

THE GOLDEN CIRCLE OF ENTERPRISE EDUCATION



THE **WHAT**, **HOW** & **WHY**

Synthesising the key literature and wider context of Enterprise Education collaboratively
produced by Dr Beth Edwards (Bangor University) and Kelly Jordan (Swansea University)



INTRODUCTION

Building a theoretical concept utilises elements, the why, the what, the how and the who (Whetten, 1989). Sinek's (2009) Ted.com presentation identified this as 'The Golden Circle'.

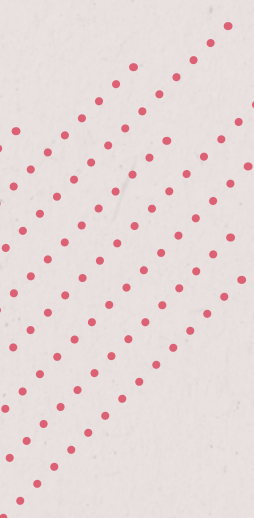
Drawing on our own experiences working in higher education, we have identified that many staff are time poor with increasing pressures and priorities. Therefore, this collaborative resource gathers, synthesises, and organises an abundance of literature and information to enhance and validate enterprise education.

This resource brings together key definitions, understanding and opportunities with the aim to raise awareness and knowledge of the value that embedding enterprise and entrepreneurship can add not only to your area of education, student experience and research, but also the contribution it can add to your own professional development.

This document focuses on the role of education in developing enterprise and entrepreneurship amongst learners, though terminology can be used interchangeably (definitions of language are provided on page 7)

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As a summary, here is an overview of our current roles:



Dr Beth Edwards FEEUK

Beth Edwards is the Enterprise Education Development Coordinator, whose role primarily focuses on working with academic staff to embed enterprising skills, activities and competencies into the curriculum. Within this role, Beth contributes to research activities, develops staff resources, and delivers engaging student-facing sessions.

Beth works within the B-Enterprising team alongside colleagues that provide business advice and start-up support, a team situated within the Careers and Employability Service. Having commenced the role in 2022, Beth continues to engage with organisations included in this document to ensure interventions are informed by best practice.

Prior to this role, Beth completed a PhD and undertook work experiences in a range of settings, including as a freelance consultant for projects across the UK and within Bangor University's Graduate Support Team.



Kelly Jordan HEA Fellow

Senior Entrepreneurship Officer Kelly Jordan has been working in the realm of enterprise and entrepreneurship education since 2016. Kelly drives the central Student Enterprise Team, based in Swansea University's Research, Engagement, and Innovation Services department. Working across both of the campuses and in the region to enhance the curricular and support with the embedding of entrepreneurship competencies. Providing opportunities for students to engage in extra-curricular activities in which allow them to put knowledge learnt into real life challenges and situations.

The Student Enterprise Team have a suite of bespoke business support available to support students, postgraduates, graduates and researchers to commercialise on their knowledge, starting-up and growing their own businesses. Swansea University has enterprise and innovation at the heart of the institution, remaining true to the ambitions of its founders in 1920, it is nationally recognised as an Entrepreneurial University, shortlisted in the Times Higher Education Awards for outstanding entrepreneurial university of the year in 2021 and 2023.

With specific thanks to:

Dr Rebecca Jones (Bangor University) for reviewing this document before publication.

Professor Emeritus Andy Penaluna for providing valuable feedback and a supportive quote.

Dr Emily Beaumont for providing a supporting quote.

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THE WHAT: THE BIG PICTURE

The aim of Enterprise Education in Higher Education is to produce graduates with an awareness, mindset and capability to generate original ideas in response to identified needs, opportunities and shortfalls, and the ability to act on them, even if circumstances are changing and ambiguous; in short, having an idea and making it happen.

To expand on this, we draw on two key resources to help unpack the language. The first, a series of three videos developed by QAA and Enterprise Educators UK unpack three important three areas:

- » **What is Enterprise education?**
www.youtube.com/watch?v=jxzupl_fyS0&list=PLBCg761xnlfYT29S5-9KiiWBc5PQCMisw&index=1
- » **Enterprising behaviours, attributes and competencies**
www.youtube.com/watch?v=wgd_MWwAats&list=PLBCg761xnlfYT29S5-9KiiWBc5PQCMisw&index=2
- » **How to build a more entrepreneurial mindset**
www.youtube.com/watch?v=kQcJEFpbabs&list=PLBCg761xnlfYT29S5-9KiiWBc5PQCMisw&index=3

The second resource is the diagram on the right, attributed to Andy Penaluna and Ruth Burchell at QAA. This diagram utilises the definitions provided by QAA in a visual format showing the relationship between different language.

“ Enterprise has moved from a business school focus on business start-up to an overarching multi-disciplinary demand to develop learner proficiencies related to enhancing creativity and innovation. As demonstrated by evidence at the United Nations, this enhances abilities related to sustainability, social good and economic development. As technological advances impact our daily lives, the ability to become a reflexive adaptive thinker has never been more important, moreover, seeing and acting on other people’s contexts and perspectives is a central tenet of success. So, what do you do already? What can you do to enhance it, and where can you go next? In the following pages you’ll not only find answers, but you’ll also understand the reasoning behind why these questions are being asked.

Professor Emeritus Andy Penaluna
FRSA FISBE FIOEE FEEUK PFHEA PhD Cert Ed.

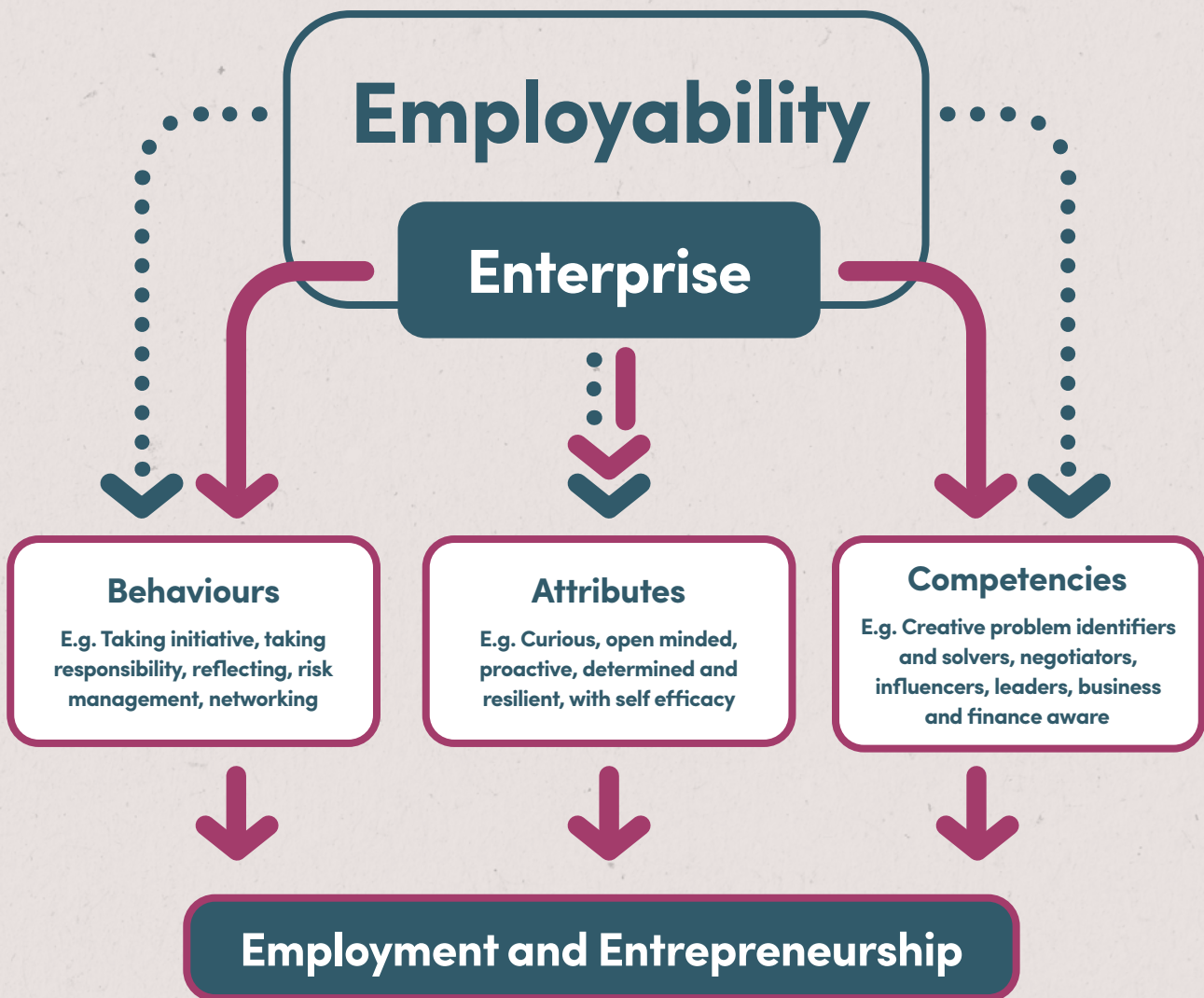
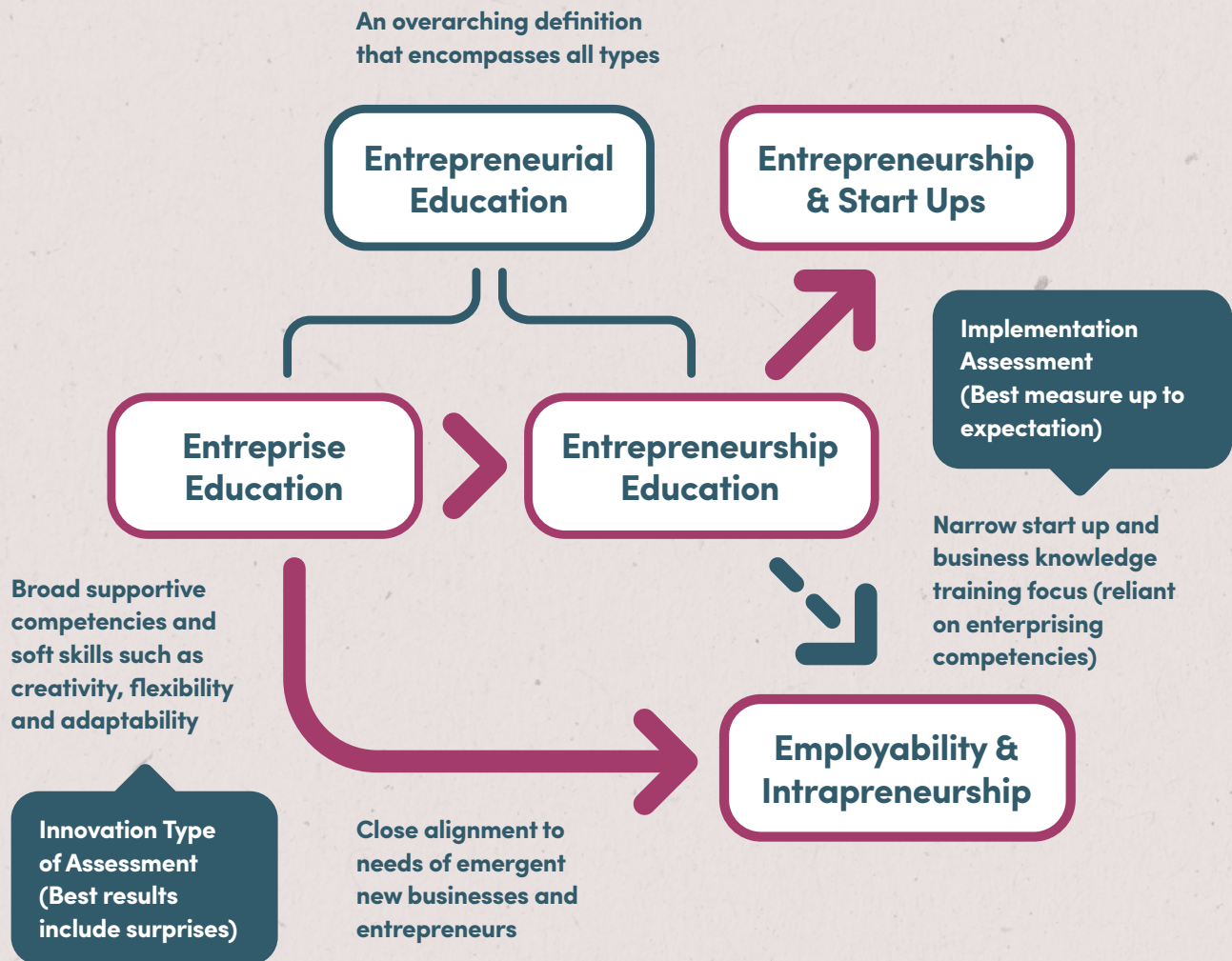


Figure 1: Discovering synergies between enterprise and employability (credit: Higher Education Academy)

There are synergies between enterprise and employability. Therefore, embedding enterprise will enhance students career prospects, positively impacting the University's reputation from Graduate Outcomes to Course and University rankings in league tables.



Diagrammatic representation of definitions and assessment mapping - based on The Quality Assurance Agency for Higher Education (2018)

Within this diagram, terminology ascribes by the definitions The Quality Assurance Agency for Higher Education (QAA, 2018)

Being 'entrusted with monitoring and advising on standards and quality in UK higher education', the QAA provides clear guidance for Employability, Enterprise and Entrepreneurship that underpins the work of Enterprise Educators across the United Kingdom (a tailored approach is adopted for each of the four nations within the UK).

The QAA is the organization responsible for HE academic standard-setting and quality in the UK (Rae, Matlay, McGowan & Penaluna).

Enterprise

Enterprise is the generation and application of ideas, which are set within practical situations during a project or undertaking. This is a generic concept that can be applied across all areas of education and professional life. It combines creativity, originality, initiative, idea generation, design thinking, adaptability and reflexivity with problem identification, problem solving, innovation, expression, communication and practical action.

Enterprise Education

Enterprise Education is the process of developing students in a manner that provides them with an enhanced capacity to generate ideas, and the behaviours, attributes, and competencies to make them happen. It extends beyond knowledge acquisition to a wide range of emotional, intellectual, social, cultural and practical behaviours, attributes and competences, and is appropriate to all students. These are all underlying factors that can enhance employability prospects as well as be taken further through Entrepreneurship Education.

Enterprise Educator

Enterprise Educator is used in this report to reflect a professional in an education setting that provides teaching or another form of education that develops, supports or assesses enterprise or entrepreneurship. This can be within the curriculum and through extra-curricular activity. Other sources may refer to entrepreneurship educators.

The role, attributes and tasks of Enterprise and Entrepreneurship educators

You may not ordinarily identify yourself as an enterprise educator, or even someone with the ability to ascribe to this, however, through exploring the SFEDI National Occupational Standards For Enterprise Educators (2016, cited in QAA 2018), we seek to identify away from specialist language. This is split into two sections; the role of the enterprise educator and the attributes of the enterprise educator.

Role of the enterprise educator

Cited standard (SFEDI, 2016)	Easy read interpretation
Plan and deliver effective Enterprise and Entrepreneurship curricula.	Plan and deliver a range of activities, talks, and events that provide a range of opportunities and ways to utilise entrepreneurial skills.
Build collaborative relationships with students, educators and other stakeholders.	Involve other people to utilise strengths from others, including when delivering curricula content. Collaborations with other people to organise and deliver events, but also seek opinions and guidance from other stakeholders.
Motivate and inspire students to develop enterprising and entrepreneurial behaviours attributes and competencies.	Utilise embedded activities and tasks that develop skills in authentic ways, rather than teaching concepts. Allow students to use their own creativity and ideas, through avoiding overly prescriptive activities.
Reflect on own practice as an entrepreneurial educator.	As any educator, reflection is important (what went well, what could be improved, what would you differently next time etc.). Also, what knowledge would you like to develop? Which stakeholders did you engage with, why?





Attributes of the enterprise educator (QAA, 2018, p12)

Inclusive leadership

Inclusive leadership encouraging enterprising and entrepreneurial behaviour in students and colleagues – by creating and shaping appropriate learning environments.

Innovative

Innovative in their approach to teaching and willing to identify and experiment with different pedagogies, activities, learning tasks and assessments to motivate and inspire students, including exploring different contexts for their teaching and enhancing their personal development to inform and improve their teaching practice.

Enterprising

Enterprising in their approach to exploiting new opportunities for enhancing the student experience. For example, by involving students and alumni in improving the experience and highlighting the impact they can have.

Reflective

A practitioner who regularly reviews, evaluates and improves their teaching practice to the benefit of their students, their institution and themselves.

Engaging

Working with enterprising people, entrepreneurs, innovators, organisations and other stakeholders in the learning experience.

Enabling

Enabling students to relate their learning to their subject, and personal and professional aspirations.

Relevant

Relevant maintaining the relevance of provision, able to link to current trends and needs.

Looking at the definitions on the left, are there terms, 'buzz' words or phrases you have come across before?

We have picked out a few to get you thinking.

- » **Learning environments**
- » **Pedagogy**
- » **Personal development**
- » **Enhancing the student experience**
- » **Stakeholders**
- » **Learning experience**
- » **Aspirations**

Through unpacking the language used to describe the attributes of an enterprise educator, we hope it demonstrates that it aligns with many of the principles of good quality teaching and learning. Whilst context is important, when taking away language surrounding enterprise and entrepreneurship, we hope to have demonstrated that these attributes are achievable and probably already within your professional toolkit already.

So, let us leave this section with a question to you, do you fulfil these attributes? And therefore, are you an enterprise educator already?



Aims and vision for Enterprise and Entrepreneurship Education

When thinking 'so what', 'why am I doing this', it can be useful to focus on the aims and vision that is driving the personal development you are undertaking through learning more about enterprise and entrepreneurship education (which is something we know is happening if you are reading this!).

Simply highlighting the aims and vision does not guarantee their success in your organisation or institution, though it does provide guidance as to identifying why you are going to invest time into it, and also appropriate goals and targets to be selected. It is worth noting that these are often non-subject specific, and therefore underpinned by an understanding that enterprise and entrepreneurship education should create opportunities for all students, whilst needing to be aligned with the subject of study. The impact of this can include higher career aspirations, increased resilience, adaptability and ability to find, engage and complete new opportunities.

According to QAA (2018), Enterprise and Entrepreneurship Education has been shown to:

- » **be inclusive and support wider participation**
- » **have a positive influence on students' creativity, flexibility and the innovation process**
- » **have a positive impact on behaviour change and active citizenship**
- » **have a positive impact on learning attainment and grades**
- » **significantly improve stakeholder engagement**
- » **demystify career opportunities and enhance employability**
- » **have a positive impact on positions gained within employment**
- » **significantly increase start-up rates.**

(QAA, 2018)



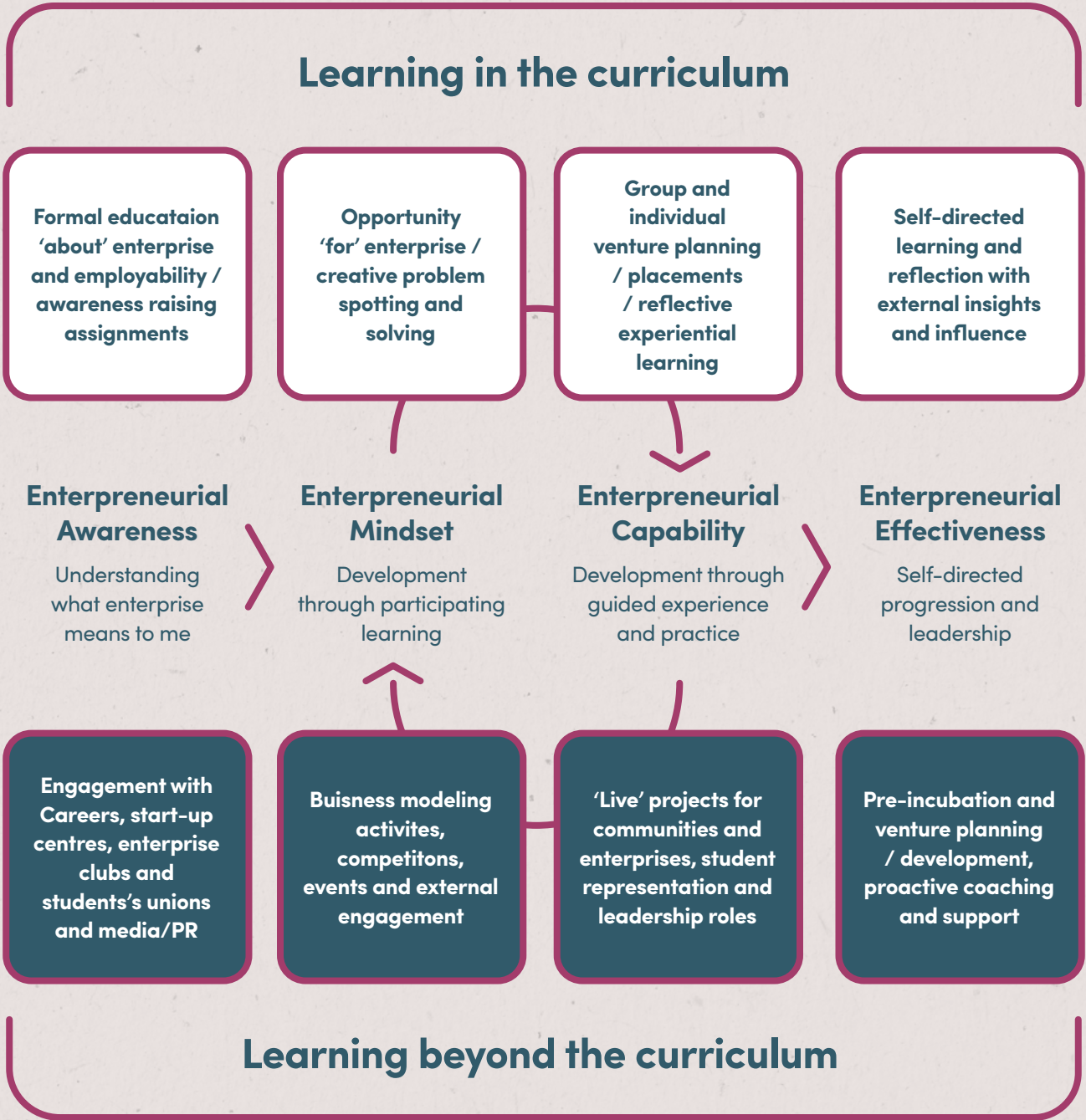


Figure 2: The curricular, co-curricular and extracurricular learning pipeline (QAA, 2018 page 22)



THE WHY: OPPORTUNITIES & IMPACT

For Students

Learning about and experiencing Enterprise and Entrepreneurship while at university can have several benefits. It gives students alternative perspectives on their career options and ultimately, the confidence to set up their own business or social enterprise. Enterprise competencies will be useful to those in employment, or those who become self-employed and work on a freelance or consultancy basis. It can help develop a 'can-do' confidence, a creative questioning approach, and a willingness to take risks, enabling individuals to manage workplace uncertainty and flexible working patterns and careers. Enterprising competencies, such as teamwork and the ability to demonstrate initiative and original thought, alongside self-discipline in starting tasks and completing them to deadline, are essential attributes that have been identified by employers as priorities. The potential for portfolio career trajectories also suggests that these learning experiences will support the needs of our students.

Entrepreneurship Education takes the next leap, and builds on these, introducing and developing business competencies that enable the journey towards stronger business acumen within the student mindset.

For The University

Enterprise Education can have a positive impact on; League Tables, Graduate Outcomes, Complete University Guide, The Guardian, The Times, National Student Survey (NSS), Quacquarelli Symonds (QS), Teaching Excellence Framework (TEF), Research Excellence Framework (REF), Knowledge Exchange Concordat (KEC)

Reputation - Entrepreneurial University of the Year

the-awards.co.uk/2023/en/page/home-awards

For Staff

Encouraging autonomy, freedom of thought and the empowerment in the curriculum, teaching, learning and research: The curriculum is shaped by the world around us, and the world that will be inhabited by our students. It recognises the skills and aptitudes needed both now, and in the future, where personal innovation and entrepreneurialism will be valued.

The Research Excellence Framework, commonly referred to as REF seeks to:

“ secure the continuation of world-class, dynamic and responsive resource base across the full academic spectrum with UK higher education... ”

Within REF, submissions are subject to an expert review focused on the quality of outputs, the impact beyond academia and the environment supporting the research. For enterprise and entrepreneurship, there is no 'unit of assessment' (UOA), so publications often fall within the UOA closest linked to the disciplinary subject being studied. However, in the 2021 REF, a submission titled 'Practice into Policy and Policy into Practice: transforming entrepreneurship education through competency development' was submitted under the Education UOA.

results2021.ref.ac.uk/impact/cac3fe68-805e-40ac-9ba9-7416cf86ac44?page=1%20

As we hope to demonstrate, and as illustrated by the REF submission above, enterprise and entrepreneurship features in a diverse range of modules and research projects across the disciplines. The reason to highlight this diversity stems from the frequent misconceptions pertinent in our experiences surrounding the nature, relevance and applicability within an academic or research.

For Society & The Economy

Findings from the Education and Skills Survey (CBI/NUS, 2011) highlighted:

70% of employers described the need for university students to do more to prepare for the future workplace environment.

82% citing employability skills as the most important consideration for graduate recruitment.

19% of employers were not satisfied with graduates' creative thinking and problem solving.

20% not satisfied that teamworking skills would meet expectations.

These two examples of perceived skills deficiencies are areas that can be developed through enterprise and entrepreneurship activities.

To draw together this section, it is important to highlight that enterprise and entrepreneurship requires consideration of method and pedagogy to ensure that activities maximise student interaction and encourage problem solving and creative thinking.



Examples of authentic learning experiences'

Two example case studies provided by the authors can be found in section 6.

- » events with local businesses or relevant stakeholders.
- » activities responding to real problems or issues highlighted by local community partnerships.
- » work placements and internships.
- » competitions or pitching opportunities to contribute to institutional projects.
- » use of role models to inspire and motivate students, this could be through sharing career stories
- » authentic assessment methods that allow for skill development alongside demonstrating theoretical knowledge of the subject of study.
- » collaborative events with the relevant careers, employability or enterprise professionals within your institution.



THE HOW: RESOURCES & SUPPORT

Entrecomp

Entrecomp is a framework that defines and maps 15 enterprising and entrepreneurial skills that individuals can seek to develop.

These skills are supported by descriptions of the ways in which individuals can demonstrate an increasing level of competency in each skill. Entrecomp is useful in highlighting which skills and attributes are particularly relevant in a module or assignment, whilst also providing an opportunity to map these across an entire degree programme.

The primary purpose of Entrecomp is to provide a reference framework to support understanding of entrepreneurship and inclusion in your work. Entrepreneurial skills have been identified as a key competence within lifelong learning.

It was designed to support and inspire actions to improve the entrepreneurial capacity of European citizens and organisations and was launched in 2016 as part of the New Skills Agenda for Europe. EntreComp creates a shared understanding of the knowledge, skills and attitudes that make up what it means to be entrepreneurial – discovering and acting upon opportunities and ideas, and transforming them into social, cultural, or financial value for others.

Entrepreneurship as a competence

Entrepreneurship as a competence is defined as the capacity to act upon opportunities and ideas to create value for others. The value created can be social, cultural, or financial. EntreComp recognises the opportunity to be entrepreneurial in any situation: from school curriculum to innovating in the workplace, from community initiatives to applied learning at university.

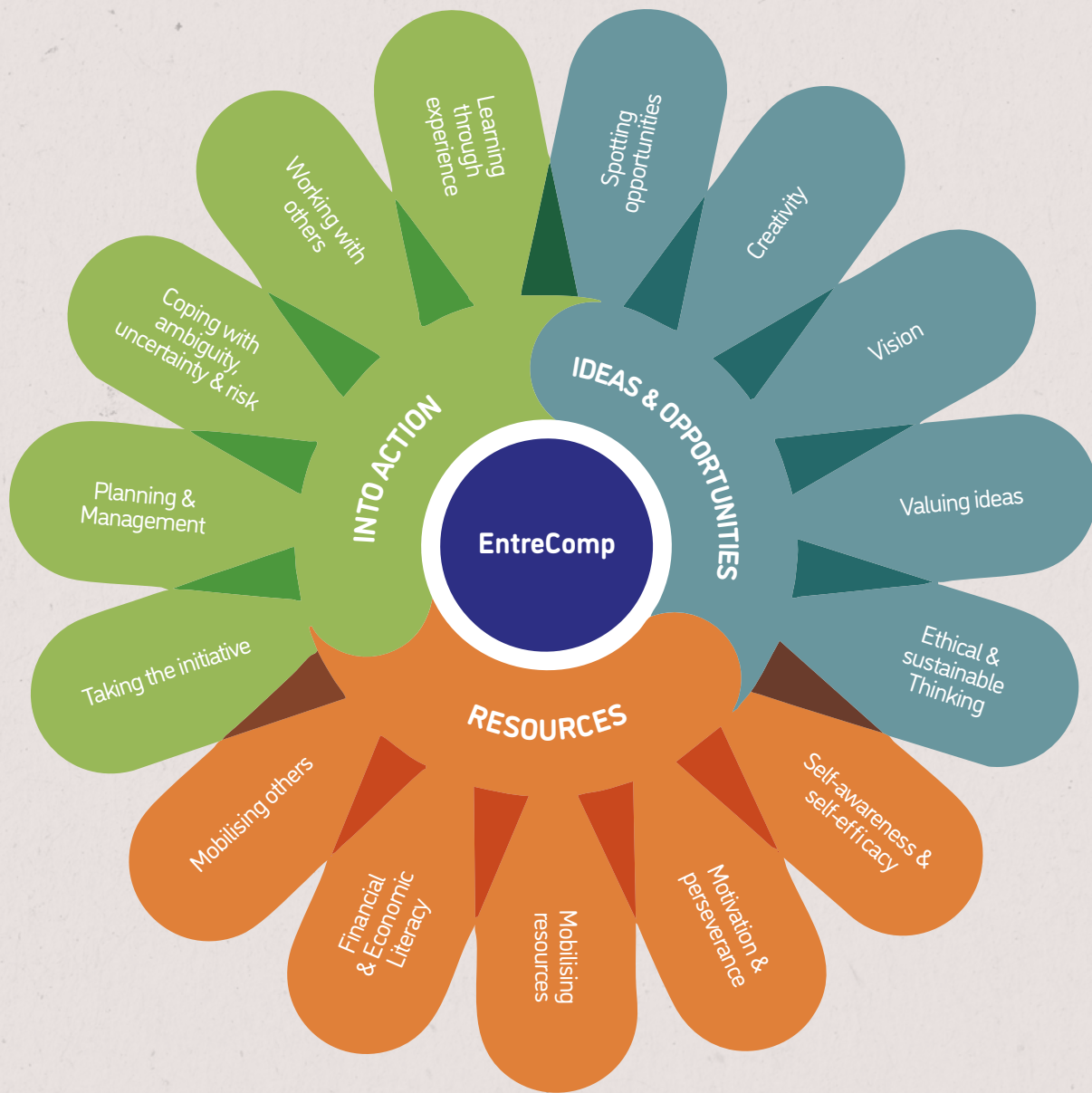
In the EntreComp framework, entrepreneurship competence is both an individual and collective capacity. Entrepreneurship is a competence for life. Being creative or thinking about how to do things in new ways is equally relevant to progressing your career or coming up with new business ideas. Taking the initiative, mobilising others and getting them on board with your idea are useful skills when fundraising for a local sports team, or establishing a new social enterprise. Understanding how to put a plan into action and use finances wisely are relevant for your own life and for business planning more broadly. The area contains 5 competences, and together these make up the 15 competences that individuals use to discover and act upon opportunities and ideas.

EntreComp basics

EntreComp identifies the competences that make someone entrepreneurial. These can then be used to support entrepreneurial learning in different settings – this may include civil society, companies, education, youth work, communities, start-ups and among individuals.

The EntreComp Framework offers an overview of the different yet interconnected competences. These competences are designed to help you think about the entrepreneurial skills and attitudes that your work involves, they can be used as a guide when designing a new activity and/or a model for you to use or adapt for learning and assessment. At its very simplest level, EntreComp is made up of 3 competence areas: Ideas & Opportunities, Resources, and Into Action. Each area contains 5 competences, and together these make up the 15 competences that individuals use to discover and act upon opportunities and ideas.





You can download Entrecomp here:

entrecomp.thinqi.com/repository/resource/9b54766e-3c61-4668-b2c0-3fae88031891/overview

ETC Toolkit

Enhancing the Curriculum Toolkit provided by EEUK

Access the ETC toolkit here - www.etctoolkit.org.uk

Selecting the right methods of teaching can enhance the student experience. This site has been developed by the University of South Wales to support you as you seek to use new approaches to build skills and confidence in your learners as they work to extend their subject knowledge.

Building upon the UK Quality Assurance Agency (QAA) Subject benchmarking, this site will lead you through your

Subject Discipline to identify the enterprising skills that can be developed in class. You will then be guided to a range of "tried and tested" techniques that support the development of these enterprise skills. This selection of ETC "How-To" Guides are presented in a standardised format that will support you to embed these techniques into your teaching.

These guides are also complemented by real-life subject-based case examples. These case examples show how academics in your subject area work with their students and the impact that this has had on their learners.

Agriculture and Veterinary 	Architecture and the Built Environment 	Business, Law and Accounting 	Creative 
Health 	Humanities 	Science, Technology, Engineering and Maths $E=mc^2$	Extra Curricular 



Assess your current module

The Entrepreneurial Potential and Innovation Competences (EPIC) course assessment tool was designed to help educators to measure the effectiveness of their entrepreneurship courses. It can be used to assess the skill and competence development of participants in different entrepreneurship courses, modules, summer schools, bootcamps or training programmes.

www.heinnovate.eu/en/other-initiatives



Advance HE

Advance HE is a member-led, sector-owned charity that works with institutions and higher education across the world to improve higher education for staff, students and society – with a purpose to ‘help higher education be the best that it can be’. The scope of which includes supporting leadership, enhancing teaching and learning and support to provide experiences that prepare learners to succeed as ‘constructive contributors to the future world’.

www.advance-he.ac.uk/about-us

Advance HE author the Professional Standards Framework (PSF, 2023) uses three areas key areas, areas of activity, core knowledge and professional values, , along with statements to evidence practice through four descriptors. Importantly, the PSF uses these areas to review and enhance teaching, provides a focus for continuing professional development (CPD) and importantly a structure to highlight high quality learning leading to recognition such as fellowship. To find out more, visit www.advance-he.ac.uk/fellowship

The purpose of this paper is enterprise education; therefore, it is pertinent to note that activities linked to enterprise education can be used to evidence areas and value statement in the PSF.

It is particularly relevant in the following dimensions:

Activity

A1 – design and plan learning activities and/or programmes

A2 – teach and/or support learning through appropriate approaches and environments

A4 – support and guide learners

Knowledge

K2 – approaches to teaching and/or supporting learning, appropriate for subjects and level of study.

K3 – critical evaluation as a basic for effective practice

Values

V1 – respect individual learning and diverse groups of learners

V2 – promote engagement in learning and equity of opportunity for all to reach their potential

V4 – respond to the wider context in which higher education operates, recognising implications for practice.

Advance HE, 2023, p.5

Curriculum Benchmark statements

For all disciplines, the subject benchmark statements are a central point of reference that identify the expected standards of a graduate irrespective of institution and are published by the QAA . The QAA is the organization responsible for HE academic standard-setting and quality in the UK (Rae, Matlay, McGowan & Penaluna).

The purpose of this section is to highlight the relevance to enterprise education. With the process of revalidation, statements are updated and published. Statements published from March 2022 incorporate the consideration of wider concepts, **one of which being enterprise and entrepreneurship**. Other considerations include diversity and inclusion, requirements of disabled students and education for sustainable development. At present, 41 revised statements have been published.

You can find out more about curriculum benchmark statements, including which subjects have been updated, through this link: www.qaa.ac.uk/quality-code/subject-benchmark-statements



THE WHERE NEXT:

“ The Higher Education sector in the UK is lucky to have several organisations set up to support enterprise education both at the coal face and from a strategic perspective. More importantly, they exist to support the individual enterprise educator and the broad range of role and responsibilities they operate across. If you are not already engaged with these organisations, then consider membership or the free resources they offer to support you in what is often a challenging and evolving role ”

Dr Emily Beaumont

Associate Professor Enterprise and Entrepreneurship,
University of Gloucestershire

Past President Enterprise Educators UK
Vice President Education and Practitioner Learning, ISBE



Enterprise Educators UK

Find out more here - www.enterprise.ac.uk

As an introduction, EEUK is described to enable:

“...excellence in enterprise and entrepreneurship education, connecting and supporting enterprise and entrepreneurship educators across the UK and overseas.”

As an independent membership based network, EEUK is an evolution of the previously named national network, UK Science Enterprise Centres (UKSEC), a publicly funded initiative (Beresford & Beresford, 2010).

For EEUK member institutions, all staff are affiliate members and can benefit from the events and opportunities on offer, including the annual International Enterprise Educators Conference.

To find out if your institution is one of the 114 member organisations, follow this link: www.enterprise.ac.uk/connect/#members



EEUK Fellowship

Before discussing the EEUK fellowship, as authors, we thought it would be pertinent to recognise that this is something we are both working on as professionals.

The term Fellowship may be one that is familiar, as it is used across Higher Education to recognise the contribution of professionals to teaching, research and more. Unlike obtaining a teaching certificate or degree, becoming an enterprise educator does not have such a clear pathway, resulting in self-identification through the roles and responsibilities one has as a professional working in this area. This therefore highlights the importance of the EEUK fellowship in providing recognition for individuals who achieve it, whilst acknowledging contributions of all roles that support enterprise and entrepreneurship development for others. This is displayed by the three 'pathways' to completion that are available, academic, practitioner or influencer. Through a written portfolio for the chosen pathway, composed of four parts, applications are assessed, with success resulting in receiving the award of EEUK Fellowship (this is the same title irrespective of the pathway chosen).

These three pathways recognise that a role may be based within:

- » **The traditions of teaching your discipline or subject area (as an academic)**
- » **Experience and practice of working outside the curricula (as a practitioner) to deliver entrepreneurial outcomes, or**
- » **Working across your institution and/or within your wider (business/local) community (as an influencer).**

EEUK website

At the time of publication, this fellowship remains the only sector-wide recognition for enterprise educators.

Sign up to the mailing list through this link: enterprise.us3.list-manage.com/subscribe?u=19f8551d82e6fe569a8a07caa&id=6bf39337d4

Find out if anyone in your institution has already got this award here: www.enterprise.ac.uk/fellows/eeuk-fellows

National Centre for Entrepreneurship in Education (NCEE)

The NCEE is an international organisation that focuses on the promotion and development of entrepreneurial universities. A publication authored by James Ransom (2020) explored the institutional approach to embedding enterprise and entrepreneurship.



Institutional policy

Does your institution have...

- » **an explicit institutional enterprise or entrepreneurship policy**
- » **tracking of individuals after graduation**
- » **staff training in enterprise**
- » **staff funds for CPD**
- » **that curricula development funds**
- » **staff support for commercialisation of IP**
- » **incentives to attract / encourage educators to entrepreneurship**
- » **enterprise champions**

If you are still pondering the relevance to you, then consider the finding that the biggest enabler in delivering and embedding enterprise activity is individuals within academic departments. Essentially, you can contribute to the goals of enterprise education simply by enabling enterprise teams to work within the curriculum and engage with students.

Research Impact Group

Content cited from [impactresearch.group](https://www.impactresearch.group)

The Impact Research Group is a cross institutional group of researchers interested in exploring the impacts of enterprising and entrepreneurial education (EEE) in a wide range of contexts.

The group grew from an Enterprise Education and Research Project Fund (EERPF) award from Enterprise Educators UK (EEUK) in 2019. The original grant enabled the team to produce a world-leading review of personal self assessment tools for EEE competencies, (available via the ETC ToolKit) and an analysis of policy outcomes in the UK. Since the completion of the project in 2020 the group has grown and now numbers around 20 researchers based across the globe, all of whom are interested in exploring the impacts of EEE.

Highlighted publications from this group include:

Bozward D., Rogers-Draycott, M., Smith, K., Mave, M., Curtis, V., Aluthgama-Baduge, C., Moon, R., and Adams, N. (2022) Exploring the Outcomes of Enterprise and Entrepreneurship Education in UK HEI's: An Excellence Framework Perspective. *Industry and Higher Education*.

Rogers-Draycott M, Bozward D, Smith K, Mave M, Curtis V, Maragh D. (2024) Does Entrepreneurship Education Deliver? A Review of Entrepreneurship Education University Programmes in the UK. *Education Sciences*. 14(4):361.

Find out more: [impactresearch.group](https://www.impactresearch.group)

Institute for Small Business and Entrepreneurship

Find out more here – www.isbe.org.uk

The Institute for Small Business and Entrepreneurship (ISBE) is a network for people and organisations involved in small business and entrepreneurship research, policy, practice, education, support and advice.

Some key activities of ISBE include:

- » Hosting a range of events, for example, an annual conference.
- » Subject specific special interest groups (SIGs)**
- » Communities of interest
- » The International Journal of Entrepreneurial Behavior & Research (IJEBR)

** SIGs of specific relevance to the content of this report include:

- » Practice & Impact (P&I)
- » Research in Enterprise Education (REntEd)

Organisational members allow all staff to access ISBE. To find out if your institution is one of the member organisations, follow this link:

www.isbe.org.uk/isbe-organisational-members/

Sign up to the mailing list through this link:

[isbe.us10.list-manage.com/
subscribe?u=e54032e7399ddffe61a6a5f2f&id=f6c62eeb28](http://isbe.us10.list-manage.com/subscribe?u=e54032e7399ddffe61a6a5f2f&id=f6c62eeb28)





SHARING OF BEST PRACTICE: CASE STUDIES & EXAMPLES

Enterprise and Innovation projects for year 1 Childhood and Youth Studies Students (School of Education, Bangor University)

Through engagement with academic staff in the School of Education, it was highlighted that students may benefit from developing skills through non-credit bearing activities throughout the degree programme.

The year 1 cohort (cohort of approximately 40) was considered to be an important time for students, many of whom making the transition from FE to HE, were navigating the expectations on them as a student. In addition, opportunities for skill development for employability and entrepreneurship were already established in 2nd and 3rd years.

This project ran for the first time in the second semester of 22/23 academic year. The remit of the project was to encourage staff to open up projects to 1st year students to enable them to develop skills through valuable experience in a workplace environment. Students were given the option of four activities and completed a brief application to highlight their preferences. The four activities incorporated those that were well-defined in focus, to those which allowed for students to fully guide the focus, medium and delivery of the project. Through these projects, students gained valuable Entrecomp skills (creativity, vision, valuing ideas, motivation & perseverance, taking the initiative, planning & management, working with others, learning through experience).

Options given included:

- » Creating a regular method to share information between people on the cohort, e.g., a newsletter.
- » Planning and completion of an event to support a local child-centred agency or charitable organisation
- » Support in planning and administration of a child-focussed conference
- » An innovative project of your own design that results in a product or change that supports children and young people

For the 23/24 academic year, the scheme continued with some revisions following student and staff feedback, this primarily focused on ensuring that the timings of the introduction of the projects was early enough for students to engage. The projects available for students in this year included engagement with the wider eco-system, for example, a local film company and the University owned Science park.

Whilst non-compulsory, students are strongly encouraged to participate in this initiative, with it being framed to complement the assessed presentation. Students who engaged with the project have continued to engage with the school's activities and have spoken with current year 1 students to share their experiences. Staff have identified through reflection the benefit of the initiative in students confidence, engagement with their studies and ability to think creatively. Benefits for staff include developing ideas, piloting ideas before investing in full-scale projects, and thinking about their own enterprising skills. As the second year is coming to an end, a more formal feedback process will be undertaken to consider the next iteration of the project as it goes into the third year.





Engineering for people Hackathon Enterprise and innovation module for year 1 engineers (School of Aerospace, Civil, Electrical and Mechanical Engineering)

Engineering is more than understanding technical design, it is often the social, environmental and economic context underpinning engineering solutions that determine success or failure. This has never been more relevant since the world is currently planning a radical transition to a low carbon economy while facing increased risks due to climate crisis which will bring with it unprecedented change to the world. Engineers will be at the forefront of this, and need to be equipped to tackle open-ended, unstructured and complex problems in collaboration with others. The module will allow students to explore these issues within their chosen discipline with the following structure: Each week there will be one or two 1-hour lectures, introducing engineering thinking and contemporary issues in global engineering design. Most activity will then take place in group-work sessions (2 hours per week), where groups of around 6 students will work in a facilitated way to identify and investigate a societal challenge (e.g. access to water / off-grid energy / sustainable transport) and then consider how Engineering design solutions could help to solve this.

The module aims:

Appreciate and prioritise designing for the people and context, to ensure appropriateness and sustainability of their ideas. Understand and appreciate their responsibility and the social, economic, and environmental implications of engineering decisions at a local and global level. Understand the importance of working across cultures and disciplines in developing solutions that overcome global challenges.

Assessment:

Coursework 1: (10%) Team work building tasks - puzzles

Coursework 2: (10%) Professional development assignments

Coursework 3: The final written report will include the problem definition and design thinking. This assessment also includes the group presentation and peer assessment of contribution. (70%)

Coursework 4: A group reflection task (10%)

Learning outcomes:

- » The ability to select and use technical literature and other sources of information to address well-defined problems.
- » Design solutions for well-defined technical problems and assist with the design of systems, components or processes to meet business, customer or user needs as appropriate. This will involve consideration of applicable health and safety, diversity, inclusion, cultural, societal and environmental matters, codes of practice and industry standards.
- » Evaluate the environmental and societal impact of solutions to well defined problems.
- » Function effectively as an individual and as a member of a team.
- » Communicate effectively with technical and nontechnical audiences.



CONCLUSION

Let us come back to the questions that we asked right back in the introduction.

1. Why should I care about Enterprise?

In response to question 1:

- » Enterprise education encourages an entrepreneurial mindset, which is not limited to starting a business but encompasses qualities like creativity, critical thinking, problem-solving, and adaptability. These skills are valuable in various aspects of life and any career path.
- » Enterprise education equips individuals with skills that are relevant in the modern job market, making them adaptable to diverse career opportunities.
- » Enterprise education nurtures innovation and creativity, leading to the development of new products, services, and solutions. This innovation benefits not only businesses but society as a whole.
- » Through enterprise education, individuals can learn how to address social issues and contribute to their communities.
- » It provides a sense of empowerment and the knowledge that you have the skills to create something meaningful, whether it's a business, a social initiative, or an innovative project.

In summary, enterprise education is not just about business; it's about equipping individuals with essential life skills, fostering innovation, and empowering people to make a positive impact on the world, regardless of their chosen path.



2. How can I add value to my area of education and research using this new knowledge?

In response to question 2:

This is for you to work out. Information in this report is a great starting point, but for the best impact on yourself, students, or the community, a personalised action plan is required.

Thank you for taking the time to read this report.

We hope that the information we have collated is useful for you.

LINKS & REFERENCES

Links

Enterprise Educators UK (EEUK). www.enterprise.ac.uk

Entrecomp Framework. entrecomp.thinqi.com/repository/resource/9b54766e-3c61-4668-b2c0-3fae88031891/overview

ETC Toolkit. www.enterprise.ac.uk/index.php/resources/etc-toolkit

Institute for Small Business and Entrepreneurship (ISBE). www.isbe.org.uk

National Centre for Entrepreneurship in Education (NCEE). ncee.org.uk

Research Excellence Framework (REF). www.ref.ac.uk

Research Impact Group. impactresearch.group

THE Awards. www.the-awards.co.uk/2024/en/page/home

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THE **WHAT**, **HOW** & **WHY**



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