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UNIVERSITY FOR THE CREATIVE ARTS

PROGRAMME SPECIFICATION FOR:

**Master’s in arts in Creative Entrepreneurship**

PROGRAMME SPECIFICATION [ACADEMIC YEAR 2020/21]

This Programme Specification is designed for prospective students, current students, academic staff and potential employers. It provides a concise summary of the main features of the programme and the intended 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 teaching, learning and assessment methods, learning outcomes and content of each unit can be found in the Unit Descriptors.

Section A – Material Course Information

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| Validating Body | University for the Creative Arts[[1]](#footnote-1) | | | | | |
| Teaching Body | LCCM | | | | | |
| Final Award Title and Type | MA in Creative Entrepreneurship | | | | | |
| Course Title | MA in Creative Entrepreneurship | | | | | |
| Course Location and Length | Campus:  LCCM, MusicBox  241 Union St, London SE1 0LR | | | Length:  12-month academic year | | |
| Mode of Study | Full-time | X | | Part-time | | X |
| Period of Validation | [2020] to [2023] | | | | | |
| Name of Professional, Statutory or Regulatory Body | N/A | | | | | |
| Type of Accreditation | N/A | | | | | |
| Accreditation due for renewal | [Month/Year] | | | | | |
| Entry criteria and requirements[[2]](#footnote-2)  Our MA provides you with a “start-up” environment where you can develop an idea into a viable business venture in the creative industries. To benefit fully from the MA you should:   * be an entrepreneurial-minded creative with 1 year’s experience in a relevant sector and a bachelors degree (2.2 minimum) or 4 years relevant experience and a Level 3+ qualification * have English language competency equivalent to CEFR Level C1 (7.0 overall, 6.5 in each category). If English is not your first language. * be able to provide professional references, if applying based on your professional experience.   **Interviews:**  Our admissions team will invite successful applicants to either a group or individual interview, scheduled throughout the year. Places will be allocated against entry criteria on a first-come, first-served basis. | | | | | | |
| Overall methods of assessment[[3]](#footnote-3) | Written exams: | | Practical exams: | | Coursework: | |
| Year 1 / Level 7 | 0% | | 17% | | 83% | |
| Overall Learning & Teaching hours[[4]](#footnote-4) | Scheduled:  126 | | Independent: 1674 | | Placement: | |
| Year 1 / Level 7 | 7% | | 93% | | 0% | |
| General level of staff delivering the course[[5]](#footnote-5) | Lecturers must have either an MA or equivalent professional practice in a relevant discipline or field.  LCCM ensures that staff numbers and expertise are sufficient to teach each subject area including those specialist areas within each programme.  LCCM will ensure there is an appropriate balance between staff with relevant academic qualifications and those with current industry expertise.  LCCM will augment its staff with guest speakers and masterclass guests.  LCCM works with industry to ensure appropriate curriculum development, lecturer and guest expertise reflects contemporary industry practice and future employer and entrepreneurial trends.  LCCM will endeavour to support tutors’ continuous professional development including the necessary support to ensure staff can where relevant also maintain professional careers as practitioners in the creative industries.  All lecturing staff are encouraged to work towards a teaching qualification or professional Recognition by the Higher Education Academy. | | | | | |
| Language of Study | English | | | | | |
| Subject/Qualification Benchmark Statement:   * QAA Master’s Degree Characteristics Statement September 2015 * QAA Benchmark Statement: Business and Management November 2019 * QAA Subject Benchmark Statement Master's Degrees in Business and Management June 2015 | | | | | | |
| Framework for Higher Education Qualifications (FHEQ)  QAA The Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies November 2014 | | | | | | |

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| **The course structure**  The structure of all of the University’s awards complies with the University’s [Common Credit Framework](http://www.uca.ac.uk/quality-assurance-enhancement/university-regulations-policies-and-procedures/). The Common Credit Framework includes information about the:   * Rules for progression between the stages of a course; * Consequences of failure for reassessment, compensation and exit awards; * Calculation and classification of awards;  |  |  |  |  | | --- | --- | --- | --- | | **Module Code** | **Module Title** | **Elective/ Core** | **Credit value** | | **Year 1** | **Level 7** | **Semester 1** |  | |  | Ideation & Testing | Core | 30 | |  | Research & Academic Practice | Core | 30 | | **Year 1** | **Level 7** | **Semester 2** |  | |  | Business Planning | Core | 30 | |  | Professional Practice | Core | 30 | | **Year 1** | **Level 7** | **Semester 3** |  | |  | Major Project | Core | 60 | |

**Section B - Course Overview**

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| LCCM’s MA in Creative Entrepreneurship is designed help students focus, develop and launch new businesses in the creative industries during a 12-month intensive programme. The year begins with “Research & Academic Practice” and “Iteration & Testing” modules, which will see students conduct market research and test their ideas within their industry and communicate their findings and reflections in written and spoken argument. In the second term students will build on their findings to produce a range of business planning and pitching documents, as well as investigate and reflect on a range of case studies related to creative entrepreneurship, leadership as well as their own professional sector. In the final term, students will undertake a major project, to be negotiated and agreed with tutors, which will act as a major contribution to the development and launch of their business. |

**Section C - Course Aims**

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| The programme aims to help students plan, develop and launch sustainable new ventures in the creative industries. With a focus on student-led projects, the course guides them through innovation and prototyping processes to find and create bespoke business models for new audiences. Additionally, students will examine a range of case studies from across the creative industries and learn best practices for running and scaling their small businesses.  The programme aims to:   * Develop critical abilities, specialist knowledge and practical skills for the development of new creative enterprises; * Expand and manage different stakeholder relationships within relevant professional and creative communities; * Propose, manage and deliver a major body of work drawing from independent inquiry and experimentation, and generates new academic, commercial and professional insights; * Prepare students for careers as founders in creative start-ups, leadership roles within creative industries organisations, and for further research within industry or academic settings. |

**Section D - Course Outcomes**

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| Programme Learning Outcomes Upon successful completion of the course students are able to:   |  |  | | --- | --- | | **Knowledge & Understanding** | | | **KU1** | Develop a critical understanding of product and business development processes; | | **KU2** | Demonstrate a critical understanding of current investment opportunities for creative commercial ventures; | | **KU3** | Research, critique and employ relevant theory and practice related to new creative businesses; | | **Cognitive Skills** | | | **CS1** | Critically appraise creative ideas, business strategies and professional practice for commercial ventures; | | **CS2** | Identify and critically evaluate commercial opportunities; | | **CS3** | Apply creativity to the generation and testing of business ideas, models and products. | | **Practical Skills** | | | **PS1** | Iteratively test creative business and product ideas; | | **PS2** | Produce a professional business plan underscored by financial and commercial research, with mentor input and personal evaluation; | | **PS3** | Develop relevant academic and professional skills for continuous career development. | | **Key Life Skills** | | | **KS1** | Develop and critically assess professional relationships and networks; | | **KS2** | Critically evaluate personal and professional development; | | **KS3** | Effectively communicate in written and oral formats for a range of audiences. |   **Intermediate/Exit Awards**   |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Module Code** | **Module Name** | **PGCert** | **PGDip** | **MA CE** | |  | Research & Academic Practice | Any 2 | X | Compulsory | |  | Ideation & Testing | X | Compulsory | |  | Business Planning | X | Compulsory | |  | Professional Practice | X | Compulsory | |  | Major Project | N/A | N/A | Compulsory | |

**Section E - Learning, Teaching and Assessment**

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| **Learning and Teaching Strategy**  The MA CE lectures typically include some practical element where students, often in groups or in pairs, are asked to apply the ideas covered by the tutor to specific case studies. This has developed as a pedagogic strategy in light of the diversity of our cohorts, who have ranged from their early-20s to mid-60s in age and hail from a wide range of cultural and professional backgrounds. In doing so, students develop a close working relationship within the cohort and naturally find ways to collaborate on their projects outside of the classroom too. While all assessed work is individually focused, it is difficult to imagine a MA CE lecture that does not include some element of collaboration or group activity.  Given the interactive nature of our sessions, staff and students form close working relationships with constant one-on-one dialogue. Moreover, the project-focus of the programme means that staff can adjust the curriculum as needed. For instance, one year we may have more students with live events-based businesses whereas other years there may be more technology or education-focused. The start of the academic year is designed to help staff and students understand the journey ahead and to establish clear goals for their projects, while also diagnosing students’ strengths and weaknesses, which then informs the subsequent teaching and mentorship strategies from staff.  Students will receive various forms of written and oral feedback from tutors, supervisors, peers, project stakeholders and collaborators which require critical self-reflection to inform coursework and decision-making processes in a wide range of commercial musical, professional, and academic contexts.  Provisions to bring teaching and learning activities online will be made wherever possible.  While the MA CE programme is focused around the development of student projects, they nonetheless analyse a range of case studies from across the creative industries in Terms 1 and 2, which are designed to provide insights from other disciplines and professional communities. Similarly, much of Term 1 is focused on having students question their own assumptions, motivations and understanding of their industry. Self-reflective writing in Terms 2 and 3 further embed forms of self-assessment into the programme, with a view to nurture the independent critical thinking skills necessary for any entrepreneur to thrive.  In terms of taking responsibility for their own work, simply put, students who do not actively work towards developing their ideas and businesses will not succeed on the programme. This is made clear from the interview and reiterated again throughout their journey. Most of the assessments are based on developing specific aspects of their businesses, and so, there is an ongoing need for them to initiate their own learning. Likewise, the mentorship and support associated with the Major Project requires students to arrange tutorials when and as needed, and to carry out the bulk of this work on their own.  The diversity of the MA CE cohort has been a strength since its inception. The majority of our students are mature, come from BAME backgrounds, and enter the programme with a varied range of academic and professional experience. As a result, the programme team have actively sought to accommodate this diversity as best as we can. From a pedagogic perspective, we deliver materials and additional support in such a way that we can quickly see whether there are lingering questions or uncertainties about specific topics. This is further reinforced by the small class size and the strong relationships between staff and students. From a cultural perspective, we try to provide a range of voices and perspectives when discussing topics at the confluence of politics, arts, and community. For instance, Paul Gilroy, Stuart Hall and CLR James were studied in various contexts during this past academic year.  There is nothing about the programme that couldn’t be adjusted to accommodate disabled students.  Additional resources include:   * Induction week for new students * Comprehensive handbooks supporting the programme and modules * Online books and journals access * Access to extra-curricular workshops, seminars, classes and master classes * Access to internal and external production opportunities * Access to professional networks where appropriate through staff and the institution * One to one tutorials on some modules * Small group tutorials on some modules * Addition support classes * Access to LCCM rehearsal and recording facilities for Major Project * Adjusted class schedule * Increased alumni events * Launched ‘Entrepreneurship Evenings’ event series to compliment core teaching with guest speakers.   **Assessment Strategy**  Assessments have been designed across the programme to reinforce and develop essential and complimentary skills as students progress from module to module. Reflecting on the first 3 years of MA CE delivery, we’ve adjusted the assessment diet in consultation with our students, teaching team and External Examiner. For instance, some of the major assessments students will product towards the end of the programme include a business plan and a pitch presentation and during the first term they will have multiple opportunities to rehearse and refine their research and presentation skills with assessments that have much smaller weightings.  Given the focus on developing student businesses, the overall assessment strategy has been designed to be complimentary to the development process they will undertake. Term 1 focuses on key research, ideation and experimentation skills while Term 2 then seeks to consolidate those learnings into specific business and professional strategies, which then applied to the production of body of business-related work, like launching a new product or business, through the Major Project in Term 3. This final body of work Is undertaken after a series of tutorials and negotiations with mentors and the programme team, who will seek to ensure that the scale and scope of the work is simultaneously ambitious and realistic.  Provisions to bring assessment activities online will be made wherever possible. |

**Section F - Employability**

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| The entire premise of the MA CE programme is to help students develop and launch successful businesses in the creative industries. As a result, most of the curriculum is centred around developing entrepreneurial skills and insights that they can apply to their own work, including financial management, negotiation strategies, presentation techniques amongst others. Those students who do not immediately launch their own business typically find leadership positions with existing arts and culture organisations, and from speaking with such students, it’s clear that the entrepreneurial and professional training received on the programme was instrumental in their new roles. |

**Section G - Enhancing the Quality of Learning and Teaching**

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| Below is a list of markers that ensure the enhancement of teaching and learning on the course:   * All tutors working in current Industry-this ensures the course remains current and relevant to the specific fields taught * Tutor training Days * Programme Committee meetings of all course the Subject leaders and Student Reps * Peer observations where one tutor observes another’s lesson and gives feedback. A summary of all observations is discussed at the Programme Committee and shared with all tutor’s and then fed into the Annual feedback cycle * Tutor Report Forms – Individual report forms sent to the Programme leader. A summary of all reports is discussed at the Programme Committee and shared with all tutor’s and then fed into the annual feedback cycle. * External Examiner reports * Internal Surveys * NSS Surveys * QAA Reviews * QAA Benchmark Statements * Key Statistics including data on retention and achievement. * Student Committee to gather student feedback. Reps have representation across different bodies in the College such as Academic Boards, SMTs, ASECs and Programme Committees. |

**MODULE CURRICULUM MAP**

| **MA CREATIVE ENTREPRENEURSHIP** | | | | | | Contributing towards the Learning Outcomes  Taught **(T)**, Practised **(P)** and/or Assessed **(A)** | | | | | | | | | | | | |
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| **Module Code** | **Level** | **Module Name** | **Credits** | **Study Block**  **1, 2 or 3** | **Compulsory (C) or**  **Option (O)** | **KU1** | **KU2** | **KU3** | **CS1** | **CS2** | **CS3** | **PS1** | **PS2** | **PS3** | **KS1** | **KS2** | **KS3** |
|  | 7 | **Research & Academic Practice** | 30 | 1 | C |  | **X** |  |  | **X** |  | **X** | **X** | **X** |  |  | **X** |
|  | 7 | **Ideation & Testing** | 30 | 1 | C | **X** |  | **X** | **X** |  |  | **X** |  |  | **X** |  |  |
|  | 7 | **Business Planning** | 30 | 2 | C | **X** | **X** |  |  | **X** |  |  | **X** |  |  |  |  |
|  | 7 | **Professional Practice** | 30 | 2 | C |  |  | **X** | **X** |  | **X** |  |  | **X** | **X** | **X** | **X** |
|  | 7 | **Major Project** | 60 | 3 | C | **X** |  |  | **X** |  | **X** |  | **X** | **X** | **X** | **X** | **X** |

1. Regulated by the Office for Students [↑](#footnote-ref-1)
2. This should be the standard University Criteria unless otherwise approved by the Academic Board and include UCAS entry profile for undergraduate courses. [↑](#footnote-ref-2)
3. As generated by the most popular unit descriptors and calculated for the overall course stage data. [↑](#footnote-ref-3)
4. As generated by the most popular unit descriptors and calculated for the overall course stage data. [↑](#footnote-ref-4)
5. Include general information about the experience or status of the staff involved in delivering the course, for example Professor, Programme Director, Senior Lecturer [↑](#footnote-ref-5)