Learning outcomes assessed in this module

1. Knowledge outcome- You will be able to develop in-depth understandings of complex entrepreneurial challenges and opportunities, whilst taking into account external factors. 2. Intellectual / Transferable skills outcome- You will be able to develop an advanced business plan which demonstrates criticality (independent thinking) in the evaluation and synthesis of scholarly literature and information to evaluate your proposed business opportunity, consider the external environment, and provide a measured risk analysis. You will be able to present your outcomes in a medium reflective of entrepreneurship.

Types of assessment: Formative- Presentation of structure for business plan in learning sets to seminar groups for peer-assessment, & Summative- Business report of advanced business plan with supporting reference list of scholarly work and feedback from Module Tutors.

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Instructions for assessment There are two assessments in this module, the first (group oral presentation) being formative, while the second assessment (individual business report) is summative: Formative assessment: Group oral presentation- Students will be assigned in groups of three or (maximum) four to present for academic examiners a proposed structure for a lean start-up venture of their choice. Within their structure, students are required to present how they propose to develop their entrepreneurial idea for a substantial new venture. For the group presentation, each group of students is requested to submit to the Module Convener a hard copy of the following papers: a) A two-page venture development proposal, attached with a skeletal lean start-up model or outline business plan, & b) A portfolio of slides to be presented. Proposals in group presentations should clearly explain: 1) What problem or need students intend to address with their proposal. 2) What the entrepreneurial opportunity (= favourable set of circumstances in terms of financial & human resources, location, & time) is that will enable the perceived problem to be addressed. 3) How they propose to develop the entrepreneurial idea(s) behind their plan into substantial new ventures. Students should focus on explaining clearly and crisply how 1), 2) and 3) elate to one another. A verbose description of students’ ideas is not required. Students in their presentation groups will receive detailed written feedback on their presentations from two examiners. This feedback should be referred to & addressed in supporting students’ individual, written assignment below.

Summative Assessment: Individual Venture Development Proposal (100% of course marks)- Drawing from feedback in your group presentation, for your summative assessment you are required to write a proposal explaining how you propose to develop your entrepreneurial idea into a substantial new venture (max. 3,000 words). Students’ development proposal must be based on the entrepreneurial idea in their group presentation & should: (1) Explain the unique value proposition of your entrepreneurial idea & (2) Explain, in detail, the development pathway that you propose to take with your proposal, taking into account at least one alternative venture development pathway. In addressing (2) members of the group each choose & adopt a particular entrepreneurial perspective, for example A) As founder-entrepreneur and CEO of the new enterprise. B) As markets and marketing leader/expert (i.e. CMO) of the new enterprise

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C) As finance and financing leader/expert of the enterprise. D) As the operations and operational leader/expert of the enterprise. E) Other ‘C’ level perspective as is relevant e.g. Human Resources, Partners, International Development, etc. Two or more students in the same group may take the same perspective in their reports but must take care it is solely their own work and not to collude. Students are strongly advised to discuss their perspective with their tutor and present an outline of the proposal’s main ideas. Students should structure their proposals in four sections, as follows, with most emphasis on Section 3: Section 1: Introduction to your idea & its proposed development, Section 2: Opportunity Formation, comprising a brief description of your entrepreneurial product, service, or organization process & an explanation of the process in which you formed your entrepreneurial idea (problem<=>opportunity<=> idea), Section 3: Opportunity Development, where you discuss how you intend to develop your chosen product/service/process into a significant venture by drawing on features of one of your chosen development pathway perspectives, & Section 4: Conclusion, where you reflect on what you have learned from your process of entrepreneurship development & suggest how your process of forming and developing your entrepreneurial product or service may offer useful lessons in developing other, similar products.

Following your Introduction (Section 1), please briefly describe: a) how you formed your entrepreneurial idea and b) your perceived uniqueness of your Product (Section 2). Following this description, you should focus on developing your idea (Section 3) by explaining how your chosen development perspective may support your proposed development of your product in the market. While Section 2 is about the formation of your idea & its uniqueness, Section 3 is about how you intend to develop it in the market (for example, as a border-less mobile app [Snapchat, Instagram] or national-international franchise [McDonald’s], a not-for-profit venture [Oxfam, Red Cross], or as a women’s only or ethnic enterprise) by drawing on one of three entrepreneurship perspectives of your choice. As this module concerns your process of new venture development, Sections 3 is where most of the marks for this assignment will be allocated. The emphasis in your business proposal should be on describing the novelty, uniqueness, and creativity of the ideas behind your proposed venture, and not on the technical specifications or sophistication of the venture. Students should not therefore write a verbose description of their venture and should focus instead on explaining the value proposition of their idea and why and how this proposition should be developed.

Additional marks will be awarded for students’ ability to integrate, in a relevant way, any of the syllabus literature, including theories, models, and frameworks of managing entrepreneurship drawn from the module syllabus. In addition to the above assessments, other formative exercises will be set up in seminars to help students develop skills to manage entrepreneurship, and these assessments will involve questions, debates, quizzes, and exercises to test students’ entrepreneurial aptitude and develop suitable skills for creating and sustaining their new venture.

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How will your assessments be supported by your module Tutors? 1. One week’s dedicated seminar on your summative assessment (An extra class will be offered in the week following students’ last scheduled lecture) 2. Formative feedback on one draft reflective journal entry (provided by your Tutor) 3. Links to the assessment throughout your seminars and team-building session specifically 4. Assignment hand-in checklist 5. Feedback on your tool-kit findings in seminars 6. FAQs on Moodle

How will your work be assessed? Students’ work will be assessed in the first instance by two subject experts who will use the marking guidelines provided in this assessment brief. When students access their marked work they should reflect on the feedback so that this can be used it to improve future assignments.

Referencing All students must use the Harvard System which they should already be familiar with as a second-year student.

Assignment submissions The Business School requires a digital version of all assignment submissions. These must be submitted via Turnitin on the module’s Moodle site. Submissions must be made as a Word file (not as a pdf) and must not include scanned in text or text boxes. All submissions must be submitted by 2pm on the given date. For further general details on coursework preparation refer to the online information via StudentZone: http://studentzone.roehampton.ac.uk/howtostudy/index.html.

Mitigating circumstances/what to do if you cannot submit a piece of work or attend your presentation The University Mitigating Circumstances Policy can be found on the University website - Mitigating Circumstances Policy

Marking and feedback process Between students handing in their work and then receiving feedback and marks within 20 days there are a number of quality assurance processes that we go through to ensure that students receive marks which reflects their work. A brief summary is provided below. • Step One – The module and marking team meet to agree standards, expectations and how feedback will be provided. • Step Two – A subject expert will mark your work using the criteria provided in the assessment brief. • Step Three – A moderation meeting takes place where all members of the teaching and marking team will review the marking of others to confirm whether they agree with the mark and feedback • Step Four – Work at Levels 5 and 6 then goes to an external examiner who will review a sample of work to confirm that the marking between different staff is consistent and fair

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• Step Five – Your mark and feedback is processed by the Office and made available to you.

Theory & Idea (range & understandi ng of sources; synthesis & focus on relevant ideas) 30%

Innovative use of sources that not only demonstrates comprehensiv e knowledge of sources beyond what is required for this assignment but produces novel & interesting insights on the phenomena under analysis. Clever and imaginative essay built on deep & mature reflection of the student's theory & its bounded relationship with her chosen topic.

Comprehensiv e coverage of relevant literary sources for student's idea(s); evidence of extensive reading & imagination in understandin g & applying chosen theory in supporting choice of entrepreneuri al idea; integration of materials from the module with other relevant literature and/or observation of relevant entrepreneuri al activity in the market.

Thorough coverage of sources in the module syllabus & impressive selection of references to relevant, cutting-edge literature firstly in but also beyond the module syllabus; evidence of novelty & imagination in understandin g synthesizing, & applying the student's chosen theory in explaining & presenting the student's choice of entrepreneuri al idea(s).

Competent coverage of major sources in the module syllabus; shows depth of understanding of the student's chosen theory & its application in explaining how the student's idea was conceived; relationships between ideas cogently made; some evidence of imagination in applying course materials to argue in favor of the student’s chosen development pathway for her venture.

Shows acquaintance with & understanding of key concepts & issues from a range of listed sources on the module syllabus; ideas synthesized & related to the topic; some thought in addressing assessment rubric although little evidence of applying course materials in developing the student’s venture.

Some evidence of course reading & knowledge of syllabus; Some understanding of theory & its application in explaining the antecedents of the chosen entrepreneurial idea; Descriptive effort in presenting idea with some understanding of its uniqueness.

Little evidence of acquaintance with the module syllabus & little evidence of studying Lecture Slides; little evidence of course syllabus & thought in addressing assessment rubric.

Imperceptible or unsubstantiated evidence of reading or use of the course syllabus and entrepreneurshi p theory in selecting the student's idea. Bald presentation of one or more ideas that is neither novel or interesting.

Missing. Wholly incorrect or not attempted.

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Venture Developme nt (organizatio n & coherence of argument, wellsupported through examples, details, quotations, & references; evidence of critical approach) 35%

Clear & sustained evidence throughout the essay of outstanding ability to marry her chosen theory with her choice of venture; Clear & sustained evidence of going beyond the course syllabus in considering alternative ways of developing the venture, with possible outcomes for each alternative development pathway.

Systematic, critical analysis of received ideas & creative consideration of alternative perspectives; well-informed & in-depth analysis; insightful evaluation & discussion of one or more ideas for venture development; clear evidence of reflection; excellent use of cases and/or examples to illustrate & support choice of venture.

Systematic critical questioning of received ideas & suggestion of alternative perspectives; thorough, wellsupported analysis of chosen venture; insightful evaluation & discussion of implications of choice of venture.

Critical review & skilled synthesis of ideas; coherent, realistic & wellsupported argument; insightful use of personal ideas, knowledge, & experience in developing the student's entrepreneuri al idea(s); perceptive appraisal of conceptual & practical implications of chosen venture.

Ideas organized & grouped into a coherent & reasonably wellinformed argument; use of examples / detail / quotations / references / experience to support argument; some critical analysis of ideas / evidence; Evidence of appraisal of implications.

Some attempt at organizing & grouping ideas into a coherent argument on the product's chosen developmental pathway; Use of examples / detail / quotations / references / experience to support argument; Barely perceptible critical analysis of ideas / evidence; limited appraisal of implications.

Little evidence of structured analysis; little or no evidence of any argument; little or no appraisal of implications of student’s chosen venture.

Imperceptible or unsubstantiated evidence of reading or use of the course syllabus and entrepreneurshi p theory in developing the chosen idea into an entrepreneurial venture.

Missing. Wholly incorrect or not attempted.

8

Presentatio n (observed length & use of academic conventions; grammar, paragraphin g; layout; & proofreadin g) 10%

Outstanding presentation, tightly structured & argued, and with a level of writing that cannot reasonably be improved upon.

Exceptionally clearly & cogently argued within the constraints imposed by the word limits; skilled use of academic conventions; wholly accurate proof-reading.

Concise & effectively argued, within the length allowed; skilled use of academic conventions; wholly accurate proof-reading.

Competent control of length; skilled use of academic conventions; nearly all errors eliminated in proof-reading.

Length requirements observed; appropriate use of academic conventions; reasonably accurate spelling, grammar & proof-reading that does not hinder readability of the student's essay.

Adequate structure & format, although argument weak & barely sustained through the essay.

Academic conventions poorly observed or not appropriately observed for a university undergraduate course.

Poor writing that seriously hinders reading & comprehension of the student's text.

Missing. Wholly incorrect or not attempted.

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Entrepreneu r-ial Judgement (rationale for the student's entrepreneu rial choices based on reasoned, theoretically informed argument/s) 25%

Abundant evidence of use of chosen theories in making the student's entrepreneuri al choices: Extension beyond the scope of the syllabus in considering alternative ways of developing the student's venture, with possible consequences of each alternative development pathway in increasing or reducing project risk.

Impressive, sustained evidence of use of chosen theories in making the student's entrepreneuri al choices: Thoughtful consideration of the syllabus in considering alternative ways of developing the student's venture, with possible consequences of each alternative development pathway in increasing or reducing project risk.

Clear, repeated evidence of use of chosen theories in making the student's entrepreneuri al choices: Some consideration of the syllabus in considering alternative ways of developing the student's venture, with possible consequences of each alternative development pathway in increasing or reducing project risk.

Clear although not convincing evidence of use of chosen theories in making the student's entrepreneuri al choices: Attempt made at applying the syllabus in considering alternative ways of developing the student's venture, with possible consequences of each alternative development pathway in increasing or reducing project risk.

Some attempt, although not convincing, of use of chosen theories in making the student's entrepreneurial choices: Limited attempt made at applying the syllabus in considering alternative ways of developing the student's venture, with possible consequences of each alternative development pathway in increasing or reducing project risk.

Very limited attempt in using chosen theories to make the student's entrepreneurial choices; Very limited attempt at applying the syllabus in considering alternative ways of developing the student's venture, with possible consequences of each alternative development pathway in increasing or reducing project risk

FINAL MARK: FEEDBACK FOR STUDENTS AGAINST THE CRITERIA: STOP Relying upon descriptive and subjective statements, you need to show us how you have interpreted and made sense of them. START Undertaking a wider range of reading and try to focus more on journal articles. It is ok to use older articles but you need to explain how and why they are still relevant today. CONTINUE Paying careful attention to the assessment guidelines for presentation and covering each element required. It is also really positive to see that you have got to grips with the Harvard referencing system. Intellectual/transferrable learning outcome: STOP Referring to what ‘we’ did – the reflective portfolio should focus on the role that you played. START Trying to make links between the authors’ work that you cite – the first step is to consider to what extent they agree or disagree with each other. CONTINUE Thinking about how you can use the findings of your Emotional Intelligence survey. Business Readiness: STOP Avoiding working in teams, this is an essential skill for University and the workplace START Developing your self-confidence, have another look at the positive feedback you received as part of this module. CONTINUEUsing the tools of self-reflection when working in teams on other modules