

## Executive Summary

### 1. NAME OF THE NOMINEE

LJMU Enterprise Educators Academe

### 2. THE PURPOSE / MISSION OF THE PROGRAM

The LJMU Enterprise Educators Academe is a unique program developed at Liverpool John Moores University to help develop staff of all disciplines become '*entrepreneurial educators*'. In turn they not only train new academic staff at the university, but also students who are training to be educators in the primary and secondary spheres, as well as those involved in education provision within deprived areas of Liverpool. What makes the program innovative, is the creation of '*entrepreneurial educators*' from practice based academic staff, from areas as diverse as engineering, forensic science and nursing, creative arts and sociology, reaching over one hundred and fifty disciplines.

The aim is to make huge impact in creating new start ups and developing the entrepreneurial spirit of graduates of the university, thereby impacting the surrounding ecosystem. Professor David Gibson OBE, head of the Academe is now on the British government steering committee advising the government on technology transfer businesses with the CEOs of the University of Oxford and The University of Cambridge. The objective is to link up the development of entrepreneurial competencies for students with university tech transfer impact.

The core purpose is for the university to make a significant contribution to the economic development of Liverpool to fulfil LJMU's mission as a '*civic university*'. A key focus is to develop inspirational subject specific academics in all disciplines to teach entrepreneurial competencies and also enable providers of education working in areas of deprivation and in projects tackling challenges in education, justice and healthcare to teach entrepreneurship and to make a measurable difference both within the small business and the community sector. Impact measurement on staff and student development and on business development is crucial to the sustainable success of the program. The aim has been to create a world class entrepreneurship education ecosystem leading to significant projects in both research and knowledge transfer on a global basis.

### 3. CONTACT DETAILS FOR ADDITIONAL MATERIALS

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### 4. PRIMARY OBJECTIVES OF THE PROGRAM

- Embed entrepreneurship within the fabric of the university
- Create a unique cross-campus entrepreneurship education initiative
- Reach every student at undergraduate and postgraduate level
- Curricular outreach using the '*E Factor*' model (see exhibit 1)
- Commitment to entrepreneurial learning via co-curricular start up programs

## 5. PRINCIPLE STUDENTS / INDIVIDUALS THE PROGRAM IS DESIGNED TO SERVE

The course is designed to serve the entire university population of 24000 to create an entrepreneurial culture. As the program is compulsory for all students, it must meet a wide range of needs. All students will have to complete assessments relating to live entrepreneurial challenges within their own curricular subject.

To reach students in areas as diverse as creative arts, engineering, sociology and nursing over 1000 educators within LJMU needed to be trained to become '*entrepreneurial educators*' to embed enterprise competencies within their own subject area and also develop pedagogy and innovation skills to link their curricular work within the wider entrepreneurial ecosystem. The customisation of the learning model for entrepreneurship education and learning had to be carried out within each discipline by a subject leader in this area. This required support and training from the Academe and the building of strong links with the external entrepreneurial ecosystem.

The initial targeted group has been senior educators within each discipline; they in turn, when accredited, will lead the initial lecturer training programs for new educators both in the university and local vocational colleges. The Academe also includes senior research professors and academic related staff to ensure sustainable impact for the educators and students. The core objective was to enable academic staff of all disciplines to embed entrepreneurship. Implementing a program that has both university and relevant professional body accreditation ensuring a uniform transformational education experience both for educators and senior supporting staff. Academic staff from all disciplinary areas are also eligible for the program. The program was designed on a '*community of learning practice*' model to ensure maximum impact and staff and student involvement.

## 6. ABBREVIATED DESCRIPTION OF THE PROGRAM

Students in every discipline study entrepreneurship in their degree path. The unique approach has included the rewriting of core non business modules to teach entrepreneurship within the context of each subject area. The key tenet of the program is that entrepreneurship is embedded within core curriculum in every subject for every discipline and students then have the opportunity in their final year to complete an interdisciplinary module to run a business or social enterprise. 30 students per year are offered scholarships to complete a summer '*Idea Lab*' where students from diverse disciplines set up a high growth business in a ten week period.

A key part of the program is linking curricular to co-curricular activities. All students must take part in at least one co-curricular event in each year and write a reflective piece as part of their module assessment. This has allowed all students to have a co-curricular experience with over 5000 students involved.

The program is the cornerstone of a unique entrepreneurial ecosystem with curriculum linked to outside business and help for students and staff at any stage of the venture. The entire system is based on creating '*entrepreneurial mind-sets*' so that every student is prepared for the global economy. It is an educator driven program aimed at delivering massive impact within the university and local ecosystem. As part of their curricular assessment all students complete civic entrepreneurial projects related to their subject area. One example of the program working in practice would be within the nursing school. The nursing school has been selected as one of three

university pioneers in clinical entrepreneurship in the UK. The entire health and social care degree has been revalidated and health care enterprise and entrepreneurship skills are embedded at every level of the degree.

The project which has been running for two years, building on the success of the university's centre for entrepreneurship, is now the number one entrepreneurship educator in Europe and also in the top five nationally for the number and size (turnover) of sustainable business start ups created in the UK.

## **7. UNIQUE ASPECTS / FEATURES OF THE PROGRAM AND INNOVATION**

- Enterprise education is compulsory. All students have the opportunity to develop the necessary competencies and relate those to their specific discipline as well as their own personal aspirations.
- The '*E Factor*' competency model. (see exhibit 1)
- Use of the '*Elvis*' model. (see exhibit 2)
- Entrepreneurial learning through initiatives like '*Idea Lab*'.
- The pedagogy must engage the students whilst simultaneously remaining rigorous.
- Part of the assessment includes a student's involvement in real entrepreneurial activity.
- The university provides a seamless ecosystem where faculty and business advisors take the student to the next level.
- All entrepreneurship education assessment is tied to the competency model.
- The unique integrated model of curricular and co-curricular entrepreneurial education.
- Entrepreneurship embedded in all core non business models and taught by discipline specific staff with either entrepreneurial experience or with training from the core faculty in the management school.
- A very strong well linked entrepreneurial ecosystem.
- Entrepreneurial placements available internationally.
- Unique graduate Alumni base.
- Embedding entrepreneurship education into the initial teaching training program for all new academic staff in all disciplines.
- The core focus is inspiration. Inspiring educators to change their pedagogy, to inspire the students to learn through experiential learning and publishing.
- The unique civic university agenda where all assessment relates to making entrepreneurial interventions with the Liverpool region private and public sector ecosystem with all stakeholders both inside and outside the university involved.

## **8. SUSTAINABILITY**

The program is run by core funded tenured staff to ensure sustainability. All key entrepreneurship education staff are tenured with entrepreneurship a key criteria in academic promotion for all staff. The program is also becoming an international income generator for the University. One thousand tenured staff are involved in its delivery.

The centre has substantial alumni funding to support the project on a long term basis with over one million pounds sterling initially pledged from Alumni with significant matched funding from the university. Entrepreneurship is now embedded in all core curricular areas in the university and is supported by the deans of all the faculties throughout the University. Entrepreneurship was one of the core areas in the university strategic plan from 2012/2017 and "student enterprise" is

a key component in the new strategic plan to be announced in 2017. Entrepreneurship education is also set to become a key area in the new *‘Teaching Excellence Framework’* launched by the UK government in 2016 to *“help students develop an original mind”*, and with key employability targets for universities not only in corporate employability but in the creation of new high tech companies, freelance businesses and social enterprises. LJMU Enterprise Educators Academe was recently recognised by the UK government as the best Entrepreneurship Education program in the country with civic support throughout Liverpool.

The university is also the key driver in a £50m project called *‘Sensor City’* which will create an industry linked entrepreneurship project linked to the applications of sensory systems in a variety of fields, including healthcare, engineering with specialisms in the marine industry. The industry links have led to the appointment of the lead venture capitalist in Liverpool becoming an enterprise fellow at the centre. The lord mayor of Liverpool and the senior venture capitalist are involved in ensuring the project is linked to all regional entrepreneurial initiatives and have confirmed long term support on a sustainable basis for the benefit of Liverpool John Moores University and for the Liverpool entrepreneurial ecosystem. The sustainability of the initiative has been enhanced by winning the UK and EEC awards and the strong interest in applying the LJMU model nationally and within the EEC.

## **9. PROGRAM BENEFITS FOR THE STUDENTS**

Students all have the opportunity to develop their entrepreneurial skills within the curriculum whatever their discipline. They get feedback on their business ideas and both the funding and support to launch them. As one final year nursing student explained *“I have developed the belief that I can be an entrepreneur. I have developed the knowledge and skills to become a successful entrepreneur”*.

Students learn theory and have the opportunity to practice the entrepreneurship skills within their own disciplinary areas. They are then linked into the support system and have the opportunity to develop their own business in a program where all assessment is on their business performance and their reflection on their entrepreneurial learning. Students have felt that their self-efficacy, employability and business networks have improved.

Longitudinal data received from over 20000 students who were graduates of the program confirm its long term impact. Over 87% feel the program has benefited their career and over 92% confirm an increasing level of self-efficacy and an increase in entrepreneurial skills. Over 89% confirm they have found the entrepreneurial skills obtained during the course vital in their career progression.

All students develop entrepreneurial competencies through customised transformational learning experiences. They are also linked to the local entrepreneurs, a regional development system and also receive intensive mentoring from university appointed business advisers and can all apply for Alumni project start up grant funding. The Bathgate group of companies have provided over £50000 sustainable funding in one year with projected Alumni funding of £4 Million in the next two years.

## 10. PROGRAM OUTCOMES SHORT AND LONG TERM

### Short Term

The program has been delivered to educators of all disciplines who have developed sustainable entrepreneurship education. It has attracted interest not only in Liverpool but also in Europe, China and the Middle East. Over 90% of all university students will complete customised subject specific modules with embedded entrepreneurial competencies. They will all have the opportunity to apply for an optional module in applied entrepreneurship to implement their entrepreneurial venture.

### Long Term

The program has over its 2 year existence achieved the following long term outcomes:

- LJMU is now rated first in the UK for staff entrepreneurship education (Winner of UK Government Award 2016).
- European Enterprise promotion award from the EEC
- LJMU Enterprise Academe are now advising the UK government and the EEC on policy development.
- Over 20000 students have completed the program over 150 degree paths.
- Over 2000 new SMEs have started up as a direct result of the program.
- Over 1000 members of LJMU academic staff have been supported to become entrepreneurial educators.
- The Local Enterprise Partnership wish to transfer the program to all regional universities, vocational and secondary colleges in the region.
- The university has received a lot of interest to transfer the model to China, Africa and the Middle East.
- The 20000 strong alumni from the program are playing a part in its international development. The aim is to increase its transferability throughout the world.
- Over 1000 faculty from other universities have agreed to use materials and to be trained by the LJMU Enterprise Educators Academe in the coming year.
- A linked entrepreneurial education training and accreditation system has been set up to train all educators within the Liverpool region.
- This system and materials will be available free of charge to any voluntary or overseas educational organisation.
- The key long term achievement has been embedding entrepreneurship education within the degree path of all students in the university on a compulsory basis, linked to the training mentoring and support for at least one academic member of staff leading each degree pathway in the university.
- There are now over 50 articles submitted for journal publication in the last year focused not only by individual entrepreneurial educators in disciplines as varied as spatial design, nursing and forensic science.
- The “Elvis” model was proven over a ten year period as a successful methodology to embed entrepreneurship within the entire university curriculum of any institution. This enhances the potential of transferability of the model internationally. There is a lot of interest in India, China and the EEC in the model as it takes into account internal culture and stakeholder development.

## Exhibit 1 – The E Factor Model

The curricular and outreach programmes are built around the '*E Factor*', an entrepreneurial competency model developed by the Head of Entrepreneurship Education at LJMU. The success of all programmes throughout the University is based on whether students, undergraduate or postgraduate have demonstrated these entrepreneurial competencies within the context of their own subject area. These competencies are:

- (a) Creativity and opportunity recognition
- (b) Self –Management
- (c) Personal Influence
- (d) Strategic Focus
- (e) Leadership
- (f) Negotiation and assertion
- (g) Financial mastery
- (h) Marketing and Branding

A research questionnaire based on these competencies has been administered to over 20000 students over a two year period. All students and staff are given the opportunity to develop 'enterprise for life' skills within the curriculum and through staff development training and the opportunity to trade or consult on a real life commercial or social enterprise. The model has been developed with several key world experts on entrepreneurial learning. These include Professor Andy Penaluna, lead adviser on enterprise education to the United Nations and the World Bank, and Professor David Kirby, Deputy Vice Chancellor of Enterprise at the British University in Egypt.

## Exhibit 2 – The Elvis Model

This model was developed in 2005 and measured over a ten year period. The model focuses on five key activities which will ensure the creation and sustainability of a project of this size:

1. Embedding Entrepreneurship Competency within any module type.
2. Linking up the entrepreneurial ecosystem with the university educators and students.
3. Verifying the short and long term impact of the project and publishing pedagogical research and longitudinal impact studies for policy development.
4. Institutional support and innovative pedagogy.
5. Stakeholder support and strategic development.

Like any business project there will be significant challenges. Working with these key methodologies will ensure success and solutions to challenges.