MA Enterprise

Programme specification

Academic Year 2020-21

Contents

1. Programme Overview

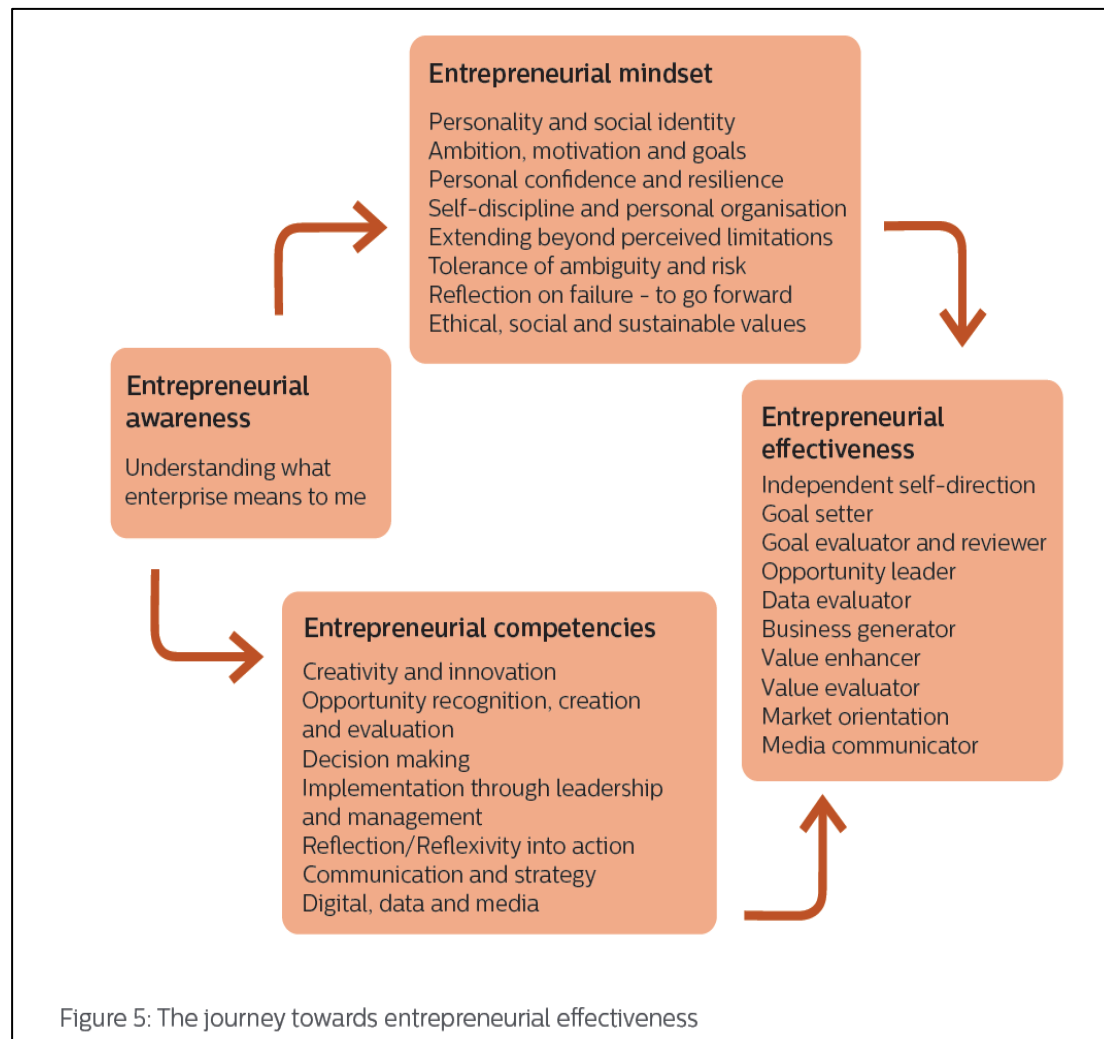|	
Full programme/award title(s)	MA Enterprise
Short programme title	MAE
Fees	£21,500 (subject to annual increase)
Faculty / School	Business & Management
Location of study	Regent's Park
Off campus elements / locations	None
Awarding institution	Regent's University London
Institution regulated by:	Office for Students, Quality Assurance Agency
Programme entry points	September 2020
Date of initial/previous (re)validation	May 2019
Date of next revalidation	September 2023
Framework for Higher Education Qualification level of final award	Level 7
Number of credits in award	180 credits
UCAS codes	Not applicable
Underpinning QAA subject benchmark statements	Enterprise and Entrepreneurship Education & Master's Degrees in Business and Management
Other external and internal references	Regent's University London Academic Regulations Regent's University London Learning, Teaching and Assessment Strategy 2015-2020
Professional, statutory or regulatory body recognition/accreditation	Not applicable
Mode of study (Full Time / Part Time)	Full time
Language of study	English

Minimum / Maximum duration of programme for each mode of study	**Part time:** Not applicable
	Full time:
	Minimum 1 year
	Maximum* 3 years
	* In exceptional circumstances only – refer to Regent's University London Academic Regulations for details
Date of production / revision of this programme specification	July 2019

2. Why study this programme?

The MA Enterprise is designed for students who wish to develop careers in the entrepreneurship or the family business. It offers a learning journey that will help you understand how to convert an idea into reality, with a focus on settings in family enterprises, new ventures and the creative industries.

The programme supports, and leads towards, entrepreneurial action, both now and in the future, whether this be in the context of self-employment, creating a new business, social entrepreneurship, or intrapreneurship within an existing organisation.

You will choose one of the specialist pathways below when you apply:

- Family Enterprises
- New Ventures
- Creative Industries

Enterprise is embedded in the curriculum, with practical opportunities for gaining experience that complement the formal learning. The programme recognises the value of extracurricular experiences for confidence-building, networking and student enterprise, and aims to engage students in a range of different ways.

Graduate outcomes and prospective careers

Successful completion of the MA will help to develop your core behaviours, personal attributes, core competencies and entrepreneurial effectiveness. You will have opportunities to put your learning into practice in a wide range of situations so that you can develop confidence in 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.

3. Programme aims and objectives

This is a guide to what you might achieve if you take full advantage of the learning opportunities provided.

This programme is focused on both learning and application. It 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.

The MA will take you on an experiential learning journey. Along the way, you will develop and enhance your enterprise awareness, mindset and competences to become an effective entrepreneur in your chosen field.

Entrepreneurial mindset

Personality and social identity
Ambition, motivation and goals
Personal confidence and resilience
Self-discipline and personal organisation
Extending beyond perceived limitations
Tolerance of ambiguity and risk
Reflection on failure - to go forward
Ethical, social and sustainable values

Entrepreneurial awareness

Understanding what enterprise means to me

Entrepreneurial effectiveness

Independent self-direction
Goal setter
Goal evaluator and reviewer
Opportunity leader
Data evaluator
Business generator
Value enhancer
Value evaluator
Market orientation
Media communicator

Entrepreneurial competencies

Creativity and innovation
Opportunity recognition, creation and evaluation
Decision making
Implementation through leadership and management
Reflection/Reflexivity into action
Communication and strategy
Digital, data and media

Figure 5: The journey towards entrepreneurial effectiveness

The MA Enterprise programme journey builds on QAA Enterprise and Entrepreneurship Education Guidance

Your learning on the MA Enterprise will not be linear, with 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 with support from the University's entrepreneurial Hive and research centres to create an overall experience helping your learning journey become a reality.
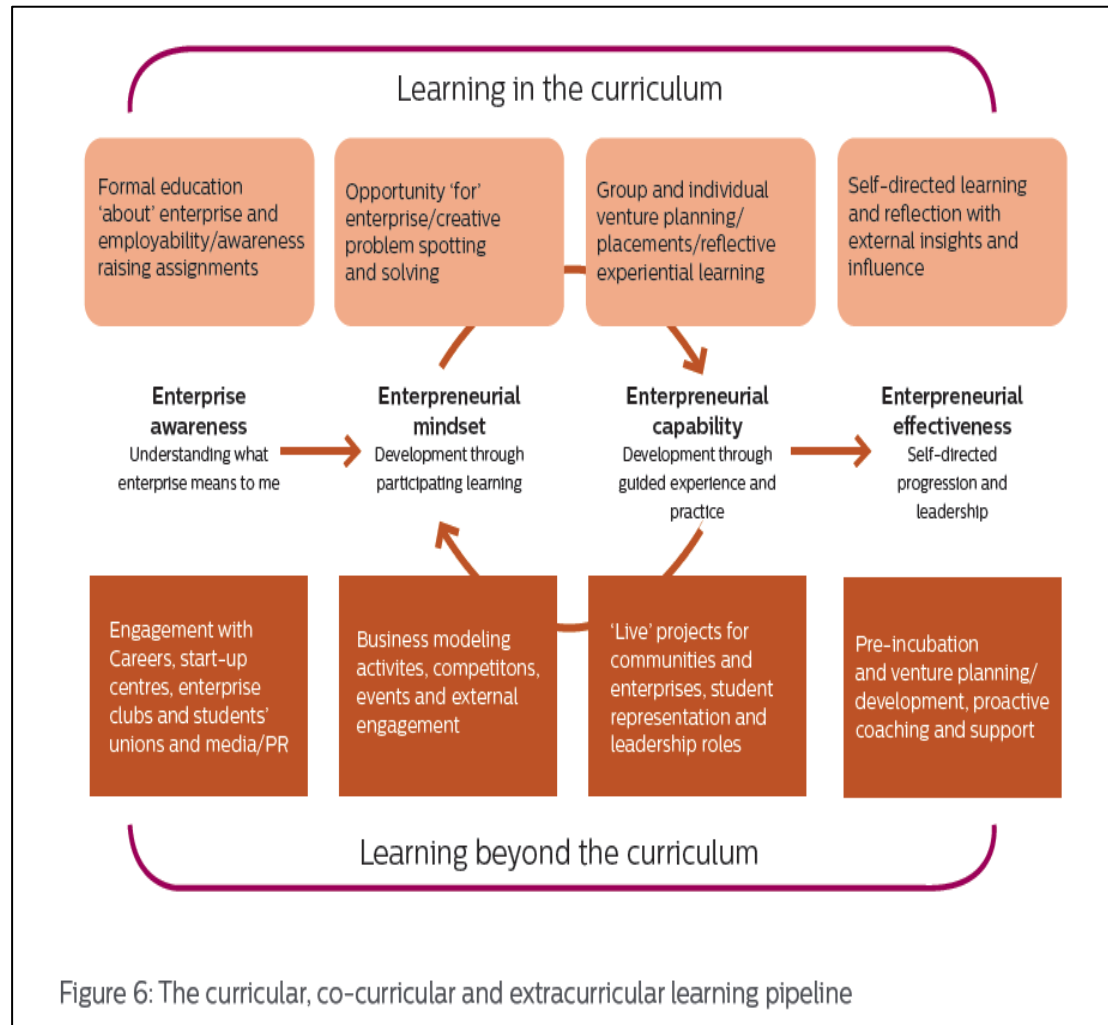

Figure 6: The curricular, co-curricular and extracurricular learning pipeline

4. Programme structure

This is a guide to the overall structure of your programme, mandatory elements, modules, term dates and periods of assessment.

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.

The programme is structured around a set of modules, each of which earns you a credit towards the final award:
- Core modules, taken by all students, are worth 60 credits

- Pathway modules, linked to the specialism that you have chosen, total 100 credits (including 60 credits for the Project/Dissertation)
- In addition, the choice of a number of elective modules enables you to further tailor your degree to your particular interests. These total 20 credits.

The taught academic year runs in two terms, from September to December, and January to May.

The usual class times are Monday to Friday, from 09:00-19:00.

You will complete the Project or Dissertation over the summer from May to September.

Electives must to be chosen before the start of Terms 1 and 2, so you are advised to review each of the options below 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:

- **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.
- **Technology and 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.
- **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.

Programme modules	
Core modules	**Credits**
Elements of Enterprise	10
Marketing and Finance for Enterprise	20
Research in Practice	20
Sustainability for Enterprise	10
Total core module credits	**60**
Pathway modules	**Credits**
Challenges in Creative Industries OR Challenges in Family Enterprises OR Challenges in New Ventures	20
Planning for Creative Industries OR Planning for Family Enterprises OR Planning for New Ventures	20
Enterprise Project OR Dissertation	60
Total pathway module credits	**100**
Elective modules – choose 2 of the following (subject to availability)	**Credits**
Business Analytics	10
Managing Complexity	10
Social Media Marketing Analytics	10
Technology and Innovation	10
Languages	12
Total elective module credits	**20**
TOTAL CREDITS 180	
Exit awards and learning outcomes achieved (if appropriate)	
MA (180 credits) Postgraduate diploma (120 credits) Postgraduate certificate (60 credits)	
5. Learning outcomes	
This is a guide to the more specific knowledge and skills you will gain if you take full advantage of the learning opportunities available to you.	
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.	

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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 (non-regulatory)

This is a guide to the academic opportunities available to help you achieve the overall aims and objectives of the programme as listed in Section 3 and the intended learning outcomes in Section 5. It is also a guide to the assessment methods used to test your achievement of the intended learning outcomes. In order to meet the full intended learning outcomes of the programme, you will be expected to study independently, participate in class discussions, ask for support in academic skills if required and engage with your personal tutors.

The learning and teaching strategy adopted for this programme relates to the Regent's University London Learning, Teaching and Assessment strategy (2015-2020), which comprises six priority areas:

- A personalised student experience
- Interactive and inclusive learning
- Assessment for learning
- Focus on student skills and attributes
- Developing cultural agility, flexibility and graduates' ability to compete strongly in the global labour market
- Professional development for staff

A learning journey: A key aspect of the programme is that it is a learning journey. You will learn through a range of formal and informal activities, with wider experiences contributing to the development of enterprising and entrepreneurial effectiveness.

Learning about, learning for and learning through: The MA Enterprise is different because of the nature of the 'journey', 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 you assimilate and reflect upon existing theories, knowledge and resources that enhance your 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. You 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 you 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 you to think about the future and visualise opportunities. You will typically be engaged in scenarios that challenge your thinking and make explicit the need for creativity and innovation.

- The 'through' modules and activities focus on developing your entrepreneurial capabilities 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: Modules are delivered using methods that are based on the behaviours, attributes and competencies that they are intended to enhance and develop. The approach aligns with your 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 include realistic and relevant high engagement, high-impact activities, such as simulations and venture creation initiatives.

- The programme utilises 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.

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- 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 Enterprise, 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 factors 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.

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Breakdown of teaching methods by percentage per level

You will receive guidance and instruction through various means (including lectures, seminars and workshops) and will also need to engage in your own self-directed studies. A percentage breakdown of teaching contact hours and self-study required on this programme is indicated below.

The following breakdown is a guide to how much time you will spend on each teaching and learning method. The exact amount of time spent in taught/practical lessons or self-study will depend on the elective modules that you take.

- 'Taught' learning typically refers to timetabled sessions led by a member of academic staff, such as lectures, seminars and tutorials

- 'Practical' sessions are also timetabled and led by an academic member of staff, but are focused on learning through experience, e.g. role plays, simulations, field trips, studio or laboratory work

- 'Self-Study' is time dedicated to self-directed learning that is guided by your own requirements to further your studies and complete assignments. This could include preparation for class, background reading, research and preparation for assessments, and writing.

Taught	20%
Practical	20%
Self-Study	60%

Assessment strategy and methods

There is a combination of formative and summative assessments. Formative activities are used for developmental purposes and are designed to help you learn more effectively by giving you feedback on your progress and on how it can be improved and/or maintained. They do not contribute to the award mark.

Summative assessments are used to determine your success in meeting the intended learning outcomes of a module and do contribute to the award.

We aim to avoid over-assessment and excessive bunching of assessments. The emphasis is on formative feedback during teaching and learning, assessment variety and a balance between group and individual work.

The 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 applied initiatives: 25%
- Through enterprise; by engaging with activities and reflecting upon the experiences: 50%

		Balance		Assessments	
Module	**Description**	Individual	Group	Earlier weeks	Final weeks
Term 1					
Core					
Research in Practice; 20 credits. Weeks 1-10.	The production of a portfolio of working papers.	100%		▓	▓
Marketing & Finance for Enterprise; 20 credits. Weeks 1-10.	Individual report and presentation on the marketing and finance aspects of an enterprise in a chosen sector.	100%			▓
Elements of Enterprise; 10 credits. Weeks 1-10.	Work in a group to complete a pop-up event in a chosen area of interest.	50%	50%		▓
One of these Electives					
Technology & Innovation; 10 credits. Weeks 1-10.	Individual and group work on the successes and challenges of technological innvovations.	50%	50%		
Business Analytics; 10 credits. Weeks 1-10.	Case study report on the application of business analytics.	100%			▓
Language; 12 credits. Weeks 1-10.	Individual written in-class test, oral assessment and cultural report.	100%		▓	▓
Term 2					
Core					
Sustainability for Enterprise; 10 credits. Weeks 1-10.	Individual work to critically evaluate an enterprises' approach to sustainability and to propose a way forward.	100%			▓
One of these Electives					
Managing Complexity; 10 credits. Weeks 1-10.	Managing a complex situation with a team and providing periodic presentations on the issues.	100%		▓	▓
Social Media Marketing Analytics; 10 credits. Weeks 1-10.	Individual social media marketing report that highlights the effectiveness of various networks.	100%			▓
Language; 12 credits. Weeks 1-10.	Individual written in-class test, oral assessment and cultural report.	100%		▓	▓
Two of these Pathway modules					
Challenges in New Ventures; 20 credits. Weeks 1-5.	Produce a feasibility study report and presentation on a new enterprise in a chosen sector.	50%	50%	▓	▓
Planning for New Ventures; 20 credits. Weeks 6-10.	Create a business plan report and presentation on a new enterprise in a chosen sector.	50%	50%	▓	▓
Challenges in Family Enterprises; 20 credits. Weeks 1-5.	Groupwork to create and perform a typical family enterprise scene. Individual report on learnings from own and others' plays.	100%		▓	▓
Planning for Family Enterprises; 20 credits. Weeks 6-10.	Research, with interview of senior family enterprise member, to report on your recommendations for securing its future.	100%		▓	▓
Challenges in Creative Industries; 20 credits. Weeks 1-5.	Individual presentation on the impact of new technology on a chosen creative industry area.	50%	50%	▓	▓
Planning for Creative Industries; 20 credits. Weeks 6-10.	Individual work to produce a business plan report and presentation for a proposed creative idea.	100%			▓
Term 3					
One of these two Pathway options					
Enterprise Project; 60 credits. Weeks 1-10.	Individual report and presentation on the chosen enterprise project.	100%			▓
Enterprise Dissertation; 60 credits. Weeks 1-10.	Individual report on the chosen enterprise topic.	100%			▓

Programme management and teaching staff

The programme is managed by a Head of Programme and staff who are, in general, educated to master's/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.

Faculty members have academic experience combined with industry familiarity, and have often worked in a range of business 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 Head of Programme may change periodically. Each student on the programme is allocated a Personal Tutor, who can meet 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.

Alternative forms of assessment

Students with student support agreements may be offered an alternative form of assessment. When this is the case, the University's Disability Guidelines for Alternative Forms of Assessment are followed.

Ethical approval of research

All research conducted within and outside the University by students at Regent's University London must be approved by the Faculty/Institute Research Ethics Review Panel prior to its commencement. 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. Relationship to other programmes and awards

Some programmes share modules or have other connections to other programmes. This is a guide to whether this is applicable for your programme.

The elective modules for this programme are shared with MA Management.

You can also choose electives from the Regent's Connect programme of language, culture and cross-cultural modules. Languages available include Arabic, Chinese, French, German, Italian, Japanese, Portuguese, Russian, and Spanish.

8. Student support

We want you to make the most of your time at Regent's and we also know that sometimes life at university can be hard. We can give you the support and you need, on academic study, language skills, careers, disabilities, mental health, gender, sexuality, finance and many other issues.

Regent's Student Hub will be the first port-of-call for the majority of your needs. Staff in the Hub can either deal with your enquiry directly or point you to one of our services for more help.

Our support services include:
- Personal tutor scheme
- Student Services
- Academic Skills
- English for Academic Purposes
- Careers advice, including placements
- Disability support
- Accommodation
- Student Union

For more information about life at Regent's and the services we offer, visit:
regents.ac.uk/information/student-life/for-current-students

9. Learning support facilities

Regent's offers a variety of different facilities and technologies to support your studies. These include lecture theatres, seminar rooms, the library, IT labs and specialist software.

If you require support or advice with regard to accessing campus facilities, please speak with our disability support officer, so we may address your concerns.
regents.ac.uk/information/student-life/for-current-students/disability-information

The Library at Regent's supports teaching and learning at the University. Our relevant and extensive collections, flexible study spaces and knowledgeable staff can help you achieve your academic goals. During term time, the Library is open until late in the evenings. During busy exam periods, it is open 24/7. Most areas are fully accessible to people with disabilities and wherever there are challenges we work with individual(s) to overcome, rearrange or support to facilitate good and safe access.

For postgraduate students, there are restricted-access facilities with computer terminals, group- and silent-study rooms, a kitchen and social space.

Regent's uses Blackboard as its virtual learning environment (VLE), where you will find learning materials and content for your modules. You will also submit your coursework online and receive feedback through Blackboard.

MyRegent's is a free app and web dashboard which contains Regent's email, degree programme timetable, module information and more. You will be able to download it for Apple

or Android devices or access it at my.regents.ac.uk once you have enrolled with us. Regent's has IT labs where you can use our computers and there are dedicated areas for you to use 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. Regent's is a member of the Eduroam network, so you can connect to this service to access Wi-Fi worldwide.

For more information, visit: regents.ac.uk/about/learning-resources

10. Opportunities for personal development planning

Regent's Careers & Business Relations team has been closely involved in the design of this programme, with its focus on students who wish to have careers in family business, in new ventures or the creative industries.

Students looking to start their own businesses will be invited to work in the Hive, a collaborative entrepreneurial workspace and community (see below) and, if required, support with a graduate entrepreneurship visa.

Extracurricular activities

You will also have opportunity to engage with extracurricular activities on and off campus organised by staff from across Regent's. These include but are not limited to: prominent guest speakers' presentations, conferences, competitions, university societies, Student Union membership and student representation. Participation in competitions or engagement with societies and Student Union are a great way to develop a host of skills and evidence demonstrating your diverse capabilities and can contribute to fruitful personal development planning.

Careers support

All students benefit from an initial consultation with a careers adviser in their first weeks on campus. Based on your individual interests you will, guided by your adviser, develop knowledge and networks in relevant sectors and roles. You will be encouraged to team up with like-minded individuals to build communities centred around shared interests.

You will have access to the vacancies shared by our business relations team on the Student Hub, as well as multiple other resources, and help with making applications for internships and graduate roles in the UK and beyond. Students who have not identified an area of interest are offered guidance consultations to enable decision-making.

A variety of workshops throughout the year will help you succeed at every stage of the selection process, including CV and cover letter writing, interview (including video interviews) and assessment centre preparation, networking, LinkedIn and psychometric testing. Support with individual applications is available.

Students looking to complete a consultancy project, such as a capstone, receive support in developing practical consultancy skills, as well as help with sourcing suitable projects. This

offer is tailored with sector relevant information to reflect subject specialisms (e.g. fashion, design, business).

Each term a number of masterclasses (held by industry specialists), seminars, networking events and meetups are organised on campus. They offer an invaluable opportunity to find out about employment prospects in different industries and business sectors and to develop a professional network.

At our hiring breakfasts, employers who currently seek students via the Student Hub vacancy board (internships, placements, or graduate jobs) are introduced to (and given the opportunity to interview onsite) students directly.

In addition to regular face-to-face contact with our expert staff, we offer a wide range of online resources including VoIP (e.g. Skype) appointments to help you in your job search. These include advice sheets, videos and self-assessment tools. All this is accessible on the Student Hub to current students and alumni.

The Hive
The Hive is a workspace and community for both current students and alumni, which offers a full suite of services, including start-up advice, masterclasses, careers advice, student consultancy services and a bookable hot desk environment for start-ups. There is also support with graduate entrepreneurship visas if required.

The Hive offers a collaborative environment in which careers and enterprise advice happens in a live working environment, allowing knowledge and opportunities to flow between its users. It aims to break down barriers between job seekers and creators, learners and staff, changing the way our learners relate to the University and develop their career skills.

11. Admissions criteria

A Regent's education provides you with a high level of personal attention, and this begins from the moment you apply to study with us. We want to understand who you are and what your skills and interests may be – we are interested in your potential, as well as your prior achievements. We review each application comprehensively and on its individual merit, considering all of your skills, interests and attributes.

We receive applications each year from over 170 countries and are happy to assess all international qualifications.

Level 7 entry (postgraduate)
Typically, we will make an offer to a student holding a minimum lower second class (2:2) UK Honours undergraduate degree in [example subjects] from a recognised institution. Other equivalent international qualifications from recognised institutions will be accepted.

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We also welcome applications from candidates who do not meet the essential entry criteria outlined above. In order to be accepted for exceptional entry, you must:

- Hold a minimum of two years' relevant work experience
- Provide a 1000-word personal statement outlining your reasons for applying, and how your previous experience is of relevance to the programme you are applying for
- Be prepared to attend an interview with the Postgraduate Admissions Panel

We will require proof of English language proficiency, for example we ask for:

- IELTS: Overall score of 6.5, with 6.0 or above in all 4 component parts
- A-level/GCSE/IGCSE English: grade C / 4 or above (for IGCSE certificates, please provide the Supplementary Certifying Statement with the breakdown of component grades)
- On-campus diagnostic test. For more details contact admit@regents.ac.uk

    Or equivalent qualification.

We offer a range of courses that can help to improve your English language proficiency. Please see the website for more details:

regents.ac.uk/study/short-courses/english-courses-london

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

You can find our Admissions Policy and Admissions Appeals and Complaints Policy at:

regents.ac.uk/about/governance/academic-governance/academic-governance-documents

12. Visas and immigration

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

13. Tuition fees and other costs

For students enrolling on the MA Enterprise, the annual fee for the academic level/year in 2020/21 is £21,500 paid in equal instalments over the first two terms.

Add any programme-specific information with regard to tuition fees, e.g. proportion of fees due during periods of work placement, study abroad.

Tuition fees are set by the University's Board of Trustees for each financial year, which runs from 1 August to 31 July. Therefore your annual fee will rise each year/level. The maximum

increase per year for existing students is based on the Consumer Price Index (CPI) inflation rate, plus a maximum of 3%.

To secure your place at Regent's you will need to pay a deposit. These are currently set at:

Home/EU students advance deposit on tuition fees: £1,000 (non-refundable*)

Non-EU advance deposit on tuition fees: £4,000 (non-refundable*)

Fees are normally payable once a term and are due two weeks before the start of term. They can be paid through our online portal. Payment plans are available for eligible new and returning students. For more information visit the Pay Fees page on our website: regents.ac.uk/study/how-to-pay/pay-fees-online-and-payment-plans#close

Our current Payment Terms and Conditions are available at: regents.ac.uk/study/how-to-pay/payment-terms-conditions#close

There are a number of way to help fund your studies through scholarships, bursaries and student loans. For more information, visit our Scholarships, bursaries and funding page at: regents.ac.uk/study/scholarships-funding-and-bursaries

London is an expensive place to live so it is important to ensure that you can afford to stay here for the duration of your studies. In addition to your tuition fees, you will have expenses such as accommodation, food, bills, transport, clothes, socialising, books and other material costs. If you would like to discuss the financial impact of studying at Regent's then please contact us: regents.ac.uk/about/contact-us

One of your main financial outlays will be your accommodation. There are three types of accommodation available to choose from. We offer limited accommodation on campus at competitive prices, off-campus accommodation at Urbannest, or you could choose private accommodation which we can help you find. For more detail on accommodation please see our website: regents.ac.uk/study/accommodation

Reading lists will be made available at the start of each module. You are encouraged to borrow materials from the library where possible, or you may choose to purchase materials from external suppliers at your own cost.

* If you decide you no longer want to study at Regent's, refunds of deposits and fees can only be granted in limited circumstances. For more information, see our Refund Policy (subject to review) at: regents.ac.uk/study/how-to-pay/refunds-policy

14. Assessment and progression regulations

You will be assessed on how well you are achieving the intended learning outcomes at different stages throughout your time of study at Regent's. This will include a variety of methods as described under Section 6 above.

In order to continue with your studies, there are minimum requirements to be met in order to progress to the next level of your programme. The current progression regulations are published within the Academic Regulations on our website 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

Some students will be required to take a compulsory English for Academic Purposes (EAP) module in their first term. You will be told if this applies to you when you receive an offer of acceptance (see Section 12). Students must pass this module in order to progress to the next level of their studies. Students who have to take the compulsory EAP module will take it in place of an elective module.

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

15. Award criteria

To qualify for a master's degree you will be 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.

You must also meet the requirements of any specific regulations as stated under Section 15 Assessment and progression regulations.

For further details on award requirements, please see the Academic Regulations, available at on our website 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

16. Methods for evaluating and improving the quality and 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

Regent's University London operates a number of 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 your programme is of appropriate academic standard and of a high quality.

Programme modifications
We listen to your feedback and make changes to your programme as appropriate. You will be consulted on any significant changes to your programme which may affect the outcomes of your study. All changes to programmes or modules are subject to approval through Regent's academic governance structures.

Programme monitoring
In order to ensure programmes continue to meet their academic and professional aims and objectives, Heads of Programme 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.

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 you to provide feedback on your experiences at module level (e.g. through questionnaires), programme level (through programme managers), through student representatives and at programme committees. Student representatives are elected and sit on institutional committees such as Senate. Final-year undergraduate students (Level 6) are invited to take part in the National Student Survey (NSS).

External examiner reports

External examiners ensure that Regent's standards and quality processes are appropriate and are of a standard comparable to those of 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 annual external examiner report is produced at the end of every academic year at levels 5, 6 and 7. These are made available to students through the AMRs which are submitted to programme committees.

17. Curriculum map*s*

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 11 MA Enterprise programme learning outcomes address each of the 20 objectives set out in Section 5 of the QAA Subject Benchmark Statement for Master's Degrees in Business and Management (June 2015):

Modules and credits

Modules (credits):
- Research in Practice; 20
- Marketing & Finance for Enterprise; 20
- Elements of Enterprise; 10
- Electives; 10
- Challenges in New Ventures; 20
- Challenges in Family Enterprises; 20
- Challenges in Creative Industries; 20
- Planning for New Ventures; 20
- Planning for Family Enterprises; 20
- Planning for Creative Industries; 20
- Sustainability for Enterprise; 10
- Electives; 10
- Enterprise Project; 60
- Enterprise Dissertation; 60

Terms	Term 1	Term 2	Term 3

A. Knowledge and Understanding
- A1
- A2

B. Skills
- B1
- B2
- B3
- B4
- B5
- B6
- B7
- B8
- B9

These Learning Outcomes aims to achieve a balance of enterprise capabilities, with the pre-validated electives complementing the overall portfolio:

- ■ *Focus area.*
- □ *Also influenced.*

Descriptions

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.

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MA Enterprise Programme Learning Outcomes	Subject Benchmark Statement Master's Degrees in Business and Management

Subject Benchmark Statement Master's Degrees in Business and Management

Master's degrees in the business and management field are awarded to students who have demonstrated during their programme:

A. Knowledge and Understanding

A1 Develop systematic understanding and knowledge of enterprise and related topics.

A2 Appreciate current enterprise-related approaches and their relevance.

i. a systematic understanding of relevant knowledge about organisations, their external context and how they are managed.

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.

iv. an understanding of appropriate techniques sufficient to allow detailed investigation into relevant business and management issues.

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.

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.

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.

xi. ability to take an international perspective including understanding the impact of globalisation on businesses, societies and the environment and the ethical implications.

B. Skills

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.

Once they are in professional practice, master's graduates should be able to:

i. apply consistently their knowledge and subject-specific and wider intellectual skills.

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.

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.

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.

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.

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