**Module Descriptor**

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| **Title** | Entrepreneurial Project Management | | |
| **Session** | 2025/26 | **Status** | Published |
| **Code** | QUAL11030 | **SCQF Level** | 11 |
| **Credit Points** | 20 | **ECTS (European Credit Transfer Scheme)** | 10 |
| **School** | **Computing, Engineering and Physical Sciences** | | |
| **Module Co-ordinator** | A Dey (London) | | |

**Summary of Module**

As the contemporary entrepreneurial environment becomes increasingly unpredictable and complex, this module aims to prepare students to thrive under these dynamic conditions. It will provide essential tools and knowledge for effectively managing innovation projects across various entrepreneurial settings. The curriculum will cover a wide range of topics including the basics of innovation and entrepreneurship, with a focus on the crucial roles of sustainability and ethics. Students will explore both incremental and disruptive innovations and analyse internal and external factors that impact innovation practices. The course will also emphasize systematic methods for identifying and evaluating innovation opportunities, developing ideas, and creating business models, with a strong focus on the practical aspects of protecting innovations and managing them within organizations.

Assessment includes a comprehensive analysis where students in small groups will develop a detailed report on exploiting an innovation opportunity in their industry or sector of interest. This report will include an executive summary, PESTEL and SWOT analyses, a description of innovation development activities, and resource planning. Discussions will also cover intellectual property protection, as well as sustainability and ethics related to the selected innovation project. The coursework offers a dynamic setting to apply theoretical knowledge to real-world scenarios, deepening students' understanding of innovation management.

| **Module Delivery Method** | **On-Campus[1]** | **Hybrid[2]** | **Online[3]** | **Work -Based Learning[4]** |
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| | ☒ | ☒ | ☒ | ☐ |

[1] Where contact hours are synchronous/ live and take place fully on campus. Campus-based learning is focused on providing an interactive learning experience supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus contact hours will be clearly articulated to students.

[2] The module includes a combination of synchronous/ live on-campus and online learning events. These will be supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus and online contact hours will be clearly articulated to students.

[3] Where all learning is solely delivered by web-based or internet-based technologies and the participants can engage in all learning activities through these means. All required contact hours will be clearly articulated to students.

[4] Learning activities where the main location for the learning experience is in the workplace. All required contact hours, whether online or on campus, will be clearly articulated to students

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| **Campuses for Module Delivery** | ☐ Ayr<br>☐ Dumfries | | ☐ Lanarkshire<br>☒ London<br>☐ Paisley | | ☒ Online / Distance Learning<br>☐ Other (specify) | |
| **Terms for Module Delivery** | Term 1 | ☒ | Term 2 | ☒ | Term 3 | ☒ |
| **Long-thin Delivery over more than one Term** | Term 1 – Term 2 | ☐ | Term 2 – Term 3 | ☐ | Term 3 – Term 1 | ☐ |

| **Learning Outcomes** | |
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| **L1** | Cultivate an understanding of the mechanisms for recognizing and appraising entrepreneurial opportunities in innovation, utilizing broad strategic analysis tools. |
| **L2** | Gain critical insights into the spectrum of innovation—from incremental improvements to radical shifts—and their implications for sustainable and ethical business practices |
| **L3** | Develop a foundational competence in managing the lifecycle of innovation projects within organizations, including the generation and refinement of ideas and the coordination of essential resources. |
| **L4** | Cultivate expertise in protecting intellectual property and exploiting innovation commercially, focusing on strategic approaches to protect and leverage new ideas. |
| **L5** | N/A |

| **Employability Skills and Personal Development Planning (PDP) Skills** | |
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| **SCQF Headings** | **During completion of this module, there will be an opportunity to achieve core skills in:** |
| **Knowledge and Understanding (K and U)** | **SCQF 11**<br>• In-depth knowledge of the principles of entrepreneurship and innovation as they apply to project management within a range of contexts, including various types and scale of industry and organizations.<br>• A critical understanding of how innovative ideas are generated, validated, and developed in projects, including the understanding of market dynamics and consumer behaviour.<br>• Comprehensive insights into strategic decision-making processes in the context of entrepreneurial ventures and innovation projects. |
| **Practice: Applied Knowledge and Understanding** | **SCQF 11**<br>• Utilize advanced knowledge of entrepreneurial theory and innovation strategies to manage projects effectively.<br>• Implement specialized tools and techniques for innovation management, including ideation, prototyping, and iterative testing.<br>• Engage in effective project planning and execution, employing both traditional and agile methodologies tailored to entrepreneurial environments.<br>• Demonstrate creativity in problem-solving and project execution using theoretical and practical knowledge through case studies and project-based learning. |

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| **Generic Cognitive skills** | **SCQF 11**<br>• Critically analyse and synthesize new and complex information concerning market trends, technological advancements, and competitive strategies in the context of innovation management.<br>• Identify and define new and abstract problems and opportunities in entrepreneurship, offering innovative solutions and strategic directions.<br>• Develop original thinking in response to market changes and project challenges, demonstrating an adaptive and proactive approach.<br>• Consolidate, extend, and apply knowledge to enhance the effectiveness of entrepreneurial strategies and innovation in project management. |
| **Communication, ICT and Numeracy Skills** | **SCQF 11**<br>• Effectively communicate complex project management and innovation concepts to varied audiences, including stakeholders, investors, and team members.<br>• Utilize advanced ICT tools to support project management and innovation processes, such as project management and data analysis software. |
| **Autonomy, Accountability and Working with Others** | **SCQF 11**<br>• Demonstrate a high level of autonomy and initiative in managing projects, showing leadership in navigating challenges and directing project trajectories.<br>• Take responsibility for own work and lead teams in high-stakes projects, ensuring accountability and adherence to ethical practices.<br>• Exercise leadership and initiative, contributing significantly to innovation and strategic change within the project context.<br>• Reflect critically on own and others' roles, continuously learning and adapting personal strategies to optimize performance in dynamic entrepreneurial environments.<br>• Address complex ethical and professional issues, making informed decisions that reflect an understanding of broader impacts, including societal and environmental considerations. |

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| **Prerequisites** | **Module Code** n/a | **Module Title** n/a |
| | **Other** n/a | |
| **Co-requisites** | **Module Code** n/a | **Module Title** n/a |

| **Learning and Teaching** |
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| In line with current learning and teaching principles, a 20-credit module includes 200 learning hours, normally including a minimum of 36 contact hours and maximum of 48 contact hours.<br>The Learning & Teaching Strategy for this module is based on the general strategy for the MSc Project Management. Classes are delivered on a weekly basis. Lectures will introduce and exemplify key theoretical and critical concepts. Tutorial sessions will be given to further develop students' understanding. Students will be given sufficient time and support to work on the coursework and prepare for the class test.<br>For Distance Learning students and hybrid/blended deliveries, full use will be made of the VLE. That is, all teaching material will be made available on-line and students will be guided |

through the material. Email and videoconferencing will be used to support students. The class test will need to take place at a designated remote site under UWS protocols.

| **Learning Activities**<br>During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below: | **Student Learning Hours**<br>(Note: Learning hours include both contact hours and hours spent on other learning activities) |
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| Lecture / Core Content Delivery | 12 |
| Tutorial / Synchronous Support Activity | 24 |
| Independent Study | 164 |
| n/a | 0 |
| n/a | 0 |
| n/a | 0 |
| **TOTAL** | 200 |

**Indicative Resources**

**The following materials form essential underpinning for the module content and ultimately for the learning outcomes:**

The following materials form essential underpinning for the module content and ultimately for the learning outcomes:

- *Laverty, M. and Littel, C. (2020). Entrepreneurship. Houston, Texas: OpenStax, Rice University.
- *Tidd, J and Bessant, J Managing Innovation, 5th Ed, John Wiley and Son 2013
- *Trott, P, Innovation Management and New Product Development, Pearson Education Ltd FT Prentice Hall, 5th Ed 2011

**(N.B. Although reading lists should include current publications, students are advised (particularly for material marked with an asterisk*) to wait until the start of session for confirmation of the most up-to-date material)**

**Attendance and Engagement Requirements**

**In line with the Student Attendance and Engagement Procedure, Students are academically engaged if they are regularly attending and participating in timetabled on-campus and online teaching sessions, asynchronous online learning activities, course-related learning resources, and complete assessments and submit these on time.**

**For the purposes of this module, academic engagement equates to the following:**

Students are expected to attend scheduled lectures promptly and actively participate by taking notes, asking questions, and contributing to discussions.

Students are expected to attend tutorials on time, prepared with any assigned readings or tasks. Active participation in tutorial discussions and activities is strongly encouraged.

Students are required to access Aula on a weekly basis to stay informed about updates, download lecture slides or readings, tutorial tasks and additional problems and engage with any online activities or discussions.

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| Students are also required to successfully complete and submit the group coursework on time. |

| **Equality and Diversity** |
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| **The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: UWS Equality, Diversity and Human Rights Code.**<br><br>Aligned with the University's commitment to equality and diversity, this module supports equality of opportunity for students from all backgrounds and learning needs. Using the VLE, material will be presented electronically in formats that allow flexible access and manipulation of content. This module complies with university regulations and guidance on inclusive learning and teaching practice. Specialist assistive equipment, support provision and adjustment to assessment practice in accordance with the University's policies and regulations. More information on the University's EDI policies can be accessed at: https://www.uws.ac.uk/about-uws/uws-commitments/equality-diversity-inclusion/ |
| **(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)** |

**Supplemental Information**

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| **Divisional Programme Board** | **Engineering Physical Sciences** |
| **Overall Assessment Results** | ☐ **Pass / Fail** ☒ **Graded** |
| **Module Eligible for Compensation** | ☐ **Yes** ☒ **No**<br>**If this module is eligible for compensation, there may be cases where compensation is not permitted due to programme accreditation requirements. Please check the associated programme specification for details.** |
| **School Assessment Board** | Civil Engineering and Quality Management |
| **Moderator** | C Liu |
| **External Examiner** | Y Chen |
| **Accreditation Details** | This module is part of a degree programme accredited by APM (Association for Project Management) |
| **Module Appears in CPD catalogue** | ☐ **Yes** ☒ **No** |
| **Changes / Version Number** | 1.1 |

| **Assessment (also refer to Assessment Outcomes Grids below)** |
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| **Assessment 1** |
| Group assignment to develop an innovation exploitation report (100%)<br><br>Students will work collaboratively in small groups to produce a structured report that explores the entrepreneurial exploitation of an innovation opportunity within a chosen industry or sector. Working from a selection of pre-developed product or process innovation scenarios, each group will select one to analyse and develop. The report will include key analytical and planning components such as PESTEL and SWOT analyses, innovation development activities, scheduling and resource planning, and stage gate processes.<br><br>The assignment will also require consideration of intellectual property protection, as well as sustainability and ethical dimensions relevant to the innovation. The final submission will simulate a real-world innovation planning document, integrating applied strategic thinking, |

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| innovation management tools, and project planning techniques. The assessment is designed to develop students' understanding of innovation exploitation, critical thinking, and collaborative working. Minor variations in scenario themes may occur across cohorts without impacting the overall structure or expectations of the task. |
| **Assessment 2** |
| N/A |
| **Assessment 3** |
| N/A |
| (N.B. (i) Assessment Outcomes Grids for the module (one for each component) can be found below which clearly demonstrate how the learning outcomes of the module will be assessed.<br>(ii) An indicative schedule listing approximate times within the academic calendar when assessment is likely to feature will be provided within the Student Module Handbook.) |

| **Component 1** | | | | | | | |
|---|---|---|---|---|---|---|---|
| **Assessment Type** | **LO1** | **LO2** | **LO3** | **LO4** | **LO5** | **Weighting of Assessment Element (%)** | **Timetabled Contact Hours** |
| Group coursework | ☒ | ☒ | ☒ | ☒ | ☐ | 100 | 0 |

| **Component 2** | | | | | | | |
|---|---|---|---|---|---|---|---|
| **Assessment Type** | **LO1** | **LO2** | **LO3** | **LO4** | **LO5** | **Weighting of Assessment Element (%)** | **Timetabled Contact Hours** |
| | ☐ | ☐ | ☐ | ☐ | ☐ | | |

| **Component 3** | | | | | | | |
|---|---|---|---|---|---|---|---|
| **Assessment Type** | **LO1** | **LO2** | **LO3** | **LO4** | **LO5** | **Weighting of Assessment Element (%)** | **Timetabled Contact Hours** |
| | ☐ | ☐ | ☐ | ☐ | ☐ | | |
| **Combined total for all components** | | | | | | 100% | 0 hours |

**Change Control**

| **What** | **When** | **Who** |
|---|---|---|
| Slight change in module summary wordings to clarify that the assessment is small groups, not individual. This is then elaborated in Assessment section. | March 2025 | Anupam Dey |
| Change of description of 'learning and teaching' for clarification, no effect in delivery | March 2025 | Anupam Dey |
| Student engagement requirements further elaborated, no effective change. | March 2025 | Anupam Dey |
| Equality and diversity statement added | March 2025 | Anupam Dey |
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