TEAM ENTREPRENEURSHIP BRISTOL

2025-2026

Module Title	Enquiry into Enterprise and Entrepreneurship 3
Programme Strand	Learning from Others
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Module Code	UMCDSN-30-3
Credits	30
Assignments	Portfolio of Enquiry
	Training Session Workshop Delivery

Contents

1. Introducing the Learning from Others Strand 3

1.1 Progression 4

1.2 Expectations at each year 4

1.3. Module purpose 5

2. Resources 5

3. Assessment and Learning Outcomes 7

4. Assignments 8

4.1 Assignment Brief 1: Portfolio of Enquiry 8

4.1.1. Why this Assignment? 9

4.1.2. What Do You Need to Know to do this Assignment? 9

4.1.3. Assignment Instructions 10

4.1.4. Format and Submission 12

4.1.5. Marking Criteria 14

4.1.8. How to Use this Assignment Smartly! 16

4.1.9 Assessment Offences 16

4.2. Assignment Brief 2: Training Session Workshop Delivery 17

4.2.1. Why this Assignment? 17

4.2.2. What Do You Need to Know to do this Assignment? 17

4.2.3 Assignment Instructions 18

4.2.5. Format and Submission 20

4.2.6. What Do You Evidence? 21

4.2.7. Marking Criteria 22

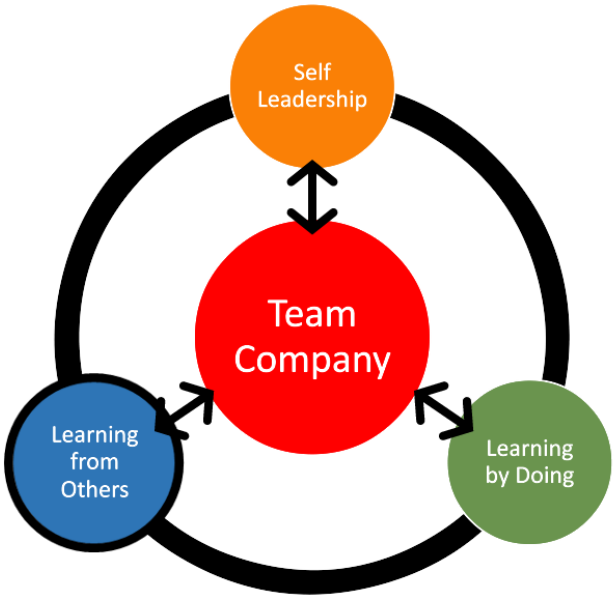
4.2.8. How to Use this Assignment Smartly! 25

1.1.1 Assessment Offences 25

5. UWE Resources and Regulations 26

1. Introducing the Learning from Others Strand

The Team Entrepreneurship (TE) Programme has four "strands", which include modules and programme activities. The *Enquiry into Enterprise and Entrepreneurship* module sits within the Learning from Others (LfO) strand. The same module occurs at each year level, however the complexity and range of the assignments are different.



Strands	Modules		
	Year 1	Year 2	Year 3
Team Company Strand (TC)	**Running a Learning Organisation 1**	Running a Learning Organisation 2	Running a Learning Organisation 3
Self-Leadership Strand (SL)	**Managing My Learning and Development 1**	Managing My Learning and Development 2	Managing My Learning and Development 3
Learning by Doing Strand (LbD)	Enterprising and Entrepreneurial Practice 1	Enterprising and Entrepreneurial Practice 2	Enterprising and Entrepreneurial Practice 3
Learning from Others Strand (LfO)	Enquiry into Enterprise and Entrepreneurship 1	Enquiry into Enterprise and Entrepreneurship 2	Enquiry into Enterprise and Entrepreneurship 3

The Learning from Others strand enables you to build on the work of others through enquiry and research within the discipline of enterprise and entrepreneurship. This module will help

you to build competencies relating to research, enquiry and knowledge acquisition, as well as the ability to educate others through peer-to-peer learning.

1.1 Progression

Throughout the Learning from Others strand you are required to:

- Undertake enquiry and research within the discipline of enterprise and entrepreneurship.
- Contribute to the learning and understanding of models, frameworks, theories, and methodologies within yourTeam Company.
- Create, manage and undertake teaching, researching, networking and learning activities which support your learning needs.
- Engage with businesses, organizations, entrepreneurs, other Team Academies, alumni, mentors, team companies and other extended network to acquire knowledge and learning.
- Identify and apply concepts relating to professional values, ethics, practices and behaviours.
- Evidence the ability to educate others by sharing knowledge and understanding with peers

1.2 Expectations at each year

Year 1:

You will start to engage in **enquiry** and **research** work by using **secondary sources** such as books, articles, journals, and online resources. You will be gaining enterprise and entrepreneurship related knowledge by engaging in workshops, lectures, networking events and creative conversations. You will be expected to integrate that learning and communicate it to others, but the focus will be on the content of your learning. You will engage in enquiry-based learning activities of your own initiative to support your objectives, but the primary focus will be on engaging in **internal enquiry-based learning activities** provided by the TE programme, as these have been designed to provide a foundation to your enterprise and entrepreneurship related knowledge.

Year 2:

You will need to engage in a **wider range** of activities, readings and conversations. You will start using **primary** as well as secondary **sources and data**, and there will be an **equal focus** on robust and well sourced content (what you learn) and how you share and communicate your learning and knowledge to others when you deliver workshops. You will increase your focus on external learning opportunities of your own initiative, such as **networking**, which is crucial for entrepreneurs.

Year 3:

You will focus primarily on external learning opportunities **of your own initiative** to support you in working towards your **exit strategy**, while continuing to engage in internal (TE programme) learning opportunities that are relevant to your goals and context. You will engage at a deeper level with enquiry-based learning and may even utilise the knowledge gained to **create new knowledge or add value to others**.

For details on these items, please look at the Portfolio marking criteria.

1.3. Module purpose

Throughout your three years the expectation is that you will be acquiring **entrepreneurship knowledge** content as the use of theory ensures that entrepreneurs take informed decisions, reach clear conclusions, develop persuasive evidence-based arguments on a wide range of topics and act when they encounter new or unfamiliar situations. Learning from Others takes an "actionable theory approach", that provides the opportunity for informed application (where theory meets practice). You will be expected not only to explore theories and acquire knowledge for yourself, but also to **share it with others**. The learning from *interacting with others, doing research, etc.* will bring you an understanding of what **systems thinking** is (the discipline that integrates the others, addresses the whole and examines the interrelationships between the parts).

Networking and learning from others are of primary importance for an entrepreneur. You will be learning the skills necessary to network successfully, enabling better contact with the professional world both for employment and for mentoring purposes. The **network** and **social capital** you build will help you grow and flourish. The concept of **cross-fertilization** (the interaction where team and/or organizational boundaries are crossed to expand one's knowledge base and develop networks) avoids knowledge being "locked" or "jammed" within the Team Company, with the team and team members getting different insights and perspectives from different people outside their team.

2. Resources

Reading books, attending workshops, taking online courses, a session with a mentor - these are all activities where you learn from others. Your engagement with these resources form part of your Learning from Others activities and can be evidenced in your Portfolio of Enquiry.

We encourage you to use other forms of learning such as workshops tailored to this module. You can find a list of workshops in the TE-Calendar here and the UWE TE Competency Framework here.

Learning resources:

The ***LfO Learning Resources Guide 2025-26*** includes links to a wide range of resources to support your learning, including the Reading Lists and online guidance and information from a variety of organisations, covering topics from venture creation to study skills at UWE. Please contact the LfO Module leader if you want to suggest any resources to add as we would like these lists to be co-created by all of us in TE.

Creative conversations:

Creative Conversations enable TEs to meet other professionals whilst focusing on an entrepreneurial topic. The conversation could include entrepreneurial stories or a real-life problem to solve. The purpose of Creative Conversations is for professionals and TEs to learn from each other, as well as to expand their network. If further collaboration seems valuable to both TEs and the professionals involved, this could lead to an Out-of-the-Chrysalis event.

Workshops:

Interactive learning sessions led by a facilitator(s). This could be run by anyone within the TE community, within UWE, or an external professional. Check the TE Programme Calendar in the UWE Team Academy Teams site to find out more about these sessions.

Mentors in Residence (MiR):

A scheme whereby TEs and Team Companies can gain advice from external people with experience/expertise who are available to support teams in their project activities, team strategy and other relevant areas. Each Team Company has an allocated mentor, and TEs can also access guidance from any mentor as needed.

AI in the context of Team Entrepreneurship

Detailed guidelines for Team Entrepreneurs can be found here. Specific guidance will be given for each assignment by Module Leaders. Overall, TE assignments align to using AI in an **assistive role**, for example;

- providing ideas or inspiration related to an assignment topic, as a starting point;
- structuring content;
- identifying sources of information related to a topic, e.g. thought leaders, authors, theory, frameworks, etc, to inform further reading from original/other sources.

Remember to:

- Avoid Plagiarism (Academic Offence) and do not copy AI-generated text directly into your assignments;
- Write in your own words and cite sources properly;
- Go to the sources AI suggests and read further;

- Check Facts by always verifying the information AI provides, as it may be inaccurate or outdated, this includes the sources it suggests.
- Reference any outputs as personal communication or an image.
- Be critical and aware of the limitations and biases AI has.
- For further details, check UWE guidance and principles for using AI in your assignments.

UWE Support

UWE Bristol offer a range of Assessment Support Options that you can explore through this link, and both Academic Support and Wellbeing Support are available. For further information, please see the Academic Survival Guide.

If you are an enrolled student you have agreed to abide by the University's academic regulations and procedures. Find out what the Disability Service and Access and Learning Strategies (ALS) team offer. Are you eligible for Reasonable Adjustments? Follow the link to find out more.

3. Assessment and Learning Outcomes

In the *Enquiry into Enterprise and Entrepreneurship* modules, assessment is focussed on evaluating your ability to identify, evaluate and apply theories, models, frameworks and methodologies relating to the discipline of enterprise and entrepreneurship, and your ability to develop informed personal perspectives relating to professional ethics such as impact, inclusivity, risk, sustainability and equity. (Programme Learning Outcomes 5 and 6).

Assessment evaluates enquiry into topics relevant to enterprise and entrepreneurship, including those related to the ***UWE TE Competency Framework***. Assessment includes two types of assignment. The first requires the maintenance of a "Portfolio of Enquiry" in which you log your "learning from others".

The second requires the preparation and delivery of a Training Session Workshop for the Team Company on agreed topics.

Learning Outcomes - On successful completion of this module you will be able to:

- Critically evaluate, synthesise and apply contextually appropriate theories, models, frameworks and methodologies.
- Critically evaluate contextually appropriate professional values, ethics, practices and behaviours.
- Plan and facilitate effective, creative and engaging learning activities relating to outcomes of enquiry.
- Creatively communicate outcomes of enquiry with a range of stakeholders in a variety of settings using appropriate modes.
- Undertake research/enquiry using contextually appropriate methods/techniques involving a range of primary and secondary sources.

- Recognize the uncertainty, ambiguity and limits of knowledge and exercise sound judgement in a range of situations.

4. Assignments

Assignments	Weighting %	Deadlines
Portfolio of Enquiry	**60%**	**Final Portfolio** • **14:00 Monday 27 April 2026** ***NOTE*** *You can use the +48h Late Submission Window. If you are eligible for a Reasonable Adjustment, you can apply for a longer extension.*
Training Session Workshop Delivery	**40%**	**Team workshop delivery plan** • **To be sent to your Team Coach and Module Leader by 14:00 Monday 27 October 2025** **Workshop delivery within Team Company Training Sessions** • **To be delivered between Monday 17 November 2025 and Friday 20 February 2026*** ***NOTE*** *You <u>cannot</u> use the +48h Late Submission Window. Extensions are not applicable unless Reasonable Adjustments (RA) are approved.*

4.1 Assignment Brief 1: Portfolio of Enquiry

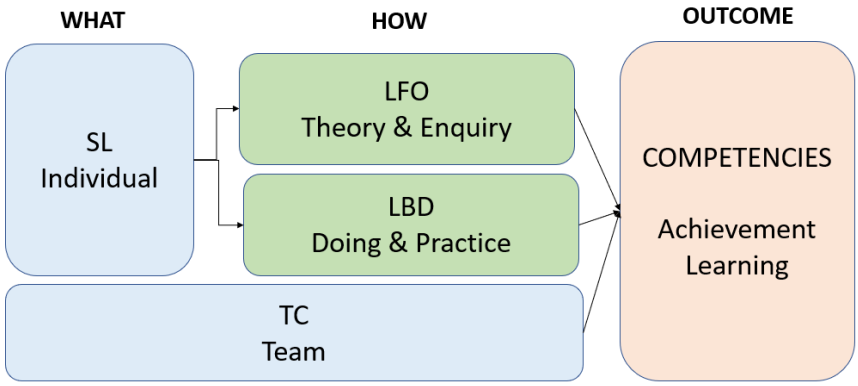
Assignment Name	Portfolio of Enquiry
Submission Deadlines	**Final Portfolio Deadline (100% weighting):** • **14:00 Monday 27 April 2026** ***NOTE*** *You can use the +48h Late Submission Window. If you are eligible for a Reasonable Adjustment, you can apply for a longer extension.*
PebblePad Templates	• Portfolio of Enquiry sections of the "Portfolio Y3 2025-26" • LFO Undertaking - Learning from Others (2025-26)

	• Competency Undertaking (2025-26)
Submission Location	"Personal Portfolio - Year 3 (2025-26)" assignment within the "Portfolio Assignments (2023-26)" space in Atlas
Assessment Weighting	60% of the marks for the module
Marks and feedback	20 working days after final assessment deadline

4.1.1. Why this Assignment?

In this assignment you will be required to engage in enquiry-based learning activities, i.e. those in which you learn from others, including businesses, organisations, entrepreneurs, lecturers, researchers, other teams, mentors, alumni, etc. You will need to engage in activities that help you develop your knowledge in relation to enterprising and entrepreneurial competencies, theories and frameworks, particularly those which relate to your exit strategy.

Throughout the year you will be able to see how your LfO portfolio interacts with other modules and strands (see image below). Your Self-Leadership (SL) and Team Company (TC) strands should determine your objectives, aspirations, behaviours, etc., and then you will need to undertake *Learning by Doing (LbD)* and *Learning from Others (LfO)* activities to achieve these objectives. As a result, you will learn new things and develop new enterprise and entrepreneurship competencies. The diagram below illustrates these interactions.



4.1.2. What Do You Need to Know to do this Assignment?

Understand what a 'Learning from Others' activity is. You can Learn from Others (LfO) in various ways, it is not just about reading books but learning from:

- **Business networks:** Business mentors, Entrepreneurs, Startups, External organizations, Mentors in Residence, networking events, etc.
- **Education and academic networks:** Researchers, Lecturers, Team Coaches, other Team Academies, Library, the *UWE TE Competency Framework*, reading books and papers, students in other disciplines, etc.
- **Other Team Academy stakeholders:** Alumni, Assistant Coaches, Team Companies, other Team Academies, etc.

Remember that your **TE timetable** includes not only your Team Company training sessions but also additional community days or workshops and creative conversation slots which will be advertised on the TE Programme calendar.

You set SMART **Objectives** in your **Learning Contract** at the start of the academic year. Think about how you are going to achieve those objectives by undertaking Enquiry-based (Learning from Others) and Practice-based (Learning by Doing) activities. For example, you might have an objective around 'setting up a clothing venture'. You could achieve this by reading sources about new venture creation (Enquiry), talking to a mentor about it (Enquiry) and setting up a pop-up shop with peers to test your idea (Practice).

Use the ***UWE TE Competency Framework*** to identify the competencies that you already have and to clearly define where you need to develop your learning further. You can find information on this in the LfO Resources Guide.

4.1.3. Assignment Instructions

To evidence your *engagement* and *evaluation* of key learning from enquiry-based activities, you will use two templates:

- LFO Undertaking - Learning from Others (2025-26)
- Competency Undertaking (2025-26)

By the Portfolio of Enquiry deadline, you are expected to have completed **6 LfO Undertakings and 6 Competency Undertakings** for your most impactful learning activities.

Formative Feedback

By Friday 16th of January 2026 you should have completed **3 of the 6 LfO Undertakings,** as well as made progress on all your **Competency Undertakings.**

Your Team Coach will provide formative feedback during a Training Session on themes emerging from a range of Undertakings reviewed. This will happen Monday 2nd February to Thursday 5th February 2026.

Activity Log

Every month, from **September to the end of April**, update your Activities Log in the portfolio. Your actions should be tailored to the desires you have set out in your Learning Contract. Ensure you have at least **2 meaningful actions completed for your Enquiry** (LFO) (and 2 more for Practice).

The Team Company holds accountability for this work being undertaken. In an allocated Training Session, **team members review each other's portfolio** to check if the work has been done. This can be registered on the Activity Log Approval tracker. There are 2 chances to complete the task. This should be reviewed in the next available Training Session.

What is an LFO Undertaking?

An LFO undertaking is an activity-based evidence. For example, this could include reading a book, attending a networking event, watching a LinkedIn Learning lecture, attending a workshop, etc. Each of these activities will be considered 1 LFO undertaking. During the academic year you might have undertaken many LFO activities, so you need to evaluate which 6 are most impactful or important for you and your learning objectives.

Within the *LfO Undertaking* template, you will be expected to **critically evaluate** the learning experience, including insights on how this has added to your overall understanding of the topic. You will **synthesise** the knowledge gained with other sources of knowledge on the same topic, **comparing and contrasting** different perspectives and providing insights from your own experience of **applying** this theory, model, framework or methodology in practice. You will critically evaluate the **validity** of the source and clearly articulate how the enquiry-based activity is **relevant** to your own personal learning.

What is a Competency Undertaking?

Within the competency undertakings you include a range of activities you have undertaken that relate to the specific competency area. For example, if the competency is Leadership, you would add multiple activities to show engagement in that competency; LinkedIn Learning workshop, meeting with mentor, learnings from a conference etc. Anything that shows you have developed skills within that competency. Then you reflect on these activities to determine how much you have learnt and developed. Talk about the LFO Undertakings you have done to show alignment between your actions and competencies you aim to achieve.

Within the *Competency Undertaking* template, you will **critically reflect** on the ways in which you have developed specific competencies through enquiry, i.e. the **knowledge** you have gained about this competency, including any relevant theories, models, frameworks or methodologies. You will utilise your 6 Competency Undertaking templates to evidence the **breadth** of your engagement across a wide range of valid internal and external enquiry-based learning activities, highlighting **synergies** and **contrasting insights** from the different sources of knowledge that you have engaged with.

Engagement in Enquiry Based Learning

Your engagement in LfO activities can be classified as ***Internal*** or ***External***.

Internal enquiry-based learning activities are those provided by the TE programme, such as:

- Recommended Reading
- Workshops and creative conversations
- Meetings with Team Coaches and Mentors in Residence

External enquiry-based learning activities are those of your own initiative, such as:

- Networking Events
- Online/face-to-face courses and training programmes

- Meetings with mentors outside of TE
- Your own research and reading

As a Year 3 Team Entrepreneur you are expected to engage in a wide range of **external** learning opportunities **of your own initiative**, particularly those which relate to your **exit strategy**. The workshops and reading lists have been designed to provide relevant knowledge for Year 3 Team Entrepreneurs, and you are strongly encouraged to engage with a good range of these internal learning activities to further develop your enterprise and entrepreneurship knowledge.

As a Year 3 Team Entrepreneur, you are expected to engage in enquiry-based learning activities of a high level of **validity**. This includes academic publications; workshops, presentations, seminars and networking events with academic or industry experts; online or face to face courses from reputable organisations; industry publications and blogs, podcasts and videos from thought leaders. YouTube videos, blogs or website articles from unknown authors, or those who lack of credibility, will not be considered valid sources.

Evaluation of Enquiry Based Learning

Within the *LfO Undertaking* template you will be expected to **critically evaluate** the learning experience, including insights on how this has added to your overall understanding of the topic. You will **synthesise** the knowledge gained with other sources of knowledge on the same topic, **comparing and contrasting** different perspectives and providing insights from your own experience of **applying** this theory, model, framework or methodology in practice. You will critically evaluate the **validity** of the source and clearly articulate how the enquiry-based activity is **relevant** to your own personal learning.

Within the *Competency Undertaking* template you will **critically reflect** on the ways in which you have developed specific competencies through enquiry, i.e. the **knowledge** you have gained about this competency, including any relevant theories, models, frameworks or methodologies. You will utilise your 6 Competency Undertaking templates to evidence the **breadth** of your engagement across a wide range of valid internal and external enquiry-based learning activities, highlighting **synergies** and **contrasting insights** from the different sources of knowledge that you have engaged with.

Take a look at UWE's online course on critical writing for further guidance on how to write critically within your assignments.

4.1.4. Format and Submission

Use the PebblePad template **"Portfolio Y3 2025-26"** and submit to the **"Personal Portfolio - Year 3 (2025-26)"** assignment within the **"Portfolio Assignments (2023-26)"** workspace in Atlas. Note that you will need to share your portfolio at the start of the year so that your Team Coach can view it and provide formative feedback.

Before submitting your work, please ensure that:

- You have proof-read your work thoroughly to ensure it is presented appropriately.
- You have addressed all the required elements of the assessment.
- You have addressed each of the marking criterion.
- All your links work and the right share permissions are active.
- The submission is in the correct format.

4.1.5. Marking Criteria

Do note that the following table is indicative, there are no absolutes in the marking criteria and the items always require a certain amount of interpretation by the marker(s). All markers are supported by the module leaders to ensure that the marking criteria are correctly interpreted and to ensure consistency, and 10% of all assignments and all marks marginal fail and below, are moderated.

Portfolio of Enquiry	**1st 90% - 100% Outstanding**	**1st 80-89% Exceptional**	**1st 70-79% Excellent**	**2.1 60-69% Good**	**2.2 50-59% Adequate**	**3rd 40-49% Weak**	**Marginal fail 35-39% Poor**	**Fail 15-34% Very poor**	**Fail 0-14% No meaningful attempt**
%	**100-70%**			**69-40%**			**39-0%**		
Engagement in Enquiry Based Learning (40%)	• Engagement in a **wide range of internal** and **valid external** enquiry-based learning activities, which are **well aligned** to your exit strategy, or help you work towards identifying your exit strategy. The learning activities **comprehensively address** the 3 competency areas of self, team and projects/ventures across the academic year.			• **Some engagement** in **internal** and **external** enquiry-based learning activities, **relevance** to your exit strategy, or personal learning, at times might seem **unclear**. The 3 competency areas of self, team and projects/ventures are **addressed** across the academic year, but there may be an **imbalance** across the 3 areas.			• **Little to no engagement** in **internal** or **external** enquiry-based learning activities or the engagement **significantly lacks validity**. **Relevance** to your exit strategy/personal learning is **unclear** and the 3 competency areas of self, team and projects/ventures are **not clearly addressed** across the academic year.		

Evaluation of Enquiry Based Learning (60%)	• Evaluation of enquiry-based learning clearly demonstrates your own **well-informed** perspective, including **specific examples** of how the learning has been applied in practice. For higher marks evidence **significant value** for others. • Evidence of **insightful critical evaluation** of professional values, ethics, practices and behaviours, and how these have been informed by enquiry-based learning. • Evidence of **in-depth critical evaluation**, including the ability to compare and contrast different perspectives, synthesise knowledge and meaningfully evaluate the validity of sources. • Outcomes of enquiry have been **creatively communicated** to a wide range of stakeholders in different contexts.	• Evaluation of enquiry-based learning demonstrates **some insights** from your own perspective, including **some examples** of how the learning has been applied in practice. • Evidence demonstrates **some evaluation** of professional values, ethics, practices and behaviours, and how these have been informed by enquiry-based learning. • **Some evidence of evaluation**, but may **lack criticality**, such as the ability to compare and contrast different perspectives, synthesise knowledge and evaluate the validity of sources. • Outcomes of enquiry have been **communicated** to different audiences/stakeholders.	• Evaluation shows **a lack of understanding or misunderstanding** of key theories, models, frameworks and methodologies and **limited to no evidence** of outcomes of enquiry being communicated to different audiences/stakeholders. • Evaluation of enquiry-based learning is generic with a **lack of application** to your own experience/perspective. • Evidence **lacks** evaluation of professional values, ethics, practices and behaviours, and how these have been informed by enquiry-based learning. • Evidence **lacks** evaluation and is largely descriptive and/or **lacking** understanding of how different concepts interrelate.

4.1.8. How to Use this Assignment Smartly!

- Engage in Learning from Others activities which help you progress towards your objectives, and your Team Company to progress its strategy.
- Use the people and resources around you to help kickstart your engagement in Learning from Others activities by attending workshops, talking to your mentor, participating in business challenges, networking events, etc. and engaging in wider UWE enterprise and entrepreneurship activities.

4.1.9 Assessment Offences

UWE Bristol's UWE's Assessment Offences Policy requires that you submit work that is entirely your own and reflects your own learning, so it is important to:

- Ensure you reference all sources used, using the UWE Harvard and the guidance available on UWE's Study Skills referencing pages.
- Avoid copying and pasting any work into this assessment, including your own previous assessments, work from other students or internet sources.
- Develop your own style, arguments and wording, so avoid copying sources and changing individual words but keeping, essentially, the same sentences and/or structures from other sources.
- Never give your work to others who may copy it.
- If an individual assessment, develop your own work and preparation, and do not allow anyone to make amends on your work (including proof-readers, who may highlight issues but not edit the work).

When submitting your work, you will be required to confirm that the work is your own, and text-matching software and other methods are routinely used to check submissions against other submissions to the university and internet sources. Details of what constitutes plagiarism and how to avoid it can be found on UWE's Study Skills pages about avoiding plagiarism.

4.2. Assignment Brief 2: Training Session Workshop Delivery

Assignment Name	Training Session Workshop Delivery
Submission Deadlines	**Team workshop delivery plan** • **To be sent to your Team Coach and Module Leader by 14:00 Monday 27 October 2025** **Workshop delivery (60 minutes) within Team Company Training Sessions** • **To be delivered between Monday 17 November 2025 and Friday 20 February 2026*** ***NOTE*** *You cannot use the +48h Late Submission Window. Extensions are not applicable unless Reasonable Adjustments (RA) are approved.*
PebblePad Template	Training Session Workshop Delivery Report (Year 3 – 2025-26)
Submission Locations	"Training Session Workshop Delivery Report (Year 3 – 2025-26)" workspace in Atlas
Assessment Weighting	40% of the marks for the module
Module Component	Enquiry into Enterprise and Entrepreneurship 3 (EiEaE3)/A2
Marks and feedback	20 working days after final assessment deadline

4.2.1. Why this Assignment?

In this assignment we require you to **explore and acquire knowledge through enquiry and research**, and to present your learning in an informative way to others in your team. Instead of writing an academic essay, you will need to explore, understand, and acquire knowledge to be able to **efficiently communicate this to others** by running a workshop for them. New theories will also bring you new ideas and knowledge that you can use in dialogues and reflections within your team, as well as your projects.

4.2.2. What Do You Need to Know to do this Assignment?

In this assignment you are expected to:

- Fully engage with relevant and credible literature and primary research around enterprise and entrepreneurship.
- Identify and analyse how these concepts and frameworks have been used in your own personal learning, by the team members, and/or the Team Company.
- Plan and facilitate a workshop for your peers to present these theories, models, etc. and your learnings.

Therefore, you should look for knowledge/guidance around:

- Research skills
- Academic reading skills
- UWE Harvard Referencing skills
- Coaching and facilitation skills
- Delivering effective presentations skills

4.2.3 Assignment Instructions

This is an individual assignment, which requires you to engage in academic and professional literature and plan and deliver a **60-minute workshop** for your Team Company. The workshop will comprise of **40 minutes delivery and 20 minutes dialogue.**

Workshop Content

The workshop content should focus on a topic relevant to enterprise and entrepreneurship, which aligns to your own personal learning, experience and objectives, as well as the needs of your Team Company.

Your workshop should draw upon a wide range of literature and data, including: academic books and journal articles, podcasts, blogs and videos from thought leaders (e.g. TED Talks) and industry data and publications.

You should also engage in **primary** research to deepen your understanding of the topic. Valid forms of primary research may include: **surveys, focus groups and interviews with industry experts.**

You are expected to **include references to literature and other sources** of evidence by **using UWE Harvard formatting** in your **reference list** and include **in-text citations in the content** of your supporting materials, including presentation materials. You can find guidance on UWE Harvard Referencing here.

Workshop Delivery & Dialogue

The workshop should include interactive elements to keep the audience engaged and should take into account different learning styles and any additional learning or accessibility needs that your teammates may have. You should utilise physical and/or digital resources and suitable delivery techniques to keep the workshop engaging and informative.

After you have delivered the workshop content, you will facilitate a 20 minute dialogue session with your Team Company. This should provide the opportunity to discuss and reflect as Team Company on key themes and topics that arose from your workshop. During the dialogue, and throughout the workshop, ensure that you actively manage activities and

discussions to demonstrate your facilitation skills. Please note this is NOT expected to be a Q&A.

Preparing for your Workshop

The Learning from Others module team will arrange/provide input to help you prepare for delivering an effective workshop (e.g. module briefings, teaching and learning workshops) and as a team you need to work together to identify relevant topics (what do you want to learn?) and develop a learning plan for the workshops.

Module briefing:

The Module Leader will run a briefing at the beginning of the year to talk about what you should expect in this assignment (checklist, etc.). Make sure you attend this briefing to fully understand what is expected from you in this module.

Team Workshop Delivery Plan:

You are free to decide within your Team Company which topics you want to cover and who will be delivering what and when. However, **your Team Workshop Delivery Plan will need to be sent by email to your Team Coach and Module Leader by 14:00 on Monday 27 October 2025.**

Think about this as part of your Team Strategy, through identifying knowledge that the team needs for its development and for the development of the projects within the team. This includes team and individual projects. This can be done by analysing which competencies and/or knowledge areas you and your team were missing in your previous academic year.

Example of a Team Workshop Delivery Plan:

Topic	Who	When	Why
Shopify and creating the perfect sales website	*XXX*	*2 February*	*I will oversee the team's sales website and this will help me design it in the best way possible.*

...

IMPORTANT: Please consider this in your plan:

- Everyone is expected to deliver 1 workshop for their Team Company within Training Sessions by Friday 20 February at the latest (only extendable if Reasonable Adjustments are approved).
- **You cannot schedule more than 1 workshop in a Training Session**
- Your workshop can **only be delivered in scheduled Training Sessions** (you cannot request additional sessions from your Team Coach or Team). If there are changes to your original plan, make sure these are negotiated and agreed within the Team and with your Team Coach. **Communicate these changes to the Team Coach and Module Leader by email.**

- **Advice**: do not schedule workshops in the last weeks of Training Sessions in case earlier planned workshops need to be rearranged for this time due to unforeseen circumstances.

Example of a Team Workshop Delivery Plan:

Topic	Who	When	Why
Shopify and creating the perfect sales website	*XXX*	*2 February*	*I will oversee the team's sales website and this will help me design it in the best way possible.*

Teaching and Learning (T&L) workshop:

We will run a session for you to learn and understand how to run workshops. You will explore the purpose of learning in a professional context, think about what constitutes effective teaching, be introduced to key ideas about learning and consider the importance of making sure that learning, teaching and understanding are aligned.

If you have not already done so, you are required to attend this **workshop** to inform your approach on how to design the workshop for your Team Company and to get a good mark in your assignment.

In summary, make sure you review this checklist:

☑ Attend the module briefing (and invite ML to your TS if needed).

☑ As part of your team strategy development process, work on a Team Workshop Delivery Plan and send it to your ML and TC.

☑ Attend the T&L workshop for insights about how to prepare your workshop.

☑ Make sure you read the handbook and marking criteria to prepare your workshop.

☑ Coordinate with the TS leader who runs the session on the day of your delivery.

☑ Make sure the workshop is recorded by your Team Coach.

4.2.5. Format and Submission

<u>You should submit a report in Atlas</u> (template: *Training Session Workshop Delivery Report (Year 3 – 2025-26)* that contains:

- Materials for the workshop: PowerPoint, handouts etc. (if physical materials are used, please upload a photo of these).

Failure to do this means your Team Coach will not be able to attach the assignment marks

and feedback in Atlas. They might also need to check the materials prior to the workshop as they will be evaluating it during the Training Session.

To submit your assignment, follow these instructions on your PebblePad template: Click in the top right-hand corner - "I want to…" > Share > With ATLAS for *assessment*> "Training Session Workshop Delivery REPORT (Year 3 – 2025-26)" > Share asset.

Before submitting your work, please ensure that:

- You have proof-read your work thoroughly to ensure it is presented appropriately.
- You have addressed all the required elements of the assessment.
- You have referenced in accordance with the guidance provided.
- You have addressed each of the marking criterion.
- The submission is in the correct format and location.

4.2.6. What Do You Evidence?

There are no specific templates of evidence linked to this assignment. However, your submission should include demonstration of:

- Primary and secondary research
- References for your work
- Application of theories

Please check **marking criteria** below for further details.

4.2.7. Marking Criteria

In the table on the following pages you will find the marking criteria for this assessment. Do note that the following table is indicative, there are no absolutes in the marking criteria and the items always require a certain amount of interpretation by the marker(s). All markers are supported by the module leaders to ensure that the marking criteria are correctly interpreted and to ensure consistency, and 10% of all assignments and all marks marginal fail and below, are moderated.

Workshop	**1st** **90 – 100%** **Outstanding**	**1st** **80-89%** **Exceptional**	**1st** **70-79%** **Excellent**	**2.1** **60-69%** **Good**	**2.2** **50-59%** **Adequate**	**3rd** **40-49%** **Weak**	**Marginal fail** **35-39%** **Poor**	**Fail** **15-34%** **Very poor**	**Fail** **0-14%** **No meaningful attempt**
%	**100-70%**			**69-40%**			**39-0%**		
Workshop Content (45%)									
Knowledge & understanding (25%)	• A **wide variety of valid/credible sources** are utilised in a meaningful way to demonstrate your subject knowledge. **At least 12 sources** cited using the correct UWE Harvard style. • **Robust primary research** is utilised which **clearly informs** the overall knowledge and understanding of the topic. • Evidence of **depth of understanding** and **critical thinking** through **synthesising** and **analysing** the data presented and showing how it applies in **various** different contexts, including			• For marks in the "Good" range (60-69%), **the majority of sources utilised are valid/credible** and around **9-11 sources** are cited using the UWE Harvard style with a few minor errors. • **Primary research** is included, which is relevant to the topic, but it may **lack validity**. • Some evidence of **comparing and contrasting** different perspectives, but there may be a lack of **critical thinking**, **synthesising** and **analysing** the data effectively.			• **Limited to no valid/credible sources** (e.g. all/most sources are websites from unknown authors) and/or there are **3 or fewer sources** cited with no meaningful attempt at UWE Harvard style. • **Primary research** is not included or it is **not sufficient/robust** enough to inform understanding in any meaningful way. • The workshop **relies too heavily on the facilitator's own perspective** with a lack of evidence of how their **understanding has been informed** by **analysing** and **synthesising** data or		

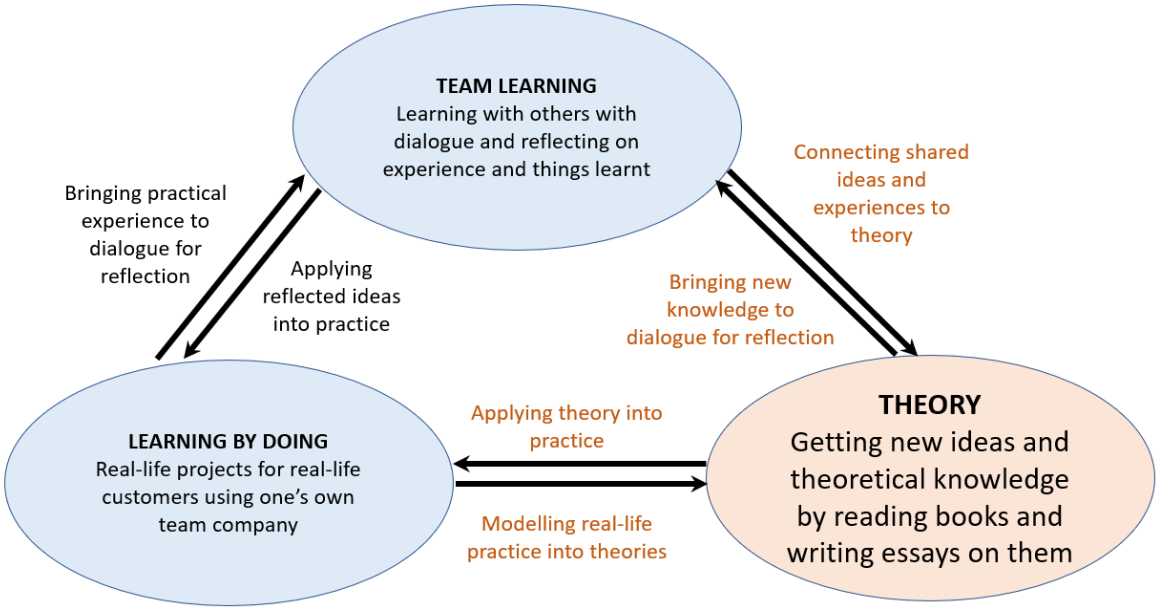
	comparing and contrasting different perspectives.		**comparing and contrasting** different perspectives.
Application of theories and knowledge (20%)	• **Clear and in-depth rationale** of why you chose the topic, with clear links to your **experience, personal goals**, and the **needs of the team**. • **Insightful** explanations of how you have **applied theories/knowledge** to your current activities (e.g. in projects/ventures) and a **detailed action plan** of how you will **implement the learning** in the future, including details on how you plan to follow up from the workshop with your team and communicate the knowledge to a wider audience.	• **Some information on the rationale** of why you chose the topic, with some links to your **experience** and/or **personal goals**. The link to the **needs of the team** may be less clear**.** • Some explanations of how you have **applied theories/knowledge** to your current activities (e.g. in projects/ventures) and / or some **plans** of how you will **implement and communicate the learning** in the future, but these may lack specificity.	• **Limited to no information on the rationale** of why you chose the topic, with **unclear/no links** to your experience, personal goals, or the needs of the team. • **Limited to no evidence** of how you have applied theories/knowledge to your current activities and **no specific plans of how you will implement the learning** in the future.
Workshop Delivery and Dialogue (55%)			
Techniques and supporting materials (25%)	• Highly effective use of **physical/digital resources which add significant value**, e.g. by aiding the audience's understanding/enabling interactivity. • **High quality, creative** delivery techniques are utilised, which are **appropriate** to the context and the audience. • Consideration of **accessibility issues** (e.g. access to computers, handouts, additional learning needs) is **clearly demonstrated** in the workshop session plan and during the workshop.	• Use of **physical/digital resources which add some value**, e.g. by aiding the audience's understanding/enabling interactivity. • For marks in the "Good" range (60-69%), there are **some creative** delivery techniques utilised. • Some consideration of **accessibility issues** (e.g. access to computers, handouts, additional learning needs, etc.)**, but this could be more clearly demonstrated** in the workshop session plan or during the workshop.	• Limited or basic use of **physical/digital resources.** • Delivery techniques **lack creativity**, e.g. predominantly presentation style delivery with a lack of audience interaction. • **Lack of consideration** of accessibility issues (e.g. access to computers, handouts, additional learning needs).

Communication and facilitation (30%)	• **Highly effective facilitation**, which includes: communicating **clear learning outcomes**, managing **timings** and **sequencing** of activities effectively and **evaluating** the **audience's understanding**. • **Strong communication skills**, including awareness and attention to **body language, voice and pace** and the ability to **seamlessly adjust the communication style** based on **audience reactions and feedback**. • **Strong rapport and connection** with the audience, demonstrated through effective **handling of questions** (stimulating questions if needed), and facilitating dialogue effectively to **keep the audience engaged** and **ensure that all members are heard**.	• **Evidence of some facilitation**, which may include: communicating **learning outcomes**, managing **timings** and **sequencing** of activities and **evaluating** the **audience's understanding**. • For marks in the "Good" range (60-69%) there is evidence of **good communication skills**, including awareness and attention to **body language, voice and pace**. • **Some rapport and connection** with the audience, demonstrated through **clearly answering questions** and **facilitating some level of dialogue**.	• The workshop **lacks facilitation**, e.g. **learning outcomes** are not communicated, **timings** and **sequencing** of activities is not managed well or there is a lack of **evaluation** of the **audience's understanding**. • **Poor communication skills** with a lack of awareness and attention to **body language, voice and pace**. • **Limited rapport and connection** with the audience, **questions are not answered clearly** and **there is limited to no dialogue facilitated**.

4.2.8. How to Use this Assignment Smartly!

Within this strand you will undertake **secondary** research into literature and resources, and **primary** research through engagement with others, such as mentors, entrepreneurs, customers, and, educators (primary research examples include surveys, interviews, conversations, and observations).

This links to the Team Academy (Tiimiakatemia)'s model of "the three ways of learning" and its "theory" dimension:



As you can see in the diagram, all the research and reading will bring you new ideas and theoretical knowledge that you can apply **into practice** or bring **to your team** for reflection.

1.1.1 Assessment Offences

UWE Bristol's UWE's Assessment Offences Policy requires that you submit work that is entirely your own and reflects your own learning, so it is important to:

- Ensure you reference all sources used, using the UWE Harvard and the guidance available on UWE's Study Skills referencing pages.
- Avoid copying and pasting any work into this assessment, including your own previous assessments, work from other students or internet sources
- Develop your own style, arguments and wording, so avoid copying sources and changing individual words but keeping, essentially, the same sentences and/or structures from other sources
- Never give your work to others who may copy it
- If an individual assessment, develop your own work and preparation, and do not allow anyone to make amends on your work (including proof-readers, who may highlight issues but not edit the work).

When submitting your work, you will be required to confirm that the work is your own, and text-matching software and other methods are routinely used to check submissions against other submissions to the university and internet sources. Details of what constitutes plagiarism and how to avoid it can be found on UWE's Study Skills pages about avoiding plagiarism.

5. UWE Resources and Regulations

What do I do if I am concerned about completing this assessment?

UWE Bristol offer a range of Assessment Support Options that you can explore through this link, and both Academic Support and Wellbeing Support are available.

For further information, please see the Academic Survival Guide and the resources in the Study Skills site.

How do I avoid an Assessment Offence on this module?

It is important to be aware of University policies and regulations regarding Assessment Offences. The following links may be helpful.

- UWE policies: Policies - Structure and governance | UWE Bristol
- Academic regulations: Academic regulations and procedures - Academic information | UWE Bristol
- Assessment integrity and offences: https://www.uwe.ac.uk/study/academic-information/assessments/academic-integrity
- Applying for Reasonable adjustments: https://www.uwe.ac.uk/life/health-and-wellbeing/get-disability-support/reasonable-adjustment
- Academic appeals: https://www.uwe.ac.uk/study/academic-information/academic-appeals/about-the-academic-appeals-process

Use the support above if you feel unable to submit your own work for this module.