

## Entrepreneurship

The subject of entrepreneurship is interdisciplinary. It has its origins in psychology and business economics, but also other knowledge areas such as rhetoric and law are covered. The subject covers entrepreneurship in social, scientific, cultural or economic contexts using concepts, theories, models and methods from these areas.

### Aim of the subject

Teaching in the subject of entrepreneurship should aim at helping students develop knowledge of methods for managing projects i.e. how to start, design and carry out targeted processes. It should also help students develop their understanding of the importance of entrepreneurship for society. Teaching should contribute to students developing confidence in their personal resources, and stimulate their creativity and desire to accept challenges and take responsibility for putting ideas into practice.

Teaching should give students the opportunity to develop knowledge of project finances and of starting and running a business and by doing this develop knowledge of business economics. Students should also be given opportunities to develop knowledge of how people cooperate, communicate and solve problems to achieve specific goals in a given context.

Teaching in entrepreneurship should be carried out in project form with content from other subject areas. Teaching should help students develop both theoretical and practical knowledge, on the basis of their ideas and work processes. In connection with work processes, teaching should help students develop the ability to work purposefully, solve problems, take personal responsibility and co-operate with others. Students should also be given the opportunity to reflect on their experiences in order to learn from them.

### Teaching in the subject of entrepreneurship should give students the opportunities to develop the following:

- 1) Understanding of what entrepreneurship means for individuals, organisations, companies and society.
- 2) The ability to turn ideas into practical and goal oriented activities to start a project or fictitious company.
- 3) The ability to carry out a project or run a fictitious company.
- 4) The ability to complete and evaluate a project or a fictitious company.
- 5) Knowledge of how ideas and products are protected through laws and other regulations.
- 6) The ability to use business economic methods.

## **Courses in the subject**

- Entrepreneurship, 100 credits.

## Entrepreneurship

The course, entrepreneurship, covers points 1–6 under the heading Aim of the subject, with special emphasis on the ability to start, carry out, complete and evaluate a project. The course covers basic skills in the subject.

### Core content

*Teaching in the course should cover the following core content:*

- The importance of entrepreneurship for individuals, organisations, companies and society in areas relevant to the students' education.
- Processes for developing ideas: creating, evaluating, realising, further developing or abandoning ideas in project activity areas. In connection with this, the course covers how products and ideas are protected through laws and other regulations such as intellectual copyright.
- Basic project methodology: how goals are formulated, planning, organising and delegating responsibility, implementing, presenting and evaluating a project. In connection with this, the course covers how to identify, create and cooperate in networks.
- Basic techniques for meetings and documentation.
- Leadership and group processes. In connection with this, the course covers problem-solving.
- Applied marketing in the project's areas based on laws and other regulations.
- Presentation techniques adapted to purpose, recipient and situation.
- Forms of funding in project areas, financial planning, documentation and follow-up.

### Knowledge requirements

#### Grade E

Students give an account **in basic terms**, with the help of some examples of what entrepreneurship means for individuals, organisations, companies and society. In addition,

students discuss **in basic terms** the relationship between entrepreneurship and societal development.

Students draw up **in consultation** with the supervisor a **simple** project plan. Students take responsibility for and carry out **after consultation** with the supervisor projects in a **satisfactory** way in accordance with planning. In their work, students follow **with some certainty** routines for project administration, documentation, communication and cooperation. In addition, students identify and solve **in consultation** with the supervisor problems that occur in the project. Students apply **simple** reasoning about how the group process functions and the importance of leadership in terms of the group's work process. Furthermore, students give an account **in basic terms** of the importance networks have in different projects.

Students market and present **with some certainty** their projects, and adapt the marketing and presentation to purpose, recipient and situation. Students evaluate in **simple** assessments work process and results in a project evaluation.

Students describe **in basic terms** how ideas and products are protected through laws and other regulations.

Students draw up **with some certainty** financial plans, and also carry out simple calculations and simple financial follow-up.

In consultation with the supervisor, students assess **with some certainty** their own ability and the requirements of the situation.

## **Grade D**

Grade D means that the knowledge requirements for grade E and most of C are satisfied.

## **Grade C**

Students give an account **in detail** with the help of some examples of what entrepreneurship means for individuals, organisations, companies and society. In addition, students discuss **in detail** the relationship between entrepreneurship and societal development.

Students draw up **after consultation** with the supervisor a **simple** project plan. Students take responsibility for and carry out **after consultation** with the supervisor projects in a **satisfactory** way in accordance with planning. In their work, students follow **with some certainty** routines for project administration, documentation, communication and cooperation. In addition, students identify and solve **after consultation** with the supervisor problems that occur in the project. Students apply **well grounded** reasoning about how the group process functions and the importance of leadership in terms of the group's work process. Furthermore, **students identify networks for projects, and also** give an account **in detail** of the importance of networks in different projects.

Students market and present **with some certainty** their projects, and adapt the marketing and presentation to purpose, recipient and situation. Students evaluate in **balanced** assessments work processes and results in a project evaluation.

Students describe **in detail** how ideas and products are protected through laws and other regulations.

Students draw up **with some certainty** financial plans, and also carry out simple calculations and simple and **structured** financial follow-up.

In consultation with the supervisor, students assess **with some certainty** their own ability and the requirements of the situation.

## **Grade B**

Grade B means that the knowledge requirements for grade C and most of A are satisfied.

## **Grade A**

Students give an account **in detail and in a balanced way** with the help of some examples of what entrepreneurship means for individuals, organisations, companies and society. In addition, students discuss **in detail and in a balanced way** the relationship between entrepreneurship and societal development.

Students draw up **after consultation** with the supervisor a **coherent** project plan, **and also review the plan where necessary during the course of the work**. Students take responsibility for and carry out **after consultation** with the supervisor projects in a **good** way in accordance with planning. In their work, students follow **with certainty** routines for project administration, documentation, communication and cooperation. In addition, students identify and solve **after consultation** with the supervisor problems that occur in the project. Students apply **well grounded and balanced** reasoning about how the group process functions and the importance of leadership in terms of the group's work process. Furthermore, **students identify networks for projects, create and coordinate these, and also** give an account **in detail and in a balanced way** of the importance of networks in different projects.

Students market and present **with certainty** their projects, and adapt the marketing and presentation to purpose, recipient and situation. Students evaluate in **balanced** assessments work processes and results in a project evaluation, **and also make proposals on how the work process can be improved**.

Students describe **in detail and in a balanced way** how ideas and products are protected through laws and other regulations.

Students draw up **with certainty** financial plans, and also carry out simple calculations, and simple **and structured** financial follow-up. **In addition, students evaluate their financial results in balanced assessments**.

In consultation with the supervisor, students assess **with certainty** their own ability and the requirements of the situation.