Module Descriptor

Title	Business Accelerator		
Session	2026/27	**Status**	Approved
Code	BUSN08058	**SCQF Level**	8
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Business and Creative Industries**		
Module Co-ordinator	A Murray		

Summary of Module

This module primarily aims to develop students who have started or who intend to start their own business and are at any stage of the business development pipeline namely, pre start, start up, early stage, growth or maturity. The Module will be delivered by experienced enterprise and business practitioners utilizing dynamic physical and digital teaching and learning spaces embedding input from key stakeholders and partners within the Module. This module is developed in accordance with the UWS Graduate Attributes and helps students to develop the range of skills, qualities and abilities which will prepare them for success both out with university and beyond their period of study at UWS. This module will help the student develop academic skills such as gaining knowledge, being a critical thinker, being analytical, being a problem solver, being digitally literate and being an autonomous learner. The module also helps to develop many personal and professional attributes. This programme adopts a new pedagogical approach that digitally and physically accelerates, empowers and enables an interactive student centric educational experience. Core educational content is hosted through a versatile virtual learning platform which allows staff to customize and communicate learning cognizant to their field, industry and the expectations of students. Students will have the opportunity to get feedback on their work through the weekly tutorials. Through a series of lectures, seminars and workshops, students will have the opportunity to learn about and develop the personal skills, qualities, attitudes, aptitudes and behaviours required to manage and develop an SME such as; management skills, leadership, confidence, motivation, communication, organizational and social, digital and technical skills whilst gaining the creative confidence needed to build and develop a successful business in today's dynamic marketplace.

Module Delivery Method	On-Campus[1] ☒	Hybrid[2] ☒	Online[3] ☒	Work -Based Learning[4] ☐
Campuses for Module Delivery	☐ Ayr ☐ Dumfries	☒ Lanarkshire ☐ London ☒ Paisley	☐ Online / Distance Learning ☐ 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	
L1	Appraise the nature, contribution and resources required for a small business to succeed in the UK economy and identify the challenges which they face.
L2	Investigate theories of entrepreneurial skills.
L3	Examine their personal entrepreneurial skills inventory and gaps.
L4	N/A
L5	N/A

Employability Skills and Personal Development Planning (PDP) Skills	
SCQF Headings	**During completion of this module, there will be an opportunity to achieve core skills in:**
Knowledge and Understanding (K and U)	**SCQF 8** Understanding the principles of small enterprise management and development.
Practice: Applied Knowledge and Understanding	**SCQF 8** Identifying necessary concepts and practices and applying them to overcome specific business challenges.
Generic Cognitive skills	**SCQF 8** Analyzing small business issues and problems. Developing effective strategies for given solutions.

[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

Communication, ICT and Numeracy Skills	**SCQF 8** Communicating effectively to a target audience using both speech and writing. Interpreting, using and evaluating complex data, ideas and concepts.
Autonomy, Accountability and Working with Others	**Please select SCQF Level** Taking responsibility for own work and the work of others within a group / team environment.

Prerequisites	**Module Code** N/A	**Module Title** N/A
	Other	
Co-requisites	**Module Code** N/A	**Module Title** N/A

Learning and Teaching	
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. Students on a Graduate Apprentice programme will undertake the following teaching, 9 weeks of 2-hour lecture/Core content delivery online sessions and 3 weeks of 3 hour on campus workshops (dates for on-campus sessions to be confirmed each term)	
Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	**Student Learning Hours** (Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture / Core Content Delivery	10
Tutorial / Synchronous Support Activity	10
Independent Study	140
Asynchronous Class Activity	40
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: Schaper, M., Volery, T., Weber, P., & Gibson, B. (2013). "Entrepreneurship and Small Business: 4th Asia Pacific Edition". Milton Qld, Australia: Wiley. Osterwalder, A., Pigneur, Y., & Clark, T. (2010). "Business Model Generation: A handbook for visionaries, game changers, and challengers". Hoboken, NJ: Wiley. Additional Reading - Details of further resources, including textbooks, journals and online resources will be provided in the weekly course materials.

(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 will be expected to meet the following minimum thresholds for engagement during academic year 2025-26. • Regular engagement with their Virtual Learning Environment monitored via appropriate learner analytics within the VLE. • Attendance at 75% of live ('synchronous') class activities, online or face to face, with attendance taken in each class and recorded by academic staff via Self-Service Banner. • Engagement and submission of all assessments unless non-submission is supported by submission of an Extenuating Circumstances Statement (ECS).

Equality and Diversity
The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: UWS Equality, Diversity and Human Rights Code.
(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

Divisional Programme Board	**Marketing, Innovation, Tourism & Events**
Overall Assessment Results	☐ **Pass / Fail** ☒ **Graded**
Module Eligible for Compensation	☐ **Yes** ☒ **No** **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	Marketing, Innovation, Tourism & Events
Moderator	R Crammond
External Examiner	V Oziri
Accreditation Details	N/A
Module Appears in CPD catalogue	☐ **Yes** ☒ **No**
Changes / Version Number	Version Number: MD Template 4 (2025-26)

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1

Assessment 1 is weighted at 60%. In this group assignment students will develop a Business Model for a new SME and will use two separate tools to support their business case. Firstly students will use The Business Model Canvas to highlight the desirability, viability and feasibility of their chosen business venture and secondly students will use the Market Test Tool to articulate the opportunities and threats which the business is likely to face in the current and future climate and explain how they would launch this business. Re-sits will be assessed on an individual basis. (60 marks). The word count is 2000 words (excluding appendices).
Assessment 2
Assessment 2 is weighted at 40%. In this individual report-based assignment students will employ their Entrepreneurial Competencies Scorecard to evaluate their own personal skills inventory and reflect on the skills and qualities they would need to develop to run a successful business. This Assignment has 2 components. The word count is 1000 words (500 words for question 1 and 500 words for question 2) 1. Using your Entrepreneurial Competencies Scorecard discuss the skills and qualities you possess that would be useful for starting and developing your own small business. Reference relevant supporting theory to support your arguments. (20 marks) 2. What skills and qualities would you personally need to develop in order to be an effective entrepreneur? Reference relevant supporting theory to support your arguments. (20 marks). Each assessment must be all in one document and should include all necessary components and supporting materials as per the assessment criteria.
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. (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**
Groupwork	☒	☒	☐	☐	☐	60%	20

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Individual Report	☐	☐	☒	☐	☐	40%	16

Component 3							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
	☐	☐	☐	☐	☐		

Combined total for all components	100%	hours

Change Control

What	When	Who
Module Descriptor updated in new template	26/07/25	Module Coordinator (Dr Alan Murray)