EEUK RPF OBU UOB Staff focus groups and interview transcripts

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# Participants’ academic disciplines / areas of work within professional services:

Focus group 1 (n=4): Modern Languages; Publishing, Media and Journalism; Art and Design; Art and Design.

Focus group 2 (n=3): English, Drama and Creative Studies; Chemical Engineering; Politics.

Focus group 3 (n=5): Placements Officer for College of Arts and Law; Careers Consultant for College of Life and Environmental Sciences and involved in University social entrepreneurship group; member of the Programme Framework for the Future within the Registry; Social Policy; Biochemistry.

Focus group 4 (n=4): Industrial Liaison Officer for School of Engineering; Physics and Careers tutor; Ecological Education and involved in department Employability and Placements and Future Skills and Employability Group; Liberal Arts and Natural Sciences.

Interview 1: Psychology.

Interview 2: Engineering.

# Focus group 1: Oxford Brookes University Academic staff who are engaged in providing entrepreneurial education.

**Introductions and also partial answers to the question ‘are you engaged in any way in entrepreneurial education?’**

Andrea Macrae: Thank you for making the time for this focus group. I know everybody's really busy, and I really, really appreciate you kind of volunteering an hour to talk through this issue when there's no recompense for you. It is much appreciated. This study is funded by the Enterprise Educators UK Research Project Fund and without staff input it really wouldn't work, so we're really grateful. There's a whole bunch of staff across the University of Birmingham, as well, contributing to focus groups of different kinds, so overall you'll be part of a broader pool of data. I just want to do a little bit of introduction to the session, and then we can introduce ourselves to each other, assuming… I think maybe not everybody knows each other so… But I’ll just quickly say the session is being recorded but it's only audio recording – the settings are such that the videos aren't be recorded so it's just an audio recording that will exist afterwards. The purpose of the focus group is to capture your understanding of enterprise and entrepreneurship education, your attitudes towards it, and your experiences of it, so that's the kind of broad area. These are very contested terms, and some people will have more experience and some people will have less, some people may have none, some people may have loads, and some people may think about that experience very differently and that's all fine. There are about 10 questions that I’m going to be going through and some of them are worded quite carefully. If you don't understand any of the questions, feel free to ask and I can just rephrase or paraphrase. I’m going to be using the chat function as well, to put the questions in the chat along the way. I didn't want to have a kind of presentation view open because that minimises everybody. So, I’ll just be popping the questions in the chat, but please answer the questions verbally rather than in the chat. I will be able to save chat responses, but it's just easier to keep the conversation all in one space, but they're just there… kind of… for people to refer to really. And yeah, if I just go offline, for any reason - I don't expect it, but if I do - if you could just wait and see what happens. If I can't go back online on my laptop, I will email everyone and say “we're just going to have to mission abort” but ideally just wait and then things should be fine. So thank you again and, yeah, shall we just introduce ourselves? I think everybody here has met me but just to reiterate I’m Andrea Macrae. I’m in humanities and social sciences, specifically in the in the school of English and Modern Languages, and I’m one of the people on the research team. The other members of the research team are Mircea Scrob and Helen Hook at the University of Birmingham. Leanne do you want to introduce yourself next?

Leanne: Sure. I’m Leanne. I’m [data removed as could enable identification of the participant] [involved in] the taught postgraduates in Publishing [, Media and Journalism] that are campus based, so part of TDE [the Faculty of Technology, Design and Environment].

Andrea Macrae: Thank you. Faye?

Faye: I’m Faye. I’m [data removed as could enable identification of the participant] [involved in] the School of Arts.

Andrea Macrae: Thank you. Claire?

Claire: I’m Claire. I’m in English and Modern Languages in HSS [the Faculty of Humanities and Social Sciences] and I’m [data removed as could enable identification of the participant] [involved in] Modern Languages.

Andrea Macrae: Thank you, and lastly, Alice. You're on mute, Alice. There we go.

Alice: I’m Alice. I’m [data removed as could enable identification of the participant] [involved in] the Foundation Art and Design within the School of Arts in TDE [the Faculty of Technology, Design and Environment] and prior to this I [data removed as could enable identification of the participant] [was involved in] a foundation degree for Oxford Brookes in Creative Art and Design where we had to embed enterprise because it was a foundation degree.

Andrea Macrae: Great Thank you. That's really useful background information on everyone. I’m going to dive straight in if that's OK, and asked quite a broad question. […] It might be OK if everyone has their mics on all the time - I’m not sure everyone needs to mute, necessarily. But I basically I need everybody's answer to every question, so we can kind of go around the screen or people can chip in as and when - it's up to you. So, the first question is really about understanding a fairly contested term. I want to know what each of you understand by the term ‘entrepreneurial education’ - what do you think it includes, what you think it excludes, what's it all about, are you not sure about it… so what's your impression of this term? It'd be interesting to see if there's variation among the group. Who would like to go first?

**Question: What do you understand by the term ‘entrepreneurial education’?**

Claire: I’m happy to start. My perspective is actually… coming from languages as well… is that you are very much textbooks, improving the language… textbooks-focused in terms of progression of learning in that language, and, therefore, for me, entrepreneurial education puts them into context. So, it would be actually getting the student using the language but working on case studies or real life projects, and it's making that link from education, through employability, into the workplace.

Andrea Macrae: Thank you. Thanks, very much. Leanne?

Leanne: I have not seen… I know both of those words, but I have not seen them together before that I’m aware of - I mean unless you sent it out in your original email, which I apparently didn't read well enough. But when I look at that I think of, in the case especially of our students, giving them the tools to not only be employed but to think about how they could change the employment, so the tools to go in and be entrepreneurial, come up with ideas, you know, be more than just “great, we've produced you a cog to go in your machine”. We want to teach them that it's OK for them to build the machine and give them the tools and the chances to do that. That's what I think, maybe.

Andrea Macrae: Thanks - that's great and it's also absolutely fine to have the ‘maybes’ in as well. That's great. Faye?

Faye: […] I think entrepreneurial education is about giving students the confidence to think beyond their… the standard requirements, and to be confident with how to be creative with their thinking, how to come up with new ideas and… and teach… and, sort of, like Claire said, about applying it into the context of the subject. So entrepreneurial education, taught and embedded within the subject areas, then gives them the confidence to go out and be far more proactive and diverse in the sort of jobs that they go into, and in what their aspirations are, because they've been given the confidence to do that.

Andrea Macrae: Great thanks. And finally Alice.

Alice: And yeah I think I completely concur with what Faye said. I think that… I’m from an Art and Design background, and I think Art and Design, creative education for… historically, creative education has actually been quite entrepreneurial and to me it's about helping students understand… to create opportunities for themselves and create opportunities for others is entrepreneurial, and I think it's… obviously there is this contest that term around enterprise and relationships with business and I’m… but I think we’ve kind of got away from that now, and actually it's just about changing people's mindset and helping them to understand that it is about creating opportunity.

Andrea Macrae: Okay, great. Thank you. Because the nature of the focus group, I’m in this awkward position where I can't give too much feedback on responses, or say, like, “I agree”, or anything like that, so it's an odd dynamic but I’m just going to keep saying thank you for your responses, so as not to steer future responses, so apologies for the weirdness of the kind of pragmatics of the conversation. Because this focus group is designed in such a way that there might have been people who ended up in it who thought that they did enterprise education but actually, once they heard other definitions, they might change their minds, and go “Actually no, I don't identify as that and that's not me”. Partly with that that focus group design in mind, I’m just going to share the QAA definitions of ‘enterprise’ and ‘entrepreneurship’, both of which they fold together under the heading of ‘entrepreneurial’. So, they use ‘entrepreneurial’ as a kind of catch all term, and then under that they have ‘enterprise’ and ‘entrepreneurship’ […]. So I’m just going to put, did that… yeah, that all went into the chat. So, their definition of enterprise education under that umbrella term is that it provides students with an enhanced capacity to generate ideas, and the behaviours, attributes and competencies to make them happen. And they defined enterprise competencies as things like identifying opportunities, creative problem solving, innovating, decision making, strategic thinking, flexibility, negotiating, and influencing. And they describe how that can be embedded in any discipline, through activities such as experiential learning - so simulations, live projects - authentic assessment and small-scale focused activities like group creative problem solving. So, you will recognise similarities between a lot of what you were saying and those definitions. Their definition of entrepreneurship education, I’m just going to add that - just so we have a shared understanding of where the QAA are coming from on these - is that they describe entrepreneurship education as building upon and applying enterprise competencies to the process of specifically designing new business ventures or start-ups. And they describe entrepreneurship competencies as building on enterprise competencies by adding knowledge of business, finance, intellectual property, and legal awareness, digital marketing, risk management, negotiation skills, and influencing or networking skills. And they suggest that this can sometimes be found in standalone modules which are more focused on innovation or startups or self-employment and/or growing an existing venture. I’m not suggesting that we need to agree with those definitions, or that for the purposes of the focus group we need to follow those definitions. I just wanted to share with you where the QAA are coming from in that regard, in case anybody else was feeling a bit lost in any of that. They do… One last statement they have them on them is that […] they come under a broader umbrella of employability skills. So, entrepreneurial competencies are within broader employability skills and they don't make it very clear distinction between other employability skills and entrepreneurial skills. That's just to kind of generate a kind of shared… some shared terminology… and that's not to suggest that we have to agree with it or abide by it. So, with that in mind, a very straightforward question next, which I think I’ve already kind of got the answers to in what you've already said, but… Do you consider yourself to be engaged in any way in enterprise and/or entrepreneurship education? You may have already kind of intimated this in responses to the initial call out for the focus group, but if I could get a verbal response from each of you for the purposes of the focus group that would be great. Leanne.

**Question: Bearing in mind the QAA definitions of enterprise and entrepreneurship education, do you consider yourself to be engaged in any way in enterprise and/or entrepreneurship education, and if so what are some examples of you doing this?**

Leanne: Sure, and Faye will have heard this, you know, a thousand times over. We do try very hard to bring in different types of enterprise and engagement - you know, to just to use all those terms in our classrooms, whether that is to bring in real world problems or people quite a lot - we have guest lectures from the industry the students want to go into. And, as an example, in this class that happens today, this year we had a someone come in from industry who runs a big research marketing company in London and […] had the students work through building an algorithm based on a real problem that they had been hired by specialist sports, like, hand sanitation company to help reach very specific target markets. And at the end of that one of the students was like “I love this”, connected with him on LinkedIn, and he […] told the student she has an internship whenever she wants it, anytime, and if it goes well, she has a job, full stop. So, we try to do that a lot, and that includes adding in things like the sandwich mode for postgrad students, if they want to go for that. We have one MA student on it. He's been hired at OUP [Oxford University Press], so this gives them the skills in real companies to do that kind of thing. So, we try really hard and part of that is also making our content diverse, which is really nice, and in a variety of ways, because that is something we see that needs to be fixed in our publishing industry and media industry generally.

Andrea Macrae: Thank you, and what you've neatly done there is also answered my next question. And I think, because […] perhaps it's easiest to blend the two [questions] together, so perhaps in everybody else responding to this question - Oh, it's not pasting in [to the chat function], hang on a second - you could also give the answer to that question: do you consider yourself to be engaged in any way in enterprise and/or entrepreneurship education, but also, if you do, what are some examples of you doing this. Because that was effectively what Leanne just did. So, if the others could respond likewise… So, do you consider yourself to be doing this, and if so, what are just some examples of the kinds of things you do - that you regard as doing this. Alice next maybe?

**Question extension: Do you consider yourself to be engaged in any way in enterprise and/or entrepreneurship education, and if so what are some examples of you doing this?**

Alice: Yeah, I think I am engaged in enterprise education. I think that over the years I’ve done it at different levels. So I think currently I’m working on Foundation, which is essentially a transition between level three and level four. So I’m getting students ready, really, to go on to jobs or in the main go on to Higher Education, and so I’m really spending quite a lot of time trying to shift their mindset, which might be quite fixed. At school it’s definitely, you know, “this is the way you want to go, this is the way [inaudible]”, you know, at A level. But I’m trying to help them look around and say “look, you can actually go many different ways [inaudible] school, and you can approach this in many different ways”. I think an entrepreneurial education at this level, it actually starts with a student being really [able to] understand and reflect well and think about how they might situate themselves within the world and then help them to notice that there are other opportunities. We do embedded projects as well, so we do do live projects. We've got, you know, really well-established live projects. My colleague - and actually this is historical – Faye started this off: we work with London Fashion Week and we work with two designers. But then equally students are working with the local community and with a Windrush group. So, for me, a student at this level, it could be entrepreneurial just for them literally go on to YouTube and find a way of doing something or speak to an expert. So, it's about them seeking opportunities outside of themselves, however small. It's about helping them move outside of that comfort zone so that they're a little bit more confident and they can […] maybe… and they're able to participate in some of the opportunities that [inaudible] they'd be able to do it. So for me I’ve tried to prep them by really unpacking their thinking and that's how I interpret enterprise on Foundation.

Andrea Macrae: Thank you. Thanks very much. Claire next, perhaps?

Claire: For us it's really enterprise education and it's definitely experiential learning. So, for example, you'd have simulation into translation – actual, you know, whether it's subtitling a movie or doing a more formal written translation and looking at all the aspects and everything, using the technology and the knowledge, the culture and that sort of thing. But it's also… more recently we've launched a live project and that's a COIL [Collaborative Online International Learning project] that really went down the route of doing it not within Brookes but linking my students and those in Algeria, doing a real life project. The Algerians have access to the farmers, so they get that industry. We’re now negotiating with OxLEP to get the retailers from the… But what we're [inaudible] very interesting and picking up on the on the previous mention - it's definitely, in each case, it’s pushing the student outside their comfort zone, definitely. So, for us, the difficulty is we don't have the link that [the] publishing [degree programme] has with one sector. Our language students would go in all directions: some will become translators, some [go into] business, some [go into] international relations and that's the difficulty, to move on to the entrepreneurship education. And, so, you know, which one would you choose? So, we've done [an] add on sometimes, again insights into the different professions, and invited a guest speaker, but then that is all linked to budget anyway. But it's also not just about budget - it's about which one, and it would differ and, you know, that’s the difficulty. So, definitely, on our side, it would be enterprise education rather than entrepreneurship.

Andrea Macrae: Thank you – that’s really clear. And lastly Faye.

Faye: Okay, so I do quite a lot in the School of Arts because [data removed as could enable identification of the participation] [involved in] Brookes Creative, which is an employability… kind of… service to students and academics. So, I’m working with different academics to determine where in their programmes we currently have employability and enterprise and entrepreneurship, where it could be if we don't have it already, how they could collaborate across programmes… I work with a team of students who are pulling together loads of resources for students to understand how to become self-employed - what does it mean, how do I sort my tax, that kind of thing. I also work with employers to bring them into the School of Arts to sort of try and match up student opportunities with different students but also different programmes, so that might be that there's a live project related to a particular discipline that would work and try and help negotiate that live project and bring that live project to the different teams. So, that's what I’m currently doing and like Alice said, I’ve done loads of live projects in the past. And I think, for me, the biggest word is ‘confidence’, because without the confidence, the students don't engage. And unless they are given something to do that’s little, that helps to build that confidence, they then won't say yes to things. And so you have to get them a level four, being a little bit uncomfortable, to then say yes to something else. And you can't expect not to engage with them at level four, making them feel a bit uncomfortable, and then they be ready at level six to go out and get a job, because it's not going to help. So, it's that really, as soon as they step foot in the university it’s like “right, you're now working towards being a professional, so how are we going to get you to do that? You're going have to do some extracurricular stuff if you want to be uncomfortable, to build your confidence”. So, yeah, it's a kind of all-encompassing role, really.

Andrea Macrae: Thank you. All of you have, in your answers, given bits of answers to later questions, so it's going to sound a little bit odd that I’m going to ask further questions which might invite you to just recap some something you might have already said, so I hope that's OK. And you can just kind of give the headlines, if you want to respond to that. For example, some of you in that response have given partial answers on a question which is what motivated you to introduce enterprise and entrepreneurship into your kind of your educational provision and potentially more broadly if you've got wider responsibility than your own your own teaching. So, like I say some of you have touched on that already, but even if you have, if you could just going to recap the key points. Yes, Faye.

**Question: What motivated you to introduce enterprise and entrepreneurship into your kind of your educational provision?**

Faye: For me it was that I came from industry and into a world of not really knowing academia very well and thinking these guys have no clue what's out there, and I’ve got to show them. And so, as soon as I became [data removed as could enable identification of the participation] [involved in] Foundation, that was it - it was like everybody's got to do live project, everybody needs to work with industry, because I came from industry and I didn't go through university and then stay to be an academic. It was, you know, I came from an environment which was very much sales and marketing, you know. I worked in the fashion industry, and I needed to show my students what the fashion industry was like because they've been at school, they've done fine art at school, they haven't done anything to do with fashion. And it was like you really need to know what this is all about in order to make an informed decision about whether you should do it or not. And so that's where it started, and then they were just so engaged in that process of live projects that it just carried on. And then, you know, looking at the School of Arts for a minute, in my newer role as [data removed as could enable identification of the participation], looking at it thinking everything's happening in pockets and we can't really see it - it's not coordinated, there's no strategy. So, I went to the Head of School and I said we need a strategy of how we're going to bring all this… to be visible to students who might want to come here, to people who might want to work with us. We need to do something that is not here at the minute and so that's where it came from. Because I think as much as we would love to be… you know, some academics would love to just talk about the research and kind of develop that student’s theory and knowledge, etc., … not *applying* that, then, I think I feel like we're giving them half a job. We haven't shown them how to apply what they're learning in different situations. And, you know, for subjects like modern languages or History or English, yes, the world is their oyster - they can go into any industry. But it doesn't matter, because every year you could do different one and it will still get [you] valuable skills. You know, we can't necessarily provide an exact match for every student into the exact industry they want to go in to, but you can give them the tools in order to go and find it, and I think that's really, really key.

Andrea Macrae: Thank you. […] Claire, how about you next?

Claire: Um, it's a really interesting question, because what motivated me, let's be honest, was also the fact that mobility was cut down for students and everything, and this idea of working across borders and using online. So, the pandemic has had a big push into getting into that direction. But it's not just that, because the employability was something that we looked at and we designed, but the project itself materialized because of the context of the pandemic, the context of reaching out further afield. But one thing that was very interesting and I'd like to share is the resistance of the students when they first heard about the project in the classroom and everything. “Oh, why are we doing languages and business? We’re not business. We're not business with languages. We want more language classes.” [inaudible] so immediately was the push back to the point that I had to explain the purpose of the project and its intention and the benefit for them. And it was all about… They think they're good communicators, they think they have got the culture sorted, but suddenly they were put with a culture completely different to the European culture they visited through, you know…. The Algerians and working and developing that acquisition of skills, of intercultural exchange – [it] was more challenging. The project itself - we had to demonstrate it's the actual output of the… it's the real life issue, it's the output… but effectively it's not business. It's about how they communicate, how they get hands on [inaudible] an experience with the real life issues about products moving all across the globe and, in fact, they then put in their own oral communication skills, they are building skills for collaborative work - all that, they develop their competency. But what was very interesting is they then saw it as international relations, relationships, international network, and then they suddenly switched. So, the word ‘entrepreneurial’, ‘enterprise’, for some students [inaudible] “Oh no - not my degree”. So, I had to do a big session explaining the full project for it to work. So, it's challenging the students, definitely. On my side, the motivation was there for me to demonstrate… “OK, you think you're very good communicators. Fine. I’m glad, and you are, but can you deliver an intercultural, international project?” and that was a real challenge for them, but they did very well.

Andrea Macrae: Thanks Claire. So, we've got Leanne and Alice left on this topic, haven't we? Yep? On this question. Alice, would you like to go next?

Alice: Yeah. I’ve had a bit of time to think about this and I’m not quite sure how I got involved in it. I think I fell into it. I think I fell into it, because I found… let's say… I found myself in a sort of intervening space. So, I found myself working in Further Education delivering in Higher Education, and at the time, which was about 2010 – I was just trying to work it out then – there was obviously a lot of pressure. It was kind of post-massification of HE but then we were trying to establish ourselves, and this is part of the Associate College Partnership network, so it was in relations with Oxford Brookes. So, we just come on board with a relationship with Oxford Brookes. And we also had a lot of resources and we had a lot of degree courses that were closing. So, we had graphic design, which I [data removed as could enable identification of the participation] [was involved in], and we had design, fine art… And we had to… economically, we had to find a way of trying to put all those courses together. And so the idea was hatched that we would write a Foundation degree in Creative Art Practice which put together all our creative work and all our creative disciplines. It meant that we saved the staff from redundancy, and we also used our resources. And we created a relationship with Oxford Brookes. So we wrote a Foundation Degree in Creative Arts – well, a colleague actually wrote that - and then I came back and I worked in collaboration with Oxford Brookes, with the School of Arts, a top up [a final year to add to a Foundation degree, to create full degree] in Creative Art and Design Practice. Around that time there was also quite a lot of pressure within the sector within FE and also pressure from the institution of not being interested in HE, and so we found ourselves kind of… a little bit in a sort of space where we weren't that supported. I [data removed as could enable identification of the participation] [was involved in] all of the Arts programs, which was a combination of those ACP [Associate College Partnership] relationships with De Montford and with Oxford Brookes. And so we were *forced* to be entrepreneurial ourself. It was also the fact that, obviously, then, the Foundation degrees with… that [possibly referring to Enterprise] was written in. That was part of the agenda, the government agenda to embed enterprise kind of early on. And [inaudible] wrote these degrees and then we ended up not having a space to deliver them… not having the space to do things. So, we went out and we found new space, and we went out into the town and I worked with the… kind of… town council and the coordinators and for about three years we ran a six week festival every year, where the students exhibited their work and… but they also ran workshops. And we were kind of aware of what we were doing. It came out of a module that I'd written which was called ‘collaborative practice’. But I don't think I consciously suddenly thought “I’m now going to do entrepreneurial education”. It came out of the space I found myself in which was a sort of confluence of many, many different factors. And I also had some really dynamic people, and we were really frustrated about the fact that we weren't being supported within our institution - within our context, if you like. So it was… it's kind of interesting - it came out of a space, and I remember once being at a conference and we talked about these […] these inter-spaces, these little spaces, these little cracks, and out of these little cracks grow these little weeds and these weeds grow into amazing flowers. And we sort of always liked that metaphor. So yes, I found myself in a crack and had to get out and that can… and obviously the world's moved on and I’ve changed but it's kind of stayed with me and that's almost like the way I teach now. And I think from a pedagogical point of view I am always interested in the relationship to how we feel about ourselves and how we relate to people in terms of how we feel and the way that we learn, so I guess that there's lots and lots of cross-sections. I could talk for ages but obviously I don't want to. But I think that's how I found myself - I fell into a crack, found myself in a space, had to get out and then created quite a lot of courses that embedded enterprise. I should also point out, which I think is really interesting in terms of what is on the agenda now, that we created courses that in our view were very successful. We had very, very confident, very entrepreneurial students that got work and they were multidisciplinary practitioners. But the course did not survive and could not recruit because students struggle with the fact that they wouldn't have an identity - they were just general creative arts practitioners, which now people said they want, but, in actual fact, the market still says “you must do this, you must do this, and you must do that”. So I just think that's an interesting point to maybe consider - that we thought we did a brilliant job and we did - we had the results to prove it, but it didn't work in the market at that time. Yes, I’ll stop now.

Andrea Macrae: Thanks very much - really useful stuff Thank you. And lastly, Leanne, what motivated you to introduce these kinds of educational experiences.

Leanne: Um… our programs are pretty… what's the word I’m looking for… um, practical? That's it. So, there's a lot of theoretical stuff but they have the option, for instance, to do a major project, which is very much practical. And they have to learn to do practical things that they will go into the industry to do. And so we kind of just… that is where we start from. We need to teach them the skills to do the job - to go into the industry to do it. And that kind of… I mean, that's the motivation. My motivation, when I took this job, was to give students the new skills to change the industry because it's never going to change when we continually have old, white men running it - publishing that is. So, we need to get people in who change things, but again, we are… much like… much like… you'd always… We've struggled with students wanting to take on board the things that we see coming. So, we offer… I offer a session in data mining and pulling out the data from huge datasets in MySQL and we had six people show up this year. That's across both undergrad and postgrad. Antonia, also, was running weekly coding sessions. And it's still… Actually, I have a meeting in June with a coder from the industry to talk about how we can teach people in the humanities that these are skills that they may want to think about, beyond ‘I just want to find the next Harry Potter or edit children's books’ and, you know, to actually make them more employable. But, that being said, some of our guests this year have said “I don't need you to be able to code. I need you to be able to talk about how you want things to work. We can hire coders. That's fine. They're one in a million. They can't create in the same way.” For one in a million - many. You get my metaphor.

Andrea Macrae: Thank you. Again, some of your answers have anticipated some of the next questions. So, there are two paired questions coming up. The first pair is on what's gone well in your provision of these kinds of experiences and what's gone less well. And then, after that, there's a pair of questions about what have been the barriers, and then a question about enablers. So, I’m flagging that now just because… just so if barriers kind of come up in your response to the next question that's fine, but I will be asking again. So, it's fine to include whatever you want to include in your responses to each question, but… just to give you a heads up on what's coming. So… a pair of questions and if each of you could answer each of them in turn… So say Leanne answers what went well and then what went less well, and then Faye answers what went well and then what went less well. That probably will make sense in terms of organic responses. So, yeah. The questions are: In providing these kinds of enterprise and/or entrepreneurship education experiences, what have you found work well? And there are some examples there so… thinking about it in terms of the student experience, student satisfaction, reflecting on student gains, your own gains, what was the student performance like, what was it like for you as a provider, or, if there were external providers, what was it like for them – or, thinking much more broadly, or even much more narrowly… Just some indicators of what you think has gone well and then, in relation to similar kinds of measures, or indeed very different ones, what has worked less well. And I know some of you have mentioned some of these already, but if you could recap and that'd be really helpful. Um, who's up for starting? Leanne? Thanks.

**Question: In providing these kinds of enterprise and/or entrepreneurship education experiences, what have you found work well, and what has worked less well?**

Leanne: Yeah, I’ll carry on, since I like to hear my own voice apparently. Well, I’ll start with what's worked less well. Obviously I just mentioned the things that didn't work well, with getting students to understand the way the creative industries more widely are changing. That's a struggle. And it's also a struggle because they… sometimes actually we get this weird thing where students are like “Why do I need to bring in theoretical stuff when I’m going to be editing?” Like, okay, so it's the flip side almost, where they want… they expect something very practical. The other side of that again is, especially this year, we've noticed that our MA students have struggled a bit more than normal with their… with the practicality of things, because they mostly come from backgrounds in English Literature and they're used to writing essays. And a lot of our stuff - and this is things that work well – are real world assessments. So they write a report for a fake company or a real company - they choose it - about why it would be valuable for them monetarily, in building their brand, if they go to a particular Book Fair. That's a real thing they might do. That is great - it's one of my favourite assignments because they have to go and gather lots of useful information and pitch it to their boss, essentially. And that works really well, and we've gotten great feedback about it from students. And the practical stuff… again in the design classes and the computer-based courses where they build websites and ebooks and various stuff - they really, really like it, but they struggle with it because they're like “It's very hard”. And they struggle, a lot, because if they miss a class, for any reason, it doesn't work very well to watch it back because you don't have someone walking around and being like “no, no, this is how you do it. Let me help you with this”. So that that becomes a bit harder. They worry more when it's a bigger class. But generally speaking it works really well. And our external people who come in and give talks, they often find internships and things that way, and that works really well. And the work experience… the work experience, the sandwich model - fingers crossed it'll work really well. Our Board was very excited about it, but… And the people at OUP [Oxford University Press] seem very excited about it, as long as the student, you know, does their real job well, then it should be good. And that would set us up to do better next year and then we’ll have the university processes more streamlined.

Andrea Macrae: Great Thank you. Um, Claire, you were keen to go next. Is that ok?

Claire: Oh yes, so what did not go so well - I’ve mentioned before - is that initial buy in. That was definitely the struggle. But beyond that session when you explain it all, there was the buy in, and that was fine. But they did say “Put that at the beginning of the module - right at the beginning”, and so that was interesting. On the positive side, I would say that there is more engagement. I mean, I was really stunned by the fact that a COIL [Collaborative Online International Learning] project is five weeks, five to six weeks, and it's one hour online where you get all the students there, you give them the guideline, but beyond that it's outside the classroom. It’s their own group, their own connection that create[s] the project, that create[s] the video they've got to create, the poster they've got to do, and so, outside the scheduled meeting, they run for it. And they've created that real connection and network and humour - it went far beyond the project itself. They’re now, you know, communicating with them, keeping in touch with them, and so forth. So the first, the engagement. But also the output itself - thinking outside the box - when you look at what they produce, their videos, you see some that bring out different interests. So, some were all about the Algerian product being healthy and went all down the road of the healthy; others went around the road of sustainability. So green wheat is currently, in this country, coming from Australia. If it came from Algeria next then less CO2, less [inaudible] and sustainability, so that was their case. So, in a sense, it enables them to think outside the box and give a convincing argument that followed their own interest. And the last thing is, what went really well for me, and I think for them, they recognised - because we did a debriefing session afterwards - is that they really experienced that communication from low and high context culture and they now can really define it. Because we teach high and low context and the differences, but they experienced it, and now they can really verbalise that in an experience and potentially for employers and as examples of what the project brought to them in terms of getting that extra communication. So, definitely more positive, but an intention to the negative, which was the buy-in at first.

Andrea Macrae: Great Thank you. And Faye, would you be up for going next?

Faye: I think what goes well for live projects that I’ve run in the past is just seeing the confidence and the students and how their confidence changes and how they almost transform, as if it's a successful project, if it's really them really sort of involved in it and going on location to where their actual thing is happening, you just see a complete transformation. And I’ve seen students who have left Foundation [degree] and gone on to [Bachelor’s] degree and they're still working for the same people and they go back year on year and, you know, so many people have said that “that was a transformative moment of my education” and you just think well there we go. You know, that is successful. But I think that they [live projects] have to be really carefully managed. So, maybe not things that don't go well, but the challenges are the actual management of the [live] project, because you have to spend a lot more hours on a live project than you would just your standard teaching, and I don't think that's acknowledged as a thing, you know, in terms of workload. And so I think that is a real, real challenge in getting people to engage in live projects year on year, because they just haven't got the time, quite often, to make it as good as it could be, perhaps.

Andrea Macrae: You say people do you mean staff

Faye: academics, yeah

Andrea Macrae: or providers, or both?

Faye. I think, a member of staff because you can... It depends on the live project as to how much the other people get involved… the industry gets involved. The member of staff has to really, truly manage it, and also manage expectations on both sides, manage the students’ timetable, make sure they're achieving what this… what we've committed to saying we will achieve to the industry partner. And so that is a real challenge - is the actual delivery to your industry partner: is it going to be what they're looking for, are they going to be happy with it, will they want to work with us again, can I rely on the students to turn up and do what they say they're going to do? That is the challenge.

Andrea Macrae: Thank you. I’m just making a note that as well. And Alice, what's gone well and what's gone less well in your experience of this kind of thing?

Alice: Yeah, I think, maybe, like Faye I’ve done a lot of live projects and, obviously, that is one model and they can be, you know, can be day projects or really extended projects. I think what I… for me what I really like about it and what's gone well for me as an educator is what I love about it - I love the idea of seeing the transformation; I love taking the students outside of their learning space and going into another learning space, because they physically have to apply what they've learned; and I really like the way the hierarchies can be flattened. So, if I just take the example of, say, again the work experience that Faye set up years ago and has been managed by a colleague of mine: they go to London fashion week, and she carefully manages it, but she, you know, whilst the fashion designer in kind of true fashion design style is having some sort of meltdown, he's having a meltdown *with her* and the students. So what I love about it is the equity and it flattens the hierarchy and makes way for a more equal relationship which, for me, gives us a better space to teach. So, it's not about us delivering knowledge and the students, therefore, seeping out that knowledge. It actually is about a much more equitable relationship. So, that's for me, probably, it’s one of the strongest areas. I think that's been… that… in my experience of working, again I’ve worked in HE in FE, and now in FE in HE. I think Faye and I, in our experiences, we’ve managed to do it because we’re a tiny bit off radar – we’re tiny bit more marginal. We're not quite… I remember really distinctly actually, when I started working with you Faye, that we did something, and [inaudible] it's almost like going into town, doing this, there's so many things you need to do, like, you know, have some petty cash, have a bank account, have this, have the other, which… big institutions have found that very challenging - big institutions that are organised with little portions of modules that are little squares - trying to work cross faculty, cross discipline… Multiple people… It's very difficult to work like that, so I think that's what's gone less well. And I think scaling up is when it became… So, for example, if I think about some of the things I did, in an HE setting I was able to do it because, quite frankly, nobody really cared about it. It was kind of me and my team doing it. And also the same within Oxford Brookes - we’re outside of some of the systems - not all of the systems, but it means we've got a little bit more freedom. So, I think, to really deliver entrepreneurial education, you have to have a bit more freedom than what currently the system and our bureaucracies give us, I think. And so that's… yeah… that this, sort of, well - it's a pedagogical space, which I think is amazing, and, not so well is having to work within the systems. I was thinking about this, strangely, yesterday, on the train and when, you know, you do a map of, like, of all of the things, and then you've kind of got the space in between… and the space in between is what's really, really interesting, but it can actually get lost in it. And I think entrepreneurial education actually could happen in the space in between, as a space. So it's a bit like, you know, the gestalt theory where you see the old lady or you see the young lady - it's kind of like the perspective that you see it from. I’m drifting off a little bit, but that's my take on it.

Andrea Macrae: That is really helpful, and again anticipates that next question, so what Leanne said about what are the… what have been the barriers. So, yeah - the next pair of questions - we're coming to the end now - are just quickly about what kinds of barriers you’re experiencing in providing these kinds of experiences. And some of the things you've already mentioned are: the time cost for lecturers of running live projects; ensuring live predicts meet the external provider requirements; initial student engagement barriers - whether that's around language and trying to communicate what this actually means or it's about trying to… kind of translating the relevance of some of the more practical skills to the student’s identity and to their to their career goals. Are there any other significant barriers that you'd like to share? And I’m particularly interested in what you think are the *most* significant barriers to providing this kind of stuff. I know Alice mentioned systems. So, I probably need to add that - the kind of… was it about the kind of siloed nature of…. was I getting you right? We’ll come back to you on that one. Faye - Faye first and then we’ll come back Alice if that’s ok.

**Question: What kinds of barriers are you experiencing in providing these kinds of entrepreneurial experiences, and what are the most significant ones?**

Faye: I think one of the most significant barriers is actually connecting with industry and finding the projects and enabling the industry to articulate it so a student will understand it in their context. So, I’ve been speaking to quite a lot of people in industry, trying to get them to kind of engage with live projects and it's kind of… they want to, but they don't know how to. So they don't know what we offer, they don't know what the students can do, they don't know how to pitch the project or the connection, and they don't know what they can ask them to do, how long for, when… So, the timing - everything like that is really important as well because you've got moments in the curriculum where it works really well and that is a certain period within the academic year - does that fit with what industry wants? They might want to project happening in June – well there’s no-one here in June, so how do you manage that? You don't want to disappoint them because you want them to work with you again in the future. So, it's the relationship building with industry, I think, is a real challenge across… whether it's placements you're looking for, whether it's live projects, whether it's just a diverse range of speakers. Quite often it's who you know… There's no central kind of facility to say “right, I’ve got this week, and this would be good on this programme” and that's what Brookes Creative is trying to do. They are trying to be that conduit that links industry with all the different things that we can offer from students, for students, with students, for academics, with academics. Because at the moment there's no coordination of it and you’re just reliant on those members of staff in the programme to find the connections and to build those relationships. And they don't always have time to do it. Plus they then don't share it, so you then have someone working with a particular programme who actually would really benefit from working with three programmes and bringing students in together from all the different, you know, a range of different disciplines but there isn't that facility to do that, because that member of staff has been the one to build a relationship and they don't want to share, because they don't want to lose control or the kudos of having that relationship building moment, you know. So, I do think there is a need for some kind of faculty-based or school-based [i.e., department-based] relationship manager of external people that enables us to share, enables us to go cross-faculty, enables us to facilitate live projects, to articulate how they're set up with industry and to negotiate as well. And that's what Brookes Enterprise Support will be really good at - is to negotiate where projects might actually bring in some money because there's a particular service that a business wants, they're prepared to fund a student project on it, and say there's somebody to negotiate what it is we're going to deliver - those kinds of things. So, I think we're very new in that as a university. I think lots of other universities are really established at sorting that out and we're not. And I think, you know, there's lots of different models. I think it's Salford University who are doing a particular model where they are actually saying “These are the only times of year when you can do a student project consultancy project with us”. And it's, you know, so it's really clear to industry actually - it's, you know, February - March or October - November and they're the two times we're going to be opening our doors, etc. So yeah, there's a real… the relationship building with industry is, I’d say, is a real, significant challenge.

Andrea Macrae: Thank you. And in answering that question you've also got my last question – it’s about what do you think would be the most significant enabler. I’m just going to put that in the chat. So, like, what would make life easier for other colleagues to… for more people to get involved in doing this, or for you to be able to do it more. And so, perhaps, and given that you've implicitly answered already, Faye, but if you have other thoughts on that and welcome them but I do just want to make sure I’ve got Claire and Alice’s responses to those that barriers question and that enablers question as well. Claire, would you like to go first?

**Question: What would be the most significant enabler in supporting other colleagues to engage in providing entrepreneurial education, or for you to be able to do it more?**

Claire: It's interesting because I agree, connecting with industry is difficult, but… whether the solution…. and time consuming and you do it on your own and it's your personal contact. But this idea that a relationship manager or that, you know, I’ve seen things centralized - even our own Career Office had created that link person with the businesses for placements and things, but it doesn't work I’m afraid. Either I’m very much one for personal contact, and so I don't think that having someone who can bring people and share is a solution, personally, but maybe it's because I’m too cynical. I’ve been here too long. But I would say that more recognition of the time, yes; more encouragement of… you know, it's interesting… COIL [Collaborative Online International Learning] … I’ve done the COIL before suddenly [it] became the thing to do, and then suddenly, “everybody, you need to do COIL”. You know, maybe that's not… first of all, I think the student will be fed up [inaudible] this is too many. But also, it might be better to have fewer COIL and seeing and pushing this one would fit with such and such programme, is there an encouraging expansion, that people do not just deliver their own entrepreneur/enterprise education for their own programme but start sharing. Yes, I think those conversations would be helpful and would be good for schools [i.e. departments] and faculty. But I’m more cynical about directive and centralisation, but maybe I got it wrong from your perspective.

Faye: Can I just come back on that a little bit. I think when I say centrally, I mean… I hate centralised things. I can't stand the fact that our administration team all sit in one office and we're all spread all over the campus when we really want an administrator that is embedded within our programme. However, in the School of Arts, because we can be so interdisciplinary between our programmes and there is a real desire for that, then I think within the School of Arts to have Brookes Creative there to sort of facilitate different relationships, I think it works. I don't think it works in every school [i.e., department] and I don't think it works in every subject area. I think for arts, you know, you’re talking about film, photography, music, you know - these subjects really blend and I think there's a real appetite for it and there's a real desire for this to work. So, if you've got the buy in of colleagues and you've got, you know, all of the programme leaders, the Head of School [i.e., department], everybody going “yes, we want this”, then I think it, you know, has the potential to be really good. But I don't think it's applicable to everybody.

Andrea Macrae: Yeah, I think the barriers and the challenges will vary depending on programmes, depending on context, and what's already there as well. Alice, what are your thoughts on these two questions before we close.

Alice: Just tell me the question again.

Andrea Macrae: What are the main barriers in… what have you felt have been the main barriers in you providing these kinds of enterprise and/or entrepreneurship education experiences, and what do you think would be like the one most significant enabler, and it might not be diametrically opposed – it might be the thing that would make it easier for you to do more of it or easier for more of your colleagues to do more of it.

Alice: Yeah, I’ve got… honestly, I’ve got so much… I think you could just…. basically me and Faye could probably talk for an entire day. I’ve got so much to say about this.

Andrea Macrae: Well, how about the most significant ones.

Alice: Value. I think its value. I think it's… within the context of certainly Higher Education in my experience, but again it might just be my experience, it's about how entrepreneurial education - obviously, the language and the perception of what that is - and how valuable it is, it's about students and staff. So how valuable it is… You know, historically, you might start, you know, these sort of live projects might come in level five, level six, or you know, years ago, you might only do your level six when you *apply* your knowledge. So, something like, you know, maybe a more academic discipline like history or something, you know, you would just… it's about the knowledge, it's about the subject. And I think it's the way… it's something to do with knowledge and the kind of seeking of knowledge and that underlying culture of a university where actually going out and talking to an employer and discovering that self-knowledge through relationships is somehow not as valuable as more pure knowledge. I’m not expressing it very well, but I think there's something around value for me. And I think if you think about just things like time and workload planning, you know, there isn't a section which says developing relationships. Yes, we've got ‘knowledge exchange’ but it's very furry. It's about… there isn't something which explicitly gives people more kudos to develop it within the university and I think if there was a… if there was a way, you know, I think Faye and I found ourselves in spaces before - you might disagree Faye - but it's actually not… it’s somehow not as powerful, and it's to do with value, I think. And I think we've been able to develop… I’ve been able to develop, in my career, sorts of… in these sorts of spaces, because it's almost been in a space where it's not been valued so I’ve just done it anyway. But I think now we're trying to… even now we're trying to do it, again you'd have to argue for X amount of hours, you know, 100 hours to develop a relationship with an employer. And you can't really map it to a module. It doesn't really map to a module. It's sort of outside of the module. So, if it’s outside of a module, where are the hours for it? And then that kind of connects to my previous thing about the systems we… and it's not… I’m not suggesting... It’s not easy, and I think what Faye is trying to do is find ways round a very bureaucratic system and an institution that can enable staff to work more freely and more in a more agile way, which actually is an employability skill in itself - to teach a student to do that - as opposed to a rigid way, when by the time, you know, by the time you filled in all the forms the opportunity is missed. And just on that last point, again, I know Faye, again, has done some more work on this, but it's about the modules as well. Sometimes if you work on a big project with an employer, we all know it takes a while, and so it could be a year, you know, and… But year-long modules, ooh, that’s a bit scary. 60 credits – ooh, that’s a bit scary. And I think that's the sorts of thing... So, I think part of entrepreneurial education and mindset is risk, and I think I feel as though Brookes are maybe a little bit more risk averse and I think creative universities and creative areas - I mean universities that have got large creative provision - are less risk averse because that's kind of implicit in our discipline. I hope that gives you something.

Andrea Macrae: Yeah. I want to thank you all for providing such rich responses - such interesting and really heartfelt responses as well. Your experience on these issues is really valuable. I’m going to send you one follow up question which…. I’ll tell you what it is now, but I don't want to put you on the spot, with regards to answering it. And it's just… I’m going to ask you if you would be open to pointing me in the direction, on your modules, of some examples of the kind of enterprise or entrepreneurship activities you do, just so I can have a look at them. But you don't have to say yes to that, and you don't need to respond now. I’m going to ask you that by email, so you can have time to think about it. But I just want to take this moment to say thank you again for your time - it really means a lot. What's going to happen to the data is I’m going to transcribe it, anonymise it, it's going to get fed into a pool with University of Birmingham staff as well, and it will feed into the overarching outputs of the study. If you would like to see the some of the outputs of the study you can either let me know by email and I’ll make sure to include you in the list of people that I send stuff directly to or you can contact me in September when the outputs will be ready. We're doing things like writing up a white paper and some recommendations and some examples of stuff for EEUK and their website and their toolkit but also producing a journal article really around staff and student perceptions of, experience of and attitudes towards enterprise and entrepreneurship education, with the aim of trying to kind of just trying to really understand what the barriers and the challenges are and test out different ways of exploring and overcoming them - and that that second phase is really with students, predominantly. So, we’re kind of just trying to edge away at some of those barriers and some of the issues around all of this. So, thank you again for your time. I’ll be sending you all a follow up thank you email with that question as well, and, yeah, I really appreciate that and I hope to see you all again soon in the other contexts. Thanks very much.

# Focus group 2: University of Birmingham Academic staff who are engaged in providing entrepreneurial education

**Introductions and also partial answers to the question ‘are you engaged in any way in entrepreneurial education?’**

Mircea Scrob: An audio recording so it's not going to be a video one if you can, please accept it, that is already confirmation that you agreed to take part in this recording. The way the data will be handled is that, after the recording of this focus group is transcribed, the recording will be destroyed. And we are going to anonymize all the transcript that we are going to have so all the information will be fully anonymized, and the recording will be destroyed after it is transcribed. I guess that is about it for this kind of introduction any questions that you might have going forward? Any concerns that you would like to discuss? Okay, then how about we start with some more lengthy introductions, so that we get to know each other, a little bit more, and I might as well start with me because I gave you just earlier my name, but to just to say it again, because it is a Romanian and pronunciation can be tricky with it, my name is Mircea Scrob, and I am a lecturer in LANS [Liberal Arts and Natural Sciences] and my area of focus in teaching is entrepreneurship and the research methods and, if I can ask Helen to introduce yourself as well, and then we are going to go in around.

Helen Hook: Hi everybody. I’m Helen Hook. I work in careers network as an enterprise educator, so that's to support embedding enterprise and entrepreneurial education into our degree programmes.

Mircea Scrob: Thank you very much. Thomas, would you like to go next?

Thomas: Thanks Mircea, I’m Thomas, I’m [data removed as could enable identification of the participant] [involved in] English, Drama and Creative Studies. I've taught on entrepreneurship modules for the last few years, particularly the enterprising English module that ran for a few years in EDACS. And I also currently run [data removed as could enable identification of the participant] [involved in] professional skills module as well, which is the placement module which has a freelance stream on it as well, so I’ve got some experience in teaching entrepreneurship, over the course of the last five years or so.

Mircea Scrob: Thank you very much. Sarah would like to go next?

Sarah: Sure. So, my name is Sarah. I’m [data removed as could enable identification of the participant] [involved in] in Chemical Engineering. I also am associated with the healthcare technologies Institute in the Institute of Translational Medicine. So, I’m not doing a massive amount of teaching at the moment because I’m on a research fellowship now but, but as a research institute, and as a School and we do push our engineers to think about the social economic impact of any learning that they're developing in modules normally in the last two years. Previously, I have been involved with running one of our core second year modules that is around translation of their kind of ideas and concepts through to a mini kind of Dragons’ Den style pitch and development of a business plan. So yeah, that that's kind of where my background is and kind of relation to this area. I wouldn't say I have directly taught anything entrepreneurial, but we try and embed those concepts into our engineering modules if that makes sense.

Mircea Scrob: Thanks so much for sharing. Joseph?

Joseph: Yes. Thanks Mircea, I am Joseph. that's another difficult name actually. As you probably noticed, Mircea and I are colleagues in Liberal Arts and the Natural Sciences and I’m [data removed as could enable identification of the participant] [involved in] European Politics. I think about four years ago Helen and I actually started working on a civic engagement module that was supposed to run within the politics and international studies department and then actually I got lucky and sort of had the possibility of sort of having one leg or half of me moved over to LANS [Liberal Arts and Natural Sciences], where in LANS we have a year abroad and so as an alternative to the year abroad, we developed a placement year called Year in Civic Leadership, and this is piloting this year so very exciting. Small group of students for this first year. And yeah, very much looking forward to that are already noticed, we have a nice mixture, I really like, I mean we have here the humanities, engineering and the social sciences, so yeah, that's nice.

Mircea Scrob: You stole my line Joseph, because this was the thing that I wanted to use to wrap up, but it is a very nice mix going forward so yeah, this should be very, very interesting. Thank you all for sharing. Thank you all for introducing yourselves and what do you think -should we go for the first question in the discussion guide for this focus group? And it is one that you might be familiar with this is something that you have seen with the expression of interest form. It was a question that we use for screening participants to one or the other of the focus groups, so this focus group is for the people who see themselves as being engaged in entrepreneurial education. The first thing that we would like to discuss is concepts and understandings. We feel that entrepreneurial education can be a loaded term or can communicate something and mean something else so we would be very much interested in understanding what is your understanding of entrepreneurial education.

**Question: What is your understanding of entrepreneurial education?**

Thomas: I think for me Mircea, it's about giving students the educational opportunities to entrepreneurial or having embedded entrepreneurial mindsets so things like risk taking, problem solving, those kinds of behaviours which actually, something we can talk about later on, maybe, but actually I think run counter sometimes to some of the things that our students are comfortable doing and I think sometimes some of the entrepreneurial behaviours we've encouraged in our students run counter to their to their desire to do really well and assessments in very safe boxes, so I think it's about embedding those kinds of mindsets and behaviours really. From my perspective.

Mircea Scrob: Thank you very much, so quite a bit of focus on the skills that we would want to develop. Quite a bit of discussion about the competencies - yes, very much, thank you very much. Any other thoughts on it?

Joseph: You maybe I think I very much agree what Thomas says. I think the skills obviously very important and I think… I guess that was in there that having assessments in entrepreneurial education is incredibly challenging. I mean that might already come to quickly, but I think this what Thomas mentioned about risk taking, and actually that obviously entrepreneurial thinking, entrepreneurial enterprising necessitates the option of failure, which is not something that we have in you know, like in the normal, usual, whatever that means academic assignments, and I think that really sort of separates entrepreneurial education a little bit. Now I guess it's this practical dimension, so really getting involved with something that is actually tangible, which has sort of an observable impact of some sort. yeah.

Mircea Scrob: That touches on quite a number of things that we are going to discuss again, assessments and going for this kind of assessment that are quite authentic can be quite challenging and it is more resource demanding, then perhaps other forms of doing of the assessment So yes, thank you very much for this one, and we are going to look forward to some of the barriers that comes with this. Sarah did you want to?

Sarah: I guess how I would think about it links to what Joseph just said in terms of tangible assets. For engineers and scientists, much of their educational program is focused on developing technical knowledge and understanding and it's, I don't want to call it non-technical education, but when I think about it, it is... it's not you know learning how to solve equations etc., it is… how do you implement that understanding in the real world, to develop, hmm, social economic value, ultimately. How do you translate ideas into products or services that have a value to our economy and society? And the process by which you have to work, all the skills and the process by which you have to achieve that.

Mircea Scrob: All that is all very well and I think that is a good homogeneity of opinion among the participants, this is something that is quite good as having as a starting point for the discussion. I will just ask before we go and we look at all sorts of formal definitions which very much agrees with all of the ideas that have been putting forward, do you find that entrepreneurial education to be the entrepreneurial to be loaded do you think it is a sort of concept that is neutral? Do you feel it is something academics can feel strongly about? Or is it something some of the practices that are discussed quite will accepted? Or is it something that it is more challenging when having discussion with colleagues about it?

Sarah: I think, from my perspective, I’d say is. Possibly viewed as something a bit more challenging because it's not necessarily going to help you be a better engineer in terms of delivering on something technical. Because I think that's predominantly how we think about our courses, we need to train people with the right chemical engineering understanding to then be a chemical engineer in industry, and to achieve that they don't necessarily need to have an entrepreneurial skill set. I’m not saying that it's not beneficial, but it's not a core skill, I would say it's a complementary skill that you know enhances their employability, and so there is definitely value placed upon it, but I would say it's…Yeah, it's a little bit more of a trickier conversation, then, if I’m talking about enhancing our delivery of our next (inaudible) module for example.

Joseph: Maybe adding to that, I think that resonates also sort of with my perspective, I guess, they are more in POLSIS [Political Science and International Studies], the College of Social Sciences, I mean it’s something new still, I think, like in terms of Okay, how to really implement modules, run modules that actually sort of try to engage with entrepreneurial education so, that, obviously, is already a challenge. Umm, I think that there is an understanding that it's really valuable, umm and a hunger basically to show real world implications of you know what people are taught in IR [International Relations] and Political science, or whatever, but I think there's also that may look a little bit what Sarah said, like sort of a hierarchy of, a little bit like you know when people look a little bit down on vocational training in a way, so there is, this is a proper academia and it goes into theory and sort of the entrepreneurial dimension, yes, we need it, we love people who do it. Yes, it will take a lot of work but it's not going to get us the full stop publication right? That's the sort of, that’s something you can come across a little bit yeah.

Thomas: I think in my part of the university, I think there is a tension between the kind of purity of the academic subject in and of itself and these kind of applied or, you know, entrepreneurial or employability dimensions to a programme. I had one colleague just as an anecdote, and this is something I don’t agree with at all, but I have one colleague who said that it was their job to try to make their students more unemployable through the degree process, because the degrees about challenging, I don’t think she meant going to get jobs but… but… but you know that. It was about it was a degree program that's supposed to challenge encourage critical thinking encourage suspicion of a kind of you know, particularly near liberal education, for instance, of which entrepreneurial, entrepreneurial education activity might be seen by some colleagues as a dimension of that, so I think there is a tension, sometimes, particularly with those subjects, you know, like elite says like into politics bill so. You know my subjects in English and Drama and Film, Creative Writing - those kinds of subjects between subjects that are seen sometimes as potentially is acts of resistance to an education system that really prioritises students coming out the other end and then getting jobs.

Sarah: I would say that the caveat to all of this is that, is flip that opinion, it is very much flipped in a student mindset and so typically when I speak to students, they love modules that have these types of entrepreneurial aspects to them, because, and I don't know whether this is more truth in the engineering degree. I would say that our modules traditionally, not that they don't encourage creativity, but they have limited space for it, whereas the modules where entrepreneurial aspects are more embedded typically have more freedom and for them to be creative in their ideas and be a bit more blue skies thinking. So, and actually often we find that those are the modules that they have kind of maximized their enjoyment of. And so, I think it seems like we've got similar challenges across different academic parts of the university, but Yeah, just to kind of add that, certainly from up from when I’ve had conversations with our students about it, their opinion is the opposite perhaps of some of the staff members that I’ve spoken to.

Joseph: This is brilliant because I would completely agree, yes, this this flip side. But even that has a flip side again. Because, yes, they love them, but then, when they get on them, they're also a little bit almost, sometimes put off because they very often need more work. And sort of need more, more courage to really step into the unknown, I mean there's a strong instrumental sort of element that students as well, which says, well, I know now how to write an essay, that's great, I just keep on trucking with that, so this is interesting paradox I think, in students about yes we actually love them, but we also slightly scared because we think it might actually it might take too much work to get involved.

Mircea Scrob: Alright, so this is quite an interesting perspective on it and I wonder, whether this other aspect that we are going to discuss has a segue into all that we have all of the opinions that have been presented, especially with Thomas's opinion or discussion about how some colleagues can see it as being loaded as being this kind of neoliberal agenda that is behind it, because what is quite interesting about entrepreneurial education and the way that it is used among practitioners, is that it has quite a broad understanding. So, usually, when we discuss about when literature discuss about entrepreneurial education, it has a very broad meaning, this is the one presented by the QAA [the UK Quality Assurance Agency]. And I think it would be important to revisit it just a little bit to see how the concept is defined to have a sort of common ground going forward with the examples and the rest of the focus group that we are going to discuss in a minute, but to see also whether this is a solution to kind of the, the actions and the discussions around entrepreneurial education at all the various understandings that can become attached to it. So just for a very, very brief discussion of what entrepreneurial education is, I will do a little bit of presentation of the definition. So, entrepreneurial education, according to the QAA covers both Enterprise and Entrepreneurship education, and this is a distinction that they feel very strongly about. And it usually covers both of these kinds of forms of education. Now, just a little bit about every component of it, enterprise education, it is seen very broad, it is any kind of process that will help students develop ideas behaviours attributes and competencies that would make things happen, so this goes back again to the applicability of stuff. This is the centre point of enterprise education is to have applicability and to be as close as possible to real world applications into real world practices. And what is keeping enterprise education is that the subject remains paramount. So actually, what is inserted into the education is generic skills are the kinds of things that will make things applicable, but always with the subject being with the subject matter being important, so it is non-specific when it comes tothese things. Some of the competencies that we discussed that are central to enterprise education was already discussed its creative Problem Solving, its calculated risk taking, its critical thinking, spotting opportunities, adaptability and reflection. And some of the pedagogical practices that are central to enterprise education, our experiential activity, so these are the kinds of simulations or problem-based teaching. These try to be as close as possible to real world activities, you also have authentic assessments, so if you come from policy or policies, you might have a government White Paper that you have to write at the end, as an assessment. Coming from the sciences, you might have a grant proposal that you will have to present, and that is the assessment that you are going to run for. And also the focuses very much on small scale, it is that is group activities that are very much problem lead and they are prompted to discuss a certain problem together. So this is enterprise education and the other branch of entrepreneurial education is what is called entrepreneurship education, and I know the terms are starting already to become quite complicated with entrepreneurial, entrepreneurship, enterprise. And this is the thing that that is a lot of fluidity between these concepts, but entrepreneurship education in the literature is traditionally used to discuss enterprise education within a particular context, so it is that we have enterprise education that is directed more towards developing a venture, so the business side of it, developing social entrepreneurship, becoming self-employed so is very much directed was the business side of things, and these can be seen also for the competencies that are central to entrepreneurship education so on top of the ones with enterprise education that is quite a lot of focus on business and finance, IP and legal awareness, digital marketing, risk management, negotiation skills and networking skills. Some of the pedagogical practices that are quite common, are standalone modules, but these are mostly focus on developing a start-up or going through all the stages of taking a business live. It could be also hackathons, but it could be also the kind of boot camps where you're presented with a problem you have industry partners coming there, and they are usually self-contained, they are used as a sort of context for getting the kind of skills that are important for taking a business live. So just to wrap all of this kind of lengthy introduction, like the discussion of definitions. Entrepreneurial education is seen as comprising both Enterprise and Entrepreneurship education, enterprise, is mostly about non-descriptive and generic skills that are more about creative thinking engagement with the world out there, whereas entrepreneurship is more oriented towards the business was the commercial value that is brought that is both from a degree or by applying some knowledge from a subject from a degree. So, we can unpack a little bit these definitions going forward and see where these are providing any solutions to the questions that we have already discussed, but before we do just that. Can we go back to this question and ask you again whether you see yourself as supporting or providing entrepreneurial education, given that it covers both Enterprise and Entrepreneurship and whether you see yourself as providing enterprise education or entrepreneurship education.

**Question:** **Do you regard yourself as supporting or providing entrepreneurial education?**

Joseph: I suppose I mean, maybe I got confused, but I think I probably got the, the main differentiation between enterprise and entrepreneurship education, I guess that would be my entry gate. I guess as well, Mircea, you sort of reference back to Thomas’s comment about the neoliberal element, because I mean this is interesting, like in the in the in the year in civic leadership right, which clearly fits the bill of enterprise education I’d say. And I think you know, I maybe we had way, to put it, but I can completely sign up to the enterprise, a bit if we stay in this like definition. In entrepreneurship, yeah, I mean, I see the value of it, absolutely, but this is where sort of maybe the neoliberal kind of demon right, from the perspective of critical political scientists comes into play. Erm, I think that you know the year in civic leadership, so you know when this question is, do you regard myself or am I regarding myself as supporting or providing entrepreneurial education, enterprise education definitely! Entrepreneurship education, I guess the foundations of it, because the students are co-creating projects which I guess sort of tap into the idea of establishing own businesses. So yeah, halfway there towards entrepreneurship, education, maybe. With a slight, I have to say, like with the slides, yet not, in itself, I think yeah, it's very interesting question about what I’m tapping into here because I think you know that we need to teach students entrepreneurship because otherwise we could close the Business School right, I definitely don't want to do that. But, I think we need to have to do it like very carefully, at least, like, for instance in a political science students environment, which are also quite quickly alerted to sort of that we are sort of getting educated to function within a particular system and I don't know that it's not going in that direction, but I think that needs to be carefully framed. And I know you know this, there has been discussions going around because we have a professional development module in CoSS [College of Social Science] as well, which some students sometimes have worried that it goes too much towards that direction, but OK, this is this is like actually not what you're asking, so I hope the first part actually give a good answer to that.

Mircea Scrob: No, that is brilliant, that is brilliant Joseph and it goes in that direction that you were saying, it's just about the distinction between these two ones, but yeah, anyone else would like to react on this question whether you see yourself as providing entrepreneurial education and whether it is more the enterprise side or the entrepreneurship side of it?

Sarah: I think my instinctive answer would be to say, both, because I think the two can’t really be taught in isolation, one underpins the other, umm I think, I would say that, arguably, some of the aspects of entrepreneurship are very difficult, are the ones that we previously mentioned are very challenging and difficult to teach and often I feel like their best taught in isolation and we don't necessarily have any separate modules that are entirely focused on that specific area. All of our modules have a technical core engineering aspect to them as well as then an add on of umm kind of both of those dynamics really, whether its entrepreneurial education or entrepreneurship. But yeah, I think I would just challenge that really, it's very difficult to separate these concepts.

Thomas: I think for me to say, I think there's such an overlap between those definitions and that you know, trying to draw a distinction between enterprise education and entrepreneurship education seems really fraught with all kinds of dangers. I think for me, the kinds of activities that we've been doing in our modules that I’ve been involved in a bit more about enterprise, than entrepreneurship, I think in terms of you know, creative thinking design thinking you know, generation of ideas and most of the projects that my students have worked on I tend to call enterprise, they haven't really ended up with a kind of tangible business or financial angle or the creation of capital in any way or venture creation. So I think for the kinds of things my students have done so far, are things around. You know, working for charities or arts organizations, so those kind of things as consultants, people coming to troubleshoot to problem solve, those kinds of activities, rather than in some ways the more hardnosed aspect of entrepreneurship education, which seems to me to be a bit more about generating revenue, to a certain extent.

Mircea Scrob: All interesting perspectives. And I think just to close this discussion of definitions before we move to the experiences which again me as being someone always thought about thinking about the substantive matters, I kind of move away from definitions and what I am interested in is the practices of things that we are trying to define, but just before we do that, I think, my question is and our question is in the research project. Is this a little bit of dissociation within the people who are working in the field and staff who might be practicing Enterprise and Entrepreneurship and I guess my question would be when people see entrepreneurial do they actually think about entrepreneurship? And they don't see that they miss the enterprising bit? So, I think that would be my way of framing it whether entrepreneurial can be easily confused with entrepreneurship, whereas in the literature entrepreneurialism is encompassing both sides of the of the coin. And whether we need to rebrand, is entrepreneurial education effective?

Joseph: This has no foundation really. But I like that, for instance our EUniWell project has enterprise in it, and so I like the idea of enterprise, I think it's the… you know, without really having... because this is an interesting thing that when we talk about practice, right? I mean I sort of teach enterprising modules, but I actually am not deeply embedded in the literature right so, Mircea you and Helen can we can tell me a lot but anyway, so you know it's umm I find enterprising the slightly friendly term. And sort of entrepreneurship, I like Thomas’s word hardnosed it brings in very quickly, like financial, materialistic almost dimension to it, which enterprising seems to lack, which I learned, I like.

Mircea Scrob: Sarah, please…

Sarah: I would just hold my hands up and say, to be perfectly honest, I haven't thought about the semantics of all of these definitions and whether a rebrand is appropriate. I didn't, even think within our modules we use these terms we kind of go directly to items that were on the list that you went through in the definitions, so you know we offer insights into IP for example, and so I’m not even sure whether, yeah, what you've posed is something we could change in our modules because I don't think we necessarily reference those terms separately or as a kind of umbrella term necessarily.

Mircea Scrob: Thank you very much. Thomas, I’m sorry to put you under the spotlight but it's just go back it goes back to the discussion you have previously with the neoliberal one. Do you think that enterprise education will sound different to people in hard English literature than entrepreneurial education with some less than your neoliberal if we can call it?

Thomas: Yeah, potentially I think… I think…. Yeah, like Sarah, I haven't really thought about that distinction between those between those words and actually you know, something we can come on to when we talk about our own experiences with this, but, I wasn't quite sure all with the things that my students were doing on the module what would fit under an umbrella term of enterprise entrepreneurship, entrepreneurial thinking anywhere really, and I think, for me the great the great power of that that that word enterprises it's for our students at least it's it allows their creativity they're interested in cultural issues, social, cultural issues things like that to have an actual outlet a tangible outlet that you know match the lead to impact on our communities charities social sector cultural sector things like that. So, for me the enterprising is by far the friendlier term because it doesn't necessarily sully that the activity or tie the activity to money or to finance. I would you say I don't share the opinion of many of my colleagues on this and I’ve never seen a reason why students wouldn't. And I’ve seen some fantastic examples of some of the ways students have been able to monetize and you know take to market ideas that have arisen directly from their degree disciplines. So, I don't really see that destruction that some of my colleagues do, but I think enterprise, for me, is by far the friendlier term.

Mircea Scrob: Thank you very much for all your opinions and yes, I am not much into semantics as well, I would rather talk about concrete examples of enterprise. So for this next part of the focus group can we discuss a little bit about, I guess all of you have answered that you are engaged with entrepreneurial education, you are even more so now, if you have the enterprise one which is all, which is even more encompassing so my question would be what examples, can you give of you having done this either enterprise or entrepreneurship education and what motivated you to do it in the first place?

**Question: What examples can you give of providing either enterprise or entrepreneurship education and what motivated you to do it in the first place?**

Thomas: I’m happy to talk through briefly the module that I ran. So, I ran a module called enterprising English for two/three years. Where students would work in groups and act as consultants on a problem or a live brief provided be employers, but by and large they were arts and cultural sector employers from around the West Midlands. Students would work on a project and deliver a solution to those employers. It ran for two years, three years, where students were working with a wide range of organizations, last time it ran they worked with West Midlands police, Winterbourne House Gardens. Previous versions they worked with various creative arts and creative culture organizations around the West Midlands. Students produced a project, and they produced a presentation a pitch presentation to their employers, they did some reflective work on that module as well and delivered a project solution by way of a kind of a costed plan, whether that be for an event or marketing - you know, a new marketing scheme or something like that, for their employers. So, elements of reflection but also an element of delivering something as well. And I think just the second part of that question, I think the reason that I wanted to encourage our students to do that, is at the time there were very few opportunities for students to actually be able to translate their experiences and skills they were learning in the more academic side to their degree programme and connect those skills with the workplace. Now I still see that as being the fundamental deficit in some of our students in my part of the university - that they are massively skilled when they leave the university, by way of writing presenting ideas, critical thinking all of those things, but they don't always have tangible ways to demonstrate that on a CV or job application, so it was partly to try and empower students, give them a bit more confidence in being able to narrate their skills and competencies, the things that they've developed as part of an English degree or drama theatre arts degree or a creative writing degree and translate that into the language of the workplace.

Joseph: Yeah, I mean I guess maybe motivation. I guess large part of it lies in the amount biography because before we join academia and actually at various stages, but I worked for policy advisory, think tank and so we're sort of re-entering academia and the political science and international studies, I was a little bit struck how detached, like many of the discussions were from, I guess the debates on you know what to do in umm back then, already basically with Russia, or you know, in the East and the southern neighbourhood and so on and so forth, so I always tried actually before I actually even, I came across Enterprise education or anything like that to sort of make the contents of the politics modules like really relevant using case studies which are topical, looking at, in a way authentic assessment right, you know your name to the like sort of asking them to produce a policy brief, always ask to give policy recommendations, instead of just maybe developing an argument. I mean that's easy, though, for me, I guess, because I’m engaging with contemporary foreign policy, this becomes more difficult for political theorist and I completely see the relevance of that but I guess, there was a natural affiliation to sort of enterprising and enterprise education. And then, yeah, maybe what we're doing now, so this is has all evolved from policy briefs over the last years and sort of looking how, for instance, UN sustainability development goals filter down really from a global level, but again international politics, of course, to a national level is something that we regularly do, but that is more exciting, what does that really look like on a micro level like in Birmingham. And so, you know, all this has basically now led to this year in civic leadership, so, a placement year, where students are co creating a project together with a charity non-profit organization/responsible business/social enterprise. Umm and yeah, we have partnered like, was very reminded maybe then and I have similar organisations that we were working with because many of them are cultural organisations as well, so. yeah, finances with B-Festival, weights women for an inclusive society, Blue Skies, which is a social enterprise trying to add value to fruit harvest on side like brought in Ghana. Umm, Coach Pride, so about social mobility and an arts organization in Islam, and these are just organizations that these five students, this year, working with. It's also got a reflective element, so no surprise, so this is also something that Thomas has mentioned, and so they're strong formative elements, so we try actually to sort of build in this option of failure, productive failure or risk taking, calculated whatever you want to call it to try to reassure them that it's not necessarily about developing a polished fancy project at the end, but what matters actually is the co-creation process, which obviously comes with its own challenges, naturally, so we already I mean I was worried about going into this experience quite a bit, and these are just five students and already one student had to change the organization, because it didn't work out. And another organization, the line manager changed, and so the whole direction basically of the project had to change, these are, I mean this is exactly I would argue, what it is about you know to basically adapt to these then changing circumstances and reflect on them.

Sarah: So I guess my starting with my motivation really. Umm it stems from the type of research that I do, a lot of what we focus on in our team is translation of low TRL [meaning unknown] to medium or high TRL and we work a lot of industry to take forward innovative health care products or materials, and so I think, as a result of that, I felt like I had a unique skill set to offer in delivering these type of modules because I would like to think that I have, umm you know, a skill set that’s akin to what we're looking to develop through the educational programs, and that said, at the same time also part of the honest answer was that I was told to teach these modules. So, therefore maybe that's a bit of looking back retrospectively that I mean that's the way I explain it to the students, when I when I begin the modules and but yeah, the reality was, I was told to teach them. And so Yeah, that the modules I’ve been involved with in the past and so two core modules within ChemEng [Chemical Engineering] that I would say, have elements of both the definitions we were speaking about – I was module lead for our second-year module which is called product design exercise. The students work within a small group, five or six students around a brief that is written by PhD students from the Department, in a particular research theme area. It's kind of a challenge to innovate a new product or service and so we've got things that are energy related, health care, formulation, food science etc, so it's quite diverse in terms of topic area. And the students brainstorm together and eventually they produce a business plan, and that is submitted, as a group, as a presentation and kind of like a Dragons’ Den style kind of pitch for investment. And then individually, they submit a written business plan, as well as a reflection upon their role within the team, what skills they developed etc. As part of that there are kind of core lectures to help them develop the entrepreneurial elements to those assessments that they might not necessarily have had previous introduction to in the course, so we get like a local patent attorney, they come and talk about IP and we talk a little bit about umm you know, risk mitigation and kind of things like that. The other module that I’ve been involved with previously is a third year and it's a core module again, and it's quite similar in in format to that to that one but it's assessments are probably more technically focused so again the groups work in small teams, this time it's not product focussed it's very much about a process, so the team has to develop a full plan to manufacture a particular product. So, it's not necessary around idea generation for the product itself but there is some innovation involved in overcoming particular challenges to the process. All of the briefs are set by industrial collaborators and we've worked, you know, in the past of like big companies like Unilever that will kind of, say, well, we want the plant to have a particular percentage of green energy, or we want to implement this new type of online process monitoring to monitor the product quality umm not at the end of the process, during the beginning of process - there's always a creative aspect I guess to the brief that are they're set that I think helps the students to develop more of the entrepreneurial mindset that that we've been speaking about. And not just kind of the technical aspects that they have to do in terms of the calculations for the process itself. Umm but like I said the assessments for that core third year module are much more technically focussed and they have to produce a 60 page technical report individually, as well as some group assessments and they also do a vivowhich I think is quite an interesting way of assessing and because often that's where we push them to think about what skills they develop and to be reflective but obviously visors are very labour intensive in terms of their assessment is especially for us when we've got you know, a cohort of 160/170 students, so if you’re visoring all of them, you know that's a lot of man power and people power. And, and then so those two modules I’m no longer involved with I lead the second year one and taught on the 3rd year on for four years umm then the other module that I do, I am currently still involved with was one that I designed myself which is an optional module for our fourth years as well as our MSc students. And some of our PhD programs where they've got an integrated educational aspect to them. And it's around particular type of manufacturing technology, but they use their technical understanding to try and drive forward a new product essentially so it's quite similar in mindset, to the second year module I spoke about, but it's in a different technical space and it's a little bit more refined and again they work in small teams, they have to do a pitch for investment and submit a business plan – that’s kind of my kind of involvement, I hope I have covered everything you wanted.

Mircea Scrob: [inaudible] resonate very much with the idea that sometimes you have to do these modules So my first my first engagement hearing in LANS was specifically for the entrepreneurial skills, this that was part of the recruitment, that is why I got on board with it and now I appreciate that very much I enjoy doing it, but I think if I wouldn't have had it as part of the job description, I would have never done it before. Again, I come from a historical background I had these ideas about what university education can be about. So, can I actually ask, in your all examples, how much was a top down approach? How much you are asked to do these kinds of things in you did it because it was part of the requirements as part of your job, and how much was motivation that came from yourself? You kind of knew that you had to embed these kinds of skills, for various reasons, if it is not too sensitive to discuss this kind of things.

Sarah: And I think, while I said I was asked to do those modules it was, there were some kind of like pre-discussions I think in terms of when I was first promoted to lecturer up there were some discussions with our head of education around what I was what I felt comfortable to teach. So yeah, I think it was a process it wasn't just a… you know… off the bat, here's a module, it was let's reflect on your skill set as a as an educator and let's see where we can align that with our need as a School to deliver our courses. That said, I think the way in which the modules were shaped that I lead upon or wrote myself, I think I perhaps choose to embed more entrepreneurial aspects because they link with my own mindset, they link with my own kind of research motivation and drive. I don’t want to say that these things happen by chance, but I think partly they do, it it's just kind of the right person leading the module I think that drives currently, more so than what I think it perhaps should be, I think there should be more kind of core value driving the implementation. But I think for us, because our courses accredited by the Institute of chemical engineers, they have you know quite stringent criteria in terms of what technical aspects need to go into the degree and need that our students need to have developed. I haven't necessarily looked too much at that criteria myself, but it might be interesting to do so as a result of these conversations. Because I don't know what emphasis, they would put on the value of these types of entrepreneurial skills and see that that might be kind of an interesting point after this focus group possibly.

Joseph: Things are hard to divide, right? I mean it's - where sort of the pressure comes from like if it's coming from oneself, from contexts, I would say, I wasn’t tasked, I am on a two-legged contract so it's a teaching only contract and so actually to succeed, whatever that means on a two-legged contract means that you have sort of have to embrace something for yourself. Umm and yes, the enterprise education, amongst other things, is one of these things, because you know, as I said previously right this, there is an appetite for these modules to be implemented, umm and you know it's completely laying bare right, I mean there's also, of course, this hierarchical understanding between teaching only people in the department and those that on three legged contracts and produce like the research and then it's almost a natural, sort of idea where you know it might also be suggested to you, you know that you know that might be something you want to look into because it's a good pathway to actually you know get a promotion, quite frankly, as well. On the base of enterprise education, for example, yeah, so that adds to it quite importantly properly, and it was interesting because you know why you were asking, I actually tried to think back when you know, the first civic engagement module that was genuinely my idea but the Head of the Department of politics at the time was sort of having a chat with me, and asked if I felt comfortable with the could imagine doing it, I remember, we had that conversation as well, so I think it's a weird mixture.

Thomas: I think for me just quickly because we really need to move on, but I think it was again a mix, I think I have always kind of been one of those colleagues in the department, in the School that has always tried to focus on employability dimensions to modules and programmes and a bit more than others. So, I think a lot of the ideas for the module came from me, but we didn't have an enterprise lead or even an employability lead doing that, more than four or five years ago. So, I think it was it was partly a creation of a role that I inherited that party that you know my desire to actually do some of these things in in degree disciplines where I think was severely lacking these kinds of activities.

Mircea Scrob: it's always amazing to see how many things are happening here on campus is something that we always wanted to go back and collect. Ideas about the various initiatives happening there, and especially with what Sarah was saying is so similar to what I’m running as part of the entrepreneurial skills module, is that it would be a shame not to have this kind of collaboration and sharing your expertise with IP that we are running as well, and with other development and prototyping and MBPS. So, definitely quite interesting to see the good things that are happening around. Right, positives and benefits with this kind of activities that we are learning we kind of touched upon over and over again about the barriers and challenges that we are going to face. But to take it slowly let's focus a little bit on the last part of the focus groups focus. A little bit on what went well so, can you please think of one of the experiences that you have mentioned, some of you have mentioned more. But more than just one which one has worked best and what have you found that it worked with providing this kind of educational experiences. You can think about student experiences, did they enjoy the modules? You can think about student performances did they come back, and they say that it helped them with their professions? Or it can be just something like whether you enjoy it and whether you found it very meaningful and very productive to be providing this kind of educational experiences.

**Question: What have you found works well in your experience of providing entrepreneurial education experiences?**

Sarah: Um, I think, for me, certainly my own enjoyment and I think it's just nice to feel like you're inspiring people, especially when it's kind of what I do in my research aspects of my role, so I think breaking down the barrier between teaching and research was very fulfilling for me was, I think, often there is a bit of a conflict and there for academics. Also one of the things that was really great was to bring umm alumna into the into the modules to really help our students see the value in what they've learnt on those modules as students, like themselves to then go into their careers and then kind of come back to the university environment and say look, you know this really did make a difference, this module made a difference to my career in this way, or what you're learning now is something that I also have adapted those skills in my professional career. So, that was one thing that I think, that these types of these types of modules and this type of education really facilitates quite nicely is for that kind of full circle reflection really and to be provoked and students.

Thomas: I think I’d say a very similar things, I think. You know just seeing our students actually go off and do things that have a tangible real world outcome, is it was incredibly empowering for them actually you know some of the students but I talked to years after the module that you know students are carried on to do MA programs and things like that were really, really spoke, you know quite a lot about how much confidence they gain from working in a professional context, so I think that generalthat you know that general experiential learning that they do on an enterprise driven once you I think is really, really important to them and really inputs, the future careers, I think one thing that works, especially well one kind of discreet activity that worked really well was doing some myers briggs work or type dynamic indicator work with students, it was really eye opening for me as well, but it was really eye opening for the students actually to try to understand their own behaviours, their own preferences, their own ways of reacting and responding in a group in teams with leadership opportunities and actually you know understanding there in terms of psychology and it's obviously really. Broad brushstrokes with something like Myers Briggs but the kinds of insights it revealed to them were I think again quite empowering because it made them feel that. Okay I’m not comfortable doing that thing but there's a reason I’m not comfortable doing that thing and actually I’m essentially, better at doing this other thing or feel more in my comfort zone doing that that other thing, and I think that helped them more broadly in their own, in their degrees speaks as well, frankly.

Joseph: I mean, I can only echo that it is incredibly rewarding maybe almost like building a little bit on that in my experience, I mean it's a pilot year right? I don't have an awful lot of evidence here. But at least for the placement year it's an incredibly individualised experience and as such it is incredibly work intensive. What works well is having the opportunity of regular checking in points to reassure students that they are on the right track and so they can get feedback. So that makes an experience that is quite important because we thought we might scale this up, and I would like now to be careful of not doing that too quickly. Because you know, I think it's going well, because we can provide the space to do that, and if it certainly would become too big, might be already like numbers like 15 students or something, then that will become much more difficult yeah, but that might be able to really the particularities of a placement year where you don't see them in the classroom right? But obviously creates a different environment.

Mircea Scrob: Thank you very much. We have been zooming on this question for quite a bit of time. Now it is what has worked less well and what are some of the learnings that you can take from that. Is that anything that sticks out in terms of what has not worked, that will perhaps with this kind of experiences?

**Question: In your experiences of providing entrepreneurial education, what has not worked less well and why?**

Sarah: I think for me I’d echo something that Joseph said earlier on about, and while students do enjoy these types of experiences often they can find them a little bit confronting because they're umm, the kind of assessment criteria is harder to define and you know, to tell them what they need to do to get a first or 2:1 is a little bit more difficult when the problem that you're proposing is very undefined in terms of boundaries and very creative, so I think that would have been one of the things that's kind of come up consistently in feedback on these types of modules is always they wanted more support and more clarity on the framework for the assessment.

Joseph: Yeah, I totally agree, and I mean that would have been you know, building on you know what I said, making time and having the space. What doesn't work well, but we sort of tried at the beginning of which I thought might work my naivety is having rather rigid marking criteria and templates for the assessments, because I underestimated like how varied the experience will be that we actually have to throw it in the garbage anyway, because, and renegotiate what actually should be in this project report for each individual student, so Yeah, keeping those guidelines, which is a difficult route to travel, those guidelines as flexible as possible while at the same time, picking up all sorts over, just reassuring them that this is leading to something and giving them a scaffolding sort of that they can trust in.

Thomas: Yeah, I agree with Sarah and Joseph on this. I think that the traditional ways in which students are assessed on a module that has you know, a strong entrepreneurial aspect to it just runs counter to that and I think students often feel on very, very shaky ground when they are approached with assessment they haven't done anything like before. They can't always look at examples of previous work, there’s not previous exam answers and sowhatever else, so they often feel a little bit adrift I think the one particular thing, in addition to what Joseph and Sarah have said so far is group work management, groups was something I found incredibly difficult as a module convenor, we had you know groups falling out with each other, you know one member of the group going off the radar, you know, or not responding to anything at all and that you know, in some ways, I was trying to say the students in those groups that they are going through a really good experience because they had to manage some of the things that we all manage on a daily basis. Yet for them, it was all about well how are we going to get the 3000 local research project written and you know who's going to do the business plan here, because that was supposed to be run by this person and there. They haven't been to their emails for three months, so it was those kinds of group work dynamic issues that I think are difficult and in our School, I’m, sad to say, we've scaled back a lot of group work over the course of the last few years, and I think that's having an impact on these kinds of modules, partly because of the difficulties it provides, when one student needs an extension when something goes wrong, and a student just doesn't get involved in it, you know that it's a lot messier to actually deal with these kinds of assignments, so our assessment model in the university, the kinds of things that Sarah was talking about with the assessment criteria and things like that, don't make it always that easy to do to do. Particularly the kinds of things that we want might want to do in an entrepreneurial or enterprise module.

Mircea Scrob: I think with my case it was mostly about the. Yes, about similar experience but Sarah if you wanted to add to this.

Sarah: Or you're just… Typically in our group work modules we pair assess and then look for anyone that falls below the average kind of assessment mark from the rest of the group members which actually when you look at these forums, some of the feedback that the students offer would be really valuable to give to each other, but they're never very comfortable telling each other and so yeah, I just wanted to kind of add that, because I think there is so much value in working within a team and because that's the way that we work, most of the time in the professional world, but I think it's making that experience representative of the professional world, because just making people work in a group doesn't, in my opinion teach that because the teams that we work in are normally more medium or long term, we have opportunities to provide feedback to each other to develop that transparency to develop that kind of community and support network, whereas when students are bit being put in teams for very short periods of time that doesn't fully replicate that. So, I think there's some interesting sharing of best practice that we could think about doing that might help facilitate group work more and make it more and more realistic. Actually, when I first ran a module and I didn't really know how to use canvas I somehow released all the feedback to everybody so everyone could see what for their team members had said about them, which I fixed very, very quickly, because I had a massive flurry of emails, upset emails as I’m sure you can imagine, but actually, I sat there and I thought to myself hmm this actually could be a really interesting exercise because I wonder if they would have written the same things that they know that it was going to be released it to all their group members and is it a good or bad thing, whether they should or shouldn't see it, but Yeah, anyway sorry that's just a personalcaveat there.

Mircea Scrob: We have tried to sort out the peer assessment format for as long as I can remember, we do have it on one module. Now, the latest iteration is that no grades are going to be provided, just feedback that is going to be circulated and is going to be optional. Previously, it was mandatory for people to share it, and it was always tricky to get the right definition, I can completely sympathise with that. Okay, we have already veered into the very last part of our focus group which is much more about barriers and challenges so inevitably in all of the discussions that we have had so far we have touched upon some of the barriers and challenges. Can you think of some of the kinds of barriers and challenges that are most important for you? It can come from all perspectives; it can be structural at the university when you're setting up such modules - maybe it has been particularly complicated? It could have to do with perceptions from the students, it could be with your own level of comfortableness, to do with the skill set you have, whether you need to improve upon it.

**Question: In providing entrepreneurial education experiences, what barriers and challenges that you have encountered?**

Joseph: I think for me, that's an easy one, its time, in the sense of the company, the amount of communication that is required, for example, to reach out to all those external partners and keeping those external partners involved at sessions rearranging things when those external partners can't make it. Umm you know staying in relation with those external partners because not all students may decide, you know to sign up for placement, so you know you obviously, so you've got it's a lot of networking going on. And that's something I was completely unaware of as an academic you know we are pretty much a lone Wolf.And so, and that's Yeah, and I under-estimated that part, I found that the most challenging part not in itself actually find it quite enjoyable in itself, but it is really time intensive yeah.

Thomas: I think the same for me, time was a big issue, partly because speaking personally as a head of education I had to devote a lot of time to other things to be done at the same time. So, it's quite hard to devote time to the modules like this which take a lot of organising. Obviously, Helen provided tonnes and tonnes of support for me when I when I set the module, you know liaising with employers and you know, setting up different kinds of assessments to the ones that we’ve already got. Often writing new assessment criteria or reflection assessment criteria, devising teaching that you know you certainly haven't a huge amount of expertise in the first pass that those things are real challenges, I think, from a head of education perspective, I think that getting a module off the ground at the University of Birmingham is quite a challenging thing, especially for a new colleague, with the work involved in that, so I think you know, there are some internal hurdles sometimes to doing something that's maybe assessed or taught differently than a standard model of a you know a regular 20 credit or 40 credit module.

Sarah: Yeah, I also echo those thoughts. These types of modules typically are much more involved in terms of the external partners but also we lean a lot on kinds of research, students and staff to support our modules as well, which can often mean that it's difficult to get continuity in the module delivery and when you know one year you might have fabulous demonstrators that you don't that have the core skills that we're talking about, whereas the next year, you might have you know first year PhD students to offer different projects, and so I think it can be the time, but it's also maintaining the delivery of the module because when you rely on more people there's more connections that can break along the way, ultimately. So, it's a sustainability… I think… of these modules is perhaps more challenging than when I’m just standing up and delivering my slides. I update them enough, you know the next year, I can crack on again, so yeah, I think sustainability and the effort involved in getting modules up and running for the coordinator is probably more so than more technically driven more modules. But I think also, I guess, this is something we have mentioned, but just to reiterate, that for me it wasn't a natural module to try and deliver, I might do some of the things that we're talking about by having necessarily learnt any of the theory and therefore teaching that is quite difficult because I’ve never really formalized that in my own mind, whereas when you're talking about core engineering principles, yes, of course, I’ve been taught those myself, I know the theory and I can teach the theory. I think one of the barriers would be if we could share from other disciplines that would be particularly helpful in engineering or science disciplines, because you know normally our lecturers are employed based upon their technical expertise and not necessarily on any entrepreneurial or enterprise type characteristics, so that might come more so from kind of the arts and humanities areas and see I think some better facilitation of sharing of best practice and would be really helpful and I know Helen certainly gave me some support with my own modules, but I think making that a little bit more accessible across the board, would possibly be helpful.

Joseph: I think that's a marvellous idea but to sort of, say, I think I struggled with the same sort of phenomenon of not necessarily having the foundations in the theory, this is sort of what I was referring to when telling Mircea about entrepreneurship and enterprise. And I also recognize that now, when teaching this or being involved rather, because it's more facilitation and teaching right and the year in civic leadership in this from the students questions about leadership, civic leadership, so Yeah, it's sort of pushed. You’re pushed more out of the comfort zone, you know doing for policy analysis or you know, international relations theory, you know you can basically blindfold me and set me in the room, and that will work, which makes it obviously that much easier.

Mircea Scrob: Oh, thank you all, thank you all for sharing. That is a very interesting perspective, about the start-up costs for this kind of modules, but it's not just that it's I think as Sophie were saying it's easier to replicate if you are. Relying on yourself and having the knowledge of just getting up and doing the slides as opposed to this being an ongoing cost that it is with every iteration going forward. Okay final things, and I know that I mentioned that final things a couple of times now, Helen do we have a sort of breakdown of what a sort of a compilation of the challenges that were mentioned, and would you like to share the slide now?

**\*Helen shares the following slide which captured key challenges and barriers from discussions:**



Now, just to have a bit of an exercise on ranking, I guess exercise, and I would say the top three challenges quite common that we have heard, but again just to bring them in terms of what will be the most important to have as a foundation going forward, so Helen would you mind sharing it. If you can use the chat, which one, do you think is going to be the most important out of the three of them, but it would be most important to know what you think is the most important challenge or barrier on this kind of provision of education.

**Ranking responses:**

Joseph: We have to rank them? I think they are all incredibly important If I have to: 1. time, 2. new area, 3. internal hurdles

Sarah: 1. sustainability and QA, 2. new area of teaching, 3. time

Thomas: 1. time, 2. sustainability, 3. new areas of teaching

Mircea Scrob: Alright, thank you for that, let me try and reclaim the sharing of the screen. And just moving along to the very last thing. If you're thinking about more generally, looking at already the examples that you have mentioned, about the barriers and the challenges with Enterprise and Entrepreneurship education.

**Question: What would you think is going to be the one most impactful thing that will allow peers to provide enterprise and entrepreneurship education?**

Sarah: I think it will be sharing a best practice.

Mircea Scrob: Is that going to help in terms of time? Will it make the timing easier? Or will it be with making people more comfortable with it?

Sarah: Both. Helen provided me some example rubrics, and that meant that I didn't have to create my own from scratch, as I was given kind of a template. Even just having the discussion today it's nice and more comforting to know that you know the challenges I’ve experienced in my own discipline are universal across, quite widely across and different not even just different Schools within a single college, but across colleges too, I think. Often, I think Joseph it was that said it, that you know academics are a little bit of an island and we're quite isolated and I think that's especially true of teaching, not just in research umm. You know you kind of get given a module and then get left to it and you don't necessarily get anyone else's input, unless you go out and seek it so you know, offering that up front, I think, would be quite helpful.

Thomas: I’ve got to go because I’ve a 3:30 meeting, but quickly… I think getting the enterprise team into Schools, I know, Helen you’ve been doing this a lot. But I just don't think many people in my School and in my college really know what the enterprise team does at the university. So I think actually doing more of a kind of pitch to colleagues, a bit more regularly or you know, Helen and I talked about this already, about coming to School education days or you know other kinds of School events and actually showing certain colleagues what is going on across the university, by way of enterprise education, would be really good, same way as sharing best practice, by giving colleagues a sense of okay, this module is running in chemical engineering, this module is running in liberal arts and social sciences, gets the kind of juices flowing really for some colleagues and I think in terms of ideas generation for one module might do.

Mircea Scrob: Well, thanks, very much.

Thomas: Really gotta go, thanks.

Mircea Scrob: [inaudible] very much for coming.

Sarah: Yeah, sorry I’m gonna have to dive out as hosting a meeting now, thank you very much for the involvement.

Mircea Scrob: Thank you very much for joining here and, yes, we will send a debriefing email, thank you.

Sarah: Thank you.

Joseph: Yeah.

Mircea Scrob: You have the floor for yourself

Joseph: Yeah, no, I… yes, I mean time was one of the issues right I’m not sad if we wrap it up, which we will certainly but you know I think they were spot on I would agree with that as well. I guess I think it's best practice, plus time and almost a higher, I’m starting to formulate it correctly, but wider appreciation, I guess, within the wider management on how time intensive it is. So, I think there's not an acknowledgement like from line managers, very often from people, oh you do that. You know you're like Yeah, yeah, yeah, I’m actually happy to, but they don’t actually have a sense of how much work that will be. No clue you know, then they let you run into it, you know, and you try to make it well, that actually halfway through you know you're tempted almost to just say Oh F### it, you know what, it’s too much effort. I just go back to teaching, you know, realism and the US, you know, this is, this is a safer ride. And I think Yeah, that might mean you know along the way, there are sometimes these frustrations it's also you know you get actually develop something I mean you know we I guess fortunate know to LANS because you know that's why I said internal hurdles, the last one. Because you know we can actually get it off the ground, but I think, very often, these things sort of find a way and you've invested so much time and energy and then they don't fly, and that is frustrating as well, so yeah, I think I guess mine, I would add to best practice and time in itself, and an appreciation really for that type of work.

Mircea Scrob: Well, this is really interesting. Thanks Joseph and thank you for making it up to the end, this is basically it, the only thing that we would have is just about this, we have so many good practices, good examples of things that are done across colleges. And again, we have discussed about how important it is to share practices, I think it will be important to go back and take some of the examples that were mentioned here and make it more widely available. And perhaps happy to follow, most of the surveys and the focus group with the students to see what is the reaction to it. So, we will come back with an email to then...

to Sarah as well just to get that approval as well, but it would be important to have this kind of compilation of all the things that are happening at the university.

Joseph: Definitely I think it's absolutely it's great it's valuable to have such a collection of data, you know what's out there, maybe to put like in front of management, here we go. You know so that’s nice.

Helen Hook: Just to add, all this best practice is linked to the future skills academic toolkit that I’m developing, so this is like music to my ears, because it shows that there's a demand for this, and it will home rubrics, lesson plans, module paperwork around employability and enterprise, so I already have Sarah’s to put into the toolkit, I’ve got yours, Mircea, and I’ll come find you Joseph, so we can share all this stuff and help each other, do more of this in the curriculum, which would be brilliant.

Mircea Scrob: When I could solve it talking about it it's basically what time? what we are doing at LANS [Liberal Arts and Natural Sciences] as well, so it would be such a shame not to share the experiences with IP, with the business plan with marking criteria with everything like that, with what they are doing can prototyping which I’m sure that it is much more advanced because there was this model on product development. All of these things, it would be a shame not to not to simplify our work.

Joseph: I mean you know, like, for example, I was sort of brainstorming the assessment for final term, which is a policy paper. And… right… and I have a policy paper assignment. Betsy has developed one and I got lucky because, by coincidence, I sort of stumbled because you know it was like no joke, twice somebody sort of by accident, because there wasn't round mail for asking for innovative teaching, practice with impulses. And people answer to all that actually was attended just to go back to this one person. right and it was policy paper assignments, and I was just like yes! Because You know they don't appear there send I don't know what happens, actually, with all that stuff right anyway, and so I was just looking at was a quick look Okay, this is the four assignments, I can now look at. And I was like you know it's almost a pick and mix them what I would use for my assignment and obviously that speed it up things a lot. So if you know almost have little drawers of Oh, this is for policy is your policy papers, this is for you know you can compare what is done across elsewhere, you know, obviously, that would be a massive help yeah.

Helen Hook: Yeah, - it’s a nice position to be in, but a challenge to organize all the content, like the user journey for our toolkit at the moment. We've got that much stuff to share but we've got to think about the academic user journey coming to have a toolkit and a landing page and knowing really quickly where to go to. And that is honestly quite mind boggling, but we do have some student workers with us now helping us with the project, so Yeah, and I’ll ask them to come in and knock on your door at some point for catch up.

Joseph: And I mean this mind boggling I know you know I mean Helen that's another user journey that we're struggling with the universal website right and it is.

Helen Hook: Yeah.

Joseph: No – cool, we’ll catch up.

Helen Hook: Thank you

# Focus group 3: University of Birmingham Academic staff who are engaged in providing entrepreneurial education

**Introductions and partial answers to the question ‘are you engaged in entrepreneurial education in any way?’**

Helen Hook: we're doing this in a way, so we can go back and do some transcribing, its only audio recorded so it's not video recorded, and so we will be taking the transcripts, Mircea is making notes and obviously once we’ve done the full transcript will be destroying the audio files. Erm, is there anything else? So, we are recording now. Obviously after the focus group we will give you a debriefing form which will explain also how you can withdraw from the focus group if you feel you'd prefer to following today's session. In brief you will have an option to do that and also withdraw from the study, any data related to you will be deleted from that point after focus group and everything is anonymized as well. So, I think that's it for now, so what we'll be doing is going straight into some introductions, it would be nice for everybody, because not everybody knows one another. I'll start with myself, so I’m Helen Hook, Enterprise Educator working for careers network and my role focusses on helping academics to embed more enterprise education into their degree programmes, so I’ll now move on to Mircea.

Mircea: Hello everyone, my name is Mircea Scrob, I am a lecturer in Liberal Arts and Natural Sciences Programme where I teach research methods and entrepreneurship.

Helen Hook: Thank you Mircea. Lorraine?

Lorraine: Hi everyone. I’m Lorraine, Placements Officer for the College of Arts and Law and my involvement with enterprise is a recent introduction of an entrepreneurial route within the placement module.

Helen Hook: Thank you. Now, Karen?

Karen: Hi everyone. I’m Karen, I’m [data removed as could enable identification of the participant] [involved in] the Programme Framework for the Future team, which is in Registry. Umm, I have slightly different experience and perspective for joining the focus group, in that I’m looking at graduate attributes and part of that is about enterprise and entrepreneurial skills and how we can build that more into the curriculum.

Helen Hook: Thank you Karen. Barry?

Barry: Hi. I’m Barry, I’m a Careers Consultant specifically for the College of Life and Environmental Sciences. And so, I guess I’m coming from two angles: one is work with colleagues across the College to embed careers, employability and entrepreneurial work into the curriculum, but also I’ve got kind of a second hat. I’m [data removed as could enable identification of the participant] [involved in] the University of Birmingham’s Enactus group, which is a social entrepreneurship group that set out to do projects, engagement projects in the community as extracurricular activities to promote positive social impact, and things like that, so there's a couple of angles I’m potentially going to be looking at.

Helen Hook: Now, Raj?

Raj: [data removed as could enable identification of the participant] [involved in] Biochemistry in the School of Biosciences. So you know the word School has something to do with education, Erm and so, we're interested in, and we educate at a whole load of levels right through to from you know, year one undergraduates, to even pre- university courses, right through to the postdocs and researchers engaging and erm you know people talk about science and technology don’t they? I mean you know technology defines science often in an entrepreneurial situation. I've… Actually, I must confess I’ve been at the university for quite some time, and you know over the time it's become clear that the entrepreneurial side of things has become more and more important as time has gone by actually, and quite rightly to and I guess you know the University has this mantra doesn't it that research that matters, so Yeah, that's possibly something to do with it as well, bit of a giveaway. That's my introduction.

Helen Hook: Thank you, great to have you here. And now Amanda.

Amanda: Hi everyone. I’m Amanda. I’m a [data removed as could enable identification of the participant] [involved in] Social Policy, so based in the Department of Social Policy, Sociology and Criminology, and so my interest is in sort of social entrepreneurship. From a research perspective, a lot of my research is on social enterprise in the care sector specifically and I’m also trying to develop a new module on social entrepreneurship for social policy, and this is something that I ran at my previous institution, quite a few years ago now, I used to run a module, where I sort of set up and ran a module called enterprising solutions to social problems which was really quite successful I wasn't there very long and it only ended up running for something like a year and so I’m really keen to develop something similar at Birmingham, and specifically for social policy so I’ve also been working with Helen on that, but also on the UniWell entrepreneurship group and um Yeah, trying to bring in international partners into that space too.

Helen Hook: Thanks Amanda. Now Teresa?

Teresa: I’m Teresa, I’m [data removed as could enable identification of the participant] [involved in] the School of Biomedical Sciences in the Medical School and I’m in the throes of setting up a module which will form a minor degree in the Medical School on biomedical science entrepreneurship, and this is what sort thing you were talking about Raj trying to get the entrepreneurship, combined with science, so that our students can go out and actually use their science in a commercial environment and be savvy in innovating new products, a good commercially. So, actually, I’ll just say it was up to that and I haven't actually worked with students who are doing this type of work yet, so I’m interested to hear from everybody, and so what I contribute will be is what I sort of observed, so far, and why we felt the need to set up a course like this.

Helen Hook: Fabulous! Thank you! So what we do now is get straight into the first question. So obviously what we're interested in is looking at your engagement and looking to the room now I know a few of you have already answered parts of this, but are you engaged in entrepreneurial education in any way? Who wanted to start?

**Question: Are you engaged in entrepreneurial education in any way?**

Amanda: I suppose I’ve kinda already answered that one during my introduction, so I don't know if you want me to say more about anything else I’m doing? I’ve probably already kinda answered that one.

Helen Hook: Yeah, - if you can go into any more detail on the ways you're engaged that'd be great.

Amanda: Yeah, I mean I can say a bit more about the module. So, the module I’m wanting to set up and say want to set up, I've done all the paperwork, it's there, its approved, we just need to actually get it going and hopefully, and the plan now is to get it started in 2023, and the ProF framework [Programme for the Future Framework], I suppose, was quite a big one in this big conversation department about all let's wait until ProFF [Programme for the Future Framework] comes along and fits in really nicely with that, but I’m just going to try and push it to for next year. I mean the idea of the module is to get students to think about different social problems, which is kind of what they do, as part of their degree anyway, but I think about sort of entrepreneurial solutions and this is something I did with the module when I ran it previously at my other institution, was to get students, it's always about building up the expertise to put together as a social enterprise proposal, which then they would pitch to a panel. Umm I mean there's so many things around the university that I’m still trying to get my head around in terms of the full support that's available for students so it’s actually getting students linked into some of those wider systems that actually social entrepreneurship is a sort of career route for them, which is also why I've been working so closely with Helen so it's all those practical skills I’m really keen to embed within that module.

Helen Hook: Raj, I see you’ve raised your hand.

Raj: Yeah, um, yeah, I just wanted to say, I think it's important to realize that actually the level of the activity is really important, so if we're talking about master students, for example you know the engagements going to be different to if you're talking about say postdocs. Or even and even you know, setting up projects, you know as part of university of Birmingham plc. So, I actually find the question quite difficult to I mean the answer is, short answer is yes, if you teach or are most certainly involved in entrepreneurial education, because you're going to be teaching in the module and I bet you most modules in the University of Birmingham are configured search that there will be even if it's very minor some entrepreneurial strand, because it's all attached to the research that matters isn’t it? You know and we encourage our undergraduates as well, don’t we? To be able to articulate why, what we're teaching them has some use. So, it all depends what level. If you are a teacher and obviously some like that, I mean I know Barry has helped us with our masters students from careers network, so he's involved in a different sort of way isn't it he? Whereas you know, everybody who's involved in education in some way or another at the University of Birmingham is actually going to be involved, even if perhaps they're not aware, or that’s my take on it. Let me just say one more thing so, for example, we have a there's a master's module in the biotechnology master's program called the bench to bedside basically. You know, and that that kind of says it all, doesn’t it? You know, one of the activities do say they have to write a project, how you float a business usually like a dragon's den type thing you know but, and that's kind of very explicit isn't it? But, actually, you know, I’ll just return to what I said a moment ago, I bet you most academics of the university at Birmingham are actually doing it and don’t even know it. In one way or another.

Helen Hook: Yeah, some really interesting point. Does anybody else want to answer this question? OK - no problem, we can move on to the next one. The understanding of what we think this means, it can mean different things to different people so looking at this from a broad context, what do you understand by entrepreneurial education?

**Question: What is your understanding of entrepreneurial education?**

Amanda: Raj's point just then is actually a really interesting one that actually are we talking about entrepreneurial education as being something very specific and I, you know, in terms of minor, or is it a particular module it's called something about social innovation is about teaching enterprise, or is it is it more about entrepreneurial skills? So, actually there's kind of different ways of looking at it. I don't necessarily have the answer to that question it's more just actually it potentially is broader than if you when I supposed to just reflect on some of the conversations, I’ve had with people in my department, umm about you know, this module and actually I was saying, it sounds really exciting but it's sort of like oh that's your thing you do social enterprise. Actually, who else might be involved in it? You know, we were meant to be team teaching and they were like, nobody else really does that so Yeah, it's really interesting. Yeah, following up from Raj's point about actually entrepreneurship could come into everything we do, as opposed to for us, you know, so this sort of social enterprise, so therefore social enterprises is thing it's an organisational model, whereas actually social entrepreneurship is something very different. It’s a set of skills, instead, so in this about them connecting into careers and you know pitching an idea for example, pitching a social enterprise model is actually not about social enterprise itself it's more about those kinds of wider sorts of skills for students, does that make sense?

Helen Hook: No, it does. It's really valid points for the terminology and its definitely something we're exploring at the moment, so there's a couple of participants who have raised their hands, Lorraine…..

Lorraine: And yeah, for me it's, um, it is as Amanda you’re saying about the skill set training it's a mindset to me it's… um… it's a curiosity and looking for opportunities, and also that managing risk, encouraging students to consider risk and reflect on opportunities and just take advantage, um exploit situations.

Helen Hook: Thank you

Karen: Totally agree with what's being said and just thought it would be useful to add that part of the work that I’ve been doing lately, in collaboration with careers network is looking at how things like umm entrepreneurial skills are evident in our curriculum trying to come up with examples that people might be able to identify with so that they can see how their own curriculum links to that so some of the things, some of the ways we’ve he ways we've been describing that so creative Problem Solving, taking calculated risks, as Lorraine just said, learning from failure, resourcefulness, intuition, co-ordinating collaborating with others and reviewing networks there's so much to this that on face value is maybe not obvious, people my sort of assume what their module does but if you have more examples, more ways of describing it, I think a lot of people would recognise that is within their curriculum.

Helen Hook: I agree, really good point. Before we move on, has anybody else got anything else they’d like to add this particular point?

Barry: I was just gonna say, I don't have my hands working sorry, I agree with everything had to be saying I’m I think when I started in careers, I thought I saw Employability skills and entrepreneurial skills is two very different things when actually that's in my experience, anyway. I think the two are very much blurred together and meshed together, and I think that's sometimes where go back to what Amanda was saying is that all that's your area and it's sometimes it, I think it's not quite as simple as kind of boxing things together, umm and so, then that's one point, and then as big as the other point as well, I know a couple of people have mentioned it, but Something I’m convinced about a Birmingham, is that the majority of our students, don't get me wrong there's that always example of when measuring what to say but felt a lot of our students have been very successful get into Birmingham course it had to be with regards to grades, and things like that. And I think things like an entrepreneurial educational just working in that kind of arena allows some of us, you know to experience failure for the first time, potentially and there's a lot of fear of failure. With our students, I think, and. I think, actually, you know when it comes to, I suppose employees employability skills and things like that they've got to be able to deal with that that is the whole resilience piece, I think it does play a really, really important role in that respect.

Helen Hook: I completely agree. Okay, thanks. So we will move on unless anybody has anything to say?

Teresa: My hand keeps disappearing I’m afraid - I put it on, it goes off, so I have to keep... But I wanted to build on what Raj said because I hadn't thought of entrepreneurship in the way that he mentioned and he's absolutely right, that I think every lecture is using entrepreneurial education and I’m just thinking, we had this massive drive at the university years and years ago to have an outcome, what was the term called? It was called outcome research papers have to have them. Raj can you help me out? It was a phrase that meant to get published, you have to have some sort of endpoint credibility. And so, this was sort of leading on to entrepreneurial Education and I’m wondering where you draw the line between what we're all doing anyway and blue-sky research would that not come under this umbrella or would it?

Helen Hook: Yeah, it's a good point, I think it's again comes back to the terminology used and what the overarching theme is you know entrepreneurial education and what that actually encompasses. Raj, you've raised your hand.

Raj: Does anybody remember technology foresight panels? Okay, right well sorry, yeah, so having this I, you know that they used to be as a set of four core technology foresight panels that were set up, you know to basically scan the horizon and you know what Teresa just mentioned, that blue sky research, but the whole idea is that, from the blue sky research, you know, come with it technology and I’ve never been totally convinced actually that you could really foresee technology. You know, it all seemed a bit daft to me, but anyway, out of out of technology for side panels then came the impact business You know, and having to write impact cases and impact statements and you know as a as a pure research, I used to think that was pretty much a waste of time, I have to say i've now seen actually the error by ways. Actually Birmingham Overall, has always been really good at, I mean maybe it dates back you know, to the foundation of the university and you know the kind of context in which the university was built In the first half of the 20th century. But you know I you know it, I do think that we do really well, but anyway it, you know we all used to have to write impact statements. Hmm and actually not nowadays it's very unusual for somebody to get a grant for total something that's totally blue sky without some kind of spin or some kind of application so personally, you know I actually think that I need to be educated and you know and so It just comes back to what I said right at the beginning, it all depends what level we're talking about. I’m sorry I’m rambling on but I’m trying to respond to Teresa’s prompting. But… but… Yeah, I took it, you know there's been a whole series of kind of catch phrases like technology for side impact research that matters. blah blah and, as I say, nowadays, all the successful lines have some kind of bottom line, and so you know. Our research support if there's anybody here from our research support, but the research support people are really good for that actually our business engagement people are really good you know, after a fantastic business engagement department. Our careers network is second to none, but of course the creators network applies to undergraduate students, rather than us so Yeah, it's horses for courses.

Helen Hook: Thank you Raj - it's interesting how we can start to delve into some adaptable definitions, which I found out, we were working and kind of moving in that direction that's nice so. Here is the actual definition from the QAA for enterprise and entrepreneurship education, so this is born for the entrepreneurial education definition. Obviously definitions are important and you'll see here its asking you know ,entrepreneur education here is a catch all term that may encompass both Enterprise and Entrepreneurship and maybe use when discussing the combination of both so that's what we're looking at going to do at the moment, is to look at both of these definitions, both the Enterprise and Entrepreneurship and sort of look to you to see whether you agree with the terms. And you know, obviously the terms can be used quite loosely, and they can mean different things to different people, so we thought it would be interesting to start discussing what these terms mean and how they're used in practice. So, for example, if we look at enterprise education, it says here that it's the process of developing students in a manner that provides them with the enhanced capacity to generate ideas and the behaviours, attributes and competencies to make them happen. These can be contextualised into any discipline, so that the main subject remains paramount. Here are some of the enterprise competencies that you've already mentioned, many of, which is great. We've got the creative problem solving, calculated risk taking, critical thinking, spotting opportunities, adaptability and reflection. And, here are some of the pedagogical practices that you often see connected with these, this is the way students would be developing those skills and competencies, so very experiential, often authentic assessments and you can even look at these sort of more small scale focussed activities, for example, group creative problem solving. And then we look at the term now use for entrepreneurship education, so this talks, specifically about the aim to build upon the enterprise competencies on the previous slide. Supporting students who are capable of identifying opportunities in developing ventures, becoming self-employed, setting up new businesses or developing and growing part of an existing venture. And with that comes these entrepreneurship competencies, so as for enterprise, but also with more business and finance. Potentially more IP and legal awareness, digital marketing, risk management, negotiation, and influence in networking skills. And again, some of the pedagogical practices can often be seen more as your standalone start up modules potentially and so looking at how to maybe grow and an existing business to scale up or to start a new one, so sometimes these can be linked around innovation. So, thinking now about those QAA terms and how they are used, and again, if you don't agree the terms that's absolutely fine, but we did want to ask you the same question again that we asked at the beginning of the focus group. Just to see if it's changed following the examples that we've just given you. So, has there been a change since those examples to say whether you regard yourself as supporting or providing entrepreneurial education?

**Question 3: Do you regard yourself as supporting or providing entrepreneurial education?**

Amanda: Could you go back to the definitions?

Helen Hook: Yeah, of course. Which one would you like to go back to?

Amanda: Probably the entrepreneurial education [inaudible] assume that - yeah.

Helen Hook: Yeah, no worries, okay so that's the entrepreneurial one, so it does, it's a bit of a catch all term so in the QAA it talks about entrepreneurial education being these all-encompassing so entrepreneurial education is almost both of these, so it captures both the enterprise entrepreneurship. And then obviously we've got the specific definitions for enterprise education and then the definition for the entrepreneurship education. So the enterprise is more, what I would say, feels broader you know it's that more contextualised, its more about these more specific skills and then you've got your entrepreneurship which builds on the enterprise competencies, but can link much more explicitly to those modules which are more start up focused so more specific about business venture.

Amanda: Oh that really surprises me, I mean, I guess, I don't know anything about definitions actually, I probably should, it's really helpful, I thought they'd be the other way around, Id have assumed that enterprise education would be more about kind of building a business and building up you know the definition you provided, and whereas entrepreneurship is kind of the skills, more so Yeah, it surprised me that they were the way around that's probably just my lack of knowledge in this area.

Helen Hook: No, no, not at all. This happens, a lot with the definitions, trust me. And this is why we are keen to research it from people’s points of view. I mean what does everybody else think? What do your first thoughts and go to when you see those definitions? Raj I see you have your hand up.

Raj: yes, there are two separate things. One is you know you had a list of skills entrepreneurial skills, like, I think you took that marketing using, the World Wide Web, Patent issues you know, there are whole financing, he actual practicalities of it , and then there's just thinking in an entrepreneurial way, you know about science, technology now I you know, there are experts who can tell us about finance and patents and stuff like that. But as my job as a scientist, I have actually sat on many of those courses, but I wouldn't see myself capable of educating people seriously about that, whereas most jobbing scientists do actually get the same technology link up, and you know, have an eye for the chance. And actually, getting students, if we just talk now about undergraduates, students find it very, very difficult to articulate chances and I actually think this is something that actually, post pandemic the new forms of assessment have actually helped. To have assessments, where students have to create opportunities and put you know, two and two together to make five. Actually I think there are far more opportunities that perhaps we think. Once again I’m rambling so.

Helen Hook: And then so really interesting particularly assessments part as well. Barry, you've got your hand up.

Barry: Yeah, this might be a very simplistic way of looking at it, but I guess when I was like when you showed the difference between entrepreneurship and enterprise in terms of those definitions, what immediately jumped to me was when we were doing some sessions with psychology we talked with the students about the difference between strengths and skills and what that kind of alluded to me was the enterprise definition was more about qualities and strengths, those natural qualities that people who are enterprising would have, compared to maybe the entrepreneurship ones, which were very technical and practical, I suppose, would be a better way for it. I agree with Raj's point, though I think students find it very hard to articulate them so it's that the in terms of the education piece is trying to help unlock and help them recognize that they've got those qualities but beyond that was just kind of what struck me really is that that that different suppose between skill and strength.

Helen Hook: Yeah, it's really good point - does anybody else have anything they'd like to add this point? Let's leave raise your hand.

Lorraine: I think that's a really interesting point that Barry just made about the strengths and skills analogy, and definitely go along with that, but I think what's interesting about rethinking that myself as supporting or providing entrepreneurial education, I think that there's been a really interesting evolution in the module that I coordinate. The professional skills placement module. In that prior to covid we had 65% of the placements in our placement Bank were Arts and Heritage and very traditional kind of site based instructive kind of placements and since then during the first lockdown we had to pivot to a whole new bank of virtual placements and this has given us an opportunity to work with a much broader range of organizations and a lot more small businesses. And that definitely has changed the profile of the roles that we offer students and it's much more even those that don't take the entrepreneurial option forward - Even those that precede the traditional placement format are still working in the main, with smaller organisations and getting more exposure to those kind of both enterprise and entrepreneurial skills and developing that mindset because they're working directly with small entrepreneurs, you know start-up businesses self- employed. The virtual option allows them to work with those organizations that they wouldn't previously have been able to for capacity or insurance reasons or whatever. Yeah, so it's definitely an interesting development in that sense, on both sides of this module.

Helen Hook: Barry?

Barry: Yeah, I was gonna to add onto what Lorraine just said, it is a really interesting point, because I think what we're hearing constantly from employers, as well as obviously providers of career information is that the landscape of the last two years is massively changed and everybody from an employee perspective everybody's kind of questioning or what's worked for me as an employee what kind of environment, do I want to work within and that kind of. pushing back to employer saying we’ve worked for two years remotely you know let's have a bit of flexibility, I do wonder, as a result of that, with people trying to. take more of an ownership of that rather than just kind of be more accepting of right, this is where I have to go to work, etc, etc, whether I think entrepreneurial career options, more broadly, will be more, will raise an interest in or be more of interest to students as a consequence, because of that. More perceived freedom, I suppose that's attached being an entrepreneur.

Helen Hook: thank you. Yes, Amanda.

Amanda: Yeah, just I suppose one other reflection when thinking of the definitions is, you mentioned innovation and innovation is really very much part of this, and I was really surprised that innovation wasn't explicit in any of the definition, so that really surprised me. And just in terms of kind of identification with the different terms and entrepreneurial education, actually, I think. That probably students and everyone would maybe identify more innovation over entrepreneurship. Even though actually they're kind of part and part of part and parcel of the same thing. But yeah, if you say innovation people sort of, students, particularly about innovation, they know whereas entrepreneurship, they look a bit confused, my experience anyway, so Yeah, I was really surprised that weren't there in the definition.

Helen Hook: Good points. Ok, going to move us on to, looking more so about the motivation is here. So we've heard already that people that have answered, yes to engaging and delivering entrepreneurial education and we've heard some examples and happy to hear more examples and if you've got them but. It connected to that I guess it's the motivations for why you do these things as well connected to your examples that would be interested in.

**Question: What are the motivations for you engaging with and delivering entrepreneurial education?**

Raj: Money. Money – that’s the motivation. Well, there are there are lots of streams of money as that that can come for research, if what you’re proposing has an innovation angle.

Helen Hook: Research funds. Yeah, yeah.

Helen Hook: anybody else? What were those motivations for the examples of how you're doing this?

Teresa: I think another motivation is to increase employability, because although it's changing at the university it's always been university was the place of learning and innovation but take it further, they have to go out into industry now that's that that link is now coming onto campus as well. But despite that, I think, to increase the students and be workplace savvy and all the different disciplines that are involved, I think that's a driver for teaching entrepreneurship as well, maybe.

Helen Hook: Thank you Teresa, and [inaudible]. And Amanda yourself next.

Amanda: Raj’s hand went up before mine.

Raj: Oh go ahead, go ahead.

Amanda: Okay yeah, just in response to what Raj said about money. I suppose actually its sort of the opposite for social policy, about thinking about tackling social problems in different ways and using entrepreneurship to tackle social problems and actually it's not something you know I think for education and students way of thinking actually umm, for one, it provides us an alternative route to tackle problems and often Yeah, we teach sort of third sector and often third sector is kind of very much about charities and donations and volunteers was actually social enterprises is an alternative route that actually is that kind of combination of business and social objectives and it's also and, in addition to that, I guess, so Yeah, getting students to think in a different way, but also the broader skills, I think, is a real motivation and actually you can use social entrepreneurship and social enterprises a vehicle to embed some of those skills, like you know communication skills, some of the business skills, you know if you ask students to write a business plan for example. It doesn't fit within social policy, but actually, it's a really valuable skill to have, as is pitching an idea because, again we asked you to do presentations we don't ask them to pitch in the kind of Dragons’ Den sense and that's where they sort of, they connect to it and actually they think oh that's Business School is not social policy so for social policy it's about helping students to think and engage in different ways and develop skills that are really useful but aren't traditionally social policy.

Helen Hook: Thanks Raj going to speak next, and then Barry

Raj: Yeah, I just wanted to pick up on Teresa’s point that actually by embedding these things in our programmes or programmes become more competitive. You know incoming students actually expect that, because they want that they want, Barry will tell you how many, but many in my experience, most students do the degree, because they want to get a job at the end of it, ditto for the taught masters programmes, and I think you've got to include you know these entrepreneurship and thinking about business and transferable skills and all these things have to be articulated actually in each module.

Helen Hook: Barry…

Barry: I suppose I’m coming at the angle from the work I’ve been doing with the Enactus group, and so, one I kind of took it on as being, so that just for context, the Enactus is a national actually international kind of scheme to promote social impact. Erm I think about 60, 70 universities have Enactus teams, umm and what there is a support network in place that the Enactus team facilitate where each group has got a university advisor, which is my where this role came in for me. It was taken on initially, just off the back of the first pandemic because I saw it as a great opportunity for students to gain work experience, and that was kind of off back of the pandemic, when work experience opportunities went through the floor umm you know so it's a great opportunity for students to gain some of the skills and experiences etc that we've discussed already. I suppose getting involved in it more, the other motivator, I think, I don't think we've talked about or touched upon is the element of competition. So don't get me wrong, I think, certain things motivate different people in different ways, but from an Enactus perspective, each university that has an Enactus group then becomes part of a national competition to demonstrate and basically pitch their projects and their activities they’ve been doing, and they get judged. And then almost into, you know, going through kind of semi-finals and then getting going to a final which is happening next week, and all that type of thing now Birmingham we've not done very well last few years on, that so that's a that's a motivator for me, but I dare say it's a motivator for others that might be getting involved in those type of things is that opportunity to I say compete. And challenge themselves in that respect as well, so what's appreciate it's not necessarily within a curriculum perspective is, I think there is an element of that if we're talking about entrepreneurial and you know if people want to go down the business side of things, obviously you're competing against similar businesses and the market to for consumers, businesses, and things like that.

Helen Hook: That sounds really interesting, definitely lots of potential scope to see how we could embed that into curriculum, yeah, sounds really good Barry. So, Moving on. So, for others that haven't yet done these kinds of things, but are interested in doing something similar, and so maybe this is more, the people in the room that don’t explicitly do the embedding in the curriculum are interested in doing something similar, what would motivate you to do so? Looking to Karen here…

Karen: So I’m definitely already motivated to do this, so I don't need any persuading. I can see that there's really strong benefits of being able to embed these kinds of things within the curriculum so. Yeah, I’m already there.

Helen Hook: [inaudible] was specifically motivated you to do it, though?

Karen: I suppose graduate outcomes and things we've been talking about in terms of students successfully being able to get employment when they leave the university is probably one of the main reasons why we're looking at our graduate attributes and how we help students to reflect on sort of qualities and skills that they're developing whilst they're at university and what kinds of things they'd like to continue working on after that, as well, so. Yeah, those are the main reasons why.

Helen Hook: Does anybody else have anything they'd like to add to this question? Ok, let’s move on to the next. So now it would be useful to know more about your experiences of providing whether that be enterprise or entrepreneurship education, including any successes and challenges and so forth, so what you have found works well, but also looking at any challenges, be great to hear your thoughts on this one.

**Question: In providing entrepreneurial education experiences, what has worked well and what have been the challenges?**

Helen Hook: Raj…

Raj: We do you know our standard degree is three years, standard BSc degree three years, but we have an MSc option and we have several options, one of them is with a year out in industry, I mean another one is with a year an International Year and there was a year in Europe as well. But more and more students are actually opting for the year in industry option, or a year working, I can assure you, but the actual term is but, but basically it's what used to be called a sandwich course, so that effectively for anyone who remembers sandwich courses, its basically one of them. Yeah, so I think that works really well, by the way, somebody was saying about the Dragons’ Den thing earlier. I actually… we do have a small number of modules where we do ask students to produce dragon's den type documents pitches and it's actually really interesting to see how the students promotes, they're actually not very good at it, because they understand, you know, because most students say what do I need to know to pass this module literally? There are things you need to know you need to have studied, but then, in order to pass the module you need to be able to put it all together to explain, you know, an idea of pitch a dragon's den type thing and the general are not very good at that, so but I think that, you know, if you actually embed that into a module I think that actually does work and the fact that students struggle with it, I think it's a good thing, because obviously we can help them. I think they come out and I note by the way, that we have year four students who have been on campus for the whole 4 years and those who have been out for the year in industry, I think it actually shows the guys who've been out, you know you could tell because they do think slightly differently, so I think that that works well.

Helen Hook: Amanda…

Amanda: Yeah, just following on from what Raj said so Yeah, so say in the module where I ran it at my previous institution I asked students to develop a plan and pitch an idea and actually That was something that one was really outside their comfort zone, which is both good and a bad thing I would say, so they struggled at first, and what I ended us to do was a practice pitch, and then the real pitch and the practice pitch was actually quite disastrous I got them to think about it afterwards and they said it was actually really difficult and for some of them, it was like 45 seconds long and they kind of run out of things to say and didn't really know what they were doing. Then the actual pitches they did, where I got kind of a panel together were really, really, good, so actually it was completely outside the comfort zone, but soon as you kind of got them to reflect on that process, they found they were actually able to do it much better and actually they did have the skills, where they didn't know they had the skills until they actually had that chance to reflect so actually in terms of what worked well it was challenging but actually, that was a good thing.

Helen Hook: it's really, really interesting points that kind of learning by doing a piece yeah. Teresa or Lorraine, I wasn’t sure who’s hand came up first, apologies.. Lorraine?

Lorraine: And I think, for me, the most compelling inspiration for students is to hear from entrepreneurs to hear from small business people and particularly alumni who set up their own businesses and to get the experience of the challenges and opportunities that they've experienced so having some of the entrepreneurs on the elevate program in the exchange, who are sort of feeding back their experiences and helping students to nurture their ideas is a really valuable thing, I think.

Helen Hook: thank you Lorraine. Teresa?

Teresa: I don't know if this answers your direct question, but it's just occurred to me that some. As well as these pitches I think students would benefit from entrepreneurship education, you know formal full type in a in addition to what Raj was mentioning, but I think they need to get to feel if they've invented something on the bench, how will it be viewed from other perspectives so from the finance people, the public, medical that's appropriate and the general everything else they probably have to hand over their baby to people who haven't done the sweat and tears on the bench, so I think all that. at those types of things have to be exposed to the students to show them, you know many, many people involved in this, although it's a great idea it now has to be accepted by many different types of people different backgrounds and different perspectives.

Helen Hook: Good point. Barry?

Barry: really positive to hear Amanda and Raj's experiences of you know, those activities being positive in the respect that you know that they're engaging students, but, also with the kind of the negativity aspect attached to it, and that was challenging and difficult and what have you, but I wonder if the elephant in the room, to an extent here is student feedback NSS and that you know, I appreciate I’m only I’m coming at it from a careers network angle, you know I’m not necessarily tied in on the curriculum side of things, but you know, we know how important NSS is to, you know everything, rightly or wrongly, and you know from when I’ve been in students staff forum meetings and I’m hearing student feedback about a certain modules changed its assessment and it's a little bit more of an authentic assessment and then the students all panic because they've not experienced that form of assessment before in. And it goes down negatively, and I suppose there’s that worry that it's going to kind of come out badly in those type of things, despite it being the right thing to do, and despite the fact that we know as experts that will benefit the student in the long run, whether they realize it there and then, in that in that in that particular context, if that makes sense is usually you know, you know we've all done it it's like you know you reflect back on that experience three years later, when you're in another scenario in another context you go are now I understand why it was useful, but you know NSS has gone by that points and it's you know that challenge and difficulty that we've got with this type of stuff is the students are very much exposed to the essay and exam style form of assessment and that type of thing and they're not necessarily always you know receptive to these other kind of more exciting and you know much more practical and realistic activities that they're going to come across in the workplace, if that makes sense.

Helen Hook: It does make sense yeah, thank you. I’m just thinking, we’ve un-picked a bit about the students, but what about the educator or the academic? Is there anything that you can unpick or uncover? You know, when you’ve provided these types of experiences we've touched on some really interesting points you know. Students out of their comfort zones that lack of confidence, sometimes panicking about the change of assessments, but from your point of view as an academic or an educator or as an advocate for this, for example, Barry and Karen, what's your personal views on this from your own point of view when you're introducing students have this type of experience?

Karen: Anecdotally, I’m sorry I didn't put my hand up and I just spoke and sorry Amanda, when talking with academics, who are doing this kind of thing and talking about what works well and what doesn't, I suppose the most obvious thing is the way in which it's been embedded within the curriculum, so that it doesn't feel like a separate thing and that students can see how it links to everything else, and if that's done successfully, I think it works really well. It was really about making it relevant to the subject matter that they're studying. That might be a really obvious thing to say, but I suppose that's the pattern that I’m seeing.

Helen Hook: Thank you. Amanda?

Amanda: I actually agree with Karen’s point on actually making it relevant and so students understand what I am studying is actually really important, but the point I suppose in response to that question, partly a follow-on question, what I think is important and what works quite well, is where this doesn't just become another academic module, so what's worked really well is working with non-academics so working with careers, working with you Helen in developing this module and it sort of worked really well when I ran it previously, again some of the things that we were bringing in were entrepreneurs, social entrepreneurs and connecting with some of the other careers related at my previous institution, it was, though sort of social enterprise I can't remember what they were, but they were into non-academic at the University, and that is really, really important in doing this, so it doesn't just become like teaching social enterprise, innovation theory, it's that applied nature and that's where I think we can all work together really well and actually like your help Helen and I’ve kinda connected in with you and it's been incredibly useful. I think in developing the module I wouldn't want to run it as purely academic, it needs to be connected into Barry, you just mentioned the Enactus, linking into that, I think is really, really important and works really well then students can see the wider value of it, I think.

Helen Hook: Yeah, I agree, it's nice to have that collaborative module design team to bring it to life, that connected curriculum piece is really key. Fabulous just conscious of people's hands - Raj is your hand up again or…

Raj: No. well, it was actually. I wanted to underscore this business about whatever activity you set, it has to be embedded into the module, actually Lorraine mentioned this business about inviting former students back you know, to tell us their experience. In my experience that always ends in disaster because the students just aren't interested because it's very difficult to embed that in the module and actually, we often get really poor attendance when we try that, so I’ve almost given up on that. But maybe Lorraine has some great ideas of how to get students to come along to them sessions. And also, I wanted to pick up something that Barry said about the assessments, so actually I think covid it has really done is a good turn this was a few good things about covid in switching to open book exams so actually almost all exams, all the assessments are now open book, because if you think about it, that's a real game changer, I mean Barry talked about assessments being relevant to the real world, well actually you know, in the real world, your boss, is going to say actually yeah, I need that report on my desk at nine o'clock tomorrow morning and I need it to be 1000 words you have got to be too long. But he's not going to say, well, here, take a pencil and paper and don't sit in that room and you mustn’t look at your phone or the Internet, you know, just use a pencil right? So, I actually, switched so when we switched lots of staff, me included said oh, this is a disaster because the students are just going to look at the answer, but of course wrong. The answer is that you have to set up the question so that it requires a little bit of thought on top of the facts that you've given them and actually that is, the skill isn't it because I mean that is what life is all about isn’t it? You know, so actually, I think that the pandemic, because it has forced these open book exams, these assessments have been forced on us, has actually done us an enormous favour, and actually, I believe Barry that if you look most Schools, I think, and now I’m putting on assessments that really are very relevant to sort of sorts of things that employers want, I believe.

Helen Hook: Yeah, pretty good points, thank you Raj. Does anybody else have anything to add to this point? If not I will move on. Thank you. So, we have touched on some of these points already and Raj you made a great point, then, about how to your experiences different to Lorraine's with bringing in externals and there's been some really good points around the change to assessments, lack of confidence, etc, but is there anything else that we haven't uncovered or discussed when doing this in the curriculum what has worked less well and why?

Karen: And I suppose we could talk a little bit more linking to what Barry said before about students being sort of quite scared to do something different. And then maybe that is a very sweeping statement, and I don't think that's always the case, but maybe less open to taking risk umm and so when we try and sort of force that, sometimes that doesn't work very well, so if we like thinking back to things that we've done in the past as the university, and where we've had sort of optional modules to try to expand students thinking in different ways, where they've had to pick a module in a different discipline and it feels very separate umm sometimes that works Okay, but doesn't always, if I think if students feel like they have to do something and they can't see how it connects that's where it seems to work less well, and so I think being able to encourage more reflection on that and sort of guiding that can make that work better, but yeah, I think when it's really sort of forcing it feels very separate. And yeah, and too risky for a student, that's risky in terms of whether or not they think they're going to get a good mark from it or not.

Helen Hook: I agree, I think that kind of less of the shoe horning in, more of the contextualisation so it's almost intertwined. Students - yeah, that's key, does anybody else have anything to add to this point that we haven't already mentioned before we move on? Now we're keen to look at what kind of barriers and or/challenges you've experienced when providing enterprise entrepreneurship education experiences in your degree programme and your modules. So, any internal barriers when you wanted to do something different maybe? Amanda's hand up.

**Question: What challenges or barriers have you faced in providing entrepreneurial education?**

Amanda: Yeah, I guess just on that point they're sort of trying to sell it to the department at Birmingham its quite difficult at times and people kind of get it, but they sort of just, like I said before, they just kind of leave me to it and don't really want to engage and actually because of process. And then kind of push your and enterprise and skills and careers for the students, it was kind of ticking a box of people like “oh great Amanda can do that” and no one else necessarily engages, so that was quite difficult. At my previous institution, when I ran it before just interesting that was the whole a whole you know, Northampton and they are very a kind of a social enterprise university, so they brought me in. Partly they employed me to develop this module so it was a very, very different experience to Birmingham, and I guess I don't know if there are specific to social policy and it's not like people have said no don't do that, its hell Yeah, that sounds like a great idea, but they don't really engage, so I don't I don't know if that is yes, the same experience of others? I’d be interested to hear it, how people got on in terms of trying to push these kinds of modules.

Helen Hook: Raj have you had a similar experience when you've been looking to do this?

Raj: We’ve only had good experiences to be honest, because you know that, I’d remind you the PVC for research, its actually research, knowledge transfer, you know I just think Birmingham is just so supportive of things like that, so yeah, I mean, the biggest barrier and challenges is time. I mean there you know, actually sorry I’m going to have a moan now is changing any module, I mean the paperwork is just crazy, I mean you know. I don't know how many of you have ever actually steered through changes to a programme but it's not easy. But anyway, that's just the way, that the admins structure of the University of Birmingham is, but that's nothing to do with entrepreneurship, but in general, you know people are you know we bought in modules, skills modules, bench to bedside modules. There’s a master's module, Barry might know about this, called Funding and Communicating Science, but it's not exactly about entrepreneurship, but it's you know it's all about how to how to spin, you know communication so no we. I think that that you're preaching to the choir and, as I said, the actually the covid has moved things on quite a bit.

Helen Hook: Teresa?

Teresa: Umm yes, I agree with Raj, but I think the university from what I’m doing, I think the university is very, very acceptable, they think it's going to be a great idea, but what I’m finding is the structures, you know you've mentioned the paperwork for the modules and time is an issue so timetabling. And they are very strict barriers, with the university how they have an order what's necessary for the format for each module. While you're doing something that's entrepreneurship in it's in the whole design of it is entrepreneurial really and so you're bringing in outsiders who have these entrepreneurial traits but they have to squeeze them into the university structure so I’m finding that challenging actually because, I take Raj's point about the assessments, I think that's a great way of looking at it. But at the moment, and I’m battling that, I’ve been instructed that we have to have exams as we've always had, said that we've got parity of assessment umm, but if we focus it towards more what the employer wants that that sort of I think that's a great way of looking at it Raj, I think that's helpful. I just think trying to bash down the structure to make a bit of space to be innovative.

Helen Hook: Thank you, does anybody else have anything on this point?

Raj: I just make one more point. Yeah, I mean that there are a whole bunch of issues with the way the university manages things that actually pins on everything. Not just entrepreneurship so it actually educational activities that require staff from more than one School and actually more than one college are difficult. Because of the actually it's all to do with finance and stuff, so I mean that's just I’m afraid that's just the fact the University has never managed to, so it actually, that is a barrier that putting on a module that requires staff from two different colleges is not easy as Teresa mentioned with timetabling, just don’t go there!

Teresa: Then that’s when everything else is in place, then you've got it.

Raj: But that's just the sort of thing you have to struggle with that's not specific to embedding entrepreneurship it's just any sort of change, I would say that NATY [New Academic Year Teaching] helps, there are some problems with it, but I’m totally pro NATY and I actually think that it will really help. Though the sort of things [name removed] wants NATY to do, I don't think it's going to go where she thinks, but you know, I think, overall, it is really helpful.

Teresa: from what perspective would you say it's helpful?

Raj: What because well, I think that having the true semesterisation really does help, so let me, let me give you an example, one of my tutees, we have a master's programme that you can't do part time there's no part time option okay? So, one of my tutees actually in the first year of NATY, did semester one, ran out of money, so took a leave of absence, then did semester two the next academic year, and you couldn’t have done that pre NATY. Right? So actually I never thought of that as a benefit, but actually that works.

Teresa: Yeah, it gives you that flexibility.

Raj: Yeah, I do think there are arguments against NATY you know Teresa, it is true semesterisation Teresa, but I am pro-NATY anyway again that's nothing to do with specifically entrepreneurship. But I think you know, you made the comment, rather sort, well not snarily, but sort you, you said “no, there is a problem, you’ve tried to shoehorn, you know that the entrepreneur education into the university's timetable system, but my I would say, well, actually NATY gives you the best chance to do it. You know chances have never been better to do it with thanks to NATY - that’s my take.

Teresa: I can see your point. You present a different slant on it lots of lots of things today so it's very helpful.

Raj: Well, we’re from different colleges. We will get this.

Teresa: Yeah, that's true - this is very helpful, yeah. My home was in biosciences.

Raj: I know.

Helen Hook: Thinking about… I’m happy to move on to the next question unless anybody else that wants to include anything that we haven't already mentioned? The next oneles is a very similar question in the sense that it's aimed at those who maybe haven't yet provided the enterprise or entrepreneurship education, in particular, but I’m hoping you're planning to do so. And we may feel that some potential challenges and barriers have already been discussed, but if there were anything else that you feel we haven't discussed then please feel free to share that now. I was wondering Lorraine, can I ask a question to yourself in relation to the professional skills module? So, thinking about how you do this and your plans to potentially expand the entrepreneurship angle of the module, can you foresee any challenges or barriers in doing that? Or when that might happen, even if it's down to how you bring more external thing or you know, is there anything that you feel absolutely we're looking to build on that component of the module could there be any challenges or barriers?

Lorraine: I think that the potential issue, I mean we're only attempting this for the second year, and we had two students who took it forward last year. Lots of elements of this that didn't come off because of that we wanted to create you know, we had visions of a peer network and regular peer support throughout and we were also hoping that that's something that we could have as a collaboration with the CoSS [College of Social Science] professional development module as well. And that hasn't quite gone according to plan, and I think that the one potential barrier that we might have as far as the students are concerned and that sort of risk of you know inherent risk aversion amongst the students is that the teaching support is less formal with this side of things and we draw on support from the B-Enterprising team, so I think, as far as the students are concerned, you know that's a bigger risk than taking the placement option which is perceived as being a risk itself. So, I think as we developed this we're going to have to develop, you know, think about developing more formal teacher purchase for it and teaching support, and I think one of the one of the issues with that is because enterprise is something that falls between as far as some of the academic tutors on this module are concerned, the enterprise side of things through the entrepreneurial side of things, is something that falls between careers and academic teaching. So, there is a bit more resistance and a bit less buy in from the academic side and supporting this.

Helen Hook: That’s a really good point. Yeah, ok, so moving on to this next part Mircea, would you be happy to share the slide you know emerged during this part, so we can look at some of the challenges that you've identified and then we'll be looking at using the chat and to rank those can just can you just expand your slide please Mircea, it's not quite fit in the full screen.

**\*Mircea shares the slide capturing challenges and barriers:**



Mircea Scrob: Is it now?

Helen Hook: It is now, thank you. Okay, so much has been busy sort of typing away and looking at what some of the main challenges and barriers are that you've already shared. Would it be possible to please write in the chat, to start ranking these from one to three? The hurdles are student perceptions, internal hurdles and conventions. So, which would be your biggest challenge ranked from one to three?

Teresa: Write it in the chat?

Helen Hook: Yes, please, if you can just pop that in the chat that'd be brilliant. Yeah, time is definitely a big one. No problem Raj, it could be all of them. Internal hurdles, thank you. Yeah, thank you. I’m just checking everybody has had a chance to respond. Fabulous. I think Mircea because we are drawing to a close, would it be possible to stop sharing your screen, then I will go back to sharing my screen. Thank you for that. We’ve just one or two questions, actually, so it should just [inaudible] thinking more generally. What would be the one thing that would be that would make it easier enable your peers to provide enterprise/entrepreneurship education experiences - so that could be one thing that could that be to enable more people to do this?

**Question: What would be the one thing that would be that would make it easier enable your peers to provide enterprise/entrepreneurship education experiences?**

Karen: [inaudible] mention the sort of low hanging fruit, the thing that would be easiest to do, which should be making our process for paperwork simpler, I think. So that if people do want to make changes it's not such a challenge and it doesn't feel like it's such a huge task and it's going to put me off doing it because we've got all this paperwork and all these approvals that I need. So I think that's just my sort of academic services perspective on it well there there's might see other things being more importantly, we can change that just feels like an easier thing that we could do.

Helen Hook: I agree completely. And it… but so Raj you put more face-to-face chats?

Raj: Yeah, I did, because actually when you talk to colleagues, you know I genuinely believe in life that two heads are better than one and actually a lot of the things just come out of talking and meeting and sharing common ground. You know, and actually, I think that's something we really missed that zoom doesn't do this. Basically, because there's been far less of this dropping by and just say go I’ve got this problem and here I’ve got this idea, you know the whole idea of the academic community, I think, is a really precious thing sounds really old fashioned. But I do think you know when you know with the staff in any School where the staff and our job is to talk to each other and generate ideas to develop programmes of study thats fit for purpose, one aspect of it is this. If you're not meeting, actually, you know, to talk face to face you're actually missing something in my opinion yeah.

Helen Hook: Yeah, sharing a best practice, more speaking to people.

Raj: I mean I agree with the previous speaker about the paperwork. Yeah, definitely.

Helen Hook: I’m just conscious of time is everybody okay to hang on an extra minute or two to finish this question by all means, if you do need to dash off I won't be offended but we have just gone one minute over that I apologise for that, but if anyone else has any other points of view on this particular question, anything else that we could do to make it easier for this to happen?

Amanda: Well, just say selling the value of it is one but actually time, you actually need someone to actually do this and to be actually selling the benefits of why it's important to colleagues, naturally, in terms of the broader view as opposed to people thinking about it as enterprise, especially in a School like social policy and to go “enterprise that's what the Business School does” so it's kind of the broader definition and value of what entrepreneurship and enterprise education means yeah.

Helen Hook: I agree that return on investment piece yeah. Teresa?

Teresa: I was wondering if there be any value in instead of an enterprise entity within a School whether those Schools could get together as we are here so we've got policy and law, biosciences, you know, where we could set up a hub setup whereby we could share experience and maybe resources across cross those Schools and colleges and also support.

Helen Hook: Yes, definitely - that's a really good point and that's something that we're developing, an academic toolkit in careers network to do just that so. It’s on its way, its pending Teresa. Okay, yeah, I think some nice kind of collaboration hub would be amazing though as well, where what Raj said all getting together and an ideas lab where you can all explore the ideas together, would be really nice too. Thinking about this one last slide and it’s more a case of whether you could be happy for Mircea and I to contact you after this focus group to gather more samples of the work you are doing. Obviously, I work closely with most of you here today, so it’s just to get a bigger picture of what you are doing to get a bigger picture of what you are doing, but where we can share best practice. Thank you so much, I’ll be in touch guys, I am glad you enjoyed the session, thank you. Amazing so that does bring us now to the end of our focus group so I’m going to stop sharing my screen and Mircea, you can press stop on the recording as well.

# Focus group 4: University of Birmingham academic and professional services staff who are not engaged in providing entrepreneurial education

**Introduction and also partial answers to the question ‘are you engaged in any way in entrepreneurial education?’**

[Recording and transcript begins part way through introduction]

Mircea Scrob: So in terms of withdrawing you can do that at any time from now until 10 days, 10 working days after the date of this focus group, because after that we are going to transcribe the data we are going to anonymise the discussion so it will be impossible to identify and retrieve your particular contribution to the discussion. There will be a debriefing document sent later today and that one will explain very clearly what are the conditions for withdrawing it is without any particular any reason you don't have to give any reason in at any time up to 10 days after they have this focus group. I think that is about it - it has been quite a lengthy introduction so sorry about that and I may just ask whether there are any questions going forward. Okay. If none at all, we might as well do a round of introductions to get started to just to get to know each other, a little bit better, so if you can please tell us your name what department or affiliation and your role and from there, and I might as well start with myself, so my name is Mircea Scrob, I am a Lecturer in the Liberal Arts and Social Sciences Programme and I teach entrepreneurship and research methods, and I am a historian by training. Helen, would you like to say a couple of words about yourself?

Helen Hook: I’m Helen Hook, I work in Careers Network as an enterprise educator, that role, involves working with academics across the university to co-design, credit bearing enterprise education often contextualised and often in partnership with industry.

Mircea Scrob: Right Jessica, you are next on my screen - sorry about that.

Jessica: Okay that's fine and excuse me. Why is when you unmute the throat go some croaky and so my name is Jessica. I am the Industrial Liaison Officer in the School of Engineering, so I work with students across the whole School on placements, employability and industry links, and so yeah, so quite a lot of work with businesses, but not necessarily in entrepreneurship, I would say.

Mircea Scrob: The unmute and mute button, thank you very much – Barbara you would be next.

Barbara: morning, I’m Barbara and I am [data removed as could enable identification of the participant] [involved in] Liberal Arts and Sciences at Birmingham. And so, I am responsible for all levels of education for the first and second years and their core modules and so I’m very much from the kind of teaching side and don't really connected businesses at all at this stage anyway.

Mircea Scrob: Thank you very much, Ethan…

Ethan: Yeah, hi, I’m Ethan. I’m [data removed as could enable identification of the participant] [involved in] Ecological Education in Geography, Earth and Environmental Sciences and I am [data removed as could enable identification of the participant] [involved in] the Employability and Placements for the department and I’m also [data removed as could enable identification of the participant] [involved in] the Future Skills and Employability group, which is the LES [Life and Environmental Sciences] college group on sort of placements and employability and I guess I’m very similar to Jessica in terms of the sort of work that I do working with various organisations, businesses, charities all sorts of people but I don't really consider myself as teaching entrepreneurship that's not something I kind of consider separate so Yeah, that's me.

Mircea Scrob: All right, thank you very much. Bruce, would you mind telling us a little bit about yourself your affiliation department?

Bruce: I’m in School of Physics. I’m a physicist. I teach technical subjects [data removed as could enable identification of the participant]. There's lots of research and lots of teaching. I’m also the careers tutor for the School of Physics.

Mircea Scrob: So that is an interesting take on it, even if it is a little bit of teaching the more traditional subject we still engage with employability and careers network in one way or another, so I think that is going to be an interesting division to engage with.

Bruce: This is the reason I’m here because our subject doesn't… the particular things we teach I don't think lend themselves at all to embedding employability in the curriculum.

Mircea Scrob: That is already foreshadowing well for the discussion so let's engage a little bit with that specifically, but before we engage with such opportunities concrete opportunities for engaging it into the curriculum. We might as well start with a discussion of what is entrepreneurial education, so you might remember this question that was put to you on the expression of interest, whether you are engaged in any way in entrepreneurial education, and I suppose the sum of your answer that you are not or you're not sure about it. Before we return a fully to this question, can I ask what is your understanding of entrepreneurial education? What do you think entrepreneurial education is all about?

**Question: What is your understanding of entrepreneurial education?**

Bruce: Me?

Mircea Scrob: Everyone, everyone in the room, but Bruce if you want to start?

Bruce: Happy to defer to everyone else.

Jessica: And I would say, maybe thinking of coming up with our, so teaching students about business and business ideas and probably coming up with your own businesses and things along those lines, rather than employability side of things, more or less being employed, more creating your own job.

Ethan: and Jessica's basically just said what I was gonna say, but Yeah, I kind of understand it is to be and kind of creating opportunities, rather than the kind of traditional employment so it's Yeah, creating your own opportunities, whether that's a business or whether it's your own kind of career plan I guess, so Yeah, it's more to do with creating opportunities, rather than just following the existing opportunities that are already there.

Mircea Scrob: Okay, thank you very much. Anyone else would like to add?

Bruce: I would say, it needs a different name or phrase, entrepreneurial education can be taken in different ways. I would say educating people about entrepreneurship is probably a more specific way of talking about it. Otherwise, it could be meaning entrepreneurial, entrepreneurship in education, rather than educating people about entrepreneurship. It's like when people talk about to research and teaching, it's never clear to me at the University of Birmingham whether they mean research into methods of teaching or embedding your actual research into your teaching, these things often get confused when I'm talking too HEFi [Higher Education Futures Institute] and others, yeah.

Mircea Scrob: Very important clarification, thank you for that. Now thinking about it, I think it's both ways it's also being entrepreneurial in the way the education is done and we will look at some examples. And maybe that one was. Quite clearly about that but thank you for that that is quite an important clarification, indeed. So, anything else, that would be added to what entrepreneurial education is? So, a focus on business? Focus on creating opportunities? Something on becoming self-employed? is emerging anything else to be added to this understanding. Barbara was going to say something about the ways that that specific disciplines can be sort of reframed in the light of how they can be applied which isn't it strictly sort of employability, it's like this adjacent to employability, so sorts of ways that Yeah, so if the stuff that's happened in the classroom that seems to just very academic can be applied or thought about or expanded in a different way, I guess. But this one will have to be with employability in mind, do you think. All right.

Barbara: Yeah, I think I mean it's sort of an entrepreneurial education seems to me to be similar to like… Yeah, similar to employability, but not necessarily as directly instrumental as employability maybe.

Mircea Scrob: Right, thank you, thank you, anyone else would like to add anything to the discussion to the understanding of entrepreneurial education? This can be high level concepts and that is why we are so much keen on discussing it, then we are going to return to the definitions that are provided for entrepreneurial education, later on, because we feel that we need to have clarity of concepts, if we are going to say that we are doing something about employability, enterprise, entrepreneurial. They all seem to be overlapping concepts, but we need a little bit of clarity about going forward just so that we have a common ground for discussing what is it exactly that we are planning to do? So, we are going to return to the definitions and all of the thoughts you have just said in a minute, and we are going to discuss what is the QAA standard definition of entrepreneurial education, but we thought before we do just that, let's look at some of the educational offerings out there and whether they fit or not into entrepreneurial education for the moment. Leave that question, for now, because we are going to return at the end let's just look at some concrete examples and discuss what are your opinions about this way of providing this educational offerings that can be offered in higher education. So, to start with, I would like to discuss the first the first concrete example that we would like to discuss is one that is called a standalone module. So, this is about providing standalone entrepreneurial modules in your subject, and the idea with this kind of module is that they are non-subject specific. Ideally, they can be included in any single subject from humanities, up to the sciences. So, this one's one of the examples that we would like to introduce is one that is happening here at the University of Birmingham, this is an level LH [Level Honours] module on entrepreneurial start-up and the concept is that the students work in groups to come up with an innovative digital start-up solution to problem statements. Basically, they are presented a couple of problems here in Birmingham with children's education, with housing, with upscaling with health and the students are required, or are asked to develop a line of products or services that will help with tackling this particular problem, the problems usually come from the outside, in this case it is from you know from Birmingham, from digital Birmingham. The assessments are very much modelled on practices in the field, so this is what you are going to get into the start-up world, it is a business pitch and a business plan, but we also have a mock job interview, because we would like the students to redefine the learning experiences on the module in sort of building blocks that they can easily retrieve into a job interview. Now, very much the focus with this model says on the business cycle, we cover everything from ideation that is design thinking strategies for coming up with a solution, we go into optimisation by discussing business model canvas or the students have to consider issues such as marketing, what is their revenue stream, what is their branding, we go into intellectual property and crediting particularly about patents and about copyrights and trademarks. We go also into rapid prototyping we are interested in the students creating a sort of minimal viable product. We engage with digital marketing by the students having to design a website and in the end the students have an occasion to pitch in front of a panel of industry experts. So this is very much about standalone modules. The idea is that these modules can be taken and placed into the curriculum from any subject. Do you think this kind of thing… or do you do this kind of thing in your own teaching, or do you would you consider doing this?

Ethan: I think… um… well, I wasn't involved with is a few years ago, but I think one of my colleagues did set up and one of these kind of standalone modules in GEES [Geography, Earth and Environmental Sciences] but it never took off, and I think that was because, Helen you might know why it didn't take off, I don't know, I think, maybe students didn't take it or what or whatever, and I think for us, from my point of view and it's I mean for our subjects I can certainly see where it might fit in but It just seems like there is a lot of umm, there's a high level of it's a kind of very rapid learning curve, I think, because the students would not have any background in any of this at all, and so it seems like a lot to cover in one module effectively. Erm.. and it kind of seems to me that it's just a bit too much of an ask for students, I mean I know we have issues when you try and get students to do something different, especially in year three or four, then they've done before, they get into a massive panic, so I think Yeah, I would have quite a lot of reservations about putting this in as it as it stands, even though I can kind of see the benefit.

Mircea Scrob: Can I just follow up on that one, would it be better if this would be a 40 credits module? So, let's say his goals for the entire year and you take 20 credit in the first year, 20 credits in the second year kind of split it up, and it will it make better sense not to be a LH [Level Honours] module and an LI [Level Intermediate] maybe?

Ethan: Yeah, I guess, I think I would, yeah, if it was kind of spread over maybe yes, year two and three. I can possibly yeah, I could see that might be a give the students time to engage with the materials, the problem would be is asking students to decide that's what they wanted to do in year 2, because they often just don't know what they want to do and Yeah, just trying to find that the space actually in the curriculum for these things is quite difficult.

Mircea Scrob: Bruce I’ve seen that you were nodding quite forcefully when I was suggesting turning it into a 40 credits module.

Bruce: firstly, I don't understand how it's an alleged credit module and edge level module I don't know what you mean by LH [Level Honours] here. It looks like could be first year level that's me. I would, there is no space in our curriculum and our School putting some like this in, even 10 credits, I think it would be shocking if you tried to make this compulsory. I think students would be very, very, very upset from past experience, if you tried to push this and say this is compulsory, we would have a riot if we tried to do this, I think the for me, I wouldn't make it an LH [Level Honours], LI [Level Intermediate] or L [Level Certificate] anything, I would make it a standalone module that students, is made available to them, and we do a hard sell to pitch to them and say this is really to your benefit, please engage with it, and if those that want to do it that's fine and those that don’t… don’t… but I think I couldn't see any way I could fit this into our curriculum, and I know our curriculum pretty well in physics, this wouldn't fit in, not as a compulsory towards academic module.

Mircea Scrob: Thank you for that. I should have said that yes, in this case of this particular module, it is an optional module it is for the very same reason that you were saying Bruce it is something that is very hard to fit, and it is something that the students either see the benefit of it and will do it or not, so I…

Bruce: I don’t think it would even fit in as an optional module for us, it wouldn't pass the laugh test in our School to make this a module.

Mircea Scrob: So, this is about the idea that these kinds of things should be offered outside of the curriculum, instead of being the curriculum?

Bruce: Exactly! I wouldn't have this! I would refuse to have this in our curriculum.

Mircea Scrob: Why? Can I ask why that is the case?

Bruce: Because it's not Physics. The students come to School, the university to learn physics, for us, and this is business management, and this is trying to get a job that's not an integral part of the course. I think this has nothing to do with what we're trying to teach them. Make it optional thing they can do by all means. We've got a very full timetable we've got a lot of content, and I think it's great if we can make this an optional thing that people can do to bolster their CV, help them get jobs, provide as a service that's great, but I don't think you should be a credit bearing module.

Mircea Scrob: Just one final question, if you do not mind, can this be turned into something that it is more Physics, so the IP, patenting, rapid prototyping be more of a focus and have something applied the theoretical concepts being discussed in Physics being applied in this model of having just having a more applied route to it.

Bruce: That would take 30 minutes to describe that. That wouldn't take 22 hours for a 10 credit module. I mean just thinking about ideas, that sounds quite vague, optimization yeah, students know how to optimise things, they’ll define a metric and various parameters. IP and patenting, they understand what IP means and patenting, quite a number of our students go into completing their owns afterwards, because they need technical skills. Prototyping, they understand what prototyping is as they do projects like learn at use auto-cad quickly I expect, and then the marketing and pitching that's business management. I just don't see… well maybe some of my students might engage, I don't think they would if it was put into the curriculum as an option, I think, students, would probably end up being a soft option for those who don't like doing physics and maths.

Mircea Scrob: All right, thank you very much, anyone else. Please Jessica.

Jessica: So, I’m not involved in the teaching side of things, but I have tried to integrate other things into our programmes because we've got a couple of modules that are rather than a full year placement within civil engineering, they're single modules that are placement based. And one of the things I came up with when trying to introduce this across the Schools there's not space, similar to what Bruce saying because of our accredited degrees and the amount of things that we have to cover to become accredited for them to get that it's quite difficult to fit additional modules in. So that's one side of it, and I think that you will encounter on the kind of those sorts of degrees that need that accreditation is just not having the space in the curriculum. And the flip side being, I think actually in engineering we do a module that covers some of this because we have our integrated design project. So that's something that runs through years one, two and three, where students work across the whole Schools, so all three departments come together and they do have to do the kind of design side of things come up with a project work on it, and you know assign roles. And elements of that I think cover this you know they there is, I suppose the potential to, and I think we have in some ways, tried to get them thinking about that in a business sense, so I think I can see ways in which you could possibly integrate parts of this further into those sorts of modules and into things that already exist. We also have a module in civil engineering, civil just seems to have more space in it's timetable. But there is a third module for the Meng students that's group management, so they do things, so the idea of kind of kind of building up those management schemes, getting activities going for other students and you know whether there are ways in which this could feature in that I think, I think it's it would be a case of figuring out how you can use what you've already got and integrate more detail into it, rather than trying to squeeze an extra module in. And if it was an optional extra thing you know you can't get them to do anything extra, trust me I’ve tried. They you know if it's not if it's not key to their degree they're not gonna, they're not going to engage with it, there is quite a lot of tunnel vision going on. So Yeah,

Mircea: Anyone else?

Barbara: And I mean I’m at such a different level to all you guys so it's really interesting hearing what sort of what education looks like from your level looks like. I mean I teach on some sort of modules which echoes with some of this already, From Research to Policy, is about getting groups of students who are studying different sort of majors and working on writing a policy paper together, so it involves some of the kind of thinking through different processes and then kind of folding the narratives into this final policy paper kind of product. Umm and it is really interesting because I think students do really benefit and learn loads from interacting with one another, from having being forced to kind of think about the methodologies that they're learning in different fields and actually finding ways of communicating them or applying them to a problem to a real world problem, especially something I think it's like the real vital importance to get students thinking about their place in Birmingham, like the local, the university as a place, it is, is in a real city that has real issues that they hopefully wont interact within in the future and so Yeah, that's really all I all I want to say, because I mean that is actually really interesting sort of thinking, what do you take away from students? What specialisms you're not teaching them if you kind of encourage them to branch out and think broadly like how could you make that meaningful?

Mircea Scrob: Thank you very much for all of this perspective, this is about it really it's about what should be and what can be part of the educational curriculum and whether it should be part as a mandatory module, or whether it is an optional module, whether it is a module at all, or it is extracurricular at the very much sympathise with us with what Jessica was saying about students not really engaging with the options outside of the curriculum, that was the main driver of including something into the curriculum because credit bearing makes it so much more appealing than anything else. So that is one of the ways for it, but this is one strategy for engaging with entrepreneurial education, the other one goes very much to what was already discussed here about the tension within subject matter and the kind of entrepreneurial skills that we would want to develop into students and the kind of enterprise education that we would like to engage them. So with this other model that we are going to discuss now, this is a bit of a consultancy model in which we do have projects coming from industry, but again the subject matter is paramount, so the drive is not so much about business or about understanding the business cycle, this is just about applying knowledge from subject will specific problem that is perhaps more outward looking so the example that we are going to discuss is a professional research skills module for linguists, this is a second year module in the college of arts and law, and in this particular iteration West Midlands Police was one of the stakeholders, one of the industry stakeholders. And they came up with a problem to the students, they were saying we are trying to recruit 1000 more BAME officers for the West Midlands. We are struggling with that we do not know how to reach out to these youngsters, can you please help us develop a narrative about how we are going to go about recruiting these target we are having. So again, this one draws upon creative problem solving, draws on design thinking which are entrepreneurial skills, just because you have to come up with an innovation or have to come up with something that is innovative in terms of the presentations. But it's also about linguistic skills, because it is all about freshening up a narrative. These are research skills that the students had and also upon the capabilities of analysing linguistic data. So again, the idea is that now you have something that starts with a subject matter year they have the specialism that is applied to a specific problem out there. And the assessment consisted of 50% employee report with the research findings with an narrative that was suggested for implementation and another 50% which was an individual digital presentation. So, what do you think about this kind of a module? It doesn't have to be specifically applied, it doesn't have to be exactly like this, but the concept should be similar, you have an industry partner coming and setting up a problem. You have students who apply their specialism to the problem set up by the industry stakeholder and you have this kind of more outward looking assessments. Is this something that you would consider doing. What you're doing already perhaps?

Jessica: So, I’m going to go back to the IDP which involves these sorts of things, I think, is usually come up with a real-world problem and get everybody to solve it. But, also, that a number of students, final year projects will involve these sorts of things, but they might not necessarily have the focus of thinking about it in terms of entrepreneurship, but there are definitely let's work with industry, they've come to us with a problem, let's help them figure out and solve it, or they've come back from their placement year and they'll bring something back from that and use that as a final year project, so I think there are things that are already happening along those lines, then not just necessarily badged in that way.

Ethan: Yeah, I think I’d agree with Jessica really, it’s kind of sort of separating out all the different things that we have along these lines, so, so we do have, obviously we have the authentic assessment type model which I use quite extensively, where I don't necessarily ask industry partners for the problem but it's based on real life problems that the students would be doing in their jobs, so it's slightly different in that I’m not directly engaging with a specific industry, but then like Jessica we have, we work with industry on student projects, and we also have our 20 credit placement module where students are working directly with a local organisation on a specific project, and we have talked about creating something along contaminated land issues in Birmingham to get students to work on real data and come up with a solution, so I think there are different kind of versions of this, which maybe, again we don't badge this as entrepreneurship umm it's kind of, I guess, I feel more, I kind of badge it as authentic assessment is usually based on assessment, rather than, I guess more, that’s more what the students focus on anyway, so… Yeah, I mean absolutely this this does fit? Yeah, I guess the… the only the only barrier I could possibly sort of see is just in terms of identifying appropriate partners, industry partners who can kind of come up with interesting problems every year, and also where you're dealing with large cohorts you know, how, how do you manage that, and do you just end up with lots of the same ideas and how does that, then, how do you feed that back to the industry partner? Those sorts of things? But yeah, definitely - this is more… I can see this working much more than the previous version.

Mircea Scrob: Thank you very much, any other thoughts on this kind of a module?

Bruce: I think Ethan’s point I think difficulty will be coming up with sufficiently many and different projects every year to make sure they don’t remain the same, or dull or stale. The assessment, I have big problems with the assessment of this because you're involving lots of if you would this be carried out by who? By the University staff or by the external partners?

Mircea Scrob: This is a very important point, yes, it is done by the by the academic by the University, even for the previous modules on entrepreneurship it's always the academic stuff having complete control over the assessments

Bruce: The one thing that's really drives our students is that is of the UK education system on the whole so. Driven by a sort of culture of teaching to the test, and then trying to maximize their scores, so they will sometimes, they would go to great lengths to try to minimise the way they can gain the system by moderating and then automatically scaling modules based on cohorts against cohort. Something like this, I would worry that having a fairness it's demonstrable and satisfied double marking criteria will be quite a challenge. And if it doesn't satisfy that then we can't do it. And also has to be some academic rigor I think and that's the problem again this, this is why I don't want really credit attached to this could be seen to be a soft option and not actually the same level as the other things they're being taught. So yeah, it's interesting, it's but it's that it's I would do this is like a group project outside of the academic settings. To be honest, and we have had some success with encouraging students to do things. Launched within academic programme but don't actually bear any credit saying we were required to do this, but we're not getting any credit for it, and sometimes and quite often, they will just do those things anyway. that's more encouraging them rather than saying do this because it's credit.

Ethan: I think Bruce's picked up on an important point there around assessment and I think this is the case with what we found with the placement module with academics marking. It’s actually the academics don't always have the right experience to be able to mark this, so it actually involves because I have included self-reflection stuff and actually what I found is that most academics actually don't know how to mark that so you've got to actually train the staff to mark the work and that's a big ask because that's you know that's a lot of time from the staff point of view, and there are issues with you know, consistency and meeting marking criteria which we know from things like professional portfolios is a real problem, and so this definitely is an issue. And also just having, I think, with a lot of these, you kind of have a lot of group work, which I think is very important, obviously in in entrepreneurship, but this is a real problem when we come to student satisfaction, they don't like being assessed on group work because it's to open to other students not doing their fair share or whatever they think so, if you have like 50% that's we never have something that's 50% group work because it just it causes too many problems and headaches. So, I think we have to think of other model I think in terms of the idea is very good, I think I think the implementation is problematic in some ways.

Mircea Scrob: [inaudible] very much.

Barbara: As we're on the topic of assessment, I would say that in LANS [Liberal Arts and Natural Sciences] we are often talking about the different ways things are assessed and especially with the dissertation. I come from a practice based I’m were originally a literary scholar, and my PhD was in poetry, with a body of poems is part of my kind of critical thesis and so I’m very open to and aware of the different models of marketing or how assessments can be alternative umm but also the potential pitfalls and limitations and the difficulties and I think this does seem to be like a scale question when you have a smaller cohort you do have the opportunity to kind of, as Ethan says, the kind training of the marketing that you're getting kind of academic rigor and, and it does seem to be a sort of scale question when you scale up this is much harder, if not impossible it's Just know what to do it, and then it becomes impossible. I do have a question Bruce, you've said a couple of times about and things being seen as a soft option and that's a really interesting thing to me, I wonder if that is that both students seeing things as soft options, but also academic same things as soft options and actually if we are if we do want to be open to kind of assessing things in different ways. Us as marketers and academics kind of have to radically rethink what we see we think our approach, this is all, what we see as a soft option.

Bruce: I think, for the students and the staff, they would all see, this is a soft option. Because the marking is very subjective. enumerative and quantitative. So, what we do, for example, have some group work in our third year, most of us will take a 20 credit great project. But it's broken down into separate assessments, so they have to a standard on worksheet they have to do individually. They have to produce a management plan as a small group of say 15 work on a project for 10 weeks a couple days a week, they have to write the final report hundred pages, co-written documents but to assist with marketing after then fi within that hundred page collective collaborative document which chunks they've written and it might it's not like I’ve written five pages even five pages overlapping Yeah, there you put their section 2.1 point three, and you put the names that people who've done it's a good to work on that and we're trying to disentangle that. In the marking and they have an individual vivo or 10 minutes each and have group seminar so there's lots of different strands, so the marking is overly complicated. But that's the nearest we get to something like this, to avoid having because, if my experiences if people don't care about the marking scheme, they wouldn't feel confidence. I’ll give 65 plus minus 5% or something Yeah, middle of a roadmap and then everyone gets the same market basically and you're essentially sticking your finger up in the air and seeing which way it goes and then everyone gets the middle 2.1 that’s it. You don't get proper reliable spread it marks and again, how would you double mark this?

You can do this improve the previous got some rigor I would say one double mark and convince yourself that the spread of marks is actually real, people can actually be producing at the marks, if you can’t do that then it’s just guess work.

Barbara: Which is interesting, because obviously you have scientists are coming up from you know, like this reproducible and sort of and I’m coming from humanities, it's sort of interesting because I suppose there is and, and maybe this isn't this is maybe this is completely, not the question we're talking about, but maybe something like this is actually about umm trying to emphasise more about. Trying to refocus students’ attention on the process rather than getting them to think about the end goal, which is something that we would have to do as well. We would have to say, actually there's value in the process, what it does it matter if everyone gets 65 if they have actually gone through a really valuable learning?

Bruce: I think if that's the case then you'd be doing extended credits or the experience of people working in engineering and other universities, where they have a concept of a standard credits. So you do the processes everyone does an equal a lot of work, and then you get a baseline credit for everybody and exams used to differentiate and that's the sort of thing or something like that or having no credit no formal credits actually would work, I think I think if you can’t re-produce the results and then numerical and they're not very useful numerical results is probably the hard-line approach, but that’s just the way it is.

Barbara: I’m still learning. I think this is actually really interesting to me about…

Mircea Scrob: [inaudible] know very much for this it's I think it will it goes to the to the fundamentals of it. Again, I’m teaching one of these kind of modules. And I feel that there is a tension between bringing the industry partners and having giving the students complete reign about choosing whatever projects, they wish or coming the external partners coming and setting up a project that. I have no knowledge for it. And every year I’m thinking well should I keep the industry partners or, should I have a set of problems that I feel very comfortable with, give it to the students and that one will make me very comfortable with the marking scheme that one will make it very easy in telling the students, this is what you should expect that this is all the steps, all the way forward and have the control so that is the legal and there is the Industry partnership with. This is the question: do you think that there is any value in having industry partners or would it be better if the problem statement is set by the academics and they have complete control over the marketing of the support that is provided over the marking criteria still keep the experiential bit, but not the industry part of it?

Ethan: So I do both because I’ve got the placement module which is, which is projects that the industry come up with and we do we do kind of have a kind of sense check, so they have to kind of submit a proposal of what their project would be so that I can kind of sort of just make sure that it fits the learning outcomes for the placement module, but it's all sorts of different things, and we do have an issue with finding you know, academic staff who can actually sensibly mark that reports because it's you know we are pushing ourselves a little bit. I mean I am a multi-discipline area, so it's kind of helpful but, but even sometimes I’m kind of struggling a little bit so. It is kind of quite difficult, I think. Whereas I do this authentic assessment for my own module in conservation where students have to create a management plan for a real site and they have to do a site visit and stuff and that works for me that works much better assessment wise, because I know exactly what the problems are and it's my subject, and the marking criteria is very clear and I’m very confident about knowing all of the different options and things that they have, so yeah, I like the placement module I think it's very useful for the students, but I do I do worry slightly about the marking, I do, I mean, we have different bits to it, so we don't just have the report we have the self-reflection bits stuff which I think kind of helps to. Maybe tease out some of the differences and nine hours and problems but yeah, I do have concerns about it and actually yeah, I feel the Conservation one works better. From a marking point of view, but not necessarily from a student experience point of view, because they get a lot of other things from the placement module beyond the mark so yeah.

Mircea Scrob: Thank you. Any other thoughts on this?

Jessica: I think there's a lot of benefit in getting students to interact with industry, get them used to speaking to people that are outside of the university and how they do that and how things work and how everything is not quite the same as when you're a student and that's kind of part of the professional development of anything that involves working with industry in some way. Umm but the flip side of that is actually, I actually recognise that if we did something like this, where you had some industry people involved, because engineering is massive. Actually, you wouldn't end up with all your students getting that interaction anyway, it would be the keen ones that have kind of chosen to get a bit more heavily involved and things like that, so you know Like 400 students getting involved in something, yeah, they're not really taking the reigns there. So, it's a kind of I do think there are benefits in true involvement that aren't just to do with kind of assessment and things like that, are actually just to do with those additional soft skills that they need to learn from things.

Mircea: Thank you. Oh, sorry Bruce did you want to come in?

Bruce: [inaudible] say that, again, it comes back this thing of scaling things up being sufficient is a really good idea to have refreshed authentic assessments or authentic interactions with the real world outside the university. Umm having something where it's easy to assess inside your comfort zone is stale and dull and students will realise it quite quickly. I think so having something a slightly outside the comfort zone booth and students and academics is not bad. I mean the fear of failing, the fear of not getting the top mark is what tends to drive students away from things that look like their challenging. And I think we should acknowledge that and not worry about it and that's where I think having you can get the benefit of this is trying to encourage people to do their academic studies and yet to engage with entrepreneurial activities when they graduate at least from the graduates will just have experience of working industry and outside organisations, I don't necessarily see why it has to match ever credits attached to it. If you didn't have a credit attached to encourage students to engage, I think we wouldn't have all these difficulties, especially with assessments. You can still get the experience without having a credit bearing assessments and in specific to Birmingham, there is the Birmingham Project which has been promoted over 10 years or something, and as far as I’m aware last most people running into the careers in person previous events 2019… I guess in 2019… I guess there's like a maximum of 500 people ever in any given year group on the campus of having what 20,000 undergrads heavily promoted, but the takeaway is very, very small it doesn't scale. So, we could actually do something, I don't see why we couldn't do these. When these entrepreneurial experiences say in the summer semester term, we've got hardly any teaching we've got not very much assessment why come using this wasted time in this period to actually do something properly, rather than having a semester system where we try to pretend this more activity going on summer period, why can't we just do something here for them to turn after exams with students can concentrate?

Ethan: I guess one of the things I would sort of asked earlier about having it as a kind of extracurricular thing was a couple of things is, firstly, I guess what is the point of this? So, what are we trying to what we trying to do with these types of module? Whatever format it comes in, what is the actual outcome that we're looking for? Are we trying to increase employability for students is that what we're trying to do? Or is it that we're trying to just increase the diversity of experience that they potentially have because I think that's quite critical. Because one of the issues and its certainly something that we've encountered with the placement module is, if you have it as an optional extra, all you get is the very motivated confident, rather privileged background students engaging with it, and what we're missing, then, is if our priority is trying to improve our employability rates and graduate employability, particularly. Then they're not they're not the people were concerned about it's the students who are not engaging with this kind of thing. The ones who don't have the confidence maybe those from different backgrounds. And, and if you have it if you continue having it as an optional extra it doesn't matter how many, how much promotion, you have you're still going to have problems with engagement. So, my question would be, what are we trying to achieve with this? Because that will help us to decide what is the best way of implementing it, because we, when we need to think, who are we targeting and what for?

Bruce: I would have thought, having it in a credit bearing module as unless it's compulsory doesn't necessarily improve uptake any of you have exactly the same problems. The students who you think might benefit from this wouldn't necessarily take it up if it's if it's not what they consider to be natural for them. They'll just do something safe that they know, where they can get a safe grade, in the marking schemes and clear and they can't be constantly, won't take it, so I don't think it would really be beneficial.

Ethan: I think I don't know, that’s not my experience with the placement module that I do. And I think, maybe that's partly because we spend a lot of time sourcing placements, so you know, we do some of the job for them, but actually we have a very diverse makeup of students taking that and I think it's having it as a credit bearing and having them knowing that they've got that academic support and guidance, maybe. Umm, I don't know, I think we need to find out more about it, but I think it's probably, potentially, I think you probably get more engagement and yeah.

Bruce: Knowing our School, I’d expect the students who take it, if you made it an optional credit module, I think the students who would take it would be the ones who were less confident by their academic abilities. Umm and therefore, see it as sort of safe, not necessarily much which was safe to get a reasonable passing grade them so getting a stellar grade because the marking scheme isn’t clear and they think then that you you're never going to fail, it continued success module which is would be so we find the weakest students want to tend to try to choose modules that don't have a final exam. So, I think it would be that, so I think I can see a particular group, type of students will be taking this if we made it credit bearing and optional in our School, you've made it credit bearing and compulsory I think that's just not wouldn't happen, there would be a riot.

Mircea Scrob: Can I just pick up on this one, because the next the next example that we are going to discuss it was authentic assessments and we have already mentioned it so much now that I’m not sure what I can introduce more to the discussion. But just the specific question, because I think we are just honing down on what we are trying to do, and yes, it is about employability, yes, it is about all sorts of other things. But with this discussion of authentic assessment, I would just want to ask. Is it actually improving the learning of the subject matter? The fact that it is applied at the fact that it is problem based will it resonate more with some students that learn more to apply it means and maybe the subject matter will become more and more meaningful for them, or they will become more knowledgeable on the subject method. So, let's keep that in mind, is not about what happens outside of the employability, is whether the subject method easy enhance the teaching of the subject matter is enhanced by having this kind of authentic assessments. And I will not dwell too much about this particular example, so this is one from modern languages is a second-year global enterprise project and the idea is that students work with the live SME in order to increase their opportunities for exporting so. In fact, just to mention that the authentic assessment is a White Paper report and a consultancy client presentation, and this is the marking scheme for it and I’m slowly now I just realized that it may be impossible to read. I will just pick up some parts of it, the idea is that they do have to engage with some elements of entrepreneurship, aspects such as competitor analysis SWOT analysis and statistics. But the idea is that this really throws on their knowledge of language, because they have to read in another language they have to read all of the reports that are presented in a different language, and they have to input information about language, culture, about the kind of most of the place in order to increase the prospects of this business of exporting things. So why they get the benefit of working with an external partner, they do get the entrepreneurship side of it. Is this helping also with giving a context for the learning that they are doing? Of another culture of another language and maybe their knowledge of the subject matter will become better, as a result, and I know that a lot of examples are coming from CAL, so let me try to put another spin to it and say that an authentic assessment can be something like drafting a research proposal a grant proposal, for instance in the sciences in the behavioural sciences, but it can be something like writing a blog post, taking one of the theoretical concepts that are presented on the module and writing a blog post for it just with the idea of turning it into something that it is more palatable for the lay person and engaging your science communication and again the idea would be with this in, hence the knowledge of the subject matter itself. And would you do something like this, or are you already doing something like this?

Ethan: Well, I do lots of this, I don't necessarily put this kind of entrepreneur, and what you're talking about this business side of things, but I certainly do authentic assessment in terms of what would the students be doing in the in the job that they're about to kind of do, so I do mostly third, fourth year modules and In terms of whether, I’m not convinced it does enhance subject knowledge and I’ll be honest and I think what it does do is it gives students additional skills and gets them to think more about how to well what it is supposed to do, how to apply theoretical knowledge to real life situations, and I think that's quite a challenge for students, if you sort of introduced that in in year three and they haven't done that, before, so we are trying to put that in throughout the programme, and so I don't think it necessarily enhances subject knowledge, but it just gives the students a different way of looking at what they've already learned or learn within that module. What I do think it does in certain circumstances, but not all the time, it depends on the nature of the authentic assessment is what I’ve certainly found is that I get better engagement with the material so they're more enthusiastic about the assessment so. So, they’re seeing the assessment as something valid, not just a mark so I’ve certainly had feedback where they've actually sort of said I really enjoyed the assessment and to me. If they're enjoying the assessment I’ve done a good job and so they're actually enjoying. Being able to apply that because they can kind of get a better grasp of it, I guess, in terms of seeing where it might lead in terms of employment and things and I certainly allow in certain circumstances, I actually allow the students to kind of choose like sites and things to work on so there's kind of a structure, but they actually choose individual examples, so they kind of choose things that they're interested in which I think really helps to have the engagement so Yeah, not enhancing subject knowledge as such, but I think it does enhance engagement and enjoyment of the of the work.

Mircea: Thank you. Any other thoughts on this?

Bruce: I think to put the subject origin context, I think me that's as far as it goes, I can't… I don't see it can it can increase the subject knowledge because it's more the application or in some cases, the understanding of what gives me an appreciation of what other people understand about your subject at the level, so if you your example was to write a pitch, a blog or a grant to something to communicate that's not telling you about increasing your subject knowledge its telling you more about how to communicate. People don't have that same in-depth level of subject knowledge but like to appreciate and still you can't communicate with people who aren't experts then you're wasting your time. So, there's a definitely a big skill in that because most of the high-level stuff we do, nobody cares about. I appreciate that style can work, so you can communicate with general, public that's great and you're really doing something of high value, so there is a lot to be said for that, most the students who are not currently using the technical skills they've learned when they go beyond university in most subjects. So, you prepare them for that shock when they graduate, I suspect.

Barbara: So, I think there is also a question about the different ways people do learn make it I can absolutely see that this is predominantly about contextualizing and about knowing that's yes skill of communication, I mean and But, I mean, I am a someone who learns, my best way of understanding, something is to talk, talk it through and very verbal learner and actually learning power learn was a really important milestone in my academic education and like absolutely changed the game for me and when, and I think that maybe there is a question about that sort of umm there might be students who would really benefit from this, but again it's always a question scale, I suppose - yeah.

Mircea Scrob: Thank you very much for that, so this is about the concrete examples of educational offerings out there and I will postpone the discussion about whether this is entrepreneurial or not, because I think this was already touched upon, and I would rather introduce the definitions, and then revisit the idea of whether you're engaged with entrepreneurial education or not, and finally, end with a broader question of whether entrepreneurial education should even be offered in the higher education curriculum as part of the curriculum or as an extracurricular activity, so I’m sorry there is going to be a bit of a bit of discussion that will have to be done by me, because I have been introduced these definitions that are that are presented by the QAA [Quality Assurance Agency] and the standard definition of entrepreneurial education, usually is that it encompasses both Enterprise and Entrepreneurship so when entrepreneurial education is used it's usually used to refer to both enterprise and entrepreneurship in the specific niche in the field of pedagogical practices related to entrepreneurial education. And how enterprise education is defined is the process on the kind of education that allows students to develop in a method that will enhance the capacity to generate ideas and they will get the behaviours, attributes, and competencies to make things happen, so it is always very applied. But what makes enterprise standing alone, standing out is that the subject matter always reminds paramount. So, they are using authentic assessments, they are using these kind of consultancy models, the idea being that it draws on the subject matter expertise, but it is more about applied and about getting competencies. That are considered important for the world out there, so some of these competencies that are key for enterprise education is creative problem-solving, calculated risk taking, critical thinking, spotting opportunities other ability and reflection. And some of the pedagogical practices that are associated with it is experiential activities so again running simulations at any mock-ups, it's problem-based learning that is happening. In terms of how of assessments, there is a large focus on authentic assessments so modelling as much as possible the assessments on the practices out there and the practices that the students will encounter once they graduate. And the focus is very much on small scale focus activities, so this is group work is quite of one of the hallmarks of enterprise education we focus on working in a group. Now, entrepreneurship and what is usually understood by it is a build up from enterprise education but it takes it in a different direction so entrepreneurship education is all about developing ventures is because is about becoming self-employed, it's about starting a start, but, for instance, so you still have the same practices and competencies as with enterprise education. But it ends on this subject, specific knowledge, if you wish, in the sense that that is training in business and finance intellectual property awareness, digital marketing, risk management, negotiation skills and networking skills. And a lot of the pedagogical practices that are associated with it are either standalone models, like the entrepreneurship model that we have discussed just before or there are hackathons all the kind of boot camps that are usually organised here at Birmingham as well about solving a problem and having industry partners involved with it and the focus is very much on innovation and start-up, self- employment and growing an existing venture. So, the key point here is that entrepreneurial education is usually used before to both so both the enterprising be and also the entrepreneur. So, if we were to go back to this discussion at the beginning about are you engaged in any way with enterprise and entrepreneurship, education, even after the definitions that we have just discussed. Has your answer changed, are you still considering… not sure about it, but perhaps know, or has your self-assessment to change in the meantime?

**Question: Based on the discussion so far and the QAA definitions of enterprise education and entrepreneurship education, has your answer to the question ‘are you engaged in any way with enterprise and entrepreneurship education?’ changed since we asked it earlier?**

Barbara: Mine definitely has me only I’m not engaged in entrepreneurship education but enterprise education in that module that I convene on that I changed and the assessments to write this White Papers or policy paper and even with the there's a sort of my students are sort of like mini policy development groups, and they have been collaborating with Hong Kong students who are sort of these external consultants so really kind of modelling I can kind of see, so… Yeah, definitely in that way.

Ethan: Yeah, I’m the same - enterprise, I clearly… I do all of that. And I think I think one of the things is it links very closely to the graduate attributes and so as a kind of employability lead that's the sort of stuff we're embedding throughout the programme anyway in terms of reflection and all that sort stuff but entrepreneurship, No! Definitely, we don't do that so that hasn't changed but I realised that yeah, I didn't know what enterprise was before, but now I do, and we do lots of it.

Mircea Scrob: Thank you.

Bruce: I would say, for us, we do, I mean if this is definition of enterprise, and we do that automatically its basically looks like common sense stuff. I don't have all the language to associate with this, but you mentioned reflections, the students will just wonder what you're talking about. They do lots of critical thinking lots of creative, very creative Problem Solving always going to be creative solutions to things that are lots of great projects lots of lab-based projects. So, this is all just common-sense stuff if we're calling enterprise and enterprise education that just do it, but they wouldn't know the words associated with it. But entrepreneurship anything to do with IP and so on, that we don't do that, so this is just built in I’m not saying on enterprise integration is built into an integral part of our curriculum but it's just common sense we're doing this stuff for decades.

Jessica: I think I agree with the others, but with proviso that I’m not so heavily on the education side of things and I’m still very much on the kind of getting them involved with the industry and things like but equally, trying to encourage them to think about what skills they're developing I guess comes into that and trying to get them to think about why they're doing it when they've done a placement what they've gained and reflecting on how they've developed so I’d say a little bit, but yet still also not really entrepreneurship, I don't think personally.

Mircea Scrob: Thank you very much. Why we are why we went back to this discussion of definitions is basically because of this, because we find that entrepreneurial can be a bit of a loaded term, it can veer towards entrepreneurship as it is in the definition. So, the thing that we need the rebranding, we need to get away from entrepreneurial because it is a little bit misleading and actually if we use entrepreneurial to label, something that it is enterprise, we may get misconception from people from outside of the specific field specifically.

Ethan: Let's be honest: neither term is helpful.

Bruce: Yeah, I’d agree. there's a big problem in universities that we use, we would have more adjectives or more words describe things and it's not what we don't understand what the words mean So my pets haters is the edgy bringing your research and teaching embedding, I think universities completely confused about what they mean by research-lead teaching, I can never work out whether it's research into teaching or other research that just happens to be used in your teaching and entrepreneurship education, enterprise, enterprise means nothing to my students at all.

Ethan: Yeah, I think I think that's, the most important thing actually is firstly the academics haven't got a clue what's going on about and more importantly, the students haven't got a clue what you're talking about them and we have. You know, and I talked about graduate attributes, you know I mean one of the big problems is actually in in getting students to understand what it is that they're getting from all of these activities and identifying their skills and You can't get them to identify the basic things like critical thinking which you think would be really obvious, so if you start labelling them with all these other terms, I think this is just confusing the issue. And I think if we're really talking about it kind of goes back to my question of what, what are we trying to do here? I think if we could be a bit more focused on using this kind of structure but hanging it on one set of terms. So, the graduate attributes is actually a really helpful list of things and provide like lots of examples of which includes all of the things that you've been talking about, so if we could just have that and just focus everything on that and forget about all this or terminology that just confuses the issue that might be more helpful, I think.

Bruce: Your list of say graduate, yeah, in order to help them be gainfully employed have an exciting career after you leave university, then these are a range of skills that you think you should have and then each individual School could map those, and you could say this to the student, who might think “oh my God, where's this coming from” you could say well this this is your LI [Level Intermediate] course on this, this is where you're learning and we basically have to map this for accreditation. We have to have a certain amount each year, a certain amount of group work in a certain module was things and we know what it's all embedded in the programme, the students have the clue you know this accreditation and how it actually works were basically trying to you know put things into the curriculum that let them get an accredited degree, helps them get a job, but I agree completely with Ethan. The terminology, it is an obstacle that’ll turn people off, to be honest.

Ethan: I think I think one of the things that, because we've been having a sort of conversation around potential courses in leadership and I think entrepreneurship has that same kind of same issue, in that it has very strong sort of connotations of what your expectations of that and the type of person that would do that. Um… and it goes back to this will, who are you trying to to kind of you know, attract because you'll attract a certain type of person, if you label it in this way, whereas actually, well certainly with the enterprise, actually, all of those skills all of our students need, but if you call the enterprise, then I think people would just go that's not me. So, I think there is an issue with that sort of terminology, and I think if you kind of actually forget about that and go back to what are the skills that you actually need and a talking about here, this is, I think that's more inclusive than using these catch all terms.

Bruce: You'll get people who are very confident, you want to do these things, end up with well leaders in all spheres of life, who aren't necessarily the best leaders who wants to be a leader, for example.

Barbara: Is the word like something applied or real work, so I agree like this, there is problematic thing of like people who already think they are leaders will also have leadership programmes. It should not be the ones leading us and also that actually believe it is not accurate anyway, because what we're actually transitions that collaborative. Like the spaces, is actually not they are not meant to rise as individuals we actually want them to think about themselves as a part of like a cooperative learning space where they're together like making a thing and I mean, I know that cooperative, collaborative also has its own their own problems, but Yeah, and I think that this is, this is the issue is like and these conversations are happening because they it's something the university can then they themselves can brand outside, whereas. Are we actually talking to the students and getting them to actually engage just mimicking what they said is true realising kind of who you can't talk in both directions at once I guess.

Mircea Scrob: Just a little bit of a spoiler, sorry Bruce, please go.

Bruce: I was just gonna say is this, how much of this is driven by wanting to you know to advertise outside. The prospective students or to other organizations what's a good job we're doing in providing this sort of this sort of training to our students or how much is actually trying to improve employability and Yeah, as measured by whatever the current metric is with the graduate outcome survey, for example. Because if it's the latter then we're probably doing the wrong thing because we're chasing very, very poor-quality statistics on that, and this is not the way to do it.

Mircea Scrob: Yeah, I mean Jessica - please…

Jessica: Reflecting on things that everyone else has said, and one of the things I think if you think about this across the whole university is actually, we've got such different students, depending on what they're studying. Their viewpoint on this and their openness to it, how you can describe it and apply it to different areas, you know. Barbara mentioning you know, the idea of using the word applied well quite a lot within engineering is applied anyway because that's kind of what engineers have to learn to do to go out and be engineer so it's… Yeah, it's really hard to find something that describes that thing that will work across all the different types of education that we're providing you know university education is one thing is it it's very different according to the area that you're working in.

Mircea Scrob: I definitely agree with that and just to bring in some early results from the survey that we have been doing, especially the point of thing that we did look at enterprise and entrepreneurship as order enterprise and entrepreneurial there's two different concepts and we asked students to use the skills that they associate with it and there are basically no difference within an enterprise and entrepreneurship, because when they hear enterprise, they think business enterprise in immediately they kick in into this mode and going back to the one Bruce was saying. Our focus would be employability, so should we change the concept, instead of saying entrepreneurial skills modules, employability skills modules would that be more neutral, maybe than both enterprise…

Bruce: I would just say keep it very simple, skills to get a job, skills to help you start your own company.

Mircea Scrob: Definitely, so yes, and I think that is a wider discussion as Ethan was saying, and everybody was saying about the conceptions about who is best position even to start the job, and there are perhaps things that resonate more with business students, as opposed to the students from the humanities so definitely so. Ethan I saw that you unmuted yourself.

Ethan: Yeah, I was just gonna just responding so sorry the cats joining in and Yeah, just to sort of pick up on the idea about having and kind of employability skills module, I kind of think that type of terminologies better, but then it kind of goes against what I’m trying to do which I think is really important is not actually not siphoning off employability skills into a separate module because I think I don't think that actually really helps students, I think we need it embedded throughout their degree Programme within all the modules and sort of get them continually thinking about what is that getting from that degree. So yeah, I mean maybe Bruce’s idea about you know skills are for something specific might be more helpful because then you know, maybe, maybe students can decide what it is that they're their priorities are and apologies for the cat.

Jessica: Never apologize for a cat.

Mircea Scrob: So, now that my Google is picking up again the discussions about cats and will send me even more videos with cute cats, which I don't know why I’m complaining, they are always a nice addition to my livestream. Just one final part of the of the focus group and I’m skip one of these ones because I already know that you are already doing enterprise entrepreneurship education in your teaching in one way or another, you just said that that the enterprise is common sense, you are engaging more with enterprise, then entrepreneurship. And I would rather go this specific question: do you think that enterprise, I think we can all agree that we are doing it in the education, and this is the way forward. Rather, then, let me change the question and ask is entrepreneurship education… should it be part of the higher education curriculum?

**Question: Should entrepreneurship education be part of the Higher Education curriculum?**

Ethan: I’m going to say no. A very decisive no. I think it is a very specific. I think it's a very skilled specifics if we think about it in terms of you know self-employment, business setup, I think that's a very specific skill set and will appeal to certain students, so I think it's one of those things that should be an added extra and I think what we try, I mean in he we were just continually being asked to add more and more stuff into curricula and it's just full and we're always having to kind of compromise now in terms of actually subject material versus all of these other things, and I think it's enterprise is those skills are kind of relatively easy to embed and link very directly to all sorts of different employability scenarios so whether you're going into graduate employment or actually into further study or whatever all of those skills are going to be relevant, whereas entrepreneurship seems to be to me a very focused, very specific thing, so I think it should be in an add on because I think it's too difficult to find room and it will won't be of interest to quite a lot of our students and, as I say, we did try it and it didn't work, so I think that kind of reflects either the way we sold it and the way we sold it to students or actually just that that that there isn't enough people interested in it.

Bruce: I agree completely actually, but when we firstly… what fraction of our students actually go on to become entrepreneurs? We must have some statistics on that and those that do, how many of them do it directly from leaving university? So I suspect, quite a few people go and get a job, employed by someone else and then they'll branch out from the very opposite with a bit more experience and therefore the experience of being an entrepreneur comes with having worked for someone else typically, then you have an idea and shoot off on their own, I think you're almost we're trying to do too much for too small faction of the students, so yes, make them aware of it, equip them with a nice someone sitting back to entrepreneurship, I think it's overstated, I think it's something they could learn themselves inside you inside university setting. And I get it, I think we should change this language enterprise, I mean I just think it's a rubbish word basically it has no meaning to our students out there, you mentioned enterprise, they’d say star trek that's the closest for a lot, so it doesn't it's really not very useful terminology, I think.

Mircea Scrob: Thank you.

Jessica: It makes me think of enterprise week which my 10-year-old daughter is going to be doing after her status, where they have to get 10 quid and they have to try and turn into 20 by making things. I think it's actually a language that I remember being used at School in those terms as well, so you take yourself back quite a long way to if it's used in that sort of way, a long way back business. From you know from a personal perspective thinking about when I was a student, which is a while ago, but I still remember it because I would not be very happy if somebody tried to shoehorn Enterprise and Entrepreneurship into my chemistry degree, because I was there for someone to do chemistry. Around that that's what I wanted to learn, you know, and I still wouldn't be that interested in it now. Because you know, there we go.

Ethan: I think I’d agree with Jessica, yeah, if I wanted to do business than I would have gone into business.

Bruce: Coming at it from the other side, we had some students who were from, it was going back a few years, from natural sciences, LANS, and they came from business management with physics, or something and they came to do third year, fourth year project and it was a complete disaster because they hadn't got a complete lack of all the technical skills through in our group projects we were asking me to evaluate technical things they were trying to do a cost benefit analysis for something completely useless what we're doing so Yeah, I agree, I wouldn't put this in our curriculum.

Barbara: I just want to check this is definitely going to be anonymised or you're not going to run down the corridor and beat me up.

Mircea Scrob: Absolutely - this is a safe space to talk about it.

Barbara: And because I do have to say, I do agree with everyone else, um… I think that there is enormous benefit, and we should keep thinking about the amazing impact and the privilege of working at somewhere like Birmingham, the space it has in the city and how that should be you know taught to the students and they should be made to think about themselves as learners within this environment. And specifically, I think that's the only positive Enterprise and Entrepreneurship, I can I really think has super loads of value. I agree, if I when I was doing my English degree, if I had been made to do business module, I would have hated them, but I would have enjoyed group work thinking on real-world problem and thinking about applying the knowledge I was learning and applying that within a group to a real-world problem that was happening in that place we could really see the impact and. So, I think that I think that there is a sense of sorts of we can think about the amazing amount of opportunities, we can give students and how we should be like. You know, thinking about our specific disciplines as having opportunities for doing that, but again Yeah, I agree the sort of trying to make time to instrumental as everything and also Yeah, thinking about what the amount of pressure on our students to come out of their degrees and straight into sort of this world of virtualisation were actually maybe they do need more space more time to be able to kind of let the ideas they've learned kind of compost in and actually have real world experience coming out for any form somehow.

Mircea Scrob: Thank you very much for all of us, and I did promise that we are going to finish within 90 minutes, and this is the last question, and is going to be streamlined, much more than it is. Now thinking back about those that example of the model using industry partners and contextualised subject knowledge and authentic assessments - is that anything that would help you embed some more of it? If you are interested in embedding modules, is there one single thing that will enable you to do more of it?

**Question: If you are interested in embedding (more) enterprise or entrepreneurship education in modules, what would enable you to do more of it?**

Ethan: I guess it comes back to the same thing that we will always say when we want to do more stuff, its time. Having embedded you know authentic assessment and all that sort of stuff and done the placement module and all that sort of stuff it takes an enormous amount of time to put those things in place and also it's not just about the sort of logistics and all that sort of stuff and the thinking time to make it work well, it's providing the things like the assessment criteria and making sure that your markers know what they're doing, and all of that stuff so Yeah, the time it takes to develop this stuff is huge, and so the more, the more we can share experiences and things like marking criteria and stuff amongst ourselves, I think, would be very helpful to people so more of the sharing of best practice, which is what I always end up saying in these things anyway so Yeah, that's to me is the fundamental.

Mircea Scrob: Thank you. Any other thoughts?

Bruce: I think motivation, would have to come from the students because they're in every sense of the moment, their customers, that need to be convinced that a significant fraction and we're really interested in wanted to do this, wanted to invite quantum field theory or something which, for us, I think is a very, very small fraction and therefore I would think I would think this fits much better as a post exam course or when we rejig that when we change academic year back to something more usable I suspect them there will be space to put exactly the sort of things after exam period. I think make it a real space, because this project, instead of sounds like a group working I think we've all said it's really good students who work with the students on solving real problems even completely outside of their core subject material, as demonstrated here to show critical thinking and problem-solving skills and talents in talking to students who aren't on their own subject courts that's a great skill, I think. But there was never enough resources put into that and also as a very small scale project, it was nice as a toy, but it never had the prospect to expand because of the significant numbers of students who might do it, so I think finding a way to make that work and part of that could be devolving more things at a School level rather than university and posing lots of things, so I remember going back many years here, for example, and School physics used to have its final exams directly after Easter vacation in the two-week period, and then whenever else was still revising and then they would carry on doing their final project when everyone else is doing their exams, and then we had to see a context where students had finished all their rope learning cramming for exams and they concentrate on nothing but their final project work for three or four weeks and we have no flexibility to do that nowadays so devolving a bit more flexibility to Schools will probably be the one thing would enable us to engage more with these things, and at the moment, universities, got a rather one size fits all approach which, sadly, is not working.

Mircea Scrob: Thank you. Any other thoughts? All right, thank you very much time if only we would have enough time but thank you very much for being here today, I can imagine that marking is awaiting assessments other waiting, the final week of teaching is awaiting, so this is quite a busy time, so this is very much appreciated, thank you very much, thank you very much for sharing your opinion so freely. And we are going to come back with a debriefing form explaining everything about the study and how you can withdraw if you wish. This has been a very useful experience, so have an easy day.

Barbara: Nice to meet you.

# Interview 1 with University of Birmingham academic who is not engaged with providing enterprise and entrepreneurship education.

**Introductions:**

Helen Hook: I am going to click the record button and start sharing my screen to take us through the questions. I saw you clicked the option which was more around the disengaged which is really interesting, so what we're looking to do is understand your attitude, experience and practices with this education, if any. And the format of this obviously traditionally it was setup as a focus group, but obviously, you know, it is challenging sometimes get everybody in the room together, but in fairness, the way these questions are asked, it does work well as a carousel style, so we felt it was fine to do it as an interview format as well. It won't last longer than an hour I would imagine, maybe even less because as it's just one person, but we would encourage you to you to speak freely and there's no right or wrong answer. We're looking to publish this research for a valid reason, and that is because we felt there was a lot that we need to understand, unpick and learn about attitudes and practices connected to entrepreneurial education, which includes enterprise education and entrepreneurship education, so lots of definitions that we're keen to unpick.

And so what I will do is just quickly talk you through the data side of things, obviously it's a funded project and from enterprise educators UK it's a collaborative piece of research, with Oxford Brookes University and all data related to the project will be deleted once we've transcribed the material and when we do have it transcribed it will be fully anonymised as well. If, for any reason you decide after engaging with this discussion that you’d prefer to not have your data for research within the project, obviously that's. Fine, you just need to let me know. We've just had a quick sort of getting to know each other, you know hello type thing, but it'd be good for me to know a bit more about yourself and see the specialties that you teach at the University of Birmingham.

Darren: [data removed as could enable identification of the participant] [involved in] Psychology, so there's so that's my role in the university so, but if you want to know, like where my history comes from, [data removed as could enable identification of the participant]. I mean my main teaching duty is the introduction to social and differential psychology. Which is a strong component of basically trying to get students to engage with workplace perspectives and like. For example, employability testing by what kind of like there's literally in the assignment of how what personality test would be, what tests would you use against these parameters in this business in order to hire the best people and that's the sort of stuff that I do my research is mostly focused on social identity this sense of self as a member of a group against health. But it i've been reached trajectory has largely been hasn't stabilized as yet. I am talking with that there's another cut present moment in regards to research project but Yeah, that's me in a nutshell.

Helen Hook: [inaudible] Helen Hook and I’m part of the careers network department, but my role is centred around the curriculum and how we can engage with academics and across all five colleges to explore where we can embed, often more the case of contextualised enterprise education, so I’m not I mean, yes, we do develop standalone modules but for me I’ve got a real interest in how we intertwine entrepreneurial thinking, creativity and resilience into our degree programs and our modules for a very contextualised lens of the subject remains paramount. And we're passionate about that and also how we engage external partners in the co creation of modules and provide different experiences for our students. So yeah, really good to be connected and so thinking about the project itself I’m just going to move on to the first question, and that is what do you understand by the term entrepreneurial education, what does this mean to you as an individual?

**Question: What do you understand by the term entrepreneurial education?**

Darren: For me it's basically the idea of how education can lead to an individual, building understanding of how to become an entrepreneur itself so that is taking control of your own destiny in terms of business of fire in your education. That would that's probably the most cohesive definition, I can think of, right now, if you give me a Google scholar page and a time to read through KPMG site as well, to give you a different definition, but that's the general impression I give.

Helen Hook: So, what we'll be looking at now is some examples of teaching practices which we would view as being entrepreneurial just to initially get some feedback from you on the different approaches which have been used across campus so the first one is a standalone entrepreneurial module well there's actually two with them and it, this is a 40 credit module In liberal arts and natural sciences, so we have one 20 credit, starting with the entrepreneurial mindset and then the second 20 credits is more entrepreneurial start-up so we have this module designed in close relationship with industry so you'll see the logo at the bottom here we've got some sections broken down into children housing jobs and skills and help this is actually from the Birmingham, digital Birmingham, which is a strand of the city council, so what we did, is to work closely with digital Birmingham to come up with some problem statements of students sending their first semester, to be looking at how they might use creative problem solving. to approach a digital startup solution to those problems so doing it in groups, interdisciplinary assessment assessments included a business page, business plan and they had a mock job interview which was more based around reflection of the skills, I gained. So the stages of the kind of the business cycle that were covered here, or they went through ideation so lots of design thinking strategies we did this in partnership with IBM. And they go through your business model canvas financial modelling, and this was done in partnership with industry as well we touched on IP and patenting as well, rapid prototyping, digital marketing than that pitching their ideas for funding. So this is one example that we’ve got so my question to you would be would you or do you and do this kind of thing in your own teaching is it something you might consider.

**Question: Based on this entrepreneurial start up example of entrepreneurial education, would you or do you do this kind of thing in your own teaching - is it something you might consider?**

Darren: It's sort of similar, we did have something in terms of the writing a grant to the Council around ideas to affect some sort of contemporary issue, for example, I’m actually just marking it right now. The idea is that they have to make a grant to read a contemporary issue and pitch it to a funding body, one of the interesting is an app that's designed as an intervention to improve people's health. To increase social identification within low income households with other people in order to build social capital and therefore build kind of kind of economic potential through that as well. Some students talked about how they could improve diversity and educate and higher, in CEOs and so on, so forth, via the use of a mentorship app. That was like one example students gave and that's the idea that that they pitched in effect, but they haven't really pitched it in a verbal sense. I argued for this, but I was shot down by the other module leads I said we should get them to at the stand up and pitch it and get feedback on the pitch like dragon's den sort of perspective. But my brother actually was on dragon's den Australia, which is not the same it's got a different title - Shark Tank Australia - and he pitched something, and he had like the highest investment amount that they ever gave but either way so like I’m a big fan of this and yeah, there's I have done the to answer your question more directly, we have done a pitch in written format that is a grant type pitch designed around funding bodies, but there's funding bodies are not necessarily business based ones, they are funding bodies primarily, like we don't tell them we don't give them any structure and saying look over this body or another, but yeah, that's the idea.

Helen Hook: Sounds really interesting and it just a probe you look further than on that some of the you know, did you find them as any barriers so you mentioned you wanted to do this pitch, but the programme team, there was a bit of pushback do you find that umm you know that if you wanted to do more of this, for example, would you say that is some of the main barriers is convincing colleagues?

Darren: And you're not going to likely to get it like, if you look, I say this, and knowing the hope, assuming that I’m going to be anonymous um but then again if you say [removed for anonymity] it's not going to be a hard guess who the speaker who is going to be. The truth is that that's not that the university itself has so many administrative layers that teaching innovation around building a better idea for the students is extremely limited and a lot of the stuff that I want to do is focused around getting them to be more employable is shot down or is told explicitly told not to do it because of the fact that the university doesn't want to impact student experience, does not want to invest the funds to do so, make changes around modules that are ambitious, they don't have the staff, they don't like these are the excuses that they give I'll give an example of this, so we know for a fact like I’m in psychology we know for a fact that the vast majority of students who entered the psychology think they're going to become clinical psychologists. But the actual number is something around like I said clinical psychologist I don't mean that system psychologists, that is getting into the D psych and going on from there. Mathematically the number of students who can get in is less than 6% it's not possible, but the entire degree, is a lot of the students think that that's what they're going to get out of it. I have tried, I always open to I tried to tell them look, we have to make a very clear that the majority of students aren't going to do that, and they said don't do that because we’d reduce student satisfaction and that's what if we start building in some cool ideas about other things I called the students do. The one I really wanted to pitch was ux research, I want to pitch full blown ux research.

around this particular idea of pitch decks, of website design, of advertising, I had I was like you know what ux they do things like A to B testing in psychology that's called a T test it's the same thing, there is no difference. Waterfall methods and agile methods, these are literally things such that are similar to experienced sampling, which is our AMA studies, which is, which is literally the same thing as a as a waterfall method. And then, like so you could do the same thing I’m like you could just do it it's not it's it'd be great to basically embed that within the curriculum, all the way through. But I've been shut down because the amount of work it requires, the amount of manpower it requires, the amount of effort it requires and also it's there's not much flexibility here it's just very rigid in its mindset and this and we can't change anything we cannot change a thing. I'll give another example, I was told to when I first got hired I was going to do an introduction to basically a social identity and so… so self an identity module and, in that it was literally going to have a third if it was going to be on theoretical component, a third was going to be on health and the last third was literally in business, and that last third was literally just ux research. And I was like I was so excited to bring it to the university and that got scrapped because of the pandemic when I tried to bring it back up again the answer was no, we stay the course don't make any changes. So that's that's the that's the challenge that I have, you're bringing up these ideas and I love these ideas, these are great things and I think that's like oh and, by the way, 40% of students, I believe, end up in marketing, which is what psychology does. Roughly from my understanding. But in order to tell them that it would make them very upset because they all think they're going to clinical psychologist.

Helen Hook: That's an interesting point, yeah, I think those internal parameters, it can stifle that innovation, 100% agree. Thinking about that, I have another example here, which is the more contextualised, I mentioned the ways in which we've done, this is an example from the College of Arts and it's a second year professional research skills for linguists, and one example of a project that we embedded into this 10 credit module, was from the west midlands police. So, you can see here, this was the question which was posed. We worked really closely with them on this project brief because they needed to recruit 1000 more BAME police officers in the West Midlands, and they were keen to work with our students to learn from them around the language that they were using, the tone, the recruitment, the branding, you know various components, how they can work better with our BAME communities. So, you know from here, you can see here in the bold, the key skills, so the students, using the linguistic research skills, along with creative Problem Solving, which is where we embed some design thinking methodology and then they did that research piece to analyse the linguistic data in a problem orientated manner to help provide these innovative solutions, so this is just one example of what we've done with linguistics. With used approach in in many other modules where the students were working more as those consultants and we bring in live project briefs, whether that’s employers coming in face to face, which is what we did pre-pandemic, but actually during the pandemic, we found talking heads worked, just as well, and so it's looking now to ask that same question as the previous do you do this kind of thing going around teaching and, if so, how do you do that, or if not, would you consider doing this?

**Question: Based on this live projects example of entrepreneurial education, would you or do you do this kind of thing in your own teaching - is it something you might consider?**

Darren: I mean, it would be ideal, but as I said, like the… the biggest issue here is the rigidity of the I think there's… there's actually, I think, maybe I’ll go give at least three key issues of rigidity. The first key issue rigidity, which is a macro level issue, which makes it really hard to implement something like this, and I think this is something you'll find regardless of the university or at degrees that have external requirements, that is by a body, and in this case the psychological society determines some of the content that we do, you're gonna find that some of the stuff that they ask for will not necessarily be make it easy to allow such a thing.

So the second year module that you have talked about professional research skills, there is, there are two sort of second year research modules within second year at the

University of Birmingham for psychology. This is known as research methods C and research methods D. These are the two most hated modules and the entire degree.

And this is by the way, is not a unique problem, this is the case in every university.

in pretty much the world it's the most hated part of the degree, because a lot of them, they come in thinking I’m a psychologist I’m going to be like Freud, I’m going to be like oh yeah, you're feeling depressed take cocaine and blame your dad, that's… that's what they think it's going to be like but realistically psychology is all about mathematics. So, while I would love to do this, the rigidity of that module is probably not linked to the university it's probably linked to the overall thing. The second problem is basically we're social severely understaffed and there is no actual incentive for staff to set the first, but I think is we're understaffed in order to do this, you require lots and lots of staff engaging with lots and lots of people with strong links to that industry and the third is the idea of teaching innovation, there is no incentive whatsoever in terms of creating new modules. What I mean by this is that if you take a look at the workload model that exists currently within the university.

Ah, there is you take a look and you'll notice that, when it comes to delivery its allocated, when it comes to marketing its allocated, when it comes to writing its allocated, when it comes to research, its allocated. But when it comes to creating things it doesn't count at all, and when it comes and there's also the other incentive that is embedded within this. I just had my review meeting, I just had my meeting with enter in terms of my probation meeting and I said I did I would do you've heard you probably heard of the Birmingham project. So I was part of that, and I said, you know I’m thinking about like embedding research into this and using this, and so on, so forth. And what I want to do is, I want to do this, to make it so the students satisfaction later is analysed. That is, I’m going to do something similar to this a second year and see what the student satisfaction is later any my student satisfaction, hopefully, will add to my promotion criteria. And I was, I was shocked to find this out student satisfaction ratings do not matter in a positive way for my promotion criteria. I was shocked by this, so it means that improving there is an operational question of improving a specific module against consultancy and citizenship and so on, so forth, that that is restricted by number one and I’m going to list them because it's easy to have themes at the medic research. Number one you've got you you've got nationwide priorities for degrees that are uncontrolled by the University that make it difficult to implement these things, the second is operational requirements around teaching creation and modern a module workload and so on, so forth, and the final one is the incentives do not necessarily match doing this. If I were to do this, I would have to work weekends and have to make links independently to get to the point. Unless those extra support delivered by either the industry itself in terms of funding something like this as an they would have to because, like the university… my Head of School openly uses the words does it generate revenue? And if the answer to this is it does generate interest, generate revenue, then they might be willing to be more flexible, because then they can hire TA, hire staff, hire people to help with this, but they're not going to unless there's money involved. Which is an awkward truth but I… I had like I mean for the interest of transparency, look I love this, again I need to make it very clear, I think this is one of the best ideas I’ve seen. At [removed for anonymity] we did something like this, we did something very similar to this we worked with KPMG literally KPMG we said all right, if this is a third year module about employee and careers outside of it, the first, third of the module was consulting. The second, third was healthcare and the third well third was working in governance, so we actually had people come in at the beginning of the that one third and talk about what they wanted out of us, and then the idea was by the end of the third they submitted a mini assignment explaining how they're going to deal with that and that was then forward and back to those people, the best that we had was then sent back to these people. It worked like a charm and worked really, really well because it meant the students saw careers outside of psychology it was mandatory they didn't have a choice and, and also people from outside of psychology who met the prerequisites also joining in which is perfectly fine and admit that Yeah, I love this again. But yeah. that's my two cents.

Helen Hook: Did the students enjoy that the fact that it was a compulsory module?

Darren: Yeah, like, what… look at Australia, the way it works, that was a bit different than the UK and the way it works in Australia is that you have in your first in your first year you get you are told to take five modules plus three optional modules so five modules are compulsory three are… are you can choose whatever you want at the first year level at the second year you pretty much only have one choice module they can select. And you can select it pretty much anything else, and then I third year you're given a bunch of options, so you have the research methods one and for and first semester, and then you have another module, which is a module that surrounds the around the stream of psychology center pick one of these streams. And then, and that would also add this it's actually two modules because the first semester in the second semester. And they also have research methods module in the third year on top of that, but that leaves you with four modules left and those four modules ah that's the one of them is restricted to workplace and that one I’ve mentioned, this is a mandatory module on alternative careers and that happened in the first semester, and then, after that, like they can pretty much pick whatever they want. Does that kind of makes sense? It varies, based on the university, but like that's the general requirements in Australia, but again, the reason why they're able to do this in Australia is that they when it comes to teaching their number one more flexible number two they hire an army of TAs. So, like it's very, very different in Australia, in terms of the amount of support available, as well as the fact that there's someone embedded in the department, who is an occupational psychologist so that person has so much experience and practical applications.

Helen Hook: mm hmm. Yeah, but it's having that resource piece is key. Here is just one more example that’s an assessment that did a group report and a presentation and so now I’m thinking about authentic assessments as an approach to embedding in this. Here is just one other example, this is a module in CAL [College of Arts and Law], this was a designed in partnership with the Department for International Trade and they brought in an SME who were looking to export that product overseas, and they were looking for some support to explore which countries, and they should be looking into so again students were doing in groups to go through that creative thinking piece again, but the difference with this was is the assessment was actually designed by department of international trade, and it was it was a government White Paper, so this is an outline of how the marks were broken down across each section. And then we had a department of international trade specialists coming to make sure that thorough content was even across all of these components for the students’ assessment, so it was a it was a really a really valuable learning experience for students, because it was. so heavily involved with industry. And again, looking at your point of view when it comes to authentic assessments, is there any feedback or thoughts or comments that you've got from a psychology point of view, whether this is something that could work or whether there could be similar challenges, similar to what you’ve already experienced?

**Question: Based on this authentic assessments example of entrepreneurial education, would you or do you do this kind of thing in your own teaching - is it something you might consider?**

Darren: There's a there's a response referring them in 2008 and 2015 for and basically argued that there is a distinct difference between what psychologists value versus what business value. An example of this is the Myers Briggs test, psychologists think it's basically astrology for business people, Ah it's like oh I’m a libra, it has the same impact in terms of determining behaviour from a psychological point of view, which is fun. I mean, but it's useless, yeah, he has no value whatsoever, but people are so wedded to it, the Myers Briggs is useless I’ve actually talked to someone from The careers network and I’ve told them, you need to get rid of the Myers Briggs because it's actually not a good thing to have it on the site it's actually going to be, it makes a weaker, especially since literally three, a three part of three lectures out of 10, I basically just rag on the Myers Briggs as like being a bad test.

Umm so that's from a psychological point of view, but from a business point of view, they just want something that's easy to use, easy to understand, easy to use to filter that's the thing that their after and there's the psychological. Over the most reliable the best test that assesses personality, as well as like [inaudible] and so on, so forth, is the Minnesota multi basic personality inventory. That says, I think 600 Questions no business manager is gonna go for something that has 600 questions. Even then the big five the big five personality test the simplest version of it is 25 questions and it's not as easy to interpret as you would hope so, like that's… that's a hard thing to do, so. In short, there if I like the idea of this in terms of what it aims to do and saying here's what we want from a business perspective. But then you have the psychologist on either side, saying well you're talking about the Myers Briggs. We know that the Myers Briggs is basically a horoscope it does nothing, and then the business managers be like, well I have I’ve worked with the Myers Briggs Foundation and the Myers Briggs foundation is huge and I love the Myers Briggs Foundation, and there are multimillion dollar industry you don't drive a Toyota Yaris it's like… it's like that's….

that's the sort of thing that like that can come up and Fernando talks about this extensively in their paper so that's like one side of it. The second, the other path of the equation, I think, as well, is that when it comes to marking you're going to have academics marking papers from a business perspective, people have never set foot in an industry. So, unless like the marking criteria is extremely rigid and written by the industry itself. and is very, very clear and done extremely aligned against the purpose, it doesn't necessarily reflect the reality of the situation. For example, in psychology we like the use of evidence, we like to use of clarity we like to use of doing things, but if you're a business emotional appeals can work just as well. Talking about a consumer’s experience. Talking about a consumers experience from an end user experience from point A to Point B to point C and so on, so forth, is more powerful than business and psychology because you'll be like. Well that's the availability heuristic that's not really useful for us as a psychologist we don't care about that sort of thing. And there you go and it's going to result in pushback from like so either A you're going to have to deal with business basically marking these assignments to our basically having very rigid criteria that's against business needs or you're going to have academics marking it and the business people are going to be like well that's not what we care about we don't care about peer reviewed academic research, we care about stuff that matters to us, we want to see how you've done the product testing, which is why I argued for ux research it's a good place to be because that actually is in house testing using psychological principles, and we know for a fact that, like people like Google Meta, Amazon they care about these things even things like the NHS has ux researchers, people are trying to figure out how to build a better NHS APP how to navigate the site better how to structure information on the site better. That sort of thing focus groups, all that is critical in business, and that at least kind of intertwines so, in other words. I like the idea of this, but I think that there are operational challenges in implementing it. As well as the fact that businesses and universities have sometimes divergent priorities, which also might link back to that your nationwide problem I discussed before, which is to say the bps has a different way of seeing what matters than a business does so, I think that there's a question of like, how do you integrate that well? And if I could give a recommendation, the best way to do it would be to make business have two sections for this, that is to pitch it for business, but also pitch it for the module itself, so there are two parts of it's like give an evidence base explanation, but also pitch it. So you've got a technician and you've got the general public, the general public stuff is written or the stuff that's written for the business you the criteria is written by the business manager. But for the other side, you have the integration of like now we want you to show the technical understanding, because the technical officers gonna look at it in fact that's exactly what I intend to do next year.

Helen Hook: Ok, that’s really good. I can see that contextualised piece is key, making sure you've got the balance of the industry, but also the theory and the stuff that you would need because of the overarching accreditation. It sounds exciting, I shall look forward to seeing how that develops in the future. Okay, so next we're going to be looking into little more detail about the definitions which currently exists, this is all based on the QAA [Quality Assurance Agency] guidance for enterprise entrepreneurship, so really quickly, then so this is the actual overarching definition for entrepreneurial education it's categorized as a catch phrase term that encompasses both Enterprise and Entrepreneurship and may be used when discussing the combination of both so the term, I think, often is it used interchangeably. So that's the… the overall entrepreneurial education definition. Here is what include what they include the enterprise education. So that's a pillar of entrepreneurial education it's the process of developing students with the enhanced capacity to generate ideas, behaviours and attributes, competencies to make ideas happen, can be contextualised to any discipline, so that the subject remains paramount. Here are some of those competencies here. And, here are some of the pedagogical practices, you often see associated with enterprise so, experiential learning, problem-based learning, interdisciplinary, authentic assessments, etc. Then we have another term in the QAA framework entrepreneurship education, which aims to build on the enterprise competencies so that typically leads to that developing a business venture, becoming self-employed, starting a new business, developing or growing and existing business.

Here are some of those competencies, which are written and associated with the entrepreneurship, so you can see it's got more of a business focus, you know the IP legal, digital marketing, business and finance negotiation skills. And, here are some of the pedagogical practices so often, for example, Birmingham, as we mentioned in the first example we gave that's more of a standalone module which was around entrepreneurial start-up. That might also see similarities across campus which is focused on innovation as well. So now what you to consider the way the QAA uses these terms. Even if you don't agree with them, we want to ask you the same question that we asked at the beginning of the focus group just to see whether your answer might be different, depending on how you how you feel now you've seen these definitions, because they can be somewhat conflicting for some people, because it can mean different things to different people so obviously you know you've already given me some really good insights but taking that into account, would you say you are engaged in any way in enterprise and or entrepreneurship education.

**Question: Based on the discussion so far and the QAA definitions of enterprise education and entrepreneurship education, has your answer to the question ‘are you engaged in any way with enterprise and entrepreneurship education?’ changed since we asked it earlier?**

Darren: In a little - that assignment that I mentioned before, in terms of the working on hiring policies is sort of aligned with the idea of enterprise and entrepreneurship. And that's I think that's the that's it's sort of aligned but it's theoretical rather than practical, I don't actually have I haven't had like a business that I’ve consulted with to ask about these things I just make it up. So, for example, their assignment was on the company which I called click clock, which is a social media company looking to have people who are coders. And they were they were using the Myers Briggs test and they're getting nothing and that was what their problem their problem was and they had to create that either suggested different tests or select on different criteria or something like that that was there. That was the problem that they needed to solve so it's sort of related to what HR manager would do.

If you're a consultant company that's exactly what they might do, but that was based on my experience talk with KPMG in Australia, not in the UK, not in any real practical sense. so that's the question sort of, but more theoretical and practical.

Helen Hook: Thank you. So, a couple of scenarios now want to get your thoughts on the ways that you know the QAA described enterprise entrepreneurship, education, could be used as inspiration potentially. So we wanted to find out imagine you will be asked to embed Enterprise and Entrepreneurship education into some of your teaching. So, if you've already you're already doing this imagine you've been asked to embed more so, how would you do this, and I feel that you've touched on some already really interesting points, but is there anything you wanted to add to this that you haven't already mentioned?

Darren: I mean, ideally, it would be, it would be really nice to pull in occupational psychologists into the module content and have them design, because an occupational kind of sits in a in a strange place. They sit in a place which is to say, they sit between industry and psychology and that compromise is something I would really like to get them to do if I was going to embed them, I would ask them for their help.

Helen Hook: Like co-creation?

Darren: That's great. I like that's… great that like getting them to deliver to basically deliver a single lecture on it and also helping design the assignments around that perhaps as well, potentially a project as well, but that's a hard thing to do when there are no occupational psychologist at the at the University of Birmingham so there's not there's I don't think there's any left so yeah.

Helen Hook: Do we have avenues, where we could reach out to any alumni that might be willing to come back and do that with you?

Darren: there was a person in 2019 who did deliver a lecture on an occupational psychologist who basically came in and he was paid to do so. I tried to do that again in 2020 and the answer was no we don't have the budget. It was that simple, like, I mean, in theory, yes, we could potentially invite people to come back in, but I think that we do have to pay them. I think we should pay them because they're doing work, and it does take time for them to do this stuff and just pulling them out of work to do this as a bit problematic, but like thinking about that would be great. In theory, in practice, it's a different question altogether so. Ideally I would like to bring someone in because I don't have all the answers and I won't have all the answers I don't have the experience is necessary. I've worked in public service. But I’ve never worked, I worked in HR and public service as well, but I’ve never really done anything that deals with this directly and I would like to have someone else pop in.

Helen Hook: So now thinking about entrepreneurial education more broadly. Should Enterprise and Entrepreneurship education be part of the HE curriculum?

**Question: Should Enterprise and Entrepreneurship education be part of the HE curriculum?**

Darren: Depends on the degree, an example of this is that if you're doing a Bachelor of Nursing, Enterprise and Entrepreneurship education. is not nearly as valuable as just spending, and basically in science, the idea of incremental validity, does it add enough to really make a difference and for nurses I don't think the answer would be yes. And I think that that is quite a pro like there's… you have to judge the amount of time you have versus what is required for a particular course or yeah, of course, so, in short, depends on the degree.

Helen Hook: And then the last question: What, if anything, would motivate you to engage more with Enterprise and Entrepreneurship education or enable you to engage more with it?

**Question: What, if anything, would motivate you to engage more with Enterprise and Entrepreneurship education or enable you to engage more with it?**

Darren: I like economy, economics… I like the branch of economics, I think that they have holes in explaining human behaviour, but they do use good methods to understand exactly what works and in economics is the idea of perverse incentives, which is the idea that sometimes your incentives themselves can backfire. Pretty heavily. So if you are like what to do this, you need to make sure that the incentives align against this at every single level of the university and also you need to be able to organize against this as well. There is the idea that, for example, I just got like last year in two years, last year, whatever, but something like that in 2020 times flexibility to covid and 2020 I was told three weeks before the Semester was due to begin that I was going to be the module lead for module. How can I, how can I engage with making sure that there's more enterprising entrepreneurship, with a module if there's no planning around this? Let alone planning ahead of anything at all it's not ideal, in any circumstances and they're just a general weakness around the idea of doing this, which is about the idea of incentives about the idea of resources it's about the idea of making sure that everything works, so motivating me to engage more is one question.

And that's a question of making sure that my incentives to do so, align at my level, as well as at the head of School level, as well as at the university level, and possibly even at the national level. So, you've got like multiple levels where there's incentives there in terms of enabling and that requires considerable amount of resources, time, effort and so on, and planning. The university can't even get timetabling right it, let alone everything else so like it's not if there's a question of like… Yeah, in theory, though I love this idea, but in practice there's not much investment into that to begin with, and in order to invest in it, I would have to do it out of pure goodwill, rather than any actual resource allocation or incentive to do so.

Helen Hook: Thank you. That does conclude the interview, so what I will do now is I’m going to stop sharing my screen, and I will stop the recording.

# Interview 2 with University of Birmingham academic who is not engaged with providing enterprise and entrepreneurship education.

**Introductions:**

Helen Hook: Hi. for the purpose of the recording would you mind introducing yourself, please your name and the department and programme?

Raymond: Yeah, so I’m Raymond. I’m in the School of Engineering. I’m [data removed as could enable identification of the participant] [involved in] the Civil Engineering programme. I [data removed as could enable identification of the participant] oversee programme and module development and the QA processes associated with that.

Helen Hook: Thank you Raymond. So [inaudible] firstly, from your own point of view, what do you understand by entrepreneurial education?

**Question: What do you understand by entrepreneurial education?**

Raymond: So, as I said to you earlier, I was in two minds as to whether or not to… what to say on the survey element of this, so my I guess my understanding would be something that encourages students to engage in consultancy work, developing their own business ideas or pitching ideas to other people. So those are the kinds of immediate things I think of in terms of entrepreneurship. And we’ve also had a couple of students who've done spin outs, so I guess that also is part of this. So I guess that those are the kinds of things I think of when you say entrepreneurship.

Helen Hook: So now we would like to look at some examples of teaching practices for entrepreneurial education to get your feedback. These are all examples from the University of Birmingham, we've got one here, which is a final year entrepreneurial module 20 credits for the Liberal Arts and Natural Sciences. And the way in which this was designed was we worked really closely with industry partners, so we collaborated with the Birmingham digital Government strand, and they provided us with a range of problem statements to which then students needed to design a digital start-up solution to help tackle some of the problem statements provided. So, the concept was the students worked in interdisciplinary groups. The assessment for this particular module was a business pitch, a business plan and a mock job interview which support students to reflect on the skills gained on that experience but in a competency-based interview. These are some of the stages of the business cycle kind of ideation to that design thinking strategies, business model canvas, IP, prototyping and digital marketing and pitching. This is just one example that we've got, do you do this kind of thing in your own teaching or would you consider doing something like this?

**Question: Based on this entrepreneurship start up example of entrepreneurial education, would you or do you do this kind of thing in your own teaching - is it something you might consider?**

Raymond: So…. Because of the modules I’m involved in, this is, this is not something directly that I would run, but I do recognize parts of this from the engineering programme as a whole. So, for example, design thinking is a strand that runs throughout our engineering programmes, so we would certainly expect students would be definitely undertaking project work every year in their programme in which they were designing they were engaging in different parts of the design stage. That is a piece of group work so that would match with this. They would certainly need to look at elements of the business model. The new facilities that we have will mean that every student from next year onwards, will be engaging with 3D printing and machining and… and CM and all sorts of things like that in a maker space. And some of our students do pitches of ideas that will be, that will be a bit more of a specialist thing but, but so I recognise parts of this as something that we would engage with definitely as a core part of the engineering programmes.

Helen Hook: Thinking beyond engineering, what are or what would be the main barriers in doing this kind of thing in other departments across EPS [Engineering and Physical Sciences] do you think?

Raymond: Okay, so um so the College is split I would say broadly between the engineering side of the College and the pure science side of the College. So, on the pure science side of the College and some of these things would be a bit more remote. So, we do have examples for, for example, maths are engaging with the PGT. knowledge exchange programme, which is doing something very much like this module idea. In a group in a multi-disciplinary group to real businesses, so there are certain small groups who are engaged in this, and I think that they also have engagement with industry in certain specific areas where they would recognise parts of this but it's certainly much more difficult on the pure science side, having said that, the pure science side is very good at spin outs. So, I can think of several student led spin outs that have that have come from physics. For example, So when they have the right idea, they can engage with it quite well but it's perhaps not so widespread.

Helen Hook: OK, the next example I will be giving is a contextualised enterprise education one. A consultancy model module for the College of arts and law, and this was a second year professional research skills for linguists. And we had found about 12 different organizations varying getting in shape and size and sector. And this is one example of a project that we collaborated on with the West Midlands police, it was around inclusivity and diversity for their recruitment and students are using their linguistic research skills, along with creative Problem Solving, again design thinking methodology to conduct the research to analyze linguistic data in a problem orientated manner to provide them the employers some innovative solutions which they may think to take on board. And the assessment was a group employer report and findings of their research and then each student group as well gave a digital presentation. So this is very much contextualize to the discipline but still engaging industry and still developing those entrepreneurial skills so I’m asking you again the same question is before do you do this kind of thing in your own teaching. Or would you consider doing this?

**Question: Based on this live projects example of entrepreneurial education, would you or do you do this kind of thing in your own teaching - is it something you might consider?**

Raymond: Yeah, so again, I would recognize this we have. Industry based projects and industry informed projects, in my role as finally a project organiser I welcome students who have been on placements bringing back an idea for a project probably or possibly with the support of the company they've been on placement with. Umm and often those students will then go back into employment with that company and they will… they will therefore be very keen to undertake a project that's relevant to what they're going back to. So I support that, most definitely. I look to I also try and link up with companies that perhaps want a piece of research done so it would tend to be individual final year projects, rather than group final year projects. Because of the way the curriculum is structured, there is a requirement on them to do an individual, rather than the group, final year project. But we can link that up with industry, so we have done some of that sort. And then, I guess, we also have Industrial tutors and again the kind of interdisciplinary group project work is usually based on a practical problem. And when, in the past when I’ve run project work with first year students, we've selected real projects that perhaps haven't reached fruition yet and we've set the basic premise the basic brief of the projects to match the real situation, and sometimes we've been lucky enough to get somebody from industry, who was involved in that or was ready to come in and act as a kind of sponsor client. So that the students would then pitch their ideas their designs back to a client who would then give them strengths and weaknesses on it so yes, I would I would recognise this kind of thing from stuff I’ve done in the past and little bits of what we're doing at the moment yeah.

Helen Hook: Brilliant. Would you say that there are any barriers in doing this kind of thing any particular challenges?

Raymond: Well yeah. First of all, I think I was told that first year students couldn't handle this stuff. I hope I proved that one wrong. All my students did anyway. I think getting employers involved particularly for something where they're not necessarily so first or second year module might be interesting, but it's not probably not going to provide them with something that they can actually take on in the business as it stands. So generally the concepts that might come out of it, but equally they’re unlikely to see something new. So, engaging them in something which may not have any payback is some somewhat difficult, I think. Having said that, some of them are very enthusiastic and very, very helpful and have provided us with loads of information when we've asked for it. And I guess in the new world where we can do things online more it is slightly easier to engage with people. So often what we’ve done is we've taken a project from industry, but we haven't had somebody to act as the sponsor so we took for example east west rail project. Which is a line which is being built reinstated actually because it used to exist between Oxford and Cambridge.

Via Bedford and we used to set the railway students a project, where they were to design a particular section of that railway line. Given that, where the railway line used to be it's now been developed into other things so there's a bus station built on part of it, or the public footpath or something like that, so they have to work out the solution to that you know, do they, what are the various different costs and benefits associated with different solutions. And then propose what their best solution is which there isn't necessarily a right or wrong answer, but it makes them go through the whole kind of cost benefit analysis process. We couldn't find a sponsor from east west rail to do that, so we just acted as the sponsor but it's still a real project with real solutions and then, of course, they actually built it so, then you can kind of prepare your answer, unfortunately, that means you have to go find a new project to do. Though so getting somebody from industry involved can be quite time consuming and there's no obvious benefit for them, sometimes.

Helen Hook: Okay, and then we have one more example to give and this one is very much focused on authentic assessment so this example here is in about the College of Arts and Law module it ran for a number of years it was designed by the Department of International Trade. It was very much centred around the Brexit agenda and how we should be supporting small businesses in relation to how they export their product overseas. The assessment on this one was actually, I’ll show you here a government White Paper so 75% that the mark went to this and the remainder went to some reflection. So, again it's very much thinking about that you've probably answered some of these previous in your in your references, but again looking at authentic assessments which are designed by industry, have you done anything like this in your teaching or would you consider if you haven't?

**Question: Based on this authentic assessments example of entrepreneurial education, would you or do you do this kind of thing in your own teaching - is it something you might consider?**

Raymond: Right, now I’ve been involved in a lot of conversations about authentic assessment, I challenge anyone to teach any kind of engineering without authentic assessment. You are constantly doing things which are authentic because they are solutions to engineering problems. You put in there and interesting caveat, which was designed by industry, I don't actually think authentic assessment needs to be designed by industry.

I think it, it is nice if it is co-created with industry, but I don't think it is a requirement of authentic assessment. I think authentic assessment is to do with doing something where the students can recognise the connection between the piece of assessment and a job that they can imagine themselves doing. So, it's sometimes easy to make that connection in engineering subjects is generally easy to make that connection in science subjects, a little bit more difficult to do so. But, again, there is, there is an element, there are parts of the science cohorts who are very much tied in with their research side, so they have lecturers, they have supervisors who are working at places like CERN. And therefore, to them authentic assessment might be trying to solve some of those problems to design a new detector in the large hadron collider or things like that it can be authentic in terms of decommissioning nuclear power stations and you know, there are courses programmes for which that would be extremely relevant. There are so, authentic assessment, I think, means different things to different programmes. It is certainly something that we engage with very strongly one thing that's overlooked, a lot very frequently is the EPS [Engineering and Physical Sciences] probably has a wider range of different types of assessment going on than most other colleges. And so, our students will do a wide variety of different types of assessment and a lot of those problem statements, a lot of that work is based on projects or concepts. It's not… it's not just dry assessments they are they're usually contextualised and a lot of those contexts come from a relevant part of the industry. So yes, I absolutely recognise authentic assessment, I think we engage with it a lot. attempting the employer involved the employment involvement is a nice to have, but again it's quite difficult to arrange. I can think of examples where I’ve actually used things projects that I was involved in, so there they were say can consultancy questions or that kind of thing, so that they. I definitely strongly recognise authentic assessment.

Helen Hook: Sounds….

Raymond: and I can get quite worked up about it.

Helen Hook: Would you find there any main barriers in relation to designing authentic assessment into teaching?

Raymond: Any main barriers? It takes more time and effort design good authentic assessment. And we need to recognize that, it also makes it easier for students to collude or reuse solutions from year to year, so you need to be careful with any assessment, but particularly with authentic assessment that students are actually doing the work and not farming it out somebody else to do it. So we there needs to be there also needs to be

I think care in in the fairness of it because authentic assessment is, by its nature, more complex. In my first year teaching I’m a strong advocate for setting questions which are not obvious, which sounds horrible but is about getting the students to read the question and not immediately. In School they read a question and they know exactly which method is supposed to go with which type of question. So that the answer to a question is to take a method that you've memorised put in the data which is in the question and give you give the answer, so this is a pattern of assessment in Schools. And they recognize the type of question, and therefore the method, they need to use from the type of question and the question needs to present the data in a in a way that they can then just pick it up and plug it in. I am [an] advocate for them mixing up the question, such that they have to think about where is the data in the question, is the data in the right form. Thinking about which method, they need to use and basically having to take a question that is one step removed from the solution. Sorry I’m not explaining this particularly well. A good example of that is that I sometimes give them questions which are entirely descriptive in terms of words or know that there are there is. There is a question, there in words and they need to think about those words interpret those words, probably draw themselves a diagram so that they understand what the information they've been given is and consider that before they can start working on a solution. That I think is authentic in the sense that you're very rarely given a question in the real world, which is that easy to answer that you just plug in the numbers and get out the answer, real engineers can't do that. So real scientists can't do that, so understanding what the question is before you're able to try and answer, it is very important and it adds an extra step to that assessment process and the students are really not very good at that first step. In consultancy work it's the step of understanding what is the client asked me to do? And then thinking Okay, I can answer that what the client is asking by doing this. And perhaps that agrees or doesn't agree with what the client thinks the project is all about. So I think it's a real challenge to get students to engage with that early understanding of the problems stage. And they really resent sometimes having to do that extra step. But I think it's really critical to authentic assessment.

Helen Hook: No, I agree.

Raymond: Sorry, I forgot the weather the question started from, but again.

Helen Hook: That'd be really interesting. I like that notion of unpicking the steps.

So now what we'll be doing is going back to the terminology and we're giving you some more detail around what the definitions are from the QAA which was refreshed most recently refreshed in 2018. This is how it breaks down the term entrepreneurial education, so it's essentially an all-encompassing, Entrepreneurial education is a catch all term it refers to which looks at both enterprise and entrepreneurship. So, we'll look at the enterprise education one, first and foremost so again it's the process of developing students in a manner that provides moving enhance capacity to generate ideas, the behaviors attitudes of competition contribute sorry competencies, to make them happen there's contextualize the main so the subject remains paramount, very much what you've just been saying, Raymond with the contextualised stuff in engineering. So these are some of the enterprise competencies that are what read every single one out, but you can see some that you've already mentioned that creative Problem-Solving, critical thinking, reflection, taking calculated risks. And then, here are some of the pedagogical practices, you often see with enterprise education so, as you know, a lot of the work I do you know it's experiential learning. We will be looking at designing authentic assessments so there's also problem-based learning and inquiry-based learning which lends itself well to enterprise that's the first one. Now, entrepreneurship education, which aims to build from the enterprising competencies, so those that are capable of identifying opportunities and developing business ventures looking at becoming self-employed developing growing part and existing venture. These are some of the competencies, we see framed around entrepreneurship so very much focused around the business concept so business and finance the IP and the legal, digital marketing and the other stuff that you say pedagogical practices again can be very similar to enterprise education, but sometimes we tend to see these modules based on a more standalone a module it's focused on innovation or startup so we wanted to now ask people engaged in this research, looking at those definitions, or by all means, I can go back to them if you wish on the slides do you feel the same if we were to ask you again, do you see yourself as being engaged in entrepreneurial education? We are keen to see if your opinion may have changed, based on the scenarios and examples that we've given you.

**Question: Based on the discussion so far and the QAA definitions of enterprise education and entrepreneurship education, has your answer to the question ‘are you engaged in any way with enterprise and entrepreneurship education?’ changed since we asked it earlier?**

Raymond: Yeah, so I think are probably involved in enterprise, but not necessarily entrepreneurship. I think the challenges that were listed on the previous slide but the one before certainly contain a lot of things that I would recognise in our programmes, I think the element of risk taking, is an interesting one. As there are clearly students who are more interested in…. sorry I've got a buzzing noise from something here. which makes me worried that it's about to burst into flames. Okay. So… I think the risk-taking element is something that's really tricky a lot of our students are very I think this applies across the board, I think, students coming to university at the moment are somewhat risk averse. They are quite strategic and see success in their degree as being something that is an absolute requirement and therefore the idea of even taking an interesting module that they don't perhaps know about, let alone doing something risky within that is something that they really they struggle with a lot of them struggle with. But I think they do have a tendency to talk themselves into taking safe decisions. And that's a function of the context in which they are operating and the reason why they think they're at university, but I do recognize, there are some students who will engage with it and some students who will, who will go forward. So, yes I would identify as being involved in a lot of the aspects to do with enterprise, but probably a bit less in terms of the entrepreneur the entrepreneurship, I do have a do consultancy work, obviously, and I know a few years back, we had a conversation about getting students involved in consultancy. And I do think that that was something that was a very interesting idea and something that we could. It would be good to be able to think about that and get them involved in that kind of activity. I’m not sure the bureaucracy of the university actually supports that but that's put that to one side.

Helen Hook: And we're finishing off now with a couple of scenario-based questions and to get your thoughts on. A few things around things like this: Imagine you've been asked to embed enterprise and or entrepreneurship education into some of your teaching, or, if you are already doing this, imagine that you've been asked to embed some more. How might you embed this now?

**Question: Imagine you've been asked to embed enterprise and or entrepreneurship education into some of your teaching, or, if you are already doing this, imagine that you've been asked to embed some more. How might you embed this now?**

Raymond: Right… so I’ve talked about the examples we've used in the past where we've embedded real project work into modules. And how we brought industry into project work. How might we do some more that's a difficult question to spring on someone. Well, I guess, if I could. To picking up that idea of risk taking as being something difficult that students can do, I think we need to find a way of putting in risk taking, allowing them to simulate taking risks. But, reassuring them in a way that the outcome if the risk doesn't pay off in the in the scenario that they're using that doesn't matter. They need to be able to choose what the appropriate risk is So I think there's something around scenario usage. Maybe using simulators in order to get them to think how would that pay off in the future. I used to do an exercise with them about designing energy supply for the UK. So, it was quite a manual process that we went through in terms of the pro product. But we could use simulator for that, and then they could see how their choices played out. And, and then reward them in terms of how much they engage with it, rather than whether or not this scenario is successful. So I guess that there's some ideas around that try and encourage risk taking.

Helen Hook: Thinking about entrepreneurial education more broadly, should Enterprise and Entrepreneurship education be part of the HE curriculum?

**Question: Should Enterprise and Entrepreneurship education be part of the HE curriculum?**

Raymond: It already is, it has to be for vocational professional subjects. And I think exposing even what we might think of as a pure Science students, they they're still going to have to go out and live in the real world and solve problems. I think I recognise within the student cohort some students who are very much setting out to be part of a larger organisation, so they want to go and get a graduate scheme, they want to go and get a job in a large organisation they don't necessarily want to start their own business they're very much on a track and they've they want their I don't know whether it's the security or the opportunities or whatever the comes from working within a larger organisation. There are others who are clearly much more set on a more individualistic path that they're interested in maybe joining a small company they're interested in developing ideas or those kind of things so, what I think we should have, I think the answer to your question is yes, definitely. But I think we need to recognise that we are catering for a diversity of students who have a diversity of career pathways in mind and some of those students bluntly just want to be told what to do, and they get on with it. Whereas others will have these kind of ideas and an appetite for doing something different.

Helen Hook: This is the last question, and what, if anything, would be most likely to engage you more with enterprise entrepreneurship education or enable you to engage more with it?

**Question: What, if anything, would be most likely to engage you more with enterprise entrepreneurship education or enable you to engage more with it?**

Raymond: So I’ll pick on the enable part because I think I’m quite happy to be involved and motivated to engage with as many companies and people who want to get involved, but I think what I lack is the contacts to be able to deliver it on a larger scale. So, ideas and contacts for people organisations who are willing to come in and do different things, or you know allow students to do different things, I think that would be really helpful. Generally speaking, I find the programmes are flexible enough to incorporate this kind of stuff. Either as part of the curriculum or as part of the extracurricular activities or co curricular activities, whatever the word is this week. But I think it's… it's a bit like us going into Schools to do things. We need to recognise that the Schools have a full timetable and lots and lots of things going on and they don't really want somebody rocking up just messing up their timetable completely, no matter how worthwhile and worthy we might think we are being. And we need people to engage with us, but we kind of need them to do it on our terms a bit. So, there's a balance there to be struck, but still more contacts more companies The reason I say that is because I do get inquiries from a reasonable number of companies, I get two or three four companies a year something may be contacting me going, Oh, you know, one of our one of our graduates comes from Birmingham and said, you might be interested in or might be able to help us with etc, etc. So I’ll come right back to them and say right well you know we've got all of these students doing projects we can give you a you know if we can come up with a brief of a project, then the student could work on it for six months. You know, you need to understand that they may or may not be able to solve your problem. They may or may not be any good. And there may or may not be a student who is willing to do it, so all of these things have to come into it i'd have to say that most of the companies that contact me then kind of go quiet on me. And then say you know Oh well, you know, we need to, we need to the answer in eight weeks time not six months time, or we needed it. Or, although I don't have anyone who could you know help look after the project or. I don't have anyone who you know, so I it's kind of getting them involved is really the key thing. Providing data or being willing to talk to the student or all sorts of things like that. is often where we stumble.

Helen Hook: Okay that's really interesting - you're right I think it's the rich with contacts aren't making employers, but it's the fit and the timeline. And I find that myself and I work with academics to embed enterprise or employer lead learning sometimes the timing, you know you have any employer that size. In I don't know it could be January, you know we've got this opportunity, but we need to find the module building and that can be like six months down the line.

Raymond: Yeah, so I mean typically I’m talking about final year projects so for undergraduate students, they start the end of September and they run through till Easter. For msc students, they start around Easter in their own till the end of September and trying to say to an employer yes we've got students and, yes, somebody might be interested in doing a project for with you. You know the entry points are I need to know what the project is either by the beginning of September so that I can start advertising into the students. I need you know in about January, February time in order to advertise it to the MSc students, you know so there's basically two windows of opportunity. And I need I need to know what you're going to put into the project, I need to know what the brief, it doesn't need to be lengthy, I mean I’m looking at one side of a four that's what I’m looking for. And I’ll leave write it for you, if you can explain it to me what it is. But a lot of times it kind of… they come to me, and they say we'd be really interested in working with some of your students, and I say great what sort of students, what sort of projects were you thinking of and they go blank. It's perhaps they're willing to engage but they haven't really thought through what engaging means.

Helen Hook: That's a really interesting point but instead I’m going to stop the recording now because that does conclude the interview. Thank you.­­­­­­­­