform in the unit course section. |
| Where in this unit are students expected to work collaboratively? | Students will work collaboratively when carrying out feasibility studies and developing a business plan. |
| How has an inclusive approach been incorporated in this unit? | All students will be grouped into groups ensuring the same number of males to females. Each and every member is expected to contribute to the completion of group tasks and presentations. |
| How will feedback on unit be obtained from students? | It will be obtained on the LMS platform where they are required to drop ther feedback at the end of the unit which will be due on Thursday at 11:59 pm. |
| How will student feedback be used to improve unit? | Their feedback will be analysed and incorporated into developing further instructions, unit materials and content of the unit. |
| At which point(s) will students receive formative feedback on the work they have done in the unit? | Immediately they completed the first task on the LMS platform, they will receive feedback on the correctness of what they have done and areas they need to improve on. |

END OF UNIT/WEEK/SECTION-LEVEL TEMPLATE

*You should copy sufficient unit templates so that there is one for each unit of your module in the space below.*

UNIT/WEEK/SECTION-LEVEL TEMPLATE

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| **Unit-level overview** | | **Unit/week/section** | **6.** |
| Topic name: | Sales and marketing | | |
| Aim of the topic: | The aim of the topic is to expose the students to what sales and marketing is all about. | | |
| This topic covers: | * Concepts of sales and marketing * Applied marketing strategy * Pilot testing of marketing of product and service. | | |
| Intended learning outcomes: | *At the end of this* ***topic****, you will be able to:*   1. Analyse the concepts of sales and marketing 2. Apply marketing strategy to your business 3. Carry out a field experience on marketing of product and service | | |

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| Overview of student activity: | Students will analyse sales and marketing concepts and post it their analysis on LMS. In addition, students will be divided in groups and be required to go to the field to carry out a field experience on marketing of product and service and report same. |

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| **Constructive alignment of unit level outcomes with module level outcomes, learning activities and assessment** *(Pressing <Tab> at the end of the table will provide additional rows in the table, if required.)* | | | |
| Intended unit learning outcomes: | No of module-level outcome | Activity where students engage with this outcome | Where and how is this outcome assessed? |
| ***At the end of this unit, you will be able to:*** | | | |
| 1. Analyse the concepts of sales and marketing. | 1 | Analyse sales and marketing concepts individually and post submission on LMS | Students are to do this individually and post it write-up on the LMS platform course unit under assignment. Their submissions will be graded. |
| 1. Apply marketing strategy to your business. | 1 | A one minute video of how they will apply marketing strategy to the business of their choice will be done. | The one minute video will be posted on the LMS platform under the unit course task. |
| 1. Carry out a field experience on marketing of product and service. | 1 | Field work experience that will be reported | Each group will write a report of their field work experience on product and service marketing and submit on the LMS platform. This will be collated and graded. |

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| Detailed explanation of ALL student and teacher engagement with the unit:  ***(This should be presented in the order that the activities take place. So if students do work* online *before* *coming to the lecture, that should be shown ahead of what happens in class.***  ***If there is more than one opportunity for face-to-face contact, or more than one online task, there should be a separate section for each instance, and they should be presented in the template in the same order that students encounter them.)***  ***Content*** *– such as lecture material – can EITHER be shown here OR added as* ***clearly identifiable*** *addenda to the document. If you plan to use addenda, you should ensure that these are cross-referenced in this section.)* | | | |
| Module-level outcomes addressed: | | | |
| This will be addressed through field work experience on sales and marketing of product and service. | | | |
| Purpose of the unit/week/section: | | | |
| The aim of the topic is to expose the students to what sales and marketing is all about. | | | |
| Over to you: *(a description of the process of the section)* | | | |
| Access course materials and video on sales and marketing  Meet in class for discussion on how to apply the marketing strategy as well as how to prepare for the field work experience on sales and marketing a product and service. | | | |
| Pre-topic activity: | | Number of hours | 20 minutes |
| Download reference materials as indicated on the LMS platform unit course and read on the topic for further discussion in class. | | | |
| Face to face time: *(if applicable)* | | Number of hours | 2 hours |
| Class discussion on applying marketing strategy and expectation from the field work experience. | | | |
| Online activity: | | Number of hours | 20 minutes |
| What should students do? | Upload a one minute video on how they apply marketing strategy and the report from field work on the LMS platform. | | |
| Where do they do it? | LMS platform | | |
| By when should they do it? | On Friday at 4:00 pm | | |
| E-moderator/tutor role | | | |
| Guide the submissions of the students on the LMS platform to ensure the appropriate video size and report writing template was used and uploaded. | | | |
| How are the learning outcomes in this unit assessed? | | Number of hours | 20 minutes |
| It will be assessed both in class and online. Application of marketing strategy video and field work experience report will be assessed and graded. | | | |
| How does this section link to other sections of the module? | | | |
| To create a successful new business, students must possess sales and marketing skills. Most importantly apply marketing strategy to ensure business growth. A basic understanding of this unit will propel the students towards developing their financial literacy skills | | | |

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| = Total number of hours | 3 hours |

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| **Some important questions** | |
| Which learning resources/ references will scaffold the students’ learning? | Mahajan, P. T. & Golahit, S. B. (2019). Incorporating 11P’s of service marketing mix and its impact on the development of technical education. Journal of Entrepreneurship Education, 20(2), 1-14.  Kotler, P., & Armstrong, G. (2011). Principles of marketing. Prentice Hall. |
| How are students enabled to access the resources? | All the resources can be accessed on the LMS platform in the unit course section. |
| Where in this unit are students expected to work collaboratively? | Students will work collaboratively when carrying out a field study experience on sales and marketing of a product and service. |
| How has an inclusive approach been incorporated in this unit? | All students will be grouped into groups ensuring the same number of males to females. Each and every member is expected to contribute to the completion of group tasks and presentations. |
| How will feedback on unit be obtained from students? | It will be obtained on the LMS platform where they are required to drop their feedback at the end of the unit which will be due on Friday at 4:00 pm. |
| How will student feedback be used to improve unit? | Their feedback will be analysed and incorporated into developing further instructions, unit materials and content of the unit. |
| At which point(s) will students receive formative feedback on the work they have done in the unit? | Immediately they completed the first task on the LMS platform, they will receive feedback on the correctness of what they have done and areas they need to improve on. |

END OF UNIT/WEEK/SECTION-LEVEL TEMPLATE

UNIT/WEEK/SECTION-LEVEL TEMPLATE

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| **Unit-level overview** | | **Unit/week/section** | **7.** |
| Topic name: | Financial literacy | | |
| Aim of the topic: | The aim of the topic is to expose the students to the concept of financial literacy and particularly, how it relates to start-up entrepreneurs. | | |
| This topic covers: | * Concepts of financial literacy * Financial statement * Financial report | | |
| Intended learning outcomes: | *At the end of this* ***topic****, you will be able to:*   1. Explain the concept of financial literacy 2. Read and interpret financial statement 3. Prepare financial report | | |

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| Overview of student activity: | Students will explain the term financial literacy in class. They will read and interpret a case study financial statement. After which they will prepare a financial statement report. |

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| **Constructive alignment of unit level outcomes with module level outcomes, learning activities and assessment** *(Pressing <Tab> at the end of the table will provide additional rows in the table, if required.)* | | | |
| Intended unit learning outcomes: | No of module-level outcome | Activity where students engage with this outcome | Where and how is this outcome assessed? |
| ***At the end of this unit, you will be able to:*** | | | |
| 1. Explain the concept of financial literacy | 1 | Students share their knowledge of the concept - *financial literacy* | Students are to do this individually and post the explanation on the LMS platform course unit discussion forum. Their submissions will be graded. |
| 1. Read and interpret financial statement. | 1 | Students will read a case study on financial statement and interpret it. | A class presentation on the interpretation of financial statement will be done and assess in class. |
| 1. Prepare a financial report. | 1 | Students will prepare a financial statement | Each student will submit a financial report on the LMS and will be graded. |

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| Detailed explanation of ALL student and teacher engagement with the unit:  ***(This should be presented in the order that the activities take place. So if students do work* online *before* *coming to the lecture, that should be shown ahead of what happens in class.***  ***If there is more than one opportunity for face-to-face contact, or more than one online task, there should be a separate section for each instance, and they should be presented in the template in the same order that students encounter them.)***  ***Content*** *– such as lecture material – can EITHER be shown here OR added as* ***clearly identifiable*** *addenda to the document. If you plan to use addenda, you should ensure that these are cross-referenced in this section.)* | | | |
| Module-level outcomes addressed: | | | |
| This will be addressed through the submission of financial report. | | | |
| Purpose of the unit/week/section: | | | |
| The aim of the topic is to expose the students to the concept of financial literacy and particularly, how it relates to start-up entrepreneurs | | | |
| Over to you: *(a description of the process of the section)* | | | |
| Access course materials and case study on financial literacy. | | | |
| Pre-topic activity: | | Number of hours | 20 minutes |
| Download reference materials as indicated on the LMS platform unit course and read on financial literacy. | | | |
| Face to face time: *(if applicable)* | | Number of hours | 2 hours |
| Class discussion on financial literacy  Brainstorming session on the case study on financial statement. | | | |
| Online activity: | | Number of hours | 20 minutes |
| What should students do? | Submit a note on the interpretation of the case study on financial statement on the LMS platform. | | |
| Where do they do it? | LMS platform | | |
| By when should they do it? | On Friday at 9:00 pm | | |
| E-moderator/tutor role | | | |
| Guide the submissions of the students on the LMS platform to ensure that they follow the submission guidelines. | | | |
| How are the learning outcomes in this unit assessed? | | Number of hours | 20 minutes |
| It will be assessed both in class and online. The interpretation of the case study and financial report will be assessed and graded. | | | |
| How does this section link to other sections of the module? | | | |
| To create a successful new business, students must possess financial literacy skills for business management and sustainability. | | | |

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| = Total number of hours | 3 hours |

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| **Some important questions** | |
| Which learning resources/ references will scaffold the students’ learning? | Liebowitz, J. (2016). Financial literacy education: addressing students, business, and government needs, CRS Press, New York.  Stokes, D., Wilson, N., & Mador, M. (2010). Entrepreneurship. South-Western Cengage Learning, United Kingdom |
| How are students enabled to access the resources? | All the resources can be accessed on the LMS platform in the unit course section. |
| Where in this unit are students expected to work collaboratively? | Students will work collaboratively when analysing the case study. |
| How has an inclusive approach been incorporated in this unit? | All students will be grouped into groups ensuring the same number of males to females. Each and every member is expected to contribute to the completion of group tasks and presentations. |
| How will feedback on unit be obtained from students? | It will be obtained on the LMS platform where they are required to drop their feedback at the end of the unit which will be due on Friday at 9:00 pm. |
| How will student feedback be used to improve unit? | Their feedback will be analysed and incorporated into developing further instructions, unit materials and content of the unit. |
| At which point(s) will students receive formative feedback on the work they have done in the unit? | Immediately they completed the first task on the LMS platform, they will receive feedback on the correctness of what they have done and areas they need to improve on. |

END OF UNIT/WEEK/SECTION-LEVEL TEMPLATE

UNIT/WEEK/SECTION-LEVEL TEMPLATE

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| **Unit-level overview** | | **Unit/week/section** | **8.** |
| Topic name: | Technopreneurship | | |
| Aim of the topic: | Understanding the importance of technology to start-up business. | | |
| This topic covers: | * Importance of Technology Entrepreneurship in the 21st Century * Innovation and Value Proposition * Consequences of Undermining Technological Innovations: Case Studies of Nokia and Kodak * Strategic Importance of Small and Medium Enterprises (SMEs) | | |
| Intended learning outcomes: | 1. Elucidate on the importance of technology entrepreneurship in the 21st century 2. Describe innovation and value proposition 3. Discuss an example of a business that lost its shares as a result of lack of technological innovation 4. State the strategic importance of SME | | |

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| Overview of student activity: | Students will be required to state how technology has helped business in their local community |

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| **Constructive alignment of unit level outcomes with module level outcomes, learning activities and assessment** *(Pressing <Tab> at the end of the table will provide additional rows in the table, if required.)* | | | |
| Intended unit learning outcomes: | No of module-level outcome | Activity where students engage with this outcome | Where and how is this outcome assessed? |
| ***At the end of this unit, you will be able to:*** | | | |
| 1. Elucidate on the importance of technology entrepreneurship in the 21st century | 1 | Elucidate on the importance of technology in business | Students will be required to submit this outcome on the learning management system (LMS) where it will be accessed |
| 1. Describe innovation and value proposition | 1 | Describe how technology has helped business innovation and value proposition | Assessment will be done on the learning management system |
| 1. Discuss an example of a business that lost its shares as a result of lack of technological innovation | 1 | Discuss an example of a business that lost its shares as a result of lack of technological innovation | Class presentation will be made in groups, while other groups can listen and learn from what they have presented |
| 1. State the strategic importance of SME | 1 | State the strategic importance of SME | Students will be required to submit this outcome on the learning management system (LMS) where it will be accessed |

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| Detailed explanation of ALL student and teacher engagement with the unit:  ***(This should be presented in the order that the activities take place. So if students do work* online *before* *coming to the lecture, that should be shown ahead of what happens in class.***  ***If there is more than one opportunity for face-to-face contact, or more than one online task, there should be a separate section for each instance, and they should be presented in the template in the same order that students encounter them.)***  ***Content*** *– such as lecture material – can EITHER be shown here OR added as* ***clearly identifiable*** *addenda to the document. If you plan to use addenda, you should ensure that these are cross-referenced in this section.)* | | | |
| Module-level outcomes addressed: | | | |
| This will be addressed through presentations made | | | |
| Purpose of the unit/week/section: | | | |
| Understanding the importance of technology to start-up business. | | | |
| Over to you: *(a description of the process of the section)* | | | |
| Access course materials on technology in business  Class for discussion on how some business lost their share as a result of lack of technology | | | |
| Pre-topic activity: | | Number of hours | 15 mins |
| Download reference materials as indicated on the LMS platform unit course and read on the topic for further discussion in class. | | | |
| Face to face time: *(if applicable)* | | Number of hours | 2 hours |
| Presentation on findings relating to how business lost their share due to lack of technology | | | |
| Online activity: | | Number of hours | 30 mins |
| What should students do? | Elucidate on the importance of technology in business | | |
| Where do they do it? | LMS platform | | |
| By when should they do it? | At the end of the class | | |
| E-moderator/tutor role | | | |
| Guide the submissions of the students on the LMS platform. | | | |
| How are the learning outcomes in this unit assessed? | | Number of hours | 15 mins |
| Learning outcomes will be accessed both in class and o the LMS platform | | | |
| How does this section link to other sections of the module? | | | |
| To develop a new business in this 21st century age of technology, the need for technology in business is required | | | |

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| = Total number of hours | 3 hours |

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| **Some important questions** | |
| Which learning resources/ references will scaffold the students’ learning? | Marshal, R. (2013). Kodak strategy. Retrieved from <http://www.slideshare.net/marshalrichard/kodak-strategy>.  Norman, M.S. & Jeffrey, R.C. (2016). Essentials of entrepreneurship and small business management. Pearson Education Limited, Edinburgh Gate Harlow, England  OECD (2017). Entrepreneurship at a glance 2017. OECD Publishing, Paris, France |
| How are students enabled to access the resources? | All the resources can be accessed on the LMS platform in the unit course section. |
| Where in this unit are students expected to work collaboratively? | At the point where they are to discuss on an example of a business that lost its shares as a result of lack of technological |
| How has an inclusive approach been incorporated in this unit? | To ensure an equal ratio of boys to girls, all students will be put into groups. It is expected that every team member would participate to finishing group projects and making presentations. |
| How will feedback on unit be obtained from students? | It will be acquired through the LMS portal, where they must provide their comments at the conclusion of the lesson. |
| How will student feedback be used to improve unit? | Their suggestions will be examined and taken into account when creating new instructions, unit materials, and unit content. |
| At which point(s) will students receive formative feedback on the work they have done in the unit? | They will get feedback as soon as they finish the first work on the LMS platform on whether or not what they did was accurate and where they need to improve. |

END OF UNIT/WEEK/SECTION-LEVEL TEMPLATE

*You should copy sufficient unit templates so that there is one for each unit of your module in the space below.*

UNIT/WEEK/SECTION-LEVEL TEMPLATE

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| **Unit-level overview** | | **Unit/week/section** | **9.** |
| Topic name: | The Roles of GTnd BusiThe Roles of Government and Business Agencies in Nigeria | | |
| Aim of the topic: | Becoming acquainted with the roles carried out by government as it relates to business | | |
| This topic covers: | * Economic Significance of Business Registration * The Corporate Affairs Commission * National Agency for Food and Drug Administration and Control (NAFDAC) * The Standard Organisation of Nigeria * Independent Corrupt Practices and other Related Offences Commission (ICPC) | | |
| Intended learning outcomes: | *At the end of this* ***topic****, you will be able to:*   1. Discuss the economic significance of business registration 2. List the steps involved in business registration 3. Differentiate the functions of the CAC from the functions of other government agencies 4. Explain the role of government in a given entrepreneurial ecosystem | | |
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| Overview of student activity: | Students will be required to look up roles played by government in business |

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| **Constructive alignment of unit level outcomes with module level outcomes, learning activities and assessment** *(Pressing <Tab> at the end of the table will provide additional rows in the table, if required.)* | | | |
| Intended unit learning outcomes: | No of module-level outcome | Activity where students engage with this outcome | Where and how is this outcome assessed? |
| ***At the end of this unit, you will be able to:*** | | | |
| 1. Discuss the economic significance of business registration | 1 | Succinctly explain the reason why business organization is a legal entity | Assessment will be during the face-to-face class interaction |
| 2. List the steps involved in business registration | 1 | List the steps involved in business registration | Assessment will be during the face-to-face class interaction |
| 3. Differentiate the functions of the Corporate Affairs Commission (CAC) from the functions of other government agencies | 1 | Discuss the major responsibility of the CAC and the government agencies | Assessment will be carried out on the LMS platform |
| 4. Explain the role of government in a given entrepreneurial ecosystem | 1 | Explain the role of government in a given entrepreneurial ecosystem | Grouping of students in a face-to-face class presentation |

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| Detailed explanation of ALL student and teacher engagement with the unit:  ***(This should be presented in the order that the activities take place. So if students do work* online *before* *coming to the lecture, that should be shown ahead of what happens in class.***  ***If there is more than one opportunity for face-to-face contact, or more than one online task, there should be a separate section for each instance, and they should be presented in the template in the same order that students encounter them.)***  ***Content*** *– such as lecture material – can EITHER be shown here OR added as* ***clearly identifiable*** *addenda to the document. If you plan to use addenda, you should ensure that these are cross-referenced in this section.)* | | | |
| Module-level outcomes addressed: | | | |
| This will be addresses through the class and online presentation | | | |
| Purpose of the unit/week/section: | | | |
| Becoming acquainted with the roles carried out by government as it relates to business | | | |
| Over to you: *(a description of the process of the section)* | | | |
| Access course materials on roles of government and business agencies in Nigeria  Class discussion and presentation/ brainstorming on how these roles are important in business | | | |
| Pre-topic activity: | | Number of hours | 15 mins |
| Download reference materials as indicated on the LMS platform unit course and read on the topic for further discussion in class. | | | |
| Face to face time: *(if applicable)* | | Number of hours | 1 hour |
| Presentation on the roles of Government and business agencies in an ecosystem | | | |
| Online activity: | | Number of hours | 30 mins |
| What should students do? | Make a presentation on how the roles played by CAC has helped businesses in Nigeria | | |
| Where do they do it? | This is done on the LMS platform | | |
| By when should they do it? | This should be done before the commencement of the next class | | |
| E-moderator/tutor role | | | |
| Ensure every student takes part in all activity | | | |
| How are the learning outcomes in this unit assessed? | | Number of hours | 15 mins |
| They are assessed on the LMS platform as well as during the face-to-face presentation | | | |
| How does this section link to other sections of the module? | | | |
| To start up a business in Nigeria, it is expected that such business are duly registered by the government and business agencies | | | |

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| = Total number of hours | 3 hours |

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| **Some important questions** | |
| Which learning resources/ references will scaffold the students’ learning? | Barringer, B and Ireland, D. (2010) Entrepreneurship: Successfully launching new venture (3rd edition). Harlow: Prentice Hall  Heriot, K. (2006) Cases in entrepreneurship and small business management (8th edition). Harlow: Prentice Hall  Ibekwe, M. Z. (2018). The Relevance of Corporate Affairs Commission to small and medium enterprises (SMES) in Nigeria. (A study of Konum Farms Limited, Amai, Delta State). Covenant journal of Entrepreneurship, l(2), 53-63 |
| How are students enabled to access the resources? | All the resources can be accessed on the LMS platform in the unit course section. |
| Where in this unit are students expected to work collaboratively? | At the point where they are to discuss on an example of a business that lost its shares as a result of lack of technological |
| How has an inclusive approach been incorporated in this unit? | To ensure an equal ratio of boys to girls, all students will be put into groups. It is expected that every team member would participate to finishing group projects and making presentations. |
| How will feedback on unit be obtained from students? | It will be acquired through the LMS portal, where they must provide their comments at the conclusion of the lesson. |
| How will student feedback be used to improve unit? | Their suggestions will be examined and taken into account when creating new instructions, unit materials, and unit content. |
| At which point(s) will students receive formative feedback on the work they have done in the unit? | They will get feedback as soon as they finish the first work on the LMS platform on whether or not what they did was accurate and where they need to improve. |

END OF UNIT/WEEK/SECTION-LEVEL TEMPLATE

*You should copy sufficient unit templates so that there is one for each unit of your module in the space below.*

UNIT/WEEK/SECTION-LEVEL TEMPLATE

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| **Unit-level overview** | | **Unit/week/section** | **10.** |
| Topic name: | Entrepreneurial Opportunities | | |
| Aim of the topic: | Exploring school of thoughts in recognising entrepreneurial opportunities | | |
| This topic covers: | * What is an Entrepreneurial Opportunity? * Schumpeter and Kirzner’s Views of Entrepreneurial Opportunity * Entrepreneurial Mindset and Entrepreneurial Opportunities * Entrepreneurial Motivation and Entrepreneurial Opportunities | | |
| Intended learning outcomes: | *At the end of this* ***topic****, you will be able to:*  1. Define entrepreneurial opportunities  2. Differentiate between Schumpeterian and a Kirznerian entrepreneur  3. Explain the relationship between entrepreneurial mindset and entrepreneurial opportunities  4. Discuss the relationship between motivation and entrepreneurial opportunities  5. Identify the sources of entrepreneurial opportunities | | |

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| Overview of student activity: | Student will be engaged in stating various ways in recognising entrepreneurial opportunities |

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| **Constructive alignment of unit level outcomes with module level outcomes, learning activities and assessment** *(Pressing <Tab> at the end of the table will provide additional rows in the table, if required.)* | | | |
| Intended unit learning outcomes: | No of module-level outcome | Activity where students engage with this outcome | Where and how is this outcome assessed? |
| ***At the end of this unit, you will be able to:*** | | | |
| 1. Define entrepreneurial opportunities | 1 | Briefly describe an entrepreneurial opportunity | Face to face learning after the students have been introduced to what entrepreneurial opportunity is |
| 2. Differentiate between Schumpeterian and a Kirznerian entrepreneur | 1 | What makes a Schumpeterian entrepreneur different from a Kirznerian entrepreneur | Assessment will be on the LMS platform |
| 3. Explain the relationship between entrepreneurial mindset and entrepreneurial opportunities | 1 | State four dimensions of entrepreneurial mindset. | Assessment will be on the LMS platform |
| 4. Discuss the relationship between motivation and entrepreneurial opportunities | 1 | Differentiate between entrepreneurial self-efficacy and cognitive motivation | Assessment will be on the LMS platform |
| 5. Identify the sources of entrepreneurial opportunities | 1 | Identify the sources of entrepreneurial opportunities | Assessment is done on the LMS platform after having slides presentation |

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| Detailed explanation of ALL student and teacher engagement with the unit:  ***(This should be presented in the order that the activities take place. So if students do work* online *before* *coming to the lecture, that should be shown ahead of what happens in class.***  ***If there is more than one opportunity for face-to-face contact, or more than one online task, there should be a separate section for each instance, and they should be presented in the template in the same order that students encounter them.)***  ***Content*** *– such as lecture material – can EITHER be shown here OR added as* ***clearly identifiable*** *addenda to the document. If you plan to use addenda, you should ensure that these are cross-referenced in this section.)* | | | |
| Module-level outcomes addressed: | | | |
| This will be addresses through the class and online presentation | | | |
| Purpose of the unit/week/section: | | | |
| Exploring school of thoughts in recognising entrepreneurial opportunities | | | |
| Over to you: *(a description of the process of the section)* | | | |
| Access course materials on Entrepreneurial opportunities  Class discussion and presentation on some of these entrepreneurial opportunities | | | |
| Pre-topic activity: | | Number of hours | 15 mins |
| Download reference materials as indicated on the LMS platform unit course and read on the topic for further discussion in class. | | | |
| Face to face time: *(if applicable)* | | Number of hours | 2 hours |
| Students having a brief discussion of entrepreneurial opportunities | | | |
| Online activity: | | Number of hours | 30 mins |
| What should students do? | Make a presentation on how entrepreneurial opportunities can be identified | | |
| Where do they do it? | LMS platform | | |
| By when should they do it? | This should be done prior to the next class | | |
| E-moderator/tutor role | | | |
| On the LMS platform, direct student conversation and post reminders for those who haven't finished their assignments. Collate their comments, then grade accordingly. | | | |
| How are the learning outcomes in this unit assessed? | | Number of hours | 15 mins |
| It will be assessed both in class and online | | | |
| How does this section link to other sections of the module? | | | |
| To start a successful business there is the need to identify entrepreneurial opportunities | | | |

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| = Total number of hours | 3 hours |

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| **Some important questions** | |
| Which learning resources/ references will scaffold the students’ learning? | Barringer, B.R. and Ireland, R.D. (2008). Entrepreneurship: Successfully launching new venture, Pearson, New Jersey, USA  Drucker, P.E. (1993). Innovation and entrepreneurship. First Harper Business, New York, USA  Green, J.V. (2016). The opportunity analysis canvas for corporate entrepreneurs. Venture Artisans LLV, Middletown DE, USA  Meredith, G.G., Nelson, R.E., and Neck, P.A. (1991). The practice of entrepreneurship. University of Lagos Press, Lagos, Nigeria  Stokes, D., Wilson, N., and Mador, M. (2010). Entrepreneurship. South-Western Cengage Learning, United Kingdom |
| How are students enabled to access the resources? | All the resources can be accessed on the LMS platform in the unit course section. |
| Where in this unit are students expected to work collaboratively? | At the point where they are to discuss on an example of a business that lost its shares as a result of lack of technological |
| How has an inclusive approach been incorporated in this unit? | To ensure an equal ratio of boys to girls, all students will be put into groups. It is expected that every team member would participate to finishing group projects and making presentations. |
| How will feedback on unit be obtained from students? | It will be acquired through the LMS portal, where they must provide their comments at the conclusion of the lesson. |
| How will student feedback be used to improve unit? | Their suggestions will be examined and taken into account when creating new instructions, unit materials, and unit content. |
| At which point(s) will students receive formative feedback on the work they have done in the unit? | They will get feedback as soon as they finish the first work on the LMS platform on whether or not what they did was accurate and where they need to improve. |

END OF UNIT/WEEK/SECTION-LEVEL TEMPLATE

*You should copy sufficient unit templates so that there is one for each unit of your module in the space below.*