Module Descriptor

Title	Managing Innovation & Entrepreneurship		
Session	2026/27	**Status**	Approved
Code	BUSN10084	**SCQF Level**	10
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Business and Creative Industries**		
Module Co-ordinator	R Crammond		

Summary of Module

In today's globally and digitally competitive organisations, there is a drive towards being creative through their brands, products, and services. Business must remain committed to their customer and provide quality and efficiency in what they produce and provide. In addition, managers and employees within organisations must also be innovative and enterprising.

The 10-week Managing Innovation & Entrepreneurship course highlights enterprising and creative activities within a business, and the impact this has on managers and their key functions.

Several themes and topics of relevance are encountered. These include:

• Discussing the growing concept of managing innovation and entrepreneurship within organisations, and the impact on managers.

• Appreciating management processes, people management, and business creativity

• Reflecting on current challenges from society and industry concerning organisations, partners, and consumers; and

• Considering existing factors, both internal and external to the organisation, which impacts an organisation's creativity and management of innovation

In response to the assessment strategy outlined by this module, a:

• Management report highlighting the importance of innovation within organisations, and through referring to industry examples; and,

• Development of a training log, outlining practical ways in which managers can introduce innovative processes and promote enterprising practices for their business.

This course is developed in accordance with the UWS Graduate Attributes and helps those to develop the skills, qualities and abilities which will prepare them for success both outwith university and beyond their period of study at UWS. The course also helps to develop many of the personal and professional attributes.

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	Appreciate the concepts of enterprise and innovation within organisational and management contexts.
L2	Explain management processes and enterprising practices within organisations, reflecting through experience on their impact on industry and society.
L3	Construct a developmental training log, to assist an ongoing or prospective organisation to manage innovation and entrepreneurship.
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** Demonstrate and/or work with: • Knowledge that covers and integrates most of the principal areas, features, boundaries, terminology and conventions of a subject/discipline/sector. • A critical understanding of the principal theories, concepts and principles. • Detailed knowledge and understanding in one or more specialisms, some of which is informed by, or at the forefront of, a subject/discipline/sector.

[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

	• Knowledge and understanding of the ways in which the subject/discipline/sector is developed, including a range of established techniques of enquiry or research methodologies.
Practice: Applied Knowledge and Understanding	**SCQF 10** Apply knowledge, skills and understanding: • In using a wide range of the principal professional skills, techniques, practices and/or materials associated with the subject/discipline/sector. • In using a few skills, techniques, practices and/or materials that are specialised, advanced and/or at the forefront of a subject/discipline/sector. • In executing a defined project of research, development or investigation and in identifying and implementing relevant outcomes. • To practise in a range of professional level contexts that include a degree of unpredictability and/or specialism.
Generic Cognitive skills	**SCQF 10** • Critically identify, define, conceptualise and analyse complex/professional problems and issues. • Offer professional insights, interpretations and solutions to problems and issues. • Demonstrate some originality and creativity in dealing with professional issues. • Critically review and consolidate knowledge, skills, practices and thinking in a subject/discipline/sector. • Make judgements where data/information is limited or comes from a range of sources.
Communication, ICT and Numeracy Skills	**SCQF 10** Use a wide range of routine skills and some advanced and specialised skills in support of established practices in a subject/discipline/sector, for example: • Present or convey, formally and informally, information about specialised topics to informed audiences. • Communicate with peers, senior colleagues and specialists on a professional level. • Use a range of ICT applications to support and enhance work at this level and adjust features to suit purpose. • Interpret, use and evaluate a wide range of numerical and graphical data to set and achieve goals/targets.
Autonomy, Accountability and Working with Others	**SCQF 10** • Exercise autonomy and initiative in professional/equivalent activities. • Exercise significant managerial responsibility for the work of others and for a range of resources. • Practise in ways that show awareness of own and others' roles and responsibilities. • Work, under guidance, in a peer relationship with specialist practitioners. • Work with others to bring about change, development and/or new thinking.

	• Manage complex ethical and professional issues in accordance with current professional and/or ethical codes or practices. • Recognise the limits of these codes and seek guidance where appropriate.

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)
Laboratory / Practical Demonstration / Workshop	20
Personal Development Plan	10
Independent Study	170
Please select	
Please select	
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. • Scarborough, N.M., and J.R. Cornwall. (2019) Essentials of entrepreneurship and small business management. 9th ed. Pearson. • Osterwalder, A. and Pigneur, Y (2010) Business Model Generation; Wiley and Sons; New Jersey • Burns, P. (2014), New Venture Creation: A framework for entrepreneurial startups, 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/

Access to online library resources. A variety of online business development sites can be accessed, including the UWS Enterprise Team resource for students, staff, and businesses.
(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 timetabled class contact time. • Engagement in module discussion, and both formative and summative activities, as aligned to the learning outcomes. • Adherence to, and the submission of, module assessments.

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	TBC
External Examiner	V Oziri
Accreditation Details	N/A
Module Appears in CPD catalogue	☐ **Yes** ☒ ~~**No**~~
Changes / Version Number	Please note that this module should also be added to the CPD catalogue, as per school board-level proposal and recommendation.

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

Management Report (70%)
Assessment 2
Developmental Training Log (30%)
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**
Report of practical / field / clinical work	☒	☒	☐	☐	☐	70	30

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Workbook / Laboratory notebook / Diary / Training log / Learning log	☐	☐	☒	☐	☐	30	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**