

# Underpinning the EEUK Fellowship

## Introduction

With clear ambitions to support and drive change across the sector, Enterprise Educators UK (EEUK) has a clear purpose is to “enable excellence in enterprise education” and support the needs of our members as they undertake a variety of roles as enterprise educators.

Over the last 15 years, EEUK has recognised significant shifts in the UK organisational landscape that have impacted on the availability of support, structured staff development options or recognition for members, and all those working within the sector to create entrepreneurial outcomes in others.

Consultation with EEUK members over several years has consistently indicated the need for additional professional recognition, and during 2016/7 EEUK Board responded with the decision to create a national accreditation scheme for all those working across the sector as “enterprise educators”.

The EEUK Fellowship is designed to:

- Showcase an enterprise educator’s performance as underpinned by professional knowledge, understanding and educator values
- Ensure reflection upon, and evaluation of, professional practice
- Demonstrate a commitment to professional development through the creation of a personal development action plan
- Recognise the importance of the different roles that create effective enterprise education, through one national route to professional recognition.

EEUK have created a national award that is built upon the competences for an enterprise educator that have been outlined as the IOEE National Occupational Standard for Enterprise Educators (2016) <http://ioee.uk/national-enterprise-standards/>

### What are NOS?

The National Occupational Standards are the UK standard of performance that people are expected to achieve in their work and the knowledge and skills they need to perform effectively. The NOS are statements of the standards of performance individuals must achieve when carrying out functions in the workplace, together with specifications of the underpinning knowledge and understanding. These NOS describe the skills, knowledge and understanding needed to undertake a particular task or role to a nationally recognised level of competence. Each NOS contains an agreed set of knowledge and understanding and performance criteria that must be met before someone can be deemed competent. They describe the minimum standard to which an individual is expected to work in a given occupation. They focus on what the person needs to be able to do, as well as what they must know and understand to work effectively. They cover the key activities undertaken within the occupation in question under all the circumstances the job holder is likely to encounter. (Definition supported by UK Commission for Employment and Skills).

The SFEDI National Occupational Standard for Enterprise Educators (2016) <http://ioee.uk/national-enterprise-standards/> are organised into units of competences, which

are separated out into elements that have associated performance criteria as well as knowledge and understanding. Enterprise Educators UK has created a unique professional recognition by drawing upon these national standards to identify 3 professional pathways to achieving the EEUK Fellowship.

EEUK has also adopted QAA (2018) Enterprise and Entrepreneurship Education: Guidance for UK Higher Education Providers <http://www.qaa.ac.uk/en/Publications/Documents/Enterprise-and-entrepreneurship-education-2018.pdf> to underpin the development of the Fellowship and support applicants to engage with this guidance.

## Recognising Enterprise Educators

EEUK has created the EEUK Fellowship in support of the professionalisation of the variety of roles/responsibilities that enterprise educators undertake.

EEUK uses “enterprise educator” as the umbrella term for all those working in support of entrepreneurial outcomes in learners. EEUK understands the breadth of role and requirements asked of its members and those working in the sector, recognising that an enterprise educator typically:

- Has developed expertise from a variety of academic and/or professional backgrounds that form their routes to appointment (through a wide range of professions, specialisms and/or academic subject/disciplines including Careers Service; Business start-up mentors and coaches; industry etc)
- Works within a diverse and complex landscape (such as working across Education and Business; within communities and/or designated economic areas; in developing entrepreneurship eco-systems; with a wide range of diverse stakeholders; and/or to create culture change at institutional, regional or national level)
- Draws upon a broad, and often bespoke, skill set to deliver enterprise and entrepreneurship education effectively.

The wide-ranging roles, responsibilities and attributes of an Enterprise Educator are described within QAA (2018) Guidance for Higher Education on page 11 and in detail, within the SFEDI National Occupational Standard for Enterprise Educators (2016) <http://ioee.uk/national-enterprise-standards/>

Drawing upon both the QAA (2018) and the IOEE definition (below) a broad understanding of the enterprise educator role is recognised within the Fellowship. However, unlike the IOEE definition (below) EEUK does not recognise an educator role as necessarily delivering outcomes required to support both enterprise **AND** entrepreneurship.

IOEE define an enterprise and entrepreneurship educator as someone who works  
*“to develop and deliver effective enterprise and entrepreneurship education that adds value to the journey of the learner” (p22).*

EEUK recognises that educators may prefer to define themselves as being either an entrepreneurship **or** enterprise educator. EEUK has aligned its Fellowship award to the NOS for Enterprise and Entrepreneurship Educators but does not require that all the NOS competences within this standard are demonstrated to reach the standard of EEUK Fellowship.

Enterprise Educators UK recognises the breadth of backgrounds and experience of those working to support entrepreneurial outcomes in others and has created three pathways for application for the Fellowship in support of this. The IOEE descriptors for Enterprise and Entrepreneurship Educators indicate what an individual need to do, know and understand to carry out their job role competence. The EEUK Fellowship award is aligned to these SFEDI National Occupational Standards through the identification of one of three professional pathways and creation of a reflective portfolio as the self-statement of competence.

To summarise, EEUK has used the IOEE standard to underpin 3 different professional pathways to Fellowship and shape its reflective submission. These pathways are illustrated in the table below under the headings:

- Academic
- Practitioner
- Influencer

If you consider your background in enterprise education to be primarily gained through:		Then select this pathway as the most appropriate way to evidence your experience	
	<i>Indicative roles or job titles</i>	<b>Fellowship Pathway</b>	Specifically exploring competences around the following IOEE theme of:
<b>Academic Teaching or Faculty Roles</b>	<i>Lecturer Academic or faculty staff Teaching Assistant Educational /curriculum Developer</i>	<b>Educator</b>	Planning and delivering effective enterprise /entrepreneurship curricula
<b>Extra curricula roles (delivering non-assessed inputs)</b>	<i>Careers Advisors Enactus Mentors Technology Transfer Officers Entrepreneurs in Residence Placement Managers Start-up advisors Business Development Managers</i>	<b>Practitioner</b>	Motivate and inspire learners in developing enterprising and entrepreneurial mindset, behaviours and skills
<b>Managing /securing entrepreneurial outcomes (through others)</b>	<i>Enterprise Centre Management Careers Service Management Technology Transfer Managers Incubator managers</i>	<b>Influencer</b>	Build collaborative relationships with learners, educators and other stakeholders

## IOEE Enterprise and Entrepreneurship Educator National Occupational Standards

The IOEE National Occupational Standard for Enterprise Educators (2016) <http://ioee.uk/national-enterprise-standards/> indicates four key areas which create the standard. Each of these key areas has associated key functions.

IOEE NOS Key Area		Function
A	Plan and deliver effective enterprise and entrepreneurship education curricula	A1-A8
B	Build collaborative relationships with learners, educators and other stakeholders	B1-B6
C	Motivate and inspire learners to inspire to promote enterprising and entrepreneurial mindsets, behaviours and skills	C1- C4
D	Reflect on their own practice as an enterprise and entrepreneurship educator	D1-D3

Each of these Key Functions is made up of specific knowledge and skills that evidence competence. Collectively the IOEE standard for Enterprise and Entrepreneurship Educators is created from 192 performance criteria, that are established by 379 statements of knowledge and understanding, listed within 57 headings.

EEUK has used these standards to create 3 professional pathways (A, B and C) from the IOEE Key Areas. EEUK award Fellowship upon successful completion of written documentation that evidences the competences within (D) Reflection on practice focused upon 1 of these pathways (see flow diagram below).

To address the elements indicated within Key area D, and address one other key area (A, B or C) the requirements of the EEUK Fellowship are to:

1. Make the case for your role as an enterprise educator
2. Attest to your professional competence through your professional pathway, as evidenced by ETCToolkit guide or case example ([www.etctoolkit.org.uk](http://www.etctoolkit.org.uk)) and a written statement which indicates how you meet all the competence criteria.
3. Providing a reflective statement about your practice as an enterprise educator, including critique and evaluation of your work
4. Outline an action plan which will demonstrate your commitment to enhancing your knowledge and understanding

In addition, submission of an institutional letter of support (signed by manager or employer) confirming intended action plan commitments (or, as necessary, from client/stakeholder/customers confirming your status) is required.

Enterprise Educators UK has adopted the QAA Guidance on Enterprise and Entrepreneurship (2018) for Higher Education Providers terminology within the Fellowship but recognises that institutions and subject disciplines draw upon their own history and academic base to inform their approach and welcomes this discussion as part of any Fellowship submission.

# Route to Award of EEUK Fellowship

## Reflect on our Practice as an enterprise and entrepreneurship educator (D)

- D1. Understand the role and responsibilities of an enterprise and entrepreneurship educator (CFASEE19)
- D2. Evaluate your own practices and values as an enterprise and entrepreneurship educator (CFASEE20)
- D3. Maintain own knowledge of enterprise and entrepreneurship research and education (CFASEE21)

IOEE Key Areas	<b>A</b>	<b>B</b>	<b>C</b>
	<b>Plan and deliver effective enterprise &amp; entrepreneurship curricula</b>	<b>Build collaborative relationships with learners, educators and other stakeholders</b>	<b>Motivate and inspire learners in developing enterprising and entrepreneurial mindsets, behaviours and skills</b>
Routes to application	<b>Academic</b>	<b>Influencer</b>	<b>Practitioner</b>
	<b>Teaching</b>	<b>Manage and Deliver</b>	<b>Extra Curricula</b>
	<b>(Faculty staff)</b>	<b>(Staff with responsibilities – line management; working with externals)</b>	<b>(Staff delivering unassessed outcomes – starts etc)</b>

## What are competencies?

Competencies are the skills, knowledge and behaviours that lead to a successful performance. Applicants will have determined a pathway to submit their application against which will be the focus of the documentation. The competences for each particular pathway have been developed from the National Occupational Standard (NOS) developed by IOEE <http://ioee.uk/national-enterprise-standards/>

## How to demonstrate competences in writing?

To demonstrate competence within a written portfolio applicants have been invited to use the advice provided by an appropriate professional body (or similar) or draw upon the guidance provide by the UK government <https://www.gov.uk/guidance/a-brief-guide-to-competencies> which suggests the CAR or STAR method to create short statements.

Competence will also to be demonstrated within the ETCToolkit template (case study or how to guide) which will be supported by written examples that clearly demonstrate competent decisions/actions/behaviour. These are likely to indicate:

- Impact on students (or stakeholders/organisation)
- Include quantifiable improvement/change as a resulting action
- Personal contribution to change/key objectives or reference to professional values.

Assessors are looking for impact (R result) rather than lengthy description of context or situation (C or S) and do not expect examples that are 100% positive or create 100% successful outcomes.

### What are the professional values of an enterprise educator?

Professional values may stem from any recognised profession or background (such as those indicated by professional bodies. An example of these can be found within Higher Education UK Professional Standards Framework [https://www.heacademy.ac.uk/system/files/downloads/uk\\_professional\\_standards\\_framework.pdf](https://www.heacademy.ac.uk/system/files/downloads/uk_professional_standards_framework.pdf) which indicates 4 professional values). Applicants have been advised to explicitly state outline the model/approach used within the Fellowship submission, ideally explaining why this approach has been chosen.

### Appendix: IOEE Enterprise Educator Standard (SFEDI 2016) and EEUK Fellowship Mapping to IOEE Educator Standard

#### Key Purpose

The key purpose underpinning the enterprise and entrepreneurship educators functional map is: *To develop and deliver an effective enterprise and entrepreneurship education that adds value to the journey of the learner*

Within the context of the functional map, the following definitions are used:

- Enterprise - a set of personal abilities, skills and behaviours which can be manifested in a variety of different business and organisational contexts
- Entrepreneurship – the use of enterprising skills by an individual or group of individuals in creating, developing and managing a new venture, whether this is owned by the individual or on behalf of someone else

#### Key Areas

There are four key areas related to this key purpose:

Key Area A: Plan and deliver effective enterprise and entrepreneurship education curricula

Key Area B: Build collaborative relationships with learners, educators and other stakeholders

Key Area C: Motivate and inspire learners to inspire to promote enterprising and entrepreneurial mindsets, behaviours and skills

Key Area D: Reflect on own practice as an enterprise and entrepreneurship educator

Key Area	Key Function
<b>A. Plan and deliver effective enterprise and entrepreneurship curricula</b>	A1. Identify what works well in enterprise and entrepreneurship education (CFASEE01) A2. Develop appropriate teaching and learning strategies in enterprise and entrepreneurship education (CFASEE02) A3. Demonstrate constructive alignment in enterprise and entrepreneurship education (CFASEE03) A4. Develop and prepare resources for learning and development (LSILADD05) A5. Deliver an effective enterprise and entrepreneurship education experience (CFASEE05) A6. Apply appropriate methods of assessment in enterprise and entrepreneurship education (CFASEE06) A7. Provide constructive and timely feedback in assessing learning of enterprise and entrepreneurship (CFASEE07) A8. Evaluate the learner experience of enterprise and entrepreneurship education (CFASEE08)
<b>B. Build collaborative relationships with learners, educators and other stakeholders</b>	B1. Identify opportunities to work with others in enterprise and entrepreneurship education (CFASEE09) B2. Make sense of the value in your own networks and relationships as an enterprise and entrepreneurship educator (CFASEE10) B3. Engage with stakeholders to support enterprise and entrepreneurship education (CFASEE11) B4. Encourage stakeholders to add value to enterprise and entrepreneurship education (CFASEE12) B5. Update your own knowledge as an enterprise and entrepreneurship educator through collaboration with others (CFASEE13) B6. Contribute to the institutional development of enterprise and entrepreneurship education (CFASEE14)
<b>C. Motivate and inspire learners in developing enterprising and entrepreneurial mindsets, behaviours and skills</b>	C1. Inspire learners in enterprise and entrepreneurship through own enthusiasm and knowledge (CFASEE15) C2. Encourage positive learner behaviours in enterprise and entrepreneurship education (CFASEE16) C3. Enable learners to share responsibility for their own learning in enterprise and entrepreneurship education (CFASEE17) C4. Promote diversity and inclusion in the delivery and development of enterprise and entrepreneurship education (CFASEE18)
<b>D. Reflect on own practice as an enterprise and entrepreneurship educator</b>	D1. Understand the role and responsibilities of an enterprise and entrepreneurship educator (CFASEE19) D2. Evaluate your own practices and values as an enterprise and entrepreneurship educator (CFASEE20) D3. Maintain own knowledge of enterprise and entrepreneurship research and education (CFASEE21)

STATE PRACTICE (section 2)		As A>B>C	Using Performance for A B C – and through ETCTOOLKIT
<b>State the case for</b> Review the need for entered Review role of educator	D1 Understand the role and responsibilities of an enterprise and entrepreneurship educator (CFASEE19)	Policy ; why	P1 identify the drivers to the development and delivery of ent education in different educational and institutional contexts
		Role values	P2 assess the value of enterprise and entrepreneurship education in supporting the journey of the learner
		Role: learner	P3 identify the role of the enterprise and entrepreneurship educator in supporting the journey of the learner
		Policy	P4 keep up to date with current thinking on enterprise and entrepreneurship education
		Role	P5 keep up to date with current thinking on the role of the educator in supporting the journey of the learner
		Role	P6 identify the behaviours, skills and attributes required by an enterprise and entrepreneurship educator
		A.B.C	P7 evaluate your own activities to those outlined in guidance on effective practice in enterprise/entrepreneurship ed
<b>Personal statement (evaluate and critique)</b> Review values and practices  Assess impact of values	D2 Evaluate your own practices and values as an enterprise and entrepreneurship educator (CFASEE20)	Values	P1 evaluate the ways in which your own values, as an enterprise and entrepreneurship educator, are aligned to those of the institution
		Reflect Values	P2 use appropriate frameworks to reflect on how your own values shape the ways in which you develop and deliver enterprise and entrepreneurship education
		Reflect	P3 adopt a reflective approach to evaluating your own values and practice as an enterprise and entrepreneurship educator
		Practice	P4 identify how to develop space within your workload to reflect on your own practices and values as an ent educator
		Feedback	P5 obtain feedback from others on your own values and the ways in which they are evident in your practices as an enterprise and entrepreneurship educator
		Feedback	P6 obtain feedback from others on strengths and areas for development in your own practices as an ent educator
		Review: plan	P7 use feedback from the learner to identify ways of developing your own practices as an ent educator
<i>(in order to)</i> D3 Maintain your own knowledge of enterprise and entrepreneurship research and education (CFSEE21)		<b>D1.</b>	P1 use appropriate frameworks to review academic, policy and practice literature on enterprise and entrepreneurship
		<b>D1 D2</b>	P2 review current thinking on: P2.1 enterprise and entrepreneurship; P2.2 teaching and learning methods in enterprise and entrepreneurship education P2.3 assessment methods in enterprise and entrepreneurship education P2.4 the use of others in the co-creation of enterprise and entrepreneurship education
		<b>D1</b>	P3 evaluate the knowledge requirements of your own role as an enterprise and entrepreneurship educator, where appropriate, taking account of the expectations and objectives of your institution
		<b>Action Plan</b>	P4 develop your knowledge in response to appropriate changes in enterprise and entrepreneurship education practices, both internal and external to the institution
		<b>Action Plan</b>	P5 obtain knowledge on enterprise and entrepreneurship to add value to the journey of the learner in: P5.1 understanding enterprise and entrepreneurship P5.2 developing enterprising and entrepreneurial skills
		<b>Action Plan R</b>	P6 adopt a reflective approach to evaluating your own practice as an enterprise and entrepreneurship educator
		<b>Action Plan</b>	P7 plan your own development to address any gaps in knowledge enterprise and entrepreneurship research and education
		<b>Action plan</b>	P8 develop a case to access resources in order to support your learning and skills development as an ent educator