



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

BA (Hons) Hospitality & Hotel Management
Module Handbook Autumn Term 2026

Entrepreneurship
BMIH5012 / BMIH5012D

LEVEL 5

Module Lead:

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Entrepreneurship Autumn Term 2026

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 Hospitality and 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.

AIM(S)

- To introduce students to the concept of entrepreneurship and provide them with 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.

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, PESTLE, 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, persuasive communication.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	40	20%
Independent learning	160	80%
Placement learning	0	0%
TOTAL	200	100%

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Business Plan	2000 words	50%

Assessment Component 2

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Business Plan Pitch	15 minutes	50%

Assessment Summary

Activity type	Percentage
Written exam	0%
Coursework	50%
Practical	50%
TOTAL	100%

INDICATIVE READING LIST

Module Code	BMIH5012 / BMIH5012D	
Module Title	Entrepreneurship	
Classification	Reading List entry	Electronic*
Essential	Barringer, B. R. & Ireland, R.D. (2021) Entrepreneurship: Successfully Launching New Ventures, 6 th Ed., Prentice Hall: New Jersey	☒
Essential	Blackwell, E. (2017), How to Prepare a Business Plan: your guide to creating an excellent strategy, forecasting your finances and producing a persuasive plan, 6 th Ed., Kogan Page	☒
Further	Williams, S. (2022) The Financial Times guide to business start up 2021/2023: the most comprehensive guide for entrepreneurs, 32 nd Ed., Pearson.	☒
Further	Burns, P. (2022) Entrepreneurship and Small Business: start-up, growth and maturity, 5 th Ed., Macmillan Education	☐
Further	Hisrich, R.D., Peters, M.P. & Shepherd, D.A. (2024) Entrepreneurship, 12 th Ed., McGraw Hill: NY	☐
Further	Mariotti, S. and Glackin, C. (2016) Entrepreneurship: Starting and Operating a Small Business, 4 th Ed., London: Prentice- Hall.	☒
Further	Rae, D. (2007) Entrepreneurship: from opportunity to action, 1 st Ed., Basingstoke: Palgrave Macmillan	☐
Further	Mariotti, S., & Glackin, C. (2016). Entrepreneurship : starting & operating a small business, 4 th Ed., Pearson	☒
Further	Rickman, C., & Roddick, D. (2013) The Small Business Start- Up Workbook: A step-by-step guide to starting the business you've dreamed of, Rupa Publications India	☐
Further	Timmons, J. & Spinelli, S. (2008) New Venture Creation: Entrepreneurship for the 21 st Century, 7 th Ed., McGraw Hill: Boston	☐
Further	Baron, R. A., & Hmieleski, K. M. (2018). Essentials of entrepreneurship : changing the world, one idea at a time (2nd edition). Edward Elgar Publishing.	☐
Journals	Entrepreneurship: Theory & Practice	☒
Journals	International Small Business Journal	☒
Journals	Journal of Business Venturing	☒
Journals	Journal of Entrepreneurship	☒
Journals	Journal of Small Business and Entrepreneurial Development	☒
Journals	Journal of Small Business Management	☒
Websites	http://www.smallbusiness.co.uk/	☒
Websites	https://www.gov.uk/government/organisations/department-for-business-innovation-skills	☒
Websites	http://business.wales.gov.uk/	☒
Websites	http://wales.gov.uk/topics/businessandeconomy/help/?lang=en	☒

TEACHING PLAN

Week	Indicative Lecture Content	Supporting Material	Assessment
Week 1 W/C 28/09/26	Module Introduction - Intro to the Module - What is Entrepreneurship?	Lecturer slides Group activity Videos	Assessment 1 & 2 Handout
Week 2 W/C 05/10/26	Traits of an Entrepreneur - Traits & Motivations - Entrepreneurship Theory	Lecturer slides Group activity Videos	
Week 3 W/C 12/10/26	Concepts & Idea Generation - Finding a business idea - An eye on the Competition	Lecturer slides Group activity Videos	Business Plan Template Handout
Week 4 W/C 19/12/26	The Market & Marketing - The marketplace, customers, competitors and your USP. - The marketing plan and mix.	Lecturer slides Group activity Videos	
W/C 26/10/26	READING WEEK – No classes		
Week 5 W/C 02/11/26	Finances and everything else... - Contents, costs and making money - Your team and support network - Risk and SWOT-ing your idea	Lecturer slides Group activity Videos	
Week 6 W/C 09/11/26	Starting a Business - Business Formats in the UK - Business Planning	Lecturer slides Group activity Videos	
Week 7 W/C 16/11/26	Business Plan Workshop Review of the Do's and Don'ts for the Business Plan	Lecturer slides Group activity Videos	Assessment 1 Draft Deadline: Fri 20th Nov @ 23:59pm
Week 8 W/C 23/11/26	*** NO LECTURE *** Review draft feedback and apply recommendations.		
Week 9 W/C 30/11/26	Assessment One 1-2-1's (Times t.b.c.)		Assessment 1 Deadline: Thu 3rd Dec @ 23:59pm
Week 10 W/C 07/12/26	The Business Pitch Ingredients for a successful Pitch	Lecturer slides Group activity 1-2-1's	
W/C 14/12/26	WINTER/CHRISTMAS BREAK – No classes		
Week 11 W/C 11/01/27	Business Pitch Workshop & 1-2-1's Do's and Don'ts for Business Pitching	Lecturer slides Group activity Videos 1-2-1's	
Week 12 W/C 18/01/27	Assessment Two: Business Plan Pitch (Individual Times to be confirmed)	Student presentations	Assessment 2 Deadline: Wed 20th Jan (TBC)

LEVEL 5 ASSESSMENT SPECIFICATION

Student name:		Student ID number:	
Programme:	Hospitality & Hotel Management		
Module:	Entrepreneurship		
Module code:	BMIH5012 / BMIH5012D	<i>Contribution to Overall Module Assessment (%)</i>	50%
Lecturer:	Neil Dyer	Internal Verifier:	Natalie Brailsford
Assignment Title:	Assessment 1: Business Plan	Word count (or equivalent):	2000
Submission deadline:	Thursday 3rd December 2026 (23:59)	Return date of provisional marks & written feedback:	5th January 2027 (23:59)
Submission method:	All written assessments, where practical and possible, must be submitted via Turnitin unless otherwise instructed by the Lecturer. (Please DO NOT put this assessment specification into Turnitin or it will match many similarities with other students' submissions.) Alternative submission method (if applicable): Late submission of the assessment will result in a late penalty mark: Work which is submitted up to 1 week late will be capped at 40% for the first attempt and will be awarded a mark of 0% for re-assessment. Late submission penalties may be lifted only if there is an approved extenuating circumstances claim. Work submitted more than 1 week late will be considered as a non-submission and will not be marked. The work may be considered as a submission for reassessment if offered by an Examining Board or if there is an approved extenuating circumstances claim.		
Academic honesty / referencing:	Academic honesty is required. In the main body of your submission you must give credit to authors on whose research and ideas your work is based. Append to your submission a reference list that indicates the books, articles, etc. that you have used, cited or quoted in order to complete this assessment.		
Work over the word limit:	To support fairness and good academic writing, each assessment has a set word limit. It's important that you stay within this limit. The word limit helps ensure: • You write clearly and concisely. • All students complete the assessment on an equal basis.		

If You Go Over the Word Limit

If your work exceeds the word limit, the following penalties will normally apply. These deductions cannot take your mark below the pass mark for the module.

Amount Over Limit	Penalty Applied
Up to 10% over	No penalty
10%–25% over	5 mark deduction <i>or</i> reduction to the capped mark (whichever is the smaller penalty)
26%–50% over	10 mark deduction <i>or</i> reduction to the capped mark (whichever is the smaller penalty)
Over 50%	Mark capped at the pass mark

Examples (Undergraduate):

- A mark of **44%** would be reduced to the pass mark of **40%** if the work is 10–25% over.
- A mark of **49%** would be reduced by 5 marks to **44%**.
- A mark of **47%** at 25–50% over would be reduced to **40%**.
- A mark of **55%** at 25–50% over would be reduced by 10 marks to **45%**.

If You Are Under the Word Limit

If your work is significantly under the word limit, you may lose marks because your submission may not contain enough detail to meet the learning outcomes.

Feedback

If a word-limit penalty is applied, this will be stated clearly in your feedback, along with the reason.

Module Learning Outcomes (from module syllabus)

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

- critically evaluate their theoretical knowledge of entrepreneurship;
- 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.

TASK DESCRIPTION

Identify your own **small** and viable '**hospitality-related**' business idea and write a comprehensive and persuasive business plan to support this.

You should aim to show understanding of what it takes to be an entrepreneur by demonstrating creativity and sound business acumen in your plan.

You will show critical evaluation of entrepreneurship theory and discourse through the choices you make for your business concept, and the effective analysis of your market and product/service using appropriate and effective business models/tools.

Task Requirements:

- Develop your own, new hospitality related business, using idea generation guidance and tools provided in lectures.
- Evaluate the market potential and outline the business decisions to minimise the risk of failure and boost early success.
- Show evidence that you have researched your concept and present this in a persuasive and professional report
- Potential stakeholders and investors will need to be convinced that your proposal offers a return on their investment (financial or otherwise).
- Include accurate financial information relating to 'start-up' funding and/or support, and identify realistic and accurate funding sources.

Assignment Format and Requirements:

You must use the business plan template/tool provided (*the use of any other template will receive a failing grade*).

The template includes the following sections which must be completed:

- **Title/Cover Page** [not included in word count]
- **Contents Page** [not included in word count]
- **Executive Summary** [not included in word count]
- **The Business Idea** [Approx. 250 words]
 - *Introduction to the product/service, SWOT summary*
- **The Team** [Approx. 250 words]
 - *Key personnel, skills gaps and alliances*
- **Market Research** [Approx. 600 words]
 - Market analysis, customer and competitor profiles
- **Marketing Plan** [Approx. 500 words]
 - 4P's Marketing Mix
- **Key Resources** [Approx. 150 words]
 - Premises, equipment and key suppliers
- **Finances & Start-Up Support** [Approx. 250 words]
 - One year financials table and summary
- **Appendices** (including SWOT, PESTLE and other supporting materials) [not included in word count]
- **Reference List** (a minimum of 20 references) [not included in word count]

Other Requirements:

- Use Microsoft Word with Arial, Calibri, or Times New Roman font, size 12, 1.5 line spacing, and justified text.
- In-text citations must be used throughout the report.
- Word count: 2000 words (+/- 10%)

Use of Generative AI in Assessment:

RESEARCH	For this assessment, you can use Generative AI to support you in research and data analysis.	Yes ☒ No ☐
STRUCTURE	For this assessment, you can use Generative AI to support you in structuring your submission, including creating a draft argument structure, identifying parts and headings, etc.	Yes ☒ No ☐
PROOFREADING	For this assessment, you can use Generative AI to check your own text/creation for grammatical and syntactical mistakes, including getting suggestions to rephrase your work.	Yes ☒ No ☐
WRITING	For this assessment, you can use Generative AI to create text for submission.	Yes ☐ No ☒
CREATIVE	For this assessment, you can use Generative AI to create creative materials, such as images.	Yes ☐ No ☒
PROGRAMING	For this assessment, you can use Generative AI to create and check code.	Yes ☐ No ☒
NONE	For this assessment, you are not allowed to use any type of Generative AI support. This includes research support, structure support, writing/proofreading support and creative support.	☐

GUIDANCE FOR STUDENTS IN THE COMPLETION OF TASKS

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

1. Engagement with Literature Skills

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 an appropriate *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 a suitable referencing system, including in-text citations in the main body of your work and a reference list at the end of your work.

Guidance specific to this assessment:

Show evidence of a range of credible sources used to research this topic area. You must include a minimum of 20 reference sources, and these must be accurately cited within the report text.

2. Knowledge and Understanding Skills

At level 5, you should be able to demonstrate: sound knowledge and critical understanding of the well-established concepts and principles of the subject area and the way in which those principles have developed; knowledge of the main methods of enquiry in the discipline. *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.

Guidance specific to this assessment:

Demonstrate your knowledge of business planning by incorporating the required sections and making them applicable to your business idea. All information shown within your report should be relevant and useful to the reader to help them understand your proposal.

3. Cognitive and Intellectual Skills

You should be able to critically analyse information, and propose solutions to problems arising from that analysis, including the critical evaluation of the appropriateness of different approaches to solving problems. 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 what cost? At all times, you must provide justification/evidence 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, with an understanding of the limits of knowledge, and how this influences analyses and interpretations. Sound, valid conclusions are necessary

and must be derived from the content of your work. Where relevant, alternative solutions and recommendations may be proposed.

Guidance specific to this assessment:

Utilise relevant business planning tools (SWOT, PESTEL, Five Forces) and effectively present the findings of your analysis. Formulate strong, reasoned statements and conclusions to highlight the potential of your business.

4. Practical Skills

At level 5, you should be able to use/deploy a range of established techniques within the discipline, and apply underlying concepts and principles outside the context in which they were first studied, including, where appropriate, the application of those principles in an employment context. You should be able to demonstrate how the subject-related concepts and ideas relate to real world situations and/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, or to create artefacts, some of which may be creative. This is likely to involve, for instance, the use of real world artefacts, examples and cases, the application of a model within an organisation and/or benchmarking one theory or organisation against others based on stated criteria. You should show awareness of the limitations of concepts and theories when applied in particular contexts.

Guidance specific to this assessment:

Show evidence to help support your ideas and offers comparisons and/or examples to validate the potential of your concept. Highlight areas that solves problems and offer creative and innovative solutions to the market. Demonstrate your awareness of risks and your consideration of the practical requirements of the business.

5. Transferable Skills for Life and Professional Practice

Your work must provide evidence of the qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and decision-making. This includes demonstrating: professional development to advance existing skills and acquire new competences that will enable you to assume significant responsibility within organisations; that you can initiate and complete tasks and procedures, whether individually and/or collaboratively; that you can use appropriate media to effectively communicate information, arguments and analysis in a variety of forms to specialist and non-specialist audiences; fluency of expression; clarity and effectiveness in presentation and organisation. Work should be coherent and well-structured in presentation and organisation.

Guidance specific to this assessment:

Your report should be clear, concise, and persuasive. Your work should be professional in presentation with an attractive layout and visuals. Overall, your plan should offer the reader an interesting, attractive and profitable business proposition.

STUDENT FEEDBACK FORM

This section details the *extent* to which the assessment criteria are demonstrated by you, which in turn determines your mark. The marks available for each category of skill 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.

Generic Assessment Criteria	Marks available	Marks awarded
1. Engagement with Literature Skills		
	20	
2. Knowledge and Understanding Skills		
	15	
3. Cognitive and Intellectual Skills		
	20	
4. Practical Application Skills		
	25	
5. Transferable Skills for Life and Professional Practice		
	20	

Assessment 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%)		

LEVEL 5 ASSESSMENT SPECIFICATION

Student name:		Student ID number:	
Programme:	Hospitality & Hotel Management		
Module:	Entrepreneurship		
Module code:	BMIH5012 / BMIH5012D	Contribution to Overall Module Assessment (%):	50%
Lecturer:	Neil Dyer	Internal Verifier:	Natalie Brailsford
Assignment Title:	Assessment 2: Business Plan Pitch (Presentation)	Word count (or equivalent):	15 minute presentation
Submission deadline:	<i>Copy of presentation: Tuesday 19th January 2027 (23:59pm)</i> Live Presentations: Wednesday 20th January 2027	Return date of provisional marks & written feedback:	17th February 2027 (23:59)
Submission method:	All written assessments, where practical and possible, must be submitted via Turnitin unless otherwise instructed by the Lecturer. (Please DO NOT put this assessment specification into Turnitin or it will match many similarities with other students' submissions.) Alternative submission method (if applicable): Late submission of the assessment will result in a late penalty mark: Work which is submitted up to 1 week late will be capped at 40% for the first attempt and will be awarded a mark of 0% for re-assessment. Late submission penalties may be lifted only if there is an approved extenuating circumstances claim. Work submitted more than 1 week late will be considered as a non-submission and will not be marked. The work may be considered as a submission for reassessment if offered by an Examining Board or if there is an approved extenuating circumstances claim.		
Academic honesty / referencing:	Academic honesty is required. In the main body of your submission you must give credit to authors on whose research and ideas your work is based. Append to your submission a reference list that indicates the books, articles, etc. that you have used, cited or quoted in order to complete this assessment.		
Work over the word limit:	To support fairness and good academic writing, each assessment has a set word limit. It's important that you stay within this limit. The word limit helps ensure: - You write clearly and concisely. - All students complete the assessment on an equal basis.		

If You Go Over the Word Limit

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Amount Over Limit	Penalty Applied
Up to 10% over	No penalty
10%–25% over	5 mark deduction <i>or</i> reduction to the capped mark (whichever is the smaller penalty)
26%–50% over	10 mark deduction <i>or</i> reduction to the capped mark (whichever is the smaller penalty)
Over 50%	Mark capped at the pass mark

Examples (Undergraduate):

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Feedback

If a word-limit penalty is applied, this will be stated clearly in your feedback, along with the reason.

Module Learning Outcomes (from module syllabus)

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

- critically evaluate their theoretical knowledge of entrepreneurship;
- 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.

TASK DESCRIPTION

To support your written business plan from Assessment 1, you are required to share the overall concept, analysis and highlights in a 10-minute formal, 'business pitch' style, presentation.

Your presentation should offer further evidence and detail of your understanding of entrepreneurship, by giving greater detail into your analysis and findings from the application of appropriate business planning tools.

Following your presentation there will be a 5-minute Q&A session with the panel to further explore your business idea.

Task Requirements:

- Produce and deliver an engaging presentation that concisely (and creatively) shares the key areas of your business plan.
- Your pitch should be delivered in a professional and engaging manner, delivering the vital information needed by potential investors in order to persuade them to support your idea.
- Show evidence that you have researched and considered the principles of successful business pitching.

Presentation Guidance:

The following key areas of business planning should be included in your presentation, but this is the minimum required and you are not restricted to using these particular headings or sections. The order or flow of your presentation is for you to decide on based on what you believe will have the best outcome/impact for your business pitch. The use of imagery is encouraged to increase the attractiveness of your presentation and add appeal to your pitch.

- **Cover Page**
- **Introduction to the Business Idea**
 - *Introduction to the product/service, strengths and weaknesses, value proposition, USP*
- **The Team**
 - *Key personnel, skills gaps and alliances*
- **Market Research**
 - *Market analysis, customer and competitor profiles*
- **Marketing Plan**
 - *4P's Marketing Mix and creative promotional ideas, relationship marketing ideas*
- **Financial Overview & Start-Up Support**
 - *What is your projection for the first year and what financial support are you looking or have you found, where will it be spent*
- **Reference List**

Further guidance:

- You will present individually and are required to use a digital presentation support tool such as PowerPoint.
 - You will deliver your presentation 'live' in-person. Your presentation should be no longer than 10 minutes, and will be followed by a maximum 5-minute Question and Answer session.
 - There are no restrictions on number of slides or similar, or the use of other supporting materials. However, all content must be delivered in the 10 minutes to be considered for assessment. PRACTICE, PRACTICE, PRACTICE!
 - A reference list should be provided via the presentation.
 - Presentations may be recorded for marking/moderation purposes.
- **You will be given your individual presentation time slot for your live presentation closer to the deadline.**
- **You MUST submit a copy of your presentation (in PDF format) in advance – the deadline for this is Tuesday 19th January 2027 (23:59pm) (amendments made to your presentation after submission cannot be considered for assessment).**

Use of Generative AI in Assessment:

RESEARCH	For this assessment, you can use Generative AI to support you in research and data analysis.	Yes ☒ No ☐
STRUCTURE	For this assessment, you can use Generative AI to support you in structuring your submission, including creating a draft argument structure, identifying parts and headings, etc.	Yes ☒ No ☐
PROOFREADING	For this assessment, you can use Generative AI to check your own text/creation for grammatical and syntactical mistakes, including getting suggestions to rephrase your work.	Yes ☒ No ☐
WRITING	For this assessment, you can use Generative AI to create text for submission.	Yes ☐ No ☒
CREATIVE	For this assessment, you can use Generative AI to create creative materials, such as images.	Yes ☐ No ☒
PROGRAMING	For this assessment, you can use Generative AI to create and check code.	Yes ☐ No ☒
NONE	For this assessment, you are not allowed to use any type of Generative AI support. This includes research support, structure support, writing/proofreading support and creative support.	☐

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Guidance specific to this assessment:

Show evidence of a range of credible sources used to research this topic area. These can be the same as those used in your business plan report but should also include evidence of your exploration of business presentations and pitching.

2. Knowledge and Understanding Skills

At level 5, you should be able to demonstrate: sound knowledge and critical understanding of the well-established concepts and principles of the subject area and the way in which those principles have developed; knowledge of the main methods of enquiry in the discipline. *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.

Guidance specific to this assessment:

Demonstrate your knowledge of business idea and business planning. You should not just read a script or orate the presentation material. You should demonstrate confidence in your proposal and knowledge of the subject matter. This will be further evaluated by your ability to effectively respond to questions posed by the audience/panel.

3. Cognitive and Intellectual Skills

You should be able to critically analyse information, and propose solutions to problems arising from that analysis, including the critical evaluation of the appropriateness of different approaches to solving problems. 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 what cost? At all times, you must provide justification/evidence 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, with an understanding of the limits of knowledge, and how this influences analyses and interpretations. Sound, valid conclusions are necessary and must be derived from the content of your work. Where relevant, alternative solutions and recommendations may be proposed.

Guidance specific to this assessment:

Demonstrate your ability to adopt and effectively present the key areas of analysis from your business plan. Utilise relevant business planning tools and presentational software to compile an engaging and persuasive argument for your idea. Formulate strong, reasoned statements and conclusions to highlight the potential of your business.

4. Practical Skills

At level 5, you should be able to use/deploy a range of established techniques within the discipline, and apply underlying concepts and principles outside the context in which they were first studied, including, where appropriate, the application of those principles in an employment context. You should be able to demonstrate how the subject-related concepts and ideas relate to real world situations and/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, or to create artefacts, some of which may be creative. This is likely to involve, for instance, the use of real world artefacts, examples and cases, the application of a model within an organisation and/or benchmarking one theory or organisation against others based on stated criteria. You should show awareness of the limitations of concepts and theories when applied in particular contexts.

Guidance specific to this assessment:

Showcase your ability and skills in formal presentation incorporating the key principles of effective business pitching and persuasive communication.

5. Transferable Skills for Life and Professional Practice

Your work must provide evidence of the qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and decision-making. This includes demonstrating: professional development to advance existing skills and acquire new competences that will enable you to assume significant responsibility within organisations; that you can initiate and complete tasks and procedures, whether individually and/or collaboratively; that you can use appropriate media to effectively communicate information, arguments and analysis in a variety of forms to specialist and non-specialist audiences; fluency of expression; clarity and effectiveness in presentation and organisation. Work should be coherent and well-structured in presentation and organisation.

Guidance specific to this assessment:

Your presentation should be clear, concise, and persuasive. Your work should be professional in presentation with attractive layout and visuals. Overall, your presentation should engage an audience with an interesting, attractive and profitable business proposition.

STUDENT FEEDBACK FORM

This section details the *extent* to which the assessment criteria are demonstrated by you, which in turn determines your mark. The marks available for each category of skill 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.

Generic Assessment Criteria	Marks available	Marks awarded
1. Engagement with Literature Skills		
	15	
2. Knowledge and Understanding Skills		
	15	
3. Cognitive and Intellectual Skills		
	20	
4. Practical Application Skills		
	25	
5. Transferable Skills for Life and Professional Practice		
	25	

Assessment 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%)		

GENERIC ASSESSMENT CRITERIA

Level 5

In accordance with the Framework for Higher Education Qualifications, at the end of Level 5 students will be expected to have developed sound knowledge and critical understanding of the well-established concepts and principles in their field of study, and of the way in which those principles have developed. They will have learned to apply those concepts and principles more widely outside the context in which they were first studied, including, where appropriate, the application of those principles in an employment context. They will have knowledge of the main methods of enquiry in the subject area, and ability to evaluate critically different approaches to problem solving. They will possess an understanding of the limits of their knowledge, and how this influences their analyses and interpretations. They will be able to use a range of established techniques to initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis. They will be able to effectively communicate information, arguments and analysis in a variety of forms to specialist and non-specialist audiences, and deploy key techniques of the discipline effectively. They will be able to undertake further training, develop existing skills and acquire new competences that will enable them to assume significant responsibility within organisations. They will have the qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and decision-making.

Level 5	FAIL	MARGINAL FAIL	SATISFACTORY (3 rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1 st / Distinction)	EXCEPTIONAL (1 st / Distinction)
Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
Engagement with literature (including reading, referencing, academic conventions and academic honesty)	Little or no evidence of reading and/or reliance on inappropriate sources. Views and findings mostly unsupported and non-authoritative. Referencing conventions used incoherently or largely absent.	Poor engagement with essential reading. No evidence of wider reading. Reliance on inappropriate sources, and/or indiscriminate use of sources. Heavily reliant on information gained through class contact. Inconsistent and weak use of referencing.	Engagement with a limited range of mostly relevant and credible sources. Some omissions and minor errors. Referencing conventions evident though not always applied accurately or consistently.	Engagement with an appropriate range of literature, including sources retrieved independently. Some over-reliance on texts. Referencing may show minor inaccuracies or inconsistencies.	Engagement with a wide range of literature, including sources retrieved independently. Selection of relevant and credible sources. Very good use of referencing, with no/very few inaccuracies or	Engagement with an extensive range of relevant and credible literature. Consistently accurate application of referencing.	Exceptional engagement with an extensive range of relevant and credible literature. High-level referencing skills consistently applied.

Level 5	FAIL	MARGINAL FAIL	SATISFACTORY (3 rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1 st / Distinction)	EXCEPTIONAL (1 st / Distinction)
Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
					inconsistencies		
Knowledge and understanding (Sound knowledge and critical understanding of the well-established concepts and principles in their field of study; knowledge of the main methods of enquiry in the discipline.)	Major gaps in knowledge with unsatisfactory, uncritical understanding of the subject matter. Much irrelevant material. Substantial inaccuracies. Significantly flawed understanding of the main methods of enquiry in the discipline.	Fragmentary knowledge, with only superficial critical understanding. Some significant inaccuracies and/or irrelevant material. Incomplete or partially flawed understanding of the main methods of enquiry in the discipline.	Limited but adequate knowledge and critical understanding of the well-established concepts and principles within the subject area, with a few gaps in the selection of material. A narrow critical understanding of the main methods of enquiry.	Knowledge is reasonably detailed and accurate. A good critical understanding of the well-established concepts and principles and the main methods of enquiry, with minor gaps in the selection of material.	Knowledge is reasonably extensive. Exhibits very competent critical understanding of the well-established concepts and principles of the subject and the main methods of enquiry. Breadth and depth of knowledge.	Excellent, detailed knowledge and highly critical understanding of the well-established concepts and principles of the subject and the main methods of enquiry.	Exceptionally detailed knowledge and outstanding critical understanding of the well-established concepts and principles of the subject and the main methods of enquiry. May go beyond established theories.
Cognitive and intellectual skills (Critical evaluation and analysis of concepts and principles; argument and judgement; the limits of their knowledge, and how this influences their analyses and interpretations.)	Wholly or almost wholly descriptive work. Little or no critical evaluation and analysis of concepts and principles. Failure to develop arguments, leading to illogical or invalid judgements.	Largely descriptive work, with superficial use of critical evaluation and analysis of concepts and principles. Weak development of arguments and judgements. Information accepted uncritically,	Limited attempt at critical evaluation and analysis of concepts and principles, tending towards description. Some evidence to support arguments and judgements but these may be underdeveloped, with a little	Some critical evaluation and analysis of concepts and principles, though descriptive in parts. An emerging awareness the limits of their knowledge and ability to use evidence to support the argument	Sound critical evaluation and analysis of concepts. Is selective in the range of evidence used and synthesises rather than describes. Ability to devise arguments that show awareness of	Excellent critical evaluation and analysis of concepts and principles leading to logical, evidence-based, reasoned arguments and judgements. Explicit recognition of other stances	Outstanding critical evaluation and analysis of concepts and principles. Uses evidence exceptionally well to connect ideas, and support highly logical and persuasive, arguments and judgements. Evidence of

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	Unsubstantiated generalisations or opinion, made without use of any credible evidence.	uses generalised statements made with scant evidence and unsubstantiated opinions. Ideas sometimes illogical and contradictory.	inconsistency / mis-interpretation or failure to fully recognise limits of knowledge.	though with some tendency to assert/state opinion rather than argue on the basis of reason and evidence. Mostly valid arguments and logical judgements.	different stances, and use evidence convincingly, to support appropriate and valid judgements.	and a strong awareness of the limits of their knowledge. A capacity for independent thought and ability to 'see beyond the question', suggesting some grasp of the broader field and wider concepts.	independent thought and ability to 'see beyond the question', suggesting a clear grasp of the broader field and wider concepts. Perceptive recognition of the limits of their knowledge, and how this influences their analyses and interpretations.
Practical skills (Apply underlying concepts and principles more widely outside the context in which they were first studied; use a range of established techniques; propose solutions to problems arising from analysis.)	Limited or no use of established methods, materials, tools and/or techniques. Little or no appreciation of the context of the application. Limited understanding of the application of theory to practice or making	Rudimentary application of established methods, materials, tools and/or techniques but without consideration and competence. Flawed appreciation of the context of the application. Weak understanding of the	An adequate awareness and mostly appropriate application of established methods, materials, tools and/or techniques. Basic appreciation of the context of the application. Theoretical knowledge and understanding applied in	A good and appropriate application of established methods, materials, tools and/or techniques. Clear appreciation of the context of the application. Mainly consistent, accurate and logical application of theory to	A very good application of a range of established methods, materials, tools and/or techniques. Very good consideration of the context of the application, with perceptive insights. Consistent, accurate and logical	An advanced application of a range of established methods, materials, tools and/or techniques. The context of the application is well considered, and insightful. Consistent, accurate and logical application of theory to	Exceptional levels of application and deployment skills using established methods, materials, tools and/or techniques. Consistent, accurate and logical application of theory to practice, making highly developed links

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	appropriate links between the two. Very weak problem-solving skills outside the context in which they were first studied.	application of theory to practice, with only occasional evidence of making appropriate links between the two. Weak problem-solving skills outside the context in which they were first studied.	practice, but not always making logical links between the two. Can identify problems and propose basic solutions outside the context in which they were first studied.	practice, making appropriate links between the two. Can identify problems and propose mostly appropriate solutions outside the context in which they were first studied.	application of theory to practice, making appropriate links between the two. Can identify problems and propose appropriate solutions outside the context in which they were first studied. Evidence of some creativity.	practice, making well-developed links between the two. Can identify problems and propose excellent, creative solutions outside the context in which they were first studied.	between the two. Can identify routine and non-routine problems and propose quite sophisticated, creative solutions outside the context in which they were first studied.
Transferable skills for life and professional practice (Effectively communicate in a variety of forms to specialist and non-specialist audiences; the qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and decision-making.)	Communication medium is inappropriate or misapplied. Work is poorly structured, disorganised and/or confusingly expressed. Very weak use of language and/or very inappropriate style. Failure to work effectively as part of a group. Little or	Communication medium is poorly designed and/or not suitable for the audience. Work is poorly presented in a disjointed manner. It is loosely, and at times incoherently, structured, with information and ideas often poorly	Can communicate in a suitable medium for the audience but with some room for improvement. Mostly ordered presentation and structure in which relevant ideas / concepts are reasonably expressed. Work may lack coherence in	Can communicate effectively in a suitable medium for the audience, but may have minor errors. Mostly coherent, organised work, in a suitable structure and is for the most part clearly expressed. Can work	Can communicate well, confidently and consistently in a suitable medium for the audience. Work is coherent, fluent, well-structured and organised. Can work very well autonomously and/or as part of a team, with very good	Can communicate professionally confidently and consistently in a suitable medium for the audience. Work is coherent, very fluent and is presented proficiently. Can work autonomously with initiative. Where relevant can work	Can communicate with an exceptionally high level of professionalism, highly suitable for the audience. Work is exceptionally coherent, very fluent and is presented professionally. Can work exceptionally well within a

Level 5	FAIL	MARGINAL FAIL	SATISFACTORY (3 rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1 st / Distinction)	EXCEPTIONAL (1 st / Distinction)
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	no evidence of the skills for employment requiring the exercise of personal responsibility and decision-making.	expressed. Weak use of language and/or inappropriate style. Flawed approach to group work, meeting only partial obligations to others. Limited evidence of the skills for employment requiring the exercise of personal responsibility and decision-making.	places. Can work as part of a group, meeting most obligations to others but perhaps with limited involvement in group activities. Demonstrates the basic skills for employment requiring the exercise of personal responsibility and decision-making, with some areas of minor weakness.	effectively independently and/or as part of a team, with clear contribution to group activities. Demonstrates the skills for employment requiring the exercise of personal responsibility and decision-making, with some areas of strength and some of minor weakness.	contribution to group activities. Demonstrates very good skills for employment requiring the exercise of personal responsibility and decision-making, with just occasional minor weakness.	professionally within a team, showing leadership skills as appropriate, and meeting obligations. Demonstrates excellent skills for employment requiring the exercise of personal responsibility and decision-making and an appetite for further development.	team, showing leadership skills. Demonstrates exceptional skills for employment requiring the exercise of personal responsibility and decision-making and an appetite for further development.

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