



 Curriculum
Redefined


UNIVERSITY OF LEEDS

How Might We:

Enterprise

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Overview

Enterprise has been identified as a strategic priority for the University of Leeds:

“We will embed innovation and entrepreneurship through activities targeted at undergraduate and postgraduate programmes, academic staff, and local entrepreneurs, to boost the creation of innovation driven start-ups” (University of Leeds Strategy 2020-2030).

It is vital that we equip students to deal with a changing and often turbulent world. Global challenges in our economies, health, environment and technology mean that graduates need both the skills and mindsets to navigate a world that cannot yet be determined. An entrepreneurial mindset and skills support the capacity for creativity, to spot, analyse and act on opportunities, to work with others to innovate and help shape a future which is better for all.

Enterprise Education at the University of Leeds provides a student curriculum and opportunities that support students in developing the knowledge, attributes and skills that will help to develop an entrepreneurial mindset and develop a successful career which in turn creates economic, social and cultural value to their societies.

Enterprise Education supports students to develop the entrepreneurial, creative and innovative capacity to develop solutions in changing environments. It further provides engagement with external organisations to leverage learning and

develop student’s professional skills and create an impact from their knowledge in the world.

Entrepreneurship Education supports students in understanding the tools and techniques to create new startups, social enterprises and new businesses in existing organisations. It further more generally provides competencies which will support students in creating their own career path and deliver social, cultural and economic value to society through entrepreneurial activity throughout their careers.

Entrepreneurship is about the creation of new organisations (startup), Social Enterprise is about the creation of new, sustainable, social organisations, Intrapreneurship is about enterprise in an existing organisation, such as an enterprising employee.

Further resources:

Enterprise and Entrepreneurship Education (UK Quality Assurance Agency)

The value of enterprise and entrepreneurship education (British Council)

EntreComp: The entrepreneurship competence framework (European Commission)





Student voice

In the curriculum any student might take part in modules which include activities which develop their enterprise skills and develop their knowledge of enterprise in specific disciplinary contexts in their own faculties or take part in dedicated entrepreneurship modules provided by the Centre for Enterprise and Entrepreneurship Studies. Some students may enrol in With Enterprise programmes with minor credits in entrepreneurship, in partnerships between CEES and a number of faculties.

As part of their participation in the curriculum they might engage with entrepreneurs who give time to give guest talks or provide projects in the curriculum, such as the Leeds Enterprise Ambassadors. Outside of the curriculum, students might join the LUU Entrepreneurs Society or Enactus, the social enterprise society.

Students who have developed an idea for a new startup business or social enterprise, may engage with Spark, the University of Leeds' student startup support service. Here they can receive one-to-one consultations, take part in free workshops, apply for the competitive Enterprise Scholarships or Business Plan Competition. Successful entrepreneurial students may go on to take a place in the Spark Student Startup Incubator based in Nexus.

Benefits to you and your discipline

Enterprise can provide a creative way to engage students in creating a real-world impact from their studies in a way which is relevant to their personal interests and aspirations, by equipping them with the appropriate range of knowledge and skills to become part of that journey themselves.

This supports students in becoming future leaders of their field in allowing students to explore the potential to turn their creative talents into new enterprise ideas and understanding how to apply their knowledge through commercial thinking which broadens their potential careers.

To other stakeholders (e.g employers)

Engagement in enterprise education can lead to a range of outcomes for students and external stakeholders. For students, this can lead to prospects as founder of their own business or social enterprise, both during and post-graduation as well as enhancing skills which are attractive to employers.

For existing organisations, enterprise education can facilitate their engagement in student's curriculum through providing short consulting projects, involvement in innovative projects or through offering placements and internships during study. Students who engage in enterprise education often develop their commercial awareness, creativity, teamwork and communication skills and can evidence their engagement in activities with real-world implications during their studies that are translatable to an employer.

Benefits to students

Students benefit from engaging in enterprise as it helps them to develop their own interests and aspirations, while providing them the opportunity to develop their commercial awareness, creativity and enterprising mindset in facing new challenges and opportunities, regardless of their future professional direction.

Here are a few examples of [case studies of student engagement in enterprise at the University from across a range of faculties.](#)

Students can take part in enterprise education in a number of ways. In this sense there is no one pathway to development in enterprise education, instead students may start to engage in a way and at a time that works best for their development needs at that point in time. Enterprise is not something that starts after graduation, but begins during, or even before a student begins their studies.

How might we...

Practitioner-based tips

While Enterprise and Entrepreneurship are disciplines in their own right (represented by the Centre for Enterprise and Entrepreneurship Studies), it is also applicable thematically across any discipline, both in terms of the general development of enterprise, creativity and innovation skills in creating an impact from a discipline, and in terms of the industry and community application of these skills in new startups, social enterprises and enterprising mindsets in existing organisations.

Many UK Quality Assurance Agency Subject Benchmarks now include specific reference to how enterprise and entrepreneurship can be embedded into disciplines. For further information and a list of subject benchmarks which include [this statement](#) (March 2022).

The [QAA Guidelines](#) for Enterprise and Entrepreneurship are intended to be used by any subject discipline.

The Leeds Enterprise Educators Network (LEEN) exists to support academic and professional staff across the University of Leeds to share best practice in enterprise education regardless of subject discipline.

Spark, the University's student startup support service, is available to students across the University and will partner with any faculty or school.

CEES, the academic centre for enterprise and entrepreneurship, provides open discovery modules to all students across the university and partners with all faculties and schools in delivering joint programmes at UG and PGT level.

The national organisation, Enterprise Educators UK provides a [toolkit](#) for embedding enterprise and entrepreneurship in all subjects.

EntreComp is the EU framework for Entrepreneurship Competencies. [EntreComp into Action](#) is a guide which provides a range of suggestions for developing educational activities across education levels and subjects.

The journal of [Entrepreneurship and Education Pedagogy](#) includes Teaching Innovation articles which provide evidenced step-by-step guides for embedding entrepreneurship education in a range of disciplines.

Key Contacts

- **Dr Richard Tunstall** – Academic Director of Enterprise at Leeds (Curriculum)
- **Kairen Skelley** – Head of Spark (Student start-up)
- **Brian Baille** – Spark Incubator (Student start-up)
- **Dr Stefania Romano** – Director of Leeds Enterprise Educators Network (LITE Network)
- **Dr Alex Kevill** – With Enterprise Programmes (Undergraduate), CEES
- **Dr Stefania Romano** – Partnership Masters Programmes, CEES





More information

Links to more information

[Student Enterprise at Leeds](#)

[Spark](#)

[Centre for Enterprise and Entrepreneurship Studies](#)

[Leeds Enterprise Educators Network](#)

[Enterprise Ambassadors](#)

[LUU Entrepreneurs \(Student Enterprise Society\)](#)

[LUU Enactus \(Student Social Enterprise Society\)](#)

References

QAA Guidelines for Enterprise and Entrepreneurship Education

This guidance is intended to inform, enhance, and promote the development of Enterprise and Entrepreneurship Education across UK higher education. The guidance draws on contemporary best practice and has been developed by experts from the Enterprise and Entrepreneurship educator community, with support from [QAA](#). It is intended for use by any Faculty in conjunction with appropriate discipline benchmarks.

EntreComp: The Entrepreneurship Competence Framework

[EntreComp](#) describes entrepreneurship as a lifelong competence, identifies what are the elements that make someone entrepreneurial and describes them to establish a common reference for initiatives dealing with entrepreneurial learning.

Advance HE Framework for Enterprise and Entrepreneurship Education

This [Framework](#) is a resource to help institutions provide the right activities and experiences so that students can identify what is involved in being enterprising and entrepreneurial, helping them to navigate their future careers.

The entrepreneurial employee in the public and private sector: [What, Why, How](#) (Joint Research Council, European Commission, 2020)

