



THE UNIVERSITY OF THE WEST INDIES  
CAVE HILL CAMPUS



# CO-CURRICULAR CREDITS



**OBTAIN MORE THAN A DEGREE !**



## **UWI MISSION**

To advance education and create knowledge through excellence in teaching, research, innovation, public service, intellectual leadership and outreach in order to support the inclusive (social, economic, political, cultural, environmental) development of the Caribbean region and beyond.

## **UWI VISION**

By 2017, the University will be globally recognised as an innovative, internationally competitive university, deeply rooted in all aspects of Caribbean development and committed to serving the diverse people of the region and beyond.

# CONTENTS

- 4 Introduction**
- 6 Student Questions and Answers**
- 9 Guidelines**

## **ACTIVITIES**

- 11 Sports**
- 13 Debating**
- 15 Leadership/Service**
- 17 Service Learning**
- 18 Basic Peer Helping**
- 20 Peer Education in Response  
to HIV and AIDS**
- 22 University Choral Singing**
- 24 Dance as Civic Expression**
- 26 Using Photography To Document  
University Life**
- 28 Theatre as Civic Expression**
- 30 Film Documentary Workshop**
- 32 Alcohol and Other Drugs of Abuse**
- 35 Student Entrepreneurial Empowerment  
Development (SEED)**

# INTRODUCTION

**In 2007, Co-curricular credits were introduced into academic programmes at the University of the West Indies, as an integral part of the official credit system.**



Co-curricular activities are designed to give formal recognition to the University's aim to produce well-rounded graduates, better prepared for their role in society through activities that will promote personal and professional development. Accordingly, co-curricular activities are designed to foster a range of skills – interpersonal, creative, leadership and management, social and professional.

A number of these characteristics, particularly those related to teamwork, leadership, communication skills, social and cultural responsiveness, innovation, ethics and life-long, motivated learning are effectively nurtured through various forms of co-curricula competition, for example, in sports, debating, chess, dance and music.

# Student Questions and Answers

**Q** Why should I register for Co-curricular Credits? *What's the point?*

**A** Co-curricular credits are given for activities designed to foster a range of skills - leadership, management, team building, interpersonal, creative, social and professional. These skills are essential to creating well-rounded students prepared for the world of work.

**Q** What activities are included?

**A** Co-curricular credits are offered in the following areas:

- Sports (including athletics, basketball, cricket, football, netball, volleyball)
- Debating
- Leadership
- Service Learning
- Theatre
- Film
- Photography
- Peer Education
- Choral Singing
- Entrepreneurship

**Q** Am I eligible?

**A** All Level II and Level III students can register for a maximum of 3 co-curricular credits (i.e. the equivalent of most one semester courses).

**Q** What if I can't fit co-curricular credits into my degree structure?

**A** Co-curricular credits should normally form part of the required credits for your degree (i.e. they replace a one-semester course). However, if there is no room in your degree structure, co-curricular credits may be 'added on', in which case they will also appear on your final transcript.

**Q** What about grades?

**A** Co-curricular credit activities are graded as "Pass" or "Fail".

**Q** How will be I assessed?

**A** For each co-curricular activity, there is a list of "learning activities" according to which you will be assessed. You must be involved in the co-curricular activity for at least one semester during which period there will be continuous assessment.

# Q

How do I register?

# A

There are 3 steps:

1. Collect from the Office of Student Services, the necessary form for the co-curricular credit activity you have chosen (This form will identify aims, learning activities and outcomes, etc.) and, while there, ask any additional questions you may have.
2. Discuss with your Faculty academic advisor (Dean, Head of Department, etc.) how you might integrate a co-curricular activity within your degree and register (or change your registration)
3. Inform the Office of Student Services of the activity for which you have registered.

## It's That Simple!

EMPLOYERS AND POST-GRADUATE SCHOLARSHIP DONORS ARE LOOKING SPECIFICALLY FOR STUDENTS WHO HAVE **MORE THAN JUST A DEGREE**, WHO HAVE ACHIEVED THAT "EXTRA SOMETHING" WHILE AT UNIVERSITY.

**CO-CURRICULAR CREDITS COUNT... AND LOOK GOOD ON YOUR CV... SO GO REGISTER!!!**



# Guidelines

## **The guidelines for the award of Co-Curricular credits are as follows:**

1. Co-curricular credits are optional.
2. Students in Levels II and III are eligible for co-curricular credits.
3. Each student is eligible for no more than 3 credits towards his/her degree for involvement in co-curricular activities.
4. Co-curricular credits shall normally form part of the required credits for a degree. However, in special circumstances, if co-curricular credits are earned in excess of those required for the degree, these and the associated activity will be included on the student's transcript.
5. Students must be involved in the co-curricular activity for at least one semester.
6. The grading of co-curricular activities shall be pass/fail.
7. No prerequisite is necessary.

8. Co-curricular credits are offered for the following activities:

**Sports** – including Athletics, Basketball, Cricket, Football, Netball, Volleyball

**Debating**

**Leadership with Service** (either Guild service or community/volunteer service)

**Service Learning**

**Basic Peer Helping**

**Peer Education** in Response to HIV and AIDS.

**University Choral Singing**

**Dance** as Civic Expression

**Using Photography** to Document University Life

**Theatre** as Civic Expression

**Film Documentary** Workshop

**Student Entrepreneurial Empowerment Development (SEED)**

# SPORTS



## **Aims/Objectives:**

The primary aim of this course is to assist students in developing both a theoretical knowledge and a practical competence in their chosen area of sport.

## **Learning activities:**

Students seeking to gain co-curricular credit in Sports are expected to attend or undertake the following activities:

1. Introductory Lectures/Seminars on the importance of Sport in the modern world (e.g. economic, cultural, political, healthy lifestyle and personal development);
2. Panel discussion on technical aspects of sport, e.g. proper training and conditioning; treatment of injuries etc.;
3. Seminar on an overview on sports in the West Indies with emphasis on a historical perspective;
4. Research in sport of choice;
5. Student involvement as part of a campus-based team in sport of choice, including on and off-campus competitions.

Sports identified for the Academic year 2007/2008 are:

COCR 2001 Athletics

COCR 2002 Basketball

COCR 2003 Cricket

COCR 2004 Football

COCR 2005 Netball

COCR 2006 Volleyball

## Learning Outcomes:

It is expected that students undertaking this course would -

1. Develop an appreciation of the importance of the sport of choice as part of healthy life-style practices;
2. Develop an understanding of the sport of choice, including a historical perspective;
3. Understand the implications of interpersonal interactions in sports;
4. Develop correct techniques in the sport of choice;
5. Carry out specific routines of activities using various parts of the body;
6. Develop physical fitness;
7. Develop the ability to move skillfully and effectively in specified active situations;
8. Understand the anatomical structure and physiological functions of systems of the body as they relate to sport;
9. Work effectively as a team;
10. Develop skills in leadership, critical thinking and problem solving;
11. Take active part in a major sporting activity for at least one semester;
12. Outline procedures for the prevention and treatment of certain injuries;
13. Understand the importance of proper training and conditioning.

## Method of Assessment:

Participating students will be assessed as follows:

- 30% - attendance and participation in Lectures/Seminars.
- 50% - involvement in the sport.
- 20% - paper not exceeding 1250 words on the development and contribution of student's sport of choice.

Students must attend a minimum of 75% of the seminars and the practical sessions.

# DEBATING (COCR 2010)

## Aims/Objectives:

The primary aims of the activity is to assist students in developing their linguistic and intellectual skills and to broaden their knowledge of contemporary issues.



## Learning activities:

Students seeking to gain co-curricular credit in Debating are expected to attend the following:

1. Workshops on public speaking and debating skills;
2. Lectures/discussions on a variety of current issues; or
3. Undertake research on a variety of current issues.

## Learning Outcomes:

It is expected that in undertaking this activity students would:

1. Develop an appreciation of the art of debating;
2. Demonstrate effective debating skills;
3. Work effectively in a team;
4. Develop practical skills in debating;
5. Take active part in a major debating project;
6. Develop the ability to critically analyse and assess a variety of social political, economic and cultural issues;
7. Become familiar with a variety of national, regional and international issues.

## Method of Assessment:

Assessment will be as follows:

- 40% - for participation in debating competitions both on and off-campus.
- 20% - for preparation of research papers on pertinent issues from different stances (proposing vs opposing).
- 40% - for attendance at workshops and lectures/discussions.

# LEADERSHIP WITH SERVICE

(COCR 2015)

## **Aims/Objectives:**

The primary aim of this activity is to prepare students for leadership and service within the Campus and the wider community.

## **Learning activities:**

Students seeking to gain co-curricular credit for Leadership/Service are expected to attend:

1. Lectures/Seminars on the following topics:
  - The nature, types and challenges (public speaking, social etiquette, and protocol) of leadership;
  - Time Management
  - Project Planning and Proposal Writing
  - Financial Management
  - Record Keeping
2. Undertake community or Guild Service Activities:
  - (a) Participants will be required to identify and initiate a community project which must result in demonstrable improvement in the life of the beneficiaries. Implementation of the project must involve participation of the beneficiary community which should be able to ensure continuity after the implementation phase; or
  - (b) Participants must be elected members of the Guild and must demonstrate a proven record of activity related to their specific portfolios.

## Learning Outcomes:

This activity is expected to assist students to:

1. Develop an appreciation of the importance of being able to assume leadership and managerial roles;
2. Develop an appreciation of the importance of making a meaningful contribution to the campus and/or wider community;
3. Demonstrate leadership qualities;
4. Demonstrate knowledge of protocol and social etiquette;
5. Take part in team-building activities;
6. Work effectively in a team;
7. Develop skills in:
  - a. Time Management
  - b. Project Planning
  - c. Financial Management
  - d. Record Keeping
8. Take active part in a selected service activity/project.

## Method of Assessment:

Assessment will be as follows:

50% - Lectures/Seminars (attendance and participation).

50% - Service (assessment will be done at three levels; self, peer, community official, and Office of Student Services).

Students must attend a minimum of 75% of the seminars and the service sessions.

# SERVICE LEARNING (COCR 2025)



## **Aims/Objectives:**

Service Learning offers a unique opportunity for Cave Hill to expand its service to its non-campus territories and to continue to contribute to Caribbean development through academic excellence and service.

## **Learning activities:**

1. Classroom preparation in
  - a. Service learning
  - b. literacy and
  - c. leadership
2. The design and implementation of projects in communities.

## **Learning outcomes:**

The activity is expected to provide culturally sensitive academic and leadership as it helps students to :

1. Improve their critical thinking
2. Improve their communication and interpersonal skills.

# BASIC PEER HELPING (COCR 2071)



## **Aims/Objectives:**

This course seeks to assist students to develop basic helping skills to aid other students who may be experiencing a problem or a crisis. The course also aims to assist participants to develop skills to be resource persons for students on campus and the wider community. The course builds on a three stage model of helping which includes basic relating with others, understanding people's experiences and assisting people to engage in problem solving strategies. The course also aims to support helpers to appreciate themselves better, understand and challenge their biases as well as become familiar with the potential resources both on and off campus aimed at helping students who may be experiencing a crisis.

## **Learning activities:**

The following topics will be covered in this course:

- Defining peer helping
- Self-inventory - what makes me suitable to be a helper
- Understanding and challenging my own prejudices
- Basic helping values:
  - Acceptance
  - Empathy
  - Genuiness
  - Confidentiality
- The basic helping process:
  - Relating

- Understanding
- Problem-solving
- Basic helping skills
- Common problems experienced by students on campus:
  - Stress
  - Grief and loss
  - Substance abuse
  - Depression and anxiety
  - Crises
- On and off campus helping resources.

By the end of the course the students will be able to:

- Identify what is peer helping
- Examine their own motivation to help others
- Discuss the importance of addressing their own prejudices if they are to effectively help others
- Examine basic helping values
- Outline the basic helping process
- Demonstrate basic helping skills
- Examine some of the basic problems students may experience
- Identify basic helping resources available for students both on and off campus.

## **Method of Assessment:**

Assessment will be as follows:

60% - keeping and submitting a reflective journal, class participation and some short quizzes.

40% - Assessed by a practical examination through role play which reviews students' use of the basic helping skills.

# PEER EDUCATION IN RESPONSE TO HIV AND AIDS (COCR 2030)



## Structure

This Course is coordinated and administered by the UWI HARP Project Officer, Sherlock Hall, Cave Hill.

## Aims/Objectives:

The primary aim of this course is to prepare students for leadership in response to the challenge of HIV and AIDS in the University, the wider community and in future life beyond the university.

## Learning activities:

Students seeking to gain co-curricular credit for Peer Education in Response to HIV and AIDS are expected to:

1. Attend six 2 hour lectures, seminars or workshops on the following topics:
  - HIV and AIDS Basic Facts, Epidemiology, Transmission and Control (2 hours)
  - Sexuality and Gender – (4 hours)
  - Leadership and Communication Skills (2 hours)
  - Peer Education Skills (2 hours)
  - Advocacy and Organizational Skills (2 hours)

2. Undertake a university or community service activity.

Participants will be required to identify and initiate an HIV/AIDS community project which must result in demonstrable improvement in the life of the beneficiaries. Implementation must involve participation of the beneficiary community and involve some continuity after the implementation phase.

The lectures and service activity will be organized through the UWIHARP Office.

## Learning Outcomes

This activity will assist students to:

1. Understand the effect of the HIV/AIDS epidemic on Caribbean society;
2. Appreciate the importance of contributing meaningfully to campus life and the wider community;
3. Apply skills learned in an effective way in response to HIV/AIDS;
4. Develop an appreciation of a selected service activity;
5. Experience team working and team building.

## Method of Assessment

- |     |   |
|-----|---|
| 50% | Lecture/Seminar Attendance and Participation                        |
| 50% | Service Assessment (Self, Community Official, UWI HARP Coordinator) |

Students must attend a minimum of 75% of lectures and service sessions.

# UNIVERSITY CHORAL SINGING

(COCR 2050)

## **Aims/Objectives:**

This course presents opportunities for students to develop technical and musical performance skills outside of their declared majors. It helps to build good citizenship skills and a greater appreciation of Caribbean musical history and culture. Students research, learn and perform culturally significant Caribbean music and/or use musical genres to interpret selected music as part of a formal university choir programme of the Errol Barrow Centre for Creative Imagination.

## **Course Content:**

- Choral Singing Exercises
- Sight Singing Exercises
- Vocal Techniques and Singing Posture
- Effective Rehearsal Techniques
- Gesture and Musical Expression
- The Tools of a Choral Musician
- Developing Musical Skills and Responsiveness
- Rehearsals and Concerts.

## Learning Outcomes

- By the end of this course students will be able to:
- Demonstrate a knowledge of the singing voice;
- Demonstrate technical competence in music theory and performance skills through choral singing performances;
- Demonstrate artistic merit in choral singing through interpretation and presentation of musical selections;
- Demonstrate correct warm-up vocal exercises and rehearsal techniques for choral singing;
- Make a contribution to the preservation and performance of Caribbean folk music;
- Demonstrate a working knowledge of group musical expression and dynamics;
- Work successfully as a team member in a University choral group;
- Perform successfully a musical repertoire;
- Apply skills and resources for continued independent growth as a choral singer in a community or professional organization.

## Method of Assessment

Pass/Fail

80% attendance at rehearsals

Participation in two public performances

Reflective journal on co-curricular experience.



# DANCE AS CIVIC EXPRESSION

(COCR 2051)

## **Aims/Objectives:**

This course present opportunities for students to develop dance performance skills outside of their declared majors. It helps build good citizenship skills and a greater appreciation of Caribbean expressive culture. Students research, learn and perform culturally significant Caribbean dance styles as part of the EBCCI Dance Company.

## **Course Content:**

- Elements of Caribbean History and Folk Culture
- Dance Movements and Techniques
- Repertory Selection
- Teamwork and Group Interaction
- Planning and Implementing a Dance Concert Season
- Dance Performance Evaluation
- Citizenship and Community Service

## **Learning Outcomes:**

By the end of this course students will be able to:

- Demonstrate the acquisition of dance performance skills through dance performances in university and community settings;

- Contribute to the preservation and performance of Caribbean folk expressive forms;
- Demonstrate a working knowledge of group dance expression;
- Work successfully as a team member in the EBCCI Dance Company;
- Grasp and retain sequences of simple exercises and combinations;
- Demonstrate commitment and responsibility as a dance team member;
- Demonstrate dynamic alignment, avoiding fixed or rigid movements;
- Avoid extraneous tension in performing simple dance movements;
- Demonstrate clarity of body line in simple movement combinations;
- Demonstrate clarity of spatial direction in simple movement combinations.

## Teaching Methodology:

Students will be required to attend regular meetings and rehearsals of the EBCCI Dance Company.

## Method of Assessment

- Pass/Fail
- 80% rehearsal attendance
- Two public performances
- Reflective journal on co-curricular experience



# USING PHOTOGRAPHY TO DOCUMENT UNIVERSITY LIFE

(COCR 2052)

## **Aims/Objectives:**

This course presents opportunities for students to develop technical and artistic photographic skills outside of their declared majors. It helps build good citizenship skills and a greater appreciation of the activities and important moments of university and community life. Students develop technical and artistic photographic skills through the documentation of aspects of university and community life as part of the Photography Club.

## **Course Content:**

- History and activities of The University of the West Indies, Cave Hill Campus
- Documentary photography skills
- Teamwork and group interaction
- Planning and implementing photographic exhibitions
- Citizenship and community service

## **Learning Outcomes:**

By the end of this course students will be able to:

- Demonstrate the acquisition of technical and artistic photographic skills through the documentation of

university and community life;

- Demonstrate ability to use proficiently an adjustable 35mm camera or digital camera;
- Demonstrate ability to select and use appropriate lenses and lights for particular shots;
- Identify the specific functions and parts of the camera;
- Demonstrate the ability to understand and use common photographic terms;
- Identify the qualities of a successfully exposed print;
- Demonstrate professionalism in documenting university and community activities;
- Demonstrate a working knowledge of photography;
- Better understand photography as a communication tool;
- Conduct research into university and community activities work successfully as a team member in the Photography Club.

## Teaching Methodology:

Students will be required to attend regular meetings of the Photography Club and assist with the documentation of selected university and community events.

## Method of Assessment

Pass/Fail

80% attendance at Photography Club meetings

Completion of three photography assignments

Participation in a public exhibition

Reflective journal on co-curricular experience



# THEATRE AS CIVIC EXPRESSION

(COCR 2053)

## **Aims/Objectives:**

This course presents opportunities for students to develop theatrical performance skills outside of their declared majors. It helps build good citizenship skills and allows students to develop a greater appreciation of Caribbean theatrical expression. Students research, learn and perform culturally significant Caribbean theatrical expression as part of a formal university dramatic group.

## **Course Content:**

- Elements of Caribbean history and folk culture
- Repertory Selection
- Rehearsals
- Group performances techniques
- Professional performance
- Planning and implementing a theatre season
- Theatrical performance evaluation
- Citizenship and community service

## **Learning Outcomes:**

By the end of this course students will be able to:

- Demonstrate the acquisition of theatrical performance skills through performances in university and community settings;

- Contribute to the preservation and performance of Caribbean folk expressive forms;
- Demonstrate a working knowledge of group performance;
- Work successfully as a team member in a university dramatic group;
- Describe the major components of the theatrical event;
- Demonstrate an aesthetic appreciation of dramatic performance through practice.

## Teaching Methodology:

Students will be required to attend regular rehearsals of a university dramatic group and participate in public performances.

## Method of Assessment

Pass/Fail

80% rehearsal attendance

Public performance and/or participation in a theatrical presentation

Reflective journal on co-curricular experience



# FILM DOCUMENTARY WORKSHOP

(COCR 2054)

## Aims/Objectives:

This course presents opportunities for students to develop technical and artistic skills in filmmaking outside of their declared majors. It helps build good citizenship skills and a greater appreciation of the activities and important moments of university and community life. Students develop technical and artistic filmmaking skills through the documentation of aspects of university and community life as part of the EBCCI Film/Video Workshop.

## Course Content:

- History and activities of The University of the West Indies, Cave Hill Campus
- Documentary photography skills
- Teamwork and group interaction
- Planning and implementing film festivals
- Citizenship and community service

## Learning Outcomes:

By the end of this course students will be able to:

- Demonstrate principles of good filmmaking through the documentation of university and community life;

- Demonstrate professionalism in documenting university and community activities;
- Demonstrate a working knowledge of film and video techniques and technology;
- Better understand film and video as a communication tool;
- Conduct research into university and community activities;
- Work successfully as a team member of the Film/Video Workshop;
- Use documentary filmmaking skills for community development;
- Demonstrate practical documentary filmmaking skills;
- Apply production skills and techniques to making documentary projects;
- Create personal and community narratives.

## Teaching Methodology:

Students will be required to attend regular meetings of the Film/Video Workshop and assist with the documentation of selected university and community events.

## Method of Assessment

Pass/Fail

80% attendance at Film/Video Workshop meetings

Completion of three film/video documentation projects

Reflective journal on co-curricular experience



# ALCOHOL AND OTHER DRUGS OF ABUSE

(COCR 2060)

## Aims/Objectives:

This course seeks to teach students how to manage their entry into academia and to be aware of the life challenges and social pressures affecting them in adulthood. Developing awareness and an understanding of drug and alcohol use and abuse, its impact on society, the family, on the workplace, drunk driving, illegal drugs and risky sexual behavior, especially with multiple partners, are some of the diverse topic areas to be discussed.

## Course Content:

- Brief history of drug use
- International/regional/national organizations involved in drug abuse
- The spectrum of experimentation, use, abuse and addiction
- Classification of drugs: depressants, stimulants, inhalants, narcotics, analgesics, opioids, hallucinogens, over-the-counter and prescription drugs, street drugs
- Risk and protective factors



- Addiction and alcoholism: assessment protocols (self assessment)
- Prevention and treatment
- Barbados' two main strategies for addressing substance abuse
- Treatment options in Barbados
- Women and substance abuse
- HIV/AIDS and drug abuse
- Doping in sport
- Perspectives from a recovering addict/alcoholic
- Practical components: visit to Verdun; visit to Teen Challenge; visit to Juvenile Court; visit to a local rum shop

## Learning Outcomes:

By the end of this course students will be able to:

- Identify the multiple risk factors associated with alcohol and other drug abuse and their attendant problems;
- Learn how to employ protective factors in their daily lives;
- Discuss how they can assist their peers and know when and where to seek help
- Display evidence of being responsible decision-makers;
- Explain ways of establishing and maintaining a safe and drug-free environment at the UWI
- Critically assess the consequences of alcohol and other drug abuse on the public health system;
- Explain the complexity of drug abuse as a public health problem.

## Teaching Methodology:

This course will be interactive with classroom discussion encouraging participants to read widely on the subject matter and to draw from their own experiences and observations. A practical component will be negotiated and organized to include one or several visits to:

- An Alcoholics Anonymous or Narcotics Anonymous Open meeting
- A typical rum shop
- The National Council on Substance Abuse; visit to the Centre for Counselling and Addiction Support Alternatives (CASA); Verdun House or Teen Challenge
- Juvenile Court or a Magistrate's Court

## Method of Assessment

- 10% Class attendance and participation
- 70% Community or school-based project to involve an assessment of an aspect of the drug phenomenon or drug culture and its impact on a particular target population and an awareness campaign
- 20% Oral presentation on social and behavioural observations; media messages

# STUDENT ENTREPRENEURIAL EMPOWERMENT DEVELOPMENT (SEED)

(COCR 2070)

## **Aims/Objectives:**

The Student Entrepreneurial Empowerment Development (SEED) Course was designed to develop self-reliance, innovativeness and entrepreneurship among students at the Cave Hill campus.

The ultimate goal of the project is to expand employment choices so that graduates would not rely entirely on the availability of jobs in the public and private sectors, but consider launching and operating their own businesses thereby ensuring employment for self and others.

The SEED Course is an exciting, motivational programme which provides a safe and educational environment in which students may explore their entrepreneurial ideas.

At the end of the Course it is anticipated that students will understand the basic characteristics of successful entrepreneurs, the risks and rewards of entrepreneurship and small business ownership, the importance of networking,



the need to conduct careful business research and to develop business and market plans. In addition, students will be aware of the organisations that support small business, the relevant legislation including incentives applicable to small businesses and the requirements of agencies responsible for supporting and financing small businesses.

The SEED Course will comprise the following topics:

- Are You Ready to Start Your Business?
- Entrepreneurial Opportunities in Services;
- Is Your Idea Viable? Creating, recognising and seizing the Opportunity: How to turn an Idea into a Business;
- The Innovation Imperative; Protecting your Business: Intellectual Property and You;
- Planning for Success: Developing a Business Plan;
- Choosing the Right Legal Structures: Forms of Business Ownership;
- Personal Development and Life Skills;
- Adding the Numbers: Raising Capital and Navigating the Numbers;
- Choosing, Attracting and Keeping Clients, Marketing Strategies: Keeping Ahead of the Competition; and,
- Accounting for Small Businesses.

## **Learning outcomes:**

At the end of the programme, participants will be able to:

- Clearly define entrepreneurship and small business ownership;

- List the characteristics required of an entrepreneur / small business owner;
- Determine whether business ownership is a preferred option;
- Determine the personal skills, knowledge, ideas and opportunities that could be converted into a small business;
- Describe the elements of market research;
- Develop a basic business plan;
- Categorise the organisations that assist small business development;
- Assess the legal requirements for establishing and running a small business;
- Assess the various mechanisms available to finance a small business; and,
- Outline a strategy for accessing a network of locally based entrepreneurs and representatives of the organisations that assist small business development.

## Teaching Methodology:

The course is delivered by a series of interactive lectures and workshops conducted by entrepreneurs as well as academic faculty. Faculty will always be supported by an entrepreneur in the sector or discipline under discussion.

Student participation and group interaction are important. Participants will receive cases and practical scenarios for discussion as well as view videos during the sessions.

## Course Assessment:

Students will be assessed for the course by a business plan to be assessed by academic faculty as well as representatives from partner organisations.

The following criteria and weight would be used to judge each business plan:

- **Distinctive Competence:**  
The Company proposes a novel or unique business concept that will provide it with a competitive advantage. (20)
- **Market Research and Opportunity:**  
The proposal demonstrates a clear market need and suggests a viable way to meet that need. (20)
- **Defensible Business Strategy:**  
The proposal demonstrates a clear strategic plan of action that will achieve its goals. (10)
- **Operational Plan:**  
Key operational competencies required to deliver the finished product or service at a high quality have been demonstrated. (10)
- **Management Skills:**  
The proposing team is well prepared to develop the Company as well as positioned to manage the risks. (10)
- **Financial Strength:**  
The team fully understands the financial requirements of the proposed business. There is proof of realistic viability and feasibility. (20)
- **Presentation:**  
The plan was presented in a prepared, logical, and persuasive manner. (10)

**Total: 100**

## **Contact**

Office of Student Services  
The University of the West Indies  
Cave Hill Campus  
P.O. Box 64  
Bridgetown BB11000  
BARBADOS

Phone: 246 417 - 4165

Fax: 246 424 - 5348

Email: [studentservices@cavehill.uwi.edu](mailto:studentservices@cavehill.uwi.edu)



THE UNIVERSITY OF THE WEST INDIES  
CAVE HILL CAMPUS

Office of Student Services  
The University of the West Indies  
Cave Hill Campus  
P.O. Box 64  
Bridgetown BB11000  
BARBADOS

[www.cavehill.uwi.edu](http://www.cavehill.uwi.edu)

UWI Cave Hill 2012