University of the West of Scotland
Module Descriptor

Session: 2023/24
Last modified: 08/02/2023 11:52:07
Status: Proposal

Title of Module: Enterprise and Entrepreneurship			
Code:	**SCQF Level: 11** (Scottish Credit and Qualifications Framework)	**Credit Points: 20**	**ECTS: 10** (European Credit Transfer Scheme)
School:	School of Business & Creative Industries		
Module Co-ordinator:	William Shepherd		

Summary of Module
Enterprise is a fast-growing element of the modern business environment. Whether it is entrepreneurs taking risks to start new organisations, or intrapreneurs working to develop new approaches inside organisations, there is no doubt that it is vital that the leaders of tomorrow can understand and manage this area.   The Enterprise and Entrepreneurship module will give students a good grounding in the theory and background to the topic. Key contemporary theories, models and cases will be covered to ensure that the students develop the skills and understanding around Enterprise.Student will be introduced to the basics of enterprise and entrepreneurship, especially focused on the local marketplace. The skills and attributes needed for successful enterprise will be explored, alongside case studies to bring the discussions to life.   Students will review their own skills against relevant tools such as the entrepreneur score card, allowing for reflection and identification of development opportunities. The module will move beyond the individual to examine enterprising organisations and entrepreneurial sectors. The benefits and drawbacks of adopting such approaches will be critically discussed and linked back to real world examples.

Module Delivery Method					
Face-To-Face	**Blended**	**Fully Online**	**HybridC**	**HybridO**	**Work-based Learning**
		✓	✓	✓	

Face-To-Face
Term used to describe the traditional classroom environment where the students and the lecturer meet synchronously in the same room for the whole provision.
Blended
A mode of delivery of a module or a programme that involves online and face-to-face delivery of learning, teaching and assessment activities, student support and feedback. A programme may be considered "blended" if it includes a combination of face-to-face, online and blended modules. If an online programme has any compulsory face-to-face and campus elements it must be described as blended with clearly articulated delivery information to manage student expectations
Fully Online
Instruction that is solely delivered by web-based or internet-based technologies. This term is used to describe the previously used terms distance learning and e learning.
HybridC
Online with mandatory face-to-face learning on Campus
HybridO
Online with optional face-to-face learning on Campus
Work-based Learning
Learning activities where the main location for the learning experience is in the workplace.

Campus(es) for Module Delivery
The module will **normally** be offered on the following campuses / or by Distance/Online Learning: (Provided viable student numbers permit)

Paisley:	Ayr:	Dumfries:	Lanarkshire:	London:	Distance/Online Learning:	Other:
			✓		✓	✓

Term(s) for Module Delivery
(Provided viable student numbers permit).

Term 1	✓	Term 2	✓	Term 3	✓

Learning Outcomes: (maximum of 5 statements)
On successful completion of this module the student will be able to: L1. Critically analyse personal entrepreneurial skills   L2. Investigate and critically discuss the differences and similarities between enterprise and entrepreneurship   L3. Research, review and collect information about the use of enterprise within organisations   L4. Develop a case study that highlights entrepreneurship in action.

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 Level 11. Demonstrating a critical integrated understanding of enterprise and entrepreneurship in business. Understanding the role and importance of enterprise in business success. Demonstrating an in-depth knowledge and understanding of enterprise and how this contributes to business development and growth at the national and global level.
Practice: Applied Knowledge and Understanding	SCQF Level 11. Using a range of specialist skills, techniques and practices associated with enterprise in a business context Applying relevant knowledge and understanding to a range of complex situations. Applying a range of skills, knowledge and understanding of enterprise and entrepreneurship to key issues in the changing global marketplace

	Identify, conceptualise, define and make informed judgements on problems and issues often in the absence of pertinent information

Developing personal capabilities in creativity and problem solving, decisiveness, |
| Generic Cognitive skills | SCQF Level 11.
Developing original and creative responses to the analysis, evaluation and synthesis of data and other material.

Analysing new and abstract problems and issues related to the business environment.

Analysing complex business situations, often with limited information.

Diagnosing complex organisational problems generating potential approaches to dealing with these, using relevant tools. |
| Communication, ICT and Numeracy Skills | SCQF Level 11.
Using a range of advanced skills including academic writing and referencing skills, analysis and interpretation of complex information and the use of appropriate ICT skills to aid dissemination of information.

Communicating fluently and engaging in discourse with tutors and fellow students and external stakeholders e.g. business representatives, etc to convey complex ideas and concepts.

Effectively use communication and team skills through presentations, role play and group exercises |
| Autonomy, Accountability and Working with others | SCQF Level 11.
Exercising substantial autonomy and initiative in professional and equivalent activities

Becoming self-directed by taking responsibility for own study and using own initiative

Develop time management skills to schedule and manage own and others activities

Using initiative to cooperate and share learning with fellow students

Working and leading teams, taking responsibility for own and others work.

Reflecting on personal development and identification of development needs. |

Pre-requisites:	Before undertaking this module the student should have undertaken the following:	
	Module Code:	**Module Title:**
	Other:	

Co-requisites	Module Code:	Module Title:

* Indicates that module descriptor is not published.

Learning and Teaching

The class will be interactive combining the development of knowledge and understanding with opportunities to practice skills and reflect on personal entrepreneurial skills. The students will work within groups to develop solutions to identified business problems and present their findings to a range of audiences.

The module will aim to bring real world cases studies and guests into the sessions, to provide a rich contextual learning environment for students.

Activities related to the topic will be presented and e-activities will be utilized, such as video exercises, case study work, synchronous and a-synchronous discussion groups.

Assessment may include formative and summative approaches, that can be combined into a portfolio approach.

Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	Student Learning Hours (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture/Core Content Delivery	10
Tutorial/Synchronous Support Activity	30
Asynchronous Class Activity	20
Independent Study	140
	200 Hours Total

**Indicative Resources: (eg. Core text, journals, internet access)

The following materials form essential underpinning for the module content and ultimately for the learning outcomes:
Tidd, J. and Bessant, J.R.,(latest Version) . Managing innovation: integrating technological, market and organizational change. John Wiley & Sons.

(**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)

Engagement Requirements

In line with the Academic Engagement Procedure, Students are defined as academically engaged if they are regularly engaged with timetabled teaching sessions, course-related learning resources including those in the Library and on the relevant learning platform, and complete assessments and submit these on time. Please refer to the Academic Engagement Procedure at the following link: Academic engagement procedure

Supplemental Information

Programme Board	Marketing, Innovation, Tourism & Events
Assessment Results (Pass/Fail)	No
Subject Panel	TBC
Moderator	TBC
External Examiner	TBC
Accreditation Details	
Changes/Version Number	1

Assessment: (also refer to Assessment Outcomes Grids below)
Portfolio - 100%
(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 Handbook.)

Assessment Outcome Grids (Footnote A.)

Component 1

Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Portfolio of written work	✓	✓	✓	✓	100	0

Footnotes
A. Referred to within Assessment Section above
B. Identified in the Learning Outcome Section above

Note(s):
1. More than one assessment method can be used to assess individual learning outcomes.
2. Schools are responsible for determining student contact hours. Please refer to University Policy on contact hours (extract contained within section 10 of the Module Descriptor guidance note). This will normally be variable across Schools, dependent on Programmes &/or Professional requirements.

Equality and Diversity 6

he Equality, Diversity and Human Rights policy underpins student engagement. We aim to make UWS a fair and equal place to study an institution which addresses specific issues covering all aspects of equality, diversity and human rights. Where required module assessment will be adapted to meet student requirements.
UWS Equality and Diversity Policy (http://www.uws.ac.uk/equality/)
UWS Equality and Diversity Policy

(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)