



QUALIFI

SUCCESS THROUGH LEARNING
RECOGNISED WORLDWIDE

Level 4 Diploma in Innovation and Future Foresight

Qualification Specification

January 2023

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About QUALIFI

QUALIFI is recognised and regulated by Ofqual (Office of Qualifications and Examinations Regulator). Our Ofqual reference number is RN5160. Ofqual regulates qualifications, examinations, and assessments in England.

As an Ofqual recognised Awarding Organisation, QUALIFI is required to carry out external quality assurance to ensure that centres approved for the delivery and assessment of QUALIFI's qualifications meet the required standards.

Why Choose QUALIFI Qualifications?

QUALIFI qualifications aim to support learners to develop the necessary knowledge, skills and understanding to support their professional development within their chosen career and or to provide opportunities for progression to further study.

Our qualifications provide opportunities for learners to:

- apply analytical and evaluative thinking skills
- develop and encourage problem solving and creativity to tackle problems and challenges
- exercise judgement and take responsibility for decisions and actions
- develop the ability to recognise and reflect on personal learning and improve their personal, social, and other transferable skills.

Employer Support for the Qualification Development

During the development of this qualification QUALIFI has consulted a range of employers, providers and existing centres (where applicable) to ensure rigour, validity and demand for the qualification and to ensure that the development considers the potential learner audience for the qualification and assessment methods.

Equality and Diversity

QUALIFI's qualifications are developed to be accessible to all learners who are capable of attaining the required standard. QUALIFI promotes equality and diversity across aspects of the qualification process and centres are required to implement the same standards of equal opportunities and ensure teaching and learning are free from any barriers that may restrict access and progression.

Learners with any specific learning need should discuss this in the first instance with their approved centre who will refer to QUALIFI's Reasonable Adjustment and Special Consideration Policy.

Qualification Title and Accreditation Number

This qualification has been accredited to the Regulated Qualification Framework (RQF) and has its own unique Qualification Accreditation Number (QAN). This number will appear on the learner's final certification document. Each unit within the qualification has its own RQF code. The QAN for this qualification is as follows:

Qualifi Level 4 Diploma in Innovation and Future Foresight 610/2084/9

Qualification Aims and Learning Outcomes

Aims of the QUALIFI Level 4 Diploma in Innovation and Future Foresight

The aim of the QUALIFI Level 4 Diploma in Innovation and Future Foresight is to provide learners with an understanding of the relationship between innovation and change and their role in developing and growing organizations. Learners will develop practical skills for a career in managing change and leading innovation.

Successful completion of the QUALIFI Level 4 Diploma in Innovation and Future Foresight provides learners with the opportunity to progress to further study or employment.

Learning Outcomes of the QUALIFI Level 4 Diploma in Innovation and Future Foresight

The overall learning outcomes of the qualification are for learners to:

- understand and apply the principles of innovation and growth in organizations;
- acquire and work with an innovative mind-set;
- understand and apply the principles of research and testing innovative ideas;
- develop and test innovative business cases;
- develop creativity and set innovation in action;
- understand future foresight and apply its methods to develop organizations;
- manage change resulting from innovation and future foresight;
- understand the relation between innovation, information technology and future foresight.

The learning outcomes and assessment criteria for each unit are outlined in the unit specifications.

Delivering the Qualification

External Quality Assurance Arrangements

All centres are required to complete an approval process to be recognised as an approved centre. Centres must have the ability to support learners. Centres must commit to working with QUALIFI and its team of External Quality Assurers (EQAs). Approved Centres are required to have in place qualified and experienced tutors, all tutors are required to undertake regular continued professional development (CPD).

Approved centres will be monitored by QUALIFI External Quality Assurers (EQAs) to ensure compliance with QUALIFI requirements and to ensure that learners are provided with appropriate learning opportunities, guidance, and formative assessment.

QUALIFI's guidance relating to invigilation, preventing plagiarism and collusion will apply to centres.

Unless otherwise agreed, QUALIFI:

- sets all assessments;
- moderates assessments prior to certification;
- awards the final mark and issues certificates.

Learner Induction and Registration

Approved centres should ensure all learners receive a full induction to their study programme and the requirements of the qualification and its assessment.

All learners should expect to be issued with the course handbook and a timetable and meet with their personal tutor and fellow learners. Centres should assess learners carefully to ensure that they are able to meet the requirements of the qualification and that, if applicable, appropriate pathways or optional units are selected to meet the learner's progression requirements.

Centres should check the qualification structures and unit combinations carefully when advising learners. Centres will need to ensure that learners have access to a full range of information, advice and guidance to support them in making the necessary qualification and unit choices. During recruitment, approved centres need to provide learners with accurate information on the title and focus of the qualification for which they are studying.

All learners must be registered with QUALIFI within the deadlines outlined in the QUALIFI Registration, Results and Certification Policy and Procedure.

Entry Criteria

The qualification has been designed to be accessible without artificial barriers that restrict access and progression. Entry to the qualification will be through centre interview and the candidates will be expected to hold the following:

- learners who possess qualifications at Level 3 and/or;
- learners who have work experience in the governmental and non-governmental sector and demonstrate ambition with clear career goals.

In certain circumstances, learners with considerable experience but no formal qualifications may be considered subject to interview and demonstrate their ability to cope with the qualification's demands.

Recognition of Prior Learning

Recognition of Prior Learning (RPL) is a method of assessment (leading to the award of credit) that considers whether learners can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and so do not need to develop through a course of learning.

QUALIFI encourages centres to recognise learners' previous achievements and experiences whether at work, home or at leisure, as well as in the classroom. RPL provides a route for the recognition of the achievements resulting from continuous learning. RPL enables recognition of achievement from a range of activities using any valid assessment methodology. Provided that the assessment requirements of a given unit or qualification have been met, the use of RPL is acceptable for accrediting a unit, units, or a whole qualification.

Evidence of learning must be valid and reliable. For full guidance on RPL please refer to QUALIFI's *Recognition of Prior Learning Policy*.

Data Protection

All personal information obtained from learners and other sources in connection with studies will be held securely and will be used during the course and after they leave the course for a variety of purposes and may be made available to our regulators. These should be all explained during the enrolment process at the commencement of learner studies. If learners or centres would like a more detailed explanation of the partner and QUALIFI policies on the use and disclosure of personal information, please contact QUALIFI via email support@QUALIFI-international.com

Learner Voice

Learners can play an important part in improving the quality through the feedback they give. In addition to the on-going discussion with the course team throughout the year, centres will have a range of mechanisms for learners to feed back about their experience of teaching and learning.

Professional Development and Training for Centres

QUALIFI supports its approved centres with training related to our qualifications. This support is available through a choice of training options offered through publications or through customised training at your centre.

The support we offer focuses on a range of issues including:

- planning for the delivery of a new programme;
- planning for assessment and grading;
- developing effective assignments;
- building your team and teamwork skills;
- developing learner-centred learning and teaching approaches;
- building in effective and efficient quality assurance systems.

Please contact us for further information.

Progression and Links to other QUALIFI Programmes

Completing the **QUALIFI Level 4 Diploma in Innovation and Future Foresight** will enable learners to progress to:

- a QUALIFI Level 5 qualification in a related business area;
- employment in an associated profession.

Qualification Structure and Requirements

Credits and Total Qualification Time (TQT)

The QUALIFI Level 4 Diploma in Innovation and Future Foresight is made up of 120 credits **which equates to hours 1200 of TQT**.

Total Qualification Time (TQT): is an estimate of the total amount of time that could reasonably be expected to be required for a learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of a qualification.

Examples of activities that can contribute to Total Qualification Time includes: guided learning, independent and unsupervised research/learning, unsupervised compilation of a portfolio of work experience, unsupervised e-learning, unsupervised e-assessment, unsupervised course work, watching a prerecorded podcast or webinar, unsupervised work-based learning.

Guided Learning Hours (GLH): are defined as the time when a tutor is present to give specific guidance towards the learning aim being studied on a programme. This definition includes lectures, tutorials and supervised study in, for example, open learning centres and learning workshops, live webinars, telephone tutorials or other forms of e-learning supervised by a tutor in real time. Guided learning includes any supervised assessment activity; this includes invigilated examination and observed assessment and observed work-based practice.

Rules of Combination for QUALIFI Level 4 Diploma in Innovation and Future Foresight

All Units are mandatory.

Unit Reference	Mandatory Units	Level	TQT	Credit	GLH
R/650/5323	Innovation and Growth in Organisations	4	150	15	60
F/650/5328	The Innovative Mind-set	4	150	15	60
M/650/5331	Principles of Research and Testing Innovative Ideas	4	150	15	60
R/650/5332	Developing Innovative Business Cases	4	150	15	60
T/650/5333	Innovation in Action	4	150	15	60
Y/650/5334	Future Foresight	4	150	15	60
A/650/5335	Change Management for Innovation and Future Foresight	4	150	15	60
D/650/5336	Innovation, Information Technology and Future Foresight	4	150	15	60
Total			1200	120	480

Achievement Requirements

Learners must demonstrate they have met all learning outcomes and assessment criteria for all the required units to achieve this qualification. QUALIFI will issue certificates to all successful learners via their registered centres.

Awarding Classification/Grading

This qualification grading is: **Pass/Fail**

All units will be internally assessed through written assignment, internally marked by the QUALIFI approved centre and subject to external quality assurance by QUALIFI.

Assessment Strategy and Methods

The assessment methods used to evaluate learners' performance can be summarized under the heading of coursework or portfolio for each learner following the guidelines for the course. Assessment tools of both kinds are a part of the learners' learning process and can measure various aspects of learning outcomes. Learners are required to create assignments in each class.

Therefore, assignments are an integral element of the learners' activities within the classroom. There are strict guidelines for assignments:

- plagiarism - reusing the words of another person from the book/journal article or a lecture without acknowledging the source;
- referencing - how to use references and refer to other people's work in your writing so as how not to commit plagiarism;
- the length in words of reports and essays;
- style and presentation of a report, including the language style employed, and learners must sign an authenticity statement to prove their ownership of the work.

All learning outcomes must be evaluated using appropriate assignments to test understanding, knowledge and capabilities. The qualifications in this category are vocational since they are designed to support learners' development in his or her career. Assessments will have a strand of questions for the learning outcomes of each unit. The assignments will be based on inquiries related to the Learning Outcome (LO) and Assessment Criteria (AC) requirements. In the assignments, learners are required to be exposed to the fundamental and relevant theory that is the basis of the subject matter.

Learners must provide adequate, valid and reliable evidence demonstrating all of the evaluation requirements. Assessors should be able not to mark the assignments that are submitted. To pass a unit, learners must earn 40% marks on every project or assignment.

Assessors need to organize, collect and examine the evidence submitted by learners according to the requirements of descriptors and the criteria of Pass/Fail. Then, they should make them accessible for internal moderation to the centre's Internal Quality Assurer (IQA).

Unit Specifications

Unit DIFF401: Innovation and Growth in Organizations

Unit code: R/650/5323

RQF Level: 4

Unit Aim

The aim of this unit is to help learners understand how innovation works in organizations and its role in organisational growth and development.

Learning Outcomes and Assessment Criteria

Learning Outcomes When awarded credit for this unit, a learner will:	Assessment Criteria Assessment of this learning outcome will require a learner to demonstrate that they can:
1. Understand the innovation process in organisations and the principles of innovation and growth in organisations.	1.1. Define the scope and role of innovation in organizations 1.2. Differentiate between innovation and creativity 1.3. describe the essential elements of creativity and ingenuity
2. Understand the application of the principles of innovation and growth in organisations.	2.1. Analyse the role and importance of innovation in institutions. 2.2. describe the characteristics of strategies using his own experience. 2.3 describe the principles and the practice required to foster innovation and growth
3. Describe the factors of the innovation and growth in organisations.	3.1. Analyse the factors that promote the development of new ideas. 3.2. Analyse the characteristics of an institution that has an innovative culture

Indicative Content

1. The innovative mindset with exercises to acquire the skills of the innovative mindset.
2. Types of innovative mindset.
3. Factors that consolidate innovative psychology visions and theories.
4. Recognising the components of innovation and its contributing factors to efficiently manage the innovative process.

5. Be aware of the levels of innovative cases.
6. Recognise the concept of creativity and its types.
7. Recognise the traits of the innovative personality.
8. The concept of innovation, its nature, conditions, and the need for it in organizations to keep pace with challenges and accelerate processes and business models in innovative ways.
9. Comparing the patterns of stereotypical thinking and innovative thinking.
10. Knowing the characteristics of innovation and the institutional factors that encourage it.
11. The practice of institutional creativity and innovation to identify the drivers in creating the institutional cultural environment with the importance of adhering to it as a goal and goal and making a difference through technology.

Suggested Resources

2. Ahmed, D. and Albuarki, J. (2017). Review of the Challenges of Scientific Research in the Arab World and Its Influence on Inspiration Driven Economy. *International Journal of Inspiration & Resilience Economy*, 1(1). doi:10.5923/j.ijire.20170101.04
3. Arab Knowledge Index (2015). Research and Development (R&D) and Innovation Index. http://www.knowledge4all.com/uploads/files/AKI2015/PDFEn/AKI2015_Ch7_En.pdf
4. Avery, C. M. and Smiler, R. W. (1990): "Research Consortia: The Microelectronics and Computer Technology Corporation", in Frederick Williams and David V. Gibson (Eds): "Technology Transfer: A Communication Perspective", Sage Publication.
5. Chatham House, (2013). The World's Industrial Transformation. A Chatham House Report July 2013.
6. Chiesa, V. (2001). R & D strategy and organisation; imperial collage press; London. Daft, R. (1978). A Dual-Core Model of Organizational Innovation. *Academy of Management Journal*, 21(2), pp.193–210.

Unit DIFF402: The Innovative Mind-Set

Unit code: F/650/5328

RQF level: 4

Unit Aim:

The aim of this unit is to provide learners with the knowledge of how entrepreneurship can be used in creating an environment of innovation within the context of an organization and to help them develop an innovative mind-set.

Learning Outcomes, and Assessment Criteria

Learning Outcomes When awarded credit for this unit, a learner will:	Assessment Criteria Assessment of this learning outcome will require a learner to demonstrate that they can:
1. Understand the application of an innovative mind-set in a business environment.	1.1. interpret the difference between the creative mentality and the innovation mind-set. 1.2. discuss the personality traits, mental qualities, and values of innovators 1.3 Evaluate the scope for applying an innovative mind-set in an organization
2. Understand how intrapreneurial activity affects an organisation.	2.1. Clarify the “innovative idea” using the learner words. 2.2. discuss ways in which entrepreneurship and intrapreneurship can be used to create innovative environment. 2.3. Evaluate the effectiveness of management systems and practices that affect innovation (human resources, communications, public relations, total quality management, ideas, and suggestions schemes).
3. Assess the development of their own innovative mind-set.	3.1. Analyse the characteristics of an innovative mind-set 3.2. Develop innovative mental strategies that deliver innovation 3.3. Develop a plan to enhance their own innovative mind-set

Indicative Content

1. The concept of creativity and innovation management at work, and what is related to the three basic pillars required to achieve creativity and innovation effectively in the real world.
2. Objectives of developing creative thinking and innovation at work.
3. Factors that reinforce the necessity of creativity and innovation, and their importance in doing business and various activities.
4. The characteristics and energies of innovation at work, as well as the capabilities that must be available in the personality of the leader who supports the concept of innovation and his practical skills.
5. Knowing what personal capabilities must be available in the personality of a leader who supports innovation.
6. Learn about innovation management methods and strategies at work.
7. Be aware of the factors affecting innovation, namely: (personal factors, organizational factors, and environmental factors).
8. The reasons behind adopting innovation at work, and the importance of investing in the minds of others. With the introduction of (20) principles that were fully extracted from the vision of His Highness Sheikh "Mohammed bin Rashid Al Maktoum", Vice President of the United Arab Emirates, Prime Minister, Ruler of Dubai.
9. Management systems and practices affecting innovation at work: (human resources management system, communications system, public relations system, total quality management system, ideas and suggestions system).
10. Levels of creativity and innovation at work, through two classifications, the first classification: (individual creativity, collective creativity, institutional creativity), and the second classification: (administrative creativity, legal creativity, artistic creativity).
11. Models for the stages and steps of creativity and innovation at work, by introducing three models: (Wallace model, Miller model, West model).

Suggested Resources

2. Design Council. (2017). The Design Process: What is the Double Diamond? [online] Available at: <http://bit.ly/2fSMSPs> [Accessed 21 June. 2018].
3. Dore, R. (1987). In Fransman, M. and King, K. (Eds): "Technological Capability", in the Third World", Macmillan Press, London, 1987.
4. Gartner (2017).Forecast: Blockchain Business Value, Worldwide, 2017-2030. <https://www.gartner.com/doc/3627117?ref=mrktg-srch>
5. Hill, A. (2017). Sustaining Growth with the Three Horizons Model for Innovation. [online] Medium. Available at: <http://bit.ly/2v0ASBX> [Accessed 10 Apr. 2018].
6. Hong Kong Industry Department (1987). In Tolentino, P. E.: Technological Innovation and Third World Multinationals.
7. Huawei and Oxford Economics (2017). Digital Spillover: Measuring the True Impact of the Digital Economy. At www.huawei.com/minisite/gci/en/digital-spillover/files/gci_digital_spillover.pdf.

Unit DIFF403: Principles of Research and Testing Innovative Ideas

Unit code: M/650/5331

RQF level: 4

Unit Aim

The aim of this unit is to enable learners to develop the understanding needed to research and test ideas by exploring the theories, practices and models that form the foundation for successful innovation.

Learning Outcomes, and Assessment Criteria

Learning Outcomes When awarded credit for this unit, a learner will:	Assessment Criteria Assessment of this learning outcome will require a learner to demonstrate that they can:
1. Understand the principles of research and innovative ideas.	1.1. Describe the role and importance of innovation for research and testing ideas 1.2. Demonstrate the characteristics of innovation theories that are applied in the workplace 1.3. Describe the requirements of applying innovation theories in the workplace
2. Understand how to test innovative ideas.	2.1. Discuss the steps in the research process to test innovative ideas 2.2. Describe the factors to be taken into consideration in testing innovative ideas and their potential impact 2.3. Restate the determinants of a creative personality
3. Understand the mechanism of techniques and measures of innovative ideas.	3.1 . Clarify techniques for developing individual and collective innovative thinking in the workplace 3.2. Restate measures of the effectiveness of innovative ideas (inputs, converting inputs into outputs (functions, operations, procedures), outputs and the external environment

Indicative Content

1. The impact of innovation on the growth and development of organizations, from two aspects:
 - Features of today's world and the inevitability of the need for creativity and innovation in institutions.
 - Future challenges and the importance of positive preparation for them.
1. Objective and arbitrary analysis of the relationship between creativity and innovation at the level of individuals on the one hand, and institutional innovation on the other hand, and the consolidation of the concept of quality and continuous improvement on the third hand.
2. Being able to capture the knowledge and process of a selected group of methods, methods and tools for generating creative ideas that have an innovative impact on institutional work.
3. Detailing the basic requirements for institutional innovation, by presenting and analysing the "Innovation Management System - IMS", which consists of seven basic functions that have a direct impact on the institutional innovation and creativity system.
4. Clarify the concept, dimensions and implications of the organizational climate, by focusing on its nine basic components that clearly affect the creativity and innovation system in the organization.
5. Presentation and analysis (12) principles that directly contribute to supporting creativity and innovation at work.
6. Defining the characteristics of innovative institutions, by presenting the features of the institutions of the future government presented by His Highness Sheikh Mohammed bin Rashid Al Maktoum, Vice President and Prime Minister of the UAE and Ruler of Dubai, in his book entitled: (Flashes of Thought, Ideas and Opinions Inspired by the Dialogue Session in Government Summit 2013).
7. Presentation and analysis of areas of innovation in organizations based on the following four basic components: Inputs, the mechanism for converting inputs into outputs (Functions, Operations, Procedures), Outputs, and the External Environment.
8. Addressing the variables of building the innovative institution, through the relationship of innovation with three elements or variables: (change, technology, education, and training).
9. Presentation and analysis of the factors for developing innovation in institutions, based on a fourfold classification: (activating effective foresight for the future, rooting the concept of knowledge management, building a spirit of institutional loyalty, eliminating obstacles to creative thinking).

Suggested Resources

1. Keeley, L. (2013). Ten types of innovation. Hoboken: John Wiley & Sons.
2. Koen, P. (2015). Lean Start-up in Large Enterprises Using Human-Centered Design Thinking: A New Approach for Developing Transformational and Disruptive Innovations. SSRN Electronic Journal.

3. Muckersie, E. (2016). Incremental, breakthrough & radical innovation: deciphering the differences. [online] Freshminds. Available at: <http://bit.ly/2K6PJB8> [Accessed Module 5 Innovation in Action 26. 19 Jun. 2018].
4. Ahmed, D. and Albuarki, J. (2017). Review of the Challenges of Scientific Research in the Arab World and Its Influence on Inspiration Driven Economy. International Journal of Inspiration & Resilience Economy, 1(1). doi:10.5923/j.ijire.20170101.04.

Unit DIFF404: Developing Innovative Business Cases

Unit code: R/650/5332

RQF level: 4

Unit Aim

The aim of this unit is to provide learners with the understanding necessary for developing and pitching innovative ideas by providing them with an understanding of business models and business cases.

Learning Outcomes, and Assessment Criteria

Learning Outcomes When awarded credit for this unit, a learner will:	Assessment Criteria Assessment of this learning outcome will require a learner to demonstrate that they can:
1. Understand the development and testing of innovative business cases.	1.1. Differentiate between a case study and a work plan 1.2. Represent the reasons for writing a case study 1.3. Describe the essential elements of a case study report
2. Understand the features of business cases and business models.	2.1. Represent a risk analysis within a project case study 2.2. Define the characteristics of innovative business models 2.3. Characterize the features of typical success indicators
3. Understand the features of case study in business.	3.1. Describe the characteristics of a case study of an innovative project 3.2. Represent the cost-benefit analysis in a project case study 3.3. Represent the requirements of a stakeholder analysis

Indicative Content

1. Concepts of research and development.
2. Operational methods in research and development.
3. Addressing the secrets of raising the effectiveness of research and development in order to meet the requirements of the requesting parties.
4. Recognize the types of scientific research in terms of method.
5. Getting acquainted with the basics, methods and principles of scientific research.
6. The concept of innovation and its importance in researching and testing innovative ideas.
7. Review theories for innovation in action.
8. Identify ways to generate creative ideas.
9. Reviewing the importance of the role of innovative thinking in making decisions.

Suggested Resources

1. Nagji, B., & Tuff, G. (2012). Spotlight On Innovation for the 21st Century-Managing Your Innovation Portfolio. Harvard Business Review, 66.
2. Nobelius, D. (2004). Towards the sixth generation of R&D management, International Journal of Project Management, Vol. 22.
3. Pompei, F. (2017). Patent Statistics as an Innovation Indicator. <http://dec.ec.unipg.it/~fabrizio.pompei/Lecture31.pdf>

Unit DIFF405: Innovation in Action

Unit code: T/650/5333

RQF level: 4

Unit Aim

The aim of this unit is to provide learners with an opportunity to gain the knowledge and skills needed to create and implement a new solution to a particular issue within an organization.

Learning Outcomes, and Assessment Criteria

Learning Outcomes When awarded credit for this unit, a learner will:	Assessment Criteria Assessment of this learning outcome will require a learner to demonstrate that they can:
1. Understand the external environment of an organisation.	1.1. Describe the scope and role of innovation management in the workplace. 1.2. Categorize the requirements of innovation management in the workplace. 1.3. Demonstrate the characteristics of the external environment that affect an organization.
2. Be able to implement innovative models in in workplace.	2.1. Distinguish between different levels of innovation in the workplace. 2.2. Create an implementation plan that meets the brief and addresses the issues identified in the external environment. 2.3. Implement the plan within budget and timescale.
3. Be able to create innovative process models in the workplace in accordance with organisational standards.	3.1. Apply creative and innovative process models in the workplace in accordance with organizational standards and procedures. 3.2 Describe the effectiveness of the implementation of an innovative solution.

Indicative Content

1. Recognise the concept of innovative case design.
2. Reviewing the basics, methods and tools of research, to develop the correct perceptions.
3. Getting acquainted with the research tools to study the innovative case.
4. Checking the sources of research information, because of their importance in formulating decisions.
5. Briefing on the principles and ethics of research and case study.
6. Identifying the methods of the case study and preparing the necessary research.
7. Recognize the success indicators of the case study.
8. Determine the research steps by training.
9. Apply the project case study template.

Suggested Resources

1. PWC (2017). Sizing the Prize. <https://www.pwc.com/gx/en/issues/data-andanalytics/publications/artificial-intelligence-study.html>
2. Ries, E. (2011). The Lean Startup: How Today's Entrepreneurs Use Continuous Innovation to Create Radically Successful Businesses. 1st ed.
3. Schlenker, L. (2014). Design in Practice: Scenarios for Improving Management Education. 11th International Conference on Cognition and Exploratory Learning in Digital Age (CELDA).

Unit DIFF406: Future Foresight

Unit code: Y/650/5334

RQF level: 4

Unit Aim

In this unit, learners will gain the knowledge and skills needed to research and develop a substantial innovative entrepreneurial idea relating to Future Foresight.

Learning Outcomes, and Assessment Criteria

Learning Outcomes When awarded credit for this unit, a learner will:	Assessment Criteria Assessment of this learning outcome will require a learner to demonstrate that they can:
1. Understand future foresight ideas and applications.	1.1. Distinguish between the concept of future predicting, future vision, and the concept of future foresight 1.2. Analyse the principles and tasks of future studies 1.3. Define and interpret the objectives and the importance of future studies in accordance with the brief
2. Apply future foresight methods to develop organisations.	2.1. Analyse patterns for future studies and justify their conclusions 2.2. Develop a plan for the implementation of an innovative entrepreneurial idea that is realistic, feasible and affordable 2.3. Implement the plan to budget and timescale
3. Be able to implement modern prospective for future foresight.	3.1. Evaluate the scope, value, and requirements of modern prospective studies methods 3.2. Apply the skill of the Delphi method in accordance with best practice 3.3. Be able to demonstrate a future foresight project results

Indicative Content

1. Being able to distinguish between the concept of predicting the future and the concept of anticipating the future.
2. Concerning future studies, science or art? Three trends or currents will be reviewed: (future studies is a science, future studies is an art, and future studies is a science and art).
3. Be aware of the importance of future studies, as they target positive interaction with the future of many sectors and fields of life.
4. Identify the basic characteristics of future studies.
5. Determine the reality of the nine tasks of future studies.
6. Determining the principles of future studies, namely: (the principle of continuity, the principle of symmetry, the principle of accumulation).
7. Confirm the hypotheses that future studies usually formulate, and then translate them into reality.
8. Familiarize yourself with the future studies curricula, which are: (the intuitive approach, the exploratory approach, the targeted approach, the holistic or holistic approach, the conceptual approach).
9. Be aware of the areas in which future studies can be employed in a practical and field manner.
10. Being able to evaluate future studies, based on two aspects: (advantages of future studies, obstacles and difficulties of future studies).
11. Identifying the scientific methodology for future foresight, which includes defining the four levels of foresight, while fixing the important related questions.
12. Presentation, analysis and discussion of the most important methods and tools for future foresight: (alternative scenarios technology, Delphi technology, the wheel of the future, models and simulations, environmental scanning, analysis and monitoring of trends, projecting a trend on the future, visualizing future visions based on historical analysis, role playing).
13. An overview of the future foresight tools guide, issued by the Ministry of Cabinet Affairs and the Future, in the United Arab Emirates, in September 2017.
14. Getting to know the details of the UAE's strategy to foresee the future.

Suggested Resources

1. Singhal, A. and Rogers, E. M. (1989). *India's Information Revolution* Sage Publication, Newbury Park, CA.
2. Sternberg, R. (2000). *Handbook of intelligence*. Cambridge: Cambridge University Press, pp.316–341.

3. Sultan, T. (2016). Abu-Orabi. Higher Education & Scientific Research in the Arab World Eurasia Higher Education Summit Eurasian Universities Union Istanbul –Turkey.
4. Ten types of innovation. (2015). [e-book] Deloitte Development LLC, p.2. Available at: <http://bit.ly/2JOZ9lr> [Accessed 19 Jun. 2018].
5. The Economist Intelligence Unit (2018). INTELLIGENT ECONOMIES: AI’s transformation of industries and society.
6. Thompson, V.A. (1965), “Bureaucracy and innovation”, *Administrative Science Quarterly*, Vol. 10, pp. 1–20.

Unit DIFF407: Change Management for Innovation and Future Foresight

Unit code: A/650/5335

RQF level: 4

Unit Aim

The aim of this unit is to give learners an understanding of the management of change in organisations and the skills to engage in the process of proposing change in an organisational context, usually for innovation and future foresight.

Learning Outcomes, and Assessment Criteria

Learning Outcomes When awarded credit for this unit, a learner will:	Assessment Criteria Assessment of this learning outcome will require a learner to demonstrate that they can:
1. Understand the factors that have an impact on change in organisations.	1.1. Describe the concept, characteristics, and importance of change 1.2. Paraphrase the role of objectives, types and importance of change for the purposes of innovation 1.3. Demonstrate the indicators of the need for change in an organization
2. Be able to manage change resulting from innovation and future foresight.	2.1. Develop a change management plan that is realistic, affordable and comprehensive 2.2. Manage the steps of the change process in accordance with the change plan 2.3. Apply best practice of change models
3. Knowhow to analyse the components of future foresight change.	3.1. identify the principles, elements, areas, and requirements of future foresight change 3.2. Demonstrate the role and importance of change management in enabling innovation and future foresight in organisations 3.3. Explain the requirements of leadership skills for innovation and future foresight

Indicative Content

1. Presenting and analyzing the concept of information and communication technology, in terms of the definitions circulated about it, its branches, its historical development, its characteristics, and the reasons for moving towards the use of information and communication technology.
2. Clarifying a set of points expressing the impact of technology on the nature of work in different organizations, which reflects the degree to which institutions benefit from technological developments in general.
3. Detailing the impact of technological development on the future of business, with regard to the strong role of human resources (intellectual capital), in terms of the relationship of the human resource with the use of automation at work.
4. Presentation and analysis of the implications of the relationship between innovation and research and development, with a focus on clarifying the main tasks targeted by the research and development management process.
5. Detailing and analyzing the digital economy in terms of concept, features, components, characteristics, objectives, indicators, and what is related to the classification of electronic services in the digital economy, and the challenges it faces, and distinguishing it from the traditional economy.
6. Review and detail ten evidence from selected modern technologies, proving that the process of predicting the future, and then foreseeing it, and strategic planning for it, must take these technologies into consideration, take care of them, study and analyze them in a scientific, logical and objective manner.

Suggested Resources

1. Ten types of innovation. (2015). [e-book] Deloitte Development LLC, p.2. Available at: <http://bit.ly/2JOZ9lr> [Accessed 19 Jun. 2018].
2. The Economist Intelligence Unit (2018). INTELLIGENT ECONOMIES: AI's transformation of industries and society.
3. Thompson, V.A. (1965), "Bureaucracy and innovation", *Administrative Science Quarterly*, Vol. 10, pp. 1–20.
4. Tolentino, P.E. (1993). *Technological innovation and Third World multinationals*. London, Routledge.
5. UNCTAD (2017). *The 'New' Digital Economy and Development*. http://unctad.org/en/PublicationsLibrary/tn_unctad_ict4d08_en.pdf UNESCO (2016). *Institute for Statistics*.
6. Von Schomberg, R. (2013). *A Vision of Responsible Research and Innovation*. *Responsible Innovation*, pp.51–74.
7. Westphal, L. E. et-al (1987). *Sources of Technological Capability in South Korea*, in Fransman and King (Eds.): *Technological Capability in the Third World*, Macmillan Press, London 1987.

Unit DIFF408: Innovation, Information Technology and Future Foresight

Unit code: D/650/5336

RQF level: 4

Unit Aim

This unit provides learners with an understanding of the information and processes required to make management decisions relating to innovation and growth. Learners will also be able to suggest improvements to the process to encourage innovation.

Learning Outcomes, and Assessment Criteria

Learning Outcomes When awarded credit for this unit, a learner will:	Assessment Criteria Assessment of this learning outcome will require a learner to demonstrate that they can:
1. Understand the relationship between innovation, information technology and future foresight.	1.1. Clarify the role and importance of innovation to foresee the future 1.2. illustrate the pillars of intrinsic technological ability 1.3. construct the inputs and outputs of research and development
2. Understand a management decision-making system used for innovation information technology and future foresight in a business organisation.	2.1. explain the skills needed for research and development project management planning 2.2. explain information technology, its evolution, and its scope 2.3. demonstrate the most important recent technology
3. Be able to illustrate the roles of technological progress in foreseeing the future (future foresight).	3.1. Analyse the indicators of technological progress 3.2. Analyse the requirements and process of using scenarios in the future foresight.

Indicative Content

1. Objectives of developing developmental and transformational thinking in the management of organizations and individuals.
2. Factors that helped connect the wheel of change in the future.
3. Characteristics, reasons and importance of change in organizations and individuals.
4. Knowing the principles and what capabilities are needed to make the change.
5. Learn about change management methods and strategies.
6. Be aware of the factors affecting change, namely: (personal factors, organizational factors, and environmental factors).
7. The reasons for adopting change at work, and the importance of investing in the minds of others.
8. Management systems and practices affecting change at work.
9. Levels and stages of change processes.
10. The characteristics of change and the characteristics of the change leader in organizations.
11. Change management models.
12. Motivation and its importance in making change.
13. Identifying the methods of leading change and foreseeing the future.
14. Behavioral advice in the processes of change.

Suggested Resources

1. Pompei, F. (2017). Patent Statistics as an Innovation Indicator. <http://dec.ec.unipg.it/~fabrizio.pompei/Lecture31.pdf>
2. PWC (2017). Sizing the Prize. <https://www.pwc.com/gx/en/issues/data-andanalytics/publications/artificial-intelligence-study.html>
3. publications/artificial-intelligence-study.html
4. Sultan, T. (2016). Abu-Orabi. Higher Education & Scientific Research in the ArabWorld Eurasia Higher Education Summit Eurasian Universities Union Istanbul –Turkey.
5. The Economist Intelligence Unit (2018). INTELLIGENT ECONOMIES: AI's transformation of industries and society.
6. UNCTAD (2017). The 'New' Digital Economy and Development. http://unctad.org/en/PublicationsLibrary/tn_unctad_ict4d08_en.pdf UNESCO (2016). Institute for Statistics.

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