



Business,  
Management,  
Accountancy and  
Finance



# Shaping Quality and Assessment in Entrepreneurship Education

Introduction and background

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# BMAF's Strategic Aims 2010 - 2011

To celebrate and raise the status of teaching

To broker and facilitate the sharing of good practice

To identify, develop and disseminate evidence-informed and effective approaches to learning, teaching and assessment

To inform, influence and interpret policy

To support colleagues in responding to strategic change at institutional level and government policy directives

To operate a professional and sustainable working environment that can be responsive to changing priorities and needs

# Questions at IEEC 2010

(September 2009)

- Should enterprise be embedded into the curriculum?
- Why (or why not)?
- What are the barriers?
- Who are the 'gatekeepers'?

# Discussion at IEEC 2009

- “Subject benchmark statements set out expectations about standards of degrees in a range of subject areas. They describe what gives a discipline its coherence and identity, and define what can be expected of a graduate in terms of the abilities and skills needed to develop understanding or competence in the subject.”

Source:

<http://www.qaa.ac.uk/academicinfrastructure/benchmark/default.asp>

# Discussion

- QAA has published subject benchmark statements... set out clearly the academic characteristics and standards... allow for flexibility and innovation in programme design, within an overall conceptual framework established by an academic subject community.
- They are intended to assist those involved in programme design, delivery and review. They may also be of interest to prospective students and employers, seeking information about the nature and standards of awards in a subject area.

Source:

<http://www.qaa.ac.uk/academicinfrastructure/benchmark/default.asp>

# Questions at IEEC 2010

- As a new undergraduate 'enterprise' course developer, where, in the list of subject statements would you look first?
- Please list your top 4 and write a short sentence to justify your decision.

Accounting (2007)  
Agriculture, forestry, agricultural sciences, food sciences and consumer sciences (2002 Anthropology (2007)  
Archaeology (2007)  
Architectural technology (2007)  
Architecture, architectural technology and landscape architecture (2000)  
Area studies (2008)  
Art and design/ History of art, architecture and design (2008)  
Biomedical science (2007)  
Biosciences (2007)  
Construction, property and surveying (2008)  
General business and management (2007)  
Chemistry (2007)  
Classics and ancient history (including Byzantine Studies and Modern Greek) (2007)  
Communication, media, film and cultural studies (2008)  
Computing (2007)  
Criminology (new 2007)  
Dance, drama and performance (2007)  
Dentistry (2002)  
Early childhood studies (new for 2007)  
Earth sciences, environmental sciences and environmental studies (2007)  
Economics (2007)  
Education studies (2007)  
Engineering (2006)  
English (2007)  
Finance (new for 2007)

Geography (2007)  
Health studies (2008)  
History (2007)  
Hospitality, leisure, sport and tourism (2008)  
Housing studies (new for 2007)  
Landscape architecture (2007)  
Languages and related studies (2007)  
Law (2007)  
Librarianship and information management (2007)  
Linguistics (2007)  
Materials (2008)  
Mathematics, statistics and operational research (2007) Annex to the subject benchmark statement for Mathematics, statistics and operational research to cover integrated master's degrees (2009)  
Medicine (2002)  
Music (2008)  
Optometry (2007)  
Osteopathy (new for 2007)  
Philosophy (2007)  
Physics, astronomy and astrophysics (2008)  
Politics and international relations (2007)  
Psychology (2007)  
Social policy and administration (2007)  
Social work (2008)  
Sociology (2007)  
Theology and religious studies (2007)  
Town and country planning (2008)  
Veterinary science (2002)  
Welsh (2008)  
Cymraeg (2008)  
Youth and community work (2009)

# What subject is it?

...interdisciplinary subjects which seek to understand the relationships between the consumer and the economic, technical, social and environmental forces which influence the development and consumption of goods and services

*Consumer science/studies - Agriculture, forestry, agricultural sciences, food sciences and consumer sciences*

*<http://www.qaa.ac.uk/academicinfrastructure/benchmark/honours/agriculture.asp#1>*

# What subject is it?

...generate ideas, concepts, proposals, solutions or arguments independently and/or collaboratively... and/or as self-initiated activity... be resourceful and entrepreneurial

*Art and design: Subject-specific knowledge and understanding, attributes and skills*

<http://www.qaa.ac.uk/academicinfrastructure/benchmark/statements/ADHA08.asp#p6>

# What subject is it?

...using appropriate cognitive and intellectual strategies... deal with uncertainty when it arises

*Medicine: Generic graduate skills and clinical competencies*

<http://www.qaa.ac.uk/academicinfrastructure/benchmark/honours/medicine.asp#4>

Shaping Quality and Assessment in Entrepreneurship Education

Experiences and thoughts

Janine Swail

Newcastle University / HEA-BMAF EL-SIG  
Steering group

# Shaping Quality and Assessment in Entrepreneurship Education

Morning overview and thoughts

## Andy Penaluna

Chair HEA-BMAF EL-SIG Steering group  
Vice Chair – Enterprise Educators UK

## Creating the Future: Shaping the Curriculum and Assessment

- Existing statements offer a ‘patchwork quilt’ of potential guidance – which new course developers may need to investigate and seek out and use in argument
- Is it time for a more centralized resource?

## Creating the Future: Shaping the Curriculum and Assessment

“...as a means of making more explicit the nature and level of academic standards in higher education and...”

## Creating the Future: Shaping the Curriculum and Assessment

“...providing a foundation for employers, public and others to have confidence in the academic awards of higher education institutions”

Source:

<http://www.qaa.ac.uk/academicinfrastructure/benchmark/Recognition/recognition/scheme04.asp>

# What's needed – some tasks?

- to make explicit the nature and standards of awards that carry the subject in their title;
- to explain the conceptual framework which gives the discipline its coherence and identity;
- to set out the attributes and capabilities expected of graduates, in order to represent the general expectations of standards in awards;
- to establish a consensus within the academic community on the nature and standards of awards.

Source:

QAA - Recognition scheme for subject benchmark statements - November 2004

# Important aspects

- defining principles;
- nature and extent of the subject;
- subject knowledge, understanding and skills;
- teaching, learning and assessment;

Source:

QAA - Recognition scheme for subject benchmark statements - November 2004

# Quality Assurance?

- Consistency of approach...
- Is reliant upon methods of avoiding deviation...
- Which requires consensus and agreed guiding principles... from us!

Based on Jean Roberts – definition of quality control system

# This afternoon's SWOT

- We have broad stakeholder engagement – from QAA to student representation
- We have broad subject knowledge, understanding and skills

