

PROGRAMME SPECIFICATION

Awarding body/institution	Glyndŵr University
Teaching institution (if different from above)	N/A
Details of accreditation by a professional, statutory or regulatory body (including link to relevant website)	N/A
What type of accreditation does this programme lead to?	N/A
Is accreditation in some way dependent on choices made by students?	N/A
Final award/s available eg BSc/DipHE/CertHE	<ul style="list-style-type: none"> ▪ BSc (Hons) ▪ BSc Ordinary ▪ DipHE ▪ CertHE
Award title	<ul style="list-style-type: none"> ▪ BSc (Hons) Entrepreneurship ▪ BSc Entrepreneurship ▪ Diploma of Higher Education in Entrepreneurship ▪ Certificate of Higher Education in Entrepreneurship
JACS 2 code	
UCAS code (available from Admissions)	N101
Relevant QAA subject benchmark statement/s	Business and Management
Other external and internal reference points used to inform the programme outcomes	<p>The following reference points were used in designing the programme:</p> <ul style="list-style-type: none"> QAA Framework for Higher Education Qualifications in England, Wales and Northern Ireland QAA guidelines for programme specifications QAA Code of Practice for the assurance of academic quality and standards in HE University's Regulations
Mode/s of study (p/t, f/t, distance learning)	Full-time and Part-time
Language of study	English
Date at which the programme specification was written or revised	September 2013

Criteria for admission to the programme

Entry requirements are in accordance with the University regulations.

Entry requirements:

- GCSE passes at Grade C in English or Welsh and Mathematics, or key/essential skills in communication and application of number at level 2

In addition one of the following is normally required:

- A minimum of 240 UCAS points at A level or equivalent;
- Equivalent qualifications from an overseas country;

Applicants, who do not meet the criteria above, will be assessed on an individual basis by interview.

All successful applicants who choose the two-year degree option will be advised before enrolment that it is a fast track delivery programme and continuation on it has specified criteria. For students on all three programme options, emphasis will be placed on the need to work intensively and consistently throughout the course with a commitment to high attendance and the meeting of all deadlines.

In addition to the academic entry requirements, overseas students require a TOEFL score of 550 (paper) or 213 (computer), or an IELTS score of 6.0 (with no sub-part less than 5.5): this should have been achieved within the two years prior to application.

Level 5 and Level 6 entry

Students may enter the programme at various levels with Accredited Prior Learning (APL) or Accredited Prior Experiential learning (APEL) in accordance with the University regulations.

Aims of the programme

In the modern business environment entrepreneurship is becoming an increasingly significant area of business practice for two key reasons. Firstly, with reduced certainty of employment many job-seekers and graduates are turning to business start-up as an alternative to paid work. Secondly, many businesses are recognising the strategic advantages of thinking and acting entrepreneurially within their own organisations. This includes, but is not limited to, thinking creatively, introducing new ways of working and increasing the agility and readiness to seize new opportunities. This changing behaviour has become known as 'intrapreneurship' – specifically applying entrepreneurial thinking within large organisations. To avoid unnecessary repetition throughout this document, the term 'intrapreneurship' is subsumed within the wider context of entrepreneurship.

It is against this backdrop that the Entrepreneurship degree has been developed. Its broad aim is therefore to prepare students for one of these two career paths. Either to start their own business beyond their studies, or to have acquired the skills and knowledge that modern businesses recognise as relevant when attempting to enter the jobs market.

This broad aim will be achieved through the combination of four strands of learning development. These are:

1. Knowledge and understanding of the main disciplines of entrepreneurship and 'intrapreneurship', and the personal qualities each requires. Specifically, this translates to managing a new business through its three stages of inception, start-up and development.
2. Understanding the key business skills required for managing a business through start-up and growth phases. These skills underpin the curriculum and module development evidenced in this document.
3. Provide students with the experience of starting a business. In the first year, students will undertake two modules that focus upon creating their own micro enterprise. This is likely (but not constrained) to be an internet based enterprise. Further, students will have the option to select their final year project on creating a business plan for a future venture or idea.
4. Reflective practice in the academic discipline of business and conducting business research, specifically in the context of micro-businesses. Employers benefit from graduates having experience of managing and undertaking research. Equally, those who progress to pursue their own business opportunities will be advantaged by having acquired skills in research and an appreciation of business principles.

Distinctive features of the programme

1. Addressing a perceived skills/knowledge gap in the Business Education market

Consultations conducted within the business community have reinforced the assertion that a gap exists between the skills that Business graduates leave university with, and those that are needed to start a new business.

This degree programme provides the University with an opportunity to address this differential by offering a leading edge academic product that is likely to resonate with both potential students and their future stakeholders or employers. In this context 'stakeholders' refers to Government and related bodies with an interest in new venture creation such as Sector Skills Councils etc. The degree programme will emphasise the practical skills graduates need to run their own business and reinforce them through the business start-up project, but will also provide the necessary rigour to be credible academically.

2. Think-tank sessions

The curriculum will be reinforced with a series of think-tanks sessions led by successful entrepreneurs. The sessions will not be assessed but will offer students the chance to engage with and learn from someone who has 'been there and done it'. At least two think-tank sessions will be scheduled per trimester/semester and will last for up to three hours. Entrepreneurs will first deliver a talk to the students on an aspect of their own business experience, followed by a Q&A session. After a coffee break, the entrepreneur will stay to discuss students' own business ventures and offer constructive feedback.

This value this kind of experience can provide is in terms of access to real business professionals and the opportunity to gain confidence in this kind of environment.

3. Real business management experience

All students on the programme will be required to create their own new venture. This could be as a pair, a team or as an individual. However, we would encourage students to form a team as this provides the opportunity for a more ambitious project (with more dedicated hours) and also provides experience of the dynamics within a team-based environment.

Students will create this micro business during the first trimester/semester. It will form the basis for two of their modules (Business Idea Development I and II). However, it is intended that students will be able to apply what they learn from all of their modules into their working business.

This provides students with a great opportunity to experience running a business with low risk. The University will provide small start-up capital for each business idea. It is widely accepted that most first businesses fail whilst subsequent businesses fare better through the experience gained with the failure. This learning mechanism could therefore be invaluable for all of our students' future endeavours.

Beyond those initial two modules, however, students are not obligated to continue running their own businesses. Indeed, the fact that the programme supports the concept of 'intrapreneurship' means that students who wish to pursue an employment oriented career path are encouraged to select a final project that is more in line with an academic research project required for the Business Management degree programme.

4. Greater flexibility on study options and future career progression

The programme is being offered through three separate programme structures. Each option has potential benefits.

The two-year (fast-track) degree programme provides students with the opportunity to accelerate their studies. Students study three, rather than two semesters each year (trimester). Instead of taking a long summer break, fast-track students complete modules that traditional students will be studying in the following year. Consequently, there can be substantial financial and career benefits for students: potentially reaching the stage of earning potential one year sooner and one year less of a commitment to tuition fees. This option will be particularly attractive to students that are keen self-starters with a desire to 'make things happen'.

The three-year full-time option gives students the opportunity to reflect and map out their learning over the conventional three-year period. The students will have a summer break, which they can either use to gain employment experience or develop their own business ideas further.

The four-year part-time option may be ideally suited to students that are currently in employment or have regular commitments but have a long-term aspiration to run their own business. Through this programme they can build their knowledge bank and progress to an honours degree without sacrificing the security of their paid employment or affecting their responsibilities. This may be particularly attractive for individuals with families or other dependencies.

From a future career perspective, students who decide running their own business is not for them and might prefer the security of full-time employment are not disadvantaged from taking this degree. The programme develops skills and knowledge that will also be ideally suited for graduates entering the job market. The concept of 'intrapreneurship' is highly

prized and many employers in today's job market are looking for graduates that can demonstrate creativity and a 'can do' attitude.

Programme structures and requirements, levels, modules, credits and awards

The following programme structure diagrams show the various delivery models for the three programme options. Student progression will be closely monitored by the programme leader and the programme team.

1. Two Year (Fast-Track) Programme

Year 1 Full-time, two-year structure (Level 4 / 5)

Tri 1	Marketing Principles and Business Practice, BUS408 20 Credits - Core	Business Context, BUS407 20 Credits – Core	Business Idea Development I, BUS417 20 Credits - Core
Tri 2	The Nature of Entrepreneurship, BUS418 20 Credits - Core	Business Idea Development II, BUS417 20 Credits - Core	The Festivals and Events Industry, BUS411 20 Credits – Option OR An Introduction to European Business, BUS404 20 Credits - Option
Tri 3	New Product Development, BUS524 20 Credits – Core	Entrepreneurial Marketing, BUS526 20 Credits – Core	The Art of Selling, BUS525 20 Credits - Core

Year 2 Full-time, two-year structure (Level 5 / 6)

Tri 1	Business Feasibility Analysis, BUS521 20 Credits - Core	Business Accounting and Finance, BUS523 20 Credits - Core	Leading Entrepreneurial Teams, BUS522 20 Credits - Core
Tri 2	Financial Decision Making, BUS608 20 Credits – Core	Business Planning, BUS616 20 Credits - Core	Business Project, BUS602 40 Credits - Core
Tri 3	Industry Networks, Partnerships & Core Alliances, BUS617 20 Credits - Core	Business Law, BUS606 20 Credits - Core	

2. Three Year Full-time Programme

Year 1 Full-time, three-year structure (Level 4)

Tri 1	Marketing Principles and Business Practice, BUS408 20 Credits - Core	Business Context, BUS407 20 Credits – Core	Business Idea Development I, BUS417 20 Credits - Core
Tri 2	The Nature of Entrepreneurship, BUS418 20 Credits - Core	Business Idea Development II, BUS417 20 Credits - Core	The Festivals and Events Industry, BUS411 20 Credits – Option OR

			An Introduction to European Business, BUS404 20 Credits - Option
--	--	--	---

Year 2 Full-time, three-year structure (Level 5)

Tri 1	New Product Development, BUS524 20 Credits – Core	Entrepreneurial Marketing, BUS526 20 Credits – Core	The Art of Selling, BUS525 20 Credits - Core
Tri 2	Business Feasibility Analysis, BUS521 20 Credits - Core	Business Accounting and Finance, BUS523 20 Credits - Core	Leading Entrepreneurial Teams, BUS522 20 Credits - Core

Year 3 Full-time, three-year structure (Level 6)

Tri 2	Financial Decision Making, BUS608 20 Credits – Core	Business Planning, BUS616 20 Credits – Core	Business Project, BUS602 40 Credits - Core
Tri 3	Industry Networks, Partnerships & Core Alliances, BUS617 20 Credits - Core	Business Law, BUS606 20 Credits - Core	

3. Four Year Part-time Programme

Year 1 Part-time structure (Level 4)

Sem 1	Marketing Principles and Business Practice, BUS408 20 Credits - Core	Business Context, BUS407 20 Credits – Core
Sem 2	Business Idea Development I, BUS417 20 Credits - Core	The Nature of Entrepreneurship, BUS418 20 Credits - Core

Year 2 Part-time structure (Level 4/5)

Sem 1	Business Idea Development II, BUS419 20 Credits - Core	The Festivals and Events Industry, BUS411 20 Credits – Option OR An Introduction to European Business, BUS404 20 Credits - Option
Sem 2	New Product Development, BUS524 20 Credits – Core	Entrepreneurial Marketing, BUS526 20 Credits – Core

Year 3 Part-time structure (Level 5)

Sem 1	The Art of Selling, BUS525 20 Credits - Core	Business Feasibility Analysis, BUS521 20 Credits - Core
--------------	---	--

Sem 2	Business Accounting and Finance, BUS523 20 Credits - Core	Leading Entrepreneurial Teams, BUS522 20 Credits - Core
--------------	--	--

Year 4 Part-time structure (Level 6)

Sem 1	Financial Decision Making, BUS608 20 Credits – Core	Business Planning, BUS616 20 Credits - Core	Business Project, BUS602 40 Credits - Core
Sem 2	Industry Networks, Partnerships & Core Alliances, BUS617 20 Credits - Core	Business Law, BUS606 20 Credits - Core	

Year 5 Part-time structure (Level 6) - optional

Sem 1	Business Project, BUS602
Sem 2	40 Credits - Core

Glyndŵr University regulations permit mixed level study for part time programmes but students still need to progress formally at the end of each level. They are allowed to study modules at the higher level at their own risk until they complete the previous level and progress.

Note that part-time students have the opportunity to extend their project into a fifth year if they are unable to complete the module within the four years.

Composition of Awards

The Certificate of Higher Education in Entrepreneurship is an exit award available for a student who has completed 120 credits at level 4 or above and who is unable, or chooses not to continue on the programme.

The Diploma of Higher Education in Entrepreneurship is an exit award available for a student who has completed 240 credits of which 120 credits were studied at level 5 or above and who is unable or chooses not to continue on the programme.

The Ordinary Degree in Entrepreneurship is an exit award available for a student who has completed 300 credits, of which 120 credits were studied at level 5 or above and 60 credits at level 6. These 60 credits can be taken from any of the available modules.

The Honours Degree in Entrepreneurship is an exit award available for a student who has completed 360 credits, of which 120 credits were studied at level 5 or above and 120 credits at level 6.

Module tutors

Module Title	Level	Module Leader
Business Context (Trimester 1) C	4	Dr. Jan Green
Marketing Principles and Business Practice (Trimester 1) C	4	Dr. Gareth Harvey
Business Idea Development I (Trimester 1) C	4	Prof. Chris Jones
The Nature of Entrepreneurship (Trimester 2) C	4	Dr. Jan Green
Business Idea Development II (Trimester 2) C	4	Prof. Chris Jones

The Festival and Events Industry (Trimester 2) O	4	Dr. Jan Green
Introduction to European Business (Trimester 2) O	4	Dr. Gareth Harvey
New Product Development (Trimester 3) C	5	Dr. Jan Green
The Art of Selling (Trimester 3) C	5	Brian Jones
Entrepreneurial Marketing (Trimester 3) C	5	Dr. Gareth Harvey
Business Feasibility Analysis (Trimester 1) C	5	Dr. Leslie Davies
Business Accounting & Finance (Trimester 1) C	5	Dr. Bethan Lloyd-Jones
Leading Entrepreneurial Teams (Trimester 1) C	5	Mike Green
Financial Decision Making (Trimester 2) C	6	Dr. Bethan Lloyd-Jones
Business Planning (Trimester 2) C	6	Dr. Jan Green
Business Law (Trimester 2) C	6	Neil Pritchard
Industry Networks, Partnerships and Core Alliances Trimester 3) C	6	Dr. Leslie Davies
Business Project (Trimester 3) C	6	Dr. Jan Green

C – Core, O – Option

There may be additional deliverers but those individuals listed above are identified as the Module leaders.

Intended learning outcomes of the programme

The BSc. (Hons) Entrepreneurship degree programme provides opportunities for students to develop through the levels of the programme and demonstrate knowledge and understanding, qualities and skills. The following outcomes are fully compatible with the benchmark statements of the Department of Business and Management and are met through the overall design and selection of modules.

By the end of the programme a student will be able to:

A. Knowledge and understanding

	Level 4 Certificate in Higher Education	Level 5 Diploma in Higher Education	Level 6 Ordinary Degree	Level 6 Honours Degree
A1	Demonstrate a working understanding of the principles and practices of marketing and new product development.	Demonstrate a wide appreciation of the significance of market research and explain how peripheral areas of business are key to success.	Demonstrate confident familiarity with the broad areas of the knowledge bases of marketing a new product.	Demonstrate a clear understanding of how a new product should be marketed in practice.
A2	Demonstrate a working understanding of basic sources of external funding and the legal issues connected with starting a business.	Demonstrate a wide appreciation of the different sources of external funding and a basic knowledge of the financial aspects of running a small business.	Demonstrate confident familiarity with sources of external funding and a wide knowledge of the financial requirements that impact new business start ups.	Demonstrate a clear understanding of the external funding and legal issues that would arise in new business start ups and the means by which they could be resolved.
A3	Present, evaluate and interpret qualitative and quantitative data, in order to develop lines of argument and make sound judgements in	Demonstrate a wide understanding of the feasibility of the business idea; showing knowledge and critical understanding of business and market	Demonstrate confident familiarity with industry markets; is able to select and deploy business and marketing strategies	Demonstrate detailed understanding of how to critically evaluate the challenges and opportunities within a business idea.

	accordance with a business feasibility analysis.	research which supports the development of technology new products.	via effective, business planning; acknowledging responsiveness to change and the future of the organisation and the future environment in which they operate. Demonstrate a sound awareness of the entrepreneurial business planning process.	Define structured outputs from this evaluation within the format of a formal business plan.
A4	Demonstrate the principles of understanding and assessing markets and customers; and an ability to evaluate these aspects in an industry specific context.	Demonstrate a wide knowledge of sales and marketing techniques and develops business acumen. Evaluate and analyse the appropriateness of different approaches to solving market driven problems.	Select and deploy tools and models for developing products which accurately meet the needs and requirements of customers, with minimal guidance and using critical analysis. Manage customer expectations, service and orientation.	Confidently identify new business and market opportunities within a sector, both locally and internationally. Understand the impact of effective customer and market orientation. Gather, analyse and forecast using market and industry data that informs new product development and innovation.
A5	Work effectively with tutors and fellow students; participates in clearly defined team based situations.	Demonstrate more advanced interactive and teamwork skills, including effective participation with others on a common task or team based project.	Work effectively with others on a common task. Demonstrate basic negotiating skills in line with team objectives.	Take actions that respect the needs and contributions of others. Contributing to and accepting alternative points of view whilst negotiating to achieve the objectives of the team.

B. Intellectual skills

	Level 4 Certificate in Higher Education	Level 5 Diploma in Higher Education	Level 6 Ordinary Degree	Level 6 Honours Degree
B1	Evaluate and carry out reflective practice using case studies to develop entrepreneurial thinking, assessment of opportunities, management of risk.	Demonstrate an understanding of the limits of their knowledge, and how this influences analysis and interpretations based on that knowledge.	Demonstrate entrepreneurial competencies through experience; develops self-reliance, leading and managing and working with teams.	Integrate learned theory and techniques with practical experience to maximise business potential. Carefully assesses opportunities and evaluates business and marketing outcomes with informed understanding.
B2	Carry out market research and analysis and realise the potential in understanding the appropriateness of different approaches to solving problems related to the specific.	Use a range of established techniques within tutorials. For example, using experiential learning exercises, to initiate and undertake a critical analysis of information and to propose solutions.	Demonstrate an ability to clearly identify, formulate and solve business problems. Assesses and mitigates for business and project risk. Demonstrate market research capabilities	Demonstrate effective self-management in terms of time; ability to conduct research independently or as a team, into business and marketing issues. Demonstrate familiarity with

	industry marketplaces	to business problems arising from that analysis	through competent use of a range of data sources.	business and marketing data. Able to carry out research and critical thinking.
B3	Explore and assess the met and unmet demands of customers (business and consumers) and to communicate the results of their study/work accurately and reliably, and with structured and coherent arguments.	Evaluate effective communication and information, reasoned arguments and analysis in a variety of forms to specialist and non-specialist audiences.	Effective problem solve and make decisions by critically evaluating and assessing a range of familiar options. Demonstrate capacity to apply ideas and knowledge to a range of situations.	Demonstrate the ability to acquire detailed knowledge of a specific industry in terms of its markets, customers and stakeholders. Clearly define customer demand for a new product.
B4	Use problem-based learning and case studies to review the theoretical and practical issues related to business start-up and the external environment.	Demonstrate financial acumen and capability and understanding of financial accounting for small businesses; understands business and legal aspects of financial reporting, taxation and audit. Demonstrate knowledge of venture capital, seed corn funding and other sources of funding and investment for small business.	Synthesise a range of business and marketing ideas related to developing a new technology business start-up and/or work in a real organisation. Plan and manage projects, develop relationships and networks and to resolve identified business challenges.	Effectively communicate, orally and in writing, using a range of media to communicate a business plan or develop and lead on an entrepreneurial team project. Focus on developing new markets in specific competitive environments.
B5	Use and apply basic business and marketing tools for assessing new product ideas and for assessing local market demand.	Begin development and new thought on tangible business concepts and ideas for new products. Demonstrate clear ability to analyse and interpret data using a more advanced level of marketing tools and concepts. Assess and analyse the potential of a business idea and assess personal and business needs such as further training, skills development and new competences.	Integrate new technology competencies and product knowledge with marketing and business competencies to produce a sound new product or project concept. Acknowledge and apply innovative techniques in business to overcome potential barriers in the wider industry marketplace.	Evaluate more complex issues in the market to inform new product ideas in the context of a specific market; ability to recognise and seek new business opportunities and evaluate associated risks from product development through to market launch.

C. Subject specific skills

	Level 4 Certificate in Higher Education	Level 5 Diploma in Higher Education	Level 6 Ordinary Degree	Level 6 Honours Degree
C1	Demonstrate familiarity with the basic facts and principles of information technology, influencing and communication skills within a generic business environment.	Demonstrate a widening appreciation of the scope of a specific industry or discipline within a sector in terms of how to communicate and influence people towards a positive outcome.	Show confident familiarity with the broad areas of knowledge within a specific industry or discipline. Is able to critically assess specific features of that industry/discipline and evaluate solutions to specific challenges.	Demonstrate critical thinking on a particular industry/discipline and is able to confidently describe ways in which to positively influence a range of individuals from within it.
C2	Demonstrate knowledge and	Demonstrate skills for effective marketing	Conduct business and market research in	Demonstrate critical thinking on new and

	understanding of particular organisations that have recently brought products to market and is able to assess their success and/or failure.	management and control of the business idea delivery. Confidently articulate aspects such as assessing market opportunities and threats; profit potential in markets and managing/mitigating risk.	both local and global contexts and understands the entry modes for operating in those markets. Is able to deploy entrepreneurial marketing strategies (cost effective, innovative approaches to marketing) to target these markets.	existing market opportunities; understands and uses methods of frequent scanning for changes in the marketplace using independent thought and critical evaluation.
C3	Demonstrate skills in the early stages of business marketing formulation. Teamwork and drafting coursework and projects develop student's business acumen and business competencies.	Demonstrate a range of wider practical business and marketing skills; working towards formations of entrepreneurial teams, obtaining financial backing, working on team projects and producing detailed and accurate teamwork to meet coursework objectives.	Demonstrate knowledge and skills in business-to-business relationship building and developing additional business capabilities through networks and alliances. Ability to search for sources of business support and investment opportunities.	Integrate practical experiences gained, with developing business and marketing knowledge; interpersonal skills of effective listening, negotiation, persuasion and presentation. Activate business resources or start-up ventures or within large business projects.
C4	Demonstrate effective working relationships through team work and negotiation and discussion in lectures and tutorials.	Demonstrates wider leadership and managerial skills in the design and development of new and incremental innovative projects.	Demonstrate effective performance within a team environment, including leadership, team building, influencing and project management skills.	Exhibit effective leadership skills, delivered either individually or as part of a team through projects and presentations.

D. Practical, Professional and Employability skills

	Level 4 Certificate in Higher Education	Level 5 Diploma in Higher Education	Level 6 Ordinary Degree	Level 6 Honours Degree
D1	Communicate in a clear and concise way, in writing and orally, in relatively informal and limited-length pieces of work. Demonstrate competence in technical and business reporting.	Communicate in a clear, systematic and concise way, in writing and orally, in more formal academic and professional styles, and in longer pieces of work of a technical nature.	Engage effectively in a variety of roles; debates; produces clear, well-structured technical reports and other extended pieces of work; gives clear, subject-specific presentations in a variety of contexts.	Engage effectively in independent roles; debates in a professional manner; produces detailed critiques and coherent technical and project reports; gives confident oral and other presentations in a wide range of contexts.
D2	Interact effectively with tutors and fellow students; participates in clearly defined team-based situations.	Demonstrate more advanced interactive and teamwork skills, including effective participation in more demanding team tasks, including projects.	Interact effectively within a learning or subject-specific team; demonstrates basic negotiating, role, leadership and team-support skills.	Clearly define specific roles within a team, evaluate their impact and value on others and is able to critically evaluate their own personal characteristics against those various roles.
D3	Demonstrate basic IT skills, including word-processing, spreadsheet and presentation packages.	Demonstrate more advanced IT skills, particularly in the area of constructing integrated spreadsheets for financial	Use and accesses a limited selection of more specialist IT skills. This may include the use of social media	Demonstrate confident use of IT and a clear understanding of its role within organisations.

	Demonstrate basic skills in using the Internet, accessing data and designing web pages.	and operational purposes. Demonstrate competent use and application of word processing, the integration of text and image in specific contexts for the production of reports.	tools, specialist software packages or specific applications. Conduct effective searches for data across a variety of platforms for research purposes.	Critically reflect on all aspects of IT from social, financial and environment perspectives.
D4	Understand the opinions of other people; flexibility in considering alternatives and opinions.	Demonstrate the ability to take the perspective of others into account; identifying the similarities and differences between two approaches to the solution of a given problem.	Demonstrate critical evaluation of specific business situations and is able to define alternative approaches and their potential outcomes.	Demonstrate critical awareness of the cognitive strengths and weaknesses of themselves and others. Draw upon real or hypothetical situations where certain actions have had specific consequences and can provide reasoned understanding on how alternative actions may have produced different outcomes.
D5	Study in a systematic, directed way with the aid of appropriate tutor guidance.	Learn in an effective and purposeful way and develop as an autonomous learner.	Adopt a broad-ranging and flexible approach to study; identifies learning needs; pursues activities designed to meet these needs in increasingly autonomous ways. Seek and make effective use of feedback in addition to critical self-awareness.	Manage own learning using a wide range of resources appropriate to the specific industries or disciplines. Demonstrate openness and sensitivity to diversity in terms of people, cultures, business, management and marketing issues.

CURRICULUM MATRIX demonstrating how the overall programme outcomes are achieved and where skills are developed and assessed within individual modules.

			Knowledge and understanding, intellectual skills, subject skills, and practical, professional and employability skills																		
	Module Title	Core/ Opt	A1	A2	A3	A4	A5	B1	B2	B3	B4	B5	C1	C2	C3	C4	D1	D2	D3	D4	D5
L4	Marketing Principles & Business Practice	C	y			y		y	y	y		y	y				y				
	Business Context	C		y		y					y		y								y
	The Nature of Entrepreneurship	C	y			y			y		y			y	y		y			y	y
	Business Idea Development I	C	y			y	y	y		y	y	y	y	y		y	y	y	y	y	
	Business Idea Development II	C	y		y		y	y		y			y	y	y	y	y	y	y	y	
	The Festival and Events Industry	O	y			y	y	y		y	y	y			y		y	y		y	
	Introduction to European Business	O		y		y		y	y		y			y	y		y			y	y
L5	Module Title	Core/ Opt	A1	A2	A3	A4	A5	B1	B2	B3	B4	B5	C1	C2	C3	C4	D1	D2	D3	D4	D5
	Entrepreneurial Marketing	C	y			y	y	y		y		y	y	y				y		y	
	Business Feasibility Analysis	C		y	Y	y		y	y	y		y		y	y		y		y		y
	The Art of Selling	C				y	y			y			y			y		y		y	
	New Product Development	C	y		y	y			y		y		y	y		y		y	y	y	
	Business Accounting & Finance	C		y				y			y		y				y		y		y
	Leading Entrepreneurial Teams	C				y	y	y					y			y		y		y	
L6	Module Title	Core/ Opt	A1	A2	A3	A4	A5	B1	B2	B3	B4	B5	C1	C2	C3	C4	D1	D2	D3	D4	D5
	Business Planning	C	y	y	y	y		y	y	y	y	y	y		y		y	y			y

	Financial Decision Making	C		y		y	y	y	y	y		y	y				y			Y	
	Global Marketing	C	y			y			y	y		y	y	y			y				
	Business Law	C		y			y	y								y	y			y	
	Industry Networks, Partnership and Alliances	C		y			y		y				y	y		y		Y		Y	
	Project	C	y	y	y	y		y	y	y	y		y	y	y		y	y	y	y	y

Learning and teaching strategy used to enable outcomes to be achieved and demonstrated

The Department of Business and Management recognises the need to develop more flexible programmes that meet the needs of a more diverse student body. The Entrepreneurship programme is designed as a programme for students that are passionate about learning how to start a business and/or how enterprises should think more entrepreneurially. It is our belief that the best way to learn about the practicalities of business start-up is to do so 'on the job'. Our teaching strategy is therefore guided by this mindset, with a focus on interactive learning delivered through high-energy tutorials and the think-tank sessions.

The Department of Business and Management is already focused upon developing its capability to provide a more flexible and adaptive schema of learning assessment. In the 2012/13 academic year, the Department of Business and Management has already implemented oral exams, blogs and presentations to its existing assessment methods. The entrepreneurship degree will build upon these changes.

Despite setting its stall out to provide more interactive and group-based learning and assessment, the strategy on this degree will continue to encourage and support independent learning. In fact, interactivity and independent learning are very much allied together. As the student gains more confidence from high levels of direct tutor and student engagement, they then feel motivated to seek and explore ideology and concepts at a deeper level through use of alternative learning resources, including books, e-books and the internet.

Despite its emphasis on acquiring practical knowledge and skills, due diligence to academic development is maintained throughout. The curriculum is designed to balance practical skills such as selling and financial forecasting with academic debate underpinned by core business thinking, the latest research and industrial applications. Significantly, traditional Business and Management Science will, at all times, be contextualised for the students within the entrepreneurial and intrapreneurial environments, enabling the students to critically evaluate its applicability on this diverse area of enterprise.

Against this backdrop, our strategy is to:

1. Employ teaching methods that promote effective student learning, self-development and reflection;
2. Promote active learning throughout the course, by applying knowledge and skills back to a real business scenario;
3. Deploy a variety of learning and teaching methods including:
 - i. Lectures - this is usually a formal discourse for the purposes of dissemination of information, the demonstration of techniques and the discussion of supporting ideas and consequences. The lecture is supported by a full range of equipment including, whiteboards, video and computer projection facilities where appropriate. Although this type of presentation is suitable for a one-sided discourse, ample opportunity exists for questions, interaction and discussion.
 - ii. Tutorials - these activities encompass a wide range of activities, each suited to the particular module. Some tutorials will consist of the staff supporting students engaged in problem solving. Others may involve group exercises, with each group being encouraged to allocate responsibilities, allocate tasks, etc. Generally, this type of teaching is used to support the lecture, clarify the material and experiment

with the techniques and skills required.

- iii. Group work - on some modules, students are encouraged to work in project teams to achieve set objectives. Assessment of these activities includes both group and individual elements. In this way, students learn to work as a team to achieve a common goal whilst at the same time individual contribution is recognised and evaluated.
- iv. Think-tank sessions - these sessions will be scheduled throughout the duration of the programme, typically with 2-3 taking place each trimester/semester. The sessions will take place over three hours and will be facilitated by members of the academic team and at least one external guest speaker. Students will actively participate in these sessions by sharing their ideas and challenges. The facilitating team will advise, signpost and share their thoughts on all of the issues raised. The sessions will link into the modules being studied during that particular stage of the programme. Students will be required to submit questions and challenges in advance of the session to give all facilitators an opportunity to prepare. The sessions will not form part of the assessment but the material covered in the sessions should assist the students with their studies.
- v. Project - all students complete a 40 credit individual project at level 6. This project will include practical as well as academic components enabling students to further improve their employability as well as academic writing.

This approach is intended to:

- 1. Strike a balance between 'class' activity and directed study 'out of class';
- 2. Provide sound feedback to students and attempt to involve them in researching and solving their own practical objectives;
- 3. Use directed and supported group work for sharing experience and knowledge and developing interpersonal skills;
- 4. Provide realistic and relevant learning activities;
- 5. Make use of a variety of assessment methods to allow students the opportunity to demonstrate their own particular capabilities.

Full use of Moodle will be made as a way of helping to manage teaching and learning and to keep in contact with students. Each module within the programme will have its own space on Moodle.

Academic Delivery Schedule

2013-14 Academic Year Calendar -approved framework						
Timetable week number	Date	trimester teaching weeks	single intake programmes - students	single intake programmes - staff*	Trimester teaching weeks	3 intakes
1	29-Jul-13					
2	05-Aug-13					
3	12-Aug-13					
4	19-Aug-13					
5	26-Aug-13					
6	02-Sep-13					
7	09-Sep-13					
8	16-Sep-13					
9	23-Sep-13	1	Teaching/induction	Teaching/induction	0	induction - new intake only
10	30-Sep-13	2	Teaching	Teaching	1	teaching
11	07-Oct-13	3	Teaching	Teaching	2	Teaching
12	14-Oct-13	4	Teaching	Teaching	3	Teaching
13	21-Oct-13	5	Teaching	Teaching	4	Teaching
14	28-Oct-13	6	Teaching	Teaching	5	Teaching
15	04-Nov-13	7	Teaching	Teaching	6	Teaching
16	11-Nov-13	8	Teaching	Teaching	7	Teaching
17	18-Nov-13	9	Teaching	Teaching	8	Teaching
18	25-Nov-13	10	Teaching	Teaching	9	Teaching
19	02-Dec-13	11	Teaching	Teaching	10	Teaching
20	09-Dec-13	12	Teaching	Teaching	11	Teaching
21	16-Dec-13	13	Teaching	Teaching	12	Teaching*
22	23-Dec-13		Christmas vacation	Christmas		
23	30-Dec-13		Christmas vacation	Christmas		
24	06-Jan-14	1	Teaching	Teaching		Marking/Pre board
25	13-Jan-14		University Exams	University Exams		Module board
26	20-Jan-14	2	Teaching	Teaching	0	Progression & Award Board & induction for new intake only
27	27-Jan-14	3	Teaching	Teaching	1	Teaching
28	03-Feb-14	4	Teaching	Teaching	2	Teaching
29	10-Feb-14	5	Teaching	Teaching	3	Teaching
30	17-Feb-14	6	Teaching	Teaching	4	Teaching
31	24-Feb-14	7	Teaching	Teaching	5	Teaching
32	03-Mar-14	8	Teaching	Teaching	6	Teaching
33	10-Mar-14	9	Teaching	Teaching	7	Teaching
34	17-Mar-14	10	Teaching	Teaching	8	Teaching
35	24-Mar-14	11	Teaching	Teaching	9	Teaching
36	31-Mar-14	12	Teaching	Teaching	10	Teaching
37	07-Apr-14	13	Teaching	Teaching	11	Teaching
38	14-Apr-14		Spring Vacation	Easter		
39	21-Apr-14		Spring Vacation	Easter		
40	28-Apr-14		University Exams inc Saturday	University Exams inc Saturday	12	Teaching*
41	05-May-14		University Exams Mon/Tues Marking Wed/Thur/Fri	University Exams Mon/Tues Marking Wed/Thur/Fri		Marking
42	12-May-14		Additional Study weeks*	Marking /Pre board		Marking /Pre board
43	19-May-14		Additional Study weeks*	Module board		Module board
44	26-May-14		Additional Study weeks*	Progression & Award Board	0	Progression & Award Board & induction for new intake only
45	02-Jun-14	1	Teaching /resits/holiday	Teaching	1	Teaching
46	09-Jun-14	2	Teaching /resits/holiday	Teaching	2	Teaching
47	16-Jun-14	3	Teaching /resits/holiday	Teaching	3	Teaching
48	23-Jun-14	4	Teaching /resits/holiday	Teaching	4	Teaching
49	30-Jun-14	5	Teaching /resits/holiday	Teaching	5	Teaching
50	07-Jul-14	6	Teaching /resits/holiday	Teaching	6	Teaching
51	14-Jul-14	7	Teaching /resits/holiday	Teaching	7	Teaching
52	21-Jul-14	8	Teaching /resits/holiday	Teaching	8	Teaching
1	28-Jul-14	9	Teaching /resits/holiday	Teaching	9	Teaching
2	04-Aug-14	10	Teaching /resits/holiday	Teaching	10	Teaching
3	11-Aug-14	11	Teaching /resits/holiday	Teaching	11	Teaching
4	18-Aug-14	12	University Exams	University Exams	12	Teaching*
5	25-Aug-14		Additional Study weeks*	Marking		Marking
6	01-Sep-14		Additional Study weeks*	Marking /Pre board		Marking /Pre board
7	08-Sep-14		summer vacation	Module board		Module board
8	15-Sep-14		summer vacation	Progression & Award Board		Progression & Award Board & induction for new intake only
9	22-Sep-14	1	Teaching/induction	Teaching/induction		teaching
Additional Study weeks* - students are expected to be available/on campus during these weeks and may be required to attend programme specific activities.						* exam dates to be set locally -see note below on University Exams
staff* - this is a framework only - individual staff will not be expected to teach in all weeks						
University Exam Weeks - most centrally organised formal examinations will take place during these weeks, but other forms of assessment will take place throughout the year.						

Welsh Medium Provision

All students have the opportunity to submit assessment in Welsh, in line the University's Welsh Language Policy. Currently, 0% of the programme can be delivered in Welsh.

Assessment strategy used to enable outcomes to be achieved and demonstrated

The approach to assessment has been guided by the QAA Code of Practice for the assurance of academic quality and standards in Higher Education (2006) (Section 6: Assessment of students) and Glyndŵr University Assessment Guidelines.

Students will receive formative assessment, particularly during the practical and self-study elements of the programme to ensure they can keep track of their progress and development. This will also be a key factor in ensuring student engagement and retention on the programme. In the case of practical assessment, this may be a final summative assessment, so more frequent formative assessment provides academic rigour and increases student awareness and confidence in the subject.

The practical nature of the programme is reinforced through the importance of coursework as part of the learning process and assessment. Despite the importance of their theoretical basis, many of the concepts are often best grasped by practical exercises and assignments. The coursework of a module typically carries 50% weight of the assessment, although this varies with modules assessed entirely by coursework.

Practical coursework includes, but is not limited to: exercises for private study or in practical/tutorial classes and team/individual projects.

Emphasis will be placed upon students to undertake independent study activities, in particular when completing the business project element. Each project will be facilitated by a traditional summative assessment approach at the culmination of the work. However, extensive use of formative feedback, milestones, and guidance from staff will be applied throughout the module.

Feedback is provided continuously to students through informal contact with subject lecturers and tutors in the seminar/tutorial sessions. In accordance with University Guidance, feedback is provided on assessed practical work, which is normally within three weeks of submission of the work.

An overview of the assessment details will be provided in the Student Handbook and full details of the assessment criteria for each module is provided in the module specification, which forms part of the module pack available to students.

Module Assessment

Level	Module Title	HE Credit	Assessment Type	Weighting	Submission
4	Business Context	20 Core	Group Project Case Study on Law	50% 50%	Mid Trimester End Trimester
4	Marketing Principles & Business Practice	20 Core	Coursework Coursework	50% 50%	Mid Trimester End Trimester
4	Business Idea Development I	20 Core	Report Presentation	60% 40%	Mid Trimester End Trimester
4	The Nature of Entrepreneurship	20 Core	Presentation Assignment	50% 50%	Mid Trimester End Trimester
4	Business Idea Development II	20 Core	Oral Examination Presentation	60% 40%	Mid Trimester End Trimester
4	The Festival and Events Industry	20 Option	Presentation Assignment	50% 50%	Mid Trimester End Trimester
4	Introduction to European Business	20 Option	Viva Essay	50% 50%	Mid Trimester End Trimester
5	New Product Development	20 Core	Presentation Report	50% 50%	Mid Trimester End Trimester
5	The Art of Selling	20 Core	Portfolio Examination	60% 40%	Mid Trimester End Trimester
5	Entrepreneurial Marketing	20 Core	Team Project Essay	40% 60%	Mid Trimester End Trimester
5	Business Feasibility Analysis	20 Core	Report	100%	End Trimester
5	Business Accounting and Finance	20 Core	Essay Examination	50% 50%	Mid Trimester End Trimester
5	Leading Entrepreneurial Teams	20 Core	Presentation Report	50% 50%	Mid Trimester End Trimester
6	Financial Decision Making	20 Core	Essay Examination	30% 70%	Mid Trimester End Trimester
6	Business Planning	20 Core	Report Presentation	50% 50%	Mid Trimester End Trimester

6	Business Law	20 Core	Coursework Coursework	50% 50%	Mid Trimester End Trimester
6	Industry Networks, Partnerships & Core Alliances	20 Core	Team Project Report	40% 60%	Mid Trimester End Trimester
6	Project	40 Core	Research Proposal Dissertation	20% 80%	Week 6 End of 2 nd Trimester

Assessment regulations that apply to the programme

Academic Regulations for Bachelor Degrees, Diplomas and Certificates apply to this programme.

In considering borderline cases the Assessment Board shall raise the classification to the next level if all of the following criteria are met:

- At least 50% of the credits at level 6 fall within the higher classification;
- All level 6 modules must have been passed at the first attempt;
- The mark achieved for the 40 credit Project module is within the higher classification.

Programme Management

All of the modules for this programme are from the Department of Business and Management, within the Institute for Arts, Science and Technology. The overall programme will be managed by the Programme Leader – Professor Chris Jones, who will be supported by the team of module tutors and the Undergraduate School Office.

Programme team:

- Prof. Chris Jones – Head of the Department of Business and Management & Programme Leader;
- Dr Leslie Davies;
- Dr. Jan Green;
- Brian Jones;
- Dr. Gareth Harvey;
- Dr. Bethan Lloyd-Jones;
- Mike Green;
- Neil Pritchard.

The Programme Leader will have overall responsibility for the operation and development of the course and will work closely with the module tutors, personal tutors, guest speakers and administrative support personnel to provide the day-to-day general academic support to students. Particular responsibilities of the leader will include, but not be limited to:

- The management and development of curriculum and the course portfolio;
- Student tracking and student records;
- Collation of assessment data and presentation of data at assessment boards;
- Management / co-ordination of overall assessment activities across the programme
- Liaison with external bodies and agencies;
- Quality assurance and annual monitoring, including compilation of the Annual Monitoring Report;
- Co-ordination of admissions activities and other recruitment activities, including relevant publicity activities.

At module level there is devolved responsibility for the following:

- The maintenance and development of teaching and learning materials for all students enrolled on the module;
- The publishing and updating of module timetables, which shall include a weekly schedule of module sessions and required reading, to be distributed to students at the

start of all modules;

- The setting, marking and collation of marks for all module assessments and examination papers, including re-sit assessments, and submission of student results to the Programme Leader;
- Tutorial support for students taking the module which they are responsible;
- Quality monitoring, including processing of annual student feedback; questionnaires and, where appropriate, student feedback for individual modules;
- Liaison with part-time members of staff involved in module teaching.

The control of quality will conform to the procedures set out by Glyndŵr University's requirements for academic quality assurance, monitoring and review. The primary indicators of quality come through regular student feedback, module reviews, external examiners' reports, annual and periodic programme reviews and student surveys.

Methods for evaluating and enhancing the quality of learning opportunities:

- Subject / Programme committees with student representation;
- Module evaluations by students;
- Students surveys, e.g. National Student Survey (NSS);
- Annual quality monitoring and action planning through the AMR process;
- Peer review/observation of teaching;
- The moderation of assessed coursework;
- Student Representatives and Staff Student Consultative Committees;
- Module, Progression and Award Boards;
- External Examiners - External examiners are appointed for all programmes of study. They oversee the assessment process and their duties include: approving assessment tasks, reviewing assessment marks, attending assessment boards and reporting to the University on the assessment process.

Mechanisms for gaining student feedback

- Student Representation on Subject Board;
- Staff Student Consultative Committees;
- Module and Programme level student questionnaires.

Staff will meet formally before the commencement of each semester/trimester. A discussion will take place covering all issues that have been raised by students either from the student questionnaires or through normal complaint procedures. From this discussion an action plan will be drawn up. This action plan will be shared with student representatives on both the subject board and consultative committees.

The Department of Business and Management has research acumen, skills and expertise in entrepreneurship, new business creation, innovative business techniques and marketing products and services in technology industries. Knowledge and expertise gained through research and scholarship activity as described above informs the learning and teaching of the programme and is disseminated through seminars and teaching. This ensures that the programme content remains current which benefits students.

Particular support for learning

Support and guidance is available to students throughout the programme. Students have access to a great deal of guidance through the virtual learning environment (Moodle). In addition, they can also get help and guidance from their Programme Leader and Personal Tutor. They can also get module specific advice from the Module Tutors and any of the staff teaching on the relevant module.

Additional support mechanisms include:

- Extensive induction programme introduces the student to the University and their course. The programme will include course related issues, student support, library induction, study skills, career development etc.;
- Each student has a personal tutor, responsible for sign-posting to University wide support and guidance;
- University support services include - careers, financial advice, accommodation, study skills, counselling etc.;
- Excellent library and internet facilities;
- Student handbook provides information about course structures, University regulations etc.;
- Transferable skills / key skills are incorporated into all modules;
- Written feedback is provided for all assessments normally within three weeks of the hand-in date;
- An open-door policy throughout the department.

Equality and Diversity

Glyndŵr University is committed to providing access to all students and promotes an equal opportunities statement including equal treatment for all applicants and students. This programme fully complies with the University's policy on Equality and Diversity.