Session: 2023/24
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Status: Proposal

Title of Module: Innovation & Idea Creation			
Code: BUSN11136	**SCQF Level: 11** **(Scottish Credit and Qualifications Framework)**	**Credit Points: 20**	**ECTS: 10** **(European Credit Transfer Scheme)**
School:	School of Business & Creative Industries		
Module Co-ordinator:	William Shepherd		

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					
Face-To-Face	**Blended**	**Fully Online**	**HybridC**	**HybridO**	**Work-based Learning**
			✓	✓	

Face-To-Face
Term used to describe the traditional classroom environment where the students and the lecturer meet synchronously in the same room for the whole provision.
Blended
A mode of delivery of a module or a programme that involves online and face-to-face delivery of learning, teaching and assessment activities, student support and feedback. A programme may be considered "blended" if it includes a combination of face-to-face, online and blended modules. If an online programme has any compulsory face-to-face and campus elements it must be described as blended with clearly articulated delivery information to manage student expectations
Fully Online
Instruction that is solely delivered by web-based or internet-based technologies. This term is used to describe the previously used terms distance learning and e learning.
HybridC
Online with mandatory face-to-face learning on Campus

HybridO
Online with optional face-to-face learning on Campus
Work-based Learning
Learning activities where the main location for the learning experience is in the workplace.

Campus(es) for Module Delivery

The module will **normally** be offered on the following campuses / or by Distance/Online Learning: (Provided viable student numbers permit)

Paisley:	Ayr:	Dumfries:	Lanarkshire:	London:	Distance/Online Learning:	Other:
			✓			

Term(s) for Module Delivery

(Provided viable student numbers permit).

Term 1	✓	Term 2	✓	Term 3	✓

Learning Outcomes: (maximum of 5 statements)

On successful completion of this module the student will be able to:
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

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 Level 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 Level 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 Level 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 Level 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 Level 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.
Pre-requisites:	Before undertaking this module the student should have undertaken the following:

	Module Code:	**Module Title:**

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

* Indicates that module descriptor is not published.

Learning and Teaching

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** (Normally totalling 200 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
	200 Hours Total

**Indicative Resources: (eg. Core text, journals, internet access)

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)

Engagement Requirements

In line with the Academic Engagement Procedure, Students are defined as academically engaged if they are regularly engaged with timetabled teaching sessions, course-related learning resources including those in the Library and on the relevant learning platform, and complete assessments and submit these on time. Please refer to the Academic Engagement Procedure at the following link: Academic engagement procedure

Supplemental Information

Programme Board	Marketing, Innovation, Tourism & Events
Assessment Results (Pass/Fail)	No
Subject Panel	Marketing, Innovation, Tourism & Events
Moderator	Dina Nziku
External Examiner	V Oziri
Accreditation Details	**n/a**
Changes/Version Number	1

Assessment: (also refer to Assessment Outcomes Grids below)

Portfolio

(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 Handbook.)

Assessment Outcome Grids (Footnote A.)

Component 1

Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Portfolio of written work	✓	✓	✓	✓	100	0
Combined Total For All Components					100%	0 hours

Footnotes
A. Referred to within Assessment Section above
B. Identified in the Learning Outcome Section above

Note(s):

1. More than one assessment method can be used to assess individual learning outcomes.
2. Schools are responsible for determining student contact hours. Please refer to University Policy on contact hours (extract contained within section 10 of the Module Descriptor guidance note).
   This will normally be variable across Schools, dependent on Programmes &/or Professional requirements.

Equality and Diversity

he Equality, Diversity and Human Rights policy underpins student engagement. We aim to make UWS a fair and equal place to study an institution which addresses specific issues covering all aspects of equality, diversity and human rights. Where required module assessment will be adapted to meet student requirements.
UWS Equality and Diversity Policy (http://www.uws.ac.uk/equality/)
UWS Equality and Diversity Policy

(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)