



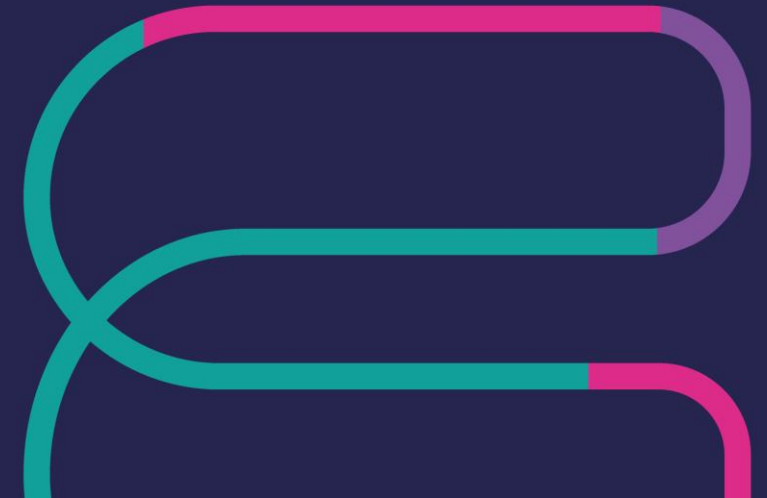
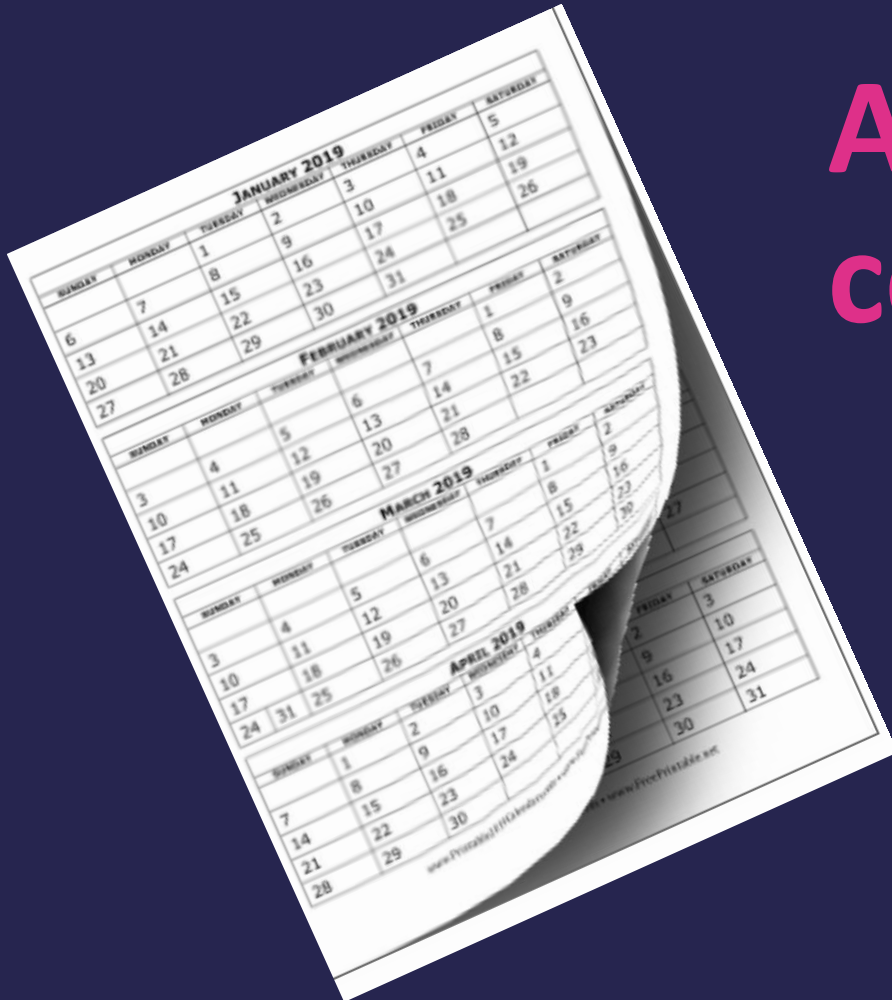
Enterprise
Educators
UK

Connect
Learn and
Inspire

The EEUK Policy Diaries

Amplify your voice:
contribute to EEUK

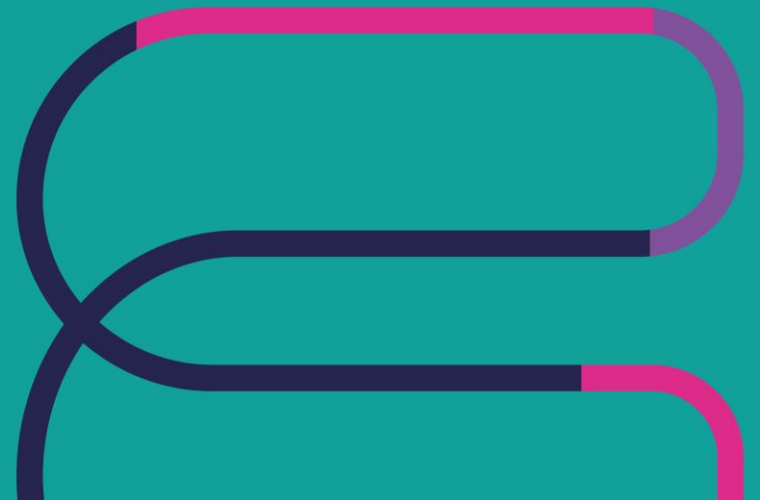
alison@enterprise.ac.uk



The EEUK Lockdown **POLICY QUIZ** OF THE YEAR

Alison Price

Head of Policy and Professional Development



Welcoming our Panel: EEUK Fellows



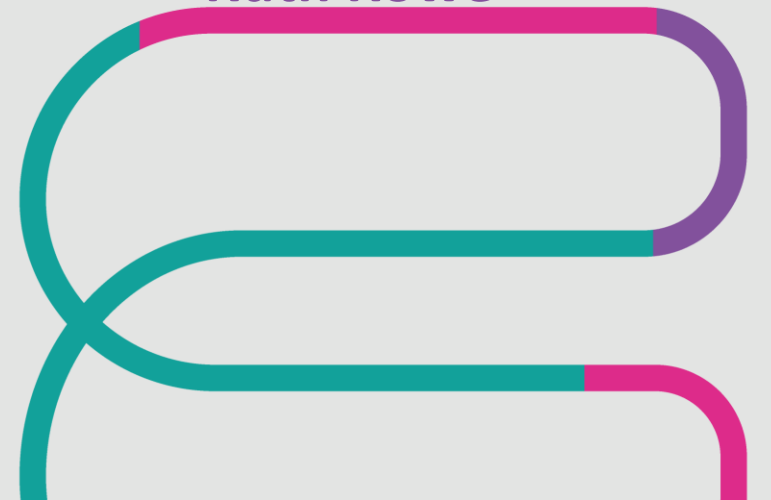
Dr Ali Ahmad



Linsey Cole



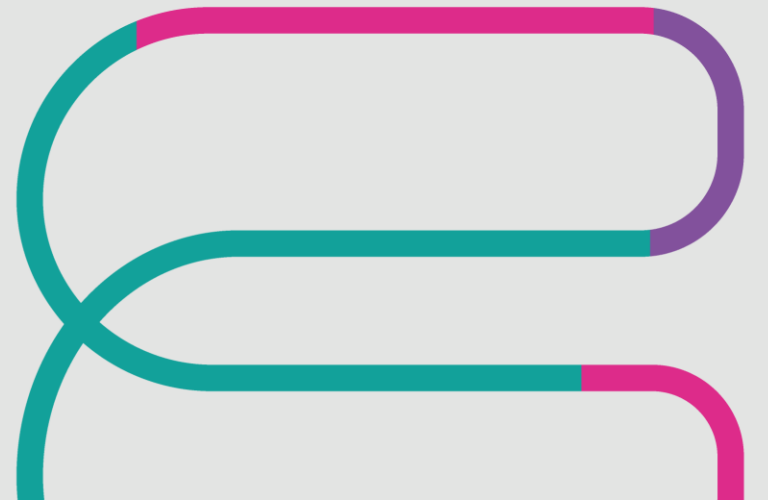
Ruth Rowe



Play along at home **with A & B**

- Answer “A”: Hands up/ hands to screen / jazz hands
- Answer “B”: **B**e still / no movement / blank screen

Practice Question...



Your Practice Question:

Q: This spoof of UK Govt text was originally used as promotion for..



**Get ready for
POLICY**

Get
ready
for

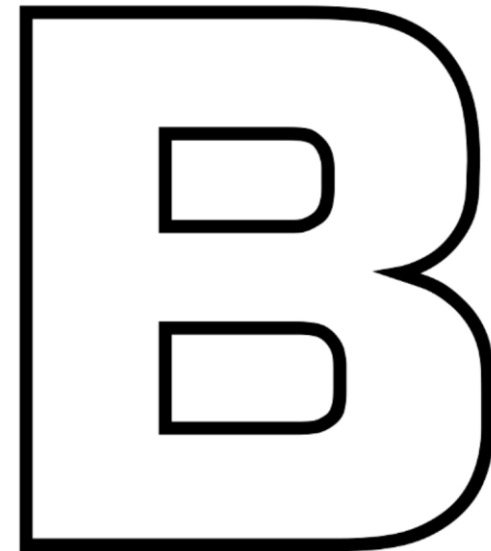


Practice Question:

Brexit



Breakfast



Answer practice Question:

Brexit



/news/get-your-business-ready-for-brexit

From: [Department for Business, Energy & Industrial Strategy](#)

This news article was withdrawn on 7 February 2020

This page is out of date. It told you how to prepare for a no-deal Brexit.

There is now a transition period until the end of 2020 while the UK and EU negotiate additional arrangements.

Read about [the transition period](#).

**Get
ready
for
Brexit**



Get **ready** for **POLICY**

Assumptions...



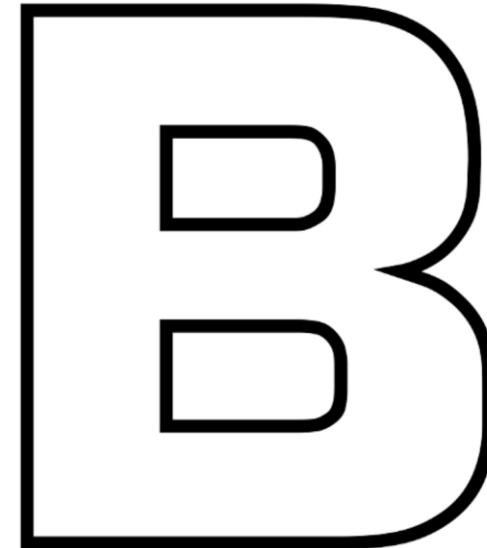
IEEC Conference

Question 1: KEF stands for:

Knowledge Exchange Framework

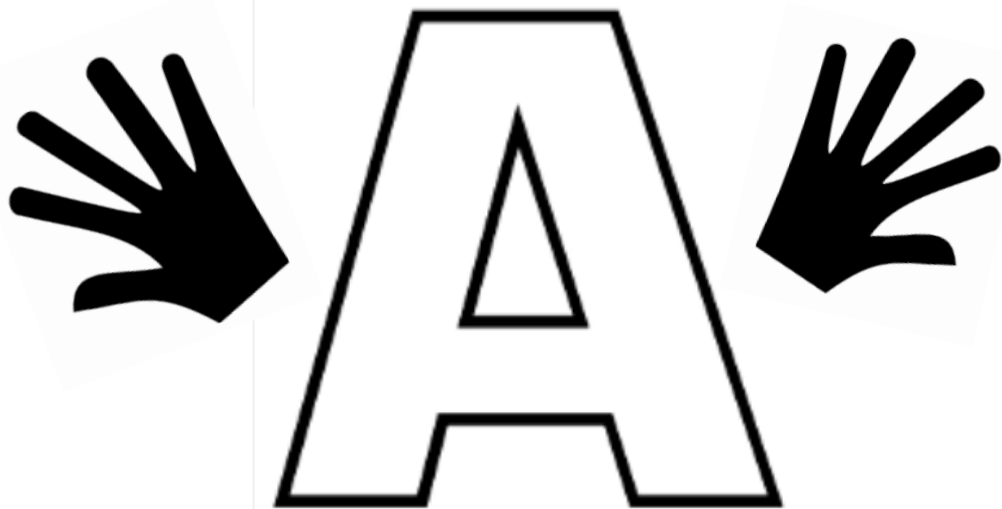


Knowledge Excellence Framework



1. ANSWER: KEF stands for

Knowledge Exchange Framework



What is the TEF?

The Teaching Excellence and Student Outcomes Framework (TEF) is a national exercise, introduced by the government in England. It assesses excellence in teaching at universities and colleges, and how each higher education provider ensures excellent outcomes for their students in terms of graduate-level employment or further study.

Teaching Excellence Framework



Gavin Williamson MP:

“ I would like the OfS to publish subject level TEF in 2021. This should be alongside the implementation of a new TEF model to be developed following the publication of the government response to the Dame Shirley Pearce’s Independent Review of TEF undertaken under Section 26 of HERA 2017. This new model should ensure the TEF is seamlessly integrated into OfS’s approach to the regulation of quality more broadly. To ensure that we do not lose momentum, I would also like the OfS to consider running a further provider-level TEF assessment exercise with results to be published in 2020.”

Metrics

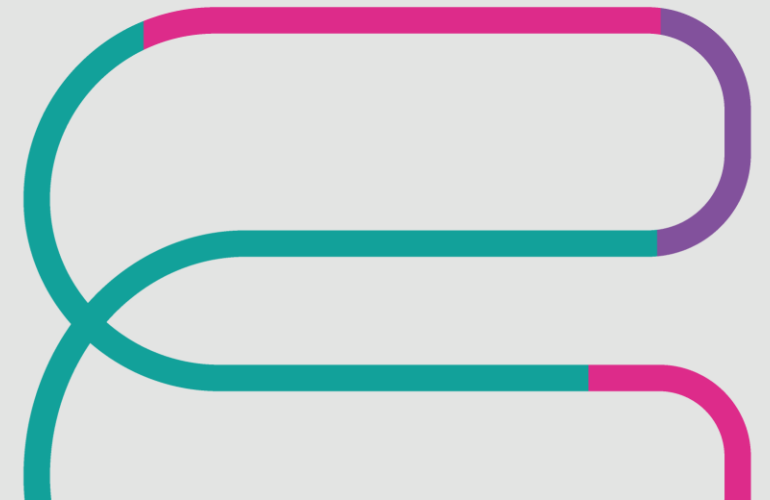
KEF - HESA - HE-BCI

You can help:

www.surveymonkey.co.uk/r/EntEdData

HE-BCI MAJOR REVIEW CONSULTATION ANALYSIS

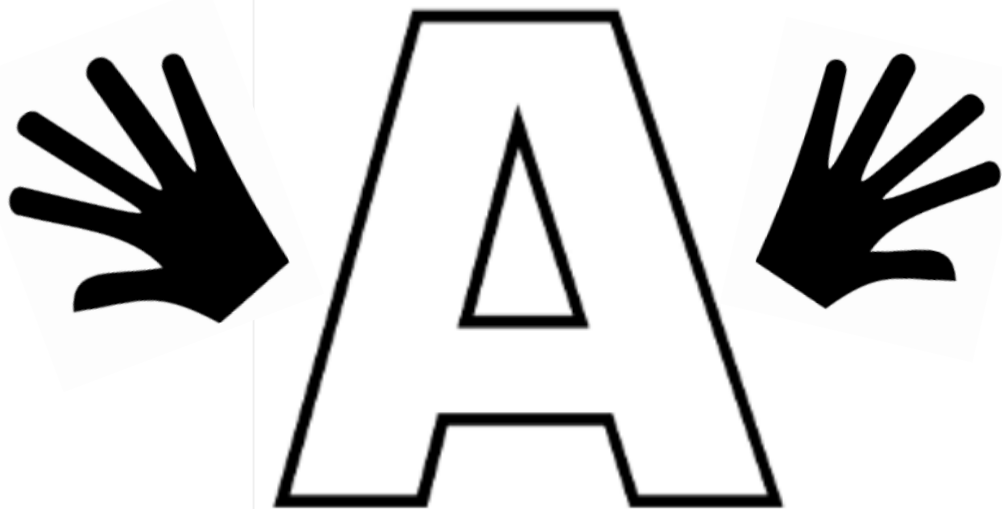
MARCH 2020



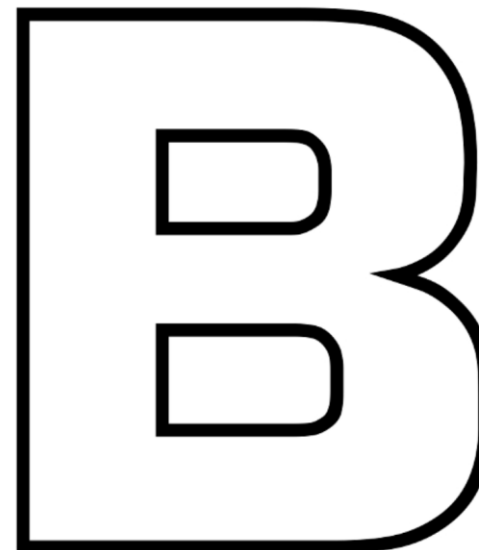
Question 2:

Is the KEF Concordat designed to be competitive or collaborative?

Competitive



Collaborative



Answer 2 :

Is the KEF concordat designed to be competitive or collaborative?

Collaborative

B



Advancement of Knowledge Exchange in Higher Education

We have proposed a series of high-level principles that aim to cover the range of necessary underpinning activities for effective knowledge exchange. Within each there are a set of enablers that provide specific areas that could be considered desirable. UUK and GuildHE have outlined their support for the Knowledge Exchange Concordat in a statement.

Advancement of Knowledge Exchange in Higher Education

The concordat is designed to:

- give universities, other higher education providers and research institutions, along with their staff and students, a clarity of mission and support for the KE activities they perform
- give partners an accurate representation of the approach that individual organisations are taking to KE
- provide clear indicators of their approaches to performance improvement
- encourage organisations to work together to strengthen KE practices across the sector and to deliver KE when appropriate
- give governing bodies and governments broad confidence in the activity that is taking place

Advancement of Knowledge Exchange in Higher Education

We have proposed a series of high-level principles that aim to cover the range of necessary underpinning activities for effective knowledge exchange. Within each there are a set of enablers that provide specific areas that could be considered desirable. UUK and GuildHE have outlined their support for the Knowledge Exchange Concordat in a statement.

知识交流条约

Principle 1: Mission

Knowledge exchange is a recognised part of the overall university strategy. We have a clear understanding of the institutional role and the purpose of

[Learn more >](#)

Principle 2: Policies and processes

We have clear policies on all types of KE that we undertake and ensure they are understood by staff, students, collaborators and beneficiaries.

[Learn more >](#)

Principle 3: Engagement

We have clear access points, engagement mechanisms and policies developed to suit the needs of a wide range of beneficiaries working with institutions as

[Learn more >](#)

Principle 4: Working transparently and ethically

We make sure that our partners and beneficiaries understand the ethical and charitable regulatory environments in which our institution operates, and we take steps

[Learn more >](#)

Principle 5: Capacity building

We ensure that our staff and students are developed and trained appropriately to understand and undertake their roles and responsibilities in the delivery of

[Learn more >](#)

Principle 6: Recognition and rewards

We recognise the achievements of staff and students who perform high-quality KE activities.

[Learn more >](#)

Principle 7: Continuous improvement

We proactively strive to share best practice with our peers and have established processes for learning from this.

Principle 8: Evaluating success

We undertake regular institutional and collective monitoring and review of our strengthening KE performance using this concordat and through regional, national or international benchmarks

Self-Evaluation (including Gap Analysis)

- We will be asking institutions to carry out a self-evaluation against institutional practices, policies and strategies against the principles
- A **summary** of the self-evaluation will be provided as part of the overall submission
- The self-evaluation will include a gap analysis
- We would expect the strengths and gaps identified in the self-evaluation to inform and drive the action plan
- **Summary** of institutional strategic objectives and vision around the direction for knowledge exchange
- 2-3 questions about the self-evaluation conclusion to be added to the action plan template
- Aim of contextualising future objectives
- Ideas, suggestions and good practice for self-evaluations and gap analysis will be shared through webinars with PraxisAuril and others including the NCCPE
- We will **not** be publishing detailed guidance for how to carry out a self-evaluation

Poll: (comment in chat box)

How do you feel about not having guidance for the self-evaluation process?



Action Plan

- A template will be provided
- Action plan objectives should cover a 3-5 year period and should utilise the outcomes of the self-evaluation and the gap analysis in relation to institutional ambition
- Page limits – reflect the scale of KE activity at your institution with upper limit
- Action plan to be completed **by principle** with enablers being used to demonstrate how objectives will be achieved
 - Comments on each principle?
 - Extent to which an institution meets each principle?
- Enablers should **not** be copied directly from the Implementation Plan, nor will they be seen as a 'checklist'
- Identify enablers that are key to the delivery of action plans or are innovative enablers

Action Plan

Structure:

- 1 – University Strategy Summary (hyperlinks can be embedded in the summary)
- 2 – Self-Evaluation Summary (including gap analysis)
- 3 – Action Plan

Submitted through the KE Concordat portal

- What makes a good action plan?
- Realistic/ambitious/achievable?
- Rooted in sound self-evaluation?
- Appropriate enablers?
- Justification for each enabler?
- Evidence of institutional commitment?
- Resource plan?
- Judged against institutional context not national average?

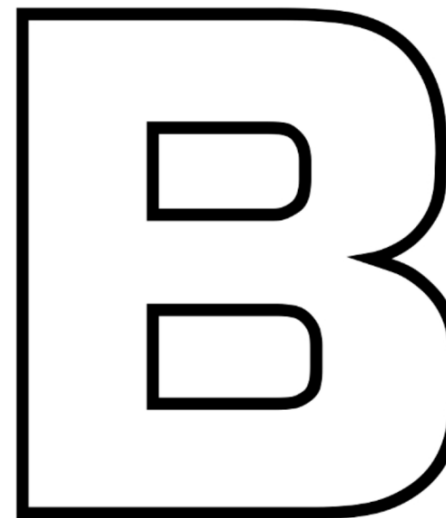
Question 3: Women's Enterprise

How many Calls for Action in recent WEPG (August 2020) report ?

6



12



Answer 3: Women's Enterprise

How many Calls for Action in recent WEPG (August 2020) report ?

6



Our 6 Policy Asks To Build Back Better For Women's Enterprise...

- 1 Income Protection
- 2 Grants, Loans & Investment
- 3 Valuing Women-Led Sectors
- 4 Business Support:
Time & space for women entrepreneurs to pivot
- 5 Business Start-Up:
Founding vibrant women-led businesses
- 6 Invest in a Care Infrastructure

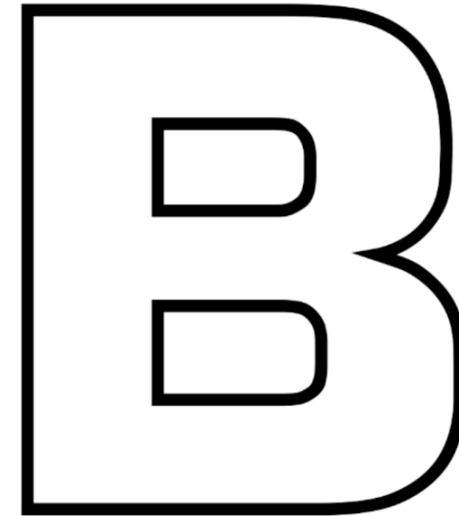


<https://thewomensorganisation.blogspot.com/2020/08/experts-forecast-catastrophic-economic.html>

Question 4: What does 'CTER' stand for?

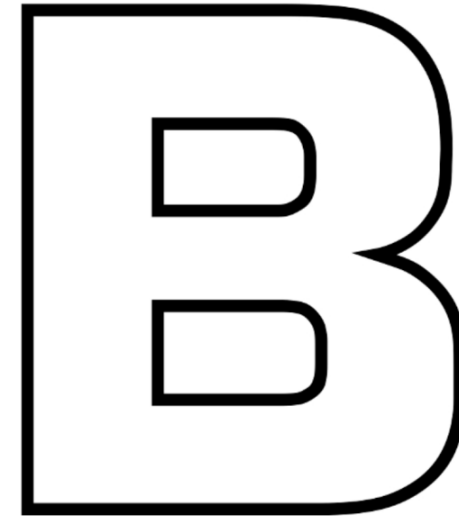
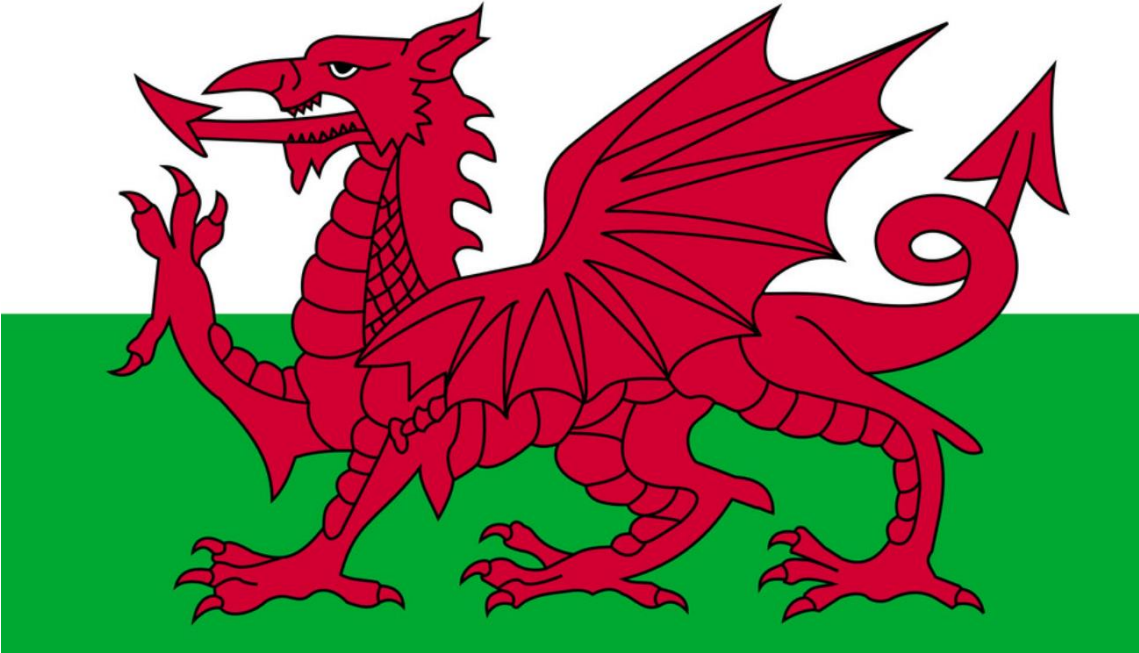
**Centre for Transformational
Enterprise Research**

**Commission for Tertiary
Education and Research**



Answer 4: What does CTER stand for?

Commission for Tertiary
Education and Research



Commission for Tertiary Education and Research (CTER)

Replacing HEFCW

The commission will, subject to legislation, be established as an independent Welsh Government Sponsored Body by 2023. It will ensure that the post-16 sector is relevant and responsive to the needs of learners.

Subject to legislation, CTER enacts the desire, from the Minister of Education (Kirsty Williams AM), to **strengthen and simplify the entire post-16 sector in Wales**.

Responsibilities

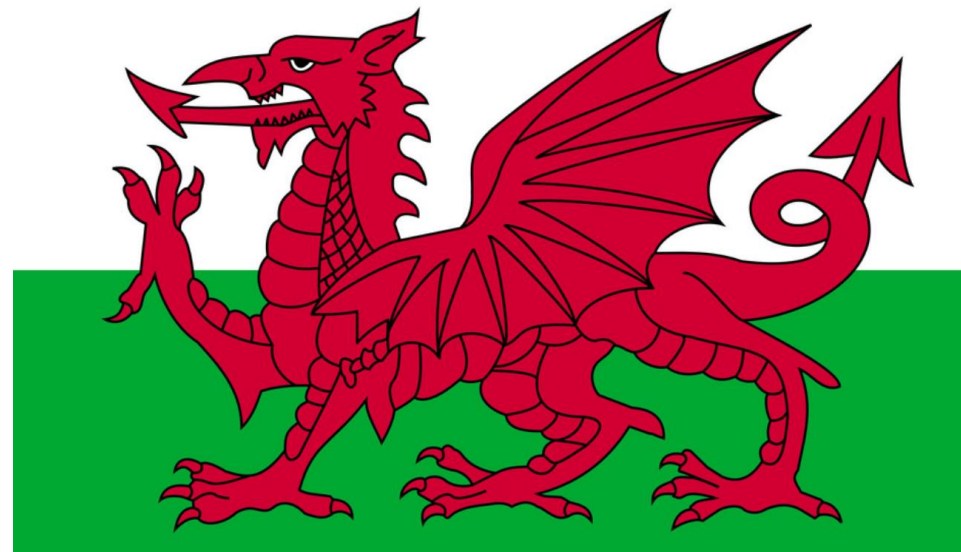
The commission will be:

- the regulator for both Higher education (HE) and Further Education (FE) institutions and the primary funder of HE and FE provision
- responsible for apprenticeships, adult learning, and schools based PCET delivery through local authorities
- responsible for Welsh Government funded research and innovation in the PCET sector.

Strategic authority for overseeing all aspects of post-compulsory education and training (PCET).

Part of:

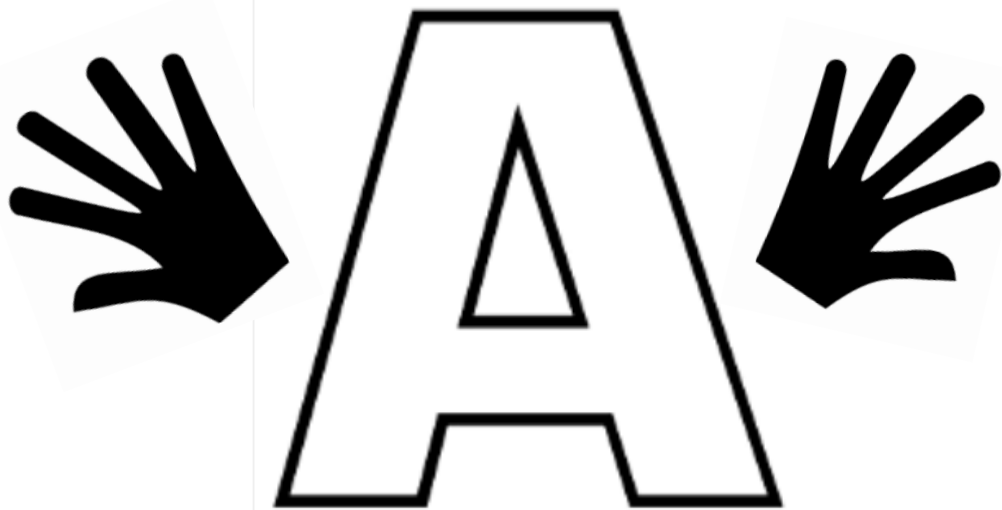
Plans and reviews about FE, HE and skills and Running a further or higher education institution



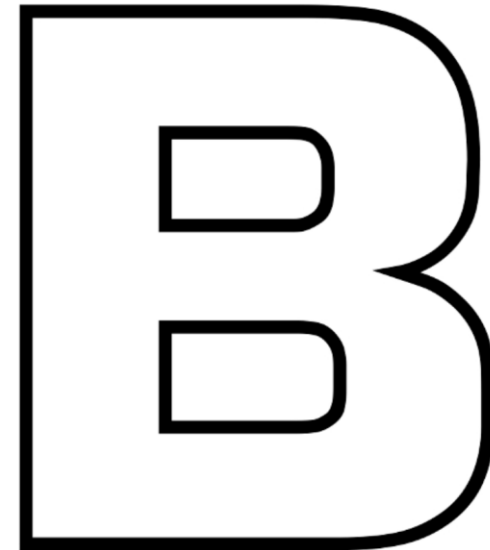
<https://gov.wales/tertiary-education-and-research-commission>

Question 5: What 'policy shocker' happened DURING IEEC2019?

Shock resignation of minister



Shocking uni-bashing Tabloid Headlines





Answer 5: What 'policy shocker' happened DURING IEEC2019

Shock resignation of minister



**EEUK Chair Gareth Trainer
hosted a 'fireside' Policy Chat
with HE Minister Advisors**

Dr Diane Beech

Ben Johnson

**when the news that their
Minister had resigned came as
they left the Oxford Brookes
stage**

Say hello, wave goodbye

Universities minister Jo Johnson rocked Westminster last week by unexpectedly resigning from his brother's government, citing an irrevocable tension between "family loyalty and the national interest". He is also standing down as an MP. A replacement hasn't yet been announced, though we expect to hear from Secretary of State for Education Gavin Williamson later this week at University UK's annual conference in his first address to the sector since taking up the role earlier in the summer.

Back in post for just a few weeks, the sector had already assumed Johnson's appointment had meant that many of the Augar proposals would be dumped, as he had been a vocal critic of the move to cut tuition fees. What and who comes next is anyone's guess, although if an election is called this week, we don't expect the government to appoint a replacement this side of it.

Policy Adviser to the Minister of State for Universities, Science, Research and Innovation



Diana has served under three Ministers of State, Jo Johnson, Chris Skidmore and Sam Gyimah. Prior to this, Diana was first Director of Policy and Advocacy at the Higher Education Policy Institute (HEPI), where she authored reports on topics as varied as free speech in universities, widening access and participation, the TEF and demand for higher education in England to 2030. Diana holds a PhD from the University of Cambridge and has held post-doctoral fellowships at universities in Canada, Germany and the UK.

Ben Johnson

Policy Adviser to the Minister of State for Universities, Science, Research and Innovation



Ben Johnson joined the Department for Business, Energy and Industrial Strategy in June 2019 to advise the Minister on science, research and innovation policy. Before that, he led the insight and engagement directorate at Research England, with overall responsibility for university engagement, communications, strategy development, stakeholder engagement, sector insight and evidence, and international work. Before that, Ben spent nine years in varied roles at the Higher Education Funding Council for England, including leading policy work on open science, research metrics, technical infrastructure and research sector efficiency. Between 2016 and 2018, Ben was seconded to the Department of Business, Energy and Industrial Strategy to lead the work to

Even Boris' own family don't trust him

» His brother quits Govt over the Brexit shambles » Sister tells him: Climb down from greyness »

65p

Maggie Smith films Ranked!

Jarvis Cocker
"The perfect pop song is still my holy grail"

The Guardian
Friday 6 September 2019
£1.60 for subscribers

I quit. Jo Johnson puts country before family

Boris Johnson dealt severe blow by...

Sex, spies and files
Inside the high-stakes world of asset recovery - PAGE 15

Drugs test
Can JG's reputation recover from the opioid crisis? - BIG REVEAL PAGE 9

Johnson suffers fresh setback as brother quits government

• Minister puts 'national interest' before family loyalty • Pressure on PM to reinstate rebels

2019 MEDIA BRAND OF THE YEAR • BRITAIN'S MOST TRUSTED DIGITAL NEWS BRAND

Stephen Bush
Labour's great big election gamble
P12

FRIDAY Blunt talking
'Beautiful' singer talks trolls and family
P17

20 autumn blockbusters
PLUS BEST TV AND...

PM defiant as brother walks out

Breakfast treat for pro cancer...
The slip truth about the Lo Ness Mon...
Handma...

Bonus Points: Question 6

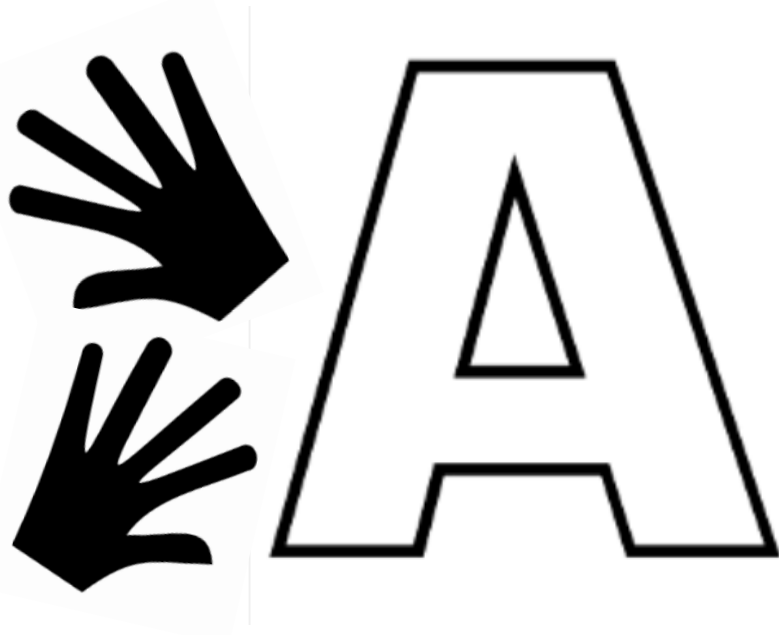
Can you name the
current Minister?

*(and what happened to
Jo Johnson?)*

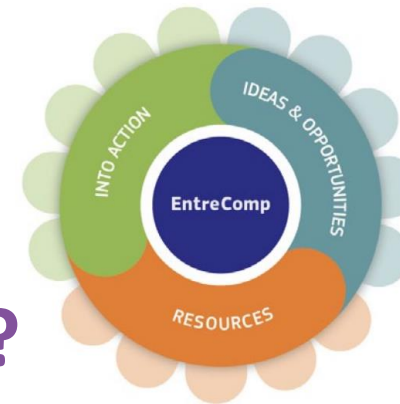


Question 7: What is this Framework for?

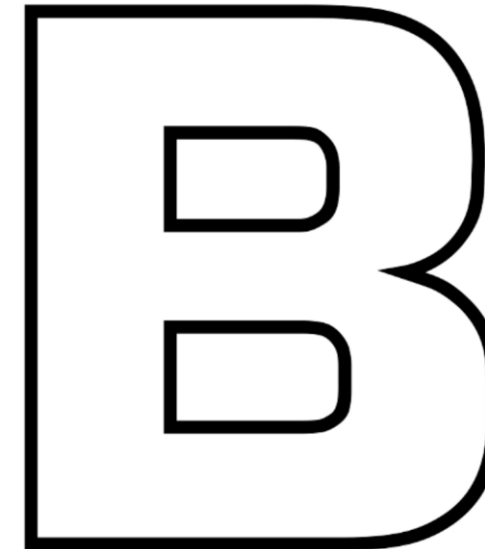
Entrepreneurial Competences



The EntreComp wheel: 3 competence areas and 15 competences



Entrepreneurial Employees



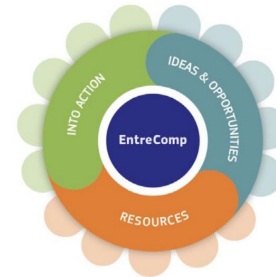
ANSWER 7: TRICK QUESTION

What is this Framework for?



The EntreComp wheel: 3 competence areas and 15 competences

Entrepreneurial Competences



Entrepreneurial Employees



EEUK webinar and Entrecomp resources

Entrecomp: Fit for the Future

Following a joint [AGCAS-EEUK webinar](#) (August 2020) EEUK created this short Entrecomp briefing paper as a supporting resource.

What is Entrecomp?

The European Entrepreneurship Competence Framework (EntreComp) is a comprehensive, flexible & multi-purpose reference framework that is designed to help you explore what is meant by entrepreneurship as a competence.

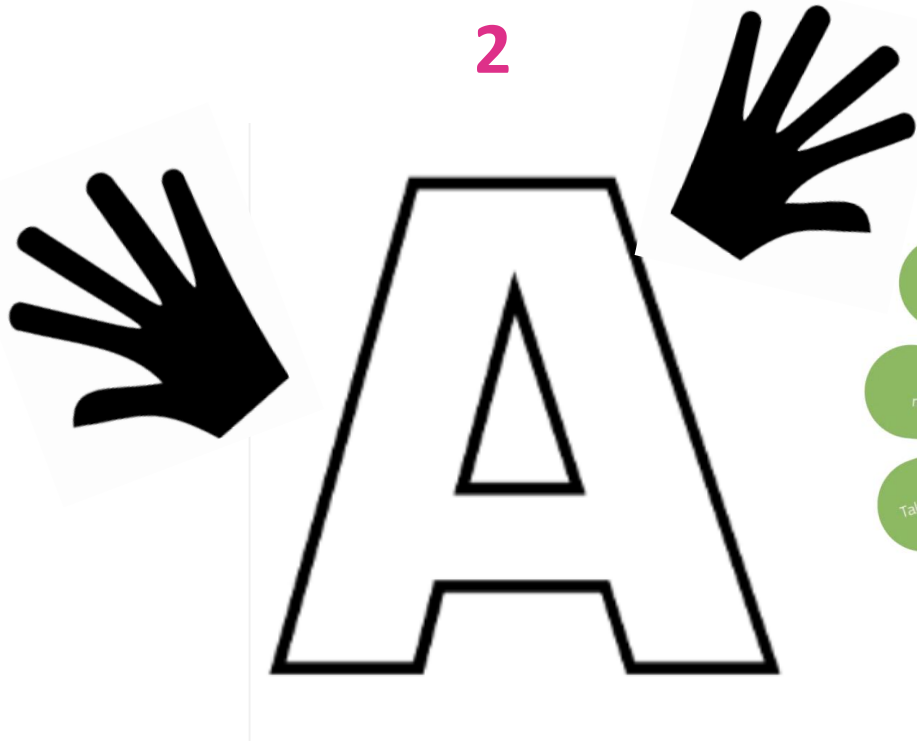
Created by the European Commission, EntreComp identifies the competences that make up what it means to be entrepreneurial as *discovering and acting upon opportunities and ideas, and transforming them into financial, cultural, or social value for others*.



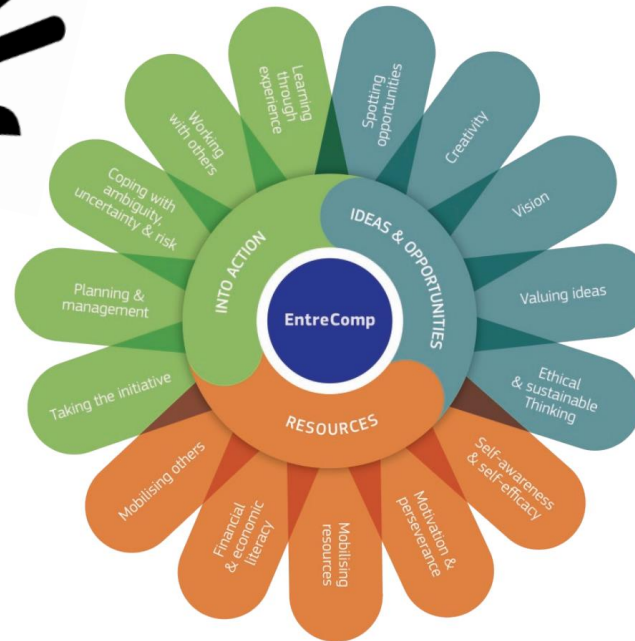
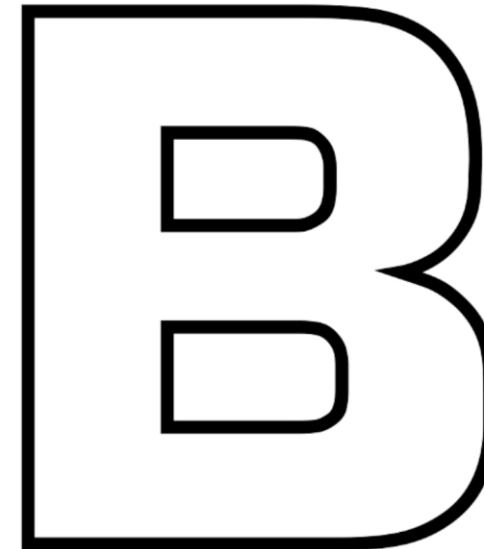


Question 8: How many new Entrecomp documents were launched in August?

2



20



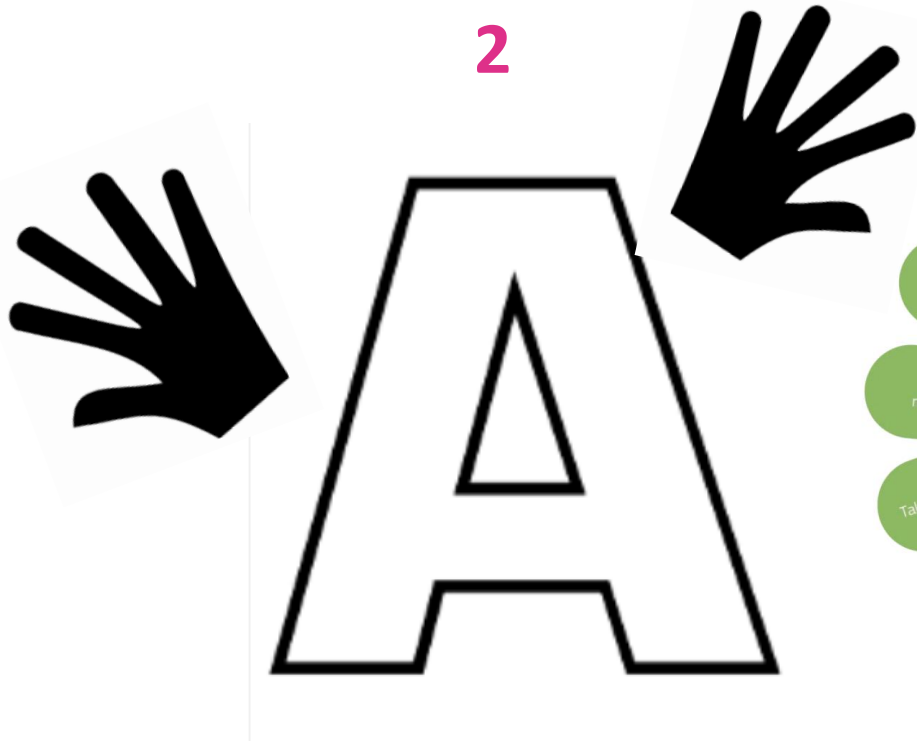
The EntreComp wheel: 3 competence areas and 15 competences



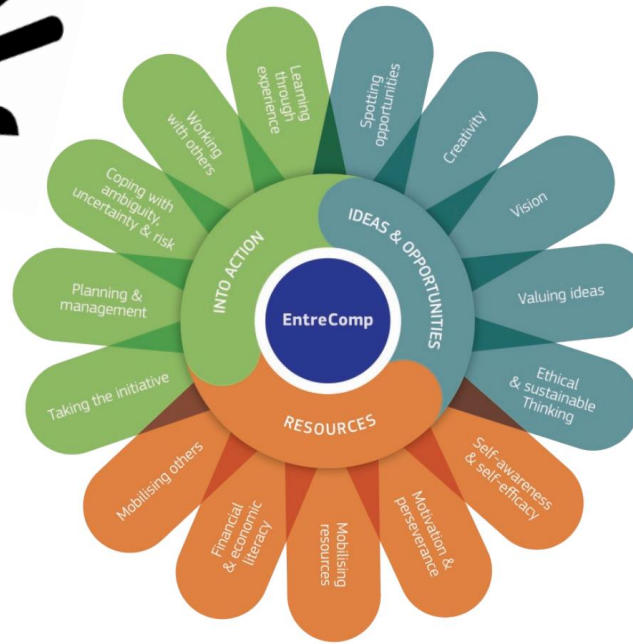
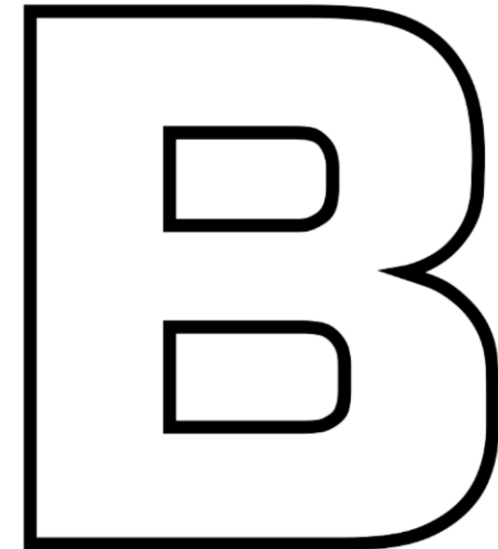
Answer 8:

How many new Entrecomp documents were launched in August?

2



15



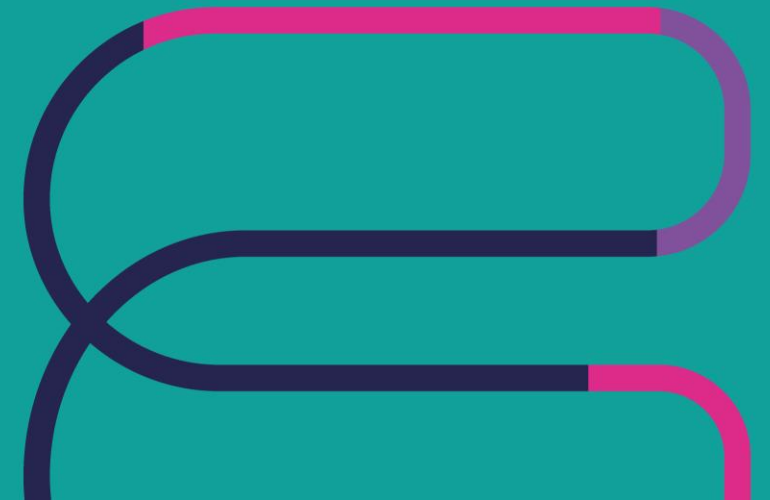
The EntreComp wheel: 3 competence areas and 15 competences

https://publications.jrc.ec.europa.eu/repository/bitstream/JRC120487/jrc120487_entrecomp_playbook.pdf

Playbook and Entrecomp at Work



https://publications.jrc.ec.europa.eu/repository/bitstream/JRC120486/jrc120486_entrecompatwork.pdf



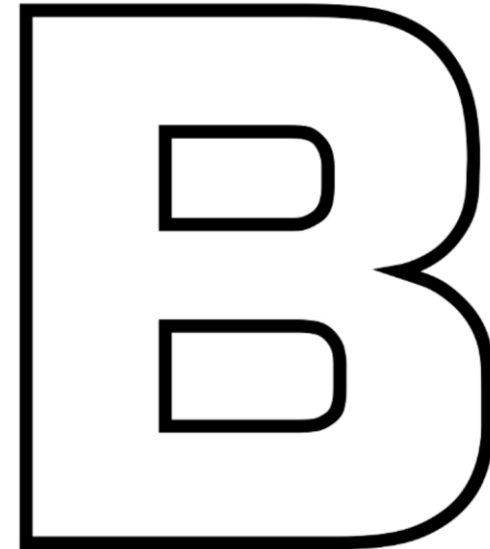
Bonus Question:

Entrecomp forms part of a “family” of other documents, what is it called?

Life Comp



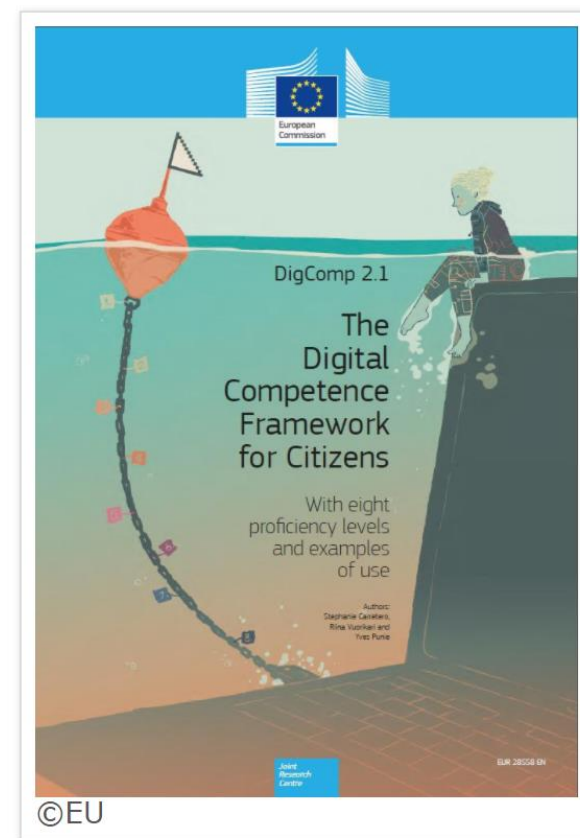
DigComp





Enterprise
Educators
Uv

<https://ec.europa.eu/jrc/en/publication/eur-scientific-and-technical-research-reports/digcomp-21-digital-competence-framework-citizens-eight-proficiency-levels-and-examples-use>

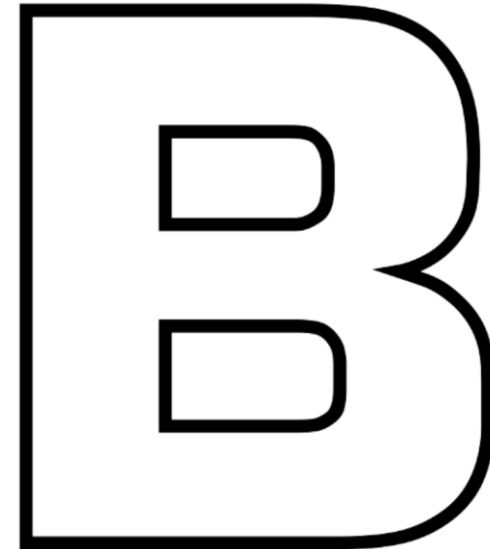


<https://publications.jrc.ec.europa.eu/repository/handle/JRC120911>

Question 9: What happens to European student business starts in Jan?

Need a start-up visa to trade

Exempt from visa for 2 years



I don't know ...but I will find out..



Programme for
Government



Last year Tenpreneurs [Future Founders](https://gov.wales/sites/default/files/publications/2019-05/youth-entrepreneurship-aspiration-research-final-report.pdf) report found that young people are more likely to consider starting or have started a company if they are attending (65%) or have graduated from university (63%) compared to 18-25 year olds who haven't attended university (53%).

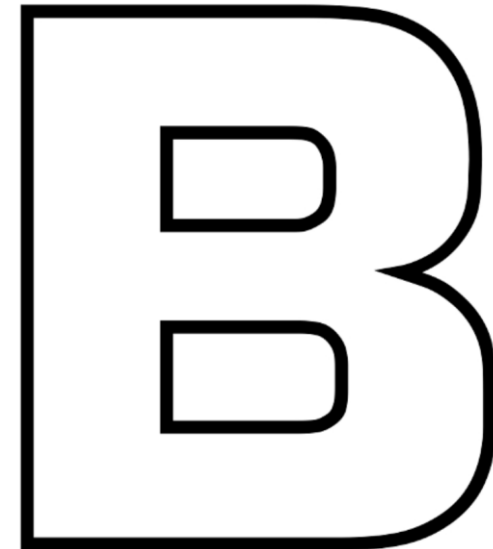
<https://gov.wales/sites/default/files/publications/2019-05/youth-entrepreneurship-aspiration-research-final-report.pdf>

Question 10:
how many @EEUK #EntEdOnline guides were created to support you?

8

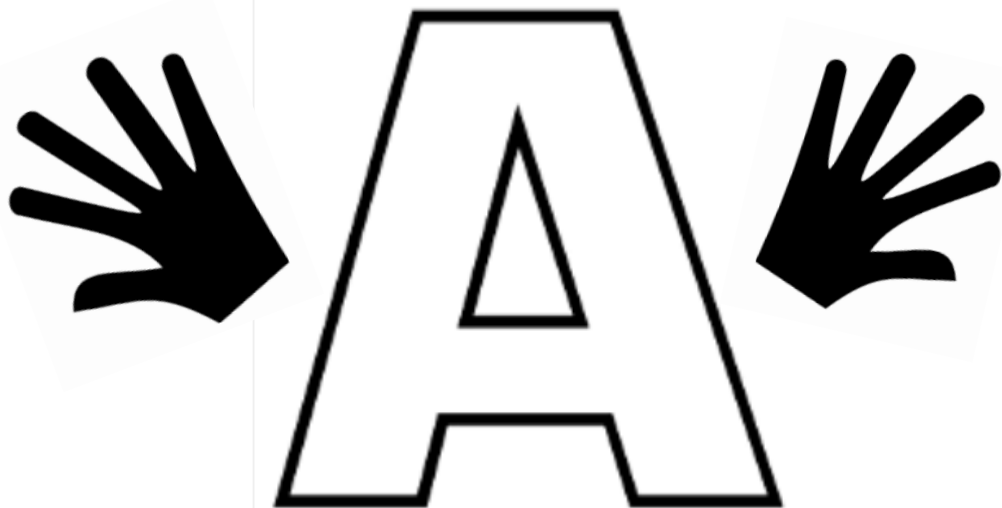


60+



Question10 : how many @EEUK #EntEdOnline guides are there?

8



How do I maintain standards when working completely online/from home? -

QAA has provided [initial guidance](#) (24th March) and will update further [here](#) as new guides are created.

The Office of Students has issued [quality guidance](#)

Where do I find guidance for those working in FE and in HE? -

Click [here](#) for UK Government guidance.

Read the [Q&A](#) with Universities Minister Michelle Donelan

Looking to support your students, direct them to university advice, such as [this](#) from Newcastle

Consider how you can build motivation into your approach by reading [this](#)

Those working in FE/Scotland can click here for the [College Development Network](#)

Check out this overview of [resources and links](#) to assist your 2020/2021 planning

Check out some [lessons from China](#) here

Use our EEUK Way guide to taking [Entrecomp online](#)

[Check out](#) advice on neurodivergent students and also learn lessons from teaching acting online

Any support on technology enhanced learning? -

With over 60
key links on
the EEUK
#EntEdOnline
site

Delivering enterprise education online and at a distance

Enterprise Educators UK is responding to the COVID-19 pandemic by supporting members and associates to deliver their enterprise education and support offer completely online and at a distance.

This page contains links to documents created by EEUK, crowd sourced content supplied by our network, and links to external sites that we consider useful.

There is also useful content held within the [ETC Toolkit](#).

Please use this page and encourage others to use it (hashtag #EntEdOnline).

Questions and answers

How do I deliver online/at a distance in Sept 2020?

Read ["Beyond Blended Learning"](#) (or download)

New Blogs

Blog 5 ["By Engaging External Online"](#)

Blog 6 ["Make Enterprise for all Online"](#)

Blog 7 ["EEUK Associates Share their 'Top tips'"](#)

Blog 8 ["How to reach students for extra curricula when at a distance"](#)

How do I work with businesses, new starts and students/graduates at a distance/online?

Please Download

[Taking business support online The EEUK Way](#)

#EntEdinAction

Taking 'Entrecomp' Online

With commendations expecting the return to most traditional delivery in autumn 2020, the framework challenges that they offer practice now appear impossible in the new socially distant climate. EEUK members are rising to the challenge by taking competitive development online, using Entrecomp.

What is Entrecomp?
The European Entrepreneurship Competence Framework is a comprehensive, flexible & multi-purpose reference framework designed to help you understand what is meant by entrepreneurship as a competence and be able to use this within your work. Created by the European Commission, Entrecomp identifies the competences that make up what it means to be entrepreneurial as 'discovering and acting upon opportunities and ideas, and transforming them into financial, cultural, or social value for others'. At its very simplest level, it is made up of three areas, which are Ideas and Opportunities, Resources, and into Action.

The more recent "flower diagram" ([Entrecomp Info Action](#)) published in 2018, provides a new imagery providing an accessible route into the framework for a wide range of stakeholders. The guide provides an [easy overview of Entrecomp](#), using simple diagrams to show how the competences relate to each other, suggests routes to accessing the framework and provides a wide range of case examples, tools and ideas on how to use it.

How do I take Entrecomp online?

Recognising the need to deliver 'at a distance' it is possible to use a wide range of techniques which will allow students to work in pairs, in teams as well as present to each other. Key reflection techniques such as *Think, Pair, Share* can be started using a students preferred approach (phone call, text, WhatsApp, Zoom etc) and then taken forward into more formal shared working, such as can be found when using:

- Discussion threads in VLE
- Online Chat functions in social media
- Voting or comment sharing (padlet)
- Summary write ups (peer read /submited)

Providing opportunities for students to work together in their own way but bringing their reflections and learning back into a formal, online environment to share and build understanding can be effective as it captures key points for the benefit of all. This also can support concerns about disengaging those in complex home/learning environments or experiencing 'digital poverty' who can find synchronous learning online a challenge.

Drawing inspiration from [ETC Toolkit](#) it is possible to deploy technology to build community within your cohort as well develop competences online. Take a look at the table below as inspiration to help build your [Entrecomp](#) May 2020

Adaptations to take it online

A. Ideas & Opportunities	Inspiration from ETC Toolkit	Adaptations to take it online
A1 Spotting Opportunities	Opportunity Spotting within a narrative practice	Set this challenge as a video (asynchronous) challenge or create a shared "moment" as a short synchronous narrative online. Then draw out the learning by setting separate reflections and discussions (as threads or in small teams) before drawing together through short written inputs/discussion online or tutor led live discussion.
A2 Creativity	SCAMPER	Set this as a home task, which draws upon household objects. This could be individual or could involve pairs of students sharing their experience of understanding timed stages and then sharing the overall challenge with others before reporting back on the output and reflecting on the experience.
A3 Vision	Vision Board	This can be an individual task which is presented as posters to a wide group, discussed in teams or outlined in a written submission.
A4 Valuing ideas	Value from Tools, materials, resources	Starting with initial individual work, evaluation of ideas can be done in pairs, small groups or through voting. Handback, challenge and evaluation skills can be developed online.
A5 Ethical / Sustainable practice	Case Studies	Checklists can be used by individuals, and the results shared and discussed. (This highlighted ETC Toolkit case indicates clear stages that can be tackled by individuals or teams and then shared to create group solutions through small online discussion/working).



#EntEdinAction

Beyond Blended Learning

Knowing that you have already had to respond to an urgent situation, we are now sharing the learning from this first response to help create permanent and positive change for all Enterprise Educators. The first in this new series, this blog "Beyond Blended Learning" outlines 3 key top tips and suggests that you start with a level playing field from which to build your practice.

As you move to create a new dynamic for your enterprise offer for 2020/2021 academic year, start by ensuring you have a level playing field. Establish what advice, guidance and support your sector and your institution is providing and build on this. There is a lot of information to support those working at home (regarding creating appropriate spaces to work at home, supporting mental health, using the online platforms with a range of tech support, how to stay safe online etc) so start by signposting your students, staff, and colleagues to all this support so that you can build upon a clear platform from the start.

Then A. **Revisit the core principles, good practice, and original ambitions (outputs/outcomes)**
The principles of good teaching, coaching and project management have not changed. The definitions, policy, and frameworks and that underpin our practice remain as does our commitment to supporting Enterprise Education. This need not herald the return to the transactional learning experience. It is time to determine what is important in your approach. Determine the priorities that need to happen and identified what needs to be achieved. By identifying the core (outcome) of each priority area you can deliver in new ways and retain the social engagement, problem solving, capacity building and teamwork that you developed before.

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.

B. Ensure Accessibility: focus on Equality, Diversity, and Inclusion (EDI)
By focusing on accessibility from the start you can create an approach to learning/delivery that work for all and recognises the constraints that can create inequalities, impact upon the parity of experience or limit engagement. By now, you will have personal experience of "zoom drain" as the digital fatigue of "attending" online (webinars, meetings, and talks) and will recognise the need to break up the online working day. This might mean rethinking your delivery on everything, from one day workshops to one-hour lectures. It also means considering "synchronous" and "asynchronous" learning as a key decision to determining what is offered "live" (real time) and what is available any time. This recognises that asynchronous offers might help those with limited spaces to work, limited time slots to engage or poor Wi-Fi network, whilst synchronous builds community.

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 a 9-5 day working week.



C. Provide clarity of approach

Remember whilst it feels that everything has changed, some things never change! (see A). The [QAA \(2018\) Guidance](#) has provided clarity and structure as our 'core text' since 2012, and now with [Entrecomp in Action](#) as the 'companion document', you can provide clear structure in a socially distance world. Now is also the time to settle on which online approaches will drive your cohort or your working practice throughout. Every course, meeting or team needs a clear outline structure and consistency of approach. Recent experience has shown that spreading activities across multiple platforms can create confusion. Build an approach that ensures maximum engagement, offers a clear evidence trail and record keeping for you and

supports your users to connect and build a community.

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 ecosystem. 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.

EEUK #EntEdinAction May 2020



#EntEdOnline

Lessons from China

Lessons from China: [Jing Zhang](#) EEUK Fellow
COVID-19 has certainly changed our way of learning and teaching. My experience online, first as a teacher then as a student, has made me realise that we can make online teaching equally, if not more, engaging. As educators, we need good planning and administration. Simply moving lectures online is not good teaching and not conducive to the learning.

Since becoming an entrepreneur myself (May 2016) I have delivered more than 220 training workshops/presentations to educators, civil servants, students, and retired athletes. My understanding of the my customers' (staff or student) needs has always informed me as I design my approach so although delegates could not do activities in groups as they do in classrooms, I endeavoured to make my teaching as interactive as possible. I attribute the success of my online learning experiences to two main factors, content and delivery on my side and the planning/logistics with the use of the technology, and offer these lessons as advice to you:

Create community: By building upon our traditions/expectations of an education programme, we engaged in a range of key online activities, such as:
Creating Teams: One day before the workshop, we set up a WeChat/WhatsApp group, introduced the learning objectives and rules, and were asked to form up teams of 8-10 people. Prior to this, 8 team

then others chose which team to join. In the team WeChat (WhatsApp) group, we spent 2 hours introducing ourselves, sharing learning objectives, thinking of a team name and slogan and allocating roles in the team.
Opening and closing ceremony: All staff, students and Senior Managers all gathered online to launch the programme and to officially close it. This created key moments which brought us all together at the same time (synchronous) to create significant experiences where we were able to hear from the workshop manager and engage in short interactive tasks (using emojis as rapid responses to quick-time challenges).

Create Structure to deliver content:
Following my traditional approach to teaching, during Zoom talks I explained the theory, gave examples, demonstrated how each activity was organised in classroom and allowed time for reflection. At the end of each session, I invited questions and provided answers. We used a separate WeChat (WhatsApp) group dedicated for this workshop which allowed delegates to raise their further questions around what I had covered the previous night or new questions they would like me to address in the next session. This enabled me to be more focused and better meet the delegates' needs.

Maximise Visual Interest: To teach online I have decorated my study, putting [Entrecomp](#) diagram on the wall, our own [CEO diagram](#), [Entrecomp](#) cards, post-it notes and (my secret weapon!) plastic toy spiders on my desk together with photos of delegates' doing activities on the slides. This creates interest, stimulation, and engagements so my delivery is full of examples of



EntEd Online

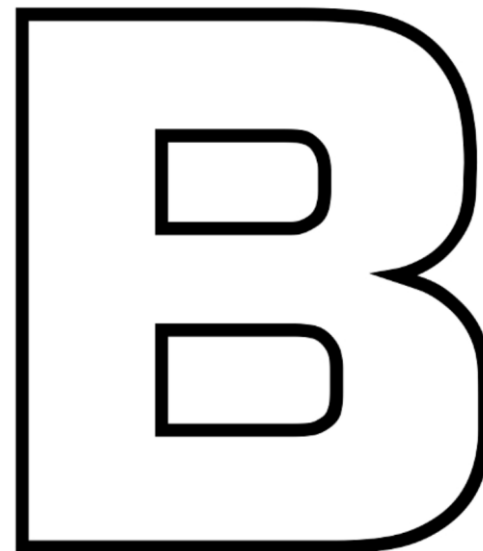
BONUS ROUND Question: **TRUE OR FALSE**

Enterprise Educators have caused national concern (SAGE) having been identified an official 'at risk' group who are unable to socially distance?

FALSE



TRUE





Enterprise Educators have NOT caused national concern for SAGE
but have been identified as generally lovely people....

FALSE





..so say HELLO

You might be sat at home....but equally you are virtually 'sat next to' everyone you might ever hope to meet in the world of EntEd...



Maybe you can find someone you don't know and say Hi





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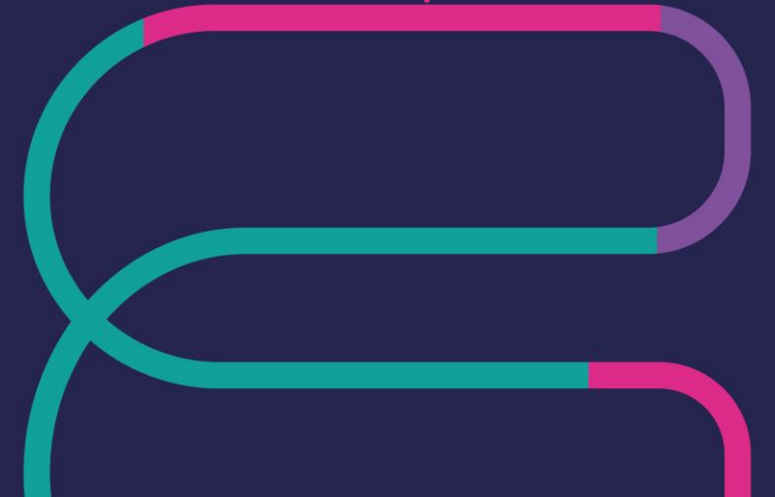


Twitter #Ented chat



LINKEDIN DISCUSSION BOARD

Email: alison@enterprise.ac.uk



In recognition of the contribution of Professor Allan Gibb (1939-2019)

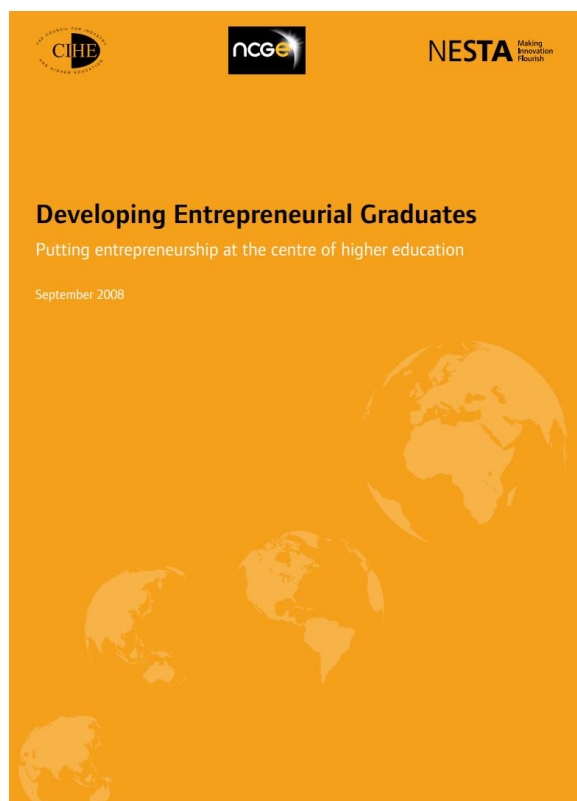


Exhibit 1
The dominant model of the entrepreneur being taught?

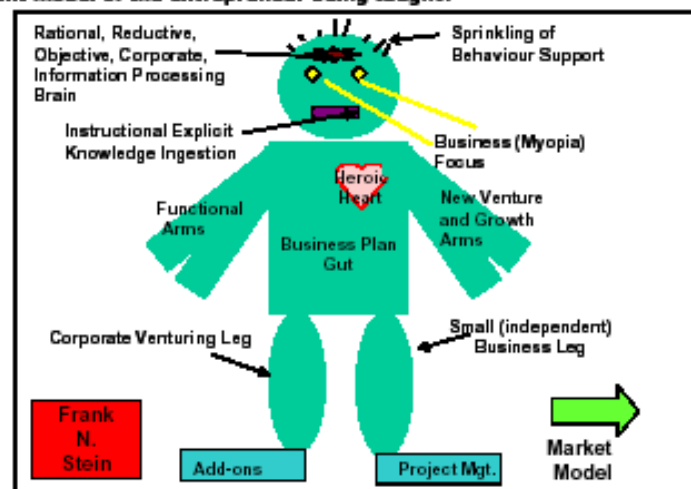


Exhibit 3
Towards an appropriate model for entrepreneurial teaching

