**Crown Institute of Higher Education**

**Unit Learning Guide**

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| **Introduction to Entrepreneurship and Innovation**../../../../Desktop/entrepreneur-593361__480.jpg |
| Unit Number | ENT101 |
| Year and Semester | 2.2018 |
| Unit Weighting | 10 Credit Points |
| Unit Level | 1 |
| Unit Coordinator | TBA |

Student Consultation

The unit coordinator, … , is available for student consultation at the following times:

Students can make an appointment at other times by contacting the unit coordinator via email.

Email: …

# **Raising Concerns**

How to raise concerns

If you have a concern about this unit, please contact your lecturer or tutor in the first instance. If the matter is not resolved, then you may contact the unit coordinator. If you would prefer to speak to someone else, you are advised to contact the Course Coordinator ………………………………. , or the Dean ………………………………….

# **Unit Details**

Unit Description

This unit introduces students to the important role that innovation plays in society and the economy, along with the key principles underpinning the entrepreneurial deployment and commercial application of innovation. Establishing the foundation for the rest of the course, students will develop an understanding of the entrepreneurial mindset and entrepreneurial processes required for the conduct of entrepreneurial practice for both small business and large organisations. Topics include an introduction to planning, financing, team building, intellectual property issues, and the staged commercialisation process, as the primary activities of the entrepreneurial lifecycle process. Hence, this introductory unit establishes the key shifts in thinking necessary for entrepreneurial development and the deployment of innovation, which is the core capability developed throughout the course.

CIHE Graduate Attributes

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| Graduates of CIHE will: |
| GA1 | Possess comprehensive knowledge in a disciplinary field and the practical and professional skills to use this knowledge effectively in the workplace. |
| GA2 | Identify problems and work proactively and creatively to develop solutions and to generate, analyse and interpret different types of information. |
| GA3 | Think logically and critically to analyse and problem solve. |
| GA4 | Work with high levels of autonomy, demonstrating a capacity for independent thinking, decision making and action. |
| GA5 | Engage with others proactively and collaboratively for continued personal and professional development. |
| GA6 | Act ethically and with an awareness of cultural diversity. |

Course Learning Outcomes

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| Graduates of the Bachelor of Entrepreneurship and Innovation will: |
| CLO1 | Apply knowledge of the concepts and theories of entrepreneurship and innovation. |
| CLO2 | Source, distill and interpret information in order to analyse business ventures.  |
| CLO3 | Identify and develop business innovations using critical analytical skills and problem solving strategies. |
| CLO4 | Apply knowledge of industrial, commercial and financial principles to inform and drive successful entrepreneurial activities. |
| CLO5 | Communicate and negotiate clearly to achieve interpersonal and commercial outcomes. |

Unit Learning Outcomes

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| On successful completion of this unit, students will be able to: |
| a. | Describe entrepreneurial activity as a complex social and economic process. |
| b. | Present and interpret case studies of innovative and entrepreneurial business initiatives, connecting these to theories and approaches to innovation and entrepreneurship. |
| c. | Articulate the key qualities of an entrepreneur, and the key qualities and competencies of successful entrepreneurial activities. |
| d. | Identify the key aspects of innovation and entrepreneurship that impact business initiation, change and development. |

Student Workload

The expected workload in this unit is: 10 hours per week (for all 10 credit point units), including 3 hours in class and 7 hours in your own study time.

Schedule Learning and Teaching Activities

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Week** | **Dates** | **Topic** | **Reading** | **Assessments dates** |
| 1 | 30 Jul - 05 Aug | Innovation and Entrepreneurship as social and economic processes | Mazzarol, T., (2011). Entrepreneurship and innovation: Readings and Case Studies.Chapter1 – A social and economic process |  |
| 2 | 06 Aug - 12 Aug | Entrepreneur mind and action | Mazzarol, T., (2011). Chapter2 – The entrepreneur mind and action  |  |
| 3 | 13 Aug - 19 Aug | The entrepreneurial process | Mazzarol, T., (2011). Chapter3 – the entrepreneurial process | Assessment Item 1a |
| 4 | 20 Aug - 26 Aug | Intrapreneurship | Mazzarol, T., (2011). Chapter4 - Intrapreneurship |  |
| 5 | 27 Aug - 02 Sep | Small business, innovation and entrepreneurship | Mazzarol, T., (2011). Chapter5 – Small business | Assessment Item 1b |
| 6 | 03 Sep - 09 Sep | Adoption and diffusion of innovation | Mazzarol, T., (2011). Chapter6– Adoption and diffusion of innovation |  |
| 7 | 10 Sep - 16 Sep | Vision and planning | Mazzarol, T., (2011). Chapter7 – the entrepreneurial vision versus the planning ethos |  |
| 8 | 17 Sep - 23 Sep | Mid- Semester Break |
| 9 | 24 Sep - 30 Sep |
| 10 | 01 Oct - 07 Oct 01 Oct Labour Day | The role of finance in entrepreneurship | Mazzarol, T., (2011). Chapter8 – Financing the venture | Assessment Item 2 |
| 11 | 08 Oct - 14 Oct | Technology and disruption | Mazzarol, T., (2011). Chapter9 – Technology, technopreneurs and disruptive innovations |  |
| 12 | 15 Oct - 21 Oct | Introduction to the issue of intellectual property | Mazzarol, T., (2011). Chapter10 – Intellectual property management and commercialisation |  |
| 13 | 22 Oct - 28 Oct | The importance of team building | Mazzarol, T., (2011). Chapter11 – Team building and leadership  |  |
| 14 | 29 Oct - 04 Nov | Presentations |  | Assessment Item 3 |
| 15 | 05 Nov - 11 Nov | STUVAC |
| 16 Exam Period | 12 Nov – 18 Nov |  |  |  |

**Assessments**

**Assessment for this unit will be based on the following components:**

|  |  |  |  |
| --- | --- | --- | --- |
| Assessment Item | Length or duration | Learning Outcomes addressed  | Weighting |
| **Assessment 1: Written summaries X 2** (Individual)Students will be required to prepare two written summaries which present applications of key aspects of the theory and concepts taught in the course to examples of businesses.(2 X 750 words each = 1500 words) | 1500 words | a, b, c | 30%(15% for each summary) |
| **Assessment 2: Case study analysis** (Individual)Each student must select a case study exemplifying the entrepreneurial use of innovation in business. They must conduct research on the business case and generate a 1500-word analysis applying the ideas from this unit to an existing case study. Harvard Business Publishing cases studies will be used. | 1500 words | a, b, c, d | 50%(The 50% weighting takes account of the research and analysis required to complete this task) |
| **Assessment 3: Oral Presentation (a) and Written Summary (b)** (Individual)Each student must present the key points of their case study to the class in a 5-minute presentation and, as part of this, present reflections on their own developing understanding of the entrepreneurial process and their capacities (present and to be developed) as entrepreneurs in a written summary (500 words). | 5 minutes | b, c, d | 20%(10% presentation10% written summary) |
| All assessment items must be submitted and an overall mark of at least 50% is required to pass the unit.  |

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| Grades used in the evaluation of assessments |
| **Grade Level /Quality of work** | **Code** | **Range** |
| High Distinction (outstanding performance) | **HD**  | 85% and above |
| Distinction (very high level of performance) | **D**  | 75-84% |
| Credit (high level of performance) | **C**  | 65-74% |
| Pass (competent level of performance) | **P**  | 50-64% |
| Non-graded Pass | **NGP** |  |
| Fail (outright) (attempted all assessments but did not achieve 50%) | **F**  | below 50% |
| Fail Non-Submission (did not attempt all assessments and did not achieve 50%) | **FNS**  | below 50% |
| Withdraw with Failure | **WF** |  |
| Withdraw Without Failure | **WO** |  |
| Credit Granted | **CPL** |  |

Submission of Assessment Tasks

**Students are required to keep a copy of ALL written work submitted.**

**DUE DATES**

1. Assessment Item 1 – Weeks 3 & 5

2. Assessment Item 2 – Week 8

3. Assessment Item 3 – Week 12

**Submission of assessment items**

Students are required to submit assessment items at the time and date specified in this *Unit Learning Guide*. Assessment items submitted after the due date will be subject to a penalty unless the student has been given prior approval in writing for an extension of time to submit that item.

**Penalties for late submission**

An assessment item submitted after the assessment due date, without an approved extension or without approved mitigating circumstance, will be penalised. The standard penalty is the reduction of the mark allocated to the assessment item by 10% of the total mark applicable for the assessment item, for each day or part day that the item is late (a ‘day’ for this purpose is defined as any day on which campus administration is open). Assessment items submitted more than ten days after the assessment due date are awarded zero marks.

**Special consideration**

Students whose ability to submit or attend an assessment item is affected by sickness, misadventure or other circumstances beyond their control, may be eligible for special consideration. No consideration is given when the condition or event is unrelated to the student's performance in a component of the assessment, or when it is considered not to be serious.

Students must apply in writing to the Course Coordinator for special consideration within three days of the due date of the assessment item or exam.

**Reasonable adjustment**

Students with a disability may request reasonable adjustment to an assessment task to accommodate their disability. Adjustments to assessment must take into account the special characteristics of the student. Any adjustments made must be ‘reasonable’ so that they do not impose an unjustifiable hardship upon CIHE.

A request for reasonable adjustment is made by the student in writing to the Lecturer for the unit of study affected.

**Results**

Students will be notified of their results via the student management system and by email.

The aggregated mark for the unit of study will be moderated. Moderation may result, in some cases, in a variation of the final grade awarded to a student for the unit which is inconsistent with the individual marks awarded to the student for individual assessment items.

**Resubmission**

Where a student has completed all assessment tasks and marginally fails a unit of study (i.e. has achieved a score of 46-49%) the Course Coordinator may recommend that the student be offered the option of completing additional assessable work which, if completed at the prescribed standard, will result in the student passing the unit. The grade awarded after the additional assessment is finalised is limited to P or F. If the student does not take up the opportunity to complete additional assessment work the grade remains as an F.

Students should be familiar with the *Student Assessment Policy* on the CIHE website.

**Assessment details including Criteria and Standards**

Assessment Item 1: Written summaries

Due Date

Weeks 3 & 5

Rationale

This unit is an introductory unit in the field of entrepreneurship and innovation. As such it seeks to introduce students to the culture of business innovation and its deployment through entrepreneurial initiation and growth activity. This process is complex and multi-faceted and case studies are a good way in which to provide the necessary knowledge and theory in an accessible and engaging way. The first assessment, being structured as two written summaries, allows students to apply their developing knowledge to the examination of real world situations and issues. The task addresses ULOs a. b. & c.

Assessment Description

**Written summaries**

Students will be required to prepare two written summaries which present applications of key aspects of the theory and concepts taught in the course, as reflected in business case study examples.

Assessment Requirements

Individual Assessment

Word Count (750 words each = 1500 words)
Total Weight 30% (2 x 15%)

Due Weeks 3 and 5

Meets ULO’s a. b. & c.

Assessment Criteria

As per the assessment Marking Criteria and Standards RUBRIC.

Marking Criteria and Standards (RUBRIC)

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| **Unit Code: ENT101 Unit Name: Introduction to Entrepreneurship and Innovation Assessment Task: 1 – Written Summary (X2)** **Final Grade:\_\_\_\_\_\_/15Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Student Number: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  |
| **Grade** | **>85%** | **75-84%** | **65-74%** | **50-64%** | **<50%** |  |
| **ULOa** |  |
| Describe entrepreneurial activity as a complex social and economic process. |  **Marks** | **Marks** | **Marks** | **Marks** | **Marks** | **/50** |
| Demonstrates an excellent understanding of the societal role and economic purpose of entrepreneurship | Demonstrates a very good understanding of the societal role and economic purpose of entrepreneurship | Demonstrates a fair understanding of the societal role and economic purpose of entrepreneurship | Demonstrates a limited understanding of the societal role and economic purpose of entrepreneurship | Demonstrates inadequate understanding of the societal role and economic purpose of entrepreneurship |  |
| **ULOb** |  |
| Present and interpret case studies of innovative and entrepreneurial business initiatives, connecting these to theories and approaches to innovation and entrepreneurship. |  **Marks** | **Marks** | **Marks** | **Marks** | **Marks** | **/50** |
| Demonstrates excellent interpretation and understanding of entrepreneurial theory and concepts in action | Demonstrates very good interpretation and understanding of entrepreneurial theory and concepts in action | Demonstrates fair interpretation and understanding of entrepreneurial theory and concepts in action | Demonstrates limited interpretation and understanding of entrepreneurial theory and concepts in action | Demonstrates inadequate interpretation and understanding of entrepreneurial theory and concepts in action |  |
| **ULOc** |  |
| Articulate the key qualities of an entrepreneur, and the key qualities and competencies of successful entrepreneurial activities. |  **Marks** | **Marks** | **Marks** | **Marks** | **Marks** | **/50** |
| Demonstrates excellent identification and articulation of successful entrepreneurial qualities and competencies in practice | Demonstrates very good identification and articulation of successful entrepreneurial qualities and competencies in practice | Demonstrates fair identification and articulation of successful entrepreneurial qualities and competencies in practice | Demonstrates limited identification and articulation of successful entrepreneurial qualities and competencies in practice | Demonstrates inadequate identification and articulation of successful entrepreneurial qualities and competencies in practice |  |
| **Additional Marker Comments** |  | **Total Grade \_\_\_\_\_\_\_\_\_\_/150** |

Assessment Item 2: Case study analysis

Due Date

Week 8

Rationale

This assessment builds on the framework of understanding developed and applied in Assessment Item 1. The case study analysis requires students to further develop their research, analysis and application of the theories introduced throughout the unit, thereby requiring them to apply knowledge actively to establish the foundations for their study of innovation and entrepreneurship and their anticipated professional work in this complex field.
The task addresses ULO’s a. b. c. & d.

Assessment Description

**Case study analysis**

Each student must select a case study exemplifying the entrepreneurial use of innovation in business. They must identify and research a business case study innovation in relation to the theories and concepts discussed in class, and generate a 1500-word analysis applying these ideas to the analysis. Harvard Business Publishing cases studies will be used.

Assessment Requirements

Individual Assessment

Word Count 1500 words

Total Weight 50%

Due Week 8

Meets ULO’s a. b. c. & d.

Assessment Criteria

As per the assessment Marking Criteria and Standards RUBRIC.

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| **Unit Code:** ENT101 **Unit Name:**  Introduction to Entrepreneurship and Innovation **Assessment Task:** Item 2 - Case Study**Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Student Number: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Final Grade: \_\_\_\_\_\_/ 50** |
| **Grade** | **>=85%** | **75-84%** | **65-74%** | **50-64%** | **<50%** | **Grade** |
| **ULOa** |  |
| Describe entrepreneurial activity as a complex social and economic process. |  **Marks** | **Marks** | **Marks** | **Marks** | **Marks** | **/20** |
| Demonstrates an excellent understanding of the economic and societal implications of an entrepreneurial process being practiced in a real-world case study | Demonstrates a very good understanding of the economic and societal implications of an entrepreneurial process being practiced in a real-world case | Demonstrates a fair understanding of the economic and societal implications of an entrepreneurial process being practiced in a real-world case | Demonstrates a limited understanding of the economic and societal implications of an entrepreneurial process being practiced in a real-world case | Demonstrates an inadequate understanding of the economic and societal implications of an entrepreneurial process being practiced in a real-world case |  |
| **ULOb** |  |
| Present and interpret case studies of innovative and entrepreneurial business initiatives, connecting these to theories and approaches to innovation and entrepreneurship. |  **Marks** | **Marks** | **Marks** | **Marks** | **Marks** | **/40** |
| Demonstrates excellent application and interpretation of entrepreneurial theory and concepts to an innovative real-world case study | Demonstrates very good application and interpretation of entrepreneurial theory and concepts to an innovative real-world case study | Demonstrates fair application and interpretation of entrepreneurial theory and concepts to an innovative real-world case study | Demonstrates limited application and interpretation of entrepreneurial theory and concepts to an innovative real-world case study | Demonstrates inadequate application and interpretation of entrepreneurial theory and concepts to an innovative real-world case study |  |
| **ULOc** |  |
| Articulate the key qualities of an entrepreneur, and the key qualities and competencies of successful entrepreneurial activities. |  **Marks** | **Marks** | **Marks** | **Marks** | **Marks** | **/20** |
| Demonstrates excellent identification of how entrepreneurial competencies are driving business innovation success in practice | Demonstrates very good identification of how entrepreneurial competencies are driving business innovation success in practice | Demonstrates fair identification of how entrepreneurial competencies are driving business innovation success in practice | Demonstrates limited identification of how entrepreneurial competencies are driving business innovation success in practice | Demonstrates inadequate identification of how entrepreneurial competencies are driving business innovation success in practice |  |
| **ULOd** |  |
| Identify the key aspects of innovation and entrepreneurship that impact business initiation, change and development. |  **Marks** | **Marks** | **Marks** | **Marks** | **Marks** | /**20** |
| Demonstrates an excellent understanding of the entrepreneurial life cycle stage of the case study and the associated opportunities and challenges to be addressed | Demonstrates a very good understanding of the entrepreneurial life cycle stage of the case study and the associated opportunities and challenges to be addressed | Demonstrates a fair understanding of the entrepreneurial life cycle stage of the case study and the associated opportunities and challenges to be addressed | Demonstrates a limited understanding of the entrepreneurial life cycle stage of the case study and the associated opportunities and challenges to be addressed | Demonstrates inadequate understanding of the entrepreneurial life cycle stage of the case study and the associated opportunities and challenges to be addressed |  |
| **Additional Marker Comments** |  | **Total Grade** |
| **/ 100** |

Marking Criteria and Standards (RUBRIC)

Assessment Item 3: Oral presentation

Due Date

Week 12

Rationale

Assessment Item 3incorporates the development of more practical skills needed by developing entrepreneurs. It requires students to consolidate their understanding of the entrepreneurial process through the application of knowledge identified in their case study analysis (Assessment Item 2), combined with a meta-critical reflection on their own entrepreneurial characteristics, capabilities and growth requirements. This establishes a self-articulated learning framework for their study throughout the course and for their continued life-long learning path.

Assessment Description

**Oral Presentation (a) and Written Summary (b)**

Each student must present the key points of their case study analysis to the class in a 5-minute presentation and, as part of this, present reflections on their own developing understanding of the entrepreneurial process and their capacities (present and to be developed) as entrepreneurs in a written response (500 words).

Assessment Requirements

Individual Assessment

Presentation (a) Length 5 minutes

Word Count for Written Summary (b) 500 words

Total Weight 20% (Presentation 10%, Written Summary 10%)

Due Week 12

Meets ULOs b. c. & d.

Assessment Criteria

As per the assessment Marking Criteria and Standards RUBRIC.

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| --- |
| **Unit Code:** ENT101 **Unit Name:**  Introduction to Entrepreneurship and Innovation **Assessment Task:** Item 3a – Presentation **Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Student Number: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Final Grade:\_\_\_\_\_\_/10** |
| **Grade** | **>=85%** | **75-84%** | **65-74%** | **50-64%** | **<50%** | **Grade** |
| **ULOb** |  |
| Present and interpret case studies of innovative and entrepreneurial business initiatives, connecting these to theories and approaches to innovation and entrepreneurship. |  **Marks** | **Marks** | **Marks** | **Marks** | **Marks** | **/40** |
| Demonstrates excellent skills in communicating case study analysis findings in relation to the key theoretical content underpinning the unit | Demonstrates very good skills in communicating case study analysis findings in relation to the key theoretical content underpinning the unit | Demonstrates fair skills in communicating case study analysis findings in relation to the key theoretical content underpinning the unit | Demonstrates limited skills in communicating case study analysis findings in relation to the key theoretical content underpinning the unit | Demonstrates inadequate skills in communicating case study analysis findings in relation to the key theoretical content underpinning the unit |  |
| **ULOc** |  |
| Articulate the key qualities of an entrepreneur, and the key qualities and competencies of successful entrepreneurial activities. |  **Marks** | **Marks** | **Marks** | **Marks** | **Marks** | **/40** |
| Demonstrate excellent ability to distil the characteristics of effective entrepreneurial leadership from a case study analysis, and effectively synthesise findings with a personal reflection process  | Demonstrate very good ability to distil the characteristics of effective entrepreneurial leadership from a case study analysis, and adequately synthesise findings with a personal reflection process  | Demonstrate fair ability to distil the characteristics of effective entrepreneurial leadership from a case study analysis, and applies one or two findings to a personal reflection process  | Demonstrate limited ability to distil the characteristics of effective entrepreneurial leadership from a case study analysis, with a limited attempt at self reflection  | Demonstrate inadequate ability to distil the characteristics of effective entrepreneurial leadership from a case study analysis, with little evidence of self reflection  |  |
| **ULOd** |  |
| Identify the key aspects of innovation and entrepreneurship that impact business initiation, change and development. |  **Marks** | **Marks** | **Marks** | **Marks** | **Marks** | **/20** |
| Demonstrates an excellent understanding of the entrepreneurial life cycle stage represented in the case study, and clearly identifies the associated opportunities and challenges at stake | Demonstrates a very good understanding of the entrepreneurial life cycle stage represented in the case study, and identifies some of the associated opportunities and challenges at stake | Demonstrates a fair understanding of the entrepreneurial life cycle stage represented in the case study, and identifies an associated opportunity and challenge at stake | Demonstrates a limited understanding of the entrepreneurial life cycle stage represented in the case study, and only touches on the associated opportunities and challenges at stake | Demonstrates an inadequate understanding of the entrepreneurial life cycle stage represented in the case study, and does not identify the associated opportunities and challenges at stake |  |
| **Additional Marker Comments** |  | **Final Grade** |
| **/100** |

Marking Criteria and Standards (RUBRIC)

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| **Unit Code:** ENT101 **Unit Name:**  Introduction to Entrepreneurship and Innovation **Assessment Task:** Item 3b – Written Summary **Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Student Number: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Final Grade:\_\_\_\_\_\_/10** |
| **Grade** | **>85%** | **75-84%** | **65-74%** | **50-64%** | **<50%** |
| **ULOb**  |
| Present and interpret case studies of innovative and entrepreneurial business initiatives, connecting these to theories and approaches to innovation and entrepreneurship |  **Marks** | **Marks** | **Marks** | **Marks** | **Marks** | **/25** |
| Demonstrate excellent understanding and application of entrepreneurial business theory and practice to a self-reflection process | Demonstrate a very good understanding and application of entrepreneurial business theory and practice to a self-reflection process | Demonstrate a fair understanding and application of entrepreneurial business theory and practice to a self-reflection process | Demonstrate a limited understanding and application of entrepreneurial business theory and practice to a self-reflection process | Demonstrate an inadequate understanding and application of entrepreneurial business theory and practice to a self-reflection process |  |
| **ULOc** |
| Articulate the key qualities of an entrepreneur, and the key qualities and competencies of successful entrepreneurial activities |  **Marks** | **Marks** | **Marks** | **Marks** | **Marks** | **/50** |
| Demonstrate a thorough understanding of successful entrepreneurial characteristics through an excellent self-reflection process | Demonstrate a very good understanding of successful entrepreneurial characteristics through a very good self-reflection process | Demonstrate a fair understanding of successful entrepreneurial characteristics through a self-reflection process | Demonstrate a limited understanding of successful entrepreneurial characteristics through a minimal self-reflection process | Demonstrate inadequate understanding of successful entrepreneurial characteristics with little evidence of self-reflection |  |
| **ULOd** |
| Identify the key aspects of innovation and entrepreneurship that impact business initiation, change and development |  **Marks** | **Marks** | **Marks** | **Marks** | **Marks** | **/25** |
| Demonstrate an excellent understanding of the personal learning curve required for becoming a successful entrepreneur  | Demonstrate a very good understanding of the personal learning curve required for becoming a successful entrepreneur | Demonstrate a fair understanding of the personal learning curve required for becoming a successful entrepreneur | Demonstrate a limited understanding of the personal learning curve required for becoming a successful entrepreneur | Demonstrate an inadequate understanding of the personal learning curve required for becoming a successful entrepreneur |  |
| **Additional Marker Comments** |  | **Total Grade****/100** |

# **Learning Resource Information**

Prescribed Text

Mazzarol, T. (2011). *Entrepreneurship and Innovation: Readings and Cases, 2nd edn*. Tilde University Press.

Additional Texts

N/A

# **Key Weblinks**

[Australian Bureau of Statistics](http://www.abs.gov.au/ausstats/abs%40.nsf/0/85372091B76BD119CA257B710014993B?Opendocument) – Count of Australian businesses

[Australian Treasury](https://www.treasury.gov.au/~/media/Treasury/Publications%20and%20Media/Publications/2012/Australian%20Small%20Business%20-%20Key%20Statistics%20and%20Analysis/downloads/PDF/AustralianSmallBusinessKeyStatisticsAndAnalysis.ashx) – Small business statistics

[Bus.gov.au](https://www.business.gov.au/info/exit/bankruptcy) – Bankruptcy procedures

[Sensis.com.au](https://www.sensis.com.au/asset/PDFdirectory/Sensis-Business-Index-December-2016.pdf) – Business Index 2016

[International Organization for Standardization](https://www.iso.org/publication/PUB100406.html) – ISO9001:2015 for small enterprises

[Standards Australia](http://www.standards.org.au/search/Results.aspx?sq=1&k=Australian%20Standard%204360%20Risk%20Management) – AS4360 Risk management

# **Literacy Resources**

TBA

# **Referencing Requirements**

APA

Online style guides for APA:

<http://www.citewrite.qut.edu.au/>.

 <http://guides.is.uwa.edu.au/apa>

**Recommended & Supplementary Reading**

Frederick, H.H., Kuratko, D.F. and O'Connor, A. (2016), Entrepreneurship: theory/process/practice, 4th Edition. Cengage Learning.

Vonortas, N.S., Rouge, P.C., and Aridi, A. (2014), Innovation policy: a practical introduction. Springer.

Westhead, P. and Wright, M. (2013). Entrepreneurship: A very short introduction. OUP Oxford.

Beswick, C., Bishop, D. and Geraghty, J. (2015). Building a Culture of Innovation: A Practical Framework for Placing Innovation at the Core of Your Business. Kogan Page.

Matthews, C.H. & Brueggemann, R. (2015), Innovation and Entrepreneurship: A Competency Framework. Taylor and Francis.

Carayannis, E.G., Samara, E.T., & Bakouros, Y.L. (2015), Innovation and Entrepreneurship: Theory, Policy and Practice. Springer.

\*\*\*\* WE ARE HERE TO HELP YOU \*\*\*\*

Our academic and professional support staff have an ‘open door policy’ so that you can come to us for advice ro assistance at any time. We recommend talking to your lecturer, or course coordinator in the first instance, especially if you are struggling to meet an assignment deadline or to keep up with the readings or class materials.

Students may access a Student Support Officer directly or via the Administration desk and an appointment will be organised as soon as possible. As part of their responsibilities, the Student Support Officer ensures up-to-date information is available for student support services and that any contacts provided are current.

**Student support services**

The following support services are available and accessible for all students studying with CIHE. CIHE will provide students with contact details to refer any matters that require further follow up with relevant professionals.

**Academic issues**

Students may have concerns with their attendance, academic performance or other related issues that are placing them at risk of not achieving the requirements of their course. Students are able to gain advice and support in ensuring they maintain appropriate academic levels, attendance levels, and general support to ensure they achieve satisfactory results in their studies.

**Language and Learning Advisor**

A student is able to access the Language and Learning Advisor to discuss any academic, attendance, or other related issues at any time. The Language and Learning Advisor will be able to provide advice, study assistance, and language support, or referral, where required.

**Personal / social issues**

There are many issues that may affect a student’s social or personal life and students have access to the Student Support Officers during CIHE’s hours of operation to gain advice and guidance on personal, accommodation, or family / friend issues. Where a Student Support Officer feels further support may be required, a referral to an appropriate support service will be organised.

**Counselling service**

The Student Support Officer is able to assist in times of stress or pressure during the course. Students may make an appointment at any time to see a member of CIHE’s staff for advice relating to study, such as:

* time management issues;
* setting and achieving learning goals;
* motivation;
* ways of learning;
* managing assessment tasks;
* self-care.

If the need arises to seek additional counselling services, the Student Support Officers will maintain a list of the contact details of appropriate external support services.

**Special needs**

A student is requested to advise their lecturer of any disabilities that may affect their learning, e.g. difficulty in hearing. The Student Support Officer is available to provide advice to students and to consult with the Course Coordinator when necessary.

**Hardship**

The requirements of study may present some students with hardship due to economic, social or other difficulties. Where genuine hardship exists a student may make application seeking permission to review their workload or other related matters.

To make an application a student is required to provide a letter to the Student Support Officer describing the reason for their hardship. It is essential to include evidence supporting a claim of hardship, for example:

* Financial hardship: government benefit statements, pay slips or bank statements which indicate financial status;
* Medical grounds: medical certificates stating nature of condition, duration;
* Single parent: evidence by way of statutory declaration and supporting government documentation.

An international student who is an applicant under this category must still meet the requirements of the relevant regulations affecting student visas in these circumstances.

**Library**

The CIHE Library is located on the ground floor of our building. The Library Services Officer can help you with your textbooks and course reading, data-base searching and any other information services.

**Free English Classes**

We will run free English classes for those who wish to improve their English or need some assistance with Language and Literacy. Contact your course coordinator or the Language and Learning Advisor for information.

**Student Code of Conduct**

**This code applies to all students at CIHE.**

Crown Institute of Higher Education expects that all members of the broader Crown community will behave professionally and with respect for others. Therefore, students must not behave in a manner that may be considered disruptive and/or inappropriate by any reasonable standard.

Students are expected to refrain from behaviour that:

* creates significant disruption to the learning environment;
* creates an atmosphere of hostility, intimidation, ridicule, anxiety or disrespect for others;
* contradicts published rules, regulations, procedures or common standards of safety;
* endangers or threatens to endanger the health or safety of others;
* damages, defaces or destroys the Institution’s property.

**Furthermore, students are expected to:**

* attend their scheduled classes regularly and punctually;
* refrain from the use of devices which may disrupt classes. e.g. mobile phones, portable entertainment equipment such as iPods, etc.
* comply with reasonable direction from the Institution’s authorised representatives;
* conduct themselves in a safe and healthy manner;
* identify and report any possible hazards from equipment, facilities and the environment;
* refrain from smoking anywhere on the Institution’s premises;
* refrain from drinking and/or eating in any study area, including the library;
* refrain from the use of bad language, alcohol and drugs;
* ensure that no students, staff, or visitors to the Institution experience discriminatory, harassing or bullying behaviour;
* report any discriminatory behaviour, harassment or bullying to the Course Coordinator or the Dean;
* follow the Institution’s policies.

**Consequently, students are entitled to:**

* be treated fairly and with respect;
* learn in an environment free of discrimination and harassment;
* pursue their educational goals in a safe and supportive environment;
* expect that their privacy is respected and their personal information will be kept confidential.

**Academic Misconduct – plagiarism, collusion and cheating**

Crown Institute of Higher Education upholds the principle that academic integrity relies on the application of honesty in all scholarly endeavour. Students of CIHE will conduct themselves in their academic studies honestly and ethically and are expected to carefully acknowledge the work of others in all their academic activities.

This policy describes academic misconduct to students[[1]](#footnote-1) and outlines CIHE’s response to instances of academic misconduct that are detected.

**Types of academic misconduct**

Academic misconduct involves cheating, collusion, plagiarism or any other conduct that deliberately or inadvertently claims ownership of an idea or concept without acknowledging the source of the information. This includes any form of activity that negates the academic integrity of the student or another student and/or their work.

**Plagiarism occurs when students fail to acknowledge that the ideas of others are being used. Specifically, it occurs when:**

* other people’s work and/or ideas are paraphrased and presented without a reference;
* other students’ work is copied or partly copied;
* other people’s designs, codes or images are presented as the student’s own work;
* phrases and passages are used verbatim without quotation marks and/or without a reference to the author or source;
* lecture notes are reproduced without due acknowledgement.

Cheating occurs when a student seeks to obtain an unfair advantage in an examination or in other written or practical work required to be submitted or completed for assessment.

Collusion (unauthorised collaboration) involves working with others without permission to produce work which is then presented as work completed independently by the student. Collusion is a form of plagiarism. Students should not knowingly allow their work to be copied.

Students should be familiar with the Student Academic Integrity and Honesty Policy available on the CIHE website.

**Crown Institute of Higher Education**

**ASSESSMENT COVER SHEET**

|  |  |  |  |
| --- | --- | --- | --- |
| Student name: |  | Student ID number: |  |
| Unit name: |  | Unit number: |  |
| Lecturer or Tutor name: |  |
|  |
| Title: |  |
| Length: | Due date: | Date submitted: |
|  | * I hold a copy of this assignment if the original is lost or damaged.
* I hereby certify that no part of this assessment or product has been copied from any other student’s work or from any other source except where due acknowledgement is made in the assessment.
* I hereby certify that no part of this assessment or product has been submitted by me in another (previous or current) assessment, except where appropriately referenced, and with prior permission from the Lecturer for this unit.
* No part of the assessment/product has been written/produced for me by any other person except where collaboration has been authorised by the Lecturer concerned.
* I am aware that this work will be reproduced and submitted to plagiarism detection software programs for the purpose of detecting possible plagiarism **(which may retain a copy on its database for future plagiarism checking).**
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|  |
| **Student’s signature:** |  |
| **Note:** An examiner or lecturer / tutor has the right to not mark this assignment if the above declaration has not been signed. |

1. Academic integrity in relation to CIHE’s staff is contained in the *Academic Freedom, Integrity and Free Intellectual Enquiry Policy* [↑](#footnote-ref-1)