Entrepreneurship & Innovation

Module code MOD001093
Academic Year 2012 / 2013
Semester /Trimester 1, 2 and 3

καιρον γνωθι  kairon gnothi  "know the time" (i.e. take your opportunity)
A saying of Pittacus, c.640-568 BC) one of the Seven Sages of Greece

sun dial at Ely Cathedral, Cambridgeshire
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1. Key Information

Module/Unit title MOD001093 Entrepreneurship & Innovation

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Website: http://cambridgemba.wordpress.com/innovation/

Every module has a Module Definition Form (MDF) which is the officially validated record of the module. You can access the MDF for this module in three ways via:

- the Virtual Learning Environment (VLE)
- the My.Anglia Module Catalogue at www.anglia.ac.uk/modulecatalogue
- Anglia Ruskin’s module search engine facility at www.anglia.ac.uk/modules

All modules delivered by Anglia Ruskin University at its main campuses in the UK and at Associate Colleges throughout the UK and overseas are governed by the Academic Regulations. You can view these at www.anglia.ac.uk/academicregs. A printed extract of the Academic Regulations, known as the Assessment Regulations, is available for every student from your Faculty Office (all new students will have received a copy as part of their welcome pack).

In the unlikely event of any discrepancy between the Academic Regulations and any other publication, including this module guide, the Academic Regulations, as the definitive document, take precedence over all other publications and will be applied in all cases.

2. Introduction to the Module

Key words Entrepreneurship, enterprise, innovation, SME, entrepreneur, intrapreneur

This module reviews the classical models of entrepreneurship and examines the main characteristics of entrepreneurs within organisations of all sizes. Commercial, public sector, and not-for-profit-distribution organisations can be included in this assessment. Recent approaches to entrepreneurship are examined. Ways of fostering entrepreneurial culture, at every level within the organisation, are surveyed. The role of entrepreneurship and innovation in economic growth are analysed by applying, for example, Porter’s Diamond model to a selected region. The role and nature of small business start-ups is critically reviewed. Creative and integrative thinking are stimulated by application of various methods, e.g. Buzan’s Mind-Mapping. The context of innovation within the modern business environment is reviewed. The significance and outcomes of the
innovation process are examined. Mechanisms for protecting innovations and intellectual property are reviewed.

One of the main focuses for the design of this module has been the further development of relevant employability and professional skills. Such skills are implicit in the learning outcomes.

We will assess the significance of entrepreneurs in society and the economy. Entrepreneurs often innovate: new ideas, new methods, new products, new processes, new markets and new business models. Entrepreneurs tend to start-up and grow an idea. Some entrepreneurs sell their growing enterprise then start again - serial entrepreneurs. Entrepreneurs are not confined to business. There are social, educational, art and culture, and other kinds of entrepreneur. Entrepreneurs often create new jobs in the economy, whereas many large organisations are consolidating and cutting jobs.

There has been much research in the 1980s and 1990s into the Personality and Behavioural traits of entrepreneurs. More recently, the Global Entrepreneurship Monitor organisation has published research results which compare the entrepreneurial characteristics of 30+ nations around the world. This is a fascinating and complex area.

This module will assess the classical model of entrepreneurship and examine the main characteristics of successful entrepreneurs within both smaller less well known organisations and the more famous names who lead larger organisations. Recent alternative approaches to entrepreneurship will be examined, focussing especially on how to develop an entrepreneurial culture that involves employees at every level within the organisation. The study of innovation will begin with the importance of creative and integrative thinking, followed by reflection on the context of innovation within the modern business environment. Finally, the innovation process itself will be examined along with attempts to protect innovations through a variety of intellectual property rights.

Robert Jones, the module tutor, has personal experience of creating and running a small business. He has completed research with Cambridgeshire SMEs as part of the DTI-sponsored Knowledge Transfer Partnership (KTP) programme.

3. Intended Learning Outcomes

<table>
<thead>
<tr>
<th>Knowledge and understanding</th>
<th>1</th>
<th>Critically evaluate classical and corporate approaches to entrepreneurship.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2</td>
<td>Develop a critical awareness of the role of creativity in the innovation process and the approaches through which creativity can be developed in the individual.</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>Critically evaluate the role and significance of entrepreneurship and innovation in the economy, making comparisons with other nations</td>
</tr>
<tr>
<td>Intellectual, practical, affective and transferable skills</td>
<td>4</td>
<td>Critically evaluate one new entrepreneurial idea or innovation, demonstrating its potential implementation within its market by formulating a business start-up (or development) plan.</td>
</tr>
</tbody>
</table>
### 4. Outline Delivery

<table>
<thead>
<tr>
<th>Session</th>
<th>Subject Area</th>
<th>Session Objectives</th>
<th>Advance Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>Context of SMEs</td>
<td>Examination of the economic significance of start-ups, small businesses and their potential growth</td>
<td>Stokes, D. &amp; Wilson, N. (2009), Small Business Management &amp; Entrepreneurship”, Thomson, 5th edition</td>
</tr>
<tr>
<td>No.</td>
<td>Topic</td>
<td>Details</td>
<td>References/Links</td>
</tr>
<tr>
<td>-----</td>
<td>------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>6</td>
<td>Entrepreneurship</td>
<td>into medium-sized enterprises. Review of government policies and support.</td>
<td>Global Entrepreneurship Monitor (GEM)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>International comparisons. Stages of growth of SMEs.</td>
<td>GEM Global 2012 report (survey of 43 nations)</td>
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<td><a href="http://www.gemconsortium.org/">http://www.gemconsortium.org/</a></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Department for Business Innovation and Skills</td>
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<td><a href="http://www.bis.gov.uk/">http://www.bis.gov.uk/</a></td>
</tr>
<tr>
<td>7</td>
<td>Entrepreneurship within large organisations - the corporate entrepreneur.</td>
<td>Compare and contrast classical “manager” and “entrepreneur” attributes; examination of Pinchot’s “intrapreneur” type.</td>
<td>AND project-specific research for group work</td>
</tr>
</tbody>
</table>
| 8   | Family-run businesses                                                 | Assessment of the economic significance of family-run firms. Critical appraisal of the special attributes of these firms | Kets de Vries, M. (1996) “Family business: human dilemmas in the family firm text and cases”
|     |                                                                        |                                                                                             | Economist articles – handouts                                                     |
|     |                                                                        |                                                                                             | Video case study – Sir Gerry Robinson                                              |
|     |                                                                        |                                                                                             | AND project-specific research for group work                                        |
| 9   | The German Mittelstand firms                                          | Consideration of these significant and famous middle order firms in Germany. Critical appraisal of the special attributes of these firms | Hermann, S (1996) “Hidden champions: lessons from 500 of the world's best unknown companies” Harvard Business School Press. |
|     |                                                                        |                                                                                             | Economist articles – handouts                                                     |
|     |                                                                        |                                                                                             | AND project-specific research for group work                                        |
| 10  | Regional context of entrepreneurship & innovation                      | Examination of “clustering” of similar new enterprises e.g. hi-tech SMEs in the Cambridge area. Application of Porter’s Diamond model. | Beveridge, L (2001) “Cambridge Entrepreneurs – in the business of technology”, Cambridge, HSBC, Granta Editions
|     |                                                                        |                                                                                             | (Michael Porter is one of the DTI’s authors for this report).                      |
|     |                                                                        |                                                                                             | AND project-specific research for group work                                        |
| 11  | Review & reflection                                                    | Student teams prepare and discuss their research and analysis.                              |                                                                                 |
| 12  | Student presentations                                                 | Student teams present their research and analysis to the class.                            | Dates and times to be agreed and confirmed with cohort members.                   |

This programme is indicative only – changes may be made.
4.1 Attendance Requirements

Attending all your classes is very important and one of the best ways to help you succeed in this module. In accordance with the Student Charter, you are expected to arrive on time and take an active part in all your timetabled classes. If you are unable to attend a class for a valid reason (e.g., illness), please contact your Module Tutor or Course Leader.

Anglia Ruskin will closely monitor the attendance of all students and will contact you by e-mail if you have been absent without notice for two weeks. Continued absence can result in various consequences including the termination of your registration as you will be considered to have withdrawn from your studies.

International students who are non-EEA nationals and in possession of entry clearance/leave to remain as a student (student visa) are required to be in regular attendance at Anglia Ruskin. Failure to do so is considered to be a breach of national immigration regulations. Anglia Ruskin, like all British Universities, is statutorily obliged to inform the UK Border Agency of the Home Office of significant unauthorised absences by any student visa holders.

5. Assessment

This is a two part assessment. You must complete a 2,500 words assignment for 60% of the mark and take part in a related group project and make a verbal and visual presentation for 40% of the mark.

Deadline date and other details - see the assignment attached.

All coursework assignments and other forms of assessment must be submitted by the published deadline which is detailed above. It is your responsibility to know when work is due to be submitted – ignorance of the deadline date will not be accepted as a reason for late or non-submission.

All student work which contributes to the eventual outcome of the module (i.e., if it determines whether you will pass or fail the module and counts towards the mark you achieve for the module) is submitted via the iCentre using the formal submission sheet. Academic staff CANNOT accept work directly from you.

If you decide to submit your work to the iCentre by post, it must arrive by midday on the due date. If you elect to post your work, you do so at your own risk and you must ensure that sufficient time is provided for your work to arrive at the iCentre. Posting your work the day before a deadline, albeit by first class post, is extremely risky and not advised.

Any late work (submitted in person or by post) will NOT be accepted and a mark of zero will be awarded for the assessment task in question.

You are requested to keep a copy of your work.

Feedback

You are entitled to feedback on your performance for all your assessed work. For all assessment tasks which are not examinations, this is provided by a member of academic staff completing the assignment coversheet on which your mark and feedback will relate to the achievement of the module’s intended learning outcomes and the assessment criteria you were given for the task when it was first issued.
Examination scripts are retained by Anglia Ruskin and are not returned to students. However, you are entitled to feedback on your performance in an examination and may request a meeting with the Module Leader or Tutor to see your examination script and to discuss your performance.

Anglia Ruskin is committed to providing you with feedback on all assessed work within 20 working days of the submission deadline or the date of an examination. This is extended to 30 days for feedback for a Major Project module (please note that working days excludes those days when Anglia Ruskin University is officially closed; eg: between Christmas and New Year). Personal tutors will offer to read feedback from several modules and help you to address any common themes that may be emerging.

At the main Anglia Ruskin University campuses, each Faculty will publish details of the arrangement for the return of your assessed work. Any work which is not collected by you from the Faculty within this timeframe is returned to the iCentres from where you can subsequently collect it. The iCentres retain student work for a specified period prior to its disposal.

On occasion, you will receive feedback and marks for pieces of work that you completed in the earlier stages of the module. We provide you with this feedback as part of the learning experience and to help you prepare for other assessment tasks that you have still to complete. It is important to note that, in these cases, the marks for these pieces of work are unconfirmed. This means that, potentially, marks can change, in either direction!

Marks for modules and individual pieces of work become confirmed on the Dates for the Official Publication of Results which can be checked at www.anglia.ac.uk/results.

5.1 Submitting a Turnitin®UK Originality Report

For this module you are required to submit your TurnitinUK Digital Receipt with your assignment at the iCentre.

The Originality Report will not be used to make assessment decisions unless concerns about poor academic practice, plagiarism or collusion arise out of the usual anonymous marking arrangements. The report may then be considered as part of the normal investigatory procedures undertaken by the academic team and the Director of Studies (again, please see Section 10 of the Assessment Regulations).

5.2 Details of the assignment task

This is a two-part assessment:-
1) 2500 word individual assignment 60% of marks
2) 20 minute group presentation 40% of marks

Perform research on a project in an “entrepreneurship & innovation” area of your own choosing. Your group must agree the direction and objectives of your project with the module tutor.

5.3 Individual assignment word limit 2500 words

Each student prepares an individual written assignment. This tests your individual knowledge. It quickly reveals any individual who has not done his / her share of the work in the group assignment business plan. You focus on one of the roles in your chosen project above as the basis for your assignment.

5.4 Formation into Groups for research and analysis

You must form yourselves into groups for the group assessment. Each group has a maximum of five students – details to tutor a.s.a.p. Each group acts as a research team. You may devise a team name and logo for your group. Each member of the group must choose a different task* to perform,
ASSIGNMENT INSTRUCTIONS

Module Title: Entrepreneurship and Innovation
Module Code: MOD001093 / 010 Level: 7
Academic Year: 2012/13 Semester
Module Leader: Robert Jones  robert.jones@anglia.ac.uk

Instructions: this is a two part assessment.

Part 010 - Individual Assignment for 60% of the marks, see details below

Answer the assignment on the next page. This assignment must be completed individually. It is designed to test your achievement of the Learning Outcomes stated in the Module Guide.

Word Limit: 2,500 words

Written assignments should not exceed the specified maximum number of words. Assignments will not be accepted without a word count on the cover sheet.

Submission Date: This assignment must be received by no later than 5pm on the date specified. All student work which contributes to the eventual outcome of the module (i.e.: if it determines whether you will pass or fail the module and counts towards the mark you get for the module) is submitted via the iCentre using the formal submission sheet. Academic staff CANNOT accept work directly from you. Work submitted after this date will receive a mark of 0 unless an extension has been approved in advance of this deadline.

Requests for short-term extensions will only be considered in the case of illness or other cause considered valid by the Student Adviser. These must normally be received and agreed by Student Adviser in writing at least twenty four hours prior to the deadline.

Please refer to the Academic Regulations or your Student Handbook for full details.

This assignment must be completed individually.

This assignment must be attached to a completed University Assignment Cover Sheet and accompanied by a completed University Assignment Receipt before submission.

Any attachments (such as computer discs) must be marked with your SID number(s) and securely attached to your assignment before submission.

Do not submit your work in a plastic sleeve since when piled together they fall on the floor! Stapled top and bottom of the left hand side is preferred.

If you decide to submit your work to the iCentre by post, it must arrive by midday on the due date. If you elect to post your work, you do so at your own risk and you must ensure that sufficient time is provided for your work to arrive at the iCentre Posting your work the day before a deadline, albeit by first class post, is extremely risky and not advised.

You are advised to keep a copy of your work.
Choice of project  

each of these will test Learning Outcomes 1 - 4

**Project A**: Implementing an Innovation with a **Business Start-Up plan**:-
- member 1: Chairman
- member 2: Marketing Director
- member 3: Finance Director
- member 4: Operations Director
- member 5: Development Director (plans for year 2 and into the future).

**Project B**: Assessment of Cambridge / Chelmsford / other region **Context for Entrepreneurship & Innovation** by applying e.g. Porter’s “Diamond” model.
- member 1: Economic influences
- member 2: Availability of Investment Finance
- member 3: Assessment of support, training and assistance
- member 4: Assessment of infrastructure factors
- member 5: Examination of specific entrepreneurs in this region

**Project C**: Assessment of actual entrepreneurs (in terms of entrepreneurial traits, behaviour, attributes, influences, attitudes, experiences, outcomes etc).
- member 1: examines enterprising individual A
- member 2: examines enterprising individual B
- member 3: examines enterprising individual C
- member 4: examines enterprising individual D
- member 5: examines enterprising individual E

**Project D**: Acting as an **intrapreneur**, devise an **innovative change process** within a large organisation.
- member 1: applies Johnson & Scholes cultural web analysis
- member 2: applies Kaplan & Norton’s balanced scorecard
- member 3: applies forcefield analysis
- member 4: applies Checkland’s soft systems analysis
- member 5: applies another framework
- member 6: applies another framework

**Project E**: Act as an **intrapreneur by proposing a new internal business autonomous unit** within a large organisation i.e. formulate a business plan analogous to Project A
- member 1: SBU manager – new business unit (SBU = strategic business unit)
- member 2: SBU Marketing manager – new business unit
- member 3: SBU Financial manager – new business unit
- member 4: SBU Development manager – new business unit
- member 5: SBU other role – new business unit

Projects D and E are suitable for managers operating in medium / large organisations

Note: the projects above are suggestions only. Participating students have the opportunity to propose and devise an original research project.

*Each task is that member's individual assignment.
*Each task is that individual's contribution to the group presentation.

Research and analysis should start in week 1 and continue throughout.

I do not recommend the use of SWOT “analysis” – I will give further advice on this area in the lectures. DO NOT present SWOT as part of this module, it is NOT post-graduate in level.
Assessment Criteria and Marking Scheme

MOD001093 Entrepreneurship & Innovation Individual assignment marking scheme

Your report will reflect elements of the Learning Outcomes:

LO 1 - Critically evaluate classical and corporate approaches to entrepreneurship.
LO 2 - Develop a critical awareness of the role of creativity in the innovation process and the approaches through which creativity can be developed in the individual.
LO 3 - Critically evaluate the role and significance of entrepreneurship and innovation in the economy, making comparisons with other nations.
LO 4 - Critically evaluate one new entrepreneurial idea or innovation, demonstrating its potential implementation within its market by formulating a business start-up (or development) plan.

It may not be possible to explicitly demonstrate all the learning outcomes in your Individual and Group reports. This is a wide-ranging and very eclectic module. You are strongly encouraged to attend all the group presentations and participate actively in the dialogue within the Question and Answer sessions at the end of each group presentation. This will enhance your learning and understanding of the subject area.

Observe the weighting of each part and assign an appropriate number of words:

<table>
<thead>
<tr>
<th>Part</th>
<th>Approximately</th>
<th>Percentage</th>
<th>Marks</th>
<th>Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>Part 1</td>
<td></td>
<td>30%</td>
<td></td>
<td>800 words</td>
</tr>
<tr>
<td>Part 2</td>
<td></td>
<td>10%</td>
<td></td>
<td>300 words</td>
</tr>
<tr>
<td>Part 3</td>
<td></td>
<td>30%</td>
<td></td>
<td>800 words</td>
</tr>
<tr>
<td>Part 4</td>
<td></td>
<td>20%</td>
<td></td>
<td>600 words</td>
</tr>
</tbody>
</table>

Maximum word limit

2500 words

Minimum words (suggested)

2490 words
## Individual Assignment Marking Scheme

<table>
<thead>
<tr>
<th>A. Criterion</th>
<th>B. Evidence</th>
<th>C. Mark</th>
<th>D. Weight</th>
<th>E. C x D</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Research and evidence</strong> - Case study and evidence. Present the context of your individual research – the case study “story”, facts &amp; figures, the main issues. You must have references to sources of evidence here.</td>
<td>Learning Outcomes 1 - 4</td>
<td></td>
<td>30%</td>
<td></td>
</tr>
<tr>
<td><strong>2. Theoretical framework</strong> - Academic / theoretical framework – conceptual basis. Choose and justify a relevant academic framework which will help you explain the issues in your case study. You must have academic references here.</td>
<td>Learning Outcomes 1 - 4</td>
<td></td>
<td>10%</td>
<td></td>
</tr>
<tr>
<td><strong>3. Analysis - application of theory to evidence</strong> Use the framework that you have reviewed in Part 2 in order to explain, analyse and discuss the issues that you identified in Part 1. <strong>Warning:</strong> DO NOT present SWOT as part of this module, it is NOT appropriate at this level. SWOT will be awarded 0%.</td>
<td>Learning Outcomes 1 - 4</td>
<td></td>
<td>30%</td>
<td></td>
</tr>
<tr>
<td><strong>4. Conclusion(s) &amp; Recommendation(s).</strong> Summarise your findings from parts 1, 2 and 3.</td>
<td>Learning Outcomes 1 - 4</td>
<td></td>
<td>20%</td>
<td></td>
</tr>
<tr>
<td><strong>5. Referencing &amp; Bibliography</strong> Ensure that all information, theory, evidence etc is systematically referenced to your bibliography using the Harvard system. Internet material must be referenced with its full URL address. DO NOT copy &amp; paste from internet sources. You must use correct, reputable sources for academic frameworks – NOT obscure websites</td>
<td>Learning Outcomes 1 - 4</td>
<td></td>
<td>10%</td>
<td></td>
</tr>
</tbody>
</table>
GROUP ASSESSMENT INSTRUCTIONS

Module Title: Entrepreneurship and Innovation
Module Code: MOD001093 / 011
Level: 7
Academic Year: 2012/13
Semester
Module Leader: Robert Jones robert.jones@anglia.ac.uk

Instructions: this is a two part assessment.

Part 011 - Group Presentation for 40% of the marks, see details below

This assessment is based on your group project work. It is designed to test your achievement of the Learning Outcomes stated in the Module Guide.

Word Limit: none – further advice will be given in the lectures

Presentation Date: This group presentation must be made by no later than the end of the term. All student work which contributes to the eventual outcome of the module (i.e.: if it determines whether you will pass or fail the module and counts towards the mark you get for the module) is submitted via the iCentre using the formal submission sheet. Academic staff CANNOT accept work directly from you.

Work submitted after this date will receive a mark of 0 unless an extension has been approved in advance of this deadline.

Requests for short-term extensions will only be considered in the case of illness or other cause considered valid by the Student Adviser. These must normally be received and agreed by Student Adviser in writing at least twenty four hours prior to the deadline.

Please refer to the Academic Regulations or your Student Handbook for full details.

This Group Presentation is a team effort.

A print-out of the Powerpoint (or other) presentation must be attached to a completed University Assignment Cover Sheet and accompanied by a completed University Assignment Receipt before submission.

Any attachments (such as computer discs) must be marked with your SID number(s) and securely attached to your assignment before submission.

Do not submit your work in a plastic sleeve since when piled together they fall on the floor! Stapled top and bottom of the left hand side is preferred.

If you decide to submit your work to the iCentre by post, it must arrive by midday on the due date. If you elect to post your work, you do so at your own risk and you must ensure that sufficient time is provided for your work to arrive at the iCentre Posting your work the day before a deadline, albeit by first class post, is extremely risky and not advised.

You are advised to keep a copy of your work.
Assessment Criteria and Marking Scheme

MOD001093 Entrepreneurship & Innovation Group Presentation marking scheme

Your report will reflect elements of the Learning Outcomes:

LO 1 - Critically evaluate classical and corporate approaches to entrepreneurship.
LO 2 - Develop a critical awareness of the role of creativity in the innovation process and the approaches through which creativity can be developed in the individual.
LO 3 - Critically evaluate the role and significance of entrepreneurship and innovation in the economy, making comparisons with other nations
LO 4 - Critically evaluate one new entrepreneurial idea or innovation, demonstrating its potential implementation within its market by formulating a business start-up (or development) plan.

It may not be possible to explicitly demonstrate all the learning outcomes in your Individual and Group reports. This is a wide-ranging and very eclectic module. You are strongly encouraged to attend all the group presentations and participate actively in the dialogue within the Question and Answer sessions at the end of each group presentation. This will enhance your learning and understanding of the subject area.

Group Presentation

<table>
<thead>
<tr>
<th>A. Verbal presentation</th>
<th>B. Evidence</th>
<th>C. Mark</th>
<th>D. % Weight</th>
<th>E. C x D</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Clarity of Purpose – what are you trying to achieve?</td>
<td>Learning Outcomes 1 - 4</td>
<td>10%</td>
<td></td>
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<tr>
<td>2. Overview of Case Study – the context of your chosen project</td>
<td>Learning Outcomes 1 - 4</td>
<td>10%</td>
<td></td>
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</tr>
<tr>
<td>3. Analysis of Evidence – applying selected theoretical frameworks.</td>
<td>Learning Outcomes 1 - 4</td>
<td>20%</td>
<td></td>
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<tr>
<td>4. Reasoned Conclusions – summarise your findings.</td>
<td>Learning Outcomes 1 - 4</td>
<td>20%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Recommendations – outline future directions / policies based on your conclusions</td>
<td>Learning Outcomes 1 - 4</td>
<td>10%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Evidence of effective teamwork in research &amp; preparation — have your objectives in Part 1 been achieved?</td>
<td></td>
<td>10%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Quality of visual aids</td>
<td></td>
<td>10%</td>
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<td>8. Verbal presentation</td>
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Each group presentation will take maximum 30 minutes. Group presentations will take place in front of the entire class. Every member of the group must take part and make a verbal presentation contribution.

You are strongly encouraged to attend all the group presentations and participate actively in the dialogue within the Question and Answer sessions at the end of each group presentation. This will enhance your achievement of Learning Outcomes 1 – 4.

Class members will be invited to ask questions at the end of a group presentation.

Requirements concerning correct academic practice apply to Group Presentations. refer to your “Taught Postgraduate Student Guidelines”

**Note:** normally a group mark will be awarded. But when it is clear that group members have made significantly different contributions to the project preparation and the presentation, individual marks will be awarded. This guards against lazy individuals riding on the efforts of others.
Group membership details

Entrepreneurship & Innovation

Group #

Project definition:

<table>
<thead>
<tr>
<th>Name</th>
<th>Student ID number</th>
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Return this form completed to the Module Tutor
Record of attendance at group meetings
Entrepreneurship & Innovation module

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</table>
## Notes of Meeting

**Entrepreneurship & Innovation module**  
Group # ____

**Date** __________ Time: ____

**Present:**

**Apologies:**

<table>
<thead>
<tr>
<th>Notes of meeting</th>
<th>Action to take – who?</th>
<th>Action complete</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Minutes (notes) of last meeting</td>
<td></td>
<td></td>
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<tr>
<td>2. Agenda items</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3. **Any Other Business**

4. **Date of next meeting**

(Photocopy this form and write up your notes for every meeting).
Fitting the parts together

e.g. Business conditions assessment

How do the individual assignments fit into the group assignment?

You can simply join (staple) the individual assignments together, this is acceptable.

Or you can edit and merge the content of individual assignments so that you achieve a unified group report document. This shows commitment.
Fitting the parts together
e.g. Business Start-Up plan

How do the individual assignments fit into the group assignment business plan?

You can simply join (staple) the individual assignments together, this is acceptable.

Or you can edit and merge the content of individual assignments so that you achieve a unified group report document. This shows commitment.

Note: SWOT will NOT be accepted as a component of this assessment.
5 How is My Work Marked?

After you have handed your work in or you have completed an examination, Anglia Ruskin undertakes a series of activities to assure that our marking processes are comparable with those employed at other universities in the UK and that your work has been marked fairly and honestly. These include:

- **Anonymous marking** – your name is not attached to your work so, at the point of marking, the lecturer does not know whose work he/she is considering. When you undertake an assessment task where your identity is known (eg: a presentation or Major Project), it is marked by more than one lecturer (known as double marking)

- **Internal moderation** – a sample of all work for each assessment task in each module is moderated by other Anglia Ruskin staff to check the marking standards and consistency of the marking

- **External moderation** – a sample of student work for all modules is moderated by external examiners – experienced academic staff from other universities (and sometimes practitioners who represent relevant professions) - who scrutinise your work and provide Anglia Ruskin academic staff with feedback, advice and assurance that the marking of your work is comparable to that in other UK universities. Many of Anglia Ruskin’s staff act as external examiners at other universities.

- **Departmental Assessment Panel (DAP)** – performance by all students on all modules is discussed and approved at the appropriate DAPs which are attended by all relevant Module Leaders and external examiners. Anglia Ruskin has over 25 DAPs to cover all the different subjects we teach.

This module falls within the remit of the **Economics Strategy Marketing and Enterprise** DAP.

The following external examiners are appointed to this DAP and will oversee the assessment of this and other modules within the DAP’s remit:

<table>
<thead>
<tr>
<th>External Examiner’s Name</th>
<th>Academic Institution</th>
<th>Position or Employer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr Ross Brennan</td>
<td>University of Hertfordshire</td>
<td>Reader in Marketing</td>
</tr>
<tr>
<td>Dr Lindsey Carey</td>
<td>Glasgow Caledonian University</td>
<td>Lecturer</td>
</tr>
<tr>
<td>Prof Roger Palmer</td>
<td>Bournemouth University</td>
<td>Dean of Business School</td>
</tr>
</tbody>
</table>

The above list is correct at the time of publication. However, external examiners are appointed at various points throughout the year. An up-to-date list of external examiners is available to internal browsers only at [www.anglia.ac.uk/eeinfo](http://www.anglia.ac.uk/eeinfo).
Student submits work / sits examination

Work collated and passed to Module Leader

Work is marked by Module Leader and Module Tutor(s). All marks collated by Module Leader for ALL locations

Internal moderation samples selected. Moderation undertaken by a second academic

Any issues?

YES

NO

Students receive initial (unconfirmed) feedback

Unconfirmed marks and feedback to students within 20 working days (30 working days for Major Projects)

External moderation samples selected and moderated by Externals

Any issues?

YES

NO

Marks submitted to DAP for consideration and approval

Marks Approved by DAP and forwarded to Awards Board

---

1 All work is marked anonymously or double marked where identity of the student is known (eg: in a presentation)
2 The internal (and external) moderation process compares work from all locations where the module is delivered (eg: Cambridge, Chelmsford, Peterborough, Malaysia, India, Trinidad etc.)
3 The sample for the internal moderation process comprises a minimum of eight pieces of work or 10% (whichever is the greater) for each marker and covers the full range of marks
4 Only modules at levels 5, 6 and 7 are subject to external moderation (unless required for separate reasons). The sample for the external moderation process comprises a minimum of eight pieces of work or 10% (whichever is the greater) for the entire module and covers the full range of marks
5 Over 25 different DAPs to reflect our subject coverage
### 7. Assessment Criteria and Marking Standards

**LEVEL 7 (was level 4)**

Level 7 is characterised by an expectation of students' expertise in their specialism. Students are semi-autonomous, demonstrating independence in the negotiation of assessment tasks (including the major project) and the ability to evaluate, challenge, modify and develop theory and practice. Students are expected to demonstrate an ability to isolate and focus on the significant features of problems and to offer synthetic and coherent solutions, with some students producing original or innovative work in their specialism that is worthy of publication or public performance or display.

<table>
<thead>
<tr>
<th>Characteristics of Student Achievement by Marking Band</th>
<th>Knowledge &amp; Understanding</th>
<th>Intellectual (thinking), Practical, Affective and Transferable Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mark Bands</strong></td>
<td><strong>Outcome</strong></td>
<td><strong>Generic Learning Outcomes (GLOs) (Academic Regulations, Section 2)</strong></td>
</tr>
<tr>
<td>90-100%</td>
<td>Exceptional analysis of key issues/concepts/ethics with very clear originality and autonomy. Exceptional development of conceptual structures and argument making an exceptional use of scholarly conventions. Demonstrates independence of thought and a very high level of intellectual rigour and consistency. Work pushes the boundaries of the discipline and may be considered for external publication</td>
<td>Exceptional analysis of key issues/concepts/ethics. Exceptional development of conceptual structures and argument, making consistent use of scholarly conventions. Exceptional research skills, independence of thought, an extremely high level of intellectual rigour and consistency, exceptional expressive/professional skills, and substantial creativity and originality. Exceptional academic/intellectual skills. Work pushes the boundaries of the discipline and may be considered for external publication</td>
</tr>
<tr>
<td>80-89% Achieves module outcome(s) related to GLO at this level</td>
<td>Outstanding analysis of key issues/concepts/ethics with clear originality and autonomy. Outstanding development of conceptual structures and argument making an exemplary use of scholarly conventions. Demonstrates independence of thought and a very high level of intellectual rigour and consistency</td>
<td>Outstanding analysis of key issues/concepts/ethics. Very high level development of conceptual structures and argument, making consistent use of scholarly conventions. Outstanding research skills, independence of thought, a high level of intellectual rigour and consistency, outstanding expressive/professional skills, and considerable creativity and originality. Exemplary academic/intellectual skills</td>
</tr>
<tr>
<td>70-79%</td>
<td>Excellent analysis of key issues/concepts/ethics. Excellent development of conceptual structures and argument making an exemplary use of scholarly conventions. Demonstrates independence of thought and a very high level of intellectual rigour and consistency</td>
<td>Excellent analysis of key issues/concepts/ethics. High level development of conceptual structures and argument, making consistent use of scholarly conventions. Excellent research skills, independence of thought, a high level of intellectual rigour and consistency, excellent expressive/professional skills, and considerable creativity and originality. Excellent academic/intellectual skills, and considerable creativity and originality</td>
</tr>
<tr>
<td>60-69%</td>
<td>Good analysis of key issues/concepts/ethics. Development of conceptual structures and argument making consistent use of scholarly conventions</td>
<td>Good analysis of key issues/concepts/ethics. Development of conceptual structures and argument, making consistent use of scholarly conventions</td>
</tr>
<tr>
<td>50-59%</td>
<td>Satisfactory knowledge of key issues/ concepts/ethics in discipline. Descriptive in parts but some ability to synthesise scholarship and argument. Minor lapses in use of scholarly conventions</td>
<td>Satisfactory knowledge of key issues/ concepts/ethics in discipline. Descriptive in parts but some ability to synthesise scholarship and argument. Minor lapses in use of scholarly conventions</td>
</tr>
<tr>
<td>40-49%</td>
<td>A marginal pass in module outcome(s) related to GLO at this level</td>
<td>Basic knowledge of key issues/concepts/ethics in discipline. Generally descriptive, with restricted synthesis of existing scholarship and little argument. Use of scholarly conventions inconsistent</td>
</tr>
<tr>
<td>30-39%</td>
<td>A marginal fail in module outcome(s) related to GLO at this level. Possible compensation. Satisfies qualifying mark</td>
<td>Limited knowledge of key issues/concepts/ethics in discipline. Largely descriptive, with restricted synthesis of existing scholarship and limited argument. Limited use of scholarly conventions.</td>
</tr>
<tr>
<td>20-29%</td>
<td>Fails to achieve module outcome(s) related to this GLO. Qualifying mark not satisfied. No compensation</td>
<td>Limited research skills impede use of learning resources and problem solving. Significant problems with structure/accuracy in expression. Team/Practical/ Professional skills not yet secure. Weak academic/intellectual skills. Limited use of scholarly conventions</td>
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</tbody>
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© 2013 Anglia Ruskin University
<table>
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<tr>
<th>Score</th>
<th>Description</th>
<th>Awarded for: (i) non-submission; (ii) dangerous practice and; (iii) in situations where the student fails to address the assignment brief (eg: answers the wrong question) and/or related learning outcomes</th>
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<tbody>
<tr>
<td>10-19%</td>
<td>Inadequate knowledge of key issues/concepts/ethics in discipline. Wholly descriptive, with inadequate synthesis of existing scholarship and inadequate argument. Inadequate use of scholarly conventions.</td>
<td>Inadequate use of research skills, learning resources and problem solving. Major problems with structure/accuracy in expression. Team/Practical/Professional skills absent. Extremely weak academic/intellectual skills. Inadequate use of scholarly conventions</td>
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<tr>
<td>1-9%</td>
<td>No evidence of knowledge of key issues/concepts/ethics in discipline. Incoherent and completely but poorly descriptive, with no evidence of synthesis of existing scholarship and no argument whatsoever. No evidence of use of scholarly conventions.</td>
<td>No evidence of use of research skills, learning resources and problem solving. Incoherent structure/accuracy in expression. Team/Practical/Professional skills non-existent. No evidence of academic/intellectual skills. No evidence of use of scholarly conventions</td>
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<tr>
<td>0%</td>
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<td>Awarded for: (i) non-submission; (ii) dangerous practice and; (iii) in situations where the student fails to address the assignment brief (eg: answers the wrong question) and/or related learning outcomes</td>
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8. Assessment Offences

As an academic community, we recognise that the principles of truth, honesty and mutual respect are central to the pursuit of knowledge. Behaviour that undermines those principles diminishes the community, both individually and collectively, and diminishes our values. We are committed to ensuring that every student and member of staff is made aware of the responsibilities s/he bears in maintaining the highest standards of academic integrity and how those standards are protected.

You are reminded that any work that you submit must be your own. When you are preparing your work for submission, it is important that you understand the various academic conventions that you are expected to follow in order to make sure that you do not leave yourself open to accusations of plagiarism (eg: the correct use of referencing, citations, footnotes etc.) and that your work maintains its academic integrity.

Definitions of Assessment Offences

Plagiarism

Plagiarism is theft and occurs when you present someone else’s work, words, images, ideas, opinions or discoveries, whether published or not, as your own. It is also when you take the artwork, images or computer-generated work of others, without properly acknowledging where this is from or you do this without their permission.

You can commit plagiarism in examinations, but it is most likely to happen in coursework, assignments, portfolios, essays, dissertations and so on.

Examples of plagiarism include:

• directly copying from written work, physical work, performances, recorded work or images, without saying where this is from;
• using information from the internet or electronic media (such as DVDs and CDs) which belongs to someone else, and presenting it as your own;
• rewording someone else’s work, without referencing them; and
• handing in something for assessment which has been produced by another student or person.

It is important that you do not plagiarise – intentionally or unintentionally – because the work of others and their ideas are their own. There are benefits to producing original ideas in terms of awards, prizes, qualifications, reputation and so on. To use someone else’s work, words, images, ideas or discoveries is a form of theft.

Collusion

Collusion is similar to plagiarism as it is an attempt to present another’s work as your own. In plagiarism the original owner of the work is not aware you are using it, in collusion two or more people may be involved in trying to produce one piece of work to benefit one individual, or plagiarising another person’s work.

Examples of collusion include:

• agreeing with others to cheat;
• getting someone else to produce part or all of your work;
• copying the work of another person (with their permission);
• submitting work from essay banks;
• paying someone to produce work for you; and
• allowing another student to copy your own work.

Many parts of university life need students to work together. Working as a team, as directed by your tutor, and producing group work is not collusion. Collusion only happens if you produce joint work to benefit of one or more person and try to deceive another (for example the assessor).

**Cheating**

Cheating is when someone aims to get unfair advantage over others.

Examples of cheating include:

• taking unauthorised material into the examination room;
• inventing results (including experiments, research, interviews and observations);
• handing your own previously graded work back in;
• getting an examination paper before it is released;
• behaving in a way that means other students perform poorly;
• pretending to be another student; and
• trying to bribe members of staff or examiners.

**Help to Avoid Assessment Offences**

Most of our students are honest and want to avoid making assessment offences. We have a variety of resources, advice and guidance available to help make sure you can develop good academic skills. We will make sure that we make available consistent statements about what we expect. You will be able to do tutorials on being honest in your work from the library and other central support services and faculties, and you will be able to test your written work for plagiarism using ‘Turnitin®UK’ (a software package that detects plagiarism).

You can get advice on how to honestly use the work of others in your own work from the library website ([www.libweb.anglia.ac.uk/referencing/referencing.htm](http://www.libweb.anglia.ac.uk/referencing/referencing.htm)) and your lecturer and personal tutor.

You will be able to use ‘Turnitin®UK’, a special software package which is used to detect plagiarism. Turnitin®UK will produce a report which clearly shows if passages in your work have been taken from somewhere else. You may talk about this with your personal tutor to see where you may need to improve your academic practice. We will not see these formative Turnitin®UK reports as assessment offences.

If you are not sure whether the way you are working meets our requirements, you should talk to your personal tutor, module tutor or other member of academic staff. They will be able to help you and tell you about other resources which will help you develop your academic skills.

**Procedures for assessment offences**

An assessment offence is the general term used to define cases where a student has tried to get unfair academic advantage in an assessment for himself or herself or another student.
We will fully investigate all cases of suspected assessment offences. If we prove that you have committed an assessment offence, an appropriate penalty will be imposed which, for the most serious offences, includes expulsion from Anglia Ruskin. For full details of our assessment offences policy and procedures, see the Academic Regulations, section 10 at: www.anglia.ac.uk/academicregs

To see an expanded version of this guidance which provides more information on how to avoid assessment offences, visit www.anglia.ac.uk/honesty.
9. Learning Resources

9.1. Library

Library Contacts - Lord Ashcroft International Business School
libteam.aibs@anglia.ac.uk

Jolene Cushion  jolene.cushion@anglia.ac.uk  tel 0845 196 2470

Recommended Texts
Westhead, Wright and McElwee (2011)
*Entrepreneurship – Perspectives and Cases*, Pearson.
*A very useful textbook that covers a wide range of topics but it is not a complete view.*

Stokes, D. & Wilson, N. (2009),
*A readable text, a cross-over between theory and practical start-up planning.*

Tidd, Bessant & Pavitt (2009)

Deakins D. & Freal M. (2009)

*Business Model Generation*, Wiley
*“a handbook for visionaries, game changers, and challengers striving to defy outmoded business models and design tomorrow’s enterprises..”*

“Understanding Enterprise – Entrepreneurship and Small Business”

Williams, Sara (2009)
*Business start-up Guide*  FT Prentice Hall

*Peter Drucker, the grand old man of management science, always interesting to read on innovation.*

Bessant, J. & Tidd J. (2011)
“Innovation and Entrepreneurship”, 2nd edition  Wiley

“Exploring Innovation”  McGraw Hill

Kuratko, D.F., Morris M.H. & Jeffrey G.C.
“Corporate Innovation & Entrepreneurship”


There are many other books on small business, entrepreneurship and the context of SMEs:-


Koepp, Rob (2002) Clusters of creativity: enduring lessons on innovation and entrepreneurship from Silicon Valley and Europe's Silicon Fen” Wiley

Rae, David (2007) Entrepreneurship – from Opportunity to Action, Palgrave


Evans, P & Wurster, P. Blown to Bits: How the New Economics of Information Transforms Strategy, HBS.


9.2. Recommended web-based Resources

The former DTI government department has been renamed and reorganised twice in two years. It was briefly known as BERR (Dept for Business, Enterprise and Regulatory Reform) and is now known as BIS, the Department for Business, Innovation and Skills

http://www.bis.gov.uk/

Business Link is part of BIS and offers practical advice and support for business and for start-up entrepreneurs


UK Trade & Investment

https://www.uktradeinvest.gov.uk/

European Small Business Act – SBA (Dec 2008)

http://www.berr.gov.uk/whatwedo/enterprise/enterprisesmes/page48748.html

The European Small Business Act was formally agreed by Member States on the 1st December 2008. At a meeting in Brussels, Member States adopted the Act and an Action Plan which gives added impetus to delivering priorities in the context of the economic downturn.

The Small Business Act covers a wide range of policy areas to improve the environment for Europe’s small businesses. It is based around ten principles and a number of underlying measures at the EU and national level.

http://ec.europa.eu/enterprise/entrepreneurship/sba_en.htm

Business Link (Practical advice for business in the UK)

http://www.businesslink.gov.uk

Helpful publications (free of charge) – the best written books on small business start-up

http://www.businesslink.gov.uk/bdotg/action/searchpubform?expression=no+nonsense+guide&resultPage=1&documentType=PUBLICATION&go.x=10&go.y=6&go=Go

The No-Nonsense Guide to Starting a Business

http://www.businesslink.gov.uk/bdotg/action/detail?r.lc=en&type=INT_PUBLICATION&itemId=1077839145
The **No-Nonsense Guide** to Government rules and regulations for setting up your business
http://www.businesslink.gov.uk/bdotg/action/detail?r.lc=en&type=INT_PUBLICATION&itemId=1073793551

The **No-Nonsense Guide** to Small Business Funding – 2008

The **No-Nonsense Guide** to Finance for High Growth Companies – 2008

<table>
<thead>
<tr>
<th><strong>HM Revenue&amp; Customs</strong></th>
<th>HMRC</th>
<th><a href="http://www.hmrc.gov.uk/">www.hmrc.gov.uk/</a></th>
</tr>
</thead>
<tbody>
<tr>
<td>Starting in Business</td>
<td></td>
<td><a href="http://www.hmrc.gov.uk/startingup/index.htm">http://www.hmrc.gov.uk/startingup/index.htm</a></td>
</tr>
</tbody>
</table>

| **Department for Employment & Learning** | | http://www.delni.gov.uk/ |
| **Health and Safety Executive** | | http://www.hse.gov.uk/ |

**Local government:**
Government Office for the East of England
http://www.gos.gov.uk/goeast/local_government/
Cambridge County Council | http://www.cambridgeshire.gov.uk/ |
Essex County Council | http://www.essex.gov.uk/ |
South Cambridgeshire District Council | http://www.scambs.gov.uk/ |
Cambridge City Council | www.cambridge.gov.uk |
Chelmsford Borough Council | http://www.chelmsford.gov.uk/ |
Cambridge Chamber of Commerce | www.cambridgechamber.co.uk |
Essex Chamber of Commerce | www.essexchambers.co.uk |
Cambridge Network | www.cambridgenetwork.co.uk/ |
Enterprise Zone | www.enterprisezone.org.uk/ |
Eurostat | www.europa.eu.int/comm/eurostat/ |
UK Science Parks Association | www.ukspa.org.uk/ |
Cambridge Evening News | http://www.cambridge-news.co.uk/cn_business/ |

**Non-government sources**
Bank of England | http://www.bankofengland.co.uk/publica.htm#smbus |
Association of Business Recovery Professionals | http://www.r3.org.uk/8th/ |
Dunn & Bradstreet | http://www.dnb.com/ |
Barclays Bank (small business surveys) | http://www.businesspark.barclays.com/bulletin.htm |
Centre for Family Enterprise | www.familyenterprise.org/subpages/papers_articles.htm |
Family Firm Institute | www ffi.org |
Federation of Small Business | www.fsbo.org.uk |
Enterprise Zone | www.enterprisezone.org.uk/ |
Stoy Hayward | http://www.nbs.ntu.ac.uk/DEPTS/CGB/bustips/btg.html |
Small Business Research Portal | http://www.smallbusinessportal.co.uk/nabout.htm |
Cambridge area:-
Cambridge County Council  www.camcounty.gov.uk
South Cambridgeshire District Council  www.scambs.gov.uk
Cambridge City Council  www.cambridge.gov.uk
Cambridge Chamber of Commerce  www.cambridgechamber.co.uk
Cambridge Network  www.cambridgenetwork.co.uk/
http://www.stjohns.co.uk/documents/cambridgetechnopolereport.pdf

http://www.eastofenglandobservatory.org.uk/

Flight to Quality - The Cambridge Cluster Report 2004
Library House (in association with Grant Thornton)
http://www.libraryhouse.net/www/index.php

Cambridge Evening News  www.cambridge-news.co.uk/business/

Gallagher Estates  www.gallagher-cambridge.co.uk

“Sustaining the Cambridge Phenomenon”

SQW Partnership  www.sqw.co.uk
(Segal Quince Wicksteed) “The Cambridge Phenomenon Revisited” www.ukspa.org.uk/
UK Science Parks Association

Cambridge Science Park  www.cambridge-science-park.com

Dialogue with business
Eurostat  www.europa.eu.int/comm/eurostat/Public/datashop/
http://europa.eu.int/comm/eurostat/

OECD  http://www.oecd.org/department/0,2698,en_2649_34197_1_1_1_1_1,00.html
OECD high-level international forum for SME policy makers works to promote entrepreneurship and advance the performance of small businesses by evaluating and diffusing best practice policies in such areas as: business environment, financing, innovation, training, access to markets, e-business, women entrepreneurship. Strengthening international co-operation with OECD non-member economies and international organisations is also given high priority.
Bundesministerium fur Wirtschaft und Technologie  www.bmwi.de
German government policy, publications, action programmes
Canadian Federation of Small Business  www.cfib.ca
Canadian Govt Business Service  http://www.cbsc.org/
National Federation of Small Business Associations (Japan)  www.chuolcai.or.jp/english

US Federation of Small Business  www.usfsb.com
Hong Kong – SME Information Centre  http://www.sme.gcn.gov.hk/index.cfm
New Zealand  http://www.bizinfo.co.nz/
Germany  http://www.germany-spells-business.com

ARU Library website  http://libweb.anglia.ac.uk/
Library electronic catalogue

Sunday Times Business  www.sunday-times.co.uk/business/

Financial Times  www.ft.com
www.ft.com/forums

BBC business news  http://news.bbc.co.uk/hi/english/business/default.stm
Wirtschaftswoche  http://wiwo.de/news
Le Monde Enterprises  http://www.lemonde.fr/sequence/0,5987,3234---,00.html

Other interesting websites
http://www.invent.org.uk/
http://www.eureka-club.org/
http://inventors.about.com/mbody.htm?once=true&
http://www.virtualsalt.com/crebook1.htm  (for creative thinking techniques)
http://www.virtualsalt.com/crebook2.htm  (for creative thinking techniques)
http://www.cocd.be/

Global Entrepreneurship Monitor (GEM)  http://www.gemconsortium.org/

Note: this is a KEY resource, it contains splendid data on international comparisons of entrepreneurship

GEM is the world’s largest and longest-standing study of entrepreneurial activity. In 2010, GEM conducted research in 59 countries around the world. The results of GEM data analysis is used as a key benchmarking indicator by regional, national and supranational authorities around the world. Those new to the research program will find global comparisons, national reports, and special topic reports based on the annual data collection cycle. Over 200 scholars and researchers are currently participating in the GEM project. Download the most recent individual country reports for free. See also the 2004 GEM report "Women and Entrepreneurship".


This is a key resource. Doing Business compares nations in terms of setting up and ease (or not) of doing business, looking at 11 criteria.

The World Economic Forum WEF publishes its “Global Competitiveness Report” each year:-
http://www.weforum.org/en/media/Latest%20Press%20Releases/GCR08Release

The GCI is based on 12 pillars of competitiveness, providing a comprehensive picture of the competitiveness landscape in countries around the world at all stages of development. The pillars include: Institutions, Infrastructure, Macroeconomic Stability, Health and Primary Education, Higher Education and Training, Goods Market Efficiency, Labour Market Efficiency, Financial Market Sophistication, Technological Readiness, Market Size, Business Sophistication

You will find a lot of serious and reputable info and assessment is freely available, for example:-

1.) Price Waterhouse Coopers Emerging Markets (EM) reports:-
http://www.pwc.co.uk/eng/publications/2008_em20_index.html
and
http://www.pwc.co.uk/eng/publications/0309_em20_podcast.html
These compare the “risk vs. reward” profiles for the top 20 Emerging Nations in two categories: “manufacturing” and “services”. This is the second year that PWC has made these assessments and for the first time they compare one year with the next and we can see clear trends emerging.

2.) For up-to-date info, take a look at the UK government’s UKTI website:- [https://www.uktradeinvest.gov.uk/ukti/appmanager/ukti/countries?_nfls=false&_nfpb=true](https://www.uktradeinvest.gov.uk/ukti/appmanager/ukti/countries?_nfls=false&_nfpb=true) UKTI runs a “desk” or team specializing in each nation and they give each nation a headline assessment.

3.) Also take a look at the “ControlRisks” website:- [http://www.controlrisks.com/](http://www.controlrisks.com/)


OECD - Organisation of Economic Co-operation and Development [www.oecd.org](http://www.oecd.org)
Euromonitor International [www.euromonitor.com](http://www.euromonitor.com)
European Union [http://europa.eu.int](http://europa.eu.int)
International Monetary Fund [www.imf.org](http://www.imf.org)

9.3 Other Resources
The Economist (weekly) [www.economist.com](http://www.economist.com)
Business Week (weekly) [www.businessweek.com](http://www.businessweek.com)
Wirtschaftswoche [http://www.wiwo.de/](http://www.wiwo.de/)
Journal of International Business Studies [www.jibs.net](http://www.jibs.net)
Harvard Business Review [www.harvardbusinessonline.org](http://www.harvardbusinessonline.org)
Financial Times [www.ft.com](http://www.ft.com)
Other reputable newspapers and magazines and their websites
BBC News [www.bbc.co.uk](http://www.bbc.co.uk)
BBC television The Money Programme Working Lunch
BBC4 radio Business News 06:15 daily

Video and multi-media material
There are some useful resources on YouTube, it is always worth searching for e.g. “Dragon’s Den”, the BBC2 series featuring real entrepreneurs pitching to real investors (the Dragons).
We will use some excellent BBC TV video case-study material to assist learning. Students will analyse and discuss issues arising from these well-made presentations, which will be linked to relevant Harvard Business Review, Economist and other press articles. Details will be provided in good time before the lectures and seminars.

**Link to the University Library catalogue and Digital Library**
http://libweb.anglia.ac.uk/

**Link to Harvard Referencing guide**
http://libweb.anglia.ac.uk/referencing/harvard.htm

### 10. Module Evaluation

During the second half of the delivery of this module, you will be asked to complete a module evaluation questionnaire to help us obtain your views on all aspects of the module.

This is an extremely important process which helps us to continue to improve the delivery of the module in the future and to respond to issues that you bring to our attention. The module report in section 11 of this module guide includes a section which comments on the feedback we received from other students who have studied this module previously.

Your questionnaire response is anonymous.

Please help us to help you and other students at Anglia Ruskin by completing the Module Evaluation process. We very much value our students’ views and it is very important to us that you provide feedback to help us make improvements.

In addition to the Module Evaluation process, you can send any comment on anything related to your experience at Anglia Ruskin to tellus@anglia.ac.uk at any time.

### 11. Report on Last Delivery of Module
to be added