



Module Descriptor

Title	Sfedi Diploma Business & Enterprise Support		
Session	2025/26	Status	
Code	BUSN08060	SCQF Level	8
Credit Points	40	ECTS (European Credit Transfer Scheme)	20
School	Business and Creative Industries		
Module Co-ordinator	Robert Crammond		
Summary of Module			
The qualification is built on research that underpins the SFEDI National Occupational Standards and the expertise of the Enterprise Team at the University of the West of Scotland. Having been designed to be flexible to meet the range of demands within enterprise learning, we recognise the needs of industry to develop enterprising and entrepreneurial individuals to support the sustainability and growth of business and the wider community. The Diploma in Business and Enterprise Support is accredited by SFEDI (the Small Firms Enterprise Development Initiative) and delivered by the University of the West of Scotland. The Diploma comprises 5 Units each covering a topic which are critical to the business and enterprise support role. All 5 Units must be completed in order to obtain the Diploma and each Unit has its own Learning Outcomes and its own individual assessment. All assessments have been designed to allow the learner to reflect on their own professional work, performance, and impact in order to create meaningful opportunities for work-based learning. In addition, there will be 2 observed advisory sessions which will take place during Units 3 and 4. • The Diploma provides business and enterprise professionals with the knowledge and skills to carry out their roles in an effective and efficient manner. • The Diploma provides the opportunity for the learner to widen their knowledge of the bigger picture of support services on a local, regional and national scale. • The Diploma provides the opportunity for the learner to develop their professional networks within the field of business and enterprise.			

Module Delivery Method	On-Campus¹ ☐	Hybrid² ☒	Online³ ☐	Work -Based Learning⁴ ☐
Campuses for Module Delivery	☐ Ayr ☐ Dumfries	☒ Lanarkshire ☐ London ☒ Paisley	☒ Online / Distance Learning ☐ Other (specify)	
Terms for Module Delivery	Term 1	☒	Term 2	☒
Long-thin Delivery over more than one Term	Term 1 – Term 2	☐	Term 2 – Term 3	☐

Learning Outcomes	
L1	Demonstrate an understanding of different theories of economic development and the contribution of business enterprise to economic development at different geographical scales.
L2	Demonstrate an understanding of business and enterprise support structures at a local, regional and national level and the ways of assessing the impact of business and enterprise support interventions.
L3	Demonstrate an understanding of the skills needed by business advisers to build effective business support relationships with clients.
L4	Demonstrate an understanding of the skills needed by business advisers to work with their clients to develop their businesses.
L5	Demonstrate an understanding of the skills needed by the business adviser to manage their continuing personal professional development.

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 8 Understanding the principles of small enterprise management and development.
Practice: Applied Knowledge and Understanding	SCQF 8 Identifying necessary concepts and practices and applying them to overcome specific business challenges.

¹ Where contact hours are synchronous/ live and take place fully on campus. Campus-based learning is focused on providing an interactive learning experience supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus contact hours will be clearly articulated to students.

² The module includes a combination of synchronous/ live on-campus and online learning events. These will be supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus and online contact hours will be clearly articulated to students.

³ Where all learning is solely delivered by web-based or internet-based technologies and the participants can engage in all learning activities through these means. All required contact hours will be clearly articulated to students.

⁴ Learning activities where the main location for the learning experience is in the workplace. All required contact hours, whether online or on campus, will be clearly articulated to students

Generic Cognitive skills	SCQF 8 Analysing small business issues and problems. Developing effective strategies for given solutions.
Communication, ICT and Numeracy Skills	SCQF 8 Communicating effectively to a target audience using both speech and writing. Interpreting, using and evaluating complex data, ideas and concepts.
Autonomy, Accountability and Working with Others	SCQF 8 Taking responsibility for own work.

Prerequisites	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. However, 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. Primary lecture material is digitally captured and curated through vibrant multi-media vod and Touchcasts and a range of social media platforms. This enables students to review content and engage in mobile, interactive, and immediate manner between staff and students. This 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. The Diploma itself has been designed with the busy professional in mind and is highly flexible. Students follow a simple process through each Unit. Firstly, they will engage with the core learning materials for the Unit which will be in the form of a lecture which will be either delivered face to face, as a prerecorded video lecture or as alive streamed video lecture. The slides and notes from each lecture are also provided to all participants. Students will then engage with the support materials for the Unit and complete the Unit activity which may involve reading a research article or watching a video and then they will reflect on a set of key questions. Following this they will then engage with the trainer and other learners in an online tutorial where they will discuss the learning and insights from the Unit lecture and the Unit activity in order to frame the learning in the context of their professional role. Finally with support from the trainer students will complete the assignment for the Unit which will be uploaded to Turnitin using the link provided where they will be marked, and the marks then verified. All training is delivered by the University of the West of Scotland lecturing team within the School of Business and Creative Industries. In addition to being academics specialising in the field of enterprise and entrepreneurship they have had extensive careers in the enterprise network working as business support practitioners for the leading enterprise support agencies in Scotland. They have all completed the Diploma themselves and they have

designed the Programme to be as flexible, relevant and engaging as possible in order to meet the needs of the busy professional.

Learning Activities	Student Learning Hours
During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	(Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture / Core Content Delivery	24
Tutorial / Synchronous Support Activity	6
Independent Study	270
Please select	
Please select	
Please select	
TOTAL	300

Indicative Resources

The following materials form essential underpinning for the module content and ultimately for the learning outcomes:

Scottish Enterprise. (2023). Helping businesses to transfer Scotland's economy. Online. Available: <https://www.scottish-enterprise.com/>

Scottish Government (2023). National Innovation Strategy 2023 to 2033. Online. Available: <https://www.gov.scot/publications/scotlands-national-innovation-strategy/>

- Crammond, R. J. (2020). Advancing Entrepreneurship Education in Universities: Concepts and Practices for Teaching and Support. Springer Nature.
- Murray, A. and Scuotto, V. (2015). "The Business Model Canvas. A tool for Market - Driven Entrepreneurs", Symphonia Emerging Issues in Management.
- Murray, A. and Palladino, R. (2020). "Developing human capitals in today's entrepreneurs: A practitioner perspective", Journal of Intellectual Capital.

(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.

For the purposes of this module, academic engagement equates to the following:

- Attendance at timetabled class contact time.
- Engagement in module discussion, and both formative and summative activities, as aligned to the learning outcomes.
- Adherence to, and the submission of, module assessments.

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
Overall Assessment Results	☐ Pass / Fail ☒ Graded
Module Eligible for Compensation	☐ Yes ☐ No If this module is eligible for compensation, there may be cases where compensation is not permitted due to programme accreditation requirements. Please check the associated programme specification for details.
School Assessment Board	Marketing, Innovation, Tourism & Events Business & Creative Industries
Moderator	TBC
External Examiner	TBC
Accreditation Details	N/A
Module Appears in CPD catalogue	☒ Yes ☐ No
Changes / Version Number	

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Report (60%)
Assessment 2
Portfolio of Written Work (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.)

Component 1							
Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
Dissertation/Project report/Thesis	☒	☐	☒	☒	☐	60	

Component 2							
Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
Portfolio of Written Work	☐	☒	☐	☐	☒	40	

Component 3							
Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
	☐	☐	☐	☐	☐		
Combined total for all components						100%	hours

Change Control

What	When	Who