

University of Cambridge: Programme Specifications

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ADVANCED DIPLOMA IN ENTREPRENEURSHIP

1	Awarding body	University of Cambridge
2	Teaching institution	University of Cambridge Institute of Continuing Education
3	Accreditation details	Judge Business School
4	Name of final award	Advanced Diploma in Entrepreneurship
5	Programme title	Entrepreneurship
6	UCAS code	None
7	JACS code(s)	N100
8	Relevant QAA benchmark statement(s)	General Business and Management
9	Qualifications framework level	FHEQ Level 6
10	Date specification produced/ last revised	March 2009
11	Date specification last reviewed	May 2010

The Advanced Diploma in Entrepreneurship is delivered by the Institute of Continuing Education (ICE) in partnership with the Judge Business School, Centre for Entrepreneurial Learning (CfEL). The Advanced Diploma forms part of the Institute's programme of credit-bearing professional development qualifications offered at FHEQ Level 6 to part-time adult students.

Aims and Objectives of the Programme

The overall aim of this programme is to provide students with the knowledge, skills and confidence required to be successful in an entrepreneurial environment. The programme aims to:

1. provide students with both theoretical and practical concepts of entrepreneurship and the development of a new business idea
2. develop understanding and critical evaluation of business ideas with a view to encouraging students to develop them as entrepreneurial ventures and bring them to commercial reality
3. provide a pragmatic insight into the processes and systems required to conceptualise, research and develop a credible business plan in order to gain the necessary resources to start a new enterprise
4. enable students to explore analytical processes and tools that will develop critical thinking skills in assessing entrepreneurship opportunities and devising appropriate strategies and tactics in developing an idea into a profitable business venture

Learning Outcomes

On successful completion of this course, students will demonstrate:

Knowledge and Understanding

1. comprehensive and detailed knowledge, and critical understanding, of the theories, concepts, issues and challenges related to entrepreneurship
2. in-depth knowledge and critical understanding of the key business concepts that underpin entrepreneurship
3. in-depth knowledge and critical understanding of recognising, and addressing, the challenges faced in developing entrepreneurial ventures
4. critical understanding of business and management concepts, including marketing, financial analysis, venture capital investment and copyright and intellectual property law, and the critical importance of their interplay in an entrepreneurial venture
5. awareness of personal responsibility and professional codes of conduct in the entrepreneurial environment, and will incorporate a critical ethical dimension into a major piece of work

Cognitive/Intellectual Skills

1. ability to critically evaluate theories and concepts underpinning entrepreneurship as an applied area of study as evidence to support recommendations made, reviewing reliability, validity and significance
2. ability to identify and define a concept or idea with potential for application in a new context, and will also demonstrate confidence and flexibility in identifying and defining complex problems in order to apply appropriate knowledge and skills to their solution, thus carrying out the in-depth research required to support or refute the idea
3. ability to analyse new situations or abstract data using objective and logical criteria to make informed and critical judgements
4. ability to consider and respond to the practical applications and limitations of theories and concepts in the development of entrepreneurial ventures and innovative solutions

Transferable Skills

1. self evaluation, through demonstrating confidence in the application of their own criteria of judgement, challenging received opinions, and reflecting on action. They will seek and make use of feedback
2. autonomy, through taking responsibility for their own work, and critically analysing it
3. strategic thinking, through demonstrating their ability to apply a strategy to an idea, project or problem to achieve an effective conclusion
4. situational analysis, through demonstrating their ability to analyse a situation or information and competently undertaking reasonably straight-forward research tasks with minimum guidance
5. communication and presentation skills, through engaging effectively in debate in a professional manner and producing detailed and coherent project reports presented in a professional and confident manner
6. problem-solving skills, through identifying and defining complex problems and applying appropriate knowledge, tools, and methods to their solution

7. leadership, management, and team work skills, through interacting effectively within a team learning group, and recognising, supporting and being proactive in the various aspects of leadership; they will demonstrate ability to negotiate in a professional context and manage conflict

Teaching and Learning Methods

Teaching methods include, but are not limited to, formal lectures, interactive seminars and workshops, discussion and networking groups, structured reading, and mentored activity. Lectures set out concepts, conceptual frameworks and theory relating to the topics to be covered; other modes of teaching and learning are designed to enable participants to achieve the stated learning aims and objectives.

Periods of self-directed study and research between blocks of attendance are required; this is enhanced through a Virtual Learning Environment (VLE), which enables students and tutors to consolidate and expand upon the formally taught components. Students are expected to carry out significant in-depth research and analysis between taught sessions; they are able to discuss issues with their programme tutor and the Programme Director through the VLE. Students are also assigned a mentor, who will be an experienced entrepreneur drawn from the CfEL's pool of mentors; the mentor acts as a resource to the student, and is able to provide guidance and advice based on his or her experience as an entrepreneur. The Programme Director oversees the mentorship component.

Assessment Methods

The programme is assessed using multiple and inter-related strategies, including written individual essay assignments, development and presentation of a formal business plan, oral case presentations to a panel of assessors, reflective documentation of learning, research projects, and case studies. Active participation is required in all programme activities. The total word volume for the programme is 16,000 words.

Programme Structure: Overview

The programme is offered at FHEQ Level 6, and attracts 120 credits. It consists of four courses, three of which (Courses 1, 2 and 4) carry 20 credits each, and one of which (Course 3) carries 60 credits; all courses are taken in sequence. All courses incorporate individual research.

The Advanced Diploma consists of:

- Course 1: Entrepreneurial Awareness (20 credits)
- Course 2: Opportunity Recognition and Idea Evaluation (20 credits)
- Course 3: Preparing the Business Case (60 credits)
- Course 4: Advanced Entrepreneurial Skills (20 credits)

The programme involves a total of 125 contact hours, in addition to self-managed time for preparation, assignments, further reading and contact with tutors and speakers in lecture or workshop settings. All four courses are compulsory. Courses will be delivered in a blended format, that is, intensive face-to-face sessions supported by a Virtual Learning Environment (VLE).

Programme Structure: Detail

Course 1: Entrepreneurial Awareness (20 credits)

This course enables students to develop a fundamental and critical understanding of entrepreneurship, and the various factors that interact in developing an idea into an enterprise venture.

Course 2: Opportunity Recognition and Idea Evaluation (20 credits)

Students will develop critical understanding of the detailed research and analysis involved in investigating an idea as a potential entrepreneurial venture, and the key business concepts and types of information required by investors and other stakeholders in assessing the marketability and viability of an innovative idea or product.

Course 3: Preparing the Business Case (60 credits)

Pre-requisite: Successful completion of Course 2, Opportunity Recognition and Idea Evaluation

Students will develop critical understanding and practical ability in market research methodologies through planning, researching and analysing a business opportunity, and developing the results into a full-scale business plan.

Course 4: Advanced Entrepreneurial Skills (20 credits)

Pre-requisite: Successful completion of Course 3, Preparing the Business Case

This course enables students to further develop their critical understanding of the interrelationship of the numerous factors that contribute to the success and/or failure of entrepreneurial ventures, including venture capital investments, licensing and patents, human resource strategies, and developing collaborative business-to-business partnerships.

Delivery

The programme is offered on a part-time basis; students will normally complete the programme within 18 months, but may take up to 24 months to do so.

Programme Requirements

Rapidly changing technology and ever-expanding opportunities resulting from research and development are creating an economy that has seen entrepreneurship take on an increasingly important role. "An environment that encourages enterprise and supports people who take opportunities and risks is a crucial ingredient of productivity improvement. A strong entrepreneurial base is an essential driver of growth and prosperity in a modern economy. New and more dynamic businesses increase competitive pressures in markets and facilitate the introduction of new ideas, technologies and more efficient working practices. Despite the rapid growth of the small and medium enterprise (SME) sector since the 1970's, rates of entrepreneurial activity in the UK remain moderate by international standards, in particular when compared to the US" (<http://www.hm-treasury.gov.uk/> June 2007).

The Advanced Diploma in Entrepreneurship is designed for individuals who are intending to or are already in enterprises an opportunity to take their ideas forward while getting the best from the educational experience of Cambridge, and who want to "learn by doing". Students will be able to develop depth and breadth in the knowledge, skills and understanding required for successful entrepreneurial ventures, and to develop their ability to apply this knowledge and understanding to the start-up of their own enterprises.

The programme will address a number of concerns raised by the Roberts Report of 2002, which identified “the apparent mismatch between the mix of skills and aptitudes possessed by SET graduates and those needed by business” and notes that “skills acquired by PhD graduates do not serve their long-term needs . . . PhDs do not prepare people adequately for careers in business” (<http://www.hm-treasury.gov.uk/media/7/9/ACF614.pdf>). This programme will enable postgraduates to acquire the knowledge, skills and aptitudes that will facilitate their move from the academic to the business world.

Applicants will be considered for admission on the basis of interest and academic achievement. It is anticipated that this programme will be of interest to post-graduate students in addition to individuals who have already graduated from university and are in the workforce.

Applicants to the programme will:

- i) Normally be a graduate of a recognised university and have successfully completed an undergraduate degree at a minimum of 2:2 standing or above
- ii) Demonstrate proficiency in the English language; students whose first language is not English must be able to satisfy the current English Language Competence requirements of the University of Cambridge in the year in which they apply for admission to the programme.

Progression

The pass mark for each course is 50% and minimum attendance at each course is 75%. A mark of less than 50% in one of the assessments may be compensated by a higher mark in the other assessment provided that the average is greater than 50% and the mark below 50% is not lower than 35%. If a student fails an assessment and cannot benefit from the compensation arrangement, he or she is entitled to one re-sit at or before the subsequent course. Successful completion of the Advanced Diploma in Entrepreneurship requires satisfactory achievement of the learning outcomes of each course, as demonstrated by the assessment criteria stated for each course; the pass mark in each course is 50%. In addition, students must demonstrate achievement of the learning outcomes of the Advanced Diploma as a whole.

Students must achieve a pass in all four courses to achieve the award of the Advanced Diploma in Entrepreneurship. The award will be made on a pass/fail basis. Candidates must pass all elements of the assessed tasks to be eligible for the award of the Advanced Diploma, the pass mark being 50%.

Employability

Students completing the Advanced Diploma in Entrepreneurship will be individuals who want to create their own business ideas, or who are already in employment; the Advanced Diploma will enable them to develop the knowledge, understanding and skills to progress their ideas into viable business opportunities.

Managing Teaching Quality and Standards

The teaching quality and standards of the course will be monitored by the Programme Advisory Committee and the Subject Moderation Panel, consisting of the University and external moderators and other Faculty and ICE members as agreed by the Education Committee.

Student Support

Academic advice to students is available both before and after they have registered for a course: first, from the appropriate member of the academic staff and, once the course has begun, from the course director and/or the course tutor. In addition, the administrative staff assigned to the programme are able to provide information. All students are provided at the start of a course with the ICE Student Handbook.

Administrative staff work closely with the academic team throughout the programme, and are able to provide appropriate levels and types of student support – for instance, support in technical matters, such as using the VLE.

Periods of self-directed study and research between blocks of attendance are required; this will be enhanced through a Virtual Learning Environment (VLE), which will enable students and tutors to consolidate and expand upon the formally taught components, whilst continuing discussions related to the programme. Students will be expected to carry out significant in-depth research and analysis between taught sessions; they will be able to discuss issues with their course tutor and the Course Director through the VLE.