

# START TOMORROW TODAY

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*Enterprising education to  
inspire, support and add-value*

CDN Webinar: 3<sup>rd</sup> Nov 2016

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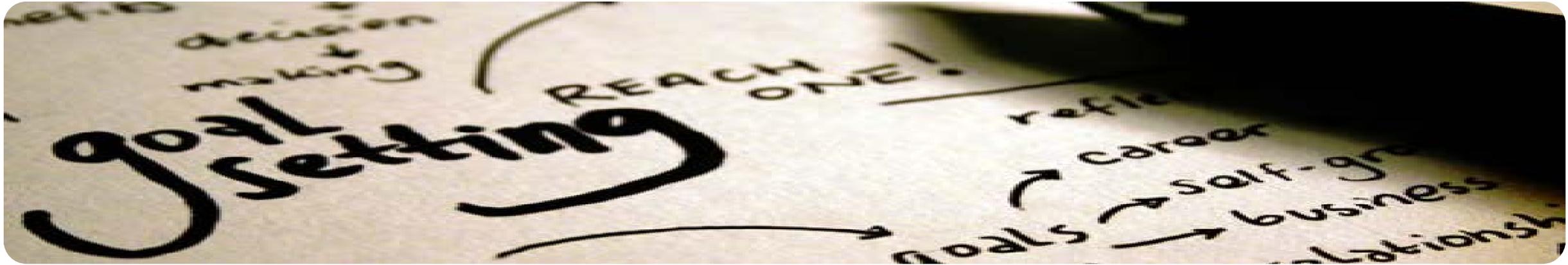


University of the  
Highlands and Islands  
Inverness College



# CREATE's Vision

*“Inspiring and supporting enterprising and entrepreneurial thinking and action, for the benefit of our economy and wider society”*



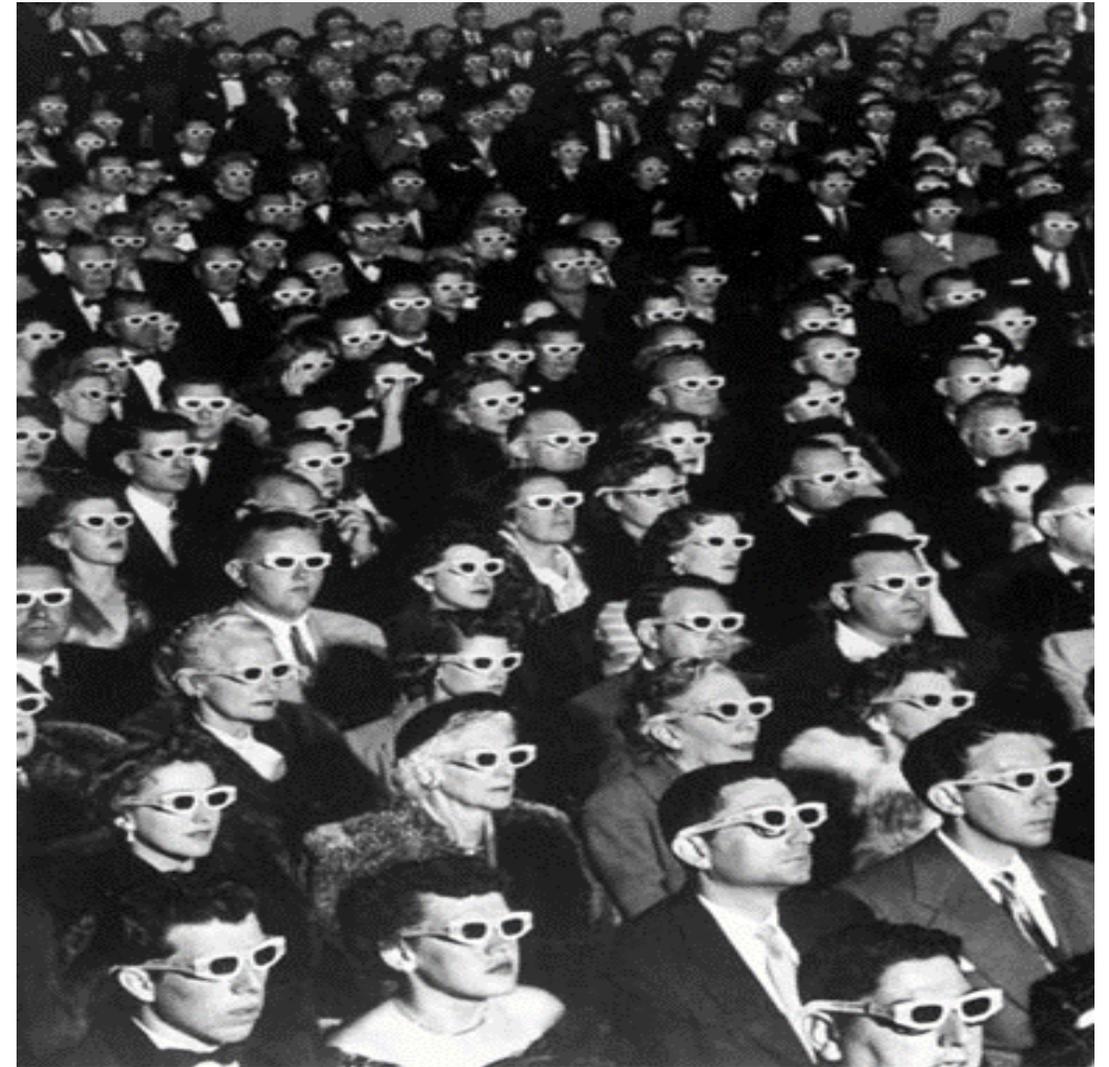
# Today's hoped for outcomes

- Everyone to contribute to the discussion around how enterprise can help support the development of essential skills and attitudes
- Brief introduction to some contemporary enterprise education thinking, resources and organisations which may help
- Discuss how the sector can support an increase in knowledge of self-employment across vocational areas
- Gather views on what additional support could help us enhance enterprise throughout the college sector

***Do you think we need to add/take-away..?***

# Why?

- Call to action by policy makers, economists, employers to develop enterprising individuals and better prepare for world of work
- Enterprising skills and attitudes are highly valued
- Key skill sets to support young people to cope with, enjoy and succeed in the increasingly dynamic environment





- *“it is not only about learning provision for the next rung of the ladder or the rung after that, but also for changing ladders or falling off ladders”*

(SEEDA/NESTA, 2010:26)



## Essential Skills Statement of Ambition (launched June 2016)

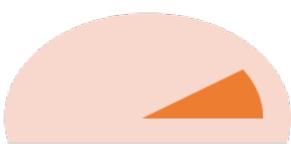
All colleges to ...introduce an *additional focus on essential skills at all levels*, thus better supporting our students in a smooth and confident progression to further learning at college, transition to Higher Education and towards future employment or *self-employment*



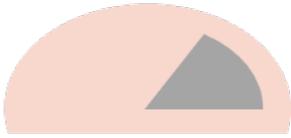
# Enterprising education is recognised as supporting

- Curriculum for Excellence
- Developing Young Workforce
- Achievement of Workplace Standards
- Creative Learning Plan
- Deeper, authentic learning and attainment

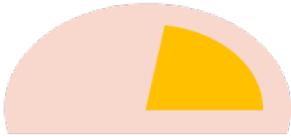
resilience, adaptability and a determination to succeed



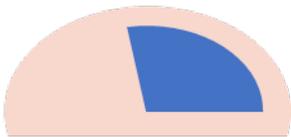
modern world view and realistic workplace awareness



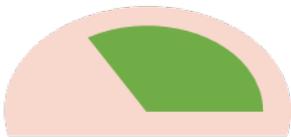
self-awareness, optimism and having an open 'mindset'



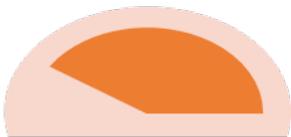
being creative, flexible and resourceful



evaluating risks to inform decision making



influencing and negotiating



taking the initiative and being responsible



# Question

**What is enterprise education: are you confident?**

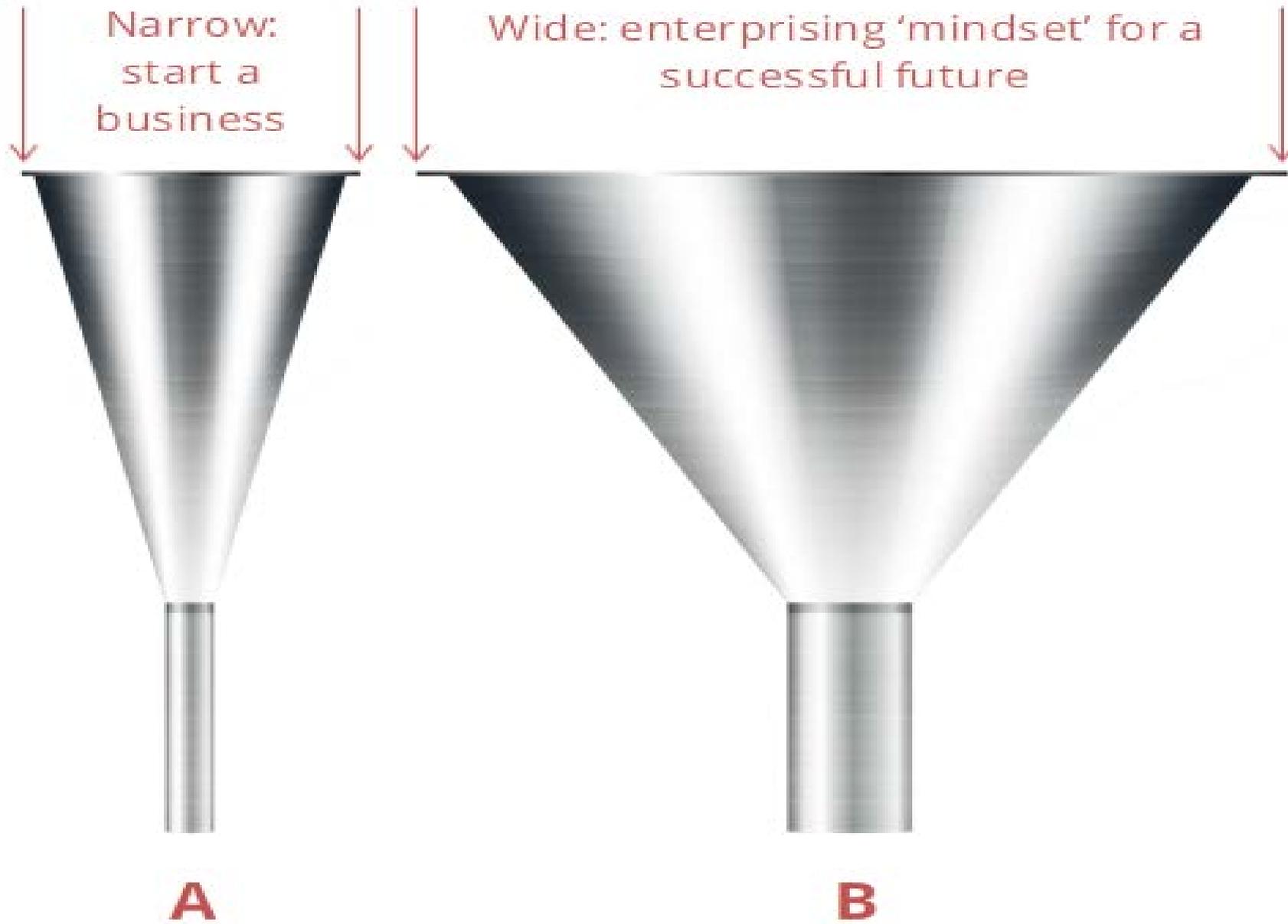


**No,  
Still not that  
sure**

**Yes,  
absolutely**

# What is enterprise?

## Clarifying Definitions



# A focus on enterprising mindset



**Key Enterprise Learning Capacities (Langston, 2011)**

Foundation		Intermediate		Advanced		Expert	
Relying on support <sup>6</sup> from others		Building independence		Taking responsibility		Driving transformation, innovation and growth	
Under direct supervision.	With reduced support from others, some autonomy and together with my peers.	On my own and together with my peers.	Taking and sharing some responsibilities.	With some guidance and together with others.	Taking responsibility for making decisions and working with others.	Taking responsibility for contributing to complex developments in a specific field.	Contributing substantially to the development of a specific field.
Discover	Explore	Experiment	Dare	Improve	Reinforce	Expand	Transform
Level 1 focuses mainly on discovering your qualities, potential, interests and wishes. It also focuses on recognising different types of problems and needs that can be solved creatively, and on developing individual skills and attitudes.	Level 2 focuses on exploring different approaches to problems, concentrating on diversity and developing social skills and attitudes.	Level 3 focuses on critical thinking and on experimenting with creating value, for instance through practical entrepreneurial experiences.	Level 4 focuses on turning ideas into action in 'real life' and on taking responsibility for this.	Level 5 focuses on improving your skills for turning ideas into action, taking increasing responsibility for creating value, and developing knowledge about entrepreneurship.	Level 6 focuses on working with others, using the knowledge you have to generate value, dealing with increasingly complex challenges.	Level 7 focuses on the competences needed to deal with complex challenges, handling a constantly changing environment where the degree of uncertainty is high.	Level 8 focuses on emerging challenges by developing new knowledge, through research and development and innovation capabilities to achieve excellence and transform the ways things are done.

Source: EntreComp: the Entrepreneurship Competence Framework, (2016, p.16)

# Question

**How do you encourage and develop enterprise in your college?**

*Using chat facility, please provide short 1-2 word headings to describe*

# Practices of Entrepreneurship Education, Neck et al. (2014)

Printed with the permission of Heidi Neck (2016)

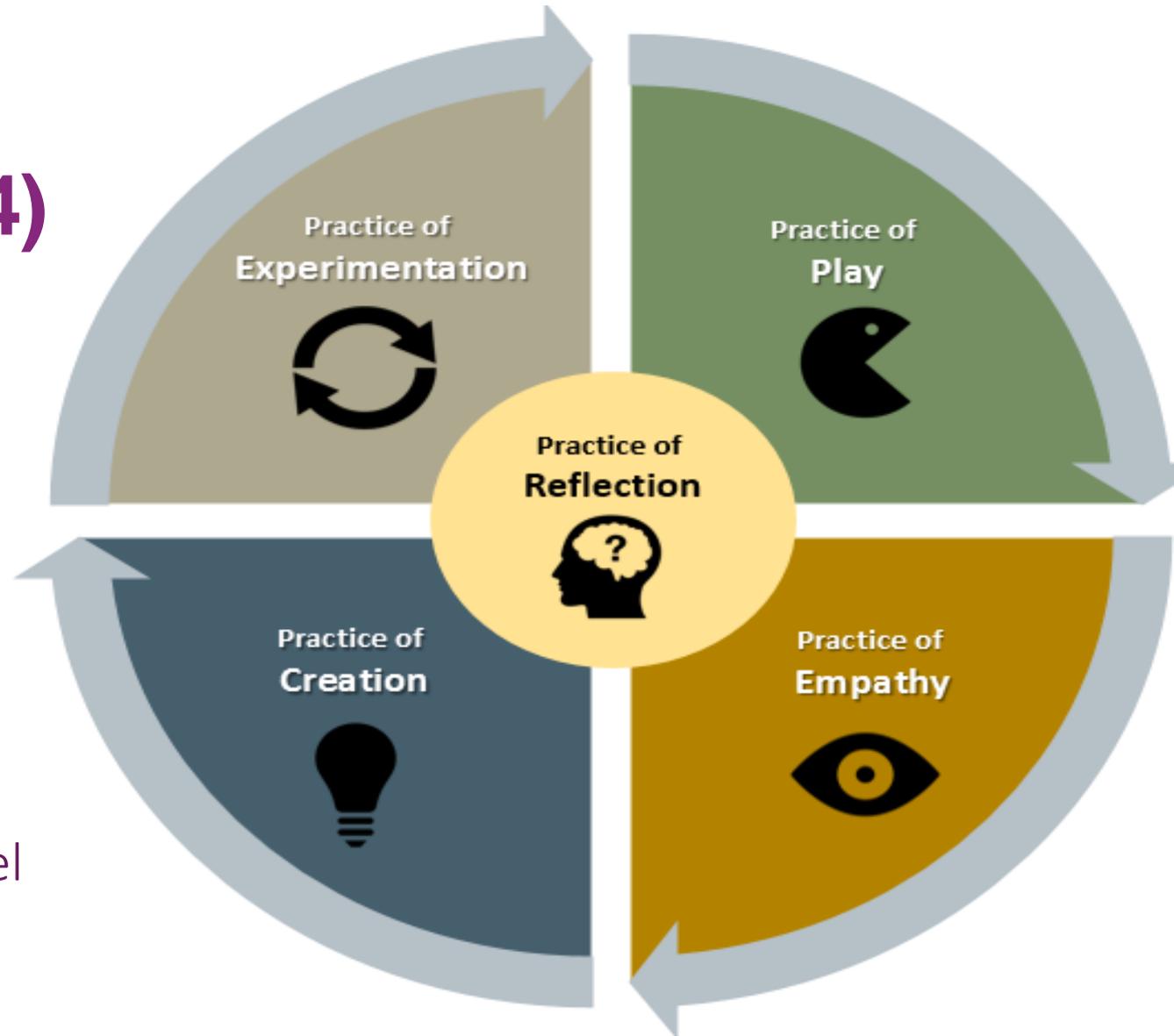
**Play** encourage imagination, creative problem solving, developing ideas, opening up to opportunities

**Empathy** understanding others points of view, developing emotional intelligence

**Creation** adding value for yourself and others

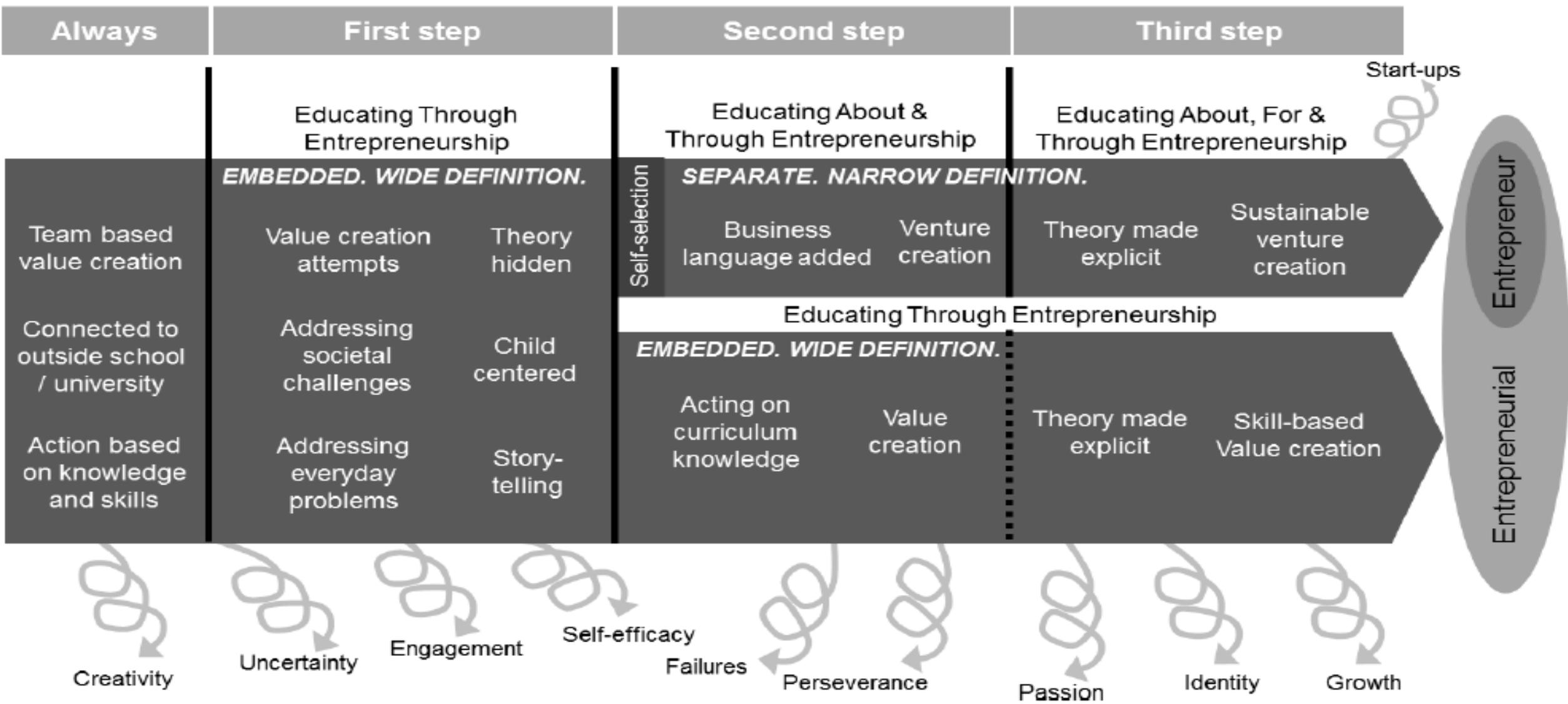
**Experimentation** testing it out, how does it feel

**Reflection** describe, emotions, perceptions, analyse, evaluate and critically assess how things could be different



# Examples of how we may encourage and facilitate

- **Educational and Entrepreneurship Concepts** Philosophy, 'Mindset', Resilience, Self-Efficacy, Self-Belief, Effectuation and Control, Learner-centred teaching, Motivation, Scaffolding, Learning by doing, Learning by adding-value, Coaching...
- **Tools and Resources** Psychometric Tests, Curriculum Planning Tools, Start-up Tools, Design and Innovation Thinking, Simulation Software, Competitions, Meaningful partnering with 3rd Party Orgs, Employers, Communities
- **Pedagogical Techniques** Pitching, Empathy, Idea Generation, Critical Events, Client Projects, Guest Speakers, Site Visits, Interviews, Case Studies, Sales and Negotiations, Debates, Reflection, Experiments, Quizzes, Drawing, Role Play, Drama, Games, Collaborative Learning, Outdoor.....



*Figure 9. A unified progression model for entrepreneurial education. Generic features always present and three steps constituting a progression.*

Source: OECD Background Entrepreneurship in Education (2015, p.16, Author, Lackeus. M)



**“Built by Educators, for Educators”**



**ETC TOOLKIT**

ENHANCING THE CURRICULUM

Available at:

<http://www.etctoolkit.org.uk/>

Launched, Sept 2015



# High impact staff development for enterprising teaching

SEE is making a significant difference:

- skills, understanding and confidence to enable change
- embeds enterprise
- evidenced change in mind-set, curriculum and teaching methods
- positive effects on students, practitioners, departments, and local economy

EKOS, Longitudinal Evaluation (June 14 - May 15)



# Feedback on enterprise CPD programme (SEE)

*“Fantastically resourced programme. Delivery was challenging, fast paced and excellent. This course is about more than enterprise - it is about challenging the ways we teach and thinking about what we are trying to achieve for our learners”*

*“I was very close to calling a day on my teaching but I am now inspired not only to make significant changes to my own practice also to encourage others to do the same”.*

*“I have increased my confidence to take forward a range of ideas, both in relation to teaching pedagogy and within the organisation”*

*“I have been able to influence change planning through increased knowledge and hope to continue my input and increase the emphasis and opportunities for enterprise across the college”*

*“A brilliant, mind opening and expanding programme”*

# Question

**Do you have a whole college approach to enterprise?**



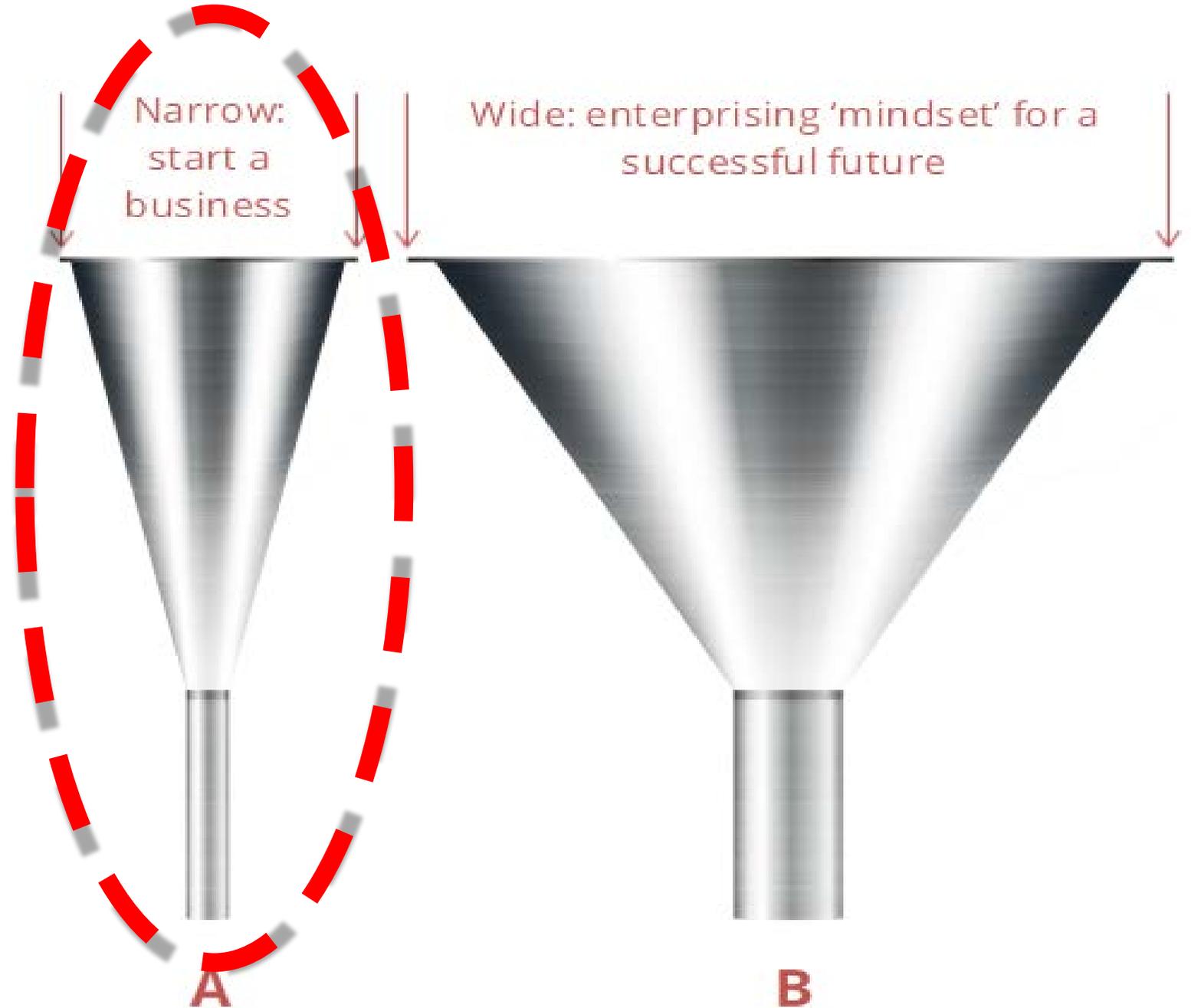
**emerging**

**mature**

# Question

## Agree/Disagree?

Every college student needs to be made aware of what self-employment involves before they complete their programme.



## Question

Which organisations are you currently working with to support enterprise activity and/or preparation for self-employment?

*Using chat facility, please provide short 1-2 word headings*

# Which organisations are you currently working with to support self-employment?



Government funded service which currently has 57 local offices throughout Scotland. They offer advice, online support, free workshops and personalised business information.

Supports young people aged 18 to 30 to start-up and grow in business by providing essential funding and professional mentoring support.



Helps an individual or group to structure /formalise their idea or early stage business in the most appropriate way. Engaging with them at the start of your journey is advisable.



## Bridge 2 Business

Bridge 2 Business is an interactive and engaging programme to inspire, connect and support students into business.

- Enhance Entrepreneurial Attitudes amongst the Young People of Scotland
- Improve the Enterprise Skills of the Young People of Scotland
- Strengthen the Work Readiness of Scotland's School and College Population

For information on how Bridge 2 Business can support activity within your college, please contact Brian McEwan, Bridge 2 Business Manager, [Brian.McEwan@yes.org.uk](mailto:Brian.McEwan@yes.org.uk)

# Some other questions to consider

How can you more effectively build enterprising attitudes and skills throughout your programmes?

What are your biggest challenges in developing an enterprising programme and college?

What do you need to make this happen?

What will you do?



## Today's hoped for outcomes

## *How did we do?*

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