Module Descriptor

Title	Strategising For Small Enterprises		
Session	2026/27	**Status**	Approved
Code	BUSN09087	**SCQF Level**	9
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Business and Creative Industries**		
Module Co-ordinator	R Crammond		

Summary of Module

Managers, strategists, and businesses in general, encourage both enterprise and innovation within their organisation. This involves goal setting and processes which promote idea generation, creativity, market and customer awareness, and brand or service development. The 10-week Strategising for Small Enterprises course appreciates the importance of enterprising behaviour and implementing strategies within small-sized or family-owned businesses.

During this course, several themes and topics of relevance are addressed. These include:

• Discussing and explaining enterprise and entrepreneurship,

• Appreciating strategy formulation, organisation, implementation, and forecasting within organisations,

• Reflecting on current challenges from society and industry which impact organisations, partners, and consumers; and

• Considering existing factors which impact an organisation's innovative practice and strategic decision making.

In response to the assessment strategy outlined by this course, a:

• Portfolio of written work comprising of both discussion and reflection of experienced practice is completed, and a

• Presentation focussing on strategic planning for small enterprises in response to a question or scenario example.

This course is developed in accordance with the UWS Graduate Attributes and helps those to develop the skills, qualities and abilities which will prepare them for success both outwith university and beyond their period of study at UWS. The course also helps to develop many of the personal and professional attributes.

Module Delivery Method	On-Campus[1] ☒	Hybrid[2] ☐	Online[3] ☒	Work -Based Learning[4] ☐
Campuses for Module Delivery	☐ Ayr ☐ Dumfries	☐ Lanarkshire ☐ London ☒ Paisley	☒ Online / Distance Learning ☐ Other (specify)	

Terms for Module Delivery	Term 1	☒	Term 2	☒	Term 3	☒
Long-thin Delivery over more than one Term	Term 1 – Term 2	☐	Term 2 – Term 3	☐	Term 3 – Term 1	☐

Learning Outcomes	
L1	Explore the concepts of enterprise, entrepreneurship, and strategy for small business.
L2	Critically evaluate strategies and practices which promote enterprise and entrepreneurship activity.
L3	Reflect and explain, based on relevant experience, enterprising strategies and their impact on small businesses.
L4	
L5	

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 9** • An understanding of the scope and defining features of a subject/discipline/sector, and an integrated knowledge of its main areas and boundaries. • A critical understanding of a range of the principles, principal theories, concepts and terminology of the subject/discipline/sector. • Knowledge of one or more specialisms that is informed by forefront developments.
Practice: Applied Knowledge and Understanding	**SCQF 9** • In using a range of the principal professional skills, techniques, practices and/or materials associated with the subject/discipline/sector.

[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

	• In using a few skills, techniques, practices and/or materials that are specialised and/or advanced. • In practising routine methods of enquiry and/or research. • To practise in a range of professional level contexts that include a degree of unpredictability.
Generic Cognitive skills	**SCQF 9** • Undertake critical analysis, evaluation and/or synthesis of ideas, concepts, information and issues in a subject/discipline/sector. • Identify and analyse routine professional problems and issues. • Draw on a range of sources in making judgements.
Communication, ICT and Numeracy Skills	**SCQF 9** Use a wide range of routine skills and some advanced and specialised skills in support of established practices in a subject/discipline/sector, for example: • Present or convey, formally and informally, information on standard/mainstream topics in the subject/discipline/sector to a range of audiences. • Use a range of ICT applications to support and enhance work. • Interpret, use and evaluate numerical and graphical data to achieve goals/targets.
Autonomy, Accountability and Working with Others	**SCQF 9** • Exercise autonomy and initiative in some activities at a professional level in practice or in a subject/discipline/sector. • Exercise managerial responsibility for the work of others and for a range of resources. • Practise in ways that show awareness of own and others' roles and responsibilities. • Work, under guidance, with specialist practitioners. • Seeking guidance where appropriate, manage ethical and professional issues in accordance with current professional and/or ethical codes or practices.

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.

Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	**Student Learning Hours** (Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture / Core Content Delivery	10
Laboratory / Practical Demonstration / Workshop	20
Independent Study	170
Please select	
Please select	
Please select	
TOTAL	200

Indicative Resources

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.

• Scarborough, N.M., and J.R. Cornwall. (2019) Essentials of entrepreneurship and small business management. 9th ed. Pearson.

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

• Burns, P. (2014), New Venture Creation: A framework for entrepreneurial startups, 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/

A variety of online business development sites can be accessed, including the UWS Enterprise Team resource for students, staff, and businesses.

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.

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
Moderator	TBC
External Examiner	V Oziri
Accreditation Details	N/A
Module Appears in CPD catalogue	☒ **Yes** ☐ ~~**No**~~
Changes / Version Number	

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Portfolio (60%)
Assessment 2
Presentation (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
Portfolio of Written Work	☒	☒	☐	☐	☐	60	30

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Presentation	☐	☐	☒	☐	☐	40	30

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