

LTC11D074

Title: *Proposal for action following QAA Enterprise and Entrepreneurship Education – guidance for UK higher education providers*
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Issue

The QAA draft guidance on Enterprise and Entrepreneurship Education (issued February 2012) http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/EE_Draft_Guidance.pdf and the paper 'Recommendations for UEA' were discussed at the Employability Executive on 28th March 2012.

Recommendation

Recipients are invited to consider, discuss and comment on the Recommendations

Resource Implications

If the Recommendations are approved there may be curriculum implications.

Risk Implications

The proposal will have a low impact on the overall level of risk facing the University.

Timing of decisions

Any decisions made today should be reported to Faculty Executives for inclusion at their next meetings

Further Information

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Full document

http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/EE_Draft_Guidance.pdf

Background

The QAA draft guidance on Enterprise and Entrepreneurship Education (issued February 2012)

http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/EE_Draft_Guidance.pdf and the paper 'Recommendations for UEA' were discussed at the Employability Executive on 28th March 2012 with the QAA document providing practical help for universities

to support students' skills in enterprise and entrepreneurship. Concern was expressed by the Employability Executive that some of our competitor universities are already providing considerable support and may, as a result, have achieved higher levels of graduate employability. For example

Lancaster <http://www.enterprise.ac.uk/index.php/members/item/128-lancaster-university>

Exeter <http://www.exeter.ac.uk/careers/enterprise/>

York <http://www.york.ac.uk/study/careers-skills/enterprise/>

Discussion

The increased resources allocated to improve the employability of UEA graduates could provide a stimulus for the development of enterprise education, not only to encourage more to consider self-employment but as a means of encouraging all students to be 'enterprising' in the sense of being proactive about their careers.

QAA Enterprise and Entrepreneurship Education Guidance

1. Guidance for UK higher education providers - Draft for consultation February 2012

1.1 Aims of the document:

- i. Practical help to those working with HE students to foster their skills in Enterprise and Entrepreneurship (E&E).
- ii. Point of reference acknowledging that provision of E&E Education is fragmented
- iii. Complements QAA Quality Code but does not form part of it.
- iv. To help to embed E&E across the curriculum with emphasis on enterprise education for all.

1.2 E&E are transdisciplinary, with high degree of application to key issues including employability, innovation, knowledge transfer, commercialisation and intellectual property. Acknowledges need, as well as a political imperative (Wilson Review) for graduates to have flexibility and adaptability and to be innovative in global economic environment.

1.3 Guidance builds on and extends Prof. Allan Gibb's *Towards the Entrepreneurial University, Entrepreneurship Education as a Lever for Change* (2005).

Provides definitions and distinctions on:-

Enterprise

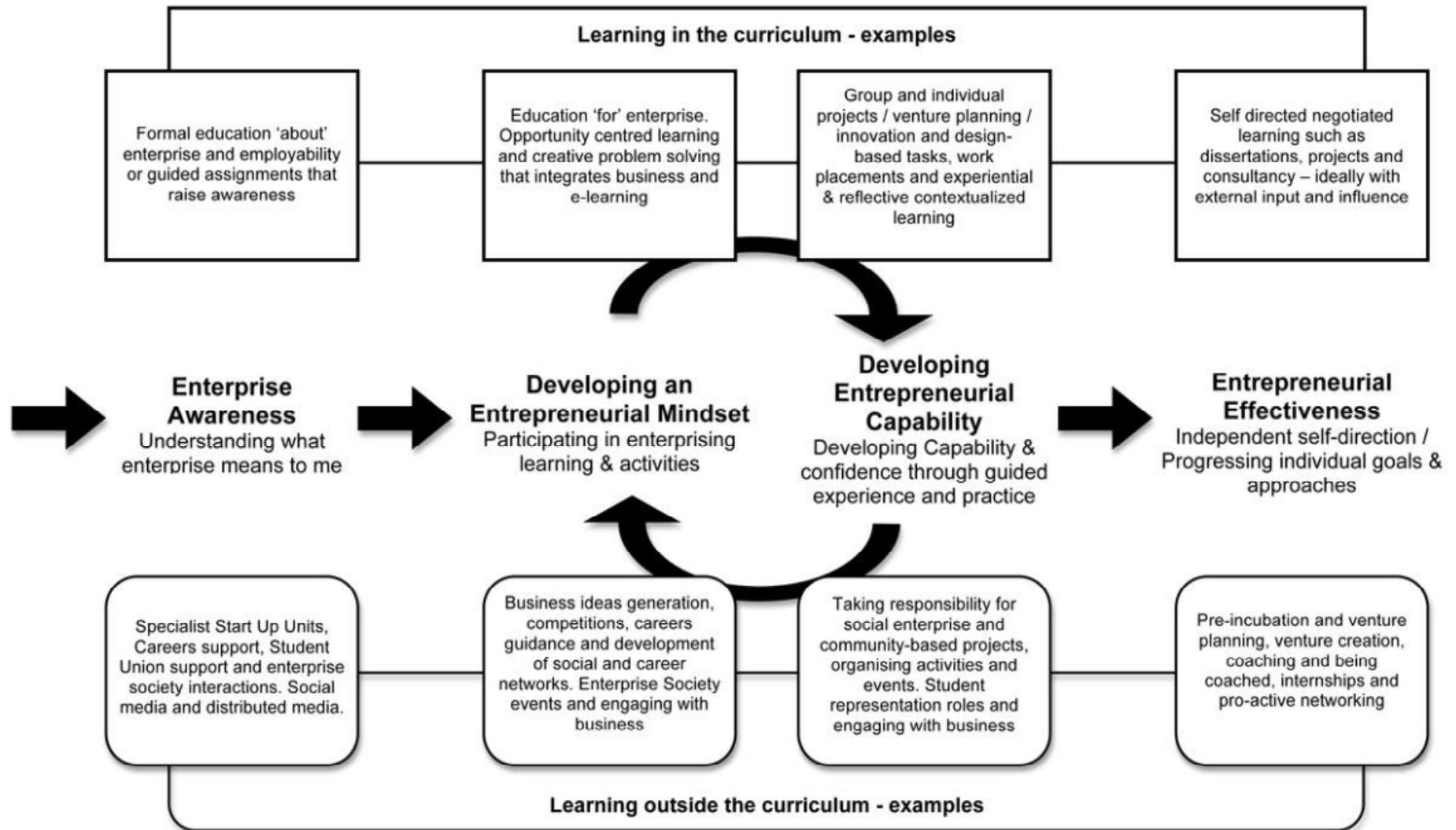
Enterprise education

Entrepreneurship

Entrepreneurship education

Intrapreneurship

Figure 1: Developing entrepreneurial effectiveness - Four key stages to developing Entrepreneurship Effectiveness.



2. Further guidance on the types of learning activities to develop entrepreneurial effectiveness – *adapted from QAA Enterprise and Entrepreneurship Education Guidance*

Enterprise Awareness

	What	How – current/future activities	Who
Year 1	Curriculum to include introduction ‘about enterprise’ including considering enterprise in terms of employability skills. Raising awareness.	<i>For example</i> Simulations through scenarios. Participate in enterprise activities. General media.	Educator manages and develops. Extra curricula (optional) SU Societies Start-up centres Careers & Employability

Developing Entrepreneurial Mindset

	What	How – current/future activities	Who
Year 2	Develop knowledge and skills base – relates to specific areas & subject contexts.	<i>For example</i> Active/experimental/reflective activities Group based Business simulations Develop personal contacts/networks	Entrepreneurial Business Advisors Peer support – more experienced students (Recent) Alumni.

Developing Entrepreneurial Capability

	What	How – current/future activities	Who
Year 2 into final year	Students lead and show greater autonomy Practical experience of enterprise Reflective practice.	<i>For example</i> Project work Assignments to develop and design new services etc. for organisations Structured experience in work placements and paid work. Organising extra-curricular activities Award schemes.	External stakeholders as potential clients Academics / academic advisers Careers Guidance Mentoring.

Entrepreneurial Effectiveness

	What	How – current/future activities /What	Who
Final Year	Transition into work, self-employment, etc.	<i>For example</i> Self directed/ personalised learning Dissertation/independent study Crystallising entrepreneurial ideas into plans E-learning/Optional training sessions/Specialist seminars Freelancing/Trading/‘Live’ projects for external clients Start of commercialisation.	Coaching Mentoring Business start-up support online Enterprise networks off campus Educators to signpost support and opportunities.

3. Recommendations for UEA

3.1 Accept definitions and distinctions given on:-

Enterprise

Enterprise education

Entrepreneurship

Entrepreneurship education

Intrapreneurship

3.2 From 'Delivery: teaching, learning and assessment' ensure UEA becomes an 'enterprise educator'ⁱ to:

1. Create learning environments that encourage entrepreneurial behaviour in students now and in the future
2. Design curricula with learning outcomes that relate to the enterprise agenda through increasing relevance and decreasing abstraction
3. Enable students to relate their learning to their subject or industry context and to personal aspirations
4. Continuously exploit new opportunities for enhancing the student experience
5. Be innovative in the approach to teaching and willing to experiment with different pedagogies to ensure appropriateness
6. Be a leader who is able to shape the opportunity-based learning environment
7. Engage external communities and find appropriate practical contexts to enhance the learning experience
8. Engage entrepreneurs and entrepreneurial venture to enhance learning opportunities.
9. Use E&E definitions given in the guidance to map current activities and support within curriculum and extra-curricular
10. Use 'graduate outcomes framework' with mapping exercise to :-
 - a) Draw up a formal programme of existing provision
 - b) With sections entitled 'Graduate outcomes' and 'Delivery: teaching, learning and assessment', draft proposal to formalise and enhance existing provision both within and extra-curricular.

ⁱ QAA Guidance refers to individuals as 'enterprise educators'. However for maximum effectiveness, UEA could establish the institution as an 'enterprise educator'. The aim of university of Plymouth is to be known as the enterprise university