UNIVERSITY OF WOLVERHAMPTON

Course Specification

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Core Information

Awarding Body / Institution:	University of Wolverhampton		
School / Institute:	Wolverhampton Business School		
Course Code(s):	BE008P01UV BE008P31UV	Full-time Part-time	1 Years 2 Years
Course Title:	MSc Innovation and Entrepreneurship		
Hierarchy of Awards:	Master of Science Innovation and Entrepreneurship Postgraduate Diploma Innovation and Entrepreneurship Postgraduate Certificate Innovation and Entrepreneurship University Statement of Credit Innovation and Entrepreneurship		
Language of Study:	English		
Date of DAG approval:	17/Jan/2022		
Last Review:	2020/1		
Course Specification valid from:			
Course Specification valid to:	2026/7		

Academic Staff

Course Leader:	LISA BURBIDGE-BROWN
Head of Department:	Dr Lee Crofts

Course Information

Location of Delivery:	University of Wolverhampton
Category of Partnership:	Not delivered in partnership - Standard Provision
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

Distinctive Features of the Course:

The MSc Innovation and Entrepreneurship course is aimed at students who seek to further develop their entrepreneurial innovation, creativity and enterprise skills and capabilities.

You will become familiar with a range of tools, techniques, theories and frameworks that will enable you to operate more effectively in an entrepreneurial and innovation setting, whether this be to develop your own innovative ideas or new venture creation or to develop your capability to act entrepreneurially in graduate employment or a future freelance career.

The programme will include theoretical concepts of innovation and practical application of

creativity and innovation alongside change agent leadership and project management skills, strategic operational management and entrepreneurial marketing capability.

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.

Educational Aims of the Course:

The MSc Innovation and Entrepreneurship course aims to develop your skills, knowledge and understanding of innovation, enterprise and entrepreneurship. To strengthen your capability to develop and actualise innovative ideas.

The course will help you in becoming a graduate with an ‘awareness, mind-set and capability to generate original ideas in response to identified needs, opportunities and shortfalls, and the ability to act on them, even if circumstances are changing and ambiguous’ (QAA 2018).

Studying on the course will equip you with the necessary skills, capabilities, knowledge and experience to become highly enterprising, whether for a future freelance career, as an entrepreneur or in graduate employment. The degree places an emphasis on experiential learning or learning by doing, enhancing

graduate employability alongside the business management discipline, enabling students to be entrepreneurial in a range of different settings including new venture creation, portfolio working, or in post graduate employment.

The course will blend a combination of both academic theories to underpin learning and the experience of practice outside of the classroom. Students will work on a range of enterprise and innovation activities, developing portfolios of tasks and project reports. These will be linked to new venture formation, offering the opportunity to develop creativity skills and the ability to innovate. The programme is intended to help students to become more resilient and adaptable.

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, projects, visiting speakers and blended learning. Your study will be a blend of both academic theories to underpin learning and reflection on practice.

The programme is designed so that full time students can complete the course in one academic year and part time in two years. By the end of the course, you will have enhanced your knowledge, capability and understanding of entrepreneurship, innovation, creativity, leading change, entrepreneurial marketing and strategic operations through a range of learning experiences. You will also develop key skills in formulating and managing research, problem-solving and project management.

Intakes:

September
January

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
2022/3	H	Full Time	£9230.00
2022/3	Overseas	Full Time	£14450.00
2022/3	H	Part Time	£4615.00
2023/4	H	Full Time	£9690.00
2023/4	Overseas	Full Time	£15450.00
2023/4	H	Part Time	£4845.00
2024/5	H	Full Time	£10175.00
2024/5	Overseas	Full Time	£15950.00
2024/5	H	Part Time	£5088.00
2025/6	H	Full Time	£10490.00
2025/6	Overseas	Full Time	£16950.00
2025/6	H	Part Time	£5245.00

PSRB:

None

Course Structure:

January (Full-time)

Module	Title	Credits	Period	Type
7BU020	Entrepreneurial Change Leadership	30	SEM2	Core
7BU032	Strategic Operations Management	30	SEM2	Core
7MG001	The Masters Research Project	60	CRYRA	Core

January (Part-time)

Module	Title	Credits	Period	Type
7BU020	Entrepreneurial Change Leadership	30	SEM2	Core
7MG001	The Masters Research Project	60	CRYRA	Core

January (Full-time)

Module	Title	Credits	Period	Type
7BU019	Innovation, Creativity and New Venture Foundation	30	SEM1	Core
7BE020	Digital and Entrepreneurial Marketing	30	SEM1	Core

January (Part-time)

Module	Title	Credits	Period	Type
7BU019	Innovation, Creativity and New Venture Foundation	30	SEM1	Core

January (Part-time)

Module	Title	Credits	Period	Type
7BU032	Strategic Operations Management	30	SEM2	Core

January (Part-time)

Module	Title	Credits	Period	Type
7BE020	Digital and Entrepreneurial Marketing	30	SEM1	Core

September (Full-time)

Module	Title	Credits	Period	Type
7BU019	Innovation, Creativity and New Venture Foundation	30	SEM1	Core
7BE020	Digital and Entrepreneurial Marketing	30	SEM1	Core
7BU020	Entrepreneurial Change Leadership	30	SEM2	Core
7BU032	Strategic Operations Management	30	SEM2	Core
7MG001	The Masters Research Project	60	CRYRA	Core

September (Part-time)

Module	Title	Credits	Period	Type
7BU019	Innovation, Creativity and New Venture Foundation	30	SEM1	Core
7BU020	Entrepreneurial Change Leadership	30	SEM2	Core
7MG001	The Masters Research Project	60	CRYRA	Core

September (Part-time)

Module	Title	Credits	Period	Type
7BE020	Digital and Entrepreneurial Marketing	30	SEM1	Core
7BU032	Strategic Operations Management	30	SEM2	Core

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:

Section 1.3.1 - This course will normally be made up of units of study called modules that consist of multiples of 30 credits. Modules are discrete units of assessed learning at a given level, with coherent learning outcomes.

Section 3.2.2- A part-time student can study a minimum of 30 credits and a maximum of 90 credits in any University academic year.

Section 3.4.4 - To be eligible to continue to study for an award a student must not exceed the maximum period of registration set for the appropriate interim awards unless approved Leave of Absence and/or statutory leave is taken (see 3.5). Undergraduate students achieving less than 30 credits within 12 months of commencing their studies (the minimum requirement for a University Statement of Credit) are permitted to repeat all failed modules once.

Section 4.4.2 - Provided students have passed modules worth a minimum of 90 credits at the same level, marginal failure (35-39%) will be compensated by Awards Boards as follows;

30 credits maximum permitted at L4, L5 and L6

Section 4.4.4 - Where Professional, Statutory, Regulatory Bodies do not permit compensation, students will normally be permitted an additional resit attempt in assessment in modules, provided students have passed modules worth a minimum of 90 credits at the same level of study, as follows;

1. a maximum of 30 credits at level 4
2. a maximum of 30 credits at level 5
3. a maximum of 30 credits at level 6
4. Overall, a maximum of 90 credits for Bachelor’s and Bachelor’s Honours degrees.

An additional resit attempt will not be permitted for;

1. identified work-based or work-related modules at level 5 or 6; or
2. the Independent Study Module.

Section 4.5.1 - For undergraduate courses lasting more than one year (with the exception of Graduate Certificate and Graduate Diploma qualifications), in order to progress from one year to the next, full-time students will;

1. have passed at least 90 credits
2. be in a position to recover any failure
3. not have exceeded the maximum registration period for their award
4. have passed all modules at level 3 before commencing level 5 and have passed all modules at level 4 before commencing level 6.

Section 4.5.2 - Full-time students unable to progress to the next level may return to continue or repeat their studies at the same level on either a full-time or part-time basis. In such cases students will:

1. study a maximum of 90 credits and be registered as part-time
2. study a maximum of 30 credits from the next level of study
3. study the modules previously failed or deferred or substitutes for the failed modules
4. be in a position to recover any failure, and,
5. not have exceeded the maximum registration period for their award.

Section 4.5.3 - For undergraduate courses lasting more than one year (with the exception of Graduate Certificate, Graduate Diploma and Accelerated Single Honours Degree qualifications) in order to progress from one year to the next, part-time students will;

1. be in a position to recover any failure
2. have no more than 30 credits outstanding from modules already studied
3. be in a position to not exceed the maximum period over which an award or interim award may be studied.

Section 4.5.4 - Part-time students unable to progress to the next year of study may return to continue or repeat their studies at the same level. In such cases students will;

1. study modules previously failed or deferred or substitutes for failed modules
2. study a maximum of 30 credits from the next level of study
3. be in a position to recover any failure
4. not have exceeded the maximum registration period for their award.

Section 4.5.6 - Part-time students on Graduate Certificate and Graduate Diploma qualifications, in order to continue from one year to the next, will;

1. be in a position to recover any failure
2. have no more than 30 credits outstanding from modules already studied
3. not have exceeded the maximum registration period for their award.

Section 5.2.2 - The percentage grade average will be based on the grades from the student's best credits taken at the University of Wolverhampton on their current course as detailed in table below. Marginal fails at 35-39%, where a pass by compensation has been awarded, will be counted towards the percentage average if they fall within the best results as defined below.

Number of UofW credits taken on current course	**Percentage average**
240-360	180 level 5 and level 6 credits; at least 90 credits must be at level 6
160-220	150 level 5 and level 6 credits; at least 90 credits must be at level 6
Fewer than 160	90 level 6 credits

Section 5.2.3 - Students undertaking a Bachelor's Degree (Bracketed - Specialist) with Honours must have passed at least 90 credits at level 6 in the specialist subject.

Section 5.3.1 - The percentage grade average will be based on the grades from the student's best credits taken at the University of Wolverhampton on their current course as detailed in table below.

Number of UofW credits taken on current course	**Percentage average**
280-400	210 level 5 and 6 credits; at least 90 credits must be at level 6 and include a level 5 placement module.
180-260	150 level 5 and 6 credits; at least 90 credits must be at level 6 and include a level 5 placement module.

Section 5.5.1 - In addition to meeting the credit requirements for the qualification, a Foundation Degree may be awarded with Merit or Distinction as follows;

Qualification	**Pass with Merit criteria**	**Pass with Distinction criteria**
Foundation Degree	At least 90 credits at grade 60% or above at level 5.	At least 90 credits at 70% or above at level 5.

Section 5.6.1 - In addition to meeting the credit requirements for the qualification, a Master's Degree may be awarded with Merit or Distinction as follows;

Number of UofW credits taken on current course	Pass with Merit criteria	Pass with Distinction criteria
180	At least 120 credits at 60% or above, including research project/dissertation	At least 120 credits at 70% or above, including research project/dissertation.
120-150	At least 90 credits at 60% or above, including research project/dissertation.	At least 90 credits at 70% or above, including research project/dissertation.
90-120	At least 60 credits at 60% or above, including research project/dissertation.	At least 60 credits at 70% or above, including research project/dissertation.

Section 5.7.1 - In addition to meeting the credit requirements for the qualification, an HNC or HND may be awarded with Merit or Distinction as follows;

Qualification	Pass with Merit criteria	Pass with Distinction criteria
HNC	At least 90 credits at grade 60% or above at level 4.	At least 90 credits at 70% or above at level 4.
HND	At least 90 credits at 60% or above at level 5.	At least 90 credits at 70% or above at level 5

Effective Date: September 2021

APPROVED by Academic Board 17th March 2021 and AFRSC on 22nd April 2021.

Reference Points:

UK Quality Code for Higher Education

Qualifications and Credit Frameworks

Subject Benchmark Statements

University Policies and Regulations

Equality Act (2010)

Overview of Assessment:

Learning Outcomes	Modules

Learning Outcomes	Modules
MA01 Demonstrate a critical understanding of the contemporary issues, theories and conceptual frameworks of entrepreneurship, innovation and creativity and their role in the establishment and development of new enterprises and or high growth businesses.	7BE020 Digital and Entrepreneurial Marketing 7BU019 Innovation, Creativity and New Venture Foundation 7BU020 Entrepreneurial Change Leadership 7BU032 Strategic Operations Management 7BE020 Digital and Entrepreneurial Marketing 7BU019 Innovation, Creativity and New Venture Foundation 7BU020 Entrepreneurial Change Leadership 7BU032 Strategic Operations Management 7BE020 Digital and Entrepreneurial Marketing 7BU019 Innovation, Creativity and New Venture Foundation 7BU020 Entrepreneurial Change Leadership 7BU032 Strategic Operations Management
MA02 Demonstrate critical knowledge of a range of strategic models and theories that can be utilised to guide effective and responsible action in dynamic environments. Applying these in both strategic and operational aspects of digital marketing, change management and operations management in an entrepreneurial business or organisation	7BE020 Digital and Entrepreneurial Marketing 7BU019 Innovation, Creativity and New Venture Foundation 7BU020 Entrepreneurial Change Leadership 7BU032 Strategic Operations Management 7BE020 Digital and Entrepreneurial Marketing 7BU019 Innovation, Creativity and New Venture Foundation 7BU020 Entrepreneurial Change Leadership 7BU032 Strategic Operations Management 7BE020 Digital and Entrepreneurial Marketing 7BU019 Innovation, Creativity and New Venture Foundation 7BU020 Entrepreneurial Change Leadership 7BU032 Strategic Operations Management
MA03 Demonstrate the ability to critically analyse and evaluate a change and or innovation context or project using a range of tools, models, and theories. Developing enterprising or innovative solutions or recommendations	7BE020 Digital and Entrepreneurial Marketing 7BU019 Innovation, Creativity and New Venture Foundation 7BU020 Entrepreneurial Change Leadership 7BU032 Strategic Operations Management 7BE020 Digital and Entrepreneurial Marketing 7BU019 Innovation, Creativity and New Venture Foundation 7BU020 Entrepreneurial Change Leadership 7BU032 Strategic Operations Management 7BE020 Digital and Entrepreneurial Marketing 7BU019 Innovation, Creativity and New Venture Foundation 7BU020 Entrepreneurial Change Leadership 7BU032 Strategic Operations Management
MA04 Demonstrate a broad understanding and knowledge of the principles and concepts underlying the strategic and operational performance of an organisation Developing and justifying strategies for sustaining and managing process or product innovation	7BE020 Digital and Entrepreneurial Marketing 7BU020 Entrepreneurial Change Leadership 7BU021 The Masters Professional Project 7MG001 The Masters Research Project
MA05 Demonstrate the ability to make recommendations for entrepreneurial or enterprising practice, based on theoretical insights through the process of applied learning.	7BE020 Digital and Entrepreneurial Marketing 7BU021 The Masters Professional Project 7MG001 The Masters Research Project
MA06 Demonstrate the ability to engage with independent learning, analysis, synthesis, and critical thinking through academic and or applied research completing an independent project or dissertation/ professional project at masters' level.	
PGCERT01 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: to evaluate critically current research and advanced scholarship in the discipline / to evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses.	

Learning Outcomes	Modules
PGCERT02 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.	
PGCERT03 Demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level.	
PGCERT04 Demonstrate the qualities and transferable skills necessary for employment requiring: the exercise of initiative and personal responsibility, decision-making in complex and unpredictable situations, the independent learning ability required for continuing professional development.	
PGDIP01 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: to evaluate critically current research and advanced scholarship in the discipline / to evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses.	
PGDIP02 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.	
PGDIP03 Demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level.	
PGDIP04 Demonstrate the qualities and transferable skills necessary for employment requiring: the exercise of initiative and personal responsibility, decision-making in complex and unpredictable situations, the independent learning ability required for continuing professional development.	

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 through Canvas. Personal reflection and collaborative learning will be vital components of this course. The course will blend a combination of both academic theory and knowledge with reflection on practice to underpin learning. Activity led learning and student reflection on experiences outside of the classroom based on real life organisations or new venture proposals will be part of the structured assessments.

Students will encounter a range of different 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), 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 textbooks and 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 and external visits will add a practitioner perspective to the learning process.

This is a blended learning course with supportive and structured learning activities on Canvas supported by weekly in-class activities.

The online materials and face-to-face components of the module are integrated into a complimentary learning experience, which is engaging and relevant for students and resources are accessible online. Students are provided with a road map for studying each module in the form of a Homepage on Canvas.

Each Canvas Homepage sets expectations and includes an orientation to help students understand how to successfully navigate the different online components of the course and prepare for the face-to-face meetings.

The structure of each Canvas topic follows a standard Business School layout to ensure consistency and familiarity for students and to help them navigate the different modules they will be studying. The Canvas Pages are used to present learning inputs and related activities with a narrative flow; content is structured into bite sized inputs and activities of no more than 10-15 minutes, inclusive of any Panopto recorded slides. Each module Canvas page features a balance between interactive activities and short lecture inputs.

Regular opportunities are built in for formative feedback in class and online. For summative assessments on modules with more than one tutor a marking rubric is used to ensure consistency. Blended learning lends itself to enquiry-based learning – this puts less emphasis on the lecture method of teaching and more on getting students to solve problems, evaluate situations, research topics or apply principles, which is more appropriate to business education. Face-to-face sessions are delivered in workshop mode with a set of task-based activities, which draw on the online content, and enable students to practically and critically explore the topic individually and in small groups.

Opportunities are built in for students to collaborate in peer-to-peer learning activities. This could include things such as small groups using a flipped learning approach, small group case study analysis, student-led assessment unpacking, group discussions, student-led seminars and problem-based learning.

The workshop and activity-based approach to learning enables multiple opportunities for formative feedback and self-diagnosis and testing to be built into the core content for each module, and there will be regular opportunities for small group and one-to-one tutorials for all students.

Inclusivity

The modules are developed with Universal Design in mind, and to meet all accessibility standards. For instance, downloadable transcripts will be provided for all the videos – these may be created by Panopto and then edited into a useable text or may be scripted by the author in advance of the recording. We will also ensure that there are adequate descriptions provided all of graphs, charts, images etc used in PowerPoint slides included in the transcripts. There will also be alternative text for all graphics used in page, and we will ensure that all documents, PDFs etc are formatted to best be used by screen readers.

Case studies, examples and resources are drawn from a wide range of business cultures and contexts representing our diverse and international community

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:

General University support:

General University support:

The University Library is the key source of academic information for students. The Library provides physical library resources (books, journal, DVDs etc.) and offers a range of study areas to allow you to study in the environment that suits you best: Social areas, quiet and silent areas. The Library also provides access to wide range of online information sources, including eBooks, e-Journals and subject databases.

The Library also provides students with academic skills support via the Skills for Learning programme. While on campus you can attend workshops or ask for one-to-one help on a range of skills such as academic writing and referencing. You can also access a range of online skills material at: www.wlv.ac.uk/lib/skills

The University Student Support website offers advice on a variety of matters (careers, counselling, student union advice, etc.) Students can also access these services by booking appointment with the SU, careers, counselling services, etc.

Course Specific Support

A personal tutor is allocated to you and they will maintain regular communication (virtual and/or face-to-face) with you to support you as you progress. Should you encounter any difficulties, follow-up meetings are arranged to ensure that you make satisfactory progress or are not at risk of withdrawal. Personal tutors can assist you in your personal and academic development, planning and progression, as well as offering you advice and guidance to help you liaise with other staff and support facilities in your 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 you proactively on the course, both collectively and individually, and responds to enquiries with regard to your academic programme of study.

The Faculty Enabling Tutor liaises with Student Support and Wellbeing (SSW) regarding provision for specific disabled students & disseminates information from Student Support and Wellbeing on the needs of specific disabled students. The Faculty Enabling Tutors also monitor requests for, and provision of, specific examination and assessment arrangements, publicise ‘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 tutor takes a pro-active role in monitoring the welfare and academic progress of disabled students within the school.

Where applicable, in-class semester assessments are arranged by the module tutor. The module tutor will, where appropriate, ensure that any arrangements made for students requiring special consideration will be checked by University Student Support and Wellbeing to ensure fairness and equality, and that the provisions of the University Equal Opportunities policy are met. These arrangements will apply to those students who have identified special learning requirements

Employability in the Curriculum:

On completing the course the students will be equipped with the background for a wide variety of positions in business within an increasingly global context. The students will have developed skills and background knowledge needed for a wide variety of business areas, including marketing, finance, HR, sales, project management and management, having had the opportunity to work on real projects and access lectures and workshops by senior managers in the workplace. A career in business is varied and

there is an increasing need for business management skills in government, international commerce, health care, and non-profit organisations. Careers as entry-level manager, Human Resources specialist, Assistant Product Manager, Business Analyst, Market Researcher are some of the possibilities.

