



University of the
West of England


CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Creativity and Innovation				
Module Code	UMSCD5-15-M	Level	M	Version	1.1
Owning Faculty	FBL	Field	Strategy and International Business		
Contributes towards	Master of Business Administration				
UWE Credit Rating	15	ECTS Credit Rating	7.5	Module Type	Project
Pre-requisites	None		Co- requisites	None	
Excluded Combinations	None		Module Entry requirements		
Valid From	September 2014		Valid to		

CAP Approval Date	22 May 2014
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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"> ▪ Demonstrate a systematic understanding of the theories of managing innovation and creativity. ▪ Assess their ability to manage innovation and creativity. ▪ Explain creativity and innovation in the individual, team, organisational and societal context. ▪ Examine perspectives on the creativity and innovation process and the organisational implications of that process. <p>In addition the educational experience may explore, develop, and practise <u>but not formally discretely assess</u> the following:</p> <ul style="list-style-type: none"> • Working and learning as a team member.
Syllabus Outline	<ul style="list-style-type: none"> • Sources of innovation and creativity • Creativity and the individual: cognition, perception and emotion • Organizational creativity: culture and climate • Creativity, innovation and new product development • New product development: teams, technology and design • Paths, paradigms and trajectories • Intellectual property rights • Profiting from innovation • Innovation in Business Models • Learning to manage creativity and innovation

Contact Hours	The primary contact of 24 hours for this module will be lectures and workshops that will include interactive class discussions and team-based in-class activities. The emphasis in classes will be on exploring student interpretation and views of selected reading material or cases, drawing from their own experiences, where appropriate.										
Teaching and Learning Methods	<p>Teaching Strategy – This module will be taught by classes that integrate elements of tutor provided lectures, class exercises and especially through the discussion of case studies and academic articles. In addition students will be expected to contribute using their own research material and experience where possible.</p> <p>It is intended that in the future the module delivery will be either face-to-face on a weekly basis, block delivery on a part-time basis and fully or partially online delivery. In the on line delivery, students could have access to some of the following contents: lectures, filmed interviews, virtual library tours and workshops, access to group tutorials, access to monitored discussion boards, supported videoconference sessions. It is intended that they would be able to undertake supported sessions virtually and participate in webinars, blogs and other virtual teaching environments. Some sessions could be delivered simultaneously for both present and remote attendants through conference call and virtual discussion groups. (synchronously and asynchronously).</p> <p>Learning Strategy – A Learning Resource Pack will be made available to students who will be encouraged to make the best use of Blackboard to aid their preparation for class sessions as well as to facilitate discussion both within the cohort and with the module tutor. Students will need to work independently to deepen their understanding of issues related to risk and sustainability in global operations by finding, selecting and utilising relevant reading material as part of their private study. The study skills web pages contains resources that can help support personal study.</p> <p>Scheduled learning includes lectures and workshops.</p> <p>Independent learning includes hours engaged with essential reading, case study preparation, assignment preparation and completion etc. These sessions constitute an average time per level as indicated in the table below. Scheduled sessions may vary slightly depending on the module choices you make.</p>										
Key Information Sets Information	<p>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.</p> <p><u>Key Information Set - Module data</u></p> <p><i>Number of credits for this module</i> 15</p> <table border="1" data-bbox="459 1608 1230 1778"> <thead> <tr> <th>Hours to be allocated</th> <th>Scheduled learning and teaching study hours</th> <th>Independent study hours</th> <th>Placement study hours</th> <th>Allocated Hours</th> </tr> </thead> <tbody> <tr> <td>150</td> <td>24</td> <td>126</td> <td>0</td> <td>150</td> </tr> </tbody> </table> <p style="text-align: right;"></p> <p>The table below indicates as a percentage the total assessment of the module which constitutes a -</p> <p>Coursework: Written assignment or essay, report, dissertation, portfolio, project</p>	Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	150	24	126	0	150
Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours							
150	24	126	0	150							

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

Reading Strategy

- **Access and Skills** – 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. Students will be presented with opportunities within the programme curriculum to develop their information retrieval and evaluation skills, in order to identify appropriate resources effectively.
- **Blackboard** – This module is supported by Blackboard, where students will be able to find all necessary module documentation, to include guidance on Further Reading within the module handbook/outline. Direct links to information resources will also be provided from within Blackboard.
- **Essential Reading** – Materials that are deemed Essential Reading (required) for this module will be given to the students. These materials may be in the form of a textbook and/or a module resource pack, the latter of which may be printed or electronically retrievable via Blackboard or from the library directly. This Essential Reading is subject to change – possibly at short notice – but an example of recent Essential Reading is:

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 indicted 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 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.

Amabile, T. M (1998) *How to Kill Creativity*, Harvard Business School

	<p>Amabile, T. M (1997) <i>Motivating Creativity in Organisations</i>, California Management Review Vol 40, No. 1</p> <p>Bessant, J. and Tidd, J. (2011) <i>Innovation and Entrepreneurship</i>. Chichester: Wiley. [658.421 BES]</p> <p>Boutellier, R., Gassmann, O. and von Zedtwitz, M. (2008) <i>Managing global innovation: uncovering the secrets of future competitiveness</i>. 3rd ed. Berlin: Springer. [on order]</p> <p>Henry, J. (2001) <i>Creative management</i>. 2nd ed. Thousand Oaks: Sage. [658.403 HEN]</p> <p>Henry, J. and Mayle, D. (2001) <i>Managing innovation and change</i>. Thousand Oaks: Sage. [658.406 HEN]</p> <p>Lowe, R. and Marriott, S. (2006) <i>Enterprise, entrepreneurship and innovation: concepts, contexts and commercialization</i>. Oxford: Butterworth-Heinemann. [658.421 LOW]</p> <p>Price, R. (2005) <i>The eye for innovation: recognizing possibilities and managing the creative enterprise</i>. New Haven: Yale University Press. [338.761004 PRI]</p> <p>Sauber, T. and Tschirky, H. (2006) <i>Structured creativity: formulating an innovation strategy</i>. Basingstoke: Palgrave Macmillan. [658.314 SAU]</p> <p>Sawyer, R.K. (2006) <i>Explaining creativity: the science of human innovation</i>. Oxford: OUP. [E Book]</p> <p>Smith, D. (2005) <i>Exploring Innovation</i>. Maidenhead: McGraw-Hill.</p> <p>Tidd J and Bessant J. (2014) <i>Strategic Innovation Management</i>, New York: Wiley</p> <p>von Stamm, B. (2008) <i>Managing innovation, design and creativity 2nd Edition</i> . Chichester: Wiley. [658.514 VON]</p>
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Part 3: Assessment	
Assessment Strategy	<p>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 creativity and innovation at its core. Hence students are able to demonstrate the linkages between theory and practice.</p> <p>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>

Identify final assessment component and element	Component A	
% weighting between components A and B (Standard modules only)	A:	B:
	100%	
First Sit		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
1. Project of 4,000 words or equivalent	100%	
Component B Description of each element	Element weighting (as % of component)	
1.n/a		

Resit (further attendance at taught classes is not required)		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
1. Project of 4,000 words or equivalent	100%	
Component B Description of each element	Element weighting (as % of component)	
1.n/a		
<p>If a student is permitted a RETAKE of the module the assessment will be that indicated by the Module Description at the time that retake commences.</p>		