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**Programme Specification**

**Title of Course: BSc (Hons.) Entrepreneurship and Innovation Management with Business Experience**

**Date Specification Produced: Sept 2017**

**Date Specification Last Modified: January 2021**

This Programme Specification is designed for prospective students, current students, academic staff, and potential employers. It provides a concise summary of the main features of the programme and the intended learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the teaching, learning and assessment methods, learning outcomes and content of each module can be found in Student Handbooks and Module Descriptors.

**SECTION 1: GENERAL INFORMATION**

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| **Title:** | BSc (Hons.) Entrepreneurship and Innovation Management with Business Experience |
| **Awarding Institution:** | Kingston University |
| **Teaching Institution:** | Kingston University |
| **Location:** | Kingston Business School, Faculty of Business and Social Sciences, Kingston Hill |
| **Programme Accredited by:** | AACSB |

**SECTION 2: THE PROGRAMME**

1. **Programme Introduction**

Innovation, entrepreneurship and intrapreneurship are now essential to driving revenue growth. However, few have the know-how, culture and team structures to come up with new ideas, create new ventures, get innovative products to market, manage innovation in small and large corporations and take advantage of the technology available to grow their business. Faculty of Business and Social Sciences’ home city of London is now arguably the European central hub for innovation and entrepreneurship, as evidenced by “Tech City” and many other reports. According to Innovation Cities Index, over the past ten years, London has ranked as the 3rd most innovative city in the world, second-best Start-up eco-system, second-best in start-up performance, the third-best in global ecosystem funding for start-ups, the third-best in market reach, and the fourth best in start-up talent (The Start-up Ecosystem, 2020). It is also the second-largest financial centre in the world. All to say is that London is one of the best places in the world to start a business and has some of the best resources to support a start up, including venture capital. London also has other resources and events such as the Global Entrepreneurship Week, Centre for Entrepreneurs etc. Kingston University is also producing the highest number of graduate start-ups in the UK for past ten years and has a strong track record of excellence in Entrepreneurship, which is embedded in the learning outcomes of all the courses delivered by the Business School.

The BSc in Entrepreneurship and Innovation Management with Business Experience brings these qualities together to equips students with key innovation and entrepreneurial skills such as managing technological change and innovation, entrepreneurial finance, start-up creation and growth, necessary to create their own businesses or take up employment as an innovation manager within a larger enterprise as an intrapreneur and entrepreneur in residence.

The degree introduces students to key innovation management concepts and their implications for setting up and managing a business and teach them how to utilise technological tools strategically in a business context. Despite its focus on technology and innovation, the proposed degree is not technical but it aims to equip students with technical knowledge and skills which will allow them to effectively communicate with technically trained professionals. This programme is led by the Business School’s Entrepreneurship Group, which combines a compelling mix of research, knowledge, and practitioner experience. This ground-breaking entrepreneurship degree is fully integrated with an incubation experience, providing students with the opportunity to set up and run their own start-up.

The concept of offering the incubation experience as part of a bachelor’s degree gives Kingston a strong competitive advantage in the region. Combining a bachelor degree with a full experience of business incubation should appeal as an attractive opportunity to new students. The proposed structure of the degree, with the integrated incubation experience component, provides students with an opportunity to gain practical business start-up experience alongside developing other key professional skills. More particularly, the incubation experience enables students to apply and develop in a real business environment the knowledge and skills they have learned in the classroom. It will prepare them to excel in the final year of their studies, as well as enhancing the skills and attributes employers expect new recruits to possess. In particular, they will be prepared with the skills, experience, and knowledge that are needed to successfully navigate and access the employment landscape. In doing so, students will also begin their professional portfolio journey to prepare them to succeed as competitive graduate.

All students will be fully supported by the Entrepreneurship Group and they also have the opportunity to interact with Alumni students.

BSc Entrepreneurship and Innovation Management programme learning outcomes will enhance the career prospects of the students through developing innovative entrepreneurs, whose acquired skills will enable them to progress from the idea generation stage to a fully developed business/project with an excellentunderstanding of designing, financing, marketing, and operating a successful business.

1. **Aims of the Programme**

The main aims of this programme are to provide students with the opportunity to:

* develop analytical problem-solving skills, creative thinking skills, and a critical awareness of the study and practice of innovation, management and entrepreneurship;
* develop a critical understanding of the economic, technological and social context of innovation, entrepreneurship, and intrapreneurship and small business development;
* develop innovative business ideas, business plans and business models with a view to starting their own new business venture and/or setting up innovative projects in existing organisations;
* apply their knowledge of innovation, management and entrepreneurship towards providing business consultancy services to real businesses, which will demand critical insights into the topics, application of creative problem solving and research methods;
* progress their careers as entrepreneurs or intrapreneurs in different types of organisations (startups or large corporations) and commit to their own professional development, in particular, vis-à-vis professionalism, proactivity, thoughtfulness, and resilience.

1. **Intended Learning Outcomes**

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills and other attributes in the following areas. The programme outcomes are developed with reference to the QAA Subject Benchmark Statement for General Business and Management (2019) and the Framework for Higher Education Qualifications in England, Wales, and Northern Ireland (2014).

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| **Programme Learning Outcomes** | | | | | |
|  | **Knowledge and Understanding**  On completion of the course students will be able to: |  | **Intellectual Skills**  On completion of the course students will be able to |  | **Subject Practical Skills**  On completion of the course students will be able to |
| A1 | Demonstrate a critical understanding of the different perspectives of innovation and entrepreneurship, and the strategic value of each standpoint | B1 | Think in a critically reflective and creative manner | C1 | Assemble and analyse qualitative and quantitative data (as appropriate) from a wide variety of sources using different techniques and tools in order to innovate, understand the users, and solve complex business problems |
| A2 | Relevance and importance of innovation and entrepreneurship knowledge to the business communities of a modern society | B2 | Organise, analyse and solve complex problems | C2 | Present and communicate business ideas/models using ICT software tools to an audience |
| A3 | Appreciate the local, national and international contexts of innovation and entrepreneurship in modern society | B3 | Identify and select relevant sources of technological, business and marketing data | C3 | Operate as flexible and skilled innovative entrepreneurs and intrapreneurs/entrepreneur in residence |
| A4 | Demonstrate a critical understanding of the theoretical bases of the disciplines of innovation and entrepreneurship which will enable them to appreciate developments in these fields, and evaluate these developments critically, and to apply this knowledge to inform their practice | B4 | Deal critically with business problems and issues in order to produce a plan for decisions and subsequent action | C4 | Plan and conduct independent research |
| A5 | Distinguish between different levels of strategy and strategic approaches in organizations | B5 | Demonstrate the ability to be independent, autonomous learners |  |  |
| A6 | Develop knowledge of responsible management, sustainability, and business ethics |  |  |  |  |

In addition to the programme learning outcomes identified overleaf, the programme of study defined in this programme specification will allow students to develop a range of key skills as follows:

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Key Skills** | | | | | | |
| **Self-Awareness Skills** | **Communication Skills** | **Interpersonal Skills** | **Research and Information Literacy Skills** | **Numeracy Skills** | **Management and Leadership Skills** | **Creativity and Problem-Solving Skills** |
| Take responsibility for own learning and plan for and record own personal development | Express ideas clearly and unambiguously in writing and verbally | Work effectively with others in a group or team | Search for and select relevant sources of information | Collect data from primary and secondary sources and use appropriate methods to manipulate and analyse this data | Determine the scope of a task (or project) | Apply scientific and other knowledge to analyse and evaluate information and data and to find solutions to problems |
| Recognise own academic strengths and weaknesses, reflect on performance and progress and respond to feedback | Present, challenge and defend ideas and results effectively orally and in writing | Work flexibly and respond to change | Critically evaluate information and use it appropriately | Present and record data in appropriate formats | Identify resources needed to undertake the task (or project) and schedule and manage those resources | Work with complex ideas and justify judgements made through effective use of evidence |
| Organise self effectively, agreeing and setting realistic targets, accessing support where appropriate and managing time to achieve targets | Actively listen and respond appropriately to ideas of others | Discuss and debate with others and make concession to reach agreement | Apply ethical and legal requirements in both the access and use of information | Interpret and evaluate data to inform and justify arguments | Show ability to successfully complete and evaluate a task (or project), revising the plan where necessary |  |
| Work effectively with limited supervision in unfamiliar contexts |  | Give, accept and respond to constructive feedback | Accurately cite and reference information sources | Be aware of issues of selection, accuracy and uncertainty in the collection and analysis of data | Motivate and direct others to enable an effective contribution from all participants |  |
|  |  | Show sensitivity and respect for diverse values and beliefs | Use software and IT technology as appropriate |  |  |  |

1. **Entry Requirements**

The minimum entry qualifications for the programme are:

From A levels: 112 UCAS tariff points, to include a minimum of 180 points from two 6-unit awards or equivalent

BTEC: DMM

Access Diploma: Pass Access course with a minimum of 48 credits at level 3 or above including 21 at Merit

Plus: Five GCSEs at grade A-C, including maths and English language

Additionally, for those candidates whose first language is not English, the following (or equivalent) qualifications are also required:

|  |  |  |  |
| --- | --- | --- | --- |
| TOEFL: | | IELTS: | |
| Minimum overall grade of 80 | | Minimum overall grade of 6.0 | |
| Minimum element marks in: | | Minimum element marks in: | |
| Reading: | 20 | Reading: | 5.5 |
| Listening: | 19 | Listening: | 5.5 |
| Writing: | 20 | Writing: | 5.5 |
| Speaking: | 21 | Speaking: | 5.5 |

1. **Programme Structure**

This programme is offered in full-time mode and leads to the award of BSc (Hons) Entrepreneurship and Innovation Management for students achieving the full 360 credits. Entry is normally at level 4 with A-level or equivalent qualifications (see section D). Intake is in September.

**E1. Professional and Statutory Regulatory Bodies**

The Association to Advance Collegiate Schools of Business (AACSB) has accredited Faculty of Business and Social Sciences full accreditation placing the School in the top 5% of Business Schools worldwide.

**E2. Work-based learning, including sandwich programmes**

The incubator experience enables students to apply their learning to the real-world work environment, linking theoretical concepts to practice and evaluating their relationship. It also allows them to reflect upon their own personal experience of working in an applied setting. All students will be assessed during and at the end of this period, normally through a portfolio. This will be marked.

**E3. Outline Programme Structure**

Each level is made up of four modules each worth 30 credit points. Typically a student must complete 120 credits at each level. All students will be provided with the University regulations during the induction period, and at each level of study full details of each module will be provided in module descriptors and student module guides.

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| **Level 4 - year 1** |  |  |  |  |
| Module Title | Code | Period | Credit | Core/option |
| Enterprise Finance and Accounting Principles | BA4202 | TY13 | 30 | C |
| Innovation Management | BS4203 | TY13 | 30 | C |
| Market Analysis and Big Data | BS4204 | TY13 | 30 | C |
| Business Design Thinking I (incubation experience) | BS4205 | TY13 | 30 | C |

This course permits progression from level 4 to level 5 with 90 credits at level 4 or above, with the exception of BS4205 Business Design Thinking I.

Students exiting the programme at this point who have successfully completed 120 credits are eligible for the award of Certificate of Higher Education.

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| **Level 5 - year 2 or 3** |  |  |  |  |
| Module Title | Code | Period | Credit | Core/option |
| Entrepreneurship and Strategic Growth | BS5403 | TY13 | 30 | C |
| Contemporary project management | BB5109 | TY13 | 30 | C |
| Business Design Thinking II | BS5405 | TY13 | 30 | C |
|  |  |  |  |  |
| Employee Relations | BH6003 | TY13 | 30 | O |
| International Business and Culture | BD5002 | TY13 | 30 | O |
| Marketing Communications and Advertising | BM5704 | TY13 | 30 | O |
|  |  |  |  |  |
| Professional Selling | BM5210 | TB1 | 15 | O |
| Developing Web Applications for Business | BB5111 | TB1 | 15 | O |
| Financial Investments | BA5809 | TB1 | 15 | O |
| Data Analytics for Business | BB5113 | TB1 | 15 | O |
|  |  |  |  |  |
| Rapid App Development for Business | BB5110 | TB2 | 15 | O |
| Business Decision Modelling | BB5112 | TB2 | 15 | O |

This course permits progression from level 5 to level 6 with 90 credits at level 5 or above, with the exception of BS5405 Business Design Thinking II.

Any outstanding credits from level 4 must be passed before progression to level 6.

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| **Level 6** |  |  |  |  |
| Module Title | Code | Period | Credit | Core/option |
| Entrepreneurial marketing | BS6803 | TY13 | 30 | C |
| Fundraising and pitching | BS6804 | TY13 | 30 | C |
| Business Designing Thinking III | BS6805 | TY13 | 30 | C |
|  |  |  |  |  |
| Psychology for Business and Management | BH6017 | TY13 | 30 | O |
| Organisational Learning and Development | BH6006 | TY13 | 30 | O |
| Data – Driven Decision Making | BB6807 | TY13 | 30 | O |
|  |  |  |  |  |
| Professional Selling | BM6210 | TB1 | 15 | O |
| Financial Investments | BA6807 | TB1 | 15 | O |
| Developing Web Applications for Business | BB6111 | TB1 | 15 | O |
| Data Analytics for Business | BB6308 | TB1 | 15 | O |
|  |  |  |  |  |
| Business Decision Modelling | BB6114 | TB2 | 15 | O |
| Rapid App Development for Business | BB6110 | TB2 | 15 | O |

Business Design Thinking is delivered in three consecutive modules (I, II & III). In Business Design Thinking I, students learn to identify and describe problems, customer needs and business opportunities through the use of creativity and new ideas generation techniques such as brainstorming, scenario building, attribute listing, mind mapping and role-playing. The Business Design Thinking II module allows students to experience the core processes of testing and prototyping and their critical role in the successful commercialization of ideas by launching a business idea. It provides students with the knowledge necessary for developing a product/service and establishing and effectively testing its viability through lean startup methodology. In Business Design Thinking III, students critically evaluate the process of creating an innovative startup, the current investment opportunities and proceed with the establishment of their own ventures, alone or as part of a team. The students gradually progress from the idea generation (Business Design Thinking I) to product testing (Business Design Thinking II) and product commercialisation (Business Design Thinking III).

The teaching and learning strategy of several modules is designed to develop an understanding and critical awareness of the essential principles of the law relating to the fundamentals of business law and ethics. For example, the Enterprise Finance and Accounting Principles module explains the relevant regulatory and ethical considerations and apply ethical judgement to enterprise scenarios. In the Fundraising and Pitching module, students learn about the legal and ethical issues related to fundraising (e.g. legal standards and ethical principles).

The complementary nature of the different modules is demonstrated in several ways. For example, the Market Analysis and Big Data module (Level 4) will equip students with the necessary skills to conduct a comprehensive market analysis in order to identify suitable market propositions in Design Thinking II. The Enterprise Finance and Accounting Principles module will teach students how to forecast revenues and produce balance sheets, which are necessary for the preparation of fundraising proposals in the Fundraising and Pitching module.

Teamwork, problem solving, oral and written communication, analytical and critical thinking skills are incrementally developed throughout the different levels of study. More particularly:

In Level 4, students are required to generate new business ideas through opportunity identification and problem framing, thus developing their creative thinking and problem solving skills (Business Design Thinking I and the Innovation Management modules). By using industry tools to track the financial health of an enterprise (Enterprise Finance and Accounting Principles), students develop the necessary analytical skills to budget and forecast performance while through the Market Analysis and Big Data module, students learn how to source and interpret data.

In Level 5, students will progress to concept development and testing of their portfolio of ideas generated during their first year of their studies by experimenting, reviewing and shaping their ideas further (Business Design Thinking II). This investigative phase further improves students’ analytical and critical thinking skills. Optional modules at this level allow students to select subject areas that are interesting and relevant to their future career as a business owner or an employee.

In Level 6, students further improve their presentation and pitching skills, as they are required to present their ideas in front of potential investors (Fundraising and Pitching module) while they further develop their analytical and critical thinking skills through the Entrepreneurial Marketing modules which require students to identify and adapt the most suitable marketing campaign for their ventures. Optional modules at this level allow students to select subject areas that are interesting and relevant to their future career as a business owner or an employee.

Throughout the different levels of study, students improve their team-working, oral and written communication skills through the various written and presentation assignments, role-playing and in class team working activities. The Critical Thinking Toolkit, developed at Faculty of Business and Social Sciences, is also employed to enable students to build their critical thinking skills on an incremental basis as they progress from Level 4 through Level 5 to Level 6.

1. **Principles of Teaching, Learning and Assessment**

At the heart of the programme is the combination of theory and business practice. Research-active staff expose students to current research developments, while industry guest speakers provide additional opportunities to relate these to practice. Furthermore, assignments typically require substantial primary and secondary research, thereby ensuring students progressively develop their analytical skills and their awareness of industry trends and developments at each level of the programme. At all levels, students will be taught Business Design Thinking, a module providing an incubation experience. The assessment strategy ensures that students have explicit opportunities for practice as well as formative feedback/feedforward, designed to help them achieve their full potential in summative assessment. A range of methods will be selected to actively engage students, including problem-based and enquiry-based learning, industry research and peer-assisted learning.

In most cases, assignments will be authentic to life experiences and will encourage integration of theoretical and practical approaches. In authentic assessment students will be asked to perform real world tasks that demonstrate meaningful application of essential knowledge and skills. Such assignments will usually include a task and a rubric by which performances on the task will be evaluated. Information generated from application of the rubrics will give students feedback and allow the lecturers to adjust instruction accordingly.

Overall, the programme is designed to guide students towards more independent study across all levels.

Early formative and summative assessment during the first five weeks of the programme is used to monitor student engagement with both in-class and online learning. Students who are considered at risk due to low engagement can be identified and advised by the personal tutor with the support of the student liaison team where issues are non-academic.

1. **Support for Students and their Learning**

Students are supported by:

* Module leader for each module
* A course director to help students understand the programme structure
* A designated programme administrator
* Personal academic tutors
* Business incubation experience
* Careers and Employability Service
* Peer-Assisted Learning (PAL) student mentors
* Student Liaison Officer and Student Support Assistants
* Business and Law Academic Skills Centre (BLASC)
* Technical support with IT and the use of software
* An induction week at the start of the programme
* Ongoing re-induction sessions at appropriate points in the programme
* Access to English language support and foreign language tuition
* Staff Student Consultative Committee and course representatives
* Student Quality Circles are student-organised groups that discuss different topics and develop improvements
* Canvas – a versatile on-line interactive intranet and learning environment
* Student support facilities that provide advice on issues including finance, regulations, legal matters, accommodation and international student support
* Disabled student support
* The Union of Kingston Students

Guided learning activities require students to study independently. Independent study will include preparation for scheduled sessions, follow-up work to consolidate learning derived from scheduled sessions, wider reading and practice, completion of assessment tasks and revision. The relative amounts of time that students are expected to spend engaged in scheduled activities and independent study varies between modules but is set out in each module descriptor. Students will be introduced to sound principles of independent study during their Induction Week and at this time will also receive instruction from Learning Resources specialists in the use of Kingston University`s online information sources. During the programme, independent study will be guided through Canvas under the direction of relevant module teams. Students will also have access to and be encouraged to use their Personal Tutor to ensure they make best use of their independent study time.

To further support students and integrate the role of the personal tutor within the academic programme structure, all personal tutors will be advised of the nature and timing of the assessments for each module on their tutee’s programme. This will enable tutors to identify and discuss areas of strength and weakness in each individual student’s skills and knowledge set. As personal tutors remain with a student throughout their degree studies, feedback received and discussed in year one will feed forward into year two, and subsequently into the final year, further enabling tutors to direct tutees to appropriate sources of support, guidance and development.

International students receive additional support from our International Office and specialist administrative staff not only when they first arrive but also throughout their programme of study.

1. **Ensuring and Enhancing the Quality of the Course**

The University has several methods for evaluating and improving the quality and standards of its provision. These include:

* External examiners – individual experts from another institution who assess the quality and comparability of our standards to those in other institutions.
* Boards of Study with student representation
* Annual review and development
* Periodic review undertaken at the subject level with student involvement
* Student evaluation
* Staff Student Consultative Committees
* Moderation policies which ensure marking is fair and consistent
* Informal feedback mechanisms including Student Quality Circles (a student-led mechanism that collects feedback and recommends improvements)
* Professional and accreditation body approvals
* Employer forum and Business Advisory Board
* Institutional governance structures designed to escalate issues that cannot be solved locally

1. **Employability Statement**

The nature of the programme is such that employability education is embedded throughout the programme in the form of activities such as career awareness raising, industry guest speakers, seminars, business plans, workshops, project work and the development of personal skills.

Entrepreneurship and Strategic Growth and Business Design Thinking both help students understand how to plan the creation of new ventures, thus preparing students for entrepreneurial careers. Further, the modules on Innovation Management, Fundraising and Pitching, and Enterprise Finance and Accounting Principles enables students to practically learn how to raise finance from investors, and also have a strong connection with entrepreneurial careers.

Students will also be encouraged to attend ‘spotlight on’ events which focus on entrepreneurial careers and industries, such as events organised by the Kingston University Business and Enterprise Centre.

Developing employable graduates with the entrepreneurial spirit and critical thinking required by employers today is at the heart of this programme. Students from this programme will go on to a wide range of careers in multinational corporations, in the public and voluntary sectors, and as entrepreneurs. At all levels, students have the opportunity to engage in work-related projects that draw on international case studies and real-life scenarios and all modules are designed to develop the skills valued by employers, such as presentation skills, team-working, problem-solving and communication skills. This is achieved by embedding employability initiatives within the curriculum as well as designing appropriate assessment methods to mirror real-life practices, such as business plans, reports and summaries, so that students are exposed to opportunities that develop their skills on an ongoing basis. Students are encouraged to reflect on their learning so they can also articulate how the acquisition of such skills relates to practice and how they can be developed in the future. Business practitioners often contribute to the evaluation of student work.

To complement the development of employability skills within the curriculum, the University also formally recognises students who build up a portfolio of skills developed through non-academic activities such as volunteering, maintaining a personal development planning journal and attending networking seminars, through the Kingston Award. The faculty offers employability skills and employment-based activities where employers are invited on campus to participate in specialist networking activities such as Spotlight on Marketing, Spotlight on HR, and the Strategy into Practice seminar series, all of which provide additional opportunities for students to hear about current business issues from prominent guest speakers.

As an alternative to immediate employment, Faculty of Business and Social Sciences graduates are also well prepared for postgraduate study.

High-achieving students are also eligible for Student Achievement Awards that recognise excellent academic achievement.

1. **Approved Variants from the Undergraduate and Postgraduate Regulations**

None

1. **Other Sources of Information that You May Wish to Consult**

QAA Benchmark statement website:

https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/subject-benchmark-statement-business-and-management.pdf?sfvrsn=db39c881\_5

* Module guides/module handbooks
* Student handbook
* Kingston University website [www.kingston.ac.uk](http://www.kingston.ac.uk)
* Canvas (Kingston University virtual learning environment – for current students only)

**Development of Programme Learning Outcomes in Modules**

This map identifies where the programme learning outcomes are summatively assessed across the modules for this programme. It provides an aid to academic staff in understanding how individual modules contribute to the programme aims, a means to help students monitor their own learning and personal and professional development as the programme progresses, and a checklist for quality assurance purposes.

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module Code** | | **Level 4** | | | | **Level 5** | | | | **Level 6** | | | |
| **Accounting basics and cash management** | **Innovation Management** | **Market Analysis and Big Data** | **Business Design Thinking I** | **Optional Modules** | **Entrepreneurship and Strategic Growth** | **Contemporary Project Management** | **Business Design Thinking II** | **Optional Module** | **Entrepreneurial marketing** | **Fundraising and pitching** | **Business Design Thinking III** |
| **Knowledge and Understanding** | A1 |  | S |  | S |  | S | S | S |  |  |  | S |
| A2 |  | S |  | S |  |  |  | S |  |  | S | S |
| A3 |  | S | S | S |  | S |  | S |  |  |  | S |
| A4 |  |  |  | S | S | S | S | S | S |  | S | S |
| A5 |  | S |  |  | S | S | S |  | S |  |  |  |
| A6 | S | S |  |  | S | S | S |  | S | S |  |  |
| **Intellectual Skills** | B1 |  |  | S | S | S | S |  | S | S |  |  | S |
| B2 | S |  | S | S | S | S |  | S | S |  |  |  |
| B3 | S |  | S | S | S | S |  | S | S | S |  |  |
| B4 |  | S |  | S | S | S |  | S | S |  |  | S |
| B5 | S | S | S | S | S | S | S | S | S | S | S | S |
| **Practical Skills** | C1 | S |  | S | S | S | S |  | S | S |  | S |  |
| C2 |  |  |  | S | S |  |  | S | S |  | S | S |
| C3 | S | S | S | S | S |  | S | S | S | S | S | S |
| C4 |  | S | S | S | S | S |  | S | S | S | S |  |

**S** indicates where a summative assessment occurs

**Students will be provided with formative assessment opportunities throughout the course to practise and develop their proficiency in the range of assessment methods utilised.**

**Technical Annex**

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| **Final Award(s):** | BSc (Hons.) Entrepreneurship and Innovation Management with Business Experience |
| **Intermediate Award(s):** | CertHE, DipHe, Ordinary degree |
| **Minimum Period of Registration:** | Three years for three-year degree; four years for four-year degree |
| **Maximum Period of Registration:** | Six years for three-year degree; eight years for four-year degree |
| **FHEQ Level for the Final Award:** | Honours |
| **QAA Subject Benchmark:** | Business and Management |
| **Modes of Delivery:** | Full time |
| **Language of Delivery:** | English |
| **Faculty:** | Business and Social Sciences |
| **School:** | Business School |
| **JACS code:** | N120 Business Studies  *This is the* [*Joint Academic Coding System*](https://www.hesa.ac.uk/component/content/article?id=1787) *(JACS) agreed jointly by UCAS and HESA.* |
| **UCAS Code:** | N120(3 years) |
| **Course Code:** | UFEIM1EIM20  UFEIM1EIM50 (with foundation year) |
| **Route Code:** |  |
|  |  |