

1. Compatibility with the European Qualifications Framework (EQF)

The syllabus has to satisfy the EQF descriptors and it has to be relevant with the level of studies. Level 6 refers to degree of first circle and Level 7 refers to master programmes. As you can see from the table below, Level 6 focuses on critical understand and Level 7 focuses on critical awareness. The key aspect distinguishes the two levels is the Research. Master programmes have to be more research-oriented. The External Evaluation Reports stress the lack of research orientation and the externals ask for changes.

Descriptors defining levels in the European Qualifications Framework (EQF)			
	Knowledge	Skills	Responsibility and autonomy
Level 6 The learning outcomes relevant to Level 6 are	Advanced knowledge of a field of work or study, involving a critical understanding of theories and principles	Advanced skills, demonstrating mastery and innovation, required to solve complex and unpredictable problems in a specialised field of work or study	Manage complex technical or professional activities or projects, taking responsibility for decision-making in unpredictable work or study contexts; take responsibility for managing professional development of individuals and groups
Level 7 The learning outcomes relevant to Level 7 are	Highly specialised knowledge, some of which is at the forefront of knowledge in a field of work or study, as the basis for original thinking and/or research Critical awareness of knowledge issues in a field and at the interface between different fields	Specialised problem-solving skills required in research and/or innovation in order to develop new knowledge and procedures and to integrate knowledge from different fields	Manage and transform work or study contexts that are complex, unpredictable and require new strategic approaches; take responsibility for contributing to professional knowledge and practice and/or for reviewing the strategic performance of teams

2. Aim and Learning outcomes

Following the comments of the External Evaluation Reports, the learning outcomes have to be clear and relevant to the level of the programme. Thus, they have to be advanced as follows:

I. Some courses have too many learning outcomes which are not referred to the core of the course. Thus, the learning outcomes of each course have to be max 3 or 4 and they have to be presented in analytic way. This will help mapping and we will avoid inconsistencies between programme's mapping and course's mapping.

II. The terminology has to reflect to the EQF descriptors. This is more presenting in a way which would be familiar to the externals. For example, at level 7 the use of words such as research, critical awareness, critical reflection, innovation and complex problem-solving will help us to avoid comments regarding the quality of the learning outcomes.

III. The format has to be same and provide directly the key words. For example:

By the end of this module the students will be able to:

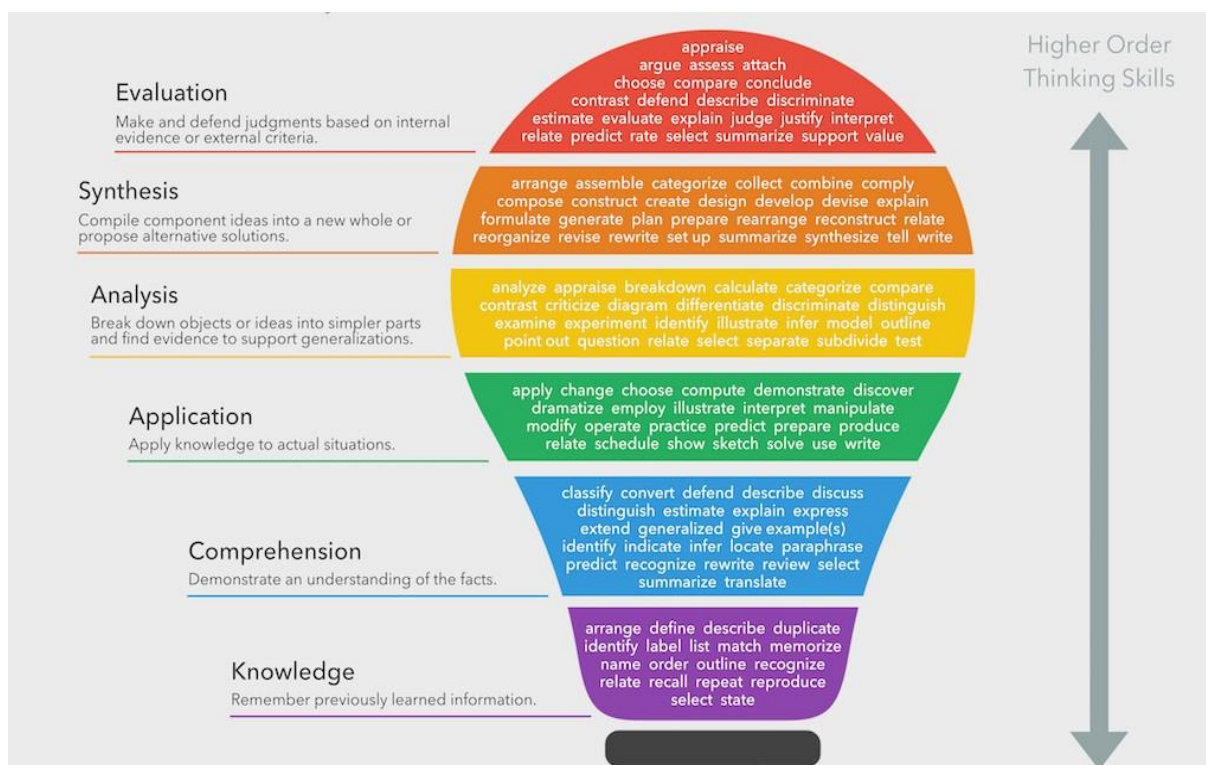
Develop critical awareness of the interaction between innovation and SMEs and ***discuss the best-practices*** of dealing with the ***complex problem*** of enhancing innovation produced by SMEs.

Or

Research the interaction between innovation and SMEs and ***discuss the best-practices*** of dealing with the ***complex problem*** enhancing innovation produced by SMEs.

The above examples comply with level 7 of the EQF and the externals are able to see words which are familiar to them.

Bloom's taxonomy provides a framework of developing and writing the learning outcomes depending on the level of studies. We should use relevant verbs to facilitate the evaluation and advance both the courses and programmes. Please see below:



However, this is not always easy and this is way the EU funded relevant actions of implementing EQF. The table below adopted by a TEMPUS¹ programme provides verbs based on EQF and Bloom's taxonomy.

Level 6	Level 7
Develop	Critically analyse
Learn	Creatively solve
Apply	Independently research
Analyse	Plan
Integrate	Independently conduct
Develop	Classify
Enable	Discuss
Improve	Defend an opinion
Consolidate	Question
Build	Compare
Demonstrate	Discuss
Identify	Solve
Categorise	Formulate

¹ <http://www.bhqafhe.eu/en/>

Apply	Master
Conduct	Manage
Compare	Combine
Plan	Innovate
Organise	Valuate
Modify	Modify

3. Literature enriched with research articles

The literature has to be enriched with recent research articles (minimum 5) from well-known journals. It would be good policy reports, from international organisations, to be added.

Core material:

- *Melissa A. Schilling, M. (2016). Strategic Management and Technological Innovation. 5th Edition. McGraw-Hill Education.*
- *Scarborough, N. M., & Cornwall, J. R. (2011). Essentials of entrepreneurship and small business management. 8th Edition. London: Pearson*

Additional material:

Books

- *Burns, P. (2016). Entrepreneurship and small business. Palgrave Macmillan Limited.*
- *Mckeown, M. (2014). The innovation book: how to manage ideas and execution for outstanding results. Pearson UK.*
- *Dawson, P and Andriopoulos, C. (2014). Managing change, creativity & innovation. 2nd edition. Sage Publishers.*

Research articles

- *Freel, M., & Robson, P. J. (2017). Appropriation strategies and open innovation in SMEs. International Small Business Journal, 35(5), 578-596.*

- Hervas-Oliver, J. L., Ripoll-Sempere, F., & Moll, C. B. (2016). Does management innovation pay-off in SMEs? Empirical evidence for Spanish SMEs. *Small Business Economics*, 47(2), 507-533.
- Kim, Y., & Lui, S. S. (2015). The impacts of external network and business group on innovation: Do the types of innovation matter?. *Journal of Business Research*, 68(9), 1964-1973.
- Kim, Y., & Lui, S. S. (2015). The impacts of external network and business group on innovation: Do the types of innovation matter?. *Journal of Business Research*, 68(9), 1964-1973.
- Ballot, G., Fakhfakh, F., Galia, F., & Salter, A. (2015). The fateful triangle: Complementarities in performance between product, process and organizational innovation in France and the UK. *Research Policy*, 44(1), 217-232.

Policy reports

- European Commission. (2019). *European Innovation Scoreboard, Report 2019*. Available <https://ec.europa.eu/docsroom/documents/36281/attachments/1/translations/en/renditions/native> (Access: 14 October 2019)
- OECD (2019), *OECD SME and Entrepreneurship Outlook 2019*, OECD Publishing, Paris

4. Teaching methodology

Following the comments of the external evaluation reports, the methodology has to be clear and consistent with the activities. In some cases, active learning techniques are mentioned but they are not supported by the content. In addition, teaching methodology has to serve the research orientation of the master programmes. Thus, the following aspects have to be embraced:

I. The methodology has to be clearly described in a few sentences and active learning techniques have to be promoted.

The course applies a mix of in-class lectures delivery and active learning techniques.
During the course, case studies will be critically analyzed. Relevant to the content

videos will be presented and the students will critically discussed them in groups. Moreover, recent research papers will be discussed in a panel format activity with a coordinator and discussants.

II. The teaching methodology has to be supported by the content. Thus, it would be good these activities to be added to the timetable as follows:

	Subject	Study
1	Sources of Innovation	Melissa A. Schilling p.15 - 43
2	Types and Patterns of Innovation Case studies of different enterprises	Melissa A. Schilling p. 43 - 65
3	Standards Battles and Design Dominance	Melissa A. Schilling p. 65 - 85
4	Timing of Entry	Melissa A. Schilling p. 85 - 103
5	Defining the Organization's Strategic Direction Video activity and discussion in groups The mind behind Tesla, SpaceX, SolarCity ... Elon Musk https://www.youtube.com/watch?v=lgKWPdJWuBQ	Melissa A. Schilling p. 105 - 127
6	Choosing Innovation Projects	Melissa A. Schilling p. 127 - 151
7	Organizing for Innovation Panel discussion with research articles	Melissa A. Schilling p. 205 - 229
8	Managing New Product Development Process	Melissa A. Schilling p. 229 - 257
9	The Foundations of Entrepreneurship	Norman M. Scarborough p.19 - 50
10	Inside the Entrepreneurial Mind: From Ideas to Reality	Norman M. Scarborough p.50 - 87
11	Designing a competitive business model and building a solid strategic plan	Norman M. Scarborough p.87 - 118

12	Franchising and the Entrepreneur	Norman M. Scarborough p.117 - 207
13	Revision	

III. The research orientation and active learning techniques can be supported in different way such as scheduled panel discussions. With clear guidelines can be added to the syllabus. This activity is not graded and all students have to participate. Please see below:

Panel discussion activity with research articles:

Influential entrepreneurship and innovation articles are assigned for students to read ahead of session on DD/MM/YY. Students are expected to come to the session prepared to raise discussion points about the assigned reading, and to discuss these in a panel style in front of the class. Students will be selected at random for participating in the panels. This approach will help students to become familiar with up-to-date leading entrepreneurship and innovation research as well as enhance their critical perspectives of entrepreneurship. Formative feedback will be given instantly during and after the panel discussions by the instructor on the context and presentation.

Panel articles:

- Hervás-Oliver, J. L., Ripoll-Sempere, F., & Moll, C. B. (2016). Does management innovation pay-off in SMEs? Empirical evidence for Spanish SMEs. *Small Business Economics*, 47(2), 507-533.
- Kim, Y., & Lui, S. S. (2015). The impacts of external network and business group on innovation: Do the types of innovation matter?. *Journal of Business Research*, 68(9), 1964-1973.

5. Assessment strategy

The assessment strategy has to be with clear guidelines and it has to promote research. In the case of 60% exams and 40% assignment, the assignment has to serve the learning outcomes or some of them. Moreover, the assignment has to be accompanied by a customized marking rubric. The external evaluation reports highlight the lack of clear guidelines or the lack of marking rubric towards facilitating

the students. In addition to that, the assignment has to be named in a way such as Case Study, Written Essay, Video presentation, Crowdfunding pitch, In-class presentation, Reflective Log, etc..

An example of case study (selected by the students) report and marking rubric is presented below. As you can see from the highlighted words the research aspect has to be strongly embraced.

*Choose an innovation-oriented enterprise. This can be anywhere in the world. **Research and document** the enterprise's journey from its inception. Explain the characteristics of successful entrepreneurs with reference to the organization you selected and how do they choose to try position themselves for strategic advantage – and how do they use innovation to help them so? Try to **research the strategies** not only of one firm but also of several within the sector and build up a picture of how the sector is shaped by firms using innovation to gain competitive advantage.*

*Please ensure that you include a minimum of **15 references cited within the case study report. References should include a mix of journal articles, books, reports and popular media (newspapers, magazines etc).** Report Word limit: 2500 words (+ or – 10%). This excludes the title page and the reference list.*

You are expected to search out relevant reading and explain the key issues. There are many possible sources of information on companies, particularly in newspaper and magazine data bases, some books and articles, Wikipedia, company websites and/or published lists of best performing businesses (e.g. Insider Scottish Elite, EDP Top 50, Forbes 100, The Sunday Times Rich List etc).

Marking rubric				
Area	85-100%	65-84%	50-64%	0-49%
Introduction and context (10 marks)	Clear introduction and statement of objectives of the report. Specifies the structure of the report.	Introduction given and a statement of the objectives of the report. Some specification of the structure of the report.	Some sort of introduction but no statement of the objectives of the report. Limited specification of the report's structure.	No introduction given.
Structure and coherence (10 marks)	Clear logical structure, paragraphs clearly sequenced and flowing from the introduction. Report conforms to the word count.	Logical structure, paragraphs sequenced and flowing from the introduction. Report conforms to the word count.	A mostly logical structure, paragraphs sequenced and some flow from the introduction. Report conforms to the word count.	No logical structure, paragraphs not sequenced and no flow from the introduction. Report does not conform to the word count.
Application, understanding and analysis of literature and concepts relevant	Excellent level of understanding shown of the literature. Evidence of extensive research is shown.	Good level of understanding of relevant literature is shown. Evidence that additional research has been	Good level of understanding shown of relevant concepts. Some evidence that additional research has been	No understanding shown of relevant concepts. No evidence of satisfactory research being

to the entrepreneurial characteristics and process (25 marks)	Literature drawn from a range of sources. Excellent application of relevant concepts showing thorough understanding.	undertaken. Literature covered is drawn from various sources. An attempt has been made to apply relevant concepts and integrate them to show understanding.	undertaken. Limited application, drawn from a limited range of sources. Relevant concepts are not substantially integrated to show understanding.	undertaken. Concepts have not been developed or satisfactorily integrated to show understanding.
Understanding and presentation of issues relevant to the enterprise and innovation (25 marks)	Excellent understanding and presentation of issues relevant to the enterprise and innovation	Very good understanding and presentation of issues relevant to the enterprise and innovation	Good understanding and presentation of issues relevant to the enterprise and innovation	No understanding and presentation of issues relevant to the enterprise and innovation
Conclusion and recommendations (20 marks)	The report draws to a logical conclusion and presents thorough, justifiable and appropriate recommendations	The report draws to some sort of logical conclusion and presents, justifiable and appropriate recommendations	The report attempts to draw to some sort of logical conclusion with some justifiable and appropriate recommendations	The report does not draw to a logical conclusion and does not present justifiable and appropriate recommendations
Referencing (10 marks)	Very accurate referencing using the Harvard system.	Largely accurate referencing using the Harvard system.	Some inaccuracies in the referencing style using the Harvard System.	Referencing, where included, does not conform to the Harvard System.

As an example of a case of a crowdfunding pitch assignment, a marking rubric can be the following:

Area	85-100%	65-84%	50-64%	0-49%
Presentation Skills (30 marks)	<u>Visual Aids</u> Excellent and innovative use of visual aids to support presentation. <u>Speech and Body Language</u> Clearly articulated presentation at a comprehensive speed with appropriate body language and eye contact. <u>Storytelling and Engagement</u> The video has a clear narrative which engages and interests the audience	<u>Visual Aids</u> Excellent use of visual to support presentation. <u>Speech and Body Language</u> Well articulated presentation at a mostly comprehensive speed with appropriate body language and eye contact. <u>Storytelling and Engagement</u> The video has a narrative which engages and interests the audience	<u>Visual Aids</u> Good use of visual aids to support presentation. <u>Speech and Body Language</u> Mostly well articulated presentation at a mostly comprehensive speed with appropriate body language and some eye contact. <u>Storytelling and Engagement</u> The video has a narrative which attempts to engage with the audience	<u>Visual Aids</u> No use of visual aids to support presentation. <u>Speech and Body Language</u> Badly articulated presentation at a incomprehensive speed with some appropriate body language but little to no eye contact. <u>Storytelling and Engagement</u> The video does not provide a narrative and does little to engage with the audience <u>Time Management</u>

	<u>Time Management</u> Excellent time management, spot on time.	<u>Time Management</u> Good time management, pretty much spot on time.	<u>Time Management</u> Good time management, although slightly short or over time.	Poor time management, radically short or over time.
Quality of idea (40 marks)	<u>Introduction</u> Clear and concise introduction to the idea which explains the intended use of product/service.	<u>Introduction</u> Clear introduction with inclusion of discussion of intended use of product/service.	<u>Introduction</u> Introduction given with some discussion of intended use of product/service.	<u>Introduction</u> No use of an introduction with no information on intended use of product/service.
	<u>Innovation</u> Excellent discussion of the innovative nature of the idea.	<u>Innovation</u> Clear discussion of the innovative nature of the idea.	<u>Innovation</u> Discussion of the innovative nature of the idea.	<u>Innovation</u> No discussion of the innovative nature of the idea.
	<u>Market environment</u> Excellent analysis of the market environment and idea feasibility.	<u>Market environment</u> Good analysis of market environment and idea feasibility.	<u>Market environment</u> Some analysis of market environment and idea feasibility.	<u>Market environment</u> No analysis of market environment and feasibility.
	<u>Growth and Strategy</u> Excellent discussion of the potential growth for the idea. Excellent explanation of proposed organisational strategy.	<u>Growth and Strategy</u> Good discussion of the potential growth for the idea. Good explanation of proposed organisational strategy.	<u>Growth and Strategy</u> Some discussion of the potential growth for the idea and proposed organisational strategy.	<u>Growth and Strategy</u> No discussion of the potential growth for the idea and organisational strategy.
Pitch for crowdfunding (30 marks)	<u>Rewards</u> Clear and fluent description given of the rewards and the rewards offered are realistic.	<u>Rewards</u> Description given of the rewards and the rewards offered are realistic.	<u>Rewards</u> Limited Description given of the rewards and/or rewards unrealistic	<u>Rewards</u> No description or details given about the rewards.
	<u>Funding Target</u> Clear and justified funding target	<u>Funding Target</u> Clear and justified funding target	<u>Funding Target</u> Limited discussion of funding target and justification	<u>Funding Target</u> No discussion of funding target and justification
	<u>Relevance</u> Excellent persuasive links to how idea is relevant to the audience	<u>Relevance</u> Good persuasive links to how idea is relevant to the audience	<u>Relevance</u> Some discussion of how idea is relevant to the audience	<u>Relevance</u> No discussion if how idea is relevant to the audience

6. Mapping the course learning outcomes and assessments

The course learning outcomes has to be mapped in accordance with the assessments.
The same has to be done in programme level including all courses.

Example: Course learning outcomes and assessment:

	CLO1	CLO2	CLO3	CLO4
Exam	X	x	x	
Case study report			x	x

It is important to have in mind the big picture as the Programme Learning Outcomes have to be built. Please see an example of mapping skills (based on learning outcomes) and assessments in programme level (Appendix I and Appendix II)

Appendix I: Programme Learning Outcome Map

Programme Intended Learning Outcomes Map	Leadership and Management Essentials	Knowledge Management and Decision Making	International Business Environment	Entrepreneurship and Business Strategy	Project Management: Diversity in Entrepreneurship	FUTURES Perspectives in Entrepreneurship	Entrepreneurship in Developing and Emerging Economies	Entrepreneurship and Small Business Growth	International Marketing	International Environmental Economics
8.1 Knowledge and Understanding										
the diverse nature and purpose of organisations together with their internal aspects, functions, characteristics, culture, and processes	x	x	x	X	x	x	x	x	x	
the complexities of the external environments that affect organisations at different levels in terms of their strategies, behaviours, management and sustainability.		x	x	X				x	x	x
the various processes, procedures and practices that influence effective management and leadership of organisations	x	x	x	X	x	x	x	x	x	x

8.2 Cognitive and Intellectual Skills										
analyse and synthesise acquired knowledge and understanding of business and management to enable effective decision making within different organisational settings	x	x	x	X	x	x		x	x	x
think critically and be creative through a process of analysis and synthesis of evidence, ideas, theory and concepts to facilitate the solution of complex problems	x	x	x	X			x	x	x	x
undertake research using appropriate methods and techniques to investigate business and management scenarios and propose recommendations in a various organisational contexts		x	x						x	
develop an awareness	x	x	x	X						x

of key contemporary trends and issues and their impact on the future of organisations										
critically evaluate and apply business and management theory to specific situations leading to new and enhanced approaches to management practice	x	x	x	X	x	x	x	x	x	x
8.3 Key and Transferable Skills										
effective communication skills both written and oral, using a range of methods	x	x	x	X	x	x	x	x	x	x
effective data collection, analysis and presentation skills	x	x	x	X	x	x		x		
effective management of their own time, and demonstrate the motivation and initiative needed to work independently in an ethical and	x	x	x	X	x	x	x	x	x	x

responsible way										
familiarity with academic and practitioner literature sources as resources for effective management	x	x	x	X	x	x	x	x	x	x
8.4 Employment Related Skills										
the ability to be adaptable and demonstrate originality, insight and critical and reflective skills so as to make informed decisions in complex and unpredictable situations	x	x							x	
recognition of the need to keep developing their knowledge and skills through continued professional development, leading to a high level of personal effectiveness, critical self-awareness, and the ability to learn through reflection on practice	x						x		x	
awareness of the need	x	x					x	x		x

for change and the ability to manage it										
the ability to work effectively as a team member, and where appropriate to lead the team employing appropriate leadership styles and approaches; and recognise and take account of any intercultural factors that may influence this	x	x	x					x	x	
8.5 Practical Skills										
competence in writing reports for both practitioner and academic audiences	x	x	x						x	
an ability to make effective use of communication and information technology	x	x	x	x	x	x	x	x	x	x
effectiveness in the utilisation of listening, negotiation and persuasion skills, and professional interpersonal communication skills in general	x	x	x					x	x	x

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Appendix II: Modules Assessment Mapping

Assessment Method	Leadership & Management Essentials	Knowledge Management and Decision Making	International Business Environment	Entrepreneurship and Business Strategy	Project Management: Diversity in Entrepreneurship	FUTURES Perspectives in Entrepreneurship	Entrepreneurship in Developing and Emerging Economies	Entrepreneurship & Small Business Growth	International Marketing	International Environmental Economics
Poster			x							
Presentation		X							x	
Applied Project	x	X	x			x				
Time Constrained Test										
Management Report	x	X	x	X	X	x	x			
Problem-Solving Case Study					X	x	x	x		
Reflective Log	x									
Portfolio	x									
Written Assignment				X	X				x	x
Essay						x	x	x		

Appendix III: Syllabus example

Entrepreneurship and Innovation

Title	Entrepreneurship and Innovation
Code	-
Type	Compulsory
Level	Postgraduate
Year	First
Semester	Second
(ECTS)	7,5
Prerequisites	None
Other Prerequisites	None
Language	English
Teaching Method	Mix of in-class lectures and active learning techniques
Professor	-

1. Description

Entrepreneurial start-ups galvanise the economy by identifying new opportunities and redirecting resources to them. Established firms innovate in order to outmaneuver or respond to their competition. In the public sector, the need for effective policies to deal with new challenges and for increasing service delivery with declining budgets also places a premium on innovative thinking. The material covered includes the foundations of

entrepreneurship, techniques for creative thinking, and processes for developing, planning and launching a new venture including protecting intellectual property, evaluating markets, developing innovative business models, budgeting, and raising finance.

2. Aim

The overall aim of the programme is to enable students to gain the requisite critical knowledge and awareness of the interaction between entrepreneurship and innovation in an international unpredictable environment. The course aims on advancing students' skills and knowledge necessary for the planning, development and launch of entrepreneurial and innovative ventures when at the same the students will advance their research skills on the interaction between entrepreneurship and innovation.

3. Learning Outcomes

By the end of this module the students will be able to:

- Develop critical awareness of the interaction between innovation and SMEs and discuss the best-practices of dealing with the complex problem of enhancing innovation produced by SMEs.
- Conduct research into entrepreneurial activities, innovation and supporting policies in international level issues by exploring a range of business data, research sources and appropriate methodologies
- Demonstrate a critical awareness of current issues in of the market environment and organisational context on innovation and enterprise which are informed by leading edge research and practice in the field.
- Critically evaluate the challenges, opportunities, complexity and trends of innovation-driven by firms, SMEs and clusters.

4. Bibliography

Core material:

- Melissa A. Schilling, M. (2016). Strategic Management and Technological Innovation. 5th Edition. McGraw-Hill Education.

- Scarborough, N. M., & Cornwall, J. R. (2011). Essentials of entrepreneurship and small business management. 8th Edition. London: Pearson

Additional material:

Books

- Burns, P. (2016). Entrepreneurship and small business. Palgrave Macmillan Limited.
- Mckeown, M. (2014). The innovation book: how to manage ideas and execution for outstanding results. Pearson UK.
- Dawson, P and Andriopoulos, C. (2014). Managing change, creativity & innovation. 2nd edition. Sage Publishers.

Research articles

- Freel, M., & Robson, P. J. (2017). Appropriation strategies and open innovation in SMEs. International Small Business Journal, 35(5), 578-596.
- Hervas-Oliver, J. L., Ripoll-Sempere, F., & Moll, C. B. (2016). Does management innovation pay-off in SMEs? Empirical evidence for Spanish SMEs. Small Business Economics, 47(2), 507-533.
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- Ballot, G., Fakhfakh, F., Galia, F., & Salter, A. (2015). The fateful triangle: Complementarities in performance between product, process and organizational innovation in France and the UK. Research Policy, 44(1), 217-232.

Policy reports

- European Commision. (2019). European Innovation Scoreboard, Report 2019. Available

<https://ec.europa.eu/docsroom/documents/36281/attachments/1/translations/en/renditions/native> (Access: 14 October 2019)

- OECD (2019), OECD SME and Entrepreneurship Outlook 2019, OECD Publishing, Paris

5. Teaching methodology

The course applies a mix of in-class lectures delivery and active learning techniques. During the course, case studies will be critically analyzed. Relevant to the content videos will be presented and the students will critically discuss them in groups. Moreover, recent research papers will be discussed in a panel format activity with a coordinator and discussants.

6. Assessment strategy

The course will be assessed with:

I. Exam (60% of the total grade)

II. Assignment: Case study report (40%)

Assignment and marking rubric

Choose an innovation-oriented enterprise. This can be anywhere in the world. Research and document the enterprise's journey from its inception. Explain the characteristics of successful entrepreneurs with reference to the organization you selected and how do they choose to try position themselves for strategic advantage – and how do they use innovation to help them so? Try to research the strategies not only of one firm but also of several within the sector and build up a picture of how the sector is shaped by firms using innovation to gain competitive advantage.

Please ensure that you include a minimum of 15 references cited within the case study report. References should include a mix of journal articles, books, reports and popular media (newspapers, magazines etc). Report Word limit: 2500 words (+ or – 10%). This excludes the title page and the reference list.

You are expected to search out relevant reading and explain the key issues. There are many possible sources of information on companies, particularly in newspaper and magazine data

bases, some books and articles, Wikipedia, company websites and/or published lists of best performing businesses (e.g. Insider Scottish Elite, EDP Top 50, Forbes 100, The Sunday Times Rich List etc).

Marking rubric				
Area	85-100%	65-84%	50-64%	0-49%
Introduction and context (10 marks)	Clear introduction and statement of objectives of the report. Specifies the structure of the report.	Introduction given and a statement of the objectives of the report. Some specification of the structure of the report.	Some sort of introduction but no statement of the objectives of the report. Limited specification of the report's structure.	No introduction given.
Structure and coherence (10 marks)	Clear logical structure, paragraphs clearly sequenced and flowing from the introduction. Report conforms to the word count.	Logical structure, paragraphs sequenced and flowing from the introduction. Report conforms to the word count.	A mostly logical structure, paragraphs sequenced and some flow from the introduction. Report conforms to the word count.	No logical structure, paragraphs not sequenced and no flow from the introduction. Report does not conform to the word count.
Application, understanding and analysis of literature and concepts relevant to the entrepreneurial characteristics and process (25 marks)	Excellent level of understanding shown of the literature. Evidence of extensive research is shown. Literature drawn from a range of sources. Excellent application of relevant concepts showing thorough understanding.	Good level of understanding of relevant literature is shown. Evidence that additional research has been undertaken. Literature covered is drawn from various sources. An attempt has been made to apply relevant concepts and integrate them to show understanding.	Good level of understanding shown of relevant concepts. Some evidence that additional research has been undertaken. Limited application, drawn from a limited range of sources. Relevant concepts are not substantially integrated to show understanding.	No understanding shown of relevant concepts. No evidence of satisfactory research being undertaken. Concepts have not been developed or satisfactorily integrated to show understanding.
Understanding and presentation of issues relevant to the enterprise and innovation (25 marks)	Excellent understanding and presentation of issues relevant to the enterprise and innovation	Very good understanding and presentation of issues relevant to the enterprise and innovation	Good understanding and presentation of issues relevant to the enterprise and innovation	No understanding and presentation of issues relevant to the enterprise and innovation
Conclusion and recommendations (20 marks)	The report draws to a logical conclusion and presents thorough, justifiable and	The report draws to some sort of logical conclusion and presents, justifiable and appropriate recommendations	The report attempts to draw to some sort of logical conclusion with some justifiable and appropriate recommendations	The report does not draw to a logical conclusion and does not present justifiable and appropriate recommendations

	appropriate recommendations			
Referencing (10 marks)	Very accurate referencing using the Harvard system.	Largely accurate referencing using the Harvard system.	Some inaccuracies in the referencing style using the Harvard System.	Referencing, where included, does not conform to the Harvard System.

7. Guidelines for in-class activities

This activity is not graded but it will help you with your assignment and you will be able to advance your research and presentation skills. All students have to participate.

Panel discussion activity with research articles:

Influential entrepreneurship and innovation articles are assigned for students to read ahead of session on DD/MM/YY. Students are expected to come to the session prepared to raise discussion points about the assigned reading, and to discuss these in a panel style in front of the class. Students will be selected at random for participating in the panels. This approach will help students to become familiar with up-to-date leading entrepreneurship and innovation research as well as enhance their critical perspectives of entrepreneurship. Formative feedback will be given instantly during and after the panel discussions by the instructor on the context and presentation.

Panel articles:

- Hervas-Oliver, J. L., Ripoll-Sempere, F., & Moll, C. B. (2016). Does management innovation pay-off in SMEs? Empirical evidence for Spanish SMEs. *Small Business Economics*, 47(2), 507-533.
- Kim, Y., & Lui, S. S. (2015). The impacts of external network and business group on innovation: Do the types of innovation matter?. *Journal of Business Research*, 68(9), 1964-1973.

8. Scheduled sessions

	Subject	Study
1	Sources of Innovation	Melissa A. Schilling p.15 - 43
2	Types and Patterns of Innovation Case studies of different enterprises	Melissa A. Schilling p. 43 - 65
3	Standards Battles and Design Dominance	Melissa A. Schilling p. 65 - 85
4	Timing of Entry	Melissa A. Schilling p. 85 - 103
5	Defining the Organization's Strategic Direction Video activity and discussion in groups The mind behind Tesla, SpaceX, SolarCity ... Elon Musk https://www.youtube.com/watch?v=lgKWPdJWuBQ	Melissa A. Schilling p. 105 - 127
6	Choosing Innovation Projects	Melissa A. Schilling p. 127 - 151
7	Organizing for Innovation Panel discussion with research articles	Melissa A. Schilling p. 205 - 229
8	Managing New Product Development Process	Melissa A. Schilling p. 229 - 257
9	The Foundations of Entrepreneurship	Norman M. Scarborough p.19 - 50
10	Inside the Entrepreneurial Mind: From Ideas to Reality	Norman M. Scarborough p.50 - 87
11	Designing a competitive business model and building a solid strategic plan	Norman M. Scarborough p.87 - 118
12	Franchising and the Entrepreneur	Norman M. Scarborough p.117 - 207

13	Revision	
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9. E-library

The Library of the University of Neapolis Paphos provides access to a rich collection of information sources, from printed books to electronic databases. It supports the educational and research mission of the University of Neapolis and its academic community. The collection of the library consists of 10,000 books in print, 250,000 e-books and 3,000,000 articles. The Neapolis University Library also provides a range of information retrieval tools to enable search of all available information resources.

The user can access both the printed and electronic library material through the Ebsco Discovery Services (EDS), which is also used as a remote access tool. Through EDS (<http://www.nup.ac.cy/gr/learning-resources/>) users can access the full text of library sources, depending on the format of the material and its location of the University or outside).

The Neapolis University library has adopted a report-based format based on Harvard model conventions (author-date). Users can consult the short guide to the Harvard format prepared by the library.

The Library recommends using the Mendeley system to organize and manage bibliographic references. Mendeley is a free bibliographic reporting tool that can facilitate the organization and writing of tasks.

Each user must have his or her own card, which has codes that help in obtaining the material of interest. The process of acquiring hardware is very simple (see the relevant guide: <http://www.nup.ac.cy/wp-content/uploads/2014/11/Library-User-Guide-2014-EN.pdf>).

For more information about the Neapolis University Library, please contact the relevant staff: email lib@nup.ac.cy, tel. +357 26843313.