Programme Specification
2022–2023

Business Innovation

MSc
PGDip
PGCert

Important document – please read
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Important information regarding the Programme Specification

About this document

Last revised 21 March 2022

The Programme Specification gives a broad outline of the structure and content of the programme, the entry level qualifications, as well as the learning outcomes students will achieve as they progress. Some of the information referred to in this programme specification is included in more detail on the University of London website. Where this is the case, links to the relevant webpage are included.

Where links to external organisations are provided, the University of London is not responsible for their content and does not recommend nor necessarily agree with opinions expressed and services provided at those sites.

If you have a query about any of the programme information provided, whether here or on the website, registered students should use the ‘ask a question’ button in the student portal. Otherwise, the Contact Us link at the bottom of every webpage should be used.

Terminology

The following language is specific to the Business Innovation programme:

Module: Individual units of the programme are called modules. Each module is a self-contained, formally structured learning experience with a coherent and explicit set of learning outcomes and assessment criteria

Key revisions made

Programme specifications are revised annually. The quality committee of the member institution providing academic direction, as part of its annual review of standards, confirms the programme structure and the educational aims and learning outcomes, and advises on any development in student support. Where there are changes which may impact on continuing students, these are listed below. For all new students, the programme and general information provided in this document is correct and accurate and will be applicable for the current year.
Programme title and qualifications

Postgraduate Degrees of the University of London may be classified. The award certificate will indicate the level of the academic performance achieved by classifying the award. The classification of the degree will be based on the ratified marks from the completed assessments.

The classification system for the MSc, Postgraduate Diploma and Postgraduate Certificate in Business Innovation is as follows:
Distinction; Merit; Pass.
Specific rules for the classification of awards are given in the Programme Regulations, under Scheme of Award.

Programme title
Business Innovation

Qualifications
- Master of Science in Business Innovation
- Postgraduate Diploma in Business Innovation
- Postgraduate Certificate in Business Innovation

Intermediate qualifications
Students may not normally receive an intermediate qualification if continuing to a higher qualification, even if they are registered on the intermediate qualifications.

Exit qualifications
- Postgraduate Diploma in Business Innovation
- Postgraduate Certificate in Business Innovation

An exit qualification is an intermediate qualification, as noted above, for which the student may not have registered at the outset but which may be awarded on completion of specific modules/courses (or credit accumulated) in a longer programme of study, if the student leaves the programme. Exit qualifications are awarded at the discretion of the Board of Examiners and once a student has accepted an exit qualification they will not normally be permitted to continue their study of the same programme with the University of London.

Individual modules available for study on a stand-alone basis
Select modules of the Business Innovation programme may be available to study on a stand-alone basis, subject to module availability. Only three modules (a maximum of 45 credits) may be counted as credit towards a related qualification. Neither progression nor credit is automatic.
Award titles may be abbreviated as follows:
Master of Science – MSc
Postgraduate Diploma – PGDip
Postgraduate Certificate – PGCert

Level of the programmes

The awards are placed at the following Levels of the Framework for Higher Education Qualifications (FHEQ):

- MSc Level 7
- PGDip Level 7
- PGCert Level 7

Relevant QAA subject benchmarks group
See the QAA website for information about quality assurance.

Master’s degrees in business and management (2015)

Awarding body
University of London

Registering body
University of London

Academic direction
Birkbeck, University of London

Accreditation by professional or statutory body
Not applicable

Language of study and assessment
English

Mode of study
Web supported learning with an online tutor.

Programme structures
The programme has two registration points in the year: October and April. There are four study sessions in a year, each lasting 10 weeks. Sessions begin in October, January, April and July. Each session is following by an assessment submission point.
Students have an online induction session available through the virtual learning environment (VLE) prior to the start of their study session. This includes orientation of their learning environment and guidance on the structure and learning expectations for the module.

The **MSc Business Innovation** is a 180 UK credit degree programme consisting of:

- The following ten modules (each worth 15 credits):
  - Business Model Innovation
  - Corporate Responsibility
  - Digital Business
  - Entrepreneurship and Innovation
  - Entrepreneurial Venture Creation
  - Innovation and the Knowledge Economy
  - Innovation: Management and Policy
  - Innovation Process and Strategy
  - Intellectual Capital and Competitiveness
  - Management of Emerging Technologies
- One compulsory Work-based Project (30 credits)

The **PGDip Business Innovation** is a 120 UK credit degree programme consisting of:

- Any **eight** modules (each worth 15 credits) chosen from:
  - Business Model Innovation
  - Corporate Responsibility
  - Digital Business
  - Entrepreneurship and Innovation
  - Entrepreneurial Venture Creation
  - Innovation and the Knowledge Economy
  - Innovation: Management and Policy
  - Innovation Process and Strategy
  - Intellectual Capital and Competitiveness
  - Management of Emerging Technologies

The **PGCert Business Innovation** is a 60 UK credit degree programme consisting of:

- Any **four** modules (each worth 15 credits) chosen from:
  - Business Model Innovation
  - Corporate Responsibility
  - Digital Business
  - Entrepreneurship and Innovation
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- Entrepreneurial Venture Creation
- Innovation and the Knowledge Economy
- Innovation: Management and Policy
- Innovation Process and Strategy
- Intellectual Capital and Competitiveness
- Management of Emerging Technologies

**Maximum and minimum periods of registration**

The maximum and minimum period of registration, from a student’s effective date of registration, are:

<table>
<thead>
<tr>
<th></th>
<th>Minimum</th>
<th>Maximum</th>
</tr>
</thead>
<tbody>
<tr>
<td>MSc</td>
<td>Two years</td>
<td>Five years</td>
</tr>
<tr>
<td>PGDip</td>
<td>One and a half years</td>
<td>Five years</td>
</tr>
<tr>
<td>PGCert</td>
<td>Six months</td>
<td>Five years</td>
</tr>
</tbody>
</table>

In making a decision as to how many modules to register for in a given session, it is important to take account of on-going work and/or personal commitments.

**Credit value of modules**

Further information about the credit systems used by universities in the UK and Europe is provided by the [Quality Assurance Agency](https://www.qaa.ac.uk) and the [European Credit Transfer and Accumulation System](https://www.ects.info).

Where credits are assigned to modules of a programme, credit indicates the amount of learning carried out in terms of the notional number of study hours needed, and the specified Framework for Higher Education Qualifications in England (FHEQ) credit level indicates the depth, complexity and intellectual demand of learning involved. The details below indicate the UK credits and the European Credit Transfer and Accumulation System (ECTS) values.

The MSc comprises a total of 180 UK credits (90 ECTS credits) at FHEQ level 7.

The PGDip comprises a total of 120 UK credits (60 ECTS credits) at FHEQ level 7.

The PGCert comprises a total of 60 UK credits (30 ECTS credits) at FHEQ level 7.

**Recognition of prior learning**

Recognition of prior learning is a generic term for the process by which we recognise and, where appropriate, award credit for learning that has taken place at an institution other than the University of London. Where the prior learning covered a similar syllabus to a module/course on the University of London programme, credit will be awarded as if you took the University of London module/course.

See the [General Regulations](https://www.uol.ac.uk) (Section 3) and [Programme Regulations](https://www.uol.ac.uk) for more rules relating to prior learning.
MSc and PGDip students may apply for recognition of prior learning mapped against modules to a total of 60 UK credits. Applications for recognition of prior learning for the Work-based Project will not be accepted. PGCert students may not apply for recognition of prior learning.

**Entrance requirements**

Applicants must submit an application in line with the procedures and deadlines set out on the website.

**Entrance requirements for the MSc and PGDip**

To qualify to register for the MSc or PGDip, applicants will need a bachelor’s degree which is considered at least comparable to a UK second class honours degree from an institution acceptable to the University.

**Entrance requirements for the PGCert**

If applicants do not meet the MSc and PGDip entrance requirements, successful completion of the PGCert will allow progression to the MSc or PGDip.

To qualify to register for the PGCert, applicants will need:

*Either*, a bachelor’s degree which is considered at least comparable to a UK second class honours degree from an institution acceptable to the University;

*Or*, a minimum of two years’ work experience in a relevant field. Each application will be considered on a case-by-case basis.

**Entrance requirements for stand-alone individual modules (if available)**

To qualify to register for a stand-alone individual module, applicants will need:

*Either*, a bachelor’s degree which is considered at least comparable to a UK second class honours degree from an institution acceptable to the University;

*Or*, a minimum of two years’ work experience in a relevant field. Each application will be considered on a case-by-case basis.

**English language requirements**

All applicants must satisfy the English language requirements for the programme. These are set out in detail on the programme page under **Entry Requirements**.

Applicants who have not met any of the above must have passed, within the past three years, a test of proficiency in English language, from an organisation acceptable to the University. This standard must be reached before registering for the MSc.

Further information on English language proficiency tests can be found on our [website](#).

**Internet access and computer specification**

Students will require regular access to a computer with an internet connection to use the University of London’s online resources and systems.

Students must be able to download and install software to their Windows or MacOS device to include secure examination browsers for online assessment purposes (if offered on your programme of study).
The computer must have at least the following minimum specification:

- Windows: 7, 8, and 10 on 64-bit platforms (Windows 10 recommended)
- macOS: OS X 10.14 and higher
- CPUs newer than 2011 (Intel Sandy Bridge or newer)
- OpenGL 2.0 graphics driver
- Local storage for the recording of proctored examinations (75MB per hour)
- Web camera & microphone (internal or external)
- A broadband internet connection (minimum of 0.15Mbps upload speed)

and the following applications installed:

- a word processor that accepts Microsoft Word formats (.doc and .docx)
- a PDF reader
- Microsoft Excel which can run macros
- a presentation program that supports Microsoft PowerPoint

Students with specific access requirements

The University of London welcomes applications from disabled students and/or those who have access requirements. The University will make every effort to provide reasonable adjustments to enable those with a disability, learning difficulty or access requirements to have the same opportunity as all other students to successfully complete their studies.

The University is committed to managing the application procedure and the programme itself to ensure that services are accessible for all students and that an inclusive environment is created. Students with a disability, or others who may need access arrangements to assist in taking examinations, should complete the relevant section of the application form, or contact the Inclusive Practice Manager. A separate room or other arrangements may be considered.

Requests are considered by a University panel, whose purpose is to ensure that students with disabilities and/or specific access requirements are neither advantaged nor disadvantaged by such arrangements when compared with other students. These considerations remain separate from the academic selection processes.

For further information, see Inclusive Practice Policy

Sources of funding and scholarships

Information about potential sources of funding and scholarships is updated annually and where available is included in the prospectus web pages.

For further information see the website.
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Educational aims and learning outcomes of the programmes

Programme aims
The purpose of the programme is to provide students with a thorough understanding of:

- the importance of innovation and technology in business strategy;
- crucial issues in the management of innovation in firms;
- entrepreneurship and new technology;
- innovation management in international business;
- the role of technology and innovation policy.

The programme seeks to equip students with theories, principles and tools for analysing and coping with issues of business innovation, in general, and entrepreneurship and innovation management, in particular, in various types of firms.

Students will benefit from support through a virtual learning environment and from the flexibility to study at any time and from anywhere around the globe.

Learning outcomes
A student is expected to be able to:

A Subject specific skills
1. demonstrate in-depth knowledge and understanding of the nature and application of general management and principles of business innovation.
2. demonstrate a critical understanding of the impact of innovation and knowledge on economic performance in different administrative and political contexts.
3. critically assess the strategic and operational issues that affect the process and performance of business innovation.
4. apply in-depth knowledge of applied entrepreneurship in establishing a new venture and introducing business innovation in an established organisation.
5. critically assess the impact of emerging technologies on business innovation and the upcoming innovation trends on digital business.
6. apply their acquired knowledge through a piece of independent research in a central aspect of innovation management and/or technology policy.

B Intellectual skills
7. utilize skills of critical thinking, analysis and evaluation of conflicting perspectives in primary and secondary texts in relation to innovation theory, policy and practice
8. develop effective problem solving and decision-making strategies using appropriate quantitative and qualitative skills including identifying, formulating and solving business problems
9. apply imaginative and original approaches to the use of theoretical and methodological tools
10. analyse business innovation issues, applying interdisciplinary and comparative approaches
C Practical and professional skills

11. develop and implement effective skills for original research, plus library and archive research skills
12. develop oral and writing skills, using a range of media widely used in business, such as the preparation and presentation of reports and essays.
13. develop effective independent learning skills in terms of planning, time-management and self-motivation.
14. develop competency in the collection, analysis, synthesis and contextualisation of data
15. develop skills for effective collection of and working with empirical evidence
16. develop effective skills for working with others
17. develop skills for engaging with reflective practice

Learning outcomes (PGDip)

Students who are granted the PGDip will be expected to have passed eight 15-credit modules from a choice of ten (120 credits total). As such, students obtaining this qualification should have gained sound understanding of the learning outcomes listed above for the MSc as relevant for the modules chosen.

Learning outcomes (PGCert)

Students who are granted the PGCert will be expected to have passed four 15-credit modules (60 credits total) from a choice of ten. As such, students obtaining this qualification should have gained sound understanding of the learning outcomes listed above for the MSc as relevant for the modules chosen.

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 they take full advantage of the learning opportunities provided. More detailed information on the specific learning outcomes, content and the learning, teaching and assessment methods of each module can be found in the module syllabuses.

Learning, teaching and assessment strategies

The core principles of the Standard Academic Model, which incorporates the learning, teaching and assessment strategy for this programme, are outlined below.

Principle 1: Access and opportunity

Our programmes are designed to maximise access and opportunity for learners. An online induction will ensure that students are prepared for study and are familiar with the learning environment and sources of support during their student journey.

Principle 2: Student learning

Our programmes are designed to provide students a rich, vibrant, rigorous and engaging learning experience.
Principle 3: Student support

Our programmes are designed to provide students with the support they need to succeed and fulfil their potential.

Principle 4: Programme and module structure

Our programmes follow a consistent structure, designed to drive progression and retention, and offer flexibility within an efficient module release schedule.

Principle 5: Design for learning

Our programmes are a co-creation between various teams who each contribute their professional expertise, and educational design for successful learning is at the heart of the programme development process.

Principle 6: Unbundling, portability

Wherever possible, our modules are designed as discrete sequences of learning for maximum use and portability.

Principle 7: Assessment

Our assessment is rigorous, robust, secure, transparent and aligned to the learning outcomes.

Principle 8: Equality, Diversity and Inclusion

Inclusion is at the heart of our practice in teaching, learning and assessment.

Assessment methods

Each module is run over a 10-week block, with the exception of the Work-based Project which is run over two 10-week blocks.

The following modules are assessed by two assessments: one online multiple choice question test (MCQ) (25%) and an end of term coursework assessment/online examination (75%):

- Corporate Responsibility
- Entrepreneurship and Innovation
- Innovation and the Knowledge Economy

The following modules are assessed by an end of term coursework assessment/online examination (100%):

- Business Model Innovation
- Digital Business
- Entrepreneurship Venture Creation
- Innovation: Management and Policy
- Innovation Process and Strategy
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- Intellectual Capital and Competitiveness
- Management of Emerging Technologies

The Work-based Project is assessed by two assessments: a Research Proposal (30%) and a Project Report (70%).

Where a module has more than one element of assessment, the grade awarded for each module will be based on both elements of assessment. Students will be required to pass the module with a weighted average of 50%.

Repeating a module may be done once the module results have been confirmed by the Board of Examiners.

Coursework is submitted in the VLE by prescribed deadlines.

### Student support and guidance

Key features of the support for students include:

- **Student Portal**: for accessing student induction, study skills support, careers and employability resources, student wellbeing advice.
- Student induction resources.
- **Student Guide**: This provides information which is common to all students and gives guidance on a range of issues from the start of a student's relationship with the University of London through to their graduation.
- VLE containing: self-assessment and student planner tools; comprehensive learning materials; e-resources/e-library; student forums and progress monitoring tools
- Online student advisor and online tutor
- **Programme Regulations**.
- **The Online Library**: This provides a range of full-text, multidisciplinary databases where journal articles, book reviews and reports can be found.
- A University of London email account and web area for personal information management.

### Quality evaluation and enhancement

The University of London delivers the majority of its flexible and distance learning programmes through a collaboration between the University of London Worldwide and member institutions of the University of London. However some of the flexible and distance learning programmes draw solely on academic input from the University of London, and are delivered without academic lead by a member institutions. The policies, partnerships (where applicable) and quality assurance mechanisms applicable for the programmes are defined in the following key documents: The Quality Framework, the Quality Assurance Schedules, Guidelines for Examinations, General Regulations and, for each programme, programme specific regulations.
Awards standards

All University of London qualifications have to align with the Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies to assure appropriate standards for each qualification. In addition, every programme that is developed by a member institution of the University of London (or a consortium with representation by more than one member institution) will be developed to the same standard as would be applied within the institution concerned. Proportionate and robust approval procedures, including external scrutiny and student engagement are in place for all programmes. Learning materials are written and all assessments are set and marked by academic staff who are required to apply the University’s academic standards.

Review and evaluation mechanisms

Some of the key mechanisms in place to assure the standards of all University of London qualifications and the quality of the student experience, include:

- Annual programme reports: produced for all programmes in order to review and enhance the provision and to plan ahead;
- Independent external examiners: submit reports every year to confirm that a programme has been assessed properly and meets the appropriate academic standards;
- Annual student information statistics: prepared for all systematic reporting within the University of London;
- Periodic programme reviews: carried out every 4-6 years to review how a programme has developed over time and to make sure that it remains current and up-to-date.

Improvements are made as necessary to ensure that systems remain effective and rigorous.

Student feedback and engagement

The principal channel for collecting feedback from students is the Student Experience Survey. Carried out every two years, this collects feedback from the student body on a range of topics relating to the student lifecycle. The results are analysed externally and then considered in a number of different ways, including by the programme team, principal committees and the senior leadership team. Details of any resulting actions taken are published on the Virtual Learning Environment and the Student Portal.

Additionally, on completion of their programme of study students will be invited to take a survey that seeks to measure what they have gained from their studies.

There are also opportunities for students to get involved in governance. An undergraduate and postgraduate student member is appointed by the University to the majority of committees through an annual appointment round. Some programmes also recruit student members at the programme level. Students are frequently invited to take part in quality review processes such as Periodic Programme Reviews, Programme approval, Thematic Reviews, MOOC review panels and ad hoc focus groups. Opportunities such as these are advertised through social media and on the website. More information can be found on the website.

Students can also apply to join the Student Voice Group, which meets four times a year to consider initiatives for enhancing student experience. Notes from these meetings are published on the Student Portal.
After graduation

Further study
Successful completion of the programme may serve as preparation for students who wish to go on to take further study in the subject area. Enquiries about further study opportunities should be directed to the University of London Student Advice Centre ‘ask a question’ button in the student portal.

Graduate employment routes
At registration, students are asked to complete a small number of questions relating to where they are in their career planning. This data is used to assist with the implementation of employability strategies and interventions.

This master’s programme aims to prepare managers/graduates to shape the future of business with a creative, sustainable and entrepreneurial approach. It is targeted at career-minded individuals who wish to develop their professional skills with master’s level understanding and skills applied to careers in business and management in a range of sectors and organisations, and emerging entrepreneurs or leaders and innovators in business. Possible professions include product developer, operations manager, marketing manager, business development manager or start-up and corporate entrepreneur.

The Alumni Community
Upon finishing a course of study, graduates automatically become part of the University of London alumni community, a diverse global network of more than one million graduates in over 180 countries, providing lifelong links to the University and to each other.

Alumni are encouraged to keep in touch after they graduate and to become active members of the alumni community; in return they receive a number of benefits and services, including an extensive programme of events and engagement opportunities.

More information is available on the alumni webpage.

Follow the alumni community on social media: Facebook, Instagram, LinkedIn