Academic Forum:
Making Things Happen: Enterprise Education and Institutional Change
Gareth Trainer, Newcastle University
14 February 2018, 12:00-14:00
Parliament Hall
WELCOME

• Academic Forum Semester 1 – debunking the myths
• Developments here at St Andrews:
  • Identification of Enterprise Education Capabilities
  • Creation of a staff network of Enterprise Educators
  • Website and resources (Teaching and Learning)
  • Case Studies
  • Student Champions
CONTACTS AT THE UNIVERSITY OF ST ANDREWS

• Associate Deans: Catherine O'Leary and Jon Issberner
• Enterprise Adviser (Careers Office): Bonnie Hacking
• Academic Policy Officer (Quality): Ros Campbell
• Academic Policy Officer (Taught Degrees): Alex Griffiths
• Facilitated by Bonnie Hacking, Enterprise Officer at St Andrews, and with the input of colleague from the University of Dundee
• A focus on Enterprise Education and Assessment
• Those willing to discuss their own current practices and ideas for development, please contact us.
• Book a place via CAPOD’s online course booking system
GARETH TRAINER

•Assistant Director of Careers Service, with responsibility for ‘influencing institutional strategy for the support and growth of the enterprise and entrepreneurship agendas’
•Co-author of the 2012 QAA guidance on enterprise and entrepreneurship education
•Fellow of the Royal Society for the encouragement of Arts, Manufactures and Commerce (FRSA)
•Director of Enterprise Educators UK (EEUK)
•Member of the Association of Graduate Careers Advisory Services (AGCAS) Enterprise & Entrepreneurship Task Group
• Exploring the links between enterprise education and institutional culture, and look at how enterprising capabilities can be introduced into the curriculum.
MAKING THINGS HAPPEN:
Enterprise Education and Institutional Change

Gareth Trainer  BSc (Hons) MBA FRSA DEnt (Hon, St Andrews)
Assistant Director (Enterprise and Entrepreneurship)
Director and Treasurer, Enterprise Educators UK

CAREERS SERVICE
www.ncl.ac.uk/careers
Session Objectives

By the end of the session we will have:

- Considered Newcastle University’s approach to building a supportive environment for enterprise education in the context of learning and teaching at St Andrews
- Heard examples of how educators from a variety of disciplines have not only embedded enterprise education but used it to influence the student experience of their schools and faculties
- Discussed the nature of support required for enterprise education to thrive in your subject areas, schools and departments
- Debated the extent to which enterprise education can and should be normalised within UK higher education and reflect on the possible implications for educators.
Overview of Activity

- Lead on enterprise education within Schools and Faculties
- Creativity and Innovation Challenges
- Cross-Faculty enterprise and entrepreneurship modules
- Postgraduate researcher training in enterprise and commercialisation
- Bespoke curriculum development and CPD
- START UP programme for freelance, self-employment and starting a business
  - [www.ncl.ac.uk/careers/startup](http://www.ncl.ac.uk/careers/startup)
  - NCLStartUp
  - #StartedatNCL
Facts and Figures

- Newcastle University supported the creation of 350 new businesses between 2000/01 and 2016/17.
- At the end of July 2016 180 businesses were still trading (43% for three years or more) with an aggregate of 453 (FTE) staff, £43.3m turnover and £9m in external investment.
- Start-ups contributed an estimated £5m in GVA in 2014/15.
- Six months after graduating, 162 2015/16 graduates said they were self-employed or starting a business.
- Of all students registering in 2017/18, approximately 1400 said they had experience working for themselves or starting a business.
MAKE THINGS HAPPEN

Being able to generate ideas, solve problems and take action sets you apart. We offer training, modules and challenges that support personal development and increase your employability.
Stay standing if...

1. You’ve reviewed/reflected on the units of teaching you’re responsible for since the Semester 1 Forum.

2. You’ve found yourself having to be determined to be resilient to implement a change in your teaching or your students’ experiences.

3. You’ve found yourself identifying and creatively solving problems on/around your course.
The Needs of the Entrepreneurial

- Few now argue with the view that to achieve their goals, entrepreneurial people need all of the following to be present:
  - Sense of self-efficacy
  - Entrepreneurial effectiveness (mindset and capability)
  - Embracing and supportive culture and environment

- Enterprise education can provide for all three in an HEI context
Opportunity ‘knocks’ – or does it?

- 2001/02: Established an Enterprise Centre associated to Careers Service and academic development support
- 2005-07: Introduced Graduate Skills Framework mainstreaming ‘enterprise’ skills across the University
- 2012: QAA guidance on Enterprise and Entrepreneurship education published
- 2013/14: Strategic review through VC’s Think Tank, identifying an executive lead and enhancing resources
- 2016/17: New Employability and Student Enterprise Strategy introduced
Employability and Student Enterprise Strategy

- ‘Best University Employability Strategy’ at TARGETjobs Awards 2017 and shortlisted for 2018
- Stakeholder-led development
- Made relationship between employability and enterprise explicit
- Established ‘Academic Lead for Employability and Enterprise’ in each School and/or subject area and allocated workload allowance
- Introduced Employability and Enterprise Action Plans
- Provides opportunity to train and develop academic staff in order to ultimately engage all students
Government Driving Change

- Dearing 1997
- UK Science Enterprise Challenge 1999
- Lambert Review 2003
- National Council for Graduate Entrepreneurship 2004
- Oslo Agenda (Europe) 2006
- Enterprise Strategy “Unlocking Talent” April 2008
- Wilson Review 2012
- Witty Report 2013
Establishing the National Milestones

1999
UK Science Enterprise Challenge (UK Government) Initiative

2001
EEUK established (as UKSEC) working with STEM University Subjects

2006
1st National Programme launched for student/graduate start-ups (Flying Start)
1st Annual International Entrepreneurship Educators Conference (IEEC)
1st National Survey “Enterprise and Entrepreneurship in Higher Education”
OSLO Agenda: Entrepreneurial Mindset

2007
1st International Entrepreneurship Educators Programme (IEEP)
EEUK established as “the national network” working across all subjects

2008
1st The Times Higher “Entrepreneurial University of the Year Award”

2009
1st National Entrepreneurship Educator Awards (NEEA)
1st Make it Happen Programme for graduate nascent entrepreneurs
1st National support for Student Enterprise Societies (NACUE)
1st Entrepreneurial University Leadership Programme
What about internal drivers?

- The University of St Andrews is currently the UK University of the Year for Teaching Quality, joint top of the UK National Student Survey, and 3rd top in the UK in The Guardian University Guide 2018 and The Complete University Guide 2018.

- So why does St Andrews want to embed more enterprise education?

➢ Please discuss the internal drivers for this change agenda and identify the top three to feedback
Experience/Experiment Fuelled Internal Drivers

- **School of Biomedical Sciences** – maximising employability and taking advantage of money
- **School of Medical Education** – facing realities of change in the healthcare sector
- **Institute for Ageing** – wanting to benefit from European networks and money
- **School of Mathematics, Statistics and Physics** – crisis of confidence re employability
- **School of Engineering** – learning to innovate rather than about innovation
- **School of Arts and Cultures** – adapting training to the realities of work in the sector
- **School of Modern Languages** – presenting a range of employment options
- **School of English Literature, Language and Linguistics** – making a mark on employability
- **Enterprise Shed MOOC** – making a statement about what we believe
Creativity & Innovation (Enterprise) Challenges

- Form a team, generate an idea, test your ideas and present them to a panel
- Supported by employers, alumni and industry experts
- Inspired by a social or industrial problem or opportunity
- Often multidisciplinary teams of students
What we did...

- Meet your team
- Scenario briefing
- Generate an idea
- Plan for tomorrow
- Strategy development
- Preparing the team pitch
- Pitching to a judging panel
- Prize giving and final pitch
- Drinks and Networking
What does it take?

- Grounding... Careers liaison... External connections... Skills Framework?
- Way ‘in’... DLHE? Happening elsewhere?
- Timing... New Head of School? Space on the timetable?
- Networks... business support, alumni, employers, etc....
- Value... win-win-win-win...
- Communication... to staff... to students...
- Enterprising spirit and support network
What was the result?

- Improved engagement with employability
- Increased levels of freelance working, self employment and business start-up
- Improving evaluation and student satisfaction

- BUT also:
  - Increased innovation in learning and teaching
  - New networks of practitioners - @NCLEntEd and @NewcastleEduca1
  - Enterprising and entrepreneurial educators influencing strategy and ‘normalising’ enterprise education
SFEDI National Occupational Standards for Enterprise Educators (2016)

The role of the entrepreneurial educators is to:

▪ Plan and deliver effective enterprise and entrepreneurship curricula
▪ Build collaborative relationships with students, educators and other stakeholders
▪ Motivate and inspire students to develop enterprising and entrepreneurial behaviours, attributes and competencies
▪ Reflect on own practice as an entrepreneurial educator
Educator Attributes – QAA(2018)/IOEE(2016)

- **Inclusive leadership**: encouraging enterprising and entrepreneurial behaviour in students and colleagues - by creating and shaping appropriate learning environments.
- **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**: 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.
Enducator Attributes – QAA(2018)/IOEE(2016)

- **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**: students to relate their learning to their subject, and personal and professional aspirations.
- **Relevant**: maintaining the relevance of provision, able to link to current trends and needs.
How ready is your school or department to support enterprise education?

➢ Form a line from 1 to 10 where 1 is not at all ready and 10 is all set to go/already going!
New Education Strategy to 2023

- Being creative and innovative to advance knowledge and engage with society to address global problems.
- Solving unmet and future needs
- Graduates to develop the resilience, attributes and skills to transform their own lives and the communities in which they live
- Empower our students to be creative innovative enterprising and global in their outlook
- Ensure all students have the opportunity to start their businesses while studying at the University
What am I really saying?

➢ Since introducing support for the self employed and embedding enterprise and entrepreneurship education for the benefit of our students, we have found staff becoming increasingly enterprising, shaping the student experience and influencing institutional strategy and policy using the same skills and mind-set they are unlocking in their students, enabling more enterprise and entrepreneurship education to happen in more disciplines to the point where it is close to becoming the expected normal for good teaching and learning, and I’m not sure what happens next...

➢ But I think that’s the point!
Feel free to get in touch...

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The 78 QAA subject benchmarks were reviewed and the E & E themes extracted. The Toolkit already contains well over 100 ideas for inspirational teaching, contributed by 50 educators from 20 institutions, as well as links to useful resource materials already developed by EEUK, HEA, NACUE, NCEE and NESTA.

https://www.etctoolkit.org.uk