

<b>Module Details</b>	
<b>Module Title:</b>	Entrepreneurial Creativity for Scientists
<b>Module Code:</b>	CFS6012-A
<b>Academic Year:</b>	2019-20
<b>Credit Rating:</b>	10
<b>School:</b>	School of Chemistry and Biosciences
<b>Subject Area:</b>	Chemistry
<b>FHEQ Level:</b>	FHEQ Level 6
<b>Pre-requisites:</b>	
<b>Co-requisites:</b>	

<b>Contact Hours</b>	
<b>Type</b>	<b>Hours</b>
Tutorials	24
Directed Study	76

<b>Availability</b>	
<b>Occurrence</b>	<b>Location / Period</b>
BDA	University of Bradford / Semester 2 (Feb - May)

<b>Module Aims</b>
<p>To build on the learning from the Enterprise and Commercialisation module in order to facilitate student led engagement with entrepreneurial planning.</p> <p>To stimulate learning and the development of creative ideas through the application of theories relating to creative thinking and entrepreneurship.</p> <p>To simulate the creative planning process that would be used in a business environment.</p> <p>To model business planning through simulation and development of promotional ideas and/or materials.</p>

<b>Outline Syllabus</b>
<p>There are two major themes within this module: creative thinking and the means inventory, and entrepreneurial action. The first is designed to ensure students have a good understanding of their own and their group skills, knowledge, networks and how these can be applied in the</p>

generation of new ideas. The second theme of this module will concentrate on the concepts of entrepreneurship (causation, effectuation, bricolage) and how they can be applied. Students will develop their ability to work independently and in small groups. They will extend their literature searching, presentation and report writing skills in preparing a group/individual presentation, a group/individual report and a personal reflection.

### Learning Outcomes

1	<ol style="list-style-type: none"> <li>1. Evaluate and apply concepts of creative thinking.</li> <li>2. Discuss the key elements of causation, effectual action and bricolage and their importance in entrepreneurial activity.</li> <li>3. Understand how to use personal and group means inventories in initial venture concepts.</li> <li>4. Demonstrate how initial concepts can be developed into business plans.</li> </ol>
2	<ol style="list-style-type: none"> <li>1. Understand and apply the concept of effectual action in entrepreneurial activity.</li> <li>2. Have developed a personal means inventory with the understanding of how to further develop and apply this knowledge.</li> </ol>
3	<ol style="list-style-type: none"> <li>1. Demonstrate knowledge of strategies to work effectively in a team.</li> <li>2. Show the ability to develop strategies and promotional material for delivery of entrepreneurial ventures.</li> <li>3. Evaluate your own learning through personal reflection</li> </ol>

### Learning, Teaching and Assessment Strategy

A combination of seminars, student-led seminars, simulation exercises and student directed learning. The student led seminars will consist of an ideas lab, technology review and co-creative approaches to ideas development. Students will carry out research in small groups or individually and present their findings to the whole cohort. Entrepreneurial concepts will be assessed in presentation and report formats, an additional personal reflective essay completes the assessment.

### Mode of Assessment

Type	Method	Description	Length	Weighting
Summative	Presentation	Presentation (15 minutes) supporting the proof of concept plan (assessment 001)	0 hours	20%
Referral	Coursework	SUPPLEMENTARY ASSESSMENT: Essay (2000 words)	0 hours	100%
Summative	Coursework	A reflective statement of approx 1500 words discussing issues relating to working in groups	0 hours	40%

Summative	Coursework	Submission of a group proof of concept plan for a new entrepreneurial venture of approx 1500 words.	0 hours	40%
-----------	------------	---	---------	-----

### Reading List

To access the reading list for this module, please visit <https://bradford.rl.talis.com/index.html>.

*Please note:*

*This module descriptor has been published in advance of the academic year to which it applies. Every effort has been made to ensure that the information is accurate at the time of publication, but minor changes may occur given the interval between publishing and commencement of teaching. Upon commencement of the module, students will receive a handbook with further detail about the module and any changes will be discussed and/or communicated at this point.*