

MSc Management of Innovation

Programme Specification

Awarding Institution:

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

Teaching Institution: Goldsmiths, University of London

Name of Final Award and Programme Title: MSc Management of Innovation

Name of Interim Exit Award(s):

Postgraduate Certificate in Management of Innovation

Postgraduate Diploma in Management of Innovation

Duration of Programme: 1 year full-time

UCAS Code(s): Not applicable

HECoS Code(s):

(100950) Occupational Psychology 50%

(100089) Management Studies 50%

QAA Benchmark Group: Not applicable

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 (IMS)

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

Not applicable

Programme overview

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 interdisciplinary 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 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

Code	Learning outcome	Taught by the following module(s)
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

Cognitive and thinking skills

Code	Learning outcome	Taught by the following module(s)
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

Code	Learning outcome	Taught by the following module(s)
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, analysing and managing project tasks, activities, and resources.	Project Management

Code	Learning outcome	Taught by the following module(s)
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

Code	Learning outcome	Taught by the following module(s)
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

Marking criteria

Mark	Descriptor	Specific Marking Criteria
90-100%	Distinction (Exceptional)	The work exceeds what is expected for an excellent grade with regards to nearly all criteria mentioned below.
80-90%	Distinction (Outstanding)	The work exceeds what is expected for an excellent grade with regards to several criteria mentioned below.
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 contextualised using appropriate theoretical frameworks.

Mark	Descriptor	Specific Marking Criteria
		<p>A mark of 70% - 79% is likely to be awarded to work that:</p> <ol style="list-style-type: none"> 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. <p>The mark awarded will depend on how successfully the work is judged to meet the above-mentioned criteria.</p>
60-69%	Merit	<p>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 theoretical frameworks.</p> <p>A mark of 60% - 69% is likely to be awarded to work that:</p> <ol style="list-style-type: none"> 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;

Mark	Descriptor	Specific Marking Criteria
		<p>4. has a good quality line of argument</p> <p>5. supports claims by reference to relevant literature;</p> <p>6. is presented clearly and adequately but not with a major impact.</p> <p>Within this category, the mark awarded will depend on how successfully the work is judged to meet the above-mentioned criteria.</p>
50-59%	Pass	<p>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.</p> <p>A mark of 50% - 59% is likely to be awarded to work that:</p> <p>1. presents largely relevant and accurate material in the subject area but fails to use it to critically address the question or the issue;</p> <p>2. has a structure, but one that is rather loose and unannounced;</p> <p>3. has relationships between statements that are sometimes hard to follow;</p> <p>4. has a fair quality line of argument (information drives argument, rather than other way round);</p> <p>5. tends to make claims without sufficient supporting evidence;</p> <p>6. is presented with an adequate, but not substantial, clarity or impact.</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>

Mark	Descriptor	Specific Marking Criteria
30-49%	Fail	<p>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.</p> <p>A mark of 30-49% is likely to be awarded to work that:</p> <ol style="list-style-type: none"> 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. <p>The mark awarded will depend on the extent to which the work is judged to meet the above-mentioned criteria.</p>
10-29%	Bad fail	<p>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.</p> <p>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%</p>

Mark	Descriptor	Specific Marking Criteria
		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 compulsory modules (90 credits total), two optional modules (30 combined credits), and a compulsory 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.

Module Title	Module Code	Credits	Level	Module Status	Term
Innovation Theory	IM71013A	15	7	Compulsory	1
Design Thinking	IM71014A	15	7	Compulsory	2
Project Management	IM71002A	30	7	Compulsory	1
Digital Research Methods	IM71046B	15	7	Compulsory	2
Innovation Case Studies	IM71010A	15	7	Compulsory	1
Research Project/ Dissertation	IM71000B	60	7	Compulsory	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	IC71139A	30	7	Optional	2
Consumer Behaviour	IM71007A	15	7	Optional	1
Psychology of Marketing and Advertising	IM71008B	15	7	Optional	2
Research Design and Applied Statistics	IM71011A	15	7	Optional	1

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.

Employability and potential career opportunities

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 entrepreneurial 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.

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