


<b>PROGRAMME SPECIFICATION (Taught Postgraduate)</b>	 <b>Newcastle University</b>
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<b>1</b>	<b>Awarding Institution</b>	Newcastle University
<b>2</b>	<b>Teaching Institution</b>	Newcastle University
<b>3</b>	<b>Final Award</b>	MSc
<b>4</b>	<b>Programme Title</b>	MSc Entrepreneurship, Innovation and Sustainability MSc Entrepreneurship, Innovation and Sustainability (with Study Abroad) MSc Entrepreneurship, Innovation and Sustainability (Dual Award)
<b>5</b>	<b>Programme Code</b>	5476F 5489F 5476N 5476I
<b>6</b>	<b>Programme Accreditation</b>	N/A
<b>7</b>	<b>QAA Subject Benchmark(s)</b>	Entrepreneurship Business and Management
<b>8</b>	<b>FHEQ Level</b>	7 (180 Credits)
<b>9</b>	<b>Last updated</b>	May 2024

<b>10</b>	<b>Programme Aims</b>
<p>The programme aims to enable students to critically understand:</p> <ul style="list-style-type: none"> <li>• entrepreneurship, innovation, and sustainability over time</li> <li>• the key topics through theoretical, policy, process and practice perspectives</li> <li>• the role of entrepreneurship, innovation and sustainability in society and a variety of contextual settings</li> </ul>	

<b>11</b>	<b>Learning Outcomes</b>
<p>The programme provides students with opportunities to demonstrate disciplinary competency by developing the key principles and theories in their subject area and combines theory with the application of skills required to generate solutions within their discipline.</p>	
<b>Knowledge and Understanding</b>	
<p>This programme is research and practice led which is reflected in the teaching and assessment strategies of individual modules.</p> <p>On completing the programme students should:</p> <p>A1 Appreciate critically the historical roots and evolution of entrepreneurship, innovation and sustainability</p> <p>A2 Demonstrate a knowledge and critical awareness of theory, processes and practices of entrepreneurship and innovation</p> <p>A3 Articulate an advanced critical understanding of the contextual considerations of entrepreneurship, innovation and sustainability in a global context</p>	

A4 Apply and integrate learning from taught elements of the programme in a final individual capstone project

A5 Demonstrate the ability to adapt to different learning environments and cultures.

#### **Teaching and Learning Methods**

Knowledge and understanding will be conveyed through lectures (A1-3), field trips (A3), engagements with external organisations and individuals (A1-A3), participation in innovation and entrepreneurship consultancy projects that have a sustainability focus (A2-3) case studies analysis (A2-A3), workshops (A1-A3). Each module's teaching and learning methods are student focused and the learning mode is interactive. For each module students are encouraged, supported and expected to engage in independent readings. Each module will provide studies with the appropriate resources and supplemental reading lists to support independent reading. Students will have opportunities to learn through undertaking group and independent project work (A1-A3). Students will have a choice to undertake under the supervision of staff an independent dissertation or a new venture creation plan (A1-4).

#### **Assessment Strategy**

Programme knowledge and understanding are assessed using different approaches. These include individual and group projects(A1-4), individual and groups essays (A1-3), oral presentations (A1-A3), reflective (A1-3), consultancy reports (A1-3) and a final dissertation or a new venture creation plan (A1-A4)

#### **Intellectual Skills**

On completing the programme students should be able to:

B1 Creatively define and scope practice-based problems in a variety of contextual and organisational settings that are team-based and or individually focused.

B2 Plan, design, undertake and report a programme of practice and scholarship-based research

B3 Synthesize and evaluate complex issues and have a critical awareness of ethical challenges

#### **Teaching and Learning Methods**

Intellectual skills among students are developed through consultancy projects (B1-3), group projects (B1-3), individual projects (B1-3) and case studies (B1-3). For the capstone elements of the programme – dissertation or new venture creation plan – students are given the opportunity to define, scope and refine and undertake a programme of work with the support of an individual supervisor (B1-B3).

#### **Assessment Strategy**

Intellectual skills are assessed using group practice based consultancy projects (B1-B3), individual essays and reports (B1-B3), oral presentations (B1-B3), case studies (B1-B3), reflective reports (B2-B3) group presentations (B1-B3). Depending on the student's choice of capstone module, intellectual skills are assessed through a dissertation or a new venture creation plan (B1-B3).

#### **Practical Skills**

On completing the programme students should be able to:

C1 Scope, synthesize, and analyse new ideas, approaches or processes in a contextual setting and to effectively present their merits to key relevant stakeholders.

C2 Apply knowledge using appropriate analytical tools and techniques to practice

C3	Design and manage in a group or work independently on time-bound tasks
C4	Identify and address ethical issues
<b>Teaching and Learning Methods</b>	
<p>Practical skills are taught through a variety of approaches including group discussions and workshops (C1-C2) lectures (C1-C4), individual and group projects (C1-C4), and essays (C1-C4). For example, modules such as Sustainable Innovation Consultancy Project, Entrepreneurial Consultancy, and Digital Transformation for Social Good provide opportunities for students to develop their practical skills with live projects with external organisations and to receive feedback (C1-C4). Furthermore, students can choose their capstone pathway which provides them with further opportunities to develop and enhance their practical skills (C1-C4).</p>	
<b>Assessment Strategy</b>	
<p>Practical skills are assessed by group practice base consultancy projects (C1-4), individual essays and reports (C1-C4), oral presentations (C1-C4), reflective reports (C2-B4) groups projects and presentations (C1-4) ). Depending on the student's choice of capstone module, practical skills are assessed through a dissertation or a new venture creation plan (C1-C4).</p>	
<b>Transferable/Key Skills</b>	
<p>On completing the programme students should be able to:</p> <p>D1    Independently take responsibility for personal and professional development and learning as well as prioritising key tasks and effectively participating to teams</p> <p>D2    Effectively communicate to a variety of audiences</p> <p>D3    Work effectively and ethically in a variety of contextual settings and groups</p> <p>D4    Adapt and operate in a different learning and cultural environment</p>	
<b>Teaching and Learning Methods</b>	
<p>The development of transferable/key skills is developed through a combination of individual and group projects that are time bounded. (D1). Students will have opportunities to work in teams across different modules such as the Sustainable Innovation Consultancy Project, Entrepreneurial Consultancy, and Digital Transformation for Social Good and to develop key skills with respect to team workings, communication, presentations and effective working (D1-D3). This is supported through workshops, formative coursework, and small group activities (D1-D3). Through lectures, fieldwork, case studies, and individual and group projects, students will develop a critical awareness of a variety of contextual settings (D3). Personal and professional development and learning are enhanced through student engagement with external speakers, fieldwork and the entrepreneurs and innovators in residence programme (D1). Students will have opportunities to develop transferable/key skills in their chosen capstone in Semester 3 (D1-D3).</p>	
<b>Assessment Strategy</b>	
<p>Transferable/key skills are indirectly assessed through different modes of assessment (D1-D3) such as group and individual projects, presentations, essays, presentations, and case studies. These skills are not independently assessed.</p>	
<b>12    Programme Curriculum, Structure and Features</b>	
<b>Basic structure of the programme</b>	
<b>Basic Structure</b>	

Programme Duration: 1 Year 180 CTS

### Modules & Credit Arrangements

Taught component of the course comprises 110 compulsory credits, 10 credit elective and 60 credits capstone module where students have the choice of undertaking a dissertation or a new venture creation plan.

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

Key features of the programme include:

- Individual-focused entrepreneurial and innovation skills and practice development
- Consider entrepreneurship, innovation and sustainability in a variety of contextual settings such as organisational and geographical
- Apply a wide set of analytical, creative and problem-solving tools and develop critical perspectives that support entrepreneurial, innovation and sustainability processes and practices
- Wider ecosystem embeddedness opportunities to support new venture creation, research commercialisation and/ or creation of innovative ideas for civic engagement
- Strong sustainability focus throughout all modules
- Entrepreneurs and Innovators in Residence Programme
- **Optional international experience – following successful completion of taught elements**

Following the completion of all taught elements of the programme, registrants will have the option to undertake one additional semester of study with an existing NUBS partner institution. The exchange period will begin in late September/early October (depending on the destination institution) following the submission of the dissertation. Students participating in an exchange will be instructed to select partner modules which will add value to their NUBS degree, focussing on subjects that will enhance their graduate employability prospects.

- **Dual Award**

12-18 months of study at a partner institution to pursue a second complimentary degree programme. The additional period of study will begin in later September/early October (depending on the destination institution) following submission of the dissertation.

### Programme regulations (link to on-line version)

[5476 5489 Programme Regulations 25-26](#)

### 13 Support for Student Learning

Generic information regarding University provision is available [here](#).

### 14 Methods for evaluating and improving the quality and standards of teaching and learning

Generic information regarding University provision is available [here](#).

*Accreditation reports*

None

*Additional mechanisms*

None

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<b>15 Regulation of assessment</b>
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Generic information regarding University provision is available <a href="#">here</a> .
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In addition, information relating to the programme is provided in:
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The University Prospectus: <a href="http://www.ncl.ac.uk/undergraduate/degrees/#subject">http://www.ncl.ac.uk/undergraduate/degrees/#subject</a>
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Degree Programme and University Regulations: <a href="http://www.ncl.ac.uk/regulations/">http://www.ncl.ac.uk/regulations/</a>
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Please note. This specification provides a concise summary of the main features of the programme and of the learning outcomes that a typical student might reasonably be expected to achieve if she/he takes full advantage of the learning opportunities provided.
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