



Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

School of International Hotel Management

BA International Hotel Management

Module Handbook Summer Term 2020

M5X01926

Entrepreneurship

LEVEL 5

Module tutor:

Dr David Jenkins
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Entrepreneurship Summer Term 2020

Welcome to this generic overview handbook for the above module. This is a level 5, 20 credit module taught in semester 1 to Level 5 IHM students in the School of International Hotel Management.

It should be read in conjunction with supplementary information and materials available on Moodle together with information and instructions delivered by the module tutor.

To get the best out of this module it is vital that you engage with the themes explored as well as with both the online and offline activities during tutorial sessions which are designed to enrich the learning experience as well as to encourage self-directed study together with collaboration and interaction with your peer group.

AIMS

- This module introduces the concept of entrepreneurship and gives students the theoretical and practical knowledge to engage in the entrepreneurial process. The module will do this through critically evaluating current and emerging entrepreneurial themes, and through an investigation of a specific market with the production of a professional business plan.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to demonstrate the ability to:

1. Critically evaluate their theoretical knowledge of entrepreneurship;
2. Apply the methods and techniques that they have learned to critically review, consolidate, extend and apply their knowledge and understanding to initiate and carry out a Business Plan.

Indicative content

- Defining entrepreneurship and enterprise. The importance of entrepreneurship in the economy.
- Different perspectives in understanding entrepreneurship.
- Entrepreneurial traits and motivations
- The role of the entrepreneur: Managerial versus entrepreneurial mind set. Skills attitudes and behaviours associated with entrepreneurs.
- Developing entrepreneurial skills.
- Developing new ideas, products and services
- How to develop a business model.
- The business planning process – analysis, choice and implementation – mainly as relevant to micro business and SMEs
- Business description: business ownership/legal formats, mission and objectives
- The market and competitors: analysis of the macro/micro environment using frameworks such as SWOT, SLEPT, Porter's 5 forces, frameworks and techniques to investigate competitors and understand customers including industry analysis and market research.
- The marketing plan (segmentation and targeting, product, price, promotion, business premises/distribution, service issues)
- Management and human resources plan: people/staffing issues including hiring and firing
- Operations and production plan: production facilities, IT requirements, and intellectual property rights issues such as copyright, trademarks and patents.
- Financial plan: e.g. sources of finance to start-up a business, costings, breakeven analysis, cash flow predictions, profit and loss accounts.
- Pitching the idea/plan: presentation techniques, documentation conventions

10-week teaching plan.

Week	Time	Lecture content – main themes to be covered	Supporting material	Assessment hand out date	Assessment submission date
1 12th May	9.00 10.10 11.30 12.00 12.30 1.00	An Introduction to Entrepreneurship (Part 1) An Introduction to Entrepreneurship (Part 2) Business Model Canvas (Part 1)	1. Business model generation 2. The Dark side of Entrepreneurship 3. Entrepreneurship – Wikipedia 4.	Assessment 1 Using an entrepreneur of your choice, critically evaluate their entrepreneurial motivations and characteristics using appropriate academic models.	19th June 2020 Individual presentation June 23rd
2 19th May	9.00 10.10 11.30 12.00 12.30 1.00	Business Planning (Part 1) Business Planning (Part 2) Business Model Canvas (Part 2)	1. The questions every entrepreneur must answer		
3 26th May	9.00 10.10 11.30 12.00	A brief history of Entrepreneurial understanding Definitions of Entrepreneurship What makes someone an Entrepreneur?	Case studies: Richard Branson Video – advice for entrepreneurs Video - Business start-up		

	12.30 1.00		• Video - How to start up a business • Video - Raw instinct • Video - 10 secrets for success Victoria Beckham – Posh vs Sugar BBC – Victoria Beckham named entrepreneur of the year Alan Sugar		
4 2 nd June	9.00 10.10 11.30 12.00 12.30 1.00	Key theories Motivations and Characteristics of an Entrepreneur Your Entrepreneur	1. A review of various entrepreneurial theories 2. How can big companies keep the entrepreneurial spirit alive? 3. Towards a theory of entrepreneurship (Bull and Willard) 4. Entrepreneurship theory 5. Entrepreneurship revisited: A framework for design of entrepreneurial strategies 6. Entrepreneurial checklist 7. Entrepreneurial motivation 8. Global entrepreneurship monitor 9. Video – Entrepreneur rant 10. Video – Entrepreneur		

			rollercoaster		
5	9.00	Market Research	1. Video – how to do basic market research	Assignment 2	
9 th June	10.10	The Business Plan (Part 1)	2. Video – market research	Create a written Business Plan	
	11.30	The Business Plan (Part 2)	3. Business Link – Starting a business Module 1: Overview		
	12.00		4. Business Link – Module 2: Is starting a business right for you?		
	12.30		5. Business Link – Module 3: Planning your business		
	1.00		6. Business Link – Module 6: Your business plan		
			7. Writing a business plan		
			8. Example of a business plan		
			9. Business plan marks scheme		
			10. Video – 10 business tips for start-up		
			11. Video – Start-up entrepreneur		
6	9.00	Ideas into reality	1. Google forms for surveys		Assignment 1 due for submission on June 19 th
16 th June	10.10	Sales	2. How to create a survey with google forms		Individual presentation June 23 rd
	11.30	Marketing	3. Video – Customer research. How to find potential clients.		
	12.00	Legal considerations	4. Business Link – Module 4: Finding and keeping customers		
	12.30		5. Web link - Sale of Goods		

	1.00		Act		
7	9.00	Presentations	6.		
23rd June	10.10		1. Individual student presentations		
	11.30				
	12.00				
	12.30				
	1.00				
8	9.00	Financing your enterprise	1. Web link - Customer rights		
30th June	10.10	Key Financial statements	2. Web links - crowdfunding		
	11.30	Forecasting Sales	3. Video – Gov.UK Business Finance		
	12.00	Calculating your costs			
	12.30	Working out your profit			
	1.00				
9	9.00	Cashflow	1. Video – understanding cashflow		
7th July	10.10	Profit and Loss Forecast	2. Cashflow projection worksheet		
	11.30	Pitching your idea	3. Business Link – Module 5: Understanding money		
	12.00				
	12.30				

	1.00				
10 14th July		Revision/Workshop	Each group have 15-minute session with the tutor towards completing assignment 2		Assignment 2 due for submission on July 17th
11 21st July	9.00 10.10 11.30 12.00 12.30 1.00	Dragon's Den presentations	1. 8 steps to branding your presentation. 2. Notes for making a business start presentation.	Immediate feedback on your business plan presentation	Group presentation on 21st July.

Lectures are on Tuesdays between 9.00 and 1.00 starting on Tuesday 12th May 2020

Time of each session	Type of session
9.00 – 9.30	Lecture / Tutor presentation
9.30 – 10.00	Activity / Group discussion
10-minute break	
10.10 – 10.40	Lecture / Tutor presentation
10.40 – 11.10	Activity / Group discussion
20-minute break	
11.30 – 12.00	Lecture / Tutor presentation
12.00 – 12.30	Activity / Group discussion
12.30 – 1.00	Availability of tutor for individual discussion

BIBLIOGRAPHY

Essential

Barringer, B. R. & Ireland, R.D. (2008) Entrepreneurship: Successfully Launching New Ventures, 2nd Ed., Prentice Hall: New Jersey

Williams, S. (2009) FT Guide to Business Start Up 2009: The only annually updated guide for entrepreneurs, 4th Ed., Financial Times Press: Harlow.

Recommended

Burns, P. (2006) Entrepreneurship and Small Business, 2nd Ed., Palgrave Macmillan: Basingstoke

Butler, D. (2010) Enterprise Planning and Development: Small Business and Enterprise Start-up Survival and Growth. Routledge.

Rickman, C., & Roddick, D. (2013) The Small Business Start-Up Workbook: A step-by-step guide to starting the business you've dreamed of. London, How To Books

Background

Blackwell, E. (2011), How to Prepare a Business Plan: Planning for Successful Start-up and Expansion, (5th Ed) Sunday Times Business Enterprise Series, Kogan Page

Hisrich, R.D., Peters, M.P. & Shepherd, D.A. (2008) Entrepreneurship, 7th Ed., McGraw Hill: NY

Mariotti, S. and Glackin, C. (2012) Entrepreneurship: Starting and Operating a Small Business (3rd Ed), London: Prentice-Hall.

Rae, D. (2008) Entrepreneurship: from opportunity to action, 2nd Ed., Basingstoke: Palgrave Macmillan

Timmons, J. & Spinelli, S. (2008) New Venture Creation: Entrepreneurship for the 21st Century, McGraw Hill: Boston

Zimmerer, T.W. & Scarborough, N.M. (2011) Essentials of Entrepreneurship, 6th Ed., Prentice Hall: New Jersey

Journals

Entrepreneurship: Theory & Practice
Entrepreneurship & Regional Development
Frontiers of Entrepreneurship Research
International Small Business Journal
Journal of Business Venturing
Journal of Entrepreneurship
Journal of Small Business and Entrepreneurial Development
Journal of Small Business Management
The Journal of Product Innovation Management

Websites

<http://www.businesslink.gov.uk>

Business Link, the UK government site for business start-up advice

<http://www.bytestart.co.uk>

Bytestart: the small business portal

<http://www.business-support-wales.gov.uk/>

Welsh Assembly Government advice on business start-up (also

<http://www.becauseyoucan.com>)

<http://www.startups.uk.net>

Startups.co.uk is dedicated to inspiring entrepreneurs and helping them start and grow successful businesses.

<http://www.j4b.co.uk>

The site for funding and grants information

<http://www.smallbusiness.co.uk/>

<https://www.gov.uk/government/organisations/department-for-business-innovation-skills>

<http://business.wales.gov.uk/>

<http://wales.gov.uk/topics/businessandeconomy/help/?lang=en>

BA DEGREE ASSIGNMENT SPECIFICATION

SCHOOL OF TOURISM & HOSPITALITY

Student name:		Student P number:	
Programmes:	BA International Hotel Management		
Module:	Entrepreneurship	Module Level (4, 5, 6):	5
Module code:	M5X01926	Contribution to Overall Module Assessment (%):	50%
Lecturer:	Dr David Jenkins	Internal Verifier:	Dr Olu Adegbite
Assignment Title:	Using an entrepreneur of your choice, critically evaluate their entrepreneurial motivations and characteristics using appropriate academic models. 75% (1500 words) Present your findings in a ten-minute power-point presentation 25%	Assignment No:	1
Hand Out Date:	12 th May 2020	Submission deadlines: Return date of provisional marks & written feedback:	19th June 2020 Individual presentation June 23rd TBC

Referencing:	In the main body of your submission you must give credit to authors on whose research your work is based. Append to your submission a reference list that indicates the books, articles, etc. that you have read or quoted in order to complete this assignment (e.g. for books: surname of author and initials, year of publication, <u>title of book</u> , edition, publisher: place of publication).				
Submission:	All assignments must be submitted to Turnitin unless otherwise instructed by the Lecturer. Note: the Turnitin version is the primary submission and acts as a receipt for the student. Late submission of the electronic version of the assignment will result in a late penalty mark. Penalties for late submission: Up to ONE week late, maximum mark of 40%. Over one week late, Refer. Only the Extenuating Circumstances Panel may grant an extension.	Date:			
Lecturer to indicate if a hard copy version of the assignment must be submitted. DO NOT put this form into Turnitin or it will match many similarities with other students' submissions.					
			<table><tr><td>NO</td><td>X</td></tr></table>	NO	X
NO	X				

Learning Outcomes tested (from module syllabus)	Assessment Criteria - To achieve each outcome a student must demonstrate:
- Critically evaluate the student's theoretical knowledge of entrepreneurship - Evaluate the student's ability to recognise the key attributes of their chosen entrepreneur	An understanding of theories relating to entrepreneurship Linkage between entrepreneurial theory and their chosen entrepreneur Referencing skills The ability to develop a coherent written argument and present that argument to the tutor verbally

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TASK DESCRIPTION:

Assignment 1 will be assessed individually via one coursework assignment. Students will be encouraged to self-select an entrepreneur of their choice for further investigation and analysis of entrepreneurial theory - the results of which will form a written report and presentation.

Written Report (1500 words)
Practical Presentation (10 minutes)

Using an entrepreneur of your choice, critically evaluate their entrepreneurial motivations and characteristics using appropriate academic models. 75%
Present your findings via a ten-minute presentation to a group of your peers 25%

GUIDANCE FOR STUDENTS IN THE COMPLETION OF TASKS

1. Research-informed Literature

Your work must be informed and supported by scholarly material that is *relevant* to and *focused* on the task(s) set. You should provide evidence that you have accessed a wide *range* of sources, which may be academic, governmental and industrial; these sources may include academic journal articles, textbooks, current news articles, organisational documents, and websites. You should consider the *credibility* of your sources; academic journals are normally highly credible sources while websites require careful consideration/selection and should be used sparingly. Any sources you use should be current and up-to-date, mostly published within the last five years or so, though seminal/important works in the field may be older. You must provide *evidence* of your research/own reading throughout your work, using in-text citations in the main body of your work and a reference list that is alphabetical at the end of your work. Please use the Harvard/APA referencing system.

Specific to this assignment:

You should show a wide level of reading, a minimum of 20 references, from a variety of sources including textbooks, academic journals and academic based websites. You must reference academic sources for theory.

2. Knowledge and Understanding of Subject

Your work must demonstrate the growing extent of your knowledge and understanding of concepts and underlying principles associated with the subject area. *Knowledge* relates to the facts, information and skills you have acquired through your learning. You demonstrate your *understanding* by interpreting the meaning of the facts and information (knowledge). This means that you need to select and include in your work the concepts, techniques, models, theories, etc. appropriate to the task(s) set. You should be able to explain the theories, concepts, etc. meaningfully to show your understanding. Your mark/grade will also depend upon the *extent* to which you demonstrate your knowledge and understanding; ideally each should be complete and detailed, with comprehensive coverage.

Specific to this assignment:

Make reference to relevant cross cultural communication theories/models. You do not need to explain these in depth, but introduce them briefly before analysing and applying them.

3. Analysis

Your work must contain evidence of logical, analytical thinking, evaluation and synthesis. For example, to examine and break information down into parts, make inferences, compile, compare and contrast information. This means not just describing What! But also justifying: Why? How? When? Who? Where? At all times, you must provide justification for your arguments and judgements. Evidence that you have reflected upon the ideas of others within the subject area is crucial to you providing a reasoned and informed debate within your work. Furthermore, you should provide evidence that you are able to make sound judgements and convincing arguments using data and concepts. Sound, valid conclusions are necessary and must be derived from the content of your work. There should be no new information presented within your conclusion. Where relevant, alternative solutions and recommendations may be proposed.

Specific to this assignment:

The task specifies what is required of you. Take care to answer only the question set fully. You may find it helpful to keep the task to hand when writing to remain focused on it. Make sure you draw conclusions from the content of your work and provide a direct answer to the question in summary at the end of the task.

4. Practical application and deployment

You should be able to demonstrate how the subject-related concepts and ideas relate to real world situations or a particular context. How do they work in practice? You will deploy models, methods, techniques, and/or theories, in that context, to assess current situations, perhaps to formulate plans or solutions to solve problems, some of which may be innovative and creative. This is likely to involve, for instance, the use of real world examples and cases, the application of a model within an organisation and/or benchmarking one organisation against others based on stated criteria. You should show awareness of the limitations of concepts and theories when applied in particular contexts.

Specific to this assignment: *You should deploy your chosen techniques, models and/or theories and wider reading to illustrate the points you make. Where possible you should show awareness of the practical limitations of the models selected.*

5. Skills for professional practice

Your work must provide evidence of the attributes expected in professional practice. This includes demonstrating your individual initiative and/or collaborative working. You must communicate effectively in a suitable format, which may be written and/or oral, for example, essay, management report, presentation. Work should be coherent and well-structured in presentation and organisation.

Specific to this assignment:

You should write an essay in a recognised format. All writing should be academic style, formal, focused, concise and subject specific. It should use a font of Arial 11 point or Times New Roman 12 point and be 1.5 or double spaced.

Essential Resources:

- Resources provided in module handbook, lecture notes, tutorial material and on Moodle

ASSIGNMENT 1 MARKING CRITERIA AND FEEDBACK

This section details the assessment criteria. The *extent* to which these are demonstrated by you determines your mark. The marks available for each criterion are shown. Lecturers will use the space provided to comment on the achievement of the task(s), including those areas in which you have performed well and areas that would benefit from development/improvement.

Common Assessment Criteria Applied	Marks available	Marks awarded
1. Research-informed Literature Extent of research and/or own reading, selection of credible sources, application of appropriate referencing conventions.		
	10	
2. Knowledge and Understanding of Subject Extent of knowledge and understanding of concepts and underlying principles associated with the discipline.		
	20	
3. Analysis Analysis, evaluation and synthesis; logic, argument and judgement; analytical reflection; organisation of ideas and evidence		
	40	
4. Practical Application and Deployment Deployment of methods, materials, tools and techniques; application of concepts; formulation of innovative and creative solutions to solve problems.		
	20	
5. Skills for Professional Practice Attributes in professional practice: individual and collaborative working; deployment of appropriate media; presentation and organisation.		
	10	

Assignment Mark (Assessment marks are subject to ratification at the Exam Board. These comments and marks are to give feedback on module work and are for guidance only until they are confirmed.)	Late Submission Penalties (tick if appropriate)		%
	Up to 1 week late	40% Max	
	Over 1 week late	0%	

COMMON ASSESSMENT AND MARKING CRITERIA

	OUTRIGHT FAIL	UNSATISFACTORY	SATISFACTORY	GOOD	VERY GOOD	EXCELLENT	EXCEPTIONAL
Assessment Criteria	0-29%	30-39%*	40-49%	50-59%	60-69%	70-79%	80-100%

1. Research-informed Literature Extent of research and/or own reading, selection of credible sources, application of appropriate referencing conventions	Little or no evidence of evidence of reading. Views and findings unsupported and non-authoritative. Referencing conventions largely ignored.	Poor evidence of reading and/or of reliance on inappropriate sources, and/or indiscriminate use of sources. Referencing conventions used inconsistently.	References to a limited range of mostly relevant sources. Some omissions and minor errors. Referencing conventions evident though not always applied consistently.	Inclusion of a range of research-informed literature, including sources retrieved independently. Referencing conventions mostly consistently applied.	Inclusion of a wide range of research-informed literature, including sources retrieved independently. Selection of relevant and credible sources. Very good use of referencing conventions, consistently applied.	A comprehensive range of research informed literature embedded in the work. Excellent selection of relevant and credible sources. High-level referencing skills, consistently applied.	Outstanding knowledge of research-informed literature embedded in the work. Outstanding selection of relevant and credible sources. High-level referencing skills consistently and professionally applied.
2. Knowledge and Understanding of Subject Extent of knowledge and understanding of concepts and underlying principles associated with the discipline.	Major gaps in knowledge and understanding of material at this level. Substantial inaccuracies.	Gaps in knowledge, with only superficial understanding. Some significant inaccuracies.	Evidence of basic knowledge and understanding of the relevant concepts and underlying principles.	Knowledge is accurate with a good understanding of the field of study.	Knowledge is extensive. Exhibits understanding of the breadth and depth of established views.	Excellent knowledge and understanding of the main concepts and key theories. Clear awareness of challenges to established views and the limitations of the knowledge base.	Highly detailed knowledge and understanding of the main theories/concepts, and a critical awareness of the ambiguities and limitations of knowledge.
3. Analysis Analysis, evaluation and synthesis; logic, argument and judgement; analytical reflection; organisation of ideas and evidence	Unsubstantiated generalisations, made without use of any credible evidence. Lack of logic, leading to unsupported/missing conclusions. Lack of any attempt to analyse, synthesise or evaluate.	Some evidence of analytical intellectual skills, but for the most part descriptive. Ideas/findings sometimes illogical and contradictory. Generalised statements made with scant evidence. Conclusions lack relevance.	Evidence of some logical, analytical thinking and some attempts to synthesise, albeit with some weaknesses. Some evidence to support findings/views, but evidence not consistently interpreted. Some relevant conclusions and recommendations, where relevant	Evidence of some logical, analytical thinking and synthesis. Can analyse new and/or abstract data and situations without guidance. An emerging awareness of different stances and ability to use evidence to support the argument. Valid conclusions and recommendations, where relevant	Sound, logical, analytical thinking; synthesis and evaluation. Ability to devise and sustain persuasive arguments, and to review the reliability, validity & significance of evidence. Ability to communicate ideas and evidence accurately and convincingly. Sound, convincing conclusions / recommendations.	Thoroughly logical work, supported by evaluated evidence. High quality analysis, developed independently or through effective collaboration. Ability to investigate contradictory information and identify reasons for contradictions. Strong, persuasive, conclusions, justifiable recommendations.	Exceptional work; judiciously selected and evaluated evidence. Very high quality analysis, developed independently or through effective collaboration. Ability to investigate contradictory information and identify reasons for contradictions. Highly persuasive conclusions
4. Practical Application and Deployment Effective deployment of appropriate methods, materials, tools and techniques; extent of skill demonstrated in the application of concepts to a variety of processes and/or contexts; formulation of innovative and creative solutions to solve problems.	Limited or no use of methods, materials, tools and/or techniques. Little or no appreciation of the context of the application.	Rudimentary application of methods, materials, tools and/or techniques but without consideration and competence. Flawed appreciation of the context of the application.	An adequate awareness and mostly appropriate application of well established methods, materials, tools and/or techniques. Basic appreciation of the context of the application.	A good and appropriate application of standard methods, materials, tools and/or techniques. Good appreciation of the context of the application, with some use of examples, where relevant.	A very good application of a range of methods, materials, tools and/or techniques. Very good consideration of the context of the application, with perceptive use of examples, where relevant. Evidence of some innovation and creativity.	An advanced application of a range of methods, materials, tools and/or techniques. The context of the application is well considered, with extensive use of relevant examples. Application and deployment extend beyond established conventions. Innovation and creativity evident throughout.	Outstanding levels of application and deployment skills. Assimilation and development of cutting edge processes and techniques.
5. Skills for Professional Practice Demonstrates attributes expected in professional practice including: individual initiative and collaborative working; deployment of appropriate media to communicate (including written and oral); clarity and effectiveness in presentation and organisation.	Communication media is inappropriate or misapplied. Little or no evidence of autonomy in the completion of tasks. Work is poorly structured and/or largely incoherent.	Media is poorly designed and/or not suitable for the audience. Poor independent or collaborative initiative. Work lacks structure, organisation, and/or coherence	Can communicate in a suitable format but with some room for improvement. Can work as part of a team, but with limited involvement in group activities. Work lacks coherence in places and could be better structured.	Can communicate effectively in a suitable format, but may have minor errors. Can work effectively as part of a team, with clear contribution to group activities. Mostly coherent work and is in a suitable structure.	Can communicate well, confidently and consistently in a suitable format. Can work very well as part of a team, with very good contribution to group activities. Work is coherent and fluent and is well structured and organised.	Can communicate professionally and, confidently in a suitable format. Can work professionally within a team, showing leadership skills as appropriate, managing conflict and meeting obligations. Work is coherent, very fluent and is presented professionally.	Can communicate with an exceptionally high level of professionalism. Can work exceptionally well and professionally within a team, showing advanced leadership skills. Work is exceptionally coherent, very fluent and is presented professionally.

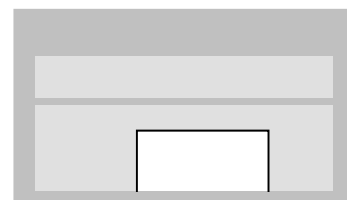
Student Self Evaluation Form

Student name:		Student P number:	
Programme:		Year of programme	
Assignment Title:			

This section repeats in brief the common assessment criteria detailed on previous pages. The *extent* to which these are demonstrated by you determines your mark. Using these criteria, tick the box that best indicates the level of achievement you feel you have achieved with regard to each of them.

Common Assessment Criteria Applied	Level of Achievement					

	REFER		3 rd	2:2	2:1	1 st	1 st
	OUTRIGHT FAIL	UNSATISFACTORY	SATISFACTORY	GOOD	VERY GOOD	EXCELLENT	EXCEPTIONAL
1. Research-informed Literature	0-29% ☐	30-39% ☐	40-49% ☐	50-59% ☐	60-69% ☐	70-79% ☐	80-100% ☐
2. Knowledge and Understanding of Subject	0-29% ☐	30-39% ☐	40-49% ☐	50-59% ☐	60-69% ☐	70-79% ☐	80-100% ☐
3. Analysis	0-29% ☐	30-39% ☐	40-49% ☐	50-59% ☐	60-69% ☐	70-79% ☐	80-100% ☐
4. Practical Application and Deployment	0-29% ☐	30-39% ☐	40-49% ☐	50-59% ☐	60-69% ☐	70-79% ☐	80-100% ☐
5. Skills for Professional Practice	0-29% ☐	30-39% ☐	40-49% ☐	50-59% ☐	60-69% ☐	70-79% ☐	80-100% ☐
PLEASE COMMENT ON AREAS IN WHICH YOU FEEL THAT YOU HAVE PERFORMED WELL				PLEASE COMMENT ON AREAS YOU FEEL THAT YOU NEED TO DEVELOP			
Student's Name				Date			
Student's Signature							



BACHELORS DEGREE ASSIGNMENT SPECIFICATION

Student name:		Student P number:	
Programme:	International Hotel Management		
Module:	Entrepreneurship	Module Level (4, 5, 6):	5
Module code:	M5X01917	Contribution to Overall Module Assessment (%):	50%
Lecturer:	Dr David Jenkins	Internal Verifier:	Dr Olu Adegbite
Assignment Title:	Create a written Business Plan	Assignment No:	2 of 2
Hand Out Date:	12 th May 2020	Submission deadline:	17 th July 2020 Group presentation July 21 st

Referencing:	In the main body of your submission you must give credit to authors on whose research your work is based. Append to your submission a reference list that indicates the books, articles, etc. that you have read or quoted in order to complete this assignment (e.g. for books: surname of author and initials, year of publication, <u>title of book</u> , edition, publisher: place of publication).		
Submission:	All assignments must be submitted to Turnitin unless otherwise instructed by the Lecturer. Note: the Turnitin version is the primary submission and acts as a receipt for the student. Late submission of the electronic version of the assignment will result in a late penalty mark. Penalties for late submission: Up to four weeks late, maximum mark of 40%. Over one week late, Refer. Only the Extenuating Circumstances Panel may grant an extension.	Date:	
Lecturer to tick to indicate if a hard copy version of the assignment must be submitted.			YES
			NO

Learning Outcomes tested (from module syllabus)	Assessment Criteria To achieve each outcome a student must demonstrate the ability to:
Understand the processes and stages of marketing plans including the role of the marketing environment, market research and marketing mix	Produce a marketing environmental analysis; Understand the need for segmentation, targeting and positioning – all within a group presentation.

- Please submit the assignment parts in a suitable report folder– not in polypockets.
- This form (ALL PAGES) MUST be at the front of the paper submission. Assignments will not be accepted without this form as it is a requirement that you sign the disclosure regarding referencing convention.
- DO NOT put this form into Turnitin or it will match many similarities with other students' submissions.

TASK DESCRIPTION

You, and a group of fellow students, will investigate the potential to set up a business. You will be required to:

- Write a Business Plan to create a sustainable and viable business
- You will need to develop a persuasive business idea to gain funding from potential investors
- Your Business Plan should include financial information relating to 'start-up' funding and show how resources are allocated throughout the Business Plan
- You must show evidence that you have researched your concept using primary and secondary methods. Potential shareholders will require this information as part of your detailed Business Plan.
- Within your group (maximum of 5) you will form your own management team. You should detail the tasks each member has been allocated, minute all meetings and note attendance all meetings. Minutes should be comprehensive and professionally presented.
- The group can hire and fire team members
- All primary research (e.g. questionnaires) should be included in the final presentation with appendices
- All sources of information should be referenced (primary and secondary) within a bibliography

N.B. All assessments will be scored on the performance of the individual and not the group performance.

GUIDANCE FOR STUDENTS IN THE COMPLETION OF TASKS

NOTE: The guidance offered below is linked to the five common assessment criteria overleaf.

1. Research-informed Literature

Your work must be informed and supported by scholarly material that *is relevant* to and *focused on* the task(s) set. You should provide evidence that you have accessed a wide *range* of sources, which may be academic, governmental and industrial; these sources may include academic journal articles, textbooks, current news articles, organisational documents, and websites. You should consider the *credibility* of your sources; academic journals are normally highly credible sources while websites require careful consideration/selection and should be used sparingly. Any sources you use should be current and up to date, typically published within the last five years or so, though seminal works in the field may be older. You must provide *evidence* of your research/own reading throughout your work, using in-text citations in the main body of your work

and a reference list that is alphabetical at the end of your work. Please use the Harvard referencing system.

2. Knowledge and Understanding of Subject

Your work must demonstrate the growing extent of your knowledge and understanding of concepts and underlying principles associated with the subject area. *Knowledge* relates to the facts, information and skills you may have acquired through your learning. You must demonstrate your *understanding* by interpreting the meaning of facts and information (knowledge). This means that you need to select and include in your work the concepts, techniques, models, theories, etc appropriate to the task set. You should be able to explain the theories, concepts, etc meaningfully to show your understanding. Your mark/grade will also depend upon the extent to which you demonstrate your knowledge and understanding; ideally each should be complete and detailed, with comprehensive coverage.

3. Analysis

Your work must contain evidence of logical, analytical thinking, evaluation and synthesis. For example, to examine and break information down into parts, make inferences, compile, compare and contrast information. This means not just describing What!, but also justifying: Why? How? When? Who? Where? At all times, you must provide justification for your arguments and judgements. Evidence that you have reflected upon the ideas of others within the subject area is crucial to you providing a reasoned and informed debate within your work. Furthermore, you should provide evidence that you are able to make sound judgements and convincing arguments using data and concepts. Sound, valid conclusions are necessary and must be derived from the content of your work. There should be no new information presented within your conclusion. Where relevant, alternative solutions and recommendations may be proposed.

4. Practical Application and Deployment

You should be able to demonstrate how the subject-related concepts and ideas relate to real world situations or a particular context. How do they work in practice? You will deploy models, methods, techniques, and/or theories, in that context, to assess current situations, perhaps to formulate plans or solutions to solve problems, some of which may be innovative and creative. This is likely to involve, for instance, the use of real world examples and cases, the application of a model within an organisation and/or benchmarking one organisation against others based on stated criteria. You should show awareness of the limitations of concepts and theories when applied in particular contexts

5. Skills for Professional Practice

Your work must provide evidence of your attributes in the application of professional practice. This includes demonstrating that you are highly capable of individual and collaborative working. You must communicate effectively in a suitable format, which may be written and/or oral, for example, essay, management report, presentation. Work should be coherent and well-structured in presentation and organisation.

Essential Resources:

- Resources listed on the lecture schedule and on Moodle

- The student handbook
- The UWTSD/SMU website at <http://www.smu.ac.uk/academicskills/>

MARKING CRITERIA AND STUDENT FEEDBACK

This section details the assessment criteria. The *extent* to which these are demonstrated by you determines your mark. The marks available for each criterion are shown. Lecturers will use the space provided to comment on the achievement of the task(s), including those areas in which you have performed well and areas that would benefit from development/improvement.

Common Assessment Criteria Applied	Marks available	Marks awarded
1. Research-informed Literature Extent of research and/or own reading, selection of credible sources, application of appropriate referencing conventions.		
2. Knowledge and Understanding of Subject Extent of knowledge and understanding of concepts and underlying principles associated with the discipline.		
3. Analysis Analysis, evaluation and synthesis; logic, argument and judgement; analytical reflection; organisation of ideas and evidence		
4. Practical Application and Deployment Deployment of methods, materials, tools and techniques; application of concepts; formulation of innovative and creative solutions to solve problems.		
5. Skills for Professional Practice Attributes in professional practice: individual and collaborative working; deployment of appropriate media; presentation and organisation.		

N.B Students will be advised of the detailed marking scheme for this assignment.

Assignment Mark (Assessment marks are subject to ratification at the Exam Board. These comments and marks are to give feedback on module work and are for guidance only until they are confirmed.)	Late Submission Penalties (tick if appropriate)		%
	Up to one-week late		
	Over one week late		

COMMON ASSESSMENT AND MARKING CRITERIA

Assessment Criteria	OUTRIGHT FAIL	UNSATISFACTORY	SATISFACTORY	GOOD	VERY GOOD	EXCELLENT	EXCEPTIONAL
	0-29%	30-39%*	40-49%	50-59%	60-69%	70-79%	80-100%
1. Research-informed Literature Extent of research and/or own reading, selection of credible sources, application of appropriate referencing conventions	Little or no evidence of reading. Views and findings unsupported and non-authoritative. Referencing conventions largely ignored.	Poor evidence of reading and/or of reliance on inappropriate sources, and/or indiscriminate use of sources. Referencing conventions used inconsistently.	References to a limited range of mostly relevant sources. Some omissions and minor errors. Referencing conventions evident though not always applied consistently.	Inclusion of a range of research-informed literature, including sources retrieved independently. Referencing conventions mostly consistently applied.	Inclusion of a wide range of research-informed literature, including sources retrieved independently. Selection of relevant and credible sources. Very good use of referencing conventions, consistently applied.	A comprehensive range of research informed literature embedded in the work. Excellent selection of relevant and credible sources. High-level referencing skills, consistently applied.	Outstanding knowledge of research-informed literature embedded in the work. Outstanding selection of relevant and credible sources. High-level referencing skills consistently and professionally applied.
2. Knowledge and Understanding of Subject Extent of knowledge and understanding of concepts and underlying principles associated with the discipline.	Major gaps in knowledge and understanding of material at this level. Substantial inaccuracies.	Gaps in knowledge, with only superficial understanding. Some significant inaccuracies.	Evidence of basic knowledge and understanding of the relevant concepts and underlying principles.	Knowledge is accurate with a good understanding of the field of study.	Knowledge is extensive. Exhibits understanding of the breadth and depth of established views.	Excellent knowledge and understanding of the main concepts and key theories. Clear awareness of challenges to established views and the limitations of the knowledge base.	Highly detailed knowledge and understanding of the main theories/concepts, and a critical awareness of the ambiguities and limitations of knowledge.
3. Analysis Analysis, evaluation and synthesis; logic, argument and judgement; analytical reflection; organisation of ideas and evidence	Unsubstantiated generalisations, made without use of any credible evidence. Lack of logic, leading to unsupported/missing conclusions. Lack of any attempt to analyse, synthesise or evaluate.	Some evidence of analytical intellectual skills, but for the most part descriptive. Ideas/findings sometimes illogical and contradictory. Generalised statements made with scant evidence. Conclusions lack relevance.	Evidence of some logical, analytical thinking and some attempts to synthesise, albeit with some weaknesses. Some evidence to support findings/ views, but evidence not consistently interpreted. Some relevant conclusions and recommendations, where relevant	Evidence of some logical, analytical thinking and synthesis. Can analyse new and/or abstract data and situations without guidance. An emerging awareness of different stances and ability to use evidence to support the argument. Valid conclusions and recommendations, where relevant	Sound, logical, analytical thinking; synthesis and evaluation. Ability to devise and sustain persuasive arguments, and to review the reliability, validity & significance of evidence. Ability to communicate ideas and evidence accurately and convincingly. Sound, convincing conclusions / recommendations.	Thoroughly logical work, supported by evaluated evidence. High quality analysis, developed independently or through effective collaboration. Ability to investigate contradictory information and identify reasons for contradictions. Strong, persuasive, conclusions, justifiable recommendations.	Exceptional work; judiciously selected and evaluated evidence. Very high quality analysis, developed independently or through effective collaboration. Ability to investigate contradictory information and identify reasons for contradictions. Highly persuasive conclusions

4. Practical Application and Deployment Effective deployment of appropriate methods, materials, tools and techniques; extent of skill demonstrated in the application of concepts to a variety of processes and/or contexts; formulation of innovative and creative solutions to solve problems.	Limited or no use of methods, materials, tools and/or techniques. Little or no appreciation of the context of the application.	Rudimentary application of methods, materials, tools and/or techniques but without consideration and competence. Flawed appreciation of the context of the application.	An adequate awareness and mostly appropriate application of well established methods, materials, tools and/or techniques. Basic appreciation of the context of the application.	A good and appropriate application of standard methods, materials, tools and/or techniques. Good appreciation of the context of the application, with some use of examples, where relevant.	A very good application of a range of methods, materials, tools and/or techniques. Very good consideration of the context of the application, with perceptive use of examples, where relevant. Evidence of some innovation and creativity.	An advanced application of a range of methods, materials, tools and/or techniques. The context of the application is well considered, with extensive use of relevant examples. Application and deployment extend beyond established conventions. Innovation and creativity evident throughout.	Outstanding levels of application and deployment skills. Assimilation and development of cutting edge processes and techniques.
5. Skills for Professional Practice Demonstrates attributes expected in professional practice including: individual initiative and collaborative working; deployment of appropriate media to communicate (including written and oral); clarity and effectiveness in presentation and organisation.	Communication media is inappropriate or misapplied. Little or no evidence of autonomy in the completion of tasks. Work is poorly structured and/or largely incoherent.	Media is poorly designed and/or not suitable for the audience. Poor independent or collaborative initiative. Work lacks structure, organisation, and/or coherence	Can communicate in a suitable format but with some room for improvement. Can work as part of a team, but with limited involvement in group activities. Work lacks coherence in places and could be better structured.	Can communicate effectively in a suitable format, but may have minor errors. Can work effectively as part of a team, with clear contribution to group activities. Mostly coherent work and is in a suitable structure.	Can communicate well, confidently and consistently in a suitable format. Can work very well as part of a team, with very good contribution to group activities. Work is coherent and fluent and is well structured and organised.	Can communicate professionally and, confidently in a suitable format. Can work professionally within a team, showing leadership skills as appropriate, managing conflict and meeting obligations. Work is coherent, very fluent and is presented professionally.	Can communicate with an exceptionally high level of professionalism. Can work exceptionally well and professionally within a team, showing advanced leadership skills. Work is exceptionally coherent, very fluent and is presented professionally.

Student Self Evaluation Form

Student name:		Student number:	P	
Programme:		Year of programme		
Assignment Title:				

This section repeats in brief the common assessment criteria detailed on previous pages. The *extent* to which these are demonstrated by you determines your mark. Using these criteria, tick the box that best indicates the level of achievement you feel you have achieved with regard to each of them.

Common Assessment Criteria Applied	Level of Achievement						
	REFER		3 rd	2:2	2:1	1 st	1 st
	OUTRIGHT FAIL	UNSATISFACTORY	SATISFACTORY	GOOD	VERY GOOD	EXCELLENT	EXCEPTIONAL
1. Research-informed Literature	0-29% ☐	30-39% ☐	40-49% ☐	50-59% ☐	60-69% ☐	70-79% ☐	80-100% ☐
2. Knowledge and Understanding of Subject	0-29% ☐	30-39% ☐	40-49% ☐	50-59% ☐	60-69% ☐	70-79% ☐	80-100% ☐
3. Analysis	0-29% ☐	30-39% ☐	40-49% ☐	50-59% ☐	60-69% ☐	70-79% ☐	80-100% ☐
4. Practical Application and Deployment	0-29% ☐	30-39% ☐	40-49% ☐	50-59% ☐	60-69% ☐	70-79% ☐	80-100% ☐
5. Skills for Professional Practice	0-29% ☐	30-39% ☐	40-49% ☐	50-59% ☐	60-69% ☐	70-79% ☐	80-100% ☐

PLEASE COMMENT ON AREAS IN WHICH YOU FEEL THAT YOU HAVE PERFORMED WELL	PLEASE COMMENT ON AREAS YOU FEEL THAT YOU NEED TO DEVELOP

Student's Name		Date	
Student's Signature			

