

Programme specification

1. Overview/ factual information

Programme/award title(s)	MA Creative Entrepreneurship MA Creative Entrepreneurship - Music MA Creative Entrepreneurship - Authorship MA Creative Entrepreneurship -Technology
Teaching Institution	LCCM
Awarding Institution	The Open University (OU)
Date of latest OU validation	29 th April, 2016
Next revalidation	
Credit points for the award	180 M Level Credits
UCAS Code	
Programme start date	September 2016
Underpinning QAA subject benchmark(s)	QAA Enterprise and Entrepreneurship education
Other external and internal reference points used to inform programme outcomes	FHEQ Level 7: Level Descriptors UK relevant National Occupational Standards
Professional/statutory recognition	
Duration of the programme for each mode of study (P/T, FT,DL)	FT: 1 year; PT: 2 years
Dual accreditation (if applicable)	
Date of production/revision of this specification	

Please note: This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided.

More detailed information on the learning outcomes, content, and teaching, learning and assessment methods of each module can be found in student module guide(s) and the student's handbook.

The accuracy of the information contained in this document is reviewed by the University and may be verified by the Quality Assurance Agency for Higher Education.

2.1 Educational aims and objectives

- 1. To develop the critical abilities and specialist knowledge and skills for creative entrepreneurship through the realisation of a scalable and investment-ready creative enterprise;**
- 2. To engage students in professional dialogue and collaborative relationships with their peers in the creative and cultural industries (CCI) to enrich, inform and extend their project work, knowledge base and professional networks;**
- 3. To enable students to appreciate different stakeholder perspectives within an industry, including investors, and to adopt a balanced approach to negotiation in a professional context;**
- 4. To supervise and support students through a process of independent inquiry to generate and contribute new academic and professional knowledge engaging in professional practice and critical reflection;**
- 5. To prepare students for careers in creative start-ups, in leadership roles within organisations requiring creative entrepreneurs, in research and policy-making agencies or in academic institutions concerned with creative entrepreneurship or CCI.**

2.2 Relationship to other programmes and awards

(Where the award is part of a hierarchy of awards/programmes, this section describes the articulation between them, opportunities for progression upon completion of the programme, and arrangements for bridging modules or induction)

Progression can be made currently from LCCM undergraduate programme. LCCM's planned Technical Writing/Authorship and Creative Technology BA programmes will provide 'feeder' pathways.

3. Programme outcomes

Intended learning outcomes are listed below.

3A. Knowledge and understanding	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>A1- Critically evaluate the application of creative ideas and specialist professional practice to develop commercial ventures through a process of iterative testing;</p>	<p>A1- Learning and Teaching Strategy: The student identifies and applies a creative idea to develop a commercial venture, using specialist musicianship, authorship or creative technology skills. The student is supported to generate and appraise ideas for a commercial venture and to create an appropriate framework for testing. This framework will identify key product features e.g. physical, experiential, intellectual, emotional, socio-historic, cultural aspects of the product with the contemporary relevance, audience and market viability. The original idea specifications are adapted or modified into at least 4 versions through a process of iterative testing and problem-solving, recorded and tracked in the student's individual reflective blog or journal. This highlights issues, problems, solutions, break-through</p>

3A. Knowledge and understanding	
A2- Critically evaluate the current investment opportunities for developing creative commercial ventures;	<p>thinking etc. Each version of the idea is critically evaluated against the framework to establish the final product specifications.</p> <p>Assessment Methods:</p> <p>CIE: A critical review of the student’s final product specifications for a defined business opportunity;</p> <p>A2- Learning and Teaching Strategy:</p> <p>The student identifies and critically evaluates the current investment opportunities for developing creative commercial ventures within a sector. The student is provided with an overview of the investment principles applied to creative commercial ventures with the pros and cons of each according to the different stakeholder perspectives e.g. intellectual property rights holders, investors, industry firms and associations, government, tax-payers, general public. Students undertake independent research, engage in peer discussion and present their critical reviews of investment opportunities for different sectors of the creative industries,</p>

3A. Knowledge and understanding	
<p>A3- Research and assess theory and practice concerning creative leadership and developing commercial creative start-ups in the context of becoming an entrepreneur of a scalable creative commercial venture;</p>	<p>drawing on relevant academic literature and current professional practice.</p> <p>Assessment Methods:</p> <p>IPCE: In term 2, a written assignment on the principles and practice of enterprise in creative commercial ventures;</p> <p>A3- Learning and Teaching Strategy:</p> <p>The student is provided with a comparative approach to professional and academic research with reference to format, scope, objectives, method, analysis, conclusion, referencing and writing protocols. The student undertakes independent research of the theory and practice concerning creative leadership and creative start-ups in their own specialist practice or relevant to their sector. Students will apply this theory and practice to support and deepen their understanding of their own journey of becoming an entrepreneur using critical reflective evidence from their own journal or blog and evidence of discussion and/or collaboration</p>

3A. Knowledge and understanding	
	<p>with their peers.</p> <p>Assessment Methods:</p> <p>GKPP: In term 2, a 2000-word written review integrating the theory (literature review) and practice (case studies) of creative leadership and commercial creative start-ups;</p> <p>GKPP: In term 3, a 15-minute Presentation of individual academic and professional contribution to the field of Creative Entrepreneurship to an assessment panel with 15 minutes for questions.</p>

3B. Cognitive skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>B1 Critically appraise the viability of creative ideas and professional practice for commercial ventures providing justification and recommendations through inductive and deductive reasoning;</p>	<p>B1-- Learning and Teaching Strategy:</p> <p>In term 1, the student develops the ability to appraise the viability of the creative ideas and professional practice of other enterprises using the case study visits, analysed in the peer learning groups. Conclusions are presented by each group in the following CIE session and feedback is given on the effectiveness of communication and evidenced based rationale.</p> <p>In term 2, the student will appraise the viability of their own creative ideas and professional practice using the peer learning groups, supported by the tutor, as they produce each subsequent product version specifications for their commercial venture. Students will present their justification and recommendations for their appraisal of each version developed through inductive and deductive reasoning in consideration of market feedback, peer input and reflective practice gained through the iterative testing process.</p> <p>Assessment Methods:</p> <p>CIE: In term 1, a final proposal for product development,</p>

3B. Cognitive skills	
<p>B2 Critically evaluate the effectiveness of entrepreneurial opportunities, contexts and support with reference to creative commercial ventures in one or more specific professional sectors;</p>	<p>supported by relevant documentation;</p> <p>CIE: In term 3, a written appraisal of the viability of the student's creative ideas and independent professional practice for commercial ventures;</p> <p>B2- Learning and Teaching Strategy:</p> <p>In terms 2 and 3, the student examines the parameters for evaluating the effectiveness of entrepreneurial opportunities in specific sector contexts for creative commercial ventures and considers the types of support currently and potentially available. The student evaluates the effectiveness of the entrepreneurial opportunities, contexts and support of their own creative commercial ventures and those of their peers by using relevant business evaluation tools and effective business communication. These include</p> <ul style="list-style-type: none"> • Key Business Indicators e.g. growth-rate, cost-of-money; risk, return on investment, share price, earnings per share; • Business Structure e.g. Private or Public Limited Liability

3B. Cognitive skills	
B3 Analyse the application of creative ideas and specialist professional skills to the realisation of a	<p>Company</p> <ul style="list-style-type: none"> • Investment Strategies; e.g. Equity; Debt; Venture Capital, Business Angels, Crowdfunding, etc.; • General Business Planning Tools e.g. unique selling proposition, competitor analysis, intellectual property and due diligence, market research, financial projections and marketing, promotions and communications strategies; • Effective Headline Business Plan or Pitch. <p>Assessment Methods:</p> <p>IPCE: In term 3, a written professional business plan for the student's creative commercial venture based on current professional practice;</p> <p>IPCE: In term 3, a professional pitch to specialist and non-specialist audiences</p> <p>B3- Learning and Teaching Strategy:</p> <p>The student undertakes independent research of the theory and practice concerning creative leadership and creative start-ups in</p>

3B. Cognitive skills	
creative commercial venture with reference to leadership attributes, problem solving techniques, communication skills and project management;	<p>their own specialist practice or relevant to their sector in term 1. In terms 2 and 3, students apply this theory and practice to explain, challenge and deepen their understanding of their own journey of becoming an entrepreneur; a creative leader; and a creative practitioner engaging in developing a start-up business. The student will use critical reflective writing in a journal or blog to explore the issues, practice-theory-practice connections and engage in analysis, problem definition, critical thinking and problem-solving. The student will use their peer learning group as a resource and draw on discussions and/or collaborations with their peers. The students will analyse their own performance and, if appropriate, those of their peers, alongside broader entrepreneurial theory and practice to produce new or generalised knowledge contributing knowledge and ideas to the field of creative entrepreneurship. This might include themes such as managing personal and professional change: creative practitioner to entrepreneur; strategic management of intellectual property rights, managing the emotional and social aspects of the creative</p>

3B. Cognitive skills	
	<p>start-up; changing investor behaviour; branding commercial creative ventures; extending creative benefits whilst reducing costs; etc.</p> <p>Students will be supported through this process by the GKPP tutor and one-to-one project mentoring and sector specialist mentoring.</p> <p>Assessment Methods:</p> <p>GKPP: In term 3, a written 6-8,000-word paper analysing the application of creative ideas and specialist professional skills to the realisation of a creative commercial venture (GKtPP)</p>

3C. Practical and professional skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>C1- Define and evaluate a creative idea for the business opportunity;</p>	<p>C1- Learning and Teaching Strategy:</p> <p>The student defines and evaluates a range of creative ideas in development for a business opportunity. The student appraises the creative ideas developed and presented in the business case</p>

3C. Practical and professional skills	
<p>C2- Develop a professional business plan underscored by financial and commercial research, with mentor input and personal evaluation;</p>	<p>studies, in their own proposed creative commercial ventures and those of their peers. Each creative idea for a business opportunity is defined and critically evaluated by the student against the relevant framework for their sector or practice to establish the appropriate final product specifications.</p> <p>Assessment Methods:</p> <p>CIE: In term 3, a critical review of the student’s final product specifications for a defined business opportunity;</p> <p>C2- Learning and Teaching Strategy:</p> <p>In terms 2 and 3, the student is supported by a sector specialist and project mentor to undertake financial and commercial research to produce a professional business plan for their creative commercial venture. The student receives regular feedback during the development of the business plan and a personal evaluation from their mentor on completion of the plan, in the middle of term 3.</p>

3C. Practical and professional skills	
<p>C3- Critically review current academic literature and professional practice relevant to creative commercial development;</p>	<p>Assessment Methods:</p> <p>IPCE: In term 3, Written professional business plan for the student’s own creative commercial venture based on current professional practice</p> <p>C3 – Learning and Teaching Strategy:</p> <p>Throughout the programme, the student undertakes independent research of theory and practice concerning creative commercial development. Students critically review current relevant academic literature and professional practice including their own contribution to this field. Students will be supported through this process by the GKPP tutor and one-to-one project mentor and sector specialist mentor.</p> <p>Assessment Methods:</p> <p>GKPP: In term 2, a 2000-word written review integrating the theory (literature review) and practice (case studies) of creative leadership and commercial creative start-ups;</p>

3C. Practical and professional skills	
	<p>GKPP: In term 3, a 15-minute Presentation of individual academic and professional contribution to the field of Creative Entrepreneurship to an assessment panel with 15 minutes for questions.</p>

3D. Key/transferable skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>D1 -Establish and develop your professional relationships and networks;</p>	<p>D1- Learning and Teaching Strategy: Students will be required to participate in a series of case study visits (Curated Conversations) which will be led by creative entrepreneurs and sector specialists from the creative industries. Sector specialist mentors and project mentors provide 20 hours of individual tuition and will be appointed to reflect and match the</p>

3D. Key/transferable skills

project ideas and specialisms of the students. These opportunities will enable students to further develop their professional relationships and networks;

Assessment Methods:

GKPP: In term 1, Pass/Fail Assessment of a **Professional Network Map (1) with short explanatory notes at the beginning of the programme;**

GKPP: In term 3, Pass/Fail Assessment of a **Professional Network Map (2)** with excerpts from the student's reflective journal assessing quality and application of critical reflection to provide feed forward for reflective practice of the assignment;

D2- Learning and Teaching Strategy:

Students will be required to participate in a series of Personal and

D2 – Evaluate your own personal and professional development during the programme;

3D. Key/transferable skills

Professional Development Audits at key points in the programme as part of their reflective blog or journal. Sector specialist mentors and project mentors, who provide 20 hours of individual tuition, will also give evaluative feedback on the professional and personal development of the students that they mentor. These opportunities will provide students to evaluate their own personal and professional development during the programme;

Assessment Methods:

GKPP: Pass/Fail Assessment: Personal and Professional Development Audit (1) at the beginning of the programme identifying actual and desired skills with short explanatory notes;

GKPP: Pass/Fail Assessment: Personal and Professional Development Audit (2) in term 2 of the programme with excerpts from the student's reflective journal at the beginning of term 2 assessing quality of critical reflection to provide feed forward for reflective practice of the assignment;

GKPP: Pass/Fail Assessment: Personal and Professional Development Audit (3) in term 2 of the programme with excerpts from the student's reflective journal at the beginning of term 3 assessing quality and application of critical reflection to provide feed forward for reflective practice of the

3D. Key/transferable skills	
D3- Work collaboratively and independently demonstrating professional practice;	<p>assignment;</p> <p>D3 – Learning and Teaching Strategy: Students work collaboratively in the peer learning groups engaging in discussion, undertaking analysis and producing group presentations and contributing to the projects of others. Students work independently for a minimum of 8 hours per week undertaking research, analysis and engaging in their specialist practice to produce their product.</p> <p>Assessment Methods:</p> <p>CIE: In term 3, Written appraisal of the viability of their own creative ideas and independent professional practice for commercial ventures. This appraisal should consider the use of market feedback in iterative testing, collaborative working and other peer input and critical reflection.</p>

3D. Key/transferable skills

D4- Evidence confident and effective communication styles both written and oral, for a range of specialist and non specialist audiences;

CIE: In Term 3, **Critical review of their final product specifications for a defined business opportunity evaluating the application of creative ideas, collaborative working and other peer input and independent specialist professional practice to develop commercial ventures through a process of iterative testing.**

D4 – Learning and Teaching Strategy:

Students are provided with opportunities and support to develop confident and effective communication styles both written and oral, across the programme for a range of specialist and non-specialist audiences;

Assessment Methods:

IPCE: In term 2, **a written assignment on the principles and practice of enterprise in creative commercial ventures;**

3D. Key/transferable skills	
<p>D5. Critically evaluate the process of developing a creative entrepreneurship project;</p>	<p>IPCE: In term 3, a written professional business plan for the student’s creative commercial venture based on current professional practice;</p> <p>IPCE: In term 3, a professional pitch to specialist and non-specialist audiences</p> <p>GKPP: In term 3, a 15-minute Presentation of individual academic and professional contribution to the field of Creative Entrepreneurship to an assessment panel with 15 minutes for questions.</p> <p>D5 -Learning and Teaching Strategy: Students critically evaluate the process of developing a creative entrepreneurship project by engaging in critical reflective writing in a journal or blog and through discussions and analysis with their peers and mentors.</p> <p>Assessment Methods: GKPP: In term 3, a 6-8,000-word paper analysing the</p>

3D. Key/transferable skills	
	application of creative ideas and specialist professional skills to the realisation of a creative commercial venture. Students should include critical reflective writing in a journal or blog to explore the issues, practice-theory-practice connections and engage in analysis, problem definition, critical thinking and problem-solving. The student should also draw on discussions and/or collaborations with their peers;

4. Programme Structure

Programme Structure - LEVEL 1			
Compulsory modules	Credit points	Optional modules	Credit points
a) Creative Innovation for Enterprise (CIE);	60	None	
b) Investment Principles for Creative Enterprise (IPCE);	60		
c) Generating Knowledge through Professional Practice and Critical Reflection (GKPP);	60		

No Post-Graduate Certificate possible;

Post-Graduate Diploma in Creative Entrepreneurship (and with -Music; -Authorship; -Technology) 120 M Level credits Terms 1 and 2; 40 M Level credits from each of 3 Modules;

Completion of:

- a) **Critical Review of Product Specifications and excerpts from Journal to review iterative testing process;**
- b) **Formal Business Plan;**
- c) **Formal Academic or Professional Paper;**

5. Distinctive features of the programme structure

Where applicable, this section provides details on distinctive features such as:

- where in the structure above a professional/placement year fits in and how it may affect progression
- any restrictions regarding the availability of elective modules where in the programme structure students must make a choice of pathway/route

There are 3 integrated strands of activity that run throughout a holistic programme and support students to experience:

- A continuous immersive learning environment similar to an accelerated professional context;
- A clear focus on delivering 3 tangible key outputs directly relevant to creative entrepreneurship;
- The opportunity to apply specialist creative skills to commercial ventures whilst building and assimilating new entrepreneurial capacities, knowledge and skills;
- The opportunity to participate in a practical and experiential learning process, underpinned by critical reflection and supported by interdisciplinary and specialist professional knowledge and relationships;

6. Support for students and their learning

Students will have 6 hours of scheduled contact-time each week and 8 hours of required independent practice, applying the creative specialism determined at the recruitment stage (musicianship, authorship or technology). There will also be an additional requirement for 6 hours of action learning and peer-group assignments or collaborative work. The total minimum time commitment required from students each week is 20 hours for the 30-week programme (this is spread across 2 years, if part-time). This doesn't include independent study or peer social media time. As part of the programme, students will be provided with a 'bank' of 20 hours of on-demand individual coaching and mentoring from project and sector specialists with relevant expertise and academic tutorials which have a shifting focus to support students through the various academic challenges and the different stages of the programme. The tutorial will be used as a place to understand student requirements of their project mentor and sector specialist mentor.

Students on the MA programme will have a shared community space in which to collaborate and dedicated learning resources. The academic team are currently putting a series of key physical and electronic resources in place for the start of the programme and will add to these during the first year responding to project requirements, student demand and recommendations by professional contributors. Student work will be

archived for the reference of future students and LCCM will aim to publish the best examples of student work. Academic staff will encourage and support students to use other key resources such as the British Library Business and IP Centre, the Barbican Business Library, Cecil Sharp house Library and other London cultural resources. Students will be able to access the LCCM Learning resources and Learning Support facilities including 1-1 Pastoral tutorials. Academic staff on the MA programme will keep a 'risk register' for each cohort of students and refer information in accordance with LCCM policy.

7. Criteria for admission

Applicants should have a BA Honours Degree in a creative discipline e.g. music, writing, authorship, visual arts, technology or creative Industries practice, with at least 12 months professional experience as a content creator, a creative entrepreneur or cultural innovator, applying musicianship, authorship or technology skills at Level 6 or above. If applicants do not have a first degree then they will be required to have at least 3 years professional experience as a content creator, creative entrepreneur or cultural innovator.

All candidates should have well-developed analytical, interpersonal and communication skills; (English language skills 7.0)

8. Language of study

English

9. Information about assessment regulations

LCCM is governed by The Open University Regulations for Validated Awards. Full academic regulations are available on the [LCCM web site](#).

10. Methods for evaluating and improving the quality and standards of teaching and learning.

There is a regular opportunity for students to provide feedback on all aspects of the MA programme through the action learning groups. These occur during scheduled sessions and via the application of social media for reflecting and learning. This feedback will be continuously monitored by the Programme Leader, or by someone else, if required, and addressed as appropriate. All non-confidential outcomes will be communicated to the MA community, as relevant.

Students will be regularly invited to talk to module tutors or the programme leader directly if they have any concerns about any element of the programme or institution.

Staff / Student Programme Forums

Staff / Student Programme Forums provide the opportunity for discussion between student representatives and staff involved in all aspects of the programme. The membership of the Staff / Student Programme Forums includes:

- Programme Leader
- Head of Student Services
- Open University Quality Partnership Member
- Student Programme Leader
- Student Forum Members
- All students and tutors on the programme

Student Forum Members are responsible for canvassing the relevant students for feedback on any aspect of the programme. Minutes are made of the discussions and decisions arising from each meeting are published for all staff and students. Minutes from Staff / Student Forums are also used by LCCM and The Open University as part of all formal review processes.

Meeting dates

Staff / Student Programme Forums are held twice per year, usually during Term 2 and again in late summer. Full details are available from the student web portal.

Student Forum Members

Student Forum Members are elected to ensure that the interests of students on the programme are adequately represented and to feedback the outcomes of any meeting they attend to the wider student body. Representatives for MA Creative Entrepreneurship for Music; Authorship; Technology will be elected during the first term of the programme.

Being a Student Forum Member can be an immensely rewarding experience and the experience gained can be linked to personal development and employability. The post-graduate market is very competitive and prospective employers are looking for people who stand out and can demonstrate skills listed in CVs with real examples. As a

Student Forum Member students get to put skills into action, such as communication, leadership, teamwork, problem solving and time management.

As well as attending Staff / Student Programme Forums, Student Forum Members are often asked to give their feedback on other issues relevant to students through focus groups or other committee meetings, which are organised on a more ad-hoc basis.

Programme Feedback Surveys

Course Evaluation surveys for the MA will be sent out at the end of each term. The aim of this feedback process is to give students the opportunity to give their views on all aspects of the quality of their programme and the institution overall.

It is important that students complete these surveys as it helps LCCM identify what they think is going well and what the college needs to address to continue to improve the student experience.

Feedback gained from student surveys is considered part of the college's Annual Review System which is designed to identify areas of excellence and those that need improving. The Summer Review Action Plan, which results from the Annual Review System, will also be discussed during Staff / Student Programme Forums.

Continuous Feedback

LCCM also encourages continuous feedback from students through discussion with module tutors. Students should seek out a member of the Student Services Department or their personal tutor if they have questions or suggestions throughout the year.

How we consider your feedback

The feedback given through Student Forum Members, through surveys and at Staff / Student Programme Forums plays an important part in reviewing the LCCM programme during and at the end of the academic year. Many of the changes made to other programmes have been a result of student feedback.

Annexe 1: Curriculum map

Annexe 2: Notes on completing the OU programme specification template

Annexe 1 - Curriculum map

This table indicates which study units assume responsibility for delivering (shaded) and assessing (✓) particular programme learning outcomes.

In order to complete each level of study and to achieve the overall award, all learning outcomes below must be met and modules taken and passed to the required credit value in a valid programme of study, with all assessment tasks being passed in each module taken.

Level	Study module/unit	Programme outcomes																															
		A1	A2	A3	A4	A5	A6	A7	A8	B1	B2	B3	B4	B5	B6	B7	B8	C1	C2	C3	C4	C5	C6	C7	C8	D1	D2	D3	D4	D5	D6	D7	
7	Creative Innovation for Enterprise	x								x								x										x					
	Investment Principles for Creative Enterprise		x								x								x											x			
	Generating Knowledge through Professional Practice			x								x							x							x	x		x	x			