

Course record information

Name and level of final award	<ul style="list-style-type: none"> Postgraduate Certificate - Enterprise and Freelancing <p>The award is Bologna FQ-EHEA second cycle degree or diploma compatible</p>
Name and level of intermediate awards	
Awarding body/institution	University of Westminster
Teaching institution	University of Westminster
Status of awarding body/institution	Recognised Body
Location of delivery	Primary: Central London Secondary/Tertiary Locations: Harrow
Language of delivery and assessment	English
QAA subject benchmarking group(s)	Enterprise and Entrepreneurship Education
Professional statutory or regulatory body	None
Westminster course title, mode of attendance and standard length	<ul style="list-style-type: none"> Enterprise and Freelancing PGCert, Part-time day/evening, September start - 1 year standard length
Valid for cohorts	From 2022/3

Additional Course Information

n/a

Important Information about Admissions

Eligible graduates from identified undergraduate courses at the University of Westminster will be invited to apply for this course by the Alumni Office. Admissions to the course are especially encouraged from Westminster graduates who are eligible for the Westminster Enterprise and Employability Skills Enhancement Scholarship. Further details of the scholarship are available from the Alumni pages of the University website.

Admissions requirements

There are standard minimum entry requirements for all postgraduate courses. Students are advised to check the standard requirements for the most up-to-date information. For most courses a decision will be made on the basis of your application form alone. However, for some courses the selection process may include an interview to demonstrate your strengths in addition to any formal entry requirements. More information can be found here: <https://www.westminster.ac.uk/courses/postgraduate/how-to-apply>.

Aims of the programme

The course aims to support you through the process of identifying a career path and developing a related business idea to support your career journey. You will become familiar with a range of methods for analysing problems and developing a range of potential practical solutions faced by community groups, consumers and employer organisations. As your entrepreneurial skills develop you will learn how to analyse the core components of existing business models and develop outline business models to help understand the potential feasibility of an idea for a product or service.

As a postgraduate qualification, the course emphasises the importance of research and data analysis as a means of arriving at evidenced conclusions, and making sound decisions, about the viability of a business or a product or service idea. Students are supported in developing research skills and designing a research project to test the feasibility and viability of the business idea. You will be introduced to the use of rigorous research methods for research design, data collection and analysis. The course supports you in learning how to identify the key underlying assumptions of a business idea and translate these assumptions into research questions or hypotheses which can be tested against data.

An innovative aspect of the course is the extension of the research project beyond “desk research” or simple questionnaires. You will be supported to acquire the digital skills necessary to communicate business ideas (for example by creating a prototype or ‘Minimum Viable Product’) to help collect data (for example as feedback from potential users). The research design process introduces you to the process of conducting an experiment, collecting data and producing a preliminary analysis of the data .

The course also supports you in developing the technical skills and knowledge required to analyse quantitative data and produce financial forecasts. You will also become familiar with the key elements of the legal environment in which start-ups, freelancers and consultants operate. The final element of the course enables you to reflect on your development of skills, knowledge and experience during the course and to draw this together to present key information to an expert audience (such as investors, employers, community groups, clients etc.)

Employment and further study opportunities

Today’s organisations need graduates with both good degrees and skills relevant to the workplace, i.e. employability skills. The University of Westminster is committed to developing employable graduates by ensuring that:

- Career development skills are embedded in all courses
- Opportunities for part-time work, placements and work-related learning activities are widely available to students
- Staff continue to widen and strengthen the University’s links with employers in all sectors, involving them in curriculum design and encouraging their participation in other aspects of the University’s career education and guidance provision
- Staff are provided with up-to-date data on labour market trends and employers’ requirements, which will inform the service delivered to students.

The PG Certificate Enterprise and Freelancing has been designed for students who wish to develop careers as corporate entrepreneurs and innovators, as self-employed business owners or freelancers and as founders of start-ups or managers in a family business. The course provides a learning journey which supports students to identify the value of their existing skills and knowledge, to innovate prototypes for new products, services or other initiatives to realise this value, and to carry out research and development to translate these prototypes into sustainable social, commercial or corporate enterprises. The programme supports students, individually and in groups, to develop the confidence to take entrepreneurial actions, in the private, public or voluntary sectors, to create careers for themselves. Students are supported to chart a pathway towards a conventional career as a corporate entrepreneur, towards self-employment or freelancing, or towards starting a new commercial or social enterprise or joining a family business. The programme also supports students to take advantage of a wide range of related extracurricular activities and experiences such as those provided by the WeNetwork.

The course is designed to equip graduates with the University of Westminster’s core graduate attributes:

Critical and creative thinkers: The structure of the course follows a process of students developing creative thinking skills in analysing real-world problems and identifying potentially transformative solutions. Throughout the course, students are required to engage in a critical analysis of potential solutions against evidence a (such as peer and expert feedback) and by collecting and analysing qualitative and quantitative data.

Literate and effective communicators: Students learn to communicate in a variety of ‘registers’ with a variety of audiences. Class exercises and assessments familiarise students with a range of communication processes including: identifying problems by communicating with “real world” sources (consumers, clients, employers etc.) rather than reading academic literature; using a range of processes and platforms to present ideas to users and external experts and to collect feedback data and communicating findings and conclusions to peer, expert and user groups.

Entrepreneurial: The course enables students to learn how to apply entrepreneurial skills to real world problems, to work with external partners (such as private, public or voluntary organisations) to develop potentially transformative solutions and to apply this knowledge and experience to pursue a range of potential career paths.

Global in outlook and engaged in communities: Students will have the opportunity to work with a range of external partners including organisations operating outside the UK and well as to those based in the local community (including SME's and community groups). University of Westminster courses capitalise on the benefits that London as a global city and as a major creative, intellectual and technology hub has to offer for the learning environment and experience of our students.

Social, ethically and environmentally aware The course enables students to develop their understanding of real world social, economic and environmental problems needs, to develop potential solutions to those problems and to understand and analyse the value of these solutions against criteria for legal, ethical and environmental, as well as financial, sustainability.

[Research](#) suggests that the first few years after graduation can be the most challenging to find a job and a career, particularly for students from more disadvantaged backgrounds. An increasing number of graduates are following 'portfolio' career paths which might include taking on freelance work or self-employment or starting a business, alongside conventional employment. The PG Cert in Enterprise and Freelancing is designed to provide students with the entrepreneurial, innovative, digital and practical skills required to continue to develop their professional career alongside full or part-time work. The course enables students to apply these skills to operate as a successful professional freelance or consultant, as a founder of a commercial or social enterprise or for to take jobs which give employers the entrepreneurial and innovative skills they need.

The course is designed to help you identify the skills and experience you have, as the foundation of your career journey, but also to identify the skills and experience you will need to progress further, and to monitor and reflect on your development of these skills and experience through the course.

Alongside core activities on the course, you will be able to engage with numerous parallel initiatives that will enhance your entrepreneurial opportunities. Some examples of these activities may include:

- Westminster Enterprise Network: an extra-curricular enterprise programme
- Westminster Enterprise Journey: a workflow which helps students to manage engagement with events, online student communities, mentors and work opportunities.
- Westminster Big Idea Competition: an opportunity to gain finance via a student business idea competition.
- Westminster Talent Hub: an app that helps students reach customers and investors by showcasing and connecting students with industry, businesses and community organisations.
- Westminster Graduate Venture Programme: a start-up / freelance accelerator

For students wishing to pursue further studies in this field, the course will provide a practical grounding prior to seeking entry to other postgraduate courses, such as a PG Diploma or MA in Entrepreneurship, or an MBA.

What will you be expected to achieve?

Course learning outcomes

Learning outcomes are statements of what successful students have achieved as the result of learning. These threshold statements of achievement and are linked to the knowledge, understanding and skills that a student will have gained on successfully completing a course.

Level 7 course learning outcomes: upon completion of Level 7 you will be able to:

- LO.1 Apply a systematic understanding of methodological approaches to evaluating the needs of social groups, businesses and other organisations. (KU) (KU CS)
- LO.2 Use personal reflection to analyse your personal capabilities and actions, to make connections between known requirements (such as those of prospective customers, clients or employers) and unknown risk factors, to support your professional development, adaptation and change (PPP)
- LO.3 Select and apply relevant conceptual frameworks, innovative or sectoral best practice to evaluate your own or your team's performance and propose and implement improvements (KU)
- LO.4 Synthesise theories, ideas or information in innovative ways and flexibly apply this knowledge in creative ways to address problems (faced, for example, by social groups, businesses and other organisations) and generate

transformative solutions (CS)

- LO.5 Address relevant and significant problems or challenges by designing and undertaking rigorous research, selecting appropriate advanced methodological approaches and critically evaluating their effectiveness (CS)
- LO.6 Develop strategies based on the evaluation of alternative proposals through research, testing and statistical analysis. (KU SS)
- LO.7 Identify, evaluate and maintain capabilities to support effective communication in a range of complex and specialised contexts relating to entrepreneurial, consultancy, freelancing or business contexts (PPP KTS SS)
- LO.8 Operate in complex and unpredictable and/or specialised contexts by selecting and applying appropriate advanced techniques, technologies and types of information and data (KTS SS)
- LO.9 Work effectively with multiple teams as leader or member by clarifying tasks, making appropriate use of the capacities of team members and resolving likely conflict situations before they arise (PPP KTS)
- LO.10 Incorporate a critical ethical dimension to your practice by managing the implications of ethical dilemmas relating to the main areas of study (such as issues of sustainability, diversity and business practice) (PPP CS)

How will you learn?

Learning methods

Equality, Diversity and Inclusion

The course team has a strong commitment to decolonising and diversifying our curriculum and teaching practices, taking an approach to learning, teaching and assessment that draws from a wide range of contexts and practical examples to enhance inclusivity. In line with QAA guidance and the University's commitment to equality and diversity, an inclusivity strategy facilitates an environment for learning that anticipates the varied requirements of learners and aims to ensure that all students have equal access to educational opportunities. Practically this encompasses three principles: to aim towards an accessible curriculum for all; to reflect multi-faceted communities and perspectives in learning materials and assessments; and, to equip you with the skills to work in a changing and diverse world. This includes enabling access for people who have differing individual requirements as well as eliminating arbitrary and unnecessary barriers to learning. In addition, learning opportunities are designed to be inclusive, enhanced by reasonable individual adjustments wherever necessary

The course team is committed to providing an inclusive environment that is without prejudice and bias where staff, students and visitors are encouraged to be their true self and where we value, respect and celebrate differences, to ensure that we generate a sense of understanding and belonging. We do not tolerate discrimination, bullying or harassment in any form on the grounds of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, or sexual orientation. We embrace our responsibility as a facilitator of change and to continue to learn and to develop our inclusive agenda.

Specifically, the course builds on the "inclusive enterprise" approach developed by the Westminster Enterprise Network (WeNetwork) since 2017. This approach to enterprise education recognises that students from under-represented backgrounds face unique barriers to taking up internal and external entrepreneurship opportunities (e.g., networking, information, inspiration, investment, paid work, freelancing). These barriers for structural reasons (e.g., discrimination and under-representation in the start-up ecosystem) and their manifestation in individual circumstances (e.g., working/caring responsibilities or disabilities preventing participation in on-campus events). This is not simply a moral problem for the enterprise sector, it is also an economic problem, since it fails to recognise that in any enterprise or work situation, but particularly those focusing on innovation, it is our precisely true that our differences are our strength.

Key to our inclusive enterprise approach is the ability to embed access to WeNetwork's community of diverse entrepreneurs and mentors, across a range of private and public sectors in the online learning programme of the course. The experiential learning exercise in the course modules is based on our ethos of inclusive enterprise education, creating an environment which specifically seeks out and identifies the value of different perspectives and ideas.

The Student Journey

The course is designed to support you to follow a number of career paths on graduation: into conventional employment (as 'corporate innovators' or 'corporate entrepreneurs'), into self-employment (as professional freelancers or professional consultants) or as commercial or social entrepreneurs ('founders' of a new business or social enterprise). The course supports you in charting your own informal pathway towards these outcomes by managing your own combination of innovation and entrepreneurial skills and experience development.

Where many postgraduate courses focus on learning 'about' entrepreneurship through critical reading of academic texts and case studies, the focus of this course is on learning 'for' entrepreneurship and learning 'through' entrepreneurship.

Although the course team use traditional lectures to introduce key concepts and set recommended reading to develop a deeper understanding of these and related concepts and data, the focus of face-to-face and online learning is on practical activities where students are able to learn-by-doing. The focus of independent learning is on enabling students to engage in innovation and entrepreneurial activities and subjected these activities to the rigour of an academic research process. The course implements this approach using three core learning methods:

Independent Learning You are encouraged to identify a professional career path to pursue alongside your studies and any other work you may be doing. Examples of the kinds of professional career path include: professional freelance, professional consultant, business founder and corporate entrepreneur. Students develop an individual practical project to create a solution (such as product or service) to a practical, real-world problem. In addition to the work in classes, you will need to undertake research, technical development and networking to test out your solutions (for example, by collecting data about potential customers, clients or employer organisations).

Peer Learning The course follows an 'action learning' methodology, where teams of 5-6 students form an Action Learning Set. Teams may be interdisciplinary (from across the cohort) or maybe focused around a particular product or service idea or a specific employer, customer, client or user group. You will present your ideas to your peers, who will act as "critical friends" providing feedback and encouraging each other to reflect on and find ways to overcome challenges in the development of your ideas.

Mentoring You will also learn through mentoring provided by external specialists or by course team members with sectoral expertise. Where possible, you will be matched with mentors according to your intended career pathway (corporate innovator, freelancer/consultant or start-up/founder). Students will also be mentored by members of the course team who have sectoral specialism in the students' 'home' discipline.

Optional Self-Directed Learning A unique feature of the course is the (optional) ability to participate in the Westminster Enterprise Network (WE Network) and entrepreneurial community of students, staff and recent graduates supporting one another to work with businesses, develop entrepreneurial skills, go freelance or found start-ups. Examples of the kind of support available to you include the [Westminster Enterprise Journey](#) which enables them to self-direct their own learning through our award-winning programme of extracurricular events, resources, work opportunities, networks and 121 mentoring. Our online communities provide easy access to peer learning from Westminster students and recent graduates who are all progressing their own entrepreneurial careers. You can also take advantage of our [Westminster talenthub.app](#) to find paid freelance work and internships and to develop your personal or business brand and promote yourself or your businesses to potential clients, customers or employers.

In completing the steps of Enterprise Journey, students can plan their formal and informal and peer and individual learning to chart their career path and reflect on their acquisition of skills and experience. Students completing the Enterprise Journey will receive the Westminster Student Enterprise Champion certificate and points towards the Westminster Employability Award.

Teaching methods

Course delivery will be in a hybrid form with 30% of teaching delivered on campus and 70% delivered online, either live or in recorded form. To enable students to fit study around work commitments some sessions will be available to join in hybrid form, either live campus or live or recorded online.

Asynchronous (recorded) online sessions (e.g. Panopto/Blackboard Ultra)

These are short, recorded video presentations (either by the course team or by a sector expert practitioner) which are linked to an individual or group online activity. Students need to view the recording within a specified time 'window' to take part in the activity. Sometimes the activity is also asynchronous, and the course team monitor and/or provide feedback on the activity.

Synchronous (live) online sessions (e.g. Blackboard Collaborate/Microsoft Teams)

Live sessions are organised around:

- Social events – quizzes, games and Q&As early in the course – these operate as a way for students to get to know each other, build trust, and improve collaboration and group work
- Networking – later in the course – a way for students to network with sector experts to develop their contacts and sector specific knowledge
- Experiential learning activities – these may be based on individual or group work. A typical example would be that a sector expert delivers a asynchronous presentation setting a task or activity for individual or group work (such as a company providing a "live brief"). The "live" session is then an online session where students share and develop their work. In module 2 (Viability: Customer Development Research) where there is a greater degree of individual research required, synchronous sessions will take the form of research supervisions where students will present the

progress of their research and receive support from the course team, sector experts and peers.

- Personal tutorials – in the context of part-time, online learning, personal tutorials are a key way to check in with students and provide the 121 support to ensure that are able to voice any issues and ensure they can combine studies with other elements of their working and personal lives.

Synchronous (live) on campus sessions

- Social events – early in the course – these operate as a way for students to get to know each other, build trust, and improve collaboration and group work.
- Networking – later in the course – a way for students to network with sector experts to develop their contacts and sector specific knowledge.

Online Group Discussion Boards

- Question and answer: students can get help from the course team and each other about any issues/problems encountered in completing tasks or activities.
- Problem solving/analysis and idea sharing: For development of group projects, lectures, hold a brainstorming session, or participate in similar activities.

Individual learning will be supported through core content delivered via a combination of external expert masterclasses and staff teaching. These sessions will be delivered 'live' but also recorded to access asynchronously.

Group learning will be supported through 'live' mentoring groups, where you may attend face-to-face or join online. These live mentoring sessions will involve expert mentors, skilled at translating enterprise skills and concepts into a variety of individual entrepreneurial pathways and contexts. You will be supported by a mentor from the course team to provide subject and sector specific knowledge as well as discuss problems you may encounter in the academic and research elements of the coursework and assessments.

Independent learning will be encouraged both through support in navigating coursework and assessments and through encouragement and support in taking advantage of optional online programmes – such as those offered by the Westminster Enterprise Network, which enables students to access a range of expert masterclasses, individual support and mentoring and opportunities to gain funding to develop business ideas.

Assessment methods

The focus of the course is not on learning 'about' entrepreneurship, but on learning 'for' and 'through' entrepreneurship, and so class exercises and assessments focus on practical activities where students can demonstrate their development of the skills and understanding required to achieve the learning outcomes. This approach follows the University of Westminster's strategy of creating authentic modes of assessment (to ensure practical skills are transferred into solving real world problems) and assessing student performance in relation to criteria provided by external partners (such as investors, employers, consumers and clients).

Formative Assessment

The course team assess your work throughout the course and provide feedback to help you perform at your best in the conventional process of grading final work. This process is known "formative" assessment. An example of formative assessment is an in-class individual or group exercise. The module handbooks for each module outline a range of opportunities within the course which are designed to provide you with a range of types of feedback about how well you are achieving the learning outcomes required to perform well in the final coursework assignments. This means you will receive feedback from your fellow students, external experts and the course team about core learning outcomes (such as your development and application of team-working skills) which are an essential component of employability and entrepreneurship. As the module progresses, the course team will support you to map this informal feedback to the learning outcomes you need to achieve particular grades in the final coursework assignments.

Summative Assessment

The formal assessments, where your work is marked and these marks form a part of your final grade, are known as summative assessments. As a postgraduate course, the assessment strategy is oriented to ensuring assessments adequately test whether students have achieved learning outcomes at level 7. Assessments are designed to enable students to demonstrate the range of skills learned on the course, whether they are practical (digital, entrepreneurial, financial analysis) or academic (critical thinking, research methods).

An innovative aspect of the course is the research project which combines entrepreneurial and innovation skills, academic research methods and digital design and development skills. The research project enables students to demonstrate first how they can identify practical solutions to real world problems, secondly how they can subject those proposed solutions to the process of rigorous academic research and evaluation and thirdly how they can translate the conclusions of that research process into practical options for action either in their own career management, or for external partners, including investors, employers, customers and clients.

Graduate Attribute	Evident in Course Outcomes
Critical and creative thinker	LO.2, LO.3, LO.4, LO.5, LO.6, LO10
Literate and effective communicator	LO.4, LO.7, LO.9
Entrepreneurial	LO.1, LO.2, LO.4, LO.7, LO.8, LO.9
Global in outlook and engaged in communities	LO.1, LO.7, LO.8, LO10
Socially, ethically and environmentally aware	LO.1, LO.5, LO.7, LO.8, LO10

Course Structure

This section shows the core and option modules available as part of the course and their credit value. Full-time Postgraduate students study 180 credits per year. Additional free text information on the choices may also be included, for example where students must choose one of two modules.. Course structures can be subject to change each academic year following feedback from a variety of sources.

Modules

Level 7

Module Code	Module Title	Status	PT Year (where applicable)	UK credit	ECTS
	Solving Problems: Self-Assessment and Ideation	Core	1	20	10
	Sustainability: Business Analysis and Pitching	Core	1	20	10
	Viability: Customer Development Research	Core	1	20	10

Please note: Not all option modules will necessarily be offered in any one year. In addition, timetabling and limited spaces may mean you cannot register for your first choice of option modules.

Professional body accreditation or other external references

None

Course management

The Course Leader, is responsible for day to day running and overall management of the course and development of the curriculum and its delivery.

The Head of School of Organisations, Economy and Society holds overall responsibility for the course, and for the other courses run by the School, within Westminster Business School.

Academic regulations

The current Handbook of Academic Regulations is available at westminster.ac.uk/academic-regulations.

Course specific regulations apply to some courses.

Academic Support

Upon arrival, an induction programme will introduce you to the staff responsible for the course, the campus on which you will be studying, the Library and IT facilities, additional support available and to your Campus Registry. You will be provided with the Course Handbook, which provides detailed information about the course. Each course has a course leader or Director of Studies. All students enrolled on a full-time course and part time students registered for more than 60 credits a year have a personal tutor, who provides advice and guidance on academic matters. The University uses a Virtual Learning Environment called Blackboard where students access their course materials, and can communicate and collaborate with staff and other students. Further information on Blackboard can be found at <https://www.westminster.ac.uk/current-students/studies/your-student-journey/when-you-arrive/blackboard>

The Academic Learning Development Centre supports students in developing the skills required for higher education. As well as online resources in Blackboard, students have the opportunity to attend Study Skills workshops and one to one appointments. Further information on the Academic Learning Development Centre can be found at westminster.ac.uk/academic-learning-development.

Learning support includes four libraries, each holding a collection of resources related to the subjects taught at that site. Students can search the entire library collection online through the Library Search service to find and reserve printed books, and access electronic resources (databases, e-journals, e-books). Students can choose to study in the libraries, which have areas for silent and group study, desktop computers, laptops for loan, photocopying and printing services. They can also choose from several computer rooms at each campus where desktop computers are available with the general and specialist software that supports the courses taught in their College. Students can also securely connect their own laptops and mobile devices to the University wireless network.

Support Services

The University of Westminster Student and Academic Services department provide advice and guidance on accommodation, financial and legal matters, personal counselling, health and disability issues, careers, specialist advice for international students and the chaplaincy providing multi-faith guidance. Further information on the advice available to students can be found at <https://www.westminster.ac.uk/student-advice>

The University of Westminster Students' Union also provides a range of facilities to support students during their time at the University. Further information on UWSU can be found at <https://www.westminster.ac.uk/students-union>

How do we ensure the quality of our courses and continuous improvement?

The course was initially approved by a University Validation Panel. University Panels normally include internal peers from the University, academic(s) from another university, a representative from industry and a Student Advisor.

The course is also monitored each year by the College to ensure it is running effectively and that issues which might affect the student experience have been appropriately addressed. Staff will consider evidence about the course, including the evidence of student surveys, student progression and achievement and reports from external examiners, in order to evaluate the effectiveness of the course and make changes where necessary.

A Course revalidation takes place periodically to ensure that the curriculum is up-to-date and that the skills gained on the course continue to be relevant to employers. Students meet with revalidation panels to provide feedback on their experiences. Student feedback from previous years is also part of the evidence used to assess how the course has been running.

How do we act on student feedback?

Student feedback is important to the University and student views are taken seriously. Student feedback is gathered in a variety of ways.

- Through student engagement activities at Course/Module level, students have the opportunity to express their voice in the running of their course. Course representatives are elected to expressly represent the views of their peers. The University and the Students' Union work together to provide a full induction to the role of the course representatives.
- There are also School Representatives appointed jointly by the University and the Students' Union who meet with senior School staff to discuss wider issues affecting student experience across the School. Student representatives are also represented on key College and University committees.;
- All students are invited to complete a questionnaire before the end of each module. The feedback from this will inform the module leader on the effectiveness of the module and highlight areas that could be enhanced.
- Final year Undergraduate students will be asked to complete the National Student Survey which helps to inform the national university league tables.

This programme specification provides a concise summary of the main features of the course and the learning outcomes that a student might reasonably be expected to achieve and demonstrate, if they take full advantage of the learning opportunities that are provided. This specification is supplemented by the Course Handbook, Module proforma and Module Handbooks provided to students. Copyright in this document belongs to the University of Westminster. All rights are reserved. This document is for personal use only and may not be reproduced or used for any other purpose, either in whole or in part, without the prior written consent of the University of Westminster. All copies of this document must incorporate this Copyright Notice – 2021©