



CORPORATE AND ACADEMIC SERVICES

PROGRAMME SPECIFICATION

Part 1: Basic Data			
Awarding Institution	University of the West of England		
Teaching Institution	n/a		
Delivery Location	UWE Frenchay Campus		
Study abroad / Exchange / Credit recognition	n/a		
Faculty responsible for programme	Business and Law		
Department responsible for programme	Business and Management		
Modular Scheme Title	<i>Any faculty modular scheme linking named programmes</i>		
Professional Statutory or Regulatory Body Links	n/a		
Highest Award Title	MSc Innovation and Applied Entrepreneurship		
Default Award Title	n/a		
Fall-back Award Title	n/a		
Interim Award Titles	PG Cert Innovation and Applied Entrepreneurship PG Dip Innovation and Applied Entrepreneurship		
UWE Progression Route	n/a		
Mode(s) of Delivery	Full time – from 2015/16 Part time (BR) – from 2016/17		
Codes	UCAS:	JACS:	
	ISIS2: N90112 (FT,PT,BL)	HESA:	
Relevant QAA Subject Benchmark Statements	Masters Degrees in Business and Management – Type 1		
First CAP Approval Date	3 rd June 2015	Valid from	September 2015
Revision CAP Approval Date		Revised with effect from	
Version	1		
Review Date	September 2021		

Part 2: Educational Aims of the Programme

The main educational aim of this programme is to provide students with the knowledge, skills, capacity and 'mindset' necessary to be a successful owner or director of an entrepreneurial organisation.

The MSc Innovation and Applied Entrepreneurship is an innovative, highly experiential and student-centred approach to innovation and entrepreneurship based on learning through project work. It takes a

Part 2: Educational Aims of the Programme

collaborative, team based approach, where students are coached in teams, rather than taught. For students who wish to develop their entrepreneurial capacities, it will provide a safe and supportive environment to learn, practice and hone their knowledge, skills and capacities, enhancing their potential to launch and/or lead an entrepreneurial organisation. Students with a business idea or in the early stages of setting-up their own enterprise will be able to work on this as a project throughout the programme, enhancing their potential for success.

Specifically, this programme aims to provide students with:

- An advanced critical understanding of contemporary practice, supported by theory and research, tools and techniques relevant to the practice of innovation and applied entrepreneurship
- A deep understanding and experience of the knowledge, skills, attributes and capacities required to take up a leadership role in an entrepreneurial organisation including a developed understanding of the diverse roles, relationships and responsibilities of leaders and entrepreneurs
- A critical appreciation of group processes and team dynamics and the challenges and benefits of building high performance project teams, including using the creative power of the team to build value for customers
- An ability to explore complex situations from multiple perspectives and to work effectively with uncertainty and unpredictability
- The qualities and transferable skills required in the exercise of initiative, resilience, resourcefulness and personal responsibility and decision-making in complex and unpredictable situations, including creative leadership, innovation and entrepreneurial capacities
- The capacity to become reflective, confident, resourceful and entrepreneurial learners including engendering an enthusiasm for innovation and entrepreneurship and for learning more generally as part of continuing personal and professional development.
- A deep knowledge and understanding of responsible management underpinned by ethical behaviour and a strong sense of social responsibility.

Issues of ethics, ethical decision-making, sustainability, organisational citizenship and global citizenship are embedded throughout the curriculum.

The innovative nature of the programme and its potential to contribute to regional development has been recognised through HEFCE Catalyst funding to support its development, evaluation and dissemination of learning across the broader HE community.

Programme requirements for the purposes of the Higher Education Achievement Record (HEAR)

Aligning with the UWE Bristol 2020 Strategy, the programme is practice-led, integrating theory and practice to develop students both academically and professionally and equip them with the knowledge, skills, capacity and 'mindset' necessary to be a successful owner or director of an entrepreneurial organisation.

To succeed on this programme, students will need to develop as confident, resourceful and resilient learners with the capacity to lead innovation and entrepreneurial project teams. They will leave as collaborative entrepreneurs with a commitment to lifelong learning and development and with an all-round understanding and capacity for building an organisation and working in high-performing teams.

Part 3: Learning Outcomes of the Programme

The award route provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas:

A. Knowledge and Understanding (subject specific)

What a student, on successful completion of the proposed programme (or at different stages within it) is expected to know and understand about the subject.

B. Intellectual Skills (generic)

Those cognitive skills which a student is expected to be able to demonstrate upon successful completion of the proposed programme, eg critical thinking, analysis, synthesis of different types of information, evaluation, problem solving, application and testing of hypotheses, etc.

C. Subject/Professional/Practical Skills (subject specific)

Any subject specific, professional or practical skills which are expected to be developed by a student successfully completing the programme. They may include skills of manipulation or observation (eg in a laboratory or field setting), design, production, or may be related to researching (a topic or problem), using and processing information or analysing textual content etc.

D. Transferable Skills and other attributes (generic)

An indication of the generic skills which successful completion of the programme is likely to enhance, eg key skills of numeracy, communication, ability to use information technology and learning to learn.

Part 3: Learning Outcomes of the Programme

Learning Outcomes:	UMCDJJ-30-M	UMCDJK-30-M	UMODJL-30-M	UMCOJM-30-M	UMCDJN-60-M	UMCDJQ-15-M	UMCDJP-45-M
A) Knowledge and understanding of: On completion of the programme students will have developed a knowledge and understanding, grounded in personal experience and practice, of a complex and current body of knowledge of:							
Key concepts of running a business (including: introduction to marketing; human resource management; introduction to business law; finance for non-financial managers; strategic business modelling)	✓	✓			✓		
Evaluating competing business models	✓	✓			✓		
Approaches to creativity and innovation		✓		✓	✓		✓
Approaches to applied entrepreneurship		✓		✓	✓		✓
Leadership and managing people			✓	✓			
Project management	✓	✓	✓	✓	✓		✓
Group processes and team dynamics	✓	✓		✓			
High performing teams	✓	✓		✓	✓		
Customer focus and adding value for customers through collaborative working	✓	✓	✓	✓	✓		✓
Marketing and business research	✓	✓			✓	✓	✓
Organisational and personal learning and development			✓	✓			
Knowledge management and the use of IT	✓	✓			✓	✓	
Ethics, diversity and sustainable practice	✓	✓	✓	✓	✓	✓	✓
(B) Intellectual Skills							
Generate a range of ideas that might form the basis of a business	✓	✓		✓	✓		
Undertake creative and complex problem solving and decision-making		✓	✓	✓	✓		✓
Analyse, interpret and use information and knowledge effectively	✓	✓	✓	✓	✓		✓
Think critically and be creative	✓	✓	✓	✓	✓	✓	✓
Think and plan strategically	✓	✓			✓	✓	✓
Adopt multiple perspectives and adapt communication tools to the audience	✓	✓	✓	✓	✓	✓	✓
Identify and apply appropriate team building methods	✓	✓	✓	✓			
Identify and apply project management and development methods	✓	✓					

Part 3: Learning Outcomes of the Programme

(C) Subject/Professional/Practical Skills							
Ability to use and apply project management tools and techniques	✓	✓		✓	✓		✓
Ability to communicate new business concepts effectively to others including customers and external stakeholders	✓	✓			✓		✓
Conduct research into innovation and applied entrepreneurship issues either individually or as part of a team through research design, data collection, analysis, synthesis and reporting	✓	✓		✓	✓	✓	✓
Effective two-way communication: listening, effective oral and written communication of complex ideas and arguments, using a range of media	✓	✓	✓	✓	✓	✓	✓
Recognise and address ethical dilemmas and CSR issues, applying ethical and organisational values to situations and choices	✓	✓	✓	✓	✓	✓	✓
Effective performance within team environments and the ability to recognise, develop and utilise individuals' contributions in group processes; develop client abilities to perform effectively in team settings	✓	✓	✓	✓			
Leadership and performance management: selecting appropriate leadership style for different situations; setting targets, motivating, monitoring performance			✓	✓			
(D) Transferable skills and other attributes							
Team building, team working skills							
Deal with complex issues systematically and creatively	✓	✓	✓	✓	✓	✓	✓
Effective presentation, communication skills	✓	✓	✓	✓	✓	✓	✓
Critical self-awareness, self-reflection and self-management	✓	✓	✓	✓	✓	✓	✓
Ability to continue to learn through reflection on practice and experience	✓	✓	✓	✓	✓	✓	✓
Sensitivity to diversity in people and different situations	✓	✓	✓	✓	✓		✓
Time management	✓	✓	✓	✓	✓	✓	✓
Negotiating and influencing	✓	✓	✓	✓	✓		
Networking			✓	✓			

Part 4: Student Learning and Student Support

Introduction

In line with the main educational aim of this programme to provide students with the knowledge, skills, capacity and 'mindset' necessary to be a successful owner or director of an entrepreneurial organisation, it places a particularly strong emphasis on learning through project work in collaborative teams. It allows students to practice and hone their entrepreneurial knowledge, skills and capacities in a safe and supportive educational environment, enhancing their potential to launch and/or lead an entrepreneurial organisation. Students with a business idea or in the early stages of setting-up their own enterprise will be able to work on this as a project throughout the programme, enhancing their potential for success.

This is a (project) team-based approach to learning where students work and share ideas, thoughts, experiences, and what they learn with their team mates. Together students practice team and interaction skills, which are vital in the professional world of the future. Instead of formal teaching, students hone their entrepreneurial capacities working on real projects – whether their own business ideas or on project briefs provided by external organisations. In coached training sessions (3 x 3 hours a fortnight), the team coach will offer ideas and advice upon request. However, the coach is not a teacher, and he or she will not tell the student/team what needs to be done next, rather students learn through personal experience of the practices of innovation and entrepreneurship.

Alongside training sessions, students access two 30 credit modules ('Business Basics for Entrepreneurs' and 'Developing Entrepreneurial Capacities') online, supported by a series of Masterclasses on relevant business areas. Online delivery allows students to access material as and when it is most relevant to them and their project. Masterclasses provide the opportunity to participate in an interactive forum with subject experts and peers to explore key concepts in more detail.

Students' own business knowledge, their resilience and entrepreneurial capacities, will develop through their project work and interaction with customers and other stakeholders. Students apply the theoretical knowledge acquired directly into their practice as they run their projects and/or nascent businesses. The learning journey will be mapped according to the student's individual objectives. Everyone regularly updates a Learning Contract that defines their path to Personal Mastery and this forms part of their critical reflection assessments included in the 'Innovation and High Performing Teams' and 'Leadership and Managing People' modules.

As students develop their networks and practice managing business relationships, they will find that their courage will increase, and self-confidence will rise with every success. Studying on the MSc Innovation and Applied Entrepreneurship requires genuine interest in business and developing entrepreneurship. It demands commitment, hard work and self-discipline, but it also gives a lot to those who love challenges and self-realisation. Direct, constructive feedback gives students the opportunity to develop both professionally and as a human being. Independent initiative, social skills, and the desire to develop and challenge are central in studying on this programme. Courage to try new things and an enthusiastic attitude are also important.

The learning and teaching strategy of the programme engages actively with the QAA Enterprise and Entrepreneurship Education Guidance (2012) by:

- providing a practical context and strategic industry partners/mentors to enhance learning
- creating a learning environment that encourages entrepreneurial behaviour
- enabling students to relate their learning to their business and personal aspirations
- continuously exploiting new opportunities for the benefit of practice-based learning and business creation
- shaping an opportunity-based learning environment

Alongside specific business building and planning skills, students engage with and critically evaluate business models and approaches, as well as considering how these relate to and inform broader ideological, economic and socio-cultural contexts.

Contact time encompasses a range of face-to-face activities as described below. In addition a range of other learning activities will be embedded within the programme which, together with the contact time, will enable learning outcomes to be achieved and demonstrated.

On the MSc Innovation and Applied Entrepreneurship programme teaching is a mix of scheduled,

Part 4: Student Learning and Student Support

independent and project-based learning.

Scheduled learning includes training sessions, Masterclasses, Action Research Groups, project supervision, project work. Scheduled sessions may vary slightly depending on the module choices made.

Independent learning includes hours engaged with essential reading, project work, client visits and presentations, assignment preparation and completion etc. Scheduled sessions may vary slightly depending on the module choices made.

Project Teams and Training Sessions

Learning on this programme is practice-led and has project work at its core. Students may bring their own business ideas to the programme and work on them, individually or alongside others, throughout the programme. Whether they are working on their own business ideas or not, all students will be expected to work, in project teams, on 2-3 briefs provided by external clients. These briefs will ask students to seek solutions to 'wicked problems' – complex problems that cannot be solved from a single perspective/discipline. The group report on the 'Business Basics for Entrepreneurs' module, for example, will require students to complete a market and project assessment for two or more business options.

The make-up of project teams will be determined by the composition of the cohort. Project teams will generally have 3-5 members, selected to provide a blend of skills and experiences and to encourage cross-disciplinary working.

During training sessions, students will be coached as a whole cohort (to a maximum of 20) as this will encourage cross-pollination of ideas (and with it more radical innovation) and wider sharing of learning.

After the initial few weeks, 2 of the 3 fortnightly training sessions are led by the students (usually in groups of 2-4) and facilitated/coached by the team coach. The students leading the session will work closely with the team coach to agree and prepare the content of the training session, which will vary according to the needs and priorities of the cohort. Once a fortnight, the training session will typically take the form of a 'Flash Report' where students present a progress report and their updated 'elevator pitch' to the cohort and the team coach. In being held accountable and receiving regular feedback in this forum, they rapidly develop their presentation and pitching skills and gain new insights into their strengths and development opportunities as entrepreneurs.

Induction and Learning Blocks

The programme has a week-long, full-time induction programme. During induction, students are introduced to and practice the main learning tools, techniques and approaches adopted on the programme (including team coaching, dialogue, 'Flash Reports', project logs, elevator pitches, reflective logs, giving and receiving feedback). There will be a detailed briefing on the programme and how the different elements of learning fit together and students will complete their first entrepreneurship challenge (including getting out and talking to customers), culminating in a group presentation.

The majority of formal face-to-face contact time with students takes place in 3 x 3 hour 'training sessions' per fortnight. These training sessions are not linked directly to specific modules and are integrative across the programme. However, the emphasis does shift across the 'learning blocks' as students progress in their learning and the training sessions are the main scheduled learning for the 'Innovation and High Performing Teams' and 'Leadership and Managing People' modules.

The programme is divided into four main 'learning blocks' as outlined below. (The durations shown are contact weeks; the actual length may be longer where there is a Christmas (2 weeks) or Easter (2 weeks) break.)

Block 1 (15 weeks) Key topics will include: team formation & dynamics; cross-disciplinary working; idea generation and selection; collaboration and competition. There will be more emphasis on topics linked to the 'Innovation and High Performing Teams' module and project teams will bring issues, ideas and learning linked to 'Business Basics for Entrepreneurs'.

Block 2 (15 weeks) Key topics will include: leadership in and of HPT's; bringing an idea to market; sustaining performance; entrepreneurship and eco systems; understanding risk and reward; perfecting pitching. There will be more emphasis on topics linked to the 'Leadership and Managing People' module and project teams will bring issues, ideas and learning linked to 'Developing Entrepreneurial Capacities'.

Part 4: Student Learning and Student Support

Towards the end of this block, students will select whether they wish to complete the business development plan or research methods and dissertation. For those selecting the more traditional dissertation route, the scheduled contact time for 'Research Methods (Innovation and Applied Entrepreneurship)' will also take place during this learning block, though outside of the training sessions. Students selecting the Business Development Plan module will be welcome to participate in the research methods sessions if they wish but will not be required to submit the assessment.

Block 3 (6 weeks) In this learning block, students are beginning work on their dissertation/business development plan in earnest. They will be split into small groups according to the route they are following and each group will have two facilitated Action Research Group (ARG) sessions. The ARG is an important part of the dissertation/business development plan process, continuing the collaborative learning approach and recognising the importance of peer learning opportunities. Students will also work with their Supervisor.

Block 4 (10 weeks) Students are expected to hold two further ARG sessions which they will facilitate themselves and will continue to work with their supervisor as they complete their business development plan/dissertation.

The learning blocks and assessment timetable are summarised in the table in Appendix 1. Assessment is an integral part of the teaching and learning process and is outlined in Section 5.

Intellectual Property(IP)

This programme is *not* a business incubator programme and as such it is not assumed that students will necessarily develop viable business projects while on the programme. However if such projects are created during the programme the IP for these ventures will rest with the students developing them and the University and its staff will not hold any stake in the IP or business entity that is created.

There is a list of business activities that are explicitly prohibited within the programme which has been approved by the UWE lawyer.

Career Opportunities

If on graduation students choose not pursue their nascent business/business idea, the programme will equip them with a comprehensive understanding of business processes, roles and systems, as well as a range of transferable employability skills with a strong emphasis on working and leading effectively in team environments and good business networks.

Career opportunities include:

- Starting and managing their own business
- Employment with organisations in all sectors seeking to recruit entrepreneurial graduates with proven business experience and team-working skills.

Further study opportunities include:

- Postgraduate research study within business or management-related disciplines including those that incorporate business incubation

Description of the teaching resources provided for students

All students will be encouraged to make full use of the print and electronic resources available to them through the University. Students are directed towards the University online Study Skills resources for the development of skills appropriate to the style of each module. Students will be directed on how the resources on this site should be used to develop the skills that will underpin their studies in module handbooks and/or via Blackboard. Each module handbook will direct students towards appropriate resources and may recommend the purchase of a core textbook. Students will also be directed towards other sources of academic support both within the Faculty and elsewhere in the University.

Additional support is provided through the library by means of information skills sessions embedded at module level and self-directed online tutorials. There is also a programme of regular workshops including referencing support. The library offers zoned space from silent to group study and student bookable rooms. There is excellent access to electronic databases on campus through the extensive student

Part 4: Student Learning and Student Support

computing network and Wi-Fi and most databases are also available off campus. Students are also supported by the 24/7 live chat library enquiry service.

Students will draw on publications and research from academic, industry and international organisation communities. All postgraduate modules use the institutional VLE – Blackboard – for web-enhanced delivery and to thus provide students with 24/7 access to module information and resources on and off campus. On this programme two modules ('Business Basics for Entrepreneurs' and 'Developing Entrepreneurial Capacities') are delivered primarily on-line through the Blackboard VLE to enable students to engage with individual study units at a time and in an order most relevant to their individual learning needs. For example, on the 'Business Basics for Entrepreneurs' module, one student may choose to cover all compulsory units first and then select which options s/he wishes to complete, whilst another may have a project that requires him/her to develop their understanding of Finance at an early stage and work through all three 'Finance for Non-Financial Managers' study units before embarking on any of the others. The learning design framework for 'Business Basics for Entrepreneurs' is included in Appendix 2 for illustration and an example template for a study unit is included in Appendix 3.

Most databases are also available off campus and supported by the online library enquiry service.

Description of any Distinctive Features

This is an innovative approach to innovation and entrepreneurship education. The underpinning learning philosophy of this programme lies in research-led critical practice and team-coaching which are used to support the development of both individual/self-directed learning and team/social learning necessary for the successful development of creative thinking and entrepreneurial capacities in an organisational context.

STUDENT SUPPORT AND GUIDANCE

Student support is provided by academic staff, usually the Team Coach in consultation with Module Leaders, for all issues relating to the content, delivery and assessment of modules. Student Advisors provide timely, accurate and confidential advice where necessary on all aspects of the provision, for example coursework and examination arrangements, extenuating circumstances procedures, as well as personal issues such as problems with studying or meeting deadlines, financial matters, ill health and so on, including when relevant how to access the wider support provided by the University. This service is supported by extensive online resources. Additional academic support and guidance is provided by the Programme Leader.

An important part of the programme is the involvement of students. Student representatives are selected from the programme to serve on the Student Representatives & Staff Forum (SRSF). These are held at least termly to discuss issues raised by students in relation to their experience of studying at UWE and on the programme. Issues raised are discussed in an open and friendly atmosphere so that students feel able to contribute openly and honestly about their experiences. Any issues raised are taken forward for action by programme leaders. Where appropriate they may be discussed at Departmental Committees or Faculty Academic Standards and Quality Committee.

Further student support is provided by the Careers and Employability Service. Support to students with disability is offered both at the faculty level and centrally through the university's Disability Resource Centre. In addition, the University's Student Services offers a range of services to support students during their time at university and beyond.

Part 5: Assessment

Approved to [University Regulations and Procedures](#)

Assessment Strategy

Assessment strategy to enable the learning outcomes to be achieved and demonstrated:

The range of assessments indicated have been designed to be both academically rigorous and to foster skills that are core to students' future beyond higher education. Assessments are, therefore, designed to:

Part 5: Assessment

- test the students' ability to integrate concepts and theories and to apply them in practice;
- ascertain their learning strengths and weaknesses and continuing development needs;
- encourage students to seek and provide constructive, developmental feedback from and to peers and others (360);
- develop students as reflective practitioners on a life-long learning journey;
- expose students to a variety of assessment methods in order to promote the growth of their life-long learning skills;
- test students' level of skills development.

The assessment strategy comprises formal tutor (team coach) assessment, informal tutor (team coach) assessment, client presentations and feedback and formal and informal peer review and feedback. Formal testing of the knowledge base, intellectual, subject specific and transferable skills is through a combination assessed coursework assignments (including essays, reports and reflective logs, for example) and presentations. Informal testing of intellectual, subject specific and transferable skills is extensive as it underpins the team coaching approach and is provided by peers and clients, as well as team coaches.

The emphasis on collaborative learning and working is reflected in the assessment on three 30 credit modules: 'Business Basics for Entrepreneurs'; 'Developing Entrepreneurial Capacities'; and 'Innovation and High Performing Teams'. Group assignments are completed in project teams and include: group and client presentations, group reports and a group case study of their development as a team. In their critical evaluations, students will reflect on their performance as a team, including their own contribution and the contributions made by others.

For each group assignment, team members will rate each other member of the project team on a scale of poor - outstanding (1-5) against key criteria. Where an individual's average overall score falls below 'satisfactory' (3), this will be discussed with the team coach and the rest of their team and their mark for that assignment may be adversely affected.

Learning portfolios form part of the assessment for the 'Business Basics for Entrepreneurs' and 'Developing Entrepreneurial Capacities' modules. Portfolios focus on learning relating to the business of innovation and entrepreneurship and may include, for example:

- Worksheets from completed study units
- 'Flash Report' feedback logs
- Notes/mind maps from key readings

A reflective summary extracts and outlines key themes and their implications for current and future projects. By contrast the 'critical evaluation' element of assessment on these modules requires the student to reflect more deeply on their project, its progress, their personal contribution to the project and their SMART objectives. In preparing this, students may draw more heavily on, for example:

- Project logs and plans
- Notes from team meetings.
- Feedback from clients and other stakeholders
- Notes/mind maps from key readings.

Critical reflections on the 'Innovation and High Performing Teams' and 'Leadership and Managing People' modules place the emphasis on developing a good level of critical self-awareness and encompass iterations of the student's learning contract and personal development plan. Here students may, for example, reference 360 feedback, results from diagnostics and other similar exercises, Johari window and critical incidents/key moments in their team's development.

The 'Leadership and Managing People', alone amongst the modules at PG Cert and PG Dip level, is based solely on individual assessment. On this module through a storyboard which distils the essence of their leadership journey and the preparation of a leadership and management 'manifesto' students reflect deeply on their leadership practice, the quality of their business relationships and their aspirations as resource-full entrepreneurs.

At Masters level, students can select to follow one of two routes: those who have a business or business idea they wish to pursue have the option to prepare a business development plan and it is envisaged that this will be the preferred route for most students. Those who do not wish to take up this option can select

Part 5: Assessment

a more traditional route and complete the 'Research Methods (Innovation and Applied Entrepreneurship)' and 'Dissertation (Innovation and Applied Entrepreneurship)' modules.

The faculty supports the University Academic Regulations and procedures, and the requirement for controlled conditions to apply to part of the assessment of every module. Forms of assessment commonly used on this programme in controlled and non-controlled conditions assessment are: reports, reflective learning logs, self and peer assessments, reflective essays and dissertations. Team coaches will have a clear knowledge of and insight into the projects and other learning activities that individual students and teams are involved with, providing additional rigour to the assessment regime.

Assessment Map

The programme encompasses a range of **assessment methods** including; presentations, reports, essays, storyboards, reflective logs and critical evaluations. These are detailed in the following assessment map:

Assessment Map for MSc Innovation and Applied Entrepreneurship

		Type of Assessment*									
		Unseen Written Exam	Open Book Written Exam	In-class Written Test	Practical Exam	Practical Skills Assessment	Oral assessment and/or presentation	Written Assignment	Report / Project	Dissertation	Portfolio
Instructions:											
<i>If group work please add a 'G' in the box i.e. A(G)</i>											
Compulsory Modules PG Cert/ PG Dip	Module No UMCDJJ-30-M						A(G) (12.5)	B (25)	B(G) (25)		A (37.5)
	Module No UMCDJK-30-M						A(G) (12.5)	B (25)	B(G) (25)		A (37.5)
	Module No UMODJL-30-M						A (25)		B (50)		A (25)
	Module No UMODJM-30-M						A (25)	A(G) (25) B (25)	B(G) (25)		
Optional Modules MSc	Module No UMCDJN-60-M						A (25)	A (25)	A (50)		
	Module No UMCDJQ-15-M							A (100)			
	Module No UMCDJP-45-M									A (100)	

*Assessment should be shown in terms of either **Written Exams**, **Practical exams**, or **Coursework** as indicated by the colour coding above.

Part 6: Programme Structure

This structure diagram demonstrates the student journey from Entry through to Graduation for a typical **full time student**, including:
 level and credit requirements
 interim award requirements
 module diet, including compulsory and optional modules

It should be noted that whilst The PG Cert and PG Dip are shown as two distinct phases, in terms of delivery, the 'Innovation and High Performing Teams' and 'Leadership and Managing People' modules straddle both phases.

ENTRY	PG Cert	Compulsory Modules	Optional Modules	Interim Awards
		UMCDJJ-30-M Business Basics for Entrepreneurs UMODJM-30-M Innovation and High Performing Teams	None	PG Cert Innovation and Applied Entrepreneurship
	PG Dip	Compulsory Modules	Optional Modules	Interim Awards
UMCDJK-30-M Developing Entrepreneurial Capacities UMODJL- 30-M Leadership and Managing People			PG Dip Innovation and Applied Entrepreneurship:	
MSc	Compulsory Modules	Optional Modules	Interim Awards	
	Module number: Module name:	UMCDJN-60-M Business Development Plan <i>Or</i> UMCDJQ-15-M Research Methods (Innovation and Applied Entrepreneurship) <i>And</i> UMCDJP-45-M Dissertation (Innovation and Applied Entrepreneurship)		

GRADUATION

Part time:

The following structure diagram demonstrates the student journey from Entry through to Graduation for a typical **part time student**.

Copy the diagram above, but indicate the structure in terms of Year 1.1, 1.2, 2.1, 2.2 and 3

Part 7: Entry Requirements

The University's Standard Entry Requirements apply with the following additions:

Applicants whose first language is not English will be required to demonstrate appropriate English Language proficiency, by obtaining:

- A minimum grade of 6.5 overall on the British Council International English Language Test (IELTS) OR
- A balanced TOEFL score of at least 600 (written scale) or 250 (computer scale) or 100 (internet based test)

Part 8: Reference Points and Benchmarks

The programme aligns with the QAA subject benchmarks (2007 and consultative draft January 2015) for Master's Degrees in Business and Management and meets the descriptor for a higher education qualification at level 7 on the FHEQ master's degree in the national qualification framework [Section 4.17 of the QAA National Qualification Code for HE]. The programme design acknowledges and draws on the benchmarks for postgraduate management programmes reflected in the knowledge, understanding and skill domains as indicated in the programme aims and objectives. The Learning Outcomes stated in section B-D reflect the broader cognitive and intellectual skills and techniques specified for master's programmes in the QAA benchmarks. Additionally the programme meets and exceeds QAA guidance for entrepreneurship education.

What methods have been used in the development of this programme to evaluate and improve the quality and standards of learning? This could include consideration of stakeholder feedback from, for example current students, graduates and employers.

The programme maps well against the UWE Bristol 2020 Strategy as a research and practice-led programme. The programme design has been informed by learning on the BA Business (Team Entrepreneurship) programme and has adapted these methodologies to meet the needs of a Masters programme. Feedback on the undergraduate programme has included statements such as:

"We are doing the employers' fair today and have met a number of students on your course. They are fabulous and so exciting ..." (local SME)

"I have never seen first year students like this anywhere." (International Education Representative)

"In the short time since we started the course we have all developed in a number of ways and learnt key skills which are essential to the success of our companies. Personally, the main skill I have developed is being able to work confidently in a large group." (Team Entrepreneur)

In addition, the contribution the programme can make to innovating Masters education in the field and to supporting regional development has been recognised through the achievement of HEFCE Catalyst funding to support its development, in collaboration with Falmouth University and Northumbria University. In the development of the Bid feedback from external stakeholders and the HEFCE regional adviser has informed the development of the programme.

The development of the programme has also drawn on the considerable research and pedagogic expertise in innovation and entrepreneurship from across the faculty but notably from team coaches on the BA Business (Team Entrepreneurship) who have considerable experience of collaborative and project-based learning. Members of this group are experienced in applied research based on organisational fieldwork, which informs a leading role in the provision of CPD and executive development within the faculty. As a consequence, extensive practical experience and insight from working with a range of client organisations over the last 10 years provides a base of expertise upon which this programme has been developed.

Part 8: Reference Points and Benchmarks

This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of individual modules can be found in module specifications, available on the [University's website](#).

Appendix 1: Module and Assessment Outline Timetable

Assumes an October Start – holiday timings will vary for January start

	Week 1	Weeks 2-17 (inc 2 week break for Christmas)	Weeks 18-34 (inc 2 week break for Easter)	Weeks 35-40	Weeks 41-50
Team Contact (NB there will be planned and informal contact outside scheduled sessions)	Induction and teambuilding. Full week = 35 hours	3 x 3 hour training sessions per fortnight. Emphasis is on: team formation & dynamics; cross-disciplinary working; idea generation and selection; collaboration and competition = 66 hours 3 x Masterclasses = 12 hours 10 x online study units (inc work sheets which contribute to portfolio and group report) = 60 hours	3 x 3 hour training sessions per fortnight: Emphasis is on: leadership in and of HPT's; bringing an idea to market; sustaining performance; entrepreneurship and eco systems; understanding risk and reward; perfecting pitching = 69 hours 3 x Masterclasses = 12 hours 10 x online study units (inc work sheets which contribute to portfolio and group report) = 60 hours	Supported Action Research Group sessions (small group) 2 x 3 hrs = 6 hours per small group + Supervision	Supervision ARGs meet but not all facilitated by staff
Modules		Business Basics for Entrepreneurs (BBE) – online delivery; Innovation & High Performing Teams (IHPT) + Leadership & Managing People (LMP) in training sessions	Developing entrepreneurial Capacities (DEC) – online delivery; IHPT + LMP - in training sessions; Research Methods (RM) – 1 day c week 27; 2 days c week 30	Dissertation or Business Development Plan	Dissertation or Business Development Plan
Assessments (indicative timings for guidance)		BBE Client presentation (group) – week 10 BBE Portfolio/1,500 word reflection - week 15 BBE Group report – week 17 IHP 3,000 word reflective essay - week 14	BBE Critical evaluation – week 19 IHP Group presentation – week 22 IHP Group case study (4000 words) – week 24 IHP Critical reflection (1,500 words) – week 25 DEC Client presentation – week 28 DEC Portfolio/1,500 word reflection - week 31 DEC Group report – week 34 LMP Storyboard and critical reflection – week 30	DEC Critical evaluation – week 36 LMP Leadership manifesto – week 37 RM Research proposal – week 35	Dissertation – week 50 BDP Plan and critical reflection – week 49 BDP viva – week 50

Appendix 2: Learning Design Framework – Business Basics for Entrepreneurs

Learning Objectives/Outcomes

What is the purpose of this learning opportunity? What do the students need to learn? What skills need to be gained? How does this fit with the wider module/programme? What rationale for engagement does this communicate to the students?

This module aims to introduce students to core business concepts and where appropriate consolidate pre-existing business knowledge. Students will learn about business theory from the fields of human resource management, marketing, strategic business modelling, business law and finance for non-financial managers. The module structure allows some choice in the study units selected but the use of compulsory units ensure that all students cover the key fields and acquire an understanding of how the different business subject areas relate to each other.

Students will develop skills in accessing materials from a variety of formats and media. They will develop individual searching, analysis and integrating skills as well as collaborative and team working skills. Verbal and writing skills will be developed through presentation and written assessments.

This module ensures that the students have a strong foundation of broad business concepts upon which to develop more advanced and specialised business skills.

Assessment of Objectives/Outcomes

How will the students demonstrate their learning? How will you know if the learning objectives have been met? How will the students know they have met the learning objectives? Summative and/or formative? Feedback.

The students will be formally assessed through a presentation, business learning portfolio and reflective summary,, a business report and a critical evaluation report. These will be assessed against specific assessment criteria presented in the assessment brief. Students will be given written feedback on the summative assessment.

In addition to the summative assessment the module facilitates formative feedback through project team meetings, mentoring and coaching support and feedback from the peer group and the Team Coach.

Completion of individual study units within the module will be assessed through the use of mini online quizzes and multiple choice questionnaires, completion of text or article reviews, worksheets etc. These materials will be collated in the business learning portfolio that forms part of the summative assessment.

Essential content

What content is essential for meeting the learning objectives?

(Note that content is not the first consideration in the learning design. As experts in a subject area it is easy to become focused on all the knowledge you feel a student should gain, however be realistic in expectations on how much is appropriate - prioritise what topics to cover and in what depth.)

Each study unit should cover a key material from the business subject discipline. For the Business basics module it is important that this is recognised as an introductory module and that each subject discipline presents material that provides a foundation for further study and specialisation that will be individual to each students' requirements.

Learning Activities

What activities promote the learning you wish to take place?

Select teaching and learning strategies that suit the purpose and the students. Consider your learners and how their current skills, knowledge, preferences and needs will impact your design – can you allow for students to approach an activity differently but still achieve the desired outcome? Are you considering only knowledge transition/acquisition or a broader pedagogical design including for example: co-creation, social-collaborative learning, sense making, critical analysis, problem-based learning, simulations/scenarios, case studies etc.. Will some/all students need scaffolding to access the activity? How is the learning activity suited to the environment of delivery?

Learning activities will include a number of different activities such as;

- Presentation of lectures via Kaltura or lecture capture
- Reading of key articles or sections of text
- Analysis and discussion of case studies
- Video material (lectures, theoretical content, examples, discussions, documentaries etc.)

- Worksheets
- Mini tests, MCQ's
- Discussion boards

Resources

What resources need to be provided/developed? What tools need to be deployed? How do these resources support the learning activity? What resources can the learner find themselves? What technologies are available to the learner? Do they know how to use them?

(e.g. videos, readings, narrated slides, case studies, scenarios, problems, questions...) Repurpose existing resources when possible.

Materials to facilitate the learning activities identified above should be collated via the VLE system/Blackboard and made available before the start of the programme. Students are expected to complete the compulsory study units and then choose a further 5 units out of a choice of 10. Each student decides the order in which they complete and engage with the study units.

The Introductory "pages" of Blackboard will provide students with links to study skills information and material that helps them with accessing and using resources.

Interactions

Most learning activities involve interaction between people, whether it is tutor-learner dialogue or peer collaboration. What is the role of the tutor in the learning activity? How will learners interact with one another? What feedback will the student receive and from whom?

The integrative approach of the programme of study means that students are responsible for a high proportion of their learning but this is supported by guided peer group interactions, support from the Team Coach, Masterclasses and interaction with client/project companies.

Implementation

What are the challenges to implementation? How can you mitigate these? What scaffolding will your students need to succeed? What support/development do you need?

Access to Blackboard and a standard but flexible module structure to allow students to familiarise themselves with where to access material but also to accommodate different study unit content.

Time!

Appendix 3: On-line Modules Study Unit Planning Form for UMCDJJ -30-M (Business Basics for Entrepreneurs)

Module Title:	Business basics for entrepreneurs	Programme:	MSc IAE
Module Leader:	Carol Jarvis/Sarah Maddock	Lead LT:	Clare Denholm

Study Unit:	1. Marketing Basics for Entrepreneurs
Aim Learning outcomes:	After studying this unit, you should be able to; <ol style="list-style-type: none"> 1. Understand how this study unit contributes to the learning outcomes of the modules. 2. Understand the key principles of a marketing approach to business 3. Appreciate how a customer focussed approach to business can add value 4. Develop a basic marketing plan
Essential content of study unit:	This study unit involves: <ul style="list-style-type: none"> • Demonstrating how a marketing approach relates to the wider module content • Exploring elementary aspects of marketing through a variety of online materials • Engage with formative assessments such as multiple choice questionnaire and worksheets
Time to complete unit:	Equivalent to 6 hours contact time - total study time approximately 30 hours (to include reading, thinking and summative module assessment time)

Guided learning activities	Type of interaction (e.g. readings, videos, audio sources, quizzes, worksheets, online lectures)	Approximate study time
a) Introductory Kaltura lecture – what is marketing	a) Online Kaltura lecture	20 minutes
b) Overview – what is marketing	b) Video – what is marketing	30 mins
c) Key elements of a marketing plan	c) Kaltura lecture	30 mins
d) How to analyse the marketing environment	d) Kaltura lecture and video	20 mins + 20 mins
e) Market audit task	e) Market audit worksheet	mins
f) Exploring customer needs – 1	f) Kaltura lecture	30 mins
g) Exploring customer needs - 2	g) Videos on understanding customers	20 mins
h) Discussion group task on customer needs	h) Blackboards discussion board – guided questions	20 mins
i) Segmenting a market	i) Kaltura lecture	30 mins
j) Review market segmentation	j) Video and review of key readings	20 mins
k) Understanding the marketing mix	k) Kaltura lecture	30 mins
l) Marketing mix task	l) Worksheet and discussion board	30 mins
m) Review and link to module content	m) Kaltura lecture	30 mins
Formative assessment		
n) multiple choice/formative test	<i>Online multiple choice questionnaire – available via Blackboard</i>	<i>30 mins</i>