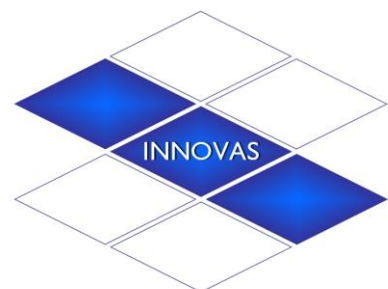




## **Enterprise Framework**

A Final Report



*Creating a Competitive Edge for*

*People, Places & Organisations*

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5<sup>th</sup> August 2016

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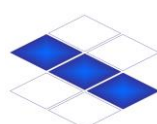
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# Executive Summary

## Purpose of Work

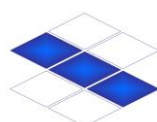
Lancaster University has developed a framework for enterprise educators to draw on when designing and developing student-facing enterprise activities, to maximise the strategic impact they can deliver for the institution and thereby evidence their value to the core mission, including contributing towards achievement of the University’s strategic objectives, including graduate employability, and institutional Key Performance Indicators (KPIs).

## Definition of Enterprise

For the purpose of the framework development, student-facing enterprise is defined as being “a process of equipping students (or graduates) with an enhanced capacity to generate ideas and the skills to make them happen”. This is in line with QAA guidance, and is distinct from entrepreneurship, which is about “equipping students with the additional knowledge, attributes and capabilities required to apply these abilities in the context of setting up a new venture or business”. Enterprise activities encompass activities under the following key themes:

1. Creativity and Innovation
2. Opportunity recognition, creation and evaluation
3. Decision making supported by critical analysis and judgement
4. Implementation of ideas through leadership and management
5. Reflection and Action
6. Interpersonal Skills
7. Communication and Strategy Skills.

In taking forward enterprise activities that are aligned with these themes, student enterprise opportunities can help to achieve Lancaster University’s graduate employability aims, defined as, “a set of achievements – skills, understandings and personal attributes – that makes graduates more likely to gain employment and be successful in their chosen occupations, which benefits themselves, the workforce, the community and the economy.”



## Measuring Impact of Enterprise on the Individual

Assessing the impact of enterprise activities on individuals requires:

- Before and after testing of knowledge, skills and competences
- Post completion surveys of ambitions and intentions or extensive controlled qualitative interviewing
- Post completion surveys of actions over several years
- Comparison groups (at least for post completion comparisons)
- Information on inputs (including costs) and the activities in the initiative
- Information on any further enterprise training (formal, non-formal and informal) received by participants and non-participants between post completion surveys.
- Tracking of students over time.

Some potential approaches are described below.

### ***1. Use of Existing University Surveys***

There are already surveys of students carried out across the university, which could be modified to provide ongoing information about the enterprising characteristics and behaviours of students.

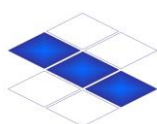
- i. The Pre-Registration survey – an annual survey of students prior to starting at the university.
- ii. The Provost Student Satisfaction Survey, which allows tracking of individuals during their time at the university

For both surveys, follow ups every six to twelve months would be required to be able to identify any changes in enterprise characteristics etc, should such questions be added to the surveys.

### ***2. The Enterprise Catalyst***

One additional solution would be to use an existing online self-assessment tool that allows individuals to answer a series of questions designed to determine their current awareness, aspiration, attitude, skills and participation in enterprise learning or behaviour.

Data collected from the Enterprise Catalyst can be used to form a baseline measure of key outcomes. Project/activity monitoring data can then be compared with the changes observed to determine the impact on desired project outcomes that is attributable to specific activities. In this



respect, Enterprise Catalyst data provide a causal link in the chain between project activities/outputs and project outcomes/objectives.

The Enterprise Catalyst uses a consistent series of questions based on robust psychological research to measure the enterprise culture of individuals and populations that allows differences to be tracked longitudinally and comparisons to be made by geography, demography, gender and ethnicity.

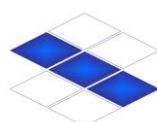
The model of enterprise culture within the Catalyst includes:

- Enterprise fuel (motivation & drive, capacity to self-determine, willingness to learn)
- Entrepreneurial intentions (awareness, feasibility, desire and self-efficacy toward entrepreneurship)
- Entrepreneurial capacity (self-confidence, skills and social support networks)
- Engagement in entrepreneurial behaviours (participation in current enterprise activities)
- Engagement in entrepreneurial learning (interest and participation in enterprise educational activities)
- Entrepreneurial style (attitudes toward seeking opportunities, managing risk, exploring new ideas etc)

### **3. Enterprise Factor Questionnaire**

Another alternative approach is to use the Enterprise Factor self-assessment questionnaire, developed by Dr David Gibson at Queen's University Belfast. This questionnaire asks individuals to rate themselves on a scale of 1-7 in terms of how frequently they demonstrate enterprising behaviours. There are 40 questions under eight broad enterprise competencies:

1. Creativity & Innovation – the ability to spot opportunities and challenges to continually innovate
2. Outcome & Action Orientated – the ability to think strategically and to respond flexibly to feedback
3. Assertion & Negotiation – the ability to get the best deal for yourself and your business
4. Personal Marketing – the ability to market yourself and to research the market for maximum results
5. Financial Acumen – the ability to manage your financial affairs strategically and to leverage the best returns
6. Leadership & Teamwork – the ability to lead teams and projects on a collaborative basis



7. Personal Mastery & Confidence – the ability to master your own beliefs and emotions as a resource
8. Networking & Selling – the ability to influence events and others by selling and communicating.

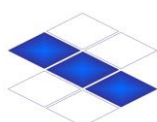
In summary, there are six key steps:

1. Ensuring appropriate staff complete the enterprise pro-forma prior to commencing an enterprise activity.
2. Surveying of students/graduates before and after the activity and at specified times subsequently to capture enterprising behaviours, attitudes etc, via one of the following:
  - Use of existing university surveys (modified as appropriate) to provide evidence on enterprise ambitions/competencies of students
  - Use of Enterprise Catalyst online self-assessment tool or Enterprise Factor self-assessment questionnaire to measure the enterprise characteristics and behaviours of students (this can also be extended to staff) before and after taking part in enterprise activity
3. Initial feedback following event via simple four question online satisfaction survey, sent to all participants
4. Specific interviewing of a sample of students to attribute the impact of enterprise activities on their behaviours, aspirations etc.
5. Periodic surveys of staff and partners to capture the impact of student-facing enterprise on the wider institution and partners (ie. impact beyond the individual)
6. This information can be aggregated to provide evidence of change and impact over time.

## Measuring Impact of Enterprise on the Institution

Student-facing enterprise also contributes towards the achievement of strategic objectives. This can be in relation to

- **Research:** provision of evidence for Research Excellence Framework (REF) submission; publication of internationally-leading research outputs; reputation via research and institutional funds, awards and prizes; contribution towards HEBCI knowledge exchange performance
- **Teaching:** by introducing new ways of working, linking academic theory with practical application and increasing working with external partners



- **Engagement:** increasing work with alumni, businesses and other partners, generating income and wider economic impact

Enterprise encompasses a range of difference activities spanning University faculties, departments and services and it is not possible to measure enterprise activities and impact using a single metric. A framework containing a set of easy-to-measure metrics that enables the University to capture the contribution that enterprise makes to the achievement of the University's strategic objectives is required. The key areas in which enterprise makes a positive contribution, which should be measured, are:

### ***1. Strategic Implementation Plan – Research Theme***

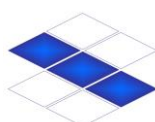
- **Research impact.** The extent to which the University's research is enhanced by the delivery of student-facing enterprise activities

### ***2. Strategic Implementation Plan – Teaching Theme***

- **Student recruitment.** The extent to which the University's enterprise offer influences students' decision to apply and accept offers to study at Lancaster
- **Student experience.** The extent to which the University's enterprise offer making a positive difference to students' experience whilst studying at Lancaster
- **Graduate employability.** The extent to which engagement in enterprise activity positively affect the career pathways and employability of graduates
- **Teaching excellence.** The extent to which the quality of teaching enhanced by the adoption of enterprise education approaches, thereby supporting the University's People Strategy

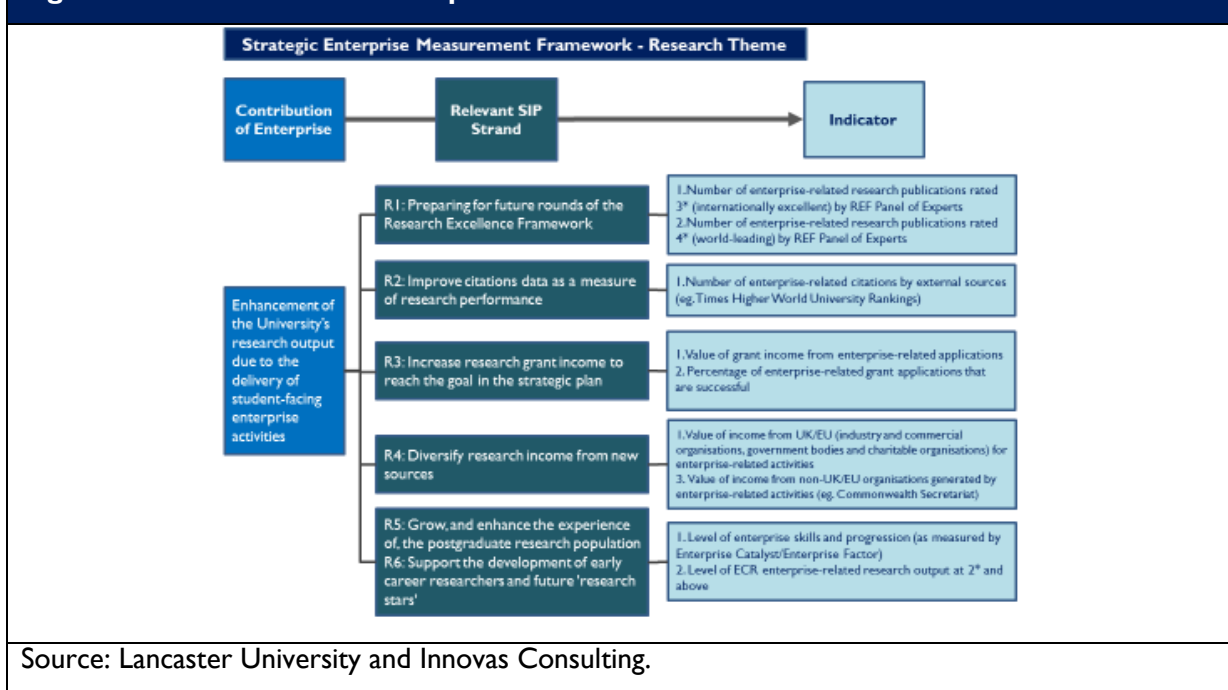
### ***3. Strategic Implementation Plan – Engagement Theme***

- **Knowledge exchange.** The extent to which knowledge exchange and SME engagement is enhanced by the adoption of enterprise thinking
- **Alumni engagement.** The extent to which alumni engagement is enhanced by the adoption of enterprise thinking.
- **University reputation.** The extent to which the adoption of enterprise thinking is enhancing Lancaster's contribution to the wider community of practice around Enterprise Education.

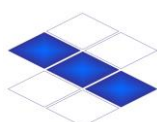
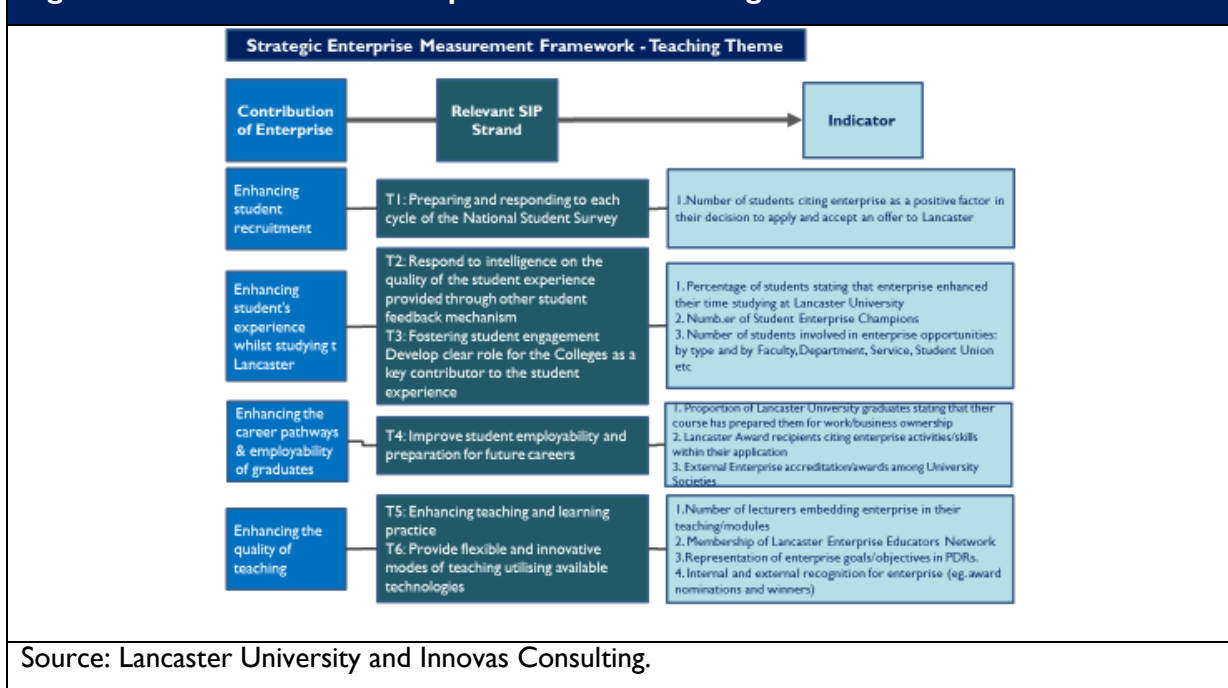


Each of these requires a single metric or set of metrics that can be baselined and maintained to ensure that the contribution of enterprise activities to achievement of strategic objectives can be collected and measured and made to count. The links between enterprise, SIP Theme and Strands and data measures are shown below.

**Figure i.1: Links between Enterprise and SIP Research Theme**

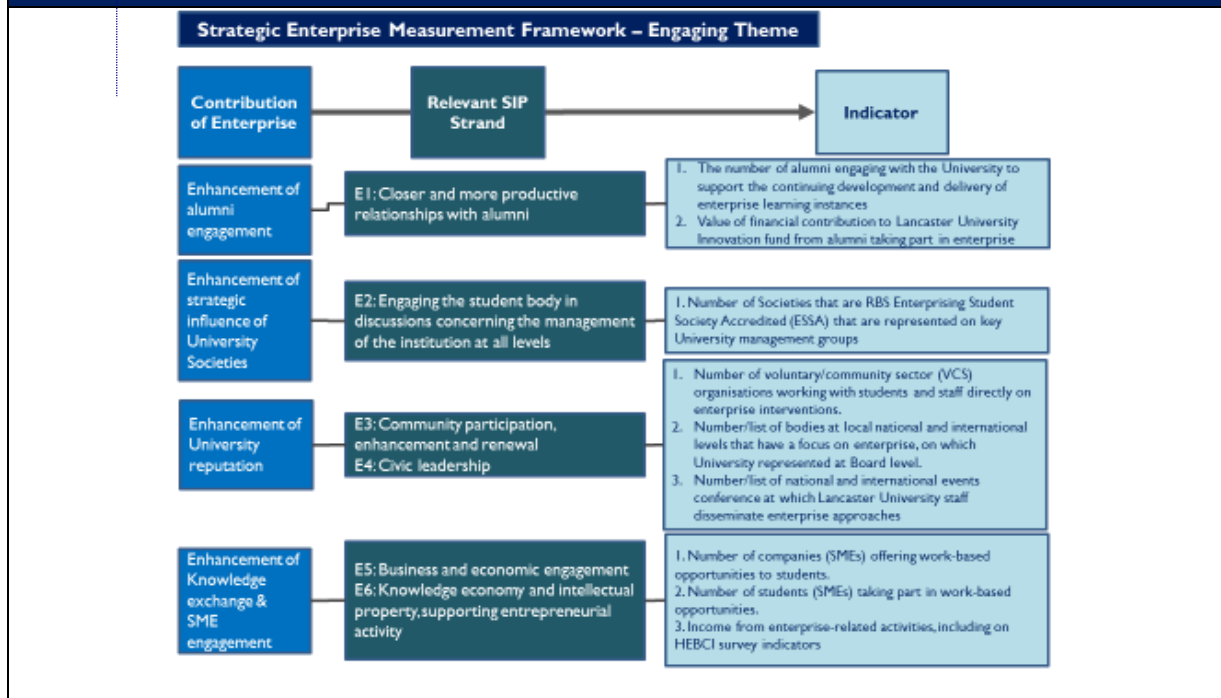


**Figure i.2: Links between Enterprise and SIP Teaching Theme**





**Figure i.3: Links between Enterprise and SIP Engagement Theme**

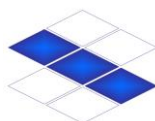


Source: Lancaster University and Innovas Consulting.

## Recommendations and Next Steps

Embedding enterprise across the university requires the development, integration and embedding of enterprise across all subject areas and levels. This can include discrete activities and ‘bolt-on’ models, but should also be embedded within course subject teaching. Key recommendations/steps required to embed further enterprise across Lancaster University are suggested below.

- **Recommendation 1: RES to Lead on Reporting of Student Enterprise and Dissemination of Practice**
- **Recommendation 2: Adapt Information Systems as Appropriate**
- **Recommendation 3: Modify Existing University Surveys to Capture Enterprise Information**
- **Recommendation 4: Monitor External Surveys and Adapt Data Collection as Appropriate**
- **Recommendation 5: Learn from Best Practice to Embed Enterprise across the University**
- **Recommendation 6: Pilot the new Approach before University-Wide Roll-Out**



# I. Introduction

## Purpose of Work

Lancaster University has developed a framework for enterprise educators to draw on when designing and developing student-facing enterprise activities, to maximise the strategic impact they can deliver for the institution and thereby evidence their value to the core mission, including contributing towards achievement of the University's strategic objectives, including graduate employability. It is intended that this Framework can be used by any staff member involved in student-facing enterprise, across any Faculty and university service, and irrespective of the funding source.

The motivation for the work came from research at the university that identified a need to improve the consistency of reporting of student-facing enterprise activities to show their contributions towards achievement of institutional Key Performance Indicators (KPIs).

Development of the framework has been part-funded by Enterprise Educators UK (EEUK), and is being made available via the EEUK network for other institutions to draw on as is appropriate to their circumstances. Whilst individual institutions will each have their own strategic priorities and set of circumstances, the principles underpinning the framework can be translated are relevant to all institutions.

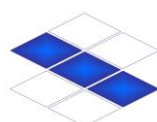
The framework has been informed by a review of the enterprise support ecosystem at Lancaster University (covering curricular, co-curricular and extra-curricular activity), evidence from staff and students and discussions with enterprise leads at other institutions and related organisations.

## Focus of Work

For the purpose of the framework development, student-facing enterprise is defined as being “**a process of equipping students (or graduates) with an enhanced capacity to generate ideas and the skills to make them happen**”. This is in line with QAA guidance<sup>1</sup>, and is distinct from entrepreneurship, which is about “*equipping students with the additional knowledge, attributes and capabilities required to apply these abilities in the context of setting up a new venture or business*”. Enterprise activities encompass activities under the following key themes:

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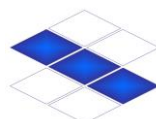
<sup>1</sup> Quality Assurance Agency (QAA) for Higher Education, Enterprise and Entrepreneurship Education: *Guidance for UK Higher Education Providers* (2012).



1. Creativity and Innovation
2. Opportunity recognition, creation and evaluation
3. Decision making supported by critical analysis and judgement
4. Implementation of ideas through leadership and management
5. Reflection and Action
6. Interpersonal Skills
7. Communication and Strategy Skills.

In taking forward enterprise activities that are aligned with these themes, student enterprise opportunities can help to achieve Lancaster University's graduate employability aims, defined as, ***“a set of achievements – skills, understandings and personal attributes – that makes graduates more likely to gain employment and be successful in their chosen occupations, which benefits themselves, the workforce, the community and the economy.”***

There are a range of guidance notes available to support design and delivery of student-facing enterprise activities (eg. QAA, Higher Education Academy) and so this framework does not seek to replicate or replace these. Rather, it provides additional guidance relevant to Lancaster University and in relation to measuring and evidencing the impact of enterprise within and across the university.



## 2. Enterprise and Higher Education Context

### Defining Enterprise and Entrepreneurship

Stimulating enterprise and entrepreneurship across Higher Education Institutions (HEIs) is seen by governments in the UK across Europe as fundamental to driving economic success and social cohesion. Enterprise and entrepreneurship are increasingly recognised as important drivers of economic growth, productivity, innovation and employment, and are widely accepted as a key aspect of economic dynamism.

The terms “enterprise” and “entrepreneurship” are often used interchangeably and there are a wide range of definitions. Mason<sup>2</sup>, for example, states that enterprise, **“...involves measures to encourage individuals to become entrepreneurs and equip them with the necessary skills to make a business successful”**. Hindle & Rushworth<sup>3</sup> define entrepreneurship as *“an activity which leads to the creation and management of a new organisation designed to pursue a unique, innovative opportunity”*.

Nixon<sup>4</sup> defines enterprise as being **“...about spotting opportunities, creating new ideas and having the confidence and capabilities to turn these ideas into working realities”** and describes entrepreneurship as *“...fundamentally, it is about using enterprise to create new business, new businesses and 'can-do' organisations and services”*. In addition, Social entrepreneurship, *“...involves using entrepreneurial skills for the public good rather than for private profit; that is using imagination to identify new opportunities and determination to bring them to fruition”*<sup>5</sup>.

Enterprise is therefore related to, but distinct from, entrepreneurship. Enterprise is about having an idea and taking advantage of the opportunities to make it happen within a work or business context. Entrepreneurship involves starting up a new business or venture and is therefore just one of many potential outcomes from enterprise, as is intrapreneurship, defined by Kneale<sup>6</sup> as, *“...the art of*

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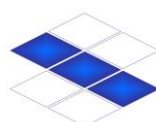
<sup>2</sup> Mason (2004).

<sup>3</sup> Hindle and Rushworth (2000).

<sup>4</sup> Nixon (2004).

<sup>5</sup> School for Social Entrepreneurs (1997).

<sup>6</sup> Kneale (2002).



*working within an organisation to effect change, by developing new ideas, procedures or products, by innovating practice and thereby enhancing the business”.*

Enterprise supports the recognition of new market opportunities as well as develops the opportunity to change and develop at the individual, business and industry/sector levels. This includes the exploration of new ideas and developments from a business perspective as well as the creation of new ventures, social programmes and the exploration of new opportunities.

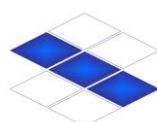
## **Enterprise and Entrepreneurship in the University Context**

As noted, QAA defines enterprise within an HEI context as being **“a process of equipping students (or graduates) with an enhanced capacity to generate ideas and the skills to make them happen”** and defines entrepreneurship as *“equipping students with the additional knowledge, attributes and capabilities required to apply these abilities in the context of setting up a new venture or business”*.

According to the Higher Education Academy (HEA), *“Enterprise is an inclusive concept which provides both the context in which subject disciplines can be explored, as well as an approach, through skill development, which can be taken to the exploration and discovery of a discipline. In these respects, it can provide a challenging environment within which to explore a variety of teaching areas (the small business context) as well as provide a dimension to learning, that of developing the skills of being enterprising, which provide students with an attitude towards learning, which rewards and supports innovation, change and development.”*

An increased focus on enterprise among HEIs has the potential to generate many benefits to institutions, individuals and wider society, for example:

- Enterprising students will become more enterprising graduates, who will create opportunities in public and private sector organisations
- Entrepreneurs and intrapreneurs will create opportunities for wealth and job creation
- HEIs with increased capacity for enterprise will be in a better position to attract, recruit and retain students and provide a more meaningful experience for staff and students
- More enterprising universities will be in a better position to unlock the potential of staff, students and graduates, and will be better connected to key stakeholders and agencies;
- More enterprising universities will be in a stronger position to influence government enterprise and entrepreneurship policies and practice.



## Characteristics of an Enterprising Individual

Enterprising individuals have some or all of the following attributes:

- Passion and vision
- Willingness to take and accept responsibility
- A balance between creativity and resilience
- Problem solving skills
- Communication skills
- Organisation and planning
- Networking
- Team-working and an ability to work autonomously
- Ability to make an Impression
- Adaptability and reliability
- Positive self-esteem and confidence.

Enterprising individuals embody a range of skills, including soft skills such as creativity, innovation, self-awareness and leadership and hard skills such as financial awareness and business planning. These are illustrated below.

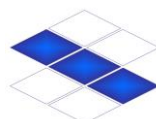
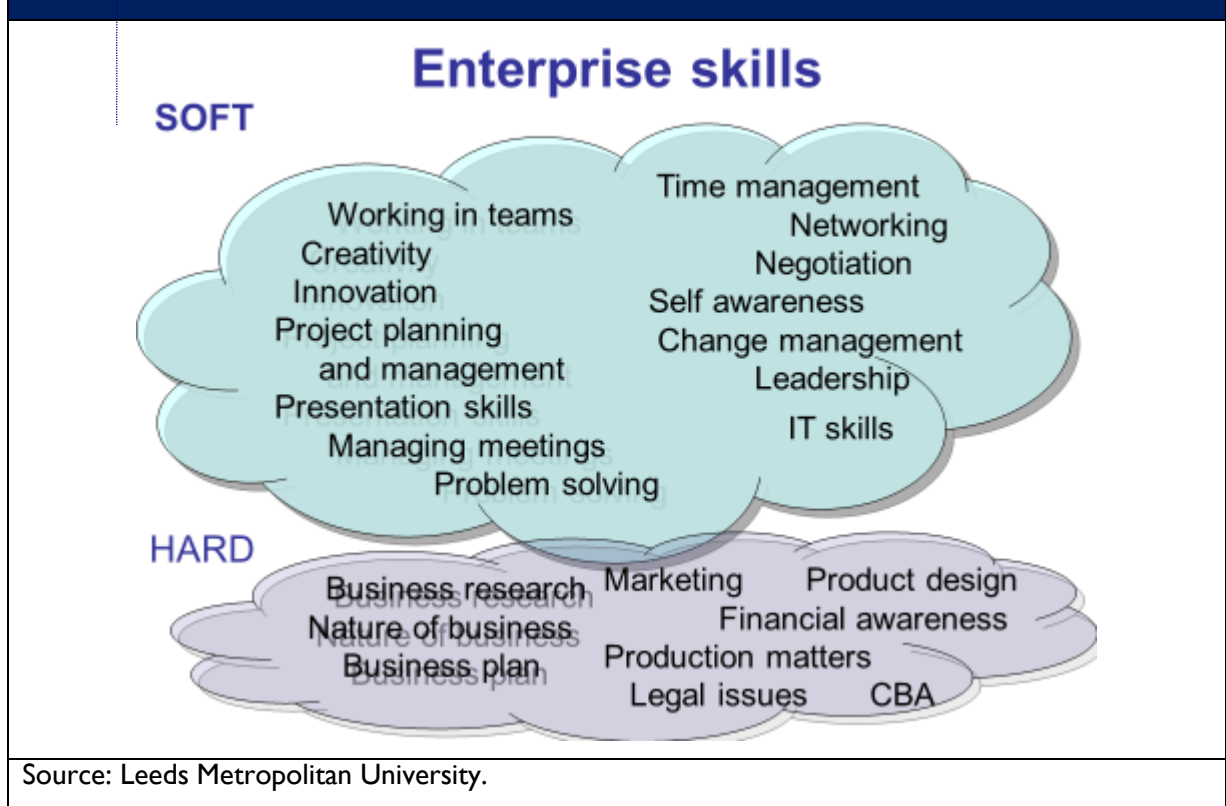


Figure 2.1: Enterprise Skills

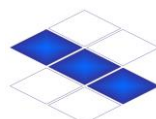


## Embedding Enterprise across the University

### The Enterprising University

An enterprising University is one that provides students and staff with opportunities to develop enterprising behaviours, skills and attributes in different contexts, under the following principles:

- Creating a vision of an entrepreneurial organisation and associated entrepreneurial values
- Nurturing a community of staff and students that aspire to innovate
- Developing the capacity for entrepreneurial behaviour and seeing this evidenced in a wide range of contexts
- Maximising the opportunity for experiential learning and engagement in a community of practice
- Creating the capacity for relationship learning, network management, building knowhow and managing on the basis of trust-based personal relationships
- Demonstrating the characteristics of an innovative organisation including leadership, vision and future orientation.



- Making a commitment to take managed risks in order to grow our business
- Positively associating the organisation with change, stories of success, supporting creativity, innovation and diversity in all aspects of enterprise
- Encouraging communication, networking, and greater customer understanding
- Learning through experience, sharing knowledge, reflecting and adapting.

## **Embedding Enterprise**

Embedding enterprise in the university curriculum requires the development, integration and embedding of enterprise across all subject areas and levels. This can include discrete activities and 'bolt-on' models, but should also be embedded within course subject teaching.

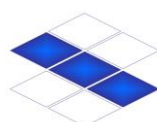
Enterprise should also be underpinned by theory and grounded in practice, and support enhancement subject knowledge and skills development. This could also involve engagement with experts and professionals, developing relationships and forming partnerships, role models and masterclasses, and experiential learning approach. Enterprise activities must be student-centred, active (ie. involve problem solving), realistic (related to real life situations) and reflective (ie. allow time for reflection).

Enterprise experiences should be:

- Taken forward in a collaborative, co-operative learning environment
- Challenging - uses real-life scenarios and problems
- Investigative – stimulating an enterprising attitude
- Multi-disciplinary as well as subject-specific
- Facilitated - guided by experts and supported by peer group
- Supportive of development of new knowledge
- Supportive of development of a range of skills, attitudes, behaviours and values.

However, there are a number of challenges in incorporating enterprise and entrepreneurship into the university curriculum:

- There is a limited amount of room in the timetable
- Some academics prefer to teach their own research work
- Enterprise and entrepreneurship does not always fit easily into traditional academic discourse





- Some students are not interested in being enterprising or entrepreneurial.

In some case the word “enterprise” can itself be off-putting, particularly to students unfamiliar with the concept. Therefore, the focus of enterprise activities should be on the acquisition of skills and knowledge, rather than on the more theoretical aspects, concepts or models.

Incorporating enterprise into the curriculum in order to develop and enhances skills, aptitudes and attitudes should provide students with the opportunities and motivation to

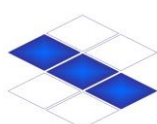
- Work creatively and independently
- Develop research, analysis and critical thinking skills
- Practice time, project, risk and people management skills
- Be able to work in unfamiliar environments and respond to unexpected events
- Better understand their own capabilities and traits and to enhance their confidence in their own abilities

At the institutional level, this may require:

- Embedding enterprise within policy and strategies
- Explaining to, and involving staff and students in, appropriate activities
- Revising teaching and assessment strategies
- Developing special events and structures to promote and facilitate enterprise and entrepreneurship
- Reviewing staff enterprise activities and incentives
- Reviewing links between staff consultancy, applied research and teaching
- Reviewing staff interview and induction processes to integrate aspects of enterprise.

### **Learning from Best Practice**

As part of this work staff from 12 universities were interviewed. All face or had faced similar problems of evidencing both activity and impact and making a logical evidenced link between them and the enterprise capability of students and graduates. One particular university though has taken the approach of embedding enterprise across the curricula linked to employability and capturing all activity through an integrated IT system allowing tracking at individual level as well as cohort, and creating an evidence base, which is also vital for future planning.



The Bangor University – Bangor Employability Award (BEA) – is examined as a potential model on which to build. <https://www.bangor.ac.uk/employability/>. This can be accessed by all students online via ‘My Bangor’ and all activity is recorded via this. Students earn points and get recognition and awards as they progress. The certificate is also accepted by employers as a certificate of achievement. The points are given for a wide range of things with specific areas around enterprise and innovation. **Critically this is now embedded and accepted across all faculties and linked to the central IT system for recording and data capture and reporting.** The text below is taken from their website and from discussions with contacts at the university.

*Bangor University is committed to improving graduates' long term employability prospects. The Bangor Employability Award was developed in 2010, and offers free opportunities to gain the skills and experiences employers want and need based on up-to-date research. BEA graduates get a certificate, a transcript and formal verification of their extracurricular activities from Bangor University, so they can offer solid evidence of their accomplishments. The BEA also offers:*

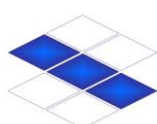
- *Free professional-level training courses & skills workshops*
- *Opportunities for paid internships alongside studies*
- *Information, preparation and practise for graduate-level job applications and interviews*
- *Access to online careers software & practise reasoning tests*
- *Help developing a skills portfolio of evidence for employers*

### **Core Programme**

*The Core Programme is the heart of the Award. It is structured around a personal professional development plan that incorporates career management and employability skills development. Participating in the Core Programme introduce them to the principles of self-development, assist with their career options and career profile, and improves their personal skills set. Following the Core Programme also helps them make the most of their Activities.*

### **Activities Programme**

*The Activities Programme gives formal recognition of the Activities they are (or have been) involved in during their university term and vacation time. These Activities will be those they have arranged themselves, but the BEA can assist with signposting and suggesting Activities based on individuals' interests & ambitions. Points (XP) are awarded for each verified activity, the value of which takes into consideration commitment, duration, responsibility and skills required.*



### **Extra-Curricular Activities**

*The Extra-Curricular Activities section is very much open to personal interests and motivations. They can tailor their own choices for their individualised progress*

### **Co-Curricular Activities**

*The activities in the Co-Curriculum category are often unique to a particular School, but can include some of those from the Extra-Curricular section which have a direct link to the academic subject(s) that they are studying.*

### **Activities eligible for Bilingual Bonuses**

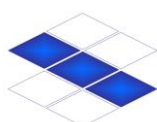
*Language skills are in scarce supply and can be used in almost any job. The ability to communicate in another language develops a number of competencies, skills and attitudes. Employers value language skills for their potential to open up new markets and the ability to communicate with customers and clients in their own language”.*

## **Links between Enterprise and Employability**

Enterprise skills are also important aspects of employability. The following enterprise characteristics and skills are vital in improving individual’s ability to be an effective employee:

- Team working/building and leadership
- Inter-personal skills (eg. negotiation, decision making, dealing with conflict)
- Communication skills
- Managing projects and meetings
- Evaluation and appraisal (ie. using judgment)
- ‘Intrapreneurship’.

The most comprehensive comparative measure of graduates’ employment status is the Destination of Leavers from Higher Education (DLHE) survey. Though its limitations are well recognised, this measure reflects the common aspiration among students and other stakeholders that graduates will have secured graduate level work or study, or have elected to take time out, within six months of completing their studies.



### 3. Lancaster University Strategic Context

#### Lancaster University

Lancaster University is organised into four main faculties, each of which comprises multiple departments, institutes and centres. The faculties are:

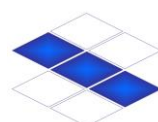
- Faculty of Arts and Social Sciences (FASS)
- Faculty of Health and Medicine (FHM)
- Faculty of Science and Technology (FST)
- Lancaster University Management School (LUMS).

The university also has a range of professional services covering: Admissions; Alumni and Development; Communications and Marketing; Facilities; Finance; Human Resources; Information Systems Services; Library; Planning Support; Research and Enterprise Services; Secretariat; and Student Based Services, including Career Service. The Research and Enterprise Services (RES) is the central body in university that leads on knowledge exchange and interactions with business, including enterprise activities. In addition, the Students Union are also active in providing students with enterprise opportunities.

The university has a very strong reputation nationally and internationally. Lancaster is ranked top ten in the Guardian League table and is consistently highly placed in all major league tables. Lancaster is also the highest placed UK university in the Times Higher Education 100 Under 50 ranking of the world's best “young” universities. Ranked 10th, Lancaster is the highest ranked of only 14 UK universities to be listed.

Lancaster University is a member of the N8 Group (which focuses on five areas of research: Ageing and Health; Energy; Molecular Engineering; Regenerative Medicine and Water) a research partnership of the eight most research intensive universities in the North of England.

Students at Lancaster University are among the most satisfied in the UK according to the 2015 National Student Survey, in which the University achieved 91% on the overall satisfaction score, placing it firmly amongst the top 10 UK universities. Some 97% of Lancaster University graduates have gone into work or further study within six months of graduating. There are around 12,000 students at the university in total. Lancaster is one of a very few UK universities to have a collegiate



system. There are nine colleges in total, eight of which are for undergraduate students and one is for postgraduate students

## Lancaster University 2020 Strategy

Lancaster University’s Strategic Plan for 2020 sets out the institution’s high level objective, “to become a university that is globally significant – a leader in higher education that provides the highest quality research and teaching, and engages locally and internationally on the issues and debates of the day and future”. Specific objectives are to:

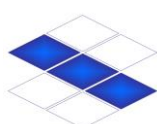
- Raise the profile and recognition of the University nationally and internationally
- Continue to grow the University’s subject mix and portfolio
- Build on existing subject strengths, seeking to place each department in the top 100 in the world and/or the top 15 in the UK
- Explore new forms of strategic partnerships and collaborations
- Build on transnational activities and partnerships to develop an international presence at a scale that provides the resources and activities to be considered globally significant.

The Strategic Implementation Plan (SIP) sets out the actions required to deliver on the 2020 Strategy, along with the measures of success, under three headline themes:

- **Research.** To produce world-class research that changes practice and thinking
- **Teaching.** To transform people's lives through teaching and the student experience
- **Engagement.** To engage actively with students, businesses and communities.

Each of these themes are underpinned by a number of strands containing high level actions. These are shown below:

Theme	Strand
<b>Research</b>	<ul style="list-style-type: none"> <li>▪ R1: Preparing for future rounds of the Research Excellence Framework</li> <li>▪ R2: Improve citations data as a measure of research performance</li> <li>▪ R3: Increase research grant income to reach the goal in the strategic plan</li> <li>▪ R4: Diversify research income from new sources</li> <li>▪ R5: Grow, and enhance the experience of, the postgraduate research population</li> <li>▪ R6: Support the development of early career researchers and future 'research stars'</li> </ul>

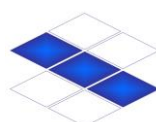


**Table 3.1: Lancaster University Strategic Investment Plan**

Theme	Strand
	<ul style="list-style-type: none"> <li>▪ R7: Create internal mechanisms to recognise and incentivise research income</li> <li>▪ R8: Increase research collaboration to support grant capture and research impact</li> <li>▪ R9: Create sustainable centres of research excellence.</li> </ul>
<b>Teaching</b>	<ul style="list-style-type: none"> <li>▪ T1: Preparing and responding to each cycle of the National Student Survey</li> <li>▪ T2: Respond to intelligence on the quality of the student experience provided through other student feedback mechanisms</li> <li>▪ T3: Fostering student engagement</li> <li>▪ T4: Develop clear role for the Colleges as a key contributor to the student experience</li> <li>▪ T5: Improve student employability and preparation for future careers</li> <li>▪ T6: Enhancing teaching and learning practice</li> <li>▪ T7: Provide flexible and innovative modes of teaching utilising available technologies.</li> </ul>
<b>Engagement</b>	<ul style="list-style-type: none"> <li>▪ E1: Closer and more productive relationships with alumni</li> <li>▪ E2: Engaging the student body in discussions concerning the management of the institution at all levels</li> <li>▪ E3: Community participation, enhancement and renewal</li> <li>▪ E4: Civic leadership</li> <li>▪ E5: Business and economic engagement</li> <li>▪ E6: Knowledge economy and intellectual property, supporting entrepreneurial activity</li> </ul>
Source: Lancaster University.	

The Strategic Plan is also underpinned by a 2020 People Strategy, which sets out the University’s approach to

- Attract and recruit the best staff nationally and internationally
- Develop and support staff to fulfil their potential and meet their career aspirations
- Retain and reward staff through recognising their contribution in the delivery of the University’s priorities
- Promote and secure excellent leadership and management
- Create and maintain a progressive, collaborative and healthy working environment.



## Lancaster University Graduate Employability Framework

Lancaster University's Employability Framework defines the University's graduate employability aims as, ***“a set of achievements – skills, understandings and personal attributes – that makes graduates more likely to gain employment and be successful in their chosen occupations, which benefits themselves, the workforce, the community and the economy.”***

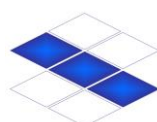
The Framework is intended to support the university's 2020 Strategy by ensuring that staff and students share a common understanding of employability in the context of both the formal academic curriculum and the co-curriculum. The Framework reflects a wide range of current employability practice, as evidenced in the Thematic Review of Employability conducted in 2015, and sets direction for future practice. The Framework comprises the following four employability strands.

- A. Curriculum Development
- B. Co-curricular Activities
- C. Employer and Alumni Engagement
- D. Supporting Student Employability Planning.

### Employability Strand A: Curriculum Development

The University will increase the visibility of employability in teaching, learning and assessment by:

- Making employability explicit through existing modules, courses and programmes, and as a requirement in the approval process for new curricula development.
- Ensuring curricula are research-led. By continuing to promote research-based and investigative based approaches we will furnish our students with the skills and abilities needed for future employment and further study.
- Broadening the remit of the Departmental Careers Tutor Role.
- Requiring Departments to produce an Employability Plan and provide an annual Departmental Employability Report that will be incorporated into the Annual Teaching Review.
- Disseminating effective employability teaching and assessment practices through staff development programmes and events, and the provision of small teaching initiative grants.
- Utilising the University's networks with employers and alumni to enable their input into the design and delivery of the academic curriculum.



- Working with Research and Enterprise Services to identify opportunities to embed enterprise and entrepreneurship within curricula.
- The development and delivery of compulsory and credit-bearing employability modules in the academic curriculum where appropriate.
- Increasing the opportunities for placements and study abroad as integrated parts of the programme.

### **Employability Strand B: Co-Curricular Activities**

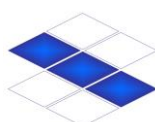
The University will develop and promote employability as part of the co-curriculum and the Lancaster student experience by:

- Supporting LUSU and the Colleges to provide and encourage student participation in a variety of co-curricular and volunteering opportunities, which will help students to develop their employability skills.
- Encouraging the sharing of information across all University-wide employability and enterprise activities, in order to encourage effective communication of opportunities and maximise student engagement.
- Continuing to enhance the Lancaster Award in order to recognise and reward a range of student co-curricular achievements, and encourage greater numbers of students to complete the award.
- Raising the profile of student participation in work placements, study abroad, enterprise and entrepreneurship initiatives.
- Enhancing recognition of co-curricular learning and achievements within the graduate transcript.
- Enhancing and expanding Career Mentoring by working in partnership with alumni, organisations, employers, employees and professional bodies.

### **Employability Strand C: Employer and Alumni Engagement**

The University will strengthen engagement with employers and alumni by:

- Building on the strong existing engagement with SMEs to create a wider approach to employer engagement relevant for all areas of the University.





- Implementing a more structured and targeted approach to employer engagement to ensure that the University's links with top graduate employers are strengthened, planned and stewarded at a more senior institutional level.
- Enhancing opportunities to engage with alumni for the benefit of student employability.
- Developing a simple, co-ordinated and integrated management solution to managing the University's networks with external organisations and alumni.

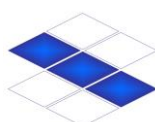
### **Employability Strand D: Supporting student employability planning**

The University will deliver effective learning opportunities for employability by:

- Supporting students and graduates throughout the entire student journey in exploring new or enhanced employment and further study options, through a range of careers education, information and guidance services.
- Ensuring that adequate resources are available to students to support them in the application process, whether for jobs or for further study.
- Using data from the annual registration survey of "work preparedness" and other data sources to target personalised support from the Careers service, ensuring accessibility and support for all.
- Delivering a range of co-curricular initiatives through LUSU and the Colleges, Faculties and Central Services and also by ensuring that they are able afterwards to reflect upon and articulate the benefits gained during those experiences.
- Enabling students to connect with employers from a wide range of sectors through placements, internships, work shadowing, volunteering, employer led projects, visits to employers, fairs, employer presentations and employer-led workshops.
- Embedding the use of online interactive career planning resources to complement traditional careers service provision.

### **Lancaster University Enterprise Opportunities**

In 2015, a study was carried out to map enterprise opportunities available at Lancaster University. Altogether, 152 enterprise opportunities were identified, of which 76% (116) of the opportunities are available to students, 20% are accessible by graduates and alumni, and 22% are open to staff. The availability of the opportunities is not mutually exclusive, with some being open to multiple groups.



The study grouped the 116 opportunities open to current students into 17 broad classifications. Opportunities within courses or modules being the most frequent, and Awards being the least common. Some types of opportunity can have multiple classifications – eg. one opportunity can contain knowledge exchange and placement elements.

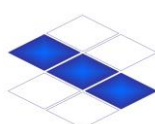
**Table 3.2: Lancaster University Enterprise Opportunities**

Workshops	3
Competitions	9
Training	5
Projects	18
Student staff	9
Events	6
Resources	3
Advice and support	15
Courses/modules	25
Business support	5
Knowledge exchange	12
Placements	22
Volunteering	6
Funding	6
Networking	3
Awards	2
Research platforms	10

Source: Lancaster University.

Of these opportunity types, 52% contain a work experience element: 36% contain a curricular placement, 34% contain an extra-curricular placement, 14% are student staff opportunities and 12% include volunteer work.

Of the 116 opportunities available to students, 34% are available to all current students and 66% are restricted in some way. There are seven types of restrictions on the availability of the opportunities. For example, 55 are only available to students within a specific faculty, whilst 10 opportunities require an application or interview process, and 8 require specialist skills such as technical or ICT skills. Some opportunities are restricted in more than one way, such as requiring the student to be in a certain year of study and within a certain faculty.



**Table 3.3: Lancaster University Enterprise Opportunity Restrictions**

Faculty/course restrictions	55
Year of study restrictions	15
Application/interview restrictions	10
Business/innovation ideas restrictions	10
Specialist skills restrictions	8
Nationality restrictions	3
Previous Award-winner restrictions	2

Source: Lancaster University.

Out of 116 opportunities available to students, 72% are ongoing throughout the year and 28% take part at specific times. Most of the non-ongoing opportunities occur once per year, whilst six are sporadic, on an as-and-when-needed basis, and seven take place every term.

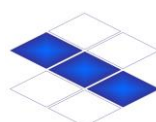
**Table 3.4: Lancaster University Enterprise Opportunity Frequency**

Weekly	1
Termly	7
Yearly	18
Biannually	1
Sporadic	6

Source: Lancaster University.

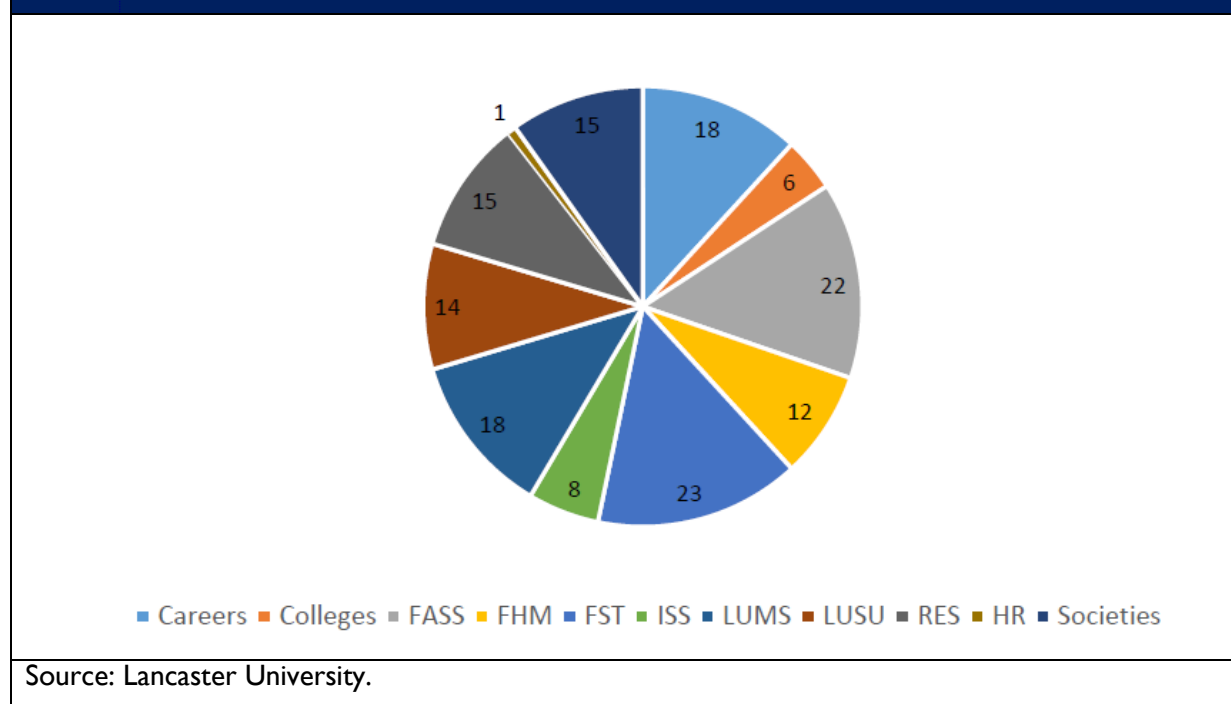
Note: Non-ongoing opportunities.

Some 14 funding streams were identified. Ten of these were external, including external companies/sponsors, Santander's universities programme, central government, the National Union of Students (NUS), Higher Education Innovation Fund (HEIF), European Regional Development Fund (ERDF), European Social Fund (ESF), Regional Growth Fund (RGF) and Local Enterprise Partnership (LEP). These external funds accounted for around 35% of all enterprise opportunities, with the most common being companies/sponsors. Four sources of funding were internal, of which the vast majority (82%) were provided through the departmental budget as 'business as usual' (eg. opportunities within modules). Internal funding accounted for 65% of enterprise opportunities.



All University services and faculties provide enterprise opportunities in some shape or form, generally proportionate to the size of faculty or department and how long they have been established.

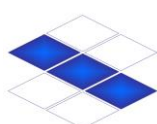
**Figure 3.1: Lancaster University Enterprise Opportunities by Department**



## Linkages between Student Enterprise and Graduate Employability

Student-facing enterprise activities should contribute towards the University's graduate employability objectives. Student-facing enterprise activities are about ***“a process of equipping students (or graduates) with an enhanced capacity to generate ideas and the skills to make them happen”***. Student-facing enterprise activities should support the following:

- Creativity and innovation
- Opportunity recognition, creation and evaluation
- Decision making supported by critical analysis and judgement
- Implementation of ideas through leadership and management
- Reflection and Action
- Interpersonal Skills
- Communication and Strategy Skills.

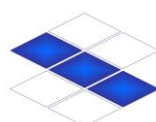


In taking forward enterprise activities that are aligned with these themes, student-facing enterprise activities should help to achieve the University’s graduate employability. We have categorised enterprise opportunities, as identified in the university’s Enterprise and Innovation mapping work, under each of the four strands, as follows:

**Table 3.5: Enterprise Opportunities under Employability Strands**

<b>Strand A: Curriculum Development</b>	<b>Strand B: Co-curricular Activities</b>	<b>Strand C: Employer and Alumni Engagement</b>	<b>Strand D: Supporting Student Employability Planning</b>
<ul style="list-style-type: none"> <li>▪ Projects</li> <li>▪ Courses/Modules</li> <li>▪ Research Platforms</li> </ul>	<ul style="list-style-type: none"> <li>▪ Competitions</li> <li>▪ Projects</li> <li>▪ Events</li> <li>▪ Volunteering</li> <li>▪ Networking</li> <li>▪ Awards</li> </ul>	<ul style="list-style-type: none"> <li>▪ Training</li> <li>▪ Projects</li> <li>▪ Business Support</li> <li>▪ Knowledge Exchange</li> <li>▪ Placements</li> </ul>	<ul style="list-style-type: none"> <li>▪ Workshops</li> <li>▪ Students Staff</li> <li>▪ Resources</li> <li>▪ Advice &amp; Support</li> <li>▪ Funding</li> <li>▪ Networking</li> </ul>

Source: Lancaster University and Innovas Consulting.



## 4. Measuring Impact of Enterprise on Individuals

### Measuring Lancaster University Student Enterprise Activity

In order to effectively capture the impact of students' enterprise activities it is important to recognise that each will have their own metrics/measures/monitoring requirements etc, which may depend upon the precise nature of activities being delivered and funding streams utilised. In addition, it is important that the following information should be captured by staff overseeing and delivering enterprise opportunities, and stored centrally.

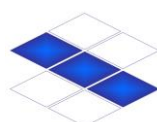
- The number of students that have taken part in enterprise activities (under one of the 17 broad categories) each semester and academic year
- The number of students who through learning opportunities have developed specific solutions for real-life business situations, each semester and academic year.

Note: Data should be collected by Faculty and service, for both students and staff activity/participation.

To aid this, prior to commencement of an enterprise opportunity, staff leading on delivery of enterprise opportunities should complete the enterprise pro-forma contained in Appendix A, which would provide a consistent source of evidence about the nature of these opportunities across the university.

In addition, after each enterprise opportunity, students should be sent a very simple online survey, containing four questions:

1. Would you recommend this to other people? [Scale 0-10]
2. What has been the impact on the following? [Scale from no impact through to very positive impact]
  - Creativity and Innovation
  - Opportunity recognition, creation and evaluation
  - Decision making supported by critical analysis and judgement
  - Implementation of ideas through leadership and management
  - Reflection and Action
  - Interpersonal Skills



- Communication and Strategy Skills.
3. How do you plan to use what you experienced or learned today?
  4. A specific question on the activity itself.

## **Measuring the Impact of Lancaster University Enterprise Activities**

### **Measurement Challenges**

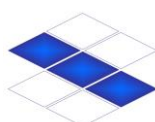
Evaluation and impact analysis tends to be project specific and focussed on specific project-related outputs, yet many of the student-facing enterprise activities are often part of a wider enterprise cultural change programme. Any robust assessment of the impact of these activities must take account of the net additional impact achieved within an existing delivery picture, whilst at the same time considering the strategic added value that it contributes toward the university and local economy.

The ‘Enterprise Journey’ of an individual takes place over a number of years and the ultimate effects of increased enterprise space/support may only become apparent many years later – and only then if the initial awareness of enterprise is supported by a myriad of environmental influences upon the young person which leads them to move from being aware of enterprise to taking action.

As such, any approach that attempts to measure impact through measuring changes in “hard” indicators will be skewed due to the long lag time between the intervention and total impact. Attribution will also be difficult to capture. Equally, an approach that seeks to measure impact based purely on assessing university activity and project outputs will not be capturing the full impacts that the investment has made but will merely be concerned with issues of efficiency and value for money (which are important, but which do not tell us anything about the impact of support). Therefore, a systemic approach is required that considers the desired impact in the future and what is needed to achieve it.

This systemic approach must be underpinned by a conceptual framework that recognises that the long-term desired impacts are driven by sustainable changes in motivations, behaviours and capacities of individuals to be ‘enterprising’. Lancaster University enterprise activities are essentially aiming to influence these three interconnected drivers of change, and so any impact assessment needs to determine the net additional impact that the investment has had on these drivers.

There are therefore two key challenges for assessing the impact of Lancaster University enterprise activities on enterprise outcomes and impacts:



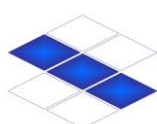
- Quantifying the change in the specified outcomes – a method is required to measure the change in outcome indicators on existing students and graduates (once their studies are completed). This requires a consistent method of collecting quantitative outcome data from individuals over multiple time-periods, once before participating in the activity (to generate a baseline) and others after the activity.
- Assessing the counterfactual impact – ie. the extent that these changes would have occurred anyway without the intervention. To assess the counterfactual impact typically requires data to be collected from a control group.

## Measurement Requirements

The assessment of additionality and determination of causality/durability are a vital aspect of any impact framework. The motivations, behaviours and capacity of the target beneficiaries may be effected by many external factors to the main investment activity, such as local economic conditions, social networks, family pressures and other educational activities.

Subsequently, the extent that these individual changes may result in any long-term and sustainable change, resulting eventually in the desired effects of increased enterprise and entrepreneurialism need to be tested. This presents a number of challenges:

- The first challenge is to determine what the gross benefits have been - ie. what has been the change in motivations, behaviours and capacity of students? National and regional surveys such as Axiom and GEM only ask about entrepreneurial activity and collect very limited data on motivations, attitudes, behaviours and abilities (although bespoke surveys can be commissioned to capture this information).
- The next challenge is how to attribute impact to Lancaster University enterprise opportunities. Without a consistent benchmark of performance, it is hard to determine if a student's change in motivations, behaviours and capacity has been greater or less than the norm for his/her socio-economic/age/geographic cohort. A relative measure of improvement is required that can compensate for the socio-economic environmental conditions and levels of enterprise activity. This provides the attributable impacts (or net benefits).
- Once attributable impacts have been identified, the counterfactual needs to be established – ie. the extent which these impacts might have occurred anyway (even without the interventions). This begins to establish the net additional benefits, but we must still consider the extent/causality connection between net additional benefits and long-term desired impacts.





Lancaster University monitoring data will enable us to measure relative levels of activity, but because there is no baseline measure or comparative reference case there is no way of knowing the level of impact. Without a baseline measure, impact can only be determined by asking respondents during a post-activity survey about the extent that they believe the activity has impacted on target outcomes. This has a number of disadvantages, most critically that the respondent has a limited way of knowing whether they would have had the same attitudes/ aspirations in the absence of the support.

To put the impact questionnaire results in context we require an approach that allows:

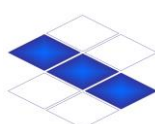
- Observations on changes in student outcome measures over multiple time periods – one prior to receiving intervention activity, and others after the intervention.
- Observations on changes in outcome measures among a reference case over two time periods, with individuals receiving no programme support in either period.

By comparing changes in outcome measures among students and reference case both before and after support, this approach tries to control for any change in outcome measures in the two populations that may be caused by differences in the composition of the population rather than by the support. This would cover selection bias, and the model can be extended to deal with other explanatory factors such as socioeconomic factors.

## Potential Approaches

Assessing the impact of enterprise activities on individuals requires:

- Before and after testing of knowledge, skills and competences
- Post completion surveys of ambitions and intentions or extensive controlled qualitative interviewing
- Post completion surveys of actions over several years
- Comparison groups (at least for post completion comparisons)
- Information on inputs (including costs) and the activities in the initiative
- Information on any further enterprise training (formal, non-formal and informal) received by participants and non-participants between post completion surveys.
- Tracking of students over time.



University monitoring data will enable us to measure relative levels of activity (ie. number of students participating in enterprise activities), but because there is no baseline measure or comparative reference case there is no way of knowing the level of impact of these activities. We need an easy and cost-effective mechanism for sampling beneficiary and non-beneficiary outcome measures both before and after project interventions. Some potential approaches are described below.

## **I. Use of Existing University Surveys**

There are already surveys of students carried out across the university, which could be modified to provide ongoing information about the enterprising characteristics and behaviours of students.

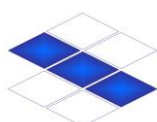
- i. The Student Pre-Registration survey – an annual survey of students prior to starting at the university. This asks two open-ended questions: *What are your thoughts around your career currently? What work experience would you be interested in gaining?* It is recommended that an enterprise question (eg. whether individuals are interested in enterprise and/or starting their own business) is added
- ii. The Provost Student Satisfaction Survey, which allows tracking of individuals during their time at the university - again a specific enterprise-related sub-set of questions could be added. The advantage of this survey, which is carried out every two years for first and second year undergraduates and all postgraduates, is that responses can be separately analysed and plotted at an individual and cohort level. We would, however, recommend that third year undergraduates are included in the survey population.

For both surveys, follow ups every six to twelve months may be required to be able to identify any changes in enterprise characteristics etc, should such questions be added to the surveys.

## **The Enterprise Catalyst**

One additional solution would be to use an existing online self-assessment tool that allows individuals to answer a series of questions designed to determine their current awareness, aspiration, attitude, skills and participation in enterprise learning or behaviour.

The Enterprise Catalyst ([www.enterprisecatalyst.co.uk](http://www.enterprisecatalyst.co.uk)) is, in our view, the tool that best fits the requirements. The Enterprise Catalyst is an online self-assessment tool designed to support enterprise learning through providing personal feedback and coaching reports to users. A roll-out of the Enterprise Catalyst could be a mechanism for collecting baseline (pre-support) data and current (post-support) data.



Data collected from the Enterprise Catalyst can be used to form a baseline measure of key outcomes. Project/activity monitoring data can then be compared with the changes observed to determine the impact on desired project outcomes that is attributable to specific activities. In this respect, Enterprise Catalyst data provide a causal link in the chain between project activities/outputs and project outcomes/objectives.

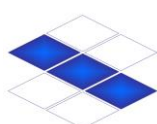
The main advantage of the Enterprise Catalyst Self-Assessment Tool is that it is of direct benefit to the individual. As opposed to a simple online survey, the Enterprise Catalyst provides tailored feedback to the user in the form of a coaching report that outlines the entrepreneurial characteristics of the user. This can be used to aid discussions of entrepreneurship in a learning environment and help in the delivery of enterprise challenges etc.

The Enterprise Catalyst uses a consistent series of questions based on robust psychological research to measure the enterprise culture of individuals and populations that allows differences to be tracked longitudinally and comparisons to be made by geography, demography, gender and ethnicity. The model of enterprise culture within the Catalyst includes:

- Enterprise fuel (motivation & drive, capacity to self-determine, willingness to learn)
- Entrepreneurial intentions (awareness, feasibility, desire and self-efficacy toward entrepreneurship)
- Entrepreneurial capacity (self-confidence, skills and social support networks)
- Engagement in entrepreneurial behaviours (participation in current enterprise activities)
- Engagement in entrepreneurial learning (interest and participation in enterprise educational activities)
- Entrepreneurial style (attitudes toward seeking opportunities, managing risk, exploring new ideas etc)

Another benefit of using the Enterprise Catalyst as a dataset is that it provides reference case data on over 40,000 individuals across the UK from a range of demographic groups so the degree of accuracy and confidence level on the key indicators is very high.

Each individual user would need to be provided with a code to enter prior to completing the online survey (eg a unique Lancaster University reference number, which they could retain once they have left the institution), which would enable us to distinguish the individual “raw” data results from the results of others. This will allow us to track the progress of individual students/graduates.



The unique identifier given to each student will also allow us to link the university's monitoring dataset with the Enterprise Catalyst data, and to link different ECAT responses together over time (ie. to compare changes to each individual before/after taking part in an enterprise opportunity). We will be able to use the dates of the activities and ECAT responses to build-up a description of the individual enterprise journey undertaken by each student. These personal histories will come together to allow us to compare changes in enterprising attitudes to Lancaster University enterprise activities, and therefore to attribute impact to these activities.

This approach has several implications for data collection:

- Maximise the use of ECAT by Lancaster University students, by ensuring that each student completes a survey at the following times:
  - Upon entry into a specific project/enterprise activity (baseline response)
  - Upon exit from the project/completion of enterprise activity (end-line response).
- Ensure that each user completes the linking fields on the ECAT starting page by inputting their unique Lancaster University **ID**
- Explore the potential for having other individuals complete the ECAT. We expect to use before vs after comparisons but student vs non-student would be even better. However, we acknowledge that beyond Lancaster University itself, the university has a very limited potential to influence the ECAT response rate among young people outside the university.

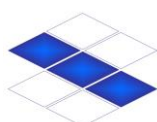
In order to maximise use of the ECAT by Lancaster University students, we suggest the following steps:

- A key staff member should email each student to provide them with their unique Lancaster University ID and information about the Enterprise Catalyst and a link to the ECAT, explaining its role in measuring their enterprise potential. This includes informing them that the ECAT will create a confidential personalised report, which should be an incentive to complete it.
- A key staff member should also email each student upon their exit from a specific project or completion of enterprise activity to request that he/she completes the ECAT again.

A link to the ECAT should be placed on the Lancaster University website and relevant social media sites.

## 2. Enterprise Factor Questionnaire

Another alternative approach is to use the Enterprise Factor self-assessment questionnaire,



developed by Dr David Gibson at Queen's University Belfast. This questionnaire asks individuals to rate themselves on a scale of 1-7 in terms of how frequently they demonstrate enterprising behaviours. There are 40 questions under eight broad enterprise competencies:

1. Creativity & Innovation – the ability to spot opportunities and challenges to continually innovate
2. Outcome & Action Orientated – the ability to think strategically and to respond flexibly to feedback
3. Assertion & Negotiation – the ability to get the best deal for yourself and your business
4. Personal Marketing – the ability to market yourself and to research the market for maximum results
5. Financial Acumen – the ability to manage your financial affairs strategically and to leverage the best returns
6. Leadership & Teamwork – the ability to lead teams and projects on a collaborative basis
7. Personal Mastery & Confidence – the ability to master your own beliefs and emotions as a resource
8. Networking & Selling – the ability to influence events and others by selling and communicating.

It would be relatively straightforward to create an online version of the questionnaire, including providing code options to enable tracking of individuals. In terms of timings, our suggestion would be as per the Enterprise Catalyst option.

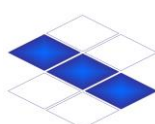
### **Attributing Impact**

Whichever option is adopted, a further survey of a sample of students is still required to ascertain impact (ie. to ask them to identify which of the enterprise activities has had the largest impact on them and their competencies, behaviours, aspirations etc). In terms of attributing impact, there is no substitute for gathering evidence from those who have received support or taken part in activities.

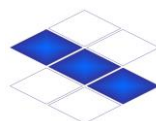
### **Summary Overview of Approaches to Measure Impact of Student-Facing Enterprise Activities**

In summary, there are six key steps:

1. Ensuring appropriate staff complete the enterprise pro-forma prior to commencing an enterprise activity.



2. Surveying of students/graduates before and after the activity and at specified times subsequently to capture enterprising behaviours, attitudes etc, via one of the following:
  - Use of existing university surveys (modified as appropriate) to provide evidence on enterprise ambitions/competencies of students
  - Use of Enterprise Catalyst online self-assessment tool or Enterprise Factor self-assessment questionnaire to measure the enterprise characteristics and behaviours of students (this can also be extended to staff) before and after taking part in enterprise activity
3. Initial feedback following event via simple four question online satisfaction survey, sent to all participants
4. Specific interviewing of a sample of students to attribute the impact of enterprise activities on their behaviours, aspirations etc.
5. Periodic surveys of staff and partners to capture the impact of student-facing enterprise on the wider institution and partners (ie. impact beyond the individual)
6. This information can be aggregated to provide evidence of change and impact over time.



## 5. Measuring Impact of Enterprise on the Institution

### Measuring Impact of Enterprise on the Institution

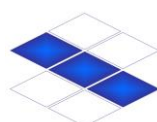
Student-facing enterprise also contributes towards the achievement of strategic objectives. This can be in relation to

- **Research:** provision of evidence for Research Excellence Framework (REF) submission; publication of internationally-leading research outputs; reputation via research and institutional funds, awards and prizes; contribution towards HEBCI knowledge exchange performance
- **Teaching:** by introducing new ways of working, linking academic theory with practical application and increasing working with external partners
- **Engagement:** increasing work with alumni, businesses and other partners, generating income and wider economic impact

### Measuring Impact of Enterprise on Lancaster University

As well as impacting on individuals, enterprise also contributes toward the achievement of the university's Strategic Plan for 2020 to establish Lancaster as a "global university" and to strengthen its national position, and higher level Key Performance Indicators (KPIs) contained in the University's Strategic Implementation Plan under the three key themes of Research, Teaching and Engagement, as described in Chapter 2 of this report. However, as noted, these KPIs do not include specific enterprise indicators and so many of the impacts and benefits of enterprise are not currently being captured in the University's strategic reporting. When the University makes resourcing decisions about what is core or peripheral activity, the extent to which these KPIs are fulfilled is a key factor in determining resource allocation.

Enterprise encompasses a range of difference activities spanning University faculties, departments and services and it is not possible to measure enterprise activities and impact using a single metric. A framework containing a set of easy-to-measure metrics that enables the University to capture the contribution that enterprise makes to the achievement of the University's strategic objectives is required. The key areas in which enterprise makes a positive contribution, which should be measured, are:



### **1. Strategic Implementation Plan – Research Theme**

- **Research impact.** The extent to which the University’s research is enhanced by the delivery of student-facing enterprise activities

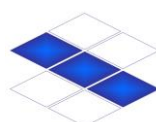
### **2. Strategic Implementation Plan – Teaching Theme**

- **Student recruitment.** The extent to which the University’s enterprise offer influences students’ decision to apply and accept offers to study at Lancaster
- **Student experience.** The extent to which the University’s enterprise offer making a positive difference to students’ experience whilst studying at Lancaster
- **Graduate employability.** The extent to which engagement in enterprise activity positively affect the career pathways and employability of graduates
- **Teaching excellence.** The extent to which the quality of teaching enhanced by the adoption of enterprise education approaches, thereby supporting the University’s People Strategy

### **3. Strategic Implementation Plan – Engagement Theme**

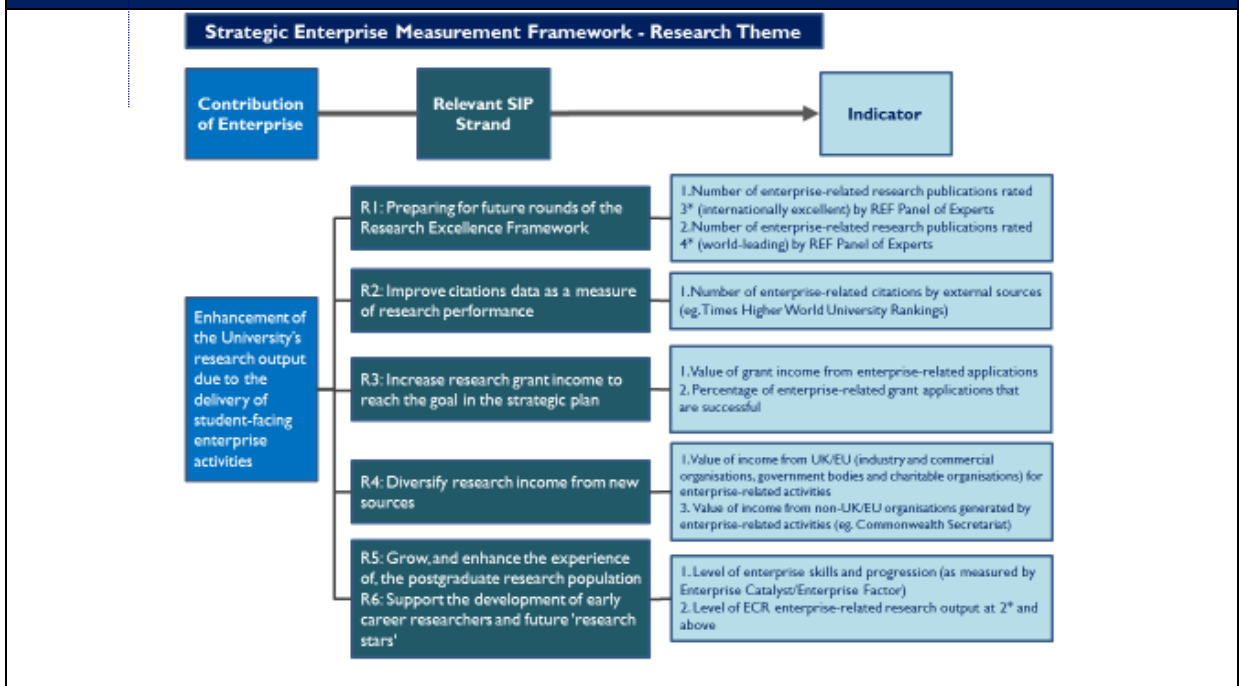
- **Knowledge exchange.** The extent to which knowledge exchange and SME engagement is enhanced by the adoption of enterprise thinking
- **Alumni engagement.** The extent to which alumni engagement is enhanced by the adoption of enterprise thinking.
- **University reputation.** The extent to which the adoption of enterprise thinking is enhancing Lancaster's contribution to the wider community of practice around Enterprise Education.

Each of these requires a single metric or set of metrics that can be baselined and maintained to ensure that the contribution of enterprise activities to achievement of strategic objectives can be collected and measured and made to count. The links between enterprise, SIP Theme and Strands and data measures are shown below. This is followed by the framework for data collection under each of the three SIP Themes. The enterprise indicators framework has been designed to align with the University’s Strategic Implementation Plan and to therefore minimise the amount of additional information that needs to be captured and recorded to demonstrate the impact of student-facing enterprise activities.



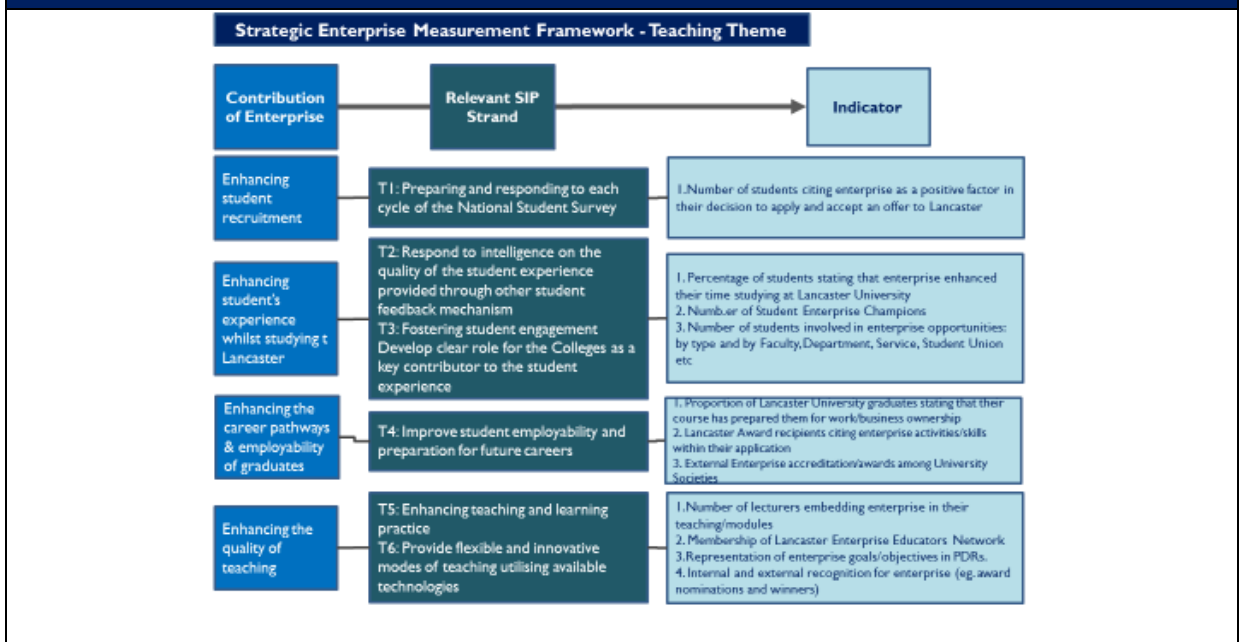


**Figure 5.1: Links between Enterprise and SIP Research Theme**

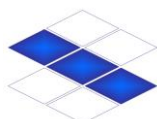


Source: Lancaster University and Innovas Consulting.

**Figure 5.2: Links between Enterprise and SIP Teaching Theme**



Source: Lancaster University and Innovas Consulting.



**Figure 5.3: Links between Enterprise and SIP Engagement Theme**

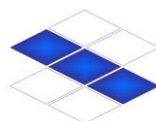
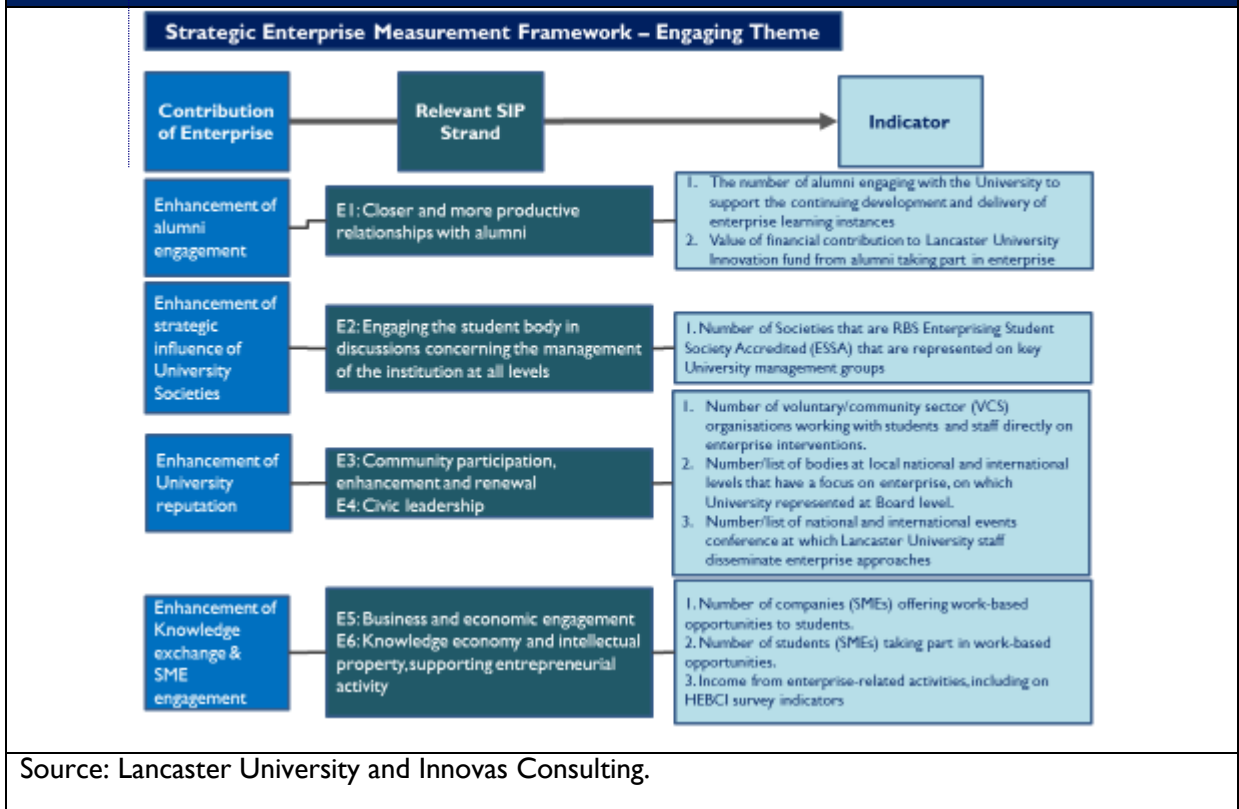
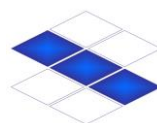
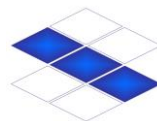


Table 5.1: Strategic Enterprise Measurement Framework – Research Theme						
Contribution of Enterprise	Relevant SIP Strand	Indicator	How Data Collected	Frequency of data Collection	How Information Presented	Role of RES
Enhancement of the University's research output due to the delivery of student-facing enterprise activities	R1: Preparing for future rounds of the Research Excellence Framework	<ol style="list-style-type: none"> <li>1. Number of enterprise-related research publications rated 3* (internationally excellent) by REF Panel of Experts</li> <li>2. Number of enterprise-related research publications rated 4* (world-leading) by REF Panel of Experts</li> </ol>	Data collected as part of the University's REF submission	Data collected every 5-7 years depending on REF cycle (next REF due in 2020)	Presented as part of REF submission	Coordinating data capture through departments and collating.
	R2: Improve citations data as a measure of research	<ol style="list-style-type: none"> <li>1. Number of enterprise-related citations by external sources (eg. Times Higher</li> </ol>	Data collected as part of University's ongoing tracking of research performance	Annually	Presented as part of existing research performance publications/papers	Coordinating data capture through departments and collating.



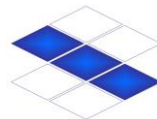
**Table 5.1: Strategic Enterprise Measurement Framework – Research Theme**

Contribution of Enterprise	Relevant SIP Strand	Indicator	How Data Collected	Frequency of data Collection	How Information Presented	Role of RES
	performance	World University Rankings)			etc	
Increase in external income generation by the University due to the delivery of student-facing enterprise activities	R3: Increase research grant income to reach the goal in the strategic plan	<ol style="list-style-type: none"> <li>1. Value of grant income from enterprise-related applications</li> <li>2. Percentage of enterprise-related grant applications that are successful</li> </ol>	Data collected as part of University's ongoing reporting	Annually	Presented as part of existing reports etc	Coordinating. Data should be available via Research Development Managers and Research Services.
	R4: Diversify research income from new sources	<ol style="list-style-type: none"> <li>1. Value of income from UK/EU based industry and commercial organisations generated by enterprise-related activities</li> <li>2. Value of income from UK/EU based government bodies generated by enterprise-related activities</li> </ol>	Data collected as part of University's ongoing reporting, including HEBCI survey data collection	Annually	Presented as part of existing reports etc and HEBCI survey submissions	Coordinating. Data should be collected already for HEBCI return facilitated by RES.



**Table 5.1: Strategic Enterprise Measurement Framework – Research Theme**

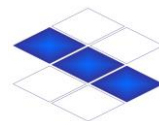
Contribution of Enterprise	Relevant SIP Strand	Indicator	How Data Collected	Frequency of data Collection	How Information Presented	Role of RES
		(eg. EEUK) 3. Value of income from UK/EU based charitable organisations generated by enterprise-related activities 4. Value of income from non-UK/EU organisations (eg. Commonwealth Secretariat) generated by enterprise-related activities				
Enhancement of the University's enterprise skills and research output due to the delivery of	R5: Grow, and enhance the experience of, the postgraduate research population	1. Level of enterprise skills (as measured by Enterprise Catalyst/Enterprise Factor) 2. Enterprise skills progression (as measured by	1. ECAT/E-Factor surveys 2. Data collected as part of University's ongoing	1. At beginning and end of academic year 2. Annually	Presented as part of existing reports etc	Curated by RES. Would require coordination with stakeholders across campus.



**Table 5.1: Strategic Enterprise Measurement Framework – Research Theme**

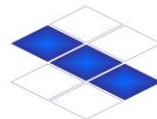
Contribution of Enterprise	Relevant SIP Strand	Indicator	How Data Collected	Frequency of data Collection	How Information Presented	Role of RES
student-facing enterprise activities	R6: Support the development of early career researchers and future 'research stars'	Enterprise Catalyst/Enterprise Factor)	reporting			

Source: Lancaster University and Innovas Consulting.



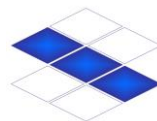
**Table 5.2: Strategic Enterprise Measurement Framework – Teaching Theme**

Contribution of Enterprise	Relevant SIP Strand	Indicator	How Data Collected	Frequency of data Collection	How Information Presented	Role of RES
Enhancing student recruitment due to the University's enterprise offer	T1: Preparing and responding to each cycle of the National Student Survey	1. Number of students citing enterprise as a positive factor in their decision to apply and accept an offer to Lancaster	Via the Pre-Registration Survey – enterprise questions to be added	Annual	As part of Pre-Registration Survey reporting	Analysed by RES.
Enhancing the students' experience whilst studying at Lancaster via the University's enterprise offer	T2: Respond to intelligence on the quality of the student experience provided through other student feedback mechanisms T3: Fostering student	1. Percentage of students stating that enterprise enhanced their time studying at Lancaster University 2. Number of Student Enterprise Champions 3. Number of students involved in enterprise opportunities: a. Total enterprise	1. Via the Bi-annual Provost Student Satisfaction Survey – subset of enterprise questions to be added 2. Information collected by RES 3. Information collected by RES, Colleges, Departments, Faculties, Careers Services, Student Union etc	1. Bi-annual 2. Ongoing – reported annually 3. Ongoing – reported annually	1. As part of Provost Student Satisfaction Survey 2. University KPI reporting 3. University KPI reporting	1 – Analysed by RES 2 & 3 – Coordinated and collected by RES.



**Table 5.2: Strategic Enterprise Measurement Framework – Teaching Theme**

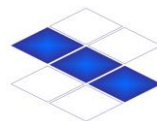
Contribution of Enterprise	Relevant SIP Strand	Indicator	How Data Collected	Frequency of data Collection	How Information Presented	Role of RES
	engagement Develop clear role for the Colleges as a key contributor to the student experience	<ul style="list-style-type: none"> <li>b. Enterprise opportunities by type (17 broad categories)</li> <li>c. RES enterprise opportunities</li> <li>d. Enterprise opportunities by: Colleges, Faculties, Departments, Careers Service, Student Union etc</li> </ul>				
Enhancing the career pathways and employability of graduates via the University's enterprise	T5: Improve student employability and preparation for future careers	<ul style="list-style-type: none"> <li>1. Percentage of Lancaster University graduates stating that their course had:                             <ul style="list-style-type: none"> <li>a. Prepared them well or very</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>1. Via DLHE Leavers Destination Survey (Q30 and Q32)</li> <li>2. Via Lancaster University Awards process</li> <li>3 &amp; 4. RES data collection</li> </ul>	Annual	<ul style="list-style-type: none"> <li>1. University and Faculty reports</li> <li>2, 3 &amp; 4. University publicity (online, brochures etc)</li> </ul>	<ul style="list-style-type: none"> <li>1 - Coordinated by RES</li> <li>2 – Captured by Careers, analysed by RES.</li> <li>3 – Captured by LUSU.</li> <li>4 – Curated and captured by RES.</li> </ul>





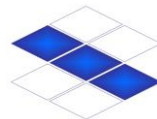
**Table 5.2: Strategic Enterprise Measurement Framework – Teaching Theme**

Contribution of Enterprise	Relevant SIP Strand	Indicator	How Data Collected	Frequency of data Collection	How Information Presented	Role of RES
offer		<p>well for employment (DLHE Q30)</p> <p>b. Prepared them well or very well for self-employment/ freelance or starting own business (DLHE Q32)</p> <p>2. Number of Lancaster Awards recipients (Bronze, Silver and Gold) that have included the following in their award submission:</p> <p>a. Enterprise activities</p> <p>b. Enterprise skills</p> <p>3. Number of Societies that are</p>				



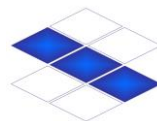
**Table 5.2: Strategic Enterprise Measurement Framework – Teaching Theme**

Contribution of Enterprise	Relevant SIP Strand	Indicator	How Data Collected	Frequency of data Collection	How Information Presented	Role of RES
		<p>RBS Enterprising Student Society Accredited (ESSA)</p> <p>4. National recognition through awards (eg. ESSA, Duke of York Young Entrepreneur Award, Times Higher Award for Enterprising Universities, Santander Universities grant recipients).</p>				
Enhancing the quality of teaching by the adoption of enterprise education approaches	<p>T6: Enhancing teaching and learning practice</p> <p>T7: Provide flexible and innovative modes of</p>	<p>1. Number of lecturers embedding enterprise in their teaching/ modules</p> <p>2. Number of enterprise educators who are members of the</p>	<p>Individual survey of lecturers (1&amp;3)</p> <p>RES data collection (2, 4 and 5)</p> <p>Information collected by Faculties/ Departments (6)</p>	Annual	Annual report by RES	<p>1 - Coordinated by RES and analysed by RES.</p> <p>2 – Captured by RES</p> <p>3 &amp; 4 – Coordinated by RES and analysed by RES.</p> <p>5 – Captured by HR, shared with RES</p> <p>6 – Coordinated by</p>



**Table 5.2: Strategic Enterprise Measurement Framework – Teaching Theme**

Contribution of Enterprise	Relevant SIP Strand	Indicator	How Data Collected	Frequency of data Collection	How Information Presented	Role of RES
	teaching utilising available technologies	Lancaster Enterprise Educators Network (LEEN) <sup>1</sup> 3. Members of staff self-identifying as Enterprise Educators, regardless of formal role within the University 4. The representation of enterprise goals/objectives in staff Professional Development (PDR) 5. Staff receiving internal recognition for enterprise - Pilkington Teaching Award nominations/				RES. 7 – Captured by departments, coordinated by RES and analysed by RES.

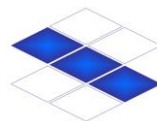


**Table 5.2: Strategic Enterprise Measurement Framework – Teaching Theme**

Contribution of Enterprise	Relevant SIP Strand	Indicator	How Data Collected	Frequency of data Collection	How Information Presented	Role of RES
		awards. 6. Staff receiving external recognition for enterprise – eg. EEUK or HEA award nominations/ awards 7. Number of students taking enterprise modules as part of their courses				

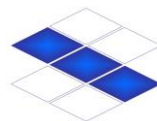
Source: Lancaster University and Innovas Consulting.

Note: I. LEEN also has its own set of metrics used to measure the influence/reach of enterprise across the institution, some of which are incorporated into this Framework.



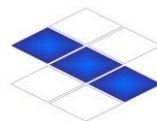
**Table 5.3: Strategic Enterprise Measurement Framework – Engagement Theme**

Contribution of Enterprise	Relevant SIP Strand	Indicator	How Data Collected	Frequency of data Collection	How Information Presented	Role of RES
Enhancement of alumni engagement via enterprise activities	E1: Closer and more productive relationships with alumni	<ol style="list-style-type: none"> <li>1. The number of alumni engaging with the University to support the continuing development and delivery of enterprise learning instances</li> <li>2. Value of financial contribution to Lancaster University Innovation fund from alumni taking part in enterprise opportunities</li> </ol>	By Alumni Department/ Team on individual activities and projects	Ongoing	As part of ongoing university reporting	Captured by Alumni, shared with RES.
Enhancement of strategic influence of University Societies that have adopted enterprise thinking	E2: Engaging the student body in discussions concerning the management of the institution at all levels	<ol style="list-style-type: none"> <li>1. Number of Societies that are RBS Enterprising Student Society Accredited (ESSA) that are represented on key University management groups</li> </ol>	By RES	Annual	Report by RES	Captured by LUSU, shared with RES.
Enhancement of University reputation via enterprise-related partnership working and dissemination of practice	E3: Community participation, enhancement and renewal E4: Civic leadership	<ol style="list-style-type: none"> <li>1. Number of voluntary/community sector (VCS) organisations working with students and staff directly on enterprise interventions.</li> </ol>	By RES	Ongoing	As part of ongoing university reporting	<ol style="list-style-type: none"> <li>1 - Coordinated survey by RES.</li> <li>2 – Captured by RES</li> </ol>



**Table 5.3: Strategic Enterprise Measurement Framework – Engagement Theme**

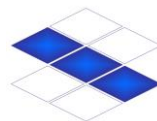
Contribution of Enterprise	Relevant SIP Strand	Indicator	How Data Collected	Frequency of data Collection	How Information Presented	Role of RES
		<ol style="list-style-type: none"> <li>2. Number/list of bodies at local national and international levels that have a focus on enterprise, on which University represented at Board level: eg. Local Enterprise Partnerships, EEUK etc</li> <li>3. Number/list of national and international events conference at which Lancaster University staff disseminate enterprise approaches – eg. EEUK conference.</li> </ol>				3 – Captured by RES
Enhancement of knowledge exchange and SME engagement via enterprise activities	<p>E5: Business and economic engagement</p> <p>E6: Knowledge economy and intellectual property, supporting</p>	<ol style="list-style-type: none"> <li>1. Number of companies (SMEs) offering work-based opportunities to students.</li> <li>2. Number of students (SMEs) taking part in work-based opportunities.</li> <li>3. Income from enterprise-</li> </ol>	By individual projects and as part of HEBCI survey data collection	Ongoing	As part of ongoing university reporting HEBCI survey submissions	Co-ordinated by RES and Analyses by RES



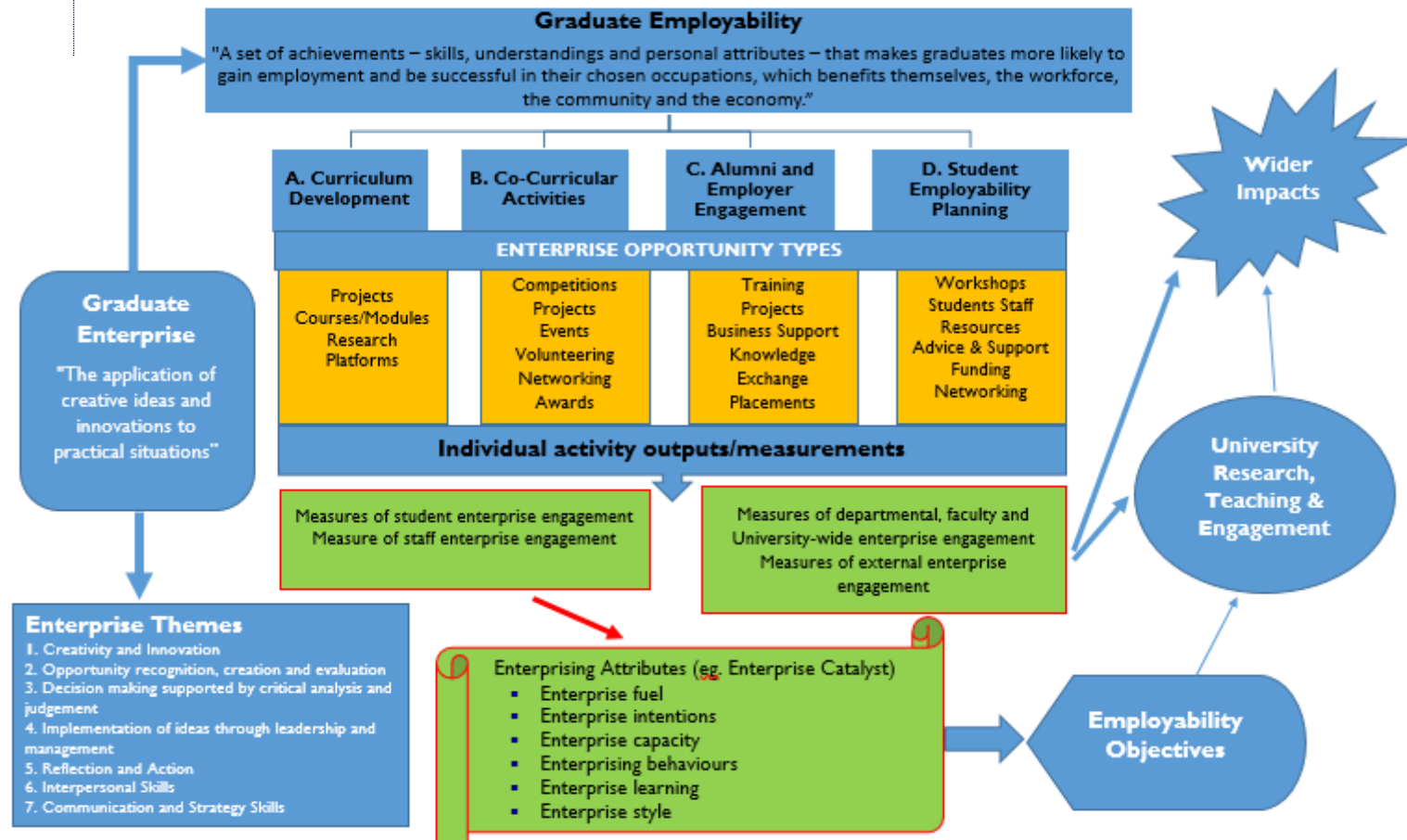
**Table 5.3: Strategic Enterprise Measurement Framework – Engagement Theme**

Contribution of Enterprise	Relevant SIP Strand	Indicator	How Data Collected	Frequency of data Collection	How Information Presented	Role of RES
	entrepreneurial activity	related activities, including on HEBCI survey indicators				
Source: Lancaster University and Innovas Consulting.						

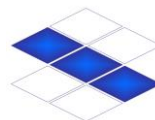
The figure below shows the full nature of the relationship between student enterprise, graduate employability, impact on individuals and the university, and wider environment.



**Figure 5.4: Lancaster University Enterprise Framework**



Source: Lancaster University and Innovas Consulting.





## 6. Recommendations and Next Steps

### Recommendations and Next Steps

Embedding enterprise across the university requires the development, integration and embedding of enterprise across all subject areas and levels. This can include discrete activities and ‘bolt-on’ models, but should also be embedded within course subject teaching. Key recommendations/steps required to embed further enterprise across Lancaster University are suggested below.

#### ***Recommendation 1: RES to Lead on Reporting of Student Enterprise and Dissemination of Practice***

Student enterprise opportunities are delivered across the universities faculties and societies. However, for information to be captured in a consistent, meaningful manner, some central co-ordination of enterprise data and information storing and reporting is required. Our suggestion is that this is led by the Research & Enterprise Service (RES), as the lead service for knowledge exchange, which should be the recognised service for enterprise enquiries, although it will be the responsibility of different faculties and services to collect data. This co-ordination role may require some additional dedicated team resource.

In addition, the University’s Enterprise Educators Network, made up of senior staff across the university faculties and societies, should provide an ongoing strategic lead for enterprise across the institution and ensure practice is disseminated across the institution.

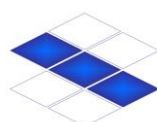
#### ***Recommendation 2: Adapt Information Systems as Appropriate***

The enterprise indicators framework has been designed to align with the University’s Strategic Implementation Plan and to therefore minimise the amount of additional information that needs to be captured and recorded to demonstrate the impact of student-facing enterprise activities. Nevertheless, the requirement to capture information on enterprise opportunity types may require some modifications to existing information systems.

#### ***Recommendation 3: Modify Existing University Surveys to Capture Enterprise Information***

The two main student surveys of Lancaster University, both of which can be modified to include enterprise-related questions:

- The annual Student Pre-Registration survey could be modified to include the following question:  
*How important was the University’s enterprise offer in your decision to apply, and accept an offer, to*



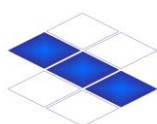
study at Lancaster? This should be a closed box question with response options ranging from “Very Important” to “Not Important at All” and including a “I don’t Know Anything about the University’s Enterprise Offer” option, followed by a text box within which students can provide more detail about their response.

- The Provost Student Satisfaction Survey could be modified to include a specific enterprise-related sub-set of questions, for example:
  - How aware are you that the University provides enterprise opportunities for its students? [answers could range from “Very” to “Not at All”]?
  - If you were interested in pursuing an enterprise opportunity at the University, who would you approach? [options could include individual Faculties, Colleges, Departments, Careers Service, Student Union, RES etc]
  - Which enterprise opportunities have you taken part in? [using the 17 broad categories described in Section 3, with a “None” option also available]
  - To what extent has participation in enterprise opportunities enhanced your time at Lancaster University? [answers could range from “Greatly Enhanced” to “Made no Difference”, followed by a text box within students can provide more detail about their response]
  - To what extent do you think that participation in enterprise opportunities will enhance your future career prospects in relation to: a) Employment; b) Self-Employment; c) Business Start-up/Ownership? [answers could range from “Greatly Enhanced” to “Made no Difference”, followed by a text box within students can provide more detail about their response]

#### ***Recommendation 4: Monitor External Surveys and Adapt Data Collection as Appropriate***

The indicators suggested that require information from external sources (eg. DLHE and NSS) have been defined so that relevant data can easily be drawn down. The RES should monitor these surveys and modify the enterprise indicators should the information captured by these surveys be modified (eg. consultation is currently being carried out by HESA that could see Questions 30-32 replaced by a set of questions about graduate enterprise). An initial round of consultation on “tentative changes” closed on 14<sup>th</sup> July 2016 and further consultation on detailed changes is planned later in the year before a final revised survey questionnaire is published.

RES should also keep abreast of the new Teaching Excellence Framework (TEF), which the government proposes to use to measure of the quality of the teaching at universities in the UK,



ranking Universities on three key metrics that (Graduate Destinations, Course Completions and Student Satisfaction). Times Higher Education has created a mock ranking of the TEF results, under which Lancaster is, for example, ranked joint 10<sup>th</sup> on student satisfaction and 7<sup>th</sup> overall. The rankings are based on specific NSS questions and HESA Indicators, which are still subject to finalisation. Once the TEF metrics are finalised, key metrics will be incorporated into the SIP, and the enterprise framework metrics should be modified accordingly.

***Recommendation 5: Learn from Best Practice to Embed Enterprise across the University***

As part of this work we interviewed key staff from 12 universities. All face or had faced similar problems of evidencing both activity and impact and making a logical evidenced link between them and the enterprise capability of students and graduates. One particular university though has taken the approach of embedding enterprise across the curricula linked to employability and capturing all activity through an integrated IT system allowing tracking at individual level as well as cohort, and creating an evidence base, which is also vital for future planning.

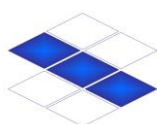
We recommend that the Bangor University – Bangor Employability Award (BEA) – is examined as a potential model on which to build. <https://www.bangor.ac.uk/employability/>. This can be accessed by all students online via ‘My Bangor’ and all activity is recorded via this. Students earn points and get recognition and awards as they progress. The certificate is also accepted by employers as a certificate of achievement. The points are given for a wide range of things with specific areas around enterprise and innovation. **Critically this is now embedded and accepted across all faculties and linked to the central IT system for recording and data capture and reporting.**

The journey to develop an integrated system and the steps taken to implement/embed and capture student enterprise journey took a few years. It is recommended that there is discussion between Lancaster and Bangor to explore the transferability of the learning and the approach/system.

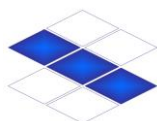
***Recommendation 6: Pilot the new Approach before University-Wide Roll-Out***

The approach to measure the impact of student-facing enterprise activities (on individuals and on the institution) represents a major shift in culture. Therefore, we would suggest piloting with one Faculty or service. As home of the Department for Entrepreneurship, Strategy & Innovation, our suggestion would be to use Lancaster University Management School (LUMS), supported by RES.

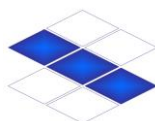
In order to maximise the capture of enterprise data, it may be necessary to make completion of the various surveys a compulsory part of students’ degree pathway, with alumni networks used to try and maximise responses of graduates to track longer term impacts of student-facing enterprise activities.



# APPENDICES

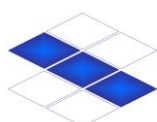


# Appendix I – Enterprise Pro-Forma



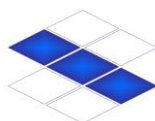
This pro-forma should be completed by any member of staff leading delivery of an enterprise opportunity within Lancaster University.

<b>Table I.1: Enterprise Opportunity Pro-Forma</b>		
<b>Title of Enterprise Opportunity</b>		
<b>Faculty/Department/Society</b>		
<b>Type of Enterprise Opportunity (select all that apply)</b>	Advice and support	
	Awards	
	Business support	
	Competitions	
	Courses/modules	
	Events	
	Funding	
	Knowledge exchange	
	Networking	
	Placements	
	Projects	
	Research platforms	
	Resources	
	Student staff	
Training		
Volunteering		
Workshops		
<b>QAA Enterprise Theme (select all that apply)</b>	1. Creativity and Innovation	
	2. Opportunity recognition, creation and evaluation	
	3. Decision making supported by critical analysis and judgement	
	4. Implementation of ideas through leadership and management	
	5. Reflection and Action	
	6. Interpersonal Skills	
	7. Communication and Strategy Skills	
<b>Strategic</b>	<b>1. Research</b>	



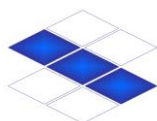
**Table I.1: Enterprise Opportunity Pro-Forma**

<b>Title of Enterprise Opportunity</b>		
<b>Faculty/Department/Society</b>		
<b>Implementation Plan Theme</b>	2. Teaching	
	3. Engagement	
<b>Relevant Strategic Implementation Plan Strand</b>		
<b>Lancaster University Employability Framework Strand (select all that apply)</b>	A. Curriculum Development Planning	
	B. Co-curricular Activities	
	C. Employer and Alumni Engagement	
	D. Supporting Student Employability	
<b>Description of Enterprise Opportunity</b>		
<b>Objective of Enterprise Opportunity</b>		
<b>Key Activities Involved</b>		
<b>Resources Required (funds, delivery staff etc)</b>		
<b>Setting of Enterprise Opportunity (eg. lecture theatre, lab, placement etc)</b>		
<b>Timing and Duration of Enterprise Activity</b>		
<b>Enterprise Metrics</b>		



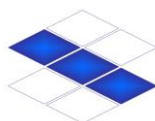
**Table I.1: Enterprise Opportunity Pro-Forma**

<b>Title of Enterprise Opportunity</b>	
<b>Faculty/Department/Society</b>	
<b>How Impact will be Captured</b>	





## Appendix II – The Enterprise Catalyst



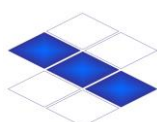
The Enterprise Catalyst ([www.enterprise-catalyst.co.uk](http://www.enterprise-catalyst.co.uk)) is an **online self-assessment and profiling tool** designed to provide young people, educationalists and employers with the opportunity to gain an **insight into their personal approach to enterprise** and to provide **immediate coaching and feedback** designed to enable them to take a step forward on their own personal enterprise journey. Whilst it is a stand-alone enterprise intervention that young people can access and benefit from, it can also be used effectively by teachers and providers of enterprise and business start-up support to build personal development and team building into their activities.

The Enterprise Catalyst is based upon a robust model of enterprise development and addresses the aspiration, motivation, behaviour, capacity, barriers and perceived support of those who complete it, providing the individual with a personally tailored coaching report, which acts as part of their enterprise journey. The author and designer of the Enterprise Catalyst has been working in the field of enterprise education and development for over fifteen years and the model has been developed via extensive research and practical application.

The Enterprise Catalyst captures data from all people who complete it. As mentioned above we currently have a data base of approximately 45,000 users, and as further projects come on board this will increase. This provides a valid and reliable method of **benchmarking** and **evaluating** the impact of enterprise interventions. It is an excellent measure of ‘distance travelled’ on the enterprise journey based upon consistent data. This is a significant development as any such benchmarking is based upon the immediate responses of younger people, and it requires no further input on the part of teachers, lecturers and the providers of enterprise support.

Evaluation is based upon data from thousands of individuals, rather than post event interviews and focus groups. In addition, because the individual receives a personalised coaching report, and their answers are online and this confidential, the data has significantly higher levels of both validity and reliability than focus groups and software systems that teachers etc have access to. Reports can be based upon real time data, rather than data which can be between 6 – 18 months out of date. Reports, specific to schools, colleges and programmes are produced by Venture to Think, the authors of the Enterprise Catalyst.

The Enterprise Catalyst has a user-friendly interface designed to appeal to a younger audience, whilst adhering to the strictest principles in terms of the design and development of online profiling tools. Dr Johnson, the designer of the Enterprise Catalyst, is a Chartered Psychologist, fully trained in the use of profiling tools and calls upon theory and practice in the field of attitude measurement and psychometric principles. The Enterprise Catalyst is now in its third version and focus groups have confirmed its validity and reliability as well as its utility as an enterprise intervention. The Enterprise Catalyst currently has a data base of approximately 15,000 users, which provides an excellent starting point for benchmarking and comparison and we are continually increasing the data base via the work we do with schools, colleges and the providers of enterprise initiatives and programmes.



The Enterprise Catalyst is also a powerful source of CPD for teachers and others seeking to increase their understanding of enterprise and its promotion with students. The strength of using the Enterprise Catalyst as a CPD tool is that the concept model underpinning it is consistent with that which underpins the work with younger people, and thus we create a shared language, ultimately between teachers, young people and eventually employers.



As can be seen from this copy of the home page the Enterprise Catalyst is currently designed for a younger audience, collects key bio-data from new users and is designed in such a way that previous users are able to login and complete the Enterprise Catalyst on a second, third etc occasion. This enables them to track their own development.

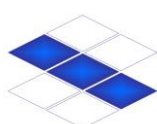
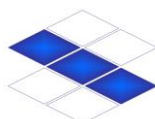
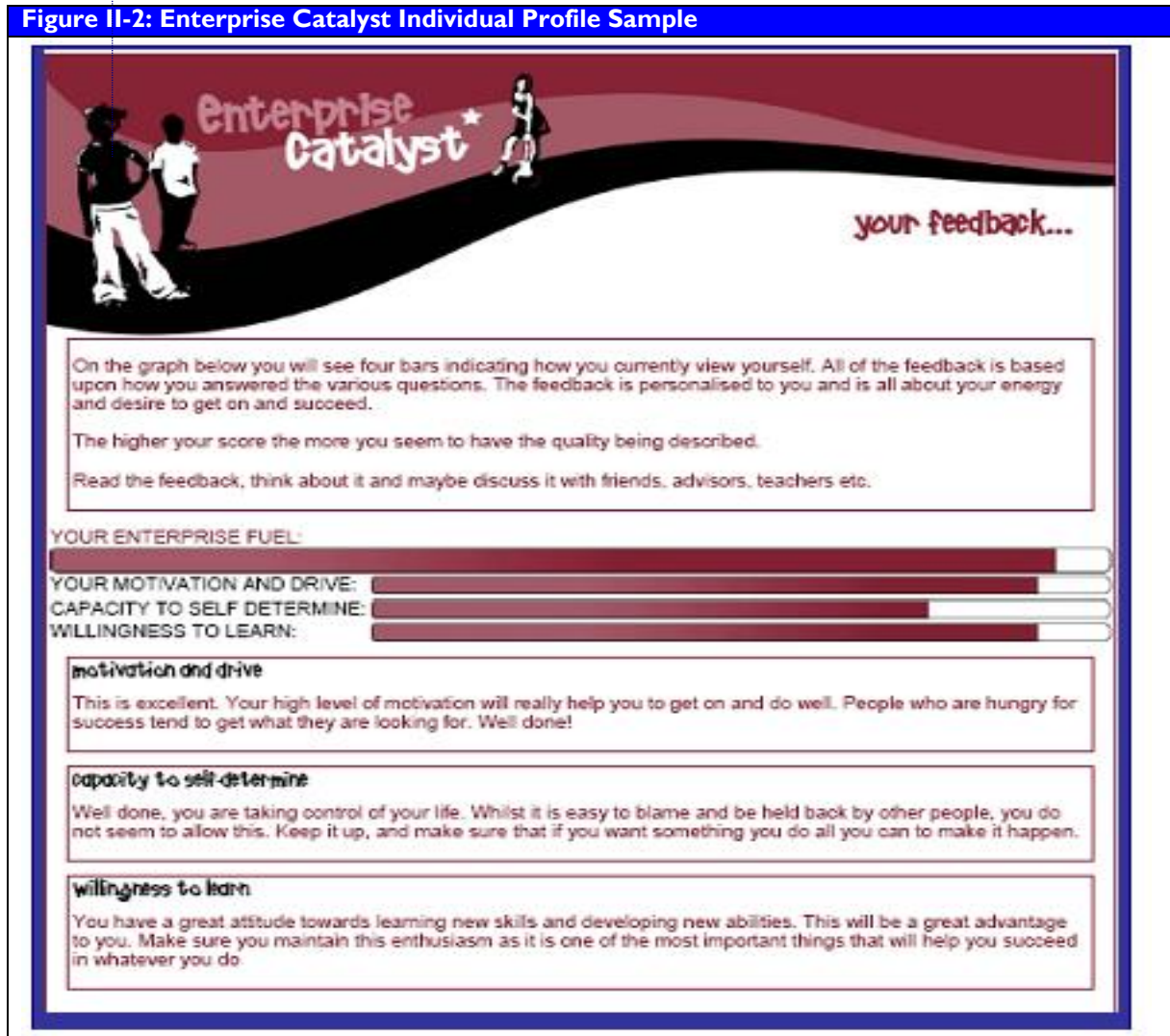
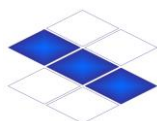


Figure II-2: Enterprise Catalyst Individual Profile Sample



## Appendix III – The Enterprise Factor



Please rate yourself on a scale of 1-7 in terms of how frequently that you demonstrate the following behaviours. One is Almost Never, four is Generally, and seven is Almost Always. After you have completed the questionnaire, please add up and write in the sub-totals for each section. Then add up all the sub-section totals to produce a grand total.

**1: Creativity & Innovation – the ability to spot opportunities and challenges to continually innovate**

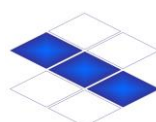
1. Absorbs and uses new ideas and information quickly  
1 2 3 4 5 6 7
2. Sees the future with clarity  
1 2 3 4 5 6 7
3. Finds new ways to get better results from limited resources  
1 2 3 4 5 6 7
4. Is good at judging which ideas to develop  
1 2 3 4 5 6 7
5. Comes up with a lot of new ideas and ways of working  
1 2 3 4 5 6 7

**Sub-Total**

**2: Outcome & Action Orientated – the ability to think strategically and to respond flexibly to feedback**

1. Focuses directly on what needs to be done  
1 2 3 4 5 6 7
2. Takes risks that others would not attempt  
1 2 3 4 5 6 7
3. Persists when others would give up  
1 2 3 4 5 6 7
4. Pushes self and others for results  
1 2 3 4 5 6 7
5. Willing to bend and break the rules to overcome obstacles  
1 2 3 4 5 6 7

**Sub-Total**



**3: Assertion & Negotiation – the ability to get the best deal for yourself and your business**

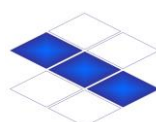
1. Effectively counters objections to his/her proposals  
| 2 3 4 5 6 7
2. Is prepared to say what he/she thinks  
| 2 3 4 5 6 7
3. Is flexible and changes tack to win his/her way  
| 2 3 4 5 6 7
4. Has a good sense of timing  
| 2 3 4 5 6 7
5. Is comfortable working alone against the odds  
| 2 3 4 5 6 7

**Sub-Total**

**4: Personal Marketing – the ability to market yourself and to research the market for maximum results**

1. Wins peoples' attention by communicating a compelling message  
| 2 3 4 5 6 7
2. Makes things happen for him/her self  
| 2 3 4 5 6 7
3. Listens and notices what other people need and want  
| 2 3 4 5 6 7
4. Willing to ask for work  
| 2 3 4 5 6 7
5. Anticipates how he/she can meet other people's need  
| 2 3 4 5 6 7

**Sub-Total**



**5: Financial Acumen – the ability to manage your financial affairs strategically and to leverage the best returns**

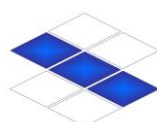
- 1. Soundly evaluates the financial implications of a proposal  
1 2 3 4 5 6 7
- 2. Highly numerate  
1 2 3 4 5 6 7
- 3. Makes realistic assumptions about the marketplace  
1 2 3 4 5 6 7
- 4. Is constantly looking for better deals and returns  
1 2 3 4 5 6 7
- 5. Willing to take calculated financial risks  
1 2 3 4 5 6 7

**Sub-Total**

**6: Leadership & Teamwork – the ability to lead teams and projects on a collaborative basis**

- 1. Involves others in almost all important decisions  
1 2 3 4 5 6 7
- 2. Builds on other peoples' ideas  
1 2 3 4 5 6 7
- 3. Takes responsibility for tough decisions  
1 2 3 4 5 6 7
- 4. Lets people know where they stand  
1 2 3 4 5 6 7
- 5. Creates a compelling picture of the future  
1 2 3 4 5 6 7

**Sub-Total**





**7: Personal Mastery & Confidence – the ability to master your own beliefs and emotions as a resource**

1. Recognises and learns from his/her mistakes

1 2 3 4 5 6 7

2. Takes criticism well

1 2 3 4 5 6 7

3. Composed when taking risky decisions

1 2 3 4 5 6 7

4. Makes sound decisions quickly

1 2 3 4 5 6 7

5. Seizes opportunities

1 2 3 4 5 6 7

**Sub-Total**

**8: Networking & Selling – the ability to influence events and others by selling and communicating**

1. Sets his/her proposals in the wider business context

1 2 3 4 5 6 7

2. Is aware of rival products and competitors

1 2 3 4 5 6 7

3. Acts with customers in mind

1 2 3 4 5 6 7

4. Good at sizing people up

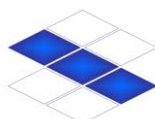
1 2 3 4 5 6 7

5. Gains support from others

1 2 3 4 5 6 7

**Sub-Total**

**Grand Total**



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