

Nottingham Trent University

Course Specification

Basic Course Information

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| 1. | Awarding Institution: | Nottingham Trent University |
| 2. | School/Campus: | Nottingham Business School |
| 3. | Final Award, Course Title and Modes of Study: | MSc Entrepreneurship |
| 4. | Normal Duration: | One Year |
| 5. | UCAS Code: | N/A |

6. Overview and general educational aims of the course

The MSc in Entrepreneurship has been designed distinctively for individuals with an entrepreneurial mind set. The course provides future entrepreneurs with a foundation in the management of key functional areas of a new venture and the networks and seeds to actually start your own enterprise. The range of management subject areas enables you to develop more advanced knowledge as the course progresses and apply your knowledge and skills to build your own enterprise. The course is a conversion Master's and is therefore not restricted to those with a business or management related first degree.

Learning is tightly connected with the actual exploration of your ideas, skills and knowledge. Through the course's process you will have the opportunity to set up and establish your own enterprise and be mentored by experts in the field, or perhaps develop ideas for a family business with which you are involved already. Furthermore, during the course your professional and business networks will be enriched by an international experience, following a 'young' entrepreneurial firm, experiencing directly the entrepreneurial journey. The project will be completed by participation in an internationalisation week, networking with a diverse mix of early stage entrepreneurs, successful young entrepreneurs, business angels and venture capitalists from across Europe.

In parallel, the course offers high calibre teaching and learning, reflecting a critical approach to management and management education with a strong emphasis on research and reflexivity. As a member of this course you will also have an international learning experience which builds on the active contribution of students from around the world to create a truly international learning environment for all participants. The main aim of our course is to develop you as well rounded entrepreneurs and managers, able to operate in a wide variety of business environments, but we have also provided the opportunity for you to develop and implement your ideas through

the course's challenges and seed capital, meeting your needs and aspirations, and preparing your ideas to stand the actual test of the markets.

For many participants the course will allow you the chance to develop and apply the knowledge and skills derived from your first degree to a management context, or equally to provide you with an opportunity to change your career direction. The context for the course reflects the increasingly pressing issues of investigating alternative career routes, undertaking personal risk and the ability to transform ideas to innovative offers and new ventures to compete in the global economy. The course provides you a unique seed fund and access **to the Entrepreneurial community, presenting** you with connections to experts, entrepreneurs, business angels and capitalists. Even more, these entrepreneurial qualities and skills are valued now more than at any other time by existing companies that wish to hire highly motivated persons that could lead change and innovation in order to compete in the global environment.

The MSc Entrepreneurship has been carefully designed to be an academically robust and practical course, fostering innovation and value creation. The basic belief underpinning this course is that theory, practice and experience have a dynamic relationship where one reflects on the other and vice versa. This belief is reflected overall in the design of the course and at micro level for each module.

The course aims to stimulate the entrepreneurial ethos of individuals and develop their skills and capabilities to lead and direct start-ups. More specifically, the objectives of the course are to:

- a) Stimulate the entrepreneurial ethos of individuals and develop skills and capabilities to lead and direct start-ups;
- b) Challenge individuals' preconceptions or personal or societal barriers through learning, understanding and systemic thinking;
- c) Develop management skills to explore new venture opportunities and advance participants' ideas to feasible enterprises;
- d) Develop networks with professionals and businesses and the communication skills to explore successfully new value propositions;
- e) Initiate the structures for participants' first enterprise.

7. **Course outcomes**

Course outcomes describe what you should know and be able to do by the end of your course if you take advantage of the opportunities for learning that we provide.

Knowledge and understanding

By the end of the course you should be able to:

1. Explore the entrepreneurship discipline through theory, practical experimentation, reflection and application to transform conceptions to systemic thinking.
2. Critically reflect on knowledge and understanding to compete for opportunities and transform them to viable concepts and business models.

3. Apply knowledge, tools and techniques to resolve issues in new and diverse situations within the Entrepreneurship discipline.
4. Evaluate the rigour and validity of published research and assess its relevance to the practice of Entrepreneurship.
5. Demonstrate the ability to make recommendations for organisational practice based on theoretical insights through a process of experiential or applied learning.
6. Demonstrate an aptitude for independent critical thought and rational inquiry.
7. Demonstrate creativity and intellectual curiosity in both the application and synthesis of knowledge.
8. Demonstrate proficiency in the use of techniques of research and enquiry to draw conclusions from a critical evaluation of relevant issues.
9. Demonstrate an appreciation of the wider social, environmental and economic sustainability issues and their interrelationships which may be impacted by or have an impact on organisational activities.
10. Understand the environmental, social, governance and ethical problems that may occur in the Entrepreneurship discipline and apply appropriate frameworks or professional codes to resolve such problems.
11. Critically self-reflect, and demonstrate an international awareness and openness to the world, based on an appreciation of social and cultural diversity.
12. Develop a critical understanding of the role of the Entrepreneurship discipline in the global context.
13. Demonstrate a critical understanding of the role of the Entrepreneurship discipline in a wider organisational context.

Skills, qualities and attributes

By the end of the course you should be able to:

14. Analyse a variety of relevant data used in diverse contexts to support effective decision making in the Entrepreneurship discipline.
15. Communicate key issues and arguments in written and oral format to a professional standard.
16. Effectively use information and communication technologies relevant to the Entrepreneurship discipline.
17. Work collaboratively in internationally diverse teams.
18. Make decisions and exercise judgement in organisational settings when faced with a range of alternative courses of action.
19. Take personal responsibility for continuing professional development and develop the capacity to be an effective and reflective practitioner.
20. Exhibit skills in leading and managing people.
21. Build and maintain networks and explore the opportunities that derive from them.

8. Teaching and learning methods

Most teaching uses an interactive workshop approach with short lecture inputs integrated throughout a day which will typically include: exercises, case study work, DVD/video analysis, simulations, role plays, presentations,

debates and discussion. Such activities will provide you with the opportunity to actively engage with theories and concepts as they are introduced.

Case studies are used to help provide context to the issues raised in the workshops and ensure that students understand how to apply the theories and concepts to relevant situations, structures and processes.

In-class group discussions, role plays, presentations and debates are designed to develop students understanding of communication processes in the management context and develop their confidence in articulating novel ideas to an audience. These practices will assist in the development of their critical analysis and evaluation skills.

In addition to work within the class on-going engagement in three key ways is expected:

Mentoring-Coaching. During the course students will be supported and challenged by experts in the field to provide them with guidance and advice towards competing to gain a seed capital and set up their own enterprise. The intense and proactive engagement is essential to explore fully the opportunities that are open to them through each activity-based module.

Group-working. From the outset of the course students will be given challenging projects to complete in small teams which are designed to improve their team-working, project management and research skills. In addition students are provided with an important opportunity to develop team-working and entrepreneurial skills in a live situation and practice specific consultancy project. The consultancy project links the strategic knowledge and understanding acquired over the previous modules of the course with managerial and organisational reality.

Independent learning. A key feature of the course approach is to develop students' capacity for independent critical thought and self-directed learning utilising both traditional, e-supported activities and experimental activities.

9. **Assessment methods**

The assessments you complete will both indicate how you are progressing on the course and provide you with an opportunity to apply your acquired knowledge and understanding. In applying this knowledge and understanding you are also building the skills, qualities and attributes that are required by successful entrepreneurs.

The assessments you will submit are varied and you will be working both on your own and in groups. Some of the assessment you undertake will be graded (this is called summative assessment) whilst the rest will be set to allow us to provide early feedback on your progress and give you guidance on how to improve your performance (this is called formative assessment). The interactive nature of the taught sessions offers opportunities to gain feedback on your performance before being formally assessed and increasing use is

made of experimental learning to further support the feedback process. One of the important features of the course is that the assessments that you undertake will match and reflect the tasks that you will face in your management career. Your assessment experience will be enhanced by use of case materials and towards the end of the course real life business problems.

Each module has clear assessment guidelines and tutor support is offered throughout the course – thus providing you with the opportunity to maximise your learning experience. A range of assessments method is used across the course the choice of which reflects the needs and demands of the different types of module. Some modules will assess the ability to work collaboratively in a team and others will assess individual capability. Types of assessment will range from group presentations to individual assignments including essays, reports, posters, financial analyses, literature review, and research based projects. Although some modules' assessment elements are synchronised with the screening processes of business concepts, or the seed capital competition, the academic grade is assessed by the academic team of the module and awarded independently to the outcome of the screens or the seed capital competition.

10. Course structure and curriculum

The structure for the MSc Entrepreneurship has been designed to recognise the needs of the target market, the lecturing team, the University's attributes of a post-graduate course, and the changing requirements of the international, global business environment. More specifically, the design should adhere to the guiding principles, allow the learning outcomes to be achieved, facilitate the effective delivery of a body of contemporary content, allow the teaching, learning and assessment strategy to be embedded, and best utilise the available resource-base. Furthermore, the delivery adapts to contemporary interactive and activity based lecturing techniques. The course incorporates the discovery of principles and theories in the different relevant fields, with experiences from real life problems and entrepreneurial activity, reflection, exploration and progression of own ideas to deliver advanced enterprise concepts.

The curriculum has been inspired by the will to encapsulate the spirit of entrepreneurship, integrating business knowledge and skills necessary to develop, run and grow a business with the soft skills necessary to breed decisive professionals, agile to different environments and circumstances, able to seize opportunities, solve problems and utilise networks. Therefore, the course draws upon a variety of disciplines to:

- prepare students with the knowledge and skills required to develop and manage new ventures across national boundaries;
- bring together the teaching and research experience of staff in the division and in NBS;

- draw upon emerging development strategies within the School's post-graduate provision, particularly targeting the University's key objectives to recruit from EU/UK and international markets and the school's mission to "*deliver education and research that combines academic excellence with impact upon business and society*";
- increase NBS visibility among the European and UK Business Schools that have a vibrant entrepreneurial dimension and quality courses;
- reflect the key interests of Home/EU undergraduate students in Entrepreneurship;
- reflect the key interest of international students aiming at deepening their knowledge and understanding of Entrepreneurship in Europe, rather than exclusively in the UK.

The full-time MSc Entrepreneurship Course will run over a full year and normally modules will be taught over a four (4) week period. This structure provides the thorough delivery of the principles and theories related to each subject, allowing students to experience and reflect on them. Furthermore, this provides the platform for students to experiment and progress their own ideas and concepts in structured workshops, towards the delivery of a complete and ready to run new venture and get a taste of real business life related to each subject.

The combination of the modules form the Course's Entrepreneurial Process that provides the framework for step-by-step mentoring and support from experts in the field. At the end of the process the students will have the opportunity to set up the structures for their own enterprise, as an individual or as a team with other course members. The course team will guide them in this process providing the relevant theories and principles to create ideas for new ventures, develop them and set the appropriate structures around them to materialise them to viable enterprises that provide value to their customers. However, in order to achieve a business proposition that has of the highest possible chance to succeed in the marketplace by the end of the course, students are challenged in several points through the screening gates¹. These screenings have three purposes: (a) to force students' thinking to identify issues on their proposition and fix them, advance their thinking in areas that they have not thought of before and test their proposition from different angles as early as possible; (b) expose students to the reality that their ideas may 'fail' the test of the markets and that they need to deal with this and move to different concepts with higher chances of success before resources are committed to them; (c) to generate a competitive spirit that will keep the interest and esteem of the students high, during the 12 month period of the course. At the end of this entrepreneurial trip, students compete for the Start-up Seeds Capital² which offers them the prospect to finance the basis for their business venture and the chance to establish and run the start-up from the premises of the HIVE.

¹ The outcome of the screens is independent to the academic grade or parts of the grade awarded in the related modules

² £500 per person are provided to all students that participate on screening 2. Students compete for extra £500 per person during the seed capital competition; All students get a hot-desk at the HIVE for 5 weeks.

This provides them with a high profile base and continues the network of expertise and advice from the HIVE and NBS. The overview of the course’s structure is illustrated in Table 1.

Table 1. The full-time MSc Entrepreneurship Course runs over a full year.

Entrepreneurial Phase	Academic Year		
Idea Initiation	Trimester 1		
	Enterprise Context & Business Values (20cps)	Customer Insight Through Marketing Research (10cps) Transformational Leadership Development (TLD) (10cps)	
	Entrepreneurial Ethos: Leadership, People & Team Management (20cps)		
Marketing and Customer Thinking (20cps)			
Concept Development	Trimester 2		
	Uncap Creativity & Innovation (20cps)		
	Value Chains: Resources & Partnerships (20cps)		
Convincing the Markets	Trimester 3		
	Entrepreneurship Experience Programme (40cps)		

Idea Initiation

A course induction will introduce the students to the course, the aim and the structure, covering essential areas such as assessment, study skills and how to use the electronic library and resources. During the induction Intellectual Property Rights (IPR) issues will be raised and relevant contacts for advice will be provided, for the students to be aware and consider their actions prior to the exposure of their ideas to the course. Furthermore, during the second module the students will participate in a two day team building course to help the students get to know other course members better and start to work together effectively in teams.

The first three modules are designed to provide students with a thorough grounding in key business and management functions and disciplines. Themes of leadership,

management of people, business values, international business environment, strategy, marketing and customer perspectives are drawn out in the first three modules: Enterprise context and Business values; Entrepreneurial ethos: leadership, people and team management; and, Marketing and Customer thinking. The first module provides an overview of contemporary organisational and environmental context. It defines and explores the concept of sustainability and of strategic design and modelling of enterprises to cover the needs of different type of customers. During the Entrepreneurial Ethos module students will enrich their knowledge and skills to lead and collaborate with people, manage stress and motivate themselves and others. At the end of the module the students will create a LinkedIn group, which could be used for virtual discussions and to present themselves and their activities in a professional social platform.

During the third module they will illustrate the value of their propositions from the point of view of their potential customers and target markets. The marketing and Customer Thinking module will provide the knowledge and skills to advance the idea into a novel concept, fit for the requirements of the intended market.

In parallel, the first module gives the opportunity to the students to define their original idea and demonstrate their potential. The students' ideas will be evaluated in a screening process with a 'stop'- 'rethink'- 'go' result. Students with ideas that progress through the screening ('go' or 'rethink') will have the opportunity to build their development team from their colleagues whose ideas did not progress, using the knowledge and skills from the Entrepreneurial Ethos module. On the other hand, students whose original idea does not progress and who do not want to cooperate with a winning one, in this stage, would have the opportunity to develop individually or in a team, a challenging concept on the themes of the ones that go through and compete with them in the next screening process. Thus, students will elaborate their original ideas either with the participation of colleagues or individually.

At the end of Marketing and Customer Thinking module a second screen will challenge the alignment of the idea with the market. This screening has a 'stop'- 'go' result. The students that present ideas that do not progress are required to form either teams between them or to join in a team with an idea that is progressing to continue to the next stage. The team formation will be led by the students themselves, using the skills they have developed during this first period of the course, and considering the level of effort and diverse skills required to develop their concepts to viable businesses.

Concept Development

As the MSc proceeds the content deepens the students' knowledge and skills in entrepreneurship through the study of two modules related to innovation and managing resources, creating partnerships and understanding and exploring the needs of customers. Therefore they will come across practices for setting up innovative value chains, control networks and align their concepts and resource needs to the requirements derived by the innovative spirit of their idea and the requirements of

resources and partnerships with two more modules: Uncap Creativity and Innovation; and Value Chains: resources and partnerships.

At the end of the Uncap Creativity and Innovation module a third screening challenge will identify the level of innovation of the proposed concepts. The result of this screen is a 'stop'- 'go' result. Concepts that do not prove the innovative nature and clarity of their value proposition will be rejected. Once more the students with concepts that are progressing will have the opportunity to enter into collaborations with the students whose ideas do not progress. A 'speed-hiring' workshop will take place with students whose concepts progress requesting and interviewing a number of colleagues to collaborate with. At the end of the recruiting workshop, all the concepts that are chosen to progress are required to do so as teams³.

The next module, International Experience, provides to students an international perspective and the challenges that an enterprise faces in the global environment. A comprehensive week on internationalisation, international collaboration, consultancy skills and communication skills ensure that they are prepared to undertake this challenge and prepare them to deal with diverse cultures and attitudes. Then, students are placed abroad for a total of two weeks in collaboration with one of our partners across Europe. During this period they will seek advice on internationalising their own concepts from one entrepreneurial firm that the course team will introduce to the students and be in close contact, following their day-to-day activities. An academic supervisor will be assigned to guide and advise through the process and discuss any issues arising from the placement. Completing the placement, an international networking week will be organised in the host institution to meet a diverse mix of early stage entrepreneurs, successful young entrepreneurs, business angels and venture capitalists from across Europe. These activities aim to create the first elements of the professional and international business network, necessary for any entrepreneur. During this period the students will present their internationalisation plan and get feedback from professionals. In parallel, in a mixed team with local students from the host institution, a consultancy proposition will be presented in relation to internationalisation issues, for the entrepreneurial firm that they were placed with dealing with their competencies, priorities and opportunities.

Convincing Markets

Returning from the international experience students will come across themes related to accounting and financial control and contemporary business models. The Entrepreneurship Experience Project presents in parallel two dimensions that rap-up the overall entrepreneurial concept:

Profit formula. This part explores relevant techniques and tools in order to be able to control growth, costs and revenues. Furthermore, demonstrates how to present the

³ A maximum number of team members will be set, depending on the size of the cohort. Only exceptional individual propositions will be allowed to proceed as an individual project.

financial elements of their venture to potential investors and capitalists. In parallel, it prepares the students to face potential capitalists and defend their propositions, using appropriate documentation and reasoning. A 'pitching' experience will be organised with one of the active networks across the region to experience what it means to be challenged by capitalists and potential investors, developing students' confidence further.

Business Models. This final part will provide the overall strategic proposition of the new venture and provide the canvas to set the necessary structures and channels for a successful enterprise.

The Entrepreneurship Experience Project accommodates the Venture Week in which invited speakers and capitalists will judge the students' business concepts and models and a Seed Capital award will be presented to the best ones. All the students then will have the opportunity to setup these ventures at the HIVE and receive further coaching and mentoring from the members of the course to establish and operate their venture. Further to the seed capital competition the invited capitalists will provide feedback to the students on the potential to attract investment in real pitching events, and provide guidance of how to participate in them in order to get further capital investment.

Finally and throughout the whole year students will attend the Customer Insight Through Marketing Research Module and the Transformational Leadership Development (TLD) module. The aim of these two module is to develop students as broad-minded researchers, practitioners and professionals. On one hand the Customer Insight Through Marketing Research Module aim to develop students as effective researchers in different discipline areas/contexts through the delivery of a course-cluster specific research methods module, which give them the base for researching in relation to their venture idea. On the other hand *Practice* is central to the ethos of the School and a broad-minded practitioner is able to take responsibility for their personal and professional development. Furthermore, enterprising professionals need to demonstrate empathy for the stakeholders that are affected by their actions and take decisions based on research and evidence based analysis. Therefore, during the TLD module students will form a social enterprise project, raising money and present them for a social scope of their own interest. In the current market one third of executives are involved in the third sector (social enterprises). In parallel, most of the large consultancies, firms and university vacancies require for their applicants to demonstrate their network ties and involvement with the community. In addition to developing these skills, students will be expected to access a wide range of learning events designed to develop the skills identified by them in a Personal Development Plan and from their knowledge of the wider global business and organisational context

Course Modules:

- Enterprise Context & Business Values (20cps)
- Entrepreneurial Ethos: Leadership, People & Team Management (20cps)

- Marketing and Customer Thinking (20cps)
- Uncap Creativity & Innovation (20cps)
- Value Chains: Resources & Partnerships (20cps)
- International Experience (20cps)
- Entrepreneurship Experience Project (40cps)
- Customer Insight Through Marketing Research (10cps)
- Transformational Leadership Development (TLD) (10cps)

Intellectual Property Rights:

Intellectual Property Right (IPR) issues that may derive from the course are governed by the University-Student IP policy and students are advised to seek external and independent advice. Students that participate on the Seed Capital competition, individually or as a team, have the opportunity to register their business concept with the HIVE agreeing with the rules and regulations that govern the HIVE. NTU will have no responsibility of any liabilities that arise from the activities of the firm.

The originator of a venture concept may include any student(s) that contribute to the development of the concept, in the sharing of any reward that might arise from the commercial exploitation of their activities or the generated IP. The Course Leader will encourage and guide the students to appropriate external and independent advisors to form relevant collaborative agreements.

11. Admission to the course

Criteria for entry to the course will normally include a good first degree (normally deemed to be equivalent to a UK 2:2 (Honours) Bachelors degree).

- If your first language is not English you must be competent in written and spoken English up to the following standard: IELTS 6.5 (minimum 5.5 in reading and writing) or equivalent.

The MSc Entrepreneurship is a conversion course leading to a generalist management award. It is therefore designed to be attractive to students who do not possess the requisite management experience to enrol on an MBA, but who wish to set themselves apart in an increasingly competitive enterprising environment by demonstrating that they have an internationally recognised UK Masters award, whilst also enhancing their employability by undertaking current and relevant management studies. Furthermore the course is appropriate for students with a first degree in any discipline that want to see their knowledge to be flourish into a new venture.

Thus, a typical student will aspire to start their own enterprise and seize an entrepreneurial career or to develop master's level knowledge and skills in business and management subjects to enhance their employability.

In addition to the above, you will normally be expected to have:

- an ability to communicate effectively in written and spoken English within a business context;
- a willingness and ability to undertake critical academic study of management and leadership issues in business as appropriate to postgraduate study;
- a willingness to develop and apply personal management leadership skills and abilities;
- a high level of motivation and commitment towards management, leadership and career development.

12. **Support for learning**

The School's professional approach to management education is supported by the latest communications and information technology. The School provides a high quality learning environment designed to encourage creative thinking.

We are proud of our comprehensive and focused academic development process which enables students from a variety of educational backgrounds to achieve a smooth transition into this high performance course. Part of this period includes a residential course which has been specifically designed to help students build trust and start to work as teams, as indicated in section 16 below.

The computing network offers 24-hour access to the University's computing facilities and students have access to a wealth of library materials including over 450,000 books, as well as an extensive audio-visual collection of videos and slides. Electronic library resources form a core part of the support to students, with over 200 databases and 9,000 electronic journals accessible by the e-library web portal.

Academic staff within the Business School have an excellent reputation for being approachable and enthusiastic about their subject area, with the course being designed around face to face contact with a wide range of specialists. This is highly valued by our students and distinguishes us from many of our competitors. Each student will be allocated a personal tutor with whom you will meet on a regular basis to discuss your academic progress.

We also recognise that you sometimes need help that falls outside the academic area and therefore the University has a department of Student Support Services which offers dedicated professional support services for both international and home students. Our aim is to ensure that students have access to appropriate support for academic, financial and personal issues which might otherwise affect their experience at the university.

13. **Graduate destinations/employability**

Graduates of the course will have developed a wide range of skills and abilities that will enhance their entrepreneurial skills and therefore their employability. In particular, graduates will be able to:

- Identify career opportunities towards an entrepreneurial role;

- Build on existing expertise with up-to-date international disciplinary knowledge and skills to be able to gain accelerated promotion in their chosen profession;
- Lead change as an intrapreneur inside a larger organisation
- Carry out consultancy work within a wide range of sectors (e.g. manufacturing, services, retailing), or advise other entrepreneurs;
- Undertake further study within the field of Entrepreneurship.

Although the course aims to inspire students to undertake risk and start their own enterprises, this course is open to students who wish to explore the enterprise concept in existing businesses or undertake the role of advising start-ups to grow and internationalise their offering. Hence, the course focuses on preparing students to be creative, critical and efficient managers, able to lead change.

The course provides you with a unique platform to access **the Entrepreneurial community, presenting** you connections to experts, investors and entrepreneurs. It provides you initiatives and knowledge to test your ideas and set up your own venture, putting your career in your own hands. Furthermore, graduates from this course may pursue a career as business strategy and development consultants, or lead the design and development of strategic business units in established organisations.

14. **Course standards and quality**

Management of the course will be conducted through three formally constituted committees: the Board of Examiners; the Course Committee and the Course Enhancement Board. The roles and activities of these committees will be as specified in the University's Quality Handbook. The Course Enhancement Board includes external input from employers and alumni.

An External Examiner will be appointed, who contributes to the work of the Exam Board then writes an annual report about the overall standards and quality of this course.

As a student on the course, you will be able to give us your views on the course and particular modules, suggestions for improvements and any other feedback in formal meetings such as the course committee at which students from the course act as representatives and other staff student meetings. We will also ask for your evaluation of each module, and the course as a whole. We analyse this feedback, tell you what it is and what actions we are going to take.

15. **Assessment regulations**

This course is subject to the University's Common Assessment Regulations (located in Section 16 of the Quality Handbook). Any course specific assessment features are described below:

This programme is subject to the University's Common Assessment Regulations (located in its [Academic Standards and Quality Handbook](#)).

16. **Additional Information**

Collaborative partner(s):

None

Course referenced to national QAA
Benchmark Statements:

**QAA Benchmarks for M level
courses in Business and
Management (QAA 2007)**

Course recognised by:

Date this course specification
approved:

June 2017

Any additional information: