

## ET5132 NEW VENTURE FINANCING COURSE OUTLINE

|                                       |   |
|---------------------------------------|---|
| <b>Course Code</b>                    | ET5132  |
| <b>Course Title</b>                   | New Venture Financing   |
| <b>Academic Units</b>                 | 3   |
| <b>Contact hours</b>                  | 39  |
| <b>Research Experience Components</b> | <ul style="list-style-type: none"><li><input type="checkbox"/> Final Year Project (FYP)</li><li><input type="checkbox"/> Undergraduate Research Opportunity Programme (UROP)/Undergraduate Research Experience on Campus (URECA)/ Education Research (for NIE BaBSc/SSM)</li><li><input type="checkbox"/> Research Defined Course (at least 50% of deliverables involve practical research activities: problem identification, hypothesis forming, data collection/analysis/interpretation, result communication)</li></ul> <p>√ Not Applicable</p> |

### Course Aims

This course aims to provide you an understanding of the start-up formation process, such as the forms and regulatory compliances of different business structures, types and sources of funding for starting up and growth, ultimately leading to a viable exit strategy for all stakeholders. You will be able to understand the entrepreneurship development from a financing viewpoint. At the same time, you will gain insights into the investment opportunities from the perspectives of both the entrepreneurs and investors, with respect to the funding cycles and expectations. You will also learn how to assess a venture's financial health through understanding the financial statements, essential financial indicators, creating financial projections, capital budgeting techniques and preliminary valuation methods.

This course is suitable for those who are planning to embark on and/or currently involved in startup creation, with or without prior knowledge of accounting and finance, and would like to gain a working knowledge of how to 'read' the financial statements in ways that will support business activities and decision making from the perspective of a startup.

## Course's Intended Learning Outcomes (ILOs)

Upon the successful completion of this course, you would be able to:

|       |   |
|-------|---|
| ILO 1 | Determine the various legal forms of business structures.   |
| ILO 2 | Discuss the role of accounting in providing information to various stakeholders for contracting, planning, controlling and decision making. |
| ILO 3 | Prepare and analyse a basic set of financial statements.  |
| ILO 4 | Create a set of financial projections based on relevant and valid assumptions.  |
| ILO 5 | Compute, interpret and analyse various financial ratios and indicators, capital budgeting and valuation methods.                            |
| ILO 6 | Discuss and evaluate the various types and sources of financing and the funding cycle.  |
| ILO 7 | Understand and formulate a term sheet for negotiation with investors.   |

## Course Content

1. Course Introduction & Preliminaries and Legal Business Entities
2. Fundamentals of Accounting
3. Financial Ratios
4. Financial Analysis
5. Financial Projections
6. Valuation of Companies
7. Revenue Generation
8. Startup Funding
9. Talks by Angels, VCs and Startup Founders
10. Financial Negotiation

## Reading and References

There is no prescribed textbook for this course.

### **Suggested Textbooks (for reference only) & Readings**

1. Barringer, B. R. & Ireland R. D. (2020) *Entrepreneurship: Successfully Launching New Ventures*, 6<sup>th</sup> Edition, Pearson Higher Education
2. Earl K. Stice, James D. Stice, W. Steve Albrecht, Monte R. Swain, RongRuey Duh, Audrey Wenhsin Hsu (2021), *Financial Accounting: IFRS Edition*, 3rd Edition, Cengage
3. Edmonds, T. P., Edmonds, C. T., Edmonds, M. A., Edmonds, J. E. and Olds, P. R. (2023), *Fundamental Managerial Accounting Concepts*, 10th edition, McGraw Hill.
4. J. Chris Leach, Ronald W. Melicher (2020) *Entrepreneurial Finance*, 7th Edition, Cengage Learning.
5. Osterwalder, Alexander; Pigneur, Yves (2013) *Business Model Generation: A Handbook for Visionaries, Game Changers, and Challengers*, 1st Edition, Hoboken, NJ: Wiley.
6. Ramsinghani, Mahendra (2021) *The Business of Venture Capital: The Art of Raising a Fund, Structuring Investments, Portfolio Management, and Exits*, 3rd Edition, Wiley
7. Ross, Stephen (2023) *Essentials of Corporate Finance*, 11th Edition, McGrawHill

### **References**

1. Accounting & Corporate Regulatory Authority ([www.acra.gov.sg](http://www.acra.gov.sg))
2. Inland Revenue Authority of Singapore ([www.iras.gov.sg](http://www.iras.gov.sg))
3. Annual Reports of public listed companies

## Planned Schedule

| Week/Session | Topics/Themes   | ILO   | Readings | Delivery Mode | Activities |
|--------------|---|-------|----------|---------------|------------|
| 1            | <p><b>Course Introduction &amp; Preliminaries</b></p> <ul style="list-style-type: none"> <li>• Course Introduction, Communication of Expectations for Assessments, Team Formation</li> </ul> <p><b>Legal Business Entities</b></p> <ul style="list-style-type: none"> <li>• Forms of business structures: sole proprietorship, general partnership, companies, limited liability partnership</li> </ul> | 1     |          | In-person     | Lecture    |
| 2 & 3        | <p><b>Fundamentals of Accounting</b></p> <ul style="list-style-type: none"> <li>• Users of and their requirements for financial statements</li> <li>• Impact of business transactions on the financial statements</li> <li>• Statement of Financial Position</li> <li>• Statement of Comprehensive Income</li> <li>• Statement of Cash Flow</li> </ul>  | 1,2,3 |          | In-person     | Lecture    |
| 4            | <p><b>Financial Ratios</b></p> <ul style="list-style-type: none"> <li>• Calculation, interpretation and analysis of financial ratios</li> <li>• Use of financial ratios in control and performance evaluation</li> </ul>  | 2,5   |          | In-person     | Lecture    |
| 5            | <p><b>Financial Analysis</b></p> <ul style="list-style-type: none"> <li>• Determining the initial investment required for a startup</li> <li>• Creating financial projections</li> <li>• Break-even analysis</li> </ul>   | 2,3,4 |          | In-person     | Lecture    |

|    |   |            |  |           |                                  |
|----|---|------------|--|-----------|----------------------------------|
| 6  | <b>Financial Projections</b> <ul style="list-style-type: none"> <li>• Research data to create &amp; support business assumptions</li> <li>• Creating financial projections and forecast</li> </ul>    | 3,4        |  | In-person | Lecture                          |
| 7  | <b>Valuation of Companies</b> <ul style="list-style-type: none"> <li>• Capital budgeting techniques</li> <li>• Basic valuation techniques</li> </ul>  | 4,5        |  | In-person | Lecture                          |
|    | <b>Consultation – Update of Team Project Progress</b>   |            |  |           |                                  |
| 8  | <b>Revenue Generation</b> <ul style="list-style-type: none"> <li>• Types of revenue models and streams</li> <li>• Types of cost drivers in revenue generation</li> </ul>                              | 2,3, 4, 5  |  | In-person | Lecture                          |
|    | <b>Consultation – Update of Team Project Progress</b>   |            |  |           |                                  |
| 9  | <b>Startup Funding</b> <ul style="list-style-type: none"> <li>• Types and sources of funding</li> <li>• Stages of funding</li> <li>• Incubators and Accelerators</li> </ul>                           | 2, 3, 4, 5 |  | In-person | Lecture                          |
|    | <b>Consultation – Update of Team Project Progress</b>   |            |  |           |                                  |
| 10 | <b>Talks by Angels, VCs and Startup Founders</b> <ul style="list-style-type: none"> <li>• Types and sources of funding</li> <li>• Stages of funding</li> <li>• Incubators and Accelerators</li> </ul> | 5, 6, 7    |  | In-person | Lecture and/with a Guest lecture |
| 11 | <b>Financial Negotiation</b> <ul style="list-style-type: none"> <li>• Understanding the Term Sheet</li> <li>• Share ownership and dilution</li> </ul>   | 5, 6, 7    |  | In-person | Lecture                          |

|    |   |       |  |           |  |
|----|---|-------|--|-----------|--|
|    | <b>Consultation – Update of Team Project Progress</b> |       |  |           |  |
| 12 | <b>Course Assessment: Projection Presentation</b>     | 1 – 6 |  | In-person |  |
| 13 | <b>Course Assessment: Quiz</b>                        | 1 – 5 |  | In-person |  |

## Learning and Teaching Approach

|                          |   |
|--------------------------|---|
| Approach                 | How does this approach support you in achieving the learning outcomes?  |
| Workshop / Seminar-based | All lessons are conducted on a workshop-based approach with a blended style of mini-lectures, tutorials, discussions, presentations, individual activities and group research & discussion questions. The lecturer imparts and facilitates the learning experience and students are expected to learn, share and teach one another. |
| Class presentations      | You will form groups to handle project discussions and assignments. Teamwork and cooperation are important. It is also an important skillset for your startup endeavour, if not, for your career development.   |

### Planned no. of hours for learning activities (across the entire course)

'Learning activities' refer to the range of activities students will engage in, in-person and online, to acquire the course's intended learning outcomes.

| No. | Category   | Planned no. of hours |
|-----|--|----------------------|
| 1   | <u>Lecture-based sessions</u><br>Learning activities where primarily, students receive content and perform notetaking.   | 33                   |
| 2   | <u>Participation-based classroom sessions (Tutorials, Seminars)</u><br>Learning activities where primarily, students are expected to engage actively with the instructor, their peers and the content.   | 6                    |
| 3   | <u>In-house practical sessions (Labs)</u><br>Learning activities where students engage in hands-on activities to conduct experiments, with the guidance of instructors, alongside peers, within the NTU campus.  | NA                   |
| 4   | <u>In-house practical sessions (Practicum)</u><br>Learning activities where students engage in hands-on activities, with the guidance of instructors, alongside peers, within the NTU campus.  | NA                   |
| 5   | <u>Self-learning</u><br>Learning activities where students are expected to engage in independent learning. For example, preparing for classes, labs and practicum, engaging in readings, completing quizzes or tasks.  | 3                    |
| 6   | <u>Others</u><br>If what your course is doing is not captured here above, describe the learning activities and the estimated no of hours. E.g., practicum where students learn in sites and settings outside of NTU campus, field trips, out-of-classroom site visits, consultations, peer-tutoring, etc. Specify each distinct learning activity and enter the planned number of hours. | NA                   |
|     | Total planned no. of hours (across the entire course)  | 43                   |

Estimated percentage of hours for online and in-person learning (based on the total planned no. of learning activity hours, across the entire course)

|   |    |
|---|----|
| Percentage of online learning<br>(Includes synchronous and asynchronous learning) | NA |
| Percentage of in-person learning  | 39 |

## Assessment Structure

Assessment Components (includes both continuous and summative assessment)

| No. | Component                      | ILO  | Related PLO or Accreditation | Weightage   | Team / Individual                      | Rubrics                         | Level of Understanding<br>Select the highest level assessed in the task |
|-----|--------------------------------|--|------------------------------|-------------|--|---------------------------------|---|
| 1   | Individual Class Participation | Competence & Communication<br>LO: 1, 2, 3, 4, 5, 6, 7        |                              | 20%         | Individual                             | Holistic / Analytic [Rubric 1*] | Multi-structural / Relational / Extended abstract/ NA                   |
| 2   | Team Project Presentation      | Analysis, Lateral thinking, Research<br>LO: 2, 3, 4, 5, 6, 7 |                              | 40%         | Team                                   | Holistic / Analytic [Rubric 2*] | Multi-structural / Relational / Extended abstract/NA                    |
| 3   | Quiz                           | Comprehension and Analysis<br>LO: 1, 2, 3, 5                 |                              | 40%         | Individual                             | Holistic                        | Multi-structural  |
|     | <b>Total</b>                   |  |                              | <b>100%</b> | <b>Individual – 60%<br/>Team – 40%</b> |                                 |   |

Description of Assessment Components (if applicable)

|    |
|----|
| NA |
|----|

## Formative Feedback

Feedback is central to this course. You will receive formative verbal feedback on your presentations during the designated presentation slots. Feedback will also be provided during the presentation and discussion of in-class activities and exercises. Consultation sessions are scheduled to provide opportunities for you to seek clarifications on your understanding of the course materials and progressive performance.



## NTU Graduate Attributes/Competency Mapping

This course intends to develop the following graduate attributes and competencies (maximum 5 most relevant).

Rationale: To communicate to students which graduate attributes and competencies the course aims to develop, and to help students select courses.

| No. | Attribute   | Basic  | Intermediate  | Advanced  | Level |
|-----|---|--|---|---|-------|
| 1   | <p>Adaptability<br/>Exercise flexibility in behaviours or approaches to respond to changes and evolving contexts.</p> <p><i>If you have selected Value Creation, Design Thinking or Systems Thinking, consider deselecting Adaptability to minimise over-representation.</i></p>  | Modify behaviours and approaches to respond to changes and evolving contexts.  | Manage change in evolving contexts.   | Foster a culture of flexibility that caters to changes and evolving contexts.   | B     |
| 2   | <p>Building Inclusivity<br/>Collaborate with stakeholders from different backgrounds or with different abilities, including diversity dimensions such as race, ethnicity, religion, gender orientation, age, physical and learning ability, education, socio-economic status and political belief, to understand the interests of diverse groups and build an inclusive working/learning environment.</p> | Demonstrate sensitivity to the differences in diversity dimensions and perspectives.   | Raise awareness of diverse groups within the learning environment and manage relationships across these groups. | Develop and implement processes and practices which build an inclusive working/learning environment and enable diverse groups to work effectively together.     |       |
| 3   | <p>Care for Environment<br/>Practice sustainable living in the consumption of matter, food, water, and energy while minimising impact on the environment for the benefit of the current and future generations.</p>   | Demonstrate knowledge about local, national, and international issues and initiatives to protect and improve sustainable consumption of matter, food, water, and energy. | Practice habits of sustainable living at the personal, local, national, and international level.                | Spearhead environmental-related initiatives with sound ethical decision-making, rationalisation and justification of possible solutions for sustainable living. |       |

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| 4 | Care for Society<br>Reflect on and respond to community, national and global issues as an informed and responsible citizen with the intention to improve the health and well-being of the society.  | Demonstrate an understanding of, and sensitivity to, local, national, and global social issues that affect the health and well-being of the society.   | Display a commitment to engage in initiatives that make a positive impact on the health and well-being of the society.  | Spearhead initiatives that make a sustainable positive impact on the health and well-being of the society.  |   |
| 5 | Collaboration<br>Manage relationships and work collaboratively and effectively with others to achieve goals.<br><i>If you have selected Project Management, Value Creation or Systems Thinking, consider deselecting Collaboration to minimise over-representation.</i>             | Contribute to a positive and cooperative working/learning environment by fulfilling own responsibilities, managing interpersonal relationships and providing support to others to achieve goals. | Build relationships and work effectively with various stakeholders to create synergies in working towards shared goals. | Establish team effectiveness and manage partnerships to create a cooperative working/learning environment which enables the achievement of goals. | B |
| 6 | Communication<br>Convey and exchange thoughts, ideas and information effectively through various mediums and approaches.<br><i>If you have selected Project Management, Value Creation or Systems Thinking, consider deselecting Collaboration to minimise over-representation.</i> | Communicate with others to share information, respond to general inquiries and obtain specific information.  | Tailor communication approaches to audience needs and determine suitable methods to convey and exchange information.    | Synthesise information and inputs to communicate an overarching storyline to multiple stakeholders.   |   |
| 7 | Creative Thinking<br>Adopt diverse perspectives in combining ideas or information and making connections between different fields to create different ideas,  | Connect ideas or information to propose and test ideas, improvements and solutions which   | Integrate multiple ideas and information from across various fields to develop solutions and new ways of                | Cultivate a culture of innovation and creativity within working/learning environment  |   |

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|----|---|---|---|--|--|
|    | <p>improvements and solutions.</p> <p><i>If you have selected Project Management, Value Creation, Critical Thinking, Design Thinking, Systems Thinking or Embrace Challenge, consider deselecting Creative Thinking to minimise over-representation.</i></p>  | <p>challenge current assumptions or ways of working.</p>  | <p>working which address specific issues and deliver impact.</p>  | <p>to push boundaries and reshape goals and possibilities.</p>   |  |
| 8  | <p>Curiosity</p> <p>Demonstrate the drive to seek information in an independent and sustained manner to resolve identified knowledge gaps.</p> <p><i>If you have selected Value Creation or Embrace Challenge, consider deselecting Curiosity to minimise over-representation.</i></p>  | <p>Recognise presence of knowledge gaps.</p>  | <p>Recognise presence of knowledge gaps and initiate attempts (such as asking questions) to seek information to close gaps.</p>                           | <p>Recognise presence of knowledge gaps and sustain efforts to continually seek information (such as using a variety of questions) to close gaps and identify new ones.</p>  |  |
| 9  | <p>Decision Making</p> <p>Choose a course of action from several alternatives developed through a structured process in order to achieve intended goals.</p> <p><i>If you have selected Information Literacy, Project Management, Critical Thinking or Embrace Challenge, consider deselecting Decision Making to minimise over-representation.</i></p> | <p>Follow processes to make decisions which achieve intended goals for common scenarios using given information and guidelines.</p> | <p>Implement structured decision-making processes and analyse multiple sources of information to propose solutions that would address most scenarios.</p> | <p>Define contextualised decision-making criteria, processes and strategies to address even the most complex and exceptional scenarios and evaluate their effectiveness.</p> |  |
| 10 | <p>Developing People</p> <p>Empower others to learn and develop their capabilities to enhance their performance and</p>   | <p>Create individual career and development plans, and</p>  | <p>Develop and coach team members to identify and leverage their</p>  | <p>Foster a conducive environment to enable others'</p>  |  |

|    |   |   |  |  |  |
|----|---|---|--|--|--|
|    | achieve personal or professional goals.   | support peers in performing their work activities.  | strengths to enhance performance.  | professional and personal development, in alignment with desired objectives and goals.   |  |
| 11 | <p>Digital Fluency<br/>Leverage digital technology tools, systems, and software across work processes and activities to solve problems, drive efficiency and facilitate information sharing.<br/><i>If you have selected Information Literacy or Systems Thinking, consider deselecting Digital Fluency to minimise over-representation.</i></p>  | Perform work processes and activities using identified digital technology tools, systems and software.                      | Identify opportunities and evaluate risks of integrating digital technology tools, systems and software across work processes and activities.  | Drive the creation of a digital culture and environment, educating stakeholders across the organisation on the benefits and risks of digital technology tools, systems and software. |  |
| 12 | <p>Ethical Reasoning<br/>Assess ethical values and the social context of problems by recognising ethical issues in a variety of settings, thinking about how different ethical perspectives might be applied to ethical dilemmas, and considering the ramifications of alternative actions.<br/><i>If you have selected Information Literacy, consider deselecting Ethical Reasoning to minimise over-representation.</i></p> | Recognise ethical issues and grasp the reasoning behind prevailing principles of ethical conduct, policies, and procedures. | Recognise ethical dilemmas and apply ethical reasoning to formulate and defend a personal position against the objections to, assumptions and implications of different ethical perspectives/concepts. | Display a commitment to engage in initiatives that make a positive impact on the health and well-being of the society.   |  |
| 13 | <p>Global Perspective<br/>Display a commitment to engage in initiatives that make a positive impact on the health and well-being of the society.</p>  | Demonstrate an understanding of global challenges and opportunities   | Determine impact of global context and trends on the operating climate.  | Lead the resolution of the challenges of operating in a cross-cultural   |  |

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|    |   | to work effectively in a cross-cultural environment.  |   | environment and build others' capabilities to compete in a global environment .   |  |
| 14 | Influence<br>Effect changes in behaviours, beliefs or attitudes of others in order to achieve desired outcomes and solutions.<br><i>If you have selected Design Thinking, consider deselecting Influence to minimise over-representation.</i>   | Demonstrate empathy to understand the feelings and actions of others and communicate in ways that limit misunderstandings and effect changes in others on operational issues. | Develop relationships with stakeholders to build confidence, alignment and communicate desired purpose, goals or objectives.  | Build consensus with stakeholders to achieve desired outcomes on matters of strategic importance.   |  |
| 15 | Learning Agility<br>Deploy different learning approaches which enable continuous learning across different contexts to drive self-development and the achievement of long-term career goals.<br><i>If you have selected Embrace Challenge, consider deselecting Learning Agility to minimise over-representation.</i> | Identify opportunities and targets for learning to facilitate continuous personal and career development.   | Deploy various learning approaches in different settings to maximise opportunities for learning and self-reflection and measure their impact on the achievement of personal and career goals. | Drive a culture of continuous learning to encourage the adoption of new learning approaches and identification of new learning opportunities. |  |
| 16 | People Orientation<br>Identify and respond to the needs of others whom one interacts directly with, in a manner that fosters trust and positive experiences.<br><i>If you have selected Design Thinking, consider deselecting People Orientation to minimise over-representation.</i>                                 | Identify and respond to the needs of others whom one interacts directly with, in a manner that foster trust and positive experiences.   | Demonstrate an understanding of the needs or objectives of others to respond in a way which fosters trust and positive interactions.  | Build relationships based on trust and demonstration of concern and anticipation of other's needs.  |  |

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|----|--|---|---|---|---|
| 17 | <p>Problem Solving<br/>Generate effective and efficient solutions to solve problems and capitalise on new opportunities.</p> <p><i>If you have selected Project Management, Value Creation, Critical Thinking, Design Thinking or Systems Thinking, consider deselecting Problem Solving to minimise over-representation.</i></p>                | <p>Implement guidelines and procedures to solve identified common or simple problems and test solutions.</p>  | <p>Collaborate with other stakeholders to implement and evaluate solutions to address determined causes of problems.</p>                      | <p>Drive a culture of continuous improvement which seeks to turn anticipated (potentially complex) problems into opportunities.</p> |   |
| 18 | <p>Self-Management<br/>Take ownership of managing one's personal effectiveness, personal growth and identity as well as holistic physical, mental, emotional and social well-being.</p> <p><i>If you have selected Information Literacy, consider deselecting Self-Management to minimise over-representation.</i></p>                           | <p>Exercise self-awareness by monitoring own behaviours and ways of working in personal and professional capacities and implement techniques for improvement.</p> | <p>Analyse own well-being and personal effectiveness to develop strategies to regulate self, personal growth and build personal identity.</p> | <p>Evaluate strategies to manage own well-being, personal effectiveness and personal identity and growth.</p>                       |   |
| 19 | <p>Sense Making<br/>Leverage sources of qualitative and quantitative information and data to recognise patterns, spot opportunities, infer insights and inform decisions.</p> <p><i>If you have selected Information Literacy, Critical Thinking or Systems Thinking, consider deselecting Sense Making to minimise over-representation.</i></p> | <p>Organise and interpret information to identify relationships and linkages.</p>   | <p>Analyse information and data and uncover patterns, opportunities and impacts.</p>  | <p>Evaluate relationships, patterns and trends to inform actions and generate wider insights.</p>                                   | I |
| 20 | <p>Transdisciplinarity<br/>Apply concepts from multiple disciplines and synthesise different areas of knowledge and insights to guide decisions, foster</p>  | <p>Explore concepts from outside one's field of expertise to supplement one's</p>   | <p>Identify opportunities for transdisciplinary collaboration and knowledge</p>   | <p>Endorse collaboration and the integration of knowledge across</p>  |   |

|  |  |   |   |  |  |
|--|--|---|---|--|--|
|  | cooperation and drive continuous improvement.<br><i>If you have selected Critical Thinking, Design Thinking or Systems Thinking, consider deselecting Transdisciplinarity to minimise over-representation.</i> | knowledge, proficiency and work practice. | transfer to facilitate the integration of knowledge from different disciplines. | disciplines to make decisions and solve problems within and outside the organisation . |  |
|--|--|---|---|--|--|

## Course Policy

### Policy (Academic Integrity)

#### Academic Integrity

Good academic work depends on honesty and ethical behaviour. The quality of your work as a student relies on adhering to the principles of academic integrity and to the NTU Honour Code, a set of values shared by the whole university community. Truth, Trust and Justice are at the core of NTU's shared values.

As a student, it is important that you recognise your responsibilities in understanding and applying the principles of academic integrity in all the work you do at NTU. Not knowing what is involved in maintaining academic integrity does not excuse academic dishonesty. You need to actively equip yourself with strategies to avoid all forms of academic dishonesty, including plagiarism, academic fraud, collusion and cheating.

In view of the nature and objectives of the required assignments/CA of this course, the use of generative AI like ChatGPT is not authorised. If relevant instruments adopted by the university suggest a substantial use of generative AI in a student's assignments/CA, the course instructor will investigate the incident in collaboration with CITS (if necessary), to verify whether there has been unauthorised use of GAI that can potentially amount to plagiarism.

If you are uncertain of the definitions of any of these terms, you should go to the <https://entuedu.sharepoint.com/sites/Student/dept/ctlp/SitePages/Academic-Integrity.aspx> for more information.

## Policy (General)

You are expected to complete all assigned pre-class readings and activities, attend all seminar classes punctually and take all scheduled assignments and tests by due dates. You are expected to take responsibility to follow up with course notes, assignments and course related announcements for seminar sessions you have missed. You are expected to participate in all seminar discussions and activities.

## Policy (Absenteeism)

Absence from class without a valid reason will affect your overall course grade. Valid reasons include falling sick supported by a medical certificate and participation in NTU's approved activities supported by an excuse letter from the relevant bodies.

If you miss a lecture, you must inform the course instructor via email prior to the start of the class.

## Policy (Others, if applicable)

### (3) Absence Due to Medical or Other Reasons

If you are sick and not able to attend a quiz or midterm, in addition to submitting your Medical Certificate (or other relevant document) to your school, you must submit a copy to your instructor and NTUpreneur administration to support your absence. As far as possible, make-up CA will be conducted. Otherwise, the missed assessment component will not be counted towards the final grade and the total course marks will be rescaled to a base of 100%. The original contribution of the CAs and the final examination towards the total course mark will remain unchanged.

### (4) Submission Deadline

Assignments, projects, class exercises and any other assessable components must be submitted punctually. Marks will be deducted for late submission. Grades will be deducted accordingly (refer to below table) for assignments that are submitted after the stipulated deadline.

| <b>Timeframe:</b>        | <b>Grading:</b>                           |
|--------------------------|---|
| 1st Day*                 | Mark down by one grade ('A-' → 'B+')      |
| 2nd Day                  | Mark down by two grades ('A-' → 'B')      |
| 3rd Day and part-thereof | Submitted assignment will not be accepted |

\* After the stipulated submission deadline, it will be considered the next day.



## NTU Education Initiatives

In this course, the following NTU2025 education initiatives are emphasised:

| No. | Initiative                 | Description  | Select                              |
|-----|----------------------------|--|-------------------------------------|
| 1   | Interdisciplinary learning | Students learn through <b>applying more than one disciplinary framework</b> to solve problems or examine issues from different perspectives. | <input checked="" type="checkbox"/> |
| 2   | Collaborative learning     | Students learn through <b>sharing and working with one another</b> to solve problems or address issues.                                      | <input checked="" type="checkbox"/> |
| 3   | Experiential learning      | Students learn through activities that have significant elements of <b>observation and reflection of concrete experience</b> .               | <input type="checkbox"/>            |

## External Partners (if applicable)

Indicate the organisation's type, name and describe the nature of involvement e.g., co-curation of course, speaker or instructor (include no. of course hours if known). Indicate 'TBC' if the information is not yet confirmed.

| No. | Organisation Type | Organisation Name | Nature of involvement |
|-----|-------------------|-------------------|-----------------------|
| 1   | NA                | NA                | NA                    |
| 2   | NA                | NA                | NA                    |
| 3   | NA                | NA                | NA                    |

## Appendix : Rubric/Assessment Criteria for Components listed in Assessment Table

### Appendix 1: Assessment Criteria for CLASS PARTICIPATION – INDIVIDUAL (20%)

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Classroom discussion is vital to the learning process in this course. You are expected to contribute to class discussions and appropriate marks will be awarded at the end of each session on the basis of the quality of one's contribution. Assessment criteria will include demonstration of analytical capability, integrative thinking, and interpersonal and communication skills. Merely showing up for class does not constitute a contribution.

Excellent quality comments, remarks & questions are those that move the discussion forward by:

- (1) revealing important issues;
- (2) making decisions and offering opinions that are well thought out and logical; and
- (3) debating or challenging your classmates without personal attack

| <b>Grade Range</b>                           | <b>Description</b>  |
|--|---|
| <b>Excellent<br/>A+ to A-<br/>(80 – 100)</b> | Contributes extensively to class by offering ideas and/or asks questions frequently and/or participates consistently in group discussion the entire time. Comments are mostly relevant and reflect an understanding of course materials; previous remarks of other students; and insights about the course materials. |
| <b>Good<br/>B+ to B-<br/>(60 – 79)</b>       | Actively contributes to class by offering ideas and asking questions and/or participates in group discussion most of the time. Comments are sometimes relevant, displays some preparation, or indicate some attention to previous remarks of other students.  |
| <b>Pass<br/>C+ to D<br/>(40 – 59)</b>        | Seldom contributes to class by offering ideas and asking questions and/or participates in group discussion occasionally. Comments are mostly irrelevant, displays lack of preparation, or indicate lack of attention to previous remarks of other students.   |
| <b>Fail<br/>F<br/>(0 – 39)</b>               | Rarely or never contributes to class by offering ideas and asking questions and/or has trouble staying on task during group discussion time. Comments are absent or minimal, reflect little understanding of either the assignment or previous learnings in seminar.  |

## **Appendix 2: Assessment Criteria for TEAM PROJECT PRESENTATION – TEAM (40%)**

Team-based participation and discussion in this course is crucial for the participants to reinforce their learning process. You will form teams (between 5 to 7 members) and each team will be assigned a case study to research on and present to the class. Guiding questions will be provided that will serve as a framework for a thorough analysis, evaluation and finally a presentation of the team's fact-finding and recommendations. Active contributions and individual responsibility for assigned tasks are crucial to the team's performance.

### **Team Presentation**

- Due on Workshop Day 4 or as indicated in the weekly/session lesson plan (refer to course guide)
- Duration: Max 25 mins; not inclusive of Q&A (approx. another 5-10 mins thereafter)
- Presentation slides
  - Printed copy to be submitted to your instructor by the **start of class** (4 slides on 1 page, double-sided, ALL groups to submit regardless of presentation order)
  - Softcopy to be submitted by **23:59PM** of the same day as the presentation (to be uploaded onto NTULearn – see portal for details on submission)

### **Overview of Assessment Criteria Distribution**

**C.A.P. : Content @ 15% | Analysis @ 15% | Presentation @ 10%**

- i) **Criteria I: Content [Breadth of Discussion] @ 15%**
  - Are all the issues related to the assigned case fully identified and explained?
  - Are the points raised relevant, clear, coherently linked and displayed through research and understanding?
- ii) **Criteria II: Analysis [Depth of Discussion] @ 15%**
  - Are the various factors well analysed and evaluated?
  - Is the analysis logical, well supported & evidenced and integrated with the company's strategy, business model, core competencies, etc.?
  - Recommendations made reflect awareness & consideration of current environment, such as the state of economics, legal & regulatory setting and competitive environment.
- iii) **Criteria III: Presentation @ 10%**
  - Are you able to articulate your presentation in a clear and confident manner?
  - Pace is appropriate without speaking too fast nor too slow
  - Appropriate use of hand & body gestures to emphasise points and maintains visual contact with the audience.
  - Not reading off the slides, notes or cue cards
  - Visual Aids: Design, layout, graphical enhancements, clarity, text elements, informative, effective and not distracting

Note that there will be individual assessment during presentation (as part of class participation) and students are encouraged to participate.

| Grade Range  | Description  |
|--|--|
| <b>Excellent</b><br><b>A+ to A-</b><br><b>(80 – 100)</b> | <ul style="list-style-type: none"> <li>• Extensively covered all the intended contents of the assigned case, adequate amount of material included which are relevant and points made reflect well of their relative importance.</li> <li>• Presentation is well-articulated, visual aids are well prepared, informative, effective and not distracting.</li> <li>• Composed and well-thought responses offered to the floor during Q&amp;A.</li> </ul>   |
| <b>Good</b><br><b>B+ to B-</b><br><b>(60 – 79)</b>       | <ul style="list-style-type: none"> <li>• Sufficiently covered most of the intended contents of the assigned case, sufficient amount of material included which are mostly relevant and points made reflect mostly well their relative importance.</li> <li>• Presentation is clear, visual aids are sufficiently prepared, mostly informative &amp; effective and not distracting.</li> <li>• Organised and structured responses offered to the floor during Q&amp;A.</li> </ul>                                   |
| <b>Pass</b><br><b>C+ to D</b><br><b>(40 – 59)</b>        | <ul style="list-style-type: none"> <li>• Able to cover some of the intended contents of the assigned case, insufficient amount of material included which have some relevance and points made that marginally reflect their relative importance.</li> <li>• Presentation is incoherent, visual aids are poorly prepared, lacking in information and effectiveness.</li> <li>• Disorganised and poorly formulated responses offered to the floor during Q&amp;A, which do not address the issues raised.</li> </ul> |
| <b>Fail</b><br><b>F</b><br><b>(0 – 39)</b>               | <ul style="list-style-type: none"> <li>• Cover none to little of the intended contents of the assigned case, marginal amount of material included which have minimal relevance and points made that barely reflect their relative importance.</li> <li>• Presentation is incomprehensible, visual aids are either missing or shows incomplete preparation, none to little information and effectiveness.</li> <li>• Unable to provide responses during Q&amp;A.</li> </ul>   |

### **Appendix 3: Assessment Criteria for QUIZ – INDIVIDUAL (40%)**

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Quiz(zes) will be conducted during the course. The topics coverage and quiz format will be announced in class and on NTULearn portal.

Quiz answer scripts will be marked and graded according to the marking guide.

#### **Appendix 4: Peer Evaluation for TEAM PROJECT PRESENTATION – TEAM (40%)**

Peer evaluation will be conducted after the team's presentation. Using the following evaluation form, you will be asked to evaluate each member of your team, including yourself.

| <b>1</b>                                  | <b>2</b>                                    | <b>3</b>   | <b>4</b>   | <b>5</b>   |
|---|---|--|--|--|
| Made no effort to contribute to teamwork. | Did not contribute much effort to teamwork. | Made some contributions but greater effort could have been made to teamwork. | Exhibited appropriate effort in contributions to teamwork. | Demonstrated outstanding contributions and effort to teamwork. |

| <b>Team Member being evaluated:</b>   |   |   |   |   |   |
|---|---|---|---|---|---|
| (i) Is well prepared and punctual for meetings, has completed required readings and research.   | 1 | 2 | 3 | 4 | 5 |
| (ii) Active engagement during discussion, provides useful feedback to other team members while accepting constructive feedback from others, respectful of others, cooperative and remains task focused. | 1 | 2 | 3 | 4 | 5 |
| (iii) Timely response to questions outside of team meetings, engage in information sharing and exchange, continual active & constructive participation in the discussion process.                       | 1 | 2 | 3 | 4 | 5 |
| (iv) Quality and completeness of work allocated, timely completion by deadline.   | 1 | 2 | 3 | 4 | 5 |
| <b>TOTAL POINTS</b>   |   |   |   |   |   |
| Provide constructive feedback for this team member (consisting of two to three sentences).  |   |   |   |   |   |

Your TOTAL POINTS will be averaged based on the number of members in your team.

- If your average point is 70% and above, your marks for the team project will be the same as your team marks.
- If your average point is 50% and above but below 70%, your marks for the team project will be your team marks less 5 marks or 1 grade (whichever is more).
- If your average point is less than 50%, your marks for the team project will be your team marks less 10 marks or 2 grades (whichever is more).

To ensure fairness, group members will be required to provide evidence of equitable work contribution prior to the finalisation of group and individual marks.