Programme Specification Pro-forma (PSP)

GLASGOW CALEDONIAN UNIVERSITY

1.   GENERAL INFORMATION

1.	**Programme Title:**	MSc Social Innovation
2.	**Final Award:**	MSc Social Innovation
3.	**Exit Awards:**	Postgraduate Certificate Social Innovation
		Postgraduate Diploma Social Innovation
		MSc Social Innovation
4.	**Awarding Body:**	Glasgow Caledonian University
5.	**Approval Date:**	November 2017
6.	**School:**	Glasgow School *for* Business & Society
7.	**Host Department:**	Business Management and HRM
8.	**UCAS Code:**	
9.	**PSB Involvement:**	
10.	**Place of Delivery:**	Any GCU Campus
11.	**Subject Benchmark Statement:**	NA
12.	**Dates of PSP Preparation/Revision:**	December 2018

2.   EDUCATIONAL AIMS OF THE PROGRAMME

The MSc Social Innovation programme reflects the needs of students who intend to work: within the field of social enterprise and microfinance; for political institutions and NGOs supporting social innovation initiatives; for organisations aiming to invest in social innovation initiatives; and for students of a more academic vocation seeking to develop knowledge and critical understanding of fast emerging concepts in business and management and political studies. The programme will provide a breadth of knowledge and understanding of social innovation. This will equip students in dealing with a range of contemporary issues in social innovation, including the emergence of the concept; reasons for current interest in the potential of social innovation to alleviate social problems and create social change; global and local differences in forms of social innovation and alternative forms of economic organising; and developing a supportive environment for social entrepreneurship.

The programme is particularly suitable for students who have previously studied business at undergraduate level and who wish to develop a deeper understanding of the tools and techniques available to managing, developing and encouraging social innovations. However, the programme may also appeal to students who come from a non-business background (particularly economics and social or public policy) but are committed to developing a management or academic career in the field of social innovation generally. . The programme is offered on a full time basis. The programme team believe the programme or modules within it will appeal to existing social entrepreneurs and people working for governments, social investment intermediaries and social enterprises in all countries, and the team is keen for practitioners to apply. The programme welcomes applications through the Flexible Entry route involving Credit Transfer and RPL.

A key aspect of the programme is the development of the student's academic and professional skillset, which is seen to be essential to securing fulfilling careers as proficient managers and change leaders in increasingly diverse contexts in the public, private and third sectors. In addition, a further key aspect of the programme is globalisation and the challenges and opportunities this presents to governments and (for example) social entrepreneurs and microfinance practitioners.

In achieving this, the programme strives to engage, enthuse and support students in their learning. In doing so, the programme team endeavour to keep abreast of current developments within their subject expertise whilst, at the same time, taking responsibility for being informed about learning and teaching developments including the use of digital technology to enhance student learning. In

addition, external learning opportunities are an important element of the programme making use of visits to those practicing social innovation locally, including social enterprises and microfinance institutions and capitalising upon strong ties with communities of practitioners and policymakers locally, nationally and internationally

The primary aim of this programme is to equip students with a contemporary understanding of social innovation, in order to help them achieve social change. It is intended that future graduates will be able to perform as professionals applying their knowledge, analytical and personal skills and competences in order to successfully achieve jobs within a wide range of sectors. Specifically, the educational aims are stated as follows:

To develop students' intellectual skills, grasp of relevant theories and the understanding of principles and practices of social innovation;

To encourage students to engage in critical analysis of the global and local environments in which social innovations operate;

To explore contemporary and emerging themes in social innovation;

To develop transferable skills such as problem solving, ICT, inter-personal communication and self-awareness appropriate to obtaining a career in the public, private or third sectors;

To prepare and equip students with the appropriate academic knowledge to enable students to communicate effectively on issues relating to social innovation;

To facilitate development of critical thinking and analytical skills to enable students to comprehend and select appropriate methodologies and research techniques for independent research;

To encourage students to become independent learners, with a high degree of motivation and self-confidence to enable them to successfully complete an independently designed research project.

3. INTENDED LEARNING OUTCOMES
The programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills, qualities and other attributes in the following areas:

3A Knowledge and Understanding:

A1 Contemporary issues, policies and practices relating to the principles of responsible management and sustainable organisational performance
A2 Analytical tools and frameworks for strategic and financial analysis and ethical decision making within an international context
A3 The nature of social science research philosophies, methodologies and techniques to advance scholarship and research in social business and microfinance
A4 Identify the range of contexts in which social innovation can take place, and understand the global and local factors accounting for difference
A5 Evaluate the circumstances in which businesses can play a role in driving positive social change
A6 Frameworks and techniques required for the management of people and processes.

3B Practice: Applied Knowledge, Skills and Understanding:

B1 Critically review, synthesise and develop knowledge relevant to social innovation.

B2 Analyse, evaluate and synthesise qualitative and quantitative secondary information.
B3 Critically analyse current thinking, research and business practice in social innovation initiatives.
B4 Utilise relevant information sources in an appropriate manner to generate decision alternatives and formulate creative solutions.
B5 Demonstrate originality, insight and innovativeness in tackling and solving social problems.
B6 Reflect on personal learning and development.

3C   Generic Cognitive Skills:

C1   Effective use of communication and information technologies to present ideas, analyse problems and develop clear and concise conclusions and recommendations.
C2   Professionalism in the use of a range of oral communications techniques when articulating ideas and concepts.
C3   Report and project writing skills.
C4   Numeracy and quantitative skills in interpreting financial and statistical data.
C5   Effective leadership and team working skills, including cross-cultural sensitivity, team-building and project management in group work situations.
C6   Ethical decision-making, negotiation and conflict resolution skills.

3D   Communication, Numeracy and ICT skills:

D1   Cognitive and intellectual skills including critical thinking, creativity and ethical problem-solving; analytical skills; strategic conceptualising and envisioning.
D2   Presentation skills: written communication in a variety of formats; visual communication and oral presentational skills.
D3   Planning and time-management; organising and planning work; self-management and independent working.
D4   Inter-cultural awareness: understanding different perspectives, multi-cultural sensitivity and appreciation and development of a global mindset.
D5   Inter-personal and group working skills including questioning and listening, influencing and persuading, advising others and giving feedback.
D6   Research skills: information retrieval and collection; data analysis and synthesis.

3E   Autonomy, Accountability and Working with Others:

E1   Exercise substantial autonomy and initiative.
E2   Take responsibility for own work.
E3   Work in a peer relationship with specialist practitioners.
E4   Demonstrate leadership and/or initiative.
E5   Practise in ways which draw on critical reflection on own and others' roles and responsibilities.
E6   Manage complex ethical and professional issues and make informed judgements.

The dedicated *Strategy for Learning* (*Strategy for Learning 2015-2020*) (SfL) for the programme is designed specifically to meet the overall educational aims of the programme as well as the specific learning outcomes expected of students. The teaching/learning approaches will be student-centred, practical, participative, and relevant to the needs of the student and the employing industries; taking into account the availability of resources and effective use of the time available. This implies a move away from traditional teacher-centred learning in which the student's role was often passive, merely receiving information provided by the lecturer, towards a more networked and adaptive learning approach. This 'shift' is a deliberate strategic aim of the programme. A blended approach is adopted for learning and teaching with the use of both face-to-face contact in the form of lectures, seminars and workshops as well as directed and independent (including web-based) study. The nature of the classroom setting is a balance between knowledge transfer, interactivity and group activities; with students expected to contribute to the learning environment. The range of modules from theoretical to practical and business-orientated is designed to generate the wide array of knowledge and skills necessary for graduates entering business management positions in industry. Guest industry speakers will also be utilised and, when possible, 'live' case study challenges will be set for student assessments. The teaching/learning strategy incorporates the use of computer-based applications and resources and, specifically, Virtual Learning Environments such as GCU Learn.

As the Assessment Loading Matrix illustrates, a wide range of assessment methods are used which are designed to provide the knowledge and understanding required of the aims of the programme and to develop the array of intellectual, professional and transferable skills

demanded of the programme. As such, a balance of coursework assessments has been created to ensure academic rigour in relation to knowledge and intellectual ability as well as the development of professional and transferable skills. The nature of coursework assessments ranges from individual and group-based projects leading to individual and group reports, the use and application of creative technologies, group presentations, and self and peer review exercises. Students are provided formative and summative feedback via a variety of mechanisms. Feedback on coursework is provided within three working weeks of submission.

The *Common Good Attributes* (Common Good Attributes), meanwhile, aim to ensure that all GCU students have the opportunity to develop the attributes needed to make a positive difference in the communities they serve, alongside the specialist knowledge and skills in social business and microfinance. These attributes are underpinned by GCU's core values of Integrity, Creativity, Responsibility and Confidence. The attributes are:

- Active and Global Citizenship – e.g. recognising and actively seeking to address global social challenges; participating in the community at a local, national or global level.
- Entrepreneurial mind-set – e.g. identifying opportunities for change; creating solutions, and putting these into practice in response to identified real world problems.
- Responsible Leadership – e.g. developing solutions that are ethical, visionary, realistic and sustainable; exercising empathy, resilience and professionalism.
- Confidence e.g. challenging yourself and continually learning from experience; believing you can make a positive difference by what you do.

While these attributes are embedded throughout the programme and all the modules, examples of where and how they are developed are shown in the Common Good Attributes Curriculum Mapping Tool.

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4. PROGRAMME STRUCTURES AND REQUIREMENTS, LEVELS, MODULES, CREDITS AND AWARDS

SHEM Level

Module Code	Module Title	Credit
MMN424936	Ethics, Governance and Responsible Leadership	15
MMN224966	Global Social Entrepreneurship	15
MML324987	Human rights, Gender and Development	15
MMN324965	Microfinance: Theory and Practice	15

Exit Award – Post Graduate Certificate **60**

Module Code	Module Title	Credit
MMN224933	Applied Professional Practice	15
MMN224967	Applied Social Marketing	15
MMN224935	Project Management	15
MMN224964	Social Innovation and Alternative Economic Forms	15

Exit Award – Post Graduate Diploma **120**

Module Code	Module Title	Credit
MMN224938	Masters Research Project	60

Exit Award – Masters **180**

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5. SUPPORT FOR STUDENTS AND THEIR LEARNING

- Student Induction and Transition programmes
- Programme Handbook
- Module Handbooks and Module Descriptors

- Library with access to other local and national library resources
- Learning Development Centre– study skills and support groups/ tutorials (including e-support)
- Academic Advisers (PPACT)
- Student E-mail
- Open access to IT facilities
- Student Services which provides assistance and guidance
- Counselling Service and Disability Service
- International Student Advisors
- Visiting lecturer/ expert presentations
- Employer visits
- Student Staff Consultative Group
- Student representatives on the Programme Board
- Student representation on School Board, Senate and its Standing Committees
- Web-based Learning including GCU Learn (VLE)
- Access to on-line discussion groups and other forms of e-communication
- GCU Student Association
- GCU Alumni Association

6. CRITERIA FOR ADMISSION

Candidates must be able to satisfy the general admissions requirements of Glasgow Caledonian University

Programme Admission Requirements:

Entry to the programme will normally be on the basis of a candidate having a United Kingdom (UK) Honours degree or equivalent in any discipline, normally at grade 2.2 or above.

All students whose first language is not English should meet the minimum language proficiency as stipulated by the wider GCU admissions policy of IELTS 6 (no element less than 5.5).

Flexible Entry - Credit Transfer and RPL:

An applicant can seek entry to the programme if they do not have the normal entry requirements, but can demonstrate that they have achieved the prerequisite skills and knowledge through their experience, or informal learning (Recognition of Prior Learning). Applicants may be granted entry with advanced standing, if they can demonstrate equivalence to the learning outcomes of a module. A student can gain credit towards an award through a combination of prior informal and prior certificated learning.

7. METHODS FOR EVALUATING AND IMPROVING THE QUALITY AND STANDARDS OF TEACHING AND LEARNING

Mechanisms for review and evaluation of teaching, learning, assessment, the curriculum and outcome standards:
- Annual Programme Monitoring Process
- Annual Module Monitoring Process
- Module Feedback Questionnaire
- External Examiners' Reports
- Annual monitoring (required by Professional and/or Statutory Bodies)
- Enhancement-led Internal Subject Review (ELISR)
- Enhancement-led Institutional Review (ELIR)

Committees with responsibility for monitoring and evaluating quality and standards:
- Student-Staff Consultative Group (SSCG)
- Programme Board (PB)
- School Board
- Assessment Board (AB)
- University Learning and Teaching Sub-Committee (LTSC)

- University Academic Policy Committee (APPC)
- University Senate

Mechanisms for gaining student feedback on the quality of teaching and their learning experience:
- Student-Staff Consultative Group (SSCG)
- Student representation on Programme Board (PB)
- Student representation on School Board
- Module Feedback Questionnaire
- GCU Learn
- Open access to members of Programme Team eg. Module Leaders, Programme Leader, Academic Advisor, Year Tutor

Staff development priorities include:
- Postgraduate Certificate in Learning and Teaching
- Continuous Professional Development (CPD)
- Performance and Development Annual Review (PDAR)
- Peer support for teaching
- Mentoring scheme for new teaching staff
- Conference and seminar attendance and presentation
- Research Excellence Framework (REF) submission
- Membership of Higher Education Academy (HEA)
- Membership of and involvement with Professional Bodies

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8. ASSESSMENT REGULATIONS
Students should expect to complete their programme of study under the Regulations that were in place at the commencement of their studies on that programme, unless proposed changes to University Regulations are advantageous to students.

The Glasgow Caledonian University Assessment Regulations which apply to this programme, dependent on year of entry can be found at: GCU Assessment Regulations

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9. INDICATORS OF QUALITY AND STANDARDS

- Student progression rates
- Student Staff Consultative Meetings
- External Examiner Reports considered at Programme Boards
- Annual Module Monitoring Report of modules to the Programme Board for sharing of good practice and proposed modules enhancements
- Annual Programme Analysis
- The outcome of any Cognate Area Reviews organised by the School and /or University
- The outcome of any University internal quality audit of the programme
- The outcome of any QAA HE subject/institutional review
- Application rates
- Applications through 'word of mouth' recommendations
- Annual student satisfaction questionnaire
- Research publication: conference papers, journal articles, chapters in textbooks
- Consultancy income

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10. INFORMATION ABOUT THE PROGRAMME

Key information about the programme can be found in:

- Approved Programme Document

- Programme Handbook
- Student Handbook
- Module Handbook
- University Website http://www.gcu.ac.uk
- School Website
- GCU Learn
- University Module Catalogue
- University Prospectus

This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning assessment methods of each module can be found in the University Module catalogue which can be accessed from the University website. The accuracy of the information in this document is reviewed by the University and may be checked by the Quality Assurance Agency for Higher Education.

A curriculum map is attached showing how the outcomes are being developed and assessed within the programme. This relates the modules from Section 4 to the outcomes in Section 3.

DATE: December 2018