

The Institute for  
Enterprise Centre for  
Excellence in Teaching  
and Learning: history,  
context, work and issues  
for future sustainability

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The Institute for Enterprise at Leeds Metropolitan University is the only single-institution Centre for Excellence in Teaching and Learning (CETL) for enterprise and entrepreneurship in the UK. It was established as a result of funding from the Higher Education Funding Council for England's (HEFCE) call in 2004 to establish Centres for Excellence in Teaching and Learning.

As with many of the CETLs, the funding was distributed to areas at universities already demonstrating good practice to allow them to build on their strengths, disseminate their work, be creative and 'take risks' with their teaching methods. Leeds Metropolitan University was already recognised for its achievements within the enterprise curriculum, and its vision to transform enterprise education further was supported by the HEFCE funding.

This chapter seeks to record the development of the Leeds Metropolitan University's Institute for Enterprise, from initial pockets of enterprise teaching which fed an active student 'business start-up' programme through to the creation of the vision for the Institute for Enterprise and an account of its activity and impact.

### 1. The CETL initiative and bidding for funding

The proposal to create Centres for Excellence in Teaching and Learning was first announced in the Government's White Paper *The future of higher education* (DfES, 2003), which was followed in January 2004 by an invitation from HEFCE for institutions to bid competitively for funding for recurrent and capital funds to establish the CETLs.

The creation of the CETLs in England, Northern Ireland and Wales represented substantial additional new funding for the enhancement of teaching and learning within the higher education (HE) sector. HEFCE's key intention was to strengthen the strategic focus on teaching and learning by directing funds to centres that rewarded high teaching standards, promoted a scholarly-based and forward-looking approach to teaching and learning, and where significant investment would lead to further benefits for students, their tutors and the local and national community. The CETL initiative represented HEFCE's largest ever single funding for teaching and learning with total CETL funding for the CETLs of £315 million over five years from 2005-10.

First stage bids were invited from both HEFCE-funded higher education institutions (HEIs) and directly HEFCE-funded further education colleges with at least 500 full-time equivalent higher education students.

There were six clear objectives for the CETL funding initiative and these were to:

- a. reward practice that demonstrated excellent learning outcomes for students
- b. enable practitioners to lead and embed change by implementing approaches that addressed the diversity of learners' needs, the requirements of different learning contexts, the possibilities for innovation and the expectations of employers and others concerned with the quality of student learning
- c. enable institutions to support and develop practice that encouraged deeper understanding across the sector of ways of addressing students' learning effectively
- d. recognise and give greater prominence to clusters of excellence that were capable of influencing practice and raising the profile of teaching excellence within and beyond their institutions
- e. demonstrate collaboration and sharing of good practice and enhance the standard of teaching and effective learning throughout the sector
- f. raise student awareness of effectiveness in teaching and learning in order to inform student choice and maximise student performance (HEFCE, 2004b).

## 2. The context for developing enterprise education in the bid for the Institute for Enterprise (CETL)

Although much of the discussion of current enterprise education has been set in the context of economic development and business start-up, enterprise initiatives back in the 1980s were not exclusively focused on business creation. Their more skill-based ethos was encouraged to develop in HEIs too and the Enterprise in Higher Education (EHE) initiative, launched in 1987 by the Secretary of State for Employment, articulated two broad aims:

*“Every person seeking a higher education qualification should be able to develop competencies and aptitudes relevant to enterprise.*

*These competencies and aptitudes should be acquired at least through project based work, designed to be undertaken in a real economic setting, which should be jointly assessed by employers and students’ higher education institutions.”*

(Training Agency, 1990)

Universities were left to incorporate these aims into their academic programmes. This requirement to incorporate enterprise competencies and aptitudes into curricula raised fears that academic and intellectual competencies were being compromised (Maclean et al, 2004), and the integration of enterprise skills into curricula at that stage was patchy and fragmented.

However, in the new millennium the Government recognised that enterprise (particularly focused on business start-up rather than the more holistic skills-based view) is a vital contributor to the health of the economy and stated a national commitment to make the UK the best place in the world to start and grow a business (DTI, 2004).

In relation to higher education, HEFCE stated that:

*“A key role for Universities ... is ... activity to meet the needs of business and the community, contributing to economic and social development both regionally and nationally. We are committed to encouraging and rewarding partnerships between HEIs and business, the transfer of knowledge and expertise and the development of employment skills.”*

(HEFCE, 2004a)

In Yorkshire specifically, the Regional Development Agency, Yorkshire Forward, recognised the importance of business start-up. In a region where business birth rates and the chances of their survival were among the lowest in the UK, business start-up and graduate enterprise were seen as critical to economic development and an area for investment. Indeed, it was clear from a survey commissioned by Yorkshire Forward that graduates in Yorkshire were not being supported optimally to become enterprising. The survey identified many barriers to graduate enterprise (Price et al, 2004). These include limited careers advice available to students in the area of enterprise, lack of subject-related examples, limited useful student-friendly entrepreneurial role models, and limited activities and case studies in the curriculum from which graduates could learn broad and focused enterprise skills.

Critical factors included a lack of understanding of the requirements to start a business, lack of institutional support for start-up and the variable quality of available support materials.

A 2004 survey of over 3,500 students across four West Yorkshire universities (Robertson et al, 2004) found that:

- only 4% of the students surveyed were currently engaged in entrepreneurial activity while completing their education
- 46% indicated that they would definitely or probably enter self-employment at some stage after graduation
- 44% intended to enter self-employment within five years of graduation
- 23% felt that they did not have the skills to start a business
- 35% expected help from the university to start their business.

It appeared that students required a great deal more education, support and guidance than they were actually getting and something needed to be done.

However, there was already some existing regional support and infrastructure which aimed to convert the maximum number of students at each of the four Universities of Bradford, Huddersfield, Leeds and Leeds Metropolitan into successful entrepreneurs.

Existing activity at Leeds Met via the Business Incubator (now QU2) and the Business Start-Up unit had already created a 'conveyor belt' programme for student enterprise via a wide spectrum of support from awareness building, aspiration raising and the creation of a supportive environment to the more traditional approach of capacity building and knowledge and skills development. Students were tracked and surveyed to understand their business intentions; business planning, competitions and mentoring were provided through the Business Start-Up unit with complementary financial and new business support and work space provided by the Business Incubator Unit (QU2).

By the mid 2000s enterprise skills began to be considered again beyond the boundaries of the narrowly defined business agenda to encompass all areas of provision (Maclean et al, 2004). An influential Higher Education Academy report (Moreland, 2006) made a strong case for training in entrepreneurship as a key means of increasing employability in graduates of any subject. Studying and experiencing an entrepreneurial/enterprising curriculum was seen to be beneficial for the individual student whether or not students were contemplating starting their own business or entering paid employment. The crux of the reasoning, however, focused on the view that even students who did not intend to start their own business or become self-employed could benefit from improving their employability through enhancing their range of enterprise skills in the broadest sense. It was this prevailing view that eventually became central to the enterprise philosophy at Leeds Metropolitan University.

The Institute for Enterprise wanted to focus on developing an embedded curricular enterprise experience for all students and work with the existing units of good practice and academic staff to achieve this.

During the second stage of the CETL bidding process a group of partners (named the 'CETL 6') was established. At that point it consisted of: the White Rose CETL (Universities of Leeds, Sheffield and York); London Metropolitan University; Newcastle University; the University of Nottingham; Sheffield Hallam University; and Leeds Metropolitan University. These partners were a group of UK universities working within enterprise and employability and deemed, by passing through to Stage 2 of the bidding process, to be 'excellent'. Collaborative working and clear partnerships were seen as being essential to pump-prime a critical mass of expertise. Joint outputs and activity were generated for inclusion in the bidding process.

A total of 74 out of the 106 Stage 2 bids were approved in the UK in December 2004 as the new CETLs. Leeds Metropolitan University was delighted to announce that the Institute for Enterprise (as a single institution CETL) had been successful in its bid for five years of HEFCE funding. Its vision and key objectives are outlined in the section below.

### **3. The Institute for Enterprise and its vision**

The Institute for Enterprise was launched in April 2005. Its aim was to create an inclusive enterprise education community to act as an engine of change within Leeds Metropolitan University, the region and beyond. The Institute proposed that enterprise education would be at the core of the student experience through a suite of nationally available top-up programmes, the development of a Masters qualification and the creation of physical and virtual infrastructures which would foster a vibrant learning community of academics, students and employers. Each of the University campuses would access innovative learning resources, with a flagship 'enterprise café' providing the focus for a resource centre and networking space, to enhance national understanding of enterprise education.

The Institute's aspirations were local to Leeds Met staff and students, as well as regional and national, in its aim to improve enterprise education through staff development.

### Vision of the Institute for Enterprise

*“To make Leeds Metropolitan University the first choice for students seeking enterprise teaching and learning across the whole range of academic disciplines offered.”*

The vision was to be achieved through increasing enterprise teaching capacity across the whole University curriculum, creating a focal point for established best practice and creating a physical presence for enterprise teaching and learning at the Leeds Met campuses. The vision was to be actioned via the objectives below, which were to:

- create an inclusive ‘CETL community’ (see Figure 1) as an engine of change
- establish a physical and virtual infrastructure to foster a vibrant learning community of academics, students and employers, building on the base of existing enterprise expertise
- provide a resource centre for enterprise education, and networking space/learning rooms at each of the campuses together with shared learning resources.

#### 4. The Institute for Enterprise community

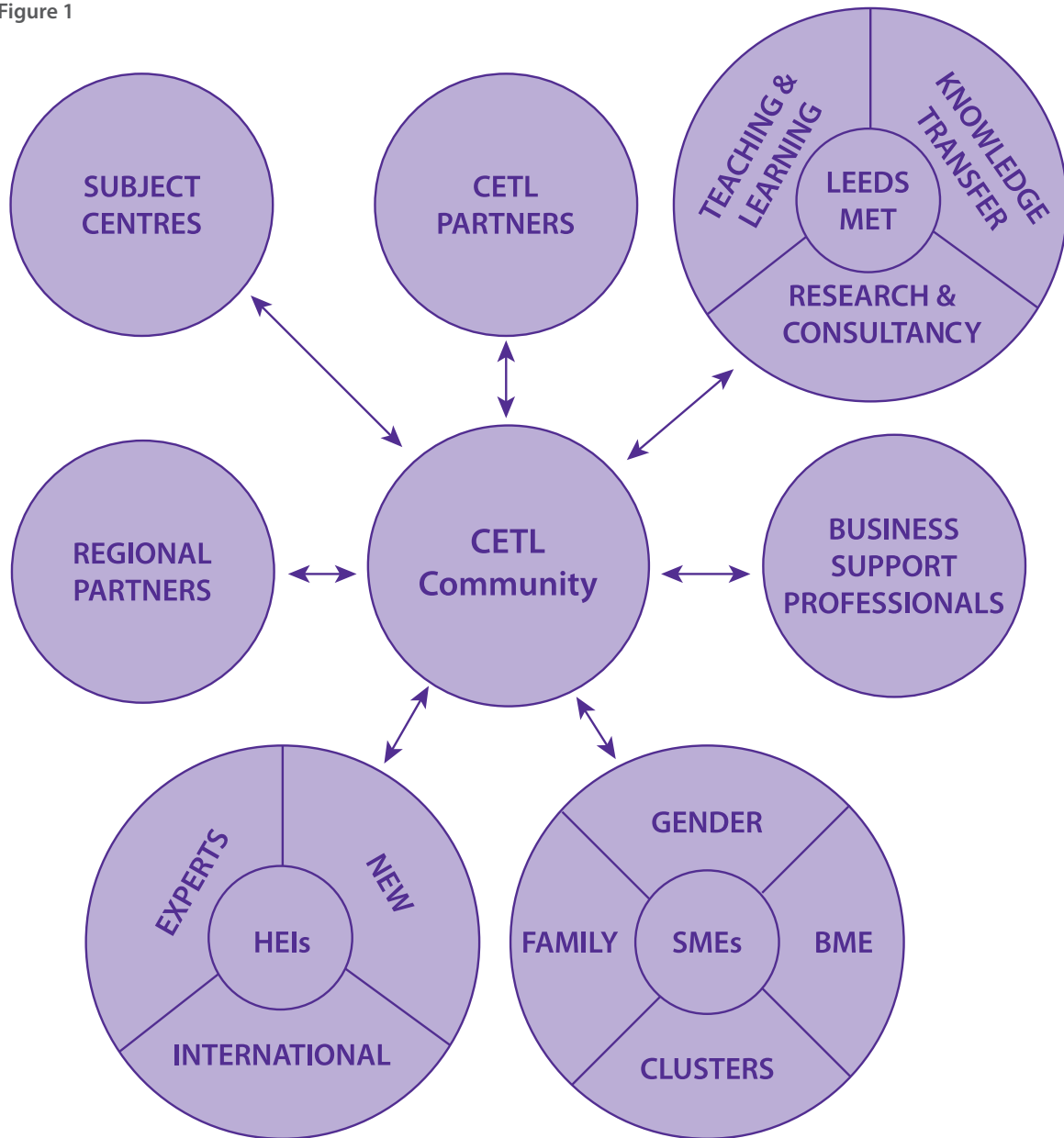
The aim of creating a learning community as part of the CETL was to engage students, staff and academic networks through a virtual and real physical presence. The Institute for Enterprise wanted all students to be able to have an enterprising ‘experience’ during their time at university by engaging in activities to develop their broad enterprise skills (Bridge et al, 2003) such as project work, events, showcasing activities with external organisations or experiencing assessed or formative enterprise education within their own course modules .

Staff could also engage with the proposed new enterprise space at Old Broadcasting House through participating in staff development activities and holding events and exhibitions for their students as part of their course-related work or extra-curricular activity.

Relevant regional professionals (for example from local schools, Education Leeds and the ‘Make your Mark’ initiative) also had an opportunity to contribute to enterprise education at Leeds Met through supporting curriculum development and the academic community through live project work and engaging with potential entrepreneurs. The Institute for Enterprise engaged with the local community through its links with further education, open invitation events, and links to local independent and family-run business organisations and local social enterprises.

Relevant national stakeholders were key in supporting the work of the Institute for Enterprise. They included the National Council for Graduate Entrepreneurship, Yorkshire Forward, Yorkshire Universities, the Higher Education Academy’s Subject Centres and Enterprise Educators UK (see Figure 1). Representatives from many of these groups were members of the CETL Advisory Board, and together with Leeds Met Governors and local entrepreneurs attended and led enterprise-focused master classes and used their networks to disseminate our work.

Figure 1



## 5. Outcomes, outputs and dissemination

The Institute for Enterprise outcomes for the end of the funded period in April 2010 focused on the following:

1. subject-specific materials that could be used in supporting enterprise development across all of the University's provision in each of our Faculties from sub-degree to Masters degrees
2. routes to specialist Masters degrees in Enterprise and Innovation
3. signposting for Leeds Met students and alumni from academic programmes to access support for their own business incubation and start-up
4. a broad base of support for enterprise teaching and learning development, not just within Leeds Metropolitan University but also across the wider community of our partnerships in the region and beyond.

Many of the Institute's subject-specific outputs were achieved by Faculty Enterprise Pioneers and Leeds Met Teacher Fellows who initially catalysed enterprise activity in the Faculties. There are more details on this transformative approach and its subsequent reconfiguration in Section 7.

The Institute has continued to make significant contributions to a range of Leeds Met's priorities, including Open Educational Resources, employability and partnerships, and has harmonised with assessment, learning and teaching initiatives as a means of embedding enterprise education effectively into strategy and policy.

The Institute has adopted a strategic approach to dissemination that builds upon a sound foundation and recognises the powerful networking links with the business and higher education communities.

The Institute disseminates its work to the Higher Education Academy network and Leeds Metropolitan staff and students through a range of events (master classes, conferences, staff development) aiming to:

- provide models of best practice in enterprise teaching and learning
- provide enterprise materials for extra-curricular activity
- provide entrepreneurial case study role models
- maintain an enterprise relation management system and web portal to track all enquiries and provide an interactive communications system
- publish research underpinned and informed by enterprise teaching and learning.

As the Institute for Enterprise has developed, the breadth and nature of these outputs have broadened in their range and scope. A diverse range of case studies, publications, journal articles, presentations, workshops and films are now accessible via the University Repository, the EvidenceNet Repository (used for CETL outputs) and via the website:

<http://www.leedsmet.ac.uk/enterprise/>.

## 6. Old Broadcasting House as a learning space

One unique element of any CETL bid was the capital spend and the successful Institute for Enterprise bid involved the conversion of the former BBC Leeds building into an enterprise café to be used as a learning space to support small group working, creative thinking and ideas generation and as a venue for enterprise-focused workshops, seminars and the showcasing of student work.

Students and staff use the space in Old Broadcasting House (OBH) for project work and group work. Local professionals and businesses book it for surgeries and meetings, taking advantage of the quiet rooms for private discussion, large workshop spaces and state-of-the-art learning resources and software.

The venue is well utilised for daytime and evening events, exhibitions and conferences and its usefulness and value as a

venue for enterprise education has been formally evaluated as part of the CETL (see the chapter by Vicky Harte and Jim Stewart in this book).

## 7. Embedding enterprise education into curricula

The Institute for Enterprise's key priority themes are:

1. academic development
2. research and evaluation
3. building capacity of staff and students
4. dissemination and awareness-raising.

The Institute's work encompasses and integrates all these themes. Outputs are closely mapped to dovetail to each of these areas. Each activity underpins the strategic thinking used to work towards the sustainability of the CETL. The Institute's focus has moved in line with the project plan. Capacity building and venue development were the priority in the early stages. Once the infrastructure was in place the Institute moved to prioritising the practical task of embedding enterprise in the curriculum for sustainability. This ran in parallel with a shift to develop enterprising teaching methods for staff so they could help nurture and develop enterprise skills in the Leeds Met students.

### Academic development

The embedding of enterprise at modular and whole programme level remained the key priority in the life of the Institute. This was done via a range of different methods.

**The staff:** The Institute for Enterprise initially adopted the approach of using academic staff as 'Enterprise Pioneers' in each of the University's six Faculties. These academics (one per Faculty) were seconded part-time to become ambassadors and advocates for developing enterprise in the curriculum. Their role was to demonstrate the relevance of enterprise activity through their subject area; inspire and support others to include enterprise in teaching and learning; and promote and catalyse new projects. The role of the academic tutor in inspiring the teaching of enterprise education has been shown to be vital (NESTA, 2008). These roles were successful in the first half of the time span of the Institute for Enterprise and generated a range of new activities and awareness-raising.

**The projects:** The need for increased cross-Faculty working and more specific curriculum-based collaborative developments led to a change of initiative in the latter stages of the Institute. The Pioneers were invited to bid for funds to support specific enterprise-focused projects. All the five-year objectives are completed, with the funded enterprise projects forming the backbone for the Institute for Enterprise's activity for the final academic year of its lifespan (2009-10).

These projects aimed to:

- develop a wider, self-sustaining community of practice at Leeds Met
- produce transferable resources and publications
- provide material for conferences and workshops – internal and external
- attract further funding from external agencies
- offer some of the Enterprise Pioneers a specific role during the last year of the Institute
- facilitate the recruitment of a Student Enterprise Pioneer team.

Projects with specific outputs, inter-Faculty collaboration and a focus on student-centredness were prioritised when the bids were submitted as a way of ensuring that academic 'enterprising tentacles' permeated the whole University.



Interestingly, five out of the six former Pioneers have now gone on to be project holders. The projects were broad in scope, ranging from podcasting for enterprise learning material to the development of ethical enterprise modules and a project which explored how enterprise skills can be integrated into interprofessional education programmes for health and social care students.

It was encouraging to note that colleagues not previously engaged with the Institute for Enterprise were putting their ideas forward for consideration, or collaborating with existing Institute for Enterprise contacts to co-submit a project application. An early meeting with project holders gave them the opportunity to talk about their projects, share plans and concerns, and discuss whether a facilitated action learning set approach would be useful for them in developing their ideas. A range of symposia, support meetings and a final workshop showcased the work and explored future routes into curricula where project work can be developed. The Institute for Enterprise is adopting a scholarly approach to project management, so that the outputs are prepared for journal publication and academic conference dissemination.

It is worth discussing in more depth an innovative project that focuses on using students as enterprise champions. A wave of enthusiastic student activity occurred as result of this project. This student-centred project explored what students in the University wanted to learn in an enterprising curriculum and generated activities led by them to support this. Students now attend the Institute's meetings, meet overseas students and visitors, and run a reinvigorated University student enterprise society. They use the Institute's website to publicise their events and reflections on enterprise. There has been a marked increase in the number of students coming forward to engage in Institute for Enterprise activities, as well as students willing to take lead roles in developing and delivering activities related to enterprise (e.g. running conferences, writing reflections, designing publicity and producing video footage).

Another valuable academic development has included the generation of an enterprise competency map. This can be used by academic staff to ensure that their modules and assessments are addressing key enterprise skills.

A cross-Faculty enterprise module is also being developed to allow students at Level 3 to participate in practice-focused enterprise workshops. The module will allow scope for individual students to develop their own business ideas. It will have online and face-to-face versions to cater for home and overseas students. The module can be tailored for specific subjects and can be used as either a core or elective module.

**The learning approaches:** The Institute for Enterprise has concentrated on promoting creative approaches to enterprise education learning. Individuals do not develop a 'can do' positive attitude to their learning by being taught in a traditional, didactic way. Enterprising teaching approaches (such as the use of action learning sets or enquiry-based learning) encourage tutors to help their students use interactive learning, assessments to develop their curiosity, problem solving, active learning and working team skills.

**Extra-curricular activities:** Enterprise is also a key component of voluntary work and part-time employment experiences. The Institute for Enterprise has worked with students and staff to see if these experiences can be captured so that they are valued by the students and recognised by the University. Placing enterprise activities in the curriculum like this linked the Institute strongly to the broader employability skills agenda and allowed us to work towards enriching curricula by encouraging volunteering activities to be credit-bearing.

**Links to employability:** The Institute has linked itself clearly to the work and strategic goals of the University's Employability team. Employability is defined according to researchers for the ESECT (Enhancing Student Employability Co-ordination Team) Project as:

*"A set of achievements – skills, understandings and personal attributes – that make graduates more likely to gain employment and be successful in their chosen occupations."*  
(Booth, 2003)

It is recognised that generic enterprise skills and behaviours are relevant to the broader employability agenda, and not solely to business start-up (NESTA, 2008). The Institute for Enterprise aims to ensure that the University formally embeds enterprise into the curriculum so that all students have the opportunity to enhance their enterprising capabilities.

Broad enterprise skills generated from learning creatively and effectively are employability skills for life (Ward, 2004). There is a strong emphasis at the Institute on graduate skilling, joint work to develop research funding across enterprise and employability areas, and collaborative work in the formulation of the new University employability strategy. A key development has been the nomination of key tutors in each course who will be responsible for linking employability to graduate skills. It is particularly vital in the current economic climate, where graduate employment rates are precarious, for students to be enterprising in their approach to their employment (AGR, 2010).

## Research

Research and evaluation of enterprise form another key strand in the work of the Institute for Enterprise.

Peer-reviewed outputs have been disseminated via international and national conferences and outputs will be part of the Institute's enterprise resources.

Some interesting findings from some of the published research have made Institute for Enterprise staff and colleagues question their existing perceptions of enterprise. These projects are more fully explored in another chapter of this book (by Vicky Harte and Jim Stewart). Findings from projects commissioned by the Institute for Enterprise have shown that modules across the University can be full of content on enterprise, and be creatively and enterprisingly taught by creative tutors, but do not explicitly mention enterprise in their titles, so students enter the module not knowing "what they are getting" (Harte & Stewart, 2010).

The other key research project explored the use of Old Broadcasting House as a venue for enterprise education. The research project (Harte & Stewart, 2009), which explored student, staff and visitor feedback about OBH's value as a learning space, has shown that it is an effective platform and venue for the teaching and learning of enterprise-related skills. Institute staff have also participated in a project with the West Yorkshire Lifelong Learning Network which explored perceptions of enterprise in the creative industries (Deignan, 2009), and future funded research projects are planned to explore ways in which enterprise education can be tailored more effectively to benefit arts and creative students at Leeds Met.

## Building capacity – staff and students

Key to the continuation of enterprise education is its sustainability beyond the end of the formal CETL funding period in 2010. The Institute for Enterprise leaves a legacy of resources, active staff and engaged students who can work with a variety of live ongoing, repeatable enterprise-focused projects and activities. Developing tutors has been vital and staff capacity has been built by training key staff, for example via accredited enterprise courses (National International Entrepreneurship Educators Programme NCGE/EEUK) and in-house staff development workshops. This allows existing tutors who teach enterprise to be better equipped to develop others because they have access to high quality role models and cutting-edge teaching and learning resources.

The expertise among the staff Enterprise Pioneers will be maintained through their engagement with or support of the new enterprise projects, which will in turn expand the enterprise community at Leeds Met and anchor enterprise education in many more modules across all Faculties.

Development of students is also regarded as essential if enterprise education is to be experienced and valued by current and future cohorts of students. The recruitment of a new cross-disciplinary Student Enterprise Pioneer team has connected the student body with the CETL and its associates, such as Leeds Inventure, Business Start-Up, the Business Incubator (QU2), schools, colleges, alumni, our community partners and local entrepreneurs. This Student Pioneer team has

been networked with the National CETL Student Network and the students have gained skills and contacts as well as opportunities to publicise the work of the Institute at student level nationally. The student team has also been encouraged to make formal presentations at academic enterprise conferences and enter at least one national enterprise competition (the IBM University Business Challenge) as well as producing student-friendly guides and web pages. This model is being disseminated via workshops, publications and conferences across other higher education institutions and to partners in Leeds Met's Regional University Network (RUN).

### **Student engagement through student-centredness**

The student-centredness of the Institute's work is fundamental to its success and to improving the student experience of university overall and their future employability. Enterprise education should not be a detached, non-authentic, non-student-centred activity, although it can often exist unsatisfactorily in this form. Richard Beresford, Director of the Centre for Creativity and Enterprise Development at Oxford Brookes University, explores how student engagement is reduced if enterprise education focuses exclusively on business start-up skills (Beresford, 2009). He discusses how a narrow, vocational understanding of enterprise education in HE undermines its credibility and therefore its sustainability beyond temporary funding streams.

*“As a broadly understood approach to learning ... it is certainly more than preparation for business start-up. Enterprising classrooms, seminar rooms, workshops, laboratories and work spaces where students can explore their own creativity, develop a positive view of risk, whilst also developing resourcefulness and resilience should be the basis upon which enterprise education is based and developed across the UK educational system.”*

(Beresford, 2009)

Students need to be engaged in developing the full range of enterprise skills during their university experience and make the most of the opportunities that university education has to offer. The Institute for Enterprise, in parallel with other assessment, learning and teaching initiatives at Leeds Met (for example a range of National Teaching Fellowship projects on the first-year experience), has instigated various activities to encourage staff to be more student-centred. For example, there are module awards for the most enterprising module, competitions integrated into modules for students to showcase their enterprising work and ideas, and awareness-raising for staff about projects in which their own students could become involved.

### **Dissemination and awareness-raising**

Requests for representatives of the Institute to speak at external events and activities (both internal and external) have increased as our profile and standing in the sector becomes more visible and sure-footed. Many of the Enterprise Pioneers have had opportunities to present at local, national and international events. The case studies and papers produced as a result of the enterprise projects will provide material for dissemination and the Institute for Enterprise is seeking opportunities to raise awareness, source future external project funding and identify potential external collaborators to take projects forward.

There has been a significant increase in opportunities for Institute staff to disseminate their enterprise-focused work outside Leeds Met. For example, links with Liverpool John Moores University, the University of Gloucestershire, Sheffield Hallam University and international links in the US and Africa have allowed us to disseminate our practice and share ideas for future collaboration.

The annual competition, 'Increase Your Enterprise Footprint', has successfully been used to generate creativity and enterprise visibility for students. Recently a group of Leeds Met Film students produced a range of short films to encapsulate 'enterprise' from the student perspective. A successful master class series, the use of role models for the

students, workshops and links with other CETL partners and highly commended recognition at the NCGE enterprise education awards 2009 have all contributed to our institutional and external recognition.

Work has also been undertaken on formulating an e-bulletin and redesigning the Institute's website (<http://www.leedsmet.ac.uk/enterprise/>) to make it more user-friendly. Publicity and information material have also been reviewed and updated. Dissemination via students is key and a new link-up with Inventure, a dynamic Leeds student enterprise club, will allow the expansion of activities for students and a greater network in which they can articulate and develop their business ideas. These events have taken place in Old Broadcasting House and in different business venues across the city. This supports the Institute's view that increasing student engagement across the board should take place not just in academically 'valuable' activities which only have academic credit, but in extra-curricular enterprise-focused activities too. Social networking, communication and team building (all valuable enterprise skills) can usefully be fostered outside the curriculum, and this complements student achievement within the pure academic setting.

### Sustainability of the Institute for Enterprise

The National Council for Graduate Entrepreneurship tracks the changes in enterprise education within higher education institutions through its annual surveys. They report national variance in provision, but that in institutions where funding has pump-primed activity (for instance, via CETLS), the funding has driven a phenomenal growth in provision and an increase in student engagement. This has started to influence institutional culture in providing high quality enterprise education. There is a strong sense in the academic community that this momentum should not be lost.

Enterprise is often referred to as the act of starting and developing a business. However, the skill of being able to spot new opportunities, having a 'can do' attitude and the determination to take ideas forward to success not only applies to budding entrepreneurs but is a vital part of any student's personal development and ability to progress in any career. It is proposed, therefore, that the current successful model of using projects, networks, advice, active learning approaches and events to catalyse and support tailored activity and development at Faculty level should continue.

Traditional Business School delivery of enterprise will often focus purely on hard business skills. This strong business orientation, however, can lead to a neglect of concern for the pursuit of enterprise skills and behaviour in wider personal and social contexts. It also fits less well with the current, almost universal, international policy emphasis upon the relationship of entrepreneurial behaviour to employability and the notion of an entrepreneurial culture. The European Union describes this as a "key competence for all, helping young people to be creative and confident in whatever they undertake" (Commission to the Council and European Parliament, 2006). Europe-wide issues need consideration at local university level too. The EU has called for universities to make the necessary organisational changes to build up entrepreneurial attitudes and management skills in their students (op cit). In addition, a report for the European Commission's expert group (European Commission, 2008) focused on the requirements to improve the capacity and capability of educators. The report outlined how inadequate resources allocated to entrepreneurship education and the constraints educators face in developing effective courses cannot be addressed through individual development alone but require changes in policy and implementation at national and institutional levels, particularly in relation to curriculum content and pedagogies – exactly the role for which the Institute was funded in the first place.

Profound changes in the University and in wider society have influenced the need for the perpetuation of enterprise education at Leeds Met. Key influencing factors include:

- the need to enhance graduate skills for enhanced employability and lifelong learning
- globalisation, the rise of emerging economies and societal challenges such as environmental sustainability and an ageing population, necessitating innovative responses not only to deal with the challenges but to create opportunities from them (DIUS, 2008; Cox, 2005; NESTA, 2008; Egan, 2004)
- recognition that the public sector wants to employ more flexible and enterprising people to deliver services more

creatively and effectively (Department of Health, 2008)

- how the economic downturn has catalysed students to think more creatively about their careers
- the need to focus on creative and enterprising pedagogies to enhance student engagement and a high quality student experience
- the student-centred focus of the new Leeds Met Assessment, Learning and Teaching Strategy and the Leeds Met Employability Strategy which concentrates on student engagement, experiential learning through events, activities and placements, links to local business and employers, and employability skills.

Employability of its students is a priority for the for the University and developing students' skills in support of this has been a key focus of the Institute's work. There is growing demand from students, employers and Government for employability learning to be addressed within the curriculum (Department for Business, Innovation and Skills (BIS), 2009; CBI, 2009). In the BIS *Higher ambitions* report, Lord Mandelson suggests that: "Without employability skills: several important strands in UK employment and skills policy may be unachievable" (Department for Business, Innovation and Skills, 2009). This runs parallel to the Government focus on increased employer engagement and the development of higher level skills in employees (Leitch, 2006; Department for Business, Innovation and Skills, 2009). The Leeds Met Employability Strategy 2009-11 acknowledges that many students opt to pursue postgraduate study or take a gap year before entering employment and the addition of a range of enterprising skills to their portfolio may enhance their flexibility, resilience and self-confidence, thereby preparing them more effectively for the wider world (DIUS, 2008).

The Institute for Enterprise exemplifies through its current objectives the proposals from recent guidance from the new Higher Education Framework, which emphasises:

- the importance of successful partnerships with schools
- using applied curricula to prepare graduates for the world of work
- the importance of maintaining our 'extended curriculum' opportunities
- linking the University to businesses and local employers.

### Opportunities and challenges

The Institute has had the opportunity to spread the benefits and lessons learnt from the work undertaken to other areas of the University, and the level of interest in the work nationally is growing. A smaller team will continue linked to the central University Assessment, Learning and Teaching office. This team will co-ordinate enterprise activity in the Faculties and with our external partners using the same CETL model of student-centred learning, integrated module development and curriculum-based projects and activity.

But there are challenges ahead which compromise sustainability. First, there is the question of core team capacity and the challenge of managing an ever-growing workload as the Institute continues to engage with a wider constituency. Existing projects will be embedded in the Faculties and a range of classes, seminars and workshops will continue to promote the dissemination and sustainability of creative, participatory enterprise education at Leeds Met.

Second, there is the longer-term question of the sustainability of processes generated through the Institute for Enterprise beyond its funded period. The Institute is already doing much to foster the embedding of new practices and ideas, and is demonstrating the value and impact of a core team of people with academic, research and pedagogic skills whose job it is to network, support and explore. However, the availability of resources, combined with the organic nature and lengthy timescales of large-scale educational change, inevitably place limits on the impact and reach that can reasonably be expected of any one CETL within the time frame of the funded period.

The change facilitation practices that have been taken forward by the Institute, especially with regard to the nature of creative

enterprising teaching, are resource-intensive and there is recognition that in order to maintain the momentum of change there is likely to be a need for continued deployment of resource after the funded period until practices are fully embedded.

Has the Institute for Enterprise been a success? It has been successfully evaluated by the Policy Research Institute for HEFCE (Policy Research Institute, 2010). The student-centred approach, pedagogic activity and broad approach to enterprise as a skill for all graduates has been praised. The evaluation will also support HEFCE in its own meta-analysis of the CETL initiative.

In conclusion, it is interesting to ask what the Institute for Enterprise's strengths are. What can we do that others can't? What do we have which others do not which will continue to benefit the institution and our external link organisations?

- The CETL model is not solely linked to business entrepreneurship, which means there is broad appeal to all Faculties and solid experience in tailoring the approach to different student needs. The Institute's collaborative, collegiate and inter-Faculty approach enhances joint working and as a result improves dissemination and the sharing of good practice.
- The Institute has a dynamic pedagogic approach, developed through enquiry-based learning, and excellent diverse resources which can be adapted to suit different types of students at different academic levels for a range of situations.
- The Institute has excellent current knowledge about enterprise education which can be used to augment the pedagogic component of the wider employability agenda. By generating a more creative learning experience in enterprise, the Institute can help to build capacity to develop a larger community of enterprise learners.
- The Institute has experience in developing enterprise modules, assessments and evaluation tools. The critical mass of expertise would mean consistency in project management, dissemination of resources and the management of current and existing research (Institute for Enterprise, 2009).
- The Institute building, website, contacts, newsletters; existing good links with a network of students, individual student enterprise ambassadors and staff; strong, credible profile; and dynamic, flexible team with experience in managing enterprise projects and curricular development in this area are already in place.

Reflecting the positive perspectives that have arisen from the University's experience of other CETLs (Active Learning in Computing (ALiC) and Assessment and Learning in Practice Settings (ALPS)), consideration should perhaps be given to the potential for establishing smaller-scale, internal 'CETLs' after April 2010 – that is, based on broadly the same model – in other areas of strategic importance to the institution.

The CETL programme 2005-2010 is perceived as an initiative that has provided an opportunity for reflection and open-ended, speculative experimentation, as well as for production of concrete 'deliverables'. This has provided the context for the work of the Institute which, in a reconfigured form, will continue to co-ordinate enterprise projects across the University and sustain its dynamic approach to enterprise education.

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