Dr Kelly Smith, FEEUK

University of Birmingham
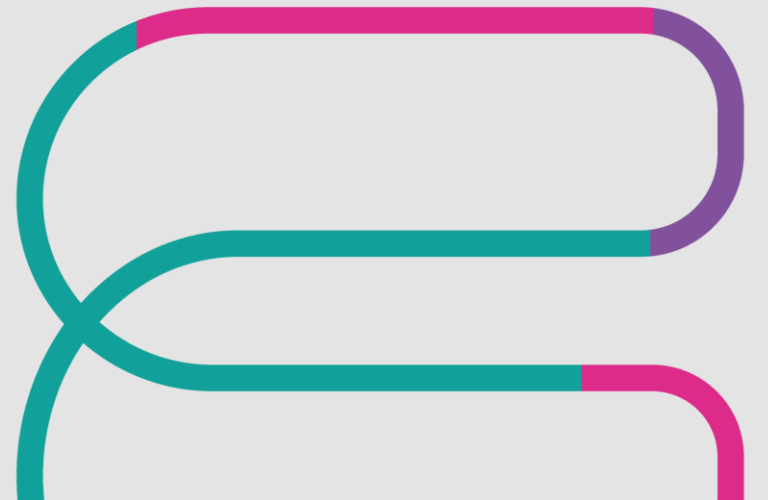
Background

- ☐ 10 credit MBA module
- ☐ 'About' and 'For' Entrepreneurship
- ☐ Due to be face-to-face block teaching over one week
- ☐ Timetabled w/c 16th March
- ☐ 12 students
- ☐ 9 sessions each of 2 or 3 hours
- ☐ Decision to move online made on the 13th March
- ☐ Quick decisions:
  - – Asynchronous
  - – Use of individual reflections and group discussion tasks
  - – No broadcast lectures

Quick Fix

- Recorded a video introducing myself and another taking students through the assignment
- Adapted my lecture slides, removing content that didn't make sense without further narrative context
- Referred students to discussion forum tasks at appropriate points in the lecture slides
- Set up between 3 and 5 individual reflective tasks and group discussion tasks
- Entered all cited work into an online reading list
- Set up separate discussion spaces for each lecture for students to ask questions/seek clarification of the content, and for students to ask questions about their assignment

Enhancing

- Added in additional text notes into the lecture slides to
  - Draw out the key points
  - Bring in my personal learning points, experiences, and stories
- Searched for additional resources, news articles, and videos
- Created animations using VideoScribe to describe and explain key concepts
- Posted regular announcements via Canvas to encourage students to engage and keep them informed of changes in the module
- Added in a VLE 'widget' to monitor engagement

Next Year

- Substantially reduce 'lecture' content
- Looked at alternative ways of presenting information e.g. using VLE 'pages' of narrative text
- Use audio recordings on PowerPoint slides for key concepts (or desktop lecture capture to record shorter lectures)
- Use synchronous video conferencing for Q&A sessions and interactive seminars
- Provide asynchronous alternatives for synchronous sessions
- Keep asynchronous discussion forums

Learning Points

☐ Students found it difficult to engage online for practical reasons

☐ Others struggled with motivation

☐ Useful to spread release of content and tasks over two weeks rather than over the one week originally planned

☐ Those who engaged reported they found the tasks very useful and showed a very good level of learning, however…

☐ Most posted very little on the discussion boards

☐ Engagement statistics showed that students were looking at the tasks and the lecture slides even if they weren't posting

☐ A small number were not engaged at all

☐ Student evaluation of the module was better than expected

☐ Keep things as simple as possible

Lecture 7, Task 3
Kelly Smith
24 Mar at 9:19
4

All sections
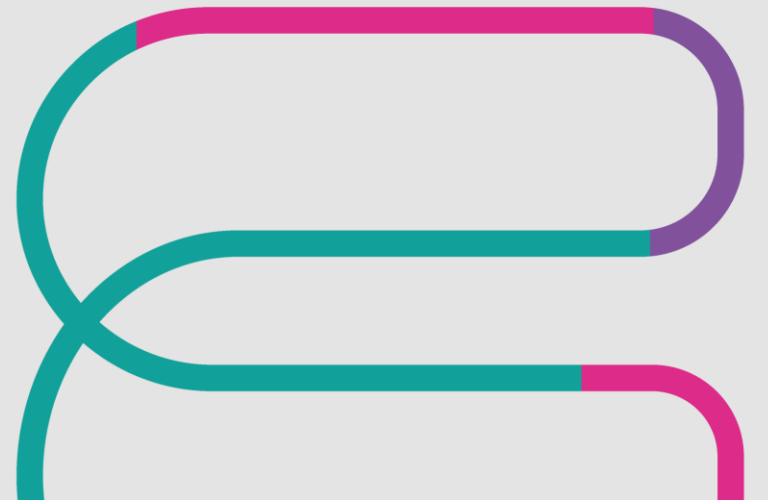
Lecture 7 - Tuesday 24th - Entrepreneurial Finance

For this task:

1. Visit Kickstarter's list of most funded projects
   - Click on each of the highlighted projects and note the amount of funds they asked for (their goal) compared with how much they actually received
   - Why do you think these particular project attracted a substantial amount of money?
   - Have a good look at the Coolest Cooler project
     - Watch the video
     - Would you have invested in this?
     - Look at the comments. What do these tell you?
2. Visit Kickstarter's list of most backed projects
   - Click on each of the highlighted projects and note the amount of funds they asked for (their goal) compared with how much they actually received
   - Why do you think these projects attracted inspired a large number of backers to invest?
3. Reply to this discussion forum with notes on your learning
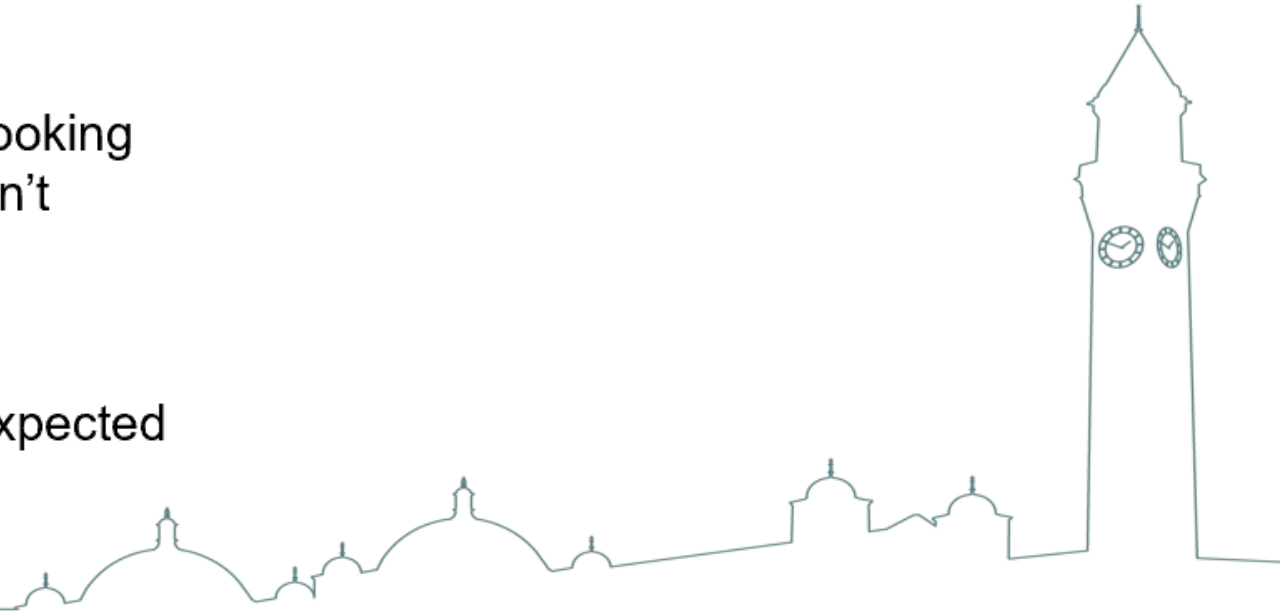
Asif Majid

Sheffield Hallam University

Student Feedback - *"The online learning was fantastic, the tutors managed the change superbly to ensure no learning element was affected."*

- Assessment should excite the students and give them freedom to be creative

- Pre-work - Ask students to take a photo or make a short video of anything they think is Enterprising or Innovative. This could be where they live, newspapers or online. This will be shared during the study block.

- Ensure your Virtual Learning Environment (VLE) space is organised and matches the schedule for each day.

- Each day should have a specific start and finish time so students know how much study time to allocate for example Start 9.00am - Finish 5.00pm (allocate time for lunch & breaks)

- Start and finish each day with a 15 minutes 'live' session. This introduces the day in the morning and then 30 minute Q&A at the end of each day.

Student Feedback - *"The freedom to be creative rather than look at blue chip organisations."*

- Make a conscious effort to keep all interaction with students within the VLE space

- Have a variety of ways to engage and communicate with students within the VLE such as 'Live' sessions, Screencasts, Discussion boards, Breakout groups activities.

- Use of multiple choice quizzes to assess students learning and keep them engaged

- All Students do a 5 minute pitch (outline of their assignment) on the afternoon of the last and formative feedback is given.

- Use alternative ways for students to present their assessed work instead of a word document such as an e-portfolio tool (PebblePad). They can include: Videos, Images, Audio, Text.

- Audio feedback provided on their assessed work to make the student experience more personal
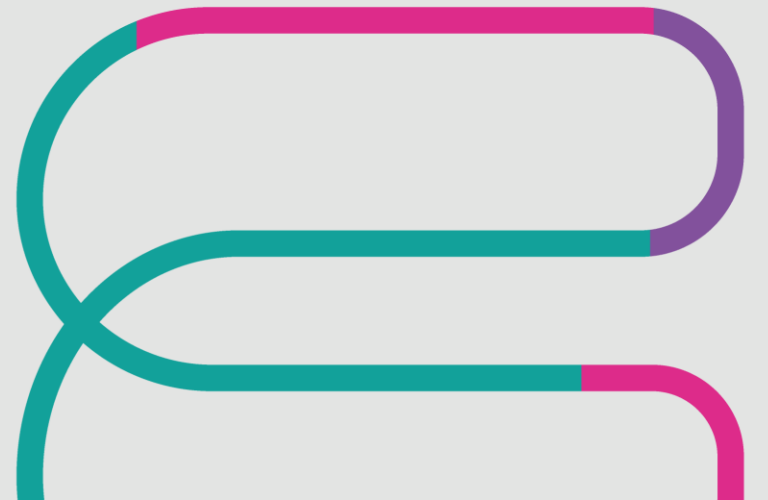
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Keep In Touch

Asif Majid - Sheffield Hallam University

Email: a.majid@shu.ac.uk

Enterprise Educators UK
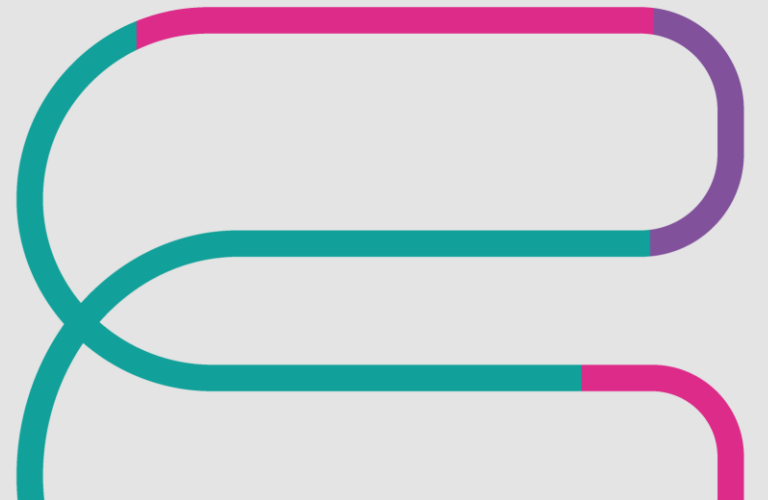
Case Study: University of Huddersfield #1
Catherine Brentnall & Philip Clegg

EPY Online Recruitment

The Problem

Is It Right For Me Day

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@EEUK

Case Study: University of Huddersfield #1

The Approach and Response
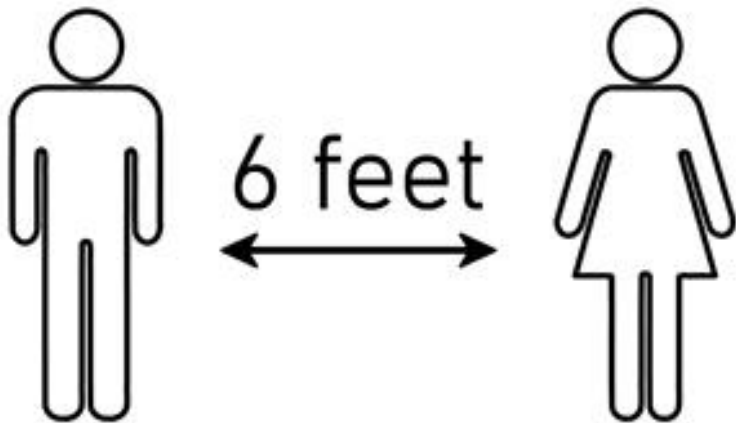
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Case Study: University of Huddersfield #1

The Realisation and Future Implications

New Workshop Mini-Series

- **Inspire Me To......Take an Enterprise Placement Year**

- **Inspire Me To....... Join a Society**

- **Inspire Me To........Start Something**

- **Inspire Me To........Apply for an Enterprise Placement Year**

Sarah Agar-Brennan
Leigh Morland

University of Huddersfield #2

Case Study: University of Huddersfield #2
Dr. Leigh Morland & Sarah Agar-Brennan

SPEAKER ZOOM SPACE HERE

Taking Pitch Club Virtual
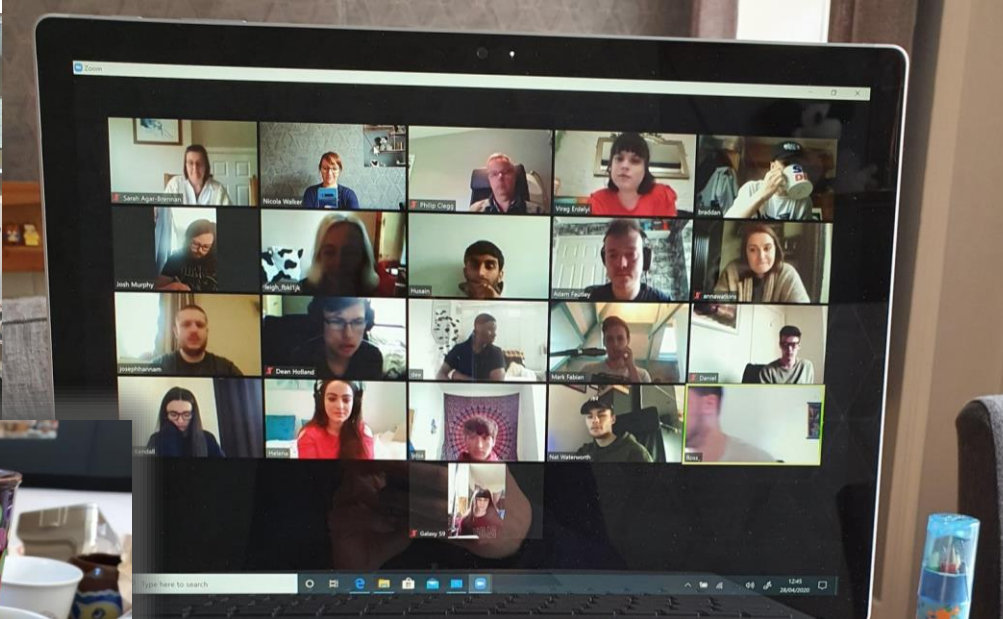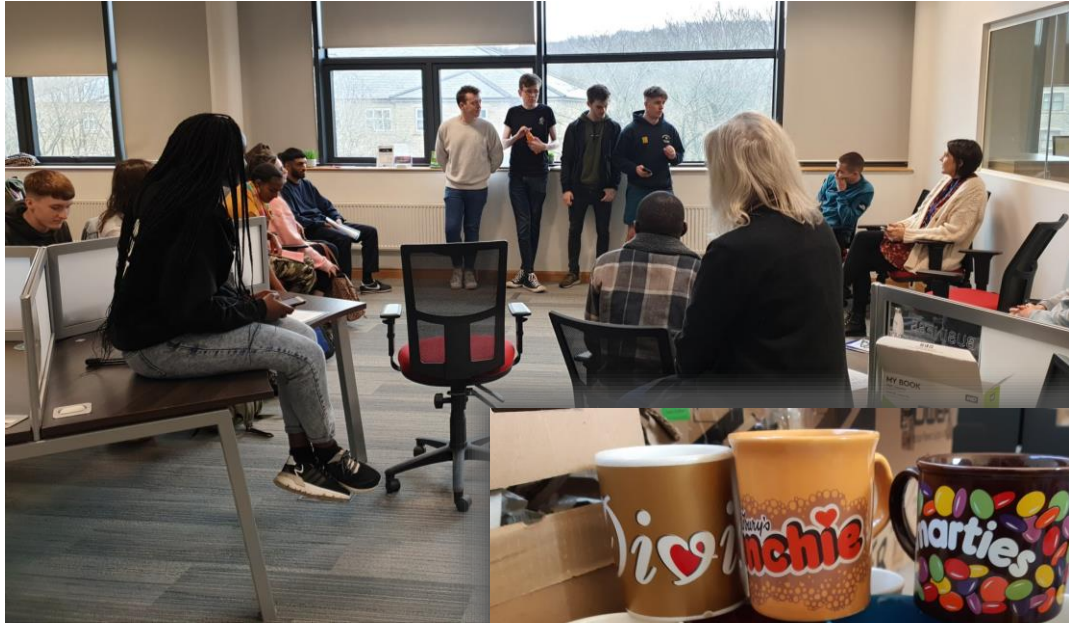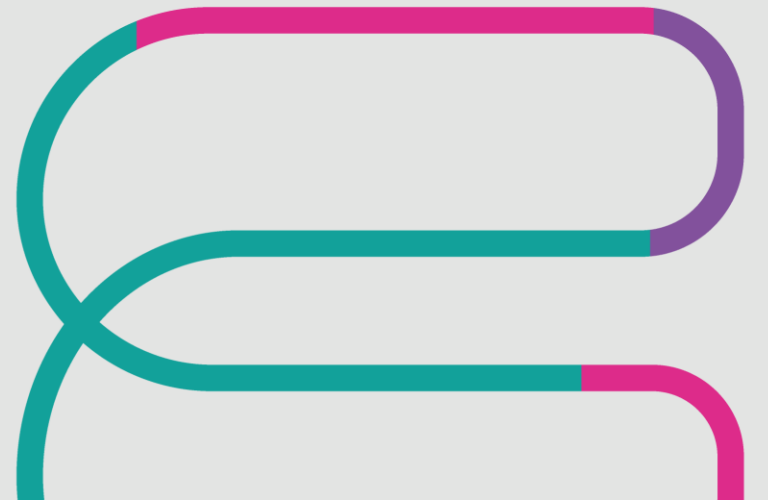
Winning Pitches

- EPY Winners for 2020 - Indie Shark Games

- SU Pitch Competition Winner - Lokum Handmade

- Santander 2 Min Pitch Winner - Uncommon Alchemy

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Sio Tsvetanov

Solent Creatives

Benefits of Live Streaming

- **Human / Face-to-Face** interaction is more important than ever.

- **Live Streams** are the driving force in the digital world.

- Create conversations and opportunities for **communal engagement**.

- Give participants (and your audience) **time to participate and process**.

- **Diversify** the content and share it on **regular basis**.

- Be **visual** and **personal** – generic content won't turn into engagement!

- **Small bites** of information of any sorts.

- **Don't be afraid to ask** what your audience wants to see in the future.

- **Use variety of online productivity tools too**!
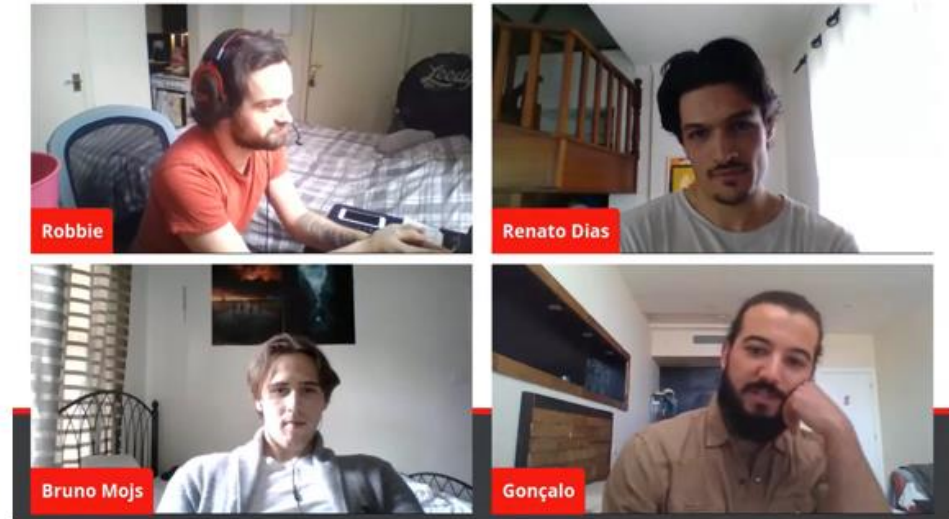
Clelia Bevillard and Katrina Gill

Oxford Brookes University

Subjects   About   Using The Toolkit   Help   Contact

Taking #EntEdOnline to support our start ups Oxford Brookes experience

GROUP SIZE ?
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LEARNING ENVIRONMENT ?
ANY

QAA ENTERPRISE THEME(S) ?
1 2 3 4 5 6 7 0

Taking #EntEdOnline: What did you need to do to deliver your Enterprise Support programme online?
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The challenges of working online or at a distance include:

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- Keeping interest in these programmes up
- Placing events and funding opportunities which usually run during the academic year into the changing academic landscape due to Covid-19 with lectures and exams being held digitally
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What were your concerns, constraints and priorities?
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We also needed to address what would be the direct line of contact for our community? Without open office hours for those on Campus to speak to Enterprise Support Team. Programme administration, the preparation and production of official documents on behalf of the University was key. This process now requires people to sign documents digitally and substitute headed paper for a digital option. We needed to deliver a programme of live events including a pitching competition and monthly meet-up. The issues to be aware of when taking these online were, training our team, participan and audience on how to engage in these events online.

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BES Programme before COVID-19

- **Delivery of physical events, programmes and workshops:**
- **Spark Awards** business start-up programme concludes with Pitch @ The Pub event (60 guests expected)
- **FUEL Awards** pitching competition concludes with gala dinner pitching event to win share of £20,000 (120 guests expected)
- **Catalyst Summer Accelerator Programme** consists of twice weekly sessions in our new co-working space
- We would host generic **events** including panel discussions, and workshops, alongside 1:1 **mentoring** sessions, and **endorsing for Start-Up Visas**
- **Monthly Meet-Up** networking events take place in venues across Oxford (40 guests expected monthly)
- Weekly **team meetings** take place in the office, with all checking in and providing updates on tasks.

Problems Faced Due to COVID-19

- **Putting our whole programme online:**
- **Spark Awards** - find a way for our students to deliver pitches in front of judges for access to seed funding, and allow an audience to watch and ask questions
- **FUEL Awards** - create a way for our students to deliver pitches to access their share of £20,000, in front of an audience who can ask questions and vote for their Peoples Choice Winner
- **Catalyst** - need to completely digitise the whole process, from application to delivery of the sessions, including guest speakers and networking opportunities
- **Events** - find a way to continue to offer interactive workshops online
- **Mentoring** - need to continue to deliver 1:1 mentoring, & endorse for Start-Up Visas
- **Monthly Meet-Ups** - find a way to allow our community to network digitally
- **Team** - transition all meetings and group work digitally

The Solutions

- Pitching Events : We used Zoom webinars and had our pitchers set up as 'panellists'.
    - Pros - We reached a larger and global audience, were able to live stream and we saw more audience engagement
- Catalyst : We have utilised Zoom webinars for guest speakers, and Moodle to assign tasks to students
    - Pros -
- Events: We have developed a weekly webinar series through Zoom
    - Pros - We have reached a larger audience, outside of Brookes, we can live stream and record so our audience can watch on demand / we have more content on our website, we have also seen more audience engagement

The Solutions

- Mentoring : 1:1 meetings on Zoom and HubSpot to record meetings
  - Pros - Our students are still able to access their mentors. We have also implemented our CRM, where mentors can make notes on each mentee allowing us to keep better track of sessions
- Start-Up Visa : Zoom pitching events, and digital headed paper / signatures
  - Pros - The process of getting signatures is much quicker now people can add them digitally. We also save paper using digitally headed paper!
- Monthly Meet Ups: We delivered a Pub Quiz using Zoom and Kahoot
  - Pros - We reached a wider audience
  - Cons - We are still trying to figure out how to best conduct networking online
- Team: We have daily huddles on Zoom, use Asana for project management, and WhatsApp for team communications
  - Pros - We are able to still keep in touch with each other, and through Asana can see how our tasks are progressing.

Other Resources

- **MailChimp**
    - We have used MailChimp to stay in touch with our community, keep them updated on our offerings and inspire them with success stories
- **Survey Monkey / Google Forms**
    - Survey Monkey and Google Forms have been valuable in gathering feedback, especially with our annual HE-BCI Survey
- **Social Media**
    - We have been using LinkedIn and Instagram to stay in touch with our community, and grow it further.
- **Hubspot (CRM)**
    - Our Hubspot CRM gives us a better understanding of our community, how they engage with us and how we can better target them

Nina Lanzon & Elizaveta Fasa

London South Bank University

"Together we create"

Capturing the student voice to inform and shape our ongoing plans for remote delivery and beyond.

Nina Lanzon & Elizaveta Fasa

Student Enterprise at LSBU

@LSBU_Enterprise
studententerprise@lsbu.ac.uk

London South Bank University
EST 1892

Student Empowerment

- Sharing ideas
- Growing confidence
- Feeling valued
- Safe space
- Supporting curriculum learning

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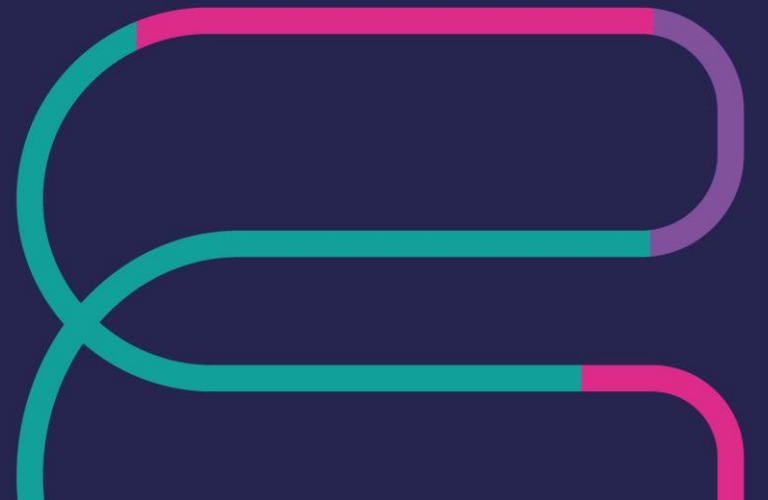**London South Bank University**
EST 1892

Sharing our Top Tips!

Creating support and resources for the sector

Creating Guidance: The EEUK Way

Document 1: Taking the Curriculum Forward: The EEUK Way

Taking the Curriculum Forward: The EEUK Way

As you start to take your teaching online, here are some tips to help you plan your approach.
If you have anything to amend/add, or can share any resources to help others, please email us at EEUK through alison@enterprise.ac.uk to help build this special collection of online materials.

1	Need	Start with a clear understanding of need. Check you are clear as to: • The **requirements** from the university/college regarding teaching this group (level; year) and their expectations for you to deliver • That you are clear on any professional, sector-body or additional requirements for these students
2	Sense check (recall)	Before you start, think about the programme/module you need to take online. Get ready to note your answers in **two columns** to help you identify the key things that (a) they have already done with you and (b) you still wanted to. Look at these columns side by side to see the progress already made and the work still to be done.
3	Fact find	Find your **module descriptor**/course requirements and your own notes/module planner/weekly programme and pull out the key facts: 1. The initial expectations of delivery (content and format/approach) 2. The minimum requirements of what should be taught/learnt (content) 3. The expected assessment outcomes and format

"Do the maths"

Work out what you have already done (2a) against what need to deliver (3.2) and get ready to "do the maths" to find what you actually need to teach, before deciding how to do it. Don't forget that you might need to do "some educational maths" to decide your new approach.

Subtract	Wider Environment	Recognise that uncertainty, fear, disappointment and shock that has been part of the daily environment for many people in recent weeks (even before teaching went online) and be prepared to subtract some content from these traditional teaching weeks and focus on the core learning.
	Student Space	Your students are now working in new environments, feeling more isolated, less supported and more chaotic. Recognise that their working spaces might now be occupied with children, pets and family who typically are not around when they are studying. Be prepared to 'subtract' some content from what you expect to deliver in recognition of their, and your, new working challenges (space; IT; access and support).
Add	Examples	Look at your traditional approach and ensure that your examples don't appear inappropriate in the current climate.
	Tasks	Give focused, clear tasks that can be worked on individually and then shared for feedback (with each other/with you)
	Challenges	Think about 24-hour or weekly challenges or "homework" that you can set – ensure that they are "stay at home" challenges and their results can be shared online or discussed.
	Student interaction & engagement through official online provision	Encourage them to work within the recommended university online provision to engage (discussion threads/chat rooms/Q&A sessions). Encourage them to post to the whole class, rather than taking comments and discussions into small working groups. This is useful for you to see their learning and ensures that you are able to support effectively - but also protects those without friendship groups in your module as they see the learning and don't feel isolated.

What are you left with? This is now your focus

Document 2: Taking Business Support online

Taking Business Support online: Working at a distance : The EEUK Way

As you take your business support and guidance fully online and start to work with all your clients at a distance, here are some tips to help you plan your approach.

If you have anything to amend/add, or can share any resources to help others, please email us at EEUK through alison@enterprise.ac.uk to help build this special collection of online materials.

Understanding your priorities and taking steps

Firstly, appreciate that your expectations, current commitments and plans, and well as the needs of your clients, have all changed. The working environment, traditional communication routes and access to personal support networks have also significantly changed for you personally, as it has for your clients and beneficiaries. This is going to impact on you, your clients and your approach to working with them and you will benefit from taking steps to establish appropriate new working practices that you can implement from the start.

Step 1: Recognise that these are unusual and unprecedented circumstances which will require significant changes that will be in place for a while. They will benefit from **planned and agreed change** within your team as well as with your client-relationships, so expect this to take some time.

Step 2: Get yourself set up to work online: establish your own working space, understand the available online options (for meetings, conference calls, and working with clients, whether SKYPE, Zoom, Google hangouts or phone) and recognise the need for breaks in your day as well as considering how best to balance tasks within your work (between client time and ensuring full record keeping).

Check you are following your institution's approach to **capturing client/beneficiary interactions** and ensure that you are following institutional policy for GDPR (handling confidential data). Ensuring that you are keeping clear records of the work being undertaken, and use this to review what new data that you might wish to share as a team to help you build an understanding of client needs and create an agreed response to these new queries.

Step 3: Determine your priorities to offer help to those that need it most, and plan interactions and engagements with others once you have a clearer understanding of how to proceed.

Suggested priorities are:

1. **Self Employed Clients**: concerned about income, cash flow and clients
2. **Trading Businesses:** concerned about employees, responsibilities, cash-flow and customers
3. **Would-be business starts**: losing momentum/adjusting plans and expectations

In addition, your priorities to each are:

1. **Latest on CO-VID 19:** Understanding what is meant by latest guidance and restrictions on a personal level as well for their own business, their customers and their premises and approach.
2. **Supporting Income/cash flow:** ensuring the latest advice and support is provided (Government sources) and that steps are taken to support the business itself (working with suppliers, landlords, staff as well as customers) and exploring new channels (online; delivery etc).

Document 3: Taking #EntEdOnline

Taking #EntEdOnline: Delivering your #EntEd offer at a distance

As you take your entire enterprise/entrepreneurship offer online, here are some tips to help support you and your team. If you have anything to amend/add, or can share any resources to help others, please email us at EEUK through alison@enterprise.ac.uk to help build this special collection of online materials.

Delivering #EntEdOnline through new channels

Recognise that everyone (your clients, your beneficiaries, your students, colleagues and staff team as well as yourself) will need time to adjust, so accept that things will not be delivered as you expected. **You are unlikely to be able to deliver everything** that you had planned, especially as your team and your students/clients will also struggling with their feelings/emotional responses, the changing practical demands being placed upon them and a wide range of new working conditions, so here is a suggested list of priorities:

Getting Online: Getting yourself, your team and your colleagues online and working with approved institutional systems. This is key to helping keep your #EntEd offer going online.

'**At a distance':** Remind staff that they must follow UK Government Public Health advice for protection of themselves and each other. In addition, your institutional advice is paramount and must be followed regarding building closures, face to face meetings and all gatherings.

What to use? Advise your team/colleagues that your institutional established systems for working online (Blackboard, Brightspace, university email or online meeting spaces) should be your preferred method of virtual working. This will ensure that all students can access information equally and any discussion threads/chat rooms are accessible to all.

*If other methods are being used/are preferred by a particular group, then advise team/colleagues that these approaches need to adhere to the same accessibility principles to ensure parity of experience. Any alternative approaches (such as a WhatsApp group) must be available to the whole group (and if Snapchat is being used, it is possible to record/keep the content if the settings for each individual post are changed). Equal access must be provided to all and **recommend that all activity including chat/discussion threads is properly captured and shared** through regular downloads/screen shots.

What to deliver: Accept that you cannot deliver planned activities and look to reduce your output to focus on your priorities. Determine your critical activities and appreciate that you might be offering some of these for the first time in a "test" or pilot mode. Seek comment and input from the team as well as students/stakeholders to learn from each

Cancel or postpone – or create a virtual replacement: you will already have dealt with some immediate issues regarding building closures, so now might be the time to review your longer-term commitments and plan accordingly, creating reminders for key decision dates.

Get back to basics: identify the key purpose of each individual activity (intended learning outcome or key 'takeaway') and focus on how best to provide that, rather than attempt to follow the original structure. Virtual or online replacements can be effective replacements but might require new/different solutions, so a workshop or event might effectively be replaced by a either discussion thread (question/challenges), individual phone calls or an online lecture to ensure you deliver the core learning/message.
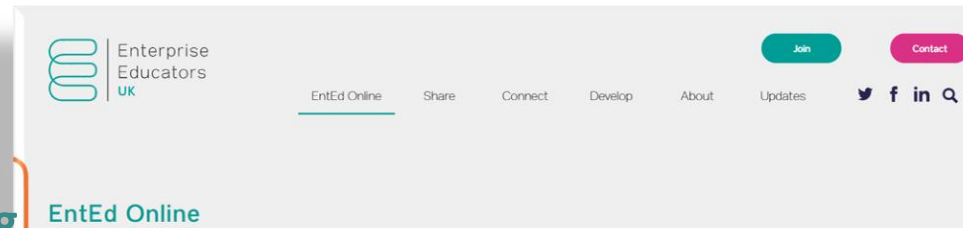
Enterprise Educators UK

Initial response

Supporting members to take
"planned delivery" online

2. Support through a new Resource Hub

Creating a resource hub for all the latest

- **Government business support**

- **HE and FE information**

- **Support on learning and teaching**

- **Managing a team remotely**

2b. Crowd Sourced Support

Sharing our knowledge

and expertise as a network

https://www.etctoolkit.org.uk/entrepreneurship-case-studies-library/taking-entedonline-to-support-our-start-ups-oxford-brookes-experience/

Subjects   About   Using The Toolkit   Help   Contact

Enterprise Educators UK

Taking #EntEdOnline to support our start ups Oxford Brookes experience

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"Beyond Blended Learning" First principles

Level the playing field first:
Signpost to institutional **support/ Tech**

1. **Revisit the core principles**, good practice, and original ambitions (outputs/outcomes)

2. **Ensure Accessibility**: focus on Equality, Diversity, and Inclusivity (EDI)

3. Provide **consistency of approach**

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Beyond Blended Learning

Top Tip : Think about 'shattering the timetable' to ensure that you are creating resources that everyone can interact with. By creating a new structure with 'chunks' of learning and/or separate materials that can be accessed anytime, you are able to 'unbundle' the classroom providing full access outside the constraints of childcare, working hours or international time zones.

Top Tip: Review your approach from last year. Pull together your feedback and the evaluation to see what was welcomed, needed and what was core. If helpful, you can create three columns to help, by identifying: 1) What did we do 2) Why did we do it (knowledge; approach; skills; unintended benefits) and 3) How did we deliver it last year. Then draw upon colleagues to discuss the 'why' as the core purpose of your approach (1). Then explore what options you now have for delivery and see what immediately matches up. Be prepared to rethink the "how" (3) as well as the "what" (1) to determine a new 'fit for purpose' online approach.

OUTPUT: top tips

Top tip: By focusing on entrepreneurial competences you can draw out what's important in your approach (see A) and provide a focus for students, colleagues and even your wider eco-system. Using frameworks to provide clear boundaries or pathways to underpin your approach and help signpost and guide your practice. Provide a structure in which you can allow for play, practice and engagement.

ZOOM SPACE HERE

3. Planned Response: Learning from first response

1. Stabilise Technology Options

2. Back to Basics – deliver outputs/learning outcomes

3. Create a cohort (learning community)

1 . Effective Technology

Decisions:

- Consistent & reliable: that allows for record keeping/ tracking

- Accessible – live or available to access (synchronous/asynchronous learning)

- Create engagement / feedback

2 .Back to Basics
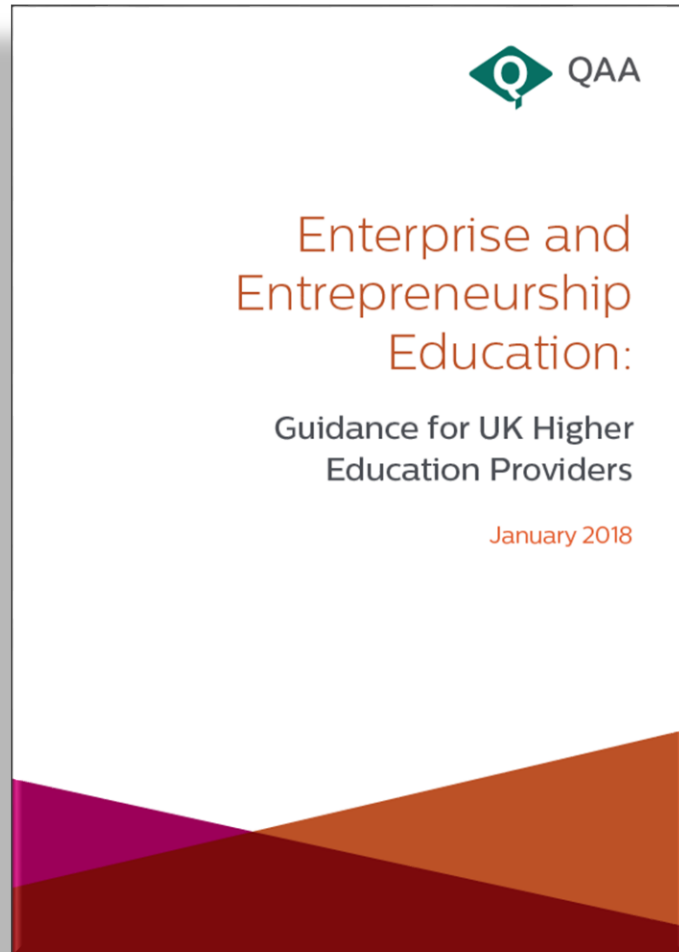
SPEAKER
ZOOM SPACE
HERE
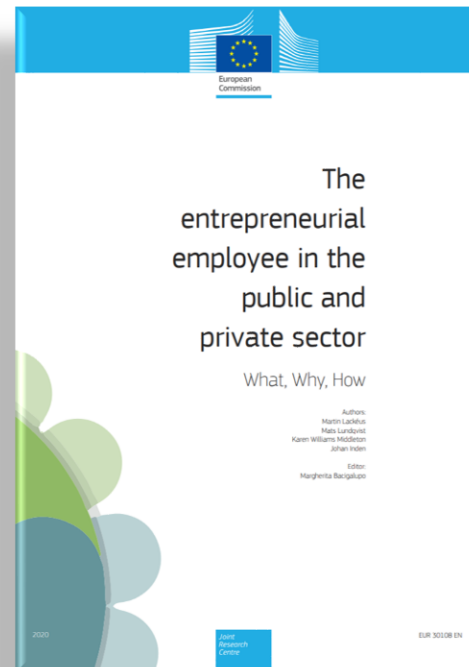
3. Create a cohort

Build Community

Seek feedback

Create connections – industry / eco-system / institution

Lessons Learnt

Create community

  Buddy up / Mentor ladder

Model online behaviour

  Team teach; drop in to challenge and question

Record and evidence

  ensure accessibility

Use external voices

  Pre-record / set challenges / Q&A

Set clear roles

  Observer / scribe / reporter / provocateur

EEUK guidance: Where next?

engagement (with personalisation; connectivity; opportunities to express and contribute)

community (create reasons to connect, contribute, share, take different roles, use different methods)

accessibility (appreciating demands of working at home – wifi/access – so use pre-record/live appropriately to enable access for all)

mental health (avoid creating "on time" demands but offer support and connectivity/community – avoid zoom fatigue etc)

retaining "core principles" of **good teaching/enterprise education** (underpinning policy/frameworks etc; interactivity; skill building etc)

Guidance: The EEUK Way

Taking the Curriculum Forward: The EEUK Way

As you start to take your teaching online, here are some tips to help you plan your approach. If you have anything to amend/add, or can share any resources to help others, please email us at EEUK through alison@enterprise.ac.uk to help build this special collection of online materials.

1	Need	Start with a clear understanding of need. Check you are clear as to: • The **requirements** from the university/college regarding teaching this group (level; year) and their expectations for you to deliver • That you are clear on any professional, sector-body or additional requirements for these students
2	Sense check (recall)	Before you start, think about the programme/module you need to take online. Get ready to note your answers in **two columns** to help you identify the key things that (a) they have already done with you and (b) you still wanted to. Look at these columns side by side to see the progress already made and the work still to be done.
3	Fact find	Find your **module descriptor**/course requirements and your own notes/module planner/weekly programme and pull out the key facts: 1. The initial expectations of delivery (content and format/approach) 2. The minimum requirements of what should be taught/learnt (content) 3. The expected assessment outcomes and format

"Do the maths"

Work out what you have already done (2a) against what need to deliver (3.2) and get ready to "do the maths" to find what you actually need to teach, before deciding how to do it. Don't forget that you might need to do "some educational maths" to decide your new approach.

Subtract	Wider Environment	Recognise that uncertainty, fear, disappointment and shock that has been part of the daily environment for many people in recent weeks (even before teaching went online) and be prepared to subtract some content from these traditional teaching weeks and focus on the core learning.
	Student Space	Your students are now working in new environments, feeling more isolated, less supported and more chaotic. Recognise that their working spaces might now be occupied with children, pets and family who typically are not around when they are studying. Be prepared to 'subtract' some content from what you expect to deliver in recognition of their, and your, new working challenges (space; IT; access and support).
Add	Examples	Look at your traditional approach and ensure that your examples don't appear inappropriate in the current climate.
	Tasks	Give focused, clear tasks that can be worked on individually and then shared for feedback (with each other/with you)
	Challenges	Think about 24-hour or weekly challenges or "homework" that you can set – ensure that they are "stay at home" challenges and their results can be shared online or discussed.
	Student interaction & engagement through official online provision	Encourage them to work within the recommended university online provision to engage (discussion threads/chat rooms/Q&A sessions). Encourage them to post to the whole class, rather than taking comments and discussions into small working groups. This is useful for you to see their learning and ensures that you are able to support effectively - but also protects those without friendship groups in your module as they see the learning and don't feel isolated.

What are you left with? This is now your focus

Taking Business Support online: Working at a distance : The EEUK Way

As you take your business support and guidance fully online and start to work with all your clients at a distance, here are some tips to help you plan your approach.

If you have anything to amend/add, or can share any resources to help others, please email us at EEUK through alison@enterprise.ac.uk to help build this special collection of online materials.

Understanding your priorities and taking steps

Firstly, appreciate that your expectations, current commitments and plans, and well as the needs of your clients, have all changed. The working environment, traditional communication routes and access to personal support networks have also significantly changed for you personally, as it has for your clients and beneficiaries. This is going to impact on you, your clients and your approach to working with them and you will benefit from taking steps to establish appropriate new working practices that you can implement from the start.

Step 1: Recognise that these are unusual and unprecedented circumstances which will require significant changes that will be in place for a while. They will benefit from **planned and agreed change** within your team as well as with your client-relationships, so expect this to take some time.

Step 2: Get yourself set up to work online: establish your own working space, understand the available online options (for meetings, conference calls, and working with clients, whether SKYPE, Zoom, Google hangouts or phone) and recognise the need for breaks in your day as well as considering how best to balance tasks within your work (between client time and ensuring full record keeping).

Check you are following your institution's approach to **capturing client/beneficiary interactions** and ensure that you are following institutional policy for GDPR (handling confidential data). Ensuring that you are keeping clear records of the work being undertaken, and use this to review what new data that you might wish to share as a team to help you build an understanding of client needs and create an agreed response to these new queries.

Step 3: Determine your priorities to offer help to those that need it most, and plan interactions and engagements with others once you have a clearer understanding of how to proceed.

Suggested priorities are:

1. **Self Employed Clients**: concerned about income, cash flow and clients
2. **Trading Businesses:** concerned about employees, responsibilities, cash-flow and customers
3. **Would-be business starts**: losing momentum/adjusting plans and expectations

In addition, your priorities to each are:

1. **Latest on CO-VID 19:** Understanding what is meant by latest guidance and restrictions on a personal level as well for their own business, their customers and their premises and approach.
2. **Supporting Income/cash flow:** ensuring the latest advice and support is provided (Government sources) and that steps are taken to support the business itself (working with suppliers, landlords, staff as well as customers) and exploring new channels (online; delivery etc).

Taking #EntEdOnline: Delivering your #EntEd offer at a distance

As you take your entire enterprise/entrepreneurship offer online, here are some tips to help support you and your team. If you have anything to amend/add, or can share any resources to help others, please email us at EEUK through alison@enterprise.ac.uk to help build this special collection of online materials.

Delivering #EntEdOnline through new channels

Recognise that everyone (your clients, your beneficiaries, your students, colleagues and staff team as well as yourself) will need time to adjust, so accept that things will not be delivered as you expected. **You are unlikely to be able to deliver everything** that you had planned, especially as your team and your students/clients will also struggling with their feelings/emotional responses, the changing practical demands being placed upon them and a wide range of new working conditions, so here is a suggested list of priorities:

Getting Online: Getting yourself, your team and your colleagues online and working with approved institutional systems. This is key to helping keep your #EntEd offer going online.

'At a distance': Remind staff that they must follow UK Government Public Health advice for protection of themselves and each other. In addition, your institutional advice is paramount and must be followed regarding building closures, face to face meetings and all gatherings.

What to use? Advise your team/colleagues that your institutional established systems for working online (Blackboard, Brightspace, university email or online meeting spaces) should be your preferred method of virtual working. This will ensure that all students can access information equally and any discussion threads/chat rooms are accessible to all.

*If other methods are being used/are preferred by a particular group, then advise team/colleagues that these approaches need to adhere to the same accessibility principles to ensure parity of experience. Any alternative approaches (such as a WhatsApp group) must be available to the whole group (and if Snapchat is being used, it is possible to record/keep the content if the settings for each individual post are changed). Equal access must be provided to all and **recommend that all activity including chat/discussion threads is properly captured and shared** through regular downloads/screen shots.

What to deliver: Accept that you cannot deliver planned activities and look to reduce your output to focus on your priorities. Determine your critical activities and appreciate that you might be offering some of these for the first time in a "test" or pilot mode. Seek comment and input from the team as well as students/stakeholders to learn from each

Cancel or postpone – or create a virtual replacement: you will already have dealt with some immediate issues regarding building closures, so now might be the time to review your longer-term commitments and plan accordingly, creating reminders for key decision dates.

Get back to basics: identify the key purpose of each individual activity (intended learning outcome or key 'takeaway') and focus on how best to provide that, rather than attempt to follow the original structure. Virtual or online replacements can be effective replacements but might require new/different solutions, so a workshop or event might effectively be replaced by a either discussion thread (question/challenges), individual phone calls or an online lecture to ensure you deliver the core learning/message.

ETC TOOLKIT
ENHANCING THE CURRICULUM

The 78 QAA subject benchmarks were reviewed and the E & E themes extracted

Agriculture and Veterinary	**Architecture and the Built Environment**	**Business, Law and Accounting**	**Creative**
Health	**Humanities**	**Science, Technology, Engineering and Maths**	**Extra Curricular**

All ETC How To Guides & Case Studies

The Toolkit already contains well over 100 ideas for inspirational teaching, contributed by 50 educators from 20 institutions, as well as links to useful resource materials already developed by EEUK, HEA, NACUE, NCEE and NESTA

www.etctoolkit.org.uk

44

Enterprise Educators UK

ETC TOOLKIT
ENHANCING THE CURRICULUM

Myentrecomp (Entrecomp Assessment) Online Tool EERPF #EntEdOnline

GROUP SIZE ?
INDIVIDUAL TASK

LEARNING ENVIRONMENT ?
ANY

QAA ENTERPRISE TH
6

Tool

Myentrecomp Online **#Entrecomp Online Self Assessment Tool**


Launched: 2020

Overview

Myentrecomp online presents an accessible way to explore Entrepreneurship Competence Framework, also known as EntreComp. Myentr
online works through the Entrecomp competency areas through a self-assessment survey tool.

Themes

Spotting opportunities, creativity, vision, valuing ideas, ethical and sustainable thinking, self-awareness and self-sufficiency, motivation and
perseverance, mobilising resources, financial and economic literacy, mobilising others, taking the initiative, planning and management, cop
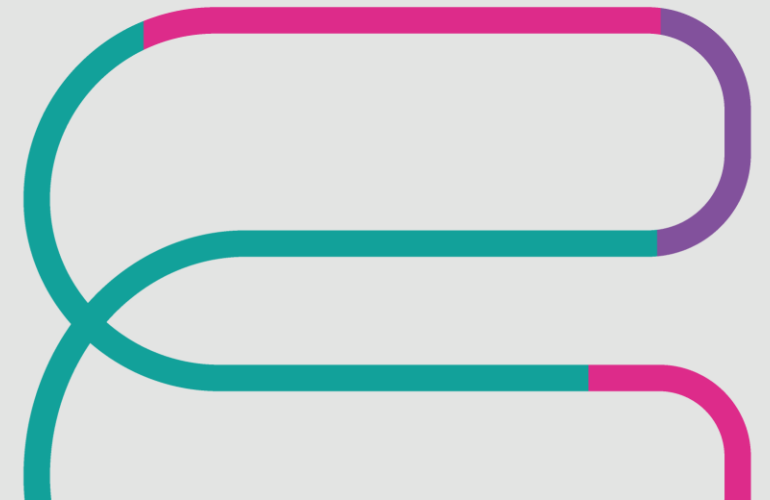with uncertainty, ambiguity and risk, working with others and learning through experience.
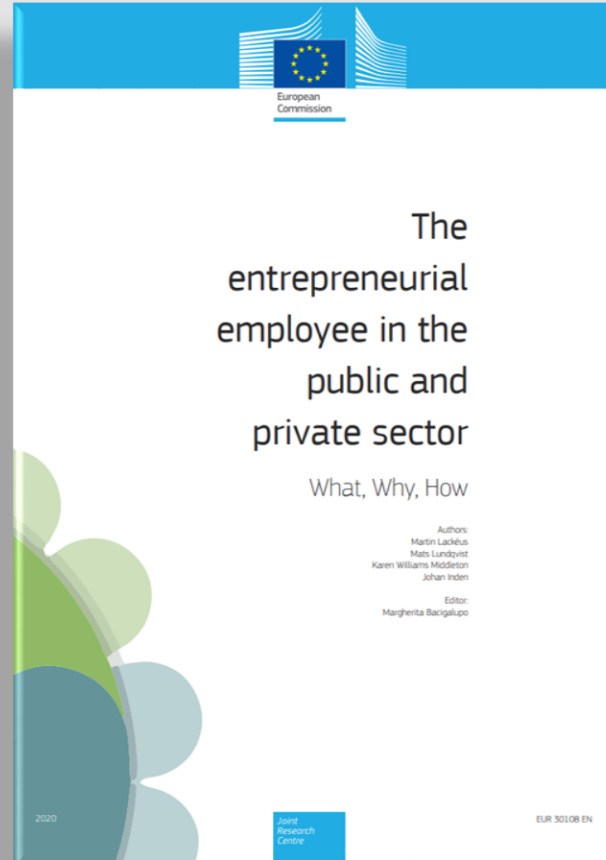
9ᵗʰ–11ᵗʰ September '20

Enterprise Educators UK

IEECOnline

10:00 am – 1:00 pm 09/09/2020 – 11/09/2020

IEECOnline: A taste of the International Entrepreneurship Educators Conference September 9th – September 11th 10am to 1pm each day Online

Summary

IEEC Online will support enterprise and entrepreneurship educators and practitioners to keep their delivery fit for the future in a changing world.

The full IEEC conference at Aston has been postponed to 2021 (click here for details) – this alternative lighter online version of IEEC will provide a flavour of the full conference in three sessions over three days.

EEUK Associates and Fellows, many of whom are highly regarded experts in their field, will feature throughout – inspiring others by sharing what they have learnt as practitioners, academics or influencers in the world of enterprise and entrepreneurship education.

The award ceremony for the National Enterprise Educator Awards will provide an exciting finale on the final day of the event.

Participation is free for staff from EEUK member organisations and £50 for others.

IEEC | International Entrepreneurship Educators Conference
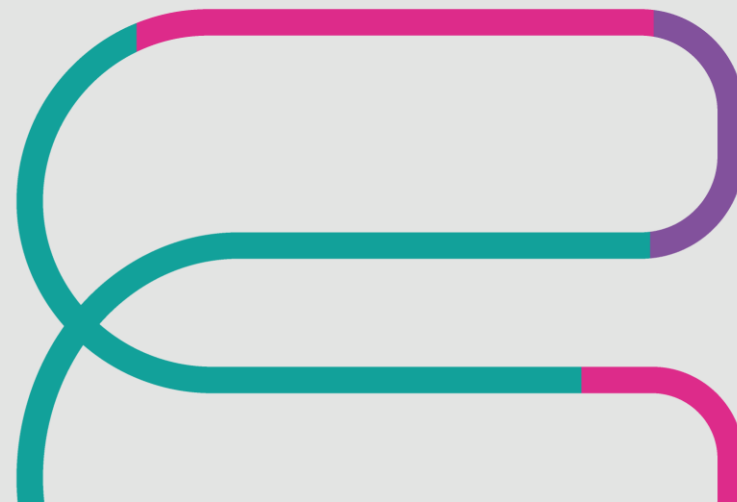
8th–10th September 2021 Aston

www.ieec.co.uk

www.ieec.co.uk

Use EEUK to access signposting to National Support

GOV.UK

Home

Coronavirus (COVID-19)

Guidance and support

Open all

Protect yourself and others from coronavirus +

Testing for coronavirus +

Health and wellbeing +

Work and financial support +

Working safely +

Businesses and self-employed people +

School openings, education and childcare +

Housing and accommodation +

Driving and transport in the UK +

International travel and immigration +

Volunteering and offering help +

Healthcare workers, carers and care settings +

SPEAKER ZOOM SPACE HERE

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Following

![Enterprise Educators UK logo]

Gain **professional** recognition through the EEUK Fellowship

Personal Benefits:

Seeking recognition for your professional practice as an Enterprise Educator?

If your work supports the development of entrepreneurial outcomes in others, then register your interest online to find out how you can:

» Secure national recognition of your professional background and experience

» Obtain recognition for your existing approach and professional practice

» Evidence your skills and background as a reflective practitioner

» Achieve professional recognition for your work through the confirmation of the title "Fellow of EEUK"

Organisational Benefits:

Show your institutional commitment to the enterprise and entrepreneurship agenda by supporting your staff to gain national recognition and:

» Recognise the value of all those staff who are delivering effective enterprise education across your institution

» Add value and national recognition to your university wide enterprise/ entrepreneurship activities

» Enhance the wide-ranging work of your enterprise educators, by supporting their ongoing staff development and advancement

» Demonstrate the importance of the different roles that create effective enterprise education, through one national route to recognition

Take a "walk" round the EEUK website.. www.enterprise.ac.uk

- Publications

- Resources

- Case Studies

- Policy
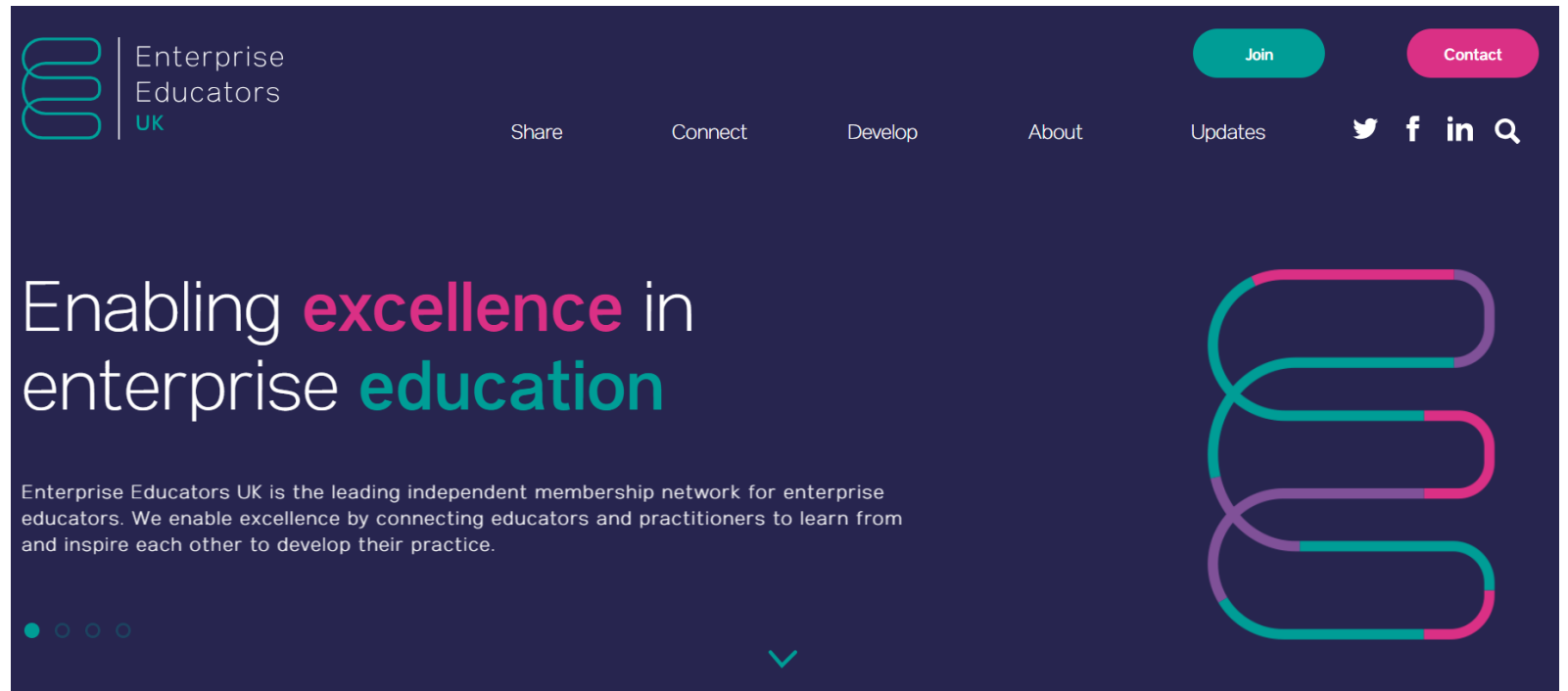
Academic Teaching or Faculty Roles

Lecturer
Academic or faculty staff
Teaching Assistant
Educational / curriculum
Developer

Educator

Planning and delivering effective enterprise /entrepreneurship curricula

Extra curricula roles (delivering non-assessed inputs & activities)

Careers Advisors
Enactus Mentors
Technology Transfer Officers
Entrepreneurs in Residence
Placement Managers
Start-up advisors
Business Development Managers

Practitioner

Motivate and inspire learners in developing enterprising and entrepreneurial mindset, behaviours and skills

Managing /securing entrepreneurial outcomes (through others)

Enterprise Centre Management
Careers Service Management
Technology Transfer Managers
Incubator managers
Responsible for KTPs/projects

Influencer

Build collaborative relationships with learners, educators and other stakeholders

A big thanks to all our speakers!!
Keep In Touch

Visit www.enterprise.ac.uk

Share your top tips alison@enterprise.ac.uk

Case examples to kate@enterprise.ac.uk