

1 Module overview

1.1 Introduction

We have introduced UWLFlex – our new, online, flexible learning platform.

UWLFlex has been designed to complement face-to-face learning and build on our reputation for excellence in teaching, learning and student support. We will be able to deliver a University experience that is more collaborative, active, and relevant for an increasingly digital world thus enabling us to provide you with an improved student experience. UWLFlex will provide you with an enhanced range of online tools, to help facilitate your learning whether this takes place primarily on site or online.

1.2 Module summary content and aims

The department of Business Innovation and Skills estimates that 99.9% of all private sector businesses in the UK were SMEs. The vast majority (99.3%) of all businesses are small businesses. Even larger firms were once very successful small businesses.

“Since the late 20th century we have come to realise that new forms have done more to create wealth than firms at any time before them – ever! 95% of the wealth in the USA was created since 1980.” (Burns, 2011)

This module is designed to give you an insight into the nature of SMEs and the people that run them. You will engage in a consultancy type project in which you will undertake an evaluation of a small business and develop a growth, or development strategy for them.

The aim of the module is to provide students with the opportunity to:

1. Critically evaluate contemporary issues relating to SMEs
2. Explore strategic issues in SME management
3. Explore alternative routes of business development in SMEs
4. Investigate and evaluate diverse business development methods in SMEs
5. Analyse financial aspects of business expansion in SMEs
6. Critically appraise change and development processes in SMEs

The indicative topics covered in the module are:

1. Understanding the meaning and nature enterprise and entrepreneurial process
2. The nature, characteristics and variety of small business,
3. Challenging conventional views on small business and entrepreneurship
4. Becoming an entrepreneur and running a small business
5. Growth and consolidation of the entrepreneurial venture

6. Finance & Small Business
7. The entrepreneur and the macro-economic environment
8. Enterprise policy and government intervention
9. Social Enterprise and its growing importance

Expectations

Specific expectations students can have of tutors:

- Constructive formative feedback on one assignment draft per assessment
- Workshop slides made available on blackboard prior to session
- Assessment marks and summative feedback given within fifteen working days from the assessment submission deadline

Specific expectations tutors will have of students:

- Attend all teaching and activity sessions and arrive punctually
- Behave professionally in classes and avoid disruption to class and other students
- Inform tutor via email beforehand when not able to attend any classes
- Participate and communicate professionally in class and with tutors
- Attempt all assessments by submission deadline and communicate with the tutor if there are any extenuating circumstances to explore extensions requests and/or mitigation claims

1.3 Learning outcomes to be assessed

- LO1** Ability to debate contemporary issues relating to SMEs and government support available to help businesses address these issues
- LO2** Ability to identify and evaluate development routes for an SME
- LO3** Evidences of appraising alternative methods of growth in SMEs
- LO4** Evidences of investigation and evaluation of sources of finance in SMEs
- LO5** Show proof of designing a growth policy for an SME
- LO6** Proof of understanding about how to manage change issues in an SME context

1.4 Indicative Contact Hours

Teaching Contact Hours	42 hours
Independent Study Hours	158 hours
Total Learning Hours	200 hours

2 Assessment and feedback

Students will be given assignment briefs which will detail the questions to be answered and how to submit their work. Feedback will be given three weeks after the submission deadline.

2.1 Summative assessment grid

Type of Assessment	Word Count or equivalent	Threshold (if Professional Body-PSRB applies)	Weighting	Pass Mark	Indicative Submission week	Method of Submission & Date of Feedback (refer to BB)
Written assessment (Formative - draft)	2000 Maximum	N/A	N/A	Week 10	In-class or online as needed Feedback on draft submission	Written assessment (Formative - draft)
Written assessment (Summative - final)	2000 Maximum	100%	40%	Week 14	Turnitin Feedback by Week 16	Written assessment (Summative - final)

2.2 Learning materials

The reading list for this module is available in our library and in the module area and online library. Further reading materials, videos, case studies where appropriate will be given to you by your Lecturer including links and how to download all relevant materials. Remember to log into Blackboard regularly for all the latest information and announcements.

You are reminded that the College applies penalties to students who commit an academic offence, in which case the [Academic Offences Regulations](#) will be used to deal with any cases of academic misconduct including examination offences, plagiarism, use of ghost writing services and other means of cheating to obtain an advantage.

You can access the college's academic misconduct policy [here](#)

Remember to log into Blackboard daily to receive all the latest news and support available at your module sites!

Subject guides are also available to help you find relevant information for assignments, with contact details of the Academic Support Librarian for your School.

Recommended Reading

Barrow, C., Burke, G., Molian, D, and Brown, R. (2011) *Enterprise Development: the challenges of starting, growing and selling businesses*, Andover, Cengage Learning

Bridge, S., O'Neill, K. and Martin, F. (2012) *Understanding Enterprise, Entrepreneurship and Small Business*. 4th ed. Palgrave Macmillan.

Blundel, R. and Lockett, N. *Exploring entrepreneurship: Practices and perspectives*. New York: Oxford University Press; 2011:431.

Burns, P. (2016) *Entrepreneurship and small business*. 4th ed. Palgrave Macmillan.

Burns, P. (2018) *New Venture Creation: a framework for entrepreneurial start-ups*, 2nd Edition Basingstoke, Palgrave McMillan

Barringer, B.R. (2014). *Preparing Effective Business Plans: An Entrepreneurial Approach*, International Edition, FT Prentice Hall.

Barringer, B.R. and Ireland, R.D. (2014). *Entrepreneurship: Successfully Launching New Ventures*, Pearson International.

Carter, S. and Jones-Evans, D. (2012) *Enterprise and Small Business*, 3rd ed. Harlow, Pearson Education (E-Book on <http://lrs.uwl.ac.uk> see dawsonera).

Deakins, D. & Freel, M. (2009) *Entrepreneurship and Small Firms*.5th ed. Maidenhead, Berkshire: McGraw Hill Education.

Mariotti, S. and Glackin, C. (2016) *Entrepreneurship Starting and operating a small business*, Pearson

Meyer, M. H. and Crane, F.G. (2011). *Entrepreneurship: an innovator's guide to start-ups and corporate ventures*, Sage, Thousand Oaks, California.

Osterwalder A and Pigneur Y. (2009) *Business model generator*, selfpublished. Available at http://businessmodelgeneration.com/book?_ga=1.265943247.1539817166.1460905220

Petty, J.W., Palich, L.E., Hoy, F. & Longenecker, J.G. (2010) *Managing Small Business : An Entrepreneurial Emphasis*, International Edition, 15th ed. China, Cengage Learning

Scarborough, N. M. (2014). *Effective Small Business Management: an entrepreneurial approach*, Pearson Education Inc, New Jersey.

Stokes, D. and Wilson, N. (2010). *Small Business Management and Entrepreneurship*, Cengage Learning.

Stokes, D., Wilson, N. and Mador, M. (2010). *Entrepreneurship*, Cengage Learning, Singapore.

Storey, D. J. and Greene, F. J. (2010). *Small Business and Entrepreneurship*, Pearson Education, Harlow.

Stutely, R. (2012). *The definitive business plan: the fast-track to intelligent business planning for executives and entrepreneurs*, London, Prentice Hall.

Williams, S. (2014). *The Financial Times Guide to Business Start-up*, Pearson Education, Harlow.

General Reading

There are also a wide range of general texts available on the subject of entrepreneurship and it is well worthwhile exploring the available literature as different texts often shed light on different aspects of the topic. An enthusiastic engagement with the relevant academic literature is expected from undergraduate students.

IBISWorld – (International Business Intelligence Service) provides analysis for hundreds of industries in the UK, providing a global resource that offers an analysis of industry dynamics, current performance.

Mintel – UK Market research database. Subjects include: fast-moving consumer goods, financial services, media, retail, tourism and education.

Fame – Fame contains comprehensive information on companies in the UK and Ireland. You can use it to research individual companies, search for companies with specific profiles and for analysing companies and sets of companies.

Passport – Consumer market sizes, forecasts, companies and brands, business information sources, major market profiles and market analysis.

Key Journals

Journal of Business Venturing (4*)

Entrepreneurship, Theory and Practice (4*)

Academy of Management Review (4*)

Academy of Management Journal (4*)

Journal of Management Studies (4*)

Harvard Business Review (4*)

British Journal of Management (4*)

International Small Business Journal (3*)

Entrepreneurship and Regional Development (3*)

Small Business Economics (3*)

Journal of Small Business Management (3*)

Strategic Entrepreneurship Journal (3*)

Journal of Small Business and Enterprise Development (2*)

International Journal of Entrepreneurial Behaviour and Research (2*)

Venture Capital: An International Journal of Entrepreneurial Finance (2*)

International Journal of Entrepreneurship and Innovation (2*)

Family Business Review (2*)

Journal of International Entrepreneurship (1*)

World Review of Entrepreneurship, Management and Sustainable Development (1*)

Journal of Enterprising Culture (1*)

International Entrepreneurship and Management Journal (1*)

Journal of Entrepreneurship (1*)

Social Enterprise (1*)

Electronic Resources

<http://thestartuptools.com/>

<http://www.enforbusiness.com/>

<http://realbusiness.co.uk/>

<http://www.startupbritain.co/>

<http://www.britishchambers.org.uk/>

<http://www.fsb.org.uk/>

<http://www.socialenterprise.org.uk/>

<http://unltd.org.uk/>

<http://www.dougrichard.net/>

<http://www.schoolforstartups.co.uk/about-doug-richard/>

<http://www.venturenavigator.co.uk>

<http://www.startups.co.uk/>

<http://www.heeg.org.uk/>

<http://theleanstartup.com/>

<https://www.gov.uk/browse/business>

<http://www.eban.org/>

<http://www.growingbusiness.co.uk/entrepreneur-profiles>

<http://ecorner.stanford.edu/>

Department for Business Innovation and Skills Publications:

<http://bis.ecgroup.net/Search.aspx>

Associations

Chambers of Commerce (UK) (www.britishchambers.org.uk)

Federation of Small Business (www.fsb.org.uk)

Institute for Small Business and Entrepreneurship
(www.isbe.org.uk)

Business plans

These sites provide free sample business plans, help and advice (www.bplans.com; www.businessplanarchive.org; www.businessplans.org; www.morebusiness.com; www.teneric.co.uk)

Companies House

www.creax.com/csa

Creativity web sites

www.creax.net

Statistics	The Office for National Statistics is a very useful and reliable source of all kinds of relevant data from economic data to population data (www.ons.gov.uk)
Finance	Banking (www.fairinvestment.co.uk) British Venture Capital Association (www.bvca.co.uk) British Business Angels (www.bbaa.org.uk) Business Angels (www.venturesite.co.uk) European Venture Capital Association (www.evca.com) Venture capital funds in UK (www.growthbusiness.co.uk)
Family business	The Institute for Family Business (www.ifb.org.uk) Scottish Family Business Association (www.sfba.co.uk) Caladonian Family Business Centre (www.familybusinesscentre.com) Family Business Magazine (www.familybusinessmagazine.com) BDO Centre for Family Business (www.bdo.co.uk)
Help and advice	Business Link (UK) (www.businesslink.gov.uk) Prince's Trust (www.princes-trust.org.uk) Shell-Livewire Young Entrepreneurs (www.shell-livewire.org) Small Business Guides and Tips (www.smallbusiness.co.uk)
Information	The British Library Business and IP Centre (www.bl.uk/bipc) United States Small Business Association (www.sba.gov)
International trade and entrepreneurship	International Chamber of Commerce (www.iccwbo.org/) International Monetary Fund (www.imf.org) International Forum on Globalisation (www.ifg.org) Peterson Institute of International Economics (www.iie.org) United Nations Conference on Trade and Development (www.unctad.org) World Trade Organisation (www.wto.org) World Bank (www.worldbank.org)

Safeguarding ideas	<p>Internet Corporation for assigned Names and Numbers (www.icann.org)</p> <p>Intellectual Property Organisation (UK) (www.ipo.gov.uk)</p> <p>World Intellectual Property Organisation (UN) (www.wipo.int)</p>
Social enterprise and entrepreneurship	<p>Ashoka Changemakers (www.changemakers.net)</p> <p>Business Link (www.businesslink.gov.uk)</p> <p>Centre for Social Innovation (http://csi.gsb.stanford.edu/)</p> <p>Community Development Finance Association (www.cdfa.org.uk)</p> <p>Social Entrepreneurship Monitor (www.gemconsortium.org)</p> <p>Social Enterprise Coalition (www.socialenterprise.org.uk)</p> <p>Social Enterprise London (www.sel.org.uk/publications.aspx)</p> <p>Social Enterprise Magazine (www.socialenterpriselive.com)</p> <p>Social Enterprise Training and Support (www.setas.co.uk)</p> <p>The Institute for Social Entrepreneurs (www.socialent.org)</p> <p>The School for Social Entrepreneurs (UK) (www.sse.org.uk)</p>
Start-up	<p>Business Link (UK) (www.businesslink.gov.uk)</p> <p>Shell-Livewire Young Entrepreneurs (www.shell-livewire.org)</p> <p>Start-up Magazine (www.startups.co.uk)</p>

3 Things you need to know

3.1 Engagement

Teaching at OBC during the academic year 2021-22 may involve a range of on site and online teaching and learning activities. Whether you are engaging with teaching and learning activities on site or via the college's Virtual Learning Environment (VLE), we expect the same level of commitment and engagement from you. If you are unable to attend scheduled on site or online activities or complete activities in the time frames set out, you should let your tutors know. You should aim to stick to assessment deadlines; if you are concerned that you will not be able to complete your assessments on time, you should talk to your tutors. Your engagement, whether online or on site, will be tracked and if we see that you are not engaging, we will get in contact with you. However, we encourage you to let us know if you are having problems so we can work with you to find solutions and get you back on track as soon as possible. Give yourself the best possible chance to succeed by engaging with the full range of learning and teaching activities available to you.

All students should refer to the Attendance and Engagement Monitoring Policy which can be downloaded from [here](#)

3.2 Need help, just ask

We recognise that there are times when you may encounter difficulties during your course of study and provisions are made to help you. If you think you will be unable to meet deadlines please talk to us, whether it's your course/module leader, personal tutor or any member of staff, so they can get you the support you need to succeed. You can extend your deadline if you have a good reason why you are not able to submit a piece of coursework on time before your deadline. If an extension is not sufficient and circumstances beyond your control are preventing you from completing your assessment, then you can apply for mitigation.

Please remember late submission without extension or mitigation may result in penalties depending on how late it is, see University [Academic Regulations](#).

As a student of the University of West London you are expected to behave in line with UWL expectations, irrespective of whether your interactions with staff and other students are in person or online. As you will be engaging with others online and with a range of online materials, it is important to consider how to stay safe online and ensure your communications are secure and appropriate. If you have any questions about how to manage your online activities, please contact your module leader.

If you have an issue about the module, you should speak to your Module Leader or Course Leader informally in the first instance. Your Course Representative can also raise your concerns at Course Committees, which take place each semester. If you are unable to resolve it informally, you should refer to our Complaints Procedure which is outlined on our website through this link

<https://www.oxfordbusinesscollege.ac.uk/news/how-to-make-a-complaint/>

The College will always aim to ensure that issues are resolved informally as quickly as possible to have minimum impact on your studies.

3.3 Getting support for your studies

Throughout your course of study, you will have access to a wide variety of sources of support depending on your individual circumstances and needs. Your first point of call for getting general academic support is your Personal Tutor. As well as approaching your Module Leader with any questions specifically related to your module and your Course Leader with questions on your Course, do contact your Personal Tutor or Partnership Support Link Tutor for academic advice in relation to your studies and your academic development.

Oxford Business College takes pride in its student support, guidance and wellbeing, complemented by our ethos that every student is an individual. Staff are committed to the College's mission statement "to provide each learner with the most positive learning experience".

We ensure that students at the College can expect a supportive and responsive experience from the initial inquiry by completing a course and progression within or outside the College. This demonstrates our commitment to provide support for inclusive, high-standard students and provides students with a foundation for high achievement.

Our students' changing needs and their varied reason for learning guide our approach to providing innovative learning opportunities from entry-level to higher learning that promotes individual progress. Either for personal development & wellbeing, academic progression or career advancement, whilst supporting those facing learning barriers to overcome them and succeed. The College is committed to helping its student's Academic and Professional Development (APD) via examples currently in place, such as personal tutorials, a mentor system and pastoral care.

PERSONALISED SERVICE

Oxford Business College provides a personalised service adapted to the different needs of different students by:

Developing effective individual learning plans

Effective pastoral care. The College has a dedicated Student Welfare Officer and Counsellor, and students may, in addition, meet the Head of academics or Principal to discuss their concerns

Tutorial meetings

A mentor system with a tutor or member of the academic team

Peer mentor

You can read more on our support services via the link below:

<https://www.oxfordbusinesscollege.ac.uk/support-wellbeing/>

3.4 Module evaluation – have your say!

Towards the end of the module you will be invited to provide some anonymous feedback to the Module Leader through an online survey. This is your opportunity to give some direct feedback about the module through a series of questions and free text. Your constructive feedback will help the Module Leader and teaching team to understand the module experience from your perspective and helps inform the development of the module. At the end of the survey period, a response to the survey will be available so that you can see exactly how your voice has been heard.