Module Descriptor

Title	Enterprise With Creative Media		
Session	2026/27	**Status**	Approved
Code	BUSN10076	**SCQF Level**	10
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Business and Creative Industries**		
Module Co-ordinator	TBC		

Summary of Module

In this module students will explore, practice and critically interrogate how entrepreneurs, business and enterprise are challenged and changed by digital, social and transformational technologies. Students will critique how the current techno-cultural phenomenon and age of acceleration represents a paradigm shift for businesses and entrepreneurs.

The module explores how physical business and entrepreneurship are digitally disrupted and transformed by new technological trends which see the world of physical business and enterprise, challenged by and embrace social commerce. Students will be introduced to and learn how new digital, social and technological skill sets are required to engage with global markets that are, increasingly, integrating physical business and enterprise with digital and social media and innovations in virtual, augmented and mixed realities.

Mirroring the technological focus of the module, student learning will integrate digital and social technologies with dynamic face-to-face practice that will embed learning. Assessments will centre around the integration of future technology for new business/product development and the techniques entrepreneurs will use to penetrate disrupted markets.

Module Delivery Method	**On-Campus[1]** ☒	**Hybrid[2]** ☒	**Online[3]** ☐	**Work -Based Learning[4]** ☐
Campuses for Module Delivery	☐ Ayr ☐ Dumfries	☐ Lanarkshire ☐ London	☐ Online / Distance Learning ☐ Other (specify)	

[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

			☒ Paisley			
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	Develop a strategic understanding of trends in digital, social and transformational technology and critically evaluate and analyse the shift of physical enterprise to digital
L2	Critically examine contemporary social commerce, enterprise trends and propose future product developments
L3	Critically examine the impact of digital disruption on the current enterprise practice
L4	
L5	

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 10** Students will be able to demonstrate knowledge and understanding of key components of digital, social and transformational technologies. They will be able to demonstrate a critical understanding of how entrepreneurs engage markets to brands and the aspirational identity of prosumers.
Practice: Applied Knowledge and Understanding	**SCQF 10** Utilise and apply a range of digital and social technologies for the critique, analysis, promotion and development of digital entrepreneurship and social commerce. Develop, produce and pitch a social commerce product that responds to trends in digital, social and transformational technologies.
Generic Cognitive skills	**SCQF 10** Demonstrate critical and analytical skills through the application of socio-cultural and consumer behaviour concepts for the development of new modes of entrepreneurship and the social commerce enterprise. Critically review and consolidate knowledge, skills and practices that reflect the shift in digital entrepreneurship. Demonstrate originality, creativity and innovation through the application of digital, social and transformational technologies in digital entrepreneurship and enterprise
Communication, ICT and Numeracy Skills	**SCQF 10** Develop and pitch in a performative entrepreneurial style a future facing social commerce enterprise. Demonstrate digital, social media and transformational technology communications that engage and maintain the convergent networking of the 21st Century digital.

Autonomy, Accountability and Working with Others	**SCQF 10** Exercise autonomy, independence and initiative through the development of a personal portfolio digital, social and transformational technology skills Demonstrate the ability to work effectively, with facilitated guidance, with peers to professionally produce digital outputs Demonstrate responsibility, accountability and professional practice through workloads and outputs to deadlines negotiated with peers and external entrepreneurs and businesses

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.	
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	24
Laboratory / Practical Demonstration / Workshop	12
Asynchronous Class Activity	48
Independent Study	116
Please select	
Please select	
TOTAL	200

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

Baelo-Allué, S., 2019. Transhumanism, transmedia and the Serial podcast. International Journal of English Studies, 19(1), pp.113-131.

Ball, M., 2022. The Metaverse: And How It Will Revolutionise Everything. Liveright Publishing Co.

Bell, W., 2017. Foundations of futures studies, Volume 1: History, Purposes, Knowledge (Vol. 1). Routledge.

Castells, M. (2011). The rise of the network society: The information age: Economy, society, and culture (Vol. 1). John Wiley & Sons.

Solis, B. (2013) 'WTF?: What's the Future of Business?: Changing the Way Businesses Create Experiences'. John Wiley & Sons.

Van Dijck, J., 2013. Cultures of connectivity. Oxford University Press.

Vaynerchuk, G. (2013). Jab, Jab, Jab, Right Hook. Harper Collins.

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 and Events
Moderator	TBC
External Examiner	V Oziri
Accreditation Details	
Module Appears in CPD catalogue	☒ **Yes** ☐ **No**
Changes / Version Number	1

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Critically analyse a live enterprise/business and how digital, social and transformational technologies can disrupt innovation (30%)

Assessment 2
Critically pitch, in performative entrepreneurial style, a future enterprise innovation that reflects the transformational shifts of social commerce (70%)
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**
Critical Analysis	☐	☐	☒	☐	☐	30	

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Critical Pitch	☒	☒	☐	☐	☐	70	

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**