LTC14D112

Title:	***SSF LTQC Course Approvals***
Author:	Heather Reynolds
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Issue
To receive new course approval for **MSc Enterprise & Business Creation** from the Faculty of Social Sciences Learning, Teaching and Quality Committee.

Recommendation
None.

Resource Implications
DOS - Any increase in student numbers potentially places demands on the range of services provided by the Dean of Students' Office, in particular by the Learning Enhancement Service, which now encompasses support for student with specific learning difficulties. Students who have had a substantial break from formal learning are particularly likely to seek support from this service.

NBS - Additional academic time will be funded from additional student income.

Risk Implications
None.

Equality and Diversity
None.

Timing of decisions
SSF LTQC approved 22.1.15

Further Information
Contact details: Heather Reynolds, Learning and Teaching Coordinator, telephone 01603 592517, email: h.reynolds@uea.ac.uk, for any queries/further information relating to this document.

Background
N/A

Discussion
N/A

Attachments
Course Proposal.

UEA

University of East Anglia

LEARNING & TEACHING SERVICE

FULL COURSE PROPOSAL FORM

(taught programmes only)

for NEW COURSES and COURSE AMENDMENTS with RESOURCE IMPLICATIONS

Please refer to the course proposal Procedure and Guidance `CP-2013` to complete this or any other course proposal form: to ensure the correct form is being used; for information on early considerations and timescales; for general guidance on the course approval process; and for notes on completing the form.

Course Title(s)	**new course?** *note 1*		**If no, please give existing course code**
MSc Enterprise and Business Creation	**Y**		
School(s) of study & Faculty			
Norwich Business School (SSF) with the Faculties of Medicine and Health Sciences, of Science and of Arts and Humanities			
Proposer & proposer's school			
Dr Kevan Williams, Norwich Business School			
Proposed start date (of new course or of changes) *note 2*			
September 2015			

This proposal requires: *note 3*	**Prior approval by Council**	**N**	**Prior approval by LTC**	**N**

This form is in 5 parts:

Part 1	**Summary and Rationale**
Part 2	**Business Case**
Part 3	**Academic Case including Programme Specification**
Part 4	**Key Information Set (KIS) data**
Part 5	**Approvals and Notification**

The initiator is responsible for completing <u>parts 1-4</u>

UEA LEARNING & TEACHING SERVICE

FULL COURSE PROPOSAL

Part 1 SUMMARY AND RATIONALE

<table>
<tr><th colspan="4">Course One</th></tr>
<tr>
<td rowspan="5">S1

<i>note S1c</i></td>
<td>a</td>
<td colspan="2">SCHOOL(S) OF STUDY</td>
<td colspan="2">Norwich Business School, UEA Law School, Faculties of HUM, SCI and Health</td>
</tr>
</table>

S1	a	SCHOOL(S) OF STUDY		Norwich Business School, UEA Law School, Faculties of HUM, SCI and Health
	b	FACULTY or FACULTIES		Faculties of Social Sciences, of Medicine and Health Sciences, of Science, and of Arts and Humanities
note S1c	c	JOINT COURSE? (ie owned/taught by more than one School)	**YES**	YES
			NO	
	d	NAME OF COURSE DIRECTOR (Home School)		Dr Kevan Williams
	e	NAME OF DEPUTY COURSE DIRECTOR (partner School, for Joint Courses only)		Dr Richard Maguire - HUM Prof Jim Gazzard – FMH Dr Richard Bowater - SCI
S2 *note S2a*	a	COURSE TITLE	MSc Enterprise and Business Creation	
note S2b	b	COURSE CODE	TBA	
note S2c & S2d	c	AWARD	**MSc**	
	d	EXIT AWARD(S) AND TITLE(S)	MSc or PG Diploma or PG Cert	
	e	FULL/PART-TIME (please specify)		Full (with a part-time option)
	f	LOCATION (UEA Norwich, UEA London, Distance Learning)		UEA Norwich
	g	AVAILABLE FROM:		September 2015
S3 *note S3a*	a	PROFESSIONAL AWARD (if any)		
		ACCREDITING/VALIDATING BODY (if relevant)		
note S3b	b	Website (URL)		
		Date when accreditation/ validation may take place		
S4 *note S4*	**LEVEL**	Sub-degree (e.g. Cert. Dip.)		
		Undergraduate		
		Integrated Masters		

		Masters	Masters
		Other postgraduate (please specify)	
S5 *note S5a*	**a**	**DURATION** (years or months)	FT- 12 months (with an 18 month option) PT option – 36 months
note S5b	**b**	**MODE OF ATTENDANCE** (full-time, part-time, distance, other)	Full-time + an option to do the course part-time (module by module)

S6 *note S6*	**PLACEMENT(S)/WORK-BASED LEARNING REQUIRED**	YES		NO	No
		If YES, does this conform with the UEA's code of practice on placements?			

S7 *note S7*	**RELEVANT SUBJECT BENCHMARK STATEMENT(S)**	Master's degrees in Business and Management 2007. http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/BusinessManagementMasters.pdf
S8 *note S8*	**ENTRY REQUIREMENTS**	The inclusive nature of this course reflects that enterprising behaviour arises within individuals from all walks of life. Course entry requirements will be similarly inclusive. Standard entry requirements will require a degree (minimum 2:2) or equivalent from a recognised institution (Home/EU/International) in any discipline. For mature students, with significant professional or business experience, lower qualifications (e.g. BTEC, O/HNC, etc.) will be accepted at the discretion of the course director. For example, it is anticipated that such individuals will have 5-10 years business or other organisational experience. In exceptional circumstances, and with significant relevant experience, GCSE (or equivalent) qualifications will be accepted at the discretion of the course Director. Likely such individuals would have >10years managerial/directorial responsibility in business or other organisations, and appear to posse the skills to move into a more entrepreneurial environment of their own. In addition to above, overseas applicants will need a minimum 6.5 IELTS score.

S9	**JACS Subject Level Code(s)** To be completed by the Planning Office following approval of the Business Case	
S10	**UCAS ADMISSION CODE / COURSE CODE** To be completed by the Planning Office following approval of the Business Case	

S11 note S11	**FURTHER INFORMATION** available via…	www.uea.ac.uk/nbs
S12	**COURSE HIGHLIGHTS** (for publication in University Prospectus / Website / other publicity) **NB** Please include employability prospects/career possibilities	

| note S12 | A unique opportunity for you to develop your business idea, at the heart of an entrepreneurial community with the support of a top 1% university while at the same time achieving a Masters degree.

In comparison to the nature, focus and balance of other courses, this course is about 'doing. Yes, you will learn the relevant entrepreneurship theory that serves you well in developing and starting your new business, but more importantly this course is about "entrepreneurship practice" and helping you to develop and start your new business.

This course offers you a unique and special combination of benefits to you:
- Providing you with a choice of four exits from this course (see below) including the option to extend the course by six months and for you to launch and grow your business in the UEA Enterprise centre incubator space for 6 months surrounded by like-minded people.
- A university MSc course taught in an Enterprise Centre on UEA campus putting you at the heart of an entrepreneurship community.
- Privileged access to investor funding. A quarter of a million pounds of venture fund dedicated to this course. With further financial support available through our network of investors.
- You will have an experienced personal mentor for the duration of the course and for 12 months beyond this course. These mentors will be established entrepreneurs, directors and investors wanting you to be successful and to help you launch and grow your business.
- You will remain part of the 'doing it' entrepreneurship community for life providing you with ongoing knowledge, contacts, support and business/investment opportunities. As your business(es) grow and thrive it is hoped that you will in turn become be a mentor and teacher on this course.
- Support for you to develop and tailor your business idea in the areas of arts, science, and health, drawing upon UEA strengths and using experts form the UEA faculties of humanities, Science and health.
- For science and health business ideas the opportunity to draw upon the support and connections of the Norwich research Park and the opportunity to move your business into business premises of the NRP.
- Ongoing networking opportunities with the business people using the Enterprise Centre.
- Use of the brand new state of the art iLab. And extraordinary dedicated space designed to enhance group collaboration and creative thinking.
- A unique course structure that supporting you in developing your idea through to running and growing your business: |

Semester 1 – essential things to get right **(60 credit) 3x20 credit compulsory modules**		
Accounting, Finance & Business Venture Investment (20) (NBS)	Entrepreneurship and Business Planning (20) (NBS)	New Business Marketing Strategy and Sales (20) (NBS)

Other activities during the course of the semester and non-credit bearing:
- The 'New Business Leadership Programme'
- Business skills development activities – communication, teamwork, Problem solving, interpersonal skills, numeracy, business awareness, planning & organising, negotiating & selling, pitching skills
- Business seminars - MBA master-classes and Inside Business seminars
- Mentoring - Norfolk Knowledge advising and mentoring starts; ADAPT Business mentors
- HUM, FMH, SCI and SSF business mentors; Career Central mentors
- Funding and Crowd Funding workshops
- CHINA Workshops

Semester 2 – personalising your course to support your business ambitions
(60 credit) 3x20 credit optional modules

Business Operations and Project Management (20) (NBS)	Planning and Running Your Business (20) (NBS)	Navigating through the red tape (20) (NBS+Law School)	Entrepreneurship in Global Healthcare (20) (Faculty of Medicine and Health)	Creative Enterprise – for the Civic Economy (20) (Faculty of Humanities)	Entrepreneurship in Agritechnology and Industrial Biotechnology (20) (Faculty of Science)

Other activities during the course of the semester and non-credit bearing:
- The 'New Business Leadership Programme'
- Institute of Leadership and Management sessions: Helping organisations develop
- Connecting with Low Carbon Innovation Fund (LCIF) and other sources of investment
- Shadowing entrepreneurs and business owners as day visits and short internships during vacation periods (utilising FMH, HUM, SCI and SSF contacts and business links)
- Mentoring continues with advising on business plan development (FMH, HUM, SCI, NBS and business mentors)
- CHINA Workshops

Semester 3 – the right launch for you
Four possible exit routes (60 credits)

Route One (12 months)	Route Two (12-month)	Route Three (12 months)	Route Four (18 months)
For students deciding to gain more knowledge ahead of a subsequent business launch	For students deciding to gain more experience ahead of a subsequent business launch	For students making detailed business plans for an immediate business launch	For students making detailed business plans for an immediate business launch, that attract funding and will move into the Enterprise Centre
Three (20-credit) taught modules: • Integrated Business Decisions • Leadership and Change Management • Integrated Marketing	**Dissertation** (MSc type) (60 credits) (supervised by the home faculties) or **Management Consulting Project** (MBA type) (60 credits)	**Business Plan** (60 credits) Presentation to venture funders /mentors/ academics and local businesses	**Business Plan** (60 credits) Presentation to venture funders /mentors/ academics and local businesses Prize winning 'Business Plans' allowed (free) six months incubation in the Enterprise Centre and

	Communications • Other NBS MSc module options	(supported by home faculties and Norwich Business School)		supported by business start-up grants and other support from the Faculties to ensure success of the business start-up

It is much more than simply a basic toolkit, covering the kinds of business essentials that government-assisted short courses seek to provide. Rather, it is an education to masters level with a clear purpose of supporting your business creation from a start-up position and providing the wherewithal and guidance for advancing the business and growing it from a fledgling venture to a mature and successful business organisation, with all the social and economic benefits that flow to the local community from seeing businesses prosper and flourish in providing and supporting investment and employment opportunities.

In essence, it is the "package" that this course gives you that makes it and your business stand out in the market.

*****Please copy and paste the above table for additional (related) courses****

S13	**RATIONALE FOR PROPOSAL**
note S13	Please explain why you are proposing this/these new course(s) or these course amendments, and why this proposal is being offered at this time. See guidance notes for further indication of what to include in this section.

(a) Supporting our university beliefs in enterprise

"We stimulate enterprise" is one of the five strategic beliefs of our corporate plan (UEA Corporate Plan 2012-2016). "We are well placed to do so, drawing on expertise from the Norwich Business School and building on gathering momentum in enterprise activity across all four Faculties, ranging from the creative industries, through low carbon innovation to computing." This MSc supports this belief through better connecting NBS expertise with the enterprise talents across all four faculties.

(b) Developing the enterprise strengths of the Norwich research Park

"The future of Higher Education in the UK over the next ten years will see those universities that excel becoming well integrated with businesses through enterprise and entrepreneurial activities. UEA will therefore seek to use the opportunities afforded by the Norwich Research Park to move into the top tier of enterprising universities. (UEA Corporate Plan 2012-2016)." At its heart this MSc is designed to draw upon the strengths of SCI and FMH (and NRP partners) in supporting enterprise endeavours of the NRP

(c) Developing the enterprise strengths of the Norwich research Park

"A homegrown economy can increase the employability of our students and research staff, as well as extending our links with the local business communities and generate additional university funding streams." (UEA Corporate Plan 2012-2016). This MSc is very tangible evidence to stakeholders of our commitment to the local economy, particularly through the support of the New Anglia Local economic Partnership, and this course being base in the enterprise centre (visible to the centre funders).

(d) Exploiting a market gap

The market review shows this course able to take a unique position in the market through its focus on 'doing' enterprise. The rival products in the UK are more heavily focussed upon the academic study of entrepreneurship that will clearly be of interest to policy makers, researchers, etc. but they are of less use to individuals that want to passionately engage in building a business for themselves

(e) A unique set of circumstances

Never has our university been in such a favourable position of strength to launch a course that exploits gap in the market. The new Enterprise Centre, renewed and increasing enterprise momentum across all four faculties, the support and expectations of local economic and political stakeholders, the driving of developments (e.g. centrum) for NRP to be the economic powerhouse of the local economy…all support the time is now.

UEA LEARNING & TEACHING SERVICE

FULL COURSE PROPOSAL

Part 2 BUSINESS CASE

note BC

BC1	**ACADEMIC AND RECRUITMENT STRATEGY**	Consult with HOS, Faculty Dean, PLN, ARM (including Admissions)
BC1.1	**How does the proposal fit with the University's Corporate Plan?**	
note BC1.1	This proposal fits with the University's Corporate Plan in growing and developing programmes/courses that generate strong income flows while providing an excellent student experience that serves to enhance the University's reputation as an outstanding provider of higher education taught programmes. In turbulent economic times, and uncertainty of student recruitment, especially at undergraduate level, it is vital to develop postgraduate programmes that will prove attractive in the market and complement the existing range of programmes in the University. NBS has shown that it can develop and deliver a successful range of MSc courses that have broad market appeal and be highly successful in terms of recruitment and performance. This proposal will seek to enhance and strengthen the existing portfolio to the benefit of the School, Faculty and University.	
BC1.2	**Proposed Recruitment Strategy**	
note BC1.2	This course has clearly defined target student segments: • Existing UEA undergraduate students - in all faculties. In year 1, the goal is for each faculty to recruit a minimum of two of its students to this course. • Staff of all NRP institutes – staff who have developed business ideas through their work, including research work, and with an interest in the commercial development of their ideas. Recruitment activities will be run in partnership with NRP • Home/EU students (non-UEA) – postgraduate recruitment fairs • International students – working with UEA International Office and INTO-UEA • Local mature students (likely 30 miles radius) – who might consider taking this course on a part-time or per module basis. Local media along with existing relationship[s eg Institute of Directors, New Anglia LEP, etc will be channels to market. • UEA Alumni - In addition, a full range of appropriate digital and non-digital channels, (e.g. prospectus) channels will be used including, web and social media. Social media will be used extensively as befits a course that sits at the heart of an entrepreneurships community. This will support existing students and alumni but will also attract new students to the course.	
BC1.3	**Partnership and commercial sensitivity**	

note BC1.3	**Has this proposal, in outline, been approved by the Partnerships Office?**	**YES**	
		NO	No
	Please paste their comments below		

BC2 *note* *BC2*	**MARKET RESEARCH**	Consult with Market Research team
BC2.1	**What other and type of institution offers identical and/or similar courses in the UK?**	

Although there are universities offering similarly named courses (examples listed below) our course remains unique in how it is assessed and how students are expected to learn. The opportunity to present your business plan to potential investors is a big advantage and something none of the other universities offer. All enterprise courses from other universities are run from the Business School and do not link up with the other Faculties to utilise their areas of expertise.

1- Leeds, Msc Enterprise
http://business.leeds.ac.uk/masters/masters-programmes/msc-enterprise/
Background: This practical programme is delivered and supported by leading academics and a team of successful entrepreneurs. You will develop your understanding of enterprise on a global scale, gaining the skills and knowledge to develop and manage your own business.
Taught, project and dissertation learning. Right for people wanting to develop a career in running own business or developing a family firm.

2- Southampton, Msc Global Enterprise and Entrepreneurship
http://www.southampton.ac.uk/management/postgraduate/taught_courses/msc_global_enterprise_and_entrepreneurship.page
Background: This course examines the fundamentals of strategies and business processes, seeks to promote innovation and creativity in organisations, and to develop the individual's knowledge of entrepreneurship and enterprise development from a global perspective. The regional and national contexts as well as internationalisation have increasingly become important for new start-ups and small and medium enterprise. Therefore, this programme is distinct in stressing the importance of different regional and national contexts and the global environment.

The programme collaborates with local social enterprises and offers opportunities for project and dissertation work on specific challenges social enterprises are facing.

In addition to the formal programme, you can tap into a wide range of additional entrepreneurship related resources at the University (e.g. workshops, guest speakers or practical social enterprise projects that are organised by vibrant student societies such as Enactus Southampton).

3- Warwick, Innovation and Entrepreneurship
http://www2.warwick.ac.uk/fac/sci/wmg/education/wmgmasters/courses/innovation_and_entrepreneurship/
Background: People with or without work experience, who wish to design, develop and run their own innovation driven globally orientated businesses. This practically oriented course covers the process from generating new business ideas, developing and refining them, designing the infrastructure and launching the business. You will use the latest methods and technologies to support these processes.

4- Bournemouth University, Msc Innovation Management and Entrepreneurship
http://courses.bournemouth.ac.uk/courses/postgraduate-degree/innovation-management-entrepreneurship/none/4623/

Background: MSc Innovation Management and Entrepreneurship builds theoretical knowledge alongside core business skills needed to start new enterprises, make them grow or transform existing businesses through innovations in product, process or business models. Stage one grounds business and non-business graduates alike in core knowledge, raised to new levels by highlighting networks and relationships needed for collaborative work in increasingly international markets for goods and services. In stage two and the final project, you will select from a range of options to focus your learning and then execute a major practical exercise to help launch your new careers.

5- Nottingham University, Msc Entrepreneurship
http://www.nottingham.ac.uk/business/msc/N103.html
Background: This programme is offered through the University's Haydn Green Institute for Innovation and Entrepreneurship which specialises in innovation and entrepreneurship research and is recognised as one of the leading centres in Europe for the development of enterprise skills-
http://www.nottingham.ac.uk/business/BusinessCentres/HGI//index.aspx

6- Birmingham, Management: Entrepreneurship & Innovation Pathway MSc
http://www.birmingham.ac.uk/postgraduate/courses/taught/business/management-entrepreneurship-innovation.aspx#CourseOverviewTab
Background: MSc Management: Entrepreneurship and Innovation is a new specialist pathway programme designed for business, management or economics graduates who wish to develop their knowledge to Masters level and also encourages students to explore starting-up their own business. The programme introduces students to advanced management concepts through a combination of core foundation subjects alongside the Entrepreneurship and Innovation pathway. Students have the opportunity to choose a mixed pathway route, if desired, by changing to the Strategy specialist pathway, tailoring the course to their requirements.

See list in appendix of 2 similar Masters in enterprise/innovation/entrepreneurship (related to business creation)

What is the evidence for current and future demands for the course from; Potential students?
Employers?
The market is changing and people are looking for new ways to learn, especially in the entrepreneurial market place. This is identified in Forbes Magazine;
Forbes magazine 2013-
http://www.forbes.com/sites/georgedeeb/2013/10/16/out-with-mbas-in-with-masters-in-entrepreneurship/
"In the last decade or two, we have seen a seismic shift in demand for an alternative business education, especially with the rising costs of education. One that teaches the basics in starting your own business and being your own boss. One that is tapped into local start up ecosystems with access to venture capitalists and start up incubators. One that marries expertise in technology development, with start up business and marketing skills. A new breed of business education under the banner: a Master's in Entrepreneurship."
"This generation of students does not want to "work for the man"; they want to "be the man". And, who blames them. Would you rather be doing financial modelling inside a big organization as a cog in the wheel, or launching a new business of your own as CEO? Although this latter road is much riskier, it is also a lot more rewarding, challenging and fun. Not to mention, the compensation in the traditional fields like investment banking, are not what they used to be, and are not as big of a draw. And, even if you fail in your first efforts in entrepreneurship, the experience

you will get in actually running a business, will be materially higher than what you will learn in a book in a typical MBA program."

The global success of Kick Starter shows that people are exploring new routes in order to start their business and this masters could not only result in a funding opportunity but also gives provides those vital skills something like Kick Start cant- https://www.kickstarter.com/

APPENDIX
Further list of similar Masters in enterprise/innovation/entrepreneurship (related to business creation):
Innovation Management and Entrepreneurship
MSc
University of Portsmouth

Strategy, Enterprise and Innovation
MPhil / PhD
University of Portsmouth

Enterprise Systems Management
MSc
Birmingham City University

Enterprise and Innovation Management
MSc
Aberystwyth University

MSc Global Enterprise and Entrepreneurship
MSc
University of Southampton

Business and Management: Enterprise
MA
Bath Spa University

MSc Applied Managment and Enterprise
MSc
University of Bradford

Enterprise
MSc
University of Leeds

Management with Enterprise & Business Growth
MSc / PGDip / PGCert
University of Glasgow

Innovation Management and Entrepreneurship
MSc
Middlesex University

Entrepreneurship, Innovation and Practice
MSc / PGDip
Lancaster University

Management and Entrepreneurship
MSc

University of Sussex

Innovation Management and Entrepreneurship
MSc
Bournemouth University

Global Entrepreneurship
MA
Coventry University

International Innovation (Entrepreneurship)
MSc
Lancaster University

Business Innovation with Entrepreneurship and Innovation Management
MSc / MRes
Birkbeck, University of London

Management: Entrepreneurship & Innovation Pathway MSc
MSc
University of Birmingham

Entrepreneurship and Management
MSc
University of Sheffield

Innovation, Entrepreneurship & Management
MSc
Imperial College London

Entrepreneurship
PhD / MPhil / MSc by research
University of Essex

Innovation Management and Entrepreneurship
MSc
Middlesex University

Entrepreneurship
MSc
Royal Holloway, University of London

BC2.2	**Are there any likely international competitors?** (Please give brief details)
	Michigan, Harvard, Stanford and Chicago, have been identified in America as leaders in this space. Standford has a centre for Entrepreneurial Studies a purpose built 'venture studio' which allows students to develop their business ideas - http://www.gsb.stanford.edu/ces/students/venture-studio Chicago Booth's leading-edge entrepreneurship curriculum integrates all business areas including marketing, finance, operations, and strategy, and takes students beyond the classroom, allowing them to test themselves in real-world settings. Through courses, experiential learning, labs, and competitions, students get the practical tools and experiences needed to start, finance, and manage their own business, or to embark on a career in private equity.

Courses:

Building the New Venture - Through class lectures, "game" assignments and real-world cases, you will learn how to raise initial seed funding, compensate for limited human and financial resources, establish initial brand values and positioning, leverage a strong niche position, determine appropriate sourcing and sales channels, and develop execution plans in sales, marketing, product development, and operations.

Special Topics in Entrepreneurship: Small Seminar in Developing a Business Plan- Students who have advanced to the second round of the New Venture Challenge get to develop their ideas into full business plans. Venture capitalists, private investors, and entrepreneurs will help critique and improve the plans during presentations. Meetings also will focus on presentation skills, financial modelling, and legal considerations in a new venture.

BC2.3 *note* *BC2.3*	**What is the annual number of applicants currently applying nationally for similar courses, and what are the entry requirements for these competitor courses?**

What is the annual number of applicants currently applying nationally for similar courses and what are the entry requirements for these competitor courses?

Qualifications:
- Leeds, Master of Enterprise, UK bachelors degree (minimum 2:1) or equivalent qualification.
- Southampton, MSc Global Enterprise and Entrepreneurship, Normally a first degree at first or upper second level from a UK University, or equivalent qualification from a non-UK University.
- Warwick, Innovation and Entrepreneurship, Bachelor 2:2 (Hons) or equivalent
- Bournemouth University, MSc Innovation Management and Entrepreneurship, Bachelor 2:2 (Hons) or equivalent
- Nottingham University, MSc Entrepreneurship, Minimum 2:1 or equivalent qualification
- Birmingham, Management: Entrepreneurship & Innovation Pathway MSc, Minimum 2:1 or equivalent qualification

Number of applicants:
Based on information from Graduate Prospects an example of numbers from Leeds for their Innovation and Entrepreneurship is new students enrolled annually is 20, total enrolled students over 40.

BC2.4	**What is the evidence for current and future demands for the course from** · **potential students?** · **employers (public services, private sector, the professions etc)**

The market is changing and people are looking for new ways to learn, especially in the entrepreneurial market place. This is identified in Forbes Magazine;
Forbes magazine 2013-
http://www.forbes.com/sites/georgedeeb/2013/10/16/out-with-mbas-in-with-masters-in-entrepreneurship/
"In the last decade or two, we have seen a seismic shift in demand for an alternative business education, especially with the rising costs of education. One that teaches the basics in starting your own business and being your own boss. One that is tapped into local start up ecosystems with access to venture capitalists and start up incubators. One that marries expertise in technology development, with start up business and marketing skills. A new breed of business education under the banner: a Master's in Entrepreneurship."
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own as CEO? Although this latter road is much riskier, it is also a lot more rewarding, challenging and fun. Not to mention, the compensation in the traditional fields like investment banking, are not what they used to be, and are not as big of a draw. And, even if you fail in your first efforts in entrepreneurship, the experience you will get in actually running a business, will be materially higher than what you will learn in a book in a typical MBA program."

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BC2.5	**Can current and projected demand be met from existing provision?**	
	Nationally:	Yes
	Regionally:	No
BC2.6	**Where is/what are the competitive advantage(s) for UEA?**	

- The course uses experts from all 4 faculties so that specific areas of business can be explored in a way no other course would
- UEA enterprise building will allow students to continue to build on their business plan should they choose the 18month route. This essentially a 6 month free business incubator space surrounded by likeminded people to grow your business.
- The university has planning permission around the Norwich Research Park which would allow successful entrepreneurs an opportunity to start a business community
- The course structure is unique in the fact students have 4 options for their 3rd semester. The option to present their business plan to venture capitalists as part of their assessment is also different to the competitors identified
- This course has its own venture fund, initially of £250k (£100k confirmed, £100k soon to be agreed, £50k+ to be agreed in 2015). to provide /supplement initial funding of promising student business ventures, particularly those that progress to the Enterprise Centre for the extended course.

BC3 *note BC3*	**MARKET DEMAND AND RECRUITMENT**	Consult with Careers and Employability team
BC3.1	**What graduate career opportunities may be available?**	

This course is wholly focussed upon students creating their own businesses either now or in the future. Office for National statistics (ONS) data show 4.6 million or 14% of the UK workforce are self-employed. This is the highest proportion since employment records began. And it is the fastest growing group of earners.

Having said this course is wholly focussed on self-employment, for those students who choose to work whilst they establish their business, this course helps them develop the very 'commercial skills that all business employers desire.

BC3.2	Who (externally) has been consulted about the proposals (e.g. Professional Associations, employers' groups, PSRBs)?

BC4 note BC4	STUDENT NUMBERS AND TUITION FEES			Consult with HOS, PLN, Faculty Dean, FFM	
BC4.1	**Student Numbers**				
a	**Proposed student target intake**			number	
note BC4.1a	**Full Time (Home/EU)**			5	
	Full Time (International)			8	
	Part Time (Heads)			1 (50%)	
	Distance Learning (Heads)				
	Minimum viable intake (full times equivalents)			10	
	Maximum viable intake (full times equivalents)			40	
b	**Are the student numbers:**				
note BC4.1b	a) **available via redistribution within the School?** *Consult the Head of School*	**YES**		**NO**	No
	b) **available via redistribution with the Faculty?** *Consult the Dean of Faculty*	**YES**	Yes	**NO**	
	c) **additional numbers required?** *Consult the Planning Office (PLN)*	**YES**	Yes	**NO**	
	Please give a summary of how your answers to a), b) and c) above will be achieved.				
	In year 1 (and subsequently) each UEA Faculty will look to recruit two of its recent graduate to this course. Beyond this, student recruitment will be from the external market: - particular focus will be upon the local/regional market as these students are more likely to establish their businesses in Norfolk and Suffolk (thereby supporting UEA's commitment to local stakeholders as a 'driver and contributor of economic growth') - UK recruitment will be via usual UEA channels, plus it is planned to present the course at events, along with a raised media profile from launching the course. - EU recruitment through usual UEA channels - International recruitment via UEA international Office and INTO				
BC4.2	**Tuition Fees**				
	Please select the relevant fee schedule:				
	a) **Standard Home/EU/International**			Yes	
	b) **Full-cost** *Please consult with FFM*				
	c) **Other** *Please provide brief details*				

BC5	IMPACT		
BC5.1 *note BC5.1*	**EQUALITY AND DIVERSITY**	Consult with Equality & Diversity Manager and Widening Participation team	
a	**Does the course and/or School cover a subject area(s) which traditionally attract(s) a very specific or narrow student profile?**	**YES**	
		NO	No
b	**If yes, what steps will be taken to attract non-traditional students to the course/School?** (Aspects to consider include: age, disability, ethnicity (home and international), gender, sexual orientation, religion and belief, and socio-economic group.)		
	Traditionally business creation is a very inclusive activity including many successful entrepreneurs without formal qualifications. The admissions policy of this course is deliberately being kept flexible to search for business talent to include providing opportunities to non-traditional students.		
c	**Will students undertake placements/ come into direct contact with vulnerable groups as part of their study? If so, will a CRB be required?**		
	No		
BC 5.2 *note BC5.2*	**CURRENT STUDENTS AND/OR APPLICANTS**		
a	**Have School SSLCs been consulted regarding this proposal? If YES, what has been their input/response?**	**YES**	
		NO	No
b	**Will any current students or applicants be affected by this proposal?**	**YES**	
		NO (go to 5.3)	**No**
c	**Evidence of consultation of current students and written consent obtained** Please briefly describe what consultation has taken place and what responses there have been. Is there full support from all members of the relevant student cohort(s)?		
	The course outline was shared with participants of the NBS Executive MBA programme. This group of students being chosen as they are post-experience, having both business and post-graduate course experience. The one 'negative' comment being that it felt rather 'norfolk' in through its structure around the NRP. Good for achieving its ambition in stimulating growth of entrepreneurship in area of UEA/NRP strengths, but might this focus discourage other participants, e.g. those wanting to start businesses in, for example, the auto industry, the 'app' industry, etc. Marketing messaging needs to both promote the courses to those interested in science/health/arts, but also to those interested in other business areas.		
d	**Informing applicants** What arrangements have been made (for informing applicants who may be affected by any change(s)? Written notification, including advice about any alternative options that may be given, must be sent to applicants holding unconditional/ conditional firm or conditional insurance offers.		

BC5.3 *note* *BC5.3*	**ACADEMIC STAFF**		Consult with HOS, Dean of Faculty	
	What is the impact / what are the resource implications of the proposal on academic staff?			
a	**Please give an indicative number of additional teaching hours required within the school to deliver the new course/changes to the course in any one year**		~240hrs	
b	**Is a new discipline or specialism being introduced that requires a new appointment?**	**YES**		
		NO	No	
c	**Are new appointments required to meet any additional hours?**	**YES**		
		NO	No	
d	**If yes to either b or c above, how many of what type (eg Teaching and Scholarship, Teaching and Research) and at what level?**			
e	**What is the source of funding for new academic staff?**			
	No new academic staff are anticipated to be required to deliver this course. Across the faculties all the planned modules for year 1 are in post.			
f	**Are there any implications outside the sponsoring School/s e.g. service teaching, by other Schools of Studies?**			
g	**Are any other teaching adjustments required? For example, will new modules be introduced, other modules withdrawn or combined?**			
BC5.4 *note* *BC5.4*	**COURSE RATIONALISATION**		Consult with HOS, Dean of relevant Faculties, PLN	
a	**DO ANY SIMILAR COURSES ALREADY EXIST AT UEA?**	**YES**		
		NO	No	
	If YES, please specify Course name, UCAS Code(s) / Course codes			
b	**IS/ARE ANY COURSE(S) TO BE CLOSED TO NEW APPLICANTS AS PART OF THIS PROPOSAL?**	**YES**		
		NO	No	
	If YES, please specify Course name, UCAS Code(s) / Course codes and date from which course(s) is to be withdrawn?			
c	**Please give an indicative number of teaching hours released within the school in any one year by the closure of the courses listed above**			

BC6	PHYSICAL RESOURCES		
BC6.1 *note BC6.1*	**What new or additional facilities and /or equipment are required for the delivery of this course?**		
a	**Classroom and study facilities**	None	
b	**Computer equipment**	None	
c	**Other equipment**	None	
d	**Consumables**	None	
BC6.2	**What additional books/journals/electronic resources other than those already available will be required year by year until steady state is reached?**		
	The focus of the students of this course will be working in the 'present' but mainly business planning into the future. In complementing existing academic journal and other sources, additional access to media (e.g. full access to FT.com) and other market / consultancy reports will be needed.		
BC6.3	**Are there any other special arrangements on which this course proposal will depend? (E.g. placements, year abroad).**	**YES**	
		NO	No
	If Yes, please give details of likely costs/whether appropriate agreements are in place/have to be drawn up?		
BC6.4	**Are there any start-up costs (e.g. any initial publicity and promotion?)**	**YES**	Yes
		NO	
	If yes, please give details:		
	This is a special course that reflects well on the university. Beyond the usual initial course promotion consideration will be given to additional promotional activities.		

BC7 *note BC7*	IMPACT / RESOURCE IMPLICATIONS FOR OTHER UNIVERSITY SERVICES
COMPLETION OF THIS SECTION TO BE COORDINATED BY LEARNING AND TEACHING SERVICE (LTS) COORDINATOR	
Please circulate Parts 1 & 2 to the following for their comments (if any). Comments to be returned within 10 working days.	
note BC7	**What is the impact of the proposal on support staff and resources in the office for which you are responsible?**
Date of circulation:	11/11/2014
BC7.1	Dean of Students (DOS)
	Any increase in student numbers potentially places demands on the range of services provided by the Dean of Students' Office, in particular by the Learning Enhancement Service, which now encompasses support for student with specific learning difficulties. Students who have had a substantial break from formal learning are particularly likely to seek support from this service.

BC7.2	Deputy Dean of Students (accommodation)
	Under current accommodation guarantees, new international (overseas fee paying) students are guaranteed University accommodation in their first year. Given the proposed target intake of such students, there should be no implications for accommodation.
BC7.3	Director of Information Services (ISD)
	The IT requirement for this course does not cause any concern.
BC7.4	Director of Library Services (LIB)
	The Library's comments are based on the Course Director's statement in section BC6.2, reproduced below: BC6.2 What additional books/journals/electronic resources other than those already available will be required year by year until steady state is reached? "*The focus of the students of this course will be working in the 'present' but mainly business planning into the future. In complementing existing academic journal and other sources, additional access to media (e.g. full access to FT.com) and other market / consultancy reports will be needed.*" Assuming the current level of funding is maintained, the Library anticipates it can meet the book demands for this course for 2015/16 academic year. In the case of FT.com we understand that an existing subscription is already set-up within NBS for staff, and that students can be added to this. We expect NBS to continue to subscribe and manage FT.com from their School budget, particularly as this access is for NBS only and not a university-wide provision. In terms of "*other market / consultancy reports*", the Library already provides access to market information and reports via Marketline and Mintel and would hope these would provide an effective source of this type of information to support this course. In further discussions with the course director, a request for recurrent provision of the OECD ilibrary has been identified. UEA Library is <u>not</u> in a position to be able to offer funding to support this ongoing recurrent cost: <table><tr><td>**Product**</td><td>**2015 inc VAT**</td></tr><tr><td>Books Papers and Statistics</td><td>£10,264.80</td></tr><tr><td>Books and Papers</td><td>£7,555.20</td></tr><tr><td>Statistics</td><td>£3,709.20</td></tr></table> Normally, in order to gain access to a new title or electronic resource, the current policy is for the School to either identify other less-used titles of equivalent cost for cancellation, or to request the School to provide additional supplementary funding. This is because publisher inflation continues to exceed the headline rate of inflation (RPI) and Library budgets are not rising at above inflation rates. Given the proposed student numbers, the Library hopes that students can be directed to existing subscriptions as appropriate alternatives and would like to work closely with the course director to assist with this.
BC7.5	Careers Manager (CCEN)

	Sent again 03/12/14 - no response received by 05/12/14
BC7.6	Head of Learning & Teaching Service (LTS)
	1. With 10 to 13 students per year, it doesn't look like there would be any additional resource requirement for the Service, , but the added complexity of modules from several Schools is likely to add to the administration required to support the course and we would have to keep this under review.
	2. The added complexity of an 18 month variant should be looked at again. The students do not do anything different from the 'route three' version ie both do a 60 credit business plan. What would be the advantage of extending the course by 6 months? There may be implications in terms of the students' status; it would be difficult to justify a full time status, when they are only doing 60 credits over a semester + 6 moths. This would be particularly risky for international students studying on a Tier 4 visa. Has this been discussed with the Visa Policy, Operations and Compliance Manager?
	3. Following recent considerations of other new courses by LTC that students should have the opportunity to look at new courses within their Schools, it doesn't look like the School has consulted students for this course.
	4. The non-standard admissions criteria feel a bit vague. How will applicants be chosen in a fair and transparent way?
	5. How will the additional teaching hours be resourced? (BC 5.3 e is blank). It is not clear how this will be divided out between the delivering Schools. For those modules being delivered by another School, how will the resource allocation work? Will these be NBS modules, taught by academics from the other Schools, or belong to the other School? If there are only 10 on the course, and there are 6 modules to choose from in Sem 2, 3 of which are NBS, it appears that the SCI, FMH and HUM modules might be running for just one or two students.
BC7.7	Head of Admissions (ARM)
	Sent again 03/12/14 - no response received by 05/12/14
BC7.8	Director of Planning Office (PLN)
	This course will be delivered across a number of Schools which generates challenges in terms of how fee income is managed. Fee income is credited to the School that "owns" the student i.e. whose acronym is on the course code (presumably NBS in this case). A proportion of that income is then transferred to the module providers (a year in arrears) via load transfer. Not likely to be a show stopper for a course with relatively few numbers but if it were to grow then those delivering the teaching rather than owning the programme will need to factor this into financial planning. Please also note that we are aware from market research that students on dual courses tend to be less well satisfied with their programme. This may not be such an issue for postgraduate students but is something to be aware of.
BC7.9	Any other service or department
note BC7.9	

BC8	ADDITIONAL COMMENTS
COMPLETION OF THIS SECTION TO BE COORDINATED BY LEARNING AND TEACHING SERVICE (LTS) COORDINATOR	
Please circulate Parts 1 & 2 to the following for their comments (if any). Comments to be returned within 10 working days.	
note BC8	**Is there anything further to add to the proposal from the perspective of your service and expertise?**
Date of circulation:	11/11/2014
BC8.1	Market Research Manager (on Section BC2)
	No response received by 25/11/14
BC8.2	Careers Manager (on Section BC3)
	Sent again 03/12/14 - no response received by 05/12/14
BC8.3	Equality & Diversity Manager (on Section BC5.1)
	Sent again 03/12/14 - no response received by 05/12/14
BC8.4	Director of Planning Office (PLN) (on full Business Case)
	No additional comments.
BC8.5	Faculty Finance Manager (on full Business Case)
note BC8.5	Section BC 5.3e) has not been completed, although I would assume that the additional academic time will be funded from the additional student fee income generated from this new course. I would also like clarification on whether the students on this course would be incremental numbers to the Faculty – BC4.1b) suggests not, so I would like to understand where these numbers are coming from if not within NBS.

BC9	PROPOSER'S RESPONSE TO COMMENTS IN BC7 & BC8 ABOVE
note BC9	Thank you to all for your most helpful comments.

BC7.1 – Dean of students – it is anticipated that participants will be a mixture of students direct from first degree and post-experience. Given the anticipated total number of participants it is thought there will be not be unreasonable demands upon DoS/LES but his will be kept under watch.

BC7.2 – Deputy Dean of Students – noted.

BC7.3 – Director of Information Services – noted.

BC7.4 – Director of Library Services – this refers to the access to 'business' information sources, so has been discussed within NBS. |

- book demands can be met within existing library provision.
- NBS will add 'student' access, for the students of this course, to the existing NBS FT subscription.
- The existing access to market reports, e.g. Mintel, looks adequate and will be reviewed at the end of the first running of the course.
- Funding of potential future access is noted.

BC7.6 – Head of Learning & Teaching Services – the NBS School Manager has confirmed the administration to support the course is already within school plans.
BC 7.6 – Head of Learning & Teaching Services – Discussed with Visa Policy, Operations and Compliance Manager. It is anticipated that the 18 month variant will be taken by home students as it is in the university interest to progress these students to be fee-paying tenants of the Enterprise Centre, and to other NRP accommodation (and international students are likely to relocate their business). Further progression to the "substantial practice placement element" will in part also be determined by investment readiness of the completion winning students and it will be difficult (in this year 1) to attract UK investors to fund overseas businesses where they may have limited future engagement. However, visa regulations will allow an international student to take the 18 month variant provided they spend their time in the Enterprise Centre, preparing and practising their business, ahead of the commencement of trading at the end of this course. To give clarity and to avoid undue risks with visa compliance, this course will be marketed as a 12month course (recommendation from the Visa Manager) with the option of the 18month variant subject to the student gaining the appropriate visa.

BC7.6 - Head of Learning & Teaching Services – the course outline was shared with participants of the NBS Executive MBA programme. Information added to 5.2 above.

BC7.6 - Head of Learning & Teaching Services – This course is deliberately inclusive in recognising entrepreneurship can arise in diverse individuals. But he course must still maintain academic standards and recruit participants with a realistic proposition of starting viable businesses (as the future success of these businesses will reflect upon the success of this course). In making the right selection of students all applicants will be:
- interviewed (in person or by Skype) by an experienced academic looking particularly at academic skills
- required to submit a short written business proposals – that will be reviewed by a small panel of 'academics with business experience'.
An academic panel will make the final selections focusing upon:
- will the student be able to complete an academically rigorous Masters degree?
- will the student have the skills necessary to start their business?

BC7.6 - Head of Learning & Teaching Services – Section BC5.3e is now completed. and delivery of the course in year 1 will be by existing academic staff. Each module will be owned and delivered by the relevant faculty. In year 1, the risk exists that some of the option modules in Semester 2, may have small number of students. Where at all possible each module will be delivered providing a good student learning experience is provided. It is anticipated that the recruitment to the second running of this course will recruit higher student numbers and all the modules will have good student numbers. Experience of year 1 will inform module delivery in year 2.

BC8.5 – Faculty Finance Manager – Section BC5.3e now completed. Yes, additional academic time will be funded from additional student income. And yes, section BC4.1b/c could have been clearer. This course is markedly different to any other provided within UEA so we have little past practice to draw upon in predicting where the student numbers will come from. It is likely that this course will appeal to

business students so it is possible it may attract students from existing NBS MSc? However the course is expected (and designed) to have broad appeal to students from all faculties and the unique nature of the course is perhaps more like to retain students with the faculties, who otherwise may have moved to a competitors businesses MSc? External recruitment activities will be substantial to draw new, and incremental, students to UEA.

AC10.2 – The excitement of the Learning and Teaching Services Manager is noted and appreciated.

AC10.2 – Learning and Teaching Services Manager – The 18 month option provides for a "substantial practice placement element" to get the student (and their business) ready to attract substantial external investment. Attracting very small amounts of funding for a new business idea is often straightforward, but this course is not primarily about self-employment but is about encouraging the starting of significant businesses that have the potential to employ significant numbers of people, thereby helping the student along with helping the university fulfil its strategic entrepreneurial ambitions. To take this next step the student will need further practice to develop and prove to their business idea such that it is sufficiently investment ready to attract next stage funding.

AC10.2 – Learning and Teaching Services Manager – mentors are an important part of course for we expect them to guide students in the commercial reality of starting and running a business, but also, where possible to 'open-doors' through their contacts and to potentially (and this may be optimistic) become involved in the venture funding. A number of professional service firms have shown enthusiasm to be involved in this course, but we will be cautious in supporting the course participants and to get them the support they need. In yr1, mentors will be drawn from business contacts of academic colleagues within the course including from the NBS Business Advisory Board, form the Norfolk Knowledge mentors group and form the University mentor programme. In yr1 it is anticipated that a mentor will have two students. This way we will work with friends who we know will provide sound mentoring to the students. Industry mentors are already part of the MSc Brand Leadership programme and this experience will be used in updating the mentor role description. The role of mentor is for the duration of the course and for six months beyond the course end.

AC10.2 – Learning and Teaching Services Manager – yes this will programme will go to the existing NBS MSc Board of Examiners. For the 12 month version, ending August, the student will graduate in July. For the 18 month version, ending in March, it is anticipated that student can be considered by the June examination board in time to graduate in July

AC10.2 – Learning and Teaching Services Manager – "examinations" removed from PS5.2

AC10.2 – Learning and Teaching Services Manager – the intention of the design of the programme is to provide for the participants the opportunity to develop the overall skills they require to start a business. It was considered that starting a business during the course would be required to pass the course but starting a business involves factors beyond the control of the university and such a requirement would be unwise for the university. It is however expected that over time a number of successful businesses will be growing off the back of this programme.

AC10.2 – Learning and Teaching Services Manager – students will be selected for the 18 month version based upon the market potential of their business and their apparent ability to make it happen. It is anticipated that in year 1, the top single business will be selected. Selection will be done by a small panel comprised of UEA

academics and external funders / business people. Having the option to take the 18 month version is a use of a precious commercial resource in the Enterprise Centre and one that must be used productively. (Note: this is not a dragons' den, but a far more considered academic and business decision.)

AC10.2 – Learning and Teaching Services Manager – with modules being delivered by each faculty, those module leaders will take the lead in recruiting two students form each faculty, working with the usual ug to pg recruitment activities in each faculty/school.

AC10.2 – Learning and Teaching Services Manager – the marketing messages for Yr2 onwards will modify 'the first' health hackathon.

AC10.2 – Learning and Teaching Services Manager - yes, they seek to achieve "involves the demonstration of high level specialist professional knowledge and is appropriate for senior professionals and senior managers" The participants of the course will by establishing their new business be or become senior professional and senior managers.

BC7.8 – financial issues noted. Student satisfaction on dual degrees is an important issue. Giving the course and cohort a 'home' in the Enterprise Centre is expected to help. Particularly in yr1 additional responsibilities for student satisfaction will be given to the Course Leader or other member of academic staff.

FULL COURSE PROPOSAL

Part 3 ACADEMIC CASE (including Programme Specification)

AC1	COURSE MANAGEMENT INFORMATION				
AC1.1	REGULATORY FRAMEWORK (please tick all that apply)				
	Undergraduate Regulations (including Integrated Masters)				
	Postgraduate Taught Regulations		✓		
	Graduate Diplomas		✓		
	PGCE				
AC1.2a	Is the course as a whole assessed on a pass/fail basis?	YES		NO	No
AC1.2b	Are any modules assessed on a pass/fail basis?	YES		NO	No
AC1.2c	If so, how many modules and what is the credit volume for each module?				

AC2 note AC2.1	YEAR WEIGHTINGS AND PROGRESSION REQUIREMENTS (For undergraduate or integrated masters courses only) Please select only from the permitted options - see UG/PGT regulations				
Stage Note AC2.2	Level	Year of course	Weightings	Progression requirement	Exit Award Note AC2.3
Stage 0	Level 3				
Stage 1	Level 4				
Stage 2	Level 5				
Year Abroad / in Industry					
Stage 3	Level 6				
Stage M	Level 7				

AC3	BOARD OF EXAMINERS				
AC3.1	Is there an existing Board of Examiners?	YES	✓	NO	
AC3.2a	If YES, which existing board will be responsible for the course?	Yes			
AC3.2b	If NO, please enter details for new board of examiners				
	Are any new external examiner(s) required?	YES	✓	NO	

AC3.3b	If yes, how many?	One for the entire course

PS	**PROGRAMME SPECIFICATION**
note PS	This part of the form will serve a dual purpose. Please read the guidance note carefully before completing

University of East Anglia
LEARNING & TEACHING SERVICE

PROGRAMME SPECIFICATION FOR AN AWARD OF THE UNIVERSITY OF EAST ANGLIA

Course name	Route code *note S2b*	Year
MSc Enterprise and Business Creation	TBA	2015-6

NOTE: Whilst the University will make every effort to offer the modules listed, changes may sometimes have to be made for reasons outside the University's control (e.g. illness of a member of staff) or because of low enrolment or sabbatical leave. Where this is the case, the University will endeavour to inform students.

PS1 COURSE PROFILE					*note PS1*

YEAR 1 profile				**Level**	This column will be deleted prior to publication
Module Code (TBA if not known)	**Compulsory? - or name of Option range**	**Credits**	**Module Title**	**Teaching period, eg Sem 1, Year-long**	**New / amended / existing**
TBA	Compulsory	20	Accounting, Finance & Business Venture Investment	Sem1	new
TBA	Compulsory	20	Entrepreneurship and Business Planning	Sem1	new
TBA	Compulsory	20	Business, winning and the art of	Sem1	new
TBA	Option	20	Business Operations and the Project Management	Sem2	new
TBA	Option	20	Planning and Running your Business	Sem2	new
TBA	Option	20	Navigating Through the Red Tape	Sem2	new
TBA	Option	20	Entrepreneurship in Global Healthcare	Sem2	new
TBA	Option	20	Creative Enterprise – Business Planning for the Arts	Sem2	new
TBA	Option	20	Entrepreneurship in Agritechnology and Industrial Biotechnology	Sem2	new
TBA	Option in Exit Route 1	20	Integrated Business Decisions	Sem3 – Exit 1	existing MSc SEM3
TBA	Option in Exit Route 1	20	Leadership and Change Management	Sem3 – Exit 1	existing MSc SEM3

TBA	Option in Exit Route 1	20	Integrated Marketing Communications	Sem3 – Exit 1	existing MSc SEM3
TBA	Option in Exit Route 1	20	'other NBS MSc module options that run in SEM3'	Sem3 – Exit 1	existing MSc SEM3
TBA	Option in Exit Route 2	60	Business Research (MSc dissertation or Management Consulting)	Sem3 – Exit 2	new
TBA	Compulsory in Exit Route 3	60	Business Plan	Sem3 – Exit 3	new
TBA	Compulsory in Exit Route 4	60	Business Plan (module as above) with 6 months extension to course	Sem3 + months extension – Exit 4	new

PS1 COURSE PROFILE - *continued*	*note PS1*

YEAR 2 profile				Level	This column will be deleted prior to publication
Module Code (TBA if not known)	**Compulsory? - or name of Option range**	**Credits**	**Module Title**	**Teaching period, eg Sem 1, Year-long**	**New / amended / existing**
TBA	Compulsory in Exit Route 4	60	Business Plan with 6 months extension to course – this module option (only) runs through SEM3 of yr1 and for 6 months of yr2 – based in the Enterprise Centre.	Sem3 + months extension – Exit 4	new

| PS1   COURSE PROFILE - *continued* | note PS1 |

YEAR 3 profile				Level	This column will be deleted prior to publication
Module Code (TBA if not known)	**Compulsory? - or name of Option range**	**Credits**	**Module Title**	**Teaching period, eg Sem 1, Year-long**	**New / amended / existing**

PS1 COURSE PROFILE - *continued*

note PS1

YEAR 4 profile				Level	This column will be deleted prior to publication
Module Code (TBA if not known)	**Compulsory? - or name of Option range**	**Credits**	**Module Title**	**Teaching period, eg Sem 1, Year-long**	**New / amended / existing**

PS1   COURSE PROFILE - *continued*

YEAR 5 profile				Level	This column will be deleted prior to publication
Module Code (TBA if not known)	**Compulsory? - or name of Option range**	**Credits**	**Module Title**	**Teaching period, eg Sem 1, Year-long**	**New / amended / existing**

PS2 MAPPING LEARNING OUTCOMES	note PS2

Mapping learning outcomes – please list learning outcomes and enter module code against assessment type **YEAR 1 learning outcomes**	Assessment type								
	Essay	Lab report	Course test	Exam	Project/ Dissertation/ Report	Oral Presentation	Assessment of practice	Other	Other
Develop a crystal clear understanding of profit and its drivers	e&bp/ a&f					e&bp/ bp			
Be able to successfully plan a business	e&bp/ law				bp	e&bp/ bp	e&bp/ a&f		
Understand and use financial reports.	a&f								
Ability to do research	b&w				diss/ bopm				
Ability to critical analyse a business context	e&bp/ b&w								
Develop coherent arguments using a range of conflicting evidence.	e&bp/ b&w					all			
Develop key personal and leadership skills (including resilience, decision making, self-awareness, team work, network building, etc) in recognising leadership competence as key in attracting funding.						e&bp/ bp	egh		
Understand how to sell, not just product, but also sell ideas and selling self in gathering support.	b&w					e&bp/ bp		nblp	
Build a brand	b&w								
Other: please give details									

PS2 MAPPING LEARNING OUTCOMES - *continued*

note PS2

Mapping learning outcomes – please list learning outcomes and enter module code against assessment type **YEAR 2 learning outcomes**	Assessment type								
	Essay	Lab report	Course test	Exam	Project/ Dissertation/ Report	Oral Presentation	Assessment of practice	Other	Other
Other: please give details									

PS2 MAPPING LEARNING OUTCOMES - *continued*

note PS2

Mapping learning outcomes – please list learning outcomes and enter module code against assessment type **YEAR 3 learning outcomes**	Assessment type								
	Essay	Lab report	Course test	Exam	Project/ Dissertation/ Report	Oral Presentation	Assessment of practice	Other	Other
Other: please give details									

PS2 MAPPING LEARNING OUTCOMES - *continued*

note PS2

Mapping learning outcomes – please list learning outcomes and enter module code against assessment type **YEAR 4 learning outcomes**	Assessment type								
	Essay	Lab report	Course test	Exam	Project/ Dissertation/ Report	Oral Presentation	Assessment of practice	Other	Other
Other: please give details									

PS2 MAPPING LEARNING OUTCOMES *- continued*	*note PS2*

Mapping learning outcomes – please list learning outcomes and enter module code against assessment type **YEAR 5 learning outcomes**	Assessment type								
	Essay	Lab report	Course test	Exam	Project/ Dissertation/ Report	Oral Presentation	Assessment of practice	Other	Other
Other: please give details									

PS3 PROGRAMME COHERENCE AND FEEDBACK CYCLES

note PS3

PS3.1 learning progression

How will progression in terms of skills, knowledge and understanding be reflected in the programme between modules in any one year and across the years as students progress through their course of study?	*note PS3.1*

In semester 1, the students will develop the essential skills for anyone planning a new venture. These include the three fundamental modules but also the extensive programme of supporting activities, including the "New Business Leadership Programme" programme, individual and group mentoring programme, and skills workshops.

In semester 2, skills continue to builds their core skills along with tailoring their learning to their specific business interests. The supporting activities continue and are enhanced with more engagement with funders and working more closely with existing business owners and founders.

Semester 3 is wholly tailored to students' business needs with a choice of one from four exit routes.

PS3.2 feedback cycle

Please explain how assessments and feedback / feed forward support the coherence of the programme. Comment on number and types of assessment, both formative and summative; the types and format of feedback students will receive; and their sequencing. How will assessments and feedback impact on subsequent modules?	*note PS3.2*

The assessments here follow the course philosophy by focussing on 'learning by doing'. For this reason coursework is chosen over exams by allowing for greater doing. Importantly assessment is taken beyond being just assessment through students working on things they need to develop their venture anyway; the assessment is a means for them to monitor their progress.

For each student this course has a single goal; to start a business. All activities across the year are very much focussed upon this goal, with all the component parts designed to lead the student to this goal. Along with students measuring their progress through assessment, the roles of the mentors and module leaders is critical in guiding the students towards their successful business launch.

PS4	EXAMINATIONS		note PS4
		Written	**Practical (e.g. OSCES and OSPES)**
How many modules will include an exam element?	None		
How many hours of exams are there in Stage 0? (if applicable)			
How many hours of exams are there in Stage 1?			
How many hours of exams are there in Stage 2?			
How many hours of exams are there in Stage 3?			
How many hours of exams are there in Stage 4? (if applicable)			
How many hours of exams are there in Stage 5? (if applicable)			
How many hours does the programme (as a whole) include?			

PS5	EQUALITY & WIDENING PARTICIPATION	note PS5
PS5.1	How do the admissions criteria specifically for this course ensure equality of opportunity for all applicants?	
	The School admissions officer and support team supports the University's strategic aim of equality of opportunity and widening participation. The University follows the set guidelines and is committed to evaluating each application on its individual merits within a framework of consistency and fairness. In coming to a decision, sometimes in complicated cases applications may be sent to the MSc Programmes Director who takes into account information relating to the applicant's personal and educational background. As with the School's other taught programmes, the school will monitor Admissions, Progression and Achievement data, to establish trends relating to these courses over time. This information will be regularly reviewed and used in conjunction with Course Review or other relevant strategic activity.	
PS5.2	What steps have been taken to ensure an inclusive curriculum?	
	The diversity of teaching and learning approaches (from formal lectures to problem based learning type approaches) and assessment methods (assignments, group work, individual reflections) has been devised in this way to preserve and promote equality of opportunity, allow each student to participate, appreciate and develop their true potential. International case studies and the students' work in multicultural groups provide additional support for an all-inclusive curriculum and the opportunity for the students to bring forward and discuss in dialogue with others their own perspectives and critical viewpoints. We will monitor the use of case studies and formative assessments within class so that a truly international dimension is maintained.	
PS5.3	In what ways do learning and teaching and assessment methods ensure inclusivity, reasonable adjustment and equality of opportunity?	

The University has worked assiduously in developing systems for the retention and support of students once at the University (for example dyslexia and learning support). The School also considers and reacts to the need for individual assessment requirements where appropriate. Admission, Progression and Achievement data will be collated and reviewed periodically to detect trends and ensure that our aim to be inclusive is actually realised.

These programmes use a wide range of assessment means so that students are unlikely to be pole-axed by an inability to complete one particular type of assessment

PS6	**EMPLOYABILITY**	*note PS6*

How is employability embedded into the delivery of the course?

Employability is the bedrock of this course. Everything, without exception, has been designed to provide the greatest opportunity possible for individual students to launch their own business. The ultimate success of this course will be measured over the number of new ventures created in the next few years.

For those students not able to immediately begin their business, they will possess the commercial tenacity so keenly desired by employers.

AC4	MODULE OUTLINES FOR EXISTING COMPULSORY MODULES				
note AC4	Number of existing COMPULSORY modules	0			
	Module outlines attached? (as Appendix 1 to this form)	YES	11	NO	0

AC5	MINOR CHANGES TO EXISTING MODULES	
note AC5	Please list all existing modules, compulsory and optional, to which you are proposing minor changes	
Module Code	**Module Title**	**Minor changes proposed**

AC6	NEW MODULES	
note AC6	How many new modules are being proposed?	12
Please complete a table AC6.x for each proposed new module		

AC6.1	NEW MODULE				
Module Title		Business, Winning, and the art of.			
Level		M			
Credit Value		20			
Teaching period, eg Semester 1, Year-long		SME1			
Likely Module Organiser	Dr Kevan Williams				
Module Type (eg EX/CW/WW/PR etc)		CW			
Does the Module include an Exam? Yes/No	No	How long will the exam be? (ie 1, 2 3 hours)			
Module Marking Scheme (Please tick as appropriate)	Pass/Fail?			Percentage marking?	Yes
Proposed Module Code					

Module Delivery (eg distance-learning campus based, work placement)	campus based
Brief Description	You, and you alone, can decide to start a business. And you can start any business that you want. However it is the market (not you) that will decide if you've made the right decision. Grounding our new business in the reality of the future (not current) market is the foundation to your success. We live or die by the decisions of the market. If we are good we thrive, if not….well, we don't want to go there. We need to know what the future world wants/needs/will pay for. We need to know if the market potential is enough to justify our starting business? We need to know how we will compete? We need to know who we want to compete with? We need to know how to position our business in the market? To brand. To seduce customers. In short, we need to know how to win. Two connected disciplines that we use to determine our fate are strategy and marketing. Strategy is about creating the future and managing our future development and most important of all, strategy is about winning, about achieving sustainable competitive advantage. Strategy is about creating a purpose for our business. Marketing is communicating our purpose to the customers we chose (and we choose our customers; not the other way around). Remember it is not the best products or services that win, usually it is the best marketed products or services that win. Drawing on theories, models, real case studies and real experience this module develops you as a strategist and marketer in your creation of a business that will win.
Aims / learning outcomes	i) Subject specific skills By the end of the module you should be able to answer three of the five key questions you need to address in creating your business, e.g. Q1 – is there a market? Q2 – does your business have the product/services to win? Q5 – where is the business going? • be able to see how real successful businesses win in their chosen market (and of course the losers) • understand how to position a business • understand the nature of sustainable competitive advantage • build a brand

- understand and apply the key analytical tools in strategic management
- understand the theoretical and practical context of marketing and its contribution to company performance
- appreciate marketing as both a functional area of management and an overall business philosophy integral to business strategy.
- identify and successfully utilise knowledge of the marketing environment, both internal and external to the company.
- demonstrate an awareness of consumer behaviour and the need to relate product formulation to customer needs.
- learn to sell and learn sales management

show an awareness of the need to relate aspects of consumer behaviour and customer needs to management decisions relating to marketing situations and strategic direction.

- show an understanding of the operational tools in marketing, specific strategic and tactical marketing skills: market segmentation product positioning and targeting promotional techniques.
-

ii) Cognitive and key skills
- Critical thinking and creativity: managing creative processes in self and others; organising thoughts, analysis, synthesis, critical appraisal. This includes the capability to identify assumptions, evaluate statements in terms of evidence, detect false logic or reasoning, identify implicit values, define terms adequately and generalise appropriately;
- Problem solving and decision making: establishing criteria, using appropriate decision techniques including identifying, formulating and solving business problems; the ability to create, identify and evaluate options; the ability to implement and review decisions;
- Ability to conduct research into business and management issues;
- Learning through reflection on practice and experience.

Successfully completing this module will allow you to:
1. Take a market based approach to making business decisions (as ultimately the market decides if your business deserves to succeed or not).

	2. Truly understand what strategy is about and how to begin crafting good strategy. (Many talk about strategy but few actually understand it ...)
	3. Truly understand what marketing is about and how to begin making it work (and importantly how to avoid the mistakes of many and wasting money on marketing).
	4. …how to win
Key Reading (2-5 key texts or resources for targeted Library expenditure/purchase)	Required textbooks: - tbc Entrepreneurship Marketing: Principles and Practice of SME Marketing, Sonny Nwankwo and Tunji Gbadamosi, 2010, Routledge, ISBN: 978-0415573764 Recommended further reading 'Brilliant Business Plan – what to know and do to make the perfect plan, Kevan Williams, 2011, Prentice Hall, ISBN: 978-0-273-74252-4 You will be directed to other reading as appropriate. During this module you <u>must</u> keep up to date with business stories in the media (internet, newspapers, tv, radio,) that we will discuss in class and connect to the theories in this module.

AC6.1	NEW MODULE				
Module Title	Entrepreneurship & Business Planning				
Level			M		
Credit Value			20		
Teaching period, eg Semester 1, Year-long			SME1		
Likely Module Organiser	Dr Dimitrios Dousios and Dr Graham Manville				
Module Type (eg EX/CW/WW/PR etc)			CW		
Does the Module include an Exam? Yes/No	No	How long will the exam be? (ie 1, 2 3 hours)			
Module Marking Scheme (Please tick as appropriate)	Pass/Fail?			Percentage marking?	Yes
Proposed Module Code					
Module Delivery (eg distance-learning campus based, work placement)	campus based				

Brief Description	**Description** This foundation module is designed to provide participants with practical understanding of enterprise formation at the pre-start up stage. It introduces the precursor elements of venture creation process, an assessment of the IP position, marketing and financial analyses emphasizing on four integral components; - Effectuation - Venture and Business Planning - Commercialization - Planning for Growth **Knowledge and understanding** Having successfully completed the module, participants will be able to demonstrate knowledge and understanding of: • Entrepreneurship and the relationship between entrepreneurs, owner-managers, inventors and innovators; • The necessary steps in the venturing process; • The criteria for development of a successful business plan and business plan presentation. **Intellectual skills** • Analyse and interpret approaches and attitudes to entrepreneurship, enterprise and business venturing; • Evaluate, analyse, understand and interpret activities involved in business venturing; • Demonstrate evaluative, research and investigative skills.
Aims / learning outcomes	**Subject Specific skills** • Synthesize, analyse, interpret and evaluate information from a range of sources. • Converse with key stakeholders about issues relevant to the development of a new venture; • Understand opportunity recognition, development and evaluation of business ventures. • Define and apply a taxonomy of different types of start-ups; • Describe the principal characteristics of a typical entrepreneur; • Analyse the advantages and disadvantages of running one's own business; • Understand and explain the concepts of entrepreneurship and business venturing; • Evaluate the factors which give rise to the on-going development of business ventures;

- Identify the influences upon success potential for new business ventures;
- Understand the process of developing a sustainable business model;
- Understand the nature and importance of a business plan and business plan presentation.

Employability/Transferable (key) skills
- Self-manage the development of learning and study skills, both individually and as part of a collaborative learning group;
- Contribute successfully to a peer work group;
- Utilise standard office IT software packages effectively;
- Identify own personal attributes applicable to entrepreneurial situations in a variety of work and non-work contexts;

Barringer, B and Ireland, D. (2012). Entrepreneurship: Successfully Launching New Ventures, Pearson

Sarasvathy, Saras D. (2007). Effectuation: Elements of Entrepreneurial Expertise. Cheltenham, UK: Edward Elgar Publishing.

Recommended Journals

- Entrepreneurship Theory & Practice
- Journal of Business Venturing
- International Journal of Small Business
- Academy of Management Perspectives

Recommended Websites
- http://www.bplans.com/

Recommended further reading
Brinckmann, J. et al. (2010). "Should entrepreneurs plan or just storm the castle? A meta-analysis on contextual factors impacting the business planning-performance relationship in small firms." Journal of Business Venturing **25**(1): 24-40.

Clarysse, B., et al. (2005). "Spinning out new ventures: a typology of incubation strategies from European research institutions." Journal of Business Venturing 20(2): 183-216.

Covin, J. G. and M. P. Miles (2007). "Strategic Use of Corporate Venturing." Entrepreneurship Theory and Practice 31(2): 183-207.

Dew, N. et al. (2009). "Effectual versus predictive logics in entrepreneurial decision-making: Differences

between experts and novices." Journal of Business Venturing **24**(4): 287-309. Hughes, M., Hughes, P., & Morgan, R.E. (2007). Exploitative learning and entrepreneurial orientation alignment in emerging young firms: Implications for market and response performance. British Journal of Management 18, 359-375 Reeves, M., & Deimler, M. (2011). Adaptability: the new competitive advantage. Harvard Business Review. Wasserman, N. (2008). "The founder's dilemma." Harvard Business Review **86**(2): 102-109.	
Key Reading (2-5 key texts or resources for targeted Library expenditure/purchase)	

AC6.1	NEW MODULE		
Module Title	Accounting & Finance for Start-ups		
Level	M		
Credit Value	20		
Teaching period, eg Semester 1, Year-long	SME1		
Likely Module Organiser	Andrea Finegan		
Module Type (eg EX/CW/WW/PR etc)	CW		
Does the Module include an Exam? Yes/No	No	How long will the exam be? (ie 1, 2 3 hours)	
Module Marking Scheme (Please tick as appropriate)	Pass/Fail?	Percentage marking?	Yes
Proposed Module Code			
Module Delivery (eg distance-learning campus based, work placement)	campus based		
Brief Description	A successful business start-up is dependent on the ability of the entrepreneur to manage money. This involves two main activities; firstly the company has to attract finance to fund its development, operations and		

	growth; and secondly the company will need to ensure that the money is managed properly. The module will ensure that students understand the importance of maintaining accurate accounting systems in order to be able to demonstrate to stakeholders (including investors) that they are able to manage their money. This will be taught through the use of accounting software and excel spreadsheets, which students can go on to use for their own business. The financial decision-making tools and valuation techniques will be taught in the module, which will help students make the right capital budgeting decisions for kick-starting their business. Both internal (e.g. working capital) and external (e.g. business angels and banks) funding sources will be covered. Students will have the opportunity to participate in workshops with financial investors providing both equity and debt, in order to learn what the key success factors are for winning funding pitches.
Aims / learning outcomes	You will gain knowledge and understanding of the following: **Accounting systems**: Introduction to accounting and accounting systems including: cash and accruals accounting, basic accounting systems and the main financial statements. This will be applied by using accounting software for small businesses. **Budgeting and financial planning**: Introduction to budgeting and forecasting including the production of operating and cash flow budgets. In addition advanced budgeting technique will be reviewed. **Investment Appraisal**: This involves the analysis of cashflow forecasts using various techniques including discounting and internal rate of return calculations to make the correct investment decision. A number of methods of incorporating risk analysis into capital budgeting decisions will be explored. **Financing**: This will look at both internal sources of finance such as the management of working capital, as well as external funding sources for a

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<td>new business. The options available to business start-ups include debt and equity. We will explore how to approach both banks and equity financiers e.g. business angels, venture capitalists and crowdfunders.

Taxation: Reviewing the options for legal entities. An introductory outline of UK taxation system including personal taxation, corporation tax, payroll taxes and VAT.

Valuation: An introduction to the art of business valuation providing an overview of theoretical valuation techniques, the relevance of these to different businesses and sectors and the factors enhancing value and methods of realising value.

- understand basic accounting principles and analysis, including the use of accounting software;
- be able to prepare budgets and cash flow forecasts for a business, including the use of Excel to prepare these;
- be able to make investment decisions;
- understand a variety of valuation techniques used to value companies;
- understand the range of financing sources available to entrepreneurs; and</td>
</tr>
<tr>
<td>Key Reading (2-5 key texts or resources for targeted Library expenditure/purchase)</td>
<td>Williams, Kevan (2011) Brilliant Business Plan, Prentice Hall, ISBN 978-0273742524

Prince's Trust: Business planning template, accessed at http:

Stephen Brookson (2001): Essential Managers: Understanding Accounts, DK, ISBN 978-0751312164
Rogers, Steven (2014), Entrepreneurial Finance: Finance and Business Strategies for the Serious Entrepreneur, McGraw-Hill, 3rd Edition, ISBN 978-0071824065

These texts cover some of the same material as the required reading so we recommend looking at the texts before buying them.
Lerner, Joshua, (2012) Venture Capital, Private Equity and the financing of Entrepreneurship, John Wiley & Sons, 1st Edition, ISBN 978-0470591437
Stephen Brookson (2000): Essential Managers: Managing Budgets, DK, ISBN 978-0751307719</td>
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In addition to the websites listed resources will be posted onto the blackboard site. There are also resources available online for those purchasing the text book.
The Financial Times www.ft.com
Wall Street Journal www.wsj.com
The Economist www.economist.com
Investors Chronicle www.investorschronicle.co.uk

AC6.1	NEW MODULE

Module Title	Business Operations and Project Management for Entrepreneurship	
Level		M
Credit Value		20
Teaching period, eg Semester 1, Year-long		SME1
Likely Module Organiser	James Cornford	
Module Type (eg EX/CW/WW/PR etc)		CW

Does the Module include an Exam? Yes/No	No	How long will the exam be? (ie 1, 2 3 hours)	
Module Marking Scheme (Please tick as appropriate)	Pass/Fail?		Percentage marking?	Yes

Proposed Module Code	
Module Delivery (eg distance-learning campus based, work placement)	campus based
Brief Description	Operations and project management are at the heart of all businesses, whether large or small, in manufacturing or services, serving consumer or business markets. While operations management mainly deals with repeated activities, project management deals with one off activities. However, there is considerable overlap between the two disciplines. The aim of this module is provide an introduction to these two closely related disciplines that is tailored to the needs of entrepreneurs and new business start-ups. Therefore, while students will learn from the breakthroughs and innovations of the largest multi-nationals – such as lean production, big data, sustainable processes or agile project management – we will tailor the insights that we can gain and the lessons that we learn for entrepreneurial start-ups and early stage organisation.

Aims / learning outcomes	The subject learning outcomes of the module are: 1. To introduce students to the concepts, tools, techniques and language of operations management and project management 2. To enable students them to critically assess the strengths and limitations of operations and project management concepts and tools 3. To enable students analyse and improve business processes and to effectively plan small projects In addition the module will enable students to develop and use the following transferrable skills 4. Critical and creative thinking 5. Logical and analytical skills relating to planning 6. Quantitative skills related to budgeting, planning and performance management 7. Communications skills (presentation and written English) 8. Team work and group leadership
Key Reading (2-5 key texts or resources for targeted Library expenditure/purchase)	There are two core text for this module: • Slack, N., Brandon-Jones, a. AND Johnston, R. (2013) Operations Management (7th Edition). Harlow: Pearson. (ISBN: 978-0-273-77620-8 (print); 978-0-273-77628-4 (PDF); 978-0-273-77621-5 (E-text)) • Maylor, H. (2010) *Project Management* (Fourth Edition). Upper Saddle River, New Jersey: FT/Prentice Hall. (ISBN-10: 027370432X; ISBN-13: 978-0273704324) You may also find the following useful • Hill, T. (2005) Operations Management: Strategic Context and Managerial Analysis (2nd Ed). Basingstoke: Palgrave McMillan. (ISBN-10: 1403934665; ISBN: 13: 978-1403934666) • Heagney, J. (2012) *Fundamentals of Project Management* (4th Ed.). New York: American Management Association. (ISBN: 978-0-8144-1748-5) • Burke, R. (2013) *Project Management: Planning and Control Techniques*. Chichester: Wiley. (ISBN: 978-118-56125-6)

- Turner, R, Ledwith, A. and Kelly, J. (2010) Project management in small to medium-sized enterprises: Matching processes to the nature of the firm, *International Journal of Project Management*, 28(8):744–755.

- Turner, R, Ledwith, A. and Kelly, J. (2012) Project management in small to medium-sized enterprises: Tailoring the practices to the size of company, Management Decision, 50(5): 942-957.

- Cagliano, R., Blackmon, K. and Voss,C. (2001) Small firms under MICROSCOPE: international differences in production/operations management practices and performance, *Integrated Manufacturing Systems*, 12(7): 469 – 482

- Achanga, P. Shehab, E., Roy, R. Nelder, G. (2006) Critical success factors for lean implementation within SMEs, *Journal of Manufacturing Technology Management*, 17(4): 460 – 471.

AC6.1	NEW MODULE	
Module Title	Entrepreneurship in Global Healthcare	
Level		M
Credit Value		20
Teaching period, eg Semester 1, Year-long		SME1
Likely Module Organiser	Prof Jim Gazzard	
Module Type (eg EX/CW/WW/PR etc)		CW

Does the Module include an Exam? Yes/No	No	How long will the exam be? (ie 1, 2 3 hours)			
Module Marking Scheme (Please tick as appropriate)	Pass/Fail?			Percentage marking?	Yes
Proposed Module Code					
Module Delivery (eg distance-learning campus based, work placement)	campus based				

Brief Description	Entrepreneurship in Global Healthcare is a module focused on ensuring that students are capable of spotting opportunities and catalysing entrepreneurial change in the health and social care sectors for the benefit of patients. The emphasis is placed on students demonstrating their entrepreneurial capacity by working collectively to deliver Norwich's first Health Hackathon. Based on the Kauffman Foundation / MIT model, as the capstone of the module, students will create and deliver a 1-day Hackathon event that brings together ≥100 multidisciplinary stakeholders from across the regional health economy focused on driving innovation and enterprise in areas of unmet clinical need. Students will be supported in their entrepreneurial endeavours by developing a broad base of relevant knowledge and skills. The module will depend on a wide ranging programme of concise flipped lectures (lectures provided in advance via e-learning); students will then engage in interactive discussions in the classroom to consolidate their lecture-based learning. Furthermore there will be 10 seminar sessions from entrepreneurial leaders drawn from across the global health economy which will grow students' awareness of emerging trends and the nature of entrepreneurial ventures in both the developed and developing worlds. These entrepreneurs will outline their entrepreneurial journey via Skype. Two of the 10 sessions will require the students to source the speaker themselves on topics of most interest to the student group, and in the process grow their entrepreneurial networks. There will also be a visit to Hinchingbrooke Hospital in Cambridgeshire; the first NHS hospital run by a private provider, to explore the entrepreneurial interface between public and private healthcare providers. Students will also be required to engage with four Harvard style case studies exploring a variety of health-related enterprises in-depth e.g. social enterprise mediated healthcare delivery, medical device development; entrepreneurial change in existing healthcare settings. Through forensic pre-reading and relating the content to their wider MSc studies we will explore the content through a critical lens, and scrutinise the decision making of the key proponents within the case studies. These problem-based cases will require students to articulate their learning in clear, concise and entrepreneurial ways. Finally, students will be play a central role in seven one hour interactive enterprise skills sessions that will support their development of the Hackathon event. These sessions will bring together concepts central to entrepreneurial event creation.

	The formative assessment will require students to complete a 1,500 word analysis of a health-related enterprise selected collectively by the group. The summative assessment will depend on two activities: (1) As a student group 50% of the assessment mark will be awarded for the development and delivery of the Health Hackathon against a pre-agreed set of performance metrics e.g. commercial sponsorship secured; number of event attendees; media coverage generated; participant feedback scores. (2) The remaining 50% will be awarded individually on the in-depth 3,000 word analysis of health-related enterprise of their own choosing deploying as much of the relevant learning from the module as appropriate to consider the enterprise's capacity to deliver exceptional products or services to patients.
Aims / learning outcomes	Learning Outcomes. Students will be able to demonstrate the capacity to: 1. Understand the pressing global need to deliver health and social care that is focused on creating exceptional products and services for patients, and that is financially sustainable 2. Place the patient in the centre of all of their entrepreneurial thinking 3. Develop a clear awareness of the scale and range of entrepreneurial opportunities across the global health economy, in both the developed and developing worlds 4. Awareness of the role of for-profit enterprise and social enterprise in healthcare 5. Understanding of fundamental political issues and policy drivers relating to contemporary health and social care 6. Describe the role of social enterprise in health and social care globally 7. Awareness of key trends in society relating to disease and well being 8. Advanced ability to identify and appraise health and social care related market opportunities by linking political, economic, social and technological concepts to entrepreneurial action

9. A detailed understanding of the potential barriers to entrepreneurship in health and social care and a clear appreciation of mechanisms to overcome them

10. The ability to utilise health and social care peer reviewed and grey literature to inform their learning

11. Knowledge of the core concepts of intellectual property relating to healthcare and the ability to use freely available patent databases to explore the IP landscape

12. Understanding of the key discovery, development and regulatory processes relating to drug and medical device commercialisation

13. Awareness of key concepts in biotechnology, engineering and health economics pertaining to healthcare entrepreneurship

14. Utilisation of central entrepreneurial theories to consider the role of healthcare professionals and healthcare managers as entrepreneurial actors, including detailed critical analysis of their roles

15. Understand the importance of deploying entrepreneurial behaviours and attitudes to drive transformational change in health economies

16. Display the entrepreneurial competencies to design, plan and manage a complex event that brings together entrepreneurs from across the local health economy

17. The capacity to work as a team to deliver a complex event on time, on budget and to a pre-agreed set of KPIs

18. Practical understanding of developing networks within an entrepreneurial economy

19. Development of behaviours and attitudes that will enable them to become a member of an entrepreneurial community of practice

Key Reading (2-5 key texts or resources for targeted Library expenditure/purchase)	This module will not depend on textbooks. It will utilise the contemporary peer reviewed and grey literature utilising the library's proprietary e-resources and freely available publications. Considerable video content will be drawn from appropriate resources such as TED and YouTube. The copyrights to the four Harvard-style case studies will need to be purchased from ECCH, and costs will depend on pro rata student numbers. The Seth Godin book Linchpin will be offered to students as a companion text to the module. This text is not intended to directly support technical learning, but more to consider mindsets, attitudes and entrepreneurial approaches.

AC6.1	**NEW MODULE**		
Module Title	Creative Enterprise – business planning for the arts		
Level	M		
Credit Value	20		
Teaching period, eg Semester 1, Year-long	SME1		
Likely Module Organiser	Dr Richard Maguire		
Module Type (eg EX/CW/WW/PR etc)	CW		
Does the Module include an Exam? Yes/No	No	How long will the exam be? (ie 1, 2 3 hours)	
Module Marking Scheme (Please tick as appropriate)	Pass/Fail?		Percentage marking?	Yes
Proposed Module Code			
Module Delivery (eg distance-learning campus based, work placement)	campus based		
Brief Description	*Creative Enterprise - business planning for the arts* will assist Arts and Humanities students to identify and move forward with their career ambitions by creating an individualised strategy intended to explore how the field of business creation may work for Arts graduates. • Creative enterprise This examines the skills, ways and means to start up individual creative practice and / or creative ventures. The student is required to examine, evaluate and develop their entrepreneurial awareness and capacity. They also need to deploy a competence in the key skills, attributes, traits and behaviours required to undertake, manage and sustain creative practice /cultural enterprises, including recognising and creating		

	opportunity, addressing uncertainty and risk in the context of self-direction and self-employment. They will look at the the key roles of digital technology and social media adopting the appropriate applications. • The Arts/ Business Plan A personal five-year Plan and individual strategy which identifies the student's creative ambitions linked to self-employment supported by business planning of current or proposed enterprises. Students review their current position and assumptions before identifying future goals aided by research and analysis with tutorial support. The student is required to demonstrate at each developmental stage a conceptual, contextual and practical understanding relating to their creative aims and objectives or ambition to start up an enterprise. • Resources and Cultural Sector Frameworks This section develops the required working strategies to achieve a positive engagement with current cultural policy and frameworks in the public, private and charitable sectors. Students acquire an understanding of individual or group practice when embarking on enterprises in this sector with incomes streams wholly or partly self-generated, or part subsided, or part sponsored. Students will learn to identify a full range of resources and investment opportunities including valuing human capital, partnerships, collaboration, networking, fundraising, sponsorship and crowd sourcing. • Innovation and new routes to market This section involves applying innovation to the student`s creative practice or enterprise in a context within and outside existing markets or known parameters. Undertake a critical comparative analysis of students creative processes and develop new ways of working, aligning the resulting products and services to the identification of new routes to market outside established norms. Examine options for innovative use of natural materials supported by ADAPT expertise. Relate pricing, perceived value, production time, and available capacity to inform budgetary modelling designed to address the challenges of competition, communication, visibility and ability to reach existing and new target markets.
Aims / learning outcomes	

Key Reading (2-5 key texts or resources for targeted Library expenditure/purchase)	Required reading `The Pitch` *Eileen Quinn :Faber and Faber 2006* `Culture Vultures` - Is UK Arts Policy damaging the Arts: *Munira Mirza Policy Exchange 2006* Eye on Entrepreneurship : *Ian Chance 2010* Recommended reading – Current Reports and key Policy Documents from leading statutory bodies eg Arts Council and the Dept for Culture Media Sport `Arts Council and communities living in rural England` – *a position statement* : ACE 2013 `The contribution of the Arts and Culture to the national economy` *An analysis of the macroeconomic contribution of the Arts and culture and some of their indirect contributions through spill-over effects felt in the wider economy.: Centre for Economic and Business Research Ltd. May 2013* `The value of Arts and Culture to People and Society` – *an evidence review : Arts Council England March 2014* `The Creative Economy` John *Howkins : Penguin Books 2001*

AC6.1	**NEW MODULE**	
Module Title	Navigating through the Red Tape – an Introduction to English Business Law and Practice	
Level		M
Credit Value		20
Teaching period, eg Semester 1, Year-long		SME2
Likely Module Organiser	Deborah Ives	
Module Type (eg EX/CW/WW/PR etc)		CW

Does the Module include an Exam? Yes/No	No	How long will the exam be? (ie 1, 2 3 hours)		
Module Marking Scheme (Please tick as appropriate)	Pass/Fail?		Percentage marking?	Yes
Proposed Module Code				
Module Delivery (eg distance-learning campus based, work placement)	campus based			
Brief Description	This modules introduces business students to the discipline of law insofar as it relates to conducting business in England, and as such adopts a "business facing" rather than "law-facing" approach. It is modeled on the assumption that students taking the module lack a background in law and its fundamental concepts and the			

	overall objective is not to provide detailed legal knowledge in any particular area, but rather to help students identify where potential legal issues, risks or problems can arise in the general context of running a business (and then in relation to specific business practices) and to develop a sense of when and where proper legal advice is required.
Aims / learning outcomes	By the end of the Module, students will feel confident and able to operate a business within the parameters of the law, consider the legal implications and risks inherent in business decisions and identify legal issues at a preliminary stage. A person involved in business should not only be able to suggest possible solutions to disputes but also to distinguish circumstances in which it would be more appropriate to seek professional legal advice. The module starts with a basic introduction to the cornerstones of English law and practice. It then provides a detailed guide to the forms of business most commonly encountered in practice, examining how they must be run in accordance with the statutory and common law applicable to them. It explains these businesses' relationships with outsiders and gives an overview of their possible tax liabilities. As such, the module provides a comprehensive and practical introduction to legal liability and risk in conducting businesses, whatever their type.
Key Reading (2-5 key texts or resources for targeted Library expenditure/purchase)	

AC6.1	NEW MODULE		
Module Title	Entrepreneurship in Agritechnology and Industrial Biotechnology (EAIB)		
Level		M	
Credit Value		20	
Teaching period, eg Semester 1, Year-long		SME2	
Likely Module Organiser	Dr Richard Bowater		
Module Type (eg EX/CW/WW/PR etc)		CW	
Does the Module include an Exam? Yes/No	No	How long will the exam be? (ie 1, 2 3 hours)	
Module Marking Scheme (Please tick as appropriate)	Pass/Fail?	Percentage marking?	Yes
Proposed Module Code			

Module Delivery (eg distance-learning campus based, work placement)	campus based
Brief Description	Entrepreneurship in Agritechnology and Industrial Biotechnology (EAIB) is a module focused on ensuring that students are capable of spotting opportunities and catalysing entrepreneurial change from basic scientific research to create socioeconomic benefits. It builds on the Industrial Biotechnology (IBBA) and Agritechnology (ELSA and FAHA) strategic priorities and excellence of the Norwich Research Park and will exploit the expertise of world-leading academics and entrepreneurs in the partner institutes and beyond.

Students will learn from scientists turned entrepreneur both face to face or through pre-recorded podcasts. They will be supported in their entrepreneurial endeavours by developing a broad base of relevant knowledge and skills and the students will engage in interactive discussions in the classroom to consolidate their lecture- and seminar-based learning.

There will be eight lectures from scientists describing the problems faced and the approaches being taken to tackle these problems, including discussion about identifying and protecting IP and commercialising ideas for socio-economic benefits. These will be followed by eight case studies, and interactive discussions, with entrepreneurial leaders drawn from the Norwich Research Park and beyond and this will grow students' knowledge of the spin out technologies developed from basic science research, particularly for industrial biotech, biomedicine and agriculture. This fits with a number of government priorities including food security, healthy ageing and the fight against rising antimicrobial resistance (AMR).

The students will be expected to get involved with the Science Faculty Enterprise and Engagement club which organises visits and talks from successful science entrepreneurs and engagers and is also involved in managing the formation and mentoring of teams for the Biotech and NERC YES (Young Entrepreneurs Scheme), iGem and iTeams competitons |
| Aims / learning outcomes | Learning Outcomes will be to:
1. Understand the pressing global need to deliver products for biotech and agritech to tackle strategic priorities in these sectors.

2. Develop a clear understanding of how to identify and translate intellectual property from basic or applied academic research.

3. Understand the fundamental political issues and policy drivers relating to contemporary biotech and agritech industries. |

	4. Understand the core concepts of intellectual property and the ability to use freely available patent databases to explore the IP landscape (link here to the EGHC module).	
	5. Understand how to develop IP into a profit-making enterprise, including spin out companies but also licensing and consultancy.	
	6. Be aware of key trends in society relating to food security, healthy ageing and AMR.	
	7. Understand the potential barriers to entrepreneurship for basic science and develop a clear appreciation of mechanisms to overcome them	
	8. Understand the key discovery, development and regulatory processes relating to the commercialisation of IP for biomedicine and agritech, including the pre-clinical and clinical trials process.	
	9. Utilise central entrepreneurial theories to consider the role of scientists as entrepreneurs, including detailed critical analysis of their roles.	
	10. Understand the importance of deploying entrepreneurial behaviours and attitudes to drive transformational change in society.	
	11. Work as a (i-)team to understand how to market and apply spin-out technologies. Develop behaviours and attitudes that will enable them to become a member of an entrepreneurial community of practice.	
Key Reading (2-5 key texts or resources for targeted Library expenditure/purchase)		

AC6.1	NEW MODULE	
Module Title	Planning and Running your own Business	
Level		M
Credit Value		20
Teaching period, eg Semester 1, Year-long		SME2
Likely Module Organiser	Prof Andy Wood	

Module Type (eg EX/CW/WW/PR etc)		CW	
Does the Module include an Exam? Yes/No	No	How long will the exam be? (ie 1, 2 3 hours)	
Module Marking Scheme (Please tick as appropriate)	Pass/Fail?	Percentage marking?	Yes
Proposed Module Code			
Module Delivery (eg distance-learning campus based, work placement)	campus based and business based		
Brief Description	Planning your business is mission critical. But at that stage they are just that; plans. Equally critical is our ability to turn these plans into reality that requires sound knowledge and skills in project management. Equally while drawing upon knowledge management theory to shape our thinking as we operationalise our business: This module will draw heavily upon the teaching of existing entrepreneurs and business owners in exploring risks and realities in taking a plan into action.		
Aims / learning outcomes	- That you learn from the mistakes of others in crafting your new business. - Understand the principles of strategic risk and their impact upon you business. - Appreciate the realities of operationalising a business form plan to reality		

	- Understand how to manage and lead the phases of the business from plan to viable entity and the critical success factors in each. - Managing stakeholders through this process.		
Key Reading (2-5 key texts or resources for targeted Library expenditure/purchase)	The 'readings' will be oral		

AC6.1	**NEW MODULE**		
Module Title	Business Research		
Level	M		
Credit Value	20		
Teaching period, eg Semester 1, Year-long	SME3		
Likely Module Organiser	Julian Campbell		
Module Type (eg EX/CW/WW/PR etc)	CW		
Does the Module include an Exam? Yes/No	No	How long will the exam be? (ie 1, 2 3 hours)	
Module Marking Scheme (Please tick as appropriate)	Pass/Fail?		Percentage marking?	Yes
Proposed Module Code			
Module Delivery (eg distance-learning campus based, work placement)	campus based or business based		
Brief Description	This module provides (exit route 2 of this MSc) and gives you with the opportunity to undertake in depth research into a business subject. This research activity will take place over the 12 weeks of the third semester and will address a business issues. The context of that issue will allow you to choose the nature of your research and the final presentation of your work : Option 1 – is to produce a dissertation The dissertation element of the Masters programme offers you the opportunity to demonstrate your ability to carry through an independent piece of research on a subject of your choice in greater detail than any taught element of the course can offer. It allows you to develop and display your skills in independent research and depth of knowledge of a		

	particular area of research. The module is intended to provide evidence of your ability to research and develop ideas with occasional supervision from a nominated member of faculty to ensure that the chosen area covered is being explored to its potential. The dissertation should draw from material from other modules within the MSc Programme. Your dissertation will be on a business subject likely in the context of your business idea. Option 2 – is to produce a piece of consultancy work This involves identical volume and level of work and with the same academic supervision but the context differs in that you will undertake your business research on behalf of a client. This provides you the opportunity for gaining valuable insights into a business issue within a business environment. While you will work on a research issue of the clients' choosing (not yours) the module organiser will seek to provide consultancy opportunities in areas of interest to you (and maybe your business idea). It research will provide you the opportunity to learn and practice business skills relevant to your future business.

Aims / learning outcomes	- Develop the fundamental skills of successful research.
	
	- Specific skills include:
	  - defining research needs and objectives,
	  - creating a research plan,
	  - literature review,
	  - choosing and deploying appropriate research methodologies,
	  - relevant data gathering and data analysis,
	  - the ability to construct an objective and critical argument,
	  - the ability to integrate knowledge and handle complexity, and formulate judgements with incomplete or limited information, but that include reflecting on social and ethical responsibilities linked to their application;
	  - the ability to communicate the conclusions, and the rationale underpinning these, clearly and unambiguously

Key Reading (2-5 key texts or resources for targeted Library expenditure/purchase)	Management Consulting: Delivering an Effective Project, Louise Wickham Jeremy Wilcock, 2012, Pearson, 978-0273768746 Succeeding with Your Master's Dissertation: A Step-by-Step Handbook, John Biggam, 2011, Open University Press

AC6.1	NEW MODULE

Module Title	Business Plan	
Level		M
Credit Value		60
Teaching period, eg Semester 1, Year-long		SME3
Likely Module Organiser	Andrea Finegan	
Module Type (eg EX/CW/WW/PR etc)		CW

Does the Module include an Exam? Yes/No	No	How long will the exam be? (ie 1, 2 3 hours)			
Module Marking Scheme (Please tick as appropriate)	Pass/Fail?			Percentage marking?	Yes

Proposed Module Code	
Module Delivery (eg distance-learning campus based, work placement)	campus based

| Brief Description | This practical module will enable you to develop a sustainable business plan for your start-up idea and offers you the opportunity to compete for an award of £xxx,000 of start-up funding.

Pulling together the subject specific skills and learning from the other modules covering marketing, planning, budgeting, finance and legal aspects, you will now focus on the opportunity your business offers to its target audience, be it an investor, a partner or new staff. You will be taught the skills to structure and present your ideas in a clear and coherent way both in writing the plan and the summary documents, as well as using video and social media.

You will learn how to tailor the business plan to your target funder. Whether this is a bank, a business angel, a grant awarding body or a crowdfunder you will have the opportunity to present to them and receive personal feedback on your pitch. |
|---|---|
| Aims / learning outcomes | **Subject specific skills**:

- Understand the business planning process and the key elements contributing to it:
    - Time management and project planning; |

o Identifying your market;
o Application of marketing planning tools & techniques;
o Identifying and procuring the resources you need;
o Financial analysis: budgeting, cashflow forecasting and valuation of the business; and
o Understanding the sources of finance available and how to attract them to your business.

Transferable skills

- Critical thinking and creativity: managing creative processes in self and others; organising thoughts, analysis, synthesis, critical appraisal. This includes the capability to identify assumptions, evaluate statements in terms of evidence, detect false logic or reasoning, identify implicit values, define terms adequately and generalise appropriately.
- Problem solving and decision making: establishing criteria, using appropriate decision techniques including identifying, formulating and solving business problems; the ability to create, identify and evaluate options; the ability to implement and review decisions.
- Information and knowledge: scanning and organising data, abstracting meaning from information and sharing knowledge
- Numeracy and quantitative skills including the use of models of business situations and the use of IT software to assist e.g. Excel and Quickbooks.
- Effective use of Communication and Information Technology (CIT) including the use of and production of social media and video content.
- Two-way communication: listening, negotiating and persuading or influencing others; oral and written communication, using a range of media, including the preparation of the business plan in various formats.
- Personal effectiveness: self-awareness and self-management; time management; sensitivity to diversity in people and different situations; the ability to continue learning.
- Ethics and value management: recognising ethical situations, applying ethical and organisational values to situations and choices

	• Ability to conduct research into business and management issues. On completion of the module, you should be able to: • Demonstrate an understanding of the business planning process by delivering a sustainable business plan; • Carry out market research and develop a marketing plan for inclusion in the business plan; • Prepare cash flow and profit forecasts, risk analysis and an exit strategy for your start-up; • Identify the audience for your business plan and adapt the plan to deliver the requirements of funders, community, government and internal stakeholders, as appropriate; • Critically evaluate how practical and operational issues will impact on the delivery of the business plan objectives; • Confidently present your business plan in a variety of formats e.g. written, powerpoint, video; and • Manage time, people and other resources with a defined timescale.
Key Reading (2-5 key texts or resources for targeted Library expenditure/purchase)	Williams, Kevan (2011) Brilliant Business Plan, Prentice Hall, ISBN 978-0273742524 Prince's Trust: Business planning template

*****Please copy and paste the above table for additional new modules*****

AC 7 *note* *AC7*	**DEFINED CHOICE**
How do you envisage 'Defined Choice' working for the course in question? Please specify, for each year of the course, defined choice within the 3 categories of: • Programme-specific choice • Enrichment and Employment modules (EEC) • Language choice	

Defined choice works in Semester 2 and 3.

In semester 2, students choose three modules from a choice of six in this course.

In Semester 3, students chose one of the four exit routes within this course. Exit route 1 is for those students who decide they are not yet ready to begin their business and they may choose 3x20 credits of existing NBS MSc modules that run (for other MSc courses) in Semester 3.

AC8 *note AC8*	JOINT COURSES		
	Is the proposed course is a joint course?	YES	
		NO	No
	If YES, how will the student experience be managed?		
	While not a joint course in a conventional 'MSc in x and y' this course is jointly delivered by all four faculties at UEA and as a consequence considerable thought has gone into planning the management of student experience. Along with a traditional course leader, there will be four deputy course leaders who will, as part of their duties will be responsible for creating coherent whole of the course but also ensuring a consistently high student experience across all faculties.		

AC9	COMMENTS/FEEDBACK FROM EXTERNAL PROFESSIONALS/ BODIES
note AC9	**Please provide a summary of external professional feedback received. Append full reports as Appendix 2**
note AC9	**Please provide a summary of Professional, Statutory or Regulatory Body (PSRB) approval, if appropriate. Append any relevant documents as Appendix 3**

AC10	**COMMENTS ON ACADEMIC CASE AND PROGRAMME SPECIFICATION**
COMPLETION OF THIS SECTION TO BE COORDINATED BY LEARNING AND TEACHING SERVICE (LTS) COORDINATOR	
note AC10	**Please circulate Parts 1, 3 & 4 to the following for their additional comments (if any). Comments to be returned to proposer within 10 working days.** **NB these comments should focus on the *ACADEMIC CONTENT* of the proposal**
Date of circulation:	11/11/2014
AC10.1	Careers Manager (CCEN)
Sent again 03/12/14 - no response received by 05/12/14	
AC10.2	Learning & Teaching Service (LTS) Manager (UG or PGT, as appropriate)

I think this is an exciting and innovative idea.

1.   2 X FT routes – 12 months and 18 months versions, PT version 36 months.

It will require a change to regulations to incorporate the 18 month version as Common Masters Framework currently states that:

> '**DURATION OF STUDY**
> 5.1 Students must enrol for and complete the course in accordance with the Programme Specification published by the University, within:
>
> (a) one year in the case of full-time students;
>
> (b) up to two years full-time in the case of specified courses leading to professional registration and incorporating a substantial practice placement element;
>
> (c) a period of no more than five years from the date of initial registration for part-time students'

2. It seems as though the 'mentors' referred to could be key to student experience. How would mentors be selected, and how many students would each mentor be responsible for?

3. The role of mentors and Module Leads should be made explicit as the programme specification mentions that they will be helping to guide students towards a successful business launch.

4. Is the expectation that this programme would go to the existing NBS MSc Board of Examiners? If so it works, time-wise, for those on the 12 month or 36 month version of the course but there could be delay for those students on the 18-month long version in having their award considered.

5. Section PS 5.2 refers to examinations as part of the assessment methods but examinations are not mentioned as a method of assessment elsewhere in the programme specification.

6. I may be being overly cautious, but I think there is a fine line to tread when it comes to the learning outcomes for each module and the programme as a whole. I guess to start with, until the programme has a proven track record, it may be about emphasising the skills the students will acquire rather than having a successful business as an outcome. Hopefully in the longer term the University will be able to list a string of successful businesses that have come off the back of this programme.

7. How will it be decided which students do the 18 month FT version?

8. How will the 2 students from each Faculty be selected and recruited?

9. It appears that 'entrepreneurship in Global Healthcare' is delivered by FMH. Its learning objective is to deliver the first 'health hackathon'. What happens after the first health hackathon has been delivered?

10. It is not clear how these learning outcomes map to level 7 outcomes of the FHEQ

AC10.2	Equality & Diversity Manager (PPE)
Sent again 03/12/14 - no response received by 05/12/14	

AC11	PROPOSER'S RESPONSE TO COMMENTS IN AC9 & AC10 ABOVE
note AC11	

FULL COURSE PROPOSAL

Part 4   KEY INFORMATION SET (KIS) DATA

KIS	KEY INFORMATION SET data (undergraduate courses only)					Note KIS
KIS1	**Quantitative KIS data**					Note KIS1
		Year 1	Year 2	Year 3	Year 4	Year 5
1.1	Percentage of assessment by written exams	0%				
1.2	Percentage of assessment by practical exams					
1.3	Percentage of assessment by coursework	100%				
1.4	Percentage of time in scheduled learning and teaching activities					
1.5	Percentage of time in guided independent study					
1.6	Percentage of time on placements					
KIS2	**Professional Accreditation**					Note KIS2
2.1	Name of accrediting body (if applicable)					
2.2	Please give details, including any memberships, exemptions etc that the award confers. Please also give accrediting body website URL.					
2.3	Is the accreditation dependent on specific module choices? If so, please include URL of web pages where these details are outlined.					

FULL COURSE PROPOSAL

Part 5   APPROVALS AND NOTIFICATION

APPROVALS
Note AP

	THIS SECTION WILL BE COORDINATED BY THE SECRETARY TO YOUR FACULTY TEACHING AND LEARNING QUALITY COMMITTEE (FLTQC)			
AP1	**APPROVAL OF THE BUSINESS CASE**			
	APPROVAL/SIGNATURES	**Name**	**Signature/ evidence of approval**	**Date**
AP1.1	School Director of Learning, Teaching and Quality	Naresh Pandit	Naresh Pandit	22.1.15
AP1.2	Head of School (on behalf of School Board)	Paul Dobson	Paul Dobson	22.1.15
AP1.3	Dean of Faculty (on behalf of Faculty Executive)	Jacqueline Collier	Jacqueline Collier	22.1.15
AP1.4	LTC (if relevant)			
AP1.5	Council (if relevant)			
AP1.6	Reasons for approval being withheld (and by whom)			

	AP2	APPROVAL OF THE ACADEMIC CASE		
AP2	**APPROVAL OF THE ACADEMIC CASE**			
AP2.1	**Head of School**	**Name**	**Signature**	**Date**
	Approved:	Paul Dobson	Paul Dobson	22.1.15
	Approved with amendments:			
	Rejected:			
	Comments (if any):			

AP2.2	**Faculty Associate Dean (for Faculty LTQC)**	**Name**	**Signature**	**Date**
	Approved:	Ratula Chakraborty	Ratula Chakraborty	21.1.15
	Approved with amendments:			
	Rejected:			
	Comments (if any):			
AP2.3	**PVC Academic (for LTC)**	**Name**	**Signature**	**Date**
	Approved:			
	Approved with amendments:			
	Rejected:			
	Comments (if any):			
Where applicable:				
AP2.4	**Secretary to Council**	**Name**	**Signature**	**Date**
	Approved:			
	Approved with amendments:			
	Rejected:			
	Comments (if any):			

FULL COURSE PROPOSAL

Note N1	NOTIFICATION OF APPROVAL		
This section should be completed by Faculty FLTQC Secretary once a course proposal has been approved. Its purpose is to ensure that relevant Offices are informed of the approval of course proposals (new courses and course amendments), in accordance with the procedures for course approval.			

FACULTY			**SCHOOL**		
NEW COURSE?	**Y**	**N**	**If NO, please enter existing course code**		
DEGREE AWARD (e.g. BSc/MA)					
TITLE OF PROGRAMME					
START DATE			**LENGTH OF COURSE**		

Course Approved by:	Name of Committee Chair	Date of approval
Faculty Learning and Teaching Quality Committee (FLTQC)		
Learning and Teaching Committee (LTC)		

RELEVANT OFFICE INFORMED? *insert date

Planning Office	**Admissions and Marketing**	**Learning and Teaching Service**	**Union of UEA Students**
*	*	*	*
sis.records@uea.ac.uk	arm.operations@uea.ac.uk	Email the LTS coordinator responsible for the course	union.academic@uea.ac.uk

Note N1	IMPLEMENTATION ACTIONS	
COURSE NAME	**NEW ROUTE CODE**	

COURSE NAME	NEW ROUTE CODE

ACTION	DATE
COURSE INFORMATION LIVE IN ADMISSIONS	
PROGRAMME SPECIFICATION UPLOADED ONTO WEBSITE	
COURSE PROFILE UPLOADED ONTO SITS	
COURSE CLOSURES COMMENCED (where appropriate)	