

PROGRAMME SPECIFICATION

for the award of**MSc Entrepreneurship and Innovation****Managed by Oxford Brookes Business School**

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| Date approved: | 18.12.2019 |
| Applies to students commencing study in: | September 2020 |

RECORD OF UPDATES

| Date amended* | Nature of amendment** | Reason for amendment** |
|----------------------|------------------------------|-------------------------------|
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SECTION 1: GENERAL INFORMATION

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| Awarding body: | Oxford Brookes University |
| Teaching institution and location: | Oxford Brookes University, Oxford |
| Language of study: | English |
| Final award/s: | Master of Science (MSc) |
| Programme title: | Entrepreneurship & Innovation |
| Interim exit awards and award titles available: | Postgraduate Certificate Postgraduate Diploma |
| Brookes course code: | MSC-EIN |
| UCAS code: | |
| JACS code: | |
| HECoS code: | 101221 |
| Mode of delivery: (Mode of Study given in brackets) | Face to face/on-campus (full-time) Face to face/on-campus (part-time) |
| Duration of study: | 1 year for full-time 2 years for part-time Maximum duration is 5 years |
| Subject benchmark statement/s which apply to the programme: | Master's Degrees in Business and Management 2015 QAA Enterprise and Entrepreneurship Education Guidance 2018 |
| Professional accreditation attached to the programme: | N/A |
| Apprenticeship Standard: | N/A |
| University Regulations: | The programme conforms to the University Regulations for the year of entry as published/archived at: http://www.brookes.ac.uk/regulations/ Specific Regulations for Postgraduate Taught Programmes also apply: http://www.brookes.ac.uk/regulations/current/specific/b4/ |

SECTION 2: WHY STUDY THIS PROGRAMME?

This programme enables students to undertake a unique journey tailored to their individual interests and aspirations. They will work with teaching staff who are passionate about entrepreneurship and innovation education and have extensive experience both within academia and the business world.

Throughout the programme students have the opportunity to work on an idea that supports their entrepreneurial or intrapreneurial aspirations. As such the programme is very practice-oriented and aims to link academic theory with practice.

Students may choose to study this programme for one of two reasons:

- to improve their chance of success in starting their own business (the *entrepreneurship* route)
- to invest in themselves to be better equipped for the corporate world, through an improved network, enhanced employability skills, greater knowledge, and a different perspective (the *intrapreneurship* route)

This programme accommodates both intrapreneurs and entrepreneurs and will address these two objectives by providing students with expertise and experience in intra/entrepreneurship and innovation.

The core premise of this programme is that students develop an 'idea' throughout their studies. We will work with students to develop and refine an idea that is tailored to their individual interests and aspirations. Ideas can be for business start-up, but other ideas (for the intrapreneurs) are equally appropriate. Students will continue to refine their idea throughout the programme, using the material they learn in different modules. The Capstone module, which is the culmination of the programme, allows students to develop their idea even further in whatever direction is appropriate for them. Tutors will provide support to ensure students select the most appropriate Capstone option.

As such, the programme is highly personalised and relevant for every student, and students will develop the ability to evolve an idea from generation to practical implementation, and to articulate the associated challenges and benefits.

The nature of this programme will also allow students to develop their self-awareness (through reflection and the application of material studied to their idea) so that they are able to make a fully informed decision on appropriate next steps.

The programme aims create a fully integrated student experience. Module teaching sessions and assessments have been designed in such a way that students can take learning directly from one module and apply and reflect on it in the core (C2I2A) module, as illustrated in Figure 1.

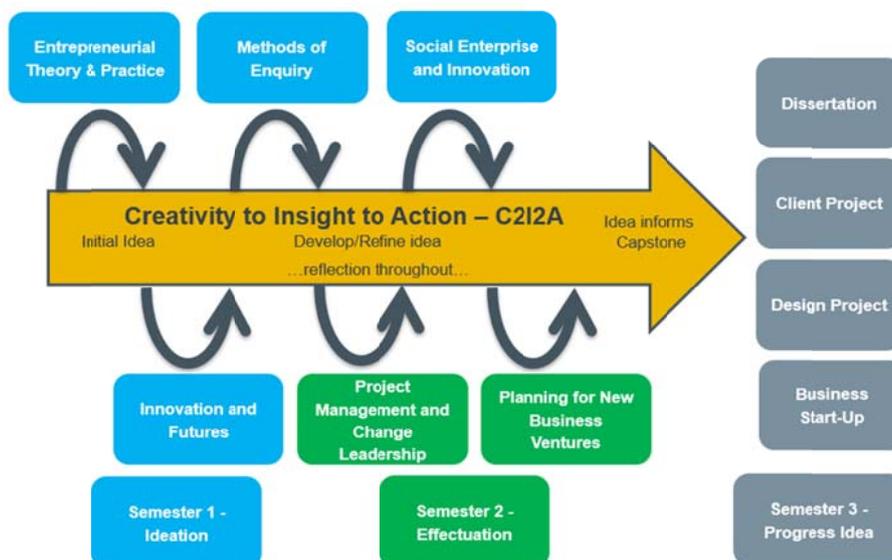


Figure 1: MSc Entrepreneurship and Innovation Student Journey

This focus on a holistic journey for the students achieves three goals:

- It meets student desire for a fully cohesive and relevant programme
- It allows students to maintain a clear journey for their idea
- It distinguishes us in the market

The programme frequently invites entrepreneurs and innovation experts to visit and provide guest lectures. This ensures students are given practical insights into current business challenges.

It is our firm belief that, in order to be successful in today's world, it is valuable for students not just to acquire knowledge, but also to acquire the skills and competencies to enable that knowledge to be applied practically and to good effect. This programme aims to provide students with both the knowledge and the skills to be effective in achieving their future career goals, whether that be progressing a business start-up, or working within an already established organisation. Students seeking to work in an established organisation will be effective in many different roles after studying this programme, as they will have several key transferrable employability skills – such as flexibility, tolerance of ambiguity, teamwork/communication, resilience, and others.

This programme forms an important part of the Business School's postgraduate portfolio and contributes to the University's strategy of providing diverse and high quality Master's programmes. The programme offers students from a wide variety of backgrounds the opportunity to undertake further study towards a master's degree in Entrepreneurship and Innovation. It also provides an opportunity for staff researching in the area of enterprise and entrepreneurship to filter their expertise into the Faculty's master's portfolio.

The Business School portfolio already includes an MSc in Business Management, where students are able to select an Entrepreneurship pathway. This programme provides students with a business qualification which includes an element of entrepreneurship (two entrepreneurship modules). Innovation content on this current programme is very limited. The new programme content is solely focused on entrepreneurship and innovation.

The MSc Entrepreneurship and Innovation programme is a conversion programme. The Business School has extensive experience of delivering successful conversion programmes, which tells us that, whatever the undergraduate subject, students have the potential to succeed on this programme.

Lifelong learning is a fairly modern concept and the MSc should be seen as another step in this process. The programmes are aimed primarily for recent graduates from countries all over the world but will also be attractive to those wishing to make a career change.

SECTION 3: PROGRAMME LEARNING OUTCOMES

On successful completion of the programme, graduates will demonstrate the following Brookes Attributes:

3.1 ACADEMIC LITERACY

1. Be able to: identify, analyse and critically evaluate a range of issues, processes and opportunities in the evolving global business environment, develop a range of possible alternative responses (ideas, concepts, proposals, solutions), develop an argument to 'sell' the concepts/ideas/solutions identified.
2. Be able to approach a problem or opportunity from a variety of perspectives, select the most appropriate course of action, accept that more than one solution might exist, considering the interests of a wide variety of stakeholders.
3. Be able to critically discuss the context and significance of various business functions and activities and understand their impact on creative idea generation and development.
4. Be creative and innovative in combining analysis with evidence to inform decision-making.

3.2 RESEARCH LITERACY

5. Demonstrate understanding of theories and methodologies underpinning enterprise and innovation research, with particular emphasis on customer insight and user experience, and of the ethical issues that inform research methods.
6. Be able to analyse and evaluate data from a range of sources to determine the factors culminating in a problem and to use that research for decision-making, whilst being mindful of issues such as bias, subjectivity, and other research limitations.
7. Undertake individual and team-based research to inform required outputs for a variety of purposes, culminating in a substantial individual project.

3.3 CRITICAL SELF-AWARENESS AND PERSONAL LITERACY

8. Demonstrate the ability to engage in reflective learning and practice on an ongoing basis, with particular emphasis on ethical and responsible management practices.
9. Develop the ability to translate the learnings from the classroom into the work and business environment and integrate theory with practice in a wide range of situations.
10. Demonstrate increasing competence in self-management, independent learning, communication, team-working, problem solving and other key employability skills.
11. Demonstrate self-awareness of attitudes to risk and develop resilience and flexibility when faced with change or ambiguity.
12. Develop awareness skills and attitudes required to develop creative and critical conceptualisations

3.4 DIGITAL AND INFORMATION LITERACY

13. Be able to demonstrate an integrated, multi-disciplinary approach to business problem solving as well as a more functional, specialist approach.
14. Select and use appropriate analytical, creative and alternative tools of enquiry, being prepared to adapt and modify such tools when necessary and become a confident, agile adopter of a range of technologies for personal, academic and professional use.
15. Be able to explore and exploit as appropriate technological advances in application to idea generation/venture creation and effective management.

3.5 ACTIVE CITIZENSHIP

16. Draw on the views of others to inform the development or enhancement of their student journey, demonstrate critical awareness of the complexity of diverse perspectives, cultures and values and the ability to question one's own perspective and those of others.
17. Adopt a Change Leadership role by embracing a stakeholder culture
18. Develop the ability and knowledge to actively engage with the issues of equality, sustainability and social justice.

SECTION 4: CURRICULUM CONTENT & STRUCTURE

4.1 PROGRAMME STRUCTURE AND REQUIREMENTS:

| Code | Module Title | Credits | Level | Status | Coursework: Exam ratio |
|--------------|--|----------------|--------------|---------------|-----------------------------------|
| BMGT 7019 | Project Management & Change Leadership | 20 | 7 | Compulsory | 100% CW |
| BMGT 7025 | Entrepreneurial Theory & Practice | 20 | 7 | Compulsory | 100% CW |

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|------------------|---|----|---|------------|---------|
| BMGT 7034 | Planning for New Business Ventures | 20 | 7 | Compulsory | 100% CW |
| BMGT 7055 | Methods of Enquiry | 10 | 7 | Compulsory | 100% CW |
| BMGT 7056 | Innovation & Futures | 20 | 7 | Compulsory | 100% CW |
| BMGT 7057 | Social Enterprise & Innovation | 10 | 7 | Compulsory | 100% CW |
| BMGT 7060 | Creativity to insight to action (C2I2A) | 30 | 7 | Compulsory | 100% CW |
| BMGT 7011 | International Business in Practice – study trip | 0 | 7 | Optional | 100% CW |
| One Module from: | | | | | |
| BMGT 7028 | Client Project | 50 | 7 | Optional | 100% CW |
| BMGT 7050 | Dissertation | 50 | 7 | Optional | 100% CW |
| BMGT 7058 | Design Project | 50 | 7 | Optional | 100% CW |
| BMGT 7059 | Business Start-Up | 50 | 7 | Optional | 100% CW |

For Part time Students:

Year One Semester 1

| Code | Module Title | Credits | Level | Status | Coursework: Exam ratio |
|-----------|-----------------------------------|---------|-------|------------|---------------------------|
| BMGT 7025 | Entrepreneurial Theory & Practice | 20 | 7 | Compulsory | 100% CW |
| BMGT 7057 | Social Enterprise & Innovation | 10 | 7 | Compulsory | 100% CW |

Year One Semester 2

| | | | | | |
|-----------|--|----|---|------------|---------|
| BMGT 7019 | Project Management & Change Leadership | 20 | 7 | Compulsory | 100% CW |
| BMGT 7034 | Planning for New Business Ventures | 20 | 7 | Compulsory | 100% CW |

Year Two Semester 1

| Code | Module Title | Credits | Level | Status | Coursework: Exam ratio |
|-----------|--------------------|---------|-------|------------|---------------------------|
| BMGT 7055 | Methods of Enquiry | 10 | 7 | Compulsory | 100% CW |

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|-----------|---|----|---|------------|---------|
| BMGT 7056 | Innovation & Futures | 20 | 7 | Compulsory | 100% CW |
| BMGT 7060 | Creativity to insight to action (C2I2A) | 30 | 7 | Compulsory | 100% CW |

Year Two Semester 2

| | | | | | |
|-----------|---|----|---|------------|---------|
| BMGT 7060 | Creativity to insight to action (C2I2A) | 30 | 7 | Compulsory | 100% CW |
|-----------|---|----|---|------------|---------|

Year Two Semester 3 One module from:

| | | | | | |
|-----------|-------------------|----|---|----------|---------|
| BMGT 7028 | Client Project | 50 | 7 | Optional | 100% CW |
| BMGT 7050 | Dissertation | 50 | 7 | Optional | 100% CW |
| BMGT 7058 | Design Project | 50 | 7 | Optional | 100% CW |
| BMGT 7059 | Business Start-Up | 50 | 7 | Optional | 100% CW |

The four Capstone options have been designed to allow students to take the most appropriate next step for their own personal situation, as detailed:

| Capstone Option | For those students who..... |
|-------------------|---|
| Dissertation | <ul style="list-style-type: none"> have been inspired by the sociological phenomenon of entrepreneurship, and want to take a more macro look at enterprise and innovation conceptually |
| Client Project | <ul style="list-style-type: none"> wish to undertake a project for a 'client', a contact working within an established organisation who has identified a business problem for the student to work on. This allows students to experience providing a 'consultancy' service. |
| Business Start-Up | <ul style="list-style-type: none"> are genuinely planning to set up their own business, and have reached the point where they are 'investment-ready' |
| Design Project | <ul style="list-style-type: none"> see value in further developing an insight / idea using a design methodology, with a view to iteratively refining their insight towards proof-of-concept, business model, or prototype, etc. This will be with the aim of acting on that insight in the future. This practical enquiry will appeal to business entrepreneurs who have not yet have reached the "investment ready" stage required to take the Business Start-Up option, but should also enable intrapreneurs and social entrepreneurs to advance their ideas towards funding and implementation. |

4.2 PROGRESSION AND AWARD REQUIREMENTS

For the PG Certificate and PG Diploma there are no compulsory modules. Students must achieve 60 Credits for the PG Certificate and 120 Credits for the PG Diploma from the above list of modules.

4.3 PROFESSIONAL REQUIREMENTS

N/A

Updated January 2018

SECTION 5: TEACHING AND ASSESSMENT

The design of this Master's programme has utilised the combined experience of a number of members of the postgraduate teaching team. The team aimed to build on the tried, tested and continually revised approaches applied on related postgraduate programmes, as well as to introduce new and innovative approaches to teaching, learning and assessment.

A key principle of this programme is that students develop their idea throughout, as outlined in Section 2. They will work with this idea on most if not all modules of the programme. This ensures that the programme is highly personalised for each student.

A core value of the programme is the provision of the opportunity for students to develop the ability to work as an individual or within a team and experience working within a multi-cultural team. The latter is achieved by recruiting students from many different countries and cultures. Students on the programme will therefore come from a wide variety of backgrounds and have experienced different teaching and learning methods and environments. Groupwork, designed to enable students to develop team-working and many other skills, is a key feature of this programme.

The programme is designed so that all modules are closely related and support the end goal, therefore attendance is considered compulsory. A number of members of staff, with varied experience, are involved in the programme and team teaching is a feature of several modules to give students exposure to as wide a variety of expertise as possible.

The relationship between tutors and students aims to be informal as far as possible to encourage challenging dialogue and mutual understanding throughout the learning process. We aim to provide a collaborative learning environment which enables students to work with tutors and each other to think creatively, problem-solve and actively construct knowledge to manifest entrepreneurial and innovative outcomes.

The Brookes Attributes

The programme has been designed to develop the following five core postgraduate attributes:

a) Academic literacy

The programme develops students' ability to engage in current critical debates within the disciplines of enterprise, entrepreneurship and innovation and the ability to communicate complex ideas to both expert and non-expert audiences, even in the absence of a complete set of data.

b) Research literacy

The programme develops students' ability to design and undertake enterprise research, to use appropriate methodology and solve complex problems in novel situations.

c) Critical self-awareness and personal literacy

The programme develops students' ability to demonstrate commitment to continuous self-improvement. Our graduates will be able to lead and organise self and others; take personal responsibility in unpredictable and complex situations; make sound and appropriate decisions; and to inspire and interact with others in diverse environments.

d) Digital and information literacy

The programme develops students' ability to become a confident, agile adopters of a range of technologies for personal, academic and professional use. They will be able to use appropriate technology to search for high-quality information; critically evaluate and engage with the information obtained; reflect on and record learning, and professional and personal development; and engage productively in relevant online communities.

e) Active citizenship

The programme develops students' ability to show cross-cultural awareness, and value human diversity. Our graduates will be able to work effectively, and responsibly, in global and local contexts and they will

become responsible global citizens, actively engaging with issues of equity and social justice, sustainability and the reduction of prejudice, stereotyping and discrimination.

Teaching, Learning and Assessment Methods

The teaching, learning and assessment strategies of the programme are interrelated and are designed to develop the Brookes Attributes. The aim of the programme team is to provide a learning environment where students will readily participate in the learning process. Students will be actively involved with and contribute to their own learning through structured activities and discussions led by tutors and students.

Modules are a combination of the more practical and the more theoretical/academic to enable students to experience a balanced programme and attain both the knowledge and the skills required.

A key feature of this programme is the Block Session, where students spend an intensive session 'away' early in the programme. The aims of the block session are to:

- Develop a strong cohort identity to support students having the best possible experience during their year at Brookes
- To allow students and tutors to form a strong relationship
- To accelerate the process of learning to work together and enable effective groupwork for the remainder of the programme
- To 'kick off' the learning experience with an intensive yet fun introduction to Creativity and Design thinking
- To allow students to undertake their first (group) assessment

The Oxford Brookes Principles of Responsible Management Education (PRME) agenda will be evident throughout, with particular focus provided in the Social Enterprise and Innovation module.

Students will be encouraged to relate knowledge, understanding and skills to both their idea and to real organisational issues. Inclusion of highly interactive activities, plus the ability for students to work with others from different backgrounds and experiences, provides the opportunity for a learning process which is shared and experiential. A profile of knowledge, understanding and skills that will be developed is given in each Module Guide issued by the Module Leaders during the programme.

Teaching methods will be student centred with a workshop approach to programme delivery in most cases. Sessions are planned to be highly interactive, where questions and challenges are welcomed. Classes may involve: tutor input, analysis of case studies, problem-solving activities, computer-based business simulations, presentation of papers, analysis of data for decision making and directed reading and research. Students will be encouraged to contribute through both individual and group activities during workshops but also in similar student-led activities outside of normal class time. For example, outside of classes students will be expected to organise themselves to undertake: group or individual research activities, directed reading, preparation of presentations and reports, analysis of case studies.

The programme includes content on the development and application of research skills, reflecting the view that a career in entrepreneurship or intrapreneurship is likely to depend increasingly on your capacity for conducting well-grounded research and analysis. This also students to begin to test their idea in a safe environment, thus beginning to learn whether or not it is appropriate to take forward.

Assessment

Assessment methods are designed to support the teaching and learning process and will test the application of learning to real-world activities. The assessment strategy is informed by the Brookes Assessment Compact. To find out more about the Brookes Assessment Compact, please visit: <https://www.brookes.ac.uk/ocslid/consultancy/consultancy-areas/>

Assessment is initially designed at programme level, to ensure an appropriate mix of methods. Assessment at module level is required to measure the achievement of all the module learning outcomes, and, for each component of assessment, the particular module learning outcomes being assessed are identified. The module learning outcomes have been designed so that when all modules have been passed, the programme learning outcomes have been achieved.

Students are prepared for assessment on each module through structured activities which allow for both peer and tutor feedback. The programme team places vital importance on the value of feedback, therefore students will receive frequent formative and summative feedback throughout their studies.

Assessment criteria set out within the assignment activity will assist internal and external assessors in reaching a decision regarding each student's work. For each piece of work submitted, assessors will provide written and/or verbal feedback on both strengths and improvement opportunities.

The programme sets out to facilitate each student's acquisition of knowledge and understanding and to develop skills. The learning, teaching and assessment activities are designed to help students internalise their learning and develop self-awareness. In particular this programme places a strong emphasis on reflection, to support students in increasing their self-awareness as they develop their understanding of their entrepreneurial self.

Students are not required to take examinations as part of this programme, all modules are assessed 100% by coursework. There is a mix of individual and group-work.

Research Community

Tutors have a wide range of research experience and interests in the areas of entrepreneurship and innovation, and this body of research and expertise will be available to students to facilitate and guide their own research interests and assignments. Students are encouraged to network with these researchers, this will be facilitated by inviting researchers (including PhD students) to teaching sessions to provide a brief overview of their work. These research interests also feed into the teaching process and provide a core of research on which students may draw in the course of their learning. It will also allow students to obtain an understanding of current activity in their area of interest, and provide the opportunity to identify and reach out to those with similar research interests.

How student time is divided

Self-managed study time is comprised as follows:

- Class preparation including reading, reflection and research to allow an interchange of ideas, examples and experiences
- Guided and supported reading to enhance learning and understanding
- Assignment preparation, individually and in groups
- Planning and co-ordination of a variety of tasks

Taught/Active learning hours are comprised of timetabled and supervised hours of study where designated teaching facilities are provided with access to the tutor either face to face or via the Virtual Learning Environment.

Each module will require active contribution from students in terms of both self-managed study time as well as face-to-face taught sessions. A typical 20 credit module will have 36 contact hours and will require an additional 164 hours of individual study. A typical 10 credit module will have 18 contact hours and will require an additional 82 hours of individual study. However, the subject area and the programme level teaching and learning strategy may necessitate a deviation from the above contact hours.

The third semester of the programme is devoted to the Capstone Module, which is largely independent study. Students are allocated an academic supervisor who will support them on their project, but there is minimal, if any, taught content, and students are expected to work independently for the majority of their time.

Assessment regulations

The programme conforms to the University's Academic Regulations and specific Academic Regulations for Postgraduate Taught Programmes

<http://www.brookes.ac.uk/regulations/current/specific/b4/>

The Programme also embeds the principles and practices outlined within the Brookes Assessment Compact. Assessments are carefully designed to contribute to formative developmental feedback and can incorporate peer feedback as well. All module guides include specific assessment criteria which are clearly communicated and an assessment calendar is also produced.

<https://www.brookes.ac.uk/ocslcd/consultancy/consultancy-areas/>

SECTION 6: ADMISSION TO THE PROGRAMME

6.1 ENTRY REQUIREMENTS

- A minimum of a second-class honours degree (2:2) in any academic discipline, or equivalent overseas degree from a recognised institution or equivalent professional or other qualification.
- Applicants who possess a diploma rather than a good degree may be eligible for entry provided they have compensatory work experience and can demonstrate career development.
- This course attracts students from a wide range of backgrounds and nationalities. Applications are welcome from those in work and seeking continuing professional development.
- Entry will also be subject to two satisfactory references (one of these must be an academic reference).

Please also see the university's general entry requirements:

<https://www.brookes.ac.uk/studying-at-brookes/how-to-apply/entry-requirements/>

If English is not your first language you will need to satisfy the university's English language requirements:

- IELTS minimum level 6.0 (with a minimum of 6.0 in reading and writing and 5.5 in listening and speaking) or equivalent
- If you have completed your undergraduate degree in the UK (at least one full year of study) you will automatically meet our English language requirements

Please also see the university's standard English language requirements:

<https://www.brookes.ac.uk/international/applying-to-arriving/how-to-apply/english-language-requirements/>

6.2 DBS AND OTHER PRE-COURSE CHECKS REQUIRED

N/A

6.3 JOB ROLE/EMPLOYER PROFILE (DEGREE AND HIGHER APPRENTICESHIPS)

N/A

SECTION 7: PREPARATION FOR EMPLOYMENT

Preparation for Employment

The nature of this programme will allow students to develop their self-awareness (through reflection and the application of material studied to their idea) so that they are able to make a fully informed decision on appropriate next steps.

This programme was designed to support the following objectives:

For **entrepreneurs**: those students wishing to set up their own business, this programme will improve their chance of success in starting their own organisation

For **intrapreneurs**: those students wishing to work in an already established organisation, this programme will equip them for the corporate world

The programme will provide students with:

- The opportunity to test their idea in a safe environment, thereby increasing their probability of later success
- An improved network – of tutors, fellow students, and entrepreneurs who visit to support assessment activities and/or deliver guest lectures
- enhanced employability skills – through developing their entrepreneurial self, through groupwork and other module activities. Skills developed include (but are not limited to): creative thinking and problem-solving, leadership, negotiation and influencing, teamwork and communication, self-management, change management.
- greater knowledge – through the material covered
- a different perspective – by working within a highly diverse student cohort, and with a number of tutors with varied experience and backgrounds

Client Project

One of the Capstone options available to students on this programme is the Client Project. This may be more appropriate for those students who want to go on to work for an already established organisation. It provides the opportunity for students to carry out some 'Consultancy' work, which is a valuable addition to their CV.

Whilst it is the responsibility of the student to find the Client Project contact, the Business School is developing a database of contacts who are willing to provide such opportunities.

Careers Centre Support

The University Careers Service offers guidance on career planning as well as practical advice on CV writing, mock interviews and assessment centres, tutorials and careers counselling. The service has access to many opportunities - both internship and graduate job opportunities as well as volunteering and project work.

Students in the Faculty of Business can benefit from the services of the Work and Voluntary Experience Service (WAVES), which also supports students in identifying volunteering or internship opportunities.