# ENTERPRISE ENGAGEMENT IN EDUCATION (EEE) PATHWAYS AND SUPPORTS PROJECT

A JOINT INITIATIVE OF

**CEEN**

(CAMPUS ENTREPRENEURSHIP EDUCATORS NETWORK)

AND

**HECA**

(HIGHER EDUCATION COLLEGES ASSOCIATION)

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**List of Abbreviations**

| | |
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| ACE | Accelerated Campus Entrepreneurship |
| BA | Bachelor of Arts |
| BSc | Bachelor of Science |
| CEEN | Campus Entrepreneurship Educators Network |
| CIMA | Chartered Institute of Management Accountants |
| CV | Curriculum Vitae |
| EEA | Enterprise Engagement Activity |
| EEE | Enterprise Engagement in Education |
| HEA | Higher Education Authority |
| HECA | Higher Education Colleges Association |
| HEI | Higher Education Institutes |
| IPPA | iPhone Photography Awards |
| IT | Information Technology |
| LEO | Local Enterprise Office |
| Q&A | Question and Answers |
| QQI | Quality and Qualifications Ireland |
| SAP | Software and Solutions |
| SIF | Strategic Innovation Fund |
| T&L | Teaching and Learning |
| UK | United Kingdom |

**The EEE Pathway Project**

***Context for CEEN & HECA Collaboration on EEE Framework***

The original proposal for establishment of the CEEN Network set out CEEN's ambitions to be an inclusive network of all Irish HEIs, including private colleges. Funding from the National Teaching & Learning Forum Network provides an opportunity to progress this collaboration in a very tangible way, bringing together the knowledge and expertise of both CEEN and HECA, which together will add significant value to The EEE Framework and Pathways Support Project.

CEEN builds on an internationally recognised body of work in embedding EEE in the Irish HEI curriculum, through the HEA SIF funded ACE initiative. Most recently, CEEN's work was recognised in the cross departmental Entrepreneurship Policy Statement published in September 2014 for its important contribution to entrepreneurship education. CEEN members are committed to working in partnership to further expand this work, through the expertise and time commitment of academic and non-academic staff members who have been involved in this work.

HECA bring a private sector entrepreneurial ethos, across a range of occupational disciplines and a 'practitioner' based staff body that can bring significant enterprise insight to the project. The HECA Board recognise the considerable value of the CEEN & HECA joint project, as follows:

- Between all HECA Colleges there is a wide diversity of programme offerings embracing many disciplines including Business, IT, Humanities, Psychology, Physical Therapy, Law, among others;

- HECA Colleges have a very large number of part-time lecturers who bring their own external experience to the programmes on which they lecture;
- Private Colleges are in the main run by entrepreneurs and some HECA members already have specific entrepreneurship modules embedded in some of their programmes. This is an area which many members consider to be underdeveloped and they believe that there is an inherent need to develop the concept of entrepreneurship in all programmes and not just in business programmes which is currently the case;
- All HECA College are accredited by QQI which guarantees that their results driven ethos is underpinned by established quality procedures.

Both CEEN & HECA Boards believe that this collaborative project provides a means for engaging enterprise in entrepreneurship education in a very constructive and meaningful way. The T&L Forum Network investment will enable this joint work to be progressed, establishing the foundations and creating an important delivery infrastructure for further collaboration and delivery in this important area of national education policy.

***Project Overview***

The EEE Pathways and Supports Project is a collaborative initiative between CEEN and HECA, focused on promoting enterprise engagement within the HEI, to both inform and contribute to the delivery of entrepreneurship education. From a teaching and learning perspective, enterprise engagement is integral to the development of activity based pedagogies; a critical component of 'learning by doing' entrepreneurship education approaches. Working across HEI partners, the project seeks to map and document approaches to enterprise engagement across the CEEN/ HECA networks.

***Project Background***

Enterprise has a central and multifaceted role to play in entrepreneurship education and represents a key component of the HEI's entrepreneurship ecosystem. The extent to which enterprise engages depends on a range of variables, including enterprise capacity, business needs and the ease at which enterprise can engage with the HEI. CEEN has been supporting HEIs embed entrepreneurship within the curriculum, but has identified challenges in engaging enterprise in this endeavour. To this end CEEN has developed the 'Enterprise Engagement in Entrepreneurship Education Pathways & Supports' model, to support HEIs and enterprise to work together. The model suggests different levels at which enterprises can engage, types of activities for each level of engagement as well as resources that can support these activities. This project seeks to highlight the practices and resources employed in the classrooms in Irish HEIs to support enterprise engagement in entrepreneurship education. The Enterprise Engagement in Entrepreneurship Education Pathways & Model (Appendix 1) is an integral part of this Research Project.

***Project Outcomes***

The overarching outcome of the EEE Pathways & Supports programme is to establish a sustainable model for enterprise engagement, around the entrepreneurship education agenda. Broken down into specific outcomes, this will deliver the following:

- For educators, increased awareness of and access to a range of activity based pedagogy, contributing to more effective entrepreneurship teaching strategies;
- For enterprise, demonstrate the opportunity to engage with, influence and benefit from campus knowledge base, labour market and raise company profile;
- For students, greater exposure to experiential learning opportunities, enhancing employability skills as well as helping them to consider self-employment as a career option.

## 1. Introduction

The education system in Ireland has not been lauded for fostering an entrepreneurial spirit within students as was noted by the Goodbody Report in 2002. While it was highly successful in creating a well-educated population that appealed to foreign employers, its efforts to develop indigenous entrepreneurs, had until recent years been less profitable. The National Policy Statement on Entrepreneurship in Ireland (2014) indicated that more emphasis on the beneficial aspects of enterprise engagement in entrepreneurship education was required at all levels. It also highlighted that teachers and trainers must also be educated on the topic to enable them to effectively teach enterprise skills. The European Commission Report on Entrepreneurship Education (2013) also stresses that for ensuring growth of indigenous enterprises in future years, it is essential that entrepreneurship within the education system be reinforced across all levels.

However, with time the landscape is changing, increasing efforts are being made to stimulate interest and growth amongst young students to learn about and explore entrepreneurship and enterprise development through a range of different enterprise engagement activities. Generally, entrepreneurship education and engagement of enterprises in education has been offered in faculties of business studies, but recently these concepts and their potential benefits are being recognised outside of the business faculty. More and more Irish third-level institutions are now engaging enterprises and offering enterprise based modules in non-business related courses, with an upsurge of interest and demand of these modules amongst science, engineering, and arts faculties, as evidenced by Cooney and Murray's mapping exercise in 2008. It is also noteworthy that the goal of engaging enterprises in education is not necessarily to ensure that all participants learn to launch their businesses immediately upon completion of their courses. In fact, owing to the inherent risks and

difficulties of the venture creation process, institutions through their policies, incentives, and behaviours, aim to develop entrepreneurial capacities that are relevant both within existing organisations as well as for new ventures, while also conveying a positive image of entrepreneurship as a career choice (Cooney and Murray 2008).

As embedding entrepreneurship in education is now a vital activity of the education landscape in most countries around the globe, institutions are increasingly creating a learning environment that encourages and supports student enterprise and graduate entrepreneurship. Looking beyond the concept of employability, enterprise engagement enable graduates to visualize the possibility of creating their own futures, exploit the emerging opportunities, and better contribute to the economic development and social well-being. This report explores levels of enterprise engagement in entrepreneurship education in Irish HEIs. The evidences presented demonstrate that there is no shortage of entrepreneurial activity and enterprise engagement in education across the island. Government policy is motivating interest and progression amongst students in science, engineering, technology and the arts and educational institutes are spreading the provision outside of business schools and across the campus.

## 2. Methodology

### *Project Objectives*

The EEE Pathways and Supports Project aims to explore the extent of enterprise engagement in entrepreneurship education in Ireland, primarily focusing on the different levels of enterprise engagement in the classrooms. The project seeks to describe the practices and resources that can serve to assist lecturers engage with enterprises. The research objectives of the project can therefore be stated as:

- To highlight the practices and resources employed in the classrooms in Irish HEIs to support enterprise engagement in entrepreneurship education

### *Evidences from International Literature*

The literature search identified 18 relevant reports/ research articles on global entrepreneurship education (Appendix 4). These research documents were examined to explore global entrepreneurship education scenario in terms of:

- Entrepreneurship education activities
- Short term outcomes
- Medium term outcomes
- Impact / long-term benefits
- Effectiveness / factors influencing outcome achievement

Based on the literature review, the methodology for the study was designed.

### *Project Methodology*

In order to answer the research objective: *highlighting the practices used in the classrooms to support enterprise engagement in entrepreneurship education*, a template was

designed to collate this information (Appendix 2). Information for completing the template was gathered in the following steps:

- Documenting providers of entrepreneurship education
    - List of CEEN and HECA member organizations
- Designing an interview guide for conducting interviews of lecturers (Appendix 3)
    - Documenting practices and resources used in classrooms to support enterprise engagement, which was achieved by interviewing lecturing staff and getting completed information templates from relevant personnel.

The aim was to compile at least one exemplar from each CEEN and HECA partner organisation.

***Research Process***

The conducted research involved the following steps:

- Initial introductory letters were sent to all CEEN and HECA members requesting their participation in the project.
- The participants were first introduced to the study that is a research project undertaken as part of the CEEN & HECA joint initiative, funded by the National Forum for Teaching & Learning.
- The participants were informed what was requested from them by way of the interview or in terms of completion of the template. They were asked to simply describe the practices they employ in the classrooms to support enterprise engagement in entrepreneurship education. The aim was to do so in a format which can be shared with other lecturers, as they develop their teaching and learning practices.
- Most participants completed the template, while few agreed for giving an interview.

- Rounds of follow up emails were sent to the participants requesting clarification and additions to the information template, if required.
- Data analysis was performed by distilling the interview data into the template for each provision in case of interviews while were participants had themselves completed the templates, information on each enterprise engagement provision employed was collated from the different participant templates.

The section below outlines the different enterprise engagement in education provisions employed in Ireland Higher Education.

## 3. Enterprise Engagement in Education Provisions Employed in Ireland Higher Education

It is recognised that having an Entrepreneurial Ecosystem in the HEI is an important aspect of embedding entrepreneurship. Building an entrepreneurial ecosystem in the Irish HEI's involves entrepreneurship-relevant people, resources, facilities, and processes etc. that contribute to the development of entrepreneurial skills and attitudes in students and support enterprising activity in education. It comprises of different levels of mutually-interacting organisational initiatives and practices, involving external as well as internal parties.

At the organizational level CEEN and HECA form an integral part of the Irish entrepreneurship education ecosystem and almost all members of both the networks provided insights into the practices and resources employed in the classrooms in Irish HEIs to support enterprise engagement in entrepreneurship education. There are a variety of practices to engage enterprises in the classroom are employed, ranging from guest lectures and business plan competitions to industry projects and Entrepreneurs in residence. However, the most common and easily implemented ones across the HEI's include guest lectures, idea pitching competition and industry case study presentations. Some innovative techniques are practiced by some of the HEI's and these include business mentoring clinics and employer forums.

The next section contains a detailed listing of all the different enterprise engagement in education provisions employed in Irish Higher Education. There is a description of each indicating the level at which it is employed, the group size that it is appropriate for, duration, the level of preparation each requires and the challenges and recommendations for each are also outlined. In total 22 Enterprise Engagement Activities (EEA) are included in this document.

13 HEIs from within the network were interviewed and provided information. Given the size of the sample it did not make sense to quantity the data. However it is evident that upwards of 54% of the total network endeavour to create links between the classroom context of their students and appropriate industry, albeit it at a relatively low level. It is also likely that not all of the EEAs that do take place were captured in this project, despite a concerted effort to do so.

What is apparent from the interview process is that there is a considerable discrepancy between the ranges of activities within different HEIs. It also appears that many of the activities are driven at an individual level rather than at either a programme level or an Institutional level. Lecturers are utilising their own contacts with industry to create learning opportunities for the learners. It is also clear that this work is not always visible across the organisation.

**EEA 1: Guest Lecture**

An activity wherein an individual who possesses advanced knowledge of a particular subject area is invited to speak about that subject area to a group or organization with which the person is normally not involved

**Aim of the Activity:** To introduce students to practitioners who are currently working in the field/domain that is relevant to the students' area of study. This can also be used to give students more hands on knowledge of being an entrepreneur and setting up a business with practical examples of challenges encountered by the entrepreneur.

**Duration:** 1 or 1.5 hour sessions on going during term time.

**Level:** 7, 8 and 9

**Group size:** 20 to 80+

**Description:**

The module lecturer organises the arrangement with the visiting speaker. Initial contact is made, followed by face to face meeting to scope out the purpose and extent of the engagement. The brief is given to the guest speaker who is asked to speak very much from a practitioner's perspective with examples drawn from his or her own experience.

**Challenges:**

Challenges in carrying out the activity include starting with an initial guest lecture and to build the relationship and trust. There are also logistical issues of matching speaker's diary to the scheduled timetable.

**Recommendations:**

This works best when the speaker is well briefed, students do some preparatory work and the topic is relevant to where the students are at in their curriculum. The assessing of such events through reflective logs or research pertinent to the speaker's expertise assists with attendance and engagement and enhances the overall learning experience

**EEA 2: Enterprise/ Business Plan Competition**

A competition amongst students wherein they design a business plan. They generally do this in a group and are required to develop a road map that provides direction to the business for the future.

**Aim of the Activity:** To introduce students to real life entrepreneurial situations so as to continuously improve the real world quality of entrepreneurship education at third level.

**Duration:** One Semester.

**Level:** 7, 8.

**Group size:** 20

**Description:**

Students are nominated to participate in internal college enterprise competitions. All students do a business plan for their assessment and they also do a presentation of their business plan which is like a sales pitch. This involves the students in the practical skills of doing a business plan and making a sales pitch - skills that are transferrable to other contexts. These competitions can act as filters for entries into national competitions.

**Challenges:**

The challenges include matching expertise and capabilities. Following up and mentoring students' needs is also required. Some training in the management of groups and enabling students to manage group situations is also important.

**Recommendations:**

It is good to align competitions with student assessments.

**EEA 3: Case Study Presentation**

A case study is a record of research into the development of a particular person, group, or situation over a period of time. Students study, analyse and make presentation on various case studies.

**Aim of the Activity:** To introduce students to real life entrepreneurial situations

**Duration:** Ongoing

**Level:** Under graduate and post-graduate.

**Group size:** Post graduate class around 20 and under graduate class vary between 20-32 students

**Description:**

The students study a case study of an existing business and make a presentation about what the business should do now. Guest speakers can be invited to assess the presentations with the lecturer and discuss on how the business should proceed.

**Challenges:**

The challenges revolve around the selection of relevant, informative and comprehensive case studies. It is also important to match speaker's diary to the scheduled timetable of the class.

**Recommendations:**

The cases study needs to be well chosen and students given a background class on strategy and business.

A variation on this can be to get the students to research and develop their own case studies. This works best with third and final year students.

**EEA 4: Business Mentoring Clinics**

Business mentoring clinics provide nascent student entrepreneurs opportunity to meet a business mentor who is expert in the field. The mentor provides the fledgling business with practical and strategic one to one advice and guidance. The mentor contributes independent, informed observation and advice to the student business.

**Aim of the Activity:** Business mentoring clinics are aimed at providing guidance to students from an expert in the field.

**Duration:** 1 hour session per business idea

**Level:** 7, 8 and 9

**Group size:** 1 on 1

**Description:**

In some cases, Local Enterprise Offices may support this initiative and provide the mentors to the Institute. A business mentor clinic is held on campus in each term. The Head of Department / lecturer liaises with the LEO with regard to suitable dates. The Head of Department/ lecturer may also works with the Student Enterprise Society (if one exists on campus) to advertise the sessions. Students are allocated a slot on a first come, first served basis.

**Challenges:**

The challenges are to ensure that there is good communication of the event to students and a proper booking system is in place. Social media can be useful with regard to this.

**EEA 5: Industry Projects**

Projects students work on to solve in part or in full real problems faced by firms in their discipline of study.

**Aim of the Activity:** To provide students with the opportunity to

a) Work on a real world problem related to their discipline.

b) Find a solution to the problem.

c) Present/Provide their solution to the external organisation.

d) Receive feedback from the organisation.

**Duration:** Varies from discipline (These can occur across a wide range of disciplines and programmes within the HEI - business, humanities, creative science, technology, etc.)

**Level:** 7, 8 and 9.

**Group size:** Class sizes vary from 10 – 50 students. Depending on the nature of the project students are subdivided into groups for such activities.

**Description:**

The use of such projects is driven by the discipline specific learning outcomes and the individual programme assessment strategies. Individual lecturers, and/or programme co-ordinators are responsible for the set up and management of such projects.

Typically the steps include staff meeting with industry specialist to discuss and scope project. The students are briefed about the nature of assessment by staff. The industry specialist may attend to brief students about the problem, the brief and their requirements. Students work in groups to address the issue. Academic staff provides facilitation to the student group. The projects researched, prepared and presented. Feedback provided from industry and academic staff grade output.

The types of projects include marketing projects, promotion plans, business plan development, graphic/advertising campaigns, development of sets, and production of films / documentary.

**Challenges:**

The challenges are to align the projects to pertinent learning outcomes of the programme. It is also very important to manage the expectations of the industry partner and of the student body and this can require significant input by the lecturer and the programme team.

**EEA 6: Work Placements,**

This involves students working off campus to gain practical experience in their discipline. It also includes the activity of preparing students in advance of placement, including cv preparation and interview skills. It takes place off campus, and is a credit bearing component, usually on level 8 degrees

**Aim of the Activity:** To give students the opportunity to develop and hone their skills working in the real world.

**Duration:** 1 or 2 semesters.

**Level:** 8

**Group size:** 35/ 40 per class group.

**Description:**

Different HEIs go about organising this in different ways. The next section highlights the approach of one HEI. A staff member has an allocation of hours to act as the dedicated person working as Placement officer on programmes. The Placement officer has scheduled class time with students to prepare them in advance for placement- CV and interview skills. He/ She also does one on one work with the students in advance of placing them in an organisation.

The steps involved in the process include the following. The Placement officer liaises with interested industry partners and establishes fit between programme and employers. Jobs specifications are received from employers. The students apply directly to the organisation. Students are interviewed and placement commences. Students are then provided with appointed academic supervisors who liaise with students on placement and visit organisations. The students complete end of placement reports, employers submit reports and academic supervisors compiles a report. Final evaluation is conducted by placement officer and module is assessed on Pass/ Fail basis

**Recommendations:**

The key to a successful placement programme is ongoing customer relationship management, early intervention should a problem arise and regular communication between Institute, student and employers.

**EEA 7: Showcase (Technology) / Exhibition**

An annual activity where the academic outputs of the final year students are presented to the industry/ potential employers

**Aim of the Activity:** To showcase the output of the academic programmes, particularly at year 3 and year 4 of programmes.

**Duration:** 1 day – to 1 week.

**Level:** 8

**Group size:** Graduating classes, vary in size from 10 – 50. Total cohort 200+

**Description:**

As with other such EEAs, different HEIs approach this in different ways and herein is the detail of one such approach. There is one staff member who has specific responsibility to co-ordinate such endeavours, but the delivery of the event requires input from a range of academic and administrative staff from across the HEI. A committee is established in January of each year to work on the event planning for these events. Generally, this kind of activity also requires a budget to ensure that it takes place in a professional manner.

**Challenges:**

The activity is a significant logistical task each year, which provides an opportunity for each graduating student to display his/ her work to industry specialists and potential employers.

**EEA 8: Idea Pitching Competition**

Activity wherein students present and compete for their innovative ideas in front of judges drawn from business and industry

**Aim of the Activity:** To showcase to business the output of student project work.

**Duration:** Once off sessions.

**Level:** 7 and 8.

**Group size:** On average of 5/6 projects/ ideas at any one session.

**Description:**

In some HEIs, such events take place during the dedicated Enterprise days/ Week which are typically held on campus once a year. Sponsorship in the form of cash prizes and business stat- up supports i.e. mentoring and hot desks is usually sought.

If there is a Student Enterprise Society it can play a pivotal role in organising such competitions. Competitions are often embedded into class assessments.

Typically the steps include the following. It commences with a call out for students to enter the competition. Support provided by either Student Enterprise Society or by faculty or both working together. The screening of ideas and pitching event are organised with judges drawn from business and industry. Winners selected on the day. Usually some form of sponsorship is solicited in advance and there are suitable prizes for the winners.

**Challenges:**

The challenges involve getting student participation, particularly if the date is close to assessment deadlines.

**Recommendations:**

It is advisable to work with academic staff to see if the competition can be aligned with some forms of assessment that students are taking. This can improve both the quality of entry and the enthusiasm for the competition. It is also advisable to work with representatives of the student body to ensure that the event is well communicated across the campus.

**EEA 9: Advisory Boards**

An advisory board comprises of a groups of relevant stakeholders that provides non-binding strategic advice to the management and the programme team. This is often done in an informal manner giving greater flexibility in structure and management to the consultation. It provides a mechanism through which to give industry experts an input regarding their needs in terms of employability of graduates. This can be taken into consideration when designing curriculum and programmes.

**Aim of the Activity:** To ensure that specialist industry needs informs the ongoing development of programmes.

**Duration:** Annual

**Level:** 7 and 8.

**Description:**

Industry is not invited directly into the class but is consulted on issues pertaining to the employability of graduates and the specific skills needed in the industry relation to the programme.

Typically the steps include the following. Relevant industry stakeholders are identified and invited to take part on the board. As part of the annual programme review cycle the board meet to discuss pertinent issues relating to employability and skills development.

**Challenges:**

The key challenge is co-ordination – industry stakeholders are usually very willing to contribute, but often the issue pertains to diary management. A secondary issue can be the maintenance of an appropriate balance between academic and industry requirements

**EEA 10: Field Trip**

To study live scenarios first hand and gain experience, students are taken to visit organizations in accordance to their field of study.

**Aim of the Activity:** To take students out into work environments where they can learn about particular industry issues in situ.

**Duration:** One day / half day in a semester.

**Level:** 7, 8 and 9.

**Description:**

Field trips can be local, regional or international. Preparation is usually done by the module lecturer in conjunction with either Programme co-ordinator or Department head.

Typically the steps include the following. The opportunity for a field trip is identified and communication with the stakeholder is initiated. A brief for the trip is agreed upon and communicated to students. Logistics (bus, etc.) if necessary are organised followed by conducting the actual trip. Debriefing and assessment is conducted where appropriate.

**Challenges:**

Depending on the nature of the activity and the size of the host organisation there can be a number of logistics involved, organising buses, collecting monies etc. Increasingly, international field trips are becoming prohibitive due to the costs and responsibilities for staff associated with same.

**Recommendation**

This type of activity works best when it is closely aligned with the overall programme learning outcomes.

**EEA 11: Scholarships**

It is a grant or payment made to support a student's education, awarded on the basis of academic or other achievement.

**Aim of the Activity:** Supporting excellence in particular discipline areas and creating deeper links between the sponsoring partner and the HEI.

**Duration:** Annual.

**Level:** 8

**Description:**

Different scholarships schemes are available each year to support students in different HEIs, like: Sky Academy TV Scholarship, Ireland Homecoming Study Programme, Brazil Scholarship Programme, Colleges Ontario Scholarship Programme.

These can be very specific to the disciplines within the HEI and usually come about as a result of the building of a long-term strategic partnership between the HEI and Industry partner.

The scholarship schemes are launched and students are encouraged to make application based on eligibility criteria.

**Challenges:**

It is important to have clear criteria for the selection of the potential students. Also, it is not always possible to guarantee from year to year that such support will be available.

**EEA 12: Employer Forum**

An activity where potential employers are invited on campus, creating opportunity for students to interact and network with companies relevant to their discipline

**Aim of the Activity:** To highlight sectoral opportunities to graduating students.

**Duration:** Annual.

**Level:** 8

**Group size:** 40 approx. per programme.

**Description:**

These events are organised by the Careers Office in conjunction with the relevant Head of Department and Programme Co-ordinators.

Typically the steps include the following. The Careers office works with programme staff to identify relevant employers. Employers are invited and each employer is given a 10 minute pitch. Students and employers then network over tea and coffee.

**Challenges**

The range of relevant employers who are willing to take part can take time to establish

**Recommendation:**

The choice of an appropriate time is important.

**EEA 13: Industry Sponsored Competition**

There are a range of different competitions in various disciplines aimed specifically at young talents. Many of these take place at national level and are offered in, and supported by many HEIs.

**Aim of the Activity:** To allow students to showcase the skills, knowledge and competencies that they are acquiring in their programme and to afford them opportunities to enhance their employability.

**Duration:** Annual.

**Level:** 7/8 and 9.

**Group size:** Varies per discipline.

**Description:**

The groundwork for such activities is usually done by individual lecturers and/or team of lecturers as part of the regular class work. Each discipline has different industry sponsored competitions that they become involved in. For example:

- CIMA Global Business Challenge
- Irish Taxation Institute Fantasy Budget
- Smedia (National Student Media Awards)
- Undergraduate Awards
- IPPA Student Photographer of the Year
- Psychology Society of Ireland conference
- Eircom Spiders Award
- SAP InnoJam
- Microsoft Imagine Cup
- SPARKS
- Enactus

**Recommendation:**

Such activities need to be planned into the year's work well in advance. It is important to factor in additional support that may be required should students be successful in getting to final stages of competitions

**EEA 14: Entrepreneur in Residence**

Entrepreneur in Residence is a position created, usually temporarily and not formally, when an institution brings in an entrepreneur, to provide guidance to students who are intending to go through the same path as those who are helping them.

**Aim of the Activity:** To build relationships with industry partners to work together.

**Duration:** Ongoing.

**Level:** 6, 7

**Group size:** Varies per discipline

**Description:**

The business faculty has a number of lecturers, who have the necessary academic qualifications, but have also identified a niche in the market, started their own business and have to varying degrees been successful. The entrepreneur sees things in a different light. Lecturers with these skills can 'talk the language' of day to day business and put things in perspective by relating to issues going on in most workplaces; 'where is the next customer'?

**Challenges**

Identifying a suitable and available entrepreneur can be a significant challenge.

**Recommendation:**

More emphasis, and support, should be provided by authorities to make it easier for the small-medium provider to engage with institutions, thereby facilitating a greater pool of businesses to interact with. It also offers a good opportunity for staff to stay in touch with industry.

**EEA 15: Social Entrepreneurship**

There are different models in existence for embedding social entrepreneurship. The descriptor below pertains to the embedding of social entrepreneurship within a module that one HEI offers.

**Aim of the Activity:** To allow students to examine the concepts of social entrepreneurship and how they relate to human services – (Social Capital).

**Duration:** 7 weeks

**Level:** 7

**Group size:** 6 -10

**Description:**

Social entrepreneurship is one unit of a larger module called Leading within the Learning Organisations in BA Applied Management (Non-profit / Human services).

The students are supported through a blended model of online resources (online articles, online discussion groups, online tutorial) and a face to face workshop to explore the benefits and challenges of social entrepreneurship, in human, not for profit services in Ireland. The workshop is led by an expert in the field.

The College maintains continuous consultation with industry in relation to course content for all courses (for example, capturing key regulatory changes that influence practice). This extensive consultation forms part of any programmatic validation/review carried out by the College. Once the content has been confirmed, industry expertise is sought to develop a module on the topic. Also through consultation with industry, the College develops a supported open learning model that minimises the impact of staff on the ground studying for qualifications with the College. The students are supported through a blended model of face to face workshops, tutorials and online supports.

**Challenges:**

The challenges include keeping the content up to date and network with other similar projects and enterprises. To maintain the validity of an alternative model of delivery and develop the practice model.

**EEA 16: Enterprise Ireland Student Entrepreneur Awards**

The Student Entrepreneur Awards by Enterprise Ireland offers third level students from all academic disciplines and courses of study the opportunity to realise their entrepreneurial ambitions. The first place offers a cash prize of €10,000 to be won plus the opportunity to avail of €30,000 worth of specialist advice and assistance to potentially help turn the enterprise idea into a business reality. A significant number of HEIs support students in entering this completion, and some do that by embedding the competition into their continuous assessment.

**Aim of the Activity:** Continuous assessment designed in tandem with the Student Entrepreneur Awards, following same template and requirements.

**Duration:** Year long.

**Level:** Degree.

**Group size:** 40x4 (160 students, in four tutorial groups); OR rather than tutorials being delivered as 2hr blocks to 40 people, 10-15 minute meetings between Teaching Assistant and student group of 4 for more focussed engagement.

**Description:**

Designing the assessment in line with an external competition aids engagement with sourcing funding, understanding stakeholders, and business model management. Additional skills like video pitches and self-evaluation are the key. Monitoring of public entrepreneurship competition and updating assignment briefs as required.

Typically the steps include the following:

1-2 weeks: Students self-select groups of up to 4

4-6 weeks: Time to develop an initial 3 minute well researched business pitch

7-12 weeks: Undertake business model canvas and self-evaluation of business plan

13-24 weeks: Development of detailed business plan in line with Student Entrepreneur Awards competition, and video pitch of business proposal

**Challenges:**

Often students become married to bad ideas, and demonstrate reluctance to change direction. Recently ‘jump off points’ have been built in where students are actively encouraged to

change their ideas following self-reflection and individual feedback meetings with the teaching assistant. This has been hugely successful as it takes the stigma away of saying our first idea was not good.

**Recommendations**

It is important to facilitate the students in their groups in order to ensure that the group can maximise the potential of their ideas.

**EEA 17: Business Practice Module**

This describes a module dedicated to teaching students conduction of complete market analysis for developing a business.

**Aim of the Activity:** 5 credits Business Practice module in year 2 aimed at encouraging students begin to consider who their competitors might be and what their individual competitive advantage might be. They also develop a business or in some case a career plan.

**Duration:** Occurs over semester 2 and is of 14 weeks duration.

**Level:** Year 2 of a Level 7 BSc.

**Group size:** 24

**Description:** Students work in a group of no more than four people and develop a poster presentation that examines the market within which their group will be trading. They are required to:

Complete a thorough research plan of the market within which they will be trading. This will examine competition, opportunities, risk factors, and trends within the market. It will identify potential target market segments and possible problem areas that may exist.

Identify possible networking opportunities and develop potential sales strategies

They are also required to complete a peer evaluation diary and a personal reflective learning diary. The peer evaluation diary will reflect on the contribution of each team member to the assignment, while the personal reflective learning diary reflects on the learning from this assignment.

Students then prepare a Business Plan in groups of 2

The marketing information that they have presented in the poster presentation can also be included in this assignment, and may be amended to personalize the information to the specific situation

Other areas that students include in the business plan:
The Business Environment
External Issues
Operating and management structure

Strategy for growth
Financial Analysis
Presentation and Housework

**Challenges and Recommendations** For a long time, the programme team considered how to help students be better prepared for setting up a practice in their chosen discipline. More recently the opinion is that the best time is when they have completed their programme and are ready to establish their practice. Support from local enterprise boards is a good option. Learning about business when they are struggling with the academic and technical aspects of becoming a healthcare practitioner isn't feasible. This might be different in year 4 of an honours degree but even at that their focus would be on placements and research projects. Perhaps the most useful thing is to invite graduates back for a seminar and include some alumni who have been particularly successful.

**EEA 18: Supervised Student Clinic**

This describes a discipline specific activity wherein under supervision, students provide consultation and manage independently real life clients visiting the student clinic.

**Aim of the Activity:** Student clinic where 3rd years lead a team (2nd and 1st year) to manage clients presenting with musculoskeletal problems, under supervision.

**Duration:** varies from year to year, typically is in Year 1 (6 X 6 hour clinic); Year 2 (18 x 6 hour clinics); and Year 3 (24 X 6 hour clinic)

Orientation of 2 hours is provided at the beginning of each year in preparation for clinic

**Level:** Year 3 of Level 7 BSc.

**Group size:** 5 – 6 teams for 2-3 students

**Description:** Students are required to conduct a minimum of 25 consultations over two 6-week clinic blocks. Students present learning contracts to the clinical supervisor at orientation on the first night of their block along with their previous clinic marking grid. Validation sheets must accompany this for each of the validators.

A research folder containing all self-directed and tutor directed research is taken to clinic each night for discussion with the clinic supervisor and/or assistant. The complete research folder is presented on night 5.

A 500 word reflective essay (+/-10%) is required per block and is submitted to the clinical supervisor on night 6 of each block. The reflective essay details how your case management has developed over the course of the block drawing together the learning contract goals, the research into clinical practice and feedback received throughout the block from the colleagues, supervisors and clients. The essay details how students achieve their case management goals and how these lead to the development of new goals for the next clinic block.

**EEA 19: Business & Investment Society Annual Innovation Summit**

This is an annual event focused on teaching students on how to be their own catalyst for start-up success. Experts from industry guide students how to succeed by not just having great ideas but also having the right attitude and the know-how.

**Aim of the Activity:** The summit focuses on the innovation within the technology sector in Ireland, bringing some of the most talented and successful technology leaders into the summit. The Summit is a marvellous opportunity for students to gain an Irish perspective on innovation and a great chance to develop valuable networking connections. It is a unique chance for students to discover the roadmap for the future of innovation in Ireland.

**Duration:** The event takes place for a ½ day.

**Level:** The event is open to the entire student cohort.

**Group size:** 100-120 Student attendees on the day

**Description:**

The program features three conference sessions and discussions on topics of great importance for students with an interest in the areas of business and technology. Students are given the opportunity to ask the speakers questions through a Q and A session at the end of each presentation.

The event is a result of a six month planning process, enabled by the administration of the school, the Business Society is empowered with the resources and facilities needed to undergo such a large project. Some key resources provided to the students by the administration of the school are academic, professional and industry liaisons in addition to funding facilities and event management consultations.

Key to the success of the event is to engage the student cohort; this is the primary objective set out by the society. The six-month planning process is designed with this central objective. There are 5 main stages of planning in which the society undertake to plan and operate the event.

Firstly, the society begins the planning process by engaging with the student cohort to gage the perception of the technology enterprise sector in Ireland and to extrapolate what the

majority of students could benefit from learning about this industry. This process involves consultations with students, societies and academic staff within the school.

Next a template is formed for the operation of the event; this outlines the goals, objectives and physical operation of the Summit.

Step 3 involves the procurement of resources to run the event; this involves securing the speakers, funds and resources outlined above to operate the Summit.

Step 4 is to market the event effectively to the students

The final step is to operate the event on the day

**Challenges:**

The school makes a significant effort to enable the students in running such an enterprising and innovative event, some challenges faced by the society are engaging with prospective speakers and the technology industry. The school can reach out to its alumni and professional network aiding the students in securing a high calibre of speakers.

The students have displayed a high propensity to succeed at such an activity when the correct resources and structures are allocated to the project. Its value lies in creating an environment for students to independently develop and engage with industry.

**Recommendation:**

Motivating the undergraduate students to independently operate an event of this scale is a direct result of effective engagement and support provided by the school at all levels of administration. Developing this key support structure is the recommendation to colleges looking to aid their students in effective enterprise engagement.

**EEA 20: Audio-visual Industry Projects**

Students are assigned projects focused on the audio-visual industry to advance their digital exposure and to create opportunities for them to engage with firms in their discipline of study.

**Aim of the Activity:** To develop undergraduate engagement with the audio-visual industry. To create opportunities for further engagement with enterprise situations through networking, promotion and digital exposure and to promote learner talent

**Duration:** On-going.

**Level:** 6, 7, and 8

**Group size:** Varying

**Description:** Examples of the various projects include:

Photography Exhibition – undergraduate event co-curated and promoted by undergraduates.

Voices on film – co-curated audio-visual academic brand creating content and organising events, creating opportunities for undergraduate involvement

Film Society blog - Students are encouraged to write blogs. Contributors are generally approached to freelance for Film Ireland etc.

Internal entrepreneurship – mandatory employability classes for BA (Hons) Film and Media students, involving Alumni and Industry guest speakers

**Challenges:** The key challenge is ensuring that individual academics and their institutions are able to fully understand the digital demands of contemporary undergraduates

**EEA 21: Community Enterprise**

This is an activity which requires students design a marketing plan for an actual charity's event.

**Aim of the Activity:** To teach students how to apply the module theory.

**Duration:** On-going.

**Level:** 8

**Group size:** Each group of 4 students

**Description:** Students develop a marketing plan for hosting of a charity's event.

Preparations include the following. Students must gain access to the charity for information on an ongoing basis. The charity will be invited to present their event concept to students

The lecturer then develops and provides an assessment brief to students.

The students research and develop the plan and once completed, students present the idea to the charity.

**Challenges:** A key issue lies in managing the expectations of those involved. Sometimes the charity might expect the students to execute the event.

**Recommendations:**

Ongoing relationship management with the charity is important to sustain the project.

**EEA 22: Annual Retail Conference**

This is an annual conference event that takes place in one HEI to provide students insights from expert industry speakers along with networking opportunities with potential employers

**Aim of the Activity:** The key objective by the lecturers is to enhance the students' learning experience.

**Duration:** Annual event.

**Level:** 7.

**Group size:** 40 students.

**Description:** An annual Retail Conference is scheduled each year to educate learners in what happens in the workplace. This event provides an excellent means of fostering personal relationships with speakers.

Preparations include:

Ensuring the most relevant speaker in a designated field is invited to present.

Continually liaising with stakeholders in industry to ensure learners obtain the most relevant practical experience in their designated field

**Challenges:** In order to generate the best possible learning experience the lecturer needs time and finances to source, create and maintain relationships with stakeholders.

**Recommendations:**

It is important to get buy in from both internal and external stakeholders early in the year in order to execute the event.

## 4. Conclusion

While entrepreneurship education and engaging enterprises in education is still a novel concept on the island of Ireland, entrepreneurship education opportunities are increasingly available in all third-level institutions in the form of modules and structured academic programmes and a variety of on and off campus activities. Basic entrepreneurship competitions and industry speakers for courses and events at undergraduate and postgraduate levels currently form the platform of much of the enterprise engagement provisions at universities and institutes of technology. There is some evidence that new and more creative activities like development of blogs by film and media students to onsite, practical sessions for specific disciplines are being explored and developed. It is apparent from the interviews that successful industry engagement has to be appropriate and relevant to the learner's needs. It is clear too, that some guidance is also being offered to aspiring entrepreneurs, by engaging enterprises to provide structured onsite training or industry mentor sessions and workshops to help students develop a business plan. Some of these activities offer links to venture capital funds for the more developed business projects, while others provide a prize fund as seed capital.

While much is being achieved by activities outlined in this document and it is clear that individuals within some Institutions are increasing efforts to engage industry in their classroom activities, there still remains considerable work to be done in order to ensure that all students in all HEIs have the opportunity to avail of cutting-edge enterprise engagement in education. Of particular note is the fact that it appears that these initiatives to date have been led from the bottom up and are highly dependent on the professional contexts and the personal motivations of the teaching staff involved.

The remit of this project was to look at the state of national provision but there are some good exemplars that Ireland could examine from international experience in this area. For instance, as in UK, Higher Education Institutes (HEI) form collaborative alliances to enables students to enhance their enterprise education by undertaking dissertation projects in collaboration with industry. The partnership results in benefits to students through greater sharing of knowledge and ideas, the sharing of projects and the pooling of resources. Students are provided a framework of support, based on good practice, for the successful implementation of work based projects as an alternative to a traditional dissertation. Toolkits are developed which include advice, guidance and template documents to support and facilitate the process of embedding work based projects in the curriculum (Owens and Tibby 2014).

It is suggested that by building on the existing activities and learning from techniques employed in similar countries, Enterprise Engagement in Education in Ireland can be improved to create learning environments that encourage entrepreneurial behaviour in students. This can include designing curriculum with learning outcomes that relate to agendas of enterprises; and enabling students to relate their subject learning to relevant industry contexts. The engagement of enterprises in classroom should be reviewed continuously in order to remain relevant and educational and industry stakeholders must be encouraged to exploit innovative scenarios. This report highlights instances of practise among a subset of Irish HEIs, but All HEIs have within their locality similar opportunities to engage with entrepreneurs and entrepreneurial ventures which can enhance learning. They can use external communities and find appropriate practical contexts; support innovative teaching approaches and encourage experimentation with different pedagogies to ensure appropriateness and to develop an overall opportunity-based learning environment for

enhancing the student experience and contributing to the development of greater entrepreneurial capacities among graduates.

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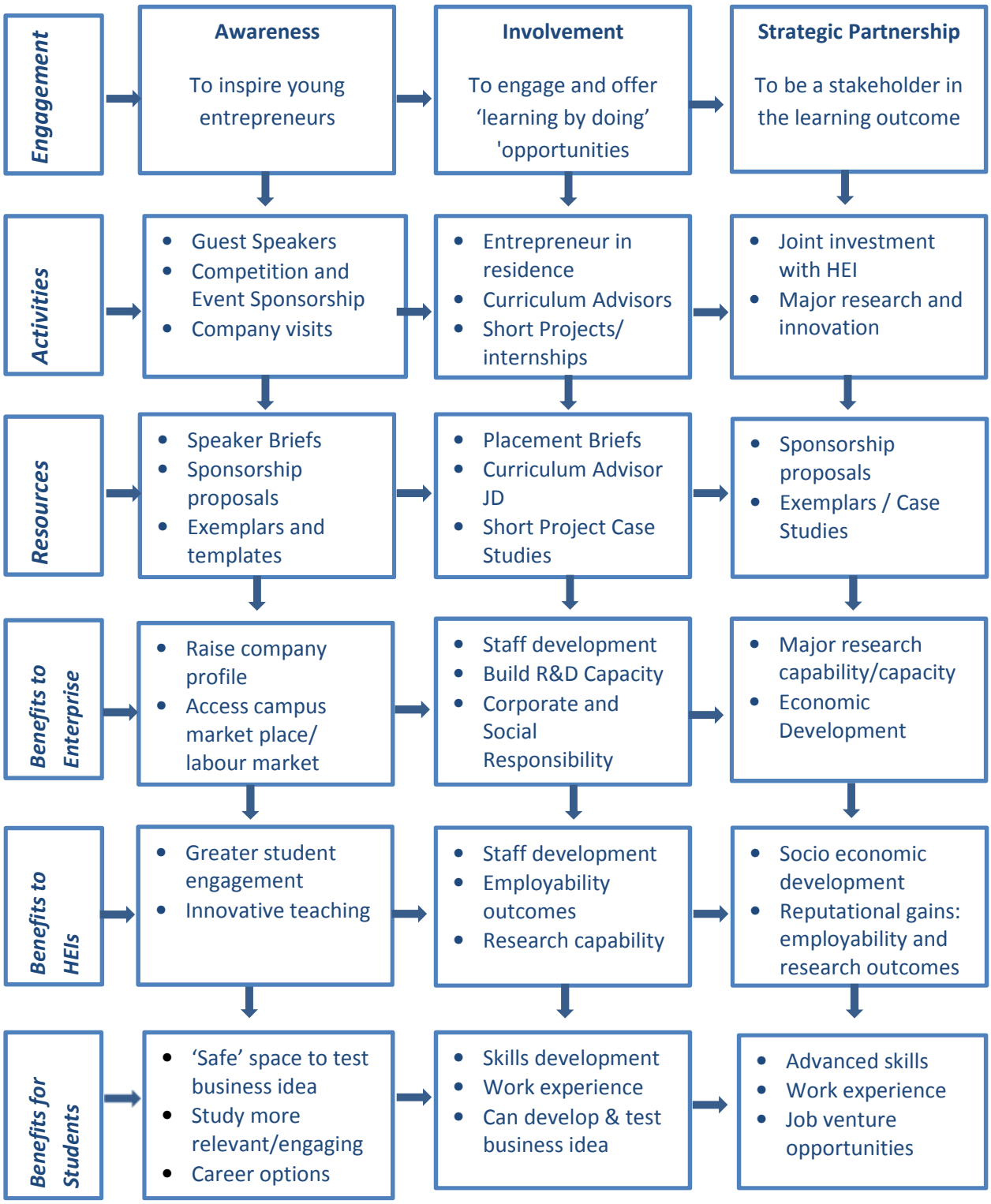
**Appendix 1**

# ENTERPRISE ENGAGEMENT IN ENTREPRENEURSHIP EDUCATION PATHWAYS & SUPPORTS MODEL

## (Draft -In Development)



**Appendix 2**

## Information Template

| | |
|---|---|
| **Institution Name** | |
| **Type of Provisions** (Example: Guest speakers, Competitions, Company Visits, Entrepreneurs in Residence, Curriculum Advisors, Short projects, Staff development) | |
| **Aim of the Activity** | |
| **Duration** | |
| **Level** | |
| **Group size** | |
| **Preparation and resources** | |
| **Description of steps** | |
| **Challenges and recommendation** | |
| **Source/key contact person** | |

**Appendix 3**

## Interview Guide

**(1) Would you like to tell me about the practices you use in your classrooms to engage enterprises in entrepreneurship education?**

(Like - Guest speakers, Competitions, Company Visits, Entrepreneurs in Residence, Curriculum Advisors, Short Projects, or Staff Development)

- **Talk me through its complete story?**

  Prompts list:

  What is the aim of the activity?

  How do you bring about the activity?

  What are the steps involved?

  What preparation/resources are needed?

  Its duration

  Size of the group

  For which level of students is it arranged?

**(2) Do you come across any challenges in employing these practices?**

**(3) What would you advice other lectures planning to employ such activities in their classes?**

**Interviewee's Name**

**Date**

**Appendix 4**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