University of the West of Scotland

Module Descriptor

Session:

Title of Module: Enterprise Creation			
Code: BUSN09042	SCQF Level: 9 (Scottish Credit and Qualifications Framework)	Credit Points: 20	ECTS: (European Credit Transfer Scheme) 10
School:	School of Business & Creative Industries		
Module Co-ordinator:	Robert Crammond		

Summary of Module
There is a strong positive link between enterprise and prosperity: the world's healthiest economies display high levels of new business start-up. Scotland along with the rest of the world needs to develop and sustain a culture of creativity and innovation to ensure that enterprise is valued and entrepreneurs get the support they need.
Enterprise Creation aims to develop confident, enterprising and creative graduates who will be able to cope with the ever changing business environment, recognise opportunities and to take responsible and measured risks. This will stimulate enterprise and encourage individuals to consider self-employment and just as importantly, to develop enterprising employees who can contribute to the success of the organisation in which they work.
This is a very practical module designed to give students a unique opportunity to experience what it is like to start up and run their own business. Starting with the initial idea students will explore and assess a business opportunity and present a feasible business concept.
Within the module there will be input from entrepreneurs key partner agencies such as Princes Trust, Scottish Institute for Enterprise (SIE) to name but a few.
This module is developed in accordance with the UWS Graduate Attributes and helps students to develop the skills, qualities and abilities which will prepare them for success both outwith university and beyond their period of study at UWS.

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:
☒	☐	☒	☒	☒	☒	New College Lanarkshire

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	Demonstrate how the principles of creativity, innovation and entrepreneurship transfer into a practical context.
L2	Demonstrate awareness of the requirement to understand the needs, wants and behaviours of the various types of potential customers in the marketplace;
L3	Use modern technologies and appropriate applications in explaining the key activities involved in the process of starting up a business
L4	Apply the concepts learned and the techniques and intellectual skills developed to suit different markets and situations and to the entrepreneurial process, to start up and manage a business venture
L5	Critically reflect on personal development needs and the development, skills and attributes of entrepreneurial behaviour

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 **9** Developing and demonstrating an understanding of the main approaches to identifying and researching a business idea. A critical understanding of the principles of a business model.
Practice: Applied Knowledge and Understanding	SCQF Level **9** Applying the core skills necessary to deal with identifying a market opportunity. Engaging in various activities and methods to research and plan both independently and as part of a group. Engaging in the entrepreneurial process to start up and manage a business opportunity.
Generic Cognitive skills	SCQF Level **9** Undertaking critical analysis of alternative business model scenarios. Identifying and analysing alternative routes from the initial business idea through to trading as a small business. Critical appraisal of the appropriate market and business environment.
Communication, ICT and Numeracy Skills	SCQF Level **9** Undertake extensive use of modern technologies and IT applications to support and enhance an assessed portfolio to be presented to a knowledgeable audience. Interpretation and formulation of numerical/financial and market information.
Autonomy, Accountability and Working with others	SCQF Level **9** Exercising autonomy and initiative throughout the module Taking responsibility both as an individual and jointly as a group of the entrepreneurial process and compilation and presentation of the portfolio

Pre-requisites:	Before undertaking this module the student should have undertaken the following:	
	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.

The learning and teaching approach for this module reflects the standards outlined in the University's Manifesto for Learning. Specifically this module will take the format of interactive workshops and seminars to set out appropriate frameworks and concepts that form the basis for involving a variety of experts and practitioners, who will impart their "top tips" to the student groups. It will promote and foster self-directed and independent learning behaviour and self-reflection and it will nurture interest and develop skills among its learners. We will recognise the knowledge that individuals bring from their own experiences and ensure that teaching is always appropriate to the needs and starting points of learners. Continued encouragement and support will be given to ensure that detailed evidence is gathered of the process and experience.

Peer assessment will take place through each student group agreeing group rules and norms and keeping a detailed record of each individual student's progress as well as that of the group as a whole. The student groups will collate the evidence of creating their enterprise and their enterprising experience. This will be showcased to promote their business concept, clearly demonstrating the feasibility of their idea. They will compile a detailed portfolio using technologies where appropriate of the practical activities involved in the process as well as documenting evidence of reflection on best practice. Throughout the module students, working in their groups, will be encouraged to think creatively and across the disciplines. They will also be expected to make effective use of student learning hours, to interact and critically assess business ideas and plans.

At all times they will be encouraged to act in a professional business-like manner. This very practical experience will fully expose the students to an appreciation of the complexities of being entrepreneurial in the 21st century business environment, i.e. Entreplexity

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	14
Tutorial/Synchronous Support Activity	22
Independent Study	132
Asynchronous Class Activity	22

Independent Study	10

	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:

Burns, P. (2016), Entrepreneurship and small business, start up, growth and maturity, 4th ed., Palgrave MacMillan, London.

Osterwalder, A. and Pigneur, Y (2010) Business Model Generation; Wiley and Sons; New Jersey

Burns, P. (2014), New Venture Creation: A framework for entrepreneurial start-ups, 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

Click or tap here to enter text.

Click or tap here to enter text.

Resources should be listed in Right Harvard referencing style or agreed professional body deviation and in alphabetical order.

(**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.

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
Assessment Results (Pass/Fail)	Yes ☐No ☒
School Assessment Board	Marketing, Innovation, Tourism & Events
Moderator	Alan Murray
External Examiner	Isla Kapasi
Accreditation Details	N/A
Changes/Version Number	1.0

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 – Group Business Plan – 70%
Assessment 2 – Group Presentation – 30%
(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
Portfolio of Written Work	✓	✓	✓	✓		70	135

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
Presentation	✓	✓	✓	✓	✓	930	65

Combined Total for All Components	**100%**	**200 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)