

PROGRAMME SPECIFICATION

1	Awarding Institution	Newcastle University
2	Teaching Institution	Newcastle University
3	Final Award	MSc
4	Programme Title	Innovation, Creativity and Entrepreneurship
5	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)	Business Management
8	FHEQ Level	7
9	Last updated	Revised March 2014, Revised June 2014

10 Programme Aims

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

- 1 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.
- 2 The knowledge, understanding, skills and attributes required for assuming strategic responsibilities in private and public sector organisations and for leading organisational transformation through innovation.
- 3 The ability to apply the knowledge, skills and understanding gained on the programme to a specific empirical focus within an individual project or dissertation.
- 4 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 students with opportunities to demonstrate disciplinary competency by developing the key principles and theories in their subject area and combines theory with the application of skills required to generate solutions within their discipline.

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

On completing the programme students should be able to:

- 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, national and global business 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.
- 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 through 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
<p>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 Business Enterprise is a compulsory 20-credit module assessed via a 4000 word individual project (A1, A2, A4, A5), a group business plan and presentation (A5), and a group company report and presentation (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.</p>
Intellectual Skills
<p>On completing the programme students should be able to:</p> <ul style="list-style-type: none"> 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. 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
<p>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 <i>Research Methods</i>, and tutorial supervision for individual students.</p>
Assessment Strategy
<p>Cognitive skills are assessed using short briefings (B1), essays (B1, B2, B4), exams (B1-4), a literature review and research project proposal for <i>Research Methods</i> (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.</p>
Practical Skills
<p>On completing the programme students should be able to:</p> <ul style="list-style-type: none"> 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 demonstrate numeracy (where relevant) by applying the appropriate computational techniques and interpreting or critically assessing 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.

C5 The ability to identify ethical problems in a case and make recommendations for appropriate courses of action.

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 use appropriate verbal/written communication to clearly convey information tailored in content, style and presentation to the needs of their intended audience.
- 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 within a team contributing appropriately and effectively towards the team based activity). 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 is a modular MSc programme 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. A distinctive feature of the programme is that students specialise in innovation management and innovation policy and broader issues in business management – including practical training in the development of new businesses. The programme also examines the role played by entrepreneurship in a range of social and corporate settings. Throughout the programme there is considerable external input.

The programme aims to produce graduates who understand the fundamentals of strategic and business processes related to innovation, creativity and entrepreneurship in organisations, as well as 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 technology, science or business management, but are interested in a management career with a strong emphasis on innovation and/or entrepreneurship.

The programme directly meets the needs of the region - research has identified innovation management as a key skill shortfall in the region. 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. 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 research dissertation (60 credits) is supervised within the Business School.

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

Semester 1

Understanding Organisations (NBS8007 – 10 credits)

Understanding and Managing Creativity (NBS8035 – 20 credits)

Technology Change and Innovation Management (NBS8214 – 10 credits)

Semesters 1 & 2

Business Enterprise for PG Students (NBS8033 – 20 credits)

Research Methods (NBS8062 – 20 credits)

Semester 2

Business Enterprise Policy (NBS8134 – 10 credits)

Enterprise and Entrepreneurial Management: A Critical Exploration (NBS8139 – 10 credits)

Managing Design and Product Development (NBS8213 – 10 credits)

Open Innovation and Product Development (NBS8320 – 10 credits)

Semester 3

The ICE Dissertation (NBS8039 – 60 credits)

In terms of the stated outcomes of the programme, students gain a thorough grounding in key themes in management and organisation studies with relevance for the management of innovation and creativity through the entrepreneurship and technology management modules on offer (A1-5 & B1). These substantive and theory-based modules also enhance cognitive and critical skills (B1-4). These modules are supplemented by specialist subject-specific/practical skills-based modules focused on accounting and business development (C1-4), which also deliver key transferable skills (D1-6). The dissertation allows students to develop their research, analytical, critical and writing skills.

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

A special feature of this programme is the opportunity to work with a team of other entrepreneurially-minded students running their own business on the Business Enterprise for Postgraduate Students module, while at the same time gaining a distinctive but practical management qualification. Graduates who are not yet ready to start their own businesses are able to seek employment commensurate with their qualification while at the same time possessing the skills to pursue more entrepreneurial interests later. Employers also benefit from entrepreneurially minded graduates.

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 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**

References are required by the Degree Programme Director

14 Support for Student Learning

The Student Services portal provides links to key services and other information and is available at: <http://www.ncl.ac.uk/students/>

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.

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.

Numeracy support is available through Maths Aid and help with academic writing is available from the Writing Development Centre (further information is available from the Robinson Library).

Academic and Pastoral support

Each undergraduate and taught postgraduate student will be assigned a personal tutor.* A personal tutor is one part of a wider network of advice and guidance available to students to support their personal and general academic development. The module leader acts as the first point of contact for subject-specific academic advice. Thereafter the Degree Programme Director or Head of School may be consulted. Issues relating to the programme may be raised at the Student-Staff Committee, and/or at the Board of Studies. Within the academic unit, students may also receive additional academic and pastoral advice from a range of other student-facing staff including degree programme directors, dissertation/project supervisors, and administrative support staff.

*Arrangements may vary for students taking special types of provision.

The University also offers a wide range of institutional services and support upon which students can call, such as the Writing Development Centre, Careers Service and Student Wellbeing Service. This includes one-to-one counselling and guidance or group sessions / workshops on a range of topics, such as emotional issues e.g. stress and anxiety, student finance and budgeting, disability matters etc. There is specialist support available for students with dyslexia and mental health issues. Furthermore, the Student Union operates a Student Advice Centre, which can provide advocacy and support to students on a range of topics including housing, debt, legal issues etc.

Support for students with disabilities

The University's Disability Support team 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.

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.

All new students whose first language is not English are required to take an English Language Proficiency Test. This is administered by INTO Newcastle University Centre on behalf of Newcastle University. Where appropriate, in-session language training can be provided. The INTO Newcastle University Centre houses a range of resources which may be particularly appropriate for those interested in an Erasmus exchange.

15 Methods for evaluating and improving the quality and standards of teaching and learning

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 Board of Studies and/or the School Teaching and Learning Committee. 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 Learning, Teaching and Student Experience Committee.

Programme reviews

The Board of Studies conducts an Annual Monitoring and Review of the degree programme and reports to Faculty Learning, Teaching and Student Experience Committee. The FLTSEC takes an overview of all programmes within the Faculty and reports any Faculty or institutional issues to the Faculty Learning, Teaching and Student Experience Committee.

External Examiner reports

External Examiner reports are considered by the Board of Studies. The Board responds to these reports through Faculty Learning, Teaching and Student Experience 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 results from student surveys are considered as part of the Annual Monitoring and Review of the programme and any arising actions are captured at programme and School / institutional level and reported to the appropriate body.

Mechanisms for gaining student feedback

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

Faculty and University Review Mechanisms

Every six years degree programmes in each subject area undergo periodic review. This involves both the detailed consideration of a range of documentation, and a review visit by a review team (normally one day in duration) which includes an external subject specialist and a student representative. Following the review a report is produced, which forms the basis for a decision by University Learning, Teaching and Student Experience Committee on whether the programmes reviewed should be re-approved for a further six year period.

Accreditation reports

None.

Additional mechanisms

None.

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 and Examination Conventions for Taught Masters Degrees. There are reassessment opportunities, with certain restrictions. Limited compensation up to 40 credits of the taught element and down to a mark of 40% is possible for candidates who commenced their programme in 2013/14 or earlier. For students starting their programme in 2014/15 or later, no compensation is possible.

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 the University following recommendation from the Board of Studies. The External Examiner is expected to:

- i. See and approve assessment papers
- ii. Moderate examination and coursework marking
- iii. Attend the Board of Examiners
- iv. Report to the University on the standards of the programme

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

The University Prospectus: <http://www.ncl.ac.uk/postgraduate/>

The School Brochure <http://www.ncl.ac.uk/marketing/services/print/publications/ordering/>

Degree Programme and University Regulations: <http://www.ncl.ac.uk/regulations/docs/>

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.

Mapping of Intended Learning Outcomes onto Curriculum/Modules

Module	Type	Intended Learning Outcomes			
		A	B	C	D
NBS8007	Compulsory	2	2, 3	4	1, 2, 6
NBS8033	Compulsory	1, 2, 3, 4, 5	1, 2, 3	1, 2, 3, 4	1, 2, 3
NBS8035	Compulsory	1, 2, 3, 5	1, 2, 3, 4	1, 4	1, 2, 3, 6
NBS8039	Compulsory	1, 2, 3,	1, 2, 3, 4	1, 2, 4	1, 2, 3, 5, 6, 7
NBS8062	Compulsory	1, 2, 3	1, 2, 3, 4	1, 2, 5	1, 2, 3, 4
NBS8134	Compulsory	1, 2, 4	1, 2	5	1, 2, 3, 4
NBS8139	Compulsory	1, 2, 3	1, 3	1, 4, 5	1, 2, 3, 4
NBS8213	Compulsory	1, 2, 3, 5	1, 2, 3,	5	1, 2, 3, 6,
NBS8214	Compulsory	1, 2, 3, 5	1, 2, 3, 4	1	1, 2
NBS8320	Compulsory	1, 2, 3, 5	1, 2, 3	4	1, 2