University of the West of Scotland
Module Descriptor

Session: 2021/22
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Title of Module: Innovation and Organisations

Code: BUSN10069	SCQF Level: 10 (Scottish Credit and Qualifications Framework)	Credit Points: 20	ECTS: 10 (European Credit Transfer Scheme)
School:	School of Business & Creative Industries		
Module Co-ordinator:	TBC		

Summary of Module

The module aims to provide a critical understanding of the challenges of managing creativity and innovation within contemporary organisations. The experience of work and employment, management practices are affected by rapid technological change, intensifying global competition and changing demographic profiles and values of the workforce. Contemporary organisations are pressurised to tackle these developments through creativity, innovation and new organisational forms.

This module examines the nature, antecedents, processes and consequences of creativity and innovation and their complex links with organisation, while also exploring major social and technological changes relating these to organisational creativity and innovation. Students will be introduced to the main concepts and theories on creativity, innovation and organisation through readings and discussions of the main themes and debates in the field. Case studies will be used to illustrate how these concepts are connected together and how they could impact management decision making within contemporary organisations.

Module Delivery Method

	Face-To-Face	Blended	Fully Online
	✓		

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.

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.

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

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. Demonstrate an understanding of the key concepts and theories of organisational behaviour, creativity and innovation

L2. Identify and analyse the strengths and weaknesses of various organisational and innovation theories

L3. Apply analytical and evaluative innovation skills and techniques in a professional or business and management context.

L4. Evaluate, apply and communicate research relating to innovation, innovation management and the benefits of innovation for organisation

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 10. Demonstrate a broad knowledge of the main aspects of innovation and organisation Demonstrate an in-depth knowledge and understanding of creativity and problem solving
Practice: Applied Knowledge and Understanding	SCQF Level 10. Apply skills and knowledge to support innovation in the organisation's decision process Applying relevant knowledge and understanding to a range of complex situations Applying a range of skills, knowledge and understanding of creativity and problem solving to key issues in the changing global markets
Generic Cognitive skills	SCQF Level 10. Critical thinking and evaluation of key concepts Analysing new and abstract problems and issues related to the business environment Analysing complex business situations, often limited information
Communication, ICT and Numeracy Skills	SCQF Level 10. Convey complex concepts and theory in a coherent and clear manner Use ICT to investigate and process data and information Collect, analyse and communicate a range of numerical and graphical information
Autonomy, Accountability and Working with others	SCQF Level 10. Ability to work in a team to address complex issues Undertake research on a topic and work independently 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 own 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

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	24
Tutorial/Synchronous Support Activity	12
Asynchronous Class Activity	12
Independent Study	152
	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:
AFUAH, A., 2014. Business model innovation: concepts, analysis and cases. New York: Routledge.

BESSANT, J. and TIDD, J., 2015. Innovation and entrepreneurship. 3rd ed. Chichester: Wiley.

GOODMAN, M. and DINGLI, S.M., 2017. Creativity and strategic innovation management: directions for future value in changing times. 2nd ed. Abingdon: Routledge.

(**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 Requirements

In line with the Academic Engagement and Attendance 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 Moodle, and complete assessments and submit these on time. Please refer to the Academic Engagement and Attendance Procedure at the following link: Academic engagement and attendance procedure

Supplemental Information

Programme Board	Marketing, Innovation, Tourism & Events
Assessment Results (Pass/Fail)	No
Subject Panel	Marketing, Innovation Tourism and Events
Moderator	Daniel Perry
External Examiner	TBC
Accreditation Details	
Version Number	1

Assessment: (also refer to Assessment Outcomes Grids below)

Continuous Assessment, measured through engagement and contributions to Synchronous and Asynchronous activity. This will represent 10% of the module mark

Portfolio of work 2000 words. This will represent 90% of the module mark

(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
Clinical/ Fieldwork/ Practical skills assessment/ Debate/ Interview/ Viva voce/ Oral		✓			10	0

Component 2

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	✓	✓		✓	90	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

The 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 the required module assessment will be adapted to meet student requirements.

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)