

Module Descriptor

Title of Module: Managing Innovation & Entrepreneurship			
Code: BUSN10084	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:	Robert Crammond		
Summary of Module			
<p>In today's globally and digitally competitive organisations, there is a drive towards being creative through their brands, products, and services. Business must remain committed to their customer and provide quality and efficiency in what they produce and provide. In addition, managers and employees within organisations must also be innovative and enterprising.</p> <p>The 10-week <i>Managing Innovation & Entrepreneurship</i> course highlights enterprising and creative activities within a business, and the impact this has on managers and their key functions.</p> <p>Several themes and topics of relevance are encountered. These include:</p> <ul style="list-style-type: none"> • Discussing the growing concept of managing innovation and entrepreneurship within organisations, and the impact on managers. • Appreciating management processes, people management, and business creativity • Reflecting on current challenges from society and industry concerning organisations, partners, and consumers; and • Considering existing factors, both internal and external to the organisation, which impacts an organisation's creativity and management of innovation <p>In response to the assessment strategy outlined by this module, a:</p> <ul style="list-style-type: none"> • Management report highlighting the importance of innovation within organisations, and through referring to industry examples; and, • Development of a training log, outlining practical ways in which managers can introduce innovative processes and promote enterprising practices for their business. <p>This course is developed in accordance with the UWS Graduate Attributes and helps those to develop the skills, qualities and abilities which will prepare them for success both outwith university and beyond their period of study at UWS. The course also helps to develop many of the personal and professional attributes found at https://www.uws.ac.uk/current-students/your-graduate-attributes/</p>			
Module Delivery Method			

Face-To-Face	Blended	Fully Online
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<p>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.</p> <p>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.</p> <p>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</p>		

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) (tick as appropriate)						
Paisley:	Ayr:	Dumfries:	Lanarkshire:	London:	Distance/Online Learning:	Other:
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Add name

Term(s) for Module Delivery					
(Provided viable student numbers permit).					
To be confirmed.					
Term 1	<input type="checkbox"/>	Term 2	<input type="checkbox"/>	Term 3	<input type="checkbox"/>

Learning Outcomes: (maximum of 5 statements)	
These should take cognisance of the SCQF level descriptors and be at the appropriate level for the module.	
At the end of this module the student will be able to:	
L1	Appreciate the concepts of enterprise and innovation within organisational and management contexts.

L2	Explain management processes and enterprising practices within organisations, reflecting through experience on their impact on industry and society.
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L3	Construct a developmental training log, to assist an ongoing or prospective organisation to manage innovation and entrepreneurship.
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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)	<p>SCQF Level 10 Demonstrate and/or work with:</p> <ul style="list-style-type: none"> • Knowledge that covers and integrates most of the principal areas, features, boundaries, terminology and conventions of a subject/discipline/sector. • A critical understanding of the principal theories, concepts and principles. • Detailed knowledge and understanding in one or more specialisms, some of which is informed by, or at the forefront of, a subject/discipline/sector. • Knowledge and understanding of the ways in which the subject/discipline/sector is developed, including a range of established techniques of enquiry or research methodologies.
Practice: Applied Knowledge and Understanding	<p>SCQF Level 10 Apply knowledge, skills and understanding:</p> <ul style="list-style-type: none"> • In using a wide range of the principal professional skills, techniques, practices and/or materials associated with the subject/discipline/sector. • In using a few skills, techniques, practices and/or materials that are specialised, advanced and/or at the forefront of a subject/discipline/sector. • In executing a defined project of research, development or investigation and in identifying and implementing relevant outcomes. • To practise in a range of professional level contexts that include a degree of unpredictability and/or specialism.
Generic Cognitive skills	<p>SCQF Level 10</p> <ul style="list-style-type: none"> • Critically identify, define, conceptualise and analyse complex/professional problems and issues. • Offer professional insights, interpretations and solutions to problems and issues. • Demonstrate some originality and creativity in dealing with professional issues. • Critically review and consolidate knowledge, skills, practices and thinking in a subject/discipline/sector. • Make judgements where data/information is limited or comes from a range of sources.
Communication, ICT and Numeracy Skills	<p>SCQF Level 10</p> <p>Use a wide range of routine skills and some advanced and specialised skills in support of established practices in a subject/discipline/sector, for example:</p> <ul style="list-style-type: none"> • Present or convey, formally and informally, information about specialised topics to informed audiences. • Communicate with peers, senior colleagues and specialists on a professional level. • Use a range of ICT applications to support and enhance work at this level and adjust features to suit purpose. • Interpret, use and evaluate a wide range of numerical and graphical data to set and achieve goals/targets.

Autonomy, Accountability and Working with others	<p>SCQF Level 10</p> <ul style="list-style-type: none"> • Exercise autonomy and initiative in professional/equivalent activities. • Exercise significant managerial responsibility for the work of others and for a range of resources. • Practise in ways that show awareness of own and others' roles and responsibilities. • Work, under guidance, in a peer relationship with specialist practitioners. • Work with others to bring about change, development and/or new thinking. • Manage complex ethical and professional issues in accordance with current professional and/or ethical codes or practices. • Recognise the limits of these codes and seek guidance where appropriate.
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Pre-requisites:	Before undertaking this module the student should have undertaken the following:	
	Module Code: N/A	Module Title: N/A
	Other:	N/A
Co-requisites	Module Code: N/A	Module Title: N/A

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): <small>(Note: Learning hours include both contact hours and hours spent on other learning activities)</small>
Laboratory/Practical Demonstration/Workshop	20
Personal Development Plan	10
Independent Study	170
	Hours Total: 200
**Indicative Resources: (eg. Core text, journals, internet access)	

The following materials form essential underpinning for the module content and ultimately for the learning outcomes:

- Burns, P. (2016), Entrepreneurship and small business, start up, growth and maturity, 4th ed., Palgrave MacMillan, London.
- Scarborough, N.M., and J.R. Cornwall. (2019) Essentials of entrepreneurship and small business management. 9th ed. Pearson.
- Osterwalder, A. and Pigneur, Y (2010) Business Model Generation; Wiley and Sons; New Jersey
- Burns, P. (2014), New Venture Creation: A framework for entrepreneurial start-ups, Palgrave MacMillan, London.
- Global Entrepreneurship Monitor- (GEM) - <http://www.gemconsortium.org/>
- Youth Business Scotland - Princes Trust (YBSPT) - <http://www.ybspt.org.uk/>
- Business Gateway - <http://www.business.scotland.gov.uk/>

Access to online library resources.

A variety of online business development sites can be accessed, including the UWS Enterprise Team resource for students, staff, and businesses. Link:

<https://www.i3uws.co.uk/>

(**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 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 VLE, and complete assessments and submit these on time. Please refer to the Academic Engagement Procedure at the following link: [Academic engagement procedure](#)

For the purposes of this module, academic engagement equates to the following:

- Attendance at timetabled class contact time.
- Engagement in module discussion, and both formative and summative activities, as aligned to the learning outcomes.
- Adherence to, and the submission of, module assessments.

Equality and Diversity

[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)

Supplemental Information

Divisional Programme Board	Marketing, Innovation, Tourism & Events
Assessment Results (Pass/Fail)	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
School Assessment Board	Marketing, Innovation, Tourism & Events
Moderator	TBC
External Examiner	V Oziri
Accreditation Details	N/A
Changes/Version Number	1

Assessment: (also refer to Assessment Outcomes Grids below)

Management Report (weighted at 70% of the module)

Developmental Training Log (weighted at 30% of the module)

(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)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Report of practical/ field/ clinical work	✓	✓		70	30
Component 2					
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Workbook/ Laboratory notebook/ Diary/ Training log/ Learning log			✓	30	30

