

PROGRAMME SPECIFICATION

1	Awarding Institution	Newcastle University
2	Teaching Institution	Newcastle University
3	Final Award	MSc
4	Programme Title	Innovation, Creativity and Enterprise Management
5	UCAS/Programme Code	5117
6	Programme Accreditation	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)
7	QAA Subject Benchmark(s)	Masters Awards in Business Management
8	FHEQ Level	M
9	Date written/revised	May 2008

10 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.
- 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.

11 Learning Outcomes

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas. The programme outcomes have references to the benchmark statements for Masters Awards in Business Management.

Knowledge and Understanding

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 and is shown at Appendix 2

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 Methods

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 20-credit module assessed via a 3,500 word group project report (A1, A2), 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 a dissertation focused within one or two specific industries or technology clusters.

Intellectual 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 Methods

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 *Research 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 *Research Methods* (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.

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 Methods

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 *Research Methods* (C2, C4). Some, or all, of C1-4 (depending upon the topic) are also examined by means of an extended individual project or dissertation.

Transferable/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 Methods

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). Some, or all, of D1-7 (depending upon the topic) are also assessed by means of an individual project or dissertation.

12 Programme Curriculum, Structure and Features

Basic structure of the programme

This 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 creativity and enterprise, and fully conforms to the QAA Benchmark.

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 50 credits in the first semester.

In the second semester they study compulsory taught modules of 40 credits, and up to three 'ICEM Elective' modules of 10 or 20 credits each from a list annually approved by the DPD. 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 taught within the

Newcastle University 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.

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:-

ICEm Modules

Compulsory

Understanding & Managing Creativity (NBS8035 – 20 credits)

Research Methods (NBS8062 – 20 Credits)

ICEm Dissertation (NBS8039 – 60 credits)

All candidates will select from one of the following streams:

Innovation, Creativity & Enterprise

Understanding Organisations (NBS8007 – 10 credits, compulsory)

Enterprise & Entrepreneurship (NBS8036 – 20 credits, compulsory)

Innovation & Technology Strategy (NBS8214 – 10 credits, compulsory)

Innovation Policy in a Global Economy (NBS8228 – 10 credits, compulsory)

A further 30 credits of elective modules to be chosen from a list update annually

Innovation & Technology Management

Understanding Organisations (NBS8007 – 10 credits, compulsory)

Managing Innovation in a Risk Society (NBS8059 – 10 credits, compulsory)

Managing Design & Product Development (NBS8213 – 10 credits, compulsory)

Innovation & Technology Strategy (NBS8214 – 10 credits, compulsory)

Advanced Operations Management (NBS8221 – 20 credits, compulsory)

A further 20 credits of elective modules to be chosen from a list update annually

Entrepreneurship

Business Enterprise for PG Students (NBS8033 – 20 credits, compulsory)

Enterprise & Entrepreneurship (NBS8036 – 20 credits, compulsory)

Marketing (NBS8088 – 10 credits, compulsory)

Finance & Financing for Entrepreneurs (NBS8237 – 10 credits, compulsory)

A further 20 credits of elective modules to be chosen from a list update annually

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 terms of the stated outcomes of the programme, in Semester 1 all 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 *NBS8035 Understanding & Managing Creativity*, outcomes A1 & B1). This module also enhances cognitive skills (B1-4), subject-specific/practical skills (C1-3), and some of the key transferable skills (D1-4). Further skills are developed through specialist modules, depending on the

chosen stream.

Students following the Innovation, Creativity & Enterprise stream develop knowledge and understanding of the substantive content of the programme (A1-4) through modules *NBS8007 Understanding Organisations*, *NBS8036 Enterprise & Entrepreneurship*. These modules along with *NBS8214 Innovation & Technology Strategy* also enhance cognitive skills (B1-4), subject-specific/practical skills (C1-2), and some of the key transferable skills (D1-4).

Students following the Innovation & Technology Management stream develop knowledge and understanding of the substantive content of the programme (A1-4) through the modules *NBS8007 Understanding Organisation*. These modules along with *NBS8214 Innovation & Technology Strategy* & *NBS8221 Advanced Operations Management* also enhance cognitive skills (B1-4), subject-specific/practical skills (C1-2), and some of the key transferable skills (D1-4).

Students following the Entrepreneurship stream develop knowledge and understanding of the substantive content of the programme (A1-3) through the modules *NBS8036 Enterprise & Entrepreneurship*, *NBS8088 Marketing*, *NBS8237 Finance & Financing for Entrepreneurs*. These modules also enhance cognitive skills (B1-4), subject-specific/practical skills (C1-2), and some of the key transferable skills (D1-3).

In Semester 2 both the breadth and depth of knowledge of the substantive content of the programme are refined through the compulsory modules. It is also in this semester that students begin work on the *ICEm Dissertation*, 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.

Key features of the programme (including what makes the programme distinctive)

A special feature of this programme is the opportunity (through choice of electives) to develop interests around particular technologies or industries (these include ICT and creative industries). Students can also choose to work with a team of other entrepreneurially-minded students running your own business on the Business Enterprise for Postgraduate Students elective.

Programme regulations (link to on-line version)

<http://www.ncl.ac.uk/regulations/programme/>

13 Criteria for admission

Education Requirements

Acceptable

Accept Honours Bachelor Degree 2:1 (or above), or overseas equivalent or Postgraduate/Higher Degree.

2:2 or above from Newcastle University with no module marks <40% in any year.

Selector is happy to accept Indian students that have less than 60% overall if they have 65%

in the final year.

Not Acceptable

Reject 2:2 from other institutions

Reject 3rd Class Honours (or lower) or pass, or ordinary degrees.

Refer to Selector

Those in the 'grey area' to be referred back to selectors.

Country Specific Notes

75 % from Top 100 (Project 211) Chinese Universities.

80% from other Universities as recognised by HASS Graduate School.

Experience Requirements

Acceptable

None

English Language Requirements

Pre-Sessional

IELTS 6.0 + 10 weeks pre-sessional

Degree Entry

IELTS 6.5 or equivalent

Reference Requirements

Acceptable

No references unless specifically requested by selector.

14 Support for Student Learning

Induction

During the first week of the first semester students attend an induction programme. New students will be given a general introduction to University life and the University's principle support services and general information about the School and their programme, as described in the Degree Programme Handbook. New and continuing students will be given detailed programme information and the timetable of lectures/practicals/labs/ tutorials/etc. The International Office offers an additional induction programme for overseas students (see http://www.ncl.ac.uk/international/coming_to_newcastle/orientation.phtml)

Study skills support

Students will learn a range of Personal Transferable Skills, including Study Skills, as outlined in the Programme Specification. Some of this material, e.g. time management is covered in the appropriate Induction Programme. Students are explicitly tutored on their approach to both group and individual projects.

Academic support

The initial point of contact for a student is with a lecturer or module leader, or their tutor (see below) for more generic issues. Thereafter the Degree Programme Director or Head of School may be consulted. Issues relating to the programme may be raised at the Staff-Student Committee, and/or at the Board of Studies.

Pastoral support

All students are assigned a personal tutor whose responsibility is to monitor the academic performance and overall well-being of their tutees. Details of the personal tutor system can be found at <http://www.ncl.ac.uk/undergraduate/support/tutor.phtml>

In addition the University offers a range of support services, including the Student Advice Centre, the Counselling and Wellbeing team, the Mature Student Support Officer, and a Childcare Support Officer, see <http://www.ncl.ac.uk/undergraduate/support/welfare.phtml>

Support for students with disabilities

The University's Disability Support Service provides help and advice for disabled students at the University - and those thinking of coming to Newcastle. It provides individuals with: advice about the University's facilities, services and the accessibility of campus; details about the technical support available; guidance in study skills and advice on financial support arrangements; a resources room with equipment and software to assist students in their studies. For further details see <http://www.ncl.ac.uk/disability-support/>

Learning resources

The University's main learning resources are provided by the Robinson and Walton Libraries (for books, journals, online resources), and Information Systems and Services, which supports campus-wide computing facilities, see

<http://www.ncl.ac.uk/undergraduate/support/acfacilities.phtml>

All new students whose first language is not English are required to take an English Language test in the Language Centre. Where appropriate, in-session language training can be provided. The Language Centre houses a range of resources for learning other languages which may be particularly appropriate for those interested in an Erasmus exchange. See <http://www.ncl.ac.uk/undergraduate/support/facilities/langcen.phtml>

Module reviews

All modules are subject to review by questionnaires which are considered by the Board of Studies. Changes to, or the introduction of new, modules are considered at the School Teaching and Learning Committee and at the Board of Studies. Student opinion is sought at the Staff-Student Committee and/or the Board of Studies. New modules and major changes to existing modules are subject to approval by the Faculty Teaching and Learning Committee.

Programme reviews

The Board of Studies conducts an Annual Monitoring and Review of the degree programme and reports to Faculty Teaching and Learning Committee.

External Examiner reports

External Examiner reports are considered by the Board of Studies. The Board responds to these reports through Faculty Teaching and Learning Committee. External Examiner reports are shared with institutional student representatives, through the Staff-Student Committee.

Student evaluations

All modules, and the degree programme, are subject to review by student questionnaires. Informal student evaluation is also obtained at the Staff-Student Committee, and the Board of Studies. The National Student Survey is sent out every year to final-year undergraduate students, and consists of a set of questions seeking the students' views on the quality of the learning and teaching in their HEIs. Further information is at www.thestudentsurvey.com/ With reference to the outcomes of the NSS and institutional student satisfaction surveys actions are taken at all appropriate levels by the institution.

Mechanisms for gaining student feedback

Feedback is channelled via the Staff-Student Committee and the Board of Studies.

Faculty and University Review Mechanisms

The programme is subject to the University's Internal Subject Review process, see http://www.ncl.ac.uk/agss/qsh/internal_subject_review/index.php

Accreditation reports

Additional mechanisms

16 Regulation of assessment

Pass mark

The pass mark is 50 (Postgraduate programmes)

Course requirements

Progression is subject to the University's Masters Degree Progress Regulations, Taught and Research (<http://www.ncl.ac.uk/calendar/university.regs/tpmdepr.pdf>) and Examination Conventions for Taught Masters Degrees (<http://www.ncl.ac.uk/calendar/university.regs/tpmdeprexamconv.pdf>). Limited compensation up to 40 credits of the taught element and down to a mark of 40 is possible and there are reassessment opportunities, with certain restrictions.

Common Marking Scheme

The University employs a common marking scheme, which is specified in the Taught Postgraduate Examination Conventions, namely:

Summary description applicable to postgraduate Masters programmes

<50	Fail
50-59	Pass
60-69	Pass with Merit
70 or above	Pass with Distinction

Summary description applicable to postgraduate Certificate and Diploma programmes

<50	Fail
50 or above	Pass

Role of the External Examiner

An External Examiner, a distinguished member of the subject community, is appointed by Faculty Teaching and Learning Committee, after recommendation from the Board of Studies.

The External Examiner is expected to:

- See and approve examination papers
- Moderate examination and coursework marking
- Attend the Board of Examiners
- Report to the University on the standards of the programme

In addition, information relating to the programme is provided in:

The University Prospectus (see <http://www.ncl.ac.uk/undergraduate/>)

The School Brochure (contact enquiries@ncl.ac.uk)

The University Regulations (see <http://www.ncl.ac.uk/calendar/university.regs/>)

The Degree Programme Handbook

Please note. This specification provides a concise summary of the main features of the programme and of the learning outcomes that a typical student might reasonably be expected to achieve if she/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.

Annex

Mapping of Intended Learning Outcomes onto Curriculum/Modules

Intended Learning Outcome	Module codes (Comp/Core in Bold)
A1	NBS8007. NBS8035, NBS8036, NBS8062, NBS8228, NBS8213
A2	NBS8007. NBS8035, NBS8036, NBS8062, NBS8228, NBS8088, NBS8237
A3	NBS8007. NBS8035, NBS8036, NBS8062, NBS8228
A4	NBS8007
A5	NBS8035,
B1	NBS8007. NBS8035, NBS8036, NBS8062, NBS8039, NBS8228, NBS8213
B2	NBS8007. NBS8035, NBS8036, NBS8062, NBS8039, NBS8228
B3	NBS8007. NBS8035, NBS8036, NBS8062, NBS8039
B4	NBS8007. NBS8035, NBS8036, NBS8062, NBS8039, NBS8214, NBS8088
C1	NBS8007. NBS8035, NBS8036, NBS8062, NBS8039, NBS8237, NBS8228, NBS8213, NBS8221
C2	NBS8007. NBS8035, NBS8036, NBS8062, NBS8039, NBS8228
C3	NBS8035
C4	NBS8039, NBS8228
D1	NBS8007. NBS8035, NBS8036, NBS8062, NBS8039,

	NBS8237, NBS8213, NBS8214, NBS82228, NBS8088, NBS8221
D2	NBS8007. NBS8035, NBS8036, NBS8062, NBS8039, NBS8214, NBS8228, NBS8213, NBS8221, NBS8088, NBS8237
D3	NBS8007. NBS8035, NBS8036, NBS8062, NBS8039, NBS8214, NBS8228, NBS8213, NBS8237, NBS8088, NBS8213
D4	NBS8035, NBS8062, NBS8214, NBS8228, NBS8213
D5	NBS8039
D6	NBS8039
D7	NBS8039