# A review of Student Enterprise and Entrepreneurship at Lancaster University

**International Enterprise Educators Programme (IEEP) Submission**

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## Preface

This document is written as a submission for the International Enterprise Educators Programme (IEEP). The IEEP aims to build the knowledge and skills of participants to support them to become effective entrepreneurship educators, to demonstrate their entrepreneurial leadership capacities within the education context, and to help participants become better able to exploit their potential as future leaders in the field of entrepreneurship education (NCEE, 2012). If successful I will be accredited with a Postgraduate Diploma in Enterprise and Entrepreneurship Education, receive a Postgraduate Certificate in teaching and learning validated by the Staff Education Development Agency (SEDA), and become a National Centre for Enterprise Education (NCEE) IEEP Fellow. However, the main reason for writing this document is to pull together my research and learning over the past eighteen months in coordinating and trying to drive forward the enterprise and entrepreneurship education and support agenda at Lancaster University.

It is important to support enterprise and entrepreneurship education for a number of reasons:

- Globalisation and an increasingly complex and uncertain job market means that graduates have to demonstrate their entrepreneurial capacity to stand out from the crowd.
- Universities are increasingly expected to contribute to their local/regional economic and social development which includes increasing knowledge transfer activity and graduate retention.
- To enhance and diversify the teaching and learning experience for students by encouraging the development of innovative ways of teaching and supporting learning.
- Changes in the funding and fees structure for higher education from the state to the individual has put a greater emphasis on students seeking education providers that work proactively to ensure they are better prepared for the world of work.

Enterprise and entrepreneurship is not just about assisting students to start businesses, entrepreneurship is a mindset, a way of thinking; developing ideas, spotting opportunities and taking action.

**"In our globally competitive economic environment, never before has there been a greater need for a talented, enterprising workforce, for constant innovation in product and service development, for a thriving culture of entrepreneurship, for dynamic leading-edge scientific and technological development and for world-class research that attracts investment."**

The Wilson Review - A Review of Business-University Collaboration (February 2012), preface.

I am currently working as Enterprise Champion and Enterprise Team Manager within Research and Enterprise Services (RES) at Lancaster University. In addition I also manage the Unite With Business[1] team who reside within the Centre for Employability, Enterprise and Careers (CEEC). I have worked for Lancaster University since 2002, initially part time alongside undergraduate and postgraduate degrees; and full time since 2004 in a number of roles within RES. Entrepreneurship support has been part of RES since 2002 and has been managed by Jon Powell since 2006/07, however the emphasis on coordinating student and graduate enterprise has been in place since late 2009.

The document will summarise my learning over six key themes or pledges, resulting in a number of principals, recommendations and ideas for further developing the enterprise and entrepreneurship education and support agenda at Lancaster University. These pledges will include: (pledge 1) An analysis of whether I am an enterprise educator; (pledge 2) An investigation into business start-up boot camps as a methodology for supporting entrepreneurship; (pledge 3) A review of current student enterprise and entrepreneurship support at Lancaster University; (pledge 4) A review of student enterprise at other Higher Education Institutions (HEIs); (pledge 5) State of the game, an analysis of external factors and drivers and finally; (pledge 6) A proposal for the future of student enterprise at Lancaster University.

You are reading this as an interested party in furthering this agenda either here at Lancaster University, or at your own institution. You may also be in a position of senior management and authority to help shape the future of such support. I sincerely hope I am preaching to the converted.

If you are interested in the strategic recommendations of this document I suggest you read the Executive Summary and then move to Pledge 6 'A proposal for the future of student enterprise at Lancaster University'. If you are more interested in the operational delivery, pedagogies for teaching entrepreneurship and my learning journey, then I recommend starting with the Executive Summary and working through the document as normal.

Thank you for your time and support.

Jon Powell

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[1] A European Regional Development Funded team and project to place our students and graduates in paid employment with regional Small and Medium Enterprises (SMEs). Funded until June 2013.

**International Enterprise Educators Programme Submission Plan**

## Module 1

Entrepreneurial Educational Learning .

## Module 3

Entrepreneurial Behaviour, Skill and Attribute Development

## Module 5

Making it Happen with People and Organisations

## Module 2

The Entrepreneurial Mindset

## Module 4

Opportunity Recognition and New Venture Development

## Module 6

Developing Entrepreneurship Education Strategies .

| Pledge 1 – | Pledge 2 – | Pledge 3 – | Pledge 4 – | Pledge 5 – | Pledge 6 – |
|---|---|---|---|---|---|
| "Am I an enterprise educator?" | "An Evaluation of Business Start-up Support Boot Camps" | "A Review of Student Enterprise Support at Lancaster University" | "A Review of Student Enterprise at other Higher Education Establishments" | "State of the Game, a Review of External Factors and Policies" | "A Proposal for the Future of Student Enterprise at Lancaster University" |

Personal Reflection on the IEEP Journey and review of masteries of entrepreneurship education

*Credit to Lee Sharma for this model to ma the IEEP submission. (Head of Entrepreneurship, Employability and Enrichment at Cardiff and Vale College)*

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**We are not only looking to create employable graduates, but the graduate employers of tomorrow.**

1. As defined by QAA (2012, p. 7) "enterprise and entrepreneurship education manifests itself in many ways; there is no single model that described its delivery across higher education providers". The same is true at Lancaster. We cannot develop a one size fits all programme. We must innovate and support the development of an entrepreneurial mindset in all our students and staff. This requires a dedicated point of coordination, a directed mandate from senior management, sufficient resourcing and a flexible and inclusive approach.

2. Significant strides have been made since 2009/10 with the incorporation of the Enterprise Team in Research and Enterprise Services. From the National Centre for Enterprise Education (NCEE) survey carried out in 2012 we have identified that there have been approximately 3000 interactions with students on enterprise and entrepreneurship related initiatives in the 2011/12 academic year. This is an increase of 230% on the figures reported in 2010 (less than 1300).

3. With external pressures and transparent competition we need to ensure we continue to innovate and deliver a truly excellent worldwide competitive service to our students. This means: providing an innovative curriculum that is relevant and engaged with industry; presenting extensive opportunities for industrial experience for all; supporting students to develop and put into practice key enterprise and employability skills; facilitating students to develop their entrepreneurial behaviour and supporting, where appropriate to put this into practical action. It is not enough for our students to explain to employers that they believe they have key skills; they need to give practical examples of when they developed and how they have implemented these skills.

4. The key is helping academic colleagues make the connection that what they are already doing is supporting development of student's enterprise and employability skills, but they could do more.

5. Language is challenging and fundamentally important. We need to use language that is appealing and relevant to staff (for policies) and language that is appealing to students (for recruitment).

6. There is a clear consensus on the roles for the centre versus the roles for the faculties and departments. The centre should support, signpost, network, interpret and coordinate. The centre should also take on the responsibility for the practical support of business start-ups. The departments and faculties should lead on embedding enterprise education in current teaching, raise awareness and signpost students to the support available at the centre.

7. We need a strategy that has been championed and driven from the top. This will ensure increased visibility and make sure all staff realise that supporting the development of entrepreneurial and employable students is the responsibility of all. It will also help provide a framework and route through the committees and management paths of the university and ensure there is not duplication of effort.

8. The significant changes in the Higher Education sector at the current time present an opportunity for innovation and change for the better. If we truly want to "enhance our impact,

deliver innovative solutions to global challenges, and enable Lancaster to enhance its position as a world-class centre of higher education" (LU Strategic Plan 2009-15 page 4) then we need to think laterally and be entrepreneurial in the way we face these challenges to ensure Lancaster University remains in the top 10. We cannot tread water; we may indeed have to swim against the tide.

9. A recommendation for five key principals in supporting enterprise and entrepreneurship:
   I. Enterprise and Entrepreneurship education should be available for all and not be limited by funding or faculty.
   II. All students should be made aware of the importance of enterprise and entrepreneurship skills and behaviours through their degree scheme.
   III. We cannot produce a one size fits all model for entrepreneurship education within the curriculum. Education should be tailored to fit with the needs of students.
   IV. We need to provide students with significant opportunities for practical industry and work experience, especially with Small and Medium Enterprises (SMEs) in the Northwest region.
   V. The development of an entrepreneurial culture is not limited to providing opportunities and support for students. We also need to embrace innovation and entrepreneurial behaviour in our staff.

10. A recommendation for five key proposals to forward the agenda at Lancaster University:
    I. The creation of an Enterprise Champion Centre (or centre of Applied Entrepreneurship) that does not sit within one of the academic faculties.
    II. Create a high level strategy for student enterprise and employability, a policy for supporting enterprise and employability and a policy for student and graduate entrepreneurship. Agree a set of specific KPIs for enterprise and entrepreneurship.
    III. Create a 'Bright Futures' or 'Creative Futures' team in each faculty to network and integrate the internal faculty departments with CEEC and enterprise and entrepreneurship support provided by the centre.
    IV. Ensure we assign all undergraduate and taught postgraduate student's Intellectual Property (IP) over to them and encourage and support innovation and creativity without IP ownership getting in the way.
    V. Ensure that knowledge exchange, commercialisation and entrepreneurial endeavours are rewarded and recognised when it comes to the career progression of academic staff.


**If an institution is striving to be entrepreneurial, to prioritise the development of not just employable graduates, but graduates with entrepreneurial mindsets, the graduate employers of tomorrow; then it must provide strategic direction, a written strategy and policy, clear guidance and impact measures for student enterprise and entrepreneurship.**

This document seeks to provide a series of recommendations for re-shaping and re-engineering the enterprise and entrepreneurship education and support agenda at Lancaster University. It is my hope that these will be taken in good faith. This is not an exhaustive list, rather a summary of my learning journey over the past eighteen months.

## Pledge 1 – Am I an Enterprise Educator?

> **"I would rather entertain and hope that people learned something than educate people and hope they were entertained"**
>
> Walt Disney

## Pledge Introduction

The purpose of this pledge is to understand the role of the enterprise educator and then to evaluate whether I am an enterprise educator in my current role at Lancaster University. This section will include an analysis of how my current role came about and what it entails now. I will then analyse workshops, programmes and sessions that I have organised, managed and delivered to investigate the teaching pedagogies used and how these sessions can be evolved and improved to increase their impact. The section will conclude with the challenges moving forwards and next steps in providing hands on entrepreneurship support at Lancaster University.

## Aim - To understand the role of an enterprise educator and evaluate my teaching pedagogies.

The IEEP course has been fascinating, mainly due to the mix of participants who all work to support the enterprise and entrepreneurship education agenda but with vastly different backgrounds, experience and models for engagement. If I had been asked prior to attending IEEP if I consider myself an educator I would have certainly said "no I am not". I would have said I'm involved in enterprise and entrepreneurship education. As defined by QAA (2012, p. 7) "enterprise and entrepreneurship education manifests itself in many ways; there is no single model that described its delivery across higher education providers". My primary role is not that of an academic, I do not deliver teaching materials on a daily basis within the curriculum. My role as Enterprise Team Manager is more that of a coordinator, leading on the development of new enterprise and entrepreneurship support initiatives for the institution, and coordinating deliver with partners from across our faculties, student union and careers service. I therefore did not classify myself as being an educator.

If enterprise education is defined as "the process equipping students (or graduates) with an enhanced capacity to generate ideas and the skills to make it happen" (QAA, 2012, pp.2) and

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entrepreneurship education is defined as "equipping students with the additional knowledge, attributes and capabilities required to apply these abilities in the context of setting up a new venture or business" (QAA, 2012, pp.2) then the enterprise educator is a specialist or teacher that supports the development and delivery of enterprise skills, additional knowledge and capabilities to generate ideas and make things happen.

The European Commission (2012) lists the benefits of entrepreneurship education as:

✓ Improvement of the entrepreneurship mindset of young people to enable them to be more creative and self-confident in whatever they undertake and to improve their attractiveness for employers.
✓ Encourage innovative business start-ups;
✓ Improvement of their role in society and the economy.

**Purpose - To increase my understanding of where my role fits in terms of academia and the student experience. To evaluate my delivery and give me greater confidence for the future.**

Why is this important to me? The answer is confidence and credibility. Confidence in myself, that even though I did not meet my initial definition of an educator, my role and work at my institution is education focused, the work we do fits and has an impact on our students. Credibility with my peers, colleagues and the academic community at the institution is also important. Working in an area that is not "core" funded creates added pressure to individuals and teams. A great deal of our activity to engage with, and support students requires the buy in and support of faculties, departments and individual members of staff. These academic members of staff are very busy and so having the credibility not only that you know what you are talking about, but also that it is significant and of importance to students is crucial. The greater the portfolio of evidence and confidence we have in our subject matter and its significance, the easier it will be to engage with academic colleagues for collaborative engagements in enterprise education. Collaboration is key; if we do not collaborate and engage with academic colleagues then our activity is in danger of being seen as "bolt-on" and of lesser importance to the key missions of research and teaching (order dependent upon the culture of your HEI). In order to embed enterprise education we must empower our academic colleagues to deliver these sessions. However I also want to evaluate some of my previous delivery of enterprise related sessions to see what pedagogies these sessions may fit with and propose changes for the future.

**Approach - To evaluate where my job role evolved from and what it is looking to achieve. To evaluate definitions of enterprise education and see how I fit.**

I have been involved in delivering enterprise and entrepreneurship support since 2006, primarily as a start up support advisor and project manager delivering European Regional

Development Fund (ERDF) projects. However I have been involved in student enterprise for much longer. I started the Lancaster University Young Entrepreneurs Society (LUYES - now Lancaster Entrepreneurs) in 2002 when I was an undergraduate student. My inspiration for starting the society was that through a paid work experience placement I had worked with a self employed individual and we had decided to start our own private limited company together. At that time there was no support for student enterprise at Lancaster University and knowledge exchange activity was very much in its infancy. So starting a student society and surrounding myself with like minded entrepreneurial individuals seemed like a good idea.

At that time the University had just secured some ERDF funding to kick-start knowledge exchange and entrepreneurship support and through speaking to the staff in the newly formed Business Enterprise Centre I managed to secure funded support to form the society. Through this relationship with the team in the Business Enterprise Centre I subsequently secured a full time administrative position in the department in 2004 after completing my undergraduate degree and a Masters degree. In 2006 my role changed and I put myself forward to manage and run the Lancaster Business Creation project, an applied entrepreneurship support scheme to encourage technology and knowledge based start-ups in Lancashire. Some of these start-ups were students and staff but most were external entrepreneurs from the local area. Throughout this time I continued to be involved as a director for the company I formed in 2002 (the company just celebrated its 10th birthday). The funding for the Lancaster Business Creation project ended in early 2009.

During this time the Lancaster University Student Union (LUSU) also became interested in student enterprise and subsequently started their own start up support project called CREATE. CREATE supported individual students or teams of students with business ideas to pitch for funding to a panel of experts. Over time CREATE increased its exposure and LUSU also launched a number of employability skill support initiatives including volunteering opportunities, international exchanges, and teaching experience programmes.

In late 2009 Lancaster University was successful in securing ERDF funding for a new project working closely with the National Council for Graduate Entrepreneurs (NCGE)[2]. The project focused on coordinating enterprise activity and providing support to students with promising business ideas. This was a partner project with seven other Northwest based Higher Education Institutes (HEIs). The Enterprise Champion (EC) project was born and the aim at Lancaster University was to use the EC project as a vehicle for cultural change, to coordinate student enterprise and entrepreneurship and work closely with LUSU and CREATE (now rebranded LUSU Involve > Enterprise) to try and provide a joined up platform for student enterprise development, entrepreneurship support and to embed enterprise and entrepreneurship in the curriculum. My role at Lancaster is to manage the EC project, coordinate enterprise and entrepreneurship activity and to act as a catalyst for change to drive the enterprise agenda on campus.

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[2] NCGE changed it's name to the National Centre for Enterprise Education in 2011.

## But does that make me an enterprise educator?

As part of my role I do get involved in extracurricular and curriculum enterprise and entrepreneurship delivery. Sessions I have delivered in the past year include:

## Enterprise: Battle of the Colleges

An extracurricular pitching competition run over one day. Participants work in teams of six representing their university college (Lancaster operated a collegiate system with nine colleges on campus). The teams are given a choice of business scenarios based on real businesses, mostly student start-ups or spin outs from Lancaster. They then work in teams using the business planning tool XING to develop an investment winning pitch which they have to present to a team of 'dragons'. There are a number of mentors that move from team to team to make sure they are all on track and there are experts that the teams can approach with specific questions. The winning team selected for the best investment ready pitch is selected to represent Lancaster University at a national pitching competition known as FLUX[3]. The sessions aim to support students to develop enterprise and commercial awareness skills. My role at the event is really one of 'master of ceremonies', introducing the day, coordinating the agenda and making sure everything runs smoothly, then introducing the final pitches and summing up. The event is organized jointly by my team and a member of staff in the Centre for Employability, Enterprise and Careers (CEEC).

*PEDAGOGY* - Use of sales pitch.

Participants try to sell a proposition to a potential buyer, in this case a business investment proposition to mock investors.

### DID IT WORK?

The feedback from the event has been wholly positive and it is a fantastic way of engaging many students (typically 60) and introducing them to core commercial awareness and enterprise skills. The Enterprise: Battle of the Colleges event works so well as students participate in cross discipline teams. Students are representing their college and have the chance to represent their University. This competition and college pride really appeals to students and helps facilitate a good level of engagement. The event does not specifically look to target students who are interested in starting their own business, instead focuses on trying to support key employability and enterprise skill development through the investigation and presentation of an investment ready pitch. Working

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[3] Flux is managed by the Working Knowledge Group http://www.flux500.com/. It is an inter-university enterprise skill and pitching competition. Now in its 7th year, FLUX will next take place in March / April 2013.

with the colleges on supporting employability and enterprise skills has worked fantastically well and is a model to be encouraged and developed.

*HOW CAN IT BE IMPROVED?*

The event takes place on a Sunday so it does not clash with the core curriculum. It typically runs from 1-5pm. However this does mean that time is tight as this incorporates an introductory session on business planning and presenting, preparation time and presentation time and judging. It would benefit if it were a longer event but that is difficult for logistical reasons. Currently each team does not have a specific mentor or tutor for the day. This would give the event a different dynamic. Giving each team a tutor and continuing to have specialist mentors would help keep the teams on track. However we typically have nine teams so finding an additional nine tutors with relevant experience will be difficult and could be prohibitively expensive.

## Insight into Enterprise and Employability

Predominately delivered outside the curriculum although occasionally delivered as part of modules, the Insight courses are designed to help expose students to entrepreneurship and help them to develop enterprise and employability skills. This programme is orgnaised by our careers service (Centre for Employability, Enterprise and Careers CEEC). Delivery is carried out by a mix of university staff and external trainers to help bring a mix of expertise and experience. I mainly delivered sessions on business planning and support business planning games and tools like XING and Idea Play.

*PEDAGOGY* - Use of sales pitch

As above participants try to sell a proposition to a potential buyer, in this case a business investment proposition to mock investors.

*DID IT WORK?*

The Insight courses used to be delivered over two days but this was reduced to one day in 2011. This has impacted upon the programme to mean more focus on employability without a specific focus on the potential for self employment or business start-up. The students use Idea Play to develop a product and a pitch, but the core commercial awareness detail is lost due to the stripped down nature of the course. It is still useful provided it makes students aware of enterprise as a viable employment option and signposts as appropriate for students interested in starting their own business or getting support to develop their ideas. Due to reduction in contact time we no longer include XING business planning team building sessions so I have delivered fewer sessions this year than in previous years.

When I did deliver a quick business planning introduction session followed up by an interactive team work based XING session it worked well. I could provide the overview quickly and then in groups I would move round the table tutoring each team and they would seek clarification as appropriate.

### HOW CAN IT BE IMPROVED?

I believe the programme had more impact when it was run over two days. Also the programme really benefitted from bringing in alumni and external speakers to support delivery. These individuals have an amazing variety of experiences of the private sector, being self employed, being entrepreneurial and intrapreneurial within larger organisations. They can draw upon that experience to provide a rich engagement with students. Currently the Insight course has a very limited budget and so external input has been minimized. In my opinion this has had a detrimental impact upon the programme.

I think the way we used to deliver the business planning and XING session worked well, a mix of chalk and talk to try and give them some quick foundations of business planning followed by team work immersion to develop a sales pitch to potential investors for a given business idea. If feasible I would like to see the course given a larger budget and run over two days.

## Business Start-up Boot Camps

Delivered outside the curriculum, aimed at students and graduates who have business ideas but need some guidance on what to do next and how to start-up in business. Boot camps are delivered outside of term time or on weekends to prevent clashing with the curriculum timetable. For detail of the boot camps please see pledge 2. I deliver sessions from business planning, Intellectual Property Rights (IPR) and access to finance. I also provide one-to-one coaching and sometimes mentoring to proactive students and graduates. We also include quick fire six minute information sessions on different subjects (Pecha Kucha[4]). This then enables students to focus and identify which areas are relevant to them and their business idea and then they can follow up with one-to-one meetings and conversations to drill down into the relevant questions and information for them. My main role in the boot camps is to provide an over arching structure for the event, members of my team then organise the programme , book the speakers and manage the logistics. I also act as the main coordinator and 'master of

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[4] Pecha Kucha is Japanese for "chit chat". It has found residence as a presentation technique where speakers are limited to 20 slides for 20 seconds per slide (6 minutes and 40 seconds) and therefore allows a lot of information to be disseminated over a short space of time. http://en.wikipedia.org/wiki/Pecha_Kucha

ceremonies' over the two days, introducing all the speakers, putting sessions into context, providing real world examples and of course some delivery.

*PEDAGOGY* - Use of Ice Breakers; use of external speakers; use of case studies (Business model canvas)[5] use of elevator pitches.

Ice breakers are used to help participants get to know one another. External speakers and case studies are used to help participants develop commercial awareness skills and to help build self efficacy. The elevator pitch is used to demonstrate the importance of concise and clear communication.

*DID IT WORK?*

The start-up boot camp in its current form has been run twice, once in March 2012 and once in July 2012 with 17 and 25 participants respectively. The feedback from participants has been outstanding with the average feedback being 4.9 out of 5 on a likert scale, 3 being satisfactory and 5 being excellent. The aim of the boot camps are predominately twofold, firstly to support students and graduates to increase their knowledge, skills and understanding on how they start a business, and secondly to encourage and motivate students to take the plunge and make something happen. It is too early to know how many of the attendees will go onto start their businesses so it is difficult to measure impact.

*HOW CAN IT BE IMPROVED?*

We have made changes in the programme after feedback from participants and we will continue to evolve the boot camps and try new pedagogies, speakers and sessions. Where possible we try to work with recent graduates who are running their own businesses and bring them back onto campus to help deliver sessions so our current students can meet our recent graduate entrepreneurs to ask them about their experiences, challenges and successes.

## Sim Venture



Sim Venture is a business simulation software package where users have complete control over running their own virtual computer manufacturing company. I have delivered Sim Venture workshops (minimum three hours) for several courses from different departments and for three of the four faculties. These modules form part of the timetabled curriculum to support the traditional taught learning, but are not assessed. The aim of these workshops is to give students some safe 'practical' experience of putting their knowledge into practice, forcing them to make

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[5] (Osterwalder and Pigneur, 2010)

difficult decisions from limited information and increasing their understanding that all aspects of an organisation are interlinked. Typically we ask students to work in pairs or threes and after an introduction to the computer package so they can familiarise themselves with how it works, we run a competition with prizes for the team who can run their business and generate the most profit in a set timescale. Students cannot save and re-load their games, their decisions are final and they have to accept the impacts of their decisions.

*PEDAGOGY* – Use of immersion and simulations

Through the simulation package students live the world of the entrepreneur and are forced to make difficult decisions with limited information. They learn to research as much as possible and the importance of forming and following a strategic approach to decision making, reflection and evaluation.

*DID IT WORK?*

The sessions are always well received by students, however the main challenge lies in keeping the interest of students whose companies are not performing well. If they do adopt an unsuccessful strategy there is a tendency to become disheartened and to disengage with the session. Those students that do connect with the simulation package do enquire as to how they can use the package again after the taught session.

*HOW CAN IT BE IMPROVED?*

Some of the limitations of the session are due to the limitations of the computer package itself. Users cannot choose what sort of company they want to run; it has to be a computer manufacturing company. Typically this session has been included in the curriculum but as a bolt on session to fill contact time. I am not involved in the delivery of the rest of the module so I cannot contextualize it and make it fit and more relevant to each group. The session should be delivered by academics that are delivering the rest of the curriculum for that module.  My challenge is therefore to try and train the trainer once we have highlighted the benefits of using Sim Venture in the curriculum.

## Outcome  - Analysis and conclusion

As per the opening paragraph "enterprise and entrepreneurship education manifests itself in many ways; there is no single model that describes its delivery across higher education providers" (QAA 2012, p. 7). Here at Lancaster University we are in the infancy of trying to embed enterprise education within the curriculum and so most of our support for students to develop skills, competencies, behavior and engage in entrepreneurial action is delivered outside the curriculum.  As you can see in this section in the last year I have delivered several workshops, sessions and enterprise development programmes using pedagogies including external speakers, case studies, elevator pitches, immersion and sales pitches to name but a few. These sessions are all delivered in

different ways, using a mix of pedagogies to fit with the audience, the facilities and the time available. All try and support our students to develop their skills, competencies, understanding and behavior and to try and instill a more enterprising mindset.

So in summary it now seems painful obvious that I am indeed an enterprise educator even if I am not an academic member of staff. My role is fully geared towards supporting the development and delivery of enterprise skills, additional knowledge and capabilities to generate ideas and make things happen.

## Next Steps  - How will this help me, what will I do as a result?

The challenge moving forward is to build on our successes in the past year. In essence the delivery of many of the sessions described above has de-risked them, the challenge now is to facilitate them to be embedded to be delivered by academic colleagues within the curriculum or to try and hand them onto some of the core funded departments such as our careers team.  The Enterprise Team should then look to innovate and develop new initiatives, events and sessions to encourage and support enterprise and entrepreneurship across the university.

*"If things seem under control, you are just not going fast enough."*

*Mario Andretti, American former world champion racing driver*

## Pledge 2 - An Evaluation of Business Start-up Support Boot Camps

**"Twenty years from now you will be more disappointed by the things you didn't do than by the ones you did. So throw off the bowlines, sail away from the safe harbor, catch the trade winds in your sails. Explore. Dream. Discover."**

Mark Twain, American author and humorist

## Pledge Introduction

The purpose of this pledge is to focus on the series of business start-up boot camps that we have run at Lancaster University since early 2012. This section will evaluate the use of boot camps as a means of supporting students and graduates to increase their enterprise skills, encourage them to start a social enterprise or business and help develop more entrepreneurial individuals.  I will then examine how we have run our boot camps and compare and contrast them to other intensive entrepreneurship programmes that have been run by other organisations. The later sections of this document will then explain how our boot camps fit with our other enterprise and entrepreneurship education and support initiatives at Lancaster University.

## Aim  - An evaluate of business start-up boot camps at Lancaster University

Business start-up boot camps are nothing new. As Gibb (1987) identified there was a substantial growth of training porgrammes throughout the 1980s aimed at support the business start-up process. In essence a boot camp is an intensive training programme to educate, inspire and motivate. Boot camps are traditionally associated with the military or correctional facilities but in the 2000s the term was also used for fitness and physical training programmes. Therefore using the term boot camp for a business start-up training programme works well and the audience expects an intensive intervention to help motivate, inspire and provide the attendee with the key knowledge and skills for them take their business idea to the next level. Like a fitness programme the business start-up boot camp will empower the attendee to make a change but the emphasis is then with the individual to be empowered and make something happen for themselves. The programme is trying to help students develop an entrepreneurial mindset.

Lancaster University has been supporting entrepreneurial students and graduates for many years but this has focused on awareness raising and inspirational events and then signposting onto one-to-one coaching and support. We first ran an intensive boot camp style start-up support programme in 2009, Flying Start in collaboration with the National Council for Graduate Entrepreneurship (NCGE). This was a three day event structured around workshops on key aspects of the business planning and business start-up process. As part of the application procedure students had to provide details on their business idea and only individuals or teams with well formed ideas were accepted onto the programme. Flying Start was delivered by a combination of individuals including an NCGE provided mentor, public sector organisations (Her Majesties Revenue and Customs (HMRC), Companies House) and expertise from within Lancaster University (mainly myself). Using external speakers worked well as they bring with them a wealth of expertise and experience. Aalthough most sessions were workshop based there wasn't a great deal of interaction and little time for individuals to focus on their business idea and specific questions that were relevant to them. The core focus of the programme was to support students to develop a very clear understanding of their idea and to present back a clear elevator pitch. This worked very well and helped highlight the importance of having that clear understanding and ability to concisely 'sell' the idea. My main criticism of the Flying Start programme was the 'cost', both in terms of resources, time and money. Due to the fact it was run during term time the only space we could use was at the Lancaster University Conference Centre which was charged at a commercial rate and the Flying Start mentors were also several thousand pounds. In total we spent approximately £10,000 to run the event (not including the cost of time and overheads for Lancaster University staff). At the time did not feel like good value for money, especially considering we had twelve active participants.

Evaluating the impact of the programme was also difficult. From the twelve participants we know of three companies that were formed which have been relatively successful. One of these start-ups has securing Venture Capital funding and has relocated to San Francisco and another secured angel investment and moved to Cambridge. These successes took time and it was only eighteen months after the programme finished that we could see the significant benefit to the attendees of the intensive business start-up boot camp.

We started our new series of business start-up boot camps in March 2012. The lessons we learned from the Flying Start event have helped us re-develop the entire format of the programme, key features being:

- The programme is now run over two intensive days with a evening networking meal on day one.
- It is hosted by one of the nine University colleges, thus the accommodation is free and is not typical teaching space, so the event does not feel like a curriculum lecture or workshop.

- The programme is run outside of term time to prevent clashing with the curriculum, either the Thursday / Friday before the start of term or the Monday / Tuesday after the end of term are preferable.
- Delivery is carried out by a mix of local private sector companies and trainers, public sector organisations, alumni and university experts. The event is organised and coordination by the Enterprise Team in Research and Enterprise Services.
- Instead of focusing on many one hour workshops, we have introduced Pecha Kucha[6] six minute presentations with informal networking. We can provide an overview of ten key subjects in one hour with then up to two hours of breakout networking for students to speak to the experts to drill down and ask specific questions about their business.
- We are not providing each student with a designated mentor, rather access to one-to-one coaching after the event. The demand for this is driven by the participant.
- Key enterprise skills are still the integral core of the programme such as networking and pitching.
- Due to the nature of the funding used to pay for the boot camps, only students or recent graduates (since 2008) that are European Union nationals and that are still residing in the Northwest of England (excluding Merseyside) are eligible to attend.

## Purpose  - To evaluate and improve our practical start-up support programme.

Entrepreneurial students approach the university throughout the year for help to develop their business ideas. We encourage students to develop their entrepreneurial behaviour and to make things happen. A business start-up boot camp is a good way to engage with many entrepreneurial students, to facilitate networking and development of potentially useful connections. In addition the boot camps also help the participants to develop the knowledge, key skills and inspire and motivate them to take action. We also provide students and graduates with access to one to coaching. The ethos at Lancaster is always one of providing different opportunities for student to engage and receive support in different ways, we don't operate a one size fits all solution. The business start-up boot camps are therefore one element of our enterprise and entrepreneurship support infrastructure. They are a good cost effective way of supporting many students to take steps on their entrepreneurial journey. The boot camps specifically help them make connections with other entrepreneurial individuals, to forms teams and make contacts with useful external organisations which could be suppliers or customers in the future.

We are looking to evolve the business start-up boot camps, to try new sessions and change the content, tailor them to sectors and business models, and reflect on constructive feedback from attendees. Our main objective is to create a flexible and supportive infrastructure to encourage and motivate students to take entrepreneurial action and develop as entrepreneurial effective

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[6] Pecha Kucha is Japanese for "chit chat". It has found residence as a presentation technique where speakers are limited to 20 slides for 20 seconds per slide (6 minutes and 40 seconds) and therefore allows a lot of information to be disseminated over a short space of time.  http://en.wikipedia.org/wiki/Pecha_Kucha

individuals. We are not only looking to create employable graduates, but the graduate employers of tomorrow.

> *"If at first, the idea is not absurd, then there is no hope for it."*
>
> *Albert Einstein*

## Approach (how) - How do we run boot camps currently, what is included and how is it delivered?

The current key structure of our business start-up boot camp is as follows:

### Day one

- Introduction to the team, the aims of the programme and an ice breaker.
- What is the big idea? An overview of the Business Model Canvas[7], a tool to help evaluate or develop the business model for an organisation or company.
- Business planning -what, why and when. A introduction to business planning, what is a business plan, when it should be written and what should be included.
- Pecha Kucha quick fire presentations:
    - Common mistakes in business and how to avoid them - delivered in house.
    - Create, innovate, protect. IPR - delivered in house.
    - Legal business checklist - delivered by local solicitor.
    - How a chartered accountant can help you - delivered by local accountant.
    - Working with your bank - delivered by local bank.
    - Funding your start-up - delivered in house.
    - Tax doesn't have to be taxing – delivered by Her Majesties Revenue & Customs (HMRC).
    - Why Social Enterprise – delivered by Help Direct.
    - What you need to know about a limited company – delivered by Companies House.
    - The enterprise journey - story from a Lancaster student or graduate start-up.
- Break out advice clinics, students to network with presenters for one-to-one support.
- Evening - networking meal and talk on the importance of, and tips for successful networking.

### Day two

- Personality types - knowing yourself and your customer. Interactive workshop delivered by a local trainer, usually a member of alumni.

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[7] The Business Model Canvas is a methodology for presenting the business model for an organisation. It was presented in Business Model Generation (insert ref) http://www.businessmodelgeneration.com/canvas/

- Marketing yourself and your business. Interactive workshop delivered by local trainer, usually a member of alumni.
- How to make a sale. Presentation with hints and tips, delivered by external trainer.
- Networking lunch in a different venue.
- Pitching - the basics. And introduction to pitching and presentation skills withhints and tips. Delivered by external trainer, supported by in house staff.
- Pitch it bigger - preparation time and team available for support. Culminates the programme with each student giving a one minute elevator pitch on their business.
- Closing and signposting to other support including one to one coaching, access to proof of concept grants etc.

## Pedagogies

The business start-up boot camp identified above uses a number of different pedagogies for supporting the development of an entrepreneurial mindset. These will now be investigated.

### Use of Ice Breakers

At the beginning of day one the programme and team are introduced but it is also important to get the participants to get to know one another and also to buy into the programme. A good way to run the ice breaker is to get students to talk to someone they don't already know and find out some key facts about their new acquaintance. Currently the ice breaker session is focussed on being a fun activity and getting students to interact with one another and engage with the process and the support team.

### Use of external speakers

We are very committed to the importance of using external expert speakers to support the delivery of our boot camps. External speakers can be role models and are a walking, talking case study for students. *"The heat in the classroom goes up when someone who has "done it" arrives. Students take notes not because they are concerned the material will appeal on the final exam but because they are getting real world insights that complement their academic training"* (Thorp and Goldstein 2010 pp.44 )

Where possible we try and engage speakers with a relationship with Lancaster University, for example alumni or individuals whose companies have worked with the university on our Knowledge Exchange (KE) programmes. It is important that speakers have credibility with students and that they are briefed appropriately to pitch their presentation at the right level. We want external speakers to inspire students, to explain their entrepreneurial journey and that working for yourself or starting a business is a viable employment option. These role models can also help students to develop their confidence and self efficacy (Cave et al, 2006).

### Use of case studies

External speakers as described above are in essence case studies in their own right. However we also use case studies to investigate and evaluate different business models. As we know

sometimes a business innovation doesn't have to be a new product or service but can be a new model for commercialising it. We use the Business Model Canvas[8] to evaluate some well known companies that have innovated in recent years and been commercially successful. This is run as an interactive workshop as we encourage students to help break down the core business model of these companies using the business model canvas on a whiteboard with post-it notes.

### *Use of elevator pitches*

As identified above one of the core components of the business start-up boot camp is that students are expected to develop their own elevator pitch and to present that pitch back to the group. An elevator pitch forces the students to prepare an extremely focused explanation of their business idea which in itself helps them to simply their thinking and explain it concisely to others. They want their pitch to stand out and gain the interest of the audience. We also like to include this at the end of the programme as it gives the students something positive to take away and see how their business idea has been simplified and developed over the two days.

## Outcome - Evaluate previous boot camps and what other people do to deliver boot camps for potential start-ups.

Our own feelings and anecdotal and verbal feedback from attendees gave us lots of confidence after our first in the series of new boot camps which ran in March 2012. We were therefore determined to carry out more detailed evaluation and feedback following the second boot camp which took place in early July 2012. Initial comments from attendees were overwhelming positive, please see the following two pages.

> *"Time is a created thing. To say 'I don't have time' is to say 'I don't want to.'"*
>
> *Lao Tzu, Philosopher, Ancient China*

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[8] The Business Model Canvas is a methodology for presenting the business model for an organisation. It was presented in Business Model Generation (insert ref) http://www.businessmodelgeneration.com/canvas/

Please see below for the feedback from our last business start-up boot camp. *This is not a selection of complementary quotes, this is the feedback obtained from each and every single attendee.*

'**The most useful workshop I have been to in my one year as a postgraduate**. It is the most practical experience that a student can get whether or not they decide to start a business. It is knowledge that is invaluable and priceless' – Rabi Sule, Student.

"Great atmosphere. Really Helpful. All questions answered well and clearly. A lot of information that is useful for starting up a business that I did not know before I came." - Thomas Wilson

"Great atmosphere, lots of professionals who knew what they were talking about" - Thomas Wilson

"Excellent, very informative course" - Michael Watkins

"Very succinct. Fantastic event. **Helped me fully visualize my business concept which previously remained undefined**. - Niall Richardson

'**I'd recommend it to all students! A very enlightening experience!**' – Rabi Sule

"The speakers were informative and for the most part entertaining. I now feel **more confident about our business and how to implement it**." – Michael Watkins

"The event gave me a great opportunity to reflect on my business ideas….visualise my next step" – Alexander Skitt

"Brilliant course! Jon and the team were fantastic: helpful and very friendly. Excellent speakers and great information for a start up." – Ian Chapman

"I have had an excellent time, exercised my mentoring skills and this event made me feel **more confident about setting up my business.** Thank you guys! Great job!" - Ewa Witaszek

"Lively and involving event from start to finish. Every speaker was encapsulating and throughout knowledgeable. Fantastic all round!" – Richard Derbyshire

"A great insight into networking / sales / pitching etc. It was very well organised and I gained a lot of insight into business organisation and getting involved and motivated. I learned a lot of interesting points and things which need taking into consideration" – Natalie Walsh

Excellent two days. Provided useful frameworks and ideas about **how to plan and develop our business.** Gave us the chance to think and talk about this with a variety of people. It has greatly increased our confidence in our idea and our ability to make it happen.' - Mark Pegram

"This event is useful for building confidence and believing in an idea and networking with people who are supportive and informative" – Joanna Thelwell

**"It's an event for everyone to attend because it adds and entrepreneur skill to already acquired academic knowledge"** - Oluwabamise Afolabi

"The event was really inspirational. I am determined to succeed with my own business. The organisers were great because they definitely invested a lot of time to make this event happen" - Alexandra Mishenina

**"It built my confidence in my ideas**. It dispelled myths. I met other people who may prove helpful in the future and who had ethical approaches. I was never bored. Even that which was not specifically relevant to me as a potential business operator was relevant to me as a consumer in a 21st century market place. I'm glad I attended (I'd wondered if it would be worth my while – it was!)" - Catherine Robinson

"Immersive nature of the event was extremely valuable. I would also like to thank all of the organisers." – Anthony Humphreys

"I've always struggled with dealing with people. The boot camp gave me the tools to classify different personality types to suggest methods to communicate and interact with different people without seeming disingenuous". – Kate Hanley

"I have enjoyed the course – all of the speakers were both entertaining and informative. Meeting other like minded individuals has been very interesting**. I have been inspired to turn my ideas into reality and feel confident that I can succeed!**" – Rebecca Farquhar

"**This course helped me to understand more about myself and future customers**. It taught me about how to react with my target group and what kind of people I shold work with. Now I know how I should behave to satisfy my customer". - Saitong Charukawarakou

"Outstanding, interesting talks and workshops. Really get you thinking about ideas for your business! Very impressive real workers / employers with true experience and skills in starting up a business" – Alice Winterburn.

**"I would recommend this event to all students and staff as it has given me confidence to contemplate starting my own business"** – Glenys Jones

We have also developed a detailed online evaluation. Unfortunately this has not been completed by all participants in time for the analysis to be included in this report. The aim of this detailed online evaluation is to get specific feedback on each session and each session lead or trainer, and to ask specifically for any thoughts and ideas for sessions that could be included or as to how the two day boot camp could be improved. For example, after the first boot camp in March we requested feedback from participants and one reoccurring request was to supply breakfast for the early start on day two. As a result in future we will include a supplied sausage sandwich breakfast. We intend to use one of our graduate start-ups to provide the sausages for these events[9] (and to present a case study).

We are delighted with the business start-up boot camps we have developed this year using many of the pedagogies discussed and covered on the IEEP course. The Pecha Kucha sessions work fantastically well in introducing a great number of topics to participants, break out advice clinics then giving students the opportunity to network with speakers and ask specific questions relative to their ideas or business.

One of the main goals of the boot camp is to support the development of key enterprise skills. One of the best known definitions of enterprise skills, attributes and behaviours was presented by Professor Alan Gibb.

| SKILLS | ATTRIBUTES | BEHAVIOURS |
|---|---|---|
| Intuitive decision making with limited information | Sense of belief in self | Seeks and takes opportunities |
| Coping with uncertainty and complexity | Strong sense of independence | Takes initiative |
| Building know-how and trust relationships | Goal/achievement orientated | Builds and develops networks |
| Creative approach to problem solving | Builds own know-how and trust relationships | Assesses and takes risks |
| Negotiation capacity | Commitment to see things through | Holistic management of situations |
| Selling/persuasive capacity | Sense of ownership over problems/actions | Thinks strategically |
| *Based on Gibb, A (2005) Towards the Entrepreneurial University* | | |

**Figure 1 – Table of enterprise skills, attributes and behaviours**

The boot camps address many of these skills, attributes and behaviours, summarised as follows:

- Building know-how and trust relationships – Facilitating networking between participants but also with local business experts and potential mentors.
- Negotiating capacity – although not specifically covered in the boot camp we do touch on negotiations through marketing and sales workshops. In addition we deliberately take

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[9] Grand Old Duke of Pork https://www.facebook.com/thedukeofpork?filter=3

participants out for a networking meal which is always tapas based so students do not choose their meal and have to negotiate with others to get something they want to eat.

- Selling / persuasive capacity – as above we have a sessions specifically on selling, in particular personal selling and clinching the deal.
- Self efficacy – the boot camp aims to build the self confidence of participants and focusing them on owning the problem and acting to solve it (Cooper and Lucas, 2006).
- Goal achievement – we do include a session on planning, setting a vision, then goals and milestones based upon research.
- Building and developing networks – is a key aspect of the boot camp and is covered throughout. The importance of networking and building a support network cannot be stressed enough.

The business start-up boot camp cannot address all skills, attributes and behaviours in just two days. It focused on passing on the knowledge of how to start a business, the skills that would be useful when starting a business and looks to inspire and motivate participants to take the first steps on their entrepreneurial journey. Of course we also make participants aware of the addiitnal support they can access through Lancaster University, for example our one-to-one coaching and Proof of Concept start-up funding.

> *"If it's a good idea, go ahead and do it. It's much easier to apologise than it is to get permission."*
>
> *Rear Admiral Grace Hopper, American pioneering computer scientist and United States Navy officer*

## Analysis of start-up boot camps run elsewhere

Other business start-up boot camps that we have come across include:

### Doug Richard's School for Start-ups

- Two day intensive boot camp.
- Doug Richards takes participants through his ten question methodology.
- The event costs approximately £500 per person.
- There is not much information on the detail of the programme available in the public domain.

### Business Link East of England

- Two day boot camp.
- Interactive sessions on business planning, sales and marketing, finance, funding and tax issues.
- Session on networking and how to create elevator pitches.

- One-to-one sessions with specialists covering tax, export and funding.
- This boot camp ceased to run in 2012 with the closure of the regional Business Link offices.

*Business Start-up Boot Camps at other Higher Education Institutions*

Many other universities also run their own version of business start-up boot camps. Salford University and Manchester Metropolitan University have joined forces to run a new programme of events. They focus on developing the knowledge of the core aspects of a business and each attendee is allocated a business mentor. Chester University are holding their first business start-up boot camp in July 2012. After speaking to individuals at several universities it is clear that the intensive business start-up boot camp is a popular model for providing entrepreneurship and start-up support to students and graduates.

There seems to be a lot of synergy to how we run our business start-up boot camps and other institutions. We do try and host them in house as we have the trust of our students and graduates; we focus on the key areas of marketing, sales, funding, and try and demystify tax and legal issues. We put a strong emphasis on key enterprise skills like pitching and networking and through every session we try and support participants to develop their own self efficacy. In my opinion the key strength of our business start-up boot camp is that we work with local companies and alumni of the University to create a credible community feel. We make sessions as interactive and specific to the needs of our students as possible, this is not a one-size fits all solution. And by attending the boot camp we make students aware of the other support they can tap into at Lancaster University, for example our Proof of Concept grant fund and bespoke one to one start-up coaching.

## Next Steps – Lessons learned and ideas for future development

We are delighted with the business start-up boot camps we have developed and delivered successfully this year however we are not going to rest on our laurels and will be continuing to innovate and evolve the programme. For a pictorial review of the boot camps including the key resources, key activities, and channels for promoting the events please see Appendix 5.    We are planning on running the boot camps once per term throughout the academic year. Ideas for development include the following:

- Removing the business planning session. We like the business model canvas session and are not convinced a separate "what to write in a business plan" session adds too much more. It is knowledge that can be sought by participants later or could be supplied in a hand out.
- Including a session on the use of social media for research, networking and marketing.
- Include a session on public relations and press releases.
- Include a practical and fun team building activity early in day one to help gel the group more quickly.

- ➢ Theme the boot camps, for example one aimed at "going freelance" or social entrepreneurship.
- ➢ Trying new pedagogies for delivery of sessions, for example role-play in teaching networking or sales skills.
- ➢ Look to partner with other local companies, to date we have used the same external companies for each boot camp, we may want to vary this.

As you can see we have a number of ideas on how we could evolve and develop the business start-up boot camp, but I am convinced it will continue to be an integral part of our entrepreneurship education and start-up support infrastructure.

*"The most exciting phrase to hear in science, the one that heralds new discoveries, is not 'Eureka!' but 'That's funny!'"*

*Isaac Asimov, American author and professor of biochemistry at Boston University*

**"An entrepreneur tends to bite off a little more than he can chew hoping he'll quickly learn how to chew it"**

Roy Ash - Co-founder of Litton Industries[10]

## Pledge Introduction

The purpose of this pledge is to review the enterprise and entrepreneurship education and support infrastructure, programmes and initiatives that are currently being delivered and supported at Lancaster University. This will include a summary of how we: help our students develop knowledge on enterprise and the entrepreneurial journey; support our students and graduates to develop enterprise and employability skills; develop entrepreneurial behavior; inspire students to consider entrepreneurship as a viable employment option; and support our students and graduates to be entrepreneurial through action. This pledge will also include a summary of a series of interviews carried out with current staff across Lancaster University to investigate how they see enterprise and entrepreneurship is current supported and what key issues need to be addresses. The following sections of this document will then examine how other universities provide enterprise and entrepreneurship education and support entrepreneurial students, examine external factors on universities and then provide a list of recommendations for how we could better support this agenda at Lancaster University.

## Aim – What do we currently do to support student enterprise and entrepreneurship at Lancaster University?

Lancaster University has supported student enterprise and entrepreneurship for many years. The support was initially launched by the Lancaster University Student Union (LUSU) with support from Research and Enterprise Services (RES). The CREATE project as it was then called (now LUSU Involve Enterprise) provide enterprise and business idea awareness raising sessions to encourage students to consider starting their own business as an employment alternative. CREATE also provided some one-to-one support to students and tried to introduce students to relevant business mentors and provided a dragons den panel for students to pitch for funding. This was all managed and delivered by one charismatic individual (your classic intrapreneur) who didn't have any hands-on

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[10] http://en.wikipedia.org/wiki/Roy_Ash was the co-founder and president of Litton Industries. Litton Industries was a large defense contractor in the United States, bought by the Northrop Grumman Corporation in 2001.

experience of running his own business but did have lots of passion and energy to help individuals to develop ideas and supported them to make things happen. [11]

In 2009 Lancaster University through RES joined the Northwest Enterprise Champion (EC) project to create a new role to provide a central point of contact and coordination for student enterprise and entrepreneurship at the institution. As part of this role I have been working to understand exactly what activity is happening across campus to support student enterprise, entrepreneurship and business start-up.

**Purpose - To understand exactly how this has evolved. We need to know where we have come from before we plan where we are going.**

Our current student enterprise and entrepreneurship support infrastructure can best be described by analysing the left hand side of the figure 2. The bulk of our activity is to support students to develop knowledge, working to develop skills with directed activity and inspiring them to consider entrepreneurship or self employment as a viable employment option. We have very recently starting developing support programmes to also work on developing entrepreneurial behavior.
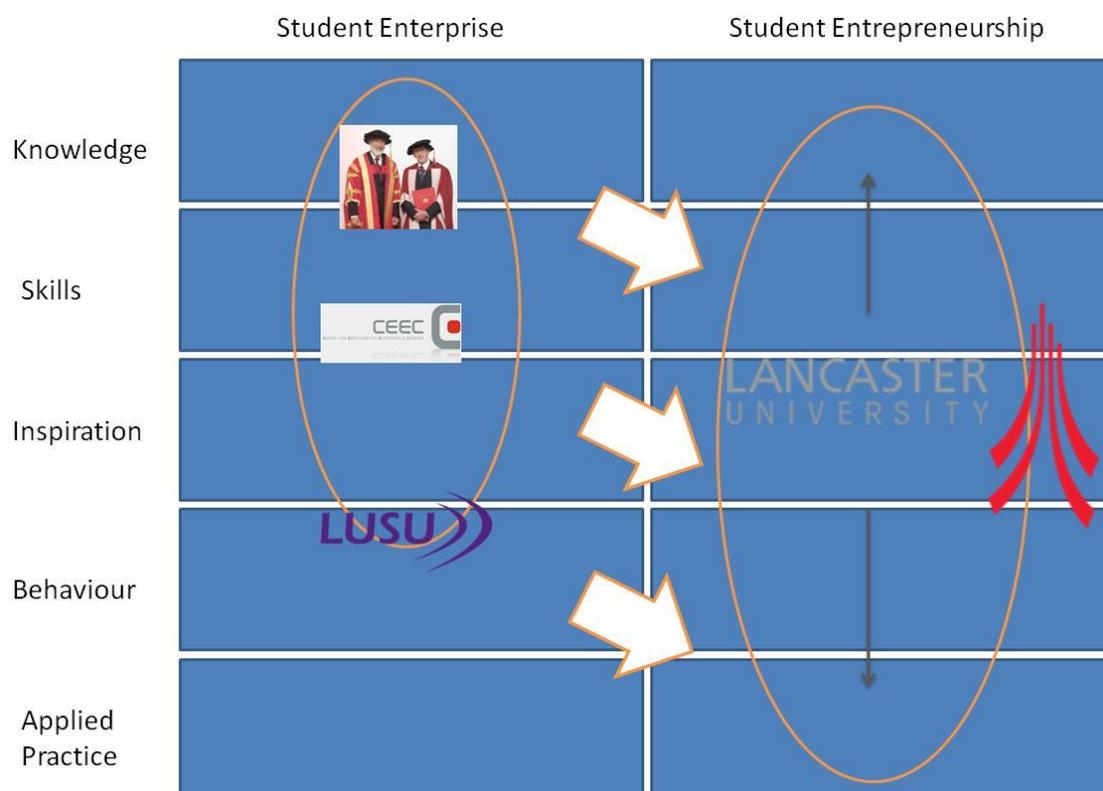


**Figure 2 – Model of Student 'Enterprise' versus 'Entrepreneurship'**

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[11] He has since gone on to write Brilliant Business Ideas: The Entrepreneur's Guide to Profitable Creativity http://www.amazon.com/dp/1907498761

This programme of support has emerged and grown over the last seven or so years. Significant strides have been made since 2009/10. From the National Centre for Enterprise Education survey carried out in 2012 we have identified there have been approximately 3000 interactions with students on enterprise and entrepreneurship related initiatives in the 2011/12 academic year. Of course some students will be double counted in these figures so we cannot say that 3000 of our 12000 students have received support, however the figure is still significant higher than that reported in 2010 (less than 1300, an increase of 230%).

## Approach  - How do we currently support students?

I shall now examine the current student enterprise and entrepreneurship support provided by Lancaster University in more detail. The following section examines what knowledge, skills, inspiration, behavior and applied entrepreneurship support we currently offer our students and graduates.

### Knowledge

By knowledge I am referring to the theory and history of entrepreneurship, the "teaching about not the teaching to do". There are a number of enterprise or entrepreneurship modules that are delivered with the Institute for Entrepreneurship and Enterprise Development (IEED) within the Lancaster University Management School (LUMS). These include:

- ENTR101 – Entrepreneurship Realities, concepts and myths.
- ENTR207 – Entrepreneurs and Entrepreneurship
- ENTR208 – Small Business and the SME Sector
- ENTR311 – Franchising
- ENTR313 – Innovation
- ENTR314 – Family Business
- In total approximately 140 students are enrolled per year.
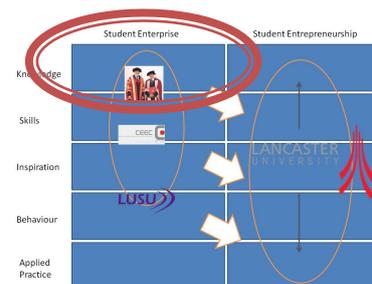


These modules do not teach how to start a business or focus on skills and entrepreneurial behaviour, they focus on the theory of entrepreneurship. Whilst these modules have academic validity in studying entrepreneurship as a discipline they do not aim to help students develop the know-how on how to start a business and do not encourage students to change their behaviour and act in a more entrepreneurial way.

In the past two years the Lancaster Environment Centre (part of the Faculty of Science and Technology) has created an Enterprise in the Environment (LEC201) module. This is still in its infancy but is much more focused on commercial awareness and enterprise skills and has a cohort of

approximately 40 students. For the first time in 2012/13 the Lancaster Institute for Contemporary Arts (LICA) part of the Faculty of Arts and Social Sciences will run its new Creative Enterprise Module. This will also be focusing on commercial awareness and key enterprise skill development in the context of the field of disciplines from which the students hail.

> *"Imagination is more important than knowledge. For knowledge is limited to all we now know and understand, while imagination embraces the entire world, and all there ever will be to know and understand."*
>
> *Albert Einstein*

## Skills

At Lancaster we currently offer a number of initiatives to support students to develop their enterprise skills. In our terminology we often refer to them as Enterprise and Employability Skills. These skills have been clearly defined for the Lancaster Award (LA). The award encourages students to complete activities outside of their academic discipline, and helps students to pull them together in one place, to reflect on these skills and experiences and then be recognised for their accomplishment. The skills that the Lancaster Award wants students to develop and reflect on through their skills bank include:
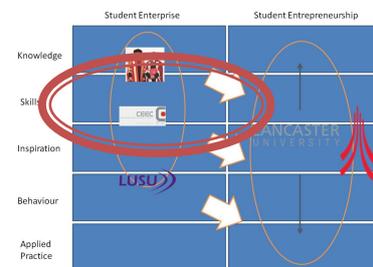


- Communication- ability to communicate orally, in writing, or via electronic means, in a manner appropriate to the audience.
- Interpersonal skills- ability to relate well to others, to persuade and influence and to establish good working relationships.
- Customer/Client focused- the confidence to deal with customers/clients in a professional and effective manner.
- Decision making- the ability to go through a range of mental process to select a course of action amongst possible outcomes.
- Enterprising- being creative and innovative and the ability to show initiative to turn ideas into action.
- Commercial awareness- understanding the priorities of and economic factors affecting business.
- Leadership- guiding, directing and influencing others in order to achieve an objective or taking responsibility for the achievement of a group task.
- Planning- establishing a course of action for oneself or others to accomplish a specific goal.
- Teamwork- working with other team members to identify, distribute and undertake tasks.
- Networking- speaking to others confidently and building rapport in order to elicit information and develop useful contacts.

- Problem solving and analytical skills- thinking things through in a logical way in order to determine key issues, often includes creative thinking.
- Computer literacy- gaining competence in using computer hardware and software in learning and working environments.
- Cultural sensitivity- the ability to understand that cultural differences and similarities exist without assigning values.
- Flexibility- ability to change and modify behaviour in response to changing circumstances.
- Numeracy- competence and understanding of numerical data, statistics and graphs.
- Self awareness- knowing your strengths and skills and having the confidence to put these across.

## Initiatives that support students to develop Enterprise and Employability skills include:

### Insight into Enterprise and Employability

The Insight programme was delivered over two days but is now delivered over one day. The aim of the programme is to help students develop some of the skills identified in the skills bank and to increase the employability of students as a result. The programme also aims to introduce entrepreneurship as an employment alternative for students and to signpost onto direct start-up support (although having spoken to CEEC staff recently I am not convinced that the second aim is being pushed and therefore not being met). The Insight courses are organised by a dedicated member of staff in CEEC and receive support from internal CEEC staff, internal university contacts, and external guest speakers - both paid experts and also graduate level employers who run skills sessions for the university.

### Enterprise: Battle of the Colleges

Lancaster University has a collegiate system with nine colleges. The main aim of the colleges is to give students a social identity and localised social networking opportunities whilst at Lancaster. CEEC and the Enterprise Team in RES have jointly oirganised an enterprise based competition over the past two years. The competition utilises XING and pitching, each team is given a business idea and they have several hours to develop a pitch. The winning team then goes onto represent Lancaster University in a national pitching competition.

> *"I can't understand why people are frightened of new ideas. I'm frightened of the old ones."*
>
> *John Cage, American composer, music theorist, writer, and artist*

## Inspiration

By inspiration I am examining what we do to help inspire our students to consider entrepreneurship as a career choice and as being achievable for themselves. Unless individuals

consider being self employed or starting their own business as being an option or achievable then they won't take the next step and start exhibiting entrepreneurial behaviour. Again it should be stressed that the bahaviour is not limited to starting a new business. Included in this section would be some of the activity that we deliver centrally and some of the activity that is embedded across the institution. Examples include:
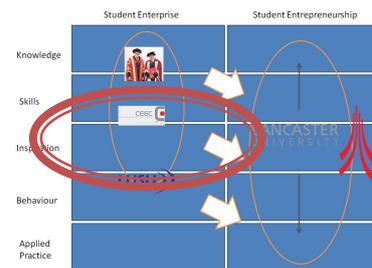


## *Global Entrepreneurship Week (GEW)*

GEW is an annual event to encourage and inspire people from all walks of life to get involved and think about how entrepreneurship is relevant to them. At Lancaster University we have organised a programme of events for GEW for the past three years. Last year we achieved High Impact Status for our events. Events include the Coffeemat Challenge; a social media engaged ideas competition. Last year we had over 500 entries and over 50,000 votes on our website. We also had inspiring guest speakers and an awards evening to celebrate student enterprise at Lancaster University.

## *Student societies*

Of course not all of the inspiring events are organised centrally by the Enterprise Team. Some are organised by the faculty knowledge exchange teams but most still are oganised by the student societies, particularly the Lancaster Entrepreneurs and SIFE societies.

The Faculty of Arts and Social Sciences (FASS) are also organising a series of events to inspire and provide networking opportunities for students and staff interested in enterprise and social entrepreneurship.

## Behaviour

In the last year we have been focusing on the development of enterprising behaviour support infinitives. Instead of just targeting the development of the skills of how to "do enterprise" we have been focusing more on supporting students to be innovative and try and be entrepreneurial in their how they act. We know that the first idea a would be entrepreneur has isn't likely to be their most commercially viable so instead of focusing on the few with business ideas we are



supporting the many to be more innovative and then importantly, supporting them to change their behaviour and be more entrepreneurial by taking action. These don't have to be business ideas but can be ideas for their club or student society, or could be potential social enterprises, events or fund raising initiatives. Though working with the activities team in LUSU we can support the 190 plus clubs and societies we have at Lancaster University and therefore support the societies and clubs to
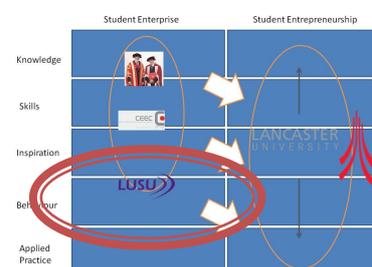
be entrepreneurial and do new things. This will allow us to engage with over 6000 active student members. This is a relatively new development with the creation of an Enterprise Intern in the activities team of LUSU.

*"Determine that the thing can and shall be done and then we shall find the way."*

*Abraham Lincoln*

## Applied Entrepreneurship

This area of support has been in a state of flux for the past six months. As mentioned previously the CREATE project in LUSU was the shop window and first point of contact for a student with a business idea to get hands on coaching and support. Due to a key member of staff leaving we are in the process of redeveloping this model to provide even more support to the development of entrepreneurial bahaviour, but to not lose sight that we do need to provide resource and expertise to provide start-up support too. The Enterprise Team in RES is working closely with the team in LUSU to provide resources to not only support more students to be entrepreneurial, but to provide an appropriate service to those students that do want to go on and start a business or social enterprise. A new role has been created in LUSU Involve, the Innovation and Development Manager. Working with this role will be a new Enterprise Intern to coordinate activities and events to raise awareness of enterprise and entrepreneurship but also the recruitment of a dedicated Student Business Advisor who will be the expert and one-to-one coach for pre-start and start-up businesses.
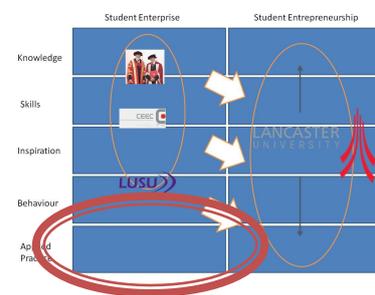
In summary other than a few dedicated entrepreneurship based modules (theory of), most of the activity and initiatives are organised either through the students union, careers service or Enterprise Team in Research and Enterprise Services. It is important to coordinate these initiatives so there isn't unnecessary duplication, but it is also important to offer different options and opportunities for students to engage and start their entrepreneurship journey. By having a coordinated but dispersed approach we can tailor activity and innovate and try new things.

In addition to analysing what current support initiatives are in place I also undertook a series of interviews with key members of staff across the institution. These interviews were undertaken to gain a greater understanding of what activity is going on "under the surface" and what planned initiatives there are in departments and at a faculty level. In addition I also wanted to ask academic colleagues what they think should be delivered by the 'centre' and what support they need to better embed enterprise and entrepreneurship within their academic departments.

## Outcomes - key findings from staff interviews

To help evaluate what we are doing now at Lancaster University on student enterprise and entrepreneurship and to help shape thoughts on what we could be doing I undertook a number of interviews with a variety of staff across campus from each of the four faculties. Some of these staff members are academics teaching entrepreneurship in the curriculum (IEED), others are developing enterprise related modules in their departments (FASS) and I also spoke to the HEIF leads who are coordinating the delivery of their faculty knowledge exchange strategies. There were some themes that were repeated by many and some distinct differences in opinion. Firstly I will examine the results and pull out what I believe are key themes.

*SUMMARY OF RESULTS*

- **Language is key**. To some people the word "entrepreneurship is like a reg rag to a bull". We could perhaps focus on less stereotyped language like innovation, creativity, translating knowledge into practice.
- Entrepreneurship is more appropriate than enterprise for what we do, we should focus on behaviours, supporting people to do. It should be about supporting them to apply their learning in practice.
- To many staff 'enterprise' means income generation for their department or the university and isn't relevant to students.
- Decision making and awareness and managing risk are important factors but we can only help student develop this **through practice.**
- We can't create an entrepreneurial university without **a strategy** for managing entrepreneurship.
- Role for the centre:
  - o supporting departments to do, not directing them on what they should do
  - o make connections and facilitate networking (students and staff) for cross faculty team building
  - o interpreting outside influences, celebrating success
  - o supporting practical entrepreneurship i.e start-up support
  - o coordinating competitions
- Role for the faculties and departments:
  - o understand the local picture, the appropriate links with industry and how entrepreneurship can be embedded appropriately. Embed more in current teaching.
  - o raise awareness and signpost students to what is available to them across campus.
  - o ensure academics don't do research which isn't linked to knowledge exchange and impact.
- Yes we should provide start-up support "applied entrepreneurship"
  - o Start-up support is different to supporting entrepreneurship.

- o Should be central but accessible to all.
- o Neutrality is a strength and LUSU is "by the students, for the students" and is a good place to host it.
- Yes we need a strategy for student entrepreneurship
  - o To agree language
  - o Increase visibility and credibility with staff
  - o Develop a framework to identify a route through the committees etc
  - o To make sure it is coordinated and to prevent duplication and wasted effort.
  - o Should only happen if the Vice Chancellor is more than vaguely apathetic.

It is of course worth noting that the people interviewed for this were not a random sample of staff but selected individuals that are currently helping manage, deliver, coordinate or embed entrepreneurship education at some level within the institution. I'm not sure if there would be benefit to interviewing a cross section of staff across the institution to see if they have an interest or are apathetic to entrepreneurship education. It was however the opinion of those interviewed that this agenda is important because the student body expects the university to support them to develop their employability skills, to support them to develop their entrepreneurial effectiveness and to support them to evaluate their business ideas.

As you can see the interviews produced a number of interesting results and findings. These will be now summarized as a series of recommendations:

- **Language** - the language we use for enterprise and entrepreneurship education and support is challenging. We need to use language that is appealing and relevant to staff (for policies) and language that is appealing to students (for recruitment). We either have to customise our language for different parts of the university, for example using words like "freelancer" in the Faculty of Arts and Social Sciences, or we need to try and remove the ambiguous language from our policies and focus on what we want to achieve. For example talk about skills, behaviours, attitudes and action not enterprise and entrepreneurship. If we do use words like enterprise and entrepreneurship then we need to define them in the context of Lancaster University.
- There is a clear consensus on the **roles for the centre versus the roles for the faculties and departments.** The centre should support, signpost, network, interpret and coordinate. The centre should also take on the responsibility for the practical support of business start-ups. The departments and faculties should lead on embedding enterprise education in current teaching, raise awareness and signpost students to the support available at the centre and importantly, should ensure that the academic community does not engage in research that does not link to knowledge exchange and impact.
- We should continue to support student and graduate **start-up businesses** and this should be coordinated and lead by the centre to ensure it is open to all and to try and encourage cross discipline networking and engagement. Here neutrality is a strength.

- **We do need a strategy** that has been championed and driven from the top if we want to make significant progress. This will help increase visibility and make sure all staff realise that supporting the development of enterprising and employable students is the responsibility of all. It will also help provide a framework and route through the committees and management paths of the university and ensure there is not duplication of effort.

*"Take the first step in faith. You don't have to see the whole staircase, just take the first step."*

*Martin Luther King*

## Next Steps  - How to embed and measure impact

One of the problems we have is, rather ironically, that of impact. Whilst impact has become a core component of the Research Excellence Framework (REF) to access the quality of the research of the institution and is core to our knowledge exchange strategy, we are not well evolved in terms of measuring the impact of our student entrepreneurship support programmes. We have lots of anecdotal evidence to suggest that the support initiatives we have developed are having a positive impact in terms of supporting students to develop job winning skills and are helping to increase the number of students considering entrepreneurship as being an alternative employment opportunity. However we do not have year on year statistics to demonstrate this impact nor to demonstrate the sizeable demand from the student body. We do not currently collect data on the entrepreneurial intent (Cave et al, 2006) of our students to see what impact our current curriculum and extracurricular support initiatives have on our students. For example do students arrive with the intent to start a business, study management or entrepreneurship and decide that the life world of the entrepreneur isn't for them? Does the Lancaster Award promote graduate training schemes as a success above all others? Do start-up boot camps put students off starting their own business for good? We just don't know. From the National Centre for Enterprise Education (NCEE) survey on entrepreneurship education we do know that we increased interventions with students on enterprise education from approximately 1300 in 2009/10 to 3000 in 2011/12, however this does not give us an indication of the impact of those interventions.

We therefore need to think carefully about exactly what we want to measure and how we are going to measure it. To develop a number of Key Performance Indicators might be one way forward (this will be discussed in pledge 6). However it is clear, we do need to try and progress from a model of supporting student 'enterprise'; predominately knowledge and skills, to one of supporting 'entrepreneurship'; supporting skills, behavior and applied entrepreneurial action.

## Pledge 4 – A Review of Student Enterprise at other Higher Education Establishments

**"If you do not change direction, you may end up where you are heading."**

Lao Tzu, Philosopher, Ancient China

## Pledge Introduction

The purpose of this pledge is to review enterprise and entrepreneurship education and support at other higher education institutions throughout the UK. The research for this has take place through a combination of web based analysis of policies documents in the public domain, speaking to peers from other institutions who have been happy to share policy and strategy documents, and a 'roadtrip' visit to several institutions that have been recognised as being entrepreneurial universities and particularly accomplished in supporting the development of entrepreneurial students and staff. This section will summarise findings from this research including key leanings as identified by the institutions themselves. The section will conclude with observations and recommendations based upon these findings. The following sections in this document will then investigate external factors that will impact universities and the enterprise and entrepreneurship agenda and then building on the analysis of what we do currently at Lancaster University, what other universities are currently doing I will then provide a list of recommendations and ideas to improve the support of this agenda at Lancaster University.

## Aim - A increased understanding of how other HEIs support student enterprise and entrepreneurship

Student enterprise and entrepreneurship support is not unique to Lancaster University and some institutions are certainly more ahead of the game that ourselves. The National Centre for Enterprise Education (NCEE - formally NCGE) in collaboration with Enterprise Educators UK and sponsored by the Times Higher have an award category for Entrepreneurial University of the year. In recent years this has been won by Nottingham University, Hertfordshire University and Coventry University. In order to gain a greater understanding of how these institutions coordinate and support student enterprise several colleagues and I have visited the above three (and other universities) to find out exactly what they are doing to support the agenda, how it is coordinated and who is driving it. Of course we do want to innovate and try new things and ways of working in how we support student enterprise but we also want to look to our peer institutions and see how they do things and see if there are ideas there that might work at Lancaster. If they have been successful in other

universities then there is evidence that they might work here at Lancaster. The more informed we are of ways we can support the enterprise agenda, the better our decision making will be.

## Purpose - We can get some useful and interesting ideas from other HEIs. Not all models can work everywhere but some might be worth exploring at Lancaster

We appreciate that not all ideas and models for supporting student enterprise could or would work at Lancaster as each university has a very distinctive culture. However if we have evidence that something has worked well elsewhere then it may have credibility to be introduced here at Lancaster. We strive to put the student experience at the center of all we do, we therefore need to examine how better to support student enterprise and employability for all our students, so we need to examine how other institutions are supporting the agenda to measure best practice and see how it can be adapted and integrated at Lancaster.

## Approach - A roadtrip, research, asking other universities how they do it and to share policy documents

### Roadtrip

As mentioned above in 2011 several colleagues and I organised a series of visits to those universities that had recently been recognised as being entrepreneurial and had won the Times Higher Entrepreneurial University of the Year award. This roadtrip included visits to the previous three winners, Nottingham University, Hertfordshire University and Coventry University. The drivers for the trip were to see how the universities had created centers for enterprise as we were thinking of launching the Faculty of Arts and Social Sciences (FASS) Enterprise Centre, but also to see how they had coordinated their enterprise agenda, linked it to employability, embedded it in the curriculum and supported student start-ups. We were specifically interested in how the institutions supported:

• People – skill development, linked to employability

• Place – physical resources they provide, the environment they create, supporting networking and developing an enterprising culture.

• Business – what support do they provide to start-ups, programmes, mentoring, funding etc.

From these visits we identified a number of key learnings:

| Hertfordshire University | Coventry University | Nottingham University |
|---|---|---|
| Have a central Careers centre as a hub but it is underutilised. The spokes at a faculty and department level are more important than the hub in the middle. | Need to be better at measuring impacts. | Focus on trying to make new relationships with medium sized businesses locally. Target aligned to our expertise and assets. |
| Remove staff from temporary contacts, focus on permanent contracts. | Engineering joint Entrepreneurship degree was dropped as no students signed up to it. | Main focus on business school students. |
| See themselves as a service provider to academics providing training, commercial links etc. Six core business development coordinators. | Buy in modules and 'sell' a joint entrepreneurship module as opposed to 'selling' modules to other departments. | Part student enterprise centre, part business engagement centre. |
| Incentivisation to academics is crucial. | | |
| Incubator needs a coffee area! | | |

**Figure 3 – Table of findings from Entrepreneurial University Roadtrip**

## Key learning from all institutions

• <u>Senior management leading the agenda is key</u>. You need more than just buy-in from management, you need direction. You need the credibility to not just open doors but the power to say were the doors should be located.

• Avoid a project mentality; focus on the goal and the strategy not the funding and the deliverables. Linked to temporary vs permanent contracts.

• Incubators needs to be 'right in the middle of the action', close to the academic departments to help bridge the gap between the academic world and the commercial world.

• The university should have a coordinated enterprise based website, a student portal that lists all activities in one place.

• Having a professional address is really important for students, this is worth more to them than traditional hot-desking.

## Individual institutional strategies

In addition to the roadtrip I have also spoken to many peers at other UK based universities to find out about their strategy and delivery of student enterprise education and support. Where I have been able to gather enough detail I shall summarise below:

### COVENTRY UNIVERSITY

The opening line of the Coventry University Corporate Strategy 2010-15 is "we aspire to be a dynamic, global and enterprising university". Listed number four in their core values is "we seek to foster excellence, innovation, creativity and enterprise amongst our students, staff and partner organisations". The document highlights Coventry's commitment that "all courses are designed to develop and assess the general graduate capabilities and skills that employers are seeking including enterprise and entrepreneurship, an international outlook and understanding of global issues, communication, teamworking and IT fluency. The Ad+vantage scheme has a major role to play for undergraduate students". Coventry created the Institute for Applied Entrepreneurship which has worked with other departments to develop new undergraduate and postgraduate degree schemes. Rather than trying to 'sell' their modules they have combined them with existing modules from other departments to create new degree schemes and increase the demand for modules from the existing departments.

In 2008 Coventry developed over 150 new modules in partnership between the Careers service and the academic departments. These modules were made compulsory to all undergraduate students (excluding health). By all accounts there was mixed feedback and some backlash from students who did not see the benefit of these employability competency based modules.

To summarise, Coventry have taken a compulsory and an elective approach. They have created compulsory employability modules and elective entrepreneurship modules.

### HERTFORDSHIRE UNIVERSITY

Setting the scene, the opening line "at the University of Hertfordshire, we are an innovative, enterprising institution, firmly focused on aligning our research and knowledge-based activities with the future demands of both business and society" (Research, Innovation and Enterprise strategy 2011-15). Enterprise is clearly aligned with research "our enterprising researchers and staff are key to making sure our expertise, know-how and facilities have the greatest possible impact on society as a whole" and research clearly drives teaching through the creation of up to date case studies and cutting edge activities. The strategy document also highlights the institutional commitment to strengthen links with the private sector and to support students and alumni to establish and grow their own businesses.

Hertfordshire take a very "modern" interpretation and definition of enterprise, that it is more than just commercialisation of research; it is a mindset of innovation and creativity and the institution is there to facilitate students and staff to be able to demonstrate entrepreneurial behaviour through teaching, research or making new things happen.

Hertfordshire do not 'marry' enterprise and employability like many institutions. They have a separate employability statement which talks about their innovative and enterprising approach to employability.

## BANGOR UNIVERSITY

Identifies six key priorities in its strategic plan for 2010-15:

• Access to excellent teaching & learning

• Delivery of a high quality student experience

• Strengthening the quality & quantity of research & enterprise

• Playing a leading role in Welsh language and culture, both locally and nationally

• Positioning ourselves as a global University, with a reputation for sustainability

• Partnership with institutions in Wales to deliver For our Future

As you can see enterprise is mentioned alongside research in an institution that considers itself a "leading research led University". However when you read into the strategy they are taking a very traditional view of enterprise, focusing on commercialisation of intellectual property and creation of spin outs, the old technology transfer model.

"A key element of the University's research and enterprise mission is to ensure that knowledge transfer from research and scholarship contributes to the economic, cultural and civic life of local, regional and national communities. This will be achieved through high quality research that is supported by effective knowledge transfer, licensing of intellectual property and creation of new companies and enterprises." (Bangor University, Strategic Plan 2010-15)

Student entrepreneurship with regard to developing entrepreneurial mindsets is mentioned briefly in the document under the Student Experience and it is clearly seen as being intrinsically linked to student employability.

## SHEFFIELD HALLAM UNIVERSITY

The Sheffield Hallam Employability Framework provides a nice definition for employability and where it sits alongside enterprise:

"Enabling students to acquire the knowledge, personal and professional skills and encouraging the attitudes that will support their future development and employment."

Overlapping with employability and providing extra dimensions are professionalism and enterprise.
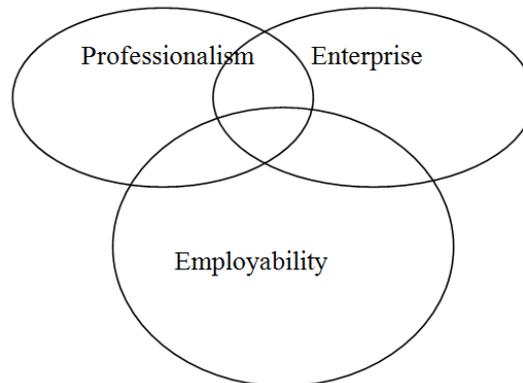


**Figure 4 – The Sheffield Hallam Employability Framework**

The Employability Framework goes onto identify enterprise as a core theme intrinsically linked to employability and identifies the need to develop the following:

- The Employability Framework builds on the already established policy for enterprise.
- Engagement with activities with a specific enterprise focus both within and outside the subject.
    - Stand-alone enterprise modules in the School of Science and Mathematics: level 4 'Concept Realisation'; level 5 'Product Development' and 'Innovation Case Study'; level 6 'Small Business Development'. Enterprise modules within courses eg Leisure and Food Management Division of School of Sport and Leisure Management.
- The development of an institutional enterprise award.
- The development of modules on topics such as enterprise / setting up own business

### VENTURE MATRIX AT SHEFFIELD HALLAM UNIVERSITY

"The Venture Matrix is a unique work-based learning scheme that aims to improve the enterprise skills and develop the employability of students by enhancing their entrepreneurial capabilities during their academic study. Within the Venture Matrix students are given the chance to tackle real-life challenges within a secure and safe environment whilst gaining new skills for their future employment. Students are able to set up their own simulated ventures or social enterprise and trade with each other, mirroring the real world, but in a risk-free environment."[12]

Members of the Venture Matrix can publish project opportunities to the membership, creating an online trading estate. Projects can be posted by local businesses, local schools, the council, members of staff of the university or other students or student groups. Opportunities are wide ranging but could include website development, market research, project planning, event management.

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[12] Taken from http://venturematrix.shu.ac.uk/ on 7th June 2012

Students working on Venture Matrix opportunities can benefit by:

- • Working on real life business projects to gain valuable work related experience.

- • Developing an entrepreneurial and enterprising attitude.

- • Enhancing their project management skills.

- • Networking with each other across disciplines and levels.

- • Improved self confidence.

(Taken from Venture Matrix overview document http://venturematrix.shu.ac.uk/Documents/VentureMatrix.pdf read on 7th June 2012)

Many Venture Matrix opportunities are delivered as part of the curriculum, assessment takes place at the discretion of the department but could include a final report, presentation on the project and personal reflection piece.

*ANALYSIS OF HEIF5 AND SENIOR MANAGEMENT WITH RESPONSIBILITY FOR ENTERPRISE AND ENTREPRENEURSHIP*

When the HEIF5 (Higher Education Innovation Fund) allocations were announced by HEFCE (Higher Education Funding Council for England) I asked a member of my staff to do some quick analysis on which universities have someone in senior management with responsibility for the enterprise agenda at their institution. This was then mapped to the HEIF5 allocation of funding to see if institutions with a senior manager with responsibility for enterprise had on average, a higher allocation of funding through HEIF5 (null hypothesis). The results were as follows:

t-Test: Two-Sample Assuming Unequal Variances

|  | Variable 1 | Variable 2 |
|---|---|---|
| Mean | 1,374,489.14 | 956,903.09 |
| Variance | 957952910858.01 | 1144105630239.07 |
| Observations | 70.00 | 54.00 |
| Hypothesized Mean Difference | 0.00 | |
| df | 109.00 | |
| t Stat | 2.24 | |
| P(T<=t) one-tail | 0.01 | |
| t Critical one-tail | 1.66 | |
| P(T<=t) two-tail | 0.03 | |
| t Critical two-tail | 1.98 | |

Statistically significant at the 5% confidence level

**Figure 5 – t-Test Senior Management Role versus HEIF5 Allocation**

Variable 1 is the group where we could identify a senior manager with responsibility for enterprise, variable 2 is the group where we were unable to identify someone senior with responsibility for this area. This is of course a very "quick and dirty" analysis, where a Pro Vice Chancellor or Dean with Enterprise in their job title was present they were an easy fit into variable 1, in a lot of cases we had to make an educated guess.

However the analysis demonstrated that where we could identify a senior management with responsibility for enterprise the average HEIF allocation was £1.4m (2sf) whereas the average in the group where we could not identify a senior manager with responsibility for enterprise was £0.95m (2sf). This was a statistically significant difference using a 5% confidence level.

This implies that where a university has someone senior leading on their enterprise, business engagement and commercialisation strategy, the institution have a stronger bid for HEIF funding and since the HEIF allocation is now strongly weighted based on current engagement levels it further implies that institutions with a senior leader looking after enterprise are more successful in this area. This may not sound like a breakthrough in logic but does help strengthen the argument that if a university is striving to be a successful entrepreneurial university with high levels of business engagement and knowledge transfer activity, then the institution would benefit from a senior leader (Pro Vice Chancellor level) having daily and strategic responsibility for that area.

### *QUICK REVIEW OF RUSSELL GROUP AND 1994 GROUP*

**Birmingham University** - Enterprise Strategy currently under review, created in 2003. Not available in the public domain.

**University of Bristol -** Research and Enterprise Strategy 2009-2016 - "University of Bristol is an international powerhouse of learning, discovery and enterprise". The University has created a Research and Enterprise Development team to coordinate and work closely with academics, students and the local entrepreneurial community. This department incorporates the functions of Research Commercialisation; Contracts; Research Support; Project Management; Enterprise Education; New Business Support & Incubation, and Strategic Relationships.

**Cambridge University** - Have a wholly owned university subsidiary Cambridge Enterprise that coordinates their commercialisation and knowledge exchange activities.

**Cardiff University** - Have a Graduate Employability and Enterprise Skills strategy. Within this strategy the university is committed to supporting students wanting to put these skills into practice and start new ventures.

**Edinburgh University & Glasgow University** - Collaborate and have created the Scottish Institute for Enterprise

**University College London** - Have a clear Enterprise Strategy "Our vision is to establish UCL as a global leader in enterprise and innovation for the societal and economic benefit of UCL and the UK".

They have a clear leader (Vice-Provost) and have clear goals and objectives, including the bold statement that they will create 500 new business start-ups over the 5 year of the plan.

**Liverpool University** - Have an employability strategy and the aim to create entrepreneurial graduates but no publically available strategy on enterprise or entrepreneurship.

**University of Manchester** - Nothing could be found to document a strategy for enterprise or employability.

**London School of Economics** - Nothing could be found to document a strategy for enterprise or employability.

**Newcastle University** - Has a strong remit for supporting the entrepreneurial development of students and staff as highlighted in their Corporate Strategy, unfortunately the operational plans are not available in the public domain.

**Oxford University** - Not much mention of student enterprise or entrepreneurship although they do have an employability strategy and do mention increasing links with external entrepreneurs and industry.

**Queens University Belfast** - Nothing could be found to document a strategy for enterprise although there is a very brief and high level employability statement.

**University of Sheffield** - Has a strategic plan with clear Key Performance Indicators (KPIs) but these do not relate to enterprise or student entrepreneurship.

**University of Southampton** - Have a clear Enterprise Strategy which defines their view of an entrepreneurial university " An Enterprising University is an outward facing, agile and flexible institution that has a bold and visionary outlook.  It is a University that is willing to engage in difficult undertakings and take calculated risks at the level of the University, the School and the Individual." This strategy doesn't necessary focus on student enterprise and entrepreneurship, more the traditional commercialisation 'enterprise' activity.

**Warwick University** - In the universities planning statement of 2010 it states "Warwick has an entrepreneurial and innovative spirit". In the detail of the missions related to student experience it states "We will increase efforts to prepare students for their lives beyond Warwick with employability skills and entrepreneurship being made a core feature of the student experience."

**University of Bath** - Has a developed Enterprise Education Strategy with a clear aim "Enterprise Education aims to help students, alumni and staff to become more enterprising, to become intrapreneurs and entrepreneurs and more widely to promote innovation and creativity in entrepreneurial contexts." The University has a simple interface for Enterprise support http://www.bath.ac.uk/enterprise/. The university seems to have a well joined up approach with support being provided by many sources (Careers, Student Union, Staff Development team). They have a fantastic sounding "trading competition" which is run for Global Entrepreneurship Week, a collaboration between the students union, the university and the local council who provide the

premises. The winning team is the one that makes the most profit, the winning team gets to keep the profit!

**University of East Anglia** - Nothing could be found documenting a strategy for enterprise or employability although the University clearly does offer some entrepreneurship support.

**University of Essex -** The University Strategic Plan 2009-2014 does refer to enterprise and supporting student entrepreneurship but doesn't provide much in the way of details.

**University of Leicester** - Has a clear enterprise strategy "Our over-riding vision is to be recognised – locally and nationally – as one of the leading UK universities for enterprise development and supportive enterprise culture.   Enhancing our reputation and progressing key performance metrics will be central to realising this vision." Key objectives in the strategy include "continue to grow enterprise awareness and competencies in our student community to enhance their entrepreneurship and employability skills." Leicester defines enterprise very broadly but has a clear set of objectives and priorities to raise the profile of entrepreneurship both within and outside the organisation. The university has an Enterprise Policy committee to ensure the strategy is delivered.

**Loughborough University** - Enterprise is mentioned in the university strategic plan but in its broadest sense. References are made to supporting enterprise and employability skills and entrepreneurial behaviours. The University does have a dedicated 'student and graduate enterprise' website at http://www.lboro.ac.uk/studententerprise/. This dedicated portal list enterprise and employability related events, enterprise competitions and information regarding incubation services and using the centre as a virtual office address.

**University of Reading** - The University has a strategy for enterprise which talks about enriching the student experience through "expose students to a culture of enterprise, entrepreneurship, and innovation through the curriculum, to prepare them to contribute fully to society." The strategic document does not going into operational detail. There is a new Student Enterprise module based upon Young Enterprise. Through the module the students start and run an enterprise.

**School of Oriental and African Studies** - The University has a Research and Enterprise Strategy but this focuses on enterprise from the context of commercialisation and knowledge exchange activity, it does not mention entrepreneurship or developing the student experience.

**University of St Andrews** - As per the Scottish Russell Group institutions St Andrews is part of the Scottish Institute for Enterprise. The University does not have an Enterprise strategy but does have a Student Experience strategy and an Employability Strategy. Neither of these documents mentions student enterprise or entrepreneurship.

**University of Surrey** - The University has an Enterprise / Knowledge Transfer Strategy produced 2007-12. The strategy does mention student enterprise, "we will enable students and staff to be entrepreneurial and innovative so as to maximize their potential in a variety of contexts".

**University of Sussex** - Nothing could be found to document a strategy for enterprise or employability.

*"Don't be afraid to take a big step. You can't cross a chasm in two small jumps."*

*David Lloyd George, British Liberal politician and former British Prime Minister*

## Outcome - Clear messages from an analysis of policy and activity at other institutions

It is clear that Higher Education Institutions (HEIs) across the UK take very different approaches to their student enterprise and entrepreneurship support. Some take a very proactive and nurturing approach, others a very hands off approach. Some 'marry' enterprise and entrepreneurship with employability and focus on skill development, other differentiate and provide separate strategies and operation initiatives.

As highlighted above there is anecdotal evidence that those universities where a senior manager has responsibility for enterprise have been more successful in securing greater funding from HEFCE through HEIF. And those institutions that have been recognised as being the most entrepreneurial also have enterprise and entrepreneurship clearly written in strategies and policies with appropriate resourcing and direction from senior management.

If an institution is striving to be entrepreneurial, to prioritise the development of not just employable graduates, but graduates with entrepreneurial mindsets, the graduate employers of tomorrow; then it must provide strategic direction, a written strategy and policy, clear guidance and impact measures for student enterprise and entrepreneurship.

## Next steps – Putting pen to paper, but there is no right way of doing things

Continuing a review of what other institutions have published in terms of their enterprise strategies and known activities to support student enterprise and entrepreneurship has been very useful. It is clear there is a significant difference in the engagement levels and the prioritisation of student enterprise across the HEI sector. The vast majority of institutions in the Russell Group and the 1994 Group have clear enterprise policies although there is also a significant difference in the interpretation of enterprise and entrepreneurship in these strategies. I think it is abundantly clear that an institution striving to improve the student experience, bolster graduate employability and to produce well rounded creative, innovative change makers that will have a positive impact on society should have a clearly defined and coordinated student enterprise strategy.

## Pledge 5 – State of the Game, a Review of External Factors, Drivers and Policies

**"If you want to kill any idea in the world, get a committee working on it."**

Charles Kettering, was an American inventor, engineer, businessman, and the holder of 186 patents.

## Pledge Introduction

The purpose of this pledge is to review external factors, recommendations and policies that may impact upon universities, specifically impacting upon our support of enterprise and entrepreneurship education. When developing a strategy, policy or methodology for supporting students with enterprise or entrepreneurship education we must consider the wider picture and the wider factors including potential government policies, external funding bodies, external support oganisations and economic and societal trends. This section will summarise these external drivers and then investigate them in detail to review the potential impact on Lancaster University. The following section will then build on the analysis of how we current support this agenda at Lancaster University, what other institutions are currently doing and the external factors on universities and provide a list of recommendations and ideas moving forwards.

## Aim - An increased understanding of external factors and publications that may have an impact on enterprise at HEIs

There have been a lot of documents released recently providing guidance and advice to universities on their knowledge exchange, business interaction and enterprise related activities. These include: the Wilson Review - a Review of Business-University Collaboration (February 2012); Enterprise and Entrepreneurship Education, Guidance for UK higher education providers (draft) (February 2012); Students at the Heart of the System, Higher Education, Department for Business, Innovation and Skills (June 2011); and of course there was the Lambert Review - A Review of Business-University Collaboration (December 2003).

Interested stakeholders in university enterprise activity include:

- **Department for Business, Innovation and Skills (BIS)** - BIS funds HEFCE. BIS has recently announced the Start-Up loans for young entrepreneurs 18-24. No details available on how individuals apply.

- **Higher Education Funding Council for England (HEFCE),** funded by BIS is responsible for distributing public funds for higher education to universities and colleges in England HEFCE also ensures that this money is used to deliver the greatest benefit to students and impact on wider public and society. HEFCE distribute the Higher Education Innovation Fund (HEIF) which allocates ring fenced funding for universities for knowledge exchange activity, "the funding provides incentives for HEIs to work with businesses, public and third sector organisations, community bodies and the wider public. Activity that can help the country's economic growth is currently a high priority" (HEIF 2011-12 to 2014-15). The HEIF strategy specifically addresses that HEIF should be used to fund student enterprise and entrepreneurship education and support "HEIF is expected to support HEIs in the broad range of KE activities that result in economic and social impact to the UK. This includes support for enterprise education, as well as staff and social enterprise and entrepreneurship".

- **National Centre for Enterprise Education (NCEE** - formally National Council for Graduate Entrepreneurship NCGE) - Since 2004 the NCEE has run a number of initiatives to cultivate and support enterprise education and entrepreneurship support in higher education. The organisation operate under four key themes: Leadership and Management, running a Entrepreneurial University Leadership Programme to support the HE senior managers of tomorrow and running the Entrepreneurial University of the Year award; Academic Environment, running a number of programmes to support the development of enterprise education in practice including the International Enterprise Educators Programme (IEEP); Students, running a number of start-up support programmes including start-up boot camps and running an online Flying Start mentoring programme; Graduates, running a number of Make It Happen boot camps aimed at unemployed graduates. The NCEE are also lead partner on the Northwest HE Enterprise Champion project of which Lancaster is a partner.

- **Enterprise Educators UK (EEUK)** - Has been supporting the development of enterprise education for over ten years. The national network includes over 500 enterprise educators and 77 UK higher education institutions. EEUK runs a number of networking and dissemination events plus the annual International Enterprise Educators Conference in collaboration with the NCEE.

- **National Association College and University Entrepreneurs (NACUE** - formally National Consortium of University Entrepreneurs) - NACUE launched in 2008 to support the development of entrepreneurship societies in universities across the UK. The organisation has grown and now supports student led societies from universities and colleges throughout Europe although predominately in England. NACUE provides training for societies, networking opportunites, funding and one-to-one support. The organisation has recently received funding from HEFCE to increase its impact.

- **Institute for Small Business and Entrepreneurship (ISBE)** - A network for people and organisations involved in small business and entrepreneurship research, education, support and advice. ISBE runs an annual conference and ongoing programme of events and provide opportunites for papers and publications.

- **Enterprise Alliance UK** - The Enterprise Alliance is a partnership between NACUE, EEUK and ISBE providing an independent lobbying voice for enterprise education in the UK.

- **Northwest HE Enterprise Champion (EC)** project - The EC project is a partner initiative led by the NCEE but delivered by university including: University of Bolton; University of Chester; Lancaster University; Liverpool University; Liverpool John Moores University; Manchester Metropolitan University; University of Salford; University of Central Lancashire. The project supports the creation of an Enterprise Champion at each institution who will act as a catalyst for change at the university. The aims of the project include: increase the opportunities for entrepreneurship across the campus; build institutional capacity for delivering entrepreneurial outcomes – for students, graduates and staff; raise student/graduate motivation for entrepreneurial career/life; convert student intent and aspiration into entrepreneurial action; deliver impact – new businesses, new jobs and enhanced entrepreneurial skills.
- **Lancashire County Development Limited (LCDL)** - LDCL is the commercial arm of Lancashire County Council. The University has worked with LCDL on a number of projects and initiatives, of particular relevance are the Proof of Concept Fund (POC) which LCDL has funded; start-up grants for students and graduates of Lancaster, £70k over three years. This funding was secured by the Enterprise Team in RES.

> *"Never tell people how to do things. Tell them what to do and they will surprise you with their ingenuity."*
>
> *General George Patton*

As you can see there are a great number of stakeholders working in the area of enterprise and entrepreneurship education and support and a number of recent publications providing advice and guidance to institutions (the winds of change). The challenge is to review them and understand which are relevant and provide useful guidance and insights which could be used at Lancaster University to guide our development of a more joined up strategic approach to enterprise education and student entrepreneurship support.

## Purpose - We cannot just look internally, we need to adapt to the changing nature of the sector, move towards customer focus and supporting employable and employing graduates

Why do we need to review these publications and look at the impact at Lancaster and how we can adapt and change our approach to enterprise education and student entrepreneurship support?

There are many drivers that are external to the institution which are having and will continue to have a huge impact on how we support the provision of higher education in the UK and at Lancaster. The change in university fees, the difficult economic situation and challenging graduate

job market has lead to a significant shift in student expectations. Students attending Lancaster University starting in 2012/13 will be charged £9,000 per year in fees. From September 2012 all universities will be forced to publish Key Information Sets (KIS) data for all undergraduate courses starting in 2013/14. It is expected that more potential students will see attending university as a crucial investment decision, investing in their own future, future employability, earning power and professional development. With much more transparent statistics on the employability of graduates and the satisfaction of previous students would be students and parents will be in a position to make a more informed decision. That combined with other external factors including the evolution of HEIF, growth in international students, a challenging economic climate, a changing secondary education system and significant changes in government funding, austerity measures and policy paint a picture of a challenge future for the higher education sector. I will now examine these external factors in more detail in light of their potential impact on Lancaster University.

## External Drivers on Student Enterprise / Entrepreneurship
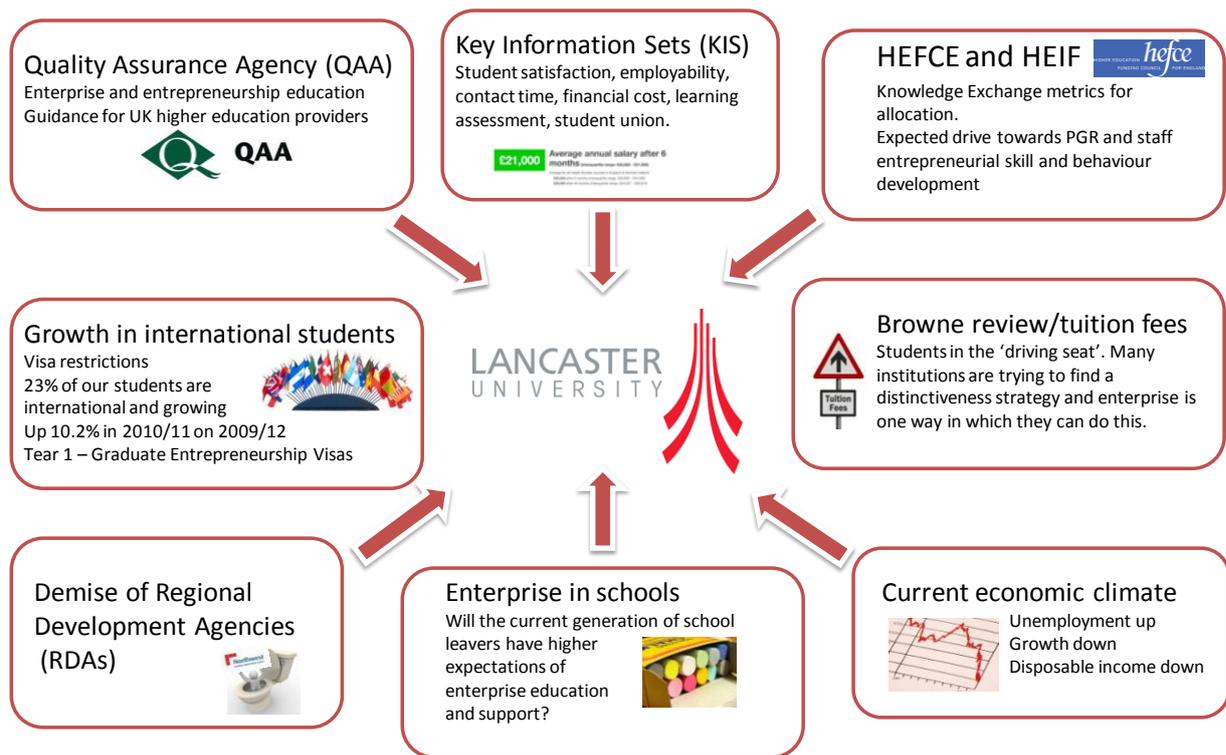


**Figure 6 – External Drivers on Student Enterprise / Entrepreneurship**

### Quality Assurance Agency (QAA) for Higher Education

The QAA is an independent body and registered charity that offers advice, guidance and support to HEIs to help them provide the best possible student experience in higher education. The organisation publishes a range of guidance documents to help academic staff to develop modules

and shape the student experience at their institutions. December 2011 saw the launch of the new UK Quality Code for Higher Education[13] which replaces the former core guidance (Academic Infrastructure to be phased out in 2012) and sets out the minimum standards of expectation for UK HEIs.

QAA have recently turned their attention to enterprise and entrepreneurship education. The 'Enterprise and entrepreneurship education, Guidance for UK higher education providers, draft February 2012' document has been produced to provide practical guidance to enterprise education practitioners to "inform, enhance and promote the development of enterprise and entrepreneurship education among higher education providers in the UK." (QAA, 2012). The document provides guidance on the development and assessment of "enterprise and entrepreneurial behaviours, attributes and skills which, taken together, contribute towards the development of an entrepreneurial mindset and entrepreneurial effectiveness" (QAA, 2012, p2).

### WHAT ARE THE POTENTIAL IMPLICATIONS FOR LANCASTER UNIVERSITY?

QAA have highlighted that enterprise and entrepreneurship education and support is an areas of growing significance for all HEIs. By providing guidance on how institutions should provide support to help students develop an entrepreneurial mindset and entrepreneurial effectiveness it is adding credibility to the work of enterprise educators and will help open the door to engaging with the academic community in embedding enterprise and entrepreneurship education in modules across all faculties and disciplines.

### Browne Review - Tuition Fees

The 'Browne Review' made some quite significant recommendations for a changing model for student fees and higher education funding. The main recommendation was that the pre-existing cap on tuition fees should be lifted, leaving institutions free to set their own fee levels to students. The government will pay the upfront cost of education, with graduates repaying the cost through a new Student Finance Plan (SFP). Thus students themselves will be making a greater contribution to the costs of their education although contributions will vary with universities expected to develop means tested grants for students from under privileged backgrounds and also to provide wider access. Popular universities will also be able to increase their intake and expand their student numbers. New lecturers will be expected to have undertaken some level of teacher training. There were of course many other recommendations including changes to the way that students will pay back their fees through the STP, the interest rate, minimum bursary levels and of course a recommendation to increase the transparency of information on courses including graduate employability and student satisfaction levels, later launched as Key Information Statistics (covered later in this document). Many of the recommendations were implemented by the government although a cap on student's fees of £9000 was introduced (less than suggested in the Browne Review).

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[13] http://www.qaa.ac.uk/AssuringStandardsAndQuality/quality-code/Pages/default.aspx

The general feedback from universities at the higher end of the league tables was positive with the Russell Group stating "bluntly, our leading institutions will not be able to compete with generously-funded universities in other countries if they are not able to secure extra funding" (http://www.russellgroup.ac.uk/russell-group-latest-news/121-2010/4544-russell-group-response-to-the-browne-review-of-university-funding/ accessed 09.06.12).

*WHAT ARE THE POTENTIAL IMPLICATIONS FOR LANCASTER UNIVERSITY?*

Like all HEIs the Browne Review has had a significant impact on LU on the way we will be funded for our teaching. Our previous Pro Vice Chancellor Professor Paul Wellings (and former chair of the 1994 Group) was very much in favour of a review in education funding and was quoted as describing the Browne Review as "the first progressive step in a long process to address the important issue of university funding"[14]. Professor Wellings must have felt very reassured that Lancaster University was well placed to benefit from the changes proposed and subsequently adopted following the Browne Review. Lancaster is a solid top 10 university in the UK (currently ranked 9th in The Times, 7th in the Guardian and 9th in the Complete University Guide) and ranked 131 in the Times Higher International Tables[15] Students attending Lancaster know they are going to get an excellent degree education from a leading UK university. Lancaster has chosen to set its fees at the maximum level of £9000 per year in line with the other top ranked institutions and many others outside the top ten ranking. In fact 48 (37%) of all universities in the UK have set all their fees at the maximum level of £9000 per year for 2012/13. Nearly two thirds (83 institutions, 64% of total) will be setting at least some of their degree courses at the maximum level. A degree from Lancaster looks like good value compared to a degree from many other institutions when you take into account the relative ranking of the institutions for teaching, research, student satisfaction and employability. As noted previously with the introduction of Key Information Statistics (KIS) this information will be not only easily accessible but obvious to all potential students when considering which university to attend and spend their £9000 per year.

However we must not stand on our laurels and tread water. With this increased cost (to the students) will come an (assumed) increase in expectation not just in the quality of teaching but the relevance and support in developing knowledge skills and behaviour to better prepare them to be a significant positive contributor to society. Already we are seeing more questions from prospective students and parents about what we at Lancaster University will do to help them be job ready and have the skills that employers are seeking. The traditional careers service approach is not enough, we need to innovate and provide a comprehensive selection of opportunities and initiatives for our students to get practical experience and to develop the skills and behaviours that employers are looking for. Supporting students to develop and entrepreneurial mindset will be crucial.

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[14]    http://scan.lusu.co.uk/news/2010/10/19/lord-brownes-higher-education-review-puts-students-against-proposals/ accessed 09.06.12 - a quote from the 1994 Group's response to the Browne Review.
[15] http://www.lancs.ac.uk/about-us/rankings-and-reputation/ accessed 09.06.12

## Key Information Sets (KIS)

From September 2012 all universities will have to publish a number of key statistics for nearly all undergraduate course (there are a few exceptions) starting in the academic year 2013/14. The KIS will include the following information: Student satisfaction with the course, university experience, university infrastructure; Graduate employability statistics including the average salary of employed graduates after 6 months and detail on graduate destinations, further study, employment or unemployment; Financial costs associated with the course including course fees, university accommodation costs, private sector accommodation costs; Learning assessment, percentage of time spent in contact with lecturers, guided independent study and on placement, proportion of assessment as exam versus coursework; Student union, percentage of students that have a positive view on the institutions student union. This information will be made available to potential students via the HEFCE funded and UCAS managed http://unistats.direct.gov.uk website.

The KIS data will also be published on the University websites to support transparency. It is anticipated that this will help potential students make a more informed decision regarding which institution to apply to based upon their own decision criteria including the potential employability of graduates from the institution, the cost to study there, proportion of contact time with educators etc.

### WHAT ARE THE POTENTIAL IMPLICATIONS FOR LANCASTER UNIVERSITY?

Lancaster is relatively well placed to deal with the KIS. We have a high ranking in all the university guide league tables and we have consistency good results based on student satisfaction, library and IT infrastructure, reasonable costs of living, a proactive and supportive student union. However the impact for individual departments is yet to be seen. Some will fare better than others on measures such as contact time and in particular destination information such as employability and average salaries. It could therefore be argued that the KIS will benefit the student enterprise and entrepreneurship agenda at Lancaster as a driver to help engagement both from the student body but importantly from academic departments keen to bolster their satisfaction statistics and destination data. In the DLHE manual it clearly states that if a graduate declares them self self-employed or freelancing that is a positive destination (DLHE Manual p.74) for anyone who has graduated from university. Where students and graduates are struggling to find a full time job that would be classed as a positive destination and 'graduate job' then self-employment, freelancing or setting up their own business should be considered a successful outcome. The KIS should support the argument for providing proactive and appropriate levels of support to increase the exposure of entrepreneurship as a viable employment option. As opposed to us going to departments and asking to work with them the tide may well turn where they are coming to us and asking for help.

## Wilson Review

The Wilson Review examined the modern relationship between businesses and universities and provided a number of suggestions for improvements in the supply chain and infrastructure to improve and grow collaborative engagements. The Wilson Review demonstrates the complex nature

of these relationships as lists the highly diverse domains of activity as "the education of highly skilled graduates, applied research in advanced technologies, bespoke collaborative degree programmes, 'science' park developments, enterprise education, support for entrepreneurs, industry-sector foundation degrees, higher-level apprenticeships, collaborative research, in-company up skilling of employees" (Wilson Review, preface). Enterprise educations and supporting student and graduate entrepreneurs is listed as one of these key activities where universities and business need to collaborate and focus efforts to increase collaborations and develop initiatives for the benefit of students/graduates, industry and universities.

Promoting entrepreneurship is identified as a significantly growth area for universities. "8.5 percent of the 2009/2010 graduate cohort was unemployed six months after graduating. However, graduate self-employment rose, with 4.3 percent of graduates running their own businesses from this same cohort. 61 " (Wilson, 2012, p35).

Entrepreneurship is becoming more recognised as graduate destination and career choice for our students however there is significant potential for further growth. The Wilson Review identified that support for entrepreneurship development is diverse, there are a number of high profile national schemes such as SIFE (Students in Free Enterprise), Shell Livewire and NACUE (National Association for College and University Entrepreneurs). But there are a number of regional or local entrepreneurship support initiatives that are tailored to the demand and needs of local students. This is recognised as being crucial to develop tailored local approaches whilst working with and signposting to relevant national schemes.

There are 30 recommendations made in the Wilson Review and 24 reflective recommendations, a summary of those that are relevant to student enterprise and entrepreneurship within universities are listed below:

*RECOMMENDATION 2, PARAGRAPH 4.3.6*

National Association of College and University Entrepreneurs (NACUE) has the potential to be a major contributor to the development of entrepreneurialism amongst our student body. It deserves support from business sponsors, universities and government in promoting entrepreneurship. Such support should be conditional on NACUE retaining its close connectivity student entrepreneurial societies, and its active engagement in the Enterprise Alliance.

*RECOMMENDATION 16, PARAGRAPH 5.6*

All full-time postdoctoral research staff should have the opportunity to benefit from eight to twelve weeks' of work experience outside academia every three years during their contract. They should receive career guidance from the university's professional staff each year of their employment as an integral part of their appraisal, and be encouraged to attend a short intensive enterprise skills programme alongside postdoctoral staff from other departments of the university. For the avoidance of doubt, these measures should be integrated within the contracts of postdoctoral research staff and, where possible, embedded within external funding arrangements.

*RECOMMENDATION 21, PARAGRAPH 5.9.3*

All full-time PhD students should have an opportunity to experience an eight to twelve week internship during their period of study and should be encouraged to attend a short intensive enterprise skills programme alongside research students from other departments of the university. Universities should increase support for postgraduate students seeking to set up their own businesses.

*REFLECTIVE RECOMMENDATION 6, PARAGRAPH 4.3.3*

Universities should reflect on the strategies they use to ensure that students have the opportunity to develop enterprise skills both through the formal curriculum and through optional study or practice, and reflect on the integration of enterprise education in the professional development programmes for academic staff.

*REFLECTIVE RECOMMENDATION 10, PARAGRAPH 4.6.1*

Universities that work with employers through industry advisory groups should consider including the existence of such a group, its membership and its influence, within the university's enterprise strategy and within the material that it provides to applicants and students.

**There are a number of recommendations that are relevant to the development of employability skills.**

*RECOMMENDATION 13, PARAGRAPH 4.8*

The Association of Graduate Recruiters (AGR), CBI and Universities UK (UUK) should undertake research into the skills requirements of UK business of 'taught postgraduate' students to inform universities of business needs in this regard.

*REFLECTIVE RECOMMENDATION 4, PARAGRAPH 4.3.1*

Universities should decide whether to introduce formal skills diagnostics for their students and, if they do so, whether they are discretionary or mandatory. Such practice should feature in promotional literature available to prospective students, covered at open day/applicant day/interviews and initiated early in the first year of the undergraduate programme of studies.

*REFLECTIVE RECOMMENDATION 5, PARAGRAPH 4.3.2*

Universities should reflect on the opportunities that are provided for students to develop employability skills through the formal learning methodologies used within the university and ensure that students are able to articulate the skills that they have developed through their learning experiences. It is for universities to ensure that their staff have the appropriate skills to support students in this process.

**There are a number of recommendations that are relevant to students engaging in relevant work experience:**

*RECOMMENDATION 3, PARAGRAPH 4.5.1*

Sandwich degrees should be encouraged through a new compact between students, universities, government and employers, reflecting the benefits to all parties from the enhanced employment outcomes arising from them. The present regulations permit a fee of up to £4,500 for sandwich years. Universities are encouraged to adopt a lower fee; an initial guideline fee of £1,000 is suggested. The Higher Education Funding Council for England (HEFCE) should establish a mechanism whereby universities are incentivised to expand sandwich programmes through changes to the student number controls that it operates. The Student Loan Company should suspend interest charges on any existing loan during the period of the placement. Government should support companies that host students on full sandwich placement years through a tax credit or grant mechanism.

*RECOMMENDATION 4, PARAGRAPH 4.5.2*

Ideally, every full-time undergraduate student should have the opportunity to experience structured, university-approved undergraduate internship during their period of study. Where such internships are paid, government should examine the feasibility of supporting companies that host students through a tax credit or grant mechanism. Where internships are unpaid, universities should use their 'OFFA funds' to support eligible students rather than condone a policy that could inhibit social mobility.

**There are a number of recommendations that are relevant to informing potential students on destinations, employability statistics etc.**

*RECOMMENDATION 11, PARAGRAPH 4.8*

Universities should publish the job destinations of recent full-time postgraduate taught students, by department as soon as possible. The development of a distinctive postgraduate KIS should be a priority development for HEFCE.

*REFLECTIVE RECOMMENDATION 20, PARAGRAPH 6.3*

To provide students with information about career prospects, universities may wish to establish a four-year career projection from a sample of their graduates as supplementary information for use in parallel to the KIS. To provide a common framework, universities may wish to ask UUK to commission preliminary design work in this field.

*REFLECTIVE RECOMMENDATION 21, PARAGRAPH 6.4*

Large companies represent only a fraction of the opportunities available for graduate employment, yet are disproportionately popular in terms of graduate application. Universities should reflect on how students' perceptions of employment with small and medium-sized companies could be improved.

*WHAT ARE THE POTENTIAL IMPLICATIONS FOR LANCASTER UNIVERSITY?*

As identified previously Key Information Sets (KIS) will be implemented and have an impact on the information available to prospective students regarding statistics on employability, salary and destinations of students that have graduated from specific degree schemes. There are several recommendations to increase the opportunities for students to engage in placements, internships. The review goes so far as to suggest that every undergraduate student should be given the opportunity to undertake a university approved placement and more sandwich placement degrees should be offered by universities. There are also several specific recommendations on the development of enterprise skills and embedding entrepreneurship education. For example:

- Recommendation 16 and 21 - all full time post-doctoral research staff and PhD students should have access to paid work experience outside academia and encouraged to attend an intensive enterprise skill programme alongside students and staff from other parts of the university. This programme should be embedded in staff contracts.
- Recommendation 21 - Universities should increase support for postgraduate students seeking to set up their own businesses.
- Recommendation 6 - Universities should ensure that students have the opportunity to develop enterprise skills through both curriculum programmes and extra-curricular support. Where possible enterprise education should be integrated in professional development programmes for academic staff.

Currently we do help organise the Northern Enterprise School in collaboration with Liverpool University. However engagement from Lancaster PhD's and post-doctoral researchers is low, only a handful attended in early 2012. We do provide start-up support for students but this is dependent upon external funding (ERDF and Lancashire County Developments Limited (LCDL)). We do not currently provide any enterprise education support to academic staff.

## Higher Education Council for England (HEFCE) and Higher Education Innovation Fund (HEIF)

HEIF is currently in its fifth incarnation and provides £150m per year of funding to colleges and universities from 2011-2015. HEIF exists to "support and develop a broad range of knowledge-based interactions between universities and colleges and the wider world, which result in economic and social benefit to the UK."[16]. HEIF5 was allocated based on a competitive review of university performance against a number of key metrics. This includes a review of our annual Higher Education

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[16] http://www.hefce.ac.uk/whatwedo/kes/heif/ accessed 25/07/12

Business Community Interaction Survey (HEBCIS) return and performance against some non-income based metrics. Core metrics that contribute to the HEIF5 review include:

- Number of student and graduate start-ups and spin-outs.
- Contract research income; obtained from research driven by the specific needs of industry or other external organisations.
- Consultancy income; can take a number of forms including, expert advice, speaking engagements, advisory committee work, analytical service provision. Providing expert advice and support based on existing knowledge to a wide range of external organisations.
- Knowledge Transfer Partnership (KTP) income, a partly grant funded scheme that places a graduate with an external SME, supported by an academic supervisor.
- Regeneration income; including ERDF, ESF, Interreg, Regional Development Agency funding. Derived to provide business support and knowledge exchange activities.
- Intellectual Property income received from the commercialisation of university owned IP.
- Non-accredited CPD income.

HEIF5 provides an annual allocation from 2011-2015. It is envisaged that HEIF6 will be based on an adapted metric formula but will also build on the recommendations from the Wilson Review and will also include an analysis of enterprise and entrepreneurship support provided by the institution, particularly for PhD and post-doctoral researchers. This may include number of individuals engaged on extra-curricular enterprise skill support programmes and number of individuals engaged on work experience placements, sandwich schemes and internships.

*WHAT ARE THE POTENTIAL IMPLICATIONS FOR LANCASTER UNIVERSITY?*

Lancaster was relatively successful in its allocation from HEIF5. The University was allocated £2,212,607 per annum; the maximum allocated to universities was £2.85m per year which was received by 23 universities in England. Assuming that HEIF6 will follow on in 2015/16 we must assume that it will at least be partly based on an adapted metric formula, as an institution we must therefore strive to put out best foot forward for the metrics identified above. We are particularly strong in bidding for and delivering regeneration income projects including ERDF and Interreg funding. It is expected that the department for Communities and Local Government (CLG) will manage future regeneration funding applications. Lancaster University is well placed to continue to successful bid for and deliver a number of regeneration projects with support from the Project Support Unit within the Knowledge Exchange Support Team in Research and Enterprise Services.

## Growth in International Students

In 2010/11 nearly a quarter (23%) of students at Lancaster University are registered as non-UK domiciles and this is growing significantly. Whilst total student numbers at Lancaster grew by 3.3% on the previous year this was made up by an increase of 1.4% from UK domicile students, an 8.5% increase in students from an EU county outside the UK and an 11% increase in students from

outside the EU. Clearly then the growth in student numbers at Lancaster is being driven by a significant growth in international students.[17]

The figure of 23% of students being non-UK domiciles is not significantly different to our 'competitor' universities:

- University of Warwick - 30%
- University of Bath - 29%
- Edinburgh University - 28%
- Manchester University - 26%
- Exeter University - 25%
- University of Nottingham - 24%
- University of York - 23%
- University of Bristol - 21%
- Durham University - 21%

There is also anecdotal evidence that international students engage more than UK students on enterprise and employability development sessions. Do we truly know what their expectations are and how those expectations differ from UK domicile students? This means that we need to give more thought to provide the best possible student experience for international students studying at Lancaster University.

2012 has also seen significant changes in the immigration and visa regulations for students. The Tier 1 visa has changed and since April 2012 graduates cannot apply for the Tier 1 'post-study workers' visa, they have to apply for one of the more specific Tier 1 visas to remain in the UK. Graduates would have to apply for one of the following:

- Graduate Entrepreneurs visa - 1000 granted per year, with universities (including Lancaster) asked to champion/sponsor 10 applications. This is open for non-European migrants (including graduates) who want to invest in the UK by setting up or taking over, and being actively involved in the running of a business or businesses. Graduates have to prove they have savings of at least £900 to start their company.
- Investors visa - have access to and looking to invest in excess of £1,000,000 in the UK.
- Exceptional talent visa - to encourage exceptionally talented leaders in the fields of the arts, science, humanities, and engineering to come to work in the UK. The Royal Society, the Royal Academy of Engineering, the British Academy, and the Arts Council will act as competent bodies. The competent bodies will assist the UK Border Agency to identify the 1000 applicants per year. Applicant must be made from outside the UK but do not need a sponsoring employer.

If successful under the Tier 1 Graduate Entrepreneur visa graduates would be granted leave for twelve months to develop their business with tailored support from their university. During this period the individual will also be eligible to work for up to 20 hours per week in additional to the

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[17] source http://www.hesa.ac.uk/ and http://www.ukcisa.org.uk/about/statistics_he.php#table1

development of their own business. At the end of the twelve months a further year extension will be granted if 'good progress' is being made. After the two year period the graduate would have to switch onto the main Tier 1 Entrepreneur visa.

*WHAT ARE THE POTENTIAL IMPLICATIONS FOR LANCASTER UNIVERSITY?*

Our current enterprise support initiatives are purely externally funded, mainly by ERDF. This includes all our Business Start-up Boot Camps, Proof of Concept Funds and access to one-to-one coaching. Under ERDF support we are not permitted to support non-EU students, therefore approximately 16%[18] of the student population are not permitted to attend our events or access the support. Under the Tier 1 Graduate Entrepreneur Visa we are sponsoring up to 10 graduates per year to be granted visas to remain in the UK. Under this recommendation we are agreeing to support those graduates, maintain a relationship and track them. We therefore need to ensure we have a support infrastructure that is appropriate and accessible to non-EU graduates who are seeking advice, guidance and support from the university.

## Current Economic Climate

"The international financial and economic crisis in 2008 produced a new economic era with significant implications for enterprise and entrepreneurship education" (Rae, 2010, Abstract). We have been facing and continue to face challenging economic conditions. We must consider the impact of these challenging conditions on our current students and our students of tomorrow. In April 2012 the unemployment rate in the UK was at 2.61 million people up from 2.43 million in April 2011. Historically unemployment was at 1.55 million in April 2008 before it rose significantly throughout 2008 and 2009 before somewhat leveling off through 20010/11. (source BBC News economy tracker http://www.bbc.co.uk/news/10620450 accessed 25/06/12).

The UK economy also entered a 'double dip' recession in Q1 2012, the second quarter of negative growth in a row after also being in recession from Q2 2008 through until Q2 2009. In March 2012 UK disposable income fell to the lowest level since 1921[19].

Economies in other parts of the world are also facing challenges which are reflected in their own economic performance statistics. The Global Economic Outlook[20] is predicting GDP growth of 0.8% across the world's advanced economies and growth of 5.6% across the emerging and developing markets with China expecting GDP growth of 8% in 2012.

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[18] Based on 2010/11 student numbers, data sourced from http://www.hesa.ac.uk/content/view/602/603/. This figure is growing approximately 10% per year.
[19] source http://www.harpers.co.uk/news/news-headlines/11975-uk-disposable-income-falls-to-1921-low.html accessed 25/06/12
[20] source http://www.conference-board.org/data/globaloutlook.cfm accessed 25/06/12)

There has also been a significant shift in the destination of graduates over recent years. In 2001 just over one in four (26.7%) of graduates that achieved their qualification within the last six years were employed in 'lower skilled jobs' whereas that figure had risen to just over one in three (35.9%) by the end of 2011[21].

However it isn't all doom and gloom for graduates in 2012. According to The Graduate Market in 2012[22] the UK's leading employers are expecting to increase their graduate recruitment levels by up to 6.4% in 2012, following a rise of 2.8% in 2011[23]. However these levels will still be 6% lower than the pre-recession recruitment levels of 2006 and by contrast an estimated extra 50,000 graduates will be leaving university this year compared to 2006 levels[24]. So the picture has improved in the past few years but this is still a very challenging and competitive graduate employment market.

*WHAT ARE THE POTENTIAL IMPLICATIONS FOR LANCASTER UNIVERSITY?*

So in 2012 families have less disposable income and the destination for graduates is as challenging and uncertain as ever. Combined with the changes in student university fees and the increased access and exposure of destination information it is fair to expect there will be a shift in the decision criteria of potential students, viewing university as an investment in their future. This will include students looking more closely at what universities will do to help them get relevant work experience and to develop the skills and capabilities that large and small employers expect from the graduate worker. An increased number of students are also going to consider self-employment and setting up their own business as a viable graduate employment opportunity.

## Enterprise in Schools

In a series of announcements the coalition government made the commitment that they would encourage and support schools to set up and run their own businesses with teachers supported through online tools and access to local Enterprise Champions through the Enterprise Champion programme. This is nothing to do with the NCEE's Northwest Enterprise Champion project of which Lancaster University are a delivery partner. This announcement was part of the 'Start-up Britain' campaign in March 2011 and BIS were to organise the roll out by the end of 2011. No further details have yet been released.

In March 2012 the government also announced the launch of a pilot Enterprise Loans scheme for young people (18-24 years old) to apply for a flexible loan (typically £2,500) to be repaid over three to five years with payment holidays at an interest rate of 3% above the RPI (retail price index). The government is in the process of selecting a number of delivery partners who will also provide coaching, mentoring and support to applicants. To date details of how to apply and to whom have not been released.

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[21] source Office of National Statistics http://www.ons.gov.uk/ons/dcp171776_259049.pdf accessed 26.05.12
[22] produced by www.highflyers.co.uk
[23] During the recession of 2008 and 2009 entry level recruitment fell by 6.7% and 17.8% respectively
[24] source http://www.highfliers.co.uk/download/GMReport12.pdf accessed 25.06.12

Global Entrepreneurship Week has also been growing significantly year on year in the UK with over 500 schools running events, activities or competitions in 2010[25]. Enterprise and entrepreneurship is becoming more mainstream and after all, we are a nation of shopkeepers[26]. With an increased exposure with popular TV shows such as Dragon's Den, the Apprentice, the Angel (to be launched by Sky1 in 2012), younger people are thinking more about how they can innovate and be creative and create something new. The power of the 'Celebreneur' is amongst us (CarnegieUK 2012).We are already seeing the emergence of 'entrepreneurship academy' high schools such as the Darwen Aldridge Community school and sixth form which I was invited to in 2011 (http://www.daca.uk.com/). A recent study carried out by the Carnegie UK Trust an independent charity found that students who had been exposed to enterprise education in and around their courses were generally more likely to think in enterprising ways about their own future (CarnegieUK 2012).

*WHAT ARE THE POTENTIAL IMPLICATIONS FOR LANCASTER UNIVERSITY?*

There may be an ever increasing expectations that universities should as a bare minimum provide start-up support coaching, advice, mentoring, incubation and access to funding. Combined with support for students to access opportunities for volunteering, paid placements with local SMEs, sandwich placement years, we should also pro-actively provide opportunities for students to develop their enterprise and employability skills and importantly, to develop their entrepreneurial behaviours and mindset. As the exposure and understanding of enterprise and entrepreneurship grows and the support and encouragement is evolved and embedded in schools and further education then students will have an increased expectation of the support available to them at university. As university students are adults they are in the position to take their entrepreneurial intent and turn it into action. If the job of secondary and further education is to plant the seed, the job of the university is to nurture the growth and support entrepreneurial activity.

## Demise of Regional Development Agencies (RDAs)

In June 2010 the government announced that the Regional Development Agencies (RDAs) would be would down to close in April 2012. RDA's were non-departmental public bodies that managed the economic development of the nine economic regions in England. The RDAs were replaced by the formation of 39 Local Economic Partnerships (LEPs). LEPs do not receive any central government funding and are formed by partnership between local authorities and civil and business leaders to drive sustainable economic growth in their areas. The main impact of this significant change to the HEI sector was access to regional development funds such as ERDF. Ongoing ERDF projects continued with administrative management for the regions passing from the RDAs to the Department of Communities and Local Government (CLG). New ERDF regional development projects must now seek approval from the LEPs in which they will deliver before going for approval to CLG.

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[25] source - http://www.bis.gov.uk/news/topstories/2011/Mar/start-up-britain#Enterprise - accessed 25.06.12
[26] A disparaging remark supposedly made by Napoleon Bonaparte with regard to the English. http://en.wikipedia.org/wiki/Nation_of_shopkeepers

The LEPs also have sway to approve Regional Growth Fund applications, a new fund announced by the government to replace the fundign that would have been allocated to the RDAs.

*WHAT ARE THE POTENTIAL IMPLICATIONS FOR LANCASTER UNIVERSITY?*

After a significant period of uncertainty there is now a relatively clear process for applications for regional development fund which is supported by the Project Support Unit in the Knowledge Exchange Support Team in Research and Enterprise Services.

**Approach - Review publications, conduct stakeholder interviews**

## University Paradigm Shift – The Changing Shape of the UK University



Cited International Enterprise Educators
Programme – adapted from Passio 2009
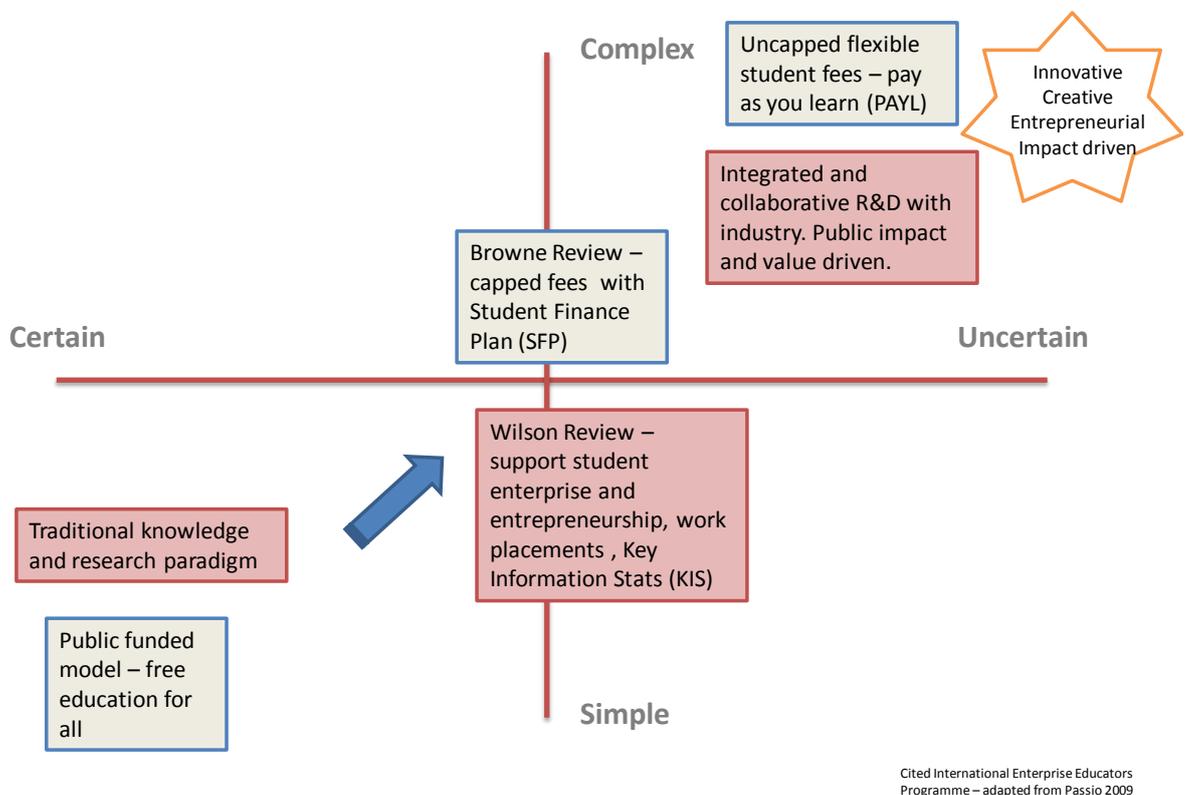
**Figure 7 – The University Paradigm Shift – Changing Shape of the UK University**

The external changes that are impacting upon English universities are leading to a paradigm shift in the perception of the role of the university in education, business engagement and wider society. We are moving away from a relatively certain, predictable and simple model of public funded education, research and business engagement to a more complex and unpredictable model of diversification, impact and value driven institution with more competitive, complex and flexible income streams. This presents the university with new challenges which will require creative and innovative solutions and flexible approaches to deliver a world class higher education and student experience.

We are already seeing the impact of this paradigm shift with universities exploring potential mergers including Russell Group Liverpool and 1994 Group Lancaster. Although this merger now looks unlikely it is clear that university management can see benefits in merging to form larger institutions to reduce the cost of central services and bureaucracy and to give the institutions critical mass to cope with the uncertainty of external pressures.

In Wales the government takes a hands on approach, "we prefer to plan our higher education provision, not leave it to the market," (Welsh Education Minister Leighton Andrew[27]). The Welsh government has called for mergers, hoping to reduce the number of universities from eleven to six.

In addition to merger discussions universities are innovating and creating two year intensive honours degree schemes which would reduce the fees to students and reduce their costs of living whilst still gaining a full honours degree qualification. Examples are emerging including fast track two year degrees at the University of Northampton in Law, Management and Marketing[28]; the University of Buckingham[29]; the University of Plymouth where you can study Computing or Business Management[30].

## Outcome - So what does that mean?

As you can see there are a number of external factors that are having, and will have an impact on Lancaster University and will be a significant influence on our student enterprise and entrepreneurship support programmes. We know that students will be paying more for their higher education, that they face a highly competitive employment market, that independent reviews think we should be doing more to develop the practical experience and entrepreneurial skills and capabilities of our students and staff. Government funding (HEIF) is likely to be targeted at institutions that have structured knowledge exchange, regeneration and entrepreneurship support programmes. We cannot think of enterprise at university as being about technology transfer and commercialisation. Enterprise should be synonymous with employability and the student experience. And entrepreneurship should be synonymous with innovation, creativity and above all, application and making things happen.

Neither should be an optional elective. We need to focus on not only developing employable graduates but the graduate employers of tomorrow. We need to develop the infrastructure and resources to provide a world's top 100 and UK top 10 student experience. That includes access for all to world class employment experiences and support to develop an entrepreneurial mindset. And

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[27] http://www.timeshighereducation.co.uk/story.asp?storycode=418491 – accessed 12th July 2012
[28] http://www.northampton.ac.uk/info/20053/courses/95/two-year-fast-track-degrees – accessed 12th July 2012
[29] http://www.buckingham.ac.uk/about/twoyear – accessed 12th July 2012
[30] http://www.plymouth.ac.uk/2yeardegrees – accessed 12th July 2012

that means offering a variety of access points and support initiatives from working with the Lancaster University Student Union (LUSU), the Centre for Employability, Enterprise and Careers (CEEC), the Colleges, and the departments to embed enterprise education firmly in the curriculum for all disciplines. That means becoming a more entrepreneurial Lancaster University.

## Next steps  - So what do we need to do?

The next step is to reflect on how Lancaster University currently supports the development of student enterprise and student entrepreneurship. To learn from other universities and to develop our own entrepreneurial roadmap for success. To maintain a top 10 UK university and to strive to be a top 100 world university we need to do much more than tread water, much more than an acceptable minimum. We need to embrace the challenges facing us from external factors, policy changes and independent recommendations, and see the opportunities for change, adapt and do better in all that we do.

*"Your time is limited, so don't waste it living someone else's life. Don't be trapped by dogma -- which is living with the results of other people's thinking. Don't let the noise of others' opinions drown out your own inner voice. And most important, have the courage to follow your heart and intuition. They somehow already know what you truly want to become. Everything else is secondary."*

*Steve Jobs*

## Pledge 6 – A Proposal for the Future of Student Enterprise at Lancaster University

"The best way to predict the future is to create it."

Alan Kay, Professor of Computer Science, University of California

## Pledge Introduction

The purpose of this pledge is to build on the previous sections of this document which have investigated the current enterprise and entrepreneurship education and support programmes at Lancaster University, analysed policies and strategies at other institutions and reviewed external factors and drivers. This section will provide a new definition for enterprise and entrepreneurship at Lancaster University and then provide a number of recommendations and ideas for how we could re-define and re-engineer enterprise and entrepreneurship education and support at Lancaster University in the future. These recommendations are based upon my experience in my role as Enterprise Champion and Enterprise Team Manager and from extensive research and analysis of the enterprise and entrepreneurship agenda in higher education institutions across the UK.

## Aim - To create a list of suggestions and a map of how student enterprise and entrepreneurship could look at Lancaster University

This section is not providing a framework and an overview of what constitutes an entrepreneurial university and providing a roadmap so Lancaster University could strive to become one. That is a long term ideology and a debate for another day, but if you are interested in that topic then I recommend you review Thorp, H. and Goldstein, B. 2010, Engines of Innovation: The Entrepreneurial University in the Twenty-first Century. Rather this section is focusing on the short term. Building on the analysis in pledges 3, 4 and 5 which provided a snapshot of student enterprise and entrepreneurship support at Lancaster in 2012, a review of support at other institutions and an analysis of external factors, reports and policies that are and will impact upon the agenda here at Lancaster. In this pledge I will seek to define student enterprise and entrepreneurship within the context of Lancaster and then provide a framework and list of proposals to improve what we do in this area for the benefit of our three key Ss, our students, our staff and society.

We need to be clear on our goal. We are not aiming to just increase the number of student and graduate businesses each year. We are aiming to provide a framework to support our students to be not only employable graduates, but the graduate employers of tomorrow.

Having reviewed student enterprise and entrepreneurship support at Lancaster University, examined and explored the same at other higher education institutions in the UK and investigated external factors, policies and influences it is clear that we need to develop a new strategy and approach to support our students and graduates to develop a entrepreneurial mindset and where appropriate, supporting them to develop their own ideas, social enterprises and business start-ups.

This includes revisiting the language we use, the measures and key performance indicators we set, and the delivery model we implement.

For the sake of clarity I will now try and provide a definition of the language for use at Lancaster University.

**Enterprise** - In the context of Lancaster University we talk about enterprise and employability skills. These are the skills that students will need to make things happen. These are the skills that employers (traditional graduate training scheme employers and SMEs) expect from our graduate population and include among others: innovation and creativity; communication, interpersonal skills and networking; problem solving and decision making; commercial awareness; planning, flexibility and teamwork skills. I have of course mapped these to our current list of skills that have been identified and are assessed for the Lancaster Award. Let me be clear, Enterprise is not about starting a business, 'enterprise and employability' are a set of skills, and through support mechanisms like the Lancaster Award we should seek to support all of our students to develop and reflect on the development of these key skills for the future. However the Lancaster Award is not a one size fits all solution and alone is not enough to help us develop these key skills for our students.

**Enterprise Education** - Is the process of equipping our students with the skills to make things happen.

**Entrepreneurship** - In the context of Lancaster University, entrepreneurship refers to the wider set of behaviours that we encourage; supporting students, graduates and staff to utilise their skills in the PROCESS of making things happen. Entrepreneurial behaviour is not just starting a new company for personal gain, entrepreneurial behaviour could be a society organising a new high profile event, a university college executive committee organising a fund-raising ball, a university department organising a new academic conference.

**Entrepreneurship Education** - Is equipping students with the additional knowledge, capabilities and confidence to make a change and start something new. Again I stress this does not need to be in the context of starting a new commercial entity for personal gain, it could as likely be one of the examples listed above. This is a different framework to enterprise

education. Enterprise education should be provided for all, entrepreneurship education should be elective.

**<u>Business Start-up</u>** - Is a subset of entrepreneurship. Students, graduates and staff can be entrepreneurial in their mindset and actions without starting a business. However to effectively support business start-up an additional framework should be provided on top of that for entrepreneurship support. This is to deal with the specific legal, financial and moral considerations posed by students and graduates looking to start a trading commercial entity.

Please note these definitions have been inspired and supported by the framework provided by the QAA "Enterprise and entrepreneurship education, Guidance for UK higher education providers" draft document.

It should also be noted that whilst it is important to provide definitions for the context of this document and to be used and agreed by management and staff within the institution that does not necessitate that these same terms will be used when trying to promote our enterprise and entrepreneurship support to students. For example we have run events and activities during Global Entrepreneurship Week for many years. In early 2012 we hosted a number of student focus groups with students to find out more about the terminology we use and what it means to then. Feedback was varied but there were some interesting findings including students who thought that Global meant it "must be international students" only and that Entrepreneurship "isn't that only allowed in the Management School". We have therefore decided to re-brand out activities and events for Global Entrepreneurship Week as "How To... a festival of how to do things, develop skills and make things happen".

*"Opportunity dances with those on the dance floor."*

*Anonymous*

## Purpose – Because if we don't someone else will….

Currently we have an Employability statement for the university which refers to our full range of services being listed at http://www.employability.lancs.ac.uk/. Unfortunately this is a dead link and to my knowledge this portal outlining all the enterprise and employability support programmes was never made live. This Employability statement talks about our engagement and links with graduate employers and that students can receive bespoke and tailored employability support including from the Project and Placement Unit. Again I don't believe that the Project and Placement Unit has been formed, to the best of my knowledge the careers service (CEEC) have a website (CEEC4Jobs) that lists potential placement opportunities and the student union (LUSU) have the Job Shop. The careers service do have a small team of eternally funded business placement advisers that work full time on the Unite With Business project, a European Regional Development

Fund (ERDF) project to place students and graduates in Northwest based Small and Medium Enterprises (SMEs). However this scheme is very restrictive and I certainly would not associate it with words like bespoke and tailored. The project is aimed at supporting local companies and is not tailored for the needs of our students. In fact in many cases we place graduates or students from other universities with businesses.

As an institution we have taken a relatively proactive approach to providing opportunities for students to engage with us to develop their employability skills. Opportunities include the Insight into Enterprise and Employability courses delivered by CEEC and the Lancaster Award. Whilst engagement numbers are increasing the students that attend and engage in these activities are electing to do so and thus we are "teaching to the converted". Whilst this has a benefit we still need to do much more, to create a more tailored approach as opposed to one size fits all solutions, and to engage with those NEET (Not in Enterprise Education and Training) students. We do refer well from one-to-one career advisor sessions but again that only works with students that protectively engage with us. In this academic year approximately 1000 students have engaged on the Insight courses, which is less than 10% of our student population.

In terms of fit with the definitions above, the Insight courses and the Lancaster Award provide Enterprise (and employability) support, focusing on skill development. For clarification these activities are in the main "core funded" however many of the costs for the Insight programme have been met by external ERDF funding through the Enterprise Champion project.

Across the institution we have also a number of other extracurricular support activities which include:

- **Enterprise: Battle of the Colleges** - delivered jointly by CEEC and the Enterprise Team in Research and Enterprise Services. An annual event with a team representing each college, so roughly 60-80 participants. Focussed specifically on the development of Enterprise skills. This is funded by external ERDF funding through the Enterprise Champion project. This fits well with the colleges due to the fact that they have in the last year been tasked with providing an element of employability support.
- **Global Entrepreneurship Week (GEW),** a week long programme of competitions, activities and events to engage students on enterprise (skills) and entrepreneurship (behaviour) related activity. GEW is used to increase awareness of entrepreneurship support that is available to students and to try and inform students that self employment or starting their own business is a viable employment option. GEW promotional activity and costs are met through the external ERDF funding through the Enterprise Champion project.
- **LUSU Involve Enterprise**. The remit and direction of the Enterprise activity has shifted in the past twelve months, moving away from focussing on business start-ups of the few more towards supporting entrepreneurial behaviour of the many. A new Enterprise Intern post has been created in Activities team to embed entrepreneurial behaviour support and encouragement in societies training. Currently this post is also funded by external funds through the Enterprise Champion project, however it is hoped that LUSU will continue this role next year.

- **Business Start-Up Boot Camps** are organised by the Enterprise Team in Research and Enterprise Services. The boot camps are aimed at students with business ideas, so focussing on entrepreneurship education, behaviour and hopefully a number of start-up companies will result. The two day events are intensive skill, behaviour and confidence boosting sessions and have proved popular with students from across the faculties and recent graduates (including many unemployed graduates). Again these costs are met by external funds through the Enterprise Champion project.

- **Student Start-up advisor** (Entrepreneur in Residence). This is a new flexible part time post that is being funded jointly by Research and Enterprise Services (HEIF funding) and LUSU Involve. The role holder will provide one to one support to help students and graduates develop their ideas and potentially start a new trading business. This is very much aimed at the start-up support element of the support model.

The above extracurricular services have been developed by Research and Enterprise Services with support from LUSU Involve in the delivery and with wider buy in and support from interested individuals across the faculties. These activities have evolved through pots of external funding and the drive of individuals within the organisation who have spotted a need and demand from the student body, specifically staff in Research and Enterprise Services and LUSU Involve. Action groups have been formed to help shape these initiatives with representation from CEEC, and the faculties.

Of course we have also developed a number of curriculum interventions to help develop student enterprise and entrepreneurship. Specific details of these modules were covered earlier, many focus on the theory of entrepreneurship rather than the "how to", these are delivered by the Institute for Enterprise and Entrepreneurial Development (IEED) in LUMS. However in recent years a number of modules have been developed in other faculties that have a core enterprise element embedded within. These include LEC201, Enterprise in the Environment and to be launched in 2012/12 the LICA based Creative Enterprise module (to be rolled out across FASS the following year). FASS have also created their own FASS Enterprise Centre to try and raise awareness of enterprise and entrepreneurship and feed their students into to the central university support infrastructure.

Again these modules and centres have been driven by passionate individuals who are un-appointed champions of enterprise in their faculties/departments.

It is important to note that enterprise and entrepreneurship education cannot solely live outside the curriculum. There rationale for embedding activity to achieve a more disperse engagement including:

- Demonstrating commitment to and the value of increasing the employability of our students/graduates (Harvey et al 1999, 2001, 2002 cited in Brown 2003)
- Encourages student engagement (Drew, 2001 cited in Brown 2003)
- Supports the transfer of learning (Lave and Wenger, 1991 cited in Brown 2003)
- Ensures equity of provision and engagement with a diverse student population (Morey et al, 2003, HEFCE 1997; Forsyth and Furlong, 2003 cited in Brown 2003)

- Integrates programme and central employability provision (Harvey et al, 2002 cited in Brown 2003)
- Ensures the development of employer contacts and employability resources (Harvey et al 1999, 2001, 2002 cited in Brown 2003)
- Ensures that the quality processes are applied to curriculum and extracurricular provision.

*Cited Dr Simon Brown - Centre for Excellence in Teaching and Learning bid, Sheffield Hallam 2003.*

To be frank, other than the Insight courses and the Lancaster Award none of this activity is mainstream. It has not been coordinated or championed by anyone in senior management and has evolved due to the passion and determination of a dispersed few. Nearly all of our activity to support the development of enterprise skills, entrepreneurial behaviour and hands on business start-up support is dependent on external funding without any policy or strategic direction from senior management.

We do not have a written strategy for student enterprise or entrepreneurship. We do not have a statement of intent for how we will support our students in this area. As mentioned above we do have an Employability Statement but it is vague and out of date. We also have a Student Support Policy - which details the universities approach to "academic, welfare and career planning support which aids and encourages all students to fulfil their academic and personal potential and to benefit from university life" (p1). This document does list the employability support provided by CEEC but there is no mention of support to develop enterprise or entrepreneurship skills or behaviour. The only mention of skills is the support to students to develop their job application skills!

*"I can accept failure. Everybody fails at something. But I can't accept not trying. Fear is an illusion."*

*Michael Jordan, American former professional Basketball player*

## Approach – How should this look at Lancaster University?

As identified in pledge 5 'State of the game' there are definitely winds of change driving enterprise and entrepreneurship education into the limelight. It is an area that cannot be ignored due to both its contribution to institutional performance measures such as the Higher Education Business and Community Engagement (HEBCI), the external pressures of a challenging economy and graduate employment market and a clear increase in expectations from students in line with supporting their 'job readiness'.

The question we need to ask ourselves at Lancaster is "are we committed to supporting the development of entrepreneurial students"? In a recent letter of support the Vice Chancellor Professor Mark E Smith states "here at Lancaster we aren't just supporting the development of employable graduates, we are supporting the development of the graduate employers of tomorrow". If this is to be realised and become more than rhetoric then we need to make a decisive strategic change led by senior management.

## So where should this fit at Lancaster?

The 'Colleges and Student Experience Committee' has on it terms of reference the responsibility to "recommend to the Council, via the Senate as appropriate, strategies and policies relating to the student experience and well-being in accordance with a schedule of delegations" (Lancaster University, 2010). The creation of a student enterprise and employability policy could fit with this committee. It should not be created by a remote department such as Research and Enterprise Services, it should be something that is created and championed by senior management with the expectation that all staff have responsibility for its delivery.

## What should we do?

I am proposing that we should implement the following:

- A high level **strategy for student enterprise and employability** (see University of Bath for an example – please see Appendix 3).
- A **policy for supporting student enterprise and employability**. This would include the development of enterprise and employability skills for all and the development of entrepreneurial behaviour for many.
- A **policy for student and graduate entrepreneurship support**. This would include the support for students to develop entrepreneurial behaviour and where appropriate, support the creation of new social enterprises and business start-ups.

Of course the language we use for applying these policies could be based around skills, behaviour and action.

Any strategy we develop must be implemented, monitored and delivered. As above the development of these policies could be managed by the Colleges and Student Experience Committee or we could create a new **Enterprise Policy Committee.** This is an approach undertaken by other institutions such as the University of Leicester.

The model I am then suggesting to support student enterprise and entrepreneurship at Lancaster University can be summarised as:
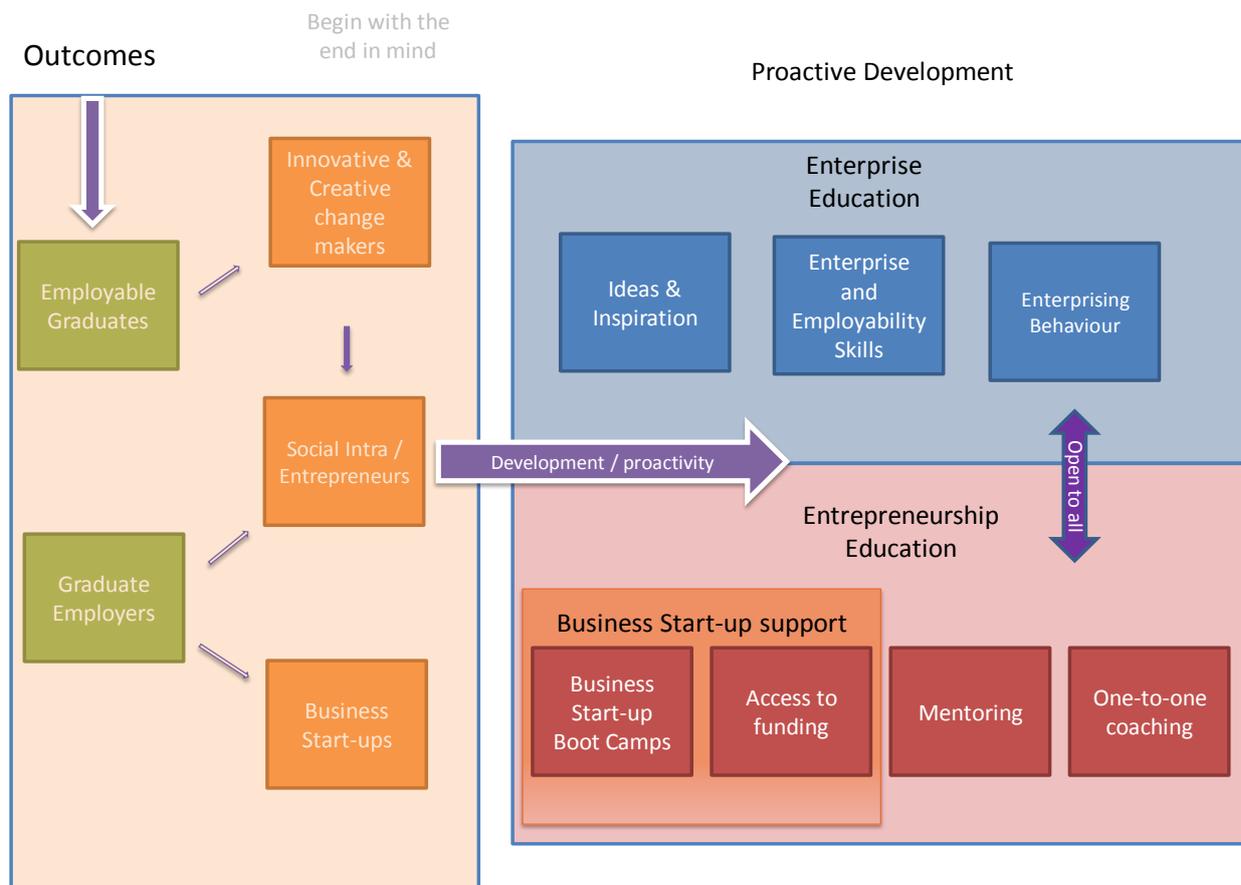
**Figure 8 – Conceptual Model for Student Enterprise and Entrepreneurship Education at LU**

This is a conceptual model not a delivery model. Suffice to say that the delivery model would require additional resourcing. The current resources for support are as follows:

- Enterprise Team in Research and Enterprise Services - Enterprise Champion (part time), Enterprise Coordinator (part time), Enterprise Administrator (part time) - all funded by external funding ERDF the Enterprise Champion project.

- Enterprise Intern (full time) in Activities Team, LUSU - funded for twelve months by ERDF, the Enterprise Champion project.  LUSU may continue this role.

- LUSU Involve Enterprise - Innovation and Development Manager (pt on enterprise), Enterprise Intern (full time, a new role not yet recruited), Student Business Start-up Advisor (one day per week, a new role not yet recruited). Roles funded through HEIF provided to LUSU from Research and Enterprise Services.

- CEEC - Insight Coordinator (full time) - core funded member of staff but with no budget to bring in external speakers. Currently external speakers are paid for by the ERDF, the Enterprise Champion project.

- Staff based in the faculties with enterprise written into their job description, for example Joe Buglass in the FASS Enterprise Centre. These staff members are funded by Faculty HEIF budgets.

As you can see most of the current activity is funded by ERDF, through the Enterprise Champion project. This is set to end in July 2013. HEIF funds have been set aside to cover reduced activity until 2015 (approximately 1.5FTE) with limited operational activity budget.

*We need to do more than just get into bed with external funding such as ERDF and having it drive our support structures and strategy. ERDF should support our strategy, not drive it.*

We have made some fantastic strides over the past few years in developing the Insight programmes, Lancaster Award, Business Start-up Boot Camps, introducing entrepreneurship to the activities training programme in LUSU, and the embedding of enterprise into modules across the faculties. However if we want to continue this momentum we need to make two commitments, first a strategic policy commitment to make this the responsibility of all and secondly to provide appropriate additional resources to support further development of both curriculum and extracurricular student for enterprise and entrepreneurship.

## Outcome – What will be the implications?

Clearly the next question to answer is "what would that look like and what would it cost"? I am firmly in agreement with the current Knowledge Exchange and HEIF strategy, to let faculties and departments decide how they allocate their resources to deliver knowledge exchange, in higher education 'one size rarely fits all'. As identified from interviews with HEIF leads and staff across campus it was identified that the role of the centre should be to:

- Supporting departments to do, not directing them on what they should do.
- Make connections and facilitate networking (students and staff) for cross faculty team building.g
- Interpreting outside influences, celebrating success.
- Supporting practical entrepreneurship i.e start-up support.
- Coordinating enterprise related competitions.

The model we currently deliver broadly fits with these criteria.

We should continue the delivery of extracurricular support from CEEC and LUSU. CEEC focusing on enterprise and employability skills and LUSU focusing on entrepreneurial behaviour. Business Start-up support should be coordinated by the Enterprise Team in RES working closely with LUSU Involve Enterprise.

The Enterprise Team should be responsible for coordinating between these stakeholders. Supporting campus wide events, competitions and activities. Providing the link to external stakeholders and interested parties and interpreting outside influences. And of course the Enterprise Team should be there to support departments to embed enterprise in the curriculum, by providing tools, pedagogies and links sharing good practice both across campus and from other institutions. It should not be the job of a central team to parachute in and deliver within the curriculum.
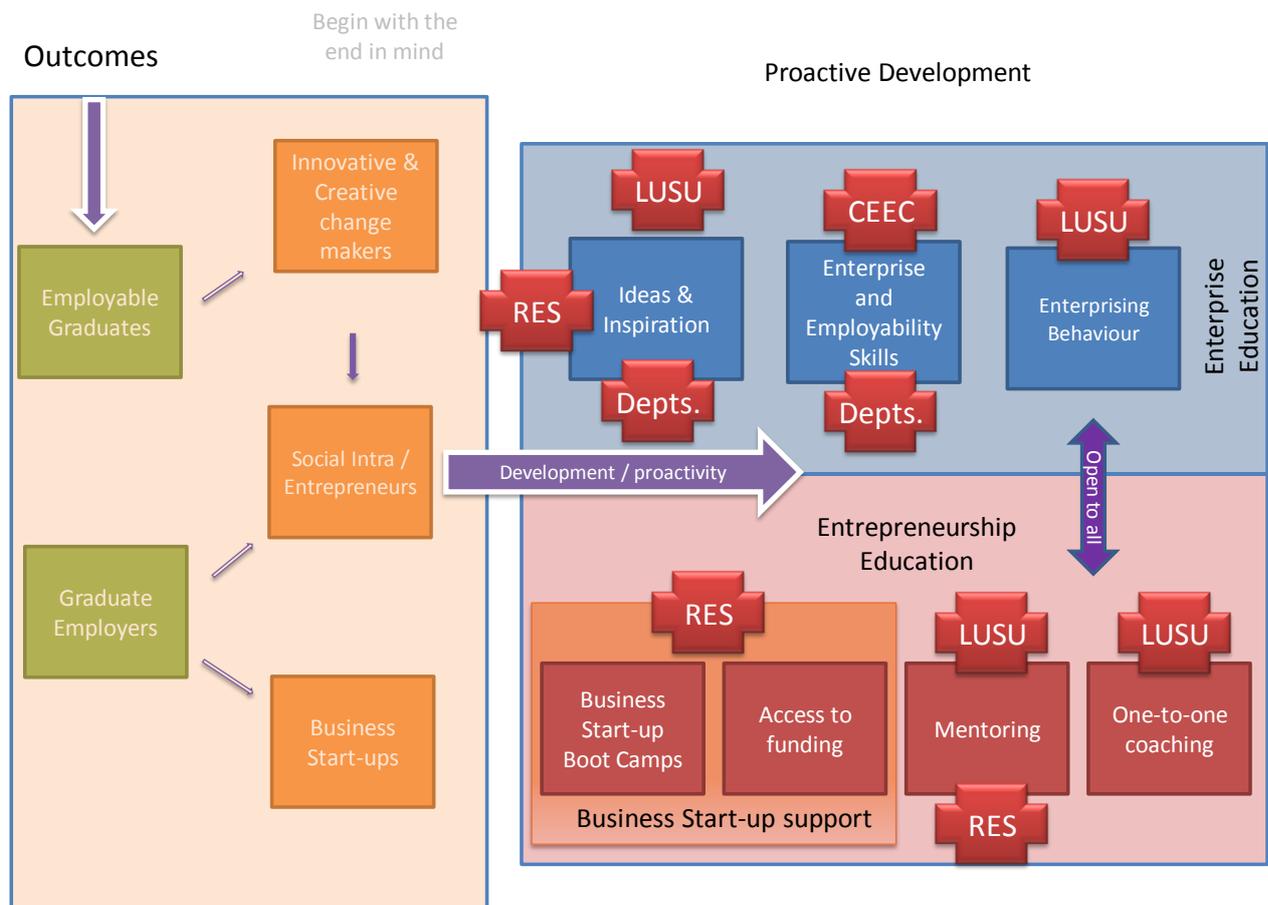
**Figure 9 – Conceptual Model for Student Enterprise and Entrepreneurship Education at LU (v2)**

Of course this will require additional resourcing, as follows:

- Operational costs, speaker and activity budget made available to CEEC - circa £10k per annum.
- Formation of a core 'Enterprise Champion Centre'. This team would replace the current Enterprise Team in Research and Enterprise Services and would be made up of:
  - o Team Director (senior Enterprise Champion)
  - o Curriculum Development Manager - supporting the development of enterprise in the curriculum across campus, working to support departments.
  - o Entrepreneurship Support Manager - coordinating the extracurricular support for entrepreneurship.
  - o 2 x Coordinators - supporting posts above to develop and deliver activities, events and new initiatives and coordinate appropriate marketing and PR activity.
  - o Administrator - supporting the team, particularly necessary if we bid for any external funding.
- Expected budget for the above would be approximately £250k per annum. (£50k, £35k, £35k, £28k, £28k, £24k, £50k operational and activity costs)

- Please note where possible the team could be funded through bidding for external funding (ERDF, ESF etc) but some core funding should be set aside for this activity so it is not driven by the output or impact requirements of external funding bodies.

The expected outcomes of this activity would include the creation of more entrepreneurial-minded students and staff resulting in an increase in the employability of our graduates and a rise in the number of student and graduate social enterprise and business start-ups. This will also lead to a positive impact on society in social, cultural and economic terms. A more entrepreneurial society will be: more knowledgeable and lead to more innovation and creativity, and will therefore be more productive and prosperous; more adaptable to cope with uncertainty and complexity; strong in continually growing new innovative enterprises; motivated, confident and self-reliant with self-employment and enterprise creation being seen as a realistic employment option; better able to provide employment, and more competitive, strategic and opportunistic (HETAC, 2012).

The expected outcomes at Lancaster University can be measured through a number of key performance indicators (KPIs) including:

- The number of students enrolled on modules that have a significant enterprise element.
- The number of students engaged in pre-start activity, intensive support when they have the intention to develop an idea and make something happen.
- The number of student and graduate start-ups per year.
- Returns from the Destination of Leavers from Higher Education (DLHE) survey on proportion of students declaring self employer or started their own business.

**Enterprise Champion Centre - Statement of Intent**

What is enterprise? "A purposeful or industrious undertaking, a readiness to embark on a bold new venture."

Enterprise at Lancaster University is not solely about starting a new business. We will endeavour to enrich the experience of all our students, helping them to develop enterprising capabilities; enterprise and employability skills and an enterprising attitude. We need to make sure the skills and knowledge of our graduates are relevant to employers[31] both those with graduate training schemes but also Small and Medium Enterprises (SMEs). We want to equip our students to not only be employable graduates, but the graduate employers of tomorrow.

The Enterprise Champion Centre will be the champion of cultural change at Lancaster University, supporting innovative and enterprising ways to provide the best possible student experience. The centre will coordinate and embed enterprise at Lancaster University through People, Place and Business.

**People** - Enterprise is not limited to business skills, Enterprise is for all. All students will have the opportunity to develop an enterprising mindset, gain enterprise experience and develop enterprise and employability skills. We will provide a mix of innovative and flexible learning programmes which are responsive to student and employer feedback[32] and by developing programmes of study that have 'real-world' application.[33]

**Place** – We will foster an innovative and enterprising culture by encouraging new ideas from across the institution.[34] We will continue to develop an outstanding learning environment by providing a variety of high quality and stimulating learning spaces and high quality e-resources to support the enterprise agenda.[35] We will work closely with InfoLab21 and LEC and the proposed FASS-EC to provide joined up support for enterprise incubation.

**Business** – We will support our students to develop skills and knowledge that are sought after by working increasing closer with employers and alumni to inform our activities and by providing opportunities for students to engage in placement, work experience and volunteering.[36] We will support students "that can and do" to start social and commercial enterprises.

The Enterprise Champion Centre will complement academic achievement, helping students to see how academic knowledge and the market can come together to support innovation, creativity and create change. The centre will deliver in collaborations with CEEC, LUSU and work closely to embed entrepreneurship education within departments across campus.

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[31] Taken from page 4 of the Lancaster University Strategic Plan 2009-2015 : Catalysts and Drivers

[32] Taken from page 11 of the Lancaster University Strategic Plan 2009-2015 : Teaching.

[33] Taken from page 12 of the Lancaster University Strategic Plan 2009-2015 : People. - Student Employability Policy gives responsibility to departments to embed higher level skills in academic curricula and to embed employability into departmental operating processes.

[34] Taken from page 13 of the Lancaster University Strategic Plan 2009-2015 : The Lancaster Experience.

[35] Taken from page 11 of the Lancaster University Strategic Plan 2009-2015 : Teaching.

[36] Taken from page 11 of the Lancaster University Strategic Plan 2009-2015 : Teaching.

## Recommendations – Principals, proposals and ideas for student enterprise and entrepreneurship at Lancaster University

The following section will act as a 'white paper' to stimulate debate.

### Five Key Principals

1. Enterprise and Entrepreneurship education should be available for all. Access should not be limited by external funding (ie eligibility regarding nationality of the individual or nature of their business idea). Students from all faculties and subject disciplines should have equal access and support to develop enterprise and employability skills, entrepreneurial behavior and start-up support.

2. All students should be made aware of the importance of enterprise and entrepreneurship skills and behaviours through their degree scheme. Students should also been made aware that entrepreneurship and self employment is a viable employment option. This can be tailored to their subject discipline. Even students studying subjects like medicine which may have a set career path would benefit from enterprise skills, they be running their own practice some day.

3. We cannot produce a one size fits all model for enterprise and entrepreneurship education within the curriculum. Education should be tailored to fit with the needs of students. Where possible we should embed entrepreneurship education in existing modules and make sure students are aware of the additional extracurricular support.

4. We need to provide students with significant opportunities for practical industry and work experience, especially with Small and Medium Enterprises (SMEs) in the Northwest region. It is not enough for a student to talk about a skill they believe they have, they need to demonstrate practical examples of when they have used that skill in practice. Students would benefit immensely from being exposed to the entrepreneurial world of a small business; this will also open their eyes to employment opportunities outside the traditional graduate employer route.

5. The development of an entrepreneurial culture is not limited to providing opportunities and support for students. We also need to embrace innovation and entrepreneurial behaviour in our staff. We should support staff to develop practical experience of knowledge exchange, commercialisation and entrepreneurial endeavours. Staff enterprise should not be limited to traditional technology transfer.

> *"I can't understand why people are frightened of new ideas. I'm frightened of the old ones."*
>
> *John Cage, American composer, music theorist, writer, and artist*

1. The creation of an Enterprise Champion Centre (or centre of Applied Entrepreneurship) that does not sit within one of the academic faculties. This centre would be responsible for coordinating between stakeholders (CEEC, LUSU, the academic departments, the colleges and the faculty knowledge exchange teams). The centre would support campus wide events, competitions and activities. Providing the link to external stakeholders and interested parties and interpreting outside influences. The centre should support departments to embed enterprise in the curriculum, by providing tools, pedagogies and creating links to share good practice both across campus and from other institutions. It should not be the job of a central team to parachute in and deliver in the curriculum.

2. Create and implement the following strategies and policies to ensure that enterprise and entrepreneurship education is the responsibility of all:
   a) A high level **strategy for student enterprise and employability** (see University of Bath for an example – Appendix 3).
   b) A **policy for supporting student enterprise and employability**. This would include the development of enterprise and employability skills for all and the development of entrepreneurial behaviour for many.
   c) A **policy for student and graduate entrepreneurship support**. This would include the support for students to develop entrepreneurial behaviour and where appropriate, support the creation of new social enterprises and business start-ups.
   d) Agree a set of Key Performance Indicators (KPIs) to specifically measure student enterprise and entrepreneurship at Lancaster University. These should then be reviewed regularly, at least annually with the HEBCI return. These KPIs could include:
      a. Number of students enrolled on modules that have a significant enterprise element.
      b. Number of students engaged in pre-start activity, intensive support when they have the intention to develop an idea and make something happen.
      c. Number of student and graduate start-ups per year.
      d. Returns from the Destination of Leavers from Higher Education (DLHE) survey on proportion of students declaring self employer or started their own business.

3. Each faculty could create their own 'Bright Futures' or 'Creative Futures'[37] team to network and integrate the internal faculty departments with CEEC and enterprise and entrepreneurship support provided by the centre. This is in addition to departmental careers link individuals (a bolt onto their regular activities). These posts would in essence be an Enterprise and Employability Champion by another name, the faculty can 'brand them' to suit local language. These posts should be about local fit, so faculties or departments could bid for the funding to make a case for how these posts would work within their area.

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[37] Shortly before going to print the Faculty of Science and Technology (FST) have advertised for a new Student Employability Manager which seems to fit well with the proposed role / responsibilities suggested above.

4.  In a world where students are paying £9,000 per year for their university fees there may be a shift in expectation and mindset around student Ineffectual Property (IP). It could be argued that the student is paying to utilise our facilities whilst studying at university and therefore has a greater claim on retaining any new IP. We should review our student IP ownership policy and systems, if we are asking students to assign their IP over to us at registration is that really informed consent? There could be some favourable PR in this; "here at Lancaster we don't take your IP, we help you develop your ideas, your creativity and skills and then help you make things happen".

5.  Ensure that knowledge exchange, commercialisation and entrepreneurial endeavours are rewarded and recognised when it comes to the career progression of academic staff. Academic staff with real world experiences of the private sector will be better able to enthuse, motivate and provide more relevant examples for students in their daily teaching activities. We should be encouraging staff to not only look into the commercial opportunities of their research but to start their own small enterprises aligned to the areas in which they teach. We do currently support licensing agreements and spin-outs but with very limited success. We should also be encouraging and supporting staff to start their own companies where university IP is not relevant or the commercial opportunity is very low, to provide royalty free licenses to staff. We do not have any members of staff supporting staff start-ups unless royalty generation is expected.

1. The creation of an annual Lancaster University Bazaar where member of staff can pitch an idea for substantive funding to make that idea happen. Entrepreneurial University of the Year 2012 winners Coventry University ran a Bazaar where staff were pitching for up to £1m. We wouldn't necessarily have to find such a sum, but it must be substantive enough to organise such an event (>£100k). This would be a clear message to staff that creativity and innovation are respected and rewarded at Lancaster University and entrepreneurial thinking and activity is supported.

2. We need to be bolder and more confident in communicating to current students and prospective domestic and international students (and their families) on what we do to support the development of enterprise and employability skills and entrepreneurial behaviour. RES and CEEC developed a proposal for an Employability Portal in 2010, this should be implemented and maintained as core activity.

3. Lancaster University should support the recently launched Lancaster Young Professionals Network (LYPN). This is a bi-monthly gathering of young professionals from the private and public sector. The sessions are designed as a semi-formal networking event in an informal environment to give young professionals the opportunities to increase their network of contacts and develop their networking skills. The idea for the network was developed by members of the Enterprise Team in RES who have worked with the Lancaster Chamber of Commerce who organise the events. For a very moderate cost the University could sponsor the events or at least help promote them internally as an official partner.

4. Create a Festival of Teaching and Learning to be held once per year before the start of Michaelmas term[38]. This would be an internal conference to share innovative teaching techniques and pedagogies and examine teaching practices of the future. To inspire and motivate teaching staff from all faculties and disciplines and encourage inter faculty networking and development activity.

5. The university should have a coordinated enterprise and entrepreneurship website, a portal that lists all activities in one place. This should include information on enterprise competitions, detail on skill development programmes, entrepreneurship support services and access to start-up funding. The website would also act as a blog to publish details on innovative support being provided by the institution and recent success stories.

6. The university should contribute core funding towards the Proof of Concept Fund[39]. The fund should then be made available to staff and graduates that are currently ineligible to apply[40]. The fund would be targeted at students, staff and graduates looking to start social and business start-ups in the local region. The Proof of Concept fund should also be re-branded, perhaps as the Lancaster University Kick Start Fund.

7. Provide additional resources to the Centre for Employability Enterprise and Careers to develop a core student and graduate placements team. This will build on the activity that is currently been

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[38] For example: http://www.adelaide.edu.au/festival-lt/, http://www2.hud.ac.uk/hhs/fol/fol2009/index.php, http://kingslearning.info/kwp/index.php?option=com_content&view=article&id=80&Itemid=81

[39] Currently fully funded through external monies from Lancashire County Developments Limited.

[40] For example international students that are applying for the Tier 1 Graduate Entrepreneur visa.

undertaken by the Unite With Business project team which are currently funded by external sources. The team will network with regional and local employers, especially Small and Medium Enterprises and try and secure paid placement opportunities for students and graduates of Lancaster University.

8. Provide additional resources to the Centre for Employability Enterprise and Careers to increase the Insight into Enterprise and Employability courses back to two day programmes. Where possible these programmes should be embedded as part of departmental timetables but the courses can also be offered as an elective outside the curriculum.

9. Provide a facility for students and graduates to create a registration and postal address for their entrepreneurial start-up ventures. This could be based at one of our current business incubator venues, InfoLab21or the Lancaster Environment Centre.

10. Conduct an annual survey to measure the entrepreneurial intent of our students and the impact of our enterprise and entrepreneurship support programmes. This will not only provide us with useful feedback but will provide excellent evidence for promoting our additional enterprise and employability support initiatives.

| UNIVERSITY | STUDENTS AND GRADUATES |
|---|---|
| ➢ Increase in graduate employment (will be reflected in DLHE survey and league tables) <br> ➢ Increase in student satisfaction surveys (students getting what they want) <br> ➢ The students we support today will be the decision makers and graduate employers of tomorrow. Therefore favourable opinion of Lancaster University (employing future generations of LU graduates) | ➢ Encouraged, inspired, and supported to be more entrepreneurial. Increase in self efficacy. <br> ➢ Impact - increase in employment <br> ➢ Impact - increase in self employment and student/graduate start-ups |
| STAFF | SOCIETY |
| ➢ An entrepreneurial culture will include greater support for staff innovation leading to increased knowledge exchange and commercialisation activity. <br> ➢ Staff with relevant commercial interests including running their own small businesses which are aligned to areas in which they teach will be able to provide more relevant teaching material and share real world experiences relevant to the academic theory they teach. | ➢ Impact - an increase in local entrepreneurial start-ups will lead to an increase in local wealth and job creation. <br> ➢ Less students unemployed and claiming benefits. <br> ➢ Supporting graduate entrepreneurs to conduct their business ventures on a wholly legitimate basis. |

**Figure 10 – Benefits of Increasing Activity in Support Student Entrepreneurship at LU**

*"What if everything is an illusion and nothing exists? In that case, I definitely overpaid for my carpet."*

*Woody Allen, American author, screen writer, actor and comedian*

## Conclusion

If an institution is striving to be entrepreneurial, to prioritise the development of not just employable graduates, but graduates with entrepreneurial mindsets, the graduate employers of tomorrow; then it must provide strategic direction, a written strategy and policy, clear guidance and impact measures for student enterprise and entrepreneurship.

This section has sought to provide a series of recommendations for re-shaping and re-engineering the enterprise and entrepreneurship education and support agenda at Lancaster University. I hope that these will be taken in good faith. This is not an exhaustive list, rather a summary of my learning journey over the past eighteen months.

*The following section is a reflective review on the IEEP programme.*

## Personal Reflection on IEEP – My Journey - "Learning and Developing Academic Practice"

Let's start with the end in mind (Covey, 1989). Prior to first IEEP module I asked my line manager what he hoped I would gain by participating in the programme. He responded that he expects that IEEP will help me with "new thinking and improved practice of enterprise support provision which will have an institutional impact through improved metrics." I identified my aims and expectations for the programme as threefold. Firstly, to work with peers from other organisations. To compare models and share practice for enterprise and entrepreneurship delivery, and specifically discuss teaching pedagogies. Even though I have been delivering extracurricular sessions for several years you will note from my first pledge that I didn't consider myself to be an educator. I certainly lacked confidence in my abilities as a teacher.

The second expectation was that IEEP would help me to take some of our expertise in extracurricular enterprise support and look to embed it within the curriculum. This would be achieved through partnership working with educators from departments across campus to build enterprise into current modules and also creating modules from scratch with enterprise embedded from the outset. As I had not taught on curriculum modules and was not aligned to an academic department this was an area of which I knew very little.

The third aim was the most significant, to develop an enterprise and entrepreneurship strategy for Lancaster University. Lancaster does not have a Pro Vice Chancellor for Enterprise nor a published enterprise or entrepreneurship strategy. I felt this was an ideal opportunity to develop something from the bottom up. I therefore wanted to speak to peers and see how their organisations had gone about developing and rolling out a strategy for student enterprise and entrepreneurship education and support.

There were of course areas where I thought I might be able to use my experience to input and help the development of my peers. In terms of sharing my own knowledge and skills I was (and still am) an experienced pre-start and business mentor having worked with hundred of start-ups since 2007 (including University spin-outs, graduate start-ups etc). I have also acted as a business mentor for several companies and been a company director for over a decade. I like to think that I am also quite experienced at developing extracurricular enterprise support programmes for students and external individuals including workshops and boot camps. I've worked very closely with student societies, having personally started the Lancaster University Entrepreneurs Society when I was an undergraduate student.

Prior to the start of IEEP I was aware of the changing nature of enterprise and entrepreneurship support in HE which creates an opportunity for educators and support practitioners. With the changes in tuition fees coming in 2012/13 the employability agenda will continue to move to the forefront of university strategy and policy and supporting enterprise skills and entrepreneurial behaviour will have a significant impact on employability. An increasing number

of students and parents are asking the question, "what will your university do to help us into employment". We need to answer this question with evidence of support programmes and highlight the opportunities available to students at Lancaster University. This must include enterprise being embedded in the curriculum in addition to extracurricular enterprise skill development programmes and entrepreneurship support initiatives. An enterprise and entrepreneurship strategy will help underpin this and gain support and buy in from all stakeholders.

At this stage it would be useful to examine the IEEP masteries (IEEP, 2011), my review prior to starting on the programme and analysis of how I feel now. Figure 11 demonstrates my mastery scores prior to engaging on the IEEP programme in red (the inner score) and my score in July 2012 in blue (the outer score). As you can see I do feel that I have developed in all nine of the NCEE enterprise education masteries, however I have developed more in some than in others. I shall now take these masteries in turn and review and reflect on my professional development.
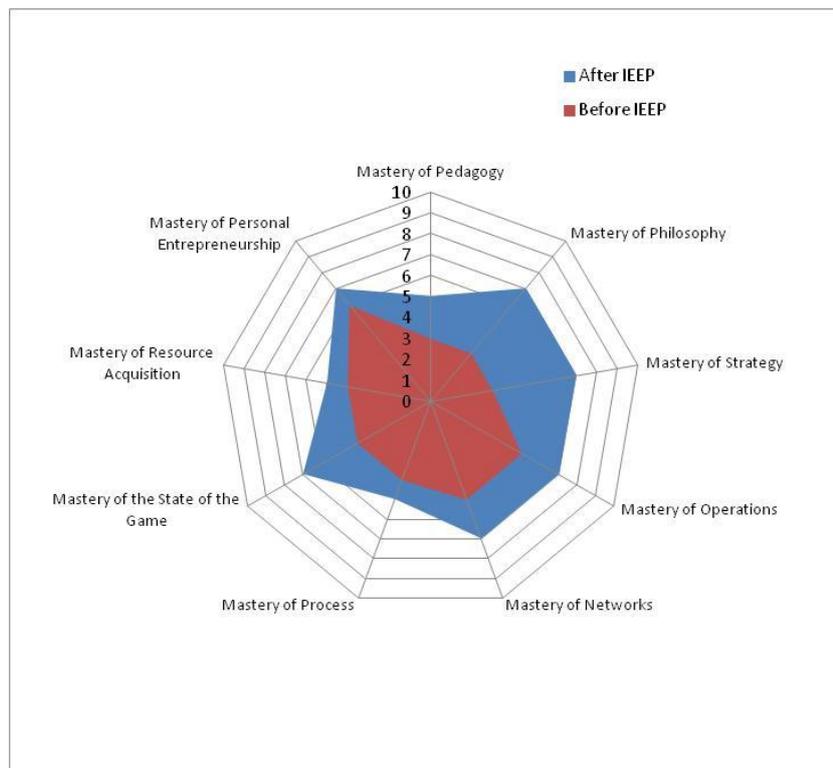


Figure 11 – Jon Powell Masteries Spider graph

## Mastery of pedagogy - ability to select from a wide range of pedagogies to maximise the capacity to meet key entrepreneurial outcomes

Prior to starting the IEEP course I had not undertaken much teaching activity and where I had it was nearly all outside the curriculum and focused on enterprise and employability skills. I did not consider

| Before IEEP | After IEEP |
| --- | --- |
| 3 | 5 |

myself to be an educator and I had no formal training in teaching. The sessions I had delivered were based on inherited pedagogies and content; I had never developed a session from scratch and had never considered different pedagogical approaches to teaching. Looking at my pre-IEEP score for 'mastery of pedagogy' I now feel that I was being generous. I'm now much more aware of the importance of how to teach not just what we teach although this is still an area I could develop further. However teaching does not dominate my current role, I'm more likely to be supporting academic colleagues who are looking at ways to embed enterprise in current modules or developing extracurricular support programmes like our business start-up boot camps. I have already been

consulted by a colleague in the Faculty of Arts and Social Sciences who is developing a Creative Enterprise module to provide feedback on their new undergraduate module. Also during IEEP we have re-launched our business start-up boot camps, an analysis of the pedagogical approaches used in this can be found in pledge 2. The IEEP course has therefore been very useful in helping me develop my confidence and an increased understanding in pedagogical approaches to enterprise education. I feel much more knowledgeable and confident to discuss curriculum or content development with academic and non-academic colleagues at the university.

## Mastery of philosophy - ability to articulate the relevance of entrepreneurship education to the meeting of broader educational goals and broader policy objectives

| Before IEEP | After IEEP |
|:---:|:---:|
| 3 | 7 |

The most frequent question I am asked is undoubtedly "which part of the management school do you work in". Lancaster University also recently signed up as a partner for the Santander Universities scheme and promptly allocated it's 'entrepreneurship' funding to the Lancaster University Management School (LUMS). These are typical examples of the challenges we face as enterprise educators, to ensure that the message reaches students and staff across the institution, that entrepreneurship education is relevant to everyone and does meet the broader educational and destination goals of the university.

I am convinced that enterprise, entrepreneurship education and start-up support should be accessible to all and not be owned by one faculty to the detriment of others. To some extent this has been recognised at Lancaster University. The Lancaster Award has been created to recognise the enterprise and employability skills developed by students through extracurricular activity. The award is promoted to students from all disciplines and is organised centrally by our Centre for Employability, Enterprise and Careers (CEEC). The Northwest Enterprise Champion project is not managed and delivered by LUMS but sits centrally in our Research and Enterprise Services (RES) division. However as noted previously in this document we do not currently have a strategy for student enterprise, entrepreneurship or student start-up. We are where we are through evolution and after being driven by determined individuals with operational not strategic responsibility.

Personally I have come a long way in this mastery. I feel so much more confident and knowledgeable in this area as can be demonstrated by pledge 5, my review of external factors and policies affecting enterprise education. My next challenge in this area is to take this confidence and stimulate the conversations at a high level within the institution. If we do not need a strategy for enterprise and entrepreneurship at Lancaster University then I want to hear that personally from senior management.

## Mastery of strategy - ability to assess the organisational change requirement and local stakeholder development potential and pursue appropriate strategies for embedded entrepreneurship education in the institution.

To some extent I believe this mastery links closely with the mastery of philosophy. To be able to articulate the relevance of entrepreneurship education is surely linked to the challenge of creating a

| Before IEEP | After IEEP |
|:---:|:---:|
| 3 | 7 |

strategy within ones institution. Through my work on the Northwest Enterprise Champion project I have been trying to coordinate enterprise and entrepreneurship support at Lancaster University since 2009/10. However, on reflection I realise that much of my work in those early years was trailblazing operational activity and de-risking it for others; I wasn't acting in a strategic way.

In the past year or so I have developed a much greater understanding of how to develop and embed appropriate strategies for entrepreneurship education. I cannot control and coordinate everything related to enterprise and entrepreneurship, only support and encourage others and provide some centrally organised activity to act as a beacon of good practice. In terms of an over arching strategy or policy for the institution then please see pledge 6 where I have proposed a methodology for a central strategic approach. I cannot make this happen, I can only lobby and continue to innovate and develop those areas within my control, and try to influence and support those areas outside my control. But all in all, I definitely feel a lot more confident and aware of the importance and challenges faced in mastering strategic approaches to enterprise and entrepreneurship education.

## Mastery of operations - ability to apply strategy within the organisation to move the entrepreneurship education agenda forward in practice.

| Before IEEP | After IEEP |
|:---:|:---:|
| 5 | 7 |

As mentioned previously in this document and in the masteries above we do not have a specific enterprise or entrepreneurship strategy at Lancaster University. We do have an employability strategy and a student support policy (see appendix 1 and 2) but neither mention enterprise and entrepreneurship education nor support. One of my main aims for the IEEP process was to progress this mastery and to make practical strides in pushing forward the development of a strategy for Lancaster University. It is difficult to reflect on how I have applied a strategy in practice without having an institutional policy or strategy to draw upon. However of course I have developed my own strategy for what I want to achieve for the Northwest Enterprise Champion project, and more importantly, the Enterprise Team in Research and Enterprise Services. However due to the nature of the external ERDF funding for these activities some of the more recent operational delivery has been steered by the requirements of the funding. I don't believe this is a good thing, engagement should not be driven by artificial targets without an underpinning strategy, otherwise it is a bolt on project, projects end and there may be no legacy.

I do feel on reflection that I have been fairly strong at the mastery of operations prior to and throughout the IEEP programme. I'm certainly hoping I shall be able to develop further in this area in

the expectation than in the near future Lancaster University will develop a policy and strategy for enterprise and entrepreneurship education and support.

## Mastery of networks - ability to harness the potential of all related stakeholder networks

I have understood the significance and importance of a strong network and good networking skills for many years. It was through my networking that Lancaster University became aware of the pilot

| Before IEEP | After IEEP |
|---|---|
| 5 | 7 |

Northwest Enterprise Champion project organised by the National Council for Graduate Entrepreneurship, although Lancaster University was unsuccessful in its application for this pilot and joined the scheme a year later in 2009/10. However at this stage I was not well networked either regionally or nationally with enterprise educators at other further or higher education establishments. Through the Enterprise Champion project and latterly, the IEEP course I have developed a much stronger network in this area. This is particularly useful in terms of seeing what other educators are developing to embed entrepreneurship education or drive extracurricular entrepreneurship and start-up support.

One example of strong networking was a entrepreneurship education roadtrip that myself and two colleagues from Lancaster University undertook in 2011. Myself, the Regeneration and Outreach Manager (my line manager) and a Professor and Associate Dean in the Faculty of Arts and Social Sciences visited three universities that have been recognised as being entrepreneurial institutions. For more detail of the findings from this roadtrip please see pledge 4. It was through networking that I made these links and we were welcomed and supported by these host organisations, sharing their lessons learned and strategies for supporting student enterprise.

I did feel I was a good networker prior to IEEP however being involved in the programme itself has widened my network, and been exceptionally useful at honing my mastery of network skills and of course, my contacts in the entrepreneurship education field. I shall continue to be proactively involved in networking with peers from other institutions and plan on attending the International Enterprise Educators Conference in September each year.

## Mastery of process - ability to organise knowledge appropriately around development problems and opportunities in contexts in which students get work in the future, linking effectively with organisations that might support graduate entrepreneurship activity.

| Before IEEP | After IEEP |
|---|---|
| 4 | 5 |

This is a mastery that links very closely with the mastery for strategy and the mastery for operations. One cannot master the process of delivery without understanding the strategy behind it and the operational delivery of that strategy. Prior to the IEEP course I thought of enterprise and entrepreneurship education as more of a sovereign activity, an image that was probably shaped by the understanding (or lack of) of my colleagues and peers. I now understand enterprise and

entrepreneurship education as being fundamentally linked to employability, professional development and as key to the development of our students into positive contributors to society. The language is sometimes a barrier but creativity, innovation, networking, communication (the list could go on) skills are core to the mission of developing employable graduates for the world of academia or industry.

It is therefore important to ensure that entrepreneurship education is linked effectively to ensure that students get the support they need to develop practical experience and have links with the organisations that support graduate entrepreneurial activity. We have formed good working relationships with a number of key partners in this area, for example: the National Association for College and University Entrepreneurs (NACUE) who provide support to our student societies to help their continuity; the National Centre for Enterprise Education (NCEE) who coordinate the Northwest Enterprise Champion project; and Enterprise Educators UK (EEUK) who provide entrepreneurship education development opportunities for educators and university staff.

In the context of Lancaster University this means working with our student union, student societies and staff to ensure they get access to the appropriate development opportunities and working with colleagues across campus to ensure that we build links with industry to give students access to appropriate support initiatives. For example in the past eighteen months we have secured funding from Lancashire County Developments Limited (LCDL) to run a Proof of Concept fund at Lancaster University, a start-up grant fund. We are also working with UnLtd to secure a social entrepreneurship grant fund and exploring other opportunities that might be of benefit to our students and graduates. This is a mastery where I feel I have developed slightly over the period of the IEEP programme, however I feel like the mastery for networks, I was fairly strong at the outset. I will however continue to look for opportunities to ensure the delivery of an appropriate process to allow our students and graduates to engage with the best possible enterprise and entrepreneurship support.

## Mastery of state of the game - awareness of key UK and international developments and support structures in the field.

As you can see prior to the IEEP course I did not feel particularly confident in my mastery of 'state of the game'. Reflecting on this score now I feel that I was actually being optimistic! I feel that this mastery is of

| Before IEEP | After IEEP |
|---|---|
| 4 | 7 |

such importance to me in my role that I based one of my pledges on an analysis of the external policies and factors and how they could and will impact the enterprise and entrepreneurship agenda at Lancaster University. I feel a lot more confident in my understanding of the 'state of the game' now and it is this confidence along with my increased understanding of strategy, process and operations that has helped shape pledge 6 which is a set of recommendations for new policies and strategies at Lancaster University.

This is of course an area that does not stand still. In the past few years we have seen significant changes in the higher education sector and significant recommendations for further still

(Wilson Review, Browne Review – see pledge 5). Entrepreneurship education is a 'hot topic' and a popular field and I am sure that there will be further significant recommendations and changes at a national and policy level that will impact upon the strategic delivery at an institutional level.

## Mastery of resource acquisition - ability to identify and engage sources of support for programme development including funding and support in kind.

| Before IEEP | After IEEP |
|:---:|:---:|
| 4 | 5 |

This is one of the key challenges now facing myself and my team at Lancaster University. Assuming we can develop a new institutional strategic approach we will then need to develop a new delivery and support model for enterprise and entrepreneurship education and start-up support. This model must be resourced and have a clear goal and clear measurable outcomes and goals (for my proposals please see pledge 6). As an institution we are successful in spotting external funding and leveraging our Higher Education Innovation Fund (HEIF) to draw down additional inward investment, however this tactic is dangerous for a number of reasons. Firstly it leads to the development of a 'project culture', focusing on project deliverables not the wider strategic goals of the institution which do not always marry to the desired outputs of the funders. Secondly it is perceived as a 'bolt-on' activity, is not seen as 'core funded' and of course by their very nature projects are expected to start and finish. Without careful planning the activity therefore finishes with the project. The institution should commit core funding to all activity it perceives as being of strategic value and should align this activity to core key performance indicators (KPIs).

As you can see I have not scored myself particularly highly either prior to the IEEP programme or subsequently. I do not feel I have developed particularly in this area. My mindset has changed over the past few years to focus more on the strategic long term goals of everything I do. However in my current role I am not in a position to secure much in the way of core resources, I can only bring in support in kind and try other sources of external funding (see dangers above). Currently the enterprise team does not have any core university funding, but does have some HEIF funding from 2012/13. This is certainly an area I need to develop in to try and grow the support available to students and graduates for enterprise and entrepreneurship education at Lancaster University.

## Mastery of personal entrepreneurship - ability to demonstrate personal entrepreneurial behaviour - take risks - grasp opportunities, take initiatives etc. be a role model!

Am I an entrepreneurial individual? As I have mentioned previously I do have my own external business interests and I have been a company director for over ten years. However rather ironically my

| Before IEEP | After IEEP |
|:---:|:---:|
| 6 | 7 |

efforts, energy and attention over the past two or three years has been focused much more towards the supporting of student entrepreneurship at Lancaster University than it has been my own enterprises. I was also working on a couple of other commercial interests but these have also been put on ice for the time being.

I do believe that having experience of starting and running a business is important for the enterprise educator. I am not saying you cannot be a good enterprise educator without practical commercial experience, however pedagogical uses of case studies and guest speakers, drawing out those lessons learned and practical examples help being the theory to life and resonate well with students. I cannot recall nor find the reference but my favourite simile explains this well, "you don't want to be taught to swim by someone who has never even been in the water".

Even though I have not been as hands on with my own commercial interests these last few years I do still act as a voluntary business mentor for several start-ups and a few existing small businesses in the local area. This I find helps keen my finger on the pulse. In addition I do feel that I am a entrepreneurial individual in the sense that even within the university environment I feel I act in an intrapreneurial way, spotting opportunities, taking the initiative, taking risks, making things happen, proving they work, de-risking them for others then handing them on. I think it is important to be a role model in this field, like communication skills and creativity; credibility is key for the entrepreneurship educator.

*"Better to beg forgiveness than ever ask for permission in advance"*

*One of my personal mantras. Adapted from the quote provided by Rear Admiral Grace Hooper.*

## To Summarise the Key Lessons Learned

As you can see I do feel that I have progressed, developed and learned lessons as an individual and an enterprise educator in all of the IEEP masteries, however in some more than others. The areas where I feel I have developed the most include those of state of the game, philosophy and strategy. I certainly have a much increased understanding of external pressures, drivers and policies that impact upon the university. I feel much more confident in articulating the relevance of enterprise and entrepreneurship education to both colleagues and peers in the education sector. And I feel I have also developed a much greater understating of how enterprise education can be applied strategically within an educational establishment. It must be stated I would not call myself an expert in any of these areas but I am now significantly more aware and comfortable to have these conversations with colleagues at many levels in the university. You will I am sure have noted that my IEEP submission has very much been focused on developing a set of proposals for how student enterprise and entrepreneurship education could be structured at Lancaster University. This demonstrates the additional confidence I now feel in my understanding of these masteries in light of my active participation on the IEEP programme.

It is not to say that I have not developed in the other masteries. I do feel more confident in all of these areas but it is these three that I have identified where I have learned the most. Above all I have learnt that it is impossible to be the master of all as it is impossible to be master of none. The masteries are all interlinked and you cannot focus purely on developing your capability in one area

without also developing it in another. Like the successful business, the entrepreneurial university would encompass staff with strengths in all of these masteries. The strength lies in the team; the entrepreneurial academic has an ally in the departmental administrator; the entrepreneurial teacher has an ally in the strategic leader.

Another key learning from the IEEP programme is reflected in the mastery of networks. As stated previously I have always considered myself a good networker and feel I have understood the importance of having a strong network of contacts, colleagues, friends and peers. However the IEEP course has certainly reminded me of the significance of this often under-celebrated, under-utilised and under-credited group of people. The network created by the IEEP course has been outstanding. Not only the network of colleagues on this cohort, but the network of IEEP Fellows from previous cohorts and the network of inspiring enterprise educators that have contributed to its development and delivery. Never before have I felt so comfortable and close to such a wide ranging group of people. I feel completely at ease in picking up the phone to any one of them to ask them a question about how they have delivered a session, embedded learning, run a competition or supported a start-up. This network of educators is a resource second to none and one I and I honored to feel a part of.

So what am I now (other than a tad soppy)? If prior to the IEEP course I didn't consider myself an enterprise educator then what do I consider myself now? I do now see myself as an enterprise educator but I still do not see my future in the classroom or lecture hall. Although I have a significantly greater understanding of teaching pedagogies and have put many of these into practice over the past eighteen months I still do not feel that being a teaching educator is my strength. Having worked in the higher education sector for eight years I see myself as a leader, a coordinator and a champion. I have enjoyed managing enterprise support projects; developing, organising and delivering support programmes and providing advice and guidance to start-ups. However I would like my next challenge to be one of helping shape the delivery at a more strategic level. I believe I have learned that my strengths lie in charting the path through troubled waters not bobbing along with the tide.

*"A dead fish can float downstream, but it takes a live one to swim upstream"*

*W. C. Fields, American comedian, actor and writer.*

## Review of the SEDA Values

I appreciate that the IEEP programme has been underpinned by pedagogies of its own but also by a series of values that have informed the course and shaped its direction. I shall now reflect upon these key values, specifically in relation to enterprise education and my journey.

### OUR UNDERSTANDING OF HOW PEOPLE LEARN

All individuals learn in different ways and learning is a complex and challenging process. Many factors both internal and external to the individual will impact upon a positive or negative learning experience and could therefore encourage or inhibit learning. Some of these factors are outside the control of the teacher, however many can be controlled or influenced by the teacher. As an educator having a clear understanding of what we can control and influence and the impact of that on the learning of the individual is crucial. For example the teacher can control and influence the environment, the room, the room layout, but may not be able to influence the temperature or the weather. The room layout can have a significant impact upon how one can teach, what pedagogies the teacher can apply.

There are many different models to categories styles of learning, one of the more popular models being VAK (Fleming and Mills, 1992). This model identified three types of learners; visual learners think in pictures and have a preference for seeing to learn, they like diagrams, handouts and presentations; auditory learners learn best through listening and like lectures, debates and discussions; kinesthetic learners prefer to lean through experience, moving, touching and doing. Thus the challenge of the teacher is to use various pedagogies to address the preferred learning styles of many individuals, this of course is particularly challenging in a large class environment. But in controlling the room, the style of the lesson and the way it is presented, the teacher can have a significant impact on the leaning of those around them. It is therefore critically important that the teacher themselves understand what they do and why they do it in the context of teaching and can reflect and adapt to ensure they teach in a way that encourages the learning of others.

This is of course very relevant to enterprise education where we seek to use more kinesthetic pedagogies than in other disciplines and fields of study. Why you may ask. I firmly sit in the camp that entrepreneurship can be taught but that the best way to teach entrepreneurship is not through presentations and lectures on the theory of the entrepreneurs, rather practical engaging sessions that simulate activity and action. Entrepreneurship is about doing (European Commission 2012).

### SCHOLARSHIP, PROFESSIONALISM AND ETHICAL PRACTICE

A scholarly approach to education is one where the learner is encouraged to adopt a critical and analytical approach to their learning. This means not taking things on face value, not assuming that there is always a right answer and a right way of doing things, rather looking for other perspectives, models and theories. Ethical practice for education is intrinsically linked with scholarly

endeavor. The teacher should recognise the different power balance between themselves and their students and not take advantage of this in terms of advancing their agenda or furthering their ego. As above the teacher can have a significant impact on the learner and can be a role model, one should not take a stance as the expert and exert our power and knowledge on the learner. Professionalism is of course key for any educator and includes a commitment to ongoing self development in our practice and providing a framework for supporting the learning of others to ensure consistency and an ethical approach.

In applying these values to enterprise education it is clear that we should approach the teaching and learning with content underpinned by theory, but we should encourage our students to think for themselves. Entrepreneurship is about spotting opportunities, providing solutions to problems, bringing resources together that weren't there before and making something happen. There isn't a right way to be entrepreneurial; there is not a series of steps or a fool proof model to follow. As an enterprise educator we should provide a professional and ethical framework but encourage our students to learn for themselves through practice and then help underpin that learning through theory. We cannot teach them to be a successful entrepreneur but we can help support them to be more entrepreneurial individuals.

### *WORKING IN AND DEVELOPING LEARNING COMMUNITIES*

Through the IEEP programme we have experienced firsthand the benefit of supporting enterprise learning through communities. Grouping learners together in the classroom, as action learning sets (Revans, 1978), or through virtual learning environments can create a community in which learners support one another towards their individual learning objectives. They provide feedback, encouragement and work on the premise that the knowledge and experience of the many is greater than that of the one.

Learning for many is a journey of discovery and never was this more true than in the journey of the entrepreneur. Where the student has a desire to put entrepreneurship into practice they are most likely steering into uncharted territory, at least uncharted by themselves. Yet the problems and challenges faced by the entrepreneur are not unique to them and by sharing these problems, challenges and opportunities they can find confidence and solace in the realisation that they are not the only one.  Earlier in this document I have explored how we have developed business start-up boot camps here at Lancaster. These intensive entrepreneurship support programmes are designed in such a way as to put leaning communities at the core of the experiential training. Even though these boot camps are run over just two days by then end of the programme new friendships and new business partnerships have been formed and the participants have discovered the power of sharing ideas, practice, reflection and learning. I am most definitely a convert to the power of learning communities in supporting the development of entrepreneurial effective individuals.

### *WORKING EFFECTIVELY WITH DIVERSITY AND PROMOTING INCLUSIVITY*

Working with others is undoubtedly valuable in the learning process. But to get the most out of the leaning process we should seek to surround ourselves with a variety of individuals from

difference backgrounds, with different experiences and with different expectations. This has been true on the IEEP course as it is true in the learning process at many institutions. By working with 'different' people we can develop ourselves in new ways. If we just surrounded ourselves with people like us we would learn less from the process. As an educator we must therefore seek to meet the different learning needs of our students as they all enter the process with different backgrounds, experiences and expectations. As Colin Jones (2006) alludes to, "how can I write the syllabus if I haven't met my students?"

It is also important to ensure that the learners we support have the same opportunity to learn, to develop and to succeed. Our teaching should be inclusive and try to support students with different learning styles (Fleming and Mills, 1992). We should not provide opportunities to some students above others. For example we currently hold a number of enterprise skills workshops and entrepreneurship development sessions that are funded by European Funding and as such, only EU national are eligible to attend. How can this be inclusive when 16%[41]of our students are from Non European Union countries? We are already segregating our student population before we even get to know them and before we think about the pedagogies of how we support their learning.

This is certainly an area we need to address here at Lancaster University in the near future, moving away from a dependence on external funding and their external drivers and focusing on working effectively with our diverse student population, promoting inclusivity and tailoring our services to the learning styles and needs of our audience.

### CONTINUING REFLECTION ON PROFESSIONAL PRACTICE

As enterprise educators we know more than most the importance of continued professional development to develop our learning and expand our experiences. Entrepreneurship by its very nature is ever evolving and never stands still. The innovation of yesterday is history tomorrow. As such we need to stay at the cutting edge, to understand the latest theories, models and trends in practice.

The accomplished enterprise educator does not see themselves as just another academic or teacher, more likely a maverick or trail blazer, who socialises with entrepreneurs and builds bridges between academia and industry. They may be entrepreneurs in their own right with a track record of starting or supporting small businesses, or may have commercial interests outside their educational employment. The accomplished enterprise educator uses this experience to underpin their knowledge of scholarly activity to guide their education practice. As motioned previously this includes continuous reflection on what they do, what they are looking to achieve, what they can change. After the event, lesson or activity they evaluate how it went, what could be improved and what they will do differently next time. They don't stand still, they evolve, change, tweak and test so that they can improve their teaching and improve the interaction and learning experience for the

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[41] 1,960 out of 12,525 students at Lancaster University in 2010/11. Source www.hesa.ac.uk accessed on 01.07.12.

student. This theorising, planning, doing, reflecting (Kolb, 1984) forms the basis of the accomplished enterprise educators quest for continuous improvement.

*DEVELOPING PEOPLE AND PROCESSES*

An educator should always enter a cycle of continuous reflection after engaging in any teaching, coaching or mentoring. We should engage in continued professional development through participating in programmes like IEEP but also attending relevant conferences, dissemination events and nurturing that all important network of trusted contacts at other institutions to share ideas and learn from one another. An educator should be a lifelong learner.

We should also encourage our students and learners to do the same, to use the sessions we deliver to help them develop knowledge and skills, but also to become critical thinkers who develop an analytical approach to their learning. We should use our sessions to help the learners to reflect on their previous experiences, as these will differ, and to apply and test their learning against the experiences of the group as a whole.

Of course the real challenge for the enterprise educator is not just developing and delivering learning experiences for students which whom we have direct contact, but to support other educators at our institutions to try and embed enterprise education throughout the institution. Entrepreneurship is a state of mind or an act of application; it is not just a discipline for study within one department, school or faculty within a university. Our challenge is to take enterprise and entrepreneurship education and embed it, supporting the empowerment of educators across the institution. This will of course include championing pedagogies that support the development of entrepreneurial individuals and perhaps helping shape the structure or policy and strategy at our institutions.

## Feedback

To help me to reflect on my learning journey and my performance in my current role I have always sought feedback. This includes feedback from students and graduates that have attended sessions I have delivered, from colleagues and peers that I have worked with to design and deliver enterprise and entrepreneurship support programmes, and from individuals I have worked with closely to support their start-up journey. I have included their feedback in Appendix 7. However I shall include one quote in the main body of this work as I hope it reflects well on my performance and ability in my role at Enterprise Champion and Enterprise Team Manager at Lancaster University.

"I have worked closely with Jon over the last year in his role as Enterprise Champion at Lancaster University. We have run workshops, programmes and developed activities that have all been highly successful with students. This has been, and continues to be, one of the most successful working relationships I have experienced. Jon is knowledgeable about business start-up, has an excellent ability to connect with students, colleagues across the University and external businesses, is a good leader and a valuable, motivational team member on projects. I have no hesitation in endorsing Jon's work and look forward to developing many more

initiatives with him."

**Charlotte Stuart, Lancaster Institute for Contemporary Arts, Lancaster University and IEEP Fellow**

## The Way Forward

I am passionate about enterprise education and this is a very exciting time for enterprise educators. I am also very passionate about my institution, Lancaster University, as a product of its undergraduate and postgraduate education system. Through the IEEP process I have focused not only on my own personal development but also on how I could take the learning from the course and apply it at our institution. Thus my IEEP submission has been geared towards a review of the enterprise and entrepreneurship activity here at Lancaster; an evaluation of the strategies and initiatives at other leading Higher Education Institutions; an assessment of external factors and influences and finally a personal reflection and recommendations for how we could re-shape the agenda to suit our culture and the needs of our students. So what is the way forward? As I see it my choices are thus. One, I congratulate myself on the completion of the IEEP course and settle back down to continue in the role as Enterprise Team manager. Two, I rock the boat, be vocal about what we should do (in my opinion) to drive forward and improve the enterprise agenda and support infrastructure at Lancaster, and hope that after the dust settles I still have a job. I would feel like a hypocrite if I opted for the former.

In terms of my own personal development then my options are less clear cut. I would like to continue to work in the enterprise education field, but as I do not feel my strengths lie as a teacher, lecturer or academic, this does somewhat limit my future potential development. However I have a lot to learn in all aspects of enterprise education from my colleagues and peers from other institutions. A lot will depend upon what happens here at Lancaster University in the next few years. Will the institution develop a more encompassing strategy, create a central core funded team and encourage enterprise education to be embedded as well as supported outside the curriculum? An Institute (or centre) led collaborative approach. Or will the institution take a campus wide embedded approach where the responsibility is solely dispersed to the faculties and departments (Pittaway, Hannon 2008)?

Whatever happens I feel that through the IEEP process I have learnt a great number of lessons and have changed the way I think about education and learning. I am much more aware of how students learn and have a far greater understanding of pedagogies to support their learning. One size of education does not fit all; we need to have an understanding of the individual student and their individual learning needs. I am much better equipped and committed to a scholarly approach to teaching enterprise. It cannot live solely outside the curriculum and should, where possible be underpinned by ideas and theories to help students to develop a questioning and analytical approach. As educators we must always reflect on our actions, lessons and programmes to ensure that we listen, evolve and inform our own learning. We are not here to tell them the right answer, but to coach and mentor them to ask the right questions.

## To conclude – reflection on my IEEP journey

I started this reflective piece by listing my aims and objectives from engaging on the IEEP programme and sought similar feedback from my line manager. He expected I would learn new "thinking and improved practice" and predictably also wanted to see this impact "through improved metrics". I expected to learn as much from my peers and cohort as from the taught programme itself and wanted to focus on developing my teaching knowledge and pedagogical understanding, learn how to take our knowledge of extracurricular enterprise support and embed this in modules and finally the small task of trying to develop an institutional strategy for enterprise and entrepreneurship education at Lancaster University.

I cannot claim to have accomplished all I set out to at the beginning of this journey. However I do feel I am a much more rounded individual and a more accomplished enterprise educator. I now understand so much more about what I don't know, what I can't do and what won't happen. **And I feel much more confident about ignoring these 'facts' and doing it anyway.**

> *"A JOURNEY IS BEST MEASURED IN FRIENDS RATHER THAN MILES"*
>
> *TIM CAHILL[42]*

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[42] Tim Cahill (born 1944 in Nashville, Tennessee) is an American travel writer and founding editor of Outside magazine.

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## Appendix 1 – Employability Strategy for Lancaster University

Throughout your time at Lancaster we help you prepare for life beyond university. The Careers Service (http://www.lancs.ac.uk/sbs/ceec/), Students' Union (LUSU) and academic faculties work together to give you the broadest, most responsive employability support we can deliver and this contributes to our top ten position in the national university rankings.

By adopting a university-wide approach we equip you with the experiences, skills, resources and contacts to be well prepared for graduate employment and a rewarding career. Your course and the university's support services prepare you for the global job market. You can see the full range of the support we provide at our Employability Portal (www.employability.lancs.ac.uk).

All of our courses are designed to develop high-level skills in:

- Problem solving
- Application of knowledge
- Analysis and critical reflection
- Oral and written communication
- Negotiation and influence
- Application of modern technologies

In 2010 we created the new, flagship Lancaster Award (http://www.lancs.ac.uk/careers/award/) to promote and celebrate our students' employability. In its first year, the Award has more than 800 students involved in enterprise, work experience, career planning and community service.

Employers play an active role in guiding our activities. Our Graduate Employer Forum advises on and co-delivers careers provision including workplace skills workshops, case studies and business simulations. Employers volunteer their time as members of the Lancaster Award interview panel and as advisers to our volunteering programmes. Employers also accredit degrees such as the Ernst & Young BSc (Hons) Accounting, Auditing & Finance delivered by our world-class Management School.

We work with 4000 graduate employers across all sectors, and with a range of professional bodies. LUSU offer more than 500 local volunteering opportunities. Our Faculties provide several hundred paid, consultancy-based placements with employers and schools. We work with local businesses to support the economic regeneration of the local area and create employment opportunities.

We provide a career timeline (http://www.lancs.ac.uk/sbs/ceec/students/cpt.html) to map your employability journey during your time at Lancaster. This guides you through employability opportunities including volunteering and internships, individual career guidance and mentoring, skills workshops and much more. The Job Shop and the Project & Placement Unit offer paid term-time and vacation work experience and internships in all career areas.

No matter which subject you are studying, whether you are part-time or full-time, undergraduate or postgraduate, UK/EU or international, entering straight from school or as a mature student, we offer employability support and advice tailored to your needs.

## Appendix 2 – Lancaster University Student Support Policy

### Our core commitment

Lancaster University provides academic, welfare and career planning support which aids and encourages all students to fulfill their academic and personal potential and to benefit from university life. We have adopted a student-centred approach in which access to high-quality support across a range of areas is provided by different agencies in a way which best meets each student's individual circumstances and needs.

### Specific Objectives

To provide high-quality student support on campus in all of the following areas:-

- Academic guidance to enable students to make well-informed choices
- Access to our personal tutor for general advice
- Access to a range of specialist advisers as needed
- Support for personal and professional development
- International Student advice
- Guidance on career choice and finding work
- Student funding and financial aid
- Health and well-being advice
- Guidance on finding accommodation and advise on more general housing issues
- Provision of a safe learning environment

### Academic support

Your first port of call for questions about your modules, the degree scheme or thesis should be your department. Your lecturer, your tutor or supervisor will be able to answer most of your questions. They can also advise you on your academic progress.

the base in Student Based Services will be able to help you with questions about examinations and course registration that cannot be dealt with by the department.

If you are thinking of changing modules or degree scheme you should first discuss this with the Department and if you're thinking of suspending your studies then contact the base in Student Based Services for advice.

Always try and resolve complaints with your tutor or head of Department. Complaints which are not resolved should then be directed to the complaints coordinator in the Secretariat in University House.

If you have any questions relating to IT there is a helpdesk in the Learning Zone.

### Advice and Welfare

Every undergraduate student is allocated a College advisor during their first-year studies. In subsequent years your major department will allocate you to either a year tutor or a scheme tutor.

The Graduate College does not have individual college advisors - instead it has a welfare officer available by appointment, e-mail or telephone. They will offer general advice and signpost students to specialist advisers.

If you have general questions, there are several sources of advice within your college; you can contact your personal college advisor or welfare officer or, if they are not available, the Senior College Advisor or College Administrator.

If you prefer to seek advice from your department your year or scheme tutor, supervisor or departmental office will offer guidance

Student Based Services has a range of special advisers and appointments can be made by telephone, e-mail or by calling in at **the base** in University House.

International students can approach the International Student Advisory Service in Student Based Services, via **the base**, to help with cultural advice, welfare concerns, fee related issues or immigration questions.

Disabled student advice and information is available from Student Based Services. Students whose support needs have not been assessed can use the Assessment Centre in Student Based Services.

The Counselling Service offers confidential individual consultations as well as group sessions. LUSU's Nightline offers a confidential service and operates through the night in term time (telephone 01524 594444).

The Lancaster University Student Union (LUSU) has a Student Advice Centre housed within the Student Union building which can deal with a range of enquiries.

If you need support at an academic appeal your departmental tutor, supervisor, college adviser or LUSU Advice Centre can all offer advice and representation.

## Careers and Employability

The Centre for Employability, Enterprise & Careers (CEEC) provides comprehensive information, advice and guidance on career planning and preparation for job applications and interviews and can help you find graduate jobs, internships and a wide range of paid work experience opportunities and volunteering. CEEC also manages the Lancaster Award, the university's employability award (details below).

Undergraduates and postgraduates can access the following:

- confidential and impartial individual career guidance
- programmes of career development learning
- an extensive web-site providing details of occupations, course and job opportunities, employers, application skills, post-graduate study, sources of funding.
- an information resource with materials on a wide range of graduate occupations, courses, career-planning, gap years and job/course-hunting.
- access to the Your Future online career planning resource and other relevant web-sites and online data
- information on the recruitment schemes of companies from multi-nationals to small businesses
- online vacancy listings including graduate jobs, work experience and placement details, regularly updated
- opportunities to meet recruiters from all sectors through the annual Career Opportunities Fair and programmes of employer presentations
- psychometric test materials
- 1hour career planning workshops delivered in all academic departments at least once per year.

## The Lancaster Award

The student experience is enhanced by including extra-curricular activities and, with more graduates than ever before and increasing competition for jobs upon leaving University, these are vital to your future prospects.

The Lancaster Award aims to encourage you to complete activities, help you to pull them together in one place and then be recognised for your accomplishments. We want you to stand out from the crowd - the Lancaster Award will help you to do this., which will make you more employable as a graduate.

## LUSU

LUSU's job shop can help find you temporary employment opportunities.

LUSU Involve has a range of different projects to give you work experience through voluntary work.

## Student funding and financial aid.

If you need to discuss money matters there are three sources of advice.

The funding team in Student Based Services can help you with any issues to do with student funding or financial awards. They offer information and advice on costs and budgeting and support dealing with the Student Loan Company. Emergency financial support may be available. Your college office may also be able to support you with a small loan. LUSU has a money advice officer who can advise you on benefits and offer debt counselling.

## Health and Wellbeing

All students are required to register with a local GP or the Health Centre on campus which also has a surgery in King Street Lancaster (which may be more convenient if you live off-campus). There is also a pharmacy on site and a private dental surgery. (As it is difficult to find an NHS dentist we suggest that if you are already registered with an NHS dentist you stay registered with them.)

The University sports centre, Colleges and LUSU all provide opportunities to take part in team and individual sports. The preschool centre caters for children from three months to school-age.

## Residential Help

Your College Residence Officer can help to sort out anything relating to college accommodation; for example paying your rent, questions about your accommodation contract, any problems or issues with your room, moving in and out, and repairs. If you are living off-campus, LUSU Living can help find accommodation and also acts as the landlord for some off-campus houses. For advice on off-campus housing issues LUSU Advice Centre will be able to assist you.

## Safety

The University has an Harassment Network which can offer advice and support on all forms of harassment. The network contacts are listed in the telephone book and on the web. Porters are on call for College residents for help with noise, lost keys and other emergencies. There is a security cover 24/7 and porters are on duty 24/7 during term time. There is also a campus police officer and a community support officer.

## Spiritual Support

The Chaplaincy Centre welcomes people of all faiths and none. The centre offers opportunities for worship, spiritual support and pastoral care. The Islamic community welcomes people of all faiths and none to the Islamic Prayer Room.

EESG/0708/final

A Strategy for Enterprise Education

**The Aim**

Enterprise Education aims to help students, alumni and staff to become more enterprising, to become intrapreneurs and entrepreneurs and more widely to promote innovation and creativity in entrepreneurial contexts.

**Enterprise Education aims to increase the skills of Enterprise, Entrepreneurship and Innovation through:**

• Building Enterprise capability

• Focussing on Enterprise activity

• Developing economic and business understanding

• Developing specific skills relating enterprise eg leadership, commercial and financial literacy

**The objectives:**

a) To develop and deliver enterprise education which raises aspirations and encourages business start-up, social enterprise, corporate enterprise, innovation and creativity;

b) To encourage and support student, alumni and staff venture creation;

c) To foster an environment that enables staff and students to become more enterprising.

The deliverables to include:

**For all (staff, students and alumni) as potential entrepreneurs**

a) awareness raising events

b) workshop activities to develop specific enterprise skills

c) on-going support and mentoring for ideas development

d) where appropriate entrepreneurship units as part of curriculum

**For staff as teachers**

a) showcasing exemplar curriculum materials and other good practice

b) professional development to provide support for those delivering enterprise education

**Running Order 2012 Battle of the Colleges**

Date: Sunday 4<sup>th</sup> March 2012

Venue: Cartmel Barker House Farm Complex

| Activity | Timing | Lead |
|---|---|---|
| Setting up the room | 12.30pm – 1pm | Lyndsey and Jon |
| Lunch and group allocation | 1pm – 1.30pm | Jon/Lyndsey/Student Staff |
| Introduction, taught workshop on business planning and presentation skills | 1.30pm – 2.00pm | Lyndsey/Tracy |
| Game Play | 2.00pm – 3.30pm | Lyndsey/Tracy/Jon |
| Coffee break and expert meetings | 2.45pm – 3.15pm | Student staff to arrange meetings<br><br>• Joanne Allday<br>• Jon Powell<br>• Joe Buglass<br>• Tracy Hunnam |
| Presentations (5min pitches and Q and A) | 3.30pm – 4pm | Each Dragon to lead each stream<br>• Stream A – Lyndsey, Joanne Allday<br>• Stream B – Jon, Chris May<br>• Stream C – Joe Buglass, Tracy Hunnam<br><br>College Administrators and other Dragons to split round the Streams as appropriate.<br><br>If available - Charlotte Stuart, Frank cave, David Ainsworth, Colin, Nick, Sam, Claire |
| Winners from each stream Presentations | 4pm – 4.30pm | Jon to MC, Lyndsey as timekeeper<br><br>Dragons: Joanne, Chris, Joe, Tracy, college administrators |
| Close - Next steps/signposting | 4.30pm + | Lyndsey/Jon/Joe etc |

The winning Lancaster team who went on to represent the University at the FLUX national pitching competition.

**Post Boot Camp PR:**

*'The most useful workshop I have been to in my one year as a postgraduate. It is the most practical experience that a student can get whether or not they decide to start a business. It is knowledge that is invaluable and priceless'* – Rabi Sule, Student.

Hot from the huge success of the March event, Monday 2nd and Tuesday 3rd of July saw the second in a schedule of 'Student Business Start-up Bootcamps' being run by the Enterprise Champion Project at Lancaster University, this time at Fylde College.

Twenty three current students and recent graduates came together to network, share ideas, contacts, and get practical support to develop their business ideas into healthy commercial opportunities. Twelve experienced and thoroughly entertaining guest speakers from local businesses, banks, government agencies and entrepreneurial alumni added real value and fun to the event. *'Every speaker was encapsulating throughout, and knowledgeable. Fantastic all round!* – Richard Derbyshire, student

The two day event was packed with a lively and informative workshops aimed at giving participants the tools to plan and develop their businesses and bounce ideas around with a variety people who could really help them. *'It has greatly increased our confidence in our idea and our ability to make it happen'* Mark Pegram, Postgraduate student, SCC

Lancaster University Enterprise Champion Jon Powell said *'I am delighted that the Bootcamps are going from strength to strength. More and more students and graduates are seeing the potential for creating their own employment and contacting us with some really innovative business ideas. The boot Camp is about 'doing' enterprise and developing entrepreneurial behaviour not just learning about business basics. It's about supporting the graduate employers of the future and giving Lancaster graduates the edge'.*

*'I'd recommend it to all students! A very enlightening experience!'* – Rabi Sule, LUMS

Students heard about the opportunity through recommendations, departmental and college staff, alumni and via campus social media and publications. Details of dates for the next bootcamp will follow very soon.

**Business Model Canvas (Osterwalder and Pigneur, 2010) - a review of Business Start-Up Boot Camps at Lancaster University.**
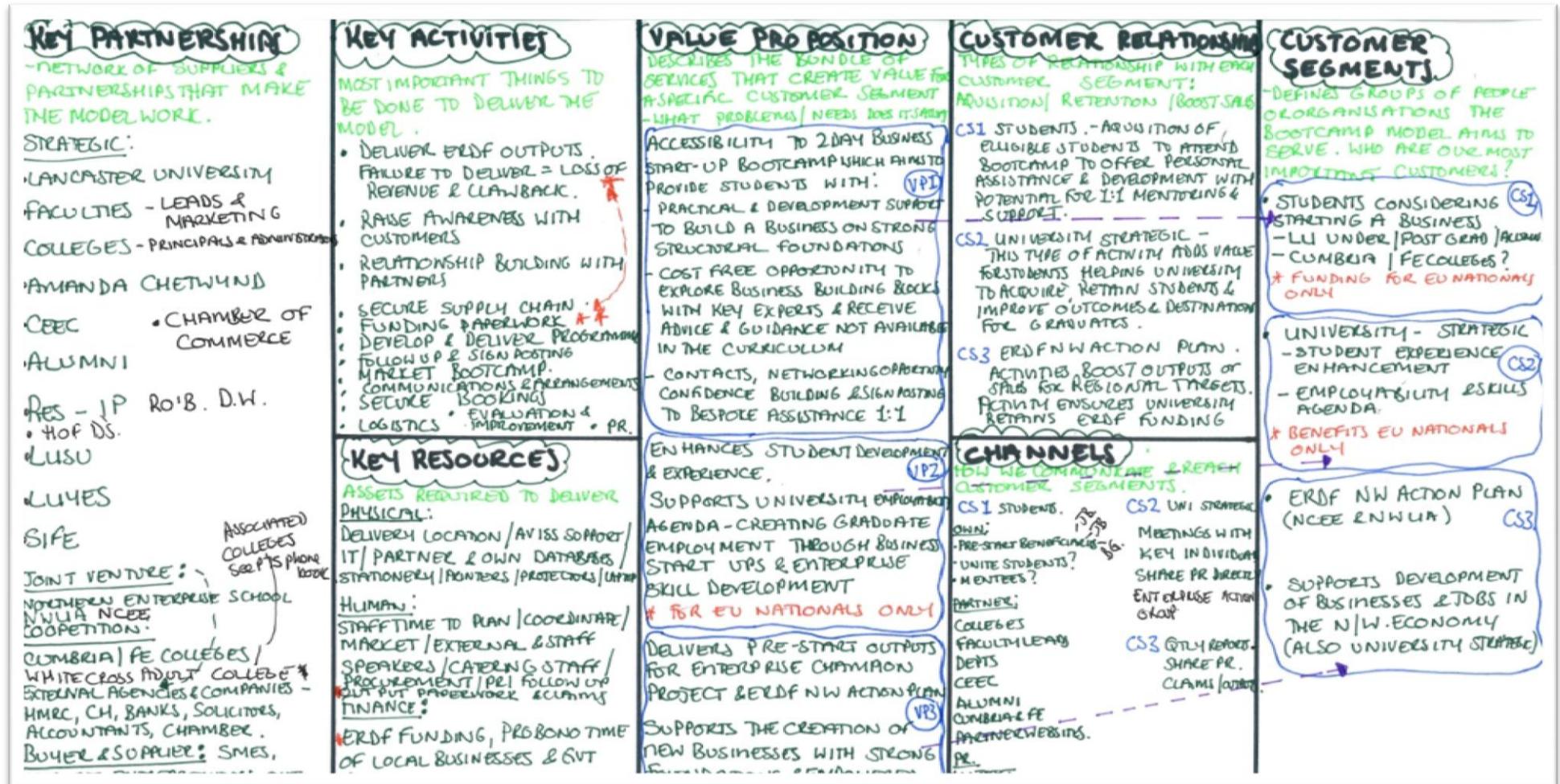


This was carried out by the Enterprise Team to see how we can improve the sessions, who are the key stakeholders, key resources etc. Credit to Enterprise Coordinator Amanda Brooks for presenting this in the format above.

## Appendix 6 – Evidence for Pledge 3 - A Review of Student Enterprise Support at Lancaster University

Write up of interviews:

**Frank Cave – Senior Lecture in Entrepreneurship – Lancaster University Management School - 23.02.12**

**Q - What does enterprise mean to you?**

- Doing something not part of the curriculum to achieve an objective that requires obtaining resources. Doing something new and original to the student.
- If it is part of the curriculum then they have to do it.

**Q - What does entrepreneurship mean to you?**

- The difference is scale. Entrepreneurship is something significant which is making a difference to the world. The pursuit of an opportunity outside the resources currently controlled.
- It is big and hard but an opportunity and entrepreneurship is doing it anyway.

**Q - How do we better develop entrepreneurial effectiveness?**

- About entrepreneurship Vs For Vs In. We teach about.
- To develop entrepreneurial effectiveness we need to support students to do it, to demonstrate the behaviour. Otherwise it is just enterprise education.

**Q- What is the role for the centre for supporting enterprise and entrepreneurship?**

- The centre should support the doing of entrepreneurship.
  - o IP exploitation
  - o Forming companies with students and academics, supporting the practical operational issues.
  - o Develop contacts and networks (mentors, coaches, entrepreneur in residence, funding)
  - o Provide networking opportunities for students.
  - o Providing subjective feedback on ideas vs opportunities.
  - o Support access to finance (angels, VCs, POC)
  - o Work with alumni and graduates
- This activity shouldn't be constrained by silly external eligibility rules and regulations.

**Q- What is the role for the faculties and departments for supporting enterprise and entrepreneurship?**

- Shouldn't duplicate the above (things that should be done by the centre).
- To know the structure in the faculty. "Lancaster lacks a structure" – enterprise education.
- Currently the faculty provides signposting.
- Could provide tailored events.
- Incubators (don't like the word). Physical manifestations of enterprise support. Mix students with businesses engaging with the university on knowledge exchange activities.
- Should embed more in teaching. More doing should be used as part of the learning experience (mainly at post grad level).
- Academics shouldn't do research not linked to outreach – in the faculty Enterprise Zone, Living Lab, Venture Lab (whatever it is called).

**Q- Who should support student and graduate start-ups?**

**Q- What is your faculty doing to support enterprise, entrepreneurship and start-ups?**

- "LUMS is focussed on about and for, not on doing entrepreneurship".

**Q- Do we need an enterprise and entrepreneurship strategy for the institution?**

- YES. There is lots of good activity but it needs coordinating to prevent duplication and wasted effort.

**Q- Why do we need to do this?**

**Charlotte Stuart – Faculty of Arts and Social Sciences & IEEP Fellow - 16.04.12**

**Q - What does enterprise mean to you?**

- Associated with the business, the thing people are working on, the problem/opportunity.

**Q - What does entrepreneurship mean to you?**

- KSAB, Knowledge, Skills, Attitudes and Behaviours.
- Effective individuals in the world.
- Approach to getting something off the ground.
- Skills are more relevant to entrepreneurship than enterprise.

**Q - How do we better develop entrepreneurial effectiveness?**

- It is all about the doing. Practice is important, we can give them a safe environment to practice. It doesn't mean what they do can't be real but we can provide support.
- We provide the framework.
- We should teach through doing not the theory of doing. Or at least facilitate doing.
- We need to build this into the curriculum as well as being provided through extracurricular support to top up on the learning.

**Q- What is the role for the centre for supporting enterprise and entrepreneurship?**

- To review and interpret national and global policy and debates and examine impact on LU.
- Making connections across campus, keeping people informed and updated on what everyone is working on. (sharing). Facilitating joint working.
- Advising on and supporting to rejuvenate the curriculum in all subject matters.
- Introduce pedagogies for teaching enterprise and entrepreneurship. Teaching the teacher in some cases.
- Raising university profile and celebrating successes.
- Supporting not directing. Helping to deliver the policy (what policy?).

**Q- What is the role for the faculties and departments for supporting enterprise and entrepreneurship?**

- Understand the local departments, the students, their destinations and industry. Where are they now and where could more enterprise and entrepreneurship support be embedded. We have a duty and responsibility to understand how best to apply knowledge and skills in the outside world.
- Enterprise and Entrepreneurship should be embedded in every subject.

- It should be the duty of all staff. We need to change the culture to be a more enterprising institution.
- How do we make it easier? – understand motives and agendas. Work with people on their patch, work to help them, what do they need?

### Q- Who should support student and graduate start-ups?

- Do we have to provide start-up support? YES.
- We have to add value:
    - We have a duty to society to add value, we receive public funding.
    - We should support out students to become effective people in their world.
    - People who can do and do.
    - Our students of today are our resources of the future. They can better connect with students, provide valuable insights on what the next stage is really like.
    - We should support regeneration and economic development of the local and regional economy. This will lead to research projects, student placements etc.
- Students expect it!
- Where should it be?
    - Start-up support is different to supporting enterprise and entrepreneurship attitudes, behaviours, skills, knowledge. It is the doing. It is specific and shouldn't be embedded.
    - Yet it should be highlighted by departments with signposting. Departments should contextualise entrepreneurship then signpost for hands on support.
- It should be central:
    - But where doesn't really matter.
    - So long as it is accessible to all, the message is clear and consistent, joined up and available to students when they need to access it.
    - Visibility is key.

### Q- What is your faculty doing to support enterprise, entrepreneurship and start-ups?

- Not an awful lot at the moment but there is momentum.
    - FASS EC – "how to" events
    - New post created in FASS EC to coordinate across the faculty.
    - Entrepreneurial academic event.
    - Making it happen in the arts. An extracurricular pilot which is now being rolled out across LICA and embedded in a module.
    - Placement projects – develop defined skill. More geared to supporting employability skills, not very entrepreneurial as all risk removed and working in a set framework.
    - Entrepreneurial behaviour, skills and attitudes can be part of the wider employability skills BUT an employable graduate does not need to be entrepreneurial.

### Q- Do we need an enterprise and entrepreneurship strategy for the institution?

- If it raises awareness of the importance of enterprise and entrepreneurship, the language, increases visibility, increases drive of individuals in the institution to embed it then yes. But you cannot impose a strategy.

### Q- Why do we need to do this?

- Some departments do not engage in enterprise at all.
- The market is demanding it:

- o Global marketplace of customers
- o Students expect it and want it
- o Parents expect support for enterprise and employability
- o Employees are looking for entrepreneurial graduates
- o We can get access to funding to deliver it so we access the funding.
- o Government policy is driving universities to provide more enterprise and entrepreneurial support
- But we don't do much of it. The agenda isn't driven by senior management or policy.

**Dr Ellie Hamilton – Associate Dean for Undergraduate Studies – Lancaster University Management School - 15.05.12**

**Q - What does enterprise mean to you?**

- "skills" – specific enterprise training in setting up a business
- An undertaking, a business.

**Q - What does entrepreneurship mean to you?**

- "Behaviours"  - context of applying enterprise in action
- The aim of the Institute for Enterprise and Entrepreneurial Development was to "teach about not to teach for entrepreneurship". To educate on a form of management (entrepreneurial thinking and processes). The Institute looks to engage in dialogue with industry to drive research and to provide teaching. The research said the "best" time to set up a business was when the entrepreneur was in their 30s/40s.
- The landscape has changed, there is a noticeable increase in students starting or wanting to start businesses. Also it is a landscape where graduates are looking to start businesses as the graduate jobs are not as available to them.

**Q - How do we better develop entrepreneurial effectiveness?**

- Psychological vs sociological
- To increase the entrepreneurial effectiveness of our students we need to engage in training, practice based, experiential learning with others (i.e. group work).
- Support students to develop their awareness of risk, to manage risk (a la entrepreneur)

**Q- What is the role for the centre for supporting enterprise and entrepreneurship?**

- The danger here is "the centre has the answer and needs to fix the faculties".
- The centre should coordinate and support the faculties and departments.
- The centre should have a good understanding of what is happening at a local delivery level and support it through creating frameworks. Then encourage faculties and departments.
- The work of LUSU has been a good thing, responding to student demand and supporting start-ups.
- Supporting cross faculty links and students forming groups and teams from different disciplines.
- It would be great to develop a shared business space, possibly alongside at the "Innovation park/hub".

**Q- What is the role for the faculties and departments for supporting enterprise and entrepreneurship?**

- Delivering and supporting learning development.
- The danger of support delivered at a faculty level is that the support would be "faculty solo" and would not facilitate diverse teams and diverse networking opportunities.

**Q- Who should support student and graduate start-ups?**

- LUSU is a good place to host student start-up support as it is neutral, both in terms of the faculties but also as LUSU is for the students by the students.
- The danger

**Q- What is your faculty doing to support enterprise, entrepreneurship and start-ups?**

**Q- Do we need an enterprise and entrepreneurship strategy for the institution?**

- Yes
- To develop activity from the ground up is great but eventually it does need the support of senior leadership .
- A strategy may well support the development of a framework at the institution to work out the route through the committees and other structures.

**Q- Why do we need to do this?**

- Graduate entrepreneurship needs to be seen as a positive destination (DLHE)
- Therefore supporting enterprise and entrepreneurship will:
    - Help maintain high position in league tables
    - Help create a positive student experience
    - Help create more employable graduates
    - Increase connections between HE and industry

The three step process is:

1. To make the institutional argument for why we should do this
2. Where the resources come from (possibly from increased fees, some signposted for increased employability and retention of students).
3. Create a forum for discussion and shaping delivery (stitch it together as a framework).

**Professor Chris May - Associate Dean for Enterprise - Faculty of Arts and Social Sciences -  01.05.12**

**Q - What does enterprise mean to you?**

- A wide definition – looking for opporunties (innovation energy, initiative, intrapreneurship).
- The white of the egg.
- Portfolio careers, freelancing, creativity.

**Q - What does entrepreneurship mean to you?**

- A more focussed work, a subset of enterprise.
- The yoke of the egg.
- Entrepreneurship is the pursuit of opportunity without regard to resources currently controlled. (Stevenson 1983)
- A business, profit orientated approach

- Seeking advantage
- Appetite for risk
- Not a word used often in FASS, doesn't sit well with many academic staff ("red rag to the bull").

**Q - How do we better develop entrepreneurial effectiveness?**

- Support students to develop entrepreneurial skills and behaviours.
- Emotional response to risk
- Appetite for risk
- Provide a safe environment for risk taking, where the cost of failure is low (but present).
- Fail once, fail better.

**Q- What is the role for the centre for supporting enterprise and entrepreneurship?**

- Start-up support (entrepreneur in residence)
- Enterprise Champion activity to coordinate
- Competitions lead to "game playing". The support and mentoring is more important!
- We could develop a strategy in RES but it won't get everything we want without the VC leading it.
- But we can have an entrepreneurial university without a strategy.

**Q- What is the role for the faculties and departments for supporting enterprise and entrepreneurship?**

- Embedding must be done by departments and faculties. This can be part general enterprise skills and part specific to the discipline of the department.
- The challenge is that some people think embedding enterprise and entrepreneurship is a dilution of the curriculum.
- An elective non curricular module is the better approach (the $9^{th}$ module).
- Helping staff to recognise a lot of them already teach 'enterprise' or could teach in a more enterprising way.

**Q- Who should support student and graduate start-ups?**

- FASS EC devised to support embedding and engagement on enterprise agenda across the faculty and to feed students into centre support i.e LUSU and EC activity.

**Q- What is your faculty doing to support enterprise, entrepreneurship and start-ups?**

- FASS EC team – Charlotte, Frank Dawes, Joe Buglass, Chris May
- Working with EC project in the centre.
- Looking to establish links with alumni and partners.
- The challenge for FASS is to demonstrate what "we say is interesting" and relevant. Increasing engagement between students/staff and industry. Currently looking for the synergy to make introductions.

**Q- Do we need an enterprise and entrepreneurship strategy for the institution?**

- Yes.
- The problem with a $9^{th}$ module would be that students could pass that and fail a core academic module.
- The only way it will happen is if the VC says it should happen, if it is "mission critical".

- "Currently lots of people are driving the enterprise agenda under the radar of a broadly apathetic institution".

**Q- Why do we need to do this?**

- The university has a social mission and enterprise is a key part of it!

<mark>**Professor John Goodacre – Co-Director of Collaboartive Partnerships Initiative - Faculty of Health and Medicine 25.04.12**</mark>

**Q - What does enterprise mean to you?**

- Skills – linked with employability but the real question is "what does it mean to medical students".
- Employability is less of an issue for medical students at the moment, but they are looking for things to help them stand out from the crowd.
- Language – "innovation and enterprise".
- Language – "has to have resonance to be recognised as appropriate to them"
- Language – "enabling the best things to get into practice"
- Language – "knowing what to do with ideas"

**Q - What does entrepreneurship mean to you?**

- "Translating knowledge into practice" in sectors other than universities.

**Q - How do we better develop entrepreneurial effectiveness?**

- Introduce it into the curriculum such as a module on "what it is really like working in the NHS". Linked to the Hub. Research collaborations.
- Work with the NHS trusts; develop students in line with the settings in the NHS.
- Develop modules with the NHS s students have opportunities to make change e.g. academic health science networks.

**Q- What is the role for the centre for supporting enterprise and entrepreneurship?**

- The faculties already have the connections and externals "don't care about faculty boundaries", we should go straight to the relevant department or faculty to collaborate.
- We are a small enough university for things to work across faculties.

**Q- What is the role for the faculties and departments for supporting enterprise and entrepreneurship?**

- Developing modules with external stakeholders (the hub). This can include enterprise. ]
- Working across faculties is key.

**Q- Who should support student and graduate start-ups?**

- Students in FHM are already on a career path so start-ups aren't really relevant to medics. Biomedical life sciences maybe.

**Q- What is your faculty doing to support enterprise, entrepreneurship and start-ups?**

**Q- Do we need an enterprise and entrepreneurship strategy for the institution?**

- Yes but language and culture is the challenge to make it relevant to all.

**Q- Why do we need to do this?**

Wilson Review!

Employability policy etc.

**Tour of Incubators and Entrepreneurial Universities**

**Objective of the tour**

To speak to some recognised enterprising universities to find out how they support the enterprise agenda at their institutions. Of specific interest were how they support:

•        People – skill development, linked to employability

•        Place – physical resources they provide, the environment they create, supporting networking and developing an enterprising culture.

•        Business – what support do they provide to start-ups, programmes, mentoring, funding etc.

**Hertfordshire**

Times Higher Entrepreneurial University of the Year 2010

**The Journey**

Sited on former BAE site, loss of 4000+ jobs in early 90s.

University status in 1992.

In 1994-5 started Business Link in the region, also went on to win contract to run Business Link in Yorkshire and Humberside.

Created a commercial arm, UH Ventures Ltd now offering courses, bidding and project management support. Acts as the link between the University and business customers.

Now only 22% of income from student fees. £45m (15%) direct from commercial activity e.g. run own bus company.

Incentivise academics through 20% of salary in addition o standard can come from commercial activities. Linked to promotion criteria. Two routes to promotion, publication and other.

University wide CRM system. If it isn't on the CRM it isn't counted to HEBCI. Contacts with businesses and community all go through the central team.

Graduate consultancy unit which was central but now runs independently in each faculty. Commercial cost to business (£500-1500) per project, roughly £400 per day. 2 FT graduate researchers on 1 yr contracts to run the scheme. Students register and get paid for the project. Every student got a job! £400k per annum turnover.

**Incubator**

Funded through HEIF. 20 businesses currently in the centre.

Non-commercial incubation space. 1st year free. After one year not too many ready to stand on their own feet therefore usually get additional 6 months free then asked to move on.

Run a business plan competition alongside the incubator, students can bid for funding.

All ideas supported.

Mentoring for each business, light touch, meeting quarterly at a minimum to review against action plan.

**Extracurricular support**

Workshops every week, usually 70-100 attendees, each session is recorded for online use.

Annual business idea competition. Round 1 – idea, round 2 – plan. £25k support, some cash, some space, some time and expertise.

Online Q&A with business advisors.

Enterprise spotlight event – last Thursday of every month.

**Lessons they have learned**

• They have a central Careers centre as a hub but it is underutilised, the spokes are more important at a faculty and department level.

• Remove staff from temporary contacts, focus on permanent contracts.

• See themselves as a service provider to academics providing training, commercial links etc. 6 core business development coordinators.

• Incentivisation to academics is crucial.

• Incubator needs a coffee area!

<u>**Coventry**</u>

**The Journey**

Driven by new VC since 2007. Also PVC for Business Development. Both very hands-on.

Institute for Creative Enterprise and Institute for Applied Entrepreneurship, working together as one department.

Institute for Applied Entrepreneurship – teaching, research, projects, student support.

Initially funded by HEIF, HEFCE funded for modules, ERDF funded projects, some core funding.

Doesn't belong to a department /faculty, completely independent. 143 members of staff, 500 students. All curriculum enterprise and entrepreneurship course delivered through the Institute.

Now not buying in modules, all run in house.

Advantage programme – focussing on enterprise and employability. Compulsory for all students to take 1 or 2 modules per year. Count towards degree, if they don't pass they cannot get an honours degree.

**Incubator**

On the Innovation park – empty, looks like never used. Other smaller incubators across campus.

Curriculum Enterprise

BA and BSc in Entrepreneurship - enterprise as a hybrid degree with other departments. Modules 'sold' to other departments.

Buying in modules from other departments for joint degrees.

Now delivering everything in house.

Advantage programme – see above.

CPD for masters students, can pay £100 to upgrade 'global leadership certificate'.

**Extracurricular support**

Student Enterprise fund – Chancellor initiated, money gifted to form a £100k pot to be used as repayable grants to students and alumni (10-14% APR).

Make It Happen online mentoring, white labelled at Coventry.

**Lessons they have learned**

• Need to be better at measuring impacts.

• Engineering joint Entrepreneurship degree was dropped as no students signed up to it.

• Buy in modules and 'sell' a joint entrepreneurship module as opposed to 'selling' modules to other departments.

## Nottingham

Times Higher Entrepreneurial University of the year 2009

**The Journey**

Dean of business school led on the initiative to start an Institute for Enterprise and Innovation formed in 1999 – remit for tech transfer, skills in STEM subjects, embedded in the business school, modules delivered to other departments.

To make it sustainable the institute performed: research, impact on students, innovation in business; teaching, options initially then core modules; practice, supporting start-ups, business engagement, business competitions.

Now core funded by business school, no external funding.

Now have a gateway to the University for businesses. Ingenuity.

40 business development officers across the institutions, some centrally funded, some funded by departments.

Focus less on SMEs and more on medium sized organisations locally or sub-regionally. Targetting clusters/sectors, aligned to assets.

**Incubator**

"more like a germinator"

Ad-hoc pre-start up, not a formal programme, very much leaving the students to themselves.

Builds on an annual business planning competition that is open to all students. (£10k prize, £5k cash)

Membership of the incubator – standard gets them access to events and speakers. Venture level for students working on ideas (don't filter on ideas, don't feedback on good or bad idea).

Membership get students:

•        Hot desking

•        Address

•        Meeting rooms

•        Advice surgeries

•        Support from staff (coaching)

•        Events, speakers (one per month).

•        Idea generation days

•        Business plan competitions

**Curriculum Enterprise**

Msc in Entrepreneurship (sole owned) with collobrative degress with arts, engineering, sciences etc. Degree set up as one third entrepreneurship teaching, one third other, one third project.

All business studies UG take a business ideas module using Sim Venture. Students from other faculties can also select the module. Other departments also run enterprise modules, buying in the expertise.

**Extracurricular support**

See incubator.

**Lessons they have learned**

•        Focus on trying to make new relationships with medium sized businesses locally. Target aligned to our expertise and assets.

•        Main focus on business school students.

•        Part student enterprise centre, part business engagement centre.

**Key learning from all institutions**

• Senior management leading the agenda is key. Not just buy-in but direction doesn't just open doors but removes the door and gives us the planning control as to where we want the doors.

• Avoid project mentality; focus on the goal and the strategy not the funding and the deliverables. Linked to temporary vs permanent contracts.

• Incubator needs to be 'right in the middle of the action', close to the academic departments to help bridge the gap between the academic world and the commercial world.

• They all have a coordinated enterprise based website, a student portal. Try typing Lancaster University Enterprise into a search engine.

• Having a professional address is really important for students, worth more to them that hot-desking.

• We are much better placed in terms of engagement with our student union.

• Focus on trying to make new relationships with medium sized businesses locally. Target aligned to our expertise and assets.

**Questions we need to ask ourselves**

• What KPIs do we want to set for our FASS Enterprise Hub.

**Actions**

• Look at International Journal of Market Research for article by Hertfordshire on Graduate consultancy unit.

Please see the bibliography section for information on all the publications that have been reviewed to help evidence the research undertaken for this pledge. A summary of these documents is included in the main body of the text for pledge 5. It is difficult to provide any other additional information for this pledge.

It is difficult to provide any additional evidence for this pledge. The output from the pledge is the list of principals, recommendations and ideas that are included in the main body of this document. These I have developed after a number of staff interviews (the write up for these shown in Appendix 6), considering the policies of other institutions (see pledge 4), the external drivers and factors (see pledge 5) and based upon my experience working at Lancaster University.

**Feedback from students and participants**

"Brilliant course! Jon and the team were fantastic: helpful and very friendly. Excellent speakers and great information for a start up." – **Ian Chapman** (attended Business Start-up Boot Camp in July 2012

"I can't say enough kind words about Jon. When first graced with his presence you notice how very warm and welcoming he is, very charming and personable. Nevertheless he's got a top business head and is always there to help. Great guy, wishing you all the best, Pete." **-** **Peter Gartland**, Vice President, Lancaster University Young Entrepreneurs Society

"Jon delivered an interesting and captivating session on Networking at the Careers Workshop at Lancaster University on Tuesday 21st June 2011. He's an engaging speaker at ease with his topic and audience. Learnt lots I need to know!" - **Sharon Crane**

**Feedback from colleagues**

"I have worked closely with Jon over the last year in his role as Enterprise Champion at Lancaster University. We have run workshops, programmes and developed activities that have all been highly successful with students. This has been, and continues to be, one of the most successful working relationships I have experienced. Jon is knowledgeable about business start-up, has an excellent ability to connect with students, colleagues across the University and external businesses, is a good leader and a valuable, motivational team member on projects. I have no hesitation in endorsing Jon's work and look forward to developing many more initiatives with him." - **Charlotte Stuart**, Grow Creative Project Manager, Lancaster University (and IEEP Fellow)

"I have worked with Jon and am always impressed by his wide knowledge of the subject area and his passion and drive for communicating his message to the audience." **Lyndsey Egerton**, CEEC Project Manager, Lancaster University

"I am writing in enthusiastic support of your intention to stand as a member of senate. I would say that a Yorkshire man with Lancashire blood running through his veins is indeed a rare find!

You have lived the Lancaster University experience as an undergraduate and post graduate student and your passion for supporting the development of the enterprise agenda fuels your drive to really make a difference by working collaboratively across the university to enhance the to the student experience and outcomes for our graduates through your role as Enterprise Champion.

You give your time to feed into the support infrastructures which underpin student experience through voluntary roles including College Tutor for Furness College, Something for Enterprise, and outside the University your appointment at Central High School as a Governor, with no connection to the school, demonstrates your commitment to serve the education agenda across the board.

You have a huge capacity to excel at partnership working strategically and operationally. You listen and learn from others, share ideas and collaborate new and innovative ways of working. In short you work well with people at all levels to really get things done.

You have huge network of contacts and support to draw on in terms of resources both inside the university, and in networks from the local and regional business and business support community which benefits everyone you work with.

You have experience of working with stakeholders across campus to champion cultural change at Lancaster University, supporting innovative and enterprising ways to provide the best possible student experience both within the curriculum and through extra-curricular support. In your role you Coordinate and embed enterprise at Lancaster University Give all students the opportunity to develop an enterprising mind set, gain experience and develop enterprise and employability skills.

At a time when the university faces significant challenges to add value to the student experience, and respond to the recommendations in the Wilson review, you are well placed, resourced and networked to contribute to debates around how teaching, research and impact through practice and further developing university-business collaboration can drive up standards and give Lancaster students the cutting edge in employment and self-employment.

I wish you luck in this application. I have enjoyed working with you in the last five years and believe that senate would be hugely enhanced by your appointment."

**Amanda Brooks**, Enterprise Coordinator, Lancaster University. Support letter for application for Senate June 2012.

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**Feedback from Businesses**

"I meet with Jon monthly to discuss my start-up business and look at ways I can improve on certain aspects. From the beginning Jon has been very supportive and has a great skill for adapting his style of support to make our meetings as useful to me as possible. Since starting our meetings I have worked on different aspects of my business following his suggestions, which I may have otherwise overlooked. As a result my business has seen huge growth over the past 6 months and I truly believe that Jon's input has been an important factor in this." - **Jenny Roberts**, Managing Director, Sprocket DC Limited

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"I rely on Jon to keep my aspirations alive without my feet leaving the ground." **Malcolm Martin**, Managing Director, Employer Solutions Limited