

PROGRAMME SPECIFICATION

1.	Awarding Institution:	The University of Law
2.	Final Awards:	Master of Science Innovation and Entrepreneurship
3.	Exit / Intermediate Awards	For the MSc Innovation and Entrepreneurship: <ul style="list-style-type: none"> - Postgraduate Diploma Innovation and Entrepreneurship - Postgraduate Certificate Innovation and Entrepreneurship
4.	Programme Title(s):	MSc Innovation and Entrepreneurship
5.	Accredited by:	N/A
6.	Total Credits:	Masters of Science Innovation and Entrepreneurship – 180 Postgraduate Diploma Innovation and Entrepreneurship – 120 Postgraduate Certificate Innovation and Entrepreneurship – 60
7.	Level:	Master of Science Innovation and Entrepreneurship – Level 7 within the FHEQ Postgraduate Diploma Innovation and Entrepreneurship – Level 7 within the FHEQ Postgraduate Certificate Innovation and Entrepreneurship – Level 7 within the FHEQ
8.	Mode of Study:	Face-to-face: Full-Time and Part-Time Online: Full-Time and Part-Time
9.	Language of Study:	English
10.	Length of Programme:	Full-time: <ul style="list-style-type: none"> - MSc: 12 months Part-time: <ul style="list-style-type: none"> - MSc: 24 months
11.	Criteria for admission:	2:2 or above from a UK Bachelor's degree, or equivalent qualifications. Non-standard routes:. ROUTE A: <ul style="list-style-type: none"> • Applicants must possess an undergraduate degree with a grade below that of a 2:2 (3rd or Ordinary); AND EITHER <ul style="list-style-type: none"> • A professional qualification at level 6 or above from a business professional body, e.g. CIM, CMI,

		<p>CFA, ACCA, CIMA, CIPD, etc. OR</p> <ul style="list-style-type: none"> • At least two years of proven professional work experience; <p>ROUTE B:</p> <ul style="list-style-type: none"> • Applicants must possess a professional qualification at Level 6 or above from a business professional body such as CIM, CMI, CFA, ACCA, CIMA or CIPD; <p>AND</p> <ul style="list-style-type: none"> • At least three years of proven professional work experience. <p>ROUTE C:</p> <p>Applicants possess no formal qualifications. Applicants will need to provide 5 years of proven professional managerial work experience along with a professional reference. Applicants may also be required to attend a formal interview.</p> <p>All applications for non-standard entry must be accompanied by a full CV.</p> <p>International Entry Requirements - an English language level equivalent to IELTS 6.5 or above with a minimum of 5.5 in each component.</p>
12.	UCAS code (if relevant):	N/A
13.	HECOS codes (if relevant):	<p>100616 – Strategic Studies</p> <p>100078 – Business and Management</p> <p>101221 – Enterprise and Entrepreneurship</p>
14.	Date of Production/Revision:	November 2021
<p>15. Aims and Rationale of the Programme</p> <p>All ULBS Postgraduate degrees are organized into two hubs of programmes; Management Hub and Finance Hub. Programmes within each hub share certain modules, with additional modules that are specific to each programme. The shared modules give students the opportunity to network and liaise with students on other programmes, which they otherwise might not have done, offering invaluable networking opportunities that will benefit them in their work-life. The MSc Innovation and Entrepreneurship degree is part of the Management Hub. The shared modules within the Management Hub are:</p> <ul style="list-style-type: none"> • Global Business Strategy • Innovation Management in a Digital Age • Success Through business Ethics <p>Additionally, all students will share the following two modules:</p> <ul style="list-style-type: none"> • Professional Development • Business Project <p>The overall objective of master's level business and management degrees is to educate individuals as managers and business specialists, and thus to improve the quality of management as a profession. Master's degrees add value, for example to first (or bachelor's) degrees, by developing</p>		

in individuals an integrated and critically aware understanding of management and organisations in a global context, and assist them to take effective roles within them.

In particular the programme (MSc in Innovation and Entrepreneurship) provides appreciation and understanding of the role of entrepreneurial activity inside and outside an organisation, developing skills at professional level focusing on how to encourage and foster entrepreneurial activity and innovative thinking within organisations:

- Understanding the importance of fostering and nurturing innovative and entrepreneurial thinking within organisations;
- Identification, critical evaluation, and adoption of a range of leadership and management behaviours that encourage innovation and entrepreneurship;
- Critical evaluation and synthesis of how leaders adapt entrepreneurial processes in different business and organisational context;
- Critical understanding and appreciation of challenges identifying sources and barriers to entrepreneurial funding.

The programme will share the vision and values associated with ULaw. Its emphasis on practice based learning within a realistic, professional, international and contemporary context. Building on the practical nature of learning and high quality teaching and assessment, links with employers and professional bodies. The aim of the programme with regard to teaching and learning is to produce career ready postgraduates with excellent professional, intellectual and life skills.

Students will have a broad comprehension of the various entrepreneurial business models and the most important concepts in enterprise. ULaw prides itself on the depth and practical relevance of the knowledge delivered on its programmes and its teaching by academics with practical experience to ensure that research is melded with relevant real-life application. Students will apply these theoretical concepts to real life case studies, in a practice based environment.

The MSc in Innovation and Entrepreneurship will develop students' advanced intellectual and professional skills master's level and provide them with:

- A deep understanding of various entrepreneurial business models;
- Ability to identify and critically assess the appropriateness of available funding for entrepreneurial activity;
- Synthesise and critically evaluate new venture creation, assessing and mitigating risk and market entry options;
- A critical understanding of importance of managing teams and change in corporate innovation.

The student will acquire the competences necessary to;

- Manage and develop the entrepreneurial and innovation process in an organisational context;
- Critically assess innovation options
- Critically evaluate the finance and funding available for innovation projects;
- Understand and adopt the role of leadership in the entrepreneurial process.

16. Programme Outcomes

Knowledge and understanding

Upon successful completion of the programme students should be able to:

- Identify and critically evaluate options for innovation on the grounds of the source and nature of funding available
- Critically understand how to generate new business ideas as applied to intra/entrepreneurial contexts;

- Gain in-depth knowledge and understanding of the key elements of entrepreneurial architecture and entrepreneurial orientation.

Practice and Skills

Upon completion of the programme students should be able to:

- Demonstrate ability to synthesise and assess new ideas and their impact on the organisation/ sector/ environment;
- Critically identify and assess appropriate funding opportunities;
- Negotiate challenges and barriers to entrepreneurial funding;
- Develop arguments/presentations appropriate to the nature of the innovative/entrepreneurial activity
- Effectively manage and mobilise teams in corporate innovation situations
- Effectively manage the change brought about by effective corporate innovation.

Relevant Subject Benchmark Statements and other reference points to inform programme outcomes

The Framework for Higher Education Qualifications in England, Wales and Northern Ireland (FHEQ) Subject Benchmark Statement Master's Degree in Business and Management June 2015 (QAA)

Students registered and studying in the UK will achieve the award of the Chartered Management Institute's CMI Level 7 Diploma in Strategic Management and Leadership by meeting the standards outlined in prescribed modules. The Level 7 Diploma is awarded by the CMI and is aligned to the modules offered through study on the full Masters award only. CMI accreditation is not applicable to the PGCert and PGDip awards.

17. Programme Structure, Levels, Modules and Credits

Modules are 15 credits apart from the Business Project Module (inclusive of a taught element focused on research methods) which is 45 credits. Professional Development is mandatory, but non credit bearing.

Programme Title – MSc Innovation and Entrepreneurship	Level 7
<i>Module Titles</i>	<i>Credit</i>
Global Business Strategy	15
Innovation Management in a Digital Age	15
Success Through Business Ethics	15
Sustainable Innovation Management	15
Funding and Financial Management of the Enterprise	15
Corporate Entrepreneurship (Intrapreneurship)	15
Entrepreneurial Leadership and Management	15
Social Enterprise	15
New Venture Creation	15
Professional Development	Non Credit Bearing
Business Project	45

Students who obtain all the 180 credits from the modules above will receive the MSc in Innovation and Entrepreneurship award and will achieve all the learning outcomes described in this document.

Students who obtain 120 credits from the modules above will receive the Postgraduate Diploma in Innovation and Entrepreneurship award, and consequently the learning outcomes described in this document will be achieved just partially, on the basis of the modules passed.

Students who obtain 60 credits from the modules above will receive the Postgraduate Certificate in Innovation and Entrepreneurship award, and consequently the learning outcomes described in this document will be achieved just partially, on the basis of the modules passed.

18. Programme Outcomes, Learning and Teaching and Assessment Strategies

<i>Knowledge and Understanding</i>	<i>Learning and Teaching Methods</i>
<ul style="list-style-type: none">Identify and critically evaluate options for innovation on the grounds of the source and nature of funding available	The learning and teaching methodology will be consciously constructed around ULaw's emphasis on critical practice based learning within a realistic, professional and contemporary context, and will fit with the Business School's agreed approach for teaching and learning sessions to be student led.

<ul style="list-style-type: none"> • Critically understand how to generate new business ideas as applied to intra/entrepreneurial contexts; • Gain in-depth knowledge and understanding of the key elements of entrepreneurial architecture and entrepreneurial orientation. • Awareness and critical understanding of the range of leadership styles and how they may impact new ventures and growth differently at different stages. • Awareness and critical understanding of the importance of teams and teamwork in corporate innovation. • Awareness and critical understanding of how to manage the change prompted by effective corporate innovation. 	<p>The programme will also incorporate varied teaching and assessment methods, to the extent where this is useful, but also mindful of the need for students to practice different method of assessment. A balanced approach is achieved across subjects and programmes.</p> <p>Students will be taught by people who have substantial business experience, there will also be guest speakers and involvement from professional bodies.</p> <p>All students will benefit from identification of strengths and learning styles. Where necessary remedial provision will be put in place for numeracy and academic writing. Students will also have access to a personal tutor and reviews of their learning journey.</p> <p>In particular, the delivery of lectures and the student led nature of tutorials and workshops is designed to ensure active participation in the learning process. Methods such as experiential learning, active learning techniques, directed reading, critical reflection, personal research, applied research encourage engagement by students in their teaching and learning processes. In addition, case study analysis and discussion are used by students to contextualise the learning and the application of models, techniques and concepts.</p> <p>Knowledge and understanding is developed through the teaching and learning methods outlined above. Each class, whatever its particular format, involves discussion of key issues, practice in applying concepts, both orally and in writing, analysis and interpretation of material, critical evaluation.</p> <p>The online version of the programme will share the same aims and principles of the face to face version, with the specific approach that it will be delivered remotely through a virtual learning environment where written and multimedia materials will be provided. The modules will be taught by lecturers with a similar profile to the face to face version, while the delivery and access to the faculty will be adapted to the specific requirements of the online format.</p>
	<p>Assessment Methods</p> <p>The assessment methods have been designed to recognise the differences in learning styles thereby ensuring that they are not biased towards any one learning style. Learners will be assessed in a more practical environment and with a practical application of the theoretical content to real life learning. Students will demonstrate the learning outcomes through a range of different assessments, such as group</p>

	presentation (formative) and written individual coursework (summative).
<p>Practice and Skills</p> <ul style="list-style-type: none"> • Demonstrate ability to synthesise and assess new ideas and their impact on the organisation/ sector/ environment; • Critically identify and assess appropriate funding opportunities; • Negotiate challenges and barriers to entrepreneurial funding; • Develop arguments/presentations appropriate to the nature of the innovative/entrepreneurial activity • Effectively manage and mobilise teams in corporate innovation situations • Effectively manage the change brought about by effective corporate innovation. 	<p>Learning and Teaching Methods</p> <p>In each session, whatever its format, students participate in the discussion of key issues, both orally and in writing. The Business Project not only develops knowledge and understanding, but also in its preparation, through studying research methods and professional development, important practical and transferable skills are learnt.</p> <p>Students will practice and develop skills by evaluating the central issue(s) and facts of case studies and simulations so that tools, models and methods can be applied to the situation in hand. They will be encouraged to justify their assumptions and present conclusions and recommendations that are realistic and presented in a format that would be expected in industry and a Masters level programme with appropriate theoretical underpinning and appropriate referencing.</p> <p>Students are assigned to small study groups which develop organisational, social and cultural intelligence, networking, autonomous learning and entrepreneurial, skills as they interacting with their peers.</p> <p>Regarding the online version, after students are comfortable with the concepts shown in the videos and reading, they typically will have the opportunity to respond in writing to a conversation prompt and undertake practical tasks.</p> <p>Each unit usually has two tasks. The first is normally a discussion question, and the second, an activity. The task will be described on the relevant page.</p> <p>Each unit normally concludes with a summary and consolidation, which takes two forms: a Core Content Review and a module-wide summary of key points.</p> <p>Assessment Methods</p> <p>A wide range of assessment methods, both formative and summative, will be used across all modules to ensure that programme outcomes can be demonstrated by students. The assessment methods are intended to underpin the learning process. Formative assessment of knowledge and understanding will take place through the regular activities within workshops. These can be in the form of</p> <ul style="list-style-type: none"> • workshop group activity, where students consider a case-study, issue, or problem, and report on towards the end of the session in an oral presentation

	<ul style="list-style-type: none"> • simulations and role-play activities • in-class debates • communication exercises • activities that confirm understanding <p>Other types of formative assessment may take place. Feedback will be given simultaneously and aimed at confirming and assisting students in building their communication, critical thinking and analysis, and problem solving skills.</p> <p>Summative assessments of each module will be one of the following:</p> <ul style="list-style-type: none"> • written reports (formative element in the form of lecturer giving guidance on structure and general content) • portfolio, where students compile a portfolio of activities, where they have applied critical analysis and assessment on issues/activities provided by the lecturer • presentation/poster, where students prepare communication piece responding to a brief, constructing a presentation with annotations for further details. <p>This variety of approaches to assessment supports diversity in learning.</p> <p>All assessment will test the module and programme learning outcomes and will be designed to align with the relevant FHEQ descriptors.</p> <p>For the online version the assessment methods will be the same and administered remotely.</p>
19. Inclusive Considerations	<p>Learning materials (examples, case-studies and other support materials) are sourced from as wide and diverse sources as possible, to reflect the demographics of the student population. Students are actively encouraged to share experiences from their own culture, providing opportunities for comparing and contrasting different behaviours, issues, and solutions. This exposes students to cross-cultural differences and enhances their cultural awareness. Students who appear not to keep up with the pace of the class, are signposted to ULaw's student support services.</p>
20. Prior credits considered for RPL	<p>In accordance with the University's RPL Policy.</p>

Version history:

Version	Amended by	Revision summary	Date
V1.0	Head of Quality Assurance		