

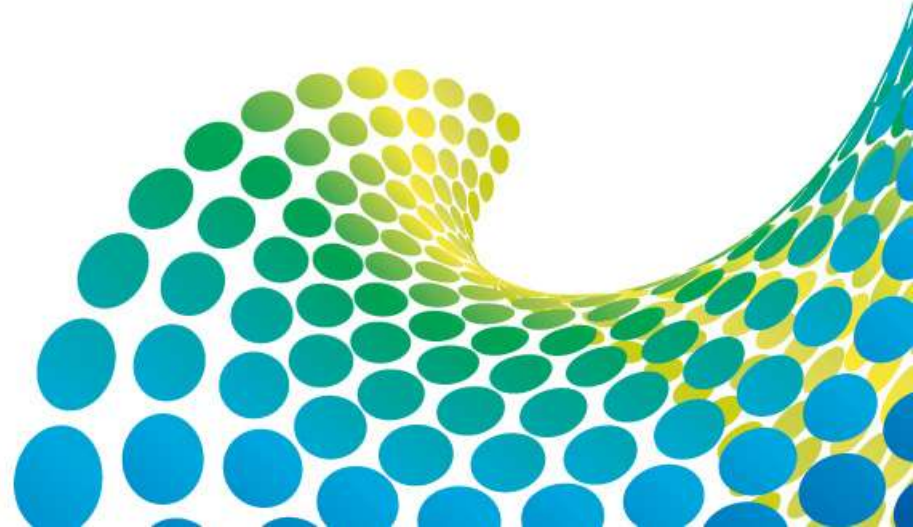
# The effective use of Poster Presentations as a part of a blended assessment method for Enterprise and Entrepreneurship modules



Institute *of* Applied  
**Entrepreneurship**

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- Introduction
- Background into the demand
- Overview of the module
- Learning 'For' and 'About' Entrepreneurship
- The Process, Posters and Lessons Learnt
- Reflective Feedback
- The Tools used
- The Poster Template

## Why are alternative assessment methods required at HE?

- The QAA has highlighted in the 2011 Understanding Assessment guide the "preference for using more than one assessment method" when designing a module (QAA 2011).
- The traditional methods of assessment of examination and essays are not the only suitable method of only assessing modules as an "assessment blend" approach across the modules and degree years are now required.
- Additional transferable skills are gained through the use of alternative methods.
- Assessment planning is required a course, not module level.

Semester 1

209IAE – Financial  
and Legal Issues  
for Business  
(20 Credits)

211IAE – Small  
Business  
Management  
(20 Credits)

212IAE – Personal  
Entrepreneurial  
Development 3  
(20 Credits)

Semester 2

210IAE – Running  
a Business  
(20 Credits)

213IAE – Research  
Methods  
(20 Credits)

214IAE – Personal  
Entrepreneurial  
Development 4  
(10 Credits)

Tutorials x 5

Add+Vantage  
Module  
(10 Credits)

About Entrepreneurship

For Entrepreneurship

# Learning 'For' and 'About'

*'About' courses “are intended to help students to assimilate and reflect upon existing knowledge and resources that enhance their understanding of a topic or theme, for example, venture creation and business growth strategies. They tend to draw upon a more traditional pedagogy involving lectures and set texts to explore the theoretical underpinnings of enterprise and entrepreneurship.” (QAA 2012:9)*

*'For' courses “focus on creating enterprising mindsets in graduates and help them to discover what it is to be enterprising, as well as offering insights into being an entrepreneur. These courses are normally delivered via experiential learning opportunities that engage and enhance the student's abilities and skills, set within a meaningful and relevant context. They challenge the student to think about the future and visualise opportunities.” (QAA 2012:9)*

# 212IAE Module outline

This module will explore in detail the personal development, skills and attributes of being an entrepreneur. Students wishing to explore setting-up and running their own business or social enterprise will be given practical help and support to identify their personal skills and develop a personal development plan. A range of business skills and practical tools will be explored including learning styles in workshops. Linkages shall be identified between the personal entrepreneurial development activities and the business start-up / planning process.

<b>CW 1</b>	<b>Prepare a poster outlining your Skills Audit and Personal profile, identifying areas of development. List relevant targets and objectives should be set, with an indicative timeline for achievement. (1,000 word equivalent)</b>	<b>30%</b>
<b>CW2</b>	<b>Prepare 2 business documents (2,000 words total). This could include Business Letters, proposals, tenders, press releases, job adverts and so on.</b>	<b>70%</b>

## **Contents of the module includes:**

- Target Setting
- Professional profile building
- Personal growth strategy
- Giving and receiving feedback
- Project Management
- Business Letter Writing Skills
- Writing a synopsis
- Preparing a business proposal / tenders
- Producing Business Plans for various stakeholders
- Drafting press releases / advertisements
- Report Writing
- Writing a job advertisement and conducting an interview
- Business appraisal of a case study SME
- Pitching Products

# The process

- Module ran in the first semester, through 2 x 2 hours sessions per week for 11 weeks.
- Assessment was released at week 4, with the majority of the core material covered, with in class deadline (Week 8).
- Instructions and a PowerPoint template for the poster was also released.
- A formative deadline for feedback was set (Week 6).
- A printing deadline was given (Week 7) for free printing through the University.
- Presentations of the Posters (Week 8).
- A list of names and SI's were given to the resource shop.





- Clearly state the poster size, and provide an example template.
- Clear communication with the printing department.
- A deadline is a deadline – do not ask for an extension (Time Management).
- Examples of a previous poster presentations set the expectation level.

*“I spent 10 times the time on the poster than I would normally do on an essay”* Student A

*“I actually enjoyed completing the poster, and learnt several new skills in the process”* Student B

*“I don’t feel poster presentations are a valid form of assessment”* Marketing Academic

**What are your thoughts?**

# Personal Development Planning

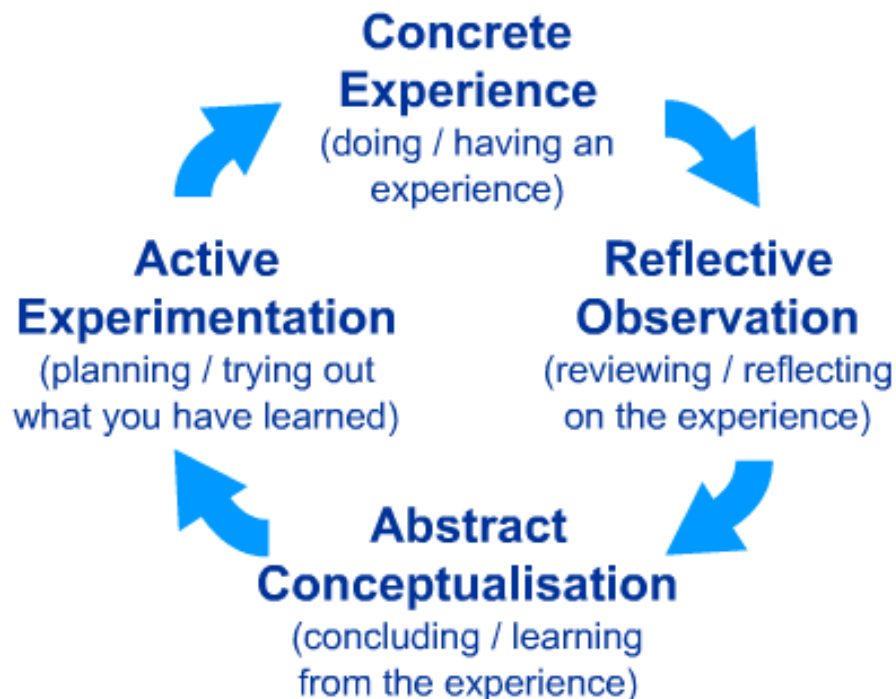


Transfagarasan highway – Romania



# Reflection Process

## Kolb's Learning cycle



## CARL

- Context
- Action
- Reflection
- Learning

## Uni Skills Project Pilot Pack

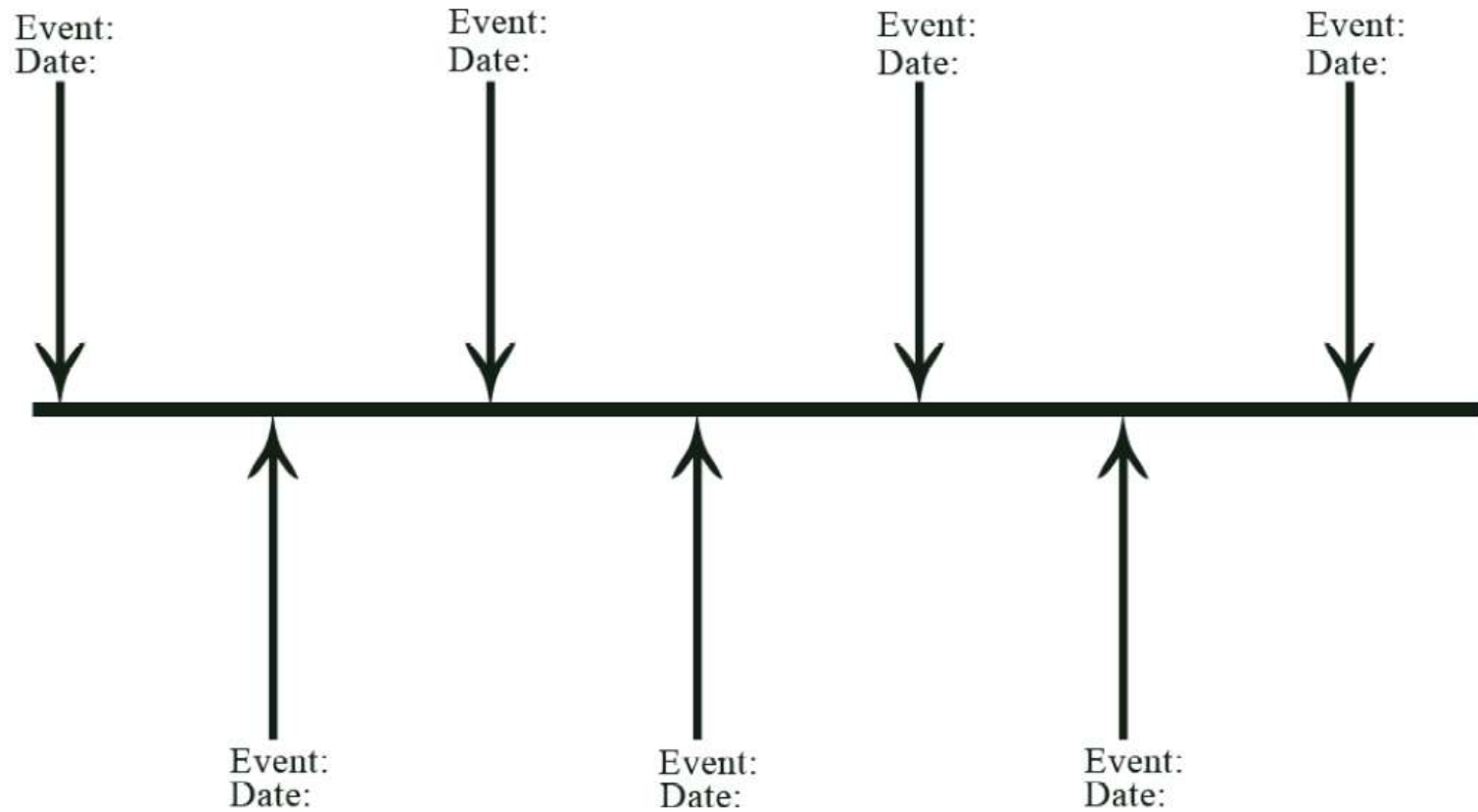
- Communication: Reading, Writing and Oral
- Teamwork
- Problem-Solving
- Personal Effectiveness
- Numeracy
- Information Technology

# SWOT Analysis





# Development Timeline



# Personal Development Plan

Reflection

- 
- 
- 
- 
- 
- 
- 

Next Year Goals

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- 
- 
- 
- 
- 
- 

Time Line



Strengths	Weaknesses
Opportunities	Threats

Goal	Actions	Date	Outcome

Lets give it a go!!

Thank you for listening

# Useful Contacts

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