



University of the
West of England

MODULE SPECIFICATION

Part 1: Information			
Module Title	Design Thinking		
Module Code	UMSDMF-15-2	Level	2
For implementation from	September 2017		
UWE Credit Rating	15	ECTS Credit Rating	7.5
Faculty	Business and Law	Field	Strategy and International Business
Department	BBS: Business and Management		
Contributes towards	BA (Hons) Business and Management , BA(Hons) Business Management with Law		
Module type:	Standard		
Pre-requisites	None		
Excluded Combinations	None		
Co- requisites	None		
Module Entry requirements	N/A		

Part 2: Description	
<p>Design thinking is a methodology that can be used to address a range of issues; and can be used to create new products, services and/or processes. This module is a problem-based module, where students work in teams over the course of the module using design thinking to attempt to address one of a range of societal issues. The module is predicated on the notion of learning by doing with the emphasis being on student centred learning and the teaching being structured to provide a form of 'scaffolding' to support the students at appropriate 'hard-points' as they progress through the design thinking methodology.</p> <p>The focus of the module is independent learning which includes 136 hours engaged with essential reading, engagement with the design thinking methodology and completion of coursework assignments.</p> <p>Scheduled learning is based around a series of lectorials that cover the key stages of the design thinking methodology:</p> <ol style="list-style-type: none"> 1. Empathize 2. Define 3. Ideate 4. Prototype 5. Test <p>Workshops are structured on a fortnightly cycle to provide enough structure for the students whilst enabling them to have appropriate space to engage with the necessary learning processes between workshops.</p>	

Part 3: Assessment

The assessment strategy adopted on this module is designed to assess students' ability to engage with and apply the design-thinking methodology to a range of societal issues. Opportunities for formative assessment and interim feedback are built into the module delivery (for example, in the workshops).

Assessment will be by one component split into two elements: 1) Group presentations in the formal assessment period, preceded by 2) submission of the group evidence portfolio (2000 words) at the end of the semester.

Individual marks will be allocated for the group presentations, based on an adjustment made to the aggregate group mark.

The idiosyncratic nature of the assessment task together with the innovative nature of the module should reduce any scope for plagiarism.

Identify final timetabled piece of assessment (component and element)

Component A1

% weighting between components A and B (Standard modules only)

A:

100%

B:

First Sit

Component A (controlled conditions)

Description of each element

Element weighting
(as % of component)

1. Group presentation (20 minutes + 10 minutes for question and answer)

80%

2. Group evidence portfolio (2000 words)

20%

Component B

Description of each element

Element weighting
(as % of component)

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. Reflective report (2500 words)

100%

Component B

Description of each element

Element weighting
(as % of component)




n/a

Part 4: Teaching and Learning Methods

Learning Outcomes

On successful completion of this module students will be able to:

- Empathise with multiple stakeholder views (Component A: elements 1 and 2)
- Identify and frame problems (Component A: elements 1 and 2)
- Generate multiple innovative options (Component A: elements 1 and 2)
- Evaluate and select most promising options (Component A: elements 1 and 2)
- Create credible prototypes (Component A: elements 1 and 2)
- Communicate findings to multiple stakeholders in a succinct and professional manner (Component A: elements 1 and 2)

Key Information Sets Information (KIS)	<table border="1"> <thead> <tr> <th colspan="5">Key Information Set - Module data</th> </tr> </thead> <tbody> <tr> <td colspan="4">Number of credits for this module</td> <td>15</td> </tr> </tbody> </table>	Key Information Set - Module data					Number of credits for this module				15		
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Contact Hours	<table border="1"> <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> <th></th> </tr> </thead> <tbody> <tr> <td>150</td> <td>14</td> <td>136</td> <td>0</td> <td>150</td> <td></td> </tr> </tbody> </table>	Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours		150	14	136	0	150	
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150	14	136	0	150									
Total Assessment	<p>The table below indicates as a percentage the total assessment of the module which constitutes a;</p> <p>Written Exam: Unseen or open book written exam Coursework: Written assignment or essay, report, dissertation, portfolio, project or in class test Practical Exam: Oral Assessment and/or presentation, practical skills assessment, practical exam (i.e. an exam determining mastery of a technique)</p> <table border="1"> <thead> <tr> <th colspan="2">Total assessment of the module:</th> </tr> </thead> <tbody> <tr> <td>Written exam assessment percentage</td> <td>0%</td> </tr> <tr> <td>Coursework assessment percentage</td> <td>20%</td> </tr> <tr> <td>Practical exam assessment percentage</td> <td>80%</td> </tr> <tr> <td></td> <td>100%</td> </tr> </tbody> </table>	Total assessment of the module:		Written exam assessment percentage	0%	Coursework assessment percentage	20%	Practical exam assessment percentage	80%		100%		
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Reading List	<p>Brown, T. 2008. Design Thinking, <i>Harvard Business Review</i>, June, pp. 84-92.</p> <p>Brown, T. 2009. <i>Change by Design. How Design Thinking Transforms Organizations and Inspires Innovation</i>. New York: Harper Collins</p> <p>IDEO. 2011. <i>Human Centered Design Toolkit</i>. IDEO.</p> <p>Kelley, T., 2007. <i>The art of innovation: Lessons in creativity from IDEO, America's leading design firm</i>. London: Crown Business.</p> <p>Martin, R.L., 2009. <i>The design of business: why design thinking is the next competitive advantage</i>. Boston: Harvard Business Press.</p> <p>Martin, R.L., 2009. <i>The opposable mind: Winning through integrative thinking</i>. Boston: Harvard Business Press.</p> <p>Ogilvie, T. and Liedtka, J., 2011. <i>Designing for growth: A design thinking toolkit for managers</i>. New York: Columbia University Press.</p> <p>Ries, E., 2011. <i>The lean start up: How today's entrepreneurs use continuous innovation to create radically successful businesses</i>. London: Crown Books.</p> <p>Simon, H.A., 1996. <i>The sciences of the artificial</i>. Cambridge, MA: MIT Press.</p>												

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First CAP Approval Date	31 January 2017 - Version 1 - link to the RIA			
Revision CAP Approval Date <i>Update this row each time a change goes to CAP</i>		Version	2	Link to RIA
Revision CAP Approval Date		Version	3	Link to RIA