

Programme Specification 2022-23

Master of Studies in Social Innovation

Awarding body	University of Cambridge
Teaching institution	University of Cambridge
Accreditation details	N/A
Name of final award	Master of Studies
Programme title	Social Innovation
HECoS code(s)	100078 (business and management)
Relevant QAA benchmark statement(s)	Masters
Qualifications framework level	FHEQ level 7
Date specification produced	July 2023

Cambridge Judge Business School is in the business of transformation – of individuals, of organisations and society. Since its inception in 1990, the School has forged a reputation as a centre of rigorous thinking and of high-impact transformative education. We don't deliver a 'typical experience' at CJBS. Instead, we attract and challenge innovators, creative thinkers and problem-solvers drawn from hugely diverse backgrounds to ask incisive questions and to find insightful answers. This is how we leverage the power of academia and challenge convention for real-world impact.

We are equipped and poised to unlock the significant potential of social innovation to meet profound and pervasive global challenges and have recently launched the Centre for Social Innovation to study, teach and engage with social innovators and ventures.

Our leading teaching and research faculty are well placed to direct bold and significant advances in social innovation.

Aims of the Programme

The programme aims to produce graduates who:

- have a critical understanding of the different forms of social and organisational change as seen through the lens of sociology, political science and organisational theory;
- are prepared to lead, build and manage collaborative initiatives of the corporate, public and social sectors to tackle the wicked problems that the globe faces;
- are skilled in the practice of business planning, financial planning and impact measurement principles and can apply these in a global context to create blueprints for social ventures, social change organisations or internal change projects;
- are equipped with the advanced quantitative and qualitative research skills required to actively contribute to the academic debate on social innovation and to engage with intellectual rigor with individuals and organisations working towards the development of novel solutions to deep-rooted problems of poverty and inequality in both rich and poor countries.

Educational aims

In recognition of the fact that social innovation occurs across all sectors, the Masters will be aimed at middle and senior-level leaders in NGOs, public bodies and the private sector. Students on the part-time course will form a key part of a strategy to engage with individuals and organisations working specifically to develop novel 'solutions' to deep-rooted problems of poverty and inequality in both rich and poor countries.

Learning outcomes

This course provides an overview and understanding of social innovation and approaches to address social, cultural, economic, and environmental challenges and opportunities. It provides an open and immersive environment for critical dialogue and is highly interactive with webinars, case studies, subject matter experts, and practitioners engaging in the discussion of key concepts, theories, frameworks, and emerging trends for creating, developing, supporting and enabling social innovation and social ventures in the public, private and social sectors across the UK and internationally.

At the end of the course, students should be able to:

1. Understand the fundamental processes, business models, and leadership in the social innovation and social venture space.
2. Understand, articulate, communicate, and integrate key theories and frameworks in social innovation and social ventures with practical strategic and tactical courses of action.
3. Recognize, appreciate, understand, and assess multiple stakeholder perspectives in social innovation.
4. Reflect upon and critique theory and practice with regard to social innovation.
5. Develop and apply advanced research skills.

Teaching methods

The primary approaches to teaching and learning are:

- taught sessions by academics and leading practitioners;
- e-learning practices, including on-line content-based discussions;
- group work, involving dialogue, debate and presentations throughout the taught modules;
- individual work, involving research and written presentation of findings on selected topics;
- support and facilitation by a CJBS led team of faculty, tutors and supervisors;
- supplemental online materials and collaborative e-learning activities to maximize knowledge sharing;
- group projects;
- simulations.

Assessment methods

Students will complete:

- Two essays (5,000 words each)
- A business plan or critical case study (5,000 words)
- A research proposal with indicative critical bibliography (4,000 words)
- A 15,000 word (including notes and appendices) dissertation on a topic proposed by the candidate and approved by the Degree Committee.

Programme structure

	MSt in Social Innovation
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Module 1	Organising for social change
Module 2	Leading social innovation
Module 3	Social innovation in practice
Module 4	Social innovation research
Module 5	Dissertation

Module 1: Organising for social change

The theory and history of social change, innovation and ventures. Students will learn and critique ideas from sociology, political science and organisational behaviour in order to build deep knowledge and understanding of different forms of social and organisational change. Assessed by: one essay of 5,000 words

Module 2: Leading strategies for social innovation

Strategies for managing social innovation. This part of the course introduces students to organizational theory in relation to social innovation before focusing on digital innovation, the various business models and organisational designs that can be used to deliver social innovation and the distinctive leadership challenges inherent in creating social innovation. Assessed by: one essay of 5,000 words

Module 3: Social innovation in practice

'The Social Innovation Project': students will create a blueprint for a social venture, develop an internal change project plan, or produce a critical case study. This part of the course will focus on applying the lessons of project creation, business models, financial planning and social impact into practice in order to make a compelling case to potential investors. Assessed by: business plan or critical case study of 5,000 words

Module 4: Social innovation research

Students will learn and then apply quantitative and qualitative methods in examining the effectiveness and impact of social innovation and ventures. Assessed by: research proposal of 4,000 words

Module 5: Dissertation

Students will complete an independent dissertation of 15,000 words under the supervision of a member of staff and on a topic approved by the Degree Committee. This module is assessed solely on the dissertation itself, although at the discretion of the examiners an oral examination may be held.

Entry and/or progression requirements

Candidates are screened and accepted on the basis that they have:

1. at least a 2.i Honours degree from a UK University or an equivalent standard from an overseas institution;
2. a minimum of two years' full time work experience;
3. demonstrable enthusiasm and/or aptitude for social innovation;
4. good ability in written and spoken English language (please refer to the guidance on supporting documents required for minimum requirements);
5. access to appropriate computer technology and internet software; and
6. the ability to pay the course fees or to identify a sponsoring institution.

Admissions for the MSt are processed through the Cambridge Judge Business School

Degree Committee and the Institute for Continuing Education Academic Operations Committee. Any exceptional circumstances, including consideration of applicants with a 2:2 or equivalent, will be put for approval to the Cambridge Judge Business School Degree Committee. Exceptional circumstances would include proven outstanding track records and seniority in the field of social innovation. A GMAT or GRE will be required in such cases (to be taken and provided after a conditional offer of admission is made).

Student support

- Students receive briefing materials and a programme handbook ahead of the first workshop. This includes a summer reading list and opportunity to submit a practice essay.
- Programme materials and supplementary materials are all available electronically on the programme specific Virtual Learning Environment.
- Students have personal access to the Programme Director and Programme contributors.
- The residentials will include sessions on research methodology to help students prepare for their dissertations.
- Regular (mostly bi-monthly) webinars are held between residential workshops.
- Each student will be allocated an academic Supervisor during the dissertation phase (2nd year).

Graduate employability and career destinations

We expect most of the students to be mid/senior level and the programme used to either enhance their career within current work contexts or further develop through new opportunities. A number of students from each graduating class also go on to do PhD's in other Social Science areas.

All students will have the opportunity to discuss career or further study options with programme staff.

The Careers Service maintains links with relevant employers and takes into account employer needs and opinions in the services which it provides for students. The Careers Service also allocates a Careers Adviser to each College, Faculty and Department to act as a point of contact.

Management of teaching quality and standards

The University ensures high quality of teaching and learning in the following ways:

- Scrutiny of the External Examiners Reports for all teaching programmes
- Encouraging student engagement at both the local level, through involvement in Faculty and Departmental Committees, and at a central level by participation in nationally-benchmarked surveys
- Participation in the biennial Education Monitoring and Review Process to explore provision, share good practice and suggest constructive courses of action
- Mentoring, appraisal, and peer review of staff, and encouraging staff participation in personal development programmes

CJBS is careful in the selection in those involved in the delivery of the programme and provides significant support, guidance and briefing to ensure that delivery is to CJBS high delivery standards. This includes tutor handbooks, speaker briefings, and norming exercises to ensure tutors are all marking to the same standard.

Participants rate every taught session – and these feed into an evaluation of the teaching, content, process and the extent to which these meet participants' learning objectives. The programme team and tutors review this feedback and take it into account when planning

future teaching.

Specifically, this includes:

- supplying detailed marking criteria to assessors;
- using double marking where discrepancies arise;
- preparing model answers, e.g. sharing the best (anonymised) past papers;
- using the MPhil marking scheme;
- subjecting the assessed work to review by internal and external examiners.

Quality indicators

CJBS programmes all have two key indicators of quality:

- Student feedback
- Examiner feedback

Student Feedback

Comprehensive feedback on all parts of the programme is collected at regular stages throughout the course (at least after every residential). This asks for both quantitative and qualitative feedback on contributors, tutors, course materials and practical administration. Participant evaluation of the programme is carefully reviewed and used to inform future programme content, design, delivery and support.

Examiner Feedback

The External Examiner for the programme reports yearly on the quality and standards of the degree. This report is reviewed by the Degree Committee and actions taken appropriately.

Every effort has been made to ensure the accuracy of the information in this programme specification. At the time of publication, the programme specification has been approved by the relevant Faculty Board (or equivalent). Programme specifications are reviewed annually, however, during the course of the academical year, any approved changes to the programme will be communicated to enrolled students through email notification or publication in the *Reporter*. The relevant faculty or department will endeavour to update the programme specification accordingly, and prior to the start of the next academical year.

Further information about specifications and an archive of programme specifications for all awards of the University is available online at: <https://www.camdata.admin.cam.ac.uk/>