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Programme Specification

Course record information

Name and level of final award:	MSc Entrepreneurship, Innovation and Enterprise Development
Name and level of intermediate awards:	Postgraduate Diploma Entrepreneurship, Innovation and Enterprise Development Postgraduate Certificate Entrepreneurship, Innovation and Enterprise Development
Awarding body/institution:	University of Westminster
Status of awarding body/institution:	Recognised Body
Location of delivery:	Marylebone Campus, Westminster Business School, University of Westminster
Language of delivery and assessment:	English
Course/programme leader:	Dr Luca CACCIOLATTI and Supin Hussain
Course URL:	https://www.westminster.ac.uk/business-and-management-courses/2020-21/september/full-time/entrepreneurship-innovation-and-enterprise-development-msc
Mode and length of study:	One year full time September start. January start (Jan 2021 only).
University of Westminster course code:	PMBSM13F
JACS code:	N100
UKPASS code:	060390
QAA subject benchmarking group:	The QAA subject benchmark for Masters in Business and Management
Professional body accreditation:	N/A
Date of course validation/review:	February 2017
Date of programme specification:	July 2020

Admissions requirements

“There are standard minimum entry requirements for all postgraduate courses. Students are advised to check the standard requirements for the most up-to-date information. For most courses a decision will be made on the basis of your application form alone. However, for some courses the selection process may include an interview to demonstrate your strengths in addition to any formal entry requirements. More information can be found here: westminster.ac.uk/courses/postgraduate/how-to-apply”

In order to enable students to align with the demands of the university learning journey, whenever needed, we provide an extensive and comprehensive range of options for academic support, including but not limited to: Academic writing skills workshops, business maths individual support, video creation workshops, pitching practice exercises, counselling, time management courses as well as stress management. Furthermore, each student is allocated to a personal tutor who will be supporting students throughout their academic journeys to enable them to complete their studies successfully.

At University of Westminster we proud ourselves of the high rate of completion due to the close engagement with students and the extent of the support we provide throughout your studies. **Unlike other institutions we run small classes to ensure every student gets the attention that s/he deserves**.

Aims of the course

The primary aim of the MSc in Entrepreneurship, Innovation and Enterprise Development is to facilitate participants to develop and test their entrepreneurial mind-set, whether they decide in the future to start their own business or to be an enterprising employee within an organisation. Furthermore, we help facilitate graduates to develop the skills that enable the creation of new ventures as well as innovative product or services capable of attracting investments, and who are ready to be part of entrepreneurial communities in the UK and globally.

The programme is highly practice-led and this reflects in the variety of practical activities that provide a well-rounded, fully experiential training through classes, international and local business challenges, fieldwork, engagement of experts from the industry, external visits and project-based assessments. This is the ultimate experience for students to develop their own business project with the full support of expert supervisors, coaches, mentors with experience in the industry, entrepreneurs in residence pulled from our extensive business networks.

Because of the particular structure of the programme, this MSc is mostly suitable for those students who may simply wish to explore entrepreneurship as a subject and practice, without the need to have previous knowledge or experience in entrepreneurship. All our modules are designed in such a way that can be taken by any student with various backgrounds and levels of knowledge in a variety of subjects. **All the modules in the course have no prerequisites for accessibility**. **Everyone with motivation to learn** (and have fun!) **is welcome!**

We provide aspiring entrepreneurs and people who want to create value to their workplace by becoming enterprising individuals (even in a corporate environment) with the opportunity to gain a broad understanding of entrepreneurship and innovation theory and enterprise

development, and put this into practice within a supportive, creative and challenging entrepreneurial environment.

How do our modules build your knowledge? The following diagram shows you how all modules are integrated to provide you with a full experience and know-how to develop yourself into an entrepreneurial individual.

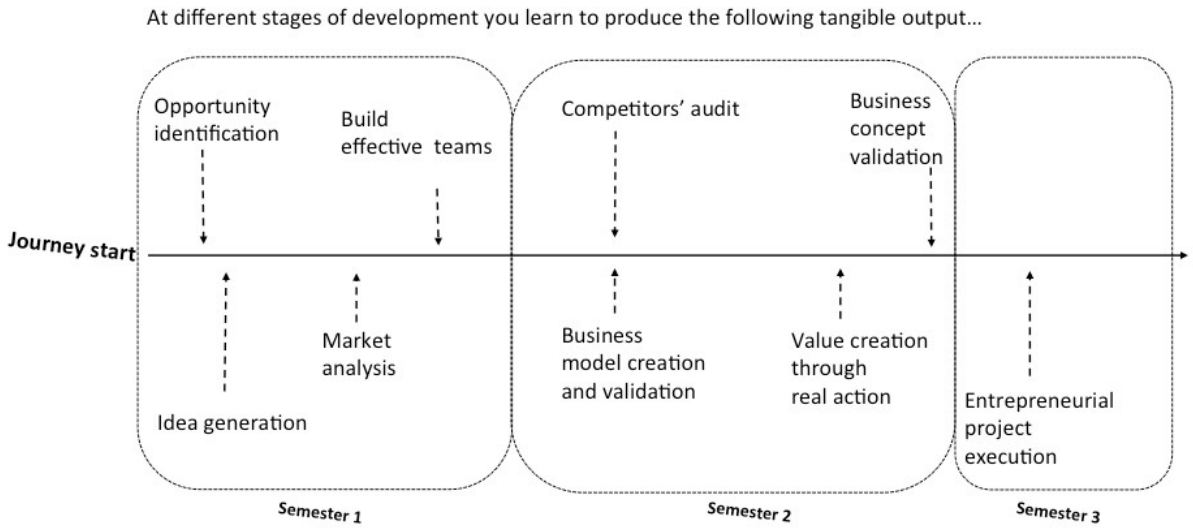

Figure 1: *Students tangible achievements at different stages of development as an entrepreneurial individual.*

Employment and further study opportunities

Employment prospects

The capabilities and experience you will develop during the course will enable you to (or put you in a position to)

- Start your own business; or
- Become enterprising employees within an organisation; ○ Access small business consulting.

You will gain this experience by engaging closely with the start-up communities in London through close interaction with incubators and accelerators. You will have access to team coaches and mentors from the industry. You will have access to our extensive network of entrepreneurs, featuring current and past students, successful university alumni, entrepreneurs operating in our partners' extensive networks, such as TES (The Entrepreneurial Society), WBC (Westminster Business Consulting Ltd), BIC (The Big Innovation Centre), BGI (Building Global Innovators), just to mention a few.
We also have access to a network of accelerators across London and Europe, as well as investors' network, whose members constantly engage with our business showcasing

activities, such as pop-up fairs, future start-ups hackathons, charitable sales events, crowdfunding campaigns and social enterprising.

Although all our activities are highly experiential, we also provide a sound grounding in current entrepreneurship theory, because the majority of the members of staff on the programme have both entrepreneurial and industry experience as well as being research-active academics who publish internationally recognised scientific work in their fields of research.

Academic progression and professional status

Upon completion of the programme students should have the necessary knowledge and understanding of entrepreneurship and innovation to:

- Pursue further technical knowledge through the access to professional programmes, e.g. affiliate professional membership activities and internships, offered by external professional bodies, e.g. CIM and CMI; and
- Pursue professional certificates through accreditation by professional bodies.
- Progress academically towards an MPhil or PhD in the areas of entrepreneurship and innovation management.

Learning outcomes

Learning outcomes are statements of what successful students have achieved as the result of learning. These threshold statements of achievement and are linked to the knowledge, understanding and skills that you will have gained on successfully completing a course.

Knowledge and Understanding

On successful completion of this programme, you will be able to:

1. Make sound judgements and decisions in the light of the complexity, challenges and opportunities surrounding entrepreneurial activity within the enterprise start-up and development process (CLO1);

2. Work creatively with the interconnectedness between entrepreneurial mind-set and entrepreneurial action, and the interrelationships between enterprise creation and the potential to succeed in the market place through enterprise development (CLO2);

3. Apply appropriate research skills to explore scenarios, and analyse data and information from a range of sources and networks in the context of current thinking, in order to make effective decisions to calibrate the viability of an idea and shape the developing business plan and product/proposal development (CLO3);

4. Develop and present an industry standard fully worked up business innovation with a rationale and supporting research and analysis (CLO4).

Specific and transferable Skills

On successful completion of this programme, you should also be able to:

5. Develop transdisciplinary networks relevant to your emerging ideas and apply design thinking to recognise and take advantage of opportunities, adopting a design thinking approach (CLO5);

6. Evaluate the resource requirements of a venture and devise strategic action in the context of the chosen market. (CLO6);

7. Communicate effectively with specialist and non-specialist audiences (e.g. academic, business, mentors, potential backers), through a range of media and formats, and to persuade and influence stakeholders (CLO7);

8. Develop and refine your planning and ideas through critical reflection and self-evaluation, and drawing on feedback from peers, mentors and other stakeholders. (CLO8).

Programme framework for the development of entrepreneurial skillset

The capabilities and experience developed during the course are identified in the following three areas of learning.

- Cognitive development ○ Knowledge implementation
- Skills competence development

To these areas are associated some key actions leading to the development of enterprise awareness (knowing what it means to be an entrepreneur), entrepreneurial mindset (building motivation and interest), effectiveness and overall entrepreneurial capabilities (sharpening skills through experience and continuous personal development).

The following table illustrates the stages of development and specific key actions associated to them.

	Cognitive development	**Knowledge implementation**	**Skills competence development**
Entrepreneurial mindset	CLO1	CLO2	CLO8
Enterprise awareness	CL05	CLO4	CLO3
Effectiveness and overall entrepreneurial capabilities.	CLO8	CLO6	CLO7

Table 1: *Programme framework for the development of entrepreneurial skillset*

How do our modules build one on another?

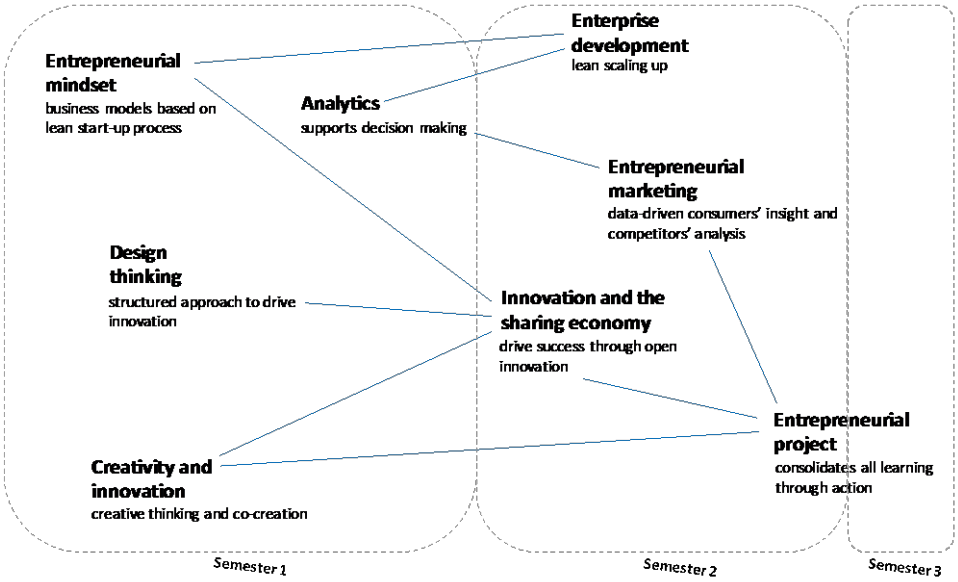

Figure 2: *Map of how our modules build one on the other. The blue line indicates the link between the modules core topics.*

Learning, teaching and assessment methods

The programme uses an experiential learning design based on two types of activities aimed to develop the mindset and capabilities at the heart of the course (entrepreneurship, innovation and enterprise development):

	Teaching	Learning	Assessment
Term 1	Classes and Workshops Computer assisted learning Practical classes Team coaching	Individual learning Team learning Fieldwork External visits Individual Coaching	Portfolio of evidence Pitching Reports Individual online blogs Group reports Learning journal Coursework Narratives Business challenges Individual projects Group projects
Term 2	Classes and Workshops Mentoring Team Coaching	Individual learning Team learning Individual coaching Fieldwork External visits	
Term 3	Mentoring	Projects development	

Table 2: *Teaching, Learning and Assessment methods*

This programme develops critical business skills through different highly engaging activities ranging from local and international business challenges with real businesses which provide students with an opportunity to tackle real-life problems, to external visits to start-ups, incubators and accelerators. **London is our campus!**

The skills developed through individual and team work will enable students to widen their knowledge of entrepreneurial and innovation processes, including the transdisciplinary nature of entrepreneurship, and critically approach the application of practical skills to business challenges offered throughout the programme across the modules and the entrepreneurial project. The entrepreneurial mindset include a particular approach to researching and assessing information and so research is integrated throughout the programme rather than through a dedicated module.

Learning and Teaching

Each student will agree and sign a *Personal Learning Contract*. This contract will outline the students' commitment to developing the skills listed in the course skills profile. Along with that, they will also agree to endeavour in the creation of their own strategic entrepreneurial career path leading to the start-up of their own firm, or to the exploration of alternative employment paths.

All students will have the opportunity to develop an entrepreneurial skills-set and demonstrate their abilities by committing to business projects for real customers, and by working in small project teams of three to four individuals. Learning is evidenced through the production of a portfolio of evidence including project reports, evidence of academic reading and feedback from peers, coaches and business challenge customers. This is achieved through combining a highly analytic academic core with practical applications derived from business challenges and collaboration with professional and industry experts.

Experiential learning is core to the course and it is built in a student-led 'entrepreneurial learning' approach, supported by strong research-led teaching. Teaching will be implemented through some business challenges within a taught-academic framework. Entrepreneurial learning involves students working on live projects and interact with entrepreneurs. **A dedicated area for MSC EIED students at the Marylebone Campus is available to provide a physical platform to encourage students' engagement**.
Although most of the programme modules are delivered in an innovative and more contemporary way, capitalising on live projects through business challenges, for those modules following the traditional delivering structure lectures and seminars are planned as it follows:

Workshops: In a workshops, an up-to-date theoretical concepts rooted in the most recent advancements in the field will be discussed. Some modules will involve guest speakers from the industry to share knowledge on relevant topics related to theory applications or to sit on the assessment panel for student presentations. Some of the sessions may be delivered in an intensive or block mode.
Seminars: In seminars, the module leader or the seminar tutor will facilitate individual or group activity, conducting relevant exercises, discussions or tutorials. Case studies may be used in seminars, although most of seminars will have a heavy coaching component aimed to personal and team learning development. Some modules may involve the running of workshops

developing students' research or practical skills. Some of the workshops may ran in an intensive or block mode. Additional learning tools, such as computer software and relevant simulations, may be used in teaching. For those modules involving learning specific computer software, for example SPSS, the lectures/workshops will be a hands-on with the class held in a computer lab or other relevant venue.

Business challenges: These activities will be integral part of the learning experience provided to the students on this course. Business challenges are events, typically lasting several days or weeks, depending on the nature of the challenge and the availability of resources. These challenges – which are competitive in nature – involve a group of students solving collaboratively a business problem presented by a firm. Business challenges may take place either within the UK or abroad.

Engagement with entrepreneurs: This type of activities may include, but without being limited to, mentorships by established entrepreneurs belonging to different sectors and industries, or visits to accelerators or incubators as well as other gatherings with practitioners.

Assessment

The assessment strategy for the course is to use assessment tasks to lead the practice development of the entrepreneurial mindset and range of task required to identify and refine a viable business opportunity. The tasks will be developed through the modules with regular discussion and feedback on progress through personal and team learning. The final project is a synoptic assessment drawing in the whole programme. The course uses rigorous criteria in assessing the learning outcomes, and a range of assessment formats to test knowledge and understanding, research strategies, intellectual abilities, problem-framing and solving, analytical and transferrable skills in relation to each module aims and learning outcomes. Team work is one of the key features of this course. Team work is used to develop collective working skills that most organisation in the real world workplace require.
Students are expected to display mastery of complex and specialised subject knowledge and practical skills, employing advanced skills to conduct relevant research, or in-depth analysis for enterprising decision-making. Part of the assessment is based on the successful completion of the Entrepreneurial Project, which substitutes the dissertation of traditional Master programmes.

Course structure

All the modules in this course are core. Each contributes to the development of the core knowledge and practical capabilities that make an entrepreneur. However, each participant will research and apply these core processes in the context of their own ideas and developing specialist area.

The table below shows the modules and their credit value. Full-time Postgraduate students study 180 credits per year.

Credit Level 7				
Module code	**Module title**	**Status**	**UK credit**	**ECTS**
1st Semester of Study				
7ENTP001W	Entrepreneurial mind-set and opportunities creation	Core	20	10

7ENTP002W	Innovation through design thinking	Core	20	10
7ENTP003W	Analytics for business	Core	20	10
7ENTP004W	Creativity and Innovation Management	Core	20	10
2nd Semester of Study				
7ENTP005W	Enterprise development	Core	20	10
7ENTP006W	Entrepreneurial marketing	Core	20	10
7ENTP007W	Innovation and digital strategies	Core	20	10
7ENTP008W	Entrepreneurial project (part 1)	Core	20	10
3rd Semester of Study				
7ENTP008W	Entrepreneurial project (part 2)	Core	20	10
Award of MSc Entrepreneurship, Innovation and Enterprise Development				

Table 3: *Course structure*

Exceptionally in the academic year 2020/21 there will be two intakes, one in September 2020 and one in January 2021, each intake will take modules in the following order.

September Intake		January Intake	
7ENTP001W	Entrepreneurial Mindset and Opportunities Creation	7ENTP001W	Entrepreneurial Mindset and Opportunities Creation
7ENTP002W	Innovation and Design Thinking	7ENTP002W	Innovation and Design Thinking
7ENTP003W	Analytics for Business	7ENTP003W	Analytics for Business
7ENTP004W	Creativity and Innovation Management	7ENTP004W	Creativity and Innovation Management
7ENTP005W	Enterprise Development	7ENTP005W	Enterprise Development
7ENTP006W	Entrepreneurial Marketing	7ENTP006W	Entrepreneurial Marketing
7ENTP007W	Innovation and Digital Strategies	7ENTP007W	Innovation and Digital Strategies
7ENTP008W	Entrepreneurial Project	7ENTP008W	Entrepreneurial Project

Reference points for the course Internally

In the design of modules, “Learning Outcome & Assessment Criteria: An EIC Guide” was used. The design of the course is in line with University’s Framework for Postgraduate Taught Course.

Apart from the formal periodic course review, the course team meets regularly to review the design and delivery of the course. The host department Marketing and Business Strategy also has a monitoring procedure in place. The delivery of the course also follows University policies.

Externally

The QAA subject benchmark for Masters in Business and Management is a key external reference point. The SEEC Credit Level Descriptors for Higher Education is used to ensure that depth and quality of module design are pitched at the postgraduate level.

Professional body accreditation

Westminster Business School is accredited by the Chartered Institute of Marketing as an approved Study Centre. We are now exploring other possibility such as the new accreditation for entrepreneurial and engaged universities.

Academic regulations

The MSc Entrepreneurship, Innovation and Enterprise Development operates in accordance with the University's Academic Regulations and the Framework for Higher Education Qualifications in England, Wales and Northern Ireland published by the Quality Assurance Agency for Higher Education (QAA) in 2008.

The current Handbook of Academic Regulations is available at westminster.ac.uk/academicregulations

Course management

Management and co-ordination of the MSc Entrepreneurship, Innovation and Enterprise Development programme is the responsibilities of the Course Leaders.

Course Leaders: Dr Luca CACCIOLATTI and Supin Hussain

At the module level, the academic, teaching and learning related management are the responsibilities of the module leaders.

Course approval, monitoring and review

The course was initially approved by a University Validation Panel in 2017. The panel included internal peers from the University and external subject specialists from academia and industry to ensure the comparability of the course to those offered in other universities and the relevance to employers. Periodic course review helps to ensure that the curriculum is up-to-date and that the skills gained on the course continue to be relevant to employers.

The course is monitored each year by the Faculty to ensure it is running effectively and that issues which might affect the student experience have been appropriately addressed. Staff will consider evidence about the course, including the outcomes from each Course Committee, evidence of student progression and achievement and the reports from external examiners, to evaluate the effectiveness of the course. The Annual Monitoring SubCommittee considers the Faculty action plans resulting from this process and the outcomes are reported to the Academic Council, which has overall responsibility for the maintenance of quality and standards in the University.

Student involvement in Quality Assurance and Enhancement

Student feedback is important to the University and student views are taken seriously. Student feedback is gathered in a variety of ways. The most formal mechanism for feedback on the course is the Course Committee. Student representatives will be elected to sit on the Committee to represent the views of their peer group in various discussions. The University and the Students' Union work together to provide a full induction to the role of the course committee.

All students are invited to complete a Module Feedback Questionnaire before the end of each module. The feedback from this will inform the module leader on the effectiveness of the module and highlight areas that could be enhanced. The University also has an annual Student Experience Survey, which elicits feedback from students about their course and University experience.

Students meet with review panels when the periodic review of the course is conducted to provide oral feedback on their experience on the course. Student feedback from course committees is part of the Faculty's' quality assurance evidence base.

For more information about this course please contact the Course Leaders

Dr Luca CACCIOLATTI
l.cacciolatti@westminster.ac.uk

SUPIN HUSSAIN
s.hussain@westminster.ac.uk

Academic Support

Upon arrival, an induction programme will introduce you to the staff responsible for the course, the campus on which you will be studying, the Library and IT facilities, additional support available and to your Campus Registry. You will be provided with the Course Handbook, which provides detailed information about the course. Each course has a course leader or Director of Studies. All students enrolled on a full-time course and part time students registered for more than 60 credits a year have a personal tutor, who provides advice and guidance on academic matters. The University uses a Virtual Learning Environment called Blackboard where students access their course materials, and can communicate and collaborate with staff and other students. Further information on Blackboard can be found at westminster.ac.uk/blackboard.

Learning Support

The Academic Learning Development Centre supports students in developing the skills required for higher education. As well as online resources in Blackboard, students have the opportunity to attend Study Skills workshops and one to one appointments. Further information

on the Academic Learning Development Centre can be found at westminster.ac.uk/academic-learning-development.

Learning support includes four libraries, each holding a collection of resources related to the subjects taught at that site. Students[1] can search the entire library collection online through the Library Search service to find and reserve printed books, and access electronic resources (databases, e-journals, e-books). Students can choose to study in the libraries, which have areas for silent and group study, desktop computers, laptops for loan, photocopying and printing services. They can also choose from several computer rooms at each campus where desktop computers are available with the general and specialist software that supports the courses taught at their College. Students can also securely connect their own laptops and mobile devices to the University wireless network.

Support Services

The University of Westminster Student and Academic Services department provide advice and guidance on accommodation, financial and legal matters, personal counselling, health and disability issues, careers, specialist advice for international students and the chaplaincy providing multi-faith guidance. Further information on the advice available to students can be found at westminster.ac.uk/student-advice. The University of Westminster Students' Union also provides a range of facilities to support students during their time at the University. Further information on UWSU can be found at westminster.ac.uk/students-union.

How do we ensure the quality of our courses and continuous improvement?

The course was initially approved by a University Validation Panel in 2017. The panel included internal peers from the University, academic(s) from another university and a representative from industry. This helps to ensure the comparability of the course to those offered in other universities and the relevance to employers.

The course is also monitored each year by the College to ensure it is running effectively and that issues which might affect the student experience have been appropriately addressed. Staff will consider evidence about the course, including evidence of student achievement, reports from external examiners in order to evaluate the effectiveness of the course.

A Course revalidation takes place periodically to ensure that the curriculum is up-to-date and that the skills gained on the course continue to be relevant to employers. Students meet with Revalidation panels to provide feedback on their experiences. Student feedback from previous years is also part of the evidence used to assess how the course has been running.

How do we act on student feedback?

Student feedback is important to the University and student views are taken seriously. Student feedback is gathered in a variety of ways.

- Through student engagement activities at Course/Module level, students have the opportunity to express their voice in the running of their course. Course representatives are elected to expressly represent the views of their peers. The University and the Students' Union work together to provide a full induction to the role of the course representatives.

- There are also School Representatives appointed jointly by the University and the Students' Union who meet with senior School staff to discuss wider issues affecting

[1] Students enrolled at Collaborative partners may have differing access due to licence agreements.

student experience across the School. Student representatives are also represented on key College and University committees.

- All students are invited to complete a questionnaire before the end of each module. The feedback from this will inform the module leader on the effectiveness of the module and highlight areas that could be enhanced.

- The University also has an annual Postgraduate Taught Experience Survey or PTES which helps us compare how we are doing with other institutions, to make changes that will improve what we do in future and to keep doing the things that you value.

Please note: This programme specification provides a concise summary of the main features of the course and the learning outcomes that a student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided. This specification should be read in conjunction with the Course Handbook provided to students and Module Handbooks, which provide more detailed information on the specific learning outcomes, content, teaching, learning and assessment methods for each module.

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