



ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Innovation, Creativity and Enterprise				
Module Code	UMSCUJ-15-M	Level	M	Version	2
UWE Credit Rating	15	ECTS Credit Rating	7.5	WBL module?	No
Owning Faculty	Business and Law	Field	Strategy and International Business		
Department	BBS: Business and Management	Module Type	Project		
Contributes towards	MSc Business Management				
Pre-requisites	none	Co- requisites	none		
Excluded Combinations	none	Module Entry requirements	If offered as CPD or stand alone		
First CAP Approval Date	2 December 2016	Valid from	September 2016		
Revision CAP Approval Date		Revised with effect from			

<b>Review Date</b>	September 2022
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Part 2: Learning and Teaching	
Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <ul style="list-style-type: none"> <li>• Critically evaluate the different meanings and formats of innovation, including the models of innovation and the systems of innovation.</li> <li>• Recognise the importance of innovation and appreciate the role of innovation in economic development and prosperity (in the Knowledge based Society)</li> <li>• Be aware of the emergence of open innovation and critically evaluate its key factors</li> <li>• Explain and evaluate the emergence of national and regional innovation systems.</li> <li>• Understand what creativity is and how it can contribute to innovation</li> <li>• Appreciate creativity as a complex process and not just a single act.</li> <li>• Understand the link between innovation, creativity and entrepreneurship</li> <li>• Recognise that managing for creativity requires paying attention to the individual, teams as well as a variety of organisational factors.</li> <li>• Understand that certain types of organisational systems, structure and practices hamper creativity and innovation, whilst others enhance them.</li> </ul>

	<ul style="list-style-type: none"> <li>• Appreciate that creativity and innovation can be nurtured and developed in the organisation through a process of education, training and use of tools and techniques for creativity.</li> </ul>
Syllabus Outline	<p>An indicative syllabus outline is below, showing how the module develops:</p> <ul style="list-style-type: none"> <li>• The nature of innovation, creativity and enterprise</li> <li>• Sources of innovation and creativity</li> <li>• Creativity and the individual: cognition, perception and emotion</li> <li>• Organizational creativity: culture and climate</li> <li>• Creativity, innovation and new product development</li> <li>• New product development: teams, technology and design</li> <li>• Social networks and creative alliances</li> <li>• Clusters, national innovation systems, and enterprise policy</li> <li>• Paths, paradigms and trajectories</li> <li>• Intellectual property rights</li> <li>• Profiting from innovation</li> <li>• Social enterprise and innovation</li> </ul>
Contact Hours	<p>In addition to discussion through emails and blackboard, students are required to meet face to face (at least twice) with the tutor to discuss their assignment. Students will be asked to submit an assignment proposal.</p>
Teaching and Learning Methods	<p>Each session is designed to introduce a range of major topic areas through lectures and student-led sessions. Students will be requested to work in groups on case studies, prepare each session, carry out presentations and lead discussions. More information about the organization of the lectures, case studies discussion, the readings and the assignment will be posted on blackboard and indicated in the module handbook provided at the start of the module. In addition, the lecture slides, the case studies and relevant academic articles will be posted on blackboard. Students will be expected to contribute by using their own research and experience. Guest lectures will also be delivered to students. Students will be informed about relevant lectures and research workshops organised by the Business School.</p> <p>Students will need to complete the (i) necessary and essential reading (recommended articles and chapters from the main text book) and (ii) work for case studies and presentation. Students will be expected to put forward, rationalise, substantiate and defend their arguments.</p>

Key Information Sets Information

Key Information Set - Module data				
Number of credits for this module				15
Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours
150	24	126	0	150

The table below indicates as a percentage the total assessment of the module which constitutes a -

**Written Exam:** Unseen written exam, open book written exam, In-class test  
**Coursework:** Written assignment or essay, report, dissertation, portfolio, project  
**Practical Exam:** Oral Assessment and/or presentation, practical skills assessment, practical exam

Please note that this is the total of various types of assessment and will not necessarily reflect the component and module weightings in the Assessment section of this module description:

Total assessment of the module:	
Written exam assessment percentage	0%
Coursework assessment percentage	100%
Practical exam assessment percentage	0%
	100%

Reading Strategy

All students will be encouraged to make full use of the print and electronic resources available to them through membership of the University. These include a large range of journals (both print and electronic) and a wide variety of resources available through web sites and information gateways. The University Library's web pages provide access to subject relevant resources and services, and to the library catalogue.

**Essential Reading** – The essential reading will be specified in the module handbook and on Blackboard at the start of the module. This is potentially subject to change at short notice and students should not purchase any text without the guidance of the module leader. Examples of the essential reading for this module may include:

Tidd, J. and Bessant, J. (2013) *Managing Innovation: Integrating Technological, Market and Organizational Change*, 5th ed., New York: Wiley.

**Further Reading** – Further reading will be required to supplement the set textbook and other provided readings (see above). The purpose of this further reading is to ensure students are familiar with current research, classic works, and material specific to their interests from the academic – often journal – literature. Suggested further reading by topic will be indicated in the module handbook/outline provided at the start of the module. However students are also expected to employ their own initiative and discretion in selecting appropriate further reading that will support their study. It is expected that students will engage with the academic journal literature on this subject, and as such are likely to use articles from academic journals as well as using more practitioner focused material found in publications such as the *Harvard Business Review* and *MIT Sloan Management Review*. Access to all these publications is available through the library, and most are available electronically.

Indicative

The following list is offered to provide validation panels/accrediting bodies with an

Reading List	<p><i>indication of the type and level of information students may be expected to consult. As such, its currency may wane during the life span of the module specification. However, as indicated above, CURRENT advice on readings will be available via other more frequently updated mechanisms.</i></p> <p>Amabile, T. (1996) <i>Creativity in Context: Update to the Social Psychology of Creativity</i>. Boulder, Colorado: Westview Press.</p> <p>Bessant, J. and Tidd, J. (2011) <i>Innovation and Entrepreneurship</i>. Chichester: Wiley.</p> <p>Chesbourg, H. (2006) Open Innovation: a new paradigm for understanding industrial innovation in <i>Open Innovation: Researching a New Paradigm</i>, Chesbourg H., Vanhaverbeke W. and West J. (eds), Oxford University Press</p> <p>Christensen, C.M., (1997) <i>The Innovator's Dilemma: When New Technologies Cause Great Firms to Fail</i>, Boston, MA: Harvard Business School Press.</p> <p>Csikszentmihalyi, M. (1990) <i>Flow: The Psychology of Optimal Experience</i>, New York: Harper and Row.</p> <p>Drucker, P. (1985) <i>Innovation and Entrepreneurship</i>, New York: Harper and Row.</p> <p>Florida, R.(2002) <i>The Rise of the Creative Class: and How it's Transforming Work, Leisure, Community and Everyday Life</i>. New York: Basic Books.</p> <p>Henry, J. (2006) <i>Creative Management and Development</i>, 3rd ed. Thousand Oaks: Sage. Sage Publications.</p> <p>Sauber, T. and Tschirky, H. (2006). <i>Structured Creativity: Formulating an Innovation Strategy</i>. Basingstoke: Palgrave Macmillan.</p> <p>Sawyer, R.K. (2006). <i>Explaining Creativity: The Science of Human Innovation</i>. Oxford: OUP.</p> <p>Trott, P. (2012) <i>Innovation Management and New Product Development</i> , 5th ed., Harlow, Essex: FT Prentice Hall:</p> <p>Trott, P, Hartman D, Van Der Duin P, Scholten V and Ortt R (2016) <i>Managing Technology Entrepreneurship and Innovation</i>, London: Routledge</p> <p>Von Stamm, B. (2008) <i>Managing Innovation, Design and Creativity</i>. Wiley: Chichester, West Sussex.</p>
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<b>Part 3: Assessment</b>	
Assessment Strategy	<p>The assessment strategy is driven by the need to encourage students to strive to work at the higher ends of Bloom's (1956) taxonomy. Formative assessment is provided from the start of the module through the class exercises, discussion and through the in-class case based analysis. As students will prepare and lead discussion, they will benefit from class-wide debate and commentary and feedback from the tutor.</p> <p>Summative assessment takes place at the end of the module through an individual project. The project is designed such that students can apply the academic literature to a current example or problem with innovation, creativity and enterprise at its core. Hence students are able to demonstrate the</p>

	<p>linkages between theory and practice. While a word limit is stated, given the nature of the module the assessment media may be negotiated with the module leader, and hence “or equivalent” is included below.</p> <p>The assessment mechanism is chosen to assess the full range of student abilities, the assessment criteria being driven by Bloom’s (<i>ibid</i>) taxonomy. The assessment type is deemed suitable and equitable for all modes of attendance.</p>
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Identify final assessment component and element	<b>Component A</b>	
% weighting between components A and B (Standard modules only)	<b>A:</b>	<b>B:</b>
	100%	
<b>First Sit</b>		
<b>Component A</b> (controlled conditions) <b>Description of each element</b>	<b>Element weighting</b> (as % of component)	
1. Project of 3,000 words	100%	
<b>Component B</b> <b>Description of each element</b>	<b>Element weighting</b> (as % of component)	
1. NA		

<b>Resit (further attendance at taught classes is not required)</b>		
<b>Component A</b> (controlled conditions) <b>Description of each element</b>	<b>Element weighting</b> (as % of component)	
1. Project of 3,000 words	100%	
<b>Component B</b> <b>Description of each element</b>	<b>Element weighting</b> (as % of component)	
1. NA		
<p>If a student is permitted a retake of the module under the University Regulations and Procedures, the assessment will be that indicated by the Module Description at the time that retake commences.</p>		