

## Strategic Template

# Innovation and Enterprise Strategy

2016 - 2020

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## Our Strategic Aim

Edinburgh Napier University has a clear vision to establish ourselves as one of the UKs leading Universities for innovation and enterprise, with a culture in which all staff and students embrace enterprise in a way that is appropriate for them. The purpose of this **Innovation and Enterprise Strategy** is to deliver the innovation and enterprise ambitions of Edinburgh Napier University as set out in Strategy 2020, focusing on supporting the development and enhancement of innovation and enterprise skills within the student experience and thereby provide highly skilled and employable graduates into the future workforce.

**Strategy 2020: Building Success** sets out our vision to be an enterprising and innovative community renowned internationally, with an unrivalled student learning experience. In particular, a commitment is given to build ‘innovation, enterprise and citizenship’ in which we will “expand opportunities for students to engage with start-up businesses and social enterprises” and “provide a learning environment that develops graduates who have enterprising and innovative mind-sets and who are well prepared to thrive in complex uncertain environments”.

Edinburgh Napier seeks to offer opportunities and a conducive environment to encourage the development of innovative and enterprising attitudes and behaviours in all students and graduates, as well as building the skills and knowledge of an enterprising person, so preparing graduates to be proactive in managing their future careers.

This strategy relates to all students, whether undergraduate, taught postgraduate or research postgraduate; studying on campus in Edinburgh or off campus with an international partner or online; whether studying full time or part time. We seek to integrate co-curricular and extra-curricular activities with the academic curriculum to ensure that the whole experience develops each students’ innovation and enterprise skills and attributes. By 2020, all students will have the opportunity to engage with innovation and enterprise either within the curriculum for credit or through co-curricular and extra-curricular activities that enhance the value of the student experience.

We will foster a culture across the University which ensures all stakeholders (students, staff, and employers) recognise the significance of innovation and enterprise as a key part of graduate employability. The strategy seeks to establish a common goal for supporting the development of innovation and enterprise within the curriculum and ensuring learning environments are responsive to the needs of the rapidly changing labour market. Successful implementation of the strategy will require partnership working across the University between schools, Bright Red Triangle, professional careers and employability services, alumni and ENSA.

This strategy builds on the ambitions outlined in our **Academic Strategy** and complements the **Student Experience Strategy**.

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## Key Drivers & Strategic Alignment

At Edinburgh Napier University, we offer a curriculum across a breadth of academic disciplines that offers a high quality learning experience which prepares students for the ever changing and increasingly competitive labour market. Embedding innovation and enterprise in the curriculum, and enhancing extra-curricular activities can support both the development of highly employable graduates, but can also impact on the growth of the Scottish economy through the development of entrepreneurial skills.

The Scottish Government puts great importance on developing entrepreneurship and innovation to support the growth of the Scottish economy. The 2013 publication **Scotland CAN DO: becoming a World-leading Entrepreneurial and Innovative Nation** outlined the ambition to become a world-leading entrepreneurial and innovative nation, to increase the entrepreneurship and innovation activity of individuals and businesses, and to see greater commercialisation of knowledge and intellectual capital and a greater focus on global markets. The report also outlined the ambition for ‘an education system with entrepreneurship and innovation at its core’. The ambition, drive and leadership of individuals is crucial and must be nurtured and developed within the education systems, as an entrepreneurial mindset can be learned and a culture that supports it can be created within Universities and beyond.

The Quality Assurance Agency for Higher Education recently argued that ‘The call for a greater emphasis on enterprise and entrepreneurship education is compelling. Driven by a need for flexibility and adaptability, the labour market requires graduates with enhanced skills who can think on their feet and be innovative in a global economic environment’ (QAA, 2012). Universities Scotland have also been considering the approach of the Scottish HE sector towards enterprise and entrepreneurship education as described in the **Making it Happen, Enterprise and Entrepreneurship Education** document (2015). This document describes the sector’s commitments, ambitions and actions alongside a number of case examples. It was developed partly in response to the challenge set by Scotland CAN DO and was formally launched at Holyrood on the 10 November 2015 at an event within which Edinburgh Napier’s Bright Red Triangle activity featured prominently.

Innovation and enterprise activities can enrich the student experience, both within academic programmes and as extra-curricular activities. It helps prepare students for work as well as finding and creating employment for themselves and others. We recognise that not all students will engage with the innovation and enterprise agenda to the same degree, but in an increasingly competitive job market, all students need enterprise skills to succeed. Innovation and enterprise for students includes the following activities:

- innovative approaches to problem solving;
- embedded activities in modules to support innovative and enterprising thinking;
- embedded entrepreneurship modules within programmes;
- industry and other business activities and engagement, within and outside the curriculum;

- work based learning;
- support for enterprising students and graduates;

**'Entrepreneurship education (EE): a road to success'** (European Commission, 2015), published support for entrepreneurship education and its impacts on individuals, institutions, economies and society. The overarching findings state that entrepreneurship education works. Those students participating in entrepreneurship education are more likely to start their own business and their companies tend to be more innovative and more successful than those led by persons without entrepreneurship education backgrounds. The report suggests there is also a cumulative effect, those who participated in a higher number of entrepreneurship education measures benefited more over time. Suggested impacts on individuals of engaging with entrepreneurship education include boosting career ambitions, higher employability, improved entrepreneurial skills and attitudes, and behavioral change towards higher entrepreneurial intentions.

Possible impacts on the university institutions implementing entrepreneurial education include developing a stronger entrepreneurial culture, higher engagement of tutors and greater engagement with stakeholders. Entrepreneurial education can also impact the economy and society. It supports a higher rate of start-ups and fast growth businesses helps create successful ventures, leading to economic impact but also can help to protect against social exclusion and deliver a high annual return on investment for measures and activities in EE. (European Commission, 2015).

The aim of the Entrepreneurship group in the Business School is to be recognised as a Centre of Excellence in teaching, knowledge exchange and research within the areas of entrepreneurship, enterprise and innovation, nationally and internationally by 2020, and the Innovation and Enterprise strategy will act as a catalyst in achieving this goal.

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## Our Approach

This Innovation and Enterprise strategy builds on key aspirations of the Academic Strategy including:

- A curriculum that develops enterprise and employment skills within an international context
- Graduates who are confident, enquiring and possess the skills for employment and enterprise that are valued internationally
- Excellent student outcomes, including good awards, employment and student business start-ups
- A culture of innovation that encourages students to engage in, and value, extra-curricular activity at subject, School and University level
- Strong partnerships with the local community and volunteering groups to help build a culture of social enterprise
- Placement and enterprise opportunities for all students
- DLHE in top 10 in UK and in upper quartile for all subjects
- Embedded graduate attributes – internationalisation, research and enterprise

In a University context, 'innovation', 'enterprise', 'entrepreneurship' and 'employability' can have both specific and generic meanings, and are often used interchangeably however, we define them as:

**Innovation** is the development of new ideas and solutions, and specifically in a business context “the management of all the activities involved in the process of idea generation, technology development, manufacturing and marketing of a new (or improved) product or manufacturing process or equipment.” (Trott, 2011)

**Enterprise** is about the development of enterprising students and enterprising mind-sets. This includes the development of sets of personal skills, behaviours and capacities that can be used in any context including: initiative taking, creative problem solving, intuitive decision making, strategic thinking, networking, autonomous working, and self-efficacy. Enterprise is defined here as the application of creative ideas and innovations to practical situations. This is a generic concept that can be applied across *all* areas of education. It combines creativity, ideas development and problem solving with expression, communication and practical action.

Enterprise education aims to produce graduates with the mind-set and skills to come up with original ideas in response to identified needs and shortfalls, and the ability to act on them. In short, having an idea and making it happen. Enterprise skills include taking the initiative, intuitive decision making, making things happen, networking, identifying opportunities, creative problem solving, innovating, strategic

thinking, and personal effectiveness. Enterprise education extends beyond knowledge acquisition to a wide range of emotional, intellectual, social, and practical skills (QAA, 2012).

**Entrepreneurship** is about the development and application of enterprising skills in the context of setting up a new venture, designing and entrepreneurial organisation, or developing an existing venture. Entrepreneurship is defined as the application of enterprise skills specifically to creating and growing organisations in order to identify and build on opportunities. Entrepreneurship education focuses on the development and application of an enterprising mind-set and skills in the specific contexts of setting up a new venture, developing and growing an existing business, or designing an entrepreneurial organisation.

Entrepreneurship education aims to produce graduates who are capable of identifying opportunities and developing ventures, through setting up new businesses or developing and growing part of an existing venture. It focuses on encouraging students to apply enterprising skills and attributes to a range of different contexts, including new or existing businesses, charities, non-governmental organisations, the public sector, and social enterprises (QAA, 2012).

**Employability** is 'a set of achievements, understanding and personal attributes that makes individuals more likely to gain employment and be successful in their chosen career, which benefits themselves, the workforce, the community and the economy' (Yorke, 2004).

## **Objectives**

To achieve our aim we will support three key objectives that together create a framework for recognition of the development and importance of these elements in the curriculum and in co-curricular and extra-curricular activities across the university:

- 1. Embed Innovation, Enterprise and Entrepreneurship as a key component of all our academic provision to support the development of enterprising, entrepreneurial and highly employable graduates**
- 2. Enhance and extend the co-curricular and extra-curricular activities available to support Innovation, Enterprise and Entrepreneurship**
- 3. Ensure effective leadership of all our academic and professional support for Innovation, Enterprise and Entrepreneurship**

## **4. 1. Embed Innovation, Enterprise and Entrepreneurship as a key component of all our academic provision to support the development of enterprising, entrepreneurial and highly employable graduates**

### **Background**

Students need to be aware of the range of innovation and enterprise opportunities available to them to understand how their learning activities support their employability, so allowing them to take ownership of their own employability and career development. Studies have demonstrated that the embedding of innovation and enterprise into the curriculum helps create employable graduates who contribute as part of a creative and adaptable workforce.

### **Outcome**

By 2020, we expect all subject groups to have reviewed aspects of Innovation, Enterprise and Entrepreneurship that are appropriate to embed in their programmes and modules, to ensure that all students are offered innovation and enterprise education within the curriculum to achieve academic credit. We also expect all students to have opportunities to engage with external employers through work related activities, work based learning (with or without academic credit) or business start-up (including social enterprises), or the Teampreneur project.

### **Delivery Mechanisms/Actions**

1.1	Embed innovation and enterprise as a key component of all academic provision throughout every student's journey, explicitly highlighted in programme specifications and through programme validations and reviews
1.2	Develop a range of shared resources for supporting Innovation and Enterprise within the curriculum, including an innovation and enterprise skills site utilising web based and e-learning resources.
1.3	Build our portfolio of support to enhance working with industry and other enterprises at both UG and PG level, particularly where closer engagement with business will result in an enhanced curriculum and student experience.
1.4	Significantly enhance opportunities in the curriculum for students to engage with and understand the needs of employers, and increase student awareness of how this can help them achieve their career ambitions (WRL, WBL, Teampreneur)

1.5	Develop new programmes offering innovative approaches to enterprise and entrepreneurship
1.6	Ensure Innovation and Enterprise is prominently highlighted in student induction programmes and course materials, utilising Confident Futures and other mechanisms

### Success

Indicators of Success	Baseline (2014/15)	Target (<2020>)	Comments
Students into graduate level jobs (DLHE)	80%	92%	
Entrants to programmes with work related element	74%	100%	
Number of students (teaching and research) with the opportunity to be engaged in innovation and enterprise in the credit bearing curriculum	-	100%	
Student confidence in personal and employability skills and abilities	?	?	Baseline metric to be confirmed.

## 4.2 Enhance and extend the co-curricular and extra-curricular activities available to support Innovation, Enterprise and Entrepreneurship

### Background

A second key focus of this strategy is to provide opportunities for learning outside the classroom to enable students to develop further enterprise and entrepreneurial skills and attributes. This is particularly important in supporting the ambitions for student and graduate start-ups. According to the QAA report 'Enterprise and entrepreneurship education' (2012), finding learning environments which span creativity and innovations together with business acumen are rare' and this strategy allows us to build on the work undertaken by Bright Red Triangle in supporting student and graduate ventures across a range of different disciplines.

### Outcome

By 2020, we will have an innovative eco-system within the University, which brings together internal resources in partnership with external stakeholders to provide opportunities and activities for engagement with innovation, enterprise and entrepreneurial activities.

By 2020, we expect all students to be able to access personal innovation and enterprise development through co-curricular and extra-curricular provision such as that provided by Bright Red Triangle or through other employability services including Confident Futures.

### Delivery Mechanisms/Actions

1.1	Offer a range of opportunities, both within the University and externally, for all students to develop enterprising skills, including placements, internships, volunteering, and workshop activities.
1.2	Build on current Bright Red Triangle activities to ensure a portfolio of entrepreneurship training and support that meets the needs of all students, through which we can stimulate and support the development of new commercial and social enterprises by students and graduates.
1.3	Encourage enterprise and citizenship through engagement with social enterprises through Bright Red Triangle, the Volunteering Hub (ENSA) and wider networks

1.4	Develop a successful business planning competition within the University for students and graduates.
1.5	Build on partnership with E-Spark in supporting entrepreneurial activities for students and graduates
1.6	Support students to develop an Enterprise Society via Edinburgh Napier Students Association (ENSA)
1.7	Support the development of entrepreneurs in residence in each campus/school

### Success

Indicators of Success	Baseline (15/16)	Target (<2020>)	Comments
Student confidence in personal and employability skills and abilities	?	?	Baseline metric to be confirmed.
Number of events offered by BRT per annum	36	50	
Number of attendees at BRT events	1145	1500	
Number of new student and graduate start-ups per annum	46	70	
Number of Entrepreneurs in Residence	-	3	

### 4.3. Ensure effective leadership of all our academic and professional support for Innovation, Enterprise and Entrepreneurship

#### Background

In order to achieve 4.1 and 4.2 effectively, we need to ensure that there is a comprehensive and supportive framework across the University to support and develop our activities. Strong leadership of innovation and enterprise activities is key to ensuring that the impacts of embedding and extending activities can be felt by individuals, local and national businesses and communities and globally.

#### Outcome

By 2020, we will have a supportive, enabling culture underpinning our innovation and enterprise activities, with enhanced institutional and individual commitment to the innovation and enterprise agenda, delivered through a team of enablers hosted in each School.

#### Delivery Mechanisms/Actions

1.1	Benchmark our current provision with the HE Innovate tool ( <a href="https://heinnovate.eu/">https://heinnovate.eu/</a> ) 'Towards an innovative university'
1.2	Identify and support a network of staff as enablers for innovation and enterprise.
1.3	Provide professional development and support for staff to understand the relevance of innovation and enterprise within the teaching of their discipline and equipping them with the skills to engage with innovation and enterprise activities
1.4	Develop internal and external communication strategies to publicise innovation and enterprise at Edinburgh Napier to all stakeholders, including a dedicated web page.

## Success

Indicators of Success	Baseline (15/16)	Target (<2020>)	Comments
Number of SLG participated in Innovation and Enterprise development	-	50%	
Number of academic staff participated in HE Innovate	-	All programme leaders and enablers	
Participation in UK wide swap shop (Enterprise Educators UK project launching 2017)	-	1 nominee per School per annum	

## **Governance**

We will establish a working group with stakeholders from across the University to drive forward on the actions outlined in these plans. The working group will report to ULT.

The working group will develop a delivery plan and progress will be monitored and reviewed through the Learning, Teaching and Assessment Committee (LTAC), the Student Experience Committee (SEC), and the annual planning and monitoring rounds.

## Strategic Alignment

### Strategy 2020

Strategy 2020 Cluster	Action	Outcome (what will be different)	KPI (Court)	PI
<b>To Grow Our Academic Reputation, we will:</b>				
Choose an item.			Choose an item.	
Choose an item.			Choose an item.	
<b>To Deliver an Excellent, Personalised Student Experience, we will:</b>				
<b>Provide accredited, work-related experience linked to the curriculum as part of every student's experience</b>	Significantly enhance opportunities in the curriculum for students to engage with and understand the needs of employers, and increase student awareness of how this can help them achieve their career ambitions (WRL, WBL, Teampreneur)	<b>All students to have work related experience, whether UG/PG, on campus or studying with an international partner or online, full time or part time</b>	2.2 Entrants to Programmes with Work-related Experience Element	
Choose an item.			Choose an item.	
<b>To Build Innovation, Enterprise &amp; Citizenship, we will:</b>				
<b>Expand opportunities for students to engage with start up business and social enterprise</b>	Build on current Bright Red Triangle activities to ensure a portfolio of entrepreneurship training and support that meets the needs of all students, through which we can stimulate and support the development of new commercial and	<b>Access for all students whether UG/PG, on campus or studying with an international partner or online, full time or part time</b>	Other	

	social enterprises by students and graduates.			
<b>Provide a learning environment that develops graduates who have enterprising and innovative mind-sets who are well-prepared to thrive in complex uncertain environments</b>	Embed Innovation and Enterprise as a key component of all our academic provision to support the development of employable graduates.	<b>Enhanced levels of graduate level employability</b>	2.1 Graduate Employability	
<b>To Internationalise Our Work, we will:</b>				
Choose an item.			Choose an item.	
Choose an item.			Choose an item.	
<b>In support of our strategic goals, we will:</b>				
Choose an item.			Choose an item.	
Choose an item.			Choose an item.	

**Other Strategies**

<b>Strategy</b>	<b>Strategic impact, alignment, dependency or connectivity</b>
Student Experience Strategy	This strategy connects to the Student Experience Strategy with regards to co-curricular and extra-curricular activities, and the development of citizenship through social enterprise.

**Values**

<b>Value</b>	<b>Impact/Alignment</b>
Ambitious	We are ambitious for our students and this strategy seeks to support that ambition through enhancing innovation and enterprise in our curriculum and extra-curricular activities.
Innovative	We seek to be innovative in our approaches and supportive of innovation in the curriculum.
Professional	Innovation and enterprise supports our students to be professional, employable graduates.
Inclusive	This strategy relates to all students, whether UG/PG, on campus or studying with an international partner or online, full time or part time

**Culture**

<b>Cultural Ambition</b>	<b>Impact</b>
<b>We have high aspirations for, and confidence in, ourselves and our students</b>	We are ambitious for our students and this strategy seeks to support that ambition through enhancing innovation and enterprise in our curriculum and extra-curricular activities and enhancing the culture of the University in supporting those activities.

<b>Benchmarking Exercise of Innovative and Enterprising activities across Schools</b> <i>- for illustrative purposes only, the mapping is NOT a complete picture</i>							
	<b>Credit bearing modules ENT and/or own school</b>	<b>Non-credit bearing BRT activities</b>	<b>Confident Futures</b>	<b>International opportunities</b>	<b>Employer / Mentor links</b>	<b>Societies / Competitions / Awards</b>	<b>Volunteering</b>
Applied Sciences	Business and Bioethics Final year projects			India – veterinary nurse practice. Florida - policing	Scottish Rugby Academy coaching awards		Local schools to develop practical classes for the pupils
SACI	WBL modules Final year projects	IP workshops with students	Assertiveness Workshops Pitching workshops	International Design Carousel	Product Design Employer Mentoring	Young Creative Network. Creative City Challenge	Mozambique Project Schools projects Prisons Literacy project
TBS	Business Growth Issues	Future Investable Talent (FIT)	Negotiating skills	ACEEPT European Project Week	Live projects	European Sales Competition	Get On Board
Health & Social Care Computing	Sharing for Caring Practice				Project with SANDS		Obstetrics Community Emergency Training Dept.
	Placement modules - year long	Incubation & accelerator		Overseas Project	Honours project Demonstration Day Innovation Vouchers	Student Developer Society	

## References

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