Anglia Ruskin University

Embedding Enterprise Education into science modules

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FSE: Life Sciences and Student Services

The aim	Benefits

To provide the opportunity to create an enterprise/entrepreneurial mind-set for all by embedding enterprise education (EE) to students at all levels of the BSc (Hons) Forensic Science (FS) and Crime and Investigative studies (CIS) courses through sessions co-created by the course teams and students.

- Provide direction about how Enterprise Education should be embedded into science modules.

- Understand students' perceptions of EE and their opinions on the importance of it to their studies/future.

- Opportunity to involve students in the design and development of their learning.

- Involve student interns in the design and delivery of sessions.

The approach

This project was based on the QAA publication 'Enterprise and Entrepreneurship Education: Guidance for UK Higher Education Providers. (QAA, 2018) and the sessions were based upon the behaviours, attributes and competencies and the cultural capitals that are important to develop in students to increase their employability skills and have a social, cultural and economic impact upon their lives.

We employed two student interns to work with the project team to develop questionnaires that were given to all 3 levels of FS and CIS students at the start and the end of the project. This questionnaire was designed to establish the level of understanding and knowledge of EE at the start of the project and then to ascertain if this improved/increased by the end of the project.

They also ran focus groups at the start and the end of the project. These focus groups were led by the interns and Marcia to ensure that group members were no inhibited by an academic being present. The focus groups developed the themes from the questionnaires and were used to identify how students would like to learn about EE and identify ideas they may have about the teaching methods that should be used.

At the start of the project less than 20% of students stated that they knew what EE is however by the end of the project more than 60% of students felt confident that they understood what it is.

At the start of the project Jo held a session for each level of the two courses to introduce the concept of EE to all of the students. These sessions were one hour and included discussion about any experience that students had of EE and what their perceptions of it were. Nearer to the end of the project interactive sessions were again held with each level from both courses, 1 hour for level 4 and 6 and 2 hours for level 5. These sessions were designed by the student interns based upon the feedback from the questionnaires and the focus groups and facilitated by Jo.

This session was an elevator pitch where students had to think about the course and their life experiences and the skills that they have and then give a presentation of less than one minute where they should pitch themselves to a potential employer. We had some interesting and informed discussion about what should be included and the

participants realised that they had developed more skills and attributes during their studies than they had realised or previously articulated.

The second session for level 5's was based upon group sessions that included important skills such as; Time keeping; communication; team building; problem solving; initiative; and decision making.

These sessions were part of the group tutorial sessions for each level that were introduced in 2018/19 by the courses.

The outcome(s)

Student understanding of EE increased from less than 20% to more than 60% and participants thought that they had developed important employability skills. The project highlighted the importance of EE being embedded in the curriculum and the need to develop future sessions to be used across the university.

Profile	Future Development

Tutor name:
Joanne Morrissey and Marcia Baldry

Faculty/Service:
FSE: Life Sciences and Student Services

The tutor plans to:

- Use data from this initial pilot project to integrate more widely across the university.

- Gain funding for 2019/20 Learning and Teaching project to trial across all faculties.

- Design on line and classroom based sessions for students to use independently and staff to use in classroom sessions.

Recommendations

The tutor advises anyone interested in this approach to:

- Ensure that students understand what Enterprise education is before including sessions.

- Integrate these sessions into mainstream teaching to increase impact but can also include in Ruskin modules or other tutorial type sessions.

- Involve students in the design of sessions.

- Include on-line and classroom based sessions to maximise engagement.