

Programme Specification

Every taught course of study leading to a UAL award is required to have a Programme Specification. This summarises the course aims, learning outcomes, teaching, learning and assessment methods, and course structure. Programme Specifications are developed through course validation and are formally approved by UAL Validation Sub Committee (VSC). They are available to prospective students through the course web page, and must be reviewed on an annual basis to ensure currency of information (for example, following any modifications or local developments).

Awarding Body Professional, Statutory or Regulatory Body (PSRB)	University of the Arts London (UAL)
Teaching Institution	Central Saint Martins
Final Award	MA Innovation Management
Length of Course	Two years, extended full time
UCAS code	n/a
Date of production/revision	May 2017

Course Aims

The aims of the course identify the rationale underlying the student's educational experience and own personal achievement from studying on the course and its affect upon the student's long term achievement and career.

This course aims to:

Equip its graduates with the intellectual and practical abilities to operate creatively and strategically as an innovation manager within complex environments and contexts, and to continue their development academically and professionally.

Course Outcomes

The course enables the student to demonstrate the following subject knowledge and understanding, intellectual and academic skills, practical subject skills, key attributes and transferable skills. Each outcome should be detailed below.

The outcomes that you will have demonstrated upon completion of the course, are:

Outcome:	To articulate, define, analyse and evaluate critically the complex interrelating discourses and practices influencing innovation management.
Outcome:	To employ co-operative and responsible approaches to team work, problem solving and strategic opportunity development and recognise the factors required for innovation to be effective.
Outcome:	To employ critical judgement in the selection of methodologies, tools and key theories appropriate to particular concerns and present information and argue a position using appropriate media.
Outcome:	To experiment creatively, learn from failure and understand the implications of your actions.
Outcome:	To negotiate the adoption of innovation within, or across, a range of different sectors, organisational types or functions and manage resources and make effective decisions to achieve innovative results.
Outcome:	To locate, evaluate and articulate the value of your activities and outcomes in terms of innovation management.

Learning and Teaching Methods:

Provide a summary of the relevant learning and teaching methods for the course (i.e. lectures, seminars, independent learning).

- Briefing Sessions;
- Lectures, seminars and tutorials;
- Collaborative workshops;
- Team activities;
- Field work;
- Independent study;

- Peer-group reviews;
- Peer- and self-assessment

Scheduled Learning and Teaching

State the notional learning hours and provide a percentage breakdown of timetabled teaching and learning activities per level.

Scheduled Learning and Teaching – this is the percentage of your time spent in timetabled learning and teaching. You are expected to study for 1,800 hours over 60 weeks; below is the amount of time which is timetabled activity. The rest of your learning time will be self-directed, independent study.

Percentage of time spent in timetabled learning and teaching – 25%

Assessment Methods:

Provide a summary of the relevant assessment methods for the course.

The course is credit-rated at 180 credits and comprises three assessed units. Summative assessment is conducted for each unit. All units must be passed in order to achieve the MA but the classification of the award of MA is derived from the mark for Unit 3 only.

All three units are holistically assessed. Units 1 and 2 include individual written work and team presentations; Unit 3 includes individual and collective written work, individual and team presentations and the delivery of end-of-year events.

Reference Points

List any policies, descriptors, initiatives or benchmark statements used in the development of the course.

The following reference points were used in designing the course:

- Subject Benchmark Statement: Business & Management (2015);
- FHEQ Level Descriptors (2014);

- UAL Creative Attributes Framework;
- External industry advice and guidance;
- Student and graduate consultation;
- UAL 2015-2022 Learning, Teaching and Enhancement Strategy

Programme Summary

Programme structures, features, units, credit and award requirements:

List the course details that constitute the agreed student entitlement for this course. This should include unit titles and credit, types of learning, and details of tutorial support. If the course includes a work or study placement (including Dip Professional Studies), the duration and a summary of expectations around arrangements must be highlighted.

This course is made up of three units of equal length, each of 60 credits.

Unit 1: Exploration and Experimentation

Encourages students to experience some of the key theories and practices of innovation management as we construct it. Key here will be to consider the roles that uncertainty and certainty, failure and success, play in developing and managing innovation strategies. This unit is broken down into component projects, each of which contains an array of teaching and learning activities, with submissions that include individual written work and team presentations.

Unit 2: Mapping and Positioning

also contains an array of projects, this time to help students orientate themselves in theoretical and practical landscapes relevant to the disciplines of innovation management, as well as to embark upon a self-initiated piece of field work that supports their own field of enquiry. This unit is also composed of different projects, each of which contains an array of teaching and learning activities, with submissions that include individual written work, team presentations and field work.

Unit 3: Independence and Cooperation

Allows students to further their own field of enquiry, and to articulate critically their findings. Students will also work together to deliver a series of end-of-year events that showcase their work as individuals and a collective. This unit is also composed of different projects, each of which contains an array of teaching and

learning activities, with submissions that include individual written work, team presentations, and the organisation, management and delivery of end-of-year events and supporting material.

Distinctive features of the course:

Identify and list those characteristics that distinguish your course from other, similar courses. Refer to both the student experience on the course and future possible career opportunities.

- A course with the name Innovation Management remains a unique offer in an art and design education context.
- The course's situation within an art and design educational context allows it to use 'learning through doing' as an important driver of its pedagogy.
- The course highlights complexity, criticality and creativity as key elements of its practice. In doing this it engages fully and deeply with a range of other disciplines – notably, philosophy, sociology and anthropology – to augment its examination of innovation and management, design and business.
- The course uses uncertainty as a creative tool, and in doing so engages positively with failure as driver of educational transformation as well as organisational change.
- As such, MAIM graduates are comfortable operating in complex, liminal spaces, where simplistic notions of 'problem solving' are inadequate.

Recruitment and Admissions

Selection Criteria

The criteria used to make a decision on selection must be fully listed. It must be clear how an applicant's suitability to study on the course as demonstrated at the pre-selection and/or interview stage will be judged (good practice examples are available through the Programme Specification Guidance). Procedures for selection must adhere to the Equal Opportunities Policy of UAL.

We actively seek open-minded graduates from diverse academic and industry backgrounds who want to innovate, ideally with relevant work experience from business, marketing, engineering, sciences, social sciences, humanities, arts and design. A key characteristic of our candidates is the desire to extend their subject-

specialisms by colliding with, negotiating between, and connecting with people, concepts, discourses and practices that are outside their normal activities, and who are keen to locate the creative outputs of these engagements in the area of innovation management.

Entry Requirements

List the academic entry requirements relevant to the course, noting any requirements that are above the UAL minimum, or any course specific grade requirements. Language requirements such as IELTS must also be provided. Entry requirements will constitute the standard, conditional offer for the course.

MA Innovation Management applicants must have an Honours Degree with a grade of at least 2:1 (or equivalent), and normally at least one year of relevant professional experience; although we will look at exceptional candidates with less. The relevant disciplines and professional fields are:

- business studies;
- management;
- social sciences;
- humanities;
- physical sciences;
- marketing;
- arts and design

Applicants will be selected on the basis of the following criteria:

- at least a BA Hons. or BSc Hons. qualification or equivalent level of skills and knowledge in their own discipline and preferably some examples of post college work in their particular field;
- evidence of interest and understanding of innovation and its management;
- work demonstrating engagement with innovation and its management;
- a reflective and critical approach;

- evidence and experience of teamwork;
- evidence and experience of research and analysis;
- self-motivation, ambition and a commitment to the course

English language requirements:

All classes are conducted in English. The standard English language requirement for entry is IELTS 7.0 with a minimum of 6.0 in any one paper, or equivalent.

Course Diagram

Insert a course diagram which includes; units and their credit values, plus credit values per year/level, category of units (i.e. core or specialist), progression routes, years/levels of the course, any other relevant characteristics that distinguishes the course

MA INNOVATION MANAGEMENT (EFT) 2 YEARS 180 CREDITS			
	Autumn Term	Spring Term	Summer Term
	U1 EXPLORATION & EXPERIMENTATION 60 Credits		U2 MAPPING & POSITIONING 60 Credits
Y1	<p><i>U1 Service Innovation</i> Assessment Evidence: 1) Team Presentation LO1 Formative Assessment</p> <p><i>U1 Discourses</i> Assessment Evidence: 1) Team Presentation LO2 LO3 Formative Assessment</p> <p>2) Individual Essay (1,800–2,000 words) LO4 Formative Assessment</p>	<p><i>U1 Uncertainty</i> Assessment Evidence: 1) Individual Essay (4,800–5,000 words) LO5 Formative Assessment</p> <p>2) Team Presentation LO6 Formative Assessment</p> <p>Summative Assessment</p>	<p><i>U2 Reading Club</i> Assessment Evidence: 1) Team Presentation LO7 LO8 Formative Assessment</p> <p><i>U2 Practice Mapping</i> Assessment Evidence: 1) Team Presentation LO9 LO10 Formative Assessment</p> <p><i>U2 Research Question</i> Assessment Evidence: 1) Individual Essay (2,300 –2,500 words) LO11 2) Formative Assessment</p>
	Autumn Term	Spring Term	Summer Term
	U2 MAPPING & POSITIONING cont'd	U3 INDEPENDENCE & CO-OPERATION 60 Credits	
Y2	<p><i>U2 Field Research 1.1</i> Assessment Evidence: 1) Learning Agreement LO11 Formative Assessment</p> <p>2) Case Study (2,300–2,500 words) LO12 Formative Assessment</p> <p>Summative Assessment</p>	<p><i>U3 Field Research 1.2</i> Assessment Evidence: 1) Individual Presentation LO13 Formative Assessment</p> <p><i>U3 Journal Article 1</i> Assessment Evidence: 1) Article (6,000–7,000 words) acceptable for academic journals LO14 Formative Assessment</p> <p><i>U3 End-of-Year Show begins</i> Formative Assessment</p>	<p><i>U3 Journal Article 2</i> Assessment Evidence: 1) Article (6,000–7,000 words) acceptable for academic journals LO15 LO16 Formative Assessment</p> <p><i>U3 End-of-Year Show continues</i> Assessment Evidence: 1) Management & delivery of: (i) Conference LO17 Formative Assessment</p> <p>(ii) Degree Show LO18 Formative Assessment</p> <p>Summative Assessment</p>