

## MODULE DESCRIPTOR

### Module Title

Accelerator Based Learning

|           |               |             |         |
|-----------|---------------|-------------|---------|
| Reference | BSM540        | Version     | 1       |
| Created   | November 2018 | SCQF Level  | SCQF 11 |
| Approved  | February 2019 | SCQF Points | 30      |
| Amended   |               | ECTS Points | 15      |

### Aims of Module

To examine the theory and practice of inspiring and supporting innovation and entrepreneurship in start-ups and existing firms, with particular emphasis on managing technology innovation. To appraise the wider social and economic development impacts of start-ups and entrepreneurial activity in various settings.

### Learning Outcomes for Module

On completion of this module, students are expected to be able to:

- 1 Assess a range of accelerator programme models, theories, concepts and metrics for measuring impact in micro and macro-economic environments.
- 2 Critically analyse the planning and execution of an accelerator programme, including the tools supporting creativity and innovation.
- 3 Discuss the skills, attitudes and behaviours necessary to support the effective delivery and development of a start-up accelerator.
- 4 Critically evaluate current issues relating to follow-on activity and access to investment capital and incubation space after an accelerator programme.

### Indicative Module Content

The module explores successful tools, frameworks, strategies, business models, risks, and barriers and the socio-economic benefits of supporting start-ups and introducing break-through technology-based products and services. Areas covered will include entrepreneurship and intrapreneurship, business model innovation, design thinking, strategic leadership, new more-than-profit models, technology commercialisation and creative storytelling of ideas.

### Module Delivery

The student will work with a startup accelerator programme and will be fully involved with its operation and development, including set up, promotion, training, events, mentoring, networking, monitoring and review. Support to learning will be provided by the startup accelerator programme team and will include both formal learning and self-directed study.

**Indicative Student Workload**

|  | Full Time | Part Time |
|--|-----------|-----------|
| Contact Hours  | N/A       | 30        |
| Non-Contact Hours  | N/A       | 30        |
| Placement/Work-Based Learning Experience [Notional] Hours                    | N/A       | 240       |
| TOTAL  | N/A       | 300       |
| <i>Actual Placement hours for professional, statutory or regulatory body</i> |           | 240       |

**ASSESSMENT PLAN**

If a major/minor model is used and box is ticked, % weightings below are indicative only.

**Component 1**

|              |   |            |      |                    |            |
|--------------|---|------------|------|--------------------|------------|
| Type:        | Coursework  | Weighting: | 100% | Outcomes Assessed: | 1, 2, 3, 4 |
| Description: | Individual coursework including a critical reflection on practical experience and learning. |            |      |                    |            |

**MODULE PERFORMANCE DESCRIPTOR****Explanatory Text**

The module is assessed by one component C1 - Coursework 100% weighting. Module Pass Mark 40% = Grade D

| Module Grade | Minimum Requirements to achieve Module Grade:                                  |
|--------------|--|
| <b>A</b>     | 70% or above   |
| <b>B</b>     | 60%-69%  |
| <b>C</b>     | 50%-59%  |
| <b>D</b>     | 40%-49%  |
| <b>E</b>     | 35%-39%  |
| <b>F</b>     | 0%-34%   |
| <b>NS</b>    | Non-submission of work by published deadline or non-attendance for examination |

**Module Requirements**

|                          |       |
|--------------------------|-------|
| Prerequisites for Module | None. |
| Corequisites for module  | None. |
| Precluded Modules        | None. |

**INDICATIVE BIBLIOGRAPHY**

- 1 KELLEY, T., 2016. *The Ten Faces of Innovation: Strategies for Heightening Creativity*, Profile Books.
- 2 OSTERWALDER, A. & PIGNEUR, Y., 2010. *Business Model Generation*, Wiley.
- 3 OSTERWALDER, A., PIGNEUR, Y., BARNARDA, G., SMITH A., 2014. *Value Proposition Design*, Wiley.
- 4 RIES, E., 2011. *The Lean Startup*, Portfolio Penguin.