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

APPENDIX GA36b

LEVEL 5 ASSESSMENT SPECIFICATION

Programme:	**BA Business Management**		
Module:	**Entrepreneurship**		
Module code:	**LCBB5001**	**Contribution to Overall Module Assessment (%):**	**50%**
Lecturer/Module Leader:	**Nishi Ramsurrun**	**Internal Verifier:**	**Dr Anupam Mazumdar**
Assignment Title:	**Component 1: Coursework: Written Report**	**Word count (or equivalent):**	**2000 words (+/- 10%)**
Submission deadline:		**Return date of provisional marks & written feedback:**	**20 Working days from the submission date**
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.** Penalties for late submission: Up to one week late, maximum mark of 40%. Over one week late, 0%. Only the Extenuating Circumstances Panel may approve a change to submission dates.		
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.		

Module Learning Outcomes (From module syllabus)
➢ evaluate the theoretical knowledge of entrepreneurship. ➢ apply the methods and techniques that they have learned, to review, consolidate, extend, and apply their knowledge and understanding, to initiate and carry out a Business Plan.

TASK DESCRIPTION

Component 1 – Written Report (50%) – Please follow the structure below :

Entrepreneurship is very much in the air today, with the present times seeming to be an age of entrepreneurship (Becker et al., 2022) with somehow the idea of entrepreneurship appearing to fire the imagination of everyone, especially the youth with a good education.

Inspired by the above statement since you have gained relevant knowledge and skills from your recently graduated programme of BA Business Management, you decided to further investigate of becoming an entrepreneur. Your innovative and creative idea can only be implemented with the help a business expert whom you think may help you in constructing a business plan, hence due to lack of funds, you will seek funding from the dragon investors from the TV show Dragon's Den. The investors have heard about your new idea from the Consultant and want to know more.

Task: You are required to communicate your strategic business plan with inclusion of academic references explaining your business opportunity by detailing the report as below;

1. **Business description / Market Opportunity**
2. **Industry Analysis** - This section should present your market research assessment of the external and competitive environments using appropriate tools such as a competitors analysis. Highlight target market, segmentation, targeting and positioning strategy and competitor analysis.
3. **Operation and Management team** – a detailed operational activity, Include a brief background profile (educational, industry experience and achievements) of the top

management team demonstrating their entrepreneurial capabilities and competences to justify their appointment.

4. **Marketing Plan and strategy** - Include overall marketing plan, positioning and differentiating propositions, marketing mix, market entry and sales process
5. **Financial plan** - This section of a business plan presents a firm's start-up costs. The first thing to include is a source and uses of funds statement, which is a document that lays out specifically how much money a firm need (if the intention of the business plan is to raise money), where the money will come from, and what the money will be used for. **Highlight in your financial plan and briefly discuss the different types of financing available. You are also required to create a six-month cash budget forecast. Reflect your sales in how you will achieve financial sustainability.**
6. **Closing Summary** • Summarise key parts of the business plan

GUIDANCE FOR STUDENTS IN THE COMPLETION OF TASKS

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

1. Business Description / Market Opportunity

The business description is a short overview of the entire business plan; it provides a summary of the new venture's distinctive nature. This section should be written last to ensure it covers key areas of the business plan.

The business description section provides a general description of the company. It should include your <u>mission statement</u>, description of <u>product or service</u>. You must tell the reading audience what the intellectual property considerations in your idea is. It may be in its design or delivery. The ownership structure and Legal considerations should also be laid out.

2. Industry Analysis

A general description of the business's industry in terms of size, growth rate, and sales projections should be provided with a **VRIO analysis**. More specific analysis **must be conducted using Porters five forces model** to understand dynamics of the industry you would be going into; this analysis would help you decide whether to enter a particular industry and whether an attractive position can be carved out in that industry.

Competitors rivalry should include name of competitors and how do they differ from your products and services

3. Operations and Management Team Plan

- **Operation and Management team** – What is your business process like – detail the process? *E.g., if it is a bakery – what are all the processes involved? Where will you get your supplies from? What supplies and equipment will you need? How will you transport them to your production site? Where will you make the cakes and scones? How will you get them to your customers? Will anyone else be involved in this process?*

- How would you generate revenue for your business (Upselling, Upgrading, Economies of Scale) ? How would you prevent loss of revenue?

- a detailed operational activity such as, Include a brief background profile (educational, industry experience and achievements) of the top management team demonstrating their entrepreneurial capabilities and competences to justify their appointment.

4. Marketing Plan and Strategy

The marketing plan focuses on how the business will market and sell its product or service. It deals with the nuts and bolts of marketing in terms of price, promotion, distribution, and sales strategies. A company's marketing plan can be described by articulating its marketing strategy, positioning, and points of differentiation, and then considering how these overall aspects of the plan will be supported by product, price, promotional mix, and distribution strategy. **The Four P's must be used to describe your marketing strategy.**

5. Financial Plan

The final section of a business plan presents a firm's start-up costs. The first thing to include is a source and uses of funds statement, which is a document that lays out specifically how much money a firm need (if the intention of the business plan is to raise money), where the money will come from, and what the money will be used for. **Highlight in your financial plan and briefly discuss the different types of financing available. You are also required to create a six-month cash budget forecast. Reflect your sales in how you will achieve financial sustainability.**

6. **Closing Summary** • Summarise key parts of the report , draw conclusions from your business plan that are appealing to investors, make it interesting and demonstrate that the proposed business concept will make money.

Essential Resources:

- Resources listed on the lecture schedule and on Moodle
- The student handbook.
- You are expected to use several relevant academic sources for referencing including textbooks, academic journals and other credible sources (from EBSCO). As part of your portfolio, you need to complete the six tasks detailed below.

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 for assessment component 2 – Business Report 50 %		**Marks Awarded**
Business Description / Market Opportunity		**15**
Industry Analysis		**15**
Operations and Management Team Plan		**30**
Marketing Plan and Strategy		**15**
Financial Plan		**15**
Closing Summary		**10**
Assignment marked (Assessment mark 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 confirmed	Late submission Penalties (Tick if Appropriate)	
	Up to four Weeks	
	First Attempt	100 %

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

Knowledge and understanding (Sound knowledge and critical understanding of the wellestablished 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 wellestablished 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 wellestablished 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 wellestablished 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 wellestablished concepts and principles of the subject and the main methods of enquiry.	Exceptionally detailed knowledge and outstanding critical understanding of the wellestablished concepts and principles of the subject and the main methods of enquiry. May go beyond established theories.
Cognitive and intellectual skills (Critical evaluation and	Wholly or almost wholly descriptive work. Little or no critical	Largely descriptive work, with superficial use of critical	Limited attempt at critical evaluation and analysis	Some critical evaluation and analysis of concepts and	Sound critical evaluation and analysis of concepts. Is selective in	Excellent critical evaluation and analysis of concepts	Outstanding critical evaluation and analysis of concepts

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Category	**0-29%**	**30-39%**	**40-49%**	**50-59%**	**60-69%**	**70-84%**	**85-100%**

analysis of concepts and principles; argument and judgement; the limits of their knowledge, and how this influences their analyses and interpretations.)	evaluation and analysis of concepts and principles. Failure to develop arguments, leading to illogical or invalid judgements. Unsubstantiated generalisations or opinion, made without use of any credible evidence.	evaluation and analysis of concepts and principles. Weak development of arguments and judgements. Information accepted uncritically, uses generalised statements made with scant evidence and unsubstantiated opinions. Ideas sometimes illogical and contradictory.	of concepts and principles, tending towards description. Some evidence to support arguments and judgements but these may be underdeveloped, with a little inconsistency / misinterpretation or failure to fully recognise limits of knowledge.	principles, though descriptive in parts. An emerging awareness the limits of their knowledge and ability to use evidence to support the argument though with some tendency to assert/state opinion rather than argue on the basis of reason and evidence. Mostly valid arguments and logical judgements.	the range of evidence used and synthesises rather than describes. Ability to devise arguments that show awareness of different stances, and use evidence convincingly, to support appropriate and valid judgements.	and principles leading to logical, evidencebased, reasoned arguments and judgements. Explicit recognition of other stances 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.	and principles. Uses evidence exceptionally well to connect ideas, and support highly logical and persuasive, arguments and judgements. Evidence of 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

Level 5	**FAIL**	**MARGINAL FAIL**	**SATISFACTORY**	**GOOD**	**VERY GOOD**	**EXCELLENT**	**EXCEPTIONAL**

			(3rd / Pass)	(2.2 / Pass)	(2.1 / Merit)	(1st / Distinction)	(1st / Distinction)
Category	**0-29%**	**30-39%**	**40-49%**	**50-59%**	**60-69%**	**70-84%**	**85-100%**
							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 understandin g of the application of theory to practice or making appropriate links between the two. Very weak problem-solving skills outside the context in which they	Rudimentary application of established methods, materials, tools and/or techniques but without consideration and competence. Flawed appreciation of the context of the application. Weak understandin g of the application of theory to practice, with only occasional evidence of making appropriate links between the two.	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 understandin g applied in practice, but not always making logical links between the two. Can identify problems and propose basic	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 practice, making appropriate links between the two. Can identify problems and propose mostly appropriate	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 application of theory to practice, making appropriate links between the two. Can identify problems and propose	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 practice, making welldeveloped links between the two. Can identify problems and propose excellent, creative	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 between the two. Can identify routine and non-routine problems and propose quite sophisticated, creative solutions

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Category	**0-29%**	**30-39%**	**40-49%**	**50-59%**	**60-69%**	**70-84%**	**85-100%**

	were first studied.	Weak problem-solving skills outside the context in which they were first studied.	solutions outside the context in which they were first studied.	solutions outside the context in which they were first studied.	appropriate solutions outside the context in which they were first studied. Evidence of some creativity.	solutions outside the context in which they were first studied.	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 no evidence of	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 expressed. Weak use of language	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 places. Can work as part of a group,	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 effectively independently and/or as part of a team, with clear	Can communicate well, confidently and consistently in a suitable medium for the audience. Work is coherent, fluent, wellstructured and organised. Can work very well autonomously and/or as part of a team, with very good contribution to	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 professionally within a team,	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 team, showing leadership skills.
Level 5	**FAIL**	**MARGINAL FAIL**	**SATISFACTORY (3rd / Pass)**	**GOOD (2.2 / Pass)**	**VERY GOOD (2.1 / Merit)**	**EXCELLENT (1st / Distinction)**	**EXCEPTIONAL (1st / Distinction)**

Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
	the skills for employment requiring the exercise of personal responsibility and decisionmaking.	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 decisionmaking.	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 decisionmaking, with some areas of minor weakness.	contribution to group activities. Demonstrates the skills for employment requiring the exercise of personal responsibility and decisionmaking, with some areas of strength and some of minor weakness.	group activities. Demonstrates very good skills for employment requiring the exercise of personal responsibility and decisionmaking, with just occasional minor weakness.	showing leadership skills as appropriate, and meeting obligations. Demonstrates excellent skills for employment requiring the exercise of personal responsibility and decisionmaking and an appetite for further development.	Demonstrates exceptional skills for employment requiring the exercise of personal responsibility and decisionmaking and an appetite for further development.