

## Programme Specification 2018-19

### POSTGRADUATE DIPLOMA IN ENTREPRENEURSHIP

<b>Awarding body</b>	University of Cambridge
<b>Teaching institution</b>	Judge Business School
<b>Accreditation details</b>	EQUIS
<b>Name of final award</b>	Post-graduate Diploma in Entrepreneurship
<b>Programme title</b>	Entrepreneurship
<b>HECoS code(s)</b>	100078 (business and management)
<b>Relevant QAA benchmark statement(s)</b>	Business and Management
<b>Qualifications framework level</b>	7 (Masters)
<b>Date specification was produced</b>	July 2019

The Postgraduate Diploma in Entrepreneurship is delivered by Cambridge Judge Business School (CJBS). The Post-graduate Diploma is a credit-bearing qualification awarded by the University of Cambridge and is offered at FHEQ Level 7.

The Postgraduate Diploma in Entrepreneurship is designed specifically for entrepreneurs to nurture their entrepreneurial ambitions and enable new ventures through an academically rigorous, directly relevant and highly practical learning experience.

### Aims and Objectives of the Programme

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

- Generate/identify ideas for entrepreneurial ventures, evaluate the potential for success of those ideas, turn the ideas into a set of hypotheses to be tested and objectives to be pursued, select apposite methods and techniques for testing assumptions and execute some of those methods and techniques. Understand the mechanisms and contingencies underlying the tools used for the above.
- Identify rational, social and emotional levers to be used in the persuasion of the critical audiences of innovators, early adopters, co-innovators and distribution partners required to get a venture off the ground. Understand the mechanisms and contingencies underlying the tools used for the above.
- Choose a set of activities a proposed venture will and won't undertake. Understand how defensible capabilities and relationships are built within a venture. Understand how ventures maintain an appropriate level of agility. Understand the mechanisms and contingencies underlying the tools used for the above.
- Understand the foundations of effective entrepreneurial/innovation teams and the steps and dynamics that lead to effective or ineffective team behaviours.
- Understand the behaviours, practices and cognitions followed by entrepreneurs, the contribution they make to successful entrepreneurship (and the mechanisms believed to create that contribution), and the contingencies concerning their effectiveness.

Through course-fostered experiences and reflection, they should be able to undertake some of these behaviours and practices and adopt some of the cognitions.

## **Learning Outcomes**

On successful completion of this programme, 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 recognising, and addressing the challenges faced in developing entrepreneurial ventures and how and when to harness key entrepreneurial skills for success
3. critical understanding of business and management concepts, including marketing, business models, financial analysis, strategy and resource planning and the critical importance of their interplay throughout the entrepreneurial process from evaluating an opportunity to implementing a new venture
4. 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, define and evaluate a concept or idea with potential for application in a new context combined with the ability to increase alertness to and recognition of entrepreneurial opportunities
3. ability to demonstrate confidence and flexibility in identifying and defining complex problems in order to apply appropriate knowledge and skills to synthesise a creative entrepreneurial solution, thus carrying out the in-depth research required to support or refute the idea
4. ability to analyse new situations or abstract data using objective and logical criteria to make informed and critical judgements
5. ability to consider and respond to the practical applications and limitations of theories and concepts in the development and implementation 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 the action; they will seek and make use of feedback
2. autonomy, through taking responsibility for their own work and critically analysing it
3. strategic and creative 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 the ability to negotiate in a professional context and manage conflict.

### **Programme Structure: Overview**

The programme is offered at FHEQ Level 7 and comprises four courses. All courses incorporate individual research. The programme involves a total of 150 face-to-face contact hours and significant interactive online learning, in addition to self-managed time for preparation, assignments, further reading and contact with faculty and speakers in the lecture or workshop settings. All four courses are compulsory. Courses will be delivered through intensive residential sessions in Cambridge supported by a Virtual Learning Environment (VLE).

The programme is offered on a part-time basis. Students will normally be expected to complete the programme within 12 months. Courses should be completed in sequence.

### **Programme Structure:**

All students will complete 4 elective modules (5 if skipping Financial Literacy). Elective modules will be delivered during Lent and Easter Terms. Students may only take Intrapreneurship Practice if sponsored by their employer to do so, as the module requires project work within their employer.

Financial Literacy is required of all students who cannot, prior to undertaking the module, pass an exam in the subject to be agreed by the Degree Committee.

\*Students may choose one of 10 specialist pathway modules, but a pathway is not required—they may opt for an extra elective instead if they wish.

\*There are 14 electives from which students will choose the appropriate number (4 if Financial Literacy and a Pathway module are taken, 5 if only one of these is taken, 6 if none of these is taken.)

	<b>Core modules—September-March Assessment is by essay</b>
Module 1	Opportunities, Business Models & Strategy
Module 2	Entrepreneurship Skills and the Entrepreneurial Mindset
Module 3	Assembling and Managing Innovative Teams
Module 4	Persuasion, Sales and Social Capital

	<b>Quasi-core module</b> <b>Students can be exempted from the requirement by exam administered prior to the beginning of the module; exam to be approved by the Degree Committee</b> <b>Exemption does not earn credit</b> <b>Assessment is by case study analysis</b>
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Module 5	Financial Literacy
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	<b>Pathway modules—April-August</b> <b>Pathway modules are electives</b> <b>Students may choose a maximum of one</b> <b>Assessment is by essay or case study analysis</b>
Pathway 1	Fintech Entrepreneurship
Pathway 2	Health Care & Biotech Entrepreneurship
Pathway 4	Retail Entrepreneurship
Pathway 5	Cleantech & Consumer Entrepreneurship
Pathway 6	AgriTech & Food Entrepreneurship
Pathway 7	Creative Industries Entrepreneurship
Pathway 8	Entrepreneurship Education
Pathway 9	Manufacturing Technologies Entrepreneurship
Pathway 10	Government Services Entrepreneurship

	<b>Elective modules—April-August</b>  <b>If students are taking a Pathway and Financial Literacy, they must choose four modules from the list below. If students are taking only one of a Pathway OR Financial Literacy, they must choose five modules from the list below. If they are taking neither a Pathway nor Financial Literacy, they must choose six modules from the list below</b>  <b>Assessment is by essay or case study analysis</b>
	Intellectual Property
	Managing Early Stage Finance
	Pitching and Investor Networks
	Lean Startup Theory & Practice
	B2B Marketing
	Decision Making and Systems Thinking
	Managing the Early Growth of a Firm
	Leadership and Vision
	Digital Marketing
	21 <sup>st</sup> Century Entrepreneurship: Sustainability and Emerging Topics
	Raising Early Stage Finance
	Raising Later Stage Finance
	Intrapreneurship Theory
	Intrapreneurship Practice
	Design: Creating, Making and Service Design
	Digital Marketing

## Delivery

The programme is delivered in three intensive residential sessions in Cambridge over a 12-month period, supplemented by instructor-led activities within the Virtual Learning Environment

(VLE), both pre-and post-session. Students are required to actively participate in all in-class and VLE activities and are normally expected to complete the programme within the stated timeframe. Each residential session consists of five days. Dates of the residential sessions will be published in course literature and promotional materials.

## **Teaching and Learning Methods**

The primary approaches to teaching and learning are:

- Taught sessions by academics and leading practitioners
- E-learning, including on-line content based discussions
- Group work, involving dialogue, debate and presentations throughout the taught modules
- Individual work, involving research and written presentation of findings on selected topics
- Support and facilitation by a CJBS team of faculty, tutors and supervisors
- Supplemental online materials and collaborative E-learning to maximize knowledge sharing
- Group projects
- Simulations

## **Assessment Methods**

By the end of the course, students will have completed the following coursework:

- two core courses, essays of 4,000 words each
- two other core courses, essays of 2,000 words each
- six essays of 2,000 words each corresponding to electives

Students are assessed formatively throughout the taught modules of the programme using a variety of techniques, including practitioner-mentor feedback, self-administered tests, peer feedback, systematic reflection exercises and formative essays with feedback from faculty. Demonstration of active participation in the programme will also be required. There may also be a requirement for the students to take part in peer review of other students.

## **Programme Requirements**

Applicants will be considered for admission on the basis of interest and academic achievement. It is anticipated that this course will be of interest to post-graduate students in addition to graduates who are already in the workforce. Admission will be limited and competitive.

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 2:1 standing or above or evidence of equivalent work experience/achievement and ability to read for a Masters-level programme
- ii. Demonstrate proficiency in the English language; students whose first language is not English must be able to satisfy the current English Language Proficiency requirements

of post-graduate programmes at the Judge Business School in the year in which they apply for admission to the programme, which is:

IELTS minimum overall score of 7.5, with not less than 7.0 in each element

*or*

TOEFL minimum score of 110 (iBT), with not less than 25 in each element

*or*

CAE minimum score of Grade A

*or*

CPE score of Grade A, B or C

- iii. Demonstrate entrepreneurial thinking and ambition through the submission of a framework for an entrepreneurial project which will be considered as part of the application process
- iv. Endorsement from an employer (if appropriate)
- v. The ability to pay the course fees or to identify a sponsoring institution

### **Achieving the Diploma**

The University of Cambridge has a common marking scheme for Postgraduate Diploma degrees with a pass mark of 60% and a threshold mark of 75% for the distinction.

To pass the course a candidate would need to achieve an average of 60% across all modules.

Candidates failing to achieve the required standard may be invited to attend a *viva voce* oral examination by the Examiners who may (in exceptional circumstances) recommend the award of the Postgraduate Diploma degree on the basis of the performance of the candidate. Marks of 57% and below are absolute fails, with no re-submission possible, but subject to a *viva voce* oral examination.

### **Indicators of quality**

All CJBS programmes have two key indicators of quality:

- Student feedback
- Lecturer feedback

#### *Student Feedback*

Comprehensive feedback on all parts of the programme will be collected at regular stages throughout the course (at least after every residential block). This will ask for both quantitative and qualitative feedback on contributors, tutors, course materials and administration. Participant evaluation of the programme is carefully reviewed and used to inform future programme content, design, delivery and support.

#### *Lecturer Feedback*

Lecturers will be asked to respond to student feedback on each module. Student and Lecturer feedback will be presented and discussed at the MSt Entrepreneurship Teaching Committee each term.

In 2007, the School was awarded full EQUIS accreditation from the European Foundation

for Management Development. The accreditation was renewed for a further 5 years in November 2012 and then November 2017. The School was also highly rated in the last REF exercise.

Responsibility for the quality assurance of teaching and learning is addressed by the programme's examiners and by the School's Teaching Committee structure which includes formal student representation.

Every effort has been made to ensure the accuracy of the information in this programme specification. At the time of publication, the programme specification has been approved by the relevant Faculty Board (or equivalent). Programme specifications are reviewed annually, however, during the course of the academical year, any approved changes to the programme will be communicated to enrolled students through email notification or publication in the *Reporter*. The relevant faculty or department will endeavour to update the programme specification accordingly, and prior to the start of the next academical year.

Further information about specifications and an archive of programme specifications for all awards of the University is available online at: <https://www.camdata.admin.cam.ac.uk/>