# University of the West of Scotland

## Module Descriptor

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**Title of Module: Entrepreneurial Opportunity**

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| Code: BUSN07050 | SCQF Level: 7 (Scottish Credit and Qualifications Framework) | Credit Points: 20 | ECTS: 10 (European Credit Transfer Scheme) |
|---|---|---|---|
| **School:** | School of Business & Creative Industries | | |
| **Module Co-ordinator:** | Dina Nziku | | |

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**Summary of Module**

This module will allow students to scan and analyse their local environment with the aim of identifying potential business opportunities. This will be achieved through the use of a range of tools and techniques such as PESTLE and SWOT analysis, alongside data gathering through local business support agencies and business owners.

Students will investigate the economic environment in their locality and identify industry areas that are currently experiencing growth and decline. They will use all of the information they have gathered to come up with a potential business opportunity. Recommendations will be made as to how this opportunity could be progressed onto the next stage.

- This module acts as an introduction to enterprise and the importance of understanding the external economic environment. It also provides students with the opportunity to spot potential entrepreneurial opportunities. In addition, it will provide students with the opportunity to develop their business networks in their local areas.

- It will also develop their team working skills. They may wish to take their final idea and develop it further either through other Enterprise modules throughout their degree, or independently outside of their programme.

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**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.

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## 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: |
|---|---|---|---|---|---|---|
| ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | |

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## Term(s) for Module Delivery

(Provided viable student numbers permit).

| Term 1 | | Term 2 | ✓ | Term 3 | |
|---|---|---|---|---|---|

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## Learning Outcomes: (maximum of 5 statements)

On successful completion of this module the student will be able to:

L1. Identify relevant environmental scanning tools and techniques.

L2. Apply environmental scanning tools and techniques to the local geographical area.

L3. Analyse market data to identify potential entrepreneurial opportunities.

L4. Analyse their individual entrepreneurial qualities and the potential this offers to exploit entrepreneurial opportunities.

| 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 7.<br><br>Students will gain knowledge of their local economic environment and identify industry areas of growth and decline. They will also develop a practical understanding of environmental scanning tools. |
| Practice: Applied Knowledge and Understanding | SCQF Level 7.<br><br>Students will apply the environmental scanning tools and techniques to their local area and use this information to propose potential business ideas. |
| Generic Cognitive skills | SCQF Level 7.<br><br>Students will evaluate the information they have gathered, deciding whether any bias exists and if the information is reliable. They will use the information they have found most relevant to suggest a business idea they think would be successful. |
| Communication, ICT and Numeracy Skills | SCQF Level 7.<br><br>Students will be expected to interpret market information and present this in a video format. |
| Autonomy, Accountability and Working with others | SCQF Level 7.<br><br>Students will be expected to work with others throughout the module. This would include fellow group members as well as staff in business support agencies and business owners. Group responsibility should be taken to ensure completion of the tasks. |

| 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 |
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This module 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 that allows staff to customise and communicate learning cognisant to their field, industry and the expectations of students.

Primary lecture material is digitally captured and curated through vibrant multi-media vod and Touchcasts and a range of social media platforms. This enables students to review content and engage in mobile, interactive and immediate manner between staff and students. This digital practice supports and drives distinctive physical teaching and learning. Here the dynamic face-to-face engagement of student learning is embedded through a series of active learning practices/activities that link and interrogate theory with live industrial practice and contextualised experience. This integration and networking between the digital, physical and industrial contexts provides students with an innovative and convergent educational experience.

| Learning Activities<br>During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below: | Student Learning Hours<br>(Normally totalling 200 hours):<br>(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 |
|  | 200 Hours Total |

| **Indicative Resources: (eg. Core text, journals, internet access) |
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| The following materials form essential underpinning for the module content and ultimately for the learning outcomes:<br>Neck, H.M, Neck, C.P, Murray, E.L (2017) "Entrepreneurship: The Practice and Mindset". London: Sage.<br><br>Chalmers, D.M, Shaw, E. (2017) "The Endogenous Construction of Entrepreneurial Contexts: A practice-based perspective". International Small Business Journal, 35(1): 19–39.<br><br>Murray, A. and Palladino, R. (2020) "Developing human capitals in today's entrepreneurs: A practitioner perspective", Journal of Intellectual Capital. |
| (**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 |
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| 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<br><br>Where a module has Professional, Statutory or Regulatory Body requirements these will be listed here: |

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

## Supplemental Information

| Programme Board | Marketing, Innovation, Tourism & Events |
|---|---|
| Assessment Results (Pass/Fail) | No |
| Subject Panel | Marketing, Innovation, Tourism and Events |
| Moderator | Ibiyemi Omeihe |
| External Examiner | Isla Kapasi |
| Accreditation Details | |
| Changes/Version Number | 1.01 |

| Assessment: (also refer to Assessment Outcomes Grids below) |
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| Assessment One: Students will apply appropriate environmental scanning tools and techniques to their local area and use this information to propose potential business ideas which they will present in the form of a video. |
| Assignment Two: Thinking about the business ideas presented by the group in Assignment One students will individually comment on their own individual entrepreneurial qualities in order to determine how well-equipped they are to take advantage of the opportunities they identified. Students should reflect on the lecture/core content delivery as well as make use of the indicative resources (ie: core textbook, journal articles, business reports and internet access) while supporting their argument with examples and relevant theory. Word limit - (1500 words). |
| (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 |
|---|---|---|---|---|---|---|
| Presentation | ✓ | ✓ | ✓ | | 60 | 0 |

## Component 2

| Assessment Type (Footnote B.) | Learning Outcome (1) | Learning Outcome (2) | Learning Outcome (3) | Learning Outcome (4) | Weighting (%) of Assessment Element | Timetabled Contact Hours |
|---|---|---|---|---|---|---|
| Essay | | | | ✓ | 40 | 0 |
| | | | | **Combined Total For All Components** | 100% | 0 hours |

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** |
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| The 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.<br>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) |