

University of the West of Scotland

Module Descriptor

Session: 2024/25

Title of Module: Entrepreneurial Opportunity			
Code: BUSN:07050	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:	Dr Dina Nziku		
Summary of Module			
<p>This module will allow students to scan and analyse their local environment with the aim of identifying potential business opportunities. This will be achieved using 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 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.</p> <ul style="list-style-type: none"> ➤ 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. 			

Module Delivery Method					
Face-To-Face	Blended	Fully Online	HybridC	Hybrid 0	Work-Based Learning
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
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:
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Add name

Term(s) for Module Delivery					
(Provided viable student numbers permit).					
Term 1	<input type="checkbox"/>	Term 2	<input checked="" type="checkbox"/>	Term 3	<input type="checkbox"/>

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	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.
L5	Click or tap here to enter text.

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 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 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 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 Students will be expected to interpret market information and present this in a video format.	
Autonomy, Accountability and Working with others	SCQF Level 7 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	
<p>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. This enables students to review content and engage in mobile, interactive, and immediate manner between staff and students. The 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.</p>	
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	12
Tutorial/Synchronous Support Activity	24
Asynchronous Class Activity	40

Independent Study	124
Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	
	200Hours Total
**Indicative Resources: (eg. Core text, journals, internet access)	
<p>The following materials form essential underpinning for the module content and ultimately for the learning outcomes:</p> <p>Core Textbook Neck, H.M, Neck, C.P, Murray, E.L (2017) "Entrepreneurship: The Practice and Mindset". London: Sage.</p> <p>Additional Reading Resources</p> <p>Chalmers, D.M, Shaw, E. (2017) "The Endogenous Construction of Entrepreneurial Contexts: A practice-based perspective". International Small Business Journal, 35(1): 19–39.</p> <p>Murray, A. and Palladino, R. (2020) "Developing human capitals in today's entrepreneurs: A practitioner perspective", Journal of Intellectual Capital</p> <p>Please ensure the list is kept short and current. Essential resources should be included, broader resources should be kept for module handbooks / Aula VLE.</p> <p>Resources should be listed in Right Harvard referencing style or agreed professional body deviation and in alphabetical order.</p> <p>(*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)</p>	
Attendance and Engagement Requirements	
<p>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.</p> <p>For the purposes of this module, academic engagement equates to the following:</p> <p>- Monitoring and Review of Individual Student Engagement</p>	

Equality and Diversity
<p>The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: UWS Equality, Diversity and Human Rights Code.</p> <p>Please ensure any specific requirements are detailed in this section. Module Co-ordinators should consider the accessibility of their module for groups with protected characteristics..</p>
(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
Assessment Results (Pass/Fail)	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
School Assessment Board	MITE
Moderator	Dr Robert Cramond
External Examiner	I. Kapasi
Accreditation Details	e.g. ACCA Click or tap here to enter text.
Changes/Version Number	2

Assessment: (also refer to Assessment Outcomes Grids below)
<p>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.</p>
Assessment 1: Group Presentation 60%

Assessment 2: Individual Reflective Report 40%
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.)

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
Group Presentation	✓	✓	✓			60	

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
				✓		40	

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 1 (2023-24)