



Example of mapping and use of EntreComp in Arts & Creative Industries: BA(Hons) Fine Art

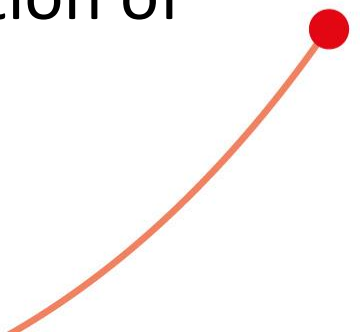
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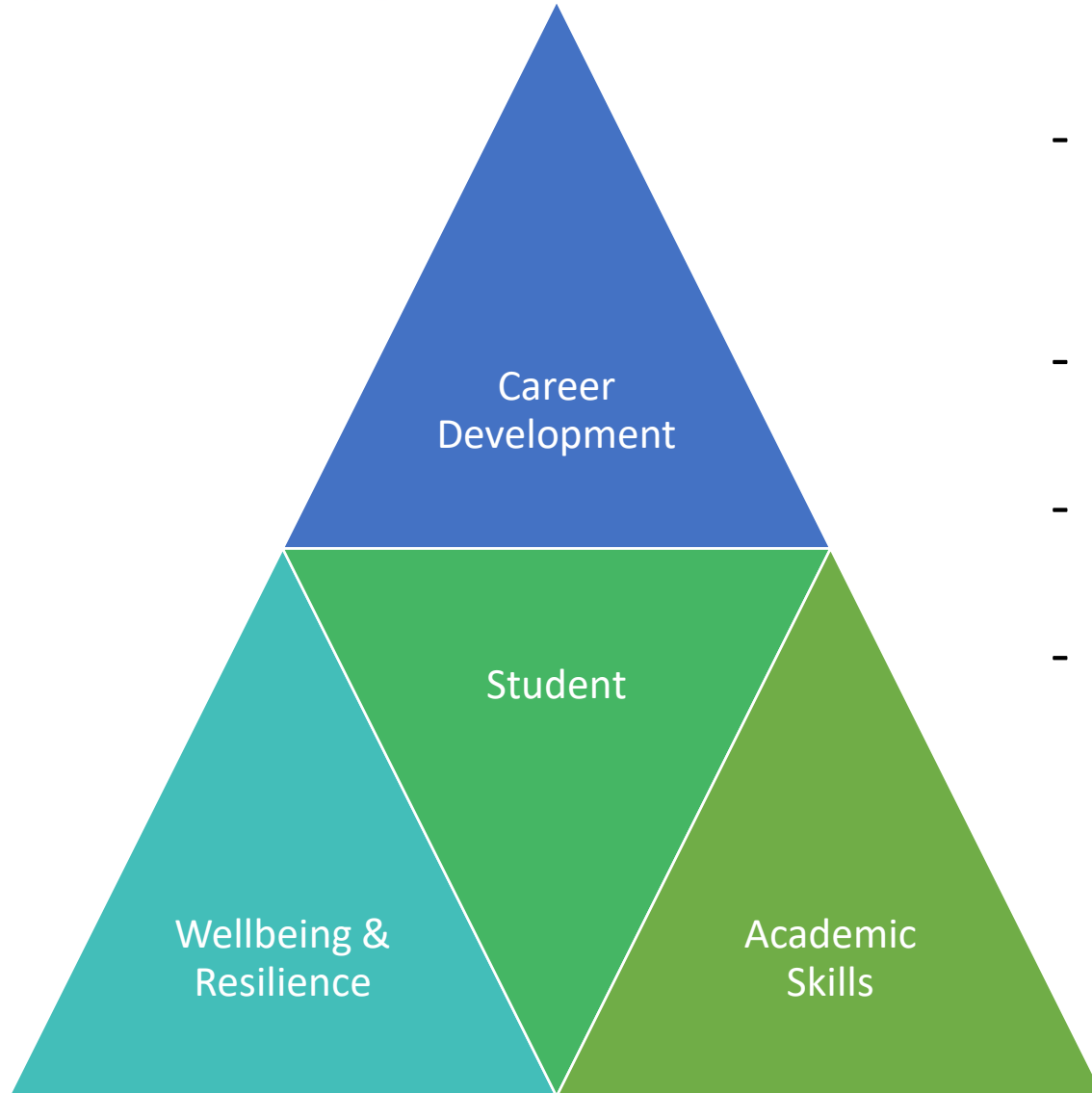
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Enterprise 2020: Curriculum Review

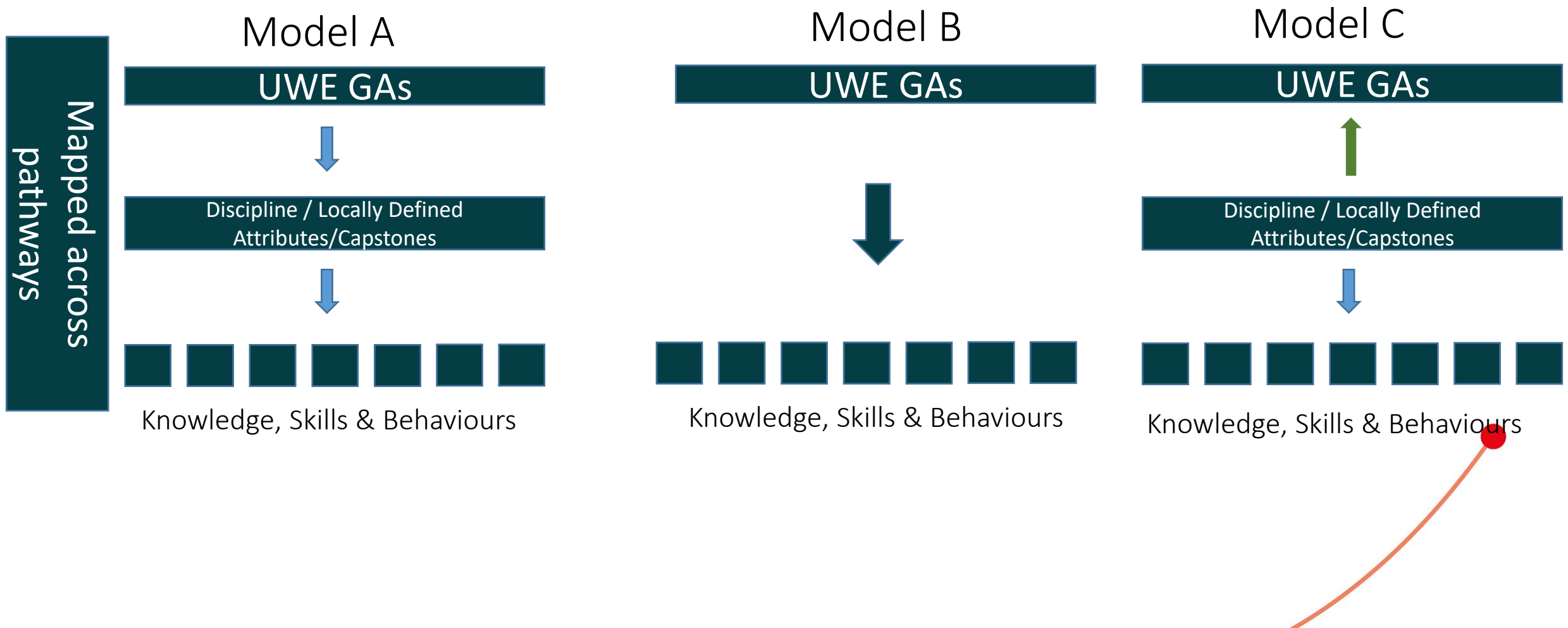
- Aim of ACE curriculum review: develop 3 pathways:
Professional / enterprise / research
 - 66 programmes rationalised modules across 3 years: aligned with each of the pathways
 - One of the challenges raised was how to benchmark the 'embeddedness' of enterprise in the curriculum and how to articulate it with relevant learning outcomes.
 - We identified a need for a tool that could identify gaps in the core student pathway, whilst strengthening the student's recognition of their abilities.
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Student Development - Scaffolding

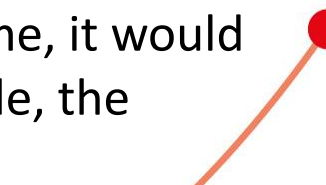


- Effective engagement with Career Development requires scaffolding of wellbeing/resilience + academic skills.
- Humans tend to prioritise immediate needs, rather than future needs.
- Students need to engage with all of these components to achieve success.
- The design of the curriculum enables and facilitates the development of the student.

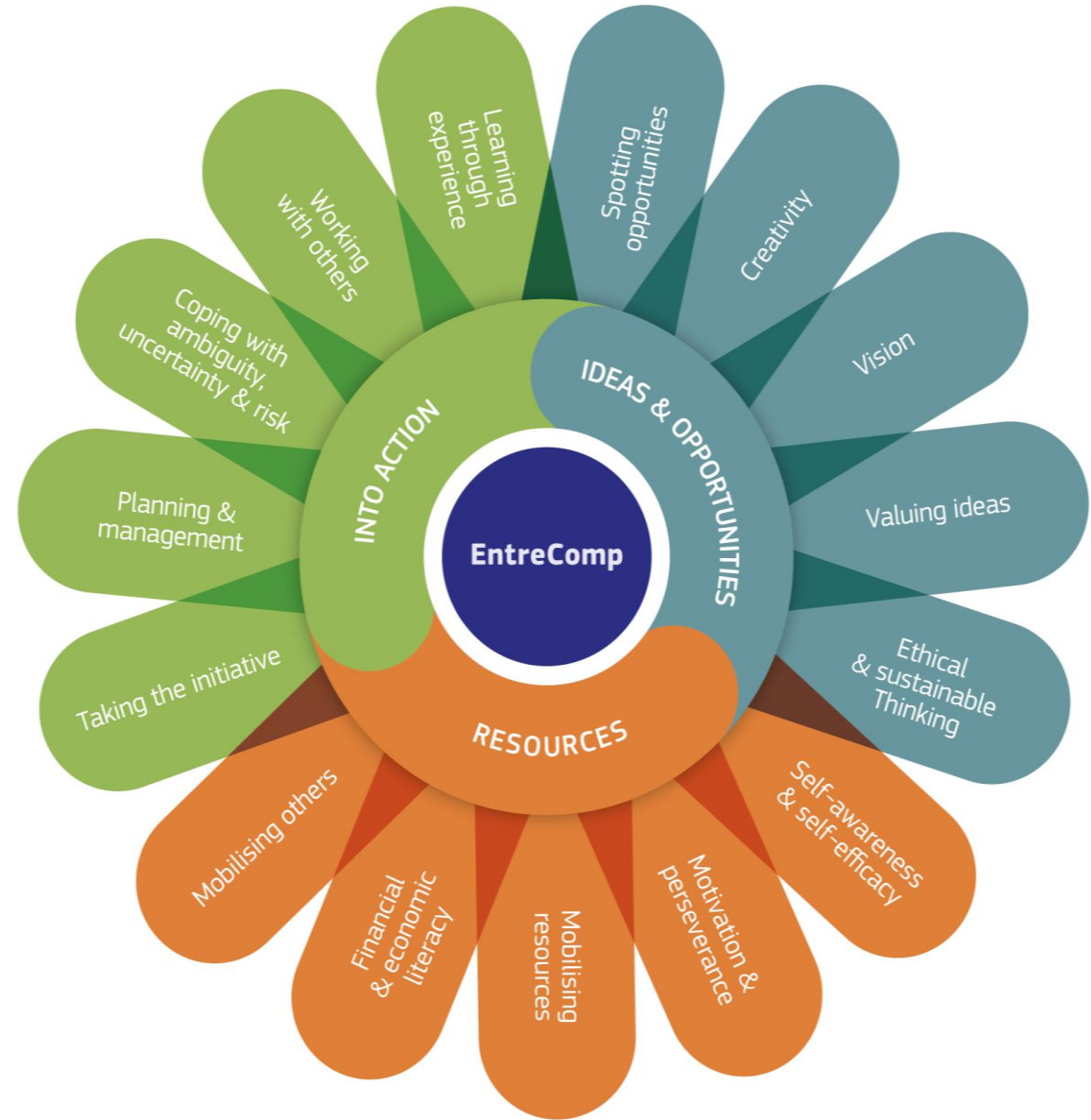
UWE Graduate Attributes



Adapting EntreComp

- 2016: European Commission developed EntreComp, a framework that articulated enterprise and entrepreneurship as a competency.
 - We knew from experience working with teams that any tool we developed need to be simple and straightforward.
 - Using the EntreComp framework, consultation with teams, plus research on appropriate assessment and learning strategies, we tweaked the framework to respond to UWE's needs so staff could:
 - Audit their programmes against core competencies
 - Audit their modules at different levels of the core competencies
 - Consider corresponding learning outcomes for each level
 - Reflect and develop new and existing programmes using the framework
 - Select the appropriate teaching methods and assessment strategies
 - This was then replicated as a framework for professional and research. For a programme, it would be expected that at least two thirds of the competencies were articulated and a module, the relevant competencies only.
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With **15** core
competencies
& **422**
learning
outcomes



3 COMPETENCY FRAMEWORKS: CORE – RESEARCH - ENTERPRISE



UTILISE – LEVEL 4

Developed sound knowledge of the basic concepts of a subject, and will have learned how to take different approaches to solving problems. They will be able to communicate accurately and will have the qualities needed for employment requiring the exercise of some personal responsibility.

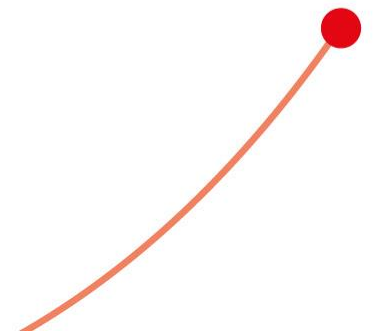
ANALYSE – LEVEL 5

Developed a sound understanding of the principles in their field of study, and will have learned to apply those principles more widely. Through this, they will have learned to evaluate the appropriateness of different approaches to solving problems. At this level will have the qualities necessary for employment in situations requiring the exercise of personal responsibility and decision-making.

SYNTHIZISE – LEVEL 6

Developed an understanding of a complex body of knowledge, some of it at the current boundaries of an academic discipline. Through this, the holder will have developed analytical techniques and problem-solving skills that can be applied in many types of employment. The holder of such a qualification will be able to evaluate evidence, arguments and assumptions, to reach sound judgements and to communicate them effectively. At this level will have the qualities needed for employment in situations requiring the exercise of personal responsibility, and decision-making in complex and unpredictable circumstances.

- The main objective was to provide a framework to enable staff to benchmark the 'embeddedness' of enterprise within their programmes, in the context of the ACE curriculum review
- A key area of the Enterprise 2020 strategic project was to understand how embedded enterprise was within the undergraduate curriculum. This framework has now been used with staff across the University, to answer questions such as:
 - *How do we know if our enterprise strand is enterprise ready?*
 - *Is there a benchmark for articulating the development of enterprise in the curriculum?*
 - *UWE graduate attributes are generic, what do they actually mean to our programme?*



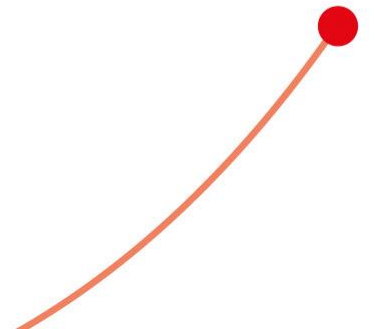
The Curriculum Review Pack

Resources available for all programmes



1. Strategy document
2. *Introduction to Enterprise* document
3. Competency frameworks
4. User guide for the frameworks

- context + expectation
- baseline knowledge
- the tool
- the process



The Tool...

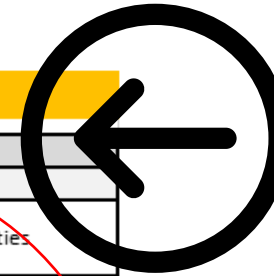
Enterprise Competency Framework

Enterprise Competency Framework			
Competency	Level 1 (apply)	Level 2 (analyse)	Level 3 (produce)
<i>Example learning outcomes</i>			
Opportunity spotting	Learners can find opportunities	Learners can recognise opportunities	Learners can seize and shape opportunities
Self-awareness	Learners can define their own strengths and weaknesses	Learners can reflect on their strengths and weaknesses, and trust in their ability to generate value for others	Learners can capitalise on their strengths and compensate for their weaknesses by undertaking personal development or working with others.
Visioning	Learners can communicate their future goals/define a vision	Learners can build an inspiring vision and communicate it to others	Learners can apply their vision strategically
Creative problem solving	Learners can generate multiple new ideas	Learners can test and refine ideas	Learners can transform ideas into solutions
Taking the initiative	Learners are willing to have a go at solving a problem	Learners can initiate value creating activities in response to a problem/challenge	Learners can look for opportunities to take the initiative to add/create value
Learning through experience and reflection	Learners can recognise what they have learnt through taking part in value creating activities	Learners can reflect on their experiences and relate them to current activity	Learners can create, learn and reflect on new experiences and relate them to current activity
Planning and management	Learners can define SMART goals	Learners can create and implement an action plan with SMART goals	Learners can reflect on and refine their goals, priorities and plans to changing circumstances
Coping with uncertainty and risk	Learners can try new things and communicate the benefits/risk of an activity	Learners can critically evaluate the benefits/risks of alternative options	Learners critically evaluate benefits/risks of alternative options and make decisions despite uncertainty or ambiguity
Working as a team	Learners can work in a team to create value	Learners can identify strengths and weakness in a team and work together to create value	Learners can build a team and develop networks based on the needs of their value-creating activity
Mobilising resources & Financial literacy	Learners can find resources and draw up a simple budget	Learners can manage different types of resources, identify funding options and manage a budget	Learners can use resources strategically and plan for the financial stability of value creating activities

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X 6 , linked to assessment
= Enterprise embedded



How it works...

The perceived value in the framework



Clarifies Enterprise in just 10 competencies



Improves staff and student confidence talking about enterprise



Example LOs *can* be used 'off the peg' in mod specs / activities



Shows potential for development across 3 UG years



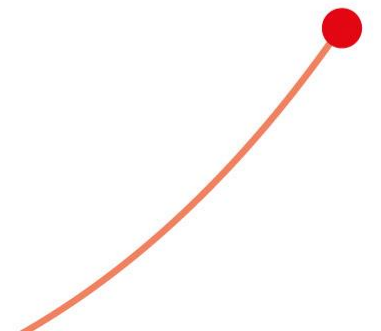
Flexible

Terminology can be adjusted by programme
L3 LOs can be achieved earlier

The Process

Programme Module Mapping: BA (Hons) Fine Art

- Proactive Team, already engaged in Enterprise agenda
- Graduates struggle to identify / communicate their professional skills
- High numbers of self-employed graduates
- Low graduate salaries: Particularly females
- Art vs Business debate :
 - 'you sell-out if you commercialise'
 - Build-in relevance to social values / ventures
 - Switch student perception from Enterprise skills as 'Business' to 'Project management'



Can it be linked to assessment?

[illegible]

Can it be linked to assessment?

[illegible]

TO DO LIST

Address key gaps: Visioning / Planning & management / Financial literacy



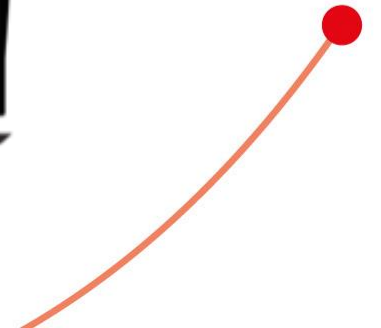
Replicate terminology across programme literature



Signpost extra-curricular activities at point of need: PP modules



Monitor engagement in 'Enterprise' activities



Module mapping using the framework

Feedback from programme team...



Practical process; **Simple and quick** to use



Views **Enterprise holistically** across programme



Identifies Gaps



Easy to map Enterprise **provision in core modules**

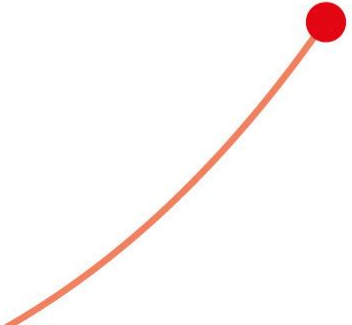


Can be worked through collaboratively / individual



Evidence of '**embeddedness**'

Student Impact

- **25% Rise in attendance** - now 85% in employability workshops
 - Rise in students opting for **Self Employment planning** (L3 group)
 - **Improved confidence** levels on topic of 'Enterprise'
 - Largest audiences within self-employment events (careers events)
 - **Requests for funding** applications support has doubled
 - Rise in applications to **Enterprise scholarships / Summer schools**
 - 4 x rise in applications
 - 6 successful winners from Fine Art last year!
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WE NEED TO ENSURE THAT

ALL STUDENTS UNDERSTAND THE VALUE OF THEIR DEGREE

WITH REGARD TO THEIR FUTURE AMBITIONS

DO GRADUATES KNOW...

...WHAT EMPLOYERS
OR FUNDERS ARE
LOOKING FOR?

...THE COMPETENCIES
REQUIRED FOR SUCCESS
IN THEIR JOB?

...THE RELEVANT SKILLS +
EXPERIENCE THEY GAINED
IN THEIR DEGREE?

...WHEN AND HOW TO
COMMUNICATE THIS ?

Next steps

1. Development of a digital skills mapping tool

So students can map Enterprise (and employability) skills & experience

2. Self assessment embedded within modules

from week 1, to matrix the entire student experience

