**PHASE 2**
**Newcastle University Programme Specification**

| | | |
|---|---|---|
| **1** | **Awarding Institution** | University of Newcastle upon Tyne |
| **2** | **Teaching Institution** | As above |
| **3** | **Final Award** | MSc |
| **4** | **Programme Title** | Innovation, Creativity and Enterprise |
| **5** | **Programme Accredited** | No, but standards are similar to other externally accredited Masters' programmes in Business & Management (MA HRM, accredited by the CIPD, and MBA, accredited by AMBA) |
| **6** | **UCAS** | N/A |
| **7** | **QAA Subject Benchmarking Group(s)** | Business & Management, Masters' Awards Type 1, Specialist Masters' degrees (Career-entry and career-development) |
| **8** | **Date of production/revision** | 29th April 2004 |

**9. Programme Aims**

To provide learning opportunities which enable course participants to acquire the following:-

- The capability to understand and analyse the strategies and business processes which promote innovation and creativity within organisations, and the fundamental features of enterprise development and entrepreneurship.
- The knowledge, understanding, skills and attributes required for assuming strategic responsibilities in private and public sector organisations and for leading organisational transformation through innovation.

- The ability to apply the knowledge, skills and understanding gained on the programme to a specific empirical focus within an individual project or dissertation.
- The skills necessary to successfully enhance their CPD activity, self-directed learning, or pursue further postgraduate study.

To contribute to the University's objectives by increasing the number of graduate students and enhancing their key skills and employability, diversifying the teaching portfolio and developing alternative modes of delivery, and responding to the CPD agenda.

To provide a qualification which fully meets the learning outcomes at Level 4 in the national qualifications framework, and the suggestions contained within the QAA Benchmark Statement, *Masters Awards in Business and Management*, specifically those referring to Type 1, Specialist Masters' degrees.

To provide a programme that conforms to University policies and QAA Codes of Practice.

***Learning, Teaching and Assessment strategy – some general points:***

*This is a research and practice-led programme drawing upon expertise within and beyond the school, including commercial and public sector organisations. Strategies for learning, teaching and assessment of all learning outcomes require a relatively high contact time, and relatively high assessment load. This is in common with most Masters programmes in Business & Management, nationally and internationally, many of which are externally accredited by e.g. The Association of MBAs and the Chartered Institute for Personnel Development.*

*This is a 'specialist' Masters programme, as defined by the QAA Benchmark Statement, and hence has a strong focus on career-entry and career-development. Employers look for a high degree of both rigour and variety in the assessment of such programmes. The assessment strategy for this programme has been consequently been designed to be both rigorous and varied. A matrix of the assessment laod is shown at Appendix 2.*

**10. Intended learning outcomes**

**A Knowledge and understanding**

The programme provides opportunities for the students to develop and demonstrate:

A1. An advanced understanding of the significance of innovation, creativity and enterprise within the general field of management and organisation

A2. An advanced understanding of the social, political economic and environmental contexts within which innovation and creativity are managed

A3. An advanced understanding of current research and scholarship on the

enterprising management of innovation and creativity within one or two specific industries or technology clusters.

A4. An advanced appreciation of the nature of developments in intellectual property rights and the management of those rights within a strategic framework.

A5. An advanced understanding of the leadership requirements for developing new enterprises, and leading organisational transformations, which are based upon technological innovation and/or creative endeavours.

*Teaching and learning strategy*
The primary means of imparting knowledge and understanding is a combination of lectures (A1-5), a variety of different seminar modes (A1-5), case study visits to organisations (A3, A5), the utilisation of external (academic and practitioner) speakers (A2-5), supervision in the development of project proposals (A1-3), and tutorial supervision of an individual project or dissertation (A1-5). Each seminar mode is interactive and student-focused, including discussion of taught and read material (A1-5), individual and group projects (A1, A2, A3, A5), case study analyses (A3, A5) and practical projects (A1, A3, A5), external (practitioner) speakers (A1, A3, A5) and field study visits (A3, A5).

Throughout the taught components of the course, students are encouraged and expected to engage in independent reading and are supported in this by the provision of extensive and prioritised reading lists.

Students are enabled to learn through their active participation in the different modes of course seminar (A1-5), group project work (A1, A2, A3, A5), and through the supervision given to individual project work (A1, A3, A5).

*Assessment strategy*
Knowledge and understanding are assessed by a range of approaches, chosen to accurately assess student capabilities. These comprise essays (A1, A2, A4), short briefing reports (A1), individual and group project reports (A1-5), a literature review and research proposal (A1, A2, A3), individual audio-visual presentations with accompanying notes (A1, A3, A4, A5), and formal sit-down seen and unseen exams (A1-5). For example, the module *Enterprise and Entrepreneurship* is a compulsory and compulsory 20-credit module assessed via a 5,000 word group project report (A1, A3), an individual audio-visual presentation with accompanying notes (A5), and a 1 hour exam (A1, A3, A4, A5). Some, or all, of A1-5 (depending upon the topic), but especially A3, are also assessed by means of an extended individual project or dissertation focused within one or two specific industries or technology clusters.

**B Cognitive Skills**
The programme provides opportunities for the students to develop and demonstrate:

B1. The ability to critically engage with contemporary debates on the significance of innovation, creativity and enterprise for the general field of

management and organisation.

B2. The ability to critically engage with contemporary debates on the social, political and economic context for innovation, creativity and enterprise.

B3. The ability to critically evaluate current research and scholarship on the enterprising management of innovation and creativity within one or two specific industries or technology clusters.

B4. The ability to deal with complex issues both systematically and creatively, and to make sound judgements in the absence of complete data.

*Teaching and learning strategy*
Cognitive skills are developed through seminar discussion groups (B1-4), short individual projects (B1, B2, B4), group projects (B1-4), short consultancy projects (B3, B4). All the cognitive skills (B1-4) are exercised significantly at an advanced level during the preparation and execution of the individual project or dissertation, supported by the two modules *Interdisciplinary Research Methods in Innovation* and *Project Methods*, and tutorial supervision for individual students.

*Assessment strategy*
Cognitive skills are assessed using short briefings (B1), essays (B1, B2, B4), exams (B1-4), a literature review and research project proposal for *Interdisciplinary Research Methods in Innovation* (B1-3), individual short project reports (B1-4), short group reports (B1-4), and individual audio-visual presentations with accompanying notes (B3, B4). Some, or all, of B1-4 (depending upon the topic) are also examined by means of an extended individual project or dissertation.

**C Subject Specific/Practical Skills**
The programme provides opportunities for the students to develop and demonstrate:

C1. The ability to deploy the main analytical techniques in the management of innovation and creativity and an advanced capability with some of these techniques.
C2. The ability to critically assess the quality of the analytical data generated by these techniques, and to synthesise and present relevant data, conclusions and recommendations to both specialist and non-specialist audiences
C3. The ability to exercise responsibility and leadership in developing proposals for practical projects in the enterprising management of innovation and creativity.
C4. The ability to apply, with originality and creativity, the knowledge, skills and understanding gained on the programme to complex issues within one or two specific industries or technology clusters.

*Teaching and learning strategy*
Subject specific and practical skills are taught through lectures and seminars (C1-4), presentations by visiting academic and practitioner speakers (C1, C2), supervision of the development of individual and group projects (C4), supervision of small live consultancy projects for external clients (C1-4), and feedback about consultancy

projects from clients (C1-4). Apart from the lectures, all of these teaching methods are also designed to further enable students learning and to complement their independent study and group-work. Such learning is reinforced and further developed as students apply their new skills in their extended individual project or dissertation (C1-4) under the guidance of their supervisor.

*Assessment strategy*
Subject specific and practical skills are assessed by means of short individual project reports (C1, C2), short group project reports (C1-4), individual audio-visual presentations with accompanying notes (C2), essays (C1, C2), exams (C1, C2), and the literature review and project proposal for *Interdisciplinary Research Methods in Innovation* (C2, C4). Some, or all, of C1-4 (depending upon the topic) are also examined by means of an extended individual project or dissertation.

**D Key Skills**
The programme provides opportunities for the students to develop and demonstrate the following key skills:-

D1. The ability to communicate clearly and concisely to both specialist and non-specialist audiences using written, verbal and audio-visual channels.

D2. The ability to appropriately use library and information sources, and IT resources and applications.

D3. The ability to organise and prioritise work activities and manage time effectively.

D4. The ability to work independently and in groups with professional responsibility, creative initiative and originality.

D5. The ability to deal appropriately with complex and unpredictable problems.

D6. The ability to manage their own continued professional development and self-directed learning.

D7. The ability to work collaboratively with client organisations on live consultancy projects.

*Teaching and learning strategy*
Some key skills are formally taught in the specific modules *Interdisciplinary Research Methods in Innovation, ICE Project Methods* (D1-3, D6). They are also taught informally as an additional outcome of those teaching methods focused on group-work (D3-5), consultancy projects (D7), and the preparation of short Briefings (D1, D2). To promote learning, students are encouraged to acquire, develop and utilise key skills in seminars involving individual and group projects – with both audio-visual presentations and written reports (D1, D3, D4) – and individual and group projects requiring information search, analysis and interpretation (D2, D3). Planning, organisation and prioritisation and effective time management (D3) are promoted by means of a strictly enforced coursework submission timetable. Participation in external speaker-based seminars and field study visits encourage the learning and practice of key communication skills (D1). Opportunities for the students to develop

key skills exist in each of the components of the extended individual project or dissertation and associated supervision: identification of issue and construction of research plan (D5, D7), literature review and method development (D2, D4-7), primary and secondary research (D1-7) and analysis and final write-up (D1-7).

*Assessment strategy*
Key skills are not independently assessed. However, all the key skills (D1-7) are indirectly assessed by the main modes of assessment for the other learning outcomes (A-C inclusive) (essays, exams, short briefings, individual and group project reports, individual audio-visual presentations, the literature review and project proposal). For example, the module *Enterprise and Entrepreneurship* is partly assessed by means of an audio-visual presentation addressing key leadership issues. Some, or all, of D1-7 (depending upon the topic) are also assessed by means of an individual project or dissertation.

## 11 Programme Features, Curriculum and Structure

This is modular MSc programme is offered for full-time study over one full year. It consists of two stages: a taught component and a supervised individual project or research dissertation. The programme has been designed to meet the demand for a specialist postgraduate course in the management of innovation and creativity, and fully conforms to the QAA Benchmark . A distinctive feature of the programme is that students specialise in the innovation management issues relevant to one or two specific industries or technology clusters, and/or broader issues in the management of innovation and creativity. The specific industries and technology clusters include nanotechnology, creative industries, biotechnology, the music industry, and E-business. Broader issues include the management of complex projects, technology transfer from university research, the assessment of the risks and benefits of innovation, and the social and political impact of new digital technologies. Students specialising in an industry or technology cluster will have considerable opportunities for practical engagement in companies and organisations; throughout the programme there is considerable external input, and students are further able to complete an extended individual project or dissertation based upon their specialist area.

The programme aims to produce graduates who understand the fundamentals of strategies and business processes to promote innovation and creativity in organisations, and the fundamentals of enterprise development and entrepreneurship. The aim is to produce graduates who aspire to take on strategic responsibilities in private and public sector organisations and lead the transformation of organisations through innovation. The course is primarily aimed at graduates or those at graduate level who have a background either in technological areas or in

business management, but are interested in a management career with a strong emphasis on innovation.

The programme directly meets the needs of the region as identified by One North East (ONE), by a study of the region's science and industrial base by A.D. Little, and research which identified innovation management as a key skill shortfall in the region. Regional agencies such as ONE, and local centres of excellence in particular technologies and industries work closely with the programme team to provide a range of appropriate practical opportunities for students. The programme also meets a demand for the integration of the teaching of business innovation and the teaching of the management of creativity and design

The student pursues a programme of full-time study comprising modules to a credit value of 180 studied over a period of 12 months in Semester 1, Semester 2 and the research semester of a single academic year. Candidates study compulsory taught modules of 70 credits in the first semester. In the second semester they study compulsory taught modules of 30 credits, and two 'ICE Elective' modules of 10 credits each from a list of (currently) nine modules. The research semester will comprise the completion of a 60 credit extended individual project or research dissertation. The student will need to have gained the 120 credits of taught modules before being allowed to proceed to the 60 credit research dissertation.

The taught component of the course comprises 120 compulsory credits (4x20 credit, 4x10 credit) taught within the University of Newcastle upon Tyne Business School. The extended individual project or research dissertation (60 credits) is supervised within the Business School. A distinctive feature of the programme is the inclusion of external practitioner speakers and the external case study visits. These provide a close linkage between the course programme content and the 'real world' of contemporary practitioner and case study practice.

Certificates (60 credits) or Diplomas (120 credits) will be available in cases where students have undertaken the requisite credits and want to exit the programme with their participation accredited. Students may re-enter the programme subject to achieving a satisfactory performance and the Board of Examiners decision upon the surrender of their previously accredited modules (i.e. a student re-entering the programme with a Certificate must surrender this before continuing to Diploma or Masters level).

**Curriculum and Structure:-**
**ICE Modules**
Compulsory
Current Issues in Management & Organisation (NSM940 – 20 credits)
Understanding and Managing Innovation (NSM941 – 20 credits)
Enterprise & Entrepreneurship (NSM943 – 20 credits)
Understanding & Managing Creativity (NSM942 – 20 credits)
Interdisciplinary Research in Innovation (NSM944– 10 credits)

ICE Project Methods (NSM945 – 10 credits)
The ICE Extended Individual Project (NSM946 – 60 credits)

Primary ICE Electives
Biotechnologies (NSM948 – 10 credits)
Nanotechnologies (NSM949 – 10 credits)
Creative Industries Trends & characteristics – (NSM947 – 10 credits)
The Music Industry (NSM950 – 10 credits)
Exploring E-Business (NSM895 – 10 credits)

Secondary ICE Electives
Universities in the Knowledge Society – (NSM951 – 10 credits)
Managing Complex Projects and Change (NSM929 – 10 credits)
Managing Innovation in a Risk Society (NSM935– 10 credits)
Social Informatics (NSM933 – 10 credits)

**Semester 1**

**Compulsory Modules (70 credits)**

Current Issues in General Management (20)

Understanding and Managing Innovation part 1 (10)

Understanding and Managing Creativity part 1 (10)

Enterprise & Entrepreneurship part 1 (10)

Interdisciplinary Research Methods in Innovation (10)

ICE Project Methods (10)

**Semester 2**

**Compulsory Modules (30 credits)**

Understanding and Managing Innovation part 2 (10)

Understanding and Managing Creativity part 2 (10)

Enterprise & Entrepreneurship part 2 (10)

**ICE Elective Modules (20 credits)**
**Choose two modules, including <u>at least one</u> module from the Primary list**

| **Primary (each module is 10 credits)** | **Secondary (each module is 10 credits)** |
|---|---|
| Biotechnologies | Universities in the Knowledge Society |
| Nanotechnologies | Managing Complex Projects and Change |
| Creative Industries – Trends & characteristics | Managing Innovation in a Risk Society |
| The Music Industry | Social Informatics |
| Exploring E-Business | |

**Research Semester**

The ICE Extended Individual Project (60)

Through high quality research-led teaching at Masters level the curriculum provides learning opportunities to enable graduates to acquire the knowledge and understanding, skills and aptitudes necessary prepare them senior roles in the enterprising management of innovation and creativity. The development of subject-specific and multi-disciplinary knowledge takes place in parallel throughout the year.

In Semester 1 students take the 20 credit *Current Issues in Management and Organisation*, which introduces them to the key contemporary themes in the fields of strategy, HRM, marketing, finance, management information systems, operations management, globalisation and organisation studies; these themes are those of most relevance to the enterprising management of innovation and creativity, and are taught by a wide range of research-active specialists within the Business School, co-ordinated by the DPD for this programme. Also in this first semester, students take two 10-credit compulsory modules, *Project Methods* and *Interdisciplinary Research Methods in Innovation*. Designed specifically for this programme, these two modules together prepare students to complete in the final research semester the 60-credit module, *The ICE Extended Individual Project*, which is described below. The inclusion of the module *Interdisciplinary Research Methods in Innovation* acknowledges that the volume, complexity and transferability of research and scholarship on technological innovation demands a stand-alone module for preparing Masters students to conduct an individual project within this programme. *Project Methods* concentrates more upon the specific practical issues, tools and techniques necessary for devising an extended individual stand-alone or consultancy project.

In both Semesters 1&2, students take three compulsory 20-credit modules of the programme with teaching and assessment time spread evenly between the semesters. *Understanding and Managing Innovation, Understanding and Managing Creativity, and Enterprise & Entrepreneurship* have each again been specifically designed for this programme and are taught by research-active specialists, with extensive utilisation of external practitioners and visiting speakers.

In Semester 2 students are required to choose two 10-credit 'ICE Electives'. These modules, currently nine in total, include five designed specifically for this programme, and four existing Business School modules which have considerable synergy with and relevance for the programme. ICE Electives are either Primary – focused on specific industries or technology clusters – or Secondary, focused on other issues in the enterprising management of innovation and creativity, and students must choose at least one Primary ICE elective. Current Primary electives are the modules *Biotechnologies, Nanotechnologies, Creative Industries: trends and characteristics,* and *The Music Industry*, which have been designed for this programme, and the existing module *Exploring E-Business* (NSM895). Current Secondary electives are *Universities in a Knowledge Society*, designed for this programme, and the existing Business School modules *Social Informatics* (NSM933), *Managing Complex Projects and Change* (NSM929) and *Managing Innovation in a Risk Society: An international perspective* (NSM935).

Commencing in Semester 2 and completed in the research semester, the 60-credit module *The ICE Extended Individual Project* is fully commensurate with the focus of the programme upon the practical application of current scholarship on the enterprising management of innovation and creativity. The module gives students the choice between three different but equivalent means of demonstrating originality in the application of knowledge, with specific reference to one or two industries or technology clusters:- (1) devising a practical project such as a university research-based spin-off venture, including supporting evidence; (2) conducting and analysing a live consultancy project for an internal or external client, including a report from the client; and (3) a dissertation based upon empirical and/or theoretical research.

In terms of the stated outcomes of the programme, in semester 1 students gain a rapid grounding in key themes in management and organisation studies with relevance for the enterprising management of innovation and creativity (compulsory module *Current Issues in Management and Organisation*, outcomes A1 & B1). Their knowledge and understanding of the substantive content of the programme (A2-5) is developed within the three compulsory modules *Understanding and Managing Innovation, Understanding and Managing Creativity, and Enterprise & Entrepreneurship*. These modules also enhance cognitive skills (B1-4), subject-specific/practical skills (C1-4), and some of the key transferable skills (D4, D5, D7). The compulsory modules *Project Methods* and *Interdisciplinary Research Methods in Innovation* further enhance knowledge and understanding (A1-3), cognitive skills (B1-4), subject-specific/practical skills (C2-4) and all the key skills (D1-7).

In semester 2 both the breadth and depth of knowledge of the substantive content of programme are refined through the continuing compulsory modules *Understanding and Managing Innovation, Understanding and Managing Creativity, and Enterprise & Entrepreneurship*. It is in this semester that students begin to focus their studies on one or two specific industries or technology clusters (A3, B3, C4), as they are required to take at least one of the Primary ICE electives. It is also in this semester that students begin work on *The ICE Extended Individual Project*, which gives students the opportunity to develop advanced knowledge and understanding (A1-3, A5), and to further refine their cognitive skills, subject-specific/practical skills, and key transferable skills (B1-4, C1-4, D1-7). The individual supervision given to students during semester 2 and the research semester ensure continued progress with these outcomes. A full mapping of outcomes against modules is given in Appendix 1.

## 12 Criteria for Admission

The normal entry requirement will be a first class or a good second class honours degree in business and management, or in a scientific, technical or creative subject, from a UK university (or an equivalent qualification from a non-UK institution).

Applicants for whom English is not a first language should have, or expect to obtain, an IELTS score of 6.5 or above. Pre-sessional courses and tests in English Language are provided by the University and successful completion of these may be a condition of entry for students without IELTS 6.5.

*Alternative entry qualifications and non-standard entrants*
Applicants who hold non-standard qualifications, and/or have an appropriate level of relevant experience, will be encouraged to apply and considered on an individual basis.

*Admissions policy*
Upon receipt of a completed application form, UK-based applicants will be expected to visit the Business School for an Open Day and Interview. Normally, offers of places to suitably qualified candidates will take place following interview and are conditional upon the applicant having achieved the normal entry requirement and the receipt of two references. Any funding awards made on a competitive basis will be awarded taking in to account existing (or expected) qualifications, references and interview performance.

Normally, applicants not based in the UK will have the requirement to attend an Open Day and Interview waived.

## 13. Support for students and their learning

*Induction*
The Business School provides formal induction sessions to all new postgraduates covering the organisation of postgraduate affairs, the research groupings in the School, research facilities in the School and University, and the rights and responsibilities of postgraduates. Induction meetings will be led by the Director of Postgraduate Studies and MSc Degree Programme Director, and will also serve to introduce the students to each other and to the idea of a multi-disciplinary learning environment.

*Study skills support*
Support is provided through a range of sources including Personal Tutors in the School, a Supervisor for the individual extended project, the School Liaison Librarian, and School computing and technical services.

*Academic support*
The MSc Degree Programme Director will be responsible for the administration and management of the course. This responsibility will include ensuring coherence and continuity within the delivered modules. The Degree Programme Director will be available to all students for advice and discussion of any academic issues arising. All School module leaders will be available for advice and discussion of academic

issues arising. Full specification and detail of the MSc Programme will be set out in the Degree Programme Handbook.

Under the tutor system, each student will be allocated a specific member of staff for academic advice and guidance. Formal meetings will be held each semester and students will have personal and e-mail access to a Tutor at any time if required. All postgraduates are provided with the Postgraduate Handbook on entry in to the School that provides information and guidance on a range of academic issues.

Each student will be assigned a Supervisor to provide personal supervision and guidance on the conduct of the individual extended project, and the resultant report.

*Pastoral support*
Under the tutor system, each student will be allocated a specific member of staff for pastoral advice and guidance. Formal meetings will be held each semester and students will have personal and e-mail access to a Tutor. All postgraduates are provided with the Postgraduate Handbook on entry in to the School that provides information and guidance on a range of pastoral issues.

The MSc Degree Programme Director will be available to all students for advice and discussion of any pastoral issues arising.

The Business School has a recently refurbished and spacious Postgraduate Common Room on the 2nd floor of the Armstrong Building, which is well-used by both taught postgraduate students and PhD students. It has comfortable chairs, kitchen facilities for refreshments (staffed by a full time assistant), and the room can be used by the students for social, as well as self-organised academic events such as reading groups.

In addition to tutorial assistance the University also runs a Counselling Service. This service exists for students who wish to discuss and explore any personal concerns that are causing them difficulty. Counsellors are available to see students every weekday.

The Students' Union has a Welfare Office where a student may seek help and confidential advice on a range of issues such as housing, childcare, financial, legal, health, immigration and personal. The Welfare Office is located in the Union Building

*Support for special needs*
All of the School's dedicated teaching rooms are wheelchair-accessible, as is the Postgraduate Common Room, and there is access to purpose-built toilets. Any further special needs will be accommodated by those delivering the course modules.

The University Language Centre provides many useful facilities in support of students whose first language is not English, and the University Disability Unit offers advice, guidance and support for students with disabilities and specific learning

difficulties (e.g. Dyslexia). The unit is headed by the Disability Officer and has a Dyslexia Advisor, Co-ordinator for deaf students and a Technical Support Advisor. The unit has a technical resources room with specialist equipment for the use of students and for assessment purposes.

*Learning resources*
All students have access to the Blackboard Managed Learning Environment, and all taught modules will have a Blackboard area providing electronic access to all teaching materials, extensive further resources, communication with students on that module, and links to relevant web-sites.

The School has a shared computing facility located on the second floor of the Armstrong Building which is used for teaching purposes and by students working individually on projects and essays. The computer network runs standard word processing, spreadsheet and statistical packages as well as offering access to the Internet. Comprehensive instruction in the use of the computing facilities is given through workshops. All University Computing Service clusters are open to postgraduates.

All postgraduate students in the school can obtain a limited number of free photocopying vouchers for use in the Robinson Library. This library provides an extensive range of appropriate books and journals and the Business School has its own specialist information and library holdings relevant to the course content.

**14. Methods for evaluating and improving the quality and standards of teaching and learning:**

*Mechanisms for gaining student feedback on the quality of teaching and their learning experience*

- Staff Student Committee – every Semester; minutes are tabled at Board of Studies, and each issue requiring action is noted and acted upon by the BoS;
- Student representation on Board of Studies
- Student evaluation questionnaires – for each module, and for the Programme as a whole – the results of these, including any consequent actions to be taken, are tabled at Boards of Studies

*Mechanisms for review and evaluation of teaching, learning, assessment, the curriculum and output standards*

- Module feedback questionnaires – the results are reviewed by the Module Convenor, who may suggest consequent actions to the Board of Studies
- Annual module review – Convenor draws upon student feedback form all sources, comments from co-lecturers, seminar leaders and other colleagues,

and may suggest actions to Board of Studies (e.g. change assessment methods)
- Peer observation of teaching – results form a part of the staff's ongoing Performance and Development Review process
- External examiners reports – these are tabled at Exam Boards and Board of Studies, and any consequent required actions noted
- Annual review of progression rates, degree classes achieved, graduate employment statistics – tabled at Board of Studies
- Internal subject review – from time to time through University's own internal review process
- Annual Monitoring and Review – annual procedure at all Boards of Studies

*Committees Responsible for Monitoring and Evaluating Quality and Standards*
- Board of Studies
- Teaching and Learning Committee
- Staff Student Committee
- Faculty Teaching and Learning Committee
- University Teaching Committee
- Examination Boards

**15. Regulation of Assessment**

(i) Assessment rules and degree classification are set out in the degree regulations attached, and in the University's "Examination Conventions for Taught Postgraduate Programmes"

(ii) Role of the external examiners:
The external examiners are distinguished academics appointed by Faculty Teaching and Learning Committee and their role is to:
- Approve assessment on modules that count for honours
- Review samples of examination scripts and coursework to monitor standards and assessment procedures
- Attend the Examination Board meeting
- Report back to the University

(iii) Board of Examiners
The Business School Postgraduate Examinations Board will be the Exam Board for this Programme

## 16. Indicators of Quality and Standards

The proposed course will run for the first time in 2004-05. Indicators of quality and standards will therefore be available for 2005-06.

This programme specification provides a concise summary of the main features of the programme and of the learning outcomes that a typical student might reasonable be expected to achieve if s/he takes full advantage of the learning opportunities provided. The accuracy of the information contained is reviewed by the University and may be checked by the Quality Assurance Agency for Higher Education.

Once approved, full details of the proposed course will be provided for both the University and Departmental Postgraduate Prospectus and the University and Degree Programme Regulations.

Appendix 1
Matrix of Outcomes by Module

| **ICE Modules** | | ***Credits*** |
|---|---|---|
| Current Issues in Management & Organisation – NSM940 | C | 20 |
| Managing and Understanding Innovation – NSM941 | C | 20 |
| Enterprise & Entrepreneurship – NSM943 | C | 20 |
| Understanding & Managing Creativity – NSM942 | C | 20 |
| Interdisciplinary Research in Innovation – NSM944 | C | 10 |
| ICE Project Methods – NSM945 | C | 10 |
| The ICE Extended Individual Project – NSM946 | C | 60 |
| Biotechnologies – NSM948 | E | 10 |
| Nanotechnologies – NSM949 | E | 10 |
| Creative Industries – Trends & characteristics – NSM947 | E | 10 |
| The Music Industry – NSM950 | E | 10 |
| Exploring E-Business – NSM895 | E | 10 |
| Universities in the Knowledge Society – NSM951 | E | 10 |
| Managing Complex Projects and Change – NSM929 | E | 10 |
| Managing Innovation in a Risk Society – NSM935 | E | 10 |
| Social Informatics – NSM933 | E | 10 |

| | | C | A1 | A2 | A3 | A4 | A5 | B1 | B2 | B3 | B4 | C1 | C2 | C3 | C4 | D1 | D2 | D3 | D4 | D5 | D6 | D7 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| NSM940 | C | 20 | √ | | | | | √ | | | | | | | | √ | √ | | | | | |
| NSM941 | C | 20 | √ | √ | | √ | | √ | √ | | √ | √ | √ | | | | | | | | | |
| NSM943 | C | 20 | √ | √ | √ | √ | √ | | √ | √ | √ | √ | √ | √ | √ | | | | √ | √ | | √ |
| NSM942 | C | 20 | √ | √ | | √ | | √ | √ | | √ | √ | √ | | | | | | √ | | | |
| NSM944 | C | 10 | √ | √ | √ | | | √ | √ | √ | | | √ | | √ | √ | √ | √ | √ | √ | | |
| NSM945 | C | 10 | | | √ | | | | | √ | √ | | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ |
| NSM946 | C | 60 | √ | √ | √ | | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ |
| NSM948 | E | 10 | | | √ | | | | | √ | | | | | √ | | | | | | | |
| NSM949 | E | 10 | | | √ | | | | | √ | | | | | √ | | | | | | | |
| NSM947 | E | 10 | | | √ | | | | | √ | | | | | √ | | | | | | | |
| NSM950 | E | 10 | | | √ | | | | | √ | | | | | √ | | | | | | | |
| NSM895 | E | 10 | | | √ | | | | | √ | | | | | √ | | | | | | | |
| NSM951 | E | 10 | √ | √ | | √ | | √ | √ | | √ | | | | | | | | | | | |
| NSM929 | E | 10 | √ | √ | | | √ | √ | √ | | √ | √ | √ | √ | | | | | √ | | | |
| NSM935 | E | 10 | √ | √ | | √ | √ | √ | √ | | √ | √ | √ | √ | | √ | | | | | | |
| NSM933 | E | 10 | | √ | | √ | | | √ | | √ | | | | √ | √ | | | √ | | | |

Appendix 2
Matrix of Assessment by Module

| Compulsory | | Exam | % | Coursework | % |
|---|---|---|---|---|---|
| NSM940 | 20 | | | 6 x 1k word briefings | 100 |
| NSM941 | 20 | 2 hr | 50 | 3.5k essay | 50 |
| NSM942 | 20 | | | Group project, 4k words | 50 |
| | | | | Individual project, 3.5k words | 50 |
| NSM943 | 20 | 1 hr | 25 | Group project 4k words | 50 |
| | | | | Individual AV presentation | 25 |
| NSM944 | 10 | | | Lit rev & prop, 4k words | 100 |
| NSM945 | 10 | | | Group report 2.5k words | 40 |
| | | | | Individual report, 2k | 40 |
| | | | | Individual AV presentation | 20 |
| NSM946 | 60 | | | Dissertation or Report, 8-12k | 100 |
| | | | | | |
| | | | | | |
| ICE Electives: 20 credits from these: | | | | | |
| NSM947 | 10 | | | Report 3.5k words | 100 |
| NSM948 | 10 | | | Report 3.5k words | 100 |
| NSM949 | 10 | | | Report 3.5k words | 100 |
| NSM950 | 10 | | | Report 3.5k words | 100 |
| NSM951 | 10 | | | Report 3.5k words | 100 |
| NSM895 | 10 | | | Group project 4k words | 100 |
| NSM929 | 10 | | | Essay 4k words | 100 |
| NSM935 | | | | Essay 3.5 – 4k words | 100 |
| NSM933 | 10 | | | Essay 3k words | 85 |
| | | | | AV presentation | 15 |
| | | | | | |