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NET-ENT Networking for Entrepreneurship

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Report: current situation and curriculum proposal for NET-ENT MODUL

Partner: City of Glasgow College
Prepared by: James Wilson



1. Report on the current situation regarding enterprise and entrepreneurship education

a) In partner school: City of Glasgow College

City of Glasgow College is the largest and most diverse tertiary education establishment in Scotland. It is regarded as pioneering the blueprint for successful multiple college mergers, combining the richness and historic legacy of four specialist colleges across nautical, commerce, building, printing, and catering curriculum areas.

We are proud of our historic industry links, and valued reputation for developing professional skills for modern industry across many specialisms, with our 50 international partners. Our history dates back generations. City offers a wide range of educational, technical and training opportunities, at levels ranging from foundation courses through to Higher National Diplomas and degree programmes, in association with our Higher Education partners.

There are opportunities to study at a level that encourages success and progression, enabling our students to reach their full potential. The College provides around 2000 courses across the six Faculties of:

- Business
- Leisure and Lifestyle
- Building, Engineering and Energy
- Education and Society
- Nautical Studies
- Creative Industries

We maintain a commitment to Let Learning Flourish through the inspiration, excellence, and innovation of our sector-leading learning and teaching methods, and world class facilities. Our unique Industry Academy model channels our curriculum and staff expertise, which, enhanced by our collaborations with industry partners, matches the skills of students with the needs of employers. As a result our students graduate with industry-relevant skills and highly valuable qualifications, sought after by industry.

The College's twin site Super College campus became fully operational in 2016, and represents a £228 million investment in tertiary education for Glasgow, Scotland, and beyond. This is the single largest college development in Europe, meticulously designed to offer state of the art facilities and superb opportunities to our students.



Our Values acknowledge the importance of entrepreneurship within the wider context of enterprise

- The Individual
- Equality, Diversity and Inclusiveness
- Integrity, Honesty and Transparency
- Excellence and Achievement
- Partnership
- Innovation and Enterprise

Enterprise and entrepreneurship is not systematically measured across our curriculum. There are two high profile initiatives that reflect the importance of such developments: these are, an annual enterprise competition where current students can access funds to develop their businesses; and our new Innovation and Enterprise Start Up Space, a business incubator for current students and recent alumni.

In the last two years fifteen students have shared £40,000 of funding and over a hundred have benefitted from bespoke training to help their start up ambitions as part of the annual competition.

The Innovation and Enterprise Start Up Space currently provides a base for 12 fledgling businesses. The college has identified this provision as an area for expansion and catalyst funding has been awarded to develop the offer and engage with more students and their teachers. The Start Up space is also a base for national support organisations like Bridge2Business and Business Gateway (see below).

The majority of the college's provision is certificated by the Scottish Qualifications Authority with whom many of our staff work in the development and quality assurance of national qualifications such as National Certificates and Higher National Certificates and Diplomas. We work with a number of University partners to offer specific degrees.

As you would expect in an institution of this scale there is a wide range of entrepreneurial activity as part of the learning experience. Students in marketing run pop up shops. Catering students provide professional level food services. Health and Beauty students also provide a professional service to staff and the general public.

In Creative Industries, a sector where small and medium sized enterprises are the norm, student groups create and sell their own products, work closely with employers on live briefs, stage exhibitions and live events, and co-ordinate Creative City, a three week long festival and creative showcase. Design crafts like jewellery, art glass and furniture naturally lean towards entrepreneurial activity driven both by individual students and supported by the more formal curriculum. We work in partnership with employers who provide work



experience opportunities as well as mentoring the development of individual students in different disciplines.

There are five individual enterprise units which are delivered across nine courses, including: NC Business, Enterprise Activity; HND Advertising and Public Relations, Personal Enterprise Skills; NQ Personal and Social Development, Transitions: Social Enterprise; HND Radio and Media and Communication, Creative Industries: Enterprise Activity.

The Units are:

- Enterprise Activity
- Personal Enterprise Skills
- Personal Achievement: Enterprise
- Social Enterprise
- Creative Industries: Enterprise Activity

The Outcomes for Enterprise Activity are consistent across different levels:

1. Devise and arrange enterprise activity in relation to personal development goals.
2. Take a leading role in the implementation of enterprise activity.
3. Initiate and sustain working relationships in the analysis, planning and implementation of an enterprise activity.
4. Evaluate the contribution of the knowledge and skills gained through enterprise activity to own personal, social and vocational development.

Our award winning Industry Academy Model focusses upon employer engagement, work experience, mentorship and more. It has provided the capacity for the development of new ideas such as the Enterprise Competition and the Enterprise and Innovation Start Up Space



b) In national curricula

The Scottish Government recognizes that Enterprise and Entrepreneurship is a foundation of economic success. This is exemplified in the 'Scotland Can Do' initiative; a shared statement of intent towards becoming a world-leading entrepreneurial and innovative nation: a CAN DO place for Business.

The Scottish Government funds education through a number of mechanisms in response to agreed political priorities. Local authorities fund early years and schools
Scottish Funding Council (SFC) funds:

- College regions
- Universities
- Skills Development Scotland (SDS) who are responsible for Skills Investment Plans & in work training

The CAN DO ambition is supported by commercial organization like the Royal Bank of Scotland who run the Scottish Edge programme, representative bodies like the Federation of Small Businesses Chambers of Commerce, and publicly funded bodies such as The Scottish Institute for Enterprise, Young Enterprise Scotland & Bridge to Business, and Scottish Enterprise & Business Gateway.

The Scottish Institute for Enterprise (SIE) creates opportunities for students to be innovative. SIE works nationally to promote and support enterprise and entrepreneurship in Scotland's students working closely with local institutions to champion enterprise education and help their students start new innovative businesses.

Young Enterprise Scotland (YES) is a registered charity that has been working in enterprise in Scotland for over 40 years. Each year they work with over 10,000 students across Scotland in a variety of inspiring enterprise and entrepreneurship programmes. Their programmes are suited for young people aged 5-30 across primary, secondary and tertiary educations, as well as in prisons, secure and residential units and with community groups.

Bridge2Business is part of YES. The programme offers college students first hand opportunities to engage with appropriate entrepreneurial role models. The programme helps connect college students with the great networks that exist in Scotland to support our much needed start-up businesses. They also offer the college students the chance to apply for a small grant to help test out their business ideas and will match those successful with a mentor from the local business community who will be able to assist as they progress with their business plans.

In our **schools** the Curriculum for Excellence was designed to achieve a transformation in



education in Scotland by providing a coherent, more flexible and enriched curriculum from 3 to 18 and develop four capacities:

- successful learners,
- confident individuals
- responsible citizens
- effective contributors

Enterprise and Entrepreneurialism delivered in a range of subjects but often lacks the academic value of more traditional subjects. It is supported by the Scotland's Enterprising Schools Resource.

Scotland's **colleges** are the natural home of vocational training and as well as working closely with Bridge to Business have effective employer Links to ensure the work readiness of our graduates. Developing Scotland's Young Workforce is a national initiative which has led to a re-invigoration of the apprenticeship model and new schools/college partnerships.

College staff from all over Scotland have benefitted from the Scottish Enterprise Educators' Programme run by the University of the Highlands and Islands CREATE team.

Scotland's colleges underpin the Scottish Government's ambitions on widening access, on developing the young workforce, and on inclusive growth by providing a wide range of opportunities for learners across the country to develop new skills and earn valuable qualifications at every level of study, from foundation all the way up to degree level.

Students leave college with the skills they need to progress towards their career aspirations, with the overwhelming majority either continuing with their studies, training or going directly into employment. More and more students want to gain the real-life practical skills that our colleges excel at before going on to Higher Education. Each year colleges offer over 250,000 student places. 83% of college leavers go into positive destinations, with 69% continuing with further study or training.

In our **Universities** innovation and enterprise are well established but often running separately from main academic programmes. Examples include; Stirling University's Enterprise Zone. Strathclyde University's Enterprise Hub and Glasgow Caledonian University's UHatch. There are many commercially led competitions, such as Scottish Edge, which focus on HE sector and potential value of new intellectual property



2. Outlines/proposals of competences we will develop in the project/module on the area:

a) Development of enterprising mindset and entrepreneurial personality

Project participants should experience learning opportunities designed not only to raise their awareness of the world of work in all its diversity but also to actively apply an enterprising mindset regarding future career development options. They should be able to:

- develop the necessary personal learning skills such as communication, numeracy, problem solving, information technology, working with others, planning and organising and creative and critical thinking;
- employability and career management skills that prepare individuals for employment and future career development , rather than focus on a specific occupation;
- vocational skills that are specific to a particular occupation or sector
- reflect on their own achievements and recognise their value and have the ability to make employability and career related decisions and set goals

Project participant should experience learning opportunities which are designed not only to raise awareness of entrepreneurship (incl. self-employment) as a career option but also to actively apply their enterprising mindset in the setting up this new venture. They should be able to:

- empathise and understand the life-world, values and realities of entrepreneurship such as living with uncertainty and complexity, locus of control, importance of endeavour, sense of independence, principles of wealth creation, ownership and growth;
- understand the stages to set up a new venture including the associated tasks and learning needs;
- develop a knowledge and understanding of key business functions and tasks such as planning, **marketing**, **design**, financing, **manufacture** and related legislation and regulation;
- have an opportunity to exploit an idea and put it into action, to experience 'how it feels'
- reflect and carry forward learning from the entrepreneurial challenges experienced



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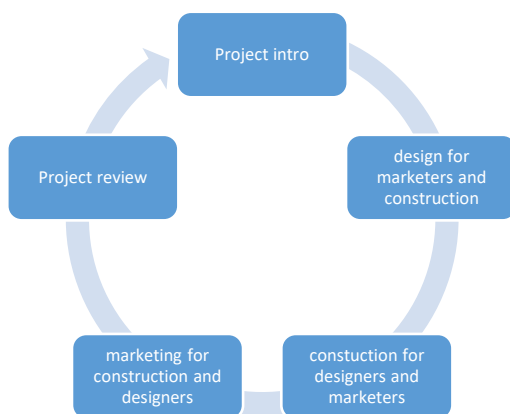
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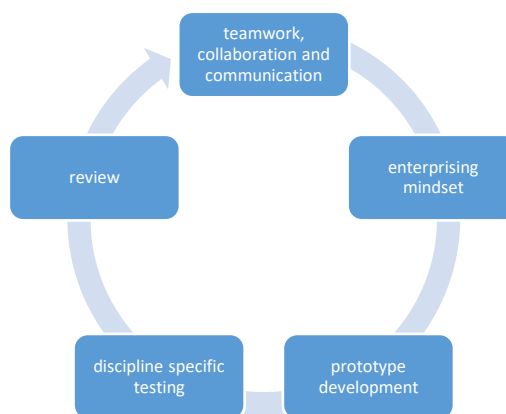


b) How to create a successful marketing product (joining three programs/perspectives): Marketing module, Design module, Production module and including experts from real companies in the learning / teaching process

Phase 1: Project intro



Phase 2: Prototyping



Phase 3: Project implementation



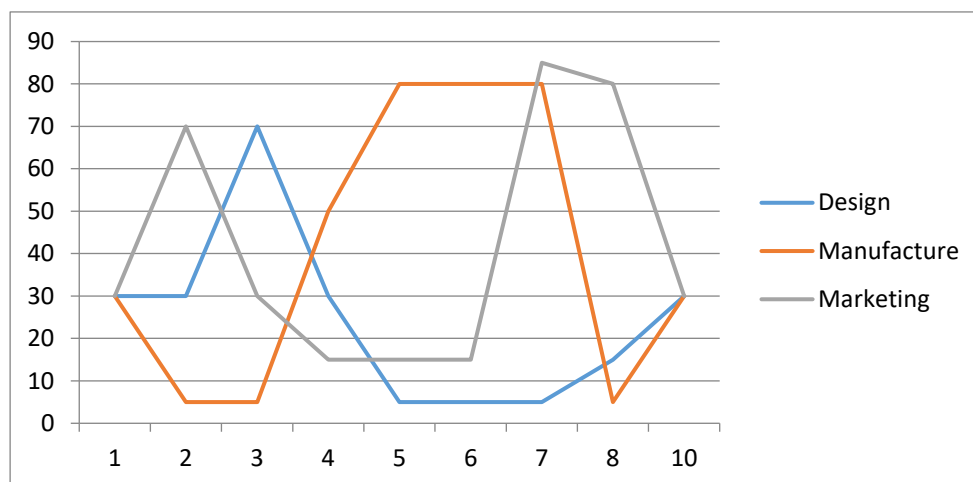
There remains work to be done in the definition of project process. The traditional model would expect different disciplines to be more active than others throughout the timescale of the project. This varied workload is presented in the chart below and broken down by marketing, design and manufacture.



What we are designing here requires participants to be more collaborative and flexible. In one model students could work together over the course of an academic year and would have to be willing to take on roles away from their initial discipline. In another model, each discipline could be scheduled onto the project at the appropriate time. Each model brings its own organisational challenges and the analysis on the following page is presented to inform further discussion.

External contributions could be made by professional experts throughout the process, and especially at key milestone moments.

Workload Analysis in traditional new product development model



(Simplistic) Breakdown of activity by month

1	August	project outline
2	September	market analysis
3	October	market analysis and product design
4	November	prototype testing
5	December	manufacture stage
6	January	manufacture stage
7	February	manufacture stage
		manufacture stage and sales
8	March	planning
9	April	sales and advertising design
10	May	Project review



3. Suggestions of teaching and learning methodology used

There are so many learning and teaching methods that could be used. A short list is offered here:

Small group teaching (pedagogically important)

Ice breakers

External speakers/evaluator

Mentoring

Coaching

Use of

- drama
- debate
- drawing (and other creative activities)
- hot seats
- speed networking
- elevator pitching
- brainstorming
- modeling
- panels
- critical incident analysis
- shadowing
- role play
- psychometric testing
- relationship learning
- immersion
- achievement motivation
- opportunity identification
- ways into business
- start up frames
- business planning as relationship management
- market segmentation for new product development
- case studies
- exploring enterprise culture in a globalization context