



BUCKINGHAMSHIRE NEW UNIVERSITY

EST. 1891

Downloaded from: <https://bnu.repository.gulidhe.ac.uk/>

This document is protected by copyright. It is published with permission and all rights are reserved.

Usage of any items from Buckinghamshire New University's institutional repository must follow the usage guidelines.

Any item and its associated metadata held in the institutional repository is subject to

Attribution (CC BY)

Please note that you must also do the following;

This license enables reusers to distribute, remix, adapt, and build upon the material in any medium or format, so long as attribution is given to the creator. The license allows for commercial use. CC BY includes the following elements:

BY: credit must be given to the creator.

- the authors, title and full bibliographic details of the item are cited clearly when any part of the work is referred to verbally or in the written form
- a hyperlink/URL to the original Insight record of that item is included in any citations of the work
- all files required for usage of the item are kept together with the main item file.

You may not

- sell any part of an item
- refer to any part of an item without citation
- amend any item or contextualise it in a way that will impugn the creator's reputation
- remove or alter the copyright statement on an item.

If you need further guidance contact the Research Knowledge Exchange Office
ResearchUnit@bnu.ac.uk

Enhancing Authentic Enterprise Education Through Assessment Mapping and Industry Engagement

The Quality Assurance Agency's *Guidance on Enterprise and Entrepreneurship Education* (2018) outlines a set of attributes and practices required for effective delivery, emphasising reflective teaching, collaboration between educators and stakeholders, and the creation of learning experiences that extend beyond the classroom. This innovative case demonstrates how these principles were operationalised to enhance authenticity and student engagement within the postgraduate module *Entrepreneurship and Business Venturing* at Buckinghamshire New University (BNU).

Assessment Mapping Conceptualisation Process

Feedback from programme committee meetings and module evaluations consistently indicated a strong student preference for greater industry involvement in programme delivery. As programme leader, I reflected on this need and sought to create a structured opportunity for students to interact meaningfully with external stakeholders while also strengthening the authenticity of the module's assessment.

In response, I led the organisation of the inaugural BNU International Business Management Conference, held on 12 May 2025. The conference aimed to bring academia and industry into closer dialogue and to provide a platform that showcased student innovation to external audiences. As part of this initiative, I designed an assessment-mapping framework that connected the module's summative assessment, a business plan for a start-up idea, to the conference. Based on performance, ten high-achieving students were selected to pitch their ventures at an internal event. From this group, three finalists advanced to present their ideas to a panel of industry leaders at the conference, with cash prizes awarded. This approach significantly enhanced the authenticity of the assessment by simulating real-world entrepreneurial practice.

Impact on Student Experience and Learning

The initiative stimulated considerable student interest, elevating motivation and engagement across the cohorts involved. For the learners, the possibility of presenting to industry leaders encouraged higher levels of commitment and professionalism in preparing their business plans. Student outcomes also illustrate the initiative's impact. For instance, the 2025 winner shared the following reflection on LinkedIn:

“Over the past few months, I've been deeply immersed in learning, building, and pitching... That hard work paid off at the Buckinghamshire New University International Business Management Conference 2025, where I had the honour of pitching my business idea as a finalist, and I am even more thrilled to share that I WON! ... Many thanks to the incredible panel of judges ... and my incredible lecturer, Uchenna Nweke. I cannot forget you for many years to come.”

The impact of the assessment-mapping initiative is also evident in the following testimonial from an academic colleague:

“The student pitching panel also provided a valuable lens into how enterprise education can be delivered effectively. Attending this event expanded my professional network and offered fresh insights that I have since reflected on.”

Contribution to Institutional and Sector Innovation

Positioning an assessed component within an annual conference provides a distinctive pedagogical model and a unique selling point for the programme. This approach offers a replicable framework that other higher education institutions may wish to adopt as they seek to enhance student engagement, employability, and authentic learning. Furthermore, the initiative demonstrates how innovative student start-up ideas emerging from assessments can be nurtured into scalable ventures with the potential to generate economic and social value. The mapping process therefore not only enriches academic learning but also contributes to broader entrepreneurial ecosystems.

Reference

Quality Assurance Agency (2018), “Enterprise and entrepreneurship education: guidance for UK higher education providers”, pp. 1-35. Available at: <https://www.qaa.ac.uk/the-quality-code/enterprise-and-entrepreneurship-education#> (Accessed: 8th February 2026)