

**MA**

# **Entrepreneurship**

**Programme Specification**

**Academic Year 2023/24**

## **Contents**

- 1.** Programme overview
- 2.** Why study this programme?
- 3.** Programme aims and objectives
- 4.** Relationship to other programmes and awards
- 5.** Learning outcomes
- 6.** Learning and teaching strategy / assessment methods
- 7.** Programme structure
- 8.** Distinctive features of the programme and other key information
- 9.** Support for students and their learning
- 10.** Learning support facilities
- 11.** Opportunities for personal development planning for students within the programme
- 12.** Admission criteria
- 13.** Visas and immigrations
- 14.** Tuition fees and other course costs
- 15.** Assessment and progression regulations
- 16.** Awards criteria
- 17.** Methods for evaluating and improving the quality/standards of teaching and learning
- 18.** Curriculum maps

<b>1. Programme overview</b>	
<b>Full programme/award title</b>	MA Entrepreneurship
<b>Fees</b>	Please see the tuition fees on the Regent's University London website ( <a href="https://www.regents.ac.uk/admissions/tuition-fees">https://www.regents.ac.uk/admissions/tuition-fees</a> )
<b>Awarding institution</b>	Regent's University London
<b>Institution regulator</b>	Office for Students, Quality Assurance Agency
<b>Programme entry points</b>	September 2023
<b>Date of initial/previous (re)validation</b>	March 2019
<b>Date of next revalidation</b>	September 2024
<b>Higher Education Qualification level</b>	Level 7
<b>Number of credits in award</b>	180 credits
<b>UCAS code</b>	Not applicable
<b>Underpinning QAA subject benchmark statements</b>	Enterprise and Entrepreneurship Education & Master's Degrees in Business and Management
<b>Other external and internal references</b>	Academic Regulations & Learning, Teaching and Assessment Strategy
<b>Professional/other accreditation</b>	None
<b>Mode of study (Full Time / Part Time)</b>	Full Time
<b>Language of study</b>	English; with the inclusion of Languages in the schedule of electives
<b>Minimum/Maximum duration of programme</b>	Full time Minimum 1 year to Maximum 3 years
<b>Date of this programme specification</b>	December 2022
<b>2. Why study this programme?</b>	
<p>Whether you intend to start a new venture, run a creative organisation, or join a family business, an enterprising mindset is essential. This course provides vital training to enhance your enterprise acumen, so you can become an effective entrepreneur in your chosen field.</p> <p>The structure has been designed flexibly to enable you to specialise in one of three key areas of enterprise (subject to demand) by choosing electives that resonate with you – whether your interests are in family enterprises, new ventures or creative industries.</p>	

More than any other business discipline, entrepreneurialism is about having the right attitude and mindset. This cannot happen purely within a classroom environment – you need to get your ideas out there, fail early and often, and develop the grit and resilience needed to succeed.

MA Entrepreneurship bridges the gap between academia and industry experience, giving you the platform to test out your ideas, collaborate with peers and mentors, and learn how to solve complex enterprise-related problems.

Using a range of case studies, you'll examine different business models – from start-ups to high growth organisations. This knowledge will help you to recognise the practical and ethical dimensions of enterprise, giving you the skills to develop effective solutions.

You will also learn how to determine the managerial and resource priorities that are required to enable enterprises to operate efficiently, sustainably and successfully.

As an entrepreneur, you must always be ready to talk about your vision. This course will prepare you with the skills to successfully communicate your ideas and attract potential stakeholders and industry partners.

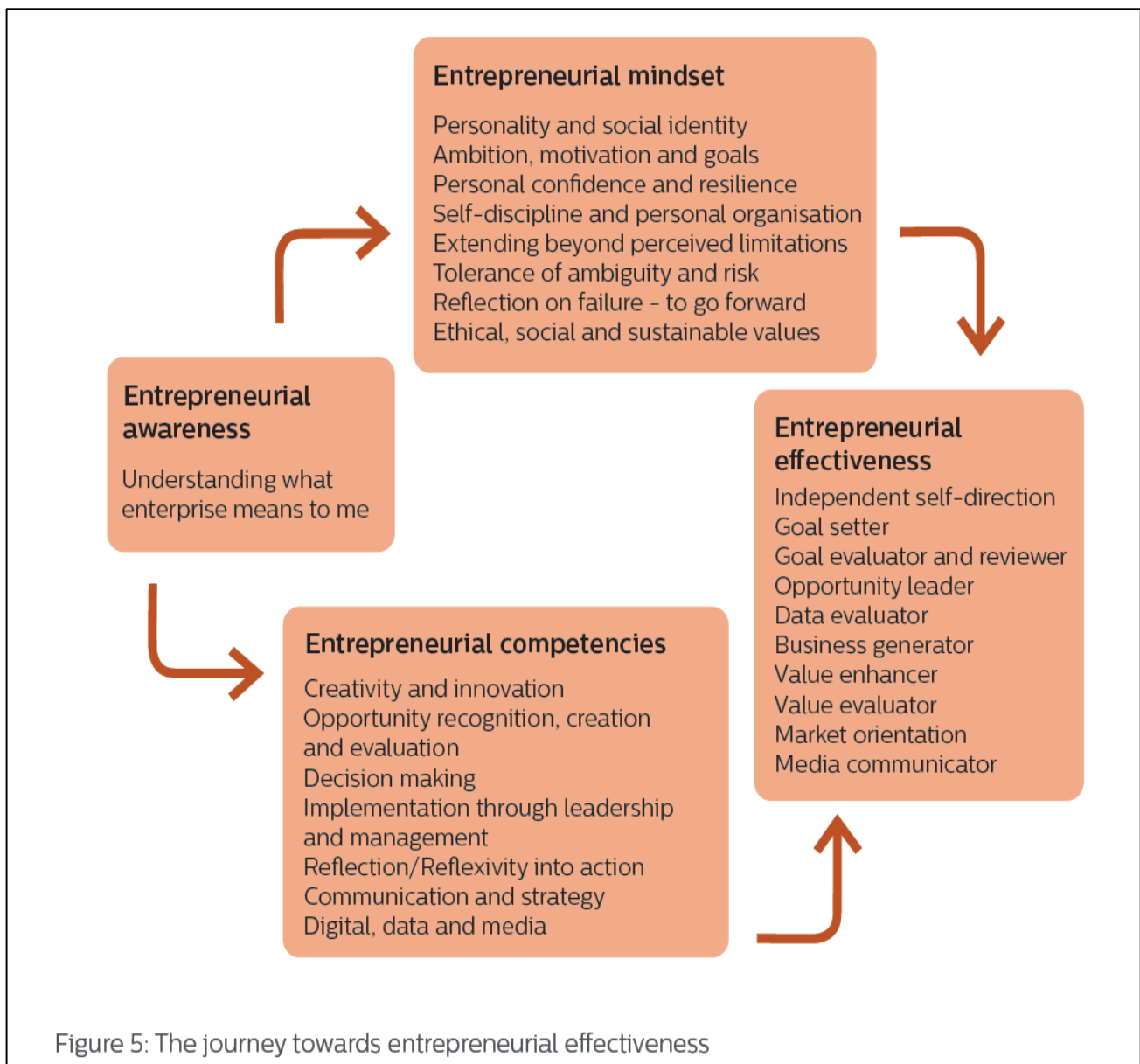
#### Key features

- Taught by staff and guest speakers who boast extensive and diverse industry experience
- Access to Handshake, the Regent's collaborative space, where you can work with others in a hands-on, barrier-free way
- Opportunities to work with your peers and mentors, including a major collaborative project
- Opportunities to participate in Global Entrepreneurship Week and other entrepreneurship weeks and summer schools
- Be part of Regent's cosmopolitan community and build a global network of business contacts
- Access to London's enterprise landscape

### 3. Programme aims and objectives

Compared to many other programmes in the field, this MA Entrepreneurship programme is focused on learning **and** application, and builds upon the QAA's 2018 guidance on enterprise and entrepreneurship education, particularly its focus on course design, learning outcomes, assessment, technology and extra-curricular opportunities.

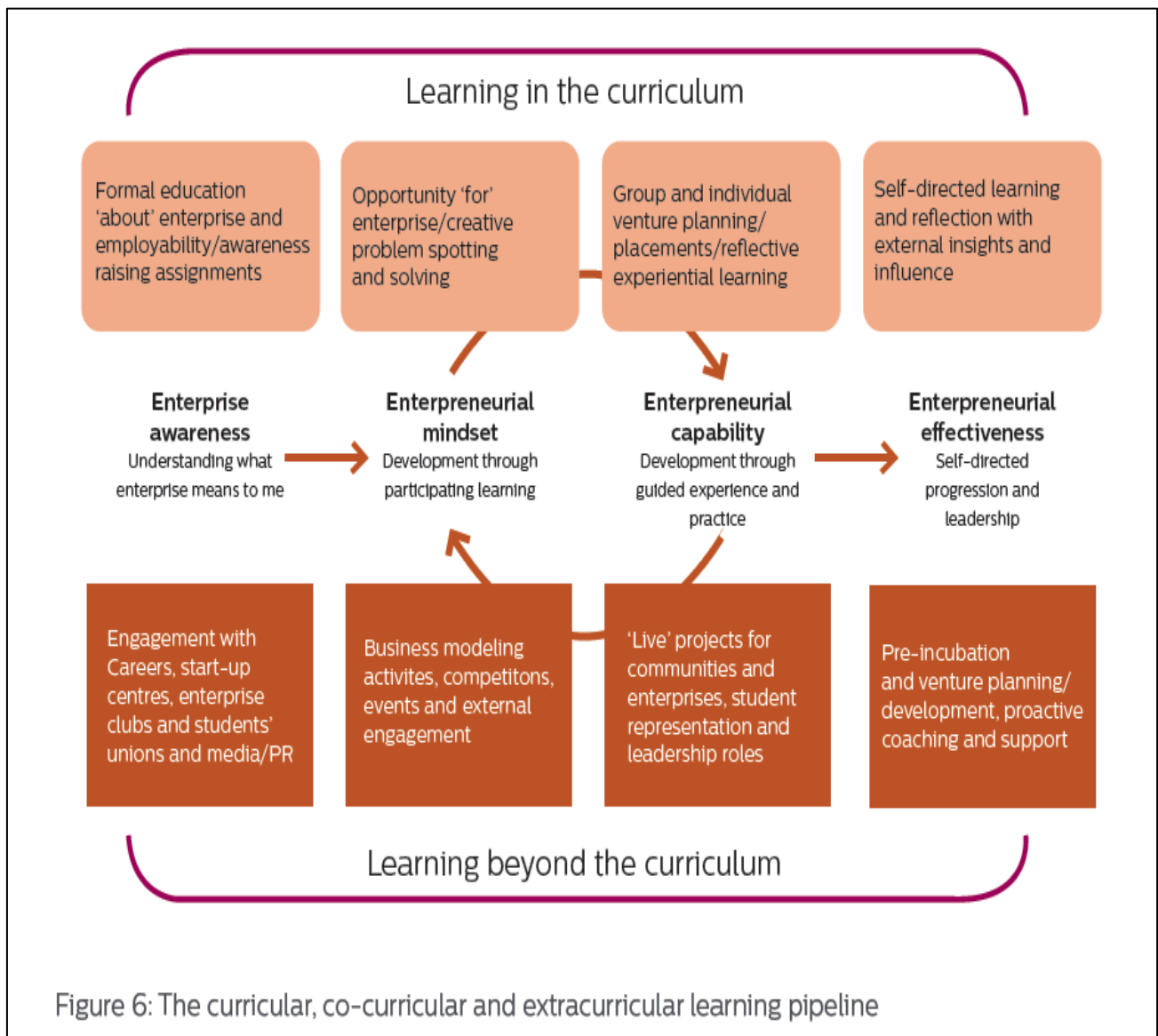
This MA Entrepreneurship programme is considered an experiential learning journey and, along the journey, participants will develop and enhance their enterprise awareness, mindsets and competences to become effective entrepreneurs in their chosen fields, as reflected in the two figures below:



**The MA Entrepreneurship Programme Journey; builds on the QAA Enterprise and Entrepreneurship Education Guidance.**

In this MA Entrepreneurship programme, your learning is not expected to be linear; there will be a diverse set of starting points and transitions into the future; you may pass through different stages in an iterative fashion, or engage simultaneously in different learning experiences. Curricular and extracurricular activities are blended to create an overall experience that encompasses support through Handshake (the Regent's collaborative space) to help the learning journey become a reality later.

This MA Entrepreneurship may be thought of as a learning pipeline where curricular provision and extracurricular experiences are aligned to reflect areas of interest and potential career aspirations.



**The MA Entrepreneurship Learning Pipeline; extends the QAA Enterprise and Entrepreneurship Education Guidance.**

**Graduate outcomes and prospective careers:** The aim of this programme is to help develop your core behaviours, personal attributes, core competencies and entrepreneurial effectiveness. Opportunities are provided for these to be practiced within a wide range of situations in order for

you to develop confidence in these key areas. Each area is highly dependent on the next and is therefore approached holistically and not in isolation. Prospective career directions include new venture creation, family enterprise management and opportunities in the creative industries.

#### **4. Relationship to other programmes and awards**

The structure has been designed flexibly to enable you to specialise in one of three key areas of enterprise (subject to demand) by choosing electives that resonate with you – whether your interests are in family enterprises, new ventures or creative industries.

and the programme structure is:

- Core: 60 Credits.
- Project/Dissertation: 60 Credits.
- Electives: 60 Credits.

The core and elective modules are designed to suit this programme and two of the other electives are selected from existing MA Management and Languages modules: Business Analytics, Technology & Innovation, or Languages; Managing Complexity, Social Media Marketing Analytics, or Languages. These electives may change over time as the needs of enterprises change.

Electives need to be chosen before the start of Terms 1 and 2, so you are advised to review each of the options in light of what you would like to achieve from the programme and, if needed, to discuss this further during the recruitment and induction process for Term 1 electives and during Term 1 for Term 2 electives.

The electives available address several different aspects of enterprise:

- **Challenges in Family Enterprises:** This module helps you to understand the challenges that family and non-family members face in developing a sustainable family enterprise.
- **Planning for Family Enterprises:** This module sets out to build on the content covered in the module Challenges in Family Enterprises. You'll identify how planning can help to ensure that the inevitable conflict in the interests of the family, the business and the shareholders, is positively controlled – ensuring that the business is sustainable and professionally run..
- **Challenges in Creative Industries:** In this module, you'll investigate their importance as being recognised by almost every government in the world and which is beginning to give way to a much more inclusive idea of a wider 'creative economy'. You'll take an investigative look at the past 20 year period of the 'creative industries' which have grown to include Advertising, Architecture, Arts & Culture, Craft, Createch, Design, Fashion, Games, Music, Publishing, and TV & Film..
- **Planning for Creative Industries:** This module sets out to build on the content covered in the module Challenges in Creative Industries. The module will give you an in-depth learning experience in preparing and writing your own business plan specifically tailored for the creative industries, and which covers the necessary steps and process of business planning, writing and presenting.

- **Challenges in New Ventures:** This module introduces you to the concepts of entrepreneurship and innovation from the perspective of individuals, firms, industries and countries; it describes the challenges individuals and firms face in pursuing entrepreneurship and innovation; it identifies factors associated with success in entrepreneurship and innovation; and it explores the outcomes of entrepreneurship and innovation, including firm growth. You will explore contexts such as new businesses, small- and medium sized enterprises, high growth firms, high-tech firms, and rapidly internationalizing firms..
- **Planning for New Ventures:** This module will enable you to develop an understanding as well as the application of essential new venture planning tools which are essential in the exploitation and management of opportunities. As part of the module, you'll work on the design for a new venture, prototyping, producing an investor-facing business plan with accompanying business model – which are essential skills and activities for entrepreneurial learners, and which are both highly appreciated by potential employers and pivotal to the effective creation of start-up, intrapreneurial and corporate venturing projects..
- **Technology & Innovation:** These are key factors in contemporary enterprise ecosystems and this module will help establish a foundation of technology and innovation-related knowledge to support your development.
- **Business Analytics:** The ability to effectively manage the masses of information available today is an important element in successful enterprise and this module will help you develop those capabilities.
- **Managing Complexity:** Enterprises need to be able to cope with the many complexities that can arise from multiple directions and this module will help you identify and practice strategies to deal with such variables.
- **Social Media Marketing Analytics:** With the explosion of social media networks across the world, it is critical for enterprises to optimise their presence on such communications channels and this module will help you do that.
- **Languages:** In an increasingly global enterprise ecosystem, with new economies, international value chains and a myriad of mixed cultures, it can be essential for you to be able to converse across national boundaries and language skills will of course help.

## 5. Learning outcomes.

### A. Knowledge and understanding

**A1:** Systematic understanding and knowledge of enterprise and related topics to help become an effective entrepreneur.

**A2:** Understanding of current enterprise-related approaches and how these affect the way entrepreneurs operate.



## B. Skills

- B1:** Critical response to enterprise-related discourse, methodologies and practises.
- B2:** Analyse, evaluate and solve enterprise-related problems, in complex situations, through critique and sound judgement.
- B3:** Flexibility and creativity in the application of knowledge in unfamiliar and ambiguous contexts; coping with uncertainty and complexity to synthesise innovative solutions.
- B4:** Practical skills to effectively apply capabilities in multiple contexts.
- B5:** Understand, analyse and apply effective people management.
- B6:** Creatively manage the ethical dimensions of enterprise, manage the implications of ethical and cross cultural issues and work proactively with others to formulate solutions.
- B7:** Critical self-evaluation and reflection based on constructive feedback.
- B8:** Identify, evaluate and develop competencies and qualities to support effective interpersonal communication skills in a range of complex, ambiguous and specialised contexts.
- B9:** Working and delivering as part of a team.

## 6. Learning and teaching strategy / assessment methods

This is a guide to the opportunities available to help you achieve the aims and objectives of the programme. It is also a guide to the assessment methods used to test achievement of the intended learning outcomes. Whilst exciting learning opportunities will be offered, there is a significant emphasis on participants engaging with their education proactively. In order to meet the intended learning outcomes of the programme, you are expected to study independently, participate in class discussions, allocate extra time for related activities, ask for support in academic skills if required and engage with the teaching team and your Personal Tutor.

**Breakdown of Teaching Methods by percentage and level:** The following breakdown is a guide to how much time you may spend using each teaching and learning method:

Taught	20%
Practical	20%
Self-study	60%

The exact amount of time spent will depend on the elective modules taken and, as illustrated below, the assessments used in the programme reflect the University's Regent's Assessment Framework, particularly its aim to avoid over-assessment and excessive bunching of assessments, its emphasis on formative feedback during teaching and learning, and its aim to ensure assessment variety and a balance between group and individual work.

**Programme Management and Teaching Staff:** The programme is managed by a Course Leader and overseen by a Director of Content as well as staff who are, in general, educated to Masters/Doctoral level. Exceptions are where particular specialist skills are required and are covered by fractional posts or visiting lecturers. In addition, most staff hold a Fellowship of Higher Education Academy (HEA) and new staff often undertake the Postgraduate Certificate in Higher Education.

The academic staff have academic experience combined with industry familiarity, and have often worked in a range of business, finance, entrepreneurship and management fields and roles. Guest lecturers are also welcomed to provide insight into the latest industry developments. Staff on the programme have published in a range of academic journals, authored books and industry publications.

The Course Leader and Director of Content may change periodically. Each student on the programme is allocated a Personal Tutor, who meets students on a one-to-one basis at various stages throughout the academic year to provide guidance and advice to support ongoing personal and professional development needs throughout the study period at Regent's University London.

**Assessment Strategy and Methods:** There will be a combination of formative and summative feedback. Formative activities are used for developmental purposes and are designed to help students learn more effectively by providing feedback on progress and how it can be improved and/or maintained. These provide input for the summative assessment which determines the learner's success in meeting the intended learning outcomes of the module.

**Breakdown of Assessment:** This programme is assessed by a blend of methods that can be summarised as modules that address learning about, for and through enterprise:

- About enterprise; using reports and essays: 25%
- For enterprise; building upon practical and applicational initiatives: 25%
- Through enterprise; by engaging with activities and reflecting upon the experiences: 50%

**Ethical Approvals:** All research conducted within and outside the University by those at Regent's University London must be approved by the Faculty Research Ethics Committee. This will include, but is not limited to, all research involving human or other living participants, and all experiments, investigations and procedures involving human or other living participants, or data relating to such living entities.

## 7. Programme structure

To complete the programme, you need to achieve 180 credits from modules across your programme. On successfully passing a module, you gain its credits and these count towards the total needed for the degree. One credit equates to 10 notional hours, which is the average time it takes to achieve the specified learning outcomes. So if a module is worth 10 credits, then you can expect to spend 100 hours studying it.

You will receive guidance and instruction through various means (including lectures, seminars, workshops and so on) and also need to engage in self-study. A percentage breakdown of teaching contact hours and self-study required on this programme is indicated in the above. If re-assessments are required, note that no more than 80 credits per term are normally allowed.

- The taught academic year runs from September-December, January-May.

- The usual times for postgraduate programmes are Monday-Friday, from 0900-1900.
- The Project or Dissertation is completed over the Summer from May-September.

<b>Core modules</b>	<b>Credits</b>
ENT701 Research in Practice	<b>20</b>
ENT702 Marketing & Finance for Enterprise	<b>20</b>
ENT703 Elements of Enterprise	<b>10</b>
ENT704 Sustainability for Enterprise	<b>10</b>
<b>Total Core module credits</b>	<b>60</b>
<b>Core Elective modules</b>	<b>Credits</b>
BUS703 Challenges in New Ventures; or ENT705 Challenges in Family Enterprises; or CRI701 Challenges in Creative Industries.	<b>20</b>
BUS704 Planning for New Ventures; or ENT706 Planning for Family Enterprises; or CRI702 Planning for Creative Industries.	<b>20</b>
ENT707 Enterprise Project or ENT708 Enterprise Dissertation,	<b>60</b>
<b>Total Core Elective module credits</b>	<b>100</b>
<b>Elective modules</b>	<b>Credits</b>
MGT7A4 Technology and Innovation; BUS750 Business Analytics; or Languages	<b>10</b>
MGT7A2 Managing Complexity; MKT7A5 Social Media Marketing and Analytics; or Languages	<b>10</b>
<b>Total Elective module credits</b>	<b>20</b>
<b>Total credits</b>	<b>180</b>

## 8. Distinctive features of the programme and other key information

**A Learning Journey:** A key aspect of this MA Entrepreneurship programme is that it is a learning journey. The participant's learning experience is through a range of formal and informal activities, with wider experiences contributing to the development of enterprising and entrepreneurial effectiveness. An essential feature of the programme is that it supports, and leads towards, entrepreneurial action now or in the future, whether this be in the context of self-employment, creating a new business, social entrepreneurship, or intrapreneurship within an existing organisation. Practical opportunities for gaining experience are created within the curriculum and through other extracurricular activities that complement the learning within the curriculum. The programme recognises the value of extracurricular experiences for confidence-building, networking and student enterprise, bearing in mind that extracurricular learning in isolation is unlikely to provide sufficient competencies or insights. The aim is to embed enterprise into the curriculum to stimulate interest toward extracurricular support. Effective signposting will help to engage students in a range of different ways.

**Learning about, learning for and learning through:** This MA Entrepreneurship programme is different because of the goals just described, and it can therefore also be assessed in different ways. The following distinctions clarify the learning and assessment strategies in this programme:

- knowledge acquisition through the study of the topic is learning 'about'
- a more practical goal, such as, learning how to be more entrepreneurial is learning 'for'
- learning 'through' the practical application of entrepreneurial activity requires the development of enhanced reflection skills and relates to practical activities, such as start-ups, venture creation initiatives, incubators or accelerators.

These distinctions are important, as typically learning 'about' entrepreneurship is embedded in curriculum where examinations and tests are dominant, whereas learning 'for' and learning 'through' typically require more holistic evaluative metrics. While all three ways of learning are valid, the distinctions have been considered for this curriculum.

- The 'about' modules are intended to help students assimilate and reflect upon existing theories, knowledge and resources that enhance their understanding of a topic or theme such as venture creation and business growth strategies. These draw upon a more traditional pedagogy involving lectures and set texts to explore the theoretical underpinnings of enterprise and entrepreneurship. Case studies will be used to investigate past events and decision-making that could inform 'for' approaches. Participants will also learn how enterprise and entrepreneurship has evolved as a discipline and will be able to critically evaluate the relevant literature.

- The 'for' modules focus on creating an enterprising approach, aiming to help students discover what it is to be enterprising, as well as offering insight into being an entrepreneur; it is effectively a preparatory method. These modules are normally delivered via experiential learning opportunities that engage and enhance student capabilities within a meaningful and relevant context. They challenge the student to think about the future and visualise opportunities. Students will typically be engaged in scenarios that challenge their thinking and make explicit the need for creativity and innovation.
- The 'through' modules and activities focus on developing the entrepreneurial capabilities of the student and normally involve learning through doing, reflecting on experiences and drawing on theory. Venture creation initiatives are an example of this being achieved within a curricular context.

**Delivery methods:** In this MA Entrepreneurship programme, the delivery methods of a module are based on the behaviours, attributes and competencies that it is intended to enhance and develop. The approach aligns with participants' prior learning and subject specialism, with the following points taken into consideration:

- Delivery based on allowing students to 'do' their subject in a way that enables them to identify and solve problems, with an overall aim to conceptualise and develop a value proposition for others.
- The aim is to offer action-based practical activities and challenges and to encourage cross-disciplinary approaches. These will include realistic and relevant high engagement, high impact activities, such as simulations and venture creation initiatives.
- The programme will utilise alumni, entrepreneurs and other relevant specialists as visiting lecturers or guest speakers, whilst ensuring that reflective processes support the learning.
- Use of experiential learning strategies where theory follows practice, providing theory support and encouraging critical discussion of the theories under consideration.
- Encouraging the use of reflection to consolidate learning points, critically explore emotional responses, and plan for future action.
- Make distinctions between 'learning about' (theory and cases/observation), 'learning for' (preparing for action) and 'learning through' (in action), to distinguish between the theoretical and practical components that are developed within enterprise and entrepreneurship education.

**Assessment:** Interdisciplinary approaches have been adopted and, in designing the assessments for this MA Entrepreneurship, the following criteria have been set:

- Learning 'about' enterprise is evaluated through analytical texts such as reports and knowledge retention exercises such as examinations.

- Learning 'for' enterprise uses practical activities where participants demonstrate their development.
- Learning 'through' enterprise adopts reflective processes, where a participant engages in activities and maps their own learning and (supported) progression.

Other issues that underpin the range of assessments include:

- Acknowledging that knowledge retention and knowledge harvesting are different, the latter taking the learning journey further, from critical analysis towards synthesis.
- Teamwork being an essential component of employability and enterprise, peer review can be used to inform assessment through, for example, contribution audits that clarify and support individual team members' contributions.
- Noting that assessments that measure against known outcomes differ from assessments that recognise new perceptions and new opportunities, particularly when these are situated in ever changing contexts and environments. This requires process-driven assessments that map against demonstrated stages of learning.
- Bearing in mind that temporary failure can inform progress and increase resilience; the appreciation of failure through reflection can inform positive assessment.
- Utilising methods such as start-up pitches and business modelling within a context related to student aspirations to help provide valuable insights into business operation and potential career opportunities. The way in which students develop and operate their businesses can also form part of the evaluation and support, as can portfolio styles of collated work that demonstrates progression through reflection and guidance.

## 9. Support for students and their learning

To help students make the most of their time at Regent's, there are several support services available for academic study, language skills, careers, disabilities, mental health, gender, sexuality, finance and more. Regent's is proud to provide the Student Hub which is the first port-of-call for the majority of student needs. The Student Hub can be visited, or contacted by email [hub@regents.ac.uk](mailto:hub@regents.ac.uk) or through an easily downloadable app which you will have access to when you become a registered student. The Student Hub deals with enquiries directly or points towards other support services: *Personal Tutor Scheme; Student Services; Academic Skills; English for Academic Purposes; Careers Advice; Disability Support; Accommodation; Student Union*. Information: <https://www.regents.ac.uk/information/student-life/for-current-students>

## 10. Learning support facilities

Regent's has a variety of different facilities and technologies to help support study, including lecture theatres, seminar rooms, library, IT labs, specialist software and others. There are also specific programme facilities such as design labs and media studios. For support or advice

regarding facilities, it is recommended that contact is made with the Disability Support office: <https://www.regents.ac.uk/information/student-life/for-current-students/disability-information>

The Library houses relevant and extensive collections, flexible study spaces and knowledgeable staff. During Term Time, the Library is open until late and, during busy exam periods, it is open 24/7. Most areas are fully accessible to people with disabilities and, wherever there are challenges, individual attention is given to overcome, rearrange or support good safe access.

Regent's uses Blackboard as its Virtual Learning Environment (VLE) and this contains learning materials and content for modules. Submissions of coursework are usually online, as is provision of feedback. MyRegent's is a free app and web dashboard which contains Regent's email, course timetable, module information and more. This can be downloaded for Apple or Android devices via <http://my.regents.ac.uk> once enrolment is completed. Regent's has IT labs with computers and there are dedicated areas for your own laptops and tablets. The campus has free Wi-Fi, including most areas of our extensive gardens, so any area can be adapted into a student study space. As Regent's are members of the Eduroam network, our students can also connect to this service to access Wi-Fi worldwide.

To learn more about learning resources: <https://www.regents.ac.uk/about/learning-resources>

## 11. Opportunities for personal development planning for students within the programme

### Careers support

The mission at our Careers, Enterprise and Industry department is to connect students with alumni, GGE partner schools and strategic industry partners to deliver great graduate outcomes for our highly international, networked community. We focus on delivering an exceptional student and graduate experience and driving continuous improvement through engaging with the feedback of students, alumni and external industry stakeholders.

We have completely reformed our support for students and graduates, to focus on and foster a much more partnership-based offer, working *with* them as well as colleagues across all content areas.

### In-person delivery:

Over the term, students and graduates will be invited to come along to our Personal Development workshops, which will help explore and focus in on who they are as well as how that relates to your ambitions. Once they have identified a career that they are interested in, we offer support which is focussed and practical. Throughout the year, all of our students will be able to access support from the team to make those ambitions a reality.

### Support:

- **Drop in opportunities**

- Our Careers Consultants are available for a variety of quick queries. This includes having your CV reviewed for specific roles, or to get advice on upcoming interviews. You can also find out about the other services and support we offer.
- **One to one appointments**
  - Current students or Regent's alum can request to speak to one of the team to help them identify information, actions, and resources to help them further, by booking a one-to-one session with one of our Careers Consultants.
- **Coaching**
  - Coaching will give you the opportunity to discuss and explore your career ideas with a professional coach. The programme offers a safe, non-judgemental environment in which you are enabled to find your own solutions.

This year, we are excited to announce that we have partnered with Handshake, our new careers platform.

In the coming months, we will be launching Handshake as part of our central careers resource that will give students and graduates access to:

- **Careers content and resources**
- **International jobs and placement opportunities**
- **Connect with thousands of companies of all sizes, as well as start-ups.**
- **Live events**
- **Digital careers fairs**
- **Appointments and bookings directly within the platform to connect with the team**
- **A Mobile App for 24/7 365 access**

As well as all of the above, our students and graduates will have the opportunity to create and build their own profiles to personalise the type of content they see, the employers they want to engage with and a diverse selection of opportunities from global employers.

With the highest percentage of founders of any university in the UK, we're offering students a programme to support and develop their entrepreneurial spirit.

Over the course of the academic year, students and alumni will be invited to get involved in our seven-part programme, welcoming a range of entrepreneurs, start-ups and partners who will share their expertise and insights.

Our collaborative environment will ensure they learn new skills, experience entrepreneurship with like-minded peers. They'll have opportunities to connect with industry and founders, including our alumni. We'll also organise a series of events to maximise students' opportunities to build their networks and learn from those who have gone before them.



We continue to have a dedicated coworking space for our entrepreneurial students, so they have a place to meet, work on their business ideas, collaborate and share ideas.

### **12. Admission criteria**

Details of the University's entry requirements can be at <https://www.regents.ac.uk/policies>

Our Admissions Policy and Admissions, Appeals and Complaints Policy can also be found at the link above.

For more information, see the How to Apply tab under each programme on the website.

### **13. Visas and immigrations**

At Regent's, you will be part of a truly international community, with the opportunity to make friends and contacts from around the world.

If you require a visa to study in the UK, please visit the Visas and Immigration page on the website:

[regents.ac.uk/study/international-students/visas-and-immigration](https://www.regents.ac.uk/study/international-students/visas-and-immigration)

Students who are at Regent's on a student visa are not permitted to create their own start-up business due to visa regulations.

### **14. Tuition fees and other costs**

Please see the Tuition fees page on the Regent's University website (<https://www.regents.ac.uk/admissions/tuition-fees>).

### **15. Assessment and progression regulations**

Students are assessed on how well they achieve the intended Learning Outcomes at different stages throughout their programme. This will include a variety of methods as described in Section 6. To continue with studies, there are minimum requirements to be achieved for progress to the next programme level. The latest progression regulations are published within the Academic Regulations at the link below. These are subject to review and amendment each year. We will let you know if there are any major changes to the regulations that may affect you.

[regents.ac.uk/about/governance/academic-governance/academic-regulations](https://www.regents.ac.uk/about/governance/academic-governance/academic-regulations).

You will be provided with guidelines on what you need to achieve in each assessment to ensure you receive a good mark. A generic description of each grade is available at:

[regents.ac.uk/about/regents-teaching-exchange/learning-teaching/assessment-framework](https://www.regents.ac.uk/about/regents-teaching-exchange/learning-teaching/assessment-framework)

## 16. Awards criteria

To qualify for Masters programmes, students are expected to obtain 180 credits at Level 7. Interim exit awards exist for 60 credits (Certificate) and 120 credits (Diploma) but the aim of the programme is to achieve the Master's degree.

## 17. Methods for evaluating and improving the quality/standards of teaching and learning

All quality assurance policies and procedures are found in the University Academic Regulations. The current versions are available at the link below. The regulations are subject to review and amendment each year. We will let you know if there are any major changes to the regulations that may affect you.

[regents.ac.uk/about/governance/academic-governance/academic-regulations](https://regents.ac.uk/about/governance/academic-governance/academic-regulations)

The University has several institutional processes for ensuring and enhancing its academic quality standards. These include programme (re)validations, programme modifications, programme monitoring, student feedback systems and external examining.

*Programme (re)validations:* The University has a formal process to approve a new programme or reapprove an existing programme of study. This involves a panel of academics from within and outside Regent's to ensure that programmes are of the appropriate academic standard and quality.

*Programme modifications:* Regent's listens to student feedback and makes programme changes as appropriate. Students are consulted on significant programme changes, and changes to programmes/modules are subject to approval through the Academic Governance structures.

*Programme monitoring:* To ensure programmes continue to meet their academic and professional aims and objectives, Directors of Content are required to prepare an Annual Monitoring Report (AMR). The reports include module feedback as well as external examiner reports and responses. They are reviewed at Faculty and Institutional level and are openly published on the University's intranet site in the Quality section.

*Student feedback systems:* Students play a key role in the University's processes for enhancing the quality of its educational provision and broader student experience. There are multiple ways for students to provide feedback on experiences at module level, programme level, through student representatives and at Course Panel meetings. Student representatives are elected and sit on institutional level committees such as Academic Committee.



*External Examiner Reports:* External Examiners ensure that Regent's standards and quality processes are appropriate and are of a standard comparable to those in other Higher Education Institutions. There are two types of external examiners; one reviews subject level assessment and the other reviews institutional level processes and attends the Progression and Finalist

Boards. An External Examiner Report is produced each academic year and made available to students through the online Annual Monitoring Reports and through Course Panel meetings.

### **18. Curriculum maps**

The following two curriculum maps outline:

1. The aim of achieving an effective balance of learning outcomes across the modules in the programme.
2. How the eleven MA Entrepreneurship programme learning outcomes address each of the twenty objectives set out in Section 5 of the QAA Subject Benchmark Statement for Master's Degrees in Business and Management (June 2015):

<b>Modules and credits</b> Research in Practice: 20 Marketing & Finance for Enterprise: 20 Elements of Enterprise: 10 Electives: 10 Challenges in Enterprise: 20 Challenges in New Ventures: 20 Challenges in Family Enterprises: 20 Planning in Creative Industries: 20 Planning for New Ventures: 20 Planning for Family Enterprises: 20 Sustainability for Enterprise: 20 Electives: 10 Enterprise Project: 60 Enterprise Dissertation: 60														
Terms	Term 1			Term 2			Term 3							
<b>A. Knowledge and Understanding</b>										<p><i>These Learning Outcomes aims to achieve a balance of enterprise capabilities, with the pre-validated electives complementing the overall portfolio:</i></p> <p>  <b>Focus area.</b>   <b>Also influenced.</b> </p>				
A1														
A2														
<b>B. Skills</b>														
B1														
B2														
B3														
B4														
B5														
B6														
B7														
B8														
B9														
<b>Descriptions</b>														
A1	Develop systematic understanding and knowledge of enterprise and related topics.													
A2	Appreciate current enterprise-related approaches and their relevance.													
B1	Respond critically to enterprise-related discourse, methodologies and practises.													
B2	Analyse, evaluate and solve enterprise-related problems in complex situations.													
B3	Apply knowledge flexibly and creatively in unfamiliar and ambiguous contexts.													
B4	Practice capabilities in multiple contexts.													
B5	Determine and apply effective people management capabilities.													
B6	Manage the ethical dimensions of enterprise creatively.													
B7	Self-evaluate critically and reflect on constructive feedback.													
B8	Identify, evaluate and develop competencies for effective interpersonal communications.													
B9	Work and deliver as part of a team.													

MA Enterprise Programme Learning Outcomes		Subject Benchmark Statement Master's Degrees in Business and Management
<b>A. Knowledge and Understanding</b>		<b>Master's degrees in the business and management field are awarded to students who have demonstrated during their programme:</b>
A1	Develop systematic understanding and knowledge of enterprise and related topics.	i. a systematic understanding of relevant knowledge about organisations, their external context and how they are managed.
A2	Appreciate current enterprise-related approaches and their relevance.	ii. application of relevant knowledge to a range of complex situations taking account of its relationship and interaction with other areas of the business or organisation. iii. a critical awareness of current issues in business and management which is informed by leading edge research and practice in the field.
<b>B. Skills</b>		iv. an understanding of appropriate techniques sufficient to allow detailed investigation into relevant business and management issues.
B1	Respond critically to enterprise-related discourse, methodologies and practises.	v. creativity in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to develop and interpret knowledge in business and management. vi. ability to acquire and analyse data and information, to evaluate their relevance and validity, and to synthesise a range of information in the context of new situations.
B2	Analyse, evaluate and solve enterprise-related problems in complex situations.	vii. conceptual understanding that enables the student to: (a) evaluate the rigour and validity of published research and assess its relevance to new situations. (b) use existing research and scholarship to identify new or revised approaches to practice. viii. ability to conduct research into business and management issues that requires familiarity with a range of business data, research sources and appropriate methodologies, and for such to inform the overall learning process.
B3	Apply knowledge flexibly and creatively in unfamiliar and ambiguous contexts.	ix. ability to communicate effectively using a range of media (for example, orally, in writing, and through digital media). x. ability to operate effectively in a variety of team roles and take leadership roles, where appropriate.
B4	Practice capabilities in multiple contexts.	xi. ability to take an international perspective including understanding the impact of globalisation on businesses, societies and the environment and the ethical implications.
B5	Determine and apply effective people management capabilities.	<b>Once they are in professional practice, master's graduates should be able to:</b> i. apply consistently their knowledge and subject-specific and wider intellectual skills.
B6	Manage the ethical dimensions of enterprise creatively.	ii. deal with complex issues both systematically and creatively, make sound judgments in the absence of complete data, and communicate their conclusions clearly to a range of audiences. iii. be proactive in recognising the need for change and have the ability to manage change.
B7	Self-evaluate critically and reflect on constructive feedback.	iv. be adaptable, and show originality, insight, and critical and reflective abilities which can all be brought to bear upon problem situations. v. make decisions in complex and unpredictable situations.
B8	Identify, evaluate and develop competencies for effective interpersonal communications.	vi. behave ethically and with integrity and manage with a strong sense of social responsibility. vii. evaluate and integrate theory and practice in a wide range of situations.
B9	Work and deliver as part of a team.	viii. be self-directed and able to act autonomously in planning and implementing projects at professional levels. ix. take responsibility for continuing to develop their own knowledge and skills.