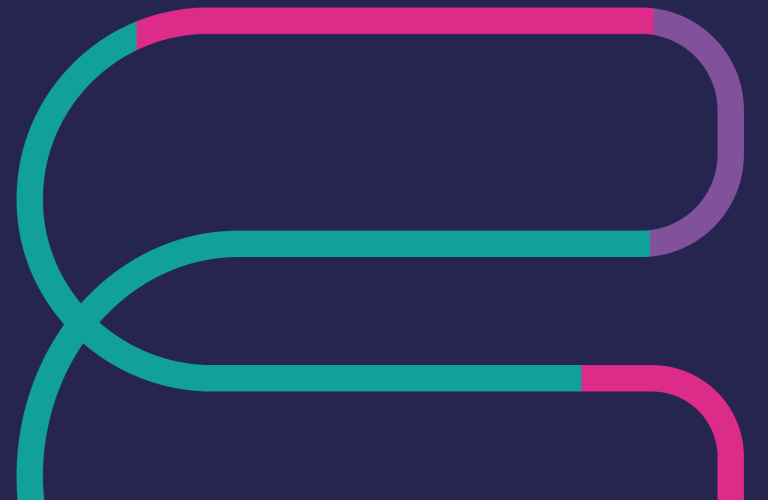


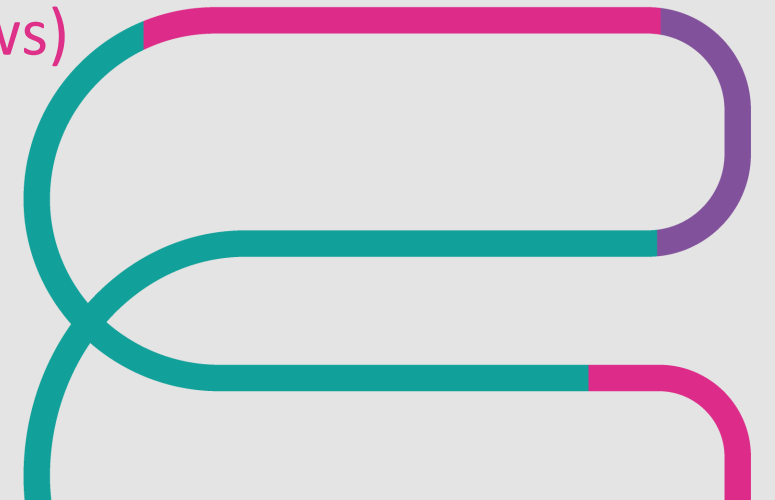
The reality of being an enterprise and entrepreneurship educator – *Initial Findings*

By Dr Emily Beaumont, President Elect EEUK



The reality of being an enterprise and entrepreneurship educator – an EEUK Research Project

- Aim: To be understand our members and what they do
- Using the EEUK Fellowship Pathways (Academic, Practitioner, Influencer) as ideal types
- Stage One: Online quantitative survey
- Stage Two: Qualitative method (focus groups, interviews)



Academic Teaching or Faculty Roles

Lecturer
Academic or faculty staff
Teaching Assistant
Educational / curriculum
Developer

Educator

Planning and delivering effective enterprise /entrepreneurship curricula

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

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

Practitioner

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

Managing /securing entrepreneurial outcomes (through others)

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

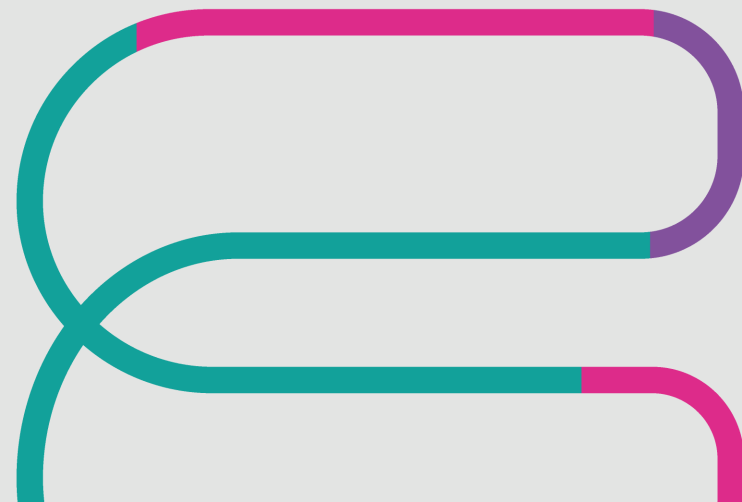
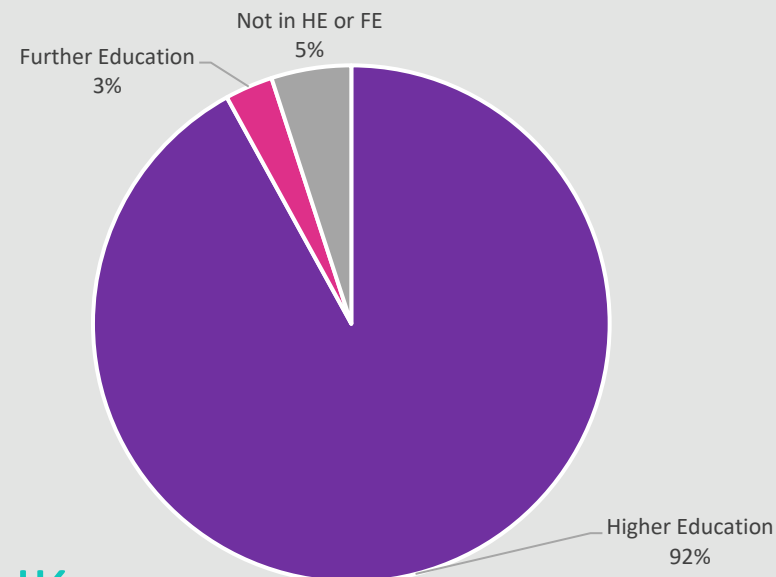
Influencer

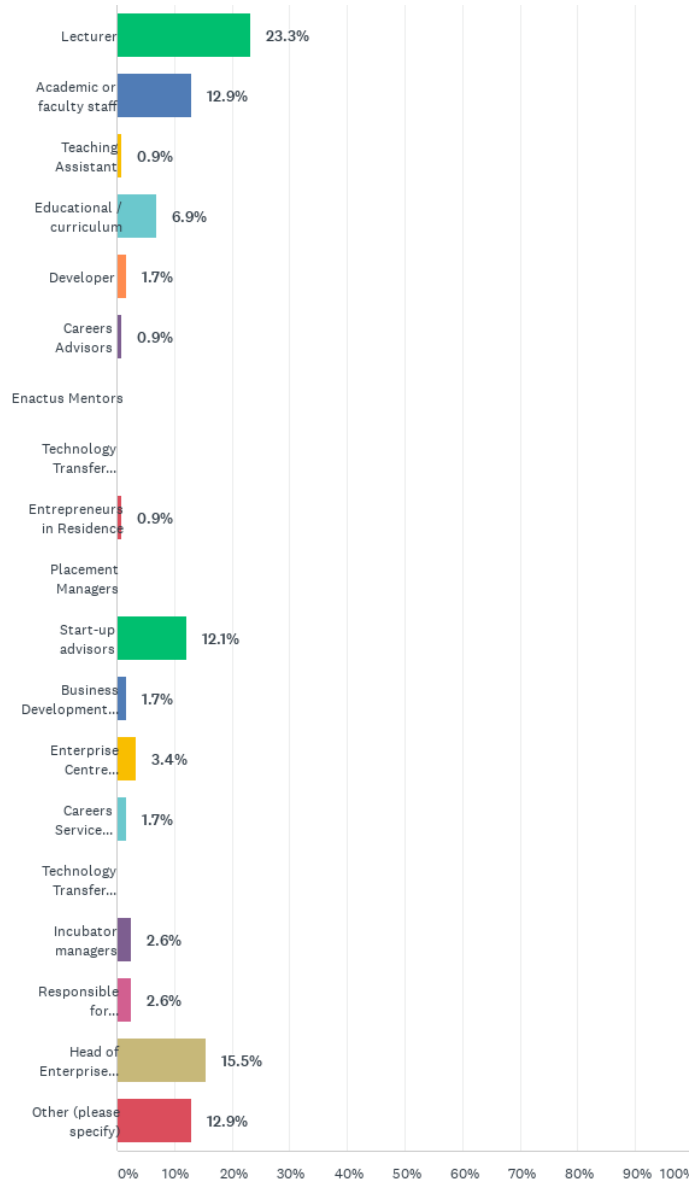
Build collaborative relationships with learners, educators and other stakeholders

Respondent information

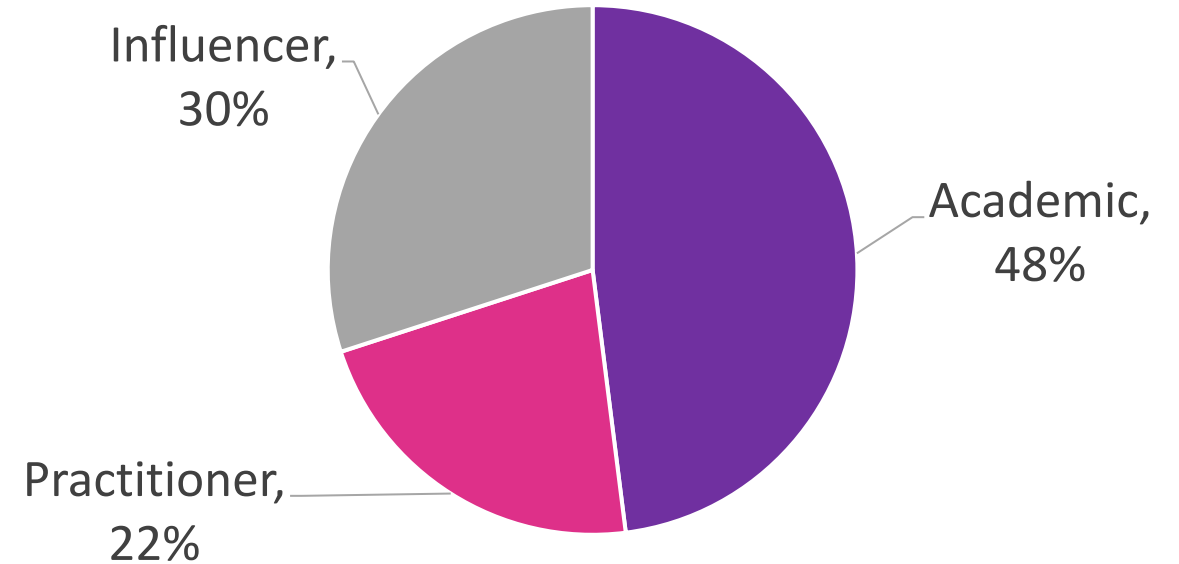
- n = 116
- 96.6% were from organisations based in the UK
- 82% knew their organisations were members of EEUK
- 13% knew their organisations were NOT members of EEUK
- 5% (6 individuals) didn't know whether their organisations were members of EEUK. Of these, 5 were.

Respondent by institutional type





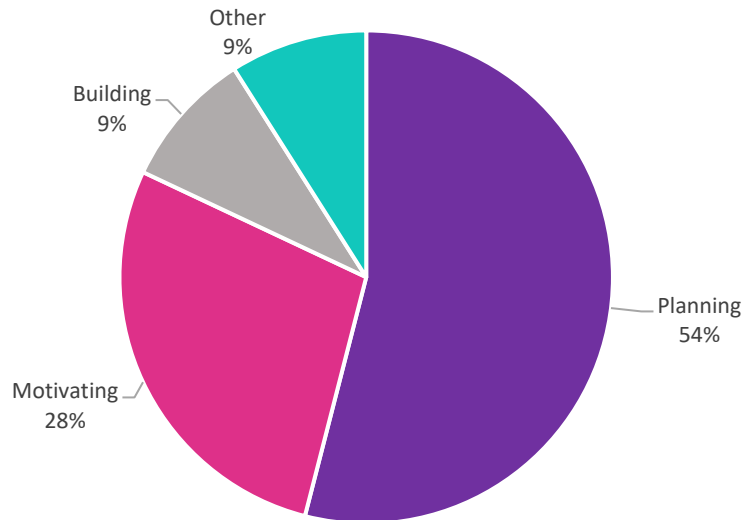
Respondents by Fellowship route



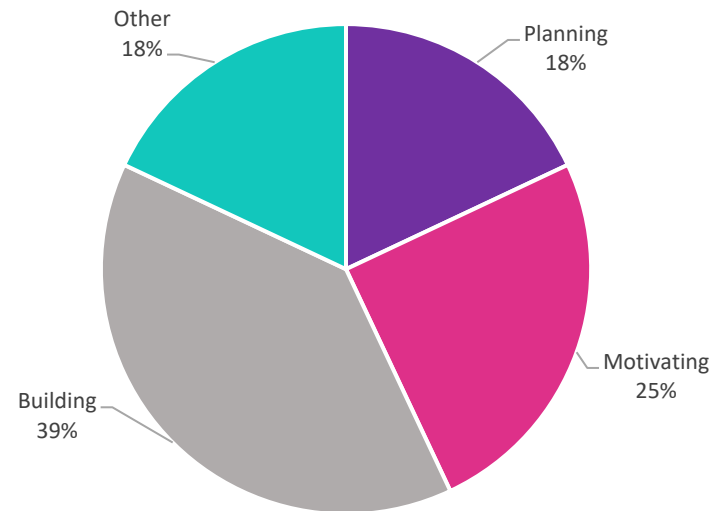


Which of these best describes your primary focus?

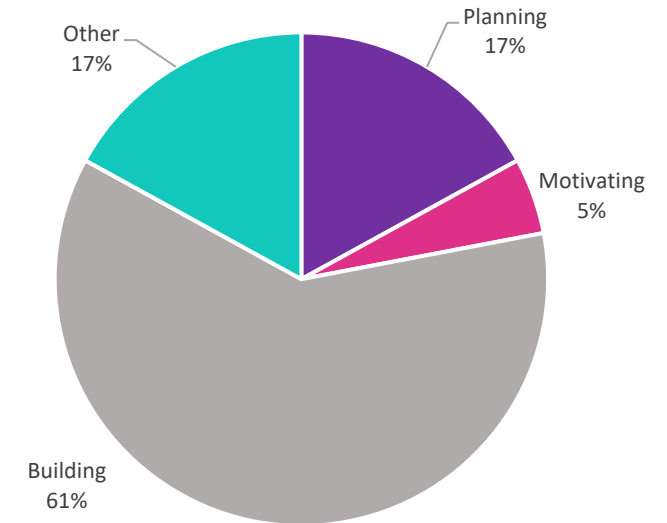
Primary Focus for Academic



Primary Focus for Influencer



Primary Focus for Practitioner



Planning and delivering effective enterprise/entrepreneurship curricula.

Motivating and inspiring learners in developing enterprising and entrepreneurial mindset, behaviours and skills.

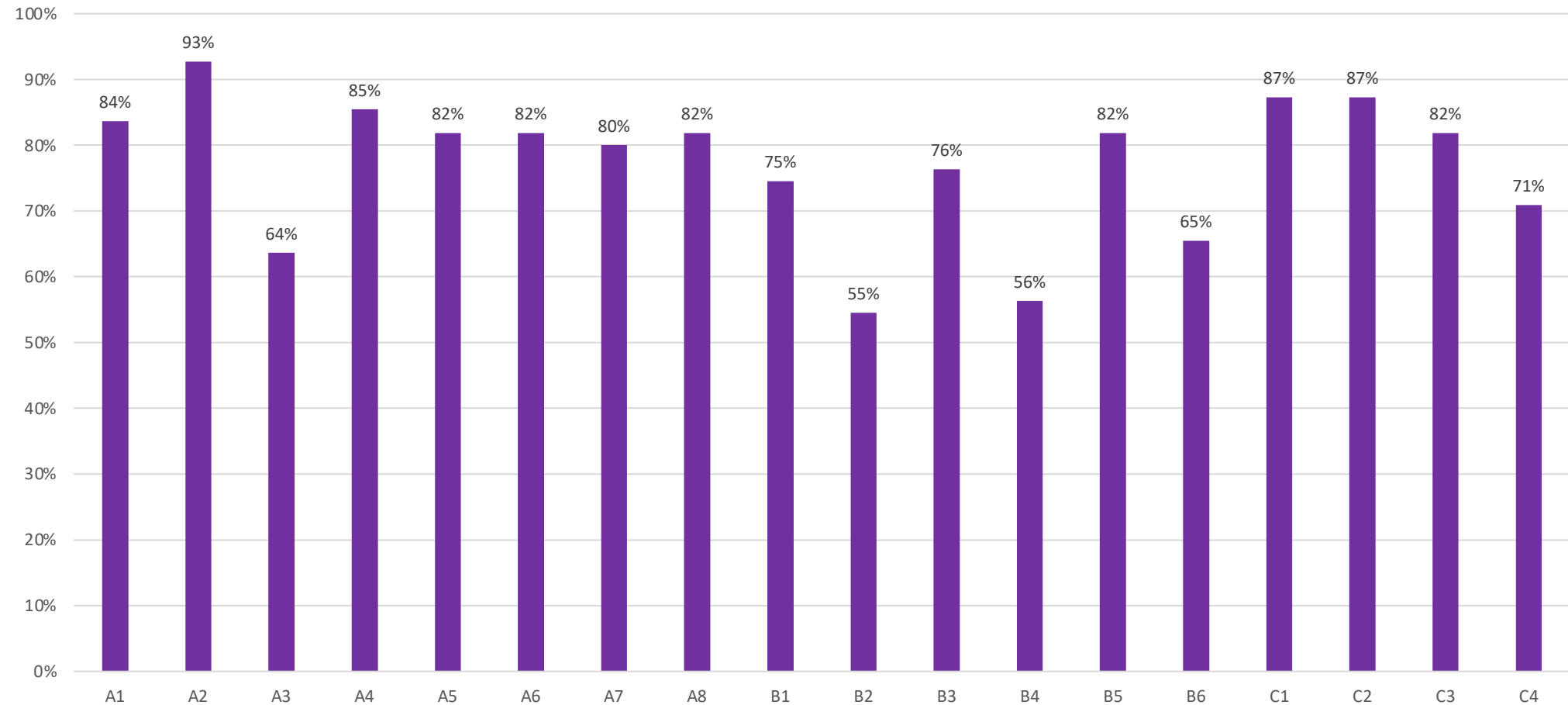
Building collaborative relationships with learners, educators and other stakeholders.



Key Function

- A1. Identify what works well in enterprise and entrepreneurship education (CFASEE01)
 - A2. Develop appropriate teaching and learning strategies in enterprise and entrepreneurship education (CFASEE02)
 - A3. Demonstrate constructive alignment in enterprise and entrepreneurship education (CFASEE03)
 - A4. Develop and prepare resources for learning and development (LSILADD05)
 - A5. Deliver an effective enterprise and entrepreneurship education experience (CFASEE05)
 - A6. Apply appropriate methods of assessment in enterprise and entrepreneurship education (CFASEE06)
 - A7. Provide constructive and timely feedback in assessing learning of enterprise and entrepreneurship (CFASEE07)
 - A8. Evaluate the learner experience of enterprise and entrepreneurship education (CFASEE08)
- B1. Identify opportunities to work with others in enterprise and entrepreneurship education (CFASEE09)
 - B2. Make sense of the value in your own networks and relationships as an enterprise and entrepreneurship educator (CFASEE10)
 - B3. Engage with stakeholders to support enterprise and entrepreneurship education (CFASEE11)
 - B4. Encourage stakeholders to add value to enterprise and entrepreneurship education (CFASEE12)
 - B5. Update your own knowledge as an enterprise and entrepreneurship educator through collaboration with others (CFASEE13)
 - B6. Contribute to the institutional development of enterprise and entrepreneurship education (CFASEE14)
- C1. Inspire learners in enterprise and entrepreneurship through own enthusiasm and knowledge (CFASEE15)
 - C2. Encourage positive learner behaviours in enterprise and entrepreneurship education (CFASEE16)
 - C3. Enable learners to share responsibility for their own learning in enterprise and entrepreneurship education (CFASEE17)
 - C4. Promote diversity and inclusion in the delivery and development of enterprise and entrepreneurship education (CFASEE18)

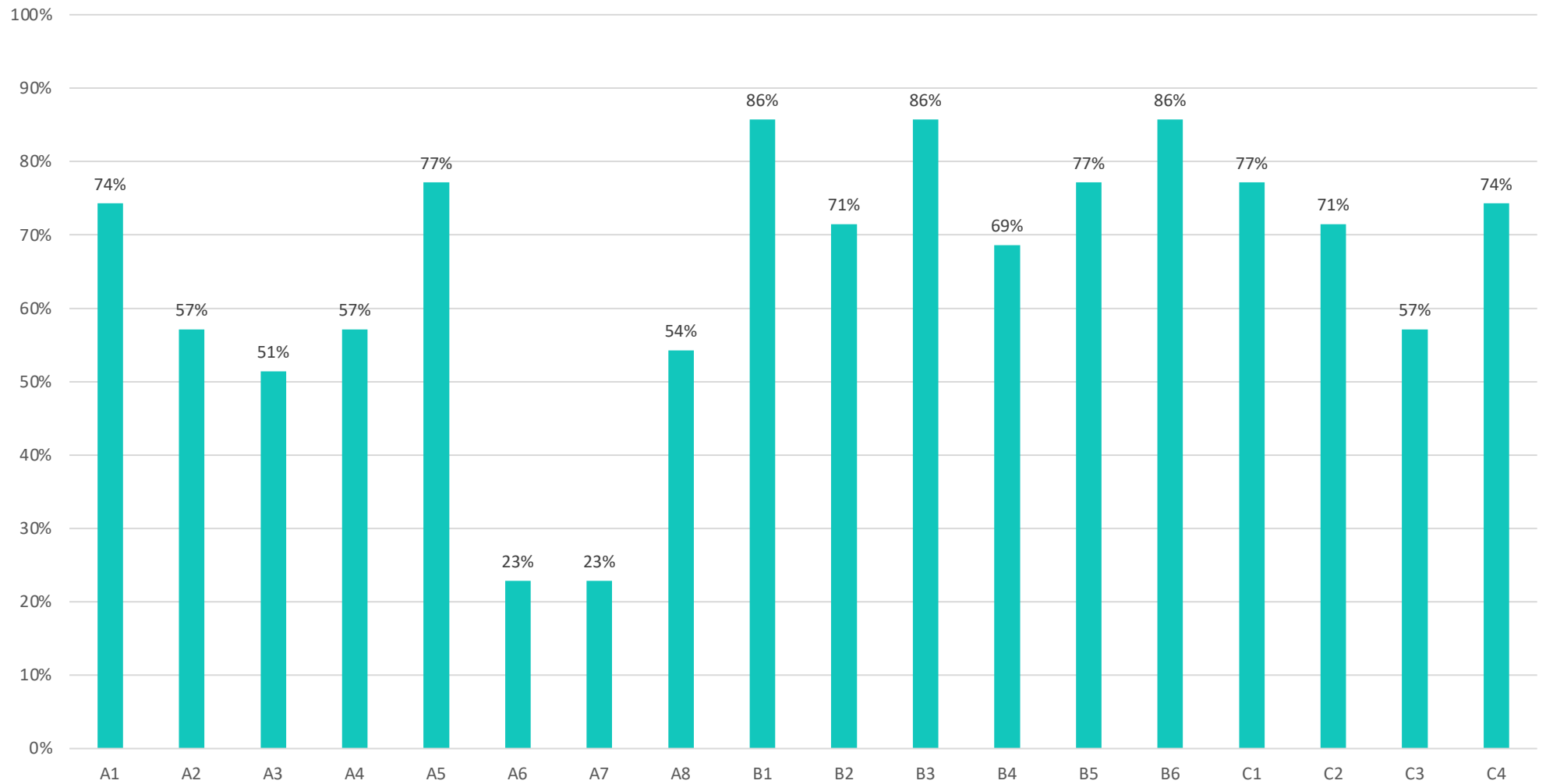
Standards and competencies chosen - Academic



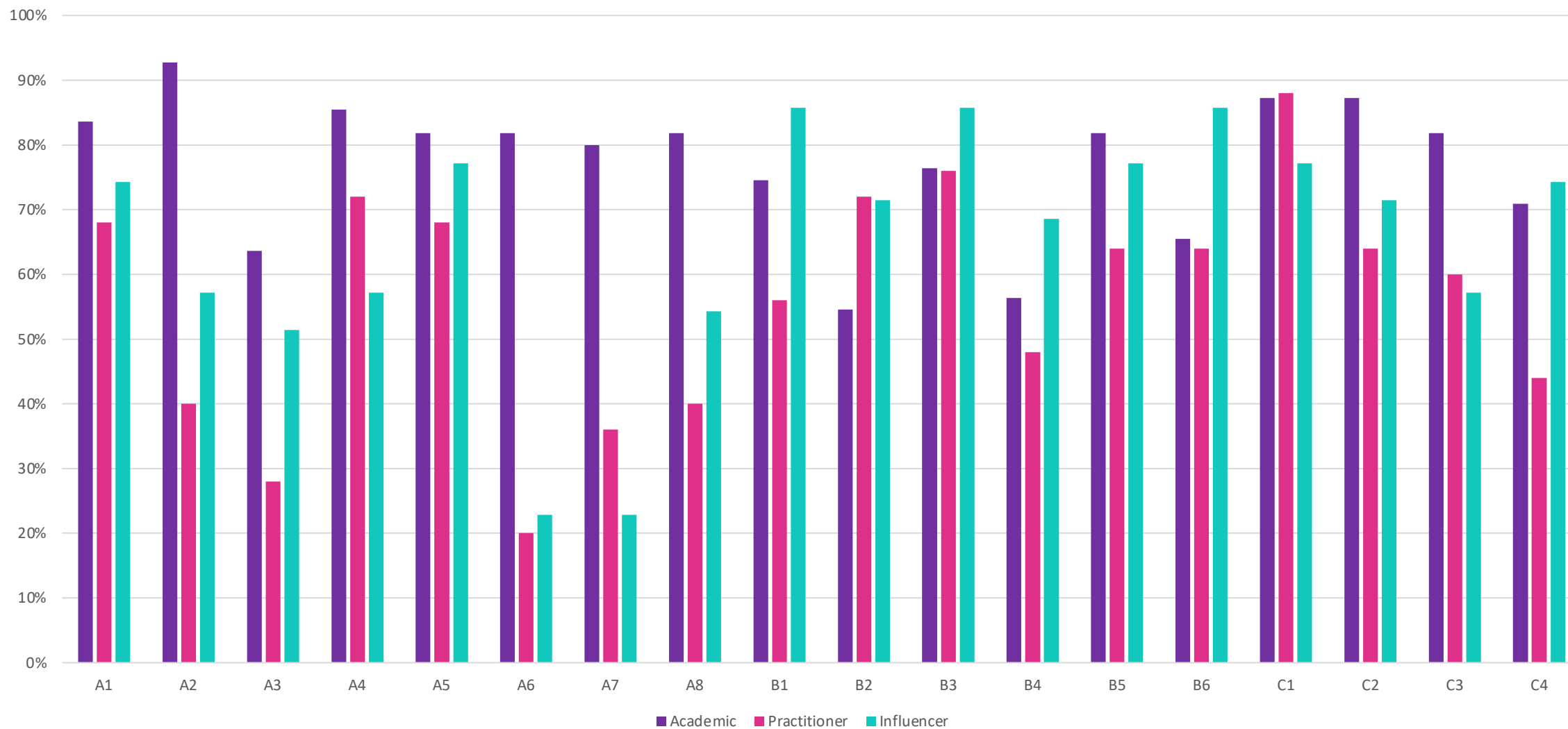
Standards and competencies chosen - Practitioner



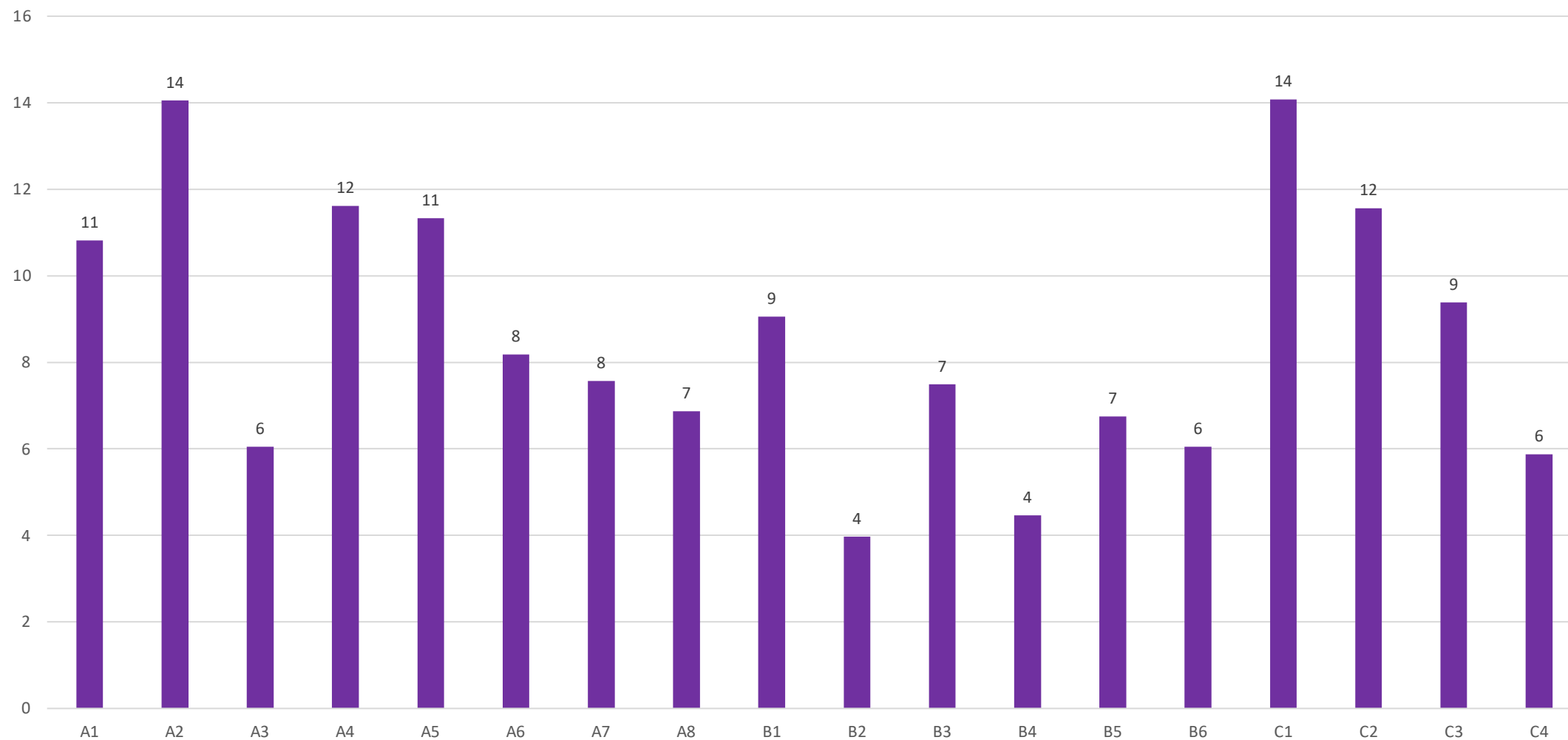
Standards and competencies chosen - Influencer



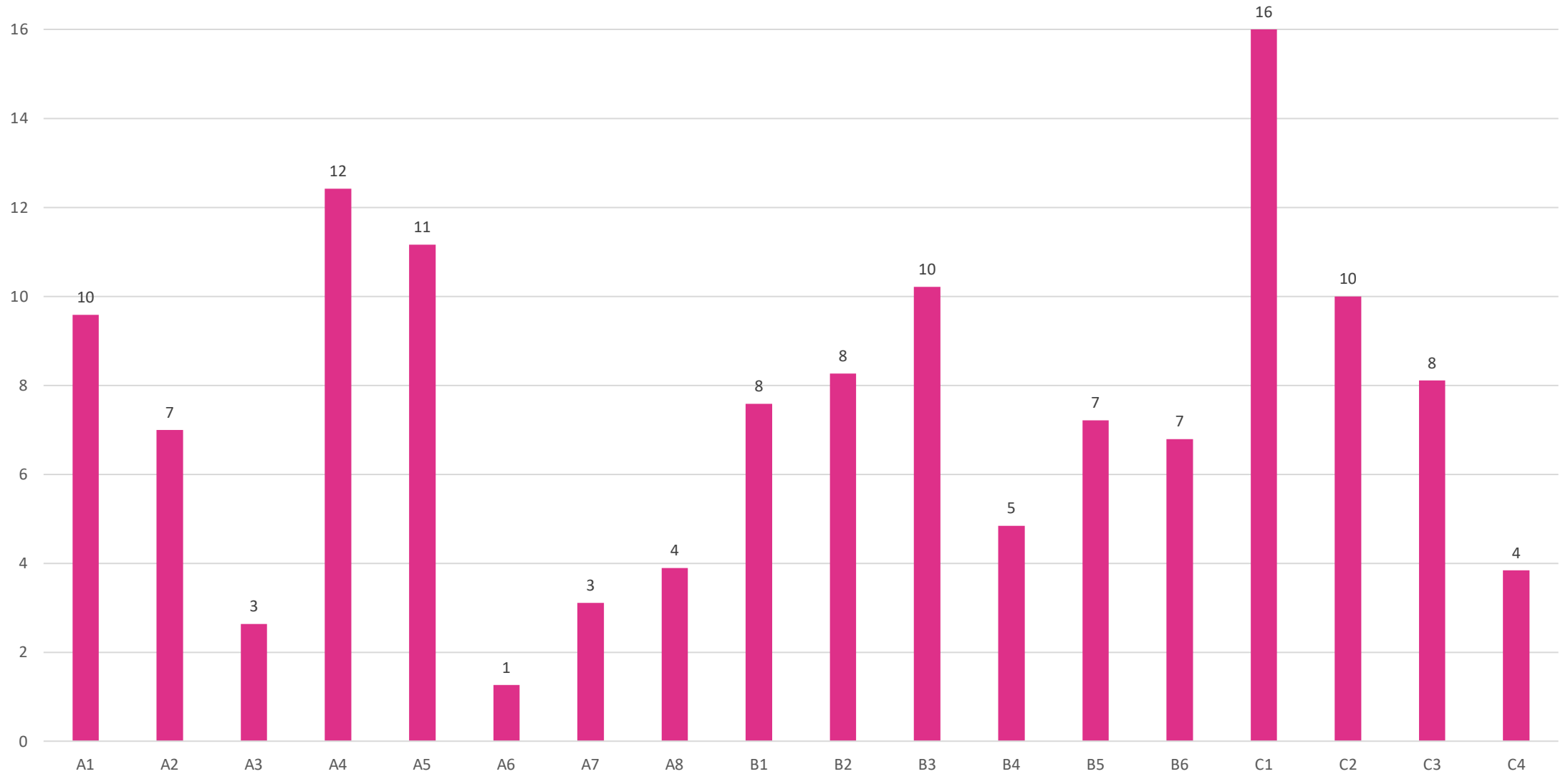
Standards and competencies chosen - all



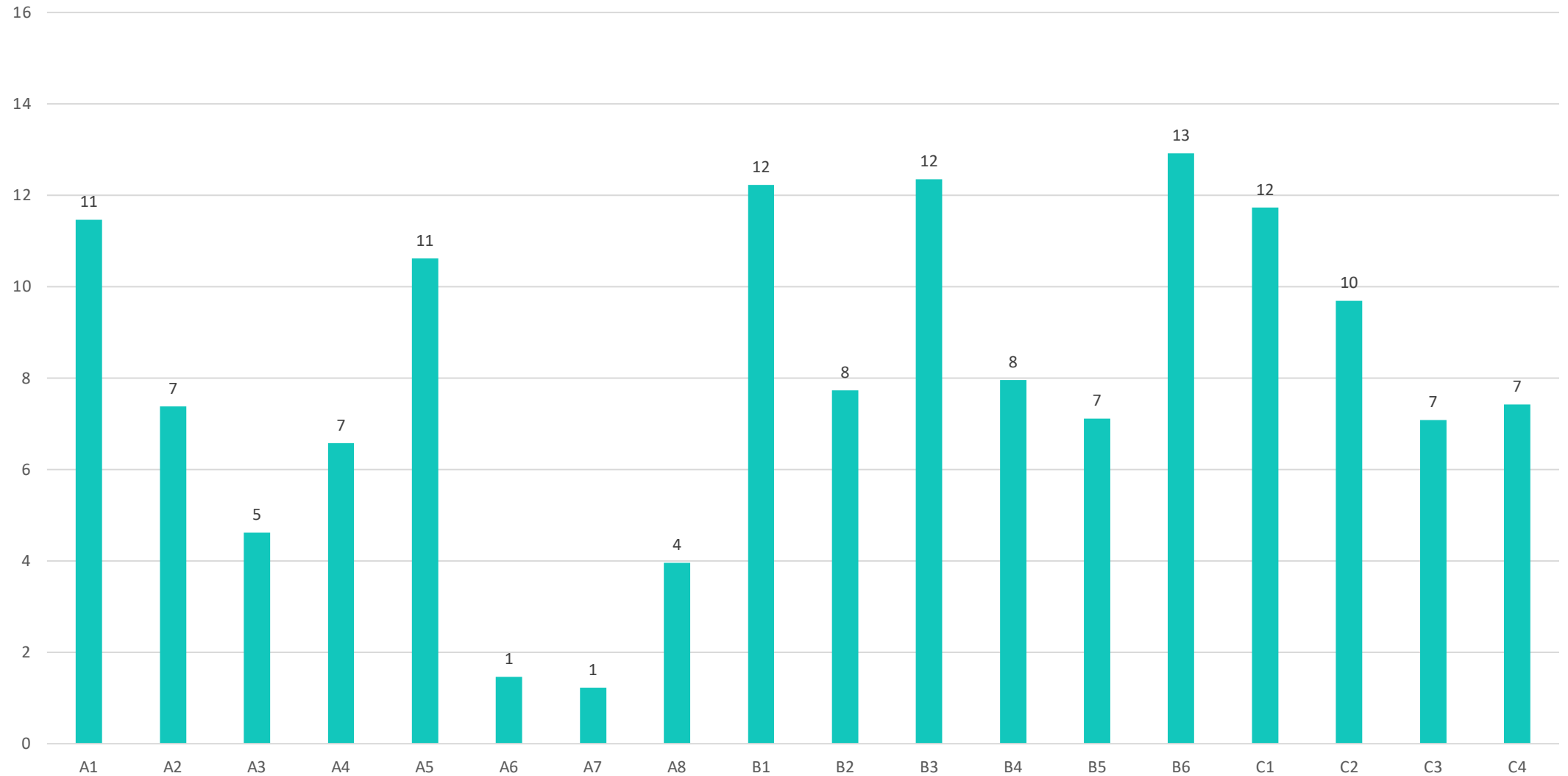
Time allocated - Academic



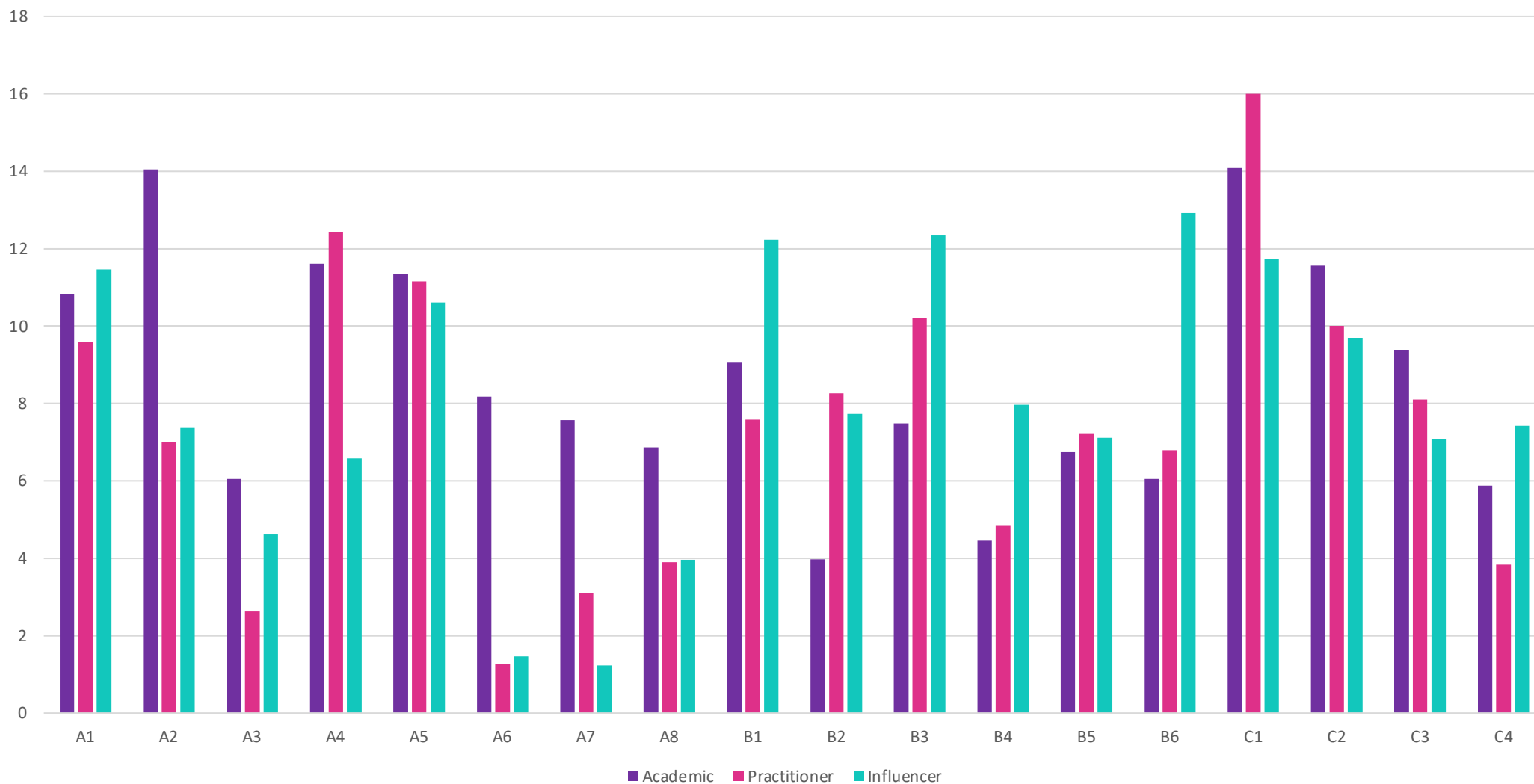
Time allocated - Practitioner



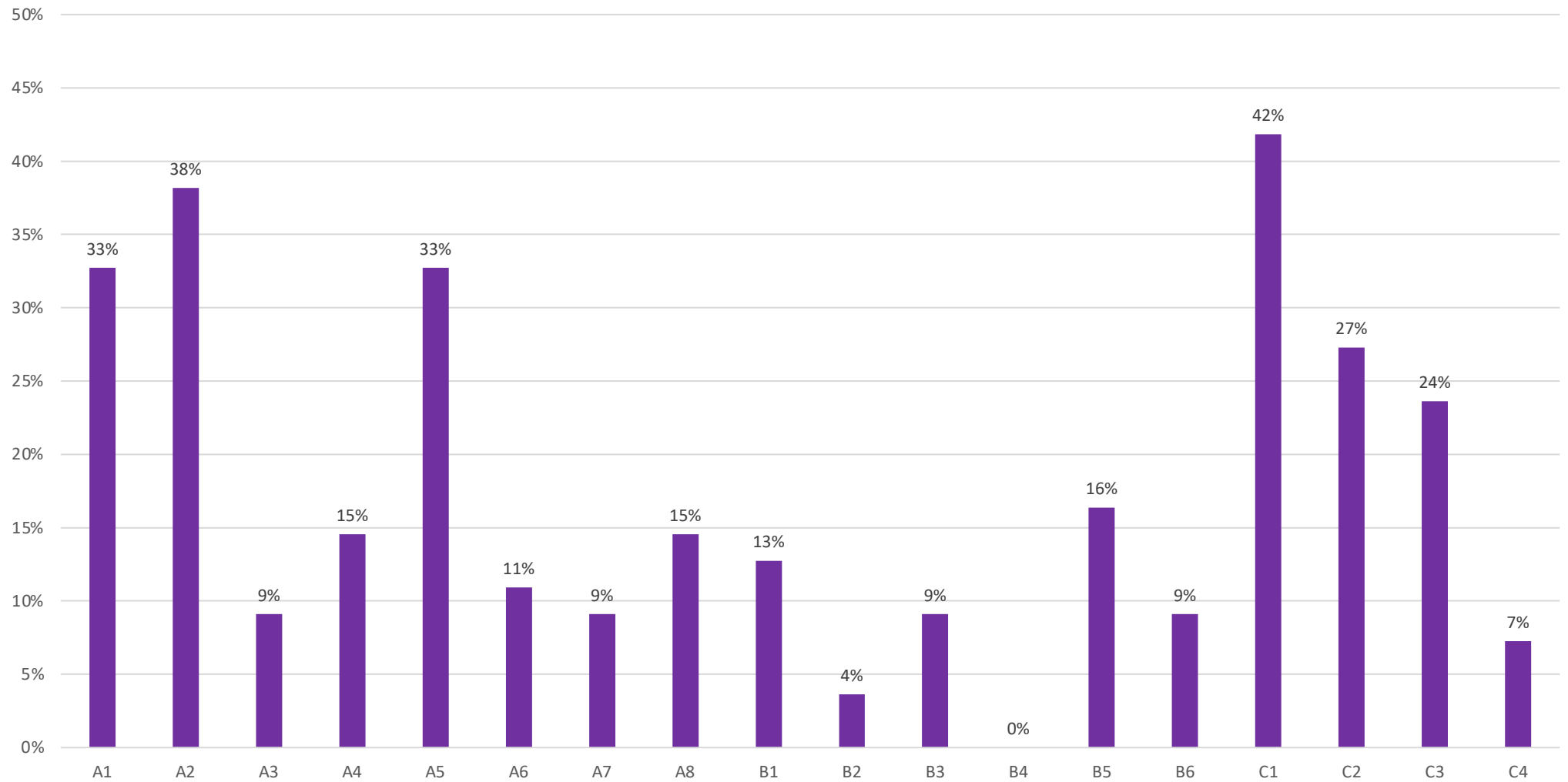
Time allocated - Influencer



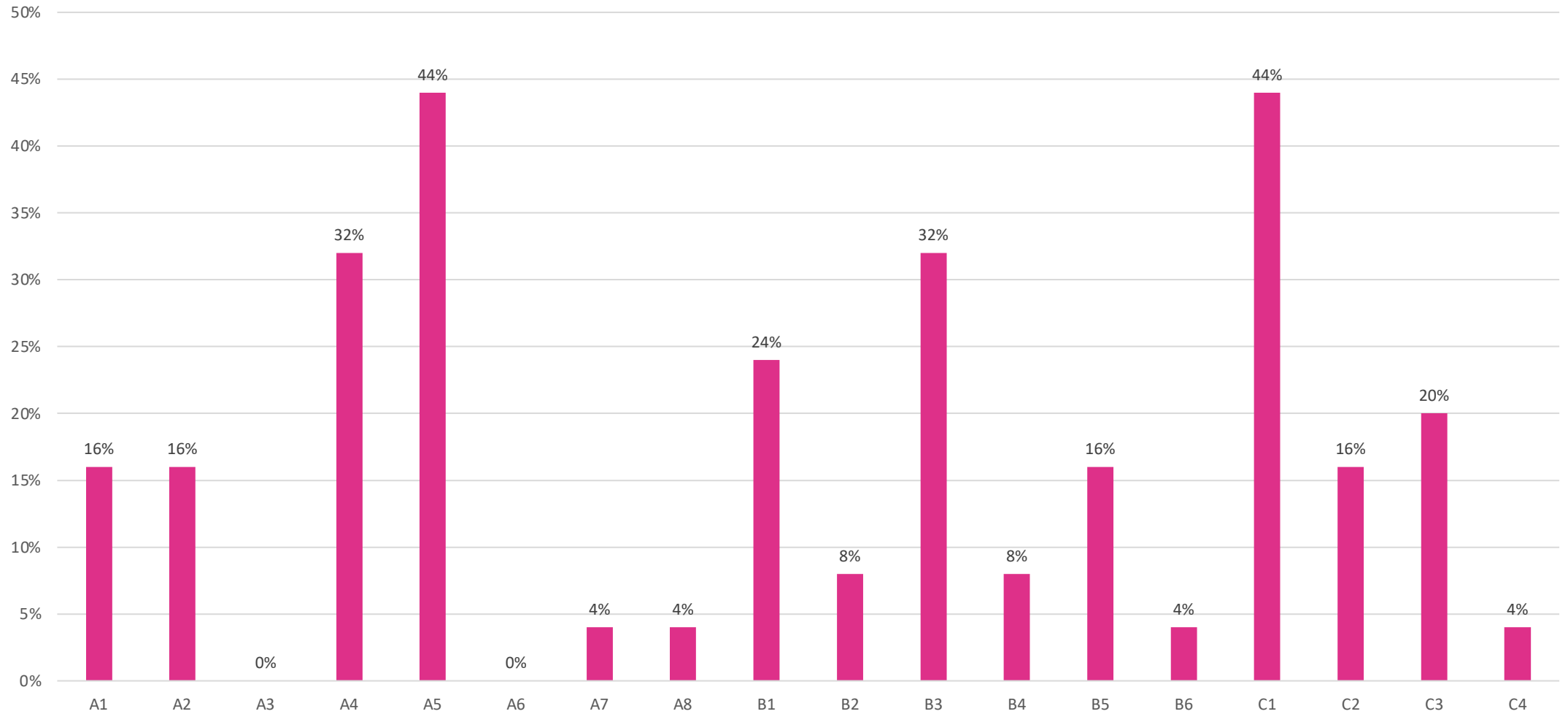
Time allocation to standards and competencies



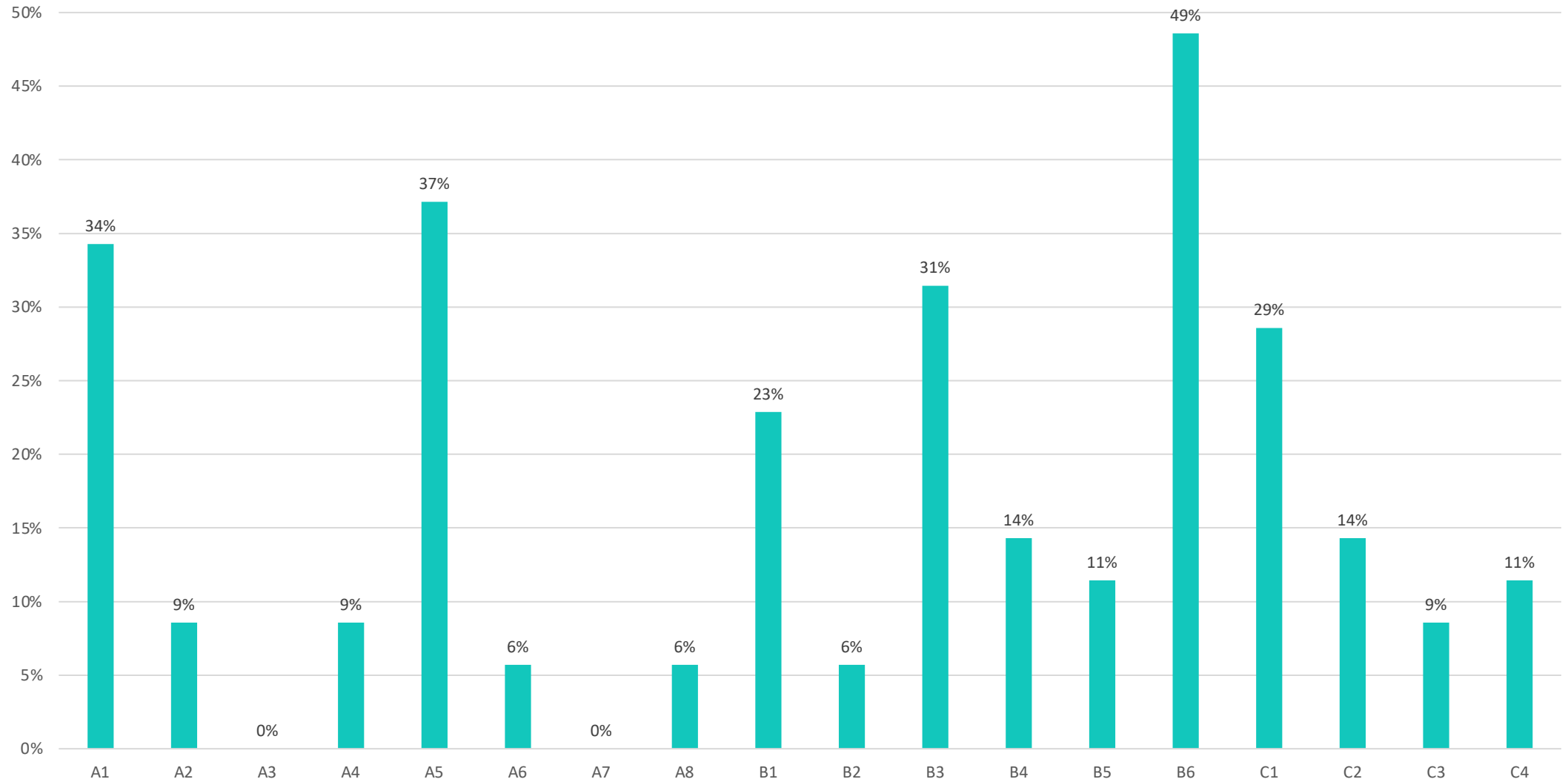
Critical standards and competencies - Academic



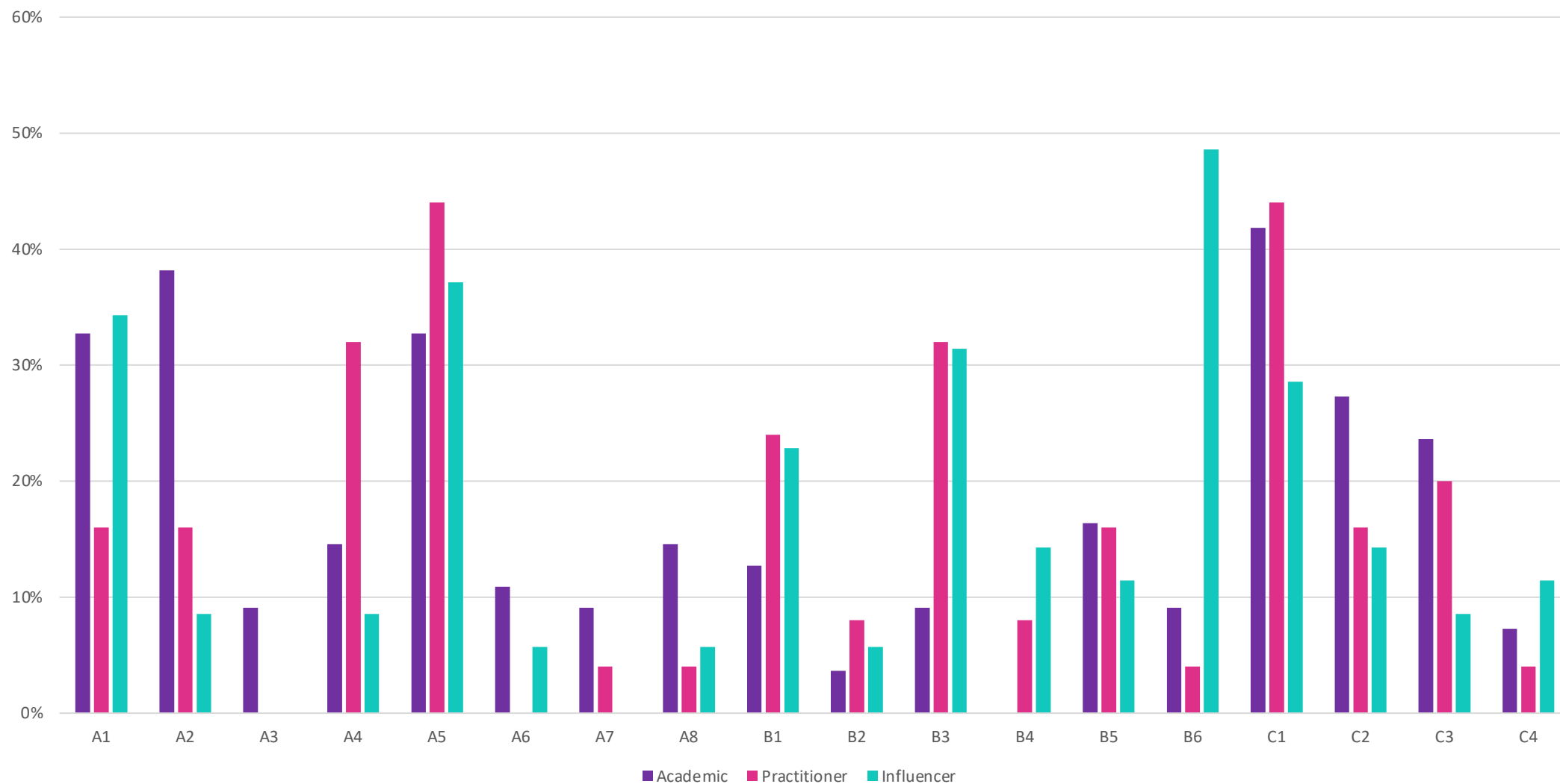
Critical standards and competencies - Practitioner



Critical standards and competencies - Influencer



Critical standards and competencies



Summary of Initial Findings

- Each identity/pathway has a dominant focus
- However, there is clear evidence of each identity working across the three foci
- Each identity/pathway operates with a different mix and level of standards and competencies
- Time allocation to standards and competencies highlighted how some demanded or necessitated more time
- Respondents critical standards exposes the core of each identity/pathway



Further analysis and Stage Two

- Associate member data to validate respondent identity data
- Is the data regarding primary focus statistically significant and what does this reveal about the reality of each identity/pathway
- Looking more critically at the mix and level of standards and competencies for each identity/pathway
- Comparison of time allocation to standards and competencies versus what respondents deem are critical
- Can we gain a richer understanding and perspective at stage two

