University of the West of Scotland

Module Descriptor

Session: 24/25

Title of Module: Business Accelerator			
Code: BUSN08058	SCQF Level: 8 (Scottish Credit and Qualifications Framework)	Credit Points: 20	ECTS: (European Credit Transfer Scheme) 10
School:	School of Business of Creative Industries		
Module Co-ordinator:	Alan Murray		

Summary of Module
This module is aimed at students who have started or who intend to start their own business and are at any stage of the business development pipeline namely; pre start, start up, early stage, growth or maturity. The Module will be delivered by experienced enterprise and business practitioners utilising dynamic physical and digital teaching and learning spaces embedding input from key stakeholders and partners within the Module. This module is developed in accordance with the UWS Graduate Attributes and helps students to develop the range of skills, qualities and abilities which will prepare them for success both outwith university and beyond their period of study at UWS. This module will help the student develop academic skills such as gaining knowledge, being a critical thinker, being analytical, being a problem solver, being digitally literate and being an autonomous learner. The module also helps to develop many personal and professional attributes. This programme 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 which allows staff to customise and communicate learning cognisant to their field, industry and the expectations of students. Students will develop the personal skills, qualities, attitudes, aptitudes and behaviours required to manage and develop an SME such as; management skills, leadership, confidence, motivation, communication, organisational and social, digital and technical skills whilst gaining the creative confidence needed to build and develop a successful business in today's dynamic marketplace.

Module Delivery Method					
Face-To-Face	Blended	Fully Online	HybridC	Hybrid 0	Work-Based Learning
☒	☒	☒	☐	☐	☐
See Guidance Note for details.					

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) (tick as appropriate)						
Paisley:	Ayr:	Dumfries:	Lanarkshire:	London:	Distance/Online Learning:	Other:
☒	☒	☒	☒	☒	☒	Add name

Term(s) for Module Delivery					
(Provided viable student numbers permit).					
Term 1	☒	Term 2	☒	Term 3	☐

Learning Outcomes: (maximum of 5 statements) These should take cognisance of the SCQF level descriptors and be at the appropriate level for the module. At the end of this module the student will be able to:	
L1	Appraise the nature, contribution and resources required for a small business to succeed in the UK economy and identify the challenges which they face.
L2	Investigate theories of entrepreneurial skills
L3	Examine their personal entrepreneurial skills inventory and gaps.

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 **8** Understanding the principles of small enterprise management and development.
Practice: Applied Knowledge and Understanding	SCQF Level **8** Identifying necessary concepts and practices and applying them to overcome specific business challenges.
Generic Cognitive skills	SCQF Level **8** Analysing small business issues and problems. Developing effective strategies for given solutions.
Communication, ICT and Numeracy Skills	SCQF Level **8** Communicating effectively to a target audience using both speech and writing. Interpreting, using and evaluating complex data, ideas and concepts.

Autonomy, Accountability and Working with others	SCQF Level **8** Taking responsibility for own work and the work of others within a group / team environment.	
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	
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.	
The Module will be delivered by experienced enterprise and business practitioners utilising dynamic physical and digital teaching and learning spaces embedding input from key stakeholders and partners within the Module. This module is developed in accordance with the UWS Graduate Attributes and helps students to develop the range of skills, qualities and abilities which will prepare them for success both outwith university and beyond their period of study at UWS. This module will help the student develop academic skills such as gaining knowledge, being a critical thinker, being analytical, being a problem solver, being digitally literate and being an autonomous learner. The module also helps to develop many personal and professional attributes. **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	10
Independent Study	140
Asynchronous Class Activity	40
	Hours Total 200

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

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

Schaper, M., Volery, T., Weber, P., & Gibson, B. (2013). "Entrepreneurship and Small Business: 4th Asia Pacific Edition". Milton Qld, Australia: Wiley.

Osterwalder, A., Pigneur, Y., & Clark, T. (2010). "Business Model Generation: A handbook for visionaries, game changers, and challengers". Hoboken, NJ: Wiley.

Details of further resources, including textbooks, journals and online resources will be identified at the beginning of each delivery and made available via Moodle.

(**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:

Engage with digital lectures, engage with the support materials and attend face to face tutorials.

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	MITE
Assessment Results (Pass/Fail)	Yes ☐No ☒
School Assessment Board	School of Business and Creative Industries

Moderator	Robert Crammond
External Examiner	I Kapasi
Accreditation Details	N/A
Changes/Version Number	2

Assessment: (also refer to Assessment Outcomes Grids below)

This section should make transparent what assessment categories form part of this module (stating what % contributes to the final mark).
Maximum of 3 main assessment categories can be identified (which may comprise smaller elements of assessment).
NB: The 30% aggregate regulation (Reg. 3.9) (40% for PG) for each main category must be taken into account. When using PSMD, if all assessments are recorded in the one box, only one assessment grid will show and the 30% (40% at PG) aggregate regulation will not stand. For the aggregate regulation to stand, each component of assessment must be captured in a separate box.
Please provide brief information about the overall approach to assessment that is taken within the module. In order to be flexible with assessment delivery, be brief, but do state assessment type (e.g. written assignment rather than "essay" / presentation, etc) and keep the detail for the module handbook. Click or tap here to enter text.

Assessment 1 – Assignment one is weighted at 60%. In this group assignment students will develop a Business Model for a new SME and will use two separate tools to support their business case. Firstly students will use The Business Model Canvas to highlight the desirability, viability and feasibility of their chosen business venture and secondly students will use the Market Test Tool to articulate the opportunities and threats which the business is likely to face in the current and future climate and explain how they would launch this business. Re-sits will be assessed on an individual basis. (60 marks).

Assessment 2 – Assignment two is weighted at 40%. In this individual report-based assignment students will employ their Entrepreneurial Scorecard to evaluate their own personal skills inventory and reflect on the skills and qualities
they would need to develop to run a successful business. This Assignment has 2 components;

1. Using your Entrepreneurial Scorecard discuss the skills and qualities you possess that would be useful for starting and developing your own small business. Reference relevant supporting theory to support your arguments.
(20 marks)

2. What skills and qualities would you personally need to develop in order to be an effective entrepreneur? Reference relevant supporting theory to support your arguments. (20 marks).

(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.)

Assessment Outcome Grids (See Guidance Note)

Component 1							
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetabled Contact Hours
	x	x				60	20

Component 2							
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetabled Contact Hours
			x			40	16

Component 3							
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Combined Total for All Components						100%	36 hours

Change Control:

What	When	Who
Further guidance on aggregate regulation and application when completing template	16/01/2020	H McLean
Updated contact hours	14/09/21	H McLean
Updated Student Attendance and Engagement Procedure	19/10/2023	C Winter
Updated UWS Equality, Diversity and Human Rights Code	19/10/2023	C Winter
Guidance Note 23-24 provided	12/12/23	D Taylor
General housekeeping to text across sections. .	12/12/23	D Taylor

Version Number: MD Template 2 (2024-25)