University of the West of Scotland

Module Descriptor

Session: 2024/25

Title of Module: Business Technology and Enterprise			
Code: COMP07063	**SCQF Level: 7 (Scottish Credit and Qualifications Framework)**	**Credit Points: 20**	**ECTS: 10 (European Credit Transfer Scheme)**
School:	School of Computing, Engineering and Physical Sciences		
Module Co-ordinator:	Tom Caira		

Summary of Module
This module begins by exploring Enterprise. Students will learn how to model a business and establish how it creates and delivers value and will gain an understanding of the nature and value of customers, value propositions, channels to market, customer relationship management, revenue streams, resources, activities, partnerships, cost structures and how to model these using the Business Model Canvas. Students will further develop their understanding of enterprise in a practical setting, working in groups to identify an innovative idea for a product or service and propose a suitable start-up strategy for the creation of a small business to take the idea to market. Students will also learn about technology's role in business and its impact on business operations. Students will be introduced to the typical hardware, operating systems, software applications, and network & internet facilities that are utilised by modern day business organisations. They will also develop an awareness of the need to understand and appreciate the social and business implications of the phenomenal development of digital technologies. Students will further develop their understanding of business technology in a practical setting, working in groups to outline the technology requirements for the start-up business they have previously proposed.   This module aims to develop a number of 'I am UWS' Graduate Attributes to make those who complete this module: Universal   - Analytical   - Inquiring   - Ethically-minded   - Emotionally Intelligent   - Research-minded Collaborative   - Socially Responsible   Work Ready   - Enterprising   - Knowledgeable

- Digitally Literate
- Problem-Solver
- Effective Communicator
- Influential
- Motivated
- Ambitious
- Potential Leader

Successful
- Innovative
- Incisive
- Creative
- Imaginative
- Resilient
- Driven
- Daring
- Transformational

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	Demonstrate an understanding of the range of digital technologies used in a modern business environment.
L2	Display an appreciation for and understanding of the typical issues associated with managing technology in a modern business.
L3	Demonstrate an appreciation for and understanding of enterprise, entrepreneurship, and the planning and preparation involved in starting up a small business

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** Demonstrating a wide range of knowledge and understanding of the concepts, features and terminology of modern business technology, the Internet and typical office applications. Displaying a broad knowledge of the general concepts associated with a typical business and the characteristics and importance of the processes that support a business. Showing an understanding of the planning and preparation involved in starting up a small business.
Practice: Applied Knowledge and Understanding	SCQF Level **7** Utilising application software to assist with the effective completion of module coursework. Using some basic and routine professional techniques to interpret and model a real or simulated business technology environment.
Generic Cognitive skills	SCQF Level **7** Evaluating and presenting information and ideas which are routine to the areas of modern business technology and enterprise. Presenting and evaluating the use of standard application software to meet the needs of a real or simulated business scenario.
Communication, ICT and Numeracy Skills	SCQF Level **7** Making effective use of standard business application software to manage and maintain documentation and communication. Displaying and developing inter-personal skills.

Autonomy, Accountability and Working with others	SCQF Level **7**	
	Showing basic initiative and autonomy in working on a group project	
	Developing personal active learning strategies.	
	Working effectively in a group and taking a leadership role as and when required to successfully complete the group coursework.	
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.	
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	18
Tutorial/Synchronous Support Activity	18
Asynchronous Class Activity	164
	Hours Total 200
**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:

Required Resources:

Module resources on UWS Virtual Learning Environment (Aula)

Click or tap here to enter text.

Please ensure the list is kept short and current. Essential resources should be included, broader resources should be kept for module handbooks / Aula VLE.

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 and meetings, 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.

This module is suitable for any student. The assessment regime will be applied flexibly so that a student who can attain the practical outcomes of the module will not be disadvantaged. If a student has any additional support requirements, or if a tutor is concerned about a student, the tutor in consultation with the School Enabling Support coordinator will agree the appropriate adjustments to be made. Students should note that the language of instruction is English and that they will need to have a reasonable grasp of the language in order to keep abreast of the teaching materials and in submitting assessed work.

(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	Computing
Assessment Results (Pass/Fail)	Yes ☐No ☒

School Assessment Board	Business & Applied Computing
Moderator	Daune West
External Examiner	T Gaber
Accreditation Details	e.g. ACCA Click or tap here to enter text.
Changes/Version Number	2.11

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 coursework worth 50% of the final mark which involves the production of a Company Information Pack for a proposed start-up business
Assessment 2 Group coursework worth 50% of the final mark which involves the production of a Technical report.
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
Report of practical work			✓			50	0

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
Report of practical work	✓	✓				50	0

Combined Total for All Components	**100%**	**0 hours**