

## **MSc Business Management Programme Specification**

**Awarding Institution:**

University of London (Interim Exit Awards made by Goldsmiths' College)

**Teaching Institution:** Goldsmiths, University of London

**Final Award:**

MSc Business Management

MSc Business Management with Innovation

MSc Business Management with Marketing

MSc Business Management with Entrepreneurship

**Total credit value for programme: 180**

**Name of Interim Exit Award(s):**

Postgraduate Certificate in Business Management

Postgraduate Diploma in Business Management

Postgraduate Diploma in Business Management with Innovation

Postgraduate Diploma in Business Management with Marketing

Postgraduate Diploma in Business Management with Entrepreneurship

**Duration of Programme:** 1 year full-time **UCAS Code(s):**

**HECoS Code(s): (CAH17-01-01)**

**QAA Benchmark Group** Business and management

**FHEQ Level of Award:** Level 7

**Programme accredited by:** Not applicable

**Date Programme Specification last updated/approved:** 2022/23

**Home Department:** Institute of Management Studies

**Department(s) which will also be involved in teaching part of the programme:** N/A

### **Programme overview:**

The MSc Business Management (with pathways) will provide students with the skills and knowledge required to be effective managers in increasingly uncertain and technology-dominated environments. The programme will equip students with skills (both practical and conceptual) to perform different kind of management roles in diverse types of organisations: large corporations, entrepreneurial businesses, non-profits and government agencies. The programme is uniquely practice-oriented and aims to introduce students to different perspectives on real-world organizational problems, strategic approaches, decision-making conundrums, diverse contexts, organisations and environments. It aims to build future leaders with practical skills and theoretical knowledge to sustainably lead their organisations.

The practice orientation of the programme is in line with Goldsmiths values. The programme achieves that by: (1) collaborating with corporations and non-profits which are involved in programme development and delivery; (2) providing students contact with managers and other business professionals through module guest lectures and out-of-curriculum events and finally, by (3) providing students with in-depth understanding of organisations as it translates the latest research from management theory, organisation theory, strategic management, sociology and economics to applicable skills students can use immediately when they assume management roles. .

One of the unique features of the programme are several pathways that will prepare students for different management roles:

- **Business Management** general pathway will prepare students to assume any kind of management role (including CEO) in diverse types of organisations.
- **Marketing** pathway will prepare students for management roles (including CMO) in marketing departments of large organisations, marketing agencies, non-profits or entrepreneurial businesses.
- **Innovation** pathway equips students 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.
- **Entrepreneurship** pathway will equip students with skills necessary to manage small and/or fast-growing entrepreneurial businesses, including family businesses, technology startups and other types of new ventures.
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### **Programme aims**

The programme aims to produce graduates who are conscious of the influential role that managers play in shaping society and the environment. It seeks to produce ethical graduates who are able to use their knowledge, skills, and abilities to effectively manage diverse types of organisations in different contexts. Upon completion of the programme, graduates will be able to identify significant organizational, societal and environmental challenges, important technological trends, diagnose management problems and combine all to create and manage sustainable organisations.

**Programme entry requirements:**

Students are normally expected to have first or upper second class 2:1 undergraduate degree, or equivalent from any discipline.

Applicants with appropriate work experience may be considered on a case-by-case basis. Such applicants must have a minimum of 3 years work experience, having performed management, marketing or entrepreneurial roles (team manager, management consultant, business founder, brand manager, product manager, account manager, marketing consultant, etc.) in a corporation, government agency, non-profit organisation or entrepreneurial company and/or in a technology-driven industry.

International non-English native speakers will need to demonstrate an adequate level of English for academic purposes. This is defined as IELTS 6.5 (with a minimum of 6.0 in the written element and no individual element lower than 5.5).

**Programme learning outcomes**

Students who exit the programme with the award of the Postgraduate Certificate in Business Management (with pathways) will be able to:

**Knowledge and understanding**

Code	Pathway	Learning outcome	Taught by the following module(s)
A1	All pathways	Differentiate among practical and theoretical perspectives in management and business and use them in diverse contexts.	Developing Management Skills; Designing High-performing Organisations; Strategic Management: Building Competitive Advantage
A2	All pathways	Demonstrate advanced knowledge of different kinds of organisations, including corporations, entrepreneurial businesses and	Designing High-performing Organisations; Developing Management Skills

Code	Pathway	Learning outcome	Taught by the following module(s)
		non-profits; how they are structured, managed and organized.	
A3	All pathways	Show in-depth understanding of the factors that shape the environment in which leadership occurs, namely: performance management, power, influence and negotiation in organizations, and the psychology of teams and teamwork.	Designing High-performing Organisations; Developing Management Skills

## Cognitive and thinking skills

Code	Pathway	Learning outcome	Taught by the following module(s)
B1	All pathways	Develop skills in different aspects of management: planning, strategising, organising, motivating, conflict-solving and leading.	Developing Management Skills; Designing High-performing Organisations; Strategic Management: Building Competitive Advantage; Research Project/Dissertation
B2	All pathways	Use creative thinking in problem-solving and decision-making in response to challenges in an uncertain environment.	Developing Management Skills; Designing High-performing Organisations; Strategic Management: Building Competitive Advantage

**Subject specific skills and professional behaviours and attitudes**

<b>Code</b>	<b>Pathway</b>	<b>Learning outcome</b>	<b>Taught by the following module(s)</b>
C1	All pathways	Able to work in diverse teams using collaborative and intercultural skills.	Developing Management Skills
C2	All pathways	Develop the skills of self-management: managing time, stress, self-motivation, professional interpersonal communication.	Developing Management Skills
C3	All pathways	Develop a life-long appetite for learning, personal adaptation and resilience.	All modules

**Transferable skills (Elements)**

<b>Code</b>	<b>Pathway</b>	<b>Learning outcome</b>	<b>Taught by the following module(s)</b>
D1	All pathways	Share and exchange expertise and skills with other students on the module and with other general audiences.	All modules
D2	All pathways	Use various online databases and other resources.	All modules
D4	All pathways	Produce high quality written reports showing evidence of concise analysis and intellectual rigour.	All modules
D5	All pathways	Carry out computer research in order to access research evidence and other materials.	All modules

In addition to the learning outcomes above, students who exit the programme with the award of the Postgraduate Diploma in Business Management (with pathways) will be able to:

## Knowledge and understanding

Code	Pathway	Learning outcome	Taught by the following module(s)
A3a	Business management	Navigate the issues of sustainability, corporate social responsibility and business ethics in diverse contexts and organisations.	Social Responsibilities of Management
A4a	Business management	Discern how to apply project management to a range of project environments; 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
A5a	Business management	Use data and data analysis as a critical tool in management decision making.	Behavioural Data Science
A3b	Marketing	Develop impactful marketing campaigns, and identify the benefits and limitations of marketing planning.	Marketing Strategy; Digital Marketing & Branding
A4b	Marketing	Distinguish between interactive, digital customer engagement models and traditional customer management.	Digital Marketing & Branding
A5b	Marketing	Critically evaluate the principles of traditional and modern consumer psychology and learn how these principles are used by organisations to influence consumer choice.	Consumer Behaviour
A3c	Innovation	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	Innovation Theory; Innovation Case Studies

Code	Pathway	Learning outcome	Taught by the following module(s)
		in which they find themselves; the characteristics of the organisational and social structures that foster or limit innovation.	
A4c	Innovation	Critically evaluate a variety of innovation approaches and challenges, in the context of innovation theories; demonstrate a detailed analysis of current and future potential issues reshaping commercial and non-profit practices; being 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
A3d	Entrepreneurship	Develop strategies and plans to finance entrepreneurial businesses.	Entrepreneurial Finance
A4d	Entrepreneurship	Describe the tools and strategies that are conducive to new market creation and radical innovation development.	Technological Innovation & Market Creation
A5d	Entrepreneurship	Critically evaluate a variety of innovation approaches and challenges, in the context of innovation theories; demonstrate a detailed analysis of current and future potential issues reshaping commercial and non-profit practices; being 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

**Cognitive and thinking skills**

<b>Code</b>	<b>Pathway</b>	<b>Learning outcome</b>	<b>Taught by the following module(s)</b>
B3a	Business management	Critically evaluate project management theories as they relate to practical application; to be able to understand and act upon the role of the project manager relative to project stakeholders.	Project Management
B4a	Business management	Apply ethical leadership to sustainably manage diverse kinds of organisations.	Social Responsibilities of Management
B3b	Marketing	View markets as social arenas that can be shaped by marketing actions.	Marketing Strategy
B4b	Marketing	Critical evaluation of academic research on traditional and modern approach to consumer behaviour.	Consumer Behaviour
B5b	Marketing	Demonstrate how digital technologies reshape society, specifically the relationships between people and organisations, and how this is true for new technologies in general.	Digital Marketing & Branding
B3c	Innovation	Translate conceptual and theoretical implications of innovation to practical applications.	Innovation Theory; Innovation Case Studies
B4c	Innovation	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; Innovation Case Studies
B3d	Entrepreneurship	Critically evaluate the appropriateness of various sources of finance for new ventures in different stages of development.	Entrepreneurial Finance
B4d	Entrepreneurship	Translate conceptual and theoretical implications of innovation to practical applications.	Innovation Case Studies



Code	Pathway	Learning outcome	Taught by the following module(s)

## Subject specific skills and professional behaviours and attitudes

Code	Pathway	Learning outcome	Taught by the following module(s)
C4a	Business management	Develop an awareness of business ethics to manage organisations in a fair and equitable way.	Social Responsibilities of Management
C4b	Marketing	Capability to interpret consumer behaviour, including irrational, or suboptimal consumer choices.	Consumer Behaviour
C4c	Innovation	Produce high quality reports showing evidence of intellectual rigour.	Innovation Case Studies
C4d	Entrepreneurship	Explore, identify, and/or create market opportunities for new, emerging technologies.	Technological Innovation & Market Creation

## Transferable skills (Elements)

Code	Pathway	Learning outcome	Taught by the following module(s)
D6	All pathways	Analyse complex information in a critical, rational and objective manner.	All modules
D7	All pathways	Work independently and evaluate evidence of complex applied problems.	All modules
D8	All pathways	Manage their own learning and recognise the need for life- long learning.	All modules
D9	All pathways	Critically summarise and evaluate ideas in ways that may be understood by non-specialists.	All modules

In addition to the learning outcomes above, students who successfully complete the MSc Business Management (with pathways) will be able to:

**Knowledge and understanding**

<b>Code</b>	<b>Pathway</b>	<b>Learning outcome</b>	<b>Taught by the following module(s)</b>
A6	All pathways	Distinguish and appraise a range of management research methodologies and their potential applicability as well as their possible limitations.	Research Project/Dissertation

**Cognitive and thinking skills**

<b>Code</b>	<b>Pathway</b>	<b>Learning outcome</b>	<b>Taught by the following module(s)</b>
B6	All pathways	Establish creative connections between their previous academic and work experiences with themes emerging from the programme, including their own development and implementation of a research focus, and appraise the usefulness of management models and methodologies when applied to specific issues and problems.	Research Project/Dissertation
B7	All pathways	Systematically and creatively engage in debates relating to the main themes of management, organisations and economy in original and imaginative ways.	Research Project/Dissertation
B8	All pathways	Critically engage management and social science theories and methodologies relevant to complex relations and conflicts in management of diverse organisations and apply these in a 10,000+ word piece of writing.	Research Project/Dissertation

**Subject specific skills and professional behaviours and attitudes**

<b>Code</b>	<b>Pathway</b>	<b>Learning outcome</b>	<b>Taught by the following module(s)</b>
C5	All pathways	Synthesise and analyse how management and creative methods and concepts can relate to improving management practices and the sustainability and transformation of organisations, in both conceptual and practical ways.	Research Project/Dissertation
C6	All pathways	Elaborate the difficulties, possibilities, constraints and ethical concerns of managing in diverse organisations and in multiple contexts of divergent backgrounds and conditions, demonstrating self-direction and originality in tackling and solving problems.	Research Project/Dissertation

**Transferable skills (Elements)**

<b>Code</b>	<b>Pathway</b>	<b>Learning outcome</b>	<b>Taught by the following module(s)</b>
D11	All pathways	Design, formulate and conduct research on a topic relevant to contemporary debates in management and organisational studies.	Research Project/Dissertation
D12	All pathways	Effectively communicate, explain and debate in a wide range of contexts, including designing and producing clear and well-structured reports on specific themes or topics.	All modules; Research Project/Dissertation
D13	All pathways	Evaluate and assess a range of research methods and the use of computer applications for data collection and processing, bibliographic searches, and a	Research Project/Dissertation

Code	Pathway	Learning outcome	Taught by the following module(s)
		critical appreciation of the internet as a resource.	

## 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, case study analyses, 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 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 will be encouraged to obtain more detailed feedback and academic guidance for further improvement.

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 motivation and 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 that provide the theoretical knowledge that is then used in practical activities to show how such knowledge is implemented in real-world situations.

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

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; (3) students conduct a large piece of empirical research in the form of a dissertation project.

The assessment chosen in each module reflects the skills students will need to have learnt upon completion of that 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 essays and exams; practical and project management skills are reflected in the group project and dissertation. The dissertation project is the most explicit form of evidence for demonstrating that students are able to self-motivate, work on, and see through a long-term project by themselves.

### Marking Criteria

Mark	Description	Generic Grading Descriptors	Specific Grading/Marking Criteria
0%	Non-submission or plagiarised assessment	A categorical mark representing either the failure to submit an assessment or a mark assigned in case of academic misconduct.	0% is a non-submission or the mark that will usually be given to an assessment subject to academic misconduct.
1-9%	Very bad fail	A submission that does not attempt to address the specified learning outcomes.	Not a Valid Attempt (1-9%). This is typically awarded to an answer that does not attempt to address the topic or question.
10-29%	Bad fail	Represents a significant overall failure to achieve	Overall inadequate level of response to the set task; the work does not

		the appropriate learning outcomes.	<p>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 limited, there is little interpretation or analysis and it lacks breadth or awareness of a contextual framework.</p> <p>A mark that is close to 30% 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 relevant lectures, 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.</p>
30-49%	Fail	Represents an overall failure to achieve the appropriate learning outcomes.	<p>Overall the work may not be without merit but is not at Masters standard. Concepts are articulated 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.</p> <p>A mark of 30-49% is likely to be awarded to work that:</p> <ol style="list-style-type: none"> <li>a. fails to adequately address the topic or to answer the question, either by reproducing material that is only partly relevant, or by inaccurately reproducing</li> </ol>

			<p>material that is relevant, or by reproducing only a very small amount of relevant material;</p> <ul style="list-style-type: none"> <li>b. lacks a clear structure or framework;</li> <li>c. has relationships between statements that are often difficult to recognise;</li> <li>d. has a poor quality line of argument;</li> <li>e. makes poor use of evidence to support most of the claims that are made.</li> </ul> <p>The mark awarded will depend on the extent to which the work is judged to meet the above-mentioned criteria.</p>
50-59%	Pass	Represents the overall achievement of the appropriate learning outcomes to a satisfactory level	<p>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.</p> <p>A mark of 50-59% is likely to be awarded to work that:</p> <ul style="list-style-type: none"> <li>a. presents relevant material but fails to use it to answer the question or address the issue;</li> <li>b. has a structure, but one that is rather loose;</li> <li>c. has relationships between statements that are sometimes hard to follow;</li> <li>d. has a fair quality line of argument (information drives argument, rather than the other way around);</li> </ul>

			<p>e. tends to make claims without sufficient supporting evidence.</p> <p>Within this category, the mark awarded will depend on the extent to which the work is judged to meet the above-mentioned criteria.</p>
60-69%	Merit	Represents the overall achievement of the appropriate learning outcomes to a very good level.	<p>Overall evidence of a very good level of response; the conceptual coherency of the work is good and ideas are researched and deployed 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 theoretical frameworks.</p> <p>A mark of 60-69% is likely to be awarded to work that:</p> <ul style="list-style-type: none"> <li>a. attempts to address the topic or answer the question;</li> <li>b. has a detectable structure which is adhered to for the most part;</li> <li>c. has relationships between statements that are generally easy to follow;</li> <li>d. has a good quality line of argument;</li> <li>e. supports claims by reference to relevant literature.</li> </ul> <p>Within this category, the mark awarded will depend on how successfully the work is judged to meet the above-mentioned criteria.</p>



70-79%	Distinction	Represents the overall achievement of the appropriate learning outcomes to an excellent level.	<p>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 contextualised using appropriate theoretical frameworks;</p> <p>A mark of 70-79% is likely to be awarded to work that:</p> <ol style="list-style-type: none"> <li>a. addresses the topic in an explicit manner;</li> <li>b. announces its structure at the start and stick closely to this announced structure;</li> <li>c. has relationships between statements that are very easy to recognise;</li> <li>d. gives wide-ranging and appropriate evidential support for claims that are made.</li> </ol> <p>The mark awarded will depend on how successfully the work is judged to meet the above-mentioned criteria.</p>
80-90%	Outstanding Distinction	Represents the overall achievement of the appropriate learning outcomes to an outstanding level.	In addition to the criteria for an excellent grade it will also have an excellent or original line of argument that can be followed very easily.
90-100%	Exceptional Distinction	Represents the overall achievement of the appropriate learning	It will achieve all of the expectations of a Distinction, but to an exceptionally accomplished level.

		outcomes to an exceptionally accomplished level.	
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## Mode of study

## Programme structure

Programme outline is the following:

- Three core compulsory modules on all pathways that represent three foundational theoretical knowledge bases: strategy, organization and management
- Three compulsory pathway-specific modules
- Two optional modules (one optional module on Business Management pathway)
- Research dissertation

## Academic year of study 1

Module Title	Module Code	Credits	Level	Module Status	Term
<b>Compulsory modules for all pathways</b>		<b>105</b>			
Strategic Management: Building Competitive Advantage	IM71063A	15	7	Compulsory	1
Designing High-Performing organizations	IM71059A	15	7	Compulsory	2
Developing Management Skills	IM71061A	15	7	Compulsory	2
Research Project/ Dissertation	IM71000B	60	7	Compulsory	1, 2, 3
<b>Business Management pathway</b>		<b>60</b>			
Social Responsibilities of Management	IM71062A	15	7	Compulsory	2
Project Management	IM71002A	30	7	Compulsory	1
Behavioural Data Science	IM71011B	15	7	Compulsory	1
<b>Marketing pathway</b>		<b>45</b>			
Digital Marketing & Branding	IM71047A	15	7	Compulsory	2
Consumer Behaviour	IM71007A	15	7	Compulsory	1
Marketing Strategy	IM71033A	15	7	Compulsory	1
<b>Innovation Pathway</b>		<b>45</b>			
Innovation Theory	IM71013A	15	7	Compulsory	1
Design Thinking	IM71014A	15	7	Compulsory	2
Innovation Case Studies	IM71010A	15	7	Compulsory	1

<b>Entrepreneurship Pathway</b>		<b>45</b>			
Entrepreneurial Finance	IM71064A	15	7	Compulsory	1
Technological Innovation & Market Creation	IM71051A	15	7	Compulsory	1
Innovation Case Studies	IM71010A	15	7	Compulsory	1
<b>Optional modules (1 on Business Management pathway, 2 on all other pathways)</b>		<b>15 - 30</b>			
All modules compulsory on pathways not selected by student are available as optional					
Developing Business Skills	IM71060A	15	7	Optional	1 & 2
Creating Customer Experiences	IM71015A	15	7	Optional	2
Consumer Culture	IM71058A	15	7	Optional	1
Marketing Analytics	IM71048B	15	7	Optional	2
Psychology of Marketing and Advertising	IM71008A	15	7	Optional	2
Digital Research Methods	IM71046B	15	7	Optional	2
Organisational Behaviour and Health	IM71004E	15	7	Optional	1
Consumer Behaviour	IM71007A	15	7	Optional	1
Psychology of Marketing and Advertising	IM71008A	15	7	Optional	2
Intellectual Property, Trademarks and Brands	IC71143A	15	7	Optional	
Festival Management	IC71146A	30	7	Optional	
Data Visualisation and the Web	IS71082A	15	7	Optional	

## Academic support

Support for learning and wellbeing is provided in a 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.

All students are allocated a Personal Tutor (one in each department for joint programmes) who has overall responsibility for their individual progress and welfare. Personal Tutors meet with their student at least twice a year either face-to-face, as part of a group and/or electronically. The first meeting normally takes place within the first few weeks of the

autumn term. Personal Tutors are also available to students throughout the year 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 provides an opportunity for progress, attendance and assessment marks to be reviewed and an informed discussion to take place about how to strengthen individual learning and success.

All students are also allocated a Senior Tutor to enable them to speak to an experienced academic member of staff about any issues which are negatively impacting their academic study and which are beyond the normal scope of issues handled by Programme Convenors and Personal Tutors.

Students are provided with information about learning resources, the [Library](#) and information available on [Learn.gold \(VLE\)](#) so that they have access to department/ programme handbooks, programme information and support related information and guidance.

Taught sessions and lectures provide overviews of themes, which students are encouraged to complement with intensive reading for presentation and discussion with peers at seminars. Assessments build on lectures and seminars so students are expected to attend all taught sessions to build knowledge and their own understanding of their chosen discipline.

All assessed work is accompanied by some form of feedback to ensure that students' work is on the right track. It may come in a variety of forms ranging from written comments on a marked essay to oral and written feedback on developing projects and practice as they attend workshops.

Students may be referred to specialist student services by department staff or they may access support services independently. Information about support services is provided on the [Goldsmiths website](#) and for new students 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 and 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 [Disability](#) and [Wellbeing](#) Services maintain caseloads of students and provide on-going support.

The [Careers Service](#) provides central support for skills enhancement, running [The Gold Award](#) scheme and other co-curricular activities that are accredited via the Higher Education Achievement Report ([HEAR](#)).

The [Centre for Academic Language and Literacies](#) works with academic departments offering bespoke academic literacy sessions. It also provides a programme of academic skills workshops and one-to-one provision for students throughout the year.

### **Placement opportunities**

This programme aims to prepare students for a career in management. This is an interdisciplinary field that can lead to a career in a variety of careers in different types of organizations: large companies, entrepreneurial businesses, government institutions or social enterprises/charities. Employers increasingly demand that new recruits are able to add immediate value to their organisation through a mix of basic management skills enhanced with creative and technological skills.

### **Employability and potential career opportunities**

See above

### **Programme-specific requirements**

Not applicable

### **Tuition fee costs**

Information on tuition fee costs is available at: <https://www.gold.ac.uk/students/fee-support/>

### **Specific programme COSTS**

Not applicable