

UWE guide: Embedding Employability and Enterprise in the curriculum

Dr. Berrbizne Urzelai, CBL Enterprise Champion
(berrbizne2.uzelai@uwe.ac.uk)

Gareth Hughes, Senior Careers Consultant
(Gareth.Hughes@uwe.ac.uk)

Mhairi Threlfall, Senior Enterprise Consultant
(mhairi.threlfall@uwe.ac.uk)

15/02/2024

Contents

| | |
|-------------------------------|---|
| 1. INTRODUCTION | 2 |
| 2. ENTERPRISE AT UWE | 3 |
| 3. REFLECTIVE QUESTIONS | 4 |
| 4. RESOURCES AND TOOLS..... | 6 |

1. INTRODUCTION

This guide has been produced to support UWE staff embedding employability and enterprise within modules and across programmes when undertaking programme and module design and review. It aims to provide the resources that Programme Leads / or Subject Cluster Leads might want to use to support that review process.

ABOUT CBL ENTERPRISE CHAMPIONS

In May 2022, a 4-day SRR Sprint addressed the challenge set by the Sprint Owners (Cathy Minett-Smith, Nadine Fry, Paul Bennett and Sarah Grabham): *How can FBL achieve a distinctive reputation for enterprise and entrepreneurship by 2025?* Key outputs from this sprint included prototyped solutions to meet the following prioritised needs:

- Leadership and Culture: Leadership that drives a culture that gives space and safety to fail and recognises staff who embody enterprise and entrepreneurship.
- Enterprise and Entrepreneurship Offer: Work with all stakeholders² to develop, review and continuously improve an enterprise and entrepreneurship offer that meets their needs in terms of outcomes.
- Programme Learning Journeys: Define and develop programme level journeys including curricular, co/extra-curricular, and external activities.

Following this mission, the College appointed the following Enterprise Champions for the College.

The Enterprise Champions act as a team and are instrumental in helping UWE achieve the goal of developing Enterprise as a distinctive reputational aspect at College level. Their provision of support and expertise to colleagues will enable UWE to build on the outputs of the Enterprise Sprint and to deliver:

- A framework for evidencing enterprise in the curriculum that all programmes need to address in programme design.
- A robust process for students to evidence the development of enterprise skills that integrates curricular and extra-curricular experience.
- The identification and creation of opportunities for staff-development and accreditation as “enterprising educators”.

ABOUT CAREERS AND ENTERPRISE

Careers and Enterprise work in partnership with schools and colleges to enable students to unleash their potential and to build skills and confidence to navigate a fulfilling career journey. The strategic priorities of Careers and Enterprise are to ensure by 2030 all students will have access to:

- 1) Work-integrated Learning (a diverse range of work-based learning opportunities and every programme will have a compulsory and assessed work-integrated learning element)
- 2) Career Management Skills (personalized career development support and every programme will have embedded, assessed careers management skills as part of curriculum design, development and delivery)
- 3) Enterprise and Entrepreneurship Ecosystem (will graduate with an enterprising mindset and every programme will equip students to tackle challenges and create value). It is the stated UWE 2030 goal to be in the top ten percent of UK HEIs for graduate level employment.

2. ENTERPRISE AT UWE

Enterprise is defined as "the generation and application of ideas ... within practical situations" ([QAA, 2018, p7](#)). UWE Bristol identifies enterprising as an underpinning value for the university and includes commitments to embed enterprise across all three pillars of our [Strategy 2030](#): Purpose, People and Place.

The words 'enterprise' and 'enterprising' are frequently used to help define Bristol UWE's values and our aspirations for the three pillars of our 2030 strategy: Purpose, People and Place. They are integral to our goal to "be recognised as the leading university for outstanding practice-led learning, fostering the development of ready and able graduates" ([Strategy 2030, p6](#)) and are at the core of the people strategy for our staff.

However, as Advance HE ([2021, p4](#)) states, 'enterprise' can be a value-laden term with many contradictory definitions. In recent years, debate within UK Higher Education in general and in UWE in particular has coalesced around the QAA ([2018, p7](#)) definition:

Enterprise: "The generation and application of ideas, which are set within practical situations during a project or undertaking. This is a generic concept that can be applied across all areas of education and professional life. It combines creativity, originality, initiative, idea generation, design thinking, adaptability and reflexivity with problem identification, problem solving, innovation, expression, communication and practical action."

So, to be 'enterprising' is an attribute that is relevant to all UWE students, graduates and staff.

UWE Bristol's enterprising approach supports and aligns with our aspirations for employability, careers and entrepreneurship:

Employability relates to the skills, understandings and attributes that make individuals more likely to gain employment and be successful in their chosen occupations ([Knight and York, 2006](#), in QAA, 2018). It relates to both employment by others and to self-employment. Developing employability is relevant to all our students and is central to our purpose.

Career is our journey through life, learning and work; the process of career development takes skill as well as knowledge and the right attitude ([CDI, 2021](#)). Enabling students and staff to determine, prepare for, and navigate their chosen career pathway during their time at UWE Bristol is central to our vision for a personalised learning journey for students and to our people strategy for our staff.

Entrepreneurship is the generation of cultural, social and economic value for others; it may include new venture creation and it can take different forms such as Social Entrepreneurship or Intrapreneurship. Entrepreneurship applies to both individuals and groups (teams or organisations), and it refers to value creation in the private, public and third sectors, and in any hybrid combination of the three ([QAA, 2018](#); [EntreComp, 2018](#)). Learning about and through entrepreneurship is a university-wide endeavour and not the sole domain of the business school ([Advance HE, 2021, p8](#)) and UWE Bristol has made the commitment that that every student will be given the opportunity to start their own business or social enterprise ([UWE Strategy 2030, p6](#)). Many of our graduates will gain some direct experience of entrepreneurship during their careers, whether it be launching new ventures or extending the value-generating capacity of an existing organisation (intrapreneurship). UWE's aspiration of being "a market disrupter, leading future trends and approaches to solve future challenges" ([UWE Strategy 2030, p3](#)) implies a wish to be an

entrepreneurial university, one that "seeks to work out a substantial shift in organisational character so as to arrive at a more promising posture for the future" ([Advance HE, 2021, p28](#)) ([Clark, 1998, p7](#)).

The remaining sections of this Enterprise site consider in more depth the application of "enterprise" across the three pillars of our 2030 Strategy:

[Purpose: Enterprise for outstanding learning](#)

[People: Enterprising culture and values](#)

[Place: Enterprising by design.](#)

(source: UWE intranet: [Enterprise at UWE Bristol](#))

3. REFLECTIVE QUESTIONS

You might want to think about these questions when reviewing the design of your programmes and modules in order to embed enterprise. Resources and links related to these reflective questions are provided in section 4.

1. Are Employability, Enterprise and Entrepreneurship (3Es) frameworks/ matrices or other from professional bodies used to inform the design of the programme/ modules or when doing programme/module reviews? Which ones have you used?
2. Look at the definitions and differences between Employability, Enterprise and Entrepreneurship (3Es). How would you say they are embedded into your programme's curriculum?
3. Is there a clear 3Es (Employability, Enterprise and Entrepreneurship) pathway scaffolded across the programme and in core modules and assessments?
4. Which of the 10 UWE Bristol ESCF Enterprise skills and competencies have you incorporated in your programme (assessments, LOs, module handbooks, taught sessions, activities, opportunities)? How did you incorporate them? opportunity spotting, self-awareness, visioning, creative problem solving, taking the initiative, learning through experience and reflection, planning and management, coping with uncertainty and risk, working as a team, mobilising resources and financial literacy.
5. Are transferable skills (e.g. communication, group working, IT) explicitly* incorporated in your programme? (*recognised in programme or module learning outcomes, programme or module handbook, specific taught sessions and/or in assessment criteria)
6. Have you identified any skills gaps or development required in your programme / module to enhance your students' enterprise and employability outcomes?
7. Is a Personal Professional Development Plan maintained throughout the course?
8. Have you considered enterprise, entrepreneurship and employability in the design of your programme in the context of: Ethnicity, Disability, Age, Sex, Gender, Low Economic backgrounds, etc.
9. Does assessment in your programme incorporate views/ input of multiple actors (lecturer, self, peer, alumni, external stakeholder)?
10. In your programme/modules do students have the opportunity to record and reflect on extra-curricular activities?

11. Are career management skills scaffolded across your programme? Please check the Career Development Framework.
12. Are students explicitly* taught career management skills? (*Explicit is defined here as recognised in programme or module learning outcomes, made aware in their programme or module handbook, have specific taught sessions and/or assessed).
13. Have students been told about the process involved in securing funding for research, projects or business start-up? Local funding, subject funders, UWE funding, crowd funding
14. Would you say that potential employers are aware of the skills, knowledge and competencies your students develop on your programme/ module?
15. Does your programme offer opportunities for students to visit local employers/ professional networks/ organisations?
16. Do employers visit this course to give talks about opportunities (work experience, projects, employment)?
17. Do you think you are aware of the future skills needs and opportunity developments in the labour market?
18. How do you use employers and labour market intelligence in your programmes?
19. Are you aware there is a £500k employability bursary open to all UWE UK domiciled students from low-income backgrounds and how this can be used to help students in their application process?
20. Do you invite alumni or placement returnees to talk about their work experience in your programme?
21. Are you clear how College and School partnerships such as UWE Course Connect can support your programme and modules?
22. Is any of the following work-integrated learning opportunities are compulsory, embedded and directly assessed in your programme's curricular activities? Placement, Short Placement, Work shadowing, Internship, Volunteering, Consultancy projects, etc.
23. Is work experience compulsory as part of your programme?
24. How are students supported in selecting their work experience or work-integrated project?
25. Are work experience reflections assessed in your programme?
26. Do you have a good understanding of which organisations have employed graduates from your programme over the last five years?
27. Is your knowledge of Graduate Outcomes Survey (GOS) and/ or Career Registration used in strategic planning, programme design and/or your teaching?
28. Are current students made aware of the range of employability, further study and self-employed outcomes of graduates from your programme?
29. Do you have a good understanding of Career Registration reporting and how this data can be used to support the employability outcomes of students on your programme?

4. RESOURCES AND TOOLS

Employability, Enterprise and Entrepreneurship (3es) Frameworks

[EntreComp](#)

[Entrecomp into action](#)

[UWE Enterprise Competency Framework](#)

[UWE Career Development Framework](#)

[UWE Careers & Enterprise Consultancy](#)

Graduate Outcomes Survey

[Graduate Outcomes Survey \(uwe.ac.uk\)](#)

UWE Careers toolkit

Careers tools and resources to improve your employability

[UWE \(careercentre.me\)](#)

UWE Enterprise calendar

Various Enterprise related events and training.

[Innovation and enterprise calendar - Innovation and enterprise | UWE Bristol](#)

UWE Student Ventures

UWE Bristol Student Ventures is managed by the Enterprise Team at UWE. They have physical space, business support and funding available.

[Student Ventures - Innovation and enterprise | UWE Bristol](#)

Portfolio resources

Advance HE resources:

[Using e-portfolio as a reflective assessment tool | Advance HE \(advance-he.ac.uk\)](#)

[Supporting Portfolio Development | Advance HE \(advance-he.ac.uk\)](#)

[e-Portfolios: evaluating and auditing student employability engagement | Advance HE \(advance-he.ac.uk\)](#)

[E Portfolios - an aid to graduate employability? | Advance HE \(advance-he.ac.uk\)](#)

[The e-portfolio: Mapping tracking and tagging evidence of progress | Advance HE \(advance-he.ac.uk\)](#)

Etc.

Reading Lists

Enterprise and Entrepreneurship related reading lists:

Team Entrepreneurship Learning From Others module (UMCDSE-30-1/ UMCDSJ-30-2/ UMCDSN-30-3): TE [LFO](#) Learning from Others strand, TE [LBD](#) Learning by doing strand, TE [TC](#) Team company strand, TE [SL](#) Self Leadership strand.

Entrepreneurship and small business (UMSD7Q-15-2): [LINK](#)

Enterprise & Entrepreneurship (UMCDMT-15-1): [LINK](#)

Entrepreneurship - Ideas and Practices (UMSD84-15-3): [LINK](#)

For other modules please search [here](#)

LinkedIn Learning

For online courses, you can [Connect to LinkedIn Learning](#). You will find many resources there. LinkedIn Learning offers over 16,000 expert-led online courses and video tutorials for creative, technology and business skills.

Our subscription enables free access for all UWE Bristol students and staff. Access for students continues for approximately one year after course completion.

UWE guidance here: <https://www.uwe.ac.uk/study/library/browse-resources-a-z/linkedin-learning>

Small Business and Entrepreneurship resources:

[Small Business and Entrepreneurship: Online Courses, Training and Tutorials on LinkedIn Learning](#)

Library Resources

STUDY SKILL SUPPORT: <https://www.uwe.ac.uk/study/study-support/study-skills>

UWE LIBRARY: Databases, books, referencing, booking rooms and laptops, etc. [Library - Study | UWE Bristol](#)

Other External Resources

QAA Enterprise and Entrepreneurship Education Guidance 2018:

https://www.qaa.ac.uk/docs/qaas/enhancement-and-development/enterprise-and-entrepreneurship-education-2018.pdf?sfvrsn=15f1f981_8

Enterprise Educators UK: <https://www.enterprise.ac.uk/>

Advance HE Entrepreneurship: <https://www.advance-he.ac.uk/taxonomy/term/21184>

Team Academy and Team Entrepreneurship: [Routledge Focus on Team Academy - Book Series - Routledge & CRC Press](#)

Princess Trust Tools: <https://www.princess-trust.org.uk/help-for-young-people/tools-resources/business-tools>

Natwest Learning: <https://www.natwest.com/learning.html>

NatWest Business Builder <https://www.natwest.com/business/insights/businessbuilder.html>

Growth Hub <https://www.westofengland-ca.gov.uk/growth-hub/>

Cool Ventures <http://www.coolventures.co.uk/>

FSB [How to start a small business | Federation of Small Businesses | FSB, The Federation of Small Businesses](#)

Business West <https://www.businesswest.co.uk/>

Bristol City Council: [Starting a new business \(bristol.gov.uk\)](#)