

University of the West of Scotland

Module Descriptor

Session: 2023/24

Title of Module: SFEDI Diploma Business & Enterprise Support			
Code: BUSN08060	SCQF Level: 8 (Scottish Credit and Qualifications Framework)	Credit Points: 40	ECTS: 20 (European Credit Transfer Scheme)
School:	School of Business & Creative Industries		
Module Co-ordinator:	Alan Murray		
Summary of Module			
<p>The qualification is built on research that underpins the SFEDI National Occupational Standards and the expertise of the Enterprise Team and the University of the West of Scotland. Having been designed to be flexible to meet the range of demand 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.</p> <p>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 is 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.</p> <ul style="list-style-type: none"> • 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					
Face-To-Face	Blended	Fully Online	HybridC	Hybrid 0	Work-Based Learning
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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:
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Add name

Term(s) for Module Delivery					
(Provided viable student numbers permit).					
Term 1	<input checked="" type="checkbox"/>	Term 2	<input checked="" type="checkbox"/>	Term 3	<input checked="" type="checkbox"/>

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

Generic Cognitive skills	SCQF Level 8 Analysing small business issues and problems. Developing effective strategies for given solutions.	
Communication, ICT and Numeracy Skills	SCQF Level 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 Level 8 Taking responsibility for own work.	
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
<p>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.</p> <p>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.</p>

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 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	24
Tutorial/Synchronous Support Activity	6
Independent Study	270
Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	
	300 Hours Total

****Indicative Resources: (eg. Core text, journals, internet access)**

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

Murray, A. and Scuotto, V. (2015). "The Business Model Canvas. A tool for Market - Driven Entrepreneurs", *Symphony Emerging Issues in Management*.

Murray, A. and Palladino, R. (2020). "Developing human capitals in today's entrepreneurs: A practitionerperspective", *Journal of Intellectual Capital*.

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, 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](#).

Please ensure any specific requirements are detailed in this section. Module Co-ordinators should consider the accessibility of their module for groups with protected characteristics..

(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
Assessment Results (Pass/Fail)	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
School Assessment Board	Marketing, Innovation, Tourism & Events
Moderator	TBC
External Examiner	I. Kapasi
Accreditation Details	N/A
Changes/Version Number	2

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.](#)

Report – 60%

Portfolio of Written Work – 40%

(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
Dissertation/Project report/Thesis	✓		✓	✓		60	

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
Portfolio of Written Work		✓			✓	40	

Change Control:

What	When	Who
		H McLean
		H McLean
		C Winter
		C Winter
		D Taylor
		D Taylor

Version Number: MD Template 1 (2023-24)