

2022 TRIMESTER 3

**MODULE TITLE:**

**TITLE OF ASSESSMENT:**

**LEVEL: COURSE(S):**

**DEADLINE DATE FOR: SUBMISSION BY STUDENTS**

**SUBMISSION LOCATION:**

# Technology Entrepreneurship

**Assessment 2 (First Sit)**

**Coursework**

**H7**

**MBA (Core, Graduate), MSEBD**

**5th September (Midnight)**

**MyBeckett via Turnitin**

**ASSESSOR(S): Angela Huntley, Kyran Parker**

**----------------------------------------------------------------------------------------------------------------**

# Coursework Brief:

Following Assessment 1 and feedback from your tutor, submit a written report not exceeding 20 pages and not exceeding 4000 words. The report should be a living, breathing manual on the technological opportunity, and will be absolutely vital if you ever need to further develop the technology, product or business, or seek funding from an investor.

1. **Report Guidance**

**No template as such, JUST BE CREATIVE!**

**Here are some quick-fire ways to make a technology venture plan shine:**

* **Go into the detail**

A high-level overview of your or the clients technology venture isn’t enough – you need to dig deep into the technology, market, industry, costs, income streams etc. if you’re to explore every opportunity and threat.

# Treat it like a story

Every brilliant story has a beginning, middle and end. Your report should be the same, and it certainly doesn’t hurt to write it as you would a blockbuster novel; your passion will shine through as a result.

# Tell the story about your beginnings

Technology ventures benefit from fantastic stories about their reasons for being. Tell yours or your clients on the first page and take time to rewrite and have it proofed and polished by a professional writer if you’re not confident; it’ll make all the difference and set the tone perfectly.

# Don’t shy away from visual elements

There are so many ways you can easily create bar graphs and charts, and some numbers look far more interesting when presented visually in this way.

# Don’t stray too far from your target market

You’ve already got a really good idea of who will buy from your technology venture, so don’t

be tempted to look for wider market segments at this time; that can come later.

# Use Analytical tools taught in the module

Make use of some of the advanced techniques taught in the module, such as AHP, QFD, Patent analysis etc. to analyse the technology strength and user benefits, analyse competition and substitutes. Even if you don’t have your own patents or even if your technology and processes are proprietary, you are still required to conduct a patent analysis. This will help you understand the landscape, what you can practice and cannot, where you need to licence others technologies, and the implications of all these on your venture.

# Is your technology venture feasible and viable

An obvious one, but something that is lacking from so many business plans. You know your ideas and business model, but how will you ensure your venture is sustainable? This should involve startup costs and pricing. And do add another 20% contingency to your startup costs, and make it clear that’s for unforeseen costs – you will most certainly need this!

# What is the impact of your technology venture

Understand, measure and communicate potential impact (social + economic + any environmental?). This is extremely important for marketing purposes and to secure funders and customers. Impact is also central to your venture’s strategy as it helps you know whether you are meeting your mission and vision in the long-term.

# Explain how you’ll execute the plan

It is not enough to just detail the plans for the enterprise; it’s important to explain how it’ll

be executed. What (and who) will you need to turn this document into a sustainable business?

# Include some sector and economy/market stats

What have you got to hand that backs up your claims about the sector or economy/market into which you’re about to throw your technology venture? Is the gap in the market really wide enough? Do enough customers exist?

# Include any supporting policies and public funding channels

How are governments and other non-governmental agencies supporting with new policies and instruments. How can your venture benefit? What do you need to do to access any support and funding?

Page **2** of **15**

# Spend time on the design

Although a pretty venture plan doesn’t make a successful technology venture, designing it to be pleasing on the eye, branded (if possible) and easy to read is vital.

# Research Guidance

**The following four basic steps are recommended for identifying and analyzing an opportunity:**

**Identify potential opportunities.** Combine your own personal experiences and creativity with external forecasts and trend analysis. How is the world changing with respect to new technologies? What is the impact of globalization on current solutions? What new requirements will those changes produce? Recent media articles on trends are often a good place to start. Additionally, you may want to look through university departments in health, nutrition and engineering for e.g. and identify new technologies that have been developed at the University.

**Define your purpose and objectives.** Identify your most promising opportunity, being careful to discriminate between an interesting technological idea and a viable market opportunity. Prepare an outline which will help you to determine what types of data and information you need to demonstrate the attractiveness of your chosen opportunity.

**Gather data from secondary sources.** Countless secondary sources exist on the web and in university’s various library resources. Try not to get too bogged down in financial and accounting data.

# Analyse and interpret the results. Persuasively summarize your results.

Page **3** of **15**

# Additional Notes on the Report

* + Maximum 20 pages and maximum 4000 words
  + The layout must be in landscape format and two or three columns.
  + Wrap text around images and tables if on the same page.
  + References must occur in the footnote or on a sidebar and not at the end.
  + You must have cleared the research ethics process before collecting any primary data.
  + You can produce the report using any tool (word, canva, publisher etc.), but submission should be in word or pdf (non-image) file format.

1. **Marking Criterion**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Excellent (70+)** | **Good (60-69)** | **Satisfactory (50-59)** | **Sufficient (40-**  **49)** | **Fail (0-39)** |
| **Research and** | Fully | Very well | Well | Partially | Poorly |
| **Analysis** | researched | researched | researched | researched, | researched |
| **(75%)** | using | using | using | secondary | Develops |
|  | secondary | secondary | secondary | data, some | INVALID |
|  | sources, | sources | source | amount of | conclusions |
|  | substantiated | substantiated | means | detail. Uses | based on |
|  | with highly | with well- | substantiated | SOME | OPINION or |
|  | developed | developed | with good | CREDIBLE | UNRELIABLE |
|  | detail. Uses | detail. Uses | amount of | information | information |
|  | SUFFICIENT, | CREDIBLE and | detail. Uses | and poorly | and /or |
|  | CREDIBLE, | RELEVANT | RELEVANT and | executed | analysis of |
|  | RELEVANT | information, to | mostly | analysis to | IRRELEVANT |
|  | information to | conduct a | CREDIBLE | derive | secondary |
|  | conduct a | detailed | Information to | UNCERTAIN | information. |
|  | thorough | analysis and | conduct | conclusions. |  |
|  | analysis and | derives VALID | acceptable |  |  |
|  | derives | conclusions. | analysis and |  |  |
|  | INSIGHTFUL |  | derives |  |  |
|  | conclusions. |  | POSSIBLY |  |  |
|  |  |  | VALID |  |  |
|  |  |  | conclusions. |  |  |
| **Writing (Clarity, Style and Referencing, 25%)** | Clear, highly concise writing, with all points addressed fully and elegantly. Artfully executed. No grammatical errors or other distractions.  Accurate citation and referencing | Clear, concise writing with the majority of points addressed fully and elegantly. Very well executed. Very Few grammatical errors or other distractions.  Mostly accurate citation and referencing | Acceptable writing, with most points at least partially addressed.  Well executed. Some grammatical or other distractions.  Incrementally better than acceptable level of citation and referencing | Lack of clarity and conciseness, and many points at least partially addressed.  Average execution. Grammatical errors and other distractions are present.  Acceptable citation and referencing | Writing is difficult to follow, and very few points addressed.  Inadequately executed.  Many grammatical errors and distractions Poor citation and referencing |

1. **Feedback:**

|  |  |
| --- | --- |
| Date generic feedback will be available: | Within four weeks of the assessment period, subject to the date set for the release of results |
| How generic feedback will be  returned to you: | Posted on the module on MyBeckett. |
| Date provisional marks will be  available: | Within four weeks of the assessment period,  subject to the date set for the release of results |
| How provisional marks will be returned to you: | Posted on the module on MyBeckett. |
| Date individual feedback will  available | Following the Module Board and the return of all  scripts from the External Examiner |
| How individual feedback will be  returned to you: | By collection of assessments as directed by your  Admin Team |

# Important Note on Plagiarism

All assignments will be checked for ***plagiarism*** and unfair practice by using the latest software. Plagiarism is pretending that someone else's work or words are yours. This could include copying another student's words or copying from an online resource. We expect you to use your own words in your assignments and acknowledge the ideas of others with correct referencing. Where you wish to emphasize the exact words used by another person we expect you to quote and reference their source. Those who knowingly plagiarize and undertake other forms of unfair practice are by their own admission untruthful and cheating. Students who obtain their award through hard work can be assured that the University will continue to prosecute any student who knowingly cheats.

# Submission

Students must upload Assessment 2 via the appropriate page of ‘My Beckett’. Submission should be in word or pdf. Submissions in in any other way or format will not be accepted (except if unable to submit via ‘My Beckett’ - see below). Students who have technical problems uploading their assignments may email their assignment with an accompanying explanation to [businessadmin@leedsbeckett.ac.uk.](mailto:businessadmin@leedsbeckett.ac.uk) Students should note that emailed assignments will not be accepted without a valid explanation/ reason. Students will receive confirmation of valid email submission from the course team by return email. Late submissions by email must have a valid extension (see below).

# Non-Submissions and Penalties

Assignments without valid extensions will be treated as Late. Penalties Apply in accordance with University regulations (see below). Students requiring an extension or deferral must complete an evidenced mitigating circumstances form prior to the submission deadline (form available from course admin teams). Valid extensions or deferrals may only be granted by the appropriate mitigation coordinator. Late submission penalties will be applied to all assessments without authorized mitigating circumstances. Please allow adequate time before deadline for submission of forms. We do not encourage mitigation forms in retrospect because there is always a chance that the mitigation panel may not consider your situation as mitigating enough to warrant an extension or deferral.

Penalties:

*“Full-time Students*

1. *day late: 5 marks will be deducted from the mark achieved by the student.*
2. *to 9 days late: a further 5 marks will be deducted from the mark achieved by the student for every day on which the work remains unsubmitted.*

*(Should these penalties bring the final mark below 40%, then the work will normally be capped at 40%)*

*10 days late: a mark of zero will normally be recorded.*

*Part-time Students*

*1 to 2 days late: 5 marks will be deducted from the mark achieved by the student.*

*3 to 10 days late: a further 5 marks will be deducted from the mark achieved by the student for each two days on which the work remains unsubmitted (i.e. 5 marks for days 3-4; 5-6; 7- 8; 9-10).*

*(Should these penalties bring the final mark below 40%, then the work will normally be capped at 40%)*

*11 days late: a mark of zero will normally be recorded.”*

Where a late penalty is applied, within the timescales given above, it should not result in the failure of work or a further reduction in marks for failed work. In practical terms, this means that a raw mark of over 40 would be capped at 40 in applying any late penalties (within the timescales), and a raw mark of under 40 would not be reduced further with the application of late penalties. Examples of how penalties would be applied to a **first sit** mark for a full- time student in these scenarios are given below:

|  |  |  |
| --- | --- | --- |
| **Raw Mark** | **Days Late** | **Final Mark Recorded** |
| 65 | 1 | 60 |
| 43 | 1 | 40 |
| 36 | 3 | 36 |

Where work for **reassessment** is submitted late, the work should be marked, the late penalty applied in accordance with the conventions above and then the mark capped for reassessment. For example:

|  |  |  |  |
| --- | --- | --- | --- |
| **Raw Mark** | **Days Late** | **Mark After Application of Late Penalty** | **Final Mark Recorded (‘R’ indicates capped resit)** |
| 65 | 1 | 60 | 40R |
| 43 | 1 | 40 | 40R |
| 36 | 3 | 36 | 36R |

# Mitigation and Extenuating

The University recognises that, from time to time, students may encounter issues which may prevent them from being able to submit or take assessment. Where this is the case, students can submit their 'extenuating circumstances' for consideration.

The University operates a fit to sit / fit to submit approach to extenuating circumstances which means students who take their assessment are declaring themselves fit to do so. Students who, for valid reasons, are not fit to take assessment may submit their extenuating circumstances for consideration by their School Mitigation Panel. This will ensure that the relevant Board of Examiners is aware of your extenuating circumstances when making decisions on your assessment outcomes.

Examples of extenuating circumstances include illness, bereavement, serious family illness or being a victim of crime and other circumstances where your academic performance has been impacted by the coronavirus pandemic.

You are strongly advised to speak to an adviser at the Students’ Union Advice Service before

completing the form so they can advise you on how to present your circumstances.

At the present time, you should submit your request for mitigation using the online form available through my hub: <https://myhub.leedsbeckett.ac.uk/students/login>.

# Contact

Please do not hesitate to contact the module team if you have any further questions about the assignment allowing adequate time for a response.

Angela Huntley: [Angela.Huntley@leedsbeckett.ac.uk](mailto:k.suneel@leedsbeckett.ac.uk)

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