Module Descriptor

Title	Innovation & Idea Creation		
Session	2026/27	**Status**	Approved
Code	BUSN11136	**SCQF Level**	11
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Business and Creative Industries**		
Module Co-ordinator	**I Omeihe**		

Summary of Module

Innovation is at the heart of enterprise and entrepreneurship, with Drucker suggestions that organisations need to innovate or die. The increase in competitive marketplaces has led to more focus on innovation and in tandem idea creation. This module will help students learn about idea creation and the use of innovation, to solve problems and develop market opportunities for organisations. A highly interactive approach, using a case study, guest speakers and workshops will develop the student's knowledge and practical skills.
The focus will be on impact and outcome of idea creation and innovation, rather than a theoretical discussion. Creating new ideas, selecting, and then developing them to launch is core to enterprise. At completion of the module this will equip the students to undertake innovation projects in a range of organisations, in different sectors. This module may create opportunities for the student that can be explored further in their final project or dissertation. Key concepts such as problem reframing, design thinking, creativity and other relevant tools will be at the heart of the module. The use of cases studies, ideally a live brief, will allow the students to develop the knowledge, before applying the techniques. They will go through the process of identifying the initial issue, creating new ideas, developing solutions before sharing their findings.

Module Delivery Method	**On-Campus[1]** ☒	**Hybrid[2]** ☐	**Online[3]** ☐	**Work -Based Learning[4]** ☐
Campuses for Module Delivery	☐ Ayr ☐ Dumfries	☐ Lanarkshire ☐ London ☒ Paisley	☐ Online / Distance Learning ☐ Other (specify)	

[1] Where contact hours are synchronous/ live and take place fully on campus. Campus-based learning is focused on providing an interactive learning experience supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus contact hours will be clearly articulated to students.

[2] The module includes a combination of synchronous/ live on-campus and online learning events. These will be supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus and online contact hours will be clearly articulated to students.

[3] Where all learning is solely delivered by web-based or internet-based technologies and the participants can engage in all learning activities through these means. All required contact hours will be clearly articulated to students.

[4] Learning activities where the main location for the learning experience is in the workplace. All required contact hours, whether online or on campus, will be clearly articulated to students

Terms for Module Delivery	Term 1	☒	Term 2	☒	Term 3	☒
Long-thin Delivery over more than one Term	Term 1 – Term 2	☐	Term 2 – Term 3	☐	Term 3 – Term 1	☐

Learning Outcomes	
L1	Critically discuss the reasons for failure in innovation
L2	Critically discuss the benefits of using idea generation for growth in an organisation
L3	Design a new product or service for a selected organisation, based on a predicted trend
L4	Communicate your product or service for the selected organisation in a creative way
L5	

Employability Skills and Personal Development Planning (PDP) Skills	
SCQF Headings	**During completion of this module, there will be an opportunity to achieve core skills in:**
Knowledge and Understanding (K and U)	**SCQF 11** Demonstrating a critical integrated understanding of idea creation and innovation in business. Understanding the role and importance of innovation for business success. Demonstrating an in-depth knowledge and understanding of innovation and how this contributes to business development and growth at the national and global level
Practice: Applied Knowledge and Understanding	**SCQF 11** Using a range of specialist skills, techniques and practices associated with idea creation and development, in a business context Applying relevant knowledge and understanding to a range of complex situations. Applying a range of skills, knowledge and understanding of creativity, innovation and idea development to key issues in the changing global marketplace Identify, conceptualise, define and make informed judgements on problems and issues often in the absence of pertinent information Developing personal capabilities in creativity and problem solving, decisiveness,
Generic Cognitive skills	**SCQF 11** Developing original and creative responses to the analysis, evaluation and synthesis of data and other material. Analysing new and abstract problems and issues related to the business environment. Analysing complex business situations, often with limited information. Diagnosing complex organisational problems generating potential approaches to dealing with these, using relevant tools.
Communication, ICT and Numeracy Skills	**SCQF 11**

	Using a range of advanced skills including academic writing and referencing skills, analysis and interpretation of complex information and the use of appropriate ICT skills to aid dissemination of information. Communicating fluently and engaging in discourse with tutors and fellow students and external stakeholders e.g. business representatives, etc to convey complex ideas and concepts. Effectively use communication and team skills through presentations, role play and group exercises
Autonomy, Accountability and Working with Others	**SCQF 11** Exercising substantial autonomy and initiative in professional and equivalent activities Becoming self-directed by taking responsibility for own study and using own initiative Develop time management skills to schedule and manage own and others activities Using initiative to cooperate and share learning with fellow students Working and leading teams, taking responsibility for own and others work. Reflecting on personal development and identification of development needs.

Prerequisites	**Module Code**	**Module Title**
	Other	
Co-requisites	**Module Code**	**Module Title**

Learning and Teaching	
In line with current learning and teaching principles, a 20-credit module includes 200 learning hours, normally including a minimum of 36 contact hours and maximum of 48 contact hours. This will be a highly interactive module, that combines knowledge and skills with the opportunity to develop personal practice. The teaching and learning approach, will aim to incorporate creative and innovative methods to demonstrate how to utilise relevant tools. Models, theories, and cases will be contextualised with relevant contemporary business discussions. Students will be expected to engage in self-learning, using relevant tools including videos, podcasts and reading around the key subject areas. The learning journey will be clearly signposted throughout the module, with the key elements building to develop a good level of knowledge around idea creation and innovation. The module will aim to utilising creative methods for assessment, reinforcing the skills developed over the course. A portfolio approach will be used to allow for flexibility in assessment and marking	
Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	**Student Learning Hours** (Note: Learning hours include both contact hours and hours spent on other learning activities)

Lecture / Core Content Delivery	10
Tutorial / Synchronous Support Activity	20
Asynchronous Class Activity	20
Independent Study	150
Please select	
Please select	
TOTAL	200

Indicative Resources
The following materials form essential underpinning for the module content and ultimately for the learning outcomes: Tidd, J. and Bessant, J.R.,(latest Version) . Managing innovation: integrating technological, market and organizational change. John Wiley & Sons. Chesbrough, H., Vanhaverbeke, W. and West, J. eds., (Latest Version) Open innovation: Researching a new paradigm. Oxford University Press on Demand.
(N.B. Although reading lists should include current publications, students are advised (particularly for material marked with an asterisk*) to wait until the start of session for confirmation of the most up-to-date material)

Attendance and Engagement Requirements
In line with the Student Attendance and Engagement Procedure, Students are academically engaged if they are regularly attending and participating in timetabled on-campus and online teaching sessions, asynchronous online learning activities, course-related learning resources, and complete assessments and submit these on time. **For the purposes of this module, academic engagement equates to the following:**

Equality and Diversity
The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: UWS Equality, Diversity and Human Rights Code.
(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)

Supplemental Information

Divisional Programme Board	**Marketing, Innovation, Tourism Events**
Overall Assessment Results	☐ **Pass / Fail** ☒ **Graded**
Module Eligible for Compensation	☐ **Yes** ☒ **No** **If this module is eligible for compensation, there may be cases where compensation is not permitted due to programme accreditation requirements. Please check the associated programme specification for details.**
School Assessment Board	MITE
Moderator	Dina Nzuki
External Examiner	Victoria Oziri

Accreditation Details	N/A
Module Appears in CPD catalogue	☐ **Yes** ☒ **No**
Changes / Version Number	1

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Portlio of written work.
Assessment 2
N/A
Assessment 3
N/A
(N.B. (i) Assessment Outcomes Grids for the module (one for each component) can be found below which clearly demonstrate how the learning outcomes of the module will be assessed. (ii) An indicative schedule listing approximate times within the academic calendar when assessment is likely to feature will be provided within the Student Module Handbook.)

Component 1							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Portfolio	☒	☒	☒	☒	☐	100	0

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
N/A	☐	☐	☐	☐	☐		

Component 3							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
N/A	☐	☐	☐	☐	☐		
Combined total for all components						100%	hours

Change Control

What	**When**	**Who**