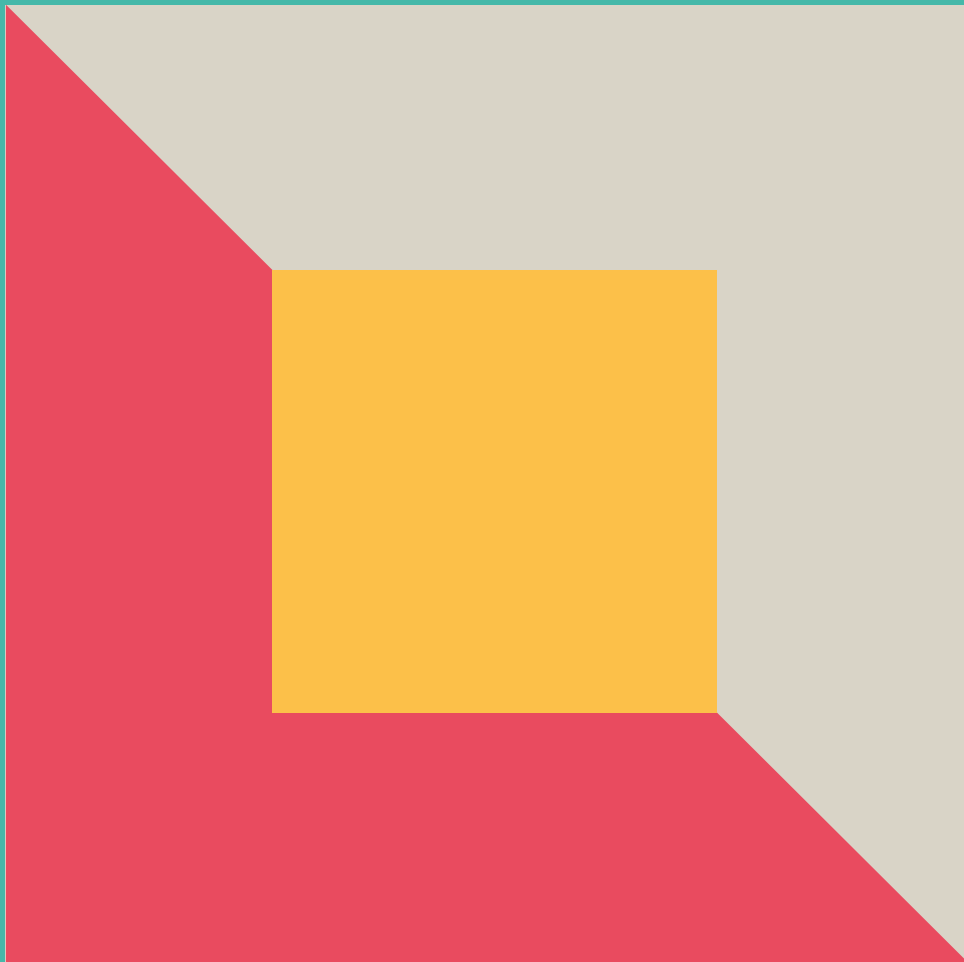


Embedding enterprise and entrepreneurship in higher education: An Advance HE case study collection

Edited by Stuart Norton and Leigh Sear



Contents

Foreword	2
Stuart Norton and Leigh Sear	
ABDN Grad Challenge: an enterprise and entrepreneurship opportunity for students at the University of Aberdeen	4
John Barrow and Jill Rettie	
The EUACCEL project at Edinburgh Napier University: building effective cross-discipline teams to explore low carbon enterprise ideas	18
Christopher Cramphorn, Jacqueline Brodie and Nick Fannin	
Enterprise and Innovation Lab 2022	26
Tom Ledgard and Frazer Stark	
Identifying enterprise and employability opportunities in academic programmes via infographic timeline	36
Samia Kamal, Laura Novo De Azevedo, Lindsey Harrison, Gina Dalton, Clare Martin and Lucy Turner	
Digital Skills Accelerator – an enterprising project to develop successful graduates in the post- pandemic era	42
Emma Forouzan	

Identifying enterprise and employability opportunities in academic programmes via infographic timeline

Samia Kamal, Laura Novo De Azevedo, Lindsey Harrison, Gina Dalton, Clare Martin and Lucy Turner. Oxford Brookes University.

Background

“Skills are not enough, work experience is not enough, attitude is not enough, qualifications are not enough. The answer lies in not just having all the above, but understanding what you want, why you want it and how you can go about achieving it...

...then make sure you do all the things you need to do to make it happen.”

(The Future For Work, Bright Futures, 2013)

Oxford Brookes University (OBU) has taken steps to enhance student employability and graduate skills. For example, offering within the curriculum distinctive disciplinary professional skills modules that focus on the development of enterprise, employability and graduate skills. Furthermore, providing students with the opportunity to gain practical experience through live projects, internships and other forms of experiential learning. In addition, a co-curricular badge scheme to help students make the most of their enterprise and employability activities at university and to enter the world of work by better understanding their skill set through self-reflection. OBU also recognises that enterprise and entrepreneurship (EE) education has a vital role in higher education and is addressing this through several initiatives.

Brookes Enterprise Support (BES), which sits within the Business Development Office at OBU, has been instrumental in creating an enterprising and entrepreneurial ecosystem in two ways. Firstly, through its co-curricular programmes for students who wish to develop their enterprising and entrepreneurial skills by providing them with an environment where these skills can be nurtured and preparing them for a broader context, whether industry or self-employment. Secondly, by working meaningfully with academics to a) empower them with a better appreciation of the attributes and competencies of EE education across their discipline and b) embed EE education within the curriculum to develop an entrepreneurial mindset and give students the practical and theoretical knowledge required to recognise opportunities afforded by ideas and act on those opportunities.

One such opportunity for BES has been the collaboration with the Faculty of Technology, Design and Environment (TDE) to co-create the Brookes Employability and Enterprise (BEE) transferable timeline to support OBU’s ambitions outlined in its 2035 Vision (Education and Enterprise Pillar). The project is to support academics in:

- + identifying employability and enterprise opportunities within a programme of study
- + creating an infographic timeline to capture and visualise all the employability and enterprise opportunities on offer to a student during each year of their degree programme
- + understanding the EE education terminology as viewed by different disciplines.

Approach

The scope of this project is concentrating on the development and implementation of the BEE timeline, a graphic visual representation tool aimed at providing visibility of all the enterprise and employability opportunities available during a degree programme and to encourage students' engagement with such opportunities.

The perceived impact of this project is to:

- + develop a stronger impact on embedding enterprise and employability in the student experience
- + allow staff to easily see where there might be a gap either in terms of activities or skills development
- + create an expectation for the student to engage with these opportunities and self-reflect on skills required to succeed in the world of work
- + develop a one stop visual tool.

The idea of the BEE timeline was born from the realisation that students (and staff) are not always mindful of the enterprise and employability opportunities available and often unaware of the skills they have acquired through these activities. Hence, a need to highlight to students when such opportunities exist and for academic staff to be able to easily visualise what is on offer at programme level in relation to key enterprise and employability activities, ensuring that graduates are well-prepared for their transition into the workplace and have the necessary skills to succeed.

The BEE timeline visual graphics has been purposely developed as a set of Google Slides, making it easy for staff to use and personalise according to needs of their prospective programmes.

The BEE timeline provides a linear representation of all the years (from induction to graduation) of the degree programme. Reflecting the Enterprise and Entrepreneurship Education Framework (Advance HE, 2019), the activities are grouped into four categories with distinctive icons and colours:

- + building your professional profile activity
- + engaging with the profession's activity
- + developing professional communication skills activity
- + exploring ideas and enterprise activity

Figure 1. Brookes BEE Timeline logo. (Source: the authors)



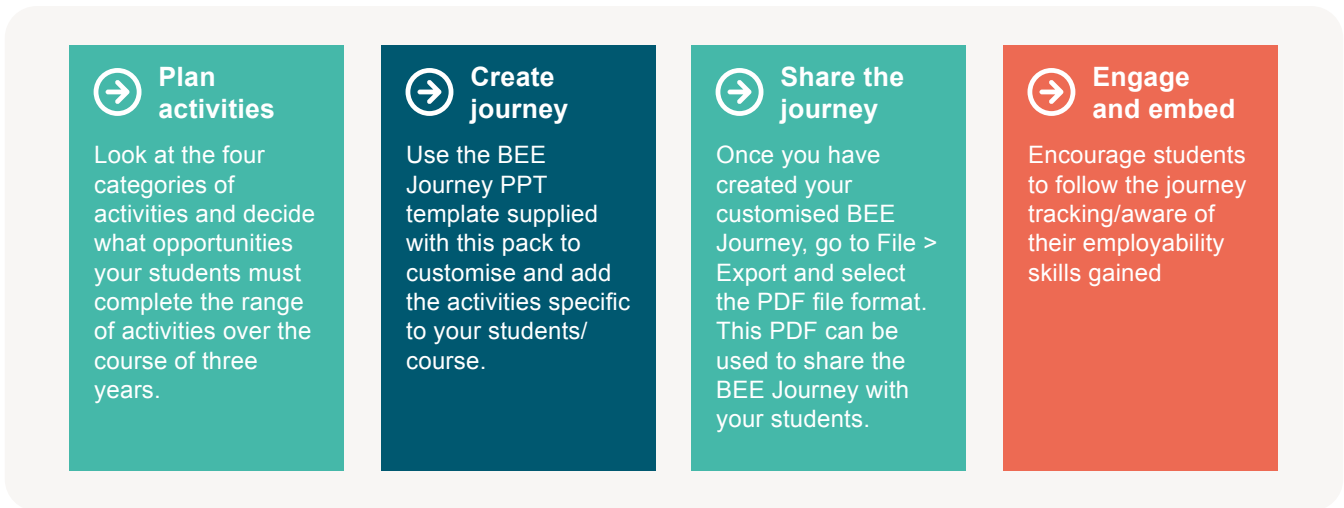
Figure 2. Broad classification of activities, Brookes BEE Timeline 2021



The programme-specific activities are presented above the linear timeline, whereas the university wide activities are presented below the linear timeline. It must be noted that these activities are not compulsory but there is an expectation that the students will complete at least one or two in each category.

Furthermore, academics were given initial training via a workshop and an online tutorial was made available, ensuring they can use the BEE timeline in a meaningful way. Students were also provided with training on the use of the BEE timeline.

Figure 4. Process instructions for programmes. (Source: the authors)



The implementation of the BEE timeline also required some ongoing support and guidance to the academics, which was provided by the BEE development team.

A pilot project in the BA in Urban Design, Planning and Development (UDP) has been implemented to see what and where the enterprise and employability skills are embedded within the programme, with a view to gather information on how prepared the students are by the end of their degree programme for success in the workplace.

Figure 5. Brookes BEE Timeline for BA UDP edited in Google Slides. (Source: the authors)



Outcomes

The overall systematic research and impact study is designed to take place over the next three years. It will also evaluate and examine what worked well and less well in raising awareness and in use of the BEE tool by staff and students.

However, in the pilot study the first-year student cohorts on the UDP programme were presented with the BEE timeline during the induction week, whereas it was introduced to second and third year cohorts during cohort annual programme meetings. Staff were also reminded and encouraged during the programme development meetings to use the BEE timeline as a guide for academic advising sessions.

Initial student and staff feedback suggests a positive impact on student engagement with enterprise and employability opportunities. Students who were exposed to the BEE timeline indicated higher levels of engagement with enterprise and employability activities on offer. Moreover, staff have noticed improved self-reflection and confidence among students who made use of the BEE timeline.

Furthermore, the BEE timeline has increased the provision of enterprise and employability awareness and development opportunities at programme level. It has enabled academics (especially programme leads) to see how cohesive the enterprise and employability opportunities are across the programmes. This, in turn, has helped staff to identify any gaps or overlap in such activities. It is envisaged that this visual representation will also be used in validation, marketing and induction materials.

Conclusions

This is a work in progress. The strength of the BEE timeline design comes from its flexibility and adaptability within different programmes and the simple interface, which is intuitive and engaging.

The next step is to create an enhanced BEE timeline (based on initial student/staff feedback) and roll it out to other disciplines within the faculty before carrying out a systematic research and impact study. The BEE timeline has also been considered for our institution-wide approach (Education and Enterprise Pillar of Brookes 2035 vision) to embed enterprise and employability activities into the student experience, ensuring a well-prepared transition into the world of work.

In conclusion, implementing the BEE timeline in students' programmes is an exciting project. It has the potential to create a meaningful learning environment for students to develop and explore their interests, skills and passions in a unique and interactive way as well as increasing student and staff engagement in creating a dynamic and productive learning environment.

References

Advance HE (2019) *Enterprise and entrepreneurship education framework*. York: Advance HE. Available at: www.advance-he.ac.uk/knowledge-hub/framework-enterprise-and-entrepreneurship-education

Bright Futures (2013) *The future for work: the student voice*. Conference report. Aston Villa Football Club, 18 April. York: The Higher Education Academy and Bright Futures.

QAA (2018) *Enterprise and entrepreneurship education: guidance for UK higher education providers, January 2018*. Gloucester: The Quality Assurance Agency for Higher Education. Available at: www.qaa.ac.uk/the-quality-code/enterprise-and-entrepreneurship-education



Contact us

All enquiries

Email: communications@advance-he.ac.uk

Website: www.advance-he.ac.uk

   @AdvanceHE

Advance HE helps HE and research be the best they can be.

We are 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. We are experts in higher education with a particular focus on enhancing teaching and learning, effective governance, leadership development and tackling inequalities through our equality, diversity and inclusion (EDI) work.

Our strategic goals to enhance confidence and trust in HE, address inequalities, promote inclusion and advance education to meet the evolving needs of students and society, support the work of our members and the HE sector.

We deliver our support through professional development programmes and events, Fellowships, awards, student surveys and research, providing strategic change and consultancy services and through membership (including accreditation of teaching and learning, equality charters, knowledge and resources).

Advance HE is a company limited by guarantee registered in England and Wales no. 04931031. Company limited by guarantee registered in Ireland no. 703150. Registered as a charity in England and Wales no. 1101607. Registered as a charity in Scotland no. SC043946. Registered Office: Advance HE, Innovation Way, York Science Park, Heslington, York, YO10 5BR, United Kingdom.

© 2023 Advance HE. All rights reserved.

The views expressed in this publication are those of the author and not necessarily those of Advance HE. No part of this publication may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopying, recording, or any storage and retrieval system without the written permission of the copyright owner. Such permission will normally be granted for non-commercial, educational purposes provided that due acknowledgement is given. The Advance HE logo should not be used without our permission.

To request copies of this report in large print or in a different format, please contact the Marketing and Communications Team at Advance HE: communications@advance-he.ac.uk

ISBN: 978-1-9163593-9-0