



UNIVERSITY  
OF LONDON

# Programme Regulations 2022–2023

## Business Innovation

MSc  
PGDip  
PGCert

**Important document – please read**  
This document contains important  
information that governs your  
registration, assessment and  
programme of study



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## Important information regarding the Programme Regulations

**Last revised** 21 March 2022

As a student registered with the University of London you are governed by the current General Regulations and Programme Regulations associated with your programme of study.

These Programme Regulations are designed and developed by the University of London which is responsible for the academic direction of the programme. The Programme Regulations will provide the detailed rules and guidance for your programme of study.

In addition to Programme Regulations you will have to abide by the [General Regulations](#). These regulations apply to all students registered for a programme of study with the University of London and provide the rules governing registration and assessment on all programmes; they also indicate what you may expect on completion of your programme of study and how you may pursue a complaint, should that be necessary. Programme Regulations should be read in conjunction with the General Regulations.

The relevant General Regulations and the Programme Regulations relating to your registration with us are for the current year and not the year in which you initially registered.

On all matters where the regulations are to be interpreted, or are silent, our decision will be final.

Further information about your programme of study is outlined in the Programme Specification which is available on the relevant Courses page of the website. The Programme Specification gives a broad overview of the structure and content of the programme as well as the learning outcomes students will achieve as they progress.

### Terminology

The following language is specific to the **Business Innovation** programme:

**Module:** Individual units of the programme are called module. Each module is a self-contained, formally structured learning experience with a coherent and explicit set of learning outcomes and assessment criteria.

**Study session:** There are four study sessions in a year, each lasting 10 weeks. Sessions begin in October, January, April and July. Each session is following by an assessment submission point.

**Resitting the assessment of a failed module:** When you resit a failed module you will not be allocated a tutor group but you will have access to the learning materials on the VLE and you will be required to resubmit your summative assessment.

**Repeating a failed module:** When you repeat a failed module you will be allocated a tutor group, you will have access to the learning materials on the VLE and you will be required to resubmit your summative assessment. If you repeat a module, you will have to pay the full module fee when you re-register for the module.

Throughout the Regulations, 'we' 'us' and 'our' mean the University of London; 'you' and 'your' mean the student, or where applicable, all students.

If you have a query about any of the programme information provided please contact us. You should use the *ask a question* button in the [student portal](#).

## 1 Structure of the qualifications

### Qualifications

#### 1.1

The following named qualifications are awarded under the Business Innovation programme:

- Master of Science in Business Innovation
- Postgraduate Diploma in Business Innovation
- Postgraduate Certificate in Business Innovation

### Qualification structures

[Appendix A](#) lists the modules in the qualification structures and [Appendix B](#) gives the module descriptions.

#### 1.2

The MSc consists of:

- ten core modules (15 credits each)
- one Work-based Project module (30 credits)

#### 1.3

The PGDip consists of:

- eight modules (15 credits each)

#### 1.4

The PGCert consists of:

- four modules (15 credits each)

### Individual modules taken on a standalone basis

#### 1.5

Select modules of the Business Innovation programme may be available to study on a stand-alone basis, subject to module availability.

See [course page](#) for information about the modules available for study on a stand-alone basis and when they run.

## 2 Registration

### Effective date of registration

#### 2.1

Your effective date of registration will be either:

- 1 October, if you first register before the September registration deadline.
- 1 April, if you first register before the March registration deadline;

## **Date of first assessments**

### **2.2**

If your effective date of registration is:

- 1 October, you will take your first assessment(s) in December of the same year
- 1 April, you will take your first assessment(s) in June of the same year

## **Study sessions**

### **2.3**

The programme has two registration points in the year. There are four study sessions in a year, each lasting 10 weeks. Sessions begin in October, January, April and July. Each session is followed by an assessment submission point.

Further information about ratification of grades can be found in [Section 6: Progression within the programme](#)

### **2.4**

The 15 credit modules will be taught over one 10-week session.

### **2.5**

The Work-based Project is 30 credits and will be taught over two 10-week sessions, beginning in April only.

## **Module availability**

### **2.6**

Where the learning experience may be compromised due to low student registrations, we may consider deferring the module to a later session.

Not all modules will run in every study session.

We will inform you of any such changes as early as possible and provide you with reasonable alternative arrangements.

## **Period of registration**

See the [Programme Specification](#) for the minimum and maximum periods of registration applicable to this programme.

### **2.7**

The minimum and maximum periods of registration to complete the programme are counted from your effective date of registration.

See [Section 6: Progression within the programme](#) for information on maximum and minimum number of modules you can study in a study session for.

### 3 Recognition of prior learning and credit transfer

To be read in conjunction with the [General Regulations](#), Section 3.

#### Recognition of prior learning

Recognition of prior learning is a generic term for the process by which we recognise and, where appropriate, award credit for learning that has taken place elsewhere, before entry onto a programme of study. Where the prior learning covered a similar syllabus at an appropriate level to a module on the University of London programme, credit will be awarded as if you took the University of London module/course.

##### 3.1

If you are registered for the MSc or PGDip, you may apply for recognition of prior learning mapped against modules to a total of 60 UK credits.

##### 3.2

Applications for recognition of prior learning for the Work-based Project will not be accepted.

##### 3.3

If you are registered for the PGCert, you may not apply for recognition of prior learning.

### 4 Assessment for the programme

See [General Regulations](#) for Rules for taking written assessments.

##### 4.1

Summary table of assessment					
Module	Corporate Responsibility Entrepreneurship and Innovation Innovation and the Knowledge Economy		Business Model Innovation Digital Business Entrepreneurial Venture Creation Innovation: Management and Policy Innovation Process and Strategy Intellectual Capital and Competitiveness Management of Emerging Technologies	Work-based Project	
Element weighting	25%	75%	100%	30%	70%
Item of assessment	Online multiple choice question test (MCQs)	End of term coursework / online examination	End of term coursework / online examination	Research Proposal	Project Report

## Passing assessments

### 4.2

The pass mark for each module is 50%. Where there is more than one element of assessment for a module, you do not need to pass each element of assessment, although you do need to obtain an overall weighted mark of 50% in each module.

### 4.3

For a module with two elements of assessment, if you do not submit the first element of assessment, but do submit the second element of assessment, you will receive a mark of zero for the first element and this will count as an attempt. Your module mark will still be based on the overall weighted mark.

## Invalid attempts

### 4.4

For a module with two elements of assessment, if you submit the first assessment but do not submit the second assessment, this will not count as an attempt at the module and there will be no academic penalty.

### 4.5

For a module with two elements of assessment, if you submit neither element of assessment, this will not count as an attempt at the module and there will be no academic penalty.

### 4.6

For a module with one element of assessment, if you do not submit the final assessment, this will not count as an attempt at the module and there will be no academic penalty.

### 4.7

For the Work-based Project, if you do not submit the Research Proposal your attempt at the module will not be valid and you will not be permitted to submit the final assessment. This will not count as an attempt at the module and there will be no academic penalty.

### 4.8

If you have not made a valid attempt at the module (see regulations 4.4 to 4.7), you will need to re-register and make a new attempt at the module. You will be required to pay the **full module fee**. If there are two elements of assessment, all assessment elements will need to be attempted.

See [General Regulations](#) for Rules for taking written assessments

## Mitigating circumstances

### 4.9

For 15 credit modules where there is more than one element of assessment, mitigating circumstances will only be accepted for the second, higher weighted element of assessment.

### 4.10

For the Work-based Project, mitigating circumstances will be accepted for either element of assessment.

## Penalty for exceeding the word count of coursework elements

### 4.11

For coursework elements, you should not exceed the word limit by more than 10%. If the word count is between 10% to 20% above the word limit, the coursework will receive a five mark penalty. If the word count exceeds the word limit by more than 20% you will receive a mark of zero for your work.

## Late submission of coursework elements

### 4.12

You must keep to the deadlines given on the VLE. Coursework elements that are submitted after the deadline will not be marked and the attempt will be considered invalid.

See regulations 4.4 to 4.8 for more information on invalid attempts.

## 5 Number of attempts permitted at an assessment element

### 5.1

The maximum number of attempts permitted for any element of assessment is two.

### 5.2

You will fail the assessment if your overall weighted mark for the module is below 50%.

### 5.3

You must make a second attempt at the assessment for a module you have failed, provided that you have not exceeded the maximum number of attempts at the assessment/s. If there are two elements of assessment for the module, all assessment elements will need to be attempted.

### 5.4

If you pass the module overall with a mark of 50% or above, you will not be permitted to make a second attempt at any assessment element.

## Resitting the assessment of a failed module

If you resit the assessment for a module, you will have to pay a fee when you re-register for the module to resit the assessment. The fee payable is outlined in the fee schedule.

You will not be allocated a tutor group but will have access to the learning materials on the VLE and will be required to resubmit your summative assessment.

### 5.5

If you fail the assessment for a module held in the October session or the January session, your resit opportunity will be the July session of the same academic year.

### 5.6

If you fail the assessment for a module held in the April session or the July session, your resit opportunity will be in January of the following academic year.

### 5.7

If you do not make a second attempt at a failed module at the first opportunity, you will be required to repeat the module in full. **You will be required to pay the full module fee.**

## Repeating a failed module

If you repeat a module, you will have to pay the full module fee when you re-register for the module. When you repeat a failed module you will be allocated a tutor group, you will have access to the learning materials on the VLE and you will be required to resubmit your summative assessment.

## 5.8

You may choose when you repeat a failed module. You do not have to take the assessment at the next available study session.

# 6 Progression within the programme

See [Section 4: Assessment for the programme](#) for method of assessment.

## 6.1

You must have passed 60 credits before you register for the Work-based Project.

### Module selection

## 6.2

In any one study session, you may register for a maximum of 45 credits in a combination of new, failed and resumed modules, of which a maximum of 30 credits may be made up of new modules. A new module is a module you have not registered for previously or for which a previous attempt was invalid.

In a session where you are registered for the Work-based Project, this will count as 15 credits per session.

## 6.3

There are two exam boards a year, following the January and July sessions. You will receive provisional results following the October and April sessions. These results will be formally ratified by the next available exam board. Provisional results should be used for the basis of progression.

### Progression from a lower to a higher qualification

## 6.4

If you do not already meet the entrance requirements for the MSc or PGDip, successful completion of the PGCert will allow you to progress to the MSc or PGDip. Final results ratified at the exam board will be used as the basis for progression.

## 6.5

If you are registered on a lower qualification and wish to transfer your registration to a higher qualification, you should notify us before you enter for final assessments for the lower qualification.

As the entrance requirements for the PGDip and MSc are the same, you do not need to successfully complete the PGDip to transfer to the MSc. However, transfer of registration cannot take place whilst a study session is live and before results for this session are ratified by the exam board.

### Transfer from standalone individual modules

## 6.6

You may take up to three modules (45 credits total) on a stand-alone basis (if available) without being registered for a PGCert, PGDip or MSc. If you apply to progress to a PGCert, PGDip or MSc and this is approved, you may be credited with any individual modules successfully completed provided they form part of the structure of the qualification you are transferring to.

### 6.7

A mark awarded for completion of an individual module may not be used to replace any mark for a degree, diploma or certificate already awarded.

### 6.8

If you are registered on standalone individual modules and you wish to transfer your registration to a PGCert, PGDip or MSc, you must meet the entrance requirements for the PGCert, PGDip or MSc.

### 6.9

Only three modules (a maximum of 45 credits) may be counted as credit towards an MSc, PGDip or PGCert.

If you request to transfer from standalone individual modules to an MSc, PGDip or PGCert and are currently undertaking the study for these modules, transfer of registration cannot take place whilst a study session is live and before results for this session are ratified by the exam board.

## 7 Schemes of award

If your last assessments take place in the October or January sessions, the date of award will be 1 May in the year of the last assessments that contribute to the award.

If your last assessments take place in the April or July sessions, the date of award will be 1 November in the year of the last assessments that contribute to the award.

### Marking criteria

See [Appendix C](#) for the Assessment Criteria.

### 7.1

All assessments will be marked according to the published Assessment Criteria.

### Mark scheme

### 7.2

The following mark scheme is used for the MSc, PGDip and PGCert:

Mark range	Outcome
70% and over	Distinction
60% – 69%	Merit
50% – 59%	Pass
0% – 49%	Fail

### 7.3

To calculate the final grade for the qualification, the marks for modules are weighted equally, with the exception of the Work-based Project which is double weighted.

### 7.4

To be granted a qualification with Merit, your mean average mark for the 15 credit modules must be between 60% and 69%; your mark for the Work-based Project (if applicable) must be 60% or above.

**7.5**

To be granted a qualification with Distinction, your mean average mark for the 15 credit modules must be 70% or above; your mark for the Work-based Project (if applicable) must be 70% or above.

**Date of award**

**7.6**

The date of award will correspond to the year that the requirements for the award were satisfied.

**Exit qualifications**

**7.7**

If you have exhausted your permitted number of attempts at module(s) and are unable to complete the MSc or PGDip, you may be considered for an exit qualification of PGDip or PGCert (respectively). In such circumstances, you will need to have achieved the credit required for a PGDip (120 credits) or PGCert (60 credits) and have successfully completed the required modules for the qualification concerned.

[Appendix A](#) gives the qualification structures, including for the PGCert exit qualification.

Exit qualifications will be classified according to regulations 7.4 and 7.5.

**7.8**

If you have not completed the required modules, but you have completed the required number of credits for a PGDip (120 credits) or PGCert (60 credits), the Board of Examiners may, at its discretion, consider you for an exit qualification.

**7.9**

The exit qualification of PGDip or PGCert will be with effect from the year in which you satisfied the requirements for that award. Your registration will cease once the exit qualification has been granted.

## Appendix A – Structure of the qualifications

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### MSc Business Innovation

For the qualification of MSc Business Innovation, you must pass

- The following ten modules (each worth 15 credits):
  - Business Model Innovation (MTM150)
  - Corporate Responsibility (MTM100)
  - Digital Business (MTM160)
  - Entrepreneurship and Innovation (MTM040)
  - Entrepreneurial Venture Creation (MTM170)
  - Innovation and the Knowledge Economy (MTM050)
  - Innovation: Management and Policy (MTM060)
  - Innovation Process and Strategy (MTM180)
  - Intellectual Capital and Competitiveness (MTM130)
  - Management of Emerging Technologies (MTM140)
- One compulsory Work-based Project (MTM500) (30 credits)

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### PGDip Business Innovation

For the qualification of PGDip Business Innovation, you must pass

- Any **eight** modules (each worth 15 credits) chosen from:
  - Business Model Innovation (MTM150)
  - Corporate Responsibility (MTM100)
  - Digital Business (MTM160)
  - Entrepreneurship and Innovation (MTM040)
  - Entrepreneurial Venture Creation (MTM170)
  - Innovation and the Knowledge Economy (MTM050)
  - Innovation: Management and Policy (MTM060)
  - Innovation Process and Strategy (MTM180)
  - Intellectual Capital and Competitiveness (MTM130)
  - Management of Emerging Technologies (MTM140)

## PGCert Business Innovation

For the qualification of PGCert Business Innovation, you must pass

- Any **four** modules (each worth 15 credits) chosen from:
  - Business Model Innovation (MTM150)
  - Corporate Responsibility (MTM100)
  - Digital Business (MTM160)
  - Entrepreneurship and Innovation (MTM040)
  - Entrepreneurial Venture Creation (MTM170)
  - Innovation and the Knowledge Economy (MTM050)
  - Innovation: Management and Policy (MTM060)
  - Innovation Process and Strategy (MTM180)
  - Intellectual Capital and Competitiveness (MTM130)
  - Management of Emerging Technologies (MTM140)

## Appendix B – Module descriptions

### Business Model Innovation (MTM150)

This module aims to introduce students to the academic knowledge and business practices regarding business model innovation. Emphasis will be placed on the key aspects of business model innovation, with special attention placed on discussing the myriad of different types of innovative business models, the associated unique challenges and how to overcome these. We will also discuss how to apply frontstage and backstage driven shift to create value from business model innovation. This module will equip students with the high-level skills, capabilities and knowledge that will enable them to achieve business model innovation in the full range of business sectors.

Business model innovation plays an important role in achieving the success of business innovation for both new business ventures and established organisations. Through a systematic and detailed explanation of different types of business models, this module provides students with the academic knowledge, business understanding and the ability to apply these in the real world. The current theoretical underpinning and industrial practices regarding different types of business models will be introduced. The necessary concepts, theories and models regarding innovating business models will be explored. Students will develop the capabilities to apply knowledge and skills to radically change or shift new and existing businesses for achieving business model innovation.

#### Topics covered

- Innovating business models
- Frontstage innovation of business models
- Value proposition canvas for business model innovation
- Frontstage driven shift of business models
- Business model innovation driven by marketing strategy
- Backstage innovation of business models
- Backstage driven shift of business models
- Business model innovation driven by profit strategy
- Business lifetime value
- Business model innovation for social value creation

### Corporate Responsibility (MTM100)

We live in a globalized society that is increasingly concerned with social and environmental sustainability. Global challenges such as climate change, the global financial crisis and high-profile corporate scandals have increased the pressure on businesses for more accountability and responsibility on social and environmental issues. As a result, businesses are increasingly required to understand such issues and integrate them into their everyday practice. Practitioners who have such knowledge are in high demand in the job market.

This module seeks to advance understanding of how businesses can benefit from taking a more holistic approach to the marketplace. In other words, it adopts a macro-marketing lens focusing on the interplay between marketing and society. This module encourages students to think critically about issues such as why markets change, contemporary consumer trends, as well as how businesses can benefit from embedding sustainability concepts into their everyday practice. By using more holistic marketing strategies, students are better able to assess risks, identify

opportunities and create marketing plans that can benefit businesses, their stakeholders and society at large.

This module furthers students' appreciation of the concept of sustainability and related concepts such as corporate responsibility/corporate citizenship, including how they can be operationalized and applied in today's business environment. The main aim of the module is to help students understand how businesses can benefit by adopting these concepts in their marketing strategy, and ultimately, it aims to help students think critically about the opportunities and limitations of marketing in society.

Students will develop critical perspectives needed to debate the importance of sustainability in their organizations, build the business case for adopting sustainability strategies and help their organizations to better address social and environmental concerns. The module will be suitable for students without prior knowledge of marketing or management.

Topics covered:

- Twenty-first century global challenges
- Introduction to sustainability and related concepts
- Markets, Marketing and society: what is driving change?
- The changing role of business in society
- Effective communication with stakeholders
- Contemporary consumer trends
- Consumer and buyer behaviour and sustainability
- Sustainable marketing strategies
- Developing and Emerging markets
- Doing harm while attempting good: a critical eye on sustainable business practices

### **Digital Business (MTM160)**

Unlike a traditional e-Business/e-Commerce module, which traditionally aims at making students understand how to take an offline business online, this module is about understanding businesses that are digital from the outset, as well as the implications of the virtual environment that characterizes digital businesses. The Digital Economy offers tremendous opportunities but also radical challenges that even large corporations struggle to address. This is particularly the case because of the ever-changing landscape where today's champions might become all but forgotten in a matter of years. While technologies, market leaders and usages change rapidly, there are fundamental economic rationales and rules that do not change. Knowing these enables students to fully understand the true competitive nature of a particular business and to design strategies to leverage and keep this competitive advantage. This module aims to provide understanding and knowledge of the economics and business fundamentals of the digital economy, through focusing on economic, management and information systems concepts and theories that explain the radical changes brought about by the digitalisation in the business environment of firms. It will provide students with the practical skills and knowledge required to design effective and successful strategies in the Digital Economy, in particular in the information, media, cultural and creative industries.

Topics covered:

- Introduction to the Digital Business

- Information, Knowledge and Information Goods
- Understanding the Nature of Digital Goods
- Business Models for Digital Business
- Pricing Models for Digital Business
- Digital Marketing
- Digital Collaborative Platforms
- Enterprise Digitisation
- New Technological Trends,
- New Digital Business

### **Entrepreneurship and Innovation (MTM040)**

Entrepreneurship is at the heart of any economy. Since the 1980s, successive British governments have sought to promote entrepreneurship both as a way of tackling economic problems and capitalizing on the private and public knowledge-base. The module brings together theory and practice and is organised under four main themes.

Theme 1: Entrepreneurship and Innovation: theories of entrepreneurial behaviour.

From Schumpeter and Penrose to theories of organisational growth and survival to conceptualisations of uneven geographies of entrepreneurial activity.

Theme 2: Understanding innovation

Definitions of innovation. Innovative as an interactive process.

Theme 3: Entrepreneurship and innovation in practice

University spin-offs, innovation in manufacturing and services

Theme 4: Entrepreneurship and innovation support systems: public and private programmes

Theoretical explanations for how public policy at international, national and regional scales influences the climate for entrepreneurship and innovation. Evidence of both the impact of public and private initiatives on the entrepreneurial process in the UK and the US.

Topics covered:

- Defining entrepreneurship and entrepreneurial behaviour
- Innovation as an interactive process
- Business closure
- Innovation as a management process
- Business growth
- Innovation in manufacturing and service
- Financing innovative small firms
- Academic entrepreneurship
- The role of public policy in supporting entrepreneurship and innovation.

- Exam revision

### **Entrepreneurial Venture Creation (MTM170)**

This module provides knowledge and skills in applied entrepreneurship, with a special emphasis on developing a business plan to establish a new venture or to introduce innovation (e.g. a new product/service/process/business/project development) within an established organisation. Hence, the module will be of value to future start-up (i.e. establishing a new enterprise) as well as corporate (i.e. introducing innovation in an existing organisation) entrepreneurs. Students will be trained to conduct research to evaluate customers, competitors, suppliers, and external and internal environments, as well as to co-create value with customers, and subsequently, to use the findings to develop a sound business plan highlighting a business concept, marketing plan, operational plan and financial plan.

Based on the business model canvas and lean start-up principles on designing a business plan, this module will teach students how to develop a sound business plan by conducting relevant research on macro, micro, and internal environments, as well as competitors, customers and suppliers. The module helps students use the findings of such research to develop an a business concept, marketing plan, operational plan and financial plan. Understanding the environment in which a business operates reduces the risk of failure, thus increasing the success of entrepreneurial venturing. Students will learn from the experience of entrepreneurs who have successfully established new ventures.

Topics covered:

- Introduction and the Business Model Canvas
- Entrepreneurial motivation
- Entrepreneurial opportunity and business growth
- Understanding your customers
- Your business model and macro, industry and internal environments
- SWOT analysis and business concept
- Entrepreneurial marketing
- Operation plan
- How to prepare financial statements
- How to secure finance: pitching your business

### **Innovation and the Knowledge Economy (MTM050)**

The module explores the many roles that innovation and technology play in the economy and the challenges that the contemporary “knowledge economy” poses for businesses, governments and public and private sector organizations.

The first part of the module focuses on understanding the role and nature of innovation in the knowledge economy: The relationship between innovation, knowledge, productivity and economic growth; technological change, automation and the future of jobs; how industries evolve in response to different innovation patterns; and how we can predict leading emerging technologies

The second part of the module explores the changing nature of competition in the knowledge economy: Innovation-based competition and “winner take all” markets; competing around intangible

assets and non-R&D based forms of innovation; co-designing innovation with users; open innovation and knowledge co-creation; and decentralised and ecosystem-based innovation models.

This module provides the essential ingredients that managers, business analysts, entrepreneurs and policymakers need in order to understand: how innovation and knowledge support contemporary economic performance; the implications of innovation for growth, productivity, jobs, and industry evolution; the changing nature and dynamics of innovation and of technology-based competition; and how companies can innovate and compete in the knowledge economy.

Topics covered:

- Innovation and productivity in the knowledge economy
- Skill biased technological change: Automation and the future of jobs
- Innovation and industry evolution
- Predicting future leading technologies
- Intangibles, networks and “winner takes all” markets
- Harnessing the knowledge of users
- Sources of knowledge for innovation: evolving models
- Profiting from innovation in the knowledge economy
- Towards decentralised and ecosystem-based innovation models
- Exam revision

### **Innovation: Management and Policy (MTM060)**

This module provides students with a thorough understanding of the central issues of managing innovation in firms as well as of innovation policy and its implications for firms, competitiveness and economic development in an international context. The module covers the following three key areas:

**Innovation and knowledge:** The importance of innovation, definitions and models, main concepts and analytical tools, the interaction of technology, markets and organisations, the innovating firm in its environment, knowledge as a business resource.

**Strategic management of innovation:** Corporate competencies for innovation, innovation in technology-intensive industries, collaborative arrangements, patents strategy, multinational company networks.

**Innovation policy:** The economic foundations of technology and innovation policy, innovation policy in a globalising economy, intellectual property rights, innovation systems.

Topics covered:

- Introduction. What is innovation?
- Models of innovation
- Corporate competencies for innovation. Developing innovation strategy.
- Innovation strategy in technology intensive industries. Profiting from innovation.
- Innovation strategy in technology intensive industries. The challenge of disruption.
- Networks and open innovation.
- Collaborative arrangements.

- Intellectual property rights. The use of patents.
- Innovation and multinational company networks
- Innovation policy: rationale and implications

### **Innovation Process and Strategy (MTM180)**

This module aims to provide students with a thorough understanding of the process, principles and practices of firms' innovation activities. The core elements of innovation process will be explored in relation to different business types. Both strategic and operational challenges that affect the innovation process will be discussed in this module. Students will be introduced to a range of enabling tools, models and structures that will equip them to strategically and operationally address the challenges emerged from firms' innovation process. The module will also explore how organisations can search, select, and execute innovation projects and create new products and services.

Innovation is an essential element in determining and maintaining competitiveness, and in ensuring the long-term survival of enterprises. This module will develop student's systematic understanding of how firms can manage innovation process and achieve ongoing innovation to support their business success. In this module, the innovation process and the challenges in establishing and sustaining innovation will be explored within a number of different contexts. Students will develop high level skills and capabilities to approach and analyse a variety of innovation management topics. This module aims to provide students with an understanding of how firms can recognise and harness innovation, and create and enhance competitive advantage.

Topics covered:

- Introduction
- Sources of innovation
- Search strategies for innovation
- Choosing innovation projects
- Creating new products and services
- Managing innovation teams
- Dealing with uncertainty
- Formulating innovation strategy
- Building innovative organisation
- Managing innovation portfolio

### **Intellectual Capital and Competitiveness (MTM130)**

Intellectual capital and related intangible assets and intellectual property are the sources of corporate competitiveness and value creation for services and manufacturing in terms of financial performance, market dominance, technological advantage and dynamic capabilities. This module aims to provide an understanding of such assets and the new managerial challenges they raise for firms. Opportunities for enhancing corporate competitiveness from intellectual capital have increased because of the integration of micro-electronics and ICT into business practices and organisations. The module's focus is competitiveness of e-business, including services and manufacturing businesses adopting micro-electronics into their operations.

Intellectual capital, and related intangible assets, are the capital of our time. Companies invest many times more in computerized information, data, software, intellectual property (such as patents, copyright, trademarks and open source), science, economic competencies, business models, than in buildings, machinery and raw materials. This future needs new strategies, management structures and entrepreneurial finance, but also, it brings new types of risk. Students will become equipped with the techniques, tools, and frameworks to be prepared for this future. Focusing on intellectual property rights and future proofing business models for digital transformation and investment in this future, this module will address today's intangible sources of corporate competitiveness and value creation for financial performance, market dominance, technological advantage, building dynamic capabilities, business models, and more.

Topics covered:

- The world of intellectual property rights (IPRs)
- The strategic management of IPRs
- Risks, obstacles and failure in IPR marketplaces
- Natural rights and moral rationales: the 21st century
- Economic incentives and political rationales for IPRs
- Competitive business models in a smarter economy
- Customer-based intangibles and market-based assets
- Digital Transformation Management
- Entrepreneurial finance in the digital economy
- Exam revision

### **Management of Emerging Technologies (MTM140)**

This module aims to provide students with basic knowledge about emerging digital technologies as well as user-oriented knowledge of several important applications. The module covers important issues related to the management of the new technologies such as implementation, strategy, and organizational change and cybersecurity. Students will have the opportunity to develop in-depth knowledge of the application of emerging technologies in one specific field. The module will also provide students with a theoretical framework for understanding the new technology and its impacts and engage students in critical discussion of the overall societal impacts.

Today, public and private organisations are continuously under the pressure of new digital technological ideas and new frameworks are available for changing the modes of competition, driving innovation, and disrupting the status quo. Management must be able to understand those changes in order to enable the right response. Strategic thinking is required in coping with the emerging variety of digital technologies. This module provides tools and approaches to deal with key emerging digital technologies in general (e.g., Blockchain, the Internet of Things, Artificial Intelligence, and so on). To do that, the module uses the literature on emerging digital technology management, theories of emerging technology adoption, and emerging digital technology impact assessments. Topics covered:

- What are emerging digital technologies?
- Adoption of emerging digital technologies – theory and practice
- Managing emerging digital technologies – Part 1 - measuring the digital maturity of organisations and forecasting the impact of emerging digital technologies

- Managing emerging digital technologies – Part 2 - strategy development, implementation, skills and people.
- Managing emerging digital technologies – Part 3 - organisation structure (teleworking and virtual organisation)
- Emerging digital technologies and entrepreneurship
- An overview of the current landscape of emerging digital technologies – Part 1 - DLT, the IoT, Cybersecurity
- An overview of the current landscape of emerging digital technologies – Part 2 - Data and Artificial Intelligence
- The future landscape of emerging digital technologies – The Challenge of Quantum Technology
- Policy and emerging digital technologies

### **Work-based Project (MTM500)**

The Work-based project will draw on elements of learning from different parts of the programme and demonstrate students' insight into, and understanding of, aspects of management practice in the context of their own organisation.

Examples of projects include:

- The rebranding of a family business following diversification
- The market research and business planning for a new service
- Reviewing and making recommendations for improving a service delivery area
- Designing and delivering a service change across locations and teams
- The development of data analytics to expand marketing opportunities

The module provides an academic structuring for a workplace research project. It supports students in negotiating the complexity of undertaking such a project using appropriate methodology, and develops students' ability to function as independent, critically evaluative researchers. The module enables students to understand and act on inter-relationships in the context in which their practice is located, and supports students in the recognition of structural factors and uncertainties and the ability to work effectively with these.

Topics covered:

- Identifying a research topic
- Preparing a research proposal
- Writing a critical literature review
- Designing the research
- Ethics
- Analysing and presenting qualitative data
- Analysing and presenting quantitative data
- Organizing and presenting the project

## Appendix C – Assessment criteria

### Coursework and Work-based Project Assessment Criteria

This is an indicative description of expectations at each grade level. Overall grades will comprise qualitative and quantitative elements. The setting of questions, tasks and requirements and the accompanying marking scheme should take account of the criteria below.

Mark band	Assessment criteria
80%-100% High Distinction	Marks in this range indicate an exceptionally high level of scholarship and outstanding performance in terms of all of the dimensions outlined. While work at this level exhibits scrupulous completion of the requirements of the assignment, it will also exhibit a high degree of initiative, high quality of analysis, academic sophistication, comprehension and critical assessment, making a novel contribution to business innovation studies.
70%-79% Distinction	Marks in this range indicate high levels of scholarship, and high performance in terms of all of the dimensions outlined. Comprehensively argued writing of interest and originality which is also well organized and presented exhibiting a sound, critical and analytical grasp of the relevant literature(s) and drawing on an extensive range of relevant academic sources. The work will display an excellent understanding of underlying theory as well as employing appropriate analytical techniques, resulting in an argument of interest and significance.
60%-69% Merit	Work that demonstrates a good command of the subject and relevant literature(s) as well as a sound grasp of critical issues, with evidence of independent thought and a high standard of argument as well as good presentation. Work towards the bottom of this range may have occasional weaknesses and flaws but will nevertheless show a generally high level of competence. Work towards the top of this range will be highly competent on all dimensions.
50%-59% Pass	Marks in this range indicate general capability, but with moderate levels of weaknesses on one or more dimensions indicated above. Work in this range may contain inaccuracies, the arguments may lack clarity or rigour, or there may be a lack of critical understanding. It will however be coherently structured and presented, showing a sound command of the subject, some awareness of critical debate, and the ability to construct a generally coherent argument.
40%-49% Fail	Marks in this range do not quite meet the minimum standards for a pass, with considerable levels of weaknesses on one or more dimensions. Work in this range may suffer from flawed arguments, weak structure and presentation, an inadequate command of course materials, or a serious failure to reflect on those materials. It will however demonstrate a basic understanding of business innovation studies and show evidence of reasonable attention to the course materials.
30%-39% Low Fail	Marks in this range display major levels of weaknesses on two or more dimensions. The work may be reliant on a minimal range of reading and reflection with poor attention to detail. Work in this range may be characterised by assertions lacking supporting evidence or argument, or by seriously flawed understanding of key concepts.
0%-29% Very Low Fail	Marks in this range indicate general incompetence, with highly serious levels of weaknesses on two or more dimensions. Work in this range will either fail to present any real argument or opinion, or fail to engage at all with the topic in question. Work may quote heavily from a small number of sources, but fail to integrate them and provide little or no narrative to explain their relevance.