



Module Specification

Key Information			
Module title	Innovation and Change		
Level	7	Credit value	15
Lead College	QMUL	Notional study hours and duration of course	150
Module lead author/ Subject matter expert	Dr Lutao Ning		
Module co-author(s)	None		
Notice to students	None		

Rationale for the module

Many successful innovative organisations from start-ups to large established firms often have one thing in common - they are good at managing change to achieve sustainable competitive advantages in the form of new products and services or the way the organisation operates. Innovation thus plays a key part in the formation, development and growth of firms and innovation can involve combining knowledge from different parts of the world. The theories covered in this module can be applied globally. This module equips the participants with the knowledge and skills to manage innovation in today's rapidly evolving global marketplace.

Aims of the module

The module provides participants with an understanding of the sources, process and strategy of technological innovation. It involves an evaluation of external industry innovation trends that allow organisations to envisage strategic change and the structures they need to use to foster an internal environment for innovation.

Topics covered in this module:

1. Introduction;
2. Managing Innovation as a Process;
3. Organising for Innovation;
4. Creating Innovation Strategy;
5. Sources and Network of Innovation;
6. Innovation Decision and Planning;
7. New Product and Service Development;
8. Open Innovation and Alliances;
9. Capture and Protect Innovation; and,
10. New Venture, Entrepreneurship and Innovation Project Assessment.

The topics covered may be revised to ensure currency and relevance. Students will be advised of any changes in advance of their study.

Learning outcomes for the module

A. Knowledge, Understanding and Cognitive Skills

By the end of this module learners will be able to:

1. Identify the core areas of technology innovation and understand the internal and external environments that foster innovation and strategic change including how these vary across the world
2. Develop an in-depth understanding of the sources, processes and strategies of innovation
3. Analyse the types of opportunities in an organisation's internal and external environment that enable innovation and strategic change
4. Explain and analyse industry dynamics and organisational innovation and management processes in differing contexts
5. Critically appraise the nature of innovation and understand the implications for how firms can engage in strategic change
6. Evaluate how different technology strategies affect businesses and appraise the tools and methods used

B. Practical, Professional and Key Skills

By the end of this module learners will have developed:

1. The ability to construct arguments based on the interpretation of quantitative data
2. Effective written communication skills for formulating plans, strategies and outcomes
3. Time management skills (including working under time pressure)
4. Analytical, problem-solving and decision making skills in the area of innovation
5. The ability to synthesise and use information and knowledge effectively to analyse organisational innovation
6. Digital and information literacy skills
7. Problem solving skills

Learning and Teaching Strategy and Methods

In addition to the core principles of the learning & teaching strategy and methods for this programme provided in the Programme Specification, Regulations and programme induction, the learning resources for this module are designed by a team supporting the module author with instructional design, learning technology and project management skills.

All students receive comprehensive learning materials in a variety of e-formats for use with different electronic devices. Online learning activities and formative assessments are a key feature of this framework and are linked to the online materials with a Student Progress Log

illustrating the level of progress against learning outcomes and syllabus progress. Students can see their skills development through a 'Skills Portfolio', which evolves through the student's completion of formative and summative assessment.

Students will demonstrate their learning through a variety of activities. Moderated peer group exercises will help students demonstrate achievement of learning objectives from conceptual understanding to critical analysis. Students will demonstrate critical analysis skills through participation in discussions to review business models with which they were familiar and others of which they were unaware. Module tutors and programme Student Relationship Managers will be a useful resource for students looking for support with their online discussion and engagement.

Self-assessment exercises will provide students with the opportunity to gauge their learning against topic and module learning objectives as well as against confidence level in their own understanding. This will allow students to identify which content areas require further work on their part.

Learning materials are divided into topics of 10-12 hours of student effort to support student's time management and motivation for study. The learning content is a mixture of video, text, learning activities and formative assessments, with allocated time for preparation, revision and review relating to each item of summative assessment.

Assessment strategy, assessment methods

Pass Mark

The pass mark is 50% for each element of assessment.

Compensation between elements of assessment is available on this module for marginal fails between 45%-49%.

Assessment Elements

1. Coursework (30% weighting)

There is one item of coursework for this module which contributes to the final assessment mark for this module:

Coursework: an essay applying concepts from the first part of the module of 2,500 words in length (maximum) (deadline – weeks 9–12)

The coursework is designed to check student progress, extend and reinforce concepts covered and also test individual performance.

2. Examination (70% weighting)

The final piece of assessment will be an unseen written examination of 2 hours' duration.

Learning resources

Learning materials

Learning activities and formative assessments for this module are designed and developed by the Lead Author/Module Leader and incorporate the following:

- Short videos
- Learning activities (including discussion forum activities)
- Formative assessments (multiple-choice and True/False quizzes, short answer self-assessments and matching exercises)
- Learning content

E-resources

All students can access to the e-resources of the University of London which includes a wide range of *entrepreneurial marketing, entrepreneurship and marketing journals*. Students will be directed to journals within each topic of study and given online resources to enhance their information literacy skills as part of the student induction.

Core text(s)

The learning content will be drawn from two key texts (see below).

Author Joe Tidd and John Bessant

Title *Managing Innovation: Integrating Technological, Market and Organisational Change*

Publisher Wiley

Year 2016

Author Paul Trott

Title *Innovation Management and New Product Development*

Publisher Prentice Hall (Pearson)

Year 2011

Other references

The following is an illustrative list of the reading materials that will be referred to in the module:

Barczak, G., Griffin, A., Kahn, K.B., 2009. "Perspective: trends and drivers of success in NPD practices: results of the 2003 PDMA best practices study". *Journal of product innovation management* 26, 3-23.

Chesborough, H. W. (2003) "The era of open innovation", *MIT Sloan Management Review*, Spring, 2003

Drucker, P. F. (1998) "The discipline of innovation", *Harvard Business Review*, Nov-Dec 1998

Kim, C. and Mauborgne, R. (2005) "Blue Ocean Strategy: From Theory to Practice", *California Management Review*, 47(3): 105-121.

Wang, F., Chen, J., Wang, Y. L. Ning and Vanhaverbeke, W, "The effect of R&D novelty and openness decision on firms' catch-up performance: Empirical evidence from China", *Technovation*, vol. 34(1) (2014), 21-30