

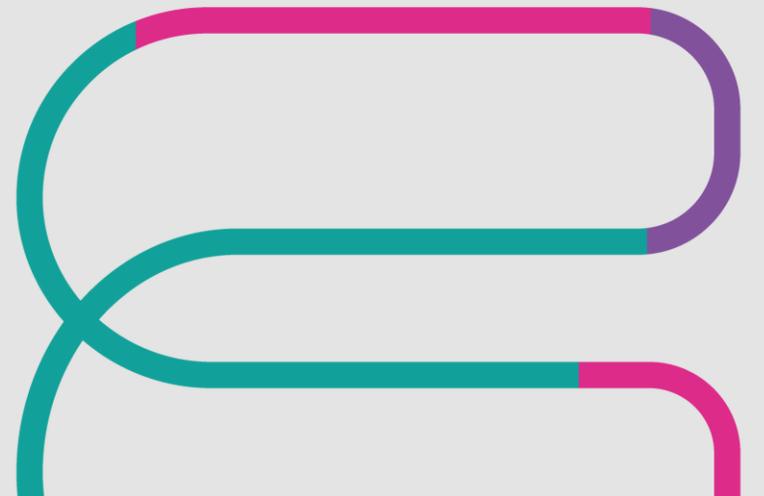
Connect
Learn and
Inspire

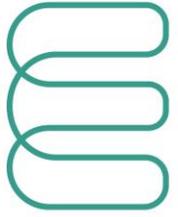


Enterprise Educators UK

is the independent membership network
for enterprise educators.

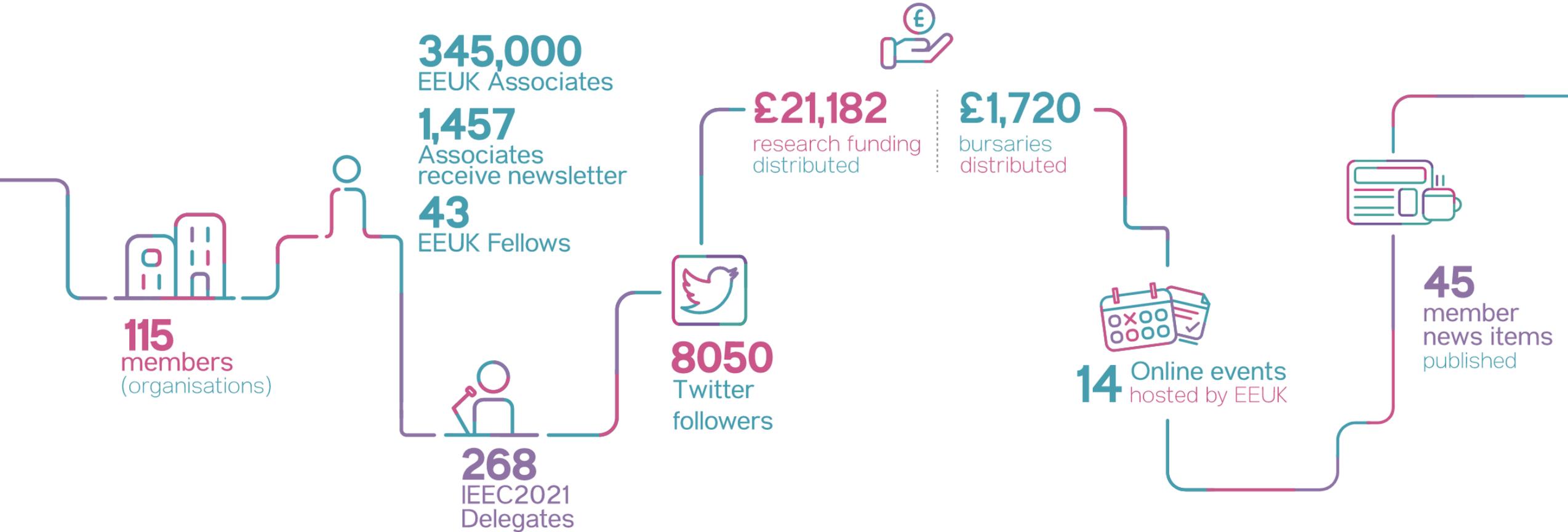
Our purpose is simple - to support our members **to increase the scale, scope and effectiveness of enterprise and entrepreneurship education** within their institutions.





Enterprise
Educators
UK

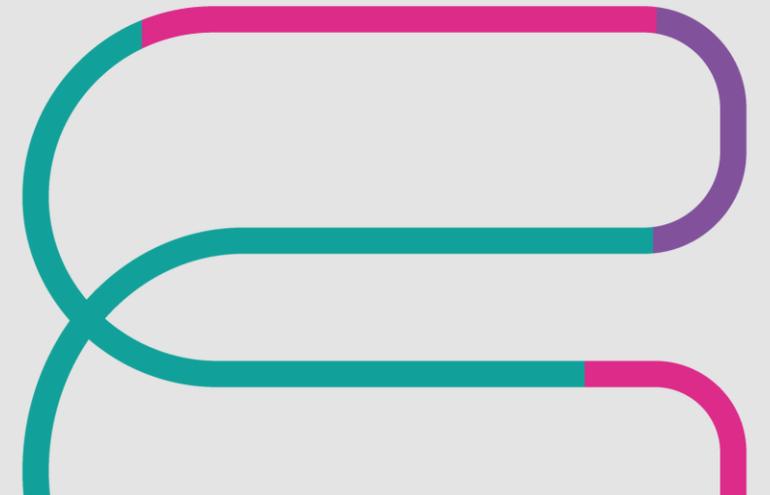
2021 calendar year



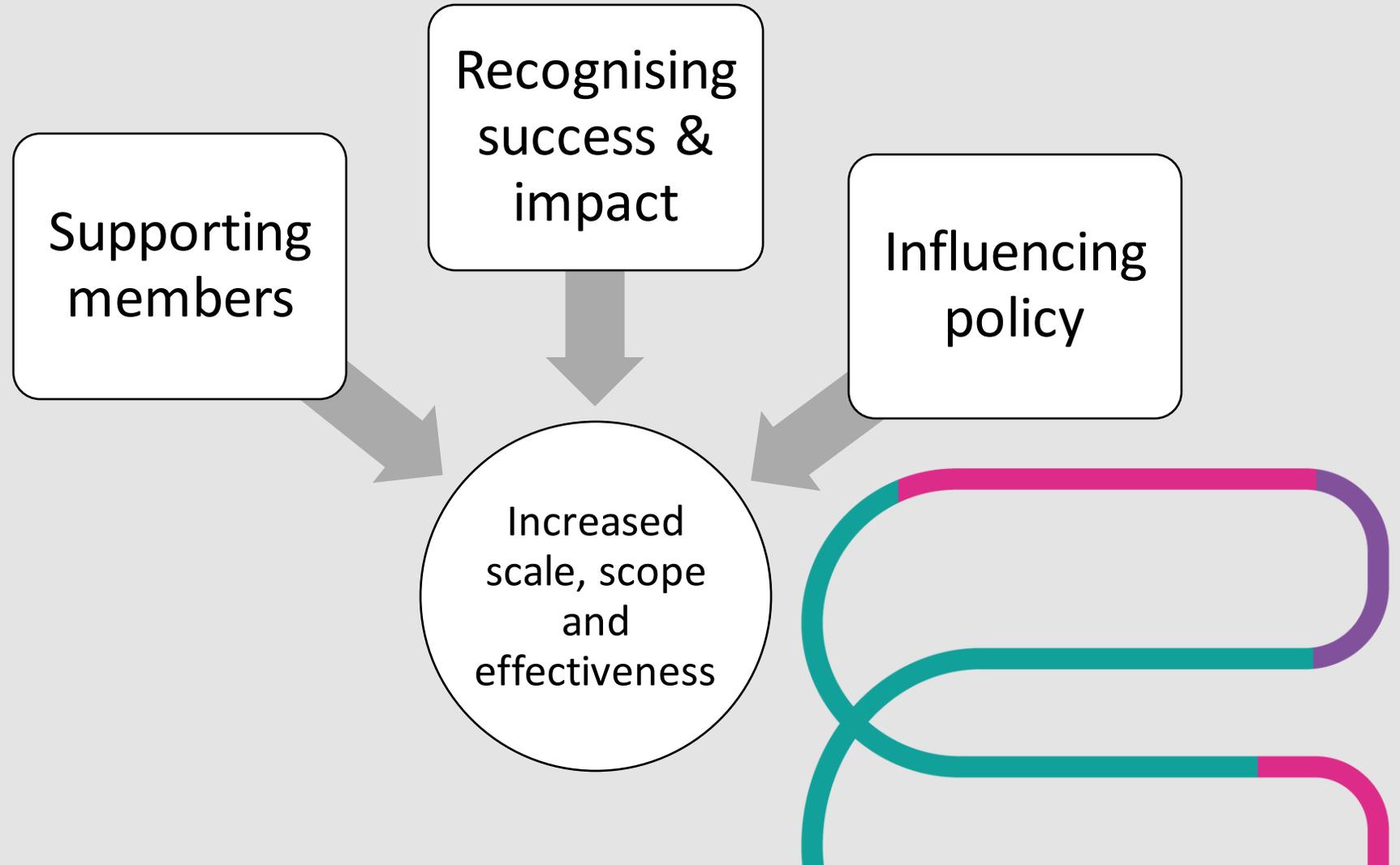
Our Partners



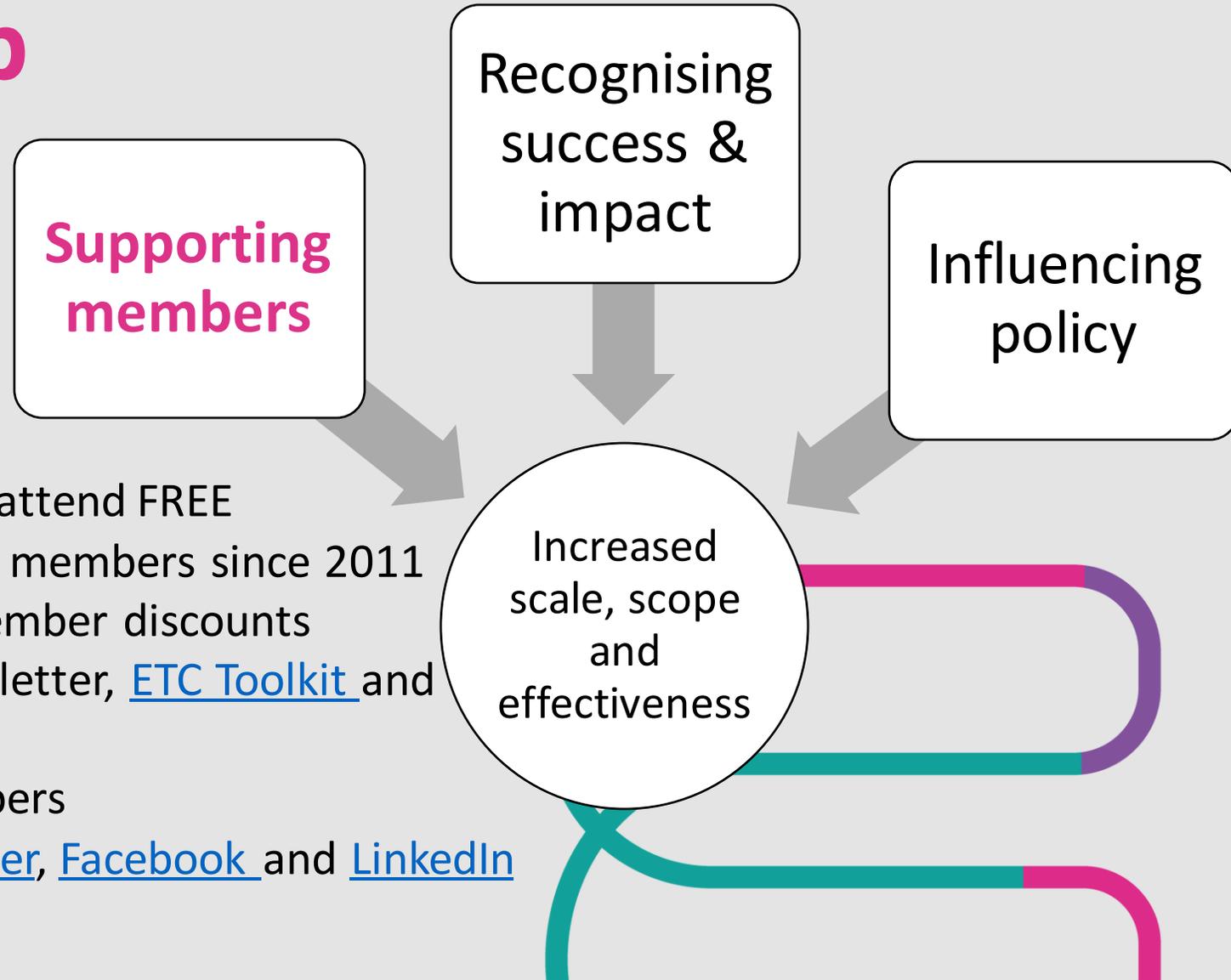
institute for
small business
and entrepreneurship



EEUK Membership Support



EEUK Membership



[Enterprise Exchange events](#) EEUK members attend FREE

[Funding opportunities](#) £230,500 awarded to members since 2011

[International Conference \(IEEC\)](#) with 28% member discounts

Information , tools and case studies via newsletter, [ETC Toolkit](#) and through social media

Online [vacancy notice board](#) – FOC for members

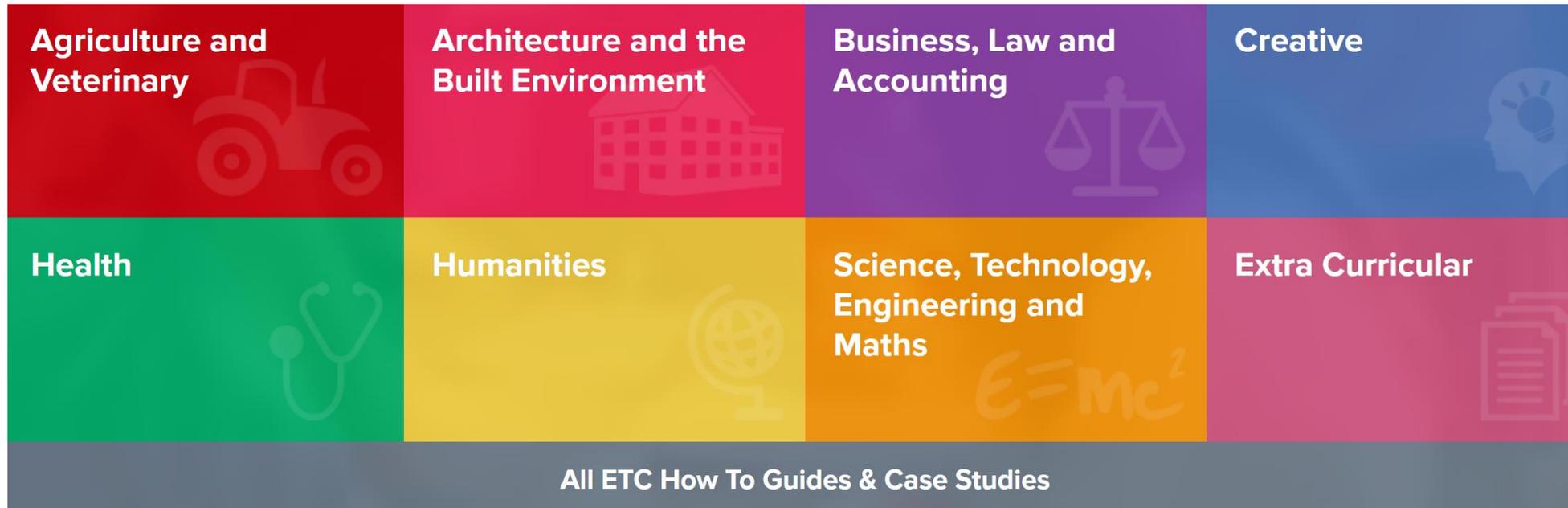
Networking – face to face and through [Twitter](#), [Facebook](#) and [LinkedIn](#)



ETC TOOLKIT

ENHANCING THE CURRICULUM

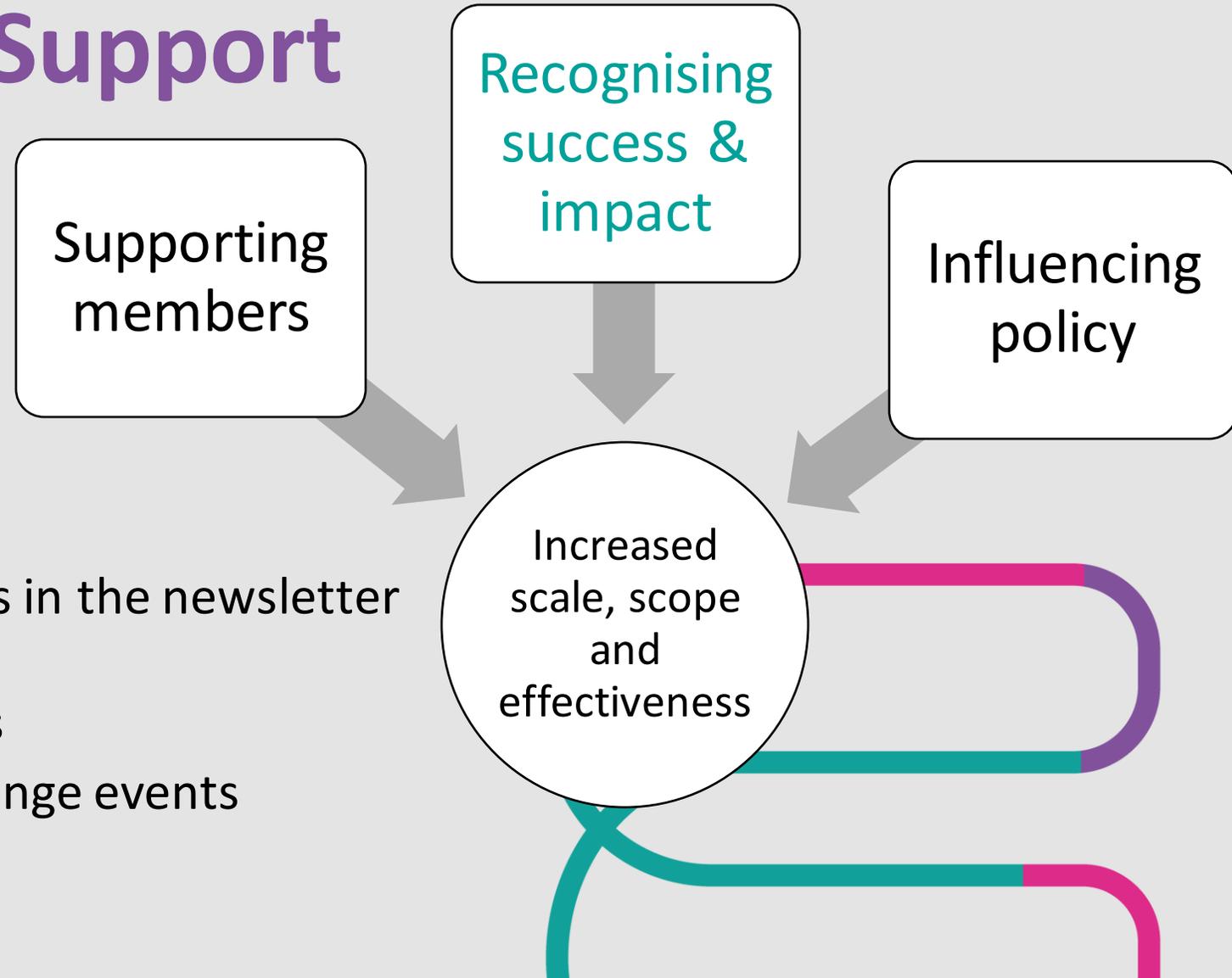
The 78 QAA subject benchmarks were reviewed and the E & E themes extracted



The Toolkit already contains well over 100 ideas for inspirational teaching, contributed by 50 educators from 20 institutions, as well as links to useful resource materials already developed by EEUK, HEA, NACUE, NCEE and NESTA

www.etctoolkit.org.uk

EEUK Membership Support



Institutional 'enterprise' [profiles](#)

[Impact Showcase](#) and member features in the newsletter and on website

[EEUK Fellowship](#) professional pathways

Presenting at/hosting Enterprise Exchange events

[National Enterprise Educator Awards](#)

IEEC opportunities to present and host



Enterprise
Educators
UK



Gain professional recognition through the EEUK Fellowship

Contact EEUK for more details:
fellowship@enterprise.ac.uk

www.enterprise.ac.uk

Personal Benefits:

Seeking recognition for your professional practice as an Enterprise Educator?

If your work supports the development of entrepreneurial outcomes in others, then register your interest online to find out how you can:

- » Secure national recognition of your professional background and experience
- » Obtain recognition for your existing approach and professional practice
- » Evidence your skills and background as a reflective practitioner
- » Achieve professional recognition for your work through the confirmation of the title 'Fellow of EEUK'



Organisational Benefits:

Show your institutional commitment to the enterprise and entrepreneurship agenda by supporting your staff to gain national recognition and:

- » Recognise the value of all those staff who are delivering effective enterprise education across your institution
- » Add value and national recognition to your university wide enterprise/ entrepreneurship activities
- » Enhance the wide-ranging work of your enterprise educators, by supporting their ongoing staff development and advancement
- » Demonstrate the importance of the different roles that create effective enterprise education, through one national route to recognition



Academic Teaching or Faculty Roles

Lecturer
Academic or faculty staff
Teaching Assistant
Educational / curriculum
Developer

Educator

Planning and delivering effective enterprise /entrepreneurship curricula

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

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

Practitioner

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

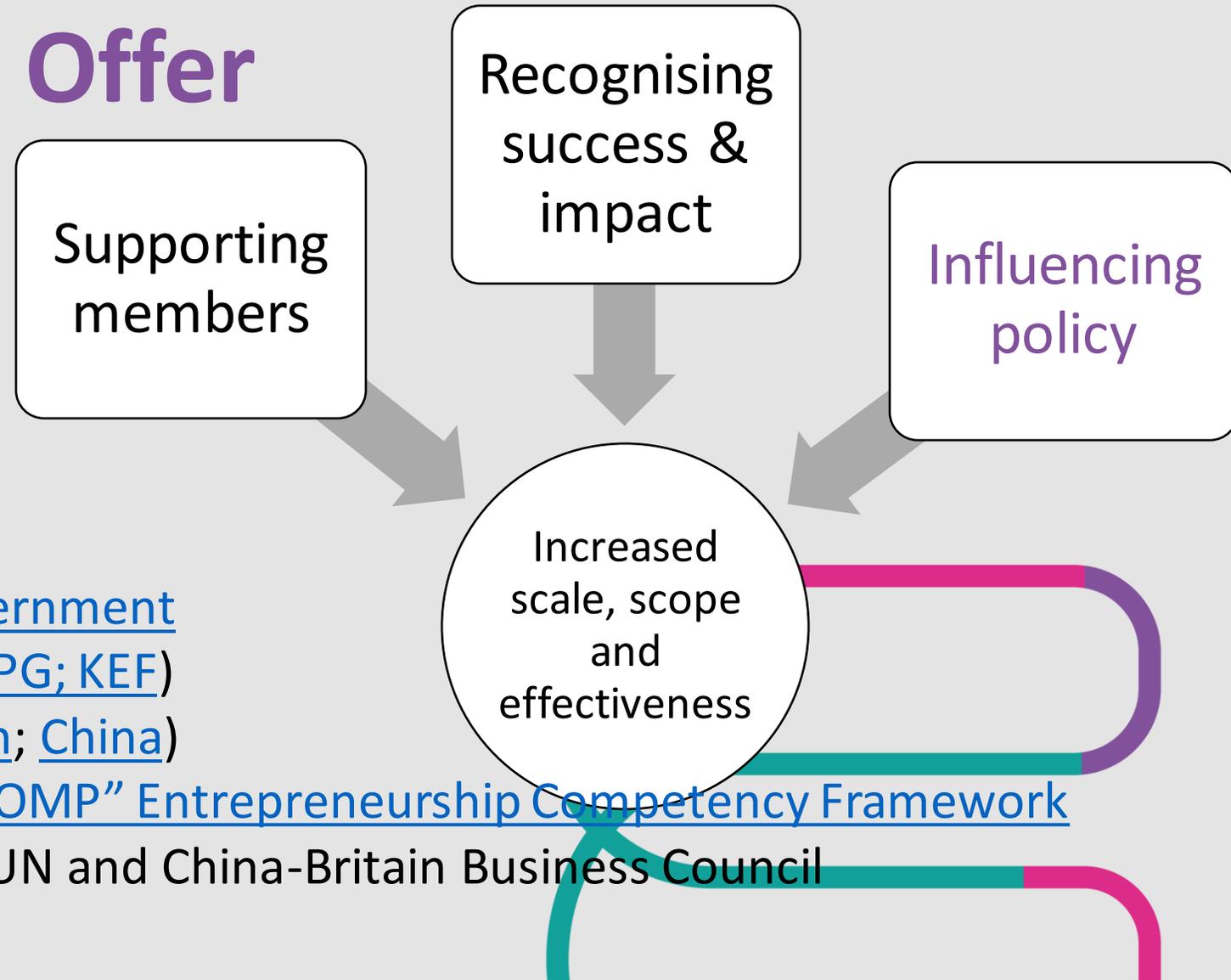
Managing /securing entrepreneurial outcomes (through others)

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

Influencer

Build collaborative relationships with learners, educators and other stakeholders

EEUK Membership Offer



Working with & to support the [UK Government](#)

Responding to policy consultations ([APPG](#); [KEF](#))

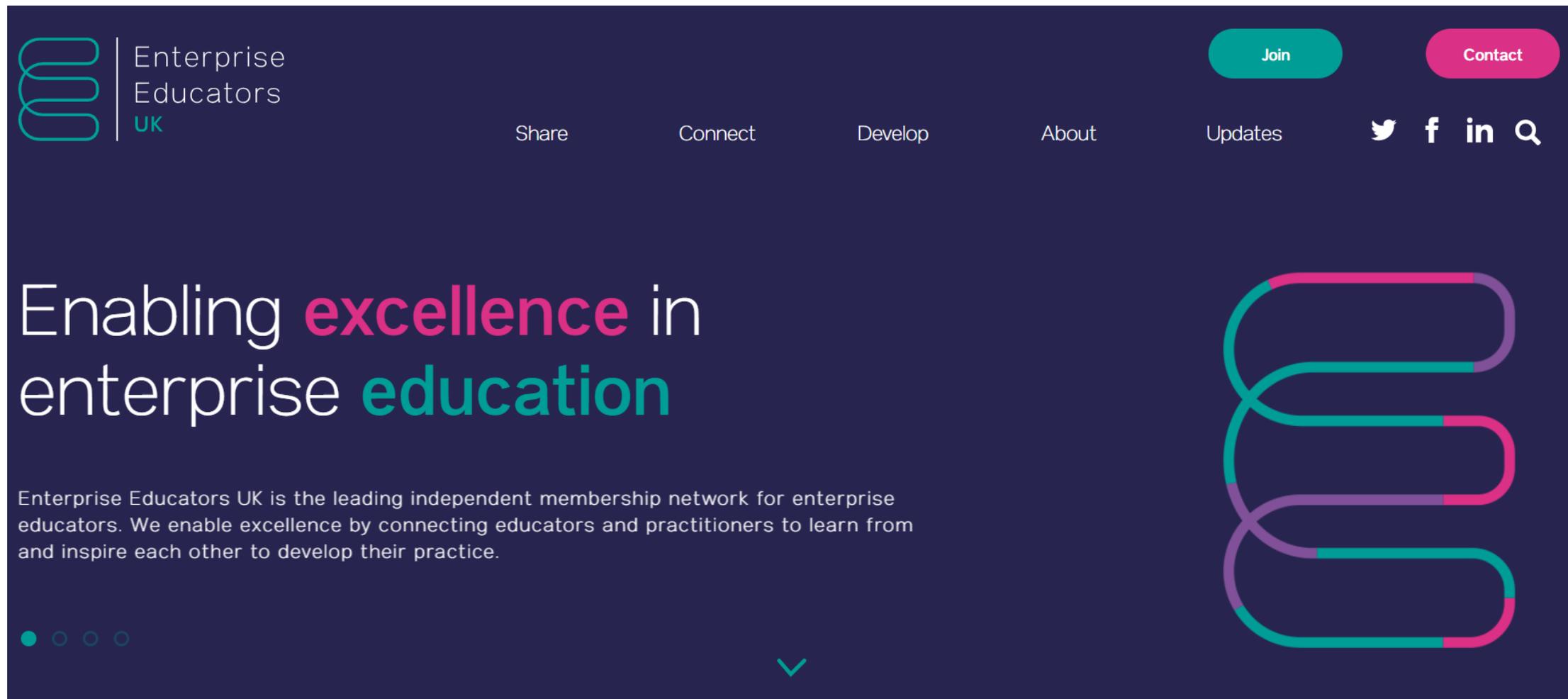
International links (delegations to [Japan](#); [China](#))

Input to EU initiatives such as ["ENTRECOMP" Entrepreneurship Competency Framework](#)

Other international links, for example, UN and China-Britain Business Council

Creative Flame

- A new programme to build on the legacy of the British Council Creative Spark Higher Education Enterprise Programme
- Working with 40 Creative Spark member universities as they become EEUK members through to July 31st 2023.
- Showcasing the great Enterprise Education work being undertaken amongst Creative Spark members
- Expanding the audience for EEUK and allowing opportunities for greater collaboration amongst members
- Supporting Enterprise Education amongst Creative Flame members through dedicated events, conference track and bursary awards.



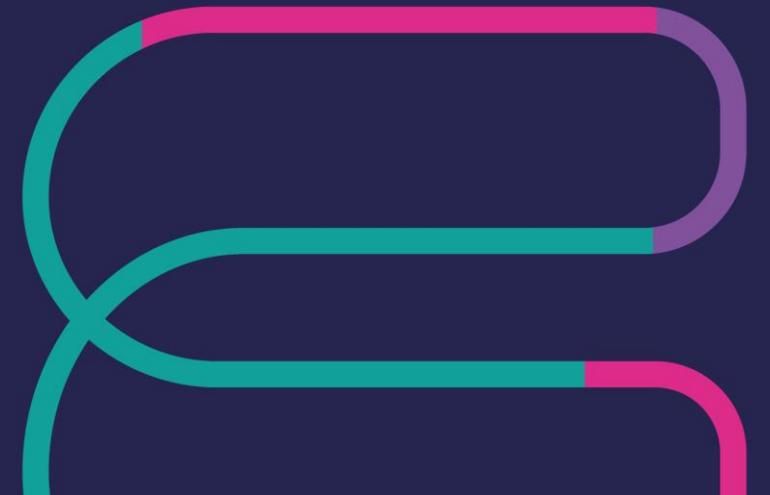
The screenshot shows the homepage of the Enterprise Educators UK website. The header features the logo on the left, navigation links for 'Share', 'Connect', 'Develop', and 'About' in the center, and 'Join' and 'Contact' buttons on the right. Social media icons for Twitter, Facebook, and LinkedIn are also present. The main content area has a large heading: 'Enabling excellence in enterprise education', where 'excellence' is pink and 'education' is teal. Below the heading is a paragraph: 'Enterprise Educators UK is the leading independent membership network for enterprise educators. We enable excellence by connecting educators and practitioners to learn from and inspire each other to develop their practice.' To the right of the text is a large graphic of the logo's stylized 'E' shape, composed of overlapping teal, pink, and purple lines. At the bottom left of the main area are four small circles, with the first one filled, and a teal chevron pointing down.

‘One for all and all for one’: The 3Es (Employability, Enterprise, and Entrepreneurship)

Dr Emily Beaumont

President of EEUK

Associate Professor Enterprise and Entrepreneurship at
the University of Gloucestershire



the 3Es are firmly established in the rhetoric and practice of the Higher Education (HE) sector and Higher Education Institutions (HEIs) in the UK

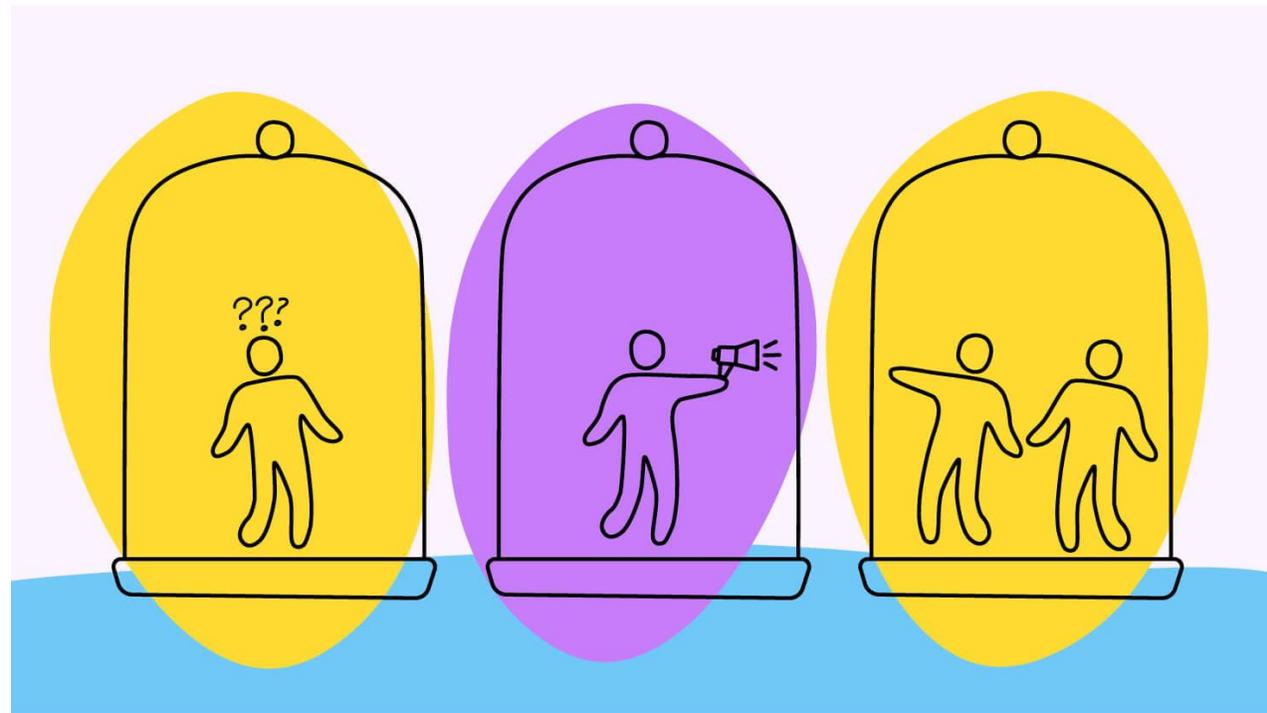
there is a ‘renewed recognition, and indeed emphasis, on positively supporting student trajectories through and beyond university by enhancing a range of activities linked to the 3Es’

(Norton and Sear, 2021:website)

The Wicked Problem

The 3Es are frequently addressed 'as distinct, if not mutually exclusive concepts'

(Dean, 2010:21)



The dominance of Employability

- the then Department for Innovation, Universities and Skills commenting that ‘We want to see all universities treating student employability as a core part of their mission’ (DIUS, 2008:6);
- employability growing in strength by incorporating concepts such as key skills and career development learning;
- the belief that some students are attracted to ‘safe’ options and subsequently the language of employability, over the portrayal of enterprise and entrepreneurship as ‘risky’;
- And the growing presence of proxy measures for employability featuring strongly in external metrics and reporting (such as university league tables and graduate destination data and starting salaries).

(Dean, 2000)

The dominance of Employability



GRADUATE OUTCOMES



**Complete
University
Guide**

‘in spite of the controversial nature of rankings, there seems to be a persistent desire on the part of universities to assert their international rank by the position they clinch on league tables’ with institutions increasingly using rankings for goal setting purposes

(Salmi and Saroyan, 2007:22)

But what about enterprise and entrepreneurship?



So where does this leave us?



There is recognition of a relationship between the 3Es and an acknowledgement that one in turn can enhance the other[s]

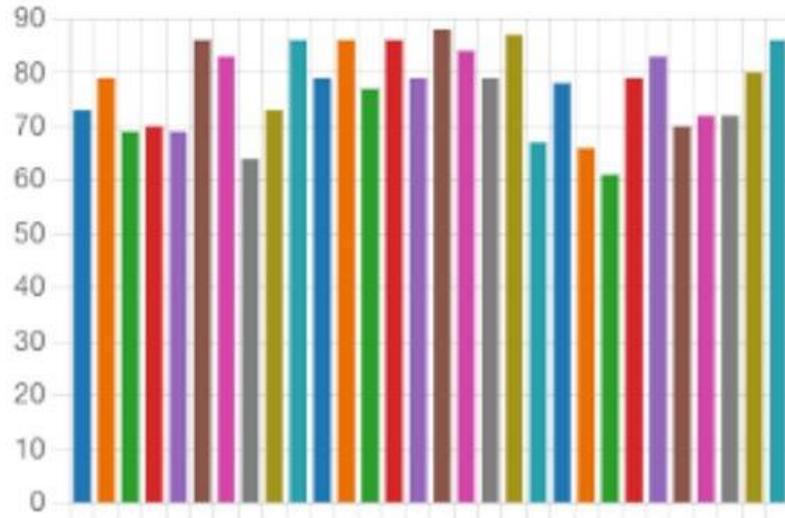
(Bauman & Lucy, 2019; Chandler & Broberg, 2019; Decker-Lange et al, 2022; Dhaliwal, 2017; Gibb, 1996; Nabi et al., 2018)

There is even an overlap between the skills, attributes and competencies of employability, and enterprise and entrepreneurship

(Decker-Lange, 2021; QAA, 2018)

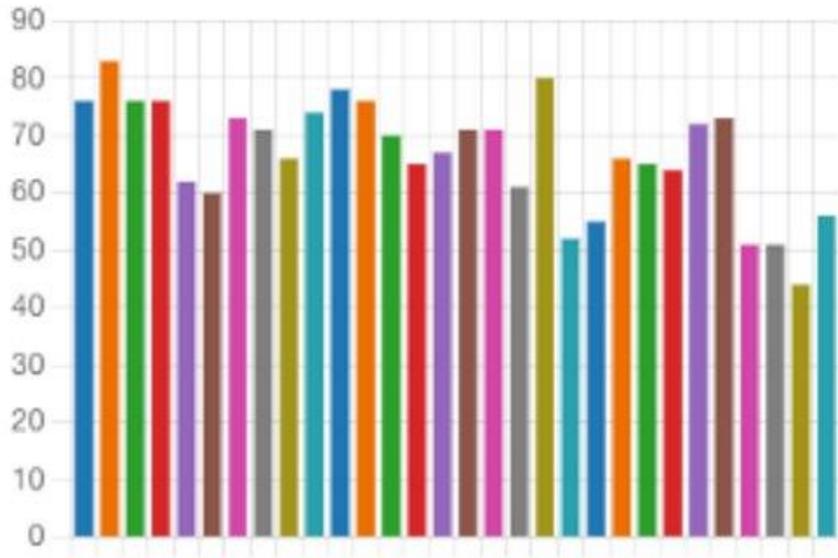
‘over the last five years, there has become more of a blurring rather than distinction between the two: The components of enterprise are fundamental to the components of employability and vice-a-versa’

(Norton, 2019:website)

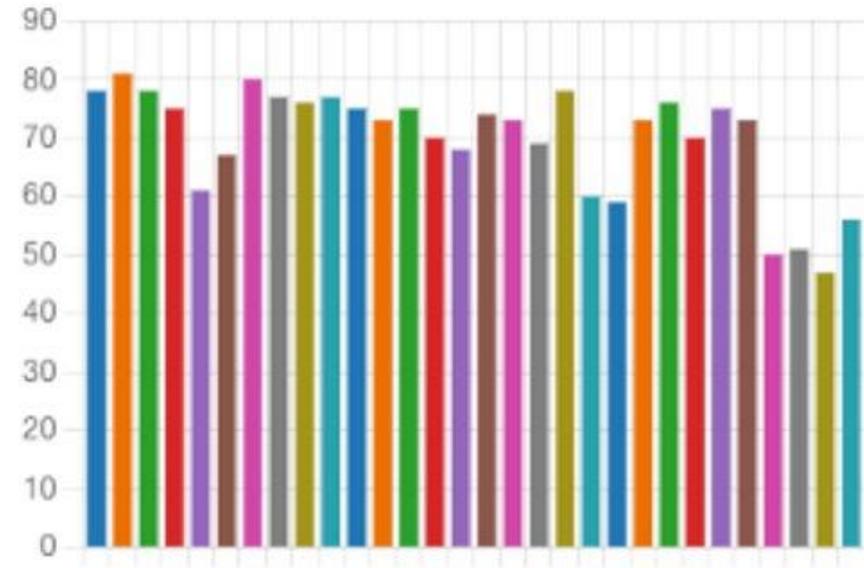


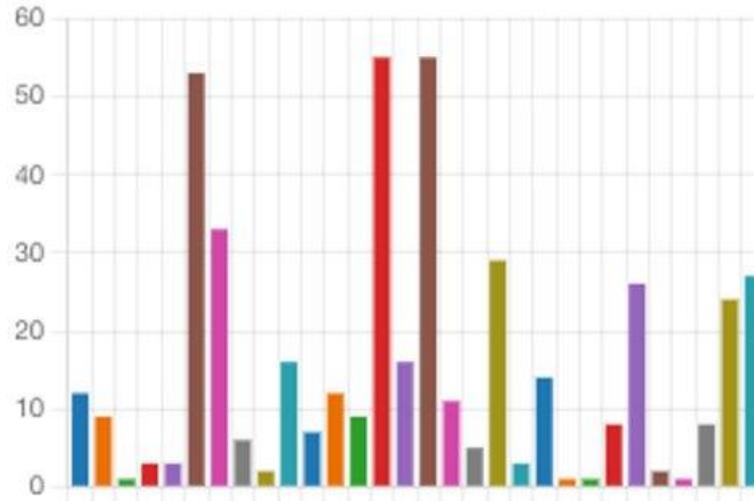
Employability

Enterprise



Entrepreneurship

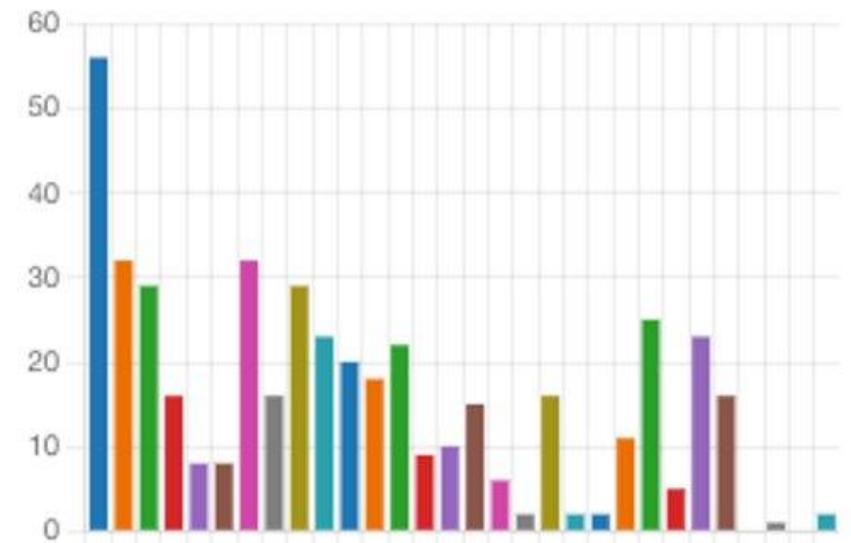
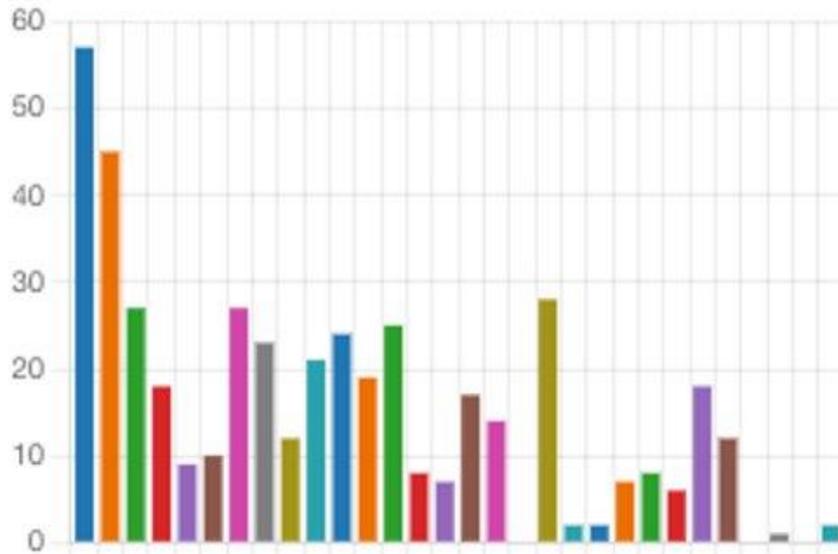




Employability

Entrepreneurship

Enterprise



Who is brave enough to take this on?

