

QUALIFI ASSESSMENT DOCUMENT

Qualifi Level 3 Diploma in Business Innovation and Entrepreneurship

Assignment brief – Unit 3

Qualification	Qualifi Level 3 Diploma in Business Innovation and Entrepreneurship
Qualification Unit Name	BIE 303 Thinking Entrepreneurially
Unit Reference	R/615/4774
No of Credits	10 Credits

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Introduction

Prior to attempting this coursework assignment, Learners must familiarise themselves with the following policies:

- Centre Specification Can be found at <https://qualifi.net/qualifi-level-3-diploma-in-business-management/>
- Qualifi Quality Assurance Standards
- Qualifi Quality Policy Statement

Assignment Guidelines

All work must be submitted in a single electronic document (.doc/.docx file). The assignment must be the Learner's own work and not copies of theories or models. Direct quotes should be kept to a minimum and shown in inverted commas. Models described and other quotes used must be properly attributed and referenced as appropriate. Learners must acknowledge or reference any sources that have been used to complete the assignment, listing reference material and websites used.

Plagiarism and Collusion

In submitting the assignment Learners must complete a statement of authenticity confirming that the work submitted for all tasks is their own. The statement should also include the word count. Plagiarism and collusion are treated very seriously. Plagiarism involves presenting work, excerpts, ideas or passages of another author without appropriate referencing and attribution. Collusion occurs when two or more learners submit work, which is so alike in ideas, content, wording and/or structure that the similarity goes beyond what might have been mere coincidence.

Appendices

Separate Appendices should not be used. Any use of tables, graphs, diagrams, Gantt chart and flowcharts etc. that support the main report should be incorporated into the back of the assignment report that is submitted. Any published secondary information such as annual reports and company literature, should be referenced in the main text of the assignment but not included.

Confidentiality

Where a Learner is using organisational information that deals with sensitive material or issues, they must seek the advice and permission from that organisation about its inclusion. Where confidentiality is an issue, Learners are advised to anonymise their assignment report so that it cannot be attributed to that particular organisation.

Word Count Policy

In total, the assignment should be between 1850 – 2150 words. Learners must comply with the required word count, within a margin of +10%. These rules exclude the index (if used), headings and information contained within references and bibliographies. When an assessment task requires learners to produce presentation slides with supporting notes, the word count applies to the supporting notes only.

Marking and grades

Qualifi uses a standard marking rubric for all assignments, and you can find the details at the end of this document.

Unless stated elsewhere, Learners must answer all questions in this document.

Unit Title	Thinking Entrepreneurially
Unit Reference (RQF)	R/615/4774
No of Credits	10

Learning Outcomes and Assessment Criteria

Learning Outcomes. To achieve this unit a learner must:	Assessment of these outcomes demonstrates the learner can:
<p>1. Be able to understand self-analysis in the context of entrepreneurial career</p>	<p>1.1 Define the terms 'Entrepreneur', Entrepreneurship, opportunity assessment and creativity 1.2 Examine different types of Entrepreneurs and their success stories 1.3 Conduct your self-analysis for entrepreneurial abilities 1.4 Identify your strengths and weaknesses using a SWOT analysis</p>
<p>2. Be able to develop critical thinking skills for innovative business ideas</p>	<p>2.1 Define the term 'critical thinking', and 'innovation' 2.2 Create a mind map of creative thinking skills and attributes required by entrepreneurs 2.3 Identify potential barriers to entrepreneurship 2.4 Conduct market research to analyse your potential business idea</p>
<p>3. Be able to evaluate entrepreneurial business idea</p>	<p>3.1 Justify your business idea to an innovative using logical argument 3.2 Explain the reasoning behind the business idea 3.3 Explain the importance of knowledge in IT, finance and accounting and marketing and sales for evaluation purposes</p>

Referencing and Professionalism

A professional approach to work is expected from all learners. Learners must therefore identify and acknowledge ALL sources/methodologies/applications used. The learner must use an appropriate referencing system to achieve this. Marks are not awarded for the use of English; however the learner must express ideas clearly and ensure that appropriate terminology is used to convey accuracy in meaning.

Submission of Assignments

All work must be submitted in a single electronic document (.doc/.docx file) in your Learning Portal or to submit to the Assessor/Centre Administrator.

ASSESSMENT TASKS

Task 1 FORMATIVE TASK Explaining Entrepreneurship

FORMATIVE TASK: Explaining Entrepreneurship

Instruction: Explain 'Entrepreneurship' to a non-specialist. Your answer must include the following:

- An outline of the generally agreed understanding of the term, and how it fits with opportunity and creativity
- Identify and explain biographies of three successful entrepreneurs, including the measures by which they can be considered successful
- Evaluate the extent to which you identify as an entrepreneur in the contexts in which you work

Formatting:

750-850 words

Justified alignment

Single-spaced

12pt Times New Roman font

Use an appropriate referencing system for footnotes and citations

Task 2 SUMMATIVE TASK Testing an Entrepreneur

SUMMATIVE TASK: Testing an Entrepreneur

Instruction: A local venture capitalist has offered a sum of money to local entrepreneurs. You have been asked to write a bid for this funding. Your application must contain the following:

- An outline of the business idea, including how it is inherently innovative (LO 2.1, 3.1)
- Identify and explain how you propose to combine creative skills and existing technology to develop the business (LO 2.2, 3.2, 3.4)
- Evaluate how far you will be able to meet the challenges of entrepreneurship, including potential barriers to success (LO 2.3, 3.3,)

Learning Outcomes. To achieve this unit a learner must:	Assessment of these outcomes demonstrates the learner can:
2. Be able to develop critical thinking skills for innovative business ideas	2.1 Define the term ‘critical thinking’, and ‘innovation’ 2.2 Create a mind map of creative thinking skills and attributes required by entrepreneurs 2.3 Identify potential barriers to entrepreneurship 2.4 Conduct market research to analyse your potential business idea
3. Be able to evaluate entrepreneurial business idea	3.1 Justify your business idea to an innovative using logical argument 3.2 Explain the reasoning behind the business idea 3.3 Explain the importance of knowledge in IT, finance and accounting and marketing and sales for evaluation purposes

Formatting:

1250-1350 words

Justified alignment

Single-spaced

12pt Times New Roman font

Use an appropriate referencing system for footnotes and citations

Learners are required to complete all tasks.

Mark Scheme

Grade	Distinction		Merit	Pass		FAIL	
Mark	80-100	70-79	60-69	50-59	40-49	30-39	0-39
Content (alignment with assessment criteria)	Extensive evaluation and synthesis of ideas; includes substantial original thinking	Comprehensive critical evaluation and synthesis of ideas; includes coherent original thinking	Adequate evaluation and synthesis of key ideas beyond basic descriptions; includes original thinking	Describes main ideas with evidence of evaluation; includes some original thinking	Describes some of the main ideas but omits some concepts; limited evidence of evaluation; confused original thinking	Largely incomplete description of main issues; misses key concepts; no original thinking	Inadequate information or containing information not relevant to the topic
Application of Theory and Literature	In-depth, detailed and relevant application of theory; expertly integrates literature to support ideas and concept	Clear and relevant application of theory; fully integrates literature to support ideas and concepts	Appropriate application of theory; integrates literature to support ideas and concepts	Adequate application of theory; uses literature to support ideas and concepts	Limited application of theory; refers to literature but may not use it consistently	Confused application of theory; does not use literature for support	Little or no evidence of application of theory and relevant literature
Knowledge and Understanding	Extensive depth of understanding and exploration beyond key principles and concepts	Comprehensive knowledge and depth of understanding key principles and concepts	Sound understanding of principles and concepts	Basic Knowledge and understanding of key concepts and principles	Limited and superficial knowledge and understanding of key concepts and principles	Confused or inadequate knowledge and understanding of key concepts and principles	Little or no evidence of knowledge or understanding of key concepts and principles
Presentation and Writing Skills	Logical, coherent and polished presentation exceeding expectations at this level; free from errors in mechanics and syntax	Logical, coherent presentation demonstrating mastery; free from errors in mechanics and syntax	Logical structure to presentation; makes few errors in mechanics and syntax which do not prohibit meaning	Orderly presentation; minor errors in mechanics and syntax	Somewhat weak presentation; errors in mechanics and syntax may interfere with meaning	Confused presentation; errors in mechanics and syntax often interfere with meaning	Illogical presentation lacking cohesion; contains significant errors that interfere with meaning
Referencing	Advanced use of in-text citation and references	Mastery of in-text citation and referencing	Appropriate use of in-text citation and referencing	Adequate use of in-text citation and referencing	Limited use of in-text citation and referencing	Inadequate use of citation and referencing	Little or no evidence of appropriate referencing or use of sources

Instructor's Comments

Marking Directions:

1. For each of the criteria listed in the first column, circle one box in the corresponding column to the right, which best reflects the student's work on this particular assessment activity (e.g., project, presentation, essay).
2. Provide specific feedback to a student about each of the criteria scores he/she earned by writing comments and suggestions for improvement in the last row titled "Instructor's comments."
3. To arrive at a mark, total the boxes and divide by 5 to arrive at a final mark

Example:

	Distinction	Merit	Pass	Fail
Range	70-100	60-69	40-59	0-39

Criteria	Score
Content	50
Application of Theory and Literature	40
Knowledge and Understanding	50
Presentation/Writing Skills	40
Referencing	40
Total Score	220/5 = 44, Pass

Qualifi Information

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