

**MSc in Entrepreneurship and Management (full-time)
For students entering in 2013/4**

Awarding Institution:	University of Reading
Teaching Institution:	University of Reading
Relevant QAA subject Benchmarking group(s):	Master's degrees in business and management, 2007
Faculty:	Henley Business School at Univ of Reading
Programme length:	1 years
Date of specification:	02/Dec/2013
Programme Director:	Prof Andrew Godley
Programme Advisor:	Mr Keith Heron
Board of Studies:	School of Management, Greenlands
Accreditation:	None

Summary of programme aims

The overall objective of the programme is to develop in individuals an integrated and critically aware understanding of entrepreneurship and management, and assist them to take effective decisions as future entrepreneurs or managers within entrepreneurial firms. In particular, it is expected that students coming from a home background of a family firm would benefit from a greater awareness and understanding of entrepreneurial management and paths to business expansion.

The purpose of the degree is fourfold:

- the advanced study of entrepreneurial organisations (public, private and not-for-profit), their leadership and management and the changing external and international context in which they operate
- preparation for and/or development of a career as an entrepreneur or as a manager in an entrepreneurial organisation (with special reference to a family firm), developing skills at a professional or equivalent level, or as preparation for research or further study in the area
- development of the ability to apply knowledge and understanding of entrepreneurship and management to complex issues, both systematically and creatively, to improve entrepreneurship and management performance
- enhancement of lifelong learning skills and personal development so as to be able to work with self-direction and originality and to contribute to business and society at large.

Students are expected to arrive without significant work experience, albeit many might have acquired familiarity with their family's business. The programme therefore has a strong conceptual and theoretical emphasis. 'Theory into practice' is developed by a variety of methods including case studies, entrepreneurship and business simulations, and also through a project, which would normally include a field work element of work-based learning. The degree will provide a broad, analytical and integrated study of entrepreneurship and management. Graduates will be able to understand, respond to and initiate change, and be able to demonstrate intellectual breadth by making integrative links across the various areas of entrepreneurship and management in entrepreneurial firms. They should be able to demonstrate an additional range of skills beyond those general skills expected of first degree holders. Graduates will have a sound theoretical grounding in the broad area of entrepreneurship and management and will have developed a range of analytical and personal skills. However their practical knowledge and skills will necessarily be limited by the constraints of the pedagogical process. They should have value added above their first degree by having a clear understanding of how their initial discipline may be utilised effectively within an entrepreneurial context.

Transferable skills

Graduates will demonstrate a range of cognitive and intellectual skills together with techniques specific to entrepreneurship and management. They should also demonstrate relevant personal and interpersonal skills. These include:

- being able to think critically and be creative: manage the creative processes in self and others; organise thoughts, analyse, synthesise and critically appraise.
- being able to solve complex problems and make decisions: establish criteria, using appropriate decision-making techniques including identifying, formulating and solving business problems; and the ability to create, identify and evaluate options; the ability to implement and review decisions

- the ability to conduct research into entrepreneurship and management issues either individually or as part of a team through research design, data collection, analysis, synthesis and reporting
- using information and knowledge effectively: scanning and organising data, synthesising and analysing in order to abstract meaning from information and to share knowledge
- numeracy and quantitative skills including the development and use of relevant business models
- effective use of ICT, e.g. for constructing business plans
- effective two-way communication: listening, effective oral and written communication of complex ideas and arguments, using a range of media
- high personal effectiveness: critical self-awareness, self-reflection and self-management; time management; sensitivity to diversity in people and different situations and the ability to continue to learn through reflection on practice and experience
- effective performance within team environments and the ability to recognise and utilise individuals' contributions in group processes and to negotiate and persuade or influence others; team selection, delegation, development and management
- leadership and performance management: setting targets, motivating, monitoring performance and mentoring
- ability to recognise and address ethical dilemmas and corporate social responsibility issues, applying ethical and organisational values to situations and choices.

Programme content

Compulsory Modules

MMM038	Practice of Entrepreneurship	20	7
MMM060	Global Entrepreneurial Management	20	7
MMM074	Advances in Entrepreneurial Theory and Practice	20	7
MMM075	Entrepreneurship Project	40	7
MMM076	Family Business Management	20	7
MMM070	Study and Research Skills: Sources, Methods, and Practice	-	7
MMM072	Professional Development and Practice	-	7
MMM083	Entrepreneurial Management	20	7

Option Modules

In addition students must choose **two** option modules to the value of 40 credits. A complete list of options is available from the Programme Director, and a list of current options can be found in the relevant Departmental Handbook. There is no guarantee that in any one year all modules will be available. New option modules may also be added.

Part-time or modular arrangements

N/A

Progression requirements

Assessment of taught modules in May/ June; re-sit failed modules in August/ September; submit Entrepreneurship Project by Friday of the second week of September, or one month thereafter if there are re-sits.

Students wishing to proceed to a higher degree by research should normally have obtained an average of 60% in the modules and at least 60% in the Entrepreneurship Project.

Summary of Teaching and Assessment

Teaching is organised in modules. The method of delivery varies among modules, especially in terms of the proportions of time allocated to lectures, seminars and case studies. All modules are part-assessed via coursework. Final assessment normally involves a written examination and also incorporates coursework marks.

Mark Interpretation

70-100% Distinction

60-69% Merit

50-59% Good standard (Pass)

Failing categories

40-49% Work below the threshold standard

0-39% Unsatisfactory work

For Master's Degrees

To pass the MSc students must gain an average mark of 50 or more overall *and have no mark below 40 in compulsory modules*. In addition the total credit value of all modules marked below 40 must not exceed 30 credits and for all modules marked below 50 must not exceed 55 credits.

Students who gain an average mark of 70 or more overall including a mark of 60 or more for the project and have no mark below 40 will be eligible for a Distinction. Those gaining an average mark of 60 or more overall including a mark of 50 or more for the dissertation and have no mark below 40 will be eligible for a Merit.

For PG Diplomas

To pass the Postgraduate Diploma students must gain an average mark of 50 or more. In addition the total credit value of all modules marked below 40 must not exceed 30 credits and for all modules marked below 50 must not exceed 55 credits.

For PG Certificates

To pass the Postgraduate Certificate students must gain an average mark of 50 or more. In addition the total credit value of all modules marked below 40 must not exceed 10 credits.

Admission requirements

Entrants to this programme are normally required to have obtained a first degree the equivalent to a British upper second class honours degree. Degrees can be in any discipline but applicants must demonstrate a satisfactory level of numeracy. For applicants whose first language is not English, proof of proficiency is required. References are also taken into account. Acceptance is at the discretion of the Director of Studies.

Admissions Tutor: Programme Director will have responsibility for admissions

Support for students and their learning

University support for students and their learning falls into two categories. Learning support is provided by a wide array of services across the University, including: the University Library, the Careers, Placement and Experience Centre (CPEC), In-session English Support Programme, the Study Advice and Mathematics Support Centre teams, IT Services and the Student Access to Independent Learning (S@il) computer-based teaching and learning facilities. There are language laboratory facilities both for those students studying on a language degree and for those taking modules offered by the Institution-wide Language Programme. Student

guidance and welfare support is provided by Personal Tutors, School Senior Tutors, the Students' Union, the Medical Practice and advisers in the Student Services Centre. The Student Services Centre is housed in the Carrington Building and offers advice on accommodation, careers, disability, finance, and wellbeing, academic issues (eg problems with module selection) and exam related queries. Students can get key information and guidance from the team of Helpdesk Advisers, or make an appointment with a specialist adviser; Student Services also offer drop-in sessions and runs workshops and seminars on a range of topics. For more information see www.reading.ac.uk/student

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Learning support in the Henley Business School also includes a student handbook containing full details of the programme structure and administration. Blackboard is used to manage teaching and learning and to monitor student progress. The Centre for Entrepreneurship has long experience in providing support for students in both academic development and in work-based learning. Student field work is encouraged and supported by Centre staff.

Career prospects

Students who follow this programme will be expected to pursue entrepreneurial careers, wither pursuing start-up opportunities on their own account, or in taking leading managerial roles in entrepreneurial firms. It is expected that many students will come from backgrounds with considerable exposure to family firms. It is expected that on their return, these students will be able to apply the content from the programme and implement growth strategies for these firms.

Opportunities for study abroad or for placements

There are currently no opportunities for study abroad within this programme.

Programme Outcomes

Knowledge and Understanding

A. Knowledge and understanding of:

Teaching/learning methods and strategies

1. The entrepreneurial process of taking a new

A1-5. Formal lectures, guest lectures from invited

- business idea through to a start-up venture.
- 2. Canonical theories of entrepreneurship and entrepreneurial firms.
- 3. Most recent developments in academic theoretical and practitioner research in entrepreneurship.
- 4. Current thinking relating to entrepreneurial management, growth strategies and their constraints in family firms.
- 5. Financial management in the context of entrepreneurship and entrepreneurial firms.
- 6. The internationalisation process and the most significant environmental constraints relevant for entrepreneurship and entrepreneurial management

entrepreneurs, discussions, individual and group presentation, group exercises, case studies, guided readings, and guidance on key sources of reference material. Feedback and guidance are important elements in formative assessment and complement an emphasis on self-study. Supported by blackboard VLE.

Assessment

Unseen examinations and coursework consisting of long essays, seminar presentations, project-work (group and individual).

Skills and other attributes

B. Intellectual skills - able to:

- 1. think critically and be creative: manage the creative processes in self and others; organise thoughts, analyse, synthesise and critically appraise.
- 2. solve complex problems and make decisions: establish criteria, using appropriate decision-making techniques including identifying, formulating and solving business problems; and the ability to create, identify and evaluate options; the ability to implement and review decisions
- 3. conduct research into entrepreneurship and management issues either individually or as part of a team through research design, data collection, analysis, synthesis and reporting
- 4. use information and knowledge effectively: scanning and organising data, synthesising and analysing in order to abstract meaning from information and to
- 5. numeracy and quantitative skills including the development and use of relevant business models in producing business plans

Teaching/learning methods and strategies

Students are frequently challenged in all teaching situations to complete logical arguments analyse problems and alternative entrepreneurial strategies. Long essays, debate, group work, and presentations provide the principal vehicle for developing intellectual skills.

Assessment

Unseen examinations and coursework, case study analysis and project.

C. Practical skills - able to:

- 1. Evaluate current theoretical and empirical research in the field of study
- 2. Evaluate the context for entrepreneurial decision making
- 3. Use information and knowledge effectively: scanning and organising data, synthesising and analysing in order to abstract meaning from information and to share knowledge
- 4. Numeracy and quantitative skills including the development and use of relevant business models in producing business plans

Teaching/learning methods and strategies

Students are required to undertake and understand a wide range of reading, both of specific references and through researching their own sources of information. Discussion in lectures and seminars emphasises the use of statistical and empirical evidence and the strengths and weaknesses of alternative theories, methodologies and entrepreneurship practices.

Assessment

Unseen examinations and coursework, case study analysis and project.

D. Transferable skills - able to:

1. effective use of ICT
2. effective two-way communication: listening, effective oral and written communication of complex ideas and arguments, using a range of media
3. high personal effectiveness: critical self-awareness, self-reflection and self-management; time management; sensitivity to diversity in people and different situations and the ability to continue to learn through reflection on practice and experience
4. effective performance within team environments and the ability to recognise and utilise individuals' contributions in group processes and to negotiate and persuade or influence others; team selection, delegation, development and management
5. leadership and performance management, applying ethical and organisational values to situations and choices.

Teaching/learning methods and strategies

Communication, self-awareness, leadership and teamwork are all central to the entrepreneurial process and incorporated within the core module Practice of Entrepreneurship. Additionally the live case study, Entrepreneurial Management for Food Scientists augments such transferable skills

Assessment

Assessment of transferable skills is incorporated at several points in the programme, notably in Practice of Entrepreneurship.

Please note - This specification provides a concise summary of the main features of the programme and the 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 learning outcomes, content and teaching, learning and assessment methods of each module can be found in the module description and in the programme handbook. The University reserves the right to modify this specification in unforeseen circumstances, or where the process of academic development and feedback from students, quality assurance process or external sources, such as professional bodies, requires a change to be made. In such circumstances, a revised specification will be issued.