UNIVERSITY OF WOLVERHAMPTON

Course Specification

Published Date:	21-Sep-2020
Produced By:	Laura Clode
Status:	Validated

Core Information

Awarding Body / Institution:	University of Wolverhampton		
School / Institute:	Wolverhampton Business School		
Course Code(s):	BE005P01UV	Full-time	1 Years
Course Title:	MSc Innovation and Entrepreneurship - Extended		
Hierarchy of Awards:	Postgraduate Diploma Innovation and Entrepreneurship Postgraduate Certificate Innovation and Entrepreneurship - Extended Postgraduate Certificate Management University Statement of Credit University Statement of Credit		
Language of Study:	English		
Date of DAG approval:	25/Sep/2017		
Last Review:	2016/7		
Course Specification valid from:	2016/7		
Course Specification valid to:	2022/3		

Academic Staff

Course Leader:	Ms Susan Rennie
Head of Department:	Dr Peter Robinson

Course Information

Location of Delivery:	University of Wolverhampton
Category of Partnership:	Not delivered in partnership
Teaching Institution:	University of Wolverhampton
Open / Closed Course:	This course is open to all suitably qualified candidates.

Entry Requirements:

Entry requirements are subject to regular review. The entry requirements applicable to a particular academic year will be published on the University website (and externally as appropriate e.g. UCAS

The entry requirements for the MSc Innovation and Entrepreneurship are:

Any undergraduate degree from a UK university or overseas equivalent, or a professional qualification and/or experience considered to be equivalent to the above;

A reference from a tutor who has supervised the applicant's undergraduate studies and/or employer;

Please check our minimum [language entry requirements/](before submitting your application.

We offer a range programmes in [English as a Foreign Language](if you don't meet these requirements.

Students may apply for recognition of prior learning (RPL) subject to the guidelines set out in the RPL Handbook. RPL includes accreditation of prior certificated learning and /or accreditation of prior experiential learning.

Applications are also welcome from individuals who do not possess the above qualifications but who have significant management experience and are able to demonstrate previous non-certificated learning equivalent to the above. In such cases, admission to the programme will be based on an evaluation of the applicant's ability to continue to benefit from and achieve the award.

Distinctive Features of the Course:

The programme will include theoretical concepts of innovation, practical application of innovation, and the management skills required to effect the organisational change necessitated by innovation.

Educational Aims of the Course:

This course enables entry onto the MSc Innovation and Entrepreneurship if you did not gain a first or second class honours at degree level (or equivalent). It will add to your existing skills and knowledge providing you with enhanced understanding and abilities which will prepare you for Masters courses,

This course will introduce business tools and techniques and theories that will enable you to operate more effectively in an entrepreneurial and innovative employment setting, providing you with the competencies to act entrepreneurially.

The course is designed so that full time students are able to complete their study in one academic year. By the end of the course you will have acquired high-level knowledge and understanding of innovation and enterprise concepts and principles, theoretical frameworks and applied analysis through a range of learning experiences including live case studies, visiting speakers and blended learning. You will also develop key skills in formulating and managing research, presentations, problem-solving and organising and managing group-based projects.

In today's highly dynamic global environment, a complexity of factors, including technology, enterprise and

innovation, have a significant impact on business systems and functions.

Intakes:

September

Major Source of Funding:

Office for Students (OFS)

Tuition Fees:

Tuition fees are reviewed on an annual basis. The fees applicable to a particular academic year will be published on the University website.

Year	Status	Mode	Amount
2020/1	Home / EU	Full Time	£10834.00
2020/1	Overseas	Full Time	£14867.00

PSRB:

None

Course Structure:

Please note: Optional modules might not run every year, the course team will decide on an annual basis which options will be running, based on student demand and academic factors, to create the best learning experience.

Learning, Teaching and Assessment

Academic Regulations Exemption:

None

Reference Points:

- Quality Assurance Agency for Higher Education (2015) Masters Awards in Business and Management: programme framework (benchmark)
- FHEQ (2016) Framework for Higher Education Qualifications
- Equality Act (2010).

Learning Outcomes:

PGCert Course Learning Outcome 1 (PGCCLO1)

Demonstrate a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of your academic discipline, field of study or area of professional practice with a conceptual understanding that enables the student: 1. to evaluate critically current research and advanced scholarship in the discipline. 2.to evaluate methodologies and develop

critiques of them and, where appropriate, to propose new hypotheses.

PGCert Course Learning Outcome 2 (PGCCLO2)

Demonstrate a comprehensive understanding of techniques applicable to your own research or advanced scholarship and ability to continue to advance your knowledge and understanding, and to develop new skills to a high level.

PGCert Course Learning Outcome 3 (PGCCLO3)

Demonstrate originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline.

PGCert Course Learning Outcome 4 (PGCCLO4)

Ability to deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate your conclusions clearly to specialist and non-specialist audiences.

PGCert Course Learning Outcome 5 (PGCCLO5)

Demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level.

PGDip Course Learning Outcome 1 (PGDCLO1)

Demonstrate a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of your academic discipline, field of study or area of professional practice with a conceptual understanding that enables the student: 1. to evaluate critically current research and advanced scholarship in the discipline 2. to evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses.

PGDip Course Learning Outcome 2 (PGDCLO2)

Demonstrate a comprehensive understanding of techniques applicable to your own research or advanced scholarship and ability to continue to advance your knowledge and understanding, and to develop new skills to a high level.

PGDip Course Learning Outcome 3 (PGDCLO3)

Demonstrate originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline.

PGDip Course Learning Outcome 4 (PGDCLO4)

Ability to deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate your conclusions clearly to specialist and non-specialist audiences.

PGDip Course Learning Outcome 5 (PGDCLO5)

Demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level.

Masters Course Learning Outcome 1 (MACLO1)

Critically evaluate theories of entrepreneurship, innovation and creativity and their role in the establishment and development of new enterprises and high growth businesses.

Masters Course Learning Outcome 2 (MACLO2)

Evaluate and apply theories relating to and underpinning the functional and operational aspects of finance and marketing required in entrepreneurial businesses.

Masters Course Learning Outcome 3 (MACLO3)

Develop and justify strategies for commercialising innovative products or business processes in a national and international context, and present business plans in a persuasive and authoritative manner.

Masters Course Learning Outcome 4 (MACLO4)

Evaluate the potential for change initiatives when implementing new strategies within an organisation.

Masters Course Learning Outcome 5 (MACLO5)

Evaluate the potential for change initiatives when implementing new strategies within an organisation.

Masters Course Learning Outcome 6 (MACLO6)

Evaluate the potential for change initiatives when implementing new strategies within an organisation.

Masters Course Learning Outcome 7 (MACLO7)

Analyse the different approaches and techniques that facilitate detailed study at the postgraduate level in business and management issues.

Overview of Assessment:

Module	Title	Course Learning Outcomes
7BE002	Strategic Management	MACLO1, MACLO3, MACLO4, PGCCLO1, PGCCLO2, PGDCLO1, PGDCLO2, PGDCLO3, PGDCLO4
7BE003	Creativity and Innovation in Business	MACLO4, MACLO5, PGCCLO1, PGCCLO2, PGDCLO1, PGDCLO2, PGDCLO3, PGDCLO4
7BE005	The Entrepreneurial Change Agent	MACLO3, MACLO6, PGCCLO1, PGCCLO2, PGDCLO1, PGDCLO2, PGDCLO3, PGDCLO4
7BE011	Masters Learning	MACLO7, PGCCLO3, PGDCLO5
7FC003	Entrepreneurial Finance	MACLO6, PGCCLO1, PGCCLO2, PGDCLO1, PGDCLO2, PGDCLO3, PGDCLO4
7HR006	Leading Transformation and Change	MACLO1, MACLO2, MACLO3, MACLO5, PGCCLO1, PGCCLO2, PGDCLO1, PGDCLO2, PGDCLO3, PGDCLO4
7MG001	Independent Business Analysis Project	MACLO4, MACLO5, MACLO6
7MK003	Global Marketing-Strategy and Practice	MACLO2, MACLO5, PGCCLO1, PGCCLO2, PGDCLO1, PGDCLO2, PGDCLO3, PGDCLO4

Teaching, Learning and Assessment:

A variety of interactive learning activities will support the achievement of the course learning outcomes. Learning will involve both classroom engagement and out of classroom activities including the use of blended learning environments. Flexible and interactive e-learning opportunities will be a feature of learning. Personal

reflection and collaborative learning will be vital components of this course.

Students will encounter a number of learning activities during a variety of formal lectures, seminars and tutorials. The course will make use of techniques such as case studies, problem solving activities, discussions (both structured and unstructured), action learning sets, evaluation of online and documentary resources and guest speaker inputs.

Students will be expected, and directed, to read from a range of sources, including academic journals. Students will work autonomously as well as interactively within group exercises.

Both formative and summative assessment tasks will enhance opportunities for learning.

Where appropriate visiting speakers, external visits and real-time (as opposed to text book) case based activities will add a practical dimension to the learning process. Recognising the rich potential learning from the workplace, opportunities to work with organisations will be maximised.

Students will experience a range of assessment methods to demonstrate achievement of the learning outcomes (both formative and summative). Variety and innovation in assessment across modules is a positive feature of this course. An assessment tariff will apply to ensure some degree of consistency in assessment loading between equally weighted modules. All assessment tasks will be commensurate with study at postgraduate level.

Underpinning the assessment policy within this course are a number of principles, including clarity (about what the assessment task involves), transparency (how grades are arrived at) validity (grades awarded are fair and appropriate), equity of treatment, performance measurement and reliability. Assessment should provide a learning opportunity for the student, through the task set, and promote improvement in performance in the future through the feedback provided.

Assessment will include both individual and group exercises. Emphasis will be placed upon a synthesis of academic best practice contextualised within work place realities. Students will be required to produce critiques of theory and research, case study analyses, personal reflection and development portfolios, skills audits and action plans. Across the course there will be a use of in class tests, verbal presentations, and written submissions including reports, essays, projects, and plans.

Formative assessment and feedback opportunities will be provided through presentations, role plays, tutorials, coaching and mentoring sessions, as well as feedback on written work.

Assessment Methods:

At the University of Wolverhampton, a variety of modes of assessment will be used to support and test your learning and progress and to help you develop capabilities that are valued beyond your University studies and into your working life. Your course may include a variety of assessment activities:

Written examinations (including online examinations, open and closed book examinations and quizzes) Coursework (for example, essays, reports, portfolios, project proposals and briefs, CVs, poster presentation) Practical (for example, oral and video presentations, laboratory work, performances, practical skills assessment)

In the final year of your undergraduate degree, and at the end of your postgraduate degree, you are likely to be expected to write an extended piece of work or research, such as a dissertation or a practice-based piece of research.

Student Support:

In providing flexible and interactive e-learning opportunities to meet student needs, e-learning components will be designed to form an integral feature of the learning, teaching and support. The University VLE provides a platform for doing this and will be the primary focus of the online supported learning dimension of the

module. In addition to making use of the online databases and other software resources available through LIS and ITS, students will be encouraged to consider the potential benefits of using Pebble Pad as a practical aid to research activity and career planning.

Flexible and interactive e-learning opportunities will also be offered to on-line distance learning students. The University VLE provides a platform for learning materials and activities to support online learning across all modules. A cohesive package of e-learning components has been designed to compensate for a lack of traditional classroom contact by presenting an integrated package of learning, teaching and support. All e-learners will be supported by online tutors. In addition e-learners will make use of the online databases and other software resources available through LIS, including learning skills support and ITS.

A Personal Tutor is allocated to every student. Personal Tutors maintain regular communication (virtual and/or face-to-face) with each of their designated tutees. Follow up meetings are arranged with students who are not making satisfactory progress or who are at risk of withdrawal. Personal Tutors assist students in their personal and academic development, planning and progression as well as offering students advice and guidance to help them liaise with other staff and support facilities in their school and the University, including study skills support.

The Course Leader will monitor the academic and experiential quality of the Course through Award Boards, focus groups and other channels. The Course Leader also supports and directs students proactively on the Course, both collectively and individually, and responds to inquiries and requests from students with regard to the academic programme of study.

The Faculty Enabling Tutor (FET) liaises with the Student Enabling Centre (SEC) regarding provision for specific disabled students & disseminates information from the SEC on the needs of specific disabled students. The SNT also monitors requests for, and provision of, specific examination and assessment arrangements, publicise SNT 'surgery' arrangements and make available time to meet with individual disabled students to enable them to discuss their own school-specific disability issues where necessary. The SNT takes a pro-active role in monitoring the welfare and academic progress of disabled students within the school.

Employability in the Curriculum:

Successful completion of the MSc Innovation and Entrepreneurship provides a much sought after academic qualification which will enhance your career prospects in a number of managerial roles across a wide range of international business sectors. The MSc Innovation and Entrepreneurship may provide the basis for further study in a range of professional subject areas such as accounting, marketing and human resources as well as further academic study such as a PhD.