Module Descriptor

Title	Enterprise Creation		
Session	2026/27	**Status**	Approved
Code	BUSN09042	**SCQF Level**	9
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Business and Creative Industries**		
Module Co-ordinator	R Crammond		

Summary of Module

There is a strong positive link between enterprise and prosperity: the world's healthiest economies display high levels of new business start-up. Scotland along with the rest of the world needs to develop and sustain a culture of creativity and innovation to ensure that enterprise is valued and entrepreneurs get the support they need.

Enterprise Creation aims to develop confident, enterprising and creative graduates who will be able to cope with the ever changing business environment, recognise opportunities and to take responsible and measured risks. This will stimulate enterprise and encourage individuals to consider self-employment and just as importantly, to develop enterprising employees who can contribute to the success of the organisation in which they work.

This is a very practical module designed to give students a unique opportunity to experience what it is like to start up and run their own business. Starting with the initial idea students will explore and assess a business opportunity and present a feasible business concept.

Within the module there will be input from entrepreneurs key partner agencies such as Princes Trust, Scottish Institute for Enterprise (SIE) to name but a few. This module is developed in accordance with the UWS Graduate Attributes and helps students to develop the skills, qualities and abilities which will prepare them for success both outwith university and beyond their period of study at UWS.

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

[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

Campuses for Module Delivery	☐ Ayr ☒ Dumfries		☒ Lanarkshire ☐ London ☒ Paisley		☐ Online / Distance Learning ☒ Other (specify) NCL Campuses	
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	Demonstrate how the principles of creativity, innovation and entrepreneurship transfer into a practical context.
L2	Demonstrate awareness of the requirement to understand the needs, wants and behaviours of the various types of potential customers in the marketplace.
L3	Use modern technologies and appropriate applications in explaining the key activities involved in the process of starting up a business.
L4	Apply the concepts learned and the techniques and intellectual skills developed to suit different markets and situations and to the entrepreneurial process, to start up and manage a business venture.
L5	Critically reflect on personal development needs and the development, skills and attributes of entrepreneurial behaviour.

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 9** Developing and demonstrating an understanding of the main approaches to identifying and researching a business idea. A critical understanding of the principles of a business model.
Practice: Applied Knowledge and Understanding	**SCQF 9** Applying the core skills necessary to deal with identifying a market opportunity. Engaging in various activities and methods to research and plan both independently and as part of a group. Engaging in the entrepreneurial process to start up and manage a business opportunity.
Generic Cognitive skills	**SCQF 9** Undertaking critical analysis of alternative business model scenarios. Identifying and analysing alternative routes from the initial business idea through to trading as a small business. Critical appraisal of the appropriate market and business environment.
Communication, ICT and Numeracy Skills	**SCQF 9**

	Undertake extensive use of modern technologies and IT applications to support and enhance an assessed portfolio to be presented to a knowledgeable audience. Interpretation and formulation of numerical/financial and market information.
Autonomy, Accountability and Working with Others	**SCQF 9** Exercising autonomy and initiative throughout the module Taking responsibility both as an individual and jointly as a group of the entrepreneurial process and compilation and presentation of the portfolio.

Prerequisites	**Module Code**	**Module Title**
	Other	
Co-requisites	**Module Code**	**Module Title**

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). The learning and teaching approach for this module reflects the standards outlined in the University's Manifesto for Learning. Specifically this module will take the format of interactive workshops and seminars to set out appropriate frameworks and concepts that form the basis for involving a variety of experts and practitioners, who will impart their “top tips” to the student groups. It will promote and foster self-directed and independent learning behaviour and self-reflection and it will nurture interest and develop skills among its learners. We will recognise the knowledge that individuals bring from their own experiences and ensure that teaching is always appropriate to the needs and starting points of learners. Continued encouragement and support will be given to ensure that detailed evidence is gathered of the process and experience. Peer assessment will take place through each student group agreeing group rules and norms and keeping a detailed record of each individual student's progress as well as that of the group as a whole. The student groups will collate the evidence of creating their enterprise and their enterprising experience. This will be showcased to promote their business concept, clearly demonstrating the feasibility of their idea. They will compile a detailed portfolio using technologies where appropriate of the practical activities involved in the process as well as documenting evidence of reflection on best practice. Throughout the module students, working in their groups, will be encouraged to think creatively and across the disciplines. They will also be expected to make effective use of student learning hours, to interact and critically assess business ideas and plans. At all times they will be encouraged to act in a professional business-like manner. This very practical experience will fully expose the students to an appreciation of the complexities of being entrepreneurial in the 21st century business environment, i.e. Entreplexity

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	14
Tutorial / Synchronous Support Activity	22
Independent Study	132
Asynchronous Class Activity	22
Independent Study	10
Please select	
TOTAL	200

Indicative Resources
The following materials form essential underpinning for the module content and ultimately for the learning outcomes: Burns, P. (2016), Entrepreneurship and small business, start up, growth and maturity, 4th ed., Palgrave MacMillan, London. Osterwalder, A. and Pigneur, Y (2010) Business Model Generation; Wiley and Sons; New Jersey Burns, P. (2014), New Venture Creation: A framework for entrepreneurial start-ups, Palgrave MacMillan, London. Global Entrepreneurship Monitor- (GEM) - http://www.gemconsortium.org/ Youth Business Scotland - Princes Trust (YBSPT) - http://www.ybspt.org.uk/ Business Gateway - http://www.business.scotland.gov.uk/
(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:** Attendance at lectures and tutorials, and engagement with the resources available.

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	A Murray
External Examiner	V Oziri
Accreditation Details	
Module Appears in CPD catalogue	☒ **Yes** ☐ **No**
Changes / Version Number	

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Portfolio of Written Work. **For students Studying at NCL this assessment strategy may involve individual coursework rather than groupwork**
Assessment 2
Presentation. **For students Studying at NCL this assessment strategy may involve individual coursework rather than groupwork**
Assessment 3
(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**
Portfolio of Written Work	☒	☒	☒	☒	☐	70	

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

Presentation	☒	☒	☒	☒	☐	30	

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**