

The future direction of Enterprise Education: 2018 and beyond
EEUK Enterprise Exchange event has been organised by Anglia Ruskin University and EEUK
Summary paper prepared by Alison Price
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Delegates will have the opportunity to:

- Reflect on current best practice and the likely future direction of enterprise and entrepreneurship education
- Gain new ideas related to technology, pedagogy and putting ideas into practice
- Understand how the updated QAA Guidelines and Entrecomp relate to future practice
- Hear first-hand from the experts to help shape the future direction of Enterprise Education
- Network with enterprise educators and specialists from other universities and the private sector.

EEUK Position Statement

Nearly 20 years of emerging practice across UK Higher Education has resulted in the development, recognition and finally the acceptance of importance of this new area of teaching as “Enterprise Education”. This can be evidenced by the following key developments:

- “Enterprise and Entrepreneurship” (recognised as teaching “for” and “through” QAA 2018:16) can now be found within all institutions and within all subjects (*though crucially, not in all subjects, nor within every (or even across every subject within one single individual) institution).
- Extra/co-curricular activity and new business starts (staff; student and graduate) form a recognised part of the university outputs and institutional ambition.
- The publication of HE Guidance from the QAA (2012; 2018) has been a clear game changer for the sector, providing recognised guidance and clarity that uniquely reflects needs of educators and supports them to deliver (most notably supporting programme validation and guiding institutional change).
- Much of the “sector led/driven” work (such as EEUK activities, IEEConference www.ieec.co.uk and resource library, ETCToolkit www.etctoolkit.org.uk as well as NEEAwards www.neea.org.uk as well as the publication of QAA Guidance in 2012, driven by leaders in sector) has provided a route map for educators through the discussion, commentary and also celebration of current practice, and has created an important sense of belonging for enterprise educators.
- Emerging use of European Entrepreneurship Competence “Entrecomp” Framework (2017) and recent user guidance “Entrecomp in Action – Get Inspired, Make it Happen” (2018) has supported staff to engage students in assessing their own progress and developing their competences.

Learning from Keynotes:

The challenges of the enterprise educator were discussed throughout the event through three particular lenses (technology; pedagogy and extra/co-curricular). These presentations were summarised below (Learning from Keynotes – table 1) and can be accessed directly through:

<https://www.enterprise.ac.uk/events/the-future-direction-of-enterprise-education-2018-and-beyond/>

Table 1:	Learning from Keynotes (summary points and key questions)
Professor Andy Penaluna, UWTSD Wales	Pedagogy “Delivering what, to who? Why and how? “ Exploring interdisciplinary solutions, focusing on the spectrum from “innovation to implementation” Exploring “stickiness” within learning Power of Alumni
Professor Bruce Wood, Glasgow Caledonian University	Co-curricular/extra curricula Innovation Engine (Seelig, T 2014) “Working with ideas to create action” Build the supportive institution (QAA 2018) by working with, within and across the University/environment Create your pipeline of activities and build your eco-system
Dr Kelly Smith, Coventry University	Technology Key educator challenge to consider role: where to invest time and energy (given changing platforms and new systems). Traditional teaching in a new environment – learning on the move (Apps; access; gamification) Are student digitally literate ¹ ? (consider safety) Need to help students evaluate sources (credibility ²) and work outside their “bubble” Position technology within teaching to ensure that technology is not used for technology sake (fit for purpose) and that can mean working at the “lowest common denominator” to ensure accessibility (rather than working with the new and the latest)

Situation and Challenges

Change inevitably creates its own challenges as this relatively new area of education spans across academic and non-academic (core/institutional) units, and seeks to create meaningful outcomes within wide range of related areas - employability, careers; enterprise skills/competences (self-efficacy) business starts; business growth and business engagement/community interaction. This has resulted in:

- A common language/approach (shared pedagogy; methods; materials) that can/does result in different outcomes for different learners, depending on the intended learning outcomes, context, unit delivering within the university and expertise of the educator. These can range from transformational learning opportunities that support career aspirations, develop employability skills “work ready” graduates and create business starts (as well as the “not starts” – those who explored but recognised the need to gain sector experience/ more education).
- Debate as to the approaches taken/methods deployed by staff creating entrepreneurial outcomes in others, when the “outcome” itself is expected to be lifelong (and recognising life wide learning³) as well trackable and measurable.
- Discussion as to the most appropriate response by the sector to the challenges faced by UKplc (productivity; post Brexit opportunities and markets (such as Commonwealth countries)).

¹ <https://ec.europa.eu/jrc/en/digcomp/digital-competence-framework> DIGCOMP Framework

² CRAAP test https://www.csuchico.edu/lins/handouts/eval_websites.pdf

³ Learning that recognises the whole person and that learning occurs outside the classroom.

- “Postcode lottery” for students (how much enterprise/quality of enterprise is dependent on (unrelated) choices about which courses at which institutions; and “chance factors” as to which educators deliver modules/options or which social media they respond to regarding events)

Collectively EEUK members recognised that:

- The challenges to the enterprise educator are at many levels, including:
 - Student experience (learning gain; student satisfaction;
 - Subject specific /extra (co)curricular (pipeline of activities)
 - Institutional (mission; role within region/business/community; engaging colleagues)
 - Eco-system (creating a sustainable support structure that feeds learning, teaching and starts)
 - Understanding the differing educational pipeline within nation states
- These key sector driven developments that have supported the development of Enterprise Education, and now using them together with national/European policy documents, to engage others.
- The opportunity to provide lifelong skills – to support entrepreneurial ambition “when the time is right”
- EEUK Educators don’t need a prescription but do need guidance and support
- Students are driving change – ambitions to become entrepreneurs or stand out as employees is creating engagement

Thus, posing the following questions and challenges within the sector:

- How to scale up provision/support?
- How best to break down the barriers across institutions, subjects (silos) and with colleagues and bring colleagues in?
- How to capture transformational learning/ change and impact (when attribution can be difficult) and learning leads to range of outputs and outcomes
- Deliver interdisciplinary learning experiences
- Respond to changing/improving educational pipeline (developments across education – differing with UK nation states⁴)

Discussions at the event concluded “*We have the answer within us*” and recognised the need to:

- Continue to share tools and support
- Address the “non-believers” (non EntEd staff) and accept responsibility to reach out
- Improve tracking of, and partnering with, Alumni (improving engagement)
- Provide quality entrepreneurship education (as determined by intended outputs)
- Improve student learning in areas of entrepreneurship: such as teach sales skills
- Support the next generation of Enterprise Educators and university staff (role models; entrepreneurs as teachers; P2i; R2i; Icure)
- Support Widening participation agenda
- To do more with less (Deliver value for money)

⁴ With schools in England, unlike Wales and Scotland, not following an explicit approach to enterprise https://eacea.ec.europa.eu/national-policies/eurydice/home_en

- Evaluate effectively (explore self-reflection tools; review evaluation forms; determine consistent learning)
- Use evidence-based methods to determine what works for who and why?⁵
- Explore what to unlearn in order to upskill (not just add on each time)
- Understand changing Funding and Metrics (KEF; TEF; REF)
- Recognise students as drivers for change (income and metrics)
- Improving sustainability and growth of start ups
- Productivity issues (Contract working; new opportunities)

EEUK members reflected upon the need to review:

What do we do and who do we do it for
Take ownership of the agenda and lead on development

And continue to explore:

- Future of Enterprise Education
- Future of (physical) learning – (virtual) space, place and need
- Metrics
- Impact of technology (such as improving virtual prototyping; haptics: Artificial intelligence; bitcoin; smart contracts)
- Role of Enterprise Educators in preparing students/learners for the sharing economy⁶

This summary paper comes from the delegate input at the EEUK/Anglia Ruskin University “Future Direction of Enterprise Education: 2018 and beyond” event (May 2018)
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Run by EEUK for the benefit of its members; Hosted by Kate Beresford (EEUK)
Facilitated by Alison Price (EEUK)

Accessing Key Supporting documents: Links and Citations

Brentnall, Catherine. (2017). Careers and Enterprise through the Curriculum - Pedagogy Bench Marking Tool v1.0 (EEUK project).. 10.13140/RG.2.2.18817.15203.

https://www.researchgate.net/publication/319872907_Careers_and_Enterprise_through_the_Curriculum_-_Pedagogy_Bench_Marking_Tool_v10_EEUK_project

Digcomp (Digital Framework) <https://ec.europa.eu/jrc/en/digcomp/digital-competence-framework>

Digcomp 0.2 <https://ec.europa.eu/jrc/en/publication/eur-scientific-and-technical-research-reports/digcomp-21-digital-competence-framework-citizens-eight-proficiency-levels-and-examples-use>

⁵⁵⁵ Undertake complex evaluation that can explore impact that is different for everyone (realism)

⁶ Sharing Economy is defined as a business model of collaborative consumption which draws upon opportunities for individuals to rent, borrow or share goods rather than buy and own them – as evidenced by market disrupters such as AirB&B or USA Uber drivers.

Entrecomp: <https://ec.europa.eu/jrc/en/publication/eur-scientific-and-technical-research-reports/entrecomp-entrepreneurship-competence-framework>

Eurydice: https://eacea.ec.europa.eu/national-policies/eurydice/national-description_en

Gibb, A.A. (2005) 'Towards the Entrepreneurial University. Entrepreneurship Education as a lever for change' A Policy Paper for the National Council for Graduate Entrepreneurship (NCGE)
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Gibb, A (2007) Entrepreneurship: Unique Solutions for Unique Environments. Is It Possible to Achieve This with the Existing Paradigm? *International Journal of Entrepreneurship Education* 5: 93-142

Gibb, Allan and Price, Alison (2014). *A Compendium of Pedagogies for Teaching Entrepreneurship*.
<http://ncee.org.uk/wp-content/uploads/2013/12/Compendium-of-Pedagogies.pdf>

HEFCW and University of South Wales (2016). *Enhancing the Curriculum - Teaching Toolkit*. [online]. Curated by EEUK (Enterprise Educators UK) <http://www.etctoolkit.org.uk/>

Oslo Agenda for Entrepreneurship Education in Europe (2006), available at:
http://ec.europa.eu/enterprise/policies/sme/files/support_measures/training_education/doc/oslo_agenda_final_en.pdf

McCallum, E, Weicht, R, McMullan, L and Price, A (2018) "EntreComp into Action - Get inspired, make it happen: A user guide to the European Entrepreneurship Competence Framework" (Editors: Bacigalupo, M and O'Keefe, W) Publications Office of the European Union (JRC109128) ISBN: 978-92-79-79360-8
<http://publications.jrc.ec.europa.eu/repository/handle/JRC109128>

QAA (2012). *Enterprise and entrepreneurship education: Guidance for UK higher education providers*.
<http://www.qaa.ac.uk/en/Publications/Documents/enterprise-entrepreneurship-guidance.pdf>

QAA Guidance (2018) Enterprise and Entrepreneurship Education Guidance for UK Higher Education Providers (2018) <http://www.qaa.ac.uk/en/Publications/Documents/Enterprise-and-entrepreneurship-education-2018.pdf>

Realist Evaluation (sources): http://www.communitymatters.com.au/RE_chapter.pdf

Seeling, T (2014) Innovation Engine:
http://www.creativitypost.com/create/tina_seelings_insights_on_creativity

Tim Whiteley, (1995) "Enterprise in Higher Education – an overview from the Department for Education and Employment", *Education + Training*, Vol. 37 Issue: 9, pp.4-8,
<https://doi.org/10.1108/EUM0000000003867>

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