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| **Module title** | **BMM6302 Enterprise and Creativity** |
| **Assignment number and title** | Assessment 2 (20%) |
| **Assignment type** | Business Plan Presentation |
| **Learning outcomes (see Module Handbook for all learning outcomes)** | * Compare and contrast a variety of strategic models to develop and critically evaluate business start-up ideas.
* Appraise the impact of various environmental/market/competition factors on the development of a new business.
* Design a detailed and viable business plan, reflecting on key business functional areas
* Produce your business proposal effectively and creatively, appropriate to a variety of audiences
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| **What am I required to do in this assignment?** |
| For the second assessment for this module you are required to provide a 10-minute presentation of your final business concept. The presentation will be live to a panel of judges and there will be 5 minutes allocated to questions and answers at the end.Your presentation should include:* A clear description of the product or service.
* A clear and viable business model, that focuses on the business’s USP or competitive

advantage.* An analysis of the industry and market environment that the business will be operating in.
* Clear identification of the target customer.
* Competitor analysis.
* An appropriate marketing strategy and plan.
* An outline of how the business will operate with regard to premises, suppliers, logistics, law, and possible staff.
* A realistic outline of how the product or service is to be priced, and include all relevant start up and ongoing costs, sales estimates, and an outline of potential profit growth.
* Resources and potential capital request – what are you seeking?
* Projected financial cash flow estimates and timeframe for the investment that clearly shows the break-even point and Return on Investment.

Your presentation should demonstrate:* A need to sell the proposed venture to potential investors.
* The feasibility of the business based on realistic assessment and projections.
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| **Submission deadline** | **Feedback date** |
| **2nd June 2023** | **Within 20 working days** |



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| * The use of recommended resources and materials to provide the evidence and support the business idea.
* A clear articulate outline of what the proposed enterprise will do.
* The main elements of the final business plan.

In addition, you will also be graded for:* Quality and creativity of presentation
* Content flow
* Materials used in your presentation
* Time management
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| Is there a size limit? |
| **The presentation should be a maximum of 10 minutes long, with 5 minutes of questions and answers.** |
|  | **What do I need to do to pass?** |
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|  | **How do I produce high quality work that merits a good grade?** |
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| **How will my assignment be marked?** |
| You will be marked according to the marking criteria below under the following headings:* Overall viable business model & concept 20%
* Business feasibility and analysis (20%)
* Overall quality and creativity of presentation (20%)
* Background evidence, resources and materials used (20%)
* Questions and answers (15%)
* Referencing and academic skills (5%)
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| **How will my assessment be marked?** |
| **Marking Criteria** |
| **Classification:*****Criterion:*** | **Exceptional 1st****/ Distinction 100, 95, 92** | **Outstanding 1st****/ Distinction 88, 85, 82** | **1st****/ Distinction****78, 75, 72** | **2.1****/ Merit 68, 65, 62** | **2.2****/ Pass 58, 55, 52** | **3rd****/ Pass****48, 45, 42** | **Fail 38, 35, 32** | **Abject Fail 25, 20, 10, 0** |
| ***Knowledge &*** | Polished grasp of | Comprehensive | Thorough | Secure, general | Sound knowledge | Limited knowledge | Faulty understanding | No understanding of |
| ***Understanding*** | subject. Astute and | and confident grasp | understanding | understanding and | relevant to the | shows basic | of assessment task or | assessment task or |
|  | authoritative | with strong sense | evident and well | reasonable | assessment task. | understanding. | concepts. Irrelevant or | concepts. Irrelevant |
|  | approach to | of subject | applied to specific | application to |  | Some awareness | mostly absent | or absent content. |
|  | complexity. | complexity. | assessment task. | assessment task. |  | of the context of | content. |  |
|  |  |  |  |  |  | the assessment |  |  |
|  |  |  |  |  |  | task. |  |  |
| ***Structure,*** | Effective and | Effective overall | Clear and logical | Well-focused on the | Addresses the topic | Argument is weak | Lack of argument. | No argument. Many |
| ***Argument*** | integrated over- | argument with clear | focus and direction | question with some | with some direction | and difficult to | Faulty connection | faulty |
|  | arching argument | and insightful | with valuable | clear connections | and makes some | detect. | between statements. | connections between |
|  | or structure, clear, | connections | connections made | made between | connections between | Connections made |  | statements. |
|  | insightful synthesis. | between claims. | between | claims and some | claims or different | between |  |  |
|  | Highly creative | Creative | claims. Good level | overall | parts of | statements limited |  |  |
|  | understanding of | understanding of | of creativity. | direction. Some | artefact/assignment. |  |  |  |
|  | topic. | topic. |  | creativity. |  |  |  |  |
| ***Analysis and*** | Original and | Searching analysis | Insightful analysis | Strong analysis of | Some conclusions | Basic analysis. | Insufficient evaluation | No evaluation or |
| ***Conclusions*** | searching analysis, | with pertinent | throughout with | salient illustrative | drawn based on some | Remains | or attempt to make | attempt to make |
|  | critical appraisal of | conclusions drawn. | appropriate | examples. Some | reasonable | descriptive, little | comparisons. | comparisons. |
|  | task and judicious |  | conclusions drawn. | general conclusions | comparisons and | evaluation or | Conclusions illogical | Conclusions illogical |
|  | conclusions. |  |  | drawn. | examples. | comparison. Few | insufficient. | or absent. |
|  |  |  |  |  |  | clear conclusions. |  |  |
| ***Sources &*** | Extensive and | Extensive use of | Clear support of | Draws on relevant | Makes simple use of | Relies on | Lack of evidence or | No evidence or |
| ***Evidence*** | evaluative use of | evidence with some | argument with well | independent sources | evidence from | superficial | relevant sources. | relevant sources. |
|  | evidential support | evaluation. | selected evidence. | and evidence to | recommended | statements withlittle |  |  |
|  | for argument. |  |  | support claims. | sources. | supporting evidence. |  |  |
| ***Adherence*** | Flawless | Flawless | Excellent | Consistent and | Largely consistent | Limited | Inadequate | Inadequate or no |
| ***to Referencing*** | referencing or | referencing or | referencing or | accurate referencing | accurate referencing. | referencing/ | referencing or | referencing or |
| ***Conventions,*** | technical skills. | technical skills. | technical skills. | or technical skills. | or technical skills. | adherence to | technical skills. | technical skills. |
| ***Technical Skills*** |  |  |  |  |  | convention or technical skills. |  |  |
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| ***Written/Visual/ Oral Style & Clarity*** | Professional and sophisticated with exceptional clarity and coherence. Excellent, controlled, confident delivery, pace, andaudience engagement. | Professional and fluent with great clarity and coherence.Confident delivery, pace and audience engagement. | Fluent and accurate with great clarity and coherence. Mostly confident delivery, pace and audience engagement. | Clear and coherent. Good delivery, pace and audience engagement | Some lapses of clarity. Some expression is ineffective.Satisfactory delivery, pace and audience engagement | Adequate, but awkward expression throughout with little clarity. Poor delivery, pace and audience engagement | Inadequate and unclear presentation. Impaired communication. Error- strewn. | Grossly inadequate and unclear presentation.Severely impaired communication. Error-strewn. |
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