



ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Innovation and Enterprise for Conservation				
Module Code	USSKDG-30-M	Level	M	Version	1
UWE Credit Rating	30	ECTS Credit Rating	15	WBL module?	No
Owning Faculty	Health and Applied Sciences	Field	Environmental		
Department	Biological, Biomedical and Analytical sciences	Module Type	Standard		
Contributes towards	MSc Advanced Wildlife Conservation in Practice				
Pre-requisites	None	Co- requisites	None		
Excluded Combinations	None	Module Entry requirements	None		
First CAP Approval Date	2nd June 2015	Valid from	January 2016		
Revision CAP Approval Date		Revised with effect from			

Review Date	January 2021
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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"> • Critically discuss the structures and processes necessary for creating and running a business enterprise (A); • Demonstrate advanced insight into the application of creativity and innovation, and its function within biodiversity conservation (A & B); • Effectively market innovative ideas via online media (B1); • Reflect critically on the challenges and benefits of team entrepreneurship in developing innovative ideas, products and services (B2); • Develop a deep knowledge and practical experience of what it means to behave entrepreneurially and their personal potential to act entrepreneurially (A & B)
Syllabus Outline	<p>For many of the students on the course this will be their first experience of innovation, enterprise and business skills. Therefore the module will cover basic principles of business practice, focussing on the steps and mechanisms required to generate and finance an innovative yet feasible product or service.</p>

	<ul style="list-style-type: none"> • The need for money / innovation • Economic and business theory <ul style="list-style-type: none"> • Neo-liberal vs ecological economics • Green & circular economies • Business practice <ul style="list-style-type: none"> • Types of businesses (charity, SE, Ltd) • Setting up & running a business • Raising Finance inc Crowdfunding • Innovation <ul style="list-style-type: none"> • Overview of innovation in conservation • Horizon Scanning problems and solutions • New tech & conservation • Ethics • Eco-tourism <ul style="list-style-type: none"> - What is entrepreneurship? Who are entrepreneurs? - Business structures: types of business (sole trader, partnership, publican private limited companies, charity, CIO, social enterprise); governance structures and legal requirements. - Identifying and developing opportunities: factors which make it possible to have a feasible business idea and find or spot important opportunities. - Business planning: creating a business/delivery plan. Raising finance through private, charitable and public funding mechanisms. Angel Investment vs venture capital. Crowd-sourcing funds and skills. - Marketing: importance of strong brand identity, clear messages, audience characterisation, Market segmentation, Market research, the role of technology in marketing, marketing planning, Social responsibility and marketing - Intellectual Property: protection and exploitation of IP. - Business management: introduction to business management systems, accounting
<p>Contact Hours</p>	<p>The aim of this module is to provide a platform for students to gain an in-depth understanding of the importance for, and methods of, innovation and enterprise within the ecological sector.</p> <p>In order to achieve this aim the module uses a variety of teaching and learning methods and approaches, including face-to-face contact, independent learning, and distance learning that is facilitated through remote contact.</p> <p>Students will spend 60 hours in face-to-face contact, which is organised into 2 teaching blocks of 3-4 days per block. These direct contact hours will focus on the development of practical skills and analysis of real-world scenarios, and will offer opportunities for one-to-one and small group sessions with tutors to explore students' learning development, and enhance cohort identity. Group work and learning will be enhanced by the use of 'twilight' tasks, where students are given topics to research in their 'free' time within the teaching block, which they can then report on in a plenary session as the end of each teaching block.</p> <p>The majority of the theoretical component of the module will be presented through distance learning, through the delivery of lectures online, and will involve a number of technological enhancements. The learning of lecture content will be reinforced through time spent in independent learning by the directed reading of recommended texts and through the use of technology enhanced learning resources that will be provided</p>

online. This online learning and engagement will be delivered through several avenues:

- Synchronous online tutorials where the students will contribute to online activities that are facilitated by an academic;
- Asynchronous discussions in the student's own time where they will engage/collaborate with other students on the course or in specified groups, and in which the academic is permitted to moderate where necessary, but is not expected to contribute.
- Synchronous surgery sessions timetabled for a specific time in which the academic will be available online to answer live questions via discussion boards/blogs/collaborate or to respond to questions posted/asked prior to the session.
- Interactive, online formative quizzes.

This formalised on-line contact will contribute a total of 12 hours toward the student's total contact time.

The remaining 228 hours will be spent in independent learning, and in particular on the planning, implementation, analysis and reporting of the Management Plan tasks that form the summative assessment for the module.

Teaching and Learning Methods

Teaching will be a mixture of scheduled, independent, and distance learning.

Scheduled learning includes lectures, seminars, tutorials, practical classes and workshops; fieldwork; external visits; external speakers

Independent learning includes hours engaged with essential reading, assignment preparation and completion etc.

These sessions constitute an average time per level as indicated in the table below.

Key Information Sets Information

Key Information Sets (KIS) are produced at programme level for all programmes that this module contributes to, which is a requirement set by HESA/HEFCE. KIS are comparable sets of standardised information about undergraduate courses allowing prospective students to compare and contrast between programmes they are interested in applying for.

Key Information Set - Module data				
<i>Number of credits for this module</i>				
				30
Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours
300	72	228	0	300

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 range of electronic journals 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. Many resources can be accessed remotely. Students will be presented with opportunities within the curriculum to develop their information retrieval and evaluation skills in order to identify such resources effectively.

Any **essential reading** will be indicated clearly, along with the method for accessing it, e.g. students may be expected to purchase a set text, be given or sold a print study pack or be referred to texts that are available electronically, etc. This guidance will be available either in the module handbook, via the module information on Blackboard or through any other vehicle deemed appropriate by the module/programme leaders.

If **further reading** is expected, this will be indicated clearly. If specific texts are listed, a clear indication will be given regarding how to access them and, if appropriate, students will be given guidance on how to identify relevant sources for themselves, e.g. through use of bibliographical databases.

Access and skills: The development of literature searching skills is supported by a Library seminar provided within the first semester. Students will be presented with further opportunities within the curriculum to develop their information retrieval and evaluation skills in order to identify such resources effectively. Additional support is available through the Library Services web pages, including interactive tutorials on finding books and journals, evaluating information and referencing. Sign up workshops are also offered by the Library.

Indicative Reading List

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

The most recent edition of the following texts:

Cohen, M. J., Brown, H. S., & Vergragt, P. (Eds.). (2013). *Innovations in sustainable consumption: new economics, socio-technical transitions and social practices*. Edward Elgar Publishing.

Osterwalder, A., & Pigneur, Y. (2010). *Business Model Generation: A Handbook For Visionaries, Game Changers, And Challengers*, Yves.

Porritt, J. (2013). *The World We Made*. Phaidon Press Ltd. London

Ginn, W. (2005). Investing in nature: case studies of land conservation in collaboration with business. Island Press.

Cato, M. S. (2009). *Green economics: an introduction to theory, policy and practice*. Earthscan.

Newton, A. C., & Cantarello, E. (2014). *An Introduction to the Green Economy: Science, Systems and Sustainability*. Routledge.

Journals

Ecological Economics

Current Opinion in Environmental Sustainability

Environmental Innovation and Societal Transitions

Technovation

Websites

<http://www.conservationinnovation.com/>

Part 3: Assessment

Assessment Strategy

Strategy:

The assignments are designed to provide students with the opportunity to develop hands-on experience of the steps needed to develop an innovative idea into an economically-rational, funded enterprise, applying newly gained knowledge and skills in business practice, entrepreneurship and economic theory.

Assessment 1 (Component B): Team Business Development e.g.

- Students will work in groups to develop an innovative conservation product, service or campaign that utilises an emerging technology. There is a formative assessment stage where the students pitch their ideas to local business leaders and students, followed by the group development of a website and an individual reflection on the group's performance, management and the individual's strengths and areas-for-improvement within the innovation process.
- Indicative content extents:
 - Presentation: 15 mins inc questions (formative)
 - Website word limit: 1000 words
 - Self-reflection word limit: 1000 words
- Resit: individual creation of website and reflection on individual performance, management, strengths and areas-for-improvement within the innovation process.

Assessment 2 (Component A): Business Planning e.g.

- Students will produce an individual business plan for an innovative conservation product, service or campaign that utilises an emerging technology. The plan will cover all essential aspects including Executive Summary; Market Analysis; Enterprise Description; Organization and Management; Marketing Strategies; Funding Requirements and Financial Forecasts. This is the controlled conditions assessment since each business plan will be unique to each student.
- Indicative content extent:
 - Business plan: 3000 words

Identify final assessment component and element

Component A

% weighting between components A and B (Standard modules only)	A:	B:
	60%	40%
First Sit		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
1. Business Planning	100%	
Component B Description of each element	Element weighting (as % of component)	
1. Marketing material	50%	
2. Self-reflection	50%	

Resit (further attendance at taught classes is not required)		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
1. Business Planning	100%	
Component B Description of each element	Element weighting (as % of component)	
1. Marketing material	50%	
2. Self-reflection	50%	
<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>		