1. **Title of the module**

BUSN7880 (CB788) Technology-Driven Business Innovation

1. **School or partner institution which will be responsible for management of the module**

Kent Business School

1. **The level of the module (Level 4, Level 5, Level 6 or Level 7)**

Level 6

1. **The number of credits and the ECTS value which the module represents**

15 credits (7.5 ECTS)

1. **Which term(s) the module is to be taught in (or other teaching pattern)**

Autumn

1. **Prerequisite and co-requisite modules**

BUSN3120 Introduction to Management

1. **The programmes of study to which the module contributes**

BSc Management; BSc International Business; and associated programmes

1. **The intended subject specific learning outcomes.
On successfully completing the module students will be able to:**

8.1 systematically understand and analyse the digital innovations in terms of products, services and sustainability;

8.2 critically assess the business value of digital technologies using academic and practitioners' methods and approaches;

8.3 deconstruct complex technology-oriented solutions and apply them to a business;

8.4 engage critically with theory and consultancy IT practices, by generating creative solutions that are aligned with the overall business strategy.

1. **The intended generic learning outcomes.
On successfully completing the module students will be able to:**

9.1 produce complex statistical and mathematical forms of analysis used in business to justify expenditure;

9.2 research a topic, extract and critically synthesise information from a range of written and spoken sources, and formulate a response;

9.3 distinguish between fact and opinion, between what is relevant and what is not and between opposing views based upon conflicting evidence;

9.4 demonstrate independent learning and time management;

9.5 analyse and critically assess information from a variety of texts and come to an informed conclusion with limited guidance

1. **A synopsis of the curriculum**

The aim of this module is to provide students with (1) a systematic understanding of how information technology is driving business innovation, (2) the methods and approaches used by managers to exploit new digital opportunities, and (3) an appreciation of the knowledge and skills needed to manage the business innovation. By the end of this module, students will be equipped with the necessary knowledge and tools to deal with current business issues including digital transformation and emerging business models via technological innovations.

1. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**

Chesney, T., Reynolds, G., Stair, R.M., (2015) *Principles of Business Information Systems*, 2nd Revised edition, Andover: Cengage Learning EMEA

Jordan, J., (2012) *Information, Technology, and Innovation:* *Resources for Growth in a Connected World*, London: John Wiley & Sons

Oakey, R., Groen, R., Cook, G. and Van der Sijde, P. (2012) *New technology-based firms in the new millennium*. Bingley, UK: Emerald

Smith, D., (2015) *Exploring Innovation*, 3rd Edition, Maidenhead: McGraw-Hill Higher Education

1. **Learning and teaching methods**

Total contact hours: 21

Private study hours: 129

Total study hours: 150

1. **Assessment methods**
	1. Main assessment methods

ICT (20%)

Group Pod Cast Presentation (20%)

Report (2000 words) (60%)

13.2 Reassessment methods

Reassessment Instrument: 100% coursework.

1. **Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section12) and methods of assessment (section 13)**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | *8.1* | *8.2* | *8.3* | *8.4* | *9.1* | *9.2* | *9.3* | *9.4* | *9.5* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |
| Lectures | **X** | **X** |  |  |  |  | **X** |  |  |
| Seminars |  |  | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Independent study  | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |
| ICT | **X** |  |  | **X** |  | **X** |  | **X** | **X** |
| Group Pod Cast  | **X** | **X** |  |  |  |  | **X** | **X** |  |
| Report | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |

1. **Inclusive module design**

The School recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

a) Accessible resources and curriculum

b) Learning, teaching and assessment methods

1. **Campus(es) or centre(s) where module will be delivered**

Canterbury

1. **Internationalisation**

The content, learning outcomes and assessment are intrinsically linked to international theory, practice and concepts due to the nature of the subject matter which transcends national boundaries.

**FACULTIES SUPPORT OFFICE USE ONLY**

**Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

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| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of the delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
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Revised FSO Jan 2018