

**ESSENTIAL
FRAMEWORKS
FOR ENHANCING
STUDENT
SUCCESS**

**Enterprise and
Entrepreneurship Education**

A focus framework aligned to the Employability Framework

What is enterprise and entrepreneurship education?

Approaches to teaching and learning, by their very nature, often encompass entrepreneurial learning. Regardless of whether these are labelled as enterprise and entrepreneurship education, the enhancement of appropriate skills, knowledge, attributes and behaviours necessary for transforming creative ideas into actions are of ever increasing importance.

This framework is underpinned by a distinction between enterprise and entrepreneurship education. This distinction is important at a number of levels, particularly in terms of understanding the destination for the learner upon completion of their studies, and also in respect of the grading and evaluation of learner progress. In 2018 the QAA worked with several organisations, including the partners that developed this framework to provide clearly defined terms for both enterprise and entrepreneurship. Clarity of the definitions supports both educators, institutions, students and external stakeholders through a clear shared language.

Enterprise

Enterprise can be defined as ‘the generation and application of ideas, which are set within practical situations during a project or undertaking... It combines creativity, originality, initiative, idea generation, design thinking, adaptability and reflexivity with problem identification, problem solving, innovation, expression, communication and practical action’ QAA 2018, p.7.

Enterprise education aims to produce learners with the mindset and skills to come up with ideas that make a difference in response to identified needs and shortfalls, and the ability to act on them. Therefore, enterprise education is about facilitating learners in moving from ideas to action and, in so doing, supports and aligns with a broader approach to developing employability amongst learners.

Entrepreneurship

Entrepreneurship education is defined as ‘the application of enterprise behaviours, attributes and competencies into the creation of cultural, social or economic value. This can, but does not exclusively, lead to venture creation’ QAA 2018, p.7.

The ability to apply a range of enterprising skills to the act of creating, designing and launching a new business or venture is not limited to any particular sector. It could very well be a blend of sector engagement, as well as including all forms of entrepreneurship (e.g. digital, social, innovation, sustainable etc.).

Entrepreneurship education focuses on the development and application of an enterprising mindset and skills in the context of creating a new venture and managing entrepreneurial episodes required to develop and grow a business.

Who is the framework for?

This framework is designed to inform and support the activities of those educators who interact with students through the delivery of enterprise and entrepreneurship curriculum and/or extracurricular activity. For example, business idea competitions, student enterprise competitions and, business start-up and social enterprise programmes, or those educators who may wish to align their provision to the needs of new and evolving ventures.

It will be of use to senior managers with responsibility for enterprise, employability and external engagement, as well as staff involved with supporting the development of businesses and social enterprises through executive education programmes and business and enterprise support initiatives.

Why is the framework important?

The framework is centred on the ways in which enterprise and entrepreneurship education can add value to the journey of learner, whether they are interested in starting their own venture or being enterprising when working for someone else in the private, public or voluntary and community sector. There is an evidence base that highlights the value of developing enterprising and entrepreneurial skills in learners, not only in terms of facilitating the creation of new ventures whilst in education, and upon graduation, but also in enhancing their employability. Recently it has become increasingly apparent that an expanding number of graduates are joining micro and small businesses as employees, which highlights the significance of embedding enterprise learning and entrepreneurship education within the curriculum.

This framework provides a resource, both to connect the journey of the learner to the role of the educator, and in facilitating the education experience. This in turn enables managers with responsibility for processes and practices within the institution that enable the enterprise and entrepreneurship educator to deliver an effective experience to internal and external stakeholders.

Benefits of the framework

Educators

- Offers a structure for enhancing the quality of the learner's experience
- Identifies the difference between enterprise and entrepreneurship education and supports the development of a shared language in this area of work
- Encourages reciprocal and collaborative ways of working with others in the development and delivery of enterprise and entrepreneurship curriculum
- Provides a resource to reflect on professional development needs and requirements
- Acts as a benchmark to reflect on current practice and provision.

Managers and leaders in institutions

- Informs planning, policy review and programme validation, accreditation and approval processes by acting as a benchmark to review current practice
- Identifies opportunities for bringing together different groups, both internal and external to the institution, that can shape enterprise and entrepreneurship education
- Provides a tool for communicating and raising awareness of existing work and examples of effective practice in enterprise and entrepreneurship education through a shared language
- Provides a resource for evidencing impact and the value added benefit of enterprise and entrepreneurship education
- Shapes and inspires continuous development.

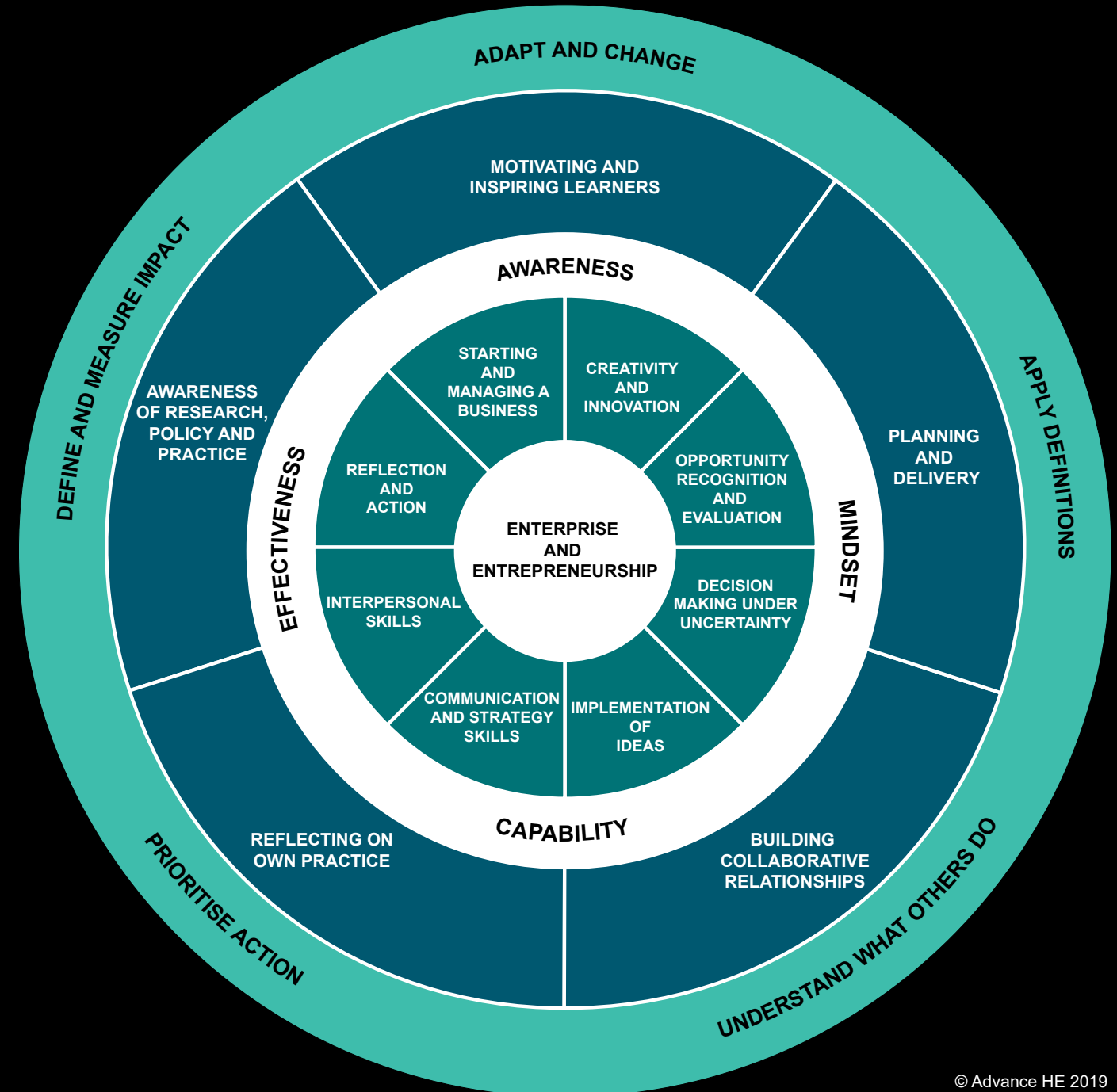
External stakeholders

- Recognises the value of engagement with education institutions in the co-creation of enterprise and entrepreneurship education
- Provides a framework for engaging with enterprise and entrepreneurship educators and bringing people together through a shared understanding
- Encourages the engagement of others in the development of the abilities, skills and behaviours of the learner.

What is the enterprise and entrepreneurship education framework?

There are four layers to this framework, moving from the middle to the outer rings these relate to:

- The nature of enterprise and entrepreneurship education
- The learner and their journey
- The role and value of the educator
- The institution and its culture, processes and practices.



The nature of enterprise and entrepreneurship education

At the core of this framework is a distinction between enterprise and entrepreneurship education. This distinction is important because it highlights that the learner may use the understanding and skills acquired in different ways and, as a result, the development of enterprising and entrepreneurial abilities, skills and behaviours has relevance across a range of different subject areas.

This framework identifies a difference between what enterprising and entrepreneurial individuals do and the context in which they operate. In terms of the former, there are a number of resources which have identified key enterprising and entrepreneurial abilities and skills as being creative and innovate, recognising and evaluating opportunities, gathering insights and making decisions in conditions of uncertainty, implementing ideas, communicating ideas to others, developing strategies for moving from idea to action and being able to reflect in action. While these abilities and skills are most commonly contextualised within the world of starting and managing a business, there is evidence from employers that they are increasingly important in the world of work as a way of adding value to the development of an organisation – for a small and evolving business, enterprising abilities may be critical attributes of an employee.

The core of the Enterprise and Entrepreneurship Education Framework can be used to identify what is involved in being enterprising and being entrepreneurial and the activities which can be provided by the educator and institution to assist the learner with their journey.

The learner and their journey

The next layer relates to the journey of the learner and draws upon the model of entrepreneurial effectiveness outlined within the QAA guidance on enterprise and entrepreneurship education.

There are four stages in the journey:

- Raising awareness of enterprise and entrepreneurship and its value to the learner in their journey
- Developing the learner's mindset associated with being enterprising and entrepreneurial
- Developing their skills and competencies associated with being enterprising and entrepreneurial
- Generating the learner's understanding of the outcomes from the enterprise and entrepreneurship process – e.g. starting a business or adding value through innovation and creativity when working for someone else.

The learner may enter and exit at different points of the journey. This will be influenced by their previous experiences, their interests and motivations and the perceived outcomes from their experiences whilst in higher education. In addition, different approaches to teaching and learning are required at each stage of the journey, particularly in terms of the focus on understanding, skills and experience and, ownership of the education experience by the learner. For example, three different approaches to enterprise and entrepreneurship education have emerged – learning 'about', learning 'for' and learning 'through'. Each of these three approaches is associated with different pedagogies, teaching and learning activities and assessment strategies.

The role and value of the educator

An understanding that there are different ways of delivering enterprise and entrepreneurship education provides a connection to the next layer of the framework which relates to the role and value of the educator and their development. As detailed within the national standards for enterprise and entrepreneurial educators, there is a range of “need-to-know’s” for the educator in being able to deliver an effective enterprise and entrepreneurship education experience, whether in the curriculum or as extracurricular activity. These can be grouped into four bundles:

- Motivating and inspiring learners in developing enterprising and entrepreneurial mindsets, behaviours and skills
- Designing, developing and delivering enterprise and entrepreneurship curriculum
- Building collaborative relationships with others
- Reflecting on your own practice as an enterprise and entrepreneurship educator in order to identify what you do well and what you could do better.

As such, this layer of the framework provides a reference to the key areas of understanding and skill required to facilitate the journey of the learner, as well as structuring discussions with others in the institution around professional development, resource requirements (e.g. to support engagement with others) and institutional processes and practices (e.g. programme validation).

The institution, its culture and its approach

The outer layer of the framework relates to the elements of an institutional environment that facilitates enterprise and entrepreneurship educators in delivering an effective experience for the learner. Not only the extent but also the focus and nature of enterprise and entrepreneurship education will be influenced by the culture of the institution and its processes and practices. Key elements here include:

- Identifying and applying a definition of enterprise and entrepreneurship that reflects the approach of the institution, reinforces the identity for learners upon completion of their studies and assists in engaging with external stakeholders
- Mapping and reviewing activities undertaken in the institution, as well as within comparator institutions, to assist in identifying appropriate benchmarks and performance indicators
- Prioritising the activities to be undertaken, the resources required and the implications for staff development
- Defining and measuring the impact of enterprise and entrepreneurship education on internal and external stakeholders
- Adapting by identifying what works well and what could work better and introducing changes to enhance value added.

These activities will assist managers in:

- Communicating a clear vision of how enterprise and entrepreneurship adds value to the research, teaching and engagement activities of the institution
- Developing a set of indicators that can be used to make sense of the value added of investment in enterprise and entrepreneurship
- Promoting a culture, policies and processes and practices that support entrepreneurial learning amongst learners, staff and external stakeholders.

How can this framework be used?

The framework can have an impact upon what you do and who you work with through:

- Identifying the key “how-to’s” associated with the design, delivery and documenting of different approaches to enterprise and entrepreneurship education, both in the curriculum and as extracurricular activity
- Identifying how to create learning environments and resources that add value to the experience of the learner
- Reflecting on the impact of what you do with others, including learners, other staff and external stakeholders
- Providing you with a resource to reflect on your own practices and those of the institution in which you work.

How does this framework align with the Professional Standards Framework (PSF)?

Staff may want to consider how their engagement with enterprise and entrepreneurship education can offer an effective approach to areas of activity, enable deeper understanding of core knowledge and demonstrate alignment with professional values. It is particularly relevant to the following dimensions:

ACTIVITY: A1, A2 and A4

KNOWLEDGE: K2 and K3

VALUES: V1, V2 and V4

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The logo for Advance HE, featuring a stylized 'A' made of three colored dots (blue, purple, green) followed by the text 'AdvanceHE' in a bold, black, sans-serif font.

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The logo for Student Success Frameworks, featuring the text 'Student Success Frameworks' in a bold, white, sans-serif font on a black rectangular background.

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