Embedding Entrepreneurial Education in the Curriculum

Learning outcomes

Entrepreneurial learning can be applied across a wide range of disciplines and pedagogies. The educator's aim is to help develop students' core behaviours, attributes, and competencies, leading towards entrepreneurial effectiveness.

Opportunities can be provided for these competencies to be practiced in a wide range of situations for the student to develop confidence. Building from low-stakes assignments gives opportunity for exploration and development and can lead toward high-stakes activities and assessment through a scaffolded approach. See UQ's Guiding Principles for Entrepreneurial Education for more information

The delivery and learning outcomes below are suggestions, and not intended to be prescriptive or limiting as these can be added to and tailored as required. These have been grouped into themes for clarity; each theme is interconnected and should be approached holistically.

Creativity and innovation

Ideas led by an entrepreneurial approach are founded on the ability to think and act creatively and innovatively.

Delivery should include opportunities for:	Learners should be able to:
Creative thinking	Generate multiple ideas, concepts, proposals, solutions, or arguments in response to identified problems and opportunities
Conceptualisation	
Innovation	
Problem solving	Think speculatively, employing both convergent and divergent approaches to arrive at appropriate solutions.
Understanding the value of intellectual property	
Value creation from different markets	

Opportunity recognition, creation and evaluation

At the heart of the entrepreneurial process is the recognition of real opportunities from a spectrum of possible ideas. Where possible, educators should be engaging with industry to provide relevant and current working material.

Delivery should include opportunities to:	Learners should be able to:
Recognise or create multiple opportunities through actively making connections	Identify, analyse and respond to relevant opportunities
Make connections as a result of problem solving, evaluating and assessing ideas	Develop and produce multiple solutions to enhance existing provisions, and identify problems, shortfalls and similar challenges
Develop relevant subject expertise and awareness of contemporary issues, both of which should be evidenced in any strategies for recognising opportunity. As enterprise and entrepreneurship are led by ideas, it is important for students to develop awareness of how to manage Intellectual Property	Be flexible and adaptable, seeing alternative perspectives and offering a choice of solutions
	Review and evaluate multiple solutions in contexts that anticipate and accommodate change and contain elements of ambiguity, uncertainty and risk

Decision making supported by critical analysis, synthesis and judgement

Entrepreneurs and 'intrapreneurs' (entrepreneurship within an existing organisation) rely on an ability to combine new and emerging insights that enable them to make decisions, even where these are based upon limited or unclear data or emotional considerations such as well-being. Decisions to act are made within a context of uncertainty and through iterative processes.

Delivery should include opportunities to:	Learners should be able to:
Research and collect evidence	Source and retrieve relevant contextualised information
Critically analyse evidence	
Make decisions under uncertainty	Evaluate information and formulate arguments, independently and within a team
Use judgement to take calculated risk	Combine analysis with synthesis and decision making, drawn from subject expertise and evaluation of critical incidents
Take the initiative to take action or make changes	
Demonstrate financial literacy in the context of their learning	Be resilient and flexible when faced with change or uncertainty

Implementation of ideas through leadership and management

Successful enterprise and entrepreneurship depends upon the ability to take action, and implement decisions, through social processes.

Delivery should include opportunities for:	Learners should be able to:
Leadership and team management within projects	Manage resources in response to a problem or need
Productively linking intention, context and processes with outcome and dissemination, within management structures	Demonstrate enthusiasm for enquiry and the motivation to sustain it
Development and maintenance of effective relationships with audiences, clients, markets, users, and consumers, as well as with participants, co-workers and co-creators	
Evaluation of resilience and adaptability, using effectiveness in relationships as a gauge	

Action and reflection

Individuals successful in enterprise or entrepreneurship often have heightened levels of self-awareness developed through reflecting upon, and continually learning from, their actions; they use failure to inform progress.

Delivery should include opportunities for:	Learners should be able to:
Audits and evaluations before and after entrepreneurial activity	Critically reflect upon, review and evaluate the solutions they have explored
Developing critical reflection techniques	Identify personal development needs and other changing factors through the reflective process
Action planning for self-development with SMART objectives	
Reviewing networks	Evaluate their own learning and respond to identified shortfalls (competencies, attributes and behaviour gaps)
Use of iterative, discovery and learning processes that include learning from failure	
Reflection on generating novel and associative solutions in response to perceived problems, rather than just the final outcome.	Demonstrate resourcefulness in seeking development guidance or mentoring from both external and internal contacts.

Communication and strategy skills

As well as working within teams, entrepreneurial processes involve the ability to build effective relationships with a variety of stakeholders. Interpersonal skills become well developed through communication and interaction with others. Effective and adaptive planning is key to developing and implementing strategies.

Delivery should include opportunities for:	Learners should be able to:
Thinking about and visualising the future, scanning the environment, planning, communicating, influencing, directing, and rationalising	Identify and respond to stakeholder needs
	Communicate enthusiasm and passion to 'sell' new ideas, concepts or solutions
Building relationships, building trust, influencing, networking, negotiating and reviewing progress	Employ visualisation and flexible planning skills to interact effectively with others, articulate ideas, build trust and present information or outputs to audiences
Multiple forms of communication for a range of audiences including stakeholders and new media technologies	Draw on the views of others to inform the development or enhancement of their work
Learning how intellectual property and issues of confidentiality impact on communication	Provide research and other evidence to suggest how ideas can be taken forward over time, taking changing environments and emerging technologies and concepts into account.

Digital and data skills

Big data can inform the decision-making process, and the development of digital competencies can inform successful entrepreneurial activities.

Delivery should include opportunities to:	Learners should be able to:
Explore digital advances and their application	Perceive the importance of digital technologies and the impact on productivity
Critically review the advantages and disadvantages of data-driven decision making	Understand technological advances and ability for different technologies to connect
Engage with industry experts and big data sources	
Review innovation, problem solving and resilience in the context of data-driven opportunities	Explore technological advances in application to venture creation and effective management