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Awarding Body/Institution	University of London
Teaching Institution	Goldsmiths, University of London
Name of Final Award and Programme Title	MSc Management of Innovation
Name of Interim Award(s)	N/A
Duration of Study/Period of Registration	1 year full-time
UCAS Code(s)	N/A
QAA Benchmark Group	There is no relevant QAA Benchmark statement for this programme
FHEQ Level of Award	Level 7
Programme Accredited by	N/A
Date Programme Specification last updated/approved	August 2017
Primary Department/Institute	Institute of Management Studies

Departments which will also be involved in teaching part of the programme
N/A

Programme overview

MSc in Management of Innovation
In the Institute of Management Studies we have come to realise what is really a self-evident reality – you can't teach innovation, or at least you can't teach people to be innovators. You can teach people how to manage innovation, both before, during, and after it manifests itself. This management of innovation is the critical element ensuring successful new products and services are encouraged, survive, and flourish.

Every successful innovation company from technologists like Google, Apple, and Spotify to think tanks and agencies like Ogilvy, Unruly Media or Mindshare, media like Monocle, BBC, and Wall Street Journal, and even movements like Bitcoin and Occupy understand the need for this knowledge and these skills. Another common characteristic of these organisations is senior executives or leaders from all of them have shared and discussed innovation challenges and opportunities with students on this programme.

Goldsmiths graduates have recently captured Academy Awards, Baftas, and Golden Globes (Steve McQueen, 12 Years a Slave), the Mercury Prize (James Blake) and the Turner Prize (Laure Prouvost). We have a long history of demonstrating innovation and our students have the unique opportunity of developing interdisiciplinary practical and theoretical management capabilities in this bustling creative and entrepreneurial environment.

This MSc will equip you with the fundamental knowledge and skills required for managing product and brand or policy development, service delivery, or integration of emerging technologies in fast-paced industries.

Programme entry requirements

Students will normally have, or be expected to gain, a first degree of at least a 2(i) level, or equivalent. Appropriate work experience will be considered in place of an undergraduate qualification on a case-by-case basis. This work might include, for example, human resources experience. Prospective students with other experience are encouraged to discuss their specific situation with the module director. International non-English native speakers will need to demonstrate adequate level of English for

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academic purposes. Therefore, applicants will need to provide evidence of relevant English competency qualifications IELTS 6.5 with a minimum of 6.5 in the written element and will be interviewed in person or via skype video conference.

Aims of the programme

The Goldsmiths MSc Management of Innovation equips students with the fundamental knowledge and skills required for managing product or policy development, service delivery, organisational innovations, or integrating emerging technologies, including in fast-paced creative and cultural industries. It produces graduates capable of managing projects full of change, transformation, and innovation in any size of organisation from start-ups to non-profits and Fortune 500 companies. To these ends, the programme draws on relevant content from project management and design thinking to help students manage projects and products in fast-moving and constantly transformative industries and propel and sustain organisational innovation. Our Innovation Theory module teaches students the key theories and models that underpin successful innovation. Building on its excellent links with industry, its complementary module, Innovation Case Studies, shows students how these ideas can be put into practice by learning from key executives from industry who discuss and debate the usefulness and limitations of the theories and practices of innovation and change management that students learn on the Innovation Theory module. In order to equip students with the investigative methods that they will need in their university and future work, students on the MSc Management of Innovation take the Digital Research Methods course that helps them to learn and practice key research & development methodologies and techniques in the area of innovation and change management. Through these modules that provides students with an iterative model of theory and practice, the MSc Management of Innovation strives to produce graduates capable of leadership and adaptive management styles furthering Goldsmiths' reputation as an institution capable of supporting creative people in directing and managing innovation in organisations keen to innovate and adapt.

What you will be expected to achieve

Students who successfully complete the MSc Management of Innovation will be able to:

Knowledge and Understanding		Taught by the following modules
A1	Critically evaluate theories of innovation, including the differences between innovation and invention; the extent to which innovative successes and failures are due to the psychological characteristics of individuals versus the situations in which they find themselves; the characteristics of the organisational and social structures that foster or limit innovation.	Innovation Theory; Innovation Case Studies
A2	The student will learn to discern how to apply project management to a range of project environments; students will learn to detect appropriate methods, tools, and techniques, and how to apply them, for problem-solving and decision-making in project environments.	Project Management
A3	The student will critically evaluate a variety of innovation approaches and challenges, in the context of innovation theories (see A1); the student will demonstrate a detailed analysis of current and future potential issues reshaping commercial and non profit practices; the student will be able to assess the challenges and opportunities for applying or piloting early stage digital, media, and marketing in commercial and non-profit organisations.	Innovation Case Studies; Innovation Theory

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Cognitive and Thinking Skills		Taught by the following modules
B1	Interpret outputs of statistical techniques for data analysis and interpretation.	Digital Research Methods.
B2	Critically evaluate of project management theories as they relate to practical application; the student will be able to understand and act upon the role of the project manager relative to project stakeholders	Project Management
B3	The student will be able to translate conceptual and theoretical implications of innovation to practical applications; the student will be able to critically evaluate debates on the value and potential of intersections between disciplines and emerging innovation practices, particularly as these relate to transformation and change	Innovation Theory and Innovation Case Studies
B4	Formulate coherent and persuasive interpretations and arguments, informed by interdisciplinary research.	Digital Research Methods

Subject Specific Skills and Professional Behaviours and Attitudes		Taught by the following modules
C1	Conduct an independent piece of research relevant to innovation and management	Research Project
C2	Evaluate online resources for accuracy, completeness, objectivity and timeliness. Use a variety of techniques to capture and monitor newly published or real-time information. Using quantitative analysis to handle 'big' data; Understand how to formulate project plans for scope, budget, and resource requirements of research projects	Digital Research Methods
C3	Use advanced software for tracking, analyzing and managing project tasks, activities, and resources.	Project Management
C4	Analyse complex information in a critical, rational and objective manner.	Digital Research Methods and Design Thinking
C5	Produce high quality reports showing evidence of intellectual rigour.	Digital Research Methods and Innovation Case Studies

Transferable Skills		Taught by the following modules
D1	Share and exchange expertise and skills with other students on the module and with other general audiences.	All modules
D2	Conduct research methodically to find an answer that is complete, accurate and authoritative	Digital Research Methods
D3	Disseminate research through different media (e.g., internet resources, class presentations, public lectures, school visits, published articles, film clips), targeting diverse specialist and non-specialist audiences.	Dissertation
D4	Work under supervision, collaboratively, and independently.	Dissertation

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How you will learn

The teaching and learning methods to which students are exposed have been designed in recognition of: (a) the different knowledge routes to learning; (b) the learning requirements of different types of information and skills; and (c) the need for students to engage in a complementary range of learning activities, leading to the synthesis of academic knowledge and professional skills/competencies.

To achieve the learning outcomes, students experience a range of teaching/learning methods, including formal lectures, analysing case studies, seminars, tutorials, summative coursework (essays and reports), and independent research projects.

Formal lectures are integral to the acquisition of subject specific skills and understanding, but these also provide the opportunity for discussion, group work and debate. This learning strategy is designed to challenge students' preconceptions, facilitate independent thought, and enable students to develop a critical perspective. In some instances, seminars and workshops provide a further opportunity to develop an independent and critical perspective.

Students receive feedback on written work (essays and practical reports) in the form of structured numerical feedback (1 – 5), relating to the logic of arguments, their coherence, references, coverage of background literature, etc., as well as in the form of written constructive criticism, highlighting the major strengths and weaknesses sufficient to allow students to know how to improve their work. During meetings with their module lecturers and personal tutor, students have a further opportunity to receive feedback and academic guidance.

The written and oral feedback serve a number of functions: (a) to identify areas in need of further development, serving a diagnostic function; (b) the discussion accompanying oral feedback provides an opportunity to develop knowledge and appreciation of theoretical and applied material, and to encourage students to think critically and independently; and (c) feedback provides students with tangible criteria against which progress can be monitored.

Group meetings between tutors assure the reliability and validity of these forms of assessments. In addition, all summative work is either second marked or moderated. Detailed criteria for marking bands are provided for students in the Programme Handbook. Students attend lectures in order to provide the background, theoretical knowledge that is then used in practical activities to develop the skills and competencies in the application of knowledge related to consumer behaviour.

The learning outcomes are assessed by a variety of means: (1) Unseen examination papers in May/June; (2) formative or summative essays – or both - for taught modules, as well as a group projects including presentations. In the third term, (3) students conduct a large piece of empirical research in the form of a Research Project.

The assessment chosen reflects the skills students will need to have learnt upon completion of the module (i.e. the learning outcomes), with a specific focus on increasing the employability of students. Analytical, theoretical, and written skills, which are useful for most academic and non-academic occupations are reflected in the essay and exam; practical and project management skills, which are increasingly sought after by employers, are reflected in the group project. The final year project is the most explicit form of evidence to demonstrate that a student is able to self-motivate, work on, and see through a long-term project by him/herself.

Evaluation is key to squaring the curriculum design principles of aims, content and process, with outcomes; and the model we adopt has iterative links between these elements, designed to diagnose strengths and weaknesses of existing provision, as well as monitoring the success of innovations. This process is designed to encourage students to be actively involved in the learning process, and to be

concerned with issues of quality.

How you will be assessed

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Marking criteria

Mark	Descriptor	Specific Marking Criteria
80-100%	Distinction (Outstanding/Exceptional)	In addition to the criteria for an excellent grade it will also have an exceptional or original line of argument that can be followed very easily.
70-79%	Distinction	Overall the work shows evidence of rigorous analytical research in its conceptualisation; an excellent level of response to the set tasks; the conceptual coherency of the work is strong and ideas are researched and deployed within a clearly defined contextual framework. The work shows ample evidence of sustained academic enquiry, draws on a wide range of sources all of which are critically evaluated; issues are readily identified and contextualize. using appropriate theoretical frameworks; A mark of 70% - 79% is likely to be awarded to work that: 1. presents relevant and accurate material in the subject area and uses it to answer the question or address the issue comprehensively and critically 2. announces its structure at the start and stick closely to this announced structure 3. has relationships between statements that are very easy to recognise 4. gives wide-ranging and appropriate evidential support for claims that are made 5. is presented clearly and accurately, and has a substantial impact on the audience The mark awarded will depend on how successfully the work is judged to meet the above-mentioned criteria.
60-69%	Merit	Overall evidence of a very good level of response to the set tasks; the conceptual coherency of the work is good and ideas are researched and evaluated within a defined contextual framework. The work shows evidence of sustained academic enquiry, draws on a wide range of sources most of which are critically evaluated and synthesised within a clear argument/structure; most issues are identified and contextualised using appropriate

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			theoretical frameworks
			A mark of 60% - 69% is likely to be awarded to work that: 1. presents relevant and accurate material in the subject area but fails to use it to answer the question or address the issue in a sufficiently critical manner 2. has a detectable structure which is adhered to for the most part 3. has relationships between statements that are generally easy to follow 5. has a good quality line of argument supports claims by reference to relevant literature 6. is presented clearly and adequately but not with a major impact Within this category, the mark awarded will depend on how successfully the work is judged to meet the above-mentioned criteria.
50-59%	Pass		Overall mainly adequate level of response to the set task; the conceptual coherency of the work is largely adequate and ideas are researched and deployed with an inconsistent recognition of the need for a contextual framework. The work shows some evidence of the identification of relevant issues; limited range of sources; evidence of some analytical and contextual skills but inconsistently employed. A mark of 50% - 59% is likely to be awarded to work that: 1. presents largely relevant and accurate material in the subject area but fails to use it to critically address the question or the issue 2. has a structure, but one that is rather loose and unannounced 3. has relationships between statements that are sometimes hard to follow 4. has a fair quality line of argument (information drives argument, rather than other way round) 5. tends to make claims without sufficient supporting evidence 6. is presented with an adequate, but not substantial, clarity or impact Within this category, the mark awarded will depend on the extent to which the work is judged to meet the above-mentioned criteria.
30-49%	Fail		Overall the work may not be without merit but not Masters standard. The concepts in question are realised inappropriately or under-developed. The work shows little evidence of the identification of relevant issues; limited and inadequate range of sources; little evidence of analytical and contextual skills, inconsistently employed. A mark of 30-49% is likely to be awarded to work that:

		1. fails to adequately address the topic or to answer the question, either by reproducing material that is only partly relevant, or by inaccurately reproducing material that is relevant, or by reproducing only a very small amount of relevant material. 2. lacks a clear structure or framework 3. has relationships between statements that are often difficult to recognise 4. has a poor quality line of argument 5. makes poor use of evidence to support most of the claims that are made 6. is presented without much impact The mark awarded will depend on the extent to which the work is judged to meet the above-mentioned criteria.
10-29%	Bad fail	Overall inadequate level of response to the set task; the work does not utilise a sufficient range of processes and materials; level of response is not always appropriate or consistent. The range of sources in the work is very limited, there is little interpretation or analysis and it lacks breadth or awareness of a contextual framework. A mark close to 29% might be awarded to an answer that contains some indication that the student can recall something relevant to the question. 20% might be awarded to an answer that contains something that shows that the student has attended the relevant lecture module, even if there is little in the answer that is of direct relevance to the question. A 10% answer contains no evidence that the student knows anything from the literature that is relevant to the question. Little impact is shown in the group presentation.
1-9%	Very bad fail	A submission that does not even attempt to address the specified learning outcomes
0%	Non submission or plagiarised	A categorical mark representing either the failure to submit an assessment or a mark assigned for a plagiarised assessment

How the programme is structured

The Management of Innovation Programme is comprised of five core modules (90 credits total), two optional modules (30 combined credits), and a research dissertation (60 credits). These components have a collective value of 180 credits.

The modules are organised within the IMS. Most modules have a strong practical component. All lecturers on this programme have a strong research profile, which they bring to bear when presenting both the theoretical, technical, and applied components of leadership and talent management.

The following are compulsory modules:

Academic Year of Study 1

Module Title	Module Code	Credits	Level	Module Status	Term
Innovation Theory	IM71013A	15	7	Core	1

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Design Thinking	IM71014A	15	7	Core	2
Project Management	IM71002A	30	7	Core	1
Digital Research Methods	IM71046A	15	7	Core	2
Innovation Case Studies	IM71010A	15	7	Core	1
Research Project/Dissertation	IM71000A	60	7	Core	1, 2, 3
Organisational Behaviour and Health	IM71004E	15	7	Optional	1
Leadership and Talent Management	IM71001B	15	7	Optional	1
Training, Coaching and Counselling	IM71032A	15	7	Optional	2
Entrepreneurial Modeling	CU71023A	30	7	Optional	2
Consumer Behaviour	IM71007A	15	7	Optional	1
Psychology of Marketing and Advertising	IM71008A	15	7	Optional	2
Research Design and Applied Statistics	IM71011A	15	7	Optional	1

Academic support

Support for learning and wellbeing is provided in number of ways by departments and College support services who work collaboratively to ensure students get the right help to reach their best potential both academically and personally.

Students are allocated a personal tutor and a Senior Tutor in each department has overall responsibility for student progress and welfare. Departments arrange regular communication to students in the form of mailings and meetings as well as regular progress reports and feedback on coursework and assignments. This is in addition to scheduled seminars, tutorials and lectures/workshops.

Personal tutors will invite students to meet in the first two weeks of a new term and regularly throughout the duration of a programme of study. These meetings aim to discuss progress on modules, discussion of the academic discipline and reports from previous years if available (for continuing students). This way progress, attendance, essay/coursework/assessment marks can be reviewed and an informed discussion can be about how to strengthen learning and success.

Students are sent information about learning resources in the Library and on the VLE so that they have access to programme handbooks, programme information and support related information and guidance. Timetables are sent in advance of the start of term so that students can begin to manage their preparation and planning.

Learning is supported by Institute and College resources, as well as resources held centrally at the University of London library, which includes within it the world-class international journal collection of the British Psychological Society. In the Psychology Department, there is a Test Library where assessment materials are held and to which IMS students have access; in the College library there are books and journals specialising in psychological assessment. In the Computing Department there is a CAST lab and seminar room that students can access to work outside of class hours.

The College also provides a dedicated Graduate School in the Whitehead Building, which is intended, among other things, to encourage informal interactions between postgraduate students in the College and provide facilities for them.

Taught sessions and lectures provide overviews of coursework themes, which students are encouraged

to complement with intensive reading for presentation and discussion with peers at seminars. Coursework essays build on lectures and seminars so students are encouraged to attend all taught sessions to build knowledge and their own understanding of their chosen discipline.

In depth feedback is provided for written assignments and essays via written feedback forms and formative feedback with module tutors/leads is provided to ensure that students' work is on the right track. Feedback comes in many forms and not only as a result of written comments on a marked essay. Students are given feedback on developing projects and practice as they attend workshops and placements.

Students may be referred to specialist student services by department staff or they may access support services independently. Information about support services is clearly provided on the College Website and as new students join Goldsmiths through new starter information and induction/Welcome Week. Any support recommendations that are made are agreed with the student and communicated to the department so that adjustments to learning & teaching are able to be implemented at a department level and students can be reassured that arrangements are in place. Opportunities are provided for students to review their support arrangements should their circumstances change. The Inclusion & Learning Support and Wellbeing Teams maintain case loads of students and provide on-going support.

The Careers Service and the Academic Success Centre provide central support for skills enhancement and run the Gold Award Scheme and other co-curricular activities that can be accredited via the higher education achievement award (HEAR)

Links with employers, placement opportunities and career prospects

Graduates of the programme will be capable of managing projects full of change, transformation, and innovation in any size of organisation – from start-ups to non-profits and Fortune 500 companies. Senior level industry guest speakers and analysts feature on several of the modules on the programme.

You'll learn core leadership skills, and how to apply them to manage the near continuous need for innovations and changes in organisational products, structures, strategies, and processes. You can choose to study the latest techniques and strategies for consumer behaviour and marketing or seek to develop a fully formed business model for entreprenurial ventures.

The programme mixes theory and practice and allows you to obtain a professional qualification in project management and development, which will enhance your employment prospects.

The Institute of Management Studies (IMS) at Goldsmiths benefits from excellent links with industry. Graduates of this programme will be capable of leadership and adaptive management styles, and will be able to direct and manage innovation in a variety of organisations.

The requirements of a Goldsmiths degree

Master's Degrees
All Master's degrees at Goldsmiths have a minimum value of 180 credits. Programmes are comprised of modules which have individual credit values. In order to be eligible for the award of a Master's degree students must have passed all modules on the programme.

Intermediate Exit Points
Some programmes incorporate intermediate exit points of Postgraduate Certificate and Postgraduate Diploma, which may be awarded on the successful completion of modules to the value of 60 credits

or 120 credits respectively. Individual programmes may specify which, if any, combination of modules are required in order to be eligible for the award of these qualifications. The awards are made without classification.

Final Classification
There are four possible categories of final classification for Master's degrees: Distinction, Merit, Pass and Fail.

For further information, please refer to the Regulations for Postgraduate Taught Students, which may be found here: http://www.gold.ac.uk/governance/studentregulations/

Programme-specific rules and facts

Progression Regulations
Students must pass each module on aggregate (i.e. the average of all pieces of coursework on a module must be greater than 50%).

How teaching quality will be monitored

Goldsmiths employs a number of methods to ensure and enhance the quality of learning and teaching on its programmes.

Programmes and modules must be formally approved against national standards and are monitored throughout the year in departmental staff / student forums and through the completion of module evaluation questionnaires. Every programme also has at least one External Examiner who produces an annual report which comments on the standards of awards and student achievement.

This output is considered with other relevant data in the process of Annual Programme Review, to which all programmes are subject, and which aims to identify both good practice and issues which require resolution.

Every six years all programmes within a department are also subject to a broader periodic review. This aims to ensure that they remain current, that the procedures to maintain the standards of the awards are working effectively and the quality of the learning opportunities and information provided to students and applicants is appropriate.

Detailed information on all of these procedures are published on the webpages of the Quality Office (http://www.gold.ac.uk/quality/).

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